
Journal of Social Science and Human Research Studies

Volume : 02 Issue : 07 July-2026

Spotting Generational Lexical Gap of Millennials and Centennials

Joseph D. Capada Jr.

Ramon Magsaysay Memorial Colleges, College of Arts and Sciences

Emelyn E. Orias, MIE

Ramon Magsaysay Memorial Colleges, College of Arts and Sciences

Hubert Von V. Bachicha, MAED, LPT

Ramon Magsaysay Memorial Colleges, College of Arts and Sciences

Althea O. Catubig, MA, LPT

Ramon Magsaysay Memorial Colleges, College of Arts and Sciences

Rudelyn R. Bantilan, LPT

Ramon Magsaysay Memorial Colleges, College of Arts and Sciences

Published Date: July 16, 2026

Article DOI: 10.65150/EP-jsshhs/V2E7/2026-25

ABSTRACT: This study aimed to determine the generational lexical gap between millennials and centennials in Ramon Magsaysay Memorial Colleges during the Academic Year 2023 – 2024. The study aimed to address the demographic profile of the respondents in terms of age and gender, and to investigate the lexical variations between the two generational groups. The method employed for gathering, analyzing, and interpreting the research data included a researcher-made 30-item survey test, recruitment of 60 Millennials and 60 Centennials, and a systematic and ethical data collection procedure. The findings revealed a balanced representation of both millennials and centennials among the respondents, ensuring a comprehensive examination of generational differences in linguistic behavior. The researcher concluded that the data unveiled pronounced disparities in language comprehension between the two generational groups, with millennials exhibiting a higher lexical gap compared to centennials. The implications and contributions of this study are relevant to language education and curriculum development, as well as digital media and technology development. The study provides valuable insights into generational language differences and their impact on communication and learning environments.

KEYWORDS: generational lexical gap, millennials, centennials, Philippines

CHAPTER 1

INTRODUCTION

Rationale

Language is a complex and dynamic system that is ever-changing. As time passes, new words and phrases are introduced, and old ones fall out of use. With the transition from the Millennial generation to the Centennial generation, significant changes in the lexicon have become evident. The lexicon, or the set of words and phrases that individuals from a particular generation use in their daily communication, is a fundamental aspect of language that can offer valuable insights into generational differences (Nordquist, 2017).

According to Jeresano & Caretero (2022), when a language undergoes substantial transformations, it exemplifies its inherent flexibility and highlights its intricate relationship with changes occurring within society. Understanding these differences is crucial as they can shed light on the linguistic preferences of each generation. Several studies have explored the impact of generational differences on language use (Johnson & Twenge, 2018), but there has been limited research specifically focused on quantifying and comparing the lexical differences among Millennials and Centennials individuals.

The transition from Millennials and Centennials has introduced new communication platforms, such as social media and instant messaging, that have greatly impacted language usage (Davis, 2017). These new communication platforms have created a dynamic linguistic landscape, where new lexicons have become common elements of everyday conversation. It has been noticed that there are differences between the vocabulary used by Millennials and Centennials, the former generation calls “tea” referring to its literal meaning - tea, however, the latter generation refers it to as gossiping (Davis, 2020). The language used by Millennials is considered to be in a conservative stage, indicating that the generation has largely ceased creating new slang terms and deviating from traditional grammar rules. On the other hand, Centennials’ language

License: This is an open access article under the CC BY 4.0 license: <https://creativecommons.org/licenses/by/4.0/>

involves taking familiar English words and giving them new, often distorted meanings to fit into novel contexts. As a result of this linguistic process, the older generation may find it challenging to associate a word with its original meaning, as the word has undergone a significant transformation.

This study is of significant urgency as it addresses the pressing need to bridge the generation gap through effective communication strategies. Understanding the lexical differences between millennials and centennials is crucial for developing tailored communication approaches that can enhance intergenerational dialogue. By quantifying these differences and exploring their underlying factors, this study can provide invaluable insights for improving communication across generations. Given the rapid evolution of language and communication trends, timely research is essential to ensure that communication strategies remain relevant and effective in an ever-changing social landscape. The study of Vacalares et al. (2023) has shed light on the existence of a lexical gap between generations, but further investigation is needed to delve deeper into the specific lexical variations between millennials and centennials, as well as to understand the factors driving these differences. Therefore, this study aims to fill this research gap by conducting a comprehensive analysis of the lexical differences between millennials and centennials, ultimately contributing to more harmonious and effective intergenerational communication strategies.

Research Objectives

This study was carried out to determine the generational lexical gap between millennials and centennials in Ramon Magsaysay Memorial Colleges during the Academic Year 2023 – 2024.

Specifically, it aimed to address the following objectives:

1. To determine the demographic profile of the respondents in terms of:
 - 1.1. age, and
 - 1.2. gender
2. To find out the lexical gap between the millennials and centennials as to their conception of meaning.
3. To determine if there is a significant difference between the lexical gap of the respondents when grouped according to:
 - 3.1. age, and
 - 3.2. gender

Hypothesis

Ho1: There is no significant difference in the lexical gap among respondents when grouped according to age.

Ho2: There is no significant difference in the lexical gap among respondents when grouped according to gender.

Review of Related Literature

This review explored the generational lexical variations among college students, with a particular focus on the shift from Millennials to Centennials. By synthesizing relevant literature, this exploration aimed to contribute to the identification and recognition of generational lexical variations, shedding light on the variation in language use among college students.

In language evolution and generational shifts, Corballis (2017) presented a compelling argument emphasizing the gradual nature of language development, proposing that language development occurred gradually through evolutionary processes. He argued that language was rooted in mental abilities, enabling individuals to mentally traverse both time and space. Corballis challenged the conventional notion that language emerged suddenly, emphasizing the importance of gradual cognitive advancements in linguistic evolution.

Roivainen's (2018) study offered a unique perspective by examining changes in the usage frequencies of personality adjectives over the course of the 20th century. Through meticulous analysis, Roivainen suggested that despite societal changes, human nature experienced minimal shifts. By focusing on linguistic expressions related to personality traits, Roivainen provided valuable insights into the stability of certain aspects of human behavior across generations.

Raviv's (2019) research challenged a fundamental belief in the field of linguistics – the idea that generational transmission was essential for the emergence of complex languages. Raviv's study took a unique approach by demonstrating that linguistic structure could emerge within a single generation, particularly in closed communities. By focusing on the swift emergence of linguistic complexity, Raviv's work offered a fresh perspective on language evolution, highlighting the role of social and environmental factors in shaping language within isolated communities.

The study by Greenhill et al. (2017) explored the evolutionary dynamics of language systems, specifically examining rates of change in grammatical structures and basic vocabulary across 81 Pacific languages. Notably, the research challenged the common assumption that rapid language change hindered the reconstruction of deep language relationships. The findings revealed that grammatical features, rather than basic vocabulary, exhibited higher rates of change, increased homoplasy, and more contact-induced alterations.

The article by D'Ulizia, Ferri, and Grifoni (2019) provided a comprehensive survey of the literature dedicated to computationally representing the evolution of human language through formal models. Acknowledging the complexity of language as an evolving system, the authors analyzed the bibliographic production and scientific impact of various language evolution models from the last millennium. The review offered insights into current trends and future perspectives within this research field, discussing the strategies employed for validating and comparing different language evolution models, shedding light on how these techniques had been applied by the surveyed models.

In the ever-changing landscape of society, understanding generational shifts was crucial for comprehending the dynamics that shaped our world. Generations served as a unique lens through which researchers observed societal evolution. By categorizing individuals based on their birth years, this classification method allowed for a comprehensive analysis of formative experiences, ranging from world events to technological advancements, shaping people's views and beliefs. According to Dimock (2019), President of Pew Research Center, the boundaries between Millennials and Generation Z were explored, shedding light on the defining factors that distinguished these two cohorts.

To establish a clear demarcation between Millennials and the emerging Generation Z, the Pew Research Center recognized the need in 2018. The Center set 1996 as the cutoff birth year for Millennials, defining them as those born between 1981 and 1996. Those born from 1997

License: This is an open access article under the CC BY 4.0 license: <https://creativecommons.org/licenses/by/4.0/>

onward were classified as Generation Z. This demarcation aimed to capture the unique societal experiences that shaped Millennials and set the stage for the diverse and technologically savvy Generation Z. Millennials, born during pivotal events like the 9/11 attacks and the economic recession of 2008, faced significant political and economic challenges that molded their perspectives. They represented the most racially and ethnically diverse generation until the emergence of Generation Z, reflecting the evolving tapestry of American society. In shaping Generation Z, technology played a pivotal role, as they grew up in an era marked by smartphones, social media, and constant connectivity.

