

Codeswitching in Facebook Statuses of College Students and their Grammatical Ability in Academic Writing

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Abstract

The study aimed to identify the relationship between the prevalent forms of codeswitching in the Facebook statuses of college students and their grammatical ability in their formal compositions. Descriptive research, using analysis, comparative and correlational methods, was employed in the study. The sets of data were gathered from 175 college students from the City of Manila, Philippines whose Facebook statuses were analyzed. The study revealed that intersentential codeswitching is the most prevalent codeswitching among college students followed by intra-word codeswitching, intrasentential codeswitching and tag-switching. Three grammatical error categories were evident in the subjects' formal compositions namely, Error in Word Usage, Error in Mechanics, and Error in Sentence Construction. In general, there is no significant relationship between the prevalence of the subjects' codeswitching in their Facebook statuses and the grammatical ability in their formal compositions. However, a slight correlation was noted in the case of intra-word codeswitching and word usage. This implies that intra-word codeswitching slightly influences the vocabulary skills of the students. Thus, language teachers are reminded of the importance of language use and functions in academic and professional writing. The teaching of vocabulary should be a primordial concern in teaching academic writing maximizing the use of text reading and professional writing. In addition, retooling of teaching strategies in grammar lessons should be highlighted in the course of the subject since grammatical errors are still prevalent in the students' formal compositions.

1. INTRODUCTION

1.1. Background of the Study

Codeswitching is the most apparent linguistic phenomenon present in the Philippines, a bilingual society, due to the country's diverse languages. It has become a very typical language phenomenon, especially for speakers of Filipino and English. The use of codeswitching is a complex speech behaviour in the country because there are more or less 110 languages and dialects in the country (Bautista, 2001). Due to its complexity, codeswitching rules are guided, arranged, and regulated socially and culturally (Gan, 2009). Living in a language-rich country, Filipinos tend to speak and master two or more languages, usually a Philippine dialect, Filipino, and English, making them bilingual in general.

Codeswitching, according to Myers-Scotton (1993), is an instance when two languages or varieties of the same language alternate or switch in the same conversation. Hence, it is the

process by which speakers are shifting from one language to the other – languages that people are skilled in using. Poplack and Sankoff (1984) simply define code-switching as an alternation of two languages in a conversation. A speaker who code-switches brings with him two languages that he is familiar with and uses these as part of his/her strategies to communicate effectively with his peers.

Codeswitching is considered a subtractive element indicating weakness in the second language and a “filler” to go on smoothly with the flow of communication (Freeman & Freeman, 2001). If an individual does not know the term in the second language, he or she has to borrow from the first language or vice-versa. But this could also be an additive element, according to some linguists, as one learns his or her second language, his or her fluency and vocabulary increase but his or her original language is affected. Code-switching has undeniably become the “go-to” language behaviour that Filipinos utilize to interact meaningfully. Its widespread use is seen in “various domains such as personal interaction, media, business, politics, science, and scholarship” (Abad, 2010). However, many education stakeholders, including parents, are against the use of code-switching inside the classroom because they believe that it is not an ideal language behaviour. After all, it makes their children’s language skills deteriorate (Bernardo, 2005). Parents still prefer the English language as the medium of instruction in schools for their children to gain a competitive edge over other students (Sibayan, 1996).

This view is negated by Hughes, Shaunessy, Brice, Ratliff and McHatton (2006) in their study, “Codeswitching among Bilinguals and Limited English Proficient Students: Possible Indicators of Giftedness.” They explained that codeswitching is perceived by parents, teachers and society as a negative trait, but if one thinks about it, it actually “reflects intellectual advantage.” People who code-switch should not be looked down upon as having “a disadvantaged and semi-literate background.”

Meanwhile, as people continue to adapt to digital transformation, so does language. As linguists often say, language is dynamic and constantly changing due to its flexibility to conform to norms. Changes are inevitable, especially for young people. Because of the emergence of social networking sites such as Facebook, Twitter, and Instagram, their language keeps on evolving through the use of posts, statuses, comments, messages, Tumblr posts, and the like. Being a social media consumer, the researcher observes that young people are fond of using codeswitching on their Facebook statuses and Twitter posts. They seem to be so comfortable using two or more languages that they are proficient in their posts. It is this observation that led him to investigate written codeswitching discourses. Because of the dearth of sociolinguistic studies on written code switches, the researcher decided to study this topic to contribute novel linguistic ideas that would help expand knowledge on this language behaviour.

The study intended to investigate the relationship between the forms and prevalence of codeswitching in the students’ Facebook posts and their grammatical ability in their academic writing.

