



Defleshing the Views on Students' Written Outputs through Millennial Lexicology

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ABSTRACT

This study aimed at determining the views on students' written outputs through millennial lexicology. It looked into the relationship between the students' written outputs and millennial lexicology. This sequential-explanatory study involved 313 SHS students and 13 English teachers of BAliwag Polytechnic College. Findings revealed that majority of the learner-respondents: belonged to the age bracket of 15-17; female; and most of the respondents were from the ABM strand. Teacher-respondents affirmed that lack of capitalization for proper nouns and at the beginning of a sentence was observed in the learner's output as a feature of textism. Furthermore, teacher-respondents asserted that the features of jejenese was moderately evident in students' output. They stated that the student-respondents used letters and numbers to represent words. Also, teacher-respondents stated that the use of sward speak was not evident in the students' written outputs. Student-respondents agreed that they use millennial lexicology to have fast and unique conversation and they believed that the use of millennial lexicology affects their proper use of punctuation marks in writing academic works. Moreover, results revealed that no significant relationship existed between the students' demographic profile and their millennial lexicology usage. Likewise, no significant relationship were found between students millennial lexicology and written outputs.

Keywords: Textism, Gay Lingo, Jejenese, Millennial Lexicology

Introduction

Change has been persistently said to be the only thing that is constant. As cliché as this may sound, but we truly face changes every day- be it in weather, schedule, mood, trends and language, specifically, as it varies across time. Changes in pronunciation, new words are borrowed or invented, and the meaning of old word drifts are stirring generation by generation. Presently, millennial language is a rich source of new words and phrases which, as fast as they are created by this generation, are then quickly adopted by the mainstream.

Millennials (*millennial generation, Generation Y*) is the phrase used to generally describe a person who reached adulthood in the early 21st century and covers the generation of people born between 1980 and early 2000. Millennials, are the generation that are totally at ease with electronic gadgetry and internet technology and all the concepts around this 21st Century technological revolution.

Meanwhile, lexicology is the part of linguistics that studies words. This may include their nature and function as symbols, their meaning, the relationship of their meaning to epistemology in general, and the rules of their composition from smaller elements. Lexicology came from the Greek word "lexis" which means word and "logos" which means learning. It is the part of linguistics dealing with the vocabulary of the language and the properties of words such as the main units of language.

Whereas every millennial in the world is quite capable of speaking like anybody else, many of them opt to adopt variety of new kind of language. This came with the advent of technology, social media sites and thru SMS text messaging specifically. As millennials began communicating with a mix of conjoined words, contractions, abbreviations, purposefully mistaken spellings etc. allowed them to express their thoughts faster or to get their meaning across with fewer words and sometimes in a "stylish" way. Plester et.al (2009) found that frequent texters (three or more messages per day) scored significantly lower than infrequent texters and non texters on a test of verbal and non-verbal reasoning.

According to Memushaj et al. (2018), text messaging as a concept involves SMS and messages sent through online applications like: Instagram, WhatsApp, e-mail etc. These text messages have indirectly led to the invention of abbreviations and to textism as an attempt to shorten words while writing. Textism is usually found in informal messages, but it has also been found in school assignments and other formal texts written by students, which emphasizes the influence of text messaging on literacy. Moreover, Memushaj also stated that textisms is the reason why people have changed the way they write. Therefore, technology users' struggle while writing in standard language.

Several researchers blamed textism and termed it as an unfavorable phenomenon due to its harmful consequences, Lee (n.d.) described textism as an ongoing attack of technology on formal written English. Humphrys (2007) criticized it more strongly and described textism as a type of vandalism that is gradually destroying the language.

On the other hand, Danish, et., al (2011) conducted a research on SMS texting and its potential Impacts on student's written communication skills. They found that the more students write, the more they improve upon their writing skills. Therefore, they explore some important factors about the excessive usage of texting they found that its increased use rather enhances the literacy of users, especially the youth instead of harming it.

Moreover, Ochnogor et. al (2012) are more balanced in their conclusion and the result from 324 students showed two-sided influence of textism. According to them, there are two ways which textism affects students' academic performance: positive influence because it is used when they want to communicate with family members; negative influence when they use textism to the extent that they use these forms of writing during their academic related tasks.

