The Features of the Current Algerian Slang as Spoken in Tebessa:

A Sociolinguistic Analysis of Second Year EFL Students at Larbi Tebessi

University's Speech at the Level of Phonology and Semantics

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences

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Academic Year

2020 - 2021

Abstract

This dissertation investigates the slang used by second year EFL students at Larbi Tebessi University; it aims at testing whether this variety is systematic or an instance of free variation through identifying the factors that shape it along with the semantic and phonological processes that govern it. Three assumptions underlay this study. First, the current slang is primarily affected by media and age. Second, the semantic processes applied in the creation of slang terms are simile, widening, and metaphor. Lastly, the phonological processes used to create slang terms include consonant deletion and cluster reduction. This study was conducted on 38 participants from the aforementioned population; they were given a questionnaire that targets a variety of factors, which are later correlated with the frequency of slang use, so as to test the first assumption. Besides, the same respondents were interviewed relying on Labov's (1966) sociolinguistic interview; their productions were analyzed qualitatively and qualitatively as part of a correlational descriptive design in order to test the second and third assumptions. Various results were obtained following the statistical analysis of the findings. The main results indicate that the factors affecting the investigated variety are gender, affiliation to sports team groups, the use of Facebook, and playing video games, particularly Pubg. Furthermore, the semantic processes utilized in creating slang terms are simile, metaphor, narrowing and widening of meaning. Lastly, the phonological processes mostly used fall under four categories, which are assimilation, syllable structure, weakening and strengthening and substitution processes in addition to vowel substitution.

Keywords: Slang, semantic analysis, phonological analysis, factors

Acknowledgments

*In the Name of Allah, the Most Gracious, Most Merciful, All praises are to Him alone for giving us strength, patience, and capability to compile this dissertation. Special thanks should be given to our hardworking supervisor **Ms. Chaïma BRAHAM**, we truly appreciate her leadership along the whole work, the efforts she made to help us, the moral supports she provided us with, and the time she spent to guide and advise us. We are honestly glad to work under her supervision.*

*We are very thankful also to all members of the jury, the president **Dr. Aissa HAMZAOUI** and the examiner **Ms. Karima TAYAA**, it is an honor to have you present the day of the viva. It was a great pleasure to share knowledge with them for almost five years, plenty of hard work, passion, and respect.*

*Besides, we express our deep gratitude to all the second-year EFL students who perfectly helped in gaining the exact necessary data for our research. Our special thanks and sincere appreciation go to **Ayman LAGHBECHE** who heavily contributed in our work.*

We made this study not only for our graduation but also for increasing our knowledge, learning the skills of team work, and being more persevere.

Thanks again to all who helped and intended to help us in finishing this work.

Dedications

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

"Yesterday is history. Tomorrow is a mystery. Today is a gift. That's why we call it The Present"

-Eleanor Roosevelt-

I dedicate this work to

The side that I love the most about me, "Soul"

My Father & Mother

Whose affection, love, encouragement and prayers of days and night make

me able to get such success and honor

To my Everything *Binti*

To the person who insists to be with me despite my refusal

To my second half Rahma

To my beloved angels Talia & Meliss

Along with my brothers & sisters

To my Salamlam

-Fatma AISSAOUI-

Dedications

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

الحمد لله حمدا كثيرا مباركا فيه على نعم هو منعمها فلا هي تعد و لا هي تحصى

"I say luck is when an opportunity comes along and you're prepared for it."

-Denzel Washington-

My special dear friend ''R.Yahia'' Once told me that life won't stop at a certain level, it will

continue whatever happened. You just have to be strong enough to face your fears, and to

accept your fails.

This work is dedicated to Mom and Dad.

To every single member in my sweet family, specially my sister ''Leila''

To every person that I share souvenirs with

To my beloved friends Fatma and Rahma, who give me encouragement, passion   and pure

love

To every Mermaid that exist on our planet

To the child lives inside of me... please, do not grow up

-Med Islem JADLA-

Dedications

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

To the soul of my beloved aunt Farah who dreamed in such day

To the hard times that taught me how to be a real human

To my Mom and Dad who were and still are my first and last support

To my unforgotten Mama who may not read this dedication

To my dearest sisters Amira and Rihem

To my second half Fati

To my childish partner Mr Jadia

To my sweet cats Bayoud, Browny, and Safouration

To those who acknowledge that I deserve succeeding

To those who love and believe in me

To my postponed happiness

To my future self

To Mama again

I dedicate this work...

-Rahma RAMDANI-

List of Acronyms and Symbols

EFL: English as a Foreign Language

n: The number of participants

x: The factor affecting slang

y: The number of slang terms

ß: The Standardized Correlation Coefficient

p: The Significance Level

List of Phonetic Symbols

Consonant Sounds

Symbol	Arabic Letter	Description
/ʔ/	ء	Voiceless glottal plosive
/b/	ب	Voiced bilabial plosive
/t/	ت	Voiceless alveolar plosive
/θ/	ث	Voiceless dental fricative
/dʒ/	ج	Voiced post-alveolar fricative
/ħ/	ح	Voiceless pharyngeal fricative
/x/	خ	Voiceless uvular fricative
/d/	د	Voiced alveolar plosive
/ð/	ذ	Voiced dental fricative
/r/	ر	Voiced alveolar trill
/z/	ز	Voiced alveolar fricative
/s/	س	Voiceless alveolar fricative
/ʃ/	ش	Voiceless post-alveolar fricative
/sˤ/	ص	Voiceless emphatic alveolar fricative
/tˤ/	ط	Voiceless emphatic alveolar plosive
/ðˤ/	ظ	Voiced emphatic dental fricative
/ʕ/	ع	Voiced pharyngeal fricative
/ɣ/	غ	Voiced uvular fricative
/f/	ف	Voiceless labio-dental fricative
/q/	ق	Voiceless uvular plosive
/k/	ك	Voiceless velar plosive
/l/	ل	Voiced alveolar lateral approximant
/m/	م	Voiced bilabial nasal
/n/	ن	Voiced alveolar nasal
/h/	ه	Voiceless glottal fricative
/w/	و	Voiced velar approximant
/j/	ي	Voiced palatal approximant
/g/	ڤ	Voiced velar plosive

(Adopted from Alsaeed and Sabir, 2014)

Vowel Sounds

Symbol	Description
/i/	Close High Front Unrounded (short)
/ii/	Close High front Unrounded (long)
/æ/	Open Low Front Unrounded (short)
/ææ/	Open Low Front Unrounded (long)
/u/	Close High Back Rounded (short)
/uu/	Close High Back Rounded (long)
/ə/	Close Central Unrounded

(Adapted from Kopczynski, 1993)

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General Introduction

1 Background of the Study

Despite the permanent developments made in the field of linguistics, still there is no clear-cut answer for the question: what is the definition of language? Chomsky (1957) reported that:" Language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements (p. 13). Each linguist looks at language from a specific angle; be it structure or function. However, laypeople agreed upon the important role language plays in their lives; it is a key tool to communicate and fulfill different social functions within society. Every human language in the world has a set of varieties including the standard variety, dialect, register, pidgin, creole, and slang**.** Each one of them is characterized with its own linguistic features. Spolsky (1998) stated that: "Slang is as special kinds of intimate or in-group speech…. it is a kind of jargon marked by its rejection of formal rules… slang is associated with peer group and gang speech, intentionally used to obtain some degree of secrecy" (p. 35). In light of this definition, he claims that slang is a deviation from the norm or a variety of language known by its special syntax, vocabulary, semantics, and phonology. It is considered as the informal vocabulary of language used in non-serious situations by a particular group of people.

Close scrutiny of slang shows that it is a systematic variety of language which is characterized by a number of linguistic processes which underlay its morphology, syntax, semantics, and phonology that make it unique. Matthews (1991) asserts that the morphological processes account for the changes made at the level of the stem to fit certain structural functions, such as prefixations, affixations, and reduplications. Besides, Steedman (2000) argues that the syntactic processes of language generate a deep structure into a surface structure. They are the means of matching linguistic components. Examples of syntactic process are recursion, movement, conjoining and embedding. Additionally, semantic

processes relate to words meanings; they cover many types like metaphor, narrowing, and widening. Finally, Shane (1973) claims that phonological processes concern any change made at the level of words articulation, such as stopping, deaffrication, and vowel coalescence.

Finally, since language is of interest to sociolinguists, it changes by the effect of each single factor within the society. By so, slang is affected by a variety of individual and social factors .The individual factors cover changes related to the user of the slang him/herself, such as age and gender, and the social factors include the settings, the participant, social media and social groups. Labov (1969) debated against the freedom of variants in sociolinguistic contexts, he claimed that language is inherently variable, i.e., it is changeable by nature. Moreover, there is a structured heterogeneity in language. Since slang is part of language, it can never be free .It is structured naturally and affected by many external factors.

2 Statement of the Problem

Relying on personal observations, there is a great debate among the society of Tebessa about the social status of slang. On the one hand, most of the old population clearly rejects this variety of language which exists nowadays in Tebessa .They advocate that this linguistic phenomenon should not be welcomed and fought against because of its weird structure, unsystematicity and its little contributions to the society in general and in to the language system in specific. Besides, the old generations claim that slang does nothing but break the solidarity of the society and damage the system of the current dialect of Tebessa. For them, the Algerian Arabic slang as spoken in Tebessa is full of taboo and non-sense vocabularies and help negatively in the spread of cultural and ethical corruption. On the other hand, the younger generation in Tebessa supports highly the use of slang. For them, this variety of language is the only way to create a comfortable zone and to fulfill certain social and psychological needs. They also aim at marking the difference between them and old people and building their own identity using language. Besides, the current slang users in Tebessa

break, play, and joke with the already common words to show their ability and creativity in changing and modifying the language system. They assume that using slang words and expressions guarantee their privacy, freedom, and uniqueness in expressing any idea in any setting, and in front of any member in the society.

Additionally, those who perceive slang negatively, consider it as a free variety of language. In other words, the creation of slang terms and expressions is sudden i.e., there is no clear systematic process which is relied on for this creation. However, instead of regarding the slang used in Tebessa nowadays as a mixture between random and non-sense structures that do not respect any rules, this language variety follows a number of phonological, semantic, morphological, and structural processes. Some of them may be universal and others may be related only to the Arabic language system. Besides, the creation or use of slang terms may not always be voluntary; factors, such movies and video games, among others, may lead the young to unconsciously adopt new terms and expressions. Finally, this research is carried in light of these contradicting views. It is very significant to gather findings about the current Algerian Arabic slang as spoken in Tebessa and analyse its characteristics. The results of this study contribute in to the previous sociolinguistic studies conducted on our society.

3 Aim of the Study

This research is driven by two objectives. First, it seeks to discover the factors that affect the nature of the current Algerian Arabic slang as spoken in Tebessa. Second, it aims at doing a linguistic analysis of the current slang used in Tebessa at the levels of semantics and phonology. These objectives build into the general aim which is confirming whether this language variety is systematic or free.

4 Research Questions

Through the present research, we plan to discover authentic facts about the current slang used in Tebessa by answering the following questions:

1. What are the social factors that affect the creation of slang terms in Algerian Arabic as spoken in Tebessa?

2. What are the phonological processes that account for the current Algerian Arabic slang as spoken in Tebessa?

3. What are the semantic processes that account for the current Algerian Arabic slang as spoken in Tebessa?

5 Research Hypotheses

The following hypotheses are suggested:

1. The current Algerian Arabic slang as spoken in Tebessa is affected by media and age.

2. The phonological processes that account for the creation of the current Algerian Arabic slang as spoken in Tebessa include consonant deletion and cluster reduction.

3. The semantic processes that govern the creation of the current Algerian Arabic slang as spoken in Tebessa are simile, widening, and metaphor.

6 Methodology

In order to reach the objectives of the study mentioned previously, the present research follows a descriptive research design that helps to access answers for the research questions. The approach followed for analyzing the data is quantitative. The instruments used in this dissertation are a questionnaire and a sociolinguistic interview. The questionnaire is designed for second year EFL students at Larbi Tebessi university in both English and Arabic languages and contains three sections. The first section is devoted to the students' demographic information, the second section targets the factors which may affect the current slang in Tebessa, and the third section is a Discourse Completion Task (DCT) which is excluded from the analysis (refer to heading 2.1.3.1 The Questionnaire, p. 33 for more details). The other research instrument is the sociolinguistic interview that follows Labov's (1966) model. It includes three tasks; the first task is in the form of minimal pairs list in

Arabic, English, and Turkish languages. The second task contains social situations in which the same words of the list are put in different settings .The final task is a sociolinguistic interview in which the participants are interviewed individually for the sake of speaking naturally and uttering slang terms that are later analyzed.

7 Population and Sampling

In order to limit the scope of working on all users of slang in Tebessa, we decided to take only the case of second year EFL students at Larbi Tebessi University as our population of interest. The promotion consists of 145 students, but the sample of our study is selected by applying a stratified random sampling through which 38 participants were chosen to gather the necessary data.

8 Structure of the Study

The present research is designed to discover the features of the current slang of Tebessa - case of second year EFL students at Larbi Tebessi University- It consists of two chapters. The first chapter is theoretical; it reviews the literature that covers all the research variables. The second chapter is practical, it presents the methodology and obtained data.

The first chapter is divided into two sections. The first section focuses on providing an overview about slang , its definitions, history, etymology , types, features, in addition to slang's phonology and semantics. The second section is devoted to presenting the linguistic, paralinguistic, social, and individual factors that affect the creation of slang.

The second chapter is practical. The first section presents the research methodology, the second is devoted to the gathered data, and the last one provides the interpretation of data.This chapter deals with the analysis of the gathered data and the discussion of the results. After that a conclusion is presented along with a list of references of all works used during the study.

Chapter One: Slang in Sociolinguistics, its Phonology and Semantics

Introduction

Due to the pieces of research made on language under the field of sociolinguistics, a number of language varieties, including jargon, register, dialect, standard variety, pidgin, creole, slang and others, were deeply explained. Slang is one of the language varieties that has developed among language users, either by using the usual words or phrases that everyone knows in unusual contexts, or by creating new terms for various situations. The creation and development of slang follows the application of certain processes at all linguistic levels, be it morphology, syntax, semantics or phonology. Since slang is a part of language, it is directly affected by different factor that exist within society and its inhabitants. Throughout this chapter, we will discuss important points about slang and the factors that affect its creation, along with highlighting how such language variety is shaped by its users from a semantic and phonological angle.

1.1 Section One: An Overview of Slang

This section presents a detailed overview about slang as a language variety, including its different definitions, in addition to its history, features, and the factors that relate to it.

1.1.1 Defining Slang

Slang is a linguistic behavior that everyone knows but cannot define i.e., the dynamicity of slang gave it the status of being defined differently. A layperson definition of the term would state that slang is a language variety which is completely different to the other varieties; it stands unique. However, researchers who are quite familiar with the field of sociolinguistics define it preliminary as the informal type of words and phrases mostly used in the oral casual contexts out of their conventional usage by a limited number of people. Slang is found in any society and accompanies any language in the world and is specific to one group of people rather than others who can be teenagers, college students, or any other

subgroup in society. These thoughts are asserted in the following definitions.

It is reported in the Merriam-Webster.com Dictionary that slang is a "language peculiar to a particular group: such as argot and jargon" (slang, 1996), or "an informal nonstandard vocabulary composed typically of coinages, arbitrarily changed words, and extravagant, forced, or facetious figures of speech" (slang, 1996). Similarly, it is documented in the Online Oxford Advanced Learner's Dictionary that slang is a set of "very informal words and expressions that are more common in spoken language, especially used by a particular group of people, for example children, criminals, soldiers" (slang,1948) Accordingly, slang is regarded as "a type of language that consists of words and phrases that are regarded as very informal, are more common in speech than writing" (Online New Oxford American Dictionary, slang. 1956). In light of all the previous statements, they approximately have the same literal definition of slang as being a new variety of language that deserves to be studied separately in sociolinguistics.

