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Education Across Borders

Reimagining Education in the Modern Age

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Bitola, 2026

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UNIVERSITY OF WESTERN MACEDONIA
FAN S. NOLI UNIVERSITY

University St. Kliment Ohridski – Bitola,
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UNDERSTANDING TWEEN AND TEEN SLANG: EXPLORING THE IMPACT OF SOCIAL MEDIA LANGUAGE ON ENGLISH PROFICIENCY AND COMMUNICATION SKILLS

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Abstract

Language is constantly evolving, with slang serving as one of the most dynamic components of linguistic change. Among tweens and teens, slang has become a defining feature of their social interactions, heavily influenced by platforms like TikTok, Instagram, and Snapchat. For educators teaching English as a Foreign Language (EFL), understanding this linguistic phenomenon is crucial for bridging the gap between formal language instruction and the informal communication styles students encounter daily. This study investigates the relationship between tween and teen slang, social media language, English proficiency, and communication skills among 10- to 15-year old students in North Macedonia. A survey was administered to all 119 students (grades 5-9) at a primary school in Bitola – Republic of North Macedonia, to assess their familiarity with current slang terms, usage patterns, and perceptions of how social media language affects their overall English proficiency and communication abilities. The questionnaire included sections on demographics, word recognition and meaning, familiarity and usage of slang, and open-ended reflections. Preliminary findings reveal initial insights into how social media slang influences linguistic skills and communication strategies among young English language learners. The results from this study can further serve to inform educators and policymakers about the evolving nature of language acquisition in a digital age and guide the development of curricula that leverage social media for language learning.

Keywords: Tween and Teen Slang, Social Media Language, English Proficiency, Communication Skills, EFL

Introduction

Language is a constantly-evolving system naturally linked to the social contexts in which it is used. Among the most dynamic components of linguistic change is slang, which reflects shifting cultural norms, group identities, and communicative demands (Eckert, 2000). As David Crystal notes, 'slang is a colloquial departure from standard usage; it is often imaginative, vivid, and ingenious in its construction' (as cited in Freelance, 2024). The propagation of digital communication platforms such as TikTok, Instagram, and Snapchat has enhanced the creation and circulation of slang, particularly among adolescent populations. The significance of this linguistic shift is now recognized in mainstream culture, with media segments like the Today Show dedicating segments to deciphering Gen Z slang for a wider audience (Today Show, 2024). For tweens and teens, social media slang serves functional roles extending beyond popular expression to include identity negotiation, social positioning, and pragmatic competence within peer networks (Jenkins et al., 2009). This linguistic phenomenon presents significant implications for English as Foreign Language (EFL) pedagogy, where traditional classroom instruction often diverges from students' real-life linguistic realities. Bridging this gap is fundamental to fostering engagement, improving pragmatic language skills, and enhancing overall communicative competence. Without cognizance of slang and its communicative functions, educators may struggle to connect with learners or support them in dealing with different registers of English. Students must be able to distinguish when to use slang versus when to apply formal English, as this impacts their clarity, appropriateness, and opportunities in education and professional life. Therefore, this study investigates how tween and teen slang influenced by social media affects English proficiency and communication skills in a North Macedonian educational context, providing insight into the digital linguistic landscape shaping contemporary adolescent learners.

Literature Review

Slang has been widely studied as one of the most dynamic and adaptive elements of language, emerging from humor, play, and social creativity. Recent research continues this tradition by applying modern linguistic frameworks, such as the semantic analysis of Gen Z slang used on social media conducted by Sitohang (2025). Its continuous evolution makes it essential to explore how it intersects with contemporary cultural forces such as digital media, identity construction, and language learning. In this review, attention first turns to the rapid role of social media in spreading new forms of slang, then to its significance for youth identity and social practices, before considering its implications for English proficiency, educational frameworks such as BICS basic interpersonal communication skills) and CALP (Cognitive Academic Language Proficiency), and the cultural and gendered dimensions that further shape its use. The **rapid evolution of social media platforms** has transformed the way

