

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ - ШТИП  
ФИЛОЛОШКИ ФАКУЛТЕТ

UDC 81  
UDC 82  
UDC 008



ISSN: 2545-3998  
DOI: 10.46763/palim

# ПАЛИМПСЕСТ

МЕЃУНАРОДНО СПИСАНИЕ ЗА ЛИНГВИСТИЧКИ,  
КНИЖЕВНИ И КУЛТУРОЛОШКИ ИСТРАЖУВАЊА

# PALIMPSEST

INTERNATIONAL JOURNAL FOR LINGUISTIC,  
LITERARY AND CULTURAL RESEARCH

PALMK, VOL X, NO 20, STIP, 2025

ГОД. 10, БР. 20  
ШТИП, 2025

VOL. X, NO 20  
STIP, 2025



# ПАЛИМПСЕСТ

Меѓународно списание за лингвистички, книжевни  
и културолошки истражувања

# PALIMPSEST

International Journal for Linguistic, Literary  
and Cultural Research

Год. 10, Бр. 20  
Штип, 2025

Vol. 10, No 20  
Stip, 2025

PALMK, VOL 10, NO 20, STIP, 2025

## **ПАЛИМПСЕСТ**

Меѓународно списание за лингвистички, книжевни  
и културолошки истражувања

## **ИЗДАВА**

Универзитет „Гоце Делчев“, Филолошки факултет, Штип

## **ГЛАВЕН И ОДГОВОРЕН УРЕДНИК**

Ранко Младеноски

## **УРЕДУВАЧКИ ОДБОР**

Виктор Фридман, Универзитет во Чикаго, САД  
Толе Белчев, Универзитет „Гоце Делчев“, Македонија  
Нина Даскаловска, Универзитет „Гоце Делчев“, Македонија  
Ала Шешкен, Универзитет Ломоносов, Руска Федерација  
Олга Панкина, НВО Македонски културен центар, Руска Федерација  
Астрид Симоне Хлубик, Универзитет „Крал Михаил I“, Романија  
Алина Андреа Драгоеску Урлика, Универзитет „Крал Михаил I“, Романија  
Сунчана Туксар, Универзитет „Јурај Добрила“ во Пула, Хрватска  
Саша Војковиќ, Универзитет во Загреб, Хрватска  
Шандор Чегледи, Универзитет во Панонија, Унгарија  
Ева Бус, Универзитет во Панонија, Унгарија  
Хусејин Озбај, Универзитет Гази, Република Турција  
Озтурк Емироглу, Универзитет во Варшава, Полска  
Елена Дараданова, Универзитет „Св. Климент Охридски“, Република Бугарија  
Ина Христова, Универзитет „Св. Климент Охридски“, Република Бугарија  
Џозеф Пониах, Национален институт за технологија, Индија  
Сатхарај Венкатесан, Национален институт за технологија, Индија  
Петар Пенда, Универзитет во Бања Лука, Босна и Херцеговина  
Данило Капасо, Универзитет во Бања Лука, Босна и Херцеговина  
Мета Лах, Универзитет во Љубљана, Република Словенија  
Намита Субиото, Универзитет во Љубљана, Република Словенија  
Ана Пеличер-Санчез, Универзитет во Нотингам, Велика Британија  
Мајкл Грини, Универзитет во Нотингам, Велика Британија  
Татјана Гурин, Универзитет во Нови Сад, Република Србија  
Диана Поповиќ, Универзитет во Нови Сад, Република Србија  
Жан Пол Мејер, Универзитет во Стразбур, Република Франција  
Жан Марк Веркруз, Универзитет во Артуа, Република Франција  
Регула Бусин, Швајцарија  
Натале Фиорето, Универзитет во Перуца, Италија  
Оливер Хербст, Универзитет во Вурцбург, Германија  
Шахинда Езат, Универзитет во Каиро, Египет  
Џулијан Чен, Универзитет Куртин, Австралија

