Vlogging Among Filipino Youth: A Discourse Analysis

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Abstract

This descriptive qualitative content research is a study on the discourse of Vlogging of Filipino Vloggers employing Finegan's discourse analysis and patterned on Lumabao's study about the language of flip tops. Vlogging is the new cheaper way of allowing and becoming producers to create new media every day. It is using social media sites to connect and actively promotes its videos. Thus, this study is aimed to dissect the phonological, morphological, and semantics features of the discourse of vlogging delve into the theme, and formulate a linguistic theory based on the result of the study. The corpora of the study included all the 10 vloggings downloaded from YouTube. Results show that vlogging contains phonological features such as deletion and lengthening. Morphological features found in the vlogging among Filipino youth include acronym, affixation, infixation, blending, borrowing, code mixing and switching, compounding, conversion or functional shifts and semantics shift. Semantics presented the lexical category, meaning, and words used in the discourses of vloggings. Themes generated in vloggings are Evolving on Vlogger's Preference; suggested topic of the subscribers; Daily Routine; Family and Friends; Welcoming Viewers; Demonstration; Entertainment Purposes); Figurative Languages, Profane Languages; Interjections; Fictional Characters; and Heroes. The research indicated that vlogging have many contents that may help and enlightened to use social media in teaching and provide ways to lessen its disadvantages. Thus, this study shall also be served as a reference for future research endeavor.

Keywords: Discourse Analysis, Discourse of Vlogging, Filipino Youth, Vlogs, Philippines

Introduction

The birth of the Internet in the late 1960s paved the way to interchange communications to a single network computer then it expanded as a multiple network computer (Lumabao, 2015; Andrews, 2019). As time passed by, its function evolved into a larger aspect that provided many functions including the birth of social media.

Social media is a computer-based technology designed as an internet-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. Users engage with social media via computer or smartphone through web-based software or web application such as Google, Twitter, Facebook, Instagram, YouTube, and the like (Dollarhide, 2019).

YouTube is one of the leading public sharing websites that consists of user-generated content and ranks among the most successful Web 2.0 project (Varga, 2011; Lumabao, 2018). One of its main features that caught the eye of many is, that it is the first to offer its registered users to upload unlimited videos and share them ily worldwide to be viewed by unregistered users (Burgess and Green, 2009). This paved the way for the world to know the concept of video blogging or vlogging platform (Asano et.al, 2019).

Video blogging or vlogging is the daily practice of capturing and sharing video blogs or vlogs characteristically featuring a video blogger or vlogger shooting (Gao, et.al, 2010; Frobenius, 2011; Fidan & Debbag, 2018) at arm's length throughout their everyday activities (Asano et. al, 2019). The use of video enables vloggers to express their opinions to their viewers in a more personal and interactive manner. From 2012 to 2016, worldwide digital video viewers have grown from 372 million to nearly 700, an increase of 87% (eMarketer, n.a), and globally 44% of all internet users watch a vlog each month. As a result, vlogging represents an attractive option for marketers desiring to reach a young and digitally savvy audience (Chua, 2019) in every part of the world.

The world has many social media influencers like Benthany Mota, Tati, Tanya Burr, KSI, Logan Paul, Zoella, and the King of YouTube Pewdiepie. In the United Kingdom, a video blogger named Zoe Sugg is popular because she creates a trusting bond between her and the audience who finds her videos authentic (Sheffield, 2014; Zhang, 2018). Some of the famous Filipino vloggers are Ivana Alawi, Dj Loonyo, Vice Ganda, Kathryn Bernardo and many more. They are very popular for their exciting and thrilling video blogs. There are also local vloggers such as Super Manga, Kailong Tv, and the like which also exhibit many exciting contents on their vlogs. Vlogger's popularity is affected by the audience's life The content of the videos varies from a personal diary,

beauty and lifestyle, comedic spoofs, and how-to vlogs that usually being Filipino as the main topic with the use of various languages like vernacular, Filipino or Tagalog, English, and others. In Manila, the most dominant ideology that defines the Filipino-centric content of vlogs among Filipino is *"pakikipagkapwa"* (Fuerte, 2017). It is a value that defines what a Filipino should be and must be practiced in vlogging.

