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LANGUAGE METAFUNCTIONS AND PRAGMATIC ACTS IN ICT-TURNED SLANGY EXPRESSIONS AMONG KWARA STATE POLYTECHNIC STUDENTS

Abstract: *Information and communication technology (ICT) now permeates every aspect of human life and turns the world into a global village. Not only the young but also the old are motivated to learn and use it. Specifically, in Nigeria, students rely on it so much that the undergraduates are found of deploying the ICT-related expressions to create meanings that were hitherto not associated with those ICT-expressions, and thus pass across messages. Language metafunctions in Systemic Functional Linguistics (SFL) and Pragmatic Acts are used as the theoretical framework for the analysis. Using the strategic sampling method of data collection, samples were taken from six departments, one from each Institute in Kwara State Polytechnic, Nigeria. The study found that the students use ICT-related expressions to convey ideational experiences from the fields of academics, affection, etc. Similarly, textual resources in the data show that there is close social distance between the speaker and the listener, which gives room for immediate feedback. In addition, the data show different pragmatic acts like informing, questioning, abusing, cultural knowledge, shared situational knowledge, etc. The paper concludes that studying ICT-turned slangy expressions among tertiary institution students highlights the functional nature of language and sheds more light on how context rather than textual properties of language determines meaning.*
Key words: *ICT, SFL, language metafunctions, pragmatic acts, context*

Introduction

This paper discusses the use of the ICT-turned slangy expressions among tertiary institution students to convey meanings that are completely unrelated to ICT. Since Systemic Functional Linguistics, henceforth SFL, and pragmatic acts serve as the theoretical framework for data analysis, the work starts by briefly discussing the two concepts. These are followed by the theoretical framework, methodology, data analysis and

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conclusion, in this order. The paper further underlines the undisputable centrality of context as key to the understanding of linguistic meaning.

Literature Review

Systemic Functional Linguistics

SFL considers language as constituting a network of systems which make choices possible at all levels of language description (Bloor & Bloor, 1995). It suggests that when people use language to express meanings, they do so in specific contexts and the form the language they use takes is determined by complex elements of those situations (Adegbite, 2006: 143). SFL identifies three metafunctions of language – the ideational, interpersonal and textual functions (cf. Eggins, 2004 & de Oliveira, 2015). These functions are realized at the three mutually inclusive phono-lexico-grammatical levels, which are in the form of various grammatical systems such as transitivity, mood, modality, theme, person, tense, aspect, etc. "The interpretations of semiotic systems are organized with respect to (these) metafunctions-highly generalized semantic components which shape paradigmatic and syntagmatic relations" (Martin, 1997: 37).

The Ideational metafunction: This "is concerned with 'ideation', grammatical resources for construing our experience of the world around and inside us" (Sadighi & Bavali, 2008: 15). The ideational metafunction has been divided into the logical and the experiential metafunctions (Halliday & Mathiessen, 1997). While the logical metafunction refers to the grammatical resources for building up grammatical units into complexes, the experiential function refers to the grammatical resources involved in construing the flux of experience through the unit of the clause (Halliday & Mathiessen, 1997). "Ideational meanings correspond to the register variable *field*" (de Olveira, 2015: 213), and they are realised through the transitivity system. The transitivity system involves the types of process as well as participants in the process and circumstances associated with the process.

The Interpersonal metafunction: This resource construes social relations, used to negotiate tenor (the role structure). According to Sadighi & Bavali (2008: 15), the

interpersonal metafunction "is concerned with the interaction between speaker and addressee, the grammatical resources for enacting social roles in general, and speech roles in particular, in dialogic interaction". This corresponds "to the register variable *tenor*" (de Olveira, 2015: 213), as it encompasses the speaker/writer persona, social distance, and relative social status of the participants. It also deals with how discourse participants establish, change, and maintain interpersonal relations in any communicative transaction.

The Textual metafunction: This is used to develop symbolic organization by way of construing ideational and interpersonal meanings (Halliday & Mathiessen, 2004: 12 – 13). The textual metafunction corresponds to the register variable mode. Thus, according to Odebunmi (2007), it covers Hyme's channel, key and genre, i.e. the message being passed across by the speaker may be through speech, writing, signing, smoke signal, etc. In short, the textual metafunction deals with the medium of communication chosen, e.g. written or spoken, telephone conversation, etc.