## **PALIMPSEST**

International Journal for Linguistic, Literary  
and Cultural Research

## **PUBLISHED BY**

Goce Delchev University, Faculty of Philology, Stip

## **EDITOR-IN-CHIEF**

Ranko Mladenoski

## **EDITORIAL BOARD**

Victor Friedman, University of Chicago, USA  
Tole Belcev, Goce Delcev University, Macedonia  
Nina Daskalovska, Goce Delcev University, Macedonia  
Alla Sheshken, Lomonosov Moscow State University, Russian Federation  
Olga Pankina, NGO Macedonian Cultural Centre, Russian Federation  
Astrid Simone Hlubik, King Michael I University, Romania  
Alina Andreea Dragoescu Urlica, King Michael I University, Romania  
Sunčana Tuksar, Juraj Dobrila University of Pula, Croatia  
Saša Vojković, University of Zagreb, Croatia  
Sándor Czeglédi, University of Pannonia, Hungary  
Éva Bús, University of Pannonia, Hungary  
Husejin Ozbaj, GAZI University, Republic of Turkey  
Öztürk Emiroğlu, University of Warsaw, Poland  
Elena Daradanova, Sofia University “St. Kliment Ohridski”, Republic of Bulgaria  
Ina Hristova, Sofia University “St. Kliment Ohridski”, Republic of Bulgaria  
Joseph Ponniah, National Institute of Technology, India  
Sathyaraj Venkatesan, National Institute of Technology, India  
Petar Penda, University of Banja Luka, Bosnia and Herzegovina  
Danilo Capasso, University of Banja Luka, Bosnia and Herzegovina  
Meta Lah, University of Ljubljana, Republic of Slovenia  
Namita Subiotto, University of Ljubljana, Republic of Slovenia  
Ana Pellicer Sanchez, The University of Nottingham, United Kingdom  
Michael Greaney, Lancaster University, United Kingdom  
Tatjana Durin, University of Novi Sad, Republic of Serbia  
Diana Popovic, University of Novi Sad, Republic of Serbia  
Jean-Paul Meyer, University of Strasbourg, French Republic  
Jean-Marc Vercruysse, Artois University, French Republic  
Regula Busin, Switzerland  
Natale Fioretto, University of Perugia, Italy  
Oliver Herbst, University of Wurzburg, Germany  
Chahinda Ezzat, Cairo University, Egypt  
Julian Chen, Curtin University, Australia

## **РЕДАКЦИСКИ СОВЕТ**

Луси Караниколова-Чочоровска  
Толе Белчев  
Нина Даскаловска  
Билјана Ивановска  
Ева Ѓорѓиевска  
Марија Леонтиќ  
Јована Караникиќ Јосимовска  
Натка Јанкова-Алаѓозовска

## **ЈАЗИЧНО УРЕДУВАЊЕ**

Ранко Младеноски (македонски јазик)  
Весна Продановска (англиски јазик)  
Толе Белчев (руски јазик)  
Билјана Ивановска (германски јазик)  
Марија Леонтиќ (турски јазик)  
Ева Ѓорѓиевска (француски јазик)  
Јована Караникиќ Јосимовска (италијански јазик)

## **ТЕХНИЧКИ УРЕДНИК**

Славе Димитров

## **АДРЕСА**

ПАЛИМПСЕСТ  
РЕДАКЦИСКИ СОВЕТ  
Филолошки факултет  
ул. „Крсте Мисирков“ бр. 10-А  
п. фах 201  
МК-2000 Штип

<http://js.ugd.edu.mk/index/PAL>

Меѓународното научно списание „Палимпсест“ излегува двапати годишно во печатена и во електронска форма на посебна веб-страница на веб-порталот на Универзитетот „Гоце Делчев“ во Штип: <http://js.ugd.edu.mk/index.php/PAL>. Трудовите во списанието се објавуваат на следните јазици: македонски јазик, англиски јазик, германски јазик, француски јазик, руски јазик, турски јазик и италијански јазик.

Трудовите се рецензираат.

### **EDITORIAL COUNCIL**

Lusi Karanikolova-Chochorovska  
Tole Belcev  
Nina Daskalovska  
Biljana Ivanovska  
Eva Gjorgjievska  
Marija Leontik  
Jovana Karanikik Josimovska  
Natka Jankova-Alagjozovska

### **LANGUAGE EDITORS**

Ranko Mladenoski (Macedonian language)  
Vesna Prodanovska (English language)  
Tole Belcev (Russian language)  
Biljana Ivanovska (German language)  
Marija Leontik (Turkish language)  
Eva Gjorgjievska (French language)  
Jovana Karanikik Josimovska (Italian language)

### **TECHNICAL EDITOR**

Slave Dimitrov

### **ADDRESS**

PALIMPSEST  
EDITORIAL COUNCIL  
Faculty of Philology  
Krstev Misirkov 10-A  
P.O. Box 201  
MK-2000, Stip

<http://js.ugd.edu.mk/index/PAL>

The International Scientific Journal “Palimpsest” is issued twice a year in printed form and online at the following website of the web portal of Goce Delcev University in Stip: <http://js.ugd.edu.mk/index.php/PAL>  
Papers can be submitted and published in the following languages: Macedonian, English, German, French, Russian, Turkish and Italian language.  
All papers are peer-reviewed.



