TWIST

The Morpho-Semantic Analysis of Conyo Words in Cotabato State University

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Abstract
Conyo words are relevant in linguistically diverse culture to facilitate communication and exchanging ideas of a certain people. With the advent of social media has been influenced the terms used today's era, in the Philippines, Conyo language is code-mixing where people speak Taglish, a combination of the English and Filipino language. It is a powerful tool and completely figure out and shape one's personal identity. This qualitative study aimed to determine the common conyo words used by the College of Arts and Sciences students in Cotabato State University, the participants of this study were the randomly selected students who used conyo words in online platforms such as Facebook, class group chats, and in campus activities. Results revealed that most of the Conyo words used by the students were following Morphological features; the acronym, blending, borrowing, code mixing, and code switching. In addition,the formulation of Conyo words varies and can be understood based on its morphological features. Based on the result of the study, the identified conyo words commonly used by the students; in Acronym level such as "atm" which formed from the phrases "at this moment" where the first letter in each word in a phrase were combined. The psycho-linguinstic of conyo words and phrases were analyzed thematically and the following factors were drawn; peer influence, conforming with language trends, shortening communication, and for entertainment. Finally, the study concludes that students utilized Conyo words and phrases to speed up and simplify communication, to conform to current linguistic trends, and to easily communicate emotions and ideas.

Keywords
morpho-semantic, conyo words and phrases, colloquial language, morphological analysis, semantic analysis, cotabato state university

INTRODUCTION
Due to steady linguistic influences, resulting from contacts with different people and cultures, a word or a phrase may take on another meaning among a given group of people, entirely different from its original significance, where meeting of cultures in the intercultural sphere results in irreversible intracultural change (Mey, 2007). This phenomenon is commonly observed among multilinguals who usually develop functions of linguistic heterogeneity which go beyond the expressive possibilities available in a single code (Southworth and Daswani,1977), and in most cases, their translations or interpretations signify only its figurative fate (Bhabha 1990).

In the last decade, it has become the solution to problems of intercommunication where some Filipinos draw on the languages they know and tailor them for their specific shifting communicative needs. 'Conyo' talk became an emulation of how English and/or Spanish speakers talked to native Filipinos: a sentence in English and/or Spanish with some Filipino words. In time, it has become a stance among the middle class and the preferred means of communicating with others and establishing potential relationships. The Conyo language is prominent among youth. It's usually heard in everyday conversations among high school and college students who study at college and universities. It has become more than a language, as the term has been used to describe people as "Conyo", since these people (who are often wealthy or social climber) speak this language and have certain characteristics or mannerisms (Valdeavilla, 2018). The Conyo language is prominent among youth in the upper class. It is usually heard in everyday conversations among high school

and college students who study at expensive colleges and universities. It has become more than a language, as the term has been used to describe people as Conyo, since these people (who are often wealthy or social climbers) speak this language and have certain characteristics or mannerisms: They are up-to-date with the latest gadgets, do not know how to ride public transport, and own expensive belongings. Because of such observations, some locals have stereotyped people who speak in this manner as "Conyo kids," even when they don't belong to the upper class. Rich kids, on the other hand, are instantly dismissed as "Conyo kids" because of their social status. Either way, there have been negative views about the use of the language or culture of Conyo because it suggests that there's a need to incorporate the English language into the native dialect and that only well-educated people speak it (Valdeavilla, 2018).

Thus, this study will delve into the development of the Conyo words among selected college students of Cotabato State University.

RESEARCH QUESTIONS

This study sought to answer the following questions:

1. What are the common Conyo words and phrases used by students?
2. What are the meaning of these Conyo words?
3. What are the psycho-linguistic influence that contribute to the use of Conyo words?

REVIEW OF RELATED LITERATURE

Conyo

Conyo is regarded as a contemporary iteration of the Taglish-speaking Philippine mestizo elite, one that enjoys the usual advantages of wealth, but one that is also youthful, consumerist, and vapid. In contemporary Philippines, the term 'conyo' can be multivalent. Conyo which is also spelled konyo, coño, or conio is often recognized as deriving from the Spanish word 'cunt', a term for female genitalia that is also a popular curse word. Particularly in urban areas like Manila and among private school–educated youth, Conyo also refers to both a type of person and a type of speech such as wealthy, status-conscious, empty-headed youth, who attend or recently attended private schools and who speak a supposedly distinct form of Taglish. In addition to these linguistic and class markers, Conyo are often identified in racial terms such as 'mestizo' and 'light-skinned'. Similar to other postcolonial elite figures such as 'Kong girl' in Hong Kong (Kang and Chen 2014), 'Peter' in India (Nakassis 2016), 'burger' in Pakistan (Durrani 2016), 'Model C' in South Africa (Wale 2010), 'D4' in Ireland (Moore 2011a), and 'fresa' in Mexico (Chaparro 2016).

In this excerpt, Conyo is described as a growing population of rich kids that talks in Taglish. It is when you combine Tagalog and English words. However, Reyes (2015) clarifies that Conyo speak a particular type of Taglish. They have this artsy slang (maarte) tone or accent, emphasize on pronouncing some words, make it slang, use particular words such as 'like' and 'parang, and a particular verb construction such as the English word 'make' plus Tagalog verb. An example of this the phrase 'make tusok-tusok'. Thus, Conyo do not simply talk in Taglish, but are understood as using the emotive capacity type of Taglish to express agreement (I know, right?), being surprised (oh my god); disgust (yuck), and other affective stances. Similar depictions of Conyo as expressive, fussy, and high-class circulate widely in Philippine media: for example, a tongue-in-cheek Conyo problems Twitter account that posts upper-class concerns and complaints, such as needing a driver to avoid getting sweaty and gross from walking, and a recipe for the sophisticated Conyo crabby patty created by a young Filipina interior designer.

