
DEVELOPMENT TRENDS OF GERMAN ADOLESCENT VOCABULARY IN THE CONTEXT OF LANGUAGE GLOBALIZATION

Pozdniakov O. V.

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INTRODUCTION

In the modern world, globalization affects not only economics, politics, and culture, but also language. Language globalization refers to the process in which languages influence each other through international communication, technological progress, migration, and cultural exchange. English has become the dominant global language and strongly affects many national languages, including German.

Due to the rapid development of the Internet, social media, international communication, and various types of subculture, there is constant interaction between different languages. Young people are particularly influenced by these processes because they actively use digital technologies, communicate online, belonging to one of their most important target groups of international media content. As a result, German adolescent vocabulary has changed significantly in recent decades.

Young people are the most active participants in linguistic change because they quickly adopt new words, expressions, and communication styles. Their vocabulary is dynamic, emotional, and innovative. It often reflects trends in music, fashion, gaming, social networks, and entertainment.

Thus, there is the need to find out the correlation between youth verbal behaviour and its extralinguistic determinants, as well as in identifying the distinctive features of adolescent vocabulary in comparison with the vocabulary of standard and colloquial German.

Modern German is a heterogeneous linguistic system functioning at both standard and colloquial levels. Its lexical structure incorporates elements derived from territorial dialects, sociolects, professional languages, jargons, etc.. These language subcodes reflect the communicative practices of representatives of particular regional, professional, social, age-related, subcultural, and ethnic

communities within the German-speaking world. Each of these subsystems contributes, to a greater or lesser extent, to the development of modern standard German and influences its further evolution.

One of the most dynamic lexical subsystems within modern German is adolescent vocabulary. Due to the psychological and social characteristics of this socio-age group, their language subcode primarily serves as a means of expressing creativity, novelty, and opposition to established social norms and conventions. Consequently, the lexical items used by young speakers are characterized by a considerable degree of pragmatic and expressive potential.

The development of the vocabulary of modern German is also strongly conditioned by extralinguistic factors, particularly the growing influence of mass media and social networks, which function as important mechanisms for disseminating and popularizing linguistic innovations. In this context, adolescent vocabulary has become an effective instrument for expressing group identity through specific patterns of verbal behaviour. Owing to their active circulation in various forms of media discourse, many lexical items originally restricted to youth communication have gradually become part of the everyday speech of representatives of other social and age groups. Therefore, the increasing role of this language subcode in supra-regional German communication determines the relevance of the proposed research.

At the same time, adolescent vocabulary is characterized by a high degree of morphological originality and expressive semantic colouring. These features often lead to the fact that such lexical items from acquiring the status of fully accepted elements of standard German. Lexicographic sources usually provide additional information on their etymology and/or sphere of usage. That is why one of the objectives of our study is to clarify the principal mechanisms involved in the formation of adolescent vocabulary.

The material of the research includes the works by Ukrainian and foreign Germanists, dictionaries of standard and colloquial German, as well as specialized dictionaries of German adolescent vocabulary compiled during recent decades. These sources include lexical items actively used by German-speaking adolescents in everyday communication. Thus, the analysed material reflects the linguistic worldview of the socio-age group under study irrespective of subcultural, regional, gender, ethnic, or social differentiation. During the research, approximately 2.000 lexical units of four parts of speech (namely, nouns, verbs, adjectives, and adverbs) have been analyzed. Considering the dynamic development of this language subcode caused by the rapid change of generations of its active users, the above-mentioned dictionaries create favourable conditions for a more precise description of the morphological and semantic characteristics of the vocabulary under research.

1. National and global features of German adolescent vocabulary

As noted before, adolescent language subcode constitutes a significant source of lexical enrichment for contemporary German and its subsystems.

Adolescence represents a crucial transitional period between childhood and adulthood, characterised by profound transformations in worldview, behavioural patterns, and system of values. These changes are largely conditioned by the acquisition of new social roles and responsibilities. During this stage, peer influence becomes increasingly decisive in shaping communicative behaviour, whereas parental authority and family dependence gradually diminish¹. In everyday interaction, adolescents tend to employ linguistic subcodes associated with specific peer groups or subcultures depending on communicative circumstances. Consequently, non-standard vocabulary serves as an effective marker of group identity and social belonging. Simultaneously, the diversity of youth communities and subcultural formations necessitates the differentiation of the numerous language subcodes functioning within the German-speaking adolescent environment.

