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Language Variation, Students' Slang, and the
Awareness of its Use: The Case of First Year Master
Students Community of English at Mostaganem
University

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Dedication

To my parents for their endless support and confidence in my efforts.

To my brothers: Abdelhak, Aboubaker El Sadik and Abdelmalek and to my lovely sister Mahdjouba for their unconditioned love.

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I would like to thank all the people who have contributed in the achievement of this work.

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Abstract

People construct distinctive communities according to language variation which is tightly related to context. The present study on “Language Variation Students’ Slang and the Awareness of its Use: The case of First Year Master Students Community of English at Mostaganem University” aims to examine how and why students construct their own community through slang use. The study targets the first year master students’ community of English because there is a little interest on investigating the variety used by students of English. Thus, the major contribution of this research is to give an insight on students’ language features precisely in the context of Mostaganem University. The study starts with the definitions of some theoretical concepts as speech community and the issue of language variation, slang variety and its sociolinguistic features. Throughout this research, both the qualitative and quantitative approaches are opted for .Data has been gathered from first year master students and their teachers employing various tools as tape-recording, semi-structured interviews, and questionnaires. Tape-recording is used to illicit the students’ distinctive language features used among themselves through a comparison between their speeches inside and outside classroom; with their teachers and among themselves respectively. Semi-structured interviews are organized to get an insight on the slang words students use, their meanings, and functions. Questionnaires are designed to see whether students and their teachers are aware of slang use. Results show that first year master students of English construct their community through community through slang use.

Résumé

Les gens construisent des communautés distinctives selon la variation de la langue qui est étroitement liée au contexte. La présente étude sur " La Variation de la Langue, l'Argot d'Etudiants et la Prise de Conscience de son Utilisation: Le Cas de la Communauté du Première Année Master de l'Anglais à l'université de Mostaganem " vise à examiner comment et pourquoi les étudiants construisent leur propre communauté grâce à l'utilisation de l'argot. L'étude cible la communauté de l'anglais les étudiants en master de première année parce qu'il ya un peu d'intérêt sur l'étude de la variété utilisée par les étudiants de l'anglais. Ainsi, la contribution majeure de cette recherche est de donner un aperçu sur les fonctions linguistiques des élèves précisément dans le cadre de l'Université de Mostaganem. L'étude commence par les définitions de certains concepts théoriques comme la communauté linguistique et la question de la variation de la langue, la variété de l'argot et ses caractéristiques sociolinguistiques. Tout au long de cette recherche, les approches qualitatives et quantitatives sont opté pour à la fois. Les données ont été recueillies par les étudiants de première année master et leurs enseignants utilisant divers outils comme l'enregistrement, des interviews semi-structurées et des questionnaires. L'enregistrement est utilisé pour tirer les caractéristiques linguistiques des étudiants utilisés entre eux à travers une comparaison entre leurs discours à l'intérieur et à l'extérieur classe ; avec leurs enseignants et entre eux respectivement. Des interviews semi - structurées sont organisées pour obtenir un aperçu sur les mots d'argot les étudiants utilisent, leurs significations et fonctions. Les questionnaires sont conçus pour voir si les élèves et leurs enseignants sont conscients de l'utilisation de l'argot. Les résultats montrent que les étudiants en master première année d'anglais construisent leur communauté grâce à l'utilisation de l'argot.

يبني الناس مجتمعات مختلفة وفقا لاختلاف اللغة الذي يرتبط ارتباطا وثيقا بالسياق. هذه الدراسة حول تغير اللغة، عامية الطلاب والوعي باستخدامها" حالة جماعة طلاب السنة الأولى ماستر في اللغة الإنجليزية لجامعة مستغانم الدراسة" يهدف إلى دراسة كيف ولماذا يبني الطلاب مجتمعهم من خلال استخدام اللغة العامية. إنها تستهدف مجتمع طلاب السنة الأولى ماستر في اللغة الإنجليزية لأن هناك القليل من الاهتمام على البحث في تنوع استخدامها من قبل الطلاب في اللغة الإنجليزية. وبالتالي، فإن المساهمة الرئيسية من هذا البحث هو إعطاء فكرة عن ميزات لغة الطلبة على وجه التحديد في سياق جامعة مستغانم. تبدأ الدراسة بتعريف بعض المفاهيم النظرية مثل مجتمع الكلام و مسألة اختلاف اللغة، العامية ومميزاتها الاجتماعية واللغوية، طوال هذا البحث اختيرت النهج النوعية والكمية على حد سواء. وقد تم جمع البيانات من طلاب الماستر السنة الأولى و اسانذتهم بتوظيف أدوات مختلفة مثل شريط تسجيل ومقابلات شبه منظمة، والاستبيانات. ويستخدم الشريط لمعرفة ميزات لغة الطلاب المستعملة فيما بينهم من خلال المقارنة بين خطاباتهم داخل وخارج الفصول الدراسية؛ مع معلمهم و فيما بينهم. ويتم تنظيم مقابلات شبه منظمة للحصول على فكرة عن الكلمات العامية التي يستخدمها الطلاب و معانيها، ووظائفها. تم أيضا تصميم استبيانات لمعرفة ما إذا كان الطلاب و معلمهم على بيبة من استخدام العامية تظهر النتائج أنه يبني طلاب السنة الأولى ماستر في الإنجليزية مجتمعهم باستخدام العامية.

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General Introduction

General Introduction

Language is intertwined with society in a way that makes it impossible to understand one without the other. It is of a paramount importance since any human being has a vital need to exchange ideas, information. That is, understanding our humanity consists in understanding the language that makes us human. It is a truism that language is not simply a tool of communicating information, but that of maintaining and establishing relationships among people. In this sense, people having the same characteristics and interests may construct a community and develop a tool to communicate and relate to each other. Thus, various varieties emerge in different contexts. In this connection, the present study falls within the sociolinguistic sphere, revolving around the idea of how communities create their codes to characterize and distinguish themselves. Communities' development of their own linguistic repertoire can be instantiated by the use of slang variety among students.

Slang is regarded as a non -standard, or a highly colloquial variety of language that belongs to a particular group of people according to some researchers. From the perspective of some sociolinguists, as Eble (1996) and Mattiello (2008), this code is used to accomplish several discursive functions. It excludes out-group members from a discourse. It is also used for showing solidarity among its in-group members. Identifying oneself as belonging to a specific community is another task of that variety. Playfulness and humor are aims for which particular communities talk in slang. As language is a means to facilitate communication between its users, slang is created for the ease of interaction among members of a given community. There are various linguists who are keen to investigate the phenomenon of slang.

Many works have a contribution to the study of slang variety. Among them, we could mention Partridge's "*Slang Today and Yesterday*" (1935). It provides some hints on the origin of the word slang, its definition as a variety of language, and the functions of its use. Eble's "*Study on Slang and Sociability: In Group Language among College Students*" (1996) is a result of several surveys that are carried out through years on the college students in North Carolina. The author supplies the features of slang and its morphological formations as it is provided in the first chapter. Among the recent works is Mattiello (2008) "*An Instruction to English Slang*" in which she presents various slang definitions and the

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sociolinguistic properties of slang that are tackled in the first chapter. In addition, Eric Rwasamanzi (2009) *'The Use of Slang among the Students of the Higher Institute of Agriculture and Animal Husbandry'* is a work that draws on the features of slang words used among students who belong to the agriculture institution. All the mentioned works supply one with an insight on slang variety.

In spite of the fact that the issue of slang use has been investigated by many researchers, in contexts where English is a foreign, or a second language, in foreign societies, research on students' use of this variety is bypassed in Algeria. However, one cannot deny the works, written in French, by Cherad Yasmina and Taleb Khawla Ibrahim. These studies revolve around slang used in Constantine and Algiers respectively.

The observations lying behind this work spring from my experience as a student at the Department of English, Mostaganem University. As a student, I noticed that students use words opaque in meaning with their mates. Among these words, are clipped ones as: phono, socio, ect. They also use others words as red-headed, crack and many more. These terms triggered my curiosity to question the kind of variety they use as well as their meanings. According to students, they use this variety because they belong to the same community. Moreover, the fact of having investigated this issue as an end of degree dissertation lead me to probe into more cryptic aspects of this linguistic phenomenon. This research addresses first year master students as a case study.

Along these observations, the following objectives are put forward:

1-Drawing out the exclusive language aspects first year master students use in their community as compared to classroom context

2- Identifying the recurrence of slang type that students resort to in their creation of slang.

3-Uncover the hidden themes for which students use slang.

4-Looking at whether students and teachers are aware of slang use.

According to objectives previously stated, the research questions are:

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1-Are first year master students in the English department of Mostaganem University forming a community through creating slang?

2-What kind of slang is frequently used by First Year Master students in the English Department, Mostaganem University?

3-What are the discursive needs that slang mostly meets according to students?

4-Are first year master students and their teachers aware of slang use?

So as to inquire the above- mentioned research questions, the following hypotheses are put before hand:

1-First year master students in the English Department of Mostaganem University are constructing their community through creating slang.

2-First year master students use slang mostly through using figures of speech.

3- Slang, used by first year master students, is a medium of in-group inclusion and out-group exclusion.

4- First year master students and their teachers are not aware of slang use.

The research is conducted at the department of English, University of Mostaganem. The informants of this investigation are First year master students of English and teachers of English as well. The age of students ranges from 20to 25 years old. They belong to various specialities (Applied Linguistics, Gender Studies, and Literature &Civilisation). Only 45 students are selected as an opportunity sample. Since the study is on students slang, teachers play a peripheral role. Only 10 teachers are selected for investigating the awareness of slang use by students.

For the reliability and objectivity of data gathering, the following tools are employed: tape recording of students' speeches in the classroom and outside classroom among their mates, interviews with students, and questionnaire designed for both students and teachers. Recordings aim at comparing language between inside and outside classroom contexts of students' interactions to manifest their practicality of slang use. Interviews aim at inquiring the several slang types that students create in their academic and non-

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academic concerns as well as the various discursive functions they meets. Both students' and teachers' questionnaires look forward the awareness of slang use.

This study includes four chapters;

The first chapter (Review of Literature) sheds light on various concepts. It is divided into three sections. The first part explains the concept of speech community through presenting many sociolinguists' definitions. The second part (Discourse and Context) presents the constituents of context and the way it affects language choice and discourse nature. The third section (Slang as a variety) provides various definitions of slang variety as well as its sociolinguistic properties. Finally, it supplies information the functions of its use.

The second chapter (Students' Construction of their Community through Slang Use) is split into two parts. Following community of practice approach and shared repertoire, it elucidates the community of practice and its fit in this study of first year master students in the English Department of Mostaganem University. Moreover, the remaining part analyses both students' speech inside and outside classroom through data gathered from the recordings as well as it consists of a comparison between the two contexts of interaction in terms of language patterns

The third chapter (Students' Slang Types and Their Functions) reveals the various slang types used by first year master students' in both academic concerns and non-academic concerns as well as their functions of use . It is divided into two parts. The first one comprises the presentation and the analysis of students' answers about the questions of the interview. Part two (Data interpretation) comprises the quantitative analysis of data to identify the slang type frequently used as well as the prominent function for which students use slang through showing several ones.

The Fourth Chapter (Awareness of Slang Use) shows the degree of teachers' awareness of students slang and the students' awareness of their slang use .this chapter consists of two sections. The first one (The Analysis of the Students' Questionnaire) holds the analysis of the students' answers to draw on their awareness of slang use through quantitative presentations. For the second section (The Analysis of the Teachers' Questionnaire), the same methods are opted for to dig into the teachers' awareness of their students' slang employment.

Chapter One :

Review of

the Literature

Chapter I: Review of the Literature

I.1. Introduction:

Speech community is a concept that manifests how people construct their own groups through their unique language use which is impacted by social factors. In their attempt to define the concept, all sociolinguists agree on the notion that speech community members share the same language; nevertheless, they disagree about its boundaries. Consequently, after considerable debates, they reach on arguing that we belong to distinct communities at the same time according to social circumstances. Following the central concern of this study, the construction of slang among community of university students learning English, it behoves us to highlight the concept speech community and how context can influence language shift, taking slang as a variety. It is necessary, first to define speech community.

I.2. Speech Community Definitions:

The notion of speech community goes through various investigations by sociolinguists to reach a subtle definition. Some equate it to language; it is a group of people who speak a unique language. In some occasions, it is approached from communication perspective: regular interaction among people which consists in the construction of speech community. In other occasions, it is perceived in terms of a group sharing social norms of their belonging ultimately reaching that people belong to various communities at the same time. In the retrospective pages, the definitions of speech community aid to clarify how the mentioned term is dealt with throughout this dissertation.

Speech community is considered as a homogeneous entity. It is defined in terms of language; it results from the use of a single language. In this vein, Hockett (1958:8) defines it as follow:

Each language defines a speech community: The whole set of people who communicate with each other either directly or indirectly, via the common language (cited in Hudson, 1996:24)

In addition to sharing the language among members of the group, Hockett (1958) adds the factor of communication as central to account for speech community. This factor is also emphasized by Bloomfield in his book *Language* (1933) in which he shifts emphasis from sharing the same language, through using the term *speech*, towards

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regular communication. Consequently, this leaves one to ponder that individuals can use a range of variety to communicate in a community. This idea is clarified in Gumperz *saying* (1962):

We will define linguistic community as a social group which may be either monolingual or multilingual, held together by frequency of social interaction patterns and set off the surrounding areas by weakness in the lines of communication (Gumperz 1962, p101)

Following his quotation, Gumperz (1962) equates speech community to linguistic community. He argues that community members may possess not only one language but various languages through introducing the term *verbal repertoire* (1968)¹. Moreover, he believes that members of a community are bound to each other through regular contact and differentiated from outsiders through language use. He acknowledges that speech community has no *priori* basis to be described but it is determined through its relationship with other communities (1971). Thus, a group can be brought together or cut off from each other due to some social norms or circumstances. This idea is manifested in Labov's assertion (1972)².

Unlike other sociologists whose conception of speech community is in terms of group consent about language use, Labov (1972) contends its identification from the perspective of social patterns participation. Members share norms and attitude towards certain language features in particular social circumstances. The norms can be manifested through group evaluation of their belonging since the individual judges his sense of existence in a given community. They are also shown through the recurrence of certain patterns that are unique according to different language uses. Accordingly, in his article *Models of the interaction of language and social life* (1972), Hymes insists on the fact that speech community cannot be perceived in terms linguistic characteristics. He defines it as:

A community sharing knowledge of rules for the conduct and interpretation of speech. Such sharing comprises knowledge of at least one form of speech and knowledge also of its patterns of use (p.54)

¹Verbal repertoire refers to the range of codes and variants frequently employed by members of speech community.

²Euert, A (2010).

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Following the same line of thought, from Hymes' model of ethnography of communication, his designation of the concept relies on shared rules about language use and interpretation. Its constitution is based on how they view the language they speak and the rules of its use. He also assumes that speech community is a hazy concept to be determined. It is based, along with Hymes' perception, on the notion of group. More deeply, he distinguishes between being a member or participant in a community. He considers the fact of having linguistic knowledge does not guarantee membership, but only participation; moreover, he argues that membership is determined by birthright which is undeniable. This idea leads one to consider that we belong to one community or group. However, the latter can be identified through language choice which makes it distinct from other ones. Through language creation and variations, that range from differences in accent to disparity in terms of dialect and even language use, that a group can define itself. In brief, the rules of using language are important as feeling about it.

Relative to this, speech community reflects everything about its members' practices, values, beliefs especially their awareness that they turn on shared norms and for which they should take on. More importantly, it is crucial to understanding identity of a group according to Morgan (2001)³

However, Levinson and Brown (1979) claim that since the notion of group is relative to the individual sense of belonging, one can identify himself with a group rather than another in a particular occasion. This identification depends on the affinities and differences within the group in particular social circumstances. Individuals belong to different speech communities basing on the conditions they confront. In this perspective, unlike Hymes, membership consists in acceptance within the group and it is not *one-sided process* and individuals create their language that resembles the group that they want to be part of (LePage, 1968)⁴. It is a matter of deliberate association and identification with a category of people as Gumperz (1982) issues:

Many new options have come to exist so that individuals are freer to alter their social personae with circumstances. The assumption that speech communities defined as functionally integrated social systems with shared norms of evaluation, can actually be isolated thus becomes subject to serious question(p.26),

³ Cited in Wardhaugh (2011).

⁴ Mentioned in Andrews (1990 :39).

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In this connection, following Le Page perspective, Gumperz (1982) mentions that speech community is a critical notion as its definition in terms of shared evaluative behaviours of group members, along Labov's conception, is problematic. This is due to the fact that when participating in different occasions, people shift their identity. For example; A woman constructs her identity of mother at home, but she shifts it to a teacher at the workplace. Consequently, identity is not already established; it is rather in the process of construction (Hall, 1990)⁵. In the same line of thought, Hall introduces the idea of *transitional identities* in which people position their identity in a given situation for their social practice. More interestingly, one integrates in various communities according to circumstances in which they construct multiple identities. The latter is reflected through language used in such situations. In brief, one comes out with idea that situation or context of interaction affects ones' identity and code.

I.3.Context and Discourse:

Context is important in the determination of language used within a given group of people. It is among the terms that have no terse agreeable definition. Accordingly, Akman and Surav (1997) claim that

denotation of the word context has become murkier as its uses have been extended in many directions and deliver that now widespread opinion that context has become some sort of conceptual garbage can(cited in Pamela, F. & Pizarro, Antonia San Martin 2012,p194)

Relative to this, context is an overcast notion that has no explicit depiction because of its multidimensional uses .Moreover, Akman and Surav(1997) mention that it is mostly referred to as a *garbage can* because it includes everything that concerns a discourse. It has been described by many researchers from diverse angles, but the most agreed upon notion is that context is the product of language use.

Context is perceived in terms of a situation in which any discourse is entrenched (Nunan, 1993). It is divided into two parts: the linguistic context and the non-linguistic one. The linguistic context refers to "*the language that surrounds or accompanies the piece of discourse under analysis*" from the perspective of Nunan (1993:8).It is pointed out for by Brown and Yule (1983) as *co-text*. This claims for the idea that the

⁵ Cited in Muhleisen (2002).

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interpretation of any piece of discourse is dependent on cataphoric⁶ reference or anaphoric⁷ one to understand its situation. The non-linguistic or the *experiential* context, in Nunan words, includes many things as the kind of communication, topic, aim, setting, time, the participants and their expectations as well as their background knowledge. Accordingly Fishman says that context contains many factors through describing it as the following: “*Who speaks, what language, to whom, and where*” (2000:82).

In this connection, among the constituents of context are the interlocutors who are the participants in a particular communicative situation. They are opted for by Hymes (1964)⁸ as the *addresser* and the *addressee* who are the speaker and the listener respectively. The language used among politicians is different from that used among members of a family because in both communicative events the participants occupy diversified role relationship. In addition, any communication is constrained by the expectation of the speaker about his receiver to understand and act along a given *speech act*⁹. Presupposed knowledge shared between communication agents is crucial in both choice of words and their interpretation in a specific context because a given word has its conceptual network in which its meanings have no equal standing according to the context. Accordingly, Halliday (1978)¹⁰ employs the term register as a variety related to users in which certain semantic patterns rather than others are drawn upon under specific conditions. The existence of certain language features and words used by the sender are due to his preconception that the receiver can understand them. In other words, contextualization is dialogical because not only is the speaker responsible for generating context through terminology selection but the other parties take part for *the uptake*. This is grounded in Gumperz words “*signs have meaning only by virtue of being taken to stand for an object by some interpreter*” (Gumperz, 2003:113)¹¹. communication agents have a certain code and channel in their interaction.

⁶ Cataphora is a backward anaphora.

⁷ Anaphora is a backward reference to preceding textual units.

⁸ Cited in Brown and Yule (1983 :38).

⁹ Speech Act is a theory introduced by Austin (1962).

¹⁰ Cited in Helen Leckie- Tarry (1995).

¹¹ Quoted from Blommaert (2005 :43).

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Instrumentalities¹² are the components of context according to Hymes (1974). They stand for both the channel and the code the participants opt for in a specific event. The language used in a scientific discourse is not the same used in a religious one. The former consists of technical terms as CO₂ in natural sciences. The latter comprises complicated structures and a typical lexical identity like Lord, Bible, and many more. Moreover, the channel used in situation has interference in language features as well. A conference, an academic institutional event, in which results are presented in a given field as neurosurgery has various communicative interactions as oral presentations, article written in a journal, etc. All the mentioned discourse types convey basically similar information; however, they are hardly the same. The reason behind this difference is the presence of some parameters in one type rather in the other as body language, and the tone of speaking in oral presentation or the key in Hymes' words. Time and place are part of context.

Setting contains where events are located in terms of space and time. It holds the place that interactants occupy and their movement within a space. Time comprises the period that a conversation takes, the time devoted for each turn taking. For example; in the classroom, the teacher has his own position he owns during his course, and he may move throughout the class in contradistinction with a conference holder who has a central position in the room. In addition, learners may interrupt their teachers during the lesson whereas in a conference audience will take their turn at the end. Thus, each communication event has its own setting that determines the aspects of the language used that have in turn established goals.

Discourse occurs to accomplish some actions. Malinowski (1946)¹³ in his analysis of context claims that language functions *as a mode of actions*; that is language is used to do things. In this connection, Austin (1962) introduces the term *speech act*. He divides an act into three parts. The locutionary act that holds the sentence uttered in a given situation. The illocutionary act is the act performed in saying something or the intention of the speaker for example: asserting, ordering, etc. The perlocutionary act is the action fulfilled by the listener or the interpreter of the illocutionary act. In developing Austin's principle, mentioned in his book *How to do Things with Words* (1962), in which he distinguished between five performative verbs as the executive,

¹² Cited in Claire Kramsch (1993).

¹³ Quoted from Eggins (2004:89).

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verdicative, commissive, and behavitives ones; Searle (1969) develops five speech acts for which many functions are accomplished. Language is used for expressing fact, factual events through *Assertive speech act*. For request, command, and order an action to be done, a directive act is opted for. Sometimes, words are uttered to promise to do something through *commissive act*. To express feelings and judge a deed, an expressive utterance is suitable in which verdicative verb is used according to Austin. *Declarative* speech act is chosen to declare a social fact as marriage. The latter is designated as a *performative* one. However, according to Malinowski (1946), in his differentiation between language pragmatic functions and non-pragmatic ones; phatic language, as a magical function, is of a great consideration for establishing social bonds. These are the functions that interlocutors accomplish in a particular speech event.

In this vein, context is of a central importance in communication. It is considered as a frame that borders an event and purveys tools for its convenient interpretation (Goffman, 1974)¹⁴. It has a dual status of process and product because it is said to be created in a given interactive stance and it restricts the content of a conversation. It is conceived as relational concept that relates communication actions to their participants and surroundings according to Fetzer (2011).It helps to attribute linguistic meanings to objective reality by providing background information about the speakers, listeners, setting, the goal of interaction, etc. It binds objects designated to their users who act on them to achieve certain goals. Most importantly, language cannot be dissociated from its context as its features and functions are not expounded without direct relation to social situations. Following in the same line of thought, Hallidays states “...*what situational factors determine linguistic features*” (1978:32)¹⁵.His statement is manifest in the existence of many language varieties in various contexts. Slang is one of the codes that occur in certain context owning typical features. It is explained in the following part of this chapter.

I.4.Slang Variety and Its Sociolinguistic Features:

Slang is a variety which has gone through various definitions according to several sociolinguists that it is difficult to be determined. It is a controversial concept for which many researchers provide various definitions ranging from belonging to

¹⁴ Cited in Duranti and Goodwin (1992)

¹⁵ Quoted from Tarry (1995 :6)

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subcultures (criminals) to ordinary people (teenagers, family). In line with the central concern of the present study, which is the students slang types and their functions of use, it is of a paramount significance to display some slang features that aid one to draw out its types. In doing so, it is necessary to bid the different approaches from which it is studied.

I.4.1.Slang as a Variety

Slang has been seen from many angles or approaches. Most importantly, most of the inquiries view the sociological aspect of the phenomenon. In this approach, it is attributed two contradictory purposes; keeping cohesiveness within a group of people (Eble, 1996), or outsiders out (Allen (1998), Andersson, and Trudgill(1990)).The former function falls in the interpersonal aspect of the variety. The latter stresses the antisocial purpose such as making differences, hiding their preoccupations, etc. Targeting the stylistic characteristics, slang is defined in terms of the level of usage as being colloquial like Zoltan (2000:17) mentions: “*Slang occupies the extreme informal-formal (or casual- careful) scale...*”. Following the same path, it is seen as a means of creating new words or using ordinary words with opaque meanings as Eble (1996) positions his argument by stating : “ *slang exploits existing words and their current meanings in various ways ,drawing on and often mixing resources from the sound system...*”(p26). Consequently, the most agreed on definition is its informality status. It is also intersected with several varieties such as, jargon, and colloquialism. Though there is an attempt to draw barriers between them, it is a difficult to do so due to slang’s ephemeral aspect. Its vocabulary is issued through creation .The latter consists in different types; inventing new words, attributing new meanings to the already existing words, borrowing from other languages, according to Anderson and Trudgill (1990).It has word-formation features that are somehow distinctive from ordinary language (standard language) in some aspects as well as sociological characteristics that are discussed in the following pages. Firstly, one should be acquainted with the term slang.

I.4.1.A.Slang’s Definition:

Every term in sociolinguistics is debatably provided with distinctive definitions .Slang, as one of language varieties, is not an exception. Thus, how is slang defined?

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Slang is mostly considered as an informal code of communication. From the epistemological frame, it is derived from the word “s’ language” in England to denote vulgar language spoken by certain subcultures (quoted from; Burdova (2009:8)). In this connection, it is suitable to refer to Leech and Svartvik way of assessing it in their words:

Slang is a language which is very familiar in style, and usually restricted to members of a particular social group, from example “teenage slang”, “army slang”, “theatre slang”. Slang is not usually fully understood by people outside particular social group, and so has a value of showing intimacy and solidarity of members. (Leech and Svartvik 1981, p26)

As mentioned previously, from the stylistic point of view, Leech and Svartvik designate slang as a variety with ordinary style which is known only among its specific users. For example: teenagers have their own slang that is different from that of theatrics. They add, from a sociolinguistic approach, that it is a means of inclusion since it is shared among a given group to break social distance, and strengthen consistency. However, as slang is created in a clique, it is exclusive and cannot be understood by out-group members. In addition, Eble (1996) stresses the novelty and the ephemeral characteristic of slang. In other words, he means that its terms are short-lived ones as it is put:

Slang is an ever changing set of colloquial words and phrases that speakers use to establish or reinforce social identity or cohesiveness within a group with a trend or fashion in society at large (Eble 1996, p11)

In the above quotation, Eble shows that slang is informal (colloquial) which its terms are in the ongoing process of making. Since slang is part of language, it is used for interpersonal matters as establishing social bonds between its participants. Without neglecting the provided definitions, it is crucial to state what some sociolinguists describe it in a more positive way, whereas others depict it negatively.

