

Linguistic Borrowing of English Words and Utterances among Philippine's Generation Z in Cebuano Visayan

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ABSTRACT

This descriptive-qualitative study investigates the English-borrowed words in the Cebuano Visayan vocabularies uttered by the select Generation Z in the Southern part of Cebu in the Philippines. The validated self-made matrix from 15 live recorded role-plays of the 80 participants involved in this study. It was analysed in 3 phases; Phase one for Code-mixing in words, Phase two for Code-Switching in utterances, and phase three for monograph construction out from the data-gathering procedure of the study. This study is anchored on the phylogenetic change proposed by Hockett (2008) and the Borrowing Transfer Theory by Odlin (1989). These theories magnify that modification of one or both languages may occur whenever two languages come into contact. The phylogenetic change focuses on language switching and mixing in a specific speaking community. The study's findings showed that most Cebuano Visayan affixes occur in words under verbs. The affixes of the Cebuano Visayan language under adjectives do not significantly influence the meaning of the word but function as an auxiliary in the English word mixed in it. The majority of the content words are in complex grammatical form. Among the three types of code-switching, intrasentential codeswitching is mainly applied. Therefore, it is concluded that Cebuano Visayan uses linguistic borrowing from English through code-mixing in words and code-mixing in utterances. Because these phenomena augment genuine knowledge acquisition, it is recommended that Language Teachers allow the students to use more than one code in oral classroom participation through code-mixing and code-switching.

1. Introduction

Language is considered a system of arbitrary symbols used in human communication. It has stretched the notion that the form of a word bears an arbitrary relation to its meaning. With the various purposes of communication, the necessity of adapting to other languages has taken place. Hence, bilingualism and multilingualism have marked their significance in the world today. With the fast-paced globalisation through the advent of technology, Generation Z, the generation next to millennials, are exposed to various tools that led to the orientation of the second language in their early years. In this time of the pandemic, with the online set-up of learning, younger generations are given more significant opportunities to connect through different sites that will augment second language acquisition as a by-product of their communication with the different races of the world.

In the early twentieth century, English was considered the international language. It is believed to be an effective international language because it has a multicultural vocabulary, inflectional straightforwardness, and is gender-neutral. As Crystal (2003) considered the modernised language of the new era, this language is very useful in technology, especially computers, various software, and the internet. Ciprianová & Vanco (2010) elaborated that today's English serves as a dominant donor language and is considered a primary source of borrowing for the world's various languages. This online platform has paved the way for the students to digest materials that utilise the English language, such as videos, advertisements, posts, and many more. With the great demand for the English language in various fields of specialisation, embracing this medium makes it easy for this digital-savvy generation.

Cebuano-Visayan language is the vernacular of most students who invested their education at Cebu Technological University-Argao Campus. Features of this code were initially taught and learned by generation Z since this was used as a medium of communication in their household and the entire speaking community. Although the first language is habitually utilised by the elderly, the escalation of the use of the English language among young learners is quite notable in the world today.

With the constant exposure of the English Language in line with the utilisation of online platforms, it is anticipated that codes of the target language are often mixed with the codes of the first language in casual discourses. In the interaction process, this said generation finds it hard to fluently speak using their first language due to the influence of the second language. Codes of L2 are often mixed with the codes of L1 in casual discourses. For instance, students in Southern Cebu, whose native tongue is Cebuano-Visayan, converse with their peers in their native language but unconsciously shift to English codes. New English-influenced words are formulated and somehow inhabit the lexemes of Cebuano-Visayan utterances. Hence, the output of the study is of great help in the prevention of misinterpretation of the desired message a Cebuano-Visayan speaker wanted to convey. This study serves as one of the fundamental guides in decoding messages, not just for Cebuano-Visayan speakers but also for those foreign speakers who will visit the country.

Hockett (2008) magnified the notion that modification of one or both languages may occur whenever two languages come into contact. In addition, Mino (2019) reveals that when languages come into contact, transfer or diffusion of material from one language to another takes place. Unfortunately, Laufer (2003) highlights the danger of losing the first language at the expense of embracing a powerful language. Ample of studies focused on language interference which delves into the effects of the first language on second language acquisition but failed to look deeper into the effects of the second language in the utterances of the first language. This study answers this call by enumerating additional inputs that will widen perspectives on this matter.

Since the influence of English on the Cebuano Visayan utterances of the youth, these days is obvious thru the occurrences of the conscious and unconscious shift of vocabulary items from one language to another in the process of interaction, inputs about this phenomenon must be strengthened. Thus, this study will contribute substantial input to the body of knowledge regarding the effect of the second language in the casual conversations of the generation of today. This study gives consciousness about the rampant effect of the second language in the mind of the learners, with the lens being focused on

the presence of code-switching and code-mixing. Moreover, studying the influence of the second language on the utterances of the first language unlocks doors of opportunities for the production of hypothetical preparations that will lead to the expansion of quality information. Thus, this study heeds the need of identifying the influence of the second language on the first language of select representatives of Generation Z.

2. Review of Literature

Language is conventional. Since a concept or idea is based on the agreement of the speaking community, the creation of different terms is made possible. The main goal of communication is to understand and to be understood. As long as this goal is achieved, connections will be built regardless of the various linguistic codes being used.