Commentary on Conyo language, people, and lifestyle is often generated by urban, elite private school–educated youth in or from the Philippines. In ethnographic research at an elite private university in Manila, they found that the private school is often framed as either the natural habitat of Conyo or the site for its duplication where Filipinos are Conyo. It is typically an epithet for others, not a label that is claimed for oneself. Thus, the private school, Conyo is always near but also always over there. Indeed, Conyo functions as a problematic youth category since it is tied to how the elite are educated in the private school to be the wrong kind of Filipino: materialistic, arrogant, and foolish. Conyo is often set in relation to other social figures: in contrast to jologs or jejemons.

In research, they found that Conyo as an elite label has circulated since at least the 1960's, but gained prominence beginning in the 1990s. Its increased circulation coincided with the rise of the Mega Mall presidency of Corazon Aquino (Rafael 1995), where the intense commercialization and imagined prosperity in late-20th century. Philippines brought about rising middle-class anxieties over the display of modern emblems of privilege. Conyo often labels these pseudo elites - the striving, middle-class fake elite - not the established, old money real elite, whose generational wealth is traced to colonial privilege. Conyo, then, can signal a new, upwardly mobile group that is separate from the long-standing mestizo caste, thus raising suspicions about who is a real or fake elite (Reyes 2017).

Conyo Talk as Hybrid Identity

In the study of Garvida (2012), linguistic and cultural phenomenon 'coño talk' which is a mix of predominantly Spanish and English with tagalog is a type of discourse that purportedly identifies and differentiates people of power from the common masses, and arose from the impact of Spanish and American colonization. The study examines how web discussion forums embody these social tensions through ethnomethodological discourse analysis (Tate 2007) and Bhabha's (1990) third space to demonstrate the patent cultural hybridity in the Philippine society. Analysis demonstrates how participants as Conyo speakers position themselves, and discusses the sociocultural implications of these

presentations. Results show participants instinctively and/or intentionally use this type of discourse and position themselves to construct or establish their own identities. Implications for cultural hybridity and the constraining, facilitating or subjectification effects of this type of discourse on Philippine society are discussed.

Conyo Language Influence to Students

As the world changes, so as the language that we are hearing or reading. The study on Conyo language as factor affecting the use of English Language in informal speaking of the students concludes that the students use Conyo language as a tool to express and also to easily cope up with the subjects that somehow difficult to learn. Even if it is informal to use in educational purposes but still serves as their channel of expression towards the lesson (Aranda et.al, 2017).Conyo Language may not be formal when used in the school setting but it is the way of some students to share their knowledge about a certain topic. It is clearly stated in their study that conyo Language was already part of students' learning system. The study encouraged educators to allow students to express themselves using Conyo language but not all the times. There is still a need to teach them the formality of speaking the Standard English. The study also mentioned that students used Conyo language for expression, for education, and for socialization.. According to Sabado (2016), one of the reasons why people oftenly used Conyo language is because of laziness. People are lazy for using different kinds of words and crazy to correct their own grammar so they use Conyo language to escape or shortcut when they are lazy to construct a correct sentence for communication. Some people also use this for them not to be left out of the trend. Further, one notable feature about Conyo on the development study of Conyo in De La Salle University of Baladjay and Serapio (2019), aside from the fusion of two languages, is the accent. Most Lasallian Conyo chatterers speak in a curving accent with the exclamation of a familiar word closely associated and attributed with Conyo is the word 'Yah'. Once pronounced with a curving accent, a Lasallian would assume that particular individual is a "conyo". Accent of a language deviating from a currently accepted 'rhetoric norm' (Haugen, 1977) is given 'credibility to the account through the reproduction of authentic speech (Cronin, 2000).

Morpho-semantics

Morpho-semantics is generally a knowledge in linguistics, pertaining to morphological analysis combined with semantic interpretation of words. According to Deléger (2009), a morphosemantic process decomposes derived, compound and complex words into their base and associates such process to their semantic interpretation. Through morpho-semantic, analysis derived and compound words are analyzed morphologically, and relations between base and derivational form are interpreted semantically (Namer & Baud, 2007). Raffaelli & Kerovec (2008) consider morpho-semantics as the best expression describing studies which deal with links between form and meaning at the word level. Derivation and compounding are the two main word formation processes. Persian derivational morphology consists of an affixal system in which the number of suffixes is more than prefixes. Persian derivational morphological processes include suffixation, prefixation, only a single case of circumfixation and no infixation (Davari and Arvin, 2015). Affixation patterns in this language are generally regular however in some cases there are few exceptions (Megerdoomian, 2000).

Morphological Features

The morphological processes present in the slang exhibited in the study supported the idea of Lumabi (2020) when he explained that slang is created due to physical limitation in which it demands speed of typing and secondly, by internet culture. That is why the present generation creates specific code of symbols that bears meanings. Pradianti (2013) also agreed that they use slang to say something in an easy way. Further, the dynamism found out in the present study validated Barseghyan (2013) which mentioned that slangs added to new communicative dimensions.

Language of the Internet Abbreviation Word

Language of the Internet, called also computer mediated communication includes emails, chats or with the development of mobile devices even instant messaging. According to Crystal (2006), the term CMC is a little inaccurate and the more precise term would simply Internet based language. Internet based language with its use of abbreviations during internet debates is a specific theme for discussions not just between users and non-users of modern technologies, but also between linguists themselves. The point of view differs from person to person although as Naomi Barron, an American linguist, mentions in Always on: Language in an Online and mobile world general attitude of linguists towards language changes is evolving. The reason that the opinions towards internet-based language differ is when we think about how much the internet-based language influence normal especially writing language. However, according to symposium Naomi Barron made, the actual linguistic impact of Internet based language was surprisingly small. David Crystal, one of the famous English linguists, is one of the defenders of using abbreviations and the reasons he mentioned in his Cambridge Encyclopedia of The English Language, where he says that abbreviations are very useful for linguistic economy.