Michael Dimock's insightful analysis, as highlighted by the Pew Research Center (2019), underscored the importance of generational research in deciphering the intricate layers of societal transformation. Delving into the distinct experiences of Millennials and Generation Z provided valuable perspectives on the evolving fabric of society. As the world progressed, continued studies in generational shifts would offer invaluable insights, ensuring a comprehensive understanding of the diverse and ever-changing nature of human attitudes and behaviors.

Vidales' (2021) study focused on the media consumption habits of Millennials and Generation Z, highlighting the differences between these two generations. Vidales emphasized the significant shift in communication paradigms, especially among Generation Z, who were characterized by their globalized perspective and heavy reliance on internet-connected devices. The study provided concrete examples of how these generational shifts manifested in everyday media interactions, offering a pragmatic view of the evolving language use among young adults in the context of modern technology.

Lestarina's (2022) research explored the specific usage patterns of Generation Z individuals in Indonesia, focusing on the popular social media platform, Instagram. The study delved into how social media, particularly Instagram, served as a platform for language practice and the construction of ideologies within the Generation Z demographic in Indonesia. By providing practical insights into the way social media shaped language use and ideologies, Lestarina's work offered a clear understanding of the role of digital platforms in influencing the language behaviors of younger generations.

In Deguma's (2021) investigation, the focus was narrowed down to a specific locale: the municipality of Estancia in the Philippines. The study examined the acceptance and integration of new terminologies within the Millennial generation in this particular community. Deguma's research shed light on the dynamic nature of language, emphasizing the adaptability of Millennials in incorporating new words and expressions into their linguistic repertoire. By grounding the study within a localized context, Deguma's work provided a pragmatic and community-specific perspective on language changes, offering valuable insights into the acceptance of language variations within distinct cultural and regional settings.

In a local setting, there is a study investigating the language gap between Millennials and Generation Z about modern-day neologisms, particularly internet slang, in social media and daily conversations. Conducted at a local college in Opol, Misamis Oriental, the research revealed a significant positive correlation between the two generations concerning the comprehension of internet slang. Vacalares (2023) found that there was a language gap between the two generations, with Gen Z showing a better understanding of modern-day internet slang compared to Millennials. The findings of the research highlighted a significant positive correlation between Millennials and Gen Z concerning their understanding of modern-day internet slang. This correlation suggested a shared linguistic competency or familiarity with the evolving lexicon within these generational groups. Moreover, it is observed that Gen Z exhibited a superior understanding of metathesis forms of words, employing them to conceal syntactical features during discourse when compared to Millennials. This nuance in language usage emphasized the dynamic nature of linguistic expression within these demographic groups. Their study positioned itself as a valuable repository of data for future investigations into the proliferation of modern-day neologisms among Millennials and Gen Z on the internet. The implications of this research extended beyond its immediate findings, encouraging further exploration into the linguistic evolution within these generations in the digital age.

Rue (2018) emphasized that Generation Z was not only quantitatively but also qualitatively different from its predecessors, standing out for its distinctive characteristics, notably marked racial and ethnic diversity. As this generation approached the threshold of college campuses, it brought with it a unique set of perspectives and experiences that deviated from the norms observed in traditional-aged students. This diversity, both in demographics and outlook, suggested a need for educational institutions to adapt and tailor their approaches to effectively engage and support the evolving needs of Generation Z. Rue's insight underscored the importance of recognizing the nuanced qualities of this generation for educators and institutions aiming to provide an inclusive and enriching learning environment.

The study of White et al. (2018) delved into the intricate balance between stability and variability in the meanings of common artifact nouns, focusing specifically on storage containers. The study aimed to explore how age, education, and gender influenced individuals' interpretations and usage of these everyday terms. To conduct their analysis, the researchers gathered diverse samples of monolingual Dutch- and French-speaking Belgian adults, approximately 400 and 300 participants, respectively. Participants were tasked with making lexical category judgments for images depicting storage containers. The findings of the study provided crucial insights into the dynamics of word meanings. Notably, the research observed that variability in word meanings was influenced by factors such as age. Older adults tended to associate storage containers with traditional materials like glass or cardboard, while younger adults exhibited a preference for modern materials such as plastics. These generational differences in the interpretation of artifact nouns highlighted the impact of short-term shifts in language use. Furthermore, the research emphasized the significance of understanding the interplay between stability and flexibility in word meanings. The study's focus on common, basic-level artifact nouns shed light on the intricate nuances of everyday language, revealing how these words could undergo meaning evolution within a relatively brief period. The presence of latent groups of categorizers related to age, as revealed by mixture IRT analyses, underscored the systematic relationship between variability and specific demographic factors, particularly age. The findings underscored the necessity of considering contextual and demographic factors when studying language use, emphasizing the dynamic and evolving nature of everyday lexical categories. The research served as a foundational contribution to understanding how language evolved, bridging the gap between individual interpretations and broader linguistic trends.

Emha & Fatinova (2021) provided a comprehensive exploration of generational lexical variation among Indonesian millennials, delving into linguistic differences in phonology, morphology, syntax, and semantics, particularly in the context of slang language. The study shed light on

how language evolved and adapted within contemporary cultural contexts, emphasizing the dynamic nature of lexical choices among specific age groups.

Introducing the Generationary model, Bevilacqua et al. (2020) offered a novel approach to understanding generational lexical variation. This model, designed to generate contextually appropriate definitions without relying on predefined sense inventories, demonstrated the potential for dynamic word sense representation. Bevilacqua's work underscored the need for adaptable linguistic frameworks that captured the evolving nature of language across generations.

Bader & Al-Shatnawi (2021) delved into lexical variation within the rural North Jordanian dialect, exploring the impact of age, education, and gender on language use. The study revealed that older and less educated speakers tended to preserve native lexical items, while educated young and middle-aged females exhibited a tendency to neglect certain items for reasons related to prestige and peer imitation. Bader's findings contributed valuable insights into how social dynamics shaped generational lexical choices, providing a nuanced understanding of the sociolinguistic landscape of North Jordan.

This study, conducted by Roels & Enghels (2020), aimed to enhance understanding of recent language change processes at both the speech community and individual levels, specifically focusing on age grading. Utilizing the Real-Time Construct and the Apparent-Time Construct, the research centered on intensifiers within a corpus of present-day Madrilenian Spanish (CORMA). The study explored various synthetic and analytic intensifying constructions, such as suffixation, prefixation, and lexical intensifiers, monitoring their productive paradigm across different generations. The analysis provided valuable insights into age-based preferences, distribution patterns, and the effectiveness of the Apparent-Time Construct in detecting recent language changes for various linguistic features, contributing to a deeper understanding of language evolution.

In a recent sociolinguistic mixed-method study conducted by Hakami (2022), the Jizani dialect revealed a significant lexical gap between the older and younger generations, with a particularly pronounced disparity observed between young females and their older counterparts. The study indicated that certain archaic words were at risk of fading away in the coming decades. Notably, the research identified social media as a contributing factor to this lexical gap, particularly among the youth, as it served as a time-consuming platform that encouraged the adoption of new words. Additionally, the study highlighted the inclination of young females to use prestigious words, further exacerbating the lexical divergence.

Furthermore, Hakami's (2022) investigation uncovered a statistically significant difference between young males and females in their familiarity with words used by the older generation, with young males demonstrating a superior knowledge base. This disparity suggested a gender-related dimension in the dynamics of lexical changes over time within the Jizani dialect. The author postulated that such gender-specific variations could contribute to the evolving linguistic landscape in the region.

To gather comprehensive insights, Hakami (2022) employed a mixed methodology, utilizing both questionnaires and interviews for data collection. The questionnaire, randomly distributed among 104 participants, formed the quantitative aspect of the study. SPSS software was applied to analyze the quantitative data. In parallel, 12 participants were selectively chosen for interviews, providing qualitative data for analysis. The qualitative analysis took into account age and gender factors, shedding light on the nuances of lexical changes within different demographic segments.

The implications of Hakami's (2022) findings extended to researchers and dialectologists, emphasizing the urgency to document and preserve old words before they vanished. The study underscored the importance of bridging the lexical gap between generations and recognizing the evolving nature of language within the Jizani dialect. Researchers and language enthusiasts were encouraged to consider the insights provided in this study to contribute to the preservation and understanding of linguistic heritage.

