

MORPHOLOGICAL INNOVATIONS IN GEN Z LANGUAGE AND THEIR IMPACT ON ENGLISH LANGUAGE USAGE

Saiyida Shahbano Jabeen

Senior Lecturer

PhD. Scholar

shahbano.jabeen786@gmail.com

Fatmiya University, Karachi

Hafiz Imran Nawaz

Senior Lecturer

PhD. Scholar

Imran.nawaz@hamdard.edu.pk

Department of English

Hamdard University, Karachi

Abstract

Language is ever evolving, and Generation Z (Gen Z), individuals born between 1997 and 2012 (Dimock, 2019). According to Pew Research Center, Gen Z encompasses those born from 1997 onward, marking a distinct generational cohort. This generation has produced significant morphological changes that influence English language terminology. Generation Z has introduced novel lexical forms that contest conventional language standards. This study performed a limited corpus analysis of these morphological modifications by investigating blending, affixation, and semantic shifts. The corpus is created by concentrating on social media sites such as Twitter, TikTok, and Instagram, along with performing semi-structured ethnographic interviews with 10 Gen Z participants from Pakistan. This research examines the wider implications for the future evolution of English vocabulary among Gen Z participants. Thus, it was disclosed that word production procedures including coinage, borrowing, compounding, blending, clipping, acronyms, affixation, conversion, and numerous processes were employed to generate Generation Z slang. Furthermore, the data disclosed supplementary word creation mechanisms, including contraction, reduplication, and orthographic alteration. The majority of slang term development among Pakistani Generation Z was classified as a modification in spelling. Future academics might attain a more profound comprehension of the linguistic evolution of Pakistan's Generation Z and its distinctions from preceding generations by analyzing linguistic patterns and lexical forms.

Keywords: Gen Z language, Digital Communication, Morphological Innovations

Introduction

Language is a dynamic and ever developing system, perpetually adjusting to the cultural, technical, and social contexts in which it operates. Historically, language has transformed in reaction to these influences, frequently propelled by younger generations. Generation Z (Gen Z), including persons born from 1997 to 2012 (Dimock, 2019), constitutes the most recent catalyst for this shift. As digital natives, Generation Z has been immersed in the internet, social media, and mobile technologies, which have facilitated novel avenues for language experimentation and invention. Gen Z, with unparalleled access to global digital communication platforms, is significantly influencing the English language, especially through its innovative manipulation of morphology—the study of word creation and structure.

As a global language, English is perpetually shaped by the social and technical contexts of its speakers. The impact of Gen Z on English vocabulary is particularly significant owing to the

rapidity and extent of their linguistic innovations' dissemination. Digital networks like Twitter, TikTok, Instagram, and Reddit have afforded Generation Z unparalleled opportunities for linguistic experimentation. According to Crystal (2011), the internet serves as a conducive environment for fast language evolution, since it facilitates real-time contact over extensive geographical distances, enabling linguistic trends to disseminate virtually quickly.

Gen Z has significantly influenced English through morphological innovation. Morphology pertains to the structure of words and their formation, frequently including processes such as affixation (the addition of prefixes or suffixes to root words), blending (the amalgamation of segments from two words), and semantic shifts (the evolution of words to acquire new meanings). These processes have consistently been important to language evolution, however their velocity and inventiveness have been intensified in the digital age. For Generation Z, morphology functions as a mechanism for effective communication, social expression, group identification, and innovation.

The Role of Digital Communication in Linguistic Innovation

The rapid evolution of Gen Z's language is mostly attributable to the influence of digital platforms. Social media has transformed communication among younger generations, providing novel conditions for linguistic change. Platforms such as Twitter and TikTok exemplify environments where users engage in concise exchanges of text or video, necessitating brevity and creativity. Hashtags, initially designed for content categorization, have transformed into a medium for linguistic innovation, frequently featuring new word forms and mixes.

Danesi (2016) underscores that in digital environments valuing conciseness and promptness, users are always recontextualizing and creating novel linguistic forms to adapt. Social networking platforms inherently promote innovation by amalgamating words, abbreviating sentences, or devising novel terminology that effectively communicate meaning swiftly. The instantaneous, worldwide characteristics of these platforms facilitate the rapid adoption, dissemination, and incorporation of innovations into mainstream language, surpassing the pace of earlier periods.

An explicit illustration of this is the term "stan," a portmanteau of "stalker" and "fan," which originated in hip-hop culture and garnered significant recognition due to Eminem's 2000 track "Stan." Nevertheless, it was only in the late 2010s, facilitated by social media, that the term had a surge in popularity, with aficionados of artists, celebrities, or internet personalities designating themselves as "stans" to signify their intense, often obsessive adulation. As the phrase got increasingly ingrained in internet society, its usage expanded beyond its initial specialty, integrating into general English. Today, "stan" has been formally incorporated into dictionaries like the Oxford English Dictionary (OED) and Merriam-Webster, demonstrating the rapid institutionalization of digital innovations within the wider language framework.

Likewise, the occurrence of blending, a process wherein segments of two or more words are amalgamated to form a new term, has gained prevalence in the lexicon of Generation Z. This morphological process enables speakers to encapsulate intricate concepts or feelings into singular words. For instance, phrases such as "hangry" (a portmanteau of "hungry" and "angry") and "smog" (a portmanteau of "smoke" and "fog") have gained widespread usage. In digital communication, where space and time are frequently constrained, these mixes provide a concise method for articulating experiences in a manner that appears more vivid and accurate. According

to Danesi (2016), these mixes exemplify the whimsical yet highly functional linguistic style typical of Generation Z.

Affixation and Innovative Application of Morphemes

Moreover, Gen Z has profoundly transformed the domain of English morphology by innovatively employing affixes—morphemes appended to the beginning (prefixes) or conclusion (suffixes) of words to modify their meanings. Affixation is a conventional method in English word production; nevertheless, Generation Z has expanded its limits by innovatively applying existing affixes or creating new ones. An example is the suffix “-core,” which Gen Z has embraced to characterize diverse aesthetic and lifestyle trends. This suffix, first linked to music subgenres such as “hardcore” punk, has now evolved into a generational indicator for subcultural trends. Terms such as “normcore” (referring to a fashion style that welcomes ordinary attire) and “cottagecore” (an aesthetic movement focused on an idealized rural existence) exemplify Gen Z's utilization of affixation to formulate new vocabulary that articulates identity, lifestyle, and cultural values.

