

FACES, FACETS, AND FACEBOOK: A DISCOURSE ANALYSIS ON ETHOS

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ABSTRACT

The study, “*faces, facets, and facebook: a discourse analysis on ethos,*” is a content analysis, specifically focusing on the discourse present in the use of language among facebook users. Furthermore, applications and the purpose of using are considered in order to analyze on how users employed the ethos in specific content whether in the use of photo, message, video, link, share, music, games, and the like. The users’ subscriptions to facebook were interpreted based on how they engaged to the technology and how technology poses questions pertaining to their ethos in life. Categories were provided, so with rubrics to provide better coding in the analyses and interpretation of data. For validity of the responses, the focus group discussion was incorporated to yield a more substantial substantiation of results. Majority of facebook users were professionals with 46.66%. There was a little less than half of the respondents use facebook in a day with only 45% in the category for less than an hour in a day consumption. Majority of the respondents spent their time in facebook during the evening from 6:00 to 10:00 with 33.33%. As to facebook features, *Games* were ranked first with 2.93, followed with *links* with 2.82, and *music* with 2.56. These three features were classified as used in moderate extent, verbally interpreted as specific feature is at times academic in tone with use of informal language. On the other hand, majority of the responses pertain to features such as *tags, friend request, events, share, message, and video* got the same descriptions as used to some extent. Moreover, with the same descriptions, *photos and likes* got a tie of 2.01 while *notes* with 1.6 ranked as 12th among the features used and was described as used to a less extent with verbal interpretation of specific feature as non-academic and with informal use of language. As to the purpose in using facebook features, *photos, message, events, friend request, music, share, and like* were commonly used with applications of both academic and non-academic subscription in terms of topics. Moreover, Majority of the language forms utilized by facebook users were the use of vernacular such as *Hiligaynon, Cebuano, Suriagonon, and Kinaray-a*. A little less than half employed vernacular in communicating with their friends through facebook with 46.39%, followed by English with 41.24%, while the use of Filipino only got 12.37%. Lastly, among the common ethical issues encountered by facebook users were: bullying, unsolicited messages, use of offensive messages in the form of vulgar and sexual remarks, uninformed/unaware tagging of pictures, and backbiting. These were normally seen in the course of conversation, exchange of ideas, sharing of photos with comments and in tagging links, shares, videos, and the like. With the given results, an ethos in the use of facebook is offered primarily to be integrated in language classes to make students’ responsible users of technology.

CHAPTER I

INTRODUCTION

Background of the Study

Facebook is a popular social media nowadays with more than 901 million active users in the world as of 2012. There are around 50 percent active users who log on to Facebook in any given day and people would usually spend 740 billion minutes per month on Facebook. In the Philippines alone, there are 27,054,000 users as of 2012 which makes it number eight in the ranking of users in the world. Facebook is commonly used by younger generation in the Philippines, specifically students. The largest age group is from 18 to 24 years old with a total of followed by 25 to 34 age group based on the statistics (<http://www.howmanyarethere.org/how-many-facebook-users-are-there-2012/>).

In the study of Cervera (2011) on online social network and interpersonal relationships, it was found out that among the online social networks used by students and faculty members, Facebook is popularly utilized with 87.10% compared to Yahoo 67.74%, and Twitter with only 22.58%.

Moreover, it was revealed in the study that the students utilize more the online social networks than their teachers, though both the students and their teachers share similar level of interpersonal relationships. The extent of use of online social networks by the students relates significantly to their age and year level, while for faculty it was related to their age. The level of interpersonal relationship positively relates to students' year level, while it relates significantly to the departments where the faculty belongs. While, in comparing students and faculty respondents' use of OSN, it can be deduced that the students are more active users than the faculty. The former are more immersed in technological innovations, and have more convenience of time in exploring the varied uses of social networks. However, this does not suggest that the faculty are far behind because even with the mean age difference of around 20 years compared with the students, they too can be considered as emerging users of online social networks. Moreover, this suggests that OSN really cuts across age and other socio-cultural boundaries, as supported by a good number of literature and studies.

Hence, with *Facebook's* variety of features ranging from chatting, wall posting, picture tagging, gaming, and the like, users find their technological partner in free expression of ideas both with academic and non-academic importance. Moreover, *Facebook* has become a byword which gradually influenced older generation as they discover the many potentials of *Facebook* in communication.

Facebook is now used by more than 6 billion people throughout the world, many of whom spend several hours a day on this site. The largest increase in usage today is among the younger sections of the population. Yet until now there has been no major study of the impact of these social networking sites upon the lives of their users.

Facebook has suddenly hugely expanded the social relationships, challenging the central assumptions of social science. It demonstrates one of the main tenets of

anthropology - that individuals have always been social networking sites. Miller (2011) examines in detail how facebook transforms the lives of particular individuals, but it also presents a general theory of facebook as culture and considers the likely consequences of social networking in the future.

Furthermore, online social networks like Facebook, My Space, YouTube or Linked in are rapidly emerging as one of the most popular services on the Web. These systems are able to capture a significant portion of Web users: for instance as of January 2011, Facebook counts more than 500 million active users and about 50% of active users log on to Facebook in any given day.

Facebook users are allowed to publish online profiles describing both demographic data (e.g., place and date of birth) as well as interests. In addition, users may be involved in a large number of social activities like getting in touch with other people and creating friendship relationships with them, create groups with the goal of raising public awareness on political or social themes, sponsoring an event or declaring to participate to it and so on. A central problem in this scenario is to determine whether two users can be considered similar. A tool capable of correctly identifying similar users is advantageous for many purposes

(from:http://www.emilio.ferrara.name/wp-content/uploads/2011/06/Finding_similar_users-CR.pdf).

In the paper presented by Cummings, Butler, Kraut (2000) on the quality of Online Relationship, “they concluded that social interaction online is wanting, at least when it is explicitly compared to the standards of telephone calls and face-to-face communication, to social

relationships which are primarily conducted offline, and to traditional small groups.” But this was a decade ago. Such is not the case now especially with the enhanced online social networking sites.

In addition, a study conducted by Ellison, Steinfeld and Lampe (2007) which examined the relationship between use of Facebook, a popular online social network site, and the formation and maintenance of social capital, concluded that “online interactions do not necessarily remove people from their offline world but may indeed be used to support relationships and keep people in contact, even when life changes move them away from each other.”

Baase (2003) pointed out that computers and the internet and World Wide Web make the collection, searching, analysis, storage, access and distribution of large amounts of information much easier and cheaper, and faster than before. The Web gives access to information and access to audiences almost unimaginable a decade ago. At present, the Web is so widely and commonly used that one sometimes forget how new and extraordinary it is. Through the use of Web sites, Usenet news groups, and discussion groups provide forums for information and comment on thousands of subjects. These groups provide opportunities for new social and community interactions, creating virtual communities. They range from hobbies to political discussions to professional groups to support groups for people with personal problems.

It was found out that 10% of the top bloggers were women. Discourse analysis of bloggers’ explanations for gender disparity revealed three dominant beliefs: women do not blog about politics, women do not blog about politics; women’s blogs lack quality,

and top bloggers do not link to women sites. Blogs are ideal for discourse analysis because of their conversational nature, a written conversation that spans space and time. These same qualities present difficulties as well. The constantly shifting nature of the blogosphere makes content analysis difficult. Another challenge is the sheer volume of discussion.

Through the internet and blogging, people with relatively little political and economic capital can enter into the public sphere of political discourse. But entering into, or having access, is only the first step in participating in a public dialogue. Voices need an audience to truly be part of a larger public conversation. A greater audience promises a louder voice, and theoretically more power. While the internet may allow more voices to enter into public discourse, current systems of power lend validity and volume to some voices while virtually ignoring others. While the internet may offer access to a public sphere, an intellectual, patriarchal hegemony persists, (Harp and Tremayne, Summer, 2006).

Moreover, most studies investigating memory for advertisements have relied heavily on examining effects of explicit memory. In the web advertising environment, however, consumers often try to avoid web ads during online activities, resulting in poor explicit memory and dismal click-through rates. The study introduces the measure of implicit memory measures would complement the shortcomings of the current measures especially in cases where consumers do not actively engage in ad processing (Chan in Spring 2007).

In an advertising context, priming refers to facilitative effects of ad exposure on subsequent processing of the ad or ad-related information. The effect of priming is regarded as an implicit memory process in which the influence of prior events (i.e. exposure to web advertising—the prime) is revealed by performance on a later task. The use of priming will increase the probability that consumers use particular information retrieved from a memory structure to help them in making future judgments and evaluations.

In Facebook applications, the presence of web portals is also considered as an important aspect to generate both an advantage and disadvantage impact. Web portals are increasing in their presence as well as importance, yet suffer from lack of conceptual clarity. In explicating the concept of “portal” from a number of disciplinary frameworks, the articles uncover five different but inter-related metaphorical conceptions—gateways, billboards, networks, niches, and brands—which in turn, suggest five dominant features of portal sites—customization, content, control, community, and commerce—for empirical examination as variables in future research on uses and effects of portals.

Literature suggests that although the term “portal” is widely used, a majority of existing perspectives consider the term a “buzzword” that requires little definition or explanation. This might be one reason why the term has been under-explicated and suffers from theoretical abstraction. The “portals are gateways” metaphor also points to the importance of control as a principal defining feature. Control can be examined at two levels: the “gateway” can certainly exert some semblance of control over the nature of their entry into the web by choosing specific gateways whose gate-keeping practices are in line with their interests. For users, exercising such control will likely lead to greater empowerment.

A portal can also play a powerful role in building consumer awareness and confidence in other portals or web sites. Thus, the portal is a veritable gallery that serves as billboard advertising a diversity of content, both informational and commercial. From a user's perspective, both the availability of content as well as the awareness of different types of content is increased because one is exposed to a variety of content from multiple vendors and information sources.

Online networks are analogous to Rheingold's conceptualization of virtual communities as "social aggregations that emerge from the Net when enough people carry on those public discussions long enough, with sufficient human feeling, to form webs of personal relationships in cyberspace. The fundamental ways in which online networks differ from "traditional" offline networks pertain to how the former are not constrained by barriers of time and space, but formed on the basis of commonality of interests. Thus, the information-delivery capability of the internet hasn't so much built a new business as it has created new Net-based community networks, i e. Facebook, MySpace).