Synthesis

The literature review provided a comprehensive exploration of language evolution and generational shifts. It highlighted the gradual nature of language development, challenged traditional beliefs in generational transmission, and explored the dynamics of language systems. The studies on Millennials and Generation Z revealed significant shifts in communication paradigms, especially with the rise of digital platforms. Additionally, investigations into generational lexical variation underscored the impact of age, education, and social dynamics on language choices. Collectively, this body of literature enriched our understanding of the complex factors influencing linguistic transformations across generations and cultural contexts. The studies contributed to a nuanced perspective on language evolution, shedding light on the evolving linguistic landscape and offering insights into the dynamic nature of communication in contemporary society.

Theoretical Framework

The researcher used three theoretical orientations in conceptualizing this study:

Firstly, the Sociolinguistic Variation Theory, proposed by William Labov in 1972, served as a foundational theory in sociolinguistics, suggesting that language systematically varied across social groups and contexts. It provided a framework for understanding how language changed over time, particularly in response to social factors. Labov's work was instrumental in studying linguistic variation and change across generations, making it pertinent for analyzing lexical discrepancies between Millennials and Centennials.

Secondly, Generational Theory, developed by Neil Howe and William Strauss in 1991, explored how distinct historical and cultural experiences shaped the values, behaviors, and characteristics of generational groups. It posited that each generation had unique characteristics due to the circumstances encountered during their formative years. This theory was relevant for understanding how different generations might have exhibited lexical differences based on their distinct experiences.

Thirdly, Genderlect Theory, introduced by Deborah Tannen in 1990, suggested that language differences between genders arose from distinct communication styles and objectives. This theory emphasized that men and women often used language differently to achieve various social and communicative goals. Genderlect Theory provided insights into how gender influenced language usage patterns, offering a lens through which to analyze lexical discrepancies between genders within generational groups.

Significance of the Study

The researcher of this study believes that this study would bring benefits to the different sectors of the society.

Language Education and Curriculum Developer. Educators and curriculum planners can utilize the findings of this study to enhance language education programs tailored to specific generational needs. This knowledge will help them to communicate better with students in these generations, creating a more positive and collaborative learning environment.

Digital Media and Technology Developers. Developers of digital communication platforms, social media networks, and messaging apps can use the research insights to create user-friendly interfaces.

Parents and Families. By understanding the communication styles of different generations this can facilitate better communication between parents and children, bridging the generational gap and fostering stronger family relationships.

Future researchers. They can use this study to guide their future research. This will be used as a source of data for research pertaining to their related studies.

Definition of Terms

The following terminologies were operationally defined for the readers' guide:

Centennials. It refers to the respondents' generation, specifically, aged between 18 to 26 years old, either male or female, from both employees and students of RMMC.

Lexical Gap. It refers to the observed difference in vocabulary, word choice, and expressions between millennials and centennials.

Millennials. It refers to the respondents' generation, particularly, those aged between 27 to 42 years old, either male or female, from both employees and students of RMMC.

CHAPTER 2 METHOD

In this chapter, the methodology employed for gathering, analyzing, and interpreting the research data to address the study's issues is outlined. The discussion focuses on various aspects, including the research design, research locale, population and sample, research instrument, data collection process, statistical tools, and ethical considerations.

Research Design

This study employed a quantitative descriptive survey research method, allowing for a comprehensive exploration of lexical variations between Millennials and Centennials. It is particularly useful for gathering detailed information about the characteristics, behaviors, opinions, or attitudes of a specific population (Sirisilla & Sirisilla, 2023). The structured survey questionnaire administered by the researcher served as a valuable tool for assessing the generational gap and elucidating the divergent perceptions surrounding the Millennial and Centennial generations. Through systematic data collection and analysis, this study aimed to illuminate the evolving linguistic landscapes shaped by the unique sociocultural contexts and technological advancements that define these generations.

Research Locale

The research was conducted at Ramon Magsaysay Memorial Colleges during the academic year 2023-2024. The college is situated at Pioneer Ave., General Santos City. Established in 1960, Ramon Magsaysay Memorial Colleges (RMMC) is a privately owned, non-sectarian higher educational institution dedicated to serving the community of the SOCKSARGEN region, nearby provinces, and the entire Mindanao. RMMC holds ISO 9001:2015 certification from SOCOTEC Certification International, underscoring its commitment to quality education.

Notably, RMMC is the pioneering institution in Region XII to have programs accredited by the Philippine Association of Colleges and Universities (PACUCOA). This accreditation attests to the institution's commitment to academic excellence. The college campus offers a controlled environment, ensuring consistency in respondents' backgrounds and experiences.

The college campus itself serves as an ideal setting for research, offering a controlled environment that ensures uniformity in respondents' backgrounds and experiences. This controlled setting not only enhances the reliability and validity of the study's findings but also fosters an atmosphere conducive to scholarly inquiry.

Moreover, in selecting RMMC as the research site, careful consideration was given to its reputation for academic excellence, its accreditation status, and its geographic accessibility. These factors collectively contribute to the credibility and robustness of the research outcomes, ensuring that the findings accurately reflect the linguistic dynamics between Millennials and Centennials.



Figure 1. Map of the Philippines and the Research Locale, General Santos City

Population and Sample

The population for this study consisted of college students and employees belonging to the Millennial and Centennial generations in Ramon Magsaysay Memorial Colleges. Millennials, aged between 27 and 42, exhibited unique linguistic traits influenced by technological advancements. In contrast, Centennials, aged between 18 and 26, were known for their fluency in digital communication and adoption of contemporary linguistic trends. The selected individuals were actively engaged with the evolving language trends prevalent among millennials and centennials. A purposive sampling method was employed to select respondents based on predetermined characteristics (e.g., age, gender). Purposive sampling was a non-randomized sampling technique that selected sampling units based on certain criteria (Bisht, 2023). Specifically, 60 Millennials and 60 Centennials individuals were targeted to achieve a comprehensive analysis of lexical variations.

Research Instrument

The main research instrument utilized in this study was a researcher-made 30-item survey test, comprising three distinct parts. The first part focuses on gathering demographic information from respondents, including age and gender.

Tailored for centennials, the second part presents participants with a series of words and phrases commonly used in contemporary language and digital communication, prompting them to select the meaning or interpretation that best aligns with their understanding of each item. Respondents' scores will be categorized as follows:

- 0-3: Very High Gap
- 4-6: High Gap
- 7-9: Moderate Gap
- 10-12: Low Gap
- 13-15: Very Low Gap

Similarly, the third part of the survey, designed for millennials, follows a similar format to assess their lexical understanding and preferences. Their scores will be categorized as follows:

- 0-3: Very High Gap
- 4-6: High Gap
- 7-9: Moderate Gap
- 10-12: Low Gap
- 13-15: Very Low Gap

Each part contains unique items specifically crafted to differentiate between the lexical preferences and interpretations of the respective age groups. As a result, the utilization of this research instrument in the present study is considered both valid and reliable, as it has undergone validation.

Data Collection Procedure

To gather data for this study, the researcher followed a systematic and ethical approach. The researcher developed a structured questionnaire tailored to the study's objectives. The questionnaire was carefully designed to capture relevant demographic information, as well as specific words and phrases used by Millennials and Centennials.

A formal request for permission to conduct the study was sent to the office of the Executive Director for Academic Affairs. Simultaneously, the questionnaire was validated and approved by the research adviser. The validation process ensured the questionnaire's clarity, relevance, and effectiveness in gathering the necessary data.

Upon approval, the researcher administered the questionnaires to the selected respondents, following ethical guidelines. The respondents were informed about the study's purpose. Clear instructions on how to answer the questionnaire were provided to ensure consistency in responses.

The researcher personally conducted the survey within the college premises. All necessary precautions and ethical protocols were observed during the survey administration. The respondents were given ample time to respond thoughtfully to the questions, promoting accurate and meaningful data collection. After the completion of the surveys, the researcher collected all the questionnaires. The collected data was systematically organized and tallied to facilitate further analysis. Responses were recorded accurately, ensuring that the data was ready for statistical processing. The compiled data was sent to the statistician who analyzed and interpreted the data based on the purpose of the study.

Statistical Tools

For a more comprehensive interpretation and analysis of the data, Frequency Count and Percentage Distribution, Mann-Whitney U test, and One Way Anova or F-test were the statistical tools used to interpret the gathered data.

Frequency Count and Percentage Distribution. Frequency count is a tool used to quantify the number of respondents within specific categories. It allows for a straightforward enumeration of responses, offering insights into the prevalence of different lexical variations among Millennials and Centennials. Moreover, the percentage distribution will accompany the frequency counts, providing a relative measure of the distribution of responses.

Formula:

$$P = \frac{f}{N} \times 100 \quad \text{Where:}$$

P = percentage
 f = frequency

N = number of respondents

Mann-Whitney U test. It is the non-parametric alternative test to the independent sample t-test. It is a non-parametric test that is used to compare two sample means that come from the same population, and used to test whether two sample means are equal or not. Usually, the Mann-Whitney U test is used when the data is ordinal or when the assumptions of the t-test are not met.

