

LOOKING INTO THE SOCIAL NETWORKING SITES OF SENIOR HIGH SCHOOL STUDENTS: A CONTENT ANALYSIS

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Abstract

The study intends to derive insights from the content analysis of Millennial Slang (MS) seen in posts to identify implications for teaching academic writing among SHS students. Specifically, it targets to : 1. describe the occurrence of MS in Social Networking Sites Posts (SNSPs) of the Senior high school Students in terms of morphological process of structure and 2. Compare the connotative and denotative uses of identified MS. A total of 30 MS underwent content analysis while the connotative and denotative of each underwent triangulation. The derivative definitions were gathered from Oxford Online Dictionary and Cambridge Online Dictionary while the connotative meanings were drawn from the derivative description and connotative explanation of each MS based on millennial SNSPs and Urban Dictionary. It was observed that there were four (4) morphological processes used in the formulation of MS and there coinage, acronym, dipping and conversion. Twelve (12) out of 30 MS were acronyms, twelve (12) underwent conversion, two (2) were created through dipping, and four (4) were product of coinage. Findings reveal that the Millennials use MS to write with ease, to be entertained, to express inexplicable feeling and to describe something impressive.

The lack of awareness on the morphological processes and the conventions of English academic writing may be the reason for the observed non-adherence to written language such as misspelling, contractions, usage of colloquial, slang and informal words. Therefore, it is recommended that English academic writing conventions including word formation and meaning be revisited and emphasized in teaching English writing courses.

Keywords: Millennial, slang, millennial slang, social networking sites, morphological processes, connotative, deductive

INTRODUCTION

English is alive (Hart, 2018). It is open to develop new concepts, words and structures. Since the rise of the 21st century, the internet has been pivotal in language development. It serves as an avenue to express and write freely even at times when the writing conventions are set aside. There is an ample possibility that in one click, the internet can already make a significant impact on the everyday dealings of Millennials especially in writing. The use of Social Networking Sites (SNS) in the teaching and learning process particularly in writing potentially makes the procurement of the skill easier to acquire than the traditional classroom setting, and this may contribute to the development of language in terms of meaning and usage (Griesemer, 2014).

Writing is a visual illustration of communication. Komariya (2015) describes it to be an important component of language because it serves as an instrument for language learners to express their ideas and feelings. It is defined as an active creation of texts by means of forming letters or characters and cleverly putting them together so as to express ideas. Since writing is an essential component of language learning, it is included in the five macro skills that a learner must acquire and apply in school (Nguyen, 2017). It is one of the most significant skills that students are expected to practice in the different activities of almost all academic subjects they will encounter in school.

Students these days are expected to acquire the necessary knowledge and skills to be successful in a progressively more globalized, demanding and changing classroom environment and one challenge is to maintain a high level of competence in English especially in Academic Writing (Tiongson & Rodriguez, 2017). Nyasimi (2014) explains that students face difficulties in academic writing for a number of factors such as lack of vocabulary, poor grasp of grammatical structures, incorrect spelling and illogical sequence of ideas. Another external influence which hinders learner's writing skill is the exposure to SNS which occupies more or less a quarter of the learning period (International Educational Advisory Board 2017).

Technology is growing swiftly from time to time, and the younger generations are the ones caught in this global revolution as almost all of them use SNS daily. Students remark it as easier, faster and more expedient mode for social and group communication (Nguyen, 2017). Sulisworo, Rahayu and Ashsan (2017) describes Senior High School (SHS) students who belong to the Millennial generation to be information technology literate but then it can possibly affect one of the essential competencies which is academic writing. Academic writing differs from other types of writing such as journalistic or creative writing. It follows a specific pattern, it is more technical in words and structure and it has a specific purpose: to inform, to give opinion and/or to influence (Fitzmaurice & O'Farrell, 2014). Belal (2014) discovers that with the use of SNS, students invent shorter form of words, commit grammar errors and use informal words in formal writing.

Nowadays SNS have forged new techniques where Millennials engage with words and ideas. Social networking sites is observed to influence student's engagement both in and

beyond the academic setting (Masin, 2009). Writing practices are instinctively linked to digital tools and online spaces when posting a status update, sharing a story or reading Facebook articles and giving opinions on Twitter posts. Curwood, Magnificio and Lammers (2013) write that these shape millennials' understanding of audience, purpose, and genre which are the fundamental component of academic writing. Millennials without difficulty access an authentic audience who reads, answers to, and even critiques their written work by actively joining to activities over SNS. Because of these, Millennials create and share informal writing structures, which unknowingly develop new arrangement for writing (Gee, 2004).

Based on a number of researches, SNS can have both helpful and undesirable effects on students writing (Belal, 2014). SNS functions as an electronic connection between consumers, but inopportunately it has become student's addiction (Abdulahi, Gharlegghi & Samadi 2015). In addition, SNS offers plenty of interferences which are likely to cause or degenerate focus on students especially in writing (González, Gasco & Llopis, 2016). Addiction on sharing and commenting to SNS posts of the SHS students are some of the problems in the Philippines because of the country's weak implementation and application of policies concerning adolescents' use of SNS. For this reason, students who use SNS for a longer period of time are seen to be in the lower ranks (Dela Pena, 2012; Junco, 2015).

Rouis, Limayen and Salehi – Sangari (2011) have revealed a positive effect of SNS on students who are more self-driven and disciplined because they are able to use it as a platform to share their ideas through posting. The study of Aziz, Moghavvemi, Sulaiman and Wai (2014) present that students who use SNS for leisure and relaxation but not for academic purposes did not affect learning despite the number of hours spent on SNS. Blattner and Fiori (2009) consider the potential of SNS to encourage positive student relationship and collaboration because of the easier ways of exchanging messages.

Communication is developed and enhanced with the use of technology. Furthermore, discussions over SNS contribute to the development of students' perception and motivation to share opinion (Callan & Johnston, 2017) which in turn can create an impact to students' writing ability due to excessive exposure (Tuan & Tu, 2013); it can also provide better strategies for teaching as well as engage students in writing more effectively (Kvæstad, 2013) where they may also take part in discussions about coursework, lectures, or share information (Grosbeck, Bran & Tiru, 2011). Some teachers also use SNS as educational tool to strengthen students' English writing skills because it could generate a space for students to inquire and response to questions more creatively and sensibly (Froment, Gonzalez & Bohorquez, 2017). Even with these adverse results, some researchers found otherwise.

In a similar light, the extended essay of Marwa and Sabrina (2016/2017), related to this research explains how the academic writing process is influenced with students' exposure to SNS and texting. It emphasizes how technology has changed the way people communicate in various ways such as in Oral and Written form.

One of the widely observed charges is the fast diffusion of slang among students. *Slang* as a noticeable feature of SNS has paved its way on Millennial's manner of writing. Students feel comfortable using invented words, rather than the language they use to study in school, which is full of rules, grammar and syntax. The users of *slang* formulates ways to input words quicker such as using numbers like 3gger for 'trigger', the omission of some letters , 2nte for 'tonight' and using initial words for a phrase like CWOT or **C**omplete **W**astes **O**f **T**ime.

Likewise, *Hashtags* (#) are also used in a message to classify a keyword or topic of interest and facilitate a search for that key word on similar posts. The message or post becomes discoverable by other users whenever the user adds a *Hashtag* since it is indexed by the SNS (Zaber, Nardi & Chen,2017). For example: "*Organization of ideas the paragraph shows a logical arrangement #Mechanics of writing all rules in capitalization and on spelling grammar etc are observed content*" Another sample of slang which are not written in texts are Emojis and Emoticons; these are graphic symbols and smiley faces that represent the senders emotion; widely used in smartphone-driven conversations. For instance: "*You know what it is. SWAG baby! I want (picture of tattoo).*"

There are articles and messages written on SNS which are known as *blogs* and *micro-blogs*. These are the new channels of communication; currently considered as powerful tools in communication (Ebrahim, 2015). *Blogs* are also called *weblogs*; typically arranged to allow the reader and viewer to express and exchange whatever idea he/she wants to convey without any limitation. On the other hand, *Micro-blogs* are short blogs; users share only essential or minimal information when relating to these in social networks (Rejon-Guardia, Sanchez-Ferandez & Munoz-Leiva,2013). Further, Micro-blogging allows users to compose brief text updates, and share them with friends and interested viewers.

Two of the most prominent micro blogging sites are Facebook (FB) and Twitter. These SNS are significant in language learning because they serve as platforms for student's to convey their views and opinions (Marwa & Sabrina, 2016/2017) and are also used by educators as a strategy such as the submission of portfolios, student personal reflections/journal and other related academic activities. One best example are the *Personal Learning Networks (PLN)* where students are able to use networks to facilitate an exchange of ideas that supports learning (Cambridge Assessment, 2016), thus, making a significant influence on the writing ability of the SHS.

The people who are fond of using SNS and are highly active when it comes to SNS activities are the millennial. "Millennial" is a term broadly used to designate those cohorts born from the 1980s onwards and who have been raised in a context where digital technologies served as vital fragment of day-to-day life (Pedró, 2006) and the class of people that came at the turn of the 21st century were called as such (Naratil & Zeltner, 2017). It is supposed that the Millennial Generation (MG) come between the years 1979 to 2000 (Connaway et al, 2008). While, Pew Research Center asserts that the generation started not on 1979 but 1980 - the first generation that came of age in the new millennium. National Chamber Foundation (2012)

notes that this generation's natal years range from 1980 to 1999. Emanuel (2012) on the other hand, proposes that the generation has the year bracket 1982-2001 and a recent literature suggests that Millennial Generation was from 1980–2004 (Weinbaum, Girven & Oberholtzer, 2016).

A more recent literature took the view that the “Millennial” label may be applied to a generation with birth years of 1981 through 1997 (Fery, 2018). The study conducted by Cabrera, Gutiérrez and Espinal's (2015) affirm that there are no precise dates when the generation commenced and concluded. Based on some researchers and analysts, Millennial generation birth years range from the early 1980s to the early 2000s (Howe & Strauss, 2009, as cited in Cabrera, Gutiérrez & Espinal, 2105). The exact dates of the millennial generation vary among researchers (Fery, 2018). In view of the literature stated, it is worthy that the generation started in 1979 in accordance with Connaway et al (2008) and with the updated interpretation of Weinbaum et al (2016). Therefore, the youngest Millennial to date is 14 years old and the eldest is 39 years old.

Pedro (2006) states that Millennials are the paramount age group to develop encircled by digital media, and most of their undertakings dealing with peer-to-peer communication and knowledge management, in the broadest sense, are facilitated by machinery. Sweeney (2006) terms the Millennials as prolific communicators; Harris (2017) adds that Millennials are also “digital natives” or “Facebook natives”, who would not appreciate life without the utilization of technology particularly social networking sites (SNSs) because they often would want to make everything fast and easy including communication in any form. Based on Danner (2013) to some, this generation is observed as the subsequent “Greatest Generation” (Howe & Strauss, 2017); however, to others, they are categorized “Generation Whine” — young people who have been overindulged and protected to such an extent that they are incapable of handling the most humdrum task without supervision (Hershatter & Epstein, 2010). Moreover, Millennials are the largest and most culturally diverse generation (Pinder-Grover & Groscurth, 2008).

