

GEN Z's ATTRIBUTES, CHARACTERISTICS, AND LINGUISTIC CREATIVITY IN DIFFERENT SOCIAL MEDIA PLATFORMS

Bernard V. Articon, L.P.T.

bernard.articon@deped.gov.ph

Public School Teacher, Sta. Maria Integrated High School, Santa Maria, Laguna, 4022 Philippines

Abstract

The study tried to determine the relationship between Gen Z's characteristics and their linguistic creativity. It shows how creative Gen Z is in terms of word formation on different social media platforms.

The study used a mixed-method research design, specifically explanatory sequential mixed method design. The study respondents were the 30 selected Senior High School students of Sta. Maria Integrated High School. They are members of Generation Z who were born in the years 1997 to 2015. The qualitative data for phase 1 were gathered through them. In phase 2, the non-Probability sampling was used to gather data from interviews, and the type of non-probability sampling for convenience sampling.

The attributes of Gen-Zs in terms of interests, strength, financially minded, in terms of being digital natives, visual learners, and in terms of their linguistic creativity attained the mean scores of 3.39, 3.82, 3.77, 4.23, 4.18, 2.92, and 3.57 with the SDs of 1.22, 0.99, 1.04, 0.79, 0.90, 1.33, and 0.99 respectively.

The null hypothesis stating that there is no significant relationship between Gen – Z's characteristics to the level of Gen – Z's linguistic creativity in different social media platforms was rejected, which means there is a significant relationship between the Gen Zs characteristics and Gen Zs linguistic creativity and this call for an alternative hypothesis.

This study recommends that there should be learning support for students learning through social media and online platforms to have their ethical standards in using social media. The teacher may teach the new generations about lexicology and word formation to make them aware of their language behavior. Also, teachers may use different platforms to cater to the needs of students in language learning, and they may not use or settle in using social media although social media is engaging for them. Lastly, future researchers may venture into more interviews and use a deeper approach in studying this kind of topic to have better and more accurate results.

Keywords: Gen-Zs Attributes; Lexical Creativity; Social Media; Characteristics

1. Main text

Introduction

Language has a vital role in the process of communication. Message can be delivered through different mediums or channels. Most of the messages are composed of language which can be written or spoken. There are different language characteristics; There is a large concept about language that anyone must understand. This study focused on one characteristic, which is being dynamic or not constant, and the language creativity of Gen Z is highlighted in this study.

Speakers give meanings to language or word; that is why word changes meaning on how those words are used based on the context. Even the classification of the words in the Parts of Speech transform depends upon the speakers. In addition, speakers use their skills to create new words with new meanings, and sometimes they change the meaning of the word from its usual or proper meaning. Chomsky (1966) employed the "creative aspect of language use" to describe the innovative uses. Linguistic creativity is primarily the activity of making new meaning by a speaker (in the broadest sense of the user of language in all forms and all mediums) and the re-creation and re-interpretation of meaning(s) by a receiver.

Based on Global Language Monitor, around 5,400 new words are created every year; only 1000 are so deemed insufficiently widespread use that they makes it into print. In addition, Martini (2015) stated that, generation by generation, pronunciations evolve, new words are borrowed or invented, and the rate of change varies. Furthermore, most of the changes in our language often start with young adults and teens (Thump, 2016). They begin to focus on belonging to a self-organized group of peers, teammates, and friends and becoming the “we” generation. As they interact, the language grows differently and makes them remarkably distinctive from the previous generations. For instance, Generation Z is the nation’s youngest people. In addition, they are characterized as the most racially and ethnically diverse and are on track to be the best-educated in U.S. history. The most considerable distinction for Gen Zers is that technology is such a central part of their upbringing. It is the first generation to come of age with technological advances such as smartphones, not as something new to be adopted but simply as an accepted part of everyday life (LeDuc, 2019).

This study also falls to a lexical approach to social media. Richards and Rodgers (2015), a lexical approach in language teaching refers to one derived from the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, words and word combinations. Lexical approaches in language teaching reflect a belief in the centrality of the lexicon to language structure, second language learning, language use, and multiword lexical units or “chunks” that are learned and used as single items.

On the other hand, social media affects the usage of language. When people use media as a communication channel, grammar rules are often disregarded. The casual conversations with your friends, family, or a close person to you do not require a strict implementation rule of grammar chances are you may use or create words or languages that you and your person talking to can understand. Aside from that, you can give another meaning to a certain comment. Another way of creating new words is by posting on social networking sites such as Facebook, Instagram, Twitter, and the like. These different platforms show the creativity of the Gen – Z people, especially the online gamers and online influencers. One example of their creativity is the word “Tiktoker” from the application Tiktok which means the people who are showing their talents and posting videos or content creators. Same case with the word “dancerist” for a proper word “dancer,” which means “a person who is dancing” they overused the suffix (–ist) to create a humorous word which is “dancerist.” According to Maghirang (2019), Filipino Gen Zers are cognizant of the power of technology, eager to share their knowledge, and eager for more human interaction. Almost all the time, young Filipino adults are consumed by their smartphones. They are well adept at executing results using their gadgets. Many applications can be installed on their mobile phones like Twitter, Instagram, Facebook, and the likes for social interaction.

The phenomenon of Language Creativity is unstoppable and undeniable in our social media; hence, formal language is affected by this event. The creativity of the Gen-Z could be a sign of their linguistic intelligence; however, the listeners and readers, such as teachers who are not from the same generation, misinterpret this phenomenon experiencing conflict in the process of communication. As a result, this study would show awareness and recognition of the lexicon or words that are newly created and coined during today’s era.

