

Are Pupils On-Trend? The Vocabulary Awareness of Selected Pupils Regarding On-Trend Words in the Philippines

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Abstract – Language has many characteristics and one of which is its dynamicity. Words do not remain stagnant; they evolve over time based on the in – culture, or society where a particular language is used. Since language change affects all language and exempts nothing, Filipino language is counted in such phenomena. This research determines the vocabulary knowledge of elementary students using the Vocabulary Knowledge Scale proposed by Wesche and Paribakht (1996); their reasons why the students use the on – trend words; and the relationship of the socio – demographic profile of the respondents and preference to their vocabulary knowledge. This research made use of descriptive research method and percentage, weighted mean and Pearson R Correlation in processing the gathered data. It was found out that pupils were aware about the on-trend words despite of their young age. This research also found out that sex has a relationship with vocabulary awareness while word preference and age do not.

Index Terms – Awareness, VKS, Pupil, On – Trend Words

Introduction

One of the serious impairments that a person may have is the inability to communicate with other people. Communication can be done in several ways such as facial expressions, gestures, writing, drawing and the most used, through language.

Language has many characteristics and one of which is its dynamicity. Words do not remain stagnant; they evolve over time based on the in – culture, or society where a particular language is used. According to Language Wire Magazine, the amount of words is currently growing at a staggering rate, faster than before.

According to Nordquist (2018), language change is the phenomenon by which permanent alterations are made and the use of a language over time. In an anthropological perspective on language change, Ottenheimer (2009) claims that there are many factors influencing the rate at which language change; this includes the attitudes of the speakers in terms of barrowing and changing.

Since language change affects all language and exempts nothing, Filipino language is counted in such phenomena. The news website Rappler, recently reported that there were new Filipino words added in the Oxford dictionary and one of which is the word, “Trapo” or also known as a “a traditional politician”. This proves that language in the Philippines is rich in multilingualism. “Trapo” is just one of the words included in the Oxford dictionary not mentioning *bongga*, *bagoong*, *bihon*, *calamansi*, *carinderia*, *sorbetes*, and *turon*.

This research determines the vocabulary knowledge of elementary students using the Vocabulary Knowledge Scale proposed by Wesche and Paribakht (1996); their reasons why the students use the on – trend words; and the relationship of the socio – demographic profile of the respondents and preference to their vocabulary knowledge.

Statement of the Problem

This research aimed to answer the following:

1. How the profile of the respondents may be described in terms of their:
 - A. Age; and
 - B. Sex?
2. How may the specific trending word may be described by the respondents using the Vocabulary Knowledge Scale (VKS) by Wesche and Paribakht (1996)?
3. Where the respondents acquire on – trend – words?
4. Why the respondents prefer to use on – trend – words?
5. Is there a significant relationship between the age of the respondents and their vocabulary awareness (based on VKS)?
6. Is there a significant relationship between the preference of the respondents in using on – trend words and their vocabulary awareness (based on VKS)?
7. Is there a significant relationship between the age of the respondents and their vocabulary awareness (based on VKS)?

Significance of the Study

This study will be beneficial to the following:

To the **LANGUAGE TEACHERS**, the results of this study might be used by language teachers how students give meanings to words and how words change based on the trend, and culture of the people today. Moreover, this might help the teachers in adjusting their way of communicating to the students.

To **PUBLIC HIGH SCHOOLS**, the teachers in the secondary level will find the research beneficial because the results of this research would reflect the culture that their students have since culture and language are symbiotic (Madison, 2018).

To **FUTURE RESEARCHERS**, they may use the results of this research for their future undertakings.

Hypotheses of the Study

The study hypothesizes the following:

1. There is no significant relationship between the age of the respondents and the respondents' description of on – trend words (based on VKS);
2. There is no significant relationship between the preferences of the respondents and their vocabulary awareness (using VKS); and

3. There is no significant relationship between the age of the respondents and vocabulary awareness.

Definition of Terms

The following words were often used in the entire course of the research. They were operationally and/ or technically defined:

Awareness – the consciousness of someone that a certain word exists.