According to Bakare (2011: 37), "there is a systemic relationship between the way language is organized and the context of situation in which it is used". This entails that there is a difference between the organization of language and the context of situation. However, a recognizable link bridges the space. Insofar as language is deemed to be dependent on its context since it (context) determines the functionality of the language, it then means that "context is the spine of meaning" (Odebunmi, 2006: 25). This is because "context comprises not only the larger verbal environment in which the utterance or word occurs, but also its wider surroundings, in particular, the condition under which the utterance or word was generated in the first place" (Mey, 2001: 7). This is more explicit in Odebunmi (2006: 25), who argues that context subsumes "the social and physiological reality in which the users of a language operate at any point in time".

Transitivity: It studies sentential structures which are represented by "*processes, participants* and *circumstances*" (de Olveira, 2015: 213)*. Processes are realised by types of verbs; participants are a part of the nominal group, while circumstances (in which both the participants and processes are involved) are

realised by adverbial and prepositional groups (Bloor & Bloor, 1995).

According to Halliday & Mathiessen (2004), the transitivity system consists of six processes. These are: *(a) material process* or the process of doing, which include actions, activities, and events. The participant associated with material processing is the *actor*, and sometimes, the *goal*. If the process is benefactive, then the participant is a *beneficiary*. Basically, material process indicates physical actions. (b) *Mental process*: it deals with psychological actions like perception, cognition, intention, etc. The mental process can be realised through verbs such as *think*, *know*, *feel*, *smell*, *see*, *hear* etc. (c) *Relational process*: this relates the material process to the mental process. It serves to characterize and to identify as a way of being or having rather that doing or sensing. (d) Behavioral process: it has a mixed attributes of material processes and mental processes. (e) *Verbal process*: it is the process of 'saying' of any kind, and the participant usually associated with this process is the *sayer.* Similarly, the participant to whom the utterance in the clause is directed is the *receive*r. (f) *Existential process:* this shows that something exists or happens. It is the representation of something that exists. This process is similar to the relational process in that copula verb 'to be' is prevalent in the clause.

Theme: Theme is the system whose domain of functionality is subsumed under the textual metafunction of language. Textual metafunction engenders resources for presenting interpersonal and ideational meanings as information organized into text that can be ongoing exchanged between speaker and listener (Halliday & Mathiessen, 2004). Theme deals with the organisation of interpersonal and ideational components of each clause into a message. With this system, the speaker specifies the place in the listener's network of meanings where the message is to be incorporated as relevant. The local environment, serving as point of departure, is the Theme; what is presented in this local environment is the Rheme. The clause as a message is thus a configuration of two thematic statuses, Theme + Rheme.

Pragmatics

Pragmatics studies meanings in different contexts. Yule (1996: 3) asserts that it is concerned with "meaning as

communicated by a speaker (or writer) and interpreted by a listener (or reader)". Thus, its focus is on meaning as perceived from two directions, i.e. from the directions of both the speaker/writer and the listener/reader. Hence, what the listener/reader perceives as the utterance meaning has to tally with what the speaker/writer intends before there will be meaning negotiation between the two people.

Speech Act: The notion of speech act is central to pragmatics. First used by J. L. Austin (1962) in his lectures titled "How to Do Things with Words", speech act means performing actions with speech. According to Bloomer, Griffths and Merrison (2005: 85), "when our words perform some action", whether in speech, or in writing, "we say that they are performing a *speech act*". Similarly, Black (2006: 17) says that whenever the expression 'speech act' is used, it does not only mean the act of speaking, "but to the whole communicative situation, including the context of the utterance… and paralinguistic features which may contribute to the meaning of the interaction." This implies that speech acts cannot be considered in isolation but have to be related to all other things that surround the way someone speaks as well as how meaning transpires between the speaker/writer and the hearer/reader. Also, the important thing is whether the speaker/writer achieves his/her communicative purpose.

