ENGLISH STUDIES DEGREE

FINAL UNDERGRADUATE DISSERTATION

The influence of Social Media on Gen-Z students' knowledge of slang: How motivation and age influence this process

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Month of defense: June 2022

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LIST OF ABBREVIATIONS

EFL: English as a foreign language

FL: Foreign language

L2: Second language

ACKNOWLEDGEMENTS

First, I would like to thank my parents and sisters for supporting me along this journey. To my whole family for their unconditional support during all my life, and for always being proud of my achievements. In particular, I would like to thank my twin sister Irene. She is my Chandler to my Joey and my Lorelai to my Rory. Always and Forever.

I am very grateful to my friends for always listening to me because whatever I do in this life, it is not legendary unless my friends are there to see it. Especially Lucia, who is my inspiration to choose this topic.

Finally, I would also like to thank Cristina, the best friend I made at the beginning of the degree. If it was not for her, I would probably never make a decision about my TFG. I have no idea what is going on in the future, but I am excited for us.

ABSTRACT

Social media platforms are used worldwide by a lot of people, especially among young generations (Karthigesu et al., 2018, Pikhart & Botezat, 2021, and Dean, 2021). Specific vocabulary is used in these kinds of platforms, called slang. One of the types that are found more is Initialisms and Acronyms, which form a remarkable part of slang. Gen-Z people, born between 1997 and 2012, are one of the groups that spend the most time on social media. The aim of this study is to understand how Gen-Z students learn slang, their meaning, and if age and motivation have an influence on the number of slang students know. Following this line, a questionnaire to two different groups, a senior year class in high school and a senior year class in university has been submitted. Students have to demonstrate their knowledge of slang, but we always need to keep in mind their age and their motivation towards learning English. The questionnaire was formed of 4 different parts, a total of 24 questions. Within this questionnaire, the results are expected to show whether students do learn slang by being exposed to slang on social media and how they have learned their meaning. Additionally, age and motivation will be analysed so as to know whether any influence on their knowledge of social media slang has been undertaken.

Keywords: Slang, Social Media, Dictionary, Motivation, and Age.

1. INTRODUCTION

The current study explores the knowledge of slang found in social media, specifically on TikTok and Instagram, by the Z generation. The Z Gen comprehends people born between 1997 and 2012 (Kasasa, 2021). The investigation was carried out by providing a questionnaire to 21 fourth-year students of the English Studies degree and 19 science senior students at a high school. The study focuses on several variables: the quantity of slang they know, the social media in which they have learned it, and how they have learned their meaning. Moreover, a difference in age and motivation will be made between college and high school students.

This research consists of studying social media and its influence on the learning process of slang. Furthermore, we will study slang, how it is formed, how it is not taught to foreign learners, and the most important dictionary to find definitions of slang: 'Urban dictionary'. However, little research has been carried out about the slang the Z generation has learned on social media. In addition to this, another section will be devoted to two affective factors taken into account in this project: motivation and age. These factors are selected among the rest because we will be comparing two different age groups: high school and college students. Motivation is chosen to be one of the factors selected because it is considered the most dominant factor contributing to learning a second language (Brown, 2007a; 2007b, Dornyei and Chan, 2013, and Mitchell and Myles, 2004). Eventually, we will describe the sociolinguistic context of the students, the sample, the

research gaps, and the research questions. Then, the relevant data obtained will be analyzed and interpreted in the results and discussion section. In the conclusion, the results will be described regarding the students' knowledge of slang and how they learned it. Finally, we will explain which are the limitations of the present study as well as further research regarding slang knowledge.

2. THEORETICAL FRAMEWORK

2.1 Social media

While talking about social media, we have to bear in mind that social platforms have been around us for almost 20 years, this is why we can not find plenty of literature about this topic.

First, the Cambridge dictionary defines social media as "websites and computer programs that allow people to communicate and share information on the internet using a computer or mobile phone". Social platforms have constantly been evolving, updating, and altering our everyday life, in the matter of communication, knowledge exchange, information delivery, and visual culture (Pikhart & Botezat, 2021, p. 1622). Moreover, when talking about these media, we need to be aware that all social networking sites have unique features. For instance, TikTok is for uploading videos, while Instagram is for posting pictures or longer videos than those posted on TikTok. However, all these platforms have a common characteristic of intensifying communication among their users (Yadav, 2021).

