

## English Usage In Social Media By The Face-Bookers: An Explorative Analysis

Djuwari<sup>1</sup>, Suma Jayachandran<sup>2</sup>, Tiyas Saputri<sup>3</sup>, Edi Pujo Basuki<sup>4</sup>, Novi Rahmania Aquariza<sup>5</sup>, Mujad Didien Afandi<sup>6</sup>

### Abstract

*Facebook users interact on a variety of purposes in a natural conversational way. They can use written texts. This study explores the language comments by the face bookers on the Facebook accounts. The data were taken purposively based on the criteria such as the comments are in English on Facebook account. The data were taken in two-week period and analyzed using content analysis. Firstly, they were presented on tables from week 1 and week 2, then coded based on the themes using semantic meaning basis. Based on the coding and theming, the inferences were conducted. It was found that in the first period, among 41 comments, they were categorized into three purposes such as expressing (1) congratulations and positive responses, (2) interaction or plans, and (3) general positive comments. In the second period, there were 30 comments and they were categorized into four purposes such as expressing (1) congratulations and positive responses, (2) appreciation and admiration, (3) gratitude and thanks, and (4) best wishes. It can be implied that for teaching purposes for the students of non-English speakers, better for them to be taught by making them familiar to the face bookers' language for commencing.*

**Keywords:** *face bookers, language use. Language usage, language functions, applied linguistics.*

### I. INTRODUCTION

Facebook chat is one of the social media in the digital era that is widely used as a means of interacting with other people. For example, Facebook users interact on a variety of specific topics or in certain domains in a natural conversational way. The users can use text and sound in their posts. These post can be in various topics, such as private topics, marketing the products or services, family affairs, and educational topics and it is the most popular social media account for social communication (Smith & Graham, 2019). In addition, Facebook users serve a variety of purposes and it is a fact that Facebook chat is being used in a variety of domains, including marketing, customer service, technical support, and education and training (Hussain. Et al., 2021). Recent developments, regarding these various goals, show that interaction with technology, whether by natural language or speech. This is all because of the rapid development

---

<sup>1</sup> Universitas Nahdlatul Ulama Surabaya, Indonesia: The correspondent: [djuwari@unusa.ac.id](mailto:djuwari@unusa.ac.id)

<sup>2</sup> Nilai University, Malaysia

<sup>3</sup> Universitas Nahdlatul Ulama Surabaya, Indonesia:

<sup>4</sup> Universitas Nahdlatul Ulama Surabaya, Indonesia:

<sup>5</sup> Universitas Nahdlatul Ulama Surabaya, Indonesia:

<sup>6</sup> Universitas Nahdlatul Ulama Surabaya, Indonesia:

of technology. Users are becoming more accustomed to interacting with digital entities and Facebook has become a global tool.

How to open or create a Facebook account is also easy, free, and efficient. Applications on cellular phones are also easier to download. Besides that, the users easily create Facebook accounts as an effective digital communication tool that is able to provide information, answer questions, discuss certain topics, or perform tasks. In fact, Facebook accounts have gone global as a versatile communication tool (Ranasinghe & Zampieri (2020)). This digital communication tool can actually be used as a learning technique for education as well, for example with daily assignments in learning activities in class. Facebook is also equipped with video calls and this video can also be used as a means of mass communication. Presentations and discussions as well as questions and answers can also be carried out using videos that are on the Facebook account.

There are several previous studies that analyze the Facebook communication of its users. For example, Hussain et al., (2021) analyzed the language in terms of negative, positive, and neutral sentiments, such as 58%, 22%, and 17% in the United Kingdom, compared to 56%, 24%, and 18% in the United States, respectively. In this research, it provides us with the language used by the face-bookers in terms of their sentiment language. Another study was also done by Pavel and Petra (2020) who analyzed the Facebookers language in terms of teaching (57%), humanity (23%), affect (15%), and accessibility (5%). Still another study done by Barrot (2021) that explored the language used in Facebook account as an e-portfolio platform, using quasi-experiment with 48 students as the group treatment using Facebook medium and 41 students as the control group using conventional portfolio.

It was found that Facebook's interactive features, flexibility, accessibility have the ability to expose students to social pressure and it also increases their audience awareness in writing classroom. However, Facebook language can also be used normally for positive and well wishes as well as another positive expression. This can be found in a study by Su et al. (2018), who found that the language comments on Facebook accounts attempt to understand others' opinions, or attempt to work toward consensus or resolution. As drawn by Dahlberg (2001) in Su, et al. (2028), the comments, among others, are for political, social, and interactional issues.

Based on the previous studies and their evidence, Facebook social media has some contributions. Among others, it can enhance the learners to use English expressively and in writing it can boost the learners' flexibility, accessibility interactively for their English language expression in writing. Others also for political issues, social issues, and social interactions. This present study is also focused on analyzing the English language used by the Face bookers especially on commenting the post. This study is also an explorative and explanative so that the results can be both for English language teaching and learning interaction and for social communication in general (Djuwari, 2017). The questions raised for analysis in this study are as follows:

- 1) How do the face bookers use Facebook mode for communications?
- 2) Which purpose do they use their Facebook accounts dominantly?
- 3) What implication does the Facebook account social media provide for the English teachers for classroom interaction?

## **II. THEORETICAL FRAMEWORK**

### **2.1 Online Classes**

Today, online classes have been so extensively used. Online classes and the Learning process based on technology have extensively expanded both openly and flexibly throughout the world (Aniroh et al., 2018). The classes can be either online fully or hybrid or blended and hybrid learning, open learning and Massive Open Online Courses (MOOCs). These all indicate that

people understand how technology is changing the way the teachers teach (Bates, 2018). Educational institutions have been exposed to an online modes for their classroom interactions.

In rural Nepal, Thapa (2011) also conducted an exploration regarding how computer technology augmented educational and healthcare services in the Himalayas. As he had observed, he had identified various challenges such as low digital literacy, over-dependency on a focal actor, and poor physical infrastructure. In health care professionals, which was observed in India, for instance, Thukral et al. (2012) also examined the online training. They considered that it was a feasible and effective method of training for health professionals when using an online mode. They stated that the professionals could acquire the knowledge and skills related to new-born. As they described, the participants of the training felt satisfied with the materials delivery in the process of training interaction using an online mode.

Another study was also done by Thao (2021) in Vietnam concerning Facebook account and as the online mode for teaching purposes. As he stated, that, in social media, the users has occurred and changed the way human beings socialize with each other worldwide. He found out that the prevalence of Facebook as a dominant platform for the diverse virtual communities for communication. It was declared based on his study that for academic purposes, Facebook has been considered a supporting tool in many parts of the world. It is stated also that Facebook in English language teaching and learning in Vietnam enhance the students' attitudes towards using this mode. In ELT among English- major students, with 323 Vietnamese respondents, it was found that English-major students in Vietnam expressed positive attitudes towards leveraging the Facebook platform in ELT. It is also recommended that ELT classes' teachers use Facebook as an integral attribute of education in the digital era. In terms of an online learning, like the use of Facebook accounts, there was also another study done by Maré & Mutezo (2020) in South Africa. The result showed that students were engagingly to participate in an online learning environment. They stated that this online mode has a positive impact of e-tutoring on students' interaction and performance.

In general, online classes have been prevalently used by many educational institutions and the impact of using this type of mode on teaching interaction and training program is really promising and extensively preferable for language classes. It can be evidently obvious as based on the previous studies with their results on using online platform.

## **2.2 Facebook as the Learning Platform**

So far there have been so many people use Facebook account as their communication tool. This social media account was created in 2004 by Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz, and Chris Hughes (Barr, Sabrina in Independent, 23 August 2018). It is stated that 4 years later, this social media account was considered one the most influential social networks in the world. Facebook has boosted approximately 2.2 billion monthly. The users of Facebook then has been the largest social network in the world. It has been nearly three billion users as of 2021, and about half that number were using Facebook every day.

Due to the use of Facebook as a communication tool, and especially for the purpose of the learning process, there are also several previous studies. Research that analyzes Facebook communication was also carried out by Hussain et al., (2021). They studied language in the categories of several types of sentiment, namely negative, positive, and neutral sentiments> the results showed that there were 58%, 22%, and 17% in the United Kingdom (UK). Then there are 56%, 24%, and 18% in the United States, respectively. In this study, they state emphatically that the language used by Facebookers is different. Apart from the results of this study, there is also research conducted by Pavel and Petra (2020). Specifically in this study, Facebook was also used in teaching practices (57%), humanity (23%), influence (15%), and accessibility (5%). Explanatively, there is another study conducted by Barrot (2021). It was found that Facebook accounts were also used as an e-portfolio platform. In the quasi-experimental research conducted, there were 48 students as a treatment group using Facebook media and 41

students as a control group using a conventional portfolio. They found that Facebook's interactive features, flexibility, accessibility had the ability to expose students to social pressures and also increase awareness of their audience in writing classes. However, the most important issue is how they use the Facebook especially for commenting the post.

### **2.3 English Language Functions**

English is the language widely used in the field of science and technology. According to Rao (2019), English is the international language which has been spoken, as the de facto, the universal language. He explained in further detail that there is a great impact on scientific communication by English language usage. For that reason, for all the scientists all around the globe, English can be used as a means of communication in scientific literature. Among the scientists, English can be used for communicating with other scientists from different regions. Therefore, English is a universal language for the global communication. The knowledge of English language has become a required knowledge for a number of professions and occupations such as a research, medicine, and computer and so on. This can lead all the users to have skills of using the functions of this language.

There are some functions in language. One of them is for communicating the purposes such as arguing, stating, suggesting, expressing feeling, refusing, and many others (Halliday, 2019). In particular discussion, Thwaite (2019), suggests some functions of the language, among others are such as interactional function, personal function, and heuristic function. Interactional function is the function of language for interacting with other people. IT is similar to the argument by Bailey & Lee. (2020) Facebook account can be used for social purposes like interaction. Some of them are as follows:

#### **1) Instrumental Function**

One important thing that children use language for is to get what they want. Halliday calls this function the Instrumental function.

#### **2) Regulatory Function**

Related to the Instrumental function is the Regulatory function, language used to regulate or control other people's behavior, an all too obvious function for anyone who has observed young children. Children realize very early that they can use language for this purpose, because other people do this to them so often, for example, to stop them touching things they should not

#### **3) Interactional Function**

Language used by the child to interact with the people around them, as opposed to controlling their behavior, is known as language in its

#### **4) Personal Function**

A fourth function of the children's language is that they use it to express their awareness of themselves and of the fact that they are separate from the surrounding environment. This function includes the expression of personal feelings, such as the noises children make when they find something interesting, or when it tastes nice.

#### **5) The Informative function,**

It comes later than the others because it is actually quite a complicated idea to think that you can tell something to somebody who does not already have that information.

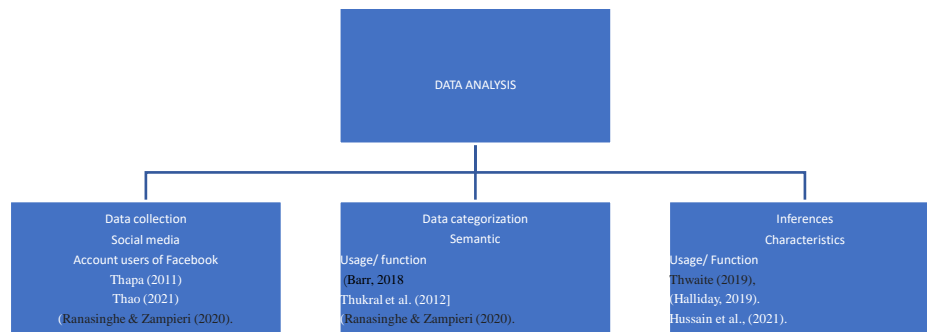
### **III. METHODOLOGY**

This is qualitative research, a content analysis, which tries to explore how the English language is used by the face bookers in terms of their purposes and the domain they use in every post of the Facebook accounts, especially the language for commenting. Besides that, this explorative research in qualitative type is online social media. The main idea is to get the characteristics to description so that the results are in the form of identification such as the function or the usage

(Barr, 2018). According to Yoshikawa, et al (2008) and some of the previous studies such as Barrot (2021), Hussain et al (20022), it can be done as the following:

Firstly, the language commenting the posted was collected from the postings by the account users. This took two periods. The first period was started on 1 -6 October 2023 while the second period was done from 7 – 12 October 2023. Secondly, the languages are classified into the domain setting based on the comments themes or topics. Finally, they are ordered and entered into their domain and setting for the same categories, decoding, and making the themes based on the semantic meanings. These categories will finally be inferred to get the generalization as follows: First, they can be judged based on the types of the languages use or the way they express their language functionally. All of the above then can be drawn the conclusion to answer the research questions.

- 1) How do the face bookers use Facebook mode for communications in commenting the posts?
- 2) Which purpose do they use their Facebook accounts dominantly?
- 3) What implication does the Facebook account social media provide for the English teachers for classroom interaction?



**Figure 3.1 Conceptual Analysis of the Data for Inferences**

#### IV. FINDINGS AND DISCUSSION

##### 4.1 Findings

##### 4.1.1 Commenting Language (one week; 1 October- 6 October 2023)

In this section, there are 41 comments and they are as listed in Table 1. The researchers took the comments from 10 posts during one week, from 1- 6 October 2023.

Table 1. Data Collected from 10 Posts with 41 Comments

Comment No	Language Expression	Comment No	Language Expression
1	Stay healthy. God Bless	22	Rest well. Congrats Doc
2	We hope we can meet again, Doc.	23	Congratulations

3	Wow someday i Will be your student	24	wow! good to know that doc
4	Wow someday i Will be your student	25	You were wonderful Pro Dr 🎉🎉
5	Thank you very much for the kind mention Bapak (Name). It has been an honor and pleasure to work collaboratively with you, doc.	26	Thank you very much for the kind mention. It was great to serve on the panel with you. I enjoyed your presentation very much
6	It's my pleasure Bapak. I'm glad to assist you in this program	27	A good job, my friend!
7	Congratulations. give me an at least. Visiting professorship at your university please my dear earnest request.	28	Good luck , Doc))
8	Congrats, Dr. (Name)	29	Woow! Congrats Dr. (Name)
9	Congratulations on your success and service.	30	Good
10	Congratulations Prof	31	Congratulations!
11	Congrats, Dr.	32	Oh good. Can we join online
12	see u Dec. Excited to meet u personally nxt yr friend. So proud here...	33	Congratulations professor!
13	Congratulations 🙌	34	Heartiest congrats))
14	See you soon Doc!!! Sending good wishes 🙌	35	Congratulations Doc. Great
15	congrats doc	36	All the best doc
16	Congratulations	37	Wishing You the Best
17	Great topic, good luck, Doc	38	Congratulations in advance dear brother Sir
18	Congratulations	39	Happy Weekend
19	Congratulations.	40	Congratulations
20	Congrats sir	41	Way to go, my friend!
21	Congratulations! Sending positive vibes from Vienna		

Based on Table 1, the comments from the first week period (1-6 October 2023), there are 41 comments. These comments further are categorized into their themes based on the coding process. The results of the coding and determining the themes can be seen in Table 2.

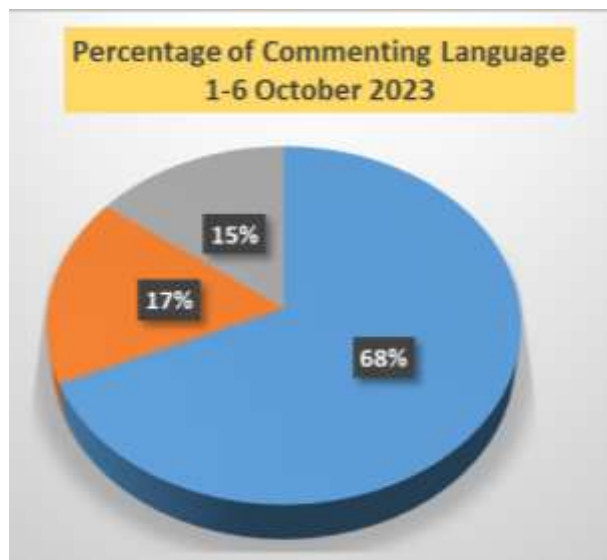
#### 4.1.2 Coding and themes of Data Collected from 10 Posts with 41 Comments

Based on the results of coding, 41 comments are categorized into three purposes. The linguistic expression no refers to the linguistic expression in Table 1.

**Table 2 Coding and Themes of Data Collected from 10 Posts with 41 Comments**

Table 2 No	Themes	Linguistic Expression No:	Total	Percentage
------------	--------	---------------------------	-------	------------

1	Expressing Congratulations and Positive Responses	1, 4, 5, 6, 7, 8, 9,10, 11,13 ,15,16,18, 19, 20, 22, 23, 24, 25, 27, 28, 29, 31, 34, 35, 36, 38 ,40	28	68
2	Expressing Future Interactions or Plans	2 ,3, 12, 14, 32, 37, 41	7	17
3	Expressing General Positive Comments	17, 21, 26, 30, 33, 39,	6	15
TOTAL			41	100%



**Figure 1:1-6 October 2023-Facebooker’s Comments**

Based on the analysis by coding and determining the themes, as shown in Figure 1, among 41 Facebookers commenting language, it can be described as follows: 28 (68%) comments are used for Expressing Congratulations and Positive Responses; 7 (17%) are used for expressing Future interaction or plans; and 6 (15%) are used for expressing general positive comments. Therefore, among the comments are dominated by the purpose for expressing congratulation and positive responses.

**4.1.2 Commenting Language (one week; 7 October- 12 October 2023)**

In this section, there are 41 comments and they are as listed in Table 1. The researchers took the comments also from 10 posts during one week, from 7- 12 October 2023.

**Table 3. Data Collected from 10 Posts with 30 Comments**

Comment No	Language Expressions	Comment No	Language Expressions
1	Congratulations ... Look forward to it.	16	Congratulation hope both your son n his fiancé happy always until the day of their marriage don't forget to give me the invitation
2	I am looking forward to it, too. See you tomorrow	17	Congratulation

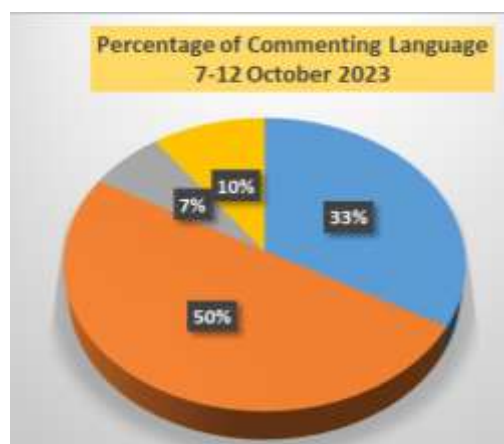
3	So interesting and it sounds nice	18	Congratulation
4	U are great	19	So cute both of you
5	U are great	20	Beautiful
6	Congratulations!!	21	You are the best you are so great lady love you God bless you z
7	Felicitations	22	So cute
8	merci beaucoup	23	Love you
9	Congratulations and best wishes	24	Very nice
10	Congratulations Ms	25	Looking great
11	Best of luck	26	So sweet
12	Congratulations . Best of Luck	27	So sweet and beautiful
13	All the best	28	Beautiful princess am glad you
14	It is so great	29	I love you
15	Amazing	30	Good night my beautiful friend

**4.1.4 Coding and themes of Data Collected from 10 Posts with 30 Comments**

Based on the themes and their linguistic expression, from 10 posts, it can be seen in Table 4. The no of expression refer to the linguistic expression as listed in Table 3.

**Table 4 Coding and Themes (7-12 October 2023)**

NO	THEMES	LINGUSTIC EXPRESSIONS NO:	Total	Percent-age
1	Expressing Congratulations and Positive Responses	2, 6, 7, 10, 12, 13, 16, 17, 18, 28	10	33%
2	Expressing Appreciation and Admiration:	4, 5, 14, 15, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30	15	50%
3	Expressing Gratitude and Thanks:	3, 8	2	7%
4	Expressing Best wishes	11, 12, 13	3	10%
TOTAL			30	100%





## Figure 2: 7-12 October 2023-Facebooker's Comments

Based on the analysis by coding and determining the themes, as shown in Figure 1, among the comments by the face bookers on their Facebook accounts are used for expressing the purposes (language functions) of communication as follows: among 30 comments, 12 (33%) comments are used for expressing Congratulations and Positive Responses; 15 (50%) comments are used for expressing Appreciation and Admiration; 7 (23%) comments are used for expressing Gratitude and Thanks; and 3 (10%) comments are used for expressing Best wishes. Therefore, among the comments, they are dominated by the purpose for expressing appreciation and admiration.

### 4.2 Discussion

As the theoretical basis, the language functions among others are for interactional functions and personal functions (Halliday, 2019; Hussain et al., 2021, and Thwaite, 2019). In the first stage of 1-6 October face bookers' comments. It can be indicated by the dominant commenting language that is 28 (68%) used for Expressing Congratulations and Positive Responses. It is followed by the comments of 7 (17%) used for expressing Future interaction or plans; and 6 (15%) are used for expressing general positive comments. Therefore, among the comments are dominated by the purpose for expressing congratulation and positive responses.

More importantly, the findings in this present study are also in line with those by Su et al. (2018) in which they found that the Face bookers language or comments are used normally for positive and well wishes as well as another positive expression. Also by Dahlberg (2001) in Su, et al. (2028), the comments, one of them is for interactional issues. The present findings are also supported by the previous study by Thao (2021) who stated that the Facebook accounts in the teaching and learning, are among others used for the human beings to socialize with each other

For the second periode week that is 7-12 October facebook comments, the present study also provides similar findings such as the language comments are dominated by the 12 (33%) comments that are used for expressing Congratulations and Positive Responses. Followed by 15 (50%) comments are used for expressing Appreciation and Admiration; 7 (23%) comments are used for expressing Gratitude and Thanks; and 3 (10%) comments are used for expressing Best wishes. The findings above are also theoretically supported by the language functions as argued by (Halliday, 2019) and Thwaite (2019). Thao (2021) also stated that the Facebook accounts in the teaching and learning, are also identified by the human beings to socialize with each other. Other previous studies related to political domains are not in this present study. Therefore they are not found at all.

In general, the findings both in the first period week and the second one can be generally remarked as follows: In the theoretical framework, language functions, as proposed by Halliday (2019), particularly emphasized by Thwaite (2019), also by Hussain et al., (2021) include interactional functions and personal functions. This study focuses on the language used in Facebook comments during the first stage, from October 1 to October 6. Analysis of the dominant commenting language reveals that 28 comments (68%) are primarily used for expressing congratulations and positive responses, followed by 7 comments (17%) for indicating future interactions or plans, and 6 comments (15%) for expressing general positive sentiments. Thus, the predominant purpose of these comments is to convey congratulations and positive responses.

These findings align with Su et al.'s (2018) study, which observed that Facebook language is commonly employed for positive expressions and well wishes. Dahlberg's (2001) work, cited in Su et al. (2018), also supports the idea that comments, including those related to interactional issues, are prevalent in Facebook interactions. Additionally, Thao (2021) noted

that Facebook accounts in the context of teaching and learning serve as a platform for human beings to socialize with each other.

Moving on to the second period, spanning from October 7 to October 12, similar patterns emerge in the language comments on Facebook. The analysis indicates that 12 comments (33%) are used for expressing congratulations and positive responses, 15 comments (50%) for expressing appreciation and admiration, 2 comments (7%) for expressing gratitude and thanks, and 3 comments (10%) for expressing best wishes. These findings are theoretically supported by the proposed language functions of Halliday (2019) and Thwaite (2019).

Thao (2021) reinforces the notion that Facebook accounts in the teaching and learning context serve as a means for human beings to socialize with each other. Notably, political domains are not addressed in this study, as indicated by the absence of relevant findings.

## V. CONCLUSION

In conclusion, the evidence presented in this study underscores the consistent prevalence of specific language functions in Facebook comments across two distinct time periods. The theoretical framework, identifying the interactional functions and personal functions as integral aspects of language use. The focus on Facebook comments during the initial period (October 1 to October 6) reveals a dominant pattern, primarily dedicated to expressing congratulations and positive responses. Besides that, it is also for positive expressions and well wishes and for interactional issues in Facebook interactions.

The subsequent analysis of the second period (October 7 to October 12) indicates the initial trend, dominated by the usage of expressing congratulations and positive responses and expressing appreciation and admiration. .

The implication of this findings is the notion that Facebook accounts in the context of teaching and learning can also be used as platforms for human beings to socialize with each other. Teaching and learning interaction can use Facebook accounts for teaching and practicing the usage of language importantly for human beings socialization rather than for political purposes as it is indicated by the absence of findings related to political domains in this study. Again, this study emphasizes the consistent nature of language functions on Facebook, particularly in the realms of positive expression, well wishes, and social interaction.

For further research, as this study limitation is on the period which is only two weeks. It can be done in the future using a longer period one month or two. Besides that, taking more posts will be more generalizable for this study took only 10 posts for each period.

## REFERENCES

- Barrot, J. S. (2021). Effects of Facebook-based e-portfolio on ESL learners' writing performance. *Language, Culture and Curriculum*, 34(1), 95-111.
- Bailey, D., & Lee, A. R. (2020). An Exploratory Study of Grammarly in the Language Learning Context: An Analysis of Test-Based, Textbook-Based and Facebook Corpora. *TESOL International Journal*, 15(2), 4-27.
- Djuwari, D. (2017). Rhetorical Moves in Introduction Sections of Academic Journal Articles. *SMCC Higher Education Research Journal*, 4(1), 1-1.
- Giri, P. C., & Rana, K. (2022). Lessons Learned from Teaching English through Facebook Live for Future. *International Journal of Technology in Education and Science*, 6(1), 14-31.
- Hussain, A., Tahir, A., Hussain, Z., Sheikh, Z., Gogate, M., Dashtipour, K., & Sheikh, A. (2021). Artificial intelligence-enabled analysis of public attitudes on Facebook and twitter toward covid-19 vaccines in the United Kingdom and the United States: Observational study. *Journal of medical Internet research*, 23(4), e26627.
- Halliday, M. A. (2019). Linguistic function and literary style: an inquiry into the language of William Golding's 'The Inheritors'. In *Essays in modern stylistics* (pp. 325-360). Routledge.
- Barr, Sabrina. (2018). When did Facebook start? The story behind a company that took over the world. Independent. 23 August 2018.

- Ranasinghe, T., & Zampieri, M. (2020). Multilingual offensive language identification with cross-lingual embedding's. arXiv preprint arXiv:2010.05324.
- Rao, P. S. (2019). The role of English as a global language. *Research Journal of English*, 4(1), 65-79.
- Smith, N., & Graham, T. (2019). Mapping the anti-vaccination movement on Facebook. *Information, Communication & Society*, 22(9), 1310-1327.
- Su, L. Y. F., Xenos, M. A., Rose, K. M., Wirz, C., Scheufele, D. A., & Brossard, D. (2018). Uncivil and personal? Comparing patterns of incivility in comments on the Facebook pages of news outlets. *New Media & Society*, 20(10), 3678-3699.
- Thao, P. T. K. (2021, March). Vietnamese Undergraduates' Attitudes towards the Use of Facebook for English Language Teaching and Learning. In 17th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2021) (pp. 181-195). Atlantis Press.
- Thwaite, A. (2019). Halliday's view of child language learning: Has it been misinterpreted?. *Australian Journal of Teacher Education (Online)*, 44(5), 42-56.
- Yoshikawa, H., Weisner, T. S., Kalil, A., & Way, N. (2008). Mixing qualitative and quantitative research in developmental science: Uses and methodological choices. *Developmental psychology*, 44(2), 344.