

სლენგი და კოდის გადართვა, როგორც თაობათაშორისი პრაქტიკა: ჯენ Z და ჯენ ალფა თაობათა კვლევა საქართველოში

Slang and Code-Switching as Generational Practices: A Study of Gen Z and Gen Alpha in Georgia

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ციფრული მედიის, სოციალური ქსელებისა და ონლაინკომუნიკაციის ინტენსიურმა განვითარებამ ინგლისური ენის გამოყენების არეალი კიდევ უფრო გაათავართო და ხელი შეუწყო მისი ლექსიკური ერთეულების დინამიკურ ცვლილებას. აღნიშნული პროცესები განსაკუთრებით თვალსაჩინოდ აისახა სლენგის განვითარებაზე, რომელიც თანამედროვე კომუნიკაციის განუყოფელ ნაწილად იქცა და იდენტობის, სოციალური კუთვნილებისა და თაობრივი მიკუთვნებულობის მარკერად გვევლინება.

წინამდებარე ნაშრომი იკვლევს სლენგისა და კოდის გადართვის ანალიზს ჯენ Z და ჯენალფა თაობებში. კვლევის ძირითადი მიზანია, გამოიკვლიოს ინგლისური სლენგისა და კოდური გადართვის სიხშირე და ნიმუშები თანამედროვე ქართველი ახალგაზრდობის კომუნიკაციაში, აგრეთვე განსაზღვროს მათი სოციალური, პრაგმატული და იდენტობასთან დაკავშირებული ფუნქციები სხვადასხვა თაობობრივ ჯგუფებში. კვლევა ეფუძნება შერეულ მეთოდოლოგიას, რომელიც აერთიანებს როგორც თვისებრივ, ისე რაოდენობრივ ანალიზს. რაოდენობრივი მასალა შეგროვდა წინასწარ შემოშავებული ონლაინ კითხვარის დახმარებით, ხოლო თვისებრივი მასალა მოიცავს ინგლისური ენის გაკვეთილებზე სხვადასხვა ბუნებრივად გაჩენილ ლინგვისტურ ერთეულებს, რომელიც შედგება დიალოგებისა თუ სხვადასხვა ფრაზებისაგან.

კვლევის შედეგები აჩვენებს, რომ სლენგი და კოდის გადართვა არ წარმოადგენს შემთხვევით ან არასრულყოფილ ენობრივ ფენომენს, არამედ იგი გვევლინება როგორც, სტრატეგიული საკომუნიკაციო რესურსი, რომლის დახმარებით ახალგაზრდები გამოხატავენ ემოციურ დამოკიდებულებებს,

ეფექტურად ადაპტირდებიან სხვადასხვა საკომუნიკაციო წრეებში და აყალიბებენ თავიანთ იდენტობას ციფრულ გარემოში.

საკვანძო სიტყვები: სლენგი, კოდის გადართვა, ჯენ Z, ჯენ ალფა, სოციალური იდენტობა.

Keywords: Slang, Code-switching, Generation Z, Generation Alpha, Social identity.

1. Introduction

In the modern globalized world, the English language no longer serves merely as a means of communication. Rather, it has become a global language that unites representatives of diverse cultures and linguistic backgrounds. As Kirkpatrick (2007, p. 155) notes, English is no longer the property of its native speakers, instead, it has developed into a range of “World Englishes,” reflecting the identities of local users, as well as their cultural characteristics and social realities. It is also noteworthy that Kirkpatrick (2007, p. 55) highlights the global advancement of the English language, which is closely linked to technological progress.

Furthermore, Kachru (1996) proposed the model of the Three Concentric Circles, which categorizes English-speaking countries into the Inner Circle - countries where English is the first language, the Outer Circle - countries where English functions as a second or official language due to a colonial past, and the Expanding Circle - countries where English is used as a foreign or international language, and its influence has grown through global communication, media, and science.

According to Lekiasvili (2024), Georgia, as a post-Soviet country occupying a geopolitically significant position between two continents, is characterized by distinctive features in the use of English slang. Additionally, the mixing of slang and barbarisms is quite common. However, while barbarisms are generally perceived negatively as a “distortion of the language,” slang tends to carry a more positive connotation especially for younger generation.

