

Diachronic Changes in the Filipino Stories of the Selected PMA Cadets

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Abstract: *This study focused primarily on morphohico-diachronic, syntactico-diachronic and semantico-diachronic to analyze the extent of linguistic change over a period of time. It aimed to analyze the language change in Filipino short stories to determine the morphohico-diachronic, syntactico-diachronic, and semantico-diachronic characteristics in the selected short stories of the cadets. This study used qualitative research and descriptive method to describe facts and characteristics using diachronic analysis. The following were the major findings of the study: 1.) The morphohico-diachronic characteristics were seen along lexical preference, categories, density, and morphological affixations. On lexical preference, Filipino was preferred using variants like literary, slang, colloquial; borrowing; derivatives; and clippings. On lexical categories, words were used based on universal norms; on Lexical Density, Content Words were greater than Function Words, and lastly morphological affixations were used to signify nouns, verbs or adjectives. 2.) The syntactico-diachronic characteristics in sentence orders and type structures have not changed in attributes and structures. Synchronically, the functions of sentence orders and sentence structures were contributory to ways of focusing for impact, intensity, and artistry. 3.) The semantico-diachronic characteristics were focused on social and affective meanings. Along social meanings, greetings were incorporated with non-verbal communications culturally adapted as social tools. Diachronically, affective meanings were seen with the use of figurative speech. The 21st attributes of literary writing such as fragmented narrative, fragmented perspective, story of the city and writing from the margins were employed. These were illustrated through careful choice of words depending on formality, situation, and theme of the short stories.*

Keywords: *diachronic, synchronic, morphology, syntax, semantics*

I. INTRODUCTION

Language gives a capacity for spreading ideas about a great variety of things. People get benefits from the knowledge of experience of one another through language. In times when there was no language the ideas were transmitted by signs or cries which are not easy to interpret. Humans felt great difficulty in the clear expression of states of emotion or signs. But with the invention of language, a number of ideas and states of emotion can be conveyed in an easy and simple way

Moody (2003), posits that people use language to communicate whether the intention is either informative, expressive, or directive; thus language is an essential tool in communication. And yet, all languages are changing and evolving along with time making it dynamic; so new words appear, pronunciations are altered, contextualized meanings or new grammatical forms are derived; whereas old forms and meanings happen to be relatively dropping out of use (Thomason, 2010). Aside from that, language is also a living entity in the process of constant change which is a universally an accepted fact. Change is one of the

inevitable facts in any language. Human languages, which are actively used, experience change over time (Wilhelm von Humboldt, 1963 in Aitchison, 2001).

In the Philippine Military Academy, one of the responsibilities of the cadets as future officers is to maintain peace and order using the language. Activities are conducted in different areas and provinces such as Civil Military Operations (CMO) where they reach out, perform services, interact, teach and train using Filipino. Thus, cadets in the academy are honed to gain mastery in Filipino both in written and oral communication as it is a socially learned behavior. In the portals of the academy, cadets express their thoughts and emotions using Filipino. Their command in the use of language is seen in the classroom especially in their writings of poems, short stories, novels and other literary pieces. In using the Filipino language, cadets reflect how confident they are in their writing skill and how well they are in getting across their ideas.

Furthermore, learners use language differently to communicate, but apparently their diction and style differ. This is seen when language is compared based on a given time. Barker and Barker (1993) elucidate how language connects the past, the present, and the future. Consequently; the old generation may be lost, but by language, an understanding on how they expressed their thoughts, successes, failures and future plans are glimpsed. In this study, the linguistic features on morphohico, syntactico, and semantico-diachronic are diachronically analyzed.

This study aims to analyze the language change in the Filipino short stories. Specifically, it aims to answer the following:

1. What are the morphohico-diachronic characteristics in the selected short stories of the cadets?
2. What are the syntactico-diachronic characteristics?
3. What are the semantico-diachronic characteristics?

