



# Distinctive Features of English in Facebook Posts of Filipino Senior High School Students

Susan L. Fragio<sup>1</sup>, Adrian V. Protacio<sup>2</sup>

<sup>1</sup>Teacher III, Laguailayan National High School, Sultan Kudarat, Philippines

Email: [susanlfragio1980@gmail.com](mailto:susanlfragio1980@gmail.com)

<sup>2</sup>Associate Professor, Sultan Kudarat State University, Philippines

Email: [adrianprotacio@sksu.edu.ph](mailto:adrianprotacio@sksu.edu.ph)

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**Abstract**— The unique characteristics of English as utilized by senior high school students in their Facebook posts were investigated in this study. The study used a corpus-based methodology, gathering and examining senior high school students' Facebook posts to identify emerging and common graphological features in terms of lexical and grammatical features. The lexical feature analysis of the dataset, which consists of 1,129 lexical items (390 nouns, 380 verbs, 174 adverbs, and 185 adjectives), shows a rich and balanced use of word classes that promote textual complexity and meaning creation. Adjectives and adverbs serve descriptive and modifying functions that enhance expressivity and specificity, while nouns and verbs dominate the lexical inventory due to their essential function in conveying concepts and actions. The examination of grammatical features, including 271 prepositions, 371 pronouns, 208 auxiliary verbs, 119 articles, and 142 conjunctions, amounting to 1,057 instances, revealed significant patterns that align with recent studies on English grammar usage and learner language. Pronouns, the most prevalent category, underscore their vital function in ensuring textual cohesion and referential clarity by substituting for nouns and avoiding repetition. Meanwhile, the notable frequency of prepositions and conjunctions reflects the intricate nature of syntactic relationships and the essential role these elements play in expressing spatial, temporal, and logical links between ideas, which are fundamental for creating grammatically sound and coherent texts. Findings revealed that the graphological substances in the Facebook posts of students include non-standard spelling by altering the conventional spelling of words, incorporating emojis, clippings and shortening of words, capitalization, using capitalization for emphasis, deviating from standard punctuation rules, blending of languages, omitted letters, and the use of lowercase instead of uppercase letters. The implications for English language teaching and learning in the Philippines, drawn from recent studies, span multiple dimensions including language teaching, learners, teachers, social media use, and the Filipino community as second language users.

**Keywords**— senior high school students, Facebook posts, distinctive features, graphological substances, implications.



## I. INTRODUCTION

Language is essential to convey people's experiences, thought processes, and worldviews. It is compared to the manifestation of culture. It brings one to a deeper level of reflection, going beyond the necessities of life to encompass things like information acquisition,

education, and interethnic collaboration (Oledeje et al., 2018).

Some linguists believe language is like a living organism, changing, evolving, and reproducing every time a youngster teaches it. Experts now use the evolutionary comparison to explain language development, arguing that

language changes over time are like significant biological factors, such as natural selection and genetic drift. For many years, English historians have acknowledged that language is shaped over time by social and cognitive elements. Languages, for instance, can lose difficult-to-remember word forms or irregular verb conjugations.

The predominant language in use now is English. Every country has variations because English adapted to local conditions and customs during its spread. Millions of individuals utilize modern English daily because it serves several vital purposes. It is typical.

English is used globally in general communication, science, computer technology, shipping, and aviation. According to Morrison (2002), there are an estimated 350 million native speakers and 1.9 billion skilled speakers of English, which has grown rapidly and steadily over the previous few decades.

According to Oxford (2023), the Philippine variant of English has grown beyond the American standard because of the unique characteristics of its pronunciation, vocabulary, grammar, and discourse influenced by the local languages and cultures of its Filipino speakers.

The Philippines came under American colonial administration after the Philippine-American War concluded in 1902, and English was swiftly adopted as the state's main language, commerce, and education. It created a brand-new public education system and a dispersed one. Even the Philippines' 1946 independence from the US could not reverse the effects of linguistic assimilation, as English had already been deeply embedded in Philippine society within a few decades (Oxford, 2023).

Most Filipinos today speak English to some extent, making it one of the world's largest English-speaking nations, in line with Cabigon (2015). English has long been the primary language of instruction in Philippine schools and the official language of commerce and law. Another of the country's advantages is its language skills, which have contributed to its 25 percent economic growth. In 2012, it helped India surpass India as the top voice outsourcing destination worldwide.

Philippine English (PhE) is one of the very few American-transplanted Englishes. (Gonzalez, 1996). Many Filipinos even acquire it as their first language and occasionally their only language. In addition to being widely used in government, education, business, science, and the arts, the language has also permeated Filipinos' personal and private lives, where code-switching is sometimes common. Socioeconomic status and English proficiency are also related; individuals with higher socioeconomic status typically possess greater language proficiency. The structural systematization of PE is

currently underway (Borlongan & Lim, 2012), with grammar and dictionaries being used to codify the language. Thus, according to some, PE has already reached the endonormative stabilization phase (Borlongan, 2011).

Kachru (1992) pointed out that PE's distinctive characteristics, purposes, and forms set it apart from other World Englishes, such as Singaporean, Malaysian, and Thai. English has also influenced historical, practical, social, and creative contexts and processes, which adds to its legitimacy and acceptance. Regarding their uses, forms, and unique traits, Kachru (1992) pointed out that PE is distinct from other World 6. Other World Englishes, including Thai, Malaysian, and Singaporean English, follow each other. Social media also shows how English has influenced Filipino discourse, with the Filipino population using social networking sites at a rate of over 80%. Camus (2017) states that social media use in the Philippines is widespread. Flores (2014) asserts that the media influences how English is integrated into Filipino culture and thought.