Abbreviations

The precision and brevity are very valuable and abbreviations are very useful concerning these two demands. They are also a kind of social identity and integrity because it forms a group of people who share the knowledge of abbreviations. Someone could raise an objection that Crystal means normally used abbreviations such as NATO, BBC, CD – ROM. But he mentions his positive attitude for abbreviations, even modern, in his other book concerning using abbreviations during

mobile texting, called Txtng, The Gr8 Db8, where he opposed haters of texting, who condemn texting as something, what makes people lazy to spell the word correctly or what masks inability to write correctly, by his pronouncement: 'As far as I know I am not dyslexic, mentally lazy or illiterate. But I text'.There is not always a positive attitude towards the phenomenon of abbreviations. David Crystal mentions in his Language and the Internet a radical opinion of Steve G. Steinberg, who says when it comes to technology, the greater the number of acronyms, the higher the bullshit factor. Naomi Barron claims that general opinion of linguists towards the changes of the language in general and therefore also towards internet abbreviations is very positive. Internet language consists of emoticons, logograms, and abbreviations, which comprise initials, omissions, clippings, nonstandard spelling and genuine novelties. Abbreviations are words formed by shortening of word by different ways. They include initialisms, omissions or clippings. Firstly, we will deal with the category of initialism. As we already mention above, initialisms are formed from initial letters of words or word phrases. They are very familiar in proper names like OSN, CNN or CBS. We can use initial for different types of words and phrases: Individual words: Y (yes), Q (queue) o Elements of compounds: BF (best friend), DL (download) o Words in phrases: NP (no problem), FTF (face to face) o Words in whole sentences or words in elliptical: JK (just kidding), CMB (call me back) o Words in expostulation: OMG (Oh my God!), AB (Ah bless!) English internet initialism with the examples of lol, omg, are usually used in their short forms during chat room conversations because they are used to save time and to communicate more information the quickest possible, but when they are used in spoken language, they are usually used in their long forms. Although the internet language influences spoken language that much that even these abbreviations are sometimes spoken in their short form, as initialism, meaning as single letters or as acronyms, meaning as a regular words. The example of Czech initialism could be represented by 'nz'. When we think about initialism, the only initial letter of a word is not omitted, but when we think about omissions other letters from different parts of words are omitted. For Examples, txtin (texting), msg (message), tmrw (tomorrow). Almost every word can be omitted even in different ways. These are usually vowels, which could be easily omitted, the reason for that is because the alphabet existed without vowels before the arrival of Greek with their alphabet also consisting of vowels and still it was possible to understand words. For example: thanks, simplified as thx, tnx, thks.

The category of clippings is characterized by omitting one of meaningful elements of a word, usually at the end but sometimes at the beginning of the original word. Initial clipping, also called foreclipping, is formed by clipping of the initial part of the word, example: berg (iceberg), burger (hamburger). Final clipping is characterized by clipping of the final part of a word such as comp (computer), lab (laboratory). Medial clipping is the form of clipping which preserve the final 's' of the original word such as congrats (congratulations) and hols (holidays). The last possibility of clipping is to clip the initial plus the final part of a word, this is called ambiclipping such as fridge (refrigerator) and flu (influenza). Nonstandard spelling includes representations of informal and regional speech, for example UK English, which penetrate to the language of the internet and thought form the new internet abbreviations. It is influenced by commercials, literary dialects. The examples of nonstandard spelling are sorta (sort of), wanna (want to), g and gonna (going to). The last category is the category of genuine novelties. Processes for creating texting expressions exist for a long time, but novelties are made with modifying old expressions. Usually, the old abbreviation is modified by adding a new extra word, which specifies the original term. An example of this are IMO (in my opinion) which is the original, IMHO (in my humble opinion), and IMHBCO (in my humble but correct opinion). The other novelty is when we create a texting phrases we can use all types of forming of a texting expressions at once without a space. For example: Ijc2sailuvu (I just called to say I love you) where full word + two initialism + logogram + shortened word + full word + nonstandard spelling + logogram. It is very difficult to understand language of texting for people who are not part of texters´ community. Abbreviations and acronyms are used a lot in chat conversations and text messages as a way to speed up conversations, get points across quickly and type less when someone is in a rush. Now, with Twitter's or Facebook's limited characters in every Tweet or status, abbreviations are becoming more popular than ever.

Blended

It is not coincidental that blend words (e. g. nutriceutical = nutricious + pharmaceutical; blizzaster = blizzard + disaster) are more and more often used in media sources. In a blend, two or sometimes more words become one compact and attention catching form, which is at the same time relatively transparent that the reader or listener can still recognize several constituents in it. These features make blends one of the most intriguing types of word formation. At the same time, blends are extremely challenging to study. A classical morpheme-based morphological description is not suitable for blends because their formation does not involve morphemes as such. This implies two possible approaches such as either to deny blends a place in regular morphology as suggested by Dressler (2000) or to find grounds for including them into general morphological descriptions and theories (Plag et.al, 2013). The growing number of blends observed in various media sources indicates that this phenomenon is an important characteristic of the living contemporary language, and therefore, blends cannot be ignored in a morphological description of the English language and many other typologically different languages.

A detailed classification of blends regarding their formal structure and semantic properties is given in Adams (1973). Blends are defined as words containing splinters such as shorter substitutes of words, which usually are irregular in form, that is not regular morphs. Adams (1973) mentions three major structural types of blends: (1) words that have to do with sound or movement of some kind [e.g. squirl, flimmer]; (2) they cannot be easily analyzed into constituents, (3) though it is possible to state that they typically are composed by an initial consonant or consonant cluster and an ending.