Meenakshi Sharma Yadav (2021) affirms that "Social media facilitates communication by sharing the latest information, documents, photos, videos, new ideas, thoughts, interests, opinions, and suggestions among the virtual communities and networks." (p. 240). Other scholars define social media as a media that can be used through diverse electronic gadgets such as smartphones, tablets, and computers to ease the way people communicate (Khan et al., 2016, p. 591).

Besides this, other scholars divide the term social media into two words 'social' and 'networks'. Social denotes connected with society and how it is organized, in which they spend time with other people. And networks, meaning that convey two or more computer systems linked (Namaziandost & Nasri, 2019, p. 7).

In today's society, there are over 4.48 billion people that use social networks worldwide, especially among the younger generations (Karthigesu et al., 2018, Pikhart & Botezat, 2021, and Dean, 2021). According to Dean (2021), the most popular social media platforms are Facebook, YouTube, WhatsApp, Instagram, FB Messenger, WeChat, TikTok, and many others. Nevertheless, this study will be focusing on Instagram and TikTok, due to the fact that they are two of the main social platforms used by the Z Generation, which is the focus of this study. Gen-Z is defined as the people born between 1997 and 2012 (Kasasa, 2021). Some key aspects that define the Z generation are that they use social media as the main online platform for communication and that they have thousands of online friends (Csobanka, 2016, p. 66).

Moreover, we also have to take into consideration the time an average person spends on social platforms, which is 2 hours and 25 minutes (Dean, 2021). However, when talking about Z Generation, this time is different, it has been reported that they spend almost 4 hours on social media (Herman, 2021).

2.2. Slang

According to the Oxford dictionary, slang is "very informal words and expressions that are more common in spoken language, especially used by a particular group of people." Although we can find several definitions of slang, it is complicated to provide a simple definition of slang due to the fact that it includes the complexity of sociolinguistic factors related to the use and formation of slang (Eble, 1996). Moreover, examining numerous definitions of slang, reveals that the most ordinary descriptors of slang are vulgar, taboo, vivid, and playful words, and expressions (e.g., Eble, 1996, Akmajian et al., 2001, and O'Grady, 2001). Although we have distinguished several descriptors of slang, identifying if a term is slang is still a difficult task. It is because of this difficulty that we can find some definitions describing the functions of slang. For instance, Dumas & Lighter (1978) state that slang is usually used as a substitute for more conventional terms. Androutsopoulos (2005) defines slang as a code shared by young people around the world and a mark of a speaker belonging to a group. Moreover, it should be noted that slang tends to work in specific social contexts and it should be taken into account the setting, because slang may be appropriate in one setting and not in another (Coleman, 2014, p. 205). Then, the great majority of scholars acknowledge some of the main attributes of slang, as being context-dependent, innovative, and spoken (Eble, 2003; Allan & Burridge, 2006; Algeo, 2009).

These words are present on social platforms and online forums rather than in newspapers or TV news (Gupta et al., 2019, p. 111, and

Coleman, 2014). A vast amount of online texts involve the use of slang words. Nevertheless, there is not a reliable source available to find the correct meanings of these words (Gupta et al., 2019, p. 111), although there are various online slang dictionaries. The largest Slang dictionary found online is the 'Urban dictionary', which we will deal with it later on in this project.

Among the diverse reasons for the youth slang functioning, are five (Sheshukova et al., 2019, p. 2). First, try to make their speech incomprehensible to others. Two, their desire to express their feelings more briefly. Three, their necessity to adapt to the social environment, and then show that they belong to a particular group. Four, the youth desire to manifest their individuality. And five, seek to impress elders.

In conclusion, as stated by Arnold (1990) slang is one of the most extensively studied areas and also one of the most disputed parts of the language. However, this was not always the case, slang has suffered from the decline of the scholars for a notable period, and it was not until the late 20th and beginning of the 21st century that slang started to be accepted (Godos Forner, 2020, p. 8). In addition, slang has seen its borders broaden to explore its new role on social platforms (Crystal, 2001; Coleman, 2012).

2.2.1. Formation of Slang

There are different processes of word formation, talking specifically about slang. Sheshukova et al. (2019, p. 2) distinguish four different types of slang word formation. These four types are: calquing,

translation, metaphorization, and phonetic mimicry. Then, it can be seen that the modern youth slang is dynamic, and it is constantly being updated because of the adoption of words from other languages and other processes.