Researchers emphasise that adolescence is closely connected with processes of self-identification and the formation of personal identity². For this reason, young speakers frequently strive to distinguish themselves linguistically from representatives of other age and social groups. Their preference for non-standard vocabulary reflects both creative language experimentation and the verbalisation of concepts relevant to their social and intra-group positioning. As a result, the adolescent language subcode remains highly dynamic and subject to constant transformation. Each generation of young speakers demonstrates originality through the creation of innovative lexical units, whereas vocabulary which was actively used by previous generations is often perceived as outdated or irrelevant.

The communicative significance of adolescent vocabulary is determined by its expressive morphological structure and emotionally marked connotations, which enable speakers to convey personal attitudes toward reality. Such attitudes are frequently ironic or depreciative in nature. Moreover, the creation of new lexical items is commonly accompanied by semantic transformations reflecting the specific manner in which adolescents conceptualise and verbalise the surrounding world.

Owing to these features, adolescent vocabulary is actively spread through social media, television, radio broadcasting, and other forms of

¹ Боднар Р. В. Соціолект підлітків як субкультура сучасного лінгвосоціуму : автореф. дис. канд. філол. наук : 10.02.04. Київ, 2007. С. 5.

² Augenstein S. Funktionen von Jugendsprache. Tübingen : Max Niemeyer, 1998. S. 26.

mass communication. Such vocabulary has essential pragmatic potential and is regularly used in advertising discourse aimed at attracting younger target audiences. Furthermore, a lot of lexical items gradually become part of everyday communication of representatives of other social, professional, and age groups within the German-speaking world. Another indicator of the growing relevance of adolescent language subcode is the long-standing lexicographic tradition of compiling dictionaries of this vocabulary.

In this part of the study, our purpose is to identify the quantitative and qualitative characteristics of enriching German adolescent vocabulary, as well as to determine the distinctive features of these processes in comparison with standard German. In addition, the research seeks to elaborate an efficient methodological approach to the analysis of the most productive morphological and semantic transformations occurring within the vocabulary under study. This objective enables a system-based quantitative description of word-building, semantic derivation, and borrowing, while also considering the extralingual factors influencing their productivity.

The analysis of recent publications dedicated to adolescent language subcode shows a growing academic interest in this subsystem of modern German during recent decades. Among foreign Germanists, the studies by J. K. Androutsopoulos, M. Chun, H. Ehmann, Ch. Wehrli deserve particular attention. These scholars either concentrated on individual mechanisms of lexical formation in adolescent speech patterns or proposed comprehensive structural and semantic descriptions of particular youth language subcodes. Their findings indicate that nominative processes within adolescent vocabulary are strongly conditioned by extralingual factors, including the desire for self-expression, protest, subjective evaluation, and the aspiration for individuality. Such determinants contribute to the abundance of synonymy and polysemy, the productivity of metaphorical and metonymical transfer, expressive colouring, and thematic limitations of lexical innovations. The latter phenomenon is explained by the secondary character of this vocabulary subsystem in relation to the spoken and written types of standard German.

Among Ukrainian researchers, special attention should be paid to the studies devoted to the lexical and semantic features of German adolescent vocabulary. In particular, M. R. Tkachivska identifies hyperbolization as one of the dominant characteristics of youth communication and regards change of generations as the principal factor stimulating word-building productivity³. L. A. Levytska and I. S. Mykytka emphasise adolescents' need for verbal

³ Ткачівська М. Р. Молодіжний сленг і його класифікації. *Одеський лінгвістичний вісник*. Одеса : Гельветика, 2015. № 6. Т. 2. С. 114–115.

self-identification within the multicultural German-speaking environment⁴. Furthermore, S. M. Soldatova and A. V. Kozonak classify the vocabulary under research into lexical-semantic groups according to communicative contexts, particularly in online communication⁵.

In its turn, the scientific novelty of our study lies in the comprehensive analysis of lexical formation processes within German adolescent language subcode, taking into account social, age-related, subcultural, and media-related factors. The research combines theoretical approaches to nominative processes in modern German with the findings of Ukrainian and foreign linguists concerning youth communication, as well as the analysis of modern lexicographic sources.

As an integral component of modern German, adolescent language subcode demonstrates its distinctive characteristics most clearly at the morphological and semantic levels. Despite the considerable heterogeneity of this vocabulary, caused by regional, social, cultural, ethnic, and gender differences among its creators and active users, it is nevertheless possible to identify a number of common features characteristic of youth verbal behaviour.