Elements (clusters) are called phonaesthemes, and the author admits that there can be different opinions concerning the impetus of these formations such as sound symbolism, onomatopoeia, echoism, etc. Compound blends are contracted forms of compounds and group-forming (e.g. folknik, scribacious). This semantic classification is largely based on the semantic classification of compounds. This approach to classifying blends is justified only on assumption that the cognitive operations underlying the formation of compounds are the same for blends. It is important to note that Adams herself, and many other linguists observed that coordinative relations are more typical for blends than for compounds. The classification is revised where blending, together with backformation and shortening, is included into a bigger word-formation category of reanalysis, and is understood as a process that involves the analysis of words in new ways (Adams, 2001,). Blends are defined as made up of two contributory words, one or both of which may be only partially present in the new word. From the point of view of origin and semantics, Adams outlines different kinds of blends depending on the extent of intentionality in their formation. Thus, three groups of blends are named: (1) unintentional blends which includes speech error that are usually combinations of near-synonyms; (2) deliberate blends with no formal criteriaand provided; and (3) phonaesthemic formations that occupy an uncertain area between spontaneous errors and deliberate inventions. She puts aside the definition of blends as contracted forms of compounds, but does not provide any reliable criteria for distinguishing between blends and other forms of reanalysis, that is acronyms and clipping compounds. Systematic categories of blends both deliberate creations and lapsus linguae, outlined in accordance with Saussurean understanding of syntagmatic and paradigmatic relations are given (Algeo,1977). All blends are classified into two main categories: syntagmatic and associative. A syntagmatic blend is defined as a combination of two forms that occur sequentially in the speech chain, such as Chicagorilla from the words Chicago and gorilla, morphonemics from morpho and phonemics, Amerind from aAmerican nd Indian. Algeo (1977) admits that such forms are treated as blends only as a concession to traditional classifications, but notes that a consistent taxonomy would regard them merely as contractions. He also suggests using the term telescope words to name these formations because it is metaphorically most appropriate for this particular kind.

The other major category outlined by Algeo is associative blends, such as the ones which have two or more etyma that have been linked in the word-maker's mind and thence in his language. This category is subdivided into: (1) synonymic blends (e.g. swellegant, needcessity); (2) blends that combine words from the same paradigmatic class, or dvandva blends (smog) which may be also called paradigmatic; (3) jumble blends, in which etyma are associated with one another, but not by paradigmatic equivalence (e.g. foodoholic, dumbfound ← dumb + (con)found, happenstance ← happen + (circum)stance) . Algeo's suggestion is to name the associative type of blends portmanteau words, to differentiate them from telescope words. The taxonomy looks very useful indeed, but the problem with this differentiation, as Algeo confirms, is that these two processes can appear either sequentially or simultaneously. An example of a combination of two kinds of blending named by Algeo is electrocution, formed as a portmanteau blend of electro- and electricution, which, in its turn, is a telescope blend of electrical and execution. He also points out that in some cases it may be unclear whether the blend is a telescope or a portmanteau, as, for example, shamateur which can be analyzed as either a telescoping blend of sham amateur meaning one who pretends to be an amateur but is really a professional, or as a portmanteau of sham and amateur meaning one who tries to deceive but is amateurish. As noted in Bauer (2012), the problem of interpretation of blends as either having a semantic head (i.e. telescope, using Algeo's term) or coordinative (portmanteau) is of the same nature as the problem of interpreting compounds like fighter-bomber as either headed, or coordinative. Nevertheless, the distinction between telescope and portmanteau blends has been reconsidered by many linguists after Algeo. Some, among them Bauer (1983), Devereux (1984), Cannon (1986), include both portmanteau and telescope words in the category of blends. On the other hand, some researchers, such as Kubozono (1990), Berg (1998) and others, restrict the category to portmanteaus only, whether using this term or an alternative one, and sometimes, as in Renner (2006), subdividing them into subtler semantic categories. Revision of the distinction between telescope and portmanteau blends underlies Bauer's (2012) categories of syntagmatic origin and paradigmatic origin blends.

Apart from general systemic categories, Algeo also gives characteristics of different types of blends from the point of view of their phonological and morphological structure. In 1993, the following types of blends are named: (1) with clipped first element; (2) with clipped second element; (3) with both elements clipped (1-3 including cases with overlapping); (4) where the overlapping elements are sounds rather than words (between-ager ← between + teenager; guesstimate). This structural classification implies the presence of a number of marginal cases. As Algeo (1977) noted clippings are often shortened at morpheme boundaries (e.g. betweenager – NB). In such cases, it may be hard to make the distinction between blending and compounding under analogical influence. Concerning the phonological structure of syntagmatic blends, Algeo mentions that the structure of blends can be the result of the phonological rules. This observation can be extended to any blends, not just of this particular type, as the influence of phonological rules on blend formation cannot be neglected, as is discussed extensively in other academic works.

As for the phonological characteristics of associative blends, Algeo observes that in some cases such a formation originates from a set of phonaesthemes [e.g. glop← (gland, glare, glass, gloam, gloat, glub, etc.) + (chop, drop, flop, plop, etc.)]. This, on the one hand, resonates with the category of phonaesthemic blend-like formations of Adams (1973) and on the other hand provides another reason for considering the role of the phonological properties of the source words in blend formation and the criteria for distinguishing between some types of blends and onomatopoetical formations. Blends as part of a general system of word formation in English. According to Bauer (1983), a blend may be defined as a

new lexeme formed from parts of two or possibly more other words in such a way that there is no transparent analysis into morphs. The criterion of analyzing into morphs, called by the author the awkward part of this