A study conducted by Rosen et.al., (2015) has found out that it is unlikely that the text speak abbreviation could lead to a deterioration of the students' performance in the literacy test. It also found that even the evaluation of the translations of textism into Standard English did not show any decline in the performance, in Study A. Moreover, it found that the data did not show any negative relationship between texting and literacy, although the participants in the study reported that they thought using text speak makes it difficult to remember Standard English spelling. Meanwhile, 1 year later when the IM applications were more popular, Study B found that there is a difference in the relationship between writing and textism for formal versus informal writing. It also showed that there is a negative impact in writing a formal letter but a positive relationship with informal writing which means that the study could not find any intrusion from the textism into the students' formal writing and if there is any impact, it is only in the informal writings.

On the other hand, a Jejemon is a person "who has managed to subvert the English language to the point of incomprehensibility." Jejemons speak Jejenese based on Taglish. Their alphabet, Jejebet, is based on Leet. Words are created by mixing letters in a word, mixed large and small letters, using the letters H, X or Z many times, and mixing of numbers in words. The spelling is the same as Leetspeak. This style of shorthand typing arose through the short messaging service, in which each text message sent by a cellphone is limited to 160 characters, evident in popular phone models in the early 2000s such as Nokia 5110. As a result, an "SMS language" developed in which words were shortened in order to fit the 160-character limit. However, some jejemons are not really conserving characters; instead, they are lengthening their message.

The word itself, Jejemon topped the Philippine's list of the most used term for the year 2010 and in fact, the word jejemon bested nine other countries and was chosen as the word of the year by the group of academics from the University of The Philippines in Diliman in the "Sawikaan 2010". However, it doesn't stop there. Up to now, whenever the topic is brought up in a group for people, there would always be two stands, and the answer to the impact of the sudden appearance of the jejemon is still debatable. There are several reasons why jejemon or jejenese has exploded in the Philippines. First and foremost, this is the first and, thus far, most powerful attempt to establish a trend of replacing the alphabet with numbers and symbols to make a statement. Jejemons alter the look of the English alphabet. Changing a standard alphabet code is far too delicate to be handled. The 'conyos' only mingled two languages, while the gay lingos only twisted words and fine-tuned their pronunciation. And this is can't be considered a record breaker, but a serious matter. People have a tendency to blend in with what's popular and mimic it all the time. Some people are wise enough not to do it, but they are outnumbered by those who want to join the trend. And, given the number of people who are fascinated by the jejemon phenomenon, it is possible that many people will adapt to it. Second, jejemons seize control of the media. They may not be politicians, artists, or famous singers, but every time they make the news, they garner a lot of attention. The topic is classified as pop culture, and even if some people dislike it, who wouldn't be interested if the word "jejemon" flashed on their television screen? That's certainly intriguing. Finally, jejemons make communication difficult. When encountering text messages, comments, or even status and tweets written in 'jejebeth,' you would have to read the text twice, thrice, or even more times to understand the meaning of the text. It is bothersome to people who doesn't have the time to waste decoding jejenese writings. It really takes time for others to subtract unnecessary codes or letters, and inverting their phones so they could make sure if that was really the meant letter. Why do things have to be complicated when it can simply be direct to the point? Jejemons may find their way of texting interesting, but most people do not. Reading jejetext takes time, especially when you realize that 'H3770Wss pfoushxzz' simply means 'hello po.' Because of the way the code is used, jejemons violate effective communication (quick and clear communication). If the decoder is unable to properly interpret the message due to the code, no thought about the message is acquired, implying that communication is ineffective.

Moreover, Department of Education (DepEd) Davao del Norte Division Superintendent Dr. Aurora Cobero in 2010 pointed out that such manner of texting deteriorates the spelling ability of students, and in a way affect their reading capacity. DepEd Tagum City Division Superintendent Nenita Lumaad agreed on June 3, 2010 that "jejemon" is a threat to spelling and reading ability of pupils and students.