According to Simpson (2014), the words we are exposed to daily impact the words we use. Because so much of the written language we encounter now is on the screens of our computers, tablets, and smartphones, language changes partly because of our interactions with technology. In addition, because language is more flexible, they can communicate with each other. Unlike traditional writing, the combination of a casual, intimate touch and the large audience offered by social media is a prescription for quick change.

Nowadays, language use has become ingrained in many domains, most notably in teaching and learning, thanks to the widespread use of social media as a primary means of communication. A more sophisticated revolution in human communication has been sparked by the rise of many Social Networking Sites (SNSs), including Facebook, Twitter, and email (Manca & Ranieri, 2016).

These recent and rapid changes and developments in the English Language are caused by the digitization of citizens throughout society. Being that the learners who are teenagers are the more frequent users of social media and other forms of digitized metrics, this study has been pursued on how social media, particularly Facebook, impacts their way of using the English Language in the way they express their thoughts and ideas.

This study explored the distinctive features of Facebook posts by senior high school students of Laguilaian National High School. It aimed to examine this phenomenon more in-depth by applying content analysis,

hoping it could substantially contribute to studying language sciences.

It specifically answers the following three important questions: (1) What graphological substances, in terms of lexical and grammatical properties, are present in senior high school students' Facebook posts? (2) What are the common features of the Facebook posts of senior high school students regarding graphological substances? (3) What are the implications of these distinctive features on English language teaching?

## II. METHOD

### 2.1 Research Design

The research design employed qualitative content analysis (Kuckartz et al., 2020 & 2019). This method identifies patterns in written or spoken language. To do content analysis, the researchers must systematically collect data from various texts, whether spoken, written, or visual. This methodology analyzed word relationships and structures in books, studies, journals, newspapers, magazines, conversations, speeches, interviews, online content, social media posts, photos, and films (Graneheim, 2017; Lindgren, 2020).

It was feasible to do quantitative and qualitative content analysis, with the former concentrating on measuring and counting and the latter on understanding and interpreting. The texts' words, ideas, and concepts are categorized by "coding" them in both situations, and the results were then examined (Hsieh & Shannon, 2005).

Researchers used content analysis to examine the communication content's goals, themes, and results. They can also conclude the writers and intended readership of the texts they examine. Content analysis can determine how frequently a given word, phrase, topic, or idea appears in a collection of historical or contemporary works (Renz et al., 2018; Gläser-Zikuda et al., 2020).

The main goal of this research was to determine "what is." It thus tries to pinpoint the distinctive language traits of each of the selected "posts." Regarding social media use, it also attempts to differentiate the unique linguistic features of Philippine English from those of American English (Esquivel, 2020).

In the quantitative section, the researchers quantified the outcomes of the collection process to determine Philippine English's predominant lexical and grammatical elements in terms of frequency on social media. It employed a frequency count. Moreover, this study used content analysis and purposive sampling techniques to carry out the qualitative part.

### 2.2. Research Participants

Thirty (30) selected senior high school students of Laguilaan National High School using Facebook were chosen (Geurin, 2017; Whiting et al., 2019), five (5) posts each of personal statements in English. The post may include or not be limited to the length of the post or comments but not quoted materials. It also included interactions such as context, sentiments, and cultural nuances. It can also be status updates, articles or blog posts, stories, and others (Glucksman, 2017; Brennen, 2021).

### 2.3. Sampling Technique

Purposive sampling was used to identify the study participants. One type of non-probability sampling is purposeful sampling. Purposive sampling is a collection of non-probability sampling techniques frequently used to research specific groups within larger populations (Nikoloupoulou, 2022).

The researchers used selected LNHS senior high school (SHS) students to meet these requirements. From this population, 30 respondents were chosen based on their use of the English language in their Facebook comments and postings. Further, a letter of consent from the owners of the Facebook accounts to be used in this study was secured from the chosen respondents. The participants had met the following criteria: (1) public school students; (2) active users on Facebook; (3) use English in their comments or postings; and (3) have five or more posts in English in either the comment section or in their profile.

### 2.4. Research Instrument

The instrument included Facebook posts of the senior high school students. The researchers highlighted the key observations on the use of grammatical and lexical features of the English Language. One hundred fifty (150) Facebook posts from thirty (30) public school students of Laguilaan National High School were analyzed based on the distinctive features of Philippine English (Clark & Vealé, 2018; Gaber, 2020).

### 2.5. Data Gathering Procedure

The one hundred fifty (150) posts from 30 participants' posts were analyzed based on their lexical and grammatical features (Clark & Vealé, 2018; Moser & Korstjens, 2018).

In the first stage, the researchers obtained permission from her graduate school, particularly approval from her research adviser on the topic to be pursued; this approval was secured by an approval letter from the researcher's adviser. Similarly, they obtained permission and approval from the School Principal to conduct a study of this nature, and the study participants were students of LNHS.

Proof of this approval was a duly signed request letter on the researcher's part, duly signed and noted by her adviser, and signed by the school principal as proof that such permission and approval have been granted. Finally, they also sought permission from the participants through a waiver of consent, informing them about the study and assuring them that all information gathered for the purpose hereunto appertained was treated with utmost confidentiality.

