International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

Lavarn Lang Future LPTs: A Lexical Innovation Analysis of Slangs Utilized by LEPT Reviewees

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Abstract

Since language use is in a state of constant flux, slang became the means of young adults to express their shared experiences. Its inexorable permeation across social spaces became a subject of fascination, especially in various learning environments, including online classes.

The deficiency of studies in slang usage in online review sessions prompted the researcher to conduct a critical investigation to identify the common slang expressions utilized by online LEPT (Licensure Examination for Professional Teachers) reviewees, including the communicative meaning and function it serves in the online classes. This qualitative research encapsulates sociolinguistic and lexical analysis, which incorporates semi-structured interviews from six Generation Z LEPT Reviewees of Chain Rinivarts Educational Training Center (CRETC), who were purposively chosen and consented to be interviewed in an online setup by answering eight questions.

The study revealed ten commonly used words and expressions unique among these reviewees, such as LPT Cutie, Dogshow, Awit, It's giving/The design is very, Sobrang Latina, Keri, Face Card nalang to, Amaccana Accla, Lutang, and Magmulto/Bumulong. The findings disclosed that many of these terms fall under the imitative and flippant types of slang. The slangs are expressed with a variety of learning-related emotions, which are exemplified in the evaluation of learning experiences, expression of familiarity in lessons taught, denunciation of fellow learners, and a boost in one's confidence. These terms reflect indexicality for stronger social cohesion and shared communal values.

The researcher duly recommends consistent reinforcement of appropriate academic register, systematic pedagogical practice, and further research studies for the expansion of collecting lexical innovations across online spaces.

Keywords: Slang, LEPT (Licensure Examination for Professional Teachers), LPT (Licensed Professional Teacher), Sociolinguistic and Lexical Analysis

Introduction

Alongside man's intellectual exaltation is the nature of ever-evolving language, which scattered across continents, grounding the rise of empires and civilization, and carrying the manifold stories of humanity. The diversification of language continues to baffle linguists and language educators; among its contemporary manifestations is slang. As defined by Yule (2022), slang is a byproduct of language variation, featuring words, phrases, and linguistic expressions used by younger speakers and other social groups with special interests. According to the theory of Allan & Burridge (2006), there are five types of slang: (1) fresh and creative, which means that expressions should be based on their current prominence

and inventiveness. There are also (2) clippings, wherein the words are trimmed by omitting certain parts of a word, while the meaning is still retained. (3) Flippants are created to serve the purpose of playfulness by putting two or more words together, one of the words carries denotative meaning, while the rest are meaningless elements. A type of slang made out of initial letters of each word in a group of words or syllables, and is read as a word, is called (4) Acronyms. Lastly, (5) Imitative is a type of slang wherein the word is derived from Standard English with a different meaning or combination of different linguistic elements that are recontextualized.

Anchored by Hutagaol (2021), slang is an avenue for a group of young adults in a communicative context where it can lessen the impact of a rejection and withdrawal, or it might add emphasis to a subject matter. Furthermore, it can lighten the excessive pomposity and seriousness of dialogic communication. In this regard, it is most likely understandable to those within the social group.

In Philippine society, current trends, fads, and events are also reflected in the slang used by Generation Z (1997-2012) today. If it is utilized beyond the target social circle, it would bring confusion. Thus, these slangs are formed to understand each other's complex experiences and release negative tensions by bringing comfort to each other. (Soriano, 2023).

