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SALHI Nedjma

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Investigating the relationship between English media and American slang

The case of second year English students at University of Biskra

A Thesis Submitted to the Department of English in Partial Fulfilment of the Requirements for the degree of Masters in Sciences of the Language.

Board of Examiners

Dr. Amrate Moustafa	(Supervisor)	(University of Biskra)
Dr. Meddour Mustapha	(Examiner)	(University of Biskra)
Mrs. Bencharef Sakina	(Examiner)	(University of Biskra)
Mrs. Bentahar Lamia	(Examiner)	(University of Biskra)

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Declaration

I, Nedjma Salhi, do hereby declare that this work is my original work, and I am the sole author. This work has not previously been published for an award at this or any other university. Also, all the sources that are used in this research are provided with a list of references. This research was conducted and completed at Mohammed kheider University of Biskra; Algeria.

Certified:

Ms. Salhi Nedjma

Master Student, English Language Branch, Science of the Language.

Dedication

In the Name of Allah, the most Gracious, the most Merciful

All praises be to Allah, who has given me blessing and guidance to finish this work.

First and foremost, I dedicate this to me, for my hard work, my patience, and my

Determination to finish this work!! You did it girl!!

This dissertation is dedicated:

To the beloved people who mean so much to me:

A special thanks to my father who is not here with me but always in my heart. Thank you for everything you have done for us. You were and still my favorite person in this world may God have mercy on him.

My dearest Mom who has prayed, motivated, and supported me morally and physically. May God prolongs her life.

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Abstract

The knowledge of slang is an integral part of the English language and it is very important for English foreign language learners who aim to achieve successful communication and be always up to date with everyday English language use. This research study aims to explore the relationship between Algerian EFL learners' familiarity with American slang and their exposure to English media. Also, it aims to determine if Algerian EFL learners are familiar with American slang and the extent to which they are exposed to English media forms. To achieve these objectives, a purely quantitative method with a correlation design is employed. Accordingly, the participants of this study are 41 students studying second-year English at Mohamed Khider University of Biskra. For the purpose of answering the above questions, a structured questionnaire was given to the participants. The descriptive statistical analysis is conducted using Excel; while the advanced statistical analysis is conducted using SPSS. The vocabulary task results show that the majority of Algerian EFL learners were familiar with American slang. On the other hand, the Likert scale questions results reveal that EFL learners were more exposed to social media platforms, English songs, and movies. More importantly, the non-parametric correlational test (Spearman test) shows that there is a strong relationship between Algerian EFL learners' familiarity with American slang and social media. As well as the test also reveals a strong relationship between Algerian EFL learners' familiarity with American slang and watching movies without subtitles. The implication of the findings of this study is discussed in terms of the relationship between these two variables and how these results can be implemented in language learning context.

Keywords: American slang, EFL learners, English media, slang familiarity, media exposure, learning.

List of abbreviations

EFL: English as foreign language

SPSS: Statistical Package for the Social Science

CE: Concrete experience

RO: Reflective observation

AC: Abstract conceptualization

AE: Active Experimentation

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المُلخَص

General introduction

General introduction

1. Background of the study

Slang is a variety of language that exists in every language in the world. Although it is used everywhere, the educational curriculum does not take it as an important aspect that needs to be taught in classes, unlike the Standard English language. But at the same time, this does not make its existence fade away. American Slang is related to all the American informal words or phrases that are commonly used in communication between people in informal contexts or situations. Being familiar with American slang is important for English as foreign language learners because it qualifies them to communicate and understand what has spoken out classrooms or out their country where the English language is spoken as the first language. Slang may create many obstacles in communication since students are often familiar with the Standard English that is taught in schools. EFL learners faced many challenges and difficulties in understanding slang words or in applying this informal language in the educational context. Teachers, on the other hand, argue that using slang in their teaching of the English language is not very supported because their target purpose is to make learners familiar with using the Standard English language, not the informal one. Consequently, this leads students to feel unable to understand and use the language that is needed in informal contexts, even though the same students are perfectly able to master the formal language. In fact, being not familiar with American slang may lead them to feel isolated from their native English-speakers peers in the virtual world. Learners' familiarity with American slang plays a crucial role in students' life. Since it motivates them to learn the English language and communicate successfully with their peers near or far.

For this reason, English media has been considered the most used source for learning American slang. English media includes all the various media forms; audiovisual media, interactive media, and published media. By using these media forms to learn the English language, students will be familiar with all the types of slang. As well as, they will find it easier to understand informal language, memorize words and expressions, and communicate with native speakers without any breakdowns or misunderstandings. In other words, the more EFL learners are exposed to English media, the more they will be familiar with the informal language and especially the American slang terms and expressions.

2. Statement of the problem

Since communication is so important in every language, slang is one of the varieties of language that is widely used in people's communication, especially in EFL learners' talking. Slang allows learners to be fluent in communication by breakdown all the misunderstandings that may happen with mates, natives, or virtual friends. As well as it helps EFL learners to feel confident and up to date with everyday language use. Even though EFL learners find the use of slang as an important factor in enhancing their communication skills, the position of slang did not take its right in the educational system as an effective component of language. Because of the lack of focus on slang, this study aims to explore the extent of students' familiarity with American slang, as well as the extent of students' exposure to English media, and then it tries to explore the relationship between them. According to the related previous studies, most of them focused on the use of slang in everyday conversation, as well as the most types of slang that are used among learners, and the reasons behind using slang in their communication either in classrooms or out of classrooms. However, these studies did not focus on learners' familiarity with American slang and the importance of all types of

English media in acquiring slang at the same time. Furthermore, they did not explore the relationship between these two variables and they only tried to find out the definition of slang and its basics.

This research will address the following questions:

1. To what extent are Algerian EFL learners familiar with American slang?
2. To what extent are Algerian EFL learners exposed to English media?
3. What is the relationship between students' exposure to English media and their familiarity with American slang?

3. Research methodology

This study focuses on second-year university students of English at Mohamed kheider Biskra for the academic year 2021/2022. This research was conducted with 41 students from two classes who were between the age of 19 and 26. The study design that has been followed in this study is the correlational design because it is a purely quantitative study, as well as the researcher will explore the relationship between Algerian EFL learners' familiarity with American slang and their exposure to English media. The data of this research will be collected through a structured questionnaire that contains three parts. After that, the answers that the researcher will get from the questionnaire will be quantitatively examined. The first research question will be examined by using EXCEL; however, the second research question will be analyzed by calculating the mean and the standard deviation. Then, to find the relationship between the two variables SPSS and inferential statistical test Spearman Rank correlation will be used.

4. Main results

After collecting and analyzing the data, it was discovered that most Algerian EFL learners were familiar with American slang, as well as they were exposed to two important English media forms which are social media and English songs. Furthermore, a strong relationship was found between social media and learners' familiarity with American slang and between movies without subtitles and learners' familiarity with American slang.

5. Implications

Based on the results, this study has many useful pedagogical implications for EFL teachers. Slang and informal language are not acceptable in an educational context but this current study will make teachers understand that slang uniquely bring an important value to achieving the English language. As well as, EFL teachers will acknowledge that slang is an integral part of the English language that takes a big interest from EFL learners. They use slang in their conversation to feel always updated with everyday English language. Furthermore, this study helps teachers to know that the English media plays a crucial role in acquiring English language; especially informal English that is used out classrooms with friends and mates or even with virtual friends and native speakers who may meet in the virtual world such as Facebook, Instagram, and video games.

6. Limitation of the study

Regarding the time limitation, the researcher did not conduct a study with a large number of participants. As well as, it was difficult to introduce interviews and other data collection tools. Another limitation we have faced is that students ignore some questionnaire questions in the second part; however, it was not that difficult to answer. Furthermore,

preventing students from using their phones was somehow a problem because knowing their extent of familiarity with American slang depends on their own knowledge.

Chapter one:

Literature review

Introduction

This research shed the light on the relationship between Algerian EFL learners' familiarity with American slang and their exposure to English media, as well as it focused on the awareness of American slang among EFL learners. This chapter was divided into two main sections. The first section gave a background of the study including definitions of slang, its history, its types, its reasons, and its importance in the educational context, especially for Algerian EFL learners. Furthermore, it discussed some previous studies that are related slang. However, the second section was about definitions of English media, its types, and its potential and relation to the language learning context. As well as, some previous studies about media and its types were conducted in this section.

1.1. Slang

1.1.1. Slang history

Slang words and expressions have a very interesting history because in the field of sociolinguistic slang is a controversial topic. In fact, the majority of linguistics and lexicographers agreed on the unknown origin of slang. But there is always an exception, as cited in Fasola (2012, p. 1) Skeat was an exception agreed that slang has Scandinavian origin and the term slang is derived from Icelandic word "slyngva" which mean "to sling", also this term can be compared with the Norwegian verb "slengja" which mean "to sling the jaw" and the Norwegian noun slengjeord "slang word" that used for insulting words.

To know about the history of slang, Marhana Rullu (2017, p. 19) presented a table based on decades, characteristics, examples, and meanings in this way.

Table 1.1 The history of slang.

No	Decades	Characteristic	Examples	Meanings
1	Sixteenth Century	Slang is only used of particular group. For instance, criminal, thieves, beggar.	Particos, Doxies, Priggers.	Strolling, Beggars' trills, Thieves.
2	Seventeenth Century	Slang is rich of figurative and related to immoral action.	Clap, Crimp, Buzzard, A pun.	Clatter, A game of card, A simpleton, Circling boy.
3	Eighteen Century	Slang mostly used in comedy	Melt, Tip, Whiter-Go- Ye.	To spend, To give or lead, A wife.
4	Nineteenth Century	Slang rapidly grows, it is used for conversation in society.	Bus, Burra, Burke, Burrya Moll.	A public carriage, A great man, To kill, To run away a Mistress.
5	Twentieth Century	Slang becomes a part of spoken language not only used by criminal but also ordinary people.	Big mouth, guys, big man.	Talk too much, friend, important person.

There are five decades of slang history and each decade has its different features. This history started from the sixteenth century to the twentieth century. In the first period of sixteenth, slang was used only by specific group of people like criminals or thieves. They used words like "particos" or "doxies". After this century, the seventeenth century was characterized by its richness of figurative and immoral action like "clap", "crimp" and "pun". In the next century, it is observed that slang is mostly used in comedy which means that the position of it was in notable development. In this case words like "Melt", "Tip", "Whiter-Go" and "Ye" were commonly used. However, in the nineteenth century slang was rapidly grow and it was used in society which considered as an important change for slang. The words used here were like "Bus", "Burra", "Burke", and "Burry a Moll". In the last century, slang

becomes a part of spoken language and it was used by ordinary people not just criminals or thieves. For instance, words like “guys” or “big mouth”.

