

The Effects of the Use of Colloquial Expressions of Pre-Service Teachers to Students

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Abstract - *This study bears significant purpose in improving the pre-service teachers' instructional delivery, classroom management, comprehension and vocabulary building of their students by objectifying to determine the status of colloquial expressions in their teaching. It considers the profile of the respondents (pre-service teachers) and their knowledge about the prominent colloquial expressions in their community. Additionally, the study gave them possible situations in the classroom related in their instructions, classroom management and comprehension development and vocabulary building for their students, where the colloquial expressions can be applied. The study has made use of descriptive design and to accompany the researchers to gather significant data, questionnaire that is presented through Likert scale method was also utilized. The results have found that majority of the respondents are female pre-service teachers, and they have large acceptance of using colloquial expressions in their daily communications. However, majority of the pre-service teachers do not prefer to utilize colloquial expressions when their instructional delivery is concerned, and the data only showed partial progress in the level of use of colloquial expressions when pre-service teachers manage the classroom. Similarly, when it comes to the comprehension of the students, colloquial expressions are frequently used by pre-service teachers, but the language has been still considered as not the appropriate means to be used which is same as through when targeting vocabulary building among students. To conclude, colloquial expressions has only become a part of the communication outside the academic world where only the standard language is preferred to be dominant over other words and expressions that were influenced by technology and present generations of speakers despite the instances in the classroom and teaching that shows probability of using colloquial expressions for intellectual improvement. Thus, it is recommended that educators should allow students to discover how creative they are as parts of 21st century speakers by knowing how flexible the language can be. Furthermore, formal approach to learning should be prioritized by both students and pre-service teachers by carefully examining the language that they are using and its impact to their improvement.*

Keywords – *Colloquialism, formal language, Pre-service Teacher, instructional delivery*

INTRODUCTION

Language usage and the language itself evolve overtime brought about by many factors. Language and the people who can use it have been undergoing through massive modification as a consequence also of the social evolution and modernization. One of the eminent factors behind the constant change in the manner of using language is globalization. Generally defined as a broad concept of the growing interdependence of the world's economies, cultures, and populations, brought about by cross-border trade in goods and services, technology, and flows of investment,

people, and information. Hence, by the given definition of globalization, it allows free networks and interactions between among countries with diverse backgrounds, cultures, and even languages. By this means, language can be a subject of influence when it comes to opening the boundaries to access one's language through different platforms and mode of communication.

The change in language use is more evident through the presence and dominance of slang and colloquial words everywhere. Speakers of this generation are the prime promulgators of colloquial and slang languages in the society, as

they are the core behind invention of such informal languages and integrate them in their casual conversation with their companions and peers. Speakers find amusement in the creation and propagation of new words and in attaching new meanings to old words (Jespersen 1992).

Colloquial speech refers to the total set of utterances in a familiar, informal context such as at home, at a place of relaxation or at the workplace (Epoge, 2012). The words and terminologies reigning over the streets are very unfamiliar in nature, especially to those who have first encounter of such words. What makes those expressions untypical is that they are mostly a mixture of two different languages, some are in a form of inverted words, shortcuts, etc.

The word “colloquialism” stems from the Latin colloquium that means “conference” or “conversation.” Colloquialism-as a literary device- implies using informal or everyday language in literature. Colloquialisms have generally a geographic nature, as a result, every colloquial expression belongs to a regional or local dialect (Literary Devices, n.d).

In Western linguistics, term "colloquial language" refers to a conglomeration of deviations from the "standard" language: slangisms, trendy phrases, nicknames, etc. Stylistic colouring of colloquial language makes it a mean of expression in works of fiction and in common literary language (Belyaeva, Khomyakov, 2010). It is quietly differing from the formal and standard language, as speakers of colloquial language tend to do an act of deviance from what is common and normal in the society.

