



Slang Use Among Generation Z Facebook Users: A Descriptive Qualitative Content Analysis

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Abstract

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Social media has become a primary space for everyday communication, and the language used on these platforms increasingly departs from the conventions of standard written English. Slang, acronyms, and shortened forms circulate rapidly among younger users, raising questions about how these forms are built, why they are used, and what they mean for language learning and teaching. This study analyzed the slang used by Generation Z users on Facebook, the most widely used social media platform in the Philippines. Specifically, it sought to describe the register of the observed posts, identify the types of slang that appeared in public posts and comments, describe the purposes these expressions served, and propose an output based on the findings. A descriptive qualitative design using content analysis was employed. Publicly accessible Facebook posts and comments were purposively selected through non-participant observation and classified using the slang typology of Allan and Burridge (2006) as applied by Yusuf et al. (2022). The observed posts were predominantly informal in register. Five types of slang were identified: acronyms, clipping, flippant phrases, imitative expressions, and fresh and creative expressions, with acronyms being the most frequently used. Users employed slang to greet friends and followers, open conversations casually, express feelings and impressions, and show familiarity with their audience; consistent with earlier studies, slang also served to create humor, keep pace with trends, and save typing time. These findings suggest that social media has become a public space where users build identity and solidarity through informal language, consistent with sociolinguistic, community of practice, and social network perspectives. The study concludes that slang on Facebook is a patterned and purposeful linguistic resource. It proposes a register-awareness guide that helps teachers and learners study online slang and distinguish when informal language is appropriate and when standard forms are expected.

Keywords: Facebook; Generation Z; slang; social media language; sociolinguistics; content analysis



INTRODUCTION

Language is the primary means through which people share ideas, build relationships, and take part in the life of their communities. English, in particular, has become a widely used language of international communication. It provides access to scholarship, history, and literature, and it allows speakers of different first languages to exchange ideas and ways of thinking. In an increasingly globalized society, proficiency in English supports participation in business, engineering, healthcare, human services, finance, and many other fields. English is also a medium of instruction in many academic settings, where it is used to teach different subjects and to transfer knowledge across disciplines.

In recent years, much of this communication has moved online. Social media platforms such as Facebook, TikTok, X, and Instagram have become powerful tools that shape how people interact, express themselves, and engage with content. Through these platforms, users access news and information, maintain friendships, and join conversations with people they may never meet in person. The language used in these spaces reflects not only individual expression but also collective social trends, cultural influences, and changing norms of communication. Because social media is now part of daily routine, especially for younger users, its language has also found its way into other areas of life, including teaching and learning.

One of the most visible features of online language is slang. Expressions such as *fr*, *istg*, and *GRWM* appear daily in posts and comments, often alongside shortened words and phrases whose meanings differ from their literal sense. For educators, these forms raise practical questions. Learners who use slang fluently online may not always recognize when such language is inappropriate in academic or professional writing, while teachers and other readers who do not use social media in the same way may find some online expressions difficult to interpret. Understanding what kinds of slang are used, and why, is therefore useful both for describing contemporary language change and for guiding instruction on language register.

This study examines the slang used by Generation Z users on Facebook, the platform with the widest reach in the Philippines. The sections that follow review the literature on language, social media, and language use in social media; present the theories that guided the analysis; and outline the conceptual framework and research questions of the study. Oviogun and Veerdee (2020) compiled several definitions of language offered by linguists. Among these, Gorys Keraf provided two meanings: first, language is a means of communication among members of a society in the form of sound symbols produced by the human speech organs; second, language is a communication system that uses arbitrary vocal symbols. Owen likewise described language as a socially shared code made up of symbols and the rule-governed combinations of those symbols (as cited in Oviogun & Veerdee, 2020).