The use of terms such as "proactive," "user-centered," and "user-controlled" to describe portals is an implicit recognition of their customization potential. Portals can not only empower users by giving them the ability to customize content, but they can also anticipate a user's wants and deliver relevant content. Furthermore, the elements of control, content, community, and commerce are influenced by customization. That is, presenting users the opportunity to customize information gives them greater control over their portal experience. Moreover, the customization feature can provide individualized content, can effectively build a spirit of community, and can facilitate transaction.

Moreover, Besley in (Summer 2008) stated that research shows that both values and some media effects develop slowly, over a similar time frame.

It was further found out that early evidence suggests that individuals use internet primarily for entertainment rather than community engagement. Other arguments suggest that internet use leads to focus on narrow individual interests, rather than interests of society. With regard to values, marketing research suggests a relationship between adolescents' use of the internet for activities such as gaming and socializing that seem most associated with self-enhancement values. The research also reports positive link between "ambition" and utilitarian internet use, which includes work-oriented tasks, also seemingly related to self-enhancement.

Flanagin and Metzger in (Autumn 2000) cited that people increasingly rely on internet and web-based information despite evidence that it is potentially inaccurate and biased. Internet technologies have been applied to education, have stimulated electronic commerce, have been used to develop online communities and cultures, and have helped organizations develop communication via intranets.

Misinformation, of course is not new with the internet. However, many of the existing institutional, structural, and cognitive methods people employ to discern the relative value or accuracy of information.

Evaluating information credibility has significant social relevance and consequence. For a while the internet offers myriad opportunities for learning, an unconsidered view of its contents can be misleading and deceptive.

Misinformation on the internet is a serious problem, ranging from scam artists selling bogus products, to quacks dispensing dubious medical advice, to the strategic

spreading of misinformation about a business competitor, to gossip and rumors posted online becoming the basis for actual news stories.

Furthermore, Sundar (2008) mentioned that, it appears that psychological effects of multimedia downloads on a news site, especially audio downloads, are similar to those of “taped communications” or “radio information” Another possibility is that the differences noticed in this study could be due to the inherently different navigational structure imposed by the presence of downloads.

With the reviewed literatures and studies, it can be noted that there is a dearth of information as to guidelines in the application and usage of online social media for topics focus more on the impact it brought to people and community. Though, there are harmful and disadvantageous effects provided in some articles, yet the challenge is to really come up with a concrete guide where each user will be protected left unharmed despite the many hazards brought by this technology.

Hence, this study of *facebook* will then qualitatively explore the many features it offer and how these serve the users. Apart from the varied features, it will look into how language in its varied forms, from verbal to non-verbal, from direct expressions to emoticons, from literal to metaphorical meaning are appropriately and sometimes indiscreetly used. Also, it intends to provide the ethos to be observed by *facebook* users, considering the ethical issues in the use of this popular online social network.

Statement of the Problem

The study explored on the faces, facets, and facebook through discourse analysis applying the ethos in social media. Specifically, it sought answer the following questions:

1. What are the types of facebook friends, their frequency of use, and the usual time they engaged in facebook (FB) in a day?
2. What are the commonly used applications of *facebook* users?
3. What purpose do these applications serve the users?
4. How do *facebook* users utilize varied language forms in their choice of *facebook* applications?
5. What ethical issues in the use of language are oftenly encountered by *facebook* users?
6. What ethos in the use of *facebook* may be integrated in language classes?

Theoretical Models

The Uses and Gratifications theory focuses on consumer, the audience member, rather than the message. This theory begins with the person as an active selector of media communications, a viewpoint different from the powerful effects theory. First it begins with the idea that the audience of mass communication is active and goal-oriented. Second, the audience member is largely responsible for choosing media to meet needs. Audience members know their needs and seek out various ways to meet these needs. Third, media compete with other sources of need gratification. In other words, out of the options that media present, the individual chooses ways to gratify needs.

It suggests that media use is motivated by needs and goals that are defined by audience members themselves, and that active participation in the communication process may facilitate, limit, or otherwise influence the gratifications and effects

associated with exposure. Current thinking also suggests that audience activity is best conceptualized as a variable construct, with audiences exhibiting varying kinds and degrees of activity, (Littlejohn, 1995).

With the popularity of facebook, users gratification on its use rely on the different applications that motivate them to subscribe more and be active users of those applications in order to meet their individual needs. These needs may vary in terms of the range of communicative functions like chatting, tagging of photos, posting of messages, inviting of friends, events, participating in groups and discussions, and the like. These are the varied activities where one could find satisfaction in facebook.

Blumler (1979) claimed that one problem in the development of a strong uses and gratifications tradition is the “extraordinary range of meanings” given to the concept of “activity.” He identified several meanings for the term, including:

Utility, media have uses for people and people can put media to those uses. Followed by intentionality, where consumption of media content can be directed by people’s prior motivations. Last is selectivity where people’s use of media might reflect their existing interests and preferences and imperviousness to influence where audience members are obstinate, they might not want to be controlled by anyone or anything, even mass media. Audience members actively avoid certain types of media influence.

Furthermore, Jensen (1995) calls a social semiotics theory of mass communication. He argues that much of everyday life is devoted to semiosis---the process of interpreting and using signs. The ability to do this is based on one’s knowledge of semiotics (sign systems) that have gained from past interpersonal and mass communication. Whenever sign systems are interpreted during the course of daily life, this is a situated activity- it occurs in specific social environments, and these environments help to shape and are shaped by one’s interpretation of signs. (i. e. the existence of sets of words defined in various ways allows one to label and make sense of action). The existence of these signs encourages certain actions and discourages others. If situations are sufficiently ambiguous, one might need to create new signs or apply existing signs in creative ways to interpret what is going on. Once these signs are created, however, they become the structure that determines future action.

The social semiotics theory provided the framework where language is analyzed based on how it appeared and is utilized in the applications used in facebook. Varied language forms are emerging in the activities done in facebook, thus it creates signs that may draw many forms of interpretations. In this regard, it is important to look into the structure, construct, and function of language use in the applications of facebook to provide a deep sense of understanding the text and the context of how it is applied.

Moreover, the presence of social media is still anchored in McLuhan's ideas that have permeated the way people in the global village think about technology and media to such an extent that they are generally no longer aware of the revolutionary effect his concepts had when they were first introduced. McLuhan made the idea of an integrated planetary nervous system a part of our popular culture, so that when the Internet finally arrived in the global village it seemed no less amazing, but still somehow in the natural order of things.

Marshall McLuhan's insights made the concept of a global village, interconnected by an electronic nervous system, part of our popular culture well before it actually happened.

Marshall McLuhan was the first person to popularize the concept of a global village and to consider its social effects. His insights were revolutionary at the time, and fundamentally changed how everyone has thought about media, technology, and communications ever since. McLuhan chose the insightful phrase "global village" to highlight his observation that an electronic nervous system (the media) was rapidly integrating the planet -- events in one part of the world could be experienced from other parts in real-time, which is what human experience was like when we lived in small villages, (McLuhan, 1964).

Moreover, the social responsibility theory of media carries the concomitant obligations that the media which enjoys a privileged position under the government, is obliged to be responsible to society for carrying out certain essential functions of mass communication in our society (Siebert, et al. in Sevilla 2007).

With social media becoming popular at present, users tend to misuse the nature of communication process, whereby affecting the essential function of information dissemination through responsible posting of messages, uploading of photos and videos and other applications, specifically in facebook.

The responsible use of social media has become a dominant issue at present where supervision, regulation, and protection have been a constant battle in providing better measures to address the issue on responsible media use. The basic human rights like respect for one's individuality, privacy, and confidentiality must be upheld despite the availability of mediums in communication. This study will look into the possible ethos that will provide insights on how to be responsible users of technology, like the social media- facebook.

Definition of Terms

The following terms were defined conceptually and operationally in this study.

Classmate. As used in this study, this refers to the facebook category in terms of respondent's profile. The term pertains to one's relation in terms of academic affiliation by section, class number, and school whether in elementary, high school, college, and graduate studies.

Colleague. As used in this study, this refers to individual's of the same work, job, or profession.

Ethos. Technically the term means a character or disposition of a community group, and person. (from: <http://dictionary.reference.com/browse/Ethos>). As used in this study, the term means the kind of ethical character that will serve as guidelines to *facebook* users.

Facebook. It is a popular social media networking website started in 2004 by Mark Zuckerberg. In this site, 500 million active users were recorded as of 2010, where users add people as friends, send messages, post pictures, and messages on 'wall,' and update their personal profile to notify their friends about the changes. (www.umanitoba.ca/student/careerservices).

Facebook Features. These refer to the different forms of functions that will serve the varied interest of users.

Faces. As used in this study, the term applies the many identities of users, be these identities real, imaginary or both. As a form of social media, facebook connects people from all walks of life which may be a form of “McLuhan’s global village.”

Facets. The term refers to the different applications of facebook which serve the variety of interest of users. From wall posting, chatting, picture tagging, and photo/video uploading, these show the wide array of features that can be conveniently and simultaneously used to serve the users interests.

Professional. As used in this study, this refers to people who were engaged in a given field of study or discipline, i.e. bank managers, seafarers, nurses, doctors, engineers, clerks, and office workers.

Relative. As used in this study, this refers to individual’s affiliation in facebook by blood relation or kinship.

Student. As used in this study, this refers to respondents who were still attending school, whether in High School, College, and Graduate Studies.

Significance of the Study

The study will offer baseline data to the existing literatures and studies in social media specifically, *facebook* in the area of commonly used applications, its purpose, use of varied forms of language, and the ethical issues in responsible media use.

First, this will benefit the online social media users (professional, non professional) to make use of technology as a tool in handling media discussion, operation and other important undertakings that will help them connect with the latest media forms. Moreover, they will be able to assess their use of language through constant use of the varied forms in *facebook* applications.

Second, teachers may enrich their discussion and participation in handling the latest technology through integration of online social network sites. This will create a new venue for them to facilitate their students’ learning in the classroom with the aids of technology. This will also aid them in incorporating new language forms that could be useful in understanding the new breed of learners. This could also bridge the gap in the teaching and learning process through constant understanding of proper usage and importance of technology in academic purposes.