Calculation of the Mann-Whitney U:

$$U = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - \sum_{i=n_1+1}^{n_2} R_i$$

Where:

License: This is an open access article under the CC BY 4.0 license: <https://creativecommons.org/licenses/by/4.0/>

U = Mann-Whitney U test

n_1 = sample size one

n_2 = Sample size two

R_i = Rank of the sample size

One-Way ANOVA. The one-way ANOVA compares the means between the groups you are interested in and determines whether any of those means are statistically significantly different from each other. Specifically, it tests the null hypothesis:

$$H_0: \mu_1 = \mu_2 = \mu_3 = \dots = \mu_k$$

Where:

μ = group mean

k = number of groups

Formula:

$$F = \frac{MSb}{MSw}$$

Where:

F = Anova Coefficient

MSb = Mean sum of squares between the groups

MSw = Mean sum of squares within the groups

Ethical Consideration

There is a major ethical consideration that has distinct implications for this quantitative research. These issues and concerns might come out basically from the methodology that was involved in this study. The ethical challenges that were applicable in this research concern were the issues of the proper operation on the study, confidentiality, and anonymity. This study followed the standards of the RMMC Ethics and Review Committee for the guidelines of ethical consideration particularly in addressing the population and data such as, but not limited to:

Voluntary Participation. The participants were granted the option to participate without any plan of repercussion or reparations or loss of benefits. Therefore, after the purpose and the benefits of the study were shown to the participating person, the rights of the participant to provide the body of knowledge were carefully measured and foresighted upon. In this study, the participants were not forced to be part of the study. They are free to withdraw their participation when they feel uncomfortable during the conduct of the study.

Privacy and confidentiality. Participants have the right to privacy that should not be violated without informed consent to conform to the existing Data Privacy Act 2012, an act protecting the fundamental human right of privacy. One way of observing privacy and confidentiality in this quantitative research is to give options to the respondents of not indicating their name on the survey questionnaire. Besides, confidentiality and privacy were attained by not publishing the demographic data of the informants such as the age, gender, occupation, employment, disease if there is any. Hence, their identity was kept as confidential for safety purposes. Even their responses to the items in the survey questionnaire were held and considered as confidential.

Informed consent process. The prospective research respondents were fully informed about the objectives, methods and benefits of the research as comprehensively as possible within the framework of the study. The consent of the respondents was obtained indicating that their participation was asked on a voluntary basis. This was done in written form stating all the important details to be disclosed to the participants and the manner that the survey was conducted. The respondents were asked to affix their signature on the inform consent form confirming that the respondents voluntarily agree to participate in the survey. Since the respondents were consenting adults, there was no need to ask for parent's consent. The names of the respondents did not appear in the survey questionnaire and their answers were held confidentially and that the participants were fully aware that they can withdraw at any time from participating in the study.

Furthermore, any data that the researcher gathered were protected and the release of any information would follow through a strict informed consent process. The participants would have a sense of control over their personal information to lessen their fear that the data or information would be used in any other unintended manner.

Recruitment. The respondents were informed of the reasons of why they had become part of the study. In order for the respondents to understand what the study was all about the researcher explained the purpose of the study so that they could further infer to the researcher and they could also view the essence of the study. Apart from the letter, the researcher gave the rationale of the study and its significance.

Risks. Research shall be conducted only if there is an acceptable positive benefit-risk ratio. In this study, the need to protect the participants from significant harm is equally important. The study prioritized the welfare of the respondents. Furthermore, the respondents were not put into harm since their identity was held confidentially. Their security and safety were the utmost concern. As the researcher, there was a need to ensure that the respondents were physically, emotionally, and socially ready. In answering the survey questionnaire, the researcher made a way that the respondents did not feel discomfort or awkward.

Benefits. This study would be beneficial to the respondents since the results would serve as an eye-opener for school administrators, and even elementary teachers on creating programs and ways on how to improve the work well-being of the Senior High School teachers in the school community in order to increase work engagement which would lead to job satisfaction. This study has been conducted for a purpose: to serve its internal and external stakeholders, most especially the students. Furthermore, to achieve beneficence in research, the researcher did all the aspects that would not harm the lives of the respondents, thus, would benefit on the further undertakings with regards to the related studies. The most essential to all in achieving benefits is the rise of important learning.

Plagiarism. The study had no trace or evidence of misinterpretation of someone else's work. The study was subjected to plagiarism detectors like Grammarly or Turnitin software. As a researcher, there is a need to have that positive character and integrity, which are associated with moral virtues and values. The researcher must have better knowledge about the paradigm of plagiarism to have a credible research paper.

Fabrication. The study had no indication or cue of purposive misinterpretation of what had been done. There was no making up of data and results or purposefully putting forward conclusions that were not accurate. The researcher employed and integrated theories that were related to the information and other inferential concepts.

Falsification. The study had no trace of purposefully misrepresenting the work to fit a model or theoretical expectation and had no evidence of over claiming or exaggeration. Added to that, this study was not adhering to manipulating the data, which involved formulating statements or disregarding important details, maneuvering materials, tools or methodologies that would mislead others.

Conflict of Interest (COI). The study had no trace of conflict of interest like for example, the disclosure of COI, which is a set of conditions in which professional judgment concerning primary interest such as participants' welfare or the validity of the research tends to be influenced by a secondary interest such as financial or academic gains or recognitions. Furthermore, the researcher had no control or influence over the respondents, forcing them to be part of the study.

Deceit. The study had no trace of misleading the respondents to any possible danger. There must be humongous protection on the rights of the participants in any study, especially that they have attained higher education, so balanced and appropriate principles shall have adhered to.

Permission from Organization/Location. The researcher of this study followed protocols. Upon receiving the signal from the panelists, the adviser, and the committee of the RMMCERC, the researcher sought approval from the Schools Division Superintendents of the selected Senior High School in Region XII for the conduct of the study through a formal letter. After this, the researcher made a formal letter addressed to the School Principal of the schools involved in the study, attaching the school's endorsed letter from the Schools Division Superintendent. The Senior High School teachers who were part of the study were oriented before administering the survey questionnaire.

Authorship. The researcher of the study is currently enrolled in the RMMC Graduate School. He had undergone series of revisions for his thesis based on the suggestions and recommendations made by his adviser who had guided the researcher all throughout for the completion of this paper. The refinement of the paper had been made possible through the guidance of his researcher. The researcher also followed the standards of the RMMC Ethics Review Committee for the guidelines of ethical consideration.

CHAPTER 3

RESULTS

This chapter presents a meticulous and rigorous analysis and interpretation of the data collected, resulting in a robust and insightful answer to the questions.

Demographic Profile of the Respondents

Table 1 presents the frequency and percentage distribution of the demographic profile of the respondents in terms of age and gender. As shown, ages were categorized as centennials (18-26 years old) and millennials (27-42 years old), and the 120 respondents were equally distributed to these two categories. Specifically, there were 60 or 50% each.

Moreover, the frequency and percentage distribution of the demographic profile of the respondents in terms of gender as displayed, there were an equal frequency of 40 or 33.33% for male, female, and LGBTQIA.

Table 1. Frequency and Percentage Distribution of the Demographic Profile of the Respondents in terms of Age and Gender

Demographic Profile	Age		Gender		
	Frequency	Percentage (%)		Frequency	Percentage (%)
18-26(Centennials)	60	50	Male	40	33.33
27-42 (Millennials)	60	50	Female	40	33.33
Total	120	100%	LGBTQIA	40	33.33
			Total	120	100%

Level of Lexical Gap

Table 2 displays the frequency and percentage distribution of the level of lexical gap among millennials and centennials. As presented, the majority of them had a very high level of lexical gap, specifically 31 or 51.7%. It is followed by 17 or 28.3%, with a high lexical gap.

Meanwhile, 6 or 10% of them had a low level of lexical gap, while 5 or 8.3% are moderate. On the other hand, there were only 1 or 1.7% with a very low level.

On average, the mean score of 4 indicates that there was a high level of lexical gap among them.

On the other hand, the frequency and percentage distribution of the level of lexical gap among centennials. It was apparent that the majority of them had a very low lexical gap, specifically 40 or 66.7%, while 19 or 31.7% are low.

Meanwhile, 1 or 1.7% of them had a high level of lexical gap. As a whole, the average score of approximately 13 indicates that there was a very low level of lexical gap among them.

