Critical Discourse Analysis of English in New Media

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ABSTRACT: Social media's impact on the English language has significantly changed how language is viewed and used as modern online communication emerges. The English language setting has seen various shifts as a result of internet accessibility. Through the use of critical discourse analysis, this study investigated the impact of social media on a group of first-year college students at Batangas State University-The National Engineering University's English language competency. It investigated a sample of respondents' social media preferences, usage patterns, and purposes. The results show that social media platforms like Facebook, Twitter, and Instagram are mostly used for communication by 18 to 19-year-old females, and their utilization is conceived to have an impact on English language proficiency. Meanwhile, the morphosyntactic and code-mixing features of English in online discourses are made explicit by the thematic analysis of the respondents' collected online postings and messages, highlighting the developments and processes. The study's overall finding was that the internet has established a significant impact on language by fostering creativity, hybridization, and adaptability to new communicative environments.

KEYWORDS: English language, critical discourse analysis, social media platforms, thematic analysis, morphosyntactic code-mixing

I. INTRODUCTION

Texting and social media have had an immense influence on the way we communicate landscape in recent years. The impact of these platforms extends beyond casual conversations and has found its way into academic writing, particularly within the realm of the English language. Extensive research on this topic has highlighted the increasing concern about the impact of texting and social media writing trends on formal writing practice.

Numerous studies have found a variety of concerns that have arisen as a result of this influence, such as difficulties with spelling, grammar, sentence structure, and formality. Instead of prioritizing the acquisition of necessary writing skills, many students are inclined to follow the latest trends, which can detrimentally impact their ability to effectively express ideas in a foreign language (Leong & Ahmadi, 2017).

Furthermore, the habitual use of frequently used words from everyday English has unintentionally led to difficulties in word selection, posing a significant barrier to developing a command of the English language which is an essential skill in today's interconnected world of education and communication (Leong & Ahmadi, 2017). Given the mounting concerns regarding the implications of these writing trends on academic writing, it is crucial to go thoroughly into the subject and comprehend the deeper processes at work. This study aimed to provide a comprehensive analysis of the morphosyntactic and code-mixing elements of English in new media.

To establish the context of this study, it was essential to examine previous research projects that investigated the evolving patterns and changes in the English language. In particular, the work of Ali et al. (2021) proved to be highly pertinent as it focuses on the linguistic elements of texting. Ali et al. discovered remarkable trends and patterns within this unique type of communication by evaluating the linguistic properties of text messages transmitted via SMS, email, and Facebook Messenger. The study adapted components from their research, such as morphosyntactic and code-mixing, to offer insight into the use of English in new media.

In addition, the present study intended to provide a deep knowledge of how language patterns in digital communication contribute to the development and reinforcement of social identities, ideologies, and power relations using Critical Discourse Analysis (CDA) as a theoretical framework. By employing Critical Discourse Analysis, the present study sought to deconstruct the complex interrelationship between language use, social power relations, linguistic identities, and cultural connections in digital communication. The application of CDA enabled an in-depth analysis of the usage of English in various new media platforms, with a particular emphasis on morphosyntactic and code-mixing characteristics of the language. Texts from social media platforms were collected and analyzed.

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In summary, the goal of this research was to investigate and analyze the morphosyntactic and code-mixing features of English in new media, using Fairclough's Three-dimensional Model within the context of Critical Discourse Analysis. The study aimed to contribute to a better understanding of the issues and implications for academic communication by investigating the impact of writing trends impacted by texting and social media. The researcher wanted to provide insight into how language impacts social relationships, power dynamics, and the repetition of prevailing ideologies through a comprehensive investigation of language use within digital platforms.

II. LITERATURE REVIEW

In the first half of 2020, the COVID-19 pandemic had a significant impact on various aspects of human life, including industrial production and the education sector (Rakiba & Muertigue, 2022). The pandemic caused a decline in industrial output and necessitated changes in the education sector, leading to the adoption of online teaching and learning activities (Rakiba & Muertigue, 2022). Social media platforms gained widespread popularity during the pandemic, with implications for second-language learning (Yurdagul & Oz, 2018; Artyushina & Sheypak, 2018; Ayers, 2020). The higher education sector, which had limited use of internet technology, also embraced virtual learning to achieve academic goals (Muertigue & Rakiba, 2022). The use of social media as a primary means of communication and language learning became prevalent (Li & Croucher, 2020). Social media platforms such as Facebook and Twitter were found to benefit students' language acquisition (Thurairaj et al., 2015; Slim & Hafedh, 2019). However, the use of social media also introduced challenges, including informal language usage and orthographic errors (Attila, 2017; Asare et al., 2022). The integration of social media in education has been explored to enhance student motivation and intercultural competence (McSweeney, 2017; KhosraviNik & Unger, 2016). Additionally, the impact of social media on students' writing abilities has been studied, revealing both positive and negative effects (Bozkurt et al., 2016; Ali et al., 2021). The evolving language forms and usage on social media platforms have influenced language development online (Friginal et al., 2017).

Morphosyntactic Elements

Morphosyntactic in linguistics refers to the grammatical categories encompassing both morphology and syntax in defining word characteristics (Crystal, 1980). Social media has a profound influence on language, leading to vocabulary appropriation and new meanings for words (Dalzell & Victor, 2017). Slang usage on social media can result in incorrect spelling, grammar, and informal language, potentially weakening language skills (Information Resources Management Association, 2016; Hoffmann & Bublitz, 2017). The novelty of social media sheds light on language practices with broader implications (Tagg, 2020). Digital technologies, particularly Twitter, provide valuable tools for studying language use, with insights into regional variation and lexical innovation (Bauman et al., 2014; Huang et al., 2016; Grieve et al., 2018). In English as a foreign language education, social media platforms offer opportunities for language learning, but distractions and ungrammatical content should be acknowledged (Desta et al., 2021; Cabrera, 2018).

Code-Mixing Elements

Code-switching refers to the grammatical switching between languages within a single utterance or conversation, while code-mixing involves the mixing of lexical objects and grammatical elements from two languages within a sentence (Gluth, 2002; Hakimov, 2021). Code-mixing has been extensively discussed in the literature, exploring the interactions between language and culture (Ong, 2021; Wardhaugh & Fuller, 2021). It has been observed in various contexts, including academic environments (Tsamratul'aeni, 2019; Haryati & Prayuana, 2020).

Code-mixing is observed on social media platforms and serves multiple functions, such as bridging communication gaps and conveying points effectively (Das & Gambäck, 2014; Mabule, 2015). Social media users engage in code-mixing to express politeness, convey emotions, and present their identities or group memberships (Kongkerd, 2015). Code-mixing facilitates communication, corrects language errors, and aids contextual understanding on platforms like Facebook (Chughtai et al., 2016; Chanda et al., 2016).

The extensive exposure to oral and written languages on social media platforms influences the use of code-mixing, particularly among Generation Z (Tarihoran et al., 2022). Studies in linguistics and psycholinguistics differentiate between code-switching and code-mixing, with the former involving pragmatic or discourse-oriented functions (Kachru, 1978; Muysken, 2000; Sridhar and Sridhar, 1980).

III. RESEARCH METHODOLOGY

Research Design

The study employed a qualitative research approach using a narrative framework. Narrative research encompasses various forms and employs diverse analytic practices, drawing from social and humanities disciplines (Daiute & Lightfoot, 2004). The term "narrative" can be applied to any text or discourse, but in the context of qualitative research, it specifically focuses on the stories shared by individuals (Polkinghorne, 1995).

