



Sudan University of Science and Technology
College of Graduate Studies



**Investigating Problems Encountered by Sudanese Learners of
Standard English when Using Colloquial forms with English
Native Speakers**

تقصى المشكلات التى تواجه الدارسين السودانين فى التواصل مع الناطقين الاصليين
بالانجليزية عند استخدامهم انماط اللغة الانجليزية العامية

**A thesis Submitted in Partial Fulfillment of the Requirement of M.A
in English Language (Applied Linguistics)**

Submitted by:

Esmat Ibrahim Ismaiel Shegilia

Supervised by:

Dr. Hillary Marino Pitia

2017

Dedication

This work is dedicated to my beloved parents and to
my lovely wife

Acknowledgements

The greatest praise is specialty due to Allah the Almighty

I am grateful and thankful to those who supported me throughout my academic life. Greatest appreciation is due to superior Dr. Hillary Marino Pitia for his fruitful guidance, valuable insight and thoughtful comments, which are behind any success during the course of this research.

Thanks are due to Dr. Omer Hiban for his invaluable comments on my questionnaire. I am also thankful to my colleagues particularly Mohammed Yahya Alrayah for his moral support and to those who contributed directly and indirectly.

Abstract

This study aimed at investigating the Problems that the Sudanese Learners of Standard English are encountered by when using colloquial forms with English Native - Speakers. The descriptive and analytical method have been used, Questionnaires and interviews were used as tools for data collection, the study sample has been drawn from (6) Native- speakers were interviewed and (30) Sudanese English language teachers have expressed their opinions on the questionnaire statements.. The study has come up with the following results: Universities and schools fail to provide students with sufficient courses in informal English, native speakers of English feel bored and embarrassed when they communicate with Sudanese who use English as a foreign language. Based on the above mentioned results, the study has recommended that: Ministry of education should work hard to resolve this problem by reviewing the syllabus so as to introduce students to the colloquial forms of English. In addition, some suggestions are also there for further future studies.

المستخلص

هدفت هذه الدراسة لتقصي المشكلات التي تواجه الطلاب السودانيون في التواصل مع الناطقين بالانجليزية عند استخدامهم انماط اللغة الانجليزية العامية . استخدم المنهج الوصفي التحليلي في جمع المعلومات الخاصة بالبحث كما استخدم الاستبانة والمقابلات كأداة لجمع المعلومات . استهدفت عينة الدراسة ستة معلم من الناطقين بالانجليزية و ثلاثين معلما للغة الانجليزية بالمدارس الثانوية . توصلت الدراسة الى النتائج الاتية : لم تتمكن المدارس والجامعات من تقديم منهج كافى متعلق باللغة الانجليزية التي تستخدم في الاوساط الغير رسمية . الناطقين بالانجليزية يصيبهم الحرج والملل عند التواصل مع السودانيين . أستناد على هذه الدراسة المذكورة انفا توصى الدراسة بالأتى : على وزارة التربية والتعليم العمل على حل هذه المعضلة وذلك بمراجعة المنهج وتعريف الطلاب بانماط اللغة الانجليزية العامية . فضلا عن بعض المقترحات التي رآها الدارس لدراسات الطلاب في المستقبل .

Table of Contents:

No	Subject	Page
	Dedication	I
	Acknowledgements	II
	Abstract (English version)	III
	Abstract(Arabic version)	iv
	Table of Contents	vii
	CHAPTER ONE: INTRODUCTION	
1-0	Introduction	1
1.1	Objectives of the Study	2
1.2	Statement of the Problem	3
1.3	Questions of Study	3
1.4	Hypotheses of the Study	3
1.5	Significance of the Study	4
1.6	Methodology of the study	4
1.7	Limits of the study	4
	CHAPTER TWO : LITERATURE REVIEW AND PREVIOUS STUDY	
2.0	Introduction	5
2.1	Definition of Standard English	5

2.2	Standard English is difficult from the natives' point of view?	7
2.3	Standard English superior to other dialects?	9
2.4	Non- Standard English?	11
	Previous Study	25
	CHAPTER THREE : METHODOLOGY OF THE STUDY	
3.0	Introduction	28
3.1	The population of the study	28
3.2	The Sampling Method	28
3.3	Reliability	29
3.4	Validity	29
	CHAPTER FOUR : DATA ANALYSIS AND DISCUSSIONS	
4.0	Analysis of the questionnaire statements	30
4.1	Reliability statistic	31
4.2	CHAPTER FIVE : MAIN FINDINGS , RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES	
4.3	Introduction	55
4.4	Recommendations	56
5.0	References	
5.1	Appendices	

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

1.0 Overview

Introduction

Standard English is the English, which used in grammar books and has nothing to do with the accent .Standard English only became the prestige ‘dialect’ in the 18th Century due to the power based in London . Standard English is defined as a “variety of English, which is usually used in print, and it is normally taught at schools and to non-native speakers learning the language as stated by Hayley Davis (1999). Many linguists have different ideas as to what they perceive Standard English to be, but is there actually a universal definition for this term? Some believe it is the correct way to speak English, others believe that it is just a way of separating the intelligent from the unintelligent. Many different definitions, where do we begin?

According to the definition above Standard English is the language that is formally taught at schools and universities in Sudan. However, it is not usually spoken with the communities in countries, which English language is spoken as the first language? There they use non- Standard English, which is defined as what most of the native speakers use, and it is all about the places where they grew up: Cultural identity, history and in heritage. This research aims to investigate the Problems Encountering Sudanese Learners of Standard English when Using Colloquial forms of English or rather informal English in private conversations when they communicate with the Native Speakers of English. This encounter between the standard and non-standard variety of English is a major cause of misunderstandings between two distinct communities. However, this phenomenon has prompted the research to investigate this problematic area as well as highlighting the linguistic problems related to it.

Few researches have been conducted to investigate this problem among Sudanese learners of Standard English encountering natives, who speak a different variety of informal English. Many migrants and visitors to European countries have suffered a lot because of the language they speak, some were considered as bookish or rather like books i.e sticking to standard English regardless of the context they are in . In order not to be misunderstood in those countries and between those nations, we have to do something to fix this problem immediately? This research, undoubtedly, is going to help thousands of non- speakers of English to be more intelligible to native users of English when using colloquial English in informal context.

The investigation follows specific methods that support the idea and put the plan into consideration.

1.1 Objectives of the study

This study aims at:

- 1-** Highlighting whether the Sudanese users of Standard English encounter problems when communicating with the native speakers in private conversations in terms of lexical choice of non- standard variety.
- 2-** Helping educationalists find solutions to the linguistic problems to be understood better as non- native speakers of English.
- 3-** Finding whether Universities, Schools can provide students with sufficient courses on informal language.

1.2 Statement of the study Problems

Standard English is primarily used in formal settings such as: schools, universities and in press. This variety of English is used by the educated Sudanese. Most of the native- English speaker teachers do not consistently use Standard English either. Many have local accents and use local dialects inside the classroom. They too can feel alienated by an insistence on a 'Standard English', which implicitly devalues their own ways of speaking. However, here in Sudan, as we are non- native speakers of English, Standard English is used in all situations. We looked boring and book like when we use Standard English in countries, where English is spoken as the first language .Moreover, we are considered as more formal since the language is unfamiliar to them!?! This problem of being intelligible to the native speakers of English in informal context- crop up.

1.3 Questions of study

This study attempts to find answers to the following questions:

- 1-** To what extent do Sudanese standard learners of English encounter problems in private conversations in terms of lexical choice of non- standard variety?
- 2-** To what extent can native speakers of English understand Sudanese learners of Standard English?
- 3-** Do universities, schools provide students with sufficient courses on informal language?

1.4 Hypotheses of the study

1/ Sudanese standard learners of English encounter problems in private conversations in terms of lexical choice of non- Standard variety.

2/: Native speakers of English encounter difficulties when they communicate with non – natives speakers.

3/: Universities and schools fail to provide students with sufficient courses on informal language.

1.5 Significance of the Study

The research intends to find a crucial solution to assist non- native speakers of English to be familiar with informal English language while it is used outside the classroom in a private conversation .Furthermore, English language teachers will definitely gain valuable information in this respect. This study positively contributes in elaborating the significant of Standard and non-standard English in education.

1.6 Methodology of the study

The research will adopt the descriptive analytical method, written interviews will be administered to (6) native English teachers to collect the data relevant to the study and (30) questionnaires will be administered to (30) participants will be drawn exclusively from some secondary schools teachers in Khartoum.

1.7 Limits of the study

This study is solely limited to investigate Problems Encountering Sudanese Learners of Standard English when Using Colloquial forms with English Native Speakers at Khartoum International Preparatory school (KIPS) and Cambridge.

CHAPTER TWO

LITERTURE REVIEW AND PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

Introduction

2.0 Overview

This chapter consists of two sections. Section one reviews the literature relevant to the research topic such as the definition of the Standard English and how it is used among the non-native speakers of English. It also concentrates on the forms of colloquial English Language, which are unfamiliar to the ELF learners. Moreover; it focuses on the varieties of slangs, which are used by all categories of community in England in order to be familiar to non- native speakers of English language. While section two focuses on the previous studies conducted in the area relevant to the research topic.