The frequent use of social media enabled the emergence of Filipino Gen Z slang. It is evident in everyday posts, comments, and messages from social groups. These slang users belong to the younger generation cohort, which includes young adults attending college, starting a job, or preparing for licensure examinations (Jeresano & Carretero, 2022). A primary benchmark for practicing the teaching profession in the Philippines is passing the Licensure Examination for Professional Teachers (LEPT). Passing the board examination is synonymous with being job-ready, as it validates the high-level competencies in pedagogical content knowledge and skills that are expected of professional teachers. According to the study of Daud and Guillena (2024), most of the LEPT takers are first-time takers, which is an indicator of an age range between 21 and 24 years old, and are recent college graduates who are equipped to enter the workforce of education. Binayao & Zita (2020) stated that review centers give refresher sessions through synthesized discussions to help LEPT takers for content mastery and easy digestion. Proper preparation and active involvement in review sessions can propel the LEPT takers in taking the board examination with confidence and focus. Such preparation is also done through online LEPT reviews, which involve synchronous lectures on online media platforms. In this manner, students faced challenges, formed relationships, and encountered several experiences in this online speech community (Olivar, 2023). In consonance with the aforementioned notions, it reveals that the online learning context is a linguistic landscape that remains vastly unexplored, where neologisms such as slang prevail. Vacalares et al. (2013) urge the need for an in-depth investigation into the use of slang across different platforms and contexts in Philippine society, especially among young adults. Furthermore, Roth-Gordon (2020) advocates that future researchers contemplate the coexistence of formal language and casual conversation in different discourse communities, especially in an online learning environment. Thus, this shows the absence of in-depth investigation of slang usage and the function it serves in online review sessions - a unique speech community where academic content coexists with the informal interactions among LEPT reviewees. As such, it necessitates the researcher to fill these gaps by conducting a study that identifies common slang expressions, including their meanings and the communicative functions they serve in an online LEPT review session.

Learning and Language Theories

In this regard, this study is grounded in the following theories: Sociocultural Theory by Vygotsky (1978), Communities of Practice by Lave and Wenger (1991), and Affective Filter Hypothesis by Krashen (1982). As espoused in Vygotsky's (1978) Sociocultural theory, peer and teacher-student interactions are authentic opportunities for individual language development. This notion offered an insight into the role of slang in negotiating meaning in these social interactions while learning content knowledge in formal instruction. In the context of slang, this theory extrapolates that such neologisms carry cultural knowledge that mirrors the LEPT takers' attitudes, practices, experiences, and beliefs.

The perspective of Communities of Practice by Lave and Wenger (1991) underscores the formation of a social field among online LEPT reviewees who are actively involved in review sessions. This is also fleshed out by learning from each other and sharing experiences, which led to a shared identity. It posits that slang expressions strengthen group cohesion and learning as forms of social participation.

The Affective Filter Hypothesis of Krashen (1982) is a pertinent theory in this study since slang embeds emotional states. Motivation, self-confidence, and anxiety from learners contribute to the learning process. Central to this idea is the affective filter, which acts as an emotional barrier if the learning environment is pressured. The informal nature of slang lowers the affective filter and affirms a supportive learning environment among LEPT Reviewees. Based on these theoretical standpoints, it offers a clear-cut framework for analyzing the meaning and the reasons for the use of such expressions.

These interlaced theories provide multifarious dimensions of how language influences its users and the context of use. At the cognitive and social level, the Sociocultural theory posits how slang mediates the learning process. In terms of the social dimension, the Communities of Practice theory postulates that slang affects relationships among learners. Within the affective dimension, the Affective Filter Hypothesis posits that slang influences the learner's emotional state during review sessions. Taken together, the theories also accompany insights and broader implications of slang in a learning environment.

Statement of the Problem

This study aims to describe the most commonly used slang expressions of online LEPT reviewees from Chain Rinivarts Educational Training Center (CRETC).

Specifically, it seeks responses to the following questions:

1. **What are the common slang expressions used by online LEPT reviewees, and what are the meanings behind these utterances?**
2. **What communicative functions do these slang terms serve in the online class setting?**

As an auxiliary to the main guide questions, the researcher will further ask the following interview questions to obtain more substantive responses from the respondents:

3. **How do you use these slang expressions in a complete sentence?**
4. **What specific purpose do the slang terms serve when you use them in an online review class?**
5. **In what specific situations are these slang words typically used?**
6. **Who are the everyday users of these slang terms?**
7. **How does the use of slang affect your engagement with your classmates in the online learning sessions?**
8. **What are the advantages and disadvantages of using these terms in an online review setting?**

Methodology

A Qualitative Descriptive Design is incorporated into this study. It is an instrumental form of naturalistic inquiry in which rich descriptions of events and social phenomena are critically examined (Hall & Liebenberg, 2024). This design is employed to describe commonly used slang by Licensure Examination for Professional Teachers (LEPT) reviewees in an online synchronous session. Consistent with this design is Sociolinguistic and Lexical Analysis. Sociolinguistic research explores the spontaneity of everyday speech produced by authentic language users (Durrell, 2015). Meanwhile, lexical analysis traces the patterns of how words are formed, and the creative processes associated with it (Aronoff & Fudeman, 2011). Both of these specific research designs are employed in this study to analyze the nature, meaning, and implications of these slang expressions.

