



Morphological And Syntactic Filipinisms In Student Writing: The Cebuano Experience

Carmel Vip C. Derasin

Chair- Department of Languages and Literature, College of Arts and Sciences,
Cebu Normal University, Cebu, Philippines

DOI: 10.48047/ecb/2023.12.si4.1663

Abstract: *This study analyzed the emergent morphological and syntactical Filipinisms of English in the discourse of School Publication among Universities and Colleges in Cebu. The study is important because through reading such as student publications, readers acquire implicit knowledge of English. It would increase their knowledge socially and linguistically. The data were analyzed linguistically through the use of discourse analysis. The analysis focused on the emergent variations and composite forms of morphology and syntax. In view of the findings, it brought to light the morphological and syntactical variations immediately involved in Philippine English (Filipinisms). Filipinisms has really an influence from other Englishes in the world specifically, British English. It has been shown that these variations evolved in student publications among the Universities and Colleges in Cebu and proved that language changed and developed from time to time. Therefore, this type of English has come to an effect in school setting, industry and community as well.*

Keywords: *Filipinisms, Student Publications, Morphological, Syntactical, Cebu*

Introduction

Philippines is a country with many ethnic languages. There are eight main languages used in the archipelago and nearly two hundred dialects all over the country. Cebu is one of the largest islands in the Visayas and Mindanao regions. The Cebuanos (People of Cebu) are multilingual. They speak Sinugbuanung Binisaya (Cebuano Visayan), Filipino, the national language of the country which is Tagalog-based, and English.

In almost all domains in society, English is used. The anecdote that in the Philippines, we use English from cradle to grave is definitely not funny. Literally, our Birth certificate from the National Statistics Office is written in English. This is also true with the death certificate. In the domains of law and governance, trade and industry, religion, and especially the academe, English is used with ease. In the academe, it is the lingua franca, and in society, we call it Philippine English.

Philippine English started from the US intervention of 1898, and the American teachers, collectively known as “Thomasites” arrived towards the end of the Philippine-American colonization and were dispersed throughout the Philippines. Gonzales, 1997, said that Thomasites had an imperative contact, not only as teachers but also as teacher-trainers, in which by 1921, 91 percent of all teachers were native-born Filipinos. Thus, Filipinos learned English from co-Filipinos, almost from the beginning, and the seeds of what we now call Philippine English.

Philippine English is renowned as the additional and official language of the Filipinos. It has its distinct forms, features, and functions different from other World Englishes akin to, for instance, Singaporean English, Thai English, and Malaysian English (Kachru, 1992). Besides, its recognition and authenticity lie in the fact that English has infiltrated the functional, socio-cultural, historical, and as well as creative processes or contexts of the Filipinos (Kachru, 2005).

The Philippine media plays an important development in the Philippine English lexicon. It makes it more interesting because of the diversity of languages in contact, with English used alongside Filipino and a number of other regional languages, including Cebuano, Ilocano and etc. Philippine English with its unique pronunciation, vocabulary and syntax, its approach of academic writing and promising Philippine literature in English continued to flourish and where changes and adaptations in the English language growing so rapidly.

In *Ethnologue: Languages of the World* (Lewis 2009), the number of Philippine Languages is said to be 175, of which 171 are living languages and four are extinct. There are eight major Philippine languages, one of which is Cebuano-Visayan, also known as *Bisaya*, *Visayan*, *Binisaya* and *Sugbua-anun*, is a member of the Western or Indonesian branch language family. Language Directory, 2000-2007, Native Cebuano-Visayan speakers constitute one-fourth of the population of the Philippines.

Variations and development of English in the Philippines can be found in English Language Philippine media that includes broadcast media like television, radio and the print media of newspapers, and magazines. Caturza, 2002, variations of English in the Philippines are termed *Filipinisms* and in Cebuano-Visayan speaking regions, *Cebuanisms* instead of *Filipinisms* as other Filipinos may not understand them.

Reading materials, such as newspapers, magazines and etc. is also one way of learning a language both in lexicon and syntax and increases the students' knowledge socially and linguistically. Through reading, students acquire implicit knowledge of English, which includes, increasing vocabulary skills; adapt the changes in words and their variations.

In universities and colleges in Cebu, student publications are printed and released every semester and for some, they include once every summer. A student publication is a media outlet, usually in print, produced by students at an educational institution. They cover local, national, international or school-related news. It is managed and published by the chosen student writers with one adviser. Student publications include different contributions such as formal/informal essays, poems, short stories, artworks, and photographs.