## СОДРЖИНА / TABLE OF CONTENTS

### 11 ПРЕДГОВОР

Ранко Младеноски, главен и одговорен уредник на „Палимпсест“

### FOREWORD

Ranko Mladenoski, Editor in Chief of “Palimpsest”

### ЈАЗИК / LANGUAGE

### 15 **Natasha Stojanovska-Ilievska**

MACEDONIAN STUDENTS' ATTITUDES TO ENGLISH: A COMPARATIVE PERSPECTIVE ACROSS REGIONS

### 25 **Vesna Prodanovska-Poposka**

THE PRAGMATIC FUNCTIONS OF TIKTOK SLANG IN ADOLESCENT IDENTITY CONSTRUCTION AND PEER RELATIONSHIPS

### 33 **Şükriye Duygu Çağma**

KUZEY MAKEDONYA TÜRK AĞIZLARINDA ZARF-FİİL VE BİRLEŞİK ZARF-FİİL YAPIMI ÜZERİNE BİR İNCELEME

### Şükriye Dujgu Cagma

CONVERBS AND COMPOUND CONVERB FORMATION IN THE TURKISH DIALECTS OF NORTH MACEDONIA

### 43 **Doris Sava**

DEMO: DEUTSCH MACHT MOBIL. AUF DEN SPUREN DER DEUTSCHEN SPRACHE IN URBANEN RÄUMEN MIT AUTOCHTHONEN MINDERHEITEN. HERMANNSTADT UND SIEBENBÜRGEN ALS FALLBEISPIEL

### Doris Sava

DEMO: GERMAN IN MOTION. LINGUISTIC TRACES OF GERMAN IN URBAN SPACES WITH AUTOCHTHONOUS MINORITIES. THE CASE OF TRANSYLVANIA

### 53 **Seyfettin Özdemirel**

YABANCI KÖKENLİ TIP TERİMLERİNİN TÜRKİYE TÜRKÇESİ AĞIZLARINDAKİ VARLIĞI

### Seyfettin Özdemirel

THE PRESENCE OF FOREIGN-ORIGIN MEDICAL TERMS IN TÜRKİYE TURKISH DIALECTS

- 61 Luciana Guido Shrempf**  
SU ALCUNE DEVIAZIONI LESSICALI PIÙ FREQUENTI RISCONTRATE  
IN TRADUZIONI ITALIANE SCRITTE E ORALI SVOLTE DA DISCENTI  
MACEDONI DI ITALIANO LS  
**Luciana Guido Shrempf**  
SOME OF THE MOST FREQUENT LEXICAL ERRORS MADE IN WRITTEN  
AND ORAL TRANSLATION BY MACEDONIAN LEARNERS OF ITALIAN  
LS

- 75 Sonila Sadikaj, Anxhela Belkovi**  
VERBALISIERUNG DER EMOTION „FREUDE“ IM DEUTSCHEN UND  
ALBANISCHEN. EINE PHRASEOLOGISCHE STUDIE IM LICHT DER  
KOGNITIVEN LINGUISTIK  
**Sonila Sadikaj, Anxhela Belkovi**  
VERBALIZATION OF THE EMOTION “JOY” IN GERMAN AND  
ALBANIAN. A PHRASEOLOGICAL STUDY IN THE LIGHT OF COGNITIVE  
LINGUISTICS

#### **КНИЖЕВНОСТ / LITERATURE**

- 87 Ала Шешкен**  
80 ГОДИНИ СЛОБОДЕН РАЗВОЈ НА МАКЕДОНСКАТА ЛИТЕРАТУРА:  
РАЗМИСЛУВАЊА И ТЕОРЕТСКИ ЗАБЕЛЕШКИ  
**Ala Sheshken**  
80 YEARS OF UNRESTRICTED DEVELOPMENT OF MACEDONIAN  
LITERATURE: REFLECTIONS AND THEORETICAL NOTES
- 99 Марија Ѓорѓиева-Димова**  
ТАМУ КАДЕ ШТО ИМА ГЛАС, ИМА И ГОВОРНИК!  
**Marija Gjorgjieva-Dimova**  
WHERE THERE IS A VOICE, THERE IS A SPEAKER!
- 111 Данка Јовева**  
ФОРМАЛНАТА СЕМАНТИКА И ЗНАЧЕЊЕТО ВО ЛИТЕРАТУРНИОТ  
ДИСКУРС: МЕЃУ ПРЕЦИЗНОСТА И ИНТЕРПРЕТАЦИЈАТА  
**Danka Joveva**  
FORMAL SEMANTICS AND THE MEANING IN LITERARY DISCOURSE:  
BETWEEN PRECISION AND INTERPRETATION
- 121 Kristiawan Indriyanto, Wahyu Ningsih, Darman Pangaribuan**  
POSTCOLONIAL ECOLOGIES: REPRESENTING SLOW VIOLENCE IN  
*DARI RAHM OMBAK* AND THE *HOUSE OF MANY GODS*
- 133 Dian Syahfitri, Khairil Anshari, Arianto Arianto, Sartika Sari**  
GENDER, HERITAGE, AND SUSTAINABILITY: INTEGRATING NORTH  
SUMATRAN ORAL LITERATURE INTO EDUCATION FOR SUSTAINABLE  
DEVELOPMENT

