Code Switching in Facebook Posts of *Hiligaynon* Users

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Abstract:

This study investigated the frequency and functions of code-switching in Facebook posts, analyzing how bilingual users integrate multiple languages in their online communication. Utilizing a descriptive research design, the study involved 40 Facebook users, evenly split between students and professionals, who regularly update their status. The content analysis method was employed to examine status updates from February to March 2020, focusing on posts in English, Hiligaynon, Cebuano, and Tagalog, either alone or in combination. The analysis revealed that code-switching occurred frequently and served various functions such as quoting, specifying addressees, indicating emotions, emphasizing points, and ensuring efficient communication. The study identified 13 linguistic features in participants' posts, with code-switching being the third most common feature. Functions of code-switching, as categorized by constructs from Halim and Maros (2014) and Zentella (1997), included quotation, addressee specification, emphasis, and checking for understanding. Bilingual users employed code-switching strategically to convey cultural nuances, emotions, and stylistic effects, highlighting its role in achieving specific communicative goals. These findings underscore the importance of understanding code-switching in language teaching and learning, as it reflects the dynamic nature of bilingual communication and its integral role in social interactions on platforms like Facebook.

Keywords: *Code Switching, Bilinguals, Facebook Posts, Online Communication, Hiligaynon Language*

Introduction:

Background of the Study

Code-switching, the "alternating use of two or more languages or dialects within a single conversation or discourse" (Grosjean, 1982, p. 85) is a pervasive linguistic phenomenon that reflects complex sociocultural and communicative practices. This phenomenon, which may occur within or between sentences, manifests itself in diverse ways to achieve different goals. It may also signify social aspects such as identity or solidarity among people who share values (Shartiely, 2016).

The Philippines, made up of 7, 107 islands, has eight major dialects, namely:
Bicolano, *Cebuano*, *Hiligaynon* (Ilonggo), *Ilocano, Kapampangan*, *Pangasinense*, *Tagalog*, and *Waray* (Narvas, 2017). With its many languages, code-switching, and code-mixing frequently occur in daily conversations. Studies on Code-Switching and Code-Mixing have been carried out in the past, and most of them are related to verbal communication.

The emergence of the Internet, where people started to communicate online, showed that code mixing and switching could occur in face-to-face and written communications. Das and Gämback (2019) note that code-mixing is much more prominent on social media than in more formal texts. Since many languages are spoken in the Philippines, it is expected that some of the linguistic features in *Facebook* status updates involve intra-sentential and inter-sentential code-switching. According to Nilep (2016) in Wu (2018), in a multilingual circumstance, individuals may choose a particular language or dialect to communicate with others, which will depend on the communication context, which is termed 'code.'

The *Facebook* prompt "What's on Your Mind?" encourages users to share their thoughts with their social network, allowing them to construct their identities, connect with specific audiences, exchange information, and engage in discussions. Users carefully consider how to appeal to their network before updating their status, particularly if they seek more likes and meaningful conversations.

The popularity of *Facebook* has made it a subject of research across various disciplines, as it has become a cultural and social phenomenon. Through status updates, users express their opinions, convey attitudes, shape their identities, interact with others, and strategically appeal to their *Facebook* networks.

In the digital age, social media platforms like *Facebook* have become spaces where code-switching is not only prevalent but also serves various functions. In recent years, the advent of social media platforms has provided researchers with a new and rich source of data to explore language use in online environments. Among these platforms, *Facebook*, as one of the most popular social networking sites, offers a unique space for users to communicate, share information, and express themselves through written texts.

Understanding how code-switching manifests in *Facebook* posts is valuable for several reasons. First, it provides insights into the language practices of individuals in online environments, reflecting their linguistic repertoire and communicative strategies. Second, it sheds light on the role of social and contextual factors in shaping language use, such as the influence of peer groups, cultural norms, and personal identity. Third, it contributes to the broader field of sociolinguistics by expanding one's understanding of language variation and change in digital communication.