Language has also been described as a systematic tool for conveying ideas or feelings through agreed signs, sounds, or gestures that carry understandable meanings (Zadeh, 1975; Tseng, 2018). Under this broader view, language includes anything used as a means of communication, whether verbal or nonverbal; nonverbal signs include the sound of a bell, Morse code, and bodily gestures. Nwaini (2015, as cited in Nwala & Tamunobelema, 2019) further described language as a systematically codified means of communication and as the support system of all human endeavors, since it connects individuals, societies, and nations. Because it carries a people's history and culture and is present in all human interaction, language occupies a central place in human existence.

Kandpal et al. (2023) defined social media as virtual communication through networks. The American Psychological Association (n.d.) similarly describes social media as forms of digital communication through which users create online communities to share information, ideas, personal messages, and other content. Social media has become popular largely because it is easy to use, and it allows people to follow events and obtain information from all over the world. Individuals and organizations use it to pursue personal and professional goals. Public personalities use it to reach audiences who share their interests, activities, or backgrounds, while businesses of all sizes use it to talk with clients, gather feedback, and market products and services. Many people have also shifted from watching television news to following the official social media pages of news networks for daily updates, including advisories during typhoons. Akram and Kumar (2017) noted that social media takes many forms, including blogs, microblogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, widgets, and virtual worlds.



Among these platforms, Facebook remains the most widely used. According to DataReportal (2023), Facebook had approximately 2.96 billion users as of January 2023, the largest user base of any social media platform. Encyclopaedia Britannica (n.d.) describes Facebook as an American social media platform and social networking service owned by Meta Platforms, and as the largest social network on the internet in terms of both total users and name recognition, with nearly three billion users as of 2021. In the Philippines, Balita (2025) reported that Facebook was the most used social media platform as of the third quarter of 2024, used by about 95 percent of respondents, and that as of June 2023 there were about 13,600 Facebook influencers in the country with between 10,000 and 50,000 followers each. Facebook allows users to connect with friends and colleagues, meet new people, share pictures, music, videos, and articles, and express their thoughts and opinions to audiences of any size. Its reach and its mix of personal and public communication make it a suitable setting for studying everyday online language.

Social media has a strong influence on how people live, and language is one of the areas where this influence is most visible. With the growth of the internet and mobile technology, the means of communication have expanded from face-to-face conversation to text messaging, e-mail, and social media. These channels have left traces on many components of language, including spelling, grammar, syntax, pronunciation, and vocabulary.

Saeed (2021) identified pragmatics and mutual intelligibility as the most common concerns in social media communication. Abbreviations and informal forms that are easily understood by younger users may be unfamiliar to readers who do not use social media in the same way, including many older users. Expressions such as *fr* and *lmao* are common in daily online exchanges on Facebook and TikTok even though they have not traditionally appeared in standard dictionaries. Shortened forms such as *tho* (though), *y* (why), and *LOL* (laugh out loud) have become widespread, and phrases such as *hit me up* and *DM me* now carry meanings tied to online interaction. These developments show how social media has changed communication. While online communication has made it easier for people to stay connected, some observers have raised concern that it may weaken face-to-face conversational skills. The popularity of abbreviations among young users has also raised concern among language educators and among those who take a prescriptive view of language, who worry that informal online forms may carry over into contexts that require standard usage.

Heid (2016) described how the meanings of some words have changed through social media use. Words such as *avatar*, *bio*, *chat*, and *follower* have acquired new meanings. *Avatar* was originally a Hindu term for the material manifestation of a deity but now refers to a graphical representation of a person online. *Bio*, once a shortened form of *biography* and a detailed account of a person's life, now refers to a short text on a profile that may be a witty phrase or a favorite quotation. *Chat* once meant simply an informal conversation; on social media, it also refers to a virtual space where people gather and converse. *Follower*, once a synonym for *companion*, now refers to a person who subscribes to an account on social media. Young people asked to define these words are now likely to give their social media meanings first.

Social media has also produced new words, such as *blog*, *hashtag*, *selfie*, and *tweet*. These words are now familiar to most users even though they did not exist before social media platforms emerged.