When we talk about 'global English slang', we need to bear in mind four divergent strands (Coleman, 2014, p. 212). First, it involves informal terms shared by English speakers, the oldest ones from Britain, and the current ones from America. These terms are widely spread between different English native speakers and learners of English. The second line incorporates terms that are specifically used by a social sub-group, for instance, adolescents or people concerned with a particular cultural trend, such as fashion. This slang is often used in online contexts in which it is impossible to find differences between native and non-native speakers of the language. The third strand consists of English terms used as slang by non-native speakers, whether they are considered slang or not in standard English. The fourth group is the extra-lexical impact of English on informal usage in further languages.

2.2.2. Learning Slang

It is common knowledge that slang is generally not taught at school, neither to native speakers nor second language learners. In spite of the absence of formal teaching of slang, acquisition of these kinds of words occurs naturally in an L1 context because of a person's desire to be recognized as a member of a particular group (Charkova, 2007, p. 371). When talking about second language learners, we certainly know

that in the classroom there is no or only a little amount of input of slang. It is because of this that they have to rely on out-of-school sources such as TV series, the Internet, songs, films, social media, contact with native speakers, etc. (Charkova, 2007, p. 371). Moreover, we have the advantage that the input supplied by diverse media is richer in English than in other languages (Charkova, 2007, p. 371).

Nevertheless, we have the disadvantage that little research about how L2 learners acquire foreign language (FL) slang has been carried out (Charkova, 2007, p. 375). Studies have been conducted that show that the periodic usage of social media by English as a foreign language (EFL) students account for a significant impact (Namaziandost & Nasri, 2019). The European Centre for the Development of Vocational Training (Cedefop, 2014), however, is able to underline the fact that the users of social media do not focus on learning while they are on them, but that any new word learned is made by an unplanned and incidental process. Then, the acquisition of slang by second-language speakers occurs mainly outside the classroom.

2.2.3. Urban dictionary and other dictionaries

The Internet provides present-day students access to countless sources of information. As we already know, the 'Urban dictionary' is the largest online dictionary of slang. However, this dictionary fails to control the quality of its definitions (Gupta et al., 2019, p. 112). This failure is because it authorizes users to write their own definitions, and examples of slang words. Then, there is not a single authoritative voice,

such as in a conventional dictionary. 'Urban Dictionary' is being written by amateurs (Coleman, 2014, p. 186). Thus, we are able to find a lot of strange and unuseful definitions of slang words, for instance, the top definition of 'twerk' is "A sexy dance invented by Thomas Jefferson in 1776 made to party after writing the Declaration of Independence" (Urban Dictionary, 2019). This shows that editors are more probable to approve definitions that are clear and funny (Coleman, 2014, p. 191). Additionally, the 'Urban Dictionary' has been designed to supply a different source of authority for settling the meanings of words that are not included in well-established dictionaries (Coleman, 2014). Then, we can conclude that 'Urban dictionary' does not supply a clear definition, usage, or spelling, but it is the users' responsibility to reach a coherent conclusion of the meaning, based on the definition provided (Coleman, 2014, p. 192). Thus, readers should not take the definitions too seriously.

Currently, the type of words that are consulted with more frequency in 'Urban Dictionary' are divided into four main categories (Coleman, 2014, p. 188). First, the most widely used terms, such as 'periodt' used "when someone explains that they are done with something or someone at the end of their sentence" (Urban Dictionary, 2019) and 'bet' "for sure; which means sure or okay" (Urban Dictionary, 2015). In the second category, we have acronyms and initialisms which constitute a remarkable proportion of slang. It is because of being a significant part of the slang, that this category will be the one taken into account in the survey employed in this study.

Slang that belongs to this category are, for instance, 'GRWM' which "means Get Ready With Me. Usually found in social media accounts" (Urban Dictionary, 2020) and 'iykyk' "If You Know You Know" (Urban Dictionary, 2016). The next group includes words that are not slang, but that consist of lasting or passing interest to the users of the 'Urban Dictionary', for example, sex. The next category is phrases, for instance, name meanings, indicating that some users of this webpage use it as an encyclopedic reference.

The existence of other slang dictionaries is evident, however, none of them provides the definition of a lot of slang used nowadays, or simply provides the definition found in a conventional dictionary. Some of these dictionaries are: Chris Lewis's Online Dictionary of Playground Slang, Duckworth's A Dictionary of Slang, and Dictionary.com.