2.1 Definition of Standard English

Standard English is a difficult thing to define – even linguists struggle to describe exactly what it is. Most dictionary definitions relate Standard English to the educated or the most correct form of English. However, some dictionaries seem to apply it more to speech than writing whereas linguists like [Strevens \(1985\)](#) argues that Standard English has nothing to do with pronunciation, but more to do with grammar and vocabulary. The only thing everyone seems to agree on is that it is related to the language of educated users, which is a controversial claim.

Grammar and Standard English go hand in hand. The great debate surround the teaching of grammar finds most of its roots within controversies of Standard English. Standard English is used in newspapers and published words.

Many linguists have different ideas as to what they perceive Standard English to be but is there actually a universal definition for this term? Some believe it is the correct way to speak English, others believe that it is just a way of separating the intelligent from the unintelligent. So many different definitions, where do we begin?

[Tony Crowley \(1999, p.271\)](#) believes that Standard English is the medium of writing in English language, grammatically stable and codified. Based on this, Crowley is saying that Standard English is applied to just writing, and not so much speech, and is essentially the correct way to write using the English Language. While this is definitely a good attempt at trying to define what Standard English is, it does not cover spoken English and therefore needs to be addressed. Standard English consists of a set of forms, which are used with only minimal variation in written English and in a range of formal spoken contexts in use around the world. With this definition, Carter acknowledges that Standard English is not just limited to writing, but also applies to speech as well. With this interpretation, we are at least getting a broader idea of what Standard English is, in the sense that it is not just limited to written or spoken English, but is rather a mix between the two instead. However, [Crowley \(2003, p.266\)](#) also acknowledges that there is standard spoken English as well. It is standard not in the sense of making and having something in common. It is standard in the sense of being able to share sense and meaning through common effort and participation. This encourages the belief that as long as you and the person you are talking to are able to understand each other successfully, then it is classed as Spoken Standard English.

[Hayley Davis \(1999, p.70\)](#) goes on to say that Standard English is a variety of English, which is usually used in print, and which is normally taught at schools and to non-native speakers learning the language. Davis here is saying that Standard English is the preferred variety to be taught at schools and to non-native speakers.

[John Honey \(1997, 21-22\)](#) believes that speakers of non-standard social and regional dialect forms suffer comparable forms of disadvantage. This is because Honey believes those, who are not able to speak or write Standard English are considered as unintelligent. However, Honey's idea of what Standard English means seems rather skewed as well. Standard English means the language in which this book is written, which is essentially the same form of English used in books and newspapers all over the world. (Honey, 1997, p.1). Again, just like the definitions shown earlier on, none of these interpretations can seem to agree on what Standard English is, and each seem to offer a different perspective of what it could actually mean.

After exploring the different interpretations of what other linguists believe Standard English to be, it is clear that this particular term is void of an exact definition. I believe that if you are able to understand each other, and able to communicate successfully between one another when using different varieties of English, then the need for Standard English is surely exaggerated.

2.2 Standard English is difficult from the natives' point of view

So what seems to be the difficulty with Standard English? Well to begin with it seems that critics cannot come to an agreement on what constitutes Standard English. Hayley Davis explains that for her, it is a variety of English that is usually seen in print and the variety that is taught to non-native speakers of the language (1999: 70). Peter Trudgill says that Standard English is purely 'a social dialect' and that it no longer has a geographical location linked with it (2001: 124). Paul Kerswill goes as far to say that Standard English is 'subject to how the observer views the matter' and that it is more of a 'social judgment' (2009: 238).

Differing opinions on what constitutes Standard English makes it extremely difficult for any individual to make a decision on whether it has a place in education. How can

it be taught if we do not know what it is? Trudgill finds it in his heart however, to explain what Standard English isn't. According to him Standard English is neither a language, an accent, a style nor a register (1999). Put simply, Standard English is a dialect; a singular dialect amongst many of the English language. A common misconception that people tend to make is thinking that Standard English has a bearing on accent or pronunciation – specifically with Received Pronunciation (RP) – but this is simply not true. All RP speakers will be able to speak Standard English, but not everyone, who speaks Standard English, must speak in RP.

There is the argument that for a child it is beneficial for them to learn SE to prepare them better in later life. The Newbolt Report encouraged this line of thought and reports that 'it is emphatically the business of the Elementary school to teach its pupils to speak Standard English' (1921: 65). Furthering this, the *Daily Mail* recently reported of a school in Middleborough who handed out letters to parents asking them to correct their children's speech to something more akin to SE. Christopher Rollason agrees with teaching of SE and says that SE is a means to individual empowerment (2001: 11). The other side to this argument however, is the notion that teaching of SE will result in destruction of regional cultures. Tony Bex and Richard Watts explain that learning Standard English can lead to devaluation of other dialects (1999: 14). If certain elements of knowledge are ingrained in a region's culture and dialect this is lost, there is the possibility of losing this information; this being an argument very similar to 'language death'. Also, try and imagine watching the film *Trainspotting* without the regional dialect. The loss of regional dialects means a loss of different forms of expression, which for creative writing would be a disaster.

In my opinion it seems to be an extremely difficult task to teach children to verbally speak SE; a child will continue to converse in the dialect that they use at home because it is used more frequently. The Bullock Report sums this up quite sensibly when it talks about the teaching of SE. It reports that the idea of teaching SE is not to alienate

the child from their regional dialect but more so to enlarge his repertoire (1975: 143). I agree with this and – especially in written form – believe that SE has an important role to play.

2.3 Standard English superior to other dialects.

To understand the debate surrounding Standard English, we need to explore what the term means. Many linguists struggle to define the term Standard English, and it is difficult to establish exactly what the rules of a standard language are. Hayley Davis defines Standard English as: a variety of English, which is usually used in print, and which is normally taught in schools and to non-native speakers learning the language (1999:70). Although this definition explains the context in which Standard English is used, it does not explore the forms of language that constitute a Standard English. Tony Crowley insists in differentiating between a spoken and written Standard English and attempts to define Standard Spoken English through the suggestion of what it is not: Standard spoken English' English) (2003: 207).

Here, Crowley essentially just uses the assumptions of others' opinions to define Standard spoken English. Taking these definitions into consideration, it is evident that Standard English is void of an exact definition, which makes it difficult to reach a sound conclusion regarding whether a Standard English is the correct English to teach at schools.

The Newbolt Report of 1921 conveys a very prescriptivism attitude towards Standard English. The report states that is emphatically the business of the Elementary School to teach all its pupils, who either speak a definite dialect to speak standard English, and to speak it clearly, and with expression (The Newbolt Report, 1926: 65). Overall this is a negative outlook on those, who don't speak the standard. The Bullock Report of 1975 portrays a more liberal and open-minded attitude towards English. The report

states that the aim is not to alienate the child from a form of language with, which he has grown up and, which serves him efficiently in the speech community of his neighbourhood. It is to enlarge his repertoire so that he can use language effectively in other speech situations and use standard forms when they are needed (The Bullock Report, 1975: 143).

The contrasting attitudes in these reports highlight how attitudes towards language have changed over time.

John Honey was one a controversial linguist, who argued that he was more in favour of similar old-fashioned attitudes conveyed by The Newbolt Report. Honey believed that Standard English is superior to all other forms of English and to achieve equality all children should be taught Standard English and use it in every communicative situation (Honey: 1997). This clearly indicates Honey's attitude towards other non-standard varieties of English. However, having a Standard English is useful. Ronald Carter suggests that Standard English consists of a set of forms, which are used with only minimal variation in written English and in a range of formal spoken contexts in use around the world. Such forms constitute the basis for teaching of English internationally (Carter: 1999, 163).

Carter puts forth an interesting and valid argument, that yes, having a standard language is of course useful when taking into consideration that it has minimal variation and can therefore be used as a global language in order for people to communicate internationally. However, Honey suggests that the speakers of non-standard social and regional dialect forms suffer comparable forms of disadvantage (1997: 21-22). Honey believed therefore that those, who are not taught to speak and write in Standard English, are not as intelligent as those, who do speak and write it. This is a problematic assumption to make, and many disagree. Carter quotes Perera, who claims that pupils, who speak non-standard English, do so not because they are

unintelligent or because they have not been well taught, but because it is the variety of English used all the time by their families and friends (1999: 164). If one can communicate successfully using a regional dialect then surely it is unproblematic to avoid using Standard English. Is it really necessary to enforce a use of Standard English at *all* times? Or should it depend on context, or situation?

2.4 Non- Standard English

Above all mentioned is a sufficient definition of what Standard English is, in this section non- Standard English will be illustrated. No living language is simply one set of words, which can be used the same way in all situations. The nature of any language is infinite variety of different ways to arrange its elements. What is this means? Many ways to say the same thing, depending on where you are, who you are talking to, and how you feel. You are all advanced enough in your study of English to realize that you do not talk to a roommate the same way you would talk to your roommate's mother. You do not talk to a milkman the same way you would talk to a judge. One of the main factors that determine, which words and structures are appropriate is the degree of formality of the situation in which you are using the language in academic situations in general, we use a relatively formal set of words and structures. In this research, specific vocabulary and structures used in less formal situations will be examined.