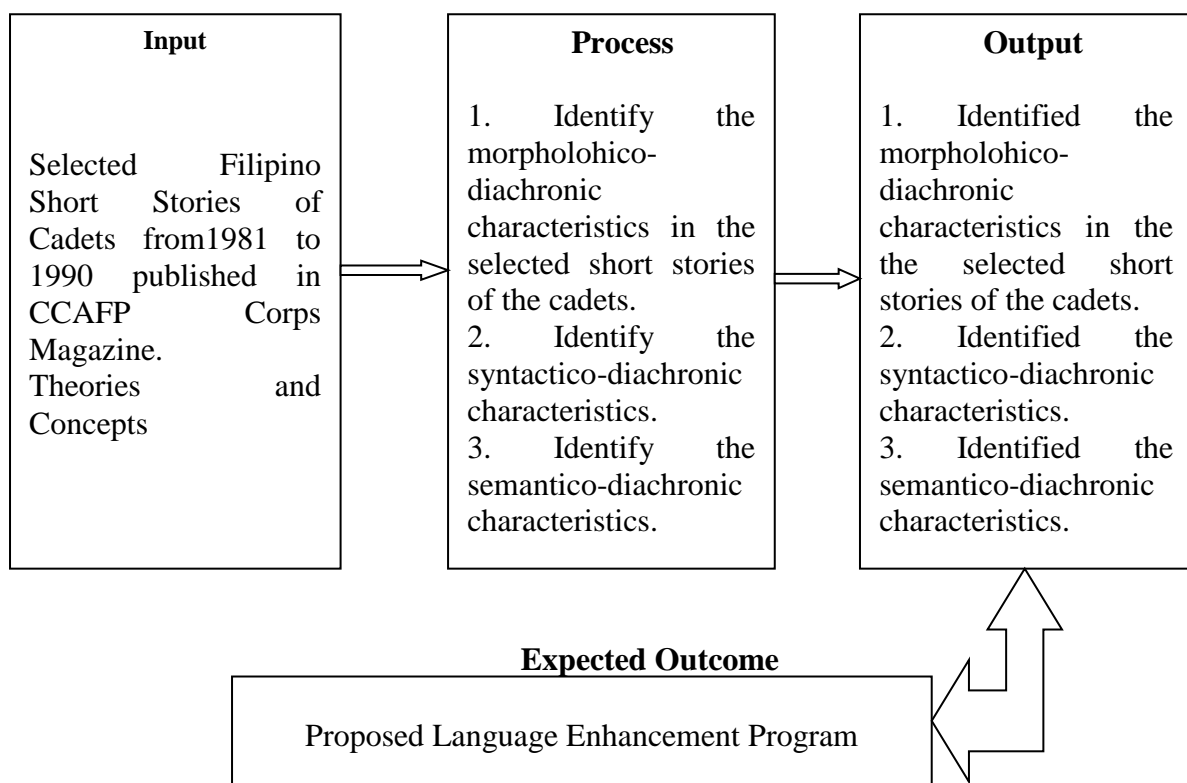


Figure 1. Paradigm of the study

II. RELATED LITERATURE

This chapter includes a brief discussion of relevant concepts and theories that were deemed necessary to understand this diachronic study which include language change, diachronic linguistics, syntax, semantics and style attributed to 21st writings.

Language Change: The Syllable of Time. Harya (2016) on Language Change and Development: Historical Linguistic explains that language can change and develop by itself because of adaptation to development, pattern change, and system of society, such as educational level, social status, culture and technology mastery. Language change is the phenomenon by which permanent alterations are made in the features and the use of a language over time. All natural languages change which include sound, lexical, semantic, and syntactic changes (Nordquist, 2019).

According to Holmes (1992), as a new form develops and begins to be used along with an existing form the possibility of linguistic change exists. Variation has its origins in spatial or regional and social variation. Language changes because language is not fixed; it is always evolving. English, for example, often borrows from other languages known as loanwords like avatar, tsunami, and sudoku. In technology new words are also invented like fusion of two words or portmanteau for example, *blog* comes from the combination of *web* and *log*.

Diachronic Linguistics. Diachronic linguistics or historical linguistics is the study of the changes in language over time. Its analysis can be the general evolution of all languages or the evolution of a particular language or dialect (Nordquist, 2019).

As observed, when using own language, one can communicate information, ideas, and jokes easily to a wider audience. It helps transmit cultural heritage to younger speakers, and are empowered about how they perceive their language. Thus short stories as part of culture are the best sources to study how Filipino has changed over time considering the diachronic and synchronic characteristics.

Sobolewski (1982) posits that there has not been much loosening of code-switching syntactic constraints of the Tagalog-English. There is, but, given the time frame, the loosening has not been as significant to strikingly alter the constraints. Amidst the seeming presently low acceptability of the Tagalog-English code-switching syntactic constraints. Those constraints are: 1. Tagalog subject pronoun + Tag inversion marker ay+ Engl main verb, 2. Tagalog verb + Engl infinitive complement that is a direct object, 3. Engl main verb + Tagalog infinitive complement that is a direct object, 4. Tagalog negator di or hindi+ Engl main verb, 5. Engl verb + Tagalog verb enclitic+ Engl object pronoun, and 6. Tagalog pseudo-verb + Engl main verb. This sheds light on Tag-Engl syntactic constraints that were exhibited in the short stories written by selected cadets.

Synchronic Linguistics. Synchronic linguistics is the study of a language at one particular period known as descriptive linguistics or general linguistics. It is concerned with the events or phenomena at a particular period without considering historical antecedents. (Nordquist, 2019).

Morphology: The Words of Language. “Words are an important part of linguistic knowledge and constitute a component of our mental grammars...”. To know a language is to know the morphemes of that language, which are the elemental units that constitute words (Fromkin, Rodman and Hyams: 2010).

Labov, (in Reppen, Fitzmaurice, and Biber, 2002) elucidates further on sociolinguistic variation. According to him class, ethnicity, and gender are three social factors that play a role in language variation. In Filipino, this consists of colloquialism, blending, clippings, use of figures of speech, and slang. Variability is inherent in human language: a single speaker will use different linguistic forms on different occasions, and different speakers of a language will express the same meanings using different forms....".

Syntax: *The Sentence Patterns of Language.* Fromkin, Rodman and Hyams (2010) cite that the sentences of a language cannot be stored in a dictionary format in our heads. Rather, sentences are composed of discrete units that are combined by rules. The system of rules explains how speakers can store infinite knowledge in the brains. Syntax is the part of grammar that represents a speaker's knowledge of sentences and their structures.

Semantics: *The Meaning of Language.* Semantics is the study of the linguistic meaning of morphemes, words, phrases, and sentences. The study is focused only on social meaning and affective meaning. These two meanings are concerned with two aspects of communication which are derived from the situation. Social meaning was that information which a piece of language conveys about social circumstance of its use.