Then, the researchers exhausted all methods to identify Facebook profiles and posts matching the inclusion criteria in the study. In observance of ethical considerations in this study, only the Facebook Profiles of participants who signed the waiver consenting to their participation in the research were included.

Based on the criteria, the researchers identified 30 qualified participants. They informed the owners of these Facebook accounts that their selected posts were identified and considered for qualitative analysis in this research. After obtaining consent and identifying the participants, they selected five (5) posts from each to be subject to content analysis. At this stage, the research analyzed the posts according to their lexical and grammatical features.

The researchers then subjected her content analysis to expert review and analysis. An expert in this study area was preferably notable qualitative researchers, someone who has advanced schooling in the study of the English Language or has proven substantial experience in grammar, literature, writing, communications, and the like (FitzPatrick, 2019; Hayashi et al., 2019). The research finally provided reorientation or debriefing for the participants. They were informed about what had transpired in the study, and the results were discussed with them (McMahon & Winch, 2018; Toews et al., 2021).

## 2.6. Data Analysis Method

This study analyzed quantitative and qualitative data to explore the linguistic characteristics of English in Facebook posts by Senior High School students. The first step in the data analysis process is data preparation, which involves gathering and organizing the 150 Facebook posts of senior high school students to guarantee that every sample is in an analysis-ready format. The next step is feature selection, which involves classifying and defining the graphological features that will be studied, such as capitalization and punctuation, in addition to lexical features like nouns, verbs, adverbs, and adjectives, and grammatical components like prepositions, pronouns, articles, auxiliary verbs, and conjunctions. Following a precise identification of the features, the frequency of each graphological, lexical, and grammatical feature is counted by counting how often it appears in each text to determine

the most and least frequent in the data by this quantitative stage.

## III. Results and Discussion

### 3.1 Analysis of Lexical Features

This research analyzed the word classes, which included nouns, verbs, adverbs, and adjectives used in the data gathered. The dominant nouns used in the students' posts were abstract nouns like love, life, journey, pain, hardships, happiness, dream, future, doubt, peace, battles, and many others. In the verb category, there was a predominant usage of the base form of the verb, and most of them were verbs that appealed to the emotion, such as forget, remember, lose, win, miss, fear, care, decide, create, and feel.

The adverbs mostly used were adverbs of time including always, never and sometimes. In the adjective category, descriptive adjectives were commonly used, such as tired, perfect, best, happy, better, wrong, silent, weird, true, and hard, which showed positive and negative connotations. Nouns were the most prevalent lexical feature with 390 counts, while adverbs were the least used words with 174.

The prevalence of abstract nouns like "love," "life," "journey," "pain," "hardships," "happiness," "dreams," "future," "doubt," "peace," and "battles" in senior high school students' Facebook posts indicates that their online exchanges are highly introspective and frequently focus on their feelings, experiences, and goals. This trend demonstrates how young Filipinos frequently utilize social media as a forum for communicating their innermost feelings and navigating social and emotional realities. The frequent usage of verb category base forms such as "forget," "remember," "lose," "win," "miss," "fear," "care," "decide," "create," and "feel"—many of which directly appeal to emotion—further emphasizes the affective and interpersonal nature of their digital discourse (Dimaculangan & Sarmiento, 2024).

These results are consistent with studies showing that Facebook users' use of Philippine English is marked by an expressive, informal, and creative register where language serves social, emotive, and informational purposes. This lends credence to the idea that Filipino students' unique online lexical and grammatical choices are standard English variations and new characteristics that represent the changing identity and communication requirements of Filipino English users in digital environments (Cadiao et al., 2022).

In addition to descriptive adjectives like "tired," "perfect," "best," "happy," "better," "wrong," "silent," "weird," "true," and "hard," the fact that time-related adverbs like "always," "never," and "sometimes" are most commonly used suggests that senior high school students



frequently use Facebook to express not only the timing of their experiences but also their emotional states and assessments. In line with the more general finding that Filipino youth utilize social media to express emotions, attitudes, and interpersonal connections, the frequent usage of these adverbs and adjectives indicates a propensity to reveal personal routines, feelings, and judgments in their posts (Palacio & Gustilo, 2016).

Facebook is a medium for social engagement and self-expression, where students share their thoughts and feelings with classmates. The positive and negative meanings in adjective usage further support this. This trend aligns with research that indicates Filipino social media users utilize language to establish rapport, convey affective postures, and provide information (Gagalang, 2022).

The fact that adverbs were the least used lexical feature (174 counts) and nouns were the most common (390 counts) indicates that senior high school students' Facebook posts typically concentrate more on naming people, places, objects, and abstract ideas than on describing events, actions, or modifying verbs. This trend is consistent with corpus-based research on social media usage of Philippine English, which revealed that nouns had the most frequent and significant number of variations compared to other word classes, followed by verbs and adjectives, with adverbs being the least common. These findings demonstrate how Filipino social media users prioritize real and abstract elements in their online communications, which is reflected in the posts' content and expressive focus (Cadio et al., 2022).

With 390 nouns, 380 verbs, 174 adverbs, and 185 adjectives (1,129 lexical items), the dataset's lexical feature analysis demonstrates a rich and well-balanced use of word classes that support textual complexity and meaning formation. In the lexical inventory, nouns and verbs predominate because they communicate ideas and actions. At the same time, adjectives and adverbs provide descriptive and modifying purposes that improve expressivity and specificity.