According to Albirini and Benmamoun (2012), language transfer is an integral part of second language acquisition research. It is noteworthy that the transfer is considered a two-way process, which means an interaction between the two different languages. The first language can influence the second language, while the second language may greatly affect the first language in an interaction. Bequita & Bonner (2021) describe it as the use of different dialects, accents, language combinations, and mannerisms within social groups in order to project a particular identity. In this study, the utilisation of both the Cebuano-Visayan language and the English language is observed. Since this study highlights the effect of the second language on first language utterances, inputs about the latter were noted.

Undeniably, as observed in a classroom setting, the majority of English students encounter difficulties in speaking fluently using a specific code. When given a chance to use their vernacular in casual discourse, some speakers lose their linguistic bearings and continue the sentence utilising another language; sometimes, a mix of the codes is observable. Due to the rampant exposure of the second language, especially in academe, it became hard for this generation to speak using pure vernacular or pure target language in discourse. According to Sipra (2012), it is remarkable that when languages come into the process of mutual exchange, the transfer of linguistic items from one to another due to the borrowing of words commences. This study looks deeper not just on borrowing words but also on the occurrence of the second language lexemes that are integrated into a casual conversation with the use of the first language. It gives strength to the focus of the study, which is code-mixing and code-switching.

The beauty of borrowing words is the simplest kind of influence a language may employ on other languages. Sipra (2012) elaborated that when cultural

borrowing occurs, there is always the likelihood that the associated words may be borrowed. She defined the term 'borrowing' as the process of adopting individual words or even large sets of vocabulary items from another language or dialect. It gives bilingual speakers opportunities to combine distinct language systems, including both languages' pragmatic syntactic and semantic-morphological dimensions. Most of the participants in this study are multilingual. They are capable of using English, Filipino as well as Cebuano-Visayan languages. If borrowing words gives opportunities for bilingual speakers, how much more for multilingual speakers. This study will zero in on how the participants create meaningful notions in line with combining two or more codes in a conversation.

According to Trudgill (2000), speakers switch to manipulating or influencing or defining the situation as they wish and conveying nuances of meaning and personal intention. Drawing upon this quotation in the context of this study, code-switching became a platform for self-expression where language modification was done for personal intentions. Sipra (2012) defines Code-switching as the process of interchanging two languages within a single discourse, sentence or constituents. In addition, Ali et al. (2017) described code-switching as the language change across the borders of the sentence. It occurs when the speaker uses alternate lexical forms, phrases, clauses, and down sentences from the system of the non-native language into the structure of the native language, which is influenced by extralinguistic factors such as topic, interlocutors, and setting. Ahmad (2019) stated that in this process, the alternation of codes is determined by the function, the situation, as well as the participants. In other words, it refers to the categorisation of one's verbal repertoire in terms of functions and roles. According to Derrick (2015), Code-Switching will be reserved for those cases in which the collocation of two different codes, or two different languages, is professed and interpreted as a meaningful event by participants in a specific locality. It happens when two languages are used simultaneously by the conversant to the extent that they switch from one to the other in a single speech (Siddiq, Kustati & Yustina, 2020).

When people interact, they adjust their speech, vocal patterns, and gestures to accommodate their interlocutor. Furthermore, speakers seek approval in a social situation, and they are likely to converge their speech with that of the other person speaking. It can include but is not limited to the language choice, accent, dialect, and suprasegmental features used in the conversation. Furthermore, Ramos (2004) mentioned that code-switching does not simply reflect social situations but is a means to create social situations. This study observed different scenarios where the participants were given the liberty to verbalise their thoughts with their peers. These casual

conversations had paved the way for numerous occurrences of code-switching or code-mixing.

Suppose the speaker integrates only words from another language into speech. In that case, this process is called "borrowing" or "code-mixing" however, the grammar of the clause determines whether mixing or switching has taken place. To cite an example, if a person uses an English lexicon in a Cebuano Visayan lexicon, the speaker has simply mixed the language. However, if a speaker starts with a Cebuano Visayan sentence and uses a complete phrase, clause, or sentence governed by English syntactic rules, the speaker has switched from Cebuano Visayan to English. Moreover, Words in all languages have specific semantic, phonological and semantic functions. Even if borrowing or code-mixing occurs, words still have their individual value. It is strengthened by Hockett (2008), who asserts that linguistic units from each language maintain their separate identities, their phonological and grammatical characteristics. The construction of sentences may change the morphological as well as the syntactical features because of code-mixing, but its semantic functions remain the same. It supports the findings of this study by the presence of the observed mixed codes yet conveys consistent semantic functions.

On the other hand, code-switching, which Essien (2000) defines as a language phenomenon in which two codes or languages are used for the same message or communication, is notable in our world today. Albirini et al. (2011) discuss that code-switching is a language alternation within a sentence. Linguistically, according to Ramos (2004), code alternation is grammatical by nature and is highly dependent on the bilinguals' fluency in the two languages. Embedded words, phrases, and sentences from two languages are found within a sentence. Sociolinguistically, it is concerned with the way people use it as a discourse enhancer in their daily speech. In addition, Numan and Carter define code-switching as a phenomenon of switching from one language to another in the same discourse. It occurs when speakers shift from one language to another in the midst of their discussion. Lebkuecher (2015) states that code-switching occurs when the speakers in a specific conversation use both languages together to the extent that they shift from one language to the other in the course of a single utterance. Among the utterances being recorded for this study, types of code-switching were identified. As observed in the generation of today, code-switching flows naturally because of the active interaction of the multilingual's acquired languages.