Style Attributed to 21st Century Writing. Holmes, J. (1992) agrees that language varies according to its uses and users, where it is used and to whom it is intended for including style. Style affects the choice of code or word variants. He further cites that younger speakers tend to use more of the newer or innovative forms, and the older speakers use more of the older, conservative forms. It is easy to see the evidence of its spread, when the change involves the spread of a prestige form or an admired usage. Language use is evident in the writings based on categorization as seen in the fragmented structure, fragmented perspective, story in the city and writing in the margins (Coodin, 2017).

III. METHODOLOGY

Research Design and Methodology

The research used qualitative research employing the use of descriptive method which is an attempt to determine, describe or identify the characteristics or behavior of a sample population. It aims to describe facts, characteristics, and the relationship among the variables being observed systematically, factually, and accurately (Jackson, 2009). Diachronic analysis which is the focus of this study is focused on the interplay of historical events and language changes. Areas on morpho-diachronic, syntactico-diachronic and semantico-diachronic were primarily analysed using synchronic and diachronic analysis.

Sources of Data

The sources of data in this study were the ten (10) selected Filipino short stories written by selected cadets of the CCAFP which were officially published in The Corps Magazine of PMA.

Data Gathering Instrument

Descriptive method was employed in the analysis of this study. Findings were described in details based on their diachronic attributes.

Data Gathering Procedure

Selection of the Filipino short stories was based on the parameters as approved by the evaluators. Stories were written in Filipino language, original composition, consisting of not less than 20 paragraphs, time element is within 1981-1990, and elements of short stories were apparent. The stories were analyzed by the researchers according to the design of this study. Cluster sampling was used which clusters the participants that represent the population being identified and included in the sample.

Treatment of Data

For the first question, the morpho-diachronic analysis was employed by determining the changes on lexical preference, lexical categories, lexical density, and lexical formations as seen in morphological affixation. For the second question, the syntactico-diachronic characteristics of Filipino language was focused on changes that were observable in sentence order and sentence type structures. For the third question, the semantico-diachronic was analysed and focused on the changes in the social and affective meaning. Along the attributes of 21st century writings, the short stories were identified if fragmented structure, fragmented perspective, story in the city or writings in the margins is employed. As an outcome, a Language Enhancement Program in Filipino using Hutchinson and Waters Model and Nunan Model were used in the design of pedagogical tasks based on the findings of the study on morphology, syntax and semantics.

IV. RESULTS

This chapter presents an analysis and interpretation of language data from the short stories of PMA cadets focusing on morphoholico, syntactico, and semantico-diachronic. Analysis was supported by related studies, philosophical insights and theories.

Morphoholico-Diachronic Characteristics

This subsection presents the lexical preference, Filipino variants, lexical categories, lexical density and lexical formations.

Lexical Preference: Pilipino vs Filipino

Changes in word choice as used in the short stories had been apparently diachronic brought forth by linguistics innovations. These changes were the results of interactions between language use and social structures as influenced by politics, technology, social media, and interactions with different people locally and internationally. As posited by Brown (1994), acculturation is the process of becoming adapted to a new culture. Cadets come from different places in the Philippines; thus adaptation and adoption of words were employed for easy access in order to cope with a new culture. Maxwell (2002) added that acculturation is the process whereby the attitudes of people from one culture are modified as a result of contact with different culture. In addition, Schumann defines acculturation as social and psychological integration of the learner with the target language, (Gusti, 2009). Cadets made adjustment with the use of Filipino where the principles of acculturation were embraced. This implies that exposure influences communication as it is a learnt behavior as attested by the behaviorists. The theory of acculturation and assimilation affect the linguistic repertoire of the target learner where the cadets exhibited this phenomenon.

Cadets both adopt and adapt what they consider appropriate on a given situation. Generally, before 1981, the use of Pilipino language is common that lent tone of literariness and style while the cadets who were exposed to language change in 1981-1990 adopted Filipino. Exposure to Filipino language was rife, linguistics innovations were introduced,

social exposures were frequent, and technology was in - these were all contributory to the adoption of Filipino; thus writing has gone a paradigm shift.

Filipino Variants

Filipino variants include the analysis of literary language (makata), slang, colloquial, borrowing, derivatives, clipping, acronym, and initials. Diachronically, the use of literary language was observed in 1981-1990. These words were considered deep and attributed as poetic craft by seasoned writers. Slang is identified as social talk and is further categorized as *siyokoy*, street talk and cadets' lingo. Cadets lingo is a language of encryption acquired by the cadets of PMA upon entry for military training. People learn how to use words effectively and through these words it manifest the extent of what had been learned. He further added that we communicate not only what was expressed, but in effect what is meant through diction; thus, the intention is achieved when one communicates. In the process, we form and not only as individual but as a culture. Social talk like cadets lingo becomes a culture in the academy that facilitated communications among them. The study of Macaraeg (2018), *Military milieu in Poetry*, unfolds some terms in cadets' lingo and some practices in the academy. Its mechanics of creating new words remain the same like adding or subtracting suffixes or prefixes, transposing syllables so words are read backward, and borrowing from foreign languages. This concept added to the diachronic attributes of language used by cadets. Diachronically, slang terms have changed in forms, owing to foreign terms and environmental influences. The use of slang words in 1981 was limited; ironically from 1981-1990, social talk became common and a familiar manner of communication.