1.2. Research Problems

The study aimed to investigate the prevalence and forms of code-switching used by college students in their Facebook statuses. It also intended to determine a possible correlation between the prevalence of the subjects’ codeswitching to their grammatical errors in their formal compositions. The findings of the study drew implications for the teaching of academic writing. It sought answers to the following sub-questions:

1. How prevalent was code-switching in the Facebook statuses of subjects based on the following forms:
 - 1.1. Intersentential switching
 - 1.2. Intra-sentential switching
 - 1.3. Tag-switching
 - 1.4. Intra-word switching?
2. What grammatical errors were evident in the subjects' formal compositions?
3. What was the correlation between the prevalence of the subjects' codeswitching in their Facebook statuses to the grammatical errors in their formal compositions?
4. What were the implications of the findings of the study for the teaching of academic writing?

2. LITERATURE REVIEW

2.1. Filipino Codeswitching

Bautista (2004), who has done several intensive investigations on codeswitching, views Filipino-English codeswitching as a mode of discourse and informal language contact “among middle-upper class, college-educated, urbanized Filipinos.” She also stresses that codeswitching is the fastest and most convenient way of saying something to the interlocutor. The reasons why Filipinos code-switch, according to her, are for precision, transition, comic effect, atmosphere, bridging or creating social distance, snob appeal and secrecy. She also argued that Tagalog-English (Taglish), an informal discourse, is part of the linguistic repertoire of many educated middle-class Filipinos. She stated that Taglish is an excellent language resource for bilingual Filipinos. Citing Critical Discourse Analysis, she said that Taglish has become the result of “hegemonizing tendencies” of modern life and Philippine society. Unlike Japanese, Taglish is not just about borrowing or loaning words from English nor acquiring ready-made phrases; it is about the involvement of switching Tagalog and English languages.

2.2. Types of Codeswitching

Numerous researchers identified many kinds of codeswitching throughout the years. But the most notable one is Poplack's (1980) three categorizations of code-switching which are intersentential codeswitching, intra-sentential codeswitching, and tag-switching. According to Yletyinen (2004), intersentential codeswitching occurs between sentences or between clause levels in two different languages.

On the other hand, intra-sentential codeswitching occurs within a sentence or a clause. Yletyinen (2004) explained that this needs major integration of codeswitches in a sentence. It involves considerable syntactic risk because phrases and words from L2 are incorporated into the first language within a sentence. Tag-switching involves a tag phrase or a word in one language. It is commonly used in intra-sentential switches (Yletyinen, 2004). Lastly, McArthur (1998) explains that intra-word codeswitching occurs within a word inserting morphemes in a sentence. This type is commonly used by bilingual speakers when a word has no equivalent in the target language or the equivalent word is too long to utter, so they use the most efficient and easiest one.

2.3. Classroom Codeswitching

Based on the findings of Abad's (2011) study, the students understand the complex concepts in highly technical subjects such as Geometry and Chemistry when codeswitching is used during classroom discussions. According to the findings, this language strategy of teachers was

very beneficial to the student's learning curve and teachers' teaching method. She also clarified that codeswitching is not disadvantageous to the students and does not decrease their English competence.

Valerio's (2014) study revealed the relationship between attitude and practices of codeswitching in Quirino province and their academic performance. Students' view on code-switching, i.e. Filipino to English is very positive since according to them it could sharpen their learning ability. However, it can be noted that the subjects are more proficient in English than in Tagalog due to their multilinguistic characteristics. Students come from different ethnic affiliations where they do not use Filipino language which affects their Filipino-speaking ability.

Gan's (2009) study which investigated the correlation between teachers' use of codeswitching inside the classroom and the students' English language proficiency revealed that codeswitching affects the English proficiency of the students. This means that teachers who code-switch tend to influence the competence of the students in English. Sentence and word switching are commonly used by teachers whenever they discuss their lessons. When teachers are engaged more in codeswitching, students will become less proficient in English, although a lot of studies from different countries negate such a finding.

2.4. Students' Functions of Codeswitching

When Eldridge (1996) made an investigation on codeswitching in a secondary school in Turkey, he identified seven functions why students code-switch. These are equivalence, floor-holding, metalanguage, reiteration, group membership, conflict control, and alignment and misalignment. The present study will make use only of the five functions which according to Sert (2005) are more common in codeswitching. These are equivalence, floor-holding conflict control, reiteration and group membership. Equivalence means using a code from a native language that is equal to that of the second language and vice-versa. This, according to Sert (2005), is a manifestation of linguistic incompetence of L2 or the native language.