Slang has a negative connotation in public discourse (de Klerk1991). This is instantiated in Mcknight’s argument (1923): “*The spirit of slang is that of open hostility to the reputable*” (cited in Eble1996.p124). In that description, he shares, stylistically, the idea of colloquialism with Eble. Similarly, this converges with Sorning’s claim “*a stigmatized language variety or deviant variant when compared with the codified standard language*” (1981:71).Both of them carry a negative tone through asserting that

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it is deviant code from standard language. There are other definitions provided by several researchers on that field.

Nevertheless, slang is featured with another tone of depiction. In his prospective indication, Mcknight supplies the negative attitude towards but, he also mentions that slang is:

Highly colloquial type considered as below the level of standard educated speech, consisting either of new words or current words employed in some special sense (cited in Partridge (1935:2))

In this spirit, he says that slang is a style of speech which is the output of playing with words, through inventing new words or attributing another use for the existing words. Following the same line of thought, Fowler (1926:308) supports its creative aspects by adding the functions of use; either for looking modern or for the sake of newness .He mentions:

is a diction that results from the favorite game among the young and lively of playing with words and renaming things and actions; some invent words or mutilate ,or misapply the old , for the pleasure of novelty, and others catch up such words for the pleasure of being in fashion. (Cited in Barry, 2010: xlviii)

From the above mentioned descriptions, one can deduce that all the researchers on the field of slang agree on the notion that it is informal or highly colloquial as well as its belongings to a peculiar group (Leech and Startwich). But, they state different functions or its source; it is used for defensiveness (Mcknight), reinforcing social relationship among in-group (Eble), and sometimes novelty (fowler).The last idea leads to the consideration of the creativity aspect of slang stated in some of the definitions. Since language has the creativity aspect that slang possesses, how would it possible to distinguish between what is creative standard and slang?

I.4.1.B.Slang Distinction:

By taking into account the expression “*slang is not whatever new or popular in the way of language*”, there are some criteria for an expression to be “true slang”. What are these parameters?

According to Dumas and Lighter (1978:14-15), the conditions are the following:

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1-It lowers, if temporarily, “the dignity of formal speech or writing; in other words, it is likely to be seen in such contexts as a “glaring misuse of register.”

2-Its use implies that the user is familiar with whatever is referred to, or with a group of people that are familiar with it and use the term.

3-“It is a taboo term in ordinary discourse with people of higher status or greater responsibility.”

4-It replaces a well-known conventional synonym. This is done primarily to avoid the discomfort caused by the conventional term or by further elaboration.

In this connection, through lowering the formal status of a discourse, slang is an informal variety of language. For example: the expressions “*screw*” (have sex with somebody) and “*sleep*” are two distinct. The former will lower the formality of speech. Then, as it is mentioned before that slang is a means of inclusion or exclusion, familiarity is of a great importance in order to afford intelligibility within the in-group. Moreover, the knowledge of in-group is special not conventional: the use of slang terms peculiar to a clique implies familiarity. To illustrate more, the code is employed by a special group of people as: teenagers, gangs, etc. Its implementation out of that in-group is offensive since any discourse is constrained by its social situation of occurrence. Like it is stated that it is used for defensiveness and novelty, it replaces the conventional words to provide comfort through attributing new meaning to the conventional words, or borrowing from other languages. For example: using *mampara* (fool), a term in African American English instead of using the word fool to avoid explicitness. These are the parameters for an expression to be slang.

In short, Dumas and Lighter (1978) list some of the distinctive features of slang. Among these are: lowering the formal value of the speech, familiarity shared by the in-group, the taboo aspect out of its context of use, shifting the conventional meaning of certain expressions to afford comfort. “the misuse of register” leads one to assume that there is an intersection between many varieties of language and slang .So how can it be possible to establish the boundaries between them?

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I.4.1.C. Differences between varieties:

Several researchers, through their trial, acknowledge the problem of separating slang from other codes of language. Green (2002:27) is one of them. It is instantiated in his argument that due to the evolution aspect of slang it becomes inaccurate to account for slang terms. That is, terms move easily categories to be adopted by new group of people. Nevertheless, there are boundaries built between slang and others codes?

There is a discrepancy as well as convergence between slang and colloquialism. From Zuckerman perspective (2003:21), the former is an informal variety used by a social group, but not out of familiarity, such as: teenagers, criminals, etc. Colloquialism shares the aspect of informality value with it, but disregards the nature of the clique. Consequently, it includes slangism. The latter idea is confirmed by Eble (1996) in telling that slangism is colloquialism; with contradistinction, the contrary is not possible. This is exemplified in the inclusion of *belly* (stomach) in colloquialism, but *beer belly* is slang. This is how it is possible to separate between colloquialism and slang; however, it is of a great importance to take into account other varieties.

Slang and jargon are divergent from each other in some features; nevertheless, both of them have some points of convergence. According to Coleman (2004:2), slang is a short-lived variety that belongs to a specific clique by which in-group, or out-group is denoted. Its terminology is much not familiar (Mattiello, 2008). On the other hand, she refers to jargon as a specialized language attributed to a profession (Denham and Lobeck, 2013). As the former, its task is to include or exclude. Jargon differs from slang only in terms of prestige and pretentiousness since both of them are the possession of peculiar groups (Mattiello, 2008). These are the distinctions made between jargon and slang.

Since slang is a highly colloquial variety, it is very diverse from standard language. From the stylistic aspect, slang is positioned in the low status from the formal language because it “*includes words that are below the level of stylistically neutral language.*” (Stenstrom et.al, 2002:67). Thus, it occurs in contexts where Standard English is not spoken (Lighter, 2001). However, from the linguistic point of view, both varieties are different morphologically and semantically. In morphology, when compared to formal variety, slang has in subordinate words’

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formation rules (Mattiello, 2008). In addition, slang is formed through renaming neutral words or inventing new words. More deeply, many standard words have slang equivalent such as: *alky* for alcohol, but sometimes there is no synonym of slang word in Standard English for its inclusiveness, for instance: *bimbo* (a young attractive empty-headed woman). Slang is distinguished from the standard language in numerous aspects.

Apart from the standard language, slang, jargon, and colloquialism are non-standard codes. A variety of sociolinguists attempt to distinguish between the three of them. Nevertheless, they do not hesitate mentioning the difficulty to do so since language creativity is a problem.

I.4.1.D. Creation of Slang:

Slang terms come to light through different processes as asserted by some researchers. Accordingly, creativity is the central characteristic of slang formation. This results in the displacement of existing words by new ones or through semantic indeterminacy (Andersson and Trudgill, 1992). They attempt to introduce the aspects of the creativity of slang. What are these aspects?

According to their view, Andersson and Trudgill (1992:82, 84)¹⁶ introduce three modes of creation. First, it is through inventing new slang terms as: *freak out* (to lose control). Second, terms can be constructed by using neutral words (standard) as slangish through attributing a variety of meanings such as: *juice* (to bride), *Tom* (computer). Both of the previously mentioned features make one to consider Jespersen's saying (1992:298) "*slang finds amusement in the creation and propagation of new words and in attaching new meaning to old words*". Third, expressions are borrowed from other languages to be considered as slang, for example: *mampara*. However, Hubacek (1988) produces other steps.

In this connection, in his analysis of slang in Czech language, Hubacek (1988:14)¹⁷ argues that slang vocabulary is expanded by the same onomasiological processes like the standard one. He introduces two principal processes of its innovation. To begin with, the process of transformation extends the vocabulary by derivation,

¹⁶ Quoted from Barkman Anna (2004:2).

¹⁷ Mentioned in Burdova (2009:14).

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compounding, or the process of abbreviation. It is in terms of words' morphology. Secondly, the other process is the so-called semantic processes or transposition. It is rendering the neutral meaning of a word to a figurative meaning through metonymy, metaphor (dead soldier: empty beer container). Relative to this, Hayakawa's argument (1964:195) "*Slang is the poetry of everyday life*" demonstrates the figurativeness of slang. This is how Hubacek refers to the off spring of slang. From Trudgill and Anderson (1992), and Hubacek's (1988) perspectives, the creation occurs at the level of semantic or morphological level. Hence, slang terms has some linguistic peculiarities

I.4.2.Slang's Linguistic Analysis:

Within the linguistic perspectives, morphology, phonetics, grammar, and syntax should be taken into account in the analysis. Different sociolinguists devote themselves to the study of slang's linguistic properties. Among these are Anderson and Trudgill (1990), Eble (1996), Mattiello (2008). Through analysis, they provide distinctive point views. Thus, what are the linguistic properties of slang?

I.4.2.1.Morphological Characteristics of Slang:

As it is mentioned throughout this chapter, slang is a variety of language. It is claimed that it abides by the ordinary language word-formation processes. In this connection, Eble mentions:

Slang exploits existing words and their current meanings in various ways, drawing on and often mixing resources from the sound system, word-building processes (Eble 1996, p26).

But, its morphology is extra-grammatical because the major word building rules do not correspond to the standard ones (Mattiello, 2008). In his investigation, Eble studies only the most frequent word-formation mechanisms, i.e. compounding, affixation, functional shift, shortening, and blending.

I.4.2.1.a.Compounding Slang Terms:

Slang lexis permits the combination of words belonging to various grammatical categories.

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-Verb-noun:

Breakneck “dangerous”

Jitterbug “a person, obsessed by an idea, acts in a nervous way”

Kick ass “act roughly or aggressively”

Take sides “to feel strongly about one side of the argument and act on that feeling”

-Verb (or participle) - some grammatical words (pronouns, preposition):

Mix it “to quarrel”

Skinned out “having no money”

-Noun-verb (or participle):

Mind blowing “alternation of consciousness”

Donkey-lick “beat”

Gob-stuck “surprised”

- Noun-noun:

Couch potato “lazy person” (Man, you are such a couch person!).

Cake hole “the mouth”.

Fruitcake “a crazy or eccentric person”

Meat hook “an arm”

Motor mouth “a person who talk fast and incessantly”

Streetman “a pretty criminal who works on the street”

Eye ball “look at”

-Noun-noun derived from verb by adding the suffix “er”:

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Head-shrinker “psychiatrist”

Tree hugger “an environmentalist”

-Adjective-noun:

Bad mouth “abuse someone verbally”

Big mouth “a person who talks too much”.

Bloody paper “red marked paper” (I got my test from the teacher, it was completely bloody).

Good oil “reliable information”

Odd ball “odd person”

I.4.2.1.b. Affixation of Slang Words

Affixation revolves around either adding prefixes or suffixes. More interestingly, slang uses affixes with somehow more freedom to issue various meanings. Here are some prefixes whereby slang is constituted:

-Mega “a great amount of”, for example: *megabitch* “truly obnoxious bitch”

megadork “a very stupid person”.

-Perma “shortening of permanent”, For instance: *permagross*, *permaproblem*.

-De: *debug* “remove the trousers”

-Re¹⁸: *re-up* “increase”

-Schm¹⁹: *moon-schmoon*

-Super: *super-cool* “very cool”

-Un²⁰: *uncool* “unrelaxed”

¹⁸In English formation, re- is employed to mean again.

¹⁹It replaces the initial letter ‘s’ of the word to result in opaque one.

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-Under²¹: *underfug* “an undervest”

Each of the mentioned prefixes carries a distinct meaning. According to Eble (1996:32), the prefixes, ‘mega’ and ‘perma’, are typical to English students’ slang. More deeply, one is used with an ordinary word to add a short emphasis, but the other is employed to express unchangeable situations, respectively. Whereas “schm” is peculiar to slang, “de, un, under, super, re” are both used in slang and ordinary language. In addition, as ordinary vocabulary, slang words are built through a wide range of suffixes. From the outset, he introduces the most productive ways of students’ slang.

-aholic: *foodaholic* “a glutton”, *bookaholic*, *caffeinaholic*.

-age: *fundage* “money”, *studyage*.

-dom²²: *queerdom*.

-er: *juicer* “an electrician”, *killer* “excellent”.

-fest: *beerfest*, *sleepfest*, *pizzafest*.

-omatic: *jogomatic*, *dunkomatic*, *jamomatic*.

-orama: *funorama*, *grossorama*, *sexorama*.

-y: *trendy* “fashionable”, *freaky* “crazy”, *chordy* “moody” (chord: bad mood). The fact of adding this suffix results in forming denominal adjectives.

Slang expressions are also constructed through adding some other suffixes, ‘able’, ‘ette’, ‘ed’, ‘ers’, ‘eroo’, ‘ery’, ‘o’ or ‘oo’, ‘s’ (Mattiello, 2005)

-able²³: *fuckable* “to fuck: to copulate”.

Noshable “suitable to be noshed”.

²⁰ Is used to form adjectives with a negative sense

²¹ Is used to form denominal.

²² “-dom” is attached to verbs and nouns to express the sense of state and dignity.

²³ “-able” creates a Passive meaning. In Standard English it is used to form deverbal and denominal adjectives: whereas in slang, it is employed to form deverbal adjectives.

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-ette²⁴: *Punkette* “a person who enjoys listening to punk rock”.

Rockette “female who uses rock, i.e. crack

-ed: *Cracked* “insane” (deverbal type).

loaded “drunk” (forming adjectives)

-er/ers²⁵: *Milkers* “woman breast”

Ekker “exercise”

Preggers “pregnant”

Lekker “lecture”

-roo/eroo: *Flopperoo* “failure”

-ery: *Nightery* “night club”

-o: *Sickoo* “a disturbing and unsavoury person”

Kidoo “kid”

Doo doo “stupid mistake or blunder”.

-s: *Flicks* “the cinema”

Spends “money, usually cash”.

Moreover, Mattellio asserts the use of infixes in slang word’s formation as – bloody- and –fucking-. These terms tend to construct adverbs or adjectives such as: abslu-bloody-tely and fant-idilyas-astic.

I.4.2.1.c. Functional Shifts of Slang Words:

The functional shift is a process by which the grammatical category of a word changes without touching its vocabulary. Eble (1996:34, 35) introduces four types of word’s functional shifts.

²⁴ “-ette” is used with personal substantives to denote female sex.

²⁵ « -ers » is used for jocularly and humour.

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1-shift from noun to verb:

Ace ‘get the grade A’.

Butt in “to interrupt”.

Crash “to sleep” (May I crash at your place tonight?)²⁶

2-shift from verb to noun:

Raise “parents”

Bash “a great party” (I am having a bash tonight, are you coming?).

Bust “fault” (It was my bust)

3-shift from adjective to noun:

Bad “a fault” (It was his bad)

Brew “a countable word for beer” (Would you like an ice cold brew)

4-shift from adjective/ adverbs to verb:

Harsh “criticize” (I hate the way you keep harshing on me)

Later “to end the relationship” (My boyfriend latered me last week.)

I.4.2.1.d.Shortening of Slang Words (Acronyms, Clipping, and Blending)

By the process of shortening of slang words, new words are created .Its aim is economy in language. According to Leech and Svartvik (1981), there are three productive types of abbreviations in English word- building, i.e. clipping, acronyms, and blends. Acronyms consist of initial letters of words that are either pronounced as sequence of letters ,such as: *BED*(Bachelor of Education), *EFL*(English as a Foreign Language), *ESL*(English as Second Language), or as one word ; for example, *TEFL*(Teaching English as a Foreign Language),*SAT*(Standard Assessment task). Nevertheless, clipping occurs at polysyllabic words level. It is a good example of a

²⁶All examples cited between brackets are taken from Burdova (2009)

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special group like school. For example: exam (mination), math (ematics), lab (oratory), varsity (university), sitch (situation), def (initely), H(heroin), V(valium). In addition, according to Steauker, "...blending is compounding with subsequent form-reduction" (2005:217). From the first sight, it looks as an overlapping like: slanguage (slang-language), edutainment (education entertainment), gaydar (gay, radar), dirty-mac (dirty, mackintosh). There are less blends in school slang terminology, such as: *scrump* (screw-bump) "have sex", Slang has its own phonological peculiarities as well.

I.4.2.2. Phonological Properties of slang:

In addition to the mentioned features, Eble (1996) concentrates on sound patterns that interfere in the construction of slang. As one of the functions of its use is playfulness and innovativeness, it takes new sound patterns called 'jocular mispronunciation' as Mattiello (2008) coined the expression. So the expression 'Excuse me' is pronounced *Screws me* and *Squeeze me*, somewhat (*summat*), and *nuffink* for nothing. It also consists of semantically and syntactically related words *pig's ear* for beer, *rock of ages* for wages. This type of words is called Rhyming slang²⁷. Alliteration, repetition of the same consonant at the beginning of words, is also a feature that influences its items, like *rip the rug* (dance), *blimp boat* (fat person). With contradistinction, another noticeable aspect is the repetition of vowel sounds, for example: *lose move* (stupid person), *waste case* (drunk person). More interestingly, slang terms are coined through assimilation, consonant germination as *innit* (isn't it), *lemme* (let me), *gonna* (going to). These are the striking slang phonological aspects.

I.4.2.3. The Grammatical Properties of Slang:

From the mentioned previously, slang has various ways of creation. At the morphological level, it is claimed that the same ordinary word-building processes that give rise to general vocabulary also shape slang (Eble, 1996). At the phonological level, there are some ordinary words that are mispronounced, assimilated, or results in rhyming, etc. However, no grammatical feature is provided since its grammar is identical to the Standard English (Munro, 1997)²⁸. In addition, Jespersen (1992) argued about the higher productivity of slang in the lexical portion of language as compared to

²⁷Rhyming slang evolved as a secret language used by shady street traders in London's East End in the 19thC to conceal their business dealings from the authorities

²⁸Mentioned in Mattiello (2008)

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the grammatical one. More deeply Slang nouns' plural resulted through the addition of the suffix 's' as: *birds* to mean girls or women. In addition, the uncountable nouns do not have their plurals in slang. As the standard variety, slang verbs are added the suffixes 's' and 'ing' in the third person in the present and the continuous form, such as; *nicks* and *nicking* respectively. The suffix 'ed' is added for the past tense of the verbs as well like *nicked*. However, slang's syntactical features are distinctive from the standard ones

I.4.2.4. The Syntactical Aspects of Slang:

There are some syntactic features peculiar to slang. First, there is an abusive use of the definite article 'the' instead of the indefinite article 'a'. Instead of saying "I have a mega headache"; its practitioners say "I have the *megaheadache*". Second, the copular 'be' is omitted in the present tense. Following the same line of thought, coupling the adjectival word *total* with the adverbial function to mean "completely" is another construction as well as: "I'm *total* upset". These are the syntactic aspects of slang variety. Slang does not only have linguistic properties but some sociological aspects as well.

I.4.3. Sociological Analysis of Slang:

Slang has several sociological features that are associated with the various linguistic properties and the multidimensional functions of its use (Mattelio, 2008). These characteristics are explored in the following pages.

I.4.3.a. Group Restriction, Secrecy, Privacy:

Slang is described as an in-group vocabulary. It is used between people who have the same age, experience, etc. This contributes to the purpose of secrecy and privacy. Slang expressions are incomprehensible and cryptic to exclude outsiders, authorities for example, from deciphering the in-group conversation. However, its obscurity strengthens intimacy or cohesiveness among the in-group. Accordingly, Mattiello issues that

adolescents or college students use unintelligible private vocabulary as a means of keeping the older generation of parents and teachers at a distance(Mattiello 2009,p70)

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For example: criminals employ the terms *pinch* to mean “to steal” and students, to exclude their parents or teachers to understand their conversations, use a term like *magnet* for “an attractive girl”.

I.4.3.b. Informality, Debasement, Orality:

The most agreed upon aspect of slang is its informality as it is provided in the previous definitions. It is a highly informal variety (Trudgill, 1990). Being debased and subordinate, its presence lowers the dignity of discourse (see, Dumas and Lighter (1978:p9)). So, people use slang to soften the seriousness of speech.

I.4.3.c. Aggressiveness, Impertinence (offensiveness), Vulgarity (obscenity), Unconventionality

Sorning (1981) and Allen (1998) stress the aggressiveness and the cruelty of slang. In the former words, “*slang has been interpreted as parodistic, aggressive, even malicious*” (p.69). Being a means of defiance and provocation; it consists of impertinent and disrespectful words to name out-group members. Thus, many derogatory words are coined as *bone-head, flat-head, turkey*, and to refer to “stupid people”. Slang repertoire is abounding with dirty and vulgar words that are sometimes related to sex. For example: *fuck* and *screw* for “sexual intercourse”. Its vulgarity leads one to consider the unconventionality aspect that is asserted by Dumas and Lighter (1978) as mentioned in the previous pages. In short, slang replaces conventional words to afford euphemism.

I.4.3.d. Ephemerality, Novelty, Freshness, Time Restriction:

Slang is ephemeral, short-lived. Words’ creation is an ongoing process. They are up-to-date to the extent it renders people’s speech creative and new, and help people to avoid the monotony of neutral style of language. Its temporal feature is instantiated in the following example: *magic* (1950’s), *fabulous* (1960’s), *brill* (1980’s), *sick* (2000’s).

I.4.3.e. Colour, Faddishness, Musicality, Playfulness:

Slang comprises eccentric words. This is due to its colourfulness emphasized by Anderson and Trudgill’s statement (1990:16): “*to make your speech vivid, colourful, and interesting*”. They show that the use of slang renders speech colourful through a

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blend of many aspects. Accordingly, Yust (1950) refers to onomatopoeic words as *flummox* (failure). Musicality trait (playing with sounds) consists in its strangeness as well. According to Eble (1996), rhyming is the favorite sound effect of slang. For instance: reduplication: *hosty-tosty* refers to “comfortable”, alliteration: *dinky-die* to mean “honest”, and jocular mispronunciation: *abyssimia* for “I’ll be seeing you”. The utility of figures of speech is part of its bizarreness as coined by Allen (1998:878) “bizarre metaphors” such as: *bird* and *chick* are metaphors for “girl”.

I.4.3.f. Humour:

Through Slang occurrence, the element of humour is present to produce laughter on the hearer. One cannot deny Yust’s argument (1950:766) which is as follows: “*an element of humour is almost always present in slang, usually as a humour exaggeration*” (Mattiello, 2008). Relative to the previously said, humour’s exaggeration is illustrated by expressions as *dance one’s ass*, *work one’s guts out* that are “exaggeration of the effects produced by excessive dancing and working”, respectively.

I.4.3.g. Individuality, Prestige, Efficiency:

Slang is the individual’s identity marker. For Munro’s thought, it reveals information about one’s age, gender, condition, etc. More interestingly, it is used to transmit the value of prestige. Some sociolinguists introduce the concept of “covert prestige” and identify the positive value of slang use. Covert prestige is associated with strength, and independence. To explain more, youngsters tend to use taboo terms to create their reputation, or to strengthen group cohesiveness. Thus, Slang expressions are more direct than their standard corresponding terms. Correspondingly, Partridge (1947:288) says slang is used: “*to be brief, concise*”. They are efficient because of the easiness to decipher among its in-group.

I.4.3.h. Subject-Restriction, Technicality:

Slang is a specialized vocabulary of a specific profession, or an occupation. It is peculiar to a set of people who are recognized through specific terminology use. Following the same spirit of thought, Andersson and Trudgill (1990:79) claim that “*by choosing the right words, you show which group you belong to.*” For instance: *bloke* “the ship commander”, *oggin* “the sea”, *to clap a guy on* “put a stop to”.

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As it is mentioned above, slang has various sociological properties that are mostly related to each other. They are organized together according to the affinities between them. Those properties lead one to move from the nature of slang to question its function. Hence, the mentioned traits of slang are used to accomplish certain functions.

I.5.Functions of Slang:

Slang is not a repertoire of words, but a linguistic phenomenon issued due to different social needs, dimensions, and functions. It has diverse functions which are mentioned by some sociolinguists in slang definitions' part. There are additional ones mentioned in the following pages.

Slang is considered as a means whereby people play .According to Partridge (1935), people resort to slang seeking for novelty and newness. It is also employed to startle and impress people, especially, through the occurrence of taboo terms, and figures of speech. This idea is asserted by Anderson and Trudgill (1990:78).The latter stresses Adams' statement "*slang asserts our everyday poetic prowess*" (2009:6) since we give shapes to our words through the selection of sounds so as to produce effects, or aestheticism. In the same line of thought, humour is an aspect for which it is utilized as it is previously explained. Snobbing is also a reason for which slang occurs. There are other reasons for the presence of slang in a conversation.

Speech agents talk in slang for inducing familiarity, intimacy, and showing identity. According to Jay (1992)²⁹, it is used for communication easiness because of its straightforwardness. People resort to this variety to identify themselves within a group and create certain harmony in their groups as Rajimwale states: "*the use of slang establishes immediate affinity reinforces social identity*" (2006:205).To explain more, it strengthens bonds between members of in-group, whereas, excluding odd members from the group. Through using it, people show their belonging to a specific profession or a group. Taking into account the intimacy factor, its employment reduces the formality or the seriousness of a discourse (Dumas and Lighter, 1978). Secrecy is a motivating factor of slang use.

²⁹Cited in Stenstrom, A et al (2009:68)

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Following the same line of thought, slang is used for privacy. It is served through the vulgar words for the sake of exclusion such as: *dick* “penis”. The ease of intercourse is a pivotal motivation for its occurrence to afford secrecy. Vulgarity contributes to secrecy.

I.6. Conclusion:

Speech community is a fuzzy concept which has no clear definition. Some researchers relate it to people sharing the same language, interests, or norms of evaluation. They ultimately come to the conclusion that speech community is connected to social circumstances or context. The latter is interlinked with language variation. Among this variation, slang is an example. Sociolinguists introduce a range of slang definitions from various angles. It is a highly colloquial variety attributed to an in-group (Leech and Startwich, 1981), or reinforcing social solidarity (Eble, 1996). The definitions carry either a negative or a positive tone. Sorning (1981) tackle the negative attitude of using slang as defiance. Nevertheless, novelty carries a positive tone (Partridge, 1935). Accordingly, it has linguistic properties: peculiar word-formation rules are different from that of ordinary language such as: functional shift, compounding, shortening, etc. At the phonological level, there is a sound play as jocular mispronunciation, assimilation, rhyming slang, onomatopoeia. At the grammatical level, several sociolinguists assert that ordinary language and slang share the same features. Nevertheless, slang has its own syntactical structure distinctive from standard language. Moreover, slang has several sociological features like informality, time restriction, efficiency, etc. Those traits are highly related to the motivation of using the variety. One can mention some of them as secrecy, solidarity, novelty, group exclusion, etc. Hence, in relation to what is said, the following chapter aspires to shed light on whether students of English in Mostaganem University construct their own community through slang use.