Colloquialism was evident in the study that is indicative of cadets' style. Sometimes cadets relied on their mother tongue when expressing themselves without being conscious of the process; thus automaticity principle sets in especially if they are not native speakers of Filipino. Automaticity principle is governed by automatic use of words where knowledge is based on the first language. This explains Bialystok's analysis or automaticity model which means that the cadets can render themselves well using the language because of their implicit and explicit linguistic knowledge. Diachronically, colloquial words are still used in communication as an access to the Filipino language that offered the cadets a wide array of choices. Synchronically, colloquial terms are considered informal, but widely accepted in literary writings of which sample representations were manifested.

Borrowing (loaned words) is influenced by the interactions with other countries and races. Filipino language welcomes borrowing as part of intellectualization. The use of foreign words as form of borrowing is in accordance with Haughen's principle on communicative norm. He explains that in a language, a variety exists that is used in daily interaction that clearly shows what is needed by the user of the language depending on the situation and goals in the communicative process. Baklanova (2017) cites that Filipino as the National Language, is widely famous for its high ability to adopt lexical units from various languages in contact that became part of Filipino language. Filipino language is dynamic and as such borrowing has been part of Filipino evolution. This implies that changes in Filipino continue to enrich its lexicons and provided various ways to expedite communication. Diachronically, borrowing and derivatives were accessible in the communication process as seen in the study which are mostly English terms.

Moreover, new words can enter a language in only two general ways which are either borrowed from another language or they are created from elements that already exist in that language. The use of derivatives explains linguistic change affected by geographical considerations. Adoption of derivatives is a way of expanding the Filipino language especially the language of the colonizers. Blending as Filipino variant was not used as it is usually used in oral communication calling for informal scenario. Registers that call for

creativity and practicality like the use of acronym, abbreviation and clipping are still to be experienced and formally introduced to the cadets as minimal sample is seen and/or absence of such in the stories that were analyzed.

Filipino variants which were employed in the creative writing of the cadets provided them with more strategies and style in writing; thus, making their writings more enriched, updated, and stylish. Diachronically, variants were used in accordance to what was acceptable and appropriate to the occasion, objectives, setting, society, and time.

Lexical Categories (LC)

The most tangible element of a language is its words as posited by Finegan (2008). Lexical categories are referred as parts of speech. Lexical words are primarily categorized as either content words (CW) or function words (FW) and are combined to form a sentence. Before, parts of speech were referred as ten (10) parts of speech. In the study, LC were either determined as CW or FW. Diachronically, the varied parts of speech in Pilipino were divided into ten (10), but in the study lexical categories were mainly categorized into two (2) as either CW with subcategories or FW with subcategories. Synchronically, lexical functions were still the same in all categories of the word class. Cadets displayed keen awareness on the functions of lexical categories and these have been used correctly and appropriately across texts. LC were grammatically structured as means to express their thoughts and emotions.

Lexical Density (LD)

LD refers to the ratio between the use FW and CW in sentence construction (Kleifgen, J. 1997). LD gave varying style on the appearance of the printed words that constituted the text which were contributory to the individual's style. This ratio was used to determine the length of the sentences of stories written by cadets. Analysis was grouped into three (3) using the Coulthard Model and identified as $CW > FW$, $CW < FW$ and $CW = FW$.

Out of the ten sample texts, 9 were $CW > FW$ and just one was $CW < FW$. This implies that it is the thought that is being expressed that carries weight and the ratio between CW and FW is relative depending on the style and manner of expression. LD implies that CWs and FWs are essential in sentence construction in conveying clear, vivid, organized, and unified ideas as long as they are logically connected. LD is dominantly $CW > FW$ and are emotionally and figuratively-laden literary texts. The findings of the study of Kim (2013) and Vicente (2010) are similar in LD where the use of CW was greater than FW or $CW > F$ was dominant. The LD affected the style that was reflective of the effective narration used in the short stories. This implies that effective narration is a well balance use of CW and FW. No $CW = FW$ ratio was seen in the study.

Diachronically, the LD before 1981 and in 1981-1990 did not exhibit dramatic change as $CW > FW$ remained dominant where CWs took the lead against FWs. Synchronically, the dominance of $CW > FW$ attested that LD is more than ratio or numerical figures as LD represented the application of the principle on unity, organization, and coherence in written form which was acquired through constant practice and serious considerations of grammatical rules that reflected a scholarly output.

Lexical Formations in Morphological Affixation

According to Fromkin, Rodman and Hyams (2010), morphology is the study of the internal structure of words, and of the rules by which words are formed. In addition, Santiago and Tiangco (1991) explained that noun is made up of a free morpheme and affixes. These concepts guided the analysis of morphological affixation as used by cadets in the stories. It was found out that cadets have knowledge on lexical formation and the principles of

changing words to form nouns, verbs or adjectives using appropriate bound morphemes were cautiously applied.

Van Goethem (2017) revisits the notions of lexical category and category change from a constructionist perspective. His study shows that the constructionist approach offers the advantage of accounting for the variety of input categories (ranging from morphemes to multi-word units) as well as for some problematic characteristics related to certain types of category change, such as context-sensitivity, counter directionality and gradualness of the changes. The cadets used morphological affixation depending of its appropriateness whether used as noun, adjective or verb as lexical category that is in parallel with Van Goethem's constructionist perspective. They were able to conjugate verbs correctly and were able to use correct verb tenses across their short stories. The ergative attributes of Filipino language is seen in the verb phrases with infinitive and present tense where the subjects and verbs do not change in number. This implies that the verb tense contributed to the effective flow of thoughts logically and chronologically. The expanse of cadets' knowledge was shown with the use of inflectional morphemes. There were occasions that deviations occurred, but did not make a global error as readers can still relate and understand what was going on.