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As noted by Pinnegar and Daynes (2006), narrative can serve as both a method and an object of study. As a method, it begins by exploring the experiences expressed through lived and recounted stories of individuals. Researchers have developed different techniques for analyzing and understanding these narratives. In this study, narrative is defined as a specific qualitative design in which it represents a spoken or written text that provides a chronological account of events or actions (Czarniawska, 2004, p. 17). Sukardi (2003) further elaborated that descriptive research is a method that aims to systematically describe the characteristics of the objects under examination. The research procedures in this study focused on analyzing data collected from online messages and posts that reported the individual experiences of the respondents.

Research Procedure

For this study, a qualitative method was chosen to investigate the impact of various social media platforms on learning the English language, specifically focusing on morphosyntactic and code-mixing elements. The main objective was to examine the linguistic features of computer-mediated communication (CMC) and its influence on the structure of Philippine English, particularly in written skills. The sample for this study was collected from students.

To gather the necessary samples, a questionnaire was distributed to selected respondents, ensuring compliance with the Data Privacy Act of 2012 (Republic Act 10173) and obtaining their consent. Data from emails, Twitter, and Facebook of the respondents were utilized to assess the targeted linguistic features.

Demographic information was obtained through a baseline questionnaire that included questions about the respondents' profiles and their perspectives on topics related to the study. To adhere to minimum health protocols amid the pandemic, the mentioned questionnaire was administered using Google Forms.

Employing a qualitative approach, this study aimed to provide a comprehensive and detailed description of the specific issues, attitudes, and potential solutions related to the concerns arising from the writing style influenced by social media. Each student was requested to provide screenshots of messages or posts from two different platforms where the English language was utilized.

Statistical Treatment of Data

Descriptive statistics involves quantitatively describing the properties of a given dataset. It encompasses various measures such as frequency distribution, which examines how often an event occurs. Frequency analysis is an important aspect of statistics that explores measures of central tendency, dispersion, percentiles, and other relevant phenomena.

In this study, descriptive questions were addressed using several statistical measures, including frequency distribution, standard deviation, percentage, and mean. These measures were employed into the respondents' profile to provide a comprehensive understanding of the data and to facilitate the analysis of key characteristics and patterns within the dataset.

IV. RESULTS AND DISCUSSION

1. Personal Demographics of Respondents

In computer-mediated communication, recurring linguistic patterns employed by academic students have several variances. Their distinctions and choices in language differ among determiners depending on age and gender which were determined in this study.

1.1 Age

Table 1 contains the profile of the respondents in terms of their age. The age of the respondents is specifically divided into ages 17 and below, 18-19, and 20-21 years old. It can be seen that only one respondent 4.35% of the participants fall on the age bracket of 20-21. Moreover, 22 or 95.65% of respondents belong to the 18-19 age bracket, and none of the respondents belong to the range of 17 years old and below.

Table 1: Distribution of Respondents as to Age

Age	Frequency	Percentage
20-21	1	4.35
18-19	22	95.65
17 and below	-	-
Total	23	100.00

Artyushina and Sheypak (2018) revealed in their study that the youngest age bracket (15-18 years old) tends to have more developed listening skills than older brackets. This can be traced from several digital platforms like Facebook, TikTok, and YouTube which offer informative audio materials and podcasts. In the same manner, the present study discovered that majority of the first-year students who participated in the study are of the youngest age possible (18). This age is given and expected to represent the majority of the total population of first year students in general as the tertiary curriculum requires them to finish K+12 education beforehand. However, another way to interpret this is by associating technological advances. Younger generation of students are prone to follow current trends, acquire newest digital devices, and access newly developed online platforms.

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1.2 Gender

As per the gender orientation, it has the male and female category. A total of 23 students were called to participate in the study, which consisted of 10 males and 13 females. These represent 43.48% and 56.52% of the respondents respectively.

Table 2: Distribution of Respondents as to Gender

Gender	Frequency	Percentage
Male	10	43.48
Female	13	56.52
Total	23	100.00

A higher percentage of the respondents in the current study were female. According to research on how men and women communicate differently, men are more assertive and see conversations to achieve specific goals, like gaining dominance or power (Merchant, 2012). Women, on the other hand, place a higher value on collaboration. According to the author, this communal orientation involves a concern for others, selflessness, and a desire to be at one with others.

In connection, Guerra (2015) explained how men and women communicate differently. She investigated Tannen's theory of genderlect. Genderlect, first coined in 1990, claims that males and females communicate in different dialects. The introduction of the recent terms "girls talk" and "boys talk" verifies the existence of such differences. Men and women also communicate differently when establishing norms within the family. These norms can translate into a student's educational experience. Family interaction establishes gender roles and negotiation. Most negotiations by men are for power while women use negotiations to make connections. These social constructs are established in the home and can transpire over to the classroom and in their computer-mediated discourse.

2. Preferred Social Media Platform by Students in Using the English Language

Social media platforms, such as Twitter, Facebook, and Instagram, often require concise and clear written communication. Students who actively engage in these platforms may develop the ability to convey their thoughts effectively in a limited number of characters or within a specific format, improving their written communication skills. The list of preferred social media sites by the students is presented in the table below.

Given that respondents are students, Table 3 shows the ranking of the preferred social media sites and its total count as provided by the responses of the target group. On the first rank is Facebook chosen by 16 respondents, followed by Twitter with 15 counts on second rank, and Instagram on third rank with 13 total counts. Fourth rank belongs to Snapchat and YouTube, both with 4 counts. TikTok gained the fifth rank, chosen by 3 students, and Telegram which was chosen by one of the respondents on the sixth rank.

Table 3: Distribution of Preferred Social Media Platform

Platform	Frequency	Rank
Telegram	1	6
Tiktok	3	5
Snapchat	4	4.5
Youtube	4	4.5
Instagram	11	3
Twitter	15	2
Facebook	16	1

Facebook remains one of the most popular social networking platforms worldwide as it has a large user base. Many students already have Facebook accounts, making it convenient to connect and communicate with their peers. Respondents highly prefer Facebook as it allows users to share various types of content, including photos, videos, links, and documents.

Meanwhile, students use Twitter for various reasons, including staying connected with friends, following influencers or celebrities, accessing news and updates, participating in online discussions, and expressing their thoughts and opinions. Twitter's concise nature, with its 280-character limit per tweet, encourages users to communicate in a concise and impactful manner. This platform offers a unique environment that can have both positive and negative impacts on students' language skills.

Similarly, students use Instagram for various reasons, such as connecting with friends, sharing photos and videos, and exploring different communities or interests. Instagram provides a visually engaging platform that allows users to express themselves, discover new content, and engage with others through comments, direct messages, and likes.

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Consequently, students use Snapchat and Telegram for various reasons, primarily for communication and social interaction. For YouTube and TikTok, students use these mainly to view educational materials, entertainment, and social interaction.

Overall, each of the social media platforms cited exposes students to a wide range of content, including news, discussions, and diverse perspectives. Through browsing between platforms and engaging with others, students can come across new words, phrases, and ideas. This exposure can contribute to vocabulary expansion and enhance their language proficiency. Along with such perks, however, each of the different platforms has its own set of informal language and slang, including abbreviations, acronyms, hashtags, and emojis. This can influence students' language skills by promoting a more relaxed and conversational style of communication. While this may not directly impact formal writing or speaking skills, it can affect the ability to switch between different registers of language.

As such, while this can be entertaining and engaging, excessive use of informal language may have negative consequences on students' formal writing, language, and communication skills. Due to the informal nature of communication online, there is a higher likelihood of encountering language errors, misspellings, or grammatical mistakes. Constant exposure to such errors may inadvertently influence students' language skills, leading to the adoption of incorrect language patterns (Benkazdali, 2017). It's essential for students to be aware of these differences and maintain a balance between informal and formal language usage, especially as they are part of academic and professional settings.

