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TESIS PREVIA LA OBTENCIÓN DEL GRADO DE MAGÍSTER EN LINGUÍSTICA APLICADA AL APRENDIZAJE DEL IDIOMA INGLÉS

TEMA:

ELABORATION AND APPLICATION OF AN INTERACTIVE DICTIONARY CALLED "SLANGUAGE" WITH A FULL RANGE OF INFORMAL EXPRESSIONS TO BOOST THE INTERACTION AND THE SOCIOLINGUISTIC COMPREHENSION OF THE ENGLISH LANGUAGE AIMED AT THE SIXTH LEVEL STUDENTS IN THE LANGUAGE CENTER, FACULTY OF EDUCATION, HUMANITIES AND TECHNOLOGIES AT UNACH, LOCATED IN RIOBAMBA CITY, TERM 2014-2015.

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2016

CERTIFICATION

I hereby certify that the present study submitted in partial fulfilment to obtain the Master´s Degree in Applied Linguistics with the topic: "Elaboration and Application of an interactive dictionary called "SLANGUAGE" with a full range of informal expressions to boost the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education, Humanities and Technologies at UNACH, located in Riobamba city, term 2014-2015", has been elaborated by Mr. **LUIS FERNANDO BARRIGA FRAY.** It is worth mentioning that this work has been carefullyrevised and analyzed so that it complies all the requisites for its dissertation.

Riobamba, April 14, 2016

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Mónica Cadena B.A, Msc.

ADVISOR

CERTIFICACIÓN

Certifico que el presente trabajo de investigación, previo a la obtención del Grado de Magíster en en Lingüística Aplicada a la Enseñanza del Idioma Inglés, con el tema: "Elaboration and Application of an interactive dictionary called "SLANGUAGE" with a full range of informal expressions to boost the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education, Humanities and Technologies at UNACH, located in Riobamba city, term 2014-2015", ha sido elaborado por **LUIS FERNANDO BARRIGA FRAY.** el mismo que ha sido revisado y analizado en un ciento por ciento con el asesoramiento permanente de mi persona en calidad de Tutora, por lo cual se encuentra apto para su presentación y defensa respectiva.

Es todo cuanto puedo informar en honor a la verdad.

Riobamba, April 14, 2016

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MÓNICA CADENA MSc.
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DECLARATION

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I hereby declare that I am responsible about the ideas, thoughts, and results along with the proposal presented in this thesis project. However, I need hardly say that the intellectual authorship belongs to the University of Chimborazo. Furthermore, I took reasonable care to ensure that this work is original, and, to the best of my knowledge, does not break copyright law, and has not been taken from other sources except where such work has been cited and acknowledged within the text.
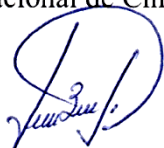
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Yo, **LUIS FERNANDO BARRIGA FRAY,** con cédula de identidad número 0603010612, soy responsable de las ideas, doctrinas, resultados y propuestas realizadas en la investigación y el patrimonio intelectual de la tesis de Grado pertenece a la Universidad Nacional de Chimborazo.

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LUIS FERNANDO BARRIGA FRAY

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ACKNOWLEDGEMENT

DEDICATION

Most of all, I would like to dedicate this study to my Lord Jesus, to my beloved parents, my wife, my daughter and my siblings who have always been a powerful source of support and encouragement during the obstacles I have been through. I can assure this accomplishment would not have been possible without them. Thanks very much.

Luis Fernando Barriga Fray

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RESUMEN

En el proceso de enseñanza-aprendizaje del idioma Inglés para hablantes de una segunda lengua, se ha podido evidenciar como el uso de diferentes registros, dialectos y otras variaciones sociolingüísticas como el argot causan graves malentendidos tanto en estudiantes y no estudiantes en el momento que interactúan entre sí. Por tal razón, la elaboración y aplicación de un diccionario interactivo llamado "Slanguage" que básicamente significa "Lenguaje de la calle" tuvo como objetivo el familiarizar a 30 estudiantes del sexto nivel del Centro de Idiomas de la Facultad de Educación de la UNACH, con expresiones que los hablantes nativos de inglés utilizan en situaciones informales, de manera que surja la interacción y la comprensión de ésta lengua. En este estudio, se aplicó tanto la metodología cualitativa como la cuantitativa. La información se obtuvo a través de una lista de observación aplicada a la población de estudio. La aplicación de "Slanguage" demostró que los estudiantes adquirieron un conocimiento básico del argot americano. Finalmente, esta investigación resalta la importancia de presentar expresiones jergales tanto casuales como académicas a estudiantes de una segunda lengua puesto que constituyen parte fundamental de cualquier idioma.

ABSTRACT

In the process of teaching English to speakers of a second language, it can be noticed how the use of different registers, dialects and other sociolinguistic variations like slang words cause serious misunderstandings in students and non-students when they interact among each other. On this score, the Elaboration and Application of an interactive dictionary called "Slanguage" which basically means "Street Language" was aimed to familiarize 30 students enrolled in level 6 in the Language Centre, Faculty of Education at UNACH with the language that native speakers of English commonly use in informal situations in such a way that interaction and comprehension take place. In this study, both qualitative and quantitative methodologies were applied. The information was obtained via an observation checklist that was applied to the population sample. The application of "Slanguage" showed that learners acquired a basic knowledge of American slang. Finally, this research highlights the importance of presenting second language students with casual and academic slang as it plays an important role at any language.

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INTRODUCTION

Sociolinguistic considers slang as the space where the linguistics relationships take place between people involved in the same social environment. These relationships cause lexical creations, codes and sub codes that let a person feels free to choose to belong to any social group.

Starting from the previous idea, it seems essential to emphasize the use of a language as a factor of social identity and as a tool that facilitates interaction among people, a factor that goes beyond the standard communication, since a language is open to constant modifications and transformations by means which are called linguistic variations influenced by the region, gender, social strata, age, etc.

These transformations and modifications are mainly caused due to the speaker's needs, the influence of media, and the social, political, and economic interaction among people. As stated before, media constitutes an important factor that influence a language, and above all, the language used by teenagers, since media always introduce new terms which are adopted and modified by these people.

The present research work pretends to take a squint at slang along with its construction in such a way that we may be able to understand its origin and its applicability within a specific group. From this perspective, it is necessary to compile a variety of informal expressions in such a way they can be socialized with the community.

The main goal of compiling informal expressions is to let students at the Language Centre at UNACH know and familiarize with the language that native speakers of English commonly use in informal situations. Likewise, this compilation of informal expressions pretends to be the bridging gap between teachers and students who are learning English as a second language as well as it seeks to become the link that exists between each generation.

In the process of teaching English to speakers of a second language, it can be noticed that these sociolinguistic variations or the use of informal expressions cause serious

misunderstandings in my students at the Languages Centre in the Faculty of Education at UNACH.

For this reason, the topic called "Elaboration and Application of an interactive dictionary called "SLANGUAGE" with a full range of informal expressions to boost the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Centre, Faculty of Education, Humanities and Technologies at UNACH, located in Riobamba city, term 2014-2015, attempts to analyze, and improve communication deepening our understanding on the sociolinguistic variations through a digital tool that contains a wide range of daily life expressions that cross the orthodox and traditional line of formality. It is also worth mentioning that the present study has been designed under the regulations of the Postgraduate Institute and follows the research schema given by the research committee. This study has been organized in five chapters which go as follows:

Chapter one corresponds to the theoretical framework which covers the problem with a complete bibliographic revision in order to conduct a scientific study along with the epistemological, axiological, legal, social, psych pedagogic, psychological and pedagogic principles that support the application of the theory.

Chapter Two comprises the methodological framework which states the sort, steps, layout and population of study. Moreover, it also contains the techniques and instruments for data collection and analysis.

Chapter Three has to do the proposal that consist in the elaboration and application of the interactive dictionary "Slanguage" in order to boost the students´ sociolinguistic interaction.

Chapter Four analyses and interprets the obtained results. Also, the statistical results are presented from the incidence of the interactive dictionary "Slanguage" aimed at the sixth level students enrolled at the Language Centre at UNACH.

Chapter Five presents the conclusions and recommendations that mention the people involved in this study.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 OUTLINE

Slang constitutes itself as part of the language that contains a wide range of colorful, playful and original expressions that take an active part within a certain social group. Slang pretends to reinforce social identity in order to promote a sense of informality and relaxation. Due to its different goals, slang can be applied in different areas such as sociolinguistics, psychology, education, law and so forth. However, the study of slang is often ignored and underestimated mainly because the informality of its expressions makes people think it does not deserve a deep analysis. During my short teaching experience, I have noticed that both students and educators struggle at the moment of dealing with informal expressions when having a conversation with foreigners, when listening to music, when watching movies, TV shows in English etc. Consequently, the communicative interaction among speakers is inevitably blocked due to the conflict that these sociolinguist variations cause.

Young people seem to feel the need to renew their lexis to sound different from the rest pretending to reach a degree of independence. They appear to be more open to change their minds in terms of: clothes, look, style, and also in speech. Even though, these people suffer from social exclusion they may look reluctant to keep static to discrimination and use slang as a weapon to gain recognition and fight against a conventional community. Among some of the boundaries that limit students to interact, listen, understand and use slang words is probably the lack of teacher´s expertise on the use of informal expressions which leads to a complete misunderstanding of the language. For this reason, the main purpose of this study is to familiarize the sixth level students and why not the teaching staff with slang words in such a way that they may be able to expand their lexis and boost their sociolinguistic competence.

1.2 SCIENTIFIC FOUNDATIONS

1.2.1 Epistemological Foundation

The universal method belongs to the materialism which sees reality as a constant process of change and evolution. Moreover, this method specifies concepts, categories and principles that analyze the situation to become part of the instruments.

1.2.2 Axiological Foundation

It is influenced by ethical and moral values and as a researcher I pretend to contribute to the educational process stated in the National Plan for Good Living.

1.2.3 Psycho pedagogic Foundation

It is based upon the Constructivist theory by Piaget, where knowledge must be actively constructed since the student has lived previous experiences that deserve to be shared. Therefore, the learning process is seen as a process of adaptation rather than transferring information activities. Besides, the interactive dictionary called "Slanguage" has been developed under a cognitivist pedagogic model that allows the pupils to navigate its software, select the topics plus the application of audiovisual tools in order to conduct the analysis to reach the corresponding conclusions.

1.2.4 Social Foundation

The present investigation will assist the development of the society stated by Emile Durkein, a French sociologist. The importance of slang arises from the need to familiarize pupils with expressions that are commonly used by speakers in specific and real exchange of meaning. Therefore, the use of "Slanguage" will surely motivate and engage students, teachers and other members of the educational community to acquire a wide perspective on how the English Language is applied in informal settings due to the influence of social factors.

1.2.5 Legal Foundation

The present study is based upon the Ecuadorian regulations, laws and policies stated in the following articles:

"Art. 26.- People have the right to access to education which is guaranteed by the government, society and family, priority area for public investment and a requirement for a social balance. The Ecuadorian government is responsible to define and promote norms that allow reaching these goals."

Art. 27.- Education will be based on people and will guarantee their holistic development respecting the human rights, the environment and democracy.

According to the LOEI Art. 6 literal m states that the Ecuadorian government is obliged to foster the scientific and technological research, innovation, the artistic development, the practice of sports, the protection and conservation of the cultural and natural heritage as well as the cultural and linguistic diversity.

"Art. 68. - The educational system in Ecuador will include a variety of teaching programs in relation to its sociocultural diversity. Parents, the community itself, the teaching staff as well as the students will take an active part in the teaching and learning process." The teaching and learning of English as a second language must be based on a global context, that is to say, by equipping students with the necessary skills to interact and communicate with others in real life situations.

1.3 THEORETICAL FRAMEWORK

1.3.1 Language and Society

Language itself is a system of arbitrary vocal symbols used by a social group for cooperation, communication and identification. (KENJONO, 2003) Human beings have an innate capacity to express feelings, opinions and needs through the application of a complex morphological, syntactic, semantic and phonetic process. This is the process of

socialization that makes language and society overlap since as language represents itself as the most efficient way to perform such social interaction among individuals. Therefore, language constitutes itself as a vital tool that helps and supports the human existence to ensure the communication of ideas, desires and emotions within a particular group. Thus, language serves as an instrument of socialization and contributes to the development of society.

(MATURANA, 2011) states that language constitutes a social phenomenon that belongs to the evolutionary history of humanity. He shows how language occurs in a mutual coordination of behavior and emphasizes its dynamic nature. From this context, (ENFILED, 2010) posits that "all human communication elapses in the language." Language is so much more than a communicative tool, it is crucial to determine how we see and appreciate the world where we live. Thus, it is through language that will permit people to build meaningful social relationships.

The process of second-language teaching is grounded in the sociocultural theory of Vygotsky, which emphasizes meaningful interaction among individuals as the greatest motivating force in human development (LIANG, 2013). On this score, the concepts of meaning and mediation are considered as the two essential elements affecting the learning of a second language in a regular classroom based on an inclusive learning environment, students´ needs and interest as well as the role of the teacher as a facilitator in the teaching and learning process.

1.3.2 Sociolinguistics

(LABOV, 1972) states that sociolinguistics is a discipline that analyses the language in a diachronic and synchronic way in relation to its social context. In other words, this is a field of study that comprehends every aspect of a society at the moment to apply the language as a means of interaction, taking into account the diversity of cultural and linguistic factors of the speaker. Sociolinguistics also covers the linguistic variations of a language known as dialects that vary according to regions and social strata.

Sociolinguistics is also considered by experts as the study of language within or among groups of speakers (SPOLSKY, 1998). However, the word "group" is a difficult term to

define. For our purposes, a group must have at least two members. People can group together for different purposes: social, religious, political, cultural, familiar, vocational, etc.

We can also define sociolinguistics as the morphological, syntactic, semantic and phonological linguistic features related to social factors such as: gender, age, social strata, religion and level of instruction. Sociolinguistics is essentially based upon data obtained from the interaction among people in a society with communicative purposes, and opposes the theoretical perspective that posits that the study of linguistics and the language itself must be isolated from its social context since a sociolinguist may be able to analyze, discover and predict previous and future variations in a language respectively.

1.3.3 Sociolinguistic Variation

(HOLMES, 2008) posits that there are some social, cultural, economic and professional variants that characterize the linguistic behavior in a community. These factors are not merely ethnographical as indicated by dialectology but they are also societal. Every language can be spoken in a wide range of ways by speakers in a community. This issue evidences that variations constitute an important characteristic in the language system due to it is dynamic. Taking this into consideration, it is clear that sociolinguistics is interested to study the language variations and its goal is to study the function of the language in a society as well as to provide a logical explanation about the different varieties that can be found in the language.

Variation sociolinguistics studies the existing relationship between linguistic variation and social variation. The great contribution of variationism was to focus on speech and external linguistic factors shaped by society. Variation exists from the moment that a person accepts the influence of society as a modifying factor of language. From this new theoretical perspective, language is defined as a heterogeneous and dynamic process (WEINREICH, LABOV, & HERZOG, 1968).

Variation responds to social patterns conditioned by external factors as geography, by temporal factors, responsible for diachronic variation, by social factors, which generate

a stratified variation, and contextual factors that produce diphasic variation. Once we have accepted this variation, we have to reject the idea that that variation occurs randomly, but this variation operates in a totally systematic way.

Knowing how languages vary, one way to characterize certain variations is by saying that speakers of a particular language sometimes speak different dialects of that language. The term dialect will be useful to differentiate regional variation to those of social variation. In this way, it would be possible to talk about both regional dialects and social dialects of a language. Regional dialect marks off the residents of one region from those of other regions, a social dialect would be a variety related to with a specific social group, separating that group from other groups.

There are different factors that characterize the linguistic behavior of a community such as: social factors, cultural factors, economic factors, religious factors and so forth. These are called social variations that take place in a specific group of people. On this score, language variations do not solely depend on a territory as stated in dialectology but they also belong to social phenomena. Every language can be used in different ways, depending on the person or a specific social group so this phenomenon is so evident that makes variations become a crucial characteristic of any language. Therefore, it can be said that the linguistic system is dynamic or in constant movement since it is configured by the culture, traditions, age, social strata, etc. According to (MORENO, 1998) any language varies over time and does not necessarily need to follow a correct grammatical structure to communicate effectively. This linguistic variation leads us to think that whenever we use a conventional element instead of another one, it would not represent a semantic modification. In other words, when any person uses slang words rather than standard words, he or she may be probably trying to belong to a certain group to communicate in a nonconventional way by using the basic linguistic elements of the language.

1.3.4 Codes

Linguists define codes as a shift, change or a variety of language used by people and even by a single person in particular situations with the aim to exchange ideas and opinions in a communicative process. In other words, whenever and whoever you speak

and depending on the need, the audience or the person you are talking to you select a particular set or words, accent, tone of voice and that is what we call a code.

1.3.5 Dialect

Although many linguists differ on the exact definition of the word dialect, some of them argue that it is "A regional or social variety of language characterized by its own phonological, syntactic and lexical properties". (O´GRADY, 2001).

A Dialect is also considered as a language employed by ethnolects (people involved in a particular ethnic group) and sociolects (people from different social strata). This is the reason why at the present time our society has developed a "national language" which is characterized by the variation in the use of words, pitch, accent, intonation and so forth. Dialects can be divided into regional and social dialects due to geographic and social differences influence the language respectively. The main characteristic or regional dialects is that the use of a language in terms of pronunciation, selection of words is slightly different from one place to another, and this is because a link or a connection has been established over the pass of time. These changes have made a language sometimes unintelligible to people that speak the same language. On the other hand, there are some factors like the type of education and economy of a person, his or her job, cultural background and religion which unquestionably affect and influence the use of a language; this is what linguists consider a social dialect as this variation is closely related to social issues.

1.3.6 Register or Style

The way you speak in specific situations like hanging out with friends, in class, in a conference, with your family is more or less formal or informal. This is the level of formality that a person adopts when trying to communicate, a way that is ruled by certain circumstances. Register is another factor which is extremely difficult to understand in the study of language variations since it is also related to social behavior.

1.3.7 Slang

We all have a hard time at the moment to define the word "Slang". In fact, in "Bad Language" (ANDERSSON, L. TRUDGILL, P, 1991) mention: "There is no good definition of slang available in Literature". Even though we know what slang is, it is complicated to provide an accurate definition maybe because a limited amount of studies on this topic or probably because many linguists refuse to consider slang as a linguistic phenomenon.

"The phenomenon of slang constitutes an open question for lexicography and sociolinguistics. Unfortunately, there is little agreement on the identification and definition of slang, so that the phenomenon is currently controversial. The concept of slang has been inaccurately defined by many lexicographers who tend to restrict it to informal or bad language, and the term "slang" has been improperly used by many socio-linguists who conflated it with such language varieties as cant, jargon, dialect, vernacular or accent. (MATTIELLO, E, 2008)

The Norwegian term "slang" comes from the word "slengeord" which basically means a language of internal communication spoken by a specific social group. For this reason, the word "slang" is based on the use and application of informal expressions which are not considered within the standard language of people.

Jonathan Lighter who is one of the leading experts on American Slang states "Slang denotes an informal, nonstandard, nontechnical vocabulary composed chiefly of novel-sounding synonyms and near synonyms for standard words and phrases; it is often associated with youthful, raffish or undignified persons and groups and it conveys often striking connotations of impertinence and irreverence, especially for established attitudes and values within the prevailing culture" (LIGHTER, J, 1994).

According to (GREEN, 1993) Slang constitutes itself as "A variety of speech used by the young or by social and professional groups. In the present study I will demonstrate how some societal factors affect the use of language.

(DICKSON, 2010) posits that "For the most part, slang is the result of linguistic inventiveness, irreverence and a reaction against staid, stuffy, pompous, pretentious or colourless diction". In effect, slang is the result of a wide range of linguistic variations and adaptations made by a specific group of people in order to challenge the standard language.

