Linguistic Features of Compound Word Expressions on Facebook: A Discourse Analysis

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ABSTRACT

This study investigates the linguistic classifications and functions of compound word expressions in college students' Facebook posts. The analysis is based on two tables: Table 1.1 presents the classification of compound words, while Table 2.1 examines the linguistic functions of these expressions. The study addresses the limitations of existing classifications, particularly the narrow scope of Katamba's system, which only includes compound nouns, verbs, and adjectives. To expand the classification system, the study suggests incorporating verb-adverb and adverb-adjective compound words. The findings reveal that compound nouns are the most prevalent type, comprising 56.9% of the compound words identified in the Facebook posts. The linguistic functions of compound word expressions are diverse, with "representational" being the most common (23.5%), followed by "personal" (17.6%) and "interactive" (15.7%). However, the study highlights the significance of including verb-adverb and adverb-adjective compounds due to their distinct linguistic features and semantic nuances. This research enhances our understanding of the linguistic structures and functions of compound words in college students' Facebook posts. It emphasizes the importance of effective communication in online contexts and underscores the necessity for students to grasp language functions to convey their messages accurately.

Keywords: compound words, linguistic classifications, linguistic functions, Face... sts, verb-adverb compounds, adverb-adjective compounds, effective communication, social media ... se.

INTRODUCTION

A compound is a lexeme in linguistics that has more than one stem. According to Dino & Gustilo (53), compounding is the process of developing words into a compound lexeme. Thus, a straightforward definition by Bell, Melanie J., Sonia Ben Hedia, and Ingo Plag (96) defines "compounding (sometimes also referred to as composition) as the combination of two words to create or form a new word". In relation to the consequences of its components being separated, the compound's significance may be comparable or distinct.

Compound words, like many other features of English, are created as a result of language change over time. When two words are frequently used together in speech and writing, they become increasingly close. Typically, this occurs first in speech and then in writing, where compounds are recognized as words in their own right.

As we can observe online, there are people who keep using words that are explicitly grammatically

erroneous and misspelled that are constantly emerging across different social media platforms. People are adopting more words than ever due to the rapid pace of change because it is simple to forget whether a compound word is spelled as one word or two words, it frequently results in writing errors. For instance, confusion on the words *alot* and *a lot*, *all together* and *altogether, everyday* and *every day, anytime* and *any time, a while* and *awhile* and many more. In most cases, compound words are made up of two words, but in some cases, they can also be made up of more than two words. There are such countless compound words in English, we may not remember them accordingly.

Furthermore, when Facebook turned into the world's biggest virtual community, individuals expressed the characteristics of their language, feelings, how they had a discussion via online entertainment, shared their thoughts, assessments, and more in this social media platform (Chehimi & Ghada M. 10). Compound words have different linguistic characteristics depending on the kind of text and the meaning we want to convey. As a result, a lot of people don't know when and how to use these kinds of words. Our decision will be influenced by the subject matter, audience, and purpose of our text. Because language is the primary means of communicating with others, it is an essential part of every person's life. These features, taken literally, mean examining the language and understanding what the writer is trying to say.

Students are now exposed to a variety of writing styles on the Internet, so writing in English is no longer confined to the classroom nowadays (Vikneswaran and Krish 289). Domingo and Aguillon (4) said that college students think social media is a good way for them to learn vocabulary and languages because of how easy it is to use. Ironically, college students were impacted by reports of the adverse effects of social media, such as poor grammar, misspelled words, and irrelevant information (Magmanlac et al. 23).

The difficulties of the student's experiences have made it difficult for teachers to impart writing skills to their students. According to Darusman and Aji (3), a further issue is a lack of student interest. Learning to write is always a fascinating process, even though it can be challenging particularly when writing. Some students lose focus because writing well requires a lot of knowledge, and students believe they lack enthusiasm during the process. Students need to be familiar with sentence structure, punctuation, grammar, vocabulary, and spelling in order to write well. Through Facebook, the globe has transformed into a global village that transcends time and geography. Modern technologies are readily accessible to students. As stated by (Moses and Mohamad 3389), teachers who want to teach writing skills must deal with tough students to motivate, students with varying academic levels, challenging resources, and time limits. In order for a teacher to help a student to improve their writing skills, they need to pay more attention to teaching writing, including giving feedback and suggestions.

In Indonesia, grammar is always included in the curriculum of all English departments at Indonesian universities as a subject that students should take. English students should master grammar, which is a very important part of the language. This is due to the fact that grammar is integral to all language skills (Zuhriyah, Mukminatus 50). Grammar is necessary for reading in order to comprehend the text's content. For writing to be understandable, grammar is necessary. Speaking and listening are also affected. Mart is in favor of it (124) who asserts that mastering grammar is essential to learning a foreign language. To support this, Tomakin (116) states that learning grammar is necessary for mastering a language because it aids in the construction of meaningful words and sentences. Furthermore, Priya (447) contends that correspondence becomes sound and intelligent by utilizing syntax. Then, Baleghizadeh and Mozaheb (364) state that the importance levels of grammar vary depending on the age of the students, their level of proficiency, and their educational background.

Moreover, in Japan, English as a second language (EMI) has emerged as one of the most significant global educational phenomena of the 21st century as higher education has become more internationalized. "The use of the English language to teach academic subjects other than English itself in countries or jurisdictions where the first language of the majority of the population is not English" is the definition of EMI in this article (Macaro, 2018, p. 19). Even though educational models that combine language learning as objectives with content are not new, the current global explosion of EMI in higher education is unlike anything else. This is because faculty, students, and researchers are moving around the world and competing in global markets.

Thus, indeed, the use of English in writing for academic purposes plays an important role in students' academic goals;papers, projects, exercises, and a thesis to meet their educational requirements (Aunurrahman, Hamied, & Emilia, 15; Husin and Nurbayani 60;Sriwichai and Inpin 80). Experts concur that the scope of students' written academic papers in a university context to fulfill their degree requirements is significantly influenced by academic writing as a skill required for academic context.

According to Van de Poel & Gasiorek (15), a few projects tested students' writing abilities in academic discourse, including projects, essays, lecture notes, thesis, and research papers. As a result, writing skills like arranging words in a sentence, developing ideas in a paragraph, and using proper grammar and punctuation are essential for students. Giridharan (78) hypothesizes that students will achieve academic success by mastering academic writing because scholarship and university acceptance is based on a person's written work. Similar viewpoint as Bailey (7), which also elaborates that academic writing is intended to guide and prepare students at English-medium colleges and universities to compose academic essays and other written exam assignments in accordance with the style, referencing, and essay organization conventions.

However, in the Philippines, it is regrettable to note that the student's proficiency in English did not meet the Department of Education's and international standards, despite the efforts of numerous language teachers. An article in Valderama (2019) indicates that Filipinos' English proficiency is declining. The Philippines moved up one spot from 14th in 2018 to 20th in 2019. Based on the results of an online Standard English Test (SET), the English Proficiency Index (EPI) is said to measure language learners' average level of English language skills. English Proficiency Education First, a global company with headquarters in Switzerland that specializes in language, academic, cultural, and educational travel programs, was in charge of this. It is thought that the country's English Proficiency Index (EPI) is a good reason to be concerned and address this issue right away.

Spelling is a problem for many children and adults alike. Spell check is often ineffective. Sometimes spell check is unable to determine which word you are attempting to spell. You could even have written a term that is a word, but not the word you intended to write.

The new generation is accustomed to using Facebook and is generally viewed as the most fundamental communication instrument to pass on information and exchange ideas. Language is one of the most significant things in human existence since individuals can communicate with each other effectively through language (Sagala 34). At the point when the speaker cannot convey his/her message when using one language, she/he needs to change the language to be more understood, (Sagala et al. 5).

Facebook is now an important part of nearly everyone's daily lives. It has become dangerously addictive, disrupting students' routine activities and academic goals (Nadeem et al.17), despite its benefits for students in terms of connectivity, such as information exchange, socialization, and other constructive activities. Social media is seen as a distraction in the academic world, which encourages students to put

off completing their academic tasks. However, some students also claim that checking their social media accounts during class helps them deal with the boredom they face in college. Due to their love of mobile phones and easy access to the internet, students have started using new words or terms in their writing and speech more and more. Those words are frequently used in classroom assignments and exam answer sheets, and teachers and instructors all over the world are aware of this phenomenon. They are now lamenting the significant decline in students' writing abilities, as a result, of their use of Facebook.

Undoubtedly, Facebook usage has become rampant among people and has exhibited various information, learners and individuals will beneficially improve or worse impair their critical analysis and criticism of the proper transmission of information, thus, they can apply it when they write on their own. Therefore, being exposed to the gradual improvement of the various social media on it is beneficial to the improvement and development of one's skills, specifically understanding its meaning.

This study is based on David Crystal's theory of Internet Linguistics from the Educational Perspective, which examines the Internet's impact on formal language use, specifically Standard English, which in turn affects language education and how people learn languages in the modern era. The rapid growth and spread of Internet use have resulted in new linguistic features unique to the Internet platform.

The educational perspective has been well established in research on the impact of the Internet on language education. It is a significant and critical aspect because it affects and involves the education of current and future student generations in the appropriate and timely use of informal language resulting from Internet use. Concerns have been raised about the increasing infiltration of informal language and incorrect word usage into academic or formal settings. Crystal (2004) categorizes linguistic features as (1) *Compound,* (2) *Blend*, (3) *Abbreviation*, (4) *Acronym*, (5) *Unique orthography.* Orthography, (6) *Unconventional use of punctuation marks,* and (7) *Emoji.*

However, in this study, the researchers focused on the compound. According to Katamba (1993), the classifications of the compound are composed of the following: *(1). Compound Noun is* derived from two or more words combined that function as nouns. These words can be formed by putting together words in either Noun + Noun , Adjective (A) + Noun , Preposition (P) + Noun, or Noun (N + Adverb (Adv) (Supri 129). *(2). Compound Verb* is created by combining two or more words that grammatically, they are verbs. Preposition (P) + Verb (V), Verb (V+V), and Verb + Preposition are the most common combinations (P). Underestimate (P+V), cross-check (V+V), and turn off (V+P, for example) (Simatupang and Supri 293). (3). *Compound Adjectives are* composed of two or more adjective terms that have been combined. In a compound adjective, it can be combined with an adjective, primarily an adjective (A), a noun, or a preposition (P). Examples include sky-high (N+A), grey-green (A+A), and overactive (P+A) (Aprilestari et al, 256).