This distribution aligns with findings in Philippine English studies. Bautista (1997) identifies a dynamic lexicon characterized by normal expansion, preservation of archaic or infrequent items, coinage, and borrowings, which enrich the vocabulary and reflect local adaptations and creativity. The substantial presence of nouns and verbs supports Bautista's observation of lexical expansion through shifts in meaning and part of speech, often adapting English words to local contexts (Bautista, 1997).

Moreover, the balanced frequency of verbs and nouns is consistent with research on lexical complexity and readability in Filipino and Philippine English texts,

where lexical diversity, measured by the variety of word classes, correlates with text complexity and comprehension difficulty (Imperial & Ong, 2021). Their study highlights that the presence and ratio of lexical categories such as nouns, verbs, adjectives, and conjunctions are significant predictors of readability, indicating that texts with richer lexical variation tend to be more complex and demanding for readers.

Further, meta-analyses of Philippine English word-formation processes (Borlongan, 2018) show that lexical creativity involves using standard word classes and integrating figurative language and morphological innovations, which likely contribute to the diversity observed in the lexical features. This creative lexical formation supports many adjectives and adverbs, which are often employed to express nuanced meanings and local color.

In summary, the lexical profile of the analyzed texts reflects typical patterns found in Philippine English and Filipino language contexts, where a strong noun-verb base is complemented by descriptive modifiers, supporting both communicative clarity and stylistic richness. The findings correspond with existing research emphasizing lexical diversity as a key factor in text complexity and the ongoing evolution of Philippine English vocabulary.

### 3.2 Analysis of Grammatical Features

The prepositions commonly used in the data were in, on, and at. Personal pronouns dominated most posts, including I, me, myself, you, your, and yourself. The demonstrative pronoun like *that* is commonly used as a demonstrative adjective, a relative pronoun, and a subordinating conjunction. The auxiliary verbs include is, are, will, have, do and can. The articles in the posts were indefinite (a, an) and definite (the). The conjunctions used were categorized into two: coordinating (and, but, so, for) and subordinating (because, although, even though, if, when).

Pronouns were the most prevalent grammatical feature with 371 counts, while articles were the least used words with 119.

The frequent usage of prepositions such "in," "on," and "at" in Facebook posts by senior high school students is indicative of patterns seen in Philippine English, where these prepositions are essential for communicating place and time but are also subject to localized usage and confusion (Guillermo & Cadio, 2024).

Personal pronouns like "I," "me," "myself," "you," "your," and "yourself" are prevalent in social media contexts, suggesting a strong emphasis on interpersonal communication and self-expression. This is consistent with research showing that Filipino users frequently use

English online to communicate social identity and personal experiences.

The demonstrative pronoun "that" can be used as a subordinating conjunction, relative pronoun, and demonstrative adjective, illustrating English's adaptability and changing character in digital communication among young Filipinos in addition to definite and indefinite articles, auxiliary verbs ("is," "are," "will," "have," "do," and "can"), and a variety of coordinating ("and," "but," "so," "for") and subordinating conjunctions ("because," "although," "even though," "if," "when") reinforce the unique characteristics of Philippine English as it is influenced by frequent use of social media (Esquivel, 2020).

Pronouns (371 counts) outnumber articles (119 counts) in the data, consistent with known linguistic trends. Once participants and entities have been presented, pronouns are crucial for preserving reference to them, which helps authors and speakers reduce repetition and simplify conversation. Because pronouns effectively monitor conversation participants and preserve cohesiveness, research indicates that they commonly outweigh other grammatical characteristics in spoken and written texts, especially after initial occurrences (Johnson, 2023).

On the other hand, the main purpose of articles is to introduce or define nouns, particularly when entities are being stated for the first time or require clarification. Since speakers switch to pronouns or delete articles when context renders them unnecessary once an entity has been established in the conversation, their lesser frequency is normal. According to cross-linguistic research, pronoun frequency increases as reference is maintained. At the same time, article use naturally decreases following the initial peaks of noun and article use at the beginning of narratives. Corpus-based evaluations of written texts also reflect this tendency, consistently revealing higher pronoun usage than articles, particularly in circumstances emphasizing participant monitoring and cohesiveness (Seifart, 2025). In conclusion, the results are consistent with linguistic studies demonstrating that pronouns are more frequently employed because they are essential for reference maintenance. However, articles are used less frequently once entities are established in the discourse (Lu, 2022).

Comparatively, lexical features dominated (total of 1,129) compared to grammatical features (total of 1,057). Content words had four classifications (nouns, verbs, adverbs, and adjectives) while function words had five (prepositions, pronouns, auxiliary verbs, articles, and conjunctions).

These findings suggest that their digital communication is heavily content-driven, emphasizing the use of nouns, verbs, adjectives, and adverbs to express ideas, emotions, and experiences. This dominance of lexical items reflects Filipino youths' creative and expressive online proclivities, where social identification and meaning creation frequently precede rigorous grammatical precision. The near-constant use of grammatical characteristics, such as function words like conjunctions, pronouns, auxiliary verbs, articles, and prepositions, shows that even as pupils expand their vocabulary, they adhere to the fundamental framework for coherence and understandability (Flores, 2024).

