

TARTU UNIVERSITY
FACULTY OF SOCIAL SCIENCES

NARVA COLLEGE
STUDY PROGRAMME “LANGUAGES AND MULTILINGUALISM IN
SCHOOL”

Polina Troeperstova
DIFFERENCES IN SLANG IN BRITISH TEEN TV SHOWS
“SEX EDUCATION” (2019) AND “SKINS” (2007)
Bachelor’s thesis

Supervisor: Lect. O. Orekhova

NARVA 2022

Olen koostanud töö iseseisvalt. Kõik töö koostamisel kasutatud teiste autorite tööd, põhimõttelised seisukohad, kirjandus allikatest ja mujalt pärinevad andmed on viidatud.

.....

/töö autori allkiri/

PREFACE

Watching films and TV shows online is a popular pastime activity. According to eMarketer (2021), which provides statistics about media, by the end of 2021 there were expected to be 579.3 million viewers only on the Netflix streaming platform, which is 7.5 percent of worldwide population. According to Bloomberg (2020), most of the shows are streamed in English. This demonstrates that TV shows and films in English may have an impact on many people around the world, and their popularity is continuing to grow.

The research intends to contrast and compare the language of two popular British teen series produced in different decades of the 21st century to reveal if the British slang and its use in teen series have changed through the years. It may be useful for people who are interested in learning colloquial language through TV series, because informal style is more time-dependent and can vary greatly with changes in peoples' lives, which usually can be seen in shows. For language learners, informal register seems to present a big challenge in terms of its comprehension and appropriate use. However, slang is an inalienable part of human discourse. It is important to understand it if a person wants to get familiar with a foreign culture and society.

The aims of the present research are to analyse the concept of slang and the kind of language used in TV shows intended for a teenage audience; to compare two popular teen shows of different times in terms of their use of slang; to reveal how slang use and its context has changed over the years; to understand why this kind of language is highly used in these shows.

The thesis includes four parts. The Introduction gives an overview of informal register, and slang in particular; discusses its origin and use in speech and TV shows. Chapter I provides a more detailed explanation of the notion of slang, types of informal vocabulary, and areas in which it is used. Chapter II consists of the empirical research into the slang used in two British shows: "Skins" (2007) and "Sex Education" (2019). It provides a list of slang words and phrases used in the series, noting the frequency of such words, and the context in which they are used. It also compares the similarities and differences of the contexts in which slang is used in these two shows. The Conclusion summarizes the theoretical and empirical research results and comments on the research results.

PREFACE	3
<i>Contents</i>	
INTRODUCTION.....	5
The Notion of Linguistic Style	5
Slang as Part of Informal Register.....	5
Brief History of English Slang	5
Young Adult Language	6
Culture and Language through Films	7
CHAPTER I. SLANG, APPROACHES TO SLANG, SLANG IN TV DIALOGUE	8
1.1 Purposes of Using Slang.....	8
1.2 The Notion of Slang	9
1.2.1 The Sociological Approach.....	9
1.2.3 The Linguistic Approach.....	10
1.3 Slang vs other Informal Language Varieties	10
1.3.1 Slang vs Jargon	10
1.3.2 Slang vs Cant.....	10
1.3.3 Slang vs Dialect	11
1.3.4 General vs Specific Slang	11
1.4 TV Dialogue	11
1.4.1 Non-standard Language in TV series.....	12
1.4.2 Learning Non-standard English through TV series	13
CHAPTER II. ANALYSIS OF SLANG WORDS AND EXPRESSIONS IN TWO FIRST EPISODES OF THE FIRST SEASON OF “SKINS” AND “SEX EDUCATION”	15
2.1 Methodology	15
2.2 Results	16
2.3 Analysis of Results	28
2.3.1 The Most popular Slang Words and Phrases in Each Series.....	28
2.3.2 A List of Words which Occurred Both in “Skins” and “Sex Education”	28
2.3.3 The Most Common Context of Slang Use in Each Series.....	29
CONCLUSION	32
CONCLUSION IN ESTONIAN	34
REFERENCES.....	36

INTRODUCTION

The Notion of Linguistic Style

First of all, it is important to examine styles of English to give a general overview of the written and oral variety of the language. Relying on Joos's (1961) representation there are five styles: frozen, formal, consultative, casual, and intimate. Each of these registers is used in its own manner, situation and within particular circles. In accordance with Online Cambridge Dictionary (n.d.), "formal language and informal language are associated with particular choices of grammar and vocabulary".

As reported by Coupland (2007), Research Director of the Cardiff University Centre for Language and Communication Research, people choose between variations of styles for the reasons of achieving comprehension, acceptance, being intelligible for a certain group of people. In order to confront the common opinion that language should be standardized, sociolinguists observed language use in everyday life to stress language impermanence.

Slang as Part of Informal Register

Slang belongs to informal speech and is usually used among family and friends. According to the Online Cambridge Dictionary (n.d.), people who use slang in their interaction usually are from the same social and interest group.

According to Green (2011: 354), who is an English lexicographer of slang, slang is "language of streets", and it is usually daring, doubtful of principles and statute. On the other side, Green (2011) believes it is inventive, unorthodox, and tricky. Slang is a tool for people to show and let their emotions, urges, and vigour out. This kind of language is very flexible and may vary in meaning and change the meaning in accordance with situation. An American philosopher and publicist, Bruce (1920), said that language is blatant, and only juveniles think it is funny and ingenious. However, slang words and phrases have their history, roots and many reasons to exist.

Brief History of English Slang

Slang appeared many centuries ago and it has rich and interesting history. After the Norman Conquest, according to Decharne (2017), English language was not widespread among the privileged class for a long time, they preferred to learn, write, and speak Latin

or French, which were considered to be graceful. English, on the other hand, was a fate of poor and uneducated people. Over the time by the 18th century, when the average number of literate people started to rise, also grew the level of written and spoken English, becoming more elegant and accepted among wealthy people. At the same time, working class was inventive in enriching slang vocabulary with new phrases and words. Moreover, as Green (2011) stated, slang was a “secret” language, and solely men from low social strata or from unfavourable environments, for example countrymen, used it in their speech. Slang was becoming common among people from other classes and even lands due to urbanization and upheaval when countrymen started working and living in towns.

As Eriksen (2017) said, the purpose of using slang is to associate yourself with a certain faction, when it becomes clear who a person considers oneself to be. Furthermore, slang can indicate a person who disagrees with laws and rules in a community and rejects standardized speech. Moreover, since it was once an undercover language, culprits used it in their conversations to veil the real message.

Formerly forbidden words became widespread among different people, and slang use also became normal among different groups of people. Language transforms all the time, and it is difficult to determine if a phrase or word belongs to jargon or taboo vocabulary. It is also difficult not to cross the line, because slang should be used among particular groups of people who understand it and will not be offended by that. Even though it was once a secret language, people adopt it in their work and daily routine language.

Young Adult Language

According to Shapiro (2021), who is professor of linguistics at Truman State University, children start to divide others into two simple groups “us” and “not us”. The first one is for other children with whom they feel free, and the second is for authorities. Adolescents, on the other hand, are usually more mature to grasp the idea of the significance of their choices and to understand that they connect to many different communities, and due to that they generally feel the need to define their identity and settle in the group. An obvious indicator of this can be the fact that some youngsters often get labels like “jock” or “nerd”. Youngsters of every subculture, except “nerds”, who normally adhere to generally accepted norms and rules, try to deride standards. During the conversation they can challenge the adults on purpose by using nonacceptable words or slang to show their rebellious identity. Adolescents express their thoughts and feelings through the set of

expressions more often than people of mature age. As Barbieri (2008) reports, teenagers are more likely to use phrases like “kind of” or “sort of” to make a statement more uncertain, while adults usually tend to use words like “probably” and “maybe”. In addition to that, teens navigate the dialogue by using such words like “yeah”, “right”, and “like”, whereas people from the older generation will probably say “well” and “so”. The frequency and choice of words and phrases often changes with time, but the tendency that teenagers will probably use more of these specific words stays the same.

Culture and Language through Films

As Bhugra (2018) summarizes in the article “Using film and literature for cultural competence training”, people can learn another country’s culture and language through watching movies and series. Old films give a better understanding of society in the past, and new films tend to introduce the present situation of cultural aspects. According to Leach (2004), while Hollywood had a great influence on the cinematography, Britain was developing in reflecting its own British identity and culture in the films. However, this is not always the case, because film producers should also attract people who are mostly familiarized with the Hollywood production.