To accumulate the data for this study, semi-structured interviews were conducted via ZOOM teleconferencing application for six online reviewees from Chain Rinivarts Educational Training Center (CRETC). The course of the interview lasts for an hour. A semi-structured interview is primarily composed of central questions, with several auxiliary questions, and lasts 30 minutes to more than an hour (Dovetail Editorial Team, 2023). A sample size of 6 to 20 is sufficient for this type of study (Ellis, 2025). The respondents are purposively chosen based on a specific criteria adopted from the study of Nurmaisarah, et al. (2025), the conditions are as follows: (1) respondents must be an online LEPT reviewee at the present, (2) an enrolled student in Chain Rinivarts Educational Training Center, (3) must belong to the Generation Z (1997-2012), (4) and must have used slang expressions in attending online review classes. Furthermore, the respondents were given an informed consent letter. This formal document grants permission to interview the respondents with voluntary participation, confidentiality, anonymity, and the right to withdraw, while being free from any form of deception (Mirza et. al., 2023). On the other hand, a laptop is used to transcribe and record the collated data.

The slang terms collected from the interview proceedings shall undergo interpretation, elaboration, and categorization through lexical innovation analysis. In executing this procedure, the roles and the different formation processes of these expressions are investigated in different discourse patterns (Andriivna, 2024). In operationalizing lexical innovation analysis, the most frequent slang expressions obtained during the data collection process will be classified according to the type of slang. Each lexical item will undergo critical scrutiny to identify its meaning, context of usage, and everyday users. Sample sentences of these utterances will also be elicited from the respondents. Furthermore, the examination of sociolinguistic implications of these utterances is also taken into account (Ijeoma & Gbenga, 2025).

Results and Discussion

This chapter presents the results and discussion based on the collated data about slangs including their definitions, contexts of use, etymologies, common users, and use in a sample sentence. Anchored in the objective, here are the main guide questions for the semi-structured interview. (1) What slang do you commonly use when you participate in online synchronous classes? (2) What communicative function do these slang words serve in an online class setting? Based on the aforementioned methods, these are the most frequently used slang terms among LEPT reviewees, as evidenced by the interview proceedings.

1. LPT Cutie (expression)

Definition: It is an expression chanted to manifest the license to be claimed as a form of attracting positive results in the upcoming board examination.

Context of Usage (When): Before the start of the actual review discussion and at the end of the review session to conclude the discussion. Usually done when the lecturer asks students to say the word in a chant-like manner to gain attention.

> "It is utilized as a part of preliminary activity at the beginning of the class after prayer, and it is also used at the end as a remark to conclude the class discussion." (R2)

Context of Usage (Where): It is used in online review classes, and when commenting on Social Media posts about Manifesting.

> "Aside from the review sessions that I am attending, I also noticed it as comments on different online posts of review platforms related to manifesting the license." (R2)

Etymology: A combination of the abbreviation Licensed Professional Teacher (LPT) and a modified term of 'cute' from a celebrity's online tweet as a form of law of attraction.

> "I think it originated from an old post of a local celebrity named Maine Mendoza. Her tweet says "Arjo cutie", which later became viral because she eventually got married to him. From that, it was adapted in different contexts and eventually used by board exam takers as the law of attraction." (R6)

The tweet post *'Arjo cutie'* by Maine Mendoza, a local celebrity, has been adopted in Filipino culture as a form of the law of attraction, a wishful thinking that expresses the desire to turn dreams into reality by adding 'cutie' to the end of every wish (Alumno, 2021).