According to Connie (1996) slang is a linguistic change made on the colloquial variety of language by a small or large group of people to build a special social identity within their societies. It consists of a set of words and phrases that are as old as their language. Based on Connie's claim, slang involves changes not only to the colloquial variety, but also to the standard variety as well. He additionally claimed that slang is a part of language used in everyday life by normal people, it is considered as a special variety of language that can be found in official contexts. Contrarily, Linhua (2006) stated that "slang is a part of language that is usually outside of conventional or standard usage and that may consist of both newly coined words and phrases, and of new or extended meanings attached to established terms" (p. 260). Linhua (2006) agrees on the point that slang is created through a set of creative methods at all levels of language, be it lexis, phonology, morphology, syntax, or semantics. Moreover, this language variety is a kind of speech or language variety that refers to any

distinguishable form of speech used by a speaker or group of speakers. Besides, Dumas and Lighter (1978) rejected to give a clear-cut definition for slang because of its complexity; instead, they proposed four identifying criteria for it. First, slang is markedly not a formal form of the language, people who know a set of unusual words and expressions do never dare in using them in serious contexts. Second, the use of slang is related to the familiarity of the audience i.e., slang users are aware that the success of delivering a code through slang obligates its participant's understanding. Another criterion of slang is its fullness of taboo words and expressions that led it not to be used anywhere and /or in front of anyone. Finally, this linguistic creation is truly a way of protecting its users from the discomfort within the group they are communicating with, which means that slang is considered as a medium to defend against people's convergence to assure one's in-group belonging. Finally, Liberman and Mitchell (2008) provided a definition of the general use of the term slang in language which helps in clarifying the meaning of the specialized version. He claimed that it designates a "narrow piece of land running up between other and larger divisions of ground" (p.44). The application of this definition to the specialized one indicates that slang is a part of the language as a whole and is able to be spread among language's users.

1.1.2 The History of Slang

Knowing the origin of terms is good for understanding them deeply. Be it the focal term throughout this dissertation, tracing the etymology and use of the word slang is necessary. Liberman and Mitchell (2008) traced the origin of the word slang to 1756 with its general meaning provided above i.e., the word has a Scandinavian origin that stands for a piece of land in Modern English. Additionally, according to the Online Etymology Dictionary (2000), the term slang was used for many centuries in Britain to refer to criminals. After that, the meaning of the word shifted to cover more than that.

Furthermore, the dynamic nature of slang is clear in its development through history as follows:

- **In the sixteenth century,** slang appeared for the first time, in which only particular groups, such as criminals and thieves used it as a code with the aim of distancing themselves from other members of the society (Lighter, 1994).

- **In the seventeenth century,** figurative language became part of the developmental process of slang creation. It started to play a role in popular plays events, such as in one of Shakespeare's poem in the word hick, from which a number of rhyming diminutives were created. At first, the word was used to describe a nondescript commoner, and then it has been changed to be used attributively leading to describe an unsophisticated poor rural town in southern regions of the USA (Lighter, 1994).

- **In the eighteenth century**, the first use of slang among pupils and schoolmasters was tracked. Thus, it became recognized as a part of the English vocabulary (Lighter, 1994).

- **The nineteenth century** was a period of time where slang was growing so fast (Lighter, 1994). It could be noticed that academics produced the first slang dictionary in 1899. Wars were influential in the creation of many slang terms as codes to not be understood by the enemies such as pissed off which means very annoyed, this word has originated from the second world war in the USA as service slang, then it became common by 1889 in Britain (Green's Dictionary of Slang, 2010) .By the start of 1810, the word pissed meant drunk.

- **From the twentieth century and onward,** ordinary people started using slang in their conversations; as such, slang became a part of the spoken language because of its easiness and simplicity (Lighter,1994).

1.1.3 Features of Slang

Sociolinguists who worked on slang succeeded to agree upon the main characteristics that make it different from the other language varieties. Anderson and Trudjill (1983) gave important features of slang which are:

• **Slang is typical of informal situations:** Usually, people do not use slang in formal settings in order not to look rude. Most of the vocabulary that relates to slang is found only between mates and friends of the same age group to fulfill certain temporary social needs.

• **Slang is typical of spoken situations:** Slang does not have a written form because of its informality. Maybe the only reason why it is codified in dictionaries is to use it as a corpus for linguistic studies.

• **Slang is found in words not in grammar:** The concerned language variety is not considered as an independent language, because it does not have a grammar system that characterizes it except for certain terms and expressions. Commenting on Anderson and Trudjill's claim, slang has its own grammar system, but it is broken and modified in creative ways.

• **Slang is not swearing:** Swearing is a type of language that is not similar to slang. Despite the fact that slang contains some taboo words and expressions, it cannot be called swearing .Besides, slang is used for fun unlike swearing which expresses strong emotions and attitudes.

• **Slang in not a register:** Slang is totally different from register i.e., it is neither used in specific occupation and contexts nor found in scientific dictionaries.

• **Slang is not a jargon:** Anderson and Trudjill (1983) claimed also that both slang and jargon varieties are used only by a specific group, but they differ in the nature of the terms they cover i.e., slang terms are not technical unlike those of the jargon variety.

• **Slang is creative:** Being creative is an important condition to invent slang words and expressions, its creators usually have a high rate of imagination; for example, they construct their own terms from numbers, like saying one in a million ten that means exceptional, or from colors like using blue to indicate someone who is sad, or they use animals' names like saying butterfly to describe someone who is nervous. The users of slang invent their new terms in a creative way so that it makes anyone who hears it wonder and shocked .There is a funny creative example of a slang term used in Indonesia, square heads that means stupid person, this term was firstly used by French-Candians to refer to the English-Canadians who do not speak French.

• **Slang changes naturally:** This language variety usually attracts people's attention for the first time. Once it becomes known and useful; it either disappears with time or it becomes part of the ordinary speech.

Moreover, an article published in Linguasphereus.com (2011) explained the features of slang under three main headings, which are:

• **Slang is flippant:** Slang vocabulary is also characterized by a number of rude, irrelevant and taboo words, such as hollyshit.

• **Slang is fresh:** This means that slang is made by taking already existing words and updating them through changing their morphological or phonological structure, a good example of that is the morphological change made on the word money to become moola.

• **Slang is onomatopoeic:** Another observed characteristic of slang is its creation through imitating certain sounds like buzz and yucky to express disgust.

Besides, Akamajian et al. (1988) also presented three features concerning slang, which are:

• **Slang is very informal:** In accordance with Anderson and Trudgill (1983), Akamajian et al. (1988) claimed that slang cannot be used in official occasions.

• **Slang is dynamic:** It is the most changeable variety that is rapidly replaced; meaning most of slang vocabulary in a given period of time is surely not the same after few years. Whenever the generation changes, its slang changes as well.

• **Slang is related to a social group:** Each group of people of the same age creates its own strange set of words and expressions to reach a certain social status i.e. slang terms differ not only from one language to another, but also from one subgroup to the other.

1.1.4 Factors Shaping Slang

Slang can be regarded as a sociolect because it refers to a linguistic variety which is socially restricted; it characterizes a particular social group. Dai and He (2010) claims that a group of people who were born in the same geographical region and speak the same regional dialect may speak differently because of a number of factors. These factors may lead to the creation of new terms especially among people from younger generations as presented in what follows.

1.1.4.1 Slang and Social Class. In 1966, Labov study of the English used in New York City, which was reported in (1966) was a great contribution to language variation studies. He conducted interviews with native English speakers on Manhattan's Lower East Side, and he analyzed sociolinguistic variables using the data from his study. One of these sociolinguistic factors was the alternation of velar [ŋ] and alveolar [n] in the suffix -ING. The standard pronunciation was velar [n], while the non-standard pronunciation was alveolar [n]. He came to the conclusion that social class is one of the three major factors that influence language variations. He divided social classes into four categories; the lower working class, the upper working class, the lower middle class, and the upper middle class. People are classified based on their education, occupation, and income. Since slang is an instance of language variation, it is believed that the material circumstances in which people grow up and live have a long-term impact on their personal and social identities, impacting how they feel

about their social environment as well as how they use language. For instance, lower/working-class people are more likely to have interdependent self-concepts and are less likely to describe themselves in terms of their socioeconomic standing.

1.1.4.2 Slang and Ethnicity. This social factor is the second one reported by Labov (1966) as affecting language variation, Labov (1966) stated that ethnic groups influence language variation since they are traditionally expected to learn the dominant language in a given environment and retain theirs. When an ethnic group learns the dominant language in a country, it is because the majority of the people speak that language. The substrate is their variation of the dominant language, which reveals the distinctions between it and their language. When immigrants arrive in a foreign country, they quickly learn the dominant language; their vocabulary is known as the adstrate, and it has an impact on how they speak the dominant language. The adstrate and substrate may produce a variant of the dominant language that differs from the standard version. Ethnicity may play an important role on the use of slang because being part of a certain group leads people to adopt its terms and expressions.

1.1.4.3 Slang and Culture. This factor refers to the ways of life of the society members or of groups within a society. It mainly includes how they dress, their patterns of work, how they pursue religious ceremonies, also how they use language (Giddens, 2005) Since culture is not static, people communicate using language in a variety of ways. Thus, whenever the culture changes, language will change as well. A slang term has a relationship to culture and time in which it is actually used. In the last decade, slang was obviously created in gangster culture. Nowadays, culture of popular media has become a source of people's new words. Furthermore, no matter what culture brings to people in the future, the new generation will create their slang words that describe them in their own ways.

1.1.4.4 Slang and the Four Components of Conversation. Sociolinguistics is a study that explains people's ways of communication, and how language varieties work in the normal conversations, and even the mechanism language is exposed to. Holmes (2013) stated that "the way people talk is influenced by the social context in which they are talking" (p.1) He relates the social context to how people are speaking, in which people must relate their use of language to the context they want to reach each time they communicate. Holmes (2013) discussed the four components that may affect people's use of language. First, the participants are the individual who interact in a speech event in which a communication between you and your friend cannot be the same as a communication with your father, next to the setting that plays a crucial role in effective communication. It refers to the physical location where the communication is taking place. For example, people pay attention to their use of language while they are in a mosque more than theirs while chatting at home. In addition, the topic is what side exactly speakers talk about, and finally the function is a component of conversation that means the reason behind the conversation. For instance, talking about a formal topic differs from casual chats.

1.1.4.5 Slang and Social Dimensions. In sociolinguistics, social dimensions are the features of the context that influence how language varieties are used. Holmes (2001) stated that when a member of a society chooses a language variety to use, the speaker would not only consider the domain of the conversation, but also the social dimensions of the member. Furthermore, she indicates that social dimensions indicate the difference in social status between the speakers and the situation in which speakers use the language. In other words, social dimensions reflect the purpose, the topic, the manner, and the mood of the language used.

Holmes (2001) distinguished four social dimensions reflected during any conversation that will be discussed as follows:

• **The Social Distance Scale:** In sociology, social distance describes the distance between individuals or groups in society, including differences such as social class, race/ethnicity, or gender. Social distance can be defined by social class scale, or Bogardus social distance scale. This scale is a psychological testing scale created by the American sociologist Emory Bogardus to measure how much people have the will to participate in social connections of varying levels of proximity with members from different social groups, such as racial and ethnic social groups. As an assumption, Bogardus scale aims to measure the attitude towards a particular group that is very different from other groups in terms of using a language variety. For instance, the social distance created by white Americans towards Afro-Americans in terms of color and racism lead to the creation of black language that has its own vocabulary.

• **The Social Status Scale:** is a term used in social sciences to designate the level of respect and honor associated with people's positions in society. Richard and Schmidt (2010) define it as a higher, lower or equal position, in regards to prestige, power and social class between interlocutors. Usually, a member of community considers people who will communicate to as superior, subordinate, or even equal when that member chooses a word to say. For instance, the use of the expression give me with a superior member change to gimme whenever the member you are talking with is equal or subordinate. Therefore, the social status scale becomes a necessity to measure people's linguistic choices in different communicative situations. Social status is generally determined by the cultural situation of the particular society, in which every individual plays a certain role in accordance with this particular status.

• **The Formality Scale:** Participants differ in social characteristics in a speech event; formality is a key characteristic of this difference. Formality can be defined as a kind of social deixis that expresses the setting or social activity in which language use takes place. This led to the creation of formality scale as a dimension that influences the variation of speech in

different settings or contexts. The communicators consider the context and setting when they choose a certain variety of language. For example, when a member of community starts a conversation in a court, his language will be influenced by the formality of the setting in which he/she will not use words such as tryna instead of trying to which the formal expression is used in such situations.

- **The Referential and Affective Function Scales:** There is an interchange between the information of the content and how a member of society feels. In other words, language varieties in all their forms cannot be separated from the function of the interaction itself. Thus, the function scale is formulated by referential and affective social meaning. Thus, language varieties are closely related to referential context and speaker's feeling. For example, saying that the professor of mathematics is 50 years old who has written several books but is still a complete idiot. The example shares the person's information and accomplishments. However, the emotions of the speaker are highly negative towards the professor as he calls him a complete idiot.

1.1.4.6 Slang and Religion. There is no single clue that clarifies the relationship between slang as a variety of language and religion as an influential component of culture. However, we assume that religious expressions can play a significant role in the performance of speech acts related to a certain language or language variety. In other words, religion might control in some cases words we choose while communicating with people around us. For example, the slang words young people use in their conversations will change whenever older people joined these conversations, considering the religious impact that teaches them respect. From another hand, younger people even start using words which belongs to religious register as slang terms while communicating, like calling their friends with names, such as lħa:dʒ (the pilgrim) and ʃʃjx (the chief) even though these names are related only to Muslim pilgrims.

1.1.4.7 Slang and Gender. Gender refers mainly to the social and the cultural attributes that has been obtained through the socialization process (Ridgeway, 1991) Actually, gender shapes anything related to the society around; including the variety of language both genders use (Holmes, 1991). It is the third social factor affecting language variation reported by Labov (1966). Gender variation and the use of slang words was always a subject of investigation; either through investigating the amount of slangs words men and women use in their communication or how frequently they both use them. People use such a variety of language to mirror the gendered perspectives and to contribute in changing people's perception over time.

Slang as a variety of language and gender relationship has been a focus of some sociolinguists. Diekman and Eagly (2000) stated that men and women do not really choose the linguistic options for the aim of creating masculine or feminism identity. Not as many people thought, men and women are not that different in using language, but the point is that men have typical characteristics of social behavior, such as authoritarianism, while women are submissive, pious, and domestic.

Additionally, language women use in society is mainly linked to their conditions. Female are keener to respecting the standards of language. It is due to the fact that women almost never move out of the zone where they live; they prefer to communicate with members of family only. Thus, women do not contribute a lot in the creation of slang and do not usually use it; they prefer using the standard variety of language instead to look more prestigious. (Diekman and Eagly ,2000) Accordingly, gender may influence the use of slang words in terms of the amount of words used, or as it is mentioned before, how frequently either men or women use them.

1.1.4.8 Slang and Media. Media encompasses the communication tools that store and deliver data, which create a sphere of people's interaction. Coupland and Jaworski (2009)

stated that "nearby, the term 'mediation' developed in different area of sociolinguistics to describe the way non-standard vernaculars are produced in media texts" (p. 284). Mostly all the mass media including radios, TV shows, Internet, newspapers have become part of our daily life, they play an important role in shaping people's behavior and spreading new vocabulary among social groups. Docherty and Foulkes (1999), claimed that "the possible effects of media revelation on acquired speech patterns remain to be formally tested, but are surely value considering in the context of ongoing changes" (p.15). Media in general and the selected two types in particular affected the evolution of slang.

1.1.4.8.1 Slang and social media. Since language is a social behavior in terms of communication, it is directly affected by means of any social factor. One of the most influential means of communication that led to the radical changes observed in all societies is social media applications. The young generation is obsessed with the use of these applications, in which they communicate using words, phrases and even alphabets in an informal setting. Words that had existing meanings have now been given other meanings in an online context. An example of that is that years ago if somebody said the word wall to you, you would firstly think of the wall in your house; however, the word wall in a social media context refers to the homepage of your existing profile in social media applications, where you can share your actualities.