Northern Illinois University (2018) claims that traditional methods to instruction might not address the learning styles of the Millennial students because of the exposure to the internet, use of social media, interconnect using smart-phone, play online games and other online application (Simuforosa, 2013). The remarkable traits that would describe the generation were: lack of professional restrictions influence by socialization, a necessity to have instant feedback, a sense of prerogative, deficiency of high order thinking skills, unrealistic expectations, high level of parental connection, and an expected and a thorough guidance in the classroom. The Millennials get achievement with diminutive effort and want to devote a lesser amount of time for responsibilities (Dwyer & Pospisil, n.d.). Millennials have distinct characteristics that make them different from other generations. Comfortableness and ‘multi’ media usage are what they prefer (Naratil & Zeltner 2017). Obviously, the Millennials’ formative years have been profoundly influenced by families, technology and the uncertain times growing up along with the technological advances, such as the internet; which has

opened the world to these age group. The Millennial Generation is acknowledged to be linked 24/7 with friends from school or simply acquaintances from places around the world (Tanner, 2010).

Writing as a Skill

Language is natural to human beings, but writing is produced by the human intellect (Daniels & Bright, 2003). People in the ancient days learned how to speak first. They used spoken English for many years especially in the twentieth century and concentrated having the belief that this was the origin of the written language (Marwa & Sabrina, 2016/2017). Linguists like De Saussure and Chomsky assumes this to be the reason for the carelessness in writing.

Writing is defined by Daniels and Bright (2003) as inscribed ideas that can be recuperated without the intervention of the utterer. Students may be able to write their ideas, share thoughts, illustrate feelings, and express emotions to others by the mastery of writing skills. Sakkir, Rahman and Salija (2016) explains that in any type of profession good writing skills is required, such as emails, reports and letters; thus, skills in writing are significant to prepare students for the future.

Academic Writing

Academic Writing is distinctively different from other types of writing because it strictly follows explicit guidelines. Academically written outputs must be based on credible citations of published authors. It has a standard structure such as beginning, middle and end. Writing academically is believed to be a challenging and a problematic task for students all around the globe because of the standards that it requires, consequently, students have poor academic performance for its misuse; it is in the heart of teaching and learning across the curriculum (Bird et al., 2012; Bowker, 2017). Students are typically evaluated by what they submit and assessed on what they need to know more. For students to be more successful in their academic endeavor, writing standards must be followed (Coffin et al., 2003).

In order to have a successful academic writing, writers and learners of Academic English have to establish the following conventions as written on the guidelines provided by Connors Writing Center (2009), Queen's University: The Writing Center (2013), Duke University: Thompson Writing Program (n.d.) and Capella University (n.d.). Belfast: **(1) Avoid colloquial language.** Original: I worked hard on the assignment because I didn't want to screw up. *Revised: I worked diligently on the assignment because I wanted to succeed;* **(2) Omit contractions, these are the words formed from two abbreviated words,** such as "don't" (*do not*), "can't" (*cannot*) and "won't" (*will not*). Write the full words; Original: It'll be great if there's security along the streets. *Revised: It will be great if they provided security along the streets.* **(3) Avoid rhetorical questions to evade addressing the question to the reader;** Original: If you poison us, do we not die? *Revised: Poisonous chemicals cause death.* **(4) Observe the consistency of the tenses;** Original: During the meeting, the moderator stood

and drops the pencil. *Revised: During the meeting, the moderator stood and dropped the pencil.* **(5) Do not use pronouns** like “I,” “We” or “You” to keep it impersonal Original: We conducted the research to know the impacts of online games to SHS students. *Revised: The research is conducted to know the possible impacts of online games to SHS students.* **(6) Follow a linear organizational structure to give readers clear signals.** Introductory paragraphs should include thesis statement to provide clear signals for the readers in form of transitions. These will help them follow the overall thread of the topic. Each idea should be directly interconnected to the paragraph before it at the paragraph level. **(7) Use ample of supportive evidence to demonstrate a clear specific point with good reason. For example:** “A study at one prison shows that owning a pet can change a hardened prison inmate into a more caring person. Another study discovered that senior citizens, both those living alone and those in nursing homes, became more interested in life when they were given pets to care for. Even emotionally disturbed children have been observed to smile and react with interest if there is a cuddly kitten or puppy to hold. Animals, then, can be a means of therapy for many kinds of individual. (Learning Assistance Center, University of Hawaii, Manao)”. **(8) avoid plagiarism to be fair and ethical.** Academic writing should be formal and the authors of literature must be acknowledged. For example: Seligman & Csikszentmihalyi (2000) investigated that saving can make an individual’s positive thinking skills better and to improve their perceptions about living life and **(9) avoid the use of casual language such as slang should be avoided.** Original: On the flip side, there were natural problems happening in the society that may affect a student’s saving behavior. *Revised: On the other hand, there were natural problems happening in the society that may affect a student’s saving behavior.*

Components of Academic Writing and the Millennial Writer

English Academic Writing is a demanding skill to learn; it is delimited to a set of guidelines and criteria. In writing academically, all of the writing skills must be included, in correct use and each in their natural place. According to Kantor (2012) an effective writing must include clarity, coherence, word choice and mechanics.

The following are the expected components of academic writing as written by Marwa and Sabrina (2016/2017):

Clarity is one of the most significant components in academic writing; academic writing should be easy to read and all information should be accurate to receive the response from the reader, for that reason, the writer must be clear and make his information easy to comprehend.

Clarity should not be ignored when producing a piece of writing (Muzafarova, et al., 2017). Students oftentimes neglect clarity. Most Millennials assume that they already have adequate idea that the reader understands; this is perhaps the most frequent mistake which one commits in academic writing.

Coherence. The reader can understand and grasp the content of the writing if there is coherence because it links ideas together (Giora et al., 2007). It is one of the unavoidable skills which cannot be missed in academic writing that students often neglect because of the idea that it is complex and it poses numerous tasks for a learner (Goth, et al., 2010; Somasundaran, Burstein & Chodorow, 2014).

Word Choice. Student writers pick words snappishly which displays the learners' style of selecting lexical items and structures in order to deliver a message. Marwa and Sabrina (2016/2017) believes that there are two facets the learner should study while choosing words: denotation and connotation. Connotation and Denotation are two major methods of describing the word meaning.

Denotation is the precise meaning of the word. It indicates that the writer should be certain on the meaning of the word especially student writers. Confusion starts when words that are misused regularly by a wrong practice is thought to be correct; words that sound or look similar yet do not have the same meaning (*for example: the Tree and Three: Tree refers to a woody plant and Three which is a number*) or word usage that are inappropriate that sound correct but are not considered in Standard English writing. Confusion may probably take place when students coin words for their need, and give these words several meanings (Rao, 2017).

If there are misconceptions about how a person is using a word, the possible primary source of that misunderstanding might be the word's connotations. People might be seeing something not well-meant or the reader may see something people do not understand and it is seen to be better if the receiver/reader will not merely look at what the denotative meaning of the word is, but also what these words connote (Jovanovic, 2013).

Connotation takes place when the readers or writers develop confusion on the word they choose. It is an idea that a word carries in addition to its standard meaning (Escribano, 2017). Connotation represents the social overtones, cultural implications, or emotional meanings associated with a word, take for example the word, "chair" connotes that someone sits in a high position while it denotes a seat typically having four legs and a back for a person to sit on.

In school, students are unaware of the inclusivity of language especially in writing that is why in some instances they are able to use slangs and clichés in academic writing which is unfitting. So, the difference between denotation and connotation is essential to understand definitions and how concepts are varied. These are two chief methods of describing the meanings of words (Ahmad, 2000).

Rao (2017) mentions that student writers get their motivation positively and adversely based on their emotional state and views. Any misunderstanding from readers may cause frustration in reading, so, student writers must be cautious on word usage.

Mechanics. The establishment of words and how they are organized and spelled on a statement is called “*mechanics*” in academic writing. This component includes grammar, spelling, punctuation and capitalization. Understanding the guidelines in spelling, punctuation and capitalization and following the correct structure in grammar of words are demanding for students because of their insufficient vocabulary. Moreover, Chowdhury (2015) and Habibi, Wachyuni, Husni (2017) agree that the aforementioned mechanical writing problems are common among students including the difficulty in translating and the habit of using inappropriate vocabularies in academic requirements.

Social Networking

The Internet opens connection to the digital world, where worldwide information are within reach such as studies, pictures, and videos among others can be shared, uploaded, downloaded and stored (Mworia, 2015). Internet World Stats (2018) releases the latest ranking of the top 20 countries with the highest number of Internet users. Survey found out those 63% or 67 million Filipinos users are active users of internet despite its slow speed. Based on GlobalStats, as of December 2018 Facebook (FB) is still the leading SNS used in the Philippines with an average of 54.14% followed by YouTube with 22.21% and 16.81% for Twitter. Filipinos spend an average of nine hours over the internet and 4 hours using SNS making them the most active users (Global Digital Report, 2018).

It is known that posting is the act of making short and frequent posts or information shared with the public all around the world with the use of SNS such as Facebook and Twitter. Facebook is created in 2004 by Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz, and Chris Hughes, who are all Harvard alumnus. According to Thuseethan and Kuhanesan (2014) FB is a broad source of information for learners, offering a chance to practice written communication between students, providing files and information exchange, and allowing new acquaintances through posts and electronic conversations (Gafni & Deri 2012). Grosseck, Bran & Tiru (2011) explained that “Facebook allows each user to create a profile, complete with personal information such as home address, mobile phone number, interests, religious views, and even data like relationship status (p.3).” In addition to creating individual profiles, FB users can also designate other users as friends, send private messages, join groups, post and /or tag pictures and leave comments on these pictures as well as on a group or an individual’s wall (Stutzman, Capra & Thompson, 2009). Members can also install and use third-party applications based on the FB platform, such as games, polls and quizzes or even create pages for different events and activities. FB has indicated terms for its use in academic studies regarding privacy; It is written as the second condition in terms of use, *Sharing Your Content and Information*, when an FB user published a content or information using the Public setting, it means that he/she is allowing everyone, including people without an FB account, to access and use that information, and to associate it with the FB user. Therefore, it can be used in any purpose based on the setting selected by the consumer.

Another commonly used SNS is Twitter, an online news and social networking service on which users post and connect with messages known as “tweets”. Mollet, Moran and

Dunleavy (2011) describe Twitter as a form of free micro-blogging which allows users to send and receive short public messages called tweets and these constricted to no more than 140 characters, and can add links to blogs, web pages, images, videos and all other material online through following other people and sources. A Twitter user can be able to build up an instant, personalized Twitter feed that meets full range of interests, both academic and personal status.

A number of academic researchers at all levels of experience and across all disciplines already use Twitter daily, alongside more than 200 million other users. Twitter just like FB also has its terms of service for each entry. The privacy setting of Twitter states that *“Public Tweets are visible to anyone, whether or not they have a Twitter account, while Protected Tweets may only be visible to Twitter followers. If you have authorized a third-party application to access your account, that third-party application may be able to see your Protected Tweets. When one chooses to share content on Twitter with others, this content may be downloaded or shared.”* Therefore, if a user chose to share a tweet, it may be seen by everyone using the application and can be downloaded, used and shared by anyone and for any purpose, (*Facebook and Twitter Terms of Use*).

Through SNS, internet slang is disseminated faster and easier because of the terms and conditions that made the posts and tweets accessible to everyone using the SNS. Based on the *Terms of Service/Use of FB and Twitter* it is fit that Social media--such as Facebook and Twitter have significantly impacted how information is shared among groups of consumer while used among all age cohorts specifically the members of the Millennial Generation.