2.3. Affective factors influencing language learning

In the present study, we are talking about the learning of slang by foreign learners. Several factors influence the learning process of acquiring an FL. In this research, we will take into account the factors of motivation and age. For instance, the factor of gender is not taken into account because, according to Forsskåhl (2001) and Register (1996) in their studies about the knowledge of slang, the differences between females and males were not remarkable.

Along with the next point, we will discuss two main factors: motivation, and age. We know that students' age is one of the factors

that determine second language learning. However, students' motivation is also another important factor that determines learners' eventual success in language learning (Hu, 2016, p. 2166).

2.3.1. Motivation

First, motivation is defined by Ellis (1997) as the affective states and attitudes that influence the amount of effort a learner makes to learn a second language (L2). Other authors (Lightbown and Spada, 1999) add that motivated learners usually are those who participate in class and study a lot. In addition, several scholars agree that (Brown, 2007a; 2007b, Dornyei and Chan, 2013, Mitchell and Myles, 2004) motivation is one of the most dominant factors contributing to the success of second language learners. Gardner (1985) states that it is important to bear in mind that learning is completely dependent on the learner's motivation. Furthermore, Pariyanto and Pradipta's study (2020) states that motivation is key and needs to be taken into account to succeed in learning a foreign language, in this particular case, English.

Lieb (2009) also states that "Including slang in the EFL classroom can have a positive impact on students' motivation", however, we know that little or no slang is taught in class, as mentioned before. Although, it has been studied that non-native students are particularly interested in using and knowing English slang in their everyday life, especially in social media (Charkova, 2007, p. 375).

Finally, the research made about motivation and its effects on the acquisition of an L2 demonstrates that there is a clear relationship

between language proficiency and motivation (Bernaus, 1992, p. 14). Then, motivation is one of the main factors referring to learners' English achievement.

2.3.2. Age

In the past few years, the factor of age has been considered the most important one in determining language learners' successful acquisition of a foreign language (Hu, 2016, p. 2164). When taking into account the factor of age when learning a second language, we should bear in mind the fact that there are a lot of age-related factors such as psychological, social, and cognitive factors that also affect the learners' acquisition of an L2 (Hu, 2016, p. 2166).

Now, how age has an effect on learning L2 slang has not been examined yet, nonetheless, it has been discovered to be a crucial factor in studies based on L1 slang (Charkova, 2007, p. 377). Moreover, it is also important to highlight the following study. Based on the conclusion of Ruyun Hu (2016), we can conclude that older learners will learn a language more efficiently and faster than younger students, while a young learner will have a better understanding in the long period of language acquisition.

3. METHODOLOGY

The goal of this study is to explore the influence of social media in the process of learning slang, and how students learn it, in college and high school. On top of that, the factors of age and motivation will play an important role.

3.1 Research gap

As we may have observed in the theoretical framework of this study, most of the previous research done in learning slang relies on out-of-school sources like social media, or TV series (Charkova, 2007, p. 371). Moreover, the use of technology in teaching a second language helps with the acquisition of new vocabulary (Yadav, 2021, p. 240). Nonetheless, there is no focus on how students learn the meaning of slang, and if the affective factors of age and motivation help the acquisition process. For this reason, the present paper will analyze how exposure to social media platforms contributes to the learning of slang, and how students learn their meaning.

3.2. Research questions

Now, being established the goal of this study, and the research gap, we may state the following research questions:

RQ1) Does social media influence on the learning of slang and its meaning?

RQ2) Does motivation and age have an influence on acquiring slang?

3.3. Sample

In this study, we have two different groups. The first sample were 21 university students in the 4th year of the English Studies degree at Universitat Jaume I (UJI), Castellón. They are between the ages of 23 and 21. In the second sample group, we have 19 senior high school

students at IES Camp de Morvedre, Puerto de Sagunto. The age range of this group is between 17 and 18 years old.

As the current study is focused on the impact of social media on the learning of slang and its meaning, I have considered these two groups as the ideal ones. Both groups are considered Generation Z students, and the age gap between them is considered enough to find differences.

3.4. Instrument and data collection

The instrument used to carry out this investigation was two questionnaires, one for high school students and the other for university students. This is because having two separate questionnaires, the data collected was easier to compare. Both questionnaires are the same. The questionnaires were written in English and consisted of four sections, containing a total of twenty-four questions (see: Appendix 1).

The first part of the questionnaire deals with students' motivation. In this part of the questionnaire, the participants had to indicate if they "love", "hate", or "do not mind" English.

The second part of the questionnaire gathers data about the slang terms they know. Here they have eighteen different acronyms and initialisms slang, which are considered a remarkable part of slang.