language develops and spreads, especially among younger generations. This phenomenon is not confined to English-speaking countries; for instance, research by Manihuruk, Ginting, and Manik (2025) on the Indonesian millennial generation similarly highlights TikTok as a primary vector for the creation and dissemination of new slang, demonstrating the platform's global linguistic influence. Crystal (2001) notes that 'What is distinctive, compared with most previous varieties of language, is the way electronic communication has placed a new focus on the informal, colloquial, and slang dimensions of language' (p. 9). These platforms act as hubs for linguistic innovation, where new slang words and phrases are created, popularized, and modified with unprecedented speed (Jenkins et al., 2009). Recent studies specifically focusing on TikTok, such as the work of Nashrudina (2025), confirm its central role in shaping the slang of Generation Z. The participatory nature of digital culture fosters creativity in language use (Ito et al., 2009), and young people actively remix and disseminate language, accelerating the evolution of slang and informal expressions. As these platforms accelerate the birth and circulation of new expressions, slang becomes more than just digital jargon - it transforms into a **social practice tied to identity**, a way for adolescents to define themselves and negotiate their place within peer groups. Slang functions as a marker of social identity and cultural affiliation among youth, helping establish group boundaries, express solidarity, and negotiate relationships (Eckert, 2000; Labov, 1972). Young man or adolescents adapt slang selectively depending on context (Cameron, 1997). For instance, slang used with peers may differ from language used with teachers or parents, showing how adaptability emphasizes slang's importance in identity formation and peer bonding. Yet while slang strengthens social ties and affirms group identity, it also raises important questions about its **influence on English proficiency**. Some educators associate slang with poor grammar or incorrect usage, reflecting concerns that informal language may compromise academic language development (Cummins, 1979). However, other studies reveal that engagement with informal language can enhance pragmatic competence and digital literacy skills (Lankshear & Knobel, 2008). Still, Kang (2019) cautions that EFL learners exposed extensively to slang without adequate formal instruction may lack essential academic vocabulary and grammar, while Firmansyah (Firmansyyah at al., 2024) argue that a balanced pedagogical approach is crucial for bridging informal and formal registers in the classroom. These concerns strongly relate with the **BICS and CALP framework**, which distinguishes between everyday communicative fluency and the more demanding competencies required for academic success. Cummins (1979) stresses that overemphasis on informal registers such as slang can hinder learners' development of Cognitive Academic Language Proficiency (CALP), which is critical for success in formal educational contexts. Beyond its functional impact, slang also demonstrates the **creative processes of language formation** that young speakers employ. Adolescents coin new terms through clipping (e.g., *sty* for *style*), acronyms (e.g., *PMOYS* for *put me on your story*), and blending (e.g., *rizz* from *charisma*). These inventive strategies highlight youth resourcefulness and illustrate that slang is both structural and functional (WeAreTeachers, 2025; Bark, 2025). Of course, the adoption and interpretation of these terms do not occur in isolation because they are shaped by **gender and cultural influences**. Research shows that boys may use slang to assert dominance, toughness, or friendship, while girls often employ it for creativity, solidarity, or emotional state (Cameron, 1997; Talbot, 2010). Cultural diversity further enriches slang, with global digital culture blending with local traditions, producing a hybrid repertoire of expressions that reflect the varied realities of adolescent life.

Methodology

This study was conducted with 119 students aged between 10 and 15 years, enrolled in grades 5 through 9 at a primary school in Bitola, North Macedonia. This age group was deliberately chosen because it represents a formative stage in both language learning and social development. Tweens and early teens are not only advancing rapidly in their acquisition of English as a foreign language, but they are also beginning to cope with the digital spaces where slang thrives and evolves (Barton & Lee, 2013). In other words, these students stand at the intersection of two powerful influences: the formal structure of classroom English and the informal, playful communication of their online worlds. The sample reflected the school's overall demographic balance, with both genders represented in nearly equal numbers, allowing the findings to capture a realistic snapshot of adolescent linguistic behavior in the local context. To investigate these dynamics, a structured **questionnaire** was designed and administered. The survey was voluntary and completely anonymous, ensuring that students could express their views freely without concern for personal identification. It was conducted in the presence of the English language teacher, who supervised the process and provided clarification if students found any question unclear. This supportive environment encouraged both honesty and accuracy in the responses. The questionnaire was divided into **four main sections (A–D). Section A** gathered demographic background, and **Sections B** through **D** each targeted a specific dimension of slang use and perception, as follows:

-Section A: Demographics - age, gender, and social media usage patterns.

