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## Ways of Forming Expressive Vocabulary of Youth Sociolect (As Exemplified in French Language)

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### Abstract

The article is devoted to the study of French youth discourse, which is characterized by a high degree of emotiveness with a pejorative connotation. The categories of emotiveness, expressivity and evaluation are considered to be interrelated that provides the ability of a lexical unit to participate in a communicative act as a means of conveying speaker's subjectivity and facilitates the implementation of pragmatic tasks. Special attention is paid to the description of the main means of development of expressive lexis that allows expressing a certain attitude to the reality by the linguistic juvenile community. It gives a detailed analysis of lexical-morphological means of juvenile lexis creation, including suffixes, apocopic units, reduplication and verlan. It is reported that lexical-semantic means of expressivity include those units that appeared as a result of a metaphorical and metonymic reinterpretation of general literary words. It is stressed that in the youth speech practically all lexis means only those concepts that are relevant to the users, it is not associated with the most essential phenomena of society's life. Finally, it is concluded that the elements of modern youth speech affect the development of the language of the whole French society.

**Keywords:** Emotion, emotiveness, evaluation, expressivity, sociolect, youth communication.

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## **Introduction**

For decades, a language has been considered in close connection with an individual, his thinking, worldview, spiritual culture and practical activities. In this context, it is the youth language that appears to be an important and promising field of linguoculturological and sociolinguistic research. Due to the fact that youth sociolect is becoming more prestigious and fashionable the frequency of the use of its elements is increasing not only in everyday communication of different generations but also at the official level in the language of statesmen and politicians, especially in recent years.

In the present work, the youth language is regarded as a sociolect, which functions in the process of communication of a certain age group of French native speakers (young people) and is dominated by substandard emotional and evaluative lexis expanding the boundaries of its use in written literary language, colloquial speech and press.

Youth sociolect can be differentiated according to age, social, territorial and gender characteristics; however, in this article, the main general tendencies of the formation of youth speech are analyzed. Juvenile communication is more relaxed, informal; it is characterized by a high degree of emotiveness, commitment to self-expression. This is reflected in the spoken language and leads to the emergence of new non-standard lexical units, expressivity and evaluation of which give emotional coloring to the youth sociolect and in general affects the formation of the language environment in France.

## **Method**

In accordance with the selected direction the following research methods are used in the work: inductive-deductive method that allows comprehending and summarizing the corresponding theoretical and practical material; peculiar linguistic methods of component and contextual analysis; method of analysis of dictionary definitions that gives an opportunity for full and accurate detection of semantic characteristics; word-formative analysis.

## **Main part**

Almost any act of man, his behavior in general lead to the expression of emotions. Being a reflection of human experience of comprehension of an individual's mental

activity the basic emotions are universal and recognizable in all ethnic cultures but differ in their forms of manifestation [Wierzbicka 1999: 153].

In a dimensional model, emotions are defined as positions (or coordinates) in a multidimensional space where each dimension stands for one property of an emotional state [Zovato 2008].

Reflection of the speakers' emotional attitude to the reality passes through the psychological mechanism of reflection of this attitude in the semantics of words, word combinations and linguistic structures [Shahovskii 2008: 13]. Taking into account the presence of a number of basic universal emotions in the emotional experience of humanity we can assume the existence of universal emotive meanings in lexical semantics, since the experience of mankind in the comprehension of emotions, like any other aspect of the world, is fixed in language units. Emotive personality meanings make for the determination of mental structures and conceptions and what is more, they reflect the emotive and aesthetic attitude to the communicative situation as well as the emotive and aesthetic experience of the personality [Chumak-Zhun 2015: 53].

In an individual's speech, emotions are manifested at the phonetic, lexical and grammatical levels and they act in close unity and interaction. An emotional speech also tends to contain vocalizations with no semantic content, such as laughter or interjections [Cowie 2000: 11-18].

*An axiological aspect* plays an important role in the classification of emotions. The concepts of "emotiveness" and "evaluation" are considered in close relationship [Petrova 1993; Hovanskaja 1984]. In the philosophical, psychological and linguistic concepts an evaluation component is the basis for the division of predicates of emotional states into two main groups – *positive* and *negative*. In accordance with this the emotional units are distinguished; they express generally positive and generally negative emotions. Psycho peculiarities of the native youth language speakers, their views on the real world are such ones that this assessment is mostly pejorative in nature.