The Web became more personal as SNS are introduced and embraced by the masses in the early 2000's. Since their introduction, social networking internet sites have pulled in millions of users, many of whom integrated their sites as a daily activity where most of the consumers are Millennials (Abdulahi, Charleghi & Samadi 2014). Becoming a prominent communication tool, particularly in the student community SNS have permitted all generations of internet users. Thus, academic institutions and teachers worldwide are increasingly using social networking sites, such as Facebook, to associate with present-day and prospective students and to deliver instructional content (Paul, Baker & Cochran, 2012). Since the birth of social media in the new millennium, significant concerns have been raised about its impact on young people's well-being. Different researches have been conducted to ascertain the influence of SNS on English Language usage of the Millennials (Frith, 2017). The study conducted by Alfaki and Khalid (2014) in Saudi, Arabia showed that traditional methods of English language teaching are no longer suitable for today's learners. Learning via Social Networks is a continuous process of learning and assessment that never ends. This gives an actual chance to practice the language beyond the walls of the classrooms. Moreover, the alternative could be a free platform, with materials and activities beyond lecture rooms provided by Social Networks and the modern digital devices. In addition, online learning is learner-centered, and achievement-directed for the sake of better performance. Another research suggests that it will be more efficient to use SNS academically on students'

performance, if teachers would try to use SNS as an instructional platform where the study also highlighted the generation gap between some teachers who are not proficient in SNS and students as well (Almarwaey, 2017).

Ndaku (2013) explained that poor sentence construction, failure to spell properly and lack of socialization skills are some of the many effects of exposure of the Millennial learners to SNS. It is also said that social media has extended to great levels and affected not just the academic performance of the child but also the learners' socialization skills which, eventually may also affect their oral communication skills. Teachers who are properly educated about the rules on grammar and are able to produce pedagogically sound activities for their students are encouraged to promote linguistic appreciation in the class (Solmaz, 2017).

The survey conducted by Sepahi et al. (2016) results show that social networks can be useful for learning, if used properly. However, if not properly facilitated, there would have a negative effect on the English proficiency because of the internet slang developed among Millennials (Kay et al., 2014). These might be unconsciously used in academic writing because of the convenience and the comfort that the Millennials experience during electronic conversation.

Academic English Roots in the Philippine Classroom

Academic English (AE) is used in writing an article in academic journals or listening to someone giving a presentation on academic subjects. It is the genre of English used in the world of academe which requires strict guidelines in syntax, semantics, pragmatics and citation and is differentiated by its focus on academic contexts (Hamp-Lyons, 2011).

Academic English plays a major role in publication and creative writing especially in the Philippines. *Many Filipino students show more favorable attitudes towards English than Filipino as they regard English as the language of power and a tool for upward social and economic movement (Chang, 2011, pg 5).* The Philippines is known to be one of the largest English-speaking countries in Asia and it became the language for various sectors such as government, law and education (Bolton & Bautista, 2004). English is regularly heard and read in public areas, schools and the household. It is the noticeable influence of the Americans in the country because of its colonization for a number of years. Chang (2011) relives how English language is incorporated in the Philippine context.

The USA colonized the Philippines from the year 1898 to 1941. Even after its independence, English language remained influential in the lives of Filipinos. It has become one of the major subjects in Philippine schools on the Revised Philippine Education Program in 1957 and is further developed until today (Bernardo, 2004). English-only policy was adopted in the Philippine classroom setting in the year 1990 to more effectively introduce the linguistic backgrounds of English, to have an access on modernization and presently, it is still used in schools with the same objective. English was used as the medium of instruction to English Communication Arts, Mathematics, and Science related courses in the year 1974 which is

based on the policy of the Department of Education that allowed English as media of instruction in major subjects for elementary and high schools.

Currently, the Department of Education is still promoting English language in the Philippine classroom from Grade Three (Grade 3) to Grade Twelve (Grade 12) based on the K to 12 English Curriculum Guide of May 2016 but now SNS are considered in its implementation. The study of Mabuan in Lyceum University (2015) shows *that the most pervasive errors committed by the participants (in SNS) were tenses, subject-verb agreement, prepositions, morphology, articles, verbs, and pronouns (p.5).*

This research on the SNS of SHS may serve as an addition to the research findings of Mabuan (2015) particularly in the aspect of morphology. The research releases that the omission of the inflection “s”; misuse and addition of the plural ending in “s”; wrong word formation are some of the common challenges in language learning particularly the acquisition of writing skills. The Filipino Students’ sensational exposure in social media and their interest in reading and posting weblogs are in all probability the chief reason of the thinking that everything posted in SNS can be integrated to academic writing activities. So, it is important to educate students on the acceptable forms in Academic English writing.

Netspeak

Netspeak is in reality a new linguistic medium (Crystal, 2003). *Netspeak is included in the new language forms and the term Netspeak serves as an alternative to terms such as Netlish, Weblish, Internet language, cyberspeak, electronic language, computer-mediated communication, etc.* (Maslac, Vasic & Darrer, 2004 p. 195). Language is no exception in the profound effect of SNS in life. English language has been termed as the language of the internet (Flammia & Sauders, 2007). The disadvantageous effect of it in students’ writing skill is the apprehension of educators (Omar & Miah, 2012). This social platform become a medium of interaction between students which affects their everyday routine because of too much exposure that led to addictiveness. SNS made the facilitating of communication more accessible; it develops collaboration and peer support among students; creates academic cyber circles to students and the exchange of academic materials/resources within and beyond school contexts (Arteaga Sánchez, Cortoji & Javed, 2014). Learners see SNS as favorable platform to express their selves find new connections, and preserve old relationships (Pilli, 2014). Having these impressions, educators must strictly monitor students’ progress and intervene when and where correction is needed.

Pros and Cons of SNS toward Students’ Academic Writing

Few research have studied on the effects of SNS due to its prevalent utilization. Millennials embrace SNS as a method to link with their friends, share data, establish personalities, and showcase their social lives (Boyd & Edison, 2007). Because of this, some advantages have been seen.

SNS make communication instant which enable students to access social language throughout the day. That is one reason why some researchers studies on its effects (Flad, 2010). This medium has been gradually integrated into the contexts of education that are part of students' regular activities (Junco, 2015). Furthermore, Educators teaching English Language Writing agreed that SNS aids the improvement of students' writing and adds enjoyment to the activity with peers. Students felt less pressure and have more confidence sharing opinions on most topics because of the fact that SNS are informal writing venues for them.

In Mindanao, a research stated that SNS gives learners the opportunity to express their feelings with the use of writing more often, thus, create the stimuli to write (Kulidtod & Pasagui, 2017). The study of Kamnoetsin (2014) listed some advantages and disadvantages of SNS towards academic writing:

Students were able to express their thoughts in written form with the use of English Language because of the integration of SNS in classroom-based-activity on the study of Wu, Lin and Hsu (2011) on integrating SNS into Foreign Language in Taiwan. The study reveals that SNS is very *influential in terms of grammar, sentence structure, content, organization of writing and vocabulary*, in addition, they learn new sentences or new writing structure when they see their peers' posts and comments over SNS, hence, feel the drive in writing. Thinking critically is another advantage of SNS; it enhances students' creative writing skills. In a study by Yunus, et al. (2012), it shows that brainstorming ideas among students done with the use social networks produces better written outputs. Students enhance their writing skill by reading friends' comments and posts, modifying the writing mistakes of friends, discussing grammar flaws among SNS friends and typically comments on friend's posts.

Even though a number of research reported the positive impact of social networks in language classrooms, some studies have recounted its adverse effects. One of these is the use of SNS in classroom activities which may lead to distraction and lack of focus. Students might not concentrate in classroom discussions because they might want to look for other notifications in the sites. Another adverse effect is the distraction of "traditional students" to SNS who are familiarized with hard copy materials such as textbooks and workbooks. Social networking sites might not be suitable for their learning style thus may affect their oral communication skills because of the alternative English used in Facebook (Mahmud, 2014).

Habitual usage of shortened form of English words is widespread among English language learners and has been subject to much recent debate within the educational community as it might affect their writing skills. Because of the excessive exposure to SNS, students' writing fails to improve and led to informal writing structures. A research in Saudi Arabia mentions that students face challenges in writing because of the difficulty in identifying spoken and English text types and the possible reasons of this difficulty is the structure of the native language and the target language, English.

Word Formation

Lieber (2009) defines the study of how words were put together is called morphology. Ling et al. (2009) explains morphology to be words that are combined from smaller pieces, phrases to dependent clauses to sentences. Lehrer (2003) explains that word formation takes place when people coin new terms to new things and processes; word is thereby formed every second. Neologism is the formulation of new names based on the language and culture of specific group of individuals and it is a phenomenon which strengthens the belief that language really is changing (Ahmad 2000). It exhibits the capability of the language to undergo modification. Behera & Mishra (2013) elucidate that neologisms are words that are derived in connection to other relevant occurrences, emerging age group or new conceptions.

The Millennials are known to be the backbone of the future society. This “developing” generation will affect the economy in the fields of parenting practices, leadership, broadcasting, fashion, advertising, finances, and corporate management where higher level of English language mastery is needed (Fery 2018).

A study in Kenya reveals that word formation in SNS deviate the English Language Standard at different levels and was found to be a way to ease communication among the online users (Mworia, 2015). The entrance of these new words in the society and native lexis has not however happened. The following are based on Yule’s (2006) explanation of word formation processes:

Acronym

A word coined by taking the initial letter of a phrase is an acronym (Fatimah, 2010). Moehkardi (2016) stated that the new words are spelled by using the first letter of each word in the original phrase or clause such as: a) ALABC- **A**dvanced **L**ead-**A**cid **B**attery **C**onsortium, b) EPA- **E**nvironmental **P**rotection **A**uthority, c) LED- **L**ight **E**mitting **D**iode and d) NASA- **N**ational **A**eronautics and **S**pace **A**dministration.

Clipping

A clip word does not change the denotative meaning of the word and shortening the lexeme is the operation of this word. **Some examples of this are:** a) flu (*influenza*), b) fridge (*refrigerator*), c) gab (**g**abble) and d) gas (**g**asoline)

Coinage

The process of creating totally new words is called coinage (Pousada, 2011). Veale and Cristina (2009) defined it as the term for constructing new-fangled words. For example: **Google**; use an online search engine as the basis for looking up information on the World Wide Web (www), **Tweet cred**: social standing on Twitter, **Crowdsourcing**: activity of getting a big group of people to contribute to a project or task, especially by using a website where people can make contributions for example, online proofreading services and **App**: Software application for a smartphone or tablet computer.

Conversion

The change in the part of speech is the effect of the word formation, derivation. It is the construction of words through the adjustment of a root without adding other lexeme (Ling 2009). A word that is formed from any morphological process may be all acceptable for the conversion process. Conversion is the process of changing the function of the word to one and the other. For example: desire (adjective: wanting to have something) to desire (verb: wanting to have something), Google (noun: a pronoun of a search engine) to google (verb: searching for something over the internet).

Students' writing skills are perceived to be influenced by SNS because of their exposure to the informal use of vocabularies and misspelled words (Ndaku, 2013). There are a number of notion that the use of SNS can possibly affect the academic writing skills of students (Kay, et.al, 2004). As any other form of writing, it is predictable that this type of writing is also subjected to be influenced by the writing skills of this generation.

This current study confines itself to the SNS posts of the SHS students from a Catholic University using triangulation as means of the content analysis. It intends to derive insights from the findings to identify implications for teaching academic writing among SHS students. Specifically, it targets to: (1) describe the occurrence of SNS posts of the SHS students in terms of morphological process or structure and (2) compare the connotative and denotative uses of the identified Millennial Slang.

The goal of this research is to edify the educators and the readers to the terminologies of Millennials and the basic principles of Millennial language in SNS. The findings which were revealed in the study hope to benefit the following: **(1) Curriculum Developers**, this research may provide useful inputs to enrich existing curriculum with the content that supports the development of SHS students academic writing skills. **(2) Curriculum Implementers/English Teachers** may facilitate the inclusion of word meaning and structure in English academic writing related courses to have a better understanding of words' connotation and denotation ,thus, heightening the academic writing skills of students. The Millennials can have better writing performance by being cognizant of the standards of academic writing especially the recognition of formal and informal words that must be used in academically written outputs. **(3) Future Language Researchers**, the study can be a point of reference for aspiring researchers. It may help in formulating possible research topics as regards the issues in the classroom vis-à-vis English Language use.