On the other hand, social media sites have features like groups, which allow students to create communities based on their interests, courses, or extracurricular activities. These groups serve as platforms for discussions, sharing resources, organizing events, and collaborating on projects. Various language learning and international communities are accessed by students to interact with native speakers and learners from different countries. This exposure to diverse languages and cultures can enhance language skills, vocabulary, and cultural knowledge (Yurdagul & Oz, 2018).

Moreover, Social media platforms provide students with the opportunity to communicate using multiple modes, such as text, images, videos, and emojis. This can enhance their ability to convey complex messages through different channels and promote visual literacy skills. Social sites also encourage users to create their own content, fostering creativity and expression. Students who engage in content creation on these platforms can develop their writing, scripting, and storytelling skills, as they learn to communicate effectively and engage their audience.

Lastly social media sites are intermingled, as each integrates with other platforms and tools. This integration enables students to share class-related materials, collaborate on projects, or share personal experiences with their peers across different social media platforms.

3. Number of Hours Spent by the Students on Social Media
The amount of time students spend on social media can vary widely depending on various factors such as age, personal habits, cultural norms, and educational demands. The amount of time spent by the respondents on social media is measured by the researcher.

Table 4: Distribution of Hours Spent by Respondents in using Social Media

Hours Spent Per Day	Frequency	Percentage	Rank
13-16 Hours/Day	1	4.35	4
9-12 Hours/Day	2	8.70	3
1-4 Hours/Day	5	21.74	2
5-8 Hours/Day	15	65.22	1
Total	23	100.00	

Given that students use social media, Table 4 shows specifically how much time students spend on social media platforms. It can be gleaned from the table that five of the 23 or 21.74% of respondents spend one to four hours daily using social sites. Rather, fifteen or 65.22% respondents said they spend five to eight hours a day. Two or 8.70% of respondents spend nine to twelve hours each day, and only one or 4.35% of respondents admitted spending thirteen to sixteen hours every day browsing social platforms.

In connection, a research conducted in different countries has shown varying results in the amount of time spent by students on social media. For example, a survey conducted by Common Sense Media in 2018 found that the majority of American college students of ages between 13-18 spent an average of about 9 hours per day using entertainment media, which includes social media, videos, gaming, and other digital content. However, this figure includes time spent on multiple forms of media and not solely on social media.

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In contrast, the study of Yagi (2016) published in the Journal of Adolescent Health in 2016 found that Italian adolescents (ages 14-19) spent approximately 2.8 hours per day on social media. Another study of Taye (2016) published in the Journal of Medical Internet Research in 2016 reported that Malaysian university students spent an average of 2.6 hours per day on social media.

4. Main Purpose of Students in Using Social Media

Students access social media platforms for various reasons such as connectivity and communication, academic support, creative expression, entertainment, and recreation. The main purpose of respondents in accessing social media platforms is determined in this study.

Table 5: Distribution of Respondents' Main Purpose in Using Social Media

Options	Frequency	Percentage
Educational	4	17.39
Communicative	19	82.61
Total	23	100.00

It can be seen from the table that four of 23 or 17.39% of the respondents use social media for educational purposes, while 19 or 82.61% of the respondents use social sites for communicative reasons. This result is similar to the study of Tagg (2020), wherein he found that the majority of his respondents use social media platforms as tools for connectivity and connection.

Moreover, the study of Slim and Hafedh (2019) also found a higher percentage of communicative usage of social media by the students. Both cited studies argue that social media is more known and utilized for its communicative aspects, and students can benefit from it through collaboration, peer interaction and support, social engagement, and awareness.

Students can use social media to connect with classmates, peers from other institutions, or students studying similar subjects. They can interact, exchange study materials, seek and provide academic support, and discuss common challenges. Moreover, social media platforms allow students to express themselves creatively through sharing art, writing, photography, or other forms of creative work. They can showcase their talents, receive feedback, and connect with like-minded individuals.

Also, students can use social media as a platform to raise awareness about social issues, share opinions, and participate in meaningful discussions. This can contribute to their social and civic engagement, as well as broaden their perspectives.

Meanwhile, students utilize social media for academic demands as social media can be used as a tool for educational purposes in various ways. Students can follow educational accounts, pages, or groups on social media platforms to access and share valuable information related to their studies. These platforms can serve as a medium for sharing educational resources, news, articles, research papers, and other relevant content.

Social media platforms offer opportunities for students to engage in online discussions about academic topics. They can join or create groups where they can ask questions, seek clarification, exchange ideas, and collaborate with fellow students or educators. This can enhance their understanding of subjects and foster a sense of community.

Students can also connect with professionals, experts, and mentors in their fields of interest through social media. Platforms like LinkedIn allow students to build their professional network, seek advice, and explore career opportunities. In addition, many educational institutions and organizations offer online courses and webinars through social media platforms. Students can enroll in these courses or participate in live webinars to enhance their knowledge and skills (Lantz-Anderson, 2016).

Regardless, reasons for social media usage of college students can be traced by their personal preference, circumstances, and demands. They use social media platforms because it is an easy and convenient way to stay connected with their friends, classmates, and family members. It allows them to share updates, photos, and messages, regardless of geographical distance. Also, social media platforms serve as a source of information and news for students. They can follow news accounts, educational pages, and influencers who share valuable content related to their studies, current events, and other areas of interest.

5. Extent of Social Media's Impact to English Language

With the rapid growth and widespread use of social media platforms, such as Facebook, Twitter, Instagram, and Snapchat, there has been a significant impact on the way students communicate and express themselves in English. This study explored various aspects of language change, including vocabulary, grammar, spelling, and discourse patterns, to determine the extent of social media to the English language and how it shaped students' language and communication skills.

As reflected on Table 6, tied with the highest weighted mean of 4.09, the students agree that social media helps them to improve English grammar and to acquire the right vocabularies. Furthermore, the third highest weighted mean among statements that is agreed upon by the students is that there are some learners who only know the language of email, SMS, and chat.

Social media platforms encourage users to write and express their thoughts regularly. Students who actively participate in discussions, share ideas, and write posts on social media platforms have more opportunities to practice their writing skills. Regular writing practice can lead to better grammar proficiency over time (Paul & Friginal, 2019).

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Table 6: Extent of Social Media's Impact on English Language

Indicators	Mean	Standard Deviation	Verbal Interpretation
The regular use of the language of email, SMS and chat damages the learners' ability to use Standard English.	3	1	Moderately Agree
The language of email, SMS and chat definitely abuses the goodness of the pure English language.	2.7	0.82	Moderately Agree
There are some learners who only know the language of email, SMS and chat.	3.61	0.72	Agree
The appearance of the language of email, SMS and chat in writing exam's answers/assignments is an indication of a danger to the English language.	3.26	1.01	Moderately Agree
Social media helps me to improve English grammar.	4.09	0.51	Agree
Social media helps me to acquire the right vocabulary.	4.09	0.73	Agree
When I email, SMS or chat, I do not care about grammatical and spelling errors.	2.48	1.04	Moderately Agree
I use the language of email, SMS and chat in writing exam's answers/assignments/ papers.	2.22	0.9	Disagree
When I contact others through email, SMS and chat, I use code mixing.	2.96	1.02	Agree
I understand the language in new media better than the standard English.	2.78	0.67	Agree
Overall Weighted Mean	3.12	0.18	Agree

Legend: 1.0 -1.80 Strongly Disagree   1.81 - 2.60 Disagree   2.61 - 3.40 Moderately Agree   3.41 - 4.20 Agree   4.21 - 5.0 Strongly Agree

Social media platforms provide access to a wealth of language resources and tools. Students can follow educational accounts, language learning communities, and grammar-focused pages to receive tips, explanations, and examples of correct grammar usage. Social media platforms can also be incorporated with grammar correction tools if students wish to. Such exposure to quality language content and tools can improve students' understanding and application of grammar rules (Hasyim, 2019).