Furthermore, Halliday's theory of "Seven Functions of Language," describes how children use language. These are referred to as "micro functions" or "developmental functions" by him. The following are the seven functions of language:1. I*nstrumental function of language*. The term "instrumental function of language" describes situations in which language is utilized to meet a need, such as a requirement for food, drink, or comfort. *2. Regulatory function of language.* A regulatory language function occurs when a speaker commands, persuades or requests something from another person. *3. Interactive function of language.* It encompasses the communicative use of language. This function is how we establish relationships with other people. It is how we communicate our feelings and thoughts, thereby strengthening relationships with others. 4. *Personal function of language.* This function explains how we talk about and say who we are, what we think, who we are, and how we feel. 5. *Heuristic function of*

language. When a person talks about what they are doing as they are doing it—when talks about what they are doing as they are doing it—heuristic language is referred to as this. 6. *Representational function of language.* When we ask for information, we use representational language, which is similar to heuristic and personal functions. 7. *Imaginative function of language.* Children use language in an imaginative way when they tell stories and make up imaginary friends or ideas in their heads.

Nonetheless, this serious issue has had an impact on the students' English writing and speaking proficiency. This emerging circumstance has piqued the researchers' interest in considering the compound word expressions that can be found in Facebook publicity and in students' academic writing and speaking conventions, particularly in their syntax and their spelling. For these reasons, we researchers of this study observed that most students, specifically college students at UM Tagum College are fond of posting and commenting on different social media platforms for the sake of trends without even knowing and realizing if they used and spelled it correctly.

The purpose of this discourse analysis is to identify the classifications and language functions of compound words. By conducting this study, the researchers answered the following: (1.) What are the linguistic classifications of compound word expressions found on Facebook? (2.) What are the linguistic functions of the compound word expressions found on Facebook? This study made the teachers and the students aware of determining and enhancing their potential as Facebook users and as educators in the Language, and through this, future researchers may also be supported using this study as their reference.

Hence, the researchers have not come across any study that specifically discussed the linguistic features of compound word expressions found on Facebook. For these reasons, we researchers conducted this study since we observed that most of the English students are fond of posting these word expressions and think that they should be a good influence in using the proper standard language. Some teachers in the academe are attempting to follow trends and use students' new online terms, however, it is evident that some teachers are unable to comprehend these online expressions and have a hard time guessing them due to the age and generation gap. That is why, this study is visible and rampant so, addressing this could make a big difference. Whenever we try to write or speak, we must fully comprehend the complexities of these features. Discussing various linguistic features can improve our choices of words in posting on social media and have knowledge of them.

This study enhanced the existing knowledge of the students on their perceptions concerning this serious matter. The outcome of this research would be helpful to the students to engage in using the standard language properly. Thus, this also aid the students to identify their common mistakes in using these terms which could be beneficial in their development. This is also useful to the teachers in facilitating learning by considering the importance of using the standard language and its proper usage specifically on Facebook.

METHOD

This chapter presents the study's research materials, design, procedure, corpora of the study, and analysis of the study.

Research Materials

The materials selected for this study was student posts coming from Facebook. The corpora of the study consisted of fifty-one (51) compound word expressions. The participants of the study were chosen based on the following pre-inclusion criteria: a bonafide student of the University of Mindanao Tagum College

for the school year 2022-2023, a BSEd-English student, eighteen to twenty-five years old and should have at least five or more Facebook posts in a week. They also are familiar with these expressions and exposed in using these terms.

Design and Procedure

This research paper was a qualitative approach that specifically utilized Discourse Analysis Method. This design fitted the research study to investigate how discourse in their posts affected how people construct and perceive meanings through language. Qualitative research entailed gathering and analyzing non-numerical data such as texts, videos, or audio to understand concepts, opinions, or experiences better (Bhandari, par. 1). More so, it stressed that a discourse analytic approach allowed one to examine how people use language in various social contexts. The researchers used these techniques to better understand the world by looking deeper into the underlying meaning of what people say and how they say it, whether in face-to-face conversations, documents, nonverbal interactions, or images (Ho, par. 1). The analysis in this study focused on different contexts of discourses on Facebook. As a result, the design utilized in this study is suitable since we will analyze one of the component aspects of the language used by the participants' Facebook posts, which is its linguistic features. These linguistic features were based on David Crystal's theory of Internet Linguistics which is classified as a compound. This theory investigates new language styles and forms that have emerged as a result of the Internet and other new media, such as the compounding of two words to make a new word.

In analyzing the data in this study, the following steps were observed. First, the researchers identified the participants that are suitable for the set pre-inclusion criteria. Following that, the researchers captured a screenshot of their Facebook posts. In conducting this qualitative research, this study also confirmed moral and ethical provisions.

Moreover, this study ensured the integrity of the results of the discourse analysis to adhere to the ethical consideration of qualitative research. The primary qualitative content analysis steps, from data collection through reporting findings, were defined in terms of trustworthiness. Furthermore, this study followed the four trustworthiness criteria suggested by Lincoln and Guba for evaluating the reliability of qualitative research, which are *credibility, dependability, conformability,* and *transferability*. To create *credibility,* researchers ensure that persons participating in research are appropriately recognized and accurate to the criteria set by the researchers. To add, *dependability* refers to the stability of data through time and under different conditions. *Conformability* is related to objectivity, or the possibility of two or more independent people agreeing on the correctness, relevance, or meaning of data. The ability to extrapolate is referred to as *transferability*. It assumed that results could be generalized or transferable to different situations or groups. The final criterion, *authenticity*, refers to the extent to which researchers accurately and faithfully depict a variety of realities (Lincoln & Guba; Polit and Beck 444).

Regarding this, the researchers acted with sincerity, and everything was genuine and truthful. Also, the researchers ensure that the data obtained from different participants are used solely for research purposes and that the material is not made available to external parties. In addition, *anonymity and confidentiality* were secured by concealing their names and identities throughout data collection, analysis, and publication of the results.

Thus, the researchers were able to determine and examine the linguistic features of compound words on Facebook. The researchers selected the status of various individuals and gathered screenshots for the study. In accordance with the trustworthiness requirements, the status that was used in this study is not

edited or fabricated. The data gathered from Facebook are initially from the account of the participants and in line with the *Data Privacy Act of 2012 or the R.A 10173*, a law that establishes a national privacy commission and protects individual personal information in government and private information and communications systems. In this study, the researchers kept the participants' identity hidden and their privacy protected by refraining from disclosing any information about them. To prevent releasing the identity of the participants to other people, the researchers conceal their identities. Thus, the researchers secured the participants' confidentiality to the public and anonymity when the person does not want to reveal their identity and shows no genuine connection to the situation. Lastly, using the research design, data was coded, analyzed, and reduced into the most important and essential information.

RESULTS AND DISCUSSION

This section presents a detailed analysis of the data corpora thoroughly inspecting the classifications of compound word expressions found on Facebook, employing Katamba's Internet Linguistics and M.A.K. Halliday's Language Function theories. This study has generated results for each research question. In every research question, the corpora were elaborately interpreted which include each expression's meanings and functions of words.

Katamba's classification of compound words provides a theoretical basis for understanding the structure and formation of compound words, essential for analyzing the compound word expressions used by students in their Facebook posts. Compound words are divided into three categories by Katamba: compound nouns, compound adjectives, and compound verbs.

Table 1. Katamba (45) Classification of Compound Words

Classification	Word Formation
Compound Noun	Noun + Noun, Adjective (A) + Noun, Preposition (P) + Noun, or Noun (N + Adverb (Adv).
Compound Verb	Preposition (P) + Verb (V), Verb (V+V), and Verb + Preposition are the most common combinations (P).
Compound Adjective	Combined with an adjective, primarily an adjective (A), a noun, or a preposition (P).

Table 1. shows Katamba's classification and word formations in identifying compound words. These provide a useful framework for understanding the structure and meaning of compound words in the language.

**Classifications of compound word expressions found on Facebook**
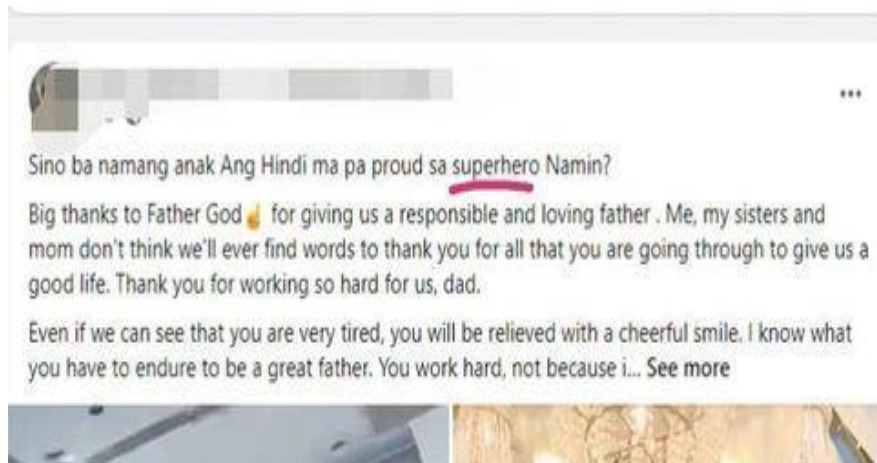**Compound Noun**

Corpora 1 presents *lunchtime* as the compound word in this corpus which is identified as *compound Noun* according to Katamba (1993). The word *lunchtime* is a compound noun made up of the word *lunch* (Noun) and *time* (Noun). It refers to the *period of the day* when most people eat lunch between breakfast and dinner.