In addition to these, Former Education Secretary Armin Luistro strongly discouraged the youth to use jejemon words, he said that: "It is a bad example, but it reflects a reality in our country– the use of jejemon language, that is." In the same way, Iloilo City Former DepEd Assistant School Division Superintendent Angelita Ragudo said that using the 'jejemon lingo' may affect the language and spelling abilities of the students. She added that students should know how to use proper language especially during examinations, essay, assignments, and homework.

It is undoubted that in the Philippines the LGBT community has been an influence to many people. Whether it's on fashion, showbiz, and entertainment. One thing is that the LGBT community has develop a language that they can use as a way of communication.

Lastly, sward speak which is also known as gay lingo uses elements from Tagalog, English, Spanish, and some from Japanese, as well as celebrities' names and trademark brands, giving them new meanings in different contexts. It is largely localized within gay communities, making use of words derived from the local languages or dialects, including Cebuano, Hiligaynon, Waray, Bicolano, and other places (Hudson, 1987). Gay language affects students' vocabulary and their understanding to the words which made them misunderstood the real meaning of the words. Admit it that everyone could not escape the alluring and colorful language used by gays because it is funny and it's more fun to say it is that's why some of us influence by gay language

(Cayabyab).

The term swardspeak was born during a country's darkest days – the Martial law era. Talking bad against the government can put you to jail, or smite you and banish you from the face of the Earth. It was about the same time that the Philippines, in the 1970s, coined the term jeproks and repa (or repapips) by syllable inversion (Tan, "Tagalog slang"). What effected the sprouting of these terms and communication modes could be attributed to the power exerted against free speech. Sward speak, on that regard is also an underground movement. It destroys the clout of power being brandished to minorities, oppressing those who would speak truth, and gagging the Filipinos preventing them to communicate efficiently and freely. Further, it "reflects the experiences and historical oppression of gay Filipino men" (Manalansan, 2013).

Further, according to Sims (2014), Swadspeak is a term used to describe "overly careful pronunciation, a wide pitch range, high and rapidly changing pitch, breathy tone, lengthened fricative sounds. Also ritual insults, irony, sarcasm, use of sexual and erotic reference, and women-related imagery and metaphor, slang and other new words, mostly relating to aspects of gay and lesbian culture. There are many other expressions that define the same such as LGBT speak, LGBT slang, queerspeak, gay slang, homosexual slang, gay language, etc.

American language scholar Stephen Quakenbush (2015) justified in an interview, about Philippines' rich languages, the increasing use of sward speak in the society. Sward speak is something not disturbing, like any other languages, but should be judged based on its effectiveness among its users, and on the way people using it communicate and express their needs. It is difficult for a non-speaker or a beginner but then its intricacies are what make this language unique.

Since gays were marginalized more than today, at least in developed countries, it was crucial for them to create a language which an outsider will not know about. "Secret languages emerge from situations in which a community feels the need to conceal the content of their utterances from the outside world" and that community is "threatened by other communities" (Taylor, 2017).

Catacutan (2014) defines sward speak as one of the many forms of social resistance. How some gays dress up as drag queens, flamboyantly displaying faux fur and donning makeup of extreme proportions and hues, dressing up like the latest Barbie doll or beauty pageant title holder, sward speak defies syntactic rules by emphasizing semantics through shared consciousness and knowledge, but more importantly, unconventional pragmatics. The overarching goal of the use and origin of sward speak is to conceal the meaning of the messages conveyed in communications. It is, however, a battle against the norm or the status quo. It does not adhere to strict form, nor does it adhere to the structures found in other forms of language.

Moreover, as syllable switching is one of the indicators of sward speak, Manila Mayor Francisco "Isko" Domagoso is one of the personalities who is greatly known in speaking such, as he is known for speaking colorful words and the Millennials made his peculiar way of speaking - dubbed "Iskonaryo" by some - viral and meme-worthy.

With the asserted data above, the researcher came up with an idea to conduct this study to know the relationship of millennial lexicology on students' written outputs.

Statement of the Problem

This study was conducted to determine the relationship of millennial lexicology on senior high school students' written outputs.

