

• People's Democratic Republic of Algeria



Ministry of Higher Education and Scientific Research

University Center Ahmed Salhi, Naama.



Institute of Letters and Languages Department of  
English

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## The Use of Slang among Naama University Students: A Sociolinguistic Interpretation

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*Dissertation submitted to the department of letters and foreign  
Languages as a Partial Fulfilment for the Degree of “Master”  
in Linguistics.*

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*Academic year: 2022-2023*

## **DEDICATION**

*In the name of Allah the almighty, for giving me strength and courage to continue this humble work.*

*My deepest gratitude goes to the soul of my beloved mother who taught me the meaning of life.*

*I pleasurablely dedicate this work to my happiness, my dear father. Thank you for everything.*

*To my sweet sisters; Nouria, Fatiha, Samira, and Malak, and brothers; Youcef and Firas.*

*To my dear friends dJihad, Soumia, Khadija, Riham and Youssra.*

*To my dearest friend Ferial for being such a real source of motivation when I most needed her.*

**Karima**

## DEDICATION

*To the pillars of my support and inspiration,*

*To my mother, whose boundless love and sacrifices have laid the groundwork for my achievements. Your unwavering faith in my abilities has empowered me to conquer obstacles and aim for greatness.*

*To my cherished grandmother, 'Fatma,' and grandfather, 'Mohammed,' your stories, wisdom, and unconditional love have nurtured my spirit. You have instilled in me the significance of heritage, family, and the strength of perseverance.*

*To my aunts, Fadila, Soumicha, Souraya, and Nadia.*

*To my dear uncle; your consistent support and guidance have illuminated my path. Your presence has brought warmth, laughter, and ceaseless inspiration to my journey.*

*To my beloved friends, Fatima, Douaa, Ferdous, and Karima, I am grateful for your steadfast companionship, joy, and encouragement. Every step of this expedition has been enriched by your camaraderie. You have been my cheerleaders, confidants, and partners in mischief.*

*Lastly, to all the members of my media club, thank you for your support and unconditional love.*

*With heartfelt appreciation and gratitude,*

**Youssra**

## ACKNOWLEDGEMENTS

First, I would like to express my gratitude to Allah who has given me blessing, chance, strength mentally, and health to finish this dissertation in the undergraduate program in the Department of English Language at Salhi Ahmed Center University. Slat and Salam are addressed to Our Beloved Prophet Mohammed PBUH, who has brought us to the right path.

Furthermore, my respect and gratitude whole heartedly to my teacher and supervisor: **Dr. Hayat BAGUI**. I would like to say many thanks for all the encouragements and support given to me all the time.

Deepest gratitude goes also to the broad of examiners: Dr. Gouabi Khadem and Dr. Merine Asmaa for their constructive comments. I am thankful for accepting to evaluate our research work.

I convey special acknowledgements to all my teachers in the English department.

Special thanks also to all my post-graduate friends especially; group members for charring the literature and invaluable assistance and participants.

## **Abstract**

Slang is a fascinating linguistic phenomenon that attracts the attention of sociolinguists, as it refers to highly spontaneous expressions used by specific groups of people in particular contexts and social settings. Accordingly, the ultimate purpose of this research is to shed light on the use of Arabic slangs among students at the University Center Salhi Ahmed of Naama and to understand the motivations behind its use. Furthermore, the study aims at examining the impact of slangs on the standard language as well as analyzing gender as an incentive social paradigm on slangs' employment. To achieve these objectives, the study adopts a mixed methods approach, i.e.; data were analyzed both quantitatively and qualitatively. Through the use of two significant research instruments which are: a questionnaire and recording, the findings revealed that the majority of the students actively incorporate slangs into their speech in order to add a sense of flexibility, an easy comprehension, coolness, or trendiness to their conversations. Ultimately, the data obtained from the questionnaire and recording demonstrated that males use slang words more than females. It also showed that slangs exert a significant impact on the standard language.

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## List of Phonetic Symbols

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### Consonants

Symbols	MSA	Symbols	MSA
q̣	ض	ʔ	أ
ṭ	ط	b	ب
ṭ	ظ	t	ت
ʕ	ع	θ	ث
ɣ	غ	ʒ	ج
f	ف	ħ	ح
q	ق	χ	خ
k	ك	d	د
l	ل	ð	ذ
m	م	r	ر
n	ن	z	ز
h	ه	s	س
w	و	ʃ	ش
j	ي	ʂ	ص

### Vowels

a	أَ
u	أُ
i	أِ



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***GENERAL  
INTRODUCTION***

## ***General introduction***

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Language is a complex system of communication consisting of verbal, written, or gestural symbols and rules used by individuals within a social group to convey meanings. It serves as a medium for expressing thoughts, emotions, and ideas, as well as for exchanging information and engaging in social interactions.

Furthermore, the rapid development of human society has a great influence on the most important tool of the communication - language. As modern way of living goes faster and new trends are also reflected in the development of language in a form of various new words and expressions, and as a result of social and economic factors, new slang vocabularies begin to appear among young people. Society; in particular, has accomplished mass transformation in adopting slang vocabularies.

Slang is a type of language made up of very informal words. It is more commonly used in spoken language than in written language. The goal of colloquialism is almost always to be accepted in a group and to interact with others. Slang is one of the phenomena of linguistic diversity arising from the diversity of speakers in the environment.

Therefore, the main objective of this research work is to examine the utilization of Arabic slangs among students at -Salhi Ahmed- Naama University Centre; taking into consideration different levels and various specialties: English, French, Law, and Biology departments. It aims at exploring the motives that lead the students to slangs' use and at treating gender as a social paradigm. It also seeks at highlighting the impact of slangs on standard language. In order to achieve these objectives, a mixed-methods approach is used as a case study via employing two significant research instruments which are: questionnaire and recording. Hence, the current study endeavours to address the following research inquiries:

1. What are the reasons behind the use of slangs in daily conversations among students at -Salhi Ahmed- Naama University Centre?
2. Can gender be regarded as a social variable in the use of slangs?
3. How can the use of slangs impact the standard Arabic language?

In order to answer these questions, the following hypotheses are put forward:

To address these inquiries, the subsequent hypotheses are proposed:

## ***General introduction***

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1. It is hypothesized that students of -Salhi Ahmed- Naama University Centre employ slangs to introduce novel and contemporary vocabulary into their conversations. Alternatively, the utilization of slangs may offer flexibility and an easy comprehension.
2. Yes, gender might be regarded as a social paradigm in the use of slangs. Thus, it is hypothesized that males are more inclined to use slangs extensively than females.
3. The use of slang words may have a negative impact on standard language.

This research work is organized into two chapters. The first chapter focuses on a literature review. It covers fundamental concepts related to the research; including language and sociolinguistics. Additionally, the researchers delve into the topic of slang; exploring its functions, types, and origins. It also draws a comparison between slang and other language varieties. The second chapter; however, takes a practical approach by presenting the methods and research instruments employed in the fieldwork. Primarily, questionnaires and recording techniques were utilized to ensure the reliability of the collected data. Subsequently, this data is analyzed and interpreted within the same chapter.



***CHAPTER ONE***  
***Literature Review***

## Chapter One: Literature Review

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## 1.1. Introduction

The current chapter is completely theoretical in form. Its initial section aims at defining the concept of language and sociolinguistics. The researchers will then provide an over view of slang with a primary focus on its origins and a distinction made by Mattiello between slang and other language varieties such as dialects and jargon. Furthermore, this chapter delves into the phonological, morphological, and sociological aspects of slang, highlighting its functions, characteristics, and various types.

The last section will provide a comprehensive explanation of the relationship between slang, gender, technology, and societal influences on its development.

## 1.2. The Concept of Language

Language is broadly defined as a system of communication that enables individuals to express thoughts, ideas, emotions, and experiences through the use of symbols, sounds, gestures, or written symbols. Fromkin, V., Rodman, R., & Hyams, N. (2017).

Furthermore, a widely recognized definition is the one proposed by the linguist Edward Sapir, "**Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.**" Sapir, E. (1921, p. 7). In the same vein the well-known linguist and philosopher Noam Chomsky defines language as, "**a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements**" (Chomsky, 1957, p.13). This definition highlights the structured nature of language and its capacity to generate an infinite number of meaningful combinations using a finite set of linguistic elements. It is worth mentioning that defining language is indeed a complex task, and various scholars have provided different perspectives and definitions based on their research and theoretical framework. Correspondingly, According to Verderber (1999, p. 52):

**Language is the body of words and the system for their use in communicating that are common to the people of the same community or nation, the same geographical area, or the same cultural tradition.**

In this definition, Verderber describes language as the collective vocabulary and



communication system shared by individuals within a particular community, nation, geographical region, or cultural heritage.

### **1.3. Definition Of Dialect:**

Dialect is broadly defined as a variation of a language that is spoken by a particular group of people. Dialects are characterized by distinct phonological (pronunciation), grammatical, and lexical features, often associated with a specific geographical region or social group. Holmes, J. (2013)

Trudgill, a renowned sociolinguist argues that, "**dialect refers to a variety of a language used by a particular group of speakers, distinguished by systematic differences in pronunciation, grammar, and vocabulary from other varieties of the same language.**" (Trudgill, 2000, p. 25).

Therefore, dialect is a linguistic variation used by a specific community, representing a distinct form of a language. Dialects encompass unique phonological (pronunciation), grammatical, and lexical characteristics, which are frequently linked to particular geographic areas or social groups.