Floor-holding functions as a filler to avoid stopgap in communication. According to Sert (2005), this is due to the lack of fluency of the speaker in the L2. One reason why students exhibit floor-holding is that they forget the lexicon or words, and the language structure of a particular language. Reiteration, as explained by Eldridge (1996), is the repetition, reinforcement, emphasis and clarification of the words being spoken in the target language but not understood by the members of the speech continuum. Students who use this perform the so-called repetition technique. When students use codeswitching to create identity markers, they perform the function of group membership. It means that they creatively craft or make switches or mixes for comic purposes. They usually do it through wordplay.

Lastly, conflict control is the function where the students veer away from "conflictive language" to avoid misunderstanding. In this function, the students utter words "indirectly for specific purposes."

In addition, Eldridge (1996) pointed out that there is no evidence to support the idea that "restricting mother tongue use would necessarily improve language efficiency". He concluded in his study that there is no relationship between students' achievement in L2 and the use of codeswitching strategies. Students who perform well in class code-switch just like regular students.

2.5. Codeswitching in Computer-mediated Technology

Bassam (2014) investigated the correlation between gender differences and linguistic background among Lebanese students in text messages. She found out that there is a difference in the codeswitching of men and women when both language background and linguistic repertoire are examined. There is a clear difference in code-switching between the genders. Therefore, she concluded that code-switching has been the norm in SMS or texting. The more languages the speaker knows, the higher the tendency to code-switch.

According to Kongkerd (2015), Facebook has mainly become the mode of communication of the online community apart from other social media networking sites. The researcher observed in his study that Thai people regularly use Facebook to interact with their friends and they employ English as their chosen language. However, codeswitching and code-mixing are also used as part of their interaction process. In his research, Kongkerd identified three reasons why Thai people use these linguistic phenomena: “expressing politeness and respect, conveying clear meanings and feelings, and presenting their identities or group membership.”

3. METHODOLOGY

The researcher used analysis, comparative, and correlational methods. A total of 175 students from different courses at Centro Escolar University participated in the study. A purposive sampling technique was used in the study. To qualify as a subject, the student should (1) be a bonafide CEU student; (2) be under the researcher’s class; (3) be using social media accounts particularly Facebook; and (4) have posted at least 3 Facebook statuses that used codeswitching. Frequency and percentage, Mean and Standard Deviation, Analysis of Variance (ANOVA, and Pearson Moment Correlation were the statistical formulas used in the study.

4. RESULTS AND DISCUSSION

4.1. Prevalence of Codeswitching in the Facebook Statuses of the Subjects

Table 1. Prevalent Types of Codeswitching of the Subjects

Types of Codeswitching	f	%	Mean
Intersentential	792	48.26	4.53
Intrasentential	394	24.01	2.26
Intra-word	425	25.90	2.43
Tag-switching	30	1.83	0.18
Total	1641	100	

A total of 1641 codeswitches were found in the corpora of the study. The majority of the student subjects (792 or 48.26 percent) used intersentential codeswitching in their Facebook statuses, thus it is the most prevalent codeswitching on Facebook. Intra-word codeswitching yielded 425 or 25.90 percent of the total codeswitches followed by intrasentential codeswitching which got 394 or 24.01 percent and only 30 or 1.83 percent of the subjects used tag-switching.

According to Poplack (1980), “intersentential switching involves a switch at a clause or sentence level in different languages.” This switching occurs between sentences and clauses and requires more fluency in the two linguistic systems used in the conversation. The following were some instances of intersentential codeswitching on the subjects’ Facebook posts:

- (1) I'm very very happy and blessed! *Nakita ko na si LOLO KIKO!* #PopeFrancis (I'm very very happy and blessed! I saw LOLO KIKO already! #PopeFrancis)
- (2) I miss you bro, *name withheld*! *Naalala kita bigla.* (I miss you bro, *name withheld*! I suddenly remembered you.)
- (3) Home at last. *Salamat guys.* Good night. (Home at last. Thank you, guys. Good night.)
- (4) Honestly, *nagtatampo ako sayo.* Jk pero love *padin kita.* Miss you see you soon love. *Dami mo dapat ikwento sa akin.* Okay? Luv u. (Honestly, I'm upset with you. Just kidding, but I still love you. Miss you, see you soon, love. You have a lot to tell me. Okay? Love you.)
- (5) What a game! *Parang scripted.* (What a game! It seems scripted.)

This finding implies that Facebook users are fond of switching languages at clause or sentence levels for convenience and easy understanding. The use of codeswitching at any syntactic level entails good or average knowledge of two languages being switched. When a person who uses intersentential codeswitching switches to another language, the Matrix Language (ML), the dominant language in the discourse, follows the rules of other languages. In sentence 1, the Facebook user switches at the sentence level which started in English as the matrix language and ends in his native tongue, Filipino or what is termed in the field of bilingualism as Embedded Language (EL).