In order to establish the semantic and structural specificity of German youth vocabulary, classifications of the characteristic features of this linguistic phenomenon by J. K. Androutsopoulos⁶, M. Chun⁷, H. Ehmann⁸, Ch. Wehrli⁹ were analyzed. During the study, the subsystematic status of adolescent vocabulary as a component of modern German and its interaction with other language subsystems was being examined.

One of the specific features of the language subcode under study is the active use of buzzwords, which function as markers of communication within youth groups (*fetzen – streiten*). As a rule, such lexical items are short-lived. They remain popular only for a limited period and then disappear from active use.

Another important characteristic of German adolescent vocabulary is the abundance of lexical items with pejorative connotations (*verpissen – weggehen*).

⁴ Левицька Л. Я., Микитка І. С. Німецький молодіжний сленг та його лексико-семантичні особливості. *Вісник Харківського національного університету імені В. Н. Каразіна. Філологія*. Харків, 2013. № 1052. Вип. 74. С. 95.

⁵ Солдатова С. М., Козонак А. В. Лінгвістичний статус німецького молодіжного сленгу. *Молодий вчений*. Херсон : Молодий вчений, 2018. № 4(56). С. 345–346.

⁶ Androutsopoulos J. K. *Deutsche Jugendsprache. Untersuchungen zu ihren Strukturen und Funktionen*. Frankfurt am Main : Peter Lang, 1998. S. 36.

⁷ Chun M. *Jugendsprache in den Medien: Eine Jugendsprachliche Analyse von Jugendromanen, Hip-Hop-Texten und Kinofilmen* [1. Aufl.]. Saarbrücken : VDM Dr. Müller, 2007. S. 12–43.

⁸ Ehmann H. *Was geht! Das voll korrekte Lexikon der Jugendsprache* [1. Aufl.]. München : C. H. Beck, 2005. S. 9–10.

⁹ Wehrli Ch. *Anglizismen in BRAVO. Eine empirische Untersuchung mit Schülern*. Zürich : Studentendruckerei, 2002. S. 14–18.

In Germanic linguistics, this feature has occasionally served as grounds for interpreting youth language subcode as a negative influence on the development of modern German¹⁰. In particular, lexical items associated with sexual relations demonstrate a high degree of productivity. Various forms of metaphorization represent the principal mechanism of the formation of this vocabulary. Young speakers create such lexical items on the basis of root morphemes belonging to standard German, which subsequently acquire new meanings¹¹ (*hinsetzen* – *eine Frau schwängern*).

However, the frequency of usage of such lexical items varies considerably among different social and subcultural groups, some of which openly condemn or reject them. Previous studies indicate that female speakers generally use pejorative vocabulary less frequently than male speakers, although certain youth subcultures represent exceptions to this tendency¹². In this regard, there is an increasing spread of rude and expressive vocabulary not only within youth communication but also at the level of supra-regional and supra-group interaction in the German-speaking world. In the case of adolescent vocabulary, this tendency is closely connected with the speakers' need for self-identification through verbal behaviour (*Gummizelle* – *Turnhalle*).

The psychological characteristics of young speakers are also reflected in the productivity of zoosemy, namely the metaphorical use of animal names or animal-related concepts to denote human qualities. Such lexical items usually possess an ironic semantic colouring (*Katze* – *zärtlichkeitsbedürftiges, leidenschaftliches Mädchen*).

The ironic component of meaning and the intention to produce a pragmatic effect on the interlocutor play a crucial role in the formation and dissemination of adolescent vocabulary. This effect is generally achieved through the use of substandard lexical units or through metaphorization of standard German words, which constitute one of the preferred forms of linguistic experimentation among young speakers (*Flammentwerfer* – *Feuerzeug*).

One of the central communicative functions of the language subsystem under study is the expression of individuality and group identity, which is often realized through the productive formation of word families. Some researchers interpret this word-formation tendency as a manifestation

¹⁰ Chun M. Jugendsprache in den Medien: Eine Jugendsprachliche Analyse von Jugendromanen, Hip-Hop-Texten und Kinofilmen [1. Aufl.]. Saarbrücken : VDM Dr. Müller, 2007. S. 17.

¹¹ Lapp E. "Jugendsprache": Sprechart und Sprachgeschichte seit 1945. Ein Literaturbericht. *Sprache und Literatur in Wissenschaft und Unterricht* 63. Paderborn : F. Schöningh, 1989. S. 71.