Code mixing is usually the infusion of single words or items from the donor language into the L1 construction. Code-switching is the lifting of phrasal, clausal or sentential structures. Sadighi (2008) affirms that code-mixing demands base language usage. They

assert that code-mixing can only be implanted in an utterance. In this study, we shed light on code-mixing in the morphological analysis where the base form of the word, as well as the various affixes, were observed. Unlike code-mixing, which is only limited to lexical units, code-switching transfers elements of all linguistic levels and units ranging from a lexical item to a sentence. In the context of this study, various kinds of statements such as declarative, interrogative, exclamatory and imperative statements uttered by the respondents were observed and dissected.

Code-mixing and code-switching have been considered rule-governed behaviour and communication strategies as well. They serve significant functions in communication. However, some social stigmas have been attributed to this mode of communication. To cite an example, some English language teachers claim that speakers who use mixing and switching are not competent in speaking English. Different linguists do not support this claim all around the globe with the fact that these processes are not only a matter of mixing two particular languages, but it requires acquiring sophisticated knowledge of both languages and cross-cultural communication norms. Liu, Peiyun & Chuanbin (2016) asserts that speakers who use code-mixing show a higher level of linguistic competence since it necessitates simultaneous processing of the rules of both languages.

In addition, Siddiq, Kustati & Yustina (2020) states that the ability to engage in code-mixing and switching indicates that speakers acquire a high level of proficiency in two languages. These claims strengthen the current study's claim that those engaged in code-mixing and switching are not incompetent but are considered competent since speakers acquire both language and cross-cultural communication norms. In line with this, Ramos (2010) argued that the use of the second languages only in the teaching and learning set-up is not enough to facilitate learning; hence, alternative languages, such as the speaker's vernacular, were suggested to be accepted in the process of expressing one's thoughts and ideas, especially in a multilingual academic setting to facilitate the transference of concepts.

This study specifically focuses on the composition of language in line with word-formation. The goal of communication is to build connections between interlocutors. Meanings depend on the make-up of words which are called morphemes and are environment-dependent. Obuasi (2016) elaborates that morphemes are those basic elements of meaning that are arbitrarily united and cannot be analysed into smaller or simpler elements. They are grouped into free and bound morphemes based on their function. Free morphemes are words that can stand on their own, while bound morphemes are not words on their own. The study of these morphemes forms an

important part of linguistics as it is an inquiry that serves as the bridge between syntax and phonology, which will augment effective comprehension in any interaction (Radford, qtd. in Obuasi 2016).

Language changes in society over time. Fasold (qt. in Narboada, 2018) claims that methods were made to successfully analyse the changing language of learners of the second language and foreign language. It is notable in our world today that the younger generation does not just borrow words from the powerful language but tends to invent new terms which show a mixture of the first language and second language. Creative minds also enable today's students to play numerous morphemes to convey the meanings they want their listeners to grasp. Words were formed and expanded. This phenomenon had awakened a concept of morphological analysis of the morpheme composition among the English borrowed words in the lexicon of the Cebuano Visayan language from the utterances of the select generation z.

Morphological processes are unconsciously employed by speakers of a specific language in the process of language change. Morphemes are added to alter or adjust the meaning of particular base forms, as well as form new words. It involves various processes such as the addition of morphemes, subtracting or omitting morphemes in the process of modifying the base forms of words in a language to suit its syntactic and communicational contexts.

From there, it can be observed that certain steps in word formation are common in most languages. The rules guiding them may not be the same, but the steps make languages remain dynamic to accommodate development. Thus, this study will delve into the processes undergone by the English-influenced words used by the representatives of the Generation Z of Argao, Cebu, Philippines.

3. Method

This study, which was concerned with the morphological analysis of the English-influenced utterances of the select Representatives of Generation Z in Cebu Technological University- Argao Campus, was a descriptive qualitative study. This study was supported by the theory of phylogenetic change by linguistic borrowing by Hockett (2008) and the Borrowing Transfer Theory by Odlin (1989). These theories magnify that whenever two languages come into contact, modification of one or both languages may occur. Its focus is on language switching and language mixing in a specific speaking community. This story greatly supports the study since the scope of the study was focused on the phylogenetic change of Cebuano Visayan through linguistic borrowing from English. The study was limited to three variables: the morphological analysis of code-mixing in words from English by Cebuano Visayan, the

structural analysis of Code-Switching in utterances from English to Cebuano Visayan, and the construction of a monograph based on the findings of the study.

The data gathering for this study was in the vicinity of Cebu Technological University – Argao Campus located at Ed. Kintanar Street, Lamacan, Argao, Cebu, Philippines. The main vision of this university is to commit itself to being the centre of excellence and development in research, instruction, production and extension services. This said university aims to produce assets in this competitive world. This institution trains the student to have 21st-century skills, which hone the students' ability to communicate appropriately in every rhetoric discourse.