The primary aim of the research is to examine the frequency and patterns of English slang and code-switching in communication of Georgian youth, specifically between Generation Z and Generation Alpha. As well as to identify their social, pragmatic, and identity-related functions across different generational groups. The aim of the study is to investigate the influence of English language and social media on code-switching and slangs among Georgian youth, focusing on their functions, underlying motivations and generational differences.

Empirical data is based on a mixed-methods approach, combining quantitative data from an online questionnaire administered to Generation Z with qualitative analyses of classroom dialogues and audio recordings from Generation Alpha, collected over a four-month period, focusing on instances of slang use and code-switching.

2. Theoretical Framework

2.1. Technological progress and language

Herring's (2004) theory shows that the digital platform environment promotes the transformation of linguistic norms. Specifically, users create slangs, and linguistic hybridization is intensively used, which is reflected in their identity and the structure of social relationships. These phenomena show that language both adapts to technology and serves as a tool for identity, belonging, and communication.

Herring's (2004) *Computer-Mediated Discourse Analysis* (CMDA) represents one of the most important theoretical frameworks that allows us to view language as a social practice existing in a digital environment. Online communication became a form of social behavior.

The work of Jones, Chik, and Hafner (2015) represents one of the important theoretical approaches in the development of Digital Discourse Analysis. The authors argue that language should no longer be viewed only as an oral or written system—in the contemporary era, it is a multimodal social practice where text, image, sound, and action unite in a communicative act.

Most importantly, one of the first attempts at social explanation of language variation and alternation is considered to be Milroy's (1987) social network theory (Language and Social Networks). An individual's linguistic behavior is closely connected to the structure of their social networks, that is, to how intensive the connections are among the groups with whose members a person regularly interacts.

2.2. Gen Z and Gen Alpha

Such discursive and ideological power of digital platforms is particularly significant when we consider the generation that has naturally made these rules of communication part of their everyday life. This is precisely why the interconnection of discourse and technology is most clearly evident in the example of *Gen Z* and *Gen Alpha*, which was born and formed in the era of the Internet and social media. As Seemiller and Grace (2017) note, "*In 1995 the Internet was born and Generation Z was also born*" (p. 22). Also, as Parimbekova (2023) notes, Gen Z and Gen Alpha, born in the digital era, are experiencing rapid technological development and advancement, which has shaped their worldview and behaviors in an unprecedented form.

Duisenbekova (2023) considers Generation Alpha, born after 2010, to represent the first generation fully formed in the 21st century—an era characterized by a digital environment and natural proximity to technologies. In contrast, the Gen Z generation, born approximately from the mid-1990s to the early 2010s, is viewed as a transitional generation between analog and digital eras. For Generation Alpha, technology has become an inseparable part of their daily lives and significantly determines the forms of their learning, communication, and interaction with the world. From a communication perspective, Generation Alpha is more engaged in virtual relationships, primarily conducted through social media platforms, online games, and instant messaging. This communicative environment promotes the widespread use of slang and informal linguistic forms in their speech.

2.3. Slang

According to Partridge's (1934) observations, slang is a paradoxical linguistic phenomenon. As simple as its practical use is, its theoretical explanation becomes equally

difficult. Partridge's (1934) historical analysis points to a significant transformation in the social perception of slang. First, it was understood as the language of lower-class members but gradually it became an acceptable linguistic form of language for everyone.

Greenough and Kittredge (1902, p. 55) define slang from a distinct sociolinguistic perspective as a special type of vagabond language that systematically dwells on the periphery in relation to legitimate speech, yet constantly strives or forcefully reaches into the most respectable linguistic circles. Greenough/Kittredge (1902) argue convincingly that "*Slang is commonly made by the use of harsh, violent, or ludicrous metaphors, obscure analogies, meaningless words, and expressions derived from the less known or less esteemed vocations or customs*" (p. 55). Moreover, its creation and spread come more from an individual's desire to stand out from others through unusualness or grotesque humor.

Regarding Generation Alpha, according to Mamidi (2025), they are increasingly using slang units in everyday communication, which is conditioned by several factors. The formation of their social behavior occurs less in traditional social environments and more in digital spaces, where they have intensive and continuous interaction with various platforms. Particularly noteworthy is the fact that meme culture represents one of the main sources of slang for this generation.