1.1.4.8.2 Slang, Movies and Series. Movies and series influenced how people talk, even in manners they do not even realize. Abadi (2018) mentioned nine words no one probably knew that they came from movies. For example, the word toast generally means either a sliced bread browned on both sided by exposure to radiant heat or just a call to gather people to raise their glasses and drink together in the honor of someone; a movie named Ghostbusters influenced people to have killed as a new synonym for the word. Turkish series also played an influential role on how Arab people talk, especially those of the younger

generations in the Algerian community. By the year of 2008, many sites have agreed that around 85 million Arabs were following the famous series of Nour via TV channels. The rate of watching is rising by the increase of the different Turkish series produced each year. Nowadays, most of the Algerian TV channels, such as Echorouk TV, Dzayer TV, and El Atlas display a number of Turkish subtitled series and movies .This invasion led to the diffusion of their customs, life style, traveling preferences, and language as well. As a result, Turkish language became one of the trends among the Algerian adolescents, mainly female ones, who show a great interest in mastering the Turkish language. According to the New Turc Post website, learning Turkish has witnessed a great turnout in Algeria in the current decade. Additionally, the creation of YouTube's channels that teach Turkish, such as TR Arabia, SUZANA, and TR MAX is taking place which feed the need to learn this language among Algerian adolescents and young adults. As an outcome to the previous statistics, the current slang in our society became clearly featured by the use of some Turkish words in the daily speech of youth. Female Adolescents nowadays are starting their greetings by saying günaydın /günæidn / (good morning) instead of/ sbħlxiir/ .Additionally, they express their anger by of yaa! /əfjæ / (Oh shit!) and they use the word tamam /tæmæm/ (ok).

  1.1.4.8.3 Slang and Video Games. The use of slang is a phenomenon that occurs in the smallest scopes of a community, and this can be particularly true within gaming communities where they create slang terms and expressions to be able to communicate with other members of the gaming community, whether in virtual world or in reality where individuals construct a new language identity related to games then integrate it in real communicative situations. We assume that the spread of video games has helped pave the way for slang terms to be created by its players with the aim of cooperating with one another. For instance, *Noob* is a slang term which refers to someone who has just started doing something, especially playing a computer game or using a type of software, and so does not

know much about it and *Bot* is a general term in gaming that is used to refer to a character controlled by a computer. These terms were restricted only to gaming language, then they developed in meanings to be applied in other realistic situations.

1.1.4.9 Slang and Age. Of all social groups, the young are the most disposed to the use and renovation of slang. The age factor influences the creation of this variety of language; teenagers and college students are the main makers of slang. The teenagers and college students are the fashion makers of that language variety. They are revolutionary in every aspect of their lives even their ways of using language. There is a relationship between the age of the speaker and the word choice of a particular language variety; adolescents particularly use more non-formal varieties than adults do. The frequency of using such forms decreases within older ages.

According to Shahraki (2010) elementary school students (mean age 7 and 8 years old) are actually non-familiar with all of the slang expressions used by groups of older people, nor do they know the meaning of these phrases, they consider them as inappropriate use of language, then believed that those students using this type of language are rude. However, the use of slang was frequently seen among high school students. Shahraki and Rasekh (2010) concluded that the youth are the creators of such a variety as a sign of their identity and a tool that shows their attachment to the social groups they belong to.

1.1.4.10 Slang and Occupation. Occupations are a key feature of society. Any investigation of how society works is probably related to occupation, in which it is a common characteristic of the society. More or less, occupations cannot stand without any use of language, especially those in which many members work together. Thus, they form occupational language. This language variety consists of two types of words, technical words that are related to the particular occupation, and occupational slang that develops among the occupational group. This variety of language has the important social function that builds

social cohesion between those within occupational members, and distancing them from outsiders who would not understand slang words. Furthermore, Zhou and Fan (2013) stated that professionals receive slang than non-professionals; thus, there is a relationship between occupation and slang creation.

To sum up, slang is an important subject studied in the field of sociolinguistics. It has its own definitions, history, and features that make it different from the other language varieties. Being part of the language within the society, slang is also affected by certain individual and social factors which contribute to the inventions of its new terms and expressions. Besides, such creation needs the application of a number of morphological, syntactic, phonological, and semantic processes in creative and distinctive ways. The following account is particular to phonological and semantic process.

1.2. Section Two: The Phonology and Semantics of Slang

Slang is created through operating a number of linguistic processes including morphology, syntactic, phonology and semantics. The following section sheds the light on a deep explanation about both semantic and phonological processes applied by slang users in creating their terminology.

1.2.1 The Phonology of Slang

Phonological processes, also known as pronunciation processes, are originally errors that fall at the level of words' phonemes to simplify speech. They are usually applied by children of early ages whose speech organs are not yet developed during their first language acquisition. Regardless of the matter that they are initially mistakes, these phonological processes are also applied systematically by adults to reach certain goals, such as facilitating the pronunciation and updating the dialect words. Generally, they occur either by substituting one speech sound for another, or by omitting it to fulfill certain needs (Dewi, 2016).

The result of the phonological processes can either be allophonic, for example, the word pet /pet/ becomes /pʰet/ or phonemic, such as pronouncing the word hat / hʌt / for as cat / kʌt / First, the allophonic range happens if there is a phonetic shift range and the sound change does not affect the meaning of the word. Besides, if the sound change alters the meaning of the word, it is considered a phoneme change range, respectivel (Dewi, 2016).

Schane (1973) classified the phonological processes into four categories, which are assimilation through which segments become more similar, syllable structure by which the distribution of consonants and vowels changes, weakening and strengthening that change the segments depending on their place in the word, and neutralization that combines segments in a specific environment. These are explored in more details next.

1.2.1.1 Assimilation Processes. Assimilation is a phonological mechanism in which one segment affects another, a consonant influences another consonant or a vowel affects another vowel. Assimilation occurs when two sounds have similar characteristics in terms of place or manner of articulation or voicing. In certain situations, for example, in the word handbag /hændbæg/ becomes /hambag/, where the sound /n/ becomes /m/ due to assimilating to the following sound's place of articulation. (Schane, 1973).

The following process fall under the rubric of assimilation;

- **Denasalization:** is the loss of a nasal sound such as a nasal consonant, like /m/ and /n/ to an oral consonant like /b/ and /d/. For example, the word nose **/noʊz/** becomes doze **/doʊz/.**

- **Final Consonant Devoicing:** is a systematic phonological process occurring when voiced /p/ or /d/ final consonant becomes voiceless /p/ or /t/. For example, the word red /rɛd / becomes ret /rɛt/.

- **Prevocalic Voicing:** is the substitution of a voiceless consonant in the beginning of

a word like /k/ and /f/ with a voiced consonant like/ k/ and /g/. For example, the word comb /koʊm/ becomes gomb /goʊm/.

- **Coalescence:** is the process when two sound or more merge into a single sound, this can occur both in consonants and in vowels. For example, the word spoon /spu:n/ becomes foon /fu:n/.

- **Reduplication:** occurs when a successive consonant and vowel syllable in a multi-syllable word is repeated. For example, the word bottle /bɑtəl / becomes baba /bʌbə/.

These processes occur according to one of the following directions;

- **A Consonant Assimilates Vowel Features:** A front vowel may affect certain consonants; the consonant goes through palatalization, which is accompanied by a change in the place of articulation, for instance, in Russian, /vkus/ which means taste becomes /vkusj/ tasty (Schane, 1973).

- **Vowel Assimilates Consonant Features:** A consonant function may be superimposed on a vowel. Usually, this vowel alteration is allophonic. For example, in the word man /mæn/. The vowel /æ/ is nasalized when adjacent to a nasal consonant in the same ssyllable; it becomes/æ̃/ in which the pronunciation of the word man becomes /mæ̃n/ (Schane, 1973).

- **Consonant Assimilates Consonant Features:** This is one of the most common occurrences. The consonant cluster endings for the plural, third person, and past tense are concurred with a preceding consonant. In English, the word cups /kʌps/ (s) becomes cubs /kʌbz/ (z), the endings for the plural, third person singular, and the past tense, agree in voicing with a preceding consonant (Schane,1973).

- **Vowel Assimilates Vowel Features:** The appearance of a vowel in one syllable may become identical to the vowel in the other syllable. In Turkish, for example, the word heart /gönül/ becomes my heart /gönülümthe/; this is known by vowel harmony in which a front

vowel in the first syllable of a word would require the presence of a front vowel in the second syllable (Schane, 1973).

1.2.1.2 Syllable Structure Processes. The distribution of consonants and vowels within a word is dealt with as part of syllable structure processes. According to Schane (1973), there are some processes which affect words. These are:

- **Consonant Deletion:** When a consonant in syllable-initial or syllable-final position is omitted, this is referred to as consonant deletion. For example, when cup /cʌp/ is pronounced /kʌ/, this is a final consonant deletion instance; this process might happen with children at the age of 2 to 6 years. Additionally, the initial consonant deletion is the opposite of the previous process; it stands for dropping the very first consonant; the word 'belly' is pronounced /elli/ instead of /ˈbeli/.

- **Vowel Deletion:** The absence of one or more vowels in a word or sentence. For example, the vowel sound in the French the definite article le is deleted in words such as l'ami (the friend). The vowel e is omitted since the following word starts with a vowel (Dewi, 2016).

- **Consonant Insertion / Epenthesis:** Consonant insertion is the mechanism by which speakers introduce a consonant phoneme into an utterance. For example, in Hanunuo language (a spoken language by Manguans in the island of Mindoro, Philippines), the consonant /h/ is added to the word /tulu/ which means /three/, and it becomes /tuluhi/ (Dewi, 2016).

- **Vowel Insertion / Epenthesis:** The method by which a vowel is inserted by the speaker while forming a word to break up a sequence of consonants. It is likely to happen in English when spoken by the Japanese, for example milk becomes /mɪlək/ (Schane, 1973).

- **Consonant Coalescence:** Coalescence is a sound transition in which two or more separate segments converge into a single segment (Schane, 1973). In English, for instance,

the alveolar plosives and fricatives have fused with /j/, in words ending with the suffix -tion- or -sion/- like education /ɛdʒəˈkeɪʃən/ and omission /ouˈmɪʃən/.

- **Vowel Coalescence:** The method of vowel coalescence is simply reducing a vowel cluster (diphthong) into a single vowel (monophthong) such as in the word: Kausa /kʊsæ/ which means /Somthing/ /ˈsʌmˌθɪŋ/ becames / Kosa/ /koːsæ / in Hinduism language (Dewi, 2016).

- **Metathesis:** refers to the alteration of the order of phonemes within a word, for example ask /ɑsk/ becomes /ɑks/. Schane (1973) stated that it is possible to swap two or more segments inside a word.

- **Cluster Reduction:** Cluster reduction happens when a group of successive consonants are reduced to one single consonant. For instance: the word 'tree' is pronounced /tiː/ instead of/ triː/.

- **Syllable Reduction:** This process presents the omission of a syllable from words that carry more than two syllables. The word 'computer' is pronounced /ˈpjuːtər / instead of /kəmˈpjuːtər./

1.2.1.3 Weakening and Strengthening. The preceding processes result in a simplified syllabic structure. However, not all syllabic structure shifts are the same; certain other structures become more complex (Schane, 1973).

- **Syncope and Apocope**: is a contraction inside a word caused by the loss of a vowel sound or letter, as seen in the casual prununciation of cam(e)ra, fam(i)ly, fav(o)rite, mem(o)ry, veg(e)table. Form other word is the deletion of a vowel that is similar to a stressed vowel; this is common in colloquial speech in which a vowel that is directly replaced by the stressed syllable is dropped for example in English chocolate becomes /tʃɑːk.lət/ (Schane, 1973).

- **Vowel Reduction:** is concerned with the weakening of unstressed vowels to schwa such us the word Canadian /kəneydyən/ which is derived from the word Canada /ˈkænədə/ (Schane 1973).

- **Diphthongization:** this is the process of converting a monophthong to a diphthong (Dewi, 2016). For example, the single vowels /i/ or /u/, transform into the diphthongs /ai /or /au/.

1.2.1.4 Neutralization. It is a transition in phonological sounds induced by its surroundings; it involves a reduction in phonological distinction or merging of segments in a certain context. It can be divided into consonant neutralization and vowel neutralization.

- **Consonant Neutralization:** It is a process that converts voiced and voiceless segments into voiceless only. In German, the word /bun/ /colorful/ becomes /buntə/ in the plural in which the opposition between /t/ and /d/ is neutralized word finally (Schane, 1973).

- **Vowel Neutralization:** Vowel neutralization is affected by a variety of factors that differ depending on the language. For instance the length difference between the vowels /i:/ and /ɪ/ is neutralized when the vowel /i:/ occurs word finally as part of an unstressed syllable, such as in the word easy /i:zi/.

There is a new categorization of the phonological processes presented in under two major categories is:

1.2.1.5 The Substitution Processes: these processes stand for replacing one sound with another, which are:

- **Gliding:** In the English phonology gliding means the substitution of the sounds/ l/ and/ r/ with / w/, or / j/ such us: 'yellow' is pronounced/jejəʊ/ instead of /jeləʊ/, and the word' play' /pweɪ/ instead of /pleɪ/.

- **Baking:** This phonological process occurs when there is a substitution of the alveolar phonemes /t/ and /d/ by the velar sounds /k/ and /g/ such as the substitution of 'cat'/kæt / by /kæk /and 'dog'/dɒg / by /gɒg /.

- **Vowelization:** This process tends for replacing the sound /l/ and /r/ by a vowel sound, such as the word: 'apple' /ˈæpl/ that becomes / æpʊ'h/.

- **Stopping:** Stopping is defined as the process that happens when one of the final sounds : /b/, /p/,/t/,/d/,/k/,/g/ are replaced by the fricatives:/f/,/v/,/s/,/z/,/h/, / tʃ/, /ʃ /, or the affricate / j/. For instance:'wish' /wɪʃ/ is substituted by /wɪt/.

- **Fronting:** is another phonological process that occurs when a substitution of a sound articulated in the back of the mouth with a sound produced in the front of it, such us the word 'car' that is pronounced /tɑːr / instead of /kɑːr/.

1.2.2 The Semantics of Slang

The semantics of slang is a complex subject which requires coverage of different processes of semantic change and enrichment, and features such as obscurity and indeterminacy. The vocabulary of slang changes by the addition of new forms to new meanings and new meanings to existing forms. In other words, slang's vocabulary changes either when people create unconventional words or phrase that express something new or something old in a new way.

Semantic change or the neo-semanticism of slang and lexical enrichment are therefore accompanied with semantic enrichment which is the semantic expansion of slang words across the standard language vocabulary. Nevertheless, slang vocabulary is obviously formed via a deviation from a standard form of language. Furthermore, slang words are governed by the same mechanisms that account for any general semantic change (Coleman, 2012). The only difference here is that the new meanings of slang terms take on a specific social significance that has to do with the group the term indicates, besides, the semantic of slang is

considered to be a largely spontaneous, lively, and creative process. This is due to the fact that what differentiates slang from standard languageis that slang words often state some meanings that cannot be expressed in one standard word without using a detailed periphrases or long explanations.

Since the linguistic analysis of slang is an under-discussed subject and to insure inclusion, thesemantic change models provided by Darmesteter (1887), Hayes (2012), and Oklah (2014) can be used for the analysis of the semantic processes that account for the attachment of meaning to slang terms in addition to commonly used figures of speech.

1.2.2.1 Figures of Speech. A variety of figures of language play an important role in the alternation of meaning in order to generate slang vocabulary, such as metaphor, irony, hyperbole, simile, and euphemism.

1.2.2.1.1 Metaphor. This is a figure of speech in which a word or a phrase is applied to an object; both are thought to have similar characteristics. The creators of slang terms apply such a figure by describing something with a term or phrase in order to develop a resemblance. Thus, slang and metaphor have the interpretative side in common. It is the major reason behind the creation of many new meanings like in the case of drug slang; bean /biin/ is a slang term for ecstasy pill. Teenage slang encompasses the word damage /dæmədʒ/ which is used for an expense or a cost (Mattielo, 2005).