Colloquial language is regarded as the equivalent of the umbrella term of informal language calling it the first form of language that a native speaking child becomes familiar with. As they argue, since the comprehension of the informal or colloquial language is easier compared to formal language, it is now used for some certain public communications such as newspapers and advertisements (Sukspiroj, 2009). The use of colloquial expression is so pervasive as it could influence nearby speakers to assimilate such linguistic behaviors until they

become eventually parts of the language community who can produce and understand a kind of language. Because of increasing number of people who could use colloquial expression, the phenomenon becomes normal and typical for others. In this sense, speakers of colloquial expression are also deemed to be too invasive in culture as they bear the ability to influence other speakers.

Furthermore, studies show that those languages are being used by convicted and lower-class people but today it is used in everyday interaction. Slang is not only found in everyday conversation but also in movies, novels, comics, magazines, and lyric of songs. (Yule 2014: 3). This may only mean that the use of colloquial and slang expressions has been traced back to dark history and etymology; the language expression did not have good reputation and highly discriminated by the society. However, despite its unpleasant origin, many commercial and public documents, and articles harness colloquial expression as a strategic response to the demand and preference of the readers when it comes to text. Consequently, some colloquial terms and expressions are now being boundlessly exposed in various media platforms, films, etc.

Colloquial language, colloquial dialect, or informal language is a variety of language commonly employed in conversation or other communication in informal situations. The word colloquial by its etymology originally referred to speech as distinguished from writing, but colloquial register is fundamentally about the degree of informality or casualness rather than the medium, and some usage commentators thus prefer the term casualism (Colloquialism n.d. 1999). They also include constructions that are not strictly idioms, particularly abbreviated or clipped versions of more formal words, such as 'ad' for 'advertisement' (Barzegar, 2008).

Colloquial language is different from formal speech or formal writing. It is a category of language that speakers normally use when they are stress-free and not especially self-conscious (Colloquialism n.d., 1999) despite its clear image of informality, the use of colloquial words and expression is very prominent in the contemporary

society, people, or the millennials more particularly, take advantage of employing informal terms in a conversation to relief stress, and with the absence of consciousness, they the freedom to communicate using colloquial expressions.

The use of colloquial expression has been viewed by others as normal and relevant to time. However, there are existing studies that argues the use of such languages as only in narrow sense as the speech of uneducated or poorly educated people, i.e., as erroneous words or forms of words (Khimik, 2000). In the broadest sense the colloquial language is not only non-literary words or forms of words, but also expressive, stylistically substandard words, means of creating "poetics of low" (Filin, 1979). With these statements, speakers of the language face negative criticism for distorting the standard and formal and what others considered as the ethical use of language.

In relevance to the modernization and immense use of technology in communication, as of today, electronic communication has resulted in serious grammatical and spelling errors which have changed the language of students' assignments from formal to informal (Barseghyan, 2013). The development of colloquial expressions may be a product of continuous and alarming frequency of using technology to communicate, whereby, it may have negative impacts to students' linguistic performance. Colloquial expressions and terminologies can be spotted from various social media platforms and are very widely used in expressing one's thoughts and opinions. Additionally, there could be more surge and birth of new colloquial expressions online.

The studies presented on the previous paragraphs indicates the necessity in resolving the issue present in the manner of using language. The existing research will help to undermine the degree of complexity in the language using colloquial expression and to discover how destructive or beneficial these languages and expressions to the learning behaviors of the language learners when they integrated in the pre-service teachers' instructions delivery.

OBJECTIVES OF THE STUDY

The purpose of this study is to determine the effects of using colloquial expression to the instructional delivery among the pre-service teachers of Pangasinan State University-Lingayen Campus.

Specifically, it sought to identify the: 1) Profile of the Respondents; 2) When do preservice teachers use these colloquial expressions along the following: Instruction; Classroom Management; and 3) How does the use of colloquial expressions of Pre-service Teachers affect the English learning of their students in terms of: Comprehension; Vocabulary Building.

MATERIALS AND METHOD

The researcher made use of descriptive method in answering the problems stated for this research, it used the five point-Likert-scale.

This research study was conducted through administering an e-questionnaire using Google Forms specifically Bachelor of Secondary Education major in English in Pangasinan State University – Lingayen Campus. Bachelor of Secondary Education major in English is qualified to answer the language-related questionnaires due to the relevance and compatibility of the nature of the study to their programs and field of expertise, which is linguistics. The researchers used stratified random sampling.

