

# Analysis of Multilingual Texts in Group Chats

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**Abstract** – Nowadays group chats become the most imperative means of communication not only to stay in touch with families and friends but also as simplest and easiest way to connect with students. This study is meant to investigate the different language varieties utilized by the Grade 10 students in group conversations. The result shows that only limited multilingual languages were practiced by the students in relaying information. The common language used were Bicol-Irosin, and Bicol-Sorsogon. These are the dominant dialects that are commonly used in all the group chats (gc's). There are instances of employing Tagalog language, but some replied in bicol-Irosin, bicol-Gubat and bicol-Naga but these languages are utilized by only few of them. However, in a typical English class, only some students respond in pure English as the channel of information. Some of them, when reciting or when asked by the teacher to respond, solicit permission to speak in Tagalog or Taglish. Oftentimes, they just switched code, from English to Tagalog and sometimes to their vernacular language to express themselves copiously.

**Keywords** – analysis, group chats (gc), multilingual texts

## INTRODUCTION

In the 19th century, the initial instances of using multiple languages within the English language were documented. Multilingualism has become even more prevalent and widespread today, with a majority of people practicing and encountering it. According to Clyne (2017), multilingualism is defined as the usage of more than one language or the ability to be proficient in multiple languages. It is considered a challenging field, as stated by Schmid (2015), due to its complexity arising from various interdisciplinary interests and the numerous factors involved. However, society has been adapting to it.

In recent times, the rise of advanced technology has significantly contributed to the proliferation of multilingualism. This progress has led to new modes of interaction, benefiting individuals from all walks of life, including both ordinary people and the elite. Communication methods have also undergone several changes. The utilization of diverse applications for messaging purposes has become prevalent in today's digital world. These platforms provide channels through which people can be understood and stay connected with one another. Video conferencing and digital communication have become integral parts of the daily working environment. Given the advancements and possible refinement of this technology, it is likely to remain a significant part of the future.

In the field of education, group conversations or group chats have become the primary means of communication. Even in rural areas, this form of communication is common, as it offers a convenient way to engage in conversation wherever one is located. This article aims to explore the use of multilingualism among Grade 10 learners in specific groups or sections. Through this research, the investigator aims to gain an understanding of the various languages used in these groups, assess how these linguistic variations influence students' communication patterns, and identify the similarities and differences in multilingual texts within real classroom situations.

## OBJECTIVES OF THE STUDY

This study aims to examine the variance of multilingual texts used in group chats. Specifically, it seeks to:

1. Familiarize with different language varieties in group conversations.
2. Determine how these language varieties influence students' way of communication.
3. Identify similarities and differences of multilingual text in real classroom situations.

## METHODOLOGY

The researcher obtained permission from three advisors overseeing Grade 10 sections named Freedom, Justice, and Unity to gain access to their group chats. Careful examination of the conversations was conducted to identify the language variations used by the students. A thorough analysis of these dialects was performed to uncover similarities and differences between multilingual dialects in the group chats and real-life classroom scenarios. The study employed a qualitative research approach, with data collected through classroom observations and text analysis of the group chats. Shank (2002) defines qualitative research as a systematic empirical inquiry into meaning, characterized by planned, ordered, and public processes governed by agreed-upon rules within the

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qualitative research community. It is grounded in the real-world experiences of individuals, aiming to understand how they make sense of those experiences. According to Denzin and Lincoln (2000), qualitative research involves an interpretive and naturalistic approach, wherein researchers study phenomena in their natural settings to interpret them based on the meanings people attribute to them.

To identify the similarities and differences between multilingual dialects in the group chats and real-life classroom situations, the researcher employed a content analysis tool. Content analysis is a research technique used to determine the presence of specific words, themes, or concepts within qualitative data, such as text. By utilizing content analysis, researchers can quantify and analyze the presence, meanings, and relationships of certain words, themes, or concepts. This enables them to infer information about the messages conveyed in the texts, the authors, the intended audience, as well as the cultural and temporal context surrounding the text (Columbia University Irving Medical Center, 2023).

## RESULTS AND DISCUSSIONS

Upon analysis of the conversations in the group chats of the three sections in Grade 10 level, the researcher found out that only limited multilingual language was utilized by the students in expressing themselves. Bicol-Irosin, and Bicol-Sorsogon were the dominant dialects that are commonly used in the GC's. There are instances when students utilized Tagalog but some replied in bicol-Irosin, bicol-Gubat and bicol-Naga. However, upon observation inside a classroom of an English class, some students respond in pure English language, but this is not true for all. Some of them, when reciting in front of the class, asked the teacher if they could speak Tagalog. Oftentimes, if they found it hard to express themselves in English, they just switched code, from English to Tagalog and sometimes to their vernacular language. In table 1, it shows the variations of multilingual texts utilized by the three sections in the Grade 10 class.

Table 1. Multilingual Texts Variations in the Group Chats

Grade Level & Section	Bicol Irosin	Bicol Sorsogon	Bicol Gubat	Bicol Naga
Gr.10– Justice	dominant	dominant	seldom used	seldom used
Gr. 10 – Freedom	dominant	dominant	seldom used	seldom used
Gr. 10 - Unity	dominant	dominant	seldom used	seldom used

Over time, the concept of an "English-only policy" in classrooms has gradually shifted towards embracing multilingualism. Soffronow (2015) discusses the linguistic landscape in Philippine schools, where teachers pragmatically navigate the complex language situation by incorporating three languages into their everyday interactions to engage learners in classroom discussions. As a result, code-switching has become a common practice.

Similarly, in the three sections of Grade 10 learners at Gabao National High School, multilingualism is also employed. However, it was observed that only a few students are proficient in expressing themselves using English as the medium of instruction. In real classroom scenarios, students respond to teachers' questions using a mix of languages. Teachers also code-switch or paraphrase their statements to ensure learners comprehend their meaning. It has been noticed that by accepting vernacular languages or code-switching, students can elaborate on their thoughts and express themselves effectively. Barranova, Kobicheva, and Tokareva (2021) argue that the multilingual learning approach stimulates student engagement and active participation, thereby making the learning process less burdensome.

This teaching and learning approach fosters a sense of comfort among students when interacting with peers and teachers. It cultivates confidence and a feeling of belonging. There are no significant similarities or differences observed among the three languages used by the students, as their utterances primarily revolve around limited vocabulary, with their mother tongue predominantly used when communicating with classmates and teachers.

## CONCLUSIONS AND RECOMMENDATIONS

The findings of the study indicated that incorporating multilingual texts in group conversations facilitates ongoing communication and fosters a positive atmosphere between learners and educators. This approach proves to be effective in engaging learners during classroom situations, as they can comfortably express themselves using different languages without hesitation. It serves as an enlightening experience for educators, leaders, and other relevant entities, urging them to contemplate the development of new programs aimed at enhancing students' proficiency in multilingual dialects, without neglecting the opportunity to learn and advance their English language skills.

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