Analysis of the Influence of the Use of Twitter Registers in the Formal Language of Grade 12 Students

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Abstract—This study identified the predominant registers employed by Grade 12 students on Twitter and assessed the influence of these commonly used registers on their utilization of formal English language. A two-part survey was used to elicit the needed data and mean, and Pearson's r was applied to obtain results. The findings of the study revealed that the most frequently used registers are dialect registers and the least employed are facetious registers. Further, the participants recognized that their proficiency in formal language is impacted by their utilization of vocabulary specific to Twitter. This suggests that most students face challenges in engaging in formal communication, possibly due to excessive exposure to informal language used on Twitter. Moreover, there exists a notable correlation between the frequency of Twitter usage and the formal English language usage among Grade 12 students. This demonstrates that employing linguistic registers in interacting with X or Twitter may result in a deterioration of their proficiency in formal communication. The study recommends a comprehensive intervention program that language teachers may use to mitigate the impact of the use of informal twitter registers on the language proficiency of the students.

*Keywords— **Formal language, Intervention, Registers, Twitter usage, linguistic proficiency***

I. INTRODUCTION

As preparation for higher education and the workplace, senior high school students are expected to cultivate the ability to communicate using formal language. Proficient formal language abilities will empower individuals to effectively convey information in a clear, succinct, and suitable manner within academic and professional contexts. Moreover, it is crucial for achieving academic excellence. It is imperative for students to possess the capacity to comprehend intricate literature, produce coherent and succinct writings, and proficiently express their ideas during conversations and presentations. Proficiency in formal language facilitates the comprehension of academic topics, facilitates active participation in substantive conversations, and facilitates the production of academic work of superior quality.

Additionally, formal language skills are highly valued in the professional world, as they enable clear, persuasive communication, collaboration, and navigating complexities. They also contribute to social effectiveness and personal well-being, enabling confident interaction in social settings, building meaningful relationships, and enhancing social competence. Proficient formal language users can analyze complex information, articulate arguments logically, and evaluate evidence critically, making informed decisions and navigating modern challenges.

Indeed, formal language development encompasses more than a basic acquisition of grammar rules and norms. Its purpose lies in equipping senior high school students with the necessary skills to effectively communicate, engage in critical thinking, and negotiate the intricate dynamics of

academic, professional, and social spheres. Investing in the development of formal language skills equips students with the necessary tools to achieve long-term success and empowers them to make significant contributions to society.

Despite its numerous benefits to students, there have been factors impeding its development and acquisition among SHS students. One of which is their social media consumption. These students are classified as part of the digital natives, the Generation and they allocate a significant amount of their time to engaging with screens. These individuals exhibit a natural affinity for technology, having been exposed to touchscreen gadgets and intelligent functionalities throughout their formative years (Panagiotou, Lazou, & Baliou, 2022).

One of the most consumed and utilized platforms among SHS students is X or Twitter. In fact, according to a survey from Pulsar (2021) as cited by Ahmed (2021), the majority of individuals aged 16 to 24 are observed to be highly engaged on Twitter. The level of their interaction and the quantity of their tweets sent are almost half of the tweets sent to the US, suggesting a significant presence of Generation Z on Twitter.

As they consistently utilize X or previously known as Twitter, these students are exposed to various registers. These are the specific forms of language that an individual employs in a certain context (Halliday, 1985). Speakers frequently engage in register shifting unconsciously, as observed in the distinct variations in speech patterns exhibited when conversing with different individuals, such as grandparents, parents, friends, or professors, without deliberate cognitive effort. The same goes for the context of X or Twitter usage, which is deemed to have greatly influenced the vocabulary of its users. While this has facilitated the spread of information, exchange of ideas, and widening of vocabulary, it has also led to the widespread use of informal language, including slang and fashionable abbreviations, which can have a negative impact on the Formal language skills.

Consequently, this study aims to identify the most frequently used registers in twitter of Grade 12 students and determine the impact of these widely utilized registers on their utilization of formal English language. With the continuous proliferation of contemporary registers in the advent of increased social media consumption, this study is timely response to address the repercussions it has on formal English language development since the data collected in this study will be used to design a set of activities aimed at assisting Grade 12 students in overcoming the influence of Twitter registers on their formal language usage.