Everyday Users: Online LEPT Reviewees and LET Lecturers/Coaches

> "My fellow reviewees usually use it by typing this expression on the comment box at the beginning of our classes." (R2)
>
> "These expressions are primarily used by our lecturers/coaches. They are uttering these experiences, and we type them down on the chatbox." (R1)

Sentence: This is our first and last board exam. LPT cutie! (R1)

2. Dogshow (noun) and (verb)

Definition: It is used to describe a person who is made fun of, a funny situation, and a situation that has been played around or has tricked everyone.

Context of Usage (When): Reviewees are making jokes, and when everyone got the wrong answer.

> "It is usually used in funny situations, especially those that are related to actual teaching experiences. Usually, the students have punchlines and side comments to topics being discussed." (R4)
>
> "I encounter this word in situations wherein we thought we got the correct answer, but we eventually found out that all of us answered it incorrectly." (R2)

Context of Usage (Where): Online review classes, School, and Social Networking Sites

> "I think it is usually evident in online classes, schools, and especially in social media sites like Facebook and X." (R2)

Etymology: A dog show is a dog performance that is evaluated.

From a literal sense, a dog show refers to dog performances that a judge evaluates in accordance with a standard. Instead of evaluation, this slang in the context of Philippine slang is interpreted as a 'Gen Z' type of humor, which involves an individual who becomes the center of attention and is teased, mocked, and joked about (Cabbuag & Abidin, 2024).

Everyday Users: Gen Zs, Gen Alpha, and Social Media Users

> "From what I noticed, its common users are Gen Zs, social media users, and the younger generation today, namely the Gen Alpha." (R5)

Sentence: Grabe kayo. Dinodogshow niyo ang review. (R3) (Verb)
Ano ba iyan, review ba to o dogshow? (R4) (Noun)

Sentence Translation: You are terrible. You are dogshowing the review (R3) (Verb)
What the hell? Is this a review or a dogshow? (R4) (Noun)

3. Awit (interjection)

Definition: It is used to express disappointment and frustration at almost getting the correct answers, which eventually leads to self-reproach.

Context of Usage (When): Incorrect answers are committed from easy questions and from questions answered with apparent confidence.

> "Before the review ends, the mock tests are checked. Sometimes there is one question that everyone is confidently right, but it was a trick question, and we thought our answers were correct, hence, we say 'aguy' because we chose the effective distractor." (R1)
>
> "Sometimes, I don't understand what is being discussed. I encounter basic questions and tend to overthink. I ask myself, 'Why didn't I get the correct answer? I feel disappointed sometimes." (R3)

Through the lens of sociolinguistics, language use is performative. Social indexicality arises from the association of a speaker's linguistic choices with the speaker's identity and affective state. Thus, the slang expression given indexes negative emotions and perceived difficulty toward the board examination (Eckert, 2019).

Context of Usage (Where): Online review classes and in chat group discussions

> "It is the same with other slangs, we used in our online review classes through comments." (R3)

Etymology: Combination of 'Aw' (Ouch) and 'Sakit' (Pain)

According to the standard Filipino dictionary, the word 'awit' means 'to sing', but it has a different meaning in the modern-day slang because it is viewed as a combination of the common Filipino expression 'Aw' and the Filipino term for pain 'sakit'. Thus, the utterance is used to describe an unfortunate circumstance (Delos Reyes, 2021).

Everyday Users: Gen Zs, Gen Alpha, Social Media Users.

> "Gen Zs are the frequent users, especially those who are frequently exposed in social media." (R3)
>
> "I think it is also used by children today. I heard this word being used by my sibling." (R4)

Sentence: Awit! Mali nanaman. (R3)
Awit, sayang yung point, napakadali ng question. (R4)

Sentence Translation: Awit! It's incorrect again. (R3)
Awit! I felt bad for the point, the question is very easy. (R4)

4. The design is very/it's giving (phrasal expression)

Definition: It is an expression used to denote familiarity and resemblance of information and the approach

of one thing as a reference to another idea.

Context of Usage (When): The coach or lecturer presented familiar information.