Specifically, this study sought answers to the following questions:

1. How may the demographic profile of the students be described in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 strand;
2. How may millennial lexicology in the written outputs be described in terms of:
 - 2.1 textism;
 - 2.2 jejenese; and
 - 2.3 swardspeak?
3. What are the students' perceptions on the use of millennial lexicology in writing?
4. Is there a significant relationship between students' demographic profile and their millennial lexicology usage?
5. Is there a significant relationship between the millennial lexicology and the students' written outputs?
6. Does millennial lexicology influence the students' written outputs?
7. What action should be crafted after the study?

Hypothesis

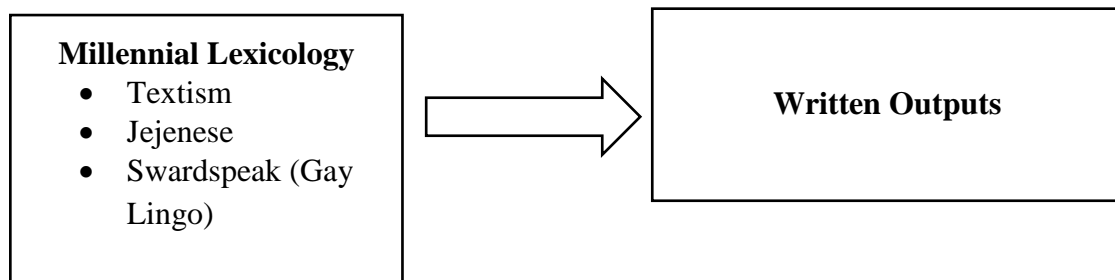
There is no significant relationship between the millennial lexicology of senior high school students and their written outputs.

Conceptual Framework

Constantly, language changes. The way we interact to communicate our emotions and thoughts changes over time. In this modern era, through different media and in different ways people express their message. Recent technical advances are paving the way for creativity in languages.

This study is aimed to explore whether millennial lexicology influenced students' written outputs.

Figure 1. Paradigm of the Study



As presented in the graph above, frame 1 represents the independent variable of the study which is concerned about the millennial lexicology of the senior high school students such as textism, jejenese and swardspeak or gay lingo. While the other frame focuses on the dependent variable which is the written outputs of the students.

METHODOLOGY

Research Design

This study utilized the mixed methods research design particularly the sequential explanatory type. Creswell and Plano (2011) stated that in explanatory sequential design, the researcher first collects qualitative data and then quantitative data. The purpose of an exploratory sequential mixed methods design involves the procedure of first gathering qualitative data to explore a phenomenon and then collecting quantitative data to explain relationships found in the qualitative data.

The gathering of quantitative data was done through the use of survey questionnaires. Through this, the data was utilized in describing the millennial lexicology in terms of textism, jejemon, swardspeak and written outputs. Likewise, this was employed in determining the relationship between millennial lexicology and students' written outputs.

This was followed by the collection and analysis of qualitative data. Qualitative data will be gathered from semi-structured interviews with the respondents. These data was integrated to quantitative findings during the final phase of the study. The primary focus is to further explain or enrich the quantitative results of the study.

Moreover, a rubric was also used as an evaluation tool for the written output of the respondents. This helped to find out if millennial lexicology is evident in the written outputs of the student-respondents.

Data Gathering Techniques

Prior to the administration of the questionnaire, the researcher personally delivered the letter of request to the school heads of the locale of the study. After the permission is granted upon the researcher, she proceeded to the data gathering.

The student-respondents were asked to answer a survey-questionnaire to identify their views of using millennial lexicology as well as its effect in writing school-related outputs. As this was done in the new normal, several methods of data collection were used by the researcher. The researcher has provided softcopies of the questionnaire as well as a Google form version for the convenience of the student-respondents.

The teacher-respondents were asked to assess the written works of their students to determine if millennial lexicology is evident in the students' written outputs whereas a rubric will serve as an evaluation tool.

Interviews were conducted for the qualitative portion of the study. Three (3) English teachers were interviewed and a set of guide questions was prepared to ensure that the needed data were collected.