2.4.Code-switching

Nowadays, the study of code-switching has been established as an independent subject of research, which is studied from various perspectives. Furthermore, interest in exploring this topic has been shown by "*sociolinguists, socio-psychologists, and anthropological linguists*" (Myers-Scotton, 1993, p. 7).

According to Myers-Scotton (1993), it should first be noted that the initial, dominant view regarding code-switching radically differed from its subsequent perception. Moreover, early studies related to language contact considered code-switching as interference, that is, the intrusion of one language into another. At the same time, code-switching was considered an incomplete speech act caused by the inability to continue speaking in the given language at that moment.

At the same time, Labov (1972) did not reject code-switching but considered that "*one of the most confusing and difficult-to-explain problems in attempting to study linguistic variants in society was precisely related to this issue*" (p. 48).

Myers-Scotton herself (1993) became convinced of the topic's significance and its exploration when she began her research in 1972-1973 and noticed that studies conducted by students at the University of Nairobi revealed quite significant information. Students were tasked with collecting examples of language use in Nairobi.

Although Milroy's (1987) "Social Network Theory" explains code-switching through social relationships and the strength of group connections, the issue of code-switching interested many researchers in a broader social context. Several theorists in the field of linguistics have attempted to explain code-switching or explain identity expression, social status, or communicative purpose (Myers-Scotton, 1993).

Also, one of the important theoretical frameworks for studying the social motivations of language alternation is recognized as Giles's (1973, as cited in Carol Myers-Scotton, 1993) "Speech Accommodation Theory" (SAT). According to Giles (1973), Speech Accommodation Theory explains that communication is not merely the exchange of information but a means of managing interpersonal and intergroup relationships, reflecting speakers' conscious and unconscious linguistic choices.

As for Gen Z specifically, according to Ardianto (2024), the Gen Z generation uses forms of code-switching in everyday communication. The characteristics of code-switching by Gen Z are significantly dependent on context, that is, the environment in which communication takes place. As well, using slang and unofficial language in the company of friends and peers helps create a natural and friendly atmosphere.

2.5. Markedness Model

According to Myers-Scotton (1993), the Markedness Model theory implies that speakers have a sense of markedness during any interaction or conversation, but they choose codes according to the person or the type of relationship they want to establish with others. This markedness is based on normative foundations in society, while speakers are well aware of the consequences associated with marked or unexpected choices. Given that unmarked choice is safer, speakers resort to it more frequently. Also, speakers evaluate all possible choices and usually make decisions unconsciously.

As Myers-Scotton (1993) said, code-switching is based on the negotiation principle, and in addition to this principle, the Markedness Model is preceded by the obligations and rights of the interlocutor and speaker on which code-switching relies (rights and obligations).

The Markedness Model examines three main principles:

1. The unmarked choice
2. The marked choice
3. The exploratory choice

The unmarked choice implies that speakers agree during conversation on using one specific language. To explain this model more precisely, it implies the choice of expected and socially normalized language in a specific conversation.

Marked choice implies choosing a language that differs from the language expected in a specific situation. Also, this choice determines a change in the social distance existing between the speaker and interlocutor. Also, through this means the speaker develops a new social relationship, a new tone, or a different attitude.

3. Methodology

This study employs a mixed-methods approach combining both quantitative and qualitative data to investigate slang usage and code-switching practices among Generation Z and Generation Alpha in the Georgian context.

The quantitative data were collected through an online questionnaire administered to 100 participants aged 18–25 (Generation Z). The questionnaire included both open- and closed-ended questions focusing on the frequency of slang usage, communicative contexts, attitudes toward slang, and commonly used lexical items. This method allowed for identifying general patterns and measuring the prevalence of specific slang expressions.

The qualitative component of the study was based on classroom observations of approximately 50 students aged 8–13 (Generation Alpha) over a two-month period. Data were collected during 16 English language lessons through observation and recording of students' natural dialogues. Although participants were aware that their interactions were being observed, they were not informed of the specific research focus in order to preserve authentic linguistic behavior.