Diachronically, the lexical formations using morphological affixation before 1981 and those ranging in 1981-1990 were still the same which were primarily categorized as noun, adjective and verb forms. Furthermore, the use of inflectional morphemes governing rules and usage are still the same in functions and forms and no deviation was observed. Synchronically, the cadets adopted the varied morphological affixations and exhibiting the agglutinating morphological forms in Filipino across texts. Agglutinating in a way that varied words were formed based on affixes attached to free morphemes that exhibited their creativity and open-mindedness which were apparent in the use of language.

Syntactico-Diachronic Characteristics

This subsection presents the syntactico-diachronic characteristics in sentence orders and type structures.

Sentence Orders in Filipino Language

In Filipino there are only two main sentence orders which are the natural order and the inverted order. The natural order has the predicate-subject order (P+S) while the inverted order has the subject-predicate order (S+P). It was found out in the study that the length of the sentences were varied depending on how the lexical categories were combined and organized and what strategies were used in highlighting a given thought that lent impact whether ideas were literally or figuratively expressed. The effect was impressive relative on the manner of which words were syntactically structured using juxtaposition in some instances.

Based from the samples, cadets used both the natural and inverted order that lent sentence variations. Some would strictly adhere to simple and short syntax while others would go for lengthy constructions. This only showed that they have their own style constructing sensible sentences. The use of Filipino language syntactically included the cadets' choices of words, details, sequence of lexicons, stress, vocabulary, and so forth. Writer's choices express one's values, the experience to which they are most responsive, their judgment of what really counts where style and experience build into each other; and these were apparent that brought about differences in syntax. In addition, he posits that the slightest variation of words could change the whole feel of any writing. This slightest variation was remarkably shown in the study by cadet's coinage of some words – creative yet not uncouth.

As observed, stories were enlivened as sentence lengths were varied. Lexical categories were positioned in multiple ways as lexical items had various roles and functions depending

on the cadets' creativity and style exhibited in an unusual manner. Diachronically, sentence orders adopted by cadets did not change across periods. Synchronically, sentence orders were still used to bring about the artistic sense of the cadets. Profound style was built as expressed figuratively in an intensified literary writing. Linguistic features associated with character styles and personality traits were embodied in the syntactical characteristics in this particular area of concern.

Sentence Type Structures in Filipino Language

In Filipino, sentence structures are primarily constructed in four common ways like simple, compound, complex and compound-complex. Some cadets employed simple sentence type structure which is commonly short and simple, but the length varied depending on their style as some made use of modifiers to expand the sentence making it lengthy. Style varies as style is unique to a person. The sentence type structure using simple sentences unified the story and structured the continuity of thoughts that composed the entirety of the text. Compound sentences were also and implies that cadets exhibit linguistic competence in sentence structure and were able to correctly compose syntactically compound sentences in narrating a particular event for impact and detailed scenario. Complex sentence structure was employed to connote or imply a conclusive thought. It was also used as an assertive language driving at a cause and effect relationship that highlighted a particular incident. This type was also used to convey ideas that were effectively founded on a cause and effect pattern that increases impact or intensifies a sensation. This implies that cadets have varied ways of focusing their thoughts aided by sentence structures that they find appropriate. This was deliberately constructed to create a sense of relaxation or a time-dragging technique and make vivid connections so that readers can sensibly follow through the storyline.

The use of sentence type structures depends on the cadets' way of expression. This implies that no two writers are the same in the use of techniques, styles, and manners of presentation. These sentence type structures were distributed across the stories that affected the varying sentence lengths and no clear cut standard was followed in the demonstration of creative writing making it a novel literary craft.

Semantico-Diachronic Characteristics

This subsection presents the semantico-diachronic characteristics as focused only on social and affective meaning and styles attributed to 21st writings like fragmented structure, fragmented perspective, story in the city and writings in the margins.

Social and Affective Meaning

These two meanings are concerned with two aspects of communication which are derived from the situation in which an utterance or sentence was produced in a language. Social meaning was that information which a language conveys about the social circumstance of its use. Social meaning was understood through the recognition of different dimension and level of style within the same language.

Greetings come in different manners depending on races and places, in this study, greetings in the Philippine setting is the sole focus. The social context of greetings was analyzed considering its social implications. Greetings in whatever circumstances are more than a gentle form of manners as it connect people. Social meaning of greetings is not merely restricted on lexical meaning, but founded on the circumstances as well.

Fowler (1981) cited that literary genres are forms of social discourse where both reader and literary text are included in a social frame. As such, narrative culture affected the style of writing considering the way of expressing thoughts to drive at a certain meaning whether implied or connotation. Cadets exhibited these greetings by citing instances of kissing the

forehead “pagmamano”, kissing the hand, a tap on the shoulder or facial expressions which were indicative of Filipino greetings. The habits and ideals of different human groups differ widely. As such, many linguistic facts must be connected with such social habits like social meanings. Synchronically, social greetings are still part of communications; at times, it becomes cliché and yet it is still practiced with accompanying gestures or nonverbal communications. Diachronically, accompanying gestures are still part of the social greetings as indicated by the cadets in their stories. Synchronically, social greetings still play important roles in the communication process which can either be formal or informal and culture-bound which were captured in detail in the writings of the cadets.