II. METHODOLOGY

The location of the study is at Camp Vicente Lim Integrated School situated in Mayapa, Calamba City. This learning institution is considered the largest secondary school in the division with a total population of 4,372 comprised of 2247 junior high and 2125 senior high students. It caters to various secondary grade levels and SHS strands. Specifically, it offers academic track strands such as Science, Technology, Engineering, and Mathematics (STEM), Accountancy, Business, and Management (ABM), Humanities and Social Sciences (HUMSS) and technical-vocational track strands such as Information and Communication Technology (ICT), Cookery, Hair Dressing, Electronics and Installation Maintenance (EIM), and Shielded Metal Arc Welding (SMAW).

The researcher used the descriptive-correlational method in measuring the frequency of usage of twitter registers and its influence on the formal English language of Grade 12 students at Camp Vicente Lim Integrated School. The researcher applied descriptive research design since it is used to make an observation and to draw conclusion from it, rather than manipulating the environment to see what may happen. According to Penwarden (2014), it is conclusive in nature, as opposed to exploratory. It gathers quantifiable information that can be used for statistical inference through data analysis. In addition, correlational design is used to identify if a relationship exists between usage of twitter registers and formal English language skills. According to Creswell (2012), a correlational study is a study in which the researcher is primarily interested in describing relationships among variables without seeking to establish a causal connection.

The respondents of the study were Grade 12 students enrolled at Camp Vicente Lim Integrated School. A total of 248 Grade 12 students determined through the raosoft sample size calculator were selected from the total population of 697. Stratified random sampling was used in this study since the population can be divided into subgroups, or strata, based on their strand that is related to the variable being studied. This ensures that each strand is adequately represented in the sample, which can help to reduce bias and improve the accuracy of the results.

Strand	Population	Sample size
STEM	80	28
ABM	94	33
HUMSS	246	88
ICT	110	40
HE	60	21
EIM	64	23
SMAW	43	15
Total	**697**	**248**

The researcher utilized a self-made two-part survey questionnaire that focused on twitter registers and formal

English language skills. The first part elicited the most frequently used twitter register in the six sub-types namely: dialect register, facetious register, taboo register, new or nascent register, and slang register. Ten vocabularies were listed corresponding to each sub-type. The second part was made as a checklist form to determine the influence of twitter registers on the students formal English language usage. These contain statements describing their practices and experiences in using formal language. These were adapted from several sources. The questionnaire had a total of 65 items, 50 for the first section and 15 for the second part.

Before distributing the survey questionnaires to the respondents, the researcher asked permission from the principal and their subject teachers. After it was approved, the researcher proceeded to the distribution of survey to the Grade 12 students. She thoroughly explained the topic and the purpose of the study to ensure the accuracy and genuineness of the respondents' answers. After the respondents had completed the survey, the researcher tallied the results and asked the help of a statistician for the statistical treatment.

The mean and the four -point Likert Scale was used to determine the most frequently used twitter registers of Grade 12 students of Camp Vicente Lim Integrated School. Likewise, mean and the five-point Likert Scale was used to describe the formal English language usage of the Grade 12 students of Camp Vicente Lim Integrated School. Finally, to establish the relationship between the frequently used registers and formal language usage of the grade 12 students, Pearsons r was used.

The gathered data were statistically treated, interpreted, and analyzed. More so, the findings were supported by relevant literature.

III. RESULTS AND DISCUSSION

Dialect register. It refers to a specific form of language that is distinct to a certain geographical area or social community. It is commonly characterized by its lexicon, syntax, and phonetics. In the study this pertains to the unique vocabulary of Filipino students belonging to Generation Z.

Table 1.1 displays the assessment of the participants regarding the frequency of utilizing dialect registers in X (Twitter). The computed composite mean of 3.86 indicates that the respondents regularly utilize dialect registers on the X platform. This indicates that they possess knowledge and have verified usage of these terms, which have been created by Filipinos and have specific meanings that can only be comprehended by Filipinos.

