

Short Paper
**Semantic Context on Social Media through Language
Development**

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Abstract

This paper focused on the semantic context used by the respondents post on social media through language development. Descriptive-phenomenology research design was employed in this study. The subjects include the third-year students of Bachelor of Secondary Education major in English. This study discovered four language developments namely: Expressive Language Development, Receptive Language Development, Expository Language Development, and Social Language Development. From the above findings, the following conclusions were drawn: The respondents shared different feelings in the use of languages. Respondents shared posts that had something to do with their feelings at a specific time; and Expressive and social are the most common used in semantic context; this means that respondents are posting to express themselves in social media and also to communicate with others using the social media platform. On the other hand, expository is the least in the reason that respondents are not posting for others, but for themselves. Furthermore, the following recommendations are offered: Respondents are encouraged to use complete sentence in expressing themselves in social media; Respondents must be aware of the functions of different words when use in sentence; English teachers are encouraged to provide activities to help the students in improving language development; English teachers are encouraged to use the conceptualized activities in improving language development in semantic context of the learners; and Future researchers are encouraged to conduct related researches in language development.

Keywords – semantic context, content word, language development

INTRODUCTION

Languages are described as words that follow established rules and have based meanings. Finegan and Besnier (1989) defined language as a finite system of elements and principles that allow speakers to construct sentences to perform specific communicative tasks. When linguistic principles are followed, it was also asserted that the pieces of a sentence become merged and produce sense. Semantic qualities pertain to a term but are not expressly specified in the definition. Due to its dual nature, human language has the design and feature of creativity, and the dual nature of the language system is an essential aspect of human language.

Semantics was first used by Michel Bréal, a French philologist, in 1883. Semantics is the study of language and its meaning. Semantics is a term that describes how words can have different meanings for different people based on their experiential and emotional backgrounds (Foote, 2016). In general, semantic context refers to the meaning ascribed to words due to the text's content, form, style, or origin rather than the traditional

linguistic definition of the word. But, in this study, the semantic context used is the content words: noun, main verb, adjective, and adverb. In linguistics, content words are words that have semantic content and contribute to the meaning of the sentence in which they appear.

However, the only way to interact socially in today's generation is no longer face-to-face. Social networking sites are becoming more popular as users continue to use these sites as means of staying connected with others (Delos Reyes et al., 2018). Facebook status is one of the leading interactive aspects of Facebook. It enables users to publish and distribute a limited quantity of content on their profiles, their Facebook newsfeeds, and their friends' walls. Users frequently write status updates about their days or funny jokes, and they can remark and engage with other users through websites, videos, and images (Delos Reyes et al., 2018). Moreover, the instructional tasks or activities should use images to be concerned with building comprehension strategies especially the use of print media and in the use of social media as well and other sources of graphic materials (Carantes & Delos Reyes, 2021).

Social networking websites give users tools for communication, information sharing, and forming new connections. As we adjust to our increasingly computerized world, social contact is impacted in numerous ways as the popularity of social networking websites rises. The way people communicate and interact online has evolved and is still changing. These people increasingly interact socially online, which detracts from more traditional forms of interaction. According to Asur and Huberman (2010) social networking sites have changed how we connect in person, obtain information, and function as well as how our friendships and social groupings function. According to Lusk (2010), social media refers to websites like Facebook, Blogs, Twitter, MySpace, and LinkedIn that are used for conversation and sharing photographs and videos. However, Junco et al. (2010) stated that social media are a group of internet websites, services, and behaviors that encourage involvement, sharing, and community building. It is impossible to overstate the extent to which today's kids use social media. Social networking has grown in popularity among students in the second cycle over time. It is a means to connect with friends outside of school as well as those on campus. Many people use social networking to feel like they are a part of a community. Due to its rising popularity, academics and economics are debating whether or not students' grades are impacted by how much time they spend on these websites (Choney, 2010). These websites have been welcomed by teenagers and young people in particular as a method to interact with their peers, share information, reinvent their personas, and highlight their social life.