Studies show that the interaction of English and regional languages in a digital setting creates a distinct type of Philippine English typified by lexical innovation and changing syntax on social media sites like Facebook. As Philippine English evolves in response to online contact's social realities and communication demands, this tendency highlights how flexible and dynamic it is (Cabantac-Lumabi, 2020).

Analyzing grammatical features comprising 271 prepositions, 371 pronouns, 208 auxiliary verbs, 119 articles, and 142 conjunctions (totaling 1,057 instances) reveals important patterns consistent with recent research on English grammar usage and learner language. Pronouns, as the most frequent category, highlight their central role in maintaining textual cohesion and referential clarity by replacing nouns and preventing redundancy, a finding supported by studies emphasizing the importance of pronouns in discourse coherence (Zheng et al., 2024). The high frequency of prepositions and conjunctions reflects the complexity of syntactic relationships and the need to express spatial, temporal, and logical connections between ideas, which are crucial for constructing well-formed sentences and coherent texts (PMC, 2024).

Auxiliary verbs' significant presence underlines their function in marking tense, aspect, mood, and voice, essential for expressing nuanced grammatical meanings. This aligns with findings in learner corpora where auxiliary verbs are often focal points of correct usage and errors, indicating their complexity in second language acquisition (PMC, 2024). The relatively lower frequency of articles compared to pronouns and prepositions may be attributed to discourse context or learner challenges, as article omission and misuse are well-documented issues in EFL writing, especially among speakers whose first languages lack articles (PMC, 2024).

Overall, the distribution of these grammatical features corresponds with patterns observed in English for Academic Purposes and EFL contexts, where cohesive devices (pronouns, conjunctions, prepositions) and

functional verbs (auxiliaries) are pivotal for effective communication. The findings underscore the importance of targeted instruction on these grammatical categories to improve learners' writing accuracy and fluency.

### 3.3 Analysis of the Common Features of the Facebook Posts regarding Graphological Substances

#### 3.3.1 Non-Standard Spelling by Altering the Conventional Spelling of Words

Facebook post 11 shows the use of the word "thru" instead of "through," which is the correct form, and the contraction "gotta from" have got to.

(11) *"I think the hardest about adulting is that you literally have to keep going. no matter what mood or situation you're going thru, you gotta keep going cause life goes on."*

Facebook posts also 13 and 141 show the contraction "wanna" from "want to."

(13) *i definitely wanna go somewhere, freshen my mind and take a break from everything.*

(141) *don't wanna trust you anymore.*

Facebook post 143 also shows the contraction wanna from have want to.

(143) *ain't expecting anymore.*

The post shows that exploring unconventional spelling practices in contemporary communication, particularly in digital and text-based media, reveals complex dynamics that intersect linguistic innovation, literacy development, and consumer behavior. Research into text messaging has demonstrated that nonstandard spellings, such as abbreviations, phonetic spellings, and creative alterations, are not merely deviations from traditional orthography but can function as strategic tools for interpersonal communication and identity construction. For instance, a study of university students' text messages found that missed capital letters, accent stylizations, and letter/number homophones constituted significant proportions of nonstandard spellings, highlighting the adaptability of language to suit informal contexts and personal expression (Lyddy et al., 2013).

#### 3.3.2 Incorporating Emojis

Facebook posts 2, 17, 27, 33, and 97 show emojis.

*Millions of feelings for one special person* ❤️  
*Life is too short to be a normal, so stay weird.*  
😊

*I'm not feeling well* 😞

*Good luck to all candidates! May the best and most deserving win!!* ✂️ ❤️

*I always dreamed for a long life of my parents* 🍀

As a modern non-verbal communication tool, emojis facilitate emotional expression and enhance the clarity of interactions. They serve several communicative functions, from expressing emotions to clarifying the intended message in various social contexts, notably in messaging platforms like WhatsApp and other social media environments (AlJahdali, 2023; Gesselman et al., 2019).

Research indicates that emojis can positively influence the tone of digital exchanges, adding warmth and emotional nuance to text-based communication (Ali-Chand & Naidu, 2024). This capacity for emotional richness is particularly important as digital communication increasingly supplants face-to-face interactions. The ability of emojis to symbolize complex and abstract concepts is underscored by their frequent use in representing emotions, particularly through facial expressions, which have become integral in enhancing the emotional content of messages (Wicke & Bolognesi, 2020; Erle et al., 2022). Furthermore, studies suggest that some individuals find emojis more recognizable and less ambiguous than traditional facial expressions (Nogare et al., 2023), highlighting their function as effective affective signals in interpersonal communication.

#### 3.3.3 Clippings and Shortening Words

Facebook posts 45 used clipping for the word bro instead of brother.

(45) *Wake up bro! Life is not always about love*

Facebook post 20 used shortening for the word coz instead of because and post 34 congrats instead of congratulations

(20) *Having me is not expensive. you can invite me in your house and not be worried coz i can make myself comfortable. i will be very grateful with foods you can only afford to offer and i won't mind sitting on the floor with you if you don't have your own room. i will come to enjoy our bond or make memories with you-not to judge your status in life or to inspect your family, home or living.*

(34) *Congrats Purok 7 TATAK CIUDAD for wining the Christmas Dance contest and Quiz bee, ML boys and other activities, During Youth Revolution 2023.*

Clipping is a morphological process that shortens words by truncating them while maintaining their primary

meanings. This phenomenon is prevalent across various languages and appears in many contexts, particularly informal settings such as slang and social media. The process of clipping can occur at different positions within a word, including the back (e.g., "ad" from "advertisement"), front (e.g., "phone" from "telephone"), and middle (e.g., "strong" from "stronghold") (Sinaga et al., 2022). Sinaga et al. (2022) point out that clippings form a significant part of slang, demonstrating the adaptive nature of language as it evolves through cultural and social exchanges.