Table 1.1 Frequency of Using Dialect Registers

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Sana ol	3.98	Always	2
2. SKL	3.95	Always	4
3. accla	3.92	Always	6
4. Awit	3.93	Always	5
5. Eme/ Charot	3.99	Always	1
6. Forda	3.89	Always	8
7. Pi	3.46	Often	10
8. dogshow	3.90	Always	7
9. Naks	3.96	Always	3
10. Saks	3.49	Often	9
Composite Mean	**3.85**	**Always**	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Rarely; 1.00 - 1.49 = Never

The item "eme/charot" had the highest ranking, with a mean score of 3.93, indicating a frequent occurrence. This suggests that the respondents have a strong preference for utilizing this term when they tweet or express themselves on X. The typical utilization exemplifies the prevailing informal and lighthearted character of online interaction, particularly on platform X, within the Filipino Gen Z demographic, which encompasses grade 12 students. The term functioned as a linguistic indicator that aided them in establishing a sense of unity and friendship among their online communities. By appending the suffixes "eme" or "charot" to their statements, they were able to convey their viewpoints or engage in humor without the potential for causing offense or misinterpretation and signal to others that the intention is not to be taken seriously, but rather to elicit amusement or create a light-hearted atmosphere.

On the other hand, the term "pi" which is an informal variation of the Filipino term "po" attained the lowest mean of 3.46 which is equivalent to often. This may indicate that while communicating informally on X, the respondents still disregard the need to use the correct term in expressing respect as part of the Filipino culture. It may also suggest that younger generations tend to adopt and adapt language to suit their preferences and communication styles. Gen Z Filipinos may perceive "po" or as outdated or too formal for their online interactions which reflects their preference for informal and authentic communication, and their desire to connect with peers on a more equal and personal level.

Facetious register. This is a language variety that is used for humorous or playful purposes which is often characterized by exaggeration, irony, and nonsense.

It can be observed from table 1.2 the assessment of the participants regarding the frequency of utilizing facetious registers in X (Twitter). The computed composite means of 3.62 indicates that the respondents commonly utilize facetious registers on the X platform. This indicates that they positively view facetious language as a way to be

funny and entertaining, which makes them especially appealing to them as regular part of their twitter language. Since their generation is known for their appreciation of humor and their ability to find humor in even the most mundane situations, using facetious language on Twitter allows them to express themselves in a way that is both humorous and satirical.

Table 1.2 Frequency of Using Facetious Registers

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Zaddy	2.73	Often	10
2. LMAO	3.92	Always	3
3. bussin	3.52	Always	8
4. brain cramp	3.87	Always	4
5. Meme	3.95	Always	2
6. LOL	3.97	Always	1
7. Sending me	3.73	Always	6
8. Cray cray	3.47	Often	9
9. simp	3.77	Always	5
10. oof	3.69	Always	7
Composite Mean	**3.70**	**Always**	

Specifically, the term "LOL" got the highest mean of 3.92 which translates to always utilized. This suggests that the respondents are fond of using ways to express amusement, laughter, or even just lightheartedness and the word "LOL" could have been a quick and easy way to add humor or levity to their tweets.

Conversely, the term "Zaddy" received the lowest average score of 2.88, indicating that most students frequently use it on Twitter. This demonstrates their distinct linguistic style and wit, as well as their changing perspectives on gender and sexuality. The term "Zaddy" encompasses persons of all gender identities, such as males, women, and non-binary individuals, illustrating the growing recognition of gender fluidity and sexual diversity among Generation Z.

Taboo register. It is a linguistic form employed to denote subjects that are deemed unacceptable or prohibited. It is frequently employed in a satirical or hyperbolic manner; however, it can also serve as a means to convey authentic wrath or animosity.

The assessment of the participants' frequency of using taboo registers in X (Twitter) can be noted from table 1.3. The calculated composite means of 3.62 suggests that the respondents extensively employ banned words on the X platform. This suggests that individuals perceive taboo terms as a means of asserting their freedom and defying societal norms and expectations. Utilizing these terms may serve as a means for individuals to manifest their uniqueness and question figures of authority. This is especially pertinent in contemporary culture, since these

young generation are progressively scrutinizing conventional norms and institutions.