Sampling Techniques

This study utilized purposive sampling for the teacher respondents. All English Teachers of BTECH Senior High School comprised the teacher-respondents. Meanwhile, the sample-size from the population of student-respondents was determined through the use of Slovin's formula. It is a random sampling technique formula to calculate the sample size (n) in a given population size (N) and a margin of error. It is computed as $n = \frac{N}{1 + (N)(e^2)}$.

Whereas: (n) is number of samples, (N) is the total population and (e) is the error margin/ margin of error. Moreover, the student-respondents were chosen using the lottery method. The teacher-respondents randomly picked numbers with corresponding names of the students.

Strand	Population	Sample Size	Grade 11	Grade 12	English Teachers
ABM	245	53	35	18	13
GAS	211	46	26	20	
STEM	272	59	41	18	
HUMSS	306	67	45	22	
ICT	160	35	18	17	
HE	200	43	19	24	
IA	47	10	2	8	
Total	1,441	313	186	127	

Table 1. Distribution of the Respondents

Data Analysis Scheme

In profiling of the subjects, descriptive statistics was used (i.e. frequency and percentage, mean) to compare them in terms of age, sex and strand.

The students' perception were measured using 5-point Likert scale and the descriptive statistics such as frequency, percentage and mean.

The written communication outputs will be evaluated based on the rubrics. The prepared rubrics will be used to give numerical score to each output.

To determine the relationship between the students' written outputs and millennial lexicology, correlation analysis was utilized.

The rating scale below will be used to assess their written outputs:

31.00- 45.00	Highly evident
16.00- 30.00	Moderately evident
1.00- 15.00	Slightly evident
0	Not evident

RESULTS AND DISCUSSION

Table 5. Teachers' Response on Students' Millennial Lexicology Written Outputs in terms of textism

Item Statement	3	2	1	0	Mean	VD
1. The learner used symbols and emoticons in his/her output. e.g. @ for at heart	153 48.9%	122 39.0%	37 11.8%	1 0.3%	2.36	HE
2. G-clipping was used in the learner's output. e.g. doin for doing, goin for going	150 47.9%	129 41.2%	30 9.6%	4 1.3%	2.36	HE
3. Unnecessary shortening of words was observed in student's output. e.g. Bro for Brother, Tue for Tuesday	149 47.6%	125 39.9%	36 11.5%	3 1.0%	2.34	ME
4. Omission of apostrophe was observed in the learner's output. e.g. cant for can't, Dads for Dad's	159 50.8%	121 38.7%	30 9.6%	3 1.0%	2.39	HE
5. Lack of capitalization for proper nouns and at the beginning of a sentence was observed in the learner's output.	165 52.7%	109 34.8%	37 11.8%	2 0.6%	2.40	HE
OVERALL MEAN					2.37	HE
Legend: Rating Scale	Verbal Description					
2.26 – 3.00	Highly Evident (HE)					
1.51 – 2.25	Moderately Evident (ME)					
0.76 – 1.50	Slightly Evident (SE)					
0.00 – 0.75	Not Evident (NE)					

It can be gleaned from the table that item "Lack of capitalization for proper nouns and at the beginning of a sentence was observed in the learner's output" received the highest computed weighted mean of 2.40 with a verbal description of "Highly Evident". On the other hand, item "Unnecessary shortening of words was observed in student's output" got the lowest computed weighted mean of 2.34 with a verbal description of "Highly Evident". The overall mean was recorded at 2.37 which is verbally interpreted as "Highly evident". These findings imply that the teacher-respondents strongly affirmed that textism is observable in students' written outputs.

In accordance with the present findings, Zhang (2015) believed that this texting language is frequently non-standard, as it does not adhere to standard rules of writing and spelling. These include word shortening, lack of capitalization, and vowel omission. He claimed that using textism caused students to become confused about how words are written correctly.

In addition, Cooke (2012) believed that the demise of youth literacy was caused by improper capitalization of words and grammar as a result of textism.