The combination of these methods enabled both statistical comparison and contextual analysis of slang usage and code-switching. The data were analyzed with a focus on identifying generational differences, communicative functions of slang, and the influence of digital media on language practices.

4. Findings and Discussions

4.1. Quantitative study

According to the quantitative study, the findings reveal a clear preference for English-based slang among Generation Z participants. The data further suggests that slang is primarily used in informal, friendly environments, where shared semantic understanding and psychological comfort are important. At the same time, respondents recognize its inappropriateness in formal, academic, and professional contexts, demonstrating developed sociolinguistic awareness.

Six mostly used slang terms are listed in Table 1. The most frequently reported expression is *Slay*, followed by terms such as *Vibe*, *Period*, and *Cooked*. These expressions, widely circulated through social media platforms, function not only as lexical choices but also as markers of group identity and emotional expression. In addition to English-based words, Georgian Generation Z often uses Russian slang, such as *karoche - mokled* and *imena- zustad, namdvilad*. This phenomenon can be interpreted in relation to Georgia's historical and geopolitical context as a post-Soviet country with close ties to Russia, as noted by Lekiasvili (2024), which contributes to the persistence of Russian linguistic influence in contemporary youth communication.

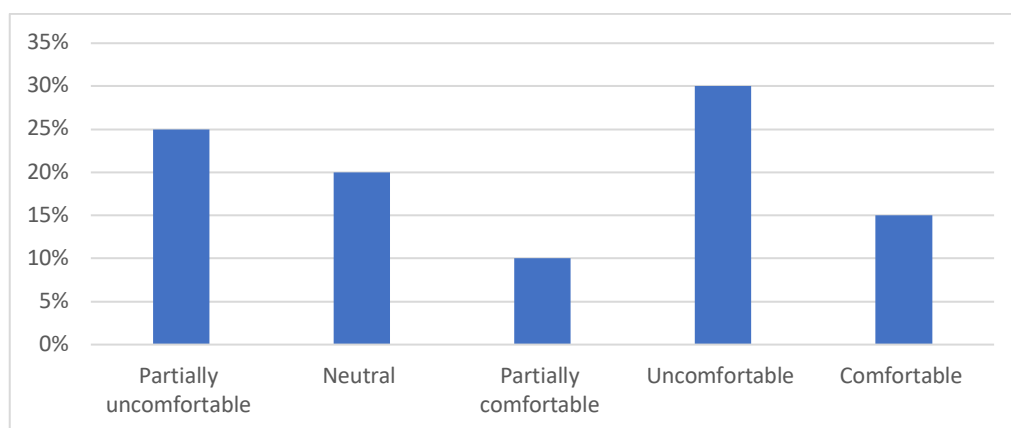
Table 1. Mostly used slangs

Slangs	Percentage
Slay	37%
Vibe	18%
Period	15%
cooked	13%
Karoche	9%
imena	8%

Total	100
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In addition to the data obtained through closed-ended questions, the study also included open-ended questions, allowing students to freely express their attitudes toward the issue. The content analysis of the responses revealed several thematic categories, reflecting both critical and negative evaluations, as well as more neutral and positive attitudes toward the use of slang by older individuals. These diverse reactions demonstrate that the use of slang by older or authoritative figures is perceived as a context-dependent phenomenon, influenced by communicative purpose and the speaker's role, and may simultaneously evoke discomfort, humor, or a sense of intergenerational closeness. At the same time, slang used by older individuals is often perceived as a negative marker, as it is strongly associated with youth speech and considered a characteristic feature of younger communication.

Table 2: How do you feel when a superior or an authority figure uses slang?



The online space plays a significant role in slang usage, although it can also contribute to negative phenomena such as online bullying. The responders also identified several reasons for the increasing use of slang among young people, highlighting the growing influence of social media platforms as a key factor. In particular, they emphasized the role of platforms such as TikTok(45%) and Instagram(30%), which were identified as the most influential ones, and 25% for apps like Facebook, YouTube, and LinkedIn. According to the participants, these platforms are highly popular among youth and provide an accessible and dynamic environment for the rapid spread and development of slang.

Table 3: How familiar are you with Gen Alpha slang?