Verbs in Speech Act: Scholars in pragmatics (e.g. Leech, 1983; Yule, 1996; Grundy, 2000; Osisanwo, 2003; Bloomer, Griffths and Merrison, 2005, etc.) hold that verbs play very important roles in speech acts. Such verbs are divided into performative and constative verbs. Performative verbs are special verbs which can make the utterance of a sentence performative, "and many sentences use these performative verbs as an essential part of some act such that *without* them being uttered the act *cannot* be performed" (Bloomer, Griffths & Merrison, 2005: 85). Performative verbs also spell out the illocutionary force of the utterances in which they are used, and the clause that contains a performative verb is called a performative clause. Examples of performative clauses with the performative verbs put in bold are as follows: "*I hereby **donate** this library complex too the University of Ilorin; I hereby **recommend** the applicant to your good office; We hereby **declare** war on Iraq; etc.*"

As opposed to performative verbs, constative verbs are verbs that do not ***directly*** perform any action. Rather, constative verbs are used in "making statements, describing situations, events, state of affairs, observing phenomena and asserting their truth or otherwise" (Osisanwo, 2003: 57). Constative verbs can function as ascriptive, assentive, descriptive, disputative, etc.

A distinction has been drawn between explicit performative and implicit performative. An explicit performative utterance is an utterance that uses a performative verb in the performance of an act but an implicit performative utterance does not have a performative verb (Yule, 1996; Bloomer, Griffths and Merrison, 2005; Black, 2006; etc.).

Types of Speech Acts: Three types of speech acts have been identified. They are locution, illocution and perlocution (see Schiffrin, 1994; Yule, 1996; Christie, 2000; Sbisa, 2009; etc.). According to Schiffrin (1994), locutionary act is the act of uttering or producing a meaningful word, phrase or sentence with a certain sense and reference. It has three components, which are the phonic substance or the phonological rendition of the utterance, the phatic component or the syntactic arrangement of the utterance and the rhetic component or the meaning of what has been said (ibid). Illocutionary act is referred to as the illocutionary force behind the utterance, that is, the actual action the utterance performs. This may be advising, warning, apologizing, congratulating, baptizing, sentencing, naming, appointing**,** commanding, etc. (cf. Christie, 2000). The third speech act is referred to as perlocutionary act**.** This is also called the perlocutionary effect. It deals with the effect or consequence of the utterance on the hearer. The perlocutionary effect is not dependent on the satisfaction of certain conventional conditions but it deals with the extralinguistic consequences of what has been said (Sbisa, 2009: 233).

Context and Text

The idea of context and text is quite relevant to pragmatics. Schiffrin (1996) identifies context and texts as two aspects of the conditions underlying speech acts. Context can be referred to as the conditions that make an utterance 'true' and 'appropriate' while text refers to "how what is said conveys what is done" (Schiffrin, 1996: 51). In this study, we will refer to text simply as an aspect dealing with the use of either explicit or

implicit performatives by the speaker but we shall discuss briefly the idea of context and its types because of its importance to this study. Osisawo's (2003) classification or division will be used. This division gives us physical, socio-cultural, psychological, and linguistic contexts.

Physical context is concerned with the environment within which the utterance is uttered. Physical context includes participants, the environment, the time as well as the activities taking place there. **Socio-cultural context** considers the speech community which the speaker and hearer belong to. It covers the people's cultural backgrounds, belief system, habits, religion, values system, etc. The idea of **psychological context** describes the state of mind of the speaker and the hearer. If either of them is not in a good state of mind, different meanings from what the other intends may be read or given to the utterances produced. The co-occurrence of linguistic items used in the utterance as well as the meaning of individual lexical item is the focus of **linguistic context**. All of these often come to bear on the meanings of utterances, and the speaker should be mindful of them while the hearer should have adequate knowledge of them.

Theoretical Framework

This paper adopts analytical resources from two different sub-fields of linguistic analysis. These sub-fields are SFL and pragmatics. As mentioned earlier, SFL considers language as constituting a network of systems which make choices possible at all levels of language description (Bloor & Bloor, 1995). It is both formal and functional. One of the most important things about SFL is that it possesses what Fawcett (2008) refers to as multifunctional principle. This principle states that "every clause serves several different functions at the same time" (Fawcett, 2008: 9). Thus, a clause that is asking a question may be informing at the same time. For instance, a question like: "Have you heard that the National Assembly just passed the 2016 budget today?" may not just be asking a question but may also be informing the listener.