METHOD

The central aim of this qualitative study is to derive insights from the content analysis of MS and identify implications for teaching academic writing among SHS students. To meet the objectives of the study, a qualitative approach was done to gather and analyze the posts in SNS of Millennials. Mason (2002) defined qualitative research as a type of study that

concentrates on the day-to-day activities and interaction of the participants, their varied perceptions and distinct experiences in a certain activity.

The data in qualitative research involves words, phrases, concepts, themes, and categories. Tadeo (2012) describes qualitative research to have no statistical treatment but it focuses on words. Moreover, it seeks to gather texts, recordings, descriptions, plans and maps; written or spoken accounts, to describe participants' behavior in a certain activity. It is used in the social sciences to examine the skills, ability, and behavior of individuals and communities to determine the reason behind and progression of phenomena.

Qualitative research desires to establish the meaning of a phenomenon based on the view or behavior of the participants (Creswell 2014). Thus, this means describing a group and studying how it developed a common structure of demeanor over time. One of the key elements of collecting data in this type of research is to observe participants' behaviors by participating or being exposed in their activities. These forms of data characterize the experiences of persons or groups.

There are two types of data in qualitative research: explicit and extant. Explicit data are collected with the involvement of the researcher as an interviewer. It aims to gather the perceptions, experiences and views of participants. It is necessary that the supervision of the interviewer is needed at all times to gather this type of data. On the other hand, extant data is the collection of written, audio or visual documents. This type of data are usually extracted from the electronic, video or audio data (Majid, 2018). Ralph, Birks and Chapman (2015) explained extant data to be less sensational data that reduce the researcher's biases on the topic such as blogs and weblogs while investigating. In this research the method is confined on gathering extant data which are electronic texts or the participants' (SHS Millennials) SNS weblogs to possibly describe students' daily SNS activities while using the English Language and their common exercise/practice of using informal language.

The participants of this study are the SHS students from a Catholic University who belong to the Millennial cohort which age range from 15-18 years old, have social network accounts, actively use SNS, and are bonafide students of the school. The participant-students qualified to the criteria set by the study. Thereafter, the entries of the students were encoded and analyzed. The research uses convenience sampling, Alkassim, Etikan and Musa (2006) define convenience sampling, as a non-probability sampling, a type of sampling dealt with specific criteria such as accessibility to the population and geographical juxtaposition.

To determine the most common slang used by the aforementioned generation, a list of World Millennial Slang (WMS) featured in credible online websites such as *Urban Dictionary* was compiled. Urban Dictionary is an online dictionary of phrases and words not typically found in standard dictionaries but are commonly used by the masses and are considered to be crowd sourced. Using the application, informal words are characterized and defined (Wabash College, 2015; Nguyen, McGillivray & Yasseri, 2017).

To identify the possible words to be analyzed, observation is done among Millennials. Observation is one of the most common methods for qualitative data collection. There are two types of observation, participant observation and direct observation. Participant observation is typically used in a qualitative research where “*it forces one to question one’s theoretical presuppositions about the world by an intimate long-term engagement with, and participation in, the lives of strangers (Shah, et al., 2017 p. 48).*” Direct observation is diverse from participant observation in a number of way. Observers in direct observation are not allowed to hamper in the normal behavior of the participants during interaction, which is of advantage for ensuring that realistic usage is observed. Therefore, it provides high level of natural validity when monitoring usage. Furthermore, it is an essential component for educators in recognizing the strengths and limitation between behavior and learning (Lewis et al., 2017).

To serve the purpose of this study, direct observation is conducted among the Millennials during classroom-based performance tasks in Oral Communication in order to identify the MS used by the SHS students and distinguish the possible list of FMS based on the compiled WMS and the list of informal words from the direct observation. The students are asked to use any form of the English Language throughout the period and then the researcher listed the MS that are used throughout the activities within the semester. During the observation, it is noticed that students use informal words while interacting with others. Observation in Oral Language classes is done first because of the premise that people in the ancient days learned how to speak first before learning all the other macro skills. This leads linguists De Saussure and Chomsky to claim this to be the reason for the negligence of writing (Marwa & Sabrina, 2016/2017). As such, this study made use of direct observation in the three classes of the SHS in the second semester, school year 2017-2018 (see Appendix for the list).

The research makes use of SNS to identify if the listed MS from the direct observation were actually used in the Millennials’ SNS posts for validation. The following criteria were used to identify the posts that can be used in this study. The posts have to be written in English and the year of each post should only be within 2016 – 2018 since the Senior High School program under the K12 curriculum took its effect in these school years. If there are at least, 5-10 entries with the use of MS among student-participants, it will be qualified as one of the MS to be analyzed. It is noteworthy that the Filipino Millennial Slang (FMS) are selected based on the direct observation and the frequency of use of Filipino Millennials (SHS students) on SNS posts refers back to the general list, WMS.

Next, the informal words qualified for analysis from the websites were labeled using codes. Marquez-Fong & Tignio (2016) define coding as the process of giving names on data which were collected. The primary purpose of data coding is to simply identify the content depicted in the data (Theron, 2015). Codes are descriptors and it is frequently in the form of words or phrases which summarizes the central thought of the data (Saldafia 2009; Theron, 2015). The data in the research are coded as **11FB#** and **12FB#**. In these codes, SNS plays a significant role where FB stands for Facebook, 11 for grade 11/ 12 for grade 12 and the

hash tag symbol (#) for the number of post. For Twitter posts, **11TW#** and **12TW#** where TW stands for Twitter and 11 or 12 for the SHS grade level.

Considering that the present research is within the scope of social sciences because it explores how people learn and develop words, content analysis therefore is utilized in deriving meaning from documents, images and written expressions of the participants. Content analysis is also used to identify the FMS through SNS by sourcing for credible documents to list down the WMS which serves as the basis for the selection of the FMS. Moreover, the research captures qualified SHS posts and triangulated the data with the use of the authorized online dictionaries. The data are defined to come up with the description of the occurrence of SNS of the SHS students in terms of morphological process based on Yule's (2006) process description or structure and the comparison of the connotative and denotative uses of the identified MS.

Gheyle, Niels and Jacobs (2017) describe content analysis as a malleable strategy of inquiry that is widely utilized in the field of information science. Krippendorff (2004) defines it to be the strategy of gathering expedient references from manuscripts which can be utilized as data for a study. On the other hand, Harding and Whitehead (2013) mention that it is commonly employed in studies on sociolinguistics and the data primarily consist of documents, images and participants' verbal and non-verbal expressions. These data are read, interpreted and acted on their meanings based on the context of the situation and depending on the strategy of inquiry that the researcher would like to carry out.

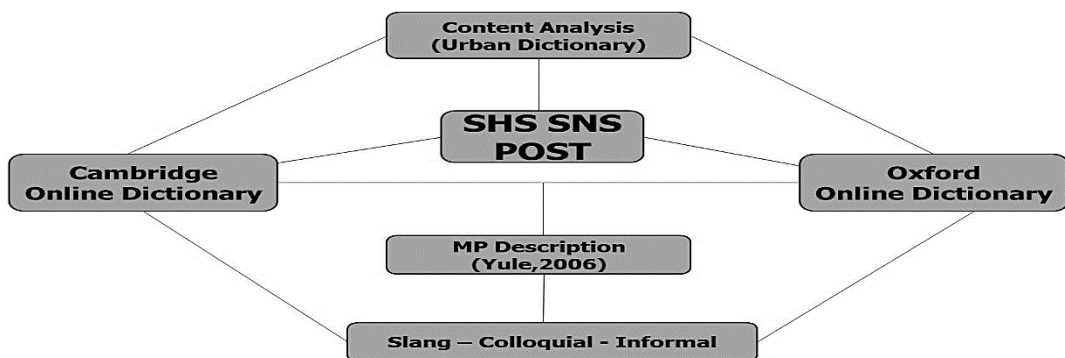


Figure 1. Content Analysis of Data through Triangulation and MP Description (Yule, 2006) Conceptual Structure

Triangulation technique is used to define the utilization of the informal words based on the frequency of use. Data triangulation includes the usage of various points of data (Guion, 2002). Moreover, Bekhet and Zauszniewski (2012) mention it as a deep analysis of collected data over different approaches in order to attain a more truthful and valid evaluation of

qualitative findings. This technique is achieved through the use of credible online language dictionaries, the Oxford and the Cambridge Dictionary, and the content analysis of the researcher through Urban Dictionary. It is notable that Urban Dictionary is an online dictionary of phrases and words not typically found in standard dictionaries but are commonly used by the masses and are considered to be crowd-sourced. In using the application, informal words are characterized and defined (Wabash College, 2015; Nguyen, McGillivray & Yasserli, 2017).

Oxford and Cambridge dictionaries are the standard reference dictionaries used in academic institutions. The Oxford Online Dictionary is a history dictionary which means it does not only provide present day meanings of words but also historical words and meanings which are no longer in use while Cambridge Dictionary focus on the modern use of terms and their respective meanings which makes both dictionaries useful in research because modern words are defined that may have been used in the previous generation and in the modern era (Oxford University Press, 2017).

Table 1 shows the acceptability of the MS in credible dictionaries with the symbol (/) meaning the MS is recognized and (X) marks otherwise. It likewise presents the comparison of the denotative and connotative meaning as defined by Oxford and Cambridge Online Dictionary and Urban Dictionary.

Table 1

Sample triangulation based on credible dictionaries and researcher's content analysis related to urban dictionary description

DATA	OXFORD	CAMBRIDGE	DENOTATIVE DEFINITION	CONNOTATIVE MEANING AS EXPRESSED IN THE SENTENCE
" Foodtrip & Movie marathon atm with them."	/	/	(Physics) Atmosphere(s), as a unit of pressure; Automated/Automatic Teller Machine; a machine that discharges money through the use of a debit card	At The Moment ; happening at the moment
"Opkors I gonna miss this fam "	/	/	member of the family: someone's clan	one of your closest friends ; someone who is not your blood relative but considered to be a part of a <i>family</i> ; a special person

"Dope, shots"	/	/	any variety of prohibited drugs; (as to a person) a nonsensical or absurd person	someone/something overly nice
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To clearly explain the MP that the words underwent, table 2 was conceptualized based on Yule's (2006) description.

After recognizing the morphological process, the informal words in students' SNS posts are categorized based on the description suggested in Cambridge Dictionary and Oxford Dictionary.

Informal words are categorized as colloquial, slang and vulgar. Colloquial words can be acceptable and are considered a part of Standard English but it poses a problem to academic written language if used (Irvin, 2010). It is more formal than slang in word choice, articulation and sentence structure. Speakers usually use it when they are stress-free and unconscious. (Barzegar, 2008; Jalalpour & Tabrizi, 2017). Slang, on the other hand, is considered to be constantly informal because it includes words and expressions not considered in Standard language, moreover, it is regarded as vulgar, humorous and belligerent expressions (Mattiello, 2008). This led the research to categorize the informal words as either slang or colloquial words and to determine the use in the written accounts of students.

Table 2
Sample Morphological Process Description (Yule, 2006)

MS	MORPHOLOGICAL PROCESS (MP)	YULE' (2006) MP DESCRIPTION
Atm	Acronym	word coined by taking the initial letter of a phrase
Dope	Conversion	changing the function of the word
Fam	Clipping	shortening of lexeme

Table 3 displays the category of the word in Cambridge and Oxford with the symbol (/) meaning categorized as colloquial or slang, (X) marks otherwise and (-) not indicated in the dictionary.

