

Code Alternation and Multimodality in Facebook Interaction among High School Students

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Abstract— This study analyzed the code alternation and multimodality in FB interaction among high school students for the School Year 2019-2020. It analyzed the code alternation and multimodality in FB interaction among high school students for the School Year 2019-2020. It utilized a descriptive research design using qualitative and quantitative methods of research. There were 65 excerpts of Facebook interactions utilized as the main data of this present research. Conventional content analysis was used to gain qualitative data while frequency count and percentage were used to obtain quantitative data. Grade 10 students used multilingual posts using English-Filipino, Bicol Sorsoganon – English, Bicol Sorsoganon-English-Filipino and Bicol Sorsoganon – Filipino. Students used unconventional linguistic features in their writing system in the Facebook interaction, namely: non-standard orthography (spelling, capitalization and punctuation); letter-number homophone; and acronym, shortening and cyberslang. Likewise, use of multimodal in the Facebook interaction were also noted such as emojis and reactions available to chats and Facebook, and pictures and memes to support idea or content. Grade 10 students may be provided with varied purposeful activities in and out of the classroom to become an avenue to enhance their language proficiency and be creative in their language when using Facebook in their interaction. Language proficiency of the Grade 10 students may be enhanced to give them other strategies that they can use to be creative and efficient in communicating their ideas and contents in the Facebook interaction. The proposed output may be utilized to enhance level of language proficiency of the students with the aid of social media such as the FB as a learning avenue among high school students. Future researches may be conducted to further investigate the occurrence of language use, and code alternation and multimodality in the FB interactions or other social media used for their academics or teaching and learning interaction.

Keywords— Code Alternation; Multimodality; FB Interaction; Conventional Content Analysis.

INTRODUCTION

Students' language proficiency has become a functional tool to express their ideas at any form of media. Now that using social media is proliferating, it has become very interesting avenue for researches today because it has been the platform of people's varied activities. In education specifically, social media has served as extension of learning that teachers can use to enhance students' learning. Language teaching most especially has found social media to be encouraging and influential to students to utilize their language learning for practice and enhancement. In the social media as well that students can observe different creative uses of their own languages. With all these, social media can indeed offer different avenues that researchers can be interested of along uses of language and investigation of their students' language proficiency.

Facebook (FB henceforth) is considered a social media platform that can be utilized to varied purposes. Facebook is the biggest social network worldwide with users roughly estimated at about 2.89 billion monthly active users during the second quarter of 2021 (www.statista.com, 2021). In the third quarter of 2012, the number of active FB users surpassed 1B, making it the first social network ever to do so. However,

with exposure to wide audience of communicators on social media specifically FB, second language (L2) learners may sacrifice proficiency on the target language. With a large number of users who interact online each with different culture and languages, success in L2 learning may not have a desirable outcome. Therefore, learners' continuous practice on the strict use of L2 must be encouraged even when using social media to increase their fluency in it.

The use of English as a universal language plays a very important role in all walks of life in the global scene, most especially in the academe. This is widely used in communicating not only by the native speakers but also as a foreign language or as a second language by some countries in the world. In 2021, there were around 1.35 billion people worldwide who spoke English either natively or as a second language, slightly more than the 1.12 billion Mandarin Chinese speakers as of this writing (www.statista.com, 2021).

The real scenario is there is still lack of proficiency in some of non-native speakers, globally and locally. This calls for thorough instruction in the appropriate use of the English language. In the Education First (EF)

English Proficiency Index (2018) result where 88 countries were tested, Sweden ranked first in Europe and in the global ranking, with very high proficiency rating of 70.72. Philippines ranked 14th among the 88 countries with high proficiency but in Asia, it ranked 2nd only to Singapore. This only indicates there is a need for teachers to do all the means to improve the English proficiency of the Filipino learners. Proper interventions and activities must be provided to help enhance the language use of the students.

In this digitally aged education, social media use is very prominent. This is where the learners can communicate with each other by sharing information or even expressing their own views and thoughts in their lives through their online interactions. Kaplan and Haenline (2010) defined social media as “a group of Internet-based applications that build on the ideological and technological of Web 2.0 and that allow the creation and exchange of user-generated content.”

In this note, exposure to communication with other bilingual and multilingual countries becomes inevitable and that is where code alternation occurs. With the use of code alternation, non-native speakers practice alternating between two or more languages or varieties of languages in a conversation and may also be present in a second language interaction where lexical items and grammatical features from two languages appear in one sentence (Muysken, 2000).

United Nations Educational, Scientific and Cultural Organization (UNESCO, 1999) has been promoting its advocacy on multilingual education which refers to the use of at least three languages in education: the mother tongue(s), a regional or national language, and an international language as a means to improve learning outcomes and give life to cultural diversity. In this note, code alternation and multimodality may be inevitable to multi-language exposure in formal and informal setting. According to Jabeen (2018) the phenomena of borrowing, code alternation cannot only be observed in spoken discourse but also obvious in written text. As stated in Section 1, C of Executive Order No. 210 which is establishing the policy to strengthen the use of the English Language as a medium of instruction in the educational system in the Philippines, “the English language shall be used as the primary medium of instruction in all public and private institutions of learning in the secondary level”.