Table 1.3 Frequency of Using Taboo Registers

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. FML	2.73	Often	10
2. Thirst trap	3.69	Always	7
3. Dang	3.77	Always	5
4. goddamn	3.87	Always	4
5. Crap	3.47	Often	9
6. Ass	3.52	Always	8
7. Damn	3.92	Always	3
8. Bitch	3.97	Always	1
9. AF	3.73	Always	6
10. cancel	3.95	Always	2
Composite Mean	**3.62**	**Always**	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Rarely; 1.00 - 1.49 = Never

The word "bitch" which is considered taboo in formal contexts got the highest mean of 3.97 which means it is constantly used by the respondents on Twitter. Since twitter is a platform that is relatively free from censorship, Gen Z may feel free to use taboo words without fear of being punished. This usage enables them to articulate profound emotions, such as wrath, frustration, or pain. This can be perceived as a more immediate and instinctive method to convey emotions compared to employing conventional language.

On the other hand, the abbreviation "FML" which stands for fuck my life is often used by the participants with a mean of 2.73. It indicates that they often used words that may shock and provoke a reaction, which can be humorous to certain audiences. Since they are known for their appreciation for irreverent humor, they may use such words to make their tweets stand out and get a laugh. This also shows the lack of awareness or thoughtfulness of Gen Z students on the potential consequences of using the term such as offending others or creating a negative image of themselves.

New or nascent register. This is a language variety that is new or emerging and is not yet fully accepted by the wider community and is often used by young people or by members of subcultures New registers can be characterized by the use of innovative vocabulary, grammar, and pronunciation patterns.

The evaluation of the frequency at which individuals utilize emerging linguistic styles in X (Twitter) may be observed in table 1.4. The computed composite means of 3.79 indicates that the participants make frequent use of novel terminology on the X platform. This implies that they have a strong inclination towards seeking attention on Twitter. Employing these linguistic registers can enhance the appeal and interactivity of their tweets, hence increasing the likelihood of receiving more retweets, likes,

and followers. Additionally, they provide a platform for students to engage in experimentation and linguistic play, allowing them to discover novel methods of communication and self-expression that can simultaneously be enjoyable and demanding for the respondents.

Table 1.4 Frequency of Using Nascent Registers

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Ghosting	3.96	Always	2
2. salty	3.58	Always	9
3. IYKYK	3.68	Always	8
4. situationship	3.83	Always	6
5. FOMO	3.47	Often	10
6. Stan	3.77	Always	7
7. Slay	3.97	Always	1
8. Giving	3.85	Always	4
9. Clout	3.86	Always	5
10. gaslighting	3.89	Always	3
Composite Mean	**2.52**	**Always**	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Rarely; 1.00 - 1.49 = Never

In particular, the term "slay" garnered the highest mean of 3.97 indicating regular utilization of the respondents. It shows that they highly prefer versatile words such as slay that can be used in different forms and contexts. It can be used as a verb, a noun, or even an adjective. This adaptability makes it a popular choice for expressing a variety of emotions and ideas on twitter. Also, it reflects the need for the students to express their own cultural identity and distance themselves from older generations.

Meanwhile, the phrase "FOMO" or fear of missing out had the lowest ranking, with an average score of 3.47. Although less frequently utilized, the phrase remains widespread among the participants. They frequently employ the phrase to mock their fears and emphasize the irrationality of the expectation to always be connected. Furthermore, Twitter's functionalities, such as instantaneous updates and popular subjects, amplify the fears associated with FOMO. Observing others' experiences develop in real-time can intensify their sensation of being left out, thus making the word especially pertinent and prominent on this site.

Slang Register. This is a variety of languages that is informal and often considered to be non-standard. It is characterized using informal vocabulary, often with shortened forms of words and new or creative meanings.

Table 1.5 provides an overview of the frequency at which participants utilize slang registers in X (Twitter). Based on the computed composite mean of 3.64, it can be inferred that the participants frequently employ vernacular registers when using the X platform. The students' desire for group affiliation and identity explains this phenomenon. By communicating in the same language as their peers,

individuals can indicate their membership in a particular online community or social group. This may be especially crucial for them since they are still in the process of discovering their position in the world. Additionally, they might have employed slang registers as a result of their superior efficiency and succinctness in comparison to formal language. It is especially crucial to adhere to the character limit of 280 per tweet on Twitter, hence they needed to communicate more rapidly and effectively without sacrificing meaning or clarity by employing vernacular.

