

DESIGNING A GERMAN-INDONESIAN SLANG DICTIONARY: A CORPUS-BASED APPROACH FOR ENHANCING INFORMAL LANGUAGE LEARNING USING THE ADDIE MODEL

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Abstract

This study proposes a design for improving the productive language skills of students in the German Language Education Program using a corpus-based German-Indonesian slang dictionary. Application of a semi-automated method for the first time to German slang involves the automatic extraction of data that comes from a German corpus sourced from Sketch Engine which then includes informal texts existing on platforms such as Instagram, X (formerly Twitter), Threads, and Discord. The dictionary developers follow the ADDIE model: Analysts identify student needs when understanding German slang, Designers structure the dictionary along with definitions, examples, and social context, Developers create a relevant corpus and process data, Implementers apply the dictionary in language instruction at several universities, with Evaluators assess its effectiveness when improving speaking and writing skills. The extracted data is good enough for the entry's creation. It could improve by more dictionary work. This method seems useful particularly in casual German language studies for diverse dictionary ventures.

Keywords—German-Indonesian slang, automated lexicography, corpus, dictionary, ADDIE model, tool development, Sketch Engine

INTRODUCTION

Higher education institutions now require students to handle both academic texts and informal language which includes slang because it helps their linguistic development. Students need to learn academic texts as their base knowledge but they must also master informal language including slang to succeed in everyday communication. Students who learn slang develop better social interaction skills which represent a fundamental aspect of linguistic fluency according to Eble (2012) and Labov (1972). Traditional language curricula tend to ignore slang acquisition when teaching German to Indonesian students.

The research aims to establish a German-Indonesian slang dictionary through corpus analysis to help students in the mainly in casual settings because they rarely experience authentic language usage. The application of corpus linguistics by Pri German Language Education Program improve their productive language abilities. The dictionary will concentrate on slang terminology which students encounterhantoro (2015) enables researchers to extract and study authentic language data which reveals modern language patterns and slang expressions. The research corpus draws its content from social media platforms Instagram and X (formerly Twitter) and Threads and Discord because these platforms show the most recent informal slang terminology (Anwar et al., 2021; Vyatkina, 2023).

The construction of the slang dictionary adheres to ADDIE model (Analysis, Design, Development, Implementation and Evaluation), a methodology that is widely employed as reference for instructional designs (Atkins & Rundell 2016). Analysis The identification of the students' necessity in learning about and practising the German slang. Architecture of the thesaurus * The Dictionary phase During this phase, the structure of the dictionary is described by guaranteeing that entries are composed with definitions and example sentences and justified by contextual usage. In the Development phase, data is gathered from Sketch Engine (a corpus tool) for corpus-based language analysis (Kilgariff 2016). In phase Implementation, thereof dictionary is implemented in language teachings at UNJ, UNESA and UNNES. Ultimately, the Evaluation evaluates how effective it is in helping students improve their skills of spoken and written German in informal situations.

Early findings indicate that expansion of the corpus and improvement on the tools would improve the content of the dictionary, but it is believed that there are already enough data collected to begin creating meaningful entries for a dictionary. This study affords an insight on the potential of semiautomated lexicography as a means to develop useful corpus-driven language resources for real word usage, particularly on informal language learning situation, which in turn supports Prihantoro's (2015) claim that corpus driven method can bring a lot of financial benefits in lexicography and language acquisition.

LITERATURE REVIEW

In recent years, weaving technology into language classes has transformed how students learn, sharpening their grasp of both formal grammar and casual conversation—like practicing slang with a native speaker over video chat. Traditional language courses often concentrate on formal, academic vocabulary, but more and more people are seeing the value in picking up informal speech—slang included—the kind you’d hear in a bustling café or on a crowded street. Biber & Conrad (2009) and Labov (1972) stress that students need to grasp slang and everyday language if they want to connect naturally—whether they’re chatting face-to-face or swapping messages that sound like real conversation.

Corpus-based dictionaries for language learners have been drawing a lot of attention lately, much like a bright display in a busy bookstore. Afia Laili (2023) shows how corpus linguistics can be put to work to build practical learning tools, like an English vocabulary dictionary drawn straight from real-world text. By following the ADDIE model—Analysis, Design, Development, Implementation, Evaluation—they’ve built the dictionary in a way that works. It’s solid from a teaching standpoint and adapts well to what students actually need, like clear examples they can grasp at a glance. Schools and universities have embraced similar methods to boost vocabulary learning and sharpen students’ language skills, from lively word games in primary classrooms to targeted practice in advanced courses (Scott & Tribble, 2007; Laili & Afia, 2023).

