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*Tracking the Use of Informal English Language among EFL Students inside the
Classroom
The Case of First Year EFL Students at Chadli Bendjedid University*

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Requirement for the Master Degree in Didactique de l'Anglais

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Declaration

I confirm that this research work which is presented for assessment as part of the Master's program in Didactique de l'Anglais is solely the outcome of my independent effort. I affirm that the contents of this work have not been plagiarized from any external sources, except for the duly cited and acknowledged references incorporated within the framework of my research.

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Dedication

In the name of Allah, the Most Merciful and Benevolent,

I would like to extend my heartfelt dedication to the following individuals:

To my esteemed parents, whose unwavering support and selfless contributions have been a constant source of inspiration throughout this academic journey;

To my beloved sisters Hiba and Ranim, for their love and encouragement;

To my respected brothers Seyf, Mouatez, and Raed, for their motivation throughout this endeavour;

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May Allah bless and guide us all in our future endeavours.

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Abstract

This descriptive cross-sectional study aims at probing the use of informal English language by first year English as a Foreign Language (EFL) students inside the classroom at Chadli Bendjedid-El Tarf University during the 2022/2023 academic year. This research adopts a mixed-method approach to gather and analyze the data for providing a comprehensive understanding of the extent and nature of informal language usage among the target population. Hence, the data collection tools involved classroom observations and a questionnaire to first year EFL students. The observations focused on documenting instances of informal language usage during classroom interactions, while the questionnaire gathered insights into students' awareness of their own language use and the potential sources of informality. Both qualitative and quantitative data analysis techniques were employed to examine and interpret the collected data. The findings revealed the prevalence and patterns of informal English language usage among first year EFL students. It, further, portrayed students' unawareness in regard to formal and informal English features. Additionally, the study sheds light on the factors influencing the use of informal language, such as uncontrolled online activities, peer influence, and exposure to social media. These insights contribute to the understanding of language learning and teaching practices within the EFL context. The implications of this research highlight the importance of addressing and raising students' awareness about informal language use in the classroom. Recommendations were made for students, teachers, and stakeholders involved in EFL education to promote a more formal and effective language learning environment. By improving students' control over formality levels in their language use, the overall quality of classroom interactions and academic performance can be enhanced.

Keywords: Informal English language, formal style, EFL students, classroom interactions, descriptive cross-sectional study.

ملخص

هدفت هذه الدراسة الوصفية لاستكشاف استخدام اللغة الإنجليزية غير الرسمية من قبل طلاب السنة الأولى في تخصص اللغة الإنجليزية كلغة أجنبية (EFL) داخل الفصل الدراسي في جامعة الشاذلي بن جديد. تعتمد الدراسة نهجًا مختلطًا لجمع وتحليل البيانات، مما يوفر فهمًا شاملاً لمدى استخدام اللغة غير الرسمية بين فئة الطلاب المستهدفة. تمت الدراسة خلال السنة الحالية، مما يضمن ملائمة وحدثة النتائج. تضمنت جمع البيانات مراقبة الفصل الدراسي وإجراء استبيان لطلاب السنة الأولى في تخصص اللغة الإنجليزية كلغة أجنبية في جامعة الشاذلي بن جديد. ركزت المراقبة على توثيق حالات استخدام اللغة غير الرسمية خلال التفاعلات في الفصل الدراسي، في حين جمع الاستبيان تحقيقات حول وعي الطلاب باستخدامهم اللغوي ومصادر عدم الرسمية المحتملة. تم استخدام تقنيات تحليل البيانات النوعية والكمية لفحص وتفسير البيانات المجمعة. كشفت النتائج عن انتشار أنماط استخدام اللغة الإنجليزية غير الرسمية بين طلاب السنة الأولى في تخصص اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك، سلطت الدراسة الضوء على العوامل التي تؤثر في استخدام اللغة غير الرسمية، مثل الأنشطة عبر الإنترنت غير المراقبة وتأثير الأقران وتعرضهم لوسائط الإعلام تساهم هذه الأفكار في فهم ممارسات تعلم وتدريب اللغة في سياق تعليم اللغة الإنجليزية كلغة أجنبية. تبرز آثار هذه الدراسة أهمية معالجة ورفع وعي الطلاب بشأن استخدام اللغة غير الرسمية في الفصل الدراسي. يتم تقديم توصيات للطلاب والمعلمين وأصحاب المصلحة المشاركين في تعليم اللغة الإنجليزية كلغة أجنبية لتعزيز بيئة تعلم لغوية أكثر رسمية وفعالية. من خلال تحسين سيطرة الطلاب على مستويات الرسمية في استخدامهم للغة، يمكن تعزيز جودة التفاعلات في الفصل الدراسي والأداء الأكاديمي بشكل عام.

كلمات المفتاحية : اللغة الإنجليزية غير الرسمية، طلاب اللغة الإنجليزية كلغة أجنبية، تفاعلات الفصل

الدراسي، دراسة وصفية شاملة، بيئة تعلم اللغة.

CONTENTS

Declaration	i
Dedication	ii
Acknowledgments	iii
Abstract	iv
Abstract in Arabic	v
Contents.....	vi
List of Acronyms and Abbreviations	x
List of Figures	xi
List of Tables.....	xii

Chapter One: Introduction to the Study

Introduction	1
Statement of the Problem	1
Aims of the Study.....	2
Significance of the Study	3
Research Questions	3
Research Hypotheses.....	3
Methodology	4
Limitations	5
Organization of the Dissertation.....	6
Conclusion.....	7

Chapter Two: Review of Related Literature

Introduction	8
Formal and Informal English Language.....	8

Formal English Language	8
Levels of Formality in Speech.....	9
Frozen	10
Formal	11
Consultative.....	12
Casual	12
Intimate.....	12
Characteristics of Formal English Language.....	13
Neutral Lexis	14
Formal Lexis.....	14
Politeness Phenomena	14
Careful turn-taking	15
Titles, No First Name.....	15
Mood Choices	15
Model for Deference	16
Model for Suggestions.....	17
Informal English Language	17
Characteristics of the Informal English Language	19
Attitudinal Lexis	19
Swearing	20
Interruptions and Overlap.....	20
First Names Nick names and Diminutives	20
Modal to Express Probability.....	21
Modal to Express Opinion	22

Colloquial Lexis.....	22
Types of Informal English.....	23
Sources of Exposure to Informal Language	25
Exposure to Authentic Materials.....	25
Interaction with Native Speakers	26
Deliberate Practice	26
Classroom Interaction.....	27
Conclusion.....	28

Chapter Three: Method

Introduction	31
Research Design.....	31
Participants	32
Data Gathering Tools and Procedures.....	32
Description of the Classroom Observation.....	32
Description of the Students Questionnaire	33
Conclusion.....	34

Chapter Four: Results

Introduction	36
Classroom Observation Results and Analysis	36
Students' Questionnaire Results and Analysis.....	39
Conclusion.....	53

Chapter Five: Discussion and Recommendations

Introduction	55
Discussion of the Results.....	55
Implications.....	57
Recommendations	64
Recommendations for Students.....	64
Recommendations for Teachers	65
Recommendations for Stakeholders or Curriculum Makers	65
Recommendations for the Administration or Department.....	66
Conclusion.....	67
References	69

Appendices

Appendix A: Observation Sheet of Informal Words and Expressions Students may use inside the Classroom

Appendix B: Students' Questionnaire

List of Acronyms and Abbreviations

App.: Application

EFL: English as a Foreign Language

Q: Question

List of Figures

Figure 1: Partings (Goodbyes) in Different Registers.....	13
Figure 2: Students' Age.....	40
Figure 3: Students' Familiarity with the Difference between Formal and Informal English.....	41
Figure 4: Students' Responses about When and Where to Use Could, Would, Can.....	44
Figure 5: Students' Description of their English Language in Classroom Discussions	47
Figure 6: Students' English Language Exposure	48
Figure 7: Do students read in English?	49
Figure 8: The Online Activities Students are Engaged in	50
Figure 9: Students having a Conversation with an English Native Speaker	52
Figure 10: Students watching of English Movies and TV Shows.....	53
Figure 11: Department of English Announcement in Arabic.....	66
Figure 12: Suggested Format of an Announcement in the English Language for the Department of English.....	67

List of Tables

Table 1: The Exchange of Vows and The Lord's Prayer	11
Table 2: Characteristics of the Formal and Informal Language (Adapted From Eggins, 2004, p.103).....	13
Table 3: The Frequency of Using Informal Words and Expressions by First Year Students.	36
Table 4 : Students' Gender.....	39
Table 5: Students' English Language Level.....	40
Table 6 : The Statement that Students Find More Formal	42
Table 7: Students' Familiarity with the Formal and Informal Underlined Words	43
Table 8: Students' Opinion on Using Slang Words in Classroom Interaction.....	46
Table 9 : Students' Opinion on Using Informal Words in Classroom Interaction	46
Table 10 : The English Language Use by Students in Online Activities	51
Table 11: The Components of Activity N° 1 (Formal/Informal Language Awareness Activity)	59
Table 12 The Components of Activity N° 2 (Formal/Informal Language Awareness Activity)	60
Table 13: The Components of Activity N° 3 (Formal/Informal Language Awareness Activity)	62

Chapter One

Introduction to the Study

Introduction

Effective communication in any language is influenced by several factors, with the level of formality being a crucial element. This is particularly true in academic contexts where the use of formal language plays a significant role in determining the quality of communication and its impact on academic performance. Understanding and mastering formal language becomes essential for students as it directly affects the outcomes and overall effectiveness of their academic endeavours.

In classroom interactions, it is important to adjust the language used to a certain level of formality to achieve the main purpose of facilitating a fruitful learning-teaching process. However, EFL students at tertiary level, especially those in their early grades or levels, often struggle with controlling the formality of the language studied. This may be due to their prior exposure to English from various uncontrolled sources before attending higher education institutions such as universities, colleges, or language teaching centers. As a result, their comprehension, expression, and overall academic performance can be negatively impacted. Therefore, it becomes crucial to address this issue and support EFL students in developing control over the level of formality in their language usage during classroom interactions. By doing so, students can enhance their language skills, improve academic performance, and effectively engage in the learning process.

Statement of the Problem

Effective communication is a crucial component of academic success. The way students use language in academic settings can have a significant impact on their learning outcomes, as well as on their overall academic performance. For EFL students, the

importance of using appropriate language is more pronounced as they face additional challenges in mastering the nuances of academic discourse.

One area where EFL students often struggle is informal language use in classroom discussions. EFL students may use informal language, such as slang or colloquial expressions due to a lack of familiarity with academic language or an attempt to fit in with their peers. However, the use of informal language in academic settings can lead to misunderstandings and confusion and limit the chance of attaining a good command in academic discourse.

This study, hence, seeks to inspect the extent to which EFL students use informal language in classroom interactions, and whether they are aware of their use of informal language in classroom or not. By understanding the challenges that EFL students face in using appropriate language in academic settings, particularly in classroom interactions, the study will provide valuable insights that can enlighten the development of effective language learning /teaching picture.

Aims of the Study

The aim of this study is to explore the use of informal English language in classroom interactions by first year EFL students at Chadli Benjedid, El Tarf University as well as to raise their awareness of that use and its impact on their academic performance. Further, it attempts to track the sources that lead to that overwhelming use of informal language during different classroom discussions.

Accordingly, this study seeks to highlight our understanding of the challenges that these students face in using appropriate language in academic settings, particularly in classroom discussions. This understanding can, then, provide valuable insights for educators and researchers to develop effective pedagogical strategies that could be relevant to the needs of EFL students. Ultimately, the findings of this study can contribute to improving EFL students' language proficiency and academic success.

Significance of the Study

The significance of this study that tracks the use of informal English language by EFL students in classroom interactions lies in its potential to inform and improve EFL teaching and learning. By identifying the extent to which EFL students use informal language, the study's findings can help educators design more effective language instruction programs that address the challenges faced by these students. Furthermore, the study's findings can enlighten the development of inclusive learning environments that support the language development of all students, regardless of their language abilities or backgrounds. Overall, this study can contribute to the creation of better language instruction programs and assessment practices that better support the needs of EFL students and help them improving their language skills in academic settings.

Research Questions

After limiting the scope of this study, the following questions are formulated as follows:

Question 01: To what extent do first year EFL students at Chadli Bendjedid University use informal English language in classroom interactions?

Question 02: Are first year EFL students aware of their use of informal language in classroom discussions?

Question 03: What are the factors behind students' use of informal language in classroom discussions?

Research Hypotheses

Based on the research questions the following hypotheses can be generated :

Hypothesis 01: EFL students of first year have a high frequency of informal language use during classroom discussions which can be a result to their lack of knowledge about the informal language as a style of speech and their ignorance of the importance of the level of formality in ensuring an effective communication within an academic context. It can also be a result to some external factors that might be caused by teachers themselves or even other students from the same class.

Hypothesis 02: First year EFL students are not aware of their own use of the informal language as a style of speech during classroom interactions.

Hypothesis 03: The sources behind the use of informal language inside classrooms are the unsupervised exposure of EFL students to the informal English language wrapped up in the audio-visual materials that they watch such as TV shows, documentaries, and movies, alongside the use of different types of social media platforms as a basic mean of daily communication.

Methodology

The present study endeavors to track the use of informal English language by EFL students in classroom interactions, by recording the frequency of that use and inspecting the students' un/awareness of it. Thus, this research work is carried out as a descriptive cross-sectional study employing the mixed approach in analyzing the data.