Corpora 2 presents **roleplay** as the compound word in this corpus which is identified as a *compound Noun* according to Katamba (1998). *Roleplay* is a compound noun that was created by combining the words *role (Noun)* and *play (Verb)*. It indicates an *activity in the classroom* where you *pretend or act to be someone else*.
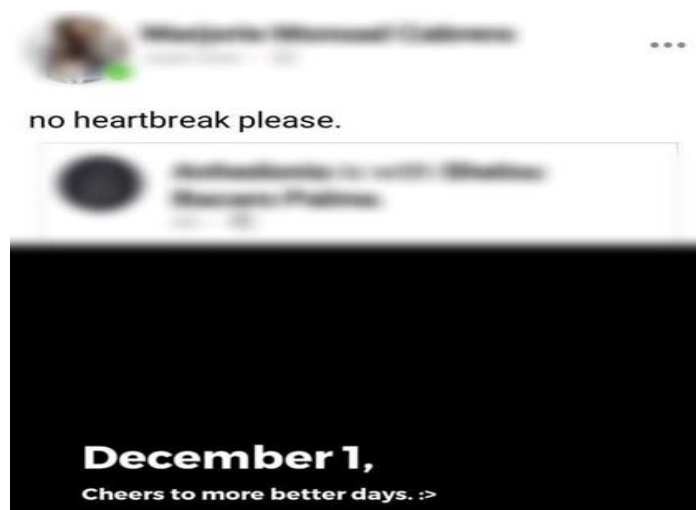
Corpora 3 presents *heartbreak* as the compound word in this corpus which is identified as *compound Noun* according to Katamba (1993). *Heartbreak* is a combination of the word **heart** (Noun) and **break** (Verb). It is a compound noun that refers to a feeling of great sadness or disappointment.

Corpora 4 presents *superhero* as the compound word in this corpus which is identified as *compound Noun* according to Katamba (1993*). Superhero* is a compound noun formed by combining the word *super (Adjective)* and *hero (Noun)*. It is a fictional character with exceptional or superhuman abilities.

Corpora 5 presents *haircut* as the compound word in this corpus which is identified as *compound Noun* according to Katamba (1993). *Haircut* is a compound noun, it is created by combining the word *hair* (Noun) and *cut (Verb)*, and it is the style in which a person cuts their hair.

Compound nouns are formed by combining two or more nouns to create a word expressing a single concept. Noun + Noun, Adjective (A) + Noun (N) Preposition (P) + Noun, or Noun (N + Adverb (Adv) (Supri 129). The head noun determines the overall meaning of the compound noun, while the modifying noun(s) provide additional information. As stated by, Chirstianto (27), in hi study about compound nouns, these words are categorized in English that are formed by a noun that is modified by other nouns or adjectives. As shown in Corpora 1, lunchtime which composed of two nouns the lunch + time. Lauer (2) stated also that these words are analyzed by a rule N+N which is applied recursively. In linguistics, compound nouns have different functions and meanings rather than their individual components. This can represent a specific concept or object, which serves as a modifier in describing another noun.
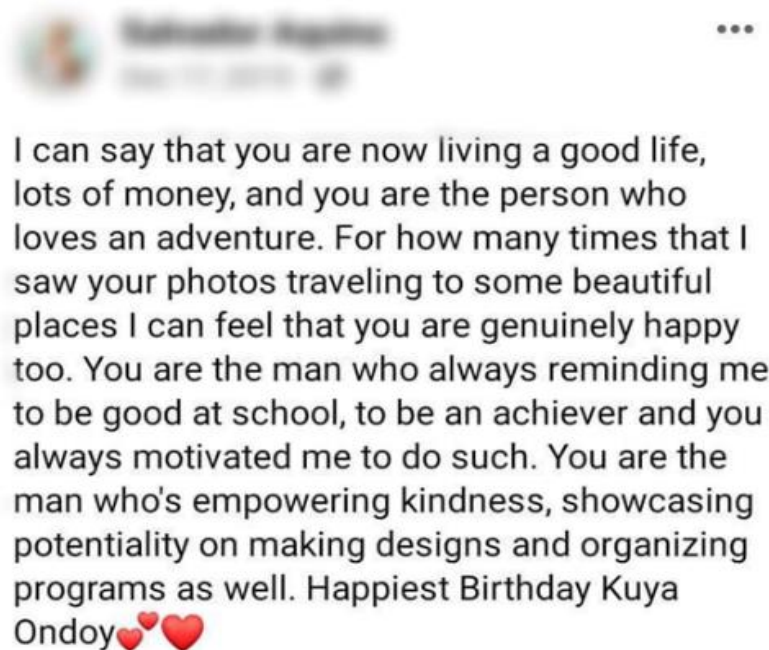
Compound Verb

Corpora 6 presents *comeback* as the compound word in this corpus which is identified as *compound Verb* according to Katamba (1993). *Comeback* is a compound verb that is made up of the words *come* (Verb) and *back (Adverb)*. It is used when you want to recover or return something such as your relationship from another person.

Corpora 7 presents *overthinking* as the compound word in this corpus which is identified as *compound Ver*b according to Katamba (1993). The word *overthinking* is an example of a compound verb that is created by combining the words *over* (Preposition) and *thinking (Verb)*. It is an act of thinking about something excessively and in unhealthy manner.

Corpora 8 presents *breakdown* as the compound word in this corpus which is identified as a *compound Verb* according to Katamba (1993). *Break down* is an example of the compound verb which is iformed by combining the words **break** (Verb) and **down** (Preposition). It means experiencing a loss of control in emotions which often results in stress, frustration, or an inability to effectively cope in such situations.

I can say that you are now living a good life, lots of money, and you are the person who loves an adventure. For how many times that I saw your photos traveling to some beautiful places I can feel that you are genuinely happy too. You are the man who always reminding me to be good at school, to be an achiever and you always motivated me to do such. You are the man who's empowering kindness, showcasing potentiality on making designs and organizing programs as well. Happiest Birthday Kuya Ondoy 💕❤️

Corpora 9 presents *showcasing* as the compound word in this corpus which is identified as ***compound verb*** according to Katamba (1993). The word ***showcasing*** is an example of compound verb and it was formed by merging the word ***show*** (Verb) and ***casing (Verb)***. It is used when you want to show the best qualities of a person or parts of something.
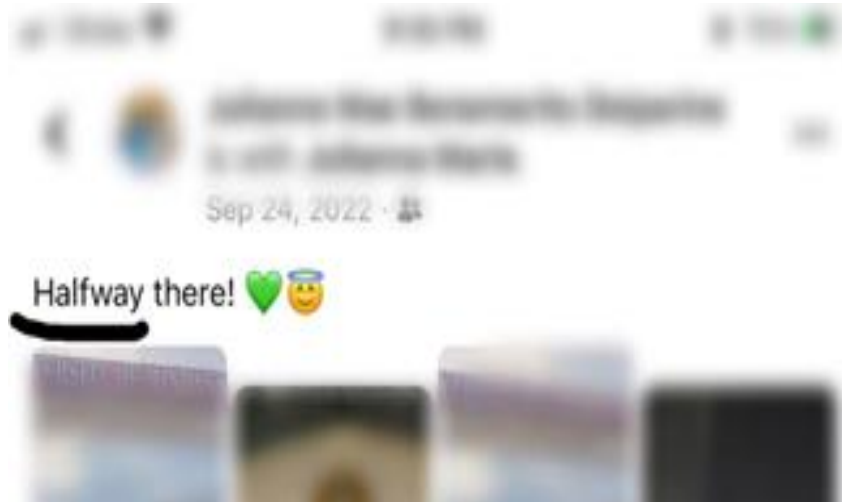

Taysa kay nag overthink nako!

😆 510

Corpora 10 presents the word ***overthink*** as a compound word, in this corpus which is identified as a **compound verb** according to Katamba 1993. ***Overthink*** is an example of a compound word, which is a phrase created by combining two unrelated words **Over** (Preposition) and **think** (Verb) to create a new meaning. Additionally, it is a transitive verb, which means that someone has been thinking too much or too long.

In a nutshell, as stated by Rahadiyanti (23) that a compound verb may consist of a verb and another verb, a verb and a noun, an adjective and another verb, or a verb and a preposition (qtd. in Jimmi & Sidauruk, 35). The components are Verb + Verb, Noun + Verb, Adjective + Verb, and Verb + Preposition. As illustrated in Corpora 8, a *breakdown* which composed of a *verb* and a *preposition* which is break + down. This concept is upported by Christianto, (33-34) stating that these word elements are categorized as a

