

SEMANTIC SHIFT IN YOUTH SLANG AND ITS IMPLICATIONS FOR STANDARD ENGLISH LEARNING

Chisom Chinedu

Department of English

Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State

somaileen@gmail.com

07036111998

Abstract

This study investigates recent semantic shifts in youth slang and their implications for the learning of Standard English. Slang, as a dynamic and generational variety of language, functions as a marker of identity and creativity but often blurs the boundaries between formal and informal registers. Drawing on twenty slang terms popular between 2024 and 2025—including both global items (rizz, delulu, slay, ghost) and Nigerian expressions (chop, scatter, breakfast)—the research examines mechanisms of semantic shift such as metaphor, metonymy, broadening, narrowing, pejoration, amelioration, and euphemism. Data were gathered through interviews, elicitation, supplementary social media sources, and the researcher's introspection as a young adult who is also caught in the web of the emergence of these slang words. Guided by the Referential Theory of Semantics and a sociolinguistic framework, the study employed Reflexive Thematic Analysis within an autoethnographic approach, supported by Discourse Analysis, to interpret how emerging slang constructs youth identity. Findings reveal that while many terms originate from global Englishes, Nigerian youth actively reinterpret them, producing new localized meanings that reinforce identity and solidarity. These shifts enrich vocabulary but pose challenges for learners of Standard English, who may struggle with register awareness and semantic interference (e.g., interpreting breakfast as "heartbreak" rather than a morning meal, or chop as "embezzle" instead of "eat"). The study concludes that youth slang illustrates ongoing semantic change and recommends pedagogical approaches that explicitly contrast slang with Standard English to help learners balance creativity with formal accuracy.

Keywords : Semantic Shift, Youth Slang, Implications, Standard English, Learning

Introduction

Language is man's most important tool, his most important asset with which he interacts. Indeed there can be no development without language. Language is a people's identity. Our everyday use of language involves several different senses. Language at its specific level may refer to the concrete act of speaking in a given situation. Language is a distinctively human system of communication, based on oral and written symbols. Ofoegbu (2021) posits that the human language is very unique because it has its own structure and its own system of organizing its component units into meaningful patterns. This simply means that there are rules governing the organization of sentences in a language.

Language, though often overlooked amid global crises such as wars, hunger, and insecurity, remains central to human conflict and cohesion. The 1994 Rwandan genocide illustrates this power, where Tutsis were dehumanized through derogatory terms like *inyenzi* ("cockroaches"), showing how language can drive violence. Ofoegbu (2012), building on his earlier works, defines language as "the human system of communication. It is a means by which humans alone communicate." He further emphasizes that "language is man and man is language. Ofoegbu and Usar (2018) repeat and expand this definition, stressing that language is not only a system of communication but also a fundamental tool for expressing human experiences. The emphasis here remains on the exclusivity of language to humans and its indispensability in social life.

As a dynamic system, language evolves with social, cultural, and technological change. Today, youth slang is a prominent site of this evolution, frequently undergoing semantic shifts that diverge from dictionary meanings before fading out or entering mainstream usage. Digital platforms like TikTok, Instagram, and Facebook have accelerated the pace and reach of these innovations. According to Ofoegbu (2024) "language is man and man is language ". Life has no meaning without language. Language is a means of interaction among people of the same community. Ofoegbu and Ishima (2024) reaffirm earlier views, calling language "the human system of communication ... man and man is language ... man uses language for his everyday interaction."

For learners of Standard English, such shifts both enrich creativity and pragmatic awareness yet blur boundaries between formal and informal registers, raising concerns for literacy and grammar. This study investigates how semantic shifts in youth slang affect learners' acquisition and use of Standard English. Using elicitation methods interviews, picture-based tasks, and text completions supplemented with online data from memes, tweets, and

blogs, it explores evolving slang meanings and their pedagogical implications. Researcher introspection is included to acknowledge positionality and interpretive bias.

The research questions guiding this research are:

1. What types of semantic shifts occur in contemporary youth slang?
2. How do these shifts affect learners' navigation of Standard English?
3. What implications do they carry for English language teaching where slang is highly influential?

Theoretical Framework

This study is anchored in the Referential Theory of Semantics and a Sociolinguistic framework. The Referential Theory posits that a word's meaning lies in its relationship to the object or concept it denotes. However, in slang usage, these referential links often shift as words acquire new, socially motivated meanings that reflect creativity, group identity, or resistance to mainstream norms.