-Section B: Word Recognition and Meaning - testing familiarity with popular TikTok slang expressions.

-Section C: Familiarity and Usage- frequency and context of slang use among peers.

-Section D: Perceptions - attitudes toward the role of slang in peer communication and its potential place in education.

Prior to designing the questionnaire, an exploratory phase was conducted to identify relevant slang terms used by the target age group. This involved informal discussions with several tweens and teens to gather their insights on the most common slang words used on TikTok and other social media platforms. To complement these discussions and ensure a comprehensive selection, various online resources such as slang dictionaries and curated lists, including sources like "25 Slang Words Every Parent and Teacher Should Know," and parent-guide websites like Mobicip (2025), were consulted. This combined approach helped to validate and contextualize the vocabulary, ensuring the questionnaire accurately reflected current youth language trends and usage. The instrument combined closed-ended, multiple-choice, and Likert-scale questions to capture measurable tendencies, along with open-ended questions that invited students to reflect on their own experiences and perspectives. This balance allowed the research to identify both statistical patterns and the delicate ways in which slang is understood and valued by young people. Data collection took place during school hours, with all 119 participants completing the survey under teacher supervision. The data were collected and automatically compiled via **Google Forms**, ensuring accuracy and efficiency in recording responses. The complete dataset remains securely available through the Google Forms platform at the following link:https://drive.google.com/file/d/1iRm9fQYjPTQ_NqXrd8ZmM0l_nnTJSLZz/view?usp=sharing.The responses were systematically analyzed using descriptive statistics for the quantitative data, while thematic analysis was applied to the qualitative answers. A **mixed-methods approach** was deliberately chosen, as it allowed the study to capture not only the measurable prevalence of slang recognition and usage but also the real-life experiences, attitudes, and thoughts of the students themselves. By combining statistical results with students' personal perspectives, the study offers a more complete and human-centered view of how digital slang influences on the way adolescents learn and use English.

Results

The findings from the questionnaire are presented below, organized in line with the four main sections (A–D). For each section, a short interpretation is given, followed by the relevant table for reference.

Section A: Demographics

The sample consisted of 119 respondents, with an almost equal gender distribution and an equally even split across the age ranges. Just over half (50.4%) of the students were between 10 and 12 years old, while 46.2% were aged 13 to 15. Social media engagement was high overall, with Instagram (76.5%) and YouTube (71.4%) being the most widely used platforms, while TikTok also showed significant frequency of use, with nearly half of respondents (49.6%) spending more than five hours per week on the app. As shown in Table 1, these demographics confirm that the participants represent a digitally active adolescent group, highly engaged with platforms where slang typically spreads.

Question	Response Categories	Frequency	Percentage
Age	Under 10	4	3.4%
	10 to 12	60	50.4%
	13 to 15	55	46.2%
Gender	Female	54	45.4%
	Male	65	54.6%
TikTok Usage Frequency	Never	24	18.5%
	Rarely (<1 hour/week)	14	11.8%
	Sometimes (1–5 hours/week)	22	20.2%
	Frequently (5–10 hours/week)	31	26.1%
	Very Frequently (>10 hours/week)	28	23.5%
Other Social Media Platforms Use	Instagram	91	76.5%
	YouTube	85	71.4%
	Snapchat	48	40.3%
	Facebook	28	23.5%

Table 1. Demographics and Social Media Usage (N=119)

This demographic background highlights the relevance of focusing on social media slang in this age group, as digital platforms are clearly embedded in their daily lives.

Section B: Word Recognition and Meaning

Overall, students demonstrated strong recognition of widely used slang terms such as ***rizz*** (86.6%), ***sus*** (88.2%), and ***flex*** (88.2%). Expressions like ***mid***, ***EZ***, and ***slay*** were also well understood, though slightly less consistently. More recently emerged or exclusive expressions such as ***bruzz***, ***chopped***, or ***let them cook*** showed lower recognition rates, and some terms, such as ***ate***, revealed confusion between literal and slang meanings. The questionnaire tested recognition of 21 current slang terms in total; Table 2 presents a representative selection of 10. It summarizes the recognition patterns, demonstrating both widespread familiarity with popular slang and weaker understanding of newer or terms more dependent on context.