K to 12 learners must be encouraged on appropriate language use in the classroom for them to be more

proficient in making meaning through the lessons they have acquired.

For them to explore on and apply what they have learned especially on the use of English Language, they may be allowed to utilize social media as one of the tools in enhancing their skills. Through social media application, students' learning can be maximized. One social media site that is widely used is Facebook which has been at the forefront of these days' common interweaving of online communication. With Facebook as one of the means of extending L2 learning, students will be able to have a language contact with their classmates, peers, relatives and other Facebook users thereby making them susceptible to different languages exposure and prone to code switching phenomenon.

Thus, English teachers who strictly implement English Only Policy (EOP) in the second language class has found this situation more challenging because exposure to different languages will result to poor L2 proficiency of learners. As a matter of fact, this is true to Bicolano students who are multi-lingual especially here in Sorsogon. They have the tendency to code-switch from English to their native language in either oral or written texts.

In Sorsogon City, there is limited study on the phenomena of code alternation and multimodality in the social media specifically, FB interactions. The FB conversations may reveal the factors that influence code alternation and multimodality in the social media texts. FB interactions with code alternation and multimodality posts may reveal why there is only low proficiency in the English language specifically in writing among the learners. For this reason, the researcher attempts to undertake the study.

This study analyzed the code alternation and multimodality in FB interaction among high school students for the School Year 2019-2020. Specifically, it sought answers to the following questions:

1. How do high school students use code alternation and multimodalities in FB interactions?
2. How often do high school students use code alternation and other modalities in FB interactions?

Instruments

This study analyzed the code alternation and multimodality in FB interaction among high school students for the School Year 2019-2020. It utilized a

descriptive research design using qualitative and quantitative methods of research. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon studied. With mixed method of research, qualitative and quantitative research, is well suited to the study of second language classroom teaching (Nassaji, 2015). In the case of this present study, descriptive research design was used because it garnered data that described the occurrences of code alternation and multimodality in the Facebook Interaction of Grade 10 students in their English class. These data were in quantitative and qualitative form.

There were 65 excerpts of Facebook interactions utilized as the main data of this present research. They were considered as corpus under study. These excerpts were gathered from the FB interaction of Grade 10 students of Abuyog National High School. Interview and observation were used to gain the depth of the data. Conventional content analysis was used to gain qualitative data while frequency count and percentage were used to obtain quantitative data.

Table 1.1: Languages Used for Code Alternation in Facebook Interaction

Languages	Frequency	%
1. Bicol Sorsoganon - English	11	16.92
2. Bicol Sorsoganon – Filipino	0	0
3. English – Filipino	39	60
4. Bicol Sorsoganon-English-Filipino	5	7.69
Total	65	100

English to Filipino was the most multilingual code alternation used, followed by Bicol-Sorsoganon to English and then Bicol Sorsoganon-English-Filipino. There was no instance when Bicol Sorsoganon – Filipino were used in any of the interactions. Overall, students used different languages that they know to express their ideas in the Facebook interactions covered by this study.

It can be noted in the posts that the despite the implementation of the English Only Policy, students still used different languages that they use or they know besides teacher's instruction to use English in their posts. English being the second language and being the language of instruction is the evident language used in the interaction of both monolingual ang multi-lingual posts, and in this case, the most dominant language being used. Filipino as a second language and medium of instruction as well was also used next to English. The students' mother tongue, Bicol-Sorsoganon was not used in any of the post but they used Bicol-Sorsoganon

RESULTS AND DISCUSSION

1. Strategies on the use of code alternation and multimodalities in Facebook interactions among high school students

The strategies on the use of code alternation and multimodality in FB interactions among high school students are thoroughly explained in this portion. This includes languages used for code alternation in the FB interaction, unconventional linguistic features in the writing system of the FB Interaction and multimodality in the FB interactions. Screen shots, excerpts and tables were embedded in the discussion as evidence or proof of occurrences of these strategies. Sub-categories were also included for each of these main categories.

Languages used for Code Alternation in the Facebook Interaction

Table 1.1 shows the languages used for code alternation in the Facebook interaction. It can be gleaned on the table that students used multilingual in their FB interactions. It was also evident that students use three languages at the same time in a post.

in multilingual posts such as Bicol Sorsoganon to English or Bicol Sorsoganon to English and Filipino.