Theoretical Framework

Noam Chomsky’s (1960) theory of universal grammar says that we were all born with an innate understanding of the way language works. Chomsky based his theory on the idea that all languages contain similar structures and rules (a universal grammar), and the fact that children everywhere acquire language the same way and without much effort seems to indicate that we’re born wired with the basics already present in our brains. “Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involve a process of free creation.” (Chomsky, 2003)

This study is anchored on the Media dependency theory by Lin Y. (2015), a systematic approach to studying the effects of mass media on audiences and the interactions between media, audiences, and social systems. It was introduced in outline by the American communications researchers Sandra Ball-Rokeach and Melvin DeFleur (1976). Dependency theory conceives dependency as a relationship in which the fulfillment of one party’s needs and goals is reliant on the resources of another party. The main focus of the theory is the relationship between media and audiences. In industrialized and information-based societies, individuals tend to depend on the media to satisfy a variety of their needs, ranging from a need for information on a political candidate’s policy positions (to help make a voting decision) to a need for relaxation and entertainment.

In addition, the Theory of Lexical semantics by Stringer (2019) is concerned with inherent aspects of word meaning and the semantic relations between words, as well as the ways in which word meaning is related to syntactic structure.

The above theories are anchored to the study because the nature of the study relates to Chomsky's Theory of Universal Grammar, that were all born with an innate understanding of how language works. Chomsky claimed that humans are linguistically creative since they acquire language starting from infancy. He also claimed that all languages contain similar structures and rules (a universal grammar) where all languages are equal or acceptable.

In Addition, the Theory of Media Dependency is a systematic approach to studying the effects of mass media on audiences and the interactions between media, audiences, and social systems that show media has a great contribution to humans because of the basic needs and personal convenience of human. The theory of Lexical semantics by Stringer (2019) is concerned with inherent aspects of word meaning and the semantic relations between words, whereas the study focuses on word meaning, formation, and usage. In addition, this was supported by Reinforcement Theory by Joseph Klapper (1960), which stated that the media has a little power to influence people and it just reinforces our pre-existing attitudes and beliefs, which have been developed by more powerful social institutions like families, school, and religious organizations. Harold Lasswell (1927) in the Hypodermic Needle Theory, a linear communication theory which suggests that the media has a direct and powerful influence on audiences, like being injected with a hypodermic needle, which means there is a direct effect of media on the audience that is exposed to every platform that can be engaging to the target audience.

The above theories about social media impacts and usages are anchored to the studies due to the different factors such as the direct effect of media on the audience that can be considered as their reference for acquiring language informally, and the reinforcement of media to school and families also affect their attitude and learning.

Statement of the Problem

The study sought to answer the following formulated questions.

Phase 1. Quantitative Approach

1. What are the Attributes of Gen – Z's in terms of :
 - 1.1 Age Level;
 - 1.2 Interest;
 - 1.3 Strengths?
2. What is the level of the Characteristics of Gen-Z;
 - 2.1 Digital Natives;
 - 2.2 Financially-Minded;
 - 2.3 Visual Learner?
3. What is the level of the Gen – Z's Linguistic Creativity in terms of:
 - 3.1 Lexical Approach;
 - 3.2 Communicative Skills?
4. Is there any significant relationship between Gen – Z's Characteristics to the level of Gen – Z's Linguistic Creativity on Different Social Media Platforms?

Phase 2. Qualitative Approach

1. What are the examples of newfound or created words on Different Social Media Platforms?
2. How do the words' meanings use on the Social Media Platforms?

Research Methodology

This research used the Mixed Method Research Design and specifically utilized an Explanatory Sequential Mixed Method Design in which the researcher first conducts quantitative research, analyses the results, and then builds on the results to explain them in more detail with qualitative research. The explanatory-sequential approach is a sequential approach and is used when the researcher is interested in following up the quantitative results with qualitative data. Thus, the qualitative data is used in the subsequent interpretation and clarification of the results from the quantitative data analysis (Edmonds and Kennedy, 2017).

The respondents of the study were the thirty (30) selected students of Sta. Maria Integrated High School from Senior High School Department and included Generation – Z (1997-2015) for Quantitative data or Phase 1. In Phase 2 for qualitative data, the researcher used 30 respondents as Co-researchers to justify, strengthen and expound on the data result in Phase 1.

Simple Random Sampling Technique was used for Phase 1 to complete the expected number of respondents. A simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected (Thomas, 2020).

Phase 2 followed the Non – Probability Sampling, where individuals are selected based on non-random criteria, and not every individual has a chance of being included (McCombes, 2021). Non-probability sampling techniques are often used in exploratory and qualitative research. Quota sampling is a type of Non – Probability Sampling; quota sampling allows the researcher to sample a subgroup of great interest to the study.

