Global Scientific JOURNALS

GSJ: Volume 9, Issue 5, May 2021, Online: ISSN 2320-9186
www.globalscientificjournal.com

ASSESSMENT OF ENGLISH VOCABULARIES USED IN FILIPINO SPOKEN DISCOUR

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Abstract

Research on the use of English vocabularies in Filipino discourse aiming to determine frequency, usage, extent of comprehension and significant relationship of the use of English vocabularies in Filipino spoken discourse in terms of being Discrete-embedded, Selective-comprehensive and, Context-Independent– Context-Dependent. Through descriptive method and purposive sampling technique, a total of 204 students participated in the study. Findings revealed that the use of English vocabularies in Filipino discourse affects comprehension. The respondents' responds are all significant in terms of relationship between the use of English vocabularies in terms of generalization, application, breadth, precision, availability and comprehension in Filipino spoken discourse.

The purpose of this research is to conduct an assessment of English Vocabularies Used in Filipino Spoken Discourse using the purposive sampling technique. Specifically, it sought to answer the following questions: (1) What is the frequency of the use of English vocabularies in Filipino spoken discourse? ; (2) How does the use of English vocabularies in Filipino discourse affect comprehension in terms of: Generalization, Application, Breadth, Precision, Availability?; (3) What is the extent of comprehension of the use of English vocabularies in Filipino spoken discourse in terms of: Discrete-embedded, Selective-comprehensive, Context-Independent–Context-Dependent?; (4) Is there a significant relationship between the use of English vocabularies and comprehension in Filipino spoken discourse?

The descriptive method of research was used in this study to gather the necessary data and information on the Assessment of English Vocabularies Used in Filipino Spoken Discourse which are rated through Generalization, Application, Breadth, Precision and Availability. This design was used because the descriptive research describes the existing facts which are properly recorded, analyzed and interpreted. The researchers used survey questionnaire – checklist via Google form as the instrument for this study. The questionnaire was a research-made instrument device in order to provide information on the Assessment of English Vocabularies Used in Filipino Spoken Discourse which were rated through Generalization, Application, Breadth, Precision and Availability.

Keywords: Assessment, Vocabularies, Spoken Discourse

Background of the Study

Tagalog has fanned out into different vernaculars utilized in a few territories in the Philippines, like Laguna, Cavite, Mindoro, Quezon, and Rizal, among others. It is essential to take note of that *Taglish* must be recognized from Filipino-English code-switching (CS). Filipino is the public language of the Philippines, and Filipino-English CS is the assortment regularly utilized in Metro Manila.

As a language of instruction (LOI) in the classroom, CS is identified as short switches from the learners' mother tongue to the official LOI, and vice versa. Considered as a common practice in education, it is argued that CS bridges the gap in classroom discourse and is a practical measure that content subject teachers take to aid students with low English language proficiency in understanding lessons. This claim is plausibly supported by a number of studies that show its use in classroom instruction in various levels and in different learning areas. In the classroom context, the key participants in CS are teachers, students, and teacher aides. (Bravo-Sotello, 2020)

Thus, the researcher has decided to conduct an assessment of the use of English vocabularies in Filipino discourse aiming to:

1. Determine frequency of the use of English vocabularies in Filipino spoken discourse;
2. Know how the use of English vocabularies in Filipino discourse affect comprehension in terms of generalization, application, breadth, precision, and availability;
3. Determine the extent of comprehension of the use of English vocabularies in Filipino spoken discourse in terms of being Discrete-embedded, Selective-comprehensive and, Context-Independent–Context-Dependent.
4. Determine if there is a significant relationship between the use of English vocabularies and comprehension in Filipino spoken discourse.

Objectives

The purpose of this research is to conduct an assessment of English Vocabularies Used in Filipino Spoken Discourse

1. What is the frequency of the use of English vocabularies in Filipino spoken discourse?
2. How does the use of English vocabularies in Filipino discourse affect comprehension in terms of:
    - Generalization
    - Application
    - Breadth
    - Precision
    - Availability?
3. What is the extent of comprehension of the use of English vocabularies in Filipino spoken discourse in terms of:
    - Discrete-embedded
    - Selective-comprehensive
    - Context-Independent–Context-Dependent?
4. Is there a significant relationship between the use of English vocabularies and comprehension in Filipino spoken discourse?

REVIEW OF RELATED LITERATURE

The official languages of the Philippines today are Filipino and English. In most contexts, Filipino is synonymous with Tagalog, or the Metro Manila dialect of Tagalog (CIA, 2014). The English language dominates and permeates all aspects of Filipino life. From governmental and academic institutions to commercial television and radio broadcasts, English is used as the language of wider communication (Thompson, 2003). With such wide and constant exposure, English vocabulary, phrases, and idioms easily made their way into everyday parlance of the languages in the Philippines. New vocabulary such as kompyuter (computer), nars (nurse), and taym (time) have become commonplace. Sir and ma'am are used quite frequently and are analogous to po, an honorific form of personal address, borrowed from Tagalog.

Code switching is not only the preferred mode of teaching in Philippine classrooms; it has also been found to have functional dimensions. Limoso (2002) reveals that code switching serves a number of educational objectives in a literature classroom as well as facilitates cooperation and understanding.

Martin (2006) supports the claim that code switching promotes the educational goals of delivering content knowledge. Greggio and Gil (2007) stress that code switching can be a useful tool in assisting English language teaching and learning. Bullock and Toribio (2009) also claim that code switching fills linguistic gaps, express ethnic identity, and achieve particular discursive aims.

Although several studies have been conducted on code switching in Philippine classrooms, specifically on the use of concept "Taglish" in the classroom, it has been found that very few or minimal studies have been undertaken on the widespread use of code switching in Bisaya or Cebuano, another Philippine language, and English, known as "Bislish or Ceblish", in the classroom. For instance, the study of Abastillas (2015) only determined the divergence in Cebuano and English code switching practices in Cebuano speech communities in Central Philippines while Paculanang's (2017) study only described the Cebuano pre-service teachers' speech anxieties when they made use of code switching as a strategy in order to accommodate less proficient students in their classrooms. Thus, this study is significant as it contributes to the existing literature about code switching, particularly the use of "Bislish or Ceblish", in English language classrooms. Furthermore, this study does not only make us aware of the teachers' code switching patterns but it also deepens our understanding on the importance of code switching as a linguistic tool or scaffolding device in language teaching and learning.

Shofner (2017) believed that from a linguistic standpoint, code-switching continues to fascinate researchers, as they try to pinpoint the grammatical structure of interchangeably using multiple languages in the same sentence.Sociolinguistically, code-switching is an essential skill to develop in an ever-evolving multicultural world. Adeptly moving from one social group to the next and changing aspects of speech allows us to progress in our professional and personal life while avoiding potentially awkward situations and finding common ground through language.

As bilingualism and multilingualism become common phenomena, it is important to understand the general idea or patterns of language mixing and why they occur in the classrooms. Does a teacher code-switch in the classroom to communicate meaning, to learn new vocabulary, or to facilitate pupils' better understanding? This is the primary question that propels an investigation in this study.

A register has developed for rapport and intimacy that depends on code-mixing and code-switching between Filipino and English. It is largely confined to Metro Manila and other urban centres and used extensively in motion pictures and on television and radio as well as in certain types of informal writing in daily newspapers and weekly magazines.