- 145 Luisa Emanuele**  
DAL MITO CLASSICO ALLA NARRATIVA CONTEMPORANEA: ARIANNA  
NELLA RISCITTURA DI J. SAINT  
**Luisa Emanuele**  
FROM CLASSICAL MYTH TO CONTEMPORARY NARRATIVE: ARIADNE  
IN THE J. SAINT'S REWRITING
- 157 Алирами Ибраими, Махмут Челик**  
РАЗВОЈОТ НА ТУРСКАТА ЛИТЕРАТУРА ВО МАКЕДОНИЈА ВО  
ОСМАНЛИСКИОТ ПЕРИОД  
**Alirami İbraimi, Mahmut Çelik**  
THE DEVELOPMENT OF TURKISH LITERATURE IN MACEDONIA  
DURING THE OTTOMAN PERIOD
- 167 Славчо Ковилоски**  
ПСЕВДОНИМИТЕ, ИНИЦИЈАЛИТЕ И АНОНИМИТЕ ВО  
МАКЕДОНСКАТА КНИЖЕВНОСТ ОД ПРВАТА ПОЛОВИНА НА ХХ ВЕК  
**Slavcho Koviloski**  
PSEUDONYMS, INITIALS AND ANONYMS IN MACEDONIAN  
LITERATURE FROM THE FIRST HALF OF THE 20TH CENTURY
- 175 Ивана Велкова**  
ХУМАНИСТИЧКИТЕ АСПЕКТИ ВО РОМАНОТ „КАЛЕШ АНЃА“ ОД  
СТАЛЕ ПОПОВ  
**Ivana Velkova**  
THE HUMANISTIC ASPECTS IN THE NOVEL “KALESH ANGJA” BY  
STALE POPOV
- 187 Aterda Lika, Lindita Kazazi**  
LA PAROLA NEGATA: L'OPERA ERMETICA E TRADUTTIVA DI ZEF  
ZORBA TRA CENSURA, SILENZIO E MEMORIA POETICA  
**Aterda Lika, Lindita Kazazi**  
THE DENIED WORD: THE HERMETIC AND TRANSLATIONAL WORK OF  
ZEF ZORBA BETWEEN CENSORSHIP, SILENCE AND POETIC MEMORY
- 197 Osman Emin, Nurlana Mustafayeva**  
İKİCOĞRAFYA, TEKRUH: İLHAMİEMİNVEBAHTİYARVAHAPZADE'NİN  
ŞİİRLERİNDE TASAVVUFÎ DERİNLİK  
**Osman Emin, Nurlana Mustafayeva**  
TWO GEOGRAPHIES, ONE SOUL: SUFISTIC DEPTH IN THE POETRY OF  
ILHAMI EMIN AND BAHTİYAR VAHAPZADE
- 209 Lorita Fejza, Seniha Krasniqi**  
OTHERNESS AND GENDER PERFORMATIVITY IN JOYCE'S *DUBLINERS*  
AND *ULYSSES*

## КУЛТУРА / CULTURE

- 223 Владимир Илиевски**  
„НАЧЕРТАНИЈЕ“ НА ИЛИЈА ГАРАШАНИН И ПРЕМОЛЧУВАЊЕТО НА  
МАКЕДОНИЈА  
**Vladimir Ilievski**  
ILIJA GARASANIN'S "NACERTANIJE" AND THE INTENTIONAL  
OMISSION OF MACEDONIA
- 233 Ekaterina Namicheva-Todorovska, Petar Namichev**  
THE ROLE OF SUSTAINABLE ARCHITECTURE IN REVITALIZING  
URBAN AREAS: BALANCING PRESERVATION AND INNOVATION

## МЕТОДИКА НА НАСТАВАТА / TEACHING METHODOLOGY

- 247 Виолета Јанушева, Јове Д. Талевски, Маја Јанушева**  
ОБЈЕКТИВНОСТА ВО ОЦЕНУВАЊЕТО НА ПОСТИГАЊАТА НА  
УЧЕНИЦИТЕ  
**Violeta Janusheva, Jove D. Talevski, Maja Janusheva**  
THE OBJECTIVITY OF THE STUDENTS' ACHIEVEMENTS ASSESSMENT
- 257 Andreja Retelj**  
LEHRENDE WERDEN. WIE DAF-LEHRAMTSSTUDIERENDE IHRE  
LEHRERROLLE IM PRAKTIKUM WAHRNEHMEN  
**Andreja Retelj**  
BECOMING A TEACHER: HOW PRE-SERVICE GFL TEACHERS PERCEIVE  
THEIR TEACHER ROLE DURING THE PRACTICUM