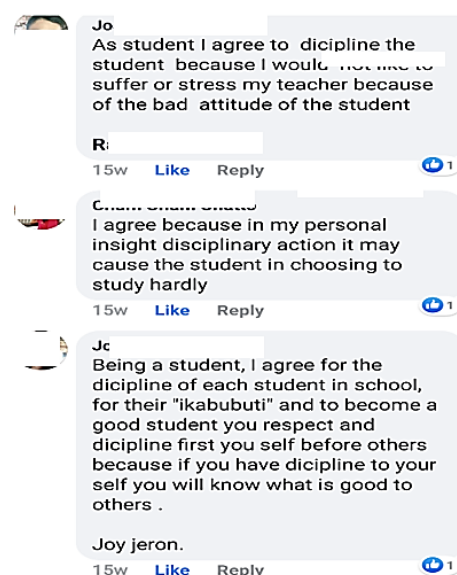


Figure 1: FB Post of English Language Dominance

This screen shot as sample post is showing English to be the dominant language in the samples collected for monolingual posts. But for multilingual posts are also presented which garnered more posts than monolingual. Kang (2012) said that being multilingual speakers vary their language use in different context for different purposes, and their level of proficiency in each language is not equal. Traditionally, researchers tended to view multilingual competences as the sum of discrete monolingual competences.

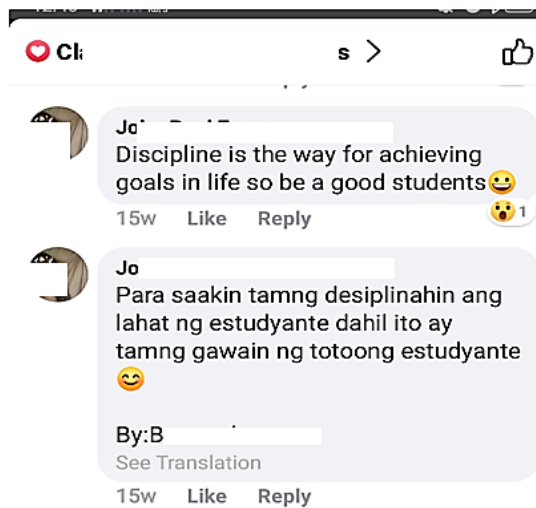


Figure 2: FB Post of Multilingual Post

That is, instead of considering each language as a subset of the whole language system, researchers regarded each language within the individual's system to be equivalent in representation to the language of a monolingual (Cenoz & Gorter, 2011). Under this view, a multilingual is considered to be an individual who has a native-like control of multiple languages (Bloomfield, 1933, as cited in Kemp, 2009).

But this traditional view on multilingual competence was challenged. Researchers come to agree that the proficiency of a multilingual speaker is not comparable to that of monolingual. So, recent definitions of multilingualism do not entail a native level of proficiency in each language. Multilingual speakers use different languages for different contexts and purposes, and they are highly unlikely to have equivalent levels of proficiency in all the languages they possess (Kemp, 2009). In this present study, the students were multilinguals being a nation of many and varied linguistic profile; they acquired and learned the languages they know from their environment (acquisition) and school (learning). Whenever there is a need to communicate, it is inevitable for them to use these languages and in the case of the students, these languages are Bicol-Sorsoganon, English and Filipino.

Unconventional Linguistic Features in the Writing System of the Facebook Interaction

Another language used that was observed in the samples collected was the use of unconventional linguistic features in the writing system of the Facebook interaction. These were non-standard orthography (spelling, capitalization and punctuation); letter/number homophone; acronym, shortening and cyberslang; use of letter to represent word; and abbreviation as used in the study of Nwala and Tamunobelema (2019). Non-Standard Orthography (Spelling, Capitalization and Punctuation). There were posts observed to have non-standard orthography. Students can be noted to have committed errors in orthography such as spelling, capitalization and punctuation. Student seemed to commit some orthographic errors in spelling, punctuation and capitalization. It is evident that she did not use comma for an appositive such as Thank you, Ma'am and Hello, Ma'am; instead thank you ma'am and hello ma'am. In this occurrence, there were also errors committed in the capitalization of first letter of words if it is a beginning of a sentence or a proper noun such as Ma'am. No question mark was also used in interrogative such as "pwede ko po ba ako mag underline sa Module about (Poverty in the Philippines speech) ang mga ibang details lang po (emoji)."

Figure 5 also showed some non-standard orthography in spelling, punctuation and capitalization. In the course of the conversation, it can be noted that student asked something to teacher with the use of multiple question mark (?). In the following event, it can be noted that she did not use any punctuation at all such as the period (.). In the next statement, she did not use any question mark at all which is an interrogative statement. Likewise, the student failed to capitalize the first letter of the first word of every statement. The student seemed to seek guidance and clarification of her understanding in this screen shot but did not use proper orthography to make her statement clearer and more specific.

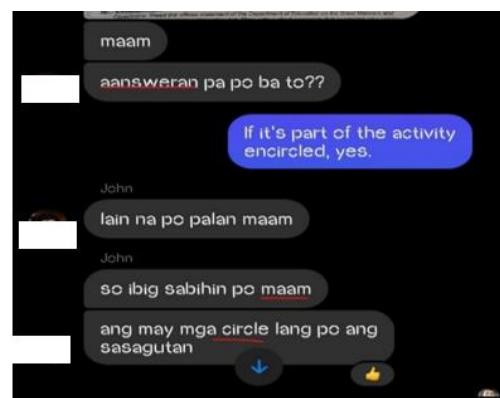


Figure 3: Group Chat as Sample for Non-Standard Orthography

In Figure 6, the student wanted to ask something yet she failed to include question mark in her first message including the second message sent. This is also true with the third message sent. Proper capitalization was not also manifested by the student. Likewise, proper capitalization was not also observed such as the first letter of the first word in a message or sentence.