This study leans on the ADDIE model as its backbone, guiding the careful design and creation of a German–Indonesian slang dictionary, from first sketches to the final printed pages. Anwar and his team’s research, which sifted through stacks of weathered field notes, reveals key findings. (2021) highlights the benefits of incorporating corpus-based analysis to enhance students’ understanding of how language is used in different contexts. In 2021, researchers showed how using corpus-based analysis can sharpen students’ grasp of language in varied settings—like spotting patterns in everyday conversations versus formal speeches. Their findings highlight how valuable real-world data can be—like the quick back-and-forth in a late-night Twitter thread—when creating language learning materials. This study uses Sketch Engine to pull slang straight from Instagram, X (formerly Twitter), Threads, and Discord, making sure the dictionary captures how German slang is actually used today—like hearing it in a late-night group chat. Prihantoro (2015) and Kilgarrieff (2016) showed that corpus-based lexicography can reveal how people actually use language, from casual slang to familiar multi-word phrases like “kick the bucket.” Prihantoro argues that using a corpus lets researchers spot common phrases and subtle linguistic patterns—like a repeated turn of phrase—that traditional lexicographic methods often miss.

In sociolinguistics, Labov (1972) and Vaux (2005) reveal how slang works as a sociocultural marker, shaping and signaling identity, belonging, and the shifting currents of a community—like the way a neighborhood’s catchphrases hint at who’s an insider and who’s not. Building on those findings, this study creates a bilingual German–Indonesian slang dictionary that defines each term and slips in context—a note on who uses it, maybe the sound of it in a crowded street—to show its social and cultural weight. McEnery and Hardie (2011) back this view, pointing out that slang dictionaries need to reflect language’s constant shifts—so learners grasp not just what a term means, but how to drop it naturally into a conversation, like a quick “cheers” at the pub.

Bringing digital tools into language learning has proven to boost both understanding and expression—like catching the meaning of a fast-paced dialogue and then answering with confidence. Laili and her colleagues (2023) and Purnomo et al. (2021) highlight that interactive digital resources, when combined with corpus-based methods, provide learners with immediate access to authentic language use, which significantly enhances their ability to produce language in real-life contexts. Purnomo and colleagues (2023). In 2021, researchers showed that pairing interactive digital tools with corpus-based methods lets learners tap instantly into real examples of language—like overhearing a conversation in a busy café—which sharply boosts their ability to speak and write in real-world situations.

Research into language learning and technology shows that adaptive, interactive tools can really work—think of a quiz that changes as you answer, keeping you on your toes. In 1986, Sperber and Wilson explored how cognitive relevance shapes language learning, arguing that students remember words far better when the material connects to their own culture and everyday context—like a market scene filled with familiar sounds and smells. This research is creating a slang dictionary rooted in German language and culture, giving students a tool that sharpens their fluency and deepens their grasp of everyday life—right down to the way Berliners greet each other on the street.

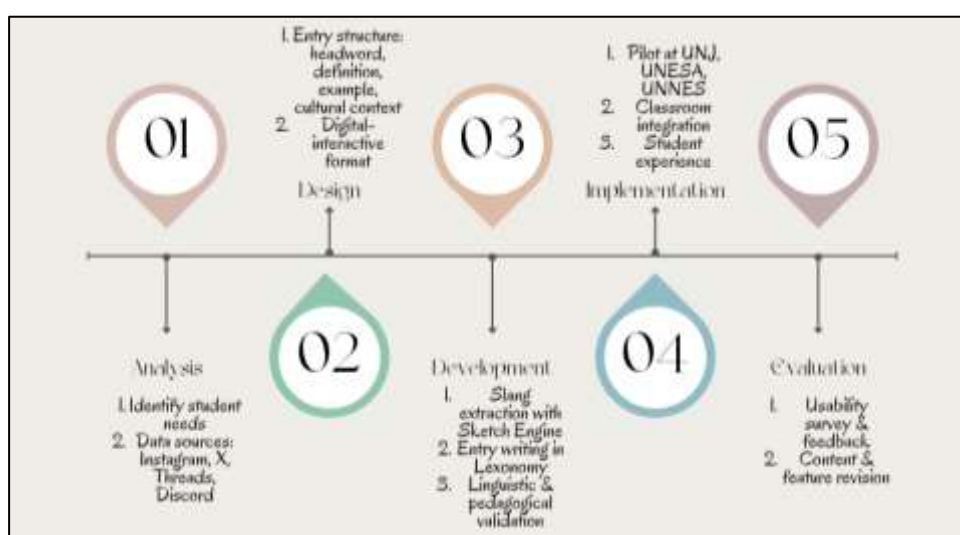
This research uses the proven ADDIE model to build a German–Indonesian slang dictionary that helps students grasp slang and connects the formal language of the classroom with the lively, informal chatter they might hear in a café. With this model, development moves forward in steady, repeatable steps, and the dictionary keeps growing—shaped by the steady stream of suggestions users send in. The design for the corpus-based slang dictionary blends semi-automated lexicography, deep corpus analysis, and rich cultural context, coming together to give students a learning tool that feels relevant and easy to use—like flipping through a well-worn notebook full of local expressions. This approach boosts students’ ability to use informal German—like chatting with friends over coffee—and helps them grasp how language works across different social settings.