The research respondents of this study were the 1st year students of Bachelor of Arts in English Major in language studies of Cebu Technological University, Argao, Campus. All the students, 80 students from AB English Language Studies, under the day program, were the participants in this study. Students were given situations to role play with the use of the first language as the medium of communication. Among the 80 students, 15 groups were created, which means 15 recorded role plays were analysed. There are five different situations to be demonstrated; each situation was assigned to three different groups. They were intentionally chosen to be the respondents of this study because they frequently engage in conversation using the English Language, especially in the necessity of that said language in their field of study.

The validated self-made matrix in the categorisation of code-mixed words and code-switched statements from the 15 live recorded role-plays of the participants was analysed in 3 phases. Phase one: Code-mixing in words; Phase two: Code-

Switching in utterances; and phase three: monograph construction out from the data-gathering procedure of the study. Phase One: Code-mixing in Words. The borrowed content words containing features morphemic mixing of English and Cebuano Visayan were gathered in four table templates for nouns, verbs, adjectives, and adverbs. Phase Two: Code-Switching in Utterances. The Cebuano Visayan sentences containing English code-switching words and phrases were gathered in four table templates: statements, questions, imperatives, and exclamations. Phase Three: Construction of a Monograph. Based on the study's findings, a monograph or linguistic borrowing of English words and utterances in Cebuano Visayan discourse. It serves as the output of the study.

The primary source of verbal data was the Cebuano Visayan utterances of Cebu Technological University – Argao Campus students. The simultaneous interaction of the respondents from the scenarios (bullying, heartbreak, teenage pregnancy and suicide) they portray were recorded and further underwent decoding, analysis, and interpretation.

4. Result

It presents the discussion of the results gathered. Using the intensive word-formation analysis technique, the English-borrowed words in the lexicon of the Cebuano Visayan language used by the select Generation Z in the Southern part of Cebu were decoded, analysed, and interpreted.

4.1 Code-mixing in words

This phase involved seventy (70) borrowed content words containing morphemic mixing of English and Cebuano Visayan features. The first table contains the 4 Code-Mixed Noun words and their form.

Table 4.1 Code-mixing in Nouns

NOUNS	MORPHEMES		FORMS
	English Roots	Cebuano Visayan Affixes	
Nangbully	[bʌlɪ]	The prefix [nɑŋ]	Complex
Time-a	[tʌɪm]	Suffix [a]	Complex
Gibully	[bʌlɪ]	The prefix [gə]	Complex
Kacha	[tʃaet]	The prefix [kə]	complex

As presented in Table 4.1, only four are considered nouns among the words code-mixed by the respondents. None of them has a simple grammatical form since they are not single free morphemes by themselves as words. Notably, the affixes from the native language are mixed with the root of the second language acquired. This combination has produced complex grammatical forms. Findings reveal that among the content words involved in code-switching,

words under the grammatical class of nouns are the least. This result is quite the opposite of Sipra's (2012) study, which observed the majority of occurrences of noun words in the English-Urdu code-switching. It implies that language is unique due to the different rules. In line with the Cebuano-Visayan language, code-mixing on nouns is quite limited compared to the Urdu language.

Table 4.2 Code-mixing in Verbs

VERBS	MORPHEMES		FORMS
	English Roots	Cebuano Visayan Affixes	
Chatan	[tʃat]	Suffix [an]	Complex
Makagraduate	[GradweIt]	Prefixes [mə]+[kʌ]	Complex
I-shot	[ʃut]	Prefix [i:]	Complex
Pamusic	[Myusi:k]	Prefix [pa]	Complex
Scotch tape-i	[skʌtʃ tɪp]	Suffix [i]	Compound
Stapleran	[steɪplɪr]	Suffix [an]	Complex
Mag-group study	[grʊp stʌdi]	Prefix [mag]	Compound
Karelate	[Rələɪt]	Prefix [ka]	Complex
Magpamusic	[Myusi:k]	Prefixes [mag]+[pa]	Complex
i-promise	[prəmis]	Prefix [ə]	Complex
mugraduate	[GradweIt]	Prefix [mu]	Complex
nagchill-chill	[tʃi:l]	Prefix [nəg]	Complex
magwindow shopping	[Wɪndəʊ ʃɑp]	Prefix [nəg] suffix [əŋ]	Compound
nadiscover	[dəskəʊvə]	Prefix [na]	Complex
na-inform	[ənform]	Prefix [na]	Complex
gi-accept	[əksɪpt]	Prefix [gi:]”	Complex
paglove	[ləv]	Prefix [pəg]	Complex
magbonding	[bɒnd]	Prefix [mag] ; suffix [ɪŋ]	Complex
imagine-a	[ɪmədʒi:n]	Suffixes [a]	Complex
makafeel	[fi:l]	Prefixes [mə]+ [ka]	Complex
nakarealize	[reɪləɪz]	Prefixes [nə] + [ka]	Complex
mafeel	[fi:l]	Prefix [mə]	Complex
naring	[ri:ŋ]	Prefix [na]	Complex
ipablotter	[blɒtə]	Prefixes [ə] + [pa]	Complex
magdate	[deɪt]	Prefix [məg]	Complex
magneed	[ni:d]	Prefix [məg]	Complex
mag-attendance	[ətɛnd]	Prefix [məg] suffix [ans]	Complex
ga-mobile legends	[mɒbəl lɛdʒən]	Prefix [ga] ; suffix [s]	Compound