The student publications are produced by five leading universities and a college in Cebu City. The writings in these publications are used in identifying and analyzing the emergent morphological and syntactical variations of English in the discourse of school publications to filter out *Filipinisms*. This study also educates both teachers and students about *Filipinisms* existing in the Philippines. Moreover, it is hoped that it can contribute to the research in Language and Applied Linguistics, and the changes and emergent variations of the English language in the Philippines. The findings which would be sorted out would be significant to the researchers who aim to investigate the variants of Philippine English.

This study is anchored on Braj Kachru's Three Concentric Circles Model of English (1985), a Feature-based approach (Trudgil and Hannah, 2013), and a theory that Language is unique and adapts to the world (Genetti, 2014).

Language takes a significant role in people's lives as a nexus of human communication. The study is supported by the theory that Language is unique and adapts the world. Language undergoes adaptations, changes in vocabulary, syntax, and able to convey all meanings (Genetti, 2014.)

Kachru's Three Concentric Circles Model of English 1985 stated that there are three circles inside and various speakers are classified as: Inner Circle, which refers to countries where English is used as a mother tongue like UK, Australia, and the USA; Outer Circle which represents the places where they speak official non-native English varieties or used as second languages similar to India, Egypt, Pakistan, and the Philippines; and lastly, Expanding Circle, which is made up of speakers where English is not usually spoken and used as foreign or additional language like China.

The feature-based approach has characteristically involved the linguist in classifying and crafting statements about the idiosyncratic types of varieties in terms of accent, phonology, morphology, and syntax. As Trudgill and Hannah's International English of 1994 described English standard varieties in terms of varieties at the level of phonetics, phonology, vocabulary, and grammar.

Methods and Materials

The descriptive method which focuses on the discourse analysis of both morphology and syntax was the main method utilized in the study. Purposive sampling was used in order to gather the data. The main sources were the different school publications of higher education institutions in Cebu. The analysis was focused on the emergent variations and composite morphosyntactic forms of words and expressions used in student writing

In identifying the variant usage of language, SAE or Standard American English was utilized. This is a variety used in the Merriam-Webster's dictionary which is most widely used to cite the rules of prescriptive grammarians and the lexicographers. In the analysis of syntax, the study used linear and phrase structure and transformational or generative grammar.

The data were gathered from the selected student publications among universities and colleges in Cebu. These include two state-owned universities, two private-sectarian universities and one private non-sectarian college. Two publications of each school were randomly chosen according to the availability of the papers.

Results and Discussion

The morphosyntactic structures reflected in student writing are considered variant from Standard English. The lexical data are presented, analyzed and interpreted first then followed by syntactical data.

Morphological Variation in Student Publication

The different forms of morphological variations were categorized based on the following: *borrowing, extension of meaning, compounding, spelling, shortening and affixing, variation in spelling, acronym, abbreviation, clipping, blending, functional shift, and formation by affixes.*

Table 1: Morphological Variation

Categories	Number of Variant Words	Rank
Borrowing	53	2

Extension of Meaning	9	8
Compounding	269	1
Spelling	27	5
Acronym	4	10
Abbreviation	1	11
Clipping	28	4
Blending	6	9
Functional Shift	14	6
Backformation	13	7
Coinage	44	3
Total Innovation	14	6

Compounding. This is the process of putting words together to build a new one that does not denote two things, but one and that is pronounced as one unit. Compounding topped all other variant forms of the lexicon in terms of number in this analysis. In English, the use of the hyphen is the most common method of combining words already in the language. Words were not found in the dictionary and beautifully invented.