According to (SPEARS, Dictionary of American Slang, 1998) "Slang becomes the language of street humour of fast, high and low-life, and it is become as old as speech and the congregating together of people in cities. The present study pretends to bridge the gap between formalities versus the informality by interpreting words according to the context where the conversation may take place.

Based on those definitions above, slang can be described as informal, nonstandard words or phrases which tend to originate in subcultures within a society. Slang often suggests that the person that applies these words or phrases will sound familiar with a specific group or subgroup of people.

Slang expressions often embody attitudes and values of group members. In order to say an expression can be considered slang, it must be widely accepted and adopted by certain members of a group. Slang has no societal boundaries or limitations as it can exist in all cultures or strata.

1.3.7.1 Evolution of Slang

Slang appears for the first time in Britain in the sixteenth century and mainly concentrated in the vocabulary of criminals mostly developed in saloons and gambling houses. The English of criminal had a slow development. In fact, out of the four million people that spoke English at that time, only about ten thousand spoke it. By the end of the sixteen century, this new style of speaking was considered "useless and obsolete". In the seventeenth century, slang which is rich with metaphors and figurative language is related to immoral and obscene actions. In the eighteen century, the rhetoricians recognized slang as part of the English Language vocabulary. In the nineteenth century (1899) intellectuals produced the first slang dictionary which was influenced by the First and the Second World War. In the twentieth century, slang words began to be used

in daily conversations by ordinary speakers of English and not only by criminals or thieves.

1.3.7.2 Linguistic Processes of Slang and Word Formation

According to (KENWOOD C. , 1964) Slang is made up linguistic processes such as:
a. Form changing in compounding.

Two words belonging to any part of speech are combined to form one word i.e (kickoff, textbook).

b. Derivation
The production of new words is accomplished by means of a large number of small bits of the English Language called affixes i.e (un-mis-pre-ful-less-ish) (unhappy-misrepresent-prejudge-joyful-careless-boyish).

c. Prefixes and Suffixes
Affixes added at the beginning of a word are called prefixes. Whereas some affixes added to the end of a word are called suffixes.

d. Portmanteau words
They are formed by compressing two word elements into one word i.e (motorist + hotel= motel)

e. Abbreviations through back clipping
This is done by clipping a syllable or syllables off the end of a word i.e (photo/graphy)

f. Abbreviations through Front clipping
It is clipping a syllable or syllables from the beginning of a word i.e (earth/quake)

g. Acronyms
These are made up from the initials of the words of a phrase which may be run together to form and be pronounced as a new word i.e (VIP = very important person).

h. Meaning change

Generalize the meaning of a word so that it represents severeal meanings i.e (hand.- to give assistance=give me a hand).

i. Specialization

A word loses some of its inclusive meaning to become identified with another connotation i.e (the chair that could mean the electrocution chair).

j. The formation or extension of meaning

It is done by the use of metaphors or figurative words i.e (He got pickled)

k. Pronunciation changes

New words are usually formed by making changes in stress corrupting an older word i.e (Oh, boy!)

l. Borrowing

Loans from dialects or different languages create new words or elements in English i.e (piano-Italian; pretzel-German).

m. Onomatopoetic processes

We imitate pleasant and natural sounds on which additional new words are formed i.e (choo-choo, boo-hoo)

n. Reduplications

It is the repetition of a radical element in an older word i.e (yum-yum)

o. Coinage

One of the least common processes is coinage that is the invention of totally new terms i.e (aspirin, nylon, zipper)

1.3.8 Interaction

Human language constitutes one of the most complicated codes to communicate among people as it is based upon a wide range of sounds that can be combined in an infinite

number of elements such as words, phrases, sentences and so forth. Some interactionists see language as a cultural activity that is governed and learned through interaction with other people, whereas nativists agree that language is an innate ability to produce correct sentences, that is to say, interactionist agree that environmental factors play a crucial role in language acquisition, (VIGOTSKY, 1978) who pioneered the term of the role of interaction in language learning in his zone of proximal development (ZPD), posits that social interaction plays an important role in the learning process since learners construct their language through socially mediated interaction. According to (KRASHEN, 1985), language acquisition takes place during human interaction in the target language environment. Thus, if the learner is exposed to rich comprehensible input in the target language, this input would necessarily be a little beyond the learner's current level of linguistic competence. Both Vygotsky and Krashen emphasize the role of interaction in Second Language Acquisition.

1. 3.8.1 Social Interaction

According to Long, modified input is created through interaction by the interlocutors in order to facilitate their comprehension (LONG, 1993) In other words, the acquisition of a second language is the result of classroom interaction among learners. It is this process of interaction that gives second language learners the opportunity to create the scene and the necessary input to comprehend new information.

1.3.8.2 The interaction hypothesis and classroom interaction

The Interaction Hypothesis quoted by Long posits that interaction focuses on the negotiation of meaning. He put emphasis on the importance of the interactional modifications that occur in negotiating meaning. In other words, interactive input is more important than non-interactive input (ELLIS, R, 1991). Therefore, classroom interactive tasks that stimulate negotiation meaning like group work, pair work, role plays, simulation, and debates may be the most suitable way that permits second language learning.

The Communicative Approach states communication and interaction constitute the main goal of language learning (RICHARDS, J. RODGERS, T, 2001), and other studies on

communicative language teaching show that interaction facilitates the learning of language functions and forms. Various studies have also analyzed the positive results obtained from the quantity and quality of learner classroom participation. (RICHARDS, 2006) demonstrated that interactive activities rose up negotiation of meaning. In addition he found out that learners involved in small group activities produced language in a considerable way versus learners that work on their own. This study evidences that group work provides innumerable opportunities for learners to produce language.

1.3.9 Lexicography

When trying to define lexicography, it is important to take account of some other definitions in order to detect their strengths and weaknesses. According to The New Oxford Dictionary of English, lexicography can be defined as: "the practice of compiling dictionaries". However, it is worth to mention that this definition does not provide sufficient information to someone interested in how this process works. Lexicography is the applied study of the meaning, and function of the vocabulary units of a language for the purpose of compilation in book form, in short, the process of dictionary making. (HARTMANN, 1998)

Lexicography is the theory and practice of compiling dictionaries. The problem of lexicography lies in the semantic, formal, and functional description of all individual words. Dictionaries aim at a more or less complete description, but in so doing cannot attain systematic treatment, so that every dictionary entry presents, as it, were, an independent problem.

We may say that lexicologists sort and present their material in a sequence depending upon their views concerning the vocabulary, whereas lexicographers have to arrange it most often according to a purely external characteristic, namely alphabetically. Lexicography is the discipline that deals with the concrete conception, planning and editing of a dictionary.

There also is a series of special types of lexicography, e.g. linguistic lexicography, subject field lexicography or corpus lexicography.

Linguistic lexicography is usually understood as general language lexicography that needs to achieve communicative functions. Subject field lexicography is typically understood as the monolingual lexicography of different subject fields, where lexicography needs to achieve a cognitive function. Finally, encyclopedic lexicography is the type of lexicography that includes both linguistic and subject field lexicography.

1.3.9.1 Dictionary

The word "dictionary" comes from the Latin "dictio", "the art of speaking" and "dictionarius", "a collection of words". According to Encyclopedia Britannica definition, "dictionary is used to denote a book listing words of a language with their meanings and often with data regarding pronunciation, usage and/or origin". It should be noted that the word "dictionary" was firstly used in a manuscript of Latin words by John Garland in 1225. The history of dictionary making for the English language goes as far back as the Old English period. The first bilingual glossary to find its way into print was a French – English vocabulary for the use of travelers, printed in England by William Caxton, without a title page, in 1480. (BRITANNICA, Encyclopaedia, 2015).

Nowadays, a dictionary is considered as a supporting tool to consult words and concepts that are carefully listed in an alphabetic order. There is a variety of dictionaries such as: general dictionaries that cover the overall content of words in an official language and specialized dictionaries that cover a particular field like medicine, mechanics, and so on.

Dictionaries offer certain type of information like the definition of a word, spelling, etymology, pronunciation, written and visual examples, and part of the language. In the past, dictionaries were characterized for its printed version with different size and design. However, nowadays, interactive dictionaries have gained position due to the technological advance that facilitates the search of an unknown word.

1.3.9.2 Types of dictionaries

Dictionaries can be classified according to their function and use which determine the information to be given to the reader.

- **Dictionaries of meanings:** these are the most common and used by people due to they provide a careful explanation of the meaning of a word in a particular language.
- **Bilingual Dictionaries:** these show the meaning of a word from the target into the native language or vice versa i.e. English-Spanish / Spanish-English.
- **Dictionaries with synonyms and antonyms:** these provide the reader assistance to find words with similar or different meanings of a specific word in order to avoid its excesive repetition.
- **Etymological Dictionaries:** these provide a profound analysis of words starting from its semantic, syntactic, morphological, and historical origin.
- **Specialized Dictionaries:** they deal with words involved in a professional or intellectual field.
- **Visual Dictionaries:** they show the meaning of a word through pictures or images.

A dictionary is basically a catalogue of words in a language, a science which is generally ordered in an alphabetic way, providing the reader various features of a word like its significance, etymology, spelling, pronunciation, etc.

1.3.9.3 Interactive Dictionaries

They can be considered as modern and pedagogical resources created with the goal to assist and improve the teaching and learning process. Interactive dictionaries are characterized by the use of multimedia tools like videos, sounds, photos, pictures, games, and some other kinds of activities. An interactive dictionary may cover a wide range of fields like Math, Science, Languages and others in different ways by offering the students interesting activities in a interactive learning environment. As a result, they share the following characteristics:

- Interactive dictionaries allow students the chance to evaluate their own learning.
- Interactive dictionaries affect positively the development of skills through a variety of entertaining exercises.
- Interactive dictionaries permit to decode complex processes into simple ones.

- Interactive dictionaries facilitate autonomous learning where a student learns at his or her own pace.
- Interactive dictionaries familiarize students with new and updated technological tools.
- Interactive dictionaries encourage a rapid and effective exchange of information.
- Interactive dictionaries establish a direct relationship and contact with the user that lead to the learning of a second language.

1.3.9.4 Categorization of an interactive dictionary

a. Tutorials:

They transfer information; concepts through activities that let students learn at their own pace and give them the chance to repeat each activity when necessary.

b. Exercises:

They allow students to reinforce prior knowledge through detailed feedback, taking control of their own errors or mistakes. Activities that can be proposed are: completion, matching, multiple choice activities, etc.

c. Simulation:

They permit the user to adapt and modify facts or processes.

d. Ludic activities:

They foster an interactive learning environment where the user obtains a score depending on his or her performance.

1.3.9.5 Roles of an Interactive Dictionary

The main role of an interactive dictionary is become the most suitable tool that guarantees the teaching and learning process. However, an interactive dictionary may comply some other roles as follow:

a. Informative Role:

Most of the programs present topics that have to do with the reality of a student. Data base and tutorials are programs that contain an informative role.

b. Instructive Role:

Interactive programs orient, assist and regulate the students´ learning progress since as they help to reach every single objective. Even though, a computer acts as a mediator in the learning process, tutorials have an instructive role as they direct the students to perform activities in relation to their progress.

c. Motivational Role:

Generally speaking, most of the students feel more attracted and interested to didactic resources as interactive dictionaries that contain a variety of elements that get their attention; this inevitably may provoke meaningful learning.

d. Evaluative role:

Interactive activities provide teachers and students with detailed information about weaknesses and strengths in the teaching and learning process.

CHAPTER II

2. METHODOLOGY

2.1 RESEARCH DESIGN

In order to conduct the present study, it was necessary to define a plan to obtain the objectives stated as every research applies scientific steps that lead to a better understanding of facts. (Mc MILLAN, J., 2010) considers that a research "constitutes a systematic process of data collection with a specific aim". As mentioned before, a research must apply a variety of processes to comprehend the elements of the study. Therefore, the design of the present study should be emphasized as it will control the process in an adequate manner. First of all, a social and educational modality was established due to the research problem pretends to create a proposal in the educational field of study. (Martinez M, 2001) states that " The social and educational practice is changing and dynamic with a clear tendency to become unnecessary as it is oriented to overcome deficiencies, problems and difficulties within a society.

In order to have a better perspective of the problem, a qualitative and quantitative approach was utilized where (GOMEZ M., 2006) mentions that "a mixed up model represents a higher range of interaction between a qualitative and quantitative approach. Both of them should be combined during the entire process or at least some of its stages. It requires a good control of these two approaches plus a flexible mentality". By the application of this approach, major credibility and results were obtained since this study presents a qualitative analysis which has to do with the description of the variables: the use of an interactive dictionary to boost the sociolinguistic interaction plus a quantitative analysis based on the collection of data and its analysis. Moreover, this study has a correlational characteristic as it permitted a solid understanding of the problem to determine the relationship between the variables.

This correlational study reflected the interaction and the way how the independent variable affects the dependent one. As for the problem, an experimental method was applied. (HEPPNER, 2011) mentions "systematic investigation where the researcher

does not have control over the independent variables due to the facts are intrinsically easy to manipulate". Likewise, this is a bibliographic study as several sources were consulted such as: textbooks, legal and official documents that support the theoretical framework and the statistical analysis as (VELASCO, M, 1997) posits that "This research has the purpose to expand, and deepen the different approaches, theories, conceptualizations and criteria of a wide range of authors. Besides, it is important to support any study on primary and secondary sources in order to explain an investigation in a theoretically and scientifically way. Also, it is necessary to mention that this was a field research as several stages were held in the University of Chimborazo where the phenomena took place. (ZORRILLA, S, Mexico) mentions that "A field or direct research is conducted in the time and place where a problem takes place".

According to the objectives and characteristics of this study, it was a quasi-experimental study, since it started with a conceptual investigation of real facts along with the development of strategies based on the modules studied throughout the Master´s Program in Applied Linguistics which go as follow:

- Sociolinguistics
- Dialects

After the application of the interactive dictionary called "Slanguage", its results are presented as follows:

2.2 TYPE OF RESEARCH

The present study is characterized by its descriptive and explanatory connotation due to it pretends to go beyond data collection. In other words, this seeks to know the existing relationship between variables through a profound analysis in such a way that meaningful conclusions can be socialized.

2.3 RESEARCH METHODOLOGY

2.3.1 The Hypothetical – Deductive Methodology will be applied in this study as it corresponds to the Inductive and Deductive methods that pretend to test the hypothesis. On the other hand, the theoretical framework will state and validate the hypothesis.

2.3.2 The Deductive Method.- it will be useful to obtain conclusions and consequences after the application of an interactive dictionary in order to determine the students' progress.

2.3.3 The Inductive Method.- it will start from particular to general facts assisting the sixth level students enrolled at the Language Centre to compare, establish, make relationships and understand facts and concepts by their own.

2.4 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

2.4.1 TECHNIQUES

Observation

It is a primary research technique that according to a list of items facilitated the compilation of information.

2.4.2 INSTRUMENTS

An Observation Checklist

It is a technique that validates the obtained results before and after the application of the interactive dictionary called "Slanguage" to the sixth level students in the Language Center located in the Faculty of Education that showed the students' progress when learning new expressions in English as a second language.

2.5 Population and sample

If we talk about the population of study, (GOMEZ M., 2006) posits that "it is the total and overall elements of study (events, organizations, communities, people, etc) that share common and functional characteristics". Thus, 30 students were considered in this study and an observation checklist which was applied before and after the application of

the interactive dictionary called "Slanguage" that allowed us to test the specific hypothesis.

2.5.1 Population

The present study considered the following population:
30 students enrolled in the sixth level at the Language Center in INACH.

2.5.2 Sample

Due to the population is small and does not exceed 30 students; there was no need to apply a formula to obtain a sample.

2.6 PROCEDURES APPLIED TO ANALYZE AND INTERPRET THE OBTAINED RESULTS

An observation sheet was applied to the sixth level students before and after the use of the interactive dictionary called "Slanguage" in order to verify the students' level and progress over the pass of time. Then the information was tabulated and tested through the application of the Pearson Correlation.

2.7 Variables:

2.7.1 Independent Variable

- The Application of an Interactive dictionary

2.7.2 Dependent Variable.

- Sociolinguistic interaction

With the aim to operate the variables a chart was created to provide the most outstanding information about the topic. This chart contains the independent and the

dependent variables that present important dimensions to obtain the indicators that were analyzed prior the elaboration of the observation checklist which was applied to the population of study (the sixth level students in the Language Centre, Faculty of Education at UNACH) that served to validate the research topic.

2.7.3 Operationalization of variables.

Chart No.2. 1 Operationalization of the independent variable

VARIABLE	CONCEPT	CATEGORIES	INDICATORS	TECHNIQUES AND INSTRUMENTS
The Application of an Interactive Dictionary	A careful sequence of activities in a pedagogical tool designed to involve the user in the exchange of information	• Ability • Accuracy • Interaction	No of correct answers Nº of mistakes	**TECHNIQUE** Observation **INSTRUMENT** Observation sheet

SOURCE: Research
By: BARRIGA F. Luis. UNACH 2015

Chart No.2. 2 Operationalization of the dependent variable

VARIABLE	CONCEPT	CATEGORIES	INDICATORS	TECHNIQUES AND INSTRUMENTS
Sociolinguistic Interaction	The way how language users contextualize meaning of words	Social exchange of meaning	No of pauses No of hesitation devices used	**TECHNIQUE** Observation **INSTRUMENT** Observation sheet

Source: research
By: barriga f. Luis. Unach 2015

2.8 HYPOTHESIS

2.8.1 General Hypothesis:

The elaboration and application of the interactive dictionary called "Slanguage" will boost the sociolinguistic interaction and comprehension of the English Language in the sixth level students enrolled at the Language Centre at the Faculty of Education at UNACH located in Riobamba city, during the term 2014-2015.

2.8.2 Specific Hypothesis:

- The use of synonyms boosts the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Centre, Faculty of Education at UNACH.

- The application of simple and brief definitions improves the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH.

- To what extent the use of a non-conventional phonetic system improves the pronunciation in the sixth level students in the Language Centre at UNACH to comprehend informal expressions in English.

CHAPTER III

3. ALTERNATIVE OUTLINE

3.1 TOPIC

Elaboration and Application of an interactive dictionary called "SLANGUAGE" with a full range of informal expressions to boost the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education, Humanities and Technologies at UNACH, located in Riobamba city, term 2014-2015.

3.2 PRESENTATION

Just because I know how hard is to understand slang words, I wanted to create an interactive pedagogical tool that contains informal expressions with the aim to improve the teaching and learning process of English as a second language. The interactive dictionary called "Slanguage" which is the combination of the words "Street" and "Language" pretends to become a motivational and attractive resource that combines the benefits of technology plus the digital manipulation of real life language commonly used in informal settings.

Due to the positive results obtained after the application of this innovative tool with my students, I would like to share it to every single person within a society who pretends to improve his or her level of English. These results have permitted me to enrich the learning environment of my students who come from different sociolinguistic backgrounds.

"Slanguage" has been designed based upon each of the students' needs, taking into account their different leaning styles in such a way they may be able to learn new words at their own pace, but most importantly, in a funny way.

3.3.3 Proposal Objectives

3.3.3.1 General Objective

To apply an interactive tool that permits a student to develop his/her understanding of everyday informal expressions in order to communicate effectively.

3.3.3.2 Specific Objectives

- To apply the interactive dictionary called "Slanguage" through the use of different strategies such as completion exercises, matching, puzzles, decoding messages and the like to get a better understanding of English as a second language.

- To determine that this technological tool becomes a didactic resource that benefits the teaching and learning process of English as a second language.

- To demonstrate how the strategies and activities in the dictionary "Slanguage" assist the teaching and learning process of English as a second language in the sixth level students at the Language Center, Faculty of Education – UNACH.

3.4 FUNDAMENTALS

The main focus of the use of the interactive dictionary called "Slanguage" is to engage and familiarize students and instructors with informal expressions in English in such a way that they can be properly applied in real life situations.

The teaching and learning process of English as a second language requires new methodological strategies and resources that allow people to be able to compete in a globalized world under the policies and regulations stated by the Common European Framework.