Moreover, the implications of the development of social media, specifically facebook are profound. This is not only true for teachers and students, but also for the potential transformation of the teaching and learning process. Through this study, identification of the impact of social media may be factored in to the changes in the way students learn and faculty members teach, and in how traditional classroom has been altered with the presence of technology. In addition, this will also look into the extent of use of online users whether they are more active and engaged into these activities through different applications provided by social media or they just merely subscribe to it by way of identity.

Lastly, non-professionals and those interested to conduct further study in line with social media will also benefit through the insights from the findings of the study which

they can use in their field (work, activities) as they continue to search for ideas in relation to online social media.

Scope and Limitation

The study focused on facebook and its features as a social media networking site. It also explored on how non-conventional forms of language are used to communicate. With the ethical issues that arise in the use of this form of media, an ethos is taken into consideration.

In addition, 60 respondents who were able to signify through an informed consent as respondents of the study were chosen. The respondents were categorized at random based on their status in the list of their facebook accounts as professionals, students, classmates, relatives, and colleagues.

To analyse better the respondents' use of facebook, observation in their facebook account for a period of one month was made to monitor their daily activities with consent from the respondents that their accounts were subjected for analysis, thus giving them an assurance that the process were done with confidentiality and debriefing after the conduct of the study.

A representative of ten (10) individuals from the professional, non-professional, and student groups were considered as part of the focus group discussion (FGD) to validate the responses of the facebook users.

CHAPTER II

METHODOLOGY

Research Design

The study made use of the descriptive-qualitative research design. The design was deemed appropriate in the analysis of language in the varied *facebook* features among users. The same design enabled an in-depth examination of how language connects to ethical discourse leading to an ethos in the use of *facebook*.

In doing the descriptive study of the text, the researcher discovered more about the source, and or the audience—their cognitions, attitudes, and behaviours. In this study, content analysis was employed as a method to further present the data in descriptive way. Content analysis design focuses on describing message characteristics taking into account different possible comparison items. Also, through this design, it seeks to make inferences about the causes or antecedents of communication, or the message source. This design puts together *the who and says what elements* in the Lasswell formula to be able to answer the *why or what* are the values, motivations, or intentions of the source. Lastly, the set of content analysis designs addresses the *with what effect* aspect of the communication process as it aims to make inferences about the effect of messages, (Pernia, 2004).

Moreover, the inclusion of discourse analysis has been considered since it deals on any kind of text or talk. So much of communication would fall under discourse. Van Dijk (1997) defines discourse analysis as: semantic, which focuses on the coherence and implications of the text's general themes or local meanings; syntactic, where the forms of the sentences as well as the text's overall format or organization are examined in detail; and stylistic, sometimes referred to as rhetorical, which scrutinizes the use of devices such as metaphors or euphemisms, promises, and threats.

The practical techniques of critical discourse analysis are derived from various disciplinary fields. Work in pragmatics, narratology and speech act theory argues that texts are forms of social action that occur in complex social contexts. Halliday (1985) argues that research and theory in systemic functional linguistics shows how linguistic forms can be systematically related to social and ideological functions. Critical discourse analysis uses analytic tools from these fields to address persistent questions about larger, systemic relations of class, gender and culture. In educational research, this work has been turned to the examination of how knowledge and identity are constructed across a range of texts in the institutional "site" of the school.

Critical discourse analysis begins from the assumption that systematic asymmetries of power and resources between speakers and listeners, readers and writers can be linked to their unequal access to linguistic and social resources. In this way, the presupposition of critical discourse analysis is that institutions like schools act as gatekeepers of mastery of discursive resources: the discourses, texts, genres, lexical and grammatical structures of everyday language use. What this suggests is a reframing of questions about educational equality in terms of how systematically distorted and ideological communication may set the conditions for differential institutional access to discursive resources, the very educational competences needed for social and economic

relations in information-based economies

(from:<http://pages.gseis.ucla.edu/faculty/kellner/ed270/Luke/SAHA6.html>).

Discourse analysis considers how language, both spoken and written, enacts social and cultural perspectives and identities in a context of unprecedented educational expansion and population growth, postwar sociology of education focused urgently on issues around institutional structure, the production of skilled workers, and increased educational access and participation. Much of that work focussed on language development and literacy acquisition as key factors in differential student achievement and the intergenerational reproduction of educational inequality.

Respondents

The researcher made use of the 60 randomly selected respondents from the list of FB friends of the researcher. They were selected based on the categories to represent the groups of relatives, professional, classmates, colleagues, and students. Also, ten (10) participants for focus group discussion (FGD) were included. The participants were asked questions that help validate the responses among the facebook users.

Instrument

The study employed researcher-made instrument specifically on profiling that elicit answer regarding *facebook* features, language used and ethical issues. The said instrument was submitted to experts for validation and was pre-tested to selected students to test its reliability in eliciting the required responses. Suggestions and recommendations by experts and results of the pre-test were incorporated and considered in the final construction of the questionnaire.

On the other hand, the use of checklist/coding sheets was employed to identify the different responses elicited from the facebook users in terms of their use of facebook features and purposes.

Also, an open-ended questionnaire was provided to the FGD participants to facilitate the discussion and documentation of responses that help validate the results of the study.

Data Collection

The data were based on *facebook* usage of the respondents who were considered as *facebook* friends of the researcher. Confidentiality agreement among the respondents was highly regarded. An informed consent was prepared to ensure the ethical requirements in data collection. Anonymity was based on coding the identities of the participants.

Through the use of content analysis, the researcher, thoroughly gather and analyse the frequency and content of the facebook features as used by facebook users.

Respondents were informed about their participation in the study, but they were not aware as to the days or months of the retrieval of contents in their individual facebook accounts. If unobtrusive observation was utilized, the researcher was to take the debriefing technique to the respondents to assure them of the confidentiality applied in the study.

In addition, the use focus group discussion (FGD), through tape recording and interview transcription of responses from the participants were considered to give weight on their views and ideas on in the use and applications of *facebook*. First, the members of the group were given orientation on the purpose of their attendance to the session and were later provided with questionnaires. After providing the needed information, sharing of ideas concerning facebook issues was formalized and recorded.

Data Analysis

Simple Frequency Count and Percentage. These statistical tools were used for simple profiling and to initially to measure the number of usage of *facebook* features among users.

Appropriate forms of qualitative method were used to analyze the important data in the study. In analyzing the contents, rubrics assessment were used to provide categories and labels in identifying the applications and language used for communication.

Weighted Mean. This was used to measure the different features of facebook utilized among its users.

Rank. This was used to identify the order of facebook features commonly used by facebook users.

Scoring. This was used to answer table 4 and table 6 problems.

| Scale | Qualitative Description | Verbal Interpretation |
|--------------|--------------------------------|---|
| 3.26 - 4.0 | Great Extent | the use of this specific feature is academic in tone with the use of formal language |
| 2.51 - 3.25 | Moderate Extent | the use of this specific feature is at times academic in tone with use of informal language |
| 1.76 - 2.50 | Some Extent | the use of this specific feature is a mix of both academic and non-academic and formal and informal use of language |
| 1.0 - 1.75 | Less Extent | the use of this specific feature is non-academic with informal use of language |

CHAPTER III

RESULTS AND DISCUSSION

Results

Problem 1. What are the types of facebook friends, their frequency of use, and the usual time they engaged in facebook (FB) in a day.

The respondents were grouped according to their academic and social status whether they belong to the category of professional, student, classmate, colleague, and relative. Majority belongs to professional with 46.66%, followed by student with 28.33%, relative with 13.33%, and colleague 8.33%, while the least got only 3.33% for classmate. The category of professional was grouped based on different fields of discipline they engaged into while students were distributed based on different courses. In the case of relative, closest and farthest relations were also considered while colleague referred to only those who were part of the department of Languages, Mass Communication and Humanities, and classmate, identified as people with connections from their elementary, high school or in tertiary and post graduate years.

Table 1. Profile of Facebook Respondents

| Profile | f | % |
|----------------|-----------|------------|
| Professional | 28 | 46.66 |
| Student | 17 | 28.33 |
| Colleague | 5 | 8.33 |
| Classmate | 2 | 3.33 |
| Relative | 8 | 13.33 |
| Total | 60 | 100 |

Based on the responses gathered and retrieved, it show that there was a little less than half of the respondents use facebook in a day with only 45% in the category for less than an hour in a day consumption. This was followed by 43.33% result which yielded similarly of a little less than half usage between 1-5 hours a day while 11.66% spent 6-10 hours a day in their use of facebook.

These results could be supported with the reason that majority who engaged in facebook were professionals, so their time are more likely spent at work where they could only find less time subscribing to the different application in facebook in a day. On the other hand, the 1-5 hours a day consumption of facebook could fairly reveal that majority were still in the bracket of managing their time wisely in whatever duties and responsibilities they were engaged into apart from their exposure to facebook. It can be noted that based on the responses gathered from the focus group discussion, familiarity of the features and applications may be one of the reasons of why people tend to disengaged from facebook.

Table 2. Frequency of Use of Facebook in a day

| Frequency of Use | f | % |
|-------------------------|-----------|------------|
| Less than an hour a day | 27 | 45.0 |
| 1-5 hours a day | 26 | 43.33 |
| 6-10 hours a day | 7 | 11.66 |
| Total | 60 | 100 |

Majority of the respondents spent their time in facebook during the evening from 6:00 to 10:00 with 33.33%. This could be supported with the idea that during this period most of them were free from their work whether as professional or students. It could also be understood that during this period, most chatters or users were available online, which could be a good indication to start the communication. On the other hand, other respondents preferred the afternoon slot from 1:00 to 5:00 with 23.33%. One can infer that during this period work whether for professional and students could less likely happen or are lessened because normally the bulk of workload occurred in the morning. There are cases wherein vacant time are also scheduled during the afternoon schedules, thus, would give facebook users more time to engage in online activities.