Chapter Two:

Students' Construction of their Community through Slang Use

II.1.Introduction

From the literature presented in the previous chapter on the notion of speech community and its determination, different and contrastive views have been authenticated about its boundaries and how social circumstances influence its construction. One such view that promotes the idea that individuals belong to various communities in which they shift their identities is premised by Gumperz (1982) who issues the intricacy of Labov's perspective (1972). Against this backdrop, this chapter concentrates on the qualitative analysis of First Year Master Students construction of their own community through slang use which is imbued from a community of practice approach. Thus, one is nudged to provide some clarifications about the concept community of practice.

II.2 Community of Practice:

The concept of community of practice is a notion that is firstly introduced by Etienne Wenger and Jean Lave in their poignant book "*Social Learning: Legitimate Peripheral Participation*" (1991). Pursuing the perspective of the pioneers' conception of the term, Eckert and McConnell- Ginet (1992) define it as:

An aggregate of people who come together around a mutual engagement in an endeavour. Ways of doing things, ways of talking, beliefs, values, power relations in short practices-emerge in the course of mutual engagement. (McConnell-Ginet 1992, p.464)

In this connection, the concept is determined by the participation of people and by the practice that they take part in. That is, a set of people constantly communicate with each other in a common practice to deepen their knowledge as well as to issue shared resources in their engagement (Wenger,1998). According to Wenger (1998), community of practice is everywhere and people are members of various communities. Among the examples of communities of practice are family, singing group, friends, factory workers, and first year master students community , as in the case of this dissertation, to cite but few.

Following the community of practice definition, first year master students of English in Mostaganem University is a community of practice. It refers to a group of students who interact together through their engagement in joint learning practice about which they develop a shared understanding. Sharing practice is a crucial constituent in its

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definition because not any aggregate of people set up as a group constructs a community of practice. Accordingly, Wenger (1998) mentions that it refers *“to a process by which we experience the world and our engagement with it as meaningful”* (p.87). For differentiating between mere teams or groups and communities of practice, there are three dimensions to be considered which are: mutual engagement of participants, negotiated enterprise, and shared repertoire. In the same line of thought, the first year master students of English in Mostaganem University embraced in this study would be considered as a community of practice provided that it is founded on those three dimensions.

II.2.1 Mutual Engagement:

Wenger stresses the notion that community of practice is basically defined by mutual engagement of its members. Mutual engagement consists in the participation of individuals in a common practice for which they negotiate meaning among themselves. This parameter is very important because when engaged in an endeavor, participants confer its meaning with one another. This is grounded in Wenger's view as he mentions: *“people are engaged in actions whose meanings they negotiate with one another”* (1998:115). Without mutual engagement, a community will represent a network of individuals more than a single community of practice.

In the present research, students are considered as a community of practice. The latter issues relations of mutual engagement whereby they can do whatever they wish. Mutual engagement as a factor of community of practice coherence requires the individuals' ability to interact with one another ; it results in the sense of belonging among community members since, according to Wenger, *being included in what matters is a requirement for being engaged in a community's practice, just as engagement is what defines belonging”* (1998:116). More importantly, for the engagement of individuals in a community, there should be purpose for which they participate in shared activities. For example: first year master students' community relate to each other for diversified aims, do their projects, revision of their lessons, share their knowledge of different subjects, their academic and non-academic experiences. Whatever means through which mutual engagement takes place is a fundamental component in any practice (Wenger, 1998). To exemplify, students' interaction can occur in the English department in the classroom or outside the classroom, via different networks as emails and facebook, in the campus to mention but few.

II.2.2 Joint Enterprise:

Joint enterprise refers to a shared purpose for which people engage in a given practice and pursue their mutual engagement according to Wenger and Lave (1991). In the context of students, the joint enterprise is the set of experiences that first year master students' of English have in common and that make them develop a code for their both academic and non-academic matters. In their practice, participants, students in particular, confront multiple situations that they approach from different angles as learning experience, having a boy or girl friend, having holidays, and many more. Peoples' engagement in a joint enterprise does not mean that all of them agree with meaning, "*but their responses to their conditions-similar or dissimilar-are interconnected because they are engaged together in the joint enterprise*"(Wenger,1998:120).For their practice, first year master students discuss their experiences and worries from distinct perspectives for which they develop various terms to be used. Those diverse words do not account for the coherence of community of practice, but it is the enterprise which determines group's adhesion.

II.2.3 Shared Repertoire:

The third key element in the community of practice coherence is the development of shared repertoire (Wenger and Lave, 1991).As members of a community interact regularly to produce knowledge through their common tasks, shared resources appear. Shared repertoire is the resources that a community have access to for producing meanings and showing participants' identities .Those resources that reflect their experience consist in "*routines, words, tools, ways of doing things, stories, symbols, genres, actions, or concepts*"(p.125).In this sense, first year master students' shared repertoire can contain their routines, learning, exams, failing, the other sex, teachers, test, and words that are used among themselves to reverberate their experiences.

The three dimensions mentioned above are fundamental in community of practice coherence. Following Wenger's definition, Students can form a community of practice as they interact regularly upon shared activities and experiences for which they develop a common repertoire of resources as a consequence of their similar practice. The practice and its substantial characteristics distinguish a community of practice from mere group (Wenger, 1998), but endeavor does not only involve mutual engagement, joint enterprise

and shared repertoire. Participants' engagement in an activity results in the development of meaning or an understanding of what their practice is about.

II.3 Meaning in Communities of Practice:

Practice is all about meaning that is a consequence of our engagement in the world. Accordingly, meaning is constructed neither imposed nor predetermined as it "*exists neither in us, nor in the world, but in the dynamic relation of living in the world*" (Wenger, 1998:91). It is the output of negotiation process. In this vein, meaning negotiation involves action and interpretation. Students in this study develop their own understanding and interpretation of their experiences at university whereby which they act on the world. Following Wenger, negotiation of meaning consists of two interrelated components.

II.3.1 Participation:

For Wenger, Participation includes both taking part in a practice and the relations that occur in within a community of practice frame upon which participants communally attribute meaning to their situation. It determines mutual engagement of members and each member act in acceptable ways. Participation in social communities helps constructing members' experience and communities at large. It is not restricted to members' specific situation of engagement because it does not stop as an individual leave the community. In this spirit, Students do not stop to be part when they leave their community but their participation is relocated wherever they go and can appear in the family and neighbourhood gathering as examples. In Lave and Wenger's view, participation has a social characteristic even though in absence of direct communication among community participants as Wenger writes: "*the meanings of what we do are always social*" (1998:94)

II.3.2 Reification

Reification is the process of attributing shape to a social participation by producing shared resources of a common endeavour. According to Wenger, it includes multiple abstract and concrete things, (1998), because it:

covers a wide range of processes that include making, designing , representing, naming, encoding, and describing, as well as perceiving, interpreting, using, reusing, decoding, and recasting. As it may include expectations, mental images and procedures (Wenger 1998,p96)

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II.4.Methodology:

Each research has a purpose beforehand. Bearing in mind the sake for which it is conducted, it abides by specific methods to be accomplished .As this research is conducted on human participants, the nature of participants, data collection procedures, and methods for data analysis should be considered.

II.4.1.Participants:

Interactions of First year master students of English in Mostaganem University are recorded inside the classroom with their teachers and outside the classroom among themselves. They are chosen for the goal to see if students construct their own community with slang use through a comparison between two situations. This category is selected among others for linguistic repertoire develops through time as the case of slang. Another reason is familiarity with participants for I can participate in their group to record their discussions. Their age ranges from 21 to 26 years old. They belong to different specialties: Applied Linguistics, Civilization and Literature, and Gender and Sociolinguistics. More importantly, gender equation is not taken into account in this study. The following table presents further information about the informants.

The Specialty	males	females
Sociolinguistics and Gender Studies	6	8
Didactics and Applied Linguistics	5	7
Civilization and Literature	5	9

Table1: The Description of Students Recorded Outside the Classroom

II.4.2.Procedures:

Data comes from six hours of recorded students speeches. Four hours and a half are devoted to register their speeches during class with their teachers in which the three specialties are taken into consideration in this study. The remaining time is dedicated for recording their conversations outside the classroom. For the sake of providing a qualitative

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analysis about first year master students' discourse in two different situations, I sit at the back of the class, and take conversations in their group outside classroom without being informed throughout the data collection period. Data collection of first year master students of English interactions at Mostaganem University takes place approximately in the middle of the year; from the beginning of April to the beginning of May. The recordings are not consecutive. Besides, recorded interactions are transcribed following transcription conventions proposed by Sacks, Schegoloff and Jefferson (1974), and Chafe (1994). Each audio-recorded speech is transcribed immediately after the class or when the conversation among students is over.

It should be noted that in this study only the teachers are informed about the recording. They are not fully acquainted with the aim of this study. The research, they have been told, treats first year master students' interactions. However, the students have neither an idea about my attendance, nor of the carried out investigation, and the instrument is hidden under my notebook.

Data collected is analysed using different methods. The qualitative analysis is used to draw out the features of first year master students' language in diversified contexts. The rationale grounding my choice of the qualitative research for this study can be accounted for by Babbie (2010) who claims that "*Qualitative methods may be suitable when flexibility is required to study a new phenomenon about which we know very little*" (p.35). The qualitative paradigm will be a good fit to satisfy the purpose of this research: to uncover from community of practice perspective whether first year master students of English, in Mostaganem University, use slang in their own community. Following the same line of thought, the language aspects' of students inside and outside classroom context are compared to elicit the language features typical to their community.

II.4.3. Findings and Discussion:

II.4.3.a. Outside Classroom Context:

After each of the recorded conversations of students outside classroom, the recording was played back for several times to be transcribed and for the students' speech patterns to be picked out. The following excerpts are examples which manifest the way students manipulate language to construct their community.

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Extract One:

(1)S1: I am bored **cause** of studies.

Lines omitted

(4)S1: I prefer to speak the American Accent mm ... **cau:se** it helps me specially in the swallowed letters.=

(5)S3: I think most people like it uh uh **cause** it is the language of movies and songs that we listen to=

(6)S4: **Yeap**...[you right most films are in American English] .

Lines omitted

(9)S2: **Yeap**... I know but I can't speak it cause uh... it is very harsh ().

Lines omitted

(12)S2: **Yeap**, {nodding } [they speak the way they like].

Lines omitted

(16)S5: [**It (0.1) a little bit ... difficult**].

Lines omitted

(22)S1: () **fantabulous** to use it .

(23)S3: {Looking at his watch}, **Fellas** ... I have a lecture now.

(24)S2: Let us go **nlearno**.

Lines omitted

(26)S2: mm I think we have with uh (0.2) **MRS Motivation** you know her.

(27)S3: **Yeap**. What do you have now? {Directed to S1 }

(28)S1: I enter at 4 o'clock ... I have with **madame niveau bas**.

The above excerpt is a conversation between five first year master students who belong to two distinctive specialties. Three males and one female study Applied

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Linguistics and one male learns Sociolinguistics and Gender Studies. The group is discussing their preferences concerning American English and British English (see, Appendix 2). From their speech, there are some linguistic aspects which are obvious in terms of both syntactical structures and vocabulary. In terms of vocabulary, in the beginning of their conversation, the student of Sociolinguistics mentions the word **cause** which is the fore-clipping of the word because. This term is also used by the remaining informants in lines 4, 5, 7, 9, and 20 throughout the conversation. In her consent with her male mate in the use of American English, she uses the expression **Yeap** instead of 'yes'. This response feature is recurrent in the two female participants in lines 6, 7, 9, 12, 18, and 27 for the same function. From the extract, it is noticed that informants create words that have no room in standard British English. **Fantabulous** in line (22) is the result of blending the words "fantastic" and "fabulous" respectively. **Nlearno** which is utilized to denote the fact of having class in line (24) consists of an association of the verb 'to learn' and Algerian Colloquial affixes 'n' and 'o' for the plural form. In addition, **Fellas** is employed by a male participant for calling friends in line (23) is a back clipping of the word "fellow" through changing its meaning from referring only to "man" to "close friends". At the end of their conversation, students refer to their teachers with certain names far from their real names. **Mrs Motivation** is said to stand for an element in one of their modules that is concerned with teaching. **Madame niveau bas** is an expression opted for, by the student of Sociolinguistics and Gender Studies, the module of French. From the extract, There seem some specific syntactical constructions as in lines 6 and 16 in which the verb to be is omitted.

Extract Two:

(1)S1: What are you doing? (0.3) You look so **pissed off** =

(2)S2: =**Damn** studies!

Lines omitted:

(4)S2: I'm **trynna** read this book for the test of **I CC**

(5)S3: **Yeap** (0.5) We having it on Tuesday.

(6)S1: Ah ok! () whatever you do you **gonna** do you get bad mark **cause** of the teacher.

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Lines omitted

(8)S1: I **gonna** bring you uh... some titles that I found on the net.

(9)S4: Thank you dear, When you **gonna** bring them?

Lines omitted:

(11)S5: I **gonna** present a project on Sociolinguistics tomorrow .When you **gonna** present?

Lines omitted:

(13)S6: {Passing by the group} Hi... **what's up?**

(14)S5: We suffering dear ...Ohh... **Shit!** Help me in this Powerpoint.

The excerpt is extracted from a dialogue among four females and two male students who study Sociolinguistics and Gender Studies. The group is talking of their academic concerns (see, appendix 2). Throughout their conversation, there seems certain features are noticeable in their speech. When she starts her speech to ask about what her mate is doing, she describes her male mate anger by the word **Pissed off**. In line (4) the male student answers with the two different apparent words **trynna** and **ICC**. **Trynna** is a verb resulted from assimilation between the verb to try in the continuous form and 'to'. **ICC** is an acronym that stands for Intercultural Communication. Moreover, in lines 6, 8, and 11, there is the occurrence of the term **gonna** which is the consequence of an assimilation of the expression 'I'm going to'. There is the fore-clipping word **cause** in line 7 said by female student as well. As in the first extract, **yeap** replaces 'yes' especially in line 5. For expressing their anger, the male participants use the interjections **damn** and **shit** as in lines 2 and 14 respectively. To greet her group, one of the female informants utilizes the expression **what's up?** that has no existence in the standard British English.

Extract Three:

(1)S1: We **gonna** have our exams by the end of this month ... you know ?

Lines omitted:

(4)S1: mm ...**Mr Sorry**, you know him?

(6)S2: We don't have time, uh... do you have anything about **Am Lit** and **DA** ?

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(7)S1: No, (0.3) I **wanna** do them these days.

(8)S3: We **gonna** suffer () I wish to close the year.

Lines omitted:

(10)S1: **Yeap**.

(11)S5: Oh we **gonna** have the hell.

(12)S4: **God yellows your face** you bring us only the bad news=

Lines omitted:

(16)S1: No idea uh... for him we **gonna** revise everything =

(17)S2: **Shit!** What is this?

Lines omitted:

(20)S2: I **gonna** stay here=

The above extract represents a conversation between seven students from the specialty of Literature and Civilisation. The group comprises two males and five female participants who are talking about the date of their exams and their feelings towards it. After the analysis of this conversation, certain features are noticeable more than others. Participants resort to the use of assimilation as **gonna** (lines,1,9,11,16, 20) and **wanna**(line 7) instead of uttering the whole phrases 'I'm going to' and 'I want to'. To stand for their teacher of British Civilization, one of the students creates the name **MR Sorry**/su:ri/ through mispronouncing the word 'sorry'. Moreover, informants utilize clippings and acronyms when talking of their modules like **Am Lit** for American Literature and **DA** that stands for Discourse Analysis. From their speech, it is seen that students mention the interjection **shit** (line 14) to express anger. Students do not only create words to be used among themselves but sentences they adapt to their situations as well. **God yellows your face** is an expression that is taken from Algerian Colloquial Arabic, translated in English, used by a male student to humiliate his female student who has informed them about the date of the exam. As in the previous conversations, the word **yeap** is used by these students as well.

Extract Four:

Lines omitted

(5)S1: I was ill these days (0.3) let's forget it uh... tell me **nstuidyou** now?

(6)S3: {walking and looks at them} **what's up?**

(7)S1: **Awesome.**

(8)S2: [**Awesome**... fine] thanks and you **sis?**

(9)S1: Uh...we have only one lecture with **DA.**

(10)S4: {Passing by} Don't forget the lecture of **Psycho.**

Lines omitted:

(15)S2: **Shi:t!** let's forget him ().

(16)S1: So anyone **wanna** be?

(17)S2: **Yeap** Amine (0.2) do you know him?

(18)S1: **Yeap** ((laughing)) what about him?

(19)S2: He is uh... **cool** (0.4) and you any new with you?

Lines omitted:

(21)S2: A:h so ((laughing)) you are/.

(22)S1: ((laughing)) Uh uh I **wanna** make him an x () I **boot** him.=

Lines omitted:

(20)S1: He was a jacket for me but/

Lines omitted:

(22)S1: I have my reasons () It is not a mistake to let him.

(23)S2: It is boring to talk about those ... **lboys** ...**cause** yesterday I got up as if I drank a **red-ink cause** of problems

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(24)S1: Oh ! I forget the research of **socio**. I **gonna** do it now with my group.

The fourth excerpt is a conversation between four female students learning Didactics and Applied Linguistics. They are talking mainly of their personal matters that are intruded by some academic ones for which they use some specific linguistic aspects. When asking about their studies, one of the informants uses the term **nstudyou** which is a verb constructed from the verb to study and the Algerian Colloquial affixes 'n' and 'ou' to mean 'we study'. For greeting her friends, one of the participants resort to the expression **what's up?** (line 6) instead of 'Good morning'. Moreover, the students respond to their mate's salutation by employing the word **awesome** which means 'great' in Standard English. Throughout their discussions, there is the recurrent use of shortened forms as the clippings **psycho** for psychology, **socio** for Sociolinguistics, **Sis** to refer to sister, **cause** to mean because; and acronyms as **DA** to stand for Discourse Analysis. As in the preceding extracts, the informants employ the assimilated forms **wanna** (lines 16, 22) and **gonna** (line 24). There is also **yeap** (line 17, 18) when talking about their boyfriends. One of the participants describes her boyfriend using **cool** to mean 'very good'. In addition, to describe her anger, one of the two females who has a great importance in the above excerpt utter the interjection **shit** (line 15). To depict her suffering through resembling it to drinking alcohol by plying the compound **red-ink** (23).

Extract Five:

(1)S1: **What's up?**

Lines omitted:

(4)S1: Me invisible or **you invisible!**

(5)S3: Oh no don't reproach each other ... **cause** we all invisible.

(6)S4: [This is what I **wanna** tell you.] (0.5)We are all stuck with projects and tests.

(7)S1: I need you to tell about a **Chick?**

Lines omitted:

(11)S5: ((Laughing)) we **wanna** know her.

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The previous extract is taken from a dialogue between five students who learn two different specialties, Sociolinguistics & Gender Studies and Literature & Civilisation. They are two males and three females who start their talk with reproaching each other and following it by speaking of their personal concerns. The participants start their conversation by using the expression **what's up?** As in the first conversations, there are some recurrent features in the above extract. **Wanna**(lines 6,11,14) , **cause**(line 5) are some examples that occur in this discussion. But, they reproach for not seeing each other through omitting the verb to be in the sentence **you invisible**. To stand for his girlfriend, a male informant says the word **chick** which refers to a young bird in the Standard English.

Extract Six:

Lines omitted

(3)S3: **Hellacious** ().

Lines omitted

(4)S2: **Shit**() I haven't closed the module of **metho**.

Lines omitted

(6)S2: I **gonna** talk to her (0.3) **cause** I worked very well.

This conversation happens between three male participants learning Didactics and Applied Linguistics. They are talking of their academic matters, especially about the marks of exams. When one of the participants is asked about his state, he responds employing the word **hellacious** which does not exist in Standard English and that refers to the word 'terrible'. As in the preceding dialogues, one of the informants use the interjection **Shit** to show his anger, the assimilated form **gonna** and the clipped word **cause**. In addition, to refer to the module for which he does not get the average, one of them employs **metho** to stand for methodology.

Extract Seven:

(1)S1: I don't have **credit** =

(2)S2: Oh really! You **gonna** enter in all the modules.

(3)S1: I **wanna** enter into two modules only.

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Lines omitted

(5)S4: No! **the make-up is inviting me** () and you?

(6)S5: **I' m flying** ...I don't I'm saved.

Lines omitted

(8)S3: **Awesome** (0.4) **you lucky**.

Lines omitted

(13)S4: For me I need **GL** and uh **Metho**.

Lines omitted

(15)S3: the make-up is **haslation cause** I **gonna** repeat ().

(16)S1: **Yeap** () a **crap**.

The foregoing excerpt addresses a talk of three male students learning Sociolinguistics & Gender Studies and two females of Applied Linguistics, respectively. They are conversing about the issue of passing the year through using certain noticeable language aspects. As in the first dialogues, there is also the use of assimilated forms as **gonna** (lines, 2, 4, 15) and **wanna** (line 3), the clipping of because, the use of **yeap** (line 16), and **awesome** (line 8).When talking of their modules for which they have not got the average, they employ shortened words as **metho** for Methodology and the acronym **GL** for General Linguistics. More importantly, they create words by adapting them to English through associating the colloquial Algerian Arabic word **hasla** to the suffix **ation** to mean 'problem'. Throughout their conversation, the informants resort to shifting the meaning of certain words as **credit** to mean 'having enough scores to pass' .To express their feeling towards the make-up exams, it is also apparent that students construct sentences through employing figures of speech as **I'm flying**; metaphor plied for expressing their happiness, and **the make-up is inviting me**; a personification that the female participants use to say that she is going to sit for the make-up.

Extract Eight:

Lines omitted

(4)S1: **Yeap** , of course.

(5)S4: I don't want to **carenticate**.

(6)S2: Me too... I **wanna** eat something else ().

(7)S3: ((laughing)) I got fed up of **carenticating**.

(8)S1: {moving} Hurry up (0.3) **ngao** or not?

The above written dialogue is a conversation among four participants learning Civilization and Literature .All of them are males who are interacting after their lecture .As in the previous extracts, the participants resort to the use of **Yeap** (line 4) and the assimilated word **wanna** (line 6). Nevertheless, throughout their talk, one of the participants suggest to go to lunch through using the expression **ngao** by associating the verb to go to the Algerian Colloquial Arabic affixes 'n' and 'o' to mean 'we go'. It occurs also in another students' speech in line 8. Moreover, the informants employ the word **carenticate** which is constructed though bringing the noun carentica (a food) and the English affix 'ate' to denote 'eating carentica'. More importantly, the same term is utilized as a noun through adding 'ing' as in line 7above.

II.4.3.b.Inside Classroom Interactions:

Each specialty is observed two times and the recordings are played many times to be transcribed to detect the features students use when communicating with their teachers. More importantly, the aspects concentrated on are not the ones employed when reading from the handouts (as in some of the extracts) rather those used when they speak to their teachers.

Here are the extracts of the different recorded specialties:

Extract One:

(1)T: Do you speak French?

(2)Ss: {nodding} Yes=

Lines omitted

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(12)S3: Yes, (0.2) in fact in our Arabic language we find words uh uh that are taken from the French language.

Lines omitted

(25)S7: Here the author is speaking of intelligibility issue=

(26)S8: Here the author is () I think that when we don't understand each other, we are in fact speaking the same language=

Lines omitted

(41)S13: We are going to present our projects, miss?

Extract Two:

Lines omitted

(6)S1: Yes, I heard about him uh (0.4) I think he wrote an article about code-switching.

(7)T: /Ye:s exactly/ and he was inspired by Bentahila 's article (0.5) If we see here uh the author started with multilingualism=

(8)S2: He defines what is multilingualism uh...in which he said uh... it is having more than one language.

Lines omitted

(12)S4: Yes... a community is a group of people sharing the same language

(13)T: [who share the linguistic system and rules] Uh... according to you, why does he show two levels?

(14)S5: Because may be the society is monolingual and the individuals are multilingual.

Lines omitted

(25)S10: He is talking of the levels of multilingualism ()

Lines Omitted

(32)S15: I think that because of the extra linguistic factors that we are multilingual.

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Extract Three:

(1)T: We have already started with text features.

(2)Ss: Ye:s

Lines omitted:

(16)S6: the reader is not going to understand.

Lines Omitted

(20)S8: Because, sorry when uh ... you think they know you are going to give less details about the lesson.

(21)T: All what you are saying is right because ... in fact if I think that you know uh I will eliminate many things from the lesson.

(22)S9: But miss... according to what I have understood uh informativity is related to intention.

Lines Omitted

(44)S16: Scientifically (0.4) writers are going to describe the natural phenomena that occur in the universe.

Extract Four:

Lines omitted

(2)S: No one ((laughing)) is talking of marriage.

Lines omitted

(10)S2: Yes, uh evaluation is the end of assessment because after we assess improvement uh (0.3) we decide whether a person fails or not.

Lines omitted

(21)S7: Yes, because for example uh (0.1) in the diagnostic test I'm going to see the language level and the styles of my learners to teach according to them.

Lines Omitted

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(61)S15: The teacher is going to expect what are the things and uh... activities that can meet ... his learners needs =

(62)S16: Sir, are the teachers allowed to design a syllabus?

Extract Five:

Lines Omitted

(5)T: I hope so () shall we start or uh we wait for the others?

(6)Ss: Ye:s ... We wait=

Lines omitted

(10)S1: The characters are changeable=(17)

Lines omitted

S4: No there is no difference between them because uh... both of the two consists of the flow of ideas.

Lines Omitted

(31)S10: Because... you have already established your life.

The first two excerpts are extracted from the specialty of Sociolinguistics and Gender Studies. They are recorded two times in the session of Multilingualism .The following two extracts represent the class of Applied Linguistics and Didactics in which the students are observed in the sessions of Applied Linguistics and Discourse Analysis. The last epitome is attributed to the class of Literature and Civilisation through the enrollment of the two successive sessions in the module of British Literature. All the extracts manifest certain language aspects.