The third part compelled data about the students' use of social media. The first question was about the amount of time they spend on social networks, between 1 and 10 hours. And the second question, the students have to select as much social media as they use. Moreover,

they have a third optional question in which they can write about other social media that they use, but that are not included in the questionnaire.

The fourth part of the questionnaire is about dictionaries. In this question, they have to select how they learn the meaning of slang. Furthermore, in this section, another optional question is added, in which students can write other options not written in the first question. Regarding the data collection procedure, we have to make a distinction between high school students and university students. In the case of the high school, the researcher requested in advance to the teacher of the English subject, in the senior year, to use some time of the class to do the questionnaire. In order to access the questionnaire, a link was written on the whiteboard. The teacher and the researcher were present in case they had any doubts. In the case of university students, a link was sent to the class group on WhatsApp asking students in the fourth year to complete the survey. All questionnaires were anonymous through the Google platform, Google Forms.

After all the data was collected from the questionnaires, it was transferred to Google Excel to create tables of data. Then, all the data from Excel was transformed into several bar charts to illustrate the results.

4. RESULTS AND DISCUSSION

As has been previously mentioned, the overall aim of this study is to know how students acquire the meaning of slang, and if the factors of age and motivation influence this process. With this aim in mind, the first research question (RQ1) was:

RQ1) Does social media influence on the learning of slang and its meaning?

In order to answer RQ1, we focused on the hours students are on social media and from where they learn slang's meaning. First, the students answer the questionnaire about the amount of time they are on social media. In the following two figures, we have the results displayed. In *Figure 1*, we can see the hours that high school students are on social media, and the number of slang words they have correct. In *Figure 2*, we can see the same data but it refers to university students.
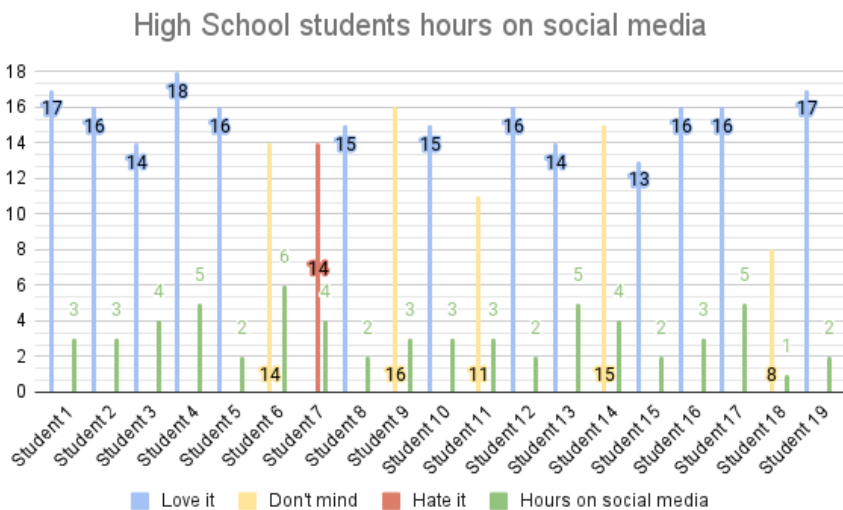

Figure 1: Time spend on social media, the number of correct slang and if they have motivation by high school students
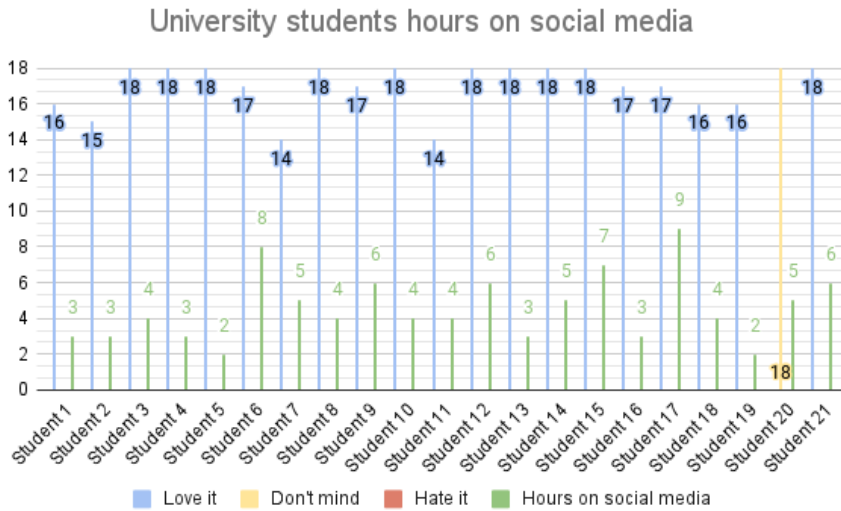
Figure 2: Time spend on social media, the number of correct slang and if they have motivation by university students