The popularity of vlogging was also observed in the students of Ibay National High School located at Sapad, Matanog, Maguindanao. Though they are located in a far-flung community where electricity and internet connection are limited, they still manage to watch and be updated with the latest video blogs of their favorite artists. As noticed, many vlogging posted every day with different themes. These themes used different languages. Languages are very vital in communicating. It has both positive and negative uses in communication. However, as observed in the vlogging the languages used and video contents are sometimes profane and vulgar, and the like. And they have been readily available to be watched by all ages. Despite the possible effects of vlogging, still, they neither filter everything they watch nor make a research regarding the contents.

Most of the teachers in Ibay National High School have witnessed the arising number of students' predicament due to addiction to watching vlogging. The students seem lazy in their academic tasks, distracted in listening to class ddiscussions, and may have reduced close bonds with their family and friends. This scenario caught the attention of the researcher to reveal the linguistic features of vlogging, particularly its phonology, morphology, semantics, its themes, and the generated linguistic theory based on the result.

The researcher has read several related literature reviews and researches about the discourse analysis of Filipino Vlogging but she found no specific study about it. Despite its significance and trends, it shows that there is minimal attention given to it. This makes the study relevant, timely, and noteworthy.

Research Questions

The study aimed to determine the linguistic feature of various Video blogs (Vlogs) among Filipino youth in the Philippines. Specifically, the study attempted to answer the following questions:

1. What are the linguistic features of Video blogging (Vlogging) in terms of:
   1.1 phonology;
   1.2 morphology; and
   1.3 semantics?
2. What are the themes generated in Vlogging?
3. What is the linguistic generalization based on the result of the study?

Literature Review

The Advent of Social Media

Social media is not a new concept but have been involving since the dawn of human interaction. It has impacted many aspects of human communication. The advent of social media has occurred in many ways (Edosomwan, et. al, 2011). Its earliest form is the telegraph in 1884 where it transmits and receives messages over long distances (Rotholz, 2010; Edosomwan, et. al, 2011; Ahmad, 2018) and followed by the establishment of ARPAN (Advance Research Projects Agency Network) in 1969 that wants to connect universities (Ahmad, 2018). Tom Truscott and Jim Ellis first mentioned Usenet in 1979 where it allows posting news or articles to newsgroups. Bulletin Board System (BBS) in the late 1970's is a kind of website that allows users to log on and connect with other. It is hosted on one personal computer and accessible to one person at a time. Internet Relay Chat (IRC) is first introduced in 1988 and is used for link and file sharing as well as keeping in touch. It is known for the first program for instant messaging for PCs (Allen, 2017). The year 1997 starts the boom of social media sites such as Six Degrees. It is founded by Andrew Weinreich. It enables the user to create profiles and friend each other. LiveJournal is founded in 1999 where users can blog as a form of keeping friends updated (Ahmad, 2018). Friendster is launched in 2002. It is a modern social media which makes the user connecting to strangers less intimidating and highly addictive. It is founded by Jonathan Abrams and Peter Chin. LinkedIn is established in 2003 by Reid Hoffman, Allen Blue, Konstantin Guericke, Eric Ly and Jean-Luc Vaillant. It is only a place to post resumes online but later evolved into business working sites which features hiring solutions for company (Ngak, 2011). Facebook is created in 2004 by Mark Zuckerberg, It allows user to send messages, post status updates, and share different types of content like photos and links which can be usually seen by many other people (Zhang, 2007).Moreover, YouTube is officially launched in 2005 by Steve Chen, Chad Hurley and Jawed Karim at San Diego Zoo. MySpace is founded by Tom Anderson, Chris DeWolfe, and

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Jon Hart in 2006. its main theme is to add friends using various marketing techniques so that they can have a range of people that they can market to. Twitter is American microblogging and social networking service on which users post and interact with messages known as "tweet". It is founded by Jack Dorsey, Noah Glass, Biz Stone, and Evan Williams in 2006,