Technology has tremendously influenced language through social networking sites, made it simple for individuals to communicate, and rendered human beings heavily dependent on what it offers. Because of its creative potential, the internet will be able to capture linguistic diversity more thoroughly and accurately than ever before, opening up new channels for expression. In addition, students learn more if there is a practice of these modern adaptations of modalities. With the incorporation of different media, the

senses of the learners are used, which makes them learn at a concrete level and learn more when the texts being taught to them are presented in a manner that makes them more physically encouraging and appealing (Delos Reyes, 2020).

This study aims to know the semantic context used by the respondents on their posts on social media, particularly Facebook. Specifically, it answered the following questions: 1. what are the frequent semantic contexts used by the respondents on social media; 2. what language developments in the semantic context are used by the respondents; and 3. what intervention can be proposed in the use of semantic context on social media? The researchers developed teaching strategies which are activities that will help students improve their expressive, receptive, expository, and social language. The study of semantics on social media through language development is intended to broaden people's knowledge of the words they use in today's social media. Their knowledge of this research allows them to understand the meaning of the words they have used on their posts.

LITERATURE REVIEW

Grammar is an essential component of any language. The mastery of a language's grammar will affect language skills. Content schemata deal with the knowledge relative to the content domain of the text, which is the key to the understanding of texts since one language is not only a simple combination of vocabulary sentence structure and grammar but also the bearer of different levels of the language's culture. To some extent, content schemata can make up for the lack of language schemata, and thus help learners understand texts by predicting, choosing information, and removing ambiguities (Carantes & Delos Reyes, 2021).

Learning information does not come from reading more of it but from processing, thinking about, or reflecting on it. It demonstrates that the outcome of teaching and learning vocabulary was not solely focused on the content but also on processing and thinking. It also reflects the significance of vocabulary instruction in students' learning process. Some aspects of vocabulary must be discussed, including word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination, and word grammar noun, main verb, adjective, and adverb.

Children with emotional and behavioral issues are more likely to have language problems. Children who have language problems, on the other hand, are more likely to have emotional and behavioral issues. Language labels emotions, discusses them, shares them with others, and investigates the relationship between actions, intentions, feelings, and consequences for oneself and others. Emotional experiences are every day and are essential, if not critical, in academic settings because emotion influences virtually every aspect of cognition. Emotional influences should be carefully considered in educational courses' design to maximize learner engagement and improve learning and long-term material retention (Shen et al., 2009).

Listening and understanding a language are referred to as receptive skills. Reading and listening are both receptive abilities. "Listening is the first stage of a communicating event is responding act. Listening is a continuous effort to receive sound and make sense of it. It creates opportunities for on-going interaction". Language is received, and meaning is decoded to facilitate message comprehension. Listening and reading stimulate the imagination. Also, it was discovered that young children's play with objects could include talking about things. Combining a typical activity with an object and talking about the activity assists the child in matching the words to the meaning. Language learning is a fundamental developmental process for children. To become effective communicators, children must develop their receptive (ability to understand) and expressive (ability to use) language skills. One of the most important functions of social language learning strategies in teaching a foreign language is encouraging students to communicate with people who speak the target language. Among the functions of social strategies are asking questions in a foreign language, receiving answers, correcting errors, establishing cooperation, and attempting to study the feelings and thoughts of people from the targeted culture. Socialization is a concept of people and society that includes feelings of belonging. In general, socialization involves a person's communication with other people in society and learning about and advocating for the processes in that society.

Language Development aids a child's ability to communicate, express, and comprehend emotions. It also promotes a child's cognitive ability and aids in developing and maintaining relationships. Language development lays the groundwork for children's reading and writing abilities as they enter and progress through school.