In all the attended sessions, there are some recurrent linguistic features. There is only the use of standard language. There are no contracted forms as it is in the above extracts of all the classes registered. Moreover, all the words are pronounced according to the Standard British Pronunciation as: we are going, yes, and because. All the sentences are full grammatical structures as the presence of the copular to be. The latter is

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exemplified in the previous recordings. These are the language characteristics that students opt for in their classroom when communicating with their teachers.

II.4.3.c. Comparison between Inside and Outside Classroom Students' Interactions:

Outside Classroom Context	Inside Classroom Context/ Standard meaning
Shit!	The exclamation of shit have no existence
Damn!	The exclamation of Damn have no existence
Cause	Because
We gonna	We are going to
I wanna	I want to
Trynna	Trying to
The omission of the copular 'to be'	The copular to be is omnipresent
Fantabulous	It has no existence but it means 'very good'
Fellas	fellows
Nlearno	We learn
Nstudyiou	We study
Lboys	The boys
Ngao	We go
Haslotion	A problem
Credit	Having money in an account at a bank (Standard Meaning)
Cool	It exists in standard English with the meaning ' fairly cold'
Chick	A young word
Boot	In standard English, it means a type of shoes
Hellacious	Has no existence in Standard English but it means very terrible
Crap	It has no existence in standard English but it means nonsense.
Red-ink	Red is a colour .Ink is a coloured liquid. The word means alcohol

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Awesome	Its meaning in standard English is 'impressive and difficult'
MRS Motivation	It is not a name but rather a noun that means 'a need of doing something'
Madame Niveau Bas	It has no existence in English because it is a French words that means low level
MRS Sorry	It is used to apologise
carrenticating	It has no existence in English. It means "eating carrentica"
ICC	Intercultural Communicative Competence
DA	Discourse Analysis
Am Lit	American Literature
God yellows your face	An expression used to reproach. It results from a literal translation of words from Algerian Colloquial Arabic
Yeap	Yes
What's up?	Good morning.

Table2: Terms Used by Students Inside and Outside classroom Context

As the table shows, there are some language traits that are used only between students in their group. As compared to classroom interactions, the students use some exclamation words for showing anger as *shit* and *damn* which exist in the Standard English but used with a different meanings. They also shift the meaning of words as *boot* for kick and *red ink* for alcohol and many more. Unlike Inside classroom communication, they use shortened forms. They employ clippings as *cause* for because, and acronyms to stand for the modules as *DA*, *Brit Civ*, *ICC*, to site but few. For answering questions, they have the tendency towards *yeap* instead of "yes" in their group as first year master students. With contradistinction to classroom conversations in which only standard words are used, they create expressions to be employed with their mates. As for greeting, for instance, they utilize the expression *what's up?* instead of "Good morning" in classroom discussions. They construct some expressions that have no room in Standard English but which have an Algerian meaning as "*God yellows your face*" for reproaching. Whereas students, in their in-group, innovate words through combining standard Algerian Arabic affixes to the state they are talking from like *ngao* for "we go" or through adding English affixes to the Colloquial Algerian Arabic like *haslation* as the table manifests, they have no space in

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their discussion with their teachers. They borrow words from the French language, e.g. *Madame Niveau Bas*. Moreover, they change the pronunciation of some words which are used correctly inside the classroom as the assimilated expressions *wanna* and *gonna*. All the employed linguistic characteristics are features of slang.

From the above comparison, it is conspicuous that first year master students form their own community through using slang as the terms provided above shows. It is evident that they have shared repertoire which is slang as data demonstrates. The factual data collected from speech recording marks that they are mutually engaged in academic and non-academic concerns as doing projects, revising for exams, sharing challenges and other matters. In addition, it is apparent from participants' discussions that they participate in joint enterprise. They share similar encountered everyday situations like learning experience -how to do their projects, how to improve learning -about which they mutually engage as they interact and share knowledge about the different areas of study to overcome matters they confront.

II.5.Conclusion:

The data gathered from both inside and outside classroom interactions shows that there seem to have a difference in terms of students' linguistic features between their in-group and classroom discussions. By adopting the community of practice approach, it is obvious that first year master students engage in common activities either academic or personal ones for which they share knowledge. As one of the criteria of community of practice is shared repertoire, it is evident that students develop a code to be used within their group. When compared to the features of slang, there is a correlation between students' linguistic characteristics and the aspects of slang provided in chapter one. According to what is said previously, there is outstanding evidence which supports the claim that first year master students construct their community through slang use as they have resort to slang aspects in their in-group communication.

II.6.Limitations:

This study seems to face some limitations mainly methodological. It concentrates on students in the English department of Mostaganem University, participants are first year master students who belong to the three specialties and which are of unequal number. Further research may address a mixture of students from first year to master degree to

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capture the linguistic features in all levels to figure out any difference may be apparent in terms of expressions. Moreover, research may include only master degree students first year and second year to picture the aspects exclusive to the master students. Further research could identify other linguistic features by extending both inside and outside classroom records

Recording as a methodological tool for the collection of data has its limits especially in the classroom. This is concerned with the issue of 'observer paradox' as Labov (1972) labels it and which is defined as being the change of the participants' behaviour due to the observation task. Having informed the teachers about the focal point of the study and the presence of the researcher among students could have issued the feeling of uneasiness and reluctance from their part. The recording equipment may have increased such feeling. Thus, students may have felt that their linguistic abilities are to be tested. This is explained by the limited number of students who have their own talk during the recorded sessions. Some students have not taken part in the lesson because they may have been frightened of committing any mistake when talking. In addition, outside classroom students' talk recorded are restricted as students rarely stay at university after their classes because of their full schedule. Further research may use another method to collect data from outside classroom interactions and may possibly get different results. In similar line, other researchers doing the same research may avoid the issue of reactivity through making their presence acquainted to the students through extending attendance.

Chapter Three:

Students' Slang

Types and

their Functions

Chapter III: Students' Slang Types and their Functions

III.1.Introduction:

Students have specific language features they use with their friends as compared to classroom interactions with their teachers. Unlike the previous chapter which compares between inside classroom and outside classroom interactions to eventually prove that students construct their own community through slang use. This chapter looks at slang types that first year master students resort to in academic and non-academic contexts. It also sheds light on the functions for which slang is employed.

III.2.Methodology:

III.2.1.Participants:

Forty first year master students are interviewed. They all belong to the community of students identified in the previous chapter. Some of them are recorded. They are selected from the three specialties; Gender Studies & Sociolinguistics, Literature & Civilisation, and Didactics & Applied Linguistics. Their number is unequal moving from one specialty to another. Moreover, the number of males is not commensurate to that of female since gender equation is not important in the present study as the following table manifests their participation:

Specialty	Males	Females
Sociolinguistics and Gender Studies	6	8
Didactics and Applied Linguistics	5	7
Civilization and Literature	5	9

Table3: The Description of the Students Selected for the Present Study

III.2.2.Procedures:

Semi-structured interviews are designed .They are selected among other types to be expanded throughout the interview by probes to get in depth idea about the construction of slang terms provided by students. The interview consists of four parts. It starts with two introductory questions to assure that students are first year master students as well as to know to which specialty they belong. The first part comprises nine questions about how they refer to the different academic matters as: the modules they study, teachers, students as well as the various activities they engage: to learn, to have exam, to fail, to pass, and

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having holidays. The second part contains four questions that revolve around the non-academic concerns such as funny and terrible situations, the other sex, and having a boyfriend or a girlfriend. The third one comprises two open ended question in which students are required to provide other slang terms they create in other situations they take part in if possible. The last section is about the functions for which slang is created and used by first year master students.

III.2.3. Findings and Discussions:

First year master students belonging to the three specialties provide various slang terms with multiple constructions. There are some of them used recurrently throughout the specialties and others exclusive to specific one.

III.2.3.a. Part One: Academic Concerns

Question One: I think you have various modules to study, what are slang terms you use to stand for them?

The terms students employ when they stand for the modules they learn are represented in the following table:

Sociolinguistics and Gender Studied	Applied Linguistics and Didactics	Civilisation and Literature	The Meaning
DA	DA	DA	Discourse Analysis
Pscho	Psycho		Psycholinguistics
Metho	Metho	Metho	Methodology
Socio	Socio		Sociolinguistics
phono			Phonology
ICC	ICC	ICC	Intercultural Communication
Traductologie	Traductologie	Traductologie	Translation
		Brit Lit	British Literature
		Brit Civ	British Civilisation
		Am Civ	American Civilisation
		Am Lit	American Literature
		Sorry	Brit Civilisation
		History	American Civilisation
GL			General Linguistics
Morpho			Morphosyntax

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Dr Benneghrouzi			Intercultural Communication and Methodology
Labeled			Multilingualism
	Elouchedi		Sociolinguistics and Psycholinguistics

Table 4: Students' Slang Terms for the Modules in the Three Specialties

From the foregoing table, it is obvious that there are slang terms shared among the three classes as *DA*, *ICC*. This similarity is due to the commonality of the modules learned. Nevertheless, there are other uncommon terms among the three streams. The difference can be explained in terms of modules variety of each specialty. For example: *Am Lit*, *Brit Lit*, the metonymy *History* and many more are exclusive to the branch of Literature and Civilisation. More importantly, each term is opted for by student has a denotation as it is explained in what follows:

1- 'Metho' /mitə/ is a clipping that stands for the module of methodology.

2- 'Labeled' is a name of a teacher students utter when referring to the module that he teaches, 'Multilingualism'.

3- 'Brit Lit' is a clipping of two words 'British' and 'Literature'.

4- 'Brit Civ' is a clipping of two terms 'British' and 'Civilization'.

5- 'History' is shifting the meaning (metonymy) of the word by students to refer to 'American Civilization' (since part of civilization is history).

6- 'Am Lit' is clipping of the word 'American Literature'.

7- 'Phono' is clipping of 'Phonology'.

8- 'Socio' is clipping of the term 'Sociolinguistics'.

9- DR Benneghrouzi is a teacher's name used as a label for the module taught, 'Intercultural Studies'.

10- 'Elouchedi' is a teacher's name used as metonymy to indicate the module he teaches, 'Sociolinguistics'.

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11- 'DA' is an acronym used for the module 'Discourse Analysis'.

12- 'Morpho' is a clipping of the label 'Morphosyntax'.

13- 'Am Civ' is clipping of the term 'American Civilization'.

14- 'Traductologie' is a French borrowed word used for 'Translation'.

15- 'GL' is an acronym used by the students to name 'General Linguistics'.

16- 'ICC' is an acronym coined to denote 'Intercultural Communication'.

17- 'Sorry' / *sori* is constituted through shifting the meaning. Sorry is an expression used to apology which is mispronounced by the teacher; the students use it to denote the module he teaches 'British Civilization'.

18- 'Psycho' is a clipping of Psycholinguistics.

From the above words' descriptions, students use multiple slang constructions to stand for the modules they learn. They mostly opt for the use of shortened forms: clipping as *Brit Civ*, *Morpho* and many more and acronyms as *GL* and *ICC*. They borrow the French word *Traductologie* for the module of translation. They use metonymy through using the name of the teacher to call the module she is in charge of or a lesson which is recurrent in the module as *history* for American Civilisation. Moreover, they resort to mispronounced types of words and which is exemplified by *sorry*. Students create labels for their teachers as well.

Question Two: By the fact that you have different modules, you have several teachers, how do you call different teachers you have?

As in the first question students supply terms sometimes differ from one specialty to another, this leads one to conceptualize that students do not have the same teachers throughout all the classes. Nevertheless, there is a diversity which results from their variety. All the terms employed by students have specific significations according to them as it follows:

1- 'Miss Motivation' is a term used to refer to the teacher of methodology.

2- 'MRS Genre' is a word used to refer to the teacher of 'British literature'.

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3-‘MRS Gender’ is employed to denote the teacher of ‘Gender Studies’.

4-‘MRS Methodology’/ mɪtədɒlədʒi/ employed to refer to the teacher of ‘Methodology’.

5-‘Imagine’/ɪmæʒɪn/ is a phrase employed by the teacher of Methodology which the students utilize to denote him or her.

8-‘Obama’ is the president of America which becomes as a label for the teacher of American Civilization.

9-‘MRS Shakespeare’ is a name of a well-known writer that is attributed to the teacher of American Literature.

10-‘MRS Gatsby’, Gatsby is a character in a story written during the golden age, is a name used by students for the teacher of American Literature.

11-‘Right’ is a word used among students to call the teacher of Phonetics.

12-‘Ladies and Gentlemen’ is a phrase recurrent in the teacher of American Civilization speech used to name him or her among students.

13-‘Comma’ /kəʊmə/ is a word the teacher utter which the students use as a label for the teacher of Psychology.

14-‘Slow English’ is an expression that consists of an adjective and a noun that are shifted to a noun or rather a name for the teacher of Multilingualism.

15-‘Madame Niveau Bas’ is a French expression that is used among students as a label for the teacher of French.

16-‘Advice’ is a standard word that is shifted the meaning from a noun to a proper name for the teacher of Applied Linguistics.

17-‘Anissa Sali ala Mohamed’ is an Arabic expression used by the teacher of American Civilization which is used as a label for that teacher.

18-‘Boss’ is created as a name for the headmaster. It means a male leader.

19-‘MRS Lazy’ is a name that the students attribute to the teacher of Multilingualism. It is constituted through the process of shifting the function of the word from an adjective to a noun.

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20-‘MRS Open-minded’ is a function shift from an adjective to a noun that is used as a name to call the teacher of Phonology.

21-‘Cocky’, is constructed through adding cock and the suffix ‘y’, means cockatoo that stands for person who lookout, especially for illegal activity. This word is created to call the teacher of General Linguistics.

22-‘MR Genius’ is an expression recurrently uttered by the teacher , means a person skilled at performing oral skills, selected to call the teacher of Intercultural Communication.

23-‘Phonetics’ is a name of a module that is attributed as a name for the teacher who teaches it, MRS Breksi.

24-‘MR Sorry’/sori/ is used among students to call the teacher of British Civilization.

25-‘MR Ok’ is a word produced recurrently by the teacher of British Civilization and used among students to call him.

26-‘Aurengzib’ is a name of an emperor which is employed to call the teacher of British Civilization who mostly utter it.

27-‘Please kill me’ is an expression used by the teacher that students opt for to refer to the module he or she teaches ‘Discourse Analysis’.

As it is shown in the definition of the terms, it is noticeable that students resort to figures of speech, affixed words, shifting the function, and shifting the meaning of words in their construction of slang. They have a more tendency to form metonymies to call their teachers through using the phrases they recurrently utter like: *Anissa Sali ala Nabi*, *MR OK* or through the lectures they study most of the time as in *MRS Shakespeare*, *MRS Gatsby*, or by utilizing the label of the module, for students of Sociolinguistics and Gender Studies, to stand for the teacher as *Phonetics*. They also use affixed words as *Cocky* to stand for the teacher of General Linguistics. Moreover, they have recourse to the mispronounced words as *imagine*, *sorry*, *Methodology*, *comma* which are used by the teachers as the students claim. They scarcely shift the meaning of words as *boss* which is used by the majority of students to stand for the headmaster. They also alter the function of words for example:

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MRS Open-minded is a shift from an adjective to a noun. These are the slang types students haunt to in order to call their teachers.

Question Three: What are slang expressions you create for labeling clever students?

For referring to clever students, first year master students use the following words:

1-‘Nerd’ means a bookish person.

2-‘James Joyce’ refers to the clever student. It is formed through analogy with a well known British writer.

3-‘Stupid’ is an irony that students create as contrary to intelligence.

4-‘Babbler’ means people who babble .This noun is used as a metaphor for the clever students.

5-‘Linguistica’ is a Spanish word that means linguistics.

6-‘Widdowson’ is a name of a known figure in linguistics. It refers to intelligent students.

7-‘Chomsky’ is a name of the prominent figure in Cognitive Linguistics that students resort to in order to denote the clever ones.

8-‘Crack’ is an adjective describing students who are clever or excellent.

9-‘Brain’ is a noun that stands for very a good student. It is shifting the standard meaning of the word.

10-‘Gatsby’ is a character in a story written during the Golden Age that students utter to denote excellent students. According to the users, excellent students are running for nothing.

11-‘Library’ is metaphor that is used since clever students know all what books contain.

12-‘Soldiers’ is a metaphor .According to its users, clever students keep criticizing .

13-‘Einstein’ is a name of a physician that is employed by students to recognize the clever ones.

From the terms described above, there is an outstanding use of figures of speech especially metaphors as when they refer to some figures such as: *Chomsky, James Joyce,*

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Gatsby or objects as *library*, *brain*. They also construct slang terms through the use of irony as *stupid* to convey the opposite meaning as some students argue that they are learning in vein because '*we won't find a job*'. Moreover, they shift the meaning of some words like *nerd*, and *babblers* because they claim that they cannot decipher their talk during their lectures. Nevertheless, first year master students create specific words for careless students.

Question Four: How do you call the students who are careless about their studies by using slang?

The coming list consists of terms that first year master students employ to refer to the careless students.

1- 'Active' is the contradictory sense of laziness that is employed by students to refer to lazy students.

2- 'Clever' is an irony that is used by students to refer to the lazy ones because according to them, they do not work but they succeed.

3- 'Laissez faire' is a French borrowed term that is used among students to denote the lazy ones.

4- 'Panda' is a metaphor that is used through analogy made between the panda and the lazy students.

5- 'Slackers' is a word that consists of slack and the suffix 'er' to mean a person who avoids work and responsibility; lazy.

6- 'Douche bag' is a compound known that stands for inept person.

7- 'Winners' is as an irony.

8- 'A worker' is an irony used among students. It is used to mean that they are successful.

9- 'Lucky' is an adjective that students employ among themselves to denote the lazy ones. It is an irony.

10- 'Spoon-fed' is a compound used to describe the lazy students since they are dependent on the teacher to get knowledge.

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11- 'Algerians' is a metonymy though using Algerians because, according to them, 'we are known as being lazy'.

12- 'Smart' is an irony used by students to refer to those who seem lazy.

13- 'Bone idle' is a compound of two nouns that is used among students to mean the lazy ones.

From the terms described above, it is pre-eminent that students resort more frequently to the use of irony to convey the opposite meaning such as: *active*, *smart* and other terms. They use it because they think that careless students are the ones who succeed at the end of the year. They also utilize compounds as it is manifested above: *spoon-fed*, *bone idle*, and *douche bag*. They rarely employ metonymy and affixed words like *Algerians* and *slackers* respectively. Moreover, they borrow words from other languages, especially French as *laissez faire*. There are academic activities for which slang existed in the first year master students repertoire.

Question Five: At University you engage in many academic activities for which you have specific words to refer to. By which do you indicate the activity of learning?

1- 'To swim' comes into light through meaning's shift to mean learning instead of floating in water.

2- 'Nlearnou' consists of a prefix 'n' and a suffix 'ou' that are associated with the verb 'to learn'. Those affixes combine to mean 'we' in colloquial Algerian Arabic.

3- 'Nrevisou' consists of a prefix 'n' and a suffix 'ou' that are borrowed from Colloquial Algerian Arabic to mean 'we' and the verb 'to revise'. The whole means we revise.

4- 'Nstudiyou' is used to denote the act of learning. It comprises affixes 'n' and 'ou' that are borrowed from Colloquial Algerian Arabic to mean 'we' and the verb to study as well.

5- 'Nattendou' includes affixes as 'n' and 'ou' that mean 'we' and the verb 'to attend' to stand for 'to learn'.

6- 'Lock down' is a compound of a noun and an adverb to constitute a noun which refers to any situation in which your complete freedom is restricted. This noun is used by students to stand for learning.

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7- 'to survive' is a standard word that students shift its sense to mean to learn.

8- 'Jihad' is a borrowed from Arabic. Its literal meaning is 'a struggle against unbeliever' but students use it to mean 'to learn'.

To refer to the activity of learning, students go about various slang types with diverse frequency. There is a prominent existence of affixed words through associating the English words with Algerian Colloquial Arabic affixes as in *Nattendo*. They also construct metaphors for themselves as *to swim* and *survive* because according to some of them metaphors are suitable to express their feelings. Though, there is a little use of compounds like *lock down* and borrowed words like *Jihad*. Learning is not the only academic activity for which slang is employed by first year master students, but there are other activities as well.

Question Six: What are slang expressions you utilise for having exams?

1- 'Execution' is a metaphor used to mean having exams.

2- 'Detention' is a metaphor that students form to describe the state of having exams.

3- 'Nhaviw exam' is an expression that is associated with Colloquial Algerian Arabic affixes, the suffix 'n' and 'iw'. Those affixes are combined with the verb 'to have' to mean 'we have'.

4- 'A bomb is going to explode' is formed through meaning shift. The expression means that knowledge stored in the mind is going to be exposed by students.

5- 'To narrate' is a term used by students to denote the state of having exams as according to them they are going to narrate what they have been already exposed to.

6- 'Nexamini' is a word that consists of an English word that is associated with Colloquial Algerian Arabic prefix and suffix 'n' and 'ini' respectively. Their combination with the word exam leads to shifting the function of the word from a noun to a verb. Thus, it means 'I do the exam'.

7- 'Nexaminou' is an expression students utter through associating Colloquial Algerian Arabic affixes 'n' and 'nou' with the English word 'exam' to mean 'we do the exams'.

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To label their experience of having exam, students employ several slang types. As in the activity of learning, there is an apparent occurrence of affixed words resulting from the same combination as *n' examinou*, *nexamini*, to mention but few. Metaphor is a slang type that they also resort to because some of them think that the terms they provide express the real meaning of their experience. *To narrate* is a word that is shifted the meaning as students consider the fact of having an exam consists of restating what was told them.

Question Seven: How do you stand for passing an exam using slang?

1- 'Npassou' is a word that comprises a combination of the verb 'to pass', and the borrowed affixes 'n' and 'ou' from Colloquial Algerian Arabic to mean 'we pass'.

2- 'To have credit' is an expression that students create with the LMD system. Passing is associated with the amount of credit.

3- 'To next level' is formed through shifting the function of the word from a noun to a verb in order to mean passing.

4- 'To close the year' is an expression that students use to describe their act of passing since they metaphorize passing with something to be closed and have an end.

5- 'N'passi' is a term that consists of the English word 'pass' and the Colloquial Algerian Arabic affixes 'n' and 'I' to mean 'I pass'

6- 'Lock the module' is a metaphorized expression that students use through associating passing the year as something should be locked as the door.

7- 'To win a visa' is a metaphor in which the students link passing as winning the visa to go abroad. However, according to students is a visa to move to the next level.

Question Eight: And what about to fail in an exam?

1- 'Failit' is formed by students through a combination of the English verb 'fail' and the borrowed Colloquial Algerian Arabic suffix 'it' to mean 'I failed'

2- 'The make-up is waiting' is a personification for the need of students to enter the make-up exam. The make-up is personified.

3- 'The make-up invites me' is a personification that students employ among themselves for their need to sit for the reset. The make-up is personified.

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4- 'I don't have credit' is an expression linked to the LMD students, for failing credit means marks or scores that allow one to pass.

As it is shown above in question seven and eight for both the fact of passing and failing in the exam, there is a pre-eminent occurrence of figures of speech especially metaphors and personifications, respectively. Students create some expressions as the eminent use of *I don't have credit* for failing, and *I have credit* for passing. This is explained by the idea that LMD system works with credit of thirty points which make one know his state. They form affixed words identical in construction to the previous activities (*failit, npassi*). The expression '*to next level*' attributed to passing is formed through function shift from an adjective to a verb. Holidays are part of the students' academic life.

Question Nine: How do you refer to having holidays as being one of your academic concerns?

1- 'Heaven' or 'paradise' stands for having holidays according to students.

2- 'Unlax' is a verb that students use to describe the fact of having holidays

3- 'The me time' is an unstructured phrase that students use to mean students' own time.

4- 'Later night', according to students, means having holidays for they sleep late according to them.

5- 'Bye bye' is an exclamation that is used to express the meaning of having holidays among students. It means goodbye for studies according to students.

From the above descriptions, students' slang for referring to holidays has multiple constructions. Students resort mostly to metaphors as in *Heaven*. They shift the meaning of standard words, for example; *later nights, bye bye*. In addition, they shift the function of some expressions as *the me time* because they claim that it is their time. They also construct purely English affixed words particularly the term *unlax*. Students engage in non-academic activities for which they create slang.

III.2.3.b.Part Two: Non- academic Concerns

Question One: Now we move to your non-academic concerns. First, what are slang expressions you employ to stand for some situation that make you happy?

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1- 'Tbahlilation' is a noun that is formed through the association of the borrowed Colloquial Algerian Arabic word 'tbahlil' and the English suffix 'ation' to mean 'scandal'.

2- 'I am flying' is a metaphorized expression in which the act of flying refers to happiness according to students.

3- 'Wicky' is an adjective that students employ to mean fun. The meaning of the word is impressive and cool.

4- 'Awesome' is an exclamation word that refers to the adjective 'great'.

5- 'Neat' is an adjective that students utter to mean 'pleasing'.

6- 'funny ha-ha; ha-ha funny' means, according to students, amusing and inviting of laughter.

Question Two: What about the situations that make you angry?

1- 'Hellacious' is an adjective that stands for terrible.

2- 'Crap' is an adjective that means inferior or shoddy.

3- 'Shit' is an exclamation that indicates frustration according to students.

4- 'Damn!' Is an exclamation that is used to express their anger.

5- 'Horrendous' is a blend of the word 'horrible' and 'stupendous'.

For both happy and angry situations, students employ diversified slang types. As for happy situations, words shift their meaning to stand for angry situations as *shit* and *damn*. In contradistinction to angry situations, there are prominent created words for angry situations as *hellacious* and *horrendous*. Exclusive to funny situations, students more often have recourse to metaphors as well as affixed words. The latter are purely English words or formed through the combination the Algerian Colloquial words and English suffix like *tbahdilation* and *wicky* respectively.

Question Three: How do you denote the other sex using slang?

1- 'The car' is a metaphor that is used by female students to refer to males for comfort.

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2-‘Lboys’ is formed through the association of the English word and the borrowed Colloquial Algerian definite article ‘l’.

4-‘Liars’ is as kind of insult which is attributed to male students.

5-‘Snakes’ is a metaphor that male students select to talk of females.

6-‘Betrayal’ is a kind of insult that female students attribute to males.

7-‘Chick’ is used by males to refer to females. This word means young woman.

8-‘Jacket’ is a metaphor that female students stick on males.

9-‘Sis’ is constituted through clipping .This term means sister.

10-‘Blue’ is an adjective used to mean sexually explicit by means of meaning’s shift.

Question Four: What are slang expressions you utilize to describe having a boy or girlfriend?

1-‘My hero’ is a metaphor that is used to denote a boyfriend.