1- Slang

Slang is the use of informal [words](#) and expressions that are not considered standard in the speaker's [dialect](#) or [language](#). Slang is often used to identify with one's peers and, although it may be common among young people, it is used by people of all ages and social groups. Collins English Dictionary (3rd edition) describes slang as: "Vocabulary, idiom etc that is not appropriate to the standard form of a language or to

formal contexts, may be restricted as to social status or distribution, and is characteristically more metaphorical and transitory than standard language. The Oxford Dictionary of English Grammar (1994) describes it as, "Words, phrases, and uses that are regarded as informal and are often restricted to special contexts or are peculiar to specific profession, classes etc". Jonathan Green, in his 1999 book, *The Cassell Dictionary of Slang* describes slang as, "A counter language, the language of the rebel, the outlaw, the despised and the marginal". Recognizing that there are many definitions, he goes on to say, "Among the many descriptions of slang, one thing is common, it is a long way from mainstream English."

The first recorded uses of slang in Britain occurred in the 16th century in the plays of [Thomas Dekker](#), [Thomas Middleton](#) and [William Shakespeare](#). The first books containing slang also appeared around this time: [Robert Copland](#)'s, *The hye way to the Spytell hous*, was a dialogue in verse between Copland and the porter of St Bartholomew's hospital.

Slang is a subset of a language used by one particular group. It consists of words and expressions, which will not be found in the dictionary, and can be distortions of existing words or entirely invented terms. It is used in informal situations. It is not appropriate in formal situations.

2- Uses of Slang

Slang is used by all kinds of groups of people who share situations or interests. The group, which uses these words is always in the minority, and often use slang to set themselves apart or make it difficult for ordinary people to understand them. When a particular new expression is known and used by a large majority of the population, it is no longer slang, but part of the regular language or usage.

3- Definition of Informal Situations

When and where is Informal English appropriate? There are many situations in everyday life where informal English is allowed, even preferred. Some examples include: While playing sports while studying with friends At a club or informal restaurant At a party or reunion while watching a sporting event with close family members. With friends while shopping, studying or hanging out At work (depending on your job) On a date at the movies while listening to popular music on public transportation when accosted on the street by people you do not know in email ,in notes and on the telephone with friends.

4- Types of informal situations

Slang fulfills at least two different functions, depending on, whose point of view you take. For the groups that use slang, it is a way to set them apart, to express themselves in a distinct and individual way, and sometimes to keep secrets from being known by others. But for the society in general and the development of the language, slang performs another role. For the language, slang is like a linguistic laboratory, where new words and forms can be tested out, applied to a variety of situations, and then either abandoned or incorporated into the regular language. It is like a trial period for new words. If they allow people to say something that cannot be said using traditional language, and a majority of people accept them, then these words and expressions join their regular language.

5- Types of Slang Words and Expressions

After a period of between a few months and many years, slang is used by limited groups with something in common. The far majority never reach the popularity and level of use to become regular words, and are soon forgotten and not used. A few reach widespread usage and can be found in each new edition of the popular dictionaries. Many of the words we use every day and can find in the dictionary began life as slang. Even Shakespeare used slang.

When using English slang, it's important to know that some terms have become commonplace among all groups of people of all ages. These include "blimey" (an exclamation of surprise), "budge up" (move along to make some room) and "have a flutter" (place a bet).

However, some words used by younger people are the kinds of words you need to know if you want to be thought of as cool – even though it may appear a completely different language! Here some guides presented to some of the newest English slang...

Ace - If something is ace it is awesome. I used to hear it a lot in Liverpool. Kids thought all cool stuff was ace, or brill.

Aggro - Short for aggravation, it's the sort of thing you might expect at a football match. In other words - trouble! There is sometimes aggro in the cities after the pubs shut!

All right? - This is used a lot around London and the south . "Hello, how are you"? You would say it to a complete stranger or someone you knew. The normal response would be for them to say "All right"? Back to you. It is said as a question. Sometimes it might get expanded to "all right mate"? Mostly used by blue collar workers but also common among younger people.

Anti-clockwise - The first time I said that something had gone anti-clockwise to someone in Texas I got this very funny look. It simply means counter-clockwise but must sound really strange to you chaps! I think he thought I had something against clocks!

Any road - Up north (where they talk funny!!) instead of saying anyway, they say "any road"!

Arse - This is a word that doesn't seem to exist in America. It basically means the same as ass, but is much ruder. It is used in phrases like "pain in the arse" (a nuisance) or I "can't be arsed" (I can't be bothered) or you might hear something was "a half arsed attempt" meaning that it was not done properly.

Arse about face - This means you are doing something back to front.

Arse over elbow - This is another way of saying head over heels but is a little more descriptive. Usually happens after 11pm on a Saturday night and too many lagers! Some Americans say ass over teakettle apparently!

As well - You chaps say also when we would say "too" or "as well". For instance if my friend ordered a Miller Lite, I would say "I'll have one as well". I often heard people saying something like "I'll have one also". You'd be more likely to hear someone in England ordering a pint of beer?

Ass - Your backside, but mostly a donkey!

Au fait - Another one of those French expressions that have slipped into the English language. This one means to be familiar with something. I'd say at the end of reading all this you'd be au fait with the differences between American and English!

Baccy - Tobacco. The sort you use to roll your own.

Barmy - If someone tells you that you're barmy they mean you have gone mad or crazy. For example you'd have to be barmy to visit England without trying black pudding!

Beastly - You would call something or somebody beastly if they were really nasty or unpleasant. Most people would consider you a snob or an upper class git if you used this word. People like Fergie can get away with it though.

Bees Knees - This is the polite version of the dog's bollocks. So if you are in polite company and want to say that something was fabulous, this phrase might come in handy.

Belt up - For some reason I heard this quite a lot as a kid. It's the British for shut up.

Bespoke - We say something is bespoke if it has been created especially for someone, in the same way that you say custom. For example a computer program might be bespoken for a client, or you may order a bespoke holiday, where the travel agent creates an itinerary around your exact requirements.

Best of British - If someone says "The best of British to you" when you are visiting the UK, it simply means good luck. It is short for "best of British luck".

Biggie - This is unusual. A biggie is what a child calls his poo! Hence the reason Wendy's Hamburgers has never really taken off in England - who would buy "biggie fries"? Yuck - I'm sure you wouldn't buy poo fries! The other meaning of Biggie is erection. It just gets worse!

Bite your arm off - This is not aggressive behaviour that a football fan might engage in. In fact it just means that someone is over excited to get something. For instance you might say that kids would bite your arm off for an ice cream on a sunny day.

Bladdered - This rather ugly expression is another way of saying you are drunk. The link is fairly apparent I feel!

Blast - An exclamation of surprise. You may also hear someone shout "blast it", or even "bugger and blast"!

Blatant - We use this word a lot to mean something is really obvious.

Bleeding - An alternative to the word bloody. You'll hear people say "bleeding hell" or "not bleeding likely" for example.

Blinding - If something is a blinding success - it does not mean that any eyes were poked out with sharp sticks - it means it was awesome.

Blinkered - Someone who is blinkered is narrow minded or narrow sighted - they only see one view on a subject. It comes from when horses that pulled carriages wore blinkers to stop them seeing to the side or behind them which stopped them from being startled and only let them see where they were going.

Bloody - One of the most useful swear words in English. Mostly used as an exclamation of surprise i.e. "bloody hell" or "bloody nora". Something may be "bloody marvellous" or "bloody awful". It is also used to emphasize almost anything, "you're bloody mad", "not bloody likely" and can also be used in the middle of other words to emphasize them. E.g. "Abso-bloody-lutely"! Americans should avoid saying "bloody" as they sound silly.

Blooming - Another alternative to the word bloody. You might hear someone says "not blooming likely" so that they don't have to swear.

Blow me - When an English colleague of mine exclaimed "Blow Me" in front of a large American audience, he brought the house down. It is simply an exclamation of

surprise, short for "Blow me down", meaning something like I am so surprised you could knock me over just by blowing. Similar to "Well knock me down with a feather". It is not a request for services to be performed.

Blow off - Who blew off? Means who farted? Constant source of amusement to us Brits when you guys talk about blowing people off. Conjures up all sort of bizarre images!

Blunt - If a saw or a knife is not sharp we say it is blunt. It is also the way most of us speak! In America the knife would be dull.

Bob's your uncle - This is a well used phrase. It is added to the end of sentences a bit like and that's it! For example if you are telling someone how to make that fabulous banoffee pie (sweet dish made from banana) you just served them, you would tell them to boil the condensed milk for three hours, spread it onto a basic cheesecake base, slice bananas on top, add some whipped double cream, another layer of banana and Bob's your uncle!

Bodge - We bodge things all the time here. I'm sure you do too! To do a bodge job means to do a quick and dirty. Make it look good for the next day or two and if it falls down after that - hey well we only bodged it! Applies to building, DIY, programming and most other things.

Bollocks - This is a great English word with many excellent uses. Technically speaking it means testicles but is typically used to describe something that is no good (that's bollocks) or that someone is talking rubbish (he's talking bollocks). Surprisingly it is also used in a positive manner to describe something that is the best, in which case you would describe it as being "the dog's bollocks". Englishmen who live in America take great delight in ordering specialized registration plates for their cars using the letters B.O.L.L.O.X. Good eh?