While previous studies have examined code-switching in various contexts, including face-to-face interactions (Cabrillos, 2011; Sophocleous, 2011; Shartiely, 2016) and traditional media (Barnali, 2017; Foster & Welsh, 2021; Banatao & Temporal, 2018), there is a growing interest in exploring its occurrence in online discourse. This study seeks to contribute to this emerging field by investigating the patterns and functions of code-switching in the *Facebook* posts of *Hiligaynon* users. Understanding these functions is crucial for unraveling the nuanced ways in which language is used in digital communication, particularly within the context of Filipino social media users, and contributes to the broader discourse on sociolinguistics in the digital era.

This area is of particular interest to the researcher due to the rapid growth of social media use in the Philippines, where *Facebook* remains a dominant platform. Additionally, the Filipino language landscape, characterized by the coexistence of Filipino and English alongside regional languages, presents a unique environment for studying code-switching patterns and functions. By exploring these phenomena, this research aims to contribute to a deeper understanding of language use in digital contexts and its implications for Filipino sociolinguistics.

Objectives of the Study

This study examined the functions of code-switching in *Facebook* posts and its implications for language use and communication patterns in online discourse. Specifically, it aims to answer the following questions:
What is the frequency of code-switching in *Facebook* posts? What are the functions of code-switching in *Facebook* posts?

Literature Review

Code-switching, the practice of alternating between two or more language varieties within a single conversation, is a widespread phenomenon among multilingual speakers. It occurs in diverse ways and serves various purposes, including social identity and instructional functions. This literature review examines several studies that explore code-switching in different contexts, shedding light on its prevalence, types, and underlying reasons.

Shartiely (2016) conducted a study at the University of Dar es Salaam, Tanzania, focusing on code-switching in lectures. The study, which included eight recorded lectures and interviews with lecturers, aimed to identify and analyze the types of code-switching used. The findings indicated that lecturers employed code-switching, both inter- and intra-sententially, to engage with students, translate concepts, manage behavior, and provide advice or encouragement. This study contributes to our understanding of how lecturers navigate multilingualism in higher education settings.

Another study by Sihombing and Meisuri (2015) explored code-switching on Twitter, focusing on contextual and grammatical types. The research, utilizing a descriptive qualitative design, analyzed tweets and questionnaires to identify reasons for code-switching. The dominant grammatical type was found to be inter-sentential code-switching, while metaphorical code-switching was the most common contextual type. The study identified eight reasons for code-switching on Twitter, with a lack of equivalent lexicon being a primary factor.

Ting and Yeo (2019) examined code-switching in *Facebook* wallposts among multilingual users in Malaysia. Using Gumperz's model of conversational code-switching, the study analyzed 24 students' wallposts to understand language preferences and functions of code-switching. The findings showed that English was often used as the base or switched language, indicating its importance in Facebook interactions. Code-switching was primarily used for personalization and interjections, contributing to rapport building.

Al-Qaysi (2017) explored the attitudes of educators and students towards code-switching in social media within the higher educational context in Oman. The study, conducted through surveys and interviews, found that a high percentage of students and educators engage in code-switching on social networks, with *WhatsApp* being the most used platform. Students showed positive attitudes towards code-switching in social media, suggesting its acceptability and potential benefits in educational settings.

Halim and Maros' (2014) study on the functions of code-switching in *Facebook* interactions among five adult Malay-English bilinguals, who are English educators teaching in tertiary institutions in Malaysia, demonstrates that Facebook users employ code-switching as a tool to enhance their interaction on the platform, using it as a strategy to effectively communicate and negotiate meanings in their electronic discourse. The manipulation of both English and Malay by these users helps them achieve their communicative and stylistic objectives. When users switch languages for any of the functions, they demonstrate their competence in both English and Malay. This aligns with Gumperz's (1972) assertion that code-switching requires speakers to be fully competent in the two languages. Therefore, code-switching should be viewed as a natural phenomenon that occurs not only in bilinguals' speech but also in their electronic discourse. It serves as a functional sociolinguistic or communicative tool that enriches both spoken and written communication in multiracial communities, rather than being seen as a degradation of pure languages. The findings revealed that these bilinguals employed code-switching for various functions, including *switching for quotation, switching for addressee specification, switching for reiteration, Switching for message qualification, switching for clarification, switching for emphasis, switching for checking, switching for indicating emotions, switching for availability, switching for principle of economy,* and *free switching.*

A 2020 study conducted by Lopez-Banuag, utilizing qualitative research methods and purposive sampling with ten participants, revealed several reasons why individuals code-switch in *Facebook* posts. These include discussing specific topics, emphasizing messages, expressing group identity, clarifying speech content, meeting lexical needs, excluding others, indicating emotions, and following linguistic trends. These findings suggest that *Facebook* plays a significant role in shaping the language use of Internet users in their online communication, highlighting the prevalence of code-switching as an online linguistic phenomenon.