The current research focuses on analysing the language of two popular British teen series (*Skins* and *Sex Education*) produced in different decades of the 21st century to examine the development and changes in British slang and its use in teen series through the years. The research question is: Does the slang and the context it is used in the TV series “Skins” differ from that used in the TV series “Sex Education”, and which slang words and expressions have remained in usage and how many of them?

CHAPTER I. SLANG, APPROACHES TO SLANG, SLANG IN TV DIALOGUE

1.1 Purposes of Using Slang

There are different purposes of using slang and one of them is to talk about sex. According to Brienne (2012), starting from childhood our words are anticipated, and as kids we realise that by using our voices, we can get what we want. For adults it is not a peculiarity that a person knows a language or even two languages, but there is a “dirty language” that only adults can understand. It consists of vulgar slang, taboo and naughty words, and people use it to get what they want in bed. Also, it shows a desire of something forbidden, because as a child we were not allowed to speak taboo words, and when a person breaks that taboo with a partner it can make him or her feel like breaking the rules. Furthermore, it is very interesting how double standards condemn women’s sexuality while praising men. This is not only seen in the large number of terms for promiscuous women, but in the fact that some words have negative connotations when applied to women, but not so negative when applied to men. A “fast woman” is a promiscuous one, but a “fast man” is a good sprinter (Blake 2010: 210).

Slang is also widely used in the criminal world. Blake (2010) says that criminal authorities and people who are trying to attract their attention use slang. Such in-group languages serve both to bond their users and to create codes which are opaque to the authorities (Blake 2010). One way to create secret words is to pronounce them backwards, for instance “fish” becomes a “shif”. Moreover, some people like to sound ironic, and their speech consists of double meanings.

Some slang words can be easily understood even if one has not heard them before, says Coleman (2010). For example, the word “crunk” means to be excited, especially when you listen to hip hop or rap music while doing drugs or alcohol. It also may be interpreted as just being drunk or intoxicated with drugs and when a person says, “I am so crunk”, the interlocutor may guess its meaning by looking at the person’s actions and facial expressions. It will be more difficult to understand for a white student from Britain than for a black person from inner London. Usually, a person would not ask the word’s meaning, because using slang can operate as a kind of password: either you know what I’m saying or you’re not my kind of person (Coleman 2012: 98). Every person could interpret the slang meaning in his or her own way by guessing, and when he or she might use it in their circle, and that is how the slang can possibly acquire a new meaning or interpretation.

1.2 The Notion of Slang

As Matiello (2008) claims, slang can be viewed from the following perspectives: sociological, stylistic, and linguistic. The first approach is to identify yourself within a group, and second is to identify slang among other variations of language (Eble 1996, Quirk et al. 1985, Stenstöm et al. 2002, as cited in Matiello 2008: 10). Observing slang from the linguistic perspective, it becomes clear that it brings alterations and liveliness to the language (Dundes & Schonhorn 1963, Mencken 1967, as cited in Matiello 2008).

1.2.1 The Sociological Approach

From a sociological perspective, slang has two antithetical aims: to keep members of a group in and strangers out. In other words, slang tends to institute social identity and unity inside a group and to be up to date (Eble 1996, cited in Fathonah 2018). Consequently, using the same slang words and phrases helps to gain approval and maintains solidarity within a group (Munro 1997, cited in Fathonah 2018). According to Fathonah (2018), summarizing the above, slang enables to build social connections, supports unconstrained communication and summons understanding and intimacy.

Despite the bonding purposes, slang also has antisocial motives, for example to indicate social differences, resist authorities and keep secret information and actions hidden (Allen et al. 1998, cited in Fathonah 2018). Specifically, slang vocabulary groups different social classes in order to create privateness or to distance them from the other group of people. For instance, teenagers can use slang to separate from the older generation (Fathonah 2018).

1.2.2 The Stylistic Approach

According to Flexner (1960, cited in Fathonah 2018), slang is not recognized as formal and proper language by most people. Stylistically, when slang is compared to formal language, it appears that slang does not belong to standard and stylistically neutral language (Allen 1998, cited in Fathonah 2018).

Also, when slang is compared to other informal language varieties, such as jargon, cant, dialect or argot, even if they may seem similar to slang, they are not (Andersson & Trudgill 1990, cited in Fathonah 2018).

1.2.3 The Linguistic Approach

Within the linguistic approach, slang is considered as an ordinary word in unusual meaning or extraordinary word in usual meaning (Yust 1950, cited in Fathonah 2018). As Jespersen (1922: 298, cited in Fathonah 2018) said, slang both creates and spreads new words, and gives to old words new meanings.

1.3 Slang vs other Informal Language Varieties

According to Mattiello (2008), slang differs from formal language in morphology and semantics. Slang does not follow common rules of word-formation and it also changes names of things adding to them new meanings and making word meanings more complex. According to Mesimova (2018), slang has no exact boundaries, so the levels of informal language are difficult to define. As stated in the Free Online Encyclopedia (2018), slang can also be vulgar. In addition to this, it may be viewed as an indicator of some positive change, usually among teenagers, or it can be perceived as a hazard to the standard language and society. Also, as Mesimova (2018) reported, in informal communication, it is also important to pay attention to the gestures, intonation, voice of the interlocutor, because all this together, with the choice of vocabulary, constitutes informal speech. The Free Online Encyclopedia (2018) maintains that slang can change its level (e.g., vulgar, taboo, colloquial) depending on the speaker, and that what one person considers as slang does not have to be the same for the other.

1.3.1 Slang vs Jargon

As stated by Paran (n.d.), jargon is a specific variety of non-standard language that describes certain occupation or activity. For instance, linguists characterize the process by which language operates by using words like “suffix” and “prefix”. Paran (n.d.) notes that “Now to me, all this may seem normal technical language, but to an outsider this may seem jargon. So, jargon is the word we use that refers to the language of a specific group as seen by an outsider”. Jargon may not have rebellious implication and is not restricted in situations of use (English Language and Linguistics Online 2004). However, even if slang is different from jargon, they both have the same feature of identifying a person as a member of a community.

1.3.2 Slang vs Cant

Online Cambridge Dictionary (2022) defined the word “cant” as “special words used by a particular group of people such as thieves, lawyers, or priests, often in order to keep

things secret”. Even if slang is sometimes used as a secret language among, for example, drug dealers, it is not an exclusive language of the criminal sphere, or any other spheres where can be used words with encrypted meaning (Mattiello 2008).

1.3.3 Slang vs Dialect

In accordance with Online Cambridge Dictionary (2022), dialect is a “form of a language that people speak in a particular part of a country, containing some different words, grammar etc.” Slang may also differ from one place to another, but it is not geographically confined as dialect (Chambers and Trudgill 1980, Romaine 1994, Trudgill 1999, cited in Mattiello 2008). As Mattiello (2008: 37) claimed, some expressions or offensive slang words like “fanny” in British English mean “female genitals”, whereas in American English it refers to “the posterior or rump”.

1.3.4 General vs Specific Slang

As Mattiello (2008) notes, slang can be divided into specific or generic group. Specific slang is used among particular groups of people to achieve some level of agreement and solidarity. It establishes person’s age group or generation, profession, education, lifestyle, and status. For instance, the word “smoke” in the world of drugs has a sense of “marijuana”, but it has another meaning in Standard English.

General slang refers to a language which people tend to use to create more informal, colloquial, and friendly environment, and to enrich the speech (Partridge 1947: 288, cited in Mattiello 2018). Furthermore, general slang is not restricted by a group or subject. For example, the word “caff” means “a café” and is more frequently used in colloquial English (Matiello 2008).

Nevertheless, there are slang words that can be considered as both general and specific, depending on the context of use and practical meaning. Matiello (2018) brings an example of such a word: “grass” has two specific meanings: “marijuana” and “police informer”. The first meaning is connected with drug slang, the other one with criminal slang. At the same time, the word “grass” has a general slang meaning of “vegetables”.

1.4 TV Dialogue

As Lippi-Green (2012, cited in Coupland 2007: 185) stated, television is considered to be one of the mass media tools and one of the ‘agents of socialization’ which in its terms has a big influence on our sociolinguistic environment, including formation of language. English TV series and films are viewed by non-native speakers of the English language

not only in translated version but also in the original. This method can become an experience and model in learning colloquial English for viewers through TV dialogues (Mittmann 2006: 575, cited in Bednarek 2018). In fact, a European Union survey shows that one of the most widespread situations where a person commonly uses English as a second language was while watching films and TV (Bleichenbacher 2008: 21, cited in Bednarek 2018).

Associate Professor in Linguistics Bednarek (2018) classifies different functions of TV dialogue, and this in turn helps to recognize that this kind of dialogue is created scrupulously to give information, engage, influence and guide the audience. There are narrative-related and medium-related functions which develop characters and plot, influencing the audience's mood and emotions.