RESULTS AND DISCUSSION

- **Profile**

Observably in the respondent population, there are more female pre-service teachers, comprising of 80%, than male pre-service teachers which is 20%.

Out of 84 respondents of English major pre-service teachers in Pangasinan State University, 71 pre-service (84.7%) are 22-23 years old, 12 pre-service (14.1%) belongs to 20-

21 years old and only 1 pre-service teacher (1.2%) 24 and above. This means that most of the pre-service teachers-respondents are under 22-23 years old.

Arranged in descending order, there are 82 (96.5%) used Sana All as colloquial expression; 30 (35.3%) used Lodi; 27 (31.8%) used both Awit and Arat; 26 (30.6%) used Yorme; 25 (29.4%) used Sakalam; 6 (7.2%) used char/charizzzz/charoot; and 1 (1.2%) used Tote/CU/Shokt as colloquial expression.

- Pre-service teachers use of colloquial expression in Instruction

<i>I use Colloquial Expression when...</i>							
N	P	DE		A	F	SO	SE
a. Instructions							
1. ...I give directions to a certain topic and activities for application. 19 18 30 35.7 N					5	12	
2. ...reviewing the previous lesson and presenting the new lesson. 19 32 38.7 N			4		11	18	
3. ...I motivate my students to fully explore the lesson until they 20 17 28 33.3 N					7	12	
4. ...making generalization and abstractions about the lesson. 18 34 40.5 N			4		11	17	
5. ...finding practical application of concepts and skills in daily living. 19 31 36.9 N				3	13	18	

The table shows the use of colloquial expression in instruction in the following situations:

Q1. I used colloquial expression when I give directions to a certain topic and activities for application.

As for instruction, it is shown that in the first given indicator specifically about giving direction to a certain topic and activities for application, the computed results shows that out of 100 % most of the respondents have answered NEVER with the total of 35.7 % (30 out of 84 respondents) followed by SOMETIMES with a percentage of 22.6% (19 out of 84 respondents) next is the 21.4% (18 out of 84 respondents) SELDOM while FREQUENTLY have percentage of 14.3% (12 out of 84 respondents) and the less percentage goes to ALWAYS which has 6.0% (5 out of 84 respondents). The results indicated that 30 out of 84 respondents referring to Pre-Service Teachers prefer NEVER to use colloquial expression when giving directions to a certain topic and activities. Therefore, we conclude that it is more convenient to use formal language among all the language community to the reason that it works in the sense that using this language eliminates misunderstanding and it leads students to participate in language learning.

Q2. I used colloquial expression when reviewing the previous lesson and presenting the new lesson.

As shown in the questionnaire created, the second indicator concerning with the notion of instruction is about reviewing the previous lesson and presenting the new lesson. The results of data gathered states that there are 4.8 % of respondents which numerically ranges to 4 Pre-Service Teachers have said that they will ALWAYS use colloquial expression for this indicator as part of instruction but at the same time the results clearly show that there are 32 out of 84 respondents have answered that they will NEVER use colloquial expression for this manner specifically about reviewing and presenting lessons with the percentage of 38. 1%. Some of the Pre-service Teachers have answered SELDOM with the percentage of 22.6 % (19 out of 84 respondents), SOMETIMES have gained responses with the percentage of 21.4% (18 out of 84 respondents), and FREQUENTLY have percentage of 13.1% which is 11 out of 84

respondents. The illustrated results indicated that most of the Pre-Service Teachers will NEVER use colloquial expression when performing instructions relating with interviewing the previous lesson and presenting the new lesson.

Q3. I used colloquial expression when I motivate my students to fully explore the lesson until they understand and retain it.