paloadi	[loud]	Circumfix [pa] & [i:]	Complex
gicomfort	[kɔmfɔrt]	Prefix [gə]	Complex
pagcomfort	[kɔmfɔrt]	Prefix [pag]	Complex
advise-an	[advaɪs]	Suffix [an]	Complex
mushare	[ʃeɪr]	Prefix [mə]	Complex
ipass	[pas]	Prefix [ə]	Complex
magsnacks	[snak]	Prefix [mag] ; suffix [s]	Complex
mafix	[fix]	Prefix [ma]	Complex
i-prioritize	[prəɔrɪtaɪz]	Prefix [ə]	Complex
gilove	[lav]	Prefix [gi]	Complex
mufight	[faɪt]	Prefix [mu]	Complex
maka-move on	[muv ɔn]	Prefixes [ma] + [ka]	Compound
mag-exercise	[ɛksərsaɪs]	Prefix [mag]	Complex
gidiscuss	[dɛskas]	Prefix [gi]	Complex
magstart	[start]	Prefix [mag]	Complex
gi-expect	[ɪkspɛkt]	Prefix [gi:]	Complex
nagchat	[tʃæt]	Prefix [nəg]	Complex
nittransfer	[trɛnsfɔr]	Prefix [ni]	Complex
i-punish	[pɔniʃ]	Prefix [ə]	Complex
gi-congrats	[kɔŋgrats]	Prefix [gi]	Complex
gi-congratulate	[kɔŋgratʃuleɪt]	Prefix [gi]	Complex
kaprotect	[prɔtɛk]	Prefix [ka]	Complex
i-protect	[prɔtɛk]	Prefix [i]	Complex
gi-bully	[bu:lɪ]	Prefix [gi]	Complex

As shown in Table 4.2, most Cebuano Visayan affixes occur in words under the grammatical class of verbs, namely an, ma, ka, e, pa, i, mag, mu, nag, na, and ga. These said affixes serve as indicators of the tenses of the verbs, whether the verb is in its past form, present form or future form, and sometimes connotes a command. There are 53 words uttered which undergo the mixing of Cebuano Visayan language and English language under verbs. Five of which have compound grammatical forms which contain two free morphemes (roots) and are mixed with Cebuano Visayas bound morphemes (affixes). Findings show that Cebuano Visayan affixes are not just the only affixes noted in this grammatical class. However, there is also an appearance of the inflectional affixes following the second language standards, such as ING and S. this implies that in using the verb words from English, respondents copy the root word and include the suffixes of the English word.

Among the 54 identified code-mixed words under verb, 48 complex grammatical forms contain bound morphemes (prefixes, suffixes, circumfixes) attached to the free morphemes (roots). Findings show that Cebuano Visayan affixes determine the tense of the code-mixed words. Affixes such as [an], [ma], [mag],[mu:],[i], and [mu] commonly signifies a future tense of the verb while affixes such as [na] and [naka] are commonly used in past tense. PA and I are commonly used in stating a command. GI is the most complicated affix since it may denote a past action [gibu:lɪ] or a present one [gi: ɪkspɛkt], depending on how the statements are conveyed. Repetition of the English word was observed. This process is one way of code-mixing by the generation of today, which simplifies the meaning of the repeated word. Cebuano Visayan affixes can function as derivational or inflectional depending on the context of the utterances as well as the English word that is combined with it.

For instance, [gikoŋgrats] and [gi koŋgratʃuleIt] have the GI prefix but function as derivational and inflectional accordingly. It implies that Cebuano Visayan language is highly arbitrary and conventional when mixed with the second language. One must understand both the content of the combined words and the context of how it was stated to fully

comprehend the utterances. Among the content words, verbs have the highest number of code-switching. It is made possible due to numerous verbal affixes of the Generation Z of Argao. Thus, one must have a fundamental knowledge of both languages to fully grasp the word's meaning.

Table 4.3 Code-mixing in Adjectives

ADJECTIVES	MORPHEMES		FORMS
	FREE: Roots	BOUND: Affixes	
Pampahealthy	[hɛlθ]	Prefixes [pəmpa] ;suffix [i]	Complex
Ma-bright	[braIt]	Prefix [ma]	Complex
Na-enjoy	[əŋjoI]	Prefix [na]	Complex
Na-extend	[əkstend]	Prefix [na]	Complex
Nalate	[leIt]	Prefix [na]	Complex
Kabright	[braIt]	Prefix [kə]	Complex
Magsweetsweet	[swi:t]	Prefix [mag]	Complex
Pinakahighest	[haI]	Prefix [pi:naka] ; suffix [yɛst]	Complex
Maglong-last	[lɔŋ last]	Prefix [mag]	Compound
Boringa	[bəriŋ]	Suffix [a]	Complex
Nastraight	[streIt]	Prefix [na]	Complex
mafail	[feI]	Prefix [ma]	Complex
nadisappoint	[dəsapoInt]	Prefix [na]	Complex
pinakabright	[braIt]	Prefix [pi:naka]	Complex

Table 4.3 shows the words under the category of adjectives that have gone through the process of mixing Cebuano Visayan codes and English codes. Among the 14 identified words, only one has compound grammatical forms that contain two free morphemes (roots) and are mixed with Cebuano Visayas bound morphemes (affixes).