METHODOLOGY

This study used descriptive-phenomenology qualitative method in this present research. Nassaji (2015) states that descriptive research aims to draw and classify the phenomenon. Furthermore, phenomenology is the study of human experience and how things manifest themselves to us in and through that experience. Phenomenological studies investigate human experiences through participant descriptions. These are known as lived experiences. Phenomenological research aims to characterize the significance of experiences for each individual. This research method investigates areas where little is known (Donalek, 2004). This study focused on the semantic context used by the respondents. The research method is qualitative. Qualitative research is less structured in its description because it formulates and builds new theories. Qualitative research can also be defined as an effective model in a natural setting and allows the researcher to develop a level of detail by being deeply involved in the actual experiences (Creswell, 2003).

The respondents of the study were the Facebook users of third-year students of Bachelor of Secondary Education major in English of Urdaneta City University during the

Academic Year 2021-2022. The researchers used purposive and convenience sampling techniques. Ritchie et al. (2003) define purposive sampling as a strategy in which members of a sample are chosen to represent a location or type of the criterion. As determined by Dörnyei (2007), convenience sampling is a non-probability or non-random sampling in which members of the target population are chosen for the study if they meet specific practical criteria. The researchers chose BSE major in English since the researchers looked for posts with an English caption which they are the one who is in line with this matter and only those posts or captions in the English language were included. Since most of their posts were only captioned with emojis or emoticons, the researchers gathered 28 posts in pure English captions. The researchers used Participant Observation as the main instrument in this study. Participant observation enables researchers to learn about the activities of the people under study in the natural setting through observing.

After the researchers gathered and analyzed all the posts of the respondents, they found that the respondents' posts were composed of content words. Through the posts of the respondents, the researchers collected the possible semantic context used. The collected semantic contexts were grouped according to what content words they belong to: Noun, Verb, Adjective, and Adverb. The respondents were asked that their Facebook will be utilized for the data to be used in this study, but their names will be confidential as well as their profiles. The researchers gathered the data by taking screenshots of the respondents' posts from January-February 2022. The researchers chose those posts with English captions only. The researchers collected the data by taking screenshots of their posts wherein they categorized the semantic context used by the respondents into content words. The researchers listed and categorized the semantic context used by the respondents. The collected content words were categorized into four namely Noun, Main Verb Adverb, and Adjective. After collecting the content words, the researchers analyzed each word and categorized it into language development namely, expressive, receptive, expository, and social language development. These categories were chosen since these are appropriate to the study and it is all about semantic context and language development.

RESULTS

This section shows the frequent semantic context used by the respondents on their posts on social media particularly in Facebook. The total number of content words that were analyzed was 100. There are four content word categories in this area as seen in Table 1.

Table 1. Frequency

| Content Word | Frequency | Rank |
|--------------|-----------|------|
| Nouns | 50 | 1 |
| Main Verb | 19 | 3 |
| Adjective | 22 | 2 |
| Adverb | 9 | 4 |

Noun ranks number one, a noun is a name of a person, place, animal, things, and events, and the respondents use these because they are always subjected to their thoughts in the shared post, and they caption it for themselves. Respondents are fond of using nouns to avoid wordy captions. Respondent five used the word "account" as a noun to signify the picture she shared. The caption showed that their love story started when the respondent added the account of someone. Respondent one used the term "photos" as a noun to state that there are more photos when you swipe in the post. Respondent twelve used the words "attention," "assurance," "approval," and "peace" as a noun in the post to assert that the first three nouns mentioned are what the respondent once seeks, but for now, *peace* is what the respondent wants.

Second in the rank is the adjective. An adjective describes the traits, qualities, or a number of a noun. Respondents used adjectives to express what feelings they had at a specific time or make descriptions clearer or more enjoyable. Respondent ten used the word "happy" as an adjective to show that there is nothing more important as long as you are happy. Respondent seven used the words "deep" and "hardened" as an adjective in the post to highlight that the wounds are *deep* and the hearts are *hardened*. Respondent 17 used the term "cheaper" as an adjective in the post to state that ice cream is way *cheaper* than therapy.