An extensive variety of different lexical aspects may help to create characterisation in drama. These could be “conversational structure, affective language, lexical richness/diversity, terms of address, syntactic structure, accent/dialect, impoliteness strategies, and (non)-adherence to conversational maxims” (Culpeper 2001, as cited in Bednarek 2018: 29).

Bednarek (2018) assumes that television characters have conversations within TV dialogue with each other and the audience who is interested. Moreover, TV dialogue must be a masterpiece which attracts and makes a person want to watch more (Winter 2014, cited in Bednarek 2018). Furthermore, there is consensus that TV dialogues must be vivid and, more importantly, realistic to give a viewer a sense of reality and ease – this is one of the dialogue functions (Kozloff et al. 2000). Moreover, series show personal relationships with other characters by writing dialogues that are socially and linguistically naturalistic (Mandala 2007: 66, cited in Bednarek 2018).

1.4.1 Non-standard Language in TV series

The usage of slang, swear and taboo words in TV series does not always depict the real-life dialogue, because sometimes non-standard language features can be overused in TV shows and films. This does not mean that they are rarely used by native speakers in real-life conversations, but writers try to collect and distillate the authentic data (Dose 2013, as cited in Bednarek 2018)

Bell (2016) thinks it is crucial to acknowledge whether the non-standard language in mass media exists or not and if it is common or infrequent. If it is present, is it used to create and represent linguistic stereotypes and language ideologies or rather denigrate native

speakers? It is important to answer these questions since TV series and films have become a useful source for the audience to experience the “real-life” conversation with non-standard language. Furthermore, this opportunity can be the main way to educate oneself on this topic if a person does not communicate with interlocutors who use non-standard language. Certain social groups and their deviant language varieties are presented in TV shows, and a non-native speaker can become familiar with these social classes and their language usage.

Bednarek (2018) suggests that in TV series heroes and people with appealing personalities or qualities speak standard English, meanwhile slang and taboo words are mainly associated with villains, secondary, ridiculous, or weak characters. In addition to this, through using non-standard language varieties series show cultural stereotypes. Bednarek (2018) also explains that informal words and phrases should be transparent for the audience. In order to achieve this, sometimes screenwriters prefer to soften the dialogue, so that people could understand it. As Espenson (2018), who is a scriptwriter, says, it makes it easier for viewers to categorise and assess the character by some signal phrases and utterances, while using the real-life conversation could make it difficult.

Scriptwriters argue that due to strict regulations broadcast television seems quite non-realistic and unnatural. As a consequence of restrictions, screenwriters must take this into considerations when writing TV dialogue. An American screenwriter DeKnight once said, “And to be able to have a conversation where two people can talk the way two people would talk without artificial constraints was just amazingly liberating” (DeKnight, cited in Bednarek 2018: 233). Also, Chase who is an American producer, director and scriptwriter, stated this problem in the following way: “You know the problem is that you can’t speak the way a career criminal would speak. Its these other words that you put in there, and so instead of saying *ass*, you say *butt*... you are not being true to the English language, not being true to humanity” (Chase, cited in Bednarek 2018: 233).

1.4.2 Learning Non-standard English through TV series

TV series and films are considered as a key tool to improve English language skills, and TV dialogues may serve as a model in language learning (Mittmann 2006: 575, Bleichenbacher 2008: 2, as cited in Bednarek 2018). This method can be used both in the classroom and in out-of-school context. The dialogues in TV series are close to real conversations and can provide a golden mean between spoken language, which is not always appropriate enough to teach, and very traditional, unnatural, and comparatively artificial oral communication presented in the textbooks. In other words, TV shows seem

more beneficial in order to achieve fluency, enrich vocabulary, improve listening skills, and gain knowledge about other cultures (Quaglio 2008: 190, Dose 2013, as cited in Bednarek 2018). Moreover, TV series and films are affordable and usually easy to find. Also, it is entertaining, hence can lessen stress, and it provides a recurrent topic-related vocabulary (Hanf et al. 2015, as cited in Bednarek 2018). Despite all of these benefits, the material for in- and out-of-class activities should be relevant for students and their age (Bednarek 2018).

Bednarek (2018: 238-246) conducted a study among German students to investigate the topic of learning the English language through TV series. The first question was about the language in which students prefer to watch TV shows. The most popular answer was “English without subtitles” (449 students). Moving on to a classroom experience of watching TV series in the English language, the majority (208 students) replied that they had not experienced that; and only nineteen pupils did it very often. This might mean that this method of English learning can be still underused within the class, but this observation needs deeper studying to get a more comprehensive picture. Bednarek (2018) suggests that respondents are interested in learning language through TV series, however teachers usually do not use this opportunity. Furthermore, it was crucial to ask students about standard and non-standard language in modern TV dialogue. The minority find that informal English is rare in TV series, while most of the respondents think colloquial language and slang are frequent.

It is important to understand what kind of English language learners can experience while watching TV shows. Bednarek’s (2008) research suggests that series include informal and colloquial aspects of speech in TV dialogue, which also arise in the real-life conversation. The occurrence of contemporary utterances shows that TV dialogue provides insight into modern language and its trends (Dose 2013, cited in Bednarek 2018). However, colloquial language intensity depends on the genre (Bednarek 2018). Bednarek (2018) claims that variations of informal phrases and words used in TV shows can become a starting point for the discussion of topics like social norms, manners, attitude, and censorship.

CHAPTER II. ANALYSIS OF SLANG WORDS AND EXPRESSIONS IN TWO FIRST EPISODES OF THE FIRST SEASON OF “SKINS” AND “SEX EDUCATION”

The aims of the present research are to analyse the kind of slang used in two TV shows intended for a teenage audience: “Skins” (2007) and “Sex Education” (2019); to compare the two popular teen shows of different times in terms of their use of slang; to reveal how slang use and its context has changed over the years. The research aims to answer the following research question: Does the slang and the context it is used in the TV series “Skins” differ from that used in the TV series “Sex Education”, and which slang words and expressions have remained in usage and how many of them?

2.1 Methodology

The research procedure included the following steps:

1. Watching two first episodes of the first season of “Skins” and “Sex Education” with English subtitles in order to collect accurate data (slang words and expressions used in these episodes)
2. Gathering slang words and phrases from each episode into tables and noting their frequency of use
3. Searching for information on the stylistic marking of the collected words and phrases to determine their belongingness to informal register and slang in particular
4. Searching for the definition/explanation of each collected slang word or phrase in different online dictionaries
5. Identifying in which context each slang word and expression was used
6. Analysing and comparing collected data: the total amount of slang in each series, the most frequent slang words in each show, identifying the most popular context by counting the number of slang words and expressions used in each context (threat, offensive naming/ addressing, friendly addressing/ naming, reaction to the situation, description of the situation, drugs talk, sexual talk, offensive sexual talk, friendly request, aggressive request)
7. Making research conclusions

The series “Skins” (2007) and “Sex Education” (2019) were chosen as object of analysis because they are some of the most popular British TV shows of the same teen comedy-

drama genre. The choice of the two first episodes of each series can be explained by the fact that people usually start watching TV shows from the very first episodes, which introduce the main characters and plotlines from the very beginning.

British TV series “Skins” (2007), which has a rating of 8.2/10 according to the Internet Movie Database (imDb), (2022), captures the life of juveniles who only know life by partying, doing drugs and having sexual relations. It also touches on such topics as mental issues, addiction, eating disorders, lust, homosexuality, and death. The running time of each episode in this series is around 45-50 minutes.

Another popular British TV series, “Sex Education” (8.4 rating on imDb), which touches upon similar topics, aired in 2019. This show talks more about sexuality and discovering it by high school students. Every character has their own issues apart from sexual ones, such as facing misunderstanding and judgement from peers and adults, having addicted and abusive parents, rejection of homosexuals by the society. The running time of each episode in this series is about 45-50 minutes.

2.2 Results

The tables below (Tables 1, 2, 3, 4) show the research results: slang words and expressions from each episode, the exact meaning of the word in which it is used in the series, its context of use, each word’s frequency. As discussed in Chapter I, one slang word or phrase can have many completely different meanings. Therefore, it was important to find the most accurate meaning of the slang word or phrase as used in this exact context by studying different online dictionaries: *The Britannica Dictionary*, *The Free Dictionary*, *Urban Dictionary*, *A Dictionary of English Slang & Colloquialisms*, *Lexico*, *Dictionary*, *Collins Dictionary*, *The Free Online Encyclopedia*. These dictionaries provide different multiple meanings of a word with examples. The results reveal that there is general slang bordering on colloquial speech, vulgar slang, taboo words and expressions, and each dictionary can interpret the meaning and stylistic marking of a slang word differently.