¹² Gehrken S. Geschlechtsspezifische Jugendsprache. *Seminar für Linguistik. Sommersemester 1999. Seminar: Jugendsprache*. Universität Hannover, 1999. S. 22.

of simplification processes in adolescent vocabulary¹³ (*Frust – frusten – gefrustet – frustig*).

The analysis of lexicographic sources demonstrates a pronounced tendency toward linguistic economy in youth communication. This tendency becomes particularly evident in the replacement of word combinations with single lexical units. Such concentration of meaning within one word represents one of the key characteristics of the analyzed vocabulary (*Türstehgrill – gastbetriebener Heizstrahler*).

Another distinctive feature of youth verbal behaviour is the productivity of hyperbolization (*stinkkalt – sehr kalt*). In some cases, the expressive nature of such lexical items is additionally emphasized by unconventional spelling (*AB-solut – mehr gewollt als geglückt*). The productivity of hyperbolization in youth vocabulary can be explained by the speakers' need for emotionally expressive communication¹⁴. However, excessively frequent use of such lexical items may also be interpreted as a negative aspect of this tendency (*wahnsinniges Feeling – starkes Gefühl*).

The strongest influence on German adolescent vocabulary comes from the English language. Many English words are integrated into everyday German communication, especially in informal situations. These borrowings are often connected with technology, social media, and pop subcultures.

Language globalization has several positive effects on the development of German adolescent vocabulary, in particular:

- vocabulary enrichment (new words allow speakers to describe modern technologies, trends, and social phenomena more precisely);
- international communication (the use of English-based vocabulary helps German youth communicate more easily with people from other countries);
- creativity and innovation (young people create new hybrid forms and expressions that make language more dynamic and expressive);
- cultural exchange (language borrowing promotes intercultural understanding and openness to global culture).

Despite its advantages, language globalization also has some negative consequences, such as:

- loss of linguistic purity (some linguists and educators worry that excessive use of Anglicisms may weaken traditional German vocabulary);
- simplification of language (Internet communication sometimes reduces grammatical accuracy and encourages superficial expression);

¹³ Chun M. *Jugendsprache in den Medien: Eine Jugendsprachliche Analyse von Jugendromanen, Hip-Hop-Texten und Kinofilmen* [1. Aufl.]. Saarbrücken : VDM Dr. Müller, 2007. S. 21.

¹⁴ Lapp E. "Jugendsprache": Sprechart und Sprachgeschichte seit 1945. Ein Literaturbericht. *Sprache und Literatur in Wissenschaft und Unterricht* 63. Paderborn : F. Schöningh, 1989. S. 71.

– cultural dependence (strong dependence on English-language media may reduce interest in national linguistic traditions).

However, German adolescent vocabulary is not simply copied from English. Young speakers creatively modify foreign words and combine them with German linguistic structures. Therefore, globalization leads not only to imitation but also to linguistic innovation.

2. Peculiarities of word-formation processes in adolescent vocabulary

As one of the subsystems of the German language, adolescents' vocabulary is enriched through the same principal nominative mechanisms which are characteristic of standard German.

In order to provide a systematic description of word-building processes, the classifications by Ukrainian and foreign Germanists (namely, by O. D. Ogy¹⁵ and E. Hentschel¹⁶) were analysed. As a result, the following models were selected for the study: formation of root words, compounding, affixation (including suffixation and prefixation), conversion (implicit derivation), abbreviation, and other types of word-building based on German root morphemes. This classification makes it possible to distinguish more clearly between native German and borrowed elements while taking into account both the connection of adolescent vocabulary with standard German and the influence of foreign subcultural communication patterns.

At this stage of the research, we analyzed about 1.500 lexical items taken from specialized dictionaries of German adolescent vocabulary ("Das Megakrasse Lexikon"¹⁷, "Langenscheidt 100 Prozent Jugendsprache"¹⁸, "PONS 15 Jahre Wörterbuch der Jugendsprache – Sammelband"¹⁹, "PONS Wörterbuch der Jugendsprache 2017"²⁰).

The findings demonstrate that word-building constitutes the most productive means of lexical enrichment in adolescents' vocabulary. Approximately 60% of analyzed lexical items are formed by means of word-building processes.