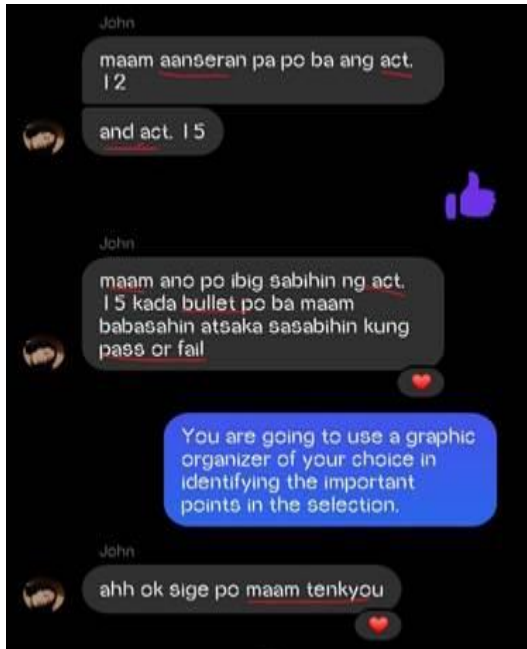


Figure 4: Group Chat as Sample for Non-Standard Orthography

These figures showed that students commit non-standard orthography in spelling, capitalization and punctuation that students use. Most often, students use non-standard orthography in capitalization and punctuation than in spelling. They did not use the conventions in orthography. They commit mistakes in the use of punctuations such as period, question mark, exclamation point and comma.

Likewise, they commit mistakes in the capitalization and make a spelling of words on their own according to their sounds more than following the correct spelling of the words. The students shared that they do not bother using correct spelling, capitalization and punctuation in texts because of the keyboard features of the cellphones.

They need to press another button for the punctuation to pop up, similar to capitalization. When texting using their cellphone, they do shortcuts of words, delete punctuations and disregard capitalization for convenience. But they also said that when writing using pen and paper, they strive to use the conventions of orthography. Yet, they could not help to commit mistakes they do in orthography in texting to actual writing.

Some students are not aware that they commit mistakes in orthography when texting or posting in the Facebook. For them this occurrence has been widely accepted and they thought this as standard and correct when in the social media. But in writing that they do for academics, they thought these as mistakes. As revealed in the interview, Facebook can be an informal platform to be conscious about language proficiency. Also, they shared that this phenomenon was similar to what they observe with other social media users, young and old alike, they do not follow the standards of using spelling, punctuation and capitalization rules.

In the study of Songxaba and Sincuba (2019), they investigated the influence of social media on learners' writing. They noticed abbreviations, unnecessarily shortened words, and use of numbers instead of the complete word form. Sapountzi (2020) also investigated on the effect of social media towards orthographic skills of learners in Greeklish language. The findings revealed that young adults scored higher than teenagers on spelling tasks, and these young adults tend to participate less in or have a more negative attitude toward social media than teenagers. Another crucial finding is that participants who spend more time on social networking sites reveal a lower performance on the spelling tasks. Moreover, increased social media participation correlates with an increased usage of or a positive attitude toward Greeklish.

Letter/Number Homophone. Table 1.3 shows the unconventional linguistic features on letter/number homophone. Of the 65 sample posts, only four of them were observed to commit letter/number homophone.

Table 1.2: Letter/Number Homophone

Corpus	Letter/ Number Homophone
4	hehehehe
7	ahh
13	haha, hehe
18	tenkyou (thank you)

Among these are hehehe, ahh, haha and tenkyou. These words such as hehehe, ahh, and haha were exclamation remarks to represent laughter or amusement. They are also considered as onomatopoeia to relay merriment in a written conversation. Aside from emojis, students spelled out their emotions in texts using these exclamations such as hehe, haha, and hihi to mean laughter while huhu to mean cry, weep or sob. These words can also be represented with memes thru graphics and pictures. Because text cannot be accompanied by emotions, they use these letter/number homophones by using exclamations, emojis and memes. Looking at the occurrence of this particular unconventional linguistic features, there were only few observations noted compared to other unconventional linguistic features included in this present study.

Some students shared that they include this in their messages to make the conversation light ad relaxed. Without these in their text, one might think they are too serious, angry or annoyed at the conversation. They also use these to mean they are throwing a joke during the conversation. Likewise, these spelling were the most appropriate spelling they can think when representing their laughter in the group conversation in the Facebook or Messenger.