Style in writing is seen in the use of words that involved how a particular meaning was expressed. Style differed ranging from deviation from the standard use of grammar, diction, and preferences that manifested the writer’s style. Whorf referred to this variation as fashion of expression that was inherent to the writer. He further explained that each language is peculiar, unique and exhibits distinct style, and Filipino has its own attributes as shown in the study where cultural overtone is manifested like words as “pagmamano” (form of respect shown to elders by younger generation), “tapik sa balikat” (tap on the shoulder), and “paggamit ng opo, po, at oho” (particles to signify respect).

Greetings are act of communication where social beings make their presence known to each other and seek attention that is usually cordial or social. In terms of communication strategies, Meniado’s (2019) findings showed that direct appeal to authority (native speakers) and use of gestures, facial expressions, and translation tools were employed. These gestures and facial expressions were manifested when social greetings are engaged in. This implies that the loads of the registers are affected by custom and traditions of the users of the language. Cadets were aware of the natural way of greetings among Filipinos, and this awareness was deliberately employed in their short stories. The use of varied words together with certain acts were well illustrated that captured the social contexts and lent intensity, impact, and profoundness in areas of semantics. Diachronically, social greeting are still practiced across times tied to Filipino culture like the use of gestures or pathic language such as kissing the hands or forehead, hugs, and a tap on the shoulder. Synchronically, social greetings are still intended to connect Filipinos in a genteel manner. These social contexts were captured creatively in the short stories where illustrations were remarkably rendered.

Affective meaning is the aspect of meaning which reflects personal feelings of the speaker that includes the attitude of the listener or his attitude to something the listener was talking about. The emotive component of the expression is referred to as its affective meaning, (Zdravkovic, 2018). Affective meaning was seen in the use of figurative language. This was implied by employing creative use of words and exploring on something new by considering juxtaposition and incorporation of attributes. The stories written by cadets were replete with the use of figures of speech specifically personification, simile, and metaphors that lent artistry, drama, and picturesque language to the text embodying affective meaning. The cadets’ ability to create new words, different from what is common or trite, but unique and fresh language brought beauty as a work of art in their creative writing. They were bold in experimenting with language use and not merely confined with traditional norms. This implies that cadets are affected by linguistic change in relation with the concept that languages change for various reasons. This change in language can also be accounted that a language has a distinct characteristic that can be accounted as style.

The use of figurative language is relevant which manifested the historical attribution of a particular place. This way of capturing the past through the use of figurative language is what referred to as relevant function, meaning that it has the ability to preserve the history of a country as expressed in the text. This was seen in the study as manifested by cadets in their stories ranging from the scenarios that were captured, time frame that were relived, and

characters that were brought to life. This affective meaning is also seen in the study where the choice of lexicons and adaptation of semantic stylistic were apparent which were carefully written and focused to add to the overall effect.

Transcultural creativity was employed by the cadets where the word choice contributes much to the tone and mood as conveyed in the texts. Considerations of the use of appropriate terms had been taken into account as shown in the registers that were used like those touching on insurgency and poverty. The use of appropriate figures of speech as transcultural creativity device created an emphatic, effective, and artistic totality of one's thought and a mark of freshness and beauty.

De Saussure (1959) explains that the use of literary language is a special form of communication. It is difficult to understand the stylistic features of literature because it contains higher incidence of special or deviant features, uses language as artistic medium, more than just communication or expression. As such, styles in the use of language differs like the use of figurative language in the short stories. This implies that the ability of the cadets to use words play an important role to bring about a style by creating a vivid picture in the mind of the readers as words were creatively composed to bring to life an important event or imaginative scenario. This means that the cadets were actually using the literary language in a creative manner which could be the result of transcultural creativity which was employed as a linguistic weapon to get across the message for the purpose of emphasis and artistry.

Style involves the method to convey meaning, tone and emotion using the language. Cadets' styles in the use of figurative language differ because some respondents were sensitive and triggering in expression while others were unaffected, naïve, cautious, and conservative in their rendition. This implies that cadets have relatively different styles in expressing themselves. Diachronically, figures of speech were important devices in literary writings that resulted to more impact, clarity, creativity, and style and these effects have not changed over time. Connotations and implied meaning are still similar in functions except with the use innovative terminologies. Synchronically, connotations and figurative language functions have not yet altered, but still remain to be effective and relevant devices in literary writings.

Style Attributed to 21st Century Writing

Maass (2012) asserted that much is changing in the new century, and that is true of fiction, too. And that, literary fiction is a forecast of where fiction is heading. It is personal, impassioned, and even downright quirky, yet through its rebellious refusal to please it paradoxically achieves universal appeal that embodies style. With these, writers then have relatively different styles in expressing themselves as seen in their literary works. This study analyzed how literary style of the cadets is seen with the diction and its semantico-diachronic characteristics along the 21th attributes specifically on the use of fragmented structure, fragmented perspective, story in the city and writing in the margins based on the four (4) categorizations of Coodin, 2017.

21st century writers experimented with manners of narration. Characteristics like the use of flash back and adoption of jumbling up the sequence of the story were illustrated in the study where the protagonist went back to the past in some instances like citing that he remembered the past then continue to narrate on what had happened at a given time then continuing to connect to the present scenario. Fragmented structure is apparent as the cadet challenged the readers to piece together the different instances and events in the story to understand where it is heading through. Dramatic plot, artistic rendition, and literariness were captured in the short stories. Synchronically, effective function to imitate the feeling of how time is truly experienced had been manifested and subjectively captured using the fragmented structure.

