



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of English Language and literature

MASTER DISSERTATION

Letters and Foreign Languages

English Language

Sciences of the language

Submitted and Defended by:
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THE EFFECT OF ENGLISH SLANG LANGUAGE ON EFL STUDENTS WRITING SKILL

The case study of third year students at Biskra University.

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Academic Year: 2022 –2023

Dedication

Thank Allah for His blessings

I would like to dedicate this work:

*To the apple of my EYES, who is always proud of me and cares about me; my
MOTHER*

*To the candle of my life, who always encourages me, my FATHER who is always
the closest to me.*

*To my sisters for being a real source of motivation, the best gift God has ever given
me*

To my teachers for their dedication and honesty

to all my friends

To all who know me.

Declaration

I, Miss Achouak Chahed hereby solemnly declare that the work we are presenting in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work was carried out and completed at Mohamed KHEIDER University of BISKRA, ALGERIA.

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Acknowledgements

First and foremost, my thanks go to God who blessed me throughout my whole life

This work has been carried out through a process of hard time, but completed thanks to many

I would like to express my sincere thanks to my supervisor: Pr. Ramdane MEHIRI for his professional supervision and sincere help and his insightful advice throughout completing this work.

I wish to extend my special thanks to the members of the jury: Mrs. Ben charef Sakina, Mrs. Mansouri Amina for reading this work and their observations that will help me to polish this work.

Finally, I owe a lot of thanks to all the teachers and students who helped me and provided me with instructions.

Abstract

Writing in a foreign language is one of the most challenging and complex tasks for language learners. It requires great effort and involves daily interaction and constant use in writing, resulting in a complete change in the form of words and sentences, known as the "variable" where any given word exists. Differences in the form and structure of words are recognized as slang, which is largely informal and restricted to specific groups based on context, age, and status. This paper aims to discuss the state of slang language among third-year English language students and emphasize the importance of the writing skill to students, as well as the hindrance caused by the heavy use of slang language. It assumes that using less slang language leads to formality, and EFL learners should avoid frequent use of abbreviations, errors, etc. To verify this dissertation, a questionnaire is conducted with 42 students in the third year sciences of language and 10 English language teachers in the Department of Literature and Languages at the University of Biskra.

Key Terms: Writing skill, slang, EFL students, linguistic

List of Acronyms

EFL: English as Foreign Language

LMD: License- Master- Doctorate

FB: Face book

TW: Twitter

List of Slang Words and Abbreviations

Epic: awesome (American English) ملحمة / أسطوري

Air-head: stupid (American English) غبي

MDR: mort de rire (French) موت من الضحك / مضحك جدا

BRB: be right back (American acronym) سأعود

BTW: by the way (American acronym) بالمناسبة

TBH: to be honest (American abbreviation) صراحة

Yalla: let's go / come on (Arabic) دعنا نذهب

Pov: Point of view (American acronym) وجهة نظر

Nerd: intelligent person / شخص ذكي

Nana: a silly or stupid person / شخص سخيفا أو غبيا

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General Introduction

General Introduction

Writing is a form of communication through the written word, allowing us to express ideas, thoughts, and emotions. It encompasses various genres and styles, serving different purposes such as informing, entertaining, persuading, and inspiring. Developing strong writing skills requires practice and the ability to create coherent and engaging content. In today's digital age, writing has become more accessible, connecting writers with diverse audiences worldwide.

1. Statement of the Problem

Writing is the second most sought skill after speaking in the EFL context. It is important, especially because English is a global language, and those who desire to be part of the global market, must have English writing skill. Most of the students use this slang language. So how can this effect negatively or positively? And students are prohibited from using slang because it affects the writing skill.

The current study sheds light on the importance of the writing skill for students and how it has been discontinued due to the heavy use of colloquial language. Learners of English as a foreign language should also avoid the use of abbreviations, acronyms.

2. Aims of the Study

The study aims to focus on the importance of writing performance for students, and to investigate the effect of frequent use of slang language and to consult whether the learner benefits from its advantages in written achievement in English.

3. Research Questions

- Does the use of English slang affect EFL students writing skill?
- Does the English slang affect EFL students negatively or positively?
- Why do they use it? For what purposes?

4. Research Hypothesis

In this research, we hypothesize that student's use of English slangs in their daily conversation either at university or outside; they are forced to use it because it makes it easier for them to communicate. In addition, we hypothesize that if students use less slang their language will become formal writing.

5. Limitation of the Study

Among the most important limitations that may cause a lack of or lead to the emergence of misinterpretations as the lack of reliable sources, also the lack of availability of printed books dedicated to dealing with the phenomenon of "slang" in the library. With regard to books and electronic resources, it was not possible to access the best copies, especially books, and the website's prices were not available. For the case study, the space for the questionnaire was good, due to the presence of the students, their assistance and their interaction with this case. As for the teacher's interview, it was not good due to the lack of writing teachers in the third year, as we dealt with 5 teachers, 2 of whom agreed, but 3 of them refused to do the interview, due to the lack of time for the teachers to do the interview.

6. Structure of the study

The present research is basically divided into three main chapters. Chapter one and two are devoted to the literature review and part three is concerned with the analysis of the student's questionnaire and teacher's interview

The first chapter deals with general information about the writing skill; starting by defining the term writing skill as significant language skill and showing its importance as a foreign language, In addition, we discuss the main types and characteristics, also we categorized the particular components and elements of good writing, and making a relationship between writing and other language skills. The chapter ends up with highlighting the specific purposes of writing through which the writer intends to convey the message to the reader.

The second chapter is an attempt to give general overview about of slang than provides a fine description of it; Definitions, characteristics, functions, origin, also kinds and their varieties, which are the main elements, discussed. As explained the reasons that prompted the use of colloquialism.

The third chapter is a fieldwork and it is concerned with the description and the analysis of the student's questionnaire and the teachers' interview and answers.

CHAPTER ONE

THE WRITING SKILL

Introduction

Writing is indeed a crucial skill in teaching and learning English as a second language. It encompasses various aspects such as vocabulary, grammar, revision, and planning, among others. By engaging in writing activities, learners can enhance these elements and improve their overall language proficiency. Additionally, writing is interconnected with other language skills, including listening, speaking, and reading. The practice of writing supports and reinforces these skills, creating a holistic language learning experience.

This chapter presents the nature of writing and its main types. It also provides for highlighting writing process, the characteristics of writing and also the components of writing that must be taken into account to measure the product, content, organization...etc. in addition the elements of writing. Finally, the chapter concludes with the purpose of writing to indicate the author's intentions and what is trying to communicate also the importance of writing for students and its relationship with other skills because they complement each other. This chapter also explains the teaching of writing because it is an important part of the curricula. The purpose of writing shows the writer's intentions and purpose.

1.1. THE NATURE OF WRITING SKILL

1.1.1. The Definition of writing skill

One of the skills that need to be mastered in language learning is writing. Wallace, Stariha, and walberg (2004) define that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. Brown (2004)

emphasizes that the main topic for writing educational research is the nature of the writing process, and sometimes written products require special skills that not every speaker possesses.

Writing is one of the four language skills, which also include reading, writing, listening, and speaking. Writing and speaking are considered productive skills. They involve producing language rather receiving it, in listening and reading. Simply put, writing involves communicating a message by making signs on a page. To write we need a message and someone to communicate, and usually someone to communicate it too. and the ability to form letters and words, to join these together to make words, sentences or a series of sentences that link together to effectively communicate the intended message. (Spratt, Pulverness , & Williams, 2005)

From the above definitions, it can be concluded that writing is the process of expressing ideas from the writer's thought in written form in a series of sentences arranged and linked to each other and includes several rules as an integral part of the indirect communication between the reader and the writer.

1.1.2. The importance of writing skill

Writing is one of the most important skills for students to master because it helps them think critically and comprehensively to build good writing. It is also a necessary part of the educational, living and functional foundation of society. Through writing, students acquire the ability to communicate effectively, articulate their ideas, and share them with others.

According to Harmer (2007, pp. 31-33), writing holds significant importance in this regard. Represented in:

Writing is provides not time-bound in the way conversation is. It means when writing the students have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books.

- Writing encourages students to focus on accurate language use because they think as they write. It may well provoke well development as they resolve problems which writing puts in their minds.
- Writing is frequently useful as preparation for some other activities, in particular when students write sentences. This gives students time to think up ideas and asked to write sentence.
- Writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. The teacher asks students to write short dialogues which they will act out.
- Writing is also used in questionnaire-type activities. Students may be asked to design a questionnaire, for example about the kind of music people like.
- Writing is also used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities.

1.2. The Types of writing skill

When examining the breadth of written production, it is important to consider different categories of written skill. These categories, while reminiscent of the classifications defined

for the three language skills, take into account the unique nature of written communication.

Drawing from Brown's (2004, p. 220) work, the four categories of written skill within this scope can be formulated as follows:

1.2.1. Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

1.2.2. Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and Context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

1.2.3. Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other

guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to 'exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

1.2.4. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

1.3. Writing Process

Some experts suggest the existence of several distinct writing processes. While there is no complete consensus on the exact number of these stages, writing is commonly regarded as a recursive process. During the revision phase, during the revision phase, it is often necessary to revisit earlier steps in order to further develop and expand upon the information. Harmer (2002) proposes that the writing process revolves around planning – drafting – editing and producing a final version. Similarly, the process writing approach in the classroom incorporates the four fundamental stages of writing: planning, drafting (writing),

revising (redrafting) and editing (Richards & Renandya, 2002). Additionally, Gebhard (2006) asserts that the writing process itself can be divided into four stages.

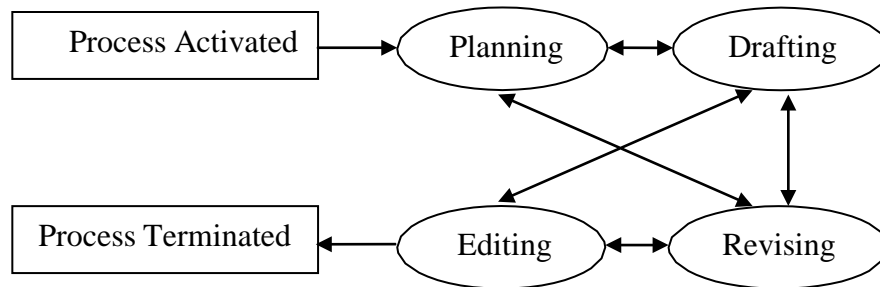


Figure 1.1. Writing Process by Richards and Renandya

Despite all this, the writing process realizes that what follows is the most frequent:

1.3.1. Planning (Prewriting)

The writer gathers information and plays with ideas during the prewriting stage. Prewriting activities may include drawing, talking, thinking, reading, listening to tapes and records, discussion, role playing, interviews, problem-solving and decision making activities, conducting library research, and so on. "Research shows that students who are encouraged to engage in an array of prewriting experiences have greater chance for writing achievement than those enjoined to "get to work" on their writing without this kind of preparation (Parson ,1985, p.3).