Table 1. Slang words and expressions in “Skins”, Season 1, Episode 1

Pillock (vulgar)	Annoying person	Offensive addressing/ naming	1
Twat (vulgar)	Annoying, stupid person	Offensive addressing/ naming	6

Dippy	Silly	Offensive addressing/ naming	1
Turd (vulgar)	Someone who is annoying, a piece of excrement	Offensive addressing/ naming	1
Fuck/ fucking/ fuck off/ fucker/ what the fuck	Sexual intercourse; Unpleasant, annoying person; Expression of indignation, irritation; It is used to make a statement stronger; To be ruined or to ruin something	Reaction to the situation	29
		Aggressive request	5
		Offensive addressing/ naming	8
		Description of the situation	7
		Sexual talk	3
		Drugs talk	1
Help with Sid's cherry Sid's getting de-cherried Pop his cherry Cherry o' Baby	To lose a sexual virginity. This applies both to men and women	Sexual talk	5
VIP tour of Netherlands	To have sex intercourse	Sexual talk	1
Furry City	Place where people are dressed up in fur suits	Sexual talk	2
He's gotta get laid before his birthday (vulgar)	To have sexual intercourse	Sexual talk	3
Skins	Rolling paper for marijuana	Drugs talk	1
She's pilled up	To be intoxicated from pill-form drugs	Drugs talk	1
-I think we found it -Double Bosh	„Used to accentuate the meaning of the word it follows“	Reaction to the situation	1
There's this guy who'll sell on tick	To give somebody drugs on credit	Drugs talk	1
Mr Jenkins	A toy bear in a pajama that protects kids from evil at night	Friendly addressing/ naming	1
Dick (vulgar)	Penis	Sexual talk	3
Let's go in and shift this ounce	To sell, get rid of something	Drugs talk	1
This is so, so wicked	Cool, great	Reaction to the situation	1

Pussy (vulgar)	Someone who is afraid of something	Offensive addressing/naming	1
Crap (vulgar)	It describes something worthless	Description of the situation	2
Sodding (rude)	This term shows that you are angry, annoyed. Also, to reinforce a statement	Reaction to the situation;	2
		Offensive addressing/naming	2
Shit (vulgar)	An annoying person; To be in trouble; Something worthless, unpleasant; Drugs; An exclamation of anger	Offensive addressing/naming	2
		Reaction to the situation	7
		Drugs talk	3
You take me for a complete James Blunt (cockney rhyming slang)	Way of saying that a person is idiotic	Offensive addressing/naming	1
- Hi, Nips . - Stop calling me, Nips .	Nipples	Offensive addressing/naming	4
		Reaction to the situation	2
Jal, can you nip round and wake Sid up?	To go somewhere as soon as possible	Friendly request	1
		Reaction to the situation	1
I'm gonna dock the ferry with Michelle	To have sexual intercourse	Sexual talk	1
Do not do fickety fick... (fick – German f*ck)	Sexual act	Sexual talk	1
Safe	Good or cool	Reaction to the situation	4
		Friendly request	1
Flying solo down the tunnel of love	Female's genitals	Sexual talk	1
Balls (vulgar)	Man's genitals	Drugs talk	2
Bastard	Disliked person	Offensive addressing/naming	1

We can have some spliffs before you're taken out and de-bollocked (vulgar)	To cut off man's genitals	Drugs talk	1
Spliffed up	It means someone smoked marijuana cigarette and becomes highly intoxicated	Drugs talk	1
Spliff	Marijuana cigarette	Drugs talk	9
Braindead	Stupid	Offensive addressing/naming	1
Great in the sack	Good in bed	Offensive sexual talk	1
Dope	Drugs	Drugs talk	3
Cock (taboo slang word)	Penis; A man who is very proud of himself	Sexual talk	1
		Friendly addressing/naming	1
Weed	cannabis	Drugs talk	1
Tit	Despicable person	Offensive addressing/naming	1
Squiffy	Slightly intoxicated from cannabis	Drugs talk	1
Bugger (vulgar slang)	It means that someone or something is annoying, upsetting	Reaction to the situation	1
Wank (vulgar)	Unpleasant person. This term is usually used to offend a person	Offensive addressing/naming	1
Waaaagh! Got you! I'm not here, you wankers (vulgar slang)	Stupid people	Offensive addressing/naming	1
Warm it up for super fly	Great sexual intercourse	Sexual talk	1
Mr Happy	Term for man's genitals	Sexual talk	1
Magic motor	Term for man's genitals	Sexual talk	1
To shag/ shagging (vulgar)	To have sexual intercourse	Sexual talk	4
Later	See you later	Friendly addressing/naming	1
Bruv	Brother	Friendly addressing/naming	1
Fuck's sake	Expression of anger	Reaction to the situation	1
Monkey man	A person who is funny; A person who use drugs	Friendly addressing/naming	1
Blast	Exciting	Reaction to the situation	1
I'm talking to you. I'll report you to your	An unpleasant person;	Offensive addressing/naming	1

college, you common oik	Member of another school		
Geek	Unpopular person who looks like a bookworm	Offensive addressing/naming	1
Scum	Worthless person	Offensive addressing/naming	1
Pill	Ecstasy	Drugs talk	3
Flummoxed up	To have no idea what to do, to be confused	Reaction to the situation	1
Stuff	Cannabis	Drugs talk	1
Tosser	Stupid, irritating person	Offensive addressing/naming	1
Dim	Stupid and slowly thinking person	Offensive addressing/naming	1
Dealer	Person who sells drugs	Drugs talk	2
Isn't this just bitching ?	Great	Reaction to the situation	2
The neighbours are bitching with the cameras	Annoying		
Gotcha	Affirmation of understanding	Reaction to the situation	1
Bollocky (vulgar)	Worthless, usually is used to offend a person	Offensive addressing/naming	1
I need a piiss	To urinate	Description of the situation	1

Table 2. Slang words and expressions in “Skins”, Season 1, Episode 2

Fuck/Fucking/fucker/fucked up/ fuck bunny/ fat fuck/ fuck off (vulgar)	Sexually attractive; It is used to make a statement stronger; It is used to tell someone, or something is annoying; To be ruined or to ruin something	Sexual talk	1
		Offensive addressing/naming	6
		Reaction to the situation	18
		Aggressive request	3
Shit/ bullshit (vulgar slang/taboo)	An annoying person; be in a trouble;	Reaction to the situation	8

	foolish words;		
Ting	Thing	Reaction to the situation	1
Bummer	Answer is used when a person does not care about the discussion topic	Reaction to the situation	3
Otherwise he knows about all those pills I necked last night	To swallow a drink or drugs	Drugs talk	1
Pills	Ecstasy or other pill-form drug	Drugs talk	1
Babe	Used for nice, good-looking person, usually woman	Friendly addressing/naming	1
Fuck's sake	Expression of anger	Reaction to the situation	2
They're mad!	Very good	Reaction to the situation	1
Show me the money	"Show me what you have got". The money in this sentence stands for female's genitals	Sexual talk	1
Neat	Very good	Reaction to the situation	1
This deceiving, scheming little pluke! (Alternative form <i>plook</i> , Scottish dialect)	An annoying person	Offensive addressing/naming	1
Raas blood	<i>Raas</i> is used as an exclamation of the following word <i>Blood</i> is used to name a friend	Friendly addressing/naming	1
Wanker (vulgar)	A stupid person	Offensive addressing/naming	2
Dippy world	Foolish in a likeable way	Reaction to the situation	1
Mate	Friend	Friendly addressing/naming	1
Pussy	Penis	Offensive addressing/naming	1

Dope	Drugs, especially cannabis	Drugs talk	1
Dealer	A person who sells drugs	Drugs talk	2
Bugger	It means that someone or something is annoying, upsetting	Reaction to the situation	1
Oh, for Christ's sake, Angie, I don't care about your tits!	Female breast	Reaction to the situation	1
Otherwise, someone's going to be re-possessing my bollocks (vulgar)	Testicles	Threat	3
Skunk	Kind of marijuana	Drugs talk	1
Bum	Buttocks	Sexual talk	1
-Chill out , Sid. -I'm chilled, right?	To relax, calm down Relaxed	Friendly request	1
		Description of the situation	1
What are you on about? (informal)	What are you talking about	Reaction to the situation	1
I'm having a few probs	problems	Description of the situation	1