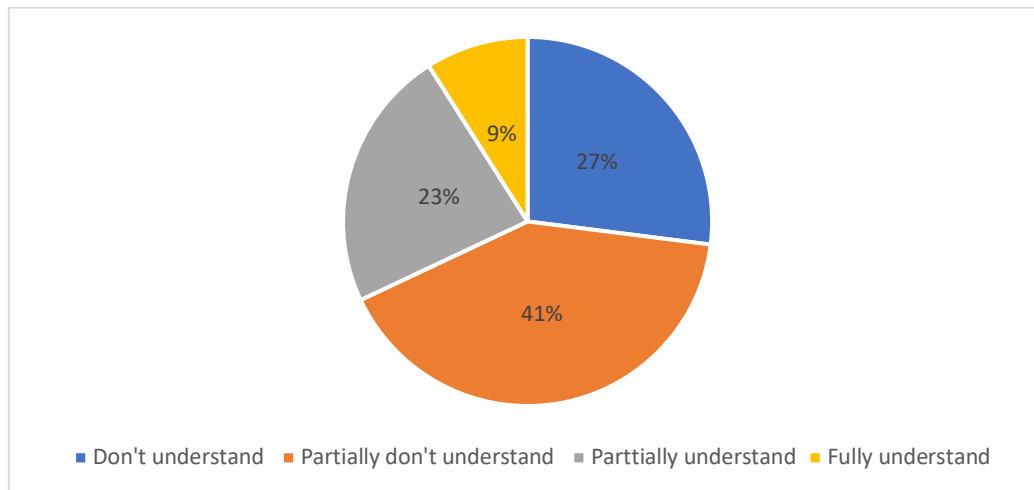
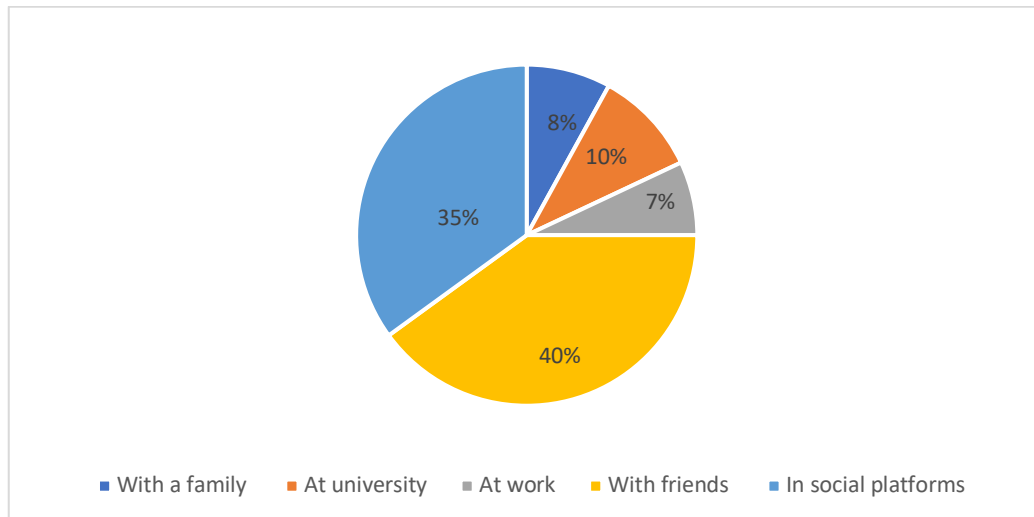


Table 4: When do you usually use slang the most?



4.2. Qualitative study

According to the qualitative study, which was conducted with Generation Alpha during the English lessons. Based on the collected qualitative research data, there are shown some of the speech characteristics of Generation. First, they actively use slang expressions in communication, including both English-based slang and forms borrowed from other languages. According to the data, slang functions not only as a stylistic feature of speech but also reflects its social environment, interests, and shared generational norms.

Furthermore, the analysis reveals that their speech is frequently characterized by code-switching. This is particularly evident in group dialogues, where members of Generation Alpha address one another using English slang as well as newly formed lexical items created through nativization processes. The data set includes 6 dialogues, which are further categorized into subgroups based on nativization, code-switching, or mixed forms (nativization combined with code-switching).