YouTube

YouTube is a video sharing website wherein people who uploaded their videos will be included as users which allow them to do the following: socialize and interact with other users (Burgess & Green, 2009; Fidan & Debbag, 2018); vote and comment (Chang & Lewis, 2011; Fidan & Debbag, 2018); and their followers are more included in the life of users (Stever & Lawson, 2013; Fidan & Debbag, 2018). It also provides many features such as video-hosting; linked usernames to YouTube channel; and has text attached to videos including titles, video descriptions and "tags" (keywords); and comments on videos (Pihlaja, 2012). According to a study by Variety Magazine (2014), six out of ten influencers for 13-18-year-olds are YouTubers. Teenagers find YouTube influencers more relatable than traditional celebrities (Defy media, 2015) and identify themselves more with YouTubers than with traditional celebrities (Westenberg, 2016). It is a mediated cultural system, where participatory culture can be observed. They also described it as a distribution platform that can make the products of commercial media widely popular and as a platform for user-created content to possibly challenge popular culture(Burgess & Green, 2009, as cited in the paper of Fuerte) . Currently considered to be a part of the mainstream media landscape, YouTube is also referred to as a media company that is a platform for, and an aggregator of, content (Burgess & Green, 2009 as cited in the paper of Fuerte). Videos are uploaded usually on YouTube which is considered as the number two most used social media site as of January 2019 (Dollarhide, 2019). Since the creation of YouTube in 2005, it opens the door to more convenient use of video uploading and ease of access. It provides the first unlimited number of videos to upload, some basic community functions like sharing in uploaded links to others and present a simple interface in which users can easily upload, publish and view streaming videos without even knowing coding and other technicalities (Burgess and Green, 2009).

Web 2.0 and Blogging

Web 2.0 is a platform that emerges as a phenomenon in digital communication that supports convergence of channels or modes such as sound, video, hyperlinks, images, and text for user- to- user communications (Herring, 2015). Its evolution from Web 1.0 encourages users to contribute content and share it with other users (Beer and Burrows, 2010 as cited in the paper of Fuerte) like introducing the concept of blogs. It is the new generation internet technology to define applications like blog, wiki, RSS, mashup, tag, social networks (O'Reilly, 2005; Davies & Merchant, 2008; Parmaxi & Zaphiris, 2016 as cited in the paper of Fidan & Debagg). It supports the experiences of learners by facilitating instructional process in educational context (Costa, Alvelos & Teixeira, 2016) and provides interactive and cooperation based sharing opportunity to the users in the Web environment by emphasizing social interaction and collective intelligence (Murugesan, 2007 as cited in the paper of Fidan & Debagg).Web 2.0 is rooted in the open source ideology, whereby users collaborate freely using free tools and sharing their work and information with each other (Wolf, et. al 2015). It has merged both acts of consumption and production in the numerous online platforms that —encourage users to contribute content and share it with other users (Fuerte, 2017).

Blogs or weblogs are series of journal websites that typically use content management tools with several dated entries (Gordon, 2006). Blogs are intrinsically social, as they reveal the blogger's personality, interests, and points of view (Nardi, Schiano, Gumbrecht, & Swartz, 2004); they also provides a platform for the bloggers to interact with their readers and other bloggers (Warmbrodt, 2007).

Software tools are used to allow authors in quickly posting new content in their blogs in what has been called "pushbutton publishing for the people" (Schwartz, et. al, 2004). The term originates from "WeB log" and later coined "blog" by Dave Winer on the year 1997 in his commentaries and reflections online (Gumbrecht, et.al, 2004 as cited in the paper of Warmbrodt). The five motivations of bloggings are documenting one's life; providing commentaries and opinions; working out emotional issues thinking by writing; and promoting conversation and community (Nardi, et. al, 2004). It is social in nature, as it reveals the blogger's personality, points of view and interest (Schiano, et. al, 2004 as cited in the paper of Pihlaja, 2012).