When it comes to motivating students for them to fully explore the lesson to gain understanding and retaining it. Most of the Pre-Service Teachers said that they will NEVER use colloquial expression with this aspect concerning the purpose of instruction to the reason that 33.3 % equivalent to 28 respondents have gathered most responses. The data gathered also shows some results concerning with the 8.3% which is 7 out of 84 respondents who have considered using colloquial expression when they do motivation as they've answered ALWAYS while there are some who stated that they FREQUENTLY used colloquial expression to motivate students with 14.3% (12 out of 84 respondents). For the remaining respondents, some have said that they do motivation as part of instruction SOMETIMES as shown in the data there are 23.8% which is 20 out of 84 respondents as such SELDOM gains 20.2 % which can be highlighted that there are 17 Pre-Service Teachers out of 84 who uses colloquial expression in motivating students. These results presented will highly give emphasis that majority of the Pre-Service Teachers of Bachelor of Secondary Education Major in English from Pangasinan State University, Lingayen Campus, NEVER uses colloquial expression whenever they do motivation for their students to fully explore the lesson until they understand and retain it.

Q4. I used colloquial expression when making generalization and abstractions about the lesson.

As for instruction, there is the indication that colloquial expression works when making generalization and abstractions about the lesson but according to the computed data results gathered 40.5 % of 84 respondents which refers to 34 Pre-Service Teachers have answered that they will NEVER use colloquial expression

whereas, less have responded ALWAYS to used colloquial expression when making generalization and abstractions about the lesson with an average of 4.8% (4 out of 84 respondents). Also, the data revealed that 13.1% responded FREQUENTLY in using colloquial expression in the matter of performing instructions dealing with making lesson's generalization and abstractions while there are respondents who have answered SELDOM with 21.4% (18 out of 84 respondents) and SOMETIMES gathered 7 responses which is 20.2%. Moreover, the indicator used for instruction which is about making generalization and abstractions about the lesson revealed that Pre-Service Teachers will NEVER use colloquial expression regarding this matter.

Q5. I used colloquial expression when finding practical application of concepts and skills in daily living.

In instruction specifically about the indicator shown in the questionnaire which is stated as finding practical application of concepts and skills in daily living highlighted that colloquial expression is not acceptable as a language to use regarding this matter to the reason that the data computed have shown that 36.9% of 84 respondents said that they will NEVER use colloquial expression when finding practical application of concepts and skills in daily living referring to 31 Pre-Service Teachers. ALWAYS have gathered 3.6% which 3 out of 84 respondents. The remaining responses goes to the 22.6% of SELDOM which is 19 out of 84 Pre-Service Teachers while SOMETIMES gained 21.4% (18 out of 84 respondents) and 15.5% which is 13 out of respondents have answered FREQUENTLY in terms of instruction which is about finding practical application of concepts and skills in daily living. Therefore, we as researchers, concludes that Pre-Service Teachers prefer NEVER to use colloquial expression when finding practical application of concepts and skills in daily living.

- Pre-service teachers use of colloquial expression in Classroom Management

I use Colloquial Expression when...							
N	P	DE		A	F	SO	SE
b. Classroom Management							
1. ...I regulate noises and misbehaving students.				8	10	17	
20	29	34.5	N				
2. ...I introduce and reminding students regarding neglected classroom rules and regulations.				6	13	16	
17	32	38.1	N				
3. ...I communicate with students and confronting their issues and concerns with their other subjects and teachers.				6	17	16	
13	32	38.1	N				
4. ...I maintain a positive atmosphere in the classroom.				9	21	16	
18	20	25.0	F				
5....I'm having a casual conversation/meeting with students about school activities and programs like the Christmas party, field trips, and school competition.				10	19	23	
17	15	27.4	SO				

The table shows the use of colloquial expression in classroom management in the following situations:

Q1: I use colloquial expressions when I regulate noises and misbehaving students.

Apart from asking the participants view of using colloquial expressions for their instructions, the study have also tested if pre-service teachers subscribe on using such language in classroom management. On the first given situation under the classroom management which is pertaining to the use of colloquial expressions in regulating noises and misbehaving students, the computed results show that out of 100%, most of the respondents have answered NEVER with the total of 34.5%, and only 9.5% responded, ALWAYS. Some of the responses have fallen under FREQUENTLY with 11.9%, SOMETIMES with 20.2%, and SELDOM with 28.3%. The results indicated that majority of the pre-service teachers prefer to never use colloquial expressions whenever they regulate and control their students' behavior for the sake of organized management of the classroom. Moreover, the respondents see less potential of using such language for effective classroom management, instead confronting misbehaving students with formal language will likely help in controlling the classroom.

