











with their life (Pedersen, 2007; Loannidou & Konstantikaki, 2008).

Some positive emotions are seen in the following empathetic written utterances using repetition as a language device: "*Amat2 lang ah, maubos mu gd n basa.*" (Take it easy. You will finish reading.); "*Isa lang ka subject, indi kay ipaubos tanan2x sa isa ka adlaw.*" (Just finish only one subject each day.); "*Akon ya mga bata mato- mato lng cla kay wl ako sa tupad nila,*" (My children just learned to manage because I am far from them.); and "*Ahay kaluoy man, budlay2x gd tna pg module* 😞😞😞." (How pitiful, module is such a burden.) On the other hand, positive emotions like empathy are present in the following utterances with intensifiers, "*Subra gd mn v kbodlay ang module mo.*" (Answering the module is really difficult for them.); "*Daw ndi gd na mgsulod xa ulo nila kong amo na kbdlay subton nila.*" (They can hardly understand the difficult tasks.); "*Mas kaluoy ang mga bata nga wala sang ginikanan sa tupad.*" (Children whose parents are far are more miserable.); "*Mabudlay gani kis- a sa teachers kuhaon ang focus sang mga bata nga ara na sa sulod sang klasroom, ano pa...ayhan kon online.*" (Sometimes, teachers find it challenging teaching the students face-to-face, holding their attention, how much more in an online class.)

Intensifiers in the Hiligaynon language appear in the form of "*gid,*" "*man,*" "*daw,*" "*dun,*" "*mas,*" and the use of adjectives and adverbs which intensifies the emotion in the utterances.

Empathy was also evident in hypocoristic or endearment expressions. Crystal, 1999; Bardsley, 2010 in Imamović (2019) defines hypocoristic as flattering, adulatory, sweet-talking names, words, euphemisms, and diminutives. It is related to affection or "loyalty" embedded in these words and directed to the addressee, hypocoristics as pet names (Vujaklija, 1980 in Imamović, 2019). Empathy or kindness and caring for others and their wellbeing leads to valuing and investing in close relationships. This emotive language is revealed in the following utterances: "*Ahay a, sige na palangga, start na kita wala lng hibi hibi.*" (Just keep on, do not cry.); "*Manghod ko na.*" (She is my sister.); "*Tuon lng mayad, gamay lng nga sakripsyo maging ok gd ang tanan.*" (Study well, everything will be all right.); "*Maswerte kapa gani kay ara c nanay mo nga nagabulig tudlo.*" (You are blessed to have a Mom who can help you.)

Empathy was also apparent in the utterances showing cause and effect, "*Normal lng ina ya sa amo nga mga pangidaron ang maghibi kon pabasahon,*" (Normally, kids cry being forced to read.) Cause-and-effect arguments may claim a cause-and-effect relationship when there is just a relationship, and other factors should be considered (Argyropoulou, 2017). Empathy also emerged as the participants' positive emotive language in response to the viral news. They used language devices like repetitions, intensifiers, hypocoristic or endearment, and cause and effect.

Empathy increases when the person avoids the tendency to interpret another's behavior from one's cultural orientation and be conscious about self and others' attitudes (Chen, 2013). In teaching, Jeffrey (2016) stressed

that empathy should be person-focused, which prompts an action to help others. Empathetic teaching is discerning from students how they learn best from methodologies. It is showing them the concept of both self and "other," and the perception of "my neighbor as me" (Franzese, 2017).

## CONCLUSION AND RECOMMENDATION

An emotive language is a beneficial tool in stimulating the person's emotional reactions towards an intended action. Negative emotive language like sarcasm and disgust can cause positive effects, challenging people to do something. With appropriate language devices, the readers can express their feelings and sentiments towards an issue. Attacks and humor are useful language devices where people can express their sarcasm and disgust, which point out human follies or vices. On the other hand, optimism and empathy are the common emotive language, especially in hypocoristics or endearment and appeal. The study promotes these positive emotions for it stimulates resilient and productive reactions to stressful events. In language learning, emotive language broadens the students' attention and thinking towards new learning. Positive and negative emotive language may be explored further, especially on sarcasm and disgust, leading to stress and affecting one's psychological well-being. Optimism and empathy are positive feelings that may be given a favorable interest in online interaction or other communication situations. Online readers may consider observing protocols while posting their views or opinions to safeguard others' privacy and reputation and maintain the respect of human dignity. Educational institutions and other agencies may establish clear, effective social media policies to guide the readers on responding appropriately to online viral posts.

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