On the conducted interview with the selected teachers, they were asked if the common features of textism were present in the students' output. They all stated that they noticed a lack of capitalization in proper nouns and at the beginning of sentences. Further, they have mentioned that use of emoticons was also present in the students written outputs.

Jejenese

This pertains to the terminologies using symbols and some characters while texting messages, thus altering the word formation as well as its meaning.

Item Statement	3	2	1	0	Mean	VD
1. The learner used letters and numbers to represent words. e.g. it's hard 2 pick up d pieces of my life.	131 41.9%	124 39.6%	49 15.7%	9 2.9%	2.20	ME
2. The learner used clipping in his/her output. e.g. I don't lyk pipol hu r disrespectful.	109 34.8%	143 45.7%	47 15.0%	14 4.5%	2.11	ME
3. The learner's output showed unconventional use of punctuations. e.g. Hi!!! How are you???	125 39.9%	129 41.2%	49 15.7%	10 3.2%	2.18	ME
4. The learner used emotional language in his/her written output. e.g. jeje-laughter hmp-irritation	103 32.9%	139 44.4%	60 19.2%	11 3.5%	2.07	ME
5. Lengthening of vowels and consonants was observed in the learner's output. e.g. Trueeeee Wooooooooow!	115 36.7%	118 37.7%	55 17.6%	25 8.0%	2.03	ME
OVERALL MEAN					2.12	ME
Legend: Rating Scale		Verbal Description				
2.26 – 3.00		Highly Evident (HE)				
1.51 – 2.25		Moderately Evident (ME)				
0.76 – 1.50		Slightly Evident (SE)				
0.00 – 0.75		Not Evident (NE)				

Table 6 reveals that item "the learner used letters and numbers to represent words" got the highest computed weighted mean of 2.20 with a verbal description of "Moderately Evident". On the other hand, item "lengthening of vowels and consonants was observed in the learner's output" got the lowest computed weighted mean of 2.03 with a verbal description of "Moderately Evident" and an overall mean of 2.12 yielded the verbal description of "Moderately Evident". Results implied that the teacher-respondents believed that the characteristics of jejenese were relatively observed in students' written outputs. These findings imply that the written outputs of the student-respondents exhibited relative characteristics of jejenese in the perception of the teacher-respondents.

In 2010, an article was published at the Inquirer.net explaining why Filipinos adopt the phenomenal jejemon texting style. The new media imposes economic and space restrictions on text messaging in which cell phones limit the words to 140 characters, they invent and create words by inserting number or letters in order to minimize their sentences. The results are sometimes liberating and innovative.

When asked about the features of jejenese that were observed in the students' output during the interview, the selected teachers who were interviewed stated that there were some students' output that used numbers in place of a word. They mentioned using number 2 instead of to.

Sward speak

This refers to the slang terms derived from Tagalog-English code switching and used by a number of LGBT people in the country.

Item Statement	3	2	1	0	Mean	VD
1. The learner used proper nouns to imply actions. e.g. Rita Avila- to get irritated	3 1.0%	48 15.3%	147 47.0%	115 36.7%	0.81	SE
2. The learner used proper nouns as adjectives. e.g. Kuya Germs- the brother who is dirty Luz Valdez-loser	0 0.0%	12 3.8%	183 58.5%	118 37.7%	0.66	NE
3. The learner used proper nouns as common nouns. e.g. Cheez Whiz- rumor Anaconda- traitor	0 0.0%	13 4.2%	180 57.5%	120 38.3%	0.66	NE

4. The learner used proper nouns as proper nouns but with different meaning attached to it. e.g. Anita Linda- AIDS	0 0.0%	7 2.2%	149 47.6%	157 50.2%	0.52	NE
5. The learner used nouns as other function words. e.g. Sharon Cuneta- Yes Zsa Zsa Padilla- Yes, yes stop bugging me...	0 0.0%	4 1.3%	152 48.6%	157 50.2%	0.51	NE
OVERALL MEAN					0.63	NE
Legend: Rating Scale	Verbal Description					
2.26 – 3.00	Highly Evident (HE)					
1.51 – 2.25	Moderately Evident (ME)					
0.76 – 1.50	Slightly Evident (SE)					
0.00 – 0.75	Not Evident (NE)					

Table 7 displays that the highest computed mean of 0.81 falls under the item “The learner used proper nouns to imply actions” with a verbal description of “slightly evident”. Hence, the lowest computed mean is 0.51 under the item “The learner used nouns as other function words” and has a verbal description of “not evident” and an overall mean of 0.63. These findings imply that based on the teachers' responses, the characteristics of sward speak were not evident in the written outputs of the student-respondents.