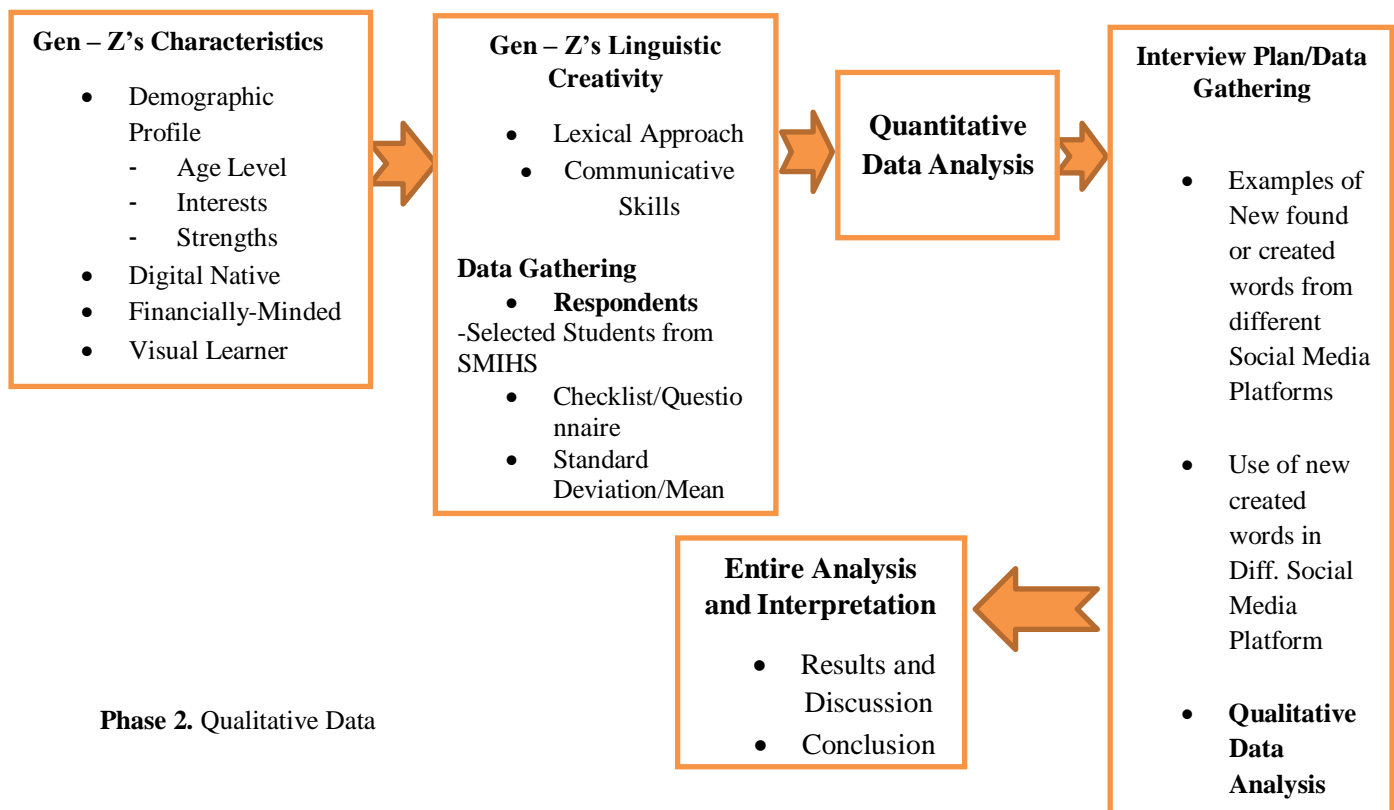
First, the problem was constructed, analyzed, and approved. Then, to be acquainted with the concept, procedures, and findings related to this study, the researcher gathered related literature and studies.

The next step was for the researcher to think of the research design fitted for the study. Then, the researcher prepared a questionnaire that was distributed to the respondents for Phase 1 or Quantitative Data. Then, likewise, responses were tallied.

The data gathered was tabulated, analyzed, and interpreted using the appropriate statistical treatment.

Then, the researcher justified, expounded, and strengthened the data from Phase1 by conducting the Qualitative Approach. The thematic analysis will be used and important after coding, transcribing, and citing content on social media for analysis.

Phase 1. Quantitative Data



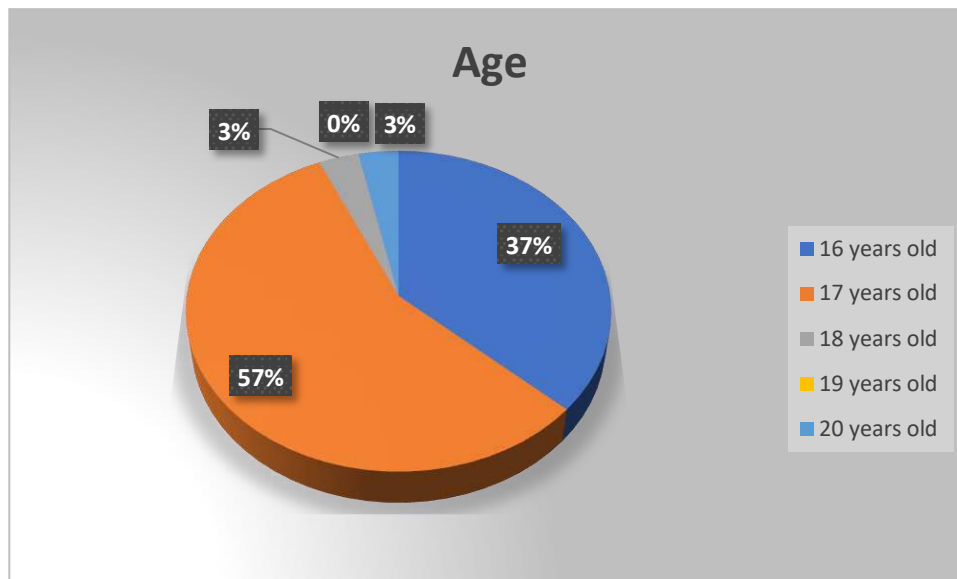
The research instrument used in this study is a questionnaire or checklist for Phase 1. It is a series of questions submitted to several persons to obtain a survey or report data. It is the research instrument that has a series of questions and other prompts to gather information from the respondents. The Likert Scale is used to rate the respondents' answers to the questionnaire.