Caparas and Gustilo (2017), meanwhile, analyzed 200 status updates and 100 wall posts from 50 Facebook accounts of students and professionals from a leading state university in Mindanao who speak English, Filipino, and various regional languages like Chavacano, Cebuano, and Tausug. Using eclectic approaches for inter-sentential and intra-sentential code-switching, results show that Taglish is the preferred code, suggesting its role as an equalizer and unifier in online communication. The primary motive for CS is a real lexical need, with additional reasons including expressing ideas spontaneously, retaining native terminology, expressing disappointment, and promoting relationships.

These studies collectively demonstrate the varied contexts and purposes of code-switching, highlighting its role in communication, identity construction, and social interaction. They provide valuable insights into the complexities of language use in multilingual settings, emphasizing the need for further research to deepen our understanding of this linguistic phenomenon.

Theoretical Framework

This paper utilized the theoretical frameworks of Gumperz (1982), Zentella (1997), and San (2009) to underpin the study on code-switching.

Gumperz's framework, as outlined in his 1982 work, which provides a comprehensive understanding of code-switching as a conversational strategy to convey social meanings. This framework is particularly apt for this study as it elucidates how code-switching is used to express various social meanings, such as quotation, addressee specification, interjection, reiteration, message qualification, and personalization versus objectivization. By employing Gumperz's framework, this study will be able to analyze the nuances of code-switching in the context of *Facebook* posts among Hiligaynon users, providing insights into the social dynamics at play in language use.

In addition to Gumperz's framework, Zentella's (1997) conversational functions of code-switching, namely clarification, emphasis, and checking, will also guide this study. Zentella highlights how bilingual speakers use code-switching to clarify and elaborate their messages, emphasize important details, and seek the listener's opinion or approval. These functions complement Gumperz's framework, providing further insights into the social functions of code-switching.

San's (2009) notions of code-switching for availability, principle of economy, and indicating emotions will also be incorporated into this study. San's framework explains how bilingual speakers switch between languages to make up for the lack of suitable translations, select fewer complex forms of language for efficiency, and express emotions effectively. These notions are particularly relevant in the context of electronic discourse, such as social media, where language use is influenced by factors like availability, efficiency, and emotional expression.

Research Method

A descriptive research design was employed in this study. Descriptive research design involves describing individuals, events, or conditions by studying them as they are in nature (Sandra L. Siedlecki, 2020). It aims to address critical questions regarding how participants' status updates are characterized in terms of specific linguistic features, particularly, code-switching.

This research used Content Analysis in analyzing and describing quantitative and qualitative data in terms of linguistic features.

Participants of the Study

A total of 40 *Facebook* users were included in this study. These are the researcher's *Facebook* friends who consistently post online and whose posts gain five likes or more and generate at least three or more comments from their *Facebook* friends. Twenty males and twenty females were chosen for this investigation, consisting of ten female students, ten female professionals, ten male students, and ten male professionals. Furthermore, participants were categorized according to the following: Students, whose age range is 17-21; and, Professionals, who are College Graduates whose age range is 22–50 —all *Facebook* friends of the researcher.

The selected data for this study were the participants' posts from February—March 2020. Data were collected a month later. The participants were chosen based on the following considerations: the frequency of posting on *Facebook* and the number of their Facebook friends, which should at least be 200, to ensure that the account is active; the length of existence of their *Facebook* account, which should at least be five years old or more; their consistency of updating their status, which should be at least every day, every other day, or every week; and the FB profile name which should bear the participant's actual name to ensure the authenticity of the information they disclose in their profile. During data collection, however, some participants changed their profile names. The researcher did not have control of this.

The frequency of posts means that the participants update their status in the form of text, which may or may not include attachments such as photographs, memes, or videos, or shared a video link, a news link, a meme, or a shared post from another user, at least twice or more per day or each week. However, during data collection, which took place for a month, there were *Facebook* users (who were pre-selected) who only posted a total of 10 status updates for one month. The researcher did not have control of this. Moreover, only *Facebook* status updates in the form of texts; or texts with attached photographs, memes, videos, shared video links, a news link, meme, photograph, or another post, were the ones that were subjected to analysis.