In conjunction to the present findings, Casabal (2008) emphasized that people who speak this type of language do so because one of its characteristics is the creation of new words- by combining the names of famous local and international features that have different meanings, such as a proper noun Anita Linda (Anita Linda is a noun that means AIDS) and nouns that imply actions, such as WinWin Marquez (winner).

Unlike the previous types of millennial lexicology, the selected teachers who were interviewed stated that no sward speak was observed in the outputs of their students.

Students' Perceptions on Millennial Lexicology in Writing

This part of the study presents the analysis that was conducted in order to learn about the student-respondents' perceptions of the use of millennial lexicology.

Table 8. Students' Perceptions on Millennial Lexicology in Writing							
Item Statement	5	4	3	2	1	Mean	VD
When using millennial lexicology, I find it...							
1. easy to work out what I meant.	59 18.8%	142 45.4%	104 33.2%	7 2.2%	1 0.3%	3.80	A
2. useful to express my emotions thru emoticons.	76 24.3%	133 42.5%	82 26.2%	18 5.8%	4 1.3%	3.83	A
3. “time-saving” because I can shorten/contract the words whenever I type.	98 31.3%	133 42.5%	68 21.7%	11 3.5%	3 1.0%	4.00	A
4. better to express my thoughts with the use of extra punctuation marks.	85 27.2%	124 39.6%	83 26.5%	17 5.4%	4 1.3%	3.86	A
5. helpful to have fast and unique conversation.	102 32.6%	133 42.5%	68 21.7%	8 2.6%	2 0.6%	4.04	A
Use of millennial lexicology affects my...							
6. reading abilities.	82 26.2%	116 37.1%	77 24.6%	23 7.3%	15 4.8%	3.73	A
7. accuracy in writing words with correct spelling.	82 26.2%	123 39.3%	73 23.3%	21 6.1%	14 4.5%	3.76	A
8. proper use of punctuation marks in writing academic works.	82 26.2%	123 39.3%	76 24.3%	19 6.7%	13 4.2%	3.77	A
9. understanding of academic language.	72 23.0%	122 39.0%	79 25.2%	25 8.0%	15 4.8%	3.67	A
10. sentence construction.	66 21.1%	130 41.5%	77 24.6%	22 7.0%	18 5.8%	3.65	A
OVERALL MEAN						3.81	A

Legend: Rating Scale	Verbal Description
4.21 – 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Slightly Agree (SA)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

Table 8 presents the student-respondents' perceptions on Millennial lexicology in writing. In terms of how students perceive the use of millennial lexicology, the student-respondents gave their highest evaluation of 4.04 to item statement "helpful to have fast and unique conversation" and the lowest evaluation of 3.80 to item statement "easy to work out what I meant". Moreover, with regard on how students perceive millennial lexicology's impact on their writing abilities, the item statement "proper use of punctuation marks in writing academic works" got the highest mean of 3.77 and the lowest computed mean of 3.65 fall under the item statement "sentence construction". The overall computed mean is 3.81 with a verbal description of "Agree".

These results suggest that the student-respondents affirmed that they find the use of millennial lexicology useful for a variety of reasons, including but not limited to being able to have quick and unique conversations, saves time, and expressing their emotions through the use of emoticons. In addition, the student-respondents also acknowledged that by using these millennial lexicology, it then affects their proper use of punctuation marks, accuracy in writing words with correct spelling and reading abilities.

Relationship between students demographic and millennial lexicology usage

The analysis was carried out to see if there was a link between the demographic profile of the students and their use of millennial lexicology.

