



“I’m a licensed professional teacher, of course, I’m un(der)employed”: Teachers’ identities and social suggestions from transitivity in Facebook posts

Leonardo O. Munalim

Abstract

Neologisms and ingenuities can either impinge on language atrophy or induce much more open public discourses. A viral short linguistic template “I’m/We’re X, of course, I/we Y” on social media has afforded open discourses, albeit stereotypically. Using 343 clauses posted on a public Facebook page, this study combines the transitivity processes of Systemic Functional Linguistics (SFL) with critical discourse analysis. Results show that Filipino Licensed Professional Teachers (LPTs) stereotypically view themselves as The Employed, The Un(der)employed, The Determined, The Practical, The Deprived, The Frustrated, The Needy, The Dictated, and The Questioned. These identities reinforce the emergence of the themes: un(der)employment; currency of the license; alleged backer system; and the exodus of LPTs to other countries due to unavailability of teaching items. The study contributes to the greater appreciation of the potent power of short linguistic expressions for wider discourses. While conducted in the context of the Philippines, the insights of this study may hold a universal relevance for the discourses of social inequality, nepotism, bureaucracy, and neoliberalism in the academe.

Keywords: Of course, CDA, Constructional Riffing, LPTs, Neoliberalism, Small Digital Genre, Social Semiotics, Transitivity, SDG10: Reduced Inequalities

Plaridel Open Access Policy Statement

As a service to authors, contributors, and the community, *Plaridel: A Philippine Journal of Communication, Media, and Society* provides open access to all its content. To ensure that all articles are accessible to readers and researchers, these are available for viewing and download (except Early View) from the *Plaridel* journal website, provided that the journal is properly cited as the original source and that the downloaded content is not modified or used for commercial purposes. *Plaridel*, published by the University of the Philippines College of Mass Communication is licensed under Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License (<https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode>).

How to cite this article in APA

Munalim, L. O. (2025). "I'm a licensed professional teacher, of course, I'm un(der)employed": Teachers' identities and social suggestions from transitivity in Facebook posts. *Plaridel*. Advance online publication. <https://doi.org/10.52518/2025-13mnlm>

Introduction

More than any other channel of communication, social media has now become the most fertile ground for both language ingenuity and language atrophy (see Xiong & Munalim, 2024). Linguistic neologisms and ingenuities can either impinge on communication quality or induce much more open public discourses. The recent viral short linguistic template “of course” on social media has afforded wider discourses, albeit stereotypically. The trend is promoted by completing the provisional line “I’m/We’re X, of course, I/we Y” as in “I’m a licensed professional teacher (LPT), of course, I’m overworked” and “We’re applied linguists, of course, we’re not Saussure (so sure)”.

The earliest known videos of the “We’re X, of course, we Y” trend can be attributed to a TikTok account managed by the US-based organization, Experience Camps. In these first two TikTok videos posted in November of 2023, participants in a grief camp uttered phrases such as “We’re grievors, so no, we’re not over it” (Caldwell & Sweat, 2023). From what looks to be just another mundane linguistic expression, the phrase has turned viral, spawning different versions of light-hearted reels and videos. In the Philippines, one social media digital creator named Abi Marquez published a 27-minute reel on 16 January 2024 with a series of stereotypes, for example, “I’m Filipino, of course, I’m having rice for dessert.” As of this writing, the video has amassed a total of 4.7M plays and 1.8K shares on Facebook alone (Marquez, 2024). Consequently, this hyped short linguistic expression has made a crossover to different communities, including the education sector and marketing industry. Of course, Filipino teachers have jumped on this bandwagon.

Because of the recency of this viral social media phenomenon, studies of this type are still underway and are on the cusp of being codified. The answers, identities, and social suggestions revealed in these expressions may be predictable, but they may be empirically analyzed within this short linguistic trigger: “I’m X, of course, I Y.” Hence, this study endeavors to analyze the wider discourses engendered from the linguistic trigger, “I’m licensed professional teacher (LPT), of course, I’m Y” posted on a public Facebook group. The wider discourses are investigated through the analytical constructs of Systemic Functional Linguistics’ (SFL) transitivity processes (i.e., material, mental, relational, existential, and verbal) with invocation of social semiotics and critical discourse analysis.

Literature review

“I’m X, of course, I Y” as constructional riffing and ‘small digital genre’

I argue that this viral expression “I’m/We’re X, of course, I/we X” sits well with Wee’s (2015) original term *constructional riffing*, “which refers to a situation where a speaker (writer in this current study) draws upon and modifies a pre-existing linguistic pattern” (p. 160). In the posts analyzed for this study, language users drew upon the prescribed linguistic pattern to complete the discourse. Because the first sample of videos at the height of the expression’s virality gave stereotypical responses, language users expectedly provided readers and viewers with commonplace and predictable answers. These answers consequently add to the playful or humorous effect due to the semblance of truth in their answers. This aligns with Wee’s (2015) argument that when language users get inspired by prior linguistic and non-linguistic constructions, they produce “relatively restricted yet unpredictable ways” of completing the expression “I’m/We/re X, of course, I/we X.” In this study, the completion of the small linguistic expression related to the sorry plight of Filipino licensed professional teachers became predictable, in what Wee (2015) notices to be culturally-marked and interactionally-contingent ways.

Although there is no hard and fast rule to complete the predefined linguistic pattern, the reactive speech-act answers are notably shorter, composed of only one to two lines. It is then understood that the answers cannot capture extended discourses, elaboration of reasons, important backgrounds, and clear justifications. In this study, the original 264 short answers only reached 68 sentences or 1,368 words per computation of UsingEnglish.com. The same text tool showed that the lexical density only reached 39.40%, which falls within the lower lexical density measure of around 40-50% (Munalim, 2021). Hence, I also argue that this viral small linguistic expression is part of “small texts” or “short texts” (Hausendorf, 2009; Schmitz, 2021), as well as a short and purpose-orientated “small digital genre” (Aslan & Jaworska, 2024).

Short ‘of course’ for bigger social discourse

The Oxford Learner’s Dictionary (n.d.) defines “of course” as an expression used to emphasize that what is being said is true. Similarly, the Concise Oxford American Dictionary (2006) defines it as a

phrase “used to introduce an idea or turn of events as being obvious or to be expected” (p. 208). Consequently, this constructional riff is stereotyped—either positively or negatively, with the latter dominating in the discourse. In an interview with GMA Integrated News (2024), Presto, a Filipino sociologist, maintained that although this trend is humorous and lighthearted, it has the potential to draw attention to the existing discussions about social inequality, power relations, and stereotypes. Because the viral linguistic formulaic expression is often taken for granted, Presto advised that a kind of questioning and sense-making be done after posting the comments or publishing the video materials on social media

Social media affords the freedom of discourse that prosumers, including professional teachers, continue to enjoy. Most often, people post without regard to social desirability. Scott (1992) delineates two types of discourses: the public transcript and the hidden transcript. The former are those produced between the powerful and the subjugated. The hidden transcript, on the one hand, is a sort of discourse initiated, performed, and organized by individuals with the same footing in the absence of superiors. For this current study, the public posts are unrestricted without regard to formal authorities. In a study on the identities of Filipino ESL teachers on public Facebook pages, Liu (2024) found that teachers’ public comments were freewheeling. It should be noted, however, that Scott’s (1992) original concept of being “hidden” may not be in the same condition today as it was first conceptualized more than 30 years ago. Now, in the age and affordances of social media, the posts which are supposed to be consumed only by a group of people within the same bubble can be accessed by and shared directly to their superiors. It goes without saying that the act of posting comments on public Facebook pages cannot be devoid of scrutiny from higher authorities. Put simply, in the epoch of information superhighway, these hidden transcripts have morphed into virtual public spaces where the powerful can always monitor these individual teachers in terms of their sentiments, social media decorum, among others. Hence, all possible social issues surrounding a particular group of people, which in this study are Filipino public school teachers, are now open for public discourses.