The Sociolinguistic framework complements this by viewing language as a social practice shaped by context, culture, and identity. It explains how youth employ slang as a means of self-expression and belonging, using language to construct and negotiate social identities.

Together, these frameworks provide a lens for analyzing how semantic shifts in slang reveal both the fluidity of meaning and the social dynamics that drive linguistic change among young people.

Methodology

The study adopted a qualitative research design to explore the mechanisms and sociocultural implications of semantic shifts in youth slang. Data were gathered through interviews, text completion tasks, social media sources, and the researcher's introspection as a young adult immersed in the use of emerging slang. The interviews and written responses provided firsthand linguistic data, while social media samples offered naturally occurring instances of slang in digital communication. The researcher's reflective observations added an autoethnographic dimension, deepening understanding of the phenomenon from an insider's perspective.

Data analysis followed Reflexive Thematic Analysis within an Autoethnographic approach, allowing for the identification of recurring themes and contextual patterns. This was supported by elements of Discourse Analysis to interpret how slang operates as a discourse shaping youth identity, belonging, and social positioning.

Guided by the Referential Theory of Semantics and Sociolinguistic principles, the analytical process emphasized both the evolution of meaning and the social functions of slang, offering a comprehensive view of how language innovation reflects youth experience and identity.

Literature Review

The Concept and Mechanisms of Semantic Shift

Ofoegbu (2022) defines Semantics as the study and analysis of meaning and the meaning of a word is the idea a word conveys in the heart or mind of the speaker or hearer.

The term "semantics" was first introduced by the French philologist Michel Bréal in 1883 to describe the study of meaning in language and how it changes (Mori, 2008; Wang, 2010; R, 2025).

Semantic shift, also called semantic change, refers to the evolution of word meanings over time (Periti, 2024).

In linguistics, semantic shift occurs when words acquire new meanings, lose old ones, new meanings are added or these words undergo modification of existing meanings (Aida, 2023; Hamilton, 2016). These shifts often arise from social practices, historical events, and political circumstances, making them highly relevant to fields such as Linguistics, Natural Language Processing, and the Social Sciences. Advances in computational semantics and diachronic corpora have further enabled the detection and analysis of semantic change.

Historically, early research was pioneered by Reisig (1839), Paul (1880), and Darmesteter (1887), who laid the foundations for studying meaning change. Hermann Paul (1846–1921), in *Prinzipien der Sprachgeschichte* (1880), systematically defined semantic shift as meaning change through processes such as narrowing, broadening, elevation, and deterioration. Later, Leonard Bloomfield (1933) described semantic change as any alteration in the meaning of a morpheme, categorizing shifts into mechanisms like broadening, narrowing, metaphor, and metonymy.

By the mid-20th century, Stephen Ullmann (1962) refined the concept, emphasizing that words may gain or lose meanings and distinguishing between causes (linguistic, psychological, sociological) and types (widening, narrowing, pejoration, amelioration, metaphor, metonymy). Geoffrey Leech (1974) further highlighted the role of connotation and social context in driving semantic change.

More recent studies, such as Ofoegbu (2018) on euphemistic expressions in Igbo, show how speakers avoid taboo or sensitive topics (e.g., sex, drugs, insults) through metaphor, substitution, or playful re-encoding, illustrating the socially motivated nature of semantic shift. This same mechanism is widely evident in youth slang.

Drawing on these perspectives, this study defines semantic shift as the process by which words change meaning over time, shaped by both external societal factors and internal cognitive-linguistic mechanisms (Asri, 2024; Cui, 2025). It is a fundamental process that enables languages to adapt, expand their vocabulary, and reflect changing human experiences (Gavrikova, 2024).

Causes of Semantic Shift: Semantic change is driven by several factors. **Societal and historical events** such as wars, industrialization, technological progress, and globalization introduce new concepts that require adapted vocabulary (Asri, 2024). **Cultural and ideological shifts** also reshape meaning, as seen in the Russian word *интерес* (interest), which expanded from a financial term to a cognitive-emotional one (Cui, 2025). **Cultural exchange** fosters borrowing and adaptation of words across languages (Asri, 2024). Finally, the rise of **virtual discourse** has accelerated semantic shifts, with online communication creating new contexts and demands for expression, particularly in areas like criticism and social commentary (Gavrikova, 2024). Youth Slang as a Site of Linguistic Innovation

Scholars define slang as an informal, non-standard variety of language used by specific social groups, particularly younger generations, for internal communication (Nashrudina, 2025). It is considered a dynamic and ever-changing linguistic phenomenon that exists in contrast to the formal, standardized language (Saputra, 2023).

While the primary function of slang is social, it serves several key purposes such as

1. **Identity and Group Cohesion:** Slang acts as a powerful marker of social identity, helping to establish a sense of belonging and in-group solidarity among its users, especially adolescents in peer interactions (Evizariza, 2025), (Madani, 2025), (Nashrudina, 2025). Using and understanding the group's slang signifies membership.
2. **Expressiveness and Creativity:** Slang provides a means for users to express themselves in a creative, fresh, and often humorous or ironic way (Iakymenko-Laumont, 2023). It reflects the unique aspects of modern life and allows for original thinking (Zamaletdinova, 2016), (Iakymenko-Laumont, 2023).
3. **Counter-Culture:** The use of slang can be a way to distinguish a group from the mainstream or to subvert the norms of standard language (Saputra, 2023).

Linguistic Mechanisms in Slang Formation

Scholars identify several mechanisms through which slang emerges. Beyond semantic shift where words broaden, narrow, or acquire new meanings (Madani, 2025) slang also develops through **borrowing**, especially from English. Terms like *slay*, *flexing*, and *clingy* enter new languages as Anglicisms and adapt to local contexts (Nashrudina, 2025; Saputra, 2023; Tsibizova, 2021). **Metaphor** contributes by generating vivid, non-literal expressions (Iakymenko-Laumont, 2023), while **structural modification** creates new forms via clipping (*bro*), acronyms (*LOL*), or reversal (Nashrudina, 2025; Saputra, 2023). Finally, **digital media platforms** such as TikTok, Instagram, and Twitter accelerate the diffusion and normalization of these innovations (Evizariza, 2025; Madani, 2025).

Mechanisms of Semantic Shift

Semantic shift operates through several recognized linguistic and cognitive mechanisms. These mechanisms describe *how* a word's meaning is altered (Gavrikova, 2024), (Asri, 2024). These include broadening (a word expands to cover more meanings), narrowing (its meaning becomes more specific), amelioration (a negative word gains positive connotations), pejoration (a positive word becomes negative), and metaphorical or metonymic extension. These mechanisms not only highlight creativity but also reflect social and cultural realities.

Metaphorical Transfer

Metaphorical transfer is one of the most productive mechanisms of slang innovation, where a word is extended to a new domain based on perceived similarity (Gavrikova, 2024). In Nigerian slang, the verb "run" illustrates this process well. Literally meaning "to move quickly on foot," it has metaphorically shifted to indicate *control, manipulation, or influence*. For example, one may say "He dey run things," meaning he is in charge or scheming. Here, the sense of physical action is extended to power, leadership, or deceit.

Nigerian social media slang provides fertile ground for such metaphorical extensions. Everyday verbs such as "chop," "carry," and "scatter" are frequently adapted:

Carry: from physical transportation to physical endowment. (the girl carry)

Scatter: from physical destruction to chaos or impressive impact ("She scatter the place" = her performance amazed the audience).

Chop: from eating to enjoying, benefitting, embezzling, or sexual activity.

These examples demonstrate how core verbs are stretched metaphorically to capture abstract or expressive meanings, reflecting Nigerian lived experiences and the fast-moving creativity of digital discourse (Gavrikova, 2024; Orlova, 2022; Asri, 2024).

Metonymic Transfer

Another frequent mechanism is metonymy, where a term shifts to denote something associated with its literal meaning (Gavrikova, 2024). A well-known Nigerian example is “Aso Rock”. Literally a large hill in Abuja, it functions metonymically to mean:

The Nigerian presidency, the seat of political power and the federal government in general.

For instance, “Aso Rock has spoken” refers not to the geological landmark but to an official government statement. This metonymic use condenses authority, geography, and governance into a single symbolic expression. Such shifts are particularly common in political and virtual communication.

Broadening and Narrowing of Meaning

Semantic shift also occurs through **broadening** (expansion) and **narrowing** (restriction).

Broadening: Words expand to cover new contexts.

- *Chop*: originally “to eat food,” now extends to enjoying life (“chop life”), gaining benefits (“chop money”), embezzlement (“chop government funds”), or sexual activity.

Narrowing: This occurs when a word reduces its scope of application. For instance, “*package*” originally means *to wrap or bundle something*. In Nigerian youth slang, however, it has narrowed to mean *presenting oneself in a polished or showy way, often to impress others*. Example: “*That guy sabi package*” (He knows how to present himself well)

These processes show how ordinary words are adapted to more specialized or generalized functions within slang (Gavrikova, 2024; Asri, 2024).

Pejoration and Amelioration

Words can shift in value: **pejoration** involves acquiring negative meanings, while **amelioration** involves gaining positive connotations. These shifts reflect changes in cultural attitudes (Gavrikova, 2024; Asri, 2024).

Pejoration:

- *Local*: once neutral (“from a village”), now derogatory, meaning unfashionable or backward.
- Example: “His style too local” (meaning outdated or unrefined).

Amelioration:

- *Bad*: from “evil” or “poor quality” to “cool, impressive, or talented.” Example: “That guy is bad on the track!” (He is very skilled).
- *Sharp*: from “pointed/dangerous” to “smart, stylish, or quick-witted.” Example: “She’s too sharp for this job.”

Such semantic revaluations reflect the dynamism of youth culture, where negative terms are often inverted to signal admiration or prestige.

Euphemism

Euphemism is another mechanism through which meanings shift. A milder or indirect word replaces a harsher term, and over time, the euphemism itself acquires the meaning of what it replaces (Zalizniak, 2012). Nigerian slang abounds with euphemistic innovations that soften taboo or socially sensitive topics.

Work: literally to perform a job, but in slang, it may euphemistically denote prostitution or hustling.

Example: “She dey work for street” = “She engages in prostitution.”

Matter: literally “a subject or issue,” but as slang, it euphemistically refers to serious or dangerous problems.

Example: “That matter no too good” = “That situation is dangerous.”

Euphemistic shifts reflect not only linguistic creativity but also the need to navigate social taboos, particularly in youth interactions.

Hyperbolization

Finally, hyperbolization is the exaggeration of meaning that drives semantic change by stretching words into more intense or expressive senses (Gavrikova, 2024).

Mad: originally “mentally ill,” now widely used to mean “excellent, intense, or impressive.” Example: “That song mad!” = “That song is really good.”

Big: originally describing size, now applied to importance, status, or influence. Example: “He be big guy for the area” = “He is a powerful or respected person.”

Such exaggerations thrive in slang because they provide immediacy, impact, and emotional intensity, especially in digital and youth communication.

Below is a detailed chart on 20 slang words used by the youth randomly sourced from the internet as most of these words are also used by the youth on socialmedia.

Slang	Origin / Root	Meaning	Example Usage	
1	Rizz	Short for charisma in online / AAVE-influenced slang.	Someone's ability to charm or flirt; having social appeal.	"He's got serious rizz, she can't ignore him."
2	Delulu	Clipping/truncation of delusional.	Playful self-delusion; thinking something unlikely or wearing unrealistic hopes.	"I know I didn't study, but I'm delulu thinking I'll pass."
3	Bussin'	AAVE term meaning "very good/tasty"; sometimes food-related.	Something is excellent, very tasty or enjoyable.	"This food is bussin'!"
4	No cap	Slang phrase meaning "no lie / for real." ("cap" means lie).	Used to assert truthfulness.	"That movie was amazing, no cap."
5	Sus	Short for "suspicious." Popularized via memes / Among Us game etc.	Behavior or situation that seems shady, untrustworthy.	"He's acting sus."
6	Mid	From English "mid" = middle; meaning mediocre / not special.	Something that is average, unimpressive.	"The show was kinda mid."
7	Slay	English, older slang, re-used. To perform well or look really good.	To do something exceedingly well / stylishly.	"You slayed that outfit."
8	Stan	From Eminem song "Stan"; a fan culture usage.	To strongly support or adore something or someone. (Also noun: a superfan).	"I stan her music so much."
9	GOAT	Acronym: Greatest Of All Time.	The best ever at something.	"Michael Jordan is the GOAT."
10	Bet	English word; repurposed as assent or confirmation.	"Okay / cool / agreed."	"You coming tonight?" — "Bet."
11	Drip	From fashion / style slang; refers to clothing or accessories that "flow" / look very stylish.	Good sense of style / looking put together.	"Check out his drip."
12	Vibe check	Phrase meaning to check the feel or mood of a situation.	Checking whether people are feeling the mood / if the situation is "cool."	"Before we go in, vibe check."
13	It's giving ...	Newer phrase meaning "this reminds me of / this has the energy of ..." often followed by a descriptor.	Expressing the kind of vibe something has.	"It's giving main character energy."
14	Ghost / ghosting	From "to ghost" (disappear) → slang for cutting off contact.	Suddenly stopping communication without explanation.	"She ghosted him after one date."
15	Tea	Slang for gossip / info.	What's the story / juicy news.	"Spill the tea, I want to know what they said."
16	Fire	English word meaning "hot / burning" metaphoric extension to "excellent / awesome".	Very good / impressive.	"That track is fire."
17	Breakfast	To experience heartbreak , usually in a romantic relationship.	It comes from the idea that " <i>everybody will chop breakfast one day</i> " (i.e., everyone will experience heartbreak eventually).	She thought the relationship would last forever, but he served her breakfast.
18	Snacc	Spelling variation of "snack" used to mean someone attractive.	Attractive person; look good.	"She's looking like a whole snacc."

19	Cheugy	Newer slang meaning trying too hard or being out-of-style / cheesy.	Outdated, tacky, trying to be trendy but missing.	“That shirt is so cheugy.”
20	Main character (energy)	Phrase meaning someone behaving like they are the protagonist (focus, confident) in their narrative.		

These mechanisms are not mutually exclusive and often work in concert, driven by the cognitive processes of human language users as they adapt language to new contexts and needs (Zalizniak, 2012). Ultimately, the mechanisms underlying semantic shift are best understood as interrelated rather than mutually exclusive. Processes such as metaphor, metonymy, generalization, specialization, pejoration, and amelioration often intersect in complex ways, jointly shaping the trajectory of lexical meaning. A single semantic change may therefore reflect the convergence of several mechanisms rather than the operation of one in isolation. As Zalizniak (2012) observes, these developments are rooted in the cognitive capacities of language users, who continually reinterpret and repurpose linguistic signs to accommodate evolving communicative demands, cultural contexts, and conceptual frameworks. Semantic shift thus represents a dynamic, adaptive process, reflecting both the flexibility of language and the creative agency of its speakers.

In modern times, youth slang accelerates these processes. A term like “lit” originally meant “illuminated,” shifted to intoxicated, drunk or high in African American Vernacular English (AAVE), and more recently broadened into mainstream slang to mean exciting, amazing, or excellent. So, when you hear a young person say “*That party was lit*” translates to the party was really fun or exciting. Lit now also means energetic or lively atmosphere often used to describe events, music, or social gatherings that are very engaging.

The slang item ghost illustrates metaphorical extension: originally denoting a spirit, it now means to cut off communication, especially in online dating contexts.

These examples demonstrate how everyday innovation produces significant semantic shifts within short timescales.

Slang has long been associated with youth identity, peer-group belonging, and resistance to authority. Sociolinguists emphasize its role as a marker of in-group membership and as a resource for playful creativity. In the digital age, youth slang circulates faster and wider because online platforms enable constant remixing and mass diffusion of expressions. Hashtags, memes, and viral challenges act as vectors of linguistic innovation.

These shifts are not random: they follow recognizable sociolinguistic patterns. Youth innovate to differentiate themselves from older generations, but once a slang term is adopted widely—including by adults—it often loses prestige among youth and is replaced. Thus, semantic shift in slang is cyclical and often short-lived.

Implications of Semantic Shifts for English Language Teaching

Semantic shifts in youth slang have profound implications for English language teaching, particularly in contexts where informal registers dominate students’ daily interactions. A central challenge is register blurring, where learners carry slang meanings into formal settings. For instance, Nigerian slang uses *breakfast* to mean “heartbreak,” *chop* to mean “enjoy/take advantage,” and *scatter* to mean “make exciting or disrupt.” In academic writing, however, these words retain their Standard English meanings, and uncritical transfer of slang can lead to miscommunication or loss of clarity. Teachers must therefore cultivate register awareness, training learners to distinguish between informal and formal contexts.

Another implication concerns vocabulary acquisition and retention. Slang frequently reassigns meanings to familiar words such as *lit* (“exciting”) or *ghost* (“suddenly cut off communication”). While such innovations expand pragmatic awareness, they also risk confusion when students encounter the same words in conventional usage. Teachers can address this by contrasting slang and Standard English meanings, turning potential confusion into opportunities for deeper semantic understanding.

The rapid diffusion of slang through digital platforms further complicates traditional ideas of correctness. Slang often evolves from subcultural to mainstream usage, placing teachers in the position of balancing prescriptive norms with descriptive realities of language change. Rather than dismissing slang as “bad English,” teachers should frame it as part of learners’ broader linguistic repertoire while still emphasizing mastery of Standard English for academic and professional success.

Finally, because slang is tied to identity and group solidarity, incorporating it into classroom practice can enhance student engagement. Analyzing slang expressions in memes, music, or social media posts allows students to explore how meaning shifts in digital culture, fostering both critical language awareness and motivation to learn.

Conclusion

The study concludes that youth slang illustrates ongoing semantic change and recommends pedagogical approaches that explicitly contrast slang with Standard English to help learners balance creativity with formal accuracy.

Recommendations

1. Explicit Register Instruction: Integrate activities that compare slang and Standard English meanings (e.g., *breakfast* as heartbreak vs. morning meal), enabling students to recognize context-dependent appropriateness.
2. Contrastive Vocabulary Exercises: Use slang/standard word pairs to deepen learners' awareness of semantic flexibility and prevent inappropriate transfer into formal writing.
3. Digital Media Integration: Employ social media texts, memes, and online slang as classroom materials to make lessons relatable while fostering critical evaluation of meaning and audience.
4. Balanced Pedagogy: Adopt a dual approach acknowledge slang as creative and identity-driven, but systematically guide learners to master Standard English for academic and professional contexts.
5. Teacher Training: Provide professional development for teachers to stay updated on emerging slang, ensuring that they correct their interference in the learning process.

References

- Aderemi Yusuff, A., Sanni, A. O., & Kareem, S. (2024). Communicative and language patterns in popular slangs in Nigeria. *Journal of Communication Pedagogy and Practice*, 1(1).
- Efih, E. N., Adegboku, D., & Sharp-Akosubo, D. (2025). Evolving linguistic trends: Analysis of English slang in the Nigerian Niger Delta region. *SADI International Journal of Social Science and Humanities*, 12(2), 1–9.
- Madani, N. F., Hafisya, S. R., & Halik, A. (2025). The use of slang among teenagers in interactions on Instagram social media: A semantic analysis. *TOFEDU: The Future of Education Journal*, 4(5), 1418–1426.
- Ofoegbu, C.O (2012). *Language and Democracy. The Nigerian experience*. Journal of social science and public policy Minna;Niger Vol 4 .
- Ofoegbu, C. O. (2018). *Morphological Analysis of Euphemistic Expressions in Igbo* [Preprint]. ResearchGate.
- Ofoegbu, C. O., & Usar, I. I. (2018). *A Morpho-Semantic Analysis of Lexical Creativity of Political Speech of Nigeria's Independence Anniversary 2015*. *Journal of Linguistics, Language and Igbo Studies (JoLLIS)*, 2(1), 112-131.
- Ofoegbu C.O. (2021). *Issues in Language and National Development in Nigeria: Onitsha*; Ralph Mustard Limited.(Revised edition)
- Ofoegbu C.O. 2022. *Syntax: An Introductory Text*. Onitsha; Ralph Mustard Limited. (Revised edition)
- Ofoegbu C.O 2024: "Discourse Analysis of Muhammadu Buhari's Democracy Day Speech, 2019" ESTAGA: Journal of English Language and Literary Studies. Awka: Anambra State. Vol 1 No 2. (Online)
- Ofoegbu, C.O, & Ishima,J.L J (2024):*Negation and Marking strategies in the ozubulu dialect of Igbo*. **USEM** Journal of languages, linguistics & Literature Vol 12.
- Savitri, P. W., & Dewi, A. A. S. S. S. (2023). Semantic change on imitative slang used by Indonesian netizen. *Lingual: Journal of Language and Culture*, 15(1), 43–53.
- Wan Mohd Muzani, A., & Mohammad Lotfie, M. (2024). Morphological neologisms: The emergence of social media slang on TikTok. *Sains Insani*, 9(1), 103–113.