The mean and the standard deviation were from the computation of the student's answers to the checklist. The mean average was from the students' computed mean in every variable. The standard deviation was computed based on the mean of each variable. The average standard deviation was based on the five standard deviations got from each question.

After gathering all the data from the interviews conducted, the researcher transcribed the interviews among thirty (30) selected students. In this part, respondents of the study were represented as Co-researchers. Afterward, extracting the similar responses of the selected respondents, the researcher will present different examples of words from different online platforms.

Results and Discussion

Figure 1. Attributes of Gen-Zs in terms of Age



Out of thirty (30) respondents, seventeen (17) were identified as 17 years of age, accounting for 56.67% of the total population. This is followed in frequency by 16-year-old respondents, with eleven (11) or about 36.67% of the population identifying as such. The remaining percentages of the population were shown as an 18-year-old and a 20-year-old, both of which have one respondent.

From the findings above, it can be inferred that the respondents were predominantly in their late teens during the study. According to Kasasa (2021) quoted that “Gen Z: Gen Z is the newest generation, born between 1997 and 2012. They are currently between 6 and 24 years old (nearly 68 million in the U.S.)” This age range of the Gen Z represents their generation.

Table 1. Attributes of Gen-Zs in terms of Interests

Statement	Mean	SD	Remarks
I love watching TV/Netflix.	3.87	1.14	Agree
My way of expressing myself is through Arts/painting/drawing.	2.60	1.10	Undecided
Singing/Dancing made my day colorful.	3.47	1.20	Agree
I am passionate about cooking/ baking.	3.17	1.21	Undecided
Reading is my road to learning everything.	3.87	1.04	Agree
Overall Mean = 3.39			
Standard Deviation = 1.22			
Verbal Interpretation = Average			

The students love watching TV/Netflix and Reading as their road to learning everything with the highest mean scores ($M=3.87$, $SD=1.14$) and ($M=3.87$, $SD=1.04$) and were interpreted as Agree. Next to their interests is Singing/Dancing made their day colorful with a mean score ($M=3.47$, $SD=1.20$) and was also interpreted as Agree. On the other hand, Arts/painting/drawing is their least interest that received the lowest mean score of responses with ($M=2.60$, $SD=1.10$) and was interpreted as Undecided.

Overall, Gen-Z's attributes in terms of Interests attained a mean score of 3.39 and a standard deviation of 1.22 and was Average among the students. Moreover, students are attached to technological activities to explore the world, learn new things, and express themselves. Ayodele Julius Alade (2018) finds that Gen Z is enjoying computer classes, feels that using computers

comes easy to them, and perceives themselves as experts in the use of social media, mobile operating systems, using a smartphone, searching the Web, and email.

Table 2. Level of Attributes of Gen-Zs in terms of Strengths

Statement	Mean	SD	Remarks
My determination to do things I love never fades, even though there are hard times.	3.97	0.85	Agree
I always fulfilled my responsibilities in every task assigned to me, whether in school or at home.	4.10	0.84	Agree
I foresee myself as a business owner someday.	3.87	1.04	Agree
Social media is my source of power and motivation in life.	3.30	1.24	Undecided
I am resilient in every circumstance.	3.87	0.78	Agree
Overall Mean = 3.82			
Standard Deviation = 0.99			
Verbal Interpretation = High			

Students agreed that they would always fulfill their responsibilities in every task assigned to them, whether in school or at home ($M=4.10$, $SD=0.84$). Moreover, their determination to do things they loved never faded even though there were hard times ($M=3.97$, $SD=0.85$). However, Social media is not the source of power and motivation in their life ($M=3.30$, $SD=1.24$).

Overall attributes of Gen-Zs in terms of Strengths attained a mean score of 3.82 and a standard deviation of 0.99, and was High among the students. Students were responsible for their work and chosen field. Students agree that they always fulfill their responsibilities in every task assigned to them, whether in school or at home because they put more effort, time, and skills into doing activities in school and household chores. On the other hand, social media is not only the source of power and motivation in their life due to the division of their focus.

Their strengths come from intrinsic reasoning, not mostly social media, though they were raised as tech-savvy. In addition, technology is the bread and butter of their career path. Gen – Zs are multitaskers and technological competent because they can type quicker than they can write, tweet quicker than they can speak, and as a status quicker than applaud. Their ability to understand and operate a variety of software and devices makes them appealing to many companies. Clark (2017).

Table 3. The level of the characteristics of Gen-Z as Digital Natives.

Statement	Mean	SD	Remarks
When I open my eyes, the first thing that I pick – up is my gadget/phone.	3.73	1.14	Agree
I cannot live without my cellphone.	3.17	1.02	Undecided
Gadgets are necessities in my everyday life.	3.90	0.61	Agree
I can quickly learn with the use of different technologies.	4.23	0.73	Strongly Agree
I have two or more social media accounts.	3.80	1.30	Agree
Overall Mean = 3.77			
Standard Deviation = 1.04			
Verbal Interpretation = High			

Table 3 presents the level of the characteristics of Gen-Z as Digital Natives. Gen -Z strongly agrees that they can learn easily using a different technology ($M=4.23$, $SD=0.73$). Moreover, gadgets are necessities in everyday life ($M=3.90$, $SD=0.61$). But, on the other hand, they cannot live without their cellphone ($M=3.17$, $SD=1.02$), making them undecided.

The level of the characteristics of Gen-Z as Digital Natives attained a mean score of 3.77 and a standard deviation of 1.04, and was High. Furthermore, students are engaged in gadgets and learn using different technology.