### **1.4. Sociolinguistics**

Linguistics is commonly defined as a broad field encompassing the scientific study of language and its structure, including grammar, syntax, and phonetics. Fromkin, Rodman, and Hyams(2013) acknowledge in their book "An Introduction to Language"(10thed.) that linguistics encompasses a wide range of interests and investigations regarding the nature of language. Linguists have explored various aspects such as language structure, sounds, and meaning. However, as the field expanded, linguists recognized the significance of addressing the social dimension and the influence of social variables on language use.

Accordingly, William Labov in mid-20th century conducted pioneering studies on language variation and change. Labov's research on language variation in urban settings, particularly the study of African American Vernacular English (AAVE), laid the groundwork for the systematic analysis of sociolinguistic variables. (Labov,1963).

Subsequently, the term "sociolinguistics" was first recorded as a field of study between 1935 and 1940 and was primarily concerned with the relationship between language and society, how language use and variation are shaped by social factors such as culture, ethnicity, gender, class, and power dynamics. Holmes (2001, p.18) argues that:

**Sociolinguistics studies the interplay between language and society. It aims to explain why individuals speak differently in various social contexts and seeks to identify the social functions of language and how it conveys social meaning. By examining language use in different social contexts, sociolinguistics provides valuable insights into the workings of language, social relationships within a community, and how individuals signal aspects of their social identity through language.**

Therefore, the primary interest of sociolinguistics is to explore the intricate relationship between language and society; shedding light on how language both reflects and shapes social structures, interactions, and identities.

### **1.5. Definition of Slang**

As a unique means of communication, slang has been speculated and predicted by several linguists for centuries in terms of identification and description. Linguists such as Dumas&Lighter (1978, P.14, 16) support the idea that slang is lower than standard language, believing that, **“the presence of slang reduces seriousness and leads to rudeness Based on sociological research.** Mattiello (2008) presents another perspective that highlights the sociological dimension of identification. In her definition, she argues that, **“slang serves two contrasting functions: fostering a sense of belonging among insiders while simultaneously excluding outsiders”** (Mattiello, 2008, p.32).

Furthermore, Eble (1996) gave another opinion underscoring the social and personal roles of slang in fostering acceptance within a group and maintaining group solidarity. She (1996, p.11) states, **“To establish and reinforce social identity or cohesiveness within a group or within a trend or fashion in society at large”.**

In the same vein, J.B Greenough and C.L Kittredge (1993) asserts that, **“slang is a peculiar kind of vagabond language always hanging on the outskirts of legitimate**

speech but continually straying or forcing its way into the most respected company". Jespersen (1922, p.298) in his own, suggests that "slang finds amusement in the creation and propagation of new words and in attaching new meanings to old words". i.e., the focus on the innovative character of slang and creates new words that have extraordinary meaning.

Ultimately, slang is a type of language that accompanies other non-standard language usages, but the difference lies in its rich, playful and expressive vocabulary.

Furthermore, slang helps users refine their language while having fun with new things, a creative expression that unites them to achieve the ultimate goal of language, which is communication rather than constraining or misleading them.

### 1.6. The Origin of Slang

Slang is a controversial topic in the field of sociolinguistics, its identification and classification is a difficult task even for linguists. However, most linguists and

Lexicographers agree that the origin of slang is uncertain. Skeat (1882) was an exception saying that slang is of Scandinavian origin .He argues that the term is derived from the Icelandic words (*slyngva*) meaning (*to sling*) and can be considered the comparable verb for the Norwegian verb (*slengja*) meaning (*to sling the jaw*).

According to Allan and Burridge (2006, p.69), slang words first emerged in the eighteenth century, initially associated with criminal pattern of speech. In this book, Eric Partridge suggests a possible connection to the verb sling, as seen in the expression 'sling off at someone', meaning to give cheek, or engage in verbal abuse, and akin to heated argument.

Furthermore, Partridge (1850s) illustrates that the term slang is believed to have first become popular among the Gypsy people. Another view was that slang with French roots. It is accepted that the roots of slang can be traced back to his 16<sup>th</sup> and 17<sup>th</sup> century. Slang was the secret vocabulary used by criminals in gossip shops and pubs, where criminals used certain terms to vaguely discuss illicit trade.

## 1.7. Slang Vs. Other Varieties

Mattiello (2008) made a distinction between slang and other language varieties. Some of them will be explained in the following lines.

### 1.7.1. Slang Vs. Jargon

Both jargon and slang are two special types of language varieties. However, it is worth mentioning that slang is not a jargon. Jargon is the specialized, often technical, or the terminology of language that is used by people in a particular field, profession, or social group in relation to a specific activity, profession, group, or event. Whereas slang is the informal language in conversation, text messages and other casual social communication among friends are not considered standard in the speaker's dialect or language. Mattiello (2008, p.36) gives an example about slang used in different disciplines:

**Musicians employ specific slang terms to refer to different music styles (e.g. funk, grunge, handbag, hardcore, house, jazz, jungle, ragga, techno, etc.), doctors use medicine slang terms to describe the diseases or physical conditions of their patients (e.g. O sign orig. and chiefly U.S. 'the open mouth of a patient who is in a coma, dying, or dead'), soldiers use such services' slang words as acker ('a piastre') and skunk ('an unidentified surface craft') in their military life.**

### 1.7.2. Slang Vs. Dialect

A dialect refers to a variety of language spoken in a certain geographical area or spoken by a particular group of people. Slang, on the other hand, is an informal non standard variety of speech. The main difference between dialect and slang is that a slang is distinguished by its vocabulary whereas dialect indicates differences in grammar, vocabulary as well as in pronunciation. Mattiello (2008) argues that some slangy words in British English can be considered as standard in American English .She continues with the example of the word '*bomb*' which means very successful in British English and is used in American English exactly opposite as a meaning of failure.

### 1.7.3. Slang Vs. Accent

Accent is the most clear non standard variety that can be differentiated from slang. Accent simply refers to the way of pronouncing a language depending on the

country, region, or social class (Longman English Dictionary, 2002). Hence, slang is a type of language that consists of terms and phrases which are regarded to as very casual or unofficial way of speech and accent is a mark that is used to show the stress on a syllable.

#### **1.7.4. Slang Vs. Colloquial Language**

Mattiello (2008,p.38) explains that the main difference between slang and colloquial language is that Slang is informal speech used among people who share the same social group or between friends or family members, while a colloquial language refers to the everyday language used in ordinary conversations among people. It is the language of informal communication that is commonly spoken by native speakers in a particular region or community. Mattiello illustrated with the example of the word '*nana*' which is the abbreviation of the word '*banana*' in colloquial English, and at the same time has the meaning of foolish or silly person in English slang.

#### **1.7.5. Specific Vs. General Slang**

Broadly, there are two types of slang which are specific and general. Specific slang on the one hand, is the language used by members of a particular group to show their intimacy and solidarity with other group members. It is also used in order to underline speaker's identity, social status, age, education, special interests as well as their geographical belonging. Therefore, it is mainly spoken by people of similar age. For instance, individuals within the same age group such as teenagers, commonly utilize slang terms like '*chick*' which refers to '*a girl*' or words like '*cool*' which refers to '*OK*'. Similar occupation, for instance, the word '*flak*' which is slang word used in the military and refers to '*an aviator*'.

Furthermore, it is also use by people sharing similar lifestyle like homosexuals or drug. An example of this is the term '*smack*', which is a slang word used to represent '*heroin*' or the word '*axe*' being used by criminals as a slang substitute for '*knife*', highlighting their shared living conditions. General slang on the other hand, is the language used by speakers instead of standard language in order to change the level of discourse in the direction of informality. It is sometimes used to avoid conventions or seriousness. (Mattiello, 2008, p. 39, 40).

According to Mattiello (2008, p.40), there are some slangy words that can be both specific and general, depending on their pragmatic meaning and context of occurrence for instance, the word 'grass' a slang takes on both the specific sense of 'marijuana, used as a 'drug' (drug slang), or of 'a police informer' (criminals' slang), and the more general sense of 'green vegetables'.

### 1.7.6. Slang Vs. Standard Language

Slang is mainly characterized by its informal nature. Partridge (1947) sees slang as, 'a colloquial speech'. Andersson and Trudgill (1990, p.69) in their own argue that, **'the most important aspect of slang is that it is language use below the level of stylistically neutral language usage.** That is, slang is a unique form of communication that reflects specific social groups, or contexts. It serves as an identity marker and promotes solidarity among individuals who understand and use its unconventional language codes. Conversely, standard language refers to the conventional, formal, and widely accepted form of communication used in educational, professional, and formal settings.

Another characteristic that differs slang from standard language is its effectiveness. Moreover, slang is different from standard language in terms of some rules of word-formation. These differences can be found in suffixes (-o in laddo 'lad'), final combining forms (-bead in grassbead 'marijuana smoker') and in clippings like E in ecstasy. (Mattiello, 2005, p.11).

### 1.8. Characteristics Of Slang

Battistella (2005, p.83) states that, **"as unique and rare language slang has characteristics itself that make different"**. Thus, the main feature of slang is the informality. Slang has the ability to not only introduce new and creative vocabulary but also utilize rhyming slang. This form of slang cleverly combines both auditory and visual imagery. For instance, gloves are humorously referred to as 'turtledoves' highlighting the resemblance between gloved hands and a pair of billing doves, while a girl may be playfully called a 'twist and twirl,' capturing the lively movement associated with a girl walking. (Baugh, 2003.p.312). According to Andersson (2000, p.78):

Civilized cultures and their languages still retain numerous traces of animism, often at an unconscious level. Slang derives much of its provocative power from the juxtaposition of images that deviate from the images or values of others, particularly the members of the dominant culture.