Third in rank is the verb, which is an action word, but in this study, we only choose the main verb of the statement. This term refers to the main verb in the sentence, typically showing the subject's action or state of being. Main verbs can be used alone or in conjunction with a helping verb, also known as an auxiliary verb. Respondents used the main verb to talk about their actions or what they do, which is a significant part of sentence vocabulary. Respondents seven and fourteen used the word "find" as a main verb to signify their posts. Respondent seven said that you should find your path in the dark, and respondent fourteen said that there is something in the post that the respondent shared that the respondent found comfortable. Respondent twelve used the word "deal" as a main verb on the post to state that her mom's *deal* with the Lord is why she is still alive today. In a sentence, the main verb is the most crucial verb. It usually refers to a subject's action or state. It also connects the matter to its complement, which is referred to as the subject complement. In a sentence, main verbs stand alone or are paired with a helping verb, also known as an auxiliary verb.

The last in rank is an adverb, a word that modifies or describes a verb, an adjective, another adverb, or even a whole sentence. Respondents used adverbs to give additional information about other terms. Respondent fourteen used the word "always" as an adverb to express that someone *always* gives her the happiness and hope that no other one can provide. Respondent nine used the term "never" as an adverb to signify that spending time with your family is not a waste of time. The respondent wanted to say that spending time with family is gold because in this time of pandemic where going out is very risky. Enjoy every moment when you have the time to spend with your family.

There are various kinds of English phrases. A noun phrase is an English phrase found in almost every sentence. This is because a sentence typically consists of a verb phrase and a noun phrase. A noun phrase is a grammatical construction that usually contains a noun as its central constituent. The noun phrase is commonly used as a subject, object, sentence complement, and prepositional phrase complement.

Mastering adverbs in spoken and written communication contributes significantly to achieving a native-like command of the language. Some researchers found that some educators include the mastery and use of adverbs as an integral part of the indicators that measure L1 proficiency in secondary education. Others have used adverbs as one of the variables that profile our L1 sociolinguistic identity. According to Jitpranee's (2017) study, 14,343 words were discovered in 25 popular science articles, but only 1,768 adjectives or 12.32 percent were found.

Humans live in a language-based world. They talk to each other no matter what they do when they get together, whether they play, fight, or do the dishes. Humans use language to communicate and express their thoughts and emotions (Fromkin, et al., 1991). Thus, grammar is essential in sentence construction to avoid errors. On the other hand, content words are essential in sentence construction.

Language Development in the Semantic Context. Four concepts in this study categorized the semantic context under language development: Expressive language development, Receptive language development, Expository language development, and Social language development. From the codes and categories, the four language developments were themed through cool and warm analyses.

Expressive Language Development. Expressive language uses words, sentences, gestures, and writing to convey meaning and messages to others. Labeling objects in the environment, describing actions and events, putting words together in sentences, and correctly using grammar are all examples of expressive language skills. The expressive purpose is used to communicate or express the writer's personal feelings or thoughts. This type of writing is primarily concerned with the writer as an individual. In the semantic context, these are examples of expressive language development from all the content words such as kindness, happiness, respect, comfortable, light, peace, photos, hope, cool, and life. "Kindness" is expressive because you express empathy to others and yourself. "Happiness" is also expressive because it shows emotion. "Respect" is expressive since you are expressing your politeness to someone. "Comfortable" is expressive because you describe what you feel to someone or something. "Light" is also expressive since it shows hope. "Peace" is expressive because it is based on your emotions and your well-being. You tend to let things go that are not healthy for you. You lessen your expectations and protect your peace by not minding other people's business and their words that aren't healthy for you. "Photo" is expressive because you can express yourself and your mood or feeling by using images. Photo implies feelings and tends to create an emotion not just

for you but also for others. "Hope" is expressive because it represents a positive feeling and can elevate your mood and other people's mood. You picture something that you want to achieve when you are feeling down. "Life" is expressive because it expresses a person's individualism. A person locates their subconscious by engaging themselves by acknowledging their emotions and being able to vocalize their emotions and feelings to others. "Cool" is expressive because it shows how you react to something unusual, and you like, "Wow, that's cool."