3.5 CONTENT

The Language Centre at the University of Chimborazo pretends to become a recognized leader in the teaching of languages across the nation and be able to boost an excellent service in different levels of human, technical, investigative and cultural formation, where students are characterized by their motivation to learn meaningfully for their professional and social development.

The policies stated by the Language Centre in its Art 6 literal b promote the constant training of the teaching staff plus the increase and development of bibliographic and technological teaching materials in close relationship with the Common European Framework of Reference for Languages.

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively.

The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

According to the Common European Framework of Reference for Languages, sociolinguistics is considered a component of the Communicative Language Competence as it refers to the sociocultural conditions of language use. Therefore, Slanguage constitutes a pedagogical resource that allows us to design interactive activities in such a way that the sociolinguistic competence can be properly developed by students who have English as a second language. (LITTLE, 2006).

The application of "Slanguage" that derives from the words "street" and "language" permits to bridge the gap between standard and non-standard language by a series of activities such as Role plays, casual conversations, follow up questions, games, and so forth.

3.6 INTRODUCTION

This collection of informal expressions is mainly for learners from intermediate level, although many of the activities can be adapted for use with beginners and advanced proficiency learners as well. I have tried to make the book of particular relevance to teachers and students who would like to have a handbook of a wide selection of slang words.

3.6.1 WHAT IS SLANG?

Defining slang is not an easy task. Initially, one person may feel that slang is simply "vulgar" English that would not appear in a standard dictionary. (SPOLSKY, 1998) concluded that slang is a language whose use serves to mark the user as belonging to some distinct group within society. Therefore, people who belong to more than one group may use different slang words depending on who they are with.

In this introduction, the words in "Slanguage" are presented in bold face type, and shortened definitions in italics are given to the interested reader. Likewise, some examples are included in this dictionary along with a transcription of the pronunciation of words in a non-conventional system that will allow students and to pronounce each word correctly.

In this study, the list of slang words comes from a variety of sources. Many are derived from the standard vocabulary with little or no chance in meaning as they may be revivals of old standard words like "disrespect" which is no longer used as a verb. In a reverse development, the standard adjective trendy becomes a noun which means a person who dresses in a way that is considered in style.

Metaphors play another important role in the development of slang vocabulary. For example, may slang words for "drunk" derive form standard words derive from standard words meaning "damaged" or "destroyed". Traditional sources like "Language and Society" by Romaine, 2000 often observe that slang vocabulary is exceptionally "vivid" since it refers to the fact that slang makes use of many novel metaphors which are applied in a specific context. Thus, for example, oink is suggested by the familiar word

pig for a police officer. Slanguage also contains items derived from the initials also called "acronyms" A true acronym is a set of initials pronounced like an ordinary word like OTOH meaning "on the other hand". Another common source for slang expressions is clipping the shortening of standard words, most often from the end i.e "Most def" meaning "most definitely". Many slang words come from current popular culture. The expression "Whasup?" and many other expressions were popularized by movies or songs, something that surely influences the way of speaking of an individual.

3.6.2 OFFENSIVENESS

Many people, both students and non-students will react very strongly to certain items in the dictionary. Let´s remember that the aim of creating "Slanguage" is to familiarize students not only with the language but also with the culture. Therefore, such items should be used with discretion in conversation with people one doesn´t know well.

3.6.3 THE DICTIONARY ENTRIES

The entries in "Slanguage" include an identification of the part of speech such as nouns, verbs, adjectives, adverbs, interjections etc. Many words have more than one definition. All of the definitions are given in Standard English. In many cases, there is a current slang word synonym for the entry word. The pronunciation of slang words or expressions is given trough the transcription of the word in a non-conventional phonetic system that will allow learners who are not familiar with IPA to pronounce correctly. Moreover, every word contains a picture that will try to induce the reader to figure out its meaning.

A complete entry from the dictionary will show how the system works:

Graphic 9: Ammunition

Graphic 10: Ammunition 2

Objective: To recall and replace standard words by slang words in context.

Directions: Rewrite the sentences by substituting the underlined words. Use slang words and keep the meanings the same.

Variation: For some words there may probably be more than one option.

1. Homer is <u>drunk</u>.

    _____

2. They have an <u>old car</u>.

    _____

3. It´s really <u>cold</u>.

    _____

4. Patrick is my <u>best friend</u>.

    _____

5. Take out your <u>hat</u>, please.

    _____

6. The exercise was <u>very easy</u>.

    _____

7. They sent many <u>soldiers</u> to Irak.

    _____

8. The food was <u>delicious</u>.

    _____

9. I don´t have your <u>phone number</u>.

    _____

10. <u>Photocopy</u> this for me, please.

Activity One (Answer sheet)

"Let´s recall it"

1. Homer is <u>drunk</u>.

   Homer is <u>aped</u>.

2. They have an <u>old car</u>.

   They have an <u>ark.</u>

3. It´s really <u>cold</u>.

   It´s really <u>baltic.</u>

4. Patrick is my <u>best friend</u>.

   Patrick is my <u>best bud</u>.

5. Take out your <u>hat</u>, please.

   Take out your <u>brim</u>.

6. The exercise was <u>very easy</u>.

   The exercise was <u>walkover</u>.

7. They sent many <u>soldiers</u> to Irak.

   They sent the <u>crunchies</u> to Irak.

8. The food was <u>delicious</u>.

   The food was <u>delish.</u>

9. I don´t have your <u>phone number</u>.

   I don´t have your <u>digits</u>.

10. <u>Photocopy</u> this for me, please.

   <u>Dub </u>this for me, please.

Activity Two

"Stand Ark"

Objective: To recall and replace slang words by standard words in context.

Directions: Underline the slang words. Then rewrite the sentences without using any slang.

Variation: The words may vary.

1. Take that paper and dump it.

   _____

2. I have an eagle in my wallet.

   _____

3. What´s your eddress?

   _____

4. I want to flake down.

   _____

5. Sorry, the flusher is out of order.

   _____

6. I made a foozle.

   _____

7. You did a good job! Give me skin.

   _____

8. The concert was really golden.

   _____

9. I think I grok the concept.

   _____

10. Sam thinks her boyfriend is a gump.

    _____

Activity Two (Answer sheet)

"Stand Ark"

1. Take that paper and dump it.
   Take that paper and throw it.
2. I have an eagle in my wallet.
   I have a dollar in my wallet.
3. What´s your eddress?
   What´s your address?
4. I want to flake down.
   I want to sleep.
5. Sorry, the flusher is out of order.
   Sorry, the toilet is out of order.
6. I made a foozle.
   I made a mistake.
7. You did a good job! Give me skin.
   You did a good job! Give me five.
8. The concert was really golden.
   The concert was really cool.
9. I think I grok the concept.
   I think I understand the concept.
10. Sam thinks her boyfriend is a gump.
    Sam thinks her boyfriend is a fool.

Activity Three

"Let´s rank"

Objective: To recall and label slang words in context.

Directions: Use the slang words in the box to fill in the blanks.

Variation: The pictures may vary.

hot potato	hungarian	Jonx	lamp	Happy Juice	living large	hat trick	make a lap	jimmy cap	hood

1. Let´s stop at the happy shop and get some _____.

2. Messy scored a fantastic _____.

3. Greg lives in a dangerous _____ on the Seventh Avenue.

4. That was a _____ that Tom couldn´t find the answer.

5. Man, I´m _____that I could eat a horse.

6. If you wanna have sex. Make sure you use a _____.

7. Get out of my house and get your _____ from here.

8. _____ the car for me, okay?

9. A. How ya doing? B. _____.

10. _____ on that chair.

Activity Three (Answer sheet)

"Let's rank"

hot potato	hungarian	Jonx	lamp	Happy Juice	living large	hat trick	make a lap	jimmy cap	hood

1. Let´s stop at the happy shop and get some happy juice.
2. Messy scored a fantastic hat trick.
3. Greg lives in a dangerous hood on the Seventh Avenue.
4. That was a hot potato that Tom couldn´t find the answer.
5. Man, I´m hungarian that I could eat a horse.
6. If you wanna have sex. Make sure you use a jimmy cap.
7. Get out of my house and get your jonx from here.
8. Lamp the car for me, okay?
9. A. How ya doing? B. Living large.
10. Make a lap on that chair.

Activity Four

"Right or wrong"

Objective: To recall and label situations where slang words are considered acceptable or unacceptable.

Directions: Sort the situations where slang is acceptable or unacceptable.

1. Newspaper article
2. Friendly e-mail
3. Textbook
4. Personal letter
5. Jokes
6. Business e-mail
7. Job interviews
8. Conversation with a friend
9. Conversation with the president
10. Speech in an auditory.
11. Conversation at a party.
12. Writing your thesis dissertation
13. Television commercials
14. Applying for a visa
15. T-shirt wording

ACCEPTABLE	UNACCEPTABLE

Activity Four (Answer sheet)

"Right or wrong"

1. Newspaper article
2. Friendly e-mail
3. Textbook
4. Personal letter
5. Jokes
6. Business e-mail
7. Job interviews
8. Conversation with a friend
9. Conversation with the president
10. Speech in an auditory.
11. Conversation at a party.
12. Writing your thesis dissertation
13. Television commercials
14. Applying for a visa
15. T-shirt wording

ACCEPTABLE	UNACCEPTABLE
Conversation with a friend	Applying for a visa
T-shirt wording	Conversation with the president
Television commercials	Business e-mail
Conversation at a party	Job interviews
Friendly e-mail	Writing your thesis dissertation
Textbook	Speech in an auditory.
Personal letter	Textbook
Jokes	Newspaper article

Activity Five

"Guess what?"

Objective: To recall slang words in a pair work.

Directions: 1. Fold the right part of the paper so you can´t see the answers. **2.** Write the correct answer in the space below each question. **3**. When done, fold the paper back to paircheck your answers.

Variation: The words may vary.

Fold here ⬇

What´s nothing in English?	Zilch
What´s an ambulance in English?	A meat wagon
What´s a computer geek in English?	A mouse potato
What´s a very tall man in English?	A neanderthal
What´s a family car in English?	A nerd mobile
What´s a person who loves snacks in English?	A nosher
What´s a microwave in English?	A nuker
What´s on the other hand in English?	OTOH
What´s clothes in English?	outfit
What´s Oh my God! in English?	OMG / Oh Gosh!

Activity Five (Answer sheet)

"Guess what?"

Fold here ⬇

What´s nothing in English?	Zilch
What´s an ambulance in English?	A meat wagon
What´s a computer geek in English?	A mouse potato
What´s a very tall man in English?	A neanderthal
What´s a family car in English?	A nerd mobile
What´s a person who loves snacks in English?	A nosher
What´s a microwave in English?	A nuker
What´s on the other hand in English?	OTOH
What´s clothes in English?	outfit
What´s Oh my God! in English?	OMG / Oh Gosh!

Activity Six

"My body buddy"

Objective: To recall and label slang words in a human body and write a sentence with each one.

Directions: Label the parts of the body using slang words.

_____

_____

_____

_____
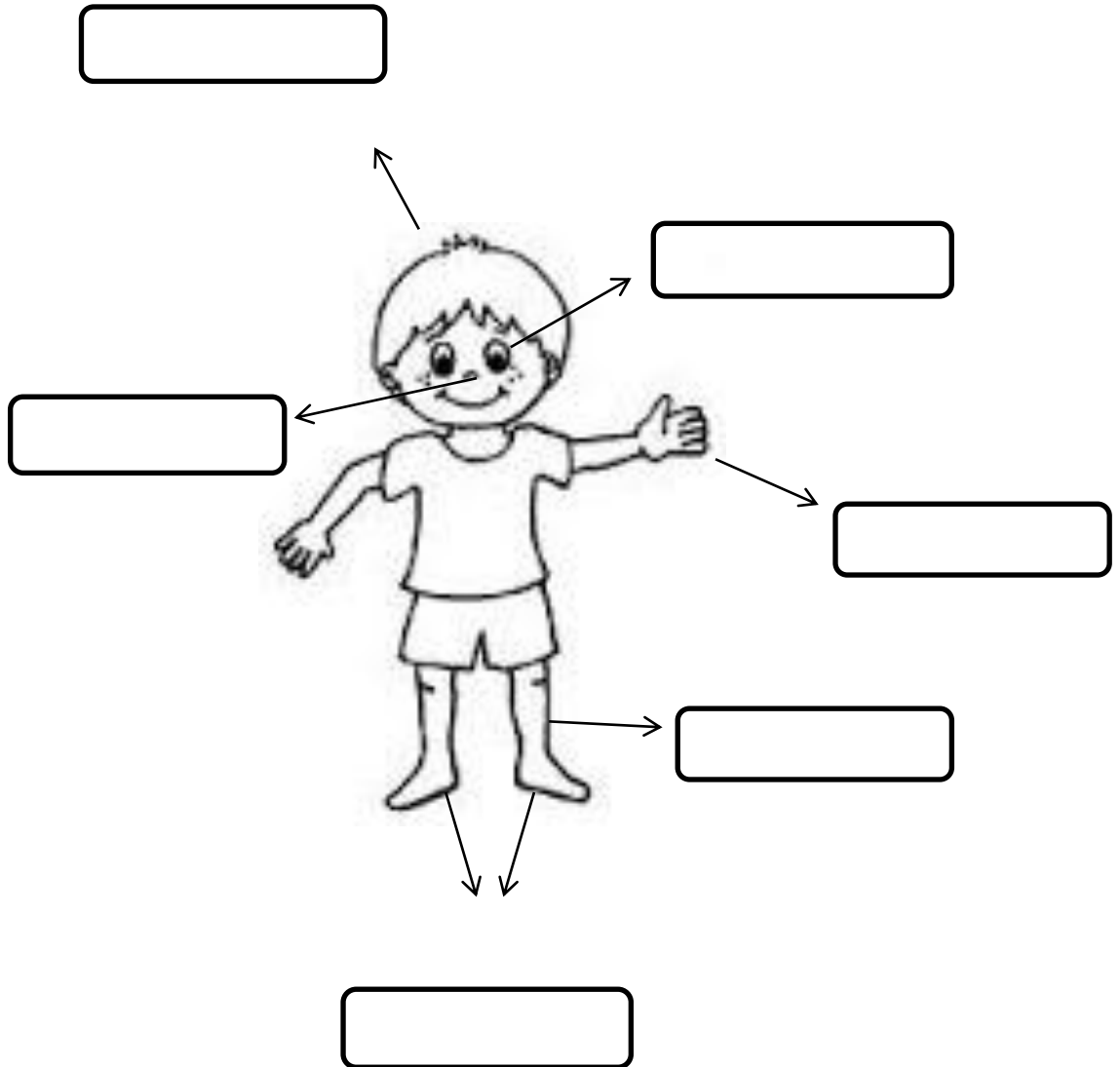
Activity Six (Answer sheet)

"My body buddy"

Idea box

brights

smeller

grabber
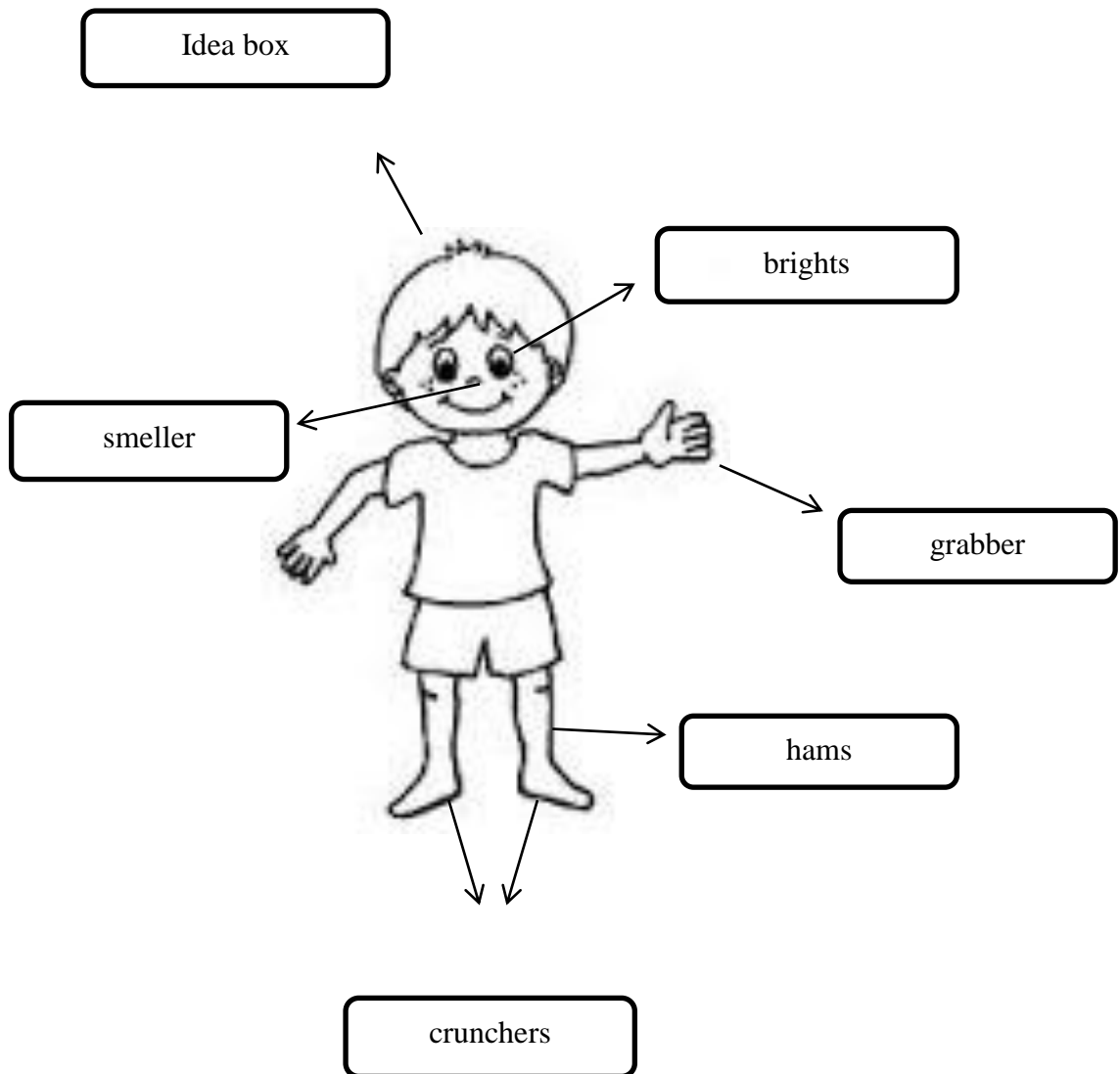
hams

crunchers

My crunchers and my hams hurt.

Wash your grabbers now!

My smeller is running.

I used my idea box to get the answer.

Something is inside my brights.

"Piccies"

Objective: To recall and match slang words with the corresponding picture.