To endorse this work with more valid data, we have conducted a classroom observation and administrated a questionnaire to the students to explore, on one hand, the frequency of their use of informal language inside the classroom and, on the other hand, to check whether or not they have awareness of formality uses in different discourses. Thus, the participants of this study were first year EFL students from Chadli Bendjedid, El Tarf University during the academic year 2022/2023. The number of students in total was 160

students, however, merely 120 attended during the classroom observations and only 70 students answered the delivered questionnaire. The reason behind choosing this sample is that first year students are the ideal case for this study because they were not exposed to a professional academic guidance yet.

Accordingly, the classroom observation and the questionnaire are the main data gathering tools in this study. They were used to obtain different perspectives and opinions about the subject area under investigation through collecting EFL students' opinions, and stand points concerning the use of the informal language as a style of speech during classroom discussions. Concerning the questionnaire, a copy had been submitted to each student of the total number of first year students which was around 120 students, however, only 70 answered copies were retrieved.

The questionnaire has been used to collect information for the present study in order to gather more reliable results and to provide a more complete image. In this regard, the questionnaire helps in providing better understandings of students' usage of informal English language in classroom discussions from their point of view. For the other instrument which is classroom observation, it was embarked upon all first-year groups with a total of 12 sessions divided as follow; two sessions with each one of the five groups individually and then two sessions with all the groups combined. The sessions and modules were chosen arbitrarily. The purpose of the classroom observation was to obtain valid information about the frequency of using informal language by first year EFL students in their classroom interactions.

Limitations

Several limitations were encountered during the execution of this study. Firstly, a notable limitation was the high level of anxiety observed among the first-year students which adversely affected their level of interaction during lessons. Consequently, this resulted in a

reduced amount of data available for recording and analysis. Furthermore, the inadequate classroom management by the first-year teachers led to instances of chaos and overlaps during classroom discussions, making it challenging for the researcher to effectively monitor and document the data. Additionally, another issue arose in the form of incomplete data collection as only 70 students out of the 120 students responded to the questionnaire. These limitations present important considerations that must be acknowledged when interpreting the findings of this study.

Organization of the Dissertation

Regarding the structure of this work, this dissertation is divided into five main chapters. The first chapter, which is the introductory one, comprises the statement of the problem, the aims of the study and its significance, the research questions and hypotheses, the methodology adopted (study design, participants, and data collection instruments), the limitations of the study, and finally, the structure of the dissertation.

The second chapter is concerned with the literature review of formal and informal language and classroom discussion. It consists of the definition and characteristics of both formal and informal language according to different researchers, the levels of formality, types of formal/informal language and finally the classroom discussion.

The third chapter is devoted to the methodology used in this research. It includes clarifying the participants taking part in this study, the research instruments adopted in collecting the data along with the description of the research procedures.

The fourth chapter covers the analysis of the data and the research findings. While the fifth chapter presents the discussion of the results in light with the put forward hypotheses and proposes some suggestions and recommendations to other researchers and teachers to deal with the matter of informal language use inside EFL classrooms.

Conclusion

The language used in various conversations, such as classroom discussions, should be customized to a specific level of formality in order to meet the main goal of the conversation, which might include enabling and insuring an effective learning-teaching process. This chapter introduced the most important steps of this study, including the statement of the problem, the research aims, the research questions and hypotheses, the adopted methodology, the limitations, and the structure of the dissertation.

Chapter Two

Review of Related Literature

Introduction

In this chapter, we intend to provide clear definitions of both formal and informal English language styles in addition to the characteristics that determine if any spoken or production of English is formal or informal. After that, we will distinguish some of the types of the informal English language and the factors that influence the use of formal and informal language expressions by students in classroom interaction.

Formal and Informal English Language

Formal English Language

Richards, Platt, and Platt (1997) stated that "formal speech is performed in instances where the speaker is highly conscious and careful about the pronunciation, tone of voice, word choice, and also sentence structure. This style of speech may be performed at formal gatherings, as well as debates and celebrations "(p.144). In other words, when it comes to formal speech using formal English, speakers should pay attention to various factors that may influence their spoken language starting from the context, situation, words selection, pronunciation, and structuring accurate grammatical sentences.

A similar idea provided by Labov (1972b) in his study "Sociolinguistics Patterns" where he stated that formal language is characterized by some serious attention to the form in which the speaker attempts to be as close as possible to the language's standard version; then, he added that an example of a situation where a high level of formality is used could be wedding ceremonies, religious rituals and examinations.

Woods (2017), posited that “The situation that calls for formal English includes business letters or e-mails, letters or e-mails to government officials, office memos or e-mails, reports, homework, communications to teachers, important conversations, speeches, presentations, and oral reports” (As cited in Muslimawati, 2022, pp.12-13).

From the aforementioned, we can come to a conclusion that although researchers and linguists have different concepts of what a formal language is they all agree on the part that a formal language is a special style of language with a certain level of formality used by different speakers or even writers to address a specific audience in certain formal events, situations or gatherings. In other words, formal language is not a language that people use all the time or in every daily speech and interactions, it is a special form of language characterized by some special attention to form as word selection, tone of voice and pronunciation. This form of language is believed to be more appropriate to the academic situations as well as formal gatherings like business meetings, interviews, wedding ceremonies, and religious rituals.

Levels of Formality in Speech

The levels of formality in speech refer to the different degrees of language use, ranging from very formal to very informal. Linguists and sociolinguists have identified various levels of formality in speech, and these levels can be influenced by a variety of factors, such as the context of the conversation, the social status of the speakers, and the purpose of the communication. Understanding the different levels of formality in speech can help individuals navigate various social situations and communicate effectively with others.

According to Gumperz (1982), "In any given situation, participants can range from people who are relatively unfamiliar with each other to close friends or intimate partners. The language and linguistic strategies used will vary depending on the nature of the relationships among the participants, their relative power positions, and the degree of formality required by

the situation" (p.7). This quote acknowledges the idea that language use can vary depending on the nature of relationships and the level of formality required by a given situation.

Deborah Tannen (1984) in her book "Conversational Style: Analyzing Talk among Friends" concerning the levels of formality in speech says that "Each level represents a degree of informality in relation to the others; one can shift up or down, either in a given situation or over the course of a conversation. The levels of formality are not absolute; rather, they represent different degrees of linguistic elaboration and social distance between participants"(p.16).

Accordingly, the five different levels of formality in speech are as follows:

- **Frozen**

This level of formality is used in highly ritualized contexts such as religious ceremonies or legal proceedings. According to Halliday (1964), frozen language is highly standardized and is "produced as a complete unit, with little or no variation" (p. 192). That is, regular grammar, vocabulary, and complete sentences are more common in the frozen register. Moreover, it could contain archaic language; i.e., old-fashioned words or expressions that were widely used in the past but are no longer in use. Hence, the use of a frozen register¹ indicates that it has not changed over time and will not change in the future and this implies that the words remain unchanged regardless of whether they are spoken or written. They appear to be frozen in time. Common examples of frozen language are 'The Lord's Prayer' and 'The Exchange of Vows' which are recited in a standardized form with little variation in wording or delivery. For instance vows are exchanged when people get

¹ **Register:** refers to the linguistic variations that reflect the specific situation, the communications objectives, and the relationship between the speakers, such as intimacy. Register describes how formal or informal our languages. For instance, when conversing with our close friends, we tend to use more casual language compared to when we are in professional or academic settings where we should use more formal language.(Adapted from: <https://dictionary.cambridge.org/dictionary/english/register>).

married, to promise a lifelong commitment to one another. In the Church of England, the typical Anglican vow is presented in the following table alongside the 'The Lord's Prayer':

(Retrieved from: <https://www.churchofengland.org/life-events/your-church-wedding/planning-your-ceremony/wedding-vows/> - <https://www.rca.org/liturgy/the-lords-prayer/>).

Table 1

The Exchange of Vows and The Lord's Prayer

The Exchange of Vows	<i>The Lord's Prayer</i>
<p><i>'I, [name], take you, [name] to be my [wife/husband], to have and to hold from this day forward; for better, for worse, for richer, for poorer, in sickness and in health, to love and to cherish, till death us do part, according to God's holy law. In the presence of God I make this vow.'</i></p>	<p><i>"Our Father, who art in heaven, hallowed be thy name; thy kingdom come; thy will be done; on earth as it is in heaven. Give us this day our daily bread. And forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation; but deliver us from evil. For thine is the kingdom, the power and the glory, for ever and ever. Amen."</i></p> <ul style="list-style-type: none"> • <i>Art</i> means 'are' • <i>Thy</i> means 'your' • <i>Thine</i> means 'yours'

- **Formal**

This level of formality is used in professional or academic contexts where a high degree of respect and deference is expected. As Brown (1971) notes, formal language is characterized by a "respectful and diplomatic manner" (p.168). An example of formal language could be a business executive addressing a board of directors, using formal titles and avoiding

contractions or slang. For instance, "Ladies and gentlemen, I am here to present our quarterly report for the fiscal year."

- **Consultative**

This level is used in professional or academic contexts where the speaker has some degree of familiarity with the listener, but the relationship is not personal. As Bucholtz and Hall (2005) note, consultative language is often characterized by a more formal tone than casual language, but still allows for some degree of informality (p. 14). A speaker using consultative language may use a more formal tone, but still allowed for some informality. For example, a professor discussing a topic with a student may say "That's a great point you raised, but let's consider some other perspectives as well."

- **Casual**

This level of formality is used in casual or friendly social situations and involves some degree of familiarity between speakers. According to Eckert (2000), casual language is "often characterized by the use of contractions, slang, and colloquial expressions" (p. 23). An example of casual language could be two friends using contractions and slang words while chatting, such as "wanna grab some grub?" or "that's so cool, dude!".

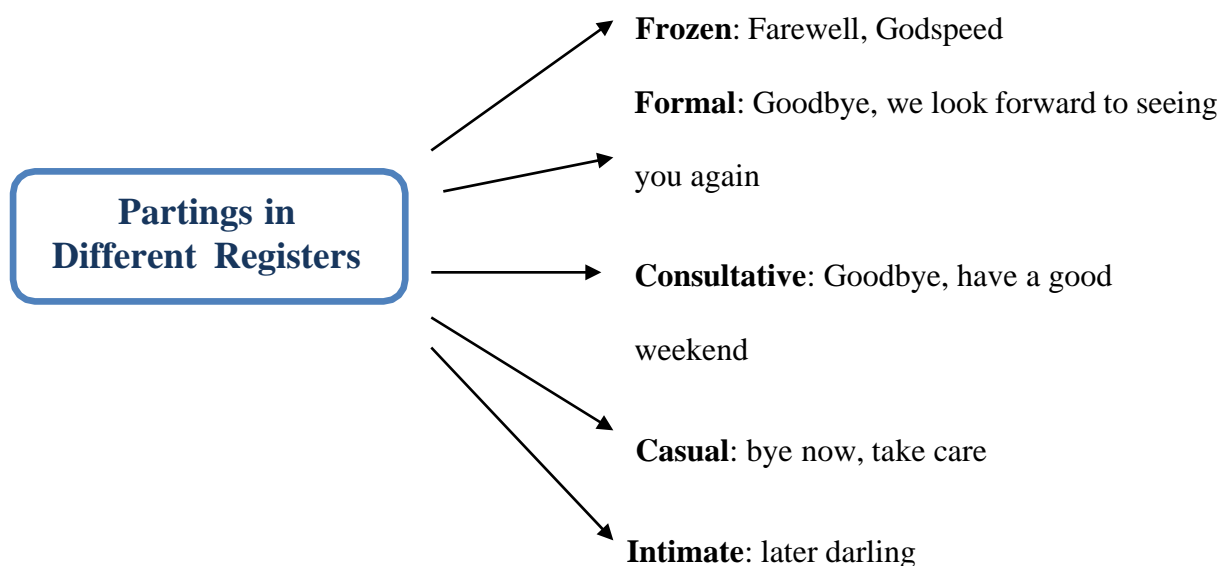
- **Intimate**

This level of formality is used in close personal relationships, and often involves language that is highly personalized and may not make sense to outsiders. As Labov (1972a) notes, "In intimate contexts, grammar rules can be bent or even broken without impeding communication" (p. 33). An example of this level could be a couple in a close personal relationship using pet names or inside jokes that would not make sense to others, such as "honey bear" or "remember that time we got lost in the city?".

In sum, we can demonstrate the five levels of formality in the following drawings about greetings (Adapted from <https://slideplayer.com/slide/3865128/>).

Figure 1

Partings (Goodbyes) in Different Registers



Characteristics of Formal English Language

Eggins (2004) in her study about “Systemic Functional Linguistics” distinguished eight main characteristics to both the formal and informal language and they are summarized in the following adapted table.

Table 2

Characteristics of the Formal and Informal Language (Adapted From Eggins, 2004, p.103)

Characteristics of Formal Language	Characteristics of Informal Language
Neutral lexis	Attitudinal lexis
Formal lexis - Full forms - No slang	Swearing

Politeness phenomena	Interruptions, overlap
Careful turn-taking	First names, nick names, diminutives
Titles, no first name	Typical mood choice
mood choices	Modal to express probability
Modal for deference	Modal to express opinion
Modal for suggestions	Colloquial lexis - Abbreviated forms - Slang

Neutral Lexis. It is also known as a neutral register or a neutral style; it refers to the use of language that is free from any particular emotional, social, or cultural bias. In other terms, neutral lexis is language that does not express strong emotions or opinions, or reflects any particular social or cultural background. That is why in formal or professional settings, such as in academic or scientific conferences, business and economy meetings the language used is often described as neutral. An example would be technical terms, objective descriptions, and standard vocabulary. For instance, using terms such as "data analysis" or "statistical analysis" rather than "number crunching" or "digging through the numbers" is considered a neutral language use (Goodale, 1994).

