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XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2018»

The XIII International Scientific Conference
for Students and Young Scientists
«SCIENCE AND EDUCATION - 2018»



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THE EFFECTS OF USING SLANG DURING THE LESSON**Alshabayeva Aigerim**aigerim03111992@gmail.com

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The rapid development of human society has a great influence on the most important tool of the communication - language. The modern way of living goes faster and new trends are also reflected in the development of language in a form of various new words and expressions as well as the improvement and facilitation of grammar structure. Comparison of those two linguistic areas shows that vocabulary grows so rapidly that the communicative function of language claims more novel and concise expressions in the language terminology in order to keep pace with modern trends in human life.

Slang seems to be one of the most important language formation having a great influence on the development of language. Slang speech is characterized by various linguistic features reflecting the users' way of living and using the language with emphasis on belonging to a particular group of language users. Student slang ranks the unique position among those groups characterised by specific features distinguished within the student environment. Student speech might be seen as a reaction to formalism and social conventions of literary language. Therefore, it contains a great number of slang expressions restricted to concrete time, place or even subject.

Researchers' attention to various types of non-literary language, especially to specific ones like slang, has always existed. And this is understandable, because slang is interesting for its metaphorical, expressive and "non-conventional" category. Authors often introduced slang in their works, pursuing stylistic goal: to add to the speech of heroes the novelty effect and unusualness for the transmission of a certain mood, specificity, expression, conciseness and imagery. Slang also rescues from stamps and clichés. And finally, Slang is an integral part of any development of natural national language and there is an inevitable consequence of the codification that is characteristic only of the literary version. Moreover slang development is notably important, since in the course of life people constantly introduce and begin using new words and expressions. At the present time, of great importance for the development of non-literary language gives Internet, particularly social networks, which also have a special Slang.

Of all social groups, the young are the most prone to the use and renovation of slang and unconventional language. They exhibit great social dynamism and are receptive to changes in fashion: in clothes, look, style, and also in speech. They have little political power but they may use slang as a counter-cultural tool, as an arm against established authority and conventions. In our modern and cultivated societies, students constitute one large subgroup within the young which deserves special study, for many a time they develop a special kind of vocabulary.

The slang used by the youth provides valuable material for studying this question. The youth slang, firstly, is a sort of „dialect“ which is nourished by the “juice of the common national language”. Secondly, users of the youth slang are, in general, highly educated young persons. Thirdly, it is used not only by the youth. Its expressiveness, jocularity and simplicity make it popular amongst majority of the socium. Fourthly, changes in the language which are a consequence of socio-political changes in the life of the country undergo initial trial in the slang of adolescents and youth. This means that in the youth slang we can find not only reflection of the culture of the people but also its interpretation. The slang shows how the young generation perceives the present-day reality, what kind of problems it confronts in daily life, and how it prefers to solve those problems.

Consequently slang language becomes a part of our life. People use “slanguage” every day without paying attention on it. Almost all of us never notice how often people use filler words such as “like”, or how they are using slang messages while texting. It can be noted that modern English,

English that young people and teenagers use in everyday speech being exact, is completely different from old style English. Slang was using by people for a long time. It is getting with time and generations. And now using slang is something common and normal. And there is nothing wrong here. Slang is for common speech of common people.

In modern linguistic science, the concept of “Slang” still does not have an exact definition. As discussed in Microsoft Encarta 97 Encyclopaedia, slang can be described as informal, nonstandard words or phrases (lexical innovations) which tend to originate in subcultures within a society. Slang often suggests that the person utilizing the words or phrases is familiar with the hearer’s group or subgroup. It can be considered a distinguishing factor of in-group identity. Microsoft Encarta states: “slang expressions often embody attitudes and values of group members” [1].

There are those who say that slang is a sign of life, renovation and sustainable development of the language. American linguist Hayakawa S. named slang as the “poetry of everyday life” [2]. The reason of the existence of the belief about the slang’s evanescence is that language non-standard system is more dynamic than the standard. Similar processes take place in the literary language: the vocabulary is updated, some words go away into a passive reserve, and the other part is included to active ones becoming neologisms and fashionable (frequent in use) words of the literary language constantly replace each other. However, due to the functioning peculiarities of the normalized vocabulary these processes are more durable and therefore less noticeable.

Linguistically, as a second-language learner, everyone certainly wants to be an ‘accent free’ English speaker and to speak in a more native way, so do the students. They always want their English to be distinguishable from other learners. If slang and idioms can fulfill their desire, why not teach more of them?

How do teachers prepare themselves for handy use of slang in classroom? A good dictionary helps a lot because it provides a large numbers of slang covering American usages and British usages, examples are provided too. After deciding which slang will be used in class, teachers should have a paper note showing those chosen in case our memory does not serve us well. (A paper note can also show you the things you have introduced to students so that we will not repeat them and we can easily pick some for quizzes or tests). A better effect can be made if, in your lesson plan, you have a set of standard language involving the slang or idioms that you are about to use in the lessons, such as ‘Come on! This test is not Rocket Science!’, ‘You are going ahead fast, you are now on the ball!’ you will have a more efficient lesson and will not be struggling to come up with a certain slang to use.

The way students communicate with one another through social media and text messaging is creeping into high school classrooms across the country.

Slang terms and text-speak such as *IDK* (I don’t know), *SMH* (shaking my head), and *BTW* (by the way) have become a common sight on student assignments, befuddling some high school teachers who are unsure how to fix this growing problem [3].

There is an opinion that a “dramatic decline” in the writing abilities of students is due to Tweeting, Facebook, and texting.