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The weblog can be used for reflection on three domains: on the subjective domain, for self-expression and self-reflection, on the objective domain, for sharing knowledge; and on the inter-subjectivity domain, for criticism on society. Through the internet, the weblog is an easy way of publishing and therefore offers a good platform for self-expression (Prabhakar, 2006 as cited in the paper of Fuerte).

Vlogging

Vlogging or video blogging is a form of blogging for which the medium is a video (Gao, et.al, 2010). It is created by a video blogger or vlogger. It has three stages namely: producing, wherein the vlogger creates and edits a video, and uploads it to the hosting site; posting, is which the new vlogs are distributed online and gets recognized by vlogosphere and often get linked by other vlogs; and archiving is when the vlogs become out of date or loses of usefulness, it will be archived or even deleted (Gao et al., 2010). Vloggers use social media sites to connect with their audiences as they actively promote it in their videos (Tarnovskya, 2017 as cited in the paper of Zhang). The videos posted in vloggings are cheaper and allow people to create new media every day and anyone can become producer (Clayfield, 2007 as cited in the paper of Zhang) unlike with the traditional media such as broadcast television. Vlogs start with a title card that lets the viewer know what do they watch (Warmbrodt, 2007). As cited in the paper of Pihlaja (2012) one of the major motivations for vlogging is to find friendship in the vlogging community and to receive feedback and support from other vloggers (Luers, 2007).

Furthemore, Fidan and Debbag (2018) emphasized in their study on the use of vlog, that vlogs are useful mostly in professional and technical terms. It is observed that vlog contributes to recognizing the shortcomings, reviewing and correcting them (reflective learning, self-regulation skill) and to the development of self-expression, communication, information sharing, critical thinking in terms of individual and social development.

In the paper of Oya, Biel and Gatica-Perez (2013) on Broadcasting oneself: Visual Discovery of Vlogging Styles, it is clearly stated that the combination of conscious and unconscious choices of vlogger made during the production of the vlog affects the video quality, appearance and structure. And also depends on the vloggers' personality, level of editing and conversational activity in the video and to vlogs that receive different levels of social attention.

Warmbrodt (2007) exclaimed in his exploratory study of the Video Bloggers Community that the vlogging community is highly decentralized and exhibits a core/periphery structure, indicating that the group consists of a core group of active participants and a peripheral group of significantly less active participants. It also states that, the characteristics of vlogging community are similar to text blogging in a number of ways and the low barrier to entry of inexpensive tools and web allows for more personal, intimate, and empathetic interaction is an important motivational factor for vloggers.

Zhang (2018) studies on Exploring Engagement in Vlogs through Content, Context, and Presence reveals that vlog audience engagement can be addressed through both customer and media engagement theories, such as using interaction, self-presentation, information management, and rewards in their vlog content. Sensory and media elements may evoke aspects of presence to contribute media engagement.

Linguistic features

Linguistics can be defined as the systematic inquiry into human language—into its structures and uses and the relationship between them, as well as into the development and acquisition of language. The scope of linguistics includes both language structure (and its underlying grammatical competence) and language use (and its underlying communicative competence) Linguistics is the scientific study of language. Human language is essentially arbitrary. A language is a set of elements and a system for combining them into patterned expressions that can be used to accomplish specific tasks in specific contexts (Finegan, 2015). Language is a system that speakers, writers, and signers exploit purposefully.

Linguistic features is a language competence in English language teaching (Syarif, 2016). It is a study that tells how various building blocks of different types and sizes are combined to make up a language and to show how it functions. Sounds are bought together to form words. Words are arranged in a certain order to formulate meanings. Then, the meaning itself can be affected by the arrangement of words and by the knowledge of the speaker about what the hearer will understand. Linguistics is the study of all of this. There are various branches of linguistics which are given their own name. These branches consist of phonology, morphology and semantics.