> "When the lecturer is teaching us familiar topics, we are using the expression 'the design is very'. Sometimes, the lessons being taught also show relatedness to politics or celebrity issues." (R2)
>
> "The phrase 'it's giving' is also used as alternative. If something seems familiar, we also compare our coach to other coaches. For example, their teaching approaches, topics, and activities may show resemblance to those of other coaches." (R1)

Context of Usage (Where): Online review classes, in chat group discussions, memes, and viral videos on social media

> "It is used by my classmates in our online classes via chatbox." (R1)
>
> "I usually hear it in Facebook and in Tiktok videos like vlogs, interviews, and prank." (R4)
>
> " It is used in captions and funny memes in Facebook to get many laughing reactions." (R3)

Social media became a driving force in shaping contemporary languages, while functioning as a grassroots arena for the rapid circulation of slang expressions due to the uncontrolled usage of informal speech, which further encourages linguistic playfulness while forming micro-communities that carry shared ideologies and linguistic behaviors, especially among the younger generation (Stoika & Pitovka, 2025).

Etymology: Expression of vibe (It is giving) originates from the African American Vernacular English (AAVE) and later adapted to Filipino meme culture (The design is very).

The phrase "it's giving" was derived from African American Vernacular English (AAVE) which is associated in the Black Twitter and Ball Culture of the 1990s New York Ballroom Scene which exemplifies the Queer Black and Latino identities. Nowadays, the term is used to describe a person, object, or situation that exudes a familiar and specific vibe. When the term was adopted into Filipino meme culture, it is also used as "the design is very" (WGSN Insider, 2022).

Everyday Users: LGBTQIA+ community members, Gen Zs, Gen Alpha, and Millennials.

> "I think gays widely use it, and it came from the LGBTQ community." (R1)
>
> "Younger generations are the common users of this slang, it also includes the Millennials." R2

Sentence: Wow, may pa subject-verb agreement, the design is very English Major. (R3)

Sentence Translation: Wow, there is subject-verb agreement, the design is very English Major. (R3)

5. Sobrang Latina (expression)

Definition: It is used to praise someone who received an excellent score and a remark during the review session. A form of admiration for someone who showed superb performance in the mock tests and quizzes.

Context of Usage (When): Achieving high scores or acing the tests

> "From my experience, I used it when I didn't expect that I would excel when the results of the quizzes were released, and it was surprising." (R4)
>
> "If I have a classmate who is topping the tests and quizzes, we usually use the expression 'Sobrang Latina." (R3)

Context of Usage (Where): Drag Shows, Beauty Pageants, Online review classes, and in chat group discussions

> "Actually, it became popular because of a viral video, and became a trend that has been used in online classes. This is a usual expression of my classmates to praise our topnotchers based on our assessment results."(R3)
> "I also hear this expression in drag queen shows in the television."(R1)
> "The word 'Latina' is usually used to describe Latin American beauties in pageants, and it became popular." (R1)

Etymology: Combination of "Sobrang" (very) and "Latina" (woman of Latin American origin)**,** which became a description of one's makeup look in reference to a viral Makeup Challenge.

This viral catchphrase originated with an expression used by Sesable, a TikTok content creator, in one of her videos, in reference to the Latina Makeup Challenge. The self-invented adjective is used to describe her appearance after finishing her makeup, while also accompanied by expressions such as 'gorjuice' and 'monyeka'. Consequently, it has been perceived as a reference to embracing one's authenticity and natural charm, which was later associated with a form of response to people's performances and results (Lapuz & Pabuayo, 2025).

Everyday Users: LGBTQIA+ community members, Gen Zs, Gen Alpha, Millennials, and Social Media Content Creators

> "Recently, it became popular in social media, and it is used by influencers, Millennials, and those who belong in the younger generation." (R3)
> "LGBT members are the primary users, and the rest are the youth." (R1)

Such a slang expression is identified as contemporary "gay slang", which validates the process of enregisterment, which explains the direct relationship of linguistic forms with social identities. In this case, the expression is reflected in the unique experiences of LGBTQIA+ members (Ilbury, 2019).

Sentence: Apakagaling naman talaga! Dasurv ang high score! Sobrang Latina! (R3)

Sentence Translation: That's very good! You deserve the high score! Sobrang Latina! (R3)

6. Keri (interjection)

Definition: To describe one's ability that the assessment or the information given is bearable and can be understood. The level of difficulty of the concept being taught is bearable. You did, and you made it possible because you have estimated your abilities and reflected on yourself.