compound verb since it is formed by combining at least two words to which the headword serves as a verb. Maharani & Refnaldi (459) affirms that these are analyzed in a pattern of V + P which is in line as the Compound Verb. Explicitly, compound verbs were frequently analyzed and studied in corpus linguistics because of their prevalence and significance in natural language usage. Corpus analysis provides empirical evidence and helps in understanding the syntactic and semantic properties of compound verbs in actual language usage.
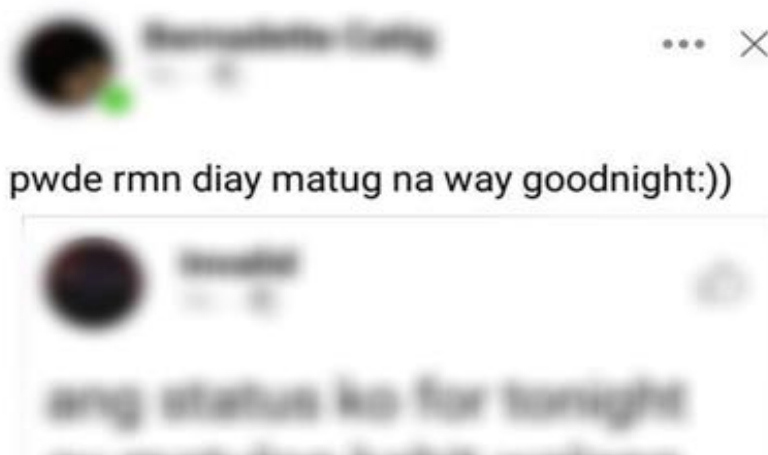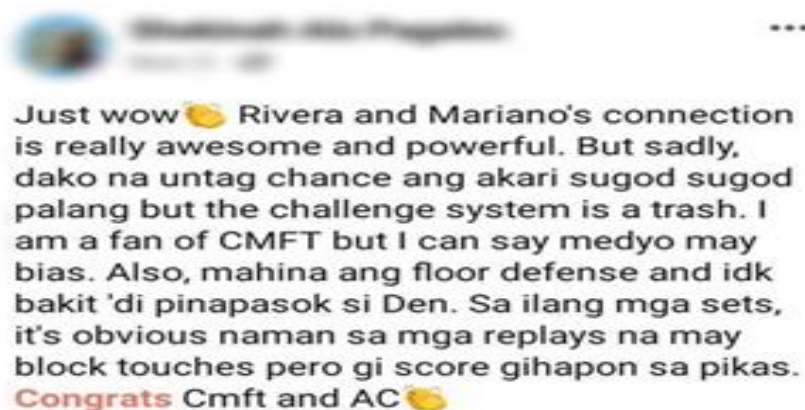
Compound Adjective

Corpora 11 presents the word *halfway* as the compound word. *Halfway* is a **compound adjective,** in this corpus which is identified as a compound adjective according to Katamba 1993. Halfway is a 7-letter word, used as an adverb or as an adjective satellite, a compound word, with Middle English origins, and has the letters aafhlwy (afhlwy). But in this context, it is use as an adjective which means that in the middle of something, or at a place that is equally far from two other places.

Corpora 12 presents the word ***downright*** *as a compound word, in this corpus which is identified as a* ***compound adjective*** *according to Katamba (1993). Downright* is a compound word that can be used as both an adjective and an adverb because it is a combination of the words **down** (Adjective) and **right** (Adjective)**.** This makes it a particular kind of modifier. But in this context, it was used as an adjective.

pwde rmn diay matug na way goodnight:))

Corpora 13 presents the word **Goodnight** as a compound word, in this corpus which is identified as a **compound adjective** according to Katamba (1993). **Goodnight** can function as an adjective, if you are using it to describe a noun. For example, a kiss might be a "goodnight kiss" if it is given right before bed. Some English experts prefer to use good night with a space as a farewell phrase, and goodnight or good night as an adjective.

Just wow 👏 Rivera and Mariano's connection is really awesome and powerful. But sadly, dako na untag chance ang akari sugod sugod palang but the challenge system is a trash. I am a fan of CMFT but I can say medyo may bias. Also, mahina ang floor defense and idk bakit 'di pinapasok si Den. Sa ilang mga sets, it's obvious naman sa mga replays na may block touches pero gi score gihapon sa pikas. **Congrats** Cmft and AC 👏

Corpora 14 presents the word **awesome** as a compound word, in this corpus which is identified as a **compound adjective** according to Katamba (1993). The word awesome is from **awe** (Noun) and **some** (Adjective). Which means that it is an inspiring overwhelming feeling of reverence, admiration, or fear.

When you no longer listen or care what I say. I'm still your Mom. When you decide I'm old fashioned and want to go your own way. I'm still your mom. When you talk back, complain and argue. I'm still your mom. When you figure you know more than I do. I'm still your mom. When you move away and take a piece of my heart with you. I'm still your mom. And I will love you still as much as the first day I held you in my arms. I'm still your mom. And I will pray for you and make sure your wings are strong enough to soar. I'm still your mom. I'll want what's best and will sacrifice my plans for yours. I'm still your mom. I'll always have room for you and a hug to welcome you. I'm still your mom. And until my last breath, I'll keep carrying your love with me. And I will thank God every day for the privilege and joy it's been to be called — your mom. 💝

I challenge every Mom to repost. This is the absolute truth! ❤️

Corpora 15 presents the word *old fashioned* as a compound word, in this corpus which is identified as a **compound adjective** according to Katamba 1993. A compound word, *old fashioned* which are *old (Adjective)*, and *fashioned (Verb)*. *Old-fashioned* is a compound adjective meaning not in accord with or not following current fashion, or fashioned in a manner of old.

These words are formed by combining two or more adjectives to create a single word that describes a noun. The head adjective determines the overall meaning of the compound adjective, while the modifying adjective(s) provide an additional description. Following the formula, a word is combined with an adjective, primarily an adjective (A), a noun, or a preposition (P) (Supri 129). In English linguistics, compound adjectives were known to be a powerful English device because it enables the information to be compressed into a lexical unit with two or more bases and provide a mean to create neologisms and occasionalism (Pierini, 2015, p. 17). It can be seen that employing compound adjectives is a compact and effective way to express information, which is used frequently in the corpus (Maulina, Lina, and S. R. Pramudyawadhani 20-37).

On the other hand, according to M.A.K. Halliday, language is not only a tool for communication but also serves various functions essential to our daily lives. These functions include instrumental, regulatory, interactive, personal, heuristic, representational, and imaginative. Each function uniquely influences how we use language to achieve our goals, establish relationships, and express ourselves. Understanding these functions of language can help us better understand how we use language in different situations and contexts.

Table 2. M.A.K. Halliday (10-11) Seven Functions of Language

LANGUAGE FUNCTION	MEANING
1. **Instrumental**	The term "instrumental function of language" describes situations in which language is utilized to *meet a need*, such as a requirement for food, drink or comfort.
2. **Regulatory**	A regulatory language function occurs when a speaker *commands, persuades, or requests something* from another person. The speaker uses commanding language to control the behavior of the listener.
3. **Interactive**	It encompasses the communicative use of language; this function is how we *establish relationships* with other people. It is how we communicate our feelings and thoughts, thereby strengthening relationships with others.
4. **Personal**	This function explains how we *talk about and say* who we are, *what we think*, who we are, and *how we feel*.
5. **Heuristic**	When a person talks about what they are doing as they are doing it—when he/she talks about what they are doing as they are doing it—heuristic language is referred

		to as this. Heuristic language typically takes the form of questions or a running commentary.
6.	**Representational**	When we ask for information, we use representational language, which is similar to heuristic and personal functions. However, unlike "heuristic" and "personal" functions, it also includes information transmission. To put it another way, it describes how two or more people share information.
7.	**Imaginative**	Often used language in an imaginative way when they tell stories, create imaginary friends or ideas or engage in make-believe play.

Instrumental

In Corpora 1, The word "sunset" originated from the Old English word "sunnsetl," which refers to the time when the sun disappears below the horizon. Its function is to denote the daily natural phenomenon of the sun's descent and the transition from day to night. In this context, the author used the word *sunset* to fulfill her *desires* and to experience the setting of the sun with her own self. This word functions as instrumental because of wanting something.

In Corpora 2, The word **"heartfelt"** originated from the combination of "heart" and "felt," implying a deep and genuine emotion or sentiment. Its function is to describe an expression, action, or sentiment that is profoundly sincere and heartfelt, conveying a true and profound sense of emotion. The speaker used the

word *heartfelt* as an expression of deep sincerity in which the user expresses her genuine appreciation for the supervisors.
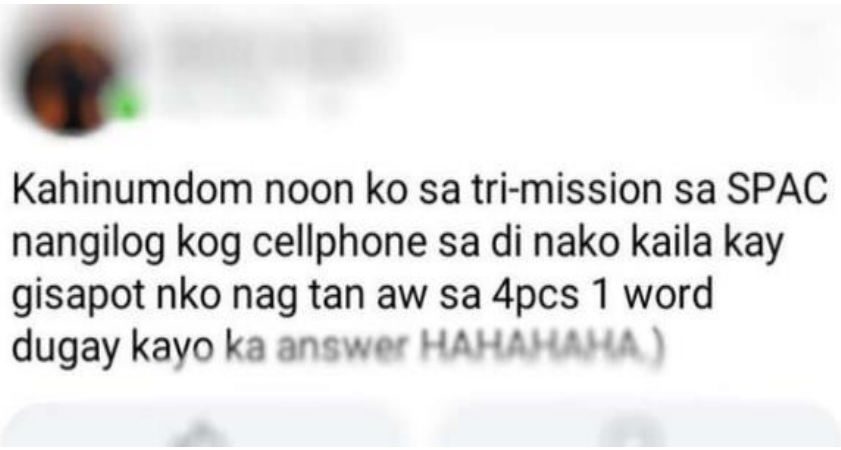

In Corpora 3, the term "lovebirds" originated from the passionate and affectionate behaviors exhibited by certain species of parrots, particularly when they are in pairs, symbolizing love and devotion in their relationship. In today's context, "lovebirds" is commonly used to refer to couples who display a similar level of affection and closeness, mirroring the endearing behaviors of these avian counterparts in their own romantic relationships. Thus, the author used *lovebirds* in this facebook post to call her parents as she greets them on their wedding anniversary. It also shows her personal desire to have this kind of romantic relationship like her parents.

In Corpora 4, the word **"straightforward"** originated from the combination of "straight" and "forward" and is used to describe something that is simple, direct, or uncomplicated in nature. Its function is to convey the idea of clarity and ease, often referring to a process, task, or communication that is easily understood or accomplished.