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Phonology

Phonology studies the sound patterns of human language and also known as a field of language that discusses alternations, syllables, and patterns of language that can be shown clearly in spoken language (Syarif, 2016). It is also a study of sound system (Finegan, 2008), analysis of spoken utterance and deals with the organization of sound to signal meanings (Macmahon, 2002 as cited in the paper of Syarif, 2016). It makes use of the phonetics in order to see how sounds or signs are arranged in a system for each language. In phonology, it matters whether sounds are contrastive or not, that is, whether substituting one sound for another gives a different, or contrastive meaning. Words make a meaning difference by its sound.

A phoneme is a unit in the sound system of a language. It is an abstract element, a set of phonological features having several predictable manifestations called allophones in speech. The allophones of a single phoneme cannot be the sole difference in a minimal pair of word with different meanings. Each allophone is the specific rule governed and therefore predictable realization of the phoneme in a particular linguistic environment (Finegan, 2008).

The phonological changes that occur when language is used in natural utterances are described as features of connected speech are: assimilation, i.e. when neighbouring sounds become more alike; elision, i.e. the loss of sounds; and intrusion and linking (Dorgeloh, 2009). Phonological rules describe how phonemes are realized as their allophones in a given environment, that is to say, phonological rules describe how a speaker goes from the abstract representation stored in their brain, to the actual sound they articulate when they speak. The four types of phonological rules are assimilation, dissimilation, deletion and assertion (Obied, 2015).

Since this linguistic area studies the sound patterns of human language, phonology is also known as a field of a language that discusses about alternations, syllables, and patterns of language that can be shown clearly in spoken language. This linguistic area is expanded into a deeper concept by giving meaning to the sounds that are uttered. It is related to the next language feature that is called morphology (Syarif, 2016).

Morphology

Morphology accounts for internal structure of words and the rules governing the formation of words in a language (Öz, 2014; Dostert, 2009). It discusses its roots, shapes and affixes, derivations and inflections,

words, and so on (Syarif, 2016). Word can contain a single morpheme or several (Finnegan, 2004). Meanwhile, the other linguists argue that morphology discusses the structure of words and the smallest meaning-bearing units and how they combine into words. Thus, this field of linguistics discusses word, its roots, shapes, and affixes, inflection and derivation, and so on (Syarif, 2016). Carstairs and McCarthy argues that morphology is the smallest linguistics unit having meaning or grammatical function. Morphology looks at how individual words are formed from smaller chunks of meaningful units called morphemes.

Morphemes are minimal linguistic units that have meanings or grammatical functions associated with it (Finnegan, 2004; Dostert, 2009; Lumabao, 2018). they are meaningful elements in a word. These are abstract units, realized in actual language by a morph, or if there are various ways of realizing one morpheme by its allomorphs. Morphemes are organized in highly patterned ways. They have an obvious linear order, and they also have a layered structure (Finegan, 2015). If morphemes are free they will coincide with what we call a word, but morphemes can also be bound in which case they are less than a word (although they carry meaning). The free morphemes are generally also referred to as lexemes, and the bound one as affixes, infixes, circumfixes (Finegan, 2008). (Note that lexemes can be i. e consisting of just one free morpheme or complex consisting of 2 or more morphemes of which at least one is free. Affixes which come in front of a free morpheme are prefixes, and those which come after are suffixes (Dostert, 2009). A morpheme is a minimal linguistic unit that has a meaning or grammatical function associated with it. Words can contain a single morpheme (camel, swim) or several (bookshops, premeditation). In the mental lexicon, each morpheme contains information about sounds, related words, phrasal co-occurrence patterns, and meaning (Finegan, 2008). The morphological systems are inflectional, isolating which contains one morpheme per word and agglutinating which has distinct affixes. The array of morphological processes for increasing word stock may include compounding, reduplication, affixation, and shortening. Languages borrow words from other languages and sooner or later submit the borrowed words to their own pronunciation patterns and morphological processes (Finegan, 2008). The array of morphological processes for increasing a language's word stock may include compounding, reduplication, affixation, and shortening. Languages borrow words from other languages and sooner or later submit the borrowed words to their own pronunciation patterns and morphological processes (Finegan, 2008).