Table 3. Slang words and expressions in "Sex Education", Season 1, Episode 1

Tits (vulgar)	Female breast;	Sexual talk;	3
	An expression of dismay	Reaction to the situation	1
To come	To have an orgasm	Sexual talk	7
Spunk (vulgar slang)	Semen	Sexual talk	1
Dude	A man	Friendly addressing/naming	2
Shrink	Psychologist	Friendly addressing/naming	2
Wet dream	Sexual dream	Sexual talk	1
Strap	A sex toy	Sexual talk	1
Don't tell me you choked again	Fail during an important moment or climax	Sexual talk	1
To get hard	This term is used for a sexual excitement,	Sexual talk	3

	when a male genital rises		
Fucking/fuck/do not give a fuck/fuck off/ joy fucker/ shut the fuck up/ fuck off/ fucked up	Used to make a statement stronger; Sex; Do not care; Request to go away; Someone who is boring and ruins another person's joy; To be ruined or to ruin something Something is ruined	Sexual talk	2
		Aggressive request	2
		Offensive addressing/naming	1
		Reaction to the situation	5
Can we drop it now, please?	To stop talking about something unpleasant, upsetting	Friendly request	1
To have wheels	To have a car	Reaction to the situation	1
Semi	The state when a male genitals is neither flaccid nor upright	Offensive sexual talk	1
Look, he'll be in my house for an hour, tops	maximum	Description of situation	1
Knobzilla	Person with a large male's genitals	Offensive sexual talk	1
To drop the yogurt	To have unrestrained ejaculation	Sexual talk	1
Don't know why you listen to those dickheads	A person who is annoying, not clever	Offensive addressing/naming	1
You taking the piss ?	To urinate	Reaction to the situation	1
Cock biter	A person who accidentally bites male's genital	Offensive addressing/naming	1
Do you wanna get monged ?	To be strongly intoxicated from cannabis	Drugs talk	1
Ball bag	Scrotum	Sexual talk	1
She helps people bone better	To have sexual intercourse	Sexual talk	1
Man milk	Semen	Sexual talk	2
Fag	Annoying person	Offensive addressing/naming	1
Heard it gives you a good buzz	Stimulated feeling	Sexual talk	1
...and I can't stop, and he sees my jizz face ?	Face expression while ejaculating	Sexual talk	1

What if my dad walks in and it's right when I'm blowing my load	It means that a man reaches the sexual climax	Sexual talk	1
Flicking the bean	Term which means female's self-stimulation	Sexual talk	1
Wanking	Term which is used for male's self-stimulation	Sexual talk	1
School's hard enough without having to date an actual flasher . I need to find someone a bit more socially acceptable	A person who likes to show their genitals publicly	Reaction to the situation	1
His balls dropped. Everyone has had sex over the summer	When a boy reaches puberty	Sexual talk	1
Hand job	Term which is used to describe male's genitals stimulation by another person	Sexual talk	1
Shagging/ shag	To have sexual intercourse	Sexual talk	4
You can't even jack your beanstalk	Self-stimulation	Sexual talk	1
Boobs	Female breast	Sexual talk	1
I heard she beat Simon Furthassle on the scrote and now it's all wonky	Scrotum flaccid	Description of the situation	2
Sucked off	To stimulate a male's genitals using a mouth	Offensive sexual talk	1
Slag	A woman who has a lot of sexual partners	Offensive addressing/naming	1
Nympho	A woman who is addicted to sex	Sexual talk	1
We shall transform from lowly caterpillars into awesome killer whales	A man who is in demand among girls	Sexual talk	1
	Worthless person; Things;	Reaction to the situation	8

Shit biscuit/ shit/ sex shit/ losing my shit/	Sex toys; To feel euphoric; Drugs	Offensive addressing/ naming	2
		Aggressive request	1
		Description of the situation	3
		Drugs talk	1
		Sexual talk	2
Moron	Not a clever person, usually is used to offend	Offensive addressing/ naming	1
Snowflake	A sensitive person who is easily offended	Offensive addressing/ naming	1
Rack	Female breast	Offensive sexual talk	2
To write up	Threaten to report something to a principal or teacher	Threat	1
Dick/ whale dick	Male's genitals; large genital	Sexual talk	6
		Offensive sexual talk	7
Reach the summit	To ejaculate	Sexual talk	1
Minge	Female's genitals	Sexual talk	1
Stuff/ Strong stuff/ mental health stuff	Things; Drugs; Information Problems	Sexual talk	2
		Drugs talk	1
		Description of the situation	1
Jizz	Ejaculation	Sexual talk	1
Spunk	Ejaculation	Sexual talk	1
To be baked	To be strongly intoxicated from cannabis	Drugs talk	1
Clodpole	Not a clever person	Offensive addressing/ naming	1
Do you think Headmaster Groff is well hung too?	A man who has a big genital	Sexual talk	1
Clit	Part of female's sexual organs	Sexual talk	1

Table 4. Slang words and expressions in “Sex Education”, Season 1, Episode 2

Dick	Male's genital; Term which is used to offend a person;	Sexual talk	21
		Offensive addressing/ naming	1

		Description of the situation	1
Fuck/fucking/ what the fuck/ fuck off	Used to make a statement stronger; Sex; Do not care; Request to go away; To be ruined or to ruin something Something is ruined	Reaction to the situation	7
		Aggressive request	1
		Offensive sexual talk	1
		Threat	1
Balls (vulgar slang)	Man's genital	Sexual talk	2
You dirty bastard	Unpleasant person	Offensive addressing/ naming	1
A job where one wrong word could trigger a nervous breakdown	"Can cause something to happen, begin"	Reaction to the situation	1
Wank/ wanking (vulgar slang)	Stupid person	Sexual talk	2
Okay, take a chill pill	"Relax"	Friendly request	1
Hey, piss flaps (vulgar slang)	Female's labium, but here is used to offend	Offensive addressing/ naming	1
I'm Eric, his numero uno , so to speak	Number one, meaning "best friend"	Friendly addressing/ naming	1
Ass bandit (vulgar slang)	Homosexual male	Offensive addressing/ naming	1
Crush (informal)	Strong infatuation for a person	Friendly addressing/ naming	1
I heard his ex broke up with him, because he wouldn't finger his bumhole	Sexual act which includes penetrating with fingers someone's genitals	Sexual talk	1
Bumhole (vulgar slang)	Anus	Sexual talk	7
Shit/ shithouse (vulgar slang)	Things; To poop; To describe unpleasant, annoying situation	Reaction to the situation	2
		Description of the situation	2
Babes	used as an informal way of addressing a friend	Friendly addressing/naming	1

We can't be seen at a lame party	Not interesting	Reaction to the situation	1
To be boiled	Drunk	Description of the situation	1
This is a bust (US informal)	Total failure	Reaction to the situation	1
Fuck's sakes (rude slang)	An expression of annoyance	Reaction to the situation	1
I need a wee	To urinate	Description of the situation	1
Come (vulgar slang)	To have an orgasm	Sexual talk	1
Blow job/ BJ (vulgar slang)	Oral sex on a man	Sexual talk	5
Slag (vulgar slang)	A woman who has many sexual partners	Offensive addressing/ naming	1
Look. You need to loosen up (informal)	Relax	Friendly request	1
Well, if you're going to do drugs tonight, remember to buddy up (informal US)	To become friendly with someone to get help	Drugs talk	1
Hooking up here? (vulgar slang)	To have sexual intercourse	Sexual talk	1
This party is totally lit!	Cool	Reaction to the situation	1
Moron	Stupid person	Offensive addressing/ naming	1
Dickhead (vulgar slang)	Foolish person	Offensive addressing/ naming	3
Carebear	A person who is against violence	Friendly addressing/ naming	2
Could you give me a leg up?	To help someone to climb up, over the fence	Friendly request	1
Stoners	A person who frequently smokes cannabis	Drugs talk	1
Porn	Pornography	Sexual talk	1
Props	Requisite	Description of the situation	1
Twat (vulgar slang)	Foolish person	Offensive addressing/ naming	1
Gross	Word for disgust	Reaction to the situation	1
Dude	A man	Friendly addressing/ naming	1

No problemo	No problem	Reaction to the situation	1
-------------	------------	---------------------------	---

2.3 Analysis of Results

As can be seen in the tables presented above, slang and its appearance in the two TV series under analysis is a common occurrence. Thus, the calculations demonstrate that in the “Skins” series the total number of slang words and expressions used in the first two episodes is 245, while in the “Sex Education” this number is 201, which is quite comparable.

2.3.1 The Most popular Slang Words and Phrases in Each Series

One of the most common words in the first two episodes of “Skins” was *fuck* and other derived words and phrases from this word presented in Tables 1 and 2 above (81 times). Also, the second most popular word and derived phrases from it was *shit* (20 times). The third most common word was *spliff*, which occurred 10 times. Other slang words and expressions were less popular, but still appeared several times and are worth noting: *twat* and *nips* (6 times), *cherry* and other derived phrases (5 times), *pills/ pilled* and *bollocks/ bollocky/ de-bollocked* (5 times). The words like *dealer*, *dope* and *sodding* occurred 4 times.