In the Philippines, a widely-used CS variety is Tagalog-English, or Taglish, which is formed by merging the first part of the word Tagalog and the last syllable of English. Taglish is the colloquial term for the alternation of Tagalog, a local language from the Philippines, and English in the same discourse. Tagalog has branched out into various dialects used in several provinces in the Philippines, such as Laguna, Cavite, Mindoro, Quezon, and Rizal, among others. it is important to note that

Taglish has to be distinguished from Filipino-English CS. Filipino is the national language of the Philippines, and Filipino-English CS is the variety often used in Metro Manila.

As a language of instruction (LOI) in the classroom, CS is identified as short switches from the learners' mother tongue to the official LOI, and vice versa (Probyn, 2015). Considered as a common practice in education (Setati & Adler, 2000), it is argued that CS bridges the gap in classroom discourse (Al-Adnani & Elyas, 2016; Moore, 2002) and is a practical measure that content subject teachers take to aid students with low English language proficiency in understanding lessons (Probyn, 2015). This claim is plausibly supported by a number of studies that show its use in classroom instruction in various levels and in different learning areas (e.g., Abad, 2010; Borlongan et al., 2012; Gulzar, 2010; Lin, 2013; Muthusamy, 2010; Li, 2008; Pitpit, 2004). In the classroom context, the key participants in CS are teachers, students, and teacher aides (Li, 2008).

Probyn (2010) noticed that most notable strategy that teachers used was code switching to achieve a number of communicative ends not discounting the significance of communicative competence in the pedagogy since this encompasses tenets such as Linguistic, Sociolinguistic, Discourse and Strategic components to developed their facility in English as mentioned by Maguddayao (2018). Furthermore, code switching helps to facilitate the flow of classroom instruction since the teachers do not have to spend so much time trying to explain to the learners or searching for the simplest words to help clearing the students' understanding.

In every society, language plays a vital role in communicating with each other as it allows speakers to expand their knowledge, deliver their ideas, opinions and feelings in the society. English, as a global language, provides a platform for communication for people who speak the language. Due to the growing trend in linguistic globalisation, bilingualism has become a very common phenomenon in today's world. In bilingual communities all over the world, speakers frequently switch from one language to another to meet communication demands. This phenomenon of alternation between languages is known as code-switching.

As far as can be determined, the first study of code switching was done in 1967, in a thesis by Azores, who tried to count the number of English and Tagalog elements in a corpus from The Sun, a biweekly newspaper that has the distinction of being the first periodical to record TagalogEnglish code switching in print. Several theses and dissertations in linguistics followed (Bautista, 1980 [1974], summarized in 1975; Marfil & Pasigna, 1970; Palines, 1981; Pimentel, 1972; Sadicon, 1978; Sobolewski, 1980, summarized in 1982; see Bautista (1989) for details of these and other early code switching studies). In the main, these studies were attempts to describe the linguistic structure of code switching found in corpora from print and broadcast media. Some of the data contained mostly borrowings of English words into utterances in the Philippine language, with few instances of code switching, and thus yielded few insights into the nature of code switching.

Several years later, parts of the analysis tentatively offered in that dissertation were given concrete labels by Myers-Scotton (1998) and Poplack and Sankoff (1988). Thus, Poplack and Sankoff labeled the switching where the structures of the two languages showed convergence as "switching at equivalence points" or "smooth switching". An example from the Soho interview is the following: Pag nagsalita ka [when you talk about it], they'd say "Ay naku [Oh gosh], she's trying to be holier than thou." – where the switch is from a Tagalog adverbial clause to an English main clause + English noun clause with an inserted Tagalog interjection.

Eslit, Edgar (2019) says that Language competence is a system of linguistic knowledge possessed by the speakers of a specific language. The relationship between how students learn their first language and how they learn their second language and subsequent languages has concerned language researchers all over the world after it became an independent discipline in the late 1960s. Such is the driving force that led to the conceptualization of this study.

A senior official of Gulf News (2018) shared that "The Philippines has 170 languages, considered one of the world's richest source of ethno linguistic diversity, a surprising heritage despite the growth of English as a dominant second language". Ricardo Nolasco, current chairman of the National Language Commission (NLC) points out that Philipines celebrated the presence of 170 languages in the country's 7,100 islands when the month of Filipino languages was launched last August. He stressed out his point about diversity when he said, "that if an Ilokano (resident of Ilocos in northern Luzon) speaks Ilokano (his language) to a Cebuano (resident of Visayas, in central Philippines), they won't understand each other." This simply means that Ilokano and Cebuano are two different languages who don't have mutual intelligibility. The Philippines possesses a great wealth of indigenous languages, and while these languages are related, the difference among them are also extensive. Even the relatively closely – related lowland languages are very diverse, exhibiting differences in all linguistic aspects: lexicon, phonology and syntax (McFarland, 2008).

In the study of Gaerlan (2016), she argued that Filipinos despite being bilingual in Filipino and English (being the medium of instruction) not all Filipino learners are successful I learning in English which is their second language (L2).

Bautista (1999) suggests that within this discourse mode, a reason can sometimes be found for why a particular switch occurs, and has called this reason "communicative efficiency" – that is, switching to the other code provides the precise, fastest, easiest, most convenient way of saying something with the least waste of time, effort, and resources. This claim of communicative efficiency was backed up with four pieces of evidence from the data:

1. Function words – especially in terms of what Filipino linguists call Tagalog enclitic particles, adverbials that occur only in certain fixed word-order relations to other sentence elements and whose meanings constitute a rather heterogeneous grouping (Schachter & Otanes, 1972). For example:

a) After my meeting, I'll go home na ["already"].
b) We attended pa ["still"] a children's party at 5 p.m.
c) That night, we had a Cantonese dinner naman ["on the other hand"] in a restaurant near the hotel.

d) I called up Ate Marife nga [confirmation or emphasis] to arrange for the sticker.
e) Her boss daw [indirect quotation] and her boss' boss tried to convince her to accept the offer.
f) I went to the Japanese grocery in BF Homes pala [expressing an afterthought] yesterday afternoon.
g) …there are seven people reporting to her, with 13 products yata [expressing uncertainty].

The enclitics are a short-cut for the more circumlocuitous English phrase. It would be difficult for Filipinos to convey the meaning of daw "according to someone", pala "it turns out, by the way", naman "on the other hand", nga "affirmation or confirmation", in terse English. Not present in the corpus but very commonly used in oral language are the respect marker po/ho, as in May I be excused po? and the question marker ba, as in You came late ba? (See Bautista (1998) for more examples.)

2. Content words – local words for local realities such as food words, kinship terms, culture-specific lexical items. Food words would include items like lechon "roast suckling pig", adobo "pork and chicken stew", sawsawan "dipping sauce". An example of a kinship term is Ate "elder sister" above or Ninang "godmother". Culture-specific lexical items would include terms like kundiman "haunting love song", despedida "going away party", merienda "mid-morning or mid-afternoon snack". For English, consider the borrowings in the excerpt from the Soho interview: objectivity, agenda, side, okay, coverage, fair, reputation.
3. Idioms – metaphorical expressions that are available in one language but not available in the other. In the e-mail data, several English idioms appeared: famous last words; let 'em weep; if it's too good to be true, it probably is; wanna bet? The Tagalog idioms included nagpapalapad ka pa ng papel "trying to get on my good side", patay na si XXX "XXX is dead meat" or "he's toast", buti nga sa kanila "they had it coming to them".
4. Linguistic play – achieving a humorous effect by playing on the Tagalog or English word. Examples from the e-mail data: Baka ako marakatak "I might have a heart attack", tapos dibay-dibay ang bill "and then you divide the bill".