Table 1.5 Frequency of Using Slang Registers

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. tea	3.86	Always	2
2. sheesh	3.96	Always	1
3. lewk	2.96	Often	10
4. rizz	3.82	Always	4
5. Finna	3.46	Often	8
6. shook	3.55	Always	7
7. No cap	3.73	Always	5
8. cancel	3.84	Always	3
9. periodt	3.73	Always	5
10. yeet	3.44	Often	9
Composite Mean	**3.64**	**Always**	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Rarely; 1.00 - 1.49 = Never

More precisely, the term "sheesh" was the slang word that appeared most frequently, with an average frequency of 3.96. This phenomenon may have originated from the word's diverse range of meanings and interpretations, which are contingent upon the specific context and tone of voice employed. The presence of ambiguity can be regarded as a favorable characteristic for the respondents, as it allows them to convey their thoughts in a more nuanced manner and refrain from being excessively clear. Moreover, within the rapid and information-saturated context of Twitter, the word "sheesh" emerges as a concise and captivating term. This feature may have enabled students to efficiently and promptly convey their emotions and reactions.

On the other hand, the phrase "lewk" was ranked the lowest with a mean of 2.96, indicating frequent usage. This implies that the participants desire to communicate with greater impact and efficiency, whether they are praising someone's attire, showcasing their own fashion sense, or simply engaging in amusing behavior. The unconventional spelling of "lewk" aided them in emphasizing and highlighting the concept.

As shown on table 1.6, the summary of the frequency of twitter registers usage had a composite mean of 3.72 verbally interpreted as often. Specifically, dialect registers received the highest mean of 3.86. It is followed by Nascent registers which acquired a mean of 3.79. Further,

Ironic registers garnered an average score of 3.71. Meanwhile, Taboo registers got a mean of 3.70 and Slang registers were assessed with a mean of 3.64. Lastly, Facetious registers received the lowest mean of 3.62. These are all translated to always utilized.

Table 1.6 Summary of Frequency of Twitter Registers Usage

Indicators	Weighted Mean	Verbal Interpretation	Rank
Dialect Registers	3.86	Always	1
Facetious Registers	3.62	Always	6
Taboo Registers	3.70	Always	4
Nascent Registers	3.79	Always	2
Slang Registers	3.64	Always	5
Composite Mean	**3.72**	**Always**	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Rarely; 1.00 - 1.49 = Never

These findings indicate that the respondents possess knowledge and have verified usage of these terms when communicating and expressing themselves on X or twitter platform. The findings can be ascribed to their desire to express themselves creatively. Since Gen Z is a very creative generation, they often use language in new and innovative ways. Using different registers can be a way for them to experiment with language and express themselves in new ways. Furthermore, it may have also stemmed from the goal to create a sense of community and belonging. By using a specific register, Gen Z can signal to other Gen Z users that they are part of the same group.

Dialect registers being the most utilized vocabulary type on X or Twitter signifies that the respondents were more accustomed and comfortable in using words which are created by Filipinos and have specific meanings that can only be comprehended by Filipinos. This may have created a sense of identity among them when utilized in communicating with other users and allowed them to better express themselves in unique ways.

Conversely, the least used vocabulary type which are Facetious Registers, though not used regularly by all of the respondents, reflects the Filipino culture and identity of being humorous and playful. These words are employed by students to establish a more relaxed and light communication setting and easily connect to others. Yet, it may also be noted that some students prefer not to use such terms to avoid being perceived as offensive or disrespectful when taken out of context or misunderstood.

This is related to the study of Jeresano and Carretero (2022) which findings reveal that slang is widely used by students. And imply that through the rapid development of technology, the transformation of the language has become extensive as well. The study demonstrates the presence of

morphological processes in slang. The following are linguistic phenomena: initialism, acronym, spelling distortion, compounding, fancy construction, suffixes, connotation, clipping, euphemism, reversed form, borrowing, and numerous processes. The students' utilization of these words reflects their digital culture, characterized by a need for fast typing and simplified communication. This slang incorporates specific symbols that convey meaning, serving as a means of identification within certain social groups. Additionally, it introduces new trends and showcases the students' creativity, adaptability, and ability to adjust to new circumstances.