### 3.3.4 Using Capitalization for Emphasis

Facebook posts 51, 52, 64, 100 and 147 capitalized the word reality, respect which should be not capitalized.

(51) Really appreciate those Christian that respect Muslim's during thier Fasting ❤️ (Ramadan)

(52) Hard to accept but that's the Reality!

(64) I'm not a good SINGER but I still love to SING.

(100) Always Respect your parents!

(147) Family, Forever, For always, and no matter what happened

Capitalization is a pivotal element in written communication that serves as a grammatical tool and a means to convey emphasis and tone. Research demonstrates that capitalization facilitates clarity and enhances the effectiveness of writing by denoting the beginning of sentences, highlighting specific concepts, and distinguishing proper nouns from common nouns. The misapplication of capitalization can lead to confusion and misinterpretation of meaning, thus emphasizing its importance in written conventions (Aradillos et al., 2023).

### 3.3.5 Deviating from Standard Punctuation Rules

Facebook post 5 showed the misuse of the dash (-) at the beginning of a sentence.

(5) -Beginnings are always easier but you decide how it ends.

Facebook posts 42 did not use a comma in between the words something and say and period at the end of the sentence.

(42) if you want to say something say it now

Facebook post 19 used a symbol and number instead of a punctuation.

(19) Oversize t shirt makes me comfortable<33

Facebook posts 44 and 45 used a single quotation mark at the beginning of the statements respectively

(44) " I will never change my personality to make someone Love me. loving me is your choice. hating me is your decision



(45) its better to give that to receive" 🍷

The use of unconventional punctuation often conveys emotional tone, rhythm, and nuanced meaning in literary and creative works. Some writers may adopt unique punctuation styles to enhance their texts' lyrical quality or create a distinct narrative voice. While sometimes criticized, deviations from traditional punctuation norms can be valid reflections of the author's style, enriching the reading experience (Egamnazarova, 2023).

### 3.3.6 Blending Different Languages within a Single Post

Facebook post 20, 34 and 65 used English and Filipino as languages.

(18) DrOp your last chat, aq magrereply HAHAAHA ayusin niyo.

(34) Congrats Purok 7 TATAK CIUDAD for wining the Christmas Dance contest and Quiz bee, ML boys and other activities, During Youth Revolution 2023.

(65) hirap ng busy life tapos you're sleepyheadxxx

Facebook post 47 and 49 used English and Arabic as languages.

(47) This suffering, this heartbreak all of these could be our ticket to Jannah.

(49) ~ When you make Du'ah for someone you offering the most beautiful and purest kind of love.

Research indicates that integrating multiple languages in online interactions can enhance communicative efficacy and relational dynamics among users. For instance, Qian's (2024) study on parental language ideologies in online forums highlights the benefits of multilingual practices in fostering community and support among parents discussing bilingual upbringing strategies.

The study found that parents express language ideologies supporting bilingualism/multilingualism, which can enhance communication and reinforce cultural ties within the community. Banda (2016) examines the linguistic diversity in Zambian online media, illustrating how various languages are employed to engage broader audiences and challenge hegemonic discourses.



### 3.3.7 Omitting Letters from Words to Shorten Them

Facebook post 111 omitted the letters “ter” from the word quarter.

- (111) *“honor ka this quar-?’ bless and love brader, feel the nature’s matirx*

Facebook post 125 omitted the letters o for the word noon and a for the word stay.

- (125) After non to my beautiful best frien  
LenLca, happy birthday to you,  
I’m sorry I’m late, I’m too late,  
he’s great you know, when you’re  
a good student, HAHAAHA charr  
😊 Happy birthday again and I  
wish you all the best and sty pretty  
much and sty good person MWA  
😘😘

The processing time hypothesis illuminates how omission rates are influenced by the type of words involved. Function words, often frequently used, may see higher omission rates than content words due to their quick processing capabilities at the word level.

Saint-Aubin et al. (2003) highlight that polysemous words contribute to higher omission rates, suggesting that familiarity and cognitive ease play significant roles in omitting letters or sounds from speech or text. This concept also connects with linguistic efficiency, wherein shorter and simpler forms of common phrases are preferred over longer counterparts to minimize cognitive load during language processing.

### 3.3.8 Using Lowercase Letters Instead of Upper-Case Letters

Facebook post 3, 16, 43, 55, and 118 did not capitalize I’m at the beginning of the sentence and the word I.

- (3) *i’m becoming more silent these days. i speak less but my eyes see everything*  
(16) *and to never came back again*  
(43) *not all people have no purpose in life, we can say that disrespectfully*  
(55) *that special friend who always listen to your problems without judging you*  
(118) *sometimes I just want to go back being a kid again. no pressure, no stress, just be happy*

Using lowercase letters instead of uppercase ones has significant implications for readability and cognitive processing, influencing reading speed and the overall recognition of text. Research indicates that lowercase

letters are more legible than uppercase letters in various contexts. Tinker and Paterson reported a reading speed advantage of 13.4% for lowercase text compared to uppercase (Babayigit, 2019). This advantage is attributed to the distinctive features in lowercase shapes, such as ascenders and descenders, that aid in word identification and pattern recognition.