Formal Lexis. Concerning formal lexis, while analyzing any formal speech or conversation we notice that the terms and vocabulary used are always in full forms and not abbreviated. Also slang words or phrases take no place in the formal speech.

Politeness Phenomena. In formal speech, the use of language strategies that are intended to show respect, deference, and politeness to the person or people being addressed is called politeness phenomena; they are important in formal situations such as business

meetings, job interviews, academic settings or diplomatic negotiations, because in such situations maintaining positive social relationships and showing respect for others is crucial.

Careful Turn-taking. Careful turn-taking is an essential characteristic for effective communication in formal situations, as it helps to ensure that everyone has an equal opportunity to contribute, that misunderstandings are avoided, and that a positive and respectful social dynamic is maintained.

Titles, No First Name. In formal speech it is customary to use titles and surnames rather than first names, as this helps to establish a formal and respectful tone. Using titles and surnames is a way of showing respect and acknowledging the social status or professional position of the person being addressed. For example, in a business setting, it would be appropriate to address a senior executive as “Mr./Ms./Dr. Last name” rather than using their first name, as this helps to maintain a formal and professional tone.

Mood Choices. In formal speech, it is important to use language that is appropriate and professional. When it comes to mood choices, it is generally best to use a tone that is respectful, neutral, and polite. The four common moods in formal English can be as follows: (Woods, 2017, p.53).

- **Indicative mood:** This mood is used to state facts, make statements, or ask questions. It is a neutral and objective mood that does not express any emotion.

Example: "The report shows that our company's profits have increased by 10% compared to last quarter."

- **Subjunctive mood:** This mood is used to express hypothetical or uncertain situations, wishes, or suggestions. It can also be used to make polite requests.

Example: "I suggest that he be given a chance to present his proposal before we make a decision."

- Imperative mood: This mood is used to give commands or instructions. It is often used in formal speech to express urgency or to give directions.

Example: "Please submit your reports by the end of the day."

- Conditional mood: This mood is used to express a hypothetical situation that depends on another condition or event. It is often used to speculate or make predictions.

Example: "If we invest more in research and development, we may be able to expand our product line."

Modal for Deference. It is important to use appropriate language to convey differences in a respectful and diplomatic manner. One way to do this is by using modal verbs, which can help to soften the tone and show deference. The way of using these modal verbs for the sake of expressing formality is explained in the following examples: (Labov, 1972b, p.214)

- Could: This modal verb is often used to make a polite request or suggestion. For example, instead of saying "You need to do this," use "Could you please consider doing this?"
- Would: This modal verb can be used to express a preference or make a suggestion. For example, instead of saying "That's not a good idea," use "I would suggest considering another approach."
- Might: This modal verb can be used to express a possibility or potential outcome. For example, instead of saying "That will never work," use "That might be difficult to achieve, but we could explore other options."

- **Should:** This modal verb can be used to express an opinion or recommendation. For example, instead of saying "You're doing it wrong," use "Perhaps we should consider a different approach."

Modal for Suggestions. According to Smith and Firth (2018), modals for suggestion are expressions or phrases used to convey recommendations or proposals in a polite and indirect manner. In formal language, these modals serve to maintain a respectful tone and to mitigate the forcefulness of a suggestion, thereby enhancing the politeness and decorum of the communication. They provide a way to offer advice, make proposals, or present ideas in a more diplomatic and considerate manner (Smith & Firth, 2018, p. 42). Some illustrations are as follows:

"Could I suggest that we explore other options before making a decision?"

"Might I recommend that we consider a different approach to this problem?"

"Would it be possible for us to take some time to discuss this matter further?"

Using these modal verbs can help you make a suggestion in a respectful and polite manner.

Informal English Language

"Informal language is often characterized by the use of contractions, slang, and colloquial expressions," (Eckert, 2000, p. 23). It is used primarily in situations where the speaker and listener have a close personal relationship. This definition emphasizes the social and interpersonal aspects of informal language use, and suggests that it is closely tied to the speaker's identity and relationship with the listener.

Labov (1972b) offers a more nuanced definition of informal language, describing it as a complex and variable system of speech styles, ranging from the most casual to the most formal, each of which is associated with a different social context. This definition suggests

that informal English is not a monolithic or homogeneous variety, but rather a diverse set of language styles that vary according to social and cultural factors. Labov's definition also emphasizes the role of context in shaping language use, suggesting that informal language is often associated with specific social situations or settings.

In contrast to Brown and Labov's more sociolinguistic definitions, Oxford learners' dictionaries online (2023) and Cambridge dictionaries online (2023) offer more linguistically-focused definitions of informal language, emphasizing that this form of language is featured by its deviation from standard grammar and syntax and characterized by colloquialism, slang, and abbreviations.

Another prospective or a more simple one to add could be that of Eckert (2000) who describes informal language as “the language of daily speech and the language that we use when we are comfortable or being ourselves or even the language that we use to express ourselves and our identity” (p.14).

These definitions highlight different aspects of the formal language such as spontaneity, personalization, social function, and deviation from standard grammar and syntax. They also reflect different theoretical and methodological approaches to the study of language use and variation.

In conclusion, while different sources offer slightly different definitions of informal English, they generally agree that it is associated with relaxed and casual communication, and that it is characterized by a greater degree of lexical and grammatical variation than formal English. However, definitions of informal English also vary according to the theoretical and methodological approaches used by different researchers and are shaped by broader sociolinguistic and cultural factors.

Eventually, it should be noted that the results of Swan (2005)'s study would add to our review another angle in the point of the differences between formal and informal language; thus, Swan (2005) identified that "there are some words and structures which are mostly used in formal situations. When people are careful about how they express themselves: for example, in official notices, business letters or reports, meetings or conferences, or polite conversations with strangers. And some words and structures are mostly used in informal situations: for example, in conversations with friends, or letters to one's family. Writing is more often formal, and speech is more often informal" (p.293). From this quote we can understand that the distinction between formal and informal language occurs according to certain aspects of language such as spontaneity, personalization, social function, and deviation from standard grammar and syntax.

Characteristics of the Informal English Language

According to Tannen (1995), "Informal conversation is characterized by its casual, spontaneous nature" (p. 23). In informal language, people may use more relaxed grammar rules, slang, contractions, and colloquial expressions, and may not always plan out what they are going to say in advance; although that makes it hard to distinguish and categorize the characteristics of the informal language, we can rely on Eggins (2004) study results that are previously mentioned in Table (1). Based on these data it could be said that the informal language is characterized by:

Attitudinal Lexis. Attitudinal lexis refers to the use of language that conveys the speaker's attitudes and emotions towards the topic being discussed. This is a characteristic of informal language where speakers are more likely to express their feelings and opinions through their choice of words. As Eckert (1997) notes "Attitudinal lexis, the use of language to express attitudes and feelings is common in informal speech" (p. 194). That is, speakers may use more emotionally charged words and expressions to convey their thoughts and

opinions which can help to create a sense of intimacy and connection with their interlocutors. For example, instead of saying "I'm disappointed," someone speaking informally might say "I'm totally bummed out," which conveys a stronger emotional reaction.

Swearing. Informal language often involves the use of profanity or taboo words, which are used by speakers to convey intense emotions or to build a sense of rapport with their audience. This type of lexis is often known as swearing. As noted by the sociolinguist Tony McEnery (2006), "Swearing is more common in informal speech than in formal speech, where it is often considered taboo" (p. 154). In informal language, swearing can be used as a way to express solidarity or to signal a shared sense of identity with a particular group. However, it is worth noting that swearing is not universally accepted in all informal contexts and can be considered inappropriate or offensive in certain situations. Moreover, certain groups or subcultures may have their own specific taboo words or expressions which may be considered offensive by others.

Interruptions and Overlap. According to Tannen (1984), "In casual conversation, speakers frequently overlap, interrupt, and take turns in ways that are not typical of more formal speaking situations" (p. 78). In informal language, speakers may not follow strictly the turn-taking rules or norms, and may interrupt or overlap with each other as a way to signal engagement and involvement in the conversation.

While interruptions and overlaps may be considered impolite in more formal settings, they are often seen as natural and acceptable in informal language. This conversational style can create a sense of energy and dynamism, as speakers build on each other's ideas and engage in more interactive and collaborative dialogue.

First names Nick names and Diminutives. In informal settings, speakers may use familiar forms of address to create a sense of closeness and intimacy with their conversation

partners. Trudgill (2000) declared that "Informal situations, such as between friends, may involve the use of first names, nicknames or even diminutives" (p. 87). In contrast to more formal language, where titles and surnames may be used to show respect or distance, informal language often involves the use of more familiar and personal forms of address. For example, instead of saying "Mr. Smith," someone speaking informally might say "Hey, John," or "Johnny," which creates a more casual and friendly tone.

As mentioned in Ronald Wardhaugh's book "An Introduction to Sociolinguistics", "Informal language frequently involves the use of the indicative mood, which is used to express facts and opinions" (Wardhaugh, 2010, p. 170). In contrast, more formal language may involve the use of other moods, such as the subjunctive mood, to express uncertainty or hypothetical situations. Speakers of informal language may use the indicative mood to convey a more conversational tone and to create a sense of intimacy with their listeners. For example, someone might say "I think it's a great idea" rather than "It would be good if we could consider this as an option," which sounds more formal and distant.

Modal to Express Probability. Modal verbs to express probability are commonly used in both formal and informal language. However, in informal language, speakers may use these modals more freely and creatively to convey their opinions and beliefs about the likelihood of a particular event or situation. According to Tannen (2007), "In casual conversation, speakers often use modal verbs such as 'might,' 'could,' and 'probably' to express their opinions and to hedge their statements" (p. 108). In informal language, these modals may be used more fluidly and creatively, allowing speakers to express their uncertainty and to convey a more conversational tone. For further explanation, these modal verbs are used to indicate that something is possible, but not certain. They allow speakers to express degrees of

uncertainty and to convey their opinions or beliefs about the likelihood of a particular event or situation.

In more formal contexts, other modal verbs such as "shall," "should," and "must" may also be used to express probability, but they often carry a stronger sense of obligation or necessity. For example, someone speaking informally might say "He might be running late, I don't know," or "It could be a good idea to try that out." These modal verbs convey a sense of possibility and probability, while also allowing for a more casual and conversational tone.

Modal to Express Opinion. Eckert (2008) pointed out that, "Modal verbs such as 'should,' 'ought to,' 'could,' and 'would' are frequently used in informal language to express opinions and to make suggestions" (p. 130). These modal verbs allow speakers to express their attitudes and beliefs about what should or could be done, while also conveying a more casual and conversational tone. For example, someone speaking informally might say "You should totally try that restaurant, it's amazing," or "I think we could make it work if we try." These modal verbs convey a sense of opinion and possibility, while also allowing for a more relaxed and informal tone.

Colloquial Lexis. Colloquial lexis including abbreviated forms and slang is a distinctive attribute of informal language where speakers may use these forms to convey a sense of familiarity and to establish a connection with their listeners. As stated by Holmes (2013), "abbreviated forms and slang are often used in informal language to create a sense of belonging or to show solidarity with a particular group"(p. 142). Abbreviated forms, such as "gonna" for "going to," "wanna" for "want to," and "gotta" for "got to," are common in informal language and convey a sense of informality and familiarity.

Slang, on the other hand, refers to informal words and expressions that are not typically used in formal language and which may be specific to a particular group or

subculture. As noted by Crystal (2011), "slang is often used by young people, and is a way of establishing a sense of identity and belonging within a particular group"(p. 181). Slang terms can include words like "cool," "dope," "lit," "quid", "skint", and "cheer" ...etc.

In informal language, the use of abbreviated forms and slang can help to create a more relaxed and informal tone and to establish a sense of connection and shared identity among speakers.

Types of Informal English

According to Crystal (2011), there are various types of informal English each with its own characteristics and usage patterns. Some common types of informal English include: Conversational English, slang, regional dialects and a common but written form which is text messaging and social media English.

Conversational English as claimed by Tannen (1984) is marked by a "focus on establishing and maintaining social relationships"(p. 43). It is a type of language that is used to connect with others and to convey a sense of shared identity and community. In conversational English, speakers may use a variety of linguistic devices such as repetition, exaggeration, and sarcasm to convey meaning and to engage their listeners. This type of language can vary depending on the context and the participants involved; but it is generally characterized by its informal and relaxed tone.

Examples of conversational English include:

"Hey, what's up?" - a casual greeting used among friends

"I gotta go now, see you later!" - a shortened form of "I have to go now"

"That was totally insane!" - a colloquial expression used to express excitement or amazement.

Slang is a type of informal language that is specific to a particular group or subculture. It often involves the use of unconventional words and expressions that are not typically found in formal English. Slang can be used to convey a sense of identity and belonging within a

particular group. Green (2019) stated that slang is a type of language which is "inherently subversive" and is often used as a way to "mark out difference"(p. 1). Slang can be used to build a sense of community and to establish group identity, but it can also be used to exclude those who are not part of the group.