Internet's influence and the SHS students exposure to social media led the research to choose weblogs written publicly on Facebook and Twitter as the bases of data. In a research conducted by Snee (2010) it states that someone who has written a blog should be recognized like other writers, thus, gaining an informed consent is perceive to be necessary even if the

entries are known to be public but in the case of blogs or weblogs users are fully aware of the publicity of data entered informed consent may not be required nevertheless the anonymity of the writer is obligatory to protect the identity of the author. This research utilized weblogs of SHS students in SNS, particularly FB and Twitter.

It assures the public that no one was harmed in the collection of data and deploys all efforts to protect the private nature of the personal information collected which is only used for the purposes stated in the research. In addition, informed consent was given to the Millennials who's post/s were employed in this study. It is noteworthy that FB indicates terms for its use in academic studies regarding privacy; It is written as the second condition in terms of use, *Sharing Your Content and Information* when an FB user publish a content or information using the Public setting, it means that he/she is allowing everyone, including people without an FB account, to access and use that information, and to associate it with the FB user. Therefore, it can be used in any purpose based on the setting selected by the consumer. Twitter just like FB also has its terms of service for each entry. The privacy settings of Twitter state that *"Public Tweets are visible to anyone, whether or not they have a Twitter account, while Protected Tweets may only be visible to Twitter followers. If you have authorized a third-party application to access your account, that third-party application may be able to see your Protected Tweets. When one chooses to share content on Twitter with others, this content may be downloaded or shared."* Therefore, if a user chose to share a tweet, it may be seen by everyone using the application and can be downloaded, used and shared by anyone and for any purpose, (*Facebook and Twitter Terms of Use*).

Table 3
Sample category of SNS words (Cambridge and Oxford Dictionary)

WORD	CAMBRIDGE			OXFORD		
	SLANG	COLLOQUIAL	INFORMAL	SLANG	COLLOQUIAL	INFORMAL
ATM	-	-	-	X	X	/
Dope	/	X	/	X	X	/
Fam	/	X	/	X	X	/

FINDINGS

The findings on the SNS reveal the (1) description of informal words in SNS posts in terms of morphological process or structure and the (2) comparison of the found words concerning the connotative and denotative definitions to identify possible impact to teaching English Academic Writing among SHS students. A total of 30 MS were analyzed from the 395 SNS posts of the SHS students. The discovered MS were gathered and analyzed through the use of Oxford and Cambridge Online dictionaries. The following tables illustrate the findings:

Table 4 shows the occurrence of MS in terms of morphological processes and the definition of each of the thirty (30) MS. It reveals that there are four (4) morphological processes used in the MS (coinage, acronym, clipping and conversion) while table 5 shows the MP utilized in the words; acronym and conversion have the same number of identified MS having twelve (12), coinage having four (4) and the remaining two (2) went through clipping.

Table 4
Morphological process description (Yule, 2006)

MS	MORPHOLOGICAL PROCESS (MP)	YULE' (2006) MP DESCRIPTION
1. af	Acronym	word coined by taking the initial letter of a phrase
2. atm	Acronym	word coined by taking the initial letter of a phrase
3.basic	Conversion	changing the function of the word
4. brb	Acronym	word coined by taking the initial letter of a phrase
5. bruh	Coinage	creating totally new words
6. burn	Clipping	shortening of lexeme
7. cancelled	Conversion	changing the function of the word
8.dead	Conversion	changing the function of the word
9. dope	Conversion	changing the function of the word
10. extra	Conversion	changing the function of the word
11. idc	Acronym	word coined by taking the initial letter of a phrase
12. fam	Clipping	shortening of lexeme
13. fanboy	Coinage	creating totally new words
14. g	Acronym	word coined by taking the initial letter of a phrase
15. gtg	Acronym	word coined by taking the initial letter of a phrase
16. jgh	Acronym	word coined by taking the initial letter of a phrase
17. lit	Conversion	changing the function of the word
18. lmao	Acronym	word coined by taking the initial letter of a phrase
19. lol	Acronym	word coined by taking the initial letter of a phrase
20. lowkey	Conversion	changing the function of the word
21. onfleek	Coinage	creating totally new words
22. ootd	Acronym	word coined by taking the initial letter of a phrase
23. otw	Acronym	word coined by taking the initial letter of a phrase
24. savage	Conversion	changing the function of the word
25. slay	Conversion	changing the function of the word
26. shooft	Coinage	creating totally new words
27. sus	Clipping	shortening of lexeme
28. swag	Conversion	changing the function of the word
29. triggered	Conversion	changing the function of the word
30. wtg	Acronym	word coined by taking the initial letter of a phrase

The 30 discovered MS underwent acronym, clipping, coinage and conversion. Yule (2006) the defines the acronym as a word coined by taking the initial letter of a phrase, clipping

as shortening lexeme of a word, coinage as creating totally new words and conversion as changing the function of the words.

Table 5

Occurrence of MS in terms of morphological processes (MP)

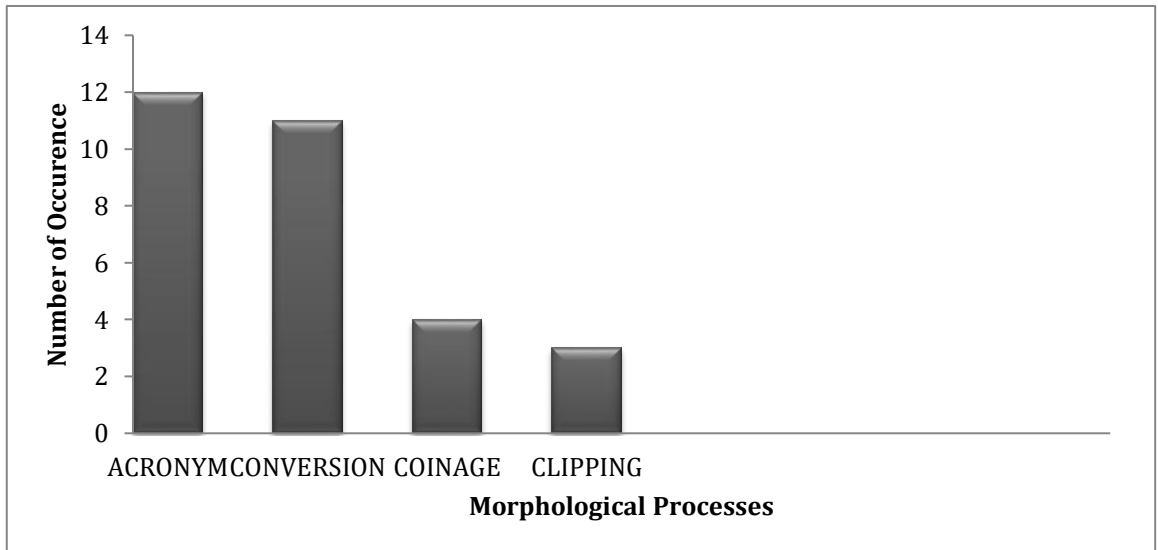


Table 6 consists of the (1) sample data; (2) acceptability of the word (3) denotative definition of the discovered word and (4) the connotative meaning of the word as expressed in sentences. Furthermore, it presents the acceptability of the MS in credible dictionaries with the symbol (*I*) meaning the MS is recognized, (**X**) marks otherwise and dash (-) if not acknowledged. It likewise presents the comparison of the denotative and connotative meaning as defined by Oxford, Cambridge Online Dictionary and Urban Dictionary.

It is of note that 18 among the 30 discovered words are recognized by both standard dictionaries, 5, on the other hand, are not accepted by either standards and 7 are not documented. The dictionaries acknowledge some words yet the denotative meaning of which is seen to be problematic as shown on the sample data. The list does not confirm the acceptability of the words because of the informality presented and the conventions that should be followed in Academic English Writing.

Table 6

Triangulation based on Oxford and Cambridge and researcher's content analysis related to urban dictionary description

Data	Oxford	Cambridge	Denotative Definition	Connotative Meaning as expressed in the Sentence
"Bi before I sleep I just want to say na take good care of yourself and I hope everyone is safe atm . I'll pray for everyone's safetyyyy luvvvv u guys."	/	/	(Physics) Atmosphere(s), as a unit of pressure; Automated/Automatic Teller Machine; a machine that discharges money through the use of a debit card	At The Moment ; happening at the moment
"Opkors I gonna miss this fam "	/	/	member of the family; someone's clan	one of your closest friends ; someone who is not your blood relative but considered to be a part of a <i>family</i> ; a special person
" Dope , shots"	/	/	any variety of prohibited drugs; (as to a person) a nonsensical or absurd person	someone/something overly nice
"When will this year and thinking "that was THIS year??" 2016 felt long af "	/	/	Audio frequency ; Autofocus ; As fuck (for accenting social media entries)	As fuck used to exaggerate; to stress something
"Me, leaving my basic life to become a magical girl"	/	/	building blocks of something important; vital evidences or ethics for a job, course or skill	a task easy to accomplish
"Pro tip: never stalk urself on igbc the memorieshit u str8 in the face and it'll hurt like hell brb im crying hahahahaha"	/	/	Be Right Back	Be Right Back
"Caught a glimpse of heaven, bruh ."	/	X	an address to a male friend	an address to a male friend

"Go gurl burn 'em all"	/	/	fabrication of heat and flame; an injury caused by flame	(as to an individual) defeated; humiliated individual; sarcastically responding to something seriously said
"We exerted so much effort but then it's still not enough. Wowerz u're cancelled "	/	/	an imprint to show that something was previously used	an imprint to show that something was previously used
"All my friends are dead push me to the edge."	/	/	a person or an animal that died	someone afraid to be scolded; someone in danger; exhausted; laughing too hard; bored
"my man's extra tonight" (picture of [boy]friend)	/	/	an additive to what is rigorously common; a person who is there to backup the actor or the actress in difficult scene; he/she doesn't usually speak	act of doing something beyond expectation
"Thankyouuuuu po ahe J Godbless you too and your fam mwa hope know you po hehe"	/	/	a member of the family	one of your closest friends ; someone who is not your blood relative but considered to be a part of a FAMily; a special person
"Try not to be a fanboi "	X	X	-	overly enthusiastic fan
" G , bc I like to do kind of stuff (picture of a SNS challenge); thank you, G+ fam and friends! 💎💎💎 loyalty awardee with high honors"	/	/	Chemistry: Gas; Gelding; Gram/s	Go;Game (accepting someone or something); God (asking for the guidance of the Lord)
"Completed✓ finally!! G tG "	/	/	Got to go (used to direct that someone is terminating a dialogue) (acronym)	Got to go

"Okay do the prank call idc who r you hahaha"	/	X	I don't care.	I don't care.
"Happy birthday Kuya (name) Stay lit mah nigga mamen hahaha Godbless u J"	/	/	given light through fire (past aspect of light)	someone trendy; amazing; awesome sense of fashion
" Lmao! ♦♦♦ Their faces tho"	X	/	Laughing my ass off: used to convey entertainment	Laughing my ass off (excessive laugh)
"Look oh! Haha I made it for you lol. "	/	/	Laughing Out Loud: reacting to a funny joke; laughable message to express amusement	Laughing Out Loud ; used in casual communication; reacting to something funny
" lowkey drinking san mig (cola) after exams"	X	/	hyphenated word 'low-key' mean easy-going; discreet.	the act of not revealing what is evident; relaxed environment
"When your sick as af. But hey, kilay is life. ♦ #Onfleek "	X	X	-	(as to a thing) on trend; perfectly made; pointed; exquisite; a person whose eyebrows are perfectly; attractively made
"Saw this little gal on fb. With my the same ootd details. This should be my future baby"	X	X	-	Outfit Of the Day
"My midnight snacks hahaha. Otw to Nepo mall later"	X	X	-	On the Way
"When ur besty is savage asf!!!! (name) y do dis to me!!! I got my bb k!!!! hahaha"	/	/	an aggressive; forceful or wild (a phenomena or an animal); severe undesirable action (something immoral); violent attack of an animal; an individual who existed in the ancient ages; a person fierce or nasty	an individual who did something malevolent, harsh yet in an extremely humorous manner; a comical yet malevolent individual

"So I was browsing through my Twitter feed and suddenly saw this thread. I'm shookt bes."	X	X	-	the state of feeling shocked; surprised; scared
"When mama encourages swag (picture of hairstyles)"	/	/	Organized pillage of fabric; smuggled items	someone fashionably awesome; captivating
" Wtg hahahhaa imissyou guys!"	X	X	-	Where To Go
"Stay helpful and never forget to slay with every step you take!"	/	/	Kill (a person or animal) in a violent way	a high-quality performance; commendable sense of fashion
" Sus (horoscope post)"	X	/	Suspicion of having committed a crime	Suspicious
" Jgh from chruch! Thank you Lord for an amazing year!"	X	X	-	Just Got Home
"Easily triggered when it comes to you"	/	/	something made active by a lever; the feeling of being shocked; worried because of remembering something bad which took place in the past	someone is trying to test your temper; a person who wants to make provoke someone

It is of note that 18 among the 30 discovered words are recognized by both standard dictionaries, 5, on the other hand, are not accepted by either standards and 7 are not documented. The dictionaries acknowledge some words yet the denotative meaning of which is seen to be problematic as shown on the sample data. The list does not confirm the acceptability of the words because of the informality presented and the conventions that should be followed in Academic English Writing.

Table 7
Category of SNS words
(Cambridge and Oxford Dictionary)

Word	Cambridge			Oxford		
	Slang	Colloquial	Informal	Slang	Colloquial	Informal
1. af	/	X	X	X	X	/
2. atm	-	-	-	X	X	/
3.basic	-	-	-	X	X	/
4. brb	/	X	X	X	X	/
5. bruh	-	-	-	X	X	/
6. burn	/	X	X	X	X	/
7. cancelled	-	-	-	-	-	-
8.dead	X	X	/	-	-	-
9. dope	/	X	/	X	X	/
10. extra	-	-	-	-	-	-
11. idc	-	-	-	X	X	/
12. fam	/	X	/	X	X	/
13. fanboi	-	-	-	-	-	-
14. g	X	X	/	-	-	-
15. gtg	-	-	-	X	X	/
16. jgh	-	-	-	-	-	-
17. lit	-	-	-	X	X	/
18. lmao	-	-	-	(V) /	X	X
19. lol	X	X	/	X	X	/
20. lowkey	-	-	-	-	-	-
21. onfleek	-	-	-	-	-	-
22. ootd	-	-	-	-	-	-
23. otw	-	-	-	-	-	-
24. savage	-	-	-	-	-	-
25. slay	X	X	/	X	X	/
26. shookt	-	-	-	-	-	-
27. sus	-	-	-	X	X	/
28. swag	/	X	X	X	X	/
29. triggered	X	X	/	-	-	-
30. wtg	-	-	-	-	-	-

Table 7 displays the category of the word in Cambridge and Oxford with the symbol (/) meaning categorized as colloquial or slang, (X) marks otherwise and dash (-) not indicated in the dictionary.

DISCUSSION

Language learning is allied to digital tools and online spaces which are seen to be the problem of most language teachers. This is because of the brawl of the formal and informal word meaning among students based on a number of researches. SNS is one of the seen factors that affect English language learning (Kay, et. al, 2004). It forges new ways which influenced students' engagement both in and beyond the academic context especially in writing. These sites particularly the SNS are now considered as the new channels of communication which seemingly affect students' vocabulary and language use and are currently acknowledged as powerful tools in communication (Ebrahim, 2015).

The findings reveal that there are four (4) morphological processes used in the formulation of MS and these are *coinage, acronym, conversion and clipping*. It is noteworthy that twelve (12) out of the thirty (30) MS are acronyms which are ***af, atm, brb, idc, g, gtg, jgh, lmao, lol, ootd, otw and wtg***, some other twelve (12) underwent conversion these are ***basic, burn, cancelled, dead, dope, extra, lit, lowkey, savage, slay, swag and triggered***, two (2) words, ***sus and fam***, are clipped, and the other four (4), ***bruh, fanboi, onfleek and shoozt***, are coined.

The Department of Education (2016) emphasizes that technology is a necessity for students in this generation. Students would not appreciate life without the use of electronic devices. As a result, Millennials are termed as digital natives. The dependence of the group to electronic devices specifically SNS posts negative effects to varied life aspects (Nyasimi, 2014). Children in this generation would often want to stay indoors playing electronic devices or communicating with peers than face-to-face interaction. Unfortunately, students at the present time live a sedentary life which may result to negative health conditions in the future. Furthermore, the reliance of the students in electronic devices and SNS affects the way they communicate.

Language is the primary instrument of communication. It follows specific conventions that affect thinking and learning, so, thinking, learning and language are perceived to be interrelated. If not utilized accordingly may lead to undesirable effects especially to language learners. Students currently are described as not concerned about confidentiality and are willing to share close particulars about themselves with virtual strangers. They also perceive that hanging out with friends means talking to them over the social networks or text messages (Nyasimi, 2014). This can possibly be influential in communication may be oral or written because language is being transmitted which oftentimes is connected to student writing challenges. Thus, can influence the philosophy and rationale of the Department of Education which states *"Thinking, learning, and language are interrelated. Language is governed by rules and systems (language conventions) which are used to explore and communicate meaning. It defines culture which is essential in understanding oneself (personal identity),*

forming interpersonal relationships (socialization), extending experiences, reflecting on thought and action, and contributing to a better society”.

One of the difficulties that students face in academic writing is the unconscious excessive exposure to SNS because of the divulgence to grammatically poor sentences and illogical ideas presented in posts (Nyasimi, 2014). As any other form of writing, it is likely that academic writing is also exposed to be influenced by this exposure. Thus, this study is conducted. Non-adherence to conventional written language rules through the use of other informal form of words known as slang was observed during the course of study. The Millennials make language more complex and explicit because of the “vocabulary” which they generally use and its development seemed to create confusion with the other age groups. In relation with a study done by Swanson (2008), communication patterns of Millennials brought confusion to other generation because of word use and choice especially in written communication which is almost the same with the findings of this current research.

The use of the slang *brb* is ironic as it indicates the word “crying” which is used to specify an unusual unfortunate sensation yet it goes with the interjection “Hahahaha” indicating pleasure. In addition, it is seen to be perplexing because of the words *brb* and *im* which are ambiguous in structure, spelling and meaning. Therefore, the statement must have been written as “*I feel lonely.*” The Millennials and other cohorts can experience communication breakdown because of the unusual usage and word perception of the current age group. In order to help bridge this gap, teachers are encouraged to attend seminars on Millennial Students’ Language Development. This is to better understand Millennials’ language inside the classroom.

The following insights on students’ usage of slang were derived based on the findings: **(1) To write something easier.** Millennials use acronyms to shorten two or more words for easier and faster encoding. The aforementioned MP was described by Fish (2015) as words that users have created as an effort to save keystrokes. It is worth mentioning that an acronym is a word formed from the initial letters of a name or phrase and is acknowledged by standard dictionaries. Like in the findings, acronyms are used to abridge the most common sentence components that are used by the Millennials to make the reply or conversation quicker and easier.

It shows that 12 among the 30 MS were acronyms. These are ***af, atm, brb, idc, g, gtg, jgh, lmao, lol, ootd, otw and wtg.*** Acronyms are useful when everyone already understands what they mean but if someone is not familiar with the acronyms, misperception may take place. Ng and Johnsons (2015) describes Millennials to be adaptive in their environment, thus, making it significant in shaping behaviour qualities and perception. This is the possible reason why they comprehend and utilize these acronyms in SNSP. Furthermore, Harris (2017) described Millennials to be exasperated particularly in communication. Millennials want to make everything fast and easy; and this may be another reason why this age group uses acronyms.

Using unrecognized acronyms in academic writing can be problematic because of word vagueness; furthermore, it violates one of the English writing standards which is to avoid colloquial language. If unrecognized acronyms will be written in students' output there might be a possibility that the teacher, especially if not in the age group, may have misunderstanding on the meaning of the word, hence, affecting the clarity of written ideas. This conform the premise of Muzafarova et al. (2017) regarding Millennials' word usage; that the cohort assumes their thoughts are adequate for the reader to understand without taking in consideration the appropriateness of words on standard dictionaries.

The following are the acronyms discovered in the study:

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. (thing, acronym) Audio frequency; Autofocus 2. (rhetorical device) 3. (acronym) As fuck	1. Offending word form for (acronym) As fuck; for accenting social media entries
CONNOTATIVE DEFINITION (URBAN DICTIONARY)	
1. (acronym) As fuck used to exaggerate 2. to stress something	

The slang '*af*' is recognized in both dictionaries. It is characterized as an informal vulgar offensive word used in social media to emphasize an idea, denotatively, it is an acronym for the words *Audio Frequency* meaning a frequency that corresponds to audible sound waves, between 20 Hz and 20 kHz and *autofocus* referring to a device focusing a camera or other type of equipment automatically. However, *Af*, is used differently by the Millennials; it is used to express an exaggerated idea that is to describe the superlative form of an action and is frequently seen as an intensifier used to end a statement. It is worthy to mention that both of the dictionaries recognized the MS, acknowledging that it is an acronym for the fragment, as fuck, but even though recognized is still not accepted in academic writing because of its meaning. The connotations of the word can both be positive and negative because it is used in replacement with the words "so", "really" and "very".

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. (Physics) Atmosphere(s), as a unit of pressure.	1. Automated/Automatic Teller Machine 2. a machine that discharges money through the use of a debit card
CONNOTATIVE DEFINITION (URBAN DICTIONARY)	
1. (Acronym) At The Moment; happening at the moment	

ATM can either denote to an automated teller machine (ATM) an automated banking channel, which permits customers to complete basic transactions without the aid of a branch bank clerk or to ATMosphere the mixture of gases around the earth. Therefore, normally, ATM can either be an acronym or an abbreviation for Automated/Automatic Teller Machine or Atmosphere respectively, but the Millennial neither use it to refer to a machine or a unit of measure, connotatively, it is an abbreviation that means At The Moment, something that is currently happening based on the entries.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. (acronym) I don't care.	1. (acronym) I don't care.
CONNOTATIVE DEFINITION URBAN DICTIONARY	
1. (acronym) I don't care.	

Oxford and Cambridge acknowledge that BRB is an acronym meaning, Be Right Back, furthermore, the dictionaries indicated that the acronym is informal. Millennials use the slang when leaving a conversation.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. (acronym) I don't care.	1. (acronym) I don't care.
CONNOTATIVE DEFINITION URBAN DICTIONARY	
1. (acronym) I don't care.	