Compared to the category of verbs, findings show that the affixes of Cebuano Visayan language under adjectives do not significantly influence the word's meaning but function as an auxiliary in the English word mixed in it. Since the affixes only complement the English word in the identified adjective code-mixed words, all of the affixes are inflectional, and it does not change the grammatical category of the English adjective words.

4.2. Code-switching in Statements

This phase involves the utterances of the generation Z, which undertake the process of Code-switching. The table below contains the statements which utilise the Cebuano Visayan sentences containing English code-switching words and phrases.

4.2.1 Declarative statements

There are 106 occurrences of code-switching in the statements uttered by the respondents. Among the three types of code-switching, intrasentential codeswitching is mostly applied. It means that the code shift is done in the middle of a sentence, with no interruptions, hesitations, or pauses to indicate a shift. The speaker is usually unaware of the shift.

This type of code-switching requires the most fluency of all types of code-switching because it requires speakers to switch to the rules of syntax of the other language mid-thought or sentence. Intersentential code-switching is also observed among the statements where the language switch is done at sentence boundaries—words or phrases at the beginning or end of a sentence. This kind of switching requires greater fluency in both languages than tag-switching, as each part of the utterance must agree with the rules of the corresponding language being spoken.

On the other hand, only one is observed to follow Extra-Sentential or Tag Switching. This is the switching of either a single word or a tag phrase (or both) from one language to another. This is shown in the statement "You know nah, naa tay daghang kwarta dhae", where the English phrase you know functions as a tag phrase in the sentence. Findings imply that respondents have fluency in both languages due to the fact that the majority of the process of code-switching is intrasentential. One must have the fundamental information about the rules of the corresponding language being spoken in order to entirely shift from one code to another in a statement. It strengthens the claim that the features of the second language have penetrated the vocabularies of generation Z in Argao, Cebu.

The influence of English on the Cebuano Visayan Language is visible thru the occurrences of the conscious and unconscious shifts of vocabulary items from one language to another during the interaction. In addition, this study supports the findings of Siddiq, Kustati & Yustina (2020), which reveal that tag-switching, intra-sentential, and intersentential were commonly used in code-switching in the classroom context, especially in the concentration of cross-cultural communication.

These aforementioned results prove that generation z are influential bilingual speakers granting that in the transcript, they were capable of switching codes using both their L1 and L2 in conversation. This phenomenal activity of both bilingual and multilingual speakers not just merely exists as it is, but according to Abridana (2014), code-switching exists because it is a strategy in communicating which is already implanted in one's system of communication. The brain has the ability to activate grammatical features of both languages appropriately depending on the competence of the speakers.

4.2.2 Interrogative statements

There are 33 occurrences of code-switching in the questions uttered by the respondents. Among the three types of code-switching, still, intrasentential codeswitching is mostly applied, which comprises 25 questions uttered by the respondents. The respondents inserted english borrowed words spontaneously with

no interruptions, hesitations, or pauses to indicate a shift. These statements are uttered naturally by the speaker and are clearly understood by the listeners. It implies that code-mixing does not display incompetence but rather shows an advancement of the speaker's cognitive level who mix codes properly considering the various governing rules of these two different codes. There is no occurrence of tag-switching in this specific type of sentence. There is no tag insertion such as you know, and i mean in sentences that are entirely in the other language. These results reveal that respondents utilise an intrasentential type of code-switching more often during the interactions.

In some cases, an intersentential type of code-switching is also used. These findings are pretty similar to Abridana's (2014) study, which states that only the intersentential, intrasentential, and interword types of code-switching incidents exist during classroom discussion, and there is no occurrence tag-switching type. This study implies that code-switching is activated for particular purposes. This effective kindle interaction paves the way for communicative goals.

4.2.3 Imperative statements

There are 34 occurrences of code-switching in the imperatives uttered by the respondents. Notably, both intrasentential and intersentential types of code-switching are used in the utterances. Intersentential involves inserting whole utterances in a second, non-dominant language during a conversation, while intrasentential involves blending non-dominant language words or phrases within an utterance. Among the 34 imperatives uttered in the interaction, eight imperatives use the intersentential type of code-switching.

Most of these utterances use the phrase 'let's go', cueing the escort that it is time to go. It was observed that this type of code-switching occurs when the interlocutor embraces the character of being a social climber, one who pretends to be rich to confirm the social group's standards.

Unlike intrasentential, it occurs in a normal manner where normal people converse in a normal situation. It implies that social constraints condition code-switching. Social constraints are primarily related to the topic, situation, participants, education, sex, etc. The findings of this study are one of the examples that will strengthen the study of Onukawa (2000), who mentioned an example were switching to English placed an Indian speaker in the educated (upper) middle class. The frequency of using English phrases serves as the bases of social acceptability in this context. It implies that using the English language marks a higher education and social status in our generation today. The more English terms were uttered, the higher the social status of a person is identified.