2-‘To be occupied’ is a metaphor employed to denote the fact of having a girlfriend.

3-‘Mine’ is used by boys to describe having a girlfriend is a possession.

4-‘My chick’ is a phrase that denotes the possession of a young woman .

5-‘A pain in the arse’ that is uttered in order to express the annoyance of having a boyfriend.

6-‘Second heart’ is a metonymy in which the expression ‘second heart’ represents the boys.

7-‘Husband’ is a meaning shift that students coin to describe a boyfriend.

When denoting the other sex, and the fact of having a girlfriend or a boyfriend, students resort recurrently to the use of metaphors as *the car* and *my hero* and other examples as shown above. For having a boyfriend or a girlfriend, they construct the metonymy *second heart* to stand for the whole person according to them. They also shift the meaning of words as *husband* since husband is a label of a married male, *blue* for boys because according to them they are not comprehensive. They alter the function of words as

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mine to stand for having a boyfriend. In addition, to call the other sex, female students form words through clipping and adding prefix "I". Students have other situations for which they create and use slang.

III.2.3.c.Part Three: Other Situations

All students provide various slang terms .Each of them mentions three to four terms .The words are of diversified types as being described as the following:

- 1- 'Liquidition' is a noun that is mispronounced to mean avoiding someone.
- 2- 'Ain't' is an auxiliary which is a contracted form of *are not* and *is not*.
- 3- 'What's poppin?' is used among students as a greeting.
- 4- 'What the hey?' is used by students in the situations of surprise.
- 5- 'Haslation' is a noun formed through the combination of the Colloquial Algerian Arabic word 'hasla' and the English suffix 'tion'.
- 6- 'Tbahdilation' is noun constituted through the association of the Algerian borrowed word 'Tbahdil' and the English suffix 'ation' .The whole is used in scandalous situations.
- 7- 'I wanna' is formed through jocular mispronunciation that means 'I want to'.
- 8- 'I gonna' is constituted through jocular mispronunciation which means 'I am going to'.
- 9- 'Shit' is an exclamation that is used for annoyance and disgust.
- 10- 'Luncho' is a verb students form through the combination of the verb 'lunch' and the Algerian borrowed suffix 'o' .The whole verb means 'we lunch'.
- 11- 'Go one one' is an expression created by students that means 'walk slowly'.
- 12- 'Bless in less' is an expression uttered when they do not score well as a means of satisfaction.
- 13- 'Nut' is a noun used among students to talk of the stupid ones by means of meaning's shift.
- 14- 'What's up?' Is an expression that means 'Good morning'.

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15-‘Omitiha’ is a verb which is constructed from the verb ‘omit’ and the Algerian Arabic suffix ‘iha’ .It means ‘I omitted it’.

16- ‘You are really off spring’ is an expression used to target a narrow-minded student.

17-‘Carenticate’ is a verb formed through borrowing the noun ‘carentica’ from Colloquial Algerian Arabic and the English suffix ‘ate’ .The verb means ‘eat Carentica’.

18-‘God yellows your face’ is an expression uttered for reproaching.

19-‘Ngao’ is a verb that is constituted through an association of the verb ‘ to go’ and the Algerian Arabic affixes ‘n’ and ‘o’ to mean ‘we go’.

20-‘Doll’ is a noun used by students to refer to a person of any sex very attractive through meaning’s shift.

21-‘Dummy’ is a noun formed through meaning shift. It is used to call a fool person.

23- ‘Creepy’ is an adjective used to mean producing anxiety and annoyance.

23-‘I will ask her’/æləskə/ is jocular mispronunciation.

III.2.3.d.Part Four: The Function of Slang

The question in this part is addressed to students to supply the functions for which they use slang. Through the data collected from their responses, some common themes seem to emerge according to which categories have been established. They have various views for the purpose of opting for slang. Some of them employ it for the purpose of playfulness as one of the female students mentions:

“I use slang most of the time to joke with my friends uh we play with words (0.2) for example when we use wrong pronunciation for laughing or ... humour.”

In a similar way one of the male students says:

“Since I speak slang with my friends ... we use it to play uh to laugh at things we have in common as Chomsky for someone who learns too much. This is it”

This suggests that first year master students use slang with their friends as they interact for the sake of humour through using different constructions as wrong pronunciation or referring to other words from their repertoire. Nevertheless, some others

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argue that they employ it for the easiness of communication as compared to the standard language. Accordingly, a male student answers:

“When I use slang uh ... I feel at ease Uh (0.2) I use it with my close friends because it helps us to express our feelings because ... the standard language cannot satisfy our needs”

In the same line of thought, a female participant points out:

“When I speak slang, I get free from the bonds of standard language that we use all the time with our teachers uh in the classroom. So (0.1) when we use it we can understand each other in a successful way”

It follows that first year master students opt for slang in their interactions for it is, according to them, the means that free them from the social academic constraints. They, moreover, mention that it is a tool of intelligibility which facilitates communication in their in-group. This contributes to the solidarity between students in their group which can be illustrated through some of the students' answers.

A male participant responds as follow:

“We use it because we belong to the same group and in fact because we are friends and we use it I feel that I'm close to them and we break the distance with them.”

Here the male participant shows that he uses slang as they pertain to the same group, he says that he resort to it to break the barriers and bonds that are established using other varieties. Moreover, he continues claiming that the variety is employed among students learning English. It is exemplified as follow: *“when we speak slang uh ... we are looked at by other students who belong to the other departments as strange. From that, they understand that we learn English.”* The mentioned saying flows in Ellis's argument (2002) in which she considers slang as:

“a variety of language used in certain contexts by means of which people express their sense of belonging to a particular group within the community which is not specific to any geographic location.”(Cited in Arua /Alimi 2009).

The statement manifests that slang is bound to context that people use to show their belonging to a given group. In addition to group-marker function of language, the majority of students argue that they utilize slang for group-exclusion and to prevent outsiders to decipher their conversations. One female informant argues:

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“For me, I use it the majority of the time to let people doesn't understand what uh I'm talking about with my close friends especially when I discuss personal problems (0.1) my secrets”

In this vein, another female student mentions: *“slang is preferable to me ...it makes it easy to talk of everything as my private life uh ... love relations through the use of symbols”*. This assumes that the functions of slang revolves around secrecy .More deeply, it allows them to interact about delicate topics as *“private life”, “love relationship”, “personal matters”, “teachers”*. In similar way, O'Grady & Archibald (2004) say that slang is used either to rebel for assuring their position or to detach them from the main stream which is the case of first year master use to exclude themselves from the rest as teachers. This result in the construction of symbols as the female says above. In addition, slang is used for its source of creativity as Yonekawa (1998) argues (cited in Matsubara, 2008). This can be exemplified in some students' responses.

A male participant says: *“In fact uh when I use slang I feel free what word to use and (0.2) sometimes we tend to create words out of joke”*. In similar vein, one of the female informants tells:

“When I speak of something private uh uh I create words and symbols that lead me to express myself. And (0.1) since we disobey the rules of standard English we make forms that doesn't exist in the English we use in our studies”

It is manifest from students' sayings above that slang is employed for its flexibility, that enables them manipulates their language the way they wish ,through either creating words or symbols which have no existence in the Standard English for humour and secrecy.

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III.3.Data Interpretation:

III.3.1.The Frequency of Slang Types:

Slang Types	The words	The frequency
Clipping	-Metho	- 15 times
	-BritLit	-6 times
	-BritCiv	-5 times
	-Psycho	-8 times
	-AmLit	-5 times
	-Socio	-10 times
	-Phono	-7 times
	-Morpho	-4 times
	-AmCiv	-7 times
	-Sis	-4 times
Acronyms	-ICC	-14 times
	-DA	- 20 times
	-GL	- 8 times
Affixed words	-Haslation	-10times
	-Slackers	-3 times
	- Cocky	-4 times
	- Nlearno	- 9 times
	-Nrevisou	-3 times
	-Nstudiyou	-4 times
	-Nattendo	- 7 times
	-Nexamini	-9 times
	-Nhaviw exam	-5 times
	-n'examinou	-8 times
	-n'passi/npassou	-14 times
	- Failit	-13 times
	-Tbahlilation	-8 times
	-Lboys	- 5 times
	-Luncho	-28 times

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	-Tbahdilation -Omitiha -Carenticate -Ngao	- 15 times - 12 times -22 times -30 times
Compounds	-Bone-idle -Spoon -fed -Douche bag -Lock down -Fuckbag	-3 times -4 times -3 times -4 times -3 times
Borrowed Words	-Jihad -laissez-faire -Linguistica -Traductologie	-5 times -2 times -4 times -18 times
Function Shift	-Right -Ladies and Gentlemen -Slow English -Madame Niveau Bas -MRS Open minded -MRS Genius - please kill me - To next level - The me time	-6 times -11 times -10 times -16 times -10 times -9 times -8 times -4 times -5 times
Mispronounced Words	- I wanna -I gonna -I will ask her -Methodology -Imagine -Comma -Sorry -Liquidation	-30 times -30 times -8 times -10 times -8 times 10 times -9 times -30 times

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Metaphor	<ul style="list-style-type: none"> -James Joyce -Widdowson -Crack -Brain -Gatsby -Library -Soldiers -Einstein -Panda -Detention -Execution -To survive -A bomb is going to explode -To close the year -To lock the year -win a visa -Paradise -I'm flying -The car -Chick -Jacket -To be occupied - A pain in the arse - Doll - Liars -Snakes 	<ul style="list-style-type: none"> -3times -2 times -3 times -4 times -3times -3times -5 times -5times -3times -3times -6times -3times -4times -5times -6times -4times -15 times -10times -7times -12 times - 4 times -6times -5 times - 14 times - 4 times - 3 times 	
Blending	Horrendous	3 times	

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New Created Expression	<ul style="list-style-type: none"> -To have credit -I don't have credit -funny ha- ha; ha –ha funny -Hellacious -Crap - What is poppin? - What's up ? -What the hey? -Bless in less -You are off spring -God yellow your face 	<ul style="list-style-type: none"> -7 times -9 times -5 times - 4 times -4 times -2 times - 16 times - 2 times - 4times - 3 times -7 times 	
Meaning Shift	<ul style="list-style-type: none"> -Things -The boss -Nerd -Babblers -To narrate - Later nights -Bye bye -Awesome -Neat -Shit -Damn -Blue -Husband -Nuts -Dummy -Creepy -Betrayal 	<ul style="list-style-type: none"> -12 times -18 times -3times - 2 times - 5 times -7 times - 8 times -7 times -6 times -22 times -15 times - 3 times -6 times -15 times -18 times -8 times -3 times 	

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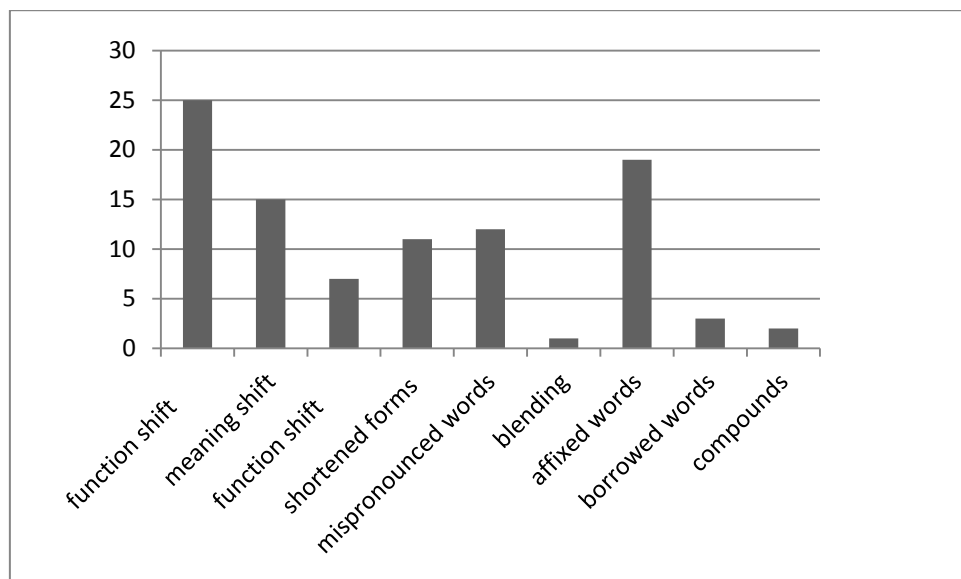
Metonymy	-Labeled	-5 times
	-History	-7 times
	-DR Benneghrouzi	-4 times
	- Elouchedi	-5times
	-Miss Motivation	-10 times
	-MRS Genre	-6times
	-MRS Gender	-9 times
	-Obama	-3times
	-MRS Shakespeare	-8 times
	- MR Gatsby	-7 times
	-Advice	-4 times
	-Phonetics	-8 times
	-Chomsky	-4times
	- MR Ok	-9 times
	-Aurengzib	-6 times
- Algerian	-2 times	
- Second heart	-5 times	
Personification	-The makeup is waiting	-10 times
	- the makeup invites me	-8 times
Irony	-Clever	-3 times
	-Active	-4 times
	-winners	-5 times
	- Lucky	-2 times
	- Smart	-4 times
	-Stupid	-2 times

Table5: The Frequency of Slang Words according to their Types

From the analysis of the data presented in the table, one can say that first year master students learning English in the department of Mostaganem use different types of slang constructions as metaphor, metonymy, jocular mispronunciation, new coined expressions, affixed words, borrowed words, clipping, acronyms, meaning shift, function

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shift, and personification. However, they are used with different degrees as it is in the following chart:



Graph1: The Frequency of Slang Types

From the graph, it is apparent that students use some slang kinds more frequently than others. They ply figures of speech recurrently with the percentage of 25%. There is about shift of words' meanings that estimate 15%, shifting the function of words (7%) as well as the use of mispronounced words 12%. Shortened forms are also part of the construction of slang as they contribute to its special flavor according to Jenstad (2005, 1957). They construct words through affixation (19%). Accordingly, there is the occurrence of both clippings with 7% that outnumber acronyms 4%. In addition, they create new expressions that fulfill their interaction needs which with the estimate 5%. There is a scarce use of other constructions as blending and compounds. This is the representation of types that students haunt to in their construction of slang in their both academic and non-academic concerns.

III.3.2. Functions of Slang:

As it is mentioned in chapter one, various studies demonstrate that people use slang for the sake of creativity, group solidarity and identity, playfulness, group inclusion or exclusion, and secrecy. In addition, some people use it for the easiness of communication, and deviation from the standard norms of the language. The following chart shows the answers of the functions of slang use by the students.

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Functions	The number of students
Exclusion/ inclusion	10
Creativity	3
Break the rules	5
Solidarity	4
Identity	3
Easiness of Communication	7
Humour	8

Table6: The Number of Students Who opted for the Various Slang Functions

The present study reveals that first year Master students use slang for many reasons. They mainly employ this variety because it has an important role for group inclusion and exclusion, creativity, showing solidarity and identity, humour, and intelligibility in the group. This table shows that the most frequent reasons for which students use slang are group exclusion as ten students opt for. Eight students claim that they use it for humour. Seven are for the ease of communication because they think that it enables them to express themselves. However, the peripheral functions for which students resort to slang are getting rid of the standard norms (5 students), creativity and showing identity (3 students), and solidarity (4 students).

Group exclusion which is the most outstanding function of slang use occurs through distinctive ways. They may choose using function shift as it is apparent in above for calling teachers and hiding their real names. In addition, they may use figures of speech as metaphor, irony, personification, and metonymy to screen the direct denotation to prevent out-group members from understanding the signified of different words. They create some expressions that have specific meanings that are meaningful among the in-group members as '*God yellow your face*' for reproaching. They may use borrowed words as *linguistica* and affixed words as well.

III.4.Conclusion:

Throughout this chapter we have been looking for potential answers to the following questions: What kind of slang is frequently created by First Year Master students

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in the English Department, Mostaganem University? And what are the discursive needs that slang mostly meets according to students?

This chapter brought the following results:

Students resort to various types of formations in their construction of slang as figures of speech (irony, personification, metaphor, metonymy), function shift, meaning shift, affixation, borrowed words, compounds, and blending for both academic and non-academic matters. They use them with diversified degree to call their activities and concerns they engage in. The most frequent type students go about is the semantic change especially figures of speech. More apparently, metaphors and metonymy are outstanding than other kinds of figurative language. Those types provided for the issue in question have distinguished preoccupations.

First year master students have multiple functions for which they resort to slang in their interactions as: humour, exclusion, showing identity and solidarity, easiness of communication, getting rid of the standard norms, and creativity. Throughout their answers, each student has his own point of view by which he/ she provides to argue about the purpose for which he/ she uses slang. The majority of students are for group exclusion function as they create symbols or words that hide their secrets. However, the rest of them opt for the remaining ones.

It may be concluded that First year master students in Mostaganem University use figurative slang type more frequently for the recurrent exclusive function. Thus, the results confirm the hypothesis.

III.5.Limitations:

One should recognize that this study has its own limitations. To begin with, this research is nailed down to a small population, first year master students in the Department of English, Mostaganem University. The participants belong to the three specialties Sociolinguistics & Gender Studies, Applied Linguistics & Didactics, and Literature & Civilization. Other research may include all students learning English in the Department to get a more comprehensive view of all the slang terms used by all students who belong to the Department of English. Further research may consider gender equation to gain an additional insight, and may possibly have a different result in terms of slang construction and its functions of use. The students' responses are restricted to the activities determined beforehand

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by the researcher. Other researchers may propose other possible academic and non- academic activities and could capture other types of slang words.

Chapter Four:
The
Awareness of
Slang Use

Chapter IV: The Awareness of Slang Use

IV.1.Introduction:

This chapter is about the awareness of slang use. It is divided into two parts. The first one looks for the awareness of students about their slang use through introducing its features. The second one seeks the awareness of teachers about their students' slang use. It ends with the limitation of the present study.

IV.2.Methodology:

IV.2.1.Participants:

The informants of this study are of two categories. The sample consists of students and teachers that are described below.

IV.2.1.A.Students:

Forty first year master students of English in Mostaganem University are given questionnaires. All of them pertain to the community identified in Chapter two. Only 36 students participated in the present study. Those students participated in the interview. More importantly, they are selected especially to investigate their consciousness of their slang use. They belong to the three specialties but with unequal number and gender equation is not taken into consideration in the present study. The table below provides further information about the informants

Specialty	male	female
Sociolinguistics and Gender Studies	6	7
Didactics and Applied Linguistics	5	7
Civilisation and Literature	4	6

Table 7: The Description of the Students Participated in the Study

IV.2.2.B.Teachers:

The second category of participants chosen is that of teachers. It is selected to see whether teachers are aware about their students' use of slang. More profoundly, the idea of including them in the present study springs from different personal talks when making

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them acquainted with the theme, they started to question the issue. The number of informants questioned in this investigation comprises 10 teachers. They all teach in the English Department, Mostaganem University. They are all teachers of first year master students. More importantly, gender equation is not taken into account in the present study.

IV.2.2.Procedures:

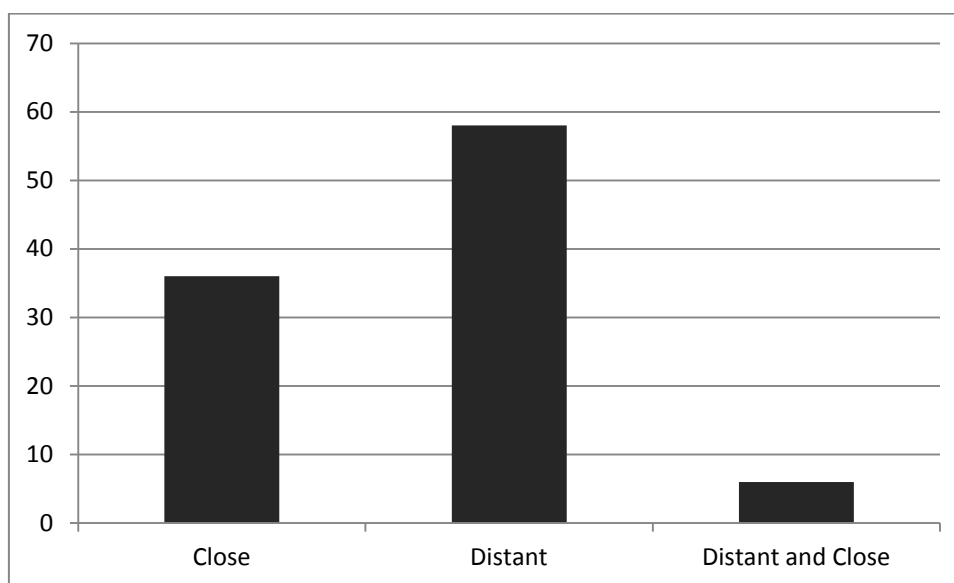
Data collection takes place at the end of the year with unstructured schedule. It extends over one month and a half from the beginning of May to the middle of June. It comes from questionnaires designed to be given to students and teachers. Both questionnaires consist of similar questions for inquiring the awareness of students about their slang use as well as that of teachers about their students' employment of slang. To provide a quantitative and qualitative analysis of the issue, the questions are a mixture of open and closed ended questions. This choice of the closed response questions can be accounted for by Brown (2001) who argues that "*closed response questions are also easier to answer and less likely to be skipped by respondents*" (p.37). He follows that they are easy to be analysed and interpreted. In similar vein, students like to be given possibilities to facilitate the task for them. Whereas, the open response questions are established to give flexibility for the respondent to express themselves as well as to gain a wide insight about the issue studied (Brown (2001), Rubin and Babbie (2010)).The questionnaire of the students consist of sixteen questions but seventeen for teachers.

Both questionnaires comprise three parts. The first section consists of demographic questions related to gender for both categories as well as the experience of teaching for teachers. The second one ranges from the second question for students but from the third question for teachers to question four and five respectively. The questions are both open and closed response questions which revolve around the relation between first year master students and their teachers, the concept of speech community, and the variety used in their interactions. The third part consists in the context of students themselves. The questions extend from six to eight for students but to ten in teachers' questionnaire. The remaining questions revolves around slang features for which open questions are asked for students or teachers to provide some terms if ever they have according to the language aspects provided in closed response questions. These are the constituents of the questionnaires for both students and teachers.

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IV.3.1. The Analysis of the Students Questionnaire:

Social distance varies according to the context of interaction as the participants, setting, and topic. Students here are asked about the kind of the relationship they have with their teachers with providing the reason for their choice. Their answers are shown in the following graph.



Graph 2: The Relationship between Students and their Teachers

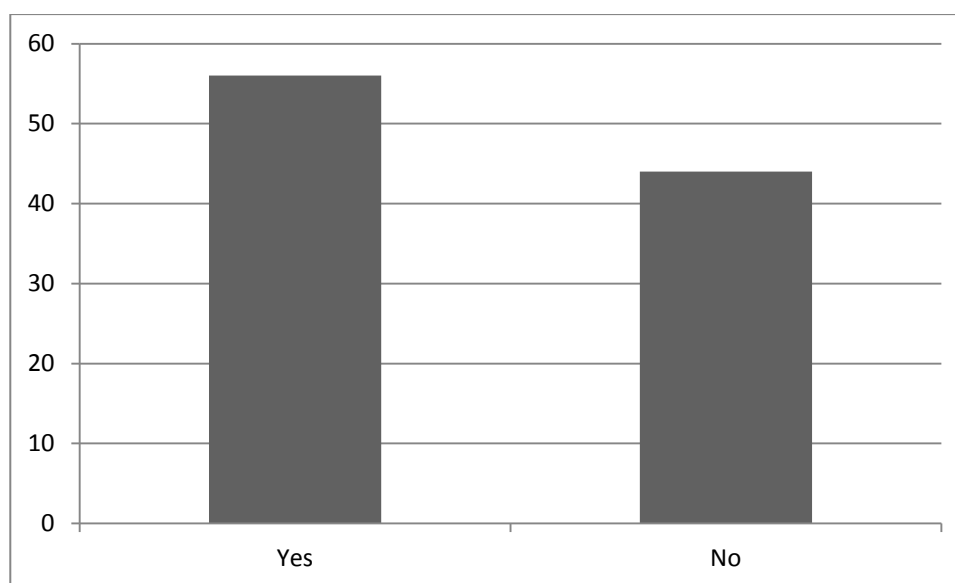
From the graph, it is obvious that students opt for either one of the supplied possibilities or the two of them. The majority with 58% claim that they have a distant relationship with their teachers. Their justifications are classified into four categories. The first one is respect for teachers as some student argue that *'there is a distance to keep respect when interacting with teachers and this does not exclude friendliness'*, *'I see distance is the most preferable position'*, and *'Most teachers prefer to keep a distance in order to maintain the respect'*. Some students said that their aim is the course not the rapport they establish with their teachers. Three of them say they do not have their talk in the classroom and they are introvert learners. But, six choose the both relations because they think that the rapport differs from one person to another.

As the graph manifests, 36% claim that have an intimate relationship with their teachers. Some of their answers flow in the familiarity sphere as a male informant said *'our teachers were also our teachers during our BA degree, they know us'*. On the other hand,

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others mention that they create a close bond because they have the freedom to express themselves freely and learn more easily they tell *'we can ask them questions and discuss different kinds of domains without problem.'*, *'I feel more motivated to work hard'* .The remaining minority explain that they are not treated as students as in *'we seem more colleagues than teacher-students'*, and *'they treat us more than like students but like future teachers'* . This is how students justify the close relation they have with their teachers from their responses.

The third question is related to the concept of speech community. In the present study, it is approached from the perspective that people belong to various communities at the same time. The students here are asked whether they form an English language speaking community with their teachers since they learn English. The following graph manifests their various choices.