Table 3. Use of Facebook in Terms of Time in a Day

| Time of the Day | f | % |
|-----------------------------|-----------|------------|
| Morning (6:00-12:00 noon) | 8 | 13.33 |
| Noon time (12:00- 1:00) | 4 | 6.66 |
| Afternoon (1:00-5:00) | 14 | 23.33 |
| Evening (6:00-10:00) | 20 | 33.33 |
| Late Evening (10:00- 12:00) | 9 | 15.0 |
| Early Morning (1:00-6:00) | 5 | 8.33 |
| Total | 60 | 100 |

Table 4 shows the different facebook features, their weighted mean, qualitative description, and rank. *Games* were ranked first with 2.93, followed with *links* with 2.82, and *music* with 2.56. These three features were classified as used in moderate extent, verbally interpreted as specific feature is at times academic in tone with use of informal language. On the other hand, majority of the responses pertain to features such as *tags*, *friend request*, *events*, *share*, *message*, and *video* got the same descriptions as used to some extent. Moreover, with the same descriptions, *photos and likes* got a tie of 2.01 while *notes* with 1.6 ranked as 12th among the features used and was described as used to a less extent with verbal interpretation of specific feature as non-academic and with informal use of language.

Table 4. Commonly Used Features of Facebook Users

| Facebook Features | Weighted Mean | Qualitative Description | Rank |
|-------------------|---------------|-------------------------|------|
| Games | 2.93 | Moderate Extent | 1 |
| Links | 2.82 | Moderate Extent | 2 |
| Photos | 2.01 | Some Extent | 7 |
| Videos | 1.76 | Some Extent | 11 |
| Message | 1.86 | Some Extent | 10 |
| Tags | 2.28 | Some Extent | 4 |
| Events | 2.06 | Some Extent | 6 |
| Friend Request | 2.6 | Some Extent | 5 |
| Music | 2.56 | Moderate Extent | 3 |
| Likes | 2.01 | Some Extent | 7 |
| Notes | 1.6 | Less Extent | 12 |
| Share | 1.88 | Some Extent | 9 |

| Scale | Qualitative Description | Verbal Interpretation |
|-------------|-------------------------|---|
| 3.26 - 4.0 | Great Extent | the use of this specific feature is academic in tone with the use of formal language |
| 2.51 - 3.25 | Moderate Extent | the use of this specific feature is at times academic in tone with use of informal language |
| 1.76 - 2.50 | Some Extent | the use of this specific feature is a mix of both academic and non-academic and formal and informal use of language |
| 1.0 - 1.75 | Less Extent | the use of this specific feature is non-academic with informal use of language |

Problem 3. What Purpose do these Features Serve the Users?

Among the features present in facebook, majority got a classification of used to some extent specifically that of: *photo, event, message, friend request, video, tag, likes, and share*. The classification which was described as a mix of academic and personal matters were evidently observed in the way photographs are displayed such as pictures taken in school with emphasis to academic activities like research, commencement exercises, attendance and participation in seminar and contests. On the other hand, some are purely personal pictures revealing scenes or shots which were taken with their relatives, friends and even with someone in a relationship with.

In the case of attendance and participation in events, it was found out that a mix of academic or professional-like and personal activities emerged such as school, company, organizational meetings, alumni association reunions, and the like; while others also showed interest in attending simple gathering with friends like a movie date, birthday party, or a simple meet up with friends.

Moreover, *messages* appear to be a combination of professional-like and personal communication where a formal and informal use of language was used. Messages like responding to a post, giving commentaries, updating another person for an event, issue or current situations which were all done in sending complete, well-structured and objective sentences were classified more as academically sound; whereas, messages which adhere to fragments, code-switched expressions and incomplete statements appear to be too personal that only between and among their group could share and understand.

Similarly, the use of *friend request* may vary from either academic or personal in nature. This was made possible through selections of friend sent with requests, are confirmed, and are rejected or unaccepted. Some would prefer FB friends who are within their domain whether in work, school or in academic organization and affiliations. However, others prefer their FB friends who are close to them by relative, childhood friends, classmates, and other individuals who have built familiarity within and among themselves.

Parallel to this, majority of the posted *videos* displayed messages and presentation in a mix of professional-like to personal manner. Presentations may vary from informational and instructional videos to mere personal video clip of a happening, a day's work and funny situations.

Tagging on the other hand, mostly pertain to include persons who are of close relation like that of relatives and friends; others could be tag if they are companions, co-workers or even people of the same interest or group and affiliation. While, the use of *share* is expressed by way of expanding the message to related groups be it connected in the academe or mere acquaintance or in friendly manner.

Lastly, the use of *likes*, which became a popular byword in facebook application is more likely observed in both circumstances, that of professional-like and personal in nature. Some *likers* would click the like button to express their approval of pictures, messages, music, videos, and the like which showed emphasis on academic discussions and subject matter, while other *likers* prefer to click buttons for likes to express their appreciation on simple notes, messages, videos and pictures that provide personal bearing, either those that speak about family matters or relationships.

Furthermore, *games, links, and music* were classified as moderately used among the applications in facebook. This could be observed in the use of sites pertaining to academic or professional-like purposes such as linking to a site where current news are shown, informational and instructional materials, and the like, while the types of games played were more likely related to academic purposes. This was observed since games are applied in different forms and cut across profession or the status in life. It was to a surprise that students are not the only ones who subscribe to games but majority are those in the category of professionals. This only show then that facebook's features on games could be interesting and enticing even among professionals or those in the academe. In the use of *music* which can be linked, shared or tagged, common themes or melodies speak about life experiences ranging from serious to light moods like work, aspiration, hopes, and challenges which connect to academic tone.

In contrast, the only feature with less extent description is that of *notes* which could mean that this application is rarely applied by facebook users in either academic or personal usage. If applied, it basically express a personal narration and documentation about one self or an expression out of love, despair, distrust, and other play of emotions.

Moreover, Facebook is used to: 1) communicate with friends both local and abroad. One could establish an update about the whereabouts of the person through constant communication with friends online; 2) check their friends (request or adding of friends) in this way the network and linkages widened; and 3) chat with family members, relatives and friends, especially in times where urgent situation needs further attention, thus, facebook serves as a tool to facilitate such concerns.

Through the gathered responses from focus group (FGD), it was revealed that facebook was used to store pictures. The convenience and accessibility to store majority of photos may entice one to use facebook since a photo album can be created for the purpose.

Moreover, for others, facebook was used to update one's profile and check who browses and clicks for likes in the updates made. This could add thrill and excitement as one meets friends and discovers each other through facebook encounters.

Likewise, those who are fanatics in sports and other related activities mentioned that, facebook was used to: 1) get updates from the official pages of favourite football club and tennis players; 2) utilize the chat and video call feature in cases of planning an event between and among friends; and 3) subscribe to games as a form of relaxation.

Indeed, these purposes in using facebook originated from the many features that provided consumers or users with satisfaction in whatever features they subscribe into.

To give a specific presentation of the results, the purpose of using facebook features was further enhanced based on the categories provided:

In the category of family and relatives common conversations would read:

Hain naman kaw, (where have you been?)

kamusta na? (how are you?)

Where are you connected now?

Greetings are forms of expression in trying to update and check the condition of one's relatives based on his/her status in work, in family or in other situations.

Definitely need a family vacation!

Enjoying my day with my kids.

Swimming time kasama ang pamilya (swimming time with family)

Lapit na lang Holy week, bakasyon na naman.. (Holy Week is near, it's vacation again)

This shows an expression of intent, aspiration, and looking forward for a gathering, event, and occasion to spend with the family. It could be understood as someone might be tired or bored from work that he/she needs time with the family. Also, it could be understood as a time for change of attitude towards work. More so, some facebook users used this opportunity to express of what they feel for the occasion to be with their family.

Conversely, the topic on relationship has been one of the popular subjects discussed between and among facebook friends. The exchange of messages pertaining to relationship whether it is friendly in nature or about an intimate relation with someone give an idea of love, joy, hatred, discontent, sorrow, and other forms of expression.

Younger people were more direct in their expression of messages whether originally created or were shared, tagged or linked by and among friends. Expressions

pertaining to relationship could be the most popular topic. These however have been categorized using the guidelines provided by (Estrada-Claudio, 2002) about love.

Love is universal. It does not require an explanation of setting, the development of characters, nor story lines. Love appears to be meaningful to every person, at any time, in any place. Thus, whether the idea conveyed about love was on *Whispers of the Heart*, *Pleadings of the Heart*, *Lamentations of Love*, *Message of Worship*, still the message was clear, that individuals nowadays, were more vulnerable to embracing the message expressed.

In addition, expressions of the heart became trending topics among many since they can easily connect based on experience, circumstance or similarity of situations. Thus, whether, some content appears to be vulgar, candid, and direct, the common notion of free expression is what matters to them the most. The following messages may create different impressions as:

Whispers of the Heart (Mga bulong ng puso)

Absence makes the heart go fonder..ika nga.. (as they say)

Tulog na mahal ko.. (sleep now my love)

Miss na kita... (miss you...)

Pleadings of the Heart (Mga hibik ng puso)

...until Giving up became the last option, saying good bye is the last thing to do

Spend life with who makes you happy, not who you have to impress

Lamentations of Love (Mga daing ng Pag-ibig)

There's a limit in what a man can do

Pagod na akong umibig... (I'm tired of loving)

Message of Worship (Mga mensahe ng Pagsamba)

I will always have this piece of my heart that smiles whenever I think of you

Their's is love, Our's is dreams

I like you but not in the same way as you do

In addition, the topic on love and relationship was not only discussed through the exchange of messages and through posts, but some were displayed through the use of photos, caricatures, and videos. This was further illustrated based on the categories of display of affection as to: *embracing/kissing/hugging, holding hands, walking together on the beach, getting married, carrying the woman in his arms, carrying the woman at his back*. For others, these illustrations may create an impression of impropriety in terms of

actions, but for some, this was just a way of expressing their feelings by sharing a post, a link, or a share from a certain source that may amuse one's attention.

Relationship, Love, Desire, and Sex as Depicted in Photos and Videos in Facebook



They say that food expressions depend also in which generation you belong to, the utterance of food choices, selections and varieties added interest to the *diners* and even *likers* of food. At present, common messages conveyed also refer to food, like advertising for food, introducing for a new food or restaurant, and even photographs that appeal to one's appetite and craving to eat.