Previous studies have examined slang among Generation Z social media users in Indonesia (Yusuf et al., 2022), slang on Twitter (Ramadani et al., 2024) and on WhatsApp (Manurung et al., 2022), and the effect of social media on the language use of teenagers (Rianto & Juliarta, 2024) and of Pakistani students (Hashmi et al., 2019; Saeed, 2021). Among the studies reviewed here, comparatively little attention has been given to the slang that circulates in Facebook posts and comments, even though Facebook is the platform most used by Filipinos (Balita, 2025). Describing the types of slang that appear on Facebook and the purposes they serve can help language teachers understand the linguistic environment their students take part in every day.

Theoretical Framework

Three theories guided the analysis. The first is sociolinguistic theory. Cong (2023) explained that sociolinguistic theory focuses on the relationship between language and society, mainly studying how language varies under different social conditions and exploring the co-variation between social factors and language. This theory supports the view that the slang used on Facebook is not random but reflects the age, social networks, and communicative purposes of its users. In this study, it provided the basis for treating slang as a social variety of language and for relating each type of slang to the context in which it was used.

The second is the theory of communities of practice, developed by Lave and Wenger (1991). Vyas (2022) described communities of practice as a social learning theory that draws on the social nature of human beings as a fundamental



source of learning, growth, and improvement. Wenger-Trayner and Wenger-Trayner (2015) defined communities of practice as groups of people who share a concern or passion for something they do and who learn to do it better as they interact regularly. Online, circles of friends, followers, fan pages, and interest groups can function as such communities. Members learn shared expressions from one another, and the use of these expressions marks a person as belonging to the group. This theory helped explain why slang can serve as a marker of membership and solidarity.

The third is social network theory. Dembe (2024) explained that the theory, associated with the work of sociologist J. A. Barnes in 1954, holds that individuals within a network interact and communicate in patterns that strongly influence behaviors and outcomes. Its central idea is that relationships, and the structure of those relationships, shape social phenomena. Applied to language, the theory explains how linguistic innovations spread through digital networks. Social media platforms create large, interconnected networks in which users are constantly exposed to new words, phrases, and communication styles from their connections. Through this lens, researchers can examine how influential accounts and highly connected users contribute to the spread of new expressions and to language change in the digital age.

Conceptual Framework

The study followed an input-process-output model, shown in Figure 1. The input consisted of publicly accessible Facebook posts and comments written by Generation Z users. In the process stage, the language of these posts was described in terms of register (formal or informal) and classified by type of slang: acronyms, clipping, flippancy phrases, imitative expressions, and fresh and creative expressions. The output consisted of a description of the purposes the writers had in using slang and a proposed output for language teaching based on the findings.

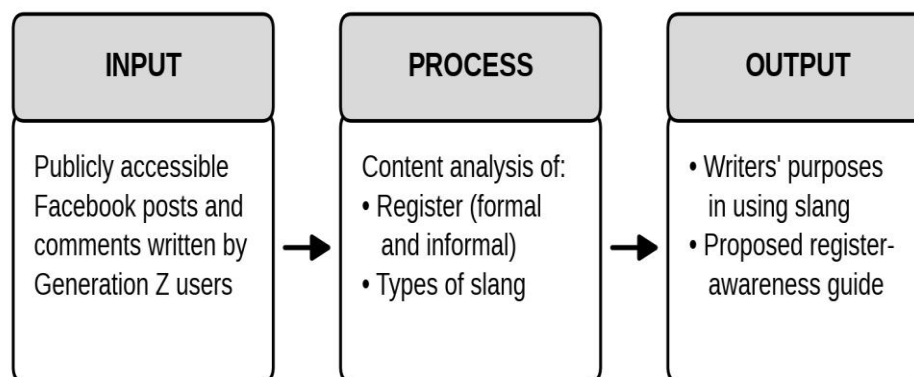


Figure 1: Conceptual Model of the Study

Research Questions

This study aimed to analyze the language used on social media in order to identify the linguistic features, styles, and patterns of online communication among Generation Z Facebook users. Specifically, it sought to answer the following questions:

1. How may the language used by Generation Z Facebook users be described in terms of (a) register (formal and informal) and (b) types of slang?
2. What purposes does the use of slang serve for the writers?
3. What output may be proposed based on the findings of the study?