Directions: Match the picture with the corresponding slang word

Variation: The pictures may vary.

telly

spyware

antsy

wrench

water cheeks

surf the net

swamped

Activity Seven (Answer sheet)

"Piccies"

telly

spyware

antsy

wrench

water cheeks

surf the net

swamped
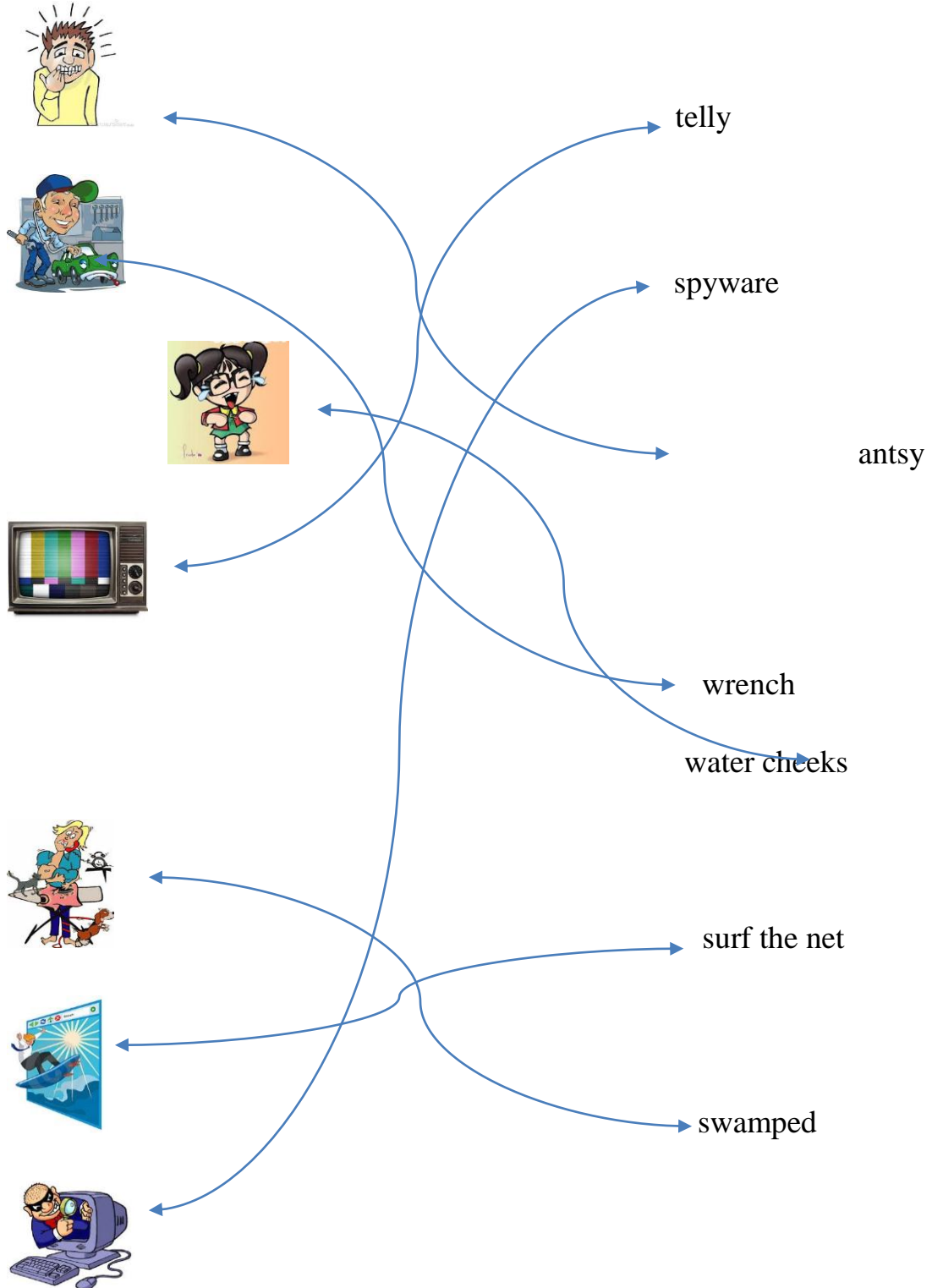
Activity Eight

"Hot potato"

Objective: To recall and use slang words in a puzzle.

Directions: Complete the crossword puzzle using slang words. Then write a sentence with each slang word.

Variation: The words may vary.
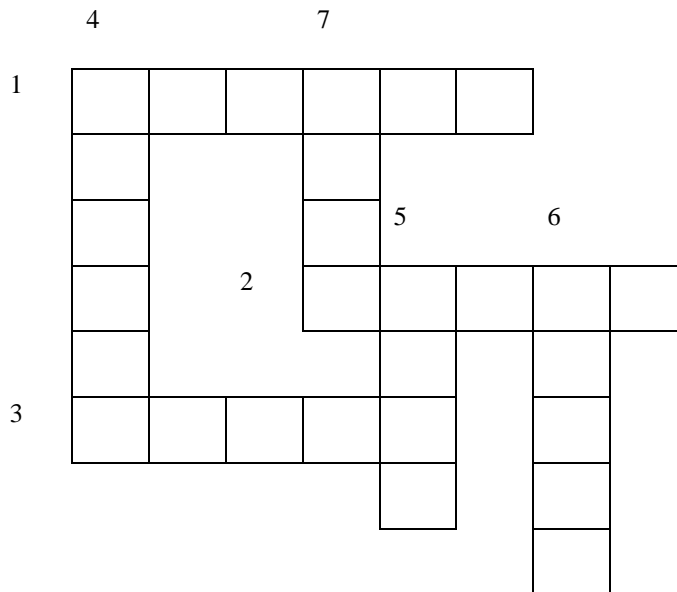
Across

1. A fight
2. One dollar bill
3. Family or relatives

Down

4. A child
5. Drunk
6. An inept person
7. An attractive woman

_____

_____

Activity Eight (Answer sheet)

"Hot potato"

			4			7		

```
        4              7
   1  [ r ][ u ][ m ][ b ][ l ][ e ]
      [ u ]      [ a ]
      [ g ]      [ b ]  5         6
      [ r ]  2  [ e ][ a ][ g ][ l ][ e ]
      [ a ]      [ p ]      [ o ]
   3  [ t ][ r ][ i ][ b ][ e ]  [ s ]
                  [ d ]      [ e ]
                              [ r ]
```

Across

1. A fight
2. One dollar bill
3. Family or relatives

Down

4. A child
5. Drunk
6. An inept person
7. An attractive woman

Those guys started a rumble at the bar.

I just got an eagle man in my pocket.

They´re my tribe dude.

It´s just a rug rat pal.

I got aped at the party.

Look at that babe over there!

Activity Nine

"Mime man"

Objective: To mime slang words in context and practice pronunciation.

Directions: Variation 1: One student mimes some slang words and the rest guess their name with the appropriate pronunciation.

Variation 2: One student mimes or draws some slang words and another student gives the definition of the given words. The words and pictures may vary.

"Mime man"

rack = ruák

plastic = plastic

pillowed = pilowd

delish = delish

no sweat = no sueyt

muggle = mágol

Objective: To recall and write a crazy story using slang words.

Directions: Write a crazy story using slang that is common to you. Underline the slang terms. Share your story to the class.

_____

_____

_____

_____

_____

_____

Activity Ten (Answer sheet)

"Flash on"

One day some <u>crunchies</u> went to a <u>draft board</u> to have <u>a foam</u>. After two hours drinking, they were <u>gooned</u> and started a <u>dust up</u> because they saw a <u>babe</u>. In the end, all of them were <u>nicked</u>, an oink took them to the <u>house of many doors</u> and the <u>babe watered her cheeks.</u>

Activity Eleven

"Blix the Pix, please"

Objective: To see a picture, identify and define the slang word and pronounce it correctly.

Directions: One student puts a picture of any slang word in an envelope and then gradually pulls out a very small part of it and asks a partner to try to identify and define it. Words and pictures may vary.

Student 1. What´s the slang for this?

Student 2:

Student 1 How do you pronounce it?

Student 2:

Student 1 What does it mean?

Student 2 It means _____

Student 1. What´s the slang for this?

Student 2 pig mobile

Student 1 How do you pronounce it?

Student 2:

Student 1 What does it mean?

Student 2 It means _____

Activity Eleven (Answer sheet)

Student 1. What´s the slang for this?

Student 2 <u>Mingy / Miffed</u>

Student 1 How do you pronounce it?

Student 2 (<u>mingui / mift</u>)

Student 1 What does it mean?

Student 2 It means <u>angry.</u>

Student 1. What´s the slang for this?

Student 2 <u>pig mobile</u>

Student 1 How do you pronounce it?

Student 2 (<u>pig mobail</u>)

Student 1 What does it mean?

Student 2 It means <u>a police car</u>

Activity Twelve

"*Real-ation*"

Objective: To imagine and explain the relationship between pictures.

Directions: Take two pictures and ask students to suggest a connection between them. Variation: If you wish, organize a competition in groups to find the most reasonable connection and the craziest connection.

Example:

Activity Twelve (Answer sheet)

"*Real-ation*"

Example:

Student 1. The pig mobile is going to the pig heaven to report an assault.

Student 2. The pig mobile is going home to unlax.

Student 3. The pig mobile is leaving the pig heaven to capture a doink.

Student 4. The blister foot doesn´t want to work.

Activity Thirteen

"Be a Dickens"

Objective: To make up a story by using slang words in groups.

Directions: Ask pairs or groups to invent a story making use of the pictures in whatever order they prefer. Then they share their stories to their classmates.

crunchies

draft board

dust up

babe

a foam

gooned

nicked

house of many doors

water cheeks

"Be a Dickens"

crunchies

draft board

dust up

babe

a foam

gooned

nicked

house of many doors

water cheeks

Example: One day some <u>crunchies</u> went to a <u>draft board</u> to have <u>a foam</u>. After two hours drinking, they were <u>gooned</u> and started a <u>dust up</u> because they saw a <u>babe</u>. In the end, all of them were <u>nicked</u>, an oink took them to the <u>house of many doors</u> and the <u>babe watered her cheeks.</u>

Activity Fourteen

"Spyware"

Objective: To decode a message by discovering slang words in context.

Directions: Ask students to decode a hidden message by replacing numbers with letters.

Number 1 represents A

Number 2 represents B, etc. etc.

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M

14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

20 -8- 5   15-9-14-11   9-19   7-15-9-14-7   20-15

20-8-5   16-9-7   8-5-1-22-5-14   23-9-20-8   1   2-9-20-5-18

Rewrite the message here:

_____

_____

Rewrite the message by replacing slang words for standard words.

_____

_____

"Spyware"

Number 1 represents A
Number 2 represents B, etc. etc.

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M

14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

20 -8- 5   15-9-14-11   9-19   7-15-9-14-7   20-15

20-8-5   16-9-7   8-5-1-22-5-14   23-9-20-8   1   2-9-20-5-18

Rewrite the message here:

The oink is going to the pig heaven with a bitter.

Rewrite the message by replacing slang words for standard words.

The police officer is going to the police station with a thief.

Activity Fifteen

"Mr. Beango"

Objective: To listen to descriptive language and identify what is being described.

Directions: 1. The teacher writes down 25 slang words on the board.

2. The students divide a paper into four parts to make a bingo grid.

3. Ask the students to choose and write down four of the words from the board.

4. Call out definitions of the slang words in random order and the students cross out items on their list as they hear the corresponding definitions.

Example: if the word is is "fugly" you may say: It´s a fat an ugly woman you saw on Tv.

Learners with the word "fugly" on their list should cross it off.

The first learner to hear his or her four slang words is the winner.

BINGO GRID

fugly	rack
happy shop	zebra

"Mr. Beango"

Example: if the word is is "fugly" you may say: It´s a fat an ugly woman you saw on Tv.

Learners with the word "fugly" on their list should cross it out.

The first learner to hear his or her four slang words is the winner.

BINGO GRID

~~fugly~~	~~rack~~
~~happy shop~~	~~zebra~~

BINGO!!

Activity Sixteen

"Slnag Wrdos"

Objective: To improve spelling by having students correct scrambled words.

Directions: Ask students to unscramble slang words and write the definition of each.

tuzy   <u>yutz</u>   meaning: idiot, fool

puswu? _____ meaning: _____

dday _____ meaning: _____

ochckre _____ meaning:_____

dnak _____ meaning:_____

ecdeu _____ meaning:_____

idm _____ meaning: _____

fornst_____ meaning: _____

Activity Sixteen (Answer sheet)

"Slnag Wrdos"

tuzy	<u>yutz</u>	meaning: idiot, fool
puswu?	Wusup?	meaning: How are you?
dday	addy	meaning: address
ochckre	chocker	meaning: a cigarette
dnak	dank	meaning: very good
ecdeu	deuce	meaning: the devil
idm	dim	meaning: the night
fornst	fronts	meaning: a sport jacket

Activity Seventeen

"a-e-i-o-u"

Objective: To provide spelling practice by having students supply missing vowels from slang words. Then the students give the definition of each word.

Directions: the teacher writes words on the blackboard but leaves out the vowels. The students must supply them.

Example:

FL_K_ D_WN   <u>FLAKE DOWN</u>   meaning: <u>to sleep</u>

_NT_RN_T   _____   meaning: _____

J_ LL _ _N   _____   meaning: _____

K_ _ K _ SH   _____   meaning: _____

L _ N_ S   _____   meaning: _____

Activity Seventeen (Answer sheet)

"a-e-i-o-u"

Example:

FL_K_ D_WN   <u>FLAKE DOWN</u>   meaning: <u>to sleep</u>

_NT_RN_T   INTERNUT   meaning: addicted to internet

J_ LL _ _N   JILLION   meaning: million, abundance

K_ _ K _ SH   KOOKISH   meaning: eccentric

L _ N_ S   LINES   meaning: a conversation

Activity Eighteen

"I´m a vivor"

Objective: To stimulate open discussion by responding either individually or in small groups to an imaginative situation using slang words.

Directions: the teacher presents a slide that says: "Imagine you are on a ship in the Pacific Ocean. Suddenly, the ship strikes a reef but does not sink immediately. Nearby there is a uninhabited island. You have a lifeboat and plan to go to the island. Before you leave the ship, you must fill the lifeboat with only the essential things from the following categories. Choose carefully.

At the next class meeting, the students will discuss their choices, giving good reasons for Having selected them. There is no right or wrong answers.

Ammunition 1 -2

An axe

A brim

Cat soup

A pair of cheaters

10 chockers

A pair of earth pads

A glock

8 greenies

A licorice pizza

A pair of snippers

A nuker

A box of pimp steaks

A plastic

A shank

"I´m a vivor"

In my opinion I would need a pair of earth pads because I might hurt my feet walking without protection. Also I think I would need a shank as there may probably be many things that I need to cut in order to make a shelter or a new boat……

Activity Nineteen

"Mad Libs"

Objective: To write a postcard using slang words.

Directions: Write slang words next to 1-14 and then insert them into the postcard according to the numbers

1. How are you? _____
2. A beautiful woman _____
3. The night _____
4. A beer _____
5. Spaghetti _____
6. Waste time _____
7. excellent _____
8. To be hungry _____
9. Mc Donald's _____
10. Yes _____
11. Delicious _____
12. Celebration with beers _____
13. A conversation _____
14. Good bye/ See you later

Hi, Mark _____(1)

Yesterday, in the_____(3) I was _____downtown (6) when suddenly I saw a _____. (2) I approached to her, had some_____(13) and asked her if she´s _____(8) She said _____(10) so I invited her to _____ (9) The food there was_____.(11) We ate _____(5) and drank a _____(4) Then , we went to a _____(12) We had a very good time there.. Everything was _____(7)

_____ (14), Chuck

Activity Nineteen (Answer sheet)

"Mad Libs"

1. How are you? : Wassap?
2. A beautiful woman: babe
3. The night: the dim
4. A beer: a foam
5. Spaghetti: worms in blood
6. Waste time: hack around
7. Excellent: golden
8. To be hungry: hungarian
9. Mc Donald's: Mcd´s
10. Yes!: Hell Yeah!
11. Delicious: delish
12. Celebration with beers: hopfest
13. A conversation: lines
14. Good bye/ See you later: Laters

Hi, Mark Whassap? (1)

Yesterday, in the dim (3) I was hacking around downtown (6) when suddenly I saw a babe. (2) I approached to her, had some lines (13) and asked her if she´s hungarian. (8) She said hell yeah! (10) so I invited her to MCd´s. (9) The food there was delish.(11) We ate worms in blood (5) and drank a foam (4) Then , we went to a hopfest. (12) We had a very good time there.. Everything was golden. (7)

Laters (14), Chuck

Activity Twenty

"Matching"

Objective: To match slang words with the corresponding definition

Directions: Read the sentences a-f and match the underlined slang words to the corresponding definition 1-6.

a) He was really <u>aggro</u> after getting a low score ◯
b) Carl was <u>surfing the net</u> to find the info. ◯
c) I took my car to the <u>wrench</u>. ◯
d) She cannot use the computer. She´s just a <u>muggle</u>. ◯
e) Don´t be so <u>harsh</u> man! ◯
f) Mark is just a gueeb. ◯

1. A person unable to use a computer
2. Annoyed, irritated
3. To navigate on the web
4. A mechanic
5. A studious person
6. A rude person

Activity Twenty (Answer sheet)

"Matching"

a. He was really <u>aggro</u> after getting a low score   2

b. Carl was <u>surfing the net</u> to find the info.   3

c. I took my car to the <u>wrench</u>.   4

d. She cannot use the computer. She´s just a <u>muggle</u>. 1

e. Don´t be so <u>harsh</u> man! 6

f. Mark is just a gueeb. 5

1. A person unable to use a computer

2. Annoyed, irritated

3. To navigate on the web

4. A mechanic

5. A studious person

6. A rude person

3.7 OPERABILITY

Chart No.3. 1 Operability

ACTIVITIES	OBJECTIVES	METHODOLOGICAL STRATEGIES	DATE	RESPONSIBLE	BENEFICIARIES
To organize the alternative proposal	To request the authorization to apply the proposal	Prepare the dictionary Design the dictionary Apply the dictionary	Sep 2015	Fernando Barriga	Educators Students
To deliver the alternative proposal	To deliver the interactive dictionary to the Language Center, Faculty of Education at UNACH represented by Dr. Myriam Trujillo.	To deliver the interactive dictionary to the Language Center, Faculty of Education at UNACH represented by Dr. Myriam Trujillo.	Oct 2015	Fernando Barriga	Authorities Educators
Control and supervision during the application of the alternative proposal	Supervise the application of the alternative proposal.	Reporting the results during the application of the alternative proposal.	Oct 2015	Fernando Barriga	Students
Evaluate the alternative proposal	Certify that the objectives have been accomplished.	Observe the students´progress	Jan 2016	Fernando Barriga	Educators Students

By: BARRIGA. Luis. UNACH 2016

CHAPTER IV

4. PRESENTATION AND DISCUSSION OF RESULTS

4.1. ANALYSIS AND INTERPRETATION OF RESULTS

4.1.1 ANALYSIS AND INTERPRETATION OF RESULTS BEFORE "SLANGUAGE"

1.- Recalls and replaces standard words with slang words.

Chart No.4. 1 Recalls and replaces standard words with slang words

HIGH	MEDIUM	LOW
0	1	29
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4. 1 Recalls and replaces standard words with slang words
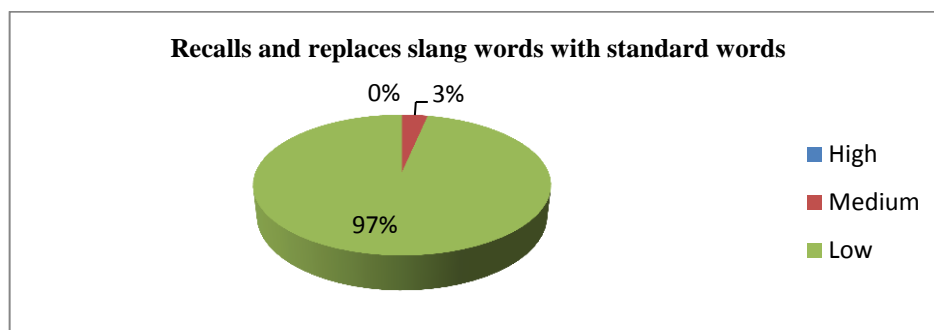
SOURCE: CHART N.4.4
By: BARRIGA, Luis UNACH 2016

a) Analysis.

It can be observed that 29 students cannot recall and replace standard words with standard words over a single student who was capable to do it.

b) Interpretation

It can be said that there is a difficulty to identify, and replace standard words with slang words. Consequently, it is evident that the students do not have control over informal expressions.

2.- Recalls and replaces slang words with synonyms.