These results show that even if the students spend 2 hours or 9 hours, the number of correct slang words is more or less the same. Moreover, even though their motivation for English is "don't mind" or "hate it", the students present the same results as those students that "love" English and, thus, have a motivation to learn it. This similarity is because of the amount of time they spend on social media. For instance, in *Figure 1*, student 7 "hates" English but knows the meaning of 14 slang words, while student 3 "loves" English and also has 14 slang words correct. Then, in this case, motivation has nothing to do with the results, and it is the amount of time they are on social media that influences.

Moving on to the learning of the meaning of slang, in *Figure 3* we can see the results displayed.
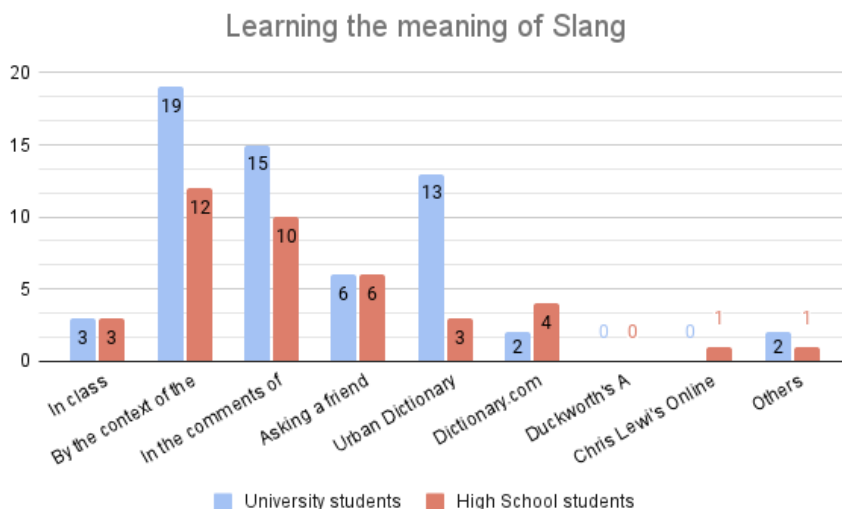

Figure 3: How students learn the meaning of Slang

In this graph, we can see that the main sources in which students look for the meaning of slang are "by the context of the video", "in the comments of the video", "asking a friend", "in class", and "Urban Dictionary". However, in this last one, there is a huge difference between university students and high school students. Furthermore, three students answer "others". When they were asked to specify, their answers were "on social media apps", "talking to native speakers", and "a lot of people use this kind of slang on the internet and it just sticks with you when you read some posts".

Therefore, the results do confirm that spending time on social networks helps to acquire new slang words. We can corroborate this

because even though a student does not like English if she/he has spent a lot of time on social media, she/he will still know a lot of slang. Besides this, we can also confirm that spending time on social apps does help to learn the meaning of slang. Most of the high school and university students rely on the context of the video, and the comments on the video to know the meaning of the slang. However, in the case of university students, we can also see that they rely a lot on 'Urban Dictionary'.

The second research question (RQ2) was:

RQ2) Does motivation and age have an influence on acquiring slang?

In order to answer this question, we will rely on the number of correct slang words students got right and if they "love", "don't mind", or "hate" English.