Hidayat (n.d.) analyzed codeswitching on Facebook comments and found that intersentential codeswitching is also the most dominant code-switching on Facebook. In his study, lexical need is the main reason why Facebook users alternate languages. They use this speech switching to maintain the flow of conversation and to look for an exact term of ML or EL that doesn't have an equivalent in the used language.

On the other hand, intra-word codeswitching came second among the types of switches. McArthur (1998) explains that intra-word codeswitching occurs within a word inserting morphemes in a sentence. This can be attributed to the fact that Filipinos usually combine morphemes in a word or sentence. This type is commonly used by bilingual speakers when a word has no equivalent in the target language because of cultural limitations or the equivalent word is too long to utter, so they use the most efficient and easiest one.

Listed below were examples of intra-word codeswitching found on subjects' Facebook statuses:

- (1) *Ma-try nga ito.* (Let me try this.)
- (2) *Panget! Gusto ko yung picture natin nato!* (Ugly! I like this picture of us!)
- (3) *Yung feeling na andami naten gustong puntahan pero di makapunta dahil alang budget saklap friend, hahahaha.* (The feeling when we want to go to many places but can't because of the budget. So sad, friend, hahaha.)
- (4) *name withheld* sorry *naaaa!* *Namimiss kasi kita eh.* (*name withheld* I am so sorry! I miss you.)
- (5) Hi, baby! *Yung namesmerized ka at nastarstruck sa kagwapuhan niya.* (Hi, baby! When you're mesmerized and starstruck by his good looks!)
- (6) *Nakaka-high blood ang traffic!!* (The traffic is making my blood pressure rise!!)

It can be noted that students often use intra-word switching to facilitate their lack of vocabulary words in their native tongue or their second language. In 1980, Poplack studied Spanish-English switches which became the landmark in the field of codeswitching. This study led to the development of *free-morpheme constraints* and *equivalence constraints*. Free morpheme

constraint says that “codes may be switched after any constituent in discourse provided that constituent is not a bound morpheme (Poplack, 1980, 585).” However, many critics say that Poplack’s model on constraints is “insufficiently restrictive”, thus a lot of exceptions should be considered (Belazi, Rubin, & Toribio, 1994).

In the model, only the free morphemes can be switched with other languages; bound morphemes cannot be. But in sentences 1-6, bound morphemes are combined with the English words to produce a codeswitched word. One reason for this restriction is that Poplack based her theory on the corpora she gathered which were Spanish-English discourses and this does not apply to other switch codes in different countries such as the Filipino-English codeswitching.

The intra-word codeswitching implies that students codeswitch because they have a deficiency in vocabulary words which can be attributed to a decline of interest in reading which was validated by the study of Mareva and Mapako (2012) that language deficiency is the reason why people of Zimbabwe switch from Shona to English or vice-versa.

As regards intrasentential codeswitching which occurs within a sentence or a clause, Yletyinen (2004) explained that this requires a major combination of codeswitches in a sentence. It involves syntactic risk because phrases and words from L2 are incorporated into the first language within a sentence. This means that a person’s Matrix Language (ML) will be fused to the Embedded Language (EL) and then ML and EL again. Language experts say that intrasentential codeswitching necessitates competence in both languages and two linguistic systems.

Intrasentential codeswitching is considered the most difficult form of codeswitching because this, according to Romaine (1989), is “avoided by all” since the interlocutor thinks that when they use intrasentential codeswitching, they violate syntactic rules.

Presented below were occurrences of intrasentential codeswitching on the students’ Facebook posts:

- (1) And so I met this guy, at first hindi pa naman talaga ako ganun ka-clingy sa kanya to the point na nami-miss ko siya agad. But later on, sa tuwing uuwi na siya or maghihiwalay lang kami saglit kasi may class yung isa sa amin, minsan nga bibili lang siya tapos ang tagal, nami-miss ko na siya. (And so I met this guy, at first, I wasn't really that clingy to him to the point that I miss him right away. But later on, every time he goes home or we part ways briefly because one of us has a class, sometimes he just goes to buy something and takes a while, I already miss him.)
- (2) Simple lang ang nakasulat pero bukod sa nahipo (natouch) ako, eh talaga namang it struck me through the heart up to the lungs. (The words are simple, but aside from being touched, it really struck me through the heart up to the lungs.)
- (3) I have this feeling na ugh ang hirap i-explain pero grabe ang sarap pala talaga mabuhay. Thank you Lord! (I have this feeling that, ugh, it's hard to explain, but it feels good to be alive. Thank you, Lord!)
- (4) Sa August, I want a new BAG or next week na?? hihihihihhi. (In August, I want a new BAG, or should I have it next week already?? hihihihihhi.)