Bomb - If something costs a bomb it means that it is really expensive. We say it when we see the price of insurance in the US; you could try saying it when you see how much jeans or petrol cost over here!

Bomb - If something goes like a bomb it means it is going really well or really fast. Or you could say an event went down like a bomb and it would mean that the people really enjoyed it. In the US the meaning would be almost exactly the reverse.

Botch - There are two expressions here - to botch something up or to do a botch job. They both mean that the work done was not of a high standard or was a clumsy patch. My Dad used to always tell me that workmen had botched it up and that he should have done the work properly himself.

Bottle - Something you have after twenty pints of lager and a curry. A lotta bottle! This means courage. If you have a lotta bottle you have no fear.

Box your ears - Many young chaps heard their dads threaten to box their ears when I was younger. Generally meant a slap around the head for misbehaving. Probably illegal these days!!

Brassed off - If you are brassed off with something or someone, you are fed up. Pissed perhaps.

Brill - Short for "brilliant". Used by kids to mean cool.

Budge up - If you want to sit down and someone is taking up too much space, you'd ask them to budge up - move and make some space.

Bugger - This is another fairly unique word with no real American equivalent. Like bloody it has many uses apart from the obvious dictionary one pertaining to rather unusual sexual habits. My father was always shouting "bugger" when he was working

in the garage or garden. Usually when he hit his thumb or dropped a nail or lost something. Today we might use the sh** or the f*** words but bugger is still as common. The fuller version of this would be "bugger it". It can also be used to tell someone to get lost (bugger off), or to admit defeat (we're bugged) or if you were tired or exhausted you would be bugged. You can also call someone a bugger. When I won £10 on the lottery my mate called me a "lucky bugger".

Bugger all - If something costs bugger all, it means that it costs nothing. Meaning it is cheap. If you have bugger all, it means you have nothing.

Bum - This is the part of your body you sit on. Your ass! It might also be someone who is down and out, like a tramp. You might also bum around, if you are doing nothing in particular, just hanging out. Finally to bum something means to scrounge it from someone.

Bung - To bung something means to throw it. For example a street trader might bung something in for free if you pay cash right now! Or you could say "bung my car keys over, mate".

Bung - A bung is also a bribe.

Butchers - To have a butchers at something is to have a look. This is a cockney rhyming slang word that has become common. The reason "butchers" means a look even though it doesn't rhyme is because it is short for "butchers hook" and "hook" of course, does rhyme.

Chat up - To chat someone up is to try and pick them up. If you spotted a scrummy girly in a bar you might try to chat her up. Or a girl might try and chat up a chap!

Cheeky - "Eee you cheeky monkey" was what my mother said to me all the time when I was a kid. Cheeky means you are flippant, have too much lip or are a bit of a smart

arse! Generally you are considered to be a bit cheeky if you have an answer for everything and always have the last word.

Cheerio - Not a breakfast cereal. Just a friendly way of saying goodbye. Or in the north "tara" which is pronounced sort of like "churar".

Cheers - This word is obviously used when drinking with friends. However, it also has other colloquial meanings. For example when saying goodbye you could say "cheers", or "cheers then". It also means thank you. Americans could use it in English pubs, but should avoid the other situations as it sounds wrong with an American accent. Sorry!

Cheesed off - This is a polite way of saying you are pissed off with something.

Chin Wag - This is another word for a Chat. You can probably tell why!

Chinese Whispers - This good one. It refers to the way a story gets changed as it passes from one person to the next so that the end result may be completely different from what was originally said. Sound familiar?

Chivvy along - When I'm standing patiently in the checkout queue at Tesco I like to chivvy along the old ladies in front of me. If only they would stop fanning around and hurry up!

Chuffed - You would be chuffed to bits if you were really pleased about something.

Duffer - Any person that is duff could be referred to as a duffer. The Prime Minister was a duffer.

Dull - You would say something that was no longer sharp was dull. We would say blunt. To us something is dull if it is boring. It can apply to things - like a film could be dull. It also applies to people - I can think of several people who are dull!

Easy Peasy - A childish term for something very easy. You might say it's a snap.

Engaged - When you ring someone and they are already on the phone you will get the engaged tone. In other words, they will be engaged. You would say you get the busy signal or the line is busy.

Excuse me - This is a great one! It's what kids are taught to say when they belch in public. We are also taught to say "pardon me" if we fart out loud. Unfortunately in American "excuse me" means you are encroaching in someone's personal space and you say "pardon me" when you don't hear someone properly. Imagine our surprise when we discovered that actually Americans are not belching and farting all the time.

Faff - To faff is to dither or to fanny around. If we procrastinated when getting ready for bed, as kids, our Dad used to tell us we were faffing around.

Fagged - If you are too lazy or tired to do something you could say "I can't be fagged". It means you can't be Bothered.

Fagging - Fagging is the practice of making new boys at boarding schools into slaves for the older boys. If you are fagging for an older boy you might find yourself running his bath, cleaning his shoes or performing more undesirable tasks.

Fancy - If you fancy something then it means you desire it. There are two basic forms in common use - food and people. If you fancy a cake for example it means you like taking your clothes off. It just means the whole thing or going the whole way. That's it. Clearly when applied to stripping it means not stopping at your underwear! The origins of the expression are still under discussion. There are many theories but no conclusive evidence at the moment.

Full of beans - This means to have loads of energy. It is a polite way of saying that a child is a maniac. I was often described as being full of beans as a kid and now it is my wife's way of telling me to keep still when she is trying to get to sleep. Strangely the

same expression in some parts of the US means that you are exaggerating or talking bollocks!

Gallivanting - The dictionary says "to gad about", which probably doesn't help much! It means fooling around or horseplay.

Gander - When I was a kid, my Dad often used to go off for a gander when we were visiting a new town or village. It means to look around.

Gen - Gen means information. If you have the gen then you know what is going on.

Gen up - To research a subject or to get some information.

Get lost! - Politely translated as go away, this is really a mild way of telling someone to off!

Get stuffed! - Even politer way to tell someone to get lost is to tell them to get stuffed. However, this is still not a nice thing to say to someone.

Getting off - This seems to be the objective of most teenagers on a big night out. Getting off with someone means making out or song them.

Give us a bell - This simply means call me. You often hear people use the word "us" to mean "me".

Gob smacked - Amazed. Your gob is your mouth and if you smack your gob, it would be out of amazement.

Good value - This is short for good value for money. It means something is a good deal.

Goolies - If you have been kicked in the goolies, your eyes would be watering and you would be clutching your balls!

Gormless - A gormless person is someone who has absolutely no clue. You would say clueless. It is also shortened so you could say someone is a total gorm or completely gormy.

Grem - The form of gob meaning to spit something out. e.g. Did you see him grem? Yuck. Usually associated with that ghastly noise as the content of the lungs are coughed into the mouth before gremming can take place. Grem is also the word that describes the green lump that is created in the process. You might call it hacking up a hacker.

Grub - Food. Similar to nosh. I remember my Dad calling "grub's up", when dinner was ready as a kid. A grub is also an insect larva. Not usually eaten in England. Actually is available in some Australian restaurants!

Language changes all the time. New words and phrases appear and evolve. The words and pronunciations used by young people in the UK can be very different to those used by adults. Living in a multicultural society has an effect on language, especially on young people, whose friends are often from a mix of backgrounds. TV and music also have a big impact on the language of the young. Often UK singers sing in American accents without realizing.

So, how important is it to understand these slang words and expressions? If you watch films or TV in English, read magazines in English, chat online in English or are interested in English song lyrics then understanding slang can be very useful. You probably won't see much slang in your English exam though.

Previous Study

Study One

Ogurtsovskaya (2010) conducted a study entitled: specific features of the youth slang in the Russian and THE ENGLISH LANGUAGES AT THE BEGINNING OF XXI CENTURY. The novelty of the study is that the youth slang of the XXI century is not developed enough. Youth Slang is the language of the avant-garde. Nobody knows what will be fashionable tomorrow, but it will certainly be reflected in the vocabulary of young people. . The object of the research is the slang, as part of the today's youth speech at the beginning of XXI century. The subject is the formation and functioning of the slang in the Russian and the English languages. The purpose of this paper is to conduct a comparative study of functional- semantic features of the Russian and the English youth slang in the XXI century. The given purpose specified the performance of the following tasks: 1. To retrace the history and role of slang in linguistics of the XXI century in Modern Russian and English; 2. To study different points of view on the linguistic concept of "slang" and differentiate the concept of slang and jargon; 3. To set the main reasons of origin and use of slang in today's youth speech; 4. To identify the main sources of replenishment for youth slang; 5. To run a comparative analysis of the use of youth slang in the Russian and English languages. In the first chapter we find out that today slang is an integral part of the modern language of the youth of the XXI century. It reflects the unique specificity of modern life. Despite the fact that now there are quite a number of definitions of slang, often contradicting one another; the concept of "slang" currently has no terminological precision. We have presented different concepts of slang and differentiate such definitions as slang and jargon. We found out that the Internet, technological progress, mass culture and mass media are

the main spheres of the borrowing of foreign vocabulary. The second chapter contains a comparative analysis of the modern youth slang in Russian and English by way of describing different types of slang: Internet, mobile, school and student. So, this research work enables us to make a conclusion that youth slang is one of the most rapid developing sub-languages and it is popular among students and in certain social and occupational categories. All in all, it is very important to have the basic knowledge of youth slang in order to keep abreast of the times.