Posts made on "My Day" were not included in the analysis since the researcher had no access to the participants' friends' comments on them.

Data

The data for this study were the status updates on the "walls" of participants wherein friends can leave messages or write comments on these posts. These were the different posts from February 2020 to March 2020. Data were collected a month later.

Participants' *Facebook* posts were recorded and saved for a month using *Facebook*'s status compiler app for future analysis.

These posts were either in English, *Hiligaynon*, *Cebuano*, *Tagalog*, or a combination of any of these codes; or texts that attached links, photographs, memes, music, and videos, or posts from other *Facebook* users that were shared by the participants on their walls.

Due to the varying number of status updates among participants, only 20 were selected for analysis from those with more than 20 posts. Meanwhile, all the status updates from participants with fewer than 20 posts were included in the study.

Data Gathering Procedure

Forty participants were first chosen based on their frequency of posting on *Facebook* and the number of their *Facebook* friends. Twenty males and twenty females were chosen in this investigation: 10 female students, ten female professionals, and ten male and ten male professionals. Furthermore, participants were categorized according to the following: Students, whose age range is 17-21; and, Professionals, who are College Graduates, whose age range is 22–50 —all *Facebook* friends of the researcher.

The researchers also ensured that the account has existed for five years or more, with the account holder constantly updating his or her status every day, every other day, or every week.

For a month, from February 2020—March 2020, the researchers monitored each participant's FB wall to check each post. The researchers then documented the post's date and comments on each post. The posts were saved for future analysis using Facebook's status compiler app. The participants' profiles, including their names, ages, sex, and occupation, were also noted. Only those users who use their real name or identity in their FB accounts were considered by the researcher to ensure the authenticity of the information they disclose in their profile.

Following one month of monitoring participants' status updates, informed consent was subsequently obtained to uphold the ethical standards of data collection. The participants were only informed after this to preserve the authenticity of the data. Once consent was obtained, the researcher promptly explained the data collection and analysis procedures. Additionally, the researcher reassured the participants that their true identities would be kept confidential.

Since the number of posts for a month varied for each participant, 20 posts were subjected to analysis from participants whose status updates were more than 20, whereas those whose status updates were less than 20 were taken as is. After the participants gave their consent to use their respective FB statuses in data collection, their posts were scrutinized using Content Analysis to analyze for code-switching.

Powers and Knapp (2006), as cited in Vaismoradi, Turunen, and Bondas (2013), describe content analysis as a method to identify specific words, themes, or concepts in qualitative data like text. Krippendorff (2019) adds that it allows researchers to make replicable and valid inferences from texts to their contexts of use, helping quantify and analyze the presence, meanings, and relationships of certain words, themes, or concepts. Therefore, Content analysis is suitable for this study of analyzing the occurrence and functions of code switching in Facebook posts because it allows one to systematically identify and analyze specific words, themes, or concepts within the qualitative data of these posts. By applying content analysis techniques, one can quantify and analyze the presence, meanings, and relationships of code-switched elements, providing a structured approach to understanding how and why code switching occurs in online communication. This method enables one to make replicable and valid inferences about the functions of code switching in Facebook posts, contributing to a comprehensive analysis of this research.

Coding sheets were later prepared for each research question. After which, the data were tabulated to determine the frequency of responses for areas/categories where needed.

Data Analysis Procedure

As for the steps the researchers took to analyze data, the researchers first identified each research question and chose samples for analysis. As mentioned earlier in this Paper, 20 status updates were subjected to analysis. The data were coded into manageable content categories to focus on specific words and patterns that inform each research question.

The researchers then decided on the level of analysis. For this study, words; sentences; conversational turns in each thread; and theme categories of each post were analyzed.

Next, the researchers examined each status update based the utilization of code-switching. Coding for the frequency of concepts appearing in the text later followed. The researchers then decided on how to distinguish among concepts. For this research, data were precisely coded as they appeared on posts. At the same time, words that imply the concept and those that are explicitly stated were likewise coded.

The researchers then prepared coding sheets for each participant.