“Hahaha” is considered an onomatopoeia for laughter which can also be shortened as (haha), lengthened as (hahahahahaha), capitalized as (HAHAHA), punctuated

as (Ha!), elongate as (Haaaaaaaa), or replaced with an “e” (hehe) (Bennett, 2017) depending on the extent of laughter the posts entail. In the study of McKay (2015), he initiated a corpus study of use of written laughter in Twitter. There appear to be three major types of written laughter, emoticon laughter, lol-type laughter (lol, lmao, and hehe), and haha. He did not find that emoji forms of laughter behave fairly differently from spelled out forms, but that abbreviated forms and onomatopoeic forms behave fairly similarly. Some of the patterns seen in the use of face-to-face laughter, such as its association with interpersonal exchanges and its invitation/acceptance patterns, were found to also hold for written laughter. He recommended for a further investigation of written laughter yet his project can be seen a potential source of information on this social media phenomenon.

Acronym, Shortening and Cyberslang. Table 1.4 shows the occurrence of acronym, shortening and cyberslang used by the corpus under study. Among the 65 excerpts, only 18 of them were observed to do acronym, shortening and cyberslang. Most of the words they shortened are act (activity), k (ko), dd (didi), slmt (salamat), lng (lang), d (hindi), nmun (namon), pm (private message) and ty (thank you). Students use this type of unconventional linguistic features for different reasons. Some of them are conscious and aware they use this in texting while some do not and think this as acceptable practice in the social media.

Table 1.3: Acronym, Shortening and Cyberslang

Corpus	Acronym, Shortening and Cyberslang
2	K (ko), nmun (namon), lg (lang)
5	assesmnt
7	kala (akala)
8	Napapagaln (napapagalan),
13	dda (dida), lng (lang),
14	dd (didi),
16	act (activity),
18	act (activity),
19	act (activity),
20	b (ba)
23	ok (okay), slmat (salamat), Godbless (May God bless you.)
24	dn (din)
26	pm (private message), poe (po)
32	n (na), ty (thank you),
35	Act (activity),
36	Act (activity), nasan (nasaan), lng (lang), s (sa), nlilito (nalilito)
43	Wag (huwag),
50	d (hindi), Im (I am)

Students shared that they do shortening and acronym for convenience.

They would like to respond or write their ideas immediately similar to talking that is why they commit word shortening and acronym.

Cyberslang for them is an accepted social media practice so they really commit such unconventional linguistic feature.

Most of the words recorded are in Bicol Sorsoganon and Filipino than in English.

In Bicol Sorsoganon and Filipino, they simply drop a letter with vowel sound and retain the letters in consonant sounds.

Students are used to spell words according to their sounds because their native language has that orthographic convention.

Words in Bicol Sorsoganon and Filipino languages are spelled the way they are spoken.

This might have affected the English orthographic skills of the students in spelling using merely sounds that the actual spelling of words in English.

For them, this style is commonly done by many so they would perceive it as accepted practice also in the social media.

As disclosed by Winarto (2019), abbreviation is now trending in some languages.

They use abbreviation because they do not have any word to show a concept of some words in other languages.

They also have to be effective in a long phrase or words so they use abbreviation (shortening and acronym).

Likewise, cyberslang is widely used and is used to ease communication.

They want to conveniently express their ideas as well as ensure that their readers can also understand them better.

Cyberslang is now becoming acceptable and because many are using them, they become popular and slowly gaining standards to some groups of people, their language, their culture and society.



Figure 5: FB Post as Sample to the Use of Reactions, Emojis, Pictures and Memes

Aside from the emotions being represented by the emojis, they also choose the color of the emoji they want to represent further feelings or emotions. Facebook is just sensitive about this need in communication that their feature for emotions and feelings integrated in the statement is also served. In the emojis, the Facebook has varied choices that users can choose from to fit to their emotions and communicative aspects not evident in words only. Students shared during the interviews that they include this because they feel incomplete whenever their posts do not include any emojis. One said that these emojis are even more powerful that words can say as long as they fit the context of the conversation or interaction. Also, emojis and reactions are very appropriate to specify the idea they want to convey. They can be confirming, sympathetic, rejecting, happy, caring, disagreeing, concerned among others in the post that they and these can only be stated better with emojis and reactions. Without these, the reader may be guessing the emotions of the posts or the reader can be doubtful which may lead to misunderstanding. Words are not enough said one student. They need to have emojis in their posts as the Facebook and other social media are basically text and words but with emojis and reactions, message in the text can be very specific and

understandable. They also shared that these emojis and reactions are universal languages; they can use these regardless of the language they use.

The study of Molimpakis, Galery, Tian, Dulcinati and Sun (2017) resulted to a reliable correlation between Facebook reactions and emoji usages, suggesting that emojis can be used to detect users' sentiment, considering the contexts where their meanings are modified (used ironically or for politeness). This study also demonstrated that Facebook reactions and comments are a good data source for investigating indicators of user emotional attitudes. In addition, Bai, Dan, Mu and Yang (2019) stated that in the field of communication, research on emoji mainly focuses on two aspects: one is emoji's emotional and linguistic functions in computer-mediated communication, the other is how different factors, such as individual characteristics, cultural background and system platform, influence users' preferences for emoji use. Emoji make up for the lack of non-verbal cues in CMC, and play an auxiliary role in conveying emotion (Gülşen, 2016), expressing semantics (Walther & D'Addario, 2001), and promoting interpersonal communication (Gibson et al., 2018).