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Methodology

Research Design

This qualitative research employed discourse analysis on linguistic features of vlogging among Filipino youth. It analyzed the phonological, morphological, semantics, structures, and themes generated based on it. This method studied the features of language that showed how some elements, speech sounds; syllables when combined produce word parts and sentences that have meanings (Lumabao, 2015). The present data include linguistic units or features at could be found in the vlogging Filipino youth.

This study specifically used the qualitative content analysis approach for it reviewed forms of human communications and gave a detailed and systematic examination of the contents of a particular body of materials such as books, newspapers, and films, as well as, other forms for the purpose of identifying patterns, themes, or biases (Leddy and Omrod, 2001 as cited in the paper of Zhang). Hence, the content was examined, described then transcribed. As described, to gather information wherein there is no direct observation of the participants the records made using videotape or audiotape may be considered documentary data and be a matter for microanalysis (Kaplan & Maxwell, 2005; Erickson, 2012; Lumabao, 2018).

Sampling Technique

This study utilized the purposive sampling technique. The purposive sampling technique is taken based on a specific purpose chosen by the researchers. It is the process of selecting a sample by taking subjects that represents a population (Arikunto,2010, Leddy and Omrod, 2001). The researchers set criteria to provide in-depth and detailed information about this study.

Research Materials

The corpora of this study were ten vlogs or vlogging downloaded randomly from YouTube channel. As the main data gatherer, the researchers considered the suggested number as mentioned by Lumabao (2015) that research materials for secondary sources must be 10-100 for analysis (Clark and Braun, 2013).

The vlogs employed for this study are based on the following criteria:

1. consists of 5- 15 minutes (as suggested by the panels) where contents are created inside the Philippines or Filipino-based channel;
2. five Filipino vloggers among the ten most influential YouTube celebrities with million subscribers and 5 emerging vloggers with thousands of subscribers only;
3. vloggers are above 12 years old and more on the individualistic show, not a program.

The researchers believed that these criteria were relatively accessible and sufficient to illustrate the linguistic feature the researcher wished to discuss in this study.

Data Collection

There were 10 chosen downloaded videos from YouTube dated from 2017 to 2020 that were to be transcribed with the given criteria. The researchers followed specific steps to collect the data needed for the study. The steps were as follows: gave transmittal letter to the dean; downloaded videos from YouTube then watched them several times for deeper understanding; transcribed the discourse in vlogs or vlogging; analyzed the sound description, words, phrases, statements to answer the research questions; and this study was presented to language experts to validate the results.

Data Analysis

Descriptive qualitative discourse analysis was employed in analyzing the linguistic features of vlogging among Filipino youth that focused on the phonology, morphology, semantics; and identifying the structure of vlogging among Filipino youth.

Discourse analysis deals with the use of language and how it is influenced directly by different aspects of social life. The way people utter differ from each other by considering social aspects and cultural values (Syarif, 2016). It is also a type of analyzing and studying the linguistic features of language where the systematic principles of language structure help us understand utterances (Lumabao, 2015). It was based on the details of speech such as gaze, gesture, and action or writing that were arguably deemed relevant in the situation and to the arguments the analyst is attempting to make (Gee, 2001).

Results

Linguistic Generalization

Vlogging is now very influential in this era because it gives transparency of information, entertainment, and income to everybody around the world. Several studies show that vlogging can both have positive and negative effects. Thus, the finding of this study shows can be generalized into a linguistic concept that best illustrate the linguistic features and themes of Vlogging.