Regarding the most frequent words in “Sex Education”, in the first place is the word *dick/ dickhead* with occurrence of 40 times. Next were words and phrases with *shit* (21 times, the same frequency as in “Skins”) and *fuck* (20). The following most common words appeared to be *come* (8) and *bumhole* (7). The less but not least frequent were words and phrases like *blowjob* (5), *stuff*, *balls*, and *shag* with recurrence of 4 times.

2.3.2 A List of Words which Occurred Both in “Skins” and “Sex Education”

To answer the research question, it was crucial to find out what words and expressions can be found in both shows, and whether there is any similarity in slang words and expressions at all between the two shows. A few, but nevertheless the same, words and phrases appeared in the studied episodes of both series. This may indicate slang words that have become entrenched in the speech of native speakers and are still slang to one degree or another. It is crucial to mention that these slang words and phrases with these words are primarily considered as vulgar slang. The evidence of common words and expressions used in the researched TV series is presented in the list below.

1. Fuck
2. Shit

3. Babe
4. Chill out/ take a chill pill
5. Twat
6. Piss
7. Balls
8. Wanking/ wanker/ wank
9. Shagging
10. Dick
11. Stuff
12. Bastard
13. Fuck's sakes
14. Tits

2.3.3 The Most Common Context of Slang Use in Each Series

During the process of watching the series, several contexts in which slang words and expressions appeared were identified. Some of them were combined during the study due to their great similarity with each other. These were addressing and naming, and reaction and description of the situation.

Figure 1 below demonstrates the context of slang use and its frequency in the first two episodes of the first season of the “Skins” show.

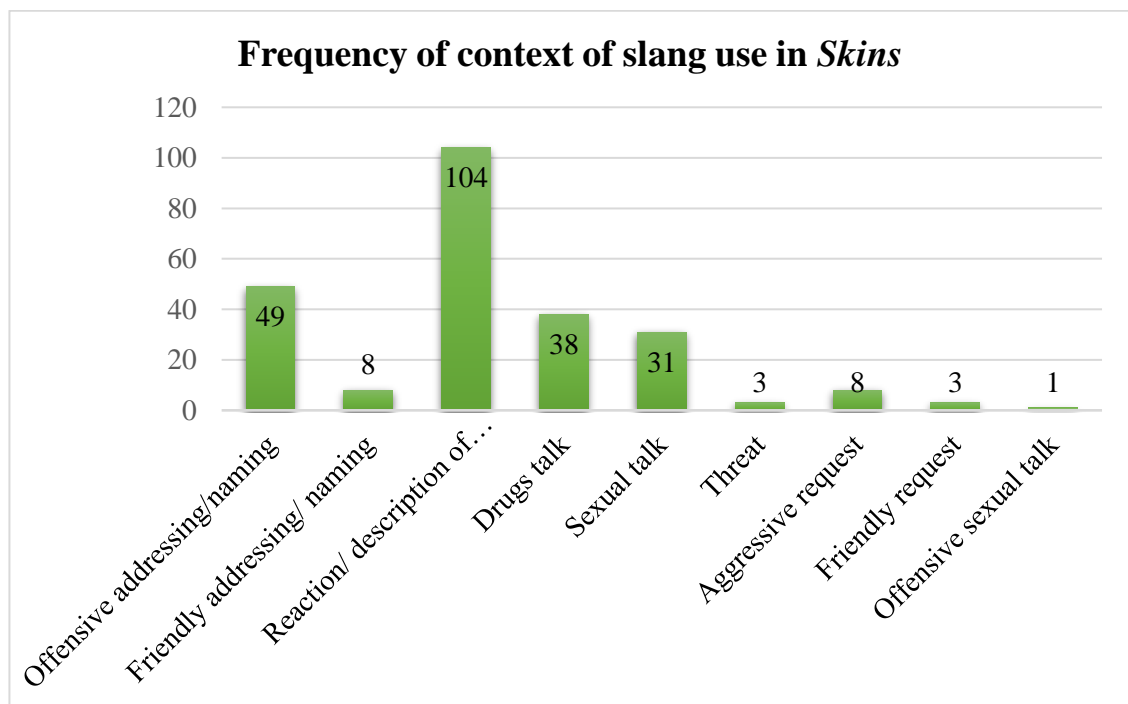


Figure 1. Frequency of context of slang use in “Skins”

According to the diagram above, the most popular context in the first two episodes of “Skins” was reaction to/ description of the situation. This can be explained by the fact that, as was discussed in the theoretical part, TV dialogue should be realistic. It also demonstrates the relationships between characters by socially and linguistically natural dialogues. Therefore, to establish the contact and connect the character with the surrounding reality, he or she should react or describe what is happening around in order to make the scene realistic. For example, talking about one character’s (Sid) virginity, Michelle (one of the main characters) responds to an offer to find Sid a girlfriend as follows: “**Safe**. We’ll do it at the party tonight”. Also, it is important to mention that offensive addressing, or naming context occurs quite often (49 times). This may show the rebellious opposition to society or simply emphasize the attitude toward another person. Thus, the following example shows the negative and unkind attitude of a father to his son: “Wake up, Sid, you **twat!**” Furthermore, it appears that drugs talk with 38 times of occurrence and sexual talk (31 times) were also highly common in “Skins”. The reason for this may be the fact that it is teen TV drama and comedy, which shows adolescent lives full of sexual and drug experiences, teenagers who want to stick to their group of friends and share some common interests, like partying and having different experiences. For instance, a whole group of friends were in some way involved in a conversation or process of helping their friend Sid with his *cherry*. Also, they discussed whether they need more *spliff* at the coming party or not. Moreover, there was a dialogue between friends about ways of entertainment like *pills* and *shagging*.

Figure 2 demonstrates the results of the context of slang use identified in “Sex Education”

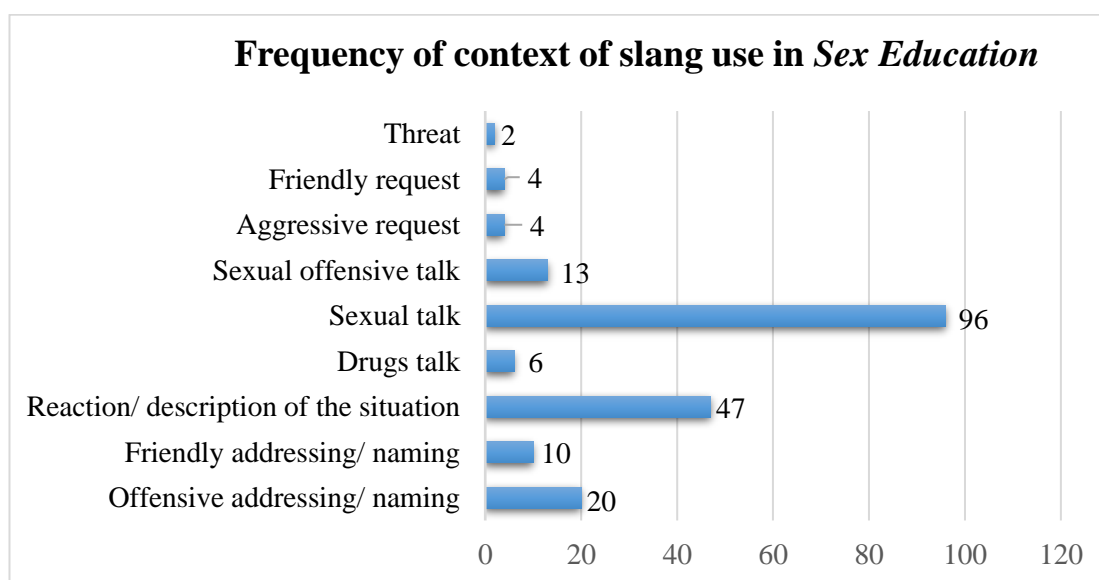


Figure 2. Frequency of context of slang use in “Sex Education”

Since “Sex Education” describes the teenage life mostly from the perspective of sexual experiences and getting familiar with this area of adult life, the most common context of slang use in the first two episodes was sexual talk. For example, the very first minutes of the first episode opening, two friends had the following discussion:

-Yeah, I keep telling you, man, everyone has had sex over the summer. Everyone except you.

-And you.