Social inequality, bureaucracy, backer system, nepotism, and neoliberalism in the academe

It is prudent to moor this study in the interlarding macro issues of social inequality, nepotism, bureaucracy, and neoliberalism in the academe. Social inequality, backer system, and nepotism are stabilized by a bureaucratic superstructure. Marger (2014) believes that a bureaucratic political set-up allows multiple people, specialists, and experts to play specialized roles in the promotion of well-oiled units, efficiency, speed, and precision. Go-Soco (1978), however, notes that the decisions of agencies are contingent upon the perceptions of those in political power. Colored political affiliations (Munalim, 2020), for example, might be one of the reasons both local and international succors for the victims of the 2013 super typhoon Haiyan were allegedly inefficiently distributed in the affected areas in the Philippines.

Inequality is the by-product of social structural functions that dictate how people are treated (Marger, 2014). Consequently, these structural forces can result in structured inequality. Marger captures the study of inequality into four major types: social differentiation; social stratification; stratification forms; and structured inequality. From these typologies, nepotism is also hastened by those in power, such as hiring committees. Power as the base of all forms of inequality (Holton & Turner, 2010) is made more powerful by bureaucracy. Power dynamics is also most prevalent in economic and political spheres (Marger, 2014). Hence, bureaucracy could result in the issues of an alleged backer system, as in the case in the Philippines (see Arado, 2020).

“Nepotism—from *nipote* or nephew—was the norm and a defining feature of Roman politics and patronage” (Lloyd, 2023, p. 1). Like the original concept of nepotism favoring blood-related individuals (Pattenden, 2013), nepotism in the hiring process is based on the backer’s preference for friends, close-relatives, and political voters (Gilani, 2019), which are all allegedly prevalent in Philippine society. Because nepotism as a recruitment practice puts primacy on social ties over one’s competitive capital advantage (Perez-Alvarez & Strulik, 2020), a lobbied successful applicant may cement a stronger relationship, reciprocity, exchange (Coyle-Shapiro & Shore, 2007), and cost-benefit from giving and receiving (Jaskiewicz et al., 2013). The stabilization of reciprocity exactly sits well with one of the four main values called *utang na loob* (debt of reciprocity or sense of indebtedness) in Filipino psychology (Enriquez, 1978). Filipino local terms related to and conflated with

nepotism include the *padrino*/friend/patronage system (e.g., Adorador, 2021; Flores, 2022), fraternity/brotherhood and cronyism (Adorador, 2021), and the *palakasan* system (the condition of having the strongest connection). While justified in terms of the blood relative's fidelity (Lloyd, 2023), there are recognized perils of nepotism on human capital individually, socially, and institutionally (Perez-Alvarez & Strulik, 2020).

Neoliberalism is ideologically capitalist in nature (Aslan & Jaworska, 2024) and a term "often used in academic circles as a default epithet for all things that are despised as unjust" (Block, 2018, p. 51). Organizations including universities and academic institutions in a neoliberal orientation exhibit the propensity to demand neoliberal subjects to be ideal, right, and good, thereby allowing these neoliberal citizens to wrestle and resist any form of inequalities (Archer, 2008). Archer (2008) goes to elaborate how younger academics cope with the pressures by seeking safety and protection through "playing the game"; "speaking out"; creation of supporting practices; self-protection through work on the psyche; and "being otherwise" (p. 276). Neoliberal citizens who want to go with flow, nonetheless, can thrive in this stringent set-up through self-branding (Gray, 2012). For this study, because the LPTs are part of the assembly of professionals, they are always neoliberal subjects who are bound to these professional conditions and locations (Archer, 2008). As such, the way they post their short answers on a public Facebook group speaks largely about the way they brand themselves before the public, and the way they are treated by the hiring committee members, the education department, their colleagues, and society.

Framework

Systemic Functional Linguistics (SFL), social semiotics, and critical discourse analysis allow for a greater understanding of the wider discourses and social projections found within the constructional riff of "I'm an LPT, of course, I X." Halliday's (1985) SFL is a linguistic theory that describes how language, with its semantic operations, can be seen as a network of alternatives in the production and interpretation of meaning potentials. SFL is operationalized via three metafunctions: ideational, interpersonal, and textual. This study invokes the ideational metafunction as it is an attempt to interpret, organize, and classify the subjects of discourse by representing how the world is perceived (Fowler, 1996).

Transitivity, a concept associated with the ideational metafunction, refers to the range of choices available to language users for interpreting and expressing their internal and external experiences of reality (Halliday, 1994). Transitivity system is the set of different linguistic options in the construal of realities. It scopes the coding of the goings on: who does what in relation to whom, what, where, when, how and why (Berry, 1975; Eggins, 2004; Hasan, 1988). It is achieved through the verbal groups, where the participant is indicated by a nominal phrase, and the circumstance is generally conveyed by an adjunct (Halliday, 1973). Halliday (1994) added that transitivity is realized through the six analytical processes, namely: material, mental, behavioral, relational, existential, and verbal processes. Material processes are those of doing and happening. Mental processes are processes of sensing like seeing, feeling, thinking, *inter alia*. Relational processes characterize, attribute, identify, or describe an entity circumstantially. Lastly, verbal processes work around the speech acts of telling, talking, and reporting.

There has been no definite way of pinning down the concept of identity due to its elusive nature. To achieve the special context of this study and the nature of the data, I draw on a conceptualization of identity as “[...] an attempt to self-name, to self-characterize, and to claim social spaces and social prerogatives” (Pavlenko & Blackledge, 2004, p. 19), and the act of “having a clearly delineated self-definition, a self-definition comprised of those goals, values, and beliefs which the person finds personally expressive, and to which he or she is unequivocally committed” (Waterman, 1985, p. 6). The identification of LPT identities is highly structural, allowing for alignment with the transitivity processes as aided by critical discourse analysis (Sutherland, 2016). There is varying scholarship on the construction of identities in association with social expectations. I invoke the encompassing concepts of identities (Barkhuizen, 2017; Dimitrieska, 2022; Pennington & Richards, 2016; Trent, 2024), and critical discourse analysis to pin these identities down. Whether jobless or already in-service teachers, these LPTs’ engagement in public spaces means that there is an ongoing working of their identities (Luk-Fong, 2013). Their identities can be a “... site of struggle and shaped by power relations between the individual and others” (Kayi-Aydar, 2015, p. 138) because they are Licensed Professional Teachers.

Halliday’s (1985) SFL is anchored on the bigger umbrella of social semiotics. From the structural orientation of SFL, this study treats

language as a social semiotic system that is positioned within social and cultural templates (Martin, 2016). Beyond formal structures, SFL takes the contexts of culture (Martin & Rose, 2003) and seeks to drain discourses in their social settings (O'Donnell, 2011). Because language is a means of producing meaning, contextual meaning that is retrievable in a text (Halliday, 1985) can index social behaviors (Fairclough, 1989). These social actions exhibit a mechanism to execute intentions (Kroger & Wood, 2000). I attempt to discuss the closest social semiotics with the Philippine cultural circuit (Hall, 1997; Munalim & Genuino, 2020).

With these backdrops in mind that even short linguistic expressions have the potent power to divulge identities and touch on wider social discourses, this study attempts to answer the following questions:

1. What characterizes the short answers in terms of transitivity processes?
2. What LPT identities may be constructed from these processes?