Q2: I use colloquial expressions when I introduce and remind students regarding neglected classroom rules and regulations.

In this section of the questionnaire, under the situation of using colloquial expressions to remind students regarding neglected classroom rules and regulations, the results clearly show that out of 100%, majority of the respondents have answered, NEVER with the total responses of 38.1%, while the respondents who answered ALWAYS, ranked the lowest with a total of only 7.1%. For the remaining respondents, some of them have answered, SELDOM with 20.2%, SOMETIMES with 19%, and FREQUENTLY with 15.5%. The illustrated results indicate that most of the pre-service teachers are not in favor of using colloquial expressions to remind students regarding neglected classroom rules and regulations.

Q3: I use colloquial expressions when I communicate with students and confronting their issues and concerns with their other subjects and teachers.

When pertaining to the situation of using colloquial expressions to communicate with students and confronting their issues and concerns with their other subjects and teachers, the data gathered revealed that out of 100%, majority of the respondents have answered, NEVER with a total result of 38.1%, while the respondents who answered ALWAYS had a total result of only 7.1%. For the remaining respondents, some of them have answered, FREQUENTLY with 20.2%, SOMETIMES with 19%, and SELDOM with 15.5%. The results are a manifestation that majority of the pre-service teachers do not use colloquial expressions to communicate with students and confronting their issues and concerns with their other subjects and teachers.

Q4: I use colloquial expressions when I maintain a positive atmosphere in the classroom.

Positive classroom atmosphere is one of the factors that affect students' learning and development, and when it comes to using colloquial expressions to maintain such atmosphere in the classroom, the data have revealed that out of 100%, majority of the respondents have responded FREQUENTLY with an average result of 25%, and the choice, ALWAYS have ranked the lowest with only 10.7%. For the remaining responses, some of the respondents have answered, NEVER with 23.8%, SELDOM with 21.4%, and SOMETIMES with 19%. The results indicate the pre-service teachers frequently use colloquial expressions to maintain positivity in the classroom as part of their management. However, frequent usage of the language under this situation implies that majority of the respondents are still not being strongly convinced with colloquial expressions to maintain a positive classroom environment.

Q5: I use colloquial expressions when I am having a casual conversation/meeting with students about school activities and programs

like the Christmas party, field trips, and school competition.

Colloquial expressions are naturally designed for casual conversations due to its main features and reputation in the field of language. Concerning the situation of using colloquial expressions in casual conversation/meeting with students about school activities and programs like the Christmas party, field trips, and school competition, out of 100%, majority of the respondents have said they SOMETIMES use colloquial expressions with a total of 27.4%, while least of them have responded ALWAYS with only 11.9%. For the remaining responses, some of the respondents have answered, FREQUENTLY with 22.6%, SELDOM with 21.4%, and NEVER with 17.9%. The data indicate the less chances of using colloquial expressions to communicate with students casually. Despite the language that is naturally designed for informal conversation, still the pre-service teachers have less interest of using it in their classroom.

- Use of Colloquial Expression affect the student Improving Comprehension

<i>How does the use of colloquial expression affect my</i>							
	A	F	SO	SE	N	P	DE
a. Improving Comprehensions							
1. When using colloquial expression during discussion, it is noticeable that the students can perform better in their seatwork or activities. 15 31.0 SO			3	20	26	20	
2. When using colloquial expression during discussion, it is observable that the students can relate instantly to the examples situations being presented through their behaviors and facial expressions (nodding their heads, smiling, laughing, etc.) 10 33.3 SO			6	26	28	14	

3. When using colloquial expression, students can simplify, paraphrase, and summarize complex ideas, situations, and concepts from the topic. 18 34.5 SO			4	22	29	11	
4. When using colloquial expression, students exhibit improvements by participating in expressing their opinions, thoughts, and personal additional inputs about the topic or lesson. 13 31.0 SO			5	24	26	16	
5. When using colloquial expressions, students can intelligently, identify which sentences and statements mentioned by the teacher that contain informal languages and they are completely aware that sentence containing such languages are not appropriate to be included in their academic papers.			5	23	30	13	

The table shows the use of colloquial expression affect the student improving comprehension in the following situations:

Q1. When using colloquial expression during discussion, it is noticeable that the students can perform better in their seatwork or activities.