METHOD

In the context of creating a German-Indonesian slang dictionary, a combination of theoretical frameworks, corpus linguistics, and semi-automated lexicography is employed. The design follows the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to ensure the creation of a useful and efficient educational resource. This methodology enables a structured approach to developing the dictionary while incorporating automated tools to process large-scale data from corpus linguistics.

Analysis

The Analysis stage lays the groundwork by identifying the specific needs of students in the German Language Education Program. To achieve this, surveys, focus group discussions, and consultations with instructors were conducted, involving five students from each of the participating universities—UNJ, UNESA, and UNNES. The purpose was to capture a representative overview of the linguistic challenges faced by learners when encountering German slang in informal contexts. The findings indicated that students often struggled with both understanding and appropriately applying slang expressions in everyday communication.



Based on these insights, the learning objectives were defined, namely to equip students with the ability to comprehend and use slang effectively in both spoken and written interaction. The analysis further revealed major obstacles, including the lack of exposure to authentic slang input and the absence of a bilingual reference that reflects Indonesian learners' needs. Consequently, the requirements for the resource became clear: a bilingual, digital, and user-friendly dictionary containing headwords, definitions, example sentences, and cultural notes. To support this design, potential data sources were mapped, with social media platforms such as Instagram, X, Threads, and Discord identified as the most representative environments for collecting authentic and up-to-date German slang.

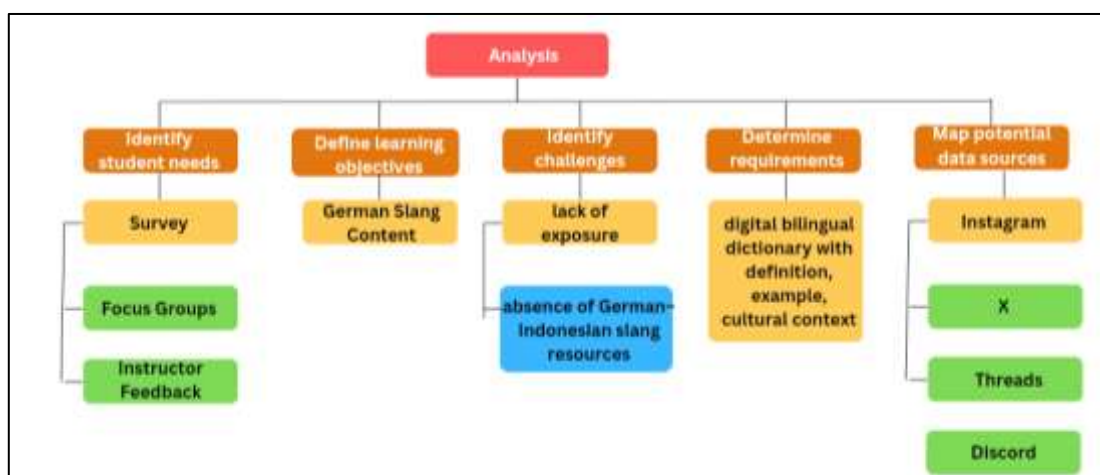


Fig.2. Analysis Component

Design

During the design phase, a small pilot group—five students at each of the three universities (UNJ, UNESA, and UNNES)—shared their feedback to confirm the resource's requirements, jotting notes and ideas down as they spoke. Through surveys and small group talks with students and instructors, we discovered the current references fell short—especially when it came to guiding pronunciation, explaining context, and showing how language is used in real life, like in a casual café conversation. We used these insights to figure out exactly which structural features a bilingual slang dictionary would need—like clear cross-references and quick, side-by-side translations. That's why the dictionary's design includes four key parts, like crisp, clearly labeled sections you can flip through in seconds. You can quickly look up the slang you need, and the phonetic transcription shows exactly how to say it—right down to the crisp "th" in the middle. Cultural and contextual notes show when and how to use terms in real-life situations, while example sentences from genuine sources illustrate their flow in everyday conversation—like overhearing them in a busy café. Every feature lives inside a digital, interactive format, so learners can reach it easily—whether it's woven into a lively classroom discussion or explored alone on a quiet afternoon.