As discussed above also, SFL perceives language as performing three metafunctions, which are ideational, interpersonal and textual functions. While each function is different from the others, all of them are interrelated. As a result, the function a language performs is more important than the

structure of the language. In addition, SFL perceives context to be central to language, and context determines the function of language as well as whether language is appropriate or not.

On the other hand, the pragmatic approach is narrowed to pragmatic acts and shared knowledge in this paper. Pragmatic act focuses on the importance of the overall situation on meaning conveyance and interpretation. Shared knowledge is closely linked to context, and since both SFL and pragmatics consider context to be important to meaning negotiation, it means that resources from the two subfields can be combined for analysis.

Methodology

The authors of this paper have opted for Kwara State Polytechnic as an example of tertiary institutions in Nigeria. There are six institutes in the polytechnic, and a department was randomly sampled from each. The random sampling technique was adopted because it gives every member of the population the opportunity of being selected (cf. Kothari, 2014). In gathering the data, the students were asked to list the ICT terms or expressions which they use for non-ICT related purposes and the meanings of such expressions. Most of the ICT-turned slangy expressions given by the students were presented in sentences. The students were asked to present the expressions in tables, the same way the expressions have been presented in the appendix. Fifty-eight expressions were collected but only forty-seven of them were chosen for analysis because the remaining ones were either too obscene or too unclear for the work at hand. The paper, thus, makes use of the qualitative approach to explore the language metafunctions as well as pragmatic acts and shared knowledge in the expressions. However, a simple percentage calculation for the language metafunctions as well as the pragmatic acts is also given to indicate the occurrence of the identified resources and pragmatic acts in the data.

Data Analysis

Two different approaches are adopted for the data analysis. The two approaches are the SFL approach and the pragmatic approach. Language metafunctions or registers is the focus of the systemic approach, which is discussed first.

Language Metafunctions or Register Analysis

Martin (1996) explains that SFL holds that language performs three metafunctions, which are ideational, interpersonal and textual metafunctions. These three coincide with field, tenor and mode of discourse, respectively, when one perceives them from the angle of register (de Oliveira, 2015: 213). According to Taiwo (2006: 160), "register is variety that is determined according to the use the language is put to". As for Halliday, "register is a semantic phenomenon in the sense that register is the clustering of semantic features according to situation type" (Lukin et al., 2011: 190).

From the data received for this study, language metafunction or register analysis will be explored along the lines of ideational resources or field of discourse, interpersonal resources or tenor of discourse and textual resources or mode of discourse.

Ideational Resources/Field: According to de Oliveira (2015: 228), "ideational metaphor refers to the transference of meaning from one kind of element to another kind." As such, speakers of a language recognise typical ways of saying things or expressing ideas as well as other possibilities which can be employed by speaker or writer (Halliday, 1994). All the expressions in the data belong to the field of Information and Communication Technology. However, the use of the expressions has been extended to other fields of human endeavor. In fact, each of the expressions, as deployed by the students, is used for a different field entirely.

Examples of such fields include:

a. **Academics:** Many of the expressions are used in relation to studying, learning or knowing. For instance, the expression "Your *RAM* is bad" means the listener is dull. RAM means Random Access Memory, and it is a place where data are kept so that they can be quickly retrieved or reached. It makes accessibility easy so, if it is bad, accessibility becomes difficult. Another expression in this category is "My *hard disk* is full", to mean that the speaker has read or learnt so much that their brains are full to the brim. This indirectly means that the person cannot add any more material to their 'storage unit'. Another expression is *"Copy and paste"*, which means "to copy somebody else's work in an examination, test or assignment with the

person's approval or consent". In this example, one is exposed to the issue of examination or academic malpractice.

b. **Health**: One of the expressions in the data also indicates the use of the ICT terms to express health-related information. This is found in the expression: "The lady has *virus*", which means "The lady has a disease". In the field of computers, virus is a programme installed on someone's computer without the person's knowledge. It replicates itself, takes space and disallows the computer user from using the computer system properly. Just as virus prevents a computer user from having maximum use of the system, a disease also prevents a human being from functioning properly or living a healthy life.

c. **Affection**: A lot of expressions in the data are used to pass and/or exchange information about affection or love and relationship between the opposite sexes. Examples of such expressions are "*The wire is disconnected from the system*", "*Operate the system carefully*", "*I can't share my data with you*", "*I'm ready to subscribe for the channel*", etc. For instance, the expression "Operate the system carefully", meaning "Handle the girl with care" is a piece of advice concerning the relationship between a male student and a female student. Thus, the male is advised to handle the female carefully since the latter is considered fragile.