The history of slang was developed and changed rapidly in every single decade. In the first, it was only used by criminals and thieves. Then, it was used in comedy and that was considered as important change in slang’s history. Then in the nineteenth, slang was used in societies’ conversation. In fact, this change could be seen as the biggest change for slang because slang is much related to society. Besides, in the last century slang becomes an essential part of spoken language and it was used by everyone.

1.1.2. Slang definitions

As a variety of language and a tool of communication, slang has taken a special interest by several dictionaries and linguists. In fact, many linguistics have made huge effort over centuries in order to clarify and identify the term of slang, and it would be worth mentioning that linguists made great efforts toward studying slang as an essential and important subject.

A simple Merriam Webster Collegiate Dictionary definition for slang would say that “slang is an informal non-standard vocabulary composed typically of coinages, arbitrarily changed words, and extravagant, forced, or facetious figures of speech”.

Claire (1990) stressed on the informality of slang and its use during the spoken language not the written one, as well as he argued that slang is used to make people express their thoughts, feelings, and creativities with their social environment or their special group that they were used to communicate with. Slang made his users comfortable and understandable easily when they talk.

Eble (1996) discussed slang from many perspectives. She pointed out that slang refers to the notion of informality, as well as, she described many features of slang. For instance, she said that “slang is ephemeral” (1996, p. 12). “Slang is largely colloquial. But not all colloquial expressions are slang” (1996, p. 20). And “slang is also not improper grammatical construction” (1996, p.21). Furthermore, Eble stressed on the social and personal function of slang when she discussed the group identifying functions. She argued that slang is closely related to social or group identity.

Another definition was introduced by Coleman (2004) stated that slang is always in changing and it is specified to a particular group. Every category of society had its type of language to use according to their situation. Jargon, cant, and flash are not the same but they have one common thing which is informal language and they do not belong to Standard English.

According to Andersson (1990: 69-81, as cited in Ritcher 2006, p. 9) the fourth chapter of Lars-Gunnar Andersson and Peter Trudgill’s book “Bad language” was directed to slang. They put their definition in points, only the subheading from this chapter was listed:

- “Slang is language use below the neutral stylistic level.
- Slang is typical for informal situations.
- Slang is found in words, not in grammar.
- Slang is not dialect.
- Slang is not swearing.
- Slang is not register.
- Slang is not cant, argot or jargon.
- Slang is creative.
- Slang is often short-lived.

- Slang is often conscious.
- Slang is group-related.
- Slang is ancient”.

From these points, Andersson confirmed all the previous definitions that were discussed above as that slang is non-standard English, and it is always changing which signified that slang is a way of creativity. Because language change is a slow process, but due to its relation to a speech community and its creativity, slang changes and develops quickly. In addition to that, Andersson focused on the notion of informality and the use of slang in spoken language rather than written one. Then, he indicated the relation of slang to a particular social group. In the other hand, he added that slang is used consciously because when a speaker uses slang will pick the informal words so intentionally, they think on the exact words that it describes what they want to say. Furthermore, he confirmed that slang is totally different from dialect, register, and swearing in many points.

Another definition of slang was presented by Hotten in Green (2001) stated that slang has its uniqueness and it changes like fashion whenever it is trend, everyone will use it. Also, he indicated that slang used by all classes of society, and it used to express all the situations that users want. In the other hand, Linguists like Dumas and Lighter (1978) supported the idea of slang is an informal language and it is considered as a very low level of English language because its presence will create unwanted characteristics like seriousness and disrespectfulness.

The American heritage college dictionary describes slang as “kind of language especially occurring in casual and playful speech usually made up of short-lived coinages and raciness”.

To sum up, based on these definitions we can conclude that however there is variation in defining slang, some characteristics still common between all of them. The researcher was able to deduce that slang referred to informal spoken language that is used by all people in every grade of life, as well as it is related to informal conversation in informal situation. Besides, slang is an important part of language even though it is not taught in the curriculum. In fact, it is a variety of language that is rich of vocabularies, expressions, and expressive terms.

1.1.3. Slang types

Allan and Burridge (2006) claimed that there are five different slang types. Every type of them has its explanation and its features. These five types of slang are usually the most used in students' communication. Slang types are:

1. Compounding type

Compounding is the process of combining two words to produce a new complex word. So here, compounding means that slang made by two words or more and it is made up of various parts of speech, which means that it can be a combination of noun plus noun, verb plus noun, or adjective plus noun. The example for this type is **drama queen**. It is an American slang which means someone who gets overly emotional or sentimental about things; someone who reacts to situations in dramatic or exaggerated way. Other examples for that type are **big man, break it up, my bad, hang out, shut up, and come on**.

2. Fresh and creative type

It is the type where the slang word has the newest vocabulary, cleverness, imagination, informal variations, and the latest words or even old words that people don't know. The example of this type is the word **babe**. This slang word becomes a new vocabulary. This

slang “babe” used to call someone you love and have feelings for him or her. Other words are related to this type such as **guys, yup, awesome, mate, Ex, uptight,** and **darling**.

3. Imitative type

Imitative is a type of slang word which imitates another English standard word, as well as it can be a combination of two words that make different meaning. The example is **wanna**, this slang word derived from “**want to**”. There are other examples like **gonna, wassup, sweet,** and **cool**.

4. Acronym type

Acronym type is the type of slang that uses each word's first letter to make an acronym. One example is **LOL**; this acronym is used as internet shorthand to mean “laughing out loud”. Another example is **GIF**, it means “graphics interchange format”. Further examples as **OMG** which means “oh my God”, **ASAP** refers to “as soon as possible”, and **BTW** used when someone wants to say “by the way”. This type of slang used a lot between people especially in the social media platforms.

5. Clipping type

Clipping type is a type of slang refers to shortening a word by deleting part of a longer word to make a new word, but still has the same meaning as the uncut. The elimination of some parts of words in slang expressions is to reach a certain point in communication. An example of this slang type is **sis**. The word **sis** is slang where the original name is “sister”. Other examples are **phone** which refers to the name “telephone”, **bro** refers to “brother”, and **exam** which refers to “examination”.

1.1.4. Reasons for using slang

In fact, there are many reasons behind people's use of slang. They use it during their communication because slang gives them power to feel modern, free, and cool. Slang is considered as fashion whenever everybody liked it; he will use it and especially youth and young people.

For that reason, Eric Partridge (1945) gave various reasons why people use slang. According to him, it can be concluded that slang is used to:

1. Show uniqueness and distinctiveness of its users. They use special words and expressions that only understood by them.
2. Show belongingness or not to a specific group. Since slang is related to social group's identity, the members of this group will know who is belonging to them or not.
3. Give people the opportunity to be different, precise, unique, and attractive in their way of thinking and communication with others.
4. Make conversations funnier, informal, and private. Slang reduces seriousness between its users.
5. Encourage friendless and facilitate interaction between people.
6. Contribute on making issues or tragedies prettier by certain expressions or words; however, it can do the opposite by making situations uglier.

1.1.5. The importance of slang awareness within language education contexts

There have always been arguments regarding the use of slang in teaching. Slang is not taught because it is considered as inappropriate in academic environment.

In fact, teachers get upset of teaching slang because they think that would lead to distorting the language, as well as, it would lead to disadvantage students' academic

language. Teachers are always satisfied with using textbooks and audios/videos as tools in teaching a second language that only support standard language. Students that are taught the standard language are active in class activities and discussions, as well as they present their language skills with excellence. However, the same students can fail in comprehending the language that they were fluent in when occur to communicate with native speakers, reading magazines, watching TV programs or movies, and traveling to countries where that language is spoken. Those who refuse teaching slang for considering it as a lower level of language do not realize its importance for the knowledge of language. As cited in Zarbaliyeva, David (1991), an international slang expert, discussed two categories of slang which are proper and obscene slang. Talking about the proper slang which is supported to taught in the classroom, it is what we refer to in every conversation and can heard everywhere in our daily life which make it as an important part of our everyday speech. Furthermore, slang as a significant part of our speech is an important element of culture as well. In other words, slang helps us to learn more about the culture that uses that language because all meanings constructed in the language are culture-specific.

It is so important to shed the light on slang and its worth for more studies that would enhance its position as a variety of language, and take it seriously in the educational context.

1.1.5.1. The importance of slang awareness within the Algerian EFL learning contexts

Algerian EFL learners who are learning the Standard English may found themselves confused in communication situations. In fact, acquiring the informal English language as slang for EFL learners is so important. When Algerian EFL learners get familiar with slang, they will be fluent in communication with ease, specially, out the classroom. Slang that are students

know often used in their talking with friends, family members, virtual friends and even though teachers when they accept this informal discussion. Another reason for the importance of slang awareness within Algerian EFL learners is that slang improves students' comprehension about the English language they learn. Furthermore, slang helps students to be fluent in the use of language successfully, as well as, in the comprehending of it. They need it when they occur to communicate with native speakers, reading newspapers or magazines, watching TV series or programs, playing computer games, and traveling to countries where the informal English language is spoken and slang is used.

1.1.6. Previous studies about language learners' awareness of slang

There are some previous studies that are related to this research. These studies discussed various aspect related to slang. They find out definitions of slang, its types, and its reasons. Furthermore, these studies showed to what extent students are familiar with slang and the most type used by them. The methods are used different from each other, as well as, various tools are used. All of them did not rely on the empirical type of research. These previous studies as described as follow:

Namvar (2014) in his study aimed to show that whether Malaysian youth use slang, to illustrate to what extent Malaysian youth are familiar with slang, and to examine what kind of slang they use more in compare with other kinds of slang. For that reason, a pilot-test was administered to 60 students of Bachelor of English language. The data obtained from this study was coded and analyzed using SPSS. The analysis of data showed that the internet slang, abbreviations slang and movie slang are used frequently by youth. The result of this study showed that undergraduate students are familiar with this popular slang because of the use of internet and media. In other words, the analysis of data showed that

internet slang and abbreviations such as gonna, gotta, and wanna are used frequently by youth generation. On the other hand, some other slang terms such as baby, chicken, my bad and dude could not attract the respondents' attention, which means they are not familiar with this kind of slang in compare with internet slang. The reason why they are familiar with this kind of slang was the influence of media on youth generation language. As most of TV channels in Malaysia are American channels, it is predictable that youth generation be familiar with media slang or movie slang.