1.3.2. Drafting

The writer develops his/her topic on paper during the drafting stage. Beginning may be painful and difficult, producing false starts and frustration in the writer. In the process-oriented approach, the focus is on content, not the mechanics of writing.

1.3.3. Revising

During this stage, the writer makes whatever changes he/she feels are necessary. Revision may involve additions and deletions; changes in syntax, sentence structure, and organization; and in some cases, starting over completely. The revision stage is most productive of superior final products if it includes input from teachers or fellow students. (Glatthorn, 1981, p.4), (Wesdorp, 1983, p.4)

1.3.4. Editing

Polishing of the draft takes place in the editing stage. The writer gives attention to mechanics such as spelling, punctuation, grammar, and handwriting, and may also make minor lexical and syntactic changes.

1.3.5. Publishing

Publication refers to the delivery of the writing to its intended audience. Have found that student's motivation and achievement are enhanced when students' work is published for a larger audience than the teacher. Classmates, other students, parents and friends are among the potential audiences for students' written work (Sommers & Collins, 1984, p.5)

1.4. Micro and Macro Skills of Writing

To establish the final criterion for conducting an assessment, we can refer to a classification of micro and macro skills. Micro skills are better suited for imitative and intensive writing assignments, focusing on fine details and specific elements. On the other hand, macro skills are crucial for achieving proficiency in responsive and comprehensive writing, emphasizing broader aspects of written expression.

Brown (2004, p. 221), a list of writing micro and macro skills is provided.

1.4.1. Micro skills

- a.** Produce of graphemes and orthographic patterns in English.
- b.** Produce writing at an efficient rate of speed to suit the purpose.
- c.** Produce an acceptable core of words and use the appropriate word or depatterns.
- d.** Use acceptable grammatical system (e.g, tense, agreement, pluralization), pattern and rules.
- e.** Express the particular meaning in the different grammatical forms.
- f.** Use cohesive devices in written discourse.

1.4.2. Macro Skills

- a.** Use the theoretical form and conventions of written discourse.
- b.** Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c.** Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d.** Distinguish between literal and implied meaning when writing.

- e. Correctly convey culturally specific references in the context of the written text.
- f. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

1.5. The Characteristics of writing skill

To create a well-written composition, certain fundamental characteristics of written language are necessary. These characteristics can be viewed from the perspective of a reader.

According to Viridian (2016, p. 67), there are nine such characteristics:

- a. Permanence, it means that the form of discourse is fixed and stable so the reading can be done at whatever time, speed and level of thoroughness the individual reader wishes.
- b. Explicitness, the written text is explicit it has to make clear the context and all references.
- c. Density: the content is presented much more densely in writing.
- d. Detachment, the writing of a text is detached in time and space from its reading, the writer normally works alone, and may not be acquainted with his or her readers the writer must have an ability to predict their readers reaction about their writing, because the writer doesn't interact directly to the reader.
- e. Organization, a written text is usually organized and carefully formulated, since its composer has time and opportunity to edit it before making it available for reading.
- f. Slowing of production, speed and reception writing is much slower than speaking. On the other hand, we can usually read a piece of text and understand it much faster than we can take in the same text if we listen while someone reads it aloud to us.
- g. Standard Language, writing normally uses a generally acceptable standard variety of the language, whereas speech may sometimes be in a regional or other limited- context

dialect.

- h.** A learnt skill, most people acquire the spoken language (at least of their own mother tongue) intuitively, whereas the written form is in most cases deliberately taught and learned.
- i.** Sheer amount and importance, spoken texts are far longer, normally (in the same sense that they contain more words), than a representation of the same information in writing.

1.6. The Components of Writing

Writing can be defined as the process of transforming one's thoughts or opinions into written form. Jacobs (1981) categorizes this process into five specific elements:

1.6.1. Content

Content is important to the author's ability to think creatively and develop ideas. It is the process of planning, writing and editing clear and understandable text. In order for the reader to understand the message conveyed by the author, and the content of the writing is clear, uniform and complete to obtain a good text in writing. This is called unity and completeness, and is considered the result of writing.

1.6.2. Organization

So that the written form is fluent, clear-minded, concise, coherent, and easy to understand. Writers think of a way to arrange and organize their thoughts when writing a text to the end. So that the presentation of ideas in a sequential chronological order. There are many forms of writing, including organized and coordinated. The organization is recognized. Cohesion is defined by linking ideas to each other, ideas in a single text. A

coherent paragraph is a paragraph that brings all ideas into place. In sentences and paragraphs the writer should make an effort.

1.6.3. Vocabulary

When writing, vocabulary must be mastered. It should consist of a combination of the complexity, the effectiveness of the language used, the appropriateness of the choice of words and their use.

An aspect of language relevant to learning is vocabulary. When writing a text, the author always thinks in the right way, puts words appropriately into sentences, and then puts those sentences into paragraphs. The text can then be written in an understandable way. By mastering the ability to choose different words, this can help develop variety in writing instead of monotonous writing styles.

1.6.4. Language use

It is important because writing is not easy. It takes practice of reviewing and editing. In scientific and business writing, be as brief as possible, as the form is aimed at the reader.

Written usage aims at the correct form of language or grammar. Focuses specifically on verbs, nouns and approving. More technical nouns and verbs give readers a clearer descriptive picture. This particular noun is distinguished using modifiers in the form of adjectives and adverbs. There are many possibilities for common error and misunderstanding when using verbs. When taking the opportunity to review and verify what the author wrote, it reduces common errors.

1.6.5. Mechanics

In order to produce a technically sound essay, the writer must demonstrate proficiency in grammatical conventions, including correct spelling, punctuation, capitalization, paragraph structure, and grammar. It is very important that the sentences are fully formed and free of errors.

Effective writing mechanics entail the correct use of capital letters, punctuation, and spelling. This is crucial in making sure that readers can clearly understand and interpret the writer's intended meaning. Through the use of sound typing mechanics, the transmission of messages and information becomes more intuitive and more accessible to readers.

a) **Capitalization :**

In writing, the use of capitalization will clarify the ideas. In addition, the proper use of capital letters enables the reader to separate one sentence from another.

b) **Punctuation :**

It can be used as a unit of meaning and suggestion and how its relation units are connected to each other.

c) **Spelling :**

In using correct spelling, there are three significant rules to be followed. They are suffix addition, plural formation and error of handling within the words.

1.7. The Elements of Good Writing

The following is a set of five lesson plans designed to assist students in recognizing the significance of audience, clarity, unity, and consistency in academic writing. These components are widely regarded as crucial aspects of effective writing, enabling students to

cultivate the ability to produce clear and precise texts (Fols, Solomon; Clabeaux, Heinel, 2010).

It is important to note that students are motivated to enhance their English skills to progress in their professional endeavors and to experience ease and success in communicating with other English speakers.

- a) Purpose, Students will comprehend the importance of purpose to good writing.
- b) Audience, Students will comprehend the importance of writing to a specific audience.
- c) Clarity, Students will better understand the importance of writing for clarity.
- d) Unity, Students will gain further understanding of the importance of paragraph unity and how to create it.
- e) Coherence, Students will gain an understanding of the importance of coherence in their writing, and how to create it.

1.8. Writing and Other Language Skills

According to Leki, "Writing is the natural outlet for students' reflection on their speaking, listening, and reading experiences in their second language" (as cited in Aliyeva, 2018, p. 22). Experts concur that language skills differ not only in terms of their quality or nature but also in how they are acquired and the factors that influence individual learning. This is particularly evident in the perceived difficulty of acquiring and mastering each skill, as learners often highlight the challenges associated with learning and acquiring certain skills over others. Writing is closely intertwined with the other three language skills, as it is considered one of the four primary language skills essential for learning any language.

1.8.1. Speaking and Writing

Writing and speaking are productive skills. Writing has always been considered different from speaking. However, speaking involves the production of oral language, while writing involves the production of written language. Both skills are means of expressing thoughts and feelings. Nevertheless, they differ in various aspects such as continuity, frankness, intensity, detachment, organization, and speed of production and reception. Additionally, they differ in terms of standard language usage, skill acquisition, and the amount and importance placed on each skill (Ur, 1996, pp. 159-161).

Some researchers argue that the only distinction between the two skills lies in the mode of delivery. However, Raimes (1983) rejects this view based on his study, which found that: “Writing is not just speech written on paper.”(p. 4)

Harmer (2004) when considering how people write, we need to consider the similarities and differences between writing and speaking, both in terms of their forms and in the processes that writers and speakers go through to produce language. despite the fact that the differences between the two forms are often very marked, there are also occasions when speaking and writing look very much the same - and are done in much the same way (p. 7).

According to Brown (1994 as cited in Hossain, 2015, pp. 25-26) believes that there are many differences between the two productive skills, writing and speaking. It can also be seen through the properties of the language. Permanence, production time, distance, orthography, complexity, vocabulary, and formality are a set of components that distinguish written language from spoken language. First, permanence which refers to the nature of these skills in terms of how long they last where oral language is temporary and must be processed in real time whereas, writing is permanent, and can be read and re-read as often as one likes. The second difference. Speaking can be processed in few moments while longer time is

needed by writers to finalize their pieces of writing as they go through the time-consuming activities. For Brown the third difference is distance. Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact thus necessitates greater explicitness on the part of the writer. The fourth difference is characterized by the limitations caused by orthography, as it carries a limited amount of information compared to the extent of devices available to speakers to improve the message (intonation, stress and paralinguistic devices such as gestures and facial expressions).

Brown believes that complexity represents the fifth difference between the two skills. Moreover, writing involves the use of longer sentences and subordinates while speaking tends to use shorter sentences associated with coordinators. Moreover, the degree of formality constitutes another difference between speaking and writing because the latter tends to be more formal than the first one. While, vocabulary of written texts tends to contain a different set of words, and words with lower frequency than oral texts.