Chart No.4. 2 Indicator 2 Recalls and replaces slang words with synonyms

HIGH	MEDIUM	LOW
0	0	30
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.2 Indicator 2 Recalls and replaces slang words with synonyms
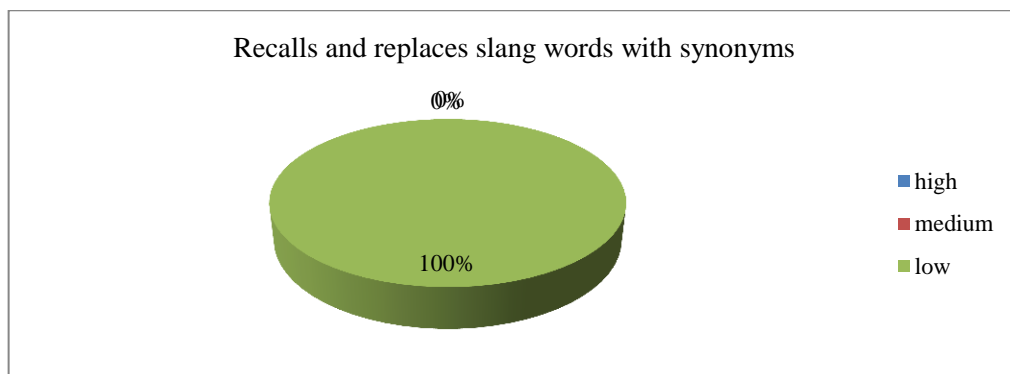
Recalls and replaces slang words with synonyms
0%
100%
high
medium
low

SOURCE: CHART N.4.5
By: BARRIGA, Luis UNACH 2016

a) Analysis

It can be observed that the total population cannot replace slang words with words they already know.

b) Interpretation

It is evident that the students have not acquired a basic knowledge of slang words along their schooling.

3.- Identifies and labels slang words in context.

Chart No.4. 3 Indicator 3 Identifies and labels slang words in context

HIGH	MEDIUM	LOW
0	0	30
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.3 Indicator 3 Identifies and labels slang words in context
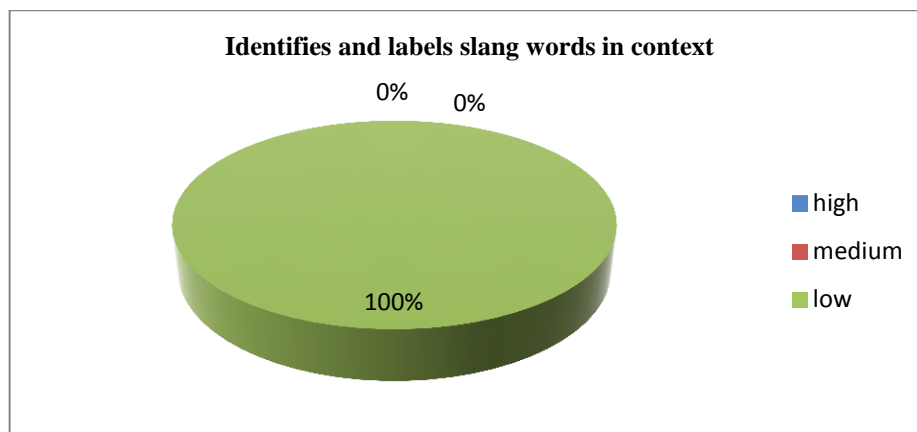
SOURCE: CHART N.4.6
By: BARRIGA, Luis UNACH 2016

a) Analysis

A hundred percent of the students do not identify and label slang words in a context.

b) Interpretation.

It can be noted a deficiency to identify and label slang words in context.

4.- Differentiates situations where slang words are acceptable or unacceptable.

Chart No.4. 4 Indicator 4 Differentiates situations where slang words are acceptable or unacceptable

HIGH	MEDIUM	LOW
7	9	14
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.4 Indicator 4 Differentiates situations where slang words are acceptable or unacceptable

Differentiates situations where slang words are acceptable or unacceptable

47% 23% 30% high medium low
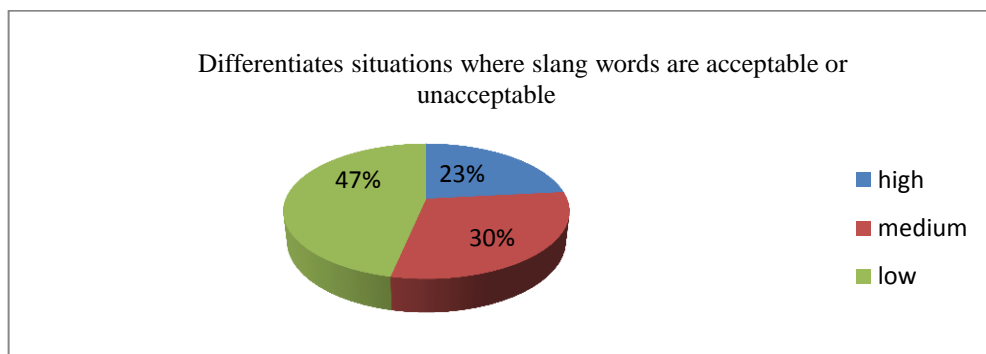
SOURCE: CHART N.4.7
By: BARRIGA, Luis UNACH 2016

a) Analysis

A 47% of the students struggle at the moment to differentiate situations where slang words are acceptable or unacceptable.

b) Interpretation.

Students struggle at the moment to differentiate situations where slang words are acceptable or unacceptable.

5.- Remembers slang words in a pair work exercise.

Chart No.4. 5 Indicator 5 Remembers slang words in a pair work exercise

HIGH	MEDIUM	LOW
5	5	20
TOTAL		30

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.5 Indicator 5 Remembers slang words in a pair work exercise
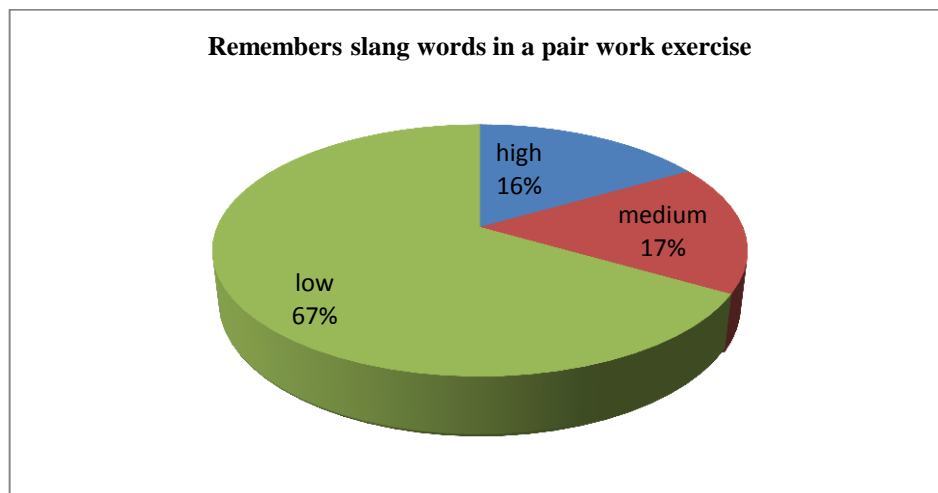
SOURCE: CHART .7.4
By: BARRIGA, Luis UNACH 2016

a) Analysis

67% of the students cannot use slang words in a pair work exercise

b) Interpretation

The students face problems when trying to use slang words in a pair work exercise.

6.- Discriminates slang words and match them to the right picture.

Chart No.4. 6 Indicator 6 Discriminates slang words and match them to the right picture

HIGH	MEDIUM	LOW
2	1	27
TOTAL		30

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.6 Indicator 6 Discriminates slang words and match them to the right picture
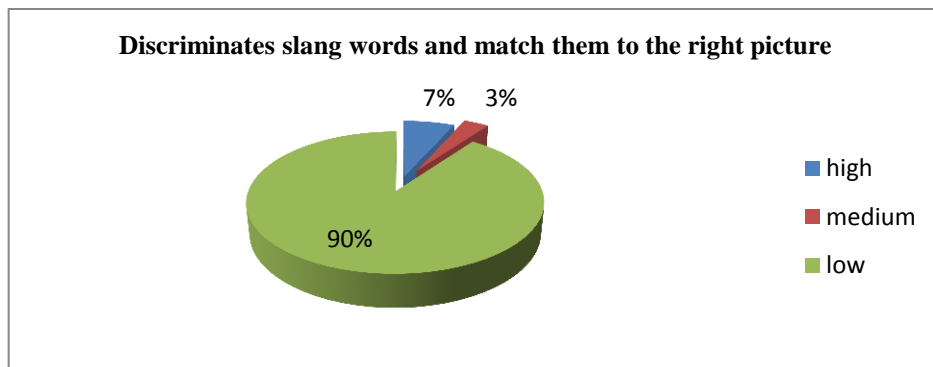
Discriminates slang words and match them to the right picture

7% 3%

90%

high
medium
low

SOURCE: CHART N.4.9
By: BARRIGA, Luis UNACH 2016

a) Analysis

90% of the students cannot discriminate slang words and match them to the right picture.

b) Interpretation

Some problems to discriminate slang words to be connected to the right picture are evidenced.

7.- Completes a crosswords puzzle by using slang words.

Chart No.4. 7 Indicator 7 Completes a crosswords puzzle by using slang words

HIGH	MEDIUM	LOW
3	1	26
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.7 Indicator 7 Complete a crossword puzzle by using slang words
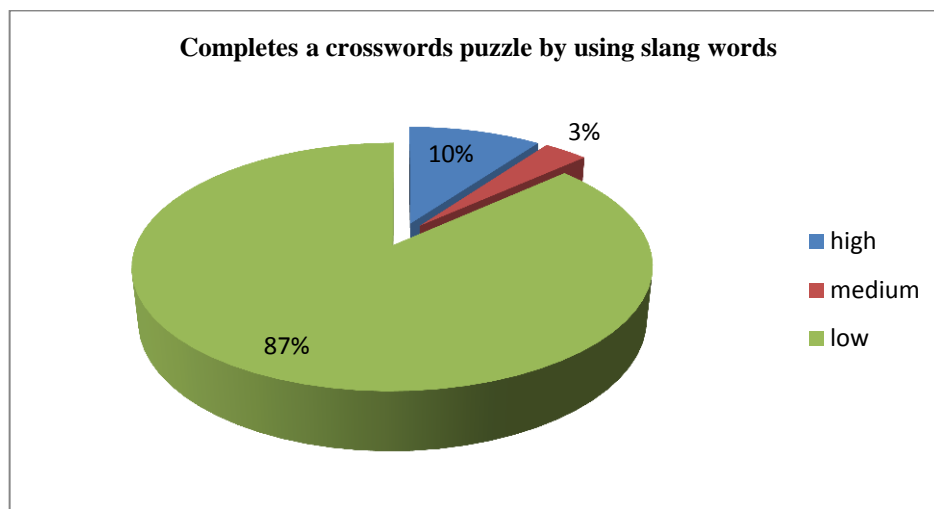
Completes a crosswords puzzle by using slang words

10%
3%
87%

- high
- medium
- low

SOURCE: CHART N.4.10
By: BARRIGA, Luis UNACH 2016

a) Analysis

87% of the students cannot complete a crossword puzzle by using slang words.

b) Interpretation.

In spite of the definitions and pictures presented to the students, they cannot complete a crossword puzzle by using slang words.

8.- Mimes slang words and guess the pronunciation of slang words.

Chart No.4. 8 Indicator 8 Mimes slang words and guess the pronunciation of slang words

HIGH	MEDIUM	LOW
4	2	24
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.8 Indicator 8 Mimes slang words and guess the pronunciation of slang words
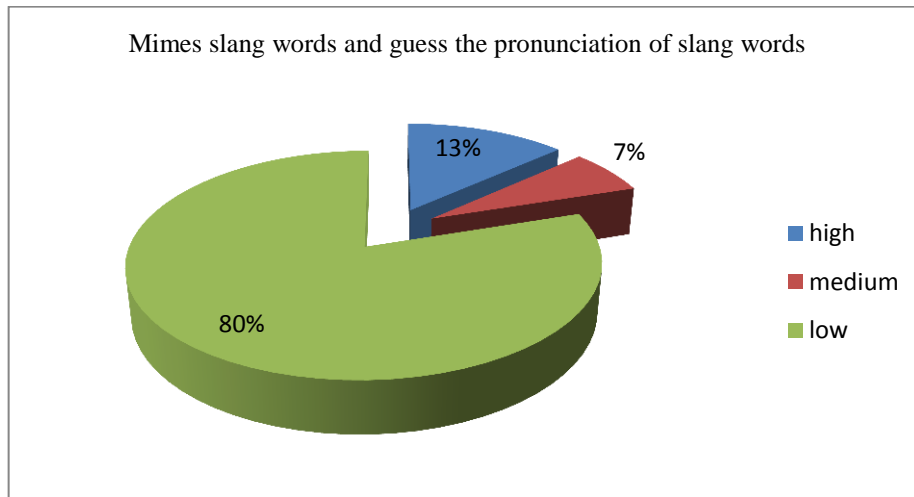
SOURCE: CHART N.4.11
By: BARRIGA, Luis UNACH 2016

a) Analysis

80% of the students are not capable to mime and pronounce slang words correctly.

b) Interpretation

The students are not capable to mime and pronounce slang words correctly.

9.- Makes up a story by using slang words and shares it to the class.

Chart No.4. 9 Indicator 9 Makes up a story by using slang words and shares it to the class

HIGH	MEDIUM	LOW
0	1	29
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.9 Indicator 9 Makes up story by using slang words and shares it to the class
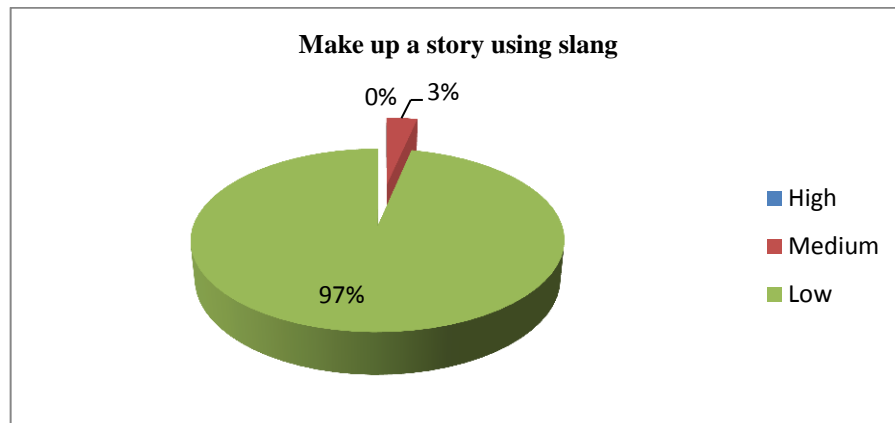
Make up a story using slang

0% 3%
97%

■ High
■ Medium
■ Low

SOURCE: CHART N.4.12
By: BARRIGA, Luis UNACH 2016

a) **Análisis.**

90% of the students cannot make up a story by using slang words.

b) **Interpretación.**

The majority of students struggle when trying to invent a story using slang words.

10.- Defines slang words and distinguishes the pronunciation of the words.

Chart No.4. 10 Indicator 10 Defines slang words and distinguishes the pronunciation of the words

HIGH	MEDIUM	LOW
2	1	27
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.10 Indicator 10 Defines slang words and distinguishes the pronunciation of the words
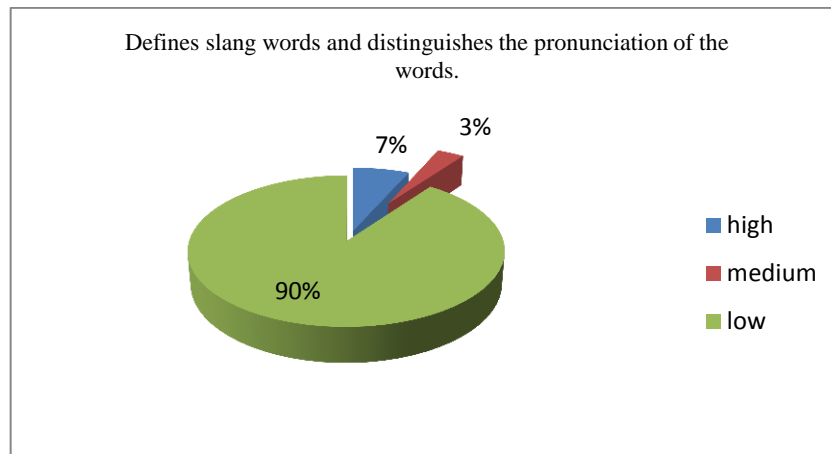
Defines slang words and distinguishes the pronunciation of the words.

7% 3%

90%

high
medium
low

SOURCE: CHART N.4.13
By: BARRIGA, Luis UNACH 2016

a) Analysis

90% of the students cannot define slang words and distinguish their pronunciation.

b) Interpretation.

The majority of the students are not able to define slang words and distinguish their pronunciation.

11. - Imagines and explains the relationship between pictures using slang words.

Chart No.4. 11 Indicator 11 Imagines and explains the relationship between pictures using slang words

HIGH	MEDIUM	LOW
0	0	30
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.11 Indicator 11 Imagines and explains the relationship between pictures using slang words
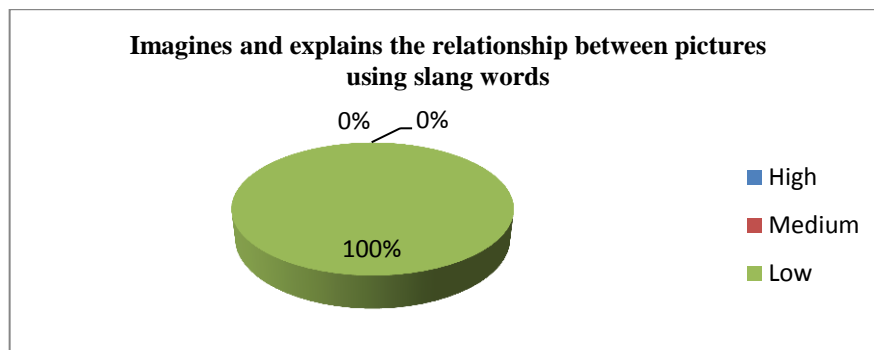
SOURCE: CHART N.4.14
By: BARRIGA, Luis UNACH 2016

c) Analysis

100% of the students cannot neither imagine nor explain the relationship between pictures using slang words.

d) Interpretation.

100% of the students cannot neither imagine nor explain the relationship between pictures using slang words so they need more exposure to common informal language.

12. - Decodes and discovers a message that contains slang words.

Chart No.4. 12 Indicator 12 Decodes and discovers a message that contains slang words

HIGH	MEDIUM	LOW
0	5	25
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.12 Indicator 12 Decodes and discover a message that contains slang words
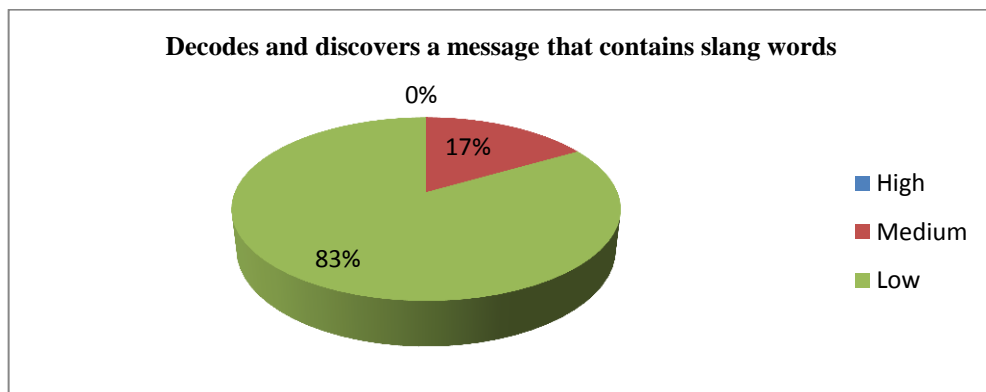
SOURCE: CHART N.4.15
By: BARRIGA, Luis UNACH 2016

a) Analysis.

83% of the students cannot decode and discover a message that contains slang words over 17% of them who can do it in a medium level.

b) Interpretation

The majority of the students are not able to cannot decode and discover a message that contains slang words.

13. - Listens to slang words and plays a game.

Chart No.4. 13 Indicator 13 Listens to slang words and plays a game

HIGH	MEDIUM	LOW
2	1	27
TOTAL		30

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.13 Indicator 13 Listen to slang words and plays a game
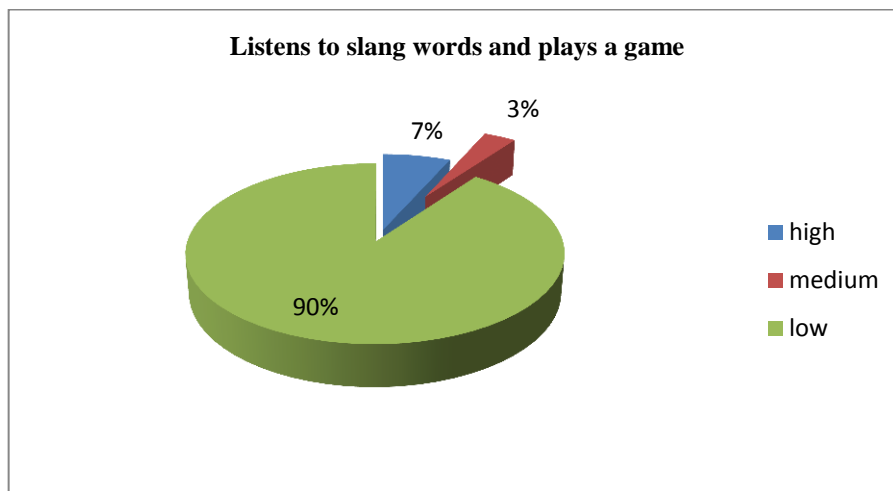
SOURCE: CHART N.4.16
By: BARRIGA, Luis UNACH 2016

a) Analysis

90% of the students cannot listen to slang words and play a game.

b) Interpretation.

The majority of the students are not able to listen to slang words and play a game.

14. - Unscrambles slang words and provides an accurate definition.

Chart No.4. 14 Indicator 14 Unscrambles slang words and provides an accurate definition

HIGH	MEDIUM	LOW
3	4	23
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.14 Indicator 14 Unscrambles slang words and provides an accurate definition
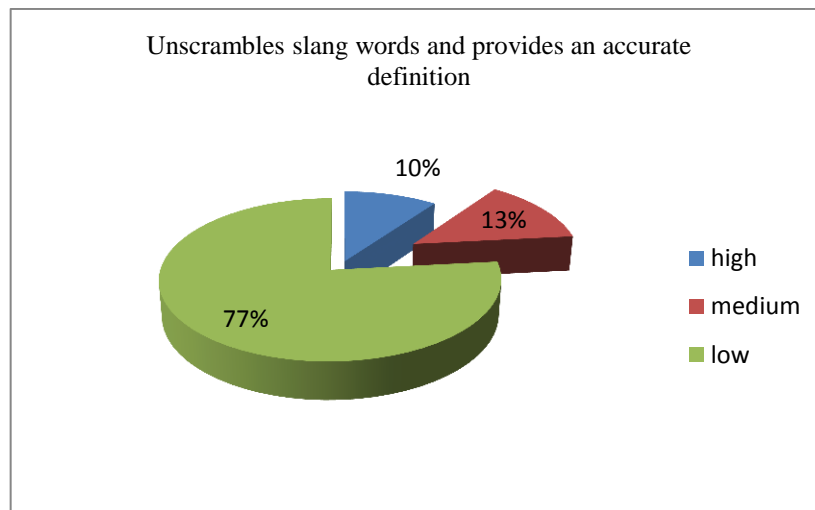
SOURCE: CHART N.4.17
By: BARRIGA, Luis UNACH 2016

a) Analysis

77% of the students cannot unscramble and define slang words.

b) Interpretation.

The majority of the students cannot unscramble and define slang words

Chart No.4. 15 Results obtained before the application of "Slanguage"

INDICATORS	High	Medium	Low
1.- Recalls and replaces standard words with slang words.	0	1	29
2.- Recalls and replaces slang words with synonyms.	0	0	30
3.- Identifies and labels slang words in context.	0	0	30
4.- Differentiates situations where slang words are acceptable or unacceptable.	7	9	14
5.- Remembers slang words in a pair work exercise.	5	5	20
6.- Discriminates slang words and match them to the right picture	2	1	27
7.- Completes a crosswords puzzle by using slang words.	3	1	26
8.- Mimes slang words and guess the pronunciation of slang words.	4	2	24
9.- Makes up a story by using slang words and shares it to the class.	0	1	29
10.- Defines slang words and distinguishes the pronunciation of the words.	2	1	27
11.- Imagines and explains the relationship bewteen pictures using slang words.	0	0	30
12.- Decodes and discovers a message that contains slang words.	0	5	25
13.- Listens to slang words and plays a game.	2	1	27
14.- Unscrambles slang words and provides an accurate definition.	3	4	23

SOURCE: Observation Checklist
By: BARRIGA Luis. UNACH 2016

4.1.2. ANALYSIS AND INTERPRETATION OF RESULTS AFTER "SLANGUAGE"

1.- Recalls and replaces standard words with slang words.

Chart No.4. 16 Indicator 1 Recalls and replaces standard words with slang words

HIGH	MEDIUM	LOW
27	1	2
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.15 Indicator 1 Recalls and replaces standard words with slang words
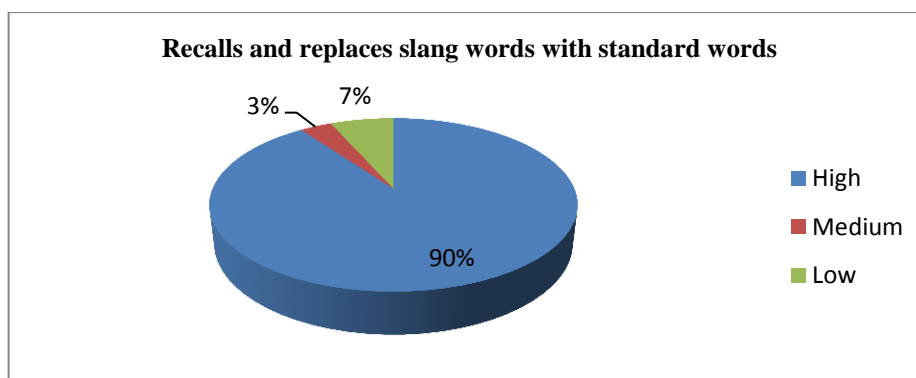
SOURCE: CHART N.4.4
By: BARRIGA, Luis UNACH 2016

a) Analysis.

It can be observed that 29 students cannot recall and replace standard words with standard words over a single student who was capable to do it.

b) Interpretation

It can be said that there is a difficulty to identify, and replace standard words with slang words. Consequently, it is evident that the students do not have control over informal expressions.

2.- Recalls and replaces slang words with synonyms.

Chart No.4. 17 Indicator 2 Recalls and replaces slang words with synonyms

HIGH	MEDIUM	LOW
28	1	1
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.16 Indicator 2 Recalls and replaces slang words with synonyms
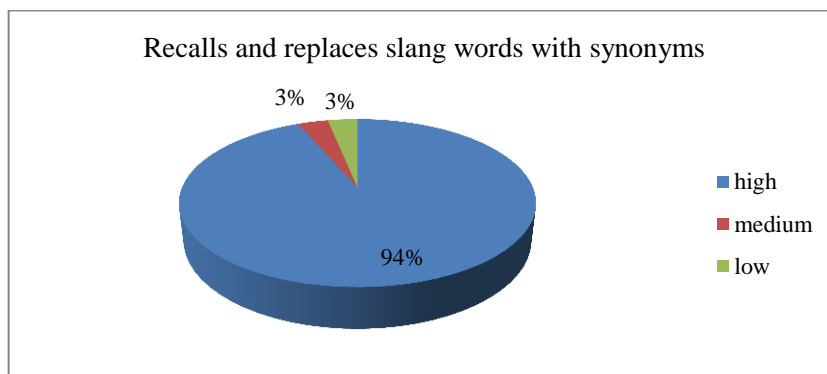
Recalls and replaces slang words with synonyms

3% 3%

94%

■ high
■ medium
■ low

SOURCE: CHART N.4.5
By: BARRIGA, Luis UNACH 2016

a) Analysis

It can be observed that the total population cannot replace slang words with words they already know.

b) Interpretation

It is evident that the students have not acquired a basic knowledge of slang words along their schooling.

3.- Identifies and labels slang words in context.

Chart No.4. 18 Indicator 3 Identifies and labels slang words in context

HIGH	MEDIUM	LOW
27	2	1
TOTAL		30

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.17 Indicator 3 Identifies and labels slang words in context
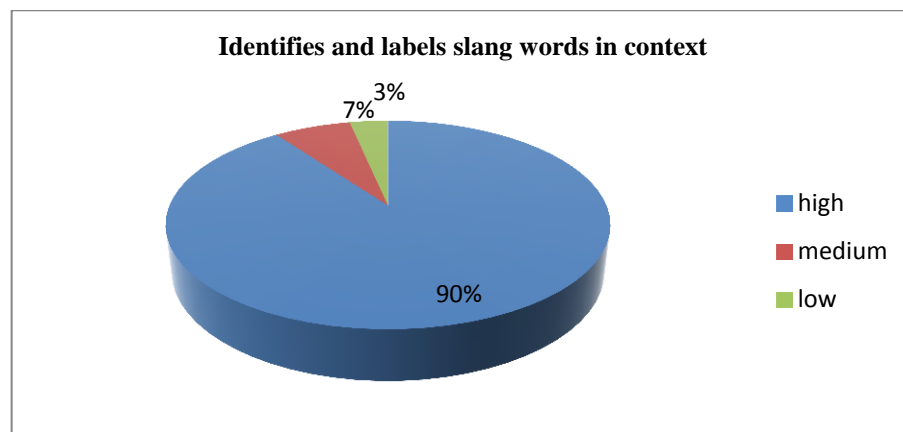
SOURCE: CHART N.4.6
By: BARRIGA, Luis UNACH 2016

a) Analysis

A hundred percent of the students do not identify and label slang words in a context.

b) Interpretation.

It can be noted a deficiency to identify and label slang words in context.

4.- Differentiates situations where slang words are acceptable or unacceptable.

Chart No.4. 19 Indicator 4 Differentiates situations where slang words are acceptable or unacceptable

HIGH	MEDIUM	LOW
30	0	0
TOTAL		30

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.18 Indicator 4 Differentiates situations where slang words are acceptable or unacceptable
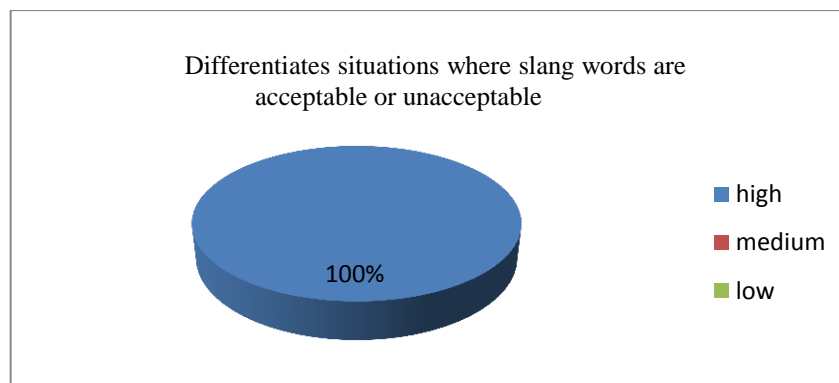
SOURCE: CHART N.4.7
By: BARRIGA, Luis UNACH 2016

a) Analysis

A 47% of the students struggle at the moment to differentiate situations where slang words are acceptable or unacceptable.

b) Interpretation.

Students struggle at the moment to differentiate situations where slang words are acceptable or unacceptable.

5.- Remembers slang words in a pair work exercise.

Chart No.4. 20 Indicator 5 Remembers slang words in a pair work exercise

HIGH	MEDIUM	LOW
25	4	1
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.19 Indicator 5 Remembers slang words in a pair work exercise
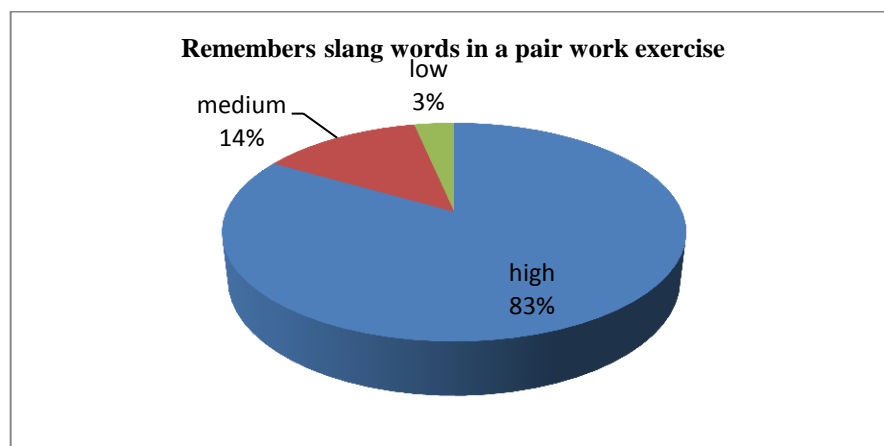
SOURCE: CHART .7.4
By: BARRIGA, Luis UNACH 2016

a) Analysis

67% of the students cannot use slang words in a pair work exercise

b) Interpretation

The students face problems when trying to use slang words in a pair work exercise.

6.- Discriminates slang words and match them to the right picture.

Chart No.4. 21 Indicator 6 Discriminates slang words and match them to the right picture

HIGH	MEDIUM	LOW
29	1	0
TOTAL		30

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.20 Indicator 6 Discriminates slang words and match them to the right picture
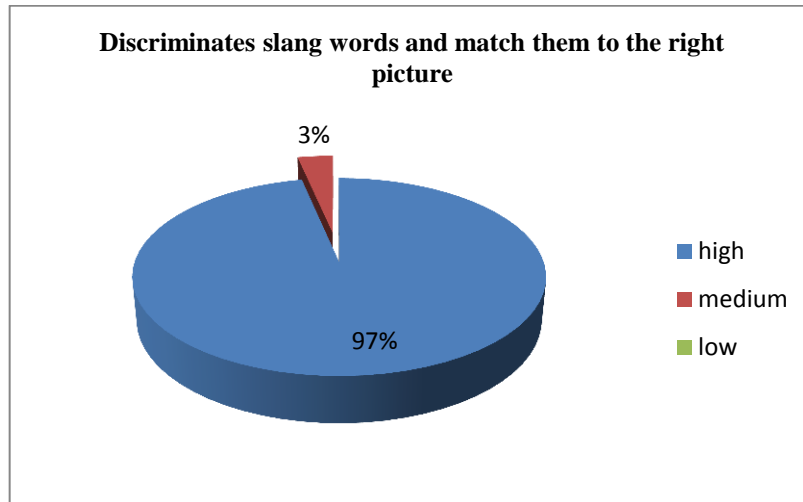
Discriminates slang words and match them to the right picture

3%

97%

high
medium
low

SOURCE: CHART N.4.9
By: BARRIGA, Luis UNACH 2016

a) Analysis

90% of the students cannot discriminate slang words and match them to the right picture.

b) Interpretation

Some problems to discriminate slang words to be connected to the right picture are evidenced.

7.- Completes a crosswords puzzle by using slang words.

Chart No.4. 22 Indicator 7 Completes a crosswords puzzle by using slang words

HIGH	MEDIUM	LOW
28	1	1
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.21 Indicator 7 Completes a crossword puzzle by using slang words
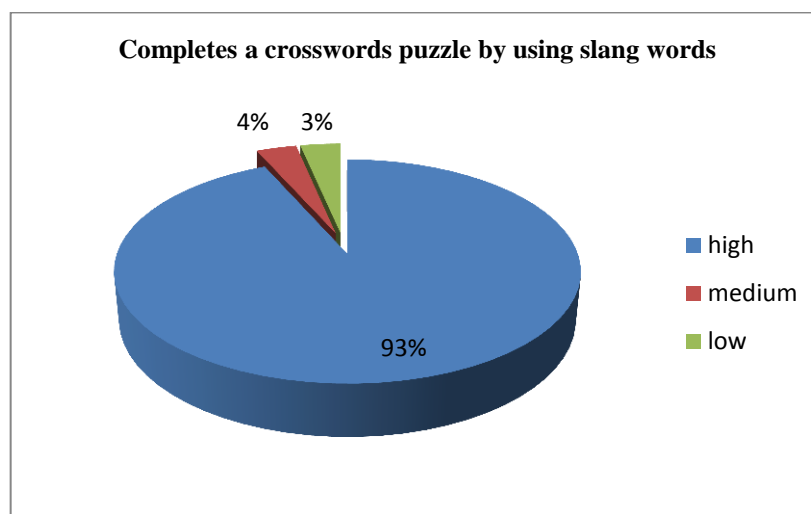
Completes a crosswords puzzle by using slang words

4% 3%

93%

high
medium
low

SOURCE: CHART N.4.10
By: BARRIGA, Luis UNACH 2016

a) Analysis

87% of the students cannot complete a crossword puzzle by using slang words.

b) Interpretation.

In spite of the definitions and pictures presented to the students, they cannot complete a crossword puzzle by using slang words.

8.- Mimes slang words and guess the pronunciation of slang words.

Chart No.4. 23 Indicator 8 Mimes slang words and guess the pronunciation of slang words

HIGH	MEDIUM	LOW
26	3	1
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.22 Indicator 8 Mimes slang words and guess the pronunciation of slang words
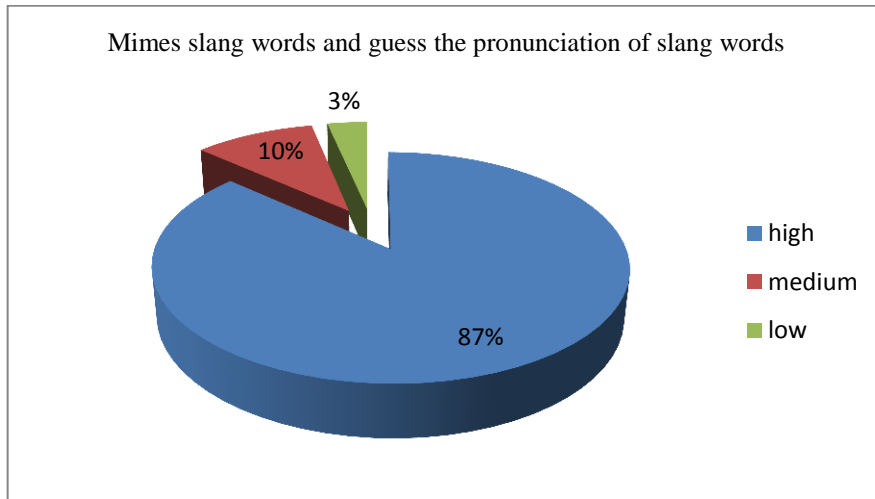
Mimes slang words and guess the pronunciation of slang words
3%
10%
87%
high
medium
low

SOURCE: CHART N.4.11
By: BARRIGA, Luis UNACH 2016

a) Analysis

80% of the students are not capable to mime and pronounce slang words correctly.

b) Interpretation

The students are not capable to mime and pronounce slang words correctly.

9.- Makes up a story by using slang words and shares it to the class.

Chart No.4. 24 Indicator 9 Makes up a story by using slang words and shares it to the class

HIGH	MEDIUM	LOW
18	10	2
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.23 Indicator 9 Make up a story using slang
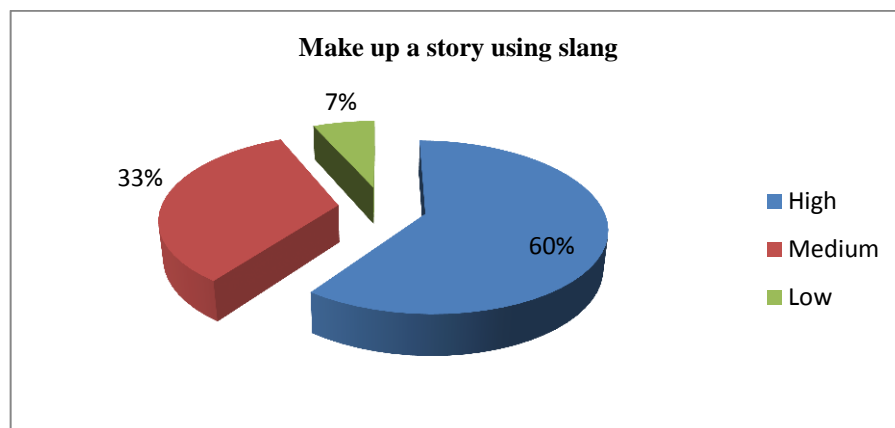
SOURCE: CHART N.4.12
By: BARRIGA, Luis UNACH 2016

a) Análisis.

90% of the students cannot make up a story by using slang words.

b) Interpretación.

The majority of students struggle when trying to invent a story using slang words.

10.- Defines slang words and distinguishes the pronunciation of the words.

Chart No.4. 25 Indicator 10 Defines slang words and distinguishes the pronunciation of the words

HIGH	MEDIUM	LOW
25	4	1
TOTAL		30

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.24 Indicator 10 Define slang words and distinguishes the pronunciation of the words
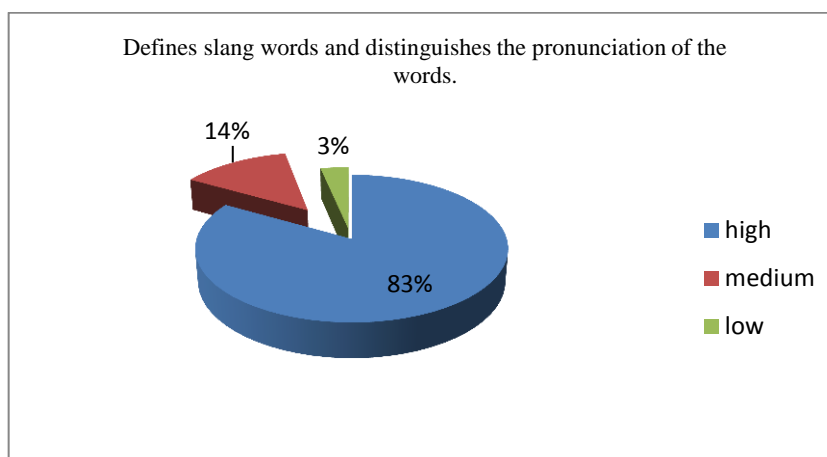
SOURCE: CHART N.4.13
By: BARRIGA, Luis UNACH 2016

a) Analysis

90% of the students cannot define slang words and distinguish their pronunciation.

b) Interpretation.

The majority of the students are not able to define slang words and distinguish their pronunciation.

11. - Imagines and explains the relationship between pictures using slang words.

Chart No.4. 26 Indicator 11 Imagines and explains the relationship between pictures using slang words

HIGH	MEDIUM	LOW
27	2	1
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.25 Indicator 11 Imagines and explains the relationship between pictures using slang words
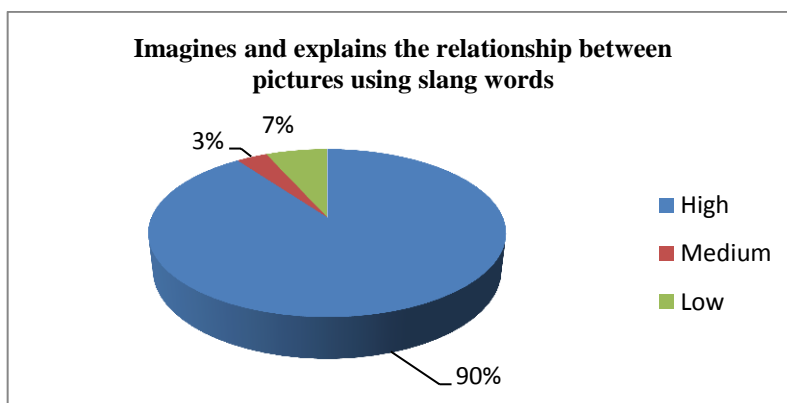
SOURCE: CHART N.4.14
By: BARRIGA, Luis UNACH 2016

a) Analysis

100% of the students cannot neither imagine nor explain the relationship between pictures using slang words.

b) Interpretation.

100% of the students cannot neither imagine nor explain the relationship between pictures using slang words so they need more exposure to common informal language.

12. - Decodes and discovers a message that contains slang words.

Chart No.4. 27 Indicator 12 Decodes and discovers a message that contains slang words

HIGH	MEDIUM	LOW
26	3	1
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.26 Indicator 12 Decodes and discovers a message that contains slang words
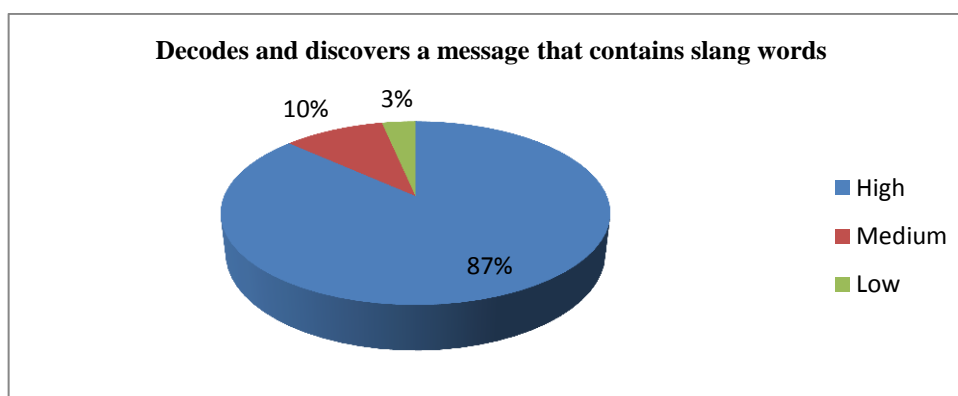
SOURCE: CHART N.4.15
By: BARRIGA, Luis UNACH 2016

a) Analysis

83% of the students cannot decode and discover a message that contains slang words over 17% of them who can do it in a medium level.

b) Interpretation

The majority of the students are not able to cannot decode and discover a message that contains slang words.

13. - Listens to slang words and plays a game.

Chart No.4. 28 Indicator 13 Listens to slang words and plays a game

HIGH	MEDIUM	LOW
25	4	1
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4.27 Indicator 13 Listens to slang words and plays a game
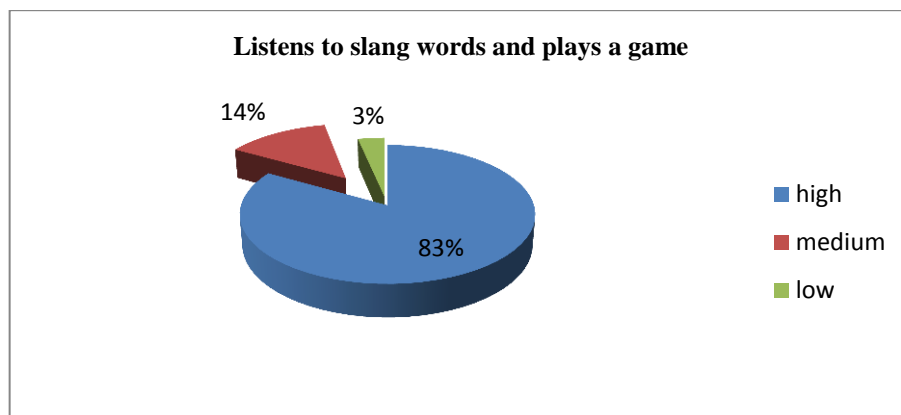
SOURCE: CHART N.4.16
By: BARRIGA, Luis UNACH 2016

a) Analysis

90% of the students cannot listen to slang words and play a game.

b) Interpretation.

The majority of the students are not able to listen to slang words and play a game.

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14. - Unscrambles slang words and provides an accurate definition.

Chart No.4. 29 Indicator 14 Unscrambles slang words and provides an accurate definition

HIGH	MEDIUM	LOW
24	5	1
TOTAL		**30**

Source: Observation sheet aimed at the sixth level students at the Language Center at UNACH.
By: BARRIGA, Luis UNACH 2016

Graphic No.4. 28 Indicator 14 Unscrambles slang words and provides an accurate definition
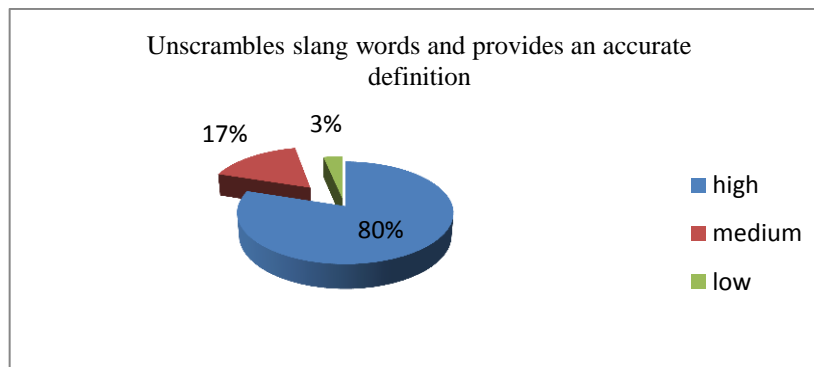
Unscrambles slang words and provides an accurate definition

17% 3% 80%

■ high
■ medium
■ low

SOURCE: CHART N.4.17
By: BARRIGA, Luis UNACH 2016

a) Analysis

77% of the students cannot unscramble and define slang words.

b) Interpretation.

The majority of the students cannot unscramble and define slang words

Chart No.4. 30 Results obtained after the application of "Slanguage"

INDICATORS	High	Medium	Low
1.- Recalls and replaces standard words with slang words.	27	1	2
2.- Recalls and replaces slang words with synonyms.	28	1	1
3.- Identifies and labels slang words in context.	27	2	1
4.- Differentiates situations where slang words are acceptable or unacceptable.	30	0	0
5.- Remembers slang words in a pair work exercise.	25	4	1
6.- Discriminates slang words and match them to the right picture	29	1	0
7.- Completes a crosswords puzzle by using slang words.	28	1	1
8.- Mimes slang words and guess the pronunciation of slang words.	26	3	1
9.- Makes up a story by using slang words and shares it to the class.	18	10	2
10.- Defines slang words and distinguishes the pronunciation of the words.	25	4	1
11.- Imagines and explains the relationship between pictures using slang	27	2	1
12.- Decodes and discovers a message that contains slang words.	26	3	1
13.- Listens to slang words and plays a game.	25	4	1
14.- Unscrambles slang words and provides an accurate definition.	24	5	1

SOURCE: Observation Checklist
By: BARRIGA, Luis UNACH 2016

4.2 TESTING THE HYPOTHESIS

The Pearson product-moment correlation coefficient referred to Pearson's r has been used to test the hypotheses.

Formula:

$$r = \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left(N(\sum X)^2 - (\sum X)^2\right)\left(N(\sum Y)^2 - (\sum Y)^2\right)}}$$

4.2.1 Testing of the Specific Hypothesis 1

The use of synonyms boosts the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH.

Chart No.4. 31 Testing of the Specific Hypothesis 1

HYPOTHESIS N.- 1				
The use of synonyms				
X	Y	XY	X2	Y2
472	849	400728	222784	720801

Source: Research
By: BARRIGA Luis UNACH 2016

$$r = \frac{N\ (\sum XY) - (\sum X)\ (\sum Y)}{\sqrt{(N(\sum X)^2 - (\sum X)^2)\ (N(\sum Y)^2 - (\sum Y)^2)}}$$

$$r = \frac{120\ (400728) - (714)\ (1307)}{\sqrt{(N(222784) - (222784))\ (N(720801) - (720801))}}$$

$$r = \frac{47686632}{47686632}$$

$$r = \frac{1}{1}$$

It has been proven that the interactive dictionary "Slanguage" uses synonyms that boost the interaction and the sociolinguistic comprehension of English in the sixth year students of the Language Center, Faculty of Education at UNACH.

4.2.2 Testing of the Specific Hypothesis 2

The application of simple and brief definitions improves the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Centre, Faculty of Education at UNACH.

Chart No.4. 32 Testing of the Specific Hypothesis 2

HIPÓTESIS N.- 2				
The application of simple and brief definitions				
X	Y	XY	X2	Y2
156	289	45084	24336	83521

Source: Research
By: BARRIGA Luis UNACH 2016

$$r = \frac{N\,(\sum XY) - (\sum X)\,(\sum Y)}{\sqrt{(N(\sum X)^2 - (\sum X)^2)\,(N(\sum Y)^2 - (\sum Y)^2)}}$$

$$r = \frac{120\,(45084) - (156)\,(289)}{\sqrt{(N(24336) - (24336))\,(N(83521) - (83521))}}$$

$$r = \frac{5364996}{5364996}$$

$$r = \frac{1}{1}$$

It has been proven that the interactive dictionary "Slanguage" applies simple and brief definitions that improve the interaction and the sociolinguistic comprehension of the English language in the sixth level students in the Language Center, Faculty of Education at UNACH.

4.2.3   Testing of the Specific Hypothesis 3

To what extent the use of a non-conventional phonetic system improves the pronunciation in the sixth level students in the Language Centre at UNACH to comprehend informal expressions in English.

Chart No.4. 33 Testing of the Specific Hypothesis 3

HIPÓTESIS N.- 3				
the use of a non-conventional phonetic system				
X	Y	XY	X2	Y2
86	169	14534	7396	28561

Source: Research
By: BARRIGA Luis UNACH 2016

$$r = \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left(N(\sum X)^2 - (\sum X)^2\right)\left(N(\sum Y)^2 - (\sum Y)^2\right)}}$$

$$r = \frac{120\,(14534) - (86)\,(169)}{\sqrt{\left(N(7396) - (7396)\right)\left(N(28561) - (28561)\right)}}$$

$$r = \frac{1729546}{1729546}$$

$$r = \frac{1}{1}$$

It has been proven that the interactive dictionary "Slanguage" utilizes a non-conventional phonetic system improves the pronunciation in the sixth level students in the Language Centre at UNACH to comprehend informal expressions in English.

CHAPTER V

5. CONCLUSIONS Y RECOMMENDATIONS

5.1 CONCLUSIONS

In this study:

- It has been proven that the use of synonyms boosted the interaction and the sociolinguistic comprehension of the English language in the sixth level students in the Language Centre, Faculty of Education at UNACH due to they are now able to use non-standard words when communicating a message, to solve puzzles, crosswords and other exercises stated in the proposal in an effective way.

- The application of simple and brief definitions have dramatically improved the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH as they easily provided the meaning of nonstandard words in different exercises stated in the proposal i.e in activity five, 29 out of 30 students were able to recall and replace standard words with slang words in a pair work exercise.

- It has also been proven that the use of a non-conventional phonetic system improved the pronunciation in the sixth level students in the Language Centre at UNACH to comprehend informal expressions in English due to the transcription of words and the sounds inserted in the dictionary permitted students who are not familiarized with the International Phonetic alphabet pronounced words correctly.

5.2 RECOMMENDATIONS

- It is advisable to create and apply pedagogical tools that contain synonyms in such a way that students from different levels may be able to expand their lexicon and be capable to interact with English Language speakers in formal and informal situations.

- It is recommended to teach English as a second language by providing students a wide range of definitions so that they may be able to expand their knowledge of L2 and acquire meaningful and long-life learning.

- It is necessary the application of a non-conventional phonetic system to improve the students' ability to pronounce words correctly, especially with those who are not familiarized with the International Phonetic System.

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ANNEXES

ANNEX

A.1 Project

UNIVERSIDAD NACIONAL DE CHIMBORAZO

POSTGRADUATE INSTITUTE

MASTER´S DEGREE IN APPLIED LINGUISTICS

RESEARCH PROJECT

TOPIC:

ELABORATION AND APPLICATION OF AN INTERACTIVE DICTIONARY CALLED SLANGUAGE WITH A FULL RANGE OF INFORMAL EXPRESSIONS TO BOOST THE INTERACTION AND THE SOCIOLINGUISTIC COMPREHENSION OF THE ENGLISH LANGUAGE AIMED AT THE SIXTH LEVEL STUDENTS IN THE LANGUAGE CENTER FACULTY OF EDUCATION, HUMANITIES AND TECHNOLOGIES AT UNACH, LOCATED IN RIOBAMBA CITY, TERM 2014-2015.

STUDENT:

LUIS FERNANDO BARRIGA FRAY

RIOBAMBA - ECUADOR

2014-2015

1. TOPIC:

Elaboration and Application of an interactive dictionary called "**SLANGUAGE**" with a full range of informal expressions to boost the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education, Humanities and technologies at UNACH, located in Riobamba city, term 2014-2015.

2. PROBLEM STATEMENT

2.1. LOCATION:

This research will be held with the collaboration of the sixth level students in the Language Center, Faculty of Education at "Universidad Nacional de Chimborazo" located in Riobamba city, province of Chimborazo.

2.2. PROBLEMATIC SITUATION

There is no doubt that every language shares similar characteristics such as some linguistic, grammatical or phonetic features. However it is also true that a language can also suffer variations with the pass of time, variations that are related to the age and the social environment where each individual grows.

It is this interaction among people and the social environment where they live what causes in a language a wide and a long list of informal expressions that do not follow any particular linguistic patron. In other words, these sociolinguistic variations undoubtedly impede non-native speakers or learners to acquire a second language effectively.

According to what was stated in the previous paragraph, the idea to create an interactive dictionary with a variety of informal expressions in English emerged, with the main aim to improve the sociolinguistic comprehension of non-native speakers of English through the use of expressions that are mainly used in everyday situations.

It is worth to mention that, there is no similar research paper in the different educational institutions located in Riobamba. On this score, the interactive dictionary constitutes a cutting edge design of the author, which pretends to become a powerful tool to bridge the gap between the language used in informal situations and the students immersed in the acquisition and learning of English as a second language.

According to Zimmermann, she says that "there is not sufficient study on slang due to the lack of power that teenagers have within a society" (1996: 476). Stenström (2002: x) agrees the same thing and states that: "so far, teenage language has not been given the attention in linguistic circle that it merits".

Rodríguez (2002: 15), states that "although there have been numerous sociological and philosophical studies where teenagers have been considered, none of these have taken into account the type of language that these people use to express their own identity". However, the interest to analyze this phenomenon has increased in the last few years.

2.3. FORMULATION OF THE PROBLEM

How does the elaboration and application of an interactive dictionary called "Slanguage" boost the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Centre located in Riobamba during the school year 2014-2015?

2.4. SPECIFIC ISSUES:

- Why does the use of synonyms boost the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH?

- How does the application of simple and brief definitions improve the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH?

- To what extent the use of a non-conventional phonetic system improves the pronunciation in the sixth level students in the Language Centre at UNACH to comprehend informal expressions in English?

3. JUSTIFICATION

Sociolinguistic considers slang as the space where the linguistics relationships take place between people involved in the same social environment. These relationships cause lexical creations, codes and sub codes that let a person feel free to choose to belong to any specific social group.

Starting from the previous idea, I rather think that, we should emphasize the use of a language as a factor of social identity and as a tool that facilitates interaction among people, a factor that goes a little bit beyond the standard communication, since a language is open to constant modifications and transformations by means which are called linguistic variations influenced by the región, gender, social strata, age, etc.

These transformations and modifications are mainly caused due to the speaker's needs, the influence of media, and the social, political, and economic interaction among people. As stated before, media constitutes an important factor thta influence a language, and above all, the language used by teenagers and adolescents, since media always introduce new terms which are adopted and modified by these people.