Borrowing

Longman Dictionary of Language defines borrowed word as a word or phrase which has been taken from one language and used in another language. For example, English has taken 'coup d'etat' which is the sudden seizure of government power from French, 'al fresco' which means in the open air from Italian, and moccasin which is a type of shoe from an American Indian language. When a borrowing is a single word, it is called a loan word. Sometimes, speakers try to pronounce borrowed words as they are pronounced in the original language. However, if a borrowed word or phrase is widely used, most speakers will pronounce it according to the sound system of their language. For instance, French/garaz/ garage has become in British English/ gaerd:z/:/gaeridz/, though American English keeps something like the French pronunciation. Linguists such as Fromkin and Rodman (1984) define loan words as a process by which one language or dialect takes and incorporates some linguistic elements from another. Similarly, Gal (1979) identifies loan words or borrowings as consisting of the introduction of single words or short idiomatic phrases from one language into the other. Meanwhile, Robin (1964) explains that loan words must be considered as those words which are not in the vocabulary at one period and are in at subsequent one, without having been made of from the lexical stock of language or invented as entirely new creation as for example, certain name of products. Loan words are in fact an entering language at all time but both their frequency and source are temporarily by political or other factors leading to close cultural contacts of one sort or another. Furthermore, some other linguists have different definitions about loan or borrowed words. For example, Hudson (1994) says that borrowed word is a general and traditional word used to describe the adoption into a language of a linguistic feature previously used in another. Haugen (1950) states that borrowing is the adoption of a linguistic expression from one language into another language when no term exists for the new object and concept. Grosjean (1982) uses the term 'language borrowing' to refer to terms that have passed from one language to another and have come to be used even by monolingual, and he distinguishes them from instances where the bilingual borrows items spontaneously and adapts their morphology, which he calls 'speech borrowing'. It is obvious that loan words or borrowing are not words which formally exist in one language and are not newly created. The loan words are new words which are adopted from another language through various factors such as politics and close cultural contacts. In relation to borrowing, some of the main reasons for borrowing English words are as follows (Sadtono, 2004) : the pressure of modernization and globalization, English is richer than Indonesian in vocabulary, ideas, concepts and words for tangible things, advance in science and technology producing new things, communicated by means of English, impatient with translation, some English words are simply non-existent in Indonesian lexicon, and sometimes the idea itself is non-existent either, some English words may even become more popular than existing Indonesian equivalents. English loan words are easier to remember when they are Indonesianized, particularly for those who know English. The application of the principle of economy (economization). It is human nature, we need change and variety, on the tip of the tongue, and Show-off. According to Sadtono (2004), there are six patterns of borrowing, namely: (1) Total borrowing where the English words borrowed are transferred into Indonesian completely. There are two groups of words that can be categorized into total borrowing. First, they are simply spelled and pronounced as the original and for example, the word 'online'. Second, there are no changes in terms of spelling, pronunciation and meaning and for example, the word 'data'; (2) Partial borrowing where the English words borrowed are modified or adopted in terms of spelling and pronunciation. For example, the word 'modulation' becomes 'modulasi'; (3)Total modification of loan words where the English words borrowed are totally changed so that they bear no resemblance to the original. For example, the word 'case' becomes 'kasus'; (4) Borrowing with modified meaning where the English words are maintained fully or partially intact but the meaning is slightly or totally changed. For example, the word 'manipulation' which has positive meaning becomes 'manipulasi' but then shows negative meaning; (5) Newly created words based on loan words: where English loan-words ending in 'city' are usually transformed into 'sitas' in Indonesian. For example, the word 'university' becomes 'universitas'; and (6) Partial phrase borrowing where the English phrase is partially borrowed, usually only the first words. For example, the word 'demonstration' becomes simply 'demo'.

Code Mixing and Code Switching Heredia & Brown (2006) define code switching as the practice of moving back and forth between two languages or between dialects or registers of the same language at one time. The essence of this movement is to achieve clarity and understanding of the subject matter in the target language, using a more familiar language which is the first language of the listener. The speaker therefore needs to further clarify his ideas, using the first language of the listener to explain ideas in the target language. In this way, the listener gains more understanding of the message by associating similar ideas in his first language with that in the second language. Ahmad (2009) opines that code mixing is not just the mixing of two languages brought about by laziness or ignorance or some combination of these requires a relative knowledge of both languages and its associated norms. This implies the acquisition a level of proficiency and shared understanding in the first and second languages by the speaker and the listener in a given context, for effective communication to take place. This study is seen through the lens of Finegan (2004) that language system can be understood in terms of its structure. Structure encompasses words, phrases, and sentences, including intonation and stress. Meaning refers to the senses and referents of these elements of expression. Context refers to the social situation in which expression is uttered and includes whatever has been expressed earlier in that situation. It also relies on generally shared knowledge between speaker and hearer. What links expression and meaning is grammar. What links grammar and

interpretation are context. Without attention to both grammar and context, we cannot understand how language works. Investigation of language structures starts by looking at words from several perspectives: the meaningful parts of words; the sounds and syllables that make up words; the principles that organize words into phrases and sentences; the semantic relationships that link words in sets (Finegan, 2004).Words are the centerpiece of language, and when language is being talked, typically words matter. In examining language, words are a focal point, and the beginning of analysis of language structures by looking at words from several perspectives: (a) the meaningful parts of words such as the sounds and syllables that make up words; (b) the principles that organize words into phrases and sentences; and (c) the semantic relationships that link words in sets (Finegan, 2004). In language, the structure must show how just a few elements combine into speech sounds, how just a few speech sounds combine to form a larger number of syllables, how syllables combine to produce word parts that carry meaning, and how languages package these word parts and a finite vocabulary into an infinite number of sentences. How the systematic principles of language structure help us understand utterances even when they we have not heard or read them before. In a sentence, we must examine the semantic relationships that organize sets of words (Finegan, 2008).