1.2.2.1.2 Irony and Sarcasm. Irony is "the use of words to express the opposite of the literal meaning" (Merriam-Webster online Dictionary, Irony. 1828) In slang, different words evolved to develop opposite meanings. Words like bad and sick can mean good with the use of the correct ironic intonation.

1.2.2.1.3 Hyperbole or Over-statement .These figures indicate "the extravagant exaggeration of a meaning" (Merriam-Webster online dictionary, Hyperbole.1997)This signals the tendency of slang words to amplify the quantity or the quality of something or

somebody. For example, college students produce over-stated expressions for dancing a lot, such as to dance your socks off.

1.2.2.1.4 Simile. It is one of the most exaggerated figurative tools; for instance, cheap as chips means extremely cheap, happy as Larry stands for extremely pleased (Mattielo, 2005).

1.2.2.1.5 Euphemism. It is "the substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant" (Merriam-Webster online dictionary,euphemism.1828) It is also important at associating novel meanings; for example, the adjective /nðˤiif/ (clean) became associated with the meaning of having no drugs or weapons.

1.2.2.2 Semantic Processes. The following is an account of relevant processes that may account for the process of assigning meaning to slang terms.

1.2.2.2.1 Narrowing Meaning. This process is a change in the denotation of words; it is additionally labeled semantic restriction according to Oklah (2014).This process designates the application of a word with a general meaning to something much more specific by slang users. In other words, the meaning of a word is narrowed to refer only to a limited part of its original denotation. For example, the English word safari comes originally from the Arabic word safar (travelling). When it entered English in the nineteenth century, it was still used mostly with this hunting denotation; however, it became restricted to sightseeing and scientific investigation rather than hunting.

*1.2.2.2.2 Widening Meaning .*This process is also label provided by Darmesteter (1887) is synonymous to semantic broadening according to Hayes (2012). This process is the opposite of semantic narrowing. Here, the range of meanings of a word increases; slang users actually apply it in more contexts than were used before the semantic change happened. In other words, semantic broadening involves dropping a specific characteristic of a word or

using the word out of its original particular context to refer to a more generalized concept. In this context, Hayes (2012) claims that semantic change is a phenomenon that happens generally by broadening words' meaning, simply because humans naturally tend to generalize and this affect their use of language. For instance, the word acquit, in the early thirteenth century originally meant to quiet or appease a claim. Then, by the end of the fourteenth century the meaning became a person who owes no money to another person (Hayes, 2012).

1.2.2.2.3 Pejoration. (Also termed deterioration or degradation) **"**It is a change for the worse by which the semantic and connotative status of a word tends to decline" (Merriam-Webster online Dictionary, pejoration.1828) it is a change in the connotation of words (Oklah, 2014). It is generally agreed that the frequency of pejorative cases is much higher that ameliorative ones (Kleparski, 1986; Grygiel, 2005).

1.2.2.2.4 Amelioration. In this process the connotation of a word becomes better or neutralized after it was rather negative. This process is not as common as the previous processes, since it has less psychological, social, and linguistic drives. An example is mentioned by Oklah (2014), which is the word luxury. It comes from Old French luxurie. Then it started to lose its negative connotation that has been added in the Middle Ages, to become a word that means simply luxuriance or abundance. It was not until the early eighteenth century that it took the current meaning connected with exquisiteness.

This variety of processes which account for semantic change and enrichment are often expected to lead to such results as semantic obscurity and indeterminacy. Obscurity refers to low transparency and consequent difficulty in penetrating meaning, while indeterminacy refers to the blurred reference due to a lack of uniqueness in terms of referent identification. Both features affect many slang words, which formally relate to standard words but totally differ in meaning. An example mentioned by Mattielo (2005) concerning both features is coke, which is the widely used as an abbreviation of the drink Coca-Cola, but in slang, it

mainly refers to 'Cocaine', by which the word coke loses its standard meaning (Coca-Cola drink) to become hard to be interpreted.

Conclusion

Slang is the language variety which stands but its own linguistic system including morphology, syntax, semantics, and phonology. Since it is invented and used by a significant number of people in the society, such a creation must be affected by particular factors which determine it, instances of which are age, gender, ethnicity, occupation, and media. Additionally, the subject of interest of this study is created through applying a set of semantic and phonological processes that make it unique. Those processes may include simile, metaphor, consonant deletion, and vowel insertion.

Chapter Two: The Methodological Framework, Data analysis, and Discussion

Introduction

This chapter is devoted to presenting the practical part of the study that puts the data found in the literature into practice. It introduces a detailed explanation of the methodological approach used in the semantic and phonological analyses of the current slang in Tebessa, the case of second year EFL students at Larbi Tebessi University and to investigate the factors that affect its nature. The chapter includes three sections; the first one begins with the research methodology under which the study design, the sample, the setting, and the research instruments are explained. In addition to the procedures followed during the data collection and analysis. The second section presents the analysis of gathered data and the last section presents the discussion of the findings in light of the research questions and hypotheses. This chapter ends with a summary of the research results in addition to the limitations of the study, the implications, and recommendations for further research.

2.1 Section One: Research Methodology

The following is an account of the methodological frame that underlies the study.

2.1.1 Study Design

This study follows a correlational descriptive research design with quantitative and qualitative method of data analysis. The correlational descriptive design is constructed to describe the distribution of one or more variables, together with the naturally occurring relationship between them without regard to any causal relationship or manipulation of the variables. Accordingly, this research is designed to systematically describe the phenomenon of slang and the factors that contribute to its creation through following the patterns that are previously indicated in the literature. Additionally, the mixed-method approach is used to provide reliable data about this phenomenon. Kemper et al. (2003) define the mixed methods approach as an approach that includes both qualitative and quantitative data collection and

analysis in parallel form. Similarly, O'Leary (2017) sees that the mixed-method approach has different advantages, such as offering a larger view through adding depth and insights to numerical data, then adding accuracy to words through the inclusion of numbers and statistics. These will help researchers in generalizing results. O'Leary (2017) further advocates that mixed method approach may prevent the bias and limitations of each single approach and it permits methodological multiplicity to various data collection instruments.

2.1.2 Sample and Setting

The sample of this research is second year EFL students at Larbi Tebessi University which consists of four groups in the academic year 2020/2021. The reason behind targeting this particular portion is that second year students were the only available participants during the data collection phase that were willing to help us achieve the aims of the study. For example, first year students are not totally familiar with the subject of research, thus they were reluctant to getting involved. In addition, second year students became more aware about the importance of filing in questionnaires fully and honestly. The study was intended to cover the whole 145 students; however, the sample of the study included only 38 participants with 19 females and 19 males, as they were the only accessible and cooperative ones.

2.1.3 Research Instruments

This study is based on two data collection tools that are explained below in details.

2.1.3.1 The Questionnaire. Questionnaires are defined by the Online Oxford Dictionary (1984) a set of printed or written questions with a choice of answers which are used either in surveys or in statistical studies. According to O'Leary (2017), a questionnaire involves asking individuals about their attitudes, characteristics, and opinions. Questionnaires are notoriously tough to get properly and frequently do not proceed as anticipated; he suggested the following strengths for this research tool. First, administering a questionnaire allows the researchers to generate data which is specific to their own research and provides

insights that might otherwise be unavailable. Second, O'Leary (2014) implies that this type of research tools may help researchers obtain a great number of responses, maintaining confidentiality, anonymity, and representing greater proportion of the population.

The aim of the questionnaire is to investigate the factors that affect the creation and the use of slang in Tebessa .We designed this data collection tool with English written parts and one Arabic written part .It contains three sections. The first section is devoted to students' demographic information, such as age, gender, location, places they lived in, and places they travel too frequently. The second section was devoted to the participants to know which factors are mostly affecting their current slang that has been tackled earlier in the literature. The last section is a DCT; it consists of a number of situations written in Arabic through which the participants are asked to respond as honest as possible as if the situations are actually lived. This section is excluded from the data analysis, because most of the respondents did not take the tasks seriously and responded randomly and no instance of slang was attested.

2.1.3.2 The Sociolinguistic Interview. Interviews are very effective for knowing more about the participants' experiences and gathering in-depth information about a certain subject. Interviews help in following up the individual respondents' together with the questionnaires to further analyze their responses. Besides, open-ended questions are interrogated during interviews in the wish of obtaining impartial answers, while closed ended questions allow participants to answer in a particular way (Creswell, 2009; McNamara, 1999).

The research was based on only one type of interviews, which is the sociolinguistic interview. Labov (1984) defines the sociolinguistic interview as "a well-developed strategy" (p.32). Our interview is based on a study of 38 individuals from a socially stratified sample consisting of female and male speakers. We aim at covering most of the slang words that our individuals use while communicating, and at determining the semantic and phonological

processes applied in creating their slang words and expressions. Following Labov's methodology, the interview comprises of three tasks. The first task is about reading a list of minimal pairs i.e., words that differ in one sound, the first pronunciation is either the originally used version by the majority of the members of the society or the standard one, and the second is phonologically modified by slang users. This task aims at checking the phonological processes that govern this modification. The second task is about pronouncing those words in contexts, which Labov labeled reading a list of words in isolation; it; the words are put in particular situations which the participants are familiar with to make them as spontaneous as possible. The final task, which is the actual interview, is designed in the form of open-ended questions about different topics to interview every participant aside and to collect a high number of slang words they currently use. This task targets the semantic processes. It should be noted that Labov's sciolinguistic interview consist of a fourth tasks that involves reading a short narrative which contains the words in question. This task was not used due in order to avoid the withdrawal of the participants due to the time-consuming shores.

2.1.4 Data Collection Procedures

The data collection process was guided by the list of procedures from the Social Sciences Department of Larbi Tebessi University that helped effectively in the success of the administration of both the questionnaire and the interview.

When the questionnaire was first designed, the draft was piloted with 13 participants from the whole population. The analysis of their responses helped us to modify the last section of the DCT to well gather the data we need. Then, we distributed the copies to38 student (19 males and 19 females) selected randomly from the four classes. The respondents were asked to answer the questionnaire immediately in their classrooms by providing them with individual written copies. They were given more than enough time of round 20 minutes

to answer carefully the questions .The distribution of the questionnaire took time in our presence where we exposed the aim of our questionnaire and raised their awareness about how important it is to honestly and carefully fill them in. The gathering data was codified using the students' names and their personnel information for the sake of correlating each response with the appropriate student's interview.

The interview was the second data collection tool used in our study; it was designed in a semi structured way through individual phone calls. The interviewees are the same respondents of the questionnaire; we took their phone numbers and informed them about the details of the interview. The calls were recorded in a calm atmosphere which allowed us to hear the students' voices clearly. We spent around 15 minutes in each phone call and collected the necessary data about our topic of interest.

2.2 Section Two: Data Analysis

2.2.1 Data Analysis Procedures

All the questions of the questionnaire are analyzed in terms of frequencies and percentages, which are presented in tables; they are calculated through thev Statistical Package of Social Sciences (SPSS) 25.0. Additionally, the analysis of the interview is analyzed qualitatively through checking which among the categories of phonological and semantic process reviewed in the literature exist in the data and whether there are new categories which were not previously documented. Through this content analysis of the obtained data, each single semantic or phonological process is explained aside together with the list of pair words in task one and the slang terms collected through task three that are relevant to it. The data of the interview are also quantified in the form of tables; both semantic and phonological processes were presented along with examples from the gathered data. Additionally, the frequency of slang terms per participants is calculated for the sake of the correlation test.

Then, the factors and the frequency of slang words obtained from the interview are correlated using a linear regression test. The latter is considered significant if the significance level *p* is less than .01 or less that .05 as indicated in SPSS. In order to interpret the correlation between the factors and the frequency of slang use, the value range of the standardized coefficient ß falls within one of the six ranges presented in Table 1. The latter determines whether the relationship is strong or weak and its strength.

Table 1

The Scale of the Correlation Coefficient

Size of Correlation Coefficient (ß)	Strength of Correlation
.61 until 1.00 or -.61 until -1.00	Strong Positive or Strong Negative
.31 until .60 or -.31 until -.60	Moderate Positive or Moderate Negative
0 until .30 or 0 until -.30	No Correlation

2.2.2 The Analysis of the Questionnaire

The responses gathered from the students' questionnaires are presented below. The analysis of both sections led to the identification of the participants' demographic information and the exact factors that shape the current slang they use. The data of this research instrument is analyzed quantitatively; the results are presented in what follows.

2.2.1.1. The Analysis of Section One: The Demographic Profile.

Question 1: What is your age in years?

Table 2

The Respondents' Age

Age	Frequency	Percentage
19-24	35	92.1
25-30	2	5.3
31-36	1	2.6
Total	38	100.0

This question aims at testing whether the students' age relates to their use of slang. It is worth noting that the age ranges were not used in the questionnaire; they are adopted due to the requirements of the statistical test. Based on Table 2, (n = 35, 92.1%) students are between 19 and 24 years old which is the youngest age group and the majority group in the whole sample. The total number of the respondents whose ages are between 25 and 30 is (n = 2, 5.3%), and the ones who are aged 31-36 years old are (n=1, 2.6%). Depending on the results of the correlation presented in Table C1 (Appendix C), there is no statistically significant association between age and the use of slang ($p = .885$).

Question 2: What is your gender?

Table 3

The Respondents' Gender

Gender	Frequency	Percentage	Slang terms
Female	19	50.0	70
Male	19	50.0	218
Total	38	100.0	288

The second question is asked to investigate whether students' gender shapes their use of slang. As it was mentioned earlier, the sample of the study consists of (n=38, 19 males and 19 females). Additionally, the correlation between gender and use of slang is statistically significant ($p = .000 < .01$) as shown in Table C2. Additionally, it is a strong positive correlation based on the standardized coefficient value (ß $= .61<.712 <1.00$). However, males have more relation to slang based on the amount of words they produce/use. The significance between gender and slang is presented in the following linear equation y=1.368+1.474x i.e. the value of slang terms (y) increases with the increase in the value of the male gender (x).

Question 3: Where do you currently live?

Table 4

The Respondents' Current Residence

Residence	Frequency	Percentage
Tebessa	26	68.5
Cheria	3	7.9
Bir El Ater	2	5.3
Morsott	2	5.3
Boulhef El Dir	1	2.6
BirMkadem	1	2.6
Ouanza	1	2.6
Aouinet	1	2.6
Oum El Bouaghi	1	2.6
Total	38	100.0

This question is raised to discover whether the respondents' current residence relates to their slang. Table 4 shows that most of the respondents reside in Tebessa and (n=3, 7.9%) reside in Cheria. Additionally, (n = 2, 5.6%) respondents inhabit Morsott or Bir El Ater. The

rest of the participants live either in Boulhef El Dir, BirMkadem, Ouenza, El Aouinet, or Oum El Bouaghi (Fekirina).The carried correlation showed that there is no statistically significant correlation between the participants' residence and the use of slang ($p = .319$) (Refer to Table C3).

Question 4-a

Did you live in other places during the course of your life?

Table 5

The Respondents' Previous Residence

	Frequency	Percentage
No	33	87
Yes	5	13
Total	38	100.0

This question seeks to identify whether the fact that participants' have lived in other areas relates to their slang. As shown in Table 5, (n=33, 87%) of the participants did not live anywhere during the course of their lives except their current residence, while (n=5, 13%) of them did. Based on the correlation output in Table C4, there is no statistically significant association between the previous residence and the use of slang ($p = .703$).

Question 4-b: If yes, mention the place(s)?

Table 6

The Respondents' Exact Previous Residence

Residence	Frequency	Percentage
None	33	87
Algiers	1	2.6
Tebessa	1	2.6
Constantine	1	2.6
Tunisia	1	2.6
France	1	2.6
Total	38	100.0

As shown in Table 6, most of the respondents did not live in other places during the course of their lives. The rest inhabited Algiers, Tebessa, Constantine, France, Tunisia, and Oum El Bouaghi (n=1, 2.6%) with one respondent in each. However, the previous residences of the participants do not relate to the use of slang as it has been previously shown and as reported in Table C5 were the significance value is (p = ..224).

Question 5-a: Do you travel frequently?