Study Two

Influence of Slang Language on English

The use of slang language is increasing day-by-day. Therefore while discussing with our Sir we came up with a thought that we don't research on something related to slang. And while surfing one on the net web. The phenomenon of written IM slang crossing over into speech is manna for linguists. Professor David Crystal, who has written extensively on language and the Internet, observes: " I see a brand new variety of language evolving, invented really by young people... within five years! It's extraordinary."

Page catches our attention, with the title "OMG: IM slang is invading everyday English" on Digital cultures site, written by Neda Ulaby, which says that Some acronyms meant to stand as shorthand for one phrase morph into separate words: ROTFL (Rolling on the Floor Laughing) has become ROFL, which has become "rawfl," an often droll spoken response to an attempt to be funny. Teens admit that some purists might read the advent of IM slang into speech as a negative development. But linguistics professor Crystal thinks it is an enhancement. Instant message expressions have done more than just added to constructions of the English

language and the roughly 200, 000 words in common use today. "They extend the range of the language, the expressiveness... the richness of the language," he says.

After reading this we were shocked that how much IM slang has influenced the English of English speakers. Then we came up with the query that how much this slang has affected our society?.

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

3.0 Overview

This chapter contains a descriptive methodology used in the study. A descriptive and analytical method is used. The research is mainly designed to obtain pertinent and precise information concerning the current status of the phenomenon and draw conclusions from what is observed. The data collected therefore, represent natives and non-natives teachers of English language at secondary schools with their attitudes and impression towards the problem under the study. The tools used as data collection comprise of questionnaire distributed to the Sudanese teachers of secondary schools as well as an interview. Thus for the treatment of the raw data obtained statistical analysis is conducted via the application of (SPSS).

3.1 The Population of the Study:

The word population refers to a collection of specified group of human beings. Thus, the target group of this study consists of English language teachers at secondary level of appropriate experience in teaching English language and, who are aware of the problem under study.

3.2 The Sample of the Study:

The method used a non-probability sampling method because samples were selected at discretion of the researcher .However, the selection is arbitrary, there is good evidence that the samples are representative of the total population. Therefore, samples of the

study randomly chosen out of the target group, as each member of the population has the same opportunity of being selected as study sample.

The number of teachers selected as samples were (36) teachers including native and non-native speakers.

3.3 Reliability:

Where reliability was calculated using Cranach's alpha equation shown below:

Reliability coefficient = $\frac{n(1 - \text{Total variation questions})}{N-1}$ variation college grades

Cronbach alpha coefficient = (0.73), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study.

3.4 validity

Validity coefficient is the square of the reliability coefficient is (0.85), and this shows that there is a high sincerity of the scale and that the benefit of the study.

CHAPTER FOUR

DATA ANALYSIS, RESULT AND DISCUSSIONS

CHAPTER FOUR

DATA ANALYSIS, RESULT AND DISCUSSION

Introduction

This chapter is devoted to the analysis, evaluation and interpretation of the data collected through the questionnaire, which was given to 30 respondents, who represent the teachers' community at Secondary schools and (6) native speakers of English.

Responses to the Questionnaire:

Responses to the questionnaire of 30 teachers were tabulated and computed. The following is an analytical interpretation discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in this questionnaire is analyzed statistically and discussed. The following tables support the discussion.

Analysis of the Questionnaire:

Questionnaire distributed on determined study sample of (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

Ratability statistic

Number	Cronpach-alfa	Itms
1	0.73	8

Hypothesis (1) Sudanese learners of English encounter problems in situation where informal English is allowed in terms of lexical choice of nonstandard variety

Question No.(1): Sudanese English learners face difficulties when native speakers use slang words related to food ball e.g. what a screamer ,ref etc...

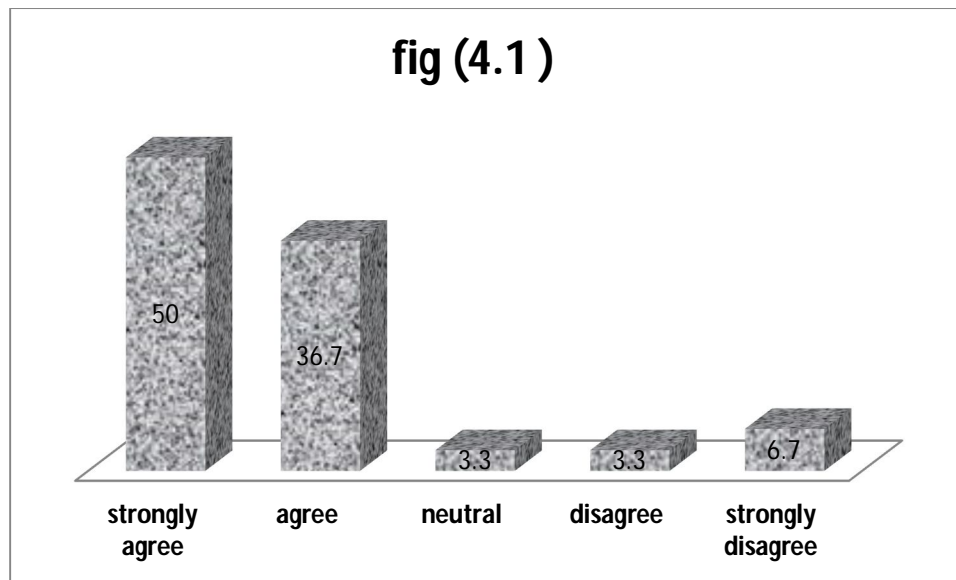
Table No (1)

The Frequency Distribution for the Respondents' Answers of statement no. (1.4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	15	50.0	50.0	50.0
Agree	11	36.7	36.7	86.7
Neutral	1	3.3	3.3	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

Table one shows the respondents' answers to the statement: Sudanese English learners face difficulties when native speakers use slang words related to football e.g what a screamer, ref etc...



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.1) and figure No (4.1) that there are (15) participants in the study's sample with percentage (50.0%) strongly agreed with " Sudanese English learners face difficulties when native speakers use slang words related to food ball e.g. what a screamer ,ref etc...

". There are (11) participants with percentage (36.7%) agreed with that, and (1) participants with percentage (3.3%) were not sure that, and (1) participants with percentage (3.3%) disagreed. and (2) participants with 6.7% are strongly disagree.

Statement No. (4.2): Sudanese English learners encounter difficulties in understanding native speaker while studying when using informal words such as cram.gen up etc...

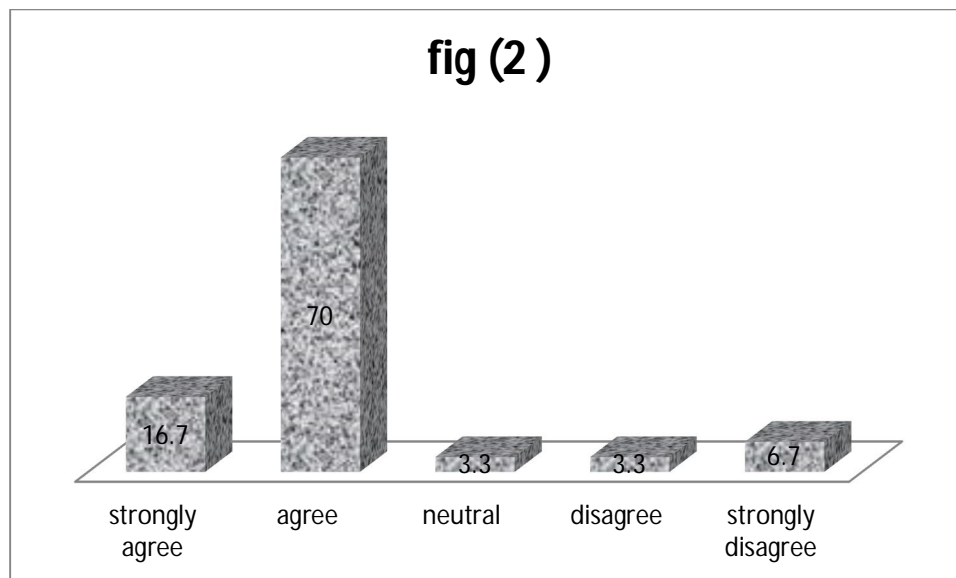
Table No (2)

The Frequency Distribution for the Respondents' Answers of Statement No. (4.2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	5	16.7	16.7	16.7
Agree	21	70.0	70.0	86.7
Neutral	1	3.3	3.3	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

Table two shows the responses of the participants of the : Sudanese English learners encounter difficulties in understanding native speaker while studying when using informal words such as cram.gen up etc...



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.2) and figure No (4.2) that there are (5) respondents in the study's sample with percentage (16.7%) strongly agreed with " Sudanese English learners encounter difficulties in understanding native speaker while studying when using informal words such as cram.gen up etc...