Cambridge did not recognize the slang, 'idc' but Oxford dictionary accepted it to be an informal acronym which means "I don't care." The Millennial use it, too, as an acronym for the said sentence, moreover, it is seen to be used as an independent word in the entries of the Millennials.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. Chemistry: Gas 2. Gelding 3. Gram/s (acronym)	1. Gram/s
CONNOTATIVE DEFINITION (URBAN DICTIONARY)	
1. Go; Game (accepting someone or something) 2. God (asking for the guidance of the Lord)	

Oxford recognizes the letter G as an informal acronym of topics in the Sciences such as Gas, an element or a compound in a state; Gelding, a castrated horse or other equine such as a donkey or a mule; Grams, a metric unit of weight, while; Cambridge recognized the word to be an acronym for the word Gram/s. Connotatively, the Millennials use the letter to express an intense; optimistic; challenging state or a Godly belief. G as seen in the excerpts is the most common word that the participants use (see Appendix). Since they are all enrolled in a Catholic institution, it is noteworthy that even though these students are sometimes unconscious with the words they create and use, they still do not forget the value that they learn from school which is to give glory to God that is perhaps the reason why they also create words to refer to God and thank Him for their achievements.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. Got to go (used to direct that someone is terminating a dialogue) (acronym)	1. Got To Go (acronym)
CONNOTATIVE DEFINITION (URBAN DICTIONARY)	
1. Got To Go (acronym)	

Oxford, Cambridge and the Millennial have the same definition of the slang 'GTG'. All describe it as an acronym for the phrase 'Got To Go'. Cambridge recognized it as an informal word. Connotatively, it is observed to be synonymous with the meaning of another MS, BRB as it is also used to terminate an electronic conversation.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
—	—
CONNOTATIVE DEFINITION (URBAN DICTIONARY)	
1. (as to a person) who just arrived in the house; reached home tired or drunk (acronym)	

JGH does not have a denotative meaning but it is usually used by the Millennials. It is an acronym that stands for phrase, **Just Got Home**, contextually, it is used by the Millennial in social media to update their status as they arrived home from a fatiguing day.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. Laughing my ass off; used to convey entertainment	-
CONNOTATIVE DEFINITION (URBAN DICTIONARY)	
1. Laughing My Ass Off (excessive laugh)	

Cambridge recognizes the slang LMAO as an informal word but Oxford defined it as an acronym for the vulgar slang phrase 'Laughing My Ass Off'. Likewise, it has the same meaning for the millennial it is also an acronym for the same phrase. Connotatively, millennial use it to describe something or someone hilarious.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. (acronym) laughing out loud	1. (acronym) laughing out loud
CONNOTATIVE DEFINITION (URBAN DICTIONARY)	
1. (acronym) laughing out loud; great amusement	

Cambridge and Oxford recognized it as an acronym for the informal phrase 'Laughing Out Loud'. Likewise, it has the same meaning for the millennial it is also an acronym for the same phrase. Connotatively, millennial use it to refer to great amusement.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
—	—
CONNOTATIVE DEFINITION (URBAN DICTIONARY)	
1. (acronym) Outfit Of the Day; attire that will be used for an event on a specific day	

Oxford and Cambridge recognize the word yet Millennials use the acronym to refer to the attire the millennials wear on a specific date. It is usually used on weblogs regarding styles, or other places where people show in SNS what they are wearing or have worn.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
—	—
CONNOTATIVE DEFINITION (URBAN DICTIONARY)	
1. (acronym) On the Way	

Oxford and Cambridge did not find any match for the slang. The Millennial use it as an acronym that means someone is about to go somewhere.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
-	-
CONNOTATIVE DEFINITION (URBAN DICTIONARY)	
1. (acronym) Where To Go; Way To go	

Oxford and Cambridge did not recognize the slang. Based on Urban Dictionary this slang is an acronym for the phrase **Way to Go** which connotatively mean “surprising” or “great” but the Millennials in the research used it to ask someone for suggestion on a good place to go. It is often posted as an independent entry.

Acronyms are one of the informal writing features of Millennials based on Kamnoetsin (2014). The proposition regarding the habitual usages of shortened forms of English words is pervasive among English language learners were confirmed in the earlier excerpts. Thus, making an assumption that utilization of acronyms is also prevalent among participants.

Therefore, language teachers should revisit topics on the proper usage of acronyms for students to be cognizant of its use.

Other insights that sprang in the course of the study are: Millennials want **(2) To express entertainment**, so, slang is employed. SHS students used *lmao, lol* and *savage* to express amusement towards something hilarious and it is truthful that the Millennial create or custom these types of MS because of the attraction to hysterical activities or judgments (Alexander, 2012).

(3) To express unexplainable feeling and **(4) To describe something impressive**. Some students tend to use slang to show doubt and amusement such as *burn, cancelled, dead, dope, extra, shookt, sus* and *triggered*

The findings of this research complement the research of Mahmud (2014) which indicates that students face challenges in writing because of the difficulty in recognizing from spoken and written text. The conceivable reason of the challenge is the difficulty in understanding word meaning which lead to unsuitable word choice. As observed on the findings of the current research, students use words whether or not these are appropriate based on the words' acceptable meaning. This process is considered as word conversion. These are the following:

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. building blocks of something important 2. vital evidences or ethics for a job, course or skill	1. most important part of a whole
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. a task easy to accomplish	

Cambridge and Oxford recognizes the word, *basic*. Oxford acknowledges it to be an informal word that means pillars of something essential and an important part of a whole, while, it connotes the a task that is easy for the Millennial to accomplish.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. a blaze that consumes a material 2. something damaged because of fire 3. a wound due to the contact to high temperature	1. fabrication of heat and flame 2. an injury caused by flame
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. (as to an individual) defeated; humiliated individual. 2. sarcastically responding to something seriously said	

Oxford and Cambridge have a mutual definition of the word, denotatively, it described something consumed because of fire; a wound due to the contact to high temperature or an injury caused by a hot substance, yet, the Millennials do not use 'burn' as neither a result of combustion nor a wound due to fire rather it is recognized as an interjection to something unexpectedly unbelievable that made them speechless; otherwise as a slang to either describe a person who gives sarcastic response to something said seriously, or it may pertain to a person who jokingly degrades his/her close friend.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. an imprint to show that something was previously used	<i>No exact matches found</i>
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. a person, event or thing that not anymore significant.	

Connotatively, the slang usually refers to a person or thing that is no longer relevant. Denotatively, in Oxford it relates to a symbol to express that something was beforehand used. It has a little resemblance to the denotative meaning but the connotative meaning of it is still not precise and is still subjected to change based on the context of the situation.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. someone who has passed on the next life	1. a person or an animal that died 2. whole or precise:
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. someone afraid to be scolded; someone in danger; exhausted; laughing too hard; bored	

Dead denotes a person or animal which died; something full or specified are the definition on the dictionaries. Connotatively, Millennials refer it to someone who did something wrong that may cause him/her to be scolded or a friend who is laughing loudly. Moreover, the Millennials either refer it to someone who is exhausted with the pile of responsibilities; or contradictory to the other, someone bored. It may also be described as a reaction for something that is extraordinarily entertaining.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. an illegal drug that produced positive stimulus; marijuana or heroin 2. giving illegal drugs to stimulate good performance (for race horse; contestant)	1. any variety of prohibited drugs 2. (as to a person) a nonsensical or absurd person:
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. someone/something overly nice; skillful	

Oxford and Cambridge describe the word as an illegal drug. One of the dictionaries, Cambridge, refers it to an illogical person. The Millennial refers it to someone who is skillful or someone looks decent.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. an additive to what is rigorously common	1. added, more than the regular and anticipated 2. an added effort or item when you pay for the regular price of the service or good

	3. a person who is there to backup the actor or the actress in difficult scene; he/she doesn't usually speak
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. act of doing something beyond expectation	

Extra, denotatively means, something added to an accustomed amount such as an added effort or item when you pay for the regular price of the service or good as prescribed by Oxford or a person who is there to back up an artist in a show as for the denotative definition given by Cambridge. The Millennial do not use it as an additive but an act of doing something beyond the expectation of a person.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. given light through fire (past aspect of light)	(past aspect of light)
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. someone trendy; amazing; awesome sense of fashion; amazing	

Lit is the past aspect of light. It is used to something that was supplied with light based on both dictionaries. However, the Millennial use it to describe a peer or an activity which is perceived to be fashionable.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. A hyphenated word 'low-key' mean easy-going; discreet.	1. Humble or reserved; non luxuriant
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. the act of not revealing what is evident; relaxed environment	

The hyphenated word 'low-key' is considered to be something simple and restrained as pertained in the dictionaries. The MS, 'lowkey or low key', is a compound word which Millennial use to describe someone who is laid-back and not proud of whatever he/she has accomplished. The Millennial use it to refer to someone who they think is doing his/her best to make them see that they are inferior, even if they actually are not. This also may refer to an act that is obviously seen yet not talked about.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. an aggressive; forceful or wild (a phenomena or an animal) 2. severe undesirable action (something immoral) 3. violent attack of an animal 4. an individual who existed in the ancient ages 5. a person fierce or nasty	1. severe undesirable action (something immoral) 2. to maliciously critic a person 3. a person who lives in an urban community and has never been in a rural place
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. an individual who did something malevolent, harsh yet in an extremely humorous manner 2. a comical yet malevolent individual	

Oxford and Cambridge described the word *savage* to be something life-threatening; (an animal or natural occurrences) dangerous, far-off or stern; an attack of a violent animal; or a person who judges someone, were the definition prescribed by dictionaries. Oxford states that 'savage' is a person who was trained to survive in wildlife; a daring; a foul person. Cambridge defined it as some who can survive in wildlife.

On the other hand, Millennials have their own meaning to it, it is defined as a person who has a wicked action that is side-fittingly made; a person who does not contemplate the costs of his/her engagements. For an instance one of his/her classmates did something startling funny towards his/her classmate, the millennial will react and say 'savage'. It illocutionary means something bad yet it made him/her laugh. Moreover, the millennial use the slang 'savage' to point toward an entertainingly immoral person.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
Kill (a person or animal) in a violent way	to <u>kill</u> someone <u>violently</u>
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
a high-quality performance; commendable sense of fashion	

The MS, *slay*, was accepted by the dictionaries with the denotative meaning; to kill a person or an animal in a dreadful manner. Connotatively, this MS is widely used by Millennials to refer to something extremely admirable such as fashion or performance.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. Organized pillage of fabric	1. smuggled items
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. someone fashionably awesome; captivating	

Oxford and Cambridge did not have the same definition of the word. Oxford described it as a hanged fabric, on the other hand, Cambridge defined it as stolen goods while the Millennial use it to characterize a person who has a good sense of fashion or is physically attractive.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. something made active by a lever	1. The feeling of being shocked; worried because of remembering something bad which took place in the past
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. someone is trying to test your temper; a person who wants to make provoke someone	

Oxford and Cambridge have a different definition of the word. Oxford defines it as something made active by the use of a lever while Cambridge characterized it as feeling of remembering something or someone bad in the past. However, Millennials used it to either describe someone who is irrepressibly annoyed or the emotion the millennial feels when he/she is controlling his/herself to do something undesirable.

Conversion is the alteration of word from one part of speech to another. English language suppleness was seen in the excerpts above because of the capability of users to change the grammatical function of a word and this effect to a change in meaning when it is derived. *For example: burn (verb/noun -> adjective), dope ((verb/noun -> adjective) and slay (verb -> adjective).* This research has observed words that are progressively building their path towards English language through the SNS because of the words having consistent change in function based on students' usage. This may turn to difficulty of students in selecting appropriate words for academic writing. Therefore, teachers should revisit and review the topics on word function to reinforce students' syntactic skill.

Clipping is another process that was seen in the analysis of the research data. Mustafa & Sdiq (2018) define clipping as a MP in which new words are created by removing one or more morphemes of words to its standard spelling. Millennials were seen to use clip words to spell and write easier which is one of their evident characteristics. Findings showed that the participants of the current research use the words to write with ease, to be entertained, to express an unexplainable feeling and to describe something impressive. As a result, students use clipped words to convey the aforementioned moods. The following are the found clipped words in the research:

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. a member of the family	1. your clan
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. one of your closest friends ; someone who is not your blood relative but considered to be a part of a FAMily; a special person	

The word '*fam*' is a term that denotes to a family as defined in Oxford and Cambridge dictionary, therefore, the word *fam*, is an abbreviation of the word family. Connotatively, this word is used to describe a Millennials' closest friends; one who can be trusted dearly. It is used as a slang to mean someone who is close and is considered as a family member even if that person not blood related.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
Suspicion of having committed a crime	No exact matches found
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
"suspect" ;suspicious	

The slang was not recognized by Cambridge but Oxford recognized it as an informal word. It denotatively means a suspicion of having committed a crime. Connotatively, Millennials use it to refer to something or someone apprehensive. It is often times used independently in a post.