Moreover, the author distinguishes between the two skills from a natural and environmental perspective, as writing is a learning activity that is acquired in a formal setting (such as school), while speaking is a natural activity that can be learned naturally at home without formality. Raimes (1983) makes a useful distinction between writing and speaking in the following list:

- j)** Speech is universal; everyone acquires a native language in the first few years of life not everyone learns to read and write.
- k)** The spoken language has dialect variations; the written language generally demands standard forms of grammar, syntax, and vocabulary.
- l)** Speakers use their voices (pitch, stress, and rhythm.) and bodies (gestures and facial expressions.) to help convey their ideas. Writers have to rely on the words on the

page to express their meaning.

- m) Speakers use pauses and intonation .Writers use punctuation.
- n) Speakers pronounce. Writers spell.
- o) Speaking is usually spontaneous and unplanned. Most writing takes time. It is planned, writers have the possibility to go back and change what they have written.
- p) A speaker speaks to a listener who is right there nodding or frowning, interrupting or questioning. For the writer, the reader's response is either delayed or non-existent. The writer has only that one chance to convey information and be interesting and accurate enough to hold the reader's attention.
- q) Speech is usually informal and repetitive. We say things like, "What I mean is..." or "Let me start again ."Writing, on the other hand, is more formal and compact. It progresses logically with fewer digressions and explanations.
- r) Speakers use simple sentences connected by a lot of **and's** and **but's**. Writers use more complex sentences, with connecting words like **however, who, and in addition**. While we could easily say, "His father runs ten miles every day and is very healthy," We might well write, "His father, who runs ten miles every day, is very healthy."

(Raimes, 1983, p. 5)

18.2. Reading and Writing

The two skills differ in nature: writing is a productive skill, while reading is a receptive skill. However, it is important to note that these skills are interconnected and influence each other. Reading involves receiving input and comprehending written language, while writing involves producing output and expressing thoughts through written language. Both skills contribute to the development of language proficiency and writing style.

In terms of their relationship, specialists assert that there is a strong correlation between reading and writing achievement. They maintain that individuals who excel in reading tend to demonstrate better writing skills as well. The act of reading provides exposure to different writing styles, vocabulary, and sentence structures, which can positively impact one's writing abilities. Similarly, effective writing requires an understanding of grammar, vocabulary, and coherent expression, which are enhanced through reading. Therefore, the skills of reading and writing are intertwined and mutually beneficial in developing overall language proficiency.

Despite their different descriptions, they complement each other. In this regard, Stosky (1983) offers the following:

Better writers tend to be better readers (of their own writing as well as of other reading material), that better writers tend to read more than poorer writers, and that better readers tend to produce more systematically mature writing than poorer readers (p. 636).

McDonough et al (2013) state that, "Writing, like reading, is in many ways an individual, solitary activity: the writing triangle of 'communicating', 'composing' and 'crafting' is usually carried out for an absent readership"(p. 193). That is to say, both reading and writing are generally done in isolation.

1.9. Teaching Writing

Writing is such an important and integral part of the curriculum in schools from the first grades onwards that most children in countries with a comprehensive formal education system will learn to write in the environment at least at a basic level, in that setting. In this sense, we can say or assume that the teaching of writing in the first language is relatively uniform within a given society. (Sara Cushing Weigle, 2002, p. 5).

According to Lindstromberg (2004), Writing is a form of communication that students must learn consciously. They must communicate in writing, without body language of any kind. All you have to do is speak the words and the punctuation marks. Many teachers warn against dedicating valuable class time to developing writing. I think it is essential to get your students to write at least sentences in every lesson. Writing is one of the four language skills. One of the reasons is that so many people seek to learn to write in English for professional or academic reasons.

Classroom writing activities have the following advantages:

- a. A good writing task gets learners to use their English to communicate with others and express their creativity, and can be a great motivator for learners.
- b. Writing gives students time to develop their ideas.
- c. It can create useful quiet time as everyone simultaneously works on a useful task.
- d. Written work gives teachers solid evidence of level and progress.
- e. Writing opens a way for students to build relationships with learners.

Ur (1996) states that the, "objectives of the teaching writing is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language"(p. 162).

1.10. The purpose of writing

Successful writers do not simply conjure their writing out of thin air; instead, they carefully consider the context in which their writing will take place. When embarking on a writing task, individuals typically have a clear intention and purpose. Each writer has their

own specific objective based on the type of text they want to create. During the writing process, the writer often seeks to convey a message to the reader. Regardless of the type of essay or composition, the author must have a specific goal in mind. This goal influences the selection of appropriate words and sentence structures to effectively communicate the intended meaning. Moreover, the intended purpose of the writing determines the rhetorical form that the writer chooses to employ.

Grenville (2001) outlines three primary purposes of writing: to entertain, to inform, and to persuade (p. 1-2). These three purposes serve as guiding principles for writers as they strive to engage, enlighten, or convince their audience through their written work.

a) to entertain:

Writing that aims to entertain often falls under the category of "imaginative" or "creative" writing. This type of writing requires the writer to employ their creativity and imagination to craft engaging and captivating narratives, characters, or settings. While the primary goal is not necessarily to make readers laugh, entertaining writing does aim to evoke emotions and engage the readers in some way. It can involve creating suspense, eliciting empathy, or generating a sense of wonder or excitement. The key is to capture the readers' attention and create an enjoyable and immersive experience through the use of storytelling techniques, vivid descriptions, and engaging language.

b) to inform:

These kinds of writing can also be 'entertaining' in the sense that they're a good read. Writing to inform can focus on newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university. Writing to inform has purpose to tell the reader about something

c) to Persuade:

This type of writing might include a point of view, but it is presented as part of a logical case backed up with evidence, rather than just an expression of feelings. The writer aims to convince the reader of something by presenting facts and data in a way that encourages readers to follow the writer's opinions and take action based on them.

To sum up, the purpose of writing is not only limited to expressing ideas, feelings, or symbols, but it also has specific purposes such as entertaining, informing, and persuading the reader.

Conclusion

As we have seen, this chapter has tried to shed light on the writing skill, emphasizing that writing is the act of producing language and delivering a message. The writing involves expressing ideas through coherent sentences. Writing involves transferring thoughts or opinions from the mind to written form, requiring mastery of components such as content and organization. Effective writing is important for communication and is interconnected with reading and speaking skills. Teaching writing involves guiding students and helping them learn to write effectively. The purpose of writing is to convey the writer's communicative intentions, which vary according to individual formulations.

Slang is a very informal system that students adopt a lot in writing and is more common in speech, usually limited to a particular context or group of people. Instead, you should avoid using colloquial words. These words make your writing sound informal, and therefore less credible.

CHAPTER TWO
OVERVIEW OF SLANG

Introduction

Society today exhibits multilingualism as people frequently employ alternative languages alongside Slang English in different contexts. This phenomenon is observed across individuals with diverse backgrounds and levels of education. The usage of slang language is influenced by various social factors. Additionally, the emergence of social media platforms like FB and TW has facilitated the widespread dissemination of slang, very informal form of spoken English commonly used in unofficial settings.

In this chapter, our focus will be on slang and how it is affected and modified by the linguistic phenomenon of great concern.

2.1. Definition of Slang

Slang refers to vocabulary such as words, phrases, etc., from very informal register that is common in spoken conversation but is avoided in formal writing. It also sometimes refers to the reserved language that is usually reserved for members of certain groups to exclude outsiders.

Slang, as an independent mode of communication, it has been discovered and speculated by many linguists. Linguists do not have a simple and clear definition of it, but they all recognize that it is a changing linguistic phenomenon that is found in every subculture around the world. According to Bethany K. Dumas and Jonathan Leiter (1978), consider slang to be less than standard language and that an expression should be considered true slang if it meets at least two of the following criteria. (pp. 14-16)

- 1- Its presence would be markedly less, at least for the time being, than the respect of formal or earnest speech or writing.
- 2- Its use implies that the user is aware of what is being referred to, either by reference or by persons familiar with it who use the term.
- 3- It is a taboo term in ordinary discourse with people of higher social status or greater responsibility.
- 4- It is used in place of the well-known traditional synonym, to protect the user from the discomfort caused by the traditional element or the discomfort caused by further elaboration.

Slang simply is the informal language that is used in everyday interactions. According to Eble (1996), It is defined as “an ever changing set of slang words and phrases that speakers use to establish or reinforce social identity or cohesiveness within a group or with a trend or fashion in society at large” (p. 11).

2.1.1. The origin of slang

According to Fasola (2012), the origin of the slang word is considered "uncertain" by most linguists and lexicographers. One notable exception is Skeat, who claims that the slang ("vulgar language") is of Scandinavian origin, deriving from the Icelandic words *slyngva* (to sling) which can be taken as a cognate verb with the Norwegian verb *slengja* (to sling the jaw) and the Norwegian noun *slengjeord* (slang) that is used for insulting words. Furthermore, the term slang is suggested to be first known among the gypsy. Another view was it is suggested that slang has French roots.

In a similar vein, according to (Partridge, 1970 as cited by Eble, 1996) in her book *Slang and Sociability*, Group language among college students indicates that the similarity

between the slang English word and the Scandinavian word indicates that the words have evolved from a common Germanic root.

It has been confirmed that slang date back to 17th centuries. It was a kind of vocabulary used by criminals in saloons and their illegal deals using obscure terms for the time being, slang is not limited to criminals and vagabonds. Its impact on the diversity of cultures and socialmedia has contributed to the spread of slang as a way of speaking used by young people (Fasola,2012, p. 2).

As John Ayto (2010), points out in the introduction to The Oxford Dictionary of Modern Slang, the term slang was first applied in the mid-eighteenth century as referring to special vocabulary used specifically by people of a lower class or any disreputable group.

2.1.2. The concepts of language

According to Merriam Webster dictionary, language is:

- a. Audible, articulate, meaningful sounds as produced by the action of vocal organs.
- b. Form or manner of verbal expression.
- c. The vocabulary and phraseology belonging to an art or a department of knowledge.

According to Nordquist (2019), language is the result of all human experience since ancient times. Because it is considered the only need, a person can express their needs, desires, feelings, emotions, thoughts and beliefs. I exist to help humanity. In fact, people cannot have a communityor society of their own without this privileged tool.

Crystal (2019) view language as a spoken or written structure that allows humans to express themselves. “Language is a system of conventional spoken, manual, or written symbols by meansof which human beings, as members of a social group and participants in

its culture express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.”

Another definition of language was provided by Henry Sweet: The English phonetician and linguist stated that “language is the expression of ideas by means of speech sounds combined into sentences, this combination answering to that of ideas of thoughts”. Sweet identified this human condition in how it formulates Discourse and ideas of what is called language. When talking about languages, it is necessary to highlight what characterizes a language from other arbitrary use of words, sounds or gestures.

