

# EXPLORING TEACHERS' ONLINE PERSONA: A DISCOURSE ANALYSIS

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## Abstract

This discourse analysis investigated the different online persona as well as the different impoliteness strategies used by elementary English teachers in Maasim, Saranggani Province. I categorized, analyzed and interpreted the gathered linguistic corpora through the lens of Moore, Barbour and Lee's (2017) Five Dimensions of Online Persona and Culpeper's (2011) Theory of Impoliteness. In the gathered corpora, all Five Dimensions of Online Persona were exhibited by participants with 36.89% of teachers' posts and status utilized the Performative Dimension and 25.93% on the Collective Dimension of their persona projected online. Public dimension is also utilized comprising 18.78% while Mediatized Dimension has 11.35% and 7.05% for Value Dimension being the least utilized online persona among teachers. Further, only three Impoliteness Strategies are prominent and only one among 15 participants engaged in impoliteness in responding to hate comments. In the 13 corpora that manifested impoliteness, five (5) or 38.46 % are bald-on record, three (3) or 23.07% of the comments are positive impoliteness, three (3) or 23.07% are negative impoliteness while the remaining two (2) or 15.39% of the impoliteness strategies are sarcasm or mock impoliteness. It is recommended that this study be used to address the challenge of the academe regarding the language and behavior of learners and teachers as well in the online platform.

*Key words: Online Persona; Impoliteness Strategies Discourse Analysis*

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## 1. Introduction

Being a teacher in 21<sup>st</sup> century learning, I have to adapt to today's learning environment. The implementation of the curriculum necessitates building rapport towards my learners for me to establish a sense of connections towards them and this can be achieved by making a friendly teaching persona offline and online. Learning concepts can certainly be easier if teachers secure a socially caring atmosphere. My teaching persona is a crucial factor in both emotional and intellectual progress of my learners.

Teaching persona is an aspect of identity that individuals apply in different situations. In the digital age, online persona are the digital identity that teachers project through their interactions, communications, and presentations in online teaching environments (Davis & Miller, 2018). Barczyk and Duncan (2019)

emphasize the importance of digital identity in online teaching, suggesting that teachers must project a professional persona through their online presence.

Since the stream of communication in today's digital age is dominated by the use of different social media platforms, I also use social networking sites in reaching my students and parents for them to know the different school related activities. This shift of learning platforms also created my online persona as I interact with my students through different social media applications. In my experience, communicating with students using different social media platforms is a challenge if there are important matters that require an immediate response. Since online discourse is not supported by my tone of voice, facial expressions and paralinguistic codes, I have to make an extra effort in finding the best way to communicate the intention I wanted them to receive and understand. I even hesitate to share hilarious contents or any posts that may somehow affect my students' perception towards me as their teacher. I should be careful when it comes to sharing my thoughts or personal experiences since this can reach a wider audience such as parents and even my students. Zhao et al., (2018) claim that online persona play a crucial role in shaping students' perceptions of the teacher's credibility, expertise, and approachability.

Research by Barczyk and Duncan (2019) highlights the importance of digital identity in shaping the online persona of teachers. They argue that online teachers must carefully curate their digital presence to establish credibility and foster positive relationships with students. This premise suggests that an online teaching persona can be perceived as social identity teachers use in online environments. Whatever contents shared and commented by a teacher may influence how students react, communicate and express their thoughts towards the digital image of a teacher. These online contents, posted and shared are complex and ambiguous to understand which may be affected by several factors such as a person's point of view, age, gender, educational background and voice as it requires many complex signals. Smith and Bond (2020) emphasize the role of online presence in building trust and engagement among learners. They suggest that effective use of multimedia content and interactive tools can enhance the online persona of teachers.

When teachers engage themselves online, conveying their personas requires additional thought and effort. Physical markers such as appearance, dress and non- verbal gestures are no longer present, thus a conscious effort of choosing an online persona is essential that the students will know and respond to. It is hard to connect on teaching level with learners when they only exist in two dimensions of a computer screens or mobile devices. Teachers have to make sure that they are interacting in a way that allows them to deliver the desired communication and right level of teacher-learner relationship.

Recently, several social media contents condemn the different practices of teachers in their classroom. I personally feel humiliated when various and many audiences negatively reacted to the kind of discipline teachers impose in their classroom and the kind of teaching persona a teacher may project before their students while having class discussions.

As these posts reach wide and various audiences, teachers were judged and misinterpreted by colleagues, supervisors, parents, and even students as these could be commented on and shared by various social media users. Some teachers' posts have gone viral as these evoked negative or unfavorable reactions from diversified audiences that essentially lead to online bullying and bashing. Teachers, in their defense, also commented and justified their actions in a hope that they will be vindicated and understood. This language used by teachers in responding comments ostensibly reflect their persona projected online which, in one way or another, shapes their discourses and identity in attending to students' concerns both online and offline.

It is in this premise that I wanted to pursue this research to investigate the online persona that teachers manifest in their social media applications and the language they speak in online discourses that shape and reflect their identities as educators which digitally manifest their personal attributes and aspirations, daily duties, school engagement and to large extent, their profession.

### 1.1. Research Questions

This study aims to seek answers to the following questions concerning elementary English teachers:

1. What are the online personas of teachers as manifested through social media posts in reference to Moore, Barbour, and Lee's Five Dimensions of Online Persona?
2. How are the online personas manifested in the social media posts?
3. How do teachers respond to comments on their social media posts in reference to the Impoliteness Strategies Theory advocated by Culpeper?

The structure of power embedded in the corpora gathered was the focus of the analysis. The practices of teachers in airing their thoughts through their social media posts and the construction of their realities as professional teachers were explored in this research on discourse. Specifically, online persona of elementary English teachers were identified and elaborated to investigate how language reflected through social media posts shaped their online identity.

The findings of this study provided a concise description on the projected digital persona of teachers through the language they used using their different social applications and how these shaped their online persona.

In a wider spectrum, this may benefit the administrators of the **Department of Education, teachers, Students, researcher, and other researchers and future studies**, this study may give them insights about the nature of online persona that may be reflected on the communications styles, discourses used by teachers in posting, commenting and even responding to various social media contents. This may be an avenue to explore another interesting area in pragmatics on the discourse used by teachers in engaging online conversations and the possible consequences it may generate towards their image as important figure in the delivery of instruction. Researchers may explore on the contextual factors that prompted teachers in posting and sharing social media contents.

This research was delimited on the description of teachers' online persona relied on the posts and comments made by teachers in their social media accounts. Gathering of linguistic corpora is from January 2023 until March 2023. I, being the researcher of the study, am also a resident and once assigned in the identified research locale, thus data was accessible to gather.

It is important to note that interpretations heavily relied on the gathered discourses used by elementary English teachers when making posts and comments through their social media accounts, thus personal space of teachers may be explored in this study.

## 2. Methods

This section contains the method used in this study. Data sources, materials, instruments, design, and procedures are also presented.

### 2.1 Data Sources

The process of inquiry is qualitative by nature since it flows from the assumptions of linguistic philosophy to the lens of interpretations and procedures that involve the investigation of human or societal problems. Moreover, this study utilized the linguistic corpora which are naturally occurring from the setting

of computer-mediated discourse governed by social media applications. These corpora were evaluated to deeper scrutiny using both deductive and inductive level of analysis to establish patterns and themes of discourse used (Creswell, 2014).

This discourse analysis mainly focused on the examination and analysis of the written language used by teachers in their computer-mediated discourse which regarded as the social context of language. This is to elucidate the complexities of human language as used by educators and tools of communicating their thoughts and sentiments related or not to their job as teachers. Discourse analysis as an approach examines how language affects the organization and interaction of participants shaped the social dimension in micro-international ways (Hall, 2019).

Extrapolating the posts and comments done by teachers in their social media accounts is discourse analysis by nature since the content, structures and function of language are explored. Further, it intends to illuminate how misinterpretations of diverse audience happen in online space which may implicate negative inference from the context due to lack of some properties essential for comprehensive understanding of meaning conveyed. More importantly, Discourse Analysis as a research tool recognizes that the meaning communicated by the speaker or user may change and vary according to the context and hearer's/ addressee's level of perception and multiple interpretations specially in the type of discourse that happened in online space.

## 2.2 Materials and Instruments

These teachers as source of my linguistic corpora are 15 elementary English teachers who have been teaching at least three (3) years in basic education and who are active users of social media applications such as Facebook, Twitter and Instagram. They are purposely identified as this is deemed essential in the explication of online persona. Thus, purposive sampling is employed. They are part of friends list in the social media I use so it would be easier to monitor and document the status they post and contents they share and commented on. These posts and comments are personal activities, work related, value system, and thoughts towards societal issues and any ideology which are all good source of data extrapolation to establish their online persona and impoliteness strategies used in engaging themselves to online interactions.

## 2.3 Design and Procedures

Since this is a Discourse Analysis, the linguistic corpora subjected to analysis are considered secondary data since these posts and comments can be taken anytime and be viewed by anybody who is using the social media applications. However, I personally believe that for me to get the needed data for my study, I focused on fifteen elementary teachers who are teaching English subjects from Grade 1 to Grade 6. All of the purposively selected participants are female and have been teaching for three years or more in the Department. Four of them are assigned in schools within Maasim 1 District, seven participants teach in Maasim 2 District and another four participants teach in Maasim 3 District.

Taking into consideration their privacy, I asked their permission to use their social media posts and comments as linguistic corpora. The participants were informed that their posts and comments from January to March of year 2023 would be used as linguistic corpora of this study. Further, to validate my analysis on their established online persona and communications styles in responding to comments, interview was conducted.

The collection of the corpora of the study were collected by utilizing a mobile android phone to secure the screenshots of teachers' posts and comments. All comprehensible posts of teachers in their different social media apps were documented to ensure the authenticity of the study.

Next is the analysis after all the transcriptions were gathered using the Five Dimensions of Online

Persona Framework of Moore et.al (20175) and Impoliteness Theory of Culpeper (2011).

This was followed by subjecting my own analysis through the process of peer-review debriefing followed. I tabulated the outcomes of the study and drew my own conclusions and recommendations for future studies related to discourse analysis and online communication. The results of the study were validated and reviewed by the experts in sociolinguistics or applied linguistics. This is to ensure that personal biases and assumptions are uncovered through intersubjective analysis.

The last aspect of data gathering was employing frequency labels to classify the data obtained from my in-depth interview participants. I followed the terminology outlined by Prosek and Gibson (2021), who asserted the general discussions pertaining to findings applicable to the majority of the participants, typical when more than half of the participants exhibited similar responses, variant when at least two participants share identical responses. These categorizations were incorporated into my data analysis to enhance comprehension of the frequency of responses from my participants.

### 3. Results and Discussions

The results of the linguistic corpora gathered are presented which are the social media posts and comments of elementary English teachers. This whole section covered the online personas manifested by teachers in their social media posts and the strategies employed as they respond to comments online.

#### 3.1 Online Persona of Elementary English Teachers Reflected in Social Media Posts

From the gathered linguistic corpora within the time frame of this study, the four online personas namely public dimension, performative dimension, mediatized and collective dimension constitute a total of 83.33% having 20.8333% each of the said percentage while the remaining 16.67% belongs to the value dimension of online persona. This means that all dimensions of online personas were manifested by teachers except the value dimension.

Presented in Table 1 is the dimension of online persona manifested by teachers through their social media posts.

Table. 1. Online Persona of Elementary English Teachers as Manifested in their Social Media Posts

Dimension of Online Persona	Description	Code				Frequency
Public Dimension	allows anybody to grasp anything on his or her social media even outside his circle or networks	PT-01 PT-05 PT-09 PT-13	PT-02 PT-06 PT-10 PT-14	PT-03 PT-07 PT-11 PT-15	PT-04 PT-08 PT-12	20.83%
Mediatized	any channel or communication tools for self-expression through memoirs, sketches, paintings, letters and profiles in social media accounts.	PT-01 PT-05 PT-09 PT-13	PT-02 PT-06 PT-10 PT-14	PT-03 PT-07 PT-11 PT-15	PT-04 PT-08 PT-12	20.83%
Performative	reflect users identities manifesting their profession, gender preferences, personal aspirations, interest and choices and even the network of connections.	PT-01 PT-05 PT-09 PT-13	PT-02 PT-06 PT-10 PT-14	PT-03 PT-07 PT-11 PT-15	PT-04 PT-08 PT-12	20.83%
Collective	result of the effort in establishing the user in creating, seeking out and navigating among the relationships.	PT-01 PT-05 PT-09 PT-13	PT-02 PT-06 PT-10 PT-14	PT-03 PT-07 PT-11 PT-15	PT-04 PT-08 PT-12	20.83%
Value	These are the values and the belief system reflected on the social media posts	PT-01 PT-06 PT-12	PT-02 PT-07 PT-13	PT-04 PT-09 PT-14	PT-05 PT-11 PT-15	16.68%
TOTAL						100%

Table. 2.1. Manifestation of Public Dimension as Online Persona in Social Media

Major Themes	Core Ideas	Frequency of Responses
Reflection of Personal Information	Teachers' work station is reflected through social media.	General
	Educational background is provided through Facebook profiles	General
	Home address and relationship status are also reflected	General
	Avenue to share personal experiences such as travels and family celebrations	General

## Reflection of Personal Information

From the gathered linguistic corpora, one of the essential themes that emerged from the identified teachers is Facebook profiles reflect their personal information. This information includes their work ranking, work station and even their educational background stating their degrees and the institution where they earned that degree. Moreover, residence address and relationship status are also reflected by tagging the person they are in relationship with.

They also use Facebook as avenue to share personal experiences and family celebrations. This personal information provided by the elementary English teachers are made public allowing all people in the social network to have access of these supposed private data making it a public dimension of online persona.

*I share my personal information in my Facebook account so that whenever these information is needed, it can be easily accessed through my account. (PT-08)*

This is in coherence to the research findings of Ganda (2014) stating that social media users have to pick and choose the best information about themselves to present on their respective audience. This information created online can be integrated on their offline identities and thus create a new understanding of themselves as presented in their social media accounts. Alaimo and Kallinikos (2017) also claimed that a huge part of the user's social life becomes online with the prevalent use of social media and that users unravel different parts of their routine almost on a daily basis.

In an in- depth interview conducted, PT-12 responded:

*Yes, I sometimes post about our enjoyable activities as a subject teacher. Yes, sometimes I post in my personal account to screenshot it at the end of the school year for my RPMS attachments. But since I am also the one who posts on our school page, I have already limited my posts in my personal account.*

When asked if she filtered out or excluded obscene and indecent images in her post, she responded:

*Yes, because it might encourage some of my pupil friends to also post indecent post since they see me doing it.*

Additionally, Fuchs and Trottier (2015) claimed that the internet has permitted for the lives of users to be available and traceable synchronously. Contents and information being shared online becomes the remnants of imprinted online identity. These information available in online world encapsulate both the online and face to face identity of the users. Schlosser (2020) also argued that despite opportunities that one's identity may not be disclosed, self-presentation often prevails.

Table. 2.2. Manifestation of Mediatized Dimension as Online Persona in Social Media

Major Themes	Core Ideas	Frequency of Response
Personal Indulgence	Social media as means to share achievements and job-related activities	General
	Social media as means to release personal struggles such as conflicts with family, friends and other people.	General
	Social media as avenue for online selling	General

### Personal Indulgence

Another theme that emerged from the gathered corpora is personal indulgence. Teachers use their social media such as Facebook to share their personal feelings and manifested their online persona by posting Facebook status that reflect their personal aspirations, struggles, achievements and even personal milestones. In an in-depth interview, PT-09 claimed that she shared some of her achievements and winning moments in her social media not only for her benefits but also for her colleagues to grab pictures from.

*Some activities I share in my social media are those activities done in our school. Some are my achievements and winning moments of out pupils in some competitions. Well, It's not for my own benefits but for all my colleagues as well since I really tag them in my posts.*

*Yes! Aside from we need those pictures as MOV , specially during our RPMS accomplishment, I'm a kind of person who loves "people". So I wanted to share my activities to people. (PT-01)*

Table. 2.3. Manifestation of Performative Dimension as Online Persona in Social Media

Major Themes	Core Ideas	Frequency of Response
Personal Indulgence	Teachers use social media to share their personal feelings and aspirations	General
	Social media posts are avenue to release stress and pressure from work	General
	Social media are means to share achievements and job-related activities	General
	Means to release personal struggles such as conflicts with family, friends and other people.	General
	Social media is an avenue for online selling	General

It can also be observed that teachers used their Facebook posts to air out struggles they experienced such as conflicts within their families or relationships. Some participants also used the advantage of Facebook for online selling. These participants' personas are both mediatized and performative as their posts give the public audience the license to assume and create their public identity as their Facebook interactions reflect what they do and feel as a person and as a teacher. Though, they used this as tool of expression, social media posts become their way to mediatize or express everything about them.

Teachers also acknowledged that there is a self-conscious construction of their online identities projected when they share their struggles, aspirations and personal opinions on serious and sensitive matters or issues. However, they publicize themselves but limit only to what they wish to present to the public to maintain privacy at some level. In an interview conducted, PT-12 revealed that she has to check and scrutinize



first her grammar as well as her thoughts on sensitive topics so nobody will get offended.

*I usually re-read my captions and checks its grammar for error. In terms of political posts, I check my thoughts and ideas before I post so that no individual will get offended directly, besides I can also react with others' post without sharing it on my feed.*

As part of personal indulgence, users post pictures that show their physical appearance and to ensure an appealing self-presentation, users employ self-presentation strategies that aimed to impress the audience in terms of physical appearance (Mills et al., 2018).

Table. 2.4. Manifestation of Collective Dimension as Online Persona in Social Media

Major Themes	Core Ideas	Frequency of Response
Means of Communication and Collaboration	Teachers used Facebook to communicate school announcements.	General
	Teachers use social media to contact parents when needed.	General
	Teachers can message immediately when there are pressing concerns about their children.	General
	Schools can immediately disseminate information immediately relative to their activities.	General
Means to Build Social Network	Social media is a platform for them to connect with colleagues.	General
	Social network of teachers is reflected through their tagged posts.	General

### Means of Communication and Collaboration

Teachers also used social media such as Facebook to communicate and collaborate with their stakeholders. From the gathered linguistic corpora, they used Facebook to establish relationship among stakeholders through making updates about the status of the school, particularly in the implementation of the programs and projects of the school. Teachers also use Facebook to make announcements relative to their conduct of school related activities. Achievements and victories of the schools are posted through teachers' personal Facebook accounts. Participants are also tagged in the posts in the respective social media account of their school. Additionally, teachers also used Facebook as means of communicating to students and parents when there are pressing concerns relative to the behavior and performance of learners.

In an in-depth interview conducted, PT-09 claimed that students can easily contact her through social media since every individual spends time on social media.

*They can easily connect with me through social media. Every individual nowadays mostly spend their time scrolling on their social media, so just simply searching my name on Facebook, they can already message me or chat immediately.*

PT-08 also shared:

*Yes. I am handling elementary learners in an urban community. Most of the parents of the learners in our community use SocMed in communicating with the teachers. Providing my real name in my account gives convenience to the parents and learners as well.*

Stathopoulou et al. (2019) claim that both commercial and noncommercial organizations extensively used social media to attract attention, foster communication and gather feedback regarding the services and



products.

In the field of teaching, 'Facebook' as a social media application supports in the teaching process for teachers and students so that the learning process occurs (Rahmatullah & Ghufon, 2021). They further claimed that Facebook is being used as medium for communicating students and learning the content of the subjects. Wibisino and Mulyani (2018) also revealed that emergence of social media such as Facebook becomes a necessity as they are used for communication.

### Means to Build and Maintain Social Networks

As teachers tag their friends as part of their social circle, they also manifest their persona by observing the collective dimension. This is manifested as they try to create, look, and travel across relationships, resulting in a collective entity. When members of the work station or close friends are tagged in the post shared by the participants, they have manifested their collective dimension of persona and this is evident whatever is shared and tagged to their social media networks. Being tagged in other users' posts is also manifested by some participants. Seminars and trainings conducted by the department is an avenue for teachers within the division or region to gather and get along. Thus, tagged photos of them taken during such events were sought in the social media by teachers having this persona. This gives them a sense of belongingness towards those known individuals. Their projected collective online persona makes viewers believe that the participant is within the circle of these people.

PT-09 in her response to the in-depth interview felt like she is part of a specific event seeing photos of her along with some colleagues in a certain event.

*"Masaya. Dahil naging part at nakasama ko sila sa event na iyon." I'm happy. It's because I have been a part of that event.*

When asked about how she feels being tagged by a colleague or Facebook friends on common events attended together, PT-01 blurted;

*I really like it. It boosts my endorphin. Sometimes I browse at their posts and save the pictures in my phone and I even upload those in my profile.*

Ellison et al. (2021) explored how users engage in relationship maintenance behaviors on Facebook and the role of these behaviors in the process of building social capital which are emotional support and information that individuals gain through their social networks. They conducted a detailed analysis of how different types of interactions on Facebook contribute to maintaining and enhancing social relationships. Social media platform helps to strengthen relationships through sharing of important life events in the form of status updates, photos, etc., reinforcing at the same time their in-person encounters as well.

Table. 2.5. Manifestation of Value Dimension as Online Persona in Social Media

Major Themes	Core Ideas	Frequency of Responses
Personal Indulgence	Teachers use social media to share their personal feelings and aspirations.	General
	Social media posts release personal opinions on matters related to politics and religion.	General

Moreover, participants also manifest their online persona by sharing their personal values on societal issues or norms and religions. From the gathered linguistic corpora, elementary English teachers have expressed their sentiments on election, teachers' code of conduct during curriculum delivery and even on their personal beliefs or philosophy and religious preferences. For them, they can impart their perspective to their

audience or viewers this way. PT-12 added that she usually shares her expressions on political issues as an outlet of sharing her opinions.

*I usually post and share my expressions of my political, and personal views. It has become my outlet to state my opinions of something I cannot express in person and while at school. (PT-12)*

Davies & Miller (2018) argued that social networking sites provide means of self expression for users but by having the outlets of expression creates an issue of balancing multiple selves and their respective audiences. He further claimed that the use of social networking creates a space in which the user feels more free to express themselves online and provides them the chances to work through certain issues they might be dealing with in their daily lives.

Presented next is the different dimension of online persona manifested in the gathered linguistic corpora of the purposely selected elementary English teachers.

### Public Dimension of Online Persona

As defined by Moore et al. (2017), public dimension is a broad spectrum of ‘publicness’ and the transitions from intimate and close audience to massive and diverse audience through the act of networking.

In Figure 1, PT-01 posted on her Facebook account regarding the sexuality and infidelity of her husband. This lengthy post from PT-01 narrating her separation and the reason behind her broken marriage is a form of sharing her identity to the networks she has in her social networking site, Facebook to be specific.

It is evident that the content explicates the importance of finding a partner who can accept one another and embraces differences as a couple. However, her caption of the shared images on marriage deviates its actual message by telling her personal struggle caused by her unfaithful husband, who is just using her to cover up his sexuality.

In her own words,

*Kasu same man di ay tag hilig, keke man pud imo (Figure 1, Line 2)*  
 (Trans - But we have the same preference, you also like men)



Figure 1. PT-01's Post on Her Husband's Sexuality and Infidelity

Translated below is the full caption of her post:

Line 1: Well, if you did not cheat and lie  
 Line 2: to me.. but we have the same preference, you also like men. Kindly  
 Line 3: tell your so called friends who are concerned to please  
 Line 4: investigate if you really like men... Hahaha oops, one  
 Line 5: member in your GC added that he will give you a dozen of men. Hahaha

Line 6: You are all professionals and known in your fields but intelligence  
 Line 7: won't really buy class and etiquette. Gossipmonger.  
 Line 8: hahahah... I prefer my bad mouth as long as I'm not plastic  
 Line 9: hahahah... They're only good in front of you but speak ill of you  
 Line 10: behind your back.

Anybody who has access in social media including her friends whom she might have or does not have personally knowledge at all will be able to see this post. This part of the private self is made public as it is read and commented by her friends in Facebook and even people outside from her circle to engage what has been shared in her social media account.

Marshall (2015) argued that posting pictures and personal information in any social networking site allow users' "selves" or identity to be reproduced as information and communication implies highly personal and varied registers of persistent and insistent construction of a public persona.

In an in-depth interview conducted, PT-09 believed that information, thoughts and perspectives posted online reflect their identity as a person and as a teacher:

*"Some of my posts will reflect me as a teacher but most of them will reflect me as who I am as a person"*

In another response, PT-12 claimed that some of the information that she shared online were weekly activities of her pupils and even her personal rants.

*I only post few of my child's and pupils' weekly activities on Facebook. I mostly use Facebook to share witty posts. In Instagram, my profile tells that I am a teacher, but there are no photos of me as a teacher. I rarely use my Twitter. My personal rants are there since I turned my profile into Private.*

Being aware that everything that she posted online constitutes her identity, she made her profile into private so that only few people can have access of what has been and will be posted in her timeline. Chambers (2013) claimed that any personal information shared and posted contribute to the making and shaping of the public self and giving any member of the network receive and perceive the persona projected.

According to him, with its massive diverse audience, the negotiated relationships are forcing social media users to rethink and re-envisage the nature of intimacy, personal connections and wider issues of relatedness. People, who supposedly have access to know personal and sensitive information, are no longer those originating solely from domestic and familial settings or exclusively located in spatial community boundaries.

PT-02, in her Facebook account, shares her present employment status, educational background, residential address and relationship status. As shown, this includes her personal relationship status and the number of people that followed her Facebook account. PT-02 also allows people within her friends list and followers to have access of her identity as a person. By indicating relationship status, displaying the workplace and providing residences, all followers which she may have or have not known personally, can have access of her life's events and information as projected by her public online persona.

Procter (2021) claimed that the prevalence of social media shift towards a mediated digital environment where communication is also diversified and combined in many ways to sustain social ties which should be personal in nature. Moreover, emergence of new technologies and applications for connecting

people has introduced an informal norms and rules that govern social contact and encounter. This is also in consonance to the PT-09's contention during in-depth interview:

*I do share my full name, birthday, status, schools I've been in high school and college, my address and current job.*

When asked regarding the reasons why they share this information, PT-10 claimed that sharing personal information in online space also has benefits and threats as people in the online world may all have the access about one's personal information and can be sued for identity theft.

*My thoughts about sharing personal information in social networking sites is somewhat helpful and somewhat not. It is helpful for you to be easily recognized especially when it comes to your work, when someone in your colleagues is reaching to you they can easily contact you. Not helpful also knowing that nowadays, hackers are everywhere. Your personal information can be used to scam others.*

Though teachers recognize the importance of creating identity in social media, they are also aware of the risk is may cause on them as they are showing everything about them such as workplace, profession, address and relationship status that constitute the creation of their identity in the world of social media.

Within Persona Studies, the term "persona" is used to describe practices of constructing and constituting various forms of public identity (Marshall et al., 2015), the relationship between the individual and the social, and to explain how identity play and individual performance occur in social settings (Marshall & Barbour, 2015).

As identity construction occurs increasingly via public digital identities, the practices/performances of personae offer, therefore, a lens through which to understand connections between individuals' presentations in online contexts.

For Marshall and Barbour (2015), the persona is constituted from interaction between the individual and the social from which it derives, and is a strategic public identity for managing various dimensions of life and public self-formations.

"Persona" tends to be academically and empirically associated with the social media, professional, and/or personal manifestation(s) of an individual's online presence (Procter, 2021). People in the social networking sites, regardless of age, gender and status can see what their affiliations are, where they work, where they were quoted in the media, who they are linked to in terms of family members, and totally it gives any person a 360-degree perspective of who the person is about. Research by Marwick and Boyd (2019) delves into the process of online identity construction, exploring how individuals curate their digital selves across different social media platforms. performative aspects of online persona are emphasized, highlighting the role of self-presentation and impression management in shaping digital identities.

*Most of the parents of the learners in our community use SocMed in communicating with the teachers. Providing my real name in my account gives convenience to the parents and the learners as well. (PT-08)*

PT-08 even confirmed that she purposely included her personal information in her social media account since she already considered herself as a public figure specially during the time of pandemic where learners only access their teachers through social media applications.

### **Mediatized Dimension of Online Persona**

Moore et al. (2017) mentioned that people have always used communication technologies to express themselves through social media. The digital age allows people to move towards the day of their lives when they are really melding in what they do in the real world and what they do online. These posts are becoming

true representations of who they are and what they do.

When scrolling in social media, one may see and know about people and what they are about. For some reason, social media audience seem to think that people, upon sharing content, do not intend what audience think of about them as they may have various and diversified interpretation.

As projected in Figure 2, PT-01 pinned a motivating message for herself as she celebrates her birthday but also shared a sarcastic message to those who hated her because of being vocal of what she had experienced on her marriage as manifested in the translated post:

- Line 1: Birthday girl! 😊😊  
 Line 2: Struggling but still fighting... You can do it girl!  
 Line 3: I just wear shorts, people, because it might be shared in the GC  
 Line 4: by those blabbermouth people who are curious about me  
 Line 5: because I'm wearing controversial outfit and that I should have not been in DepEd  
 Line 6: hahaha. So many gossipmongers, why don't you wear like this Madam?  
 Line 7: Hahaha  
 Line 8: Maybe I should wear pajama when I go swimming hahaha



Figure 2. PT-01's Post Flexing Her Birthday Message to Herself

Based from this post, it can be observed that PT-01 mediated a persona who keeps on fighting despite her struggles in her married life. As expressed by Moore et al. (2017) in performative dimension, that social media persona (subject) "come to rely on this patterning of interaction, both offline and online, in order to help regulate and make predictable our networks of interactions." The caption of the post of PT-01 while flexing her physique allows the public audience to create a public identity of her being a person who struggles and yet chose to celebrate life and disregards people's opinion towards her as a teacher.

In an in-depth interview when asked if the information reflect her identity as a person and as a teacher, PT-01 claimed that her personal life is far different with what she shared or posted online as she stated:

*As a person, yes. But as a teacher, I don't think so. I'm a mysterious type of person, a "you don't get what you see" type. I do my job as teacher well and my personality isn't required to be changed just to fit in the stereotype POV for teachers. My personal life and work life are two different things.*

For Marshall (2015), contemporary culture exhibits an expansive world of online persona creation where individuals increasingly engage in self-branding. In an interview conducted, PT-12 shared that as public figure, they should also filter and limit their posts as these can be seen by various and diverse type of audience and that explicit videos and photos should be shared to certain group of networks who may have the same understanding.

*They should learn to limit their posts so that it can only be seen by those who can also understand them. Explicit videos, photos, and strong political and personal ideas must be shared only with exclusive audience.*

Social network site engagement can then be viewed as a form of impression management that involves an explicit construction of the social self. Hampton and Wellman (2018) highlighted how mediated interactions on social networks create a feedback loop that shapes online behavior and persona development, as users continuously adjust their online presence based on the reactions of their audience. What has been posted online contribute to the construction of the online self. Mediatization happens when people's lives and cultures have been transformed by digital technologies that mediate people's ways of seeing and presenting themselves.



**Figure 3.** PT-02's Post Flexing Her Dress and Hairstyle

In Figure 3, PT-02 shows how user thinks and feels on her current state of being and the expression of oneself through the dresses, make-up or costumes or fashion trends and taking and posting pictures about it.

Research into online culture has attempted to capture this new sense of being through a variety of terminologies. For example, Charissi (2021) focused on the "networked self" which expresses the interiorization of the formation of identity through online experiences in particular, but more specifically on the transformation of the self through its regular connection to others.

Rainie and Wellman (2019) captured a similar conceptualization through their "networked individualism," but perhaps express the externalization of the self through a certain prevalent and social conceptualization of being. In their collection which attempts to link life writing, autobiography and online



media studies, Rak and Polletti (2017) used the term “identity technologies” in order to understand the active construction and a kind of new productivity of the self that new media forms invoke and evoke.

### Performative Dimension of Online Persona

Moore et al. (2017) defined Performativity as “the public performance of the self is neither entirely ‘real’ or entirely ‘fictional’.” This means that there is a self-conscious construction of online identities. Users publicize themselves but limit only to what they wish to present to the public to maintain privacy at some level. Like the second dimension which follows from the public dimension of persona, performative dimension is just as requirement and addition to the public and mediatized dimension of online persona.

What was posted online constitutes the concept of self as a person. Facebook as networking site is a medium to construct and reconstruct image as users are given the opportunities to create a world and become whatever one wants to be. Since social networking sites are flexible and powerful projective and constructive medium, they become a platform in the development of self, identity, personality and sexuality.

As depicted in the Figure 4, this post is a personal rant regarding the private conflict of the teacher with her husband which resulted to separation.

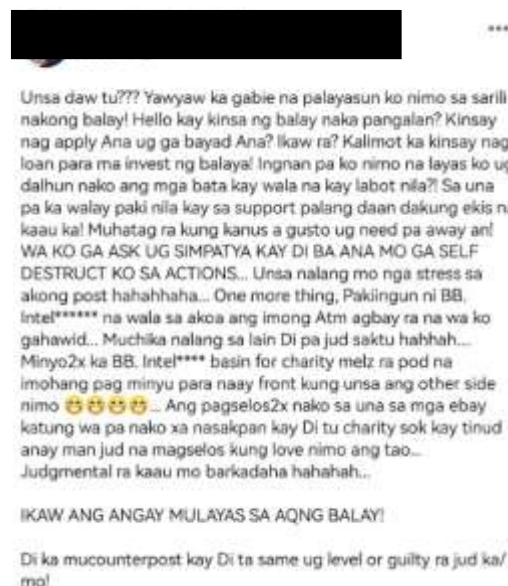


Figure 4. PT-01's Post Regarding Conflicted Relationship

Below is a translation of the caption in the rant post in Figure 4 of PT-01.

*What was that? You were ranting last night that you want me to leave my own house? Whose name is this house registered to? Who applied and who paid for it? Only you? Did you forget who applied loan just to have this house? And you're telling me to leave and bring our children because you no longer care for them! Even before you really didn't care about them. You can't even support them you only give if you wanted to. We even needed to fight about it at first. I DID NOT ASK FOR SYMPATHY...YOU ARE SAYING I'M CAUSING SELF-DISTRUCTION THROUGH MY ACTIONS. How much more you who are stressed about my posts. One more thing, kindly tell BB Intel\*\*\*\*\* that I don't have your ATM card. It's been a while since then...gossiping false information. You married, BB, Intel\*\*\*\*, or maybe it's just a front. You just got married to cover up the other side of you. That jealousy towards other girls I had before was true before I found out the truth It's really natural to get jealous when you genuinely love the person...You are all judgmental hahaha. YOU SHOULD LEAVE MY HOUSE! You won't make a counter post because we're not in the same level? Or you are just guilty! You all are!*



In the posted Facebook status, it is evident that PT-01 utilized the platform to express her ill feelings towards her husband and regarding people's opinions about her rants in Facebook as she shared her struggles about her relationship. Seidman (2018) explored the intricate relationship between self-presentation and belonging on Facebook, shedding light on how individuals' personality traits influence their social media use and motivations. Further, the performative dimension of online persona manifests through the deliberate presentation of self on Facebook wherein users strategically crate their profiles, select content to share, and engage with others in ways that align with their desired image and social objectives.

Kim and Park (2018) claimed that users often desire for authentic connection as primary motivation for sharing personal struggles on Facebook. Disclosures of personal struggles are viewed as an opportunity to express vulnerability that also forge deeper connections with their social network garnering empathy and support from their friends.

As supported in the in-depth interview conducted, PT-01 elaborated why she shared status in social media as she stated:

*Social media has been an outlet for me. My work keeps me busy so I am not able to see my friends to blurt out my feelings about my personal struggles. Social media is a community. The feedback I get from people is a mental consolation for me.*

From this perspective, it can be deduced that social media can be a platform to air out personal struggles and in return, can give relief to its users. However, since social media allow people even out of the network to read and share what has been posted, technological solutions especially for the intimate part of the self, such as relationship struggles, cast a shadow of interpretations when taken out contexts and that one can argue that though it gives benefits to users, it also gives danger to the user's online identity and existence.

Chen and Wang (2020) explored the performative dimension of online teaching personas, analyzing how educators present themselves and enact their professional identities in virtual classrooms. They found that teachers employ various performative strategies, such as linguistic style, nonverbal cues, and instructional design choices, to establish credibility, build rapport with students, and foster an engaging learning environment.

PT-10 also shared that sometimes, teachers can be judged not because of who they truly are as a person but of the things they posted online.

*I really feel sad for them, I think maybe some of them cannot control their emotions. They could always be judge because nowadays we live in a world full of judgmental, it depends to the people of how they understand you and for me, my thoughts is that everyone of us has its freedom to speak, we just really need to be careful of what we say and post.*

PT-10 relayed her thoughts about a specific teacher whose video of disciplinary act went viral over the social media sites and ended up being humiliated and publicly judged because of such post.

This conforms to the study of Turkle (2018) that stated that one danger when posting online is that "performances of identity may feel like identity itself. Too-strong identification with the character one is playing in social media or too-pervasive a scope of performance can lead one to mistake the persona for the self. This is especially salient online, where all activities are recorded and thus part of a performance.

When asked if they filter obscene and indecent images in their post and they need to, PT-09 answered:

*"Recently, ang daming nag tatag sa akin ng mga link na may di kanais-nais na mga content at talagang finifilter ko sya na di malagay sa profile ko kasi ang pangit namang tingnan kung tinotolerate ko ang mga posts na ganun kung alam ko naman na di ikakabuti sa mga viewers/readers ko."*

Trans- Recently, many are tagging me in posts with links of obscene content and I really filter it so that it will not appear in my profile because it will be inappropriate for others to see me tolerating such posts when it doesn't bring any good to my viewers/readers.

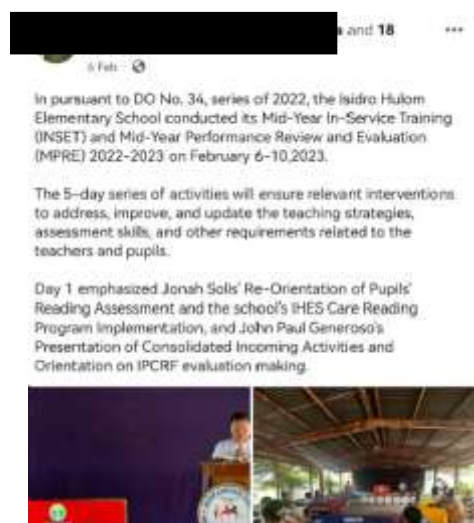
Social networking site engagement entails semi-public communication, mutual acknowledgment, status confirmation and relationship affirmation. Thus, it can be presumed that whatever is performed on line is displayed solely and mainly for one's own social friends or circle. According to Simulated Identities (2020), the interplay between real and virtual identities on social media platforms allows individuals to reconstruct their self-presentation, often resulting in multi-layered identities that blend real-life traits with aspirational characteristics. This duality underscores the critical need to understand how online personas shape and reflect societal norms and individual behaviors.

Self-representations formed on social network sites are generally constructed to reflect offline selves. This phenomenon is further supported by research indicating that users consciously create and manage their online identities, balancing between real and ideal representations (Evans, 2015). Public access to personal and looser connections inevitably involves a staging of personal status and identity. Personal profiles are expected to be highly managed as multimedia online identity presentations.

Figure 5 is an example of using Facebook as medium of information dissemination through online platform. Formal language is being used by the user as it gives updates regarding the conducted Mid-year in Service Training and Performance Review and Evaluation by the school.

Weimer (2015) explained that the Latin word persona implies that a voice is revealed by "sounding through" a mask. He added that successful teachers are truly aware of the presentation of themselves when conducting their classes. Changing their persona during discussion is an act of putting a mask on to project an image worthy of praise. Figure 5 clearly manifest that teachers are totally aware they what they posted online will contribute and determine the identity they create in social media platforms.

Richardson and Alsop (2015) claimed that the sense of self a teacher projects and manifests that establish his identity over his students constitutes the teaching persona. Showing the real personality, the belief system as a person and as a professional in their performances or Facebook contents.



**Figure 5.** Using Facebook Account in Posting School Activities

Teaching persona are all tied to the process of transferring teachers' personal attitudes and characteristics to this new platform of learning, their ways of communicating their management styles or ways of communicating to their students in an online interaction. When asked if they experienced posting activities

related to their job as a language teacher, PT-12 replied:

*Yes, I sometimes post about our enjoyable activities as a subject teacher. Yes, sometimes I post in my personal account to screenshot it at the end of the school year for my RPMS attachments. But since I am also the one who posts on our school page, I have already limit my posts in my personal account.*

In portraying the public and mediated persona, PT-08, PT-09, and PT-10 also manifest their performative persona which reflects their identities reflecting and manifesting their profession, gender preferences, personal aspirations, interest and choices and even the network of connections. In showing this dimension of persona, the user may want to project a certain image of identity. This can be manifested on the language and images that reflects personal traits and characteristics such as talking about his acts of kindness, his sexual and gender preferences, outstanding work ethics, and many more characteristics that a person wants to perform or show towards social media users.

In the interview conducted, PT-08 shared that:

*Ofcourse! I really post my activities, "abi pa lang" (laughs), since it's also aabout my achievements, so for me, I also want others to see my capabilities. And it's much needed in our IPCRF MOVS (laughs)*

PT-10 also shared her thoughts:

*Yes, it is all about the school activities involving pupils with their achievements, post about news that centered the teachers, post about useful information for the teachers. Yes, it is beneficial, for the school to spread information how they are competitive, for the teacher that needs to be updated in what is happening, especially in the educational system of the country.*

PT-09 also added that:

*Some activities I share in my SocMed are those posts the activities done in our school. Some are achievements and winning moments of our pupils in some competitions. Well, it's not just for my own benefits but for all of my colleagues as well since I really tag them in my posts.)*

In these responses, it can be noted that participants are totally conscious on what they post online as one participant believed that sharing activities conducted by the school can be beneficial to spread information regarding the educational system and policies of the Department of Education.

In the study of Aporbo (2023) on the online identity of Filipino celebrities, he claimed that one's behavior in making comments, in liking other's posts or even posting a selfie resonates an online identity. This performative identity does not assert anything about the "actual" or a self that is more or less fully realized or less created. Moreover, the way a person presents himself in public is neither totally real nor entirely fake. When performativity is achieved, a persona's different qualities that are staged and exhibited in daily life and meant for social interaction come together and mesh into a cohesive whole. The public front stage and the private backstage of self can be distinguished through the presentation of dramaturgical presentation.



*Figure 6. Using Facebook Account in Selling Jewelries Online*

Figure 6 shows another benefit that any user can get in Facebook which is selling goods, products or services. The existence of social networking site also entails digital marketing as users take advantage its maximum potential for digital advertisement.

In this context, it is pertinent to note that with the advent of Web 2.0 or social media, marketers now have the chance to utilize the opportunities offered by digital marketing using social media like Facebook. Some teachers, including PT-03, being employed can make use of Facebook as an avenue to sell and earn extra income without any hassle of putting a physical store or managing time since transactions can be done even inside the school premises.

It is worthwhile to note that unparalleled access afforded by Facebook makes it beneficial to both sellers and buyers. This act of selling online is also a performativity that if repeated multiple times would also determine the creation of online identity of being a “seller”. In this context, the teacher used Facebook to describe the items and its details.

Lee (2015) noted that a pattern of behavior performed in any interaction becomes a routine which creates and normalizes an expected behavior and attitudes in any context specifically, in the workplace. Papacharissi (2018) explored the dynamics of online interaction and identity, emphasizing the importance of patterns in behavior and routine in shaping online personas. These routines not only create but also normalize expected behaviors and attitudes across various contexts, affecting how individuals present and perceive identities online (Papacharissi, 2020). This reinforces the idea that the way people interact online can significantly influence societal norms and expectations. Online and offline pattern of interaction can help control and identify the interaction networks of the social media users.

### **Collective Dimension of Online Persona**

Collective dimension of online persona is one that tries to create, look, and travel across relationships, resulting in a collective entity. This component may be seen in all forms of social media as personas are mediated and then publicly dispersed through the relationships and networks that users control through services and channels (Moore et al., 2017).



*Figure 7. Using Facebook Account in Posting School Activities*

As depicted in Figure 7, PT-04 performs a collective persona by tagging few of her friends in Facebook in one of the school activities. As social networking sites redefined the way people meet, makes friends and sustain friendships, it allows users to let the audience know regarding the activities done or

performed by the network of friends. Activities such as sharing contents and tagging friends in the list constitutes the concept of micropublic. They are collective in that personas exist in networks of connection to other personas and actively seek out and create new connections (Stubblefield, 2023).

Collective dimension of persona refers to the people, groups or organizations that are part of the user's social networks such as colleagues, friends, family who are tagged when an activity or event is conducted.



**Figure 8.** Tagging Friends on Birthday Celebration Post

Figure 8 also manifests the collective persona of PT-07 allowing her network of friends know what they are celebrating. Tagging friends and greeting the birthday celebrant is a collective persona.

The caption of the post is translated below:

*Happy birthday to Super strong, Super Mama, (icon) Super wife, (icon) Super formal (emoji) our sister Sharon (icon)*

*(laughs) Happy 40<sup>th</sup> day awww (emojis) 40 years on Earth, our elder sister (emojis)*

*Ps. Insert ----- we miss you in this kind of event sister (emoji) insert also sister ----- (emoji) get well soon, sister. See you soonest (emojis), insert also -----, please report on duty since the clinic is so messy already (emoji).*

Network of friends feel comfortable tagging each other in important milestones in their lives such as birthday celebrations, weddings and special occasions. Since social media facilitates timeless interaction, people can connect each other regardless of time and location as tagging friends is exemplified in the posted status of the user regarding her friend's birthday celebration.

In an in-depth interview conducted, when asked how does it feel being tagged by your colleague or Facebook friends on common events that you attended together, PT-01 shared:

*I really like it. It boosts my endorphin. Sometimes I browse at their posts and save the pictures in my phone and I even upload those in my profile.*

Participants agreed that they feel the sense of belongingness when they are being tagged by their friends in a post and that photos remind her of the entire experience she had with this network of friends.

Moore et al. (2017) stated that the collective dimension of online persona is mediated and then publicly distributed throughout the connections and networks that users control via services and platforms and that collective dimension is noticed across all forms of social media.

PT-08 confirms this in her response:

*Exactly. Well, practically speaking, whenever you are tagged or you tag someone in a post, someone who is credible, famous and the like, it really gives you a sense of belongingness. I can't remember one particular post about this. Hahah I'm such a poser to remember all.*

### Value Dimension of Online Persona

The dimension of online persona here relates to the idea of value and how that value is dependent on agency, reputation, and prestige. This dimension recognizes that personas are created with a particular intention. The intent to create personas can vary from the personal or intimate (designed to facilitate personal or familial relationships) to the professional (more associated with work), or the public produced by those who wish to claim a level of fame or notoriety (Marshall, 2015).

Martinez and Garcia (2021) examined how users leverage visual elements such as images, memes, and emojis to convey messages, evoke emotions, and reinforce identity markers that underscore the importance of visual communication strategies in shaping the value dimension of online persona.

The purpose of persona creation can range from the private or personal (intended to strengthen interpersonal or familial ties) to the professional (more linked to the workplace) or public which is produced by those who desire to claim the level of prominence.



**Figure 9.** Sharing Facebook Motivational Post

The shared Facebook quote of PT-06 in Figure 9 is an example of value dimension wherein PT-06 has realized how arduous it is to be a working mother and reminded herself that despite her struggles she should keep going.

The shared quote is translated below;

*It's not easy being a mother because if your body get tired, no other person will understand you but only yourself. So,*

*BE STRONG... 🥲*



This is a personal value that user has put into her identity as teacher and at the same time a mother to her children. Balancing her time, having multifaceted roles, is a challenge for her when she gets tired and exhausted. What the user posted adds up to her formation of values as a teacher and as a mother. This persona creation is a personal value of the user that resonates her online identity as part of the online world. The paratextual behaviors of users such as sharing and liking contents actively also constitutes the public identity which also highlights the significance of the choice the user makes while making online interactions (Marshall, 2016).

As communication has almost been redefined with the spread of personal computers and smart phones supported by the Internet and social networks (Sendeniz, 2014), social media platforms have the power to influence our thoughts and actions. The shared quote influenced the user's mind to acquire the belief system that is essential and applicable to her as a working mother. A value that she must uphold created her identity that might reflect both her online and real-world existence.

Figure 10 also constitutes the value formation of PT-08 as she shared sensitive issue on violence against women and children as translated below;

*I feel pity (emoji) even for the child who had just fallen. Physical or emotional abuse, please don't hesitate, save yourself. To all women out there, don't be afraid to report. Men and women are equal before the law. We have equal rights with men in matters related to marriage and family relations.*

*You man will surely be dead! Good luck to you. Magna carta of women and CHR will run after your plus all those prisoners, your anus shall surely rot. You just did it to a woman who fears you. Shame on you.*

These are the values and the belief system reflected on the social media posts and comments such as opinions on societal issues, personal stand on sensitive topics and a principle that a person upholds in posting contents and in responding to comments online.



Figure 10. Sharing Facebook Content on Violence



The translated caption of the shared post of PT-08 below regarding the violence is evident that she ostensibly condemns the act of violence as depicted in the shared Facebook content. The act itself constitutes the recognition of equality of rights between men and women.

*Physical or emotional abuse, please don't hesitate, save yourself. To all women out there, don't be afraid to report. Men and women are equal before the law. We have equal rights with men in matters related to marriage and family relations (Figure 9)*

Moreover, adding the law "Magna carta for women and emphasizing Commission on Human Rights (CHR) in her post drives persona formation.

As elaborated by Moore et al. (2017), a grasp of the agency involved is contained in the recognition of the purpose driving persona formation. The people who create personas continue to exercise active and significant control over their ways of projecting themselves to the micro-publics at the same time following the operations and restrictions of technology, the structure of power as well as the normative standard of people.

The reputations' relevance that personas uphold might be influenced by how we perceive the worth of the personas we create. These are the values and the belief system reflected on the social media posts and comments such as opinions on societal issues, personal stand on sensitive topics and a principle that a person upholds in posting contents and in responding to comments online. In an in-depth interview conducted, PT-12's response corroborate that they usually post and express their personal views on some societal issues as highlighted below:

*I usually post and share my expressions of my political, and personal views. It has become my outlet to state my opinions of something I cannot express in person and while at school.*

Figure 10, as depicted, is a classic example that sometimes teachers forget how crucial their roles are in the process of curriculum implementation.

PT-08 shared a viral video of a teacher supposedly imposing discipline to her students but eventually she was bashed and judged by the netizens who disagreed with her. Though it is recognized that teachers have to discipline the learners inside the classroom, posting a video mentioning their names and humiliating them in social media platforms is a violation of the fundamental rights of the child.



Figure 10 . Sharing Thoughts on Teacher's Viral Content Regarding Cheating

The caption of the shared post of PT-08 is translated below;

*Ma'am kindly review the use of preposition 🤔 and you are so proud to use indirect article, that's very basic for a noun and consonant and vowel huuuy. Refresh CPP and RA 10627, you are really wrong in this video that you publicly uploaded in social media. We're all there, its part that we have to reprimand our students as part of disciplining. But why do you need to post the video? it is the right way, isn't it? Juris non excusat, rule of evidence but you are smart in quickly deleting it. Video source cannot be found, it's no longer authentic.*

As a facilitator or learning, one has to be extra careful in posting any information that might invade the personal space and privacy of learners. Since online contents can be viewed by any member of the social media, teachers should be aware that what they post online might cause damages on their reputation as educators. Contents online can be accessed by parents, students or any person in the teaching profession.

The teacher (PT-08) sharing the content does not tolerate the act of humiliation as she firmly believes that posting the act of cheating in the classroom should be resolved within the classroom and not in the online world of social media. Studies by Gonzalez and Hancock (2018) investigated self-presentation strategies on social media platforms, examining how individuals present themselves to different audiences. They identify various factors influencing online self-presentation, including social norms, audience expectations, and platform affordances.

PT-08 further said:

*Yes. That's why I really include "IM POSTING THIS AS A PARENT, NOT AS A TEACHER". Bridget is different from MAM Bridget. It only shows that, I'm also human. My life doesn't evolve just around the 4 corners of my classroom. Should you really keep things to your self just because you are a teacher? No.*

Whittkower (2014) accentuated about the aspirational concept of "self" that are frequently incorporated in the offline persona of the user even if they are manifesting an exaggeration on their social media account. Certain characteristic might be emphasized through online spaces. Sometimes few users faked their personalities just to show they are more than what they have.



**Figure 11.** Sharing Thoughts on Politics

Figure 11 as shown above, is a shared post of PT-06. The sharer is an example of a teacher who

makes use of Facebook to air out her opinion towards politics. In the shared quote in a social media platform translated below;

*I'm just quiet here but I plan to run for a Barangay Captain and then my project would be OUR HOUSE*

PT-06 somehow constitutes her value dimension as part of her online persona.

In a gradually discordant political climate, teachers might think twice before tweeting or posting on social media their personal stand and take on politics-related issues. In legal parlance, teachers have the right to talk about politics and other controversial issues in social media. As part of the community and as perpetrators of moral conduct, they have the right to engage in political speech but has to think meticulously what could be the possible effect of this speech or opinions towards their image as a teacher.

The line above as shared by PT-06 and writing a caption "Exactly" is manifestation of her personal value and take regarding some politicians in the barangay whose projects are not for the community but for their personal advantage.

In an online article published by Will (2020), many teachers refrain themselves from sharing their political stands on Twitter or Facebook for various reasons. They want to preserve their objectivity in front of their students as they can access the Facebook account of the teacher and they do not want offend parents or colleagues who may have a different belief and stand than they do. Sometimes teachers are worried about professional repercussions when posting on their social media account sensitive topics especially on politics as it will be a public concern and could be disruptive to their workplace.

### **Response of Elementary English Teachers to Comments on their Social Media Posts**

When engaging into conversations, interlocutors may damage both the positive face and negative faces when they illustrate a very direct and explicit exercise of power and authority and an apparent disregard of the conventional norms of politeness (Aporbo, 2022). Impolite utterance is a kind of pragmatic strategy, namely, impoliteness pragmatic strategy or impoliteness strategy for short. Culpeper et al. (2021) pointed out that impoliteness is "communicative strategies designed to attack face, and thereby cause social conflict and disharmony". Only three (3) themes emerged from the identified impoliteness strategies employed by PT-08 from the gathered corpora namely; Social media as an outlet of disgust, Hate speech as an expression of annoyance and hostility and Personal attacks as expression of disgust.

### **Social Media as an Outlet of Disgust**

From the gathered linguistic corpora, PT-08 used Facebook as an avenue for expressing her personal rants regarding one parent from other participating school who also posted her complaints regarding the alleged biased judgment during the school band competition. Social media users resort to air out their complaints through Facebook as this can be an indirect way of confronting the person concerned.

In an in-depth interview, PT-08 said:

*(I posted) Just yesterday. It was actually a rant. Our school won in a band competition and there is this one parent from another school who complained that the result was biased in favor of our school. It pissed me and I posted as a mother of my child who joined the band and not as a teacher. I mentioned her name and blurted out my rants. She deserved that.*

PT-08 is very vocal about her emotions. She acknowledged that her rant post is intentional and subjective. Posts in social media airing complaints about certain issues often ignites indirect confrontations in the comment section of the posts.

Complaints are very often realized in the form of exerting blame on those actors who are held accountable for the complaint. As elaborated, any instance of language use associated with aggression, rudeness and impoliteness is, by default, subject to a certain sense of escalation and that a particular characteristic of impoliteness behavior in equal relationships is its tendency to escalate” (Vladimirou et al., 2021).

With its online nature in the exchange of discourse, complaints chains unfold a different way as asynchronous character that contributes to the diachronic aspect of language and can be commented by anybody online accelerates the pragmatic power of complaining (Kádár & Haugh, 2018).

### Hate Speech as Expression of Annoyance and Hostility

One of the themes that emerged regarding the impoliteness of PT-08 in responding to comments is the use of hate speech as expression of annoyance and hostility. Fortuna and Nunes (2018) argued that hate speech is any form of language or utterance that afflict violence or hate against an individual or group of individual. These incite hostility based on the physical appearance, religion, descent, gender identity and sexual orientation and can occur in various linguistic forms and even in subtle ways when humor is employed (Vrysis et al., 2021).

Users use impolite emotional expression in insulting individuals and even used hostile and derogatory expressions in attacking the face needs. D’Errico and Paciello (2018) revealed hate comments constitute annoyance, irritation, and contempt which are expression of hostility. These are evidently manifested in the exchange of comments between PT-08 and a certain Facebook poster as shown in Figure 12.



**Figure 12.** Exchange of Conversation in Facebook Comment Section

Both PT-08 and a certain Facebook poster blatantly used the social media in sharing their disappointments and even disgust towards each other.

The translated comment of PT-08 in Comment 5 is clear expression of impoliteness that expresses hostility attacking on the physical trait of the user concerned.

*Shameless mouth. Don't talk too much, it's just a waste of time but tomorrow I will give you enough time. See you at the barangay hall. Say everything you want to say.*

The translated exchange of comments below obviously showed hate comments intentionally aimed to attack each other.

*Hahaha you are guilty (Poster, Comment 1)*

*WALAY DAGHANG STORYA, PAKITA NG KAISOG NIMO UGMA. PERIOD. (PT-08, Comment 2)*

(Trans- No more discussions. Show me your bravery tomorrow. Period )

*Hahahahaha Ultimo vs professional hahahahaha. Labanan ka nako kay basi maanad ka ug pangistalk. (Poster, Comment 3)*

(Trans- Hahaha commoner versus professional. Hahaha I will fight against you so you will not stalk anymore.)

*Sugot ra man kaha ug mapareha ta ani. (Poster, Comment 4)*

(Trans- It seemed that you agreed that we are just the same.)

*EXCUSE ME KUNG NAA KOY ISTALK DILI IKAW, KABAGAG NGABIL, AYAW NA DAGHAN STORYA NGA WALA NA MAO. SAYANG ANG ORAS PERO UGMA TAGAAN TEKAG DAKONG ORAS, KITA TA SA BARANGAY. ISULTI TANANG GUSTO NIMO ISULTI. (PT-08, Comment 5)*

(Trans- Excuse me. If I would stalk, it would not be you. Shameless mouth. Don't talk too much, it's just a waste of time but tomorrow I will give you enough time. See you at the barangay hall. Say everything you want to say.)

*Hahahahaha hulata kung maabot nako alabel para matawagan ka. Kay sked na nako ugma sa buntag. Bye. (Poster, Comment 6)*

(Trans- (Laughs) Just wait until I finally go to Alabel so you will be notified. It'll be my schedule tomorrow morning. Bye)

Naab et al. 2018 argued that these hate comments are related to antisocial opinions that manifest dehumanization of the addressee and that impoliteness are related incivility and hostility. These hostile emotions in users' comments clearly aim at insulting each other' face wants showing that disagreement as a deliberative opportunity for online communication that expresses hostility, anger, contempt, disgust, frustration, and hate, that violates the norms of deliberative conversations (Oz et al., 2018).

Studies suggested that hostility committed in online discourse limits the personal freedom of users, shows apparent stereotypes and clearly disrespect opposing vies and opinions that threatens face wants (Hwang et al., 2018; Popan et al., 2019). Hostile language potentially promotes harmful and aggressive behaviors as it progressively cause the arousal for blatant aggression (Vrysis, et al., 2021).

### **Personal Attacks as Expression of Disgust**

As users try to damage the positive face wants of the addressee, they delve on the personal background of the person concerned in attacking the face wants. Irrelevant personal life of users are used as impoliteness strategies and even including shameful life experiences of the users are being used as strategy as expression of disgust.

From the gathered corpora, PT-08 and another Facebook user personally attacked each other's face by using personal background and identity as impoliteness strategy.

PT-08 in an in-depth interview said:

*Pag below the belt, namimihasa boom! Patola! You see, sometimes I believe you have to stoop down their level so that makita nila ang hinahanap nila. Dili sila kasabot kung i-deal nimo sila in a pa-brayt way. Kaya nga ingon-ana sila kay dili sila kasabot. Pwes pasabton.*

(Trans- If its below the belt, then it's too much boom! You see, sometimes I believe you have to stoop down their level so that they will see what they are looking for. They won't understand it if you would deal with them in an intelligent way. That's why they are like that. It's because they cannot understand. Hence, I will let her understand.)

*Kanang pataka'g bangag. That's it! It pisses me. Hence I reply or post. Then I feel relieved.*

(Trans- Those reckless people. That's it! It pisses me. Hence I reply or post. Then I feel relieved.)

This response is a clear manifestation that even though PT-08 is already a professional teacher, this does not mean that she has to let other humiliate her in social media. Further, this implies that the act of impoliteness as a behavior that is face-aggravating in a particular context is committed (Hammod & Abdul-Rassul, 2017).

### **Impoliteness Strategies Manifested by Elementary English Teachers**

The study of impoliteness is an interesting and crucial topic in pragmatics, but available researches mainly focus on the study of impoliteness in everyday utterances.

Bousfield and Locher (2018) highlighted that what is considered impolite in one culture may not be perceived the same way in another. They argue that understanding the cultural context is crucial for analyzing impoliteness strategies. Impoliteness is known as "strategic or instrumental politeness" rather than a negative linguistic phenomenon in subjective perception of the addressee. Culpeper's (2011) assertion on impoliteness strategies is adopted which has five (5) ways intentionally initiated by social media users are bald on record impoliteness, positive impoliteness, negative impoliteness, sarcasm or mock politeness and withhold politeness.

In this study, only three (3) impoliteness strategies are prominent and only one (1) among 15 research materials engaged in impoliteness in responding to hate comments in her social media account. The 14 research materials who exhibited various dimensions of online persona did not engage impoliteness when they respond to comments on their Facebook posts and status. As most of the posted status reflect work related activities, aspirations and personal beliefs, only one research material revealed engagement to impoliteness when responding to comments when dealing to participant's status on winning the competition.

This rant regarding the biased judgment on the competition conducted reflect the performative dimension of the participant online persona and this is the only dimension that elicited negative comments from the reader. As the teacher responded to this negative reply in the comment section, only 13 responses of the teacher can be classified as act of impoliteness.

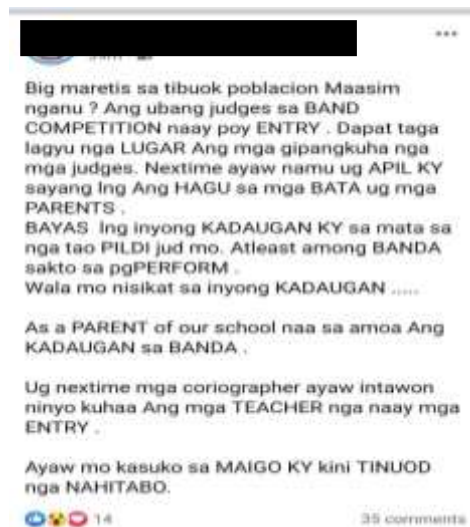
In the 13 corpora that manifested impoliteness, five (5) or 38.46 % are bald-on record, three (3) or 23.07% of the comments are positive impoliteness, three (3) or 23.07% are negative impoliteness while the remaining two (2) or 15.39% of the impoliteness strategies are sarcasm or mock impoliteness.

For comprehensive discussion of the impoliteness strategies employed, I presented the actual Facebook post and comments where the strategies were employed in order to attack both positive face and negative face wants of the user.

### **Bald on Record Impoliteness**

This form of impoliteness strategy is observed when the speaker intends to confront the face of the

hearer by being directly addressed in a clear and hostile manner in which the listener's face is at stake (Culpeper, 1996). In the context of this study, this type of impoliteness strategy is significantly used in social media platforms like Facebook, Instagram, and Twitter.



**Figure 13.** Posting Rant Regarding Bias Judgment in Band Competition

Presented in Figure 13 is a rant of a certain Facebook poster, as she is also a parent of one of the band members, regarding the fraud that happened during the band competition arguing that organizers of the competition were biased as they invited judges who also have entries in the contest.

- Line 1 *Big gossip in entire Maasim.*
- Line 2 *Why? Some judges in band*
- Line 3 *competition have their entries.*
- Line 4 *Those who are from distant places should have been invited as judges.*
- Line 5 *Next time, do not join anymore.*
- Line 6 *Children's efforts are just wasted and the*
- Line 7 *parents' as well.*
- Line 8 *Your triumph is so biased because in the eyes of*
- Line 9 *others you are really defeated. At least our band*
- Line 10 *performed well.*
- Line 11 *You'll never be famous because you won.*
- Line 12 *As parents, we believe that*
- Line 13 *our band won.*
- Line 14 *And next time, for the choreographers (organizers),*
- Line 15 *please don't get teachers who also have*
- Line 16 *their entries.*
- Line 17 *Don't be mad if you're guilty because I'm just telling the truth*
- Line 18 *about what really happened.*

Figure 13 as translated above is a clear manifestation that the poster used Facebook as an avenue to air out her thoughts regarding the biases happened, as she claimed;

*... Children's efforts are just wasted and the parents' as well. Your triumph is so biased because in the eyes of others you are defeated. At least our band performed well. You'll never be famous because you won. As parents, we believe that our band won. (Line 6-13)*



This rant in her Facebook also reached to the intended audience or reader and thus, hate comments can be read as both of them engaged in conversation in the comment section.

In their exchange of conversation as shown in the comment section, a certain Facebook poster clearly makes a face threatening act on PT-08 as she accused her of being guilty.

From the post in Figure 12 in the previous discussion, it can be seen in the exchange of their interaction that both of them used impoliteness strategies in attacking face wants.

PT-08 blatantly threatened the face wants of a user as it imposes danger on her face need in her response;

*WALAY DAGHANG STORYA, PAKITA NG KAISOG NIMU UGMA. PERIOD (Figure 12, Comment 2)*

(Trans- No more discussions. Show me your bravery tomorrow. Period.)

Moreover, the succeeding response clearly shows a direct way of confronting the face of the other user. Further, “*KABAGAG NGABIL*” is a hostile, intimidating and aggressive response that ostensibly caused damage to the other user.

*KUNG NAA KOY I STALK DILI IKAW, KABAGAG NGABIL, AYAW NA DAGHAN UG STORYA NGA WALA NA MAO. SAYANG ANG ORAS. PERO UGM TAGAAN TEKAG DAKONG ORAS, KITA TA SA BARANGAY. ISULTI TANANG GUSTO NIMU ISULTI. (Figure 12, PT-08, Comment 5)*

(Trans- If I would stalk, it would not be you. Don't talk too much, it's just a waste of time but tomorrow I will give you enough time. See you at the barangay hall. Tell everything you want to say.)

Culpeper (2011) asserted that bald-on record impoliteness is committed when the user of the language the Face Threatening Acts or FTA is committed as clear and direct unmistakable manner in a context where the face is not eliminated and where facts are not irrelevant or minimized (Kolako et al., 2021).

## Positive Impoliteness

According to Aporbo (2022), "positive face" refers to the desire to be admired and approved of by a limited group of people. The positive impoliteness strategy attacks the addressee's positive face wants, the desire to be appreciated. This also includes seeking disagreement, using taboo words, obscure or secretive language and derogatory remarks. On the same post, positive impoliteness strategies are also committed by users in the comment section.



Figure 14. Exchange of Conversation in Facebook Comment Section

The exchange of online discourse depicted and translated below clearly shows the use of positive impoliteness strategies while engaging in hate comments.

*IPREPARE SAB NG NAGPASA UG NAGTRAYDOR NGA NAGPASA SA AKONG POST PARA KITANG KATAG MAG ATUBANGAY TA TANAN. WALA SAB KO NAHADLOK NIMO. (PT-08, Comment 1)*

(Trans- The one who betrayed me should prepare too for sending you my post. See you then. I'm neither afraid of you.)

*OK GO. IPA TULFO PARA MA NATIONWIDE MAKE SURE LANG PLASTADA TANANG EDEDENSIYA UG IPANG YAWIT NIMO. GANAHAAN KO ANI FREEDOM OF EXPRESSION. SALAMAT KAY IKAW NA MANUKAD MAGPATULFO PARA PUD MAKITA NA KA SA TANANG NANGITA NIMO MABAYRAN NIMO IMONG GIPANG UTANGAN. (PT-08, Comment 2)*

(Trans- Ok Go! Complain it to Tulfo so it will be known nationwide. Just make sure that you all have the evidences and put in place everything you have to say. I love this freedom of expression. Thank you for initiating it to report to Tulfo so those who have been looking for you will finally see you and you can finally pay all your debts.)

*Stop na madam damin hahahahaha. Unsa pa imong gusto kanang president ok go pangtawaga tanan imong mga kaila para mahuman ta ani. Hinumdumi akoy isang Ultimo lamang hahahahaha. (Poster, Comment 3)*

(Trans- Just stop madam (laughs) What else do you want? Complain to the president? Then go call everyone you know so that we're done here. Remember I'm just a commoner (laughs).)

*AH DILI WAY STOP STOP. STOP RATAG MA AKSYONAN NA ANG REKLAMO SA IMOHA ABOUT DISCRIMINATION, PATAKAG POST, ETC. HILOM NAMAN UNTA PERO KARON IKAW NA MISMO NAG OPEN. SIGE GAHINAN TEKAG DAKONG PANAHOON. IDAYON NA NAKO AKONG REKLAMO. (PT-08, Comment 4)*

(Trans- Ah no. We should not stop. We shall only stop if there is already appropriate action to be taken against the complaints against you. The discrimination, reckless posts, etc. I have been silent about it but you opened it. Then I will spend time on you. I shall pursue all my complaints.)

Below is one of the responses of PT-08:

*OK GO. IPA TULFO PARA MA NATIONWIDE MAKE SURE LANG PLASTADA TANANG EDEDENSIYA UG IPANG YAWIT NIMO. GANAHAAN KO ANI FREEDOM OF EXPRESSION. SALAMAT KAY IKAW NA MANUKAD MAGPATULFO PARA PUD MAKITA NA KA SA TANANG NANGITA NIMO MABAYRAN NIMO IMONG GIPANG UTANGAN. (Comment 2)*

(Trans- Ok Go! Complain it to Tulfo so it will be known nationwide. Just make sure that you all have the evidences and put in place everything you have to say. I love this freedom of expression. Thank you for initiating it to report to Tulfo so those who have been looking for you will finally see you and you can finally pay all your debts.)

That response of PT-08 evidently attacks the desire of the poster to be liked and admired. This undoubtedly seeks disagreement and used derogatory words that challenge the face need of the other participant. Moreover, the motive behind the utterance of this unpleasant language is to express hostile emotions and to express disagreement (Ningsih, 2018).

Positive impoliteness is the strategy used by social media users to damage and attack the receivers' or addressee's positive face wants. These positive face wants are the desire to be liked, be engaged and be appreciated by the other participants. In contrasts to this, PT-08's response:

*AH DILI WAY STOP STOP. STOP RATAG MA AKSYONAN NA ANG REKLAMO SA IMOHA ABOUT DISCRIMINATION, PATAKAG POST, ETC. HILOM NAMAN UNTA PERO KARON IKAW NA MISMO NAG OPEN. SIGE GAHINAN TEKAG DAKONG PANAHO. IDAYON NA NAKO AKONG REKLAMO. (Comment 4)*

(Trans- Ah no. We should not stop. We shall only stop if there is already appropriate action to be taken against the complaints against you. The discrimination, reckless posts, etc. I have been silent about it but you opened it. Then I will spend time on you. I shall pursue all my complaints.)

It intentionally used to seek disagreement, argument and disputes as PT-08 also used offensive words, unintelligible language that ostensibly damaged the hearer's or addressee's positive face (Bauqin et al., 2020).

Moreover, in the succeeding line of Comment 2, PT-08 also mentioned:

*SALAMAT KAY IKAW NA MANUKAD MAGPATULFO PARA PUD MAKITA NAKA SA TANANG NANGITA NIMU MABAYRAN NIMU IMUNG MGA GIPANG-UTANGAN.*

(Trans- Thank you for initiating it to report to Tulfo so many of those whose been looking for you will see you and that you can pay all your debts.)

This evidently makes the poster uncomfortable emphasizing her debts and not a good payer to all those whom she has indebted. This statement is clearly discomfoting to the commenter as emphasized by the former that once she will complain to Senator Tulfo's program, this would also expose her to all people whose been looking for her because of her unsettled debts. This is also confirmed by PT-08 in an in-depth interview when asked the last time she engaged to hate comments in social media as shown below:

*It was actually a rant. Our school won in a band competition and there is this one parent from another school who complained that the result was biased in favor of our school. It pissed me and I also posted as a mother of my child who joined the band and not as a teacher. I mentioned her name and blurted out my rants. She deserved that.*

*I just wanted to punch her! (laughs)*

## Negative Impoliteness

This is one of the five distinguishing strategies of Culpeper (2011) which attacks the hearer's negative face (Hardaker, 2018). Negative Impoliteness in accordance with Culpeper (2005), pertains to freedom of action and freedom from imposition including: scorning, frightening, condescending and invading the hearer's space literally or metaphorically.

On the same issue of biased judgement regarding the band competition, negative impoliteness is also committed by both the Facebook commenter/poster and PT-08.



**Figure 15.** Exchange of Conversation in Facebook Comment Section

*SIGE FEEL FREE TO SCREENSHOT BASTA MAGKITA TA UGMA. I PRINT SA NAKO TANANG ISTORYA NIMO SA MGA MAESTRA DATI. DISCRIMINATION. (PT-08, Comment 2)*

Trans- Go on feel free to take screenshots. Surely we will see each other tomorrow. I will print all what you have said to the teachers before. Discrimination.

In the translated exchange of discourse above, the utterance of PT-08 in response to the post commenter is a clear manifestation of a threatening act that causes damage to reader's negative face or the desire not to be obstructed upon or freedom of action or imposition. Threatening or daring the commenter to secure screenshots of all their conversations is an impoliteness act that challenge the negative face wants.

*Soooouoo deped ta pohon hahahhaha (Poster, Comment 1)*

Trans- We'll see in DepEd Office soon.

*SIGE FEEL FREE TO SCREENSHOT BASTA MAGKITA TA UGMA. I PRINT SA NAKO TANANG ISTORYA NIMO SA MGA MAESTRA DATI. DISCRIMINATION. (PT-08, Comment 2)*

Trans- Go on feel free to take screenshots. Surely we will see each other tomorrow. I will print all what you have said to the teachers before. Discrimination

*Sugot ra man ka kaha kung magpareha tag pagka ultimo hahahaha (Poster, Comment 3)*  
 (Trans- As long as you just want us to be on equal footing hahahaha)

*Ugma puhon ipa Tulfo pa jud ka nako. (Poster, Comment 4)*  
 (Trans- Tomorrow then. I will really complain you to Tulfo.)

*Reaction na sa uban kay basi maanad daw ka ug pangistalk. (Poster, Comment 5)*  
 (Trans- It's other people's reaction for you might get used to stalking people.)

*Ganahan kayo ko ana madam damin hahahha (Poster, comment 6)*  
 (Trans- I really like that madam (laughs).)

*AH DILI WAY ULTIMO ULTIMO DIRI. IAGI NATO NIG LEGAL ACTION. AYAW DAGHAN PAMASANGIL KAY ULTIMO O MUPATOL UG ULTIMO KESYO LEGAL TA DIRETSO. AYAW NA DAGHAN ISTORYA KAY BASIG MA FOUL PA KA DUGANGAN PA. (PT-08, Comment 7)*  
 (Trans- Ah no! There is no such commoner here. We shall seek legal action. Enough with your accusations. We should seek legal action right away. Don't talk too much for you might get foul. It will just add up.)

Culpepper (2011) claimed that negative impoliteness is committed by the participant when there is an intention to attack the negative face wants of the other participant or the hearer. The negative face wants are the claim of the face to claim for territories, personal space, non-distractions or freedom not impeded upon by others. Negative impoliteness includes frightening others or instilling a notion that certain action is harmful for the addressee, scolding, condescending or ridiculing others by patronizing or emphasizing the relative power over others, being contemptuous, not treating other seriously and using diminutives. In an in-depth interview, PT-08 responded that she really addressed those comments that disturbs her peace, as she stated:

*Pag below the belt, namimihasa boom! Patola! You see, sometimes I believe you have to stoop down their level so that makita nila ang hinahanap nila. Dili sila kasabot kung i-deal nimo sila in a pa-brayt way. Kaya nga ingon-ana sila kay dili sila kasabot. Pwes pasabton.*  
 (Trans- If its below the belt, then it's too much boom! You see, sometimes I believe you have to stoop down their level so that they will see what they are looking for. They won't understand it if you would deal with them in an intelligent way. That's why they are like that. It's because they cannot understand. Hence, I will let her understand.)

*Kanang pataka'g bangag. That's it! It pisses me. Hence I reply or post. Then I feel relieved. (PT-08)*  
 (Trans- Those reckless people. That's it! It pisses me. Hence I reply or post. Then I feel relieved.)

### Sarcasm or Mock Impoliteness

Sarcasm or mock impoliteness is one of the five strategies that performs Face-threatening Act (FTA) using politeness strategies which are clearly insincere and thus remain surface realizations (Aporbo, 2022). Filik et al. (2018) examined sarcasm as a face-threatening act, suggesting that sarcastic remarks can undermine the positive face of the recipient by challenging their sense of social identity or self-esteem.

Sarcasm or mock impoliteness is the face-threatening act that cause damages both of the addressee's positive and negative face and clearly does not show sincerity upon commission of the act or language.

Speakers are obvious of showing their insincere intention profoundly relevant to the context and the seemingly polite attitude can be perceived as act of impoliteness due to some pragmatic cues. Depicted below is an example of the commission of sarcasm or mock politeness as PT-08 and the same Facebook poster

engaged in hate comments regarding on biases during the band competition in Maasim.

The exchange of interaction using sarcasm or mock impoliteness is also manifested in Figure 15. From the exchange of discourse, PT-08 committed sarcasm in her comment:

*GANAHAN KO ANI FREEDOM OF EXPRESSION. SALAMAT KAY IKAW NA MANUKAD MAGPATULFO PARA PUD MAKITA SA TANANG NANGITA NIMU MABAYRAN NIMU IMUNG MGA GIPANG UTANGAN. (Comment 2)*

Trans- I love this freedom of expression. Thank you for initiating it to report to Tulfo so many of those whose been looking for you will see you and that you can finally pay all your debts.

Though she expresses that she is happy regarding the complaint, what she meant in this utterance is the complete opposite that causes damages to both positive face wants and negative face wants of the commenter. Being grateful for the initiative of reporting it to Senator Tulfo's program also adds up to the gravity of force that threatened the face needs of the user.

The commission of the utterance is an exhibition of an insincere intention of PT-08 given the context that they already have conflict regarding the post on bias judgement during the competition. Though it seems polite because of the word "happy for this freedom of speech and thank you for the initiative", pragmatically it can be perceived as act of impoliteness.

### Withhold Impoliteness

The last impoliteness strategy is the **withhold impoliteness** which occurs when the speaker does not perform politeness where it is expected, as in keeping silent when the speaker is supposed to thank the hearer (Sabatini et al., 2023). For instance, failing to thank somebody for a present may be taken as deliberate impoliteness.

Further, it is committed when there is no existence of polite behavior or act when it is expected from the addressee. An example of withhold impoliteness is the failure to show gratitude for the favor or present done by the other. This is considered an act of withhold impoliteness since politeness as expected should be shown and expressed in a manner that would let the other participant recognized and reciprocated. In the gathered linguistic corpora, this impoliteness strategy is not manifested in the hate comments.

Based from the gathered data presented, only one participant engaged into replying hate comments that employed impoliteness strategies. The existence of impoliteness clearly manifests damages on the addressee's positive and negative faces. The use of direct, blatant and explicit use utterance that are designed to attack face needs and wants evidently afflicts relationships that may result to annoyance, aggression and contempt.

Impoliteness or one's negative attitude as used in a specific context is sustained by expectations, desires and beliefs about social organizations which in one way or another mediated in interaction that resonate one's identities. This essentially hampers communication process that may result to damages of both positive and negative face wants creating conflict while engaging in the actual discourse.

From the gathered corpora, it can be deduced that what has been presented and manifested as online persona also resonate the actual persona of teachers. The way they communicate through online interaction mirrors their personal beliefs, perceptions and attitudes as crucial figures in the implementation of the curriculum. Their respective online persona is a conscious display of their real personalities.

Moreover, the way they respond to comments online also reflect their way of saving and damaging face wants and needs while other online participants engage in social media comments.

### Concluding Remarks

The conduct of this discourse analysis helps me grow in the paradigm of linguistics and language

pedagogy. There is deep sense of fulfillment that I was able to know the different unrelenting issues in the shaping of online persona from the corpora gathered which were the Facebook posts and status of elementary English teachers. These are deemed beneficial to understand the behavior and identity of the teachers in the online world as this creates an impact how people perceived them as educators. Moreover, this could be an avenue for language teachers to introspect on their posts online, specifically on their pictures that might be provocative for others and sharing Facebook contents that might be perceived as inappropriate to young audiences.

The results of this discourse analysis may also help language educators to understand the issues of impoliteness and hate comments online that may even resulted to online bullying and bashing of learners which consequently affect students' mental being. The study's result on impoliteness can be an avenue to investigate further the discourse of hate in social media platforms and a springboard to study the factors behind students' behavior. A study on face needs can be pursued knowing that impoliteness strategies are used by speakers when engaging to online interaction.

Since the study's participants are elementary English teachers, it is recommended to widen the scope of the study in order to understand better how teachers build their online persona. Politeness strategies or face savings acts may be explored as this study only focused on the impoliteness strategies employed by teachers in responding to hate comments. Moreover, online persona are manifested through the different online activities initiated by the teacher, thus, further studies from the lens of social sciences can be pursued to understand teachers' behavior online.

I am truly indebted to the school administrators for allowing me to gather data essential for the realization of this study. Upon the conduct of my study, I am looking forward how language teachers may make use of this result to foster engagement and dynamism in a language class and at the same time address the challenge of the academe regarding the language and behavior among students in online world.

More importantly, the challenge of educators in this era does not merely revolve on communicating the learning outcomes towards students but at the same time on communicating values worthy for emulation. I found it timely to inform stakeholders and language teachers that these dimensions of online persona and impoliteness strategies are avenue to open doors of opportunities that could be done by the school for moral development among students, educating them to be responsible of what they post online. Language teachers, in particular, may enhance instruction by incorporating topics that involve online discourse and contents that may essentially help learners appreciate the value of their self-worth, belongingness and identity.

Lastly, with my fervent hope to extend this challenge to all educators, collaboration and enthusiasm among stakeholders are significant in order to change the perspective of some educators how they used social media in channeling their personal rants, concerns and perspectives on sensitive societal issues. Rather than making it a base on one's image as a teacher, they may use it as a tool for language learning, incorporating authentic texts in class discussions taken from social media. Thereby making a humble response to the challenge of this humble calling.

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