In short, within the macro-view that Taglish is used for rapport, solidarity, informality, it is possible to look at certain instances of code switching and explain them within the micro-view of communicative efficiency. What this indicates is that the bilingual has the strategic competence to "calculate" (in a manner of speaking) what language would provide the most expressive, most concise way of saying something. This kind of strategic competence is currently very evident in texting, typing out messages via mobile phones (and the Philippines has been called the texting capital of the world) – the texter can choose between English, Tagalog, or Taglish to state the message in the fastest, easiest way possible.

Consider the following actual chat or messages between my friend and I.

I sent a message:

Uy! Kumusta na? It's been a while na. I saw your tweets netong nakaraan. Okay ka lang ba?

And he replied:

Let's talk about that if you're not busy na lang at mahabang kwentuhan to. See you soon.

This example highlights the flexibility afforded by bilingualism. Many Filipinos are bilingual in a mother tongue (e.g. Bikol) and a regional lingua franca (e.g. Tagalog, Cebuano, Ilocano). If they have had at least a high school education, they are also bilingual in English and Filipino (the national language based on Tagalog). Such bilingualism is a resource, and the switching between languages is an additional resource.

The available lexicon is defined as the set of words that the speakers have in the mental lexicon and whose use is conditioned by the specific topic of communication. To establish what the elementary lexicon would be, they resorted to lexical counts that were based on frequency, initially, considering that the most frequently used words, that is, those that were repeated the most, were the most important to teach. However, very soon they realized that these counts did not appear very normal and necessary words in everyday life, which alluded to concrete realities and were not included in the frequency counts, because their appearance was conditioned by the theme of conversation or written language. R. Michèa called these types of words thematic words, as opposed to the frequent ones that are athematic. Lexical availability studies have a great potential to explore and contribute to a better understanding of productive vocabulary knowledge in a second or foreign language.

At the discrete end of the continuum, we have vocabulary treated as a separate subtest or isolated set of words distinct from each word's role within a larger construct of comprehension, composition, or conceptual application. Alternatively, a purely embedded measure would look at how students operationalize vocabulary in a holistic context and a vocabulary scale might be one measure of the larger construct. Blachowicz and Fisher's (2006) description of anecdotal record keeping is an example of an embedded measure. Throughout a content unit, a teacher keeps notes on vocabulary use by the students. Those notes are then transferred to a checklist that documents whether students applied the word in discussion, writing, or on a test.

According to Bautista (2004), the alternation of Filipino and English in informal discourse is a feature of the linguistic repertoire of the educated, middle- and upper-class Filipinos. Furthermore, Sibayan (1999) mentioned that English is a leading language used globally and will remain as one of our official languages. What is the standing and the role of English in Philippine education? Studies prove that more Filipinos today prefer code-switching and code-mixing rather than using English or Filipino all throughout. We can observe that television programmes are mostly in "Taglish". Sibayan also pointed out that there would come a time when "Taglish" will be the language of the elite because the elite of the future is the person who mastered two languages. He also added that, "a Filipino who uses nothing, but English is rare." The setting is not only true in the media but in the schools as well.

Gumperz defined conversational code-switching as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (1982, p. 59). This definition has

helped set the agenda for code-switching research until now, with the overwhelming majority of research focusing on oral switching. It can well be termed the default case for code-switching investigations. One example of this default case is from Myers-Scotton (2004) where she refers to code-switching solely in terms of "bilingual speech" (p. 106). Many researchers similarly seem to assume that code-switching is to be equated with oral switching and appeal to Gumperz's definition above (e.g., Li, 2005; Auer, 2001; Gafaranga & Torras, 2002; Gardner-Chloros, Charles, & Cheshire, 2000; Cromdal & Aronsson, 2000; Goutsos, 2001; Alvarez-Caccamo, 1990; Gross, 2001; Ferguson, 2003; David, 1999; Chan, 2005). The data they use is invariably from conversational contexts and as a consequence, code-switching research has often come within the gravitational pull of conversational analysis. The sequential systematics of conversation have been viewed as a key to the understanding of why people code-switch. Gafaranga and Torras stress the need for a conversation analytical framework to explain code-switching and state, it is also necessary to have a theory of social interaction since codeswitching is an interactional phenomenon" (2002, p.10). Li Wei gives examples to suggest that code-switches "are conditioned by the sequential context of the exchange" (2005, p. 386). Li goes on to propose that, "Code-switching does not occur in an interactional vacuum; it occurs in conversational interaction and is structured by an organization of action that is implemented on a turn-by-turn basis" (2005, p. 387)

The difference between code-mixing and code-switching is uncertain in the literature. Mesthrie appears to identify code-switching with marked forms of switching and code-mixing with what Myers-Scotton calls code-switching as the unmarked variety (see section 2.3.3). This is somehow based on the assumption that code-switching is clean, involving switching between clauses, whereas code-mixing is "ragged", involving code changes within the clause (Mesthrie, 2001, p. 443). The argument is arbitrary at best and seems to lead to the position of needing to posit yet some other term to cover instances where code-mixing and code-switching are occurring at the same time (as in Taglish; see Thompson, (2003). Code-mixing and code-switching, thus defined, appear to correspond respectively to Muysken's terms of 'insertion' versus 'alternation' (2000), which are more useful terms for this research (see sections 2.2.3 & 3.4.3). Overall, code-switching tends to be used as a kind of "superordinate term" (McLellan, 2005, p. 6), covering a full range of instances of switching as well as being the term for the whole field of research. Code-mixing is usually reserved for the insertion of a lexical item or longer fragment from the embedded language into a clause or sentence which controls the grammatical structure of the clause - the matrix language, (see section 2.2.2 for more clarification of the terms embedded and matrix language).

The difference between a borrowing and a code-switch is important sociolinguistically, primarily because a code-switch requires a greater level of bilingual competence than the use of a borrowing already entrenched in the language (Torres, 2002). Taxonomies to attempt to differentiate established borrowings from code-switches have been proposed by code-switching researchers and they are summarised here:

1. Core and Cultural borrowing are distinguished by Myers-Scotton (1993b). The former are items which do not fill any lexical need. They can be discourse markers and other items for which local equivalents are available. Cultural borrowings, on the other hand, tend to be more established. They are lexical items for objects, concepts, and events for which there seem to be no adequate counterparts in the recipient language. Torres suggests that core borrowings occur with less frequency than cultural ones and reports that the borrowing of discourse markers (as core lexical items) is quite widespread in language contact situations (Torres, 2002, p. 66). In terms of the Matrix Language Framework (section 2.2.2), Torres argues that discourse markers should be viewed as content morphemes, and as such are more susceptible to 'borrowing' than system morphemes (determiners, possessives, inflectional morphemes). In Taglish, some discourse markers are freely interchanged (Smedley, 2004).