Slang Word	Correct Meaning	% Correct	Example Sentence
Rizz	Good at flirting or charming others	86.6%	"He's got mad rizz; everyone notices him."
Sus	Suspicious or acting strangely	88.2%	"That excuse sounds sus to me."
Glow Up	Positive transformation in looks or confidence	80.7%	"She had an amazing glow up over the summer."
Cringe	Embarrassing or awkward to watch	87.4%	"This meme is so cringe, I can't watch it."
Flex	To show off or brag	88.2%	"He loves to flex his new sneakers."
Mid	Average or okay	75.6%	"That movie was pretty mid, not great but not bad."
EZ	Easy or simple	75.6%	"That test was EZ; I finished early."
Slay	To do something really well or look amazing	80.7%	"You totally slayed your performance."
No Cap	Being serious or truthful	51.3%	"That concert was the best ever, no cap."
Ate	To praise someone for doing well	68.1%	"She totally ate that outfit—looking flawless!"

Table 2. TikTok Slang Word Recognition and Meaning (selected items from a total of 21 terms)

These findings suggest that while adolescents are quick to adopt global slang popularized by TikTok, they may struggle with the fluidity and contextual variants of newer expressions.

Section C: Familiarity and Usage

Almost half of the respondents (48%) reported that they both knew and frequently used the slang terms provided. Another 35% had heard the words but did not use them regularly, while a smaller portion of students indicated limited familiarity. Table 3 illustrates these findings clearly, showing how active use of slang divides the group into frequent users, occasional users, and those with little to no exposure.

Familiarity Level	Frequency	Percentage
Know and use these words often	57	48%
Have heard words but don't use them	42	35%
Somewhat familiar but not confident in usage	5	4%
Never heard of these words or not sure	15	13%

Table 3. Familiarity and Usage of TikTok Slang Words (N=119)

This suggests that slang serves as a common linguistic resource for many students, though its use remains uneven across individuals.

Section D: Role of Slang in Peer Communication

Students expressed mixed attitudes about slang in peer communication. Roughly a quarter (25.2%) felt that knowing slang made it easier to talk to friends, while 26.9% said it did not make a difference, and nearly half (47.9%) had never reflected on slang's role in their conversations. These varied perspectives are captured in Table

4, indicating that while slang is valuable for some students, others do not see it as central to their social interactions.

Statement	Frequency	Percentage
Yes, knowing slang makes communication easier	30	25.2%
No, slang doesn't help communication	32	26.9%
Not sure / Never thought about it	57	47.9%

Table 4. Role of TikTok Slang in Peer Communication (N=119)

Such diversity suggests that slang's role may depend heavily on peer group dynamics and individual comfort with informal registers.

Section E: Opinions on Teaching TikTok Slang in Schools

Opinions were strongly divided when students were asked whether slang should be included in school learning. About half opposed the idea, citing awkwardness or fear that it would undermine formal English learning. Around 40% supported the inclusion of slang, seeing it as fun, engaging, and relevant to their generation, while a smaller group (10%) felt it could be included selectively. Table 5 summarizes these polarized views, showing how slang occupies a contested space between cultural relevance and educational appropriateness.

Position	Illustrative Quotes	Approx. %
Against Teaching	"No because it's stupid," "School is for learning real English," "It will rot your brain."	~50%
For Teaching	"Yes because it's funny," "It would be cool," "Helps connect with other students."	~40%
Neutral / Conditional	"Some words maybe," "Teach it but keep it separate from formal English."	~10%

Table 5. Opinions on Teaching TikTok Slang in Schools (N≈119)

These responses highlight a generational tension indicating that while slang reflects authentic student culture, it also raises questions about how best to integrate it within formal EFL instruction.