Pictures and Memes to Support Idea or Content. From the identified posts, it can be observed that students include pictures and memes to support their idea or content. Aside from pure texts, students enhance the idea they wanted to convey with the use of images, colors and graphics. In this case, talking about discipline, students used different image about discipline. Without use of further text, they were able to relay their thoughts with the pictures.



Figure 6: FB Post as Sample to Pictures to Support Idea and Content

These pictures suggest analogies (Georgalou, 2015). The theme for posting is discipline, and the students

decided to use these pictures to help them better relay their ideas about discipline than state them in plain texts. Students said that such post will have their reader or viewer an opportunity for a wider understanding of their content. In this instance, the teacher gave the topic to be posted and the students had to share their ideas about that topic. There were those who chose to discuss the topics with pure text only while others used these images that were trending at that time for their content. They chose to maximize what Facebook technology can offer to go beyond text with the use of multimodalities.

2. Frequency of Code Alternation and Multimodality in the Facebook Interactions

Figures below show the code alternation in the Facebook interactions according to their function for Insertion. Insertion is inter-sentential (within sentence) shift of language where it incorporated lexical items of whole units from one language into a structure of another language (Hoffman, 1991; Muyken, 2000).

Among the 65 samples, 52 occurrences of insertion were noted. The researcher was able to categorize into themes the occurrence of insertion, namely: to greet with five occurrences, to emphasize with 47 occurrences, to show politeness with one occurrence and to do cyberslang with two occurrences. Of the three noted code switch strategies, insertion is the most often used strategy for code switch of the students. Also, of the identified categories, students mostly use code switch to emphasize ideas or point.

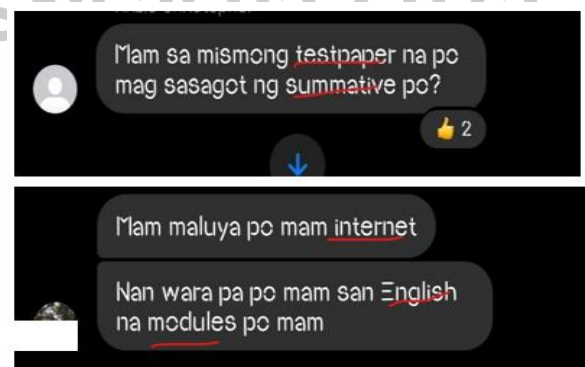


Figure 7: Group Chat as Excerpt for Frequency of Code Alternation in Facebook Interactions – To Emphasize

In emphasizing ideas, students used proper nouns/names of ideas in English. From what were gathered from the samples, these terms are moralistic approach, essay, module, practice task, activity, instruction, conversation, drawing, bullet, dialogue with parents, test paper, last page, internet, etc. There would be no Filipino or Bicol-Sorsoganon translation for these terms

so they prefer to use the English term. These were used by the students to emphasize their ideas to their teacher and classmates. These are also the common terms that they know in the conversation. When they changed or translated the terms to Bicol Sorsoganon or Filipino, it might cause confusion within their conversation because the translated terms might not be familiar to everyone.

Also, greeting is one category noted. These are good morning, hello, good evening, and thank you using their abbreviated version used in the text. The English version of greetings are commonly used because students used to greet in English. Students found it formal to say their greetings in English especially if they greet their teacher and persons in authority. Considering that this subject is English, students strived to speak in English and greeting is a basic avenue for them to speak so.

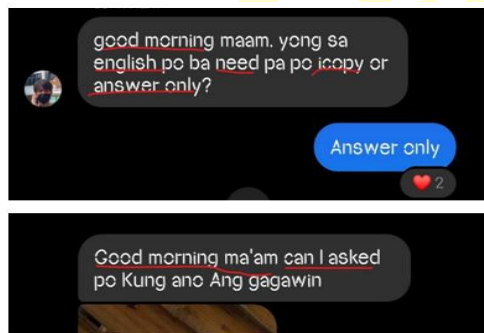


Figure 8: Group Chat as Excerpt for Frequency of Code Alternation in Facebook Interactions – To Greet

In this sample, students can be observed to greet the teacher in English but when they proceeded with her concern, they alternated in Filipino. The usual tendency was to say greetings in English and made code alternate along the course of the conversation.