2. A second way of distinguishing established borrowings from code-switching is the intuitively reasonable frequency count (Myers-Scotton, 1993b). It is reasonable to expect that an established borrowing will tend to occur far more often in a corpus than a code-switched item. For example, the word feel appears to have become an established borrowing in Tagalog. It occurs 18 times in my corpus as a lone insertional item.

3. Phonological and morphosyntactic integration are also offered as criteria. Established borrowings should feature a greater degree of both. Androutsopoulos (2001) found established English borrowings were widespread in German youth media and showed morphological integration. However, in terms of insertion as a code-switching phenomenon, Muysken makes an important assertion: "The claim will be that the phenomena of borrowing, nonce borrowing and constituent insertion all fall within the same general class and are subject to the same conditions" (2000, p. 60). This certainly highlights that the difference between insertion and borrowing is not always crystal clear in terms of structural appearance. As we shall see in Taglish formal rules for morphological integrations of nonce borrowings are available and the research of Smedley (2004) into morphological integrations certainly shows these rules are consistently followed by those who write in weblogs. Thompson studiously avoids the term 'borrowing' in his structural analysis of Taglish, preferring the term 'insertion' (2003).

4. Community acceptability is also another feature (Torres, 2002). In this respect established borrowings could be expected to occur in written materials and dictionaries. 5. Historically, a borrowing is seen to be a form transferred from another language which now "comfortably" inhabits its host language; whereas a code-switch tends to be more spontaneous (Heath, 2001, p. 433). Bautista, M. L. S. (2004). "Tagalog-English code switching as a mode of discourse". Asia Pacific Education Review, Vol.5, No.2, pp.226-233.

The smaller the set of words from which the test sample is drawn, the more selective the test. If testing the vocabulary words from one story, assessment is at the selective end of the continuum. However, tests such as the ITBS select from a larger corpus of general vocabulary and are considered to be at the comprehensive end of this continuum. In

between and closer to the selective end would be a basal unit test or a disciplinary unit test. Further along the continuum toward comprehensive would be the vocabulary component of a state criterion referenced test in a single discipline.

There tends to be wide-ranging agreement in code-switching studies that general constraints on code-switching exist between any pair of languages, L1 and L2 (Clyne, 1987, p. 261). The two most famous early constraints were those of Poplack. The free morpheme constraint states: “Codes may be switched after any constituent in discourse provided that the constituent is not a bound morpheme” (Poplack, 1980, p. 227). This constraint has been found to be violated in many research instances (Boztepe, 2003). Certainly in Taglish it is constantly infringed (see Bautista, 1990). The equivalence constraint states: “Code-switches will tend to occur at points in discourse where juxtaposition of L1 and L2 elements does not violate the syntactic rules of either language” (Poplack, 1980, p. 228). On the whole, this constraint appears to be applicable to Taglish. Poplack has come under considerable criticism for trying to artificially limit code-switching possibilities by imposing constraints that do not appear to hold up in many cases (Gardner-Chloros & Edwards, 2004).

Myers-Scotton and Jake (2000) affirm that the MLF was based on a model of “Classic CS” where the matrix language frame maintains dominance and forces the embedded language items to comply with the matrix language’s structural requirements. With classic CS the speakers are proficient enough in either language to be able to maintain a monolingual conversation in either (Myers-Scotton & Jake, 2000; Myers-Scotton, 2004). This bears resemblance to what Bautista (2004) calls “proficiency-driven switching” with respect to Taglish.

In its extreme form, context-independent tests simply present a word as an isolated element. However, this dimension has more to do with the need to engage with context to derive a meaning than simply how the word is presented. In multiple-choice measures that are context-dependent, all choices represent a possible definition of the word. Students need to identify the correct definition reflecting the word's use in a particular text passage.

Taglish has already proven amenable to structural analysis in terms of Muysken’s taxonomy (Thompson, 2003; Smedley, 2004). Following Poplack, Myers-Scotton, and other structural analyses of code-switching (Clyne, 1987), Muysken sets forth codeswitching as exhibiting rule governed features and not simply something that occurs randomly (Muysken, 2000, p. 2). Overall, Muysken discriminates between code-mixing whereby both lexical items and grammatical features from the two languages concerned appear in the one sentence, and code-switching, whereby languages tend to alternate (clause-wise or sentence-wise in the same piece of discourse). Thus insertion tends to be more associated with code-mixing and alternation with code-switching. As a consequence, Muysken sees three processes at work and the extent to which these processes are differentially at work and in what proportion depends upon the relative typology of the respective languages involved.

This is a slightly elusive term in Muysken's framework. It means that at the point where the two languages converge grammatically, lexis from one language can freely alternate with lexis from the other language. Muysken proposes that for congruent lexicalisation (CL) around the point of a switch, “the two languages share a grammatical structure which can be filled lexically with elements from either language” (2000, p. This is a slightly elusive term in Muysken's framework. It means that at the point where the two languages converge grammatically, lexis from one language can freely alternate with lexis from the other language. Muysken proposes that for congruent lexicalisation (CL) around the point of a switch, “the two languages share a grammatical structure which can be filled lexically with elements from either language” (2000, p. 6)

Research Design

The descriptive method of research was used in this study to gather the necessary data and information on the Assessment of English Vocabularies Used in Filipino Spoken Discourse which are rated through Generalization, Application, Breadth, Precision and Availability. This design was used because the descriptive research describes the existing facts which are properly recorded, analyzed and interpreted.

Descriptive method involved collection of data in order to test the hypothesis or answer questions concerning the level of the subject in the study. It is descriptive research because this type of research describes the data and characterizes about what is being studied. Many specific disciplines, especially social science and psychology use this method to obtain a general overview of subject (Salmorin, 2006).

In this study, the respondents were selected using purposive sampling technique. According to Santos (1995), purposive sampling targets a particular group of people. The respondents were carefully chosen to arrive in a reliable result.

The respondents were two-hundred four (204) purposely selected Junior and Senior High School students.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Table 1. Frequency Percentage of the use of English Vocabularies in Filipino Spoken Discourse

Use of English Vocabularies in Filipino Spoken Discourse	Frequency	Relative Frequency
Always	**32**	**15.69%**
Usually,	**52**	**25.49%**

Sometimes	**91**	**44.61%**
Rarely	**23**	**11.27%**
Never	**6**	**2.94%**
Total	**204**	**100%**

Table 1 showed the frequency percentage of the use of English vocabularies in Filipino spoken discourse. The vast majority of respondents, 91 in total, which is 44.61% of the total respondents "Sometimes" use English vocabulary in Filipino spoken discourse. Second, 52 or 25.49% of the total respondents "Usually" use English vocabulary in Filipino spoken discourse. Following that, 32 respondents "Always" use English vocabulary in Filipino spoken discourse which is 15.69% of the total respondents. Then, 23 or 11.27% of the respondents "Rarely" use English vocabulary in Filipino spoken discourse. Lastly, only 6 respondents "never" use English vocabulary in Filipino spoken discourse. As stated from the research of Martin (2006) supports the claim that code switching promotes the educational goals of delivering content knowledge and Greggio and Gil (2007) stress that code switching can be a useful tool in assisting English language teaching and learning.