2.1.3. Language variation

According to Harared (2018), language variations are constituted by an agreement or agreement between the users of the language in its own right, and are based on the nature of the language as a judgment. In addition, slang sometimes uses informal words and expressions that are not standard in the speaker's language.

A variant is any regional, social, or contextual difference in the way a particular language is used. (Research gate)

Language variation is demonstrated in linguistic differences in terms of sounds (phonetics) and structure (grammar). (sil.org)

According to (Holmes, 2001 as cited in Bahromovna, 2022, p. 531). Understand that language variation as “Some features of speech, however, are shared by groups, and become important because they differentiate one group from another”.

According to Maulidiya, Wijaya, mauren, Adha, & Pandin (2021), to sum up, Slang is a form of informal or non-standard language that tends to be temporary or seasonal. It is often associated with younger generations, who tend to use it more frequently in their daily

lives than the standard language that is already established. Slang is popular because it allows for a more relaxed and casual mode of communication, as opposed to the more formal and rigid style of standard language. This flexibility and ease of use make slang an attractive choice for those looking to connect with others in a more relaxed, informal manner.

2.2. Slang compared to other varieties of language

2.2.1. Slang vs. standard language

The main feature that distinguishes slang from standard language is its lack of formality and slang nature, furthermore, informal and misuse of language is referred to as slang. Slang words are often used as informal synonyms for standard words, such as alky and boozier for alcoholic and backy and ciggy for tobacco or cigarette. However, some slang words add nuances of meaning that cannot be conveyed by Standard English words. Slang is considered more effective in matter of delivering short utterance for the right meaning. Bimbo is an accurate word for a bit long explanation of a physically beautiful female with low intelligence.

Slang also differs from Standard English in terms of word-formation rules. Slang often employs suffixes such as: -s, -o and -ers; clippings such as: C for cocaine and reduplicative such as hells, bells to express a surprising act (Mattiello, 2005, p. 12).

2.2.2. Slang vs. non-standard varieties

Slang has distinct variations from other types of language such as (cant, jargon, and dialect) there is still conceptual and terminological overlap that makes it difficult to

differentiate slang from these similar types of language. Therefore, many linguists and lexicographers have attempted to use slang as a synonym for other non-standard varieties of language, contributing to the challenge of defining and identifying slang (Mattiello, 2008).

2.2.3. Slang vs. Jargon

Slang is the closest equivalent of slang speech. Jargon is a term commonly used to describe the specialized vocabulary and phrases used by a particular group of people who share a profession or trade. While slang can be a part of jargon, it is typically used more casually and lacks the prestige and pretentiousness of technical jargon used in fields such as science, medicine, law, and business. For instance, musicians use slang terms to refer to different music styles, while doctors use jargon to describe the conditions of their patients. Examples of medical jargon are “agonal” (a term to show a significant negative change in a patient’s condition), Soldiers and seamen also use their own unique slang words and expressions. Unlike jargon, slang is not primarily concerned with status or reputation, but rather serves as a familiar and spontaneous means of communication within a particular group.

2.2.4. Slang vs. Cant

Slang is distinct from cant, which is the specialized language of those on the margins of society such as thieves and beggars. However, many slang words have roots in the language of the criminal underworld and are used for purposes of secrecy and conspiracy. Drug dealers, for example, use specific slang words like 'Charlie', 'rock', 'speed' to refer to drugs in their trade, while criminals use in-group slang words to refer to the police, such as

'pigs' and 'fuzzy' . Despite its sometimes cryptic nature, slang is not limited to the private language of the criminal world. It may be used by anyone in society who has a need for secrecy, including subgroups who wish to communicate in a more informal or familiar manner.

2.2.5. Slang vs. dialect

Although slangs and dialects share the feature of regionalism as slang varies from one place to another and from dialect to dialect, they are not the same thing. Generally, dialect is a variety spoken in a certain geographical area; this variety has its own grammar, pronunciation and vocabulary. Form of a language spoken in a certain area or distinct, subordinate variety of a language.

According to Mattiello (2008), Slang terms used in British English may have a different meaning in American English or may be considered standard in American English. For instance (to go down a bomb) is an idiom for something very successful while in American English the term may be used to mean the exact opposite of a disaster. Some slang words are widely used and understood within the language community, such as "nerd" that refers to an intelligent person. Although they may not be accepted as proper, British or American English words.

2.2.6. Slang vs. vernacular

Vernacular is the speech of the local, native people of a country or region, but is instead characterized by variations in sound or pronunciation some words. The example given by Mattiello is clear enough. E.g. Chewing gum & football are two words mispronounced in the Scottish slang as chuggy & fitba (Mattiello, 2005, p. 14). Another example of

vernacular and the change of sounds is the expression of the word "قال لي" in Algeria illustrates how vernaculars can change in pronunciation and sounds across different areas.

In Tlemcen, the word is pronounced as "/? alli:/", while in other parts of Algeria, such as Oran, it is pronounced as "/gaal-lii/", and in Adrar, it is pronounced as "/gaal-liyya/". These variations in pronunciation and sounds reflect the unique linguistic and cultural influences that have shaped the vernaculars of these different regions.

Overall, the evolution of vernaculars across different regions is a testament to the richness and diversity of human language, and serves as a reminder that language is constantly evolving and adapting to the world around us.

2.2.7. Slang vs. accent

Slang is not simply a matter of accent or pronunciation, as it involves changes in word form and meaning. Accent is the most clear distinctive variety from slang. Accents help in identifying one's nationality, locality and social class. Some slang words are created by altering the sounds of standard words. In addition to these linguistic strategies, slang often involves a semantic shift, where the meaning of a word is changed. For example, drug slang terms such as "airplane" and "baby" refer to marijuana, while "ball" and "base" refer to crack. These changes in form and meaning make slang a distinct aspect of language (Mattiello, 2005, pp.14-15)

2.2.8. Slang vs. colloquial language

Mattiello (2005), made a distinction between slang and colloquial language, although it does depart from neutral and formal styles. Slang is informally used among people who belong to the same intimate social group, while the large community can use colloquial

language in general. Slang displays features such as secrecy, privacy that are not applicable to colloquial language. Mattiello (2005) exemplified the usage of word "nana" is an abbreviation of "banana" in colloquial English, while the term "nana" means a silly or stupid person.

2.2.9. Specific vs. general slang

Based on the information provided, slang can be classified into different types based on its social or regional characteristics, (student slang, medical slang, etc.), as well as its usage. Specific slang is language used by speakers to show their belonging to a particular group and establish solidarity or intimacy with other group members, also work colleagues like military men or computer users are likely to slang in order to enhance the productivity of their work. Prisoners and criminals who share the same circumstances to be out sighted from the authority use specific wording, also. A word can have the standard meaning found in dictionary and slang meaning found in drug addict's speech; meaning that words like rock and smack are specified as a crystallized form of cocaine and as heroin. Specific slang words are often related to the group and hardly understood by outsiders. General slang, on the other hand, is language used deliberately to break with the standard language and change the level of discourse towards informality. It signals the speakers' intention to refuse conventions and their need to be fresh and startling in their expression, to ease social exchanges and induce friendliness, and to enrich the language. General slang words have wider circulation and are neither group- nor subject-restricted. Examples of bevvvy (a drink especially beer) and caff (a café) or footy (football) are daily used terms among English speakers from different backgrounds. Some slang words can be both specific and general, depending on their pragmatic meaning and context of occurrence.

2.3. Function of Slang

Slang is a popular form of language used by individuals for various purposes, including social identification, humor, and social interaction. It allows people to connect with specific social groups and demonstrate their sense of belonging. Slang also adds a humorous element, using playful or irreverent language to create a light-hearted atmosphere. In social interactions, slang is employed to convey specific meanings and intentions, such as greetings or farewells. Overall, slang serves multiple functions and significantly influences social interactions and group dynamics.

According to Mattiello (2005, p. 26), slang has six distinct functions, which allow it to be used in various social contexts. These functions include:

1. Requiring secrecy
2. Establishing intimacy
3. Arousing jocularity
4. Causing offensiveness
5. Entailing sympathy
6. Mitigating the seriousness of the dominant tone.

The versatility of slang and its ability to fulfill different social and communicative roles is thus an important aspect of its use and evolution over time.

Eble (1996 as cited in Sukmaningrum & Setyorini, 2018, p. 45) highlights three general functions of slang:

1. Slang changes the level of discourse in the direction of informality.

2. Slang identifies members of a group,
3. Slang opposes established authority

It can be inferred that in a given group, all members are expected to adopt and use slang language in order to fit in and effectively communicate with their peers.

2.4. Types of slangs

Partridge (1954, pp. 149-271) clarified that there are several kinds of slang, including the following:

Table 2.1: Types of slang

No	Kinds	Explanation
1	Cockney Slang	This slang comes from End East of England. The slang of the former, except for a difference in accent, the Cockney has a very pronounced accent. The chief consonantal variation which now exists is perhaps the change of th to / or v, as in 'fing' for thing', or" farver 'for 'father'.

<p>2</p>	<p>Public House Slang</p>	<p>The Public house group of words or phrases that makes up for the smallness of the recorded Vocabulary by the nature of the subject. It is, in main genial, cheery, materialistic, but not gross nor cynical.</p>
<p>3</p>	<p>Workmen’s Slang</p>	<p>It's linking up with public house slang for example: brass, chips, dust, feathers, but the difference is the users of workmen’s slang do not mention the real “something” but they call it with another name. Obviously, too, workmen's or operatives' slang is very closely allied to tradesmen's slang.</p>
<p>4</p>	<p>Tradesmen’s Slang</p>	<p>In workmen's slang as in tradesmen's, some of the words that are now jargon for example: bread baskets (belly) were, in their origin, slang. Of the various tradesmen there are so many, consider four as typical tailors, butchers, chemists, and builders.</p>

<p>5</p>	<p>Slang in Art</p>	<p>The artistic slang is fun, Society has always, along with the few discerning dealers and a few rich recluses, been the chief patron of art. Words in art are quickly adopted by society. Slang is considerable more difficult than other slang terms, the meaning is so difficult to guess in present day.</p>
<p>6</p>	<p>Slang in Publicity</p>	<p>Slang is often used for commerce. Much of the success of modern commerce depends on publicity. While certain firms have so impressed on the public” catchy phrases and rhymes” for example: do not Worry; use sunlight (soap), that we often use them in conversation.</p>
<p>7</p>	<p>Slang in Theatre</p>	<p>The theatre began to develop in nineteenth centuries and exercise a powerful influence on ordinary and informal spoken English. It's related with slang in Art because theatre is one of art term.</p>