Nativization

Dialogue 1:

S1: mas, me dges chems megobartan **sleepover-ze** midivar. Iman mindao, da me kidev medzineba kholme, da iman kai, shen daidzine da me gavakete **sleepover-so**. mtliani ghame unda itamashos **Minecraft-ze**.

S2: uime, ra gadzinebs, Saba, **sleepover-ze** shen kidev?

S3: ho, itamashe shents da aghar dagedzineba. tan kho itsi, **Minecraft-ze** misi shemqmneli ambobda, akhali raghaceebi **dava-spawn-eo**.

S1: ho ra, vnakhot, tu ar damedzineba.

T: **dava-spawn-eo** ras nishnavs?

S3: mas, anu "**dava-spawn-e**" — gavachine, ra, tamashshi davamate.

Table1.

Form of nativization	Morphological explanation of a word
Sleepover-ze	Sleepover-root, ze – Georgian postposition suffix
Dava-spawn-eo	Spawn -root, dava -preverb, eo -Georgian past tense suffix
Minecraft- ze	Minecraft-root, ze -Georgian postposition suffix

Dialogue 2:

T: Bavshvebo, chamabaret telephonebi.

S1: ai, nakhe, aqedan shekhval **spaun-shi** da mere airchev, romeli manqanats ginda.

S1: gakvetilis shemde gachveneb. ai, aighet, mas. tan gushin vigats movkali da mgoni **ban-i** damedo.

S2: martla?

S1: ki, bicho, martla **ban-i** medo.

S3: mas, es sul aset **cringe-ob-eb-s** ratom laparakobs? radros tamashia, daitsqo gakvetili.

Table 2.

Form of nativization	Morphological explanation of a word
Ban - i	Ban-root, i - Georgian nominative case suffix
Spaun - shi	Spawn-root, shi - Georgian postposition suffix

Cringe – ob – eb - s	Cringe-root, ob - Georgian verb stem formant, eb - Georgian present tense marker, s - Georgian 3rd person singular suffix
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The analysis of dialogues 1 and 2 reveals that children actively employ nativized forms of borrowed lexical items. In peer interaction, their speech systematically incorporates loanwords such as cringe, spawn, and ban, which do not originate from the Georgian lexicon. However, rather than being used in their original forms, these items are morphologically and syntactically adapted to conform to Georgian grammatical structures. This process of Nativization reflects the speakers' developing linguistic competence, as well as the dynamic integration of globalized lexical resources into the Georgian language system.

Code-switching

Dialogue 3: unmarked

T: Sandro, please read the text out loud.

S1: Teacher, can I read after Sandro?

T: Of course, but now let's listen to him.

S2: mas, ise, eseti ram martla damemarta me ertkhel.

T: Okay, Sandro. First, let's read, and then tell us about your experience.

S3: Teacher, before he reads, can I drink water outside?

T: Sure, but quickly, please.

S3: ki, mas, 2 tsutshi moval.

T: Elene, please open your book as well, okay?

S4: mas, romel gverdzea ar vitsi.

Markedness type – unmarked

Expected language – English

Students' choice – partly Georgian

Function - Although the expected language of communication during English language lessons is English, students frequently change into Georgian when expressing personal or sensitive topics. This practice constitutes a form of code-switching, motivated by the need for emotional support and communicative authenticity. Additionally, Georgian is employed to enhance precision, to verify comprehension of the subject matter, and to formulate promises, which are perceived as more credible when articulated in the native language. Such patterns highlight the functional and pragmatic role of code-switching in facilitating both interpersonal meaning and cognitive processing in the classroom context.

Dialogue 4:

T: So, guys, did you do your homework? As I remember, it was page numbers 33, 34, and 35 in the activity book, right?

S1: Yes, teach, I'll read the first one.

S2: mas, chvens saqvarel ckhovelze unda dagvetsera da me chems dzaghlze mogiqvebit.

T: Okay, excellent, but first let's do this multiple-choice exercise about the text.

S3: me chems punpula kataze davtsere. mas, itsit rogor vuqvarvar? sul me mepereba kholme, ai chemi siqvarulia.

S1: Okay, wait, now I am reading. Let me read.