It should be noted that expressions in this category are either positive or negative. While the advice in datum 15 (Operate the system carefully) is positive, the meaning embedded in datum 13 (The wire is disconnected from the system) is negative. Instead of saying that a couple has divorced or separated, the speaker simply says: "The wire is disconnected from the system". In analysing the expression, it means that one of the couple could be seen as the 'wire' while the other is simply the 'system', and the lack of synthesis between them is a negative issue which can prevent a computer system from functioning.

d. **Others**: Apart from the field identified above, the ICT expressions are also used by the students for other things, e.g., casual conversation. Examples of this can be found in expressions like "He has *shut down*" to mean that the person has slept; "Your *keyboard* is not good", to mean that the person does not have an attractive body structure; "*Switch on the network first*" to mean one should first get a lady's attention before trying to get anything else from her, especially a romantic relationship.

Some of the expressions are also used to cement social relationships, e.g., "How is your *system*" to ask after somebody's wellbeing; "Sign in/log in" means to go into a place. Asking after somebody's wellbeing is a sign of interest in the person's affairs, and it is mainly a means of cementing social relationship.

Interpersonal Resources/Tenor: According to de Oliveira (2015: 231), "interpersonal meanings express the ways of instituting relationships with others", and this coincides with tenor in register. Since the expressions in the data are used among students, who can be considered as mates, there is no social distance between/or among the users of the expressions. Thus, power relation is equal in the interactions from which the expressions are derived, and the participants have or enjoy the liberty to express themselves as freely as possible.

Another thing that should be noted under tenor is that the expressions are not uttered in official situations, and this makes the tenor to be least frozen. For instance, the students would not have used such expressions to answer a lecturer's question, either in the class or an examination hall, or used them to ask questions from a lecturer in the class.

The expressions reveal a speaker/listener relationship as well as the physical contact between the discourse participants. More so, affective involvement in the expressions is high. The speaker has a sentiment to sell to the listener, many of whom he doesn't want a third party to be involved in, so slangy expressions are used.

Because the expressions are slangy expressions and they are extracts from different discourses, it is difficult to pinpoint the cohesive devises in them. However, there are few instances of reference as a cohesive devise, e.g., exophoric reference in "that girl", as in "Do you want to keep subscribing for that girl?" In this example, the context provides the clue for the girl in question.

Textual Resources/Mode: The mode of discourse is the spoken medium. Therefore, there is close social distance which gives room for immediate feedback from the listener. The proximity between the interlocutors, as well as the immediate response, will go a long way in allowing the speaker to understand the listener's feeling. In addition to the aforementioned, the mode also gives room for colloquial usages as the expressions themselves are slangy expressions. For instance, the expression: "I can't *share my data* with you"

indicates that there has been at least a statement preceding it, to which the listener has given that response. Unlike the expression that receives an answer, there is another one which does not receive a direct answer and, instead, the response given was an insulting way of avoiding the question, i.e., "*Ask Google*". Other expressions which indicate that immediate responses are elicited from the listener include: "*I'm ready to subscribe for the channel*", "*I have deleted your file from my system*", "*Open new document*", etc.

Pragmatic Approach

In this pragmatic approach, the analysis is based on Mey (2001) and Odebumi's (2008) identification of pragmatic acts and shared knowledge. According to Mey (2001) in Odebunmi (2008: 76), "the pragmatic act theory focuses on the environment in which both speaker and hearer find their affordances, such that the entire situation is brought to bear on what can be said in the situation, as well as what is actually being said". This expression points to the fact that pragmatic acts, as opposed to speech acts, focus on the prevailing situation. The following are identified in the data:

a. **Pragmatic Acts**: There are different pragmatic acts in the expressions. However, none of the expressions is a direct speech act. The acts are as follows:

i. **Questioning**: Examples of pragmatic acts of questioning include: "Have you been given the *output*"? "How is your system"? and "Do you want to keep *subscribing* to her"? In the first example, 'output' simply refers to 'result' while 'system' in the second example means 'body' or 'health'. In the third example, a girl is likened to mobile service provider from whom a service can be subscribed.