We can observe a clear difference between university and high school students. The number of correct answers in the university students (*Figure 5*), is significantly higher than those of high school students (*Figure 4*). The university group has an average of 17 correct answers, while the high school group has an average of 14,7. Therefore, these results do confirm that age has an influence on acquiring slang, due to the fact that the older students, university students, have a higher average.
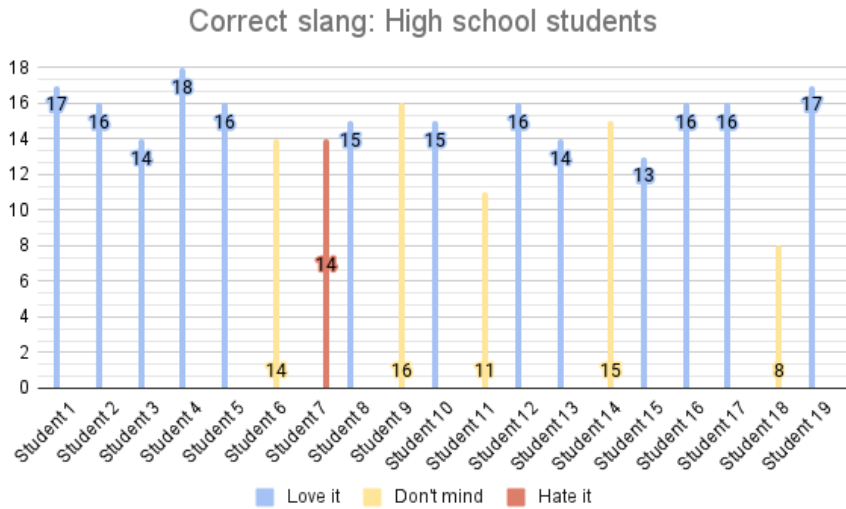
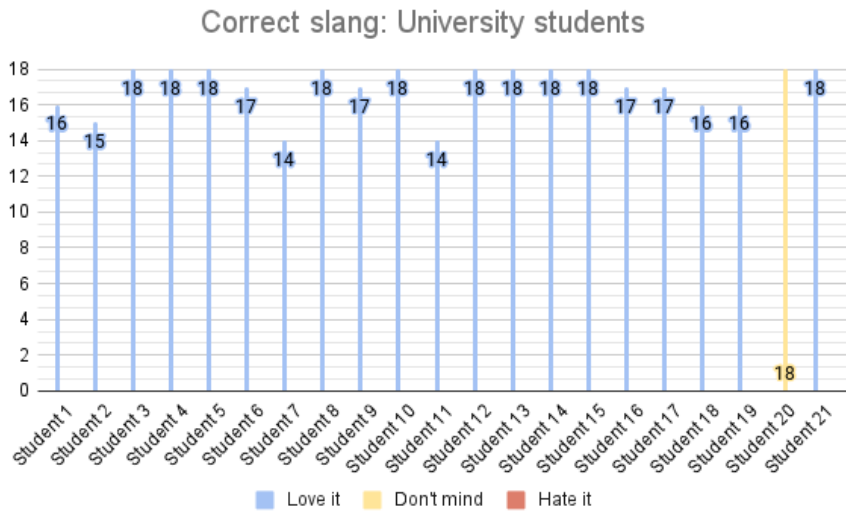*Figure 4: Correct slang by high school students*

Figure 5: Correct slang by university students

In addition to this, when talking about motivation we cannot confirm this statement. This is because even though a student states that

she/he "hates", "loves", or "doesn't mind" learning English, the results are more or less the same for all of them. For instance, in *Figure 4*, student 7 "hates" English, thus, having zero motivation. However, we can also see that student 13, who "doesn't mind" English, and student 6, who "loves" it, have the same results as the student who has zero motivation. These results are because of the amount of time they spend on social media, as we have previously explained.

Finally, some of these results were unexpected, indicating that motivation has nothing to do with the process of learning new slang. Then, we cannot confirm Gardner's (1985) statement "learning is completely dependent on motivation", because even though some of the students presented zero motivation, they show the same results as some that have motivation. Moreover, the results confirm that being exposed to social media influences the learning of slang. Furthermore, relying on Dean's (2021) and Herman's (2021) studies, the amount of time these students spend on social media is quite accurate to what they have stated. University students have an average of almost 5 hours, and high school students of 3 hours 30 minutes. We can also conclude from the results that as they spend a long period of time on social networks, they mostly learn the meaning of slang on these platforms. A remarkable difference is that a lot of university students also rely on 'Urban Dictionary', despite being considered a parody of a conventional dictionary (Coleman, 2014), which fails to control the quality of the definitions (Gupta et al., 2019). Following this idea, we can also confirm Lieb's (2009) statement that little slang is taught in class. Only

three university and three high school students answered positively to this.

5. CONCLUSION

To summarize, the focus of this study has been to discover how students learn the meaning of slang and slang words, and if the factors of motivation and age have an influence on the acquisition process, or if it occurs just because of exposure to social media. This is why the current paper has analyzed how exposure to social networks contributes to the learning of slang. The study was conducted using two questionnaires to provide the data to answer the research questions.