Student writing is abundant with compounds such as *batchmate*, *dormmate*, *officemate*, *boardmate*, *ex-classmate*, *coursemates*. In addition, code-switching of compound formations, like *mag-communicate*, *ma-approve*, *mo-support*, *sobrang tough*, *ma-wrong*, *gi-upgrade* are also common. The following are also English compounds found in the publications: *uber drivers*, *mata-mata studies*, *borrow-borrow*, *paperworks*, *high schoolers*, *Cebuano music*, *Vispop*, *whatnots*, *Filipino beliefs*, *local delicacies*, *unli rice*, *grey dreams*, *whitewashing bunzel lobby*, *hearty lunch*, *photo ops*, *block mayor*, *block chairman*, *lunch breaks*, *Saturday dates*, *pseudozombie*, *Founder's week*, *network companies*, *candy crush*, *rape jokes*, *kanchaw culture*, *fortune magazine*, *twitter threads*, *domestic helper*, *Filipino tim*, *buco juice*, *water breaks*, *comfy couches*, *hungry stomachs*, *lookout*, *promos*, *feedbacking*, *group bond*, *smell fishy*, *Bisaya netizen*, *karatedo team*, *juggling act*, *Philippine Star*, *Manila Bulletin*, *CNN Philippines*, *first sem*, *university studes*, *Anakbayan*, *University Prof*, *mushroom cloud*, *bisdak bands*, *photo booth*, *guava English*, *copras*, *Oplan Bayanihan*, and many more.

Borrowing. It refers to the adopting of words from a source language to another language. It is complex, and involves many usages of events and a consequence of cultural contact between language communities. The following are examples of borrowing, *pinoy*, *delicadeza* (sense of dignity), *K-Pop* (Korean Pop in Korea), *kilig* (Cebuano word), *karatedo* (Japan), *pasalubong* (Tagalog), *despedida*, *Batang Pinoy*, *patintero*, *barkada*, *Lolo*, *hugots*, *barangay*, *pogi*, *nghoiong*, *giyera*, *kata*, *kumite*, *Cebuanos*, *hijab*, *jeepneys*, *caimito*, *Abusayaf*, *manang*, *bayanis*, *barrio fiesta*, *naning*, *siomai*, *puso*, *soda*, *ngohiong*, *chorizo*, *tempura*, *donut*, *sisig*, *shawarma*, *Filipinos*, *pungko-pungko* (small self-service), *bola-bola*, *ginabot* (*chicharon bulaklak*), *barang* (to cause misfortune or illness), *bolo-bolo*, *mambabarang*, *kilid-kilid*, *sulot* (made of flour, yeast ug kinudkud nga lubi), *pan bisaya*, *dunat*, *budbud pilit* (made from malagkit rice, refined sugar, salt and ginger), *puto-puto* (made of ground rice and coconut milk).

Extension or Meaning Adaptation. The most transparent examples of extension meaning would be the brand names that have been generalized in the Philippines to cover the whole category. PE uses words like *personnel* (meaning: an employee or staff member), *nescafe* for coffee, *xerox*, *pentel pen* for a color marker, *band-aid*, *presidentiables*, *brown-out*, *jeepney*, *pridyider*, *pampers*, and *blow-out*. The word *topnotchers*, sometimes written *top-notcher* (with a hyphen) or *top notcher* which means anyone who tops a contest or an election or an exam exists and varies in spelling in all different publications.

Shortening and Affixing. *V-hire* is a shortened form of van for hire and formed by shortening the word van into letter ‘v’ and making the letter ‘v’ the prefix of v-hire.

Orthography. Variations in spelling consist of variants which the pedagogic grammarians call elementary errors in spelling. BritE lexicon existed in the publications, such as the words *armour*, *colourful*, *modelling*, *counselling*, *whilst*, *favourite*, *reavealling*, *honour*, *travelling*, *behaviour*, *practised*. The words *unfurtunate* (*unfortunate*), *terrorest* (*terrorist*), *careh* (*error*) – *cared*, *exiting* (*exciting*), *achieveing* (*achieving*) and *invicible* (*invisible*), *vechicle* (*vehicle*) were written misspelled. An error from word “hear” instead of heat and *thestudents* with no spacing. In addition, the words *sugar coat* (*sugarcoat*), *bossnova* (*boss nova*), *wash day* (*washday*), *photobooth* (*photo booth*, *band-aid*, *atleast* (*at least*)). Lastly, the word “equipments” and “informations” are incorrect because these words are already a plural.

Blending. It is a combination of two or more words to create a new one, usually by taking the beginning of the other word and the end of the other one. The following occurs in publications, such as *emoticon* = emotion+icon, *netizen* = internet+citizen, *sitcom* = situation + comedy, *motel* (motor+hotel), *industriroom* = industrial+room, *wifi*, *informercials* = information+commercials.