## ПРИКАЗИ / BOOK REVIEWS

- 269 Брикена Цафери, Гзим Цафери, Билјана Ивановска, Сашка Јовановска**  
ПРЕГЛЕДИ И АНАЛИТИЧКА РЕФЛЕКСИЈА ЗА ПРОЕКТОТ: „СОВРЕМЕНИ  
ПРИСТАПИ ВО ИСТРАЖУВАЊЕТО НА ИНТЕРКУЛТУРНАТА  
ПРАГМАТИКА И НЕЈЗИНА ПРИМЕНА ВО НАСТАВАТА – ОД НАУЧНИ  
КОНЦЕПТИ ДО ПРАКТИЧНА РЕАЛИЗАЦИЈА“  
**Brikena Xhaferri, Gzim Xhaferri, Biljana Ivanovska, Sashka Jovanovska**  
REVIEW AND ANALYTICAL REFLECTION ON THE PROJECT:  
“CONTEMPORARY APPROACHES IN INTERCULTURAL PRAGMATICS  
RESEARCH AND ITS APPLICATION IN TEACHING – FROM SCIENTIFIC  
CONCEPTS TO PRACTICAL IMPLEMENTATION”

## ДОДАТОК / APPENDIX

- 281 ПОВИК ЗА ОБЈАВУВАЊЕ ТРУДОВИ**  
ВО МЕЃУНАРОДНОТО НАУЧНО СПИСАНИЕ „ПАЛИМПСЕСТ“  
CALL FOR PAPERS  
FOR THE INTERNATIONAL SCIENTIFIC JOURNAL “PALIMPSEST”

## THE PRAGMATIC FUNCTIONS OF TIKTOK SLANG IN ADOLESCENT IDENTITY CONSTRUCTION AND PEER RELATIONSHIPS

**Vesna Prodanovska-Poposka**

Faculty of Biotechnical Sciences, University St. Kliment Ohridski, Bitola,  
North Macedonia  
[vesna.prodanovska@uklo.edu.mk](mailto:vesna.prodanovska@uklo.edu.mk)

**Abstract:** TikTok slang has become a rapidly evolving linguistic resource that plays a central role in the everyday communication of adolescents. As social media increasingly shapes youth interactions, understanding the pragmatic functions of digital slang is essential for examining how young people negotiate identity, express emotions, and navigate peer relationships. This study explores how adolescents in grades 5-9 (aged 10 to 15) from a public school in Bitola, North Macedonia, use TikTok slang as a sociolinguistic tool within their school and online environments. Based on survey data from 119 participants, the research investigates familiarity with common slang terms, frequency of use, meaning interpretation, and attitudes toward slang within both informal and educational contexts. The findings reveal that adolescents employ slang strategically to build rapport, signal group belonging, and perform identity in ways that align with the fast-changing norms of digital culture. Slang terms such as *cringe*, *rizz*, and *flex* serve important interpersonal roles, from expressing humor and admiration to regulating social boundaries and managing peer evaluation. Moreover, the study highlights how multi-platform engagement enhances pragmatic competence, as adolescents learn to cope with shifting contextual cues across TikTok, Instagram, YouTube, and Snapchat. While most slang is used positively or playfully, a smaller portion reflects socially sensitive or harmful language, emphasizing the need for critical digital literacy. Overall, this research contributes to a deeper understanding of how TikTok slang functions as both a linguistic and social mechanism that shapes adolescent identity, peer dynamics, and communicative development.

**Keywords:** *TikTok slang; pragmatic functions; adolescent identity; peer dynamics; social media language.*

### 1. INTRODUCTION

Communication among youngsters is changing rapidly, largely due to the rise of social media platforms like TikTok, which has emerged as a particularly potent site for youth slang innovation (Josea et al., 2025). As one of the most popular platforms among Generation Z, TikTok offers a fertile environment for linguistic creativity, rapid slang diffusion, and pragmatic experimentation. Through short video formats and interactive communication, users invent and propagate novel