Lastly, developing the rules for translating the text codes was done to keep the coding process organized and consistent.

Analysis of Code Switching

Status updates in the form of text were analyzed to discover the frequency of occurrence of code-switching and the functions of each. Halim and Maros' (2014) construct on the functions of code-switching in *Facebook* interactions was used.

Coding the Data

In the analysis of the Facebook posts of the participants, the researcher developed a comprehensive coding scheme covering all the essential items found in the participants' Facebook posts. The contents of the 20 Facebook posts of each participant were numerically recorded. The frequency of means was calculated for FB Status updates in text form or text forms that included attached videos, photographs, memes, video links, news links, and shared FB status updates which were to identify the frequency of occurrence of code-switching. Content Analysis was

utilized. Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data, such as a text (Powers and Knapp, 2006, as cited in Vaismoradi, Turunen, and Bondas, 2013).

Validity and Reliability

In this investigation, ensuring validity was crucial to collecting appropriate data sets and applying precise coding procedures for analyzing the data in line with the research questions raised. The data collected, and the prepared coding sheets were presented to at least three authorities in the field of Linguistics for face and content validity. Corrections to the coding sheets were made and applied where necessary.

Statistical Treatment

To determine the frequency of occurrence of code-switching in *Facebook* posts, frequency count and percentage were used.

Ethical Considerations

The researchers prioritized transparency by informing the participants about the upcoming study as an ethical consideration. However, to maintain the integrity and authenticity of the study's results, the researcher recorded the posts from February to March 2020 before informing the participants. The study implemented the following measures to ensure ethical practices:

1) Participants were provided with detailed information about the study, and their consent was obtained before data analysis. The consent process occurred after the data collection phase to minimize any potential influence on the validity and authenticity of the data.

2) Participant identity and privacy were protected throughout the study. Participants' names and Facebook friends who wrote comments on each post were covered to maintain confidentiality. Moreover, Facebook friends who were tagged in the post were likewise changed by the researcher to *tagged friends. Additionally, pictures were blurred to safeguard privacy further. Participant names were not included in the coding sheet; instead, they were referred to using coded labels such as FP (Female Professional), MP (Male Professional), FS (Female Student), and MS (Male Student). Each participant was assigned a corresponding number for identification purposes.

3) The study adhered to the American Psychological Association referencing style to acknowledge the works of other authors appropriately to ensure proper recognition of external sources and promote academic integrity.

4) The study maintained high objectivity throughout discussions and analyses. Objectivity was prioritized to minimize bias and ensure the impartiality of the study's findings. The dataset utilized in the study consisted of Facebook status updates from 40 participants, which were compiled using Facebook's Saved Items feature. It is important to note that these saved posts were only visible to the researcher, further ensuring participant privacy.

Results and Discussion

Table 1
Common Linguistic Features in Participants' Facebook Posts

Linguistic Features	Frequency	Percentage	Rank
Capitalization	580	17%	1
Punctuation	494	14%	2
Code Switching/Code Mixing	416	12%	3
Emoticon/Emojis	377	11%	4
No Punctuation	351	10%	5
Discourse Particle	286	8%	6
No Capitalization	216	6%	7
Hashtag	209	6%	8
Abbreviation	202	6%	9
Acronym	136	4%	10
Coinage	121	4%	11
Spelling	34	1%	12
Taboo	27	1%	13

TOTAL	3449	100%

Table 1 shows the results of the linguistic features in participants' status updates, with 13 linguistic features found in participants' *Facebook* posts, which consist of capitalization, punctuation, code-switching/code-mixing, emoticons/emojis, no punctuation, discourse particle, no capitalization, hashtag, abbreviation, acronym, coinage, spelling, and taboo. This research will focus on Code Switching/Mixing.

One of those noted in the users' *Facebook* posts is Code Mixing and Code Switching, a common occurrence, especially among Bilingual users.

In their investigation of the functions of Code-Switching in interactions, Halim and Maros (2014) used Gumperz's (1982) six functions of code-switching, namely, quotation marking; addressee specification; reiteration; message qualification; interjection; message qualification; and personalization versus objectivization, and Zentella's (1997) conversational functions of code-switching namely clarification; emphasis; and checking. Some of these functions appear in extracts FP-1, MP-4, MP-10, FS-3, and MS-4.