Functional Shift. Shifting in word functions varies differently such as, *kick-off* (a noun used as verb), *big-name* (a noun to adjective and vice versa), *schooling* (noun to verb), *bully* (verb to noun), *ceasefire* (used as noun), *trips* used as noun, *FORWARD* (verb to noun), *heavy* (adjective to noun), *makeover* (verb to noun), *blanket* (noun to verb), *buzz* (verb to adjective), *gone* (verb to noun), *hate* (verb to noun), *lights out* (verb to noun).

Back-formation or shift in part of speech. It is another normal expansion process that means to the reduction of nouns to form verbs. The following are examples, *television* (televise), *donation* (donate), *option* (opt), *editor* (edit), *emotion* (emote), *internship* (intern/ojt). The shift in the sub-categorization of parts of speech from mass noun to count noun, for example: *researches*, *stuffs*. There are also “unidiomatic” verb-preposition combinations such as based from, cope up with, fill in.

Coinage. A very productive way of expanding lexicon is by coinage which refers to the word formation process of inventing entirely new words. Examples are: *facebooked*, *groufie*, *GrabCar*, *google*, *netbook* (a small laptop), *pro-Duterte*, *anti-Duterte*, *Duterte news*, *awardee*, *dummies*, *reelectionist*, *masteral*, *studentry*, *Octoberian*, *divas*, *best blocker*, *best server*, *tourneys*, *Josenian-green*, *Bahay Alumni*, *hugots*, *millenials*, *tweets*, *selfie*, *facebookers*, *facebooking*, *shookt*, *politicking*, *pinamay* (*wannabe*), *YouTube*, *seenzoner*, *charo* (no surrender), *instagrammable*, *instagramers*, *igers*, and *di-palupig*. The following are the newly creative words and considered to be the words of millennials and often put with a hash tag, such as *#stupidbrain*, *#badpoetry*, *#fudgeandcupcake*, *#shookdt*, signature *#DU30*, *#OTWOL*, *#hugotlines*.

Acronym. The acronyms *YOLO* (You Only Live Once) *CR* (comfort room), *ID* (identification card), *On-The-Job* (*OJT*), and *OOTD* (Outfit of the Day) exist in publications.

Abbreviation. It is the word formation process in which a word or phrase is shortened. An example of abbreviation is *TV* (television).

Clipping. It is the shortening of a poly-syllabic word. The following are examples of clippings, *telephone* (*phone*), *gasoline* (*gas*), *influenza* (*flu*), *gymnasium* (*gym*), *laboratory* (*lab*), *examination* (*exam*), *mathematics* (*math*), *professor* (*prof*), *doctor* (*doc*), *dormitory* (*dorm*), *advertisement* (*ad*), *kindergarten* (*kinder*), *semester* (*sem*), *supermarket* (*supermart*), *air-conditioning* (*aircon*), *promotion* (*promo*), *preliminary* (*prelim*), *Leaders Congress* (*LeadCon*), *organizations* (*orgs*), *gymnasium* (*gym*), *application* (*app*), *science-fiction* (*sci-fi*) *administration* (*admin*), *evening* (*eve*), *Medical technology* (*MedTech*), *unlimited* (*unli*), and

brother (bro).

Total Innovations. A category that may use analogy and clipping, but the results stand out because they are so creative, so innovative. The following are examples, Taglish (Tagalog-English code-switching), Caucasian, number two (refer to a mistress), presidential (likely presidential candidate), volleybelles (refers to the women who play volleyball), Josenians (refers to the students of the University of San Jose Recoletos, karatekas (women in karatedo), Normalites (refers to the students of Cebu Normal University, CTUnians (refers to the students in Cebu Technological University), Carolinians (refers to the students in University of San Carlos), Velezians (refers to the students in Velez College, SPEDers, (refers to the students who took up Special Education, foodventure (food adventure), waley (not effective), and hugot (lines)

Syntactical Variation in Student Publications

The following are the different forms of syntax: inconsistent tenses, wordiness, subject-verb agreement, inappropriate tenses, pronoun-antecedent agreement, omission important parts of the sentence, unbalanced clause, shift from the infinitive to active voice, inconsistency of helping verbs.