MATERIALS AND METHODS

Research Design

This study used a descriptive qualitative design with content analysis. Descriptive research describes the characteristics of a phenomenon and the behavior of a population as they naturally occur. Ballesteros (2019) explained that descriptive research aims to shed light on current issues through data collection that allows a situation to be described more completely than would be possible without the method, and that it serves to describe, explain, and validate findings. In this study, the design was used to describe the slang that appeared in Facebook posts and comments as it occurred, without manipulating any variable.

Data Source and Sampling

The data consisted of a number of publicly accessible Facebook posts and comments collected from month and year to month and year. Purposive sampling, a non-probability technique, was used. Posts and comments were included if they (a) were publicly viewable, (b) were written by users who appeared to belong to Generation Z based on publicly available profile information or self-identification, and (c) contained at least one slang expression. Content from private groups and private messages was excluded.

Data Collection

Non-participant observation served as the main data-gathering technique. Marshall and Rossman (1989) described observation as the systematic noting and recording of events, behaviors, and artifacts in a social setting. Rather than relying on participants to report their language use through surveys or interviews, observation allowed the researcher to see how users actually wrote in a natural setting, which can reveal patterns and habits that might otherwise go unnoticed. The researcher browsed Facebook and recorded each relevant slang expression in an observation log, together with the surrounding text needed to interpret its meaning and the type of post in which it appeared.

Data Analysis

Each recorded expression was classified using the five types of slang identified by Allan and Burridge (2006) and applied to social media by Yusuf et al. (2022): fresh and creative, flippant, imitative, acronym, and clipping. The frequency of each type was tallied to determine which types appeared most often. The context of each expression was then examined to identify the purpose it served for the writer, and these purposes were grouped into categories. The findings were interpreted in light of the reviewed literature and the theoretical framework.

Ethical Considerations

Only publicly accessible content was collected. To protect the privacy of users, no names, usernames, profile photos, or other identifying information were recorded or reported, and expressions are presented without attribution to any account.

RESULTS AND DISCUSSION

This section presents the findings in the order of the research questions: the register and types of slang observed, the purposes that slang served for its users, and the output proposed on the basis of these findings.

Register of the Observed Posts

The posts and comments that contained slang were predominantly informal in register. Slang is by nature an informal use of language and is generally considered inappropriate for formal communication. Its presence in the observed posts therefore marked them as casual, conversational exchanges, closer to speech than to standard written English. This observation is consistent with Winarto (2019), who found that social media users often set aside standard grammar and spelling in favor of acronyms and slang that are well established within the online community. It also reflects the sociolinguistic view that language varies with the social setting (Cong, 2023): the same users who write informally in a comment thread may shift to a formal register when writing for school or work. The informal register of the observed



posts may therefore be understood as a choice suited to the setting rather than as evidence that users lack command of standard forms.

Types of Slang

Five types of slang were identified in the data: acronyms, clipping, flippant phrases, imitative expressions, and fresh and creative expressions. Acronyms were the most frequently used type, a result consistent with Yusuf et al. (2022), who also found the acronym to be the most common type of slang among Generation Z social media users. Table 1 summarizes the types of slang with examples drawn from the data.