Development

The Development phase is where the content of the dictionary is created and refined. The process begins with the extraction of slang terms from the corpus using Sketch Engine, a tool that automates the identification of frequently used slang terms from social media platforms. These extracted terms are then manually reviewed by lexicographers to ensure that they are defined accurately and appropriately for educational purposes.

The dictionary entries are enriched with contextually relevant examples, drawn from real-world uses of slang on social media. GDEX (Good Dictionary Example) settings are used to select the most representative examples from the corpus, ensuring that the examples are both authentic and pedagogically valuable. In this phase, the entries are formatted using iLex, a specialized tool for dictionary writing, which allows for easy integration of the content into the dictionary's digital interface. Each slang term is carefully reviewed for both linguistic accuracy and pedagogical appropriateness, ensuring that students receive practical and culturally relevant examples.

Using Sketch Engine, slang terms such as "chillen" (to relax, hang out) will be extracted based on their frequency in informal German conversations.

For example:

Headword: "chillen"

Part of Speech: Verb

Definition: "To relax or hang out with friends in an informal, laid-back manner."

Example Sentence: "Wir haben gestern im Park gehillt." (We hung out in the park yesterday.)

Cultural Context: "Commonly used among young people to describe spending time casually with friends."

The lexicographers then manually review each entry, refining the definitions and examples. They use GDEX settings to select the best contextual examples from the corpus to illustrate each term's usage.

Implementation

The Implementation phase introduces the dictionary into classroom settings to assess its usability and effectiveness. The dictionary is tested with students at several Indonesian universities, including UNJ, UNESA, and UNNES, where it will be used as part of regular learning activities. This phase focuses on evaluating the usability of the dictionary rather than measuring language proficiency or productive skills.

Feedback is gathered through surveys, interviews, and usability tests, where students report on their experience navigating the dictionary, finding relevant slang terms, and understanding the contextual information provided for each entry. This phase ensures that the dictionary is user-friendly and easily accessible, allowing students to incorporate slang into their speaking and writing practices with ease. Adjustments to the dictionary's digital interface are made based on feedback, improving its functionality and enhancing the overall user experience.

The goal of this phase is to identify any usability issues, such as difficulties students might face in understanding the definitions or examples provided. For example, if students find the entry for "geil" unclear or difficult to apply in a conversation, this feedback will lead to refinements in the entry's format or examples.

Evaluation

The Evaluation phase focuses primarily on assessing the usability of the dictionary. It's not concerned with students' proficiency in using slang, but rather how well the dictionary supports their learning. For example, after students use the dictionary to practice slang in written and oral exercises, they will be surveyed on how effective the tool was for their learning.

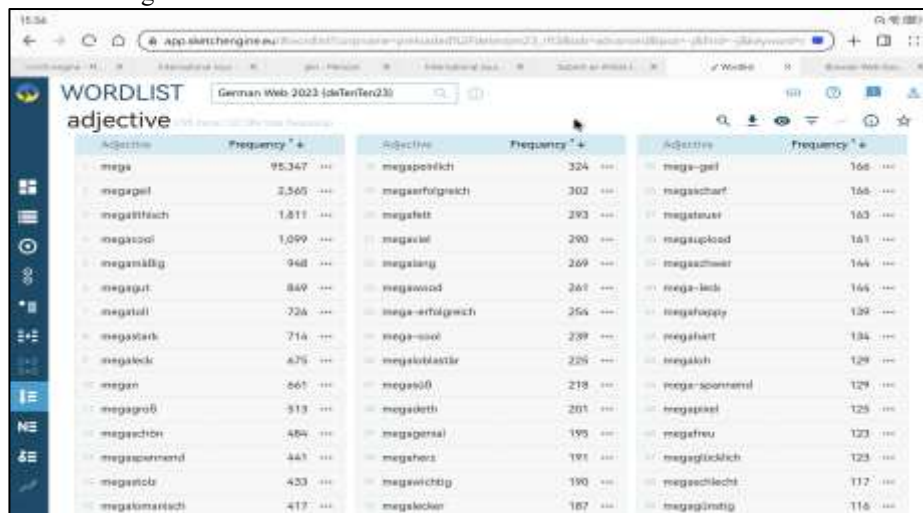
RESULTS

The results of this study reflect the development and testing of the German-Indonesian slang dictionary, designed to enhance students' informal language skills in German. The dictionary was developed following the ADDIE model, integrating corpus-based lexicography and semi-automated tools to ensure that the content is

relevant, accurate, and pedagogically useful. This section discusses the key findings from the implementation and evaluation phases, focusing on the usability and effectiveness of the dictionary in meeting students' needs.