Extract FP-1 code switches with the following functions: switching for availability and switching to indicate emotions.

Switching for Availability

Translating specific Filipino terms like " ***Tinolang Manok*** (chicken stew)***, Monggo*** (mung bean),***Tortang Talong*** (Eggplant Omelette), ***Dai*** *(*short for *inday,* a term used to address women in the Philippines) into English can be more complex than simply rendering them in the original language. These terms carry cultural nuances and may not have direct equivalents in English. Additionally, bilingual individuals often switch codes or languages to convey emotions and create stylistic effects.

This finding highlights the complexity of translating culturally specific terms, which may not have direct equivalents in the target language. It suggests that code-switching is often used as a strategy to overcome the limitations of translation and convey the full meaning and cultural nuances of the original terms.

Switching to Indicate Emotions

Since words and expressions from different languages express one's thoughts and feelings better, bilinguals switch codes to convey their emotions toward their addressee (Halim & Maros, 2014). *Super **busog** (full)* indicates how the participant switches from English to Hiligaynon to express her appreciation of the food she ordered, which of course, may not express the same degree of appreciation and emotion when written in English. "***Buntit***" is a slang term for "*buntis*," which means "pregnant."

Extract FP-1 reads:

My order from Sweethabanacatering *Filipino Dishes: Tinolang Manok, Monggo with Squash and Tortang Talong. Clean (sometimes i am skeptical when ordering from others blame it on OCDness) and delish! Plus i can request organic chicken only, no pork etc. For orders, pm* **tagged friend*. *Thanks Dai. Super busog ang buntit. Ari ate a lot as well.*

The finding suggests that bilinguals switch between languages to convey emotions more effectively. In this case, the participant switches from English to *Hiligaynon* to express her appreciation of the food she ordered, indicating that the Hiligaynon words "Super busog" convey a stronger sense of fullness or satisfaction compared to the English equivalent. Additionally, the use of the slang term "buntit" in place of "buntis" for "pregnant" may indicate a more casual or familiar tone, enhancing the emotional connection or expression in the message.

Switching for Quotation

Extract FS-3 is an example of switching for a quotation. The participant switches from English to *Hiligaynon* to narrate a conversation between the participant and her husband. Switching between the two codes enables the participant to retain the message's authenticity.

Extract FS-3 reads:

While my husband and I were watching a horror movie earlier....

Me: Hambalan na gid to sya nga indi na pag e open nga pertahan po! Wala gid namati. Basi ara na da ang gapamatay!

(*Despite being cautioned against it, she disregarded the advice and opened the door, showing a lack of attentiveness. There is a possibility that the killer could be nearby*!)

Him: Daw pareho lang man na bala subong haw. Ginahambalan na ang mga tawo nga indi mag ginuwa para indi sila mabiktima sang virus, damo man ang wala gyapon gapamati.

(*It is similar to the current situation where individuals are advised to stay indoors to avoid contracting the virus. Nevertheless, there is a reluctance among people to adhere to this advice.*)

Me: (Nan, paghipos da, Hazel)
(*There, be quiet, Hazel*)

This finding implies that bilinguals switch between languages when quoting conversations to maintain authenticity. In this extract, the participant switches from English to Hiligaynon to narrate a conversation between herself and her husband. This switching allows the participant to convey the conversation in the original language spoken, which may better capture the nuances, emotions, and authenticity of the interaction.

Switching for Addressee Specification
Since *Facebook* enables users to tag friends in their status updates, messages can be directly addressed to specific friends, as found in extract MP-4, wherein code-switching was used for addressee specification. In extract MP-4, the participant switched from English to *Tagalog* to direct the message to the person he tagged in his post about the game they played earlier during the day and committing to joining them in another sports event in the future. Extract MP-4 reads:

After so many years, it's a great feeling to hold this racket again for this Spring break😊 Thanks to the brilliant idea of our Filipino parish priest, Father Jojo, in bringing this sport here in Douglas.
*(Grabe ang pawis namin for playing for 2 hours dba Kuya *tagged friend? Sa susunod pati basketball niyo, sasalihan ko na rin ha kahit di ako marunong para di lang swimming at sayaw alternative ko.🤭)*

*(We exerted significant effort during our two-hour play session, didn't we, Brother *tagged friend? In the future, I will gladly participate in your basketball tournament, even if I need to gain knowledge. This way, I can engage in activities other than swimming and dancing to break a sweat.)*

This suggests that bilinguals switch languages to specify the addressee of their message. In this excerpt, the participant switches from English to Tagalog to address the person they tagged in their post about a sports event. This switching helps indicate to the tagged friend that the message is directed specifically to them, adding a personal touch to the communication.