Table 2.1. Use of English vocabularies in Filipino discourse affects Comprehension in terms of Generalization

STATEMENT	MEAN	SD	INTERPRETATION
1. I look first for the meaning of any English word that I use in Filipino discourse before using it.	**3.77**	**0.97**	**Usually**
2. I only use English words that I am familiar with.	**4.01**	**0.90**	**Usually**
3. English words that I use in Filipino discourse can be found in the dictionary.	**4.04**	**0.88**	**Usually**
4. I figure out the meaning of unknown words from context.	**3.94**	**0.90**	**Usually**
5. I can define every English word that I use in Filipino discourse.	**3.76**	**0.80**	**Usually**
OVERALL	**3.91**	**0.54**	**Usually**

Legends:
4.20 – 5.00 – Always
3.40 – 4.19 – Usually
2.60 – 3.39 – Sometimes
1.80 – 2.59 – Rarely
1.00 – 1.79 – Never

Table 2.1 presented the use English vocabularies in Filipino discourse affects comprehension in terms of generalization. In the first statement, the respondents believe they "Usually" look first for the meaning of any English word that they use in Filipino discourse before using it with a mean of 3.77 and a standard deviation of 0.97. Secondly, the respondents agree that they "Usually" use English words that they were familiar with, supported by the mean of 4.01 and SD of 0.9. The respondents also believed that they "Usually" use English words in Filipino discourse that can be found in the dictionary with a mean of 4.04 and SD of 0.88. In the fourth statement, the respondents believe that they "Usually" figure out the meaning of unknown words from context, supported by the mean of 3.94 and SD of 0.9. Lastly, the respondents "Usually" can define every English word that they use in Filipino discourse, supported by the mean of 4.118 and SD of 1.207. Overall, the use of English vocabularies in Filipino discourse "Usually" affects comprehension in terms of generalization with a mean of 3.91 and SD of 0.54. Bullock and Toribio (2009) claim that code switching fills linguistic gaps, express ethnic identity, and achieve particular discursive aims.

Table 2.2. Use of English vocabularies in Filipino discourse affects Comprehension in terms of Application

STATEMENT	MEAN	SD	INTERPRETATION
1. I make sure that the English word I use in Filipino discourse is appropriate.	**4.45**	**0.77**	**Always**

2. I use English words appropriately when I speak in Filipino discourse.	**4.02**	**0.90**	**Usually**
3. I only use English words that are appropriate with the context of my spoken discourse.	**4.15**	**0.95**	**Usually**
4. I understand that I should use words that are suitable to the context of my spoken Filipino discourses.	**4.32**	**0.82**	**Always**
5. I use words that are timely fitting in my daily spoken conversation.	**4.18**	**0.90**	**Usually**
OVERALL	**4.23**	**0.67**	**Always**

Legends:
4.20 – 5.00 – Always
3.40 – 4.19 – Usually
2.60 – 3.39 – Sometimes
1.80 – 2.59 – Rarely
1.00 – 1.79 – Never

Table 2.2 presented the use English vocabularies in Filipino discourse affects comprehension in terms of application. In the first statement, the respondents believe they "Always" make sure that the English word they use in Filipino discourse is appropriate with a mean of 4.45 and a standard deviation of 0.77. Secondly, the respondents agree that they "Usually" use English words appropriately when they speak in Filipino discourse, supported by the mean of 4.02 and SD of 0.9. The respondents also believed that they "Usually" use English words that are appropriate with the context of their spoken discourse with a mean of 4.15 and SD of 0.95. In the fourth statement, the respondents believe that they "Always" understand that they should use words that are suitable to the context of their spoken Filipino discourses, supported by the mean of 4.32 and SD of 0.82. Lastly, the respondents "Usually" use words that are timely fitting in their daily spoken conversation, supported by the mean of 4.18 and SD of 0.9. Overall, the use of English vocabularies in Filipino discourse "Always" affects comprehension in terms of application with a mean of 4.23 and SD of 0.67.According to Probyn (2010) noticed that most notable strategy that teachers used was code switching to achieve a number of communicative ends not discounting the significance of communicative competence in the pedagogy since this encompasses tenets such as Linguistic, Sociolinguistic, Discourse and Strategic components to developed their facility in English as mentioned by Maguddayao (2018).

Table 2.3. Use of English vocabularies in Filipino discourse affects Comprehension in terms of Breadth

STATEMENT	MEAN	SD	INTERPRETATION
1. I understand that a term has more than one meaning.	**4.32**	**0.86**	**Always**
2. I look at how a certain word is used differently in different contexts.	**4.18**	**0.80**	**Usually**
3. I make sure that I use the term that is mostly suitable for my sentence.	**4.38**	**0.72**	**Always**
4. I use English terms in my daily spoken conversations with multiple meanings.	**3.54**	**0.98**	**Usually**
5. I make sure to use the English terms collectively.	**4.11**	**0.77**	**Usually**
OVERALL	**4.11**	**0.61**	**Usually**

Table 2.3 presented the use English vocabularies in Filipino discourse affects comprehension in terms of breadth. In the first statement, the respondents believes they “Always” understand that a term has more than one meaning with a mean of 4.32 and a standard deviation of 0.86. Secondly, the respondents agrees that they “Usually” look at how a certain word is used differently in different contexts, supported by the mean of 4.18 and SD of 0.8. The respondents also believed that they “Always” make sure that they use the term that is mostly suitable for their sentence with a mean of 4.38 and SD of 0.72. In the fourth statement, the respondents believes that they “Usually” use English terms in their daily spoken conversations with multiple meanings, supported by the mean of 3.54 and SD of 0.98. Lastly, the respondents “Usually” make sure to use the English terms collectively, supported by the mean of 4.11 and SD of 0.77. Overall, the use of English vocabularies in Filipino discourse “Usually” affects comprehension in terms of breadth with a mean of 4.11 and SD of 0.67. In the study of Gaerlan (2016), she argued that Filipinos despite being bilingual in Filipino and English (being the medium of instruction)not all Filipino learners are successful I learning in English which is their second language (L2).

Legends:
4.20 – 5.00 – Always
3.40 – 4.19 – Usually
2.60 – 3.39 – Sometimes
1.80 – 2.59 – Rarely
1.00 – 1.79 – Never

Table 2.4. Use of English vocabularies in Filipino discourse affects Comprehension in terms of Precision

STATEMENT	MEAN	SD	INTERPRETATION
1. I use the English term correctly in different spoken Filipino discourse.	**3.99**	**0.84**	**Usually**
2. I understand that there are different terms to use in different situations.	**4.34**	**0.81**	**Always**
3. I can use error-free terms in my daily spoken Filipino conversations.	**3.58**	**0.85**	**Usually**
4. I am meticulous when it comes up with the term I use in my spoken conversations.	**3.76**	**0.86**	**Usually**
5. I can figure out the terms to use precisely in my Filipino spoken conversations.	**3.78**	**0.86**	**Usually**
OVERALL	**3.89**	**0.62**	**Usually**

Legends:
4.20 – 5.00 – Always
3.40 – 4.19 – Usually
2.60 – 3.39 – Sometimes
1.80 – 2.59 – Rarely
1.00 – 1.79 – Never