The analysis has revealed a relatively low number of newly created root words (*wambo* – *riesig, groß*). Such formations appear to satisfy adolescents' need for linguistic creativity and simultaneously encrypt the real meaning of

¹⁵ Огуй О. Д. Лексикологія німецької мови : навч. посіб. для студ. вищих навч. закладів. Вінниця : Нова книга, 2003. 416 с.

¹⁶ Hentschel E. Basiswissen deutsche Wortbildung. Tübingen : Narr Francke Attempto Verlag, 2020. 242 S.

¹⁷ Hehl H. Das Megakrasse Lexikon. URL: http://hehl-rhoen.de/pdf/lexikon_der_jugendsprache.pdf.

¹⁸ Langenscheidt 100 Prozent Jugendsprache. München : Langenscheidt, 2020. 160 S.

¹⁹ PONS 15 Jahre Wörterbuch der Jugendsprache – Sammelband [1. Aufl.]. Stuttgart : PONS, 2016. 288 S.

²⁰ PONS Wörterbuch der Jugendsprache 2017. Stuttgart : PONS, 2016. 144 S.

their verbal messages from representatives of the German-speaking world who do not belong to a particular peer or subcultural group (*imba – super*). On the other hand, the existence of alternative means to express language originality, including semantic reinterpretation and media-influenced lexical innovation, reduces the necessity for creating entirely new root morphemes.

Compounding shows considerably higher productivity, making up around 30% of all word-building formations (*Gehirnprothese – Taschenrechner*). Determinative compounds prevail within the analysed material. Their popularity can be explained by adolescents' tendency to express subjective and often ironic evaluations of reality (*Blechpickel – Piercing*).

Affixation (*bekoffern – dumm anreden*) has proved to be a productive word-building model. Two categories of affixes have been identified. The first one includes standard German prefixes and suffixes (*knutig – süß, niedlich*), whereas the second comprises non-standard affixes characteristic of adolescent vocabulary. The latter category reflects young speakers' aspiration to differentiate themselves from other social and age groups and to stand out from conventional linguistic norms (*peino – peinlich*). Prefixation frequently involves morphemes expressing exaggeration (*hypergeil – sehr gut*), which corresponds to adolescents' emotional expressiveness and tendency toward hyperbolisation. At the same time, numerous lexical items made by means of suffixation have ironic colouring (*Komposti – alter Mensch*). Among the most productive suffixes is -er, often associated with negatively evaluative meanings (*Eierknäifer – sehr enge Männerunterwäsche*).

The most productive models of conversion (implicit derivation) include the transition of nouns into adjectives and adverbs (*bombe – hervorragend*), while the conversion of nouns into verbs is typically accompanied by the addition of the grammatical morpheme -en (*prallen – sich langweilen*). Such processes reflect adolescents' inclination toward linguistic experimentation.

Abbreviations and other word-building types, including onomatopoeia, make up less than 10% of the analyzed lexical items. Their formation is determined by adolescents' creative attempts to verbalise surrounding reality. As for abbreviation types, initialisms and shortenings are particularly productive (*KA – keine Ahnung; Emo – emotionaler Mensch*).

A characteristic feature of word-building processes in adolescent vocabulary is the semantic change of German root morphemes (*Orallüftung – Rülpsen*). Through such innovations, young people establish verbal self-identification in opposition to other members of the German-speaking world.

Compared to word-building, semantic derivation has shown lower productivity. The analysis relies on the classification implying their division into metaphorization, metonymical meaning transfer, semantic broadening,

and semantic narrowing²¹. The relatively low productivity of broadening and narrowing may be explained by adolescents' preference for lexical items with novel morphological structures. Consequently, semantically modified standard German words are often insufficient to emphasise linguistic eccentricity (*Häuptling – Chef*).

As a rule, semantic derivatives are formed through metaphorization. The most productive metaphorical transfers are based on similarities of internal features (*Hammer – Erfolg*), external characteristics (*löffeln – verstehen*), and transfers from physical to abstract concepts (*galaktisch – super, genial*). In contrast to metonymy, metaphor functions as a more efficient means for expressing subjective evaluation.

The growing influence of internet communication, global media, and youth subcultures has significantly intensified borrowing processes, particularly from American English. These loanwords are characterised by considerable pragmatic value resulting from their unusual morphological structure. Borrowings include lexical items formed from foreign root morphemes (*froggy – verrückt, ausgelassen*) as well as hybrid compounds combining German and English elements²² (*Weizenspoiler – Bierbauch*). In most cases, borrowed lexemes undergo morphological adaptation through the addition of German grammatical morphemes (*flashen – boxen*) or spelling assimilation (*relaxt – entspannt*). Moreover, metaphorical reinterpretation is frequently used to adapt borrowings to adolescents' communicative needs (*flamen – beleidigen*).