Oftentimes, facebook users may intentionally or unintentionally post messages concerning food. Reasons of posting may vary from their experience of tasting and eating such food, such as: inviting one to avail and try the food; creating jealousy as one enjoys the food with someone or in a group that the other person or party missed; and entertaining the readers of the posts with delicious servings of food that may resort to

one's craving and desire for it. For some, the mere mention of food simply equates to one's vanity tendencies or worse if they brag on the food they ate or the store where they ate the food. Although, others may be overdoing this display of food presentation in facebook, still others believe that this was just part of a culture that social media cater to. For Filipinos for instance, food really means a lot for them, so expressing and posting of opinions regarding food were more likely of interest. Common messages about food were read as follows:

Breakfast at Jollibee...

We'll be preparing dinner

Late dinner...

Starbucks, here we come...

Stepes of Rome...til next time

Yummy mukaon ug ice cream kuman kay hot ang panahon

(It's yummy to eat an ice cream now because of hot weather)

kamatis kag uga, manamit sa holy week! (tomatoes and dried fish, delicious for Holy Week!)

On the other hand, facebook users do not only resort to posting messages about food, but pictures, videos and links were also utilized in expressing their views about different experiences involving food. The illustrations below show some of the samples posted in facebook.

Food and the Desire for Food as Common Topics in Facebook



Users of facebook also use their facebook pages to post announcements or have their *shout outs*, or providing updates about their whereabouts. Some were personal in purpose, others were plain expression of what and how they feel of a certain situation. Moreover, the personality of facebook user matters in the way he or she creates messages or uses such features in facebook.

Mostly, announcements made are revelations of one's identity by mentioning the location, places visited, and activities made. Other forms of announcements adhere to feelings, like if one got a promotion, recognition, and successes, then the "shout out" page to display the announcement acknowledging such achievement were brought out. It could also be a means of expressing one's gratitude to God, family, relatives and friends for whatever purposes attained. Others may also resort into posting even too trivial events in their lives like: joining the contest, boredom in class, waiting for class to start or end, watching a favourite movie, and even the silly moments in of life. The following are common messages of different purpose:

Personal Expression

*It's getting hot here in my island...
...is humming...
Sasali ba ako sa X-Factor bukas?
Bantay mode@glimpse cafe
I have my driver's license na, yahoo!
Wrath of the Titans, I'm dying to watch you
I want a massage*

Expression of Gratitude

*Thanks God, it's Friday!
Thank you Lord*

Expression of Excitement, Boredom and Class related Activities

*Waiting for my Deutsch class...kaurat maghintay, antok ako.
Sleepy (- _ -)... class not yet over
Sana walang klase, gutom nako.
First day of journalism workshop...yehey...!*

Expression of Activities in a Given Place

*With someone in Seattle's Best Coffee, Cebu City
At Jollibee with friends
@Crossiron Mall*

Expression of Support, Desire, Plan and Other Activities

*Jessica Sanchez, you got my vote!
 Can't wait American Idol
 I'm so sick...love kelan ka pa dadating...
 I'm so blessed to have friends like you!!!
 Congratulations CPU Batch 2012
 I can cook, you may not like the taste though
 I'm planning to have my hair dyed
 Watching "Save the last dance for me"*

There were cases where posting of messages was meant to invite or even advertise people about products that they sell or market. Based on the ideas conveyed by the FGD, advertisement was rampant in facebook since free enterprise was given. Anybody can market his or her goods and could easily get customers or clients because facebook is viral and public. Commonly observed advertisements were:

6,499 instead of 13, 500 per person to Hongkong with tour and hotel accommodation

Ministry: We're not in it for the income, we're in it for the outcome.

Student and Teachers of Mind quest Tuition School

Halter style long jumpsuit black @ 320

Body touch L-XL 2pcs available @ 60

Skim boarding more fun in Iloilo

Nikon D3100/125\$





Facebook also that is more entertaining, stories. If stories became the more it gets attention even share. Below are stories:

generates communication humorous and other tell-tale comical, funny, and *slapstick*, for people to like, post, and common examples of tell-tale

I'm gonna kill whoever said you were adopted

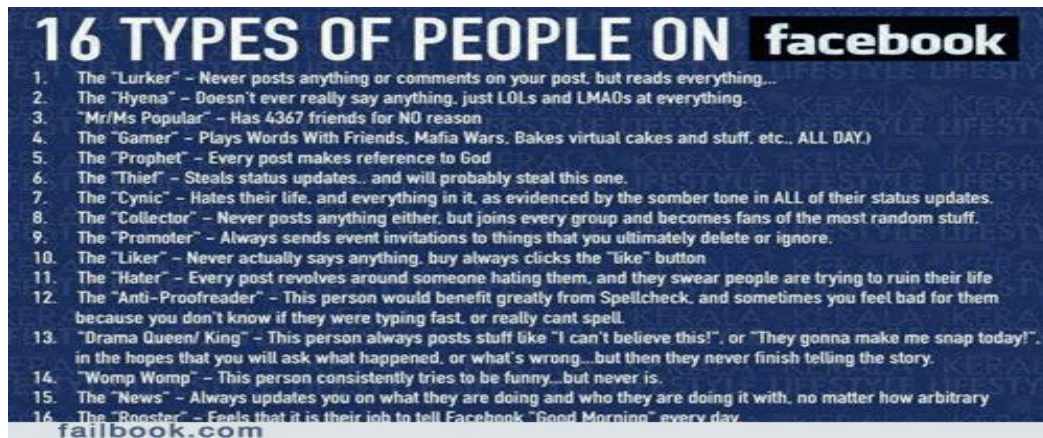
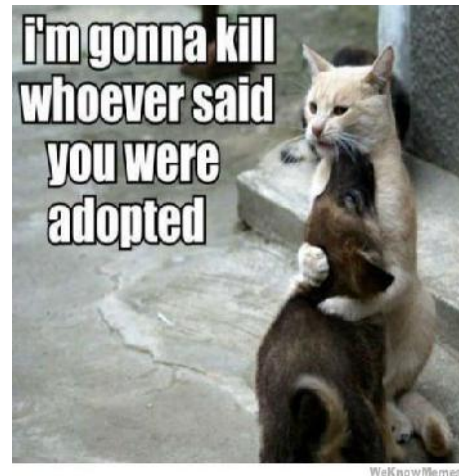
Boy: kamusta na ang babaeng mahal na mahal ko, kahit di ko girlfriend?

Girl: Eto mahal na mahal ka rin kahit di ka boyfriend.

Just like the others, they are born with a silver spoon in their mouth

Pero ako I was born with a dictionary in my mouth...that's why they name the

Merriam Webster to me... Sen-Meriam



Similarly, some people subscribe not only to tell-tale stories but even to surveys where they can generate opinions, comments, and even perceptions derived from the different posted polls, either with positive or negative implications.

What do people think of you at first sight?

Find out what color are you according to your birthday and what does it says about you

What is your demon name?

Conversely speaking, there are others who give in to messages that may inspire, encourage, and enlighten them. Some expressions may be too abstract while others are but light expressions of things and life stories.

Don't do it for approval, do it for yourself

Look deep, deep, deep into the nature and you will understand everything-Albert Einstein

Life is like a camera, focus on the subject on what's important. You will capture it perfectly.

These expressions were often seen in facebook, specifically if the person who posted, tagged, and shared such messages were experiencing life's struggles, problems, worries that need encouragement. More so, out of boredom and frustration, people resort to tagging themselves with messages to make themselves feel better out of their inactivity.

Based on the ideas provided by FGD, posting of messages which are positive in nature could really help a person feel better, safe, and even confident. Thus, subscribing to these messages became a trend not only for younger people but even among adults.

The use of profanity and vulgar expressions are shown below:

*Smart bro connection sucks! I always get disconnected. I'm pissed! :-/
I hate you, I hate you....
You shut up, men!!!
Are you damn?
Ay di puga...perdi naman.!... (_____, lost again!)*

In other instances where the use of vulgar and profane languages became a trend in facebook, statistics showed that analyses of recorded conversations reveal that roughly 80–90 spoken words each day – 0.5% to 0.7% of all words – are swear words, with usage varying from between 0% to 3.4%. Profanity, also known as swearing, cursing, foul speech, strong language, dirty words, cussing, bad words, bad language, adult language, or simply language, is even a trend in facebook postings (from:www.facebook.com/pages/Cussing/106562082712504?rf=186910628079733).

In a more academic tone concerning information, socio-political issues were commonly seen in facebook messages: Among these were:

Asked why my salivary glands inflamed?

Help guide helps you to help yourself better your mental and emotional health

Former Miss Venezuela dies of cancer at 28

The president and the media (link: wordpress.com)

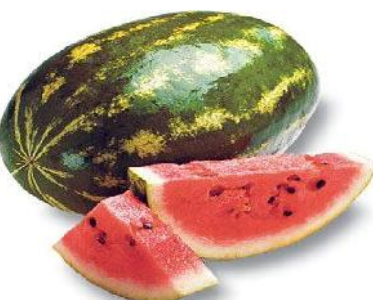
Watermelon....must read and share

Quit Smoking...(with Link)

More random drug testing for cops in WV

Pulis Kalikasan get trained on Environmental Laws

To further illustrate the samples retrieved from facebook users, here are few of the informational drive messages:



WATERMELON !! Must Read and Share

The more we study watermelon, the more we realize just how incredible this fruit really is.

It's full of antioxidants shown to reduce the inflammation that contributes to diabetes, asthma, atherosclerosis, colon cancer, and arthritis - but that's not all. Read more...

In similar cases, messages pertaining to religion and other inspirational expressions also enhance one's positive outlook in life. Some are taken from the Bible while other are quotes from popular authors, philosopher and writer.

No matter how dark it becomes, the sun will shine again

I love Jesus

Good or bad circumstance, God is in it.

Jesus is my hero because He saved me!

You drown not by falling into a river, but by staying submerged in it- Paulo Coelho

People rarely succeed unless they have fun in what they are doing-Dale Carnegie

Charm is deceptive and beauty is fleeting, but the woman who fears the Lord is to be praised!

Indeed, different features of facebook serve its users into different purpose depending on their needs. As one of the social online networks, facebook cater to serve its diverse audiences in their varied needs and uses.