Table 2.4 presented the use English vocabularies in Filipino discourse affects comprehension in terms of precision. In the first statement, the respondents believes they “Usually” use the English term correctly in different spoken Filipino discourse with a mean of 3.99 and a standard deviation of 0.84. Secondly, the respondents agrees that they “Always” understand that there are different terms to use in different situations, supported by the mean of 4.34 and SD of 0.81. The respondents also believed that they “Usually” can use error-free terms in their daily spoken Filipino conversations with a mean of 3.58 and SD of 0.85. In the fourth statement, the respondents believes that they “Usually” are meticulous when it comes up with the term they use in their spoken conversations, supported by the mean of 3.76 and SD of 0.86. Lastly, the respondents “Usually” can figure out the terms to use precisely in their Filipino spoken conversations, supported by the mean of 3.78 and SD of 0.86. Overall, the use of English vocabularies in Filipino discourse “Usually” affects comprehension in terms of precision with a mean of 3.89 and SD of 0.62. Bautista (1999) suggests that within this discourse mode, a reason can sometimes be found for why a particular switch occurs, and has called this reason “communicative efficiency” – that is, switching to the other code provides the precise, fastest, easiest, most convenient way of saying something with the least waste of time, effort, and resources.

Table 2.5. Use of English vocabularies in Filipino discourse affects Comprehension in terms of Availability

STATEMENT	MEAN	SD	INTERPRETATION
1. I make sure to use English terms in spoken Filipino discourse productively.	3.94	0.86	Usually
2. I use the English terms in my spoken Filipino discourse creatively.	3.80	0.83	Usually
3. I make up English terms to use in my everyday Filipino conversations.	3.43	1.02	Usually
4. I use English terms constructively.	3.79	0.80	Usually
5. I understand that the English terms I use are useful and constructive to my spoken conversations.	4.14	0.84	Usually
OVERALL	3.82	0.64	Usually

Legends:
4.20 – 5.00 – Always
3.40 – 4.19 – Usually
2.60 – 3.39 – Sometimes
1.80 – 2.59 – Rarely
1.00 – 1.79 – Never

Table 2.5 presented the use English vocabularies in Filipino discourse affects comprehension in terms of availability. In the first statement, the respondents believe they "Usually" make sure to use English terms in spoken Filipino discourse productively with a mean of 3.94 and a standard deviation of 0.86. Secondly, the respondents agree that they "Usually" use the English terms in their spoken Filipino discourse creatively, supported by the mean of 3.8 and SD of 0.83. The respondents also believed that they "Usually" make up English terms to use in their everyday Filipino conversations with a mean of 3.43 and SD of 1.02. In the fourth statement, the respondents believe that they "Usually" use English terms constructively, supported by the mean of 3.79 and SD of 0.8. Lastly, the respondents "Usually" understand that the English terms their use are useful and constructive to their spoken conversations, supported by the mean of 4.14 and SD of 0.84.

Table 3.1. Extent of comprehension of the use of English Vocabularies in Filipino spoken discourse in terms of Discrete-embedded

STATEMENT	MEAN	SD	INTERPRETATION
1. I can apply new vocabulary words in a holistic context.	3.54	0.88	Usually
2. I can apply new vocabulary words in a spoken discourse.	3.59	0.92	Usually
3. I use vocabulary as part of a larger disciplinary knowledge construct.	3.86	0.90	Usually
4. Vocabulary scale might be one measure of the larger construct.	3.79	0.78	Usually

5. I tend to fall back to mother tongue when I communicate in English language.	**3.51**	**0.91**	**Usually**
OVERALL	**3.66**	**0.66**	**Usually**

Overall, the use of English vocabularies in Filipino discourse "Usually" affects comprehension in terms of availability with a mean of 3.82 and SD of 0.64. Bautista (1999) suggests that within this discourse mode, a reason can sometimes be found for why a particular switch occurs, and has called this reason "communicative efficiency" – that is, switching to the other code provides the precise, fastest, easiest, most convenient way of saying something with the least waste of time, effort, and resources.

Table 3.1 presented the extent of comprehension of the use of English vocabularies in Filipino spoken discourse in terms of discrete-embedded. In the first statement, the respondents believes they "Usually" can apply new vocabulary words in a holistic context with a mean of 3.54 and a standard deviation of 0.88. Secondly, the respondents agrees that they "Usually" can apply new vocabulary words in a spoken discourse, supported by the mean of 3.59 and SD of 0.92. The respondents also believed that they "Usually" use vocabulary as part of a larger disciplinary knowledge construct with a mean of 3.86 and SD of 0.9. In the fourth statement, the respondents believes that "Usually" vocabulary scale might be one measure of the larger construct, supported by the mean of 3.79 and SD of 0.78. Lastly, the respondents "Usually" tend to fall back to mother tongue when they communicate in English language, supported by the mean of 3.51 and SD of 0.91. Overall, the respondents' extent of comprehension is "Usually" to use English vocabularies in Filipino spoken discourse in

Legends:
4.20 – 5.00 – Always
3.40 – 4.19 – Usually
2.60 – 3.39 – Sometimes
1.80 – 2.59 – Rarely
1.00 – 1.79 – Never

terms of discrete-embedded with an overall mean of 3.66 and SD of 0.66. According to Bautista (2004), the alternation of Filipino and English in informal discourse is a feature of the linguistic repertoire of the educated, middle- and upper-class Filipinos. Furthermore, Sibayan (1999) mentioned that English is a leading language used globally and will remain as one of our official languages.

Table 3.2. Extent of comprehension of the use of English Vocabularies in Filipino spoken discourse in terms of Selective Comprehensive

STATEMENT	MEAN	SD	INTERPRETATION
1. I use the appropriate word base on my understanding of that certain word.	**4.24**	**0.84**	**Always**
2. I select and code switch to a certain word and use it based on my comprehension of that word.	**3.80**	**0.92**	**Usually**
3. I mixed English ang Tagalog word if I think that word is better saying in Tagalog or English.	**4.26**	**0.86**	**Always**
4. I can use the word either it is Tagalog or English if I am explaining to express it more clearly.	**4.21**	**0.87**	**Always**
5. I use codeswitching for those term if i cannot recall the correct term.	**4.00**	**0.94**	**Usually**
OVERALL	**4.10**	**0.65**	**Usually**

Legends:
4.20 – 5.00 – Always
3.40 – 4.19 – Usually
2.60 – 3.39 – Sometimes
1.80 – 2.59 – Rarely
1.00 – 1.79 – Never

Table 3.2 presented the extent of comprehension of the use of English vocabularies in Filipino spoken discourse in terms of selective comprehensive. In the first statement, the respondents believes they “Always” use the appropriate word base on their understanding of that certain word with a mean of 4.24 and a standard deviation of 0.84. Secondly, the respondents agrees that they “Usually” select and code switch to a certain word and use it based on their comprehension of that word, supported by the mean of 3.8 and SD of 0.92. The respondents also believed that they “Always” mixed English ang Tagalog word if they think that word is better saying in Tagalog or English with a mean of 4.26 and SD of 0.86. In the fourth statement, the respondents believes that they “Always” can use the word either it is Tagalog or English if they are explaining to express it more clearly, supported by the mean of 4.21 and SD of 0.87. Lastly, the respondents “Usually” use codeswitching for those term if they cannot recall the correct term, supported by the mean of 4 and SD of 0.94.