Slang is often associated with youth culture, but it can also be found in other subcultures, such as music, sports, and politics. It is a dynamic and ever-changing form of language with new words and expressions being added all the time.

Examples of slang include:

"lit" - meaning something that is exciting or impressive

"chill" - meaning to relax or take it easy

"dope" - meaning something that is cool or awesome

Another type of informal language is regional dialects which are specific to a particular geographic region. They are characterized by unique vocabulary, pronunciation, and grammar that set them apart from other dialects of English. Regional dialects can be influenced by a variety of factors such as historical migration patterns, cultural traditions, and local industries. Labov (1972b) declared that "regional dialects are an important part of the cultural identity of a particular region and can be used to signal group membership" (p. 120). However, they can also be a source of misunderstanding and miscommunication between speakers of different dialects.

Examples of regional dialects in the United States include:

Southern dialect: characterized by a slow, drawling accent, the use of "y'all" as a second- person plural pronoun, and unique vocabulary such as "fixin' to" (meaning "about to do something")

New England dialect: characterized by a non-rhotic accent (dropping the "r" sound at the end of words), the use of "wicked" as an intensifier (meaning "very"), and unique vocabulary such as "bubbler" (meaning drinking fountain).

Regional dialects continue to evolve and change over time, as new words and expressions are added and old ones fall out of use. They are a rich and vibrant part of the diversity of the English language.

Sources of Exposure to Informal Language

There are several sources of informal language from which EFL students get exposed to for the sake of boosting their fluency in the language; this includes the exposure to authentic materials, interaction with native speakers, and deliberate practice. Here are some quotes, sources, and references related to each source:

Exposure to Authentic Materials. Exposure to authentic materials is a source of learning informal language that involves immersing oneself in authentic language input, such as movies, TV shows, podcasts, and social media content. Researchers have highlighted the importance of this source for language learners in developing their understanding of natural language use, including informal language.

Carter and McCarthy (2015) suggest that exposure to authentic materials, such as movies, TV shows, and social media content can provide learners with a valuable understanding of the subtle nuances of language use. By immersing oneself in authentic language input, learners can develop their language skills in a naturalistic way, just as native speakers do. In other words, learners can improve their language abilities by being exposed to how the language is actually used in real-life situations.

Swain and Lapkin (2002) argue that authentic materials can help learners understand informal language in context. This is important because informal language such as slang and

colloquialisms is often not taught in formal language classes but is an important part of everyday communication. Exposure to authentic materials can provide opportunities for learners to observe how language is used by native speakers and can help learners develop a more natural and intuitive understanding of the language.

Interaction with Native Speakers. Interaction with native speakers is another important source of learning informal language, according to researchers. By interacting with native speakers, language learners can improve their understanding of the cultural context of the language being taught, learn colloquial expressions, and practice their language skills in real-life situations. For example, in their study on informal language learning, Kasper and Omori (2008) found that interaction with native speakers helped learners develop their pragmatic competence, which refers to the ability to use language appropriately in different social contexts.

Deliberate Practice. Last but not least, deliberate practice is a learning method in which learners engage in focused, intensive practice of specific language skills or aspects of language use. According to researchers, this type of practice can be an effective way of learning informal language. For example; Sweller and Cooper (1985) argue that deliberate practice can be more effective than traditional classroom instruction for learning certain aspects of language use, such as pronunciation and intonation. By practicing specific skills repeatedly and receiving feedback on their performance, learners can develop greater control over their use of informal language.

Similarly, Ericsson, Krampe, and Tesch-Römer (1993) suggest that deliberate practice can be effective for developing fluency in speaking and other aspects of language use. This involves breaking down complex skills into smaller, more manageable components and practicing each component until it becomes automatic. By focusing on specific aspects of

language use and engaging in deliberate practice, learners can develop greater proficiency in using informal language.

Classroom Interaction

Classroom interaction can be defined in different ways depending on the context and focus of the research. In general, according to Cazden(2001), classroom interaction encompasses all forms of verbal and nonverbal communication that occur during instruction, including questions, answers, feedback, gestures, and body language. That is to say, classroom interaction is a multifaceted phenomenon that involves a range of communication behaviors and dynamics. It is an important area of research in education, as it has been shown to have a significant impact on student learning and engagement.

In the context of language teaching/learning, classroom interaction refers to the verbal and nonverbal communication that occurs among teachers and students, as well as among students themselves during instruction. It encompasses a range of activities including asking and answering questions, giving feedback, engaging in discussion and debate, and working collaboratively on tasks.

According to Ellis and Barkhuizen (2005), classroom interaction is a crucial component of language learning because it provides learners with opportunities to engage in meaningful communication and practice using the language in a real-world context. They state that "classroom interaction provides an environment in which language learning can take place through the negotiation of meaning and through the provision of feedback on the learners' use of the language" (p. 126).

Similarly, Long (1996) emphasizes the role of interaction in facilitating language acquisition stating that "interaction is a key mechanism for second language acquisition,

providing learners with opportunities to modify their output, receive input, and receive feedback on their attempts to use the language" (p. 417). He argues that interaction promotes language development by allowing learners to notice gaps in their knowledge, clarify meaning, and experiment with new language forms and structures.

Another source that emphasizes the importance of classroom interaction in language learning is Swain and Lapkin's (2002) Output Hypothesis. They argue that language learners need to not only receive input in the target language, but also produce output through interaction in order to develop their language proficiency. According to Swain and Lapkin (2002), "the process of producing language through interaction is seen as a necessary precursor to learning, rather than simply the result of having learned" (p. 99). They suggest that engaging in negotiation of meaning and language-related problem-solving during interaction can promote language development, particularly in terms of grammar and vocabulary use.

In sum, classroom interaction in the context of language learning refers to the dynamic and ongoing communication between teachers and students, and among students themselves that occurs during instructional activities. It involves the exchange of ideas, information, and feedback, as well as the negotiation of meaning, in order to promote the development of learners' language skills. Through classroom interaction, language learners have opportunities to practice using the target language in real-world contexts, receive feedback on their language use, and develop their communicative competence.

Conclusion

Based on the literature reviewed in this chapter, it can be concluded that informal language is a complex and multifaceted phenomenon that is influenced by a range of social and contextual factors. The characteristics of informal language, including the Attitudinal

lexis, Interruptions and Overlap, Swearing, First names Nick names and Diminutives, Modal to Express Probability, Modal to express Opinion and Colloquial lexis, have been identified by researchers such as Tannen, Eckert, McEnery and Trudgill . These characteristics are often found in the intimate, casual, and consultative registers of language, which are used in personal relationships, friendly social situations, and professional or academic contexts where some degree of familiarity exists between speakers.

In addition, the five levels of formality identified by linguists such as Tannen and Gumperz provide a useful framework for understanding the different degrees of linguistic elaboration and social distance that can exist between speakers in various situations. The use of informal language by EFL students in classroom interactions is an intricate issue that should be highlighted; and owing to the fact that most students are exposed heavily to informal language in various authentic contexts such as movies, TV shows, chatting, gaming etc, the call for fostering their awareness of all levels of formality and the types of registers is of paramount importance.

Overall, the presented literature aimed at giving a better understanding of formal/informal language use that, on one hand, can help EFL students to get acquainted with and know where and when and with whom the appropriate form of language should be used. On the other hand, it asks language teachers to develop more effective classroom strategies and materials for teaching EFL students; this includes the use of authentic materials and real-life situations that expose students to formal/ informal language use, as well as targeted instruction on the appropriate use of register in various situations. By doing so, EFL students can gain a more nuanced understanding of the different registers and levels of formality in language use, and develop the skills they need to use language effectively in a range of social and professional contexts.

The next chapter will deal with the methodology of this study which contains the participants, data collection instruments, and the detailed procedure of the investigation.

Chapter Three

Method

Introduction

As far as this chapter is concerned, the researcher will provide an overview of the research design, population and sampling, in addition to a description of the research tools used in order to collect the necessary data namely a classroom observation and a questionnaire for students.

Research Design

The primary objective of this study was to track the use of informal English language by first-year EFL students during classroom discussions. To achieve this goal, a descriptive cross-sectional approach was employed. The descriptive cross-sectional approach involves describing and analyzing a specific phenomenon or group at a specific point in time. In this study, the focus was on assessing the level of formality in the speech of first-year students during classroom interactions. To gather comprehensive information about the specific context, a descriptive case study design was utilized. This design allowed the researcher to observe the participants in their natural classroom environment and gain a deeper understanding of the factors influencing their interaction and the challenges associated with using a formal style of language in these interactions. Furthermore, the researcher adopted a mixed-methods approach, which involved employing both quantitative and qualitative procedures to collect and analyze the research data that were obtained from classroom observations and the administered students' questionnaire. By combining these research instruments, the study aimed to provide a well-rounded analysis of the students' use of informal language and to explore the factors influencing their language choices. This approach allowed for a comprehensive investigation into the phenomenon under study.

Participants

The sample population of this study comprises of all first year EFL students at Chadli Bendjedid-El Tarf University who are divided into five groups and enrolled in 2022-2023 academic year. The sample consists of 160 students aged between 17 and 55 years old; yet, the number of students who actually attended during the classroom observation was 120 students composed of 28 males and 92 females. The reason behind the selection of this specific sample is based on the expected lack of academic guidance in the student's prior knowledge of the English language before pursuing their higher academic studies, which leads to notice and mark a certain frequency in the occurrence of the informal style in their oral production during their classroom interactions.

Data Gathering Tools and Procedures

This study explores the use of informal English language by EFL students in classroom discussions. For this matter, the researcher decided to make a classroom observation by attending two sessions with each group of the study sample individually and then two other sessions with all the groups combined. In addition, the researcher administered a questionnaire to the students taking part in this study in order to gather the needed data for answering the formulated second and third research questions and to get more valid, reliable and accurate answers about the topic under investigation.

Description of the Classroom Observation

In order to get reliable answers to the first put forward research question, the researcher opted for a naturalistic classroom observation. The observation was carried using a specifically designed observation sheet (*See Appendix A*) that is comprised of a table with different informal words and expressions such as slang words, idioms and phrasal verbs. And as the students were engaging in a classroom discussion, the table and audio recording were

used to capture the frequency of the use of these informal words and expressions by first year EFL students at Chadli Bendjedid University EL Tarf in classroom interaction.

In this study, classroom observation took place during the beginning of the second semester in different classes and modules with the five groups of EFL first year students. In a period of three weeks, from March, 1st till March, 22nd 2023, 12 sessions were attended with the first-year English students with an hour and a half for each session in a class consisted of 20 to 25 students. The 12 sessions were divided as follows, two sessions with each one of the five groups individually and the rest two sessions were with all the groups combined.

Description of the Students Questionnaire

The students' questionnaire (*See Appendix B*) used in this study is a semi-structured questionnaire that contains 22 questions ordered logically and divided into three sections seeking to get insights and reliable details about the use of the informal English during classroom interaction. The questions contained close-ended and multiple-choice questions where students choose the desirable answer from the provided options and include a justification and explanation when asked to; open-ended questions are presented as well which function as a means for providing more understanding and clarifications. From the 120 questionnaires submitted only 70 of them were collected.

Section One: Demographic Information (Q1-Q3).

This section contains three questions for the sake of gathering personal information about the sample, their gender, age range, and whether their English level is good, average or in improvement.

Section Two: EFL Students' Awareness of the Formal / Informal English Language Use (Q4-Q14).

This section comprises of 11 questions focusing on investigating students' cognition of the use of formal/informal of English language inside the classroom in which, (Q4) asks

directly if the students know the difference between the formal and the informal style of the language. However, for questions (Q5),(Q6), and (Q7); a paragraph was provided to students that is written in both formal and informal style without indicating which one is; they were titled statement A and statement B and the questions were asked accordingly with the same purpose of testing how well do students know the difference between both styles.

Question 8 introduced three passages with underlined words to be selected as formal or informal. Questions from (Q9) till (Q13) are open ended questions that deal with students' attitudes towards using informal words and expressions in classroom discussion. While (Q14) is about how do students describe their own style of language when they interact in the classroom.

Section Three: Students' Exposure to the English Language (Q15-Q22).

Questions (Q15),(Q16), (Q18),(Q20) and (Q21) dealt with the sources of the students' exposure to the English language while questions (Q17) and (Q19) targeted how much time they spend on those sources and how much do they use English while engaging on those activities (sources). Finally, (Q22) provided a chance to know the students' opinion about to what extent do the audio-visual English sources of exposure such as TV programs impact the quality of their English language production.

Conclusion

In conclusion, this chapter has provided an overview of the research design, the sample population and the research instruments employed in this study. Additionally, a detailed description of the research tools used to collect the necessary data, namely classroom observation and a questionnaire for students, has been presented. By utilizing these research instruments, the researcher was able to gather comprehensive information about the use of informal language among first-year EFL students during classroom interactions. The descriptive cross-sectional approach and the employment of mixed-method allowed for an

ample understanding of the factors influencing students' language choices and the challenges associated with maintaining a formal style of communication in academic settings.

Chapter Four

Results

Introduction

This chapter covers the analysis and interpretations of the results obtained from the data gathered from the research tools described in the previous chapter starting by analyzing the data from the classroom observation and moving to the responses of the participants from the delivered questionnaire. Hence, the results of this study will be analyzed both quantitatively and qualitatively depending on the nature of the questions.