4.2. Grammatical Errors Evident in the Subjects’ Formal Compositions

Table 2. Grammatical Errors Committed by the Subjects

Grammatical Errors	f	%	Mean	Standard Deviation
Error in Word Usage	1076	47.55	6.15	4.12
Error in Sentence Construction	532	23.51	3.06	2.56
Error in Mechanics	655	28.94	3.74	3.59
Total	2263	100.00	12.93	7.02

After a careful and intensive evaluation of the subjects' formal composition, the researcher found numerous grammatical errors that the subjects committed. A total of 30 types of errors have been observed such as lack of verb, deficiency in sentence structure, preposition error, infinitive, subject-verb agreement, verb tense, word choice, punctuation, capitalization, sentence fragment, unnecessary words, verb error, conjunction, run-on sentence, pronoun-antecedent agreement, adverb error, lack of words, article, pronoun error, parallelism, inappropriate Filipino translation, adjective error, spelling, wrong error, word order, possessive noun, a shift in the verb, wrong modifier, and passivization.

To facilitate easy understanding and classification of these types of errors, the researcher and his adviser grouped them into three categories: (1) Error in Word Usage, (2) Error in Sentence Construction, and (3) Error in Mechanics.

Error in Word Usage refers to inaccuracy of the use of words in a particular sentence which includes lack of verb, preposition error, infinitive error, wrong verb tense, wrong word choice, unnecessary words, erroneous verb, wrong conjunction, adverb error, lack of words, wrong use of article, pronoun error, incorrect parallelism, the use of Filipino translation, adjective error, wrong error, possessive noun error, incorrect shift in verb, and wrong modifier.

Error in Sentence Construction refers to gaffes in the structure of sentences which include subject-verb agreement, pronoun-antecedent agreement, sentence structure, run-on sentence, sentence fragment, and word order.

Error in Mechanics refers to slip-ups governing the technical aspects of *writing* in punctuation, capitalization, spelling and abbreviations.

As shown in Table 8, the majority of the student subjects committed errors in word usage with 1076 or 47.55 percent followed by errors in word mechanics with 655 or 28.94 percent and errors in sentence construction with 532 or 23.51 percent. A total of 2263 grammatical errors were recorded after the researcher evaluated their formal compositions which centred on the effects of social media on their lives.

In the study of Taher (2011), errors of substitution were the most recurrent types of error in her subjects' written composition. This includes verb tense, verb inflection and subject-verb agreement. In the present study, verb tense is one of the prevalent errors in the

To provide a glimpse of the occurring and recurring grammatical errors in the subjects' formal compositions, the researcher hereby presents the table of their grammatical errors:

Table 3. Examples of Grammatical Errors of the Student-Subjects’ Formal Composition

Classification	Errors	Error Examples	Revisions
	Error in Word Usage	omission	*Many people or most people now using social media...
*...for things you probably not be doing.			*...for things you probably are not doing.
*Social media is good, but it depends on the people who using it.			*Social media is good, but it depends on the people who are using it.
preposition		*The advantages of using social media is to communicate others in a fastest way...	*The advantages of using social media are to communicate with others in the fastest way...
		*They also sleep late on nights because they are using their facebook...	*They also sleep late at nights because they are using their Facebook ...
infinit		*It helps me to became lazy because of anti-social in the community.	*It helps me to become lazy because of anti-social behaviour in the community.
wrong verb tense		*People on social media emphasized things...	*People on social media emphasize things...
		*Because of social media, students were able to search easily.	*Because of social media, students are able to search information easily.
		*Social media made a new era, “the informative era.”	*Social media have made a new era called “the informative era.”
		*If you’re wise enough and use it because you need to, then it will pretty much have a positive effect on you.	*If you’re wise enough and use it because you need to, then it may have a positive effect on you.
		*There are some students who are addicted on social media, so sometimes they are awake even if it is fast midnight already.	*There are some students who are addicted to social media, so sometimes they still are awake even if it is already past midnight.
		*It also serves as an outlet of our inner feelings and voices that are needed to hear by our society to provoke changes...	*It also serves as an outlet of our inner feelings to bring about changes...
		*As a student, it is destructive because whenever I need to do my assignments...	*As a student, it is distractive because whenever I need to do my assignments...
err		*It can also be use to be updated in the suspension of classes.	*It can also be used to be updated on the suspension of classes.