On – trend words – words which are currently being used by Filipinos as enumerated by Valdeavilla 2018.

Origin – where did the respondents learn the on – trend words.

Vocabulary – a list or collection of words or of words and phrases (merriam – dictionary); Word knowledge of someone.

VKS – Vocabulary Knowledge Scale. VKS is a 5-point self-report scale developed by Wesche & Paribakht (1996) that allows students to indicate how well they know items of vocabulary (Brown, 2008).

Research Method

This research made use of descriptive research method which according to Bhat (2018) is a research method that describes the characteristics of the population or phenomenon that is being studied. Moreover, this research method focuses more on the “what” of the research subject rather than its “whys”.

Research Locale

The research was conducted at Yuson Elementary School, Guimba, Nueva Ecija. The school has a small population, so small that it has only one section per grade.

Respondents of the study

The respondents of the research were the grade 5 and grade 6 students of Yuson Elementary School. They were chosen as respondents because of their hypothetical or assumed age of 10 – 12 years old (en.wikipedia). According to Critical Period Hypothesis (CPH) proposed by Penfield and Roberts (1959) and popularized by Lenneberg in 1967, the age 5 to puberty is the period when the child absorbs the language the most.

The respondents came from Grade 5 Aguinaldo and Grade 6 Earth; both were star sections. The researcher made all the students of both sections answer the questionnaires to make the results more reliable. Thus, there was no margin of error in data tallying and interpretation of this research.

Instrumentation

The instruments used in this research was questionnaire. Aside from describing the demographic profiles of the respondents, the questionnaire determined the vocabulary knowledge of the respondents toward the given words using the Vocabulary Knowledge <http://dx.doi.org/10.29322/IJSRP.9.11.2019.p9519> www.ijsrp.org

Scale developed by Wesche and Paribakht (1996). VKS intends to determine how well a particular respondent knows a given word.

The depth of vocabulary knowledge was measured using the following indicators:

- A. (4 points) = The respondent knows what the word/ phrase means and can use it in a sentence.
- B. (3 points)= The respondent knows what the word/ phrase means but is not sure how to use it.
- C. (2 points) = The respondent has seen the word/ phrase but is not sure what it means.
- D. (1 point = The respondent has never seen the word before.

Also, the questionnaire determined where did the respondents learned the words stated in the VKS and their reasons why they use such words.

Data Gathering and Procedures

After the researcher had devised their research instruments, he made a request letter for him to be authorized to conduct the research at Yuson Elementary School. He sought the permission of its school principal, Alex S. Calambacan. Then, he was assisted to meet the respondents and made them answer the questionnaires.

In terms of the test administration, the researcher followed some of Brown's (2008) way in conducting VKS instruments. Below were the procedures made and observed by the researcher:

- The researcher gave each student respondent a copy of the VKS questionnaire and made sure that a student respondent understood the four choices.
- The students were not allowed to use any learning resources such as dictionaries and gadgets.
- While the students were answering, the researcher wrote the following on the board:
 - *"If your answer is A, make a sentence using that word."*
 - *"If your answer is B, explain what the word means."*
- The respondents were only given a maximum of 20 minutes to answer the questionnaire.

Statistical Treatment

To interpret the data gathered, this research made use of various statistical formula. They are the following:

1. Percentage

This statistical tool was used to determine the percentage of the socio – demographical information of the respondents.

2. Weighted Mean

This statistical tool was used to determine the average of the VKS results of the respondents.

3. Pearson r Correlation

This statistical tool was used to determine the significant relationship of the VKS results to the preferences of the respondents in on trend words.