Table 3.3. Extent of comprehension of the use of English Vocabularies in Filipino spoken discourse in terms of Context-Independent– Context-Dependent

STATEMENT	MEAN	SD	INTERPRETATION
1. I understand that a term has more than one meaning.	**3.94**	**0.91**	**Usually**
2. I look at how a certain word is used differently in different contexts.	**4.19**	**0.81**	**Usually**
3. I make sure that I use the term that is mostly suitable for my sentence.	**4.18**	**0.85**	**Usually**
4. I use English terms in my daily spoken conversations with multiple meanings.	**4.40**	**0.74**	**Always**
5. I make sure to use the English terms collectively.	**4.24**	**0.84**	**Always**
OVERALL	**4.19**	**0.61**	**Usually**

Legends:
4.20 – 5.00 – Always
3.40 – 4.19 – Usually
2.60 – 3.39 – Sometimes
1.80 – 2.59 – Rarely
1.00 – 1.79 – Never

Overall, the respondents’ extent of comprehension “Usually” use English vocabularies in Filipino spoken discourse in terms of selective comprehensive with an overall mean of 4.1 and SD of 0.65. There tends to be wide-ranging agreement in code-switching studies that general constraints on code-switching exist between any pair of languages, L1 and L2 (Clyne, 1987, p. 264). The two most famous early constraints were those of Poplack. The free morpheme constraint states: “Codes may be switched after any constituent in discourse provided that the constituent is not a bound morpheme” (Poplack, 1980, p. 227). This constraint has been found to be violated in many research instances (Boztepe, 2003). Certainly in Taglish it is constantly infringed (see Bautista, 1990).

Table 3.3 presented the extent of comprehension of the use of English vocabularies in Filipino spoken discourse in terms of context-independent– context-dependent. In the first statement, the respondents believes they “Usually” understand that a term has more than one meaning with a mean of 3.94 and a standard deviation of 0.91. Secondly, the respondents agrees that they “Usually” look at how a certain word is used differently in different contexts, supported by the mean of 4.19 and SD of 0.81. The respondents also believed that they “Usually” make sure that they use the term that is mostly suitable for their sentence with a mean of 4.18 and SD of 0.85. In the fourth statement, the respondents believes that they “Always” use English terms in their daily spoken conversations with multiple meanings, supported by the mean of 4.21 and SD of 0.87. Lastly, the respondents “Always” make sure to use the English terms collectively, supported by the mean of 4.24 and SD of 0.84. Overall, the respondents’ extent of comprehension is “Usually” to use English vocabularies in Filipino spoken discourse in terms of context-independent– context-dependent with an overall mean of 4.19 and SD of 0.61.

4.1. Significant Relationship between the use of English Vocabularies in terms of Generalization and Comprehension in Filipino Spoken Discourse

English Vocabularies	Comprehension	R- Value	P - Value	Interpretation
Generalization	**Discrete-embedded**	**0.49**	**5.27E-14**	**Significant**

Selective-comprehensive	**0.50**	**2.55E-14**	**Significant**
Context-Independent–Context-Dependent	**0.42**	**4.52E-10**	**Significant**

Table 4.1 presented the significant relationship between the use of English vocabularies in terms of generalization and comprehension in Filipino spoken discourse. The computed r- value of generalization in relation to discrete-embedded, selective-comprehensive and context-independent–context-dependent are 0.49, 0.5 and 0.42 with p-value of 5.27E-14, 2.55E-14 and 4.52E-10 respectively. It indicates that generalization has "Significant Relationship" to comprehension in Filipino spoken discourse. Taglish has already proven amenable to structural analysis in terms of Muysken's taxonomy (Thompson, 2003; Smedley, 2004). Following Poplack, Myers-Scotton, and other structural analyses of code-switching (Clyne, 1987), Muysken sets forth codeswitching as exhibiting rule governed features and not simply something that occurs randomly (Muysken, 2000, p. 2).

4.2. Significant Relationship between the use of English Vocabularies in terms of Application and Comprehension in Filipino Spoken Discourse

English Vocabularies	Comprehension	R- Value	P - Value	Interpretation
Application	**Discrete-embedded**	**0.54**	**7.75E-17**	**Significant**
	Selective-comprehensive	**0.58**	**1.91E-19**	**Significant**
	Context-Independent–Context-Dependent	**0.54**	**4.83E-17**	**Significant**

Table 4.2 presented the significant relationship between the use of English vocabularies in terms of application and comprehension in Filipino spoken discourse. The computed r- value of application in relation to discrete-embedded, selective-comprehensive and context-independent–context-dependent are 0.54, 0.58 and 0.54 with p- value of 7.75-17, 1.91E-19 and 4.83E-17 respectively. It indicates that application has "Significant Relationship" to comprehension in Filipino spoken discourse.

4.3. Significant Relationship between the use of English Vocabularies in terms of Breadth and Comprehension in Filipino Spoken Discourse

English Vocabularies	Comprehension	R- Value	P - Value	Interpretation
Breadth	**Discrete-embedded**	**0.65**	**6.59E-26**	**Significant**
	Selective-comprehensive	**0.60**	**3.25E-21**	**Significant**
	Context-Independent–Context-Dependent	**0.59**	**1.35E-20**	**Significant**

Table 4.3 presented the significant relationship between the use of English vocabularies in terms of breadth and comprehension in Filipino spoken discourse. The computed r- value of breadth in relation to discrete-embedded, selective-comprehensive and context-independent–context-dependent are 0.65, 0.60 and 0.59 with p- value of 6.59E-26, 3.25E-21 and 1.35E-20 respectively. It indicates that breadth has "Significant Relationship" to comprehension in Filipino spoken discourse.

4.4. Significant Relationship between the use of English Vocabularies in terms of Precision and Comprehension in Filipino Spoken Discourse

English Vocabularies	Comprehension	R- Value	P - Value	Interpretation
Precision	**Discrete-embedded**	**0.68**	**9.39E-29**	**Significant**

Selective-comprehensive	**0.60**	**1.52E-21**	**Significant**
Context-Independent–Context-Dependent	**0.58**	**1.36E-19**	**Significant**

Table 4.4 presented the significant relationship between the use of English vocabularies in terms of precision and comprehension in Filipino spoken discourse. The computed r- value of precision in relation to discrete-embedded, selective-comprehensive and context-independent–context-dependent are 0.65, 0.60 and 0.59 with p- value of 6.59E-26, 3.25E-21 and 1.35E-20 respectively. It indicates that precision has "Significant Relationship" to comprehension in Filipino spoken discourse.

4.5. Significant Relationship between the use of English Vocabularies in terms of Precision and Comprehension in Filipino Spoken Discourse

English Vocabularies	Comprehension	R- Value	P - Value	Interpretation
Availability	**Discrete-embedded**	**0.71**	**1.27E-32**	**Significant**
	Selective-comprehensive	**0.60**	**2.07E-21**	**Significant**
	Context-Independent–Context-Dependent	**0.58**	**1.60E-19**	**Significant**

Table 4.5 presented the significant relationship between the use of English vocabularies in terms of availability and comprehension in Filipino spoken discourse. The computed r- value of availability in relation to discrete-embedded, selective-comprehensive and context-independent–context-dependent are 0.65, 0.60 and 0.59 with p- value of 6.59E-26, 3.25E-21 and 1.35E-20 respectively. It indicates that availability has "Significant Relationship" to comprehension in Filipino spoken discourse.