### 3.4 Implications for English Language Teaching and Learning

#### 3.4.1 Language Teaching

The findings demonstrate the need for English language instruction in the Philippines, particularly in the DepEd, to adapt to the realities students encounter, especially the dynamic, informal English they use daily on social media and the formal academic English taught in schools. Teachers may understand that Facebook postings, conversations, and memes are not “wrong” in and of themselves, even though they frequently deviate from the norm and represent genuine communication requirements. Educators should use these patterns as a starting point to explain to pupils when formal English is expected and why these differences are important, rather than discounting them.

Research shows that PE lexical features are generally accepted by English teachers, suggesting a need for inclusive language practices that reflect linguistic diversity (Flores, 2024). Graduate students in the Philippines exhibit positive attitudes towards teaching educated PE, indicating a potential shift towards a pluricentric model of English language teaching (Hernandez, 2020).

Additionally, incorporating casual English examples in courses can be very effective. Teachers can highlight punctuation, spelling, tone, and organization variations by contrasting a student’s real Facebook post with an academic essay. Teachers also need to emphasize that context dictates appropriateness; while it is acceptable for friends to break language standards playfully online, it is unsuitable for professional or academic writing. In this way, students learn by understanding the audience, purpose, and setting rather than fearing “wrong grammar.”

However, the Philippines’ multilingual context challenges traditional ESL labels, necessitating a more nuanced approach that recognizes the coexistence of ENL, ESL, and EFL (Espino et al., 2021). Phonological features of PE, influenced by L1 interference and fossilization, are observed among educators, highlighting the importance of strengthening communicative competence in English teaching to promote sensitivity to language varieties (Guinto, 2013). Hence, these findings underscore the need for curriculum development and teaching practices that

acknowledge and incorporate PE while maintaining global intelligibility.

### 3.4.2 Language Learners

The results highlight the necessity for learners to enhance their language awareness. They should understand that official settings require greater precision and adherence to established norms, even when their casual, condensed styles suit social media. This awareness extends beyond merely memorizing grammar; it also entails developing the ability to adapt language intentionally according to the context. Specifically in academic and professional environments, students must recognize when informal English is appropriate, and accuracy is critical.

Teachers need to help students internalize code-switching skills. Examples of language tasks include identifying mistakes and inconsistencies in social media posts and transforming a casual post into a formal letter or essay. These exercises teach students to choose the appropriate form based on the audience rather than "abandoning" their informal ways. This ability is essential for success in the workplace, academic communication, formal writing, and passing exams.

Studies of Philippine English (PhE) and how it affects language learners produce conflicting results. While some research reveals favorable opinions regarding teaching PhE in ESL classes (Hernandez, 2020), others emphasize ambivalence among speakers and teachers (Dimaculangan, 2022). Experimental studies revealed no appreciable variation in English competency between students taught Standard English and PhE (Arranz, 2019). Still, including PhE in courses is difficult given opposing views and a dearth of textbooks (Dimaculangan, 2022). Most lexical aspects were generally agreed upon by English teachers, according to a recent PhE usage analysis of student publications, implying possible inclusion in language education (Flores, 2024). These results show that PhEs face difficult terrain in education, with chances for integration and ongoing obstacles connected to attitudes and policies. Curriculum development and further study could be required to properly use PhE in language education environments.

### 3.4.3 Language Teachers

Real-world language use, particularly from social media, should be thoughtfully integrated into English language instruction. Teachers can develop lessons on grammar, tone, style, and audience awareness by utilizing internet resources as genuine texts instead of strictly categorizing formal and casual English. By analyzing actual student Facebook posts, teachers can make lectures more engaging, relevant, and immediately applicable to students' lives.

Activities include revising social media posts to adhere to professional writing standards, discussing when casual language is appropriate, and assigning students to write two versions of the same message, one for friends and one for formal submission. These are examples of pedagogical tactics. Lessons come to life through innovative techniques like digital storytelling, meme analysis, and chat conversation editing. As a result, studying grammar, spelling, and structure becomes more than just a chore.

Studies of Philippine English (PhE) highlight its increasing relevance and ramifications for English language instruction in the Philippines. Studies have shown some lexical aspects of PhE in student writings; many phrases that English teachers use are generally agreed upon (Flores, 2024). Still, L1 interference and fossilization cause phonetic variances from General American English (Guinto, 2013). Although English teachers usually have good opinions of PhE (Dimangadap-Malang & Pantao, 2021), speakers have conflicting opinions that could impede its inclusion into courses (Dimaculangan, 2022). Accepting some created words but rejecting non-standard constructions reflects this ambivalence (Dimangadap-Malang & Pantao, 2021). Though PhE is advised to be included in English language courses, curriculum plans and textbooks now show only partial reflection (Dimaculangan, 2022). These results underline the importance of inclusive language instruction methods that respect linguistic variety and solve the difficulties in including PhE into official education.

### 3.4.4 English Language in Social Media

Social media has both positive and negative effects on language development. It promotes quick, imaginative, and highly customized communication, but often at the expense of academic accuracy and grammatical rules. Teachers and language advocates must recognize that it is impossible to limit or counteract social media's influence completely; instead, they should help English learners become critical digital communicators who understand when informal communication is appropriate and when it is not.