Demir and Sönmez (2021) the use of technology is considered the most important positive factor in language instruction, while some of the participants pointed out the importance of skills-based teaching. In addition, the participants highlighted the benefits of using computers, online materials, and smart boards as means of the technology that should be used in language learning classrooms.

Table 4. Level of the characteristics of Gen-Z in terms of Financially Minded.

Statement	Mean	SD	Remarks
I am very interested in money.	4.50	0.57	Strongly Agree
I mostly find ways to support my financial needs.	4.13	0.90	Agree
I am open to any business or entrepreneurial activities.	4.07	0.91	Agree
Saving money is vital in my life.	4.23	0.77	Strongly Agree
As long as I can support my financial need, I do not ask for help from my parents	4.23	0.73	Strongly Agree

Overall Mean = 4.23

Standard Deviation = 0.79

Verbal Interpretation = Very High

Table 4 illustrates the level of the characteristics of Gen-Z in terms of Financially Minded. The students are very interested in money (M=4.50, SD=0.57) that saving money is vital in their living (M=4.23, SD=0.77), and for as long as they can support their financial needs, they do not ask help from their parents (M=4.23, SD=0.73). They are also open for any business or entrepreneurial activities (M=4.07, SD=0.91).

The level of the characteristics of Gen-Z as Financially-Minded attained a mean score of 4.23 and a standard deviation of 0.79 and was Very High among the students. Students are aware of finance, business, money, and financial status.

Based on Pangestu and Karnadi (2020), the upcoming generation can achieve financial well-being in the future. However, there is still room for improvement and growth when it comes to their financial knowledge, financial attitude, and financial behavior. Generation Z is knowledgeable in managing their money and even their businesses. In the study conducted by Dan Schawbel (2014), Gen Z tend to be more entrepreneurial, trustworthy, tolerant, and less motivated by money than Gen Y. They are more realistic about their work expectation and more positive about the future.

Table 5. Level of the characteristics of Gen-Z as a visual learner.

Statement	Mean	SD	Remarks
Pictures, videos, and other moving objects can help me understand things better.	4.67	0.48	Strongly Agree
Reading magazines, social media posts, and e-books are my hobbies during my spare time.	4.07	0.78	Agree
The scenes in movies or series are easily stuck in my mind.	3.93	1.03	Agree
I better understand things by watching television than by listening to a radio or podcast.	3.97	1.03	Agree
An interesting visual presentation can easily catch up with my mind.	4.27	0.87	Strongly Agree

Overall Mean = 4.18

Standard Deviation = 0.90

Verbal Interpretation = High

Table 5 shows the level of the characteristics of Gen-Z as a visual learners. Pictures, videos, and other moving objects can help them to understand things better (M=4.67, SD=0.48), have an interest in a visual presentation that can easily catch up their mind (M=4.27, SD=0.87 and the scenes in movies or series were easily stuck in their mind (M=3.93, SD=1.03).

The level of the characteristics of Gen-Z as Visual Learner attained a mean score of 4.18 and a standard deviation of 0.90 and was High. These results prove that Gen Z is a Visual learner capable of learning through visuals

According to Nicholas (2020), most students (Gen – Z) agree that reading the material before class is helpful. However, they prefer having reading materials, PowerPoints, and recorded videos during class. Another important characteristic of this cohort is their being ‘observers’ (Seemiller & Grace, 2016).

Table 6. The level of Gen-Z’s Linguistic Creativity in terms of Lexical Approach.

Statement	Mean	SD	Remarks
I create words in my social media post without following any rules of grammar.	2.33	1.21	Disagree
When I am chatting with my friends or family members, we are using codes that we are the only ones who understand.	3.33	1.24	Undecided
I directly translate English words by changing their spelling in Tagalog.	3.13	0.97	Undecided
The spelling of the text in chats affects the interpretation/message in a conversation	4.07	0.69	Agree
I am using numbers instead of letters in writing or chatting a word to my social media friends.	1.73	1.14	Strongly Disagree

Overall Mean = 2.92

Standard Deviation = 1.33

Verbal Interpretation = Average

The spelling of the text in chats affects the interpretation/message in a conversation ($M=4.07$, $SD=0.69$); when they are chatting with their friends or family members, they are using codes that they are the only ones who understand ($M=3.33$, $SD=1.24$). However, they do not prefer to use numbers instead of letters in writing or chatting a word to their social media friends ($M=1.73$, $SD=1.14$).

The level of level of Gen-Z's Linguistic Creativity in terms of Lexical Approach attained a mean score of 2.92 and a standard deviation of 1.33 and was Average. Moreover, respondents are moderately linguistically creative in social media.

According to Chomsky (2014), our language is constantly, inevitably, and naturally changing, transforming, and becoming more adaptive to its users due to the changes in our contemporaries. Language is dynamic that it can change anytime and anywhere. More particularly, the inception and rapid development of social media networks as an eminent pastime have led to the establishment of a distinctive language system necessary for operative communication (Attila, 2017). Communication on an online platform can affect language's nature, such as forms, spelling, and meaning.

Table 7. Level of the Gen-Z's Linguistic Creativity in terms of Communicative Skills.