<p style="text-align: center;">8</p>	<p style="text-align: center;">Slang in Public School and University</p>	<p>It is common for schools to develop their own unique lexicon of words and phrases that are not used in any other school. Schools and universities are the important source of slang. These linguistic markers can represent the particular culture and values of the school, and can serve to strengthen the sense of identity and community among its members. It is, however, true that there are a few terms common to all, or almost all.</p>
<p style="text-align: center;">9</p>	<p style="text-align: center;">Society Slang</p>	<p>In everyday language use, certain words and phrases become associated with particular social groups, and can come to represent shared values and experiences within those groups. Over time, these linguistic markers can become owned by the group, serving as a way to signal identity and belonging. Most of the words soon disappear, but a considerable number of them make good their place in ordinary speech.</p>
<p style="text-align: center;">10</p>	<p style="text-align: center;">Slang in Medicine</p>	<p>Medical slang is, from the very nature of the case, more interesting, it used by doctors or nurses. Whileuniversity student use slang to show who they are and from what university they are.</p>

<p style="text-align: center;">11</p>	<p style="text-align: center;">Sports and Games</p>	<p>Eric Partridge's "Passing English of the Victorian Era includes a fair number of sporting terms, reflecting the popularity of sports and games during the Victorian era in England. These terms cover a wide range of sports and games, including cricket, hunting, billiards, and athletics.</p>
<p style="text-align: center;">12</p>	<p style="text-align: center;">Parliament and politics</p>	<p>Politics should be approached as a profession rather than a trade. Hotten could say that Parliamentary slang was “mainly composed of fashionable, literary, and learned slang. Several slang terms are used in connexion with Parliament or members of Parliament. For example; cabbage garden patriots (cowards) dish (to overcome). As for the use of slang in connection with Parliament or members of Parliament, it is not surprising that there may be a specific jargon or vocabulary associated with any profession or field.</p>
<p style="text-align: center;">13</p>	<p style="text-align: center;">Soldiers</p>	<p>Soldiers have always had a language somewhat apart. Slang comes around the army community that is generally used by soldiers.</p>

2.5. Reasons behind Using Slang

Individuals employ slang for multiple purposes, including the representation of a particular sub-social group's identity, its association with being fashionable and popular, and its frequent usage. Primarily embraced by young people, both in age and at heart, slang serves as a means of lighthearted enjoyment.

According to Nicefero (as quoted in Eric Partridge, 1954, pp. 6-7), people employed slang for one (or more) of fifteen reasons:

1. In sheer high spirits, by the young in heart as well as by the young in years; in playfulness or waggishness.
2. As an exercise either in wit and ingenuity or in humour. For delights in virtuosity.
3. To be "different", to be novel
4. To be picturesque (either positively or negatively, this could be found from songs or poems).
5. To be unmistakably arresting, even startling.
6. To escape from cliches, or to be brief and concise.
7. To enrich the language.
8. To lend an air of solidity, concreteness, to the abstract; of earthiness to the idealistic; of immediacy and appositeness to the remote.
9. To reduce, perhaps also to disperse, the solemnity, the pomposity, the excessive seriousness of a conversation
10. To speak or write down to an inferior, or to amuse a superior public.
11. For ease of social intercourse
12. To induce either friendliness or intimacy of a deep or a durable kind.

13. To show that one belongs to a certain school, trade...etc
14. To show or prove that someone does not belong to a certain group
15. To be secret — ^not understood by those around one. (Children, students, lovers, members of political secret societies, and criminals in or out of prison, innocent persons in prison, are the chief exponents).

2.6. Characteristics of Slang

Individuals use slang words as a way of expressing their desire for uniqueness and as a means of identifying with a particular sub-social group. Slang words are often perceived as cool or fashionable, which leads to their widespread use among people who want to fit in with a certain social circle.

Particular features that set it apart from more conventional forms of speech, lending it a unique and dynamic quality, characterize slang, as an independent linguistic tool. Its unconventional vocabulary, syntax, and use of metaphor create a sense of novelty and freshness, making it an appealing way of communicating among certain groups. "Slang is a language that rolls up its sleeves, spits on its hands and goes to work" (Sandburg, p.1959).

According to Maurer (2019) normally, slang has both a high birth and death rate in the dominant culture, and excessive use tends to dull the luster of even the most colorful and descriptive words and phrases. The rate of turnover in slang words is undoubtedly encouraged by the mass media, and a term must be increasingly effective to survive.

Civilized cultures and their languages retain many remnants of animism, largely on the unconscious level. Slang, then, owes much of its power to shock to the superimposition of images that are incongruous with images (or values) of others, usually members of the

dominant culture. Slang is most popular when its imagery develops incongruity bordering on social satire. Every slang word, however, has its own history and reasons for popularity.

While many slang words introduce new concepts, some of the most effective slang provides new expressions—fresh, satirical, shocking—for established concepts, often very respectable ones. Sound is sometimes used as a basis for this type of slang, as, for example, in various phonetic distortions (e.g., pig Latin terms). It is also used in rhyming slang, which employs a fortunate combination of both sound and imagery. Thus, gloves are “turtledoves” (the gloved hands suggesting a pair of billing doves), a girl is a “twist and twirl” (the movement suggesting a girl walking), and an insulting imitation of flatus, produced by blowing air between the tip of the protruded tongue and the upper lip, is the “raspberry,” cut back from “raspberry tart.” Most slang, however, depends upon incongruity of imagery, conveyed by the lively connotations of a novel term applied to an established concept.

Slang is not all of equal quality, a considerable body of it reflecting a simple need to find new terms for common ones, such as the hands, feet, head, and other parts of the body. Food, drink, and sex also involve extensive slang vocabulary (Maurer, 2019). Therefore, the major characteristics of slang in general shall be introduced in this.

According to Stolt (2010), one of the main features of slang is that it serves as a linguistic variant that is group-marked. Generally, every speaker tends to socialize himself with his specific group so that he feels a sense of belonging. The usage of slang as a group language indicates demarcation, defiance to the standard and at the same time works as a group-cohesive force. Another feature is being typically oral without any written form, which explains the reason of using slang on daily basis.

Burdova (2009, p.13) suggests that slang words are often created to be shorter, easier

to pronounce, and more informal than standard language. She categorizes slang into five different types, including:

1. Speeches are using weak forms: What'm I going t' do now? Ah'm over here.
2. Consonant gemination: innit? (isn't it?), wunnit (wasn't it?), dunno (I do not), lemme (let me).
3. Colloquial words: dough (money), cool (great), comes up for air (take a break). Idioms: Thefirst game ever played (to have sex), Have a mind like a steel trap (to learn easily).
4. Using positive adjectives for expressing negative qualities: He is phenomenal idiot.
5. Using negative adjectives such as terrible, horrific, and tremendous in order to exaggerate oroveract.

Conclusion

Slang can be described as an informal form of language that redefines and rephrases words, including both newly coined terms and impolite expressions. It encompasses not only individual words but also the way these words are used within specific social contexts. Slang is predominantly used within particular communities, limiting its comprehension to a select few. Its purpose is to condense language, facilitating easier and more efficient communication between individuals. In general, we must worry about the continuous use of slang in writing because it is considered an informal language, and thus I think that we can avoid using slang and rely on the formal form in writing.

CHAPTER THREE
FIELD WORK

Introduction

The present chapter is devoted to the analysis of both student's questionnaires and teacher's interview. The chapter consists of three main parts, presentation of the survey questions, and analytical study of the questions, conclusion and discussion. In the first section of this chapter, we will deal with the student's questionnaire and in the second section of the same chapter; we will analyze the teacher's interview. The made up work targeted the third-year LMD students of the English Language Department.3.1. View Survey Questions

3.1 view survey questions

3.1.1. Review of methodology

It is refers to the systematic approach and techniques used in conducting research to gather and analyze data in order to address a specific research question or objective. It encompasses various steps, procedures, and tools employed throughout the research process.

3.1.2. Research design

Based on the ultimate goal of the study and confirming the research hypothesis, which is to determine the effect of slang on the writing skill of students of English as a foreign language. At the University of Mohamed Kheidar Biskra, we relied on the appropriate approach, which is the descriptive approach. In other words, we described the extent to which slang language affects the student.

3.1.3. Tools

For the current study, we conducted a questionnaire of 13 questions with students and

7 interviews with teachers. The proposed questions are produced to see if the students are interested in using a new form of “slang” writing as a form of pleasure or as a form of expression. Moreover, for teachers whether they support or oppose students' use of slang in writing. The questions aim to discover students' motives, which made the questionnaire a better way of expression.

3.1.4. Descriptive approach

Research methodology aims to provide an objective and detailed account of the characteristics, behaviors, and relationships among variables in a particular situation or population. It involves systematically collecting, organizing, and interpreting data without manipulating the variables under investigation. The focus is on describing and summarizing the phenomena or variables as they naturally occur, using quantitative methods such as surveys, questionnaires, observations, and statistical analysis. The descriptive approach helps to present an accurate representation of the research topic by providing a comprehensive understanding of its status, prevalence, or distribution.

3.1.5. Mixed method

Research approach combines qualitative and quantitative research methods within a single study. It involves collecting, analyzing, and integrating both types of data to gain a comprehensive understanding of the research problem. Mixed methods research acknowledges that some research questions cannot be adequately addressed by using only one type of data or method. By collecting qualitative data through interviews, focus groups, or observations, and quantitative data through surveys, experiments, or statistical analysis, researchers can capture both rich qualitative insights and statistically significant quantitative data. The integration of these data allows for a more holistic interpretation and

deeper insights into the research topic.

3.1.6. Questionnaire

In this study, we have accurately selected a questionnaire that we believe is appropriate for our specific case as the primary tool for data collection. The questionnaire is carefully formulated and designed to incorporate relevant questions that align with the objectives of this work.

The questionnaire is a written set of questions that participants answer in written form. It typically consists of a structured or semi-structured series of questions designed to collect specific information from respondents. Various formats can be exhibited via questionnaires, such as paper-based forms, online surveys, or computer-assisted interviews.

3.1.7. Interview

In this study, we used the interview as the second data collection method tool, through interview questions. Our choice to use the interview as a method, especially after the questionnaire, can be explained because it is a dynamic method of data collection.

It involves a direct, verbal exchange between an interviewer and a participant or interviewee. It is a more interactive and dynamic method of data collection, allowing for a deeper exploration of participants' thoughts, experiences, and perspectives. Interviews can be structured (following a predetermined set of questions) or unstructured (allowing for more open-ended discussions)

3.1.8. Sample of population

We have chosen a sample of third-year English language students in the English Department of Biskra University. Therefore, we chose a sample of about 42 male and female students who answered the questionnaire provided to them. Moreover, we chose

third-year students, and selected samples were taken from group “04”, group “05” and group “06”. The reason for choosing these groups is that my supervisor teaches the third-year LMD students written expression.