Table 1: Types of Slang Observed in Facebook Posts and Comments

Type of slang	Description	Examples from the data
Acronym	Formed from the first letter of each word in a phrase	<i>brb, btw, istg, fr, DIY, TTYL, IRL, OOTD, GRWM, LOL</i>
Clipping	A longer word shortened, often to one syllable	<i>till, fave/fav, sis/sissy, bro, diff, congrats</i>
Flippant	Two or more words whose combined meaning differs from their literal meaning	<i>break a leg, spill the tea, ants in your pants, burnout, chill out, bawling my eyes out</i>
Imitative	Derived from or imitating standard English words, or combining two words	<i>lemme, y'all, gotta, luv, u, aight, dunno, shoot, shining, sigma</i>
Fresh and creative	New vocabulary, or new informal senses, formed through imagination and creativity	<i>nope, dude, newbie/noob, ㄤㄤ, hectic, skibidi, blab</i>

Note. Classification follows Allan and Burridge (2006) as applied by Yusuf et al. (2022).

Acronyms

Acronyms are abbreviations formed by taking the first letter of each word in a phrase, which are then pronounced either as a word or as a sequence of letters (Yusuf et al., 2022). They were the most common type of slang in the data. The acronym *brb* (be right back) signals that the writer will return shortly after a brief interruption. *Btw* (by the way) introduces a new topic not connected to what was previously discussed. *Istg* (I swear to God) is an informal expression used to emphasize a statement or promise and may be rephrased as "I promise you" or "I assure you." *Fr* (for real) emphasizes that something is true or genuine. Other frequently used acronyms include *DIY* (do it yourself), *TTYL* (talk to you later), *IRL* (in real life), *OOTD* (outfit of the day), *GRWM* (get ready with me), and *LOL* (laugh out loud).

Several of these acronyms are tied to specific kinds of content. *OOTD* and *GRWM*, for example, label posts and videos that show what the writer is wearing or how they prepare for the day, while *DIY* marks instructional or craft content. Such acronyms function almost as genre labels, telling readers at a glance what kind of post they are looking at. Others, such as *fr* and *istg*, do the work that tone of voice and facial expression do in face-to-face conversation, signaling sincerity or emphasis in a medium where those cues are absent. The popularity of acronyms can also be explained by their economy: they compress a full phrase into two to four characters, which suits the speed of online exchanges (Winarto, 2019).

Clipping

Clipping is a word-formation process in which a longer word is shortened, frequently to one syllable (Yusuf et al., 2022). Examples in the data included *till* for *until*, *fave* or *fav* for *favorite*, *sis* or *sissy* for *sister*, *bro* for *brother*, *diff* for *different*, and *congrats* for *congratulations*. Clipped forms keep enough of the original word to remain recognizable, which makes them easy to understand even for readers who do not use them often. Many of them, such as *bro* and *sis*, are also forms of address, which links clipping closely to the social purposes discussed later in this section.



Flippant Phrases

Budiasa (2021) defined flippant slang as a word or phrase formed from two or more words that together carry a meaning different from the literal meaning of the words that compose it. In other words, flippant phrases do not correspond to their denotative meaning. Examples include *break a leg*, used to wish someone good luck; *spill the tea*, meaning to share gossip or a secret; *ants in your pants*, describing restlessness or nervousness; *burnout*, describing extreme tiredness; *chill out*, meaning to relax; and *bawling my eyes out*, meaning to cry intensely. Because their meanings cannot be worked out from the individual words, flippant phrases depend on shared knowledge. A reader who does not know that *spill the tea* refers to gossip will misread the phrase entirely. This dependence on shared knowledge is one reason flippant phrases help mark the boundary between those who belong to an online community and those who do not.

Imitative Expressions

Imitative slang imitates or derives from standard English words, uses them in different contexts, or combines two words into one (Yusuf et al., 2022). Examples include *lemme* (let me), *y'all* (you all), *gotta* (got to), *luv* (love), *u* (you), *aight* (alright), and *dunno* (do not know). Other expressions in this group were *shoot*, used to express mild frustration; *shining*, used to describe beauty; and *sigma*, used to mean cool. Many imitative forms spell words the way they sound in casual speech. Writing *lemme* or *dunno* brings the rhythm of spoken conversation into written text, giving posts a relaxed, conversational tone.