Likewise, prefixes such as “anti-” or “de-” have been innovatively used to express the problems and perspectives of Gen Z. The word “de-influencer” arose as a direct reaction to the influencer culture prevalent on sites such as Instagram. Influencers promote products and businesses, but “de-influencers” aggressively dissuade purchase, reflecting Gen Z's growing emphasis on sustainability and anti-consumerism. According to Okrent (2020), these developments exemplify language ingenuity and signify profound societal changes, especially in the relationship of younger generations with consumer culture and social media.

Semantic Transformations and Recontextualization of Lexicon

A significant aspect of Gen Z's language innovation is semantic shift, when established terms acquire new meanings. This phenomena, although not exclusive to Gen Z, has been expedited by the digital age. Terms that once have a definitive meaning in conventional English are increasingly being redefined to align with contemporary social contexts. The term “ghost,” formerly denoting a supernatural being, today frequently signifies the abrupt cessation of contact without justification. This word became prevalent in the realm of online dating and social media interactions, where the act of vanishing from someone's life by disregarding communications has emerged as a widespread occurrence.

Similarly, the term “tea,” originally denoting the beverage, has been redefined by Gen Z to signify gossip or intriguing information. The expression “spill the tea” has become associated with divulging news or drama, particularly among online groups. According to McCulloch (2019), these semantic modifications are frequently associated with particular digital environments and social interactions, mirroring the wider cultural and social experiences of the generation. The practice of redefining established terms facilitates a more adaptable and innovative application of language, swiftly responding to the evolving dynamics of online existence.

Challenges to Conventional Linguistic Standards

As Generation Z persists in innovating, these novel modes of speech frequently contest conventional linguistic standards. Historically, English has adhered to specific patterns in word development, notably the use of Latin or Greek origins for scientific or technical terminology (Bauer, 1983). Nonetheless, the linguistic innovations of Gen Z sometimes circumvent traditional standards, prioritizing immediacy and informality. Terminology such as “GOAT” (Greatest of All Time) and “FOMO” (Fear of Missing Out) exemplifies this transformation. These abbreviations

have become essential to the vocabulary, particularly in digital environments, where the demand for rapid, succinct communication frequently supersedes grammatical accuracy.

Crystal (2011) contends that digital media is transforming linguistic conventions, becoming language more adaptable and fluid. This adaptability is particularly apparent in Gen Z's utilization of abbreviations, acronyms, and hybrid forms, which emphasize efficiency and communication efficacy. These innovations frequently arise in environments that are typically more dynamic and less regulated by institutional guidelines, such as text messaging, social media communications, and online discussions. Over time, many of these developments have transcended their digital beginnings and into daily discourse, further obscuring the distinctions between formal and informal language usage.

Prospective Linguistic Advancements

The rapid evolution of language among Gen Z prompts significant inquiries on the future of English. The evolving digital ecosystem will certainly result in Gen Z's contributions to vocabulary and word development having a lasting influence on language. Linguists and educators must contend with integrating these developments into formal language training while acknowledging the increasingly fluid bounds of English. The emergence of digital communication platforms has expedited the inherent development of language, with Gen Z's morphological innovations exemplifying how language adjusts to contemporary cultural, social, and technical contexts.

Forecasting the trajectory of these developments is difficult; yet, it is certain that Generation Z's impact will persist in shaping the future of the English language. Terms like "stan" and "ghosting," once exclusive to specific internet subcultures, have now entered the general lexicon.

Literature Review

This research discusses morphological processes like blending, affixation, and semantic changes as essential mechanisms of language development, revealing their structural and functional characteristics. Plag (2003), Bauer (1983), and Tagliamonte (2016) provide a solid theoretical framework for studying these processes, whereas Crystal (2011) and McCulloch (2019) demonstrate their importance in digital communication. However, the restricted attention on non-Western cultures offers a chance to broaden study. This study seeks to better comprehend global language innovation by examining these processes in Pakistani Gen Z's unique social and linguistic milieu.

Morphological Process

Nurhayati (2015) says language users build words by joining two morphemes. Language changes drastically from generation to generation (Devlin, 2018). It has created new terms and eliminated others. Language changes constantly, according to Language Change and Historical Reconstruction in Linguistics 001. Old words change meanings, new words are produced or borrowed, morphology improves or degrades, and pronunciations alter. Slang phrases have distinctive structures even when casual. Tambunsaribu (2019) found that language structure and norms may be assessed. Morphology is the study of forms, initially utilized in biology and subsequently in linguistics (Yule, 2010). Since the middle of the eighteenth century, morphology has shown the complicated relationship between linguistic morphemes.

The Gen Z Language

Gen Z—born 1997–2012—has strongly influenced English terminology. Younger generations have traditionally changed languages by adding to their vocabulary and grammar. Young individuals add words, forms, and meanings that gradually become part of the language. Generation Z is inventing new terminology, especially slang, that follow various patterns or structures as long as they sound nice and fit the situation, whether in real life or on social media (Klein, 2023).

Gen Z Slang Word Development

Callahan's Generation Z lexicon (Lihawa et al., 2021) examined Gen Z slang term generation. The study identified Callahan's Generation Z Dictionary's Word creation Process of Gen Z Slang as one of eight word development processes. This method involves creating new terms with Gen Z-specific cultural or comedic overtones. Compounding: Creating new words from two or more words. Their investigation found this most often with compound nouns, adjectives, and verbs. Mixing two words to make a new one is a digital communication technique that emphasizes brevity and expressiveness. (iv) Clipping: Removing syllables from the beginning, end, or compound terms of lengthier words. (v) Conversion: Using nouns as verbs without changing their form. Adding suffixes to basic words to generate new derivations, frequently reflecting cultural trends. Multiple Processes: Using blending and affixation to construct elaborate slang terms, and (viii) Reduplication: Repeating a word or its components to add emphasis or creative flare, common in casual Gen Z slang.

Bauer (1983) also notes that youthful speakers have always been vital to language evolution, especially by introducing new morphological processes. Digital platforms let Generation Z (Gen Z) propagate their language innovations quickly and widely (Crystal, 2011). Instantaneous, worldwide communication on the internet has fostered language innovation and word spread.

Gen Z Language and Social Media

Generation Z uses social media and digital platforms to express their technological and sociocultural environment, and slang is popular with them owing to its easiness (Seariac, 2023). Gen Z posts slang-filled situations on Facebook to stay up with the trend. Generation Z, as digital natives (Parker & Igielnik, 2020), may quickly establish and spread such terminology on social media (Rezeki & Sagala, 2019). Talkative humans form relationships through discourse. Social media communication between many individuals from different nations is expected to lead to the development of several slang expressions (Lestari, 2020; Lihawa et al., 2021).

In this generation, morphology—blending, affixation, and semantic shifts—has created new words and meanings that defy language conventions and reflect modern life. Thus, it is crucial to study Gen Z's morphological processes, situating their innovations within linguistic change, and drawing from previous research to examine how blending, affixation, and semantic shifts affect their language use and how digital communication facilitates them (Lihawa et al., 2021).

Features of Gen Z Language on Social Media

Social media's impact on Gen Z's language use has been extensively studied, with scholars highlighting its dynamic and inventive nature. In *Because Internet: Understanding the New Rules of Language*, McCulloch (2019) discusses how informal and collaborative social media

interactions stimulate language inventiveness. Her investigation shows that Gen Z language uses abbreviations, acronyms, and visual-textual mixes to fit fast-paced, multimedia platforms like TikTok and Twitter.

According to Crystal (2011) in *Internet Linguistics: A Student Guide*, hashtags, emoticons, and memes are essential to Gen Z communication, encouraging linguistic fun on social media. He believes these traits represent the immediacy of internet speech and help English evolve by introducing novel word creation and semantic shift settings. In *Teen Talk: The Language of Adolescents*, Tagliamonte (2016) analyzes how social media spreads linguistic innovations, especially among younger users. Her study shows that Instagram and Snapchat evaluate novel phrases and normalize slang through peer-to-peer contact.

In *The Semiotics of Emoji: The Rise of Visual Language in the Age of the Internet*, Danesi (2016) underlines Gen Z's hybrid communication, which layers word and image. He says Gen Z's social media vernacular includes emojis, non-standard spelling, and creative punctuation. These studies demonstrate the influence of social media on Gen Z's language, emphasizing innovative and societal tendencies.

Morphological Processes

Blending

Creating new words by blending two or more words is a longstanding English practice. Blending is a creative and efficient word-formation process that condenses meaning, according to Lehrer (2003). Lehrer (2003) shows in *Blendalicious: The Phenomenon of Blending* how blending develops new expressions and reflects societal changes. Her investigation shows that blending may be used to create phrases that appeal with modern audiences, especially in casual and creative circumstances. Blending creates compact, expressive phrases, making it excellent for linguistic innovation in fast-paced communication environments (Lihawa et al., 2021).

In *Word-Formation in English*, Plag (2003) examines blending's structure and function. Using blending to innovate words without breaking grammatical norms is a versatile tool for linguistic inventiveness, he says. Plag says mixing is common in informal registers like youth slang and internet communication, where brevity and novelty are emphasized. He defines blending as a linguistic mechanism that combines conventional word-formation and modern communication. *The Semiotics of Emoji: The Rise of Visual Language in the Age of the Internet* by Danesi (2016) examines blending in digital communication. He claims that the internet has encouraged language inventiveness and mixing. Danesi's research shows how blending matches digital platforms' visual and textual hybridity, enabling new language expressiveness.

Gen Z has pushed blending, especially due to digital communication limits (Lihawa et al., 2021). Twitter, where brevity is key, and TikTok, where originality is valued, use blends to communicate complex thoughts or feelings in one word. Due to the collaborative aspect of social media, innovative mixes have spread faster, according to Danesi (2016). Exposure to novel terms and encouragement to change and share them accelerates adoption and mainstream integration (Rezeki & Sagala, 2019).

In the late 2010s, internet fandoms used "stan," a Gen Z combination of "stalker" and "fan." Eminem's 2000 song "Stan" popularized the term. Now used to indicate a celebrity admirer who is passionate and devoted. The Oxford English Dictionary (2020) now includes the phrase, showing how rapidly internet inventions may become standard speech (Lestari, 2020).

Another popular term is "hangry," a mix of "hungry" and "angry," which depicts hunger-related irritation. This term has gained popularity online and in ordinary speech, demonstrating Gen Z's preference for useful and approachable language. In 2018, Merriam-Webster added "hangry" to its vocabulary, demonstrating its popularity (Rezeki & Sagala, 2019). Blends like "stan" and "hangry" show Gen Z's humorous and practical language. Blending is vital for Gen Z since digital platforms promote brevity and efficiency (Nurhayati, 2015).

Affixation

The technique of adding prefixes or suffixes to basic words to produce new meanings is another key aspect of Gen Z's linguistic innovation (Nurhayati, 2015). In his seminal book *English Word-Formation* (1983), Bauer classifies affixation as a basic morphological process that creates and modifies words. His approach shows that affixation creates derivational and inflectional forms in formal and colloquial language.

Affixation is a typical morphological process in English—consider prefixes like "un-" or suffixes like "-er"—but Gen Z has broadened its use to reflect present cultural movements and technological realities (Seariac, 2023).

Internet Linguistics: A Student Guide (2011) by Crystal studies affixation in digital communication. He shows how affixation has evolved to fit online speech, frequently encapsulating cultural or technological issues. Crystal uses inventive affixes like "un-" and "-ify" to write about modern life. His approach shows how linguistic tradition and innovation shaped contemporary English. The suffix "-core," which originated in "hardcore" punk, is an example. Gen Z uses this suffix to identify social media-defined aesthetic and lifestyle movements. Instagram and TikTok have popularized terms like "normcore" (a fashion trend using typical or conventional apparel) and "cottagecore" (a movement romanticizing rural life and simplicity). These phrases show how language may change to reflect cultural ideas regarding identity and style, with affixation helping create new, socially meaningful words (Rezeki & Sagala, 2019).

Okrent (2020) observes that Gen Z also uses more prefixes like "anti-" and "de-" to represent changing social views. In response to social media celebrities that encourage consumerism, the term "de-influencer" has emerged. "De-influencers" aggressively promote materialism criticism and consumer culture resistance. This usage of the "de-" prefix to construct a social critique word shows how Gen Z uses affixation for linguistic invention and cultural commentary (Lestari, 2020). Affixation in Gen Z's language develops trendy terms, allows social critique, and expresses generational identity (Lihawa et al., 2021). These innovations are being used in formal situations too, showing how flexible linguistic boundaries are in the digital era (Oxford English Dictionary, 2020).

Semantic Shifts

Gen Z's language innovation includes semantic shift, which changes word meanings. In *Teen Talk: The Language of Adolescents*, Tagliamonte (2016) examines teenage speech semantic alterations and their influence in language innovation. Semantic alterations are common in young language due to societal and technological developments, according to her findings. Tagliamonte shows how semantic alterations reflect users' social circumstances in language development. Semantic alterations often result from new social or technical settings, and Gen Z's use of online platforms has created a distinct environment for them (Parker & Igielnik, 2020).

Because Internet: Understanding the New Rules of Language by McCulloch (2019) analyzes digital communication semantic developments. Online, terms like “ghost” and “tea” have new connotations, reflecting the dynamism of virtual connections. According to McCulloch, semantic alterations are crucial to Gen Z's linguistic habits because they adapt language to new communication methods. In online interactions, people commonly text or use messaging applications and might “disappear” without explanation, thus this new definition of “ghost” fits. Social realities of Gen Z, who negotiate connections in a hyper-connected, impersonal digital environment, drive such meaning alterations (Parker & Igielnik, 2020; McCulloch, 2019).

In *The Lexicon in Acquisition* (1993), Clark examines cognitive and social processes that influence semantic alterations. A dynamic and adaptable vocabulary is created by speakers reinterpreting words to fit new experiences, according to her research. Clark's theory explains how semantic alterations affect language inventiveness and evolution. The word “tea” has also changed meaning in Gen Z. Online slang for “tea” now signifies gossip or drama. In social media like Twitter and TikTok, “spill the tea” means releasing juicy information. In Gen Z's online venues, gossip and social contact are valued, and information—big or small—is disseminated in real time (Rezeki & Sagala, 2019).

Semantic shifts show how language adapts to new communicative requirements, especially online. Gen Z's term reuse reflects internet language's continual negotiation and redefinition. As digital communication shapes how people interact, semantic changes will certainly grow more widespread, adding to English's development (Tagliamonte, 2016).

Conclusion

Linguistic innovation requires blending, affixation, and semantic alterations, as shown in the reviews. Blending is a creative and efficient way to innovate words, especially in informal and digital environments, according to Plag (2003) and Lehrer (2003). Bauer (1983) and Crystal (2011) found that affixation can help construct words for modern communication. Tagliamonte (2016) and McCulloch (2019) examine semantic shifts as meaning changes with culture and technology. These findings help explain Gen Z's digital linguistic innovation. The concentration on Western contexts shows a major literature shortage. The examined works provide useful insights on blending, affixation, and semantic changes, but they generally ignore non-Western sociocultural and linguistic contexts like Pakistan. This gap highlights the need for study on how these processes occur in localized settings, where multilingualism and cultural hybridity shape language innovation.

The examined literature identifies blending, affixation, and semantic changes as key processes of language change, revealing their structural and functional characteristics. Plag (2003), Bauer (1983), and Tagliamonte (2016) provide a solid theoretical framework for studying these processes, whereas Crystal (2011) and McCulloch (2019) demonstrate their importance in digital communication. However, the restricted attention on non-Western cultures offers a chance to broaden study. This study seeks to better comprehend global language innovation by examining these processes in Pakistani Gen Z's unique social and linguistic milieu.

Theoretical Framework

This research utilizes two fundamental morphological theories—Item-and-Arrangement (IA) and Item-and-Process (IP)—to examine the linguistic changes made by Generation Z (Gen

Z) within the framework of Pakistani English. These theories offer critical frameworks for studying the role of morphemes and word formation processes in the development and evolution of language, especially for phenomena like blending, affixation, and semantic changes.

The Item-and-Arrangement (IA) hypothesis, established by Chomsky and Halle (1956–1965), defines word production as the systematic organization of distinct morphemes. This idea underscores the significance of four essential components. The morpheme inventory functions as a fundamental compilation of all morphemes and their definitions. Gen Z's linguistic innovations include the expansion of this inventory through the invention of new morphemes, such as the suffix “-core” (as in “cottagecore”) and blends like “hangry” (hungry + furious). Secondly, morpheme combination rules govern the permissible amalgamation of morphemes to create grammatically legitimate structures. The aforementioned rules manifest in Gen Z's inventive affixation patterns, shown by the usage of “anti-” in “anti-vibe” and “de-” in “de-influencer.” Third, lexical insertion rules dictate the positioning of these morphemes inside syntactic structures, facilitating the smooth integration of novel terms into ordinary English. Morphophonological principles regulate phonological modifications of morphemes in the process of word creation. These modifications are especially pertinent in the context of Pakistani English, where regional phonological factors may affect the pronunciation of Gen Z slang.

The Item-and-Process (IP) hypothesis, introduced by Newman (1946) and Hockett (1954), emphasizes the dynamic processes involved in the manipulation of morphemes to create new words. This approach is centered on the morphological process inventory, which enumerates processes like affixation, blending, and reduplication. For Generation Z, these linguistic processes are crucial, shown by the prevalent usage of blending (“hangry”), affixation (“vibeify”), and regional variants of reduplication or orthographic alterations in Pakistani slang. Process rules delineate the application of morphological processes to roots or stems, as illustrated by Gen Z's inventive employment of derivational processes to formulate terminology such as “studycore” or “vibes.” A root and stem inventory facilitates these processes by supplying the essential components for morphological alterations. In multilingual contexts such as Pakistan, this inventory frequently integrates components from both English and indigenous languages, leading to the emergence of hybridized slang.

Both IA and IP theories underscore the significance of structural and process-oriented viewpoints in morphological analysis. While IA theory emphasizes the static configuration of morphemes, IP theory underscores the dynamic processes that transform language structures.

Collectively, these theories correspond with the aims of this research by offering a thorough framework for analyzing the blending, affixation, and semantic transformations in Gen Z's language. This study's theoretical frameworks provide a comprehensive examination of how Gen Z's linguistic practices contest and broaden conventional rules of English morphology. This research examines the structure and processes of word creation via the perspectives of IA and IP theories, highlighting the dynamic interaction of innovation, digital communication, and sociocultural factors in transforming English vocabulary in Pakistan.

Statement of Problem

The dynamic and swiftly developing characteristics of language, especially among Generation Z (Gen Z), provide distinct problems to comprehending the processes of linguistic development. Generation Z, comprising those born from 1997 to 2012, has initiated notable

morphological changes, such as blending, affixation, and semantic shifts, which are transforming English lexicon. Although these tendencies are worldwide, their specific expressions in non-Western countries, like Pakistan, are insufficiently examined. The social and linguistic landscape of Pakistan, marked by multilingualism and digital connectedness, fosters a distinctive setting for Generation Z to participate in innovative word production processes. Nevertheless, there is limited understanding of how these innovations influence larger language evolution or how they contest conventional rules of English morphology.

Current studies predominantly emphasize global or Western viewpoints on Gen Z's language originality, frequently overlooking regional and cultural factors. This deficiency of emphasis results in significant concerns being unresolved, such as how Pakistani Gen Z integrates global trends with local language patterns in their ideas. Moreover, there is a restricted comprehension of the wider ramifications of these changes on conventional word formation standards and the prospective direction of the English language. The impact of several word creation processes, such as coinage, borrowing, spelling alteration, and reduplication, on the evolution of regional slang in Pakistan remains largely unexamined. Therefore, it is essential to examine these morphological processes comprehensively, contextualizing Gen Z's innovations within the wider framework of linguistic evolution, specifically concentrating on the mechanisms of blending, affixation, and semantic shifts in Gen Z's language usage, and how these processes are enabled by digital communication.

Research Questions

This research is guided by two primary questions:

1. How do morphological innovations, such as blending, affixation, and semantic shifts in Gen Z language, contribute to the evolution of English vocabulary?
2. What impact do Gen Z's morphological trends, like creative word formation and blending, have on traditional norms of English word structure and future language development?

Methodology

This study employs a qualitative technique using corpus analysis and ethnographic interviews. The objective is to discern the morphological features exclusive to Gen Z language and comprehend the motives driving these developments.

Corpus Analysis

This study adopted a qualitative research design employing content analysis to examine the acquired data through textual examination. This study utilized homogenous sampling to extract the vocabulary employed by Pakistani Gen Z on social media sites such as Twitter, TikTok, and Instagram, hence establishing the core data source for analysis. This study seeks to uncover developing morphological patterns among Gen Z speakers by concentrating on these social media channels.

Ethnographic Interviews

This study incorporates a qualitative aspect through semi-structured interviews with ten individuals from Pakistani Gen Z. Participants were prompted to provide specific instances of their language use and reflect on their experiences using an open-ended interview questionnaire. This

method allows a comprehensive examination of Gen Z's perceptions of their language innovations and the reflection of these on wider social trends. The research integrates corpus analysis with qualitative observations to provide a thorough picture of how Gen Z's linguistic practices in Pakistan influence the growth of English vocabulary and linguistic norms.

The interviews were semi-structured, enabling participants to articulate their language usage in professional and informal contexts. Inquiries centered on their interaction with morphological developments, including blending and affixation, and their perceptions of the emergence of linguistic norms. The interviews involved individuals aged 16-25 from various geographical and socio-economic backgrounds, offering a thorough insight into Gen Z's language innovation.

Interview Questionnaire

This open-ended interview questionnaire was created to investigate language use perspectives among 10 Gen Z participants, utilizing qualitative research approaches in linguistics. The inquiries were influenced by the approaches presented in Tagliamonte's *Teen Talk: The Language of Adolescents* (2016) and McCulloch's *Because Internet: Understanding the New Rules of Language* (2019), which examine linguistic innovation and sociolinguistic trends. This interview prompted participants to furnish particular examples of vocabulary, phrases, or instances of their linguistic usage while also permitting them to comment on their experiences and observations without feeling restricted by the questions. The researcher contemplated follow-up inquiries such as: "Could you elaborate on that?" or "What significance does that word/phrase hold for you?"

Data Analysis

Subsequent to the data collection phase, the researcher proceeded to the multi-step data analysis stage. The researcher examined word creation by arranging and preparing the data for analysis, thereafter reviewing the entire dataset. In the third stage, each word was encoded according to its designated technique. The fourth phase involved establishing connections between the data based on their processes. The qualitative narrative's depiction of the subjects was then organized in tabular format. The researcher subsequently evaluated and presented the analytical results. The researcher meticulously re-evaluated the classification of word creation processes for each creation Z slang term during the data validation phase. Comprehensive discussions, evaluations, classifications, and categorizations of Generation Z slang were then undertaken about the word type throughout this crucial validation process. This careful methodology ensures the accuracy and reliability of the study findings.

Findings and Discussion

This section delineates the results from the corpus analysis and ethnographic interviews. The results are analyzed concerning the study topics, providing insights into Gen Z's morphological innovations' contribution to vocabulary growth, the challenges they provide to conventional word formation standards, and their possible influence on the future direction of English.

Results from Corpus Analysis

Morphological Innovations: Blending

The corpus analysis indicated a significant increase in the prevalence of Gen Z's morphological innovations over the last ten years. Prominent developments including blends, unique affixations, and reused meanings (semantic shifts). The terms “stan” and “hangry” exhibit persistent rising increases in both informal internet settings and conventional use. “Stan,” a portmanteau of “stalker” and “fan,” was infrequently utilized in the early 2000s but had a significant increase in usage after 2016, coinciding with the expansion of digital fan cultures on social media platforms. Likewise, “hangry” has a significant rise in usage, reflecting its effectiveness in articulating a distinct emotional condition that conventional language failed to convey.

The suffix “-core,” employed to signify subcultural or aesthetic trends (e.g., “normcore,” “cottagecore”), has also experienced a rise in popularity. The term “normcore” initially emerged in online fashion blogs about 2014, but its use significantly increased from 2017 to 2020, as “core” became a prominent identifier for style subcultures on social media. An examination of Instagram captions and TikTok hashtags reveals an increase in the use of “-core” terminology, indicating the trend's deep integration into digital youth culture.

Table 1: The Morphological Structures (Word Formation Processes)-Blending

No.	Gen Z Word	Segmentation of Gen Z Slang	Meaning of Gen Z Slang
1.	FOMO	FO + MO	Fear Of Missing Out
2.	chillax	Chill + Relax	Stay calm
3.	sorna	Sorry + na	Asking for apology
4.	comsec	Comment + Section	A place to write personal opinions on social media platforms
5.	Frenemy	Friend + Enemy	A person who is both a friend and a rival
6.	Mansplain	Man + Explain	When a man explains something to someone, often a woman, in a condescending way
7.	Staycation	Stay + Vacation	A vacation spent at home or nearby rather than traveling far.
8.	Ginormous	Gigantic + Enormous	An exaggerated way to say something is very large.
9.	Finsta	Fake + Instagram	A secondary, private Instagram account for close friends.
10.	Mocktail	Mock + Tail	A non-alcoholic version of a cocktail
11.	Ligor	Lion + Tiger	The hybrid offspring of a male lion and a female tiger.
12.	Smog	Smoke + Fog	Air pollution combining smoke and fog.
13.	Motel	Motor + Hotel	A roadside hotel designed for travelers with parking facilities.
14.	Breathalyzer	Breath + Analyzer	A device used to measure blood alcohol content from a breath sample.

15.	Glamping	Glamorous + Camping	Luxurious or comfortable camping
16.	Spork	Spoon + Fork	A hybrid utensil with both spoon and fork functionalities.
17.	Hangry	Hungry + Angry	Describes being irritable or angry due to hunger.
18.	stan	Stalker + Fan	A behaviour on social media to follow someone
19.	Kickass	Kick + ass	act roughly
20.	skin-pop	Skin + pop	inject a drug subcutaneously
21.	stop one	Stop + one	take a drink
22.	bad-mouth	Bad + mouth	criticize
23.	eyeball	eye + ball	look or stare at
24.	God-awful	God + awful	terrible
25.	outside man	outside + man	a person involved in robbery
26.	four-eyes	four + eyes	a person who habitually wears spectacles
27.	speakeasy	Speak + easy	an illicit liquor shop

Affixation: Creative Word Formation

Gen Z speakers have significantly utilized unique prefixes and suffixes in the formation of new vocabulary. Prefixes such as “de-” and “anti-” were commonly noted in novel expressions like “de-influencer” and “anti-vibe,” which signify critical perspectives on consumerism and social media culture. The innovative expansion of conventional prefixes beyond their original definitions has resulted in complex, context-specific language that reflects Gen Z's distinct sociocultural viewpoints.

The corpus study also demonstrates a prevalent utilization of abbreviations and initialisms. Terms such as “FOMO” (Fear Of Missing Out) and “GOAT” (Greatest Of All Time) have grown prevalent in both internet vernacular and mainstream media. Their use signifies an adjustment to digital environments where conciseness is much esteemed.

Table 2: The Morphological Structures: New Word Formation (coinage, borrowing, compounding, blending, clipping, acronyms, affixation, etc.)

No.	Gen Z Word	Meaning According to Gen Z Usage
1.	Yaaas/Yikes	strong approval/disapproval
2.	Lowkey	secretly
3.	Highkey	openly
4.	Fam	close friends
5.	Lit	exciting, fun
6.	Turnt	wild, exciting
7.	Periodt	emphasizing the end of a statement
8.	Simp	someone who's overly infatuated
9.	Stan	an obsessive fan
10.	Slay	to excel or dominate
11.	Okay, Boomer	dismissive, out of touch

12.	Sis	term of endearment for a friend (female)
13.	Bro	term of endearment for a friend (male)
14.	TL;DR	Too Long; Didn't Read
15.	DMs	Direct Messages
16.	Slide into	to send a direct message
17.	Shadowban	to secretly restrict someone's online presence
18.	Deadass	seriously, genuinely
19.	Noice	Nice; good
20.	Pressed	annoyed, upset
21.	It's whatever	I don't care
22.	I'm Living	something is exciting or enjoyable
23.	I'm dead	Something is hilarious

Contribution to Vocabulary Expansion

A primary objective of this research was to evaluate the impact of Gen Z's innovations on the growth of English vocabulary. Analysis of the data revealed that several new word forms, especially those derived from social media, had seen substantial increases in usage. For example, "stan" and "hangry" have evolved from specialized terminology to commonly acknowledged words included in prominent dictionaries, such as the Oxford English Dictionary (2013).

The morphological procedures employed by Gen Z, like as blending and affixation, fulfill certain communication requirements. Terms such as "ghosting" convey intricate social behaviors succinctly, yet affixes like "-core" signify wider cultural phenomena. These technologies provide enhanced specificity and nuance in communication, addressing the requirements of a progressively digital and networked age.

Expanding the English Lexicon

The findings unequivocally demonstrate that Gen Z's linguistic innovation has considerably augmented the English language. Terms such as "stan," "ghost," and "hangry" are not transient fads but have become ingrained in modern English, serving certain communicative functions that conventional terminology failed to sufficiently meet. These developments allow speakers to articulate notions pertaining to digital engagement, identity, and emotion with more precision.

It is particularly significant that some inventions have surpassed their roots in online subcultures to integrate into mainstream discourse. The incorporation of phrases such as "selfie," "stan," and "hangry" into esteemed dictionaries like the Oxford English Dictionary illustrates the enduring influence of these linguistic developments.

Impact on Traditional Norms of Word Formation: Semantic Shift

Gen Z's morphological innovations frequently contest conventional word construction conventions, prioritizing immediacy, inventiveness, and conciseness. For instance, whereas English conventionally utilizes Latin or Greek origins for scientific and technical vocabulary (Bauer, 1983), Generation Z prefers informal and whimsical expressions that mirror their digital context.

The rising prevalence of abbreviations such as "GOAT" (Greatest of All Time) and acronyms like "FOMO" (Fear of Missing Out) further illustrates this transition. These tendencies emphasize communication efficiency over grammatical accuracy, indicating a redefining of linguistic standards in a context where brevity and clarity are essential (Crystal, 2011).

Table 3: Gen Z Language (Semantic Shift)

No.	Gen Z Word	Traditional Meaning	New Meaning Assigned by Gen Z
1.	Tea	A drink	Spill the beans; give the news
2.	Tea-time	Time to drink tea	Gossip time
3.	Ghost	A supernatural entity	To suddenly stop responding to someone
4.	GOAT	An animal	Greatest Of All Time
5.	Same	Identical; Equivalent	Agreement, shared feeling
6.	Salty	Having a flavour of salt	Being bitter or upset
7.	Cap	A cover for head	Lie
8.	No Cap	Absence of a head cover	no lie
9.	No drama	Unpretentious	No conflict
10.	Savage	Ruthless	Brutally honest
11.	Bet	Wager	Okay, Boomer
12.	Ship	An ocean vessel	to support a romantic relationship
13.	Snatched	To suddenly steal	something looks good or is on point
14.	Wig	Artificial hair	something is wild, crazy
15.	Ratio	Proportion	a disproportionate number of dislikes to likes
16.	Mid	The middle part/value	unimpressive, mediocre

Results from Ethnographic Interviews

Linguistic Innovation and Identity

Qualitative ethnographic interviews with 30 Gen Z (ages 16-25) from varied origins reveal their linguistic innovations' reasons. Participants said they created or repurposed words to define identification, group affiliation, and generational differentiation. The phrases "stan" and "ghost" are social identifiers that indicate knowledge with online subcultures and conformity with digital community ideals and attitudes, according to numerous respondents. One participant said: "Using words like 'stan' or 'ghost' isn't just talking. It shows you understand and are part of a society that values quickness, humor, and online-ness."

Gen Z views language as a tool for expressing ideas and exchanging cultural information. Twitter, TikTok, and Instagram help spread new languages and promote this sense of community. Language Playfulness and Creativity

Many participants said linguistic innovation typically comes from playing with words. Multiple respondents described utilizing "-core" and "-ify" to create amusing or stylistically nuanced terms in regular speech. One respondent said: "We'll say 'vibe-ify' to mean fitting the mood or 'normcore' to mean being super basic. It's humorous and feels appropriate to swiftly and clearly convey something." This shows how playful but useful morphological innovation is in

ordinary communication. Creativity and brevity represent Gen Z's fast-paced, highly mediated world.

Digital Media Drives Language Change

All participants agreed that internet platforms drive the growth of new words and meanings. In particular, TikTok drove linguistic trends, with several terms and phrases acquiring popularity within days of viral video. Many participants said they learned new terms on these platforms and used them in their own speech after seeing their peers use them in comments or captions. One stated, "I see a word in a TikTok video, and then I see it everywhere—in comments, memes, Instagram stories. It learns quickly." This shows how social media accelerates and normalizes Gen Z's morphological advances, circumventing dictionaries and formal writing systems.

Challenge Traditional Values

The morphological changes of Gen Z contradict English word formation standards in various ways. First, they generally avoid formal lexicon formation methods such as using Latin or Greek origins for scientific or technical terminology (Bauer, 1983). Instead, they prefer colloquial, immediate, and culturally relevant procedures like blending or innovative affixation. Abbreviations and acronyms like "FOMO" and "GOAT" circumvent word construction restrictions for speed and digital brevity. The fast-paced digital environment Gen Z lives in has led to a trend toward communication speed and accessibility above grammatical correctness.

Digital Media and Language Evolution

Digital media undoubtedly shapes Gen Z's language. TikTok, Twitter, and Instagram enable quick language experimentation and distribution. As participants highlighted, these platforms transmit new words and meanings at an unparalleled rate, frequently pushing the acceptance of technologies that took years or decades to become popular in previous generations. Digital media's interactive nature enables real-time language modification, creating a dynamic linguistic environment. In the past, new words or phrases were commonly spread through literature, journalism, or academics.

Future Language Development Predictions

Based on existing patterns, Gen Z's linguistic contributions will undoubtedly shape English lexicon. Language will need to be more flexible and adaptable as digital communication becomes more common. Future generations may expand on Gen Z's innovations, merging formal and informal language.

Educators and linguists must incorporate new words and forms into courses while acknowledging their validity in digital environments. Maintaining a balance between linguistic diversity and inventiveness is crucial for future language development in English.

Gen Z's innovations imply English will continue to stress brevity, cultural relevance, and inventive word construction. As the digital ecosystem shapes communication patterns, subsequent generations may build on Gen Z's linguistic innovation, pushing word creation farther.

Conclusion

The morphological innovations of Generation Z have shaped English lexicon. Blending, affixation, and semantic changes have extended the vocabulary and challenged word construction

conventions. As digital platforms enable fast linguistic change, these innovations may determine the language's future.

This study also suggests that educators and language policymakers should include new forms into teaching and assessment processes and recognize digital language as a reflection of modern communication norms. Some may consider these changes as a degeneration of established language conventions, but they are actually an evolution of language pushed by a digital and linked world.

Generation Z's morphological changes reveal English's future. Gen Z has enriched English vocabulary through blending, affixation, and semantic changes to represent their culture and society. These developments show how language changes in the digital era. This study emphasizes the necessity of understanding how language changes with society and technology. As Gen Z shapes the language, their contributions may shape English for future generations.

References

- Bauer, L. (1983). *English Word-Formation*. Cambridge University Press.
- Creswell, J. W. (2009). Mapping the field of mixed methods research. In *Journal of mixed methods research* (Vol. 3, Issue 2, pp. 95–108). SAGE publications Sage CA: Los Angeles, CA.
- Crystal, D. (2011). *Internet linguistics: A student guide*. Routledge.
- Danesi, M. (2016). *The semiotics of emoji: The rise of visual language in the age of the internet*. Bloomsbury Publishing.
- Dimock, M. (2019, January 17). *Defining generations: Where Millennials end and Generation Z begins*. Pew Research Center. <https://www.pewresearch.org/short-reads/2019/01/17/where-millennials-end-and-generation-z-begins/>
- Grandez, M. B., Ablero, M. C. P., Lasala, R. M., Gomez, M. T. G., & Bonganciso, R. T. (2023). Forda Ferson: The Morphological Structure of Generation Z Slang in Social Media. *Journal of English as A Foreign Language Teaching and Research*, 3(2), 14-30.
- Lestari, D. A. (2020). English Slangs and Abbreviations Used in Social Media Twitter (A Semantic Analysis). Hasanuddin University, Sulawesi Selatan, Indonesia.
- Lihawa, A., Wahyudi, S., & Mustofa, M. (2021). Word development process of Gen Z slang in Callahan's Generation Z Dictionary. *Lingua: Jurnal Bahasa, Sastra, dan Pengajarannya*, 17(2), 87–100. <https://doi.org/10.15294/lingua.v17i2.39248>
- McCulloch, G. (2019). *Because Internet: Understanding the New Rules of Language*. Riverhead Books.
- Nurhayati, D. A. W. (2015). Morphological and morphophonemic process of Alay variation. *Lingua: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 12(1), 59–70.
- Okrent, A. (2020). *Highly Irregular: Why Tough, Through, and Dough Don't Rhyme*. Oxford University Press.
- Parker, K., & Igielnik, R. (2020). *On the Cusp of Adulthood and Facing an Uncertain Future: What We Know About Gen Z So Far*. Pew Research Center. <https://www.pewresearch.org/socialtrends/2020/05/14/on-the-cusp-of-adulthood-and-facing-an-uncertain-future-what-weknow-about-gen-z-so-far-2/>
- Plag, I. (2003). *Word-Formation in English*. Cambridge University Press.
- Rezeki, T. I., & Sagala, R. W. (2019). Slang Words Used By Millennial Generation in Instagram. *Jurnal Serunai Bahasa Inggris*, 11(2), 74–81.
- Seariac, H. (2023). The origin story of Gen Z slang. *DeseretNews*. <https://www.deseret.com/2023/2/13/23574658/gen-z-slang>
- Tagliamonte, S. (2016). *Teen Talk: The Language of Adolescents*. Cambridge University Press.
- Tambunsaribu, G. (2019). The morphological process of slang words used by teenagers in Jakarta and its negative effects in their academic qualifications (a sociolinguistic study). *Journal of Applied Studies in Language*, 3(2), 202–213.
- Yule, G. (2010). *The Study of Language*. Cambridge. Cambridge University Press. <https://sharifling.files.wordpress.com/2018/09/the-study-of-language-george-yule.pdf>

Appendix A

Morphological Innovations in Gen Z Language and Their Impact on English Language Usage

Interview Questionnaire

This open-ended interview questionnaire is designed to explore Gen Z participants' perceptions of language use, drawing from qualitative research methodologies in linguistics. These questions are inspired by methodologies outlined in Tagliamonte's *Teen Talk: The Language of Adolescents* (2016) and McCulloch's *Because Internet: Understanding the New Rules of Language* (2019), both of which have explored linguistic innovation and sociolinguistic trends.

Section 1: General Language Use

1. Can you describe how you typically communicate in your daily life? How does your language change depending on the context (e.g., talking to friends, family, or teachers)?
2. What role does social media or texting play in your everyday communication? How does it affect the way you express yourself?
3. Have you noticed any differences in the way people your age use language compared to older generations? Can you provide examples?

Section 2: Informal Settings and Creativity

4. When you're speaking with your friends, do you use any words or phrases that you wouldn't use in formal settings? Can you explain why?
5. Are there any specific slang terms or new words you've started using recently? Where did you learn them, and what do they mean to you?
6. Do you enjoy creating or modifying words, such as blending two words or adding prefixes or suffixes? Can you think of any examples you've come up with or used?

Section 3: Formal Settings and Perceptions

7. Do you feel like the way you speak or write in formal settings (like school, work, or with authority figures) is different from how you communicate with peers? How so?
8. How do you decide which type of language to use in different contexts? Is it a conscious decision, or does it happen naturally?

Section 4: Morphological Innovations

9. Words like "hangry" (hungry + angry) and "stan" (stalker + fan) are examples of blends. Do you use any similar kinds of words? What do you think makes these blends so popular?
10. Have you come across new uses of prefixes or suffixes, like "-core" in "cottagecore" or "-ify" in "aestheticify"? What do you think about these kinds of innovations?
11. Do you think creating or modifying words helps you express your identity or connect with others? Why or why not?

Section 5: Perceptions of Language Evolution



12. Do you think language is changing because of how people your age communicate? How does that make you feel—excited, worried, or something else?
13. Some people think that slang or internet words harm the English language, while others think it makes the language richer. What's your opinion on this?
14. Do you think the words and expressions used by your generation will eventually be accepted in dictionaries or formal language? Why or why not?

Section 6: Future of Language

15. If you had to predict how people will talk or write 10-20 years from now, what would you expect?
16. Do you think your generation's use of language will influence the way English is taught in schools or used in professional spaces in the future? How?
17. What advice would you give to people trying to understand how Gen Z communicates?

Notes for Conducting the Interview

- Encourage participants to provide specific examples of words, phrases, or instances of their language use.
- Allow participants to elaborate on their experiences and observations without feeling constrained by the questions.
- Consider follow-up prompts like: “Can you tell me more about that?” or “What makes that word/phrase important to you?”

Appendix B

Excerpts from Interview Data

Participant 1: Amna, 20, University Student

- **Q1:** "I switch between English and Urdu depending on the person I'm talking to. With friends, it's mostly English with slang thrown in, but with my parents, it's a mix of formal Urdu and Punjabi."
- **Q5:** "I've recently started using the word *vibe* a lot, like *this outfit is such a vibe*. I think I picked it up from Instagram Reels."
- **Q9:** "Oh, I love blends! My friends and I use *chillax* (chill + relax) all the time. It's just quicker and fun to say."
- **Q14:** "I feel like words like *stan* or *ghosting* will eventually make it to formal dictionaries. They're too common now to ignore."

Participant 2: Bilal, 19, Freelancer

- **Q3:** "Compared to older generations, we use fewer formal words. My dad uses 'okay' but I just send a thumbs-up emoji."
- **Q6:** "I often say *mod-ish* to mean 'modern-ish.' It's just a fun way to add personality to what I'm saying."
- **Q12:** "I think language evolution is exciting. It feels like we're making English more expressive and personal."
- **Q17:** "To understand Gen Z, you need to understand memes and social media trends. Language moves fast online!"

Participant 3: Zara, 18, High School Senior

- **Q2:** "Social media is everything. We use abbreviations like *idk* or *brb* even when we talk sometimes."
- **Q7:** "In formal settings, I'm more careful about not using slang, like avoiding saying *OMG* in an email to a teacher."
- **Q10:** "I think adding *-ify* to words is hilarious. My friends and I say things like *selfie-fy* for taking selfies."
- **Q15:** "In the future, I think emojis will replace words more. We're already heading there."

Participant 4: Usman, 21, Aspiring Musician

- **Q4:** "With friends, it's all about casual and fun phrases like *lit* or *no cap*. In formal situations, I tone it down."
- **Q8:** "Switching between formal and informal happens naturally for me. It's like flipping a switch."
- **Q11:** "Absolutely! Creating new words feels like creating a secret language with my friends."
- **Q16:** "I think our slang will influence how English is taught, maybe in creative writing classes."

Participant 5: Mariam, 22, Entrepreneur

- **Q1:** "I use English more in business contexts, but when I'm with family, it's Urdu with a few English words mixed in."
- **Q5:** "A word I recently picked up is *FOMO* (fear of missing out). It's so relatable in today's world."
- **Q13:** "I think internet words add richness. They reflect our world and how we live."



- **Q15:** "People might create more hybrid languages. Like, Urdu and English already mix so much in Pakistan."

Participant 6: Ali, 17, College Freshman

- **Q3:** "My grandparents think I'm rude when I say *LOL* instead of laughing properly, but it's normal for us."
- **Q6:** "My friends and I joke around with *Paklish*—mixing English and Pakistani slang. It's fun!"
- **Q10:** "*Cottagecore* sounds so fancy! I've also started using *studycore* to describe my study aesthetic."
- **Q14:** "Language evolves, and dictionaries will have to keep up."

Participant 7: Hina, 20, Graphic Designer

- **Q4:** "I'd never say *YOLO* in front of my boss, but with my friends, it's common."
- **Q9:** "Blends like *hangry* are my favorite. My sister always laughs when I say *spork* (spoon + fork)."
- **Q13:** "I get why some people think slang is bad, but I think it's just the natural way language grows."
- **Q17:** "Learn TikTok trends! That's where most new words come from."

Participant 8: Ahmed, 23, Content Creator

- **Q1:** "I try to use more English in my YouTube videos because it reaches a global audience."
- **Q7:** "In formal settings, I avoid abbreviations like *OMG* or *btw*."
- **Q12:** "It's exciting that we're making English more inclusive with words that reflect our experiences."
- **Q16:** "I think schools should teach how to balance traditional and modern language."

Participant 9: Noor, 19, Social Activist

- **Q2:** "Social media has changed everything. I use words like *cancel* and *woke* because of Twitter."
- **Q6:** "I recently coined *fakity* (fake + reality) to describe Instagram filters. My friends love it!"
- **Q11:** "Blending words is a way to express who I am. It feels more personal."
- **Q17:** "Don't overthink it! Our language is about having fun and connecting."

Participant 10: Sami, 22, Tech Enthusiast

- **Q3:** "We're more direct. My uncle writes long emails, but I just send a one-line message."
- **Q8:** "It's automatic. I know when to switch between formal and informal based on who I'm talking to."
- **Q10:** "*-ify* is a favorite. My friends and I say *codeify* for writing code in a cool way."
- **Q12:** "Language is alive, and our generation is just giving it more ways to breathe."