Table 2. Syntactical Variation

Categories	Number of Variant Syntax	Rank
Inconsistent Tenses	10	3
Wordiness	13	2
Subject-Verb Disagreement	6	5
Inappropriate Tenses	2	6
Pronoun-Antecedent Agreement	2	6
Omission Parts of the Syntax	6	5
Unbalanced Clause	8	4
Shift from Infinitive to Active	1	7
Inconsistency of Helping Verbs	1	7
Code-switching/mixing	16	1

Inconsistent Tenses. In written discourses, it is significant to exhibit verb tenses consistency so that the readers can follow the ideas, arguments and thoughts easily. Inconsistent tenses mean that it is unclear when the action you are describing is happening. Consistency means to use verbs that are in the same tense for consistent verb tense.

- (1) *“Rather than spend my young days daydreaming on being rescued by a prince of my own, I crunched my brows for trying too hard to figure out why there were always three significant characters in each story to compliment the main protagonist.”*

Improved: “Rather than spent my young days daydreaming on being rescued by a prince of my own, I crunched my brows for trying too hard to figure out why there were always three significant characters in each story to compliment the main protagonist.”

- (2) *“People have been asking me how do I do the intricate braid styles adorning my head all by myself and they, too, want to know all the complex ones and mock insult when I suggest teaching them first the basic French braid.”*

Improved: People have been asking me how do I do the intricate braid styles adorning my head all by myself and they, too, have been wanting to know all the complex ones and mock insult when I suggest teaching them first the basic French braid.

- (3) *“Benitez also pointed out that there are cases of those who graduated in Doctors and Masters Programs without any approved thesis, which is a threat to the welfare of the college.”*

Improved: Benitez also pointed out that there were cases of those who graduated in Doctors and Masters Programs without any approved thesis, which was a threat to the welfare of the college.

- (4) “There have been cases of teachers not attending classes without a valid reason, teachers who verbally harass their students, and teachers who use grades to control their students.”

Improved: There have been cases of teachers not attending classes without valid reasons, teachers who have been verbally harassing their students, and teachers who have been using grades to control their students

Wordiness. The use of more words than necessary to effectively convey meaning in speech or writing: verbosity (Richard Nordquist). A good writing must be simple and direct. It uses simplest word possible that exhibits similar meaning.

- (1) “*In those 14 years, too, I finally, modesty aside, have become a contortionist as a product of perfecting the after all-not-so-complex-science-of-braiding.*”

Improved: In those 14 years, I finally have become a contortionist as a product of perfecting after all-not-so-complex-science-of-braiding.

- (2) “*Upon entering the office, the very first thing that he discovered was the very massive and the very serious discrepancies particularly found in the college’s curriculum, faculty staff, and many more; which caused a lot of trouble for the innocent students whose dreams and inspirations were to learn.*”

Improved: Upon assuming the post, the very first thing that he discovered was the massive and very serious discrepancies in the college’s curriculum, faculty, staff, and many more; which caused a lot of trouble for the innocent students whose dreams and inspirations were to learn.

- (3) “*Be open to the understanding of the dangers around you.*”

Improved: Be open to understand the dangers around you.

- (4) “*After all, it is a very dark color resulting from the absence or total absorption of light.*”

Improved: After all, it is very dark color resulting from the absence of light.

- (5) “*And this perhaps because darkness has always been associated with anything*

Improved: Perhaps, because darkness has always been associated with anything evil.

Subject-Verb Disagreement. When the verb is not conjugated in accordance with the noun it describes of the action of. The subject must agree with the verb of the sentence.

- (1) *Of course, as Spiderman always say, “With great power comes great responsibility.”*

Improved: Of course, as Spiderman always says, “With great power comes great responsibility.”

- (2) *Assignments, theses, and of course, projects that upholds the saying “When it rains, it pours.”*

Improved: Assignments, theses, and of course, projects that uphold the saying “When it rains, it pours.”

- (3) *This reflux of intertwined subjects caused a lot of disorganization to the unit and subject distribution, which affect students the most.*

Improved: This reflux of intertwined subjects caused a lot of disorganization to the unit and subject distribution, which affects students the most.

- (4) *Students’ schedule are not always followed because of certain factors.*

Improved: Students’ schedule is not always followed because of certain factors

- (5) *Have this university reciprocated all the students’ efforts through their services?*

Improved: Has this university reciprocated all the students’ efforts through its services?

Inappropriate Tenses. Tense of a verb shows the time in which they action of a sentence takes place. Verb tenses within a sentence should be consistent. The shifting between

verb tenses while writing causes confusion to the readers.