Table 2 Assessment of Formal English Language Usage

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I use abbreviated style of communication even in formal settings.	3.99	Agree	9
2. I rely on emojis to a simplify my messages.	4.86	Strongly Agree	1
3. I find it hard to be perceived as professional and project a credible and mature image when communicating	4.59	Strongly Agree	8
4. I have limited vocabulary specially of more sophisticated and nuanced words that are typically used in formal contexts.	4.85	Strongly Agree	2.5
5. I find it challenging to transition to the more structured and formal language required in academic or professional settings.	4.85	Strongly Agree	2.5
6. I often prioritize speed and brevity over grammatical correctness	4.62	Strongly Agree	7
7. I believe that twitter jargons and slang are acceptable in all contexts.	3.74	Agree	12
8. I often use informal and conversational tone in formal situations.	3.48	Neither	15
9. I spell words the same way I type or encode them in twitter such as removing vowels and shortening.	3.64	Agree	13
10. I encounter misinterpretation and misunderstanding from other people when using twitter registers.	4.67	Strongly Agree	4
11. I find it difficult to apply proper sentence structure and paragraph organization	3.94	Agree	11
12. I tend to overuse informal language even in formal settings such as in school.	3.96	Agree	10
13. I tend to adopt informal grammatical structures and imprecise language when communicating.	4.74	Strongly Agree	5
14. I have heavy reliance and repetitively use slang words or phrases and informal contractions such as wanna, gonna, etc. when speaking and writing.	4.71	Strongly Agree	6
15. I often forgot and even neglect to utilize punctuation marks when writing formally.	3.49	Neither	14
Composite Mean	**4.28**	**Agree**	

Legend 4.50 – 5.00 Strong Agree (SA) 3.50 - 4.49 Agree (A) 2.50 - 3.49 Neither (N) 1.50 - 2.49 Disagree (D) 1.00 - 1.49 Strong Disagree (SD)

Table 2 presents the assessment of Formal English language usage of the respondents. Overall, the respondents agreed that their formal language skills are influenced by their usage of twitter vocabularies as evident in the composite mean of 4.28. This implies that most students encountered difficulties in communicating formally which may have been a result of being overly exposed to informal registers on Twitter.

In particular, the indicator "I rely on emojis to simplify my messages even in formal communication" acquired the highest mean of 4.86 with verbal equivalent of strongly agree. This use of emojis by Filipino Gen Z students reflects their adaptation to the digital age, their preference for visual communication, and their desire to express themselves in a way that is authentic, engaging, and culturally relevant. However, Emojis can sometimes be misinterpreted or convey unintended meanings, especially when used excessively or inappropriately. This can lead to misunderstandings and confusion, particularly in formal contexts. Emojis may not always adequately convey the full range of emotions, ideas, or concepts that can be expressed through formal language. This can result in a loss of nuance and clarity in communication. Overreliance on emojis can create a perception of unprofessionalism or a lack of seriousness, which may be detrimental in professional settings.

In addition, both the statements "I have limited vocabulary specially of more sophisticated and nuanced words that are typically used in formal contexts" and "I find it challenging to transition to the more structured and formal language required in academic or professional settings" received a mean score of 4.85 verbally interpreted as agree. Such results suggest that despite being widely exposed to twitter dialogue and conversations, the students were not able to gain new vocabulary that are applicable or useful in formal communication. Further, their continuous exposure and usage of X or Twitter platform which have made them overly used and comfortable to informal language style could have impeded their ability to shift smoothly and swiftly to formal communication. This may have negatively affected their performance in academic writing and speaking which require them to communicate in adherence to Standard English rules and notes.

Conversely, the item "I often forgot and even neglect to utilize punctuation marks when writing formally" had a mean score of 3.49 which is ranked at 14th and equivalent to neither agree or disagree. This suggest that forgetting or neglecting punctuation may be a relatively common occurrence. However, the fact that the mean score still falls within the neutral range suggests that this behavior is not necessarily widespread or considered acceptable. It may indicate that some of the respondents are still aware of simple language nuances such as punctuation, hence they do not disregard using it when communicating in academic endeavours. These could have been ingrained in the students' writing habits, regardless of the context. Despite their awareness of the distinctions between formal and informal writing, they may unconsciously employ punctuation marks without deliberate consideration.