Fresh and Creative Expressions

Fresh and creative slang consists of vocabulary that did not previously exist or that has acquired a new informal sense through imagination and creativity (Yusuf et al., 2022). Examples include *nope*, meaning no; *dude*, referring to a friend or companion; *newbie* or *noob*, commonly used by gamers to refer to a newcomer; , which in context signals sleeping or boredom; *hectic*, meaning busy; *skibidi*, used loosely to mean cool; and *blab*, meaning nothing of importance. Some of these, such as  and *blab*, draw on sound and visual representation rather than on existing words, while others, such as *skibidi*, spread rapidly through viral online content. Expressions of this type tend to be short-lived, rising and falling with online trends.

Purposes of Slang Use

The second research question concerned the purposes slang served for its users. Analysis of the contexts in which slang appeared showed that Generation Z users employed it to greet friends and followers, start conversations casually, express feelings and impressions, and show familiarity with their audience. Consistent with previous studies, slang also served to create humor, keep up with trends, and save time and space when typing. These purposes are discussed below.

Building Closeness and Opening Conversations

Manurung et al. (2022) found that the motivations for using slang go beyond humor and informality, extending to self-expression, emotional connection, and the formation of digital identities. Although slang is informal, it strengthens social bonds and fosters a sense of belonging among peers. The data reflected this. Because language is central to maintaining communication and relationships, users employed slang to address others and to create a sense of closeness. Forms of address such as *mom*, *bro*, *sis*, and *dude* were used to greet friends and followers and to open casual conversations, often with people who are not literally family members. Using such terms treats the reader as part of the writer's inner circle, which lowers the social distance between them.

Expressing Feelings and Impressions

Slang was also used to express emotion. Positive feelings were conveyed through expressions such as *break a leg* and *congrats*, while negative feelings were expressed through words such as *burnout*. Slang allows users to state their feelings briefly and with an intensity that standard phrasing may lack. *Bawling my eyes out*, for example, conveys a stronger reaction than *I cried*.

Creating Humor

Ramadani et al. (2024) noted that netizens often use slang to create jokes and humorous expressions, which makes conversations more engaging and entertaining. The playful character of several expressions in the data, such as *skibidi*, ,



and *ants in your pants*, is consistent with this function. Humor of this kind invites responses and keeps exchanges light, which helps sustain interaction in comment threads.

Keeping Up with Trends

Slang words also follow trends in much the same way as fashion, falling out of use in one generation and returning years later (Wagner, 2023). The changed meanings of *avatar*, *bio*, *chat*, and *follower* discussed earlier show how quickly social media can reshape vocabulary. Although such words are casual, they are especially common in written form online. Because online language changes quickly, using current slang helps users show that they are up to date with popular culture. Some slang terms become catchphrases that spread through social circles, reach mainstream media, and eventually enter everyday conversation.

Saving Time and Space

Winarto (2019) found that, to reduce typing time and character space, social media users often forgo standard grammar and spelling in favor of well-known acronyms and slang that have become deeply rooted in the online community. This helps explain why acronyms were the most common type of slang in the data: they offer the greatest saving of effort for the least loss of meaning among users who share the code.

Slang as Social Practice

Taken together, the findings show that slang on Facebook is a social practice as much as a linguistic one. Content observation and analysis showed that social media has created a new public space where people interact, share information, and express themselves freely through language. Platforms such as Instagram, TikTok, X, and Facebook have become integral parts of users' daily lives. Wahyu et al. (2022, as cited in Rianto & Juliarta, 2024) concluded that language on social media is not only a means of communication but also a tool for building social identity, forming relationships, and representing oneself. Social media influences how people think and communicate, and this influence is evident in the emergence of new forms of language. The creative and informal use of language allows users to express themselves more freely and to build solidarity with their peers (Hanafi et al., 2021).