(1) *There have been cases of teachers not attending classes without a valid reason, teachers who verbally harass their students, and teachers who use grades to control their students.*

Improved: There are cases of teachers not attending classes without a valid reason, teachers who verbally harass their students, and teachers who use grades to control their students.

(2) *Benitez states that the students are considered as the clients of this university, therefore, great service must be offered to us. He also highlighted that the students deserve to have the best professors that will prepare us for the future.*

Improved: Benitez stated that the students are considered as the clients of this university, therefore, great service must be offered to them. He also highlighted that the students deserve to have the best professors that will prepare them for the future.

Pronoun-Antecedent Disagreement. It means the deviation of a word that comes before a pronoun to which the pronoun refers. Pronoun-Antecedent agreement shows the pronoun replaces the noun; it has to agree in number. So, if the antecedent or word that comes before is singular, then the pronoun that takes its place must also be singular.

(1) *And here I am, a student, just like you, and so far, it has been a very interesting number of years, what with all the frustrations and anxieties over the enrollment period.*

Improved: And here I am, a student, just like you, and so far, it has been a very interesting number of years, with all the frustrations and anxieties over the enrollment period

(2) *Benitez states that the students are considered as the clients of this university, therefore, great service must be offered to us.*

Improved: Benitez states that the students are considered as the clients of this university, therefore, great service must be offered to them.

Omission of the important parts of the sentence. Every word in a sentence has a specific function that if it is omitted the message conveyed becomes vague. While in a sentence should not be wordy, neither should it be clipped unnecessarily by omitting any vital part (Caturza, 2002).

(1) *When the only way to achieve peace is to fight war then raise the white flag.*

Improved: When the only way to achieve peace is to fight war, the only way to do then is to raise the white flag.

(2) *It is with outmost pride that we share what we together, have become – bigger, better, brighter.*

Improved: It is with utmost pride that we share what we together have become – bigger, better, and brighter.

(3) *And here I am, a student, just like you, and so far, it has been a very interesting number of years, what with all the frustrations and anxieties over enrollment period ...*

Improved: And here I am, a student, just like you, and so far, it has been a very interesting number of years, with all the frustrations and anxieties over the enrollment period.

Unbalanced Clause. A sentence should be balanced which is made up of two segments which are equal, not only in length, but also in grammatical structure and meaning.

(1) *... Ariel need not be part of anybody's world with Sebastian, Flounder, and Scuttle to keep her company.*

Improved: ... Ariel need not be part of anybody's world, with Sebastian, Flounder, and Scuttle who also need to keep her company.

(2) *TAC building is able to handle events, seminars, and conference, while leaving plenty of room for regular classes.*

Improved: TAC building is able to handle events, seminars, and conferences, while it also leaves plenty of room for regular classes.

(3) *... are designed to be minimalistic, to lessen visual stressors, which often distract the mind, making it more suitable for classes.*

Improved: ... are designed to be minimalistic, to lessen visual stressors which often distract the mind, making them more suitable for classes.

(4) ... *this building was built – to have the Normalites aim higher, dream bigger, and continuously adjust to the fast-paced changes.*

Improved: ... this building was built – to have the Normalites aim higher, dream bigger, so it continuously adjusts to the fast-paced changes.

(5) *It is with utmost pride that we share what we together, have become – bigger, better, brighter.*

Improved: It is with utmost pride that we share the same passion which have become – bigger, better, and brighter.

Inconsistency of Helping Verbs. It refers to the inconsistency of the helping verbs being used in the sentence.

(1) *In the CAS department, due to the limited number of units that the student take, one should assume that their schedule would require only a limited number of hours, but that is contrary to reality.*

Improved: In the CAS department, due to the limited number of units that the student take, one should assume that their schedule should require only a limited number of hours, but that is contrary to reality.

Code-switching/Code-mixing. It refers to the shifting or mixing of one language to another language. Here are the following examples:

(1) *Pero ang result magduka inig exam o matulog during vacant.*

(2) *Ingon sila dapat mu-adopt daw ta sa technology kay technological university man daw ta. Where's your phone? Take some pictures.*

(3) *Bag-o, on trend unya nindut ipa ibog kaso revealling kaayo. But wait, may requirements pa pala*

(4) *Kailangan mo lang ay isang mabait at matulunging friend na my soft copy ng inyong project with the perfect timing ng isang 30-minute vacant bago ang klase. Takbo lang sa pinakamalapit na net café, do some edit sa font style, syempre pangalan mo, at (higit sa lahat ilisdi nasad ang first sentence sa iyang, ay este, imung project oie. Mahalata nya nga copy paste!*