Switching for Principle of Economy
In extract MS-4A, the participant switches back and forth from *Hiligaynon* to English as he asks his *Facebook* audience about the bus schedule from Sagay in the province of Negros Occidental to Cebu. Gumperz (1982) asserts that bilinguals use the shortest and easiest words to ease communication, which the participant does in this status update. Moreover, San (2009), as cited in Halim and Maros (2014), claims that bilinguals opt to use the least effort in language production, thus, choosing to select the less intricate form of the two languages as opposed to the ones that are more cumbrous using the *Hiligaynon* translation of **from** and **to** would be a lot longer compared from just using the English version. Here, extract MS4 code switches for the principle of economy.

The implication of this finding is that bilinguals switch between languages to adhere to the principle of economy, using the shortest and easiest words to ease communication. In this extract, the participant switches between Hiligaynon and English to ask about the bus schedule, opting for the less intricate form of the two languages to make communication more straightforward and efficient. By using the shortest and easiest words from both languages, the participant aims to facilitate communication and minimize effort in language production, aligning with Gumperz's notion and San's claim regarding bilingual language usage.

Extract MS-4A reads:
Sin o may idea sched sang Ceres nagabyahe from Sagay to Cebu?
(Does anyone know about the Ceres bus schedule for travel from Sagay to Cebu?)

Switching for Emphasis
In extract MS-4B, the participant switches from English to *Hiligaynon* to emphasize his point. *Gid* is a *Hiligaynon* term that is usually used for emphasis, which could mean "very much" in English; but may assume different meanings depending on how it is used in context. In this post, **nagid** means "definitely" or "absolutely." The participant opted to use the *Hiligaynon* translation to emphasize his statement. Extract MS-4B reads:

After Lockdown, beach body nagid ni ya!!!
(Once the lockdown is over, I am determined to achieve that desired beach body without a doubt!)

This implies that bilinguals switch languages to add emphasis to their statements. In this excerpt, the participant switches from English to Hiligaynon to emphasize their determination to achieve a beach body after the lockdown. The use of the Hiligaynon term "*nagid*" adds a stronger sense of certainty and determination to the statement, showcasing the flexibility and expressive range of code-switching for emphasis.

Switching for Checking
In extract MP-10, the post shifts from English to *Hiligaynon* towards the end of the sentence. *Bilib ka 'no* is a Hiligaynon expression that means, "Can you believe it?" which, in this post, indicates a tone of exasperation. This shift in code was for the participant to ask his *Facebook* friends for their opinion or their stand on the issue. According to Zentella (1997), switching for checking occurs when the speaker wants the addressee's opinion, approval, or confirmation. This may also invite reactions from his *Facebook* friends who may share the same sentiments.

Extract MP-10 reads:
And that, ladies and gentlemen, is how ur Philippine government paves the way for CHINA to take 100% control and ownership of our public utilities.

Holding the Filipinos *by the neck.* ☺ₚₕ
Bilib ka 'no?
(Can you believe it?)

This finding suggests that bilinguals switch languages to solicit opinions, approval, or confirmation from their audience. In this example, the participant shifts from English to Hiligaynon to express exasperation and ask for their Facebook friends' opinions or stands on the issue. This code-switching for checking, as described by Zentella (1997), invites reactions and engagement from the audience who may share similar sentiments or offer their perspectives on the matter.

Free Switching

In extract FP3, the participant switches from *Tagalog* (the Philippines' national language) to the local dialect, *Hiligaynon*. Halim and Maros (2014) found that not every switch in language made by users performs a specified function, as the switch may create an overall stylistic effect or signify one's competency in using two languages and two cultures (Montes-Alcala, 2007). The switch made in extract FP-3 from Tagalog to Hiligaynon with a laughing emoji was for humorous effect. *Tabi po* is a Tagalog expression, that is respectful in tone, used when one wishes to pass someone. *Malabay* is a *Hiligaynon* term that means "to pass," while *it* could assume different meanings: "artsy or artful," "nitpicky," or "pretentious," which has a negative connotation.