Context of Usage (When): Soliciting responses from the students for a comprehension check. It is used when tackling complex concepts for the board examination, like Mathematics, Science, and Literature. It is used after formative assessments as a part of the review session.

> "If the lecturer is asking us if we understood the lesson, we sometimes say 'keri'." (R1)
> "If the topics like math, science, and stories are taught, we sometimes found it difficult, and we ask ourselves if this is still bearable or we should just give up."(R2)
> "After pre-test and post-test, we are asked by our lecturers if the questions are already bearable or difficult."(R4)

The abovementioned responses reflect the notion of stancetaking, which refers to a linguistic behavior of how an interlocutor positions themselves in a communication process (Kiesling, 2022). In this manner, LEPT reviewees evaluate their online review experiences through these slang expressions.

Context of Usage (Where): Comment Sections & Public Posts

"If the lecturer is asking us if we understood the lesson, we sometimes say 'keri'."(R1)

Etymology: Derived from the phrasal verb "Carry On," which means to continue

Keri is an appropriate expression that originated from the English word 'carry', which is synonymous with something good and manageable. It could also mean 'I can do it.' The utterance also earned its usage among Filipino queers by attaching it with the Filipino word 'lang' (just okay) or the suffix -bels to make it Keribels, which also denotes one's ability to accomplish a certain task (Ulla et al., 2024)

Everyday Users: LGBTQIA+ community members, Gen Zs, Millennials

"Since it is also a beki language, LGBT community members also use it, and the younger generation also uses it" (R1)

Sentence: "Akala ko naman super hirap. Keri naman pala" (R1)

Sentence Translation: I thought it is very difficult. By the way, it's keri. (R1)

7. Face Card (noun)

Definition: It is used to express one's beauty and confidence as an advantage to one's lack of knowledge in a particular concept or topic being taught. The feeling of being self-empowered. It boosts one's confidence by humorously praising oneself.

Context of Usage (When): When someone is about to take the post-test or mockboard examination, and would rely on their beauty as a confidence booster despite the difficult assessments.

"It is used in a situation if someone does not know the answer to a question, and would just rely on guessing and one's beauty to boost one's confidence."(R1)

"Beauty became your last resort, and if you feel good about yourself, it could somehow affect your performance." (R5)

Context of Usage (Where): At public spaces like markets and department stores; Social networking Sites

"It is used in stores by Gen Zs, especially by young women to appear cute and attractive enough to receive a discount from the sellers." (R1)

Etymology: Combination of Face (appearance) and Card (Playing Card)

Etymologically, it originates in both the African American Vernacular English (AAVE) and queer culture as an utterance that signifies that one's physical appearance is viewed as a form of self-confidence and currency in establishing rapport and social validation. This slang expression is a form of social beauty standard that is used humorously and offensively in ridiculing others (Gordon, 2024).

Everyday Users: Gen Zs, especially young women, Millennials, LEPT Reviewees, and LGBTQIA+ community members

"In the review center, it is used by reviewees if the exam is difficult and you don't know what to answer, and you would just resort to just comforting yourself for being beautiful." (R5)

Sentence: Halla, ang hirap naman ng post-test, Labanan nalang ng face card ito.*(R5)*

Sentence Translation: Oh my, the post-test is so difficult. This is a matter of face card fight. (R5)

8. Amaccana Accla (expression)

Definition: To restrain someone from doing something too much. It is a response used by the reviewees to lighten the mood when the lecturer's topic is broad, complex, or overly loaded. Thus, it expresses the feeling of tiredness in processing the information.

Context of Usage (When): To express one's frustration and due to the overwhelming amount of information. It is usually mentioned at the very end of the session, when a lot of information is being covered.

> "It is used to express one's frustration due to overwhelming information during the review discussion, and it is usually mentioned at the end of the session when there is a lot of information being tackled." (R2)
>
> "If we have a classmate who is eager to share information with the class, we often mention the slang 'amaccana accla' to jokingly restrain them so that it would not prolong the discussion." (R3)

Context of Usage (Where): Social Networking Sites, Chat group discussions.