(5) *When examinations come, I'll be on my own feeling frightened of the questions that I don't know that is why mag-andam ta a night before sa exam together sa mga coffee ug dayun ang chocolates para makatuon hangtud midnight kay ingon sila makapabright dawn a ug mas dali mamemorize anggitun-an.*

Findings

As shown above, one language (Cebuano-Visayan) is being mixed with another language (English) or sometimes, (Tagalog). The mixing of languages occurred within the

sentence not before/after each sentence, switches of language every after sentence, and also mixed languages happened by phrases to phrases.

Furthermore, the writings which were written in Cebuano-Visayan language were not prescriptively followed. There were only three vowels (a, i and u) in Cebuano-Visayan language but most of the syntax and morphology did not follow its rules and standards. Sometimes, Filipino words may be understood and accepted as Cebuano-Visayan lexicon in both speaking and written discourses. This means that language has really evolved and changed from time to time.

Code-switching or code-mixing which were most commonly used in spoken discourse, sometimes occurred in written discourse. Prescriptively, these cases were not accepted in SAE since it did not follow its rules and standards but this was accepted in PE especially in informal situations. The analysis revealed that they were either mixed or switched one language to another language. They were mixed or switched to Cebuano-Visayan to Filipino, Cebuano-Visayan to English and English to Filipino, conversely.

Conclusion

Based on the findings, it can be said that the morphological and syntactical variations is *Filipinism*. It has been shown that these variations are predominant in student publications among the Universities and Colleges in Cebu. It has also been proven that language changed and developed from time to time.

In the context of Philippine English), Cebuano student writers are into mixing words in different languages: English and Cebuano-Visayan into a compound word, such as, *mag-communicate*, *ma-approve*, *mo-support*, *sobrang tough*, *ma-wrong*, *gi-upgrade*. These lexicons will not be accepted in written discourse (formal) but can be accepted in spoken discourse and may be called *Cebuanisms*.

Philippine English has an influence from other *Englishes* in the world specifically, British English. Its lexicon such as *armour*, *colourful*, *modelling*, *counselling*, *whilst*, *favourite*, *revealling*, *honour*, *travelling*, and *behaviour* revealed in the publication. *These words are actually accepted in formal writing but the words like unfurtunate, terrorest, careh, exiting, achieveing, invincible, and vechicle are violations of American Standard English.*

Recommendation

Based on the aforementioned findings and conclusions, the following recommendations are provided: (1) Researchers may analyze the writing styles of the writers in different publications since it was found out that every publication reflects the writing practices of individual institution; (2) Discourse analysis of the student publications both in the public and private high schools may be undertaken; (3) English teachers may analyze the stylistics of student writing; (4) Writing styles of the Editor-in-Chief among student publications; and (5) Similar studies maybe made in other regions, provinces, local, cities and nationals.

References

1. Bautista, M. & Bolton, K. (2008). *Philippine English, Linguistic and Literary Perspectives*. Hongkong University Press.
2. Caturza, R. (2000) *Morphological Analysis of English Journalese in Cebu-Based Dailies*. CebuNormal University. Cebu, City Philippines.
3. Curie, M. & Kilickaya, F. (2009). *World Englishes, English as an International Language and Applied Linguistics*. Sklodowska University.
4. Derasin, C. (2000). *Syntactic structures of feature articles in newspapers*. Cebu Normal University. Cebu, City Philippines.
5. Genetti, C. (2014). *Walking the line. Balancing description, argumentation and theory in academic grammar writing,*” in *The Art and Practice of Grammar Writing (Language Documentation and Conservation Special Issue 8)*, ed. T. Nakayama & K. Rice, Honolulu: University of Hawaii Press, pp. 121–134
6. Kachru, B. B. (Ed.). (1992). *The other tongue: English across cultures*. University of Illinois press.
7. Kachru, Braj B. 2005. *Asian Englishes: Beyond the canon*. Hong Kong: Hong Kong University Press
8. Mesthrie, R. & Bhatt, R. (2008). *World Englishes, The Study of New Linguistic Varieties*. New York. Cambridge University Press.
9. Trudgill, P. and Hannah, J. (2013). *International English: A guide to the varieties of Standard English (5th ed.)*. London: