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THE ACQUISITION OF SLANG BY ELL/EFL LEARNERS

A MASTER'S THESIS
SUBMITTED TO THE FACULTY
OF BETHEL UNIVERSITY

BY

MANDI BERNDT

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THE ACQUISITION OF SLANG BY ESL/EFL LEARNERS

Mandi Berndt

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APPROVED

Advisor

Program Director

Abstract

This thesis investigated the use and acquisition of slang by ELL/EFL learners. Additionally, it sought to better understand if slang is being taught in ELL/EFL classrooms, what are effective methods to teach slang, and if learning environment is a factor in the acquisition. Thirty-five scientifically-based research studies were reviewed to help answer these questions. The investigation also found 4 of the 5 of the studies, examining if slang was being taught in ELL/EFL classrooms, were providing lessons in slang. Furthermore, research indicated numerous resources and materials available for aiding the teaching of slang which included social media, popular TV and movies, and folklore. Lastly, it suggests that environment plays a small role in acquisition as students are more able to interact with native English speakers regardless of their geographical location.

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Chapter I

Introduction

Linguists and researchers have been debating over teaching only academic language in second language classrooms as opposed to teaching both academic and communicative language in classrooms (Burke, 1998; Soudek & Soudek, 1984; Senefonte, 2014). James Cummins (1979) was one of the first researchers to formally distinguish between the two different styles of language and also believed that they need to be taught separately. He labeled them as BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency) (Cummins, 1979). Cummins argued for the fact that there was no difference culminating with the understanding now that there is in fact a difference. Research on how to effectively teach BICS, or even pragmatics, to English Language Learners (ELLs) was already being conducted by a number of scholars. However, there are scholars who do not think BICS or slang should have any place in an academic classroom. For example, Campbell (1991) asked the question if we are teaching “slang” are we teaching “bad English”? Despite the research that has been conducted on this topic, many parents and teachers are still conflicted about what to do with the teaching of slang and the teaching of pragmatics in English. (Belmore, 1970; Wray, 2014; Tsukamoto, 2001) There has been research conducted on teaching from various social media websites, teaching from popular T.V. shows and movies, and even teaching from text messaging. The medium from which to teach from is closely tied to what motivates students to acquire slang and interpret pragmatics. Take for example the following interactions that took place between a mother and a child via text

messaging.



[Figure 1. This is a conversation between a mother and her child via text messaging. Photo accessed from:

<https://preply.com/en/blog/2018/05/04/the-most-used-internet-abbreviations-for-texting-and-tweeting/>

This example demonstrated the notion that without background knowledge, the definitions of the slang or colloquialism being used is usually decided by the individual using the phrase. The context and the appropriateness of which to use the slang or colloquialism is generally shared among the population in which uses the phrase or word. Without this common knowledge, English speakers, whether being native or non-native, are usually left to decipher the meaning on their own or gather information about phrase or word from the internet. These arguments and examples led my interests and eventually to the development of the question which guided the research on this topic.

Guiding Research Questions

Scholars and researchers alike would argue that BICS is an integral part of learning any language (Belmore, 1970; Thurairaj, Hoon, Roy, & Fong, 2015; Senefonte, 2014) and based on current research, students are using slang at an alarming rate in and outside of the classroom (Charkova, 2007; Wray, 2014; Diepenbroek & Derwing, 2013). In an ELL/EFL classroom, language acquisition is abundant in conjunction with mainstream content. There are many different techniques in teaching in general not to mention how to add teaching colloquialisms and slang in an ELL/EFL classroom. I am conducting a review of existing literature review on this topic. In conjunction, my guiding research questions are:

1. Are current slang expressions and colloquialisms being taught in an ELL/EFL classroom?
2. What are effective ways to teach colloquialisms and slang in an ELL/EFL classroom?
3. Are these methods influenced by the linguistic environment of the student (living in or coming from)?

The purpose of this paper is to answer these questions through reviewing current literature and research on this topic and systematically summarizing the results in an orderly and easy to follow manner. In order to best represent the information presented, the following terms need to be defined: *Basic Interpersonal Communication Skills (BICS)*, *Cognitive Academic Language Proficiency (CALP)*, *slang*, *colloquialisms*, *English Language Learner (ELL)*, *English as a Foreign Language (EFL)*, and *pragmatics*.

Definitions

Basic Interpersonal Communication Skills (BICS)

Basic Interpersonal Communication Skills (BICS) is often referred to as "playground English" or "survival English." It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context called context-embedded language. BICS is part of a theory of language proficiency developed by Jim Cummins, which distinguishes this conversational form of language from CALP(Cognitive Academic Language Proficiency).

([http://www.ldonline.org/glossary/Basic_Interpersonal_Communication_Skills_\(BICS\)\)](http://www.ldonline.org/glossary/Basic_Interpersonal_Communication_Skills_(BICS)))

Cognitive Academic Language Proficiency (CALP)

Cognitive/Academic Language Proficiency (CALP) is the language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments, where there are few environmental cues (facial expressions, gestures) that help students understand the content. CALP is part of a theory of language developed by Jim Cummins, and is distinguished from Basic Interpersonal Communication Skills (BICS). (<http://www.ldonline.org/glossary>)

Slang

Slang is defined as a language peculiar to a particular group or as an informal nonstandard vocabulary composed typically of coinages, arbitrarily changed words, and extravagant, forced, or facetious figures of speech. (www.merriam-webster.com/dictionary)

Colloquialism

Colloquialism is defined as a colloquial expression or a local or regional dialect expression. (www.merriam-webster.com/dictionary)

English Language Learner (ELL)

English Language Learners are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.” (<https://www.edglossary.org/english-language-learner/>)

English as a Foreign Language (EFL)

English as a Foreign Language is English as taught to people whose main language is not English and who live in a country where English is not the official or main language.” (<https://dictionary.cambridge.org/us/dictionary/english/english-as-a-foreign-language>)

Pragmatics

Pragmatics is defined as a branch of semiotics that deals with the relation between signs or linguistic expressions and their users or a branch of linguistics that is concerned with the relationship of sentences to the environment in which they occur.

(www.merriam-webster.com/dictionary).

Organization of the paper

This chapter introduced the topic of teaching slang and colloquialisms in an ELL/EFL classroom. It presented a brief background on BICS and how it is different from CALP or academic language. It discussed the arguments against the division of BICS and CALP and the arguments for not teaching BICS in the classroom. This chapter also brought forth the idea of teaching slang and colloquialisms for the greater good of ELLs and what might environmental situations may affect a students process in acquiring slang and colloquialisms.

Chapter two takes a deeper look into the guiding questions that was introduced in Chapter one, following key research studies related to this topic. The chapter will consist of three major

sections, each of them addressing if slang and colloquialisms are being taught in the classroom, the different methods, and the environments in which the students acquire slang and colloquialisms.

Lastly, Chapter three offers a summary of the information presented in Chapter two as it relates back to the information in Chapter one along with a practical summary that may be relevant to future classrooms. This chapter also discusses the challenges faced in the research that is to be conducted in the future and the ever changing slang and colloquialisms. It concludes with the author's final thoughts and comments on the guiding questions and thesis topic.

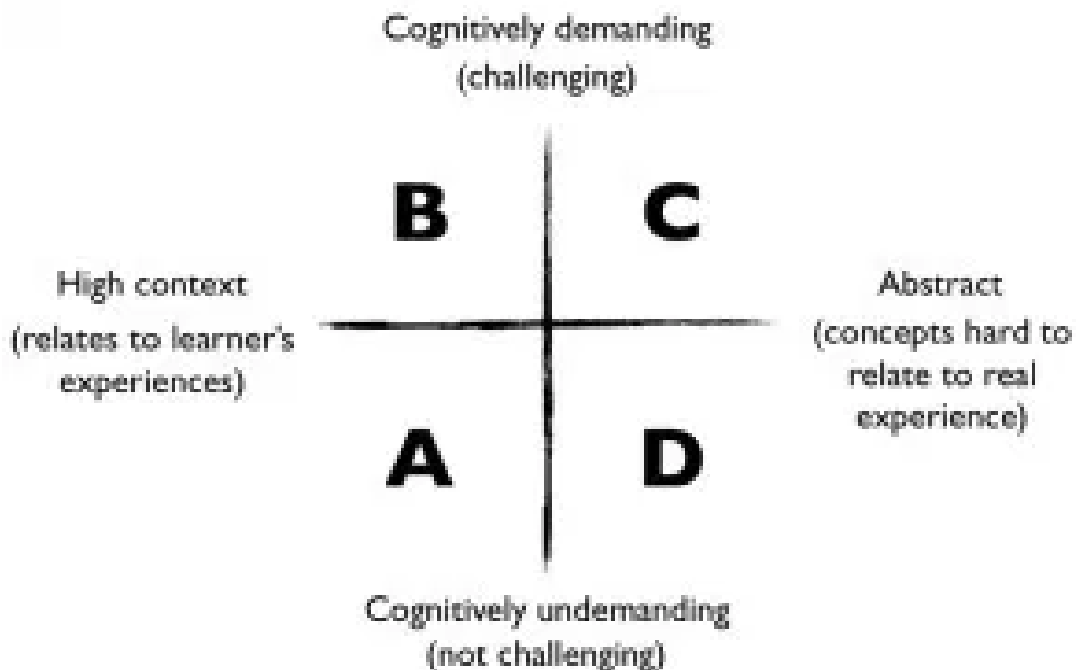
Chapter II

Literature Review

This chapter discusses, in detail, the relationship between an ELL/EFL classroom and the acquisition of colloquialisms and slang through a critical review of research studies that were performed in relation to this study. This chapter is divided into three main sections:

1. *A review of research indicating if slang and colloquialisms are being taught in and ELL/EFL classroom.*
2. *Different ways to teach colloquialism and slang in an ELL/EFL classroom.*
3. *What environmental factors play a role in acquiring colloquialisms and slang?*

These categories are derived from the research of James Cummins (1979), who conducted the first research in the differentiating between academic language and social language. From his research, Cummins was able to distinguish a pattern and a link between acquiring BICS vs. acquiring CALP. He went on to indicate in his article (1980) titled, “The construct of language proficiency in bilingual education” that, “every student acquires BICS in a first language, regardless of IQ or academic aptitude.” (pg. 84) With the distinction between BICS vs. CALP, many researchers focused on the argument of whether or not certain aspects of BICS are be explicitly taught in classrooms and if so, what are the most effective ways to teach these aspects of BICS. In recent research, environmental factors and their effects on the acquisition of BICS have been investigated. (Jeong, 2016; Preece, 2010; Roever, Al-Gahtani, 2015) Although Cummins (1979) did not investigate these three topics, he introduced the ideas so that research could be conducted. James Cummins (1984) furthered his research and created the 4 Quadrants for language acquisition.



[Figure 2. 4 Quadrants chart designed by James Cummins (1984). *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. (Multilingual Matters, 1984.)]

As seen in the table above, beginning language learners should focus on activities that fall in quadrant A. These are tasks that are not dependent on prior knowledge or background but are rich in context. As the learner acquires more language, activities in quadrant B should be incorporated. These activities are still rich in context but are more dependent on remembering and reasoning. It is in quadrant B where colloquialism and slang acquisition take place. Investigating if colloquialisms and slang are being taught in an ELL/EFL classroom, effective ways to teach colloquialisms or slang in an ELL/EFL classroom, and what environmental factors play a role in acquiring colloquialisms or slang is the natural turn in continued research on this topic.

The parameters used to review the research were as follows:

1. The year in which the research was conducted.

2. The diversity of the subjects be studied in terms of gender, age, and first language.
3. The duration of the study being conducted.
4. The publication or delivery method of the research article and whether it was peer-reviewed or not.

These parameters were used due to the need to use relevant recent slang and colloquialisms are ever changing as are the social media outlets. This also provided a snapshot of what is currently happening in ELL/EFL classrooms. With the participants of the studies being diverse, the research would not be focusing on one certain sample of students but needed to provide a whole picture of various ELL/EFL classrooms across age levels and skill levels. The duration of the study in order for the data to return accurate results needed to be held for more than one class period or class day. This gave researchers an opportunity to see different students in different classroom situations. Lastly, the journals used for this study needed to be well established educational based forums. This would help ensure that the research being conducted was reputable and thoroughly conducted.

Are colloquialisms and slang expressions being taught in and ELL/EFL classroom?

In many of the research and studies conducted over the topic of if colloquialisms or slang are being taught in an ELL/EFL classroom both sides are argued to great length. One of the biggest debates has been over text messaging or SMS (short messaging system) and its effects on the literacy development of students. (Belmore, 1970 and Wray, 2014) Almost every student you will see in a typical school in the United States of America has a cellphone. Starting from a young age, many students are learning to use cellphones and how to express themselves via text messaging. According to a study by Crystal (2009) in the year 2005 over a trillion text messages

were sent worldwide. With this being a main vehicle for communication, many students find shortened ways to express themselves via text messages because of the limited characters they are allowed. Some examples of shortened words or “slang” via text messaging would be: BRB (be right back), LOL (laugh out loud), and BTW (by the way) just to name a few. There are hundreds or even perhaps thousands of different ways to express yourself via text messaging in shortened phrases. With this ever increasing method of communication and instead of having the ELL/EFL students learning these phrases “on the street”, bringing this information into the classroom will help students differentiate between slang and academic language. Wray (2014) investigated teachers opinions and views on text messaging and how it negatively or positively affects students literacy development in the classroom. Are teachers finding that students are not able to differentiate between “slang” that they use to compose text messages and academic language that should be used in the classroom and in academic settings? According to a story written by the BBC in 2003 (as cited in Wray 2014) a 13 year old boy handed in a paper for school written in its entirety using text message shortened language. According to a study completed by Plester, Wood and Bell (2008), there is a positive correlation between students texting and their scores on standardized tests. This deflates many teachers arguments that texting is degrading the students literacy development. Wray (2014) carried out a study where he interviewed 27 teachers about their opinions in regards to texting and the effects it has on students literacy development. His study was conducted in the UK boroughs of greater London. Seven themes emerged from the study: negative impact that participants thought textisms were having, positive impacts that textisms were having, negative impact that other forms of technology were thought to be having, positive impact that other forms of technology were having, is English being a students second language be

more of a concern than textisms, does street talk have more of an impact than textisms, and how does technology use in the schools affect students literacy development (Wray 2014). As the results pertain to ELL/EFL students, many teachers found that having English be their second language had more of an impact on their literacy development than textisms. Not just ELL/EFL students need to be taught the technique of distinguishing between when it is appropriate to use slang vs. academic English. According to this study, English learners need help with both academic English and slang. A few of the comments from the teachers of the study conducted by Wray (2014) included the use of technology to help decipher meaning for both academic English and slang. Many ELL/EFL students do not have parents at home that speak English, therefore they are forced to use the internet for meanings. Referencing the internet or dictionary does not always work when it comes to deciphering meaning of slang. With almost every student having a cellphone and texting, some of the ELL/EFL students have found that their classmates interact via text messages using slang. Slang is being used in schools at an alarming rate. Having their teachers in school skirt over the topic of slang leaves the students wandering around trying to understand many different varieties of English alone. How teachers view slang and whether it is positive or negative to the English language also affects how the students view slang (Senefonte, 2014). According to a study conducted by Senefonte (2014), the classroom environment helps dictate how students acquire language. In Brazil, where Senefonte (2014) conducted the study, they do not teach a lot of slang in their English classrooms. Senefonte (2014) chose to interview two teachers at a public high school in Brazil. The two outlooks on slang that Senefonte indicated were; Linguistic Purism View and the Socio-historical-cognitive View. For the purposes of the study, Senefonte (2014) regarded the Linguistic Purism View as “conderning slang as poor, ugly,

wrong vocabulary, which should be avoided” (pg. 2) and the Socio-historical-cognitive View as “having the premise that slang is a powerful component that enriches language, reflects culture and enhances our linguistic knowledge.” (pg. 2) Each of the two teachers that were studied had a very different approach to slang in their respective classrooms. The first teacher, Umberto, used slang and academic English in the classroom. Umberto believed that it was important and, “it has a sociolinguistic or sociopragmatic importance given that it conveys the idea of authenticity.” (pg. 6) Slang is only used in verbal situations and in order to spark the curiosity of the students. Umberto also accepts the student’s use of slang in the classroom. In the classroom, Umberto does not explicitly teach slang but waits for students to bring up questions regarding slang and then bases the class around the questions the student provide. Umberto does, however, try to “clean up” the slang that is used in his classroom. “Cleaning up” the English language by not teaching slang was analyzed in another research article by David Burke titled, “Without slang and idioms, students are in the dark!”. Burke (1998) wrote about his encounter with another teacher at a TESOL conference. The other teacher was upset that Burke wrote books and taught slang explicitly in his ELL/EFL classrooms. As this teacher was commenting about how slang is contributing to the demise of the English language and how she never uses slang in her discourse, slang and idioms were flowing out of her mouth. In retrospect, she attributed slang to be obscenities only. Burke (1998) also mentions that “in Japan, the term slang has a negative context for the same reason.” The other teacher in Senefonte’s study, Valentina, has a different approach to slang. Slang is rarely used in the classroom, “except when there is an exercise focused on this linguistic feature.” (pg. 8) Valentina went on to say, “I don’t use slang when talking with the students, except when you’re chatting with them on the internet.” (pg. 8) Valentina also stated that she let’s the students speak

slang in the classroom with friends but doesn't promote it although she does recognize the importance of slang.

I think that depending on the place where you teach, on your objectives as a teacher it is relevant (the teaching on slang) since it is information, knowledge of the culture, of the country whose language we teach. When we use it (slang) we show that we have a natural knowledge of the foreign language and there's more freedom, it's something more relaxing and laid-back, without much pressure. (pg. 9)

As noted, teachers do feel that slang is an important part of the English language, but to what extent are teachers to teach it in a classroom. Senefonte (2014) went on to indicate that slang is ever changing. How are teachers to keep up with the new "lingo" being created on a daily basis? Burke (1998) describes slang via a family tree, "Slang can be seen as a family tree with universal slang at the top representing words that are not only used consistently in the media, but by virtually everyone." (pg. 21) Burke continued on to include abbreviations with this example, "

Imagine how a secretary, whose first language is not English, would respond upon being given the following information: FYI, the CEO wants you to pick up a BLT and an OJ for the VP ASAP, OK? (pg. 21-22)

There are many different varieties of English not just in the United States but across the world. According to research done by Stevens (1980) there are over 300 million native English speakers across numerous different countries and at least another 300 million non-native English speakers. If a native English speaking person from the southern part of the United States were to interact with a native English speaking person from the north, they would have discrepancies between various words. Soudek and Soudek (1984) described this as a paradox "as English becomes ever more widely used, so it becomes ever more difficult to characterize in ways that support the fiction of a simple, single language." (pg. 4) This could attribute to a reason for teaching colloquialisms or

slang in an ELL/EFL classroom. Teachers should not be teaching just one “type” of English as there are many different “types” out there. Soudek and Soudek (1984) continued on to mention:

The complexities of the use of English do not stop with the global dimension. Even within the native varieties (such as British or American) there are substantial and pedagogically important language differences. They have been amply researched and described under the labels of regional and social dialects, jargons, and various types of slang. (pg. 6)

Teachers should be ready to offer advice and guidance when students are asking questions.