Slang Term Selection and Content Development

The process of compiling the dictionary began with the collection of authentic linguistic data from multiple social media platforms, including Instagram, X, Threads, and Discord. At the initial stage, the research team filtered and selected relevant content from these platforms to ensure that the material reflected informal, real-life interactions among German speakers. This was followed by a web scraping process to systematically gather large-scale textual data for further analysis. The collected data then underwent preliminary cleaning to remove noise, advertisements, or irrelevant material, leaving a corpus that accurately represented contemporary informal usage.

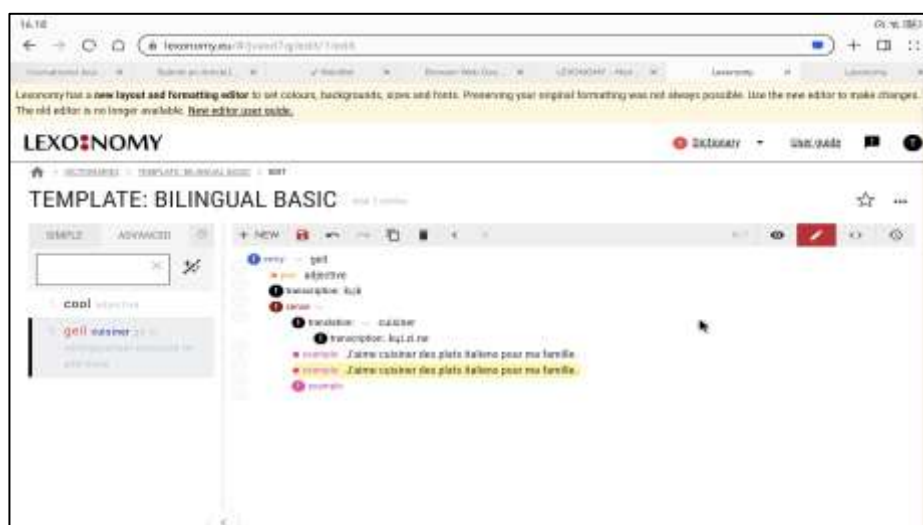


Adjective	Frequency	Adjective	Frequency	Adjective	Frequency
mega	95,347	megapostlich	324	mega-gel	166
megagel	2,505	megafuturistisch	302	megascharf	166
megathick	1,811	megafett	293	megasteuer	163
megacool	1,099	megakel	290	megaploot	161
megakillig	948	megalang	269	megaschwer	164
megagut	849	megaword	261	mega-leb	166
megatoll	726	mega-erfolgreich	256	megashopy	159
megastark	714	mega-sool	239	megahart	154
megaleck	675	megakillerstar	226	megakoh	129
megam	567	megakid	218	mega-sportswear	129
megagroß	513	megakettli	201	megakiel	125
megaschnel	484	megageneral	195	megafreu	123
megasportswear	445	megahers	191	megagücklich	123
megastolz	423	megawichtig	190	megaschlecht	117
megakomisch	417	megalecker	187	megagintig	116

Fig.3. Term Selection

In the next step, the curated corpus was processed using Sketch Engine, which allowed for in-depth linguistic analysis. The tool generated word lists and frequency counts, enabling the identification of high-frequency items. From this stage, the research team carefully distinguished between slang expressions and standard lexical items by examining usage patterns, co-texts, and collocations. Only the terms that met the criteria of informal, context-specific usage were retained as candidate entries for the dictionary. This systematic filtering ensured that the selected items truly reflected slang as it appears in contemporary German communication.

Once the target slang terms were finalized, they were transferred into Lexonomy, an online dictionary writing and publishing platform. Each entry was enriched with several layers of information: (1) the German headword in its authentic form, (2) a phonetic transcription to guide pronunciation, (3) a meaning equivalent in Indonesian to facilitate bilingual comprehension, (4) example sentences drawn from the corpus to demonstrate natural usage, and (5) cultural notes explaining the social and pragmatic contexts in which the slang is appropriate. Through this nine-step process, the dictionary achieved both linguistic accuracy and pedagogical value, offering learners a reliable and context-sensitive resource for mastering German slang.