Explicitly, in this context, it serves as a means for the author to fulfill his personal needs and express his desire. By stating that he is *straightforward*, the speaker said they prefer honesty and directness when communicating. He conveys his personal attitude or opinion about engaging in a conversation.
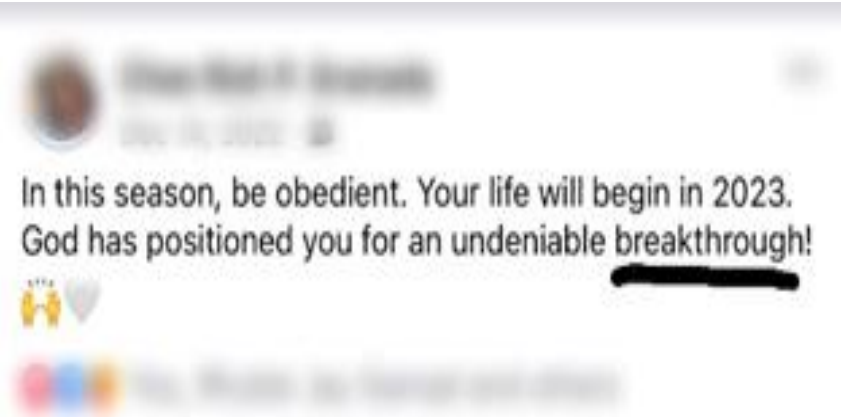
Kahinumdom noon ko sa tri-mission sa SPAC
nangilog kog cellphone sa di nako kaila kay
gisapot nko nag tan aw sa 4pcs 1 word
dugay kayo ka answer HAHAHAHA)

In Corpora 5, the word "cellphone" originated from the combination of "cellular" and "telephone," referring to a portable device used for wireless communication. Its primary function is to enable voice calls and text messaging, along with various features such as internet access, multimedia capabilities, and applications. In this context, the compound word *cellphone* is used as an instrument and the author grabbed it to fulfill her desire to answer a game.

In using *instrumental language,* is to acquire what we want, to meet our wants or desires. It may be to fulfill basic needs or desires in the early stages. The skilled language user must utilize instrumental language appropriately and effectively in conversation, on the phone, and in writing (Pinnell as cited in Green ,70) The instrumental function of language refers to its use as a tool or means to accomplish various tasks or goals. It emphasizes how language serves as a medium for individuals to communicate, express their needs and desires, convey information, and interact with others effectively. As Halliday emphasized the instrumental function of language as a tool for communication and social interaction within a community. To add, Jakobson (350) also highlighted the instrumental role of language in achieving practical objectives and conveying specific messages. In line with this Malinowski (297) stated also that the instrumental function of language is in serving pragmatic purposes and enabling individuals to achieve their practical goals in social interactions.

Regulatory

In this season, be obedient. Your life will begin in 2023.
God has positioned you for an undeniable breakthrough!
🙌 🕊️

In Corpora 6, the author establishes rules by commanding others to be obedient. The word "be" implies a directive, suggesting the listener follow a certain course of action as it will have future consequences. The speaker mentions that "your life will begin in 2023" and refers to God's positioning for a ***breakthrough***. It aims to control behavior by suggesting that obedience in the present will lead to a significant positive change in the future.

In Corpora 7, the author used **open-minded** which means it is influencing other people a positive trait in which to open our minds to many things.


In Corpora 8, the word *everybody* here functions as to give advice or to have a concern about the people around you. Moreover, the word **"everybody"** originates from the combination of "every" and "body" in Middle English, and it functions as a pronoun referring to all individuals in a group or the entirety of a population.

In Corpora 9, the origin of the word **"self-confidence"** can be traced back to the combination of the words "self" and "confidence," with "self" referring to an individual and "confidence" denoting a belief in one's abilities or qualities. Self-confidence plays a crucial function in personal growth and success as it empowers individuals to embrace challenges, take risks, and persist in the face of obstacles, ultimately

leading to greater achievements and fulfillment. In this context, the author used *self-confidence* to influence other people to stop seeking confidence in themselves as approval to people.
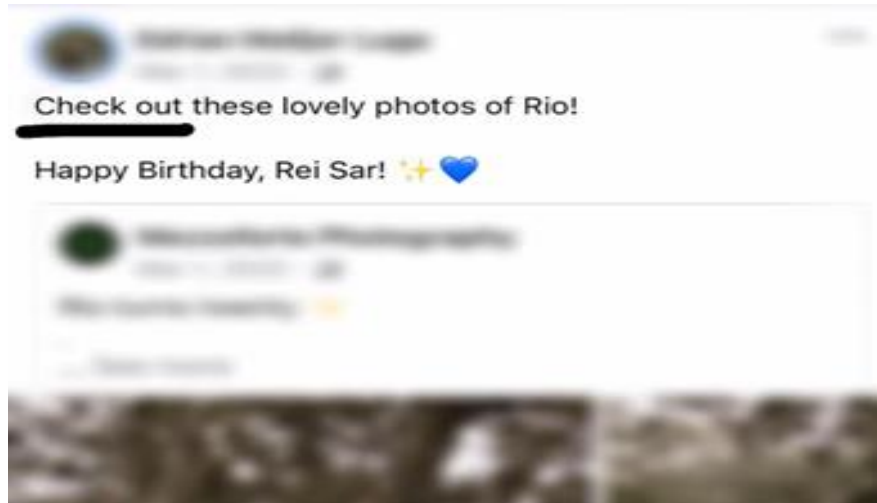
In Corpora 10, the word **"check-out"** originated from the combination of the words "check" and "out." Its function can be as a noun, referring to the process of paying for items and leaving a store, or as a verb, meaning to examine or investigate something thoroughly. Thus, in this context the author persuades the public to *check out* his new posted photos named Rei Sar.

The use of language to govern or regulate the behavior of others is known as the regulatory function. According to Pinnell that the regulatory function entails using language to govern other people's behavior or convince them to do what we desire. On a more subtle level, regulatory language may be employed to deliver orders or to influence and control others. Positive regulatory language is one of the "life skills" that each student, or administrator must have. A student who heads the committee or serves on Student Council will use regulatory language (as cited in Green, 70). Children are aware that words may be used for this. The statement in regulatory function is addressed to a particular person (Thwaite, 44).

Interactive

In Corpora 11, the word **"relationship"** originates from the combination of the prefix "re-" meaning "again" or "back," and the noun "lation" derived from the Latin word "relatio," meaning "a carrying back." It describe the connection, association, or bond between two or more people, entities, or things., the author

is referring to his friend. *Relationship* here functions as interactive since it is talking about the two people being connected to each other.
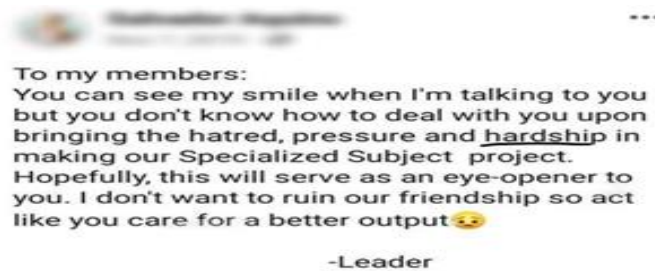
In Corpora 12, the word **"hardship"** originated from the combination of two English words**: "hard"** and **"ship."** "Hard" derives from the Old English word "heard," meaning difficult or severe, while "ship" is a suffix denoting state or condition. In this corpora, the author is talking to his members. The word *hardship* is to tell someone about the difficulty that they are experiencing.

In Corpora 13, the word "longtime" originated from the Old English word "langtīma," combining "lang" (long) and "tīma" (time), and it functions as an adjective to describe a duration or period of time that is considerable or extended. The compound word *longtime* in this contecxt functions as to indicate time that is very long, and the author is referring to someone.
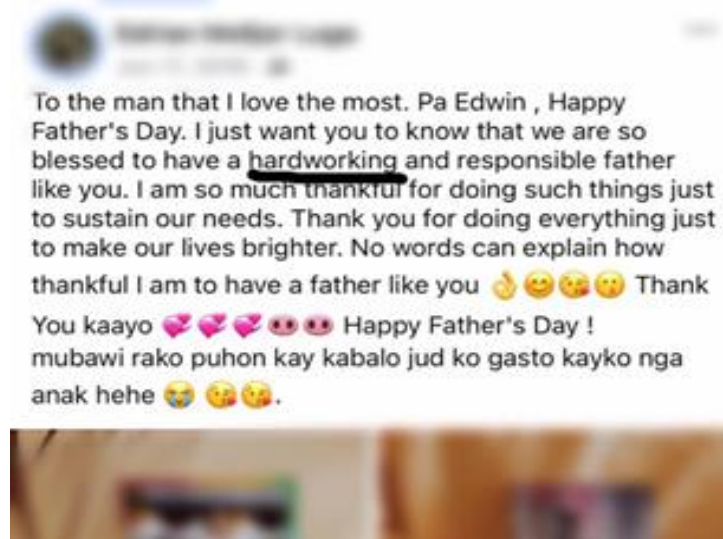
In Corpora 14, the word **"hardworking"** originated from the combination of the adjective "hard" and the present participle of the verb "work," forming a compound adjective. It functions to describe someone who diligently and industriously applies effort and dedication to their work or tasks. The author is writing

a message to give appreciation to his father. The word *hardworking* is used to refer in commitment in work and being diligent.

Try out Kai
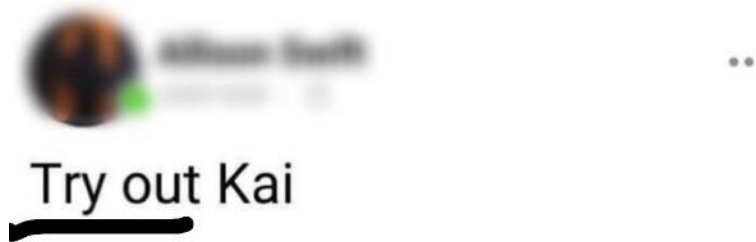
In Corpora 15, The word **"try-out"** originated from the combination of the words "try" and "out," and it functions as a noun referring to a preliminary test or audition to assess someone's abilities or suitability for a particular role or activity. *Try out* is used here as the author told with her friend, and this word functions as interactional because of the interaction of two people.