Table 7

The Frequency of the Respondents' Travelling

	Frequency	Percentage
No	13	34.2
Yes	25	65.8
Total	38	100.0

This question is asked to examine the relationship of the respondents' travelling frequency to their use of slang. Table 7 shows that (65.8%) of the students travel frequently

while only (34.2 %) do not. Based on the outcome of the correlation in Table C6, the

correlation between travelling and use of slang is statistically insignificant ($p = .501$).

Question 5-b: If yes, tick the right number of places that you travel to frequently?

Table 8

The Number of the Respondents' Previous Destinations

Destinations	Frequency	Percentage
None	24	63.2
2 places	6	15.8
3 places	5	13.1
4 places	2	5.3
5 places	1	2.6
Total	38	100.0

Based on Table 8, the majority of the respondents travelled to 2 places and (n=5,

15.8%) others frequently visit3 places. Two (5.3%) students visited 4 places and only one

student visited 5 different places. In light of table 7, students who travelled to one specific

region will probably adopt specific slang vocabularies differently from those who went

somewhere else. Following up with the previous question, no matter what the destination is, it

does not affect the use of slang. Relying on the outcome of the correlation (Table C7), the

association between the frequently visited destination and the participants' use of slang is

statistically insignificant ($p = .314$).

Question 6-a: Do you have (a) parent(s) of non-Tebessian ancestry?

Table 9

The Respondents' Parents Origin

	Frequency	Percentage
No	28	73.7
Yes	10	26.3
Total	38	100.0

The aim behind asking this question is to know whether the current slang used by the participants is influenced by their parents' origin which in turn affects their language. Table 9 presents that most of them (n=28, 73.7%) have parents of Tebessian ancestry and only (n=10, 26.3%) have parents from other origins. In light of those results, the respondents whose parents are not from Tebessa may use slang words that are different from those used by participants whose parents are purely Tebessian. Based on the results of the correlation presented in Table C8, there is no statistically significance association between the parents' origin and the use of slang ($p = .830$).

Table 10

The Respondents' Exact Parents' Origins

Origin	Frequency	Percentage
None	28	73.7
Constantine	3	7.9
Algiers	2	5.4
Mssila	1	2.6
Oum El Bouaghi	1	2.6
Tunisia	1	2.6
Tougert	1	2.6
Tizi Ouzou	1	2.6
Total	38	100.0

Table 10 shows that among the 10 participants whose parents have non-Tebessian origin,(n=3,7.9%) of them are from Constantine, (n=2, 5.4) are from Algiers, while the remaining students' parents are from Messila, Oum El Bouaghi, Tunisia , Tougert, and Tizi Ouzou. Following up with the previous question, regardless of the parents's origin, the latter does not relate to the participants use of slang. Based on the results of the correlation presented in Table C9, there is no statistically significance association between the parents' exact origin and the use of slang ($p = .161$).

Question7-a: Are you employed?

Table 11

The Respondents' Employment

	Frequency	Percentage
No	29	76.3
Yes	9	23.7
Total	38	100.0

This question seeks to trace the whether the participants' occupations plays a role in shaping their use of slang. The results in Table 11 show that (n=29, 76.3%) are jobless, whereas (n=9, 23.7%) are employed. Depending on the correlation presented in Table C10, there is no statistically significant relationship between employment and the use of slang ($p =$ .872).

Question 7-b: If yes, mention your occupation

Table 12

The Respondents' Occupations

Occupation	Frequency	Percentage
None	29	76.3
Nurse	2	5.3
Seller	3	7.9
Hair Dresser	1	2.6
Receptionist	1	2.6
Teacher	2	5.3
Total	38	100.0

Table 12 shows that most of the respondents who work are sellers and teachers, and the rest work as nurse, hair dresser, and receptionist. Following up with the previous question, regardless of the position that the participants occupy, the latter is not related to the use of slang. Depending on the correlation presented in Table C11, there is no statistically significant relationship between the exact occupation and the use of slang ($p = .818$).

2.2.1.2. The analysis of Section Two: Factors Affecting Slang.

Question 8: Among the following, which social group do you belong to?

Table 13

The Frequency of the Respondents' Affiliation to Social Groups

		Frequency	Percentage
	Any kind of sports team	9	12.2
	Relatives	8	10.8
Social groups	Close friends	27	36.5
participants' belong	Neighbors	4	5.4
to	Work team	1	1.4
	High school mates	24	32.4
	None	1	1.4
	Total	74	100.0

This question aims to check the relationship of the respondents' social groups' affiliation to their use of slang. The collected answers revealed that (12.2%) of the participants belong to sports teams, (10.8%) of them declared that they have not any social group but their relatives .The students who fit in close friends' group are (36.5 %).Additionally, (5.4%) of the sample is part of groups of neighbors, and (32.4%) of them are grouped in high school/ college mates groups. Finally, (1.4%) of the students either belong to work teams, or they do not belong to any social group. Depending on the correlation

presented in Table C12, there is no statistically significant relationship between social groups'

affiliation and the use of slang except the belonging to sports team ($p = .002 < .01$).

Additionally, Table C12 shows that there is a positive moderate correlation between

belonging to a sports team and the use of slang based on the standardized coefficient value (ß

$= .31 < .488 < .60$). Furthermore, the linear equation y=1.103+1.897x shows that the amount of

slang terms (y) increases whenever x (sports team belonging) increases.

Question 9-a: Do you have (a) social media account?

Table 14

The Frequency of the Respondents' Social Media Use

	Frequency	Percentage
No	1	2.6
Yes	37	97.4
Total	38	100.0

Table 14 shows that only one participant does not have any social media accounts,

while (97.4%) have at least one. This question tests the assumption that the respondents who

are interested in social media might use wider slang vocabularies in comparison to those who

do not have any account. Depending on the correlation reported in Table C13, there is no

statistically significant correlation between the use of social media accounts and the use of

slang ($p = .233$)

Question 9-b: If yes, mention it /them

Table 15

The Frequency of the Respondents' Possession of Social Media Account(s)

	Frequency	Percentage
Instagram	35	41.2
Facebook	33	38.8
Tiktok	6	7.1
Twitter	6	7.1
Viber	5	5.9
Total	85	100.0

As can be noticed from Table 15, (41.2%) of the respondents have Instagram accounts while (38.8%) have others on Facebook. (7.1%) of the whole sample prefer using TikTok and Twitter. Besides, only (5.9%) of the participants have accounts on Viber. Depending on the correlation presented in Table C14, there is a statistically significant correlation between the use of Facebook and slang ($p = .016 < .05$). Additionally, the standardized coefficient in Table C14 ($ß = .31 < .388 < .60$) is moderate positive. The linear equation y=1.103+1.200x means that slang terms value increases whenever the participants use Facebook.

Question 10-a: Do you have friends on social media from other nationalities?

Table 16

The Respondents' Friends from Other Nationalities on Social Media

	Frequency	Percentage
No	26	68.4
Yes	12	31.6
Total	38	100.0

The scores shown in Table 16 confirm that only (n=12, 31.6%) participants have friends on social media from other nationalities while (n=26, 68.4%) do not. Depending on the correlation in Table C15, there is no statistically significant association between having friends from other origins and the use of slang ($p = .971$).

Question 10-b: If yes, mention their origin.

Table 17

The Respondents' Friends Origin

	Frequency	Percentage
None	26	68.4
England	4	10.5
USA	6	15.8
France	2	5.3
Total	38	100.0

Table 17 presents that (n=4, 10.5%) students have English friends while, (n=6, 15.8%) others have American friends and only (n=2, 5.3%) have friends from France. Following up with the outcome of the previous question, no matter what the origin of social media friends is, this does not affect the use of slang. Depending on the correlation in Table C16, there is no statistically significant association between having friends from other origins and the use of slang ($p = .41$).

Question 11: Which language(s) do you use to chat with your Algerian friends on social media?

Table 18

The languages used with Algerian friends on social media

	Frequency	Percentage
Arabic	16	42.1
English	11	28.9
French	10	26.3
None	1	2.6
Total	38	100.0

Table 18 presents that most of the respondents use Arabic language to chat with their Algerian friends whereas (n=11, 28.6%) of them use English and the rest use French. Depending on the correlation presented in Table C17, there is no statistically significant association between the languages used with Algerian friends on social media and the use of slang ($p = .726$).

Question 12: Which language(s) do you use to chat with your friends from other nationalities on social media?

Table 19

The Languages Used with Friends from Other Nationalities on social media

	Frequency	Percentage
None	25	56.8
Englich	11	28.9
Frensh	2	5.3
Total	38	100.0

Table 19 presents that most of the respondents use English language to chat with their non-Algerian friends whereas (n=2, 5.3%) use French. The rest, (n=25, 56.8) obviously do not chat with their friends of other nationalities. Depending on the correlation in Table C18, there is no statistically significant relationship between the languages used with friends from other nationalities on the use of slang ($p = .746$).

Question 13: Do you communicate with your Algerian friends orally or by writing?

Table 20

The Respondents' Ways of Communication with their Algerian Friends

	Frequency	Percentage
Both	30	78.9
Writing	7	18.5
None	1	2.6
Total	38	100.0

Table 20 shows that the majority of participants use both ways of speaking and writing while communicating with their Algerian friends, whereas those who prefer writing are more. Depending on the correlation presented in Table C19, there is no statistically significant association between the medium of communication with Algerian friends and the use of slang ($p = .663$).

Question 14: Do you communicate with your friend from other nationalities orally or by writing?

Table 21

The Respondents' Ways of Communication with their Friends from Other Nationalities

	Frequency	Percentage
None	26	68.4
Both	7	18.4
Writing	5	13.2
Total	38	100.0

Table 20 shows that (n=7, 18.4%) participants communicate with people from other nationalities both orally and by writing, whereas the (n=5, 13.42%) do it only by writing. The majority of the participants expressed that they do not communicate at all. Depending on the correlation Table C20, there is no statistically significant relationship between the medium of communication with friends from other nationalities and the use of slang ($p = .745$).

Question 15: How often do you use social media?

Table 22

The Frequency of the Respondents' Use of Social Media

	Frequency	Percentage
Always	30	79
Rarely	4	10.5
Sometimes	3	7.9
Never	1	2.6
Total	38	100.0

Table 22 shows that only (n=1, 2.6%) student does not use social media while the majority of the participants (78.9%) always use social media. Besides, (10.5%) of them rarely

use them. Additionally, the rest of the participants (7.9%) use them sometimes. Depending on

the correlation presented in Table C21, there is no statistically significant association between

the frequency of using social media and the use of slang ($p = .067$).

Question 16-a: Do you watch series/movies?

Table 23

The Respondents' Watching of Series/movies

	Frequency	Percentage
Yes	33	86.8
No	5	13.2
Total	38	100.0

It is noticed in table 23 that (n=5, 13.2%) participants donot watch series/movies. In

contrast, the majority of participants (n=33, 86.8%) watch them. Depending on the correlation

presented in Table C22, there is no statistically significant relationship between watching

series/movies and the use of slang (p = .385).

Question 16-b: If yes which of the following do you watch?

Table 24

The Respondents' Series / movies Preferences

Langauges	Frequency	Percentage
Algerian	4	6.1
Syrian	1	1.5
Egyptian	4	6.1
Tunisian	13	19.7
Standard.Arabic	3	4.5
English	22	33.3
French	8	12.1
Turkish	10	15.2
Other	1	1.5
Total	66	100.0

This question aims at testing the influence of series/movies on the students' slang. Table 24 presents that most of the sample watch English speaking series / movies and (n=13, 19.7%) watch Tunisian speaking movies. The rest are chosen sparingly. Depending on the correlation reported in Table C23, there is no statistically significant relationship between the respondents' series/movies preferences and the use of slang except for the Tunisian speaking ones as indicated with the significance level ($p = .031 < .05$). Additionally, the standardized coefficient presented in Table C23 ($ß = -.31 < .-350 < -.60$) shows that the correlation between watching Tunisian series and the use of slang is moderate negative. Following the linear equation y= -0.708 + 2.400 x, the amount of slang terms decreases the more Tunisian speaking series/ movies are watched.

Question 17: Order the series/movies that you watch according to their language by frequency from the most frequently watched to the least?

Table 25

The Order of the Respondents' Series / movies Preferences

	Frequency	Percentage
English	21	63.6
Arabic	8	24.2
French	2	6.0
Turkish	1	3.1
Korean	1	3.1
Total	33	100.0%

Table 25 unveils that the majority of the respondents (n= 21, 63.6%) frequently watch English speaking series/movies. Depending on the correlation in Table C24, there is no statistically significant relationship between the language preferred in series/movies and the use of slang ($p = .428$).

Question 18-a: Do you play video games?

Table 26

The Respondents' Use of Video Games

	Frequency	Percent
No	21	55.3
Yes	17	44.7
Total	38	100.0

This question was intended to detect the influence of video games on the slang used by the respondents. As shown in Table 25, most of the participants do not play video games

(n=21, 55.3%), while the rest (n=17, 44.7%) prefer playing them. Students who are fond of video games may possibly have their own slang which is totally different from those who are not interested in them at all. Indeed, the correlation in Table C25 shows that there is statistically significant relationship between playing video games and the use of slang (p = .012 > .05). Additionally, the standardized coefficient in Table C25 (ß = .31< .403 < .60) shows that this relationship is positive moderate. The linear equation: y= 0.779 +1.810x proves that participants who play video games have more relation to the production and use of slang.

Question 18-b: If yes, which one(s) do you play?

Table 27

The Participants' Video Games Preferences

	Frequency	Percentage
Pubg	12	42.9
Ludo	12	42.9
Fast car stunt	4	14.2
Total	28	100.0

This question is directed to select the exact video games that shape the current slang of the concerned students .Table 26 indicates that (n=12, 42.9%) participants play Pubg and (n=12, 42.9%) prefer playing Ludo. Besides, (n=4, 14.2%) from the whole sample have fun in Fast car stunt. Depending on the correlation in Table C26, there is no statistically significant relationship between playing Ludo and Fast car stunt on the use of slang. However, Pubg is related to the use of slang (p = .001 < .01). Additionally, the standardized coefficient presented in Table C26 (ß = .31< .537 < .60) shows that this relationship is moderate positive. Following the linear equation y= 1.109 + 1.808x, playing Pubg is moderately related to the increase of slang terms value.

Question 19: How often do you play them?

Table 28

The Frequency of Playing Video Games

	Frequency	Percentage
Never	11	28.9
Rarly	2	5.3
Sometimes	2	5.3
Often	2	5.3
Always	21	55.2
Total	38	100.0

This question was raised to discover the relationship between playing video games frequently and the sample's use of slang .Table 28 shows that (n=21, 55.3%) participants always play video games, whereas (n=2, 5.3%) often play them. Besides, (n=2, 5.3%) members from the sample play video games rarely and (n= 11, 28.9%) others never do. Depending on the correlation in Table C27 there is a statistically significant relationship between always playing video games and the use of slang (p = .009 < .01) . Additionally, the result of the linear regression shows that this relationship is negative moderate (ß = -.31< -.416 < -.60). The linear equation: y= -.224+2.946x shows that the more video games are played the less slang terms are used.

Question 20: What language(s) do you frequently encounter in the online chat in video games?

Table 29

Frequency of Languages used by the Respondents in Video Games

Language	Frequency	Percentage
Arabic	11	28.9
French	1	2.6
English	5	13.2
None	21	55.3
Total	38	100.0

This last question was asked to test the relationship between the languages that participants use online during playing video games and the nature of their current slang. Depending on the percentages shown in Table 29, most of the students who play video games use Arabic language, whereas the rest use English and French. Depending on the correlation shown in Table C28, there is no statistically significant effect of the language used in video games' chat on the use of slang ($p = .251$).

2.2.3 The Analysis of the Interview

The interview is divided into three tasks and so is the analysis.

2.2.3.1. The Analysis of Task One and Two. The table in Appendix E depicts the phonological processes that occurred during the participants' pronunciation of the given list of words. The first column in the table introduces the phonological process. The second column on the table presents the original words that are actually used by the public, while the third column introduces the slang terms our participants' use according to the phonological process that accounts for its pronunciation.