When used properly, social media can be an effective tool for language learning. Positive learning environments can be created online through initiatives like Facebook groups for class discussions, social media campaigns encouraging proper grammar, and online writing challenges. Teachers can also include "social media etiquette" discussions covering language use, critical thinking, and digital citizenship.

One clear variant with consequences for social media use is Philippine English (PE). Research on its acceptance among web users has shown continuous debate

even in cases of elite approval (Paz, 2022). The Visayan region challenges conventional wisdom based on American or British norms by shifting toward regional English on social media platforms (Malon, 2023). Studies on netspeak in Filipino social media have found that developing linguistic patterns, such as Twitter and political domains, use these traits most (Monderin & Go, 2021). With its future perhaps heading to a standardized Asian variety or diverging into mutually unintelligible varieties, the development of PE is founded in historical, social, and economic considerations (Gonzalez, 2004). This research underlines the dynamic character of physical education in online environments and its effect on communication patterns, stressing the need for inclusive education and appreciation of its special qualities.

#### 3.4.5 Filipino Community as Second Language Users

The study confirms for the Filipino community that English in the Philippines is developing into a rich, regional variant known as Philippine English, which reflects the nation's culture, sense of humor, and social reality. However, the community must remain vigilant in maintaining globally recognized English standards, particularly in academic, professional, and foreign settings.

A national effort must be made to value bilingualism, promoting proficiency in formal English while celebrating the inventiveness of Philippine English. Filipinos should be able to navigate these two worlds successfully and proudly, supported by language policies, educational initiatives, and media campaigns. The objective is to ensure clarity, efficacy, and global competitiveness, rather than eradicating Filipino identity from English usage.

Shaped by historical colonialism and fulfilling various purposes throughout Filipino communities, Philippine English (PhlE) has become a nativized version of American English (Lamanila & Agdana, 2024). Its evolution has resulted in changes in Filipino language competency, *Taglish*, and other language variants (Chureson, 2014). Unique lexical features define PhlE: overgeneralized word meanings, inventive use of suffixes, and preserving archaic terms (Lamanila & Agdana, 2024). While some academics support the acknowledgement and celebration of PhlE as part of the World Englishes paradigm (Dimaculangan, 2018), others contend that studies on PhlE should consider its neocolonial context and incorporate non-standard uses spoken by most Filipinos. English's influence on Filipino language practices begs questions concerning language preservation and the requirement of awareness among speakers and teachers (Chureson, 2014; Dimaculangan, 2018).

## IV. CONCLUSION

The study revealed a well-balanced and diverse application of lexical and grammatical elements contributing to the text's complexity and coherence. The dominance of nouns and verbs highlights their essential role in expressing main ideas and actions, while adjectives and adverbs enhance the writing by providing greater detail and clarity. Grammatically, the frequent use of pronouns underscores their importance in ensuring referential clarity and maintaining cohesion throughout the text, facilitating effective communication. The notable use of prepositions and conjunctions also illustrates the complex syntactic connections required to link ideas across temporal, spatial, and logical dimensions. These findings are consistent with recent studies on English grammar and learner language, underscoring the critical interaction between lexical variety and grammatical structure in creating clear and meaningful discourse.

Modern written communication is marked by various graphological features that showcase inventiveness and the evolving nature of digital language use. Non-standard spellings, emojis, and clipped and shortened words illustrate how writers modify language to fit informal, fast-moving, and multimodal communication settings. The purposeful use of capitalization for emphasis and intentional departures from conventional punctuation rules further demonstrate personalized and expressive writing styles. Moreover, mixing different languages within a single post reflects the multilingual contexts of users. At the same time, frequent letter omissions and the preference for lowercase letters indicate trends toward efficiency and casualness in digital exchanges. These graphological elements reveal the flexible and dynamic character of contemporary writing in social and online environments.

The implications for English language teaching and learning in the Philippines are complex, involving teaching methods, learner needs, teacher training, social media's role, and the multilingual Filipino community. Recent research supports recognizing Philippine English as a valid variety and encourages its inclusion in curricula to promote language awareness and inclusivity. Teachers face challenges balancing native English norms with local linguistic realities, requiring ongoing professional development. Learners gain from authentic, multimodal English exposure, especially through social media, though educators must manage informal language use and digital literacy issues. The multilingual context calls for embracing translanguaging and local varieties to support identity and communication. Policy debates highlight the need for balanced bilingual or multilingual instruction to avoid negative effects on comprehension and academic success. A context-sensitive, pluralistic approach that

empowers educators and learners while integrating digital tools is recommended to enhance English proficiency and maintain global competitiveness. This study recommends the following:

4.1 Social media can be a valuable tool for English language learning when integrated strategically into educational settings. Teachers should leverage platforms like Facebook to enhance language skills while promoting critical thinking to filter out misinformation.

4.2 Recognizing Philippine English as a valid variation of English can promote a more inclusive method of teaching and learning languages. Hence, language acceptance is considered. It involves acknowledging and valuing local linguistic features rather than viewing them as deviations from standard English.

4.3 Further studies could explore how Philippine English evolves in different digital contexts and how it impacts language education policies in the Philippines.

4.4 Investigating how Philippine English is perceived and used by various age groups and regions could provide deeper insights into its stabilization and acceptance.

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