		*...because some articles online has knowledge to us...	*...because some articles online provide knowledge to us...
		*When some of our groupmates didn't attent meeting...	*When some of our groupmates didn't attend the meeting...
		*The other effects of social media is we are easily know what is the trend...	*The other effects of social media are we would easily know what the trend is...
		*When they see things that they couldn't might trigger sadness and lead to depression especially when staying on these social media longer.	*When they see things that might trigger sadness and lead to depression especially when staying on these social media longer.
wron		*Some of us used most of their time connecting, browsing facebook every day.	* Some of us use most of our time connecting and browsing Facebook every day.
adjective		*Social media is most fastest medium of this time.	*Social media is the fastest medium at present.
		*Social media can help us in making things more easy.	*Social media can help us in making things easier.
wron		*...because we use an accurate and more advance ways...	*...because we use more accurate and more advanced ways...
		*...a way of a online newspaper...	*...a way of an online newspaper...
pronoun		*...some students are depressed because of what there haters are telling...	*...some students are depressed because of what their haters are telling...
		*Youth is not aware to themselves.	*The youth are not aware of themselves.
incorr		*Social media is meant to make communication more comfortable and easy...	*Social media is meant to make communication more comfortable and easier...
wrong use of		*But sometimes there is someone who are fighting in social media which they posts a lot of patama to there enemy and many people would be saw-saw or echosera/echosero in his posts...	*But sometimes some fight in social media by posting a lot of grievances against their enemies, thus making other people meddle with their posts
		*We can post some bastos and use the name of the people we don't like.	*We can post some obscene language and use the name of the people we don't like.
incorr		*Physically, the students wants to post beautiful thing on social media sites and wanted to gain likes.	*Physically, the students want to post beautiful things on social media sites and want to gain likes.
wrong		* Addicting social media is okay but too much use of all your social media accounts may annoy your friends.	* Being addicted to social media is okay but too much use of all your social media accounts may annoy your friends.
error in		*Social media can also feed you wrong informations.	*Social media can also feed you wrong information.
		*Some of users are students and teenager...	*Some of the users are students and teenagers...

		*We easily get information to our friends through <u>social medias</u> .	*We could easily get information from our friends through <u>social media</u> .
subject-verb agreement		*The effects of social media is too bad now.	*The effects of social media are too bad now.
		*...but it can help someone who have problems...	*...but it can help someone who has problems...
		*Other effects is they will be depressed...	*Other effects are they will be depressed...
		*Most of them creates a new image...	*Most of them create a new image...
		*Technology have abruptly changed over the past decades...	*Technology has abruptly changed over the past decades...
		*...from what they posts .	*...from what they post .
pronoun-		*The pictures, videos and statuses that you share reflects who you are.	*The pictures, videos and statuses that you share reflect who you are.
		*When I was doing my homework regarding a study about social media, I realized that little by little, social media is slowly affecting our mindset.	*When I was doing my homework regarding a study about social media, I realized that little by little, social media is slowly affecting my mindset.
sentence		*Some of us used most of their time connecting, browsing facebook every day.	*Some of us use most of our time connecting with and browsing Facebook every day.
		*Many students now are addict in social media which is not totally good.	*Many students now are addicted to social media which is not totally good.
		* You easily to communicate to your parents specially to other student that are not stayed with there parents some of them are from province.	* They can easily communicate with their parents, especially other students who do not stay with them because some are from the province.
		*I think social media has its good effect to the students. As long as they used it in good or proper way of it.	*I think social media has its good effects on the students as long as they use in a good or proper way.
		* Then sometimes or most of the time the effect is bad because student over use it some students do not study sometimes they just like to use facebook or watch video in youtube.	* Most of the time, the effect is bad because students abuse it. Some students do not study and just like to use Facebook or watch video on YouTube.
		*It is useful because we use it in learning. Especially in doing our homeworks.	*It is useful because we use it in learning especially in doing our homework.
		* When they see things that they couldn't might trigger sadness and lead to depression especially when staying on these social media longer.	* When they use social media that long, they see things that might trigger sadness and lead to depression.
word		*Sometimes to express our feeling by posting status in facebook and twitter.	*Sometimes we can express our feelings by posting status on Facebook and Twitter.
		*The other effects of social media is we are easily know what is the trend...	*The other effects of social media are we would easily know what the trend is...