In linguistics, it is assumed to distinguish between *rational* and *emotional* evaluation. First emotion based on the immediate reaction to an object (thing, event) does not obtain any specific expression; it cannot be identified as a specific component of meaning and is found in almost any evaluation [Hovanskaja, 1984]. Expression of

emotional evaluation is aimed at pragmatic effects on an interlocutor. Conjugacy of rational and emotional components can be explained by an ontological factor; they cannot exist separately in the process of evaluation. N.D. Arutunova's provision that the analysis of the meanings of evaluation predicates is to be performed while taking into account the pragmatics of speech where the specifics of the evaluation are explained through relevant communicative purposes of the corresponding speech acts. [Arutyunova 1988: 114]. For example, "segments that convey the impression of anger when they are presented in isolation may not do so when they are presented in context" [Cowie 2000: 11-18].

Expressivity, as a language unit characteristic, is connected with the category of emotiveness. "Expressivity is a part of the communication system defined as a demonstrator of an internal state which is inaccessible, by definition, in others. It can thus be explicitly recognized by means of the semantic message but is not dependent on it" [Beller 2010: 261-263]. Expressivity in complex interaction with the categories of evaluation and emotiveness provides the ability of a word to participate in a communicative act as a means of conveying speaker's subjective attitude to the contents or the addressee of the speech, i.e. it facilitates the implementation of pragmatic tasks, which are supposed to increase the illocutionary force aimed at emotional impact.

While in the older generation's language expressive function is not dominant, but merely concomitant, in youth speech it dominates. Age-related lifestyle of young people demands "strong", "restless", even shocking words and expressions. Youth language contains various means of expressivity. Based on the classification provided by V. N. Zoller these means can be divided into *lexical-morphological* (derivational), *lexical-semantic*, *lexical-stylistic*, *combined or mixed* [Zoller 1996: 62-72]. *Lexical-morphological* (derivational) means include various suffixes of subjective evaluation, irregular affixes, syncope and their various combinations. One of the productive ways of creating expressive coloring in the youth language is *lexical-semantic*, which includes associative and imaginative reinterpretation of the meanings (tropes).

Expressivity of lexical-stylistic means is in their stylistic markedness, i.e. knowing which language layer (or form of its existence) this means belongs to. Transfer of this information to another language layer creates additional coloration.

The above-mentioned means of creating expressivity can act in various combinations. In modern French youth language, metaphorical reinterpretation can often be combined with derivational methods (suffixation, prefixation, addition, etc.).

Functioning as a means of formation of the youth lexicon some of the means manifest features, which are unusual while forming the common lexical fund. In youth speech these means often include variable suffixes (sometimes of argotic character) bearing different shades of a negative assessment - disapproval, humiliation, disdain, contempt, such as: - ard: *chançard* 'lucky bargee', *salopard* 'lousy guy', *arsouillard* 'baddie'; - oche: *baloche* 'drag', *cantioche* 'beanery', diner; *cinoche* 'flea-pit', *dodoche* 'chesticles'; - eur, -euse: *allumeuse* 'puss', *bûcheur*, -*se* 'crammer', *emmerdeur*, -*se* 'dull begger'. Juggling with suffixes, which are often fantasy ones, is accompanied by all sorts of syncope, rearrangement and addition of sounds to the root, which give the most unexpected results: *dirloche*, *diro*, *diral* 'directress'; *obligado*, *obligeman* 'obligatory'.

Another lexical-morphological means of expressivity in youth language is the use of apocopic units [Smakhtin 1988]. So, when students use the following lexical units: *dictionnaire*, *composition*, *géographie*, *intelligent*, there is a statement of fact without any manifestation of any attitude. If you use the apocopic forms of *dico*, *compo*, *géo*, *intello*, there is a different evaluation that shows you do not take who or what you are talking about seriously. While clipping apocope is used (apocope of terminal syllables): *examen* - *exam* 'exam', *exercice* - *exo* 'exercise', as well as apheresis (apocope of initial syllables): *diplome* - *plome* 'diploma', *travail* - *vail* 'work'. The use of ironic abbreviations in modern youth speech is not only related to the brevity of the information, but also to evaluation and expressivity of the material: *BGV* - Bouffe à Grande Vitesse (according to the model of TGV), *B.C.B.G.* - beau cul belle gueule, *CD* - Christian Dior, *GG* - Gentil Garçon.