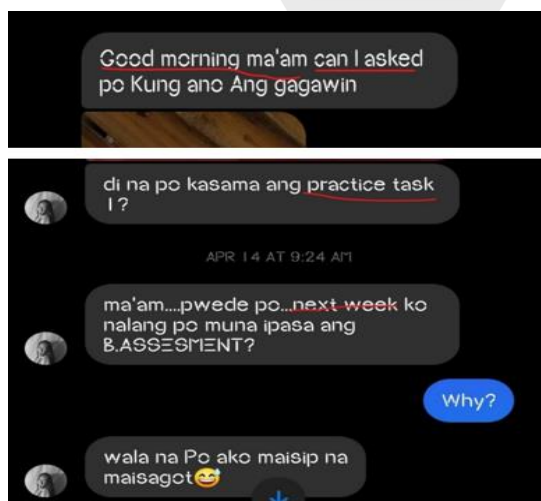


Figure 9: Group Chat as Excerpt for Frequency of Code Alternation in Facebook Interactions – To Show Politeness

In this excerpt, it can be noted that student use code alternation to do cyberslang. Some of the cyberslang used in these samples are 'What's up madlampipol' and 'Yessss ma'am real na real nesfruta buko why not? Coconut (emoji)'. It showed some funny notes to the interactions through the use of cyberslang. Cyberslang is very common in the social media to give color and life to the conversation. Likewise, these are also used to make one become trendy and in fashion as to the language used in the social media.

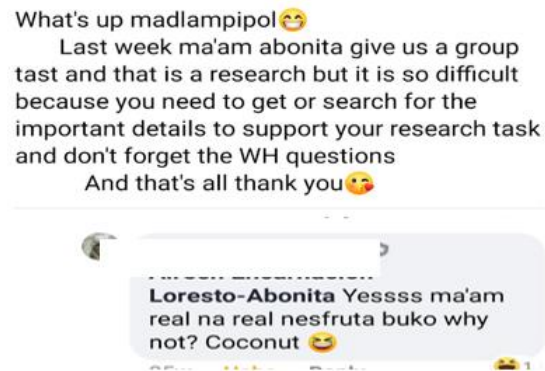


Figure 10: Group Chat as Excerpt for Frequency of Code Alternation in Facebook Interactions – To Do Cyberslang

On Figure 14 shows that code alternation done to make remarks. Students were habituated to make remarks in conversation which may or may not be related to the context of the conversation. They abruptly said their remarks along the way. In this sample, it can be noted that students said 'ayy wrong comment', 'We miss you too ma'am', and 'miss you too ma'am lalo na ang kiray (emojis)'. These have nothing to do with the conversation but they posted anyway. They do code alternation when doing remarks because they were used to say this in their language. They said that they could state these remarks with sincerity if said in their language because they can exactly say their ideas with their native language; thus, code alternation occurred.



Figure 11: Group Chat as Excerpt for Frequency of Code Alternation in Facebook Interactions – To Make Remarks

Table 2.1 shows the frequency of code switch in Facebook interactions for Alternation. Alternation is also one type of intersential shifting of language which refers to the switching between structures from separate languages (Muyken, 2000). Of 65 samples, there were 15 occurrences of alternation. Commonly, the alternation is usually with verbs such as maGETS,

tseCHECKan, aANSWERan, iCOPY, nakaJOIN, and makaRELATE, iseSEND, and magsaSAGOT; and adjectives such as nakaITALICIZED. Students did alternation with verbs and adjectives where students who were speaking in Bicol Sorsoganon switched to English using the alternation strategy for the verbs and adjectives.

Table 2.1: Frequency of Code Alternation in the Facebook Interactions – Alternation

Corpus	Alternation
1	...lain ko po kaya maGETS
2	...chechekan lg po namun...
10	AANSWERAN pa po ba to?
14	...ICOPY or answer only
17	...hindi po ako nakaJOIN...
18	...aanseran pa po ba...
19	...ang naka ITALICIZED po...
20	...AANSWERAN po ba ang b assessment
21	...kaya hindi po ako makaRELATE
25	...ANSWERAN pa ini..
26	... didi po ESESEND ang sagot?
27	Pwede ko po ba ko mag UNDERLINE...
32	ANSWERAN pa po...
33	...mag SASAGOT...
43	...at makipag COORDINATE...

Comparing alternation with insertion, insertion is still the most commonly code-switching strategy used by the students. However, comparing the two will not be enough to conclude about these phenomena because each strategy has their own purpose in the discourse. Insertion might have been frequently used because of the need within the flow of conversation. During the interview, students shared that they are not conscious that they are using alternation and insertion in their posts in the Facebook. Their main goal in posting is to be understood and they strived to choose the best possible term to use for communication to successful take place. These terms commonly in English and especially that these posts were intended for their English class.

Tunaz (2016) has revealed that insertion type of code switching occurs at the earlier stages of multilingual development whereas the alternation type of code alternation comes out later. This case indicated that the form of code switching gets more complex and intentional as linguistic competence and awareness enhance. MacSwan (2000) and Koike (1987) findings were consistent with what Tunaz (2016) has found which emphasized that code switching develops in parallel with linguistic ability, and it should not be assumed as a deficit in the early simultaneous multilingual development. In the case of the present

study, the students are at the stage of acquiring their language proficiency; thus, their commission of code-switch with the use of strategies such as insertion and alternation as indicators of low yet progressive language proficiency.