Fragmented perspective addresses a creative writing approach to exploring reader's empathy through the critical analysis of writing devices. It explores the ways in which writers can implement specific literary devices to potentially affect a reader's emotional reaction to a character or situation. Through creative application it aimed to show the ways in which devices explored by narrative theorists can create the possibility for reader's empathy, (Hamilton, 2017). Fragmented perspective is illustrated in the story *Errata* where empathy is solicited from the readers. One feels with Mang Lino. The style was apparent of exaggerating his situation where vivid description of event was intended to get the sympathy of the readers. Hopelessness was highlighted. The cadet built up the feeling of anger, restlessness, hopelessness, fear, and disappointment then intensified by an outburst of emotion - stunning and striking rendition using vivid and detailed descriptions using the power of awe. These were illustrated by employing assertive irony both verbal and dramatic. Emphatically rendered grabbed the readers' attention to feel with the characters.

In a study that was conducted, (Bigler, 2017) creative writing approach to explore reader empathy through the critical analysis of writing devices was scientifically analyzed. This relates on how empathy was solicited from the readers through various literary devices which were used by the cadets. Through the use of appropriate literary devices in the creative work, the cadets cleverly used the narrative perspective and the fragmented perspective to affect reader's empathy. Emotional landscapes moves the reader's hearts and conjures reader's imagination, the truth that goes with the point of view of Maass (2012) who further explains that when readers feel little or nothing, then a story is just a collection of words.

Diachronically, the fragmented perspective is employed in a more dramatic pattern in the study where tragedy is presented into more intensified manner using cliff-hangers unlike before 1981 that the reader is able to guess what happens next due to cues and hints which are too leading. Synchronically style that is varied is important and contributory to the story that captured the readers' attention and engaged them actively and effectively in literary scheme which only shows that changes in style come along with time.

The 20th and 21st centuries are distinguished as centuries of urbanism. These were illustrated in some Philippine literature where the characters move from the rural places to the highly urbanized society to seek their fortunes. The subject is urbanism where one battles with life in a highly urbanized city. It also shows how an individual is projected as an entity in a social frame in a vast array of differences, indifferent, alienated, and dehumanized society to highlight urbanism. This choice of vantage point that refers to the position from which the writer sees his readers had been effectively used with the with-relationship of the writer as speaking for and out of the audience which he belongs left a didactic tone to the readers as elucidated by Maass (2012) that guided the discussion on urbanism.

This is further supported by Fowler (1991) when he cited that literature is a social discourse where the audience and the literary text are included in a social frame that is open for interpretation in terms of their vital cultural function. Maas (2012) and Fowler (1991) concepts clearly explain the roles on how the strategies adopted by the cadets worked well in their short stories. This implies that their stories have cultural implications which were better understood by readers who can relate to their culture as connection exists where events were observed or experienced. These stories were deliberately written for that purpose of getting across the message of poverty by going to the cities. This implies that cadets are aware of social issues and are able to adopt real places to bring about a story in a real life situation. Social issues were subtle in the sample stories and discreetly written nevertheless readers have a feel as the issues relate to present conditions on poverty, injustice, oppression, and alienation. In this way, literary writing becomes a voice that calls for attention. Diachronically, before 1981 and 1981-1990 urban places were symbolically attributed to struggles and dreams, and the prevalence of urban places as settings were preferred to

highlight the adventurous spirit of the Filipino people. Adventurisms, struggles, desire to overcome hardship, poverty and one's dream of having a better life all add up to this characteristic of adopting urbanism. Early writings before 1980 made use of story in the city, but only places known to them were used to signify events; on the contrary, this time name of places are changed and even going abroad to earn for a living as OFW is rife, but the main objective of bringing about an idea on urbanism is still the same. Synchronically, urbanism is used as a means to highlight the difference between modern and simple living and journey motif was adopted by cadets to highlight events to intensify what the characters have gone through.

The 21st century gave voice to marginalized people who previously got little recognition for their literary contributions as shown in the writings from the margins. Literature is not simply a matter of personal expression or taste. It somehow relates to the social and political conditions of the time specifically on Marxist Literary Theory as seen in the study in the story on Primo who used to be bullied and belonging to the marginalized group emerges as protagonist in the story. Maass (2012) keenly observed that revealing human truths means transcending tropes, peering into the past with fresh eyes, unearthing all that is hidden, and moving beyond what is easy and comfortable to write and focus on what is hard and even painful to face. Writing from the margins is a style that embodies the concept of truism. Aristotle explains this along Plato's notion where the text is as obvious truth in a way that this form of art must be true to life. It means that the situation, characters and emotions portrayed strike the readers as true, so that the recognition of the model in the imitation solicited response from the readers conforming to the idea that social issues that were delineated and pinpointed come to reality as the cadets captured what is true to life on the basis of truism or *ad poetam* by Plato.

The cadets adopted varied styles attributed to the 21st century writing which is reflective on the choice of topic, tone, mood, manner of emphasis, diction, sequencing of events, and style. This implies that styles are affected by their personality and social factors ranging from the psychological make-up of an individual, exposure to the target language, social variables like location, age, gender, education, personality, and religious affiliation. Kachru (1996) elaborated that communication depends upon socio-cultural factors and writings from the margins exhibits this when the story was written. With this, literary writings mirrors the social environment of the cadets as manifested in their literary writings. This further explained De Saussure's (1959) claim on utility of linguistics. This means that language plays a considerable role in human societies, and it is a factor of importance for both the individual and human society. Diction was reflective of the cadets' feelings, ideas, philosophies, and views about the world that embody their voices in writing.