The schematic diagram identifies the most common linguistic features found in Vlogging among Filipino youth. Vlogging contains phonological features (deletion and lengthening); morphological features (acronym, affixation (circumfix, infix, prefix, and suffix); blending; borrowing; code-mixing; and switching, compounding; conversion or functional shifts and semantics shift); and semantics (lexical category and meaning). Vlogging can generate themes based on their content (vlogger's preference, figurative and profane languages, interjections, and fictional characters and heroes.
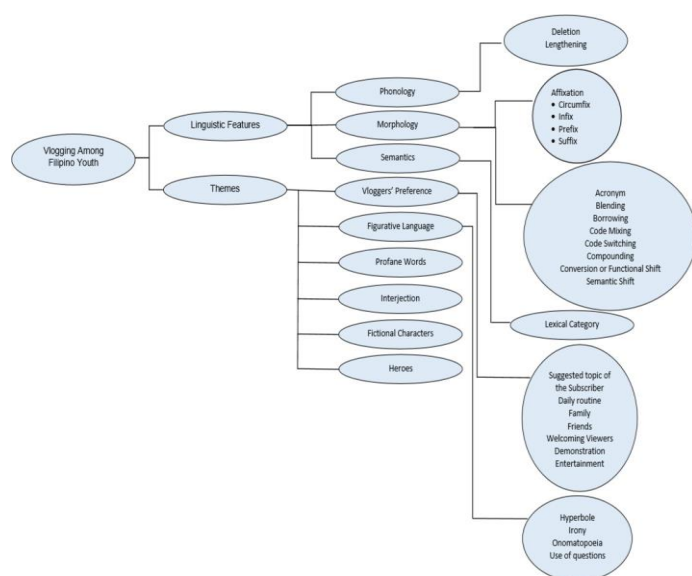

Figure 1. *Hierarchical Features of Vlogging* (Rivas, 2021)

Discussion

This study examined the 10 linguistic features of Vlogging among Filipino youth. The study utilized qualitative research design with the use of discourse analysis. The corpora of this study were the 10 vloggings downloaded randomly from the YouTube channel.

Phonological feature of vlogging

Vlogging is now very influential in this era because it gives transparency of information, entertainment, and income to everybody around the world. Vlogs serve as a new potential opportunity in learning a foreign language and practicing it, especially in speaking skills, digital literacy skills, and so on (Combe & Codreanu; 2016). Hence, a wide knowledge of phonological features like deletion and lengthening must be instilled in the mind because the phonological processor works unconsciously when listening or speaking. Listeners must be careful with the phonetic structuring of words, sounds, and syllables.

Phonology is the study of patterns of sounds in a language. Wide knowledge of phonology is a requirement for a good analysis of a text (Kolawole, 2003; Lumabao, 2015). As I examine the vlogging, there are two phonological features that can be found namely: deletion and lengthening.

Deletion is a phonological feature concerned with the process of omitting one or more sounds such as vowel, consonant, or a whole syllable. It is widely seen that based on the results of this study there are lots of deleted morphemes in the discourse of vloggings. Though, it is widely used its phonological values do not change. Because one important reason for the continuity between sound segments is that a sound's features- do not all begin or end simultaneously. Instead, individual features of one sound can continue into the next sound (Finegan, 2008).

Lengthening is the process of prolonging a sound. It may be lengthening of vowel sounds. It is used only to play and give more emphasis with to words and make vlogging more creative. It does not alter the meaning of the words but only on the way it is articulated.

Morphological feature of Vlogging

Morphology is the investigating of words, their internal structure and how they are formed. Every year new words are created. And the most influential way to disseminate is by the use of mass media. It is a powerful tool to disperse newly coined words. That is why, Vlogging is one way of propagating newly found words. Vlogging is a form of television that is composed of videos with discourses about any interesting topic. This discourse consists of words that might give hints why morphological features such as acronym, affixation, blending, code mixing, code switching, compounding, conversion or functional shifts reduplication, semantic shift are necessary to examine Vloggings. These are found in the vlogging among Filipino youth.

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Semantics in Vlogging

Semantics is the linguistic and philosophical study of meaning in language, programming languages, formal logic, and semiotics. Khodareza and Shabani (2015) as cited in the paper of Lumabao, 2015 stress the process by which we create meaning. The result states that the words used have slang or informal language which makes it unique and dynamic. Vloggers are fond of producing words. And each vlogger has an innate power to make new words in different language categories because of their social practices and education.