Teachers should not have every aspect of the English language memorized as it is an ever changing language but they should be ready to offer their expert advice and knowledge to struggling ELL/EFL students. ELL/EFL students also may never be exposed to 90% of the dialects of English in the world but teaching the dialect that is prominent in the area in which they are living should be a priority as it is something they will encounter on a daily basis. Part of the complexity of colloquialisms or slang is when and where it would be appropriate. According to a study conducted by Nancy Fargo Belmore (1970) knowing when a certain slang word is appropriate and when it is not is half of the battle. “Honey may be appropriate between husband and wife, accepted, though perhaps disliked, when used by an adult speaking to a young child, and faintly irritating, even insulting, when used by a waitress to address a female customer in a tea room.” (pg. 2)

If teaching colloquialisms or slang is on your agenda for your ELL/EFL classroom, teaching when it is appropriate and with whom should be just as important. Knowing when and where to use certain slang words also helps an ELL/EFL student feel more “at home” in their new country. For several students in middle or high school, having this vocabulary will help make obtaining new friends and interacting with fellow students a little less stressful. For some adults, this might make casual interactions as the grocery store or on public transit easier. For certain ELL/EFL learners, it

would make them more aware of their surroundings. In an article published by Emma Teitel (2010), knowing when you are being insulted gives the person being insulted strength in their efforts to defend themselves. “What most concerns me is when our students hear racial or religious swear or hate words and may not know that they or their children are the victims or discriminations.” (pg. 2) This theory is linked back to Burke’s (1998) argument for teaching colloquialisms and slang in an ELL/EFL classroom.

Knowledge of slang and idioms is fundamental to nonnative speakers’ understanding of the language that native speakers actually use. It is also essential for those who want to integrate into our culture; without slang and idioms, students will always be outsiders. This nonstandard English may even be more important for students’ safety and well-being. (pg. 23)

Effective ways to teach colloquialisms or slang in an ELL/EFL classroom

Teaching colloquialisms or slang in an ELL/EFL classroom can be quite complex. There are a multitude of options you have at your disposal for curriculum. This section will focus on research about 5 different ways to incorporate colloquialisms or slang into your classroom. These methods include: text messaging or SMS, classroom discussions or discussions with native English speakers, reading or from literature, TV or movies, and social media. Text messaging has been around since 1992. People sent hundreds of texts each day without even thinking about how much they rely on it. The United States is not the only country that uses text messaging. Countries all over the world are using them as well. On your smartphone you can even download different keyboards that will allow you access to the special characters in whatever language you want to be texting in. Lu (2016) wrote an article about a boy who needed help and only had a phone with text messaging enabled to signal for help. His first language was not English but needed to express his help message in English. The little boy didn’t know how to spell barely anything in English

but was able to sound out the words to form a message that eventually led to his and 14 other children's rescue. Students use text messaging almost everyday in their native languages. Using something they are already familiar with will only help lower the affective filter and allow them to engage in their second language more openly. Having the student compose text messages in class helps not only their acquisition of their second language but strengthening of their first language. Lu (2016) mentioned that, "learning to spell is a complex and intricate process requiring cognitive and linguistic awareness rather than rote memorization." (pg. 14) Students are encouraged to use "invented spelling" (Lu 2016). The students can sound out words, just as the little boy texting for help, and use words via text they were not previously exposed to. Also an exchange of vocabulary between classmates will help the students build knowledge and build trust between the students. Perhaps a distance cousin of text messaging would be the use of social media in the ELL/EFL classroom. Like text messaging, social media is something that students use on a daily basis. It has even become a problem to the point where schools are taking away students phones because they are distracted in classes because they are using social media when they should be paying attention in class. If used correctly, social media could be a great vehicle for BICS or slang acquisition in an ELL/EFL classroom. According to a study conducted by Krassimira Charkova (2007), social media is one of the biggest drivers for why students want to learn slang. Students see slang being written on various social media websites and would like to be able to participate. Charkova (2007) conducted her study with Bulgarian students of English. She chose slang words from not only American English but also British English. In her research the students indicated that, "the school-age group gave a relatively high importance to schoolmates and chatrooms" (pg. 393) as means or sources of how they acquire slang. This data coincides with the fact that the highest

ranking reason, according to Charkova's research, was "to be able to express myself better in English" (pg. 394) Using the information and vocabulary they have gleaned from being in chatroom, the students turned around and use the knowledge to better express themselves with their fellow agemates via chatrooms. Not too far off of the number one spot was "to be able to discuss songs, movies, etc. with my peers" (pg. 394). Again you can see that students want to be able to interact effectively and mockingly like their peers. If students do not know the meanings of the words they read in the chatrooms they are more likely to ask a friend. This may be someone who is the chatroom or on their social media or even someone in person. Most of the time, according to Charkova (2007), at 79% of the answers, the students would guess the definition from the context. From the research presented by Charkova (2007), the more younger the student the more exposed to slang they are and the more slang they know. Integrating social media sites like Facebook seem to motivate students to wanting to acquire English in general. A study conducted by Kabilan, Ahman, and Abidin (2010) showed what it would be like to integrate Facebook into an English classroom. Per this study, Facebook has 350 million active registered users with half of them logging in daily. (pg. 179) The users of Facebook come from various walks of life and from various countries. According to an article on NPR.com written by Lydia Emmanouilidou and published in 2014, Facebook is available in over 70 languages. This statistic does not take into account the numerous languages that are spoken on Facebook on any given day. Students from all around the world can interact with a native speaker in a multitude of languages. The challenge does not seem to be the language barrier but it lies in trying to get students to take Facebook as a learning tool. With students interacting and using English, they are fostering an online learning community. For Kabilan, Ahman, and Abidin (2010) study they chose at random 300

undergraduate students at the Universiti Sains Malaysia (USM). Many of the students indicated that they would and do use Facebook to practice their English usage. Within those students 71.6% indicated that they would practice their writing in English and 71.6% indicated they would practice their reading in English. An overwhelming amount of students (77.8%) indicated that they agree that Facebook can be used as an effective learning environment for communication in English. (pg. 183) Students were less worried about making mistakes and wrote freely. The students ability to write without care of mistakes and ridicule from their peers led to their increased confidence in their English abilities. The students indicated these reasons for why their confidence in English usage was elevated:

1. Able to practice using English in Facebook with the native users of English.
2. Able to express their feelings in English to their friends.
3. Able to use English for practical purposes that are not governed by linguistic rules.
4. Exposed to an English language learning environment, which is Facebook.

Kabilan et. al. (2010) continued on to indicate that, “it can be implied that they students in this study are somewhat successful in learning language in the FB environment because they are focused on the experience of meaning making rather than on the mechanics of language learning. (pg. 184) Facebook is not the only social networking site that could be integrated into an ELL/EFL classroom. Twitter, MySpace, LinkedIn amongst others have been widely used all over the world. Yunus, Salehi, and Chenzi (2012) researched how to integrate other social networking sites in an ELL/EFL classroom. In this study conducted by Yunus et. al. (2012), a Facebook virtual classroom was constructed. The researchers also indicated that using a blog site would be the same as using a Facebook virtual classroom. A blog is also a great way for students to practice their free writing in a safe environment. Many blog sites allow you to keep your blog private and only allow certain people to view it upon requesting access from the creator or they can make it

public which would allow anyone to view and/or make comments online. In addition to using Facebook virtual classroom and blogs, Wikipedia is also amongst the social networking sites that have been used in ELL/EFL classrooms. Using Wikipedia teachers can also, “create forums for classroom discussions as well as post assignments, tests and quizzes, to assist their teaching outside of the classroom setting.” (pg. 44) One of the biggest and most effective activities that was created through this study was brainstorming. As Yunus et. al. (2012) indicated, “Students are able to share more than just their thoughts, but to share photos, videos and documents.” (pg. 46) “Students with lower language skills could interact with the other students with less stress.” (pg. 46) During the brainstorming sessions, students can read previous contributions and glean information for meaning and new vocabulary. They are also able to use their higher order of thinking in a timeline that is suitable for them. They are not put on the spot as they would be in class but are able to take their time to edit and revise their contributions from the safety of behind their computer. According to a study completed by Thurairaj, Hoon, Roy, and Fong (2015), leaving students up to their own devices while online may create fossilization in their English acquisition rules. If teachers are not monitoring them appropriately, are they doing more harm than good? “A problem arises when users are not able to differentiate formal language from informal language as more often than not, the students at tertiary level, are inclined to use improper formats and sentences that stultify Standard English.” (pg. 302) Learning from their peers is a great way for students to acquire new vocabulary via social media. Thurairaj et. al. (2015) explained, “the students also confirmed that they learn new sets of vocabulary when they check their friends’ activities or updates.” (pg. 304) With more and more students using shortened English or slang, ELL/EFL students are able to pick up on the contexts in which the new words are being used and

the meanings. ELL/EFL students are also able to see the word written out which may make for a better environment for them to decipher meaning either by searching the internet or looking the word up in the dictionary. When students only hear the word being spoken, they have to make up their own spelling and hope that it is close to the actual spelling when they are searching for meaning on the internet. Kabilan et. al. (2010) also agreed with this notion. The researchers stated that if teachers were to explicitly plan lessons around the usage of social media sites like Facebook it will make the learning more meaningful. This may be more work for the teachers but the students will learn more and be more open to the idea of acquiring a new language. In the study that Thurairaj et. al. (2015) conducted they concluded that “most respondents set their own preferred language as a default language in SNS (Social Networking Service).” (pg. 313) This would be an area that teachers would have to combat and ensure that students are using English and not reverting back to their native language or the language they are more comfortable writing and speaking in.