Analysis of the Classroom Observation

The classroom observation was conducted in this study, as stated earlier, to track the frequency of informal English use among first year EFL Students inside the classroom.

Table 3

The Frequency of Using Informal Words and Expressions by First Year Students

Informal words/expressions	Frequency of occurrence	Informal words/expressions	Frequency of occurrence
Yeah / Yep	127	Wanna	33
So	84	Gonna	43
Cuz	49	Tranna	28
Tho	31	Sure	43
Nope / nuh	110	Gimme	7
Cool	17	Anyways	40

Thnx	39	It's	94
Kinda	27	Like / it's like	24
Shoul've	64	Would've	9
Lotta	41	Okey / it's okey	15
Stuff	22	Gotta	11
You know what I mean	13	Whatever	36
Never mind	5	Seeya	19

As showed clearly in the table above, during classroom observation, 26 different informal words and expressions were recorded to be used by first year students while engaging in multiple classroom discussions and interactions during the 12 sessions attended with them. If we combine the number of times each of these expressions occurred, we can get a total of 1031 times the students included informal expressions and words in their speech, which is considered a high frequency compared to the short period of the observation. This high frequency indicates the existence of a high level of informality in the students' speech consciously or unconsciously.

In addition to the total frequency of use we distinguished from the observation some differences in the number of times students use informal words and expressions from one class to another as well as some other informal language factors as tone of voice and other than the frequency of using the informal English language. The classroom observation

revealed data about some features that influence the students' use of informal language and these features were different from one class to another. The main recorded features were as follows:

1) Teacher-student relationship and age gap: While observing classroom discussions within classrooms where teachers were young, close in age to their students or maintained a less level of formality while addressing their students, we detected a less level of anxiety and stress as the students were more verbally active. Younger teachers used examples and expressions from registers that were more familiar to the students which made the lessons more relatable to the students and that resulted an increase in the level of motivation and encouraged students to engage more in the classroom interactions and most important to use more informal language.

2) Subject and topic of the lesson: Motivation is obviously the main purpose to engage students in any activity. The data from our observation revealed that in classes where the subject under study and the topic of the lesson were more interesting to the students, students interact more whether in asking questions, answering them and specially to express opinion as they have a personal interest concerning the topic. In such situations their high motivation and personal interest made them focus more on the meaning to deliver rather than the form, which did not only cause an occurrence of a wide range of grammatical errors but also a high frequency of informal language use.

3) Teacher- student versus student-peer interactions: As mentioned previously, it was noticed that the relationship between the students and their teacher has a significant impact on the use of informal language. However, a higher frequency was detected when students were addressing each other during the classroom discussions. The reason behind this matter is the

causal relationship between students and their peers. And the lack of the formality they face when speaking to their teachers.

Students' Questionnaire Results and Analysis

The questionnaire was designed to address first year EFL students at Chadli Benjedid EL Tarf University. It is classified into three sections aiming to collect data about students' awareness and exposure to the formal/informal of the English language.

Section One: Demographic Data

Question 1: Students' Gender

Table 4

Students' Gender

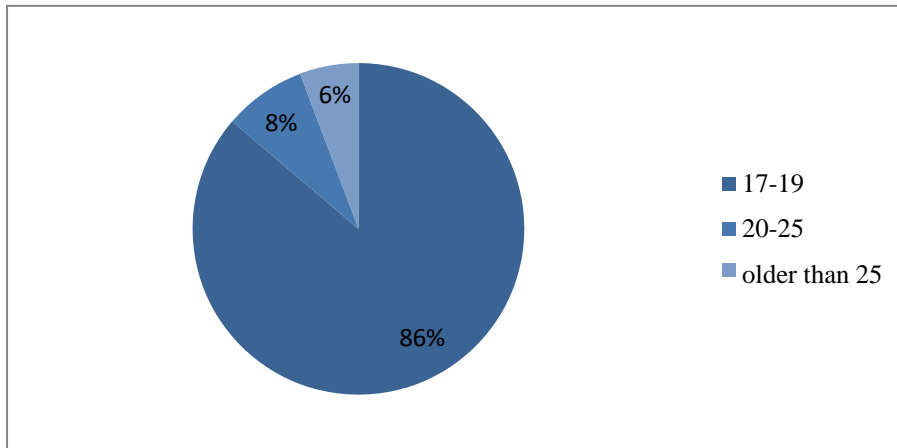
Gender	Male	Female
Number	25	45
Percentage (%)	35.7%	64.3%

The table above shows the gender of the participants from first year EFL classes under study. Clearly, we notice that the majority of the participants are females by 64.3 % while males constitute only 35.7 % of the whole sample.

Question 2: Students' Age

Figure 2

Students' Age



As the pie graph above present, the majority of students (86%) are between 17 and 19 years old while only 8% of them are between 20 and 25 and 6% are older than 25 years. These percentages can be justified that most of the first year students had their high school degree just a summer ago and if they have never fail a year they would be around 18 years oldnow.

Question 3: Students' English Language Level

Table 5

Students' English Language Level

English Level	Good	Average	In improvement
Number	25	21	24
Percentage	35.7%	30%	34.3%

Although this question divides the participants into three categories or levels, the percentages are very close. Accordingly, (35.7%) of the participants described their English as

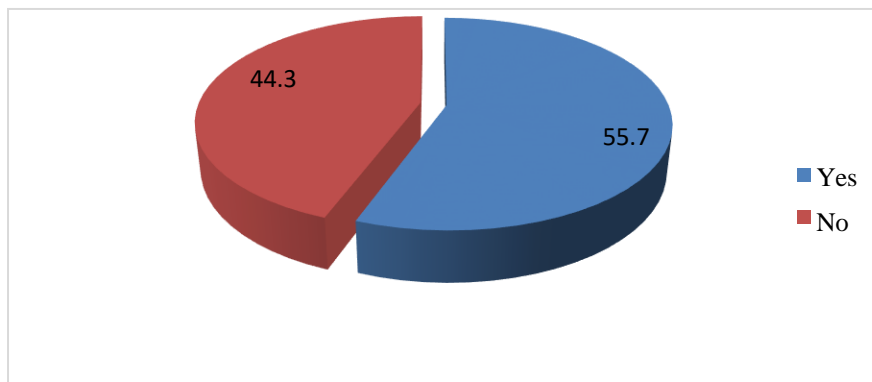
“Good”, and (34.3%) stated that it is “in improvement” while (30%) of the sample described their level as “Average”. This thing may help detecting students' awareness and use of the formal/informal English language easily.

Section Two: Students' Awareness of the Formal and Informal English Language

Question 4: Are you familiar with the difference between formal and informal English?

Figure 3

Students' Familiarity with the Difference between Formal and Informal English



The results in the figure above indicate that from the total number of the participants which is 70, (39) participants answered with “Yes” to this question; while (31) of them answered with “No” which means (55.7 %) of the participants who represent the majority believe that they are familiar with the difference between the formal and informal English language while the rest (44.3%) of the participants are not.

Question 5: Which one of the statements do you find more formal?

Statement one :

Informal language is a more casual and spontaneous language. It's Like wearing oversized jeans and a t-shirt instead of a suit. It is used when communicating with friends or family in writing or in conversation. We use it when texting, chatting, and in any

personal conversation. The tone of informal language is more personal and relaxed than formal language and characterized by the use of simple daily life vocabulary

Statement two :

The informal language is style of speech and writing used when addressing someone with a certain level of familiarity. Informal language is used in non-standard conversations within less formal settings. There are several identifying characteristics of informal language. The most recognizable involve using contractions, slang words, a casual tone, and a certain degree of familiarity with the recipient of the communication you are sending.

Table 6

The Statement that Students Find More Formal

Favorite Statement	Statement One	Statement Two
Percentage	68.6%	31.4%

It is detected from participants' responses that the majority of them chose "statement one" with a percentage of (68.6%); whereas, only (31.4%) of them chose "statement two". In effect, the correct answer is the "statement two" and this means that the 22 participants who occupies (31.4%) of the sample are the only ones who got it right. As such, we may say that the students are facing some difficulties or they are not cognizant when it comes to differentiating between what is formal and what is informal.

Question 6: Which one of the statements do you find easier to understand?

The majority of the participants (61.4%) selected "Statement one" as the easiest statement to understand, while the rest (38.6%) selected "statement two". This explains and proves that students are more inclined to using informal style rather than the formal one and this is why they find it easier for them to understand the informal statement.

Question 7: Which one of the statements do you prefer to have as a part of a lesson?

In this question, (58.6%) of the participants selected "statement two" as their most preferred form to be used as a part of an actual lesson for the reason that it sounds more academic and can be used later to write an academic essay. While (41.4%) of them prefer to have "statement one" because it sounds simpler and easier to understand even for an average student or a student in improvement.

Question 8: Do you believe that the following underlined words are an example of an informal or formal language use?

Hey, can you pick up some ice on your way home?

Hey, sorry but I can't. I'm already on my way home.

Ah, OK. Never mind. I'll go get some later

- I just feel like this job isn't good for you. You know what I mean?
- Hope to see you soon, sincerely Jonathan

Table 7

Students' Familiarity with the Formal and Informal Underlined Words

Answers	Formal	Informal	Unsure	The Correct Answer
Underlined words				
Underlined word 1	37.1%	48.6%	14.3%	48.6%
Underlined word 2	32.9%	58.6%	8.6%	58.6%

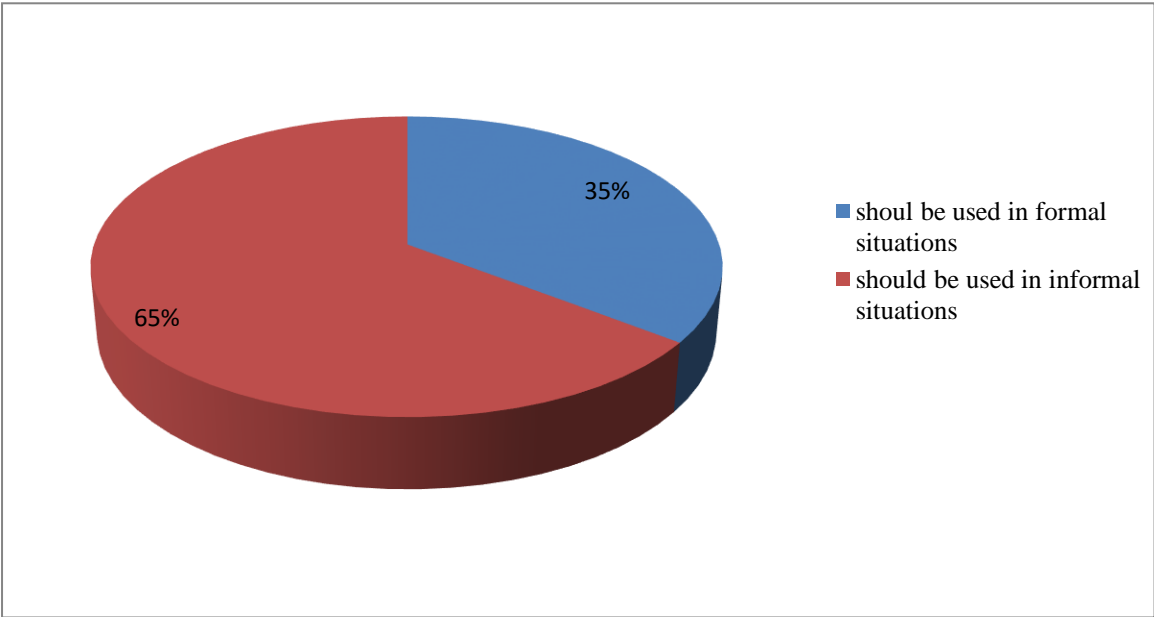
Underlined word 3	71.4%	22.9%	5.7%	71.4%
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According to the table above, concerning the first underlined word (37.1%) of the participants answered with “formal”, (48.6%) answered with “informal” and (14.3%) were “unsure”. However, the correct answer should be “informal” which means only (48.6%) got it right. For the second underlined word (32.9%) answered with “formal”, (8.6%) were “unsure” and the majority (58.6%) answered with “informal” which is also the correct answer. For the last underlined word, the answers were as follows; (22.9%) for “informal”, (5.7%) for “unsure” and (71.4 %) for the accurate answer which is “formal”.

Question 9: Can you differentiate when and where to Use these words (Could, Would, Can...)?

Figure 4

Students’ Reponses about When and Where to Use Could, Would, Can



After eliminating 22 answers for being irrelevant or left empty, 48 answers were left; (37.4 %) of them said that these expressions should be used in formal situations or when addressing someone with a higher social status like in meetings. While (64.6 %) of them stated that these expressions should be used in polite requests or any other situation where you have to ask someone for a favor. Also, among those participants three students provided examples.

Question 10: Do you think it is important to differentiate these words (could, would, can...)? Why?

Twenty-five answers were eliminated concerning this question for the reason of being empty or irrelevant leaving 45 accurate answers. The rest of the participants which means 100% , answered with “yes” and they justified with almost the same answer “Each one of these words has a different function and should be used accordingly in different situations and for different purposes as well as to address different audience”.

Question 11: What do you think about using a complete sentence in classroom interaction?

The results revealed that the majority of participants (72%) believed that it is essential to use a complete sentence in classroom interactions but for different reasons, while 11% of them think that using a complete sentence in classroom interaction helps improving their language production abilities. The rest 17% think that not using a whole sentence will cost them losing the teacher’s and peers’ attention even if their opinions or ideas are right. However, some very relevant answers to the study were spotted such as “using a word or a phrase only to answer or interact in the classroom is disrespectful, informal and therefore nonacademic”.