Lexonomy has a new layout and formatting editor to set colours, backgrounds, sizes and fonts. Preserving your original formatting was not always possible. Use the new editor to make changes. The old editor is no longer available. [New editor user guide](#).

LEXONOMY

TEMPLATE: BILINGUAL BASIC

coel adjective

gell adjective

phonetic transcription: kɛl

Indonesian meaning: cool

example: Ich bin coel.

example: Ich bin gell.

Fig.4. Lexonomy

Usability Testing

The Implementation phase involved testing the dictionary with students from UNJ, UNESA, and UNNES. The main goal of this phase was to assess the usability of the dictionary, focusing on how well students could navigate the interface, understand the entries, and apply the slang terms in their learning activities.

The usability test demonstrated encouraging results regarding the practicality of the slang dictionary for student learning. A significant majority, 80% of students, reported that they could easily and efficiently locate slang entries within the digital interface. This finding highlights the effectiveness of the search feature and the overall accessibility of the dictionary's structure.

In addition, 75% of students confirmed that the inclusion of example sentences was particularly helpful in clarifying how slang terms are applied in everyday interactions. By observing the expressions in authentic communicative contexts, students felt more confident in understanding not only the meaning but also the pragmatic function of the slang. Moreover, feedback from students consistently indicated that the dictionary was easy to use and that both the definitions and examples provided were clear and supportive of their learning process, reinforcing the pedagogical value of the resource. At the same time, 70% of students emphasized the usefulness of cultural notes in understanding the social nuances of slang usage. Nevertheless, while the majority found the dictionary effective, some participants noted that certain slang terms—such as “abgefahren” (“crazy, cool”)—were less relatable to their daily interactions. This feedback suggests that future versions should provide additional examples and clarifications to strengthen the relevance of selected entries and ensure that students can connect them more easily to authentic communicative situations.

Feedback and Adjustments

In terms of user interface, feedback from students indicated that the dictionary was generally intuitive and easy to navigate, allowing them to locate entries without difficulty. Nevertheless, several participants expressed the need for enhanced functionality to support more effective learning. Specifically, they highlighted the importance of incorporating audio pronunciations to guide correct articulation of slang terms, as pronunciation often poses a challenge in informal spoken interactions. In addition, students recommended the inclusion of search filters that would allow terms to be organized by part of speech or thematic categories, such as expressions for emotions or social interactions. These suggested features reflect students' preference for a more interactive and adaptive resource, underscoring the potential for future development to increase both pedagogical value and user engagement. This feedback suggests that while the dictionary's core features met students' needs, there is room for improvement in terms of enhancing the user interface and adding more interactive elements.

Key Findings and Improvements

The feedback and usability tests revealed several important insights into the effectiveness and future development of the dictionary. First, students consistently emphasized the clarity and relevance of the definitions, noting that the combination of precise explanations and practical examples made the resource highly effective for learning slang in authentic contexts. Second, the inclusion of cultural notes in each entry was considered particularly valuable, as it enabled learners to understand the pragmatic conditions under which slang terms are appropriately used, thereby deepening their awareness of informal German. Third, students expressed a strong preference for interactive features, especially those that allowed slang terms to be searched by category and supported with audio pronunciation.

Despite these positive findings, students also identified areas for improvement. A recurring request was the addition of audio files for each entry to support accurate pronunciation and to reduce uncertainty when speaking in informal contexts. Furthermore, learners suggested the integration of interactive quizzes and practice exercises as complementary tools to reinforce retention and promote active usage of slang in communicative tasks. These recommendations highlight the importance of enhancing both the multimodal features and the pedagogical interactivity of the dictionary, ensuring that future versions evolve into a more dynamic and engaging learning resource.

DISCUSSION

User Experience Evaluation

The evaluation of user experience concentrated on how students perceived the overall usability and effectiveness of the German–Indonesian slang dictionary. The primary objective was to determine whether learners could navigate the interface with ease, comprehend the content presented, and apply the slang terms in practical communicative situations. The majority of students found the design intuitive and user-friendly, reporting that slang entries could be accessed without difficulty. Indeed, 80% of respondents stated that they were able to navigate the dictionary efficiently, underscoring the effectiveness of the search function and the logical organization of entries, which together ensured quick and reliable reference.