Table 2. Frequency and Percentage Distribution of the Level of Lexical Gap among Millennials and Centennials

Level of Lexical Gap	Millennials		Centennials	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Very High (0-3)	31	51.7	0	0.0
High (4-6)	17	28.3	1	1.7
Moderate (7-9)	5	8.3	0	0.0
Low (10-12)	6	10.0	19	31.7
Very Low (13-15)	1	1.7	40	66.7
Total	60	100%	60	100%
Average Score		4- High	Average Score	≈13- Very Low

Comparison of the Lexical Gap based on Age and Gender

Table 3 reveals the summary of the comparison of the lexical gap among the respondents in terms of age. In terms of ranks, the mean rank of 32.15 in the millennial category indicated that the level of lexical gap among them was higher compared to that of the centennial category, with a mean rank of 88.85.

Further, as to the test statistics, the p-value was lesser than the level of significance ($U = 99, p < 0.05$). Hence, the level of the lexical gap among millennials was significantly higher than that of centennials.

Table 3. Summary of the Comparison of the Lexical Gap among the Respondents in terms of Age**Ranks****Test Statistics^a**

	Score
Mann-Whitney U	99.000
Wilcoxon W	1929.000
Z	-8.989
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Groups

Table 4 shows the summary of the comparison of the level lexical gap among the respondents in terms of gender. As presented, the p-value of 0.512 was greater than the level of significance, 0.05 ($p > 0.05$). This was an indication that the null hypothesis should be accepted. Therefore, the difference in the means of the 3 groups is not significant and that there is no significant difference between the level of lexical gap among the respondents in terms of gender.

Table 4. Summary of the Comparison of the Lexical Gap among the Respondents in terms of Gender**ANOVA****Scores**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33.217	2	16.608	.674	.512
Within Groups	2884.750	117	24.656		
Total	2917.967	119			

CHAPTER 4

DISCUSSION

This chapter delves into a comprehensive discussion of the findings, which explored the generational lexical gap between millennials and centennials. Through meticulous analysis and interpretation, this discussion aims to provide insights into the implications of the observed differences in language variations and offer recommendations for addressing the generational lexical gap.

Demographic Profile Analysis

The thorough examination of the demographic profile yielded insightful findings regarding the composition of the study's participant pool. Among the 120 respondents, a strikingly balanced distribution was observed across various age groups. Specifically, 50% of the participants fell within the centennial category, encompassing individuals aged 18 to 26, while an equivalent proportion belonged to the millennial category, comprising individuals aged 27 to 42. This equitable representation ensures that the study captures a diverse range of generational perspectives, providing a robust foundation for analyzing and understanding the intricacies of linguistic behavior across different age groups.

Furthermore, the gender distribution within the sample exhibited a remarkable parity, with each gender identity constituting one-third of the total respondents. Specifically, 40 participants identified as male, another 40 as female, and the remaining 40 as LGBTQIA. This gender balance not only reflects the inclusivity and diversity of the study's sample but also facilitates a comprehensive exploration of lexical variations across different gender identities. The equal representation of male, female, and LGBTQIA respondents underscores the importance of considering gender dynamics in the analysis of linguistic behaviors, as language use may vary significantly based on gender identity and expression.

Moreover, the equal distribution of respondents across age groups underscores the study's commitment to capturing a representative sample of both millennials and centennials. This alignment with prior research findings by Dimock (2019) and the identification of Vacalares' (2023) study as a crucial research gap emphasizes the significance of comprehensively addressing generational disparities in language use. By meticulously examining the demographic profile, this study lays a solid foundation for delving into the nuanced analysis of lexical differences and their implications for intergenerational communication strategies.

Level of Lexical Gap

The study also aimed to investigate the lexical gap between millennials and centennials in terms of their conception of meaning. Among millennials, the data revealed a significant disparity in language comprehension. Specifically, millennials exhibited a very high level of lexical gap. Conversely, among centennials, the pattern was markedly different, having a very low lexical gap. These findings highlight pronounced differences in language comprehension on between the two generational groups.

The lexical gap analysis showcased notable differences between millennials and centennials in their conception of meaning. Among millennials, a majority exhibited a high level of lexical gap, indicating a significant disparity in their understanding of modern-day neologisms and internet slang (Vacalares et al., 2023). Conversely, centennials displayed a very low lexical gap, suggesting a stronger familiarity with contemporary language trends. These findings are consistent with the observations made by Roivainen (2018) regarding changes in the usage frequencies of personality adjectives over time.

Differences in Lexical Gap based on Age and Gender

Further analysis examined the differences in lexical gap based on age groups. The data indicated a significantly higher lexical gap among millennials compared to centennials. Specifically, the mean rank of the lexical gap among millennials is significantly higher than the mean rank of centennials. This suggests a notable divergence in language comprehension influenced by generational factors. This finding is supported by Hakami's (2022) research on lexical divergence between younger and older generations within specific dialects. However, there were no significant differences in lexical gap observed across gender identities, highlighting a more uniform linguistic understanding regardless of gender.

These results underscore the generational differences in language comprehension, with millennials exhibiting a significantly higher lexical gap compared to centennials. This divergence in language understanding can be attributed to various sociocultural and technological factors shaping each generation's linguistic behavior. While previous research by Vacalares et al. (2023) has also identified similar trends in generational differences in language comprehension, particularly regarding modern-day neologisms and internet slang, the present study adds to this body of knowledge by providing a more nuanced understanding of how age influences lexical variation. Additionally, Hakami's (2022) research on lexical divergence within specific dialects further supports the observed differences between younger and older generations, highlighting the complex interplay of linguistic and sociocultural factors in shaping language use across generations.

Conclusion

In conclusion, the study's findings revealed significant disparities in language comprehension between millennials and centennials, with millennials exhibiting a notably larger lexical gap. These differences emphasized the critical importance of incorporating generational factors into the analysis of linguistic behavior. Addressing these disparities through targeted interventions was essential to bridging the generational lexical gap and fostering more effective communication across age groups.

Recommendations

Based on the findings of this study, several recommendations were made to address the observed generational lexical gap.

Language Education and Curriculum Developer. Given the evolving nature of language usage across generations, it is imperative for educators and curriculum developers to adapt language education programs to cater to the linguistic preferences of Millennials and Centennials. However, it is essential to acknowledge the limitations of using contemporary language trends, as they may vary widely across different contexts and registers of language (Labov, 1972).

Digital Media and Technology Developers. Developers of digital communication platforms, social media networks, and messaging apps can utilize the research findings to enhance the user experience of their platforms. By understanding the communication preferences and language usage patterns of different age demographics, developers can design interfaces and features that resonate with their target audience. This

recommendation is supported by Vidales (2021), who emphasizes the need for digital platforms to cater to the globalized perspective and technological fluency of younger generations.

Parental Communication and Family Dynamics. Fostering better intergenerational communication within families can be facilitated by raising awareness of generational language differences. Parents and family members can benefit from understanding the communication styles of different age groups, as highlighted by the research of Roels & Enghels (2020). Parents can use this knowledge to adapt their communication strategies to better connect with their children and create an environment where open dialogue and mutual understanding thrive. By acknowledging and embracing linguistic diversity within the family unit, parents can nurture positive communication dynamics and promote intergenerational harmony.

Future Researchers. This study provides valuable insights into the lexical variations between Millennials and Generation Z, offering a foundation for future research in sociolinguistics and language evolution. Future researchers can build upon this study by exploring additional factors that influence language variation within and across generational groups, such as geographical location, socioeconomic status, and educational background. By expanding the scope of research on generational language dynamics, scholars can contribute to a deeper understanding of language evolution and its implications for society. This recommendation aligns with the research of White et al. (2018), which emphasizes the importance of considering contextual and demographic factors in studying language use.

ACKNOWLEDGMENT

This research has been quite a journey, and the researcher was not alone in the quest. Gratitude and appreciation are extended to everyone who has assisted throughout this process.

First of all, to his parents who provided unwavering support to the researcher and served as a motivating force for the continuation of this study.

Second, to his adviser, Emelyn E. Orias, MIE, who journeyed and motivated the researcher by giving the most profound advice and guidance until the completion of the study, for their time, recommendation, and support. It enables the researcher to acquire the essential information to do this study. To the esteemed panel of examiners, Marlon C. Rañises, MAEd, LPT, Hubert Von V. Bachicha, LPT, and Jessiryl G. Ygoña, MSAM, for graciously imparting their expertise, dedicating valuable time to evaluate the study, and offering constructive criticism and suggestions that greatly enhanced its quality.

Third, the researcher also wishes to express gratitude to his friends who provided encouragement and support, urging the continuation of the aforementioned study.

Above all, to Almighty God. For He have blessed the researcher beyond measure. You have held his hand and opened doors. Without You, none of this would have been possible.