lexical items that functionally serve to establish social identity, signal group membership, and manage peer relationships. Slang on TikTok is not merely lexical novelty but represents a complex sociolinguistic resource, operating as an effective tool for managing emotions, peer evaluation, and identity construction (Siddique et al., 2025; Variable Research Journal, 2025). Moreover, TikTok slang exemplifies the informal, fast-evolving, and multimodal nature of digital communication, blending textual, visual, and auditory elements (Gita Nashrudina et al., 2025). This transformation positions youth as active agents who semiotically construct their identities within complex digital ecologies (Noor et al., 2024). Adolescents typically use multiple platforms such as Instagram, YouTube, and Snapchat simultaneously, which enriches their pragmatic competence by requiring cross-contextual flexibility and multimodal communication skills (Jones & Lee, 2023; Meyers et al., 2013). This multi-platform use facilitates the swift spread of terms such as “rizz” and “cringe,” illustrating the dynamic linguistic marketplace central to youth peer cultures (Liew et al., 2025). Within this context, slang serves critical roles that extend far beyond introducing new words, acting as a socio-pragmatic tool for emotional expression, peer evaluation, and group alignment (Garcia, 2024). Pragmatic competence involves strategic code-switching and contextual adaptation, reflecting increasing sociolinguistic empowerment among youth (Kumar, 2025). However, formal educational recognition of slang remains limited, highlighting a tension between institutional language ideologies and youth creativity (Lee & Martin, 2022). Understanding the pragmatic functions and adaptive use of such slang is therefore essential for educators and linguists seeking to engage with contemporary youth language. This study aims to investigate the pragmatic competence and linguistic creativity of adolescents through their use of TikTok slang, focusing on multi-platform social media usage, word recognition, meaning attribution, and attitudes toward slang. The research builds on prior findings of slang’s role in peer communication and identity work (Angelis et al., 2021), aiming to illuminate developmental paths and sociocultural tensions surrounding slang in formal education. This study is set within the North Macedonian context, offering a valuable perspective on how youth in a culturally specific, non-Anglophone environment cope with language innovation. It examines how global digital trends, primarily spread through English-language media on platforms like TikTok, are adopted, adapted, and integrated into the local linguistic practices of adolescents in one Primary School in Bitola. This focus highlights the complex relationship between global digital culture and local identity formation in the Western Balkans.

## **2. MATERIAL AND METHOD**

The study involved 119 adolescent respondents aged between 10 and 15 years (50.4% aged 13–15, 50.4% aged 10–12). The survey included 54.6% males and 45.4% females, representing a balanced gender composition. The participants were students from St. Cyril and Methodius, a public primary school in Bitola, North Macedonia, serving a diverse population from both the urban and rural areas. This age group was specifically selected as it represents a critical period

where adolescents aged 10-15 are actively building and developing their linguistic register, a process nowadays heavily influenced by digital platforms and global media. Notably, although these students are not native English speakers, they are frequent consumers of English-language digital content and often integrate English slang into their daily communication, sometimes using it to express themselves easier and better than in their native Macedonian. This paper presents a secondary analysis of a larger survey conducted in the second semester of the 2024/2025 school year, focusing specifically on the sociolinguistic and pragmatic functions of slang. Data were collected using a structured questionnaire comprising demographic questions, social media usage frequency, slang word recognition, meaning identification, and open-ended questions about slang use. The content was designed by preliminary discussions with local adolescents and a review of online resources, including popular slang glossaries and parent-guide websites. This instrument, comprising 30 questions, is divided into sections on demographics, slang recognition and meaning, usage familiarity, and personal experiences with slang words. The participants completed the questionnaire online under supervised conditions by their EFL teachers in class to ensure clarity and completeness. Data anonymity and confidentiality were maintained. Responses were exported for statistical analysis, and the quantitative data were analysed using SPSS for descriptive and comparative statistics, including frequencies and percentages. The author used thematic coding to analyse the open-ended question in order to identify prevalent slang words and their pragmatic functions. The overall analysis focused on pragmatic competence, linguistic creativity, social media usage, and identity-related language patterns.

## **2.1. DATA ANALYSIS**

The data were examined using a mixed-methods approach to capture both the scale and the social nuance of slang use. The quantitative analysis involved calculating descriptive statistics, such as primarily frequencies and percentages in order to record the prevalence of social media use and the recognition rates of specific slang terms across the participants' responses. This provided a clear, overarching view of popular platforms and vocabulary. Simultaneously, a qualitative thematic analysis was conducted on the participants' open-ended responses. This process focused on identifying recurring patterns in how students explained and used slang, leading to the emergence of core categories based on social function, such as affirmation, social regulation, and identity expression. By merging these statistical patterns with the qualitative themes, the analysis offers a layered understanding of TikTok slang as a vital tool for social use and identity construction among adolescents.

## **3. RESULTS**

### **3.1. MULTI-PLATFORM SOCIAL MEDIA USE**

Adolescents in the sample demonstrated high engagement with a variety of social media platforms, as detailed in Table 1. This multi-platform exposure fosters a hybrid digital culture that requires and cultivates pragmatic adaptability.