In addition to navigational ease, students valued the pedagogical support embedded in the entries. Seventy-five percent indicated that example sentences enhanced their ability to interpret slang expressions in authentic contexts, while 70% emphasized that the cultural notes were particularly useful in clarifying the social settings

in which these terms should be appropriately applied. These findings suggest that the combination of linguistic and cultural information not only deepened comprehension but also increased students' confidence in employing slang in both spoken and written communication. By linking lexical meaning with pragmatic use, the dictionary effectively supported the development of students' communicative competence in informal German.

Despite these positive outcomes, the evaluation also revealed areas where further improvement would strengthen the resource. A recurrent suggestion was the inclusion of audio pronunciations to aid learners in mastering the phonetic aspects of slang, as many reported difficulties in articulating certain terms in rapid speech. Students also recommended the addition of search filters by category (e.g., emotions, actions, social interactions) to facilitate targeted retrieval of terms. Beyond these features, they requested more interactive components such as quizzes or practice exercises, which could promote active learning and reinforce retention. Taken together, these recommendations highlight the potential to enhance the dictionary's usability through multimodal and interactive features, thereby transforming it from a static reference tool into a more dynamic learning environment.

Comparison with Others

When compared with conventional German dictionaries, the German–Indonesian slang dictionary demonstrates a distinct focus on informal, contemporary usage. Traditional dictionaries are typically designed for general vocabulary acquisition and formal communication, thereby overlooking the dynamic and socially marked nature of slang. As a result, learners relying solely on standard references often struggle to understand how language is used in everyday interactions among native speakers. In contrast, this bilingual slang dictionary provides targeted entries that highlight informal expressions, ensuring that students are exposed to forms of communication that are highly relevant for authentic social engagement.

Relative to other corpus-based dictionaries, such as those developed for English through resources like the Corpus of Contemporary American English (COCA) or Oxford Learner's Dictionaries, the present dictionary occupies a more specialized niche. While those resources are comprehensive and provide valuable usage examples, they rarely give systematic attention to slang, let alone to bilingual presentation. The German–Indonesian slang dictionary fills this gap by not only identifying high-frequency items from social media data but also contextualizing them through Indonesian equivalents, phonetic transcription, and cultural notes. This approach addresses both linguistic and pedagogical demands, ensuring that the resource is directly aligned with learners' needs in foreign language education.

Another distinguishing feature lies in the semi-automated lexicographic process employed in the current study. By integrating Sketch Engine for corpus analysis with Lexonomy for dictionary compilation, the process combines automation with expert review, striking a balance between efficiency and accuracy. Compared with traditional manual lexicography, this method reduces the time and effort required to identify and validate slang expressions while still allowing for careful pedagogical refinement. Such an approach is not yet common in the German–Indonesian context, positioning this work as a methodological contribution in addition to its pedagogical value.

Finally, the feedback gathered from students also points to the dictionary's competitive advantage in terms of usability. Unlike many existing digital dictionaries, which often lack interactive features, students expressed appreciation for the clarity of definitions, example sentences, and cultural annotations. At the same time, their requests for future enhancements—such as audio pronunciations, categorical searches, and interactive exercises—highlight opportunities for the dictionary to evolve into a more advanced tool comparable to global digital learning platforms. This trajectory underscores the potential of the German–Indonesian slang dictionary not only to bridge the gap between formal instruction and informal language use but also to contribute to the broader field of digital lexicography in language learning.

CONCLUSION

This study demonstrates that the German–Indonesian slang dictionary, developed through a corpus-based lexicography approach and the ADDIE model, effectively enhances students' understanding and use of informal German. By integrating semi-automated data extraction and manual refinement, the dictionary provides accurate definitions, contextual examples, and cultural insights, bridging the gap between academic language learning and real-world communication. Usability testing revealed that the dictionary is intuitive and valuable for students, though feedback highlighted the need for additional features, such as audio pronunciations and interactive exercises. Future work will focus on enhancing these features, expanding the dictionary's content, and improving its scalability and adaptability. Ultimately, this research lays the foundation for creating interactive and personalized language learning resources that promote accessible and engaging language education.

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APPENDIX

Supplementary Materials

TABLE A1 Mean and standard deviations of the Active and Passive Use of Social Networking Sites (APU-SNSs) in gender and age groups ($n = 762$)

Self-promotion			Checking for comments about the self		Offering social support		Seeking self-support	
Groups	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<i>Age</i>								
18-23	2.17	0.85	2.29	1.28	3.15	1.72	1.78	1.12
24-30	2.11	0.74	2.12	1.09	3.11	1.67	1.78	1.01
<i>Gender</i>								
Male	2.03	0.75	2.01	0.95	2.99	1.70	1.66	0.90
Female	2.19	0.83	2.30	1.29	3.19	1.69	1.84	1.15

Note. SD = standard deviation.