Question 12: What do you think about using slang words in classroom interaction?**Table 8***Students' Opinion on Using Slang Words in Classroom Interaction*

Slang words should not be used in classroom interaction	Slang words should be used in classroom interaction
46	24
66%	34%

For this question the majority of participants with 66% agreed on the idea that slang words should not be used in classroom interactions for the reason that they consider it a bit inappropriate for the formal academic situation and does not help to maintain a respectful relationship with their mates and teachers. However, the rest which is 34 % of the participants declared that using slang words should be applied in classroom interaction in a limited manner, for example, when clarifying or explaining a notion or a subject where the students do not understand most of the specific academic words used in that explanation.

Question 13: What do you think when someone use these words (Guys, wanna,dunno, gonna, etc.) in a classroom presentation?**Table 9***Students' Opinion on Using Informal Words in Classroom Presentation*

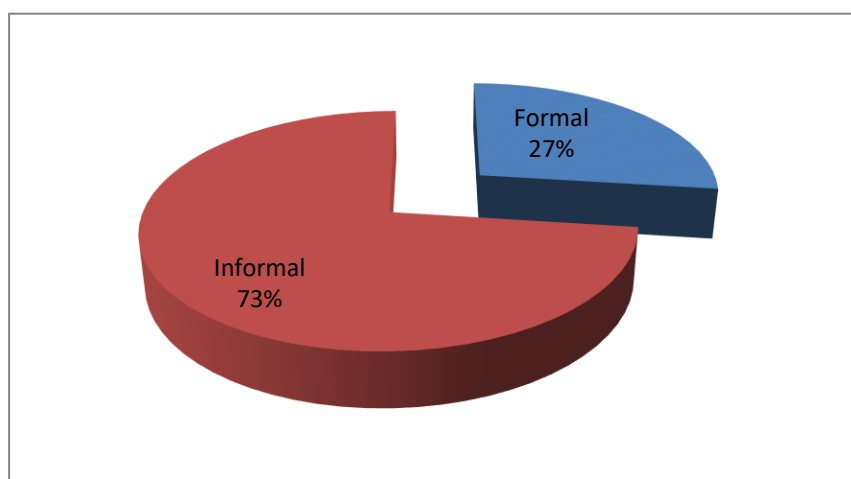
It is acceptable to use these words in classroom presentation	It is not acceptable to use these words in classroom presentation
35%	65%

Around (35 %) of the respondents reported that they did not have a problem with the use of these casual words and expressions in classroom interaction as long as the respectful tone and manner are maintained; in fact, they even support that use because they think if they do not control their language production and utterances during the whole presentation, they can focus more on meaning and be less anxious. On the other side, (65%) of the participants disagree with the use of such expressions during any form of language production in the classroom as these expressions are neither formal nor academic enough which make them unsuitable and do not fit properly with the academic context and using them will not help in the enhancement of the students' linguistic competence.

Question 14: How do you describe your English when you are involved in a classroom discussion?

Figure 5

Students' Description of their English Language in Classroom Discussions



As far as this question is concerned, there were three answers eliminated. And from the rest 67 answers; the majority of participants who responded (73 %) described their English as “Informal”; while the rest (27 %) described their English as “formal”.

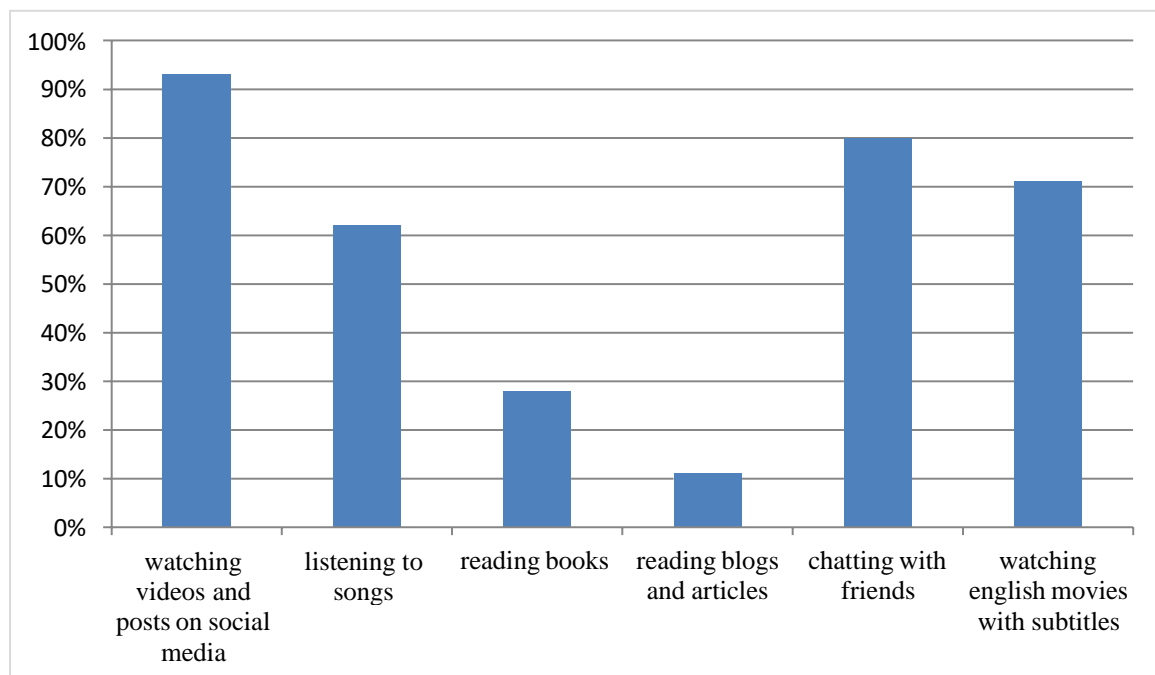
Section Three: English Language Exposure

Question 15: How did you get familiar with the English language? (If you want to choose more than one, order them from the most effective to the least).

- a) Watching videos and reading posts on social media
- b) Listening to music
- c) Reading books
- d) Reading blogs and article
- e) Chatting with friends
- f) Watching English movies with subtitles

Figure 6

Students' English Language Exposure



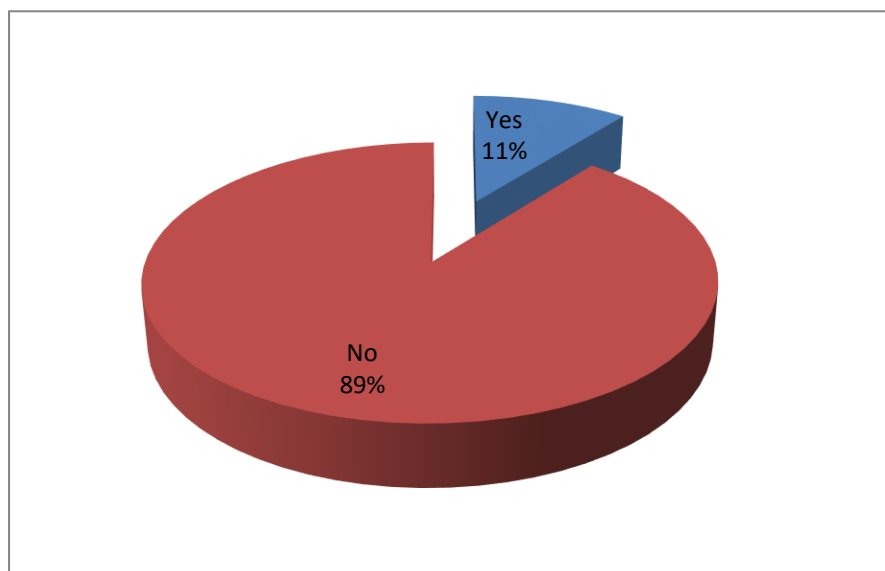
In this question the respondents were allowed to select more than one option. Correspondingly, the results shown in the bar graph denote that the dominant source of English exposure was “watching videos and posts on social media” with (93%), as they are being exposed to different applications from Facebook, YouTube, Twitter, Instagram,

Snapchat to Tik Tok for the whole day where they are spending hours scrolling in their feeds the thing that will definitely make them acquire different vocabularies and expressions whether formal or informal. Then 80% of the students selected “chatting with friends” either inside the classroom with their teachers and classmates or outside the classroom with their real-life friends or friends who met and knew on different social applications and platforms. Further, 71% of the participants chose “watching English movies with subtitles” which is considered popular among students as it helps them to acquire new simple vocabularies without even making an effort. Next, it was “listening to music” option with (62%) of answers while the least selected options were “reading books” and “reading blogs and articles” with (28%) and (11%) respectively where they view reading as the activity that requires the greatest number of efforts.

Question 16: Do you read English writings? (Books, journals, articles, novels, short stories, etc.).

Figure 7

Do students read in English?



A look at the figure above indicates that only (11%) of the participants answered with “Yes” while (89%) of them answered with “No” which means that the majority of students do

not read English literature or writings this is why it was the least chosen option in the previous questions.

Question 17: If you answered with “yes” to the previous question, approximately, how much time do you spend on reading in a week?

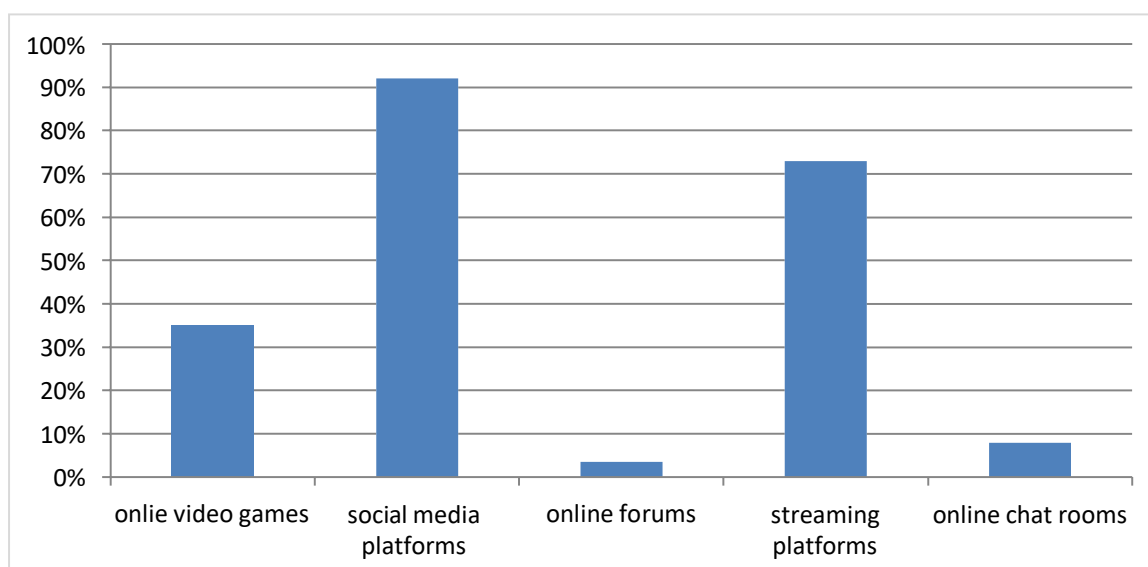
Students who answered with “yes” to the previous question answered that they read on a range of 1 to 12 hours a week. And they are divided as follows, (58%) read between one and to six hours a week, (22.5%) read between six and eight hours, and the rest (19.5%) read more than eight hours, approximately till 12 hours a week.

Question 18: In your daily life, do you engage in any of these online activities? (Feel free to select more than one option)

- Online Video Games
- Social media (Tik Tok, Instagram, facebook etc)
- Streaming platforms (YouTube, Twitch etc)
- Online chat rooms (Skype, TeamSpeak etc)

Figure 8

The Online Activities Students are Engaged in



As expected, the highest percentage of selection was on social media platforms with (92%) as they are the most used means of communication these days especially by the new young generation. The second activity selected was the streaming platforms such as YouTube with (73 %) which students use for both educational and entertainment purposes. The next activity was online video games, a popular online activity among this generation with (35%) of the answers. Last in the rank was online chat rooms and online forums with (8%) and (4%) respectively and this low percentage can be linked to the fact that these online activities were proven to be the least popular among others due to the invention of more practical alternatives.

Question 19: How much do you use English while engaging in these Activities?

- Only English
- Mostly English
- Sometimes
- Never

Table 10

The English Language Use by Students in Online Activities

Option	Only English	Mostly English	Sometimes	Never
Percentage (%)	32%	50.5%	17.5%	0%

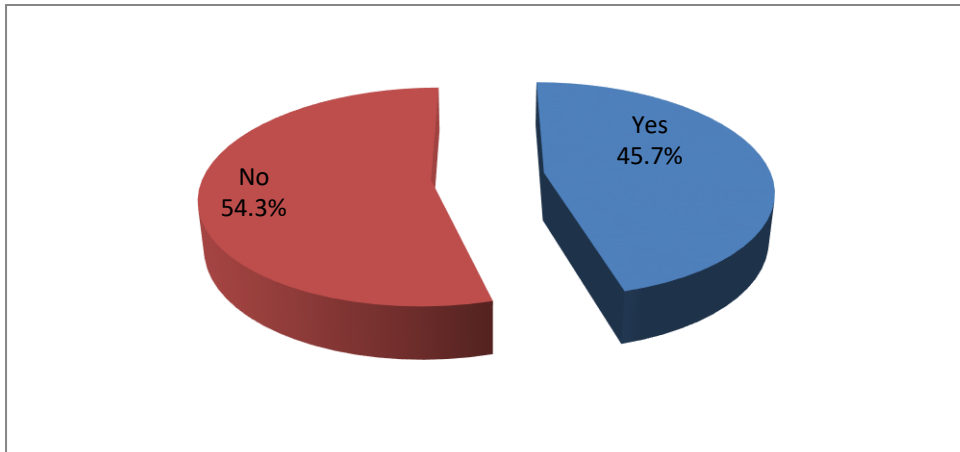
As the table above clearly shows, the majority of respondents with (50.5%) declared that they use English mostly as the main language in those online activities; (32 %) of them even affirmed that they use only English, while (17.5%) of them use English sometimes.