S3: mas, es sul ase ratom aketebs, itsit?

T: Okay, please, let's listen to each other. Saba, go ahead.

S3: chvenc vitsit rom kitkhulob, ubralod mas chems kataze vuqvebodi.

Markedness type – marked

Expected language – English

Students' choice – partly Georgian

Function – children are using English language but in order to show their attitudes and love towards something they are still using Georgian because they are closely connected and tied with native one, when they want to express these types of things.

Nativization and code-switching

Dialogue 5:

T: Today, let's talk about your hobbies. So, guys, tell me one by one what your hobbies are, what you like to do in your free time.

S1: I'll start, please, please.

T: Okay, great. Share with us.

S1: I like playing football with friends.

S2: Me too, and playing Minecraft too.

S1: au, kho, kho, egets top-ia.

S3: au, mas, tamashi minda, tore da-ma-reject-eb-en male tu ar sheval.

T: Yes, of course, but after the lesson, please. Now let's listen to others too.

S4: I like playing with my friends and cousins too. Mas, dzalian sasatsiloebi arian, chemtan rom modian kholme.

S5: mas, me "fifa"s vetamashebi chems upros dzmas, gushin movuge 5-1 da "fifa"s goat-i var rom itsodet

T: Perfect. Now let's watch a small video about "What's My Hobby" and see what's Ann's hobby.

Table 3.

Form of nativization	Morphological explanation of a word
Top - ia	Top- root, ia- Georgian predicative suffix

Da – ma -reject- eb - en	Reject- root, da -Georgian preverb ma -Georgian 1st person object marker, eb -Present/future tense marker, en -3rd person plural suffix
Goat - ia	Goat-root, ia - Georgian predicative suffix

Markedness type - exploratory choice

Expected language – English

Students' choice – English-Georgian

Function - When teacher asks questions in English, students initially respond in English; however, they often switch to Georgian shortly afterward. This code-switching reflects uncertainty about the appropriate linguistic choice, as well as the influence of topic proximity. While English aligns with classroom expectations, Georgian serves as a more familiar and emotionally resonant medium for expressing their responses.

Dialogue 6:

S1: *mas, akhla rom dadian kholme santebi, khom itsit?*

T: saakhaltslod khom? Yes, yes, I know.

S1: teach, two boys came with us in santa's costume *da mamam iqida erti nadzviskhis satamasho da 15-lari ghirda da-gv-scam-es magrad.*

T: what type of toy was it?

S1: *mas, chveulebrivi, magram ai da-vi-scam-et ra — rad undoda im satamashos 15 lari.*

S2: *ki, chemtanac iqvnen da sashobao angel-eb-i dagviriges.*

T: Great, now let's go back to our business.

S1: Teacher, have they been with you too?

T: Yes, some time ago, but not this year.

S3: *mas, me aliloze davdivar kholme da skhvebi mchuqnian. Wina wels squish-i ball-i da kampetebi machuqes.*

Table 4.

Form of nativization	Morphological explanation of a word
Da – gv -scam- es	Scam-root, Georgian definition – taghlitoba, da -Georgian preverb, gv -Georgian 1st person plural object marker, es -Georgian 3rd person plural past tense

Da – vi -scam- et	Scam-root, Georgian definition – taghlitoba, da- preverb, vi- Georgian 1st person reflexive/subject marker, et- Georgian 1st person plural past tense
Angel- eb - i	Angel-root, Georgian definition – angelozi eb- Georgian plural marker, i- Georgian nominative case suffix
Squish- i ball- i	Squish-root, Georgian definition – gasresa, Ball-root, i- Georgian nominative case suffix

Markedness type – unmarked

Expected language – English

Students' choice – English-Georgian

Function - Register differentiation is evident in students' interactions, which initially occur in Georgian with both teachers and peers. While nativized forms are frequently observed, a sudden shift occurs when one student switches code and addresses the teacher in English. This shift highlights students' sensitivity to contextual and hierarchical factors in language choice.

According to the dialogues, we often see that students communicate with the teacher in Georgian rather than in the expected language, and we saw suggested markedness types by Myers (1993). The primary and dominant language of communication remains Georgian, while English elements are integrated into the discourse at the level of individual phrases.