". There are (21) Respondents with percentage (70.0%) agreed with that and (1) Respondent with percentage (3.3%) was not sure about that and (1) Respondent with percentage (3.3%) disagreed. (2) Respondent with 6.7% are strongly disagree

Statement No.(3): Native speakers of English may use informal English such as teahouse ,carryout .etc... when enjoying meal with a Sudanese friend.

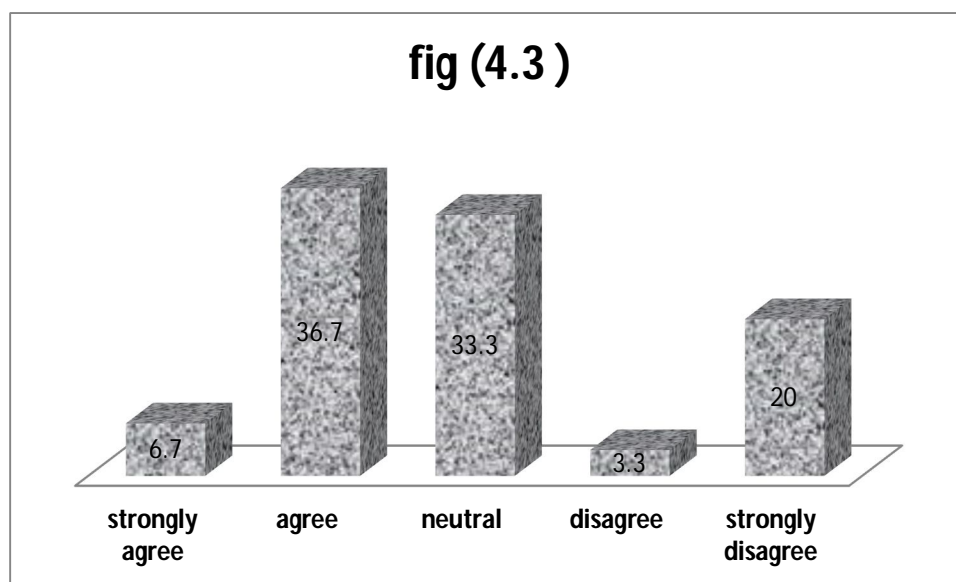
Table No (3)

The Frequency Distribution for the Respondents' Answers of Statement No.(4.3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	2	6.7	6.7	6.7
agree	11	36.7	36.7	43.3
neutral	10	33.3	33.3	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

Table three shows the respondents' answers of : Native speakers of English may use informal English such as teahouse ,carryout .etc... when enjoying meal with a Sudanese friend.



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.3) and figure No (4.3) that there are (2) Participants in the study sample with percentage (6.7%) strongly agreed with " native speakers of English may use informal English such as: Teahouse ,carryout .etc... when enjoying meal with a Sudanese friend.

". There are (11) Participants with percentage (36.7%) agreed with that and (10) Participants with percentage of (33.3%) were not sure about that. (1) Participant with percentage of (3.3%) disagreed, and (6) Participants with 20.0% are strongly disagree.

Statement No.(4.4): Native speakers of English encounter difficulties when their Sudanese counterparts misunderstand the informal idiom as : To take one's time , qude , plank etc...

Table No (4)

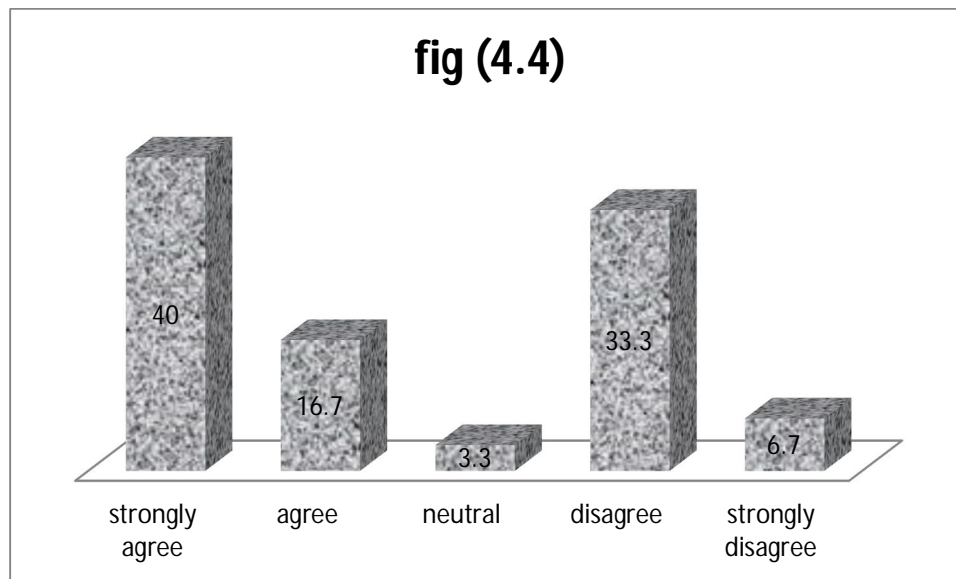
The Frequency Distribution for the Respondents' Answers of statement No.(4.4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	12	40.0	40.0	40.0
Agree	5	16.7	16.7	56.7
Neutral	1	3.3	3.3	60.0
Disagree	10	33.3	33.3	93.3
strongly disagree	2	6.7	6.7	100.0

Total	30	100.0	100.0	
-------	----	-------	-------	--

Source: The researcher from applied study, SPSS 24

Table four shows the participants answer to statement: Native speakers of English encounter difficulties when their Sudanese counterparts misunderstand the informal idiom as: To take one's time, qude , plank etc...



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.4) and figure No (4.4) there are (12) Respondents in the study sample with percentage (40.0%) strongly agreed with " native speakers of English encounter difficulties when their Sudanese counterparts misunderstand the informal idiom as to take one's time , qude , plank etc...

". There are (5) Respondents with percentage (16.7%) agreed with that, and (1) Respondent with percentage (3.3%) were not sure that, and (10) Respondents with percentage (33.3%) disagreed. and (2) persons with 6.7% are strongly disagree.

Hypothesis (3) Universities and schools fail to provide students with sufficient courses on informal courses

Statement No.(4.5): University syllabus does not sufficiently cover topics on the informal English.

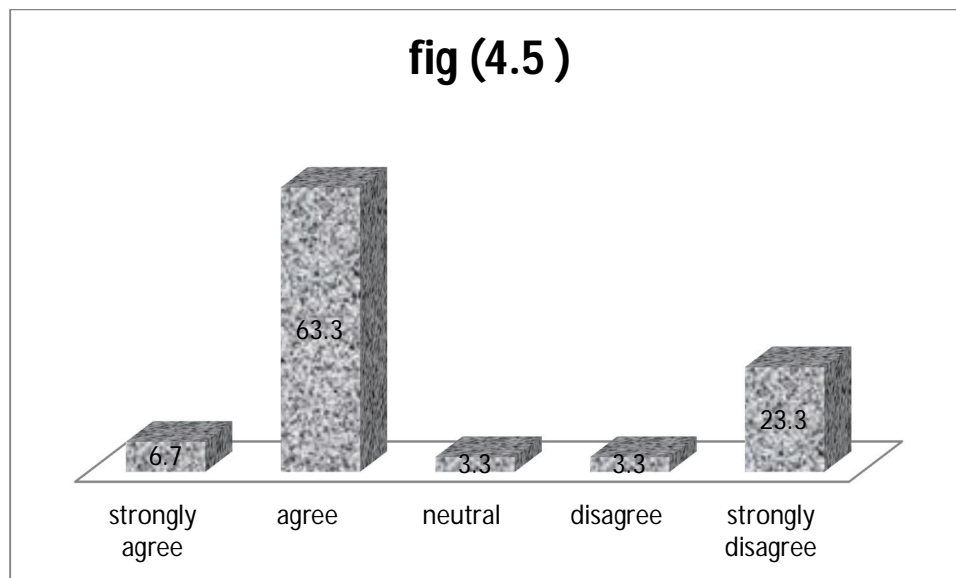
Table No (5)

The Frequency Distribution for the Respondents' Answers of Statement No.(4.5)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	2	6.7	6.7	6.7
Agree	19	63.3	63.3	70.0
Neutral	1	3.3	3.3	73.3
Disagree	1	3.3	3.3	76.7
strongly disagree	7	23.3	23.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

Table five shows the respondents' answers to: University syllabus does not sufficiently cover topics on the informal English.



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.5) and figure No (4.5) that there are (2) Participants in the study sample with percentage (6.7%) strongly agreed with " University syllabus does not sufficiently cover topics on the informal English ". There are (19) Participants with percentage (63.3%) agreed with that, and (1) Participant with percentage (3.3%) were not sure that, and (1) Participant with percentage of (33.3%) disagreed. (7) Participants with 23.3% are strongly disagree

Statement No.(4.6): Non- native speakers of English are not expose to the use of slang inside the class room to make it clear from them.