Social media platforms such as Instagram, TikTok, YouTube, etc. play an important role in spreading international vocabulary among German adolescents. Online communication is usually fast and informal, which encourages the use of abbreviations, emojis, and Anglicisms.

Popular youth expressions often originate from viral videos, memes, or influencers. German adolescents also communicate in multilingual online communities, where English frequently serves as a common language.

Digital communication has led to:

- shorter sentence structures;
- simplified grammar;
- increased use of abbreviations;
- the spread of internet slang.

Global music, films, gaming culture, and international celebrities strongly influence the vocabulary under study. American subcultures, e-sports, and

²¹ Rehbock H. Bedeutungswandel [veränd. Neuaufl.]. Metzler-Lexikon Sprache / hrsg. von H. Glück. Berlin : Directmedia Publ., 2000. 1 CD-ROM. (Digitale Bibliothek; 34).

²² Wehrli Ch. Anglizismen in BRAVO. Eine empirische Untersuchung mit Schülern. Zürich : Studentendruckerei, 2002. S. 72.

streaming communities contribute to enriching it with new words and expressions.

At the same time, youth language subcode helps adolescents express identity and group belonging. Using modern slang allows young people to feel connected to global trends and international youth culture.

Therefore, modern German adolescent vocabulary contains a considerable number of Anglo-Americanisms. These lexical items are used to denote leisure activities, as well as smoking, alcohol consumption, and drug use, fulfilling the function of encrypting the true meaning of the message from those who do not belong to a certain peer group or subculture²³ (*dealen* – *Drogen verkaufen*). Alongside these tendencies, the research has identified a number of proper names functioning as common nouns. They are mainly employed within particular subcultural groups (*olle Levis* – *Person, die ständig Levis-Hosen trägt*).

During the next stage of the research, about 500 lexical items taken from the dictionaries of standard and colloquial German (“Duden – Deutsches Universalwörterbuch. Das große Bedeutungswörterbuch”, “Langenscheidt Großwörterbuch Deutsch als Fremdsprache: Deutsch-Deutsch”, and “Wörterbuch der deutschen Umgangssprache”) were examined.

The analysis of scientific publications on the relationship between adolescent language subcode and the subsystems of standard and colloquial German demonstrates that this issue has already been studied in several works, particularly those by E. Neuland²⁴ and J. K. Androutsopoulos²⁵. Since these researchers applied similar selection criteria, their findings may be subjected to comparative analysis.

E. Neuland analyzed three dictionaries compiled at the end of the twentieth century, namely “Wahrig. Deutsches Wörterbuch”, “Duden. Deutsches Universalwörterbuch” of 1989, and “Paul. Deutsches Wörterbuch”. As a result, the researcher identified 18 lexical items and one phraseological item marked as “youth vocabulary”. In his turn, J. K. Androutsopoulos identified 69 lexical items with the same designation in the edition of “Duden. Deutsches Universalwörterbuch” of 2003.

It should be emphasized that both studies were limited primarily to determining the number of lexical and phraseological items marked as

²³ Lapp E. “Jugendsprache”: Sprechart und Sprachgeschichte seit 1945. Ein Literaturbericht. *Sprache und Literatur in Wissenschaft und Unterricht* 63. Paderborn : F. Schöningh, 1989. S. 69–71.

²⁴ Neuland E. Jugendsprache und Standardsprache. Zum Wechselverhältnis von Stilwandel und Sprachwandel. *Zeitschrift für Germanistik*. 1994. Jg. 1. S. 78–98.

²⁵ Androutsopoulos J. K. Und jetzt gehe ich chillen: Jugend- und Szenesprachen als lexikalische Erneuerungsquellen des Standards / L. Eichinger, W. Kallmeyer. *Standardvarianten. Wie viel Variation verträgt die deutsche Sprache*. Berlin; New York : de Gruyter, 2005. S. 171–206.

“youth vocabulary” and to identifying their affiliation with certain lexical-semantic groups. In our view, the significant increase in the number of such vocabulary identified by J. K. Androutsopoulos compared with the results obtained by E. Neuland (69 and 18 respectively) clearly demonstrates the growing importance of youth language subcode in supra-regional German communication and highlights the necessity for further research in this field.