METHODOLOGY

Research Design
Qualitative Observational study was used to answer question based purely on researcher observation. Qualitative research is a system of inquiry which seeks to build a holistic, combined observations, interviews, and document reviews (Cresswell, 2013). It pursues in order to comprehend a specified research problem from the standpoint of the local population it involves. It has the ability to arrange for multifaceted textual descriptions and explanations of how people experience a given a research issue. It provides information about the human side of an issue that is, the behaviors, beliefs, opinions, emotions, and relationship of individuals (Pope & Mays, 2000).On the types of qualitative approaches, this study specifically utilized content analysis. Research using qualitative content analysis focuses on the characteristics of language as communication with attention to the content or contextual meaning of the text (McTavish & Pirro, 1990; Tesch, 1990). The content of the text will be described based on the linguistic features and structure of the texts; hence, the term linguistic analysis was also be used. Linguistic analysis is the description of language with regard to its morphological, syntactical, and semantic structures.

Research Locale
The study was conducted at Cotabato State University (CotSU) formerly known as Cotabato City state Polytechnic College (CCSPC). It is a government-funded higher education institution located at Sinsuat Avenue, Cotabato City, Philippines. The university is mandated to provide professional and advanced vocational instruction and training in agriculture, fisheries, forestry, science and technology, engineering, and industrial technologies. It is also mandated to promote research, advanced studies, and progressive leadership in its field of specialization.

Research Participants
The participants of this study were the randomly selected students of College of Arts and Sciences in Cotabato State University who used Conyo words in online platforms such as facebook, class group chats, and in campus activities.

Research Instrument
To gather data, the researcher gathered information through recording and used the validated observation guide as the main instrument of this study. Recording and listing down different Conyo words and phrases, screenshots of online post, comments, and replies in Facebook and class group chats were the only way to get information from the participants. However before recording the different conversation, the researcher filled himself and enriched with different information and helpful websites that served as a guide and map to gather accurate information from different participants.

Data Gathering Procedures
The steps followed by the researcher in the gathering the data were the following:The researcher sent a letter to the University President of Cotabato State University requesting permission to conduct the study in the College of Arts and Sciences. The next step, the researcher made sure that the necessary ethical considerations we're followed; I explained to the participants the primary purpose of the study and made sure that confidentiality of responses as to be used for the research purposes only. Third, the result of the data were transcribed, analyzed and interpreted confidentially, the researcher made sure that the data would be saturated.

Data Analysis
Analysis of the necessary data was done immediately after collection. Analysis of this was based on Miles and Haberman's (1994) framework for qualitative data analysis as cited in Cresswell (2009).

Ethical Consideration of the Study
We followed the specific research guidelines established and mandated by the researcher committee of the institution. Research procedures and other considerations in the data collection were given consideration. The certification from the

said committee is appended in this study. This research is associated with several literatures on the topic. Cautious interpretation of the data was made understandable by using simple language to guide the readers. The expected outcome will not be made for sole benefit of the researcher.

RESULTS AND DISCUSSION

This section shows the results in accordance with the objectives of the study, and it presents the discussion of the research findings. The findings of the study are based on the responses of the participants which anchored on the research questions. Through data gathering of Conyo words used by the students were transcribed, categorized, and interpreted and some morphological processes of Conyo words were classified and analyzed.

Problem 1: Common Conyo Words Used by the Students

Table 1 shows the common Conyo words, its morphological features and meaning as used by the students both in online platforms and in campus dialogues.

Table 1 Conyo Words and its Morphological Features

Conyo Words	Morphological Feature
FYI	Acronym
ATM	Acronym
BTW	Acronym
OOTD	Acronym
TBH	Acronym
RP	Acronym
Marites	Blending
Fambond	Blending
Forda	Borrowing
Ferzon	Borrowing
Dasurv	Borrowing
Pa-mine	Code Mixing
G na G	Code mixing
Chariz	Code switching
Petmalu	Code switching
Omsim	Code switching

Common Conyo Words and Phrases used by Students

Looking for the most commonly used Conyo words and phrases in Cotabato State University, particularly in the College of Arts and Sciences is something that should be given enough time to grasp accurate information. The researchers found out during the course analyzing the data that the most common conyo words used by the particpants were "FYI, ATM, BTW, OOTD, TBH, RP, marites, fambond, forda, ferzon, dasurv, pa-mine, G-na-G, Chariz, petmalu, omsim". Those words were used in online platforms such as Facebook, group chats, and in campus dialogues. For instance:

" FYI, I passed the test"
"ATM, watching Mr. and Ms. CSU 2023 Pageant night"
"BTW, what are we going to wear on Monday?"
"Your OOTD is so nice. I like it!"
"TBH, you sounds rude."
"RP : Where can I buy homemade chicken siomai?"
"Look! A group of marites over there."
"Fambond at Amaya Resort, Kusiong Maguindanao "
" Forda genius ang ferzon for today!"
" Dasuuurv!"
" 1 Tote bag, 1 Tote bag. Pa-mine please, pa-mine!"
" Our friend is always G-na-G"
" You look so pathetic. Chariz!"
" The one who is wearing a blue jersey is so petmalu!"
"Omsim. That's our handsome teacher."

The above sample presents and proves how the students used, uttered, and conversed using common Conyo words. Through the help of these words, it would merely emphasize and show the structure and formation being used by the participants. There are a lot of ways and techniques to form a new word, it may be word combining or blending to a new name or even shortening the word (Bauer, 1983).

In this study, the participants used conyo words takes place not only through spoken language but also in written words. The conyo words and phrases were recorded not just during the campus observation but also through checking the way students put captions when posting on Facebooks and giving updates or responses on class group chats. Pertaining to

the words used by the participants, the Conyo words used following a morphological feature like Acronym, blending words, borrowing, code mixing, and code switching. As the participants asked why they were using Conyo words, one of the particpants answered *" Nakikisabay lang ako sa language trend and it saves me time to write or encode the whole word or words during conversation"* (I am just trying to go with the language trend and it saves me time to write or encode the whole word or words during conversation). Another participant added, *" mas mabilis akong nakakareply pag may halong Conyo words gaya nung Conyo word na OOTD. Di ko na kailangan pang i-spell out yung buong word na Outfit-of-the-day sa tuwing tatanungin ko ang mga friends ko"* (I can reply quickly when I used Conyo word such as the word OOTD. I don't really have to spell out the word Outfit-of-the-day whenever I ask my friends).