Statement	Mean	SD	Remarks
I give my own another meaning to an existing word to make the word funnier or interesting.	3.47	1.01	Agree
I used Tagalog words in a sentence, but I changed their original meaning, like "Awit" means lose/defeat.	3.33	1.18	Undecided
I can change the meaning of a word based on my feelings and expressions.	3.67	0.84	Agree
I get confused in interpreting the newly created words written in the comment sections and posts on social media.	3.47	0.97	Agree
The definition of words I have created/contextualized depends on the concept and situation.	3.90	0.84	Agree

Overall Mean = 3.57

Standard Deviation = 0.99

Verbal Interpretation = High

The definition of words they have created/contextualized depends on the concept and situation ($M=3.90$, $SD=0.84$); they can change the meaning of a word based on their feelings and expressions ($M=3.67$, $SD=0.84$). Apart from this, Tagalog words are used in a sentence, but they change their original meaning, like "Awit" means lose/defeat ($M=3.33$, $SD=1.18$).

The level of Gen-Z's Linguistic Creativity in terms of Communicative Skills attained a mean score of 3.57 and a standard deviation of 0.99 and was High.

Social media is more than just a means of seeking information. Social media are used to connect with others, for business or commercial purposes, to make new friends, reawaken old friendships and recover long-lost relatives. The emergence of social media simplified the whole process of communication because they are easy to use (Wetzel, 2010).

Table 8. Relationship between Gen-Z's Characteristics and their Level of Linguistic Creativity in Different Social Media Platforms.

Gen-Z's Characteristics	Linguistic Creativity	Computed r-value	Strength	Critical value	r- p-value	Analysis
Digital Natives	Lexical Approach	0.239	Weak	0.306	0.202	Not Significant
	Communicative Skills	0.112	Very Weak	0.306	0.353	Not Significant
Financially-Minded	Lexical Approach	0.035	Very Weak	0.306	0.856	Not Significant
	Communicative Skills	0.276	Weak	0.306	0.141	Not Significant
Visual Learner	Lexical Approach	0.306	Weak	0.306	0.100	Not Significant
	Communicative Skills	0.426	Moderate	0.306	0.019	Significant

Legend:

Range	Verbal Interpretation
0.80-1.00	Very Strong
0.60-0.79	Strong
0.40-0.59	Moderate
0.20-0.39	Weak
0.00-0.19	Very Weak

Table 8 presents the significant relationship between Gen-Z's characteristics and their level of creativity on different social media platforms. Specifically, it shows the relationship between Digital Natives, Financially-Minded, and Visual Learner characteristics and Lexical Approach and Communicative Skills.

Digital Natives were observed to have no significant relationship with the students' Lexical Approach ($r=0.239$, p -value=0.202). Also, it does not pose a significant relationship with the students' Communicative Skills ($r=0.112$, $p=0.353$).

From the findings above, it can infer that, at a 0.05 level of significance, the null hypothesis "There is no significant relationship between Gen – Z's Characteristics to the level of Gen – Z's Linguistic Creativity in Different Social Media Platforms" is rejected. Hence, this calls for the acceptance of the alternative, which incites a relationship. Communication that happens on an online platform can affect language's nature, such as forms, spelling, and meaning.

For instance, using Facebook (FB) is highly believed that a combination of letters or shortening on FB has become a habitual writing behavior among the participants of this research. Mustafa et al., (2015). Young adult users may use different word-formation processes when communicating on FB. The differences in language used may lead to misinterpretation and confusion among users of different generations who are not familiar with Netspeak, which contains new vocabulary, spelling modifications, symbols, and emoticons. The ubiquitous presence of technologies in school libraries, laboratories, and classrooms implies the need for competent faculty who can teach well with these technology tools. More specifically, there is a need for instructors to assess the needs of the digital natives to enhance their learning. For instance, the technologies familiar to the digital natives, such as text messaging, blogging, and podcasting, could be incorporated into their classroom instruction Keengwe and Georgina, (2013). Therefore, the intervention of technology in the learning process of students in school has an integral part of their learning, and also it has an effect on the majority of the students.

Table 9. Examples of newfound or created words in Different Social Media Platforms

No.	Sample words	Definition
1	ATM	- At The Moment
2	IDK	- I don't know
3	ISTG	- I swear to God
4	SHOOKT	- shock or being surprised
5	IKR	- I know, right!

6	Sana all	- “I hope all” or “I wish all.”
7	Marites	The term is used to describe people who gossip about others
8	LF	- Short term for “looking for.”
9	G	“go” or saying you want to join with them
10	G.O.A.T.	- Greatest of All Time

Table 9 shows examples of newfound or created words in Different Social Media Platforms. The newly created words from social media Platforms were made for different meanings and purposes due to the influence of media, the language affected by the culture, and the users of media. In addition, this was supported by Reinforcement Theory by Joseph Klapper (1960), which stated that the media has a little power to influence people and it just reinforces our pre-existing attitudes and beliefs, which have been developed by more powerful social institutions like families, school, and religious organizations. Therefore, the changes in beliefs and culture of language are affected by social media's reinforcement.

Table 10. Use of newfound/ created words in the Social Media Platforms in terms of Communication.

Co- Researcher	Response
7	“Allows users to directly connect with one another through groups, networks, and location.”
9	“It is mostly used by millennials when talking or chatting with their friends.”
10	“It is used in communicating.”
23	“Mostly, they are used for fun. When I am talking to a close friend or when I just feel like using it.”

Table 10. Use of newfound/created words in the Social Media Platforms in terms of Communication. Gen Z is using those new words to connect or communicate with their friends, relatives, and another group of people. So, social media is one of their platforms to communicate with their peers.

Communication can be described as the interaction between people. Conventional communication involves face-to-face interaction, but in social media, communication occurs when someone responds to or comments on others' status or initiates a conversation with someone else (Othman, Apaudi, & Ngah, 2016).

Table 11. Use of newfound/ created words in the Social Media Platforms in terms of Expression.