Graph 3: The Construction of Speech Community between the Students and their Teachers

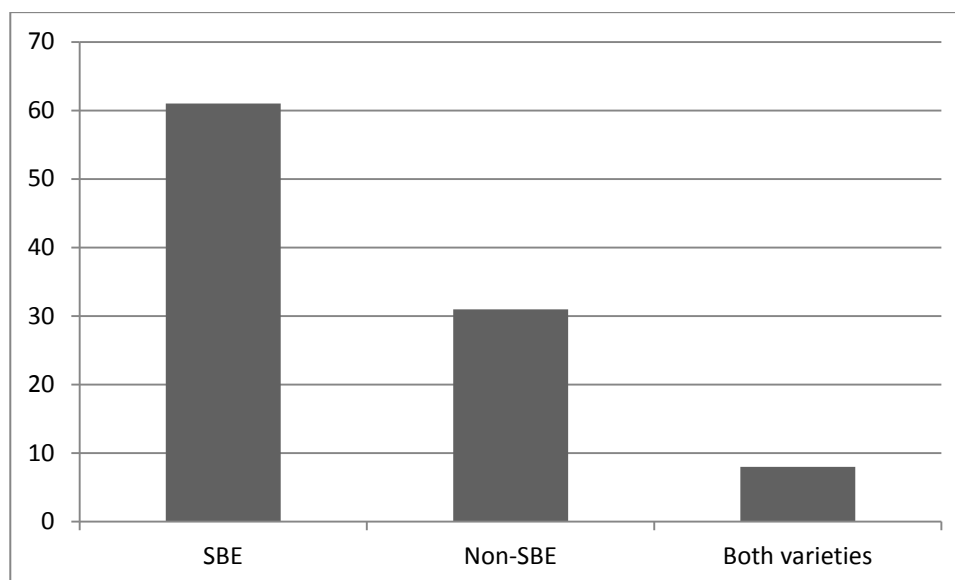
From the chart above, it is pre-eminent that their answers in the first question have no relation to this question. 56% claim that they form an English speaking community. Most of them are for the close bond. Some of them explained it in terms of having the same language as it is illustrated in some answers as *'while discussing different topics we use language as a tool'*, and *'we use the same language in order to communicate within*

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the class and even outside'. The remaining students expound from the idea of having the same interest as being exemplified in one of the female learning Gender Studies: *'we use the same language and we have the same interest because we are doing gender classes'*. However, 44% of them are for the inexistence of speech community. Some of them relate to the distant relationship they have with their teachers as they answer in the first question like it is mentioned *'I don't have a close relationship with them'*. Others perceive the construction of speech community from the perspective of having long time participation because they justify their choice and tell *'we don't participate'* and *'we only have time to study, how does it come that we build a speech community.'* These are the standpoints from which they explain the existence and the absence of speech community.

From the students' answers, many ideas come into existence. It is apparent that the informants who are for the subsistence of speech community are aware of its construction through explaining it in terms of sharing the same language and interest. But, for those who neglect its existence are not aware that speech community is not constructed out of close relationship and long time participation.

The fourth question addresses the kind of the variety students use with their teachers. From the analysis of the questionnaire, data collection shows that the majority of students say they use Standard British English because for them it is the language of formal context and more academic as some of them claim that *'it is considered the best or the most acceptable one academically'*, *'it is the language used in formal contexts'*, and *'it learned at university'*. The students' explanation of the variety shows that they are aware of their choice since they explain it in terms of context and formality. Three of them over pass the possibilities provided but they tell that they use American English as one of them female participants said *'I don't master the pronunciation of the Standard language'*. The remaining students choose to use the non-standard British English. It is expound in terms of the lack of mastery and easy to be used as they mentioned *'I don't have the capacity to speak standard British English'*, and *'it is easy to get closer to our teachers'*. The result is represented in the following graph.



Graph4: The varieties students use to interact with their teachers

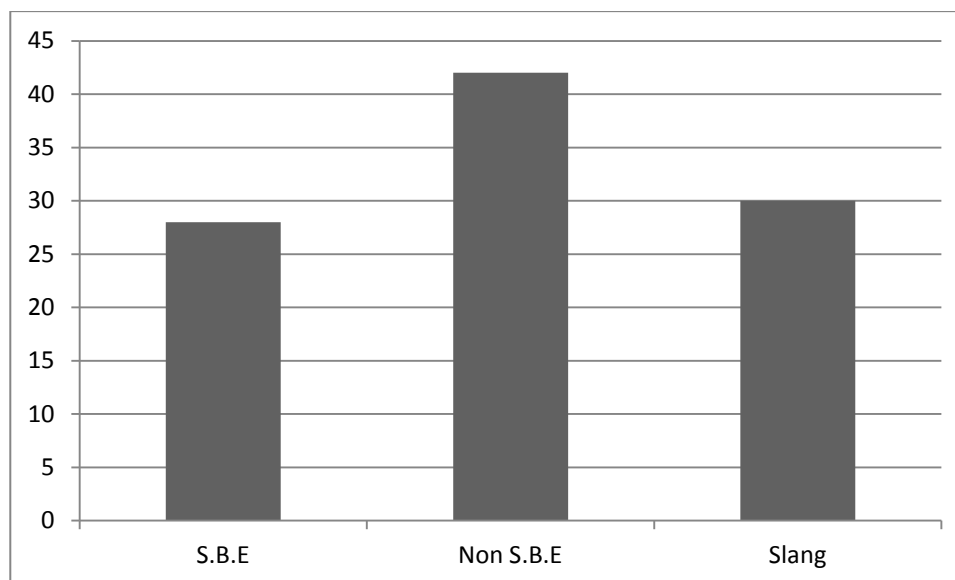
Data collected from the questions five and six which address whether students use with their mates a variety different from that with their teachers and what is its kind shows that the majority of students are conscious about the distinction of the two contexts and the use of slang among their mates.

72% show that the variety used with their mates is different from that used with their teachers. They explain their choice in terms of context, formality and distance as well as the features used like they say: *'I think that the case is not the same, when we are with the teacher the situation becomes more formal than with my mates'*, *'I use casual language with my friends which is full of mistakes that I use for different purposes'*, *'Because most of the time, we use informal English that contains many slang words abbreviated words'*, and *'because with our mates ,we are close to each other but with my teachers there is more respect'*. Throughout their justification, it is apparent that students are aware of the context.

28% claim that there is similarity between the variety used with their teachers and mates. They expound their preference from different angles. Some of them argue : *'I see no difference between the language I speak with my teachers and friends'*, *'because I learn Standard British English'*, and *'I like to speak a good English'*. From the mentioned answers, it is obvious that students are not aware that the change of participants is part of

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context that leads to language shift as well. Thus all of those participants in question (5) opt for Standard British English as it is summarized below:



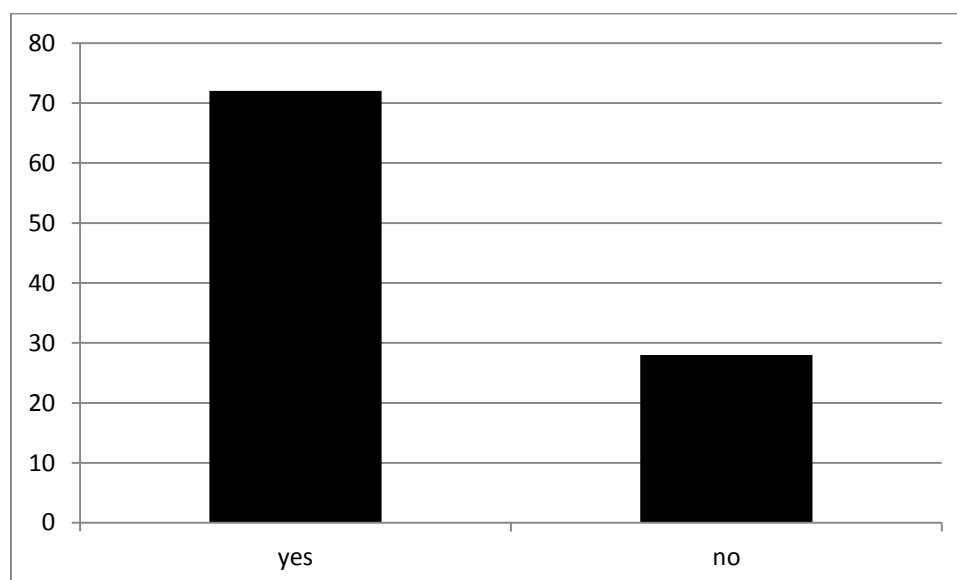
Graph 5: The Varieties Students Use with their Mates

As the graph manifests, 30% of students answer that they employ slang with their mates. Some of them explain their standpoint by saying that: *'all my mates use slang'*, *'As classmates, we use slang because it is easier than Standard English. There is no respect of the grammatical rules, and the freedom of speech'*, and *'I use slang because I like hip hop singers'*. All previous mentioned arguments exhibited that students are apprehensive about their use of slang since some students stated some of its features as the ungrammatical structures.

Moreover, 42% of the students mention that they utilize non-Standard British English. They dissect that they utilize it because of the distance *'we use informal variety and we use it with our mates because we are close to each other'* and the situation *'speaking to our teachers is not the same as we speak to our mates'* and because of its special features according to them *'we speak just words that come to our minds with some borrowing or clipping'*. More importantly, it is explicit that students are not conscious of their use of slang as they spell the features of slang.

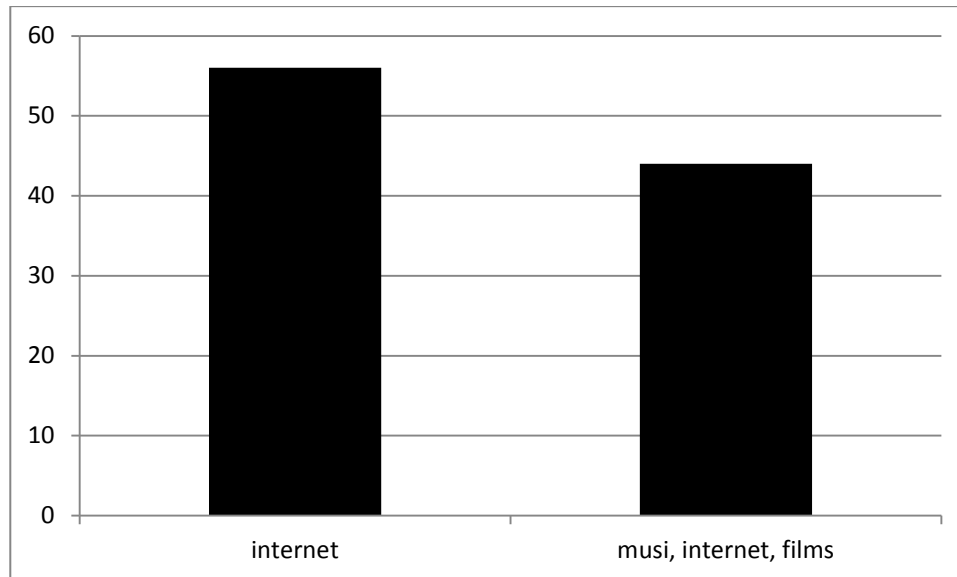
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The question seven address whether students construct their own distinctive community. It is related to the previous question since students who opted for the Standard British English claim that they do not form their community is not different from that of teachers. However, the majority of them who select non-Standard British English and slang tell that they construct their own group as some of them say: *'we construct an English speaking community, we use words, phrases and expressions that I cannot understand'*, and *'because the English we use it is less formal and the subjects we tackle are intimate'*. From their explanation, it is lucid that that majority are aware that they really constitute their own community. The outcomes of the question are represented in the following graph.



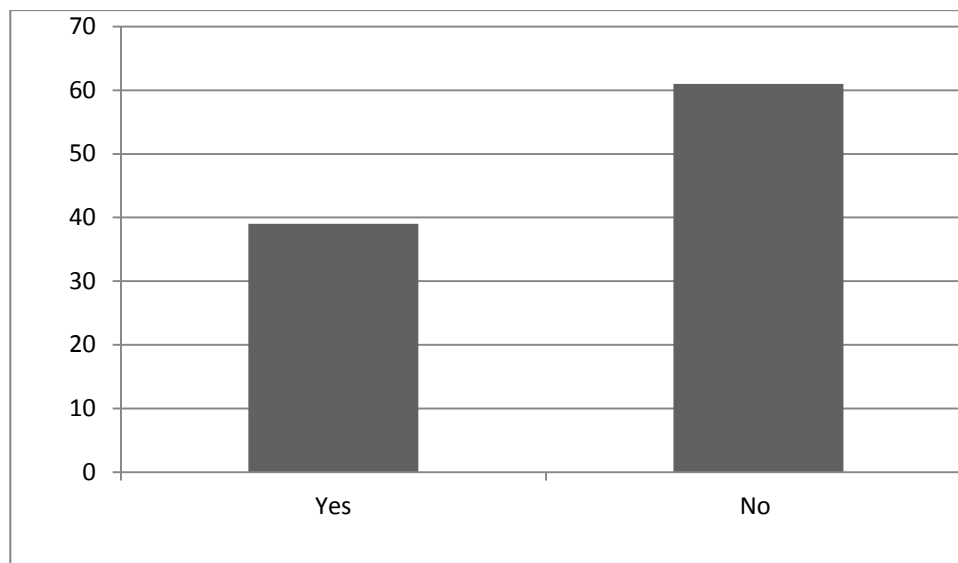
Graph6: Students' Awareness of their own Community Construction.

Question eight aims from students to provide the means that help them to build the language they use with their mates. The following graph shows that most students say that internet is the sole means that contributes to their language development. The lasting category chose all the means at the same time



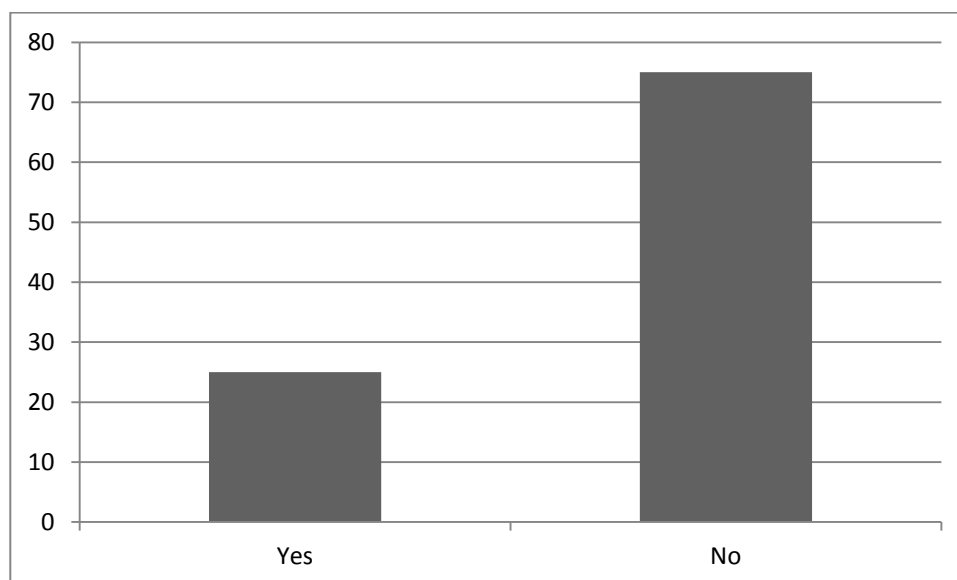
Graph 7: The Mean that Contribute in Students Language

Questions nine and ten require from students whether they create words and to provide words and expressions they coin. The majority of them, as the chart manifests below, mention that do not create words in their daily conversations. Nevertheless, the residual confirm that they coin words. Some of them state that they spell the English language with an Arabic accent like in *Smsini* for ‘send me an SMS’, *nwikendi* ‘I spend the weekend’, *bringili* ‘to bring’. They also create expression out of an Arabic meaning as *Give a wind to your legs* which is used to usher someone. They invent nouns and verbs for words as for *arentica*, they form the noun *arentication*. The results are manifested in the below graph.



Graph8: Students Awareness of their Words Creation.

Questions eleven and twelve contain one of meaning and pronunciation shift features of slang. Data gathered from the students' responses shows that most students neglect the use of the mentioned features. However, a scarce number of students demonstrate their employment of those features through some examples such as; *I aint going* for I am not going, *gonna* 'going to', *kinda* for 'kind of'. More importantly the chart represents the findings.

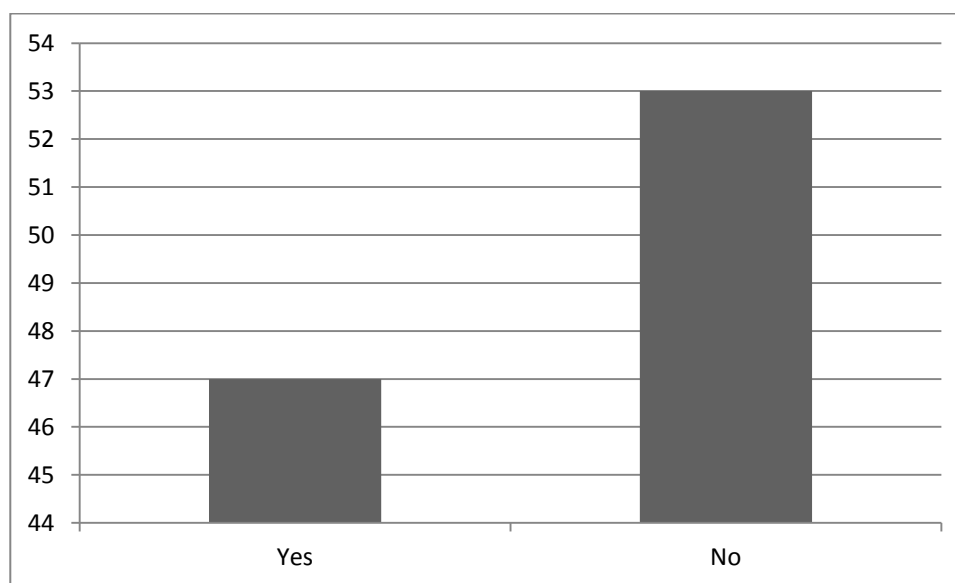


Graph9: Students' Awareness of their Use of Pronunciation and Meaning Shifted Words

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Questions thirteen and fourteen address the shortened forms aspect of slang. The aim of those questions is seeking shortened expressions that students may use. The coming chart exhibits the results

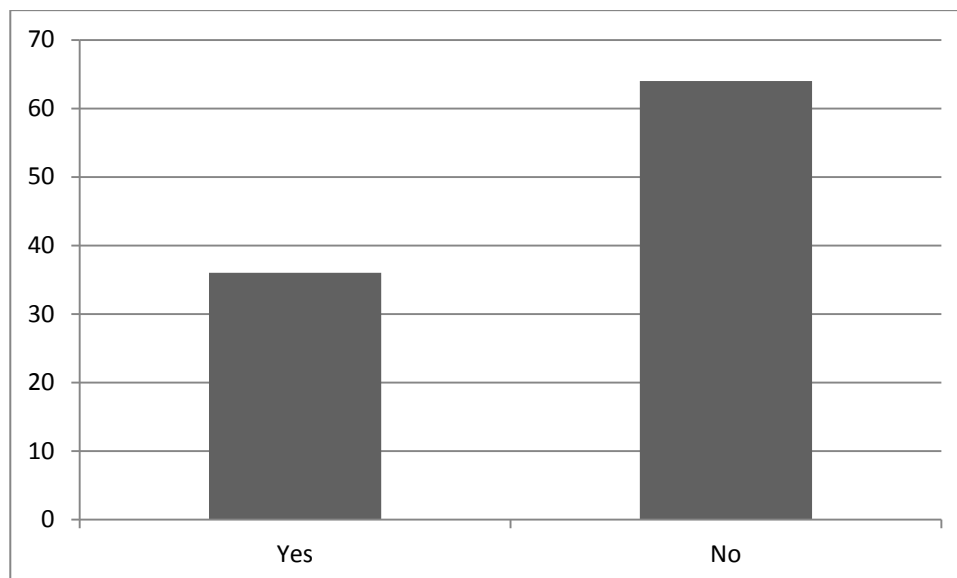
:



Graph 10: Students' Awareness of their Shortened forms Use

As it shown above, 53% of students claim about the absence of shortened forms in their language. Though, 47% of them confirm their existence through mentioning some clipped terms as *cause* 'because', *sis* 'sister, and *pic* for picture, *morpho* 'morphology'. They also state some acronyms as PC for personal computer, ICC 'Intercultural Communicative Competence'. Thus, not all students are aware of the short forms feature of slang. There are other features to be considered as well.

Questions fifteen and sixteen are concerned with borrowing as one of slang characteristics. They aim at seeking some borrowed words students use in their interactions. The data gathered from the question 15 are represented as the following:

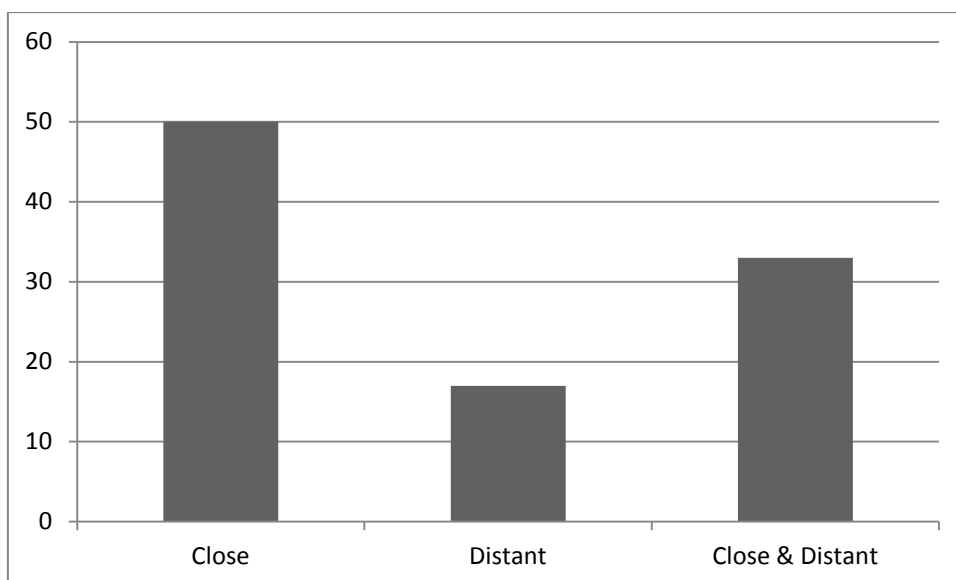


Graph 11: Students' Awareness of Words Borrowing Use

As the chart shows, it is obvious as in the previous questions findings that the majority of students state that do not borrow from other languages. With contradistinction, there are some students who announced that they use loan words from Arabic as *Chokran*, and *gracias* from Spanish for thank you, as well as from French such as *Im fatigué* for 'Im tired'. Some students are aware of the fact of borrowing.

IV.3.2.The Analysis of the Teachers' Questionnaire:

As the students, teachers are asked firstly about the distance between themselves and their students. The data gathered from the questionnaire are represented in the following graph:



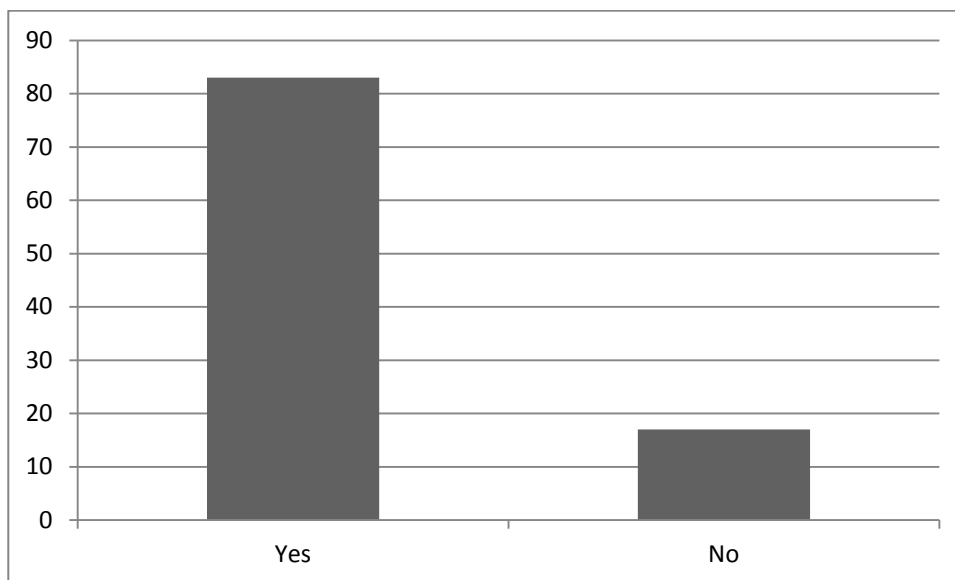
Graph 12: The Teachers Bond with their Students

From teachers' answers, 50% of teachers opt for a close relationship because of the advantage of the learning process as some female teachers said: *'It facilitates the learning process and makes students learn more easily'*, and *'students are not afraid from asking me questions and even for some psychological interventions'*. 17% of them are for the distant relationship because they consider it from respect point of view. 50% of them selected both provided possibilities due to the change of situation and the students. Some of them said: *'Flexible relationship. It is close sometimes and distant other times depending on the situations'*, and *'Close (not too close) with some, usually with the good ones as well as with the well behaved ones in general and distant somehow with the others'*. This is how teachers explain their bond with their students.

The fourth question for teachers is about the issue of speech community construction. From their responses, only one of them who has an experience which exceeds 30 years disagree about the existence of speech community because he relate it to the frequency of interaction as he states : *'little contact outside the classroom'*. The remaining teachers assure the construction of the English speech community and they explain it in terms sharing interest, language, and interaction. Their choice can be exemplified by some of their speech as they tell: *'we share some information and interest that others don't'*, and

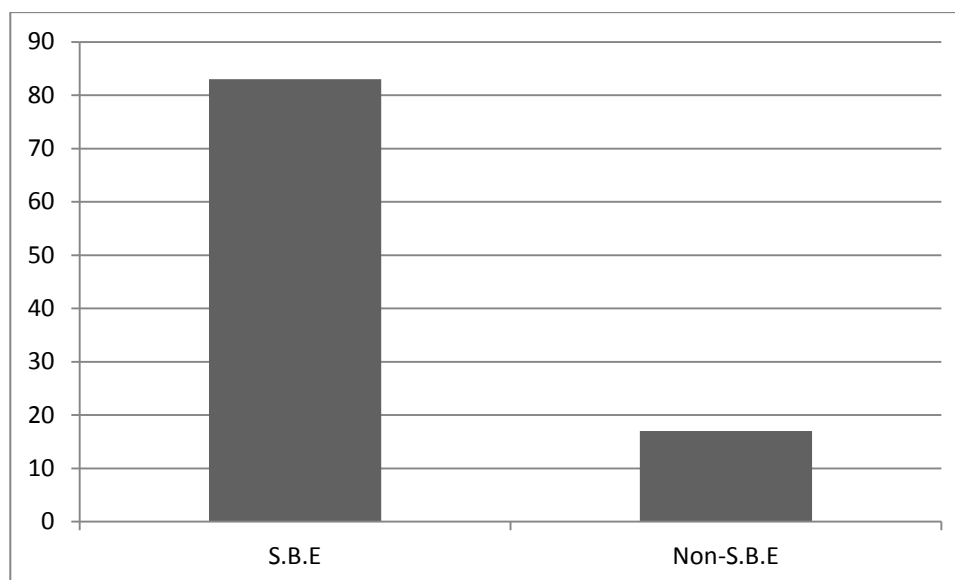
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'to the best of my knowledge, teachers and students interact with each others, so the classroom is a suitable place where we exchange ideas and views'. Thus experience has no relation with their conception of speech community. Moreover, the majority of them are aware of its existence. The coming chart elucidates the results.