3.2. Analytical study of questions

Section 1: Questionnaire Findings

The objective of this section is to present and discuss the findings obtained from the analysis of student questionnaires, which were presented to three different groups. The results of the questionnaires were meticulously described, analyzed, and subsequently represented in tables for better visualization and comprehension. The ensuing discussion will delve into the implications and significance of the obtained results, providing a comprehensive understanding of the data collected from the student questionnaires.

3.2.1. Analysis of the Questionnaire Data

Question One: Your gender?

Table 3.1: Participants' gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	4	9.5	9.5	9.5
	Female	38	90.5	90.5	100.0
	Total	42	100.0	100.0	

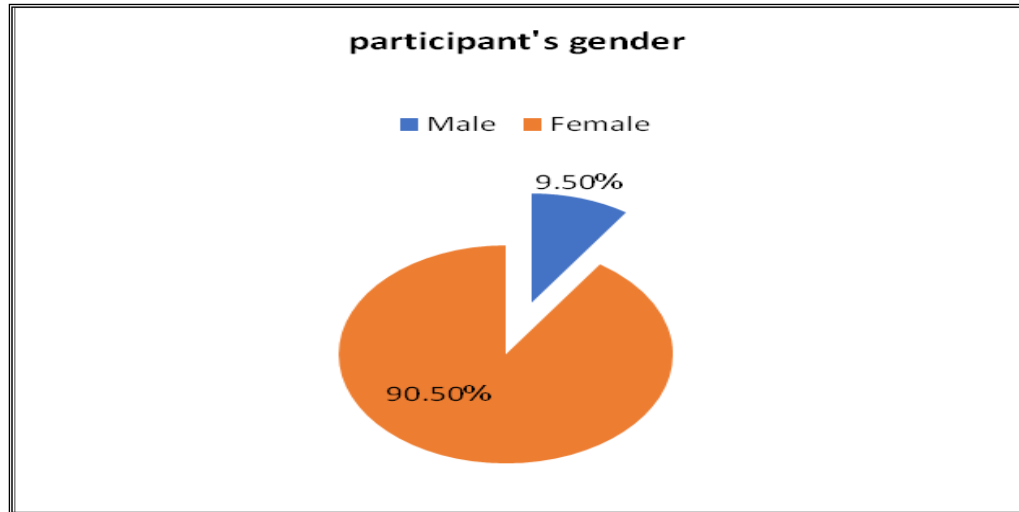


Figure 3.1: Participant's gender

The previous table shows the gender of the study sample, The sample consisted of 90.5% females and 9.5% males This means that females dominated the study sample.

Question Two: Are you a slang user?

Table 3.2: Do you use slang to express yourself in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	83.3	83.3	83.3
	No	7	16.7	16.7	100.0
	Total	42	100.0	100.0	

According to the previous table, the majority of the study samples are use slang to express themselves they are by 83.3%, while only 16.7% do not use it and they are 7 out of 42.

Question Three: how often do you use slang?

Table 3.3: The frequency of using slang.

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Always	9	21.4	21.4	21.4
	Often	15	35.7	35.7	57.1
	very often	8	19.0	19.0	76.2
	Rarely	9	21.4	21.4	97.6
	Never	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

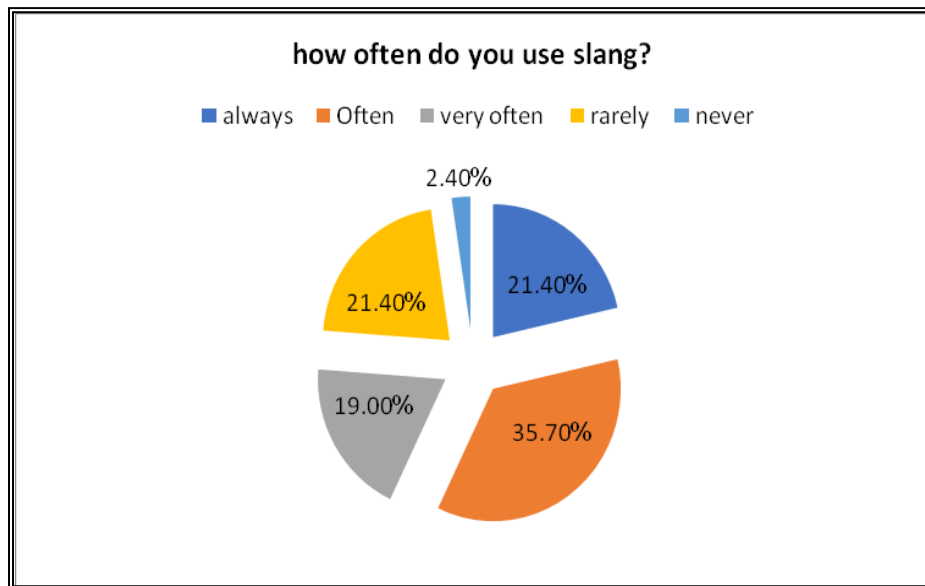


Figure 3.2: The frequency with which the student employs slang.

According to the previous table, 35.7% of study sample often use slang, 21.4% always

use slang and 21.4% rarely use, while 19.0% of them use the slang very often and 2.4%, which is one of the study sample never uses slang language.

Question Four: Are you among those who use special Words with members of your group? If yes, mention some of them.

Out of the 42 students surveyed, 32 students were found to be part of a group that utilizes special and unfamiliar expressions during their gatherings. Some of these expressions include "Yolo," which stands for "you only live once," and "ASAP," an abbreviation for "as soon as possible." On the other hand, 10 participants mentioned that they do not have any specific words or expressions to share with their group members. This disparity suggests that a significant portion of the student population engages in the use of unique slang within their social circles, while others may not have such specialized language practices.

Question Five: Do you know how to call the special words of slang that you share with your group? If you know, define them?

Among the 42 members, the knowing was evenly distributed among the students. Specifically, 17 students were familiar with the special words "yep," "gonna," and "wanna," while eight students were unable to provide an answer.

Question Six: Do you think that using slang has a bad or good influence on you as a student?

The majority of students hold the belief that incorporating slang into their English, particularly in writing, has negative implications on their language learning and impedes the development of their second language skills. They perceive slang as an informal

approach that hinders their progress. However, there is a subset of four students who did not express a definitive opinion, while another category views slang as a positive influence on their language learning. They perceive it as a user-friendly and innovative linguistic form, distinct from the standard language.

Question Seven: Can you guess the meaning of these slang words? Epic, MDR, BRB, BTW, TBH, Airhead, Yalla, Pov?

The majority of students struggled to accurately interpret the meaning of common English and French slang terms. For instance, the term "Epic" was mistakenly associated with a long poem, instead of understanding its actual meaning as something awesome, great, or spectacular. Similarly, some participants incorrectly identified "Yall" as meaning 'let's go' or 'come on', whereas it is commonly used as a contraction for 'you all' in regional dialects. Additionally, there were instances where participants mistook "air head" to refer to 'headphones', while in reality it is a term used to describe someone who is perceived as being forgetful or lacking intelligence. Lastly, the abbreviation "BTW" was misunderstood by some as meaning 'between', whereas it is commonly used as an acronym for 'by the way'. These examples highlight the challenges faced by students in accurately grasping the meanings of slang terms, indicating a potential gap in their knowledge of informal language usage.

Question Eight: Do you use slang to show a kind of style? Explain.

According to the given information, approximately 22 students have admitted to using slang words for various reasons, such as expressing personal or private style, avoiding lengthy writing, or referring to specific situations. However, out of these students, 16 individuals stated that using slang to highlight a particular style does not interest them, and

they only use it spontaneously. On the other hand, four students did not provide any opinion or response regarding the use of slang words.

Question Nine: Do you think that slang language affects negatively your writing skill?

Table 3.4: The effect of slang negatively on a student's writing skill.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	69.0	69.0	69.0
	No	13	31.0	31.0	100.0
	Total	42	100.0	100.0	

According to the previous table, 69.0% of study sample think that slang language affects negatively their writing performance, while 31.0% do not think that.

Question Ten: what are the most affected aspects?

Table 3.5: Aspects most affected

		Responses		Percent of Cases
		N	Percent	
What the most affected aspects?	GRAMMAR	17	16.0%	41.5%
	Spelling	22	20.8%	53.7%
	Punctuation	38	35.8%	92.7%
	Structure	29	27.4%	70.7%
Total		106	100.0%	258.5%

The above table is a multi-answer table, and according to the shown results the most affected aspects is punctuation as 38 of study sample's answers, the structure as 29 of study sample's answers, spelling as 22 of study sample's answers, and the grammar as 17 of study sample's answers.

Question Eleventh: How do people feel about slang?

Many students commonly employ slang to convey their emotions, with different expressions used for various feelings. When feeling excited or happy, they often resort to saying things like 'LOL' or 'OMG!' to convey their joy or surprise. Conversely, when experiencing annoyance, they may employ certain forms of bad slang to express their frustration. It's interesting to observe how these informal linguistic choices serve as outlets for their emotional experiences.

Question Twelve: Why should we avoid slang words?

The majority opinion suggests that words, particularly slang, should be avoided in writing to maintain a professional style and preserve the integrity of the language. This approach emphasizes focusing on grammar and vocabulary, ultimately fostering a more academic tone. On the other hand, there is another category that holds a different view, suggesting that slang should not be entirely avoided in writing.

Question Thirteen: why do you use slang terms?