Co-Researcher	Response
13	“to express feelings and justify actions based on what has seen.”
16	“Most people use it to express their feelings and thoughts, but....”
18	“Individuals use social media platforms to express themselves, discuss their interests, connect with friends, and grow their careers....”
25	“used as a reaction or an expression in a topic.”
27	“They used it for fun, entertainment, and expressing their emotions.”

Expressing their emotions, thoughts, and feelings is one of Gen Z's purposes in using those words. The interaction through social media is getting more comfortable for the users, especially Gen Zs; moreover, these different platforms allow meaningful conversation and changes to the language used in formal and informal conversations.

In addition, Zappavigna (2012) acknowledges the freedom people find on Twitter to voice their opinions and the effects of such freedom on their discourse. Apart from that, they use the words that they created to express their feelings and give their thoughts.

Table 12. Use of newfound/ created words in the Social Media Platforms in terms of Convenience.

Co-Researcher	Response
1	“Lf means looking for help something or someone looks for what he/she wants or needs. Lf is an acronym, so it helps shorten the words you need to type.”
14	“Sometimes the new words created help social media users shorten the words, and sometimes they are easier to understand.”
15	“Help a lot. make things easy.”

Using newly created words is an easy way to type or write an informal communication letter or personal message. This also brings convenience to Gen Z in expressing their ideas.

Moreover, Mustafa et al. (2015) mentioned that people are becoming more obsessed with time. The use of various short forms and reduction of spelling would result from this hectic and rushing lifestyle. Convenience and easiness of communication were achieved through the shortening of words. According to Ross, "Speedy communication allows less time for careful, organized thought" (2006: 41). Karakoç and Köse (2017) suggested that vocabulary awareness should be created for the students in their language learning process. Unconsciously, they are having the language learning process in their most convenient way and being linguistically creative in their own way.

The purpose of how the students use the words they made creatively is directly influenced by media, as stated by Harold Lasswell (1927) in the Hypodermic Needle Theory, a linear communication theory that suggests that the media has a direct and powerful influence on audiences, like being injected with a hypodermic needle, Lamb, B. (2019). Therefore, the changes in language learning, lexical formation, and process of communication were affected by social media and the mass media itself.

Summary of Findings

The following are the study's general findings that answer the research questions.

Out of thirty respondents, seventeen (17) were identified as 17 years of age, accounting for **56.67%** of the total population. This is followed in frequency by 16-year-old respondents, with eleven (11) or about **36.67%** of the population identifying as such. The remaining percentages of the population were shown as an 18-year-old and a 20-year-old, both of which have one respondent.

The attributes of Gen-Zs in terms of interests attained a mean score of 3.39 and a standard deviation of 1.22 and was **Average** among the students. Moreover, students are attached to technological activities to explore the world, learn new things, and express themselves.

The attributes of Gen-Zs in terms of strengths attained a mean score of 3.82 and a standard deviation of 0.99 and was **High** among the students.

The level of the characteristics of Gen-Z as Digital Natives attained a mean score of **3.77** and a standard deviation of **1.04**, and was **High**. Furthermore, students are engaged in gadgets, which has an impact on their learning process.

The level of the characteristics of Gen-Z as Financially-Minded attained a mean score of **4.23** and a standard deviation of **0.79** and was **Very High** among the students. Students are aware of finance, business, money, and their financial status.

The level of the characteristics of Gen-Z as Visual Learner attained a mean score of **4.18** and a standard deviation of **0.90** and was **High**. These results prove that Gen Z is a Visual learner who is highly capable of learning through visuals.

The level of level of Gen-Z's Linguistic Creativity in terms of Lexical Approach attained a mean score of **2.92** and a standard deviation of **1.33** and was **Average**. Moreover, respondents are moderately linguistically creative in social media.

The level of level of Gen-Z's Linguistic Creativity in terms of Communicative Skills attained a mean score of **3.57** and a standard deviation of **0.99**, which was **High**.

Examples of newfound or created words in Different Social Media Platforms:

- a. **ATM**
- b. **IDK**
- c. **ISTG**
- d. **SHOOKT**
- e. **IKR**
- f. **Sana all**
- g. **Marites**
- h. **LF**
- i. **G**
- j. **G.O.A.T.**

1. Uses of newfound/ created words in the Social Media Platforms:
2. Gen Z is using those new words to connect or communicate with their friends, relatives, and another group of people.
3. Expressing their emotions, thoughts, and feelings is one of Gen Z's purposes in using those words. The interaction through social media is getting more comfortable for the users, especially for Gen Zs. Moreover, these different platforms allow meaningful conversation and changes to the language use in formal and informal conversations;
4. For an easy way in typing or write an informal communication letter or personal message. This also brings convenience to Gen Z in expressing their ideas.

Conclusion

Based on the study's findings, here is the drawn conclusion of the research.

The study infers that, at a 0.05 level of significance, the null hypothesis "There is no significant relationship between Gen – Z's Characteristics to the level of Gen – Z's Lexical Creativity in Different Social Media Platforms" is rejected. Hence, this calls for the acceptance of the alternative, which incites a relationship.

Gen Zs attributes is evident to the sample of the study where in the characteristics of the respondents has a sense of connection to their lexical Creativity. The lexical creativity of the Gen Zs was revealed by the study through the thematic analysis of the research. As social media active, Gen Zs uses their newly/currently created words in different social media platforms.