The answers to these questions are surfaced with social semiotic analysis. All discussions would offer a wealth of insights about the conditions of Filipino LPTs, yielding a nuanced understanding of their identities as professional teachers (Liu, 2024) with social media micro-celebrity personas and online personas (Ho, 2023). Although this study is conducted within the local context of the Philippines, the insights it provides may be universally applicable, shedding light on the pressing discourses of social inequality, nepotism, bureaucracy, and neoliberalism in the academe.

Methods

The data for this study consisted of 264 comments posted in an unofficial public Facebook group focused on government and public employment in the Philippines. Only the comments meant to respond to the original constructional riff and the comments used to caption the shared post were collected. Individual comments that did not refer to the original post were excluded. The resulting number of clauses being analyzed reached 344, enough for transitive (Tang, 2018) and discourse analyses (Potter & Wetherell, 1987). The data were not researcher-induced, thereby mitigating the observer's paradox (Labov, 1984).

Figure 1

The Original Small Linguistic Formulae on a Facebook Group



Note: Screenshot from Job Opportunities Local 2025 [Government/Private/Corporate](Banaan, 2024).

Per the practice of this viral linguistic phenomenon, an original user simply posted the predefined linguistic clause to be completed by the Facebook users (see Figure 1). As of this writing, the original invitation, which was posted on 12 March 2024, reached a total of 1.8K reactions, 889 comments and 4.7K shares (Banaan, 2024). Even without clear directions, the commenters were able to give predictable answers given the virality of this linguistic template, which reached its peak in the first quarter of 2024. As observed, the comments were posted right within the week the original expression was posted publicly on a Facebook page. These comments were also collected within the month of March 2024.

Comments from Facebook were intentionally selected for the following reasons: firstly, as a silent digital/Facebook ethnographer myself, I notice that Filipinos actively engage in social media discourses when the issues are posted by influential celebrities and posted on Facebook groups. In this case, the original post was published on a

Facebook page related to employment. Secondly, issues posted on public pages often receive wider attention compared to the issues posted by rather ordinary Facebook users on their personal walls. Lastly, among the many identical posts, only this post reached an overwhelming number of reactions, comments, and shares because, understandably, it was originally posted on this public Facebook page with a total of 933K members as of this writing (Banaan, 2024). Meanwhile, it should be noted that comments in response to this small linguistic expression were also prevalent on other social media sites like Twitter/X. I argue that the channel did not matter at all. Regardless of the channel, commenters were only interested in completing the expression. The channel could not affect their intentions to produce rather predictable and short answers. Neither could the channel affect the word-limit restrictions because the short answers are notably one- to two-liners.

The original answers were mainly posted in Cebuano, an autochthonous language spoken in the Visayas region in the Philippines, with mixed use of English and Filipino owing to the trilingual status among the Cebuanos. There were also purely English clauses that posed no major challenges in the translation process. As a Cebuano myself, I translated the selected Cebuano answers into English without any help from a translator. I invoked SFL's concepts of intentionality during the act of translation. The responses translated into English were at times longer than the source Cebuano language. To dispel any qualms surrounding the translated clauses, Table 1 illustrates how the loss of meaning in translation posed no major concerns in terms of the neat classifications of the clauses among the six major transitivity processes. The participants in Table 1 strictly belong to a particular transitivity: *nagtuturo* [teaching], *trabaho* [work], *tambay* [bystander], *naay* [I have], *way/walay* [there is/are no], among others. I recognize, however, the possibility that analyzing non-translated texts using the same transitivity framework may yield different results. I leave this matter for future research to explore.

The Facebook users were not checked against the veracity of their accounts as it was almost impossible to do so given the commonplace use of both real and pseudonyms, as well the varying privacy settings of some users. The authenticity of the accounts in no way affected the interest of this study. I assumed that those who responded to the post are indeed LPTs.

Table 1

The Translated Clauses

Process	Verbatim Clause	Translation
Material	hindi ako nagtuturo haha	I am not teaching haha.
	wala ko sa DepEd ng work	I don't work at DepEd.
	naa kos Call Center gatrabaho	I am working in a call center.
Mental	need ko ng backer	I need a backer.
Relational	professional tambay	I am a professional tambay.
	happy wife na lang.	I am happy wife instead.
	naay VALID ID..	I have a valid I.D.
Existential	way item	There is no (teaching) item.
	NO backer no item.	If there is no backer, there is no item.
Verbal	pirme ingnan Ug kanus.a ka mmag tudlo sa deped?	I am always being told when to teach in the Department of Education.
	Pa abroadon ta Kay way item.	I am asked to go abroad because there is no teaching item.

Although very much aware of the highest form of ethics, I invoked Giaxoglou (2017) who maintains that “... data can be collected from a public profile page or group on Facebook without seeking informed consent from users, on account of reasonable expectation that users would be aware of the fact that their shared content is in the public domain” (p. 233). The scope of publicness of materials includes being in the public domain; purpose for public consumption; targeted (un) identified audience; and the associate roles and relevant identities of public individuals like politicians (Spilioti, 2017). I assert that the collected comments could fall under these parameters. It may be hard to attribute these English-translated clauses to a particular Facebook user. The translated answers were also presented in a nomothetic aggregate manner (Neuendorf, 2017), making it difficult to trace the original owners. To avoid maleficence, users’ names are censored in the result section.

The translated texts were fed onto the UAM Corpus Tool (O'Donnell, 2015) for a first round of initial coding of the transitivity processes. After threshing out, a manual segregation was done to heighten the accuracy of the first coding. Only the behavioral processes were excluded for the analysis; these are partly mental and material because they capture mostly physiological and psychological behaviors (Downing & Locke, 2006; Gerot & Wignell, 1994; Halliday, 1994). In fact, the UAM Corpus Tool excludes the behavioral processes in its built-in parsing mechanisms. Unlike Munalim et al. (2021) and Liu (2024), I included the existential processes. While these clauses do not center the egocentric, multiple, and multimodal experiential spaces of I-selves and I-positions (Akkerman & Meijer, 2011; Bhat, 2004; Vogeley & Fink, 2003) of the Filipino LPTs, the expression “there is/are” involves an existential construal of social Existents (Halliday, 1994). In the analysis of the themes, existential processes were excluded but were used in tandem with the findings of the other processes.

Social semiotics and thematic sorting were coursed through critical discourse analysis, a method on the perspective on social life (McMullen, 2021) with a subjective analysis (Clarke, 2008) and a “precarious process of interpretation” (Herzog, 2016, p. 78). The recovery of social suggestions, such as the backer system and nepotism, was positioned within the backdrops of Philippine society with my emic perspective as a native Filipino. From the comments, big claims and macro-statements related to the social issues at hand following the analytical orientation of social semiotics (e.g., Classen, 1993; McQuarrie & Mick, 1992; Xiong & Munalim, 2024) were stated. I exhibited reflexivity by considering my own social and cultural biases, and acknowledged that I myself have been an LPT since 2005.

Findings

Problem 1: Characterization of the short answers via transitivity processes

Problem 1 endeavors to analyze how the answers to the short linguistic expression “I’m an LPT, of course, I X” are characterized using transitivity, which “construes the world of experience (physical or mental) into a manageable set of process types” (Halliday et al., 2014, p. 170). Table 2 presents in capsule the patterns of processes.