4.2.3. Exclamatory statements

There are 28 occurrences of code-switching in the exclamations uttered by the respondents. Among the types of code-switching, still, intrasentential codeswitching is mainly applied. Only four exclamations are observed to follow the process of the intersentential type of code-switching. The remaining 24 sentences are considered intrasentential. It implies that speakers can shift 11 codes and 12 codes interchangeably without hesitations and interruptions. It affirms the statement shared by Abrigana (2014), which states that code-switching is a complex, skilled linguistic strategy used by both bilingual and multilingual speakers to convey important social meanings above and beyond the referential content of an utterance. In a nutshell, findings show that in the process of code-switching in the utterances of generation z, the intrasentential type of code-switching is the most applied type.

4.3. Cebuano Visayan Linguistic Borrowing of English Words and Utterances: A Monograph

A monograph is a long, detailed scholarly piece of writing on a specific subject. The output of this study has four parts. The first part focuses on the fundamental notion in the process of phylogenetic change by Linguistic borrowing paired with significant information about morphemes. The second part focuses on the factors that cause an individual to engage in the process of Linguistic Borrowing. An epilogue will follow it. This part will summarise the monograph with its conclusion and recommendation. It will eventually help every learner enhance the ability to relay messages that stimulate the attainment of the communication goals while upholding the environment of social acceptability. Lastly, giving credits to brilliant minds who contributed to the facts of this work is magnified in the work cited.

5. Discussion

In this present study, even though the native language of the respondents is Cebuano-Visayan, the continuous grip of the matured second language, which is English, is observed. It was argued by Pavlenko (2000) that considered 'mature' language has language systems that are not subject to change. He explained that the weaker linguistic system is attached to the stronger language and is dominated by it. His claim expounds that if a language had grown its power in society, the tendency is it would be used frequently by the speaking community. It is found through this research that Generation Z had embraced the second language paving the way for the codes of the English language to be frequently used in the communication process. Since this generation was greatly exposed to the second language on a daily basis, a shift of usage from native root words to target root words is observable. With the wider scope of

communication due to the advent of technology, today's younger generation is inclined to borrow English Words. According to Sipra (2012), it is remarkable that when languages come into the process of mutual exchange, the transfer of linguistic items from one to another due to the borrowing of words commences. Sahib et al. (2021) argued that the changeover was more likely to occur in more significant sentences than smaller ones such as clauses or phrases. In contrast, the present study has demonstrated that code-switching between Cebuano-Visayan and English is more likely to occur at more minor constituents such as within a clause and phrasal boundaries.

It is found through this research that some fundamental notions stimulate Generation Z to code-switch as well as to code mix, which corresponds to the assigned situations they portrayed using the first language. There are purely practical reasons which are bound to expose opportunities for engaging in code-mixing and code-switching, which can be explained in detail as follows:

a) Simplification of utterances. It was notable that when the respondents started borrowing English Words, it underwent the process of simplification. The avoidance (shift) by moving away from L1 and selecting L2 common structures ignites clear and direct comprehension of the conveyed message. According to Derrick (2015), Code-Switching will be reserved for those cases in which the collocation of two different codes, or two different languages, is professed and interpreted as a meaningful event by participants in a specific locality. Since Cebuano-Visayan Language has a rich vocabulary, there are cases where a single word of the English Language is associated with two or three words in the Cebuano-Visayan Language. However, only the elderlies of the community habitually use these Cebuano-Visayan codes giving space for miscommunication among Generation Z due to uncertain shared meaning of a code. To lessen the difficulty of receiving the correct message, respondents utilise the common medium where both are certain of the term's meaning to cultivate effective communication and prevent misinterpretation in the interaction. Since they are well-versed in English language content, they tend to use this code to express their thoughts to others.

Pesirla (2000) concluded in his study that the Cebuano-Visayan language has only three vowel sounds; [a], [i], and [u], but in this study, it was observed that when Cebuano-Visayan affixes are mixed with English root words, schwa sounds are produced. It is also notable that when an English word is mixed with a Cebuano-Visayan affix, there is a change in phonology that integrates the features of the first language. To cite an example, the English root word chat is pronounced as [tʃaet], but if used as a verb with a Cebuano-Visayan suffix an, chat is pronounced as [tʃat]. In addition, Bough & Cable

(2010) claimed that changes in a language's grammatical forms could be the consequence of gradual phonetic alteration, or they could be the product of the desire for uniformity that is prevalent when the similarity of function or use is involved.

b) Greater emphasis on different words uttered. Affixes of the Cebuano-Visayan language are mixed with these L2 content words to give greater emphasis to different words uttered. Cebuano-Visayan affixes have unique features of connotations such as expression of urgency, necessity, accuracy, and clarity. A word that utilised the second language code will be given greater weight if paired with affixes from the first language. Siddiq, Kustati & Yustina (2020) states that the ability to engage in code-mixing and switching indicates that speakers acquire a high level of proficiency in two languages.

