



UNIVERSIDAD NACIONAL DE CHIMBORAZO

RESEARCH PRESENTATION

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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.

- ▶ Howdy?
- ▶ What's new?
- ▶ How's tricks?
- ▶ What's cooking?

OUTLINE OF THE PROBLEM



Informal expressions like **slang** words that **cause serious misunderstandings** in students and non-students **when interaction** takes place.

JUSTIFICATION

- Is the problem real?

slang words affect the comprehension of L2.

- What to do then?

Let students at the Language Centre at UNACH know and be in contact with the language.

- Is it relevant?

The study pretends to improve the teaching and learning process of English.

GENERAL OBJECTIVE

To determine how the 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, term 2014-2015.

SPECIFIC OBJECTIVES

To determine why the use of synonyms boosts the interaction and the sociolinguistic comprehension of the English language.

To evidence how the application of simple and brief definitions improves the interaction and the sociolinguistic comprehension of the English language

To identify to what extent the use of a non-conventional phonetic system improves the pronunciation in the sixth level students.

THEORETICAL FRAMEWORK

Language is a system of arbitrary vocal symbols used by a social group for communication and identification. (KENJONO, 2003)

(LABOV, 1972) sociolinguistics is a discipline that analyses the language in relation to its social context.

THEORETICAL FRAMEWORK



(VIGOTSKY, 1978) (ZPD), social interaction plays an important role in the learning process

THEORETICAL FRAMEWORK



Sociolinguistics is the study of language within or among groups of speakers (SPOLSKY, 1998).



(HOLMES, 2008) social, cultural, economic and professional variants that characterize the linguistic behavior in a community.



(MORENO, 1998) language varies over time and does not necessarily need to follow a correct grammatical structure to communicate effectively.

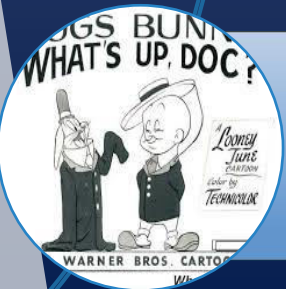
THEORETICAL FRAMEWORK



(GREEN, 1993) Slang "A variety of speech used by the young or by social and professional groups."



(DICKSON, 2010) "slang is the result of linguistic inventiveness, irreverence and a reaction against pretentious or colourless diction".



(SPEARS, 1998) "Slang becomes the language of street humour of fast, high and low-life".

SLANG

TRUE!

by Daryl Cagle



Translation from actual California Valley slang:
A: "Brandon is handsome. I'd love to steal him from that girl and spend time with him."
B: "You're kidding! No way, he's ugly. You're wrong. Yuck. I'm leaving."

It is a humorous play with words to be linguistically revolutionary

Fernando Barriga

METHODOLOGY

Type of investigation	Field research descriptive and explanatory
Population & Sample	30 students 6 th level of English
Methods	The Hypothetical – Deductive- Inductive
Techniques	Observation checklist
Hypothesis testing	The Pearson product moment correlation

GENERAL HYPOTHESIS

The application of “SLANGUAGE” will 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.

SPECIFIC HYPOTHESIS

1

- The use of synonyms boosts the interaction and the sociolinguistic comprehension of the English language.

2

- The application of simple and brief definitions improves the interaction and the sociolinguistic comprehension of the English language.

3

- To what extent the use of a non-conventional phonetic system improves the pronunciation in the sixth level students.

ANALYSIS AND INTERPRETATION OF RESULTS

CHART N.4.18: 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 between 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

Before Slanguage

CHART N.4.33 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

After Slanguage

HYPOTHESIS N.- 1

The use of synonyms				
X	Y	XY	X ²	Y ²
472	849	400728	222784	720801

Source: Research

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

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

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

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

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,

HIPÓTESIS N.- 2

The application of simple and brief definitions

X	Y	XY	X ²	Y ²
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.

HIPÓTESIS N.- 3

the use of a non-conventional phonetic system

X	Y	XY	X ²	Y ²
86	169	14534	7396	28561

Source: Research

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

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

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

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

[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.

CONCLUSIONS

The use of synonyms boosted the interaction and the sociolinguistic comprehension in students 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 in students 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.

The use of a non-conventional phonetic system improved the pronunciation in 1 students 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.

RECOMMENDATION

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.

THANK YOU