In comparison with the studies mentioned above, our research focuses on identifying the productivity of the principal mechanisms involved in the formation of adolescent vocabulary, namely word-formation, semantic derivation, and lexical borrowing. Considering the secondary nature of adolescent language subcode, the classification of word-formation processes characteristic of standard German was applied.

The results of the research demonstrate that a relatively large proportion of the analyzed vocabulary is formed through compounding. This word-formation model is especially productive in the creation of nouns (*Nervensäge* – *Fernsehgerät*). They are followed by adjectives and adverbs (*mittelherrlich* – *ziemlich mäßig*), while verbs occur less frequently (*wegsterben* – *sehr verwundert sein*). This distribution corresponds to contemporary tendencies observed in the development of the standard German vocabulary²⁶. In our opinion, this fact may be regarded as evidence of the subsystematic status of the vocabulary under study and its dependence on the general nominative principles characteristic of the national language.

As for affixation, suffixation demonstrates greater productivity than prefixation. Prefixes are most frequently used in the formation of verbs and adjectives (*belutschen* – *jemanden abküssen*, *herzen*; *unflott* – *verdorben*), whereas suffixes are predominant word-building morphemes to make nouns (*Rieche* – *Nase*).

Approximately one third of the lexical units formed through derivation contain affixoids. According to current Germanic studies, affixoids perform the function of prefixes or suffixes with relatively abstract word-formation meanings when attached to root morphemes²⁷. Within the analyzed material, semi-prefixation (*saustark* – *hervorragend*, *sehr eindrucksvoll*) proves significantly more productive than semi-suffixation (*Schmalzkopf* – *Schlagersänger*). Semi-prefixes are especially common in verb formation (*reintun* – *etwas lesen, lernen*), although several adjectives (*knallmieß* – *sehr schlecht, scheußlich*) and nouns (*Oberpuppe* – *feste Freundin*) have also been identified.

²⁶ Огуй О. Д. Лексикологія німецької мови : навч. посіб. для студ. вищих навч. закладів. Вінниця : Нова книга, 2003. С. 180–181.

²⁷ Hentschel E. Basiswissen deutsche Wortbildung. Tübingen : Narr Francke Attempto Verlag, 2020. S. 21.

The tendency toward linguistic economy characteristic of youth communication contributes to the productivity of abbreviation processes. The majority of these words are nouns (*Auße – Ausgeherlaubnis*).

More than 30% of the analyzed vocabulary is formed through semantic derivation. This finding suggests that changes in the commonly accepted meanings of lexical items belonging to standard and colloquial German constitute one of the major prerequisites for their classification as elements of youth communication. The research demonstrates that metaphORIZATION represents the most productive mechanism of semantic transfer. Nouns quantitatively predominate within this type of meaning change (*Gupf – dummer Mensch*), while the number of adjectives, adverbs, and verbs is approximately equal (*heiß – in begeisternder Weise schön, gut, großartig, stark; hacken – Schlechtes von jemandem erzählen, jemanden schlechtmachen*). By contrast, semantic broadening (*bringen – zustande bringen, können, schaffen*) and semantic narrowing (*Liebesgabe – Züchtigung eines Kindes*) occur considerably less frequently.

The tendency toward increasing productivity of borrowings from American English is characteristic of lexical units belonging to all four analyzed parts of speech (*Boss – Vater, Familienoberhaupt; big – unübertrefflich, außerordentlich*). In the formation of verbs, this process is accompanied by adaptation to the grammatical system of German (*quicken – weggehen*). Being spread through social networks and mass media, these words have become one of the important sources influencing the development of young people's language subcode in general and adolescent vocabulary in particular.

Thus, among the mechanisms involved in the formation of lexical units marked as youth vocabulary in the analyzed dictionaries of standard and colloquial German, word-formation processes demonstrate the highest degree of productivity and frequency, making up above 50% of the analyzed material, followed by semantic derivation (primarily, metaphORIZATION) which is comparatively less frequent. Borrowings from American English and other languages display a clear tendency toward further growth in their productivity.

CONCLUSIONS

The specificity of adolescent language subcode lies in the fact that its vocabulary reflects the inner world, value orientations, and perception of reality characteristic of representatives of the socio-age group occupying an intermediate position between childhood and adulthood. The analyzed lexical items represent a complex and multifaceted spectrum of emotions and experiences connected with the psychological and spiritual development

of young people, as well as with the formation of individual worldview and personal identity.