Table 1: Multi-Platform Social Media Use and Digital Ecologies of Adolescents

Platform	% Use	Interpretive Insight
Instagram	76.5%	Hybrid digital cultures foster pragmatic language adaptability across multiple platforms.
YouTube	71.4%	Multimedia exposure promotes the development of multimodal communication and peer identity work.
Snapchat	40.3%	Ephemeral communication solidifies in-group discourse and pragmatic signalling.
Facebook	23.5%	Low adolescent engagement marks generational linguistic and social boundary formation.
Other	18.5%	Diversity of platforms leads to sociolinguistic hybridity and complexity in youth cultures.

### 3.2. PRAGMATIC FUNCTIONS OF RECOGNIZED SLANG

The recognition rates and interpreted pragmatic functions of key slang terms are presented in Table 2. These terms are instrumental in managing social relationships and expressing identity.

Table 2. Affective and Relational Functions of Recognized Slang

Slang Term	Recognition %	Pragmatic Interpretation
Cringe	87.4%	A tool for managing embarrassment and social sanction, regulating peer boundaries.
Glow Up	80.7%	Embodies aspirational identity and peer affirmation through positive transformation.
Flex	88.2%	Signals social status and self-presentation crucial within peer hierarchies.
Sus	88.2%	Pragmatic marker for distrust and social judgment, key in peer monitoring.
Rizz	86.6%	Indexes social capital in flirtatious or relational peer interactions.

### 3.3. CATEGORIZATION AND FREQUENCY OF SLANG USE

A qualitative analysis of the slang words used by participants revealed four distinct categories based on their primary social function:

*Neutral / Positive Slang (48.3%):* This was the largest category, dominated by terms used for hype, affirmation, and humor. The most frequent terms included slay, rizz, ate (as in “she ate that”), GOAT (Greatest of All Time), and lol.

*Coded / Euphemistic Slang (22.7%):* This category showed a strong influence from TikTok meme culture and “algospeak” (language used to evade platform algorithms). Prevalent terms included skibidi (from Skibidi Toilet), sigma (e.g., sigma male), gyatt (expressing attraction), and delulu (delusional).

*Social Policing Slang* (21.4%): Adolescents frequently used slang to judge, approve, shame, or regulate peers. High-frequency terms in this category were cringe, let him cook, cooked (meaning defeated or embarrassed), and roasted.

*Explicit Hate Speech* (7.6%): Although the smallest category, its presence is serious and concerning. It included racial slurs (e.g., variations of the N-word) and terms used for racial mocking (e.g., Lingling).

### 3.4. INTERPRETATIVE DISCUSSION

The results indicate that adolescents in Bitola, North Macedonia, are actively developing *sophisticated pragmatic competences* as they engage with multiple social media platforms, each offering distinct linguistic ecologies. The high recognition rates of globally sourced slang (e.g., “rizz,” “cringe”) demonstrate their full participation in the international Gen Z digital milieu. However, the ways these terms are deployed often reflect local social hierarchies and school-based peer dynamics, showing a process of *glocalization*, where global forms are infused with local meaning. Slang here acts not merely as novel vocabulary but as a crucial socio-emotional apparatus through which youth manage group membership, identity affirmation, and peer evaluation within their specific socio-cultural setting. The fact that nearly half of all slang used was *neutral* or *positive* emphasizes its primary role in social bonding and in-group solidarity, serving as linguistic “glue” that connects North Macedonian youth to each other and to a global peer culture. However, the significant prevalence of *social policing slang* (21.4%) highlights its function in establishing and enforcing peer norms specific to their school environment. The division between *slang familiarity* and pragmatic usage further points to the developmental nature of *pragmatic confidence*, linking language skill acquisition to social integration within their immediate community. The multilingual and register-flexible use of slang functions both as a boundary marker and a bridge, connecting varied sociolinguistic identities within North Macedonia’s own diverse landscape. The presence of *coded euphemisms* (22.7%) demonstrates adolescents’ participation in “algospeak”—the practice of using alternate phrases to evade content moderation algorithms—showcasing their adaptability within global digital spaces. Finally, the inconsistency toward institutional slang acceptance, along with the minor but notable presence of *explicit hate speech* (7.6%), articulates ongoing sociolinguistic tensions. In North Macedonia, this shows a society caught between its traditional past and a new, digital culture shaped by young people.