Summary

The purpose of this research is to conduct an assessment of English Vocabularies Used in Filipino Spoken Discourse using the purposive sampling technique. Specifically, it sought to answer the following questions: (1) What is the frequency of the use of English vocabularies in Filipino spoken discourse? ; (2) How does the use of English vocabularies in Filipino discourse affect comprehension in terms of: Generalization, Application, Breadth, Precision, Availability?; (3) What is the extent of comprehension of the use of English vocabularies in Filipino spoken discourse in terms of: Discrete-embedded, Selective-comprehensive, Context-Independent–Context-Dependent?; (4) Is there a significant relationship between the use of English vocabularies and comprehension in Filipino spoken discourse?

The descriptive method of research was used in this study to gather the necessary data and information on the Assessment of English Vocabularies Used in Filipino Spoken Discourse which are rated through Generalization, Application, Breadth, Precision and Availability. This design was used because the descriptive research describes the existing facts which are properly recorded, analyzed and interpreted. The researchers used survey questionnaire – checklist via Google form as the instrument for this study. The questionnaire was a research-made instrument device in order to provide information on the Assessment of English Vocabularies Used in Filipino Spoken Discourse which were rated through Generalization, Application, Breadth, Precision and Availability.

The statistical treatment used on the gathered date were weighted mean, standard deviation and the Pearson product. In determining the Frequency Percentage of the use of English Vocabularies in Filipino Spoken Discourse and Use of English vocabularies in Filipino discourse affects Comprehension in terms of Generalization, Application, Breadth, Precision and Availability, weighted mean and standard deviation were used with its corresponding interpretations. The Pearson product were used in determining the Significant Relationship between the use of English Vocabularies in terms of Generalization, Application, Breadth, Precision and Availability and Comprehension in Filipino Spoken Discourse.

Based on the analyzed and interpreted data, the researchers found out the following:

1. Frequency Percentage of the use of English Vocabularies in Filipino Spoken Discourse

The vast majority of respondents, 91 in total, which is 44.61% of the total respondents "Sometimes" use English vocabulary in Filipino spoken discourse. Second, 52 or 25.49% of the total respondents "Usually" use English vocabulary in Filipino spoken discourse. Following that, 32 respondents "Always" use English vocabulary in Filipino spoken discourse which is 15.69% of the total respondents. Then, 23 or 11.27% of the respondents "Rarely" use English vocabulary in Filipino spoken discourse. Lastly, only 6 respondents "never" use English vocabulary in Filipino spoken discourse.

2. Use of English vocabularies in Filipino discourse affects Comprehension

The respondents' overall mean in terms of Generalization on how it affects their comprehension in using English vocabularies in Filipino discourse is 3.91 and its standard deviation is 0.54 which can be interpreted as Usually. While the respondents' overall mean in terms of Application on how it affects their comprehension in using English vocabularies in Filipino discourse is 4.23 and its standard deviation is 0.64 which can be interpreted as Always. In terms of Breadth, he respondents' overall mean on how it affects their comprehension in using English vocabularies in Filipino discourse is 4.11 and its standard deviation is 0.61 which can be interpreted as Usually. Then, the respondents' overall mean in terms of Precision on how it affects their comprehension in using English vocabularies in Filipino discourse is 3.89 and its standard deviation is 0.62 which also can be interpreted as Usually. Lastly, in terms of Availability, the respondents' overall mean in terms of Precision on how it affects their comprehension in using English vocabularies in Filipino discourse is 3.82 and its standard deviation is 0.64 which also can be interpreted as Usually.

3. Extent of comprehension of the use of English Vocabularies in Filipino spoken discourse

In terms of Discrete-embedded, the respondents' overall mean on the Extent of comprehension of the use of English Vocabularies in Filipino spoken discourse is 3.66 and its standard deviation is 0.66 which can be interpreted as Usually. The respondents' overall mean in terms of Selective Comprehensive on the Extent of comprehension of the use of English Vocabularies in Filipino spoken discourse is 4.10 and its standard deviation is 0.65 which can be interpreted as Usually. Lastly, in terms of Context-Independent– Context-Dependent on the Extent of comprehension of the use of English Vocabularies in Filipino spoken discourse is 4.19 and its standard deviation is 0.61 which as well be interpreted as Usually.

4. Significant Relationship between the use of English Vocabularies and Comprehension in Filipino Spoken Discourse

The respondents' respond on the significant relationship between the use of English vocabularies in terms of generalization and comprehension in Filipino spoken discourse. The computed r- value of generalization in relation to discrete-embedded, selective-comprehensive and context-independent–context-dependent are 0.49, 0.5 and 0.42 with p-value of 5.27E-14, 2.55E-14 and 4.52E-10 respectively. It indicates that generalization has "Significant Relationship" to comprehension in Filipino spoken discourse.

While, The computed r- value of application in relation to discrete-embedded, selective-comprehensive and context-independent–context-dependent are 0.54, 0.58 and 0.54 with p- value of 7.75-17, 1.91E-19 and 4.83E-17 respectively. It indicates that application has "Significant Relationship" to comprehension in Filipino spoken discourse.

Next is the significant relationship between the use of English vocabularies in terms of breadth and comprehension in Filipino spoken discourse. The computed r- value of breadth in relation to discrete-embedded, selective-comprehensive and context-independent–context-dependent are 0.65, 0.60 and 0.59 with p- value of 6.59E-26, 3.25E-21 and 1.35E-20 respectively. It indicates that breadth has "Significant Relationship" to comprehension in Filipino spoken discourse.

The computed r- value of precision in relation to discrete-embedded, selective-comprehensive and context-independent–context-dependent are 0.65, 0.60 and 0.59 with p- value of 6.59E-26, 3.25E-21 and 1.35E-20 respectively. It indicates that precision has "Significant Relationship" to comprehension in Filipino spoken discourse.

Lastly in terms of the significant relationship between the use of English vocabularies in terms of availability and comprehension in Filipino spoken discourse. The computed r- value of availability in relation to discrete-embedded, selective-comprehensive and context-independent–context-dependent are 0.65, 0.60 and 0.59 with p- value of 6.59E-26, 3.25E-21 and 1.35E-20 respectively. It indicates that availability has "Significant Relationship" to comprehension in Filipino spoken discourse.

Conclusion

The respondents' results on assessment of English Vocabularies Used in Filipino Spoken Discourse has no significant relationship on comprehension. Therefore, the hypothesis is accepted. It revealed that There is no significant relationship between the use of English vocabularies and comprehension in Filipino spoken discourse.

Recommendations

Based on the conclusions drawn from the study, the following are recommended:

1. The researcher recommends the respondents to consider English as their spoken language at home.
2. Students are recommended to use English vocabularies in Filipino discourse productively.
3. Students are recommended to use English vocabularies in Filipino discourse for their daily conversations.
4. Speakers of the Filipino must be aware of the English vocabularies used in different discourses.
5. The researcher recommends to have further studies about the assessment of English Vocabularies Used in Filipino Spoken Discourse in terms of Generalization, Application, Breadth, Precision, Availability.