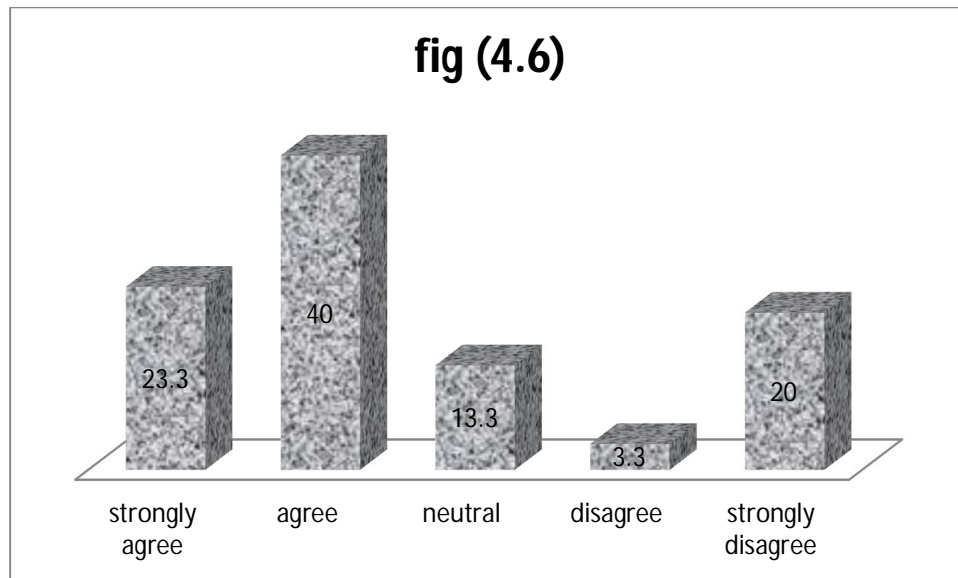
Table No (6)

The Frequency Distribution for the Respondents' Answers of Statement No.(4.6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	23.3	23.3	23.3
Agree	12	40.0	40.0	63.3
Neutral	4	13.3	13.3	76.7
Disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

Table six shows the respondents answers to : Non- native speakers of English are not expose to the use of slang inside the class room to make it clear from them.



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.6) and figure No. (4.6) that there are (7) Respondents in the study sample with percentage (23.3%) strongly agreed with " non -native speakers of English are not expose to the use of slang inside the class room to make it clear from them ". There are (12) Respondents with percentage (40.0%) agreed with that, and (4) Respondents with percentage of (13.3%) were not sure that, and (1) Respondent with percentage of (3.3%) disagreed. (6) Respondents with 20.0% are strongly disagreeing.

Statement No.(7): Universities and schools do not recruit native users of English due to the lack of resources.

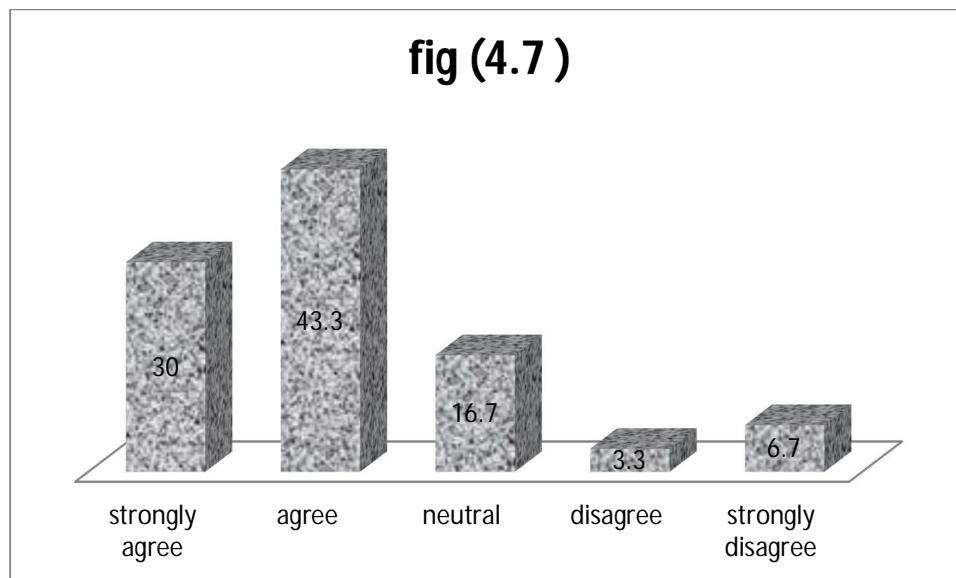
Table No (7)

The Frequency Distribution for the Respondents' Answers of Statement No.(4.7)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	9	30.0	30.0	30.0
Agree	13	43.3	43.3	73.3
Neutral	5	16.7	16.7	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

Table seven shows the respondents answers to : Universities and schools do not recruit native users of English due to the lack of resources



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.7) and figure No. (4.7) that there are (9) Participants in the study sample with percentage (30.0%) strongly agreed with "Universities and schools do not recruit native users of English due to lack of resources ". There are (13) Participants with percentage of (43.3%) agreed with that, and (5) Participants with percentage of (16.7%) were not sure that, and (1) Participant with percentage of (3.3%) disagreed. (2) Participants with 20.0% are strongly disagreeing.

Statement No.(4.8): Authentic materials are not made use of in both schools and universities to focus on informal situations e.g. sporting activities .

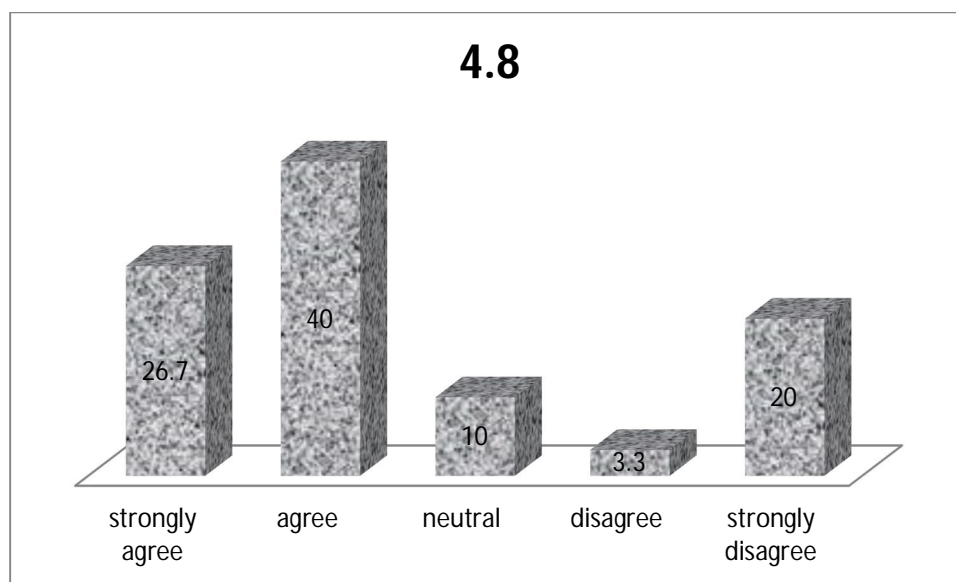
Table No (8)

The Frequency Distribution for the Respondents' Answers of Statement No.(4.8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
agree	12	40.0	40.0	66.7
neutral	3	10.0	10.0	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24

Table eight shows the participants answers to the : Authentic materials are not made use of in both schools and universities to focus on informal situations e.g. sporting activities .



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.8) and figure No. (4.8) that there are (8) Participants in the study sample with percentage of (26.7%) strongly agreed with "Authentic materials are not made use of in both schools and universities to focus on informal situations e.g. sporting nativities. ". There are (12) Participants with percentage (40.0%) agreed with that and (3) Participants with percentage of (10.0%) were not sure that. (1) Participant with percentage of (3.3%) disagreed. (6) Participants with 20.0% are strongly disagreeing.

Chi-Square Test Results for Respondents' Answers of the Statement of the Hypothesis (1) *Sudanese standards of learners English encounter problems in situation where informal English is allowed in terms of lexical choice of non-standard variety*

No.	Statement	Mean	SD	Chi square	p-value
1	Sudanese English learners face difficulties when native speakers use slang words related to food ball e.g. what a screamer, ref etc...	2.4	0.7	26	0.000
2	Sudanese English learners encounter difficulties in understanding native speakers while studying when using informal words such as cram.gen up etc...	2.4	0.5	24.9	0.000
3	Native speakers of English may use informal English such as teahouse, carryout etc... when enjoying meal with a Sudanese friend.	2.3	0.8	24	0.000
4	Native speakers of English encounter difficulties when their Sudanese counterparts	2.9	0.6	24.4	0.000

	misunderstand the informal idiom as to take one's time, qude, plank etc...				
--	--	--	--	--	--

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents, who agreed with the statement "Sudanese English learners face difficulties when native- speakers use slang words related to food ball e.g. what a screamer ,ref etc...

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) Statement was (24.9) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents, who agreed with the statement "Sudanese English learners encounter difficulties in understanding native speaker while studying when using informal words such as cram.gen up etc...

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No. (3) Statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%), which was (8.22). this indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, which support the respondents, who agreed with the statement "Native speakers of English may use informal English such as: Teahouse ,carryout etc... when enjoying meal with a Sudanese friend.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No. (4) Statement was (24.4) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents, who agreed with the statement "Native- speakers of English encounter difficulties when their Sudanese counterpart misunderstands the informal idiom as: To take one's time, qude, plank etc...