Different emotional evaluations in the juvenile speech are conveyed by reduplication. It consists of doubling the initial syllable - partial reduplication or the whole root - complete reduplication. Reduplication functions are diverse: it expresses grammatical meanings, acts as a means of varying the lexical meaning: intensity, fractionality, diminution [BES 1998: 408]: Louise - Loulou, Joseph - Jojo. This word-

formative technique makes lexical units sound pejoratively or mockingly with positive or negative connotation: *gnangnan* 'namby-pamby'; *nunuche* 'mushy'; *duduche* 'noodle'.

There is a quite popular, productive way of coding and replenishing the vocabulary of French youth language and that is verlan or "vice versa language" [Méla 2000: 16-34]. In the youth speech this unique way performs not only symbolic but also playful and expressive functions, which is caused to a large extent by the age of its creators-speakers. The frequency of this use is probably explained by the relative simplicity of this deformation of words: *teubé* – *bête* 'stupid', *cheum* – *moche* 'ugly', *reum* – *mère* 'mother', *tromé* – *metro* 'metro', *féca* – *café* 'cafe', *cimer* – *merci* 'thanks', *ziav* – *vas-y* 'go for it'.

Lexical-semantic means of expressivity include those units that appeared on the basis of general literary words as a result of metaphorical and metonymic reinterpretation. In the literary language transfers of names most intensively affect those groups of words that are associated with the most essential phenomena in a given period of society's life while in the youth speech practically all lexis means only those concepts that are relevant to the users. Nevertheless, a number of the following thematic groups are to be distinguished: the names of persons according to their characteristic feature (both external and internal), parts of a human body, rooms (mainly in educational institutions), household items, items of clothes, notes, etc.: *boîte* 'school', 'lyceum'; *cafard* 'scam', 'informer'; *salade* 'disordered speech', *gazelle* 'pretty girl', *ananas* 'breasts', *pince* 'hand'.

One of the characteristic means used in the youth speech is synonymous substitution, which consists of the following: a metaphorical transfer of a name happens based on some attribute, for example, a "head" gets the name *citrouille* 'pumpkin', because it is rounded; then one or more words with the same attribute are added to the first metaphorical name: *melon* 'melon', *théière* 'kettle', *caillou* 'cobblestone' [Stepanova 2000: 81-86].

By their nature young people are dynamic and they easily notice and use the words that are unknown to them from their language experience and incomprehensible considering their form, so they use foreign borrowings actively in their speech. First of all,

they use Anglo-American ones as the most common, significant and expressive words: *show, job, crazy, sexy*.

A distinctive feature of the youth language is the use of units of substandard stylistic layers. In this regard, estimative argotisms are widely used in the youth environment. The most common argotic units are associated with a person, qualities and features of his character: *mec* 'man', *cul* 'idiot', *con* 'fool', *pute* 'prostitute', *tocard* 'harebrained'.

### **Conclusion**

In modern French, there is an increased interest to the growth of the youth sociolect prestige among the educated part of the population, as well as to increase of the frequency of use of its elements in everyday communication and in the media. The main role in the popularization of substandard stylistic layers' units and in the formation of linguistic interest to the peculiarities of speech of the younger generation belongs to the media. The specific characteristics of the media, that are a focus on a wide range of recipients from different walks of life and a large amount of time of interaction between press and readers, lead to the fact that being a benchmark for the majority of native speakers the media promotes further acquiring of usual meanings by elements of youth language, on the one hand, as well as, on the other hand, it contributes to their occurrence in the normative part of the modern French language. Almost all materials describing lives of the young, their ideals and idols, interests and hobbies include many of the above elements of youth language. It should also be noted that this lexis hardly has any thematic restrictions. The stylistic contrast with the surrounding neutral language increases the expressivity of the youth language, provides it with emotional coloring and facilitates the transfer of evaluation information. In the society, there is a burst-out of interest to literary and cultural taboos that were restricted earlier.

### **Findings**

Therefore, we can make the conclusion that elements of modern youth speech, which are characterized by expressivity, evaluation and strong emotional coloration, are one of the sources of replenishment and enrichment of French colloquial speech. Through the use of various expressive means, which are typical of the youth social environment, native French speakers have a great opportunity to characterize a particular phenomenon

of reality in a concise form, most accurately, as well as to solve certain communicative tasks affecting interlocutors emotionally.

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