The findings of both pronunciations aided us in limiting the phonological processes that occurred during the creation of slang terms. All the categories of the processes that occurred were mentioned in the literature.

- **Assimilation Processes**

The first phonological process applied by the sample of our study is the **prevocalic voicing**; it falls under the first category mentioned in the theoretical chapter which is **assimilation processes**. All instance of this process found in the data are reported in Appendix E. For example, the word *camper* is pronounced /ˈkæmbər/ instead of /ˈkæmpə(r)/. The students substitute the consonant /p/ with /b/ when they occur before a vowel sound.

- **Syllable Structure Processes**

The second process operated by the sample is **consonant deletion**; it concerns any omission that happens either in the first or the last consonant of the word when pronouncing it. Based on the research findings, a number of respondents especially the females pronounce أصلا æslææn as æslææ . Here the final consonant /n/ is deleted. In Appendix E, other examples of the process which occurred in different positions in the word are reported. This process falls under the **syllable structure processes.**

Syllable reduction is the next phonological process found in the results which is included in the category of **syllable structure processes**. It happens when the speaker omits a syllable in a word. We concluded that the respondents usually do not say خويا /xu:jææ/ and they use /xuu/ instead i.e., they remove the secnd syllable of the word.

Vowel Insertion is another phonological process which is included in the same category of **syllable structure processes**. It occurs when the speaker inserts an additional vowel to the word. In light of the data gathered in this research, some of the respondents pronounce the word /pli:z/ as /bæl:z/. i.e., they include the vowel /æ/ between both /b/ and /l/.This example is also presented in Appendix E.

Vowel Coalescence (Monophthongization) is the another phonological process operation we gathered from our findings. Some participants tend to monophthongize /eɪ/ and /əʊ/ into /ɪ/ and /ʊ/, respectively. As it is shown in the example of Anime /ˈænɪmeɪ / that is changed to /ˈenəmi/. The final vowel is monophthongized.

- **Weakening and Strengthening Processes**

Syncope is another frequent process utilized by the participants. Based on the theoretical chapter, it is one of the phonological categories of weakening and strengthening. syncopy is the insertion of the vowel /ə/ instead of another vowel .The results of this study indicate that the Turkish word Aşkim /æʃki:m/ is pronounced /æʃkəm/ (Appendix E).This means that the respondents insert the/ə/ instead of the sound/i/.

- **Substitution Processes**

Baking which is defined as the substitution a consonant with another which is articulated further in the mouth is found in the word La gandora læ gændurææ which is pronounced in the sample as læ gænduɣææ. The sound /r/ which alveolar is substituted with the sound /ɣ/ which is uvular.

Fronting and more specifically, Th- fronting, is another process which the respondents utilize; we found that /ˈfæŋks/ is the new articulation made by them on the English word *thanks* /ˈθæŋks/ i.e they replaced the sound /f/ with /θ/.

There is an **additional process** found in our results which does not exist in the theoretical chapter which is **vowel substitution.** This process is applied by replacing one vowel sound with another. We found that the participants pronounce the English word /brəʊ/ as /bro/ or /bra:/.Meaning they replace the diphthong /əʊ/ with /a:/.There are other examples that illustrate this process presented in Appendix E.

2.2.3.2. The Analysis of Task Three. According to the research finding, the current slang vocabulary is made of different words or phrases. The semantic analysis of the gathered

data indicates that the creation of slang is achieved through two figures of speech and two semantic processes as follows.

- **Metaphor** is a figure of speech used by the participants to create a resemblance between one thing and another either literally or poetically. A concrete example that was found in the data is the slang expression ستاج الوحش stæægʒ lwæħʃ which literally means the final chapter of a game. Participants use this slang term to describe a teacher that is very severe. Metaphor here occurs in providing a resemblance between the last chapter of a game and a severe teacher in term of the difficulties in handling with. (For more examples refer to Appendix D).

- **Simile** is a figure of speech that usually compares two different things using the words *like* or *as*. The findings revealed that this process occur not only to compare between two things, but also to change meaning within contexts. Examples of those words are bægiiræ, mæwklii, tæræzæn, and luufii. These are fictional characters that have different attributes in terms of color, life style, shape, and traits. Participants use such attributes to compare these characters to real people; they applied the description of *like* bægiiræ, which is a black panther that lives in the jungle, to a female heartless black teacher. The same process was applied to the other words in Appendix (D).

- **Narrowing Meaning** is a process by which an existent general meaning is reduced to a specific one i.e. the original meaning of a word becomes less general or inclusive to a particular concept or a person. The output of the interview helped in gathering the exact data that aids in exemplifying semantic narrowing. For instance, the meaning of the word *civilisation* is narrowed by slang users to describe only a teacher who teaches civilization.

- **Widening Meaning** is a process by which the participants change the meaning of word by extending the contexts of that word i.e. the usage of words begins to become more general. The use of widening by slang users as a way to assign meanings to things and

concepts usually depends on the original meaning of these words. For example, 5 3 8 is a football strategy for organizing players However slang users use such a slang term to describe the strategic plan for making money in an illegal way.

2.3 Section Three: Discussion of the Results

Under this title, the results obtained from the questionnaire and the correlation analysis are discussed together with the sociolinguistic interview. The correlation of the questionnaire and interview results answers the first research question, whereas the interview answers the other two research questions. The findings of this study either confirm or reject our research hypotheses.

2.3.1 Discussion of the Questionnaire and the Correlation Analysis

The findings obtained from the questionnaire and the correlation analysis help in answering the first research question which is: What are the social factors that affect the creation of slang terms in Algerian Arabic as spoken in Tebessa?

The obtained answer to this question is that Algerian Arabic slang as spoken in Tebessa is shaped by their gender, their affiliation to sports teams, the use of Facebook, playing video games especially Pubg, and watching Tunisian speaking series/movies. Thus, the first research hypothesis is partially approved because the correlation of slang use with media is significant while the correlation with age is not. Additionally, other significant correlations are found which were not initially assumed.

Our investigation concludes that male students use slang words more than females i.e. gender and slang are directly related with a positive and strong correlation. This result does not contradict with the scholars who tackled the same topic in the literature, such as Diekman and Eagly (2000) who supported the idea that gender may relate to slang by the amount of slang terms used.

The results of this study indicate additionally that student's slang is related to social group affiliation which parallels the effect of social class previously studied by Labov (1966). Yet, social group is opted for rather than social class because the later does not characterize the Algerian society. The results reported in Labov (1966) and the present study show that language is affected by social belonging. For Labov, members of a social class unify through language use. The current findings also show that the participants' use of slang is correlated with social groups belonging, especially the sports team groups. However, both studies contrast in other details. On the first hand, Labov focused on language regardless of its variety, but the one we conducted sheds light only on slang.

Additionally, the findings of this research assert that the current Algerian Arabic slang as spoken in Tebessa and media are positively correlated .i.e. participants who are attached to media use slang terms more than those who are not. This result does not oppose the claims found in the first chapter. Docherty and Foulkes (1999) along with Coupland and Jaworski (2009) assert that media affect highly people's speech. The first media that relate to our respondents' use of slang is social media – Facebook-. Students who use Facebook, use a higher number of slang vocabularies than others who do not. This result is totally similar to the literature discussed previously which presents that the overuse of social media makes people shifting from their ordinary speech to another that is full of new terms and expressions aspired from those media.

Movies and series are the second media that are correlated with the participants' slang; however, this correlation is negative. The more Tunisian speaking series/movies are watched, the less slang terms are used. This result denies the effect of movies on the use of slang, however, this category of movies in particular is usually preferred by females who already prefer to use standard and prestigious forms in conversation rather than colloquial language

Diekman and Eagly (2000). This fact explains the negative correlation between using slang terms and watching Tunisian series.

Moreover, relying on our results, video games play a great role in the students' use of slang and the nature of its vocabulary, the correlation between both Pubg and slang is positive. We succeeded to collect concrete examples about video games slang terms like, *camper* /ˈkæmbər/ and noob /nuːb/.

Age is a factor that scholars such as Shahraki assert its relation to slang; we found in the literature that teenagers and college students are known by the use of such a fashioned variety. By contrast, our findings show that this factor does not affect the participants' use of slang; the correlation test of both variables marked no correlation i.e. the age of the participants does not relate to their use of slang. The reason behind this contradiction may be due to the fact that the participants in this research are not varied. Approximately they all aged the same, thus logically no correlation will be found.

In light of the Zhou's (2013) conclusions, occupation has a direct relationship with slang, being employed in certain areas makes workers adopt new terms which concern that occupation. Since the sample of our study does not include a great number of workers, the results we obtained contrarily shows that occupation does not correlate with the participants' use of slang.

In short, the assumption of the relationship between media and slang is approved, while the one between our concerned subject and age is rejected. Thus, the complete answer for the first research question is that the social factors that shape the current Algerian Arabic slang as spoken in Tebessa are gender, the use of Facebook, and playing Pubg.

2.3.2 Discussion of the Interview

The interview is divided into three tasks and so is the discussion

2.3.2.1 The Discussion of Task One and Two. The results obtained from the first and second task of the interview answer the second research question which is: what are the phonological processes that account for the current Algerian Arabic slang as spoken in Tebessa?

The assumed answer to this question was that consonant deletion and cluster reduction are the most frequently applied processes. The conclusions of our investigation show that the phonology of slang used in Tebessa is characterised by applying a number of processes categorized under four major processes which are assimilation, syllable structure, weakening and strengthening, the substitution processes in addition to another process which is vowel substitution that was not initially documented in the literature review. Consequently, the second research hypothesis is partially approved as shown below.

Within the assimilation processes, the prevocalic voicing was applied by the sample. The operation made by the participant does not oppose the one explained in the theoretical chapter. The reason behind this operation is to facilitate the pronunciation of words such as *camper* /ˈkæmbər/. The second process that is included in the syllable structure processes and is operated by the sample is consonant deletion in words such as أصلا æslææn which is pronounced æslææ. The participants' operation of such a process might be due to their addiction to watching Turkish series and movies which led them to adopt new pronunciations instead of the one we use as Arabs. The effect of social media may also be a reason behind such reduced pronunciations. Both assumed explanations do not oppose the claims of the theoretical chapter which assert that movies/series and social media relate to slang. Additionally, vowel insertion is the next phonological process utilized by a number of students, such as the pronunciation of *please* as /bɑ:z/. The aim behind such change may be just for having fun. Based on this explanation, social media took place in the spread of such

weird changes made on the original word which is the same claim found in the theoretical chapter.

Vowel coalescence is another syllable structure process applied frequently by the participants in pronouncing words of a Japanese origin, such as *anime* which is pronounced /ˈenəmi /. The reason behind that is the complex phonological structure of the Japanese language. Hence, non-native speakers use such a process to simplify the native forms of words. Furthermore, the phonology of languages such as Arabic, French, and Turkish has a noticeable value in creating slang in which participants tend to change the phonological structure of words in order to ease their pronunciation, and thereby feel unique. This explanation approves the claims of scholars who believe that slang is affected by the addiction to video games. Furthermore, syllable reduction is another phonological process found in the results which is included in the category of syllable structure processes; it occurred in words like خويا /xuu/. Based on the results of the correlation analysis we made, the reason behind this change is that the sample' slang is strongly related to the use of Facebook .Thus, it plays a great role in making our participants adopt words from the other regions of Algeria. This conclusion approves the claims found in the literature review about slang and social media.

Within the weakening and strengthening processes syncope is found in the slang produced by the participants. The assumed explanation for such a process (*Nade* /nəd/) is to facilitate the pronunciation of certain borrowed words from other languages so that it fits in our dialect phonological system. Additionally, baking, a process included under the substitution processes, is also operated by the participants. The reason behind such weird change that happens to the pronunciation of the word تبهذيلة tbehdiilææ is the spread of Facebook. Algerian use the modified pronunciations just for their funny structure. This explanation approves the claim found in the theoretical chapter of the relationship between social media and slang. Moreover, Fronting and more specifically, Th- fronting (Thanks

/ˈfæŋks/), is the last but one process which the respondents utilize; due to the role of English-speaking movies and series. They present non casual pronunciations in regional dialects of English words that lead our sample to adopt it. This explanation approves the claims of the theoretical chapter which assert that movies/series plays a role in shaping people's slang.

Vowel Substitution is an additional process found in our results .The participants of this study apply such a phonological process for the sake of either facilitating the pronunciations of certain hard and strange words, such as *bro* /braː/, or it is due to the effect of social media; especially English movies and series. This assumption is also supported by the conclusions found in the theoretical chapter.

In short, our assumptions that relate to the phonology of the Algerian Arabic slang as spoken in Tebessa are partially approved; the consonant deletion process is found in the results but cluster reduction is not. Thus, the final answer for the second research question is that the phonology of slang used in Tebessa is achieved through applying a number of processes categorized under four major processes which are assimilation, syllable structure, weakening and strengthening, along with the substitution processes.

2.3.2.1 The Discussion of Task Three. The results gathered from the third task of the interview help answering the third research question that is formulated as What are the semantic processes that account for the current Algerian Arabic slang as spoken in Tebessa?

The findings indicate that the slang creation proceed through the different processes provided in the hypothesis. The participants follow processes to change the meaning of words. These processes were provided in the literature as follows: simile, metaphor, narrowing of meaning, and widening of meaning. The researchers already hypothesized the previous processes, thus the hypothesis is totally approved.

First, the research findings show that the process of simile occurs not only to compare between two things, but also to change meaning within contexts. An example of those words

is ʃæmʕææ and Drogba. This process was applied by the participants to compare and find a semi face then connect ideas in order to change original meanings within context to slang words that have meanings which differs from the original one. Additionally, in the findings, metaphor occurred to make a comparison between two things not because they are actually the same, but for the sake of changing the meaning of a concept or an idea, thus helping participants to create their own slang, and their own sphere.

Furthermore, narrowing of meaning or semantic restriction is a type of semantic change by which the original meaning of a word becomes less general or inclusive to a particular concept or a person. The output of the interview helped the researchers to gather the exact data that aid exemplifying semantic narrowing, instances for that are in words such طيارة tˤæjjæræ, دمار dæmæær, and صاروخ sˤæruux that are used mainly to describe a pretty woman. Slang users in here use semantic restriction to create a narrowed meaning that nobody understands except for them. Moreover, the use of similar slang terms in front of others will actually visualize real images of a *plane*, *devastation* and *missile*. In other words, if you hear someone saying *look at that plane*; you will understand that he means a pretty woman, and not an actual plane if you relate to slang terms. Finally, as a converse process to semantic narrowing, semantic widening is the process through which the usage of words begins to become more general. For example, calling someone "الزنجي" æzzændʒii is automatically related to his color. However, slang users use such a slang term to describe a unique member that belongs to their group. The reason behind such a process is to include a concept or an idea they use daily to a different meaning.

2.3.3 Summary of the Results

This research ends with a number of significant results which answer the research questions we started our investigation with; they also approve most of the assumptions of our study. The current Algerian Arabic slang as spoken in Tebessa is shaped by a number of

factors. The findings of our study concludes that these factors are the gender of the speaker, the sports team groups the speaker belongs to, the use of Facebook in addition to the video games -Pubg- they play. Our subject of interest is innovated through applying a set of phonological processes which are prevocalic voicing, consonant deletion, syllable reduction, vowel insertion, vowel coalescence, syncope, baking, fronting, and vowel substitution. Besides, different semantic processes are utilized in the creation of slang terms which are simile, metaphor, narrowing meaning and widening meaning.

2.3.4 Limitations of the Study

This study faced a variety of obstacles that affected negatively the results and the validity of data; we mention most them in what follows:

1-We did not find enough resources to do a perfect literature review, neither for the semantic nor for the phonological processes of the Arabic language system, nor for the exact shaping factors of slang as a separate variety of language. Thus, we based on general processes and on our own assumptions on commenting and relating the ideas throughout the whole theoretical chapter.

2- We were not able to download some important books because they were payable. Thus, we relied only on their abstracts in different websites mentioned in the references list.