In the cited passage, Andersson draws the attention to another aspect of slang, noting that civilized cultures retain traces of animism, while slang challenges prevailing images and values, particularly of the dominant culture, through provocative juxtapositions. Moreover, certain slang terms can transition into mainstream acceptability by losing their edginess over time. Words like *'spunk'*, *'fizzle'* and *'spent'* previously deemed too indecent for polite conversation, have now become part of everyday language. On the other hand, some slang expressions have endured for centuries, such as *'bones'* for dice (used by Chaucer), *'beat it'* for running away (used by Shakespeare).

### 1.9. Types of Slang

In this respect, Eric Partridge suggests that there are numerous types or sorts of slang quoted in Hanggoro (2011, p.10-20) which are explained below:

#### Cockney Slang

Cockney slang, known for its distinct accent, is primarily prevalent in the UK, particularly in London, especially in the East London area, where it is associated with the working-class. London slang can be categorized into two types: educated London slang, used by the middle class, and Cockney London slang, utilized by both the literate and illiterate in street settings.

#### Public House Slang

The collection of words and phrases known as “public house” compensates for its limited vocabulary through the specific matter. It embodies a friendly, cheerful, and practical tone, without being vulgar or pessimistic.

#### Workmen's Slang

Another form of slang pertains to the working class of society, including farmers, vendors, and bakers. They often utilize coded language with meanings understood exclusively within their social group. Another category is business slang, employed in

commercial transactions.

### **✚ Tradesmen's Slang**

In tradesmen's slang as in workingmen's slang, a number of words are related to foundation slang and the users are the worker too. However, the difference is the tradesmen's slang considers four as regular tailors, butches, chemist and developers.

### **✚ Slang in Commerce**

This kind of slang is frequently used for commerce, due to the fact lots of present day trade depends on exposure, a firms needs that catchy words or rhymes that may impress the public.

### **✚ Society Slang**

There is good deal slang in the colloquial speech of society. Maximum of phrases quickly disappear, but a good-sized quantity of them make excellent their vicinity in regular speech. Moreover, slang in society display a joyously and jauntily over the object and the exercise of slangster's own calling.

### **✚ Slang of Commerce**

This kind of slang is frequently used for commerce, due to the fact lots of present day trade depends on exposure, a firm needs that catchy words or rhymes that may impress the general public.

### **✚ Slang in Public School and University**

The slang that is used in university is vast exclusive with public school slang, whiles toys depart school and visit the University they need to drop the antique slang and to mildew themselves to the slang of the college. Developing boys and high-spirited younger fellows loathe the restraint of all kinds, and prefer creating a dash at life styles in slang phraseology of their own to all of the bureaucracy and syntactical rules of alma mater.

### **✚ Slang in Theater**

In the nineteenth century, the stage started to have significant influence in theater slang in which the artists created their own slang to describe conditions backstage



## 1.10. Linguistic Properties of Slang

### 1.10.1. Phonological Properties

Mattiello (2008) claims that the phonology of slang is identified by these two: Onomatopoeia and echoism. She provides an example of the verb 'vomit' showcasing its onomatopoeic synonyms such as barf, puke, throw up, spew...etc. Furthermore, slang is characterized by the use of mock pronunciation like 'hinnie' (honey) and 'luvvie' (lovely), 'summet', 'nuffink' and 'anyfink' which are mispronounced words of somewhat, nothing, and anything successively.

Another feature that distinguishes slang from other varieties in terms of phonology is assimilation; mainly in combination with consonant gemination. Mattiello (2008, p.41) provides the most common example which is the teenager's slang; the interjections *innit?* (Isn'tit?) and *wunnit?* (Wasn'tit?) and such contractions as 'dunno' (I do not/ don't know) or 'gimme' (give it to me). In Addition, certain sounds appear to have a greater distinctiveness in slang compared to others, as noted by Wescott (1977, 1978, cited in Eble 1996, p. 40), the vowel /u/ is prevalent in slang variations, an example of that is the slangy word shit/ *sIt* / its description would be /su:t/ for shoot. (*Pizzazz* /pizzæz/) is an example of the voiced consonant /z/ which is in turn a frequent in slang. The voiced consonant /z/ can also be found in back-clipping such as 'spaz'/'spæz' which stands for 'spastic'/'spæstik/.

According to Mattiello (2008), Rhyming slang is the process whereby an item is replaced by one or more words.

Cockney rhyming slang from London is considered to be the most creative phenomenon in slang. Moreover, Rhyming slang can form two semantically and syntactically-related words (e.g. *dog and bone for phone*). Rhyming nouns can also be taken from fictitious proper names (e.g. *Rosy Lee for 'tea'*) or from familiar places such as Hampstead Heath for 'teeth'.(Mattiello,2008,p.43)

### 1.10.2. Morphological Properties of Slang

Eble (1996, p. 39) argues that **“the same ordinary word-building processes that give rise to the general vocabulary also shape slang expressions”**. However, according to Mattiello, Eble (1996, p. 26- 38) has mentioned only word formation processes which can be clarified in both slang and standard language especially those which are

compounding, affixation, conversion, shortening, and blending. Mattiello continues that the distinctive processes of slang are generally about suffixes such as *-oin* 'doggo'(dog) or 'kido'(kid).

### 1.10.3. Sociolinguistic Properties of Slang

Slang is broadly associated with society since it is one of the means of communication. According to Mattiello, in her study about the sociological approach (2008, p.32), “**slang is a sociocultural practice that speakers privilege is for such social purposes as being on the same speech-level with one’s audience facilitating social intercourse, and inducing friendliness or intimacy**”. Therefore, following an analysis of multiple studies in this field, Mattiello provides a range of sociolinguistic properties.

The first property is group-restriction (or secrecy, individuality, privacy) which is the most common among slang users. This property is described as being in-group language applied by speakers of common age, occupation, interests and experience in order to facilitate their solidarity and keep their group privacy; for instance, the slang words 'man', 'mate'. Informality is another important feature and the one that characterizes slang from other language varieties. The user uses this non-standard language or bad language as a sign of seriousness and coolness as in saying 'go big' and 'go it' which is informal speech of saying 'be a big success', 'have a large sale and go along at a great speed'(Mattiello,2008, p.47).

As stated by Mattiello (2008, p.48), slang is perceived as a form of speech that is debased and subordinate, similar to other non-standard varieties. It is commonly associated with street language, lacking in prestige and dignity. However, despite its perceived shortcomings, slang brings a certain freshness and ease of use. For instance, the term 'yonks' is a slang expression that conveys the meaning of 'a long time'.

Furthermore, slang is recognized for its propensity to manipulate language, often in a playful manner, by altering words and their meanings. Mattiello (2008, p.48) provides the example of the word 'abyssinia', which humorously translates to 'I'll be seeing you!'.

Faddishness, oddity or bizarreness, are all terms that describes slang since slang consists of strange vocabulary that can be formulated by any person regarding his/her background. For example, *'bird'* and *'chick'* are bizarre metaphors for *'girl'*. Additionally, taboo or bad language includes swearing words which are forbidden in many speech communities and other language varieties; whereas in slang, is considered completely normal. Other social property proposed by Mattiello is spontaneity and freedom of speech. A good example of spontaneity in slang is the term *'Fantabulous'* which is a blend of fantastic and fabulous. (Mattiello. 2008, p.55)

### **1.11. Functions of Slang**

Slang can assume various roles, as outlined by Yanchun and Yanhong (2013,p. 3-12) who identify three distinct functions of slang, described as follows:

#### **➤ Pursuit of Self-identity**

The use of distinct slang by different social and professional groups serves as a means of distinguishing and identifying individuals within society. Various factors such as social background, occupation, gender, and age contribute to the classification of individuals into different groups, each with their own set of slang terms.

#### **➤ Emotive Feeling of The Slang Users**

The emotive function of a sentence plays a significant role in conveying the speaker's attitude toward the subject. This aspect of language holds great power as it has the ability to evoke strong emotional responses from the audience, either in favor of or against someone or something. The nature of acceptance expressed in a conversation, depending on the speaker's emotional response, which can be either positive or negative.

#### **➤ Achieving Politeness:**

To discuss this topic, we need to mention the concept of registers. Politeness refers to a specific mode of communication that encompasses various functions and contexts. When choosing an appropriate register for conversation, three factors are considered: the formality of occasion, the characteristics of the audience (such as age, gender, and occupation), and the content being discussed. These variables help

chap the level of politeness and appropriateness in communication.

### **1.12. Slang and Age**

Generally, young people are the most associated with slang. Most of slang are often created by the youth, who are commonly inspired by music and social media. This latter has widely influenced the youth's speech. In order to make their speech trendy and creative; youngsters tend to create a new language to communicate. Another important element which leads slang more popular among young people is the influence of social media such as Facebook and Twitter.

### **1.13. Slang and Gender**

Normally, there had been many studies and findings about the relationship between gender and its influence on slang. Salma (2013,p.67) found that the number of slang words used frequently by males is 488 occurrences while the number of slang words used by the females is 410 occurrences. In the same vein, Rakesh (2011,p. 201) argues that males used slang words and expressions more than females. Male display, by using these expressions, their toughness, representing their masculinity society required of them; in contrast, females usually are more cautions than males in their choices of styles.

### **1.14. The Use of Slang in Society**

Slang words are the most informal part of language; they are highly used in different groups of society. Therefore, this latter has a crucial role in any speech community as slang represent person's background, education, beliefs, etc. Generally, teenagers and students are the most customers of this linguistic substance.

Context is the first element which decides the use of these slangy words in language as context plays the role of identifier of individual's linguistic choices. Furthermore, slang can be applied in different contexts, some contexts are used according to the speaker's purposes (example when a teenager wants to sound cooler and fit in his group he would use taboo language just to seem though and be accepted among his friends). Using slang in formal setting for example in a conference with highly educated people is obviously a bad decision, which means that register is

another important element when using slang. According to experts, the casual register is the most suitable for slang users.

Another key factor which determines our use of language is social class. The sub-elements of social class as Chambers claims (2009, p.6) includes education, occupation, income and type of housing all of which play a role in determining the people with whom we will have daily contacts and permanent relationships'. Meaning is that the higher class does not use slang because their social identity controls their talk. However, slang is no longer just an informal speech; it is now used even in legal and political sides. For instance, the phrase 'Bob is your uncle' is used in a political context where Arthur Balfour, the British Prime Minister Robert Gascoyne-Cecil's nephew called his uncle 'uncle Bob', people then used this slangy phrase to in a sarcastic way that in the event that if your uncle is Bob you will have anything so effectively. Back then, slang was only used among criminals and drug dealers but now, it is used with different social backgrounds as a mean of communication.

### **1.15. Slang and Technology**

The major reason behind the spread of slang is technology especially the Internet. Internet and social media have changed the way we speak, people now are looking for short terms for fast typing in their daily conversation. Furthermore, social media platform such as Twitter, facebook, instagram has a major role in the spread of slang, as the users tend to adopt these new terms in their daily conversation. In addition, speakers prefer learning different slangs because they are easier and have an important role in enhancing their language skills.

In addition, music and TV shows have a huge influence on language, such words as 'Lol, dope and slay' were taken from music TV shows. Another example is the slang word 'doh' which was taken from the television series "the Simpsons" which is used to note a foolish act by someone.

### 1.16. Why Using Slang

Many articles tackled the reasons behind using slang and most scholars agreed that the main reason of using slang is to have a new, creative and unique mean of communication. According to Patridge (1948), “**people use slang either to be brief and concise or to enrich their language**”. Similarly, speakers employ slang on occasions to indicate their affiliation with a particular school, trade, profession, artistic or intellectual group, or social class. Slang can also serve the purpose of making their conversation more cryptic, ensuring it remains unintelligible to those in proximity, such as children, students, or other individuals.

Furthermore, some people use slang to make their conversation cool or to add a colorful and fresh meaning. Nevertheless, it is important to note that slang is not suitable for every context, such as academic settings, where its usage may be deemed in appropriate or ‘cliché’.

### 1.17. Arabic Slang Vs. English Slang

A notable distinction between Arabic and English slang lies in the wide spread popularity of English slang compared to slang in other languages. This phenomenon can be attributed to the influence of social media, where certain words gain trendiness, such as ‘*slay*’ becoming popular on platforms like TikTok. Additionally, words like *lit*, *I'm down*, *all ears* and more have entered the realm of common usage. However, present-day youth face challenges in distinguishing between standard English language and English slang due to the extensive global diffusion of the latter, particularly American slang. This widespread dissemination has contributed to the blurring of boundaries between the two linguistic forms, making it difficult for young individuals to discern the distinction.

Standard Arabic on the other hand is known for its richness, numerous and deep meanings. According to Anes Fariha, (1973, p.122-123) Arabic slang is simpler and its words are direct and do not have hidden meanings and is used often in casual situations for instance the word ‘أخي’ which means my brother or bro, the word ‘مرحبا’ which stands for hello.

**1.18. Conclusion**

In summary, this chapter extensively examines the literature pertaining to slang. It begins by offering a concise definition of sociolinguistics as a field and subsequently explores the linguistic phenomenon of slang from various angles. The chapter further distinguishes slang from other language varieties such as accents and jargon. Additionally, the phonological and morphological properties of slang are thoroughly discussed.



***CHAPTER Two***  
***Slang Among Students of***  
***Naama University Centre***



## Chapter Two: Slang Among Students of Naama University Center

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## **2.1. Introduction**

In the current chapter, the researchers provide an overview of the research methodologies, including data collection techniques, the instruments utilized for gathering data, and the targeted sample. Subsequently, an empirical investigation is embarked. The data obtained from the chosen research tools have been analyzed and interpreted. This analysis aims to answer the research questions and validate the hypotheses.

## **2.2. Research Design**

The primary objective of this research is to illuminate the phenomenon of slang among students at Center University Salhi Ahmed Naama and explore its prevalence in our daily speech. The researcher adopted the mixed method approach for the sake of investigating the intentions behind slang usage, exploring gender as a social factor, and highlighting the impact of slang on Standard Arabic

The Data collection involved distributing questionnaires to students across different disciplines and analyzing recorded conversations. The gathered data will be subjected to both quantitative and qualitative analyses to derive comprehensive results.

## **2.3. Research Instruments**

In this research work, the following instruments will be used:

**2.3.1. Questionnaire:** A questionnaire is a series of questions asked to obtain statistical data. The data for this study was derived from a questionnaire comprising fifteen (15) questions aimed at evaluating students' attitudes towards the utilization of slang, as well as uncovering the motives behind engaging in this phenomenon. The questionnaire encompassed a combination of open-ended and closed-ended questions. In order to ensure the credibility of the findings, combinations of quantitative and qualitative methods were employed in this study.

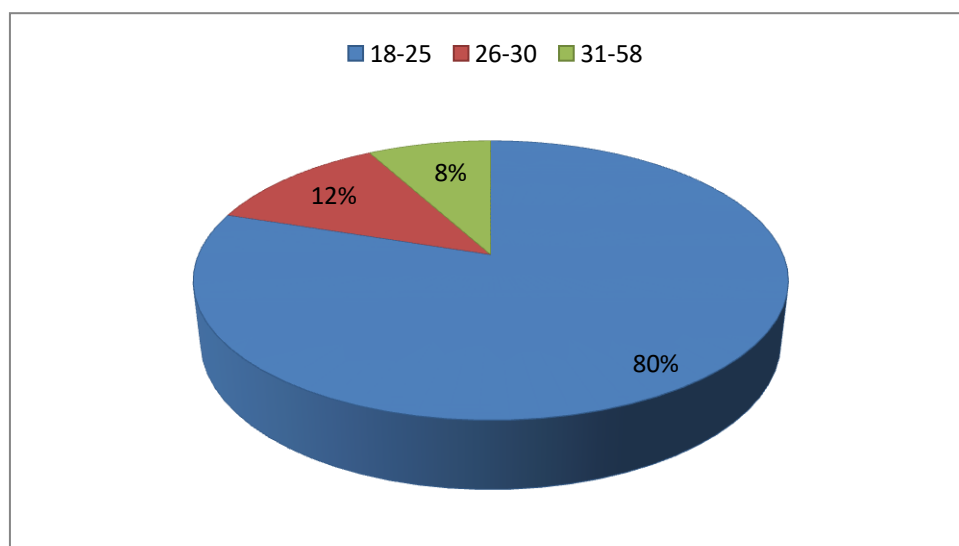
**2.3.2. Recording:** A recording is the act of making a record, esp sound on gramophone. For the sake of setting pure data for the present work, a number of conversations have been recorded with different students of Center University Salhi Ahmed Naama by the use of mobile.

**2.3.3. Sample Population**

The study sample consisted of 100 informants, selected in a heterogeneous manner from different levels and various specialities (English, French, Law, and Biology departments) in Naama University center. The respondents of the study composed of (60%) males and (40%) females. The participant's age ranged between 18 and 58 with a great part of young students between 18 and 25 years old.

**Table 2.1.** Participants' Gender.

Gender	Percentage
Males	60%
Females	40%
Total	100%

**Figure 2.1:** Participants' age**Data Collection and Analysis:**

In this following section, data collection was realized through a questionnaire which was distributed to students of Salhi Ahmed. In addition, some conversations have been recorded for the sake of investigating the phenomenon of slang.

**Questionnaire Results Analysis:**

The questionnaire was devoted to one hundred (100) respondents. Students

were given 15 questions among which there were yes/no questions, multiple choices questions and open ended questions. The results of the gathering data are as follow:

**Question 01:** do you consider yourself proficient in standard Arabic?

The informant's answers are summarized in the table below:

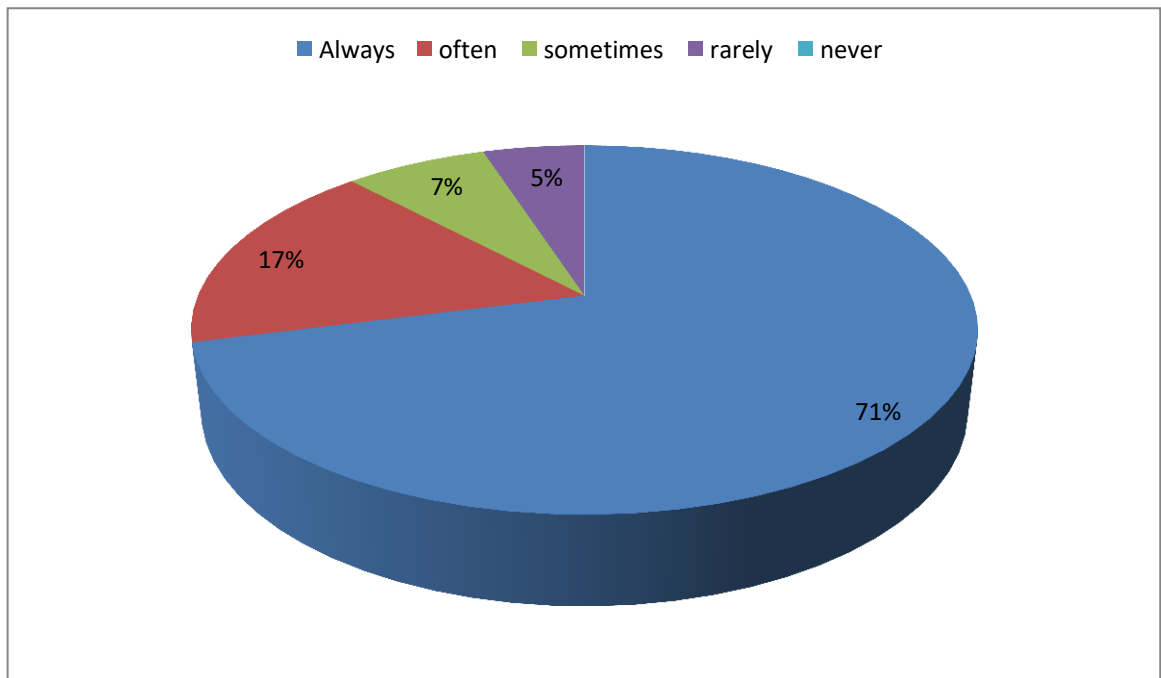
**Table2.2:** Informants proficiency in Standard Arabic

Answers	Students	Percentage
Yes	51	51%
No	6	6%
To some extent	43	43%
Total	100	100%

The majority of the informants stated that they are proficient in standard Arabic(51%) whereas 43%of them said to some extent and the rest, their answers were 'no'.

**Question 02:** do you communicate with your friends using the Algerian dialect?

The figure below demonstrates the answers of the respondents:

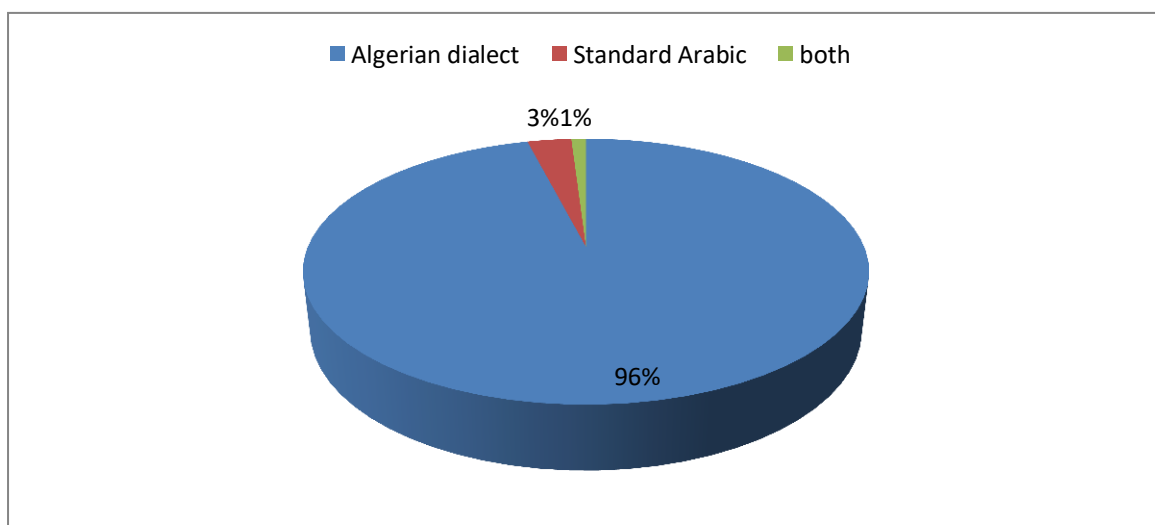


**Figure2.2:** Algerian Dialect Frequency use when communicating

Out of 100 respondents, 71% of the students always use standard Arabic for daily communication, 17% of them often use it, 7% of them ‘sometimes’ used, only 5% said that they rarely used and 0% for ‘never’.

**Question03:** In your daily speech, what do use the most?

The following figure explains the answers:



**Figure2.3:** Standard Arabic Vs. Algerian Dialect Use in Daily Speech

The graph shows that the majority of the students (96%) used Algerian dialect in their daily conversation, while only 3% used standard Arabic. However, one (1%) respondent answered with both.

**Question04:** Why?

Among the participants who used Algerian dialect in daily lives mentioned that the reason behind using it either because they did not master standard Arabic well or because the dialect is more widespread, easy and understandable while standard Arabic is limited to intellectuals only. Other participants argued that the Algerian society forced them to speak dialect and neglecting the standard language or because they are used to speak dialect as it is our mother tongue.

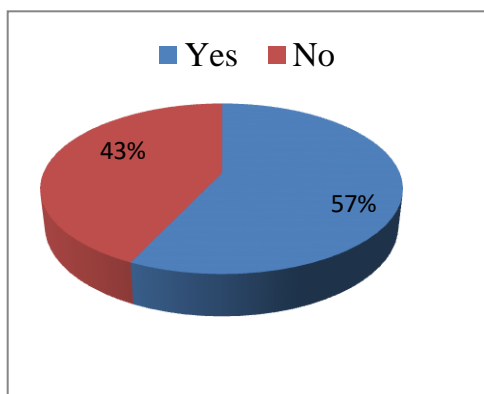
The three participants who chose speaking Standard Arabic instead of dialect all agreed that Arabic is the language of Islam.

**Question05:** How do you consider this language?

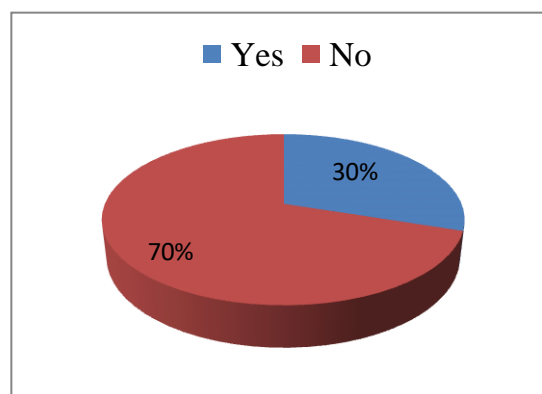
Respondents who chose dialect over standard language stated that they see the Algerian dialect as a distinctive code that distinguishes the inhabitants of the region; others described the Algerian dialect as suitable and easy for communication.

One respondent outlined dialect as unrecognized code and quote, “just a mixture of other dialects”. Whereas the participants who use standard Arabic in their conversation described it as follow: formal and understandable language, a language that almost everyone knows and understand, “the Arabic language is my entity, my home land and my life before it is my official language”.

**Question 06:** In your daily speech, there are some people who use impolite words while speaking, which are called ‘slang’, such as, ‘حشيتي بالي’ ‘نزيال’ do you use it often?



**Figure2.4.** Males frequency Use of Slang



**Figure2.5.** Females Frequency Use of Slang

As it is observed in the graphs, male participants use slag more frequently (57%); whereas the majority of females do not usually use slang in their daily conversation (30%)

**Question07:** With whom do you use it?

The next table clarifies the results:

**Table 2.3:** The Use of Slang words in correlation to the participant

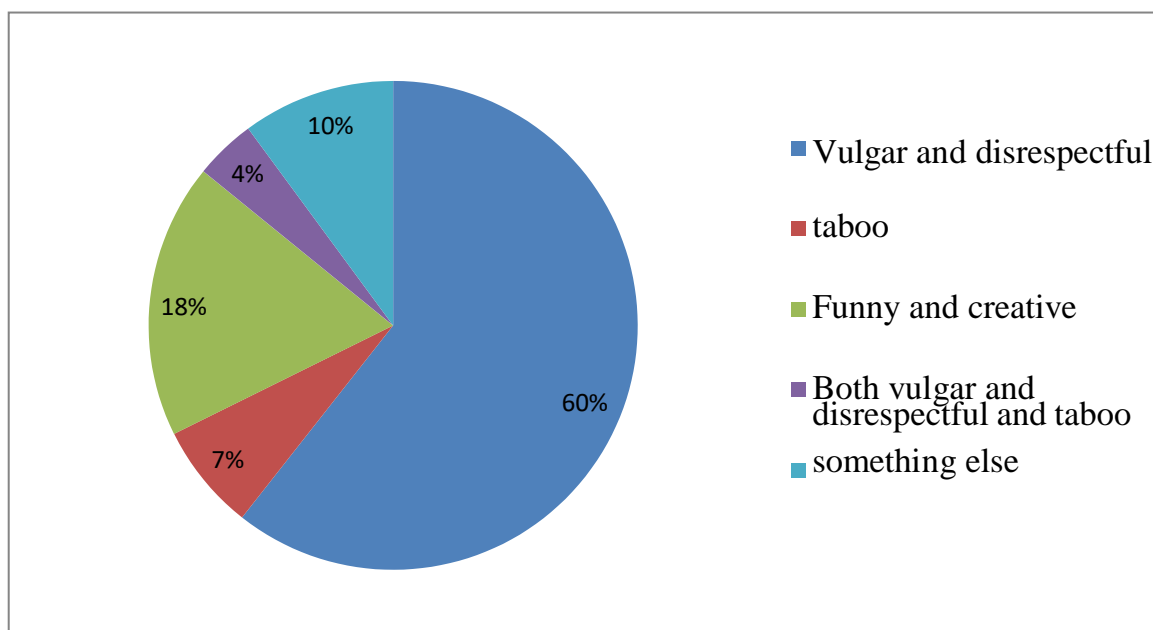
	With elderly	With classmates	With close friends	Both Classmates and close friends
	01	08	50	21
Percentage	01%	08%	50%	21%

Fifty percent (30%) of the respondent answered that they use slang with their close friends, 08% responded that they use it with their classmates. 21% of the informant answers were both classmates and close friends. Only one (01) respondent claimed that he/she use it with elderly people. Among the respondents who did not use slang at all (20%) did not respond to this question.

**Question08:** How would you describe these terms (slang words)?



The informant's answers are illustrated in the figure below:



**Figure2.6:** Students description of their slang words

Eighteen (18%) students described their slang as funny and creative, other seven (7%) described their slang as taboo and forbidden. While the majority (60%) believes that their slang are vulgar and disrespectful. 10% provided other descriptions to the slang are normal and common language might be a little bit inappropriate but we are used to it. Two respondents mentioned that it gives an accurate and close description of the sensations. One informant did not respond to this question.

#### **Question09:** Why?

The respondents who described their slang as vulgar provided few reasons behind their descriptions such: 'Slang eliminates mutual respect among all people and offends them', 'rude, impolite and vulgar words', 'Slang uses humiliating and insulting meaning and devalues the person speaking it'.

Out of 18 respondents who described their slang words as funny and creative, only few who provided the reasons behind their descriptions mentioning that slang words are considered as a kind of joke. As for the informants who chose both vulgar and taboo only one of them gave a reason stating that it does not respect with the

principles of our faith.

**Question 10:** Can you add some slang words that you use often and think they are creative?

The next table shows the informants answers and their equivalent in Standard Arabic and English:

**Table2.4: Slang words and their equivalent in English and Arabic**

Slang	Standard Arabic	English
ننا مقود	أنت مجنون	you are nuts
قود	اذهب	Go away
حلاب	ساذج	Simp
يا الزح	يا ويلي	Oh my!
التمنيك	السخرية	Kidding
شيكور	زعيم	Boss
هردني	أهلكني	He beat me so hard

Out of 100 respondents, only few people were able to provide some slang words most of them could not differentiate between dialect and slang.

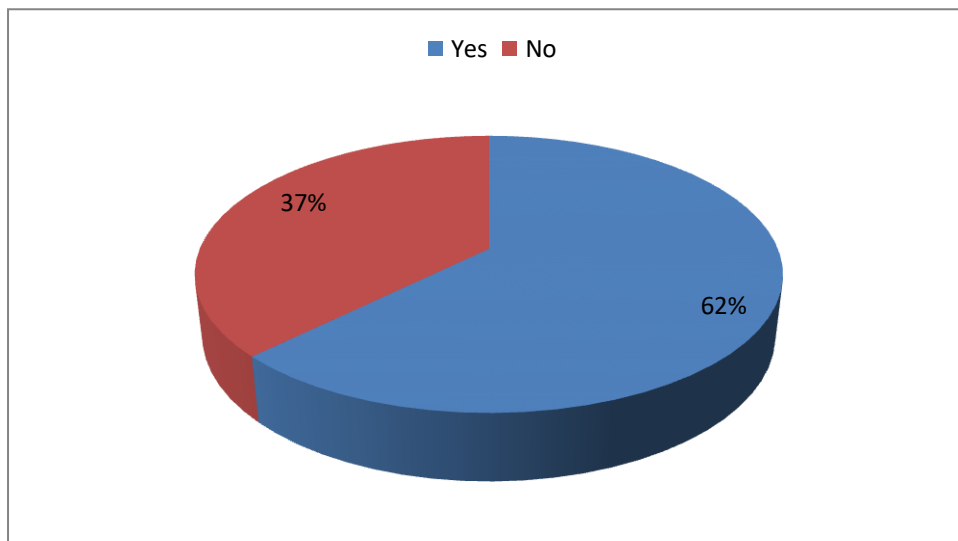
**Question 11:** Do you have words that you usually use to express a certain feeling?

Only few students provided some words they use when expressing different feelings.

They only offered words in the two categories: anger ( (أهلكني) (أهلكني) ) and fear: ( (أهلكني) ) The category happiness and joking were left empty.

**Question 12:** In your opinion, does the use of slang affect you as a university student?

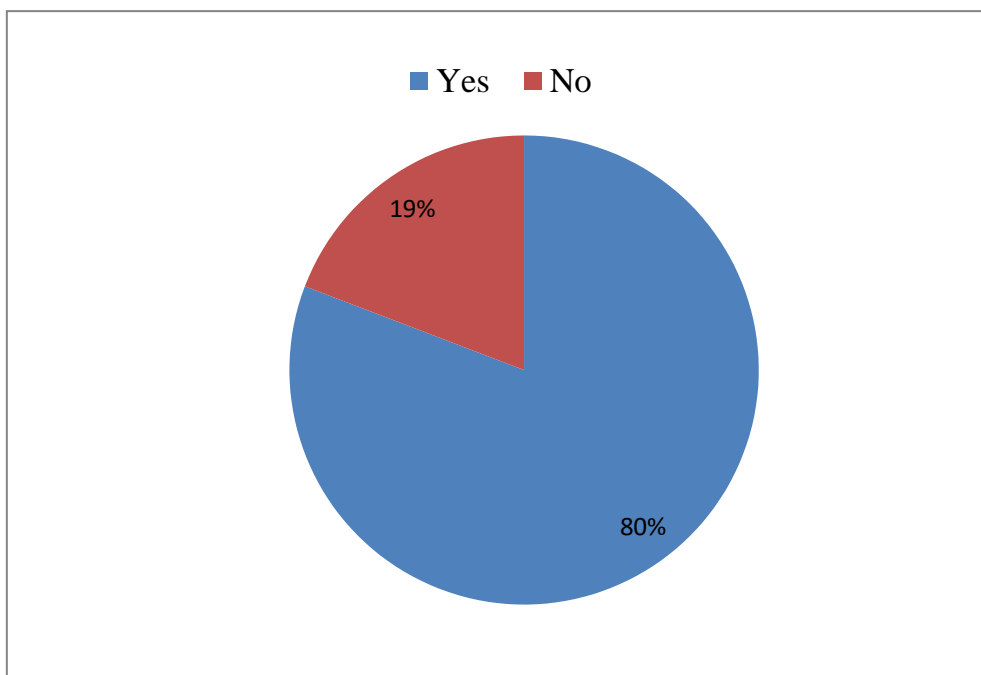
The figure below illustrates students' answers:



**Figure 2.7:** The affect of slang on university students.

Most of the informants had the opinion that slang does affect on university students, the remaining (37%) had the thought that slang has no affect on university students. However, one respondent did not answer to the question

**Question 13:** Does it have an effect (slang) on standard Arabic?



**Figure 2.8:** The effect of slang on standard Arabic

The majority of the respondents agreed that slang has an effect on standard Arabic while only 19% of the informants said that slang does not have an effect on Standard language. One respondent did not respond on this question.

**Question 14:** Do you agree with this phrase, “Slang has a great influence on standard language”.

The following table shows their answers:

**Table 2.5:** Slang influence on Standard language

Strongly agree	Agree	Neither agree Nor disagree	Disagree	Strongly disagree
34	36	12	10	08
34%	36%	12%	10%	08%

The majority of answers ranged between strongly agree (34%) and agree (36%). Some of informants answers were also between strongly disagree (8%) and disagree (10%). The remaining neither agreed nor disagreed.

**Question15:** In your opinion, why?

Several participants who acknowledged the impact of slang on Standard Arabic provided illustrative arguments to support their stance with the following arguments:

1. Over time, slang has taken precedence as the dominant language, over shadowing the usage of the standard language, which has gradually been forgotten.
2. In contemporary times, when speaking Standard Arabic publicly, individuals may face mockery from others.
3. The limited use of the formal language gives people greater leeway to employ slang. Furthermore, relying solely on slang has caused us to overlook the ability to communicate effectively in Standard Arabic.

Only a small number of participants who held a different viewpoint regarding the impact of slang on Standard Arabic provided illustrations. They suggested that:

1. It is primarily the parent language (Standard Arabic) that influences the

evolution of slang, rather than the reverse.

2. Slang is not inherently detrimental to the standard language. In fact, one respondent emphasized that slang should be regarded as a language variety rather than a standard language.

Merely two respondents who neither agree nor disagree on the effect of slang on standard language were able to answer the question why. They acknowledged that while slang does have an effect on the formal language, it is not significant, and they also pointed out that we naturally acquire. It is important to note that the collection of data specifically related to slang words was limited. This is primarily because a significant number of students at the Center University of Salhi Ahmed both male and female struggle to distinguish between slang and dialect.

#### 2.4.2. Recording Results Analysis:

This study is also based on recording natural conversation among the students of Salhi Ahmed Naama. The passages that contain slang words will be collected and transcribed using phonetic symbols, and subsequently translated into English.

**Rec1:** recorded conversation between two master micro-biology students. This conversation was recorded in the evening in the library.

**A:** /sma ti bell excursion lli rahum da jrinha REAL? /

**Meaning:** did you hear about the trip that REAL has organized?

**B:** /Uuah, galu belli rahum dda ji nhum l Musta em, magalulek ba tru Ji m3ahum? /

**Meaning:** Yes, they said they're going to Mustaghanem, they didn't ask you to go with them?

**A (boy):** /men nejjteq, ana nmchi mÖa hadUk. jak maJkitlek, cheti da k lÖbaar nta Ö Anes rsetleh msg gutleh ni ba ja nru J m3akum lmustaa aja galii Jta nsaQsihum /

**Meaning:** are you serious! I go with them?! By the way, I did not tell you, did you see that shit Anes I send him a message telling him I wanna go with you to mosta

and he told me, “lemma ask them”

**B:** /hadak  i 8awaf majdir   ra  j waJdeh . MaJettiJ da k nhar g aad  i j etJakek  li j a/

**Meaning:** he’s just a coward who can not shape his own opinion.

**A (boy):** /farkh8 hadak   /

**Meaning:** he is a bastard.

**B (girl):** / i Qalle  na nhadru m  a  h    wii j a *tJaletlah* w bda j tJakek   /

**Meaning:** we just started talking with him he got so opened and he started creepin’.

**A (boy):** /ja rabbek lukan ma  at  Ja  a   ajb  *nhherdeh* waJd *tehhrida*.

Lmu  him  mba d radd   li j j a w galli mk n  l blass  win tru  Ji m  ana/

**Meaning:** god damn, if I was not ashamed, I would have beat him so hard, anyways after a while he replied saying there is not enough place for you to go with us.

**B:** /w lproblem ma  i hna, mba  d  ki raJet hi j j a   ani w galli ida bghiti tru  Ji m  ana rah  kaj n l blass  /

**Meaning:** this is not the problem, after she left he came and told me if I wanted to go with them there is a place.

**A (boy):** /Uuah hadak *r88is*   d j  j m  i *jQawwe* /

**Meaning:** yes, he is degenerate (asshole) besides he can go to hell

**B (girl):** /Uuah *Jallab*   /

**Meaning:** yes a simp

**Rec2:** this conversation was recorded between two boy and onegirls. It was recorded in university during the day.

**A (boy):** /rrwaJi nfahmek Ja  a T  alLemtha hna, had    ami  a complet   amra blfru   8  w   a mra b  *tJa Jna* jebdiha men sasha llrasha. Wilah  la gellbu  halna

**burdi□/**

Meaning: Come on let me explain to you something I learned here, this whole university is full with bastards and (pushy) starting from the top to the bottom. I swear they turned it into brothel.

**B (boy):** /mli□JleQ. Parce que gultha□lek alf□ khatra mat□amri□ rasek

**blklaa8□/**

**Meaning:** he deserve it, because I told you thousand times do not fill your head with bullshit

**C:** /hi□a ga□ tgull□ mat□ amr□ bi□ hum raseq besaJ had **zbell** j□ ik ha□ k wha□k/

**Meaning:**

At all you say I do not fill my head, but this shit comes to you everywhere.

**B:** /bessaJ□ ma□i ga□ kifkif/

**Meaning:** but they are not the same.

**A (boy):** /Ju□fi ka□jen ba□da waJd□ ghadi kun nellQa□h **ngga□rah** □la lhadra lli hdarha fi□j□a./

**Meaning:** look there is already someone if I saw him I will thrash him severely for the things he has been saying about me.

**B:** /nta li Xashum **jgga□ru□k**, rani n□u□f fiha hbelt□ w wllit ddir Jsa□b lli □a w lli m□a/

**Meaning:** you are the one who needs to be beaten up, I see you have got insane and you started caring about who came and who left.

**C:** /bessaJ smaJli hadu□ k □ ma□ a j□saJbUhUm nnas/

**Meaning:** excuse me but are they people to be friend with?

**A (boy):** /j□aweddi □ Ufi wllah raha **mQawda** men koll□ □ iha w trig. Dak nha□ r wassit waJd j□i□bli ki□tman Bluetooth w **tartegha□li** mzi□j□a kont mazl ma8allasteh/

**Meaning:** I swear I'm doomed up in every single way. The other day I ordered air pods from someone and he broke the deal. Thankfully I did not pay him.

**B:** /nta ga m andek zhar/

**Meaning:** you are so unlucky

**Rec03:** recorded conversation between two close girls friends, it was recorded in the afternoon in Salhi Ahmed center university.

**A (girl) :** /T arfi dik **l8ra** nta Hafsa/

Meaning : You know that shit Hafsa.

**B :** / kun Hafsa ?/

Meaning: Who is Hafsa?

**A :** /ha hafsa li teQra droit/

Meaning : hafsa the one who study law

**B :** /I h, ma lha?/

Meaning : ah , what about her ?

**A :** /tlaQi tha da k nhar f department gatli sma t blli mabella ti , ba j namakonti teQri/

Meaning: I met her yesterday; she told me that she heard that I failed the exam, and that I did not study for sure.

**B (girl):** /matru J **tell ab la ru Jha**, déjà hi j a wa da8alha/

Meaning: why do not she go play with someone else. Besides what she did she have to do with this?

**A :** /Uuah raki tUfi/ Meaning:

yes, as you can see.

## 2.5. Data Results Interpretation

In this section, questionnaire results and recording analysis are interpreted and discussed.



### 2.5.1. Questionnaire Results Interpretation

Upon data collection and analysis of the questionnaire, the findings indicate that students at Salhi Ahmed Naama University Center predominantly utilize Algerian dialect over standard Arabic, resulting in a higher frequency of slang usage in their daily conversations. The questionnaire results further unveil that slang is commonly employed among close friends and classmates.

Additionally, some students acknowledged negative impacts of slang on their command of standard language and personal development, while others argued that slang facilitates effective and easy communication. Moreover, the results highlight the usage of slang across various age groups and indicate that males tend to utilize slang more frequently than females.

### 2.5.2. Recording Results Interpretation

The conversations were documented by recording discussions between various students from different fields of study. When analyzing the collected data, it became evident that a significant number of students, regardless of their gender or occupation, tend to incorporate slang into their conversations. It was observed that during these discussions, the students frequently and unintentionally resorted to using informal and colloquial language. Additionally, the conversations unveiled a variety of new words employed by the students, including terms like *'lfru 8'*, *'ngga rah'*, and *'r88is'*.

The collected data also indicated that males tend to utilize slang more frequently than females.

## 2.6. General Results and Interpretation

The primary objective of the study was to explore the phenomenon of slang, including the underlying motivations among students of Salhi Ahmed Naama. The researchers employed a combination of qualitative and quantitative approaches. The study yielded valuable insights into the utilization of slang, shedding light on both the attitudes towards it and the reasons behind its usage, as well as its impact on standard language.

First, it has been revealed that the primary motivation behind using slang is its flexibility and easiness of use and comprehensibility, as mentioned by Patridge (1948),

(see section 1.15). Furthermore, some individuals employ slang in their conversations to create a more fashionable or trendy impression. Additionally, the usage of slang words can be attributed to an individual's interaction with their societal environment. In societies where slang is commonly utilized, individuals naturally become accustomed to its usage, thereby increasing the prevalence of slang. This observation highlights the influential role of society and context in the spread of this linguistic phenomenon (see section 1.13). Moreover, some individuals incorporate slang into their speech to introduce novelty and freshness to their vocabulary, as described by Jespersen (1922, p.298) in his definition of slang.

Second, the research has revealed that gender can be viewed as a social paradigm or framework that influences the use of slang. Slang use is primarily shaped by a range of social factors, and gender represents a notable aspect in this context. Gender serves as a social paradigm that impacts the adoption and usage of slang. Additionally, the analysis of the questionnaire responses indicated that males tend to employ slang words more frequently than females, as noted by Salma (2013, p.67). This disparity in slang usage may be attributed to males' inclination to showcase their masculinity and toughness, as suggested by Rakesh (2011, p.201) (see section 1.1).

Third, it has been discovered that slang exerts a significant impact on standard language. Speakers have attributed this phenomenon to the rapid spread of slang, primarily driven by technological advancements (see section 1.14). As a result, the usage of standard language, particularly Arabic, has declined over time. The increased prevalence of slang has contributed to the diminishing prominence of standard language. Another factor identified is that standard language is predominantly employed in formal settings due to its formal nature, while slang, characterized by its informality, is more accessible and effortless to use (see section 1.6.6)

## **2.7. Conclusion**

This chapter relies on a case study that employed questionnaires and recordings as research instruments to gather and analyze data. The questionnaire facilitated data collection for investigating the motivations behind the students' use of slang on the one hand. On the other hand, the recordings yielded a valuable dataset, particularly showcasing new slang words employed by the students during their interactions.



***General Conclusion***

## ***General conclusion***

---

Slang is characterized as an informal variety. It typically originates within specific social groups, subcultures, or communities, often associated with youth culture, specific occupations, or regional dialects. Furthermore, the objective of this research work is to address specific research questions. The initial question seeks to identify the motivations underlying the usage of slangs among students of Salhi Ahmed University Center of Naama. The second question aims to examine the potential role of gender as a social paradigm in the utilization of slang. Lastly, the third question endeavours to explore the impact of slangs on standard language.

The proliferation of technology has played a significant role in the widespread adoption of slangs; making it popular among speakers of various age groups. Hence, through the use of two significant instruments which are: questionnaire and observation, it has been observed that the students employ slangs in their conversations in order to add a stylish and distinctive touch or because slangs offer simplicity and comprehension. Additionally, one of the main motives for using slang is the influence of societal interactions on individuals' language choices.

Slang usage is influenced by various social factors, with gender being a significant aspect in this context. Gender is acknowledged as a social paradigm that impacts the employment of slangs. It has been observed that males tend to employ slangs more frequently than females. This could be attributed to the inclination of males to demonstrate their strength and toughness through the use of such terms. Furthermore, the findings reveal that slangs exert a significant impact on standard language. With the increased frequency of slang usage, there is a notable decline in the prominence of standard language.

Despite lacking a complete understanding of the concept of slang, the majority of the students at Salhi Ahmed Naama University Centre tend to incorporate slangs into their conversations; especially males. This fact may raise two important questions: Can the extensive use of slangs effect Algerian dialects? If yes, will Algerians in general and students in particular be able to distinguish effectively between slangs and dialects?



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# *Appendices*



## Appendix A : Questionnaire in Arabic

طلّابي الأعرّاء:

يهدف هذا الأستبيان إلى جمع بيانات حول استخدام اللغة الشاراع بين طلاب المركز الجامعي صالحى احمّد، لذلك يرجى الإجابة على الأسئلة التالية عن طريق وضع علامة (X) على الإجابة المناسبة أو إبداء تعليقاتك عند الضرورة. شكرًا لتعاونكم.

• العمر: .....

• الجنس: ..

ذكر

أنثى

❖ أقرأ الأسئلة التالية ، ثم اختر الإجابة التي تناسبك:

1. هل تعتبر نفسك متقنا للغة العربية؟

نعم  إلى حد ما  لا

2. هل تتواصل مع أصدقائك باستخدام اللهجة الجزائرية؟

دائما  غالبا  أحيانا  نادرا  أبدا

3. فى حديثك اليومي ماذا تستعمل أكثر:

اللغة الفصحى  اللهجة الجزائرية (الدارجة)

4. لماذا؟

5. كيف تعتبر هذه اللغة؟

6. فى الحديث اليومي، هناك بعض الأشخاص يستعملون ألفاظا غير مهذبة أثناء التكلم و التي تسمى بلغة الشاراع ككلمة

حشيتيهاى. شكام. هل تستعملها أنت أيضا غالبا؟

نعم  لا

7. مع من تستعملها؟

مع الكبار فى السن

مع زملائك في الدراسة

مع أصدقائك المقربين

8. كيف تصف هذه المصطلحات؟

مبتذلة و غير محترمة

مُحَرَمَة

مضحكة و مبدعة

شيء آخر.....

9. لماذا؟

10. هل يمكنك إضافة بعض الكلمات التي تستخدمها غالبا و تعتقد أنها مبدعة؟

11. هل لديك كلمات تستخدمها عادة للتعبير عن شعور معين مثل:

- الغضب: .....
- السعادة: .....
- الخوف: .....
- المزح: .....

12. في رأيك، هل استخدام لغة الشارع لها تأثير عليك كطالب جامعي؟

نعم  لا

13. هل لها تأثير على اللغة الفصحى؟

نعم  لا

14. هل توافق مع هذه العبارة: "اللغة الشارع لها تأثير كبير على اللغة الفصحى".

لا أوافق بشدة  لا أوافق  محايد  أوافق بشدة  أوافق

15. لماذا في رأيك؟

ملاحظة: نعني بلغة الشارع الدارجة التي تحتوي على بعض الألفاظ الغير مهذبة

شكرا

*The Questionnaire Translated in English*

**Appendix B:      Questionnaire in English**

Dear students,

This questionnaire aims to collect data about the use of Arabic slangs among students of Salhi Ahmed Naama University Center. Therefore, you are kindly requested to answer the following questions by putting a tick on the suitable answer or expressing your comments when necessary.

Thank you for your cooperation.

- **Age:**

.....

- **Gender:**

Male

Female

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

1. Do you consider yourself proficient in standard Arabic?

Yes

To some extent

No

2. Do you communicate with your friends using the Algerian dialect?

Always

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- Often
- Sometimes
- Rarely
- Never

3. In your daily speech, what do use the most?

- Algerian dialect
- Standard Arabic

4. Why?

.....  
.....

5. How do you consider this language?

.....  
.....

6. In your daily speech, there are some people who use impolite words while speaking, which are called 'slang', such as حش وبنده ال and شركام do you use it often?

- Yes
- No

7. With whom do you use it?

- With elderly
- With classmates
- With close friends

8. How would you describe these terms

- Vulgar and disrespectful
- Taboo
- Funny and creative
- Something else

.....  
.....

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**9. Why?**

.....  
.....

**10. Can you add some slang words that you use often and think it's creative?**

.....  
.....

**11. Do you have words that you usually use to express a certain feeling?**

- Anger
- Happiness
- Fear
- Joking

**12. In your opinion, does the use of slang affect you as a university student?**

- Yes  
 No

**13. Does it have an effect (slang) on standard Arabic?**

- Yes  
 No

**14. Do you agree with this phrase, "Slang has a great influence on standard language".**

- Strongly agree  
 Agree  
 Neither agree nor disagree  
 Disagree  
 Strongly disagree

**15. In your opinion, why?**

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

## Appendix C: Recording

**Rec1:** recorded conversation between two master micro-biology students. This conversation was recorded in the evening in the dorm.

**A:** /sma ti bell excursion lli rahum da jrinha REAL?/

**Meaning:** did you hear about the trip that REAL has organized?

**B:** /Uuah, galu belli rahum dda jini hum l Musta em, magalulek ba tru Ji m3ahum?/

**Meaning:** Yes, they said they're going to Mustaghanem, they didn't ask you to go with them?

**A:** /men ne j jteq, ana nmchi mÖa hadUk. jak maJkitlek, cheti da k IÖbaar nta Ö Anes rselteleh msg gutleh ni ba ja nru J m3akum l mustaa aja galii Jta nsaQsihum./

**Meaning:** are you serious! I go with them?! By the way, I didn't tell you, did you see that shit Anes I send him a message telling him I wanna go with you to mosta and he told me, "lemma ask them"

**B:** /hadak i zaabi majdir ra j waJdeh. MaJettiJ da k nhar g aad i j etJakek Ölija./

**Meaning:** he's just a coward who can't shape his own opinion.

**A:** /farkh8 hadak/

**Meaning:** he's a bastard.

**B:** /ghi Qalle na nhadru m a h wii ja *tJaletlah* w bda j tJakek ./

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**Meaning:** we just started talking with him and he opened up and started creepin’.

**A:** /*ja rabbek* lukan ma at Ja a a j b *nhherdeh* waJd *tehhrida*. Lmu him mbaÖd radd  
li j ja w galli mk«n l blass win tru Ji m ana/

**Meaning:** god damn, if I wasn’t ashamed, I would have beat him so hard, anyways after a while he replied saying there isn’t enough place for you to go with us.

**B:** /w lproble m ma i hna, mba d ki raJet hi j ja ani w galli ida bghiti tru Ji m ana rah  
ka j n l blass./

**Meaning:** this is not the problem, after she left he came and told me if I wanted to go with them there is a place.

**A:** /Uuah hadak *r88is* déjà j m i *jQawwed*./

**Meaning:** yes, he’s degenerate (asshole)

**B:** /Uuah *Jallab* /

**Meaning:** yes a simp



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**Rec2:** this conversation was recorded between one boy and two girls. It was recorded in university during the day.

**A:** /rrwaJi nfahmek Ja a T alLemtha hna, had l ami a complet amra blfru 8 w

a mra b tJa Jna jebdiha men sasha llrasha. Wllah la gellbu halna burdi l/

**Meaning:** C'mon lemme explain to you something I learned here, this whole university is full with bastards and (pushy) starting from the top to the bottom. I swear they turned it into brothel.

**B:** /mli JleQ. Parce que gultha lek alfi khatra mat amri rassek blklaa 8/

**Meaning:** he deserve it, because I told you thousand times don't fill your head with bullshit

**C:** /hi ja ga tgull mat amr bi hum rasseq besaJ had zbell j ik ha k w ha k./

**Meaning:**

At all you say I don't fill my head, but this shit comes to you everywhere.

**B:** /bessaJ ma i ga kifkif./

**Meaning:** but they are not the same.

**A:** /Ju fi kajen ba da waJd ghadi kun nellQa h ngga rah la lhadra lli hdarha

fi jja./

**Meaning:** look there is already someone if I saw him I will thrash him severely for the things he's been saying about me.

**B:** /nta li Xashum jgga ruk, rani nu f fiha hbelt w wllit ddir Jsa b lli a w lli m a/

**Meaning:** you're the one who needs to be beaten up, I see you have got insane and you started caring about who came and who left.

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**C:** /bessaJ smaJJli hadu k ma a j saJbUhUm nnas./

**Meaning:** excuse me but are they people to be friend with?

**A:** /j aweddi Ufi wllah raha *mQawda* men koll iha w trig. Dak nha r wassit waJd j i bli ki tman Bluetooth w *tartegha li* mzi j j a kont mazl ma8allasteh/

**Meaning:** I swear I'm doomed up in every single way. The other day I ordered air pods from someone and he broke the deal. Thankfully I didn't pay him.

**B:** /nta ga m andek zhar./

**Meaning:** you are so unlucky

**Rec03:** recorded conversation between two close girl friends, it was recorded in the afternoon in Salhi Ahmed center university.

A : /T arfi dik *l8ra* nta Hafsa./

Meaning : You know that shit Hafsa.

B : /kun Hafsa ?/

Meaning: Who is Hafsa?

A : /ha hafsa li teQra droit/

Meaning : hafsa the one who study law

B : /h, ma lha?/

Meaning : ah , what about her ?

A : /tlaQi tha da k nhar f department gatli sma t blli mabella ti , ba j namakonti teQri./

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Meaning : I met her yesterday ,she told me that she heard that i failed the exam, and that I didn't study for sure.

B : /matru J *tell* *ab* *la ru* *Jha*, déjà hi j a wa da8alha/

Meaning: why don't she go .... Besides what she did she have to do with this?

A : /Uuah raki tUfi/

Meaning: yes, as you can see.