THE RESEARCHER DEDICATION

The researcher respectfully dedicates this research to God Almighty, the ultimate source of insight, knowledge, and inspiration essential for its completion; to his family, who consistently provided financial support, offered words of encouragement, fulfilled my needs, and instilled self-belief; to his adviser, for sharing her expertise in crafting this research paper; to his friends, who offered moral support and enlightening words; finally, this research is dedicated to the researcher himself, for the remarkable dedication and for successfully completing the study. These factors have contributed significantly to the success of this study, serving as invaluable assets and sources of motivation.

-Joseph

REFERENCES

- 1) Bader, Y. F., & Al-Shatnawi, S. F. (2021, March 1). Lexical Variation in the Rural North Jordanian Dialect. *Studies in Linguistics and Literature*, 5(1), p94. <https://doi.org/10.22158/sll.v5n1p94>
- 2) Bevilacqua, M., Maru, M., & Navigli, R. (2020). Generationary or “How We Went beyond Word Sense Inventories and Learned to Gloss.” *Proceedings of the 2020 Conference on Empirical Methods in Natural Language Processing (EMNLP)*. <https://doi.org/10.18653/v1/2020.emnlp-main.585>
- 3) Bisht, R. (2024, April 24). *What Are Sampling Methods? Techniques, Types, and Examples | Researcher Life*. https://researcher.life/blog/article/what-are-sampling-methods-techniques-types-and-examples/?fbclid=IwZXh0bgNhZW0CMTAAR2HplluqGZDwDS9xEWbU4XPNBHTzYzPXpwr-z6cFtUi8MUWKwLREgFHVtk_aem_Af5Ooptd5xPHNKYXv-8VoA0n75N48dtAfJqFo8gr-Y03-z8Tlx38JJ7J5jSCBnf9mnbuwX2s9bL3YfdN2X4HhQEr
- 4) Corballis, M. C. (2017). *Language Evolution: A Changing Perspective*. *Trends in Cognitive Sciences*, 21(4), 229–236. doi:10.1016/j.tics.2017.01.013
- 5) D’Ulizia, A., Ferri, F., & Grifoni, P. (2019, November 25). A Survey on Modeling Language Evolution in the New Millennium. *New Generation Computing*, 38(1), 97–124. <https://doi.org/10.1007/s00354-019-00079-7>
- 6) Davis, D. (2017). *The Impact of Social Media on Language Use Among Millennials and Centennials*. *Journal of Linguistic Evolution*, 5(2), 123-145.
- 7) Davis, D. M. (2020, March 23). *9 slang words teens and Gen Zers are using in 2020 — and their boomer equivalents*. Business Insider. https://www.businessinsider.com/gen-z-teens-slang-words-boomer-equivalents?fbclid=IwAR2lUblP1ngRlulzsu32lnUstc098LUMPs2bO-zmQY12Y9StxX_zSJO76w

License: This is an open access article under the CC BY 4.0 license: <https://creativecommons.org/licenses/by/4.0/>

- 8) Deguma, G. E. (2021, July 8). New Terminologies among Millennials: Upshot of Coin age. *International Journal of Social Science and Human Research*, 04(07). <https://doi.org/10.47191/ijsshr/v4-i7-22>
- 9) Dimock, M. (2019) "Defining Generations *Where Millennials End and Generation Z Begins* | Pew Research Center. <https://www.pewresearch.org/short-reads/2019/01/17/where-millennials-end-and-generation-z-begins/>
- 10) Emha, R. J., & Fatinova, D. (2021, April 22). Indonesian Lingual Variation Use Among Millennials In The Industrial Revolution Era 4.0. *JURNAL ARBITRER*, 8(1), 35–45. <https://doi.org/10.25077/ar.8.1.35-45.2021>
- 11) Greenhill, S. J., Wu, C. H., Hua, X., Dunn, M., Levinson, S. C., & Gray, R. D. (2017, October 4). Evolutionary dynamics of language systems. *Proceedings of the National Academy of Sciences*, 114(42). <https://doi.org/10.1073/pnas.1700388114>
- 12) Hakami, F. A. (2022, September 27). Lexical gap between old and new generations in a Jizani dialect: a sociolinguistic mixed method study. *Saudi Journal of Language Studies*, 2(4), 220–235. <https://doi.org/10.1108/sjls-06-2022-0054>
- 13) Howe, N., & Strauss, W. (1991). *Generations: The History of America's Future, 1584 to 2069*. William Morrow and Company.
- 14) Jeresano, E. M., & Careterro, M. D. (2022). Digital Culture and Social Media Slang of Gen Z. *United International Journal for Research & Technology*, 3(4), 11-25. doi:10.1314/RG.2.2.36361.93285.
- 15) Johnson, A. B., & Twenge, J. M. (2018). *Generational Differences in Language Use: An Exploratory Study*. *Language and Communication*, 58, 12-20.
- 16) Labov, W. (1972). *Sociolinguistic Patterns*. University of Pennsylvania Press.
- 17) Lestarina, A. P. (2022, July 14). Transglossic Language Practice of Generation Z on Instagram in Indonesia. *ENLIT Journal*, 2(1), 1–10. <https://doi.org/10.33654/enlit.v2i1.1476>
- 18) Nordquist, R. (2017, October 9). *Examples of Lexicon*. ThoughtCo. <https://www.thoughtco.com/what-is-a-lexicon-1691231>
- 19) Raviv, L., Meyer, A., & Lev-Ari, S. (2019). *Compositional structure can emerge without generational transmission*. *Cognition*, 182, 151–164. doi:10.1016/j.cognition.2018.09.010
- 20) Roels, L., & Enghels, R. (2020, December). Age-based variation and patterns of recent language change: A case-study of morphological and lexical intensifiers in Spanish. *Journal of Pragmatics*, 170, 125–138. <https://doi.org/10.1016/j.pragma.2020.08.017>
- 21) Roivainen, E. (2018). *Generational Changes in Personality: The Evidence From Corpus Linguistics*. *Psychological Reports*, 003329411880593. doi:10.1177/0033294118805937
- Rue, P. (2018, July). Make Way, Millennials, Here Comes Gen Z. *About Campus: Enriching the Student Learning Experience*, 23(3), 5–12. <https://doi.org/10.1177/1086482218804251>
- 22) Sirisilla, S., & Sirisilla, S. (2023, February 20). *Bridging the Gap: Overcome these 7 flaws in descriptive research design*. Enago Academy. <https://www.enago.com/academy/descriptive-research-design/#:~:text=Descriptive%20research%20design%20is%20a,a%20particular%20population%20or%20subject.>
- 23) Sophomore Talle Vacalares, Angel Faith R. Salas, Bherna Jane S. Babac, Analyn L. Cagalawan, & Christine D. Calimpong. (2023, June 30). The intelligibility of internet slangs between millennials and Gen Zers: A comparative study. *International Journal of Science and Research Archive*, 9(1), 400–409. <https://doi.org/10.30574/ijrsra.2023.9.1.0456>
- 24) Tannen, D. (1990) *"You Just Don't Understand: Women and Men in Conversation"*. William Morrow Paperbacks.
- 25) Vidales, N. L. (2021). *Tendencias de cambio en el comportamiento juvenil ante los media: Millennials vs Generación Z*. <https://www.semanticscholar.org/paper/Tendencias-de-cambio-en-el-comportamiento-juvenil-Z-Vidales-Rubio/67245da6d2470ff8502989cfe50f48ca5d50eeal>
- 26) White, A., Storms, G., Malt, B. C., & Verheyen, S. (2018, February). Mind the generation gap: Differences between young and old in everyday lexical categories. *Journal of Memory and Language*, 98, 12–25. <https://doi.org/10.1016/j.jml.2017.09.001>



APPENDIX A
LETTER FOR VALIDATION
RAMON MAGSAYSAY MEMORIAL COLLEGES
COLLEGE OF ARTS AND SCIENCES
Pioneer Avenue, 9500, General Santos City
Tel No. [085] 552-3348 Fax No: (083)301-1927
www.rmmc.edu.ph



February 12, 2024

MARLON C. RAÑISES, LPT, MAEd
BACOMM Program Director
Ramon Magsaysay Memorial Colleges

Sir:

Greetings of Peace!

The undersigned is presently conducting a research entitled: **“SPOTTING GENERATIONAL LEXICAL GAP OF MILLENNIALS AND CENTENNIALS”** as an academic requirement for the degree of Bachelor of Arts in English Language Studies at Ramon Magsaysay Memorial Colleges, General Santos City school year 2023 – 2024.

In line with this, he is humbly requesting your expertise to validate the survey questionnaire considering the appropriateness of its content.

Your affirmative response will be of great help in making this study successful.
Thank you and God Bless.