According to Harp and Tremayne, (Summer, 2006), voices need an audience to truly be part of a larger public conversation. A greater audience promises a louder voice, and theoretically more power. While the internet may allow more voices to enter into public discourse, current systems of power lend validity and volume to some voices while virtually ignoring others. While the internet may offer access to a public sphere, an intellectual, patriarchal hegemony persists.

It was further found out that early evidence suggests that individuals use internet primarily for entertainment rather than community engagement. Other arguments suggest that internet use leads to focus on narrow individual interests, rather than interests of society. With regard to values, marketing research suggests a relationship between adolescents' use of the internet for activities such as gaming and socializing that seem most associated with self-enhancement values, (Flanagin and Metzger, (Autumn 2000).

In similar views, the FGD participants support the idea that, majority of the reasons on why people continue to subscribe to online social network, such as facebook because of entertainment. This however provides people with disengagement from what seems to be serious and formal, whether referring to work, school and other related activities.

Moreover, people increasingly rely on internet and web-based information despite evidence that it is potentially inaccurate and biased. Internet technologies have been applied to education, have stimulated electronic commerce, have been used to develop online communities and cultures, and have helped organizations develop communication via intranets.

Misinformation, of course is not new with the internet. However, many of the existing institutional, structural, and cognitive methods that people employ help discern the relative value or accuracy of information. Often times, facebook friends resort to miscommunication because of the fact that everything is public and messages are critiqued publicly.

Even the use of games, which became a fad nowadays such that of tetris, people still go online to maintain their game status. According to Kuan, Huang and Chin, (November 2006),

The time spent in playing game is strongly related to network quality of service (QoS), helping determine user satisfaction and deliver better service quality to online gamers.

Psychologically, the pleasing sensation players experience in online games is analogous to being in the flow of state.

Discussion of QoS provisioning for real-time interactive applications, include online gaming, is as lively as it is because of the popularity of the applications and the complexity of the problem. One of the main obstacles to providing a satisfactory user experience is that, user satisfaction is intangible and unmeasurable. Nevertheless, user perception is inevitably influenced by the design and implementation of each application.

Problem 4. How do Facebook Users Utilize Varied Language Forms in their Choice of Facebook Features

Majority of the language forms utilized by facebook users were the use of vernacular such as *Hiligaynon, Cebuano, Suriagonon, and Kinaray-a*. A little less than half employed vernacular in communicating with their friends through facebook with 46.39%, followed by English with 41.24%, while the use of Filipino only got 12.37%.

It can be inferred that differences in the use of language, specifically of dialects were popular. The participants who were grouped as respondents in the study also came from varied locality or places. Hence, the use of vernacular became their common ground in establishing their communication.

Table 5. Language Commonly Observed in the Use of Facebook

| Language Used | f | % |
|----------------------|----------|----------|
| English | 40 | 41.24 |
| Filipino | 12 | 12.37 |
| Vernacular | 45 | 46.39 |
| Total | 97 | 100 |

N=97; multiple response

Moreover, to better emphasize the use of language among facebook users, the types of language used were utilized in order to facilitate better understanding of the expressions in facebook. The use of formal expression would mean the high observance of correct usage of grammar in a sentence or expression whether in English or Filipino language. On the other hand, the use of informal expressions adhere to a combination of language like Tagalog and English or “Taglish” and the common transitions or shifts made in words or the so-called “code-switching.”

Added to this, slang and colloquial words which are meant to describe communication within one’s group were also present in informal usage. In the case of foul and vulgar expressions, these cater to the use of cuss or profane words that serve as either expressions or an act of bullying against the other person. Lastly, symbolic expressions were revealed through the use of terms which are commonly shared or exchanged by people within their circles. The use of emoticons and exaggerated punctuation marks added more emphasis to the conversation or messages posted in facebook.

Table 6 shows the types of language used and their corresponding weighted mean, verbal interpretation, qualitative description, and rank. Majority of the facebook users employed informal language with 2.86 which was ranked as the first with moderate application of formal usage of language while the use of symbols and icons got 2.16 followed by formal use of language with 2.15 which seldom use with proper observance of formal communication. On the other hand, the use of foul language such as cuss, mean, vulgar, and nasty expressions got 1.78 which is also classified as used to some extent.

Table 6. Types of Language Used in Communicating through Facebook

| Types of Language Used | Mean | Qualitative Description | Rank |
|--|-------------|--------------------------------|-------------|
| Formal | 2.15 | Some Extent | 3 |
| Informal (use of jargons, slang, colloquial) | 2.86 | Moderate Extent | 1 |
| Foul (use of cuss, nasty and) | 1.78 | Some Extent | 4 |
| Symbolic (use of emoticons) | 2.16 | Some Extent | 2 |

| Scale | Qualitative Description | Verbal Interpretation |
|--------------|--------------------------------|--|
| 3.26 - 4.0 | Great Extent | it applies to use of formal communication with high regard on respect, privacy, and feelings |
| 2.51 - 3.25 | Moderate Extent | it applies to use of formal communication with moderate regard on respect, privacy, and feelings |
| 1.76 - 2.50 | Some Extent | it applies to use of both formal and informal communication with some regard on respect, privacy, and feelings |
| 1.0 - 1.75 | Less Extent | it applies to use of both formal and informal communication with less regard on respect, privacy, and feelings |

Common expressions utilized by facebook users based on the types of language used are as follows:

Formal (English or Filipino)

*May we all have a fruitful and meaningful Holy Week
Ang inyong makikita ay epekto lamang ng inyong imahinasyon.
Think positive. Stay positive. Trust God!
This conversation makes sense
I still love cakes and candies
How I wish I can visit this place.
Thank you Lord for another blessed day.
I can really feel the heat of summer.*

Informal Expressions

*Forever young, I wanna be forever young
Thanks sa pag-add..
Hanep sa ending
Will gonna sing in a wedding tomorrow
Duwa sila injured mo. Pero daog na buas, ah.
I can't stay up late enough for the match
The Philippines needs a City Hunter, hahaha, ahaay, tapos na.
Magpuli ko partz ah, upod nman ta nyo liwat, na miss ko gid na
Thanx to all the likers of this album
Dito masarap mag jogging
Ganda ng view sir ba, pwede ka stand man da?
Tinatamad ka na nman?
Thank God. I'll be in school this summer!
Tito!! I miss you!!
Dudes, words that we should watch out when the babes say these...
Goodbye bros.!!
Thank you for taking time sa pag greet
I'm back home to last nite even of long time delayed flyt
Mahalata mo gid ang tawo nga sa pagkatraidor sang yuhom kag kadlaw.
Am I still in the right tract? Why I can't find u, wla man ko nagtalang ayhan.*

Foul and Vulgar Expressions

*What the fuck!!!!?? Seriously??? Security Guards in Singapore!!!!?
Fawk! Singapura will make me fat!
Yuck!!!
Mga gago kayo...bobo!*

Symbolic Expressions

*I am a poor traveller so amo lang ni ang pasalubong ko sa inyo... LOL!!!
Stayed home the whoooooole day
Lunchie munchies*

BreakFATS, hahaha
Messhkom, thanks for the super fun dinner and talk last night.
Bff forever!
I didn't sleep well...OA, much???...naaawwwhhh!!
I accidentally clicked timeline!!!! Grrrrr!!!!
I'm crazzzzzzyyyyyy!!!
Seeing my profile without my tome line chuchu...
Yoks, law2 di computer ko
Psssst@DaMakkk

The use of language showed how important it is to communicate to people regardless of age, nationality, status, gender, culture, and even with other language. Oftentimes, variation in language indicates that people freely communicate to each other with high, moderate, some or even less regard to how people would feel, react, and accept the messages shown on facebook pages.

In some instances, there are situations whereby through constant communication in facebook, users may improve their communication skills, specifically, the use of English language. According to a 2005 Pew Research Center, 77% of students studied had social networking profiles on sites such as Facebook and Myspace or both. According to the study, these social networks are a large part of why low-income students are becoming just as "technologically proficient" as their peers. Moreover, students are improving their communication through social networks, such as Facebook, a skill the study found is essential for a successful career. The study involved teenagers aged 16 to 18, of many different economic backgrounds and from urban high schools in the Midwest (from: www.collegian.psu.edu/archive/2008/08/06/study_facebook_improves_commun.aspx).

However, there could also be disadvantages in the use of many languages in communicating through facebook because people may use their own lingo that may alienate others and that prevent the communication to prosper. More so, if these language are meant to harm, irate, humiliate or even annoy the other person, which are commonly observed in cyber- bullying.

Problem 5. What Ethical Issues in the Use of Language are Oftenly Encountered by Facebook Users?

The following were commonly observed and encountered violations of ethics among facebook users. Furthermore, these were thoroughly discussed by FGD participants as typical issues involving the use of online social network, specifically, facebook.

Bullying. This is an ethical issue because it allows the other person to harm, annoy, irate, and even humiliate the other person by virtue of his or her physical appearance, attitude, and other attributes.

Unsolicited messages. This pertains to invasion of one's privacy since messages were posted, created and tags that harm and irrate the readers.

Use of offensive messages in the form of vulgar and sexual remarks. This refers to the use of words with malicious intent in the case of vulgar and words with sexual innuendos.

Uninformed/Unaware tagging of pictures. This commonly happens if someone tags a friend from a photo taken together without the consent of the other party.

Backbiting. This act also happens in facebook by using code names, brands, aliases to demean or destroy the person or a group.

Problem 6. What Ethos in the Use of Facebook may be integrated in Language Classes?

Ethos in the Use of Facebook: An Overview

It is evident that in the recent decades one can witness remarkable developments in the technology of communicating. These include both the rapid evolution of previously existing technologies. The use of new media such that of *Facebook*, gives rise to what some speak of as “new languages” and has given birth to new possibilities. As more than just a technological revolution, today’s revolution in social communications involves a fundamental reshaping of the elements by which people comprehend the world about them, and verify and express what they comprehend.

Facebook , as a form of online social media could be utilized properly and effectively through the following ethos as guidelines:

1. Honesty in providing information through the profile account and identity of the user.
2. Truthfulness within and during interaction between and among friends to establish good communication pattern and linkage.
3. Respect in giving of comments, suggestions, and opinions through group discussions or message threads.
4. Self-control in posting of messages through links and tagging of picture and videos so as to avoid conflict between and among friends.
5. Social responsibility in giving of information that will be made available to public to avoid criticisms, uncalled and unsolicited feedbacks. Since Facebook became an extension of one’s social profile, the responsibility of use and misuse solely lies on the user/s.