As stated by Pinnell that Interactional language is used to define and build social connections. Negotiation, encouragement, kind words, and the sort of "maintenance" language we all use in group settings are all examples. Another example is adults' "small talk" before a meeting. Children must develop a comfortable grasp of their ability to use language to connect with others, collaborate with them constructively, and enjoy their company because those who are skilled at creating informal relationships are more likely to succeed (as cited in Green, 70). Goffman (215) emphasizes the interactional function of language in his concept of "facework," which explores how individuals manage their self-image and social interactions through language (Goffman 1955). The interactional function of language refers to its role in establishing and maintaining social relationships, expressing emotions, and fostering interpersonal connections.

Personal

Gmingaw nako mag floorwax na murag disney princess ghapon.
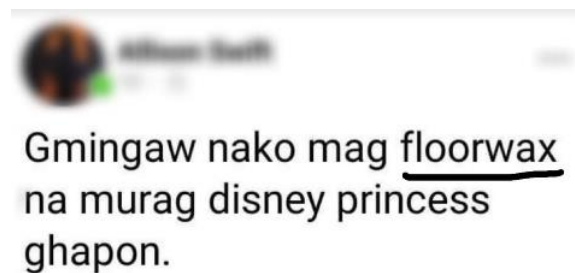
In Corpora 16, the word **"floor wax"** originates from the combination of "floor," referring to the surface of a room, and "wax," a substance used to polish and protect surfaces. Its function is to provide a glossy and protective coating on floors, enhancing their appearance and durability. In this context, *floor wax* is used by the author in expressing here thought and to experience again putting wax again on the floor.

basa gamay, daydream dako hahahhaa

Nochillmemes · Follow
Aug 26 · 🌐

When you have to read the same page over and over cause you keep zoning out

In Corpora 17, the word **"daydream"** originated from the combination of the words "d*ay*" and "*dream,*" with *"day"* referring to the waking hours and "dream" denoting a series of thoughts, images, or fantasies occurring during sleep. It functions as a noun and verb, representing a pleasant or fanciful reverie that individuals engage in while awake. the author is expressing his/her own experience. The word *daydream f*unctions as to express doing daydreaming more than reading in this context.

Paspas akong heartbeat pag mahunahunaan cya hahahaa

My heart beats faster when I think of him hahahaa

✿ · Hide original · Rate this translation

In Corpora 18, the word **"heartbeat"** originated from the Old English term "heortebeate," which combines "heorte" (heart) and "beate" (to beat). It refers to the pulsation or rhythmic contraction of the heart, serving as a vital physiological function for circulating blood throughout the body. In this context, the author is sharing his/her feeling publicly. *Heartbeat* here functions as to assert about the beating of the heart very fast.

Study gamay Facebook dako

In Corpora 19, the word **"Facebook"** originated from the combination of "face" and "book," symbolizing the online platform's focus on connecting people and sharing information through digital profiles. Functionally, Facebook serves as a social networking website that enables users to create personal profiles, connect with friends, share content, and engage in various online activities such as messaging, events, and groups. the person used the compound word to express that he/she is having more time on *Facebook* than studying.
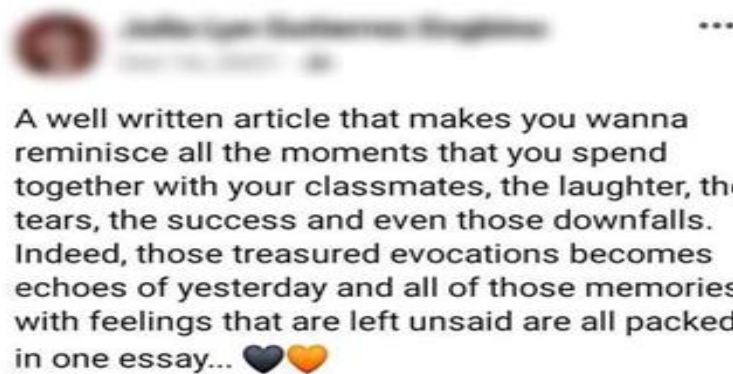
Day 2 IYF World Camp 2021

Despite the struggles induced by the COVID-19 pandemic, the mind lectures today shared valuable and relevant realizations. From self-improvement to faith, the lecturers widen my perspective on what happiness and growth truly mean.

In the morning session, the mind lecture made me realize that happiness should be pursued notwithstanding the suffering it bears. To be truly successful is to be genuinely happy. Despite the challenges along the way, we can thrive if we would develop the right attitude and immerse ourselves to the world.

While in the afternoon session, the mind lecture instilled an inspiring seed about hope. No matter how desperate or helpless the situation can be, there is always a silver lining along it. Only if we see the positive side of the situation, can we solve the problem. Also, we can propagate our mindset and morale through exploring the world. It is important to escape from the mundane cycle of life and venture the culture of foreign countries.

Lastly, during the evening lectures, the mind lecture tabled the importance of righteousness and self-control. We can indulge the divine grace by accepting Jesus as our savior and letting him control everything. However, we have to persevere as well to make every blessing count.

Overall, a fun-filled and insightful day it is!

In Corpora 20, the word **"fun-filled"** originated in the early 20th century as a compound adjective combining "fun" and "filled," conveying the notion of something brimming with enjoyment and amusement. It serves as a lively descriptor that evokes a sense of excitement and pleasure in just two words. The word *Fun-filled* is used by the author as a self-expression about a great experience.

Individuality and personality are expressed via personal language. Personal language includes strong sentiments and views. Personal language is often overlooked and considered unacceptable in the classroom. Personal language, however, is how youngsters link their own experiences to the subject matter being taught, form their own identities, and gain self-esteem and confidence (Pinnell as cited in Green, 70). Bakhtin (8) highlighted the personal function of language in his concept of "utterance," which emphasizes the individual's unique voice, self-expression, and subjective experiences within a social context. Moreover, Chafe and Wallace (38-39), stated that personal functions is how individuals construct and convey personal meanings, thoughts, and experiences through linguistic patterns. The personal function of language refers to its use in expressing personal thoughts, feelings, experiences, and perspectives. It focuses on the individual's self-expression and subjective experiences through language.

Heuristic

In Corpora 21, **"overdue"** originated from the combination of the prefix "over-" meaning excessive or beyond and the word "due" referring to a specified deadline or expected time. It functions as an adjective to describe something that has not been completed or paid by the expected or required time. Quipper is the official LSM of UMTC. The author used the word *overdue* to express having discovered many tasks beyond the due date.


A well written article that makes you wanna reminisce all the moments that you spend together with your classmates, the laughter, the tears, the success and even those downfalls. Indeed, those treasured evocations becomes echoes of yesterday and all of those memories with feelings that are left unsaid are all packed in one essay... 🖤🧡

In Corpora 22, **"downfalls"** originated from the combination of the word "down" and "falls" and functions as a noun referring to the negative consequences or setbacks experienced as a result of certain actions or events. the compound word *downfalls* is used to state about knowing something that is being in all places he/she goes.

Courtship;

She leans on my shoulder
Embraces me softly
It supposed to be a romantic date
But maybe she's not the woman I want.

She touches my chest
Stop! It's heavy
She kisses my lips
No! Not this time.

Maybe she's not the woman I need
It's not her hand that I want to hold
Neither her hair do I want to smell
Nor her cheeks I want to touch

By the way, she is melancholy
The woman I hate.
Her embrace annoys me
In the middle of the night.

It's the moment that I rejected her
I apologize, Miss.

In Corpora 23, The word **"courtship"** originated from the Old French term "cortesie," which referred to the act of seeking favor or attention from a noble or courtly person. In modern usage, "courtship" generally refers to the process of romantic pursuit and wooing between individuals prior to a committed relationship. The author used the compound word *courtship* to convey what he/she discovered about one self's experiences with a girl.
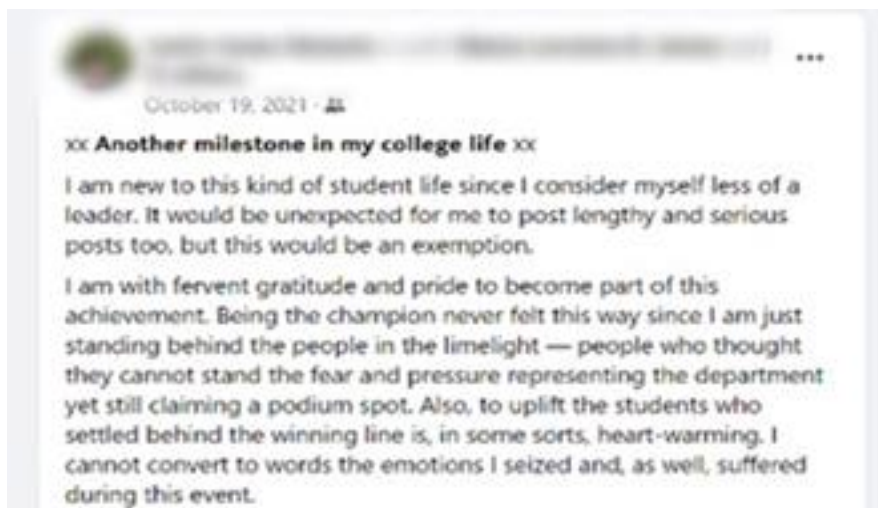