The results of the study demonstrate that the majority of semantic and structural characteristics of adolescent vocabulary are determined by the psychological and social features of its creators and active users. These include a radical perception of reality frequently expressed through irony, the need for self-identification within the German-speaking world, the aspiration to demonstrate group affiliation through creativity, and a strong tendency toward exaggeration and linguistic experimentation. The subsystematic status of this vocabulary as a component of modern German, along with the specific communicative situations in which it functions, also explains the pejorative connotations in its semantic structure.

The study has shown that word-building based on German root morphemes represents the most productive mechanism of enriching adolescent vocabulary. Determinative compounds are primarily motivated by the desire to express subjective evaluation, whereas affixation is characterised by the active use of non-standard prefixes and suffixes, especially those conveying exaggeration. Word-building processes are frequently accompanied by semantic reinterpretation of root morphemes, which reflects the secondary nature of adolescent vocabulary in relation to standard German.

Semantic derivation is dominated by metaphorization based on similarities of internal and external features, as well as by semantic transfer from physical to abstract concepts. Such lexical units are mainly used to convey adolescents' subjective perception of reality. Borrowing processes are largely influenced by American English, while loanwords typically undergo morphological and spelling assimilation.

In general, the productivity of lexical formation models within adolescent vocabulary is strongly conditioned by extralingual factors, including the need for self-identification, subjective evaluation, and linguistic experimentation.

Language globalization has a significant impact on the development of the vocabulary under study. Borrowings from American English, digital communication, social media, and international popular culture continuously shape the way young Germans speak and communicate.

Although globalization may create certain linguistic and cultural challenges, it also enriches the language and reflects the realities of modern society. German youth language subcode demonstrates how languages adapt to global changes while preserving their own national characteristics.

Thus, the development of German adolescent vocabulary under the influence of globalization can be viewed as both a linguistic transformation and a reflection of today's global culture.

Considering the growing significance of adolescent vocabulary in modern communication processes, its contextual functioning in spoken and written communication within specific peer and subcultural groups may be regarded as a promising direction for further research in current German studies.

SUMMARY

The relevance of the study is determined by the growing role of youth communication, the increasing influence of social networks and global media on the language behaviour of young people, and the active penetration of adolescent vocabulary into everyday communication of different social and age groups. This linguistic phenomenon is an important indicator of social, cultural, and psychological transformations occurring in modern German-speaking society. The purpose of the research is to determine the key characteristics of lexical enrichment within German adolescent vocabulary and establish its distinctive features in comparison with standard and colloquial German.

The findings of the study demonstrate that word-formation processes constitute the most productive way of making German adolescent vocabulary. More than half of the analyzed lexical items are formed through various types of derivation based on German root morphemes. Among the word-building models, compounding occupies the leading position because it enables to express ironic or pejorative evaluations of surrounding reality. The research identifies both standard German affixes and non-standard affixes characteristic of youth communication. Prefixes and suffixes frequently serve to intensify emotional colouring, exaggeration, or ironic evaluation. Semantic derivation represents another important source of lexical enrichment. Metaphorization proves to be the dominant type of semantic transfer, especially metaphorical reinterpretation based on similarities of internal characteristics, external features, and abstract associations. These lexical items reflect the tendency toward linguistic experimentation and emotionally expressive communication.

Special attention is paid to the influence of globalization, digital communication, and Anglo-American subcultures on the development of German adolescent vocabulary. The analysis shows a high productivity of borrowings from American English, particularly in spheres connected with social media, entertainment, and technology. Borrowed words usually undergo grammatical, orthographic, and semantic adaptation within the German language system. The results of the research confirm that word formation-processes in adolescent vocabulary are conditioned by extralingual factors, including the need for self-identification, group solidarity, emotional expressiveness, verbal creativity, and protest against conventional linguistic norms. At the same time, it demonstrates

the ability of the German language to adapt to globalization processes while preserving its national linguistic specificity and creative potential.

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Information about the author:

Pozdniakov Oleksandr Viktorovich,

Candidate of Philological Sciences,

Associate Professor at the Department of Foreign Languages
and Country Studies

Vasyl Stefanyk Carpathian National University
57, Shevchenko Street, Ivano-Frankivsk, Ukraine