TABLE A2
Zero-order correlations between the Active and Passive Use of Social Networking Sites (APU-SNSs) subscales and all other variables examined in the study among males

Variables	N	Mean (SD)	1.	2.	3.	4.
1. APU-SNSs self-promotion	252	2.03 (0.75)	\			
2. APU-SNSs checking for comments about the self	251	2.01 (0.95)	.25**	\		
3. APU-SNSs offering social support	251	3.00 (1.70)	.32**	.41**	\	
4. APU-SNSs seeking self-support	251	1.67 (0.90)	.36**	.20**	.39**	\

IAT	252	2.02 (0.55)	.04	.31**	.25**	.14*
GPIUS2	250	2.39 (1.13)	.08	.33**	.27**	.24**
BSMAS	251	2.35 (0.74)	.35**	.27**	.29**	.17**
MTUAS	253	6.15 (0.90)	.30**	.09	.14*	.18**
RSES	244	4.38 (0.54)	.01	-.07	-.04	-.03
TCI-R novelty seeking	249	2.69 (0.60)	.04	.13*	.06	-.01
TCI-R persistence	248	3.32 (0.60)	-.04	-.18**	-.03	.05
S-IPPA attachment security	244	3.80 (0.63)	.11	-.04	.12	-.06
ECR-12 attachment anxiety	238	4.36 (1.31)	.25**	.22**	.20**	.20**
ECR-12 attachment avoidance	238	2.37 (1.23)	-.13*	.03	-.08	-.04

Note. *SD* = standard deviation. IAT = Internet Addiction Test; GPIUS2 = Generalized Problematic Internet Use Scale-2; BSMAS = Bergen Social Media Addiction Scale; MTUAS = Media and Technology Usage and Attitudes Scale; RSES = Rosenberg Self-Esteem Scale; TCI-R = Temperament Character Inventory-Revised (novelty seeking and persistence subscales); S-IPPA = Short-Form Inventory of Parent and Peer Attachment (peer subscale); ECR-12 = Experiences in Close Relationships-12 (anxiety and avoidance subscales).

* $p \leq .05$; ** $p \leq .01$.

TABLE A3 Zero-order correlations between the Active and Passive Use of Social Networking Sites (APU-SNSs) subscales and all other variables examined in the study among females

Variables	<i>N</i>	Mean (<i>SD</i>)	1.	2.	3.	4.
1. APU-SNSs self-promotion	505	2.20 (0.83)	\			
2. APU-SNSs checking for comments about the self	505	2.30 (1.29)	.41**	\		
3. APU-SNSs offering social support	505	3.19 (1.69)	.42**	.41**	\	
4. APU-SNSs seeking self-support	505	1.84 (1.15)	.53**	.48**	.50**	\
IAT	508	1.98 (0.56)	.27**	.30**	.33**	.39**
GPIUS2	507	2.45 (1.16)	.28**	.37**	.37**	.47**
BSMAS	503	2.33 (0.78)	.39**	.37**	.41**	.40**
MTUAS	508	6.20 (0.85)	.34**	.24**	.23**	.17**
RSES	502	4.43 (0.59)	.01	.11*	-.06	-.03
TCI-R novelty seeking	506	2.63 (0.61)	.12**	.18**	.04	.14**
TCI-R persistence	506	3.35 (0.59)	-.03	-.08	-.04	-.07
S-IPPA attachment security	503	3.83 (0.64)	.14**	-.04	.14**	.04
ECR-12 attachment anxiety	495	4.44 (1.31)	.13**	.13**	.14**	.21**
ECR-12 attachment avoidance	496	2.32 (1.17)	-.01	.02	-.03	-.02

Note. *SD* = standard deviation. IAT = Internet Addiction Test; GPIUS2 = Generalized Problematic Internet Use Scale-2; BSMAS = Bergen Social Media Addiction Scale; MTUAS = Media and Technology Usage and Attitudes Scale; RSES = Rosenberg Self-Esteem Scale; TCI-R = Temperament Character Inventory-Revised (novelty seeking and persistence subscales); S-IPPA = Short-Form Inventory of Parent and Peer Attachment (peer subscale); ECR-12 = Experiences in Close Relationships-12 (anxiety and avoidance subscales).

* $p \leq .05$; ** $p \leq .01$.