Similarly, the indicator "I often use informal and conversational tone in formal situations" garnered the lowest mean of 3.48 translated to neutral. The neutral mean score indicates that participants had an understanding that employing casual language in official settings diverges from societal norms. Although they may not hold a firm stance of agreement or disagreement with the statement on a personal level, they see the significance of upholding formality in specific situations. It could also suggest that participants perceive their language usage to be contingent upon the formal context. They may employ colloquial language while communicating with close peers but preserve a sense of formality when interacting with superiors or in professional contexts.

This is connected to the study of Bules (2022) which revealed several undergraduates who reported negative effects of social media on their English language learning. Their concerns were mainly based on the presence of foul language, cyber bullying, inaccurate spellings, and intensive use of abbreviations in SNSs which may negatively affect their academic performance.

Table 3 Relationship Between Frequently Used X Registers and Formal English Language Usage

	r-value	p-value	Interpretation
Dialect Registers	-0.437	0.000	Significant
Facetious Registers	-0.257	0.18	Significant
Taboo Registers	-0.116	0.290	Not Significant
Nascent Registers	0.467	0.000	Significant
Slang Registers	0.709	0.000	Significant

Legend: Significant at p-value < 0.05

Moreover, several participants in another study by Zainal (2020) acknowledged that the utilization of internet slang (such as LOL, BTW, and FTW) on social media has an influence on their formal writing. Additionally, the majority of respondents stated that the use of informal contractions (such as gonna, whatcha, and gimme) on social media affects their speaking and writing style. A significant portion of the entries have a casual tone and do not align with the standards of academic writing often employed in language learning environments.

As reflected from Table 3, there is significant relationship between the frequency of Twitter registers usage and the Formal English Language of the Grade 12 students. Data demonstrates that the regular utilization of social media platforms might impact the employment of formal English language in various manners. This behavior may have originated from their habitual use of casual communication, which involves a greater amount of slang, acronyms, and emojis and can extend to formal contexts, such as writing essays or delivering presentations. Moreover, the rapid tempo of social media may have

contributed to an increase in grammatical and spelling mistakes. Due to the fast pace at which students' type, they may not allocate sufficient time to thoroughly check their posts, resulting in the transfer of these mistakes to their official writing. Furthermore, due to the informal nature of platforms like X or Twitter, students may have been inclined to utilize contractions, exclamation points, and all-caps, which are unsuitable for official writing. Furthermore, the pervasive informality of social media may contribute to a significant decrease in the utilization of formal language among the students. This is due to the possibility that students can excessively rely on informal language in all circumstances, so hindering their ability to transition to a more official style when required.

Table 4 Proposed Intervention Program

Intervention Area	Specific Skills Targeted	Activities/Strategies	Resources	Assessment Methods	Duration
Vocabulary Development	- Define and use academic vocabulary - Use synonyms, antonyms, and derivatives - Understand nuances of word meaning	* Word of the Day: Introduce a new academic vocabulary word daily, including definition, usage, and synonyms/antonyms. * Context Clues: Practice using context clues to determine the meaning of unfamiliar words in reading passages. * Word Mapping: Create mind maps or concept diagrams to organize and visualize relationships between words. * Vocabulary Games: Play engaging games like Scrabble or crossword puzzles to reinforce vocabulary learning.	- Online dictionaries and thesauruses - Academic texts and articles - Vocabulary workbooks	- Pre- and post-vocabulary tests - Vocabulary quizzes and activities - Observations of vocabulary usage in writing and speech	12 weeks
Grammar and Usage	- Master parts of speech and sentence structures - Apply grammar rules in writing and speech - Identify and correct common errors	* Grammar Mini-Lessons: Focus on specific grammar points (e.g., subject-verb agreement, sentence structure) with clear explanations and examples. * Sentence Editing: Practice identifying and correcting common grammar and mechanics errors in writing. * Peer Editing: Provide opportunities for students to edit each other's work and offer constructive feedback. * Grammar Games: Play interactive games to reinforce grammar rules and concepts.	- Grammar textbooks and online resources - Sentence correction exercises - Collaborative writing projects	- Grammar quizzes and tests - Error analysis in writing samples - Observations of grammar usage in speech	15 weeks
Research and Writing Skills	- Formulate research questions - Locate and evaluate credible sources - Organize information and write clear, concise essays	*Research projects on academic topics *Outlining and note-taking strategies *Drafting, revising, and editing writing assignments *Literature reviews and annotated bibliographies	- Online research databases - Library resources - Writing templates and style guides	- Research paper presentations and evaluations - Peer review of writing assignments - Rubrics for research and writing skills	25 weeks
Presentation and Public Speaking Skills	- Organize and prepare presentations - Deliver	* Debate Club: Facilitate debate sessions where students present arguments using formal	- Presentation rubrics focusing on content,	Performance tasks	10 weeks