Using social networking sites are not the only way to incorporate explicitly teaching BICS or slang in an ELL/EFL classroom. Using feature films or movies in English is a great way to incorporate realia into an ELL/EFL classroom. In a study conducted by Seferoğlu (2008), 29 students in an oral communication class of advanced English were asked about their opinions and comments about integrating feature films in their class to help assist with their acquisition of oral English. Seferoğlu (2008) stated that “It may be easier for learners to have access to authentic materials in printed form, but the situation is worse when it comes to developing oral comprehension and production skills.” (pg. 1) As King (2002, as cited in Seferoğlu 2008),

Learning English through films compensates for many of the shortcomings in the EFL learning experience by bringing language to life. It is a refreshing learning experience for students who need to take a break from rote learning of long lists of

English vocabulary and sporific drill practices. Their encounters with realistic situations and exposure to the living language provide a dimension that is missing in textbook-oriented teaching. (pg. 2)

As mentioned in the study, showing the whole feature film has a greater impact on the students acquisition as opposed to showing only chunks of the movie. Students are unable to use context to decipher meaning of new vocabulary if they are only subjected to small snippets of the movie or short segments instead of the whole movie. Students are able to glean meaning via the scenes context and use the new vocabulary acquired in their daily interactions. According to Seferoğlu (2008) study, students speaking skills increased significantly as opposed to their listening skills which showed no change. With the acquisition of BICS or slang, being able to use the vocabulary or speak the vocabulary will better benefit the students. With the aide of vocabulary and pronunciation notebooks, students were able to keep track of their newly acquired vocabulary and give themselves hints to remember these words for daily use. When students hear new words they are to write them in their notebooks with reminders of how to pronounce these words and the meanings. This called into question about whether or not to add subtitles to the feature films. Two studies conducted by Katchen (1996) and Frumuselu, Maeyer, Donche, and Plana (2015), researched what effects on students using subtitles would have. In the study conducted by Katchen (1996), Chinese students were studied as they watched popular TV shows from Britain and the US with Chinese subtitles. Students were able to hear English but help decipher meaning and context by reading in their native language, Chinese. Katchen (1996) stated, “For the EFL teacher, subtitling is far better than dubbing; at least we can hear the target language.” (pg. 1)

During the first experiment, the students were exposed to a British mystery show. This was helpful for the students at American English is mostly the dialect they are taught but they will be exposed

to both British and American English once they leave school. The students were required to do many tasks after watching an episode. They included: “summarizing the story, transcribe a 5-minutes portion of the video word-by-word, comment on the helpfulness or hinderance of the subtitles, and comments on their own listening ability with regard to the program.” (pg. 3) One main concern of the students was that the subtitles correctly translated the words but the meanings were lost. Some of the subtitled translated literally and some were translated for meaning. For example, “good translations helped students learn words and phrases like *cock-and-bull story*, which was gleaned from the Chinese subtitle expression ‘talking nonsense’.” (pg. 3) With this kind of subtitling translations, students are able to understand slang through the subtitles. On the other hand, students who had badly translated subtitles were even more frustrated than watching the TV shows with no subtitles. “One student mentioned that some interjections, such as *bloody hell!* and *heavens!* were not translated at all.” (pg. 4) With the second study, the students were asked to do the same assignments as previously stated but with American English TV shows. The TV show they were assigned to watch was *The X-Files*. This showed proved to have a lot of slang dialogue between the two main characters and the students became overwhelmed with all of the new vocabulary. This show also had slang based on cultural references. For example, “referring to a mass murder by poisoning, Agent Mulder says *Their own mini-Jonestown*. The Chinese translation meant ‘mass murder’ but the students knew it sounded different yet could not find any word sounding like Jonestown in dictionaries.” (pg. 6) With this kind of information, the teacher could lead a discussion about what exactly Jonestown was and then go back and watch the episode again. These are also cultural references that could be pre-taught so when students watched the episode for the first time they do not have to be puzzled by the reference. What

Katchen (1996) deduced from her studies was that, “popular genres such as situation comedy would produce better learning with a classroom teacher ad/or English closed captions.” (pg. 8)

This study piggybacks off of the study that Frumuselu et. al. (2015) conducted almost 20 years after Katchen (1996). In this study, Frumuselu et. al. (2015) studied two experiments as well. One was that students, whose native language was Spanish and were chosen at random, would watch episodes of *Friends* in English with Spanish subtitles (interlingual). The second group, also native Spanish speakers who were chosen at random, watched episodes of *Friends* in English with English subtitles (intralingual). With an overwhelming 84%, students thought they learned more and improved their English more by using English subtitles as opposed to the 12% who perceived they learned more and improved their English more by using Spanish subtitles. (pg. 10). Students were given a pre- and post-test “in order to exploit the colloquial and informal expressions and words from the episodes.” (pg. 6) The students were also given 15 open ended questions to obtain information about their “ability to express in their own words the meaning of the item in question.” (pg. 6) Research concluded that intralingual subtitles should not be used for beginners in and English class. Students in a beginning English class would benefit from the English sound and Spanish (or native language) subtitles. This way they are still able to hear English throughout the whole program but also support their holes in their English proficiency with the native language subtitles. If the students were proficient in the intermediate to advanced level of English, the English sound and English subtitles would push them to acquire more English and not have them rely on their native language via the subtitles. This would help the students glean meaning and new vocabulary in slang and colloquialisms by being able to see the word, write it down, and

review it after the episode is complete. If many of the students were struggling with the same vocabulary, stopping the episode and having a discussion would benefit the students as well.

Having students be able to read new vocabulary is an effective way to acquire slang and BICS. Martin E. Pedersen (1993) conducted a study where he used folklore in his ELL/EFL classroom. Pedersen (1993) argued that folklore is: “interdisciplinary, elastic, comprehensive, and timely.” (pg. 1) Using folklore in an ELL/EFL classroom helps students not only obtain new vocabulary like slang and colloquialisms but also helps them use that vocabulary to form their own personal stories. In folklore stories you can use current slang or use the stories to show where certain expressions came from. Similarly in a study conducted by Pitts, White, and Krashen (1989), they were able to use the publication *A Clockwork Orange* to understand if and how students are able to deduce meaning via context. In this study, there were two experimental groups and one control group. The first experimental group contained 35 adults who were proficient up to the intermediate level in English. They were given 60 minutes to read the book. The second experimental group consisted of 16 adult college ELL/EFL students; however, these students were given background knowledge of the story before they started reading. Lastly, the control group consisted of 23 adult ELL/EFL students; however, they did not read the publication *A Clockwork Orange*. The results were as follows: “Our results confirm first language findings, that reading for meaning can result in a small but reliable increase in word knowledge.” (pg. 275) Students that are given regular reading that includes slang words will have a higher chance of retaining these words for social use. Teachers might still have to give students background knowledge if it seems appropriate and helpful. While students are reading literature for new vocabulary, a dictionary may be a helpful tool. Students are able to see the word written out and are able to locate the word with

the meaning via a dictionary, if the meaning is not deductible from context. In a study conducted by Myers (1994), the use of the dictionary in a classroom was researched. The study looked into the usage of dictionaries on students in relation to their daily classroom work and their homework. Myers (1994) noted, “ Unfortunately in many cases students look up individual words as if they were dealing with free grouping, when in fact they should be looking at collocations.” (pg. 195) If teachers were to be teaching students how to look up phrases or even given the correct tools to do so, students would be much more successful when looking for meanings via dictionaries.

Dictionaries may have to be created or bought depending on the sub-culture in which you are living or taking your literature from. For instance, in Minnesota the slang word “ya betcha” means “yes, you got it” but if you were move sub-cultures to southern California, this word may be lost. Myers (1994) does recommend to use monolingual dictionaries over bilingual dictionaries if the proficiency allows. With the creation of online dictionaries, having more up-to-date dictionaries with the new slang words is now easier than ever. Steering students back to relying on dictionaries for meaning in a technological world is only going to help them success in their English language adventures. In conjunction to using dictionaries, using textbooks is also a great tool for language acquisition. The textbook you choose to use in your classroom should have slang or colloquialisms incorporated into the lessons. According to a study conducted by Diepenbroek and Derwing (2013), they noticed that a lot of textbooks touch on pragmatics to help with oral fluency but none of them really go in depth on the subject. “As might be expected, oral fluency is not a major focus in integrated skills texts; however, those activities that are intended to enhance fluency development could easily be improved by an instructor.” (pg. 1) Textbooks are a good tool to use in the classroom regardless. It keeps students on track from class to class, which limits the gap

knowledge. Incorporating colloquialisms and slang into textbooks would help keep track of what students have previously learned and make their vocabulary of slang able to grow larger because there would not be as much overlap in trying to figure out what each student knows. This would depend on if the textbooks are kept the same through the whole time they are in the ELL/EFL program. Diepenbroek and Derwing (2013) found that “the pragmatics topics incorporated in those textbooks are generally based on the writer’s intuitions rather than corpus data or authentic language.” (pg. 4) Obtaining textbooks that are written for the region in which the students are living are also an integral part of their colloquialism or slang acquisition. As previously stated, slang can and does change from region to region; therefore, obtaining textbooks written by an author from your region or textbooks written for your specific region are optimal.

Are these methods influenced by the linguistic environment in which the student is living in or coming from?

Just as important as finding the correct materials to use in your classroom is the environment in which you acquire English. Does acquiring English while studying or living in an English speaking country help you acquire more slang? Or do you obtain the same results if you were studying or living in a non-English speaking country? What if we were to take a look at university settings vs. workplace settings? All of these different situations will be discussed in the following section.

Learning a new job can be challenging for anyone regardless if they know the language or not. Each workplace has its own language depending on the profession. In studies completed by Li (2000) and Myles (2009), a look into workplace second language acquisition was obtained. Both studies were completed in “real world” situations as opposed to some of the previous research

which was taken out of context and studied in a controlled environment. Li (2000) chose to study 20 immigrant women from China who were placed by the Chinese American Association (CAA) in workplaces in a metropolitan city in the United States. Li (2000) described the situation as “double socialization”. (pg. 58) The people who are starting these new jobs are trying to learn the job itself while trying to learn the language as well. With social communications between staff usually integrating colloquialisms or slang, this makes for a difficult transition.