Moreover, social media allows students to connect and interact with peers from different backgrounds and locations. When students share their writing on social media, they can receive feedback, corrections, and suggestions from others. This feedback can help students identify and rectify their grammar mistakes, leading to improved language skills.

The indicator with the third lowest weighted mean of 2.7 showed that students moderately agree that the language of email, SMS and chat abuses the goodness of the pure English language. This indicator shows that the respondents are aware that the informal nature of communication in computer-mediated discourse exposes them to a higher likelihood of encountering language errors, misspellings, or grammatical mistakes that may inadvertently influence their language skills and lead them to adopt incorrect language patterns.

However, with the lowest weighted mean of 2.22, the respondents disagreed to use the language of email, SMS and chat in writing exam's answers, assignments, or papers. This was followed by the seventh indicator with the second lowest weighted mean of 2.48. It states that students moderately agree to not care about grammatical and spelling errors when they are composing email, SMS, or chat. These two indicators reveal that while students are aware of deemed negative effects of social media in their English skills, they are mindful of the platform's informal nature, and they strive for a balance between informal and formal language usage to avoid potential negative impacts on their overall language proficiency.

7. The Human Language on the Internet

Based on the data gathered, students' online interactions differ from typical offline communication strategies in terms of form and organization. In particular, the focus of the present study was on morphosyntactic and code-mixing elements.

7.1. Morphosyntactic Element

In new media and online communication, the morphosyntactic element has undergone certain changes and variations. The informality and brevity of digital communication often lead to the omission of words or the use of non-standard grammar which can be observed in online conversations, social media posts, and text messages. These alterations in morphology and syntax reflect the adaptation of language to the digital context, where efficiency, speed, and informality are prioritized.

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The morphosyntactic element in new media presents an interesting area of study for linguists and researchers, as it provides insights into how language adapts and evolves in response to digital communication platforms. By examining the morphological and syntactic patterns within online discourse, researchers can gain a deeper understanding of the linguistic strategies employed by individuals in the digital setting.

7.1.1. Omission and Improper Utilization of Punctuation

Utilization of Punctuation in linguistics refers to the deliberate use of punctuation marks, such as commas, periods, question marks, and exclamation points, to convey meaning, clarity, and emphasis in written language. Punctuation plays a crucial role in structuring sentences, indicating pauses, differentiating sentence types, and guiding the reader's interpretation.

In the context of new media, the utilization of punctuation has witnessed notable changes. The fast-paced, informal nature of online communication has led to modifications in punctuation practices. The brevity and immediacy of platforms like social media, instant messaging, and texting have influenced the use of punctuation marks. Users often adopt a more relaxed approach, deviating from traditional grammatical conventions and employing unconventional or minimal punctuation. This can include omitting punctuation marks, such as periods or commas, using unconventional spacing or capitalization, or even incorporating new forms of punctuation, like emoticons or emojis.

The current standing of punctuation in new media reflects a range of styles and approaches. While some individuals maintain conventional punctuation usage, others embrace alternative patterns that align with the fast-paced, casual nature of digital communication. This variation in punctuation practices in new media highlights the evolving nature of language and the influence of digital platforms on linguistic norms. Omission here refers to the absence of an item that must appear in a well-formed utterance. It has been observed that respondents commonly delete punctuations. And this raises interesting questions about the impact of these changes on clarity, meaning, and the overall communication experience in online contexts.
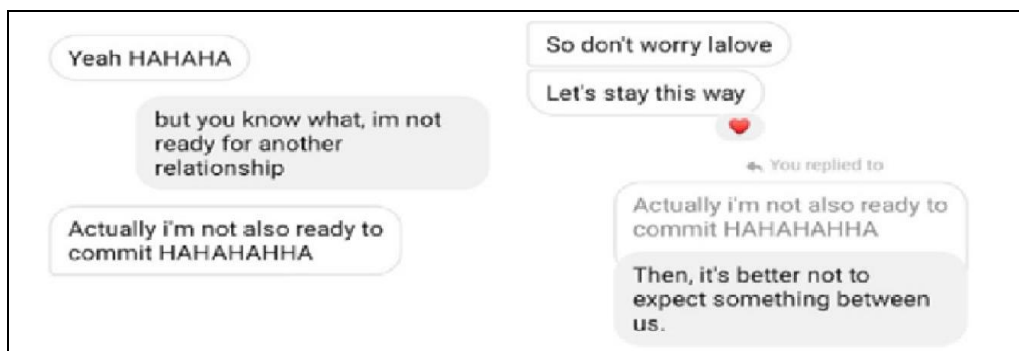

Figure 2. Sample for Omission and Improper Utilization of Punctuation from Respondent's Actual Post/Message

The provided text illustrated the occurrence of omission and improper utilization of punctuation in online communication. The lack of punctuation marks, such as commas or periods, results in fragmented sentences and a conversational tone. For example, the absence of punctuation after "yeah HAHAHA" and "but you know what" indicates a continuation of thoughts without clear breaks. The repeated use of "HAHAHA" without proper punctuation serves as an informal representation of laughter or amusement. Additionally, the phrase "So don't worry lalove" lacks a comma before the term of endearment, which may indicate a casual writing style. The intentional omission of punctuation before "us" in the final sentence adds sense of abruptness or nonchalance. These instances demonstrate how punctuation norms can be adapted in new media contexts, where informality and brevity are prioritized over strict grammatical rules (Thurlow & Jaworski, 2017; Crystal, 2011).

7.1.2. Mechanics of Capitalization

Apart from the omission of punctuations, capitalization is also one of the evident morphosyntactic processes overlooked by students.
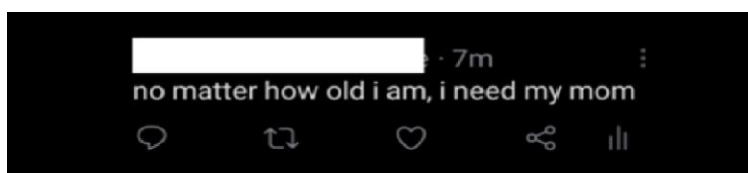
Figure 3. Sample for Mechanics of Capitalization from Respondent's Actual Post/Message

In the given sentence, "no matter how old i am, i need my mom," there is a notable absence of capitalization at the beginning of the sentence and for the pronoun "I." This departure from conventional capitalization rules is a characteristic feature of informal writing styles often found in new media platforms. In this case, the lowercase "i" is used to represent the first-person singular pronoun, reflecting a casual and personal tone. The intentional non-capitalization can convey a sense of informality, authenticity,

and closeness between the writer and the audience. This deviation from standard capitalization rules is a linguistic choice influenced by the norms and practices of digital communication.

Respondents commonly use words with lowercase regardless of its placement in a sentence. It was found that words with lowercase were used in emails, SMS and chats. The content analysis found that the usage of lowercase was very common in whole messages. The texts showed that the participants were more likely to ignore the use of uppercase and preferred using lowercase in various forms of sentence structure. Prøysen (2009) argues that the frequent use of lowercase gradually turned into a habit.