In Corpora 24, the word **"airport"** originated from the combination of "air" and "port," with "port" referring to a place for the arrival and departure of vehicles. Its function is to serve as a location where aircraft can take off, land, and facilitate the movement of passengers, cargo, and air transportation services. In this context, the word *airport* used as to refer about a place or destination for people to go to another place.
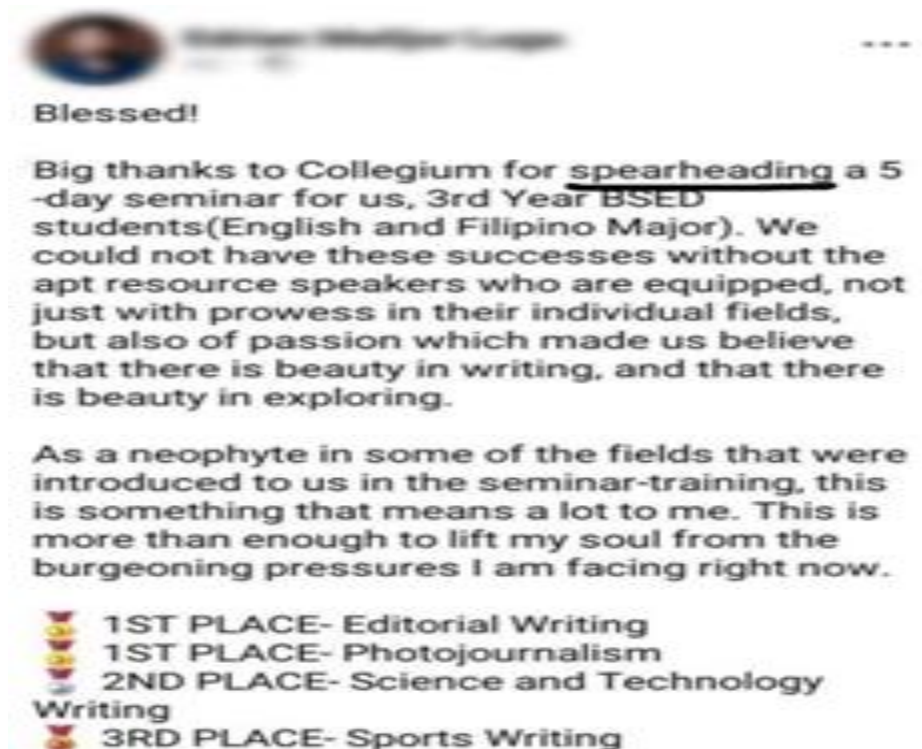
In Corpora 25, the author used the compound word *spearheading*. *Spearheading* is a verb that means to lead or initiate a project, movement, or campaign. The term comes from the image of a spear, which is a long, pointed weapon used for attacking or hunting. When someone is spearheading a project, they are taking the lead, directing the effort, and driving it forward towards a specific goal.

To examine, discover, and gain information and understanding, heuristic language is utilized. Heuristic language is used to investigate, ponder, and solve problems. One of the most crucial roles is that it is the language of inquiry (Pinnell as cited in Green, 71). Vygotsky (1978) emphasized that the heuristic function of language in his sociocultural theory, highlighting how language and social interactions serve as tools for cognitive development and problem-solving. Bruner (1983) discussed the heuristic function of language in his theory of "scaffolding," where language is used by more knowledgeable individuals to provide support, guidance, and prompts to help learners reach higher levels of understanding. Therefore, the heuristic function of language refers to its role in facilitating learning, problem-solving, and exploration of new knowledge. It involves using language to inquire, discover, and generate new insights or ideas.

Representational

In Corpora 26, the word **"milestone"** originated from the practice of placing stones at intervals of one mile along a road to mark the distance. Its function is to serve as a prominent marker or indicator of progress, achievement, or a significant event in a journey or endeavor. *Milestone* functions here as a representational because it talks about a journey in life or development.

In Corpora 27, the term "red flag" originates from the practice of using red flags to indicate danger or warning signals. In modern usage, it is often used to describe a warning sign or indicator of a potential problem or threat. The author used the word *red flag* to indicate a bad trait or attitude.

In Corpora 28, the word **"catch up"** originated in the 16th century and is derived from the Middle English term "cachen up," meaning to seize or grasp upon something. It functions as a phrasal verb commonly used to describe the act of reaching or surpassing a person or group after falling behind, often in terms of progress, knowledge, or understanding. The author used the compound word *catch up* which indicates the wants to state that he or she is having a short time to do something.
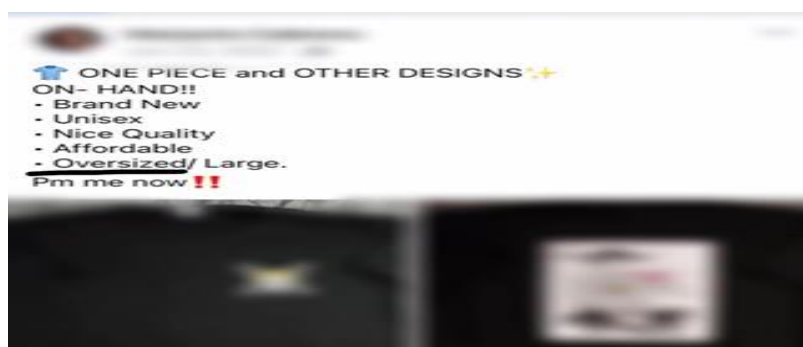
In Corpora 29, the term "oversized" originated from the combination of the prefix "over-" meaning excessive or beyond, and the adjective "sized," referring to the dimensions or proportions of something.

It is used to describe an object or entity that is larger or bigger than the standard or expected size. the author used the compound word **oversized.** In this context, the author is an online seller. She/ he used the word *oversized* to present that it is readily available.


In Corpora 30, the phrase **"move on"** originated in Middle English, derived from the Old English word "movian" meaning "to move." It evolved over time to encompass the figurative sense of progressing or advancing. The author used the compound word **move on.** *Move on* is used to convey a message where the author refers to a state of acceptance on a certain thing.

Imaginative

In Corpora *31,* The word **"hotdog"** originated in the early 20th century, potentially from a cartoonist's whimsical association of sausages with dachshund dogs. Today, it primarily functions as a common term for a cooked sausage served in a long-split roll, often enjoyed as a popular fast food item or at outdoor events. *Hotdog* here is used to tease about imagining another hotdog, not as a food.
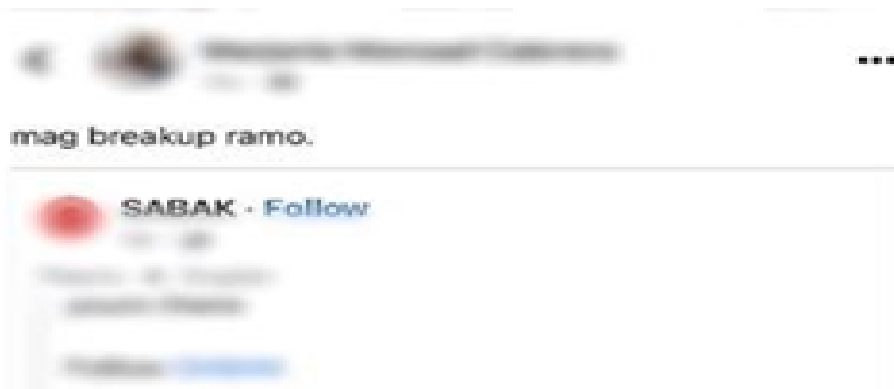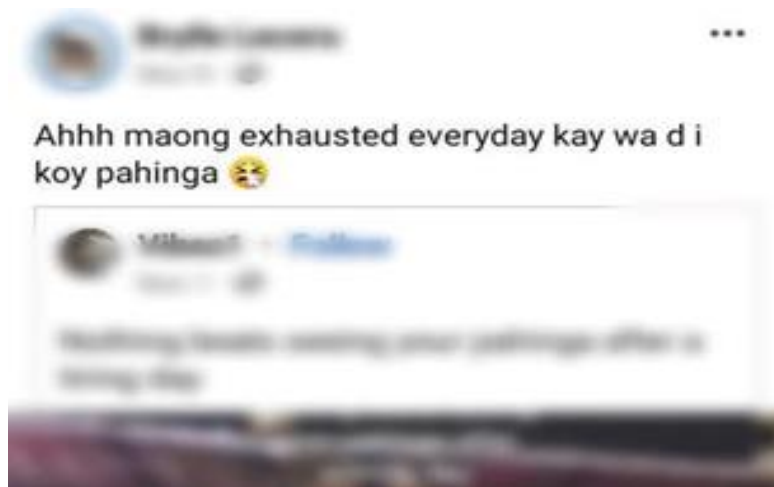
In Corpora 32, the word **"breakup"** originated from the combination of the verb "break" and the noun "up," indicating the act or process of separating or ending a relationship or group. Its function is to describe the dissolution or disintegration of something previously united or whole. The author used the compound word *breakup* which indicates that she is trying to wish a couple to break from a romantic relationship in a playful way.

In Corpora 33, The word **"laptop"** originated from the combination of "lap" (referring to the position of the device on one's lap) and "top" (representing its position as a portable computer placed on top of a surface). Its function is to provide a compact and mobile computing device for tasks such as work, browsing the internet, and entertainment. The author used the compound word **laptop** which is used to tease about imagining another laptop that is way of magical.

In Corpora 34, the author used the compound word *everything* refers to all things or every single thing that exists, whether it be physical objects, concepts, ideas, or anything else that can be identified or imagined. This includes everything in the universe, from the smallest subatomic particles to the largest galaxies, as well as all of the thoughts, emotions, and experiences that humans and other sentient beings have had throughout history.

In Corpora 35, the word **"everyday"** originated from the combination of the words "every" and "day," indicating something that occurs or is used on a daily basis. "Everyday" functions as an adjective to

describe common, routine, or ordinary activities, objects, or occurrences in our daily lives. the author used the compound word *everyday.* It refers to the experiences that are happening daily.