Graph13: Teachers' Conception of Speech Community Constructed with their Students

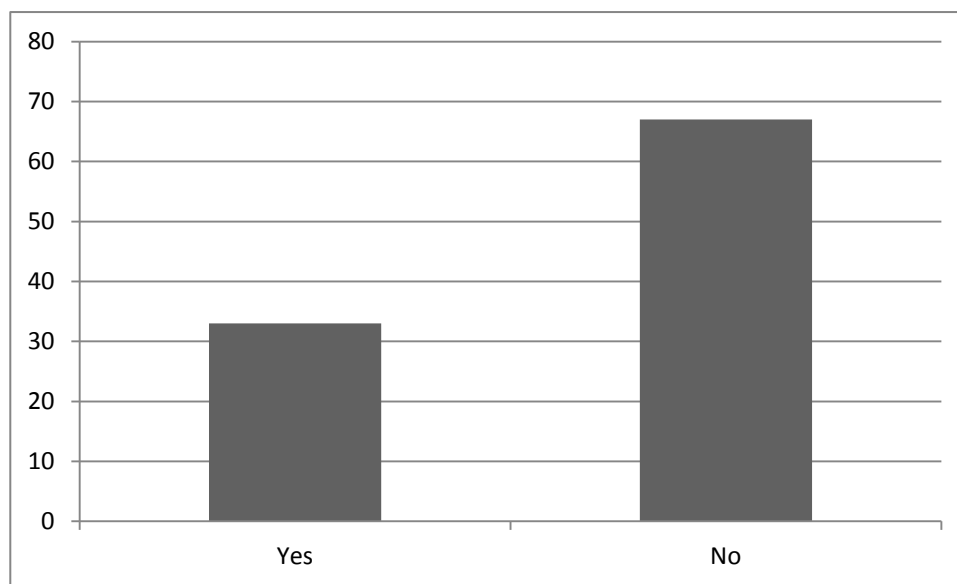
The fifth question aim from teachers to provide the variety that their students employ when interacting with them. The data collected from the questionnaire are shown in the following chart:



Graph 14: Teachers' perception of Students' Variety Used with them

As it is manifested in what precedes, 17% of teachers admit that their students use both Standard British English and non- standard and non-standard one as one of them state: *'Watching movies and listening to songs of different varieties push students to use a mixture of both varieties'*. However, the majority of 83% recognize that their students use Standard British English because it is the variety that they learned, and taught whereby. Teachers who have a less experience are aware that students are influenced by some means that lead to mix between both varieties. Thus, it is apparent that they pay attention to their students' way of speaking.

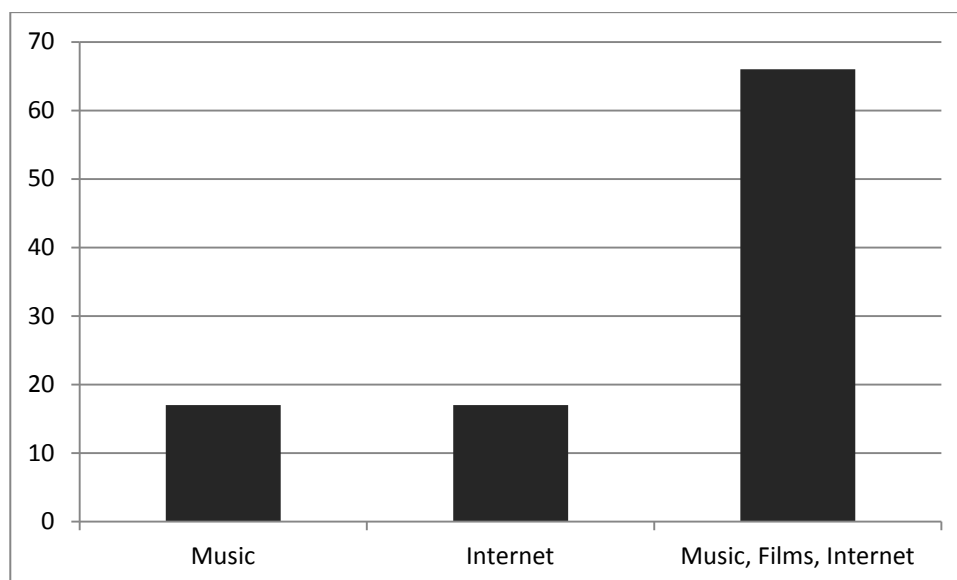
Questions six and seven require from teachers to say if they pay attention to their students' way of speaking with their mates as well as to say if the variety used with them is identical to that with their mates. Their answers are related to their experience of teaching. More deeply, those who have experience that ranges from 2 to 10 years asserted that they pay attention to the way their students speak in their groups. Moreover, they confirm that the variety students use is totally distinctive because of the change of situation as one male teacher mentions: *'they are more formal with teachers and the use of a certain variety of language depends on the interlocutors, topic, more importantly the context'*. The lasting category of experienced teachers does not pay attention to their students' interactions. The result is summarized in the coming chart:



Graph 15: Teachers Attention about Code Students Use with their Mates

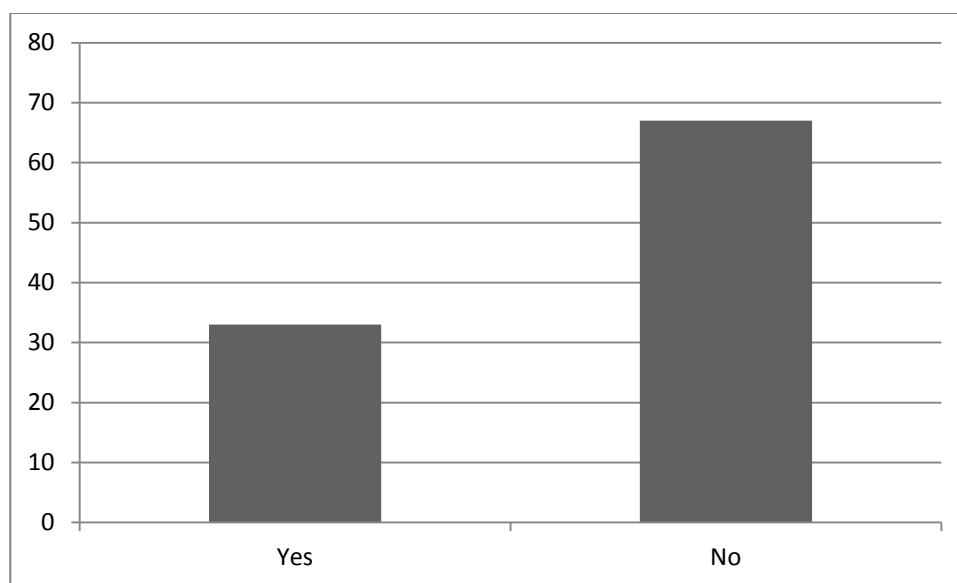
Questions eight and nine are concerned with students' variety and the construction of their own community. Their responses are related to the two previous questions. Those who said that they do not pay attention to their students' variety did not select from the possibilities provided. They explained their inability to answer the question by the lack of communication. In similar way, concerning the speech community construction, some of them claim that they have no idea due to the same reason. However, the residual group crosses all the varieties through explaining it as being a mixture of all varieties by adding that students seek to distort the norms. Moreover, they assure that students form their own community as they have their own way of speaking.

Question ten requires from teachers to provide the means that help students construct their language. Data shows in the following chart that most teachers opt for all the supplied means; films, internet, music. However, the minority of teachers select only internet and music. In fact, all the means have great influence on students' language. Experience has no influence in their responses. The results are figured as the following:



Graph 16: Teachers Idea about the Means which Contribute in the Development of Students' Language

Question eleven and twelve are about the creative feature of slang. The gathered information is represented in this graph:



Graph 17: Teachers Awareness of their Students' Creation of Words

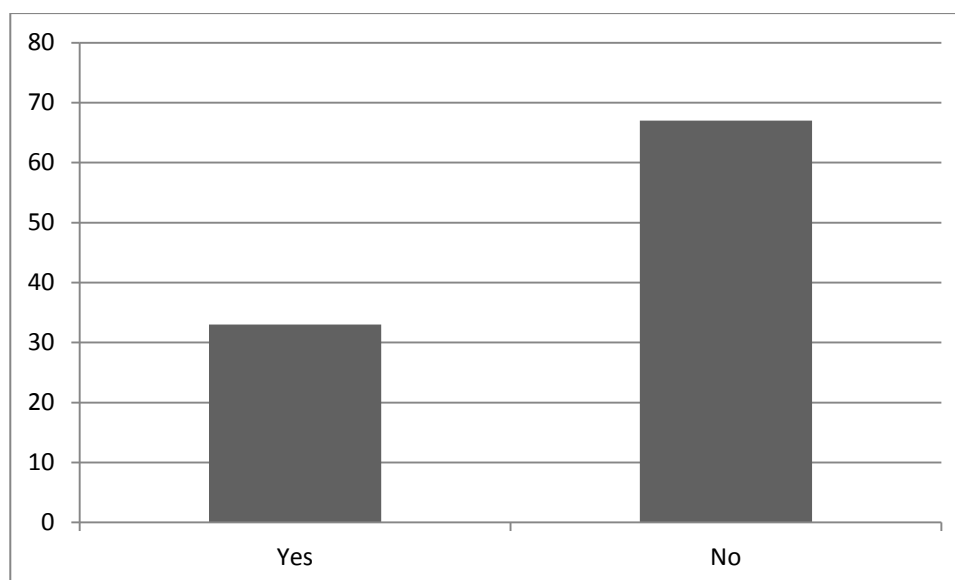
From the graph, it is obvious that the majority of teachers have no idea about the creation of words from the students' part. However, some of them confirmed that students create words through providing words such as: *debation* for debate as a female teacher

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exemplified. Some others state that they use Algerian words according to the English structure. Experience has no room in their viewpoints.

Questions from thirteen to sixteen are concerned with the pronunciation shift, meaning shift, and shortened forms as being features of slang. Findings show that all teachers have no idea about those features of slang. Moreover, experience of teaching does not have interference in the teachers' answers. Thus, teachers are not aware of their students' use of slang, especially about its features because some teachers relate the variety only to music and films.

The remaining questions are about borrowing as one of the aspects of slang. The graph here manifests that the majority of teachers assert that they have no idea about borrowing feature. This means that they are not conscious of the fact. Whereas, some of them demonstrate that students borrow from other languages as Arabic and French according to them. This last category is the same which asserted about their attention towards students language. All what is said is represented in the following graph.



Graph18: Teachers' Awareness of their Students' Borrowing of Words

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IV.4. Conclusion:

Throughout this chapter, we have been trying to answer the following questions: Are teachers aware of their students' slang use? Are all students aware of their own slang use?

The chapter brought the following results forward:

The analysis of the students' questionnaire ranges from the concept of speech community to slang use. Most students are not aware of the community construction either with their teachers or among their groups. Some of them are aware that they use slang. When being introduced to the slang features, there are various outcomes. When asked about the creative, the shortened forms, and borrowing aspects, the number exceeds who opt for slang. This means that some students are not aware of slang use. However, when asked about pronunciation and meaning shift, the number of students who confirmed is less than those who are for slang.

When teachers are asked the same questions, there are almost the same results. The majority of them are not aware that students' construct their community with them or on their own. All of them are not aware of slang use when addressed to provide the variety students use within their group. Teachers confirmed only for the employment of borrowed words however, they claim having no idea concerning the remaining features. So their answers manifest they are not aware of their students slang use.

It may be concluded that neither students are aware of their slang use as they consider the provided features as being features of language nor are teachers conscious of their students use of slang.

IV.5 Limitations:

This study is not immune to some limitations in terms of both findings and methodology. First, there seems some teacher claim that their students speak slang but when they are asked about its features they show having no idea expect for some others who are for their students' borrowing. In the same line of thought, some first year master students select slang as a variety used in their group. But when provided its characteristics, some students, including a category from those who claim their slang use, neglect their employment of its types. Further research may give a different result through enlarging the

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corpus through including students from all levels from the department of English in Mostaganem University and their teachers.

Second, questionnaire as a methodological tool for data collection has its limits. Although it can be filled without the presence of the researcher, the participants need sometimes clarifications. They may be disoriented by the questions, so they answer them the way they want without respecting their limits. They may also disregard unclear and cumbersome questions especially open ones. Seeking to fulfill the same objective, other research may opt for a diverse tool and find different results.

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Appendices

Appendix 1: Transcription conventions

Conventions of transcription are based on Sacks, Schegloff & Jefferson (1974) and Chafe (1994).

- . full stop marks final falling intonation of a sentence.
- and,** Comma as a continuation marker .The speaker has not finished; marked by fall –rise.
- ... Half-second pause.
- word?** Question mark depicts a rising intonation.
- = Speaker’s talk proceeds and second speaker talk is latched onto the first without a notable stop.
- : Colons represent an extras lengthening of a sound.
- (0.1)** Numbers within round brackets indicate pauses in seconds (the example shows 1 second)
- () Inintelligible speech.
- ((laugh))** Aspects of utterance such as laughter and whispers are indicated with double parentheses.
- [and so-]**
- [why] her?** Square brackets on successive lines mark the beginning and end overlapping .talk.
- { points at board}** Braces indicate non-verbal behavior such as movements and looks.
- / indicates where another speaker interrupts or cuts in.
- / / slashes indicate speech is softer than surrounding discourse.

Appendix 2: Transcription of inside and outside Classroom Interaction

A- Outside Classroom Interaction

Conversation N=1

(1)S1: I am bored **cause** of studies.

(2)S2: ok dear me too ...uh let us fill this time.

(3)S3:I noticed that you mostly speak in American English.

(4)S1: I prefer to speak the American Accent mm ... **cau:se** it helps me specially in the swallowed letters.=

(5)S3: I think most people like it uh uh **cause** it is the language of movies and songs that we listen to=

(6)S4: **Yeap...** [**you right** most films are in American English] .

(7)S2:=**yeap**, and...**cause**it is uh (0.2) easy =

(8)S5: = But the British accent is very polite .

(9)S2: **Yeap ...** I know but I can't speak it **cause** uh... it is very harsh ().

(10)S3: But we are supposed to learn and talk RP here?

(11)S1:((laughing)) haven't you seen that even teachers mix ... they/

(12)S2: **Yeap**, {nodding}[they speak the way they like].

(13)S1: The British accent is polite .uh... it is () it can't help me since/

(14)S3:/ Why it doesn't help you ?

(15)S1: I can't use it for a long time.

(16)S5: [It (0.1) a little bit ... difficult].

(17)S3: mm... you get the habit to use it.

(18)S1: **yea:p**

(19)S3: For me, I am total for the British language (0.3) Whydo you prefer the American one?

(20)S1: **Cau:se** uh... I get inhabited with American movies and music.

(21)S2:[we are used to speak it] with our mates to feel at ease...you know =

(22)S1:() **fantabulous** to use it .

(23)S3: {Looking at his watch}, **Fellas** ... I have a lecture now .

(24)S2: Let us go **nlearno**

(25)S1: What do you have now ?

(26)S2: mm I think wehave with uh (0.2) **MRS Motivation**you know her.

(27)S3: **Yeap**. What do you have now?{ directed to S1 }

(28)S1: I enter at 4 o'clock ... I have with madame **niveau bas**

(29)Ss : ok good bye... see you.

Conversation N: Two

(1)S1: What are you doing ? (0.3)You look so **pissed off**=

(2)S2: =**Damn** studies!

(3)S1: Why ?Uh...What is happening?

(4)S2:I'm **trynna** read this book for the test of **I CC**

(5)S3:**Yeap**(0.5) We having it on Tuesday.

(6)S1: Ah ok! () whatever you do you **gonna** do you get bad mark **cause** of the teacher.

(7)S3: You should help us uh (0.4) instead of saying that .

(8)S1:**Igonna** bring you uh... some titles that I found on the net.

(9)S4: Thank you dear , When you **gonna** bring them ?

(10)S1:Ok ... no problem (0.6) what you doing? {directed to S5}

(11)S5:**Igonna** present a project on Sociolinguistics tomorrow .When you **gonna** present?

(12)S1:Next week.

(13)S6: {Passing by the group} Hi... **what's up?**

(14)S5: We suffering dear ...Ohh...**Shit** help me in this Powerpoint.

Conversation N= Three:

(1)S1: We **gonna** have our exams by the end of this month ... you know ?

(2)S2: Oh no! (0.3) we have no time to revise.=

(3)S3: = Who tells you that ?

(4)S1: mm ...**Mr Sorry** , you know him?

(6)S2: We don't have time , uh... do you have anything about **Am Lit** and **DA** ?

(7)S1: No ,(0.3) I **wanna** do them these days inchalah.

(8)S3: We **gonna** suffer () I wish to close the year.

(9)S4: {Comes to the group with S5} I heard you speaking of exams.

(10)S1:**Yeap.**

(11)S5:Oh we **gonna** have the hell.

(12)S4: **God yellows your face** you bring us only the bad news=

(13)S1: =I told you what they told me ()

(14)S3: Thank you.

(15)S2:[I'm joking dear thank you] (0.1) He told you with what we start ?

(16)S1: No idea uh... for him we **gonna** revise everything =

(17)S2: **Shit!** What is this ?

(18)S3: These are teachers .

(19)S5: What do you have now ?uh... We should go to the campus.

(20)S2: I **gonna** stay here=

(21)S7:=Home home is calling=

(22)S6: Wait... wait ()

(23)S3:see you then.

Conversation N= Four:

(1)S1: Hi dear: ((laughing)) oh I miss you .

(2)S2: Me too(moving to kiss) ...you look so strange to me.

(3)S1: Really, I missed talking to you ().

(4)S2: Where have you been ?

(5)S1: I was ill these days (0.3) let's forget it uh... tell me **nstudiyou** now ?

(6)S3: {walking and looks at them}**what' s up** ?

(7)S1:**Awesome.**

(8)S2: [**Awesome...** fine]thanks and you **sis** ?

(9)S1:Uh...we have only one lecture with **DA** .

(10)S4: {Passing by}Don't forget the lecture of **Psycho.**

(11)S2: When?=
=

(12)S4: =at one o'clock.

(13)S2: I have a lot to tell you .

(14)S1:Oh really,any news about you man ?

(15)S2: **Shit** ! let's forget him ().

(16)S1:So anyone **wanna** be ?

(17)S2:**Yeap** Amine (0.2) do you know him ?

(18)S1: **Yeap** ((laughing)) what about him ?

(19)S2:He is uh... **cool**.(0.4) and you any new with you ?

(20)S1:Me, uh(0.2) You know that no one can live up my standards.

(21)S2:A:h so ((laughing)) you are bitch .

(22)S1: ((laughing)) Uh uh I **wanna** make him an x () I **boot** him.=

(19)S2:= But why?

(20)S1: He was a jacket for me but/

(21)S2: But why ?

(22)S1: I have my reasons () to **boot** him.

(23)S2: It is boring to talk about those ... **lboys** ... **cause** yesterday I got up as if I drank a **red-ink cause** of problems

(24)S1:Oh ! I forget the research of **socio** .I **gonna** do it now with my group .

(25)S2: Ok !let's go to the library.

Conversation N= Five:

(1)S1: **What's up** ?

(2)S2: I'm ok and you ?

(3)S2:Fine thank you .

(4)S1: Me invisible or **you invisible!**

(5)S3: Oh no don't reproach each other ... **cause** we all invisible.

(6)S4: [This is what I **wannatell** you.] (0.5)We are all stuck with projects and tests.

(7)S1:I need you to tell about a **Chick?**

(8)S2:Ah your **chick**

(9)S1:Her name () is your hometown girl/

(10)S3: ((laughing))You have a girlfriend?

(11)S5:((Laughing)) we **wanna** know her .

(12)S2:Do you want me to ask about her?

(13)S1:ok.

(14)S2: I **wanna** you to tell me about everything about her.

(15)S1:No problem dear .

(16)S5:It doesn't seem ((Laughing)) that you have a girlfriend=

(17)S3: We must see her ()

(18)S1:One day you will see her.

Conversation N=Six :

(1)S1: Oh dear !what is happening to you!

(2)S2: Don't ask me please.

(3)S3:**Hellacious** ().

(3)S1: But... why are you like that?

(4)S2: **Shit** () I haven't closed the module of **metho**.

(5)S1:Ah ok don't worryWhere are you going?

(6)S2: I **gonna** talk to her (0.3) **cause** I worked very well.

(7)S1: Hurry up... she is leaving.

Conversation N= Seven:

(1)S1:I don't have **credit** =

(2)S2: Oh really! You **gonna** enter in all the modules.

(3)S1: I **wanna** enter into two modules only.

(4)S3:Me too!**Igonna** enter into three modules uh...and you ?

(5)S4: No !**the make-up is inviting me**() and you?

(6)S5:**I'm flying** ...I don't I'm saved.

(7)S2:Mee too ... I got 10 and 10.

(8)S3:**Awesome** (0.4) you lucky.

(9)S4:Do you have anything to revise from?{directed to S1}

(10)S2:I will look for them and uh... tomorrow you will have them in-challah

(11)S4:Thank you very much .

(12)S2: you are welcome .What are the module you need?

(13)S4: For me I need **GL** and Uh **Metho**.

(14)S2: Ok

(15)S3: the rattrapage is **haslration cause I gonna** repeat ().

(16)S1: **Yeap** () a **crap**.

Conversation N= Eight:

(1)S1:We had a tiring day ().

(2)S2:You right ... I'm very hungry.

(3)S3:We starving (0.2) **ngao** for lunch ?

(4)S1:**Yeap** ,of course.

(5)S4:I don't want to **carenticate**.

(6)S2:Me too I **wanna** eat something else ().

(7)S3:(laughing) I got fed up of **carenticating**.

(8)S1: {moving}Hurry up (0.3) **ngao** or not?

(9)Ss: ((shouting)) wait.

B-Inside classroom Interaction.

1-Class of Sociolinguistics and Gender Studies

Session One:

(1)T:Do you speak French?

(2)Ss:{nodding}Yes=

(3)T:=Do you think in French?=
=

(4)Ss:{nodding}Yes=

(5)T:Are you bilingual?

(6)Ss:{nodding}Yes=

(7)T:Uh...What is bilingualism, then?

(8)S1: {Raising her hand}Bilingualism is to master uh (0.2) another language in terms of the four skills.

(9)T: /Ye:s/ ,bilingualism consists of using two languages interchangeably.

(10)S2:[Yes interchangeably.]

(11)T: Whenever you go... thanks to language contact you find words,... pronunciations that are not from that language.

(12)S3: Yes,(0.2) in fact in our Arabic language we find words uh uh that are taken from the French language.

(13)T: /Ye:s/... exactly (0.5) you know that monolingualism ... is the fact of using one language is ideal.

(14)S4: Miss (0.1) bilingualism is everywhere because uh (0.3) we find people who master French at their profession but they don't at home for example=
=

(15)T: This is why we need to stick to one definition in your dissertations (0.2) if you want to study bilingualism in terms of comprehending two language you should choose a definition ...if you are talking of it as mastering the four skills you should say /

(16)S5: It depends on what we are talking of.

(17)S3: We should demonstrate from which angle we are approaching bilingualism.

(18)T: You should restrict yourself/

(19)S6: yes, we build a framework to our research.

(20)T:Ye:s definitely ... this is what the author is doing ...he delimits a definition. (0.5) when two people are speak two languages, it is language contact. Is it clear?

(21)Ss :{nodding} Yes.

(22)T:Let us read what is written here ... in the hand-outs and uh look for the problem of language. Who wants to read?

(23)S7:{raising her hand} ()

(24)T: So, the author is speaking about what ?

(25)S7: Here the author is speaking of intelligibility issue=

(26)S8: Here the author is () I think that when we don't understand each other, we are in fact speaking the same language=

(27)T: =But even in the same language uh... there are dialects which are unintelligible.

(28)S9:Yes, there are =

(29)S10: When I was in Skikda I was obliged to translate what its people (0.2) were saying.

(30)T:/Ye:s/it is a good example (0.3)If you see here, the author excludes intelligibility between dialects uh (0.5) have you understood?

(31)Ss: Ye:s of course.

(32)T:Who wants to read the following/

(33)S11: Miss ... please .Sometimes uh we find people who have the commend of two dialects as the Berber.

(34)T: Ye:s exactly .This is what is called bidialectilism { writes on the board} (0.5) switching between /

(35)S11:/We switch between two dialects.

(36)T: Yes, we read the next paragraph.

(37)S12: Reading the passage for 5 minutes.

(38)T: I think that it is time=

(39)Ss: ye:s

(40)T: See you tomorrow in the afternoon if possible

(41)S13:We are going to present our projects, miss?

(42)T: uh may be mm yes.

Session Two

(1)T: Have you red the hand-outs?

(2)Ss: Do we have hand-outs?

(3)T: Those I have given you on the strike.

(4)S: We don't know.

(5)T: As master students uh you should read books... These papers are nothing () this article is written by Bentahila uh a Morrocan sociolinguist. Mmm he is known for his first article of code-switching. Do you know Bouamrane?

(6)S1: Yes, I heard about him uh (0.4) I think he wrote an article about code-switching.

(7)T: /Ye:s exactly/ and he was inspired by Bentahila 's article (0.5) If we see here uh the author started with multilingualism=

(8)S2: He defines what is multilingualism uh... in which he said uh... it is having more than one language.

(9)T: /Ye:s/...definitely , If you pay attention to our president's speech uh ... you will find that he uses French and sometimes switch to Arabic.

(10)S3: in fact miss, multilingualism is everywhere

(11)T :[Multilingualism is inevitable].Uh...If you see here the author defines multilingualism at both the societal level that is community and the individual one.(0.4) do you what is a community ?

(12)S4: Yes... a community is a group of people sharing the same language

(13)T: [who share the linguistic system and rules] Uh... according to you , why does he show two levels?

(14)S5 : Because may be the society is monolingual and the individuals are multilingual.

(15)T: /Ye:s/, very good

(16)S6: There are only two levels?

(17)T: mmm look this is according to Bentahila ...but there are some scholars who said three uh maybe four, but through evidence and a proof.