7.1.3. Run-on sentences

Run-on sentences are typically considered as a syntactic or grammatical issue rather than a direct manifestation of morphological or morphosyntactic elements. A run-on sentence occurs when two or more independent clauses (sentences that can stand alone) are joined together without proper punctuation or coordinating conjunctions.
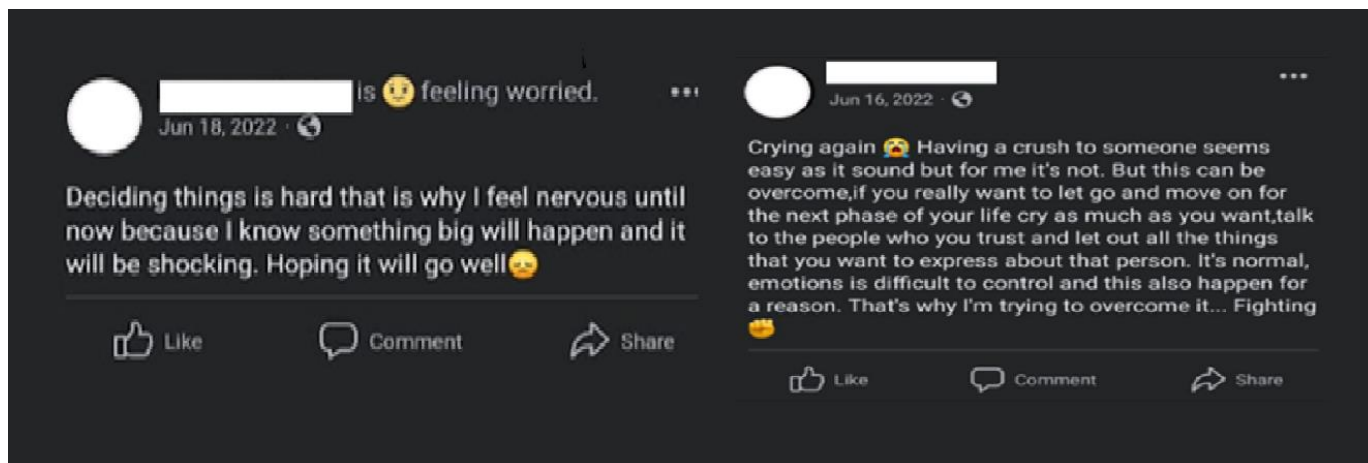
Figure 4. Samples for Run-on sentences from Respondent's Actual Post/Message

In the case of run-on sentences, the lack of proper punctuation or coordination disrupts the syntactic structure of the sentence. It may result in the incorrect grouping or combination of morphosyntactic elements, leading to ambiguity or confusion. Without appropriate punctuation or coordination, independent clauses can merge together, affecting the intended meaning and syntactic relationships within the sentence.

As reflected on the samples in Figure 4 there were several instances of run-on sentences that can be observed. Run-on sentences occur when independent clauses are improperly joined or when there is a lack of proper punctuation or conjunctions to separate the clauses. These run-on sentences can affect the readability and coherence of the text, making it more challenging for the reader to follow the intended meaning.

First sample "Deciding things is hard that is why I feel nervous until now because I know something big will happen and it will be shocking." exhibited a run-on structure. This sentence combines multiple independent clauses without proper punctuation or conjunctions to separate them. The lack of punctuation or conjunctions makes it challenging for the reader to distinguish between different ideas and follow the intended meaning. Breaking this sentence into smaller, more concise units and utilizing appropriate punctuation or conjunctions would enhance clarity and comprehension.

Second sample "Having a crush on someone seems easy as it sounds but for me it's not. But this can be overcome if you really want to let go and move on for the next phase of your life cry as much as you want, talk to the people who you trust and let out all the things that you want to express about that person." can be identified as another instance of a run-on sentence. This sentence combines multiple independent clauses without appropriate punctuation or conjunctions to separate them effectively. As a result, the ideas may appear jumbled and difficult to follow. By breaking this sentence into smaller, more coherent units and incorporating appropriate punctuation or conjunctions, the ideas can be expressed more clearly and the reader can better comprehend the intended meaning.

Addressing run-on sentences, can improve the overall flow and coherence of the narrative. Breaking the sentences into smaller, more concise units and applying appropriate punctuation or conjunctions enhances the readability and clarity of the text, allowing the ideas to be conveyed more effectively.

7.1.4. Improper Verb Tense

Verb tense is typically expressed through the inflection of verbs, which involves changes in its form. For example, the verb "to walk" changes to "walked" in the past tense. The morphological aspect of verb tense involves altering the verb form to indicate different time references. However, verb tense also has a syntactic aspect as it relates to the organization and structure of

sentences. Proper verb tense usage is essential for conveying accurate temporal information and ensuring grammatical agreement with other elements in the sentence.

Improper verb tense occurs when there is a mismatch between the intended temporal reference and the verb form used. For example, saying "She walks to school yesterday" is incorrect because the present tense "walks" does not match the past time reference "yesterday." This mismatch disrupts the morphosyntactic agreement within the sentence.

Improper verb tense relates to morphosyntax by involving both morphological changes in verb form and syntactic agreement with temporal reference in a sentence. Many linguists use the word morphosyntax to capture the fact that morphemes often have sentence-level functions. For example, a morpheme can indicate whether a form functions as a subject or an object in a sentence. A different kind of morpheme can indicate which noun an adjective is modifying.

In the given excerpt in Figure 5, there is an instance of improper verb tense usage. The phrase "she makes me feel like confused" indicates an inconsistency in verb tense. The verb "makes" is in the present tense, while the adjective "confused" suggests a past participle form. This mismatch disrupts the grammatical flow and coherence of the sentence. Proper verb tense agreement is essential for conveying accurate temporal information and maintaining grammatical consistency in narrative discourse (Polkinghorne, 1995; Smith, 2018; Johnson, 2020).

Figure 5. Sample for Improper Verb Tense from Respondent's Actual Post/Message

7.1.5. Deletion of Subject

Deletion of explicit subject pronouns or noun phrases in sentences is a linguistic phenomenon that occurs when the subject of a sentence is implied or understood from the context rather than explicitly stated.
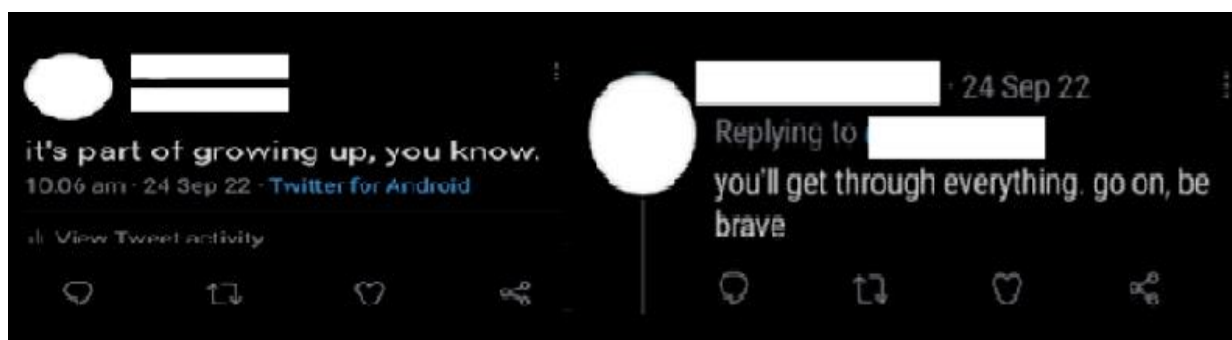

Figure 6. Sample for Deletion of Subject from Respondent's Actual Post/Message

The text in Figure 6 "it's part of growing up, you know" denoted that the subject pronoun "it" is used without explicitly mentioning what "it" refers to. The omission of the subject creates a sense of familiarity and assumes shared knowledge between the speaker and the listener. It suggests that the speaker assumes the listener understands the context and the subject being referred to.