According to the previous result we can say that the third hypothesis of our study is accepted.

Table No.(2)

Chi-Square Test Results for Respondents' Answers of the Statements of the Hypothesis (3) Universities and schools fail to provide students with sufficient courses.

No.	Statement	mean	SD	Chi square	p-value
1	University syllabus does not sufficiently cover topics on the informal English.	2.6	0.4	26	0.00
2	Non - native speakers of English are not exposed to the use of slang inside the class room to make it easier for them.	2.6	0.8	27	0.00
3	Universities and schools do not recruit native users of English due to the lack of resources.	2.4	0.9	25.7	0.001
4	Authentic materials are not made use of in both schools and Universities to focus on informal situations e.g. sport activities.	2.4	0.5	35	0.008

Source: The researcher from applied study, SPSS 24

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No. (1) statement was (26) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents, who agreed with the statement "University syllabus does not sufficiently cover topics on the informal English.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No. (2) Statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level of (5%) among the answers of the respondents, which support the respondents, who agreed with the statement "Non- native speakers of English are not exposed to the use of slang inside the class room to make it clear for them.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No. (3) Statement was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents, who agreed with the statement "Universities and schools do not recruit native users of English due to lack of resources.
- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No. (4) Statement was (35.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant

differences at the level of (5%) among the answers of the respondents, which support the respondent, who agreed with the statement "Authentic materials are not made use of in both schools and Universities to focus on informal situations e.g. sport activities.

According to the previous result we can say that the third hypothesis of our study is accepted.

Interview for Native- speakers of English

Dear Teacher,

I will be grateful if you read and respond to the following questions. This interview has been designed to collect honest data about native English teachers' opinions. This is an MA thesis in English Language (Applied Linguistics) entitled: "***Investigating Problems Encountering Sudanese Learners of Standard English when Using Colloquial forms with English Native Speakers***"

Hypothesis Two: Native speakers of English encounter difficulties when they communicate with non – native speakers of English in informal situations.

- 1- How do you feel when you encounter a non-native user of English in terms of his / her pronunciation?

Regarding hypothesis two, question one: which has adopted a personal interviews as a tool for collecting data, the native speakers, whom have been interviewed assumed that the responses to question **One** as below:

- All native speakers who were interviewed assumed that the pronunciation problem varies from one person to another it mainly depends on the educational level of non- native speaker.
- Regarding question **Two**.

How do you view the non-native user of English in terms of his / her degree of formality when it comes to the use of idioms in shopping mall or restaurant?

- This depends on the level and type of English.
- Lower or intermediate students need to speak to you formally.
- EFL students will use more formal expressions than ESL students / speakers.
- Idiomatic expressions require extensive exposure to language in a variety of situations.

Question **Three** comes as below:

As a native speaker of English, can the above mentioned difficulties be regarded as a barrier to understand each other?

Responses:

Absolutely yes.

The pronunciation is extremely bad, without doubt. Otherwise you need to ask the speaker to repeat or the native speaker must take it.

Question **Four** finalized with their recommendations:

What are the final recommendations to solve this problem?

- They too come to an agreement that non – native speakers of English need to be ware that what they read on books and watch or hear on the T.V are not always appreciated for every conversational situation. Therefore teaching colloquial as well as pronunciation throughout English education is a great benefit of all.
- Speakers need to listen to good model via computer, television and songs.

According to the previous result we can say that the second hypothesis of our study is accepted.

CHAPTER FIVE

MAIN FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

5.0 Overview

INTRODUCTION:

This chapter includes summary of the previous chapters, in addition to the findings and recommendations built on what has been achieved through this study.

5.1 Findings of the study:

After analyzing the data, study has revealed the following findings:

- 1- Non-native speakers of English language encounter problems in communicating with the native speakers of English.
- 2- Universities and schools fail to provide students with sufficient courses on informal language.
- 3- One of the reasons, which revealed by the study and led to this problem, is the lack of knowledge of non-standard English upon the non-native speakers particularly the English language teachers.
- 4- Native speakers of English feel little bored and embarrassed when they communicate with those, who speak English as the second language.

5.2 Conclusion:

This study aims at investigating problems encountering Sudanese learners of Standard English when using colloquial forms with English native speakers.

Chapter one provided a general description of the field of the study and outlined the purpose of the study and the objectives of the study. To achieve these objectives the researcher determined three hypotheses, which stated to be tested. In chapter two a general review of literature in the field of standard and non-

standard English is given. Chapter three contains the methodology of the research with regard to population, sampling, instrument, validity and reliability. In chapter four, data obtained from the questionnaire was analyzed through (SPSS) analysis and discussed.

5.3 Recommendations:

Since teachers are always responsible to shoulder the heavy burdens of education problems and treat all the problematic area that face their learners. I intend to provide some tips to help them in paving the way towards the performance in teaching students to learn the English slang and make it quite familiar. According the above results I present the following recommendations in an attempt to improve our students' performance in learning and speaking English slang.

- 1- Ministry of education should be aware enough to fix this problem by adding syllabus to help the learners to be familiar to English colloquial variety.
- 2- English language teachers should make comparison of using standard and non-standard English while they are teaching students and enlighten them about these differences.
- 3- Students at school should be informed by the necessities of standard and non-standard English.
- 4- Students should be encouraged to use slang English outside the classroom.
- 5- Students should be on the internet to explore more about the spoken slang.

References :

Andrews, R.C., Torgerson, S., Beverton, A., Freeman, T., Lock, G. Low . Brindley, S., & Swann, J. (1996). Issues in English teaching. In N. Mercer & J. Swann (Eds), *Learning English: Development and diversity* (pp. 205-242). London, United Kingdom: Routledge.

G., Robinson, A. & Zhu, D. (2006). The effect of grammar teaching on writing development. *British Education Research Journal* (32)1, 39-55.

Davis, H. (1999) ‘Typography, lexicography, and the development of the idea of ‘standard English’’ in Bex, T. and Watts, Richard J. (eds) (1999) *Standard English: The Widening Debate* London: Routledge.

Department for Education. (2013). New grammar, punctuation and spelling test Lord Bew (2011). *Independent Review of Key Stage 2 testing, assessment and accountability – Final Report will raise children’s literacy standards.*

Myhill, D., Jones, S., Watson, A., & Lines, H. (2013). Playful explicitness with grammar: a pedagogy for writing. *Literacy*, 47(2), 103-111.

Newbolt, H. (1921). *The teaching of English in England*. London, United Kingdom: HMSO.

Crowley, T. (1999). Curiouser and Curiouser: Falling Standards in the Standard English Debate. In: *Standard English: The Widening Debate*, ed. by Bex, T & Watts, R.J., London.

APPENDICES

Appendix: 1

Questionnaire:

Dear Teacher,

I will be grateful if you read and respond to the following questions. This questionnaire has been designed to collect honest data about teachers' opinions, who are non- native speakers of English. This is an MA thesis in English Language (Applied Linguistics) entitled: “*Investigating Problems Encountering Sudanese Learners of Standard English when Using Colloquial forms with English Native Speakers*”

Hypothesis One: Sudanese standard learners of English encounter problems in situations where informal English is allowed in terms of lexical choice of non-Standard variety.

Statement	Strongly agree	agree	Neutral	disagree	Strongly disagree
1. Sudanese English learners face difficulties when native speakers use slang words related to football e.g. What a screamer, Ref etc...					
2.Sudanese English learners encounter difficulties in understanding native speakers while studying when using informal words such as <i>cram, Gen up etc ...</i>					
3. Native speakers of English may use informal English such as: teahouse, carryout etc ... while taking meal with a Sudanese friend.					

4. Native speakers of English encounter difficulties when their Sudanese counterparts misunderstand the informal idiom as: <i>to take one's time, quid, Plonk etc...</i>					
--	--	--	--	--	--

Hypothesis three: Universities and schools fail to provide students with sufficient courses on informal language.

5. University syllabus does not sufficiently cover topics on the informal English.					
6. Non-native speakers of English are not exposed to the use of slang inside the classroom to make it easier for them.					
7. Universities and schools do not recruit native users of English due to the lack of resources.					
8. Authentic materials are not made use of in both schools and universities to focus on informal situations e.g. sporting activities.					

Appendix 2

Interview for Native speakers of English

Dear Teacher,

I will be grateful if you read and respond to the following questions. This interview has been designed to collect honest data about native English teachers' opinions. This is an MA thesis in English Language (Applied Linguistics) entitled: "***Investigating Problems Encountering Sudanese Learners of Standard English when Using Colloquial forms with English Native Speakers***"

Hypothesis Two: Native speakers of English encounter difficulties when they communicate with non – native speakers of English in informal situations.

- 2- How do you feel when you encounter a non-native user of English in terms of his / her pronunciation?

.....

.....

.....

.....

.....

.....

.....

.....

.....

- 3- How do you view the non-native user of English in terms of his / her degree of formality when it comes to the use of idioms in shopping mall or restaurant?

.....

.....

.....

.....

.....

.....

4- As a native speaker of English, can the above mentioned difficulties be regarded as a barrier to understand each other?

.....

.....

.....

.....

.....

.....

.....

5- What are your final recommendations to solve this problem?

.....

.....

.....

.....

.....

.....

.....

.....