		*For me there so many effects into student of social media...	*For me, there are many effects of social media on students...
Error in Mechanics	punctuation	*Students of the 21 st century, learns in a different way.	*Students of the 21 st century learn in different ways.
		*But social media is also dangerous, in the world we have today...	*But social media are also dangerous in the world we have today...
		*For me its okay to use social media...	*For me it's okay to use social media...
	capitalization	*...but they are using their facebook and other social media accounts...	*...but they are using their Facebook and other social media accounts...
		* they lose the purpose of their own goal and often see others' goal.	* They lose the purpose of their own goal and often see other people's goals.
		*...by searching it on google .	*...by searching it on Google .
	spelling	*...they don't know sometimes the limitations of using it...	...they don't know sometimes the limitations of using it...
		*...know what is happining in our society...	*...know what is happening in our society...
		*All in all, social media has a bad effect to students knowadays .	*All in all, social media have bad effects to students nowadays .
		*Does the pros outway the cons?	* Do the pros outweigh the cons?
		*The social media effects different students in many ways.	*The social media affect different students in many ways.

The grammatical errors evident in the students' writing composition is supported by Rillo's (2015) study which says that errors on verb and noun construction, shift in the use of pronoun in terms of gender, number and person, and incorrect use of prepositions are some of the college students' common mistakes. Rillo (2015) further said that they commit more errors in grammar than in mechanics.

However, Lasaten's (2014) study revealed that error in verb tenses is the most common linguistic error of the students, followed by error in sentence structure, punctuations, word choice, spelling, use of prepositions and articles. He added that poor knowledge of the target language (English), specifically unfamiliarity of syntax restrictions, is the major cause of the errors of the students. Students' negligence, first language transfer or interference and lack of vocabulary words are some of the causes of grammatical errors among teacher education students of Mariano Marcos State University in Laoag City, Ilocos Norte.

In the analysis of the grammatical errors in the students' weblog, Mabuan (2015) noted that most pervasive errors committed by student-bloggers were tenses, subject-verb agreement, prepositions, morphology, articles, verbs, and pronouns. First language interference and negative transfer from L1 to L2 are his conjectures as to why students commit grammatical errors.

Verb tense and subject-verb agreement are the most problematic errors committed by the participants of the study. Even if they are already college students, they still tend commit mistakes which is a normal situation for students who learn English as a second language.

However, the evaluation of the subjects’ formal compositions revealed that students incorporate inappropriate Filipino translation or codeswitching in their essays even if the teacher prods them as much as possible not to insert Filipino words. The student-subjects yielded 12 instances of inappropriate Filipino translation. The following were some of the cases of codeswitching and Filipino translation written by the students:

- (1) “But sometimes there is someone who are [sic] fighting in social media which they posts [sic] a lot of *patama* to [sic] there [sic] enemy and many people would be *saw-saw* or *echosera/echosero* in his posts...”
- (2) “We can post some *bastos* and use the name of the people we don’t like.”
- (3) “Because of the social media, they browse *imbes* of the time they will give or focus on studying...”
- (4) “Instead of studying, *inuuna nila ang* social media. *Isinasantabi nila ang pag-aaral. Kaya marami ang hindi nakakapagtapos dahil sa katamaran.*”
- (5) “In social media lot of *mangmang* than [sic] can affect others to become *mangmang* too.”

In sentence 1, it could be noticed that the student wrote *patama* instead of “grievances”. *Sawsaw*, a Filipino word for someone who meddles or interferes in one’s affair, and *echosera (feminine)/echosero (masculine)*, Filipino gay lingo words which mean someone who tells a joke, were also used in the sentence to denote difficulty in using proper word for the sentence.

The student in sentence 2 put *bastos* instead of “obscene language”; while in sentence 3, *imbes* was used to mean “instead”. Sentence 4 is a perfect example of intersentential codeswitching. An example of lack of lexicons was evident in sentence 5 which used *mangmang* to refer to “idiot” or “ignorant”.

This result of codeswitching and inappropriate Filipino translation could be attributed to the lack of vocabulary words of students. They tend to resort to codeswitching or Filipino translation in order to continue the flow of conversation, although other words may seem to be not applicable to the sentence. The students may also have difficulty in looking for the exact word of what they meant.

4.3. Correlation of the Prevalence of the Subjects’ Codeswitching in Their Facebook Statuses to the Number of Grammatical Errors in Their Formal Compositions

Table 4. Relationship Between the Prevalence of the Subjects’ Codeswitching in Their Facebook Statuses and the Grammatical Errors in Their Formal Compositions

Types of Codeswitching		Word Usage	Sentence Construction	Mechanics	Total
Intersentential	Pearson Correlation	-0.019	-0.121	-0.078	-0.097
	V.I.	Negligible	Negligible	Negligible	Negligible
	Sig. (2-tailed)	0.802	0.111	0.305	0.203
Intrasentential	Pearson Correlation	-0.007	-0.105	0.034	-0.025
	V.I.	Negligible	Negligible	Negligible	Negligible