3-The pandemic of Covid19 and its renewable strains led to the application of new rules of teaching at the university, these circumstances obliged us to choose the second year EFL students as our population of interest instead of those of third year or Master students who would be more aware of the importance of providing us with reliable data.

4- The questionnaire was administered to 105 second-year students. However, only 38 participants accepted to be part of the interview. Consequently, this may affect the generalization of the results.

5- We designed a discourse completion task DCT as a final section in the questionnaire , it aimed at detecting whether the participant, setting, and function affect the students ' slang, and to collect their slang vocabularies. After reading the participants' responses, the DCT was excluded because most of them did not take the tasks seriously and wrote unhelpful answers.

6- The interview was designed before collecting the data of the questionnaire; this caused the bad choice of questions in the last task. If we had done the opposite, we would design questions that fit directly the shaping factors of the participants' slang by asking them about sports teams' slang and Facebook slang to collect more relevant data.

7- Only few participants were interviewed face to face, the rest were not having enough time to do it because they were preparing for their exams. Thus, we interviewed them through phone calls to gain longer time to ask them and collect reliable data.

2.3.5 Implications of the Study

Since the findings of this research give an important overview about the current Algerian Arabic slang as spoken in Tebessa, they have significant implications in the field of sociolinguistics by using them as preliminary basis to study the language varieties used in our society, i.e. our findings help in providing other sociolinguistic researchers with a semantic and phonological analysis of the processes applied in the creation of this variety.

The factors that shape the current slang of our population of interest contributes in enlarging the literature that directly relates slang to various factors since most of the sociolinguistic references focus mostly on discussing the relation between languages in general and the other factors (very few studies address slang in particular).

The literature of this research succeeded to present an attempted correlation between slang as part of language and its shaping factors based on our critical reasoning and logical linking between the variables. This work may become a starting point to write more about the Algerian slang in the future.

2.3.6 Recommendations for Further Research

The future propositions that stem from this research are the following:

1-This quantitative study can be re-conducted on a larger sample to get more reliable results and to have a high validity when generalizing them.

2- This research was conducted on the phonology and semantics of slang used in Tebessa. Therefore, future researchers may continue in working on our topic through investigating its morphology and syntax.

3- We recommend changing our population of interest by another taking the same research variables and study design. This may give new interesting data different from the ones of Tebessa.

4- This study concerns all slang users of Tebessa as whole, In this respect, we suggest to conduct another study on a smaller population like investigating the college slang used at Larbi Tebessi University only to get more specific data about such a specific type of slang relying on the same research variables or adding others.

5- Another further research could be conducted using an experimental study to check the effect of some factors on the use of slang, such as the settings, participants and topic through putting the participants in real situations.

6- In order to have more accurate results, this study can be re-conducted through investigating both genders separately under a causal comparative method of research. This will increase the validity and reliability and insures having more valid correlations between gender and slang.

7- Some questions in the questionnaire in this study were opened, thus we faced some difficulties in their analysis. Thus we recommend to design the whole questionnaire in form of closed ended questions to get more reliable results.

8- The interview of this research was structured through designing list of questions; further research might be in form of recording of naturally occurring speech to get more accurate data.

General Conclusion

Slang is an important source for adding new words to the language. It springs from the imagination of young people. Slang provides a large number of words that share the characteristics of the language to which it belongs. Many of these words disappear a few years after their creation. Others survive to eventually become part of the language.

This dissertation discusses slang as it is spoken in the community of Tebessa from a sociolinguistic perspective. The dissertation includes two chapters. A theoretical chapter is devoted to reviewing the related literature to the central concepts of the study. Thus, it consists of two sections. The first section covers the study of the etymology, history, types, features, and factors shaping slang variety. The second section includes the phonological and semantic processes that may relate to the creation of slang terms.

The practical chapter presents the field work of this research. It gives an account about the descriptive correlational study conducted by the researchers on 38 second year students of English at Larbi Tebessi University. The participants have been randomly assigned, since the researchers selected them using a simple stratified random sampling strategy. The data collection tools are the questionnaire in English language and the interview in Arabic language. The gathered data from both instruments are analyzed quantitatively.

The analysis of the data shows that slang words and expressions phonologically and semantically change through different processes are simile, metaphor, narrowing and widening of meaning. It proves also that the current slang used in Tebessa is affected by a series of factors including gender, affiliation to sports team groups, the use of Facebook, and playing video games, particularly Pubg. Thus, slang is systematic which means that its creation is dependent on a number of factors and follows a set of linguistic processes.

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Appendix A

The Questionnaire

We, Fatma, Islem and Rahma, would like to invite you to participate in our research which aims at collecting data concerning how various factors relate to slang. Your participation should take approximately 20 minutes. We are politely asking you to fill in this questionnaire as accurately as possible, bearing in mind that your answers are the essence of our research. There is no risk in mentioning your name, as it will only be used for coding the data and it will not be reported in the dissertation. Your responses will be analyzed anonymously.

Thank you for your collaboration

Full Name: ………………………..…..Group: ………………….   Level: 2nd year

Key Term:

Slang: is a set of informal words and expressions used between friends and people of   the same social group or when chatting on-line for example: khabbech = a nerd … someone who only cares about studying

✦ Section One: The Demographic Profile

We will appreciate it if you read and answer the following questions, by placing a   check mark (✔) where appropriate or providing a full answer when required.

1. What is your age in years?

……………Years old

2. What is your gender?

♂ Male

♀ Female

3. Where do you currently live?

Wilaya ……………............. Daira…………………..Commune…………………

4. Did you live in other places during the course of your life?

- Yes

- No

✎. If yes, mention the place(s) ……………………………………………………

5. Do you travel frequently?

- Yes

- No

✎ If yes, tick the right number of places

- None

- One

- Two

- Three

- Four

- Five

- Others…………………………………………………………..

6. Do you have (a) parent(s) of non-Tebessian ancestry?

- Yes

- No

✎. If yes, write his / her origin ……………………………………………..

7. Are you employed?

- Yes

- No

✎ If yes, mention your occupation………………………………………………

✦ Section Tow: Factors Affecting Slang

8. Among the following, which social group do you belong to? You can tick ✔ more than one alternative

     ◈Any kind of sports team

     ◈ Relatives

     ◈ Close friends

     ◈ Neighbors

     ◈ Work team

     ◈ High School / college mates

     ◈ None

     ◈ Others   ………....……………………………..

9. Do you have (a) social media account(s)?

   •Yes

   •No

 ✎ If yes, mention it / them……………………………………………………………

10. Do you have friends on social media from other nationalities?

   • Yes

   •No

 ✎ If yes, mention their origin………………………………………………………………

11. Which language(s) do you use to chat with your Algerian friends on social media?

  …………………………………………………………………………………………

12. Which language(s) do you use to chat with your friends from other nationalities on social media?

  ………………………………………………………………………………………….

13. Do you communicate with your Algerian friends orally or by writing?

………………………………………………………………………………………….

14. Do you communicate with your friend from other nationalities orally or by writing?

…………………………………………………………………………………………

15. How often do you use social media?

◈ Always

◈ Often

◈ Sometimes

◈ Rarely

◈ Never

16. Do you watch series/movies?

• Yes

•No

✎ If yes, which of the following do you watch? You can tick ✔ more than one alternative:

◈ Algerian speaking

◈ Syrian speaking

◈ Egyptian speaking

◈ Tunisian speaking

◈ Standard Arabic speaking

◈ English speaking

With/without subtitles

◈ French speaking

With/without subtitles

◈ Turkish speaking

With/without subtitles

◈ Others …………………………………………………………………………………

17. Order the series/movies that you watch according to their language by frequency from the most frequently watched to the least.

…………………………………………………………………………………………………

 18. Do you play video games?

• Yes

• No

✎. If yes, which one(s) do you play? You can tick ✔ more than one alternative:

◈ Pubg

◈ Free fire

◈ Ludo

◈ Fast car stunt

◈ Paradise Island

◈ Others………………………………………………………………………………..

19. How often do you play them?

◈ Always

◈ Often

◈ Sometimes

◈ Rarely

◈ Never

✦Section Three: The Discourse Completion Task (D. C. T)

في هذا الجزء يرجى منك الاجابة عن الاسئلة باللهجة العامية دون أي قيود كما تستخدمها في حياتك اليومية.

* سقساك واحد متعرفوش في الكار وش تخمم تعمل بعدما تكمل قرايتك وتهز الدييلوم تاعك مدام الخدمة مكانش في بلادنا

؟ ....

*كنت ساهر مع باباك في الدار و سقساك وش تخمم تعمل بعدما تكمل قرايتك وتهز الدييلوم تعك مدام الخدمة
مكانش في بلادنا ؟..................

*كنت مريح مع صحيبك في القهوة و سقساك وش تخمم تعمل بعدما تكمل قرايتك و تهز الدييلوم تعك مدام الخدم ة
مكانش في بلادنا ؟..................

* جيت هابط للجامعة و تلاقيت جاركم صقصاك وش داير مع القراية في رمضان و النوضان بكري. كيفاه تجاوبو؟
....

*دخلت الصباح تقرا تيدي وسقساكم البروف تعكم على القراية في رمضان و النوضان بكري .كيفاه تجاوبو ؟
....

*قاعد تشاتي مع صاحبك يقرا خارج تبسة و سقساك وش رايك في النظام الجديد تاع الجامعة المهم يكمل برنامج
السداسي في3 اسابيع و الفهامة ربي يجيب واش تجاوبو؟..................

*كنت واقف في لاكور تاع الجامعة و جاك واحد من المنظمة الطلابية دار معك انترڤيو يسقسي على رايك في
النظام الجديد تاع الجامعة المهم يكمل برنامج السداسي في3 اسابيع و الفهامة ربي يجيب واش تجاوبو؟
....

*رحت للمسجد و تعاركت مع مصلي حداك على جال حكاية التباعد حكا معاك بخشونة و قالك ما عندي وين نزيد
نبعد روح بدل بلاصتك ولا اخطانا. كيفاه ترد عليها؟...................

The Interview

Task 1: Reading a List of Minimal Pairs

N°	Word	Original Pronunciation	Expected Slang Users' Pronunciation
1	Newbie	/ˈnjuːbi/	/nuːb/
2	Bot	/bɒt/	/buːt/
3	Camper	/ˈkæmpə(r)/	/ˈkæmbər/
4	Please	/pliːz/	/bɑlːz/
5	Nade	/ˈneɪd/	/nəd/
6	Bro	/brəʊ/	/bro/ or /braː/
7	Anime	/ˈænɪmeɪ/	/ˈenəmi/
8	Otaku	/əʊˈtaːkuː/	/otaːkoː/
9	Pubg	/pʌbdʒiː/	/peubdʒiː/
10	Awm	/ɔm/	/oːm/
11	Thanks	/ˈθæŋks/	/ˈfæŋks/
12	La gandora	lææ gændurææ	lææ gænduɣæ
13	خويا	xuːjææ	xuu
14	تبهذيلة	tbehðiilææ	tbehdiilææ
15	ولدي	ʔæweldii	ʔæwedii:
16	Aşkim	/æʃkiːm/	/æʃkəm/
17	أصلا	æslææn	æslææ

Task 2: Reading a List of Words in Isolation

1-You were playing an online battleground game (for example Pubg game), and a newcomer joined the same game, and you killed him so easily, how would you call such a player?.

2- You were playing Pubg with your friends, and in the middle of the game you start hearing someone shooting, but when you get closer, you observed that the player who is shooting is moving around in a very calm and predictable manner. You as a professional in this game, directly figure out that this player is not a human. How do we call that kind of non human players?

3- You were playing a very good game, you killed more than 10 players, the zone is closing up but you were well covered, only you and other 2 players are still alive. Suddenly you saw one of those two, and you start shooting, thus the other player dramatically killed you. What kind of players is that?

4- What is your preferable sniper weapon in Pubg game?

5- You were playing this game (referring to Pubg), and your father asked you about its name, what will your answer be?

6- You were fighting against a squad, and you succeed knocking one of them out, you decided to push. What is the first thing you would do?

7- We know that Japan is one of the top 3 countries in the world in terms of the production of movies and series, what do you know about that? (this information is intentionally provided t the hearers wrong in order to stimulate them to correct the interview by using *anime* which is a slang word)

8- Are you a fun of that kind of comics? How do fans of that kind of comics call themselves?

Task 3: The Interview

This task covers the following topics:

-Video games: how do the participants apply words used in such a game in real situations.

- Nicknames: discovering nicknames our participants create for people around them.

- Special words: young people mainly use special words and expressions to call those pretty and well-dressed girls.

- What are the weirdest words you have ever heard when you were walking on the street or a friend of yours told you about?

- Tell me about the strangest nicknames you have ever used to refer to teachers in your educational career.

- Tell me about the strangest nicknames you have used to refer to neighbors of yours.

- What are the most famous Turkish words you frequently use or you have heard friends of yours use?

- Tell us about terms or expressions you usually use as a code between you and your best friend that only you know.

The Output of the Linear Regression Test

Table C1

The Correlation of the Frequency of Slang Terms with the Age of the Participants

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.997	1.114		1.793	.081
	Age of the participant	.008	.052	.024	.146	.885

Table C2

The Correlation of the Frequency of Slang Terms with the Gender of the Participants

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.474	.159		9.276	.000
	Gender of the participant	1.368	.225	.712	6.091	.000

[**]. Correlation is significant at the 0.01 level (2-tailed).

Table C3

The Correlation of the Frequency of Slang Terms with the Current Residence of the

Participants

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.673	.284		5.880	.000
	Where do you live	.162	.080	.319	2.017	.051

Table C4

The Correlation of the Frequency of Slang Terms with the Previous Residence of the

Participants

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.182	.171		12.728	.000
	Did you live in other places during the course of your life	-.182	.473	-.064	-.385	.703

Table C5

The Correlation of the Frequency of Slang Terms with the Participants Exact Previous

Residence

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.225	.166		13.407	.000
	If yes, mention the place(s)	-.171	.138	-.202	-1.236	.224

Table C6

The Correlation of the Frequency of Slang Terms with the Participants Travelling

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.308	.272		8.486	.000
	Did you travel frequently	-.228	.335	-.112	-.679	.501

Table C7

The Correlation of the Frequency of Slang Terms with the Participants' Previous

Destinations

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.257	.188		11.977	.000
	If more than one frequent place, mention how many	-.145	.150	-.159	-.965	.341

Table C8

The Correlation of the Frequency of Slang Terms with the Participants' Parents Origin

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.179	.186		11.690	.000
	Do you have (a) parent (s) of non Tebessian ancestry?	-.079	.363	-.036	-.216	.830

Table C9

The Correlation of the Frequency of Slang Terms with the Participants' Parents Exact

Origin

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.266	.173		13.100	.000
	If yes, write his/her origin	-.124	.087	-.232	-1.433	.161

Table C10

The Correlation of the Frequency of Slang Terms with the Participants' Employment

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.172	.183		11.860	.000
	Are you employed	-.061	.376	-.027	-.163	.872

Table C11

The Correlation of the Frequency of Slang Terms with the Participants' Occupations

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.176	.177		12.280	.000
	If yes, mention you occupation	-.027	.116	-.039	-.232	.818

Table C12

The Correlation of the Frequency of Slang Terms with the Participants' Affiliation to Social Groups

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.897	.160		11.862	.000
	Any kind of sports team	1.103	.329	.488	3.359	.002

**. Correlation is significant at the 0.01 level (2-tailed).

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.233	.178		12.543	.000
	Relatives	-.358	.388	-.152	-.923	.362

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.182	.297		7.334	.000
	Close friends	-.034	.353	-.016	-.095	.925

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.176	.169		12.882	.000
	Neighbors	-.176	.521	-.056	-.339	.737

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.135	.161		13.301	.000
	Work team	.865	.990	.144	.874	.388

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.143	.264		8.126	.000
	High School / college mates	.024	.332	.012	.072	.943

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.162	.162		13.333	.000
	None	-.162	1.000	-.027	-.162	.872

Table C13

The Correlation of the Frequency of Slang Terms with the Participants' Social Media Use

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.000	.967		1.034	.308
	Do you have (a) social media account(s)	1.189	.980	.198	1.213	.233

Table C14

The Correlation of the Frequency of Slang Terms with the Participants' Possession of Social

Media Account(s)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.200	.407		2.951	.006
	Facebook	1.103	.436	.388	2.528	.016

*. Correlation is significant at the 0.05 level (2-tailed).