The use of this term in extract FP3, however, was for humorous effect.

Extract FP-3 reads:

Tabi-tabi po. Malabay anay ang inta. 😆😆😆
(*Pardon me. A creative lady intends to go through.*)

This finding implies that free switching between languages can serve a stylistic purpose or demonstrate competence in using multiple languages and cultures. In this example, the participant switches from Tagalog to Hiligaynon for humorous effect. The use of the Hiligaynon term *"malabay"* adds a playful and creative element to the message, showcasing the participant's ability to fluidly switch between languages to create a specific effect or tone.

Since Facebook is an extension of participants' offline selves and their offline relationships, it is apparent that code-switching also occurs in online posts and conversations to achieve certain communicative goals. This is evident in extracts FP-1, FP-3, MP-4, MP-10, FS-3, and MS-4.

Conclusion

Facebook has been integrated into the Filipinos' daily lives, especially in providing them with a venue to share offline and online activities—update their network of the goings-on in their lives, share and comment on content, find like-minded others, build, and maintain relationships, express themselves, and even construct identities of themselves.

The use of code-switching and code-mixing in users' posts highlights its natural occurrence, especially among bilingual users, suggesting that these linguistic phenomena are integral parts of bilingual communication. This emphasizes the importance of recognizing and understanding these practices in language teaching and learning contexts, as they reflect the dynamic nature of language use in multicultural settings.

In addition, the identified functions of code-switching, such as quotation marking, addressee specification, and emphasis, among others, demonstrate the diverse communicative purposes that code-switching serves. This suggests that code-switching is not random but rather strategic, used by speakers to achieve specific communicative goals (Caparas & Gustilo, 2017; as cited in Ting & Yeo, 2019). This insight can inform language teachers in designing language lessons that acknowledge and incorporate these functions, thus enriching students' understanding and use of the language.

The findings suggest that bilingual *Facebook* users employ code-switching for a variety of purposes. One such purpose is to convey emotions more effectively, as different languages may offer more precise or nuanced expressions. Additionally, code-switching is used to maintain authenticity when quoting conversations, ensuring that the original dialogue's nuances and emotions are accurately captured.

Another function of code-switching is to personalize messages and specify addressees, making the communication more direct and meaningful. Bilinguals also adhere to the principle of economy in communication, using the shortest and easiest words from each language to facilitate understanding and minimize effort.

Moreover, code-switching is employed for emphasis, adding weight to statements, or checking for opinions, approval, or confirmation from the audience, thereby inviting engagement and reactions. Lastly, free switching between languages can create a stylistic effect, injecting humor or creativity into the message and showcasing the user's proficiency in using multiple languages and cultures.

In essence, code-switching in *Facebook* posts serves various communicative functions and highlights the linguistic and cultural dexterity of bilingual individuals.

Recommendations

Considering the findings and conclusions of the study, the following recommendations are proposed.

Based on the comprehensive analysis of *Facebook* usage among Filipinos, this research recommends incorporating the insights gleaned from this study into language teaching methodologies. The research underscores the integral role of Facebook in the daily lives of Filipinos, particularly in facilitating diverse forms of communication and identity construction.

The findings emphasize the natural occurrence of code-switching and code-mixing in bilingual users' posts, indicating its significance in bilingual communication. Recognizing and understanding these linguistic phenomena are crucial in language teaching and learning contexts, as they reflect the dynamic nature of language use in multicultural settings.

Furthermore, the identified functions of code-switching elucidate its strategic nature, serving various communicative purposes such as conveying emotions, maintaining authenticity, personalizing messages, emphasizing statements, and adding stylistic flair. Integrating these insights into language lessons can enrich students' understanding and proficiency in language use, fostering a deeper appreciation for linguistic diversity and cultural competence.

By incorporating these findings into language teaching methodologies, educators can better prepare students to navigate the complexities of bilingual communication in contemporary digital platforms like *Facebook*. This approach not only enhances language acquisition but also promotes intercultural understanding and communication skills essential for thriving in today's interconnected world.

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