Verbal Interpretation

For VKS

VERBAL INTERPRETATION	RANGE
Knows the word/ phrase and can use it in a sentence.	3.26 – 4.0
Knows the word/ phrase but is not sure how to use it.	2.51 – 3.25
Has seen the word/ phrase before but do not know what it means.	1.76 – 2.50
Has never seen the word.	1.0 – 1.75

For Likert Scale

VERBAL INTERPRETATION	RANGE
Extremely	4.21 – 5.0
Very	3.41 – 4.20
Moderate	2.61 – 3.40
Slightly	1.81 – 2.60
Not at all	1.0 – 1.80

RESULTS AND DISCUSSION

This chapter shows the results of the data gathered by the researchers such as the demographic profile of the respondents, their vocabulary knowledge, where they did learn the on – trend words, and reasons for preferring on – trend words.

Socio – demographic Profile of the Respondents

Age

AGE	#	%
10 years old	15	60%
11 years old	9	36%
12 years old	1	4%
Total	25	100%

The table above shows that most of the respondents are 10 years old which is 60% of the respondents; 36% of them are 11 years old; and only 4% is 12 years old.

This means that the respondents are in the entry – level of the Critical Period Hypothesis as proposed by Penefield and Roberts (1959) and Lenneberg (1967). Thus, the words that they encounter can be absorbed quickly and may have a long influence to them.

Sex

SEX	#	%
Female	16	64%
Male	9	36%
<i>Total</i>	25	100%

The table above shows that most of the respondents are female, composed of 64% of the total respondents. 36% are males.

According to Collom (2015), women are good in language than men. It is reported that women outnumber men 3 to 1 when it comes to language instruction.

Vocabulary Knowledge of the Student Respondents

WORD	A	B	C	D	MEAN	RANK	V. I.
<i>Kilig</i>	17	7	0	1	3.6	2	Knows the word/ phrase and can use it in a sentence.
<i>Gigil</i>	17	4	2	2	3.44	5	Knows the word/ phrase and can use it in a sentence.
<i>Susmariosep</i>	3	16	3	3	2.76	9	Knows the word/ phrase but is not sure how to use it.
<i>Nyek</i>	4	13	4	4	2.68	10	Knows the word/ phrase but is not sure how to use it.
<i>Charot</i>	8	14	0	3	3.08	7	Knows the word/ phrase but is not sure how to use it.
<i>Chibog</i>	2	4	6	12	1.76	13	Has seen the word/ phrase before but do not know what it means.
<i>Jowa</i>	6	13	2	3	2.8	8	Knows the word/ phrase but is not sure how to use it.

<i>Basta</i>	20	4	0	1	3.72	1	Knows the word/ phrase and can use it in a sentence.
<i>Lodi</i>	12	13	0	0	3.48	4	Knows the word/ phrase and can use it in a sentence.
<i>Petmalu</i>	14	11	0	0	3.56	3	Knows the word/ phrase and can use it in a sentence.
<i>Werpa</i>	12	11	1	0	3.32	6	Knows the word/ phrase and can use it in a sentence.
<i>Mumshie</i>	4	12	3	5	2.52	11	Knows the word/ phrase but is not sure how to use it.
<i>Bes</i>	13	11	1	0	3.48	4	Knows the word/ phrase and can use it in a sentence.
<i>Chika</i>	3	13	1	8	2.44	12	Has seen the word/ phrase before but do not know what it means.
<i>Mean</i>					3.045		

Based on the table above, the word *basta* was the word which the student respondents really know, they can use it in a sentence such as “Basta wag mo kong kakalimotan.”, and “Basta dun tayo magkikita.” Based on them, its English equivalent may be “Be sure”, and “Unless”. Moreover, some of the meanings of *basta* based on the operational use of the students does not have any equivalent in the English language. This result is opposing the google translation *that’s enough*.

Kilig is ranked as second; they know it and can use it in a sentence. Examples are “Ako’y knikilig pag may love.”, “Kinikilig ako kay KathNiel.”, “Kinikilig ako sa sweet.” etc. *Kilig’s* English equivalent based on the operational use of the students, is *romantic excitement*. However, in most of the sentences of the students, they use *kilig* as a verb thus, *kilig* may also be considered as a word which has no exact English equivalent.