In line with this, Howe and Howe & Strauss's (2009) findings about Millennial students advise teachers to upgrade their teaching strategies that would appeal to the learning needs of Millennial Students. Rao (2017) mention that student writers get their motivation positively and adversely based on their emotional state and views. Hence, language teachers can use the insights derived from the findings as a springboard to any English-related activity/lesson to catch or sustain students' focus on the discussion. Teachers can use acronyms to facilitate better understanding. It is also suggested that in using MS in the classroom, teachers must use positive reinforcement using the millennial slang positively to make students feel motivated and relaxed in learning.

Another notable MP done was *Coinage*. Students create totally new words which are used communally by the cohort. In Indonesia, a similar study was conducted by Pradianti in 2013 and it showed that Coinage is the frequently used morphological process in terms of word formation but in this current research, it revealed that Millennial Students do not often use coinage unlike those JHS students in Indonesia. On the other hand, the research agrees on the insights observed on why students use MS. Students want to (1) *say something in an easy way*, (2) *show anger*, (3) *make other people confused* and (4) *make fun and laugh* which are congruent to the findings of this research. So, it is not surprising to identify that words were able to circulate and be functional for their generation. Mworira (2015) explained the words formed by students in SNS were found to be the way to ease communication among peers. The following are the coined words by the Millennials based on the findings:

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
1. (to a man) an address to a male friend	No exact matches found
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. an address to a male friend.	

Bruh, is a direct address to a male close friend as utilized by Millennials. Oxford recognized it as an informal word having the same meaning as the Millennials however, Cambridge did not have any meaning for the slang.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
No exact matches found	No exact matches found
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. overly enthusiastic fan;	

The slang *fanboi* does not have a denotative definition. For Millennials, fanboi either means a person who admires an artist; or a male person who seems to be a gentleman but does not treat people appropriately.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
No exact matches found	No exact matches found
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. (as to a thing) on trend; perfectly made; pointed; exquisite 2. a person whose eyebrows are perfectly; attractively made	

There were no matches in the slang in both dictionaries. This MS is usually used by the Millennial to define a thing that is perfectly or excellently made. Millennials often refer the slang to flawlessly-shaped eyebrows.

DENOTATIVE DEFINITION	
OXFORD	CAMBRIDGE
No exact matches found	No exact matches found
CONNOTATIVE DEFINITION	
URBAN DICTIONARY	
1. the state of feeling shocked; surprised; scared	

The slang, *shookt* was not recognized by the dictionaries. The MS is commonly utilized by the Millennial to characterize someone who is shocked; or surprised may be positively or negatively, furthermore, it may also describe the feeling of being frightened.

Nyasimi (2014) explains that students face difficulties in academic writing for a number of factors such as lack of vocabulary, poor grasp of grammatical structures, incorrect spelling and illogical sequence of ideas. The Millennials are seen to always act in response to something they perceive to be obnoxious or appealing having a habit of using different words to refer to a certain phenomenon as presented in the earlier excerpts. As close to the study, SHS students are seen to have insufficient words to use because of the habitual usage of distorted English words and meaning as indicated in the above examples, that is, probably the reason why the slang, *dope*, *lit*, *lowkey*, *onfleek* and *swag* are established. It is also observed that some students' spelling are erroneous like the MS *,shookt*, which is not recognized yet widely used. Based on the description, *shookt*, is a misspelling for the word shocked as well as the MS, *bruh*, which should be spelled as brother. Some misspelled words were also noticed on the following excerpts:

The above excerpts show parallelism to Komnoestin (2014) discovered features of informal writing among students. (1) phonetic spelling: **11TWcancelled1** (2) emoticons or smileys use for conveying a feeling: **12FBbruh1** (3) multiple punctuation marks or letters: **12FBshookt2** (4) capitalization use: all capitals for 'shouting': **11TWtriggered1** (5) special abbreviations or acronyms: **11FBsus2**. The excessive use of these presents non-adherence in academic writing standards one which suggests avoiding the usage of colloquial language and casual language such as slang.

In conclusion, firstly, the Millennials may not be aware of the morphological processes that the words should undergo before proceeding to word formation because of the observed

non-adherence in structure, meaning and function. Confusion may take place between the Millennial and other cohorts especially in the classroom setting because of the MS practice. It is recommended to classroom teachers to be familiar with MS to fully understand the classroom learners and to integrate it in the lesson as a strategy to sustain students' attention to get students motivated in classroom discussion. Furthermore, the study recommends that academic writing conventions be revisited and emphasized in teaching English writing courses. Consequently, it is significant that a further study on the effects of word conversion in academic writing of the millennial generation be conducted to fully understand the cause of change in semantics and influence in result to students' word perception.

Second, it was previously stated that Social Media is considered to be the venue of the Millennials to communicate. Curwood, Magnificio and Lammers (2013) write that being exposed to it gives millennials' understanding of audience, purpose, and genre which are the fundamental components of Academic Writing; a place for Millennials to share their insights on a specific context through the use of writing and because of this, it may influence their writing ability especially the way words are written and used in different contexts. The findings share that it affects the perceptions, emotions, interpretations and sensitivity of the Millennials which also supports the findings of Belal (2014). It is affirmed that SNS affects the formal writing ability of students because of the use of informal terms and inappropriate word choice which leads to incorrect grammar and sentence structure, thus, confirming the supposition of Gee (2004) which states that Millennials create and share informal writing structures, which unknowingly develop new arrangement for writing because of too much exposure to SNS, that is, their understanding of audience, purpose, and genre. It is to relevantly conclude based on the earlier excerpts that the Millennial often transforms phrases to acronym, and the Millennial unconsciously invent new words acceptable only for their generation where literacy is somehow affected because of the premise that the generation excessively use social media. In this light, the research recommends Language Developers and Curriculum Planners especially in Communication Arts to include Millennial Slang as a lesson in one of the English courses in both basic education (senior high) and higher education (college) to promote the awareness of the students and the teachers of the different MS (world MS and Philippine MS) and when should it be used or not. This will prevent the excessive and inappropriate use of the different MS in academic writing. Although some of the discovered MS are found in the dictionaries and are used sparingly by 21st century speakers and writers, still these words will not be acceptable in academic writing where formality and standards in writing are profoundly observed. MS in writing may possibly affect the vocabulary of the learners and sacrifice the expected outcome of the written output.

The Millennials see slang as a contemporary way of relating with their peers. It is for trendy persons who flaunt their personality to the public; to be hip because of their attempt to belong to their generation; to belong to a certain peer group can lead to passiveness during classroom discussion since the words are not used in formal setting. These terminologies do not have their specific structure and function in the statement. Therefore, the slang should not be utilized in sentences, specifically, in academic outputs. The functions of MS may change

depending on the context of the situation due to students' exposure to SNS. It is seen that they tend to associate different words in different situations which leads to misinterpretation. Teachers often use different examples with different context of the situation in their discussion because of the excessive use of SNS, students may be confused because of the different conceptions on a specific topic. The possible structure and development of MS is seen to be problematic. The MS undergo some morphological processes, but these continuously change because of the day-to-day exposure of the Millennials in different activities such as casual conversations, written expression through social media and other forms of communication. To note, even if students are sometimes aware of the conversion they could possibly utilize the said slang in their academic endeavors. This may lead to the aggregate misapplication of words in sentences in the future. Misconception happens because of the recurrent misuse of the words and may practice it even use it in their formal academic writing. Looking back to the introductory statement, English is certainly dynamic as it continuously changes. It is open to the development of new concepts, words and structures especially in the 21st century because of the exposure to social media. Social networking is a platform to freely express anything without considering the writing conventions, possibly in a click, the SNS can already make a significant impact on the everyday dealings of Millennials especially in writing if not properly guided. Thus, it might lead to disorder in written comprehension and literacy. Hence, teachers are encouraged to guide and perhaps monitor students especially in social media usage by giving reminders for SNS usage.

Thirdly, it is seen that MS does not have a specific pattern to follow in sentence structure. The Millennials are not aware of the conversion of slang where conversion is the transformation of the purpose of the word in a statement. This was supported in the statement of Ling (2009), conversion is the process of changing the function of the word from one part of speech to another. The cohort is most of the time incognizant of the word conversion they organize. They have the tendency to misuse the words when they are with their peers. Slang for learners mean to be an 'a la mode'. The students see slang as a contemporary way of relating with their peers. It is for trendy persons who flaunt their personality to the public to be hip because of their attempt to belong to their generation and to belong to a certain peer group can lead to passiveness during classroom discussion since the words are not used in formal setting. Mattiello's (2005) conclusion elucidated that slang is used by Millennials because of their need to belong to their age cohorts. Perhaps, this is apodeictic because Millennials are characterized by the International Education Advisory Board (2017) to be group-oriented and social individuals. The words which they often misuse turn out to be 'slang'. This may lead to something undesirable in the standards of English writing.

These are some of the MS which did not match the expected denotative meaning/s:

MS	CONNOTATIVE MEANING	DENOTATIVE MEANING
Basic	to describe a task easy to accomplish	most important part of a whole
Burn	degrading; sarcastic response	a wound due to the contact to high temperature
Cancelled	Irrelevant	an imprint to show that something was previously used
Dead	exhausting; scaring; boring	a person or an animal that died
Dope	Nice	an illegal drug
Extra	doing something beyond expectation	an additive
Lit	Amazing	past aspect of light
Lowkey	low profile person	non luxuriant
Savage	someone rude yet funny	an aggressive action
Slay	excellent performance; fashionable	to kill someone violently
Swag	Fashionably captivating	smuggled items
Triggered	The act of provoking someone	something made active by a lever

The Millennials tend to invent terminologies and recreate meanings for existing terminologies which may seem functional and convenient for the Millennial generation. This insight was derived from the description of the International Educational Advisory Board (2017) about Millennials to think differently especially in the terminologies that these learners use in different contexts. For example: when researching on a certain topic, what Google is and how it works does not concern Millennials; a Millennial simply “Googles” it referring to the act of searching for a certain matter with the use of a search engine. The MS may affect students writing literacy which may possibly affect the written output of students which may lead to low academic writing performance. Behera and Mishra (2013) mention that an emerging group or generation derives connection to relevant experiences. Academic writing can be affected because of the aforementioned situation. Hence, the Millennials’ formulation of words may be considered *neologisms* because of the occurrences which the Millennial commonly experience while using SNS being the Millennials’ communication room. As prescribed by Lehrer (2003), neologism is the invention of new terms based on the language and beliefs of specific groups of persons.

Seemingly, the study also observes that Technology impacts the way Millennials think and act. It is found to be an emerging form of communication affecting learners’ literacy because of the new words, expressions and terms that were formulated and posted on the SNS which were highlighted in the findings of this research. It is one of the 21st century competencies influencing students’ writing literacy. This poses a challenge to teachers and

students in the implementation and acquisition of writing competency. If the newly invented words are used in classroom setting, the students might acquire and perceive it to be outrightly acceptable and may use them extensively even in academic writing where they may not be acceptable. Thus, the research proposes that English teachers, specifically teaching writing courses, provide guidelines for students' usage of the English language (English Only Policy).

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