“It is therefore important to understand better the nature of intercultural communication, particularly with newcomers in multicultural workplace settings, and to consider ways of improving lines of communication and resolving areas of conflict among speakers who may not share the same social, linguistic, and cultural points of reference.” (Li (2000), pg. 59)

Workers may be focused on learning the job only and put social communications or language acquisition in a second place spot. Li (2000) mentioned that workers may use “avoidance strategies” in order to focus on grasping the job side rather than the social side. (pg. 59) This also changes the dynamic of the workplace because only some of the workers are engaging in social communication and the non-native English speakers are keeping to themselves or only talking to each other in their native languages.

“Participating in these forms of socialization over a period of time allows people to feel more at ease and more confident that they are fitting into the new position - and, in their own manner, they too have an impact on the culture of the workplace by the way they in turn socialize their colleagues.” (pg. 63)

According to Li (2000) study, requesting seems to be the most difficult in many different workplace situations. Many workers are worried about whether or not they have requested the right item, right count, or even in the right way. Li (2000) stated that we make requests based on what we know and what we are familiar with. If the customs of the new culture are completely different from the ones the workers are used to then it will become more difficult and awkward for them to

make requests. For the Chinese women that Li (2000) studied, they tended to take the more indirect and polite way to request certain things. This came through in the preparatory class that they took and in their workplaces. This can be quite different from a lot of workplaces in the United States where things are very fast paced and if something is needed it should be asked for directly and promptly. The more the workers watched and tried to integrate themselves into the workplace the more they adapted to their surroundings of the workplace. With the Chinese women that Li (2000) chose to study, one wanted to be able to speak “the American way” and by the end of her classes and into her job he was able to observe her fellow co-workers and adapt to meet their socialization ways. In the study conducted by Myles (2009), Chinese students were also studied but in Canada. The students were ELL/EFL interns who had been in Canada for longer periods of time than the Chinese women in Li (2000) study with one being in Canada for four years, one for three and the other two being in Canada for two and a half years. Myles (2009) interacted with the students in various ways. The students were contacted via email, face-to-face, and over the telephone. “By using semi-structured, open-ended interviews, my aim was to generate data that provided an authentic insight into people’s experiences.” (Pg. 5) Students indicated that one of the most difficult aspects of learning English was the speaking aspect of it. Especially when it came to the workplace, whether is be for internship, like the students who were studied, or actual jobs. In a workplace setting, being able to communicate with co-workers about various projects that might be happening around the office or if you are working together on a project, being able to communicate with deadlines and making sure the work is being completed. These types of communication mostly happen face-to-face but also can happen via e-mail. Knowing what types of speech is appropriate for each of the different modes of communication is key. Presentations

may also be expected of a worker, depending on their line of work. “When giving a presentation, Microsoft PowerPoint, pictures of drawings on a blackboard using keywords were commonly used.” (pg. 7) This allows the worker to rely on something to help support their English. Giving presentations also include a lot of workplace jargon which is learned on the job mostly. This can give the worker confidence in their speaking and acknowledge that they are acquiring the language properly. This might also give the worker anxiety as they are now not just speaking to one or two people but speaking in front of many people. With presentations in the workplace, the workers are able to practice the presentation for other native English speakers to make sure they are using the words correctly. Outside of the formal workplace communications, side informal communications are happening all over the workplace. Even if a worker scored high marks on their TOEFL exam, being able to integrate themselves in the environment of information conversations is still a challenge. In an interview with a recently relocated from Finland to the USA professional soccer player for the Minnesota United, being able to adapt to the flow and tone of a conversation is just as important as using the right words. (Schuller, R., 15 August 2018, personal interview) This may change from group to group, but knowing how to assimilate to the conversation already taking place in a struggle for ELL/EFL workers. Myles (2009) mentioned, “They were aware of the fact that in order to form relationships with people in the workplace, they had to learn idioms and slang. In fact, I was requested to send them lists of common colloquial expressions with explanations and sample sentences to show their meaning.” (Pg. 9) In informal communications with native English speakers, being able to have the confidence to ask if you do not know what something means will greatly help you in understanding what is being talked about. “If I don’t know what something means, I will just ask the person what it means. I am not shy about asking

someone to repeat themselves either if I didn't understand them." (Schuller, R., 15 August 2018, personal interview) Being able and willing to do this, especially in the workplace, is key to success on the job and in English proficiency and acquisition. Exchanging e-mail correspondence can be just as daunting as face-to-face conversations. The added benefits of e-mail correspondence is that you are able to think about your response. Included in many e-mail interfaces, a spell checker is a helpful tool. With any type of communication, there are some drawbacks. As Myles (2009) wrote in the study, one of the workers mentioned that, "if the message was too complicated, he would personally walk to his co-worker's desk instead of using the technology." (pg. 17) Not comparing yourself to a native English speaker is also key when communicating with co-workers. A few of the workers in Myles (2009) study indicated that they would often try to match the level of English that was in the e-mail they received from native English speakers. This created kind of a "black-hole" as the responders would analyze their response for too long before sending.

Before setting into the workplace, many ELL/EFLs are brushing up on their English at universities. According to a study completed by Lee (2016), "the number of non-immigrant international students enrolled in accredited U.S. higher education institutions on temporary visas increased 6% in the 2011-2012 school year." (pg. 14) Many of these universities are starting a conversation group where native English speakers are paired with non-native English speakers. According to Lee (2016), many of these students come into the program with different ideas of what they would like to get out of these programs. The native English speaking partner may be more interested in obtaining cultural knowledge and the non-native English speaker is more interested in improving conversational competence in English. Both of these outcomes should be taken into consideration when the program is being created. In the study completed by Lee (2016)

there were 20 pairs of English conversation partners. In these pairs, there was one international student and one American student. The ages of these students ranged from 18 to 30 years old. Of the international students, 15 of them had just arrive at the university and the other 5 had started the previous fall. After the program had been completed, each of the participants were given a survey to complete. For the purpose of this paper, question 7 on the survey will be where most of the information will be taken from. In question 7, the progress of the international student's English was assessed. One of the students in the study mentioned the added benefit of studying in America:

“The major benefit of being in America is learning the real culture of America, not just learning English. Through my American conversation partner, I could learn American cultures, which made me a stronger English user, and I felt better in expressing myself to him. In informal English conversations, I think it would be good for them to learn American cultural things beyond improving speaking skills.”
(pg. 28)

Lee (2016) also mentioned that students showed a vast improvement in knowing how to distinguish between the English they were learning in class and the English they were learning and using in informal conversations. The international students were using expressions they had learned in class but also using expressions they were learning from their partners. Lee (2016) signified that one of the main reasons why students were able to acquire a great amount of English in a short time was because the students were obtaining English in a “low-pressure but enjoyable and effective environment.” (pg. 30)

According to a study completed by Myles and Cheng (2003) where they studies 12 non-native English speaking international students studying at a Canadian university. They were most interested in 4 different aspects of their social and cultural lives, “relationships with supervisors and instructors, experiences as teaching assistants, communication with colleagues and

friends, and social life.” (pg. 247) Not having social situations already set up for students to interact with can make for challenging moments for ELL/EFL students. “Many of the students we interviewed seemed very well adapted to the university life despite the fact that they had not made an intentional effort to contact native English speaking students.” (pg. 247) This corresponded to the response that was received from Schuller when prompted about if he would feel comfortable engaging in conversations with native English speakers he did not know. Schuller indicated that he felt that he would be able to integrate himself into the conversation but never intentionally sought out conversations to insert himself. He was more and comfortable inserting himself into conversations with native English speakers that he was acquainted with but would not with English speakers he was not. (Schuller, R., 15 August 2018, personal interview) Myles and Cheng (2003) indicated that “in addition to language barriers....understanding the rules that apply in specific social situations...” (pg. 248) can also impede conversations. Students are to be able to create relationships with their instructors and fellow students in order to successfully complete their studies and tasks. These types of relationships will include informal and formal communications. Myles and Cheng (2003) signified that, “the fact that misunderstandings can occur due to lack of interactional competence in the social use of language raises a significant concern with regard to how language is learned.” (pg. 250) English language learners are going to need to be able to interact socially with their fellow students and instructors. With regards to the 12 students that Myles and Cheng (2003) studied, they indicated that interactions and relationships with their supervisors and professors went quite well. A few of the students indicated that they wished their professors were more culturally sensitive. Some of the professors were judging the students based on their own cultural norms. Their professors would use slang a lot in the lectures and in

interactions with the students without thinking about the person in which they were speaking with or the class they were teaching. Even how the ELL/EFL students address the professor became an issue. One student commented in the study conducted by Myles and Cheng (2003):

“Culture is different. We respect teachers a lot in my culture so I always...at first I felt so confused. I just don't feel good to call them David or...I don't feel good to call them by their first names...You need to think every time which term I need to use to call them. The relationship between teacher and students is different here. It's more like friendship here.” (pg. 253)

In addition to this study by Myles and Cheng (2003) and study completed by Huang (2004) in which the students that were studied commented on their professors' use of colloquial and slang expressions in lectures not in social situations and how they impacted their learning of the material in class. Huang (2004) indicated that many American professors reference situations that have only happened in America, which leaves the international students wondering what connection the reference had to the content of the class. Some of these situations may even find their way onto exams for the class. American professors should build background knowledge to a situation they are going to reference to leave it open for questions to be asked by the international student population. Students in the study also indicated that they were having a hard time distinguishing between what was relevant to the class and what was not. The professors they had were having side conversations with students about certain current event topics that were unfamiliar to the ELL/EFL students. How professors connected various topics with words like “and, so, but, now, and okay” were lost on the ELL/EFL students as well. In conjunction with the verbal hurdles the ELL/EFL students were jumping over, gestures and facial expressions were also hard to follow. These non-verbal markers are necessary to understand and follow the lecture and also in order to participate in the discussions. Certain professors would use slang words to commence discussion

or even simply a gesture. Furthermore, the reduction in phonology and morphemes can be difficult for students to pick out. Huang (2003) gave the example, “‘Djedit?’ for ‘Did you do it?’ and contractions like ‘I’ll’” (pg. 4) International and non-native English speaking students, according to Huang (2003), are too focused on understanding every word that their professor is speaking and not paying attention to grasping general concepts in the lectures. More than half of the students surveyed would appreciate it if their professors spoke slower and avoided using slang in their lectures. (pg. 9)