However, (0%) of the participants answered with “never” which means that all the students use English while engaging in those online activities.

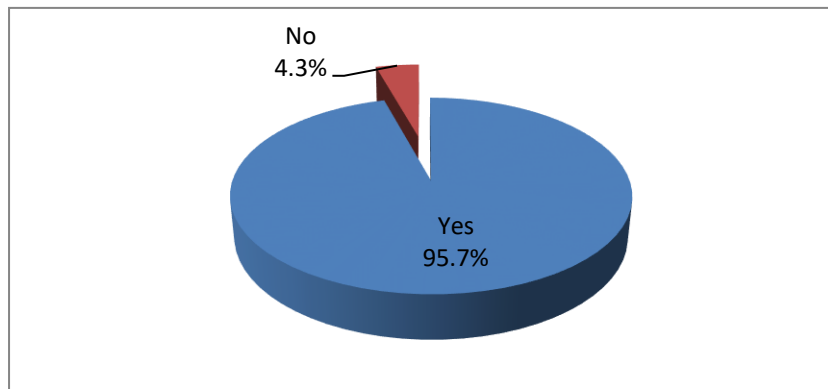
Question 20: Have you ever had a conversation with an English native speaker?

Figure 9

Students having a Conversation with an English Native Speaker



As mentioned in the above figure, (45.7%) of students have never had a conversation with a native speaker before. Whereas, (54.3%) of the participants actually had conversations with native speakers. In fact this percentage that exceeded the half is a good sign that students are trying to improve their English language and acquire authentic language including various words, expressions and idioms that help them to improve their competencies speaking capacities as well as their interaction and daily discussions.

Question 21: Do you watch English movies and TV shows frequently?**Figure 10***Students Watching of English Movies and TV Shows*

Concerning this question, although (95.7 %) which is almost the whole number of participants answered with “yes” which means almost all of the students from the sample watch English movies and TV shows frequently. Yet, there is 4.3% of the students who do not.

Question 22: If yes, do you believe they have an impact on your use of the English language? How?

After finding that (95.7%) of the students watching English movies and TV shows frequently, (86.4%) of them now believed that this had a positive impact on their linguistic competence on three major levels. The majority of them mentioned acquiring new vocabularies; others stated learning proper pronunciation of certain words while the rest said that it helps them to learn when and how to use different expressions in a relevant and appropriate context.

Conclusion

This chapter has presented a detailed analysis of the results for the current study, utilizing the data collection tools described in the previous chapter. The analysis commenced

by examining the data obtained from the classroom observation, followed by an in-depth exploration of the participants' responses to the administered questionnaire.

Through the comprehensive analysis of the gathered data, valuable insights have been gained regarding the use of informal language among the participants during classroom interactions. The results portrayed the level of formality exhibited by the first year EFL students and the challenges they encountered in maintaining a formal style of communication inside classrooms.

By analyzing the data from both the classroom observation and the students' questionnaire, a holistic understanding of the research topic has been achieved. These findings contribute to the existing knowledge in the field of EFL education and offer valuable implications for instructional practices and curriculum development.

Chapter Five

Discussion and Recommendations

Introduction

In this chapter, the focus will be on the comprehensive discussion of the research findings in relation to the stated research hypotheses. Additionally, the implications derived from this study will be presented, along with recommendations directed to students, teachers, and stakeholders within the field of EFL teaching and learning. By critically analyzing the findings, examining their alignment with the research hypotheses, and exploring the broader implications, this chapter aims to contribute valuable insights into the existing body of knowledge in the field, providing actionable recommendations for various stakeholders involved in EFL realm.

Discussion of the Results

The focal aim of this study was set to track the use of informal English language by EFL students in classroom interactions. For this specific reason we selected the first year EFL students at Chadli Bendjedid El-Tarf University as a case study for this research. Therefore, the results that have been obtained from the classroom observation and the students' questionnaire linked to the research hypotheses led to depict and discuss the following points:

The analysis of the classroom observation showed that, to some extent, first year students demonstrate a high frequency of using informal English language words, phrases, and expressions. This high frequency indicates the existence of a high level of informality in the students' speech either consciously or unconsciously. In this sense, the classroom observation revealed data about some features that influenced the students' use of informal language. The main recorded features were (1) a lower degree of anxiety and tension in

classes when teachers were young, and maintained a lower degree of formality while addressing their students. Younger teachers used examples and expressions from registers that were more familiar to the students, making the lessons more relatable to the students, which increased motivation and encouraged students to engage more in classroom interactions as well as to use more informal language; (2) in classes where the topics of the lesson were more interesting to the students, their great enthusiasm and personal engagement caused them to focus more on the information they were trying to transmit rather than the form, resulting in a wide range of grammatical errors as well as a high frequency of informal language use; (3) as previously said, it has been shown that the interaction between students and their teachers has a substantial influence on the usage of informal language. However, there was a larger frequency when students addressed each other during classroom interactions. The reason for this is the informal interaction that students have with their peers and the lack of formality with which they interact with their professors. Accordingly, from these findings the first hypothesis is confirmed.

The analysis of the students' questionnaire showed that students were not highly aware of their use of the informal English language in their speech during classroom interactions as they were in fact not aware of the notion and characteristics of the formal/ informal language as well as when and how to use them. These results validate the second hypothesis which states that students are not aware of their own use of the informal language as a style of speech during classroom interactions. However, after directing them through the next questions it was recorded that even though students mostly did not know the difference between the formal and informal style, they still prefer to use it in the academic settings and would also prefer to have their lecturers and professors to use it as well, because they believe that this way the lessons would be easier to comprehend. Besides, most of the students agreed that using informal language during classroom discussions or any other interaction inside the

classroom is considered inappropriate to the academic settings and some even stated that it might even be disrespectful. However, most of the same students could not ignore the fact that for them it is easier to understand a lecture delivered using an informal style. Further, they declared that it is also easier to express opinion and engage in classroom discussions using an informal style for the reason that focusing on meaning rather than on form enhance a smoother and more effective communication in their point of view.

Furthermore, the results obtained from the students' questionnaire revealed also that social media had the biggest impact on this matter as students were engaged in several online activities that require using, speaking, writing and even listening to the English language used by different users outside of the academic context. Most of those users are not native speakers. In fact, they are friends and colleagues who also learned English mostly by self-teaching and being exposed to the same sources of informal language. And very likely they are also not aware of that use and how and why they should shift to the formal style during many different situations. Taking that into considerations, the third and last hypothesis, which claims that the sources behind the uncontrolled use of informal language inside classrooms are the unsupervised exposure of EFL students to the informal English language wrapped up in TV shows, movies, and the different types of social media platforms, is also confirmed.

Implications

This study suggests some significant implications for various stakeholders in the field of EFL education. These implications cover pedagogical practices, curriculum development, teacher training, language assessment, student awareness and empowerment and future research.

Pedagogical Practices

The findings of this study can inform and shape pedagogical practices in EFL classrooms. Teachers can use the insights gained from the study to develop strategies that promote the use of formal language during classroom interactions. This can include explicit instruction, targeted language activities, and creating a supportive environment for students to practice formal language skills.

Since the main goal here is to help students use a more appropriate language style in the academic settings, it is high time to make students aware of their use and exposure to the informal language. For this matter, this research suggests the following activities:

Activities for Raising Awareness of the Informal Language Use by EFL Students

These activities can be applied in multiple modules such as oral expression, written expression, phonetics, grammar and even linguistics. The description of these activity targets students of first levels; however, it can be adjusted and improved to target more advanced levels.

Activity N° 1.

Description of the Activity. This practice starts with brief but clear definitions of both formal and informal language presented by the teacher. Next, the teacher provides the students with a list of formal expressions and their equivalents in the informal style and gives the students a moment to read the list and ask questions in case they do not understand any of them. After that, the teacher provides other papers with some written paragraphs in either formal or informal style and the students should use the list of expressions to rewrite the paragraph in the opposite style (from formal to informal, or from informal to formal).

This activity targets awareness about the difference between formal and informal style and as mentioned, it can be applied to different modules with some specific adjustments. For

example in written expression, in addition to words and expressions the list provided, it may include phrase structures in both styles or using simple phrases for the informal style and more complex ones for the formal style. And in phonetics instead of the list of expressions, the teacher can mimic different formal and informal pronunciations and tones of the same sentences or even paragraphs and ask students to identify which one was more formal and professional and then let them do the same thing he/she did to the rest of sentences.

The Components of the Activity.

Table 11

The Components of Activity N° 1 (Formal/Informal Language Awareness Activity)

The Aim of the Activity	To make students aware of the difference between the formal and informal style of the English language
The Input	-The definitions of both the formal and the informal language -The list of formal/informal expressions
The Activities	-Listening to the definitions of the formal and informal language -Reading the list of expressions -Reading the paragraphs provided -Rewriting the paragraphs in the opposite style using the information provided in the input
Students Role	Depending on the module and its specific adjustments the student can be: a learner, a writer, a translator, a formal speaker or even a conversation partner if the paragraphs were used to create a dialogue.
Teacher Role	The teacher here can be a facilitator, a monitor, a model or even a guide.
Settings	Classroom

Activity N° 02. This study already mentioned and confirmed the role of social media and online activities as sources of exposure to the informal language for EFL students. As far as this is concerned, this activity is designed and recommended for better supervision of the how and what students learn from these sources and especially the informal language. This

activity may function even better as an assignment or a project outside the classroom if the necessary time was not available. However, they could be more controlled under the supervision of the teacher inside the classroom.

Description of the Activity. In this activity, the teacher creates a group chat in any social media platform for instance “Telegram” application as an example. The teacher, then, add all the students to that group and give them a topic (preferable a personal topic) and ask them to speak at length and discuss the topic in a freeway using any style of language they want while the teacher, as a member, observe and monitor that conversation. After they finish, the teacher changes names of the students in the members list giving them *titles* and ask them to have the same conversation again following the new characters they have to play. After that, and inside the classroom, the teacher asks the students to select phrases, sentences and expressions that were expressed differently in each one of the conversations within that group chat and why did the conversation and the language used in it changed when they were given different titles of characters or social classes and ask them to select the features, they noticed that they changed from one conversation to another. Adding to those features and characteristics, the teacher later can deliver a lecture about the characteristics of informal language or levels of formality and how to adjust your language and level of formality as a student in the academic settings.

The Components of the Activity.

Table 12

The Components of Activity N° 2 (Formal/Informal Language Awareness Activity)

The Aim of the Activity	To get the students to speak about a personal topic using both formal and informal style in an online app. in order to teach them about different levels of formality they learn unconsciously from the online activities they are engaged in.
The Input	<ul style="list-style-type: none"> -The group chats -The personal topic for discussion -The titles and characters to play

The Activities	<ul style="list-style-type: none"> -Using both writing and audio recording to chat within the app. -Speaking about the chosen topic -Playing the role of the given character and adjust te language according to it -Selecting phrases sentences and expressions that were expressed differently in each one of the conversations - Selecting the features, they noticed that they changed from one conversation to another
Students Role	<ul style="list-style-type: none"> -Conversational partner -Role player -Social media user
Teacher Role	<ul style="list-style-type: none"> -Facilitator -Monitor
Settings	Any place because it is an online activity

Activity N° 3. The results of this study also showed that students spend hours and hours on a daily basis on online streaming platforms and video games that supports audio chatsystems. This activity will use these platforms as a teaching authentic material to correct students' knowledge about formal and informal language in the same environment that exposed them to those misleading information.

Description of the Activity. In this activity, the teacher will create an audio chat room on a chat app. for example “Discord” app. Each time the teacher picks a small number of students and adds them to the chat room. After the students enter the chat room and open their microphones and speakers, the teacher gives them a topic and ask them discuss the topic or even have a debate if they have different opinions on the proposed topic. During the discussion, the teacher should not participate but he/she should listen carefully to the whole conversation or discussion and mark the students' use of the informal language during the conversation. After that, the teacher gives the students feedback on their speech delivery including the use of the informal style and then asks the students to have another discussion over another topic while trying not to use much of the informal style. To update this activity and break the social relationship between the students which proved to be one of the features

that influence the degree of using informal language in conversation, the teacher can select students from different groups or even levels who are very likely to not be familiar with each other but select a topic that all of them can discuss.

The Components of the Activity.