Through code-switching and nativization, students attempt to speak more openly about personal topics. Although the teacher asks questions in English, responses are often given in Georgian, which is influenced by the personal nature of the answers. The use of the Georgian language enables students to express themselves more freely and to elaborate more on personal issues.

In other words, the closeness of the topic leads them to switch to Georgian, as it feels more familiar and emotionally expressive for them.

5. Conclusion

The present study aimed to investigate slang and code-switching as intergenerational linguistic practices among Gen Z and Gen Alpha. Using a mixed-method approach (a quantitative survey of 100 respondents aged 18–25 and qualitative classroom dialogue analysis with 8–13-year-old students), the study identified key similarities and differences in linguistic behavior across both groups.

The findings confirm Kachru's (1996) theory of nativization in the Georgian context. Gen Alpha speakers integrate English lexical items into Georgian morphological structures, producing forms that appear natural and do not create a sense of artificiality.

The study also identified all three types of code-switching proposed by Myers (1993): unmarked, marked, and exploratory switching. Slang was found to originate mainly from video games, social media, and digital platforms, with usage patterns differing across generations. While Gen Z uses slang primarily for humor and informal communication, Gen Alpha incorporates it more broadly into everyday contexts.

A significant linguistic gap was observed between the two generations, particularly in mutual understanding of slang. Gen Z respondents reported limited comprehension of Gen Alpha slang, indicating generationally distinct lexical systems. Additionally, Russian slang usage is noticeably decreasing, especially among Gen Alpha, reflecting broader socio-political and generational shifts.

Additionally, Gen Z respondents perceive slang use by older generations as inappropriate and unprofessional, reinforcing its status as youth-coded language. In contrast, Gen Alpha demonstrates earlier and more natural nativization of borrowed forms, whereas Gen Z often uses English slang in its original form.

Social network theory (Milroy, 1987) supports the finding that slang use is closely tied to peer groups, while digital discourse theory (Herring, 2004) highlights the strong influence of social media and gaming environments in shaping linguistic innovation.

The study confirms that nativization reflects natural language evolution rather than degradation, driven by technological and communicative change. Code-switching and slang use function as strategic tools for identity construction, social belonging, and effective communication rather than linguistic decay.

Overall, the research contributes to sociolinguistic studies by highlighting intergenerational differences in slang usage, nativization, and code-switching and provides a methodological framework for future studies in this field.

List of abbreviations

Abbreviation	Explanation
T	Teacher
S1	Speaker 1
S2	Speaker 2
S3	Speaker 3
S4	Speaker 4

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ავტორის შესახებ:

ლანა გიორგაძე - ივანე ჯავახიშვილის სახელობის თბილისის სახელმწიფო უნივერსიტეტის ჰუმანიტარულ მეცნიერებათა ფაკულტეტის ინგლისური

ფილოლოგიის მაგისტრი. Erasmus + გაცვლითი პროგრამის ფარგლებში სწავლობდა ვენეციის კა'ფოსკარის უნივერსიტეტში ენის მეცნიერებების მიმართულებით. დაინტერესებულია სოციოლინგვისტური საკითხებით და თანამედროვე ენობრივი პროცესებით. მუშაობდა თბილისის სახელმწიფო უნივერსიტეტის უწყვეტი განათლების ცენტრში ინგლისური ენის მასწავლებლად, ხოლო ამჟამად დასაქმებულია ქართულ-ბრიტანულ აკადემიაში ინგლისური ენის მასწავლებლის პოზიციაზე.

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სამადლობელი

განსაკუთრებული მადლობა მინდა გადავუხადო ჩემს სამეცნიერო ხელმძღვანელს - სოფი თოთიბაძეს განეული შრომის, მუდმივი მხარდაჭერის და პროფესიული რჩევებისთვის. რამაც, განსაკუთრებული როლი შეასრულა და მნიშვნელოვნად ხელი შეუწყო კვლევის სწორად წარმართვას.

Acknowledgements

I would like to express my special gratitude to my academic supervisor – Sopio Totibadze, for her dedicated work, continuous support and professional guidance. Her invaluable contribution played a significant role and greatly facilitated the successful progression of this research.