Discussion

Research shows that both values and some media effects develop slowly, over a similar time frame. In terms of comprehensiveness, Schwartz argues that the ten-dimensional measure can capture all potential human values. These dimensions include:

Power which refers to social status and prestige, control or dominance over people and resources; Achievement, which refers to personal success through demonstrating competence according to social standards; Universalism, which means understanding, appreciation, tolerance, and protection for the welfare of all people and for nature; Benevolence, which pertains to preservation and enhancement of the welfare

of people with whom one is in frequent personal contact; Self-direction, which means an independent thought and action-choosing, creating, and exploring; Stimulation which adheres to excitement, novelty, and challenge in life; Hedonism, which speaks about pleasure and sensuous gratification for oneself; Tradition, which refers to respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide the self; Conformity, which means, restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms; and Security, which simply means experiencing safety and harmony.

The values enumerated above showed emphasis in the use of facebook. Since users of facebook utilize the different applications using its varied sources, it is also important to note that values must still be supervise by its users. Since there is little information as to laws supervising facebook, it is then the responsibility of the user to protect his or her identity from possible situations that may cause harm and violation of his or her rights.

Also, since facebook became a trend today, it captures the attention of people specifically on messages that are inviting, appealing, and persuading such as forms of advertisements whether personal in nature like informing people through “shout outs” about their whereabouts or advertising on a certain product or goods could be really viral, since facebook is a public domain.

According to (Yoo in Spring 2007), most studies investigating memory for advertisements have relied heavily on examining effects of explicit memory. In the web advertising environment, however, consumers often try to avoid web ads during online activities, resulting in poor explicit memory and dismal click-through rates. The study introduces the measure of implicit memory measures would complement the shortcomings of the current measures especially in cases where consumers do not actively engage in ad processing.

Parallel to this, in an advertising context, priming refers to facilitative effects of ad exposure on subsequent processing of the ad or ad-related information. The effect of priming is regarded as an implicit memory process in which the influence of prior events (i.e. exposure to web advertising-the prime) is revealed by performance on a later task. The use of priming will increase the probability that consumers use particular information retrieved from a memory structure to help them in making future judgments and evaluations, (Kalyanaraman and Sundar in Summer 2008).

Hence, since facebook continuously flourish as a popular online social media network, proper guidance for users to keep must be practiced.

CHAPTER IV

SUMMARY, CONCLUSION, AND RECOMMENDATION

Summary

The study, “*faces, facets, and facebook: a discourse analysis on ethos,*” explored on the different applications used by facebook users. The content was further analyzed using descriptive design, specifically on discourse analysis where language is the major factor in interpreting the message, video, photo, and several other features employed by facebook users. Furthermore, ethical issues were noted as it conveyed information based on what ethos was usually adapted by facebook users in their communication process.

Findings

1. Majority belongs to professional with 46.66%, followed by student with 28.33%, relative with 13.33%, and colleague 8.33%, while the least got only 3.33% for classmate. The category of professional was grouped based on different fields of discipline they engaged into while students were distributed based on different courses. In the case of relative, closest and farthest relations were also considered while colleague represents only those who were part of the department of Languages, Mass Communication and Humanities, and classmate, identified as taken from whether elementary, high school or in tertiary and post graduate familiarity.

There was a little less than half of the respondents use facebook in a day with only 45% in the category for less than an hour in a day consumption. This was followed by 43.33% result which yielded similarly of a little less than half usage between 1-5 hours a day while 11.66% spent 6-10 hours a day in their use of facebook.

Majority of the respondents spent their time in facebook during the evening from 6:00 to 10:00 with 33.33%. This could be supported with the idea that during this period most of them were free from their work whether as professional or students. It could also be understood that during this period, most chatters or users were available online, which could be a good indication to start the communication. On the other hand, other respondents preferred the afternoon slot from 1:00 to 5:00 with 23.33%.

2. As to facebook features *Games* were ranked first with 2.93, followed with *links* with 2.82, and *music* with 2.56. These three features were classified as used in moderate extent, verbally interpreted as specific feature is at times academic in tone with use of informal language. On the other hand, majority of the responses pertain to features such as *tags, friend request, events, share, message, and video* got the same descriptions as used to some extent. Moreover, with the same descriptions, *photos and likes* got a tie of 2.01 while *notes* with 1.6 ranked as 12th among the features used and was described as used to a less extent with verbal interpretation of specific feature as non-academic and with informal use of language.

3. As to the purpose in using facebook features, *photos, message, events, friend request, music, share, and like* were used. A mix of academic and personal matters were evidently observed in the way photographs are displayed such as pictures taken in school

with emphasis to academic activities like research, commencement exercises, attendance and participation in seminar and contests.

In the case of attendance and participation in events, the likes of professional and personal activities emerged as commonly used where school, company, organizational meetings, alumni association reunions were organized; while others also showed interest in attending simple gathering with friends like a movie date, birthday party, or a simple meet up with friends.

Moreover, messages appear to be a combination of professional-like and personal communication where a formal and informal use of language was used. Similarly, the use of friend request may vary from either academic or personal in nature. This was made possible through selections of friend sent with requests, are confirmed, and are rejected or unaccepted. In the use of music which can be linked, shared or tagged, common themes or melodies speak about life experiences ranging from serious to light moods like work to mere personal activities or encounter that is coupled with emotions like happiness, satisfaction, fear, love, hatred, and sorrow.

While in the case of *share* for the feature, it usually added a sharing of a site that may be advantageous for those who are professional, meaning has something to do in their work or is purely academic in nature. Lastly, the use of likes, which became a popular byword in facebook features is more likely observed in both circumstances, that of professional and personal purposes.

In contrast, majority of the posted videos displayed messages and presentation in a personal manner, while the use of notes more likely express a personal narration and documentation about one self or an expression out of love, despair, distrust, and other play of emotions. Tagging on the other hand, mostly pertain to include persons who are of close relation like that of relatives and friends; others could be tag if they are companions, co-workers or even people of the same interest or group and affiliation.

4. Majority of the language forms utilized by facebook users were the use of vernacular such as *Hiligaynon, Cebuano, Suriagonon, and Kinaray-a*. A little less than half employed vernacular in communicating with their friends through facebook with 46.39%, followed by English with 41.24%, while the use of Filipino only got 12.37%.

It can be inferred that differences in the use of language, specifically that of dialects were popular since the participants who were grouped as respondents in the study also came from varied locality or places. Hence, the use of vernacular became their common ground in establishing their communication process.

5. Among the common ethical issues encountered by facebook users were: bullying, unsolicited messages, use of offensive messages in the form of vulgar and sexual remarks, uninformed/unaware tagging of pictures, and backbiting. These were normally seen in the course of conversation, exchange of ideas, sharing of photos with comments and in tagging links, shares, videos, and the like.

6. Based on the ethical issues revealed in the study and in consultation of the participants from the focus group discussion (FGD), an ethos on facebook has to be integrated in language classes in order to provide responsible and meaningful integration of technology.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. Most facebook users belong to the category of professional, where they engaged into work in their field of discipline. In terms of hours spent, majority subscribed to less than an hour daily consumption and mostly during 6:00 to 10:00 in the evening. These, provide an idea that there is a valid reason in the use of facebook given that most users are already working, thus they could handle their time wisely. The preference of time shows that this serves as the convenient hour for the day among its users where less activities concerning work or studies are made.

2. Most facebook users employed games, links, and music as their commonly used features. These features were used not only by the new generation but even older generations subscribe to it. On the other hand, majority of facebook features like: photos, videos, message, tags, friend request, share, and events were described as used to some extent, while the less likely used feature was that of notes. The preference of features depend on users' needs, personality, and comfort in subscribing to such features.

3. In terms of the purpose in the use of facebook features, majority resort to a combination of both personal and professional-like purposes. This was supported in several posts whether, photos, links, shares, messages revealing subjects of different sorts. Furthermore, subjects were categorized into family, relationship, advertisements, information campaign, and even personal messages. Hence, it shows variety in the purpose it serves to users.

4. Most facebook users subscribe to different language utilized in their communication with friends, relatives and colleagues. This only shows that freedom of choice in language is highly observed among its users. Moreover, the dominant use of vernacular was highly observed. This can be supported with the idea that comfort in language became a consideration in expressing one's opinion in communicating through facebook.

5. Bullying, unsolicited messages, use of offensive messages in the form of vulgar and sexual remarks, uninformed/unaware tagging of pictures, and backbiting normally happen if the user initiate such action or responded to it. In some occasions, these are intensified if subscribing to its message and photo threads happen, however, this can be prevented if the person may ignore such situations and resort to other applications of facebook.

Recommendation

Based on the findings and conclusions derived from the study, the following are offered as suggestions:

1. Facebook is a public domain, thus one has to familiarize its setting in order to be protected from any harm that may be brought by such technology. This can be made further if one has to:
 - a. customize the settings provided in facebook, whether using the private or public icons;
 - b. check and edit if necessary the personal photos or videos before posting it in the wall to avoid identity theft and other cybercrimes;

- c. review the message, link, photo, and video before tagging a person or a group to avoid conflict and misunderstanding; and,
 - d. review the personal profile as to what part of one self is to be made public and private as to information like age, birthdate, gender, place of birth, residence, work address, contact numbers, and other background details.
2. Facebook is viral and contagious, thus one has to keep abreast with technology before subscribing to it, the following suggestions can be applied:
- a. review and familiarize the friend request suggested and avoid especially those with, fictitious names, use of aliases or other names;
 - b. prevent from giving comments if unsolicited to avoid misinterpretation;
 - c. avoid from discussion that may cause harm to the other person or a group, i.e. discussions that are too offensive, annoying, and discriminatory;
 - d. prevent from calling persons with brands, codes, aliases, and other names that may harm or irate them.
3. Facebook is a popular site, thus one needs to practice self- control in subscribing to the many applications it has to offer. More so, the academe may apply the suggested activities in the classroom to further supervise users of facebook.
4. A brochure on ethos in the use of facebook may be integrated in language classes. An attached sample is provided (please see attachment).