ii. **Abusing/Insulting**: There are some examples of abusing or insulting in the data. They include "Your *RAM* is bad", "Your keyboard is not good", and "You look like a *mouse*." The first example is used to mean that the listener is dull, while the second one means that the person is not beautiful or attractive. The last one is a pointer to the listener's physical appearance, being small in stature.

iii. **Complimenting**: Some of the expressions are used to praise the listener. Examples include "I love your *graphic design*", and "This girl is *well-packaged*." In the first example, make up has

been referred to as 'graphic design' and the expression is a compliment. Similarly, the 'girl' dresses quite well such that the speaker admires her.

iv. **Advising/Encouraging**: Students also use ICT-turned slangy expressions to advise or encourage one another. Examples of such in the data include *"Operate the system carefully", "Switch on the network first", and "Close the/your windows"*. None of these expressions give a command but they are used to advise the listeners on certain things.

v. **Requesting/Proposing**: The expression corresponding to requesting or proposing is "Be my preferable *operating windows*". While this can be used by a female to get a male's attention, it is not culturally polite for a female to do so. Thus, this is used to mean "Be my lover girl/be my love", which performs the act of proposing to a lady.

vi. **Rejecting**: Examples that border on rejection are "Delete yourself", *"I have deleted your file from my system", "Sign out/log out"*. In the first example, the listener is asked to leave or go away from the place. Similarly, the speaker informs the listener, in the second example, that the listener is no longer needed. Thus, he or she has been deleted.

vii. **Asserting/Informing**: Numerous examples of this pragmatic act can be found in the data. Examples include, "*He has shut down", "My hard disk is full", "The keyboard is wide", "I can't share my data with you",* etc. The first example means that the person being talked about has slept. The second example means that the speaker is tired of reading, while the third example indirectly compares the 'keyboard' to a mattress. In all of these, the expressions are simply used to inform the listeners about certain things.

a. **Shared Cultural Knowledge (SCK)**: shared cultural knowledge accounts for the belief that explicit mention of taboo concepts is regarded as immoral in mainstream Nigerian culture. Thus, language users do not mention certain concepts directly but indirectly so as not to sound immoral. Examples of this can be seen in "*Close the/your windows", "Format your memory*", etc. While the first expression is used to caution a lady who is sitting carelessly and thereby exposing some delicate parts of her body, the second one is used to advise a lady to abort an unwanted pregnancy and forget whatever trauma such memory can cause her.

b. **Shared Situational Knowledge (SSK)**: Closely associated with the SCK is SSK. The interpretation of the ICT expressions used by the students depends on the situation in which the interlocutors find themselves. For instance, expressions like "*Switch on the network first", "I can't share my data with you", "Have you been given the output?*" and many more are interpreted based on the shared knowledge of situation. The situation, thus, makes their interpretation different from that of the core ICT interpretation.

c. **Shared Linguistic Knowledge**: This permits the interlocutors to use expressions belonging to a particular field to express meanings in other fields without losing the sense of the target field. All the expressions in the data relate to ICT. However, they have been used for other purposes because of the shared linguistic knowledge between the participants.

Statistical Presentation of the Analysis

This section presents the analysis in simple percentage. Two aspects of the analysis are analysed in this way. The two aspects are the ideational resources under language metafunctions, and pragmatic acts under the pragmatic approach. Two tables are used to present the statistical analysis, with each table representing each aspect. The tables are presented below:

Ideational Resource	Frequency	Percentage [%]
Academics	10	21.28 %
Health	01	2.13 %
Affection	12	25.53 %
Others	24	51.06 %
Total	**47**	**100 %**

Table 1 – Ideational Resources in Percentage [%]

Pragmatic Act	Frequency	Percentage [%]
Questioning	03	6.38 %
Abusing	08	17.02 %
Complimenting	03	6.38 %
Advising	10	21.28 %
Requesting	02	4.26 %
Rejecting	04	8.51 %
Asserting/Informing	17	36.17 %
Total	**47**	**100 %**

Table 2 – Pragmatic Acts in Percentage [%]

The tables above show the statistical presentation of the analysis. The first table shows that the ideational resource "others" has the highest percentage, i.e. 51.06% while the ideational resource "health" has the lowest occurrence. In a similar way, the second table indicates that the pragmatic act with the highest frequency is "asserting/informing". It features a frequency of 36.17%, while "requesting" has the least frequency – that of 4.26%.