Some of the particpants said *"Nahawa lang din ako sa kung ano ang usong mga term ngayon. Baka masabhan akong ignorante or sinaunang tao pag di ako nakitrend"* (I was just influenced by the Language trend of today. Perhaps, I don't want to be called ignorant or ancient people if I didn't go with this trend).

Problem 2: Meaning of the Common Used Conyo Words
Table 2 showed the meaning of the commonly used Conyo words by the students both in online platforms and in campus dialogues.

Table 2 Common Conyo Words and Its Meaning

Morphological Feature	Conyo Words/ phrases	Root word/ Dialectal Origin	Meaning
Acronym	FYI	For your information	Informs the addressee that the message that follows is simply to provide information and requires no action on their part.
Acronym	ATM	At this moment	used to express what you are doing in present time
Acronym	BTW	By the way	when someone wants to add something to the end of a statement
Acronym	OOTD	Outfit of the day	refers to what someone's wearing on a particular day, particularly a fashionable outfit
Acronym	TBH	To be honest	used to admit something, express an opinion or to make a comment
Acronym	RP	Respect post	means showing regard on what is posted online, valuing their views and feelings even if you don't necessarily agree with them
Blending	Marites	Mare + Latest	refer to a female who is fond to gossip with one another
Blending	Fambond	Family + bonding	describes events, relationships, or all other things having to do with family
Borrowing	Forda	For the	the expression means that someone is into a certain thing
Borrowing	Ferzon	person	oneself; referring in the first person)
Borrowing	Dasurv	deserve	something that happened to someone is well-deserved
Code mixing	Pa-mine	Paki + mine	Own the item being shown
Code mixing	G na G	Game na game	aggressive person
Code switching	Chariz	Just kidding	statement not to be taken seriously
Code switching	Petmalu	Malupet	describes something or someone as incredible
Code switching	Omsim	mismo	exactly (Adverb) ; to agree with what has just been said

Morpho-Semantic Analysis of Conyo Words
Morphology is the study of structure of words, phrases, and sentences. As we observed the structure of words, phrases, and sentences, it is very necessary to study also how we use those structures in ordinary social interactions. We must see the language provide alternative ways of saying the same thing, and monitor how those alternative ways accomplish socially and communicatively (Finegan 2008).

A new trend of language is now sprouting all over Cotabato State University, not only inside the school but it dominates and encourages some to speak its way even outside the university premises. In connection with this, the researchers have come up with an idea that the Conyo words are analyzed into five levels namely: Acronym, Blending, Borrowing, Code mixing, and Code switching.

Acronym
The morphological features of Acronym level happened when a word formed the initial letters or other parts of several words. In the acronym "FYI" which was simplified from the phrase "For your information" informs that the message that follows is simply to provide information and requires no action. The acronym "ATM" which was simplified from the

words "At this Moment" was used to express what you are doing at the present moment in time. The acronym BTW (By the way) when someone wants to add something to the end of a statement. The acronym OOTD (Outfit of the day) refers to what someone's wearing on a particular day, particularly a fashionable outfit. The TBH (To be honest) used to admit something, express an opinion or to make a comment.

Further, Kadhim (2022) stated in his study that acronyms can be easily found in person's daily activities specially in Social medi platforms such as Facebook, Instagram, TikTok, and Twitter.

Blending
This is a linguistic feature where the beginning of one word is added to the end of another; the beginnings of two words are combined; two words are blended around a common sequence of sounds. The following are some of the samples observed during the monitoring and observation:

Marites (Mare and latest)
FamBond (Family and bonding)

As observed, in the blended word "Marites", it is the beginning and ending of two words "Mare" and "latest" which were combined and formed common sequence of sounds or word which refers to a female individual who is fond to gossip about latest news or issues and the blended conyo word "Fambond" came from the words "family and bonding".

Borrowing
This is a linguistic feature that refers to a word adopted from another and completely or partially naturalized. The Conyo words are adopted from different languages more particularly the English language. The examples observed are as follows:

Forda – for the
Ferzon – person
Dasurv – deserve

The Filipino Conyo words are remarkable for making use of borrowed words from foreign languages. Some Filipino Conyo terms are taken from the English language. Considering the word "Forda", a Filipino term which is taken from the English term "for the". The same cases are present in the Conyo words "Ferzon" which is taken from the English term "Person", and "Dasurv" which is taken from English term "Deserve".

As observed, there are Conyo words that are borrowed from foreign languages. Those borrowed words undertake derivations such as change of spelling and retaining some of their spelling.

Linguists such as Fromkin and Rodman (1984) define borrowed words as a process by which one language or dialect takes and incorporates some linguistic elements from another. Similarly, Gal (1979) identifies loan words or borrowings as consisting of the introduction of single words or short idiomatic phrases from one language into the other.

Code Mixing
This is another linguistic feature which is commonly known as intrasentential where there is a combination of English words and Filipino words. Some of the Conyo words observed that involves code mixing are as follows:

Pa-mine - means that you own the items that are being shown.
G na G – a person's best effort.

It is shown in the examples how words are mixed. Considering the Conyo words, "Pa-mine, and the "G na G" are Filipino expression mixed with an English word. The term "G na G" which means "Game na Game" refers to person's best effort being.

Similarly, Verschueren (2003) views code mixing as any distinguishable variant of a language, involving systematic set of geographical area, a social class, an assignment of functions or a specific context of use.

Code Switching
This is linguistic feature which is commonly known as inter-sentential. In this, there is a switch of words from one language to another language. Code switching was observed in the following Conyo words:

Chariz – just kidding
Petmalu – Malupit/incredible
Omsim – Mismo/ exactly

As observed, the Conyo words used by the students were English words that were switched to Filipino complements or the reversed spelling of the word. These words are commonly used by the students nowadays since these words are trend online. As illustrated in the examples, it shows that code switching does not follow any constant pattern or sequence.