However, it is significant to take note that when a language borrows too many words from another language, the danger of being corrupted arises because when the loan words penetrate a language immensely, their standard cannot be tested. It is a must that while learning the second language, one must also give attention to the preservation of the first language; in that way, they can increase the ability to use the second language without losing some of the ability to use their first language. With all the inventions and language changes the world is encountering, Mino (2019) reminds the readers to give importance to Language Preservation. When a language dies out, future generations lose a vital part of the culture that is necessary to completely understand it. It makes language a vulnerable aspect of cultural heritage, and it becomes especially important to preserve it. The preservation process has its challenges: many rare languages are endangered because their speakers are not passing them along to the next generation, preferring their children to learn a language that may afford broader access to the outside world.

c) Utilisation of base language. It is observed that though Cebuano-Visayan and English mixing and switching are common phenomena in this speaking community, still, the belonging of these sentences is with their base language. In addition, Sadighi (2008) affirms that code-mixing demands base language usage. The Foundation of the standard governing a language is a must in the process of achieving meaningful interaction. Findings show that the code shift enhances comprehension of the conveyed meaning rather than hampering the communication process. Code-switching, given that speakers share at least to some extent an understanding of the social meanings of each available code, does not imply linguistic interference in the sense that it can be used to supplement speech. When employed to compensate for lack of ability to articulate oneself, it maintains the flow of the speech rather than interfering with it in the target language. It

magnifies the fact that base language is flexible in absorbing as well as adding words in an utterance. It is observed that when it comes to linguistic choices, speakers show vivid similarities in their preferred choice in all the categories. It has been found that languages are mixed, but their choices remain the same. It is strengthened by Hockett (2008), who asserts that linguistic units from each language maintain their separate identities, their phonological and grammatical characteristics. One language does add words from another language, but the choices of addition have to do with the base language.

d) Following the embedded structures of grammar. Based on the findings, the manner in which the English language is mixed in the Cebuano-Visayan language has specific patterns concerning its use in the matrix language employing embedded grammar structures. In the process of communication, respondents are clear about the structures of grammar they have in their minds, and they have responded accordingly. An increase in the mixing of the English language is making code-mixing a standard tool, but the respondents are smart enough to know the grammaticality of the sentences and also their most preferred choice. In her study, Durano (2009) said that the Philippines has two contrasting types of code-switching: deficiency-driven code-switching and proficiency-driven code-switching.

The first type refers to a speaker who is not competent in the use of one or either language and therefore has to utilise both languages, while the latter means that a speaker is competent in both L1 and L2, which made them easily switch from one language to another. She supported this by saying that proficiency-driven code-switchers switch codes for precision, transition, comic effect, atmosphere, bridging or creating social distances, snob appeal, and secrecy. In this study, it was observed that participants switch codes not because they find it hard to communicate but because they want to emphasise a point and play well with the role they are assigned. In this context, code-switching is not a hindrance but a tool to augment the effective impartation of the desired message. Hence, that aforementioned notion had made it clear that the students were competent communicators granting that in the transcript, they were using intrasentential code-switching, magnifying their ability to use both languages appropriately.

Mino (2019) claims that proficient bilinguals are able to create grammatical code-switched utterances. In addition, Lui (2016) asserts that speakers who use code-mixing show a higher level of linguistic competence since it necessitates simultaneous processing of the rules of both languages. The brain has the ability to activate grammatical features of both languages appropriately depending on the competence of the speakers. This just indicates that code-mixing does not display incompetence but

rather shows an advancement of the speaker's cognitive level who mix codes properly considering the various governing rules of these two different codes.

e) Context of speaking engagement. Findings show that factors such as setting, the time and place of the discourse, the participants involved in the communication, the roles with each other, and the function of the interaction ignite code-switching and code-mixing. If the given discourse is formal, the use of standardised language is notable, but in a non-formal environment, respondents converse freely with mixed codes. Findings also show that the young generation from the educated class feels more comfortable with English terms instead of the Cebuano-Visayan Term. Using the target language cultivates a sense of authority as well as a power among speakers. Statements with pure first language codes denote simple living, while statements with English codes connote high social status in the community. The moment respondents had taken the role of a rich individual, the frequency of the English code was observed, while if the role illustrates poor status, Cebuano-Visayan is mostly utilised. To strengthen this claim, Shin (2009) mentioned in her study that switching from various Indian languages or dialects to English is considered to be a class marker.

Having the same perspective, she elaborated that switching to English placed an Indian speaker in the educated (upper) middle class. Generation Z is effective bilingual speakers granting that in the transcript, they were capable of switching codes using both their L1 and L2 in conversation. This phenomenal activity of both bilingual and multilingual speakers not just merely exists as it is, but according to Abridana (2014), code-switching exists because it is a strategy in communicating which is already implanted in one's system of communication. The brain has the ability to activate grammatical features of both languages appropriately depending on the competence of the speakers. It implies that using the English language marks a higher education and social status in a specific speaking community.

6. Conclusion

Based on the analysis and findings of this study, it is concluded that Cebuano Visayan uses linguistic borrowing from English through code-mixing in words and code-switching in utterances. A change in a code's phonological feature is observed when mixed with other code. It is notable that Generation Z is stimulated to borrow codes from the mature language to simplify the utterances, highlight the emphasis on different words uttered, productively utilise the base language, apply various grammar structures for both of the codes, and magnify the contexts of speaking engagements. Thus, code-mixing and code-switching do not display

incompetence but rather show an advancement of the speaker's cognitive level who mixing codes properly, considering the various governing rules of these two different codes.

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