Albalawi (2014) in his study aimed to show the extent to which Saudi students were interested in American academic terms and expressions. This study aimed to know students' knowledge and perceptions of academic slang as L2 learners living in the US. In this study both qualitative and quantitative approach were used. The data were obtained through an online survey. The questionnaire was completed by 50 students from Saudi Arabia. The results showed that Saudi L2 students do not have sufficient knowledge of American academic slang. Also, the analysis showed that students gave explanation for the importance of knowing American as follow: for males, it was to communicate successfully. For females, it was to fit in American society and to communicate successfully with their colleagues and understand them. Another explanation from 2 males and 1 female was that knowing American slang helps them to expand vocabulary. However, one participant mentioned that it gave confidence. Moreover, according to the question of teaching academic slang in schools, the analysis denoted that the number of male participants who preferred that academic American slang not be taught in schools was over half (57.70%), while the number of female participants who showed the same negative attitude towards teaching slang in school was less than half (45.45%).

Abdelwahab Eltom RahmtAllah (2020) in this study the researcher investigated the familiarity of internet slang among EFL female in Saudi Arabia. As well as it aimed to examine the extent of EFL female learners' familiarity with Internet slang. For this study a test of internet slang was given to 71 Saudi female. Both qualitative and quantitative methods are used in this study. The data were analyzed through SPSS. The results showed that learners' knowledge of internet slang was moderately limited, and they are not familiar with internet slang. In addition to that, some acronyms and abbreviations are common among learners because of their exposure to social media.

Baby and Wijaya (2014) in their study aimed to find out the reasons behind using English slang, how students acquire slang, and what type of slang that students use more. This study deals with the qualitative method with the paradigm of experimental design to obtain quantitative data. For that reason, a questionnaire was distributed to 30 participants. First, the result showed that more than the half of student said that the reasons of using English media are to cut down time during their talking. Second, the most known sources of this variety are TV and films. Finally, the frequently kind of slang used by learners is acronym. In addition to that, the result revealed that students use slang during their communication because they find it interesting.

BeLLa Kawhther et al. (2018) in her work discussed the situation of slang between BA students of English, in addition to identify the students' motives and knowledge about slang. The analysis approach for this study was the descriptive one using tables and bar charts. A questionnaire was conducted for 30 participants. The results showed that students of English department used Arabic slang rather than English one. It means that they do not use so much slang and their usage is limited to certain familiar words used among friend behind

screens. Also, the findings showed that most of them used slang without knowing the real meaning of slang. In addition to that, the analysis of data indicated that learners were not interested in learning slang because it had a bad impact in their academic performance; however, some of them saw the opposite which mean that learning slang is important and needed for communication especially with foreigners.

Ritcher (2006) have used the descriptive method and used interviews and questionnaires to collect the data. The participants of the study consist of Indian students at university. She investigated the influences of slang on society. She also focused on collecting the specific slang expressions used by Indians students at university. The findings of the study showed that the students mostly know and use shorting abbreviation. Besides, acronym and clippings are the second most common kind of slang used by Indian students.

Chrkova (2007) investigated a study about the acquisition of slang in a foreign language context. This study used knowledge tests of English slang terms and questions for 101 Bulgarian English students, 58 high school students, and 43 university students. In this study both quantitative and qualitative method were used. The results of this study showed that age has an effect on learning English slang, younger students doing better on productive tasks than older students. In contrast, older students did a better job on receptive tasks. Moreover, the findings also showed that the desire to express themselves better in English was the reason for high school student to learn slang. Furthermore, university students learned slang because they wanted to understand song lyrics, book, and movies and communicate with English speakers effectively.

Biabani and Izadpanah (2018) their study focused on finding any possible relationship among gender, Kolb's approaches and teaching and learning slang among students. For this

study 63 EFL BA students were selected randomly out of 70 through the Edwards' (2007) solutions placement test. They took the Kolb's (2006) learning style inventory questionnaire, and slang test. This study dealt with the experimental design and the data were analyzed through using SPSS22, in addition to the use of spearman rank order correlation. The outcomes of the correlations showed a high positive correlation between the four types of Kolb's (2005) teaching and learning model and slang teaching and learning. However, this study also showed non-significant correlation between slang and gender. Also, it showed that there is no difference between the two genders in terms of either learning styles or learning achievements of slang. Moreover, the results of the study illustrated a significant and positive regression total learning style, the four types of Kolb's learning style, i.e., Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE) and gender with the slang learning. Slang learning in an EFL situational context demands considering not only the lexical and cultural background but also the learning styles which the study proved to be significantly correlated.

Marhana Rullu (2018) in his study aimed to know the types of slang used by lecturer and students in EFL classroom interaction at English education department of University of Muhammadiyah Luwuk, the reasons behind using slang, and the factors causing the use of slang. In this study the qualitative method was used to answer the research questions. The data were collected through interviews with students and lecturer, in addition to observing and recording the conversation in the classroom. The results showed that students and lecturer used five types of slang in their communication in the classroom. According to the reasons they mentioned many like ease of social interaction, be different, and imitate and joke. Moreover, the results of the analysis showed that main factors that causing the use of slang are social status, age, social distance or familiarity and situation.

AdzrieIndera Wan AdremyIndera and Amirul EimerRamdzan Ali (2021) in their study tried to identify the level of internet slang on English language learning, and to investigate the relationship between these two variables. For that reason, a questionnaire was distributed to university students. The sample population is university students that are majoring in Bachelor of Human Sciences in English language and literature. This study used the quantitative approach with the correlational type of research analysis. The results showed that there is no significant relationship between Internet slang and English language learning. All of the independent variables (Homophones, Onomatopoeic, Emoticons, Leets peak, and Punctuation) have weak degree of correlation. Also, the findings showed that the degree of influence from Internet slangs toward English language learning was very weak. In addition, the result also revealed that most of the respondents were aware of the usage of Internet slangs in an academic environment where it does not affect their English language learning session.

Viwattanabunchong (2017) in his study aimed to investigate whether learners could identify slang from song lyrics and if English songs helped them to improve their English slang knowledge. This study used questionnaire and paired sample t-test. These instruments were given to 30 undergraduate volunteer students. They studied English for business at Thammasat University, Rangsit campus. The results showed that most of the participants who took the pre-test to identify English slang words in song lyrics showed the lower score based on the academic grading system. However, after the treatment they had a higher score on post-test. Also, the results improved that there was a significant difference in the level of attitude toward English song between neutral attitude and positive attitude. Finally, the findings indicated most of participants say that song lyrics are helpful for EFL learners to learn English slang.

Dini Apriani (2017) investigated the kinds of students' slang usage, the reasons of this usage, and the frequency of students' slang usage. This study was directed to 20 students of the eleventh grade by conducting observation, questionnaire, and interviews. In this study a qualitative descriptive method was used to answer the research questions. The results revealed all students know slang and finding them interesting. Also, they are familiar with acronyms, then 29% of blend is used by them, plus to that 15% of them used aphaeresis and 3% of new insight of the pre-existing words are used by them too. Also, the findings said that students used slang with their friends and classmates because they feel happy when they use slang. As well as, they often used slang in their daily informal communication.

The previous studies in this literature review pointed out the frequent use of slang terms and the most kinds used among colleges and University students. They also indicated the reasons behind using this variety of language. Moreover, they looked at the relationship between slang and gender or slang and English language. Besides that, most of the previous studies dealt with qualitative approach or mixed approach and they used two or more than two data collection tools; however, one data collection tool like questionnaire was enough to obtain the needed results.

1.2. Media and Language learning

In fact, many studies did not spot the light at American slang exactly and they did not take the role of English media on American slang in consideration, so different from these previous studies, this present study addressed this gap through examining the students' familiarity with American slang and investigating their exposure to English media. Moreover, this research paper seeks to find the relationship between these two important variables. This section discussed the role of the famous English media forms on students' familiarity

with American slang, as well as the way that English media enhance the situation of language learning.

1.2.1. Definition of media

Media (plural of medium) is a mean of communication as well as a source of information. It has a Latin origin means intermediate or between. This term refers to anything can be written, virtual, audiovisual, or interactive such as videos, television, diagrams, music, newspaper, computers programs, movies, and social platforms. The main purpose of media is to facilitate communicate between people. But media in our context should be used for educational purposes. Instructional media deals with providing messages with an instructional purpose and its purpose here is to facilitate communication and learning between learners and teachersoreven between learners and learners.

A definition was stated by Sadiman et al. (2002) who described media as everything that can be used to transmit messages from the sender to the receiver. So, feelings, concerns, interests, thoughts, and learners' attention can be easily stimulated and that directly help in the effectiveness of learning process.

Furthermore, media can be defined by Romiszowski (2008) he divided the role of media into two main parts. The First part stated that media is used as instructional aids, it is meant that media is used to enhance or enrich the teacher's presentation. This role of media and its use is basically one-way transmitter. However, the Second part deals with media as instructional systems. They are used to promote individualization of instruction in both conventional and non-conventional setting.

Also, according to the opinion of one of the Association of Education and Communication Technology reported that all forms of media and channels used to one

important purpose which is delivering messages and information from the communicator to the audience. Here, it is considered that media is a tool, a mean, and intermediate to spread, carry or convey the content or the idea of the message to the receiver.

1.2.2. Types of media

Using various kinds of Media to learn a language has always been a challenge, and how introduce these media in the language learning process is more than a challenge. Students should be able to use these different media in effective way that help them to learn and acquire new terms and discover the informal language. Media provide students with creative and practical ideas. It enables students to meet various needs and interest tasks which develop reading, writing, speaking and listening skills. As well as, it entertains students and encourages them learning English in general, both inside and outside the classroom. Besides that, media provide students with a lot of informal language side like slang, jargon, and abbreviations through using magazines, TV, movies, books, songs, computer games and social media. All of these media forms are described as follow:

1.2.2.1. Visual and auditory media

Audiovisual media are those means of media that contain all the form of both audio and visual materials. They are also type of media that combine images and sounds. The users of this media seen and hear in the same time.

“Audiovisual media technologies can be implemented by educators on all educational levels and disciplines, either as tools they use themselves to convey knowledge through stimulating the senses as a vivid teaching environment is created, or as tools for the learners to use which correlate concepts with skills to reach more effective outcomes through creativity”. (Nicolaou et al, 2019, p 2)

Audiovisual media are one of the most common types of media that are used among learners. They help students to entertain and escape from reality and study stress. This kind of media give positive impact on learners' morale health through changing individuals' bad habits or negative thoughts. In other words, audiovisual media are attractive because they are not just voices or pictures, they are based on stories and plot twist that make viewers interested and motivated.

1.2.2.2. Interactive media

England and Finney (2011, p. 3) described interactive media as "Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes. The digital environment can include the Internet, telecoms, and interactive digital television".

This media shifts the user's role from observer to participant and from passive to active because it allows them to combine and control all the different types of media like sounds, videos, text, graphics, and animation. The most common examples of interactive media are social media, virtual reality, apps, video games, and training videos. Interactive media has an important role in today's world.

1.2.2.3. Written media or published media

Written media is the type of media that conclude all the forms of physical and printed paper publication. It means that this media transmits information via physical objects. This media type includes books, newspaper, magazines, or journals. However, written or published media deals with what is printed but in the same time it can be electronic available. In fact,

written media helps students to appreciate the meaning of words in isolation and in context. As well as, it makes learners more literate and motivated to learn because of the uniqueness of its words.

1.2.3. The potential of English media in learning informal use of language

The best and effective learning happened when you have fun. For that reason, there are many types of media that contributing in this way of learning. Songs, movies, TV shows, computer games, books, magazines, and social media considered as a great source of real-life language or informal language.

These types of media help learners in various ways to learn the different American slang terms and expressions that are used in informal situations and daily conversations. For example, songs are one of the greatest English media types because they use all the various colloquial speech that is used out classrooms. In fact, song gets learners' attention by its lyrics which get stuck in the mind by repeating them over and over, this helps you as a learner to learn the words of the song and you will be able to use these words in your daily conversation. As well as, movies, series and TV programs or shows significantly improve students' vocabulary and terms. They are very helpful because learners in this situation are connected with native speakers by listening to them talking the real language or the informal language by using slang terms and expressions. In the other hand, we cannot ignore video games and their potential in learning informal language use. It is noted that students learn faster in real world situations which computer games are made to provide. This media type contributes in making learners more aware about informal language and how it is spoken in all situations. As well as, they will be aware about the language that they are acquiring and

its difference from classrooms' language. Another important media form is social media, this media used widely by learners in various educational relevant ways. In fact, there are many social media platforms, such as Facebook, Instagram, Twitter, TikTok... These platforms support student to gain informal English through observing and commenting on their peers' posts on Facebook or Instagram. This exactly led them to be more aware about the language that is used here; specially among mates, colleagues, lovers, or family members. Although all of these English media is still other media forms like books, magazines, and newspaper. These types also contribute in perfect way on students' language development.

To sum up, we can say that English media has a crucial role in acquiring and learning informal language that is used out classrooms. All these media share a common characteristic which is their frequent use of all the forms of informal and colloquial speech, as well as slang terms and expressions. Consequently, this feature significantly leads to the successful learning of informal language.

1.2.4. Media and Language learning

Nowadays, internet and media in general has a great impact on the younger generation to the point that it has become an integral part of their lives. The adoption of English media has played a great role in supplying different platforms for people not only to interact but also to learn, share knowledge, exchange information and express their thoughts and ideas. For that reason, using English media considered as a main cause in learning a language and specially the English one.

English media platforms are the new formats of these new technologies. According to Morris (1962) the main function of media is helping teachers in developing and enhancing

their effectiveness in the classroom. English media can be used as a tool for teaching as well as a tool for learning, and this directly serves two important processes by enhancing clarity in communication, and diversity in method. English media in educational or learning context is a media that bring messages or information that contain the aim or the goal of learning. In fact, learning and teaching a foreign language needs a lot of patience, energy, time, creativity and competence. The success of the teaching and learning a foreign language skills including English is determined by number of factors both linguistic and non-linguistic such as students, teachers, methods, materials and media platforms. In the other hand, there are two main functions of media that we need to know. The first function is media as a learning tool, and the second function is a media as a learning resource. As a learning tool, the media has a function to reach the goal of learning process. It is based on the belief that learning activities with the help of media can enhance students' comprehension which means students' engagement and learning of activities is better with the use of media. However, Media as a source of learning helps teachers to make students understand about the various materials. Sadiman (1993, p. 16) stated some media's function as follow "(a) Creates a passion to learn, more direct interaction between students with the learning resources, (b) Allows students to learn independently according to their talents and abilities of visual, auditory and kinesthetic, (c) Gives the same stimulation, like the experience and perceptions of the same cause, (d) Learning process can be more interesting, (e) Learning becomes more interactive with applying learning theory, (f) The timing of the learning can be shortened, (g) The quality of learning can be improved, and (g) A positive attitude of students towards learning materials and learning process can be improved". These functions considered as important points that should be taken when students learning English language.

1.2.5. Previous studies about using English media in language learning

There are many studies discussed the role of media on learning English language. These studies used different methods of research, as well as, different tools and samples. Also, some of them indicated one important type of English media, and others indicated more than one or dealt with multimedia in general. For the sake of getting more information and reliable results, these studies described as follow:

Pallavi Gubta et al. (2013) in their study aimed to find out the role of social media tools like Facebook, Blogs, and Twitter... on the academic performance of students. Furthermore, this study looked at the relationship between the usage of Facebook and academic performance. For that reason, a questionnaire was administered to 572 students in the PG level management courses offered by IMT-CDL through online mode. The results showed that 56% of students use social media for academic purposes. However, 11% of them use social media for networking among themselves. Also, it is found that Facebook has the greatest number of users but its use does not play a significant role in the academic purposes.

Kodrlje and Savchenko (2021) conducted a study about the role of digital educational media in teaching and learning a foreign language at Kuban State University. This work followed the qualitative and quantitative method, the analysis and synthesis of scientific concepts, content analysis, and descriptive method, structural and functional analysis of the results. For that reason, empirical research applying observation, survey, and quantitative research was conducted. The results showed that digital media is used for educational purposes and according to their functions it was classified as narrative, interactive, communicative, and adaptive or productive media. Also, it revealed that students perceive

modern media as an effective tool for foreign language acquisition, as well as, media help students to develop their different skills.

Al-Jarrah et al. (2019) in their study aimed to discover the way that students perceived social media in terms of ease of use and usefulness. Also, it aimed to explore their attitude towards using social media for doing activities. A self-made questionnaire was distributed to 132 secondary school students selected randomly. This study dealt with the quantitative design and the data were analyzed through using SPSS. The results showed that 59, 09% of students agreed on the effective role of social media in English language writing development. However, 13, 64% of them disagreed on this. Furthermore, the findings of this study revealed that social media played a crucial role in writing performance development of English learners at school in various aspects.

Janah (2021) conducted a study aimed to find out the use of television shows for learning and teaching English language and literature. As well as, it discussed the limitation of using these TV shows in the educational context. This study use documentation as some previous studies to collect the data. Also, the qualitative research was used. The results explained different definitions of television and educational television. Besides, it showed that students can also be taught cultural aspects of the television shows. The good impacts of using television shows are improving children's ability to recall story plots, crucial details, and abstract problem-solving skills, affecting students' higher grades in English, mathematics, and science, increasing students' leisure-time for reading books, and improving students' academic performance and self-esteem. However, the limitation of using television shows for language learning and teaching can be found in the difficulty of finding the television shows that use English.

Tafani (2009) conducted a study that aimed to precise the importance of using mass media in learning and teaching English language. This study used surveys and questionnaires to make research's ideas trustworthy. Furthermore, this study discussed some types of media used in the classroom like newspapers, magazines, movies, radio, TV, and books. Besides that, it indicated the role of teacher in the technology era. The results showed that media is a great source of information, multimedia help teacher in making teaching easier for visual and auditory learners. As well as, media enhance students' understanding. Finally, media contribute in many aspects that students need like motivation, revising, and clarity.

Abdullah and Rahman (2017) conducted a study that aimed to find out the relationship between students' habit in watching English movies and their listening skill. For that reason, a questionnaire and test were administrated to 102 students at the English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar. The sample of this study was taken randomly and it was 30 students. This research followed the quantitative method with a correlational design. The data obtained from the questionnaire and the test were calculated and analyzed by using statistical procedure of Product Moment Correlation, in order to see if there was a correlation between students' habit in watching English movies and their listening skill. The results of this study showed that there is a moderate correlation between these two variables and in the end the alternative hypothesis was accepted.

Baria (2021) dealt with a study that aimed to determine the level of students' academic performance in relation to their level of exposure to English media. This study used a researcher-made questionnaire for 186 randomly selected 4th-year college students from the four curricular (4) programs in Cap SUD ayao Satellite College. This study used the descriptive correlational research design. In the other hand, the data were analyzed and

interpreted through using mean, standard deviation, t-test, One-way ANOVA, and Pearson r test. The results showed that there is no significant relationship between students' exposure to social media and their level of academic performance.

All of these previous studies pointed out the importance of media in the classroom, its effects in improving the different skills of students, and its way of use inside the classroom. Besides that, these studies emphasize on developing speaking and writing skills by using TV programs, social media, or multimedia. Moreover, they indicated how teachers should limit the use of media in educational context. But in the same time, these studies did not discuss all important types of English media such songs or movies with and without subtitles, and computer games. Furthermore, they did not shed the light on the crucial role of these media on the informal language and specially slang which is nowadays considered as an important aspect of English language.

1.3. Aim of study

The aim of this study is to investigate the relationship between exposure to English media and Algerian EFL learners' familiarity with American slang. First, the study explored Algerian EFL learners' exposure to English media. Furthermore, it also explored learners' familiarity with American slang. And by the end, the study looked at the relationship between these two variables.

1.4. Research questions

The present research aimed at addressing the following questions:

1. To what extent are Algerian EFL learners familiar with American slang?
2. To what extent are Algerian EFL learners exposed to English media?
3. What is the relationship between students' exposure to English media and their

familiarity with American slang?

1.5. Research hypothesis

The current study expected a positive relationship between students' exposure to English media and their familiarity with American slang.

Chapter two:

Research method

Introduction

To conduct any research, it is obliged to deal with theoretical part and practical part. Since the previous chapter was theoretical, this chapter explains the methodology used to analyze the results that are related to the stated research questions. Furthermore, this chapter outlines the research design of this study, the participants that have been used in this research as well as the context, the necessary tool used to collect the needed data, and the procedures that the researcher followed in collecting and analyzing the data.

2.1 . Context and participants

This study was conducted at the University of Mohamed Kheider in the faculty of Letters and Language at the English Department, Biskra; Algeria, where English is learned as a foreign language, for the academic year 2021/2022. The researcher dealt with second-year EFL learners whose first language is Arabic. The researcher used convenience sampling because it is a method of non-probability sampling where the researcher will choose its sample based solely on the convenience. Additionally, the respondents' ages range from 19_26 and the average was 22.5. Besides that, most of the participants have nine and ten years of learning the English language, as their overall English language level is low intermediate level. Respondents of this study were both male and female. Since this study did not aim to explore the influence of gender on the familiarity of slang, gender was not considered important. Also, they were given an equal opportunity to respond to the test in a time that does not exceed 30 minutes. As well as, they were banned to use their phones.

To obtain demographic data about the respondents, students were asked to specify their gender, age, a university degree in preparation, year of study, number of studying

English, and their first language. The following table recapitulates students' basic characteristics.

Table 2.1 Characteristics of the respondents.

Variable	Characteristics	Frequency	Percentage
Gender	Female	30	73.17%
	Male	11	26.83%
Age	19_26		
University degree in preparation	Licence	41	100%
Year of study	L2	41	100%
Number of years learning English	1_12		
First language	Arabic	41	100%

This table revealed the participants' profile information. Among these 41 participants, 73.17% were females while 26.83% were males. Most of the participants were in the age of 19_22, all of them had a licence degree in preparation and they were studying second-year English. In addition to that, the students' first language was Arabic. The majority of respondents had to learn English for five years and over which signifies that most of them are learning English for a long time.

2.2. Research design

Since the study at hand tended to explore the correlation between students' exposure to English media and slang familiarity, the chosen design was correlational. This design allows the investigator to determine whether there is a relationship between students' exposure to English media and their familiarity with American slang.

According to Gay (2016), correlational research is a research study that requires collecting data to know or determine if there is a relationship between two or more variables and to what degree this relationship exists.

2.3. Research approach

To answer our research questions and identify the relationship between students' exposure to English media and their familiarity with American slang, this study dealt with a quantitative approach.

A quantitative approach is an approach that seeks to gather and analyze numerical data. As well as it is used to test relationships between quantifiable variables. For that reason, the researcher chooses this approach to determine the relationship between Algerian EFL learners' exposure to English media and their familiarity with American slang.

2.4. Data collection tools

The data of this study was collected through a structured questionnaire which was used to explore learners' familiarity with American slang and their exposure to English media. The questionnaire was divided into three sections to cover the study objectives. The first section is about students' profile information where the participant fills his personal information and educational background. Moreover, the second section was set to measure Algerian EFL learners' familiarity with American slang. As well, it had the goal of answering the quantitative first research question which is "to what extent are Algerian EFL learners familiar with American slang?". For this purpose, this section dealt with a vocabulary task of multiple-choice questions on a list of 15 American slang expressions that are commonly used by American native speakers of English. Each term was represented in a sentence which was

then followed by three options. While one option contained the correct definition of the slang term, the other two served as distractions. The last section of this questionnaire elicited information about participants' frequency of exposure to English media, it was set to determine the extent of learners' exposure to English media. This section was presented on a scale ranging from never to always as well as the Likert scale questions provided ordinal and meaningful answers. On the other hand, these two parts of the questionnaire dealt with close-ended questions which aimed to gather ordinal data with a quantitative method.

This study required using a questionnaire for two reasons. The first reason is that questionnaire helped to generate data or collect data with a large number of students in a short time. The second reason that the researcher was looking for a correlation between two variables which are students' exposure to English media and American slang familiarity.

2.5. Reliability and validity

In this study, a pilot test was used to establish the validity and reliability of the questionnaire. The pilot testing helped to determine if the test is unambiguous and easily understood by the respondents. The pilot test was administered to four students; all of them were second-year students. In this test, both correct and incorrect answers were important to the researcher. Because it makes the researcher take some edits or changes, the correct answers tell the researcher that students get the meaning of these American slang terms and they can be tested with the other participants, however, the incorrect answers mention that students are not familiar with this slang or they found ambiguous terms that need to be changed. After analyzing the first data, the results showed that students are familiar with slang and the test can be administered to the whole participants.

2.6. Data analysis

Since the data collection tool was a structured questionnaire, all our research questions are quantitative. For that reason, the data analysis procedures that contribute in the analysis of these results were the Statistical Package for the Social Science (SPSS) and EXCEL. More specifically, in this study, there were three main constructs: familiarity with American slang, exposure to English media, and the relationship between them. To get learners' familiarity with American slang, the data was treated quantitatively and the researcher used Excel because it helps us to summarize the results into bar graphs. The number of correct and wrong answers for each student was calculated, as well as the percentage of correct and wrong answers was calculated for each student to obtain the frequency distribution of each term among all participants. On the other hand, learners' exposure to English media was addressed on a scale form to know the extent of Algerian EFL learners' exposure to English media. The data obtained from this task was analyzed through Excel by calculating the mean and the standard deviation for each item. The mean is the average of all scores; however, the standard deviation is a measure of how the numbers are close to the mean. Furthermore, to get the relationship between learners' familiarity with American slang and their exposure to English media, the inferential statistical test Spearman Rank correlation was used in this study. This test was the appropriate one because the data were ordinal and the sample was small. As well as to test the hypothesis about the relationship between learners' familiarity with American slang and their exposure to English media, we used the Statistical Package for the Social Science (SPSS) to calculate the Spearman test.

Chapter three:

Results

Introduction

This chapter presented the analysis of the data. The data were collected and analyzed to explore Algerian second-year learners' exposure to English media and their familiarity with American slang, in addition, to identifying the relationship between the familiarity with American slang and the exposure to English media. Data were obtained from 41 students at Mohamed Khider Biskra University. The participants were asked to complete a vocabulary task for common English American slang terms. The task had a maximum possible score of 15 and a minimum possible score of 0. A total of 41 questionnaires were received, and the same were usable for this study. As discussed before, the data analysis included calculating the percentage of correct and wrong answers for each participant, creating descriptive statistics for the second part of the questionnaire which is given in Likert scale form, and finally using the SPSS to analyze the data and to get the relationship between students' familiarity with American slang and their exposure to English media.

3.1. Familiarity with American slang

The data were analyzed to determine the number of correct and wrong answers for participants. All responses were examined for each term. The number of correct answers and the mean, the variance, the standard deviation, the minimum, and the maximum were calculated to show participants' familiarity with American terms. As well as the wrong answers and the percentage were calculated to show the participants' unfamiliarity with American slang.

Table 3.1 Slang test results.

Mean	Variance	SD	Min	Max
8.51	14.50	3.81	2	15

Note. SD= standard deviation, Min= minimum, Max= maximum.

This table presented the value of each of the mean, variance, standard deviation, minimum, and maximum. It is clear that learners get correct understanding of American slang by answering the whole questions in a correct way (max 15), as well they get incorrect understanding of American slang by answering just few questions (min 2). Furthermore, the researcher noted that the values of the mean, variance, and standard deviation are high which indicated that learners are familiar with American slang in a significant way. The full results of 41 participants are presented in another table in the appendices.

To clarify learners' familiarity with American slang a bar chart is presented as follow to show students' number of correct and wrong answers.

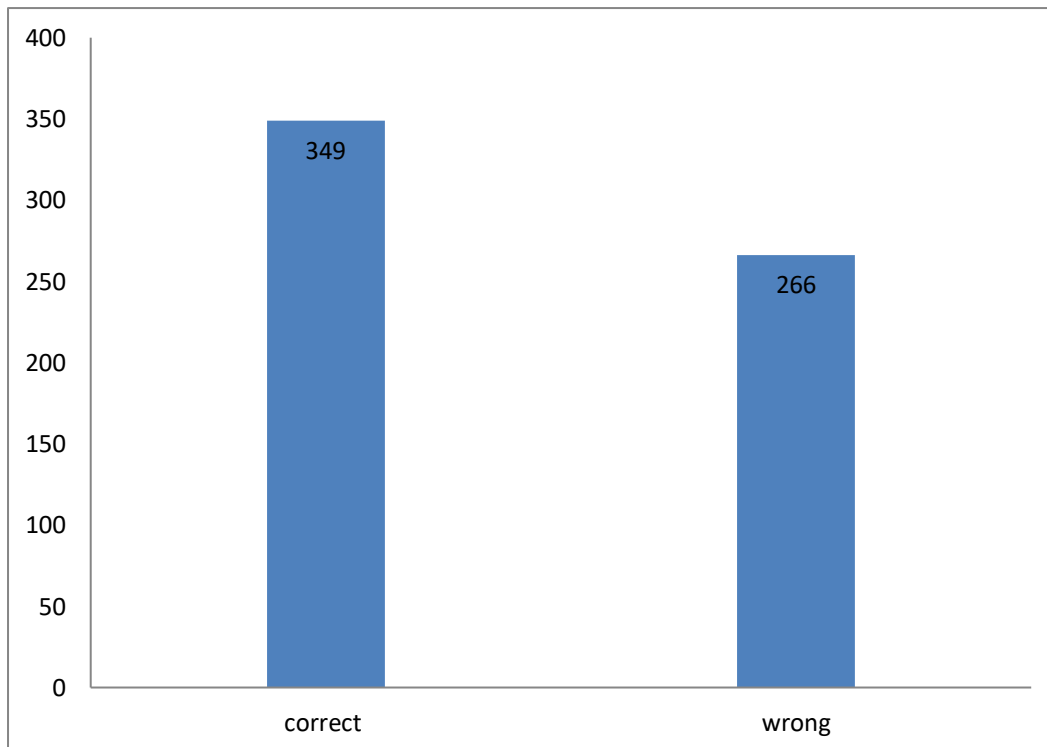


Figure 3.1 Bar Chart of respondents' familiarity with American slang.

The figure 3.1 showed the analysis of the question of the extent to which are Algerian EFL learners familiar with American slang. Answering the second part of the questionnaire by ticking the correct meaning of the American slang, the researcher counted the number of correct and wrong answers for each participant. From that figure, the researcher noted that there are 349 correct answers which indicated that more than half of second-year EFL students had high scores of correct answers. On the other hand, also this figure showed that the number of wrong answers was 266 wrong answers which revealed that second-year EFL learners have above average scores of wrong answers. Moreover, the percentages were 56.75% for correct answers and 43.25% for wrong answers. These results signified that there are EFL learners which are familiar with American slang; however, there are others which are unfamiliar with American slang.

3.2. Learners' frequencies of exposure to English media

This part of the questionnaire provided information about the frequency of exposure to English media which are movies, songs, TV programs, computer games, books, magazines, comics, and social media. All responses were examined for each item and they were asked to choose never, rarely, sometimes, often, or always. The data were analyzed through descriptive statistics including calculating the mean and the standard deviation for each item.

Table 3.2 Respondents' exposure to English media.

N	Items	Mean	SD
1	How often do you listen to songs in English	4.12	1.21
2	How often do you watch movies spoken in English without subtitles	3.46	1.03
3	How often do you watch movies spoken in English with subtitles	3.61	1.02
4	How often do you watch television programs spoken in English without subtitles	2.76	1.21
5	How often do you watch television programs spoken in English with subtitles	3.20	1.21
6	How often do you play computer games spoken in English	2.88	1.23
7	How often do you read books written in English	3.15	1.20
8	How often do you read a magazine or a comic written in English	3.12	1.38
9	How often do you use social media (Facebook, Instagram, Twitter...)	4.63	0.77

Note. 1= never, 5= always, SD= standard deviation.

The table 3.2 showed respondents' exposure to English media and the nine items of English media with their mean and standard deviation. From that table, it is clear that item nine has the highest mean among participants (4.63). This mean signified those students are exposed to social media a lot and they always used social media. The second highest item after using social media is listening to songs in English (4.12). So here, it is indicated that participants often listened to English songs and they are exposed to songs on a daily way. Furthermore, the researcher noted that other items like watching movies without subtitles (3.47), watching movies with subtitles (3.61), watching TV programs with subtitles (3.20), reading books (3.16), and reading magazines or comics (3.12) had approximately the same mean which was around three. This result revealed that students sometimes watched English movies with and without subtitles, and also, they sometimes read books and magazines in English. Also, it is meant that their exposure to these items is not daily and it is

less than using social media and listening to English songs. In the end, unlike other items, the item watching TV programs without subtitles (2.80) and playing computer games (2.90) had a low mean which ensured that respondents rarely watch TV programs in English. Besides that, they rarely play computer games spoken in English. All these results denoted those students are mostly exposed to social media and English songs rather than watching movies with and without subtitles, watching TV programs with and without subtitles, reading books and magazines, and playing computer games.

3.3. Correlation results

The correlation part showed the relationship between learners' exposure to English media and their familiarity with American slang. According to the next table and the scatter plots, we observed the most correlated media forms with their spearman P and their interpretation relying on the reference of Pilot Validation of the Tuberous Sclerosis-Associated Neuropsychiatric Disorders (TAND) Checklist.

Table 3.3 The correlation between slang familiarity and media forms.

Media form	Slang familiarity		Interpretation
	<i>Spearman</i> P	P value	
Song	.289	.067	Weak correlation
Movies	.407*	.008*	Strong correlation
Movies with subtitles	.105	.515	Negligible correlation
TV series	.299	.057	Moderate correlation
TV series with subtitles	-.244	.124	Weak negative correlation
Games	.167	.297	Negligible correlation
Books	.070	.663	Negligible correlation
Magazines	.293	.063	Weak correlation
Social media	.429*	.005*	Strong correlation

Note. * = significant correlation

The table 3.3 showed the relationship between slang familiarity and the different media forms. According to the interpretation of the Pilot Validation of the Tuberous

Sclerosis-Associated Neuropsychiatric Disorders (TAND) Checklist, it is clear that the use of social media has a strong correlation with slang familiarity ($P=0.43$). Also, the use of social media is the most correlated aspect of media with slang familiarity. It meant that students were familiar with American slang through using the platforms of social media. Figure 3.2 showed a scatter plot of the relationship between social media and slang familiarity.

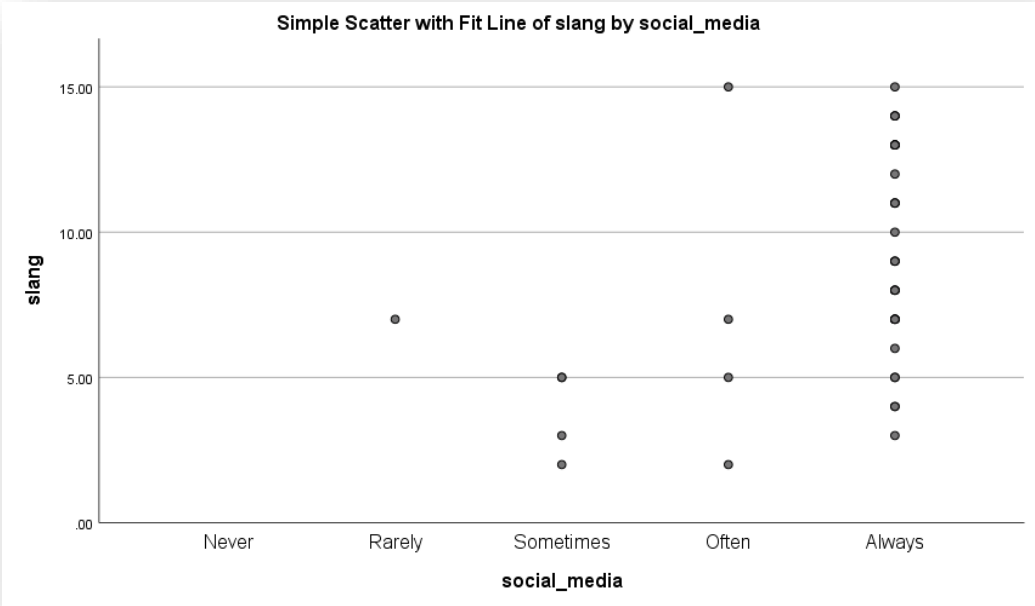


Figure 3.2 The relationship between social media use and slang familiarity.

This figure showed that the X-axis which is ordinal represents the frequency of EFL learners’ use of social media. However, the Y-axis which is ratio represents EFL learners’ scores in the slang test (EFL learners’ slang knowledge). This scatter plot showed a strong positive correlation or association between learners’ knowledge of slang and social media. As is seen in the graph, the groups of dots indicated that most students with high slang test scores are also more likely to use social media. In other words, it can say that when X

increases, Y increases as well. It means that the daily use of social media made learners more familiar with American slang.

Following the aspect of social media came the second most correlated form of English media with slang familiarity. This form of English media is movies without subtitles. According to the same reference, we saw a strong correlation between slang familiarity and movies without subtitles ($P=0.41$). This result revealed that watching movies without subtitles made learners more familiar with American slang. Figure 3.3 below showed the relationship between watching movies and slang familiarity.

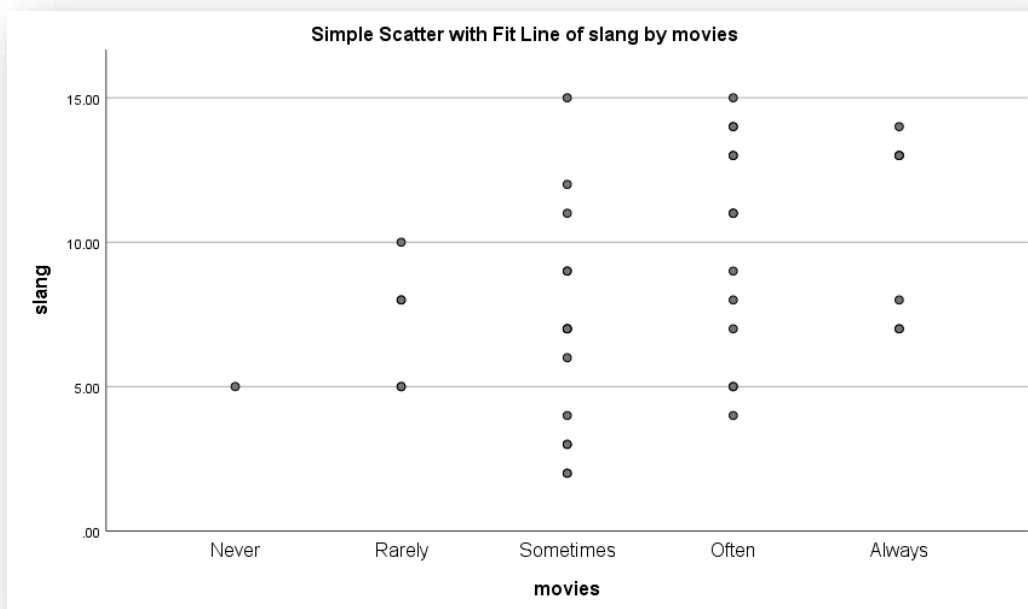


Figure 3.3 The relationship between slang familiarity and watching movies.

The figure below explained that the X-axis which is ordinal represents EFL learners' frequency of watching movies without subtitles; while the Y-axis which is ratio represents EFL learners' slang knowledge. From this scatter plot, there is a strong positive correlation between slang and movies. It is clear that there are groups of dots showed that most

students with high slang scores are also more likely to watch movies without subtitles. So, the researcher can observe that most students watched movies without subtitles, most they are familiar with slang.

On the other hand, it is noted that TV series without subtitles had a moderate correlation ($P=0.30$). Because according to the above reference the correlation that has a spearman P between (0.30-0.39) is a moderate one. This kind of relationship told that watching TV series without subtitles helped students to learn American slang but not in a very strong way. However, at the same time, we observed that TV series with subtitles had a weak negative correlation. It is meant that one variable increases as the other decreases and the relationship is not very strong. From that result, we noted that this type of English media did not help students to be familiar with American slang. Also, the table revealed that songs had a weak correlation ($P=0.29$), as well as magazines which had the same nature of correlation with the same spearman P . Because of the spearman P (0.20-0.29) which indicate that there is a minimal relationship between these two variable and slang familiarity. The other three media forms movies with subtitles ($P=0.11$), games ($P=0.17$), and books ($P=0.07$) had a negligible correlation. This correlation means that there is a very weak correlation or even no correlation between the variables and the spearman P is about (0.01-0.19). Finally, according to this table and all results, movies without subtitles and social media were the most correlated English media aspects with slang familiarity and Students acquired and learned American slang from these two important media platforms.

Chapter four:

Discussion

Introduction

This chapter will present the important findings of each question with respect to previous studies, and then they will be interpreted thoroughly. The first section will provide the main findings of the first research question, which is about Algerian EFL learners' familiarity with American slang. These findings are interpreted and compared to previous related studies to find contrasts and similarities. After that, the second study question will be presented in the second section, and it will be assessed in light of previous studies that are similar and different from it, this question is about Algerian EFL learners and their exposure to English media. In the same way, the findings of this question are interpreted and compared to previous studies. Finally, the third section will discuss the third and last research question which is about the kind of relationship between learners' familiarity with American slang and their exposure to English media. As well as, it finds out what are the most platforms of media that help students in getting familiar with American slang. These findings will be interpreted carefully and compared to studies that support or disagree with these results.

4.1. Interpretation of the main findings

The three main questions of this study are interpreted as follow:

4.1.1. Algerian EFL learners' familiarity with American slang

The first research question was directed to find out the familiarity of second-year Algerian EFL learners with American slang terms and expressions. The study was conducted in the form of a questionnaire; we relied on students' contributions to clarify the situation of slang. The data from the second part of the questionnaire was evaluated quantitatively. As well as, the number of correct and wrong answers for each student was calculated. The results

showed that more than half of learners were familiar with American slang terms and expressions; however, others have an above average which indicates that they were unfamiliar. More than half of students determine the correct term of slang in each sentence. The interpretation of this result means that students might often use slang in their communication and interaction either in the classroom or out of the educational environment. Besides that, it might be indicated that students' usage of slang is not limited to just certain familiar words or popular words, because in this task students also determine some slang terms that are not very common as well as not very easy to understand. Furthermore, the analysis of participants' responses showed that there are high scores of correct answers for some terms, such as "pop quiz", "hyped", "piece of cake", and "screwed up". These terms are used very commonly in the academic environment as well as they are used in classes due to the interaction between learners and teachers. This interpretation may explain the reason behind students' high degrees of familiarity with these terms. Another interesting interpretation that can be behind students' familiarity with American slang is their big engagement with media platforms, which provide all slang terms and expressions in all situations. These media can be movies, TV series, songs, and a lot of other media types that will be discussed in the next section.

The findings of the study are supported by Namvar (2014) who conducted a study in which she found that Malaysian students were familiar with slang. She revealed that Malaysian youth students were familiar with internet slang and abbreviations. As well as, they were familiar with media or movies' slang due to watching TV channels that used American slang. However, Malaysian students were not familiar with some other sort of slang. Namvar revealed that this sort of slang did not attract the learners' intention. Furthermore, these results are similar to Dini Apriani (2017) study who found that students

have enough knowledge about slang, especially, slang that belongs to acronyms. He found that learners are familiar with some types of slang which are blend, aphaeresis, and new insight of the pre-existing word.

On the other hand, Albalawi (2014) study revealed different results than ours. Albalawi found that Saudi learners did not have sufficient knowledge of American slang and exactly the academic slang. He mentioned that both males and females did not get all the scores from the vocabulary task that contain various academic slang terms. But at the same time, this did not mean that Saudi learners have not recognized some popular academic slang terms. Besides, another study was conducted by Abdelwahab Eltom RahmtAllah (2020) had also different results from this study. He found that Saudi EFL female learners have a limited knowledge of internet slang which means that they are not familiar with slang and exactly internet slang. However, his results showed that still some abbreviations and acronyms are popular among EFL female learners in Saudi Arabia because of their exposure to social media.

To conclude and based on these studies and their results either similarly or differently, we can deduce that learners in all ways are familiar with slang but they are not familiar with all the types of slang. Because all the differences in the previous results mentioned that learners do have not enough knowledge about slang to make them familiar. But these studies also mentioned that although their limited knowledge of slang, learners are still familiar with some sorts of it.

4.1.2. Algerian EFL learners' exposure to English media

The findings revealed that Algerian EFL learners are more exposed to social media and songs. These media types had the highest means among the other media forms. These results can

be interpreted as follow, learners are more exposed to social media because they found that using social media platforms is easy for them as they are a generation of technology. As well as, social media is a platform that contains all the different media in one media because through it you can listen to songs, podcasts, watching videos, or even movies and series. In other words, we can explain the reason behind learners' use of social media that social media become their way of life inside and outside classes setting because it is portable on their phones. Besides, the result of students' exposure to songs can be explained by the fact that students engage with the music through their interest in understanding lyrics. Furthermore, students have fun when they listen to music and that will make the process of learning more effective. Also, smartphones are an example of a handheld device that contributing significantly to students' exposure to songs. Because mobile devices are with learners everywhere and anytime and they provide various music services such as Spotify or Deezer, and online music sales services such as iTunes. As well as phones provide listening repeatedly to the same favorite songs, and mobile listening devices have features such as playlists and loop functions that facilitate these repetitions.

The findings of this study were supported by Al-Jarrah et al. (2019) study where they found that learners use social media for a long enough time without getting bored. Also, they mentioned that the use of social media for English learners is very easy and more comfortable compared to other text materials like books. However, differently from the findings of this study Baria (2021) study revealed that learners' level of exposure to social media is not high which means that their exposure to social media was "sometimes". Also, He mentioned that no significant difference was found in the level of social media exposure when grouped according to sex and monthly income, however, a significant difference was found when grouped according to age. On the other hand, to confirm the results of students'

exposure to songs Viwattanabunchong (2017) revealed that the majority of learners regularly listened to English songs. As well as, they have a positive attitude toward English songs.

4.1.3. The relationship between students' familiarity with American slang and their exposure to watching movies and social media

From the last part of our results, the researcher discovered that there is a strong correlation between students' familiarity with American slang and their exposure to social media. As well as, it was found a strong correlation between students' familiarity with American slang and their exposure to watching movies without subtitles. These two relationships have just a little difference in the *P* value. The interpretation of this result of the strong correlation between learners' familiarity with American slang and social media means that Algerian EFL students found social media as a great source of American slang terms and expressions. The different platforms of social media such as Facebook, Instagram, and twitter allow learners to reach their informal language and communication goals. The learners can follow or get information about their studies from any part of the world. For instance, Twitter and YouTube allow a user to get information that is more interactive with the help of photos and videos. Also, social media helps a student to breakdown the problem of communication with others from other countries or native speakers through understanding their informal or colloquial language. Social networking helps learners to learn the words that are used on these platforms such as acronyms and abbreviations; especially the words that are used in informal situations and not used in classrooms. Later, learners will find that they will be able to use these informal words in their daily conversation. On the other hand, the strong correlation between students' familiarity with American slang and watching movies without subtitles can be explained as those American movies have the power to motivate people to

listen and pay their attention to the target informal language that is talked by native speakers. Movies are more interesting and enjoyable when compared to the video materials made for acquiring slang terms and expressions purposes. Also, movies without subtitles offer EFL learners to rich their informal or colloquial input that can promote input processing. Furthermore, whenever there is a use of subtitles, there is a lack of correlation. Because subtitles give only formal Arabic translation of language and they missed the hidden meaning of the informal language or the slang terms that are used in the movie. As well as whenever the captions are provided, the viewers are quite lost between what is said and shown. Because when you turn on the subtitles, your eyes are doing most of the work and your ears are doing the opposite which did not help you to understand the movie's conversation.

According to the findings of this study, Abdullah and Rahman (2017) conducted a study that found that there is a positive moderate correlation between students' movie-watching activity and their listening skill. They mentioned that the more students watch English movies the more their listening skills will be better improved which means movies can be used as media to improve students' listening skills. On the other hand, a different study was conducted by AdzrielIndera Wan AdremyIndera and Amirul Eimer Ramdzan Ali (2021) found that there is no significant relationship between Internet slang and English language learning. They indicated that Internet slang does not show a significant influence on English language learning because of its informalities.

General conclusion

Introduction

Due to the argument over the familiarity and the awareness of American slang among university EFL learners, the present study attempted to investigate three important points that are related to slang. First of all, this study investigated learners' familiarity with American slang. In other words, it looked at the extent of their familiarity with this informal language type. Second of all, it also investigated students' exposure to English media. It tried to find out the most English media platforms used by EFL learners to learn the informal language, especially American slang. Last but not least, this work looked at the relationship between Algerian EFL learners' familiarity with American slang and their exposure to English media. This part of the study is considered the main one because it is the gap according to the previous studies. As a result, the researcher was able to pose the following three questions:

1. To what extent are Algerian EFL learners familiar with American slang?
2. To what extent are Algerian EFL learners exposed to English media?
3. What is the relationship between students' exposure to English media and familiarity with American slang?

To answer the previous questions, the researcher employed a quantitative method with a correlational design that involved a structured questionnaire. The researcher used four main chapters to answer these questions. The first chapter dealt with a theoretical part where the literature on the two variables of slang and English media were conducted. The second chapter was about the method used to get the necessary data, and the third chapter dealt with the analysis of data from students' questionnaires. In the last chapter, the findings were discussed thoroughly in relation to previous convenient studies.

5.1. To what extent are Algerian EFL learners familiar with American slang?

To answer this question, a vocabulary task of fifteen common English American slang terms was given to second-year EFL learners. The results were evaluated, and they revealed that the majority of students give the correct answer. This indicated that Algerian EFL learners were familiar with American slang in a significant way, as well as it can be deduced that EFL learners were aware of American slang in various aspects. They understood what is meant by slang. Also, they maybe use some of these terms in their daily conversation with their mates. And their familiarity with slang is not limited to just certain words or common words. Furthermore, this result helps the researcher to know that learners are aware of the difference between formal and informal language because slang is one of these informalities.

5.2. To what extent are Algerian EFL learners exposed to English media?

The researcher in this section relied on the Likert scale form which assumes the strength of students' exposure to English media. Learners in this section were supposed to answer from never to always. Then the data was analyzed through descriptive statistics including calculating the mean and the standard deviation. The findings revealed that most of the students were exposed to social media with a high mean which means that they always use social media. Then it was found that they were often exposed to songs, which means that students listen to English songs usually and on a daily way. And after that, they were exposed to watching movies with and without subtitles. This indicated that learners sometimes watch movies with or without subtitles but not in a daily way like the previous forms of media. These three English media are considered the most media forms used by Algerian EFL learners. However, the other English media like magazines, books, TV programs,

and computer games did not attract the learners as much as social media, songs, and watching movies do. Because it found that students did not use these media forms in a daily way even though they rarely dealt with them and especially by playing computer games and watching TV programs without subtitles.

5.3. What is the relationship between students' exposure to English media and their familiarity with American slang?

To answer this question, a spearman test was used as well as SPSS was needed to get the analysis of the data and the relationship between students' exposure to English media and their familiarity with American slang. The results revealed that there is a correlational kind of relationship; this relationship was correlated with two important English media forms which are social media and watching movies without subtitles. There is a strong correlation between students' familiarity with American slang and social media because the result was 0.05. As well as, a strong correlation with movies without subtitles was found and the *P* value was 0.08. These results indeed confirmed the research hypothesis and make it acceptable because from the first we hypothesized that there is a positive relationship between Algerian EFL learners' exposure to English media and their familiarity with American slang.

5.4. Implications of the study

This study has some various and valuable implications that might be taken into account:

1. Learning an informal language is not counted in teaching the English language curriculum and it is not supported by teachers. This study will help teachers to take

into consideration the great importance of slang words for their learners and how they can differentiate them from others.

2. This study will make teachers understand that English slang words will uniquely bring an important value to achieving the English language.
3. In teaching the English language, the teacher should provide interesting materials and techniques to make the students more active in learning the English language even the formal language or the informal one.
4. Based on the above results, teachers will not ignore the importance of slang and its familiarity among EFL learners. But at the same time, it does not mean that teachers have to promote the total use of slang in the classroom, it should be limited to a certain extent.
5. This research will give teachers a better understanding of the fact that English media such as movies, social media platforms, songs, and magazines... play an important role in learners' choice of language usage in their educational life.
6. From these findings, institution educators will start to acknowledge that slang terms and expressions have become a new form of language and it is vital in English language learning and teaching.
7. This study will help teachers to vary their methods of teaching; they will use new technological methods which significantly contribute to developing learners' skills as well as their language.
8. The study's results could be used to improve speaking, listening, pronunciation, vocabulary, and other skills.
9. Finally, the results of this study can contribute in developing a better educational world in the future.

5.5. Limitation of the study

This study has some limitations and difficulties that needed to be mentioned. First, the scope of this research was limited only to Algerian EFL learners of Mohamed Khider University in Biskra, and the number of participant (41) was a small number. Consequently, the results of this study cannot be generalized to students out of this university. Second, due to time constraints, it was difficult to use other research instruments such as interviews to collect qualitative data. Also, another limitation faced us in doing the research is there are students who did not answer the whole questionnaire and ignored some questions. As well as, it was difficult to prevent learners from using their phones during answer the first part of the questionnaire, although we provided them with this instruction when we submitted the questionnaire. The last limitation in this study was the lack of prior studies that related to the relationship between Algerian EFL learners' familiarity with American slang and their exposure to English media in the Algerian EFL context.

5.6. Recommendations for future research

Based on the results of this study, the following recommendations are made for further research, those who will conduct this study by performing studies on the relationship between EFL learners' familiarity with American slang and their exposure to English media:

1. Further research should include a large number of slang words to increase the reliability of the results. Because this research dealt with a small number of slang terms.
2. Further research can use a different methodology in data collection as this research depended only on a questionnaire as a research instrument.

3. Since the participants of this study were only undergraduate students, further research should collect data from various participants such as high school students, graduate students, or participants from different courses of study who also learn the English language and use slang in their communication.
4. When conducting this study, the researcher should use a larger sample size to increase the generalizability.
5. Further research should study specific types of slang and try to find out which type will be more familiar to learners.
6. This current study conducted nine types of English media; further research should study other kinds of media such as radio and journals.
7. Further research should focus on other types of slang to see whether Algerian EFL learners are familiar with other types of slang such as British slang, Canadian slang, and Australian slang.

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Appendix A

Questionnaire

Summary of the study

The present questionnaire aims at investigating the level of learners' familiarity with American slang expressions, as well as, to investigate to what extent Algerian university EFL learners are exposed to English media. In the end, we try to discover the relationship between students' exposure to English media and familiarity with American slang.

Consent form

Dear participants,

My name is Nedjma Salhi. I am a graduate student in the Department of English at Mohammed Khieder University. I am currently developing a research study as part of my Master's Degree in Applied Linguistics. If you agree to participate in my study, you will be kindly asked to fill this questionnaire with providing your demographic information. Your participation in the survey is VOLUNTARY. The data you provide will be securely stored and your personal information will not be featured in the final research.

Thank you for your time in doing this questionnaire. I would like to inform you that the results will be used for the purpose of my research and not to evaluate your knowledge of the English language. Also, your answers will be completely confidential and anonymous. Please, answer every question before submitting the questionnaire.

The researcher's email: nedjma17sa@gmail.com

The supervisor's email: moustafa.amrate@univ-biskra.dz

PROFILE INFORMATION

Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
Age	
First language	
University degree in preparation	Licence <input type="checkbox"/> Master <input type="checkbox"/>
Year of study	L1 <input type="checkbox"/> L2 <input type="checkbox"/> L3 <input type="checkbox"/> M1 <input type="checkbox"/> M2 <input type="checkbox"/>
Number of years learning English	

Questions

Part one: Slang expressions and their meaning

Read the slang expressions carefully and choose (✓) the appropriate meaning.

SLANG EXPRESSIONS	MEANING
1. He bombed the test	A. Failed <input type="checkbox"/> B. Passed <input type="checkbox"/> C. Forgot <input type="checkbox"/>
2. You have to pull an all-nighter before the test.	A. Spend all night sleeping <input type="checkbox"/> B. Stay up all night studying <input type="checkbox"/> C. Relax through the night <input type="checkbox"/>
3. She nailed that test.	A. Performed well in the test <input type="checkbox"/> B. Performed bad in the test <input type="checkbox"/> C. Did not take the test <input type="checkbox"/>
4. She is hyped for this event.	A. Really excited <input type="checkbox"/> B. Not interested <input type="checkbox"/> C. Exhausted <input type="checkbox"/>
5. I spaced out during class.	A. Enjoyed the discussion <input type="checkbox"/> B. Was focused <input type="checkbox"/> C. Was distracted <input type="checkbox"/>
6. The lecturer gave his students a pop quiz today.	A. An easy quiz <input type="checkbox"/> B. An unannounced quiz <input type="checkbox"/> C. A difficult quiz <input type="checkbox"/>
7. This was a piece of cake .	A. A very difficult <input type="checkbox"/> B. A very interesting <input type="checkbox"/> C. A very easy <input type="checkbox"/>
8. I crammed for the test.	A. Used friends' notes <input type="checkbox"/> B. Tried to study a lot in a short time <input type="checkbox"/> C. Had a lot of time to study <input type="checkbox"/>
9. It's really dead in here tonight.	A. Empty <input type="checkbox"/> B. Charged <input type="checkbox"/> C. Cold <input type="checkbox"/>

<p>10. Don't get under one's skin.</p>	<p>A. Bother <input type="checkbox"/> B. Thank <input type="checkbox"/> C. Call <input type="checkbox"/></p>
<p>11. They always spill the beans.</p>	<p>A. Cook <input type="checkbox"/> B. Reveal a secret <input type="checkbox"/> C. Care <input type="checkbox"/></p>
<p>12. I screwed up the presentation.</p>	<p>A. Do it badly <input type="checkbox"/> B. Do it good <input type="checkbox"/> C. Don't present at all <input type="checkbox"/></p>
<p>13. I want to ride shotgun!</p>	<p>A. To be in the front passenger seat of a car <input type="checkbox"/> B. To walk on feet <input type="checkbox"/> C. To be in the back seats <input type="checkbox"/></p>
<p>14. They pass the buck to me.</p>	<p>A. Pass the ball <input type="checkbox"/> B. Transfer responsibility to someone else <input type="checkbox"/> C. Transfer money <input type="checkbox"/></p>
<p>15. Please hold your horses.</p>	<p>A. Go away <input type="checkbox"/> B. Take care <input type="checkbox"/> C. Waite a minute <input type="checkbox"/></p>

Part two: question about social media

- Read the following statements and tick (✓) the appropriate box on a scale from 1 (Never) to 5 (Always).

	1	2	3	4	5
	Never	Rarely	Sometimes	Often	Always
1. How often do you listen to songs in English ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How often do you watch movies spoken in English without subtitles ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How often do you watch movies spoken in English with subtitles ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. How often do you watch television programs (TV series) spoken in English without subtitles ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How often do you watch television programs (TV series) spoken in English with subtitles ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. How often do you play computer games spoken in English ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. How often do you read books written in English ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. How often do you read a magazine or a comic written in English ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. How often do you use social media (Facebook, Instagram, Twitter, TikTok, Telegram.....) in English ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B. Raw test results.

Participants	Correct answers/15	Ratio of correct answers
S1	13	86.66
S2	3	20.00
S3	3	20.00
S4	10	66.66
S5	5	33.33
S6	2	13.33
S7	9	60.00
S8	14	93.33
S9	2	13.33
S10	7	46.66
S11	5	33.33
S12	7	46.66
S13	4	26.66
S14	13	86.66
S15	13	86.66
S16	7	46.66
S17	8	53.33
S18	8	53.33
S19	14	93.33
S20	12	80.00
S21	5	33.33
S22	15	100.00
S23	8	53.33
S24	7	46.66
S25	5	33.33
S26	4	26.66
S27	14	93.33
S28	7	46.33
S29	8	53.33
S30	11	73.33
S31	13	86.66
S32	9	60.00
S33	5	33.33
S34	6	40.00
S35	11	73.33
S36	11	73.33
S37	7	46.66
S38	15	100.00
S39	7	46.66
S40	9	60.00
S41	13	86.66
Sum	349	2326.51
Mean	8.51219512	
Variance	14.5060976	
SD	3.80868712	
Min	2	
Max	15	

الملخص

تعد معرفة اللغة العامية جزء لا يتجزأ من اللغة الانجليزية، حيث تعتبر ضرورية بنفس مقدار ضرورة تدريس اللغة الانجليزية الرسمية. تسمح اللغة العامية للطلاب بالاطلاع على اللغة الانجليزية اليومية كما تهدف أيضا إلى تحقيق تواصل اجتماعي ناجح وذلك من خلال توصيل رسائلهم بفعالية. هذه الدراسة تهدف إلى اكتشاف العلاقة بين إلمام طلاب اللغة الانجليزية كلغة أجنبية باللغة الأمريكية العامية وتعرضهم إلى وسائل الإعلام الانجليزية، كما تهدف أيضا إلى معرفة إذا ما كان طلاب اللغة الانجليزية بالجزائر على دراية باللغة الأمريكية العامية ومدى تعرضهم إلى وسائل الإعلام الانجليزية. لتتحقق هذه الأهداف تم إجراء دراسة مع 41 طالب من طلاب السنة ثانية جامعي في جامعة محمد خيضر بسكرة للعام الدراسي 2022/2021. وقد تم تقديم استبيان للمشاركين للإجابة على الأسئلة التي تكشف مدى علمهم باللغة الانجليزية العامية ومدى تعرضهم لوسائل الإعلام وتحديد العلاقة بينهم. أظهرت النتائج إن غالبية طلاب اللغة الانجليزية كلغة أجنبية كانوا على دراية باللغة الأمريكية العامية، كما كشفت أيضا ان هؤلاء الطلاب كانوا أكثر تعرضا لمنصات التواصل الاجتماعي، استماعا لأغاني ومشاهدة الأفلام. في الأخير اظهر اختبار الارتباط ان هناك علاقة قوية بين علم الطلاب باللغة العامية واستعمال وسائل التواصل الاجتماعي، كما اظهر أيضا وجود علاقة قوية بين إلمام طلاب بالغة العامية ومشاهدة الأفلام الانجليزية بدون ترجمة.