Each of the three theories accounts for part of this picture. From a sociolinguistic perspective, the predominance of slang in Generation Z posts reflects the co-variation of language with social factors such as age, setting, and audience (Cong, 2023). Slang marks the writer as young, informal, and at ease with online culture, and its meanings are tied to the social context in which it is used. From the perspective of communities of practice (Wenger-Trayner & Wenger-Trayner, 2015), the shared repertoire of acronyms, clipped forms, and flippant phrases works as a resource that members acquire through participation. Knowing that *spill the tea* means sharing gossip, or that *GRWM* labels a particular kind of video, is part of what it means to belong. Newcomers, or *noobs*, learn these expressions by observing and imitating more experienced members, which is the kind of situated learning described by Lave and Wenger (1991). From the perspective of social network theory (Dembe, 2024), the speed with which expressions such as *skibidi* appear and spread reflects the structure of social media networks, in which a single post from a well-connected account can expose a large number of users to a new expression in a short time. Words that are repeated across many connections become established, while those that fail to spread soon disappear.

These findings have implications for language education. Hashmi et al. (2019) cautioned that although knowing and using acronyms, abbreviations, and slang is helpful in managing quick and casual exchanges on social media, conversations should not be overloaded with them. Social media users need to understand when and how to use slang, acronyms, and abbreviations appropriately, particularly when addressing a broad audience. The issue, then, is less whether students use slang than whether they can move between registers. A student who writes *istg* and *fr* in a comment thread but uses standard forms in an academic essay is displaying an awareness of audience and context. Instruction can build on this awareness rather than treat online language only as a source of error.

Proposed Output

In response to the third research question, the study proposes a register-awareness guide for language teachers and learners. The guide would include (a) a glossary of common social media slang organized by the five types identified in this study, with meanings and sample contexts; (b) paired examples showing the same message written in informal online register and in formal academic or professional register; and (c) classroom activities in which students identify slang in



authentic posts, classify it by type, and rewrite selected posts for a formal audience. Because slang changes quickly, the guide is intended to be updated periodically. Such a guide treats students' online language as a resource for learning about register, word formation, and language change, while helping them recognize when standard forms are expected.

CONCLUSIONS

This study analyzed the slang used by Generation Z users in Facebook posts and comments. The language of the observed posts was predominantly informal in register. Five types of slang were identified, namely acronyms, clipping, flippant phrases, imitative expressions, and fresh and creative expressions, with acronyms being the most frequently used. Users employed slang to greet friends and followers, start conversations casually, express feelings and impressions, and show familiarity with their audience; consistent with previous studies, slang also served to create humor, keep up with trends, and save typing time and space.

These findings lead to three conclusions. First, slang on Facebook is patterned rather than random: it follows identifiable processes of word formation that can be described and taught. Second, slang is purposeful. It helps users build relationships, express emotion, and signal membership in online communities, supporting the view that language on social media is a tool for constructing identity as well as for communicating. Third, the rapid spread and short life of many slang expressions reflect the networked structure of social media, in which new forms move quickly from user to user and from online spaces into everyday conversation.

Based on these conclusions, the study proposes a register-awareness guide that helps teachers and learners study social media slang and distinguish between contexts where informal language is appropriate and those that call for standard forms. Language teachers may use authentic social media texts in lessons on word formation, semantic change, and register, and learners may be encouraged to reflect on how they adjust their language for different audiences.

The study has limitations. It examined a purposive sample of public Facebook posts and comments over a limited period, and the identification of users as members of Generation Z relied on publicly available information. The findings therefore describe the observed data and cannot be generalized to all Facebook users. Future studies may examine larger samples, compare slang across platforms such as TikTok, X, and Instagram, include Filipino and code-switched slang, or combine content analysis with interviews to confirm users' own reasons for using particular expressions.

CONFLICT OF INTEREST

The author declares that there is no conflict of interest regarding the publication of this article.

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