In the text, "it's part of growing up, you know. You'll get through everything. Go on, be brave," the deletion of subjects is evident in the phrases "You'll get through everything" and "Go on, be brave." Here, the subject pronouns "you" are omitted, and the context implies their presence. This omission adds a conversational and supportive tone to the narrative, creating a sense of direct address and personal connection with the listener.

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The deletion of subjects in these phrases serves to establish a sense of empathy and encouragement. By omitting the explicit subject pronouns, the speaker assumes a shared understanding and solidarity with the listener. It conveys a message of support and resilience, suggesting that overcoming challenges is a universal experience.

This use of the deletion of subjects in discourse reflects the naturalistic and intimate qualities of storytelling. It enhances the personal connection between the narrator and the audience, inviting the listener to empathize and engage with the narrative on a deeper level.

Furthermore, this deletion of the subject in discourse serves various functions, including creating a conversational tone, conveying a sense of shared experience, and maintaining the flow of the narrative. It is a stylistic choice that adds a casual and naturalistic element to the language use.

Overall, the deletion of subjects in narrative research plays a significant role in shaping the discourse and engaging the audience by inviting them to actively participate in constructing meaning based on the context and shared knowledge.
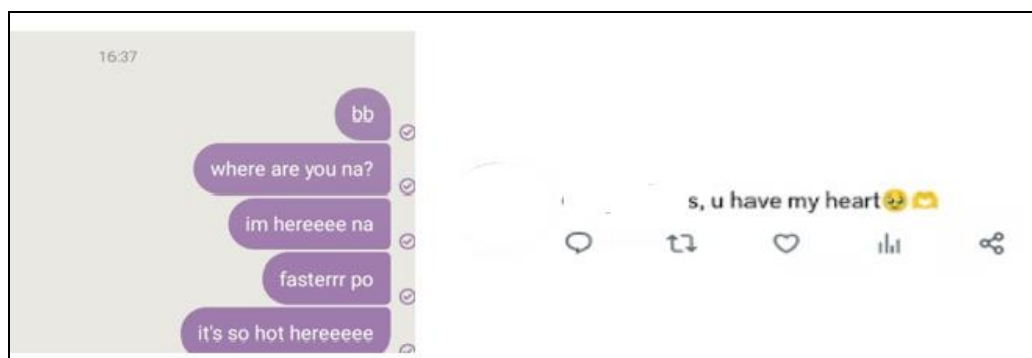
7.1.6. Clipping

It is the reductive process that shortens words and thus shortens the effort involved in speech and writing, albeit by a tiny increment (Postan, 2020).

Clipping primarily affects the morphological structure of words. It involves alteration of word's form by removing syllables, which can impact its morphological properties. Clipped forms are typically considered as morphological variants or abbreviations of the original word.

From a syntactic perspective, the use of clipped forms may alter sentence structure or word order in certain contexts. For example, if a sentence includes a clipped form like "info" instead of "information," it might affect the grammatical agreement or the positioning of other syntactic elements.

Let it be noted that specific morphosyntactic effects of clipping can vary depending on the language and the particular word being clipped. Some clipped forms may retain their grammatical properties, while others may exhibit certain changes in syntax or morphology.

**Figure 7. Samples for Clipping from Respondent's Actual Post/Message**

In Figure 7 examples of clipping include "u" instead of "you," "bb" instead of "baby," "na" instead of "now," and "po" as a clipped form of the polite particle in Filipino. These clipped forms are used to convey a casual and familiar tone in the conversation.

The use of clipping in this narrative text reflects the influence of new media and digital communication practices. In online platforms and messaging apps, where character limits and fast-paced exchanges are common, individuals often resort to clipping as a way to save time, simplify their messages, and conform to the linguistic conventions of the online environment (Tagliamonte, 2006). It represents an adaptation of language to suit the constraints and norms of new media platforms.

7.1.7. Initialism

Initialism is the process of creating new words by forming the initial letters of a set of other words. The newly-created words are pronounced not as a single word but separately (Lihawa, et.al, 2021). As observed, the beginning of each word was taken to make the word shorter.

The use of initialism implies that netizens, particularly students, are more comfortable to shorten the words to easily convey the message and to adapt to fast pace communication online.
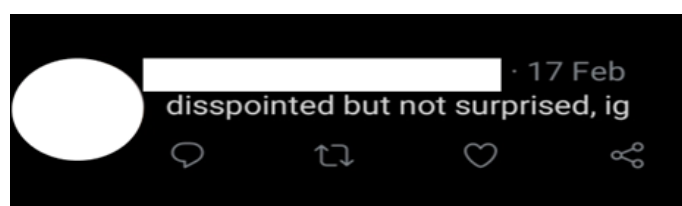
Figure 8. Sample for Initialism from Respondent's Actual Post/Message

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As demonstrated in the sample "disappointed but not surprised, ig," initialism serves as a linguistic device to convey a concise message or emotion. In this case, "ig" stands for "I guess" and is used to convey a sense of resignation or acceptance in response to the situation described.

The use of initialisms in discourses reflects the influence of digital communication and social media on language practices (Thurlow & Jaworski, 2017). These are often employed to save time, streamline communication, and convey a specific meaning or tone efficiently (Androutsopoulos, 2013). In the example provided, the use of "ig" captures a nuanced sentiment by succinctly expressing a mix of disappointment and lack of surprise.

The use of initialisms in narratives demonstrates the adaptability of language to the changing communication landscape and highlights the role of digital platforms in shaping linguistic conventions.

7.1.8. Spelling Distortion

It is a process that involves the distortion of the original spelling. They misspelled the words not unconsciously but intentionally.
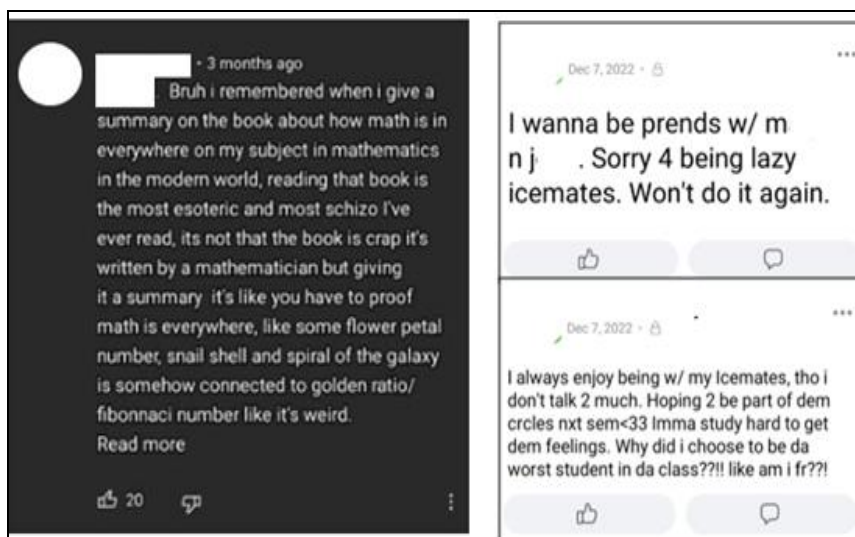
Figure 9. Samples for Spelling Distortion from Respondent's Actual Post/Message

The first sample displayed instances of unconventional spelling and language use. The author employs abbreviations ("i" instead of "I") and non-standard capitalization ("I've") in their description of a book about mathematics. Additionally, misspelled words ("esoteric," "Fibonacci") and informal language choices ("crap") are present. These spelling distortions reflect the casual and fast-paced nature of online communication, where users often prioritize efficiency and expressiveness over traditional spelling conventions. The author's use of unconventional spelling and language serves to convey their subjective experience of reading the book and perception of the intricate connections between mathematics and the natural world.