Table 2

Patterns of Transitivity Processes

Process	Example Clause	Frequency	Percentage
Relational	I'm a licensed professional bystander.	209	60.76
Material	I work as a cashier instead.	93	27.03
Existential	If there is a backer	25	7.27
Mental	We need a strong backer.	12	3.49
Verbal	I was asked to go abroad.	5	1.45
Total		344	100.00

Table 2 shows that the short answers are replete with relational processes. The domination of the relational and material processes can be considered predictable as they are traditionally normative and default (Halliday, 1985; Tang, 2018). Relational processes are capable of characterizing, attributing, identifying, or describing an entity in the clauses. In this study, the commenters complete the predefined expression by putting a premium on their own identifications and possessions. In connection with problem number 2 on identities, the relational processes are realized using high frequency identifying relational processes (e.g., bystanders, backer), and attributive possessive relational processes (e.g., teaching items). On the one hand, material processes are mainly dominated by the lemmatized verbs “work” and “teach,” but in negative constructions as in the case of underemployment: “I work as a firefighter.” The overall performance of the relational and material processes means that the stereotypes among the LPTs are first captured via the default processes of doing, happening, characterizing, and attributing before the other participants like Existents (existential), Phenomena (material), and Sayers (verbal) are successfully deployed.

Existential processes in the short answers took over the dominance of mental processes, which typically rank among the top three frequently used processes. Instead, mental processes plummet next to existential processes. The nature of the expression “I’m an LPT, of course, I’m a bystander” is seen to motivate the commenters to acknowledge the Existence associated with their teaching profession. These Existents are peppered with “teaching item” and “backer” as in “Of course, there’s no backer,” and “of course, there’s no teaching item.”

Mental verbs “hope,” “love,” “want,” “need,” and “think” come fourth in the short answers. Traditionally, mental processes belong to the three major processes (Tang, 2018) and are noted to be dominant with the way Filipino teachers and Korean students of English self-represent themselves in online teaching-learning sessions (Munalim et al., 2021). It turns out that these are not the priority processes when stating stereotypical answers to the prescribed expression “I’m an LPT, of course, I X” perhaps because this viral linguistic template is playful in nature. These LPTs do not attempt to share with the public their internal world of consciousness related to their emotive and perceptive sensing (Halliday & Matthiessen, 2004; Halliday & Hasan, 1985). The mental clauses in the short answers may be indicative of the fact that this expression being promoted on social media, noted for being stereotypical, may not be the best discursive event for the LPTs to air different Phenomena, thus not the best venue to be Sensers. Even if teachers are considered reflective practitioners, Munalim (2017) found that the reflection papers of English teachers enrolled in a writing course were bereft of mental processes.

Verbal processes only surface in the short answers four times. One LPT commenter is asked not to teach but to be part of the administrative non-teaching force and is asked to go to other countries instead. The deployment of the verbal processes in the short answers might be considered predictable. Verbal processes are commonly the least deployed processes when representing realities (Halliday, 1994). With the nature of the constructional riffing under investigation, LPTs post their comments by foregrounding their egocentric and multimodal experiential spaces to center their lived experiences (Vogeley & Fink, 2003) as LPTs, not the spaces of their Sayers.

Problem 2: LPT identities being constructed from the processes

To answer problem 2, only selected high frequency verbal groups are presented to illustrate the patterns of identities. The frequencies in Table 3 may not correspond to the hits in Table 2. The analysis of the identities was made using the I-pronoun answers: Actor for material; Carrier/Token/Value for relational; Senser for mental; and Receiver for verbal. The inanimate subjects were excluded in the identity constructions but were invoked in the analysis of themes. The statement of the identities was determined using the nominalization of the verbs. For example, Tang (2021), using transitive analysis, reported that China was painted as The Persuaded, The Criticized, The Labeled,

The Contained, The Punished, The Helped, and The Praised in three US mainstream newspapers from 2008-2010. DA is particularly used when there are many verbs that cannot be captured in one nominalized verb.

The identities that the LPTs self-proclaim include both the positive and negative representations from the Attributive and Identifying relational processes. Looking closely at the hits, negative identities were the most dominant (95.88%), namely: The Unqualified, The Un(der)employed, The Deprived, The Struggling, The Worthless, The Overworked/The Underappreciated, and The Undecided. This contrasts with the low prevalence of positive identities (4.12%), namely: The Employed and The Qualified. Among the identified Participants, these LPTs heavily describe themselves as “bystanders” because they are professionals without the alleged “backers”, resulting in the failure to be given the “teaching items”. This condition relegates them to being “homebodies” and “housewives”. Comparing the sub-types of relational processes, results reveal that the attributive relational processes (61.76%) dominate over identifying relational processes (38.24%). LPTs may be still toyed with the idea that answering this small expression means a providential time for them to let the public and hidden audience (Scott, 1992) know what they have rather than who they are. However, regardless of the manner of their self-representation—either identifying or attributive—this may not matter because the identities that they curate are generally negative identities.

Almost similar to relational processes, the identities that the LPTs self-define via material processes include The Employed, The Determined, The Practical, The Un(der)employed, The Deprived, The Frustrated, and The Struggling. Taking into consideration the hits, negative identities still dominate (68.83%) compared to the positive identities (31.17%). Lemmatized verbs related to the identities such as The Employed and The Un(der)employed include “work”, “teach”, “use”, “practice”, “pursue”, “apply”, “change”, “employ”, and “utilize” which mainly engender negative identities. A few of the key goals in material processes include “teaching item”, “call”, “license”, “teaching profession”, “job”, and “ID”. Repositioning the material processes with the bystanders’ identity in relational processes, the patterns of identities from the material processes are interrelated; because these LPTs are bystanders, their self-description in material processes revolves around

Table 3

Categorization of Process Types and Participant Roles

Process	Sub-Type	Participant/Lemmatized Verb	Frequency	Sample Clause	Identity
Relational	Identifying intensive	LIBRARIAN (1), TEACHER (1), VOLUNTEER TEACHER (2)	3	I'm still a volunteer and substitute teacher.	The Employed
Relational	Attributive intensive	ELIGIBLE (1), PROFESSIONAL (2), QUALIFIED (1)	3	I'm eligible.	The Qualified
Relational	Attributive possessive	MASTER'S DEGREE (1)	1	I have a master's degree.	The Qualified
Relational	Attributive intensive (negative)	QUALIFIED (1)	1	I'm not qualified.	The Unqualified
Relational	Attributive possessive (negative)	TEACHING EXPERIENCE (1)	1	I don't have any teaching experience.	The Unqualified
Relational	Identifying intensive	SEAMSTRESS (1), FIREFIGHTER (2), ONLINE SELLER (1), OFW/ DOMESTIC HELPER (3), TUTOR (1), CALL CENTER AGENT (3), POLICE OFFICER (1), BUSINESS OWNER (1)	13	I'm a happy online seller.	The Underemployed

Process	Sub-Type	Participant/Lemmatized Verb	Frequency	Sample Clause	Identity
Relational	Attributive possessive (negative)	DIFFERENT JOB (1)	1	I have a different job.	The Underemployed
Relational	Identifying intensive (negative)	BYSTANDER (54), HOUSEMAID/HOUSEWIFE/MOTHER/WIFE/HOMEBUDDY (17), APPLICANT (1), UNEMPLOYED (1)	76	I'm a certified professional licensed bystander.	The Unemployed
Relational	Attributive possessive (negative)	WORK/JOB/INCOME (8), MONEY (2)	10	I don't have work.	The Unemployed
Relational	Attributive intensive (negative)	JOBLESS (2), DEPENDENT (1)	3	I'm jobless.	The Unemployed.
Relational	Attributive possessive (negative)	BACKER (27), TEACHING ITEMS (9), TEN YEARS OF WAITING (1)	37	I don't have a strong backer.	The Deprived
Relational	Attributive possessive (negative)	CPD POINTS (2), HARD TIME (1)	3	I don't have CPD points to renew my ID.	The Struggling
Relational	Attributive possessive (negative)	LICENSE AS VALID ID (12)	12	I have a license as a valid ID.	The Worthless

Process	Sub-Type	Participant/Lemmatized Verb	Frequency	Sample Clause	Identity
Relational	Attributive intensive (negative)	OVERWORKED/ UNDERAPPRECIATED (3)	3	I'm overworked and underappreciated.	The Overworked; The Underappreciated.
Relational	Attributive intensive (negative)	UNDECIDED (3), CONFUSED (1)	3	I'm undecided whether to pursue a teaching job or not.	The Undecided
Material		WORK (2), EMPLOY (1)	3	I'm working at DepEd.	The Employed
Material		WAIT (6), APPLY (5), RENEW (2)	13	I'm waiting for the item.	The Determined
Material		LOOK (1), ROAM (1), WORK (1), GO (3), FIND (1)	8	I will find my luck in other countries.	The Practical
Material		APPLY (2), WORK (9), CHANGE (1)	12	I work in a call center.	The Underemployed
Material	(negative)	PRACTISE (3), TEACH (9), USE (4), UTILIZE (1), PURSUE (2)	19	I'm not teaching.	The Unemployed
Material	(negative)	RECEIVE (2), LACK (1), HIRE (3), GIVE (1)	7	I have not been hired because I don't have a backer.	The Deprived

Process	Sub-Type	Participant/Lemmatized Verb	Frequency	Sample Clause	Identity
Material	(negative)	CLAIM (1), RENEW (5), RESIGN (2), APPLY (1), DROWN (2), PAY (1)	12	I resigned immediately after 8 exhausting years.	The Frustrated
Material		RANK (3)	3	I'm always being ranked.	The Struggling
Mental		NEED (5), HOPE (1), WANT (1), LOVE (3), THINK (2)	12	I need a backer.	The Needy
Verbal		TELL (3), ASK (1), SAID (1)	4	I was told not to teach.	The Dictated

the themes of un(der)employment. Put in another way, they answered the small linguistic expression to depict their experiences, doings, happenings, and activities that are rather observable and tangible (Eggs, 2004) as being licensed professional teachers who are in dire need of the teaching item.

The verbal group “need” dominates under mental processes, which then paints these LPTs as The Needy. The Phenomena that they need are those in power who can give them the teaching item as in the clause “I’m an LPT, of course, I need a strong backer.” The Phenomenon “backer” being desired by these LPTs corroborates with the findings in the possessive relational processes, stating that they are bereft of supporters within the system. They are The Un(der)Employed LPTs who have been waiting for the “teaching items”, even reaching as long as “ten years of waiting”. They also need “CPD points” for their license gets renewed, as per the Philippine Republic Act No. 10912 on Continuing Professional Development. With the costs and challenges associated with securing 45 CPD points every four years, there have been calls for the law’s amendment (Lopez, 2020).

The verbal groups under the verbal processes such as “tell,” “ask,” “think,” and “said” are considered negatively loaded. These LPTs are considered The Dictated and The Misconstrued. They are dictated not to teach but to perform administrative functional work, and are asked to just consider working abroad. This imposition is considered a violation of their own agency as professional teachers. Here, the LPTs and their identities are scorned contingent upon the “...continual societal work” (Hiratsuka, 2022, p. 1). The act of questioning is based on their incapacity to practice their teaching profession. In this sense, the LPTs do not ascribe these identities to themselves but rather, these identities are ones that other social actors ascribe to them, imagine for them, and expect to be socially acceptable (Benson et al., 2012) for LPTs without opportunities in their own country.

In contrast to the impression of the Sayers, their non-opportunity to practice their teaching profession can be dispelled from the patterns of existential processes related to the absence of alleged backers, lack of available teaching items, competition for opportunities, and the constant re-ranking as in “I’m an LPT, of course, there’s no backer, there’s no teaching item.” Again, while they are qualified, there are no available teaching items for them. In fact, it is only when an in-service teacher retires that a teaching item becomes available; while hundreds

of waiting applicants compete for the item, the successful hire will most likely come from the immediate locality. The 1996 Philippine Republic Act No. 8190 states that “In the appointment or assignment of teachers to public elementary or secondary schools, priority shall be given to *bona fide* residents of the barangay, municipality, city or province where the school is located.”

The ensuing sections lay out the social suggestions from the identified patterns of processes and the identities.

Discussion

It only takes a short linguistic marker “of course” to ignite more discourses, albeit often in a stereotypical manner. Table 4 shows the themes: alleged backer system; currency of the license; un(der) employment; application and items; and the exodus of LPTs to other countries. These themes reinforce the interlarding and conflated issues of social inequality, nepotism, bureaucracy, and neoliberalism in the academe.

Table 4

Themes of Social Suggestions

Theme	Example Clause
Alleged backer system	We need a strong backer.
Currency of teaching license	I renew for a valid ID only.
Un(der)employment	I am a firefighter.
Application; re-ranking process; teaching items	There are many of us licensed professional teachers but the teaching items in public schools are too limited.
Exodus of LPTs to other countries	I am an OFW in Japan.

As gleaned from mental processes, two major sets of Phenomenon being felt and sensed by the LPTs are “backers” and the “CPD points”. With this alleged backer system, they might be forced to forge insincere relationships and social membership with the backers (e.g., Gilani, 2019) to secure a teaching position in Philippine public schools. The unemployed LPTs also consider forging (in)sincere social and political relationships with those in power. Thus, it is not impossible that these teachers will abandon their original political leanings to get some support from politicians to successfully secure a teaching item. Socially and politically, the promotion of the backer system means that the

LPT should continue building their intellectual capital and competitive advantage, not only within their teaching sphere, but also in some other disciplines.

Lloyd (2023) shared that nepotism in the seventeenth century was justified in terms of the need of the pope of a blood relative with a preconceived loyalty, fidelity, and trustworthiness in the fulfillment of the pope's onus on his shoulder. Unlike nepotism in early modern Rome, which puts emphasis on familial responsibility, these LPTs do not have any obligation related to *pietas* because their main duty is to educate the students, not pleasing the alleged backers. From the alleged backer system, there is an inevitable discussion of the possible advantages that the backers may receive by favoring one applicant over the other.

The currency of the teaching profession license has also been subject to social and professional ramifications. Reading public comments like "Of course, the license serves as a valid ID only" can diminish the prestige of this noblest profession. LPTs took specialized undergraduate education programs with an inflated regard for the license and the teaching profession itself; they should not be disappointed. Historically, unlike doctors, nurses, and accountants in the Philippines, it was only in 2017 that the Professional Regulation Commission (PRC), through Resolution No. 001-17, regulated the use of the professional title "Licensed Professional Teachers" (LPT), which should be appended next to the name of the licensed teacher, as in "Juan Dela Cruz, LPT, PhD." Only when we provide these licensed professional teachers with the job opportunities without the alleged backer system can we assert that they are really "licensed" and "professionals," not only in the Philippines, but in all countries where the quest for equal opportunities remains elusive. This currency should not, at its heart, be supplanted by the absence of opportunities just because of the unavailable teaching item and the absence of alleged backers.

The case of un(der)employment is reminiscent of the government's and the education sector's mechanisms in valuing human capital for professional and economic headway. It may speak volumes about the stark disparity in the creation of teaching items in Philippine public schools because as one of the commenters avers, "There are many of us licensed professional teachers but the teaching items in public schools are too limited." If nepotism and the alleged backer system occur, providing teaching items for the favored applicants will remain

impossible if there are no teaching items available for them (see DepEd Order No. 77, Series of 2010).

The results cast implications for the way private schools, universities, and organizations in the Philippines provide opportunities for LPTs. Many LPTs would rather flock toward public schools as they aim for future financial security. Hanging around Facebook groups, I observe that more LPTs resort to teaching ESL online while waiting for the outcomes of the (re)ranking. More teachers have become “teacherpreneurs” who are looking for more opportunities and building earnings online (Potter, 2023). While underemployment is not at all egregious, holding positions outside the teaching profession, like being a “call center agent” or “firefighter” shifts them into different professional roles and may result in a form of “psychic disengagement” (Archer, 2008, p. 279).

Nevertheless, the issues of social inequality, alleged backer system, bureaucracy and nepotism may result in the growing number of Filipino licensed teachers making an exodus to other countries. Although Filipino teachers (of English) are less preferred compared to the native speakers of English (Potter, 2023), more Filipino teachers try their luck outside Philippine soil for better salaries (Chua, 2021). Philippine incumbent Vice President and then DepEd Secretary, Sara Duterte-Carpio, even acknowledged the financial contracts and loan obligations among the public school teachers with unscrupulous lenders (Chi, 2023). Filipino ESL teachers paint themselves as individuals who are “wanters” and “would likers” to challenge the status quo of the poor treatment and low wages of online Filipino ESL teachers (Liu, 2024).

The social projections being unfurled may contribute to the ongoing discourse of possible neoliberalism in the academe. This study is not about linguistic ingenuity per se; it is about how language is deployed to remind policymakers who sit on a high throne that social inequality even in the education sector may be real based on the short answers. To cope with the harsh reality of neoliberalism, which impinges on the currency of the teaching license, un(der)employment, and exodus of LPTs to other countries, as figured out in this study, professional teachers turn to “being otherwise” (Archer, 2008). While LPTs can resist neoliberalism, they can also consider other routes such as building their own competitive advantage and being ideal self-propelled professionals, rather than remaining, as one commenter states, “expired licensed professional bystanders” all their lives.

Conclusion

This study examines the patterns of transitivity processes which characterize the answers to the short and prescribed expression “I’m an LPT, of course, I’m Y.” The LPT identities are analyzed following the patterns of the transitivity clauses. Social suggestions are discussed within the local conditions of the Philippines from these two levels of analysis. Overall, the answers to the short linguistic expression are mainly characterized via the default relational and material processes. These processes result in the attempt of the LPTs to self-name and self-characterize (Pavlenko & Blackledge, 2004; Waterman, 1985) stereotypically as The Employed, The Determined, The Practical, The Un(der)employed, The Deprived, The Frustrated, The Needy, The Dictated, The Questioned, and The Misconstrued. These identities reinforce the themes: un(der)employment; re-ranking processes; unavailability of teaching items; currency of the license; alleged backer system; and the exodus of LPTs to other countries. These identities and themes are encapsulated within the discourses of social inequality, nepotism, bureaucracy, and neoliberalism in the academe.

The short linguistic template “I’m an LPT, of course, I X” is able to index LPT identities in terms of what they do and do not; what they are and they are not; what they have and have not; what they say and do not say; including about the existence of something or someone even with the absence of extended discourses, which is precipitated by the nature of this “small digital genre”. This linguistic template, no matter how small, reveals social realities. These public comments spark a multitude of professional, social, and political issues. If this short linguistic template has its potency, then it should not be taken for granted as a means of raising public awareness about the multiple realities of a given society, especially about the teaching profession once considered to be the noblest profession that makes all other professions. The education sector should always champion social equality (Parker, 2008) and continue to hold a strong disposition to demolish nepotism, bureaucracy, and neoliberalism. Likewise, posting comments on social media spaces without trepidation is a social action that will continue to inform the public about muted and known social realities. The brute fact is that social ills are within us. Hopefully they will not be further legitimized or condoned within the “site and situs” of education. It should be clearly stated, however, that the negative results were informed by stereotypes of teachers and may not be necessarily true.

This study has limitations. Firstly, the clauses predominantly carry negative connotations because the analysis of the clauses was heavily contingent upon the original Facebook comments. These comments resulted in the discussion of negative slants. Hence, future studies should investigate the tensions between positive and negative short answers to capture the narratives of balance from the narratives of opposition (Alsup, 2019). In fairness to any organization, positive clauses are also worthy of analysis to provide a balanced perspective. Emojis and other semiotic materials appended next to their answers should be studied relationally alongside the verbal answers. Thirdly, the nature of the data restricts the ideal extended discourses. While this is the inspiration of this study, future studies should analyze the answers in and out of a linguistic analytical vantage. One approach to achieving this is by utilizing the identified identities and themes from this study as discussion points both prior to and during the interview (Haukās & Tishakov, 2024). Lastly, no triangulation was conducted to support the structural analysis of the comments. Real ethnographic interviews are warranted to dispel these stereotypical answers and to codify the multiple realities that allow these LPTs to post these stereotypes. The short answers, cannot systematically measure the alleged backer system. Hence, confirming the existence of the backer system and nepotism requires concrete, quantifiable, and verifiable evidence (see Ragauskas & Valeškaitė, 2020) to ensure fairness to the DepEd and those in authority. We cannot draw a firm conclusion that the identities and themes are absolute although they are culled from their lived experiences based on their expressive goals, values, beliefs, (Waterman, 1985) and observations. To close, it is hoped that there are similar linguistic features worth investigating in the future, which can inform the public about the multiple realities surrounding public school teaching in the Philippines.

References

- Adorador, S.M. (2021, July 29). *Why the padrino system has always been a prevailing problem?* <https://dailyguardian.com.ph/why-the-padrino-system-has-always-been-a-prevailing-problem/>
- Akkerman, S.F., & Meijer, P.C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, 27, 308–319. <https://doi.org/10.1016/j.tate.2010.08.013>
- Alsop, J. (2019). *Millennial teacher identity discourses: Balancing self and other* (2nd ed.). Routledge.
- Arado, J.P. (2020, September 21.) *No backers needed to apply in government office*. Sunstar. www.sunstar.com.ph/davao/local-news/no-backers-needed-to-apply-in-government-office
- Archer, L. (2008). The new neoliberal subjects? Young/er academics' construction of professional identity. *Journal of Education Policy*, 23(3), 265–85. <https://doi.org/10.1080/02680930701754047>
- Aslan, E., & Jaworska, S. (2024). Standing 'in' and 'out' from the crowd in a small genre: proximity and positioning in Applied Linguists' email signatures. *Applied Linguistics*, 20, 1-20. <https://doi.org/10.1093/applin/amae019>
- Banaan, J.K. (2024, March 12). *I'm a licensed professional teacher, of course...* Job Opportunities Local 2025 [Government/Private/Corporate]. <https://www.facebook.com/share/p/1EMEEE7M1H/>
- Barkhuizen, G. (Ed.). (2017). *Reflections on language teacher identity research*. Routledge.
- Benson, P., Barkhuizen, G., Bodycott, P., & Brown, J. (2012). Study abroad and the development of second language identities. *Applied Linguistics Review*, 3(1), 173-193. <https://doi.org/10.1515/applirev-2012-0008>
- Berry, M. (1975). *Introduction to systemic linguistics*. Batsford.
- Bhat, D.N.S. (2004). *Pronouns*. Oxford University Press.
- Block, D. (2018). *Political economy and sociolinguistics: Neoliberalism, inequality and social class*. Bloomsbury.
- Caldwell, D., & Sweat, Z. (2023). *We're X, of course we Y*. <https://knowyourmeme.com/memes/were-x-of-course-we-y>
- Chi, C. (2023, February 13). *DepEd seeks partner lawyers to help teachers avoid debt, unfair lenders*. www.philstar.com/headlines/2023/02/13/2244660/dep-ed-seeks-partner-lawyers-help-teachers-avoid-debt-unfair-lenders
- Chua, J. (2021). The lived experiences of Filipino teachers teaching in Texas: a transcendental phenomenological study. *Electronic Theses and Dissertations*. 415. <https://scholarworks.sfasu.edu/etds/415>
- Clarke, M. (2008). *Language teacher identities: Co-constructing discourse and community*. Multilingual Matters.
- Classen, C. (1993). *Worlds of sense*. Routledge.
- Concise Oxford American Dictionary. (2006). "of course." Oxford University Press.
- Coyle-Shapiro, A.-M., & Shore, L.M. (2007). The employee-organization relationship: Where do we go from here? *Human Resource Management Review*, 17, 166-179. <https://doi.org/10.1016/j.hrmr.2007.03.008>

- Department of Education (2010, June 4). DepEd Order No. 77, s. 2010. *Guidelines on the allocation/ deployment of new teaching, teaching-related and non-teaching positions for FY 2010*. <https://www.deped.gov.ph/wp-content/uploads/2010/06/DO-No.-77-s.-2010.pdf>
- Dimitrieska, V. (2022). Language teacher identity construction: Reflective conversation. *Journal of Language, Identity & Education*, 23(5), 771-786. <https://doi.org/10.1080/15348458.2022.2054418>
- Downing, A., & Locke, P. (2006). *English grammar: A university course*. Routledge.
- Eggs, S. (2004). *An introduction to systemic functional linguistics* (2nd ed.). Continuum.
- Enriquez, V.G. (1978). Kapwa: A core concept in Filipino social psychology. *Philippine Journal of Social Psychology*, 10(1), 3-18. doi.org/10.1355/9789814379021-005
- Fairclough, N. (1989). *Language and power*. Longman.
- Fowler, R. (1996). *Linguistic criticism*. Oxford University Press.
- Flores, H. (2022, March 22.) *Robredo vows to end padrino system in government*. www.philstar.com/headlines/2022/03/22/2168965/robredo-vows-end-padrino-system-government
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Antipodean Educational Enterprises.
- Giaxoglou, K. (2017). Reflections on internet research ethics from language-focused research on web-based mourning: Revisiting the private/public distinction as a language ideology of differentiation. *Applied Linguistics Review*, 8(2-3), 229-250. <https://doi.org/10.1515/applirev-2016-1037>
- Gilani, D. (2019). Creating connections: The role of universities in enhancing graduates' social capital and challenging nepotism. *Perspectives: Policy and Practice in Higher Education*, 14-18. <https://doi.org/10.1080/13603108.2019.1678528>
- GMA Integrated News. (2024, March 3). *What is the 'of course' trend on TikTok?*. www.gmanetwork.com/news/hashtag/content/899327/what-is-the-of-course-trend-on-tiktok/story/
- Go-Soco, B., Jr. (1978). Some insights into the bureaucratic culture in Eastern Visayas. *Philippine Political Science Journal*, 5(8), 60-98. <https://doi.org/10.1080/01154451.1978.9754013>
- Gray, J. (2012). Neoliberalism, celebrity and 'aspirational content' in English language teaching textbooks for a global market. In Block, D., Gray, J. & Holborow, M. (Eds). *Neoliberalism and applied linguistics* (pp. 86-113). Routledge.
- Hall, S. (1997). The work of representation. In Hall, S. (Ed). *Representation: Cultural representations and signifying practices* (pp. 13-74). Sage Publications.
- Halliday, M.A.K. (1973). *Explorations in the functions of language*. Edward Arnold.
- Halliday, M.A.K. (1985). *An introduction to functional grammar* (2nd ed.). Edward Arnold.
- Halliday, M.A.K. (1994). *An introduction to functional grammar* (2nd ed.). Edward Arnold/Oxford University Press.
- Halliday, M.A.K. (1995). Systemic theory. In Koerner, E.F.K., & R.E. Asher (Eds). *Concise history of the language sciences* (pp. 272-276). Pergamon.
- Halliday, M.A.K., & Hasan, R. (1985). *Language, context, and text: Aspects of language in a social-semiotic perspective*. Deakin University Press.

- Halliday, M.A.K., & Matthiessen, C. (2004). *An introduction to functional grammar* (3rd ed. rev.). Edward Arnold.
- Halliday, M., Matthiessen, C.M., & Matthiessen, C. (2014). *An introduction to functional grammar*. Routledge.
- Hasan, R. (1988). The analysis of one poem: Theoretical issues in practice. In Birch, D., & O'Tool, M. (Eds). *Functions and styles* (pp. 45–73). Edward Arnold.
- Haukäs, Å., & Tishakov, T. (2024). Sharing interview questions in advance: Methodological considerations in applied linguistics research. *European Journal of Applied Linguistics*. <https://doi.org/10.1515/eujal-2023-0045>
- Hausendorf, H. (2009). Kleine texte: Über Randerscheinungen von textualität. *Germanistik in der Schweiz* [Small texts: On marginal phenomena of textuality. *German Studies in Switzerland*], 6, 5-19. www.sagg-zeitschrift.unibe.ch/6_09/hausendorf.pdf (zuletzt aufgerufen am 23.06.2022)
- Herzog, B. (2016). *Discourse analysis as social critique: Discursive and non-discursive realities in critical social research*. Palgrave Macmillan.
- Hiratsuka, T. (2022). *Narrative inquiry into language teacher identity: ALTs in the JET Program*. Routledge.
- Ho, W.Y.J. (2023). Discursive construction of online teacher identity and legitimacy in English language teaching. *Learning, Media and Technology*, 1-16. <https://doi.org/10.1080/17439884.2023.2259295>
- Jaskiewicz, P. et al. (2013). Is nepotism good or bad? Types of nepotism and implications for knowledge management. *Family Business Review*, 20(10), 1-19. <https://doi.org/10.1177/0894486512470841>
- Kayi-Aydar, H. (2015). Multiple identities, negotiations, and agency across time and space: A narrative inquiry of a foreign language teacher candidate. *Critical Inquiry in Language Studies*, 12, 137–160. <https://doi.org/10.1080/15427587.2015.1032076>
- Kroger, R.O., & Wood, L.A. (2000). *Doing discourse analysis: Methods for studying action in talk and text*. Sage.
- Labov, W. (1984). Field methods of the project on linguistic change and variation. In Baugh, J. & Sherzer, J. (Eds), *Language in use* (pp. 28-53). Prentice Hall.
- Liu, N. (2024). Identities of ESL teachers in public social media comments: A discourse analysis. [Unpublished dissertation]. De La Salle University – Dasmariñas, Philippines.
- Lloyd, K.J. (2023). *Art, patronage, and nepotism in early modern Rome*. Routledge.
- Lopez, V. (2020, July 27). *Duterte asks Congress to amend Continuing Professional Development law*. www.gmanetwork.com/news/topstories/nation/748718/duterte-asks-congress-to-amend-continuing-professional-development-law/story
- Luk-Fong, P.Y.Y. (2013). *Teachers' identities and life choices issues of globalisation and localisation*. Springer.
- Marger, M.N. (2014). *Social inequality: Patterns and processes* (6th ed.). McGrawHill.
- Martin, J.R. (2016). Meaning matters: A short history of systemic functional linguistics. *Word*, 62(1), 35-38). <https://doi.org/10.1080/00437956.2016.1141939>

- Martin, J., & Rose, D. (2003). *Working with discourse: Meaning beyond the clause*. Continuum.
- McMullen, L.M. (2011). *Essentials of discursive psychology*. American Psychological Association.
- McQuarrie, E.F., & Mick, D.G. (1992). On resonance: A critical pluralistic inquiry into advertising rhetoric. *Journal of Consumer Research*, 19(2), 180-197. <http://www.jstor.org/stable/2489327>
- Marquez, A. (2024, January 16). *Of course trend – Im Filipino*. <https://www.facebook.com/share/v/1AvfSXYnqw/>
- Munalim, L.O. (2017). Mental processes in teachers' reflection papers: A transitivity analysis in systemic functional linguistics. *3L–Language, Linguistics, and Literature: The Southeast Asian Journal of English Language Studies*, 23(2), 154-166. <http://dx.doi.org/10.17576/3L-2017-2302-12>
- Munalim, L.O. (2021). Lexical richness of one one-paragraph comments on facebook by university students in 'Purposeful Communication' course. *International Journal of English for Specific Purposes*, 1(1), 30-68. www.researchgate.net/profile/Leonardo-Munalim/publication/344654864_SCOPUS_Lexical_Richness_of_One-Paragraph_Comments_on_Facebook_by_University_Students_in_'Purposeful_Communication'_Course/links/61f10c588d338833e395ec92/SCOPUS-Lexical-Richness-of-One-Paragraph-Comments-on-Facebook-by-University-Students-in-Purposeful-Communication-Course.pdf
- Munalim, L.O. (2020). No storm shall return without a promise of safety: Reflections on a visit to Tacloban six years after Yolanda. *Asian Studies: Journal of Critical Perspectives on Asia*, 56(1), 143-145. https://asj.upd.edu.ph/mediabox/archive/ASJ_56_1_2020/No_Storm_Shall_Return_Promise_Safety_Reflections_Tacloban_Yolanda.pdf
- Munalim, L.O. et al. (2021). Self-representation of Filipino teachers and Korean learners of English in online classes. *PASAA Journal of Language Teaching and Learning*, 61, 176-202. 10.58837/CHULA.PASAA.61.1.7
- Munalim, L.O., & Genuino, C.F. (2020). Catriona Elisa M. Gray's Mayon Volcano-inspired gown during the 2018 Miss Universe: A multimodal critical discourse analysis. *The Linguistics Journal*, 14(2), 108-133. https://www.researchgate.net/publication/330337467_SCOPUS_Catriona_Elisa_M_Gray%27s_Mayon_Volcano-Inspired_Gown_During_the_2018_Miss_Universe_Pageant_A_Multimodal_Critical_Discourse_Analysis
- Neuendorf, K. (2017). *An integrative approach to content analysis*. SAGE.
- O'Donnell, M. (2011). Introduction to systemic functional linguistics for discourse analysis. *Language, Function and Cognition*, 12, 1-8. [https://www.semanticscholar.org/paper/1-\(Language-Function-and-Cognition-2011-12\)-O'Donnell/2606d7f7eb7c9d0e32a4af7c571cbf0765ceb503#references](https://www.semanticscholar.org/paper/1-(Language-Function-and-Cognition-2011-12)-O'Donnell/2606d7f7eb7c9d0e32a4af7c571cbf0765ceb503#references)
- O'Donnell, M. (2015). UAM CorpusTool (Version 3.2) [Computer Software]. Available on www.wagsoft.com/CorpusTool
- Oxford Learner's Dictionary (n.d.). Of course. www.oxfordlearnersdictionaries.com/us/definition/english/course_1#course_idmg_5
- Parker, C.E. (2008). Measuring inequities in secondary school attendance: The probability of attending secondary school for primary school graduates in Nicaragua. In Zajda, J., Biraimah, K. & Gaudelli, W. (Eds). *Education and social inequality in the global culture* (pp. 17-39). Springer.

- Pattenden, M. (2013). *Pius IV and the fall of the Carafa: Nepotism and papal authority in counter-reformation Rome*. Oxford University Press.
- Pavlenko, A., & Blackledge, A. (Eds). (2004). *Negotiation of identities in multilingual contexts*. Multilingual Matters.
- Pennington, M., & Richards, J.C. (2016). Teacher identity in language teaching: Integrating personal, contextual, and professional factors. *RELC Journal*, 47(1), 5–23. <https://doi.org/10.1177/0033688216631219>
- Perez-Alvarez, M., & Strulik, H. (2020). Nepotism, human capital and economic development. *Journal of Economic Behavior and Organization*, 181, 211-240. <https://doi.org/10.1016/j.jebo.2020.11.034>
- Potter, S. (2023, November 3). *Navigating today's ELT job market: A guide to industry trends and expanding niches*. Bridge Universe/ Bridge Education Group. <https://bridge.edu/tefl/blog/navigating-elt-job-market>
- Potter, J., & Wetherell, M. (1987). *Discourse and social psychology: Beyond attitudes and behavior*. Sage.
- Ragauskas, R., & Valeškaitė, I. (2020). Nepotism, political competition and overemployment. *Political Research Exchange*, 2(1), 1781542. <https://doi.org/10.1080/2474736X.2020.1781542>
- Schmitz, U. (2021). Klein, aber oho! Wissenschaftliche rehabilitation sehr kleiner texte [Small but mighty! Scientific rehabilitation of very small texts]. In Pappert, S., & Roth, K.S. (Eds). *Kleine texte [Small texts]* (pp. 11–39). Frankfurt am Main, Lang.
- Scott, J. (1992). *Domination and the arts of resistance: Hidden transcripts* (rev. ed). Yale University Press.
- Spilioti, T., & Tagg, C. (2017). The ethics of online research methods in applied linguistics: Challenges, opportunities, and directors in ethical decision-making. *Applied Linguistics Review*, 8(2-3), 163-168. <https://doi.org/10.1515/applirev-2016-1033>
- Sutherland, S. (2016). *A beginner's guide to discourse analysis*. Red Globe Press.
- Tang, L. (2018). Transitive representations of China's image in the US mainstream newspapers: A corpus-based critical discourse analysis. *Journalism*, 22(3), 804-820. <https://doi.org/10.1177/1464884918801116>
- Trent, J. (2024). Barriers to entry as barriers to identity. In Yazan, B. & Lindahl, K. (Eds). *Language teacher identity in TESOL: Teacher education and practice as identity work* (pp. 17-39). Routledge.
- Vogele, K., & Fink, G.R. (2003). Neural correlates of the first-person-perspective. *Trends in Cognitive Sciences*, 7(1), 38-42. 10.1016/S1364-6613(02)00003-7
- Waterman, A. S. (1985). Identity in the context of adolescent psychology. *New Directions for Child and Adolescent Development*, 30, 5-24. <https://doi.org/10.1002/cd.23219853003>
- Holton, R., & Turner, B. (2010). *Max Weber on economy and society (Routledge revivals)*. Routledge.
- Wee, L. (2015). *The language of organizational styling*. Cambridge University Press.
- Xiong, Y., & Munalim, L. (2024). Relational processes and social projections in Facebook selfie-quotation juxtaposition: An exploratory study. *Human Affairs*, 35(1), 83-99. <https://doi.org/10.1515/humaff-2024-0037>

Grant Support Details

Author Contributions: All research activities and writing were done by the sole author. The author has read and agreed to the published version of the manuscript.

Funding: The author received no specific funding for this work.

Conflict of Interest: The author declares no conflict of interest.

About the Author

LEONARDO O. MUNALIM (lomunalim@gmail.com) is the current Dean of the (Graduate) School of Arts and Sciences of the University of San Jose – Recoletos, Cebu City. He previously served as the Dean of the School of Arts and Sciences and concurrent Research Director of Philippine Women's University (PWU) from 2020-2025. He finished a PhD in Applied Linguistics.