Findings

This study has revealed that there is flexibility of linguistic elements in meaning conveyance. This is because there is no domain of language use which is an island to itself. This is due to the fact that linguistic resources in a particular domain can be effectively deployed to convey meaning in a different domain entirely. This is seen in how the ICT-related expressions in the data have been used to convey meanings in other fields.

The paper has also emphasised the importance of context on meaning negotiation. In this regard, there are instances of shared cultural knowledge (SCK), shared situational knowledge (SSK), and shared situational knowledge (SLK) determining how meanings are conveyed or negotiated.

Conclusion

This paper has examined language metafunctions and pragmatic acts in the ICT-turned slangy expressions among Kwara State Polytechnic students. The analysis has shown that the ICT expressions have been turned to slangy expressions by the students and such expressions are now used to convey meanings different from ICT. The study has also shown that context is quite important to meaning negotiation, as the context determines how the students generate and attribute meanings, using the ICT-turned slangy expressions. However, it is not clear if virtually all speakers of English as a language worldwide can make similar meanings out of these ICT-turned slangy expressions as Nigerians do. If this doubt is confirmed, it does no damage to our postulation still. Rather, it only goes a step further to confirm the indispensability of context to meaning making.

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Appendix – Data Table

S/N	Slangy Expressions	Meanings
1	He has shut down	He has slept
2	Delete or delete yourself	Leave this place/go away from here
3	Your RAM is bad	Dull
4	Your keyboard is not good	Body structure is not attractive
5	I love your graphic design	I love your make-up
6	My scanner is 70 mega pixel	My eyes are very sharp
7	He is cold booting	He is sleeping
8	My hard disk is full	My brain is full
9	Close the/your windows	Sit up/Close your lap
10	Format your memory	Abort the pregnancy
11	My stomach has crashed	Stomach ache
12	The lady has virus	The lady has diseases
13	The wire is disconnected from the system	The couple has separated
14	The keyboard is wide	The mattress is big
15	Operate the system carefully	Handle the girl with care
16	I can't share my data with you	I can't share my lady with you
17	I'm ready to subscribe for the channel	I am ready to pay the girl
18	I can/can't operate the system	I can/can't cope with the relationship
19	Switch on the network first	Try getting her attention first
20	Re-start the system	To try one more time
21	Finding the network	Searching for available partner
22	I have deleted your file from my system	I'm no longer in love with you
23	Input yourself	Compose yourself
24	I cannot boot my system unless you help me out	I am nothing without you
25	Your Bluetooth is down	No sense
26	You look like a mouse	You look small
27	I pity your file	I pity your education
28	Close your Bluetooth or Turn off your Bluetooth	To close his/her back or Sit properly (to a lady)
29	This girl is well packaged	She dresses well
30	Open new document	To start afresh
31	Have you been given the output?	Have you been given the result?

32	How is your system	How is your body
33	Be my preferable operating windows	Be my lover girl/be my love
34	Reboot your brain	Be careful or think straight
35	Copy and paste	To copy somebody else in the exam with the person's approval/consent
36	Shut down	Shut up
37	Memory full	Has read too much and tired
38	Sign in/out; log in/out	Get into or out of a place
39	Ask Google	An insulting way of responding to a question when one doesn't want to answer it.
40	I have his/her data	I know him/her quite well
41	Do you want to keep on subscribing to her?	Do you want to keep on spending your money on the girl (that always requests)
42	I know your password	I know how to get hold of you
43	No server	Lacks idea, knowledge/basic intelligence
44	No network coverage	No idea/knowledge about something
45	I'm booting	Trying to recollect something or answer to a question
46	Hibernating	Resting or no ability to do something
47	Just press his/her keyboard	Just ask him/her a question, he/she'll keep talking like a talkative