*-Excuse me, I gave two and a half **hand jobs**...*

This indicates adolescents’ sexual preoccupation, and since the use of slang and its context can be an indicator of social norms, it can be concluded that adolescents become more open to sexual conversations. Also, as it was in “Skins”, the reaction to/ description of the situation and offensive addressing/ naming were some of the most common contexts. It is crucial to note that “Sex Education” also includes offensive sexual talk (13 times), while in “Skins” this topic occurred just once. Drawing a parallel with the theoretical part, there is a tendency to judge female’s sexuality, but at the same time glorify men. This can explain the fact that in the series the word *slag* appeared to be used several times toward a girl, while not a single such offensive word was used toward a man, except *knobzilla*, which is not so insulting. One more example of this context can be seen in the following sentence: “Nice **rack**, Wiley”, which is inappropriate talk toward females. The theme of drugs in the two episodes appeared rarely, compared to “Skins”. This shows some slight differences in the topic matters and interests between teenagers in both series.

CONCLUSION

Having finished the research, some final conclusions can be made. Slang is a part of informal language that has no clear boundaries and can change its meaning depending on the situation. Since slang brings vividness and is highly used among people, especially teenagers, in informal interactions, TV dialogue should also include slang words and phrases to seem more natural. In accordance with this, TV series can be considered as one of the best ways to learn colloquial English, in particular slang. The choice of words and the frequency of their use changes over time, thus while watching old series a person can see the norms and trends of that time, while modern series show the tendencies of the present time.

The aims of this bachelor's thesis were to examine the concept of slang, determine what language is used in TV dialogues aimed at an adolescent audience, and understand why informal language is frequently used in teen shows. The aims of the practical research were to examine and compare the slang and context of its use in two popular British teen shows that belong to the same genre and were released about a decade apart: "Skins" (2007) and "Sex Education" (2009), and to reveal if and how slang has changed over the years. The theoretical framework provides data collected from different sources, such as books, articles, bachelor's and master's theses, and presents the following information: what slang is and purposes of its usage, how slang differs from other informal language varieties, and how slang is used in TV dialogue.

The practical part of the paper includes the results of the analysis of the first two episodes of British teen shows "Skins" (2007) and "Sex Education"; namely, slang words and expressions occurring there, their meaning in the series, their frequency, and the context in which slang words were used and its recurrence. As the research has demonstrated, slang is quite common in both series, but in "Skins" it appears more often (245 times) than in "Sex Education" (201 times). Concerning the most popular words and expression, it is interesting to note that in both series some of the most popular words and phrases with these words were *fuck* and *shit*, which may be considered vulgar slang or taboo vocabulary. Also, one of the most common words in "Skins" was *spliff/ spliffed up*, and in "Sex Education" *dick/ dickhead*. In addition to this, both series share 14 common slang words and phrases. This can mean that these 14 words have been consolidated in colloquial communication. The context of slang use has primarily stayed the same, but the frequency of various contexts has changed. In "Skins", the most popular contexts were

reaction to/ description of the situation (104 times), offensive addressing/ naming (49 times), drugs talk (38 times). In “Sex Education”, the most frequent contexts were sexual talk (96 times), reaction to/ description of the situation (47 times), and offensive addressing/ naming (20 times). This may indicate the differences in the storylines as well as changes of norms and interests of teenagers in the series.

In conclusion, the aims of the bachelor’s thesis have been achieved, and the research questions have been answered. After careful analysis of the first two episodes of both series it can be concluded that slang words and expressions have changed over the years. However, 14 common words and expressions were found. The contexts of slang use have stayed the same, but the frequency of different contexts varies in each series.

CONCLUSION IN ESTONIAN

Bakalaurusetöö keskmes on kaks erinevate kümnendite noorte teleseriaalid „Skins“ ja „Sex Education“, mille vaatamisel erilist tähelepanu autor pöörab slängi kasutusele. Läbiviidud uuringu põhjal saab esile tõsta mitu peamist järeldust. Släng on mitteametliku keele lahutamatu osa ja sellel pole täpset piiri, sest see võib muutuda sõltuvalt antud olukorrast. Släng annab suhtlemisele elavust ja värskust ning tihti kasutatakse teismeliste hulgas. Televisiooni dialoog noorte seriaalides peaks ka slängi sõnu ja fraase sisaldama, et kõne oleks loomulik. Vastavalt sellele, teleseriaalid võiksid olla üks parimatest viisidest kõnekeelset keelt õppida, konkreetsemalt öeldes, slängi. Sõnade valik ning selle sagedus muutub mõne aja pärast, ja siis kui vaadakse vana filmi või seriaali, inimene saab teada erinevatest normidest ja arengusuundadest tol ajal ning vastupidi, tänapäevased seriaalid näitavad nendest kaasaegset kalduvust .

Käesoleva bakalaureusetöö eesmärgiks oli defineerida, mis on släng ning otsustada, mis keelt kasutatakse noorte teleseriaalides. Samuti oli vaja võrrelda kaht populaarset samas žanris sarifilmi, kuid erineva ilmumise ajaga (vahe on 12 aastat). Lisaks sellele, ülesandeks oli uurida slängi tarvitust seriaalides „Skins“ (2007) ja „Sex Education“ (2019) ning analüüsida, kuidas slängi situatsioonikonteksti kasutus on 12 aasta jooksul muutunud. Ka oli vaja mõista, miks kõnekeelseid sõnu ja väljendeid tihti kasutatakse noortele suunatud seriaalides. Teoreetiline peatükk sisaldab erinevatest allikatest kogutud informatsiooni nagu raamatud, artiklid, bakalaureuse- ning magistritööd. Teoreetilises osas on esitatud informatsioon slängist ehk mis see on ning põhjused selle kasutamiseks. Samuti, kuidas släng eristub teistest kõnekeelsetest variantidest, ning mida TV dialoogi all mõeldakse ja mida see sisaldab.

Praktiline osa koosneb kahe esimese episoodi ning tulemuste analüüsimisest; nimelt slängi- sõnad ja slängifraasid, mis ilmusid seriaalides, nende tähendus just antud kontekstis, nende sagedus ning kaastekst ja selle korduvus. Nagu uuring näitas, slängi kasutus on üsna tavaline mõlemas teleseriaalis, kuid *Skins*'is see ilmub sagedamini (245 korda) võrreldes *Sex Education*'iga (201 korda). Mis puudutab kõige populaarsemaid sõnu ja fraase, siis on huvitav märkida, et mõlemas sarifilmis kõige korduvad sõnad ja fraasid oli sõnaga *fuck* ja *shit*, mida võib pidada vulgaarseks või tabuliseks sõnavaraks. Samuti üks kõige populaarsestest sõnadest *Skins*'is oli *spliff/ spliffed up*, ja *Sex Education*'is *dick/ dickhead*. Lisaks sellele seal kordusid ühed ja samad sõnad (kokku 14), mis tähendab, et nad konsolideerusid kõnekeeles. Kontekst, kus kasutati slängi

peamiselt jäi samaks. *Skins*'is kõige tihedamini ilmunud kontekst oli reageerimine ning situatsiooni kirjeldus (104 korda), solvav pöördumine, mis ilmnes 49 korda, ning vestlus narkootikumidest (38 korda). *Sex Education* seriaalis kõige korduvad kontekstid olid seksuaalne vestlus (96 korda), reageerimine/ situatsiooni kirjeldus (47 korda), ning solvav pöördumine (20 korda). See võib osutada nii erinevustele süžeedes, kui ka noorte huvide muutustele seriaalides.

Kokkuvõtteks, selle bakalaureusetöö eesmärgid olid saavutatud, ning uuringu küsimustele vastused olid ka saadud. Pärast iga seriaali kahe seeria hoolikat analüüsi võib jõuda järeldusele, et slängi sõnad ja fraasid on muutunud 12 aasta pärast, ometi 14 ühist sõna ja väljendit olid leitud. Slängi kontekst jäi samaks, kuid ikkagi konteksti sagedus varieerib igas seriaalis.