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	Sig. (2-tailed)	0.926	0.168	0.653	0.747
Intra-word	Pearson Correlation	.156*	-0.034	0.003	0.07
	V.I.	Negligible	Negligible	Negligible	Negligible
	Sig. (2-tailed)	0.039	0.657	0.97	0.356
Tag-switching	Pearson Correlation	0.016	-0.019	-0.117	-0.062
	V.I.	Negligible	Negligible	Negligible	Negligible
	Sig. (2-tailed)	0.835	0.802	0.126	0.42
Total	Pearson Correlation	0.037	-0.113	-0.04	-0.044
	V.I.	Negligible	Negligible	Negligible	Negligible
	Sig. (2-tailed)	0.627	0.138	0.603	0.564

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

As shown in Table 10, there is no significant relationship between the prevalence of the subjects' codeswitching in their Facebook statuses and the number of grammatical errors in their formal compositions having -0.044 correlation. Therefore, the null hypothesis is accepted.

These findings imply that codeswitching does not affect the grammatical ability of the students. It does not necessarily mean that when they switch from one language to another, their grammatical competence deteriorates.

The present research can be corroborated by Valerio's (2014) study which found out that code switching is not correlated with the college students' academic performance in English. She added that codeswitching can be assessed positively and negatively. In a multi-dialectal classroom, the occurrence of codeswitching suggests that it has some positive meaning in the pedagogical process.

However, it can be observed that although there is a negligible relationship between intra-word codeswitching and error in word usage with 0.156 correlation at 0.05 level of significance, there is enough evidence or possible correlation between the two variables. As discussed earlier in the study, intra-word codeswitching is commonly used by bilingual speakers to complement their lack of vocabulary words in their native tongue or their second language and when a word has no equivalent with the target language or the equivalent word is too long to utter.

4.4. Implications of the Findings of the Study for the Teaching of Academic Writing

Although the study revealed that codeswitching is not correlated with the grammatical ability of the students, a number of grammatical errors are still noticeable in the written compositions of college students. In the study, it is also worth-noting that intra-word codeswitching influences the vocabulary skills of the students. They are likely to switch from L1 to L2 or vice versa when they do not know the exact term/word in the context of the conversation.

Findings of this study have brought out the following implications:

- 4.1 Language teachers should be reminded of the importance of language use and functions in the academic and professional writing as they are the foundations of correct language use.
- 4.2 The teaching of vocabulary should be one of the prime concerns of language teachers in teaching academic writing. They should maximize the use of text reading and professional writing to teach vocabulary to the students.
- 4.3 As regards the pedagogical implications of the findings of the study, codeswitching should not be considered an alternative technique for teaching language, however, since no significant correlation was shown between the prevalence of codeswitching in Facebook statuses of the students and their grammatical ability in their written compositions, use of codeswitching may be allowed in the class activities to a limited extent like role-playing where colloquial or conversational dialogue is used.
- 4.4 In teaching academic writing, grammatical competence cannot be disregarded as it is very essential in any form of writing. It contributes to the attainment of the goal of written correspondence i.e. to create meaningful exchange of information acceptable in the academic community and to achieve the specific purpose of written communication. Since grammatical errors are still prevalent in the students' formal compositions, retooling of teaching strategies in grammar lessons should be highlighted in the course of the subject.
- 4.5 To enhance the writing ability of the students, writing tasks and topics must be suitable for the future needs of the 21st century learners and linguistic ability.

5. CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. College students' use of codeswitching has no correlation with their academic writing ability.
2. College students use intra-word codeswitching in their Facebook accounts.
3. The most prevalent type of codeswitching used by college students is intersentential.
4. Codeswitching is a widespread language behavior used by Mass Communication and Marketing Management students.
5. Many college students commit the following grammatical errors in their academic writing: Error in Word Usage, Error in Mechanics and Error in Sentence Construction.
6. Students who use intra-word codeswitching tend to have poor vocabulary.

Recommendations

In the light of the conclusions made in this study, the researcher recommends the following:

1. **K to 12 Curriculum Planners**
 - 1.1 to consider the revision of the Reading and Writing Skills subject in SHS based on the findings of the study
2. **Language Teachers**
 - 1.1 to devise teaching strategies that facilitate easy language teaching and learning
 - 1.2 to adjust facilitating the development of language literacy among college students through the use of teaching vocabulary words in written texts

- 1.3 to prepare the students for their future academic and professional writing requirements in a variety of scholarly contexts
3. **College students**
 - 3.1 to devote more time to improving their grammar through reading
 - 3.2 to use codeswitching discriminately i.e. using it only in colloquial situations or conversation
4. **Future researchers**
 - 1.1 to conduct a study on the relationship of codeswitching to the discourse competence of the students
 - 1.2 to explore other variables that affect the linguistic competence of the students

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