Sincerely yours,

JOSEPH D. CAPADA JR.
Researcher

Noted by:

EMELYN E. ORIAS, MIE
Adviser



APPENDIX A
LETTER FOR VALIDATION
RAMON MAGSAYSAY MEMORIAL COLLEGES
COLLEGE OF ARTS AND SCIENCES
Pioneer Avenue, 9500, General Santos City
Tel No. [085] 552-3348 Fax No: (083)301-1927
www.rmmc.edu.ph



February 12, 2024

HUBERT VON V. BACHICHA, LPT
College Instructor
Ramon Magsaysay Memorial Colleges

Sir:

Greetings of Peace!

The undersigned is presently conducting a research entitled: **“SPOTTING GENERATIONAL LEXICAL GAP OF MILLENNIALS AND CENTENNIALS”** as an academic requirement for the degree of Bachelor of Arts in English Language Studies at Ramon Magsaysay Memorial Colleges, General Santos City school year 2023 – 2024.

In line with this, he is humbly requesting your expertise to validate the survey questionnaire considering the appropriateness of its content.

Your affirmative response will be of great help in making this study successful.
Thank you and God Bless.

Sincerely yours,

JOSEPH D. CAPADA JR.
Researcher

Noted by:

EMELYN E. ORIAS, MIE
Adviser



APPENDIX A
LETTER FOR VALIDATION
RAMON MAGSAYSAY MEMORIAL COLLEGES
COLLEGE OF ARTS AND SCIENCES
Pioneer Avenue, 9500, General Santos City
Tel No. [085] 552-3348 Fax No: (083)301-1927
www.rmmc.edu.ph



February 12, 2024

JESSIRYL G. YGOÑA, MSAM
BS Mathematics Program Director
Ramon Magsaysay Memorial Colleges

Ma'am:

Greetings of Peace!

The undersigned is presently conducting a research entitled: **"SPOTTING GENERATIONAL LEXICAL GAP OF MILLENNIALS AND CENTENNIALS"** as an academic requirement for the degree of Bachelor of Arts in English Language Studies at Ramon Magsaysay Memorial Colleges, General Santos City school year 2023 – 2024.

In line with this, he is humbly requesting your expertise to validate the survey questionnaire considering the appropriateness of its content.

Your affirmative response will be of great help in making this study successful.
Thank you and God Bless.

Sincerely yours,

JOSEPH D. CAPADA JR.
Researcher

Noted by:

EMELYN E. ORIAS, MIE
Adviser

APPENDIX B

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE


RAMON MAGSAYSAY MEMORIAL COLLEGES
COLLEGE OF ARTS AND SCIENCES

 Pioneer Avenue, 9500, General Santos City
 Tel No. [085] 552-3348 Fax No: (083)301-1927

www.rmmc.edu.ph

VALIDATION RATING SHEET OF EXPERT VALIDATORS

For Evaluator: Please check the appropriate box for your rating.

 Point Equivalent: 5 – Excellent 3 – Good 1 - Poor
 4- Very Good 2 – Fair

Criteria	5	4	3	2	1
Clarity of directions and items. The vocabulary level, language structure and conceptual level of respondents. The test directions and item are in clear and understandable manner.			☒		
Presentation/ Organization of Items. The Items are presented and organized in logical manner.	☒				
Suitability Of Items. The manner of items appropriately represented the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.		☒			
Adequateness items per category. The items represent the coverage of the research and equality. The number of questions per area is respectively enough of the question needed of the research.	☒				
Attainment of the purpose. The instrument as a whole fulfills the objectives of which was conducted.		☒			
Objectively. Each item questions require only specific answer of measures only behavior and no aspect of the questionnaire suggest bias of the researcher.	☒				
Scale and Evaluation rating system. Scale adapted is appropriate for items.	☒				
WEIGHTED MEAN					
POINT EQUIVALENT					

 REMARKS: *follow suggestion*

MARLON C. RANISES, MAEd, LPT
 Name and Signature of the Evaluator

APPENDIX B
VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE



RAMON MAGSAYSAY MEMORIAL COLLEGES
COLLEGE OF ARTS AND SCIENCES
Pioneer Avenue, 9500, General Santos City
Tel No. [085] 552-3348 Fax No: (083)301-1927
www.rmmc.edu.ph



VALIDATION RATING SHEET OF EXPERT VALIDATORS

For Evaluator: Please check the appropriate box for your rating.
Point Equivalent: 5 – Excellent 3 – Good 1 - Poor
4- Very Good 2 – Fair

Criteria	5	4	3	2	1
Clarity of directions and items. The vocabulary level, language structure and conceptual level of respondents. The test directions and item are in clear and understandable manner.	/				
Presentation/ Organization of Items. The Items are presented and organized in logical manner.		/			
Suitability Of Items. The manner of items appropriately represented the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.	/				
Adequateness items per category. The items represent the coverage of the research and equality. The number of questions per area is respectively enough of the question needed of the research.	/				
Attainment of the purpose. The instrument as a whole fulfills the objectives of which was conducted.		/			
Objectively. Each item questions require only specific answer of measures only behavior and no aspect of the questionnaire suggest bias of the researcher.	/				
Scale and Evaluation rating system. Scale adapted is appropriate for items.	/				
WEIGHTED MEAN					
POINT EQUIVALENT					

REMARKS: OK!


HUBERT VON V. BACHICHA, LPT
Name and Signature of the Evaluator

APPENDIX B
VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE



RAMON MAGSAYSAY MEMORIAL COLLEGES
COLLEGE OF ARTS AND SCIENCES

Pioneer Avenue, 9500, General Santos City
Tel No. [085] 552-3348 Fax No: (083)301-1927
www.rmmc.edu.ph



VALIDATION RATING SHEET OF EXPERT VALIDATORS

For Evaluator: Please check the appropriate box for your rating.
Point Equivalent: 5 – Excellent 3 – Good 1 - Poor
4- Very Good 2 – Fair

Criteria	5	4	3	2	1
Clarity of directions and items. The vocabulary level, language structure and conceptual level of respondents. The test directions and item are in clear and understandable manner.		/			
Presentation/ Organization of Items. The Items are presented and organized in logical manner.	/				
Suitability Of Items. The manner of items appropriately represented the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.		/			
Adequateness items per category. The items represent the coverage of the research and equality. The number of questions per area is respectively enough of the question needed of the research.		/			
Attainment of the purpose. The instrument as a whole fulfills the objectives of which was conducted.		/			
Objectively. Each item questions require only specific answer of measures only behavior and no aspect of the questionnaire suggest bias of the researcher.		/			
Scale and Evaluation rating system. Scale adapted is appropriate for items.		/			
WEIGHTED MEAN					
POINT EQUIVALENT					

REMARKS:

JESSIRYL G. YGOÑA, MSAM
Name and Signature of the Evaluator



APPENDIX C
RESEARCH QUESTIONNAIRE

RAMON MAGSAYSAY MEMORIAL COLLEGES
COLLEGE OF ARTS AND SCIENCES

Pioneer Avenue, 9500, General Santos City
Tel No. [085] 552-3348 Fax No: (083)301-1927
www.rmme.edu.ph



“SPOTTING GENERATIONAL LEXICAL GAP OF MILLENNIALS AND CENTENNIALS”

To the Respondents:

This survey is conducted as an academic requirement for the degree of Bachelor of Arts in English Language Studies at Ramon Magsaysay Memorial Colleges, General Santos City school year 2023 – 2024. Thank you very much for taking the time to answer this survey. The information you share in this survey will be treated with utmost confidentiality. Further, the results will be used for research purposes only and will be presented in aggregate without revealing the individual.

Part I. Please provide your demographic information

1. Age
 - ☐ 18-26 (Centennials)
 - ☐ 27-42 (Millennials)
2. Gender
 - ☐ Male
 - ☐ Female
 - ☐ LGBTQIA

General Instruction: In this quiz, your knowledge of popular terms and expressions that have become commonplace in casual conversations will be tested. Choose the correct meaning for each word or term. Encircle the letter that corresponds to your answer.

If you are a Millennial, please answer only Part III of this quiz. Meanwhile, if you are a Centennial, please answer only Part II of this quiz.

Part II.