Table 3.6: The rationale behind the utilization of slang terms.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to be used for fun or to be witty or clever	15	35.7	35.7	35.7
	to be used as a form of expression	18	42.9	42.9	78.6
	other reasons	9	21.4	21.4	100.0
	Total	42	100.0	100.0	

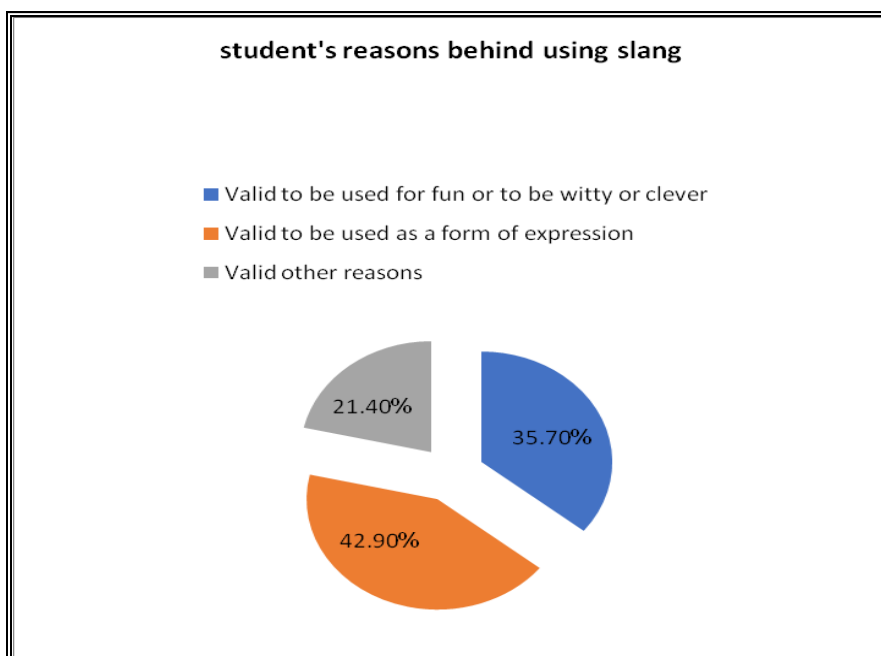


Figure 3.3: The rationale behind the utilization of slang terms.

According to the previous table, 42.9% of study sample are using slang terms to be used as a form of expression, while 35.7% using it to be used for fun or to be witty or clever, and 21.4 using it for other reasons.

Summary of the Questionnaire Findings

The study conducted in this chapter focused on the impact of slang language on the writing skills of third-year English as Foreign Language (EFL) students. We used a questionnaire as the primary data collection method, relying on student contributions to understand how slang language was incorporated into their writing.

The results of the study indicated that a majority of the students were considered slang users and possessed basic knowledge of slang language. They tended to maintain the traditional usage patterns of slang language. However, the usage of slang was mostly limited to specific expressions, suggesting that a significant portion of the students employed slang or unique terms within their social circles.

The study also revealed that students often adopted slang to convey a certain attitude, such as appearing tough, cool, or modern. Participants shared the most frequently used slang terms, but many of them struggled to recognize suggested slang words, particularly those in English. This finding suggests a potential gap in their knowledge of informal language use.

While slang is an easily accessible form of language, the students believed that using slang had a negative effect on their academic performance. However, some argued that slang language should be taught as a positive influence. The majority opinion leaned

toward avoiding slang writing in order to preserve a formal style.

To present the findings of the study, the researchers utilized tables to visually depict the prevalence of slang in the English section and to highlight key facts about its users. The summarized results were as follows:

Most of the students used slang terms in writing without knowing their meanings.

The majority of third-year students in the English language department incorporated slang language into their writing for various purposes, such as maintaining group privacy or conveying a specific stance.

Slang words were primarily used among friends in writing or social gatherings.

In conclusion, this chapter provided a practical overview of the study's findings by utilizing tables to illustrate the role of slang in the English section and shed light on the characteristics of its users. The results indicated that while students were familiar with vernacular language, there was a need to address gaps in their knowledge and encourage a more formal writing style.

Section Two: Interview Findings

The purpose of this section is to provide a detailed description and analysis of the interview data obtained from teachers' responses to the interview questions. The primary objective of the interview was to assess the competence of the teachers and validate the accuracy of their answers. The interview questions specifically targeted the attitudes of the teachers, aiming to elicit both general and specific insights, encouraging them to provide comments and propose potential solutions.

3.2.2. Analysis of the Interview Data

Q1/T1/ T2: How long have you been teaching English? (I have been teaching English for 7 years in our department). (I have been teaching English for 4 years in our department).

Analysis: In short, one teacher taught English for 7 years in his department, while another person taught for 4 years. A long tenure indicates that he has more teaching experience within the department, which can provide him with benefits such as a deeper understanding of the subject matter, teaching techniques, familiarity with the curricula, and stronger relationships with colleagues and students. However, it is important to note that a teacher's effectiveness is not determined by the number of years of experience, but rather by factors such as teaching methodology, professional development, passion for teaching, and adaptability. Overall, his 7 years of experience indicates that he has a solid foundation in teaching.

Q2/T1/ T2: What does slang language mean to you? (Slang language is usually informal language used for specific communicative functions in specific communicative events. Slang gets its contextual meaning from interlocutor's ethnic, racial, and cultural backgrounds. It evolves quickly today). (Slang refers to a form of informal and non-standard language commonly used among certain social communities. Slang often consists of words, phrases, or expressions that have been creatively invented or repurposed to convey a specific meaning or situation within a specific context. Slang terms and usage can change rapidly over time).

Analysis: In short, slang is an informal form of language used in specific societies or

subcultures to establish group identity. Its meaning is influenced by factors such as race, ethnicity, regional differences, or generations. Slang is dynamic and ever evolving, driven by popular culture, social media, and the desire for novelty. However, it may not be an appropriate concept in formal or professional settings. Slang reflects the ever-changing nature and serves as a form of innovation and expression.

Q3/T1/T2: Do you support or oppose the student's learning of slang language in writing? (Slang language is important in communicative competence. It helps language learners develop their cultural backgrounds. In writing, students need to be careful with the use of slang and slang language, as it is not recommended in academic writing). (I have no personal opinions or beliefs. However, I can give you some considerations regarding the use of slang in writing. Including slang in teaching writing may depend on the learning objectives, the specific context, and the desired outcomes. It is important to strike a balance between teaching formal written language skills and acknowledging the value of vernacular language for specific purposes and audiences).

Analysis: Slang plays important roles in language learning. They contribute to the development of communicative competence and provide insight into cultural nuances. However, care must be taken when using slang in academic writing. Academic writing requires a formal, precise, and objective style, which can be compromised in informal language. Students should be aware of this distinction and avoid slang in academic writing assignments. When teaching writing, the inclusion of slang depends on the learning objectives and context. Achieving a balance between teaching formal language skills and acknowledging the value of slang language is critical. Ultimately, students should develop the ability to navigate both formal and informal language appropriately for different purposes and audiences

Q4/T1/T2: Do you know other teachers who employ slang language a lot and teach their students to use it? (Yes, it is perfectly fine to use it. Regulated and careful use is

very important). (Yes some teachers may incorporate slang to a certain extent depending on the teaching style, subject matter or learning objectives set for their lessons. It is possible to find teachers who understand the importance of exposing students to slang as part of the broader language learning experience).

Analysis: Using slang is acceptable and useful, but with some considerations. Stresses the importance of using it in an organized and accurate way, following guidelines and boundaries, it is critical to consider context and audience. In informal settings, slang may be more acceptable, while in formal settings, care must be taken and appropriate language used. Furthermore, some teachers may incorporate slang into their teaching, taking into account factors such as teaching style and subject matter. Including slang can help students understand informal language and its nuances, ultimately improving their overall fluency. However, teachers must strike a balance to ensure that the use of slang does not impede understanding.

Q5/T1/T2: when you were a student, did your teacher teach you slang in English classes? Can you give me some words if you still remember them? (I'm not sure, but I believe teachers use colloquial language but not slang). (It is worth noting that the inclusion of slang in English classes can vary depending on the educational institution, curriculum, and the goals of the language program. In some cases, teachers may introduce certain types of slang to familiarize students with informal language usage and cultural context. However, the primary focus of English language classes typically revolves around teaching Standard English grammar, vocabulary, and formal writing skills that are essential for academic and professional contexts).

Analysis: The level of inclusion of slang in English classes can vary based on educational institutions and curricula. He suggests that while some teachers may introduce

varieties of slang to introduce students to the informal language, the primary focus is usually on teaching standard grammar, vocabulary, and writing skills for academic contexts. It also indicates that teachers may use slang.

Q6/T1/T2: Why should you avoid using slang in writing? Does it affect the students or what? If yes, how is that? (It is not recommended to use slang for students especially in writing because students in our context are in an academic environment so slang must be avoided). (Using slang in formal writing is generally discouraged, It's important to note that the use of slang is not inherently wrong or bad. In appropriate contexts, such as informal conversations, creative writing, or certain types of media, slang can add flavor, authenticity, and a sense of cultural relevance. However, when it comes to formal writing, it is generally advisable to adhere to Standard English conventions to ensure clarity, professionalism, and effective communication).

Analysis: In short, teachers of English can use slang in their classrooms to introduce students to the informal and everyday language used in spoken communication. This helps Students Bridge the gap between the use of English in textbooks and in the real world. Slang includes phrases and idioms that are understood by native speakers but not normally found in written texts. However, slang usage varies and is not generally the main focus. Slang consists of informal phrases specific to regions, subcultures, or time periods. While some teachers may introduce certain types of slang to familiarize students with the informal language and cultural context, the primary focus is usually on teaching English grammar and the main aim is to provide students with a solid foundation in Standard English while enhancing their understanding.

Q7/T1/T2: What are the main difficulties that the students encounter when using Slang word? (Difficulties students encounter might be related to inefficient use of slang

language. Losing meaning and especially causing misunderstanding are two issues we noted). (When students use slang words, they may encounter several difficulties. Here are some of the main challenges: Informality, Cultural context, Lack of clarity, Limited acceptance, Slang and idioms, Lack of formality and precision. To overcome these difficulties, students can focus on improving their language skills through exposure to diverse forms of English).

Analysis: Students often have difficulties when using slang, which can lead to loss of meaning and misunderstanding. Some of the main challenges include informality, lack of clarity, slang and idioms, and lack of formality and precision. To overcome these difficulties, students can focus on improving their language skills by exposing themselves to diverse forms of the English language. By immersing themselves in different linguistic contexts, students can gain a better understanding of the nuances of informal language, cultural references, clarity, relevance, slang, idioms, formalities, and subtlety in their language use. This will help them communicate more effectively and avoid misunderstandings.

Summary of the Interview Findings

This section presents results about teachers' opinions and attitudes towards the slang language of third-year students in the English Language Department. To collect reliable and significant data from the interviews. In this section we relied on the teachers, the assessment structure, the data obtained from interviewing the teachers, and the use of the assessment results in our context.

The results of this section of the current study indicate that the interviewed teachers do not have the same attitude towards the duration of English language teaching in his department. Since teaching for a long time helps you gain more experience, it provides you

with advantages. Also, the effectiveness of teacher teaching is not determined by the number of years of experience, but also by important factors.

Slang is an informal form used for specific communicative functions, as it is constantly changing over time. Slang language is important, as it helps the student develop his accurate background in the language. However, care must be taken in its use in formal writing. Some teachers may add slang in teaching based on the method of teaching or learning, but with a system and a limit. Teaching slang language to some teachers lies in English classes depending on the curriculum and program objectives centered on vocabulary and formal writing skills for contexts. The main focus is in formal contexts. However, it is not recommended to use slang language to ensure clarity and communication. Students usually face difficulties in using it that cause loss of meaning and lack of understanding, and instead affect the formal language.

Section 3: Discussion of the Results in Relation to the Questions and Hypotheses

In the study below, the answers to questions/hypotheses from one to two are reviewed and discussed briefly. The sixth item of the questionnaire was asked to answer the first question and to confirm or refute the second hypothesis and reach the appropriate conclusions.

Question one: Does slang affect the writing skills of students of English as a foreign language?

Hypothesis two: We assume that if students use less slang language then their language will become formal writing.

On the basis of the data presented in the third chapter, we conclude that the majority of teachers considered that the incorporation of slang into their English language,

especially writing, has negative effects and hinders the development of their language skills. They see it as a casual approach. However, a subset of four students did not express a definitive opinion, while another class viewed slang as a positive influence. They see it as an easy-to-use and innovative language form, distinct from standard language.

Question one: Why do they use it? For what purposes?

Hypothesis one: We hypothesize that student's use slang in their daily conversation either at university or outside, because it makes it easier for them to communicate.

In the pursuit of answering the third question, paragraphs 8 and 13 of the questionnaire were examined. These paragraphs aimed to gather students' perspectives on their utilization of slang to showcase personal style and the purposes behind using slang terms.

Out of the approximately 22 students who incorporated slang into their language, they cited various reasons such as expressing personal style and avoiding lengthy writing. However, among these students, 16 individuals acknowledged that the intention to use slang as a means to display a specific style did not interest them, and they employed it spontaneously. Meanwhile, four students did not provide any opinion regarding the use of slang words.

Additionally, it can be concluded that 42.9% of the study sample employed colloquial terms as a form of expression.

3.3. Conclusion

A series of student questionnaires were conducted to explore various aspects related

to the use of slang among students. The questionnaires covered topics such as personal information, frequency of slang usage (whether it is used frequently or rarely), students' perception of being part of groups that use special words, and their thoughts on naming and identifying those shared special words. The questionnaire also aimed to gauge students' attitudes towards the impact of slang on their writing skills, whether it has a negative or positive influence. Furthermore, students were asked to express their understanding and opinions of specific slang terms, and whether they believe such terms convey a particular attitude or style. Additionally, the questionnaires sought to ascertain whether students perceive slang as having a detrimental effect on their writing skills, and if so, which aspects are most affected. The questionnaire also aimed to explore students' overall feelings towards slang usage and gather potential solutions to minimize slang. Lastly, the questionnaires aimed to uncover the reasons behind students' use of slang.

The analysis of the students' responses to the questionnaires revealed unanimous agreement on the analyzed criteria, facilitating the comprehension of their answers and the connection between different ideas.

In parallel with the student questionnaires, interviews were conducted with teachers to shed light on additional aspects. These interviews focused on the teachers' teaching experience in English language instruction, their personal perspectives on slang usage in writing (whether they support or oppose students learning slang language), and whether they are aware of any teachers who make great use of or rely on slang and teach it to their students. Each teacher was asked whether they have taught slang in English classes and the reasoning behind avoiding its usage in writing. The potential impact of slang on students and the primary difficulties faced by students when using slang words were also discussed during the interviews with the teachers.

General conclusion

In every society, language is a system of traditional spoken, manual, or written symbols that humans use to express themselves. Where they play a crucial role are their defining characteristics, including unique, private, and shared uses. Among these uses, standard usage occupies a high and prominent place in academic circles, facilitating proper communication and exchange of ideas. On the contrary, informal language, like slang, emerges as an informal and dynamic form of communication, characterized by the creation of restricted, unstable, and ever-changing terms that evolve based on temporal, contextual, and sociocultural factors.

Based on the findings and discussions, we hypothesized that third-year student's use slang either in their writing or in their daily conversation at university. This use is often motivated by the need to enhance the effectiveness of communication. However, their understanding of slang is often limited and insufficient. They often include words, phrases, and expressions that are not normally found in formal or standard language. English slang can vary greatly depending on the region and subcultures involved. Since slang is constantly evolving and changing. It has been observed that slang is used either to maintain the privacy of a particular group or to adopt a less formal tone. Furthermore, it is important to note that students in the English Department have a solid understanding of the appropriate contexts for the use of slang.

Thus, as a new research topic to be studied, studies that focus on slang language are gaining recognition, as the current contributions by students opened the doors to potential investigations in this framework and to reach expected results.

It is highly recommended to conduct future studies that focus on conducting multiple investigations into the widespread use of colloquial language, both in spoken conversations and written forms, across various contexts including universities and other settings. Slang,

being a rich, intricate, and constantly evolving element of informality, warrants thorough and substantial research to fully explore its nuances.

Recommendations

Based on the results of the study, it is crucial to recommend considering the impact of slang on students' writing skills. The study findings indicate that students tend to use slang more extensively in their social circles, while teachers emphasize its importance but advise caution and limited use in formal writing.

Based on these findings, we propose the following recommendations:

-In most English as a Foreign Language (EFL) classes, students should be encouraged to avoid using slang in formal writing. The inclusion of slang terms can give a casual tone to the writing, reducing its credibility. Additionally, for non-native English speakers, the non-literal nature of slang expressions can pose challenges in comprehension.

-Students should recognize the significance of formal writing as it adheres to standard language conventions. It is essential for students to understand the meanings of terms before incorporating them into their writing. Furthermore, they should be made aware that frequent use of colloquial language can negatively impact their writing skills.

-The use of slang in writing should be limited and purposeful, aiming to maintain an official style. Students should be encouraged to utilize slang selectively, understanding when it adds value to their writing and when it may undermine its credibility.

-Teachers should exercise caution and precision when incorporating slang into their instructional materials. An excessive or inadequate use of slang can impact students' writing abilities and the perceived credibility of their work. It is important for teachers to strike a balance in their utilization of slang, considering its relevance and appropriateness within the context.

-It is advisable to be cautious when employing colloquial language within the department and during teaching. Emphasizing the use of an official style provides consistency and promotes a professional environment.

By implementing these recommendations, students can develop stronger writing skills, better adapt to formal language requirements, and enhance their overall credibility in academic and professional contexts.

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APPENDICES



APPENDICS "A": Student's Questionnaire

APPENDICS "B": Teacher's Interview

APPENDICS "A"

Student's Questionnaire

Dear students

The study is titled "the **impact of slang on EFL student's writing performance**". It aims to investigate the impact of slang language on students' formal writing. Please read the questions carefully, and then answer them by putting a tick in the appropriate box or provide full answer when necessary.

Read the following questions and choose the answer that best fits you.

1-Your Gender?

Male

Female

2-Are you a slang user?

Yes

No

3-How often do you use slang?

Always often very often rarely

Never

4- Are you among those who use special Words with members of your group? If yes, mention some of them.

.....
.....
.....

5- Do you know how to call the special words that you share with your group? If you know, define them?

.....
.....
.....

6- Do you think that using slang has a bad or good influence on you as a student?

.....
.....
.....

7-Can you guess the meaning of these slang words.

- Epic.....
- MDR.....
- BRB.....
- BTW.....
- TBH.....
- Airhead.....
- Yalla.....
- Pov.....

8- Do you use slang to show a kind of style? Express yourself.

.....
.....
.....

9- Do you think that slang language affects negatively your writing performance?

Yes No

10-What are the most affected aspects?

Grammar Spelling
Punctuation Structure

11- How do people feel about slang?

.....
.....

12- Why should we avoid slang words?

.....
.....

13-Why do you use slang terms?

To be used for fun or to be witty or clever

-To be used as a form of expression

-Any other reasons

Thank you for your collaboration

APPENDICS "B"

Teacher's Interview

Dear teachers,

The following questions form part of a study designed to examine the impact of slang on EFL students' writing performance. Please answer these questions; your answers will be very helpful for me and for this work.

1- How long have you been teaching English?

.....
.....
.....
.....

2- What does slang language mean to you?

.....
.....
.....
.....

3- Do you support or oppose the student's learning of colloquial language in writing?

.....
.....
.....
.....

4- Do you know other teachers who employ colloquial language a lot and teach their students to use it?

.....
.....
.....
.....

5- When you were a student, were you taught slang in English classes by your teacher? Can you give me some words if you still remember them?

.....
.....
.....
.....

6- Why should you avoid using slang in writing? Does it affect the students or what?
If yes, how is that?

.....
.....
.....

7- What are the main difficulties that the students encounter when using colloquial
word?

.....
.....
.....
.....

Thank you

ملخص

تعتبر الكتابة بلغة أجنبية واحدة من أصعب وأكثر المهام تعقيدًا بالنسبة لمتعلمي اللغة. تتطلب مجهودًا كبيرًا وتنطوي على تفاعل يومي واستخدام مستمر في الكتابة، مما يؤدي إلى تغيير كامل في شكل الكلمات والجمل، والمعروف بـ "المتغير" الذي يوجد فيه أي كلمة محددة. يتم التعرف على الاختلافات في شكل وبنية الكلمات على أنها عامية، وهي لغة غير رسمية تقتصر في الغالب على مجموعة معينة من الأشخاص بناءً على السياق والعمر والوضع الاجتماعي. تهدف هذه الورقة إلى مناقشة حالة اللغة العامية بين طلاب السنة الثالثة في تخصص اللغة الإنجليزية وتأكيد أهمية مهارة الكتابة للطلاب، مع التركيز على العراقيل التي يتسبب فيها الاستخدام المكثف للغة العامية. يفترض البحث أن استخدام اللغة العامية بشكل أقل يؤدي إلى لغة أكثر رسمية، ويجب على متعلمي اللغة الإنجليزية كلغة أجنبية تجنب الاستخدام المتكرر للاختصارات والأخطاء وما شابه ذلك. للتحقق من ذلك، تم إجراء استبيان مع 42 طالبًا في السنة الثالثة في قسم علوم اللغة و10 مدرسين لغة إنجليزية في قسم الآداب واللغات بجامعة بسكرة. تم تحليل إجابات الطلاب والمعلمين وتقييمها لاستخلاص النتائج وإجراء تحليل وصفي. يهدف هذا البحث إلى تطوير تحليل للاستخدام العامي الذي يستهدفه الطلاب لتحقيق غرض أو وضع معين من خلال استخدامهم المتكرر للغة العامية.