> "It is evident in videos in social media, and it has been adapted by students to be used in their review sessions, and it is usually spoken during class discussion." (R6)

Etymology: Derived from "Tama na, bakla."

As an imitative expression for denouncing queer friends, Amaccana Accla is used to describe someone for their exaggerated, hype, and problematic behavior. In a sentential form, it expresses equivalence with 'that is enough'. The queer term 'accla' is derived from the Filipino word 'bakla', which is often used to describe queer, and later on adapted to close friends that are non-queer (Ulla et al., 2024).

Everyday Users: Gay people, Social Media Users, Content Creators, and Comedians

> "It is used by people usually to their close gay friend to restrain themselves or control themselves from doing something, but it is now used to other friends even if they are not gay." (R3)
>
> "Content creators who deemed themselves as comedians in social media like Tiktok, are the users of this slang, and often used by netizens." R6)

Sentence: Amaccana accla, ang hirap na. Ikalma mo na yan. (R3)

Sentence Translation: Amaccana accla, it is already difficult. Take it easy. (R3)

9. Lutang (noun)

Definition: To describe the feeling of a lack of focus when absorbing complex and overloaded information. It is used to describe the feeling of being out of focus and daydreaming due to tiredness and lack of sleep.

Context of Usage (When): Students answered differently due to tiredness and lack of focus

> "Usually, all the reviewees are daydreaming because of the abundant information to study. When you know the answer to the question, but you didn't get the answer correctly, not because you don't know it, but because you are distracted, tired, and overwhelmed." (R6)
>
> "I experience this when someone asks me a fundamental question, but I didn't get it right. My answer was irrelevant to the question, because I am distracted, sleepless, and I am having a hard time digesting the question, which is why it is overwhelming too." (R4)

Context of Usage (Where): At School, workplace, office, Group chat, and In-group discussions

> "At workplaces and schools, especially if you are too preoccupied with abundant tasks and you don't know where to start." (R3)

> "In the actual review during discussions, and in the group chats of my fellow reviewee." (R4)

Etymology: Derived from lutang (float) and later pejoratively used to describe a person who is spaced out The denotative meaning of this term means the flotation of an object on a liquid surface. As a modern-day slang, it is used to characterize an individual as being confused, bewildered, and having an inability to think clearly. The slang gained popularity during the 2022 Philippine presidential election when the supporters of Leni Robredo (Presidential candidate) gave refreshments during campaign rallies. This refreshment was pejoratively associated by her bashers with 'lutang' to describe her, while depreciating and ridiculing the efforts made by her rally attendees and supporters (Regaro, 2023).

Everyday Users: College and High School students, Gen Zs, and Online LET Reviewees.

> "For sure, this is based on the experience of college and high school students due to studying, and Gen Zs are just naturally expressive." (R6)

Sentence: Nakatitig ka nanaman sa kawalan self. Mali ang sagot mo. Lutang ka talaga kahit kailan. (R4)

Sentence Translation: You are day-dreaming again, self. Your answer is wrong. You are always lutang. (R4)

10. Multo (verb & noun)

Definition: Used to manifest a wishful thinking that the board examination questions are directly reflected in the concepts that the lecturers or coaches have taught.

Context of Usage (When): When the lecturer or coach mentioned that he has a feeling that a particular concept will appear on the board examination.

> "Magmulto' is used to manifest that the concepts taught or the verbatim questions may appear in the board exam." (R6)
>
> "Sometimes, 'bulong' is used as an alternative to 'magmulto' to wish that all the board exam questions are based on what is taught to us." (R2)

Context of Usage (Where): In-group chat discussions and online posts in Social Networking Sites

> "Actually, I use the phrase myself during our online classes, and I also read this in LET-related posts on Facebook." (R2)

Etymology: Originally derived from the Spanish word "Muerto", but recontextualized its meaning due to a popular song.

In the standard Filipino dictionary, "Multo" means Ghost. However, the release of the popular song "Multo" by Cup of Joe (an OPM band) left a trail of confessions and sentiments from the younger generation, due to the symbolic message it conveyed about the aches of unfinished love and the regrets of the past. Hence, it has been recontextualized to describe a dream course, a missed opportunity, and even a person who showed up from the past (Divina & Borje, 2025).