What does slang usage by teacher and students look like at a high school or elementary level. In two studies completed by Godley, Carpenter, and Werner (2007) and Tsukamoto (2001) dive into the the complex world of ELL/EFL students in a high school and elementary level. Teachers at the high school and elementary level are taught to teach formal grammar to ELL/EFL students. What happens when what they hear in the hallways is what they are hearing the classroom, especially by their teachers and fellow students. In the study completed by Godley, et. al. (2007), high school students were studied. Many of the students indicated that if their teacher spoke slang in the class, they felt it was ok to speak it back. Teachers have a more profound effect on their students than they realize. Students will pick up the speech that teachers are using rather than the speech they are teaching. This might be contracting for the students as they have a hard time separating the two. They are hearing their teacher speak informally but having to learn about speaking formally. Godley et. al. (2007) indicated that, “Many students noted that they tried to speak ‘properly’ at school but spoke ‘slang’ with their friends and ‘mixed it up’ with their families.” (pg. 121) In the elementary schools, ELL/EFL students are quite like high school students. In the study conducted by Tsukamoto (2001), “the development of communicative skills

in English is often emphasized.” (pg. 1) Tsukamoto (2001) studies two elementary teachers who had differentiating teaching styles. Many teachers assume that the students would learn these expressions “on the streets” or in the hallways. One teacher thought that slang was bad and the ugly side of the English language. She would not allow students to use it in her classroom nor would she use it either. The other teacher would teach certain expressions but be very clear about which situations the students were to use them in. She would also not use slang in her classroom unless it was to teach it. The students in these classrooms ended in different places when it came to slang. One classroom did not know anything about slang and was confused when they were faced with it. The other classroom knew when and where to use it and was easily able to keep formal language in the classroom and informal with friends or in informal situations. Oftentimes, language leads itself to the cultural situations in which the learner is immersed in. “Language as culture plays a pivotal role in forming one’s identity” (pg. 1) How are ELL/EFL students able to distinguish between what kind of English speaker they want to be? Schuller indicated that he likes to speak more proper English because that is what he was taught and that is what he is most comfortable using. He also mentioned that a lot of his teammates use slang but it does not prevent him from speaking in his proper English. (Schuller, R., 15 August 2018, personal interview) A study conducted by Preece (2010) takes a deeper look into students who are multilingual and how they choose to use various forms of English. In this study, Preece, takes a look at students who are studying at a school in London and come from multilingual families. The students vary in how they want to fit into the social circles at their school. They range from students who only speak their native language at home when forced to to students who do not want to speak English and will only speak their native language. The students who want to fully immerse themselves in

English and refuse to speak their native language often use slang in the classroom and outside of the classroom. The students on the other side of the spectrum use proper English when speaking English. Students are often grouped in circles based on their vernacular.

“‘Slang’ is presented as the variety of English with which they are most comfortable and that is the most ‘natural’ to use. This facilitates the negotiation of youthful and streetwise identities that are oriented to laddishness. Within the context of transition into higher education, the local vernacular enables students, such as the ones discussed here, to identify peers from the local area with similar educational and social backgrounds with whom they can establish friendships.” (pg. 36)

Students are able to see who uses the same English as they do and they are able to make friends based on their English usage.

How do the previously discussed students who are studying at English speaking universities and in English speaking countries differ from students at universities where English isn't the language of choice? In a study conducted by Smithies (1981), students at a university in Papua New Guinea were surveyed. English is the language of the government and for literature but in speaking the inhabitants use Tok Pisin and Hiri Motu. The cultural history of this country is oral therefore a oral style of writing is often used. The main problem for students is to find the right formal style of writing in a country that is very informal. Many students do not know the difference as all they hear is colloquialisms in speaking and writing. “Students are not likely to realise the difference between the written and spoken forms of English at university level unless this difference is brought home to them frequently and by example.” (pg. 370) One of the biggest ways the students are able to study formal language is through governmental and legal writing, which is done formally. Smithies (1981) indicated that students do know the difference between informal and formal language but are unable to use formal language when writing. Many schools

at the university level are trying to teach the students the differentiating styles but with the governmental and legal documents as their only guide, it can be quite difficult.

In contrast, a study conducted by Adamo (2013), where students from a university in Nigeria were studied, the students were making up their own slang in order to communicate with each other. They used their knowledge of English and the knowledge of their native language to create their own slang in which they used to communicate with each other. These students were “perhaps trying to break loose from a kind of English that is conservative and ‘bookish’, that which is spoken by the average Nigerian speaker of English even in informal contexts.” (pg. 95) These students were looking for a way to make their formal English they were used to using and learning into a fun informal English they would like to use with their friends. These students were able to distinguish between the two and use them where appropriate.

In this chapter, 35 studies were presented to support the discussion of if we should be teaching colloquialisms and slang in the classroom, how should we be teaching colloquialisms and slang in the classroom, and does the environment in which the student learns colloquialisms and slang affect their acquisition of colloquialisms and slang. Much of this research indicated that students should be exposed to colloquialisms and slang in the classroom and the ways are varied greatly depending on location of the students and what level. The methods for which slang and colloquialisms were divided into social media, text messaging, TV or movies, and folklore. In conjunction, the environment in which the linguistic acquisition is taking place narrowly effects the pathway of acquisition for the student. (Tsukamoto, 2001; Jeong, 2016; Chavez, 2007) All of these variables would have to be taken into account before implementing and using colloquialisms and slang into an ELL/EFL classroom. Evidence presented in this chapter has brought to the

attention of the reader the importance and impacts, both negative and positive, of colloquialisms and slang in an ELL/EFL classroom and ways to integrate colloquialisms and slang in an ELL/EFL classroom depending on the situation in the future.

Chapter III

Discussion and Conclusion

Summary of Research

The purpose of this paper was to answer these questions through reviewing current literature and research on this topic and systematically summarizing the results in an orderly and easy to follow manner. This study's guiding questions were:

1. Are current slang expression and colloquialisms being taught in an ELL/EFL classroom?
2. What are effective ways to teach colloquialisms and slang in an ELL/EFL classroom?
3. Are these methods influenced by the linguistic environment of the student (living in or coming from)?

In order to answer these questions properly, I reviewed research articles that have already been completed based on this topic. Through this research I found that slang expressions and colloquialisms are being taught in some ELL/EFL classroom.

Slang expressions and colloquialisms are often taught through popular culture references which includes movies, T.V. shows, music, and social media which could be accessed from most places around the world (Kabilan et al., 2010, Katchen, 1996, Lu, 2016). In addition to using popular culture references, slang and colloquialisms were being taught by reading current literature or folklore (Pedersen, 1993, Pitts et al., 1989, Diepenbroek, 2013). The research revealed that all of these methods were effective in teaching slang expressions and colloquialisms in ELL/EFL classrooms. Data revealed that students are eminentley motivated to use social media in their

classrooms. Social media was something that was familiar to them and thus it lowered their affective filter which allowed for language acquisition to happen more easily. (Kabilan et al., 2010, Yunus, et al., 2012)

Another research outcome of this study included the linguistic environment. The linguistic environment in which the students were acquiring slang and colloquialisms influenced their acquisition (Myles, 2009, Huang, 2004, Li, 2000, Myles et al., 2003). English that was acquired in the workplace was more difficult. Workers were needed to acquire and use slang expressions and colloquialisms more quickly than if the students were learning them in a classroom or a controlled academic environment (Li, 2000). Students in a classroom setting were more likely to use slang expressions and colloquialisms if their teachers or professors were using them (Chavez, 2007). But this often led to confusion about the correct meaning of the expression if the meaning was not explicitly discussed in class (Senefonte, 2014, Jeong, 2016). In relation to geographical location, other than access to interlocutors outside of the classroom, slang and colloquialism acquisition was mostly unaffected (Katchen, 1995, Senefonte, 2014).

Overall, the research showed in the 5 studies that conducted about whether or not slang was being taught in ELL/EFL classrooms that slang expressions and colloquialisms were being taught in 4 of the ELL/EFL classrooms and the effective ways to teach them are abundant. Students' motivation should be taken into consideration when choosing a method as this will allow for acquisition to happen more easily. Finally, the more the student or learner is immersed in the context in which to use slang and colloquialisms the more they are going to be able to practice and perfect the usage.

Professional Application

From the research collected, it is important for my colleagues and the readers to understand that while this research may pertain or be helpful now, changes in the future are imminent. In regards to the research completed about using social media to help English Language Learners acquire slang or colloquialisms, social media is ever changing. In the research conducted by Kabilan et. al. (2010), MySpace was referenced as a social media platform of choice for students. Being only 8 years later, MySpace has taken a downward turn in usability. More students are turning to SnapChat and Instagram rather than MySpace. Teachers are needing to be able to inquire about the changing social media platforms and which of them students are using the most often.

Additionally, if the means of teaching slang and colloquialisms are via popular culture references in media, keeping up to date on the latests popular shows is not quite as crucial. In the study completed by Frumuselu et. al. (2015) , the T.V. show *Friends* was used in her class. This show aired its last episode in 2004, which was 11 years before the study that Frumuselu conducted. This show is currently showed in syndication quite often in the United States and is still popular even 14 years after the final episode aired. The slang being used in the show is still very relevant today.

Finally, to which the environment in which the student is living and learning English hindered or helped the student surprised me. Through the studies completed by Li (2000) and Myles (2009), where they studied language acquisition in the workplace, workers were forced to interact with native English speakers. Their English gradually became better but the workers were also hesitant to make mistakes in fear of their colleagues not understanding them. With the

difference of being face-to-face in a workplace vs. conversing with someone via social media which would be texting or typing, students are able to edit themselves more via social media as opposed to face-to-face, therefore; the workers are learning and growing more in their language acquisition.

As a result of these studies, teaching slang and colloquialisms to English language learners seems to be very positive, but what still needs to be taken into account is helping the student distinguish between when it is appropriate to use slang and when it is appropriate to use academic language. Being able to guide the student into know when situations call for what language will only help them grow not only in English but in their native language as well. Also, learning slang and colloquialisms will help the student beyond the walls of the classroom if presented appropriately.

Limitations of the Research

While colloquialisms and slang are terms that have been used in the language community for quite some time and their meanings remain relatively unchanged, what is considered colloquialisms or slang changes as time changes. With regards to what specifically to teach was limited in research as slang changes constantly and it seems like the moment research has been published, new slang words are being created and circulated. The research the was conducted about the application of how to teach slang and colloquialisms can be used in an overarching manner with little change with regards to time.

Additional limitations that were placed on research were with regards to date of the research when it was implementing ways or methods of teaching slang and colloquialisms, whether it was via social media, T.V., or movies. As previously discussed, these are ever changing and to

get the best quality and reliable research, the dates had to be quite recent. Social media was not popular in the 1980s or even early 1990s so research at that time was few and far between as it is.

When reading over the research being conducted, I was constantly looking for researcher bias. If the researcher was hoping or planned to have a certain outcome based on their research, I tried to steer away from that research. I was looking for research that was as accurate as possible so the data being conveyed was as pure as it could be. Looking at the different test groups with regards to age and gender intermingled its way into when I was looking for bias. Being able to have research conducted with no regards to age and gender was the type of research I was aiming to provide.

In the grand scheme of research, each person is going to interpret the data in different ways. The ideas and conclusions presented here are the ways I have interpreted the data. Consequently, different readers are going to interpret the data how they see fit to how they look at the topic at hand.

Implications for Future Research

Future research on this topic would need to be completed regularly as slang is often being changed based on the culture of the society. Teaching practices are also being changed and adapted, especially in language learning, which would also need to be taken into account. There are more ways to integrate popular culture into English language learners classrooms and these need to be researched as well. Further research could also include the translations of the slang and colloquialisms. For example, when the student is watching the movie in English but has the subtitles in their native language, how accurate are the translations? An additional area of research could be the different dialects of English. For which dialect are we to teach students if they are

learning English in a non-English speaking country. If a student was learning English in an English speaking country, the teacher would be able to teach to the dialect of the region.

Conclusion

With the ever rising usage of slang and colloquialisms in society and popular culture, the need to expose English language learners is becoming critical. Student and adults alike are stepping out into the world hearing a different English than they are hearing in their classrooms. It was my goal to research if slang and colloquialisms should be taught in the ELL/EFL classroom, if so, how would it be taught, and what effects would environment have in the acquisition of slang and colloquialisms. What I was able to deduce from the research was that slang and colloquialisms should be taught and is being taught in ELL/EFL classrooms in many different settings. I was also able to glean from the research that environment in which the student is acquiring slang and colloquialisms does weigh on the acquisition of slang and colloquialisms. Being immersed in the language and using it not only verbally and in written form is crucial in acquisition. As educators and learners, the research gathered in this paper should be looked upon with open minds and used to push forward in the idea of providing the best comprehensive education for the students.

Personally, with my experience in language learning, learning as much as you can about the culture in which the language comes from can only benefit you in the long run. Learning about the slang and colloquialisms encircled in a language helps define and inform the learner about the culture in which it came from. I am constantly striving to keep up-to-date with the latest language changes of the languages I study, including English. Being able to track where and how a language is going will help you see where the language has come from.

Chart of Studies Reviewed

<u>Article/Study</u>	<u>Research Question</u>	<u>Findings</u>	<u>Theme</u>
Adamo, G. (2013) An analysis of students' slang terms for academic activities in a Nigerian university: A semiotic approach	How do English students from Nigeria use slang for academic activities?	Slang is one of the ways students represent meanings that are important in their socio-cultural environment. The slang the students use is derived from other English words. The students are striving to create a greater sense of intimacy by creating and using their own slang.	Nigerian university students creating their own slang in English to be used between themselves.
Belmore, N. (1970) Varieties of English	Argument for teaching and practicing 'slang' and 'colloquialisms' with our students.	Students should be taught about the different varieties of English that are spoken across all of the various English speaking countries. Students should be able to communicate with locals via their variety of English but students shouldn't be limited to the exposure of that one variety.	Teaching all varieties of English just as much as teaching 'standard' English.
Burke, D. (1998) Without slang and idioms, students are in the dark!	Why and How to teach slang in an ESL classroom?	Students are hearing slang in the halls and from teachers and unsure the meanings	Should we teach and how should we teach slang
Celona, J. (1983) What does 'wicked	Remarks made by EFL students and	Students would learn from speaking to other	Students' perspectives on how they acquire

<p>good' really mean? Students talk about their ESL problems</p>	<p>what teachers should do about these comments to help students acquire English?</p>	<p>native English speakers and try to copy what they were saying and their accents. Other students would watch TV and listen to music in English. A lot of students ask questions when they didn't understand or tried to look it up in the dictionary. This did not help when it came to slang.</p>	<p>slang and English.</p>
<p>Charkova, K. (2007) A language without borders: English slang and Bulgarian learners of English</p>	<p>What are the students attitudes, sources, reasons and methods in learning English slang?</p>	<p>Younger students knew more vulgar slang. Both age groups obtained slang via the same methods. University students thought class and books were a more important way to obtain slang. Younger students had a more accurate translation of the slang words.</p>	<p>Distinction between age and gender: how do they acquire slang, for what purpose, and what type of slang. (adolescents vs university students)</p>
<p>Chavez, M.(2007) The orientation of learner language use in peer work: teacher role, learner role and individual identity</p>	<p>What are the orientations of language use practices in a German as a second language classroom with respect to slang and profanity use?</p>	<p>The students were more likely to use slang in their dialogues if their teacher was using it in their lectures. Students were also more likely to use profanity and slang if the teacher was open to the idea of them using it.</p>	<p>German as a second language class; in-class peer work, college setting.</p>
<p>Diepenbroek, L.; Derwing, T. (2013)</p>	<p>How do textbooks focus on pragmatics</p>	<p>Pragmatics is being taught but not nearly</p>	<p>Pragmatics in textbooks for ESL</p>

<p>To what extent do popular ESL textbooks incorporate oral fluency and pragmatic development?</p>	<p>and oral fluency, and how are they are laid out for teachers to use in the classroom?</p>	<p>as in depth as it should be nor is it correctly taught. Many situations are taught in secluded chunks and out of context. Students should be taught the proper ways to assess the situation to properly communicate. Textbooks are often based on the opinions of the author and not data or studies.</p>	<p>classrooms.</p>
<p>Dincay, T. (2012) Why not teach slang in the classroom?</p>	<p>What are some effective ways to teach slang in and ESL/EFL classroom?</p>	<p>Using song lyrics, movies and simulations or role playing to teach slang</p>	<p>Methods of teaching slang</p>
<p>Frumuselu, A.; De Maeyer, S.; Donche, V.; Plana, M. (2015) Television series inside the EFL classroom: Bridging the gap between teaching and learning informal language through subtitles.</p>	<p>How is informal and conversational speech such as slang through the use of subtitled TV series used in an ELL/EFL classroom? (interlingual - Spanish subtitles and English sound vs intralingual - English sound and English subtitles).</p>	<p>Intralingual performed better than interlingual. The results were not dependent to the students' prior proficiency level. Results support cognitive theory of multimedia learning and theory of cognitive load. The medium in which students learned helped motivate students to want to acquire more English. The students were able to see English happening in real life at real speed.</p>	<p>University ESL/EFL classroom; the use of subtitles in English or Spanish (Native Language) with English sounds for acquisition of slang and other informal English.</p>
<p>Godley, A.;</p>	<p>Examine the language</p>	<p>Even though teachers</p>	<p>Use of slang in</p>

<p>Carpenter, B.; Werner, C. (2007) "I'll speak in proper slang": Language ideologies in a daily editing activity</p>	<p>ideologies reflected in a classroom and how they impact language acquisition?</p>	<p>had one ideology the students still felt comfortable using and learning in their own ideologies. The class was predominately African American and the dialect that was being used was predominately African American English. The teacher would correct students when they used slang in classroom discourse.</p>	<p>classrooms even when it is not being directly taught. Standard English is being taught in the classroom but students still use slang.</p>
<p>Huang, J. (2004) Voices from Chinese Students: Professors' Use of English Affects Academic Listening</p>	<p>How do American professors' use English in class and how does it affect Chinese students' understanding of academic lectures? (Chinese students at an American University).</p>	<p>Use of colloquial and slang expressions affected academic listening. 50.1% agree it makes it more difficult to comprehend the lecture</p>	<p>Academic listening vs conversational listening (using colloquial phrases and slang in academic settings)</p>
<p>Jeong, E. (2016) International and American students' perceptions of informal English conversations</p>	<p>What is the effects on ESL and NES (college students) in informal English conversations and their perceptions on the conversations?</p>	<p>In conversation partners, the perception of the end goal of the conversation is different depending on the student.</p>	<p>How do different students view conversational English vs academic English.</p>
<p>Kabilan, M.; Ahmad, N.; Abidin, M. (2010) Facebook: An environment for learning of English in institutions of higher education?</p>	<p>Is Facebook (FB) a useful and meaningful learning environment that supports the learning of English?</p>	<p>Students are encouraged to learn by participation. They often mimic words they do not know but see on discussion boards. Learning is meaningful.</p>	<p>Using Facebook as a means to incorporate meaningful communication practice and English language acquisition.</p>

Katchen, J. (1995) Self-Directed listening: What student journals reveal	What are the effects of using English listening journals on ESL students from Taiwan? They were instructed to listen to English via radio, television or other video tapes and write at least one full page summarizing what they did.	Students were writing more than the required one page. They were commenting on the pronunciation and speech, rate of speech, new vocabulary, slang and idioms, cultural differences, gender and age, unfamiliar accents.	Acquiring pragmatics via English listening techniques to radio and video.
Katchen. J. (1996) First Language Subtitles: Help or Hindrance?	What issues are involved in using L1 subtitles during a television recording in L2? (native Chinese speakers in and ESL class) Having the students hear in the L2 and read in L2. (high school students)	Technical and semi-technical vocab can be accessed through subtitles; idioms and slang were more difficult to comprehend, difficult tenses were made more difficult with subtitles. Good listeners found it slowed their progress.	Using TV to acquire slang via subtitles in L1 and voice in L2
Li, D. (2000) The pragmatics of making requests in the L2 workplace: A case study of language socialization	How are pragmatics used in social settings in the workplace; specifically requests? (adult Chinese women in US)	Making requests are more difficult face to face and are more preferred to be done in writing in the workplace. The way someone asks you something depends on how your respond	Requests in the workplace. (pragmatics)
Lu, L. (2016) Functional digital literacy calls for SOS by a smuggled Afghan boy: Teaching phonics and pragmatics for survival language.	How to use pragmatics to teach to help with digital literacy?	Pragmatics can be used to enhance students' language via watching movie clips or through social media as supplementary materials not as the only instruction	Using movie clips or social media to enhance digital literacy and survival language.

<p>Myles, J; Cheng, L. (2003) The social and cultural life of non-native English speaking international graduate students at a Canadian university</p>	<p>What are the effects of NNES graduate students in relationships with instructors, as TAs, social life, and communication with friends and colleagues on the students language acquisition?</p>	<p>Learning non-verbal cues as well as colloquial phrases is crucial in adapting to a new culture. NNES students are motivated to become better acquainted with the culture. NNES students need to participate in order to gain better skills</p>	<p>Using pragmatics in various roles in life: relationships with friends, colleagues, students, communication in social situations. Motivation for learning.</p>
<p>Myles, J. (2009) Oral competency of ESL technical students in workplace internships</p>	<p>(university students) What are the challenges around conversational communication using colloquial language, idioms, and slang during an internship, including computer-mediated communication?</p>	<p>Gossip circulating around the office was hard to keep up with and understand but was integral to the environment. Lack of vocabulary. Using slang to form relationships</p>	<p>Using slang to communicate with co-workers and form relationships (motivation for learning) (via F2F or email/messenger)</p>
<p>Myers, M. (1994) Various perspectives on educational linguistics gleaned from a collaborative project on the use of dictionaries</p>	<p>Are dictionaries helping or hindering L2 learning in regards to coding and decoding slang and idioms?</p>	<p>Dictionaries are not a good source of information as they sit today in regards to slang and idioms. As dictionaries grow they are more inclusive with various slang words. Students often only hear slang and therefore do not know how to spell them.</p>	<p>Dictionaries and slang definitions.</p>
<p>Pedersen, E. (1993) Folklore in ESL/EFL curriculum materials</p>	<p>How can you use folklore in an ESL/EFL English class to teach proverbs and slang amongst other English nuances?</p>	<p>Students learn not only the language but also about art and culture which in turn broadens the understanding of the language as a whole.</p>	<p>Folklore in ESL/EFL classrooms at all ages.</p>

		Many slang references piggyback off of cultural references. Should not be used for individualized study or computer-assisted instruction. Some societies, folklore is the only means of education.	
Pitts, M.; White, H.; Krashen, S. (1989) Acquiring second language vocabulary through reading: A replication of the Clockwork Orange Study using second language acquirers	Can ESL students learn 'slang' from reading? Are they able to glean definitions based on context?	Reading can result in a small increase in word knowledge. If enough reading is done a considerable amount of language acquisition can be accomplished.	New word acquisition from reading.
Preece, S. (2010) Multilingual identities in higher education: negotiating the 'mother tongue', 'posh' and 'slang'	What are the multilingual and bidialectal identities within the context of standard English vs vernacular English vs home language?	There was a wide variety of conclusions. Some students were very tied to their home language and other students preferred to only speak in English. When speaking English the students indicated that "slang" English was the most comfortable for them to speak in. This allows them to identify with students from the same area and similar educational and social backgrounds	Multilingual and bidialectal students identities in relation to speaking English vs home language. Various ages.
Roever, C.; Al-Gahtani, S. (2015) The development of	What is the impact of increased proficiency on learners' pragmatic	Student acquired more English but they showed little	Pragmatic performance in relation to proficiency.

ESL proficiency and pragmatic performance	performance? The role of language proficiency in pragmatic performance.	sensitivity to social situations. With higher proficiency came higher pragmatic performance	
Seferoglu, G. (2008) Using feature films in language classes	Finding perspectives on integrating feature films in oral communication classes of EFL learners.	There is no improvements in listening comprehension but vast improvements in speaking and fluency. Students kept a vocabulary and pronunciation notebook for the whole semester. Students did not think it helped their grammar or writing.	Using feature films to acquire slang, colloquialisms, and fluency.
Senefonte, F. (2014) Discourses on slang: implications for English classes in Brazil	How does your view, as a teacher, of slang impact the views of your students, of slang? Also how does it impact if your school chooses to teach slang or not, in their English classes?	The teachers' views on slang come into play in the classroom. Students' curiosity and knowledge of slang from their peers inevitably brings slang into the classroom. Slang is also ever changing, therefore, how is one to teach slang.	Teaching slang, good or bad. (Classroom in Brazil)
Smithies, M. (1981) Formal style in an oral culture: Problems at the university level	What are the struggles of ESL students of going from spoken language to written language?	Making texts and dialogues direct and clear. Especially if the texts are to be translated into languages other than English. Not using colloquial or informal styles of speech or phrases.	Making speech more academic than conversational

<p>Soudek, L.; Soudek, M. (1984) International English, American English, and other Englishes: Psychological, social and functional choices of TESOL.</p>	<p>How should ESL teachers be ready to offer advice and examples about the various dialects of English based on social, regional, global and situational circumstances?</p>	<p>Even though textbooks do not usually explicitly teach slang it should be something every ESL/EFL teacher should be prepared to teach. Slang or different dialects occur in not just English but in a wide variety of different languages so students should be aware of the concepts. Teachers should plan daily exercises in the dialects in which the students are living primarily.</p>	<p>Why teaching slang is important at all levels</p>
<p>Spencer, R. (1988) Translatability: Understandability and Usability by Others</p>	<p>Identify issues related to translatability and convertibility. What are the ways to improve these issues?</p>	<p>Companies using limited English in manuals so it is easier to translate. Abbreviations! Internationally accepted computer English? Book English is widely understood but idiomatic and slang US version of English is not.</p>	<p>Translations easier from English to other languages, usage of slang and how it doesn't translate into other languages properly</p>
<p>Teitel, E. (2010) Swearing as a second language</p>	<p>What are the effects on English as a second language learners not learning slang or swear words?</p>	<p>When asked the single more important goal when learning English is the ability to use it in daily life. This is often removed from textbooks. To many ESL students the usage of slang confuses them. When</p>	<p>Teaching swearing and other slang to English learners to help them survive in daily interactions with native English speakers</p>

		people hear bad words in English they don't know how to react because they do not know the meaning of the words. This is especially detrimental if the English learner is being insulted.	
Thurairaj, S; Hoon, E.; Roy, S.; Fong, P. (2015) Reflections of students' language usage in social networking sites: Making or marring academic English.	Does social networking sites lead to less intellectual English being learned by NNES students? What is the relationship between abbreviations and short forms and English proficiency and usage of social media and English proficiency?	Usage of shortened English does not affect language proficiency. Social media enhances as students are able to post and use English and access English instantaneously.	Usage of SNS (text messages) and social media to enhance English proficiency.
Tsukamoto, S. (2001) ESL Teachers' attitudes toward the classroom language	What is the relationship between ESL teachers and their students and the English language?	Environment and purpose should be taken into account for when it is appropriate to teach colloquial English vs standard English.	Usage in classroom vs life between elementary vs college
Wray, D. (2014) An Exploration of the view of teachers concerning the effects of texting on children's literacy development	What is the impact of texting on children's literacy development?	Use of "street slang" was negatively impacting children's literacy in addition to texting. Street talk was appearing more and more in written work. Linked to texting.	Study of negative and positive impacts of texting and social media on NES and NNES. Survey by teachers in UK. (majority of students were ESL students)
Yunus, M.; Salehi, H.; Chenzi, C. (2012) Integrating social	What are the advantages and disadvantages of	Increased their motivation and built confidence in learning	Using social media to practice writing (motivation and

networking tools into ESL writing classroom: strengths and weaknesses	integrating social networking services into the classroom? (university English students in Malaysia)	ESL writing, it is familiar and comfortable for them	means)
Xu, H.; McApline, J. (2008) Anglophone, peewee, two-four...Are canadianisms acquired by ESL learners in Canada?	To which extent does ESL learners in Canada acquire Canadian slang?	ESL students in Canada acquiring slang that is native to Canada. How are they acquiring and how much are they acquiring	Environment; should we teach slang in ESL classrooms

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