The other words which the student respondents are familiar of are *Petmalu*, *Lodi*, *Bes*, *Gigil*, and *Werpa*. The student respondents were able to use them in sentences. The word *petmalu* is explained by the students as an adjective which is applied to a person who has done a job or a deed which is unique and worthy to be recognized for. *Bes* is a name – call to people who are in someone’s inner circle; however, in some of the sentences of the student respondents, it can also be defined (based on their operational use of the word) as an adjective to describe a person who can be benefited from. *Gigil* is defined by the student respondents as gnashing whenever someone is really angry and/ or someone feels if s/ he saw something cute or lovely. *Werpa* is defined by the students (based on their operational use of the word) as an expression that indicates admiration, and joy; moreover, they use it as an interjection.

The word that the student respondents are not familiar to them are *chibog*, and *chika*. The student respondents do not know the meaning of the aforementioned words and cannot use them in a sentence. The explanation for this is that, the words *chika* and *chibog* were words which were being used in late 90s of the Filipinos thus, tendency of learning word can be met by the student respondents if they will be meeting people who were born that time or were influenced by people who have lived that time.

Where did the respondents learn the on – trend – words?

WHERE?	YES	%	NO	%
Family	7	28	17	68
Neighborhood	19	76	5	20
Friends	24	96	1	4
Classmates	24	96	1	4
Teachers	10	40	15	60
Social Media	24	96	1	4
Video Clips	22	88	3	12
Television Shows	24	96	1	4
Movies	24	96	1	4
Advertisements	21	84	4	16

Based on the table above, friends, classmates, television shows, and movies are the ones that influence them to learn the on – trend words.

According to theladders.com, a friend is a person whom we spend our time to at least 50 hours for casual friend and 90 hours for a real friend. This figures are enough to influence someone in his/ her language development.

It is also no wonder why social media was also ranked as first in influencing word development of the student respondents because last 2017, Filipinos spent three hours and 57 minutes per day on social media platform in 2017, the highest in the world. What they read, hear and watch in social media can be adapted by the student respondents. This is supported by the CPH.

Movies and television shows today especially the domestic ones comply with the generation Z’s language thus, they often use such irregular terms in their shows. On average, people spend four hours and four minutes watching television per day and 30 minutes via DVR (NY Times).

However, the results show that family is the most uninfluential in terms of word acquisition.

This result opposes the findings of Engle (2004) that family is influential to the language development of the child. Moreover, this result is in conflict with Tamis – LeMonda, et al. (2009) who highlighted that children’s experiences at home (i.e. learning activities, parenting quality and learning materials) are critical to early language growth and learning.

Reasons of preferring on – trend – words.

STATEMENT	WEIGHTED MEAN	RANK	VI

I use on – trend words because I feel that I’m “in” whenever I use them.	2.12	3	Slightly
I use on – trend words because I think I will be more understandable by doing such.	2.28	1	Slightly
I think the on-trend words exist from the time that I was born.	1.44	8	Not at all
On-trend words are my keys in connecting to other people.	2.04	4	Slightly
I use on – trend words because they are being used in media such as in movies, songs, and the likes.	2.2	2	Slightly
Whenever I use on – trend words, I perceive myself as “cool”.	1.56	7	Not at all
I use on – trend words because accepted languages are “baduy”.	1.36	9	Not at all
On-trend words are better than accepted words thus I use them.	1.68	6	Not at all
I am used with accepted language thus I prefer on – trend words.	2.12	3	Slightly
I use on – trend words for me to try something new.	1.72	5	Not at all
Mean	1.852		

Based on the results, the main reason why the student respondents use such words is for them to be understood by the person that they are communicating with, at least slightly; to be “in” or considered as “updated”; to be “connected” to other people; to comply with the standards of media resources; and wants to try something new since they were used to accepted language. These however, were verbally interpreted as “slightly”.

It can be noticed on the results that the responds of the respondents are more onto “connection – compliance” which is one of the purposes of communication.

Relationship of word preference to the VKS results

Descriptive Statistics			
	Mean	Std. Deviation	N
VKS Results	3.0457	.56891	14

Preference	1.8520	.33786	10
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Correlations			
		VKS Results	Preference
VKS Results	Pearson Correlation	1	.439
	Sig. (1-tailed)		.102
	N	14	10
Preference	Pearson Correlation	.439	1
	Sig. (1-tailed)	.102	
	N	10	10

Based on the table above, since sig is .102, it can be drawn that there is no significant relationship between the word preference and the vocabulary awareness of the students.

Thus, being aware in an on – trend word does not need someone to be interested about that word.

Relationship Between VKS Results and the Sex of the Students

Descriptive Statistics			
	Mean	Std. Deviation	N
Sex	17.5000	2.12132	2
VKS Results	3.0457	.56891	14

Correlations		
	VAR00001	VAR00002

VAR00001	Pearson Correlation	1	-1.000**
	Sig. (2-tailed)		.
	N	2	2
VAR00002	Pearson Correlation	-1.000**	1
	Sig. (2-tailed)	.	
	N	2	14
**. Correlation is significant at the 0.01 level (2-tailed).			

The table above determines if the sex of the students has something to do with their vocabulary awareness. Based on the results, the sex of the respondents has an effect to their vocabulary awareness.

It can be drawn that the sex of someone has an effect to his/ her awareness of on – trend words.

Relationship between the Age of the Respondents to their VKS Results

Descriptive Statistics			
	Mean	Std. Deviation	N
VAR00001	8.3333	7.02377	3
VAR00002	3.0457	.56891	14

Correlations			
		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.966
	Sig. (2-tailed)		.166
	N	3	3
VAR00002	Pearson Correlation	.966	1
	Sig. (2-tailed)	.166	
	N	3	14

The table above shows the relationship of the age of the respondents to their VKS results.

Based on the results, the significance level is .166, indicating that there is a no significant relationship between the age of the respondents and their VKS results.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summaries of the results of the research, the conclusions drawn and the recommendations of this research.

Summary

The summary of the research findings are the following:

- The respondents of the study are ranging from 10 to 12 years old.
- Majority are female respondents.
- The words *basta*, *kilig*, *petmalu*, *lodi*, *bes*, *gigil*, and *werpa* were the mastered words of the students.
- Student respondents' friends, classmates, television shows, and movies influenced them the most in acquiring the on – trend words.
- There is no significant relationship between the word preference of the respondents to their vocabulary awareness
- There is a significant relationship between the sex of the respondents to their vocabulary awareness.
- The age of the respondents has no significant relationship with their vocabulary awareness.

Conclusions

Using the data gathered, the following conclusions were drawn:

- That the age of the respondents are ranging from 10 to 12 years old. The respondents are in the entry – level of the Critical Period Hypothesis.
- The sex of the majority of the respondents is female which can be considered as a factor in learning the language.
- On – trend words have no definite equivalence in the English language.
- On – trend words' meanings depend on the operational use of the person who is using the language.

- The results oppose some of the established researches in language acquisition.
- The respondents acquired the on – trend words outside their inner circle.
- The respondents prefers on – trend words for them to be connected.
- Word preference has no effect in one’s awareness of on – trend words.
- Sex plays a role in making oneself aware of an on – trend word.
- Age does not have an impact to one’s vocabulary awareness.

Recommendations

Armed with the findings and conclusions of this study, the following recommendations may be considered:

- Conduct this research to a bigger number of population for a more reliable results.
- Cite more studies about sex of an individual as an influence in acquiring on – trend words.
- Determine the stable of meanings of the on – trend words.
- Make researches that are related to this study to further enhance the results found by this research.

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Appendix A - Questionnaire

Name (optional): _____

Grade and Section (optional): _____

I. PROFILE

Direction: Check (✓) the circle that corresponds to your answer:

1. Age

- 9 years old
- 10 years old
- 11 years old
- 12 years old
- Others. Please specify: _____

2. Sex

- Male
- Female

II. VOCABULARY KNOWLEDGE SCALE (adapted from Wesche and Paribakht (1996) used by Brown (2008))

Direction: Below is the Vocabulary Knowledge Scale. It determines if you are familiar with the given words and if presumably, you are familiar with the word: to what extent? Check (√) the column that corresponds to your answer.

A	= I know this word/ phrase means and I can use it in a sentence.			
B	= I know what this word/ phrase means, but I am not sure how to use it.			
C	= I've seen this word/ phrase before, but I don't know what it means.			
D	= I've never seen this word/ phrase before.			
Words	A	B	C	D
Kilig				
Gigil				
Susmariosep				
Nyek				
Charot				
Chibog				
Jowa				
Basta				
Lodi				
Petmalu				
Werpa				
Mumshie				
Bes				
Chika				

III. WORD ACQUISITION

Direction: This part of the questionnaire seeks to determine how you acquired the words in part II. Check (√) the column that corresponds to your answer.

How did you acquire/ adapt the words in Part II of this questionnaire?	Yes	No
Family		
Neighborhood		
Friends		

Classmates		
Teachers		
Social Media (Facebook, Instagram, and the likes.)		
Video clips (usually found in Youtube)		
Television shows		
Movies		
Advertisements		

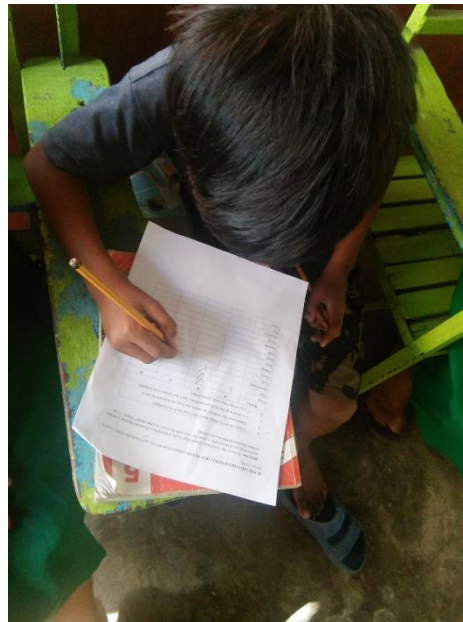
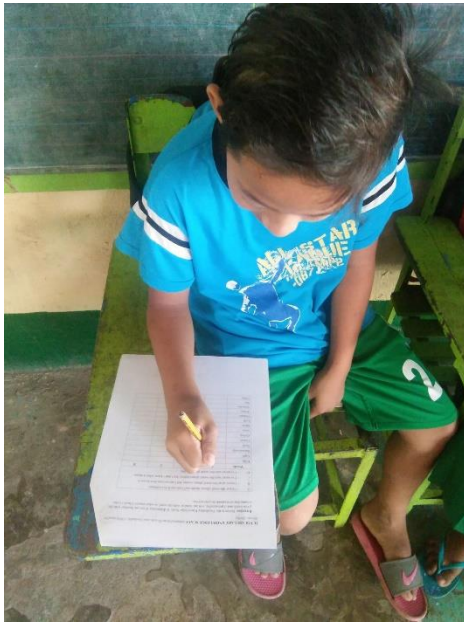
IV. WHY DO YOU USE ON – TREND WORDS?

Direction: Check (✓) the column that corresponds to your answer.

Statement	1 (Not at all)	2 (Slightly)	3 (Moderate)	4 (Very)	5 (Extremely)
1. I use on – trend words because I feel that I’m “in” whenever I use them.					
2. I use on – trend words because I think I will be more understandable by doing such.					
3. I think the on-trend words exist from the time that I was born.					
4. On-trend words are my keys in connecting to other people.					
5. I use on – trend words because they are being used in media such as in movies, songs, and the likes.					
6. Whenever I use on – trend words, I perceive myself as “cool”.					

7. I use on – trend words because accepted languages are “baduy”.					
8. On-trend words are better than accepted words thus I use them.					
9. I am used with accepted language thus I prefer on – trend words.					
10. I use on – trend words for me to try something new.					

Appendix B – Documentations





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