According to a survey of 700 students ages 12 to 17 by the Pew Internet & American Life Project, 85 percent of the respondents reported using a form of electronic communication, whether through instant messaging, text messaging, or social media [3]. Growing up in a technological era, high school students may be unaware they are using language shortcuts in the classroom.

While advocates of slang words may say this trend is simply an evolution of language, Chad Dion Lassiter, professor of race relations at the University of Pennsylvania, considers it “a dumbing down of culture” [3].

At this point it becomes clear that language teachers are generally against teaching slang on the grounds that slang is inappropriate in an academic environment and that it is a lower level of language. They have the fixed idea that the teaching of slang distorts the standard English and this would lead to disadvantage for students. Teachers who have counter-arguments are non-native speakers and they possess no knowledge of slang at all. For such teachers it is easier to use textbooks audio/video supplements that use standard English. The students who are taught the four

skills (listening, speaking, reading, and writing) through these course materials are active in class activities and can use the four skills with excellence. However, the same students can fail in communicating with native speakers, watching TV programs and movies, reading pop culture magazines, and especially when travelling to the country where the target language is spoken.

Now that slang is beneficial to access the world of the target language, the issue is, then, which of the two categories of slang should be taught. Proper slang or obscene slang? By proper slang, it is referred to the slang that is used in everyday life and can be heard everywhere. This kind of slang is the integral part of our speech. Nevertheless, curse words can also be taught to only adult students in advanced classes so that they may not be embarrassed when communicating with native speakers [4].

Now that slang is a reality and a living phenomenon, the goal should then be to guide students acquire a communicative competence. Thus, they come to know the right register for a given context and recognize words from a particular register.

This knowledge of an informal register helps them understand the discourse and take part in a different culture like a member of the culture being taught.

There are some cautions when using nonstandard words or phrases in classroom. Slang varies in different countries, even in different regions of a country. As a result, teachers need to know everything about the slang and idioms they teach because they do not want students to use a British slang to an American and get someone offended. Also, they should not use slang excessively because the lesson will be very artificial with deliberate use of slang.

To sum up it becomes clear that slang words play an important role in today's society. Slang is an important source of new words for a language. It springs from the imagination of the people. Slang supplies great number of words that share the characteristics of the language. Everything always has two faces and Slang words too: disadvantages and advantages.

At first, about the advantages, Slang words help people express their feeling conveniently, briefly. Furthermore, thanks Slang words, people will realize the language identity of each country easily. For example, in American, they often use "awesome" but British not. In UK, slang word "wee" means "little", "to cop it" is "to get in trouble" and "mate" is "address for a friend" [5]. Secondly, this special language is used for shoptalk, to help the user feel important.

Not only advantages, but also disadvantages are the problem which everybody have to focus on. Although slang words are important, they just are used a few situations, many occasions require a more formal style of language. In addition, slang words have 2 problems. First, it creates a barrier to communication for the uninitiated. Second, because most slang is short, favoring one-syllable words, it leads to the use of cliches, rather than the use of more precise words. Dependence on slang can lead to fuzzy thinking.

Since the teaching of slang in the classroom is a controversial and disputable subject, there are hardly few resources on how to teach it. Due to the fact that many of the language teachers are nonnative speakers, they lack the knowledge of slang and they do not have enough materials to be integrated into the syllabus. Another reason for the lack of information on this topic is that slang is rather unstable. Slang words and expressions change rapidly through the course of time. New slang words and expressions appear every day and the older ones die out. This is what makes it impractical to publish a book. That is why most language teachers are in a dilemma about what to teach: a) only up-to-date slang, b) only outdated slang, or c) both of them? Conviction is that both of them should be taught simultaneously. Thus, learners will be able to differentiate older and up-to-date words and catch up with the current informal usage of language. Furthermore, they do not sound funny to native speakers [6].

There are still many theoreticians who see slang as decadent, undesirable, and uneducated. Those people consider themselves as guardians of the language and view any kind of change for the worse.

Meanwhile there are many commentators with the view that slang is no longer a taboo as it once was and this assumption is totally absurd. Slang is a sign of life, vibrancy, and beauty in language. It is a living thing and no one can stop it from changing.

Although teaching slang in a formal classroom setting may seem inappropriate, there is no doubt that it is an important exercise. The slang is everywhere in the English language and is used in all contexts. Considering many students find learning slang entertaining, it is an effective way to get the classroom eager to learn English.

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METHODS OF TEACHING COMMUNICATIVE APPROACH

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Introduction

Within the last quarter century, communicative language teaching (CLT) has been put forth around the world as the “new,” or “innovative,” way to teach English as a second or foreign language. The CLT class focus on creating a student-centered environment rather than teacher-centered environment, thus it requires the role of teachers to shift to class-supporter instead of class-dominator like in the past. Furthermore, since the CLT activities and syllabus contents needs designing based on the “real world” information to help student develop their practical and socially-accepted communicative language, the teachers also have to be a researcher and learner to regularly update real data for their syllabus content.

This paper looks at the phenomenon of communicative language teaching, which specified into what CLT is; how and why it developed; and how CLT has been interpreted and implemented in various contexts. Keeping in mind the needs and goals of learners and the traditions of classroom teaching, this paper is discussing what some ways are for teachers to shape a more communicative approach to English language teaching (ELT) in the context of their own situation.

2 Understanding Communicative Language Teaching

Communication was understood in terms of four language skills: listening, speaking, reading, and writing, when American structural linguistics and behaviorist psychology were the prevailing influences in language teaching methods and materials. These skill categories were widely accepted and provided a ready-made framework for methods manuals, learner course materials, and teacher education programs. Speaking and writing were collectively described as active skills, reading and listening as passive skills.

Today, listeners and readers no longer are regarded as passive. They are seen as active