According to Pinnell that the use of imaginative language to create one's own world and transmit imagination may be found in theatrical plays, theatre, poetry, and short stories. This language usage prospers in the kindergarten because to the big blocks and toys there. Without cultivation, it will disappear very fast in the years to follow. Its importance should not be minimized, especially in light of the difficulties teachers have in encouraging students to write creatively. Poetry, narrative, and theater are all actively created using the creative function (as cited in Green, 70).

Children grow up in a linguistically diverse environment. They listen to spoken language, reorganize it, and utilize it to express themselves. Language may be utilized to fulfill their needs while also learning and interacting with others. The more they use language, the more they learn about the various forms of language, the words, and the structures that may help them accomplish their goals. According to Pflaum (34), research on oral language acquisition indicates that comprehension of language function is just as crucial to communicative competence as an understanding of language's grammatical structure (1986 as cited in Fry, 78).

Table 1.1 Classification of Compound Words

Classification of Compound Word	Frequency	Percentage
Compound Noun	29	56.9%
Compound Verb	12	23.5%
Compound Adjectives	10	19.6%
Overall	51	

The table presents the classification of compound words based on their frequency and percentage in the corpus used for analysis. This also reveals that compound nouns are the most frequent type of compound words in the corpus, accounting for 56.9% of the total compound words observed. Compound verbs are the second most common, with a frequency of 12, making up 23.5% of the compound words. Compound adjectives have a frequency of 10, constituting 19.6% of the compound words. The "Overall" row indicates that a total of 51 compound words were identified and analyzed in the corpus. This table provides insights into the distribution and prevalence of different types of compound words in the analyzed corpus, highlighting the prominence of compound nouns in particular.

Table 2.1. Linguistic Functions of the compound word expressions

Linguistic Classification of Compound Word	Frequency	Percentage
Instrumental	7	13.7%

Regulatory	**5**	**9.8%**
Interactive	**8**	**15.7%**
Personal	**9**	**17.6%**
Heuristic	**5**	**9.8%**
Representational	**12**	**23.5%**
Imaginative	**5**	**9.8%**
Overall	**51**	

Table 2.1, which presents the linguistic functions of compound word expression. The table showcases the linguistic functions of compound word expressions based on their frequency and percentage. The "Instrumental" function has a frequency of 7, accounting for 13.7% of the compound word expressions. The "Regulatory" function appears 5 times, making up 9.8% of the expressions. The "Interactive" function occurs 8 times, constituting 15.7% of the expressions. The "Personal" function is observed 9 times, representing 17.6% of the expressions. The "Heuristic" function has a frequency of 5, accounting for 9.8% of the expressions. The "Representational" function appears 12 times, making up 23.5% of the expressions. The "Imaginative" function occurs 5 times, constituting 9.8% of the expressions. The "Overall" row indicates that a total of 51 compound word expressions were analyzed. This table provides insights into the distribution and prevalence of different linguistic functions expressed through compound words. It demonstrates the varied ways in which compound word   fulfill specific linguistic functions, with "Representational" being the most prominent functio

CONCLUDING REMARKS AND IMPLICATION

The results of this study made the researchers deepen their understanding in knowing the different classifications of compound words and their function that can benefit college students when making a Facebook post. After the conduct of this study and given the results and discussion, the researchers are positive that this study is able to answer the two research questions: 1. What are the linguistic classifications of compound word expressions found on Facebook? 2. What are the linguistic functions of the compound word expressions found on Facebook?

Effective communication is essential for success in various fields, including academics. As a result, college students must have a good grasp of language functions to communicate effectively. M.A.K. Halliday's Seven Functions of Language is a theoretical framework that describes how language is used

in different contexts. Halliday's theory is especially relevant for college students engaged in academic discourse and social media interactions.

One of the potential limitations or downsides of Katamba's classification of compound words is its narrow scope. By only classifying compound words into three categories (compound noun, compound verb, and compound adjective), it overlooks other important types of compound word formations, such as verb-adverb and adverb-adjective compounds. By including verb-adverb and adverb-adjective compound words in the study, you would be introducing a unique and novel aspect to the classification of compound words. Verb-adverb compound words are formed by combining a verb with an adverb to create a new compound word. In this type of compound, the adverb modifies or adds intensity, manner, or frequency to the action denoted by the verb. The adverb provides additional information about how the verb is performed or the manner in which the action takes place.

Moreover, Adverb-adjective compound words are formed by combining an adverb with an adjective to create a new compound word. In this type of compound, the adverb modifies or adds emphasis, intensity, or quality to the adjective. The adverb provides additional information about the manner or degree of the characteristic described by the adjective. These adverb-adjective compound words combine elements from both parts of speech, resulting in a new word that conveys a specific quality or characteristic. They provide a nuanced way to describe the manner or degree of an attribute, allowing for more precise and vivid language use.

This expansion of categories would provide a more comprehensive understanding of the diverse ways in which compound words are formed and utilized in language. It would offer insights into the specific linguistic patterns and semantic nuances associated with verb-adverb and adverb-adjective compounds, contributing to a deeper analysis of language structure and usage. By incorporating these additional categories, future researchers would bring a fresh perspective to the classification of compound words, enriching the existing body of research and potentially uncovering new patterns and relationships within language.

In conclusion, the theories proposed by Katamba and Halliday are essential for understanding the structure and function of language, particularly in the context of social media interactions. The analysis of the compound word expressions used by UMTC students in their Facebook posts demonstrates the importance of proper spelling, grammar, and the appropriate use of language functions in online communication.

Posting on social media as a college and majoring in English as a student carries significant weight, as it can shape people's perceptions of the individual and their academic institution. Therefore, students and teachers must consider the functions of language, proper spelling, and grammar when composing their Facebook posts. Students are expected to be proficient in communication may it be in a formal or informal setting. Thus, if students are careless just because the setting is informal it will affect their performance in speaking and writing. Indeed, compound words must be written accurately. By adhering to these language conventions, students can enhance their online communication skills and positively present themselves and their institution.

Implication to educational practice

The study's findings on the linguistic classifications and functions of compound word expressions on Facebook have practical implications for college students. Understanding the different classifications of compound words and their functions can benefit students when making Facebook posts. By being aware of how compound words are used and their specific linguistic functions, students can enhance their writing

skills and effectively convey their intended messages. This knowledge can contribute to improved communication and the development of a strong online presence, particularly for students majoring in English or those concerned with their online image.

Knowing the different classifications of compound words can benefit college students when making a Facebook post. Students can effectively communicate their thoughts and ideas by understanding the structure and meaning of compound words, making their writing more engaging and impactful. For instance, using the correct compound words in a post can help students convey complex ideas with precision and accuracy. By combining words to create a new compound word, students can express ideas that might be difficult to communicate using individual words, which can help to improve the clarity of their writing and enhance the reader's understanding of the message. Additionally, using compound words appropriately in a Facebook post can help students to make their writing more exciting and engaging. Compound words can add variety to sentence structure, making the writing more enjoyable, capturing the reader's attention, and improving the post's overall quality. Undoubtedly, identifying the different compound word types can help students expand their vocabulary and improve their language skills. By recognizing and using compound words, students can learn to analyze and understand the meaning of complex words and phrases, improving their overall language proficiency.

Implication to future research

The study successfully answered the research questions regarding the linguistic classifications and functions of compound word expressions found on Facebook. This research provides a foundation for further investigation into the linguistic features and patterns of language use in online platforms. Future researchers can build upon this study by exploring additional linguistic categories, such as verb-adverb and adverb-adjective compound words, to gain a more comprehensive understanding of language structures and usages in digital communication. This expansion of research can contribute to the advancement of linguistic studies and provide valuable insights into the evolving nature of language in the context of social media.

Ethical Consideration

In this study, screenshot of the Facebook posts of our participants were used to collect the data. Our participants are students of the University of Mindanao Tagum College. It is the role and responsibility of the researchers to protect the privacy and human rights of the participants while conducting a research study, thus the researchers uphold the three main ethical standards listed in the Belmont Report when conducting research with humans as subjects. The three fundamental ethical principle mentioned are respect for humans, beneficence, and justice.

The first ethical principle, according to the Belmont Report (as quoted in Miracle 225), is *respect for persons*, which involves at least two ethical concepts: the first is autonomy, which empowers individuals to make their own judgments and choices, and the second concept requires making compromises for the underprivileged individuals who need extra protection. Given the necessary and sufficient information, an autonomous individual has the freedom to make their own choices, and these judgments must be accepted and acknowledged. Additional precautions are provided for people who are not entirely independent. When we refer to autonomy, we mean the ability to act in line with one's own values and interests. To ensure that participants have the free right to freedom of choice, the researchers make certain that potential participants are informed that rejecting to engage in this study will not have any negative consequences

for their studies and Facebook accounts. Furthermore, researchers make certain that potential participants are not forced to participate in the study. The principle of respect for persons was put into reality by using an informed consent procedure in which participants were given all of the information they needed to make a well-informed choice about whether or not to willingly be part of this study. Furthermore, the researchers informed the students that we took screenshots of their Facebook posts. The second ethical principle is ***beneficence***. There are two guidelines to follow while doing research with regard to this principle. The first is to *do no harm* and the second is to *maximize the potential benefits and lessen possible negative consequences or injury*. The process of this of this research and the collection of data of the participants are for their benefits, and the researchers ensure that the data we have collected of our participants are surely private and confidential. By that, as we took screenshots of their posts we blurred their names and only their posts or status were visible. To protect the privacy of the participants, no information was released. In line with the principle of beneficence, the researchers made certain that no one was hurt, or offended, and participants are not subjected to monetary costs throughout the course of the study. Finally, the third ethical principle of the Belmont Report is ***justice***. To ensure fairness or equality of our participants in involving in our research, the researchers select the participants based on the pre-inclusion criteria in order to come up with an accurate and trustworthy conclusion for the study. Furthermore, the researchers ensure that any data acquired will be properly controlled by safeguarding it and making sure it is not easily reached or accessible to unauthorized persons.

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