Demographic and Socio-Economic Status	Millennial lexicology usage
Age	0.079 ns (0.164)
Sex	-0.021ns (0.708)
Strand	0.010ns (0.854)
Legend: ns no significant relationship ($p > 0.05$); numbers in the upper entry are r-values; numbers enclosed in parentheses are p-values	

Findings of the analysis showed that there is no significant relationship were found among the students' demographic profile and the millennial lexicology usage. This is brought by the fact that the computed probability values were ranging from 0.010 to 0.079 which are greater than 0.05 level of significance. These results implied that the respondents' age, gender and strand are irrelevant to their millennial lexicology usage.

Parallel to the result, a recent study conducted by Papua A. et.al., (2021) entitled "Usage of Gay Lingo among millennials as a way of communicating" found that the sociodemographic profile (age, gender and religion) of the respondents has no effects on influencing the millennials in using the gay language.

Relationship between student's millennial lexicology Usage and Written Outputs

Table 10 reveals the results of the analysis which was done to determine if significant relationship appeared between the students' millennial lexicology usage and their written outputs.

Millennial Lexicology Written Outputs	Millennial lexicology usage
Textism	0.023 ns (0.679)
Jejenese	0.074 ns (0.192)
Swardspeak	-0.053 ns (0.349)
Legend: ns no significant relationship ($p > 0.05$); numbers in the upper entry are r-values; numbers enclosed in parentheses are p-values	

Based on the gathered data, textism is not significantly related to the students' written outputs as justified by the computed probability value of 0.023

which was greater than 0.05 (level of significance).

Though there were features of textism in the written output of the students, these did not affect their writing performance.

Aziz et. al. (2013) concluded that even if the students' common form of communication is texting, they were generally aware of the context as they are writing formally for academic purposes. Errors that were seen on the students' written outputs were not because of their texting practice but because of their carelessness or the lack of knowledge, and the lack of training, feedback or emphasis of the teachers or the administration.

Anderson and Elsner (2014) also stated that exposure to textism do not have negative impact on the spelling ability of students. Textism occurred because people are putting more emphasis on the meaning of the message and not on how these are constructed. People do not give much time proofreading either in text or in writing.

On the other hand, the analysis revealed that there is no significant correlation between jejenese and students' written outputs as justified by the computed probability value of 0.074 which was greater than 0.05 (level of significance). Despite jejenese being present in the students' written output, it had no effect on their writing performance.

Contrary to the present findings, a study conducted by Samonte, J. (2010) emphasized that if one is a frequent user of jejenese, if one uses it in speaking or texting, one may become accustomed to it. Your other languages have been set aside. He then claimed that it would cause a person to forget the proper spelling and grammar in English or Filipino.

Lastly, sward speak is not significantly related to the students' written outputs as justified by the computed probability value of -0.053. In accordance with the findings, no use of sward speak was exposed in the student's written outputs.

In contrast to the findings of the study, a study conducted by Papua, A. et al., (2021) found that the effects of using gay lingo in communication are high because millennials said they are happy using it and that it has a positive effect on them. Furthermore, the millennials stated that the gay lingo helps them communicate and changes their attitudes toward gay people who are using it. Also, the findings revealed that the level of influence of gay people in using gay lingo is high, and the majority of them learned the language in school. Furthermore, they use gay lingo to gain knowledge and a better understanding of it, indicating that millennials have a high level of knowledge about homosexuals and gay lingo.

Conclusions and Recommendations

Conclusions

Based on the findings of the study, the following conclusions were drawn: there is no significant relationship between the students' demographic profile and their millennial lexicology usage.

No significant relationship were found between students millennial lexicology usage and written outputs.

Recommendations

In light of the findings and conclusions of the study, the following recommendations were drawn:

1. English teachers can create a social group account, similar to Facebook, where they can maximize their students' use of technology and post some writing lessons. In this manner, they could allow students to post something in response to the lessons, with teachers establishing the rules for proper English usage.
2. A literacy seminar for students could be held that focuses on the benefits and drawbacks of being reliant on technology such as textism.
3. For future researchers, a similar study on other factors that could affect the students' written outputs could be conducted in the future.

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