(18)S7: [through research.]

(19)S8:I have not understood the last idea.

(20)T: For instance Bentahila did his research in the Arab world () there are two levels of multilingualism.

(21)S8: So it is dependent on the nature of the research itself.

(22)T: Ye:s ,would someone of you read ?

(23)S9: {Raising her hand} ().

(24)T: So what the author is doing here is uh ...what we have seen before.

(25)S10: He is talking of the levels of multilingualism ()

(26)S11: Miss...if we take the case of Algeria mm we have Arabic as an official language but we speak in fact various languages... French and English .

(27)S12: Miss ... if we want to talk of the accents , we have uh the Amazigh accent/

(28)S13: But it is a language

(29)T: The Amazigh was a dialect before but... it became increasingly recognized as a language.

(30)S14: The Amazigh is not an official language but/

(31)T: A national one. So (0.5) from Bentahila's view, we can say that practice is not like theory.

(32)S15: I think that because of the extra linguistic factors that we are multilingual.

(33)T: /Ye:s/, exactly uh ... do you have an example?

(34)S15: For example that the French Colonization has done its best to marginalize that Arabic language and introduce the French one

(35)T: This is why uh uh uh we sometimes borrow from French as Tabla and so one.

2-Class of Applied Linguistics and Gender Studies:

Session One

(1)T: We have already started with text features.

(2)Ss: Ye:s

(3)T: We dealt with coherence and cohesion that... the most important features to understand a text. But there is another important feature (0.1) {writing on the board} Informativity .

(4)S1: Does it mean that uh uh the text offers us information?

(5)T: Thank you .because it is when you give information about something... For example if I give you ideas uh (0.2) and I stop there .It will shock you

(6)Ss: Ye:s.

(7)S2: We should in fact give sufficient information uh to the audience to understand.

(8)S3: So(0.2) we always think of the reader's level to give information.

(9)T: Ye:s exactly, we almost of the time consider his metacognition ().In fact we always think of whom we are writing to lay people or specialists for example.

(10)S4: Yes, we anticipate everything.=

(11)T: =Yes, go on {directed to the student} .

(12)S5: Miss in fact informativity() if we want to define it uh... it has to do with the comprehension=

(13)T: =/Ye:s, of course/ because discourse has to do with comprehension () the relation between discourse and its context .

(14)S6: Can we say that in informativity mmm we expect what the reader will read.

(15)T:/You are right/. For example if the writer does not explain all what is said in his text like concepts/

(16)S6: the reader is not going to understand.

(17)T: /Ye:s/ so we should explain everything for our readers ...concepts , uh...symbols uh and so on.

(18)S7: I think that to write a text according to the level of our readers (0.4) we rely on a previous knowledge uh we have about our readers.

(19)T: /Ye:s good/ so I am not informative uh... unless I have prior knowledge (0.5) for example for myself (0.4) I am a teacher and I always think that my students don't know/

(20)S8: Because, sorry when uh ... you think they know you are going to give less details about the lesson.

(21)T: All what you are saying is right because ... in fact if I think that you know uh I will eliminate many things from the lesson.

(22)S9: But miss... according to what I have understood uh informativity is related to intention.

(23)T: We have the intention of the writer to be understood and (0.4) the intention of the reader to find something that mmm he is looking for. Is it clear until now?

(24)Ss: Ye:s miss.

(25)S10: Miss sometimes uh we spend our time reading books but (0.2) we do not find anything important in it.

(26)S9: Ye:s.=

(27)T: = Yes, this what happened to me when I was a student mm sometimes titles are tricky.

(28)S11: Yes sometimes uh we read the title to know what is in the book but (0.4) when it comes to the content it is completely different.

(29)T:If we want to speak about intention... we say that uh it is explicit in a given discourse but one can notice it through linguistic aspects.

(30)S: But sometimes in some books ... we find the intention of the author stated.

(31)T: [you mean openly] Ye:s {directed to a student who raises his hand.}

(32)S12: Miss(0.3) but I think that most of the time it is implicit.

(33)T: /Ye:s/ for example when I was in a conference last week uh (0.1) we were analyzing different discourses.{writing on the board} for example the word Jerusalem in different texts. uh In one text is written {writing on the board}with u, s, and a in capital letters but... in another text (0.1) it is written Jerusalem {writing on the board}with u and s capitalized. Here... in fact the way of writing in both cases is done on purpose. (0.3) Each one has an aim.

(34)S12: ((laughing)) your pen is green but it writes in red.

(35)T: Oh ye:s ((laughing)) it is not informative at all...So(0.4) here intentionality has to do more with the reader .

(36)S13: It is the purpose or the function for its existence.=

(37)T: =Yes of course .For example what is the aim of writing a text about uh (0.2) nature? Uh Are you having a lecture there? {directed to a group of students}

(38)Ss: We are sorry miss.

(39)S14: To know the aim (0.3) we should ask ourselves about who is the writer.

(40)T: /Yes/ (0.3) for example ... a text written on the same topic () Nature differs from one person to another because the aim is not the same.(0.3) For example... Imam has a religious goal and so on.

(41)S8: Talking of nature () for example... the last earthquake can be explained /.

(42)T: [Yes approached]

(43)S15: From different angles () scientifically, in terms of religion uh... and so on.

(44)S16: Scientifically (0.4) writers are going to describe the natural phenomena that occur in the universe.

(45)T: mm religiously writers talk of nature in terms of uh... God's creation of the universe (0.3)And here types of texts have different intentions and functions.

(46)S17: Does intention have a relation uh with illocutionary force we did last time?

(47)T: /Ye:s exactly/, Yes very good. In fact, (0.3) as in the beginning of our lecture... I said to you {directing a group of students} why are you sitting there? And you moved uh ...Here the illocutionary force is explicit but ...you succeeded to understand it.=

(48)S18:=Miss we can say that uh (0.4) each discourse has an aim behind it ... related to the context.

(49)S19: In fact... here we are in the field of pragmatism.=

(50)T: =Pragmatics not pragmatism because uh pragmatism is /

(51)S20: Because pragmatism is a philosophy /

(52)T: /Ye:s, thank you/ as your friend said that it is a philosophy () that is based on justifications and proofs and it... appeared before the discipline of pragmatics. so (0.1) have you understood ?

(53)Ss: Ye:s.

(54)T: thank you very much that's all for today.

Session Two

(1)T: I heard marriage?((Laughing)) uh ... who wants to marry?

(2)S1: No one ((laughing)) is talking of marriage.

(3)T: Am I invited?

(4)S1: When ((smiling)) I find a husband.

(5)T: ((smiling)) why not a man?

(6)Ss: They are the same =

(7)T: =No, she said when I find husband uh ((smiling)) means that you want to marry.

(8)Ss:((laughing)) yes.

(9)T: So let us continue with our lesson uh (0.2) last time we dealt with evaluation and assessment uh {looking at the powerpoint} and the difference between them. (0.3) who wants to remind us of the difference between the two.

(10)S2: Yes, uh evaluation is the end of assessment because after we assess improvement uh (0.3) we decide whether a person fails or not.

(11)S3: Evaluation is a final decision and uh (0.2) within assessment we add evaluation.

(12)T: Yes {addressing a students at the end}

(13)S4: Assessment consists of uh tests as in the beginning of teaching, in the middle and...at the end in order to decide uh about the level of the learners=

(14)S5: =Sir, evaluation is all about scoring whereas in assessment in each test we see the improvement of the learners' performance.

(15)T: So, we agreed on {writing on the board} that both evaluation and assessment are about gathering information or data...in assessment we gather data for the purpose to control the improvement of the learning process and evaluation (0.3) for what purpose?

(16)S6: For judgment and final decision.

(17)S5: Assessment takes place all over the year =

(18)T: Yes, it is a process. It starts before teaching and lasts until the end of the teaching process uh (0.4) evaluation takes a short time.

(19)S7: You mean that ... assessment is continuous uh as compared to evaluation.

(20)T: Yes {looking at his powerpoint} we move now to the purpose of assessment () assists students' learning uh ...it helps us to maximize learning.

(21)S7: Yes, because for example uh (0.1) in the diagnostic test I'm going to see the language level and the styles of my learners to teach according to them.

(22)T: Yes good ... it helps us to plan and uh decide what activities to choose for my learners (0.2) because we have those who are introvert and extrovert=

(23)S8: [those who are active and ... those who are not active]

(24)T: But the most important thing is that introverts are good learners uh... because being an introvert does not mean that they don't know as compared to the extroverts.

(25)S9: Yes they are so maybe they are ashamed, or ... they do not know.

(26)T: In fact (0.3) they are good in writing mm they are pragmatic ... they reflect ... they don't act quickly but they are good learners.

(27)S9: Yes, sometimes I find that my friends don't participate a lot but uh they get good marks.

(28)T: Yes, so the other purpose is uh {looking at the powerpoint} to identify the strength and the weaknesses of my learners. We pick out the needs and the lacks of my learners through assessment.

(29)S10: As in the diagnostic test, we can see what are uh ... the needs of learners ...in the formative assessment we identify the points that need to be fostered=

(30)T: =Yes through designing exercises. So the third purpose is to see the effectiveness of a particular instructional strategy (0.4) here the teacher should decide whether the methods used are efficient through students' scores and so on but ... the most important thing to keep is there are many kinds of assessment as peer assessment. { moves in front of the students}she is his peer and she is going to assess him{ looking at the student } why are you looking at me like this?((laughing))or she is not your peer?

(31)S11: This is my way of thinking and internalizing things ((Laughing))

(32)T: Ah ok ((laughing)) another purpose is to involve parents=

(33)S12: =But how can we the parents be involved in the assessment?

(34)T: Through {writing on the board} self –assessment because you know in each unit there are four sequences and at the end of the unit we have a part in which uh the learners assess what they can do and uh... what they cannot.

(35)S12: Yes, in the book of English in the middle school./

(36)T: Or for children for example they may be given a survey that they fill with the supervision of their parents (0.4) like this the parents will be acquainted with what their children do .uh... but when it comes to adult, it is difficult for them to know.

(37)S13: I want to ask you sir if the terms assessment and evaluation are used interchangeably.

(38)T:At the beginning,scholars used them interchangeably but uh uh after that they add another term which is assessment because they found that the two terms are too different.

(40)S13: When can we use them interchangeably?

(41)T: They are two separate terms (0.2) they cannot be used interchangeably.

(42)S14:Sir,I think that uh...since summative assessment is the last assessment in which the evaluation is done.

(43)T: Look {writing on the board}TOEFL, uh TOIC (0.2) what are they?

(44)S14: They are tests as Test of English as a Foreign Language ().

(45)T:In these tests evaluation occurs according to standards and the candidates will be evaluated according to the scores and his skills are weighted according to some conditions uh ...This evaluation takes a short time and the candidates will be classified into levels in Europe.

(46)S15: Where?

(50)T: In Europe, is it clear uh...distinction?

(51)Ss: Yes=

(52)T:=We move to the purposes of diagnostic test.

(53)S15: Yes that occurs in the beginning of the year or the teaching process.

(54)T: [Yes before the implementation](0.3) one of its purposes is how my learners learn best.

(55)S15:May be the styles that uh learners opt for to learn.

(56)T: Yes (0.3) Teachers should know about what his learners build on the already acquired knowledge or {writing on the board} previously acquired knowledge.

(57)Ss: Previous knowledge.

(58)T:Moreover, when we implement this test ... the teacher uh determines the structure of syllabus=

(59)S15: =what he should include=

(60)T:Yes or at least he will determine the objectives of the course.

(61)S15: The teacher is going to expect what are the things and uh... activities that can meet ... his learners needs =

(62)S16: Sir, are the teachers allowed to design a syllabus?

(63)T: If the teacher is a good pedagogue, (0.2) he allows his teachers to change the order of units for example but uh when it comes to third year, teachers should follow the syllabus in order ...to cover all the units.

(64)S17: Sir, (0.2) is the summative assessment the evaluation?

(65)T: No, I give an example ... if I tell you to write a paragraph on a specific topic and I correct it by crossing the mistakes and give you four out of twenty. This is evaluation.

(66)Ss: Yes=

(67)T:But if I underline uh the mistakes and I write symbols under all types of mistakes ...and I give it to you back to correct the mistakes (0.2) after I will review the mistakes and give the mark (0.1) This is the summative assessment.=

(68)S17:Each assessment ends with an evaluation=

(69)T: I am going to talk your language ...uh 3km and 3Cm what gives us.

(70)S: ((laughing))It is ok sir.

3- Class of Literature and Civilisation

(1)T: Good morning!

(2)Ss: Good morning!

(3)T: Have you brought your novels?

(4)Ss: Ye:s.

(5)T: I hope so () shall we start or uh we wait for the others?

(6)Ss: Ye:s ... We wait=

(7)T: =Could you justify the choice of the title... Why the novel is entitled The Portrait of the Young Man as an Artist

(8)Ss: No=

(9)T: =You know (0.3) the use of the article is done on purpose ... because James Joyce characters are said to have multifaceted personality ... and this is what characterizes Joyce writings uh ... in which the personality of his characters is not stable(0.2) because they go through different stages throughout the story.

(10)S1:The characters are changeable=

(11)S2: =We can say uh...that they are moody.

(12)T: Yes (0.1) you can say that (0.4) In fact ...all the stories of James Joyce represent characters who are always in dilemma.

(13)S3: Yes, I noticed that uh ... all the characters have problems in the story (0.4) because each time Stephen commits sins but he resort to God for confession.

(14)T: Another important idea is () James Joyce represents Dublin as a town of chaos (0.3) his is more prevalent in the novel of Dubliners (0.4) what have you also noticed in the story?

(15)S4: There is the use of uh ... stream of consciousness.

(16)T: /Ye:s/ but... is there a difference between stream of consciousness and internal monologue?

(17)S4: No there is no difference between them because uh... both of the two consists of the flow of ideas.

(18)T: I think that () I forget who introduced this term uh (0.3) It is James uh /

(19)S5: William.

(20)T: /Ye:s thank you/ the internal monologue uh if you read the story is manifested uh (0.4) in the use of figural narration modes.

(21)S6: There is also uh... the use of the I, uh he and so on.

(22)T: /ye:s/ .Do you know... the aim of using several modes of narrations?

(23)S7: I think that (0.3) that James Joyce opted for narrators in order for uh... his characters realize their thoughts.

(24)T: [They are chosen for the revelation of one's thought through characters]. So ... go to page (0.1) 133 () do you know what is epiphany?

(25)S8: May be ... it is when the character commits sins but he confesses at last. As it is here in the story uh (0.3) he describes the girl as being beautiful but at last he resort to God for confession.

(26)T: Stephen reaches communion with God at last uh and from that we say that (0.2) James Joyce characters are extremists.

(27)S9: In the story, Stephen commits sins but uh he confesses (0.4) this is epiphony in the novel.

(28)T: Ye:s (0.3) In fact, it is the feeling of forsaking and if you noticed here that there is a change in the characters personality which implies that change is possible in the Western societies go to page 48.

(29)S10: But I think that change is easy for the Western people.

(30)T: Yes, This is what happened to me when uh I got my bac (0.3) I wanted to follow politics but uh my father did want ... But know I cannot leave everything and start something else=

(31)S10: Because... you have already established your life.

(32)T: Ye: s. so we continue reading () do you know what is herecy?

(33)Ss: No.

(34)T: To be heretic is ... blaspheme {writing on the board} (0.2) it means when someone insults his religion (0.4) As in Jode when he said that God is punitive.

(35)S11: Every time Stephen commits sins but he confesses.

(36)T: This is the most important thing in the novel {looking in the novel} that Catholicism tolerates confession.

(37)Ss: Yes.

(38)T: There is purity ... in the story in which Stephen is pure but his article is heretic.(0.2) we continue next week.

(39)Ss: Ok.

(40)T: Have you red the story?

(41)Ss: No

(42)T: You should have red it to understand.

(43)Ss: Yes.

Class N=5:

(1)T: I heard marriage?((Laughing)) uh ... who wants to marry?

(2)S1: No one ((laughing)) is talking of marriage.

(3)T: Am I invited?

(4)S1: When ((smiling)) I find a husband.

(5)T: ((smiling)) why not a man?

(6)Ss: They are the same =

(7)T: =No, she said when I find husband uh ((smiling)) means that you want to marry.

(8)Ss:((laughing)) yes.

(9)T: So let us continue with our lesson uh (0.2) last time we dealt with evaluation and assessment uh {looking at the powerpoint} and the difference between them. (0.3) who wants to remind us of the difference between the two.

(10)S2: Yes, uh evaluation is the end of assessment because after we assess improvement uh (0.3) we decide whether a person fails or not.

(11)S3: Evaluation is a final decision and uh (0.2) within assessment we add evaluation.

(12)T: Yes {addressing a students at the end}

(13)S4: Assessment consists of uh tests as in the beginning of teaching, in the middle and...at the end in order to decide uh about the level of the learners=

(14)S5: =Sir, evaluation is all about scoring whereas in assessment in each test we see the improvement of the learners' performance.

(15)T: So, we agreed on {writing on the board} that both evaluation and assessment are about gathering information or data...in assessment we gather data for the purpose to control the improvement of the learning process and evaluation (0.3) for what purpose?

(16)S6: For judgment and final decision.

(17)S5: Assessment takes place all over the year =

(18)T: Yes, it is a process. It starts before teaching and lasts until the end of the teaching process uh (0.4) evaluation takes a short time.

(19)S7: You mean that ... assessment is continuous uh as compared to evaluation.

(20)T: Yes {looking at his powerpoint} we move now to the purpose of assessment () assists students' learning uh ...it helps us to maximize learning.

(21)S7: Yes, because for example uh (0.1) in the diagnostic test I'm going to see the language level and the styles of my learners to teach according to them.

(22)T: Yes good ... it helps us to plan and uh decide what activities to choose for my learners (0.2) because we have those who are introvert and extrovert=

(23)S8: [those who are active and ... those who are not active]

(24)T: But the most important thing is that introverts are good learners uh... because being an introvert does not mean that they don't know as compared to the extroverts.

(25)S9: Yes they are so maybe they are ashamed, or ... they do not know.

(26)T: In fact (0.3) they are good in writing mm they are pragmatic ... they reflect ... they don't act quickly but they are good learners.

(27)S9: Yes, sometimes I find that my friends don't participate a lot but uh they get good marks.

(28)T: Yes, so the other purpose is uh {looking at the powerpoint} to identify the strength and the weaknesses of my learners. We pick out the needs and the lacks of my learners through assessment.

(29)S10: As in the diagnostic test, we can see what are uh ... the needs of learners ...in the formative assessment we identify the points that need to be fostered=

(30)T: =Yes through designing exercises. So the third purpose is to see the effectiveness of a particular instructional strategy (0.4) here the teacher should decide whether the methods used are efficient through students' scores and so on but ... the most important thing to keep is there are many kinds of assessment as peer assessment. { moves in front of the students }she is his peer and she is going to assess him{ looking at the student } why are you looking at me like this?((laughing))or she is not your peer?

(31)S11: This is my way of thinking and internalizing things ((Laughing))

(32)T: Ah ok ((laughing)) another purpose is to involve parents=

(33)S12: =But how can we the parents be involved in the assessment?

(34)T: Through {writing on the board} self –assessment because you know in each unit there are four sequences and at the end of the unit we have a part in which uh the learners assess what they can do and uh... what they cannot.

(35)S12: Yes, in the book of English in the middle school./

(36)T: Or for children for example they may be given a survey that they fill with the supervision of their parents (0.4) like this the parents will be acquainted with what their children do .uh... but when it comes to adult, it is difficult for them to know.

(37)S13: I want to ask you sir if the terms assessment and evaluation are used interchangeably.

(38)T:At the beginning,scholars used them interchangeably but uh uh after that they add another term which is assessment because they found that the two terms are too different.

(40)S13: When can we use them interchangeably?

(41)T: They are two separate terms (0.2) they cannot be used interchangeably.

(42)S14:Sir,I think that uh...since summative assessment is the last assessment in which the evaluation is done.

(43)T: Look {writing on the board}TOEFL, uh TOIC (0.2) what are they?

(44)S14: They are tests as Test of English as a Foreign Language ().

(45)T:In these tests evaluation occurs according to standards and the candidates will be evaluated according to the scores and his skills are weighted according to some conditions uh ...This evaluation takes a short time and the candidates will be classified into levels in Europe.

(46)S15: Where?

(50)T: In Europe, is it clear uh...distinction?

(51)Ss: Yes=

(52)T:=We move to the purposes of diagnostic test.

(53)S15: Yes that occurs in the beginning of the year or the teaching process.

(54)T: [Yes before the implementation](0.3) one of its purposes is how my learners learn best.

(55)S15: May be the styles that uh learners opt for to learn.

(56)T: Yes (0.3) Teachers should know about what his learners build on the already acquired knowledge or {writing on the board} previously acquired knowledge.

(57)Ss: Previous knowledge.

(58)T: Moreover, when we implement this test ... the teacher uh determines the structure of syllabus=

(59)S15: =what he should include=

(60)T: Yes or at least he will determine the objectives of the course.

(61)S15: The teacher is going to expect what are the things and uh... activities that can meet ... his learners needs =

(62)S16: Sir, are the teachers allowed to design a syllabus?

(63)T: If the teacher is a good pedagogue, (0.2) he allows his teachers to change the order of units for example but uh when it comes to third year, teachers should follow the syllabus in order ...to cover all the units.

(64)S17: Sir, (0.2) is the summative assessment the evaluation?

(65)T: No, I give an example ... if I tell you to write a paragraph on a specific topic and I correct it by crossing the mistakes and give you four out of twenty. This is evaluation.

(66)Ss: Yes=

(67)T: But if I underline uh the mistakes and I write symbols under all types of mistakes ...and I give it to you back to correct the mistakes (0.2) after I will review the mistakes and give the mark (0.1) This is the summative assessment.=

(68)S17: Each assessment ends with an evaluation=

(69)T: I am going to talk your language ...uh 3km and 3Cm what gives us.

(70)S: ((laughing))It is ok sir.

Appendix3: First Year Master Students' Interviews

Question One : You are first year Master students, are not you?

Question Two: To Which specialty do you belong?

I am here to ask you kindly to answer some questions that are about slang terms that use with your mates as students of master degree.

Part One : Academic Concerns

Question One: I think you have various modules to study, what are slang terms you use to stand for them?

Question Two: By the fact that you have different modules, you have several teachers, how do you call different teachers you have?

Question Three: What are slang expressions you create for labeling clever students?

Question Four: How do you call the students who are careless about their studies by using slang?

Question Five: At University you engage in many academic activities for which you have specific words to refer to. By which do you indicate the activity of learning?

Question Six: What are slang expressions you utilise for having exams?

Question Seven: How do you stand for passing an exam using slang?

Question Eight: And what about to fail in an exam?

Question Nine: How do you refer to having holidays as being one of your academic concerns?

Part Two: Non-Academic Concerns

Question One: Now we move to your non-academic concerns .First, what are slang expressions you employ to stand for some situation that make you happy?

Question Two: What about the situations that make you angry?

Question Three: How do you denote the other sex using slang?

Question Four: What are slang expressions you utilize to describe having a boy or girlfriend?

Part Three: Other Situations

16-These are only some of the important matters that you are concerned with, do you have other expressions that you use for other situation?

17-Would you provide some of them?

Part Four: The Functions of Slang

18-Why do you use slang expression in your daily activities with your mates?

5-Is the English variety used with your teachers the same used with your mates?

1-Yes

2- No

Justify your choice

.....
.....

6-As first year master students, what is the kind of the English variety you employ with your mates?

1-Non-standard British English

2-Standard British English,

3-Slang

Justify your choice

.....
.....

7-Do you think that you are constructing an English language speaking community distinctive from that with you teachers?

1-Yes

2-No

Justify your position, please.

.....
.....

8- What are the means that help you build the English language used with your mates?

1-Music

2-Films

3-Interaction

9- Do you coin words that you use with your mates as students of English?

1-Yes

2- No

10-If yes, would you provide some examples that you use?

.....

11-Do you exploit words and shift their meaning or their pronunciations when interacting with your mates?

1-Yes

2-No

12-If yes, would you provide some examples you use?

.....

13-Do you use shortened forms as acronyms and clippings with your mates?

1-Yes

2-No

14-If yes, provide some examples you use, please?

.....

15-Do you tend to borrow words from other languages than the English languages to be used among your students mates?

1-Yes

2-No

16-If yes, would you provide some examples, please?

.....

Thank you in advance

Appendix 5: Teachers' Questionnaire

Dear professor,

I am conducting a study on first year master students language features in which I would like to invite you to take part by completing this questionnaire. You are kindly requested to draw upon your experience with your first year master students. Please, respond carefully to these questions to provide possible answers that would be used in a magister dissertation.

1-Sex: male female

2-Experience of Teaching:.....

3-As teachers of first year master students, what is the kind of relation you have with your students?

1-Close

2- Distant

Justify your choice

.....
.....

4-Do you think you are forming an English language speaking community with your first year master students?

1-yes

2-No

Justify your choice, please.

.....
.....

5-What is the English variety first year master students use with you?

1-Standard British English

2-Non Standard British English

Would you justify your position?

.....
.....

6-Do you pay attention to the way first year master students speak in English with their mates?

1- Yes

2-No

3-Sometimes

7-If yes, as first year master students' teacher, is the English variety students use with you the same resorted to when interacting among themselves?

1-Yes

2-No

Justify your choice, please.

.....
.....

8-According to you, what is the English variety that first year master students use among their mates?

1-Standard British English

2-Non-standard British English

3-Slang

Justify your position, please, by giving examples that you may encounter in their interaction.....

.....
.....

9- Are first year master students forming an English language speaking community different from that with you?

1-Yes

2-No

3-No idea

Justify your choice

.....
.....

10-According to you, what are the means that help them mostly construct the English language used with their mates?

1- Music

2- Films

3- Internet

11-Do you think that first year master students create words in the English language ?

1-Yes

2-No

3-No idea

12-If yes, would you give some examples that you heard from students' interactions?

.....

13-From your perspective, are first year students adapting English language words through changing their meanings or pronunciation to be employed in their group?

1-yes

2-No

3-No idea

14-If yes, would you supply with some examples you catch from students' discussions?

.....

15- Do first year master students use some shortened forms as acronyms and clippings ?

1-Yes

2-No

3-No idea

16-If yes, would you exemplify with some instances?

.....

17-According to you, do first year master students borrow words from different languages other than English to use in their interactions?

1-Yes

2-No

3-No idea

18-If yes, provide some terms that you heard from their interactions, please?

.....

Thank you in advance