REFERENCES

- Bell, A. (2016). "An evil version of our accent": *Language ideologies and the neighbouring other*. Available at <https://lanchart.hum.ku.dk/research/slice/publications-and-news-letters/publications/style-media-and-language-ideologies/>, accessed January 24, 2012
- Bednarek, Monica. 2018. *Language and Television Series: A Linguistic Approach to TV Dialogue*. Cambridge University Press.
- Bhugra, D. (2018). Cambridge University Press. *Using Film and Literature for Cultural Competence Training*. Available at <https://www.cambridge.org>, accessed November 7, 2021
- Blake, B. (2010) *Secret Language: Codes, Tricks, Spies, Thieves and Symbols*. Available at <https://www.pdfdrive.com/secret-language-codes-tricks-spies-thieves-and-symbols-e185724498.html>, accessed May 12, 2021
- Brienne, D. (2012). *How To Talk Dirty: A Guide For Women: Drive Your Man Crazy By Talking Dirty And Being Naughty*. Available at <https://www.pdfdrive.com/how-to-talk-dirty-a-guide-for-women-drive-your-man-crazy-by-talking-dirty-and-being-naughty-e176825230.html>, accessed May 12, 2021
- Bousfiha, J. (2022), *15 Years Ago, Skins Broke New Ground for Teen Dramas*. Available at <https://www.wmagazine.com/culture/skins-uk-tv-15-anniversary>, accessed January 17, 2022
- Burke, D. (1995) *Street Talk-1*. Available at [file:///C:/Users/HP/Downloads/Street%20Talk-1%20How%20to%20Speak%20and%20Understand%20American%20Slang%20\(v.%2001\)%20\(%20PDFDrive%20\).pdf](file:///C:/Users/HP/Downloads/Street%20Talk-1%20How%20to%20Speak%20and%20Understand%20American%20Slang%20(v.%2001)%20(%20PDFDrive%20).pdf), accessed April 27, 2021
- Coleman, J. (2010) *The Life Of Slang*. Available at <https://www.pdfdrive.com/the-life-of-slang-e157810640.html>, accessed May 12, 2021
- Coupland, N. (2007) *Style: Language Variation and Identity (Key Topics in Sociolinguistics)*. Available at <https://www.pdfdrive.com/style-language-variation-and-identity-key-topics-in-sociolinguistics-e184879948.html>, accessed November 6, 2021

- Decharne, M. (2017) *Vulgar Tongues. An alternative History of English Slang*. Available at <https://www.pdfdrive.com/vulgar-tongues-an-alternative-history-of-english-slang-e195084975.html>, accessed November 4, 2021
- Denwood, A. (2019). *Netflix' Sex Education is the Modern Day Skins*. Available at <https://vulturehound.co.uk/2019/01/netflix-sex-education-is-the-modern-day-skins/>, accessed January 15, 2022
- Fathonah, E. (2018), *Word Formation and Meaning of Slang Words on "MEME". Picture of Group "Shitpostbot 5000" on Social Media "Facebook"*. Available at <http://digilib.uinsby.ac.id>, accessed April 24, 2021
- Green, J. (2015) *The Vulgar Tongue. Green's History of Slang*. Available at <https://www.pdfdrive.com/the-vulgar-tongue-greens-history-of-slang-e186611475.html>, accessed April 27, 2021
- Keele University (2009) *Swearing Can Actually Increase Pain Tolerance*. Available at <https://www.sciencedaily.com/releases/2009/07/090713085453.htm>, accessed April 27, 2021
- Kozloff, S. (2000) *Overhearing Film Dialogue*. Available at <https://www.pdfdrive.com/overhearing-film-dialogue-e158576664.html>, accessed January 19, 2022
- Leach, J. (2004), *British Film (National Film Traditions)*. Available at <https://www.pdfdrive.com/british-film-national-film-traditions-e184357811.html>, accessed November 8, 2021
- Mattiello, E. (2008) *An Introduction to English Slang: A Description of its Morphology, Semantics and Sociology*. Available at <https://www.pdfdrive.com/introduction-to-english-slang-a-description-of-its-morphology-semantics-and-sociology-d157191707.html>, accessed April 27, 2022
- Mesimova, L. (2018) *Colloquial words and expressions: Slang. Styles in written communication. Business communication*. Available at <https://journals.indexcopernicus.com>, accessed April 10, 2022

Mohr, M. (2013) *Holy Shit A Brief History of Swearing*. Available at <https://www.pdfdrive.com/holy-sht-a-brief-history-of-swearing-e188962390.html>, accessed April 27, 2021

Paran, A. (n.d.). *Ask About English*. Available at https://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1535_questionanswer/page19.shtml, accessed April 27, 2022

Shapiro, M. (2021) Social Communication: *Teenagers and Young Adults*. Available at <https://socialcommunication.truman.edu/identities/age/teenagers/>, accessed November 8, 2021

Shaw, L. (2020), *Netflix's Foreign-Language Shows See Popularity Soar in the U.S.* Available at <https://www.bloomberg.com/news/articles/2020-12-10/netflix-s-foreign-language-shows-see-popularity-soar-in-the-u-s>, accessed November 8, 2021

Online Cambridge Dictionary. Available at <https://dictionary.cambridge.org/>, accessed April 27, 2021

eMarketer 2021. Insider Intelligence Inc. Available at <https://www.insiderintelligence.com/insights/netflix-subscribers/>, accessed November 8, 2021

English Language and Linguistics Online. (2004) Slang and Jargon. Available at <http://www.ello.uos.de/field.php/Sociolinguistics/Slangandjargon>, accessed April 27, 2022

The Best British TV Shows on Netflix. (n.d.). Thrillist website. Available at <https://www.thrillist.com/entertainment/nation/best-british-shows-on-netflix-bbc-series>, accessed January 5, 2022

12 of the Best British TV Shows of All Time (2022). Movieweb website. Available at <https://movieweb.com/best-british-tv-shows/>, accessed January 5, 2022

25 Best British Shows on Netflix. (2022). Esquire website. Available at <https://www.esquire.com/entertainment/tv/g32188161/best-british-tv-shows-on-netflix/>, accessed January 5, 2022

Sex Education. About the show. (n.d.). IMDb website. Available at https://www.imdb.com/title/tt7767422/?ref=fn_al_tt_1, accessed April 20, 2022

Skins. About the show. (n.d.). IMDb website. Available at https://www.imdb.com/title/tt0840196/?ref=fn_al_tt_1, accessed April 20, 2022

Skins – Молокососы. (n.d.). Lelang website. Available at <http://lelang.su/english/series/molokososy-na-anglijskom-s-subtitrami-1-sezon/>, accessed April 1, 2022

Sex Education – Половое воспитание. (n.d.). Lelang website. Available at <http://lelang.su/english/series/polovoe-vospitanie-na-anglijskom-s-subtitrami-1-sezon/>, accessed April 3, 2022

Lexico.com (2022). Oxford University Press. Available at <https://www.lexico.com/>, accessed April 4, 2022

The Britannica Dictionary. (2019). Encyclopædia Britannica, Inc. Available at <https://www.britannica.com/dictionary/shift>, accessed April 4, 2022

The Free Online Encyclopedia. (2022). Oxford University Press, Columbia University Press, Cengage. Available at <https://www.encyclopedia.com/>, accessed April 4, 2022

Online Collins English Dictionary. (2022). Available at <https://www.collinsdictionary.com/>, accessed April 4, 2022

A Dictionary of English Slang & Colloquialisms of the UK. (n.d.). Available at <http://www.peevish.co.uk/slang/>, accessed April 4, 2022

Dictionary.com (n.d.). Available at <https://www.dictionary.com/>, accessed April 4, 2022

The Free Dictionary. (n.d.). Available at <https://www.thefreedictionary.com/>, accessed April 4, 2022

Urban Dictionary. (n.d.). Available at <https://www.urbandictionary.com/>, accessed April 4, 2022

Italki. (n.d.). Available at <https://www.italki.com/post/question-160397>, accessed April 4, 2022

Stack Exchange. (2022). Stack Exchange Inc. Available at <https://ell.stackexchange.com/questions/229836/what-does-jack-your-beanstalk-mean>, accessed April 4, 2022

Mina, Polina Troeperstova,

1. annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) minu loodud teose DIFFERENCES IN SLANG IN BRITISH TEEN TV SHOWS “SEX EDUCATION” (2019) AND “SKINS” (2007),

mille juhendaja on Olga Orehhova,

reprodutseerimiseks eesmärgiga seda säilitada, sealhulgas lisada digitaalarhiivi DSpace kuni autoriõiguse kehtivuse lõppemiseni.

1. Annan Tartu Ülikoolile loa teha punktis 1 nimetatud teos üldsusele kättesaadavaks Tartu Ülikooli veebikeskkonna, sealhulgas digitaalarhiivi DSpace kaudu Creative Commons'i litsentsiga CC BY NC ND 3.0, mis lubab autorile viidates teost reprodutseerida, levitada ja üldsusele suunata ning keelab luua tuletatud teost ja kasutada teost ärieesmärgil, kuni autoriõiguse kehtivuse lõppemiseni.
2. Olen teadlik, et punktides 1 ja 2 nimetatud õigused jäävad alles ka autorile.
3. Kinnitan, et lihtlitsentsi andmisega ei riku ma teiste isikute intellektuaalomandi ega isikuandmete kaitse õigusaktidest tulenevaid õigusi.

Polina Troeperstova

16.05.2022