Problem 3: Psycho-linguistic Influence of Conyo Words and Phrases to Students
Table 3 shows the themes as well as the contextualized responses for the influences of using Conyo words.

Table 3 Psycho-linguistic Influences of Using Conyo Words and Phrases

Themes	Contextualized Responses
Peer Influence	"One of my friend speaks Taglish because their household helper communicate with her in Taglish. Eventually, somehow, I used to adapt her way of speaking Taglish with a mixed of Conyo words and phrases"
Conforming with Language trends	" somehow, I just want to go with the trend"
Shorten the communication	" using conyo Words and phrases shorten communication especially when chatting or texting. My parents even adapt some of the short conyo words like 'Mudra' ,'werpa', and sometimes they used to send me message like ' Wer na u?",
For entertainment	"Sometimes, the words are interesting to use and fond" "Conyo words lighten serious conversation. Somehow, it uplifts our mood".

Psycho-liguistic Influeces of Conyo Words and Phrases

Taglish continues to be used more and more and it seems that the Conyo culture continues to grow and evolve. Conyo is a derogatory term for people who seem to be high-class and vain, who speak Taglish or English in a pretentious way. However, the term Conyo comes from the Spanish word 'cunt' which refers to a female genetalia.Throughout the years, the meaning eventually evolved to 'rich kids' speaking Taglish. There are two variations of Taglish; moderate Taglish, and coñotic taglish. Moderate Taglish is the simple mixing of Tagalog and English, while coñotic Taglish is more complicated. One theory of how Taglish came to be is that "rich kids" are required to speak in English at home, so they end up mixing the two languages. Another possible theory is that conyo kids communicate with their 'yayas' or household helpers using a mix of Tagalog and English, forming Taglish.

In line with the psycho-liguistic Influences of using Conyo words and phrases, the responses of the participants were analyzed thematically and the following factors were drawn: (a) peer influence; (b) conforming with language trends; and (c) shortening communication.

Peer Influence

For different levels of language learners, peers play a significant role in the development of their linguistic competence (Dang, 2019). As the quote says "Birds with the same feather, flocks together" which emphasized that peers are great influencer. One of the participants' answers adhere to this claim as she said "*One of my friends speaks Taglish because their household helper communicates with her in Taglish. Eventually, somehow, I used to adapt her way of speaking Taglish with a mixed of Conyo words and phrases"*. This explained the stand of those who used Conyo words and phrases who were just influenced by their peers namely, their friends, classmates, and colleagues.

Conforming to Language Trends

Today's generation tend to conform with the different societal trends which language trends was never exempted. Students used to adapt different language trends and as such is the used of this Conyo words and phrases. One of the participants' answers on the use of Conyo words and phrases *"somehow, I just want to go with the trend"* and some delivered in Tagalog such as "*gusto ko lang makiuso pag andito ako sa school. Using Conyo words and phrases sounds maarte and sosyalin minsan. I like it!"*. This shows that some of the speakers of Conyo Language conforms with the language trend because they love the idea of using Conyo words and phrases make one looks expensive.

Shorten the Communication

Nowadays, students have a lot of school activities and parents were busy at their work. This scene was one of the reasons of the participants as she said *"using conyo Words and phrases shorten communication especially when chatting or texting. My parents even adapt some of the short conyo words like 'Mudra','werpa', and sometimes they used to send me message like ' Wer na u?".* The participants expressed also that using Conyo words in sending updates to her parents shorten their communication and it's a good thing to the both parties.

Similarly, Conyo words and phrases are kind of useful to those busy individual in sending text messages. They can save time and shorten the communication. According to Sabado (2016), one of the reasons why people oftenly usedconyo language is because of laziness. People are lazy for using different kinds of words and crazy to correct their own grammar so they use Conyo language to escape or shortcut when they are lazy to construct a correct sentence for communicating.

For Entertainment

Students have a lot of school works and activities to do on a daily basis. As observed, they used Conyo words and phrases to entertain themselves and their peers. As the one of the participants said *"sometimes, the words are interesting to use*

and fond". Other participant added *"Conyo words lighten serious conversation. Somehow, it uplifts our mood"*. This shows that some of the participants were enjoying the use of Conyo words and phrases. These words help them entertain their peers buy uttering funny Conyo words and phrases in their conversation like *"Ooohlala! you look so ugly today. Charot!"*. Utterig the word 'charot' at the end of the statement means you don't have to take the statement seriously.

FINDINGS

This study is a qualitative-observation on morpho-semantic analysis of the Conyo words used by the subject and the following were the major findings of this study: Majority of the Conyo words used by the students were morphologically featured in Acronym level such as 'ATM' which is formed from the phrase "at this moment" where first letter in each word in a phrase were combined.The definition of Conyo words varies and can be understood based on its morphological features such as acronyms, blending, borrowing, code mixing, and code switching.Based on the data gathered, participants utilized Conyo words to speed up and simplify communication, conform to current linguistic trends, and communicate their emotions and ideas.

Implication

Based on the findings of the study, the researcher came up with the conclusion that the formation of the Conyo words and phrases observed used the blending, code switching, code mixing, and acronyms. The study concludes that Conyo words helps the students in expressing themselves in class, school campus, and even online platforms such as Facebook and class group chats without the fear of being judge grammatically by the viewers and listeners since it doesn't follow the standard English and it was already accepted by the society.

Recommendations

Based on the findings and conclusion of the study, the researcher strongly recommends the following:

1. The students are encourage assess the Conyo words and phrases they used, its morphemes, and how it affects their ability in learning Standard English.
2. Language instructors are advised not to tolerate the students to use Conyo words and phrases because it will affect their ability to learn the standard English
3. Future researchers may conduct further researches related to this study to verify the result of the study.

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