Discussion

The findings of this study illustrate the strong presence of social media slang in the linguistic repertoires of North Macedonian tweens and teens. Recognition rates for global slang terms such as ***rizz*, *sus*, *cringe*,** and ***slay*** were strikingly high, confirming that TikTok and similar platforms serve as powerful incubators for new language practices. These words have become more than short-lived internet trends: they function as tools of social bonding and identity expression, echoing earlier sociolinguistic research on the role of slang in peer-group dynamics (Eckert, 2000). At the same time, the results reveal uneven familiarity with emerging or exclusive slang expressions. Students were confident with well-established terms, but their understanding hesitated with newer or context-heavy items like ***let them cook*** or ***bruzz*.** This variation highlights both the fluidity of digital slang and the difficulty of integrating it into formal educational settings. Misinterpretations, such as confusing ***ate*** with its literal meaning, underscore the need for **metalinguistic awareness** - an ability to recognize when slang diverges from standard forms and how context shapes meaning. Equally revealing are the mixed perceptions of slang's role in peer communication. While some students clearly viewed it as a valuable social tool, others saw little or no benefit. Such diversity suggests that slang's significance is not uniform but depends on peer networks, exposure to digital culture, and individual attitudes toward language. Beyond the classroom, understanding this slang is more than just cool, it's a social passport. For students, fluency in this digital language is often the key to feeling included, connecting with friends online, and participating in global internet culture, making it a crucial part of their everyday communication toolkit. This aligns with broader understandings of adolescent language as **complex and situational**, varying across friendships, online interactions, and school settings. The debate over whether slang should be taught in schools also reflects this tension. Nearly half of the students opposed formal inclusion, fearing it would undermine academic learning or appear "awkward." Others, however, welcomed it as a way to make lessons engaging and relevant to their generation. This divide illustrates the pedagogical challenge: how to acknowledge slang's cultural and motivational value without compromising the acquisition of General English (EFL). Prior research supports this balancing act, emphasizing that slang can enhance pragmatic competence and digital literacy (Lankshear & Knobel, 2008; Chuah & Chng, 2023), yet excessive reliance on it may limit academic vocabulary and register awareness (Kang, 2019; Firmansyah et al., 2024). Finally, the findings confirm that slang

is not simply about vocabulary but also about **creativity and cultural identity**. Students employ processes such as clipping (*sty*), acronyms (*PMOYS*), and blending (*rizz*) to invent and adapt words. These strategies demonstrate how adolescents play with language in inventive ways that both reflect and shape their social world. This aligns with research in other cultural contexts, such as Sawe's (2025) study on Filipino TikTok slang, which similarly highlights how linguistic play is fundamental to the construction of digital identity among Generation Z. We can view this distinctive linguistic playfulness not as a distraction, but as a valuable opportunity in the EFL classroom. Educators can control these same word formation processes to teach morphological awareness, helping students understand how formal English words are constructed and deconstructed, thereby building a stronger foundation for vocabulary acquisition and overall proficiency. However, the influence of **gender and culture** further complicates this picture. Boys may favor slang that signals bravado or competitiveness, while girls often lean toward expressions of inclusion and emotional state (Cameron, 1997; Talbot, 2010). Local cultural context also modify the adoption of slang, blending global internet culture with regional identity. For example, a student might use a global term like "slay," but mix it into a Macedonian sentence to praise a friend's performance at a social gathering or similar event in Bitola, or use 'no cap' to express genuine disbelief about a story that happened in their own school. Taken together, the results suggest that digital slang is a double-edged sword in EFL education because it enriches social interaction and pragmatic competence but risks overshadowing the development of formal academic English if left unaddressed.