Recommendations

In the light of the findings and conclusions, the following recommendations are hereby stated:

1. The teacher may teach the new generations about lexicology and word-formation to make them aware of their language behavior.
2. There may be learning support for students who are learning through social media and online platforms to have their ethical standards in using social media.
3. Language teachers may have a platform that may encourage them to be more knowledgeable about language learning
4. Future researchers may venture into more interviews and use a deeper approach in studying this kind of topic to have better and more accurate results.
5. Teachers may use different platforms to cater to the needs of students in language learning, and they may not use or settle in using social media although social media is engaging for them.

References

- Alade, A.J.,(2018). AN EXAMINATION OF GEN Z LEARNERS ATTENDING A MINORITY UNIVERSITY. <http://www.ijello.org/Volume14/IJELLv14p041-053Buzzetto4464.pdf>
- Attila, B. (2017). The effects of social media on the language: Do social networks have damaging or constructing effects on language? Retrieved 29 June 2019 from <http://midra.unimiskolc.hu/document/26612/22012.pdf>
- Chomsky, N. (2003). Noam Chomsky Quotes. BrainyQuote. https://www.brainyquote.com/quotes/noam_chomsky_158473#:~:text=Noam%20Chomsky%20Quotes&text=Language%20is%20a%20process%20of%20free%20creation%3B%20its%20laws%20and,a%20process%20of%20free%20creation
- Clark 2017, "Social Media research and its effect on our society" International journal of Information 7 communication Engineering , Vol:8, No:6,2017
- Demir and Sönmez, (2021). Generation Z students' expectations from English language instruction. <https://files.eric.ed.gov/fulltext/EJ1285211.pdf>
- Dimaculangan, N., & Gustilo, L. (2018). A closer look at Philippine English word-formation frameworks. American Scientific Publishers Advanced Science Letter, 24(11), 8384–8388.
- Dimaculangan, N. & L. Gustilo, L. (2017). Lexical Patterns in the Early 21st Century Philippine English Writing. Advanced Science Letters. ASL Publishers.
- Drach, M. (1981). The Creative Aspect of Chomsky's Use of the Notion of Creativity. The Philosophical Review, 90(1), 44. doi:10.2307/2184372
- Edmonds and Kennedy, (2017). Explanatory-sequential approach. <https://methods.sagepub.com/book/an-applied-guide-to-research-designs-2e/i1245>
- Karakoç, D., & Köse, G. D. (2017). The impact of vocabulary knowledge on reading, writing and proficiency scores of EFL learners. Journal of Language and Linguistic Studies, 13(1), 352-378.
- Kasasa, (2021). Boomers, Gen X, Gen Y, Gen Z, and Gen A explained. <https://www.kasasa.com/articles/generations/gen-x-gen-y-gen-z>
- Keengwe, J., & Georgina, D. (2013). Supporting Digital Natives to Learn Effectively with Technology Tools. International Journal of Information and Communication Technology Education, 9(1), 51–59. doi:10.4018/jicte.2013010105
- Klapper, J., (1960). Reinforcement Theory. <http://www.mediaknife.org/reinforcement-theory/>
- LeDuc, D. (2019, May 20). Who is Generation Z. The Pew Charitable Trusts. <https://www.pewtrusts.org/en/trust/archive/spring-2019/who-is-generation-z>
- Lin, Y. (2015, December 17). media dependency theory. Encyclopedia Britannica. <https://www.britannica.com/topic/media-dependency-theory>

- Maghirang, T. (2019). Get ready for tech-savvy Gen Z! The Manila Times. Retrieved from <https://www.manilatimes.net/2019/03/24/business/sunday-business-i-t/get-ready-for-tech-savvy-genz/530014> on April 12, 2021
- Martini, O. (2015). Factors Affecting Language Change. SSRN.
- McCombes, S., (2022). Sampling Methods | Types and Techniques Explained. <https://www.scribbr.com/methodology/sampling-methods/>
- Mustafa S. Z., Kandasamy M.D., and Yasin M.S. (2015) is retrieved from: <https://www.ijern.com/journal/2015/June-2015/21.pdf>
- Othman, Apaudi, & Ngah, (2016). Indian Journal of Science and Technology, Vol 9(17), DOI: 10.17485/ijst/2016/v9i17/88730, May 2016
- Pangestu, S., & Karnadi, E. B. (2020). The effects of financial literacy and materialism on the savings decision of generation Z Indonesians. Cogent Business & Management, 7(1). doi:10.1080/23311975.2020.1743618
- Richards and Rogers (2015). Introducing English linguistics. New York, USA: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (n.d.). The lexical approach. Approaches and Methods in Language Teaching, 132–140. doi:10.1017/cbo9780511667305.015
- Seemiller, C., & Grace, M. (2016). Generation Z goes to college. San Francisco: Jossey-Bass
- Stringer, D. (2019). Lexical Semantics. https://dsls.indiana.edu/Stringer_2019_Lexical-Semantics_published.pdf
- Thomas, L., (2020). Simple Random Sampling | Definition, Steps & Examples. <https://www.scribbr.com/methodology/simple-random-sampling/>
- Thump, T. (2016, June 13). THE EVOLUTION OF LANGUAGE – WHY WE CREATE NEW WORDS. Thump. <https://www.thumped.co.uk/evolution-language-create-new-words/>
- Wetzel, D. (2010). E-learning replaces the traditional model of teaching and learning retrieved from: <http://suite101.com/article/e-learning-replaces-the-traditional-model-of-teaching-and-learning-227736> (last accessed on (15/10/2-16)ik\
- Zappavigna, (2012). A QUANTITATIVE STUDY OF THE PERCEIVED IMPACT OF SOCIAL MEDIA NETWORKS ON BAHRAINI USERS' ENGLISH LANGUAGE LEARNING <https://files.eric.ed.gov/fulltext/EJ1271906.pdf>