Common Users: LEPT Reviewees

> "We use this term, and sometimes our lecturers are also using it to ease the tension in our review journey." *(R1)*

Sentence: Multo yung mga lessons na tinuro ni Sir. (R2) (Noun)

Feel ko magmumulto si Sir sa board exam. (R1) (Verb)

Sentence Translation: The lessons taught by our teacher is Multo. (R2) (Noun)

I think Sir will be haunting (magmumulto) us in the board exam. (R1) (Verb)

Table 1. List of commonly used words, phrases, and expressions unique among LEPT Reviewees

SLANG TERM	TYPE OF SLANG (Allan & Burridge, 2006)	COMMUNICATIVE FUNCTION
LPT Cutie	Imitative	To attract positive results
Dogshow	Flippant	To inject humor
Awit	Flippant	To express frustration and disappointment
It's giving / The design is very…	Flippant	To show familiarity
Sobrang Latina	Fresh & Creative	To express amazement and admiration
Keri	Imitative	To evaluate
Face Card nalang to	Flippant	To accept uncertainty and show confidence
Amaccana Accla	Clipping; Imitative	To inject humor
Lutang	Imitative	To be overwhelmed from information
Magmulto / Bumulong	Imitative	To attract positive results

Conclusions

Based on the results and discussion, the researcher has concluded that:

1. The majority of the terms collated fall under the imitative and flippant types of slang, which are heavily influenced by popular culture, social media trends, and linguistic creativity that are performed and displayed in online social spaces. These terms are predominantly recontextualized and appropriated to identify the distinct experiences of online reviewees. These experiences are built on social pressure, preparation for a career transition, and the creation of a social group based on accumulated experiences to support social inclusion as a psychosocial need, thereby raising one's self-esteem and confidence in taking the board examination.
2. Slang usage within the context of online review sessions reflects a wide variety of communicative functions. It became an avenue to express frequent learning-related emotions, such as frustration, overwhelm, disappointment, amazement, optimism, and humor. As future educators themselves, such online review sessions became a hub and training ground for maturity in learning. This is manifested in the evaluation of learning experiences, expression of familiarity with the lessons taught,

denunciation of fellow learners, and a boost in one's confidence through wishful thinking and perseverance.

3. These commonly used terms mirror indexicality, which builds a systematic shared sociolinguistic resource that reinforces stronger social group cohesion and shared communal values. It eases tension before the upcoming examination, draws strength from unity, builds a stronger sense of self, and equips one's mental state for the board examination. Thus, linking slang usage and academic achievement. However, if this trail of slang remains unchecked, the emergence of these neologisms will erode pedagogical discourse standards, blurring the demarcation line between the social and academic spheres. Hence, it results in greater cognitive load, semantic ambiguity, and the establishment of a gatekeeping mechanism for diverse LEPT reviewees who lack knowledge of these lexical innovations, which further aggravate learning gaps.

Recommendations

Based on the summary of findings and conclusions thoroughly presented, the following salient recommendations are:

1. It would be better if the lecturer or coach initiates a clear-cut classroom management practice by consistently modeling appropriate academic register during the review sessions. This can be supported with technology-mediated reinforcements, such as pinned communication guidelines in discussion forums for online netiquette, a brief reminder video, and verbal instructions on expectations for reviewees.
2. A systematic pedagogical practice is key to the propriety of slang usage. This is done by incorporating academic phrasing when highly ambiguous slang is used. Integration of appropriate language use in the content discussion shall warrant the implications of inappropriate slang usage. For immediate intervention, addressing inappropriate language use constructively in real time is advised. In this manner, it allows learners to gain metacognitive awareness of their linguistic choices as a strategic tool that can be utilized in varying contexts, while separating the formal from the informal to maintain respect for roles, politeness in language use, and appropriate behavior online.
3. Further empirical work is imperative to expand the dataset of collecting shared lexical innovations by including other online spaces, such as webinars, online meetings, and online gaming, which can be comprehensively achieved through a corpus-based study. This study also opens an avenue to take a closer look at the sociolinguistic motivations of neologisms, pedagogical implications of slang, and its use in academic communication.

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