Conclusion

This study demonstrates that tween and teen slang, particularly as disseminated through TikTok and other social media platforms, is deeply embedded in the communication practices of adolescents in North Macedonia. Although Instagram was the most widely used platform among participants, the high recognition rates of global slang terms highlight the speed with which TikTok in particular spreads new language, while students' mixed responses to slang's social and educational value reflect the complex role it plays in their lives. Slang undeniably supports peer bonding and fosters pragmatic skills, yet overreliance on it carries risks for academic achievement. Kang (2019) warns that learners exposed disproportionately to slang may lack essential formal linguistic resources, while Firmansyah, Zainuddin, and Lestari (2024) emphasize the need for balance between informal and formal registers in EFL teaching. Similarly, Cummins (1979) emphasizes that excessive focus on informal language registers such as slang can impede learners' development of Cognitive Academic Language Proficiency (CALP), the sophisticated language skills necessary for academic success and understanding complex content in formal educational settings. CALP, in contrast to Basic Interpersonal Communicative Skills (BICS), involves higher-order language competencies needed for reading, writing, and critical thinking essential in academic environments (Cummins, 1979; New South Wales Department of Education, 2025). The evidence from this study therefore points to a clear pedagogical imperative: **slang should not be dismissed or ignored, but neither should it replace the teaching of general English i.e. EFL.** Instead, it should be integrated thoughtfully into language instruction, fostering metalinguistic skills that help students be aware when and how to use slang appropriately. Such an approach not only validates students' linguistic realities but also equips them with the register awareness necessary for academic success and future professional communication. In practical terms, teachers can use slang as a bridge to engage learners, while simultaneously guiding them toward mastery of formal English. Parents and educators should also remain alert to potentially risky or inappropriate slang, encouraging open conversations and promoting digital literacy. Ultimately, understanding and integrating adolescent slang in education prepares students for a world where language is increasingly fluid, digital, and context-dependent.

Suggestions for Parents and Teachers

Parents and teachers play a central role in helping adolescents balance their use of informal and formal language. While many slang expressions are harmless and playful, others may carry risky, offensive, or coded meanings that require awareness. Adults are encouraged to:

- **Stay informed** about trending slang so they can understand the language young people use daily.
- **Encourage open dialogue** by creating non-judgmental spaces where students can explain slang terms and discuss their meanings.
- **Set clear expectations** about when informal slang is acceptable and when formal English is required, especially in academic and professional contexts.
- **Promote digital literacy** by guiding young people to think critically about the language they encounter online and its potential implications.

By combining awareness, guidance, and respect for adolescent linguistic creativity, parents and teachers can support healthy language development that values both cultural relevance and academic growth.

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Appendix A: Research Questionnaire

Exploring Slang among Tweens and Teens

Welcome to the TikTok Slang Survey!

This questionnaire is designed to learn more about how tweens and teens use slang words from TikTok. Your participation is completely voluntary, and all your answers will be anonymous. This means that no one will know who you are or what you answered. Your responses will help us understand how slang influences English language skills among young people. By participating, you are contributing valuable information that can help improve language learning for others. Thank you for taking the time to share your thoughts! If you need further adjustments or additional information, feel free to ask!

Section A: Demographics (1-4)

We'd like to get to know you a little better! Please answer the following questions. Your responses will help us understand our audience.

1. How old are you?
   - Under 10
   - 10 to 12
   - 13–15
2. Please specify your gender:
   - Female
   - Male
3. How often do you use TikTok?
   - Never
   - Rarely (Less than 1 hour per week)
   - Sometimes (1–5 hours per week)
   - Frequently (5–10 hours per week)
   - Very Frequently (More than 10 hours per week)
4. Which other social media platforms do you use? (Check all that apply)
   - Instagram
   - Snapchat
   - YouTube
   - Facebook
   - Other (Please specify): _____

Section B: Word Recognition and Meaning (5-18)

This section is designed for **tweens (ages 10–12),** but **teens** are welcome to give it a try! For each word below, choose the meaning you think is correct. If you're unsure, just take your best guess.

5. If someone has "Rizz," they are:
   - Bad at sports
   - Good at flirting and charming others
   - Great at math
   - Always tired
   - Other (please specify): _____
   - I don't know
6. When something is described as "Mid," it means:
   - Amazing and exciting
   - Average or okay
   - Terrible and boring
   - Unusual and strange
   - Other (please specify): _____
   - I don't know
7. What does "EZ" mean?
   - Exciting and fun
   - Easy or simple
   - Extra special
   - Expensive and fancy
   - Other (Please specify): _____
   - I don't know
8. If someone is acting "Sus," they are:
   - Very friendly and helpful
   - Suspicious or acting strangely
   - Extremely funny and entertaining
   - Really talented in sports

Other (please specify): _____
I don't know

9. A "Glow Up" refers to:
A new hairstyle
A positive transformation in looks or confidence
A type of dance move
An online game
Other (please specify): _____
I don't know