These findings align with the outcome of Hasmi et al. (2019), which revealed that students employ slang phrases as a means of evading the intricate vocabulary and concise structures of the English language. They employ acronyms and colloquial terms to facilitate communication.

Moreover, the utilization of mobile phones significantly impacts the pupils' adoption of colloquial language. The utilization of messaging programs has had an impact on students' writing proficiency as they employ concise and ungrammatical constructions in their conversations, text messages, and tweets. Furthermore, it has been shown that students have begun incorporating these acronyms and non-conventional language items into their scholarly compositions. The over utilization of mobile devices in educational institutions and classroom settings has been identified as a significant contributing factor to the usage of colloquial language and brevity in students' academic work. Students lack proficiency in punctuation and capitalization when texting, hence impairing their writing abilities.

This comprehensive intervention program seeks to augment the formal English language proficiency of students, providing them with the competence and fluency essential for achieving academic success, skilled professional communication, and impactful public discourse. The program utilizes an elaborate approach that combines teaching of grammar, enhancement of vocabulary, practice in writing, and development of oral communication skills.

IV.   CONCLUSION

Grade 12 students utilize the various types of Twitter registers such as Dialect Register, Facetious Registers, Taboo Registers, Ironic Registers, Nascent Registers, and Slang Registers regularly and frequently as reflected in the results of their assessment. The most repeatedly used type of register are dialect registers while the least utilized are facetious registers.

Further, they have agreed to utilize emojis as a means of simplifying messages and have deliberately limited vocabulary, particularly when it comes to employing more refined and nuanced terms that are generally utilized in formal settings. Furthermore, they face difficulties when adapting to the stricter and more formal language conventions necessary in academic or professional environments. It was also found out that they experience misinterpretation and misunderstanding from others when employing language registers commonly used on Twitter. Additionally, it was shown that they have a tendency to utilize informal grammatical structures and imprecise language in their communication. They heavily rely on and frequently employ slang words or phrases, as well as informal contractions. Additionally, it was discovered that they tended to value expediency and conciseness over grammatical accuracy.

Moreover, there is a significant relationship between the frequency of twitter register usage and the formal English language of the Grade 12 students. This evidenced that the usage of various registers when engaging with X or twitter could lead to a decline in their ability to communicate effectively in formal context.

Grade 12 students face a struggle in keeping formal language abilities while using informal registers on Twitter due to the platform's fast-paced and informal character. Grade 12 students are advised to cultivate an understanding of the various contexts and circumstances that require the use of formal and informal language. This enables individuals to deliberately transition between different linguistic registers based on the specific platform or situation. Students can actively participate in formal language learning by examining language structure, vocabulary, and grammar under the instruction and guidance of their teachers. One possible approach to this task is to analyze sentences by breaking them down, examining the differences between formal and informal language styles, and considering how language choices can affect different situations. This will enable Generation Z to acquire additional knowledge and enhance their proficiency in formal language. Finally, it is important for students to understand that formal and informal language are not separate and opposing, but rather they should be seen as complimentary means of achieving effective communication. By placing importance on and cultivating both registers, individuals can improve their ability to communicate effectively and adjust their language to various situations and listeners.

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