The results of the present study lead to the following conclusions. Regarding RQ1, we can observe that the amount of time spent on social media influences the learning process of slang. Although, we can see that even if a person spends seven hours or two hours, both of them can obtain the same results on the questionnaire. Moreover, the sources students use for learning the meaning of slang is more or less the same for high school and college students. These are "by the context of the video", "asking a friend", "in the comments of the video", and "in class". The only answer that distinguishes both groups is "Urban Dictionary", which thirteen university students answered positively. Moving on to RQ2, the results are quite clear. University students know more slang than high school students, then age has an impact. Motivation, as has been previously stated, does not influence the process of learning slang, but it is the time spent on social media which determines the knowledge of slang.

To sum up, bearing in mind the results of this study, we can confirm that further research is needed in order to further the understanding of how social media influences the learning of new slang words. Subsequently, future research can be done about the learning process of slang among young generations, and if social media influences this process.

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7. APPENDIX

Appendix 1: the instrument

SLANG QUESTIONNAIRE

This test is anonymous, only the results will be used.

Please, when answering this questionnaire, do not look for the answers on the internet. The data from this questionnaire will be used in my TFG, and it needs to be reliable. Thank you so much for participating.

MOTIVATION

Do you like English? Then, do you feel motivated to study it?

    a) Yes, I love it.

    b) I don't mind.

    c) No, I hate it.

SLANG

Now, you can find several slang words, you have to select the correct meaning. Please, do not look on the internet.

1. IDC
   a. I don't cry
   b. I don't care
   c. I don't cook

2. POV
   a. Point of view
   b. Prove
   c. Prove of vaccine

3. FYI
   a. For your idea

        b. For your impatience

        c. For your information

4. GRWM

        a. Get ready with me

        b. Go running with me

        c. Get relaxed with me

5. IYKYK

        a. I yell "knowing you kill me"

        b. If you kick you kick

        c. If you know you know

6. OMW

        a. Oh my word

        b. On my way

        c. Oh my wow

7. IDRGAF/IDGAF

        a. I don't read a good amount of fiction

        b. I don't (really) give a fuck

        c. I don't run, give me a fajita

8. TBH

        a. To be honest

        b. To be horrible

        c. To be homosexual

9. OOTD

        a. Out of the day

        b. Outfit of tasty designers

      c. Outfit of the day

10. IDK

      a. I don't know

      b. I don't kick

      c. I don't kiss

11. BTW

      a. Between

      b. By the way

      c. Be the water

12. DIY

      a. Damage-it-yourself

      b. Do it yourself

      c. Drink it yourself

13. ASAP

      a. As safe as price

      b. As smart as possible

      c. As soon as possible

14. IRL

      a. In real life

      b. I'm really laughing

      c. In real love

15. JK

      a. Joking

      b. Just kidding

      c. Just joking

16. NGL

    a. Not gonna lie

    b. No gay lord

    c. Nice good look

17. FYP

    a. Final year project

    b. For your paper

    c. For you page

18. OTP

    a. One true pairing

    b. On the phone

    c. One tiny pony

SOCIAL MEDIA

1. How many hours do you spend on Social Media? [Select: 1 hour to 10 hours]

1	2	3	4	5	6	7	8	9	10

2. Which social media do you use? [Circle all the social media you use]

    a. Instagram

    b. Facebook

    c. Snapchat

    d. Twitter

   e. YouTube

   f. WhatsApp

   g. Telegram

   h. TikTok

   i. Others

 3. If you have put in the question before "other" please specify here.

DICTIONARY

Now, you will answer a couple of questions about how you learn the meaning of slang words.

 1. How do you learn the meaning of slang? [Circle all the ones you use]

   a. In class

   b. By the context of the video

   c. In the comments of the video

   d. Asking a friend

   e. Urban Dictionary

   f. Dictionary.com

   g. Duckworth's A Dictionary of Slang

   h. Christ Lewi's Online Dictionary of Playground Slang

   i. Others

 2. If you have put in the question before "other" please specify here.

Appendix 2: Slang meaning

IDC: I don't care

POV: Point of view

FYI: For your information

GTWM: Get ready with me

IYKYK: If you know you know

OMW: On my way

IDRGAF/IDGAF: I don't (really) give a fuck

TBH: To be honest

OOTD: Outfit of the day

IDK: I don't know

BTW: By the way

DIY: Do it yourself

ASAP: As soon as possible

IRL: In real life

JK: Just kidding

NGL: Not gonna lie

FYP: For you page

OTP: On the phone/ One true pairing