10. If something is "Cringe," it is:
Very cool and impressive
Embarrassing or awkward to watch
Extremely funny and enjoyable
Highly entertaining and engaging
Other (please specify): _____
I don't know

11. To "Flex" means to:
Show off or brag about something
Exercise regularly
Help someone out
Change your style
Other (please specify): _____
I don't know

12. What does "Y2K" refer to?
A trendy clothing style inspired by the early 2000s, featuring shiny fabrics, baggy jeans, and futuristic looks
A type of computer virus people worried about in the year 2000
A popular hairstyle from the early 2000s
A video game that became famous in the year 2000
Other (please specify): _____
I don't know

13. What does "Slay" mean?
To do something really well or look amazing
To play a game
To be very tired
To fail at something
Other (please specify): _____
I don't know

14. A "Haul" usually refers to:
A long journey
A collection of items someone has bought recently
An art project
A type of food
Other (please specify): _____
I don't know

15. What does the word "roasted" mean?
Being made fun of in a funny way
Feeling very tired
Cooking something in the oven
Dancing really well
Other (please specify): _____
I don't know

16. A "Soft Girl" style is characterized by:
Bright neon colors and edgy fashion
Pastel colors, cute accessories, and a gentle aesthetic
Dressy clothes like nice dresses or button-up shirts
Athletic clothing
Other (Please specify): _____
I don't know

17. When someone says "No cap," they mean:

They are joking or lying
They are being serious or truthful
They are confused about something
They are exaggerating their story
Other (Please specify): _____
I don't know

18. What does "Ate" mean?
To eat food
To praise someone for doing well
To cook something
To dance
Other (please specify): _____
I don't know

Section B1: Word Recognition and Meaning (Continued) (19-26)

This section is primarily for **teens,** but **tweens** are welcome to give it a try! For each word below, choose the meaning you think is correct. If you're unsure, just take your best guess.

19. If someone calls you "Bruzz," they are:
Complimenting your outfit
Referring to you as a friend
Making fun of you
Ignoring you
Other (please specify): _____
I don't know

20. When someone is described as "Chopped," it means:
They are very talented
They have been rejected or are unattractive
They are cooking something
They are very busy
Other (please specify): _____
I don't know

21. If someone says a post got "ratioed," it means:
The original post got more likes than the reply
The reply got more likes than the original post
Both posts were equally liked
The post was deleted
Other (please specify): _____
I don't know

22. To say someone is "goat" means they are:
The worst at something
The Greatest Of All Time at something
Very funny
Extremely boring
Other (please specify): _____
I don't know

23. When someone says "Let them cook," they are:
Asking someone to leave the kitchen
Encouraging someone to continue what they're doing
Telling someone to stop talking
Suggesting a food recipe
Other (please specify): _____
I don't know

24. If someone is yapping, they are:
Talking a lot about unimportant matters
Singing loudly
Complaining about something
Laughing with friends
Other (please specify): _____
I don't know

25. When something is described as "tuff," it means it is:
Really cool or impressive

Very difficult
Extremely boring
Quite average
Other (please specify): _____
I don't know

26. A "cornball" is someone who is:
Very fashionable
Trying too hard to be funny but ends up being cheesy
Extremely popular
Always serious
Other (please specify): _____
I don't know

Section C: Familiarity and Usage (27-28)

In this section, we want to know how familiar you are with TikTok slang. Your answers will help us understand how these words are used in everyday conversations.

27. How familiar are you with the TikTok slang words mentioned in this questionnaire (questions 5 to 30)? We'd love to hear about your experience! Please choose the option that best describes you:
A) I know these words well and I use them often.
B) I've heard these words but don't use them myself.
C) I'm somewhat familiar but not very confident in using them.
D) I've never heard of these words before.
I recognize them because my siblings or cousins use them.
Other (Please specify): _____

28. Do you think knowing TikTok slang makes it easier to talk to your friends?
Yes, definitely!
No, not really.
I don't know; I've never thought about it before.

Section D: Open-Ended Questions (29-30)

In this section, we'd like to hear your thoughts! Your insights are valuable, so take a moment to share your opinions.

29. What TikTok slang words do you use most? List them.

30. Do you think TikTok slang should be taught or studied in schools? Why or why not?