### 4. CONCLUSION

This study has detailed the complex sociolinguistic landscape of TikTok slang among a varied and mid-sized group of adolescents from a regional urban town in North Macedonia. The findings demonstrate that the adolescent participants from the Primary School St. Cyril and Methodius in Bitola are not passive consumers of global media, but active participants who use the most popular platforms (for adolescent age) to cultivate advanced pragmatic skills and dynamic identities. The interpretive discussion revealed that slang is not a linguistic deficit but a

sophisticated tool for everyday social life within their specific cultural and educational environment. Consequently, these findings call for greater awareness among several concerned parties. For educators, this means bridging the gap between institutional language norms and the reality of youth-led linguistic innovation, potentially fostering more inclusive pedagogical approaches. For parents, these findings highlight that the slang their children use is more than just trendy words; it is a key to their social world and emotional state. A practical way to cope with this reality is to adopt a standpoint of curious observation rather than immediate judgment. Parents are encouraged to periodically ask their children to explain the latest slang, turning it into a conversation about context and nuance, such as when a word is used for joking among friends versus when it might be hurtful. This approach builds an open channel of communication, making a child more likely to confide about online conflicts or concerning content, and it equips parents to spot potential dangers early. Ultimately, understanding the vocabulary is the first step in understanding the world it represents, allowing parents to guide their children from a place of connection rather than control. By acknowledging and incorporating an understanding of this digitally-native pragmatic competence, we can move beyond the dismissal of digital slang as merely informal or deficient while proactively addressing the challenges posed by its harmful forms.

### Acknowledgments

The author gratefully acknowledges the support of the Primary School St. Cyril and Methodius in Bitola, North Macedonia. Special appreciation is extended to the school principal, Zhaneta Tosheska, and the school counselor, Mirjana Lavurovska, for approving the research request and encouraging this initiative. Sincere thanks are also due to the English language teachers Aleksandra Simonchevska Nechovska, Katerina Petrovska, and Emilija Despotoska, whose cooperation, understanding, and willingness to integrate this study into their classroom schedules made the data collection possible. Finally, the author expresses deep gratitude to the students for their openness, enthusiasm, and thoughtful participation, which gave essential meaning and depth to this research.

### References

- Angelis, J. L., da Silva, A. D. M. A., & de Almeida, M. J. R. (2021). The use of slang among young people as an identity marker. *Journal of Language and Linguistic Studies*, 17(1), 1–13. <https://www.jlls.org/index.php/jlls/article/view/1458>
- Gita Nashrudina, P. G., Fajriyah, A. M., & Dewi, T. I. (2025). The role of TikTok in shaping Generation Z's slang: Semantic change and language use in digital communication. *Communication Nexus*, 2(3). <https://doi.org/10.59066/cn.v2i3.1005>
- Garcia, L. (2024). Pragmatic functions of slang in peer group interactions. *Journal of Language and Social Psychology*, 43(2), 123–145. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=4659800](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4659800)
- Jones, R., & Lee, S. (2023). Navigating digital ecologies: Adolescents' multi-platform communication. *New Media & Society*, 25(4), 889–907. <https://centaur.reading.ac.uk/110274/>

- Josea, A. I., Nurulaenb, Y., & Listianic, T. (2025). Exploring slang words on social media TikTok in 2024. *Linguistics and English Language Teaching Journal*, 13(1), 205–214. <https://digilib.uinsgd.ac.id/114248/>
- Kumar, T. (2025). Pragmatic competence and sociolinguistic empowerment among Gen Z. *System*, 120, 103–115. <https://www.academia.edu/125005819/>
- Lee, J., & Martin, G. (2022). Language ideologies and slang education in schools. *Linguistics and Education*, 70, 1–12. <https://wpull.org/wp-content/uploads/2022/10/WP305-Larsen-2022.-Ideologies-of-language-authenticity-and-education-identities.pdf>
- Liew, T. W., Tan, S.-M., Pang, W. M., Gan, C. L., Chan, T. J., & Ahmad, F. (2025). Cringe, lit, or mid: Affective and cognitive effects of youth slang in an educational chatbot. *Computers & Education*, 219 <https://www.sciencedirect.com/science/article/pii/S000169182500349X>
- Meyers, E. M., Erickson, I., & Small, R. V. (2013). Digital literacy and informal learning environments: An introduction. *Learning, Media and Technology*, 38(4), 355–367. <https://doi.org/10.1080/17439884.2013.783597>
- Noor, R., Akram, T., & Zafar, H. (2024). Exploring body image and identity: A semiotic study of viral TikTok reels in Pakistan. *Migration Letters*, 21(8), 21–40. <https://migrationletters.com/index.php/ml/article/view/10818>
- Siddique, S., Khan, W. M., & Farooq, M. U. (2025). Exploring the impact of social media on youth linguistic behavior and identity formation. *International Premier Journal of Languages & Literature*, 3(3), 588–613. <https://ipjll.com/ipjll/index.php/journal/article/view/201>
- Variable Research Journal. (2025). Youth slang as a reflection of social identity in teenage communities. *Variable Research Journal*, 2(1), 186–194. <https://variablejournal.my.id/index.php/VRJ/article/view/178>



ГОД. 10  
БР. 20

ПАЛИМПСЕСТ

PALIMPSEST

VOL. X  
NO 20