Diachronically, the concept on writing in the margins that focuses on poverty, oppression, social and political issues before 1981 are still addressed in 1981-1990. This manner of writing is still reflected and employed where strong emotions of injustice, anger, fear, loneliness, and hopelessness were dramatically and intensely exhibited. Synchronically, writing in the margin added to the style that relates to the readers where characters gave life to the stories that do not only reflect the current situations, but us, - we are the ones being mentioned that make up the stories; thus connection is emphatically and effectively created with the audience.

According to Palencia and Cruz (2019), Philippine literature withstood time and periods and has evolved through generations. For every period that passed, different genres appeared, and these literary works rooted from all regions reflecting their culture, society and lifestyle that gave rise to varying styles in writing narrations. Reading imaginative literature is not just a visual process of discerning symbolic signs on a piece of paper; it is also a process of hearing sounds, either in the mind's ear or through oral recitation. It is a response

to the human voice, to the human breath and pulse, to the throbbing life, which no electronic reading machine can detect or interpret. Through the physical sound and rhythm of words, as well as through their logical sense, imaginative writers engage our imagination and feelings and afford us enjoyment. This supports the fact that the short stories written by the cadets were forms of imaginative literature where semantic meanings were beyond words. This implies that the art of writing is reflective of Filipino's way of life as observed, read, and experienced by the cadets; thus literary devices were well-appropriated. As illustrated, the stories were either plot-driven or character-driven where clever twists and turns, high tension, and cliff hangers served as attention-grabbing techniques as elucidated by Maas (2012) and cadets were able to create enormous impact in their stories as the attributes of their writings relate to the aforementioned characteristics. Style was customized by the cadets, adoption of registers were the products of social situation, and awareness on current issues. Every style used by the cadets was governed by cadets' competence in the use of Filipino and linguistic features associated with their personality traits reflective of style.

The short stories exhibited the essential characteristics of literary language. There were cases when overlapping of characteristics occur. This only implies that stories are not merely confined to a single style of writing. This is attained where imaginative literature was crafted to bring about readers' imagination at work. Figurative speech was appropriately employed, imagery was used to evoke pictures in the minds of the readers through attribution, association, symbolism, comparison, and exaggeration. The use of imagery clarified meaning and reinforced the theme of the short stories. The short stories were stylized in manner exhibiting uniqueness. Generally, the use of literary language was a response to the demands of a changing time. The 21st attributes of literary writing such as fragmented narrative, fragmented perspective, story of the city and writing from the margins were adopted through careful choice of words dependent to the overall goal, type of audience, formality, situation, and theme of the stories. In the study, the cadets were bold and straightforward to drive at the message that they wanted to convey banking on their creativity, personal, and profound way of expression as young men of the corps.

V. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations based from the analysis and interpretation of data.

Conclusions

Based on the findings of this study, the following conclusions are drawn:

1. Morphohico-diachronic characteristic is affected by the way how the Filipino language was used by cadets as social entity. Filipino variants affected the impact of stories where language structures were based on social status in communicative situations. Lexical density is not merely a combination of CW and FW, but a well-appropriated merging of lexical categories to effect balance, impact, and style. Lexical density is beyond ratio as it represented the application of unity, organization, and coherence acquired through constant practice and application of grammatical rules. Morphological affixations exhibited the agglutinating morphological forms in Filipino where words are formed depending on the affixes attached to free morphemes.
2. Syntactico-diachronic characteristics are relative to cadets' style in highlighting prominence and literate flow of narration to render focus, clarity, and impact. Sentence orders yield sentence variations. Sentences which are either short or lengthy are not merely form of grammatical structures, but syntactically thought of and artistically composed to achieve functional benefits to determine proper placement of words and highlighting events. Sentence

types unify the story and structure continuity of thoughts. Adapting varied sentence structures, syntax and using clause structures bring about a well-written story.

3. Semantico-Diachronic is dependent on the interaction between language and use. Use of figurative language and social structures like who uses the language, style, language peculiarity, and culture intensify meanings and contexts. Furthermore, literary characteristics are dependent on what is currently adopted and adapted in the literary realm as culture, environment, and history define the scope of semantics. Styles are affected by cadets' personality and social factors from their psychological make-up, exposure to the Filipino language, location, age, gender, education, personality, and religious affiliation.

Recommendations

From the results mentioned, this study offers some suggestions:

1. Language instructors need to focus on Filipino morphology to reinforce language competence and performance among students, as to know a language with its morphemes is indispensable in language mastery.
2. Varied opportunities in writing which are explorative should be provided to hone students' syntactical knowledge and language creativity without deviating from syntactical and grammatical norms.
3. Learners should be exposed to 21st century writings in order to fully adapt to the demands of the current time. Teachers should instill among students the love for reading literary works as a sublime form of educating the spiritual, intellectual, and moral worth of an individual.
4. Further research on diachronic studies be conducted to determine other significant diachronic characteristics and the meaningful connection between the past and the present.
5. The Proposed Language Enhancement Program, as an output of this study, can be used as a guide in the conduct of bridge classes or language intervention tool for teachers who deemed it necessary to expedite awareness in morphology, syntax, and semantics. This is designed based on the results of the study to improve knowledge on linguistic features in Filipino.

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- Date Submitted: August 26, 2021
Date of Review Completion: September 30, 2021
Date of Publication: October 31, 2021

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