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.000	.569		3.515	.001
	Instagram	.171	.593	.048	.289	.774

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.188	.174		12.572	.000
	Tiktok	-.187	.438	-.071	-.428	.671

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.242	.167		13.402	.000
	viber	-.642	.461	-.226	-1.393	.172

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.125	.174		12.220	.000
	Twitter	.208	.438	.079	.476	.637

Table C15

The Correlation of the Frequency of Slang Terms with Having Friends from Other

Nationalities on Social Media

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	ig.
		B	Std. Error	Beta		
1	(Constant)	2.154	.194		11.130	.000
	Do you have friends on social media from other nationalities	.013	.344	.006	.037	.971

Table C16

The Correlation of the Frequency of Slang Terms with the Origin of Friends from Other

Nationalities on Social Media

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.353	1.017		3.296	.008
	If yes, mention their origin	-.647	.520	-.366	-1.246	.241

Table C17

The Correlation of the Frequency of Slang Terms with The languages used with Algerian

friends on social media

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.274	.365		6.230	.000
	Which language(s) do you use to chat with your Algerian friends on social media	-.064	.181	-.059	-.353	.726

Table C18

The Correlation of the Frequency of Slang Terms with The languages used with Friends from

Other Nationalities on Social Media

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.195	.195		11.243	.000
	Which language(s) do you use to chat with your friends from other nationalities on social media	-.058	.177	-.054	-.327	.746

Table C19

The Correlation of the Frequency of Slang Terms with the Ways of Communication with

Algerian Friends on Social Media

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.835	.754		2.434	.020
	Do you communicate with your Algerian friends orally or by writing or both	.118	.269	.073	.439	.663

Table C20

The Correlation of the Frequency of Slang Terms with the Ways of Communication with

Friends from Other Nationalities on Social Media

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.119	.199		10.654	.000
	Do you communicate with your friends from other nationalities orally or by writing or both	.042	.129	.055	.328	.745

Table C21

The Correlation of the Frequency of Slang Terms with the Participants' Use of Social Media

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.627	.292		9.006	.000
	How often do you use social media	-.343	.182	-.300	-1.889	.067

Table C22

The Correlation of the Frequency of Slang Terms with the Participants' Frenquency of Watching of Series/movies

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.800	.437		4.123	.000
	Do you watch series/movies	.412	.469	.145	.880	.385

Table C23

The Correlation of the Frequency of Slang Terms with the Participants' Preferences of Watching of Series/movies by Language

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.206	.167		13.176	.000
	Algerian speaking	-.456	.516	-.146	-.883	.383

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.162	.162		13.333	.000
	Syrian speaking	-.162	1.000	-.027	-.162	.872

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.144	.168		12.724	.000
	Egyptian speaking	.076	.288	.044	.265	.792

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.400	.185		12.980	.000
	Tunisian speaking	-.708	.316	-.350	-2.239	.031

*. Correlation is significant at the 0.05 level (2-tailed).

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.114	.165		12.831	.000
	Standard Arabic speaking	.552	.586	.155	.942	.353

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.937	.242		8.009	.000
	English speaking	.381	.318	.196	1.197	.239

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.133	.180		11.856	.000
	French speaking	.117	.392	.050	.297	.768

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.286	.182		12.573	.000
	Turkish speaking	-.486	.354	-.223	-1.371	.179

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.162	.162		13.333	.000
	Other speaking	-.162	1.000	-.027	-.162	.872

Table C24

The Correlation of the Frequency of Slang Terms with the Participants' Preferences of

Series/movies

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.982	.270		7.329	.000
	waching preference	.185	.231	.132	.801	.428

Table C25

The Correlation of the Frequency of Slang Terms with the Participants' Use of Video Games

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.810	.197		9.183	.000
	Do you play video game?	.779	.295	.403	2.643	.012

*. Correlation is significant at the 0.05 level (2-tailed).

Table C26

The Correlation of the Frequency of Slang Terms with the Participants' Use of Video Games

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.808	.163		11.071	.000
	Pupg	1.109	.291	.537	3.817	.001

**. Correlation is significant at the 0.01 level (2-tailed).

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.115	.193		10.954	.000
	Ludo	.135	.344	.065	.392	.698

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.088	.165		12.625	.000
	Fast car stunt	.662	.510	.211	1.298	.203

Table C27

The Correlation of the Frequency of Slang Terms with the Participants' Frequency of Playing

Video Games

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.946	.322		9.154	.000
	How often do you play video games	-.224	.081	-.416	-2.746	.009

**. Correlation is significant at the 0.01 level (2-tailed).

Table C28

The Correlation of the Frequency of Slang Terms with the Languages used by the

Respondents in Video Games

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.344	.272		8.614	.000
	What language(s) do you frequently encounter in the online chat in video games	-.134	.115	-.196	-1.167	.251

Appendix D

The Data Related to the Semantic Processes

Semantic Processes	Slang word/ expression	Original meaning	Meaning created by slang users
Simile	باقيرا bægiiræ	A fictional character in Mowgli	A black female teacher
	ماوكلي mæwklii	A fictional character	A person who never stays home
	طرزان tæræzææn	A fictional character	A person who likes camping
	لوفي luufii	A fictional character	A tall person
	طمطوم tˤæmtˤuum	A fictional character in an Arabic comics	A Person shaped as a cube
	فلوس fælluus	Baby chicken name in the Algerian dialect	A head with the shape of a baby chicken
	Ragnar	A character in Vikings series	A blond person
	Big show	A Wrestler	A big guy
	Buggati	A high speed car	A well shaped girl
	Cadillac	An elegant brand of cars	A well shaped girl
	شمعة ʃæmʕææ	Candle	A very white girl
	Drogba	A name of an African player	A male black teacher
	مدام دوقبا mædææm drugbææ	A name of an African player	A female black teacher
	ماميدو mæmiiduu	An Algerian singer	Anyone who wears weird things
	قجر qdʒær	shelf	Someone who has a big mouth
	العملاق	A fictional character	Someone who looks so big

	lʕimlæq		
	بقلاوة bæqlæwææ	A layred pastry dessert	A handsome boy/man
	بيونة bæjjuunææ	A Movie character	A funny person
	Dextor	A fictional character	A person who wears big glasses
	Thomson	Fruit	A girl with red cheeks
	فراشة færææʃææ	Butterfly	A cute girl
	شنوي ʃinwii	A Chinese person	Someone whose eyes look like the Chinese
	طمطوشة tˤæmtˤuuʃææ	Tomatoes	A girl with red cheeks
	زيتونة zæjtuunææ	A fictional character	An ugly girl
	Maradona	A famous football player	A person who plays football
	مياو mijææw	The sound of cats	A person who eats meat a lot
Metaphor	ييوشي jbuuʃii	To push in a war situation	The act of asking a friend to do something that you do not want to do
	يبيكي jbikii	To pick in a war situation	To look from the window
	شوف الجبدتين ماحلاهم ʃuuf ʔæʒæbdtiin mæħlææhum	Slide stream smoke	An expression used by a smoker to describe a pretty girl
	زوز مطارق وكاس دم zuuz mtæærg w kææs dæm	Two cups of blood	A person who looks so slim
	يفنش	The act of finishing an	The act of killing another

	tfænæʃ	activity	characters in Pubg game
	ستاج الوحش stææʒ lwæħʃ	The final stage	A nickname for a severe teacher
	Miouth	A fictional character in Pokemon	Cats lover
	يوكل juukæl	He eats	The act of not leaving a player to enter his token to the final yard in ludo game
	حبق ħbæq	Basil/ a culinary herb	A tough girl
	ارهابي ʔirhææbii	A terrorist	
	فارمسي færmæsii	Pharmacy	A person who sells drugs
	Rond pizza	Food/ round pizza	An expression that players of Ludo gamers use.
Narrowing Meaning	طيارة tˤæjjæræ	A means of transport	A pretty girl
	تقتل tuqtiil	The act of killing	A pretty girl
	تهبل thæbiil	The act of insanity	A pretty girl
	دمار dæmæær	Devastation	A pretty girl
	صاروخ sˤæruux	A means of transport	A pretty girl
	Bomb	Grenade	A pretty girl
	ما تدورش؟ /mæ ddurijʃ	The act of cycling	An expresion used to borrow a thing
	Civilisation	Civilisation	The name of a teacher
Widening	5 3 8	A set of numbers describing football set	Scamming

Meaning	4 2	A set of numbers	The teacher is coming.
	6 1	A set of numbers	The teacher is leaving.
	الزنجي æzzæʒii	Nigger	A black person
	Lacoste	The name of the founder of Lacoste clothing brand	A nickname for a person who likes to wear Lacoste clothes only
	الحنش lħnæʃ	Snake	A jeolous girl
	فرزدق færæzdæq	A famous poet's name	Someone who loves poetry
	مسودة miswædææ	A draft paper	The name of a philosophy teacher
	Bannana	Bannana	A person who has yellow skin
	برق bræg	Lightning	A person who walks fast
	Hitler	Adolf Hitler	A dictatorial person
	القرش ʔælqiræʃ	Shark	A person who plays
	6x6	Multiplication table 6	We must talk right now
	رمانة /rumæænææ/	Pomegranate	Grenade
	كلاب klææb	Dogs	Tokens of ludogame
	السبوعي ssbuuʕii	A fat Tunisien series character	A fat person
	يلاقي /jlææqj/	Fail to keep up with another movement	A person who cannot speak fluently
	يلوتي /jluutii	Steal goods from a place during a war	The act of buying goods
	السلعة ssælʕææ	Goods	Nickname for a pretty girl

يحرث jæħriθ	To plow	a word gamers use in FIFA games to describe the way a football player runs with the ball
Techno	Algerian stationery brand	A nickname for a teacher of maths
كمية لوزي Kæmjææ læwzii	Almond quantity	Anything beautiful
تفاحة tufæħææ	Apple	Very beautiful girl
ميستر سلطع mistær sælt ˤæʕ	A fictional character	A stingy person

Appendix E

The Data Related to the Phonological Processes

The Phonological Process		The Original Words	Slang Words
Assimilation Processes	**Prevocalic Voicing**	please /pli:z/	/bɑl:z/
		camper /ˈkæmpə(r)/	/ˈkæmbər/
Syllable Structure Processes	**Consonant Deletion**	ولدي Ɂæweldii	Ɂæwedii:
		أصلا æslææn	æslææ
		Newbie /ˈnju:bi/	/nu:b/
	Vowel Insertion	please /pli:z/	/bɑl:z/
	Vowel Coalescence	Anime /ˈænɪmeɪ /	/ˈenəmi /
		Otaku /əʊˈtɑːkuː/	/otɑːkoː/
		Awm /ɔm/	/oːm/
	Syllable Reduction	خويا /xuːjææ/	/xuu/
Weakening and Strengthening	**Syncope**	Aşkim /æʃkiːm/	/æʃkəm/
		Anime /ˈænɪmeɪ /	/ˈenəmi /
		Nade /ˈneɪd/	/nəd/

Substitution processes	**Baking**	La gandora læ�æ gænduræ�æ	læ�æ gænduɣæ�æ
		تبهذيلة tbehðiilæ�æ	Tbehdiilæ�æ
	Fronting	Thanks /ˈθæŋks/	/ˈfæŋks/
	Vowel Substitution	Bro /brəʊ/	/bro/ or /braː/
		/bɒt/	/buːt/
		/pʌbdʒiː/	/peubdʒiː/

Résumé

Cette thèse étudie l'argot utilisé par les étudiants de deuxième année d'anglais comme langue étrangère à l'Université de Larbi Tebessi; elle vise à vérifier si cette variété est systématique ou s'il s'agit d'une variation libre en identifiant les facteurs qui la façonnent ainsi que les processus sémantiques et phonologiques qui la régissent. Trois hypothèses sous-tendent cette étude. Premièrement, l'argot actuel est principalement affecté par les médias et l'âge. Ensuite, les processus sémantiques appliqués dans la création des termes argotiques sont la comparaison, l'élargissement et la métaphore. Enfin, les processus phonologiques utilisés pour créer des termes argotiques sont la suppression des consonnes et la réduction du cluster. Cette étude a été menée sur 38 participants de la population susmentionnée ; ils ont reçu un questionnaire qui cible une variété de facteurs, qui sont ensuite corrélés avec la fréquence d'utilisation de l'argot, afin de tester la première hypothèse. Par ailleurs, les mêmes répondants ont été interrogés en s'appuyant sur l'entretien sociolinguistique de Labov (1966); leurs productions ont été analysées quantitativement et qualitativement dans le cadre d'un plan descriptif corrélationnel afin de tester les deuxième et troisième hypothèses. Divers résultats ont été obtenus suite à l'analyse statistique des résultats. Les principaux résultats indiquent que les facteurs affectant la variété étudiée sont le sexe, l'affiliation à des groupes d'équipes sportives, l'utilisation de Facebook et la pratique de jeux vidéo, en particulier Pubg. En outre, les processus sémantiques utilisés dans la création de termes argotiques sont la comparaison, la métaphore, le rétrécissement et l'élargissement du sens. Enfin, les processus phonologiques les plus utilisés se répartissent en quatre catégories, à savoir l'assimilation, la structure syllabique, les processus d'affaiblissement et de renforcement et de substitution, ainsi que la substitution des voyelles.

Mots-clés: Argot, analyse sémantique, analyse phonologique, facteurs

ملخص

درست هذه الأطروحة اللغة العامية التي يستخدمها طلاب السنة الثانية تخصص لغة انجليزية في جامعة العربي التبسي حيث تهدف إلى التحقق مما إذا كان هذا التنوع منهجيا أم أنه اختلاف حر وذلك من خلال تحديد العوامل التي تشكله وكذا العمليات الدلالية والصوتية التي تحكمه. ثلاث فرضيات تكمن وراء هذه الدراسة. أولا ، تتأثر اللغة العامية الحالية بشكل رئيسي بوسائل الإعلام والعمر. ثانيا, العمليات الدلالية المطبقة في إنشاء المصطلحات العامية هي المقارنة, توسيع المعنى والاستعارة. وأخيرا ، فإن العمليات الصوتية المستخدمة لإنشاء مصطلحات عامية هي حذف الحرف الساكن والتقليص من اجتماع الحروف الساكنة . أجريت هذه الدراسة على 38 مشاركا من مجتمع الدراسة المذكور أعلاه, حيث تم إعطاؤهم استبيانا يستهدف مجموعة متنوعة من العوامل ، والتي ترتبط بعد ذلك بتواتر استخدام اللغة العامية ، من أجل اختبار الفرضية الأولى. علاوة على ذلك ، تمت مقابلة نفس المستجيبين بناء على المقابلة الاجتماعية اللغوية للابوف (1966) بحيث تم تحليل إنتاجهم نوعيا وكميا في إطار خطة وصفية مترابطة من أجل اختبار الفرضيات الثانية والثالثة. تم الحصول على نتائج مختلفة نتيجة للتحليل الإحصائي للنتائج. بحيث تشير النتائج الرئيسية إلى أن العوامل التي تؤثر على التنوع المدروس هي الجنس ، الفيسبوك والانتماء إلى مجموعات الفرق الرياضية ، واستخدام ولعب ألعاب الفيديو ، خاصة منها Pubg.بالإضافة إلى ذلك ، فإن العمليات الدلالية المستخدمة في إنشاء المصطلحات العامية هي المقارنة والاستعارة وتضييق وتوسيع المعنى. أخيرا ، تنقسم العمليات الصوتية الأكثر استخداما إلى أربع فئات ، وهي الاستيعاب ، والبنية المقطعية ، وعمليات الضعف والتقوية والاستبدال ، بالإضافة إلى استبدال حرف العلة.

الكلمات المفتاحية : العامية ،التحليل الدلالي ،التحليل الصوتي،العوامل