The early perception of code switching was rather negative, and it was believed to occur due to the insufficient proficiency in either language (Romaine, 1986). However, this impression on using code switching has evolved and was debunked by other recent studies. For instance, MacSwan (2000) noted that code alternation might be perceived as a prestigious indicator of linguistic ability in many cultures. Moreover, some studies have regarded code switching as a strategy for establishing a social relationship.

The third strategy for code alternation is congruent lexicalization. In congruent lexicalization, lexical items from different languages are combined within a shared grammatical structure. Congruent lexicalization is observed only if the languages share similar grammatical and lexical structures, which gives the impression that congruent lexicalization requires languages from the same language families like English/ Dutch or Spanish/ Italian (Tunaz, 2016). But because English, Filipino and Bicol Sorsoganon are languages of

distinct grammatical structure, congruent lexicalization was not included. This was also confirmed by the data because no occurrences of the strategy were ever noted from the 65 excerpts.

Likewise, in the desire of the present study that code alternation strategies be discussed, the corpus under study did not show any occurrences of code-mixing strategies which may be tag switching (insertion of tag in one language in an utterance which is in another language), inter sentential switching (has syntactic complexity and conformity of both languages so speakers must be proficient on the two languages being mixed in the utterance) and intra sentential switching (occurs inside the same clause or sentence which contains elements of both languages). This phenomenon could be an indicator that the students are not at the stage of language proficiency yet to use code mixing thru these three strategies.

From the data revealed on the use of strategies to code alternation, it can indicate the language proficiency of the students at the present time. The students are Grade 10 and they are at the phase of progressive learning of English as second language. They lack proficiency because they fail to use other sophisticated styles or strategies to code alternate. This is an indicator that these students need further activities to engaged with, in and outside the classroom to further enhance their language proficiency.

Multimodality

Table 2.2 shows the frequency of use of multimodality in the FB interaction of high school students. It can be gleaned that there were four modalities that students interchangeably use in the FB interaction. These are reactions, emojis, pictures and memes, and are available and known features of the FB. As a result of the content analysis conducted, it can be said that students most frequently used modality is reaction, followed by emoji, picture and memes, respectively.

Table 2.2: Multimodality

Type of Multimodality	Frequency	%
Reaction	87	60
Emoji	43	30
Picture	9	6%
Memes	7	4%
Total	146	100

Reaction is the most frequency modality used because reactions are found just right beside the statement posted in the FB. They contain different feelings that the readers can choose from according to how they really feel about the posted message. Also, students used emojis in their posts to inject affective domains that accord the non-linguistic features they have on the idea they posted.

These emojis come in variety not only about feelings but other symbols that may be included in the message such as assortment of hand gestures, flowers, hearts, buildings, animals, food, trees and anything under the sun.

Posting pictures are likewise widely spreading social media as well that serve as enhancement of one's idea or it can be one's inspiration for posting his/her idea. With pictures, they can exactly express their opinions, feelings and ideas.

They also posted pictures of the events happened in their lives which can be in 'groufie' or 'selfie' as what they

called. However, in the corpus under study, pictures are seldom used. Of the four multimodalities used, memes are the least that they used. This could be brought about by the fact that there might have slim chances that they can find to look for memes that can exact their feelings and ideas.

Mahmud et al (2020) explained that multimodal discourse analysis provides more resources from which language analysts can obtain and convey effectively, additional semantics through examination of colors, shapes, sizes, etc. of the semiotic modes.

Leeuwen (1999) purported that social semiotics is concerned with the way people use semiotic resources both to produce communicative artefacts and to interpret them in the context of specific social situations and practices.

The linguistic and non-linguistic communicative elements in FB postings are semiotics resources, deployed with specific social construct. Semiotic

resource in multimodal social semiotics is an important one as it helps to associate meaning in social construct.

Therefore, the data gathered for the purpose of this present study have affirmed the idea that high school students use code alternation and multimodality in the FB posts and interactions. They do this with underlying purposes or reasons. Above all, they do vary strategies and multimodality to make fit their ideas alongside their use of language that they know.

CONCLUSION AND RECOMMENDATION

Grade 10 students used languages that they know and are learning (English, Filipino and Bicol Sorsoganon) in the Facebook interaction, different unconventional linguistic features in the writing system, and multimodal in the Facebook interaction.

They frequently used insertion as a code switch strategy than alternation while they did not use congruent lexicalization as a code switch strategy; likewise, they frequently used reactions, emojis, pictures and memes in as multimodal element in their posts and comments.

They may be provided with varied purposeful activities in and out of the classroom to become an avenue to enhance their language proficiency and be creative in their language when using Facebook in their interaction.

Language proficiency of the Grade 10 students may be enhanced to give them other strategies that they can use to be creative and efficient in communicating their ideas and contents in the Facebook interaction.

Future researches may be conducted to further investigate the occurrence of language use, and code alternation and multimodality in the FB interactions or other social media used for their academics or teaching and learning interaction.

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