The second sample showcased casual language and intentional misspellings commonly found in online communication. The author uses abbreviated forms ("4" instead of "for") and deliberate misspellings ("prends," "icemates") in expressing their desire to become friends with M and J. The use of these spelling distortions reflects the informality and familiarity of digital communication, where users often employ abbreviated forms and intentional misspellings for brevity and informal expression. The author's acknowledgment of previous laziness and commitment to change is conveyed through the use of abbreviated language ("Won't") and casual misspellings.

The third sample exhibited a combination of abbreviations, deliberate misspellings, and informal language. The author expresses enjoyment of being with a group of friends ("Icemates") while acknowledging the limited participation in conversations ("don't talk 2 much"). The use of abbreviations ("w/," "2") and deliberate misspellings ("nxt," "fr") reflects the informal and efficient language commonly used in online communication. The author also expresses frustration with their academic performance and self-reflects on their role as the "worst student in the class." These spelling distortions exemplify the casual and expressive nature of digital discourse, where users often employ informal language choices and unconventional spelling to convey their emotions and thoughts.

These spelling distortions observed in the narrative samples exemplify the linguistic features commonly found in online discourse. They reflect the influence of digital communication on language norms and practices, where efficiency, informality, and expressiveness play key roles (Crystal, 2006; Herring, 2013).

Consequently, it implies that netizens spell the words as how they sound. It validates the findings of Nazman, et.al. (2020) which revealed that the younger generation distorts spelling in terms of its inflections so as to fit some sounds. Distorted words were deliberately coined to appear trendy. However, it may affect the language learning of the students negatively especially to those who are not fully aware of its correct spelling and may be adopted and accepted by many as its correct form.

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The mentioned findings revealed that English is still widely used by students even in the new media. This has been affirmed by Arran (2017) stating that netspeak is widely used and that it is already part of students' lives. Moreover, netizens also create new words in the language and include different morphosyntactic processes that manifest the digital culture.

7.2. Code-mixing Element

In the context of new media, code-mixing between Tagalog and English is commonly observed in online communication platforms, social media posts, and digital content created by Filipino netizens. The informal and interactive nature of new media platforms often facilitates code-mixing as a way to express emotions, create a sense of identity, and engage with a diverse online audience.

On social media platforms like Facebook, Twitter, or Instagram, users frequently incorporate English words, phrases, or hashtags into Tagalog posts. For example, a user may write a status update in Tagalog but include an English hashtag related to a popular topic or event, such as #ThrowbackThursday or #OOTD (Outfit of the Day). This blending of languages allows individuals to connect with wider online communities and participate in global trends.

In online conversations, code-mixing can be seen in the form of abbreviated English expressions or popular internet slang mixed with Tagalog. Users may use terms like "LOL," "OMG," or "TBH" alongside Tagalog sentences, creating a hybridized linguistic style that reflects the influence of both languages. Additionally, the use of English loanwords in Tagalog sentences is prevalent, especially when referring to technology, brands, or pop culture references.

Studying code-mixing in the context of new media provides insights into language use, identity construction, and communication patterns within online communities. Researchers explore the motivations, patterns, and sociolinguistic implications of code-mixing in new media to better understand how individuals navigate the linguistic landscape of digital platforms.

7.2.1. Code-Mixed Adverbs

Social media users also code-mixed adverbs. When code-mixing occurs, adverbs from one language or variety may be inserted into a sentence or conversation in another language or variety.

Incorporating adverbs from a different language or variety can be intentional, conveying certain nuances, cultural references, or expressions that might not be easily conveyed in one language alone. Code-mixed adverbs can add flavor and richness to the communication, creating a unique linguistic and cultural blend.
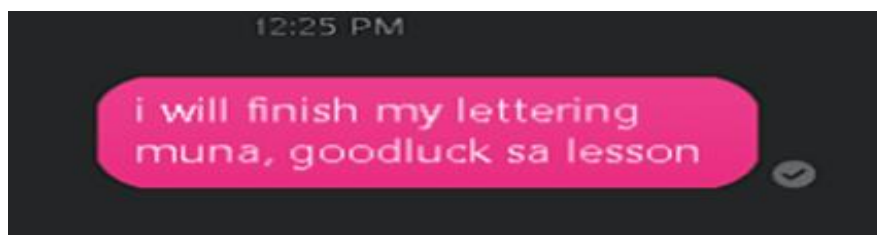
Figure 10. Sample for Code-Mixed Adverbs from Respondent's Actual Post/Message

In Figure 10, the code-mixed adverb "muna" is used in the Tagalog sentence "i will finish my lettering muna, goodluck sa lesson." The code-mixed adverb "muna" is derived from Tagalog and is used in this context to express the idea of prioritization or temporarily setting aside one activity to focus on another. The inclusion of "muna" in the sentence indicates that the speaker intends to finish the lettering first before moving on to another task, then wishing someone good luck with their lesson.

Code-mixing, such as the use of "muna," serves various functions in communication. It allows individuals to convey nuanced meanings, express cultural identity, and create a sense of belonging within a particular linguistic community. In the context of new media, code-mixed adverbs like "muna" are frequently used in online conversations, social media posts, and digital content to add flavor, familiarity, and cultural resonance.

Certain adverbs may have specific connotations or meanings in a particular language or variety. When code-mixed, these adverbs can provide more precise or nuanced expressions that may not be readily available in the primary language or variety being used. Code-mixed adverbs allow speakers to tap into a broader linguistic repertoire and choose the most suitable adverb for the intended meaning.

It's important to note that the relevance and impact of code-mixed adverbs can vary depending on the linguistic context, speaker intentions, and social dynamics of the conversation. Code-mixing is a complex sociolinguistic phenomenon, and the use of adverbs is just one aspect of it.

7.2.2. Code-Mixed Nouns

Code-mixed nouns play a significant role in code-mixing as it reflects the multilingual or multilingual-cultural identity and language practices of individuals or communities.

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Code-mixing can occur when speakers encounter lexical gaps or lack of precise equivalents in a single language. In such cases, incorporating nouns from another language can help fill those gaps and provide more specific or nuanced meanings. Code-mixed nouns can thus contribute to more precise communication and expression of ideas.

From the presented text in Figure 11, "pipsss" is a code-mixed noun derived from the English word "peeps" or "people." It is used to refer to a group of individuals or friends. The term "guys" is also a code-mixed noun borrowed from English and used to address a group of people. Both "pipsss" and "guys" serve as linguistic markers that reflect the influence of English in the Tagalog discourse within the online community.
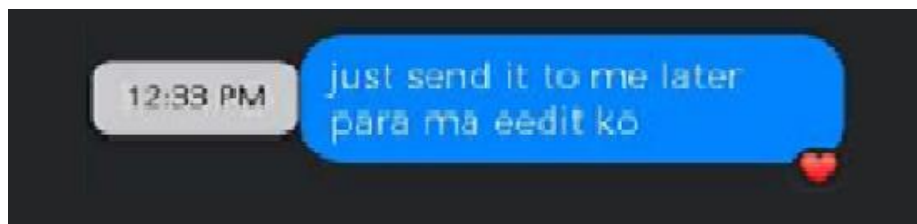

Figure 11. Sample for Code-Mixed Nouns from Respondent's Actual Post/Message

The use of code-mixed nouns like "pipsss" and "guys" in new media allows individuals to create a sense of connection and camaraderie with their peers. It signifies a shared understanding and identity within the online community. It can also serve pragmatic and communicative functions within a speech community. For instance, code-mixing may occur for humor, emphasis, solidarity, or to establish in-group communication.

7.2.3. Code-Mixed Preposition

Code-mixed prepositions can be influenced by the contextual demands of a conversation. In some situations, speakers may choose to code-mix prepositions to accommodate the language preferences or abilities of the interlocutors. It can contribute to effective communication and mutual understanding.