Receptive Language Development. Receptive language is the ability to understand and comprehend spoken language that is heard or read. The ability to accurately learn what others say, write or sign is receptive language. Consider a child's ability to listen and follow directions. In the semantic context, these are the following examples of receptive language development from all the content words such as lift, find, follow, swipe, play, stay, move, and give. "Lift" is receptive because it appears to be taught, especially in a child. When you tell a child "lift your arm," they will do it immediately because you have used a verbal cue that helped them to follow and understand you. "Find" is also receptive, so a child can understand you through spoken language. When you tell a child "find your shoes", they will follow you immediately. "Follow" is receptive because when you talk to a child, give them something to do. They will do it at once. "Swipe" is receptive because a child can do it quickly. When you tell a child "swipe the flies," they tend to do it at once because they already know how to do it. "Play" is receptive, seeing that children do it mainly. Playing is essential because it promotes cognitive, physical, social, and emotional well-being. Children learn about themselves and the world during play. They also gain the confidence they need at school, at work, and relationships. "Stay" is also receptive since it is used for a child to refrain from going somewhere. The adult tends to stop the child by saying, "stay inside and don't go outside because it is raining. You will get sick." After hearing the consequences of being outside while raining, the child who wants to go out will interrupt. "Move" is considered receptive because a child might be able to follow the spoken language. If you tell a child to "move your chair forward," the child might do it flawlessly if the chair is not heavy and oversized. "Give" is receptive because a child may learn to give if you use spoken language with a little gesture. If you tell a child to "give some of your candies (points where the sister is located) to your older sister, " we all know that most children are not stingy, so they will follow you right away.

Expository Language Development. Expository language, also known as instructional discourse, is used to plan and transmit logic-based knowledge and is found at the literate end of Westby's language continuum. Its purpose is to explain or describe something. In the semantic context, these are the following examples of expository language development from all the content words such as timeline, goals, direction, fat, and cool. "Timeline" is expository because it can create various perspectives since a timeline consists of events arranged in chronological order. This helps a person plan for something to understand the human relationship. "Goal" is also expository since it gives a person an idea of what they will be like in the future. If you have goals, you think of something logical that you know you can achieve once you do it. "Direction" is expository

because you explain something when someone asks you where the road to Urdaneta is, and then you will tell them the direction. "Fat" is also expository in the way that you are describing someone. Lastly, "cool" is considered expository since it is something that you can explain to someone or something.

DISCUSSION

This present study rooted around into the semantic context and language development used by the respondents. The results were determined through a smooth yet exciting process. Initially, four content words were determined from the respondents' posts. These are noun, main verb, adjective, and adverb. The researchers read the respondents' posts thoroughly to identify the used content words on the posts. The four content words were ranked depending on how many times the respondents used it in the post. Subsequently, language developments were determined from the content words used by the respondents. These are expressive language development, receptive language development, expository language development, and social language development. From the content words and language development that have been read and analyzed, the researchers developed teaching strategies which is activities that can be used to improve the language of a student.

CONCLUSIONS AND RECOMMENDATIONS

The respondents shared different feelings in the use of languages. Respondents shared posts that had something to do with their feelings at a specific time; and Expressive and social are the most commonly used in semantic context; respondents are posting to express themselves in social media and communicate with others using the social media flat form. On the other hand, expository is the least because respondents are not posting for others but for themselves. As recommendation, English teachers are encouraged to provide activities to help the students improve their language; English teachers are encouraged to use the contextualized activities for language development especially in semantic context of the learners; and Future researchers are encouraged to conduct related researches in language development.

IMPLICATIONS

Based on the result of this research, teaching strategies will be extremely beneficial in helping students develop their language skills. Matters of fact, today's students are immersed in social media. This means they can communicate both physically and virtually. Thus, teaching strategies are designed for students to use and learn.

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DECLARATIONS

Conflict of Interest

All authors declared that they have no conflict of interest.

Informed Consent

All authors declare that this study is covered by the exceptions in the need of informed consent as no personal details are obtained.

Ethics Approval

No ethics approval is necessary for this piece of work as the research does not involve living human participants and does not utilize of any personal data.

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