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APPENDIX A

Focus Group Discussion



Plate 1. Initial meet up with FGD (focus group discussion)



Plate 2. Brainstorming for responses based on the guide



Plate 3. Focus group discussion (FGD) start of orientation



Plate 4. Clarification and Elaboration of ideas were observed



Plate 5. Arising questions and analysis were made



Plate 6. Sharing of views, comments, and opinions were facilitated



Plate 7. Finalization of ideas were generated and documented

APPENDIX B

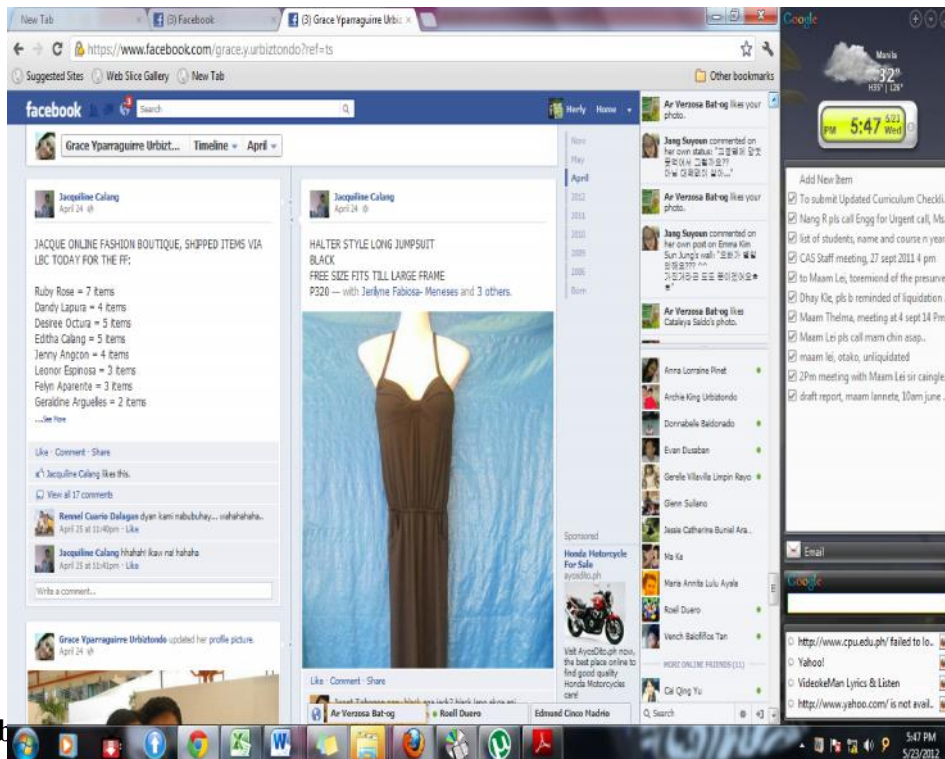
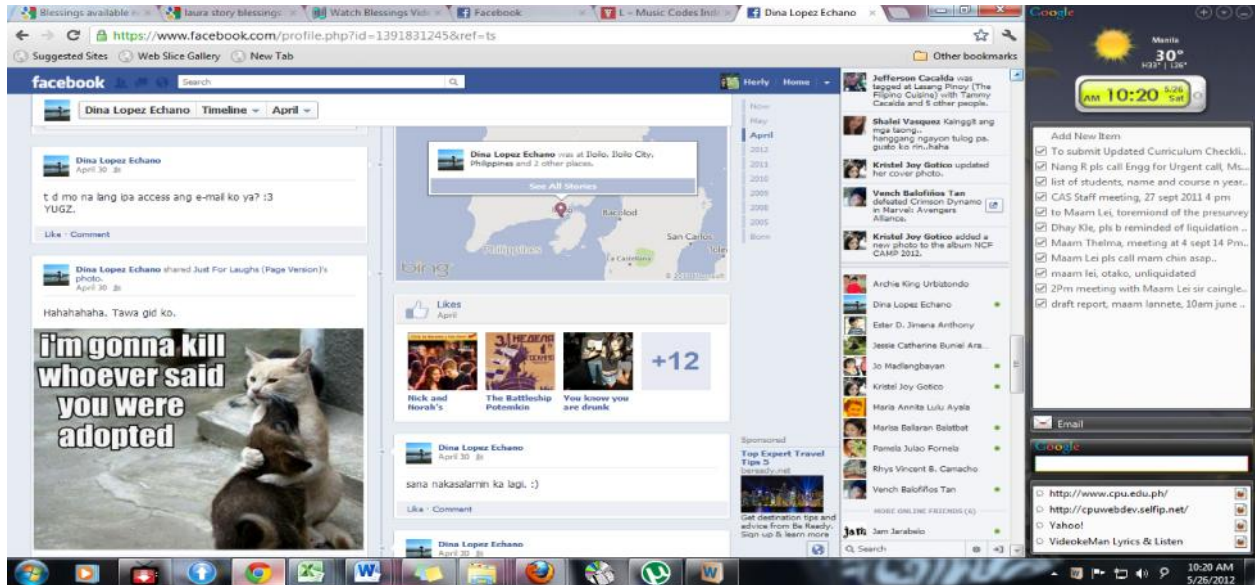
Sample of Messages Posted in Facebook by Category of Purposes

| Purpose based on Categories | Descriptions |
|---|--|
| Family and Relatives | Hain naman kaw, kamusta na? Definitely need a family vacation |
| Relationship | Spend life with who makes you happy, not who you have to impress I will always have this piece of my heart that smiles whenever I think of you Absence makes the heart go fonder..ika nga.. ...until Giving up became the last option, saying good bye is the last thing to do Their's is love, Our's is dreams True love (A Doctor's Note) must read and share Tulog na mahal ko.. There's a limit in what a man can do I like you but not in the same way as you do |
| Food | Late dinner... We'll be preparing dinner Yummy mukaon ug ice cream kuman kay hot ang panahon Stepes of Rome...til next time |
| Adventure and Leisure (travel, sports, hobbies) | Foot is simple, why you make it so complicated? Barcelona vs Real Madrid |
| Quotable Quotes and Expression | Life is like a camera, focus on the subject on what's important. You will capture it perfectly. Don't do it for approval, do it for yourself Look deep, deep, deep into the nature and you will understand everything-Albert Einstein |
| Poll Questions/Surveys | What do people think of you at first sight? Find out what color are you according to your birthday and what does it says about you What is your demon name? |
| Socio-Political and Economic Education | Asked why the American Justice system so simple to manipulate? Asked why my salivary glands inflamed? Help guide helps you to help yourself better your mental and emotional health Former Miss Venezuela dies of cancer at 28 The president and the media (link: wordpress.com) Watermelon....must read and share Quit Smoking...(with Link) More random drug testing for cops in WV Pulis Kalikasan get trained on Environmental Laws |
| Religious Quotes and Inspirational Messages | No matter how dark it becomes, the sun will shine again I love Jesus Good or bad circumstance, God is in it. Jesus is my hero because He saved me! You drown not by falling into a river, but by staying submerged in it- Paulo Coelho |

| | |
|--|--|
| | <p>People rarely succeed unless they have fun in what they are doing- Dale Carnegie Charm is deceptive and beauty is fleeting, but the woman who fears the Lord is to be praised!</p> |
| <p>Announcements (whereabouts, in company of and with)</p> | <p>It's getting hot here in my island... With someone in Seattle's Best Coffee, Cebu City At Jollibee with friends</p> <p>Sleepy (- _ -)... class not yet over Sana walang klase, gutom nako. Thank you Lord ...is humming... Bantay mode@glimpse cafe I have my driver's license na, yahoo! Wrath of the Titans, I'm dying to watch you Jessica Sanchez, you got my vote! @Crossiron Mall Thanks God, it's Friday! I want a massage Waiting for my Deutsch class...kaurat maghintay, antok ako. Sasali ba ako sa X-Factor bukas? Can't wait American Idol I'm so sick...love kelan ka pa dadating... First day of journalism workshop...yehey...! I'm so blessed to have friends like you!!! Congratulations CPU Batch 2012 I can cook, you may not like the taste though I'm planning to have my hair dyed Watching "Save the last dance for me"</p> |
| <p>Advertisements</p> | <p>6,499 instead of 13, 500 per person to Hongkong with tour and hotel accommodation Ministry: We're not in it for the income, we're in it for the outcome. Student and Teachers of Mind quest Tuition School Halter style long jumpsuit black @ 320 Body touch L-XL 2pcs available @ 60 Skim boarding more fun in Iloilo Nikon D3100/125\$</p> |
| <p>Foul and Cuss Language/Expressions</p> | <p>Smart bro connection sucks! I always get disconnected. I'm pissed! :-/</p> |
| <p>Others (Jokes, Funny moments, games)</p> | <p>I'm gonna kill whoever said you were adopted Boy: kamusta na ang babaeng mahal na mahal ko, kahit di ko girlfriend? Girl: Eto mahal na mahal ka rin kahit di ka boyfriend. Just like the others, they are born with a silver spoon in their mouth Pero ako I was born with a dictionary in my mouth...that's why they name the Merriam Webster to me... Sen-Meriam</p> |

APPENDIX C

Sample of Retrieved Messages from Facebook



I. Rub

Direction: Check for the intended/ standard purpose of the said application. This serves as the basis for ethos. It is possible that in the use of the given application, it falls short of the given standard.

| Features | 4 | 3 | 2 | 1 |
|-----------------|---|--|---|--|
| Message | This application is <u>used to a great extent</u> with proper observance of formal communication, showing respect to the other person's individuality, with high regard on his/ her rights to truthful communication, privacy and feelings. | This application is <u>used to a moderate extent</u> with proper observance of formal communication, showing respect to the other person's individuality, with moderate regard on his/ her rights to truthful communication, privacy and feelings. | This application is used to some extent with proper observance of formal communication, showing respect to the other person's individuality, with some regard on his/ her rights to truthful communication, privacy and feelings. | This application is <u>used to a less extent</u> with proper observance of formal communication, showing respect to the other person's individuality, with less regard on his/ her rights to truthful communication, privacy and feelings. |