Figure 12. Sample for Code-Mixed Preposition from Respondent's Actual Post/Message

It can be seen in Figure 12 the usage of the English preposition "to" in the phrase "send it to me later" reflects the influence of English in expressing direction or movement. However, the Tagalog preposition "para" is used alongside it, which indicates purpose or intention. This code-mixed expression demonstrates the bilingual nature of communication in new media, where individuals draw upon different linguistic resources to effectively convey their message.

Code-mixed prepositions serve multiple functions in new media discourse. They can enhance clarity and precision, as the combination of Tagalog and English prepositions allows users to tap into the nuances and specific meanings associated with each language.

Code-mixed prepositions exemplify the adaptive nature of language in new media, where bilingual speakers strategically blend linguistic elements to construct meaning and engage with others in online spaces.

7.2.4. Code-Mixed Verbs

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Code-mixed verbs can add pragmatic nuances and expressive elements to communication. In code-mixing, speakers often choose specific verbs from one language to convey subtle meanings, emotions, or cultural references that might not be easily expressed using verbs from the other language. This allows for a more nuanced and contextually appropriate form of expression. Code-mixed verbs can be coined or modified to create new linguistic forms that convey specific meanings or convey cultural references. In Figure 13 "nagawa naman me ng lettering eng" demonstrated the blending of Tagalog and English in a sentence. The use of "nagawa" (meaning "making" or "accomplished" in Tagalog) and "lettering" (borrowed from English) showcases the code-mixing of verbs from both languages. In this case, the speaker combines a Tagalog verb with an English noun to convey a specific action.
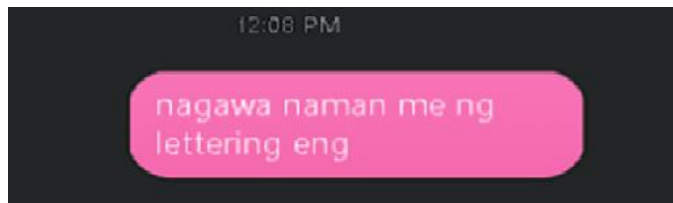

Figure 13. Sample for Code-Mixed Verb from Respondent's Actual Post/Message

Code-mixed verbs in new media serve multiple purposes. They can express concepts that may not have a direct equivalent in one language or convey a desired style or tone. Understanding code-mixed verbs in new media requires considering the sociolinguistic factors that influence language choices. Factors such as the participants' language proficiency, social background, and the linguistic landscape of the online community contribute to the prevalence and patterns of code-mixing in new media platforms.

7.3.5. Code-Mixed Adjective

Code-mixed adjectives can facilitate efficient communication by drawing from the speaker's linguistic resources in a fluid manner. In bilingual or multilingual settings, using adjectives from different languages can be a natural and efficient way to express certain concepts.
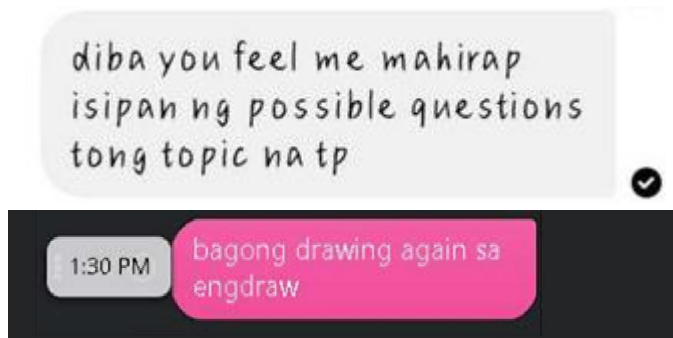

Figure 14. Samples for Code-Mixed Adjective from Respondent's Actual Post/Message

The phrase "diba you feel me" is a code-mixed expression commonly used in Filipino English, combining the Tagalog word "diba" (meaning "right?" or "don't you agree?") with the English phrase "you feel me" (meaning "do you understand me?"). This code-mixed adjective serves to establish a connection with the listener, seeking their understanding and empathy towards the speaker's perspective.

The phrase "mahirap isipan ng possible questions tong topic na tp" blends Tagalog and English to express the difficulty of generating possible questions for a given topic. The code-mixed adjective "mahirap isipan ng possible questions" combines the Tagalog word "mahirap" (meaning "difficult") with the English phrase "isipan ng possible questions" (meaning "to think of possible questions"). This code-mixing showcases the speaker's linguistic repertoire and their ability to draw from multiple languages to convey their message effectively.

The phrase "bagong drawing again sa engdraw" code-mixes the Tagalog word "bagong" (meaning "new") with the English words "drawing" and "engdraw" (short for "Engineering drawing"). This code-mixed adjective highlights the speaker's engagement in a new drawing activity related to the subject.

Code-mixed adjectives provide speakers with a creative linguistic resource to play with language, create new expressions, and express themselves more vividly. It allows for linguistic experimentation, wordplay, and the fusion of linguistic elements from different languages, contributing to the richness and dynamism of language use.

8. General Conception of the Nature of Human language on the Internet

The way human language has been utilized on the internet has significantly transformed our understanding of language as a whole. The internet has introduced novel forms of communication and created a distinct linguistic environment that differs from conventional language use. These transformations have various implications for our perception of language:

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Firstly, the internet has fostered linguistic creativity and rapid language evolution. Online communities and platforms have sparked the emergence of new vocabulary, slang, memes, and linguistic conventions that spread rapidly, reshaping traditional language norms. This dynamic and adaptable nature challenges the notion of language as a static entity, emphasizing its role as a living and evolving system.

Secondly, online communication incorporates multimodality and visual language. Elements such as emojis, GIFs, and memes enhance the expressive range of communication beyond textual content alone. By incorporating non-verbal cues, emotional context, and cultural references, this multimodality expands the dimensions of online language use, underscoring the significance of considering visual and non-verbal components.

Thirdly, the internet enables global communication, facilitating interactions across languages and cultures. Online platforms host diverse linguistic communities, resulting in code-mixing, language borrowing, and the emergence of hybrid linguistic styles. This multilingual landscape challenges the concept of language as rigidly confined to specific boundaries, highlighting its fluidity and adaptability in diverse contexts.

It is important to note that the nature of internet language is highly varied and context-dependent. Different platforms, communities, and cultural contexts exhibit distinct linguistic practices. While these changes redefine our understanding of language in a broader sense, they also exemplify the flexibility and adaptability of human language in response to evolving communicative environments.

V. CONCLUSIONS

Based on the findings of the study, the researcher drew several conclusions. Firstly, the majority of the respondents were females in the age bracket of 18-19 years old. Secondly, Facebook, Twitter, and Instagram were the preferred social media platforms among the respondents. Additionally, it was found that the majority of respondents spent five to eight hours daily using various social media sites. Moreover, most respondents utilized social media for communicative purposes rather than educational demands.

Furthermore, regardless of their awareness of the negative effects, the majority of respondents agreed that their interactions on social media platforms improved their overall proficiency in the English language. They also showed sensibility in using their informal language habits appropriately in different settings.

Thematic analysis of the collected samples revealed various processes in the morphosyntactic and code-mixing aspects. In the morphosyntactic analysis, eleven processes were identified, with higher occurrences of omissions and misuse of punctuation, capitalization errors, and run-on sentences observed. The code-mixing analysis identified five processes, including code-mixed adverbs, nouns, prepositions, verbs, and adjectives.

In conclusion, the study highlighted the significant impact of the internet on language by fostering creativity and evolution, leading to the emergence of hybridized linguistic styles. These changes demonstrate the flexibility and adaptability of human language in response to new communicative environments,

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