Table 13

The Components of Activity N° 3 (Formal/Informal Language Awareness Activity)

The Aim of the Activity	To use the online activities that students learn the informal language from as an authentic teaching material to correct students' knowledge about formal and informal language in the same environment that exposed them to those misleading information.
The Input	-The audio chat room -The topic for discussion
The Activities	-Joining the chat room and turning on the microphones and speakers -Discussing the given topic -Adjusting the used language and discussing the new topic
Students Role	-Conversational partner
Teacher Role	-Facilitator -Monitor
Settings	Any place because it is an online activity

Language Assessment

Assessment tools and criteria can be revised to include measures that specifically assess students' ability to employ formal language in various communicative tasks. This assessment according to this specific matter can be applied in the same modules previously recommended which are oral expression, phonetics, grammar, writing expression, and linguistics.

Curriculum Development

The study's implications can also be extended to curriculum development in EFL programs. Curriculum designers can integrate formal language instruction and practice opportunities into the curriculum to enhance students' language proficiency and their ability to communicate effectively in academic settings.

Teacher Training

The study highlights the importance of effective classroom management and the role of teachers in promoting formal language use. Teacher training programs can incorporate modules that equip educators with strategies for managing classroom dynamics and fostering a formal language environment.

Student Awareness and Empowerment

The study can raise awareness among EFL students about the significance of using formal language in academic settings. Students can be encouraged to take ownership of their language development, seek opportunities to practice formal language outside the classroom, and recognize the benefits of mastering formal language skills for their academic success.

Future Research

The implications of this study may also guide future research endeavours in the field of EFL education. Researchers can build upon the findings to explore related areas such as the impact of formality on student engagement, the effectiveness of specific instructional interventions, or the role of cultural factors in language use.

Overall, the implications of this study have the potential to improve the quality of EFL education by addressing the challenges associated with the topic of informal language use. By

implementing the recommended strategies and considerations, educators and stakeholders can contribute to creating an environment that supports the development of students' formal language skills and enhances their knowledge of politeness strategies in English conversations.

Recommendations

Recommendations for Students

Raising Awareness

Students should be aware of the negative impact of excessive informal language use on their academic performance and future communications with native speakers. This can be achieved through workshops, presentations, or informational campaigns that highlight the importance of using formal language in academic contexts.

Self-monitoring

Encourage students to self-monitor their language use during classroom discussions. They can develop strategies such as setting personal language goals, using language checklists, or seeking feedback from peers and teachers to help them identify and correct informal language habits.

Language Practice

Students can engage in activities that promote formal language practice outside the classroom. They can participate in language exchange programs, join academic discussion groups, or take part in debate clubs to enhance their formal language skills.

Recommendations for Teachers

Explicit Instruction

Teachers could incorporate explicit instruction on formal language use into their lessons. This can include teaching specific vocabulary, grammar structures, and discourse markers that are commonly used in academic settings.

Modeling Formal Language

Teachers could model and encourage the use of formal language during classroom discussions. By consistently using formal language themselves, they provide students with clear examples to follow and reinforce the importance of using formal language in academic contexts.

Provide Feedback

Teachers could provide regular feedback to students on their language use, specifically addressing instances of informal language and offering suggestions for improvement. This feedback can be given both orally and in written form.

Recommendations for Stakeholders or Curriculum Makers

Curriculum Development

- ✓ Ensure that formal language instruction is explicitly included in the EFL curriculum.
- ✓ Develop specific learning objectives and lesson plans that target the development of formal language skills and provide resources for teachers to deliver effective instruction.

Professional Development

- ✓ Provide ongoing professional development opportunities for EFL teachers to enhance their knowledge and skills in promoting formal language use. This can include

workshops, seminars, conferences or collaborative learning communities focused on effective strategies for teaching formal language.

Recommendations for the Administration or Department

It is evident that modeling plays a crucial role in facilitating students' understanding of appropriate usage and timing of informal language. In light of this research, a key recommendation emerges: transitioning the language medium for papers, announcements, and deliberation papers from the students' first and second language (in this case Arabic and French) to English. For instance, adopting the format presented in Figure (12) as opposed to the format depicted in Figure (11) would be beneficial. This shift towards English language usage promotes a consistent exposure to formal language structures, enhances students' familiarity with academic discourse, and reinforces the principles of effective communication within EFL context.

Figure 11

Department of English Announcement in Arabic

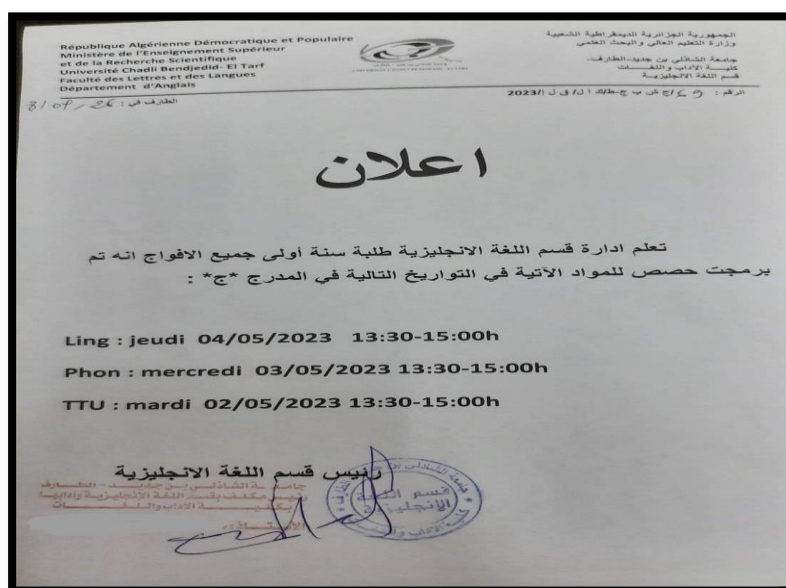
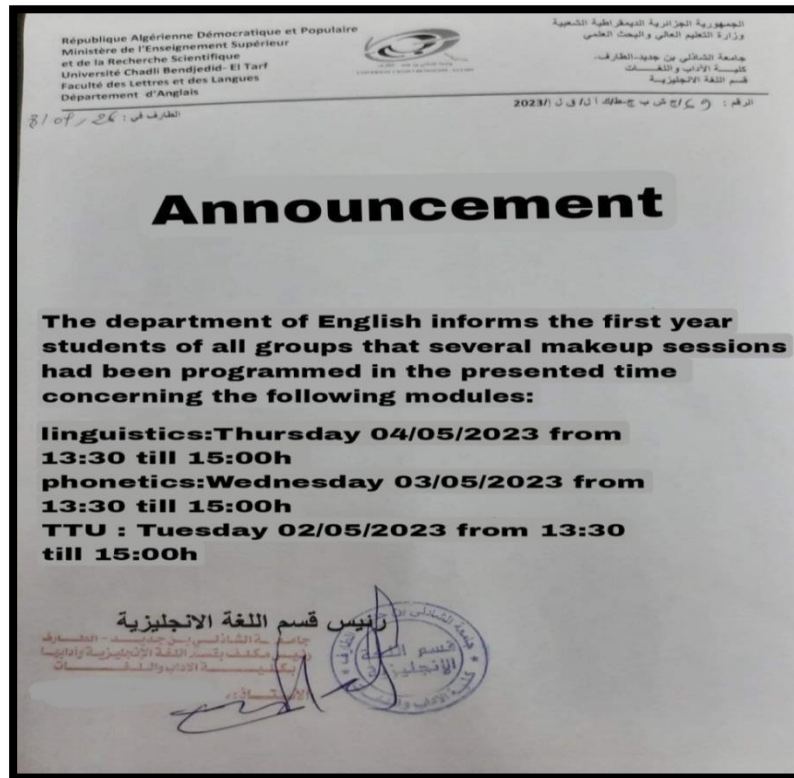


Figure 12

Suggested Format of an Announcement in the English Language for the Department of English



By implementing these recommendations collectively, students, teachers, and stakeholders can work together to scaffold the issue of informal language use in EFL classrooms. This collaborative approach will contribute to creating a supportive environment that fosters the development of formal language skills and improves students' academic performance.

Conclusion

In conclusion, this chapter has presented an in-depth discussion of the research findings, drawing connections to the initially proposed research hypotheses. The implications

of this study, as well as the recommendations put forth, have been explored with a specific focus on students, teachers, and stakeholders within the EFL teaching and learning setting.

By fundamentally analyzing the findings and their alignment with the research hypotheses, valuable insights have been obtained, shedding light on the cons of, excessively, using informal language among EFL students during classroom interactions.

The implications derived from this study provide actionable guidance for stakeholders in the EFL field. Students are urged to raise awareness of the consequences of informal language use, self-monitor their language choices, and engage in purposeful language practices. Teachers are encouraged to incorporate explicit instruction on formal language use, model formal language themselves, and provide constructive feedback to students.

By addressing the challenges associated with informal language use, collectively implementing the recommendations, and embracing the implications of this study, stakeholders can contribute to the enhancement of formal language proficiency among EFL students, ultimately promoting their academic success.

Overall, this chapter serves to synthesize the research findings, and offer practical implications and recommendations to address the identified issues. The insights presented herein aim to advance the understanding and practice of EFL teaching and learning, fostering an environment that fosters effective communication and facilitates students' academic improvements.

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APPENDIX A

Observation Sheet of Informal Words and Expressions Students may use inside the Classroom

Informal words/expressions	Frequency of occurrence	Informal words/expressions	Frequency of occurrence
Yeah / Yep		Wanna	
So		Gonna	
Cuz		Tranna	
Tho		Sure	
Nope / nuh		Gimme	
Cool		Anyways	
Thnx		It's	
Kinda		Like / it's like	
Shoul've		Would've	
lotta		Okey / it's okey	
stuff		Gotta	
You know what I mean		whatever	
Never mind		seeya	

APPENDIX B

Student's Questionnaire

Dear students, this questionnaire is designed to get data about the use of informal English language among first year EFL students inside the classroom. This is an anonymous questionnaire; there are no identifiers that can disclose your identity. Thank you for taking the time to complete this questionnaire. Your time and efforts are greatly appreciated!

* Please answer the following questions by either choosing the appropriate answer (using “ X”) or filling in the provided space .

I. Section One : Demographical Information

1. What is your gender?

a) Male

b) Female

2. Please choose the age group that you belong to

From 17 to 19

From 20 to 25

older than 25

3. How do you describe your English level ?

Good

Average

In improvement

II. Section Two: Students' Awareness of the Formal/informal English Language

4. Are you familiar with the difference between formal and informal English?

Yes No

- For the next questions please read carefully the following statements and answer accordingly

Statement one :

Informal language is a more casual and spontaneous language . It's Like wearing over sized jeans and a t-shirt instead of a suit .It is used when communicating with friends or family in writing or in conversation. We use it when texting , chatting , and in any personal conversation. The tone of informal language is more personal and relaxed than formal language and characterized by the use of simple daily life vocabulary

Statement two :

The informal language is style of speech and writing used when addressing someone with a certain level of familiarity. Informal language is used in non standard conversations within less formal settings .There are several identifying characteristics of informal language. The most recognizable involve using contractions, slang words, a casual tone, and a certain degree of familiarity with the recipient of the communication you are sending.

5. Which one of the statements do you find more formal ?

Statement one Statement two

6. Which one of the statements do you find easier to understand?

Statement one Statement two

7. As a student your teacher is giving you a lecture about formal and informal language. Which one of the statements you would like to have as a part of that lecture (eg. as a definition for informal language) ?

Statement one Statement two

Why :

.....
.....

.....
.....

8. Do you believe that the following underlined words are an example of an informal or formal language use?

-

Hey, can you pick up some ice on your way home?
Hey, sorry but I can't. I'm already on my way home.
Ah, ok. Never mind. I'll go get some later.

Formal Informal Unsure

- I just feel like this job isn't good for you. You know what I mean?

Formal Informal Unsure

- Hope to see you soon , sincerely Jonathan

Formal Informal Unsure

9. Can you differentiate when and where to use these words (e.g. could/would , can...etc.)?.....

.....
.....

10. Do you think it is important to differentiate these words? (e.g. could/ would , can...etc.)Why?.....

.....
.....

11. What do you think about using a complete sentence in classroom interaction?

.....
.....
.....

12. What do you think about using slang words in classroom interaction?

.....
.....
.....

13. What do you think when someone use these words (guys, wanna, dunno, gonna, etc.) in a classroom presentation?

.....
.....
.....

14. How do you describe your English when you are involved in a classroom discussion?

Formal

Informal

III. Section Three : English Language Exposure

15. How did you get familiar with the English language? (if you want to choose more than one , order them from the most frequent to the least)

- a) Watching videos and reading posts on Social media
- b) Listening to songs
- c) Reading books
- d) Reading blogs and articles
- e) Chatting with friends
- f) Watching English movies with subtitles

16. Do you read English writings (books, journals, articles, novels, short stories...)?

Yes

No

17. If you answered with yes to the previous question , approximately, how much time do you spend reading in a week ?

Hours .

18. In your daily life, do you engage in any of these online activities ? (feel free to select more than one option)

- Online Video Games
- Social media (TikTok, Instagram, facebook etc)
- Streaming platforms (YouTube, Twitch etc)
- Online chat rooms (Skype, TeamSpeak etc)

19. How much do you use English while engaging in these activities ?

- Only English
- Mostly English
- Sometimes
- Never

20. Have you ever had a conversation with an English native speaker?

- Yes
- No

21. Do you watch English movies and TV shows frequently?

- Yes
- No

22. If yes , do you believe they have an impact on your use of the English language ?

- Yes
- No

How:.....
.....
.....
.....
.....

Thank you for your time and collaboration