The present research work pretends to take a squint at slang along with its construction in such a way that we may be able to understand its origin and its applicability within a specific group. From this perspective, it is necessary to compile a variety of informal expressions in such a way they can be socialized with the community.

The main goal of compiling informal expressions is to let students at the Language Centre at UNACH know and be in contact with the language that native speakers of English commonly use in informal situations. Likewise, this compilation of informal expressions pretends to be the bridging gap between teachers and students who are learning English as a second language as well as it seeks to become the link that exists between each generation.

In the process of teaching English to speakers of a second language, I have noticed that these sociolinguistic variations or the use of informal expressions cause serious misunderstandings in my students at the Languages Centre in the Faculty of Education in UNACH.

For this reason, the topic called "Elaboration and Application of the interactive dictionary "Slanguage" to boost the interactions and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Languages Centre at UNACH, located in Riobamba, 2014-2015, attempts to analyze, and improve communication deepening our understanding on the sociolinguistic variations through a digital tool that contains a wide range of daily life expressions that cross the orthodox and traditional line of formality.

4. OBJECTIVES

4.1. GENERAL OBJECTIVE

To determine how the elaboration and application of an interactive dictionary called "**SLANGUAGE**" with a full range of informal expressions boost the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education, Humanities and Technologies at UNACH, located in Riobamba city, during the term 2014-2015.

4.2. SPECIFIC OBJECTIVES

To determine why the use of synonyms boosts the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH.

To evidence how the application of simple and brief definitions improves the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH.

To identify to what extent the use of a non-conventional phonetic system improves the pronunciation in the sixth level students in the Language Centre at UNACH to comprehend informal expressions in English?

5. THEORETICAL FRAMEWORK

5.1. Background

This proposal constitutes a product with a high degree of creativity and originality, since there is not a document with similar characteristics around the city. On this score, the current research work will be considered as a cutting edge and innovative proposal with a strong impact in the social and educational area as well as it will be considered as a supporting tool that inevitably improve the teaching and learning process of English as a second language.

5.2. SCIENTIFIC FRAMEWORK

5.2.1. Epistemological Framework

It is based on how to structure knowledge starting from the analysis of the obtained results with the aim to promote the sociolinguistic processes of learning, considering the individual differences of acquisition.

5.2.2. Philosophical Framework

This research is based on the philosophical theory of Carl Marx who says that the theory must be conjugated with the praxis evidenced in the relationship of the variables presented in the current research work.

5.2.3. Sociological Framework

The present investigation will assist the development of the society stated by Emile Durkein, a French sociologist.

5.2.4. Pedagogical Framework

This work is based on the Lev Vigotsky´s theory of Zone of Proximal Development which states that "in order to learn something, interactive strategies must be applied for better understanding".

5.2.5. Legal Framework

The Ecuadorian Constitution advocated in 2008

Art. 26. "Access to education is the right of people throughout their lives as well as it is an inexcusable duty of the government. Education constitutes an area that is relevant for the government in terms of public investment in order to guarantee similar opportunities and social inclusion to everyone. People in general terms, have the right and the responsibility to take part in the educational process".

5.3 Theoretical Framework

5.3.1 Slang

The word "slang" comes from the Norwegian term "slengeord" which means a language of internal communication spoken by a specific social group. For this reason, the word "slang" is based on the use and application of informal expressions which are not considered within the standard language of people.

Now, let us take a look at some definitions of "Slang" stated by some authors:

According to Jonathan Green

"A variety of speech characterized by newly coined and rapidly changed vocabulary, used by the young or by social and professional groups for "in group" communication and thus tending to prevent understanding by the rest of the speech community.

According to Willis

"For the most part, slang is the result of linguistic inventiveness, especially of young and lively persons who want fresh, original, pungent, or racy terms with which they can rename ideas, actions and objects that they feel strongly about. In effect, slang is the result of a combination of linguistic irreverence and a reaction against staid, stuffy, pompous, pretentious or colourless diction"

According to John Candem

"Slang represents the evanescent, vulgar language, ever changing with fashion and taste, spoken by persons in every grade of life; it does not matter rich or poor, honest and dishonest. He also said that slang is indulged in form, a desire to appear familiar with life, gaiety, and town-humour and with transient nick names and street jokes of the day. Slang is the language of street humour of fast, high and low-life, and it is become as old as speech and the congregating together of people in cities.

Based on those definitions above, the writer concludes that slang can be described as informal, nonstandard words or phrases which tend to originate in subcultures within a society. Slang often suggests that the person utilizing these words or phrases will sound familiar with a specific group or subgroup of people.

Slang expressions often embody attitudes and values of group members. In order to say an expression can be considered slang, it must be widely accepted and adopted by certain members of a group. Slang has no societal boundaries or limitations as it can exist in all cultures or strata.

6. HYPOTHESIS

6.1. GENERAL HYPOTHESIS:

Elaboration and application of an interactive dictionary called "**SLANGUAGE**" with a full range of informal expressions to boost the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the

Language Center, Faculty of Education, Humanities and Technologies at UNACH, located in Riobamba city, term 2014-2015.

6.2. SPECIFIC HYPOTHESIS:

- The use of synonyms boosts the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH.

- The application of simple and brief definitions improves the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH.

- To what extent the use of a non-conventional phonetic system improves the pronunciation in the sixth level students in the Language Centre at UNACH to comprehend informal expressions in English.

7. HYPOTHESIS OPERATIONALIZATION

7.1. SPECIFIC HYPOTHESIS OPERATIONALIZATION 1

The use of synonyms boosts the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH.

VARIABLE	CONCEPT	CATEGORIES	INDICATORS	TECHNIQUES AND INSTRUMENTS
INDEPENDENT Synonyms	Words that are similar or have a related meaning to another word.	Similar meaning	Roots Semantic	**TECHNIQUE** Observation An opinion poll **INSTRUMENT** Questionnaire Observation guide
DEPENDIENTE Sociolinguistic Comprehension	explains why we speak differently in various social contexts	Social contexts	Culture Age	**TECHNIQUE** Observation An opinion poll **INSTRUMENT** Questionnaire Observation guide

7.2. SPECIFIC HYPOTHESIS OPERATIONALIZATION 2

The application of simple and brief definitions improves the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH.

VARIABLE	CONCEPT	CATEGORIES	INDICATORS	TECHNIQUES AND INSTRUMENTS
INDEPENDENT Definition	an explanation of the meaning of a word, phrase, etc	Meaning	• Reference • Significance	**TECHNIQUE** Observation An opinion poll **INSTRUMENT** Questionnaire Observation guide
DEPENDENT Sociolinguistic Comprehension	explains why we speak differently in various social contexts	Social contexts	Culture Age	**TECHNIQUE** Observation An opinion poll **INSTRUMENT** Questionnaire Observation guide

7.3. SPECIFIC HYPOTHESIS OPERATIONALIZATION 3

To what extent the use of a non-conventional phonetic system improves the pronunciation in the sixth level students in the Language Centre at UNACH to comprehend informal expressions in English.

VARIABLE	CONCEPT	CATEGORIES	INDICATORS	TECHNIQUES AND INSTRUMENTS
INDEPENDENT phonetic system	A non-conventional phonetic system to teach the pronunciation of words.	information	pronunciation	**TECHNIQUE** Observation An opinion poll **INSTRUMENT** Questionnaire Observation guide
DEPENDIENTE Sociolinguistic Comprehension	explains why we speak differently in various social contexts	Social contexts	Culture Age	**TECHNIQUE** Observation An opinion poll **INSTRUMENT** Questionnaire Observation guide

8. METHODOLOGY

8.1. Type of Research

Explicative - Descriptive.- Due to after the observation is done, the cause and effect will be described in order to seek for the explanation about the application of the interactive dictionary called "Slanguage" to boost the development of the sociolinguistic skills aimed at the sixth level students in the Language Center, Faculty of Education at UNACH, located in Riobamba city, during the term 2014-2015.

A Field Research .- Due to it will be held where the problem takes place, that is to say, at the sixth level students in the Language Center, Faculty of Education at UNACH .

Bibliographic Research: This research work will be based on the theoretical framework of both variables; it is the application of the dictionary "Slanguage" and the development of the sociolinguistic variables at the sixth level students in the Language Center, Faculty of Education at UNACH, located in Riobamba city, during the term 2014-2015.

8.2. Research design

8.2.1 Quasi – experimental.- It will permit the use of the interactive dictionary called "Slanguage" in two stages: Before and after the socialization of the dictionary, since its goal is to test and validate the activities planned to develop the sociolinguistic skills at the sixth level students in the Language Center, Faculty of Education at UNACH, located in Riobamba city, during the term 2014-2015.

8.3 Population

According to the objectives stated in this investigative work, the sixth level students in the Language Center, Faculty of Education at UNACH were considered.

Chart N.1

STRATA	FREQUENCY	AVERAGE
Professors	1	7%
Students	29	93%
TOTAL	30	100%

Source: Secretary of the Language Centre, Faculty of Education

8.3. SAMPLE.

A sample is not needed so the population will be considered to reach real results in the process.

8.4. RESEARCH METHODS

Hypothetic – Deductive. This method constitutes itself as the adequate one to be applied in the process due to we will start from the problem, then its observation, the theoretical framework will be analysed, the hyphotesis and finally the conclusions and recommendations will be presented.

8.5. Techniques and instruments to collect data

The following techniques will be applied:

An opinion poll: It is a primary research technique that according to a list of questions facilitates the compilation of information from the teaching staff on the importance of implementing the interactive dictionary "Slanguage" to develop the sociolinguistic skills.

Observation: It is a technique that valorates the incidence of the application of the interactive dictionary called "Slanguage" in the development of the students´ sociolinguistic skills.

8.5.1 Instruments

The instruments for data collection will be:

A questionnaire

- An observation guide

8.6. Techniques and procedures to analyse results.

Once the opinion polls are analyzed, we will proceed with the tabulation of questions to determine their frequency, then we will transform them in percentages and finally we will place these numbers in some statistic charts, bars and the like.

9. HUMAN AND FINANCIAL RESOURCES

9.1. HUMAN RESOURCES:

- Thesis Director.
- Language Centre Director from the Faculty of Education at UNACH.
- Teaching staff
- Researcher
- Students

9.2. MATERIALS.

- Office suplies
- Books
- Magazines
- Photos

9.3. TECHNOLOGICAL TOOLS.

- Laptop
- Camera

- Flash memory

- Projector.

9.4.   BUDGET.

DETAILS	COST	TOTAL
BIBLIOGRAPHY	$40,00	120,00
PRINTED DOCUMENTS	$ 0.25	100,00
PAPER	$4,00	20,00
PHOTOCOPIES	$ 0,03	100,00
ELABORATION OF THE GUIDE	$ 25,00	200,00
ANILLADOS	$ 4,00	20,00
TRANSPORTATION	$3,00	50,00
ENCUADERNACIÓN	$8,00	60,00
PHOTOGRAPHS	$2,00	20,00
DESK SUPPLIES		100,00
SUBTOTAL		790,00
EXTRAS		210,00
TOTAL		**$1000,00**

10. SCHEDULE

Nª	ACTIVITIES	TIMELINE																																
		SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Topic selection	■	■																														
2	Project preparation									■	■																						
3	Project Presentation											■	■																				
4	Project Approval													■	■																		
5	Theoretical framework tuning																		■	■													
6	Tutoring																			■	■												
7	Checking progress																						■	■									
8	Data collection																	■	■														
9	Checking methodology																								■	■							
10	Validation of data																										■	■					
11	Analysis of results																												■	■			
12	Elaboration of the first draft																													■	■		
13	Tutoring																														■	■	
14	Correcting the first draft																																
16	Final report																															■	
17	Defense																																■

FORMULACIÓN DEL PROBLEMA	OBJETIVO GENERAL	HIPÓTESIS GENERAL
How the elaboration and application of an interactive dictionary called "**SLANGUAGE"** boost the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH, located in Riobamba city, during the term 2014-2015	To demonstrate how the elaboration and application of an interactive dictionary called "**SLANGUAGE"** boost the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH, located in Riobamba city, during the term 2014-2015.	The elaboration and application of an interactive dictionary called "**SLANGUAGE"** boost the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH, located in Riobamba city, during the term 2014-2015.
DERIVED PROBLEM	**SPECIFIC OBJECTIVES**	**SPECIFIC HYPOTHESIS**
Why does the use of synonym boost the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH?	To determine why the use of synonyms boosts the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH.	The use of synonyms boosts the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH
How does the application of simple and brief definitions improve the interaction and the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center, Faculty of Education at UNACH?	To evidence how the application of simple and brief definitions improves the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center Faculty of Education at UNACH.	The application of simple and brief definitions improves the sociolinguistic comprehension of the English language aimed at the sixth level students in the Language Center Faculty of Education at UNACH.
To what extent the use of a non-conventional phonetic system improves the pronunciation in the sixth level students in the Language Centre at UNACH to comprehend informal expressions in English?	To identify to what extent the use of a non-conventional phonetic system improves the pronunciation in the sixth level students in the Language Centre at UNACH to comprehend informal expressions in English.	The use of a non-conventional phonetic system improves the pronunciation in the sixth level students in the Language Centre at UNACH to comprehend informal expressions in English.

10. BLIOGRAPHY

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ETHERINGTON, Mike. The very best of British. Kindle edition. 2011.

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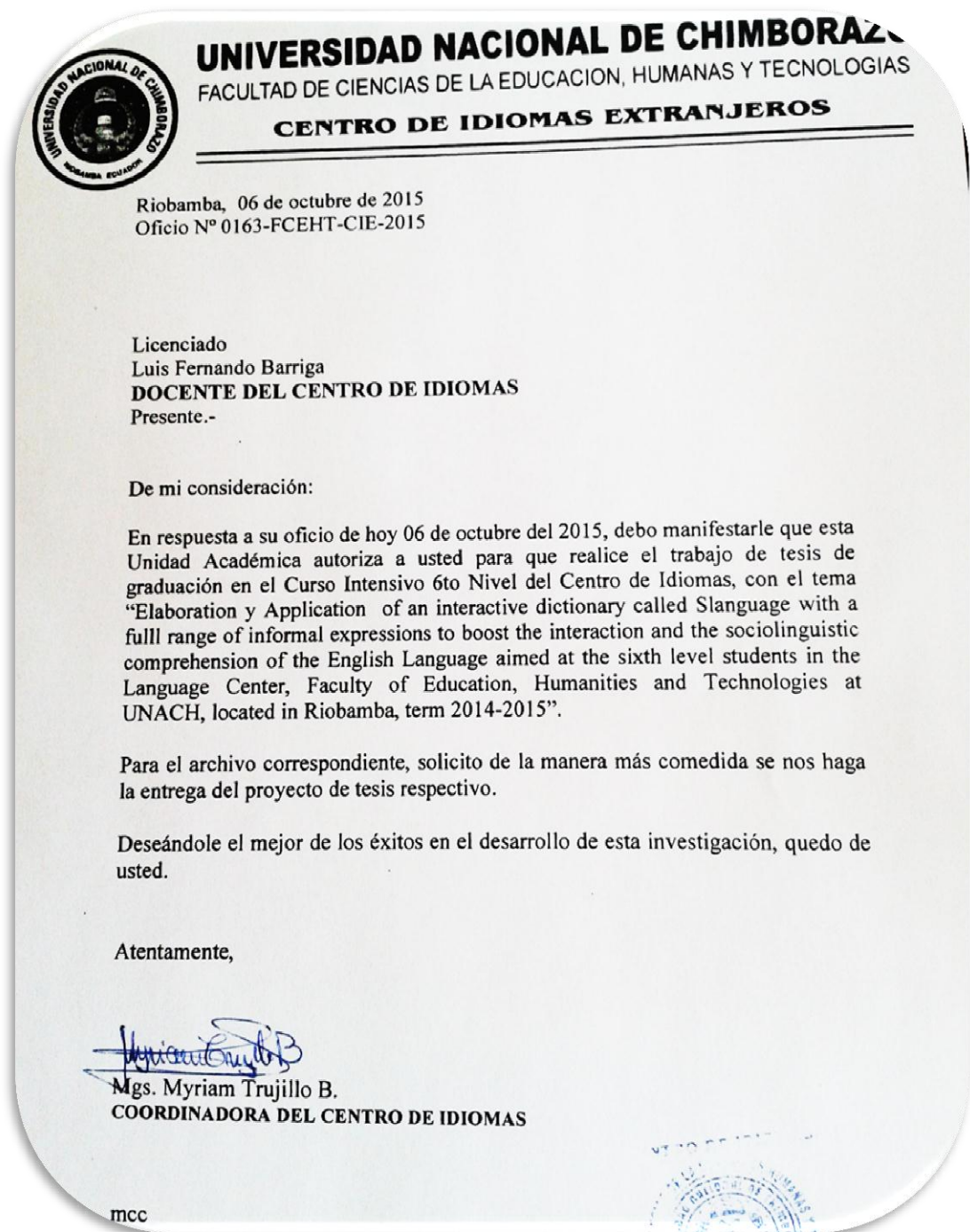**LIU**, D. Idioms and Slang: Description, comprehension, acquisition, and pedagogy. New York& London: Routledge. 2008

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A.2 Authorization

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS

CENTRO DE IDIOMAS EXTRANJEROS

Riobamba, 06 de octubre de 2015
Oficio Nº 0163-FCEHT-CIE-2015

Licenciado
Luis Fernando Barriga
DOCENTE DEL CENTRO DE IDIOMAS
Presente.-

De mi consideración:

En respuesta a su oficio de hoy 06 de octubre del 2015, debo manifestarle que esta Unidad Académica autoriza a usted para que realice el trabajo de tesis de graduación en el Curso Intensivo 6to Nivel del Centro de Idiomas, con el tema "Elaboration y Application of an interactive dictionary called Slanguage with a fulll range of informal expressions to boost the interaction and the sociolinguistic comprehension of the English Language aimed at the sixth level students in the Language Center, Faculty of Education, Humanities and Technologies at UNACH, located in Riobamba, term 2014-2015".

Para el archivo correspondiente, solicito de la manera más comedida se nos haga la entrega del proyecto de tesis respectivo.

Deseándole el mejor de los éxitos en el desarrollo de esta investigación, quedo de usted.

Atentamente,

Mgs. Myriam Trujillo B.
COORDINADORA DEL CENTRO DE IDIOMAS

mcc

Source: Research
By: BARRIGA Luis UNACH 2016

A.3 An observation checklist

Evaluation scale of language skills applied to the sixth level students in the Language Center, Faculty of Education at UNACH

INDICATOR	high	medium	Low
1.- Recalls and replaces standard words with slang words.			
2.- Recalls and replaces slang words with synonyms.			
3.- Identyfies and labels slang words in context.			
4.- Differentiates situations where slang words are aceptable or unnaceptable.			
5.- Remembers slang words in a pair work exercise.			
6.- Discriminates slang words and match tme to the right picture			
7.- Completes a crosswords puzzle by using slang words.			
8.- Mimes slang words and guess the pronunciation of slang words.			
9.- Makes up a story by using slang words and shares it to the class.			
10.- Defines slang words and distinguishes the pronunciation of the words.			
11.- Imagines and explains the relationship bewteen pictures using slang words.			
12.- Decodes and discovers a message that contains slang words.			
13.- Listens to slang words and plays a game.			
14.- Unscrambles slang words and provides an accurate definition.			

Source: Research
By: BARRIGA Luis UNACH 2016

A.4 Slanguage (Front page)

Source: Research
By: BARRIGA Luis UNACH 2016

A.5 Slanguage (Activities)

Source: Research
By: BARRIGA Luis UNACH 2016

A.6 Slanguage (Dictionary)

Source: Research
By: BARRIGA Luis UNACH 2016

A.7 Socialization of the interactive dictionary "Slanguage"

Source: Research
By: BARRIGA Luis UNACH 2016

A.8 Socialization of the interactive dictionary "Slanguage"

Source: Research
By: BARRIGA Luis UNACH 2016