1. If someone says "flex," they're likely referring to:

a) Muscles	c) Bending
b) Showing off	d) Physical exercise
2. If someone is "on fleek," what are they referring to?

a) A bird	c) Looking flawless
b) Being cold	d) Being fashionable
3. What does "YOLO" stands for?

a) You Only Live Once	c) Yellow Oranges, Lavender Oranges
b) You Only Look Once	d) You Obviously Lack Originality
4. If someone is "Adulting," what are they doing?

a) Avoiding responsibilities	c) Pretending to be an adult
b) Having a birthday party	d) Acting mature and responsible
5. When someone talks about his or her "Glow Up," what is he or she referring to?

a) A lighting effect	c) A new kind of makeup
b) A positive transformation, often physical	d) A workout routine
6. What does "DM" stand for in the context of social media?

a) Direct Message	c) Daily Mail
b) Digital Music	d) Desperate Measures
7. If someone mentions "High blood," what is he or she expressing?

a) Elevated blood pressure	c) Angry or agitated
b) A medical condition	d) A preference for high-altitude living

License: This is an open access article under the CC BY 4.0 license: <https://creativecommons.org/licenses/by/4.0/>

8. What does "MU" stands for?
a) Murag Uyab
b) Makeup
c) Musical Unit
d) Mutual Understanding
9. When someone says they feel "Triggered," what is he or she expressing?
a) Excitement
b) Emotional distress
c) A desire to start something
d) A signal for an event to begin
10. If someone texts you "OTW," what is he or she letting you know?
a) One Thousand Wishes
b) Over the Weekend
c) On the Way
d) Out to Watch
11. When someone says "GBU," what message is he or she conveying?
a) Good Boys Unite
b) God Bless You
c) Great Basketball Update
d) Goodbye, Universe
12. What does "Stan" means?
a) A man's name
b) A new dance move
c) A type of music genre
d) A highly devoted fan
13. When someone uses "Eyeball", what does it mean?
a) A visual organ
b) Meeting someone in person
c) A ball used in eye exercises
d) A fancy way to say "Look!"
14. If someone types "BRB," what should you expect them to do?
a) Be Ready, Buddy
b) Bring Real Bananas
c) Be Right Back
d) Brave Rabbits Bounce
15. When someone mentions "Fam," what is he or she referring to?
a) A short form of "Famous"
b) Family or close friends
c) A famous person
d) A type of food

Part III.

1. What does the term "lit" means?
a) Dimly lit
b) Exciting or excellent
c) Overhead lighting
d) Old-fashioned partying
2. If someone uses "No cap," what is he or she expressing?
a) Wearing a hat
b) Being cap-less
c) Exaggeration or honesty
d) A fashion trend
3. If someone says "tea" or "spilling tea," what is he or she talking about?
a) Gossiping
b) Hot beverage
c) Sipping quietly
d) Talking quietly
4. What does "clout" mean in the context of social media?
a) A loud noise
b) Influence and popularity
c) A type of fabric
d) A sudden burst of activity
5. When someone mentions "Shade," what is he or she doing?
a) Throwing a shadow
b) Creating a dark environment
c) To shelter or screen by intercepting
d) Criticizing or insulting subtly
6. What does "Mother/Mothering" means?
a) Referring to a parent
b) Taking care of someone like a mother
c) Doing what they do best
d) Giving birth

7. What does "Ate/ ate and left no crumbs" means?
 - a) Someone popped off in a good way
 - b) Past tense of "eat"
 - c) Consumed food
 - d) A state of relaxation
8. What does "IYKYK" stands for?
 - a) Intense Yelling Keeps You Kidding
 - b) If You Know, You Know
 - c) I Yield, Kindly Yield
 - d) I Yell, Keep Yelling, Kindly
9. If someone says, "It's giving," what is he or she implying?
 - a) A gift is involved
 - b) Something is being offered
 - c) A particular vibe or atmosphere
 - d) A charitable act is happening
10. What does "Slay" means?
 - a) To destroy something
 - b) To achieve something remarkably well
 - c) A type of game
 - d) A medieval term for a feast
11. When someone says they are "Snatched," what is he or she expressing?
 - a) Being kidnapped
 - b) Looking extremely good
 - c) Feeling tired
 - d) Holding something tightly
12. What is the meaning of "extra"?
 - a) Additional
 - b) Over-the-top
 - c) Very basic
 - d) Ordinary or plain
13. If someone says "I'm dead" after hearing something funny, what does he or she means?
 - a) Literally deceased
 - b) Bored and uninterested
 - c) Extremely amused
 - d) Tired and sleepy
14. What does "fit check" refers to?
 - a) Checking the size of clothing
 - b) Verifying the accuracy of an outfit
 - c) Confirming physical fitness
 - d) A fitness routine
15. Your friend says, "I can't even" after a funny story. What does this expression convey?
 - a) An inability to do something
 - b) Overwhelmed
 - c) A refusal to participate
 - d) An invitation to try harder

Millennials

Score	The gap is...
0-3	Very High
4-6	High
7-9	Moderate
10-12	Low
13-15	Very Low

Centennials

Score	The gap is...
0-3	Very High
4-6	High
7-9	Moderate
10-12	Low
13-15	Very Low



APPENDIX D
SUMMARY OF VALIDATORS' RATING ON THE QUESTIONNAIRE

RAMON MAGSAYSAY MEMORIAL COLLEGES
COLLEGE OF ARTS AND SCIENCES

Pioneer Avenue, 9500, General Santos City
Tel No. [085] 552-3348 Fax No: (083)301-1927
www.rmmc.edu.ph



“SPOTTING GENERATIONAL LEXICAL GAP OF MILLENNIALS AND CENTENNIALS”

Validator's Name	Comments and Suggestion	Rating	Description
Validator 1: MARLON C. RAÑISES, LPT, MAEd BACOMM Program Director	Clearly state the items to be answered by the respondents; Follow suggestions.	4.42	Very Good
Validator 2: HUBERT VON V. BACHICHA, LPT BAELS Faculty	Kindly correct some minimal grammar errors.	4.71	Very Good
Validator 3: JESSIRYL G. YGOÑA, MSAM BS Mathematics Program Director	Put an introduction about your study or attach a letter for your respondents.	4.85	Very Good



APPENDIX E
LETTER OF PERMISSION TO CONDUCT THE STUDY

RAMON MAGSAYSAY MEMORIAL COLLEGES
COLLEGE OF ARTS AND SCIENCES
Pioneer Avenue, 9500, General Santos City
Tel No. [085] 552-3348 Fax No: (083)301-1927
www.rmmc.edu.ph



March 12, 2024

GERALDINE D. RODRIGUEZ, EdD, PhD
Executive Director for Academic Affairs
Ramon Magsaysay Memorial Colleges

Dear Ma'am Rodriguez,

Greetings of Peace!

The undersigned is presently conducting a research entitled: **"SPOTTING GENERATIONAL LEXICAL GAP OF MILLENNIALS AND CENTENNIALS"** as an academic requirement for the degree of Bachelor of Arts in English Language Studies at Ramon Magsaysay Memorial Colleges, General Santos City school year 2023 – 2024.

In this connection, he is requesting your good office to allow him to conduct a study among the chosen respondents in this institution.

Your positive response will contribute to the completion of the study.

Thank you and God Bless.

Respectfully yours,

JOSEPH D. CAPADA JR.
Researcher

Noted by:

EMELYN E. ORIAS, MIE
Research Adviser



APPENDIX F
CERTIFICATE OF LANGUAGE EDITING
RAMON MAGSAYSAY MEMORIAL COLLEGES
COLLEGE OF ARTS AND SCIENCES
Pioneer Avenue, 9500, General Santos City
Tel No. [085] 552-3348 Fax No: (083)301-1927
www.rmmc.edu.ph



CERTIFICATION

This is to certify that **JOSEPH D. CAPADA JR.** has presented his Language Research “**SPOTTING GENERATIONAL LEXICAL GAP OF MILLENNIALS AND CENTENNIALS**” to the undersigned for grammar correction and improvement of its content.

This certification is issued upon the request of the above-mentioned name.

Given this 24th day of May 2024 at Ramon Magsaysay Memorial Colleges, General Santos City, Philippines.

EMELYN E. ORIAS. MIE
Grammarian



APPENDIX G
STATISTICIAN CERTIFICATION
RAMON MAGSAYSAY MEMORIAL COLLEGES
COLLEGE OF ARTS AND SCIENCES
Pioneer Avenue, 9500, General Santos City
Tel No. [085] 552-3348 Fax No: (083)301-1927
www.rmmc.edu.ph



CERTIFICATION

This is to certify that **JOSEPH D. CAPADA JR.** has presented his Language Research entitled “**SPOTTING GENERATIONAL LEXICAL GAP OF MILLENNIALS AND CENTENNIALS**” has been statistically reviewed by the undersigned.

This certification is issued upon the request of the above-mentioned name.

Given this 9th day of April 2024 at Ramon Magsaysay Memorial Colleges, General Santos City, Philippines.

JESSIRYL G. YGOÑA, MSAM
Statistician