Themes generated in Vlogging

The themes of the discourse of vlogging are anchored to Finegan's (2004) discourse analysis, who emphasized that expression encompasses words, phrases, and sentences including intonation and stress as cited in the work of Lumabao (2015). The outcome of this study states that its theme are the following: Vloggers' preference (based on the suggested topic of the subscribers; daily routine; family and friends; entertainment purposes; welcoming viewers and demonstration); figurative languages, profane words, interjections, and heroes.

The themes are realistic and mostly about family, friends, and relatives. The language used is mostly informal. It expresses a wide variety of emotions such as joy, excitement, surprise, or disgust. It also shows the vloggers' daily lives and shows the real them- the real person behind the camera. There is also an online interaction between the user to user and user to followers or subscribers (Burgess & Green, 2009; Feddan & Debbag, 2018). It allows voting and commenting (Chang & Lewis, 2011; Feddan & Debbag, 2018). In general sense, it is different from the randomly shot video in a way that a person or vlogger forms his or her experiences and share them as videos (Feddan & Debbag, 2018).

Conclusion

The result of the study highlighted the linguistic feature of Vlogging among Filipino youth. It has phonological feature (deletion and lengthening) ; morphological feature (acronym, affixation (circumfix, infix, prefix, and suffix), blending, code mixing, code switching; compounding, conversion or functional shifts reduplication, semantic shift) ; semantics; and

theme (based on suggested topic of the subscribers, based on family and friends, based on the daily routine or activities , based on entertainment purposes, based on welcoming viewers, based on demonstration, figurative languages, interjections, hero, and celebrities).

Implication for Practice

The results of this study have implication for social, educational practice and future research.

Implication for Social Practice

Vlogging is rampant nowadays, as anticipated, it will have advantages and disadvantages but the result of this study may enlighten the mind of everybody to utilize vlogging in a good way. As a result, this study will give additional insights to the Whole Educational System, Department of Education, Video bloggers (Vloggers), Schools Division of Maguindanao II, English teachers, students, and parents.

Department of Education and Schools Division of Maguindanao II may use these findings as basis in revising the curriculum and implementing Vlogging as an important tool in teaching. Further, Vloggers, may be careful in coining new words and using words for they can easily disseminate it. They may have competitions among them but with improved contents like promoting advocacy or showcasing positive attitudes towards others can be a big help to them because it will test their ability in creating new trend of style in vlogs.

Implication for Educational Practice

This can give feedback for DepEd to formulate policies regarding the use of modern technology such as vlogging in positive way. They may implement training design such as conducting seminars and providing modular lessons and resource materials to teachers. Moreover, this will serve as awareness for teachers to configure and promote Vlogging as a tool to improve their teaching strategies inside the classroom. Integrating this to the lesson will add more fun and lessening the stress of the students during the lesson. It will be a fun full of learning activity.

Implication for Future Research

This will benefit future researchers. It can be their guide for future researchers and may impart additional learning on its future readers. This study about vlogging shows the potential of new multimedia and multimodal interactions for informal foreign language practicing and learning. On the same note, vlogs offer opportunities in learning and improving the five different language skills namely: reading; writing; listening; speaking; and viewing; digital literacy skills, and multilingual peer learning. On the other hand, vloggings are limited by the ethical understanding of social networks specifically the linguistic skills of social network users. This research study raises important questions in the era of mass digital communication in a globalized world where the interactional reference space has diversified. More research is needed to conduct on how language vlogs could be of interest from a pedagogical point of view.

On the basis of the findings and conclusion of this study the following recommendations were made: (1) Department of Education may design and implement trainings and seminars regarding the use of social media as an effective tool in teaching; (2) Schools Division of Maguindanao II may use this finding as basis in examining the curriculum and integrating vlogging as an important tool in teaching; (3) Video bloggers may imrove the content of their vlogs or themes and may make it more educational; (4) Teachers may utilize vlogging in their daily techniques in teaching; (5) Students may utilize vlogging as part of their learning process; and (6) Research enthusiast may use this for further researchers.

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