In this section, pre-service teachers were asked how colloquial expressions affect students' comprehension. The first question asked how well the students perform in their activities, and the computed results show that out of 100%, it shows that in table 3.1, most of the respondents answered **SOMETIMES** with 31.0%, followed by **SELDOM** with 23.8%, **FREQUENTLY** with 23.8%, and **NEVER** with 17.9%, with the least total number of students answering **ALWAYS** with 3.6%. According to the findings, most pre-service teachers have noticed that when students use colloquial expressions, their performance in seatwork and activities during discussions improves.

Q2. When using colloquial expression during discussion, it is observable that the students

can relate instantly to the examples situations being presented through their behaviors and facial expressions (nodding their heads, smiling, laughing, etc.)

In this section of the questionnaire, it is asked if it is observable that students can relate instantly to examples when pre-service teachers use colloquial expressions during discussion through students' behaviors and facial expressions such as students' nodding their heads, smiling, laughing, and so on, as if the student has improved their comprehension because they are able to comprehend well the lessons during discussion.

It clearly shows that out of 100% of respondents, the majority answered **SOMETIMES** with 33.3%, followed by **FREQUENTLY** with 31.0%, **SELDOM** with 16.7%, **NEVER** with 11.9%, and **ALWAYS** with 7.1%. According to the findings, when pre-service teachers use colloquial expressions during discussion, the majority of pre-service teachers observed their students relate and improve comprehension through their behaviors and facial expressions (nodding their heads, smiling, laughing, etc.).

Q3. When using colloquial expression, students can simplify, paraphrase, and summarize complex ideas, situations, and concepts from the topic.

In this section clearly shows that when it comes to colloquial expressions, students can simplify, paraphrase, and summarize complex ideas, situations, and concepts from the topic that the majority of pre-service teachers out of 100 percent answered that **SOMETIMES** with a total of 34.5% that their students can simplify, paraphrase, and summarize complex ideas, situations, and concepts from the topic when using colloquial expressions during discussions. And the followed by **FREQUENTLY**, with 26.2% of teachers responding, followed by **NEVER**, with 21.4%, and **SELDOM**, with 13.1%. And among the remaining respondents, some answered **ALWAYS**, with 4.8%. This study's findings emphasize that the majority of pre-service teachers have observed that their students' comprehension improves when they use

colloquial expressions to simplify lessons, paraphrase concepts from the topic, summarize complex ideas, and so on.

Q4. When using colloquial expression, students exhibit improvements by participating in expressing their opinions, thoughts, and personal additional inputs about the topic or lesson.

In terms of improving comprehension, the Table 3.4 shows that students improve when they participate in expressing their opinions, thoughts, and personal additional inputs about the topic or lesson whereas out of 100% respondents, 31.0% of them answered **SOMETIMES**. Followed by **FREQUENTLY** with 28.6%, **SELDOM** with 19.0%, **NEVER** with 15.5%, and the least number of students answered **ALWAYS** with the total of 6.0%. According to the findings, the majority of pre-service teachers responded that when they use colloquial expressions during instructions, their students' comprehension improves, and their students are able to express their thoughts and additional inputs about their lessons.

Q5. When using colloquial expressions, students can intelligently identify which sentences and statements mentioned by the teacher that contain informal languages and they are completely aware that sentences containing such languages are not appropriate to be included in their academic papers.

In this section of the questionnaire, pre-service teachers are asked if their students can intelligently identify which sentences and statements mentioned by the teacher contain informal languages, and if they are fully aware that sentences containing such languages are not appropriate to include in their academic papers when using colloquial expressions. Table 3.5 clearly shows that out of 100% of respondents, the majority responded **SOMETIMES** with 35.7%, followed by **FREQUENTLY** with 27.4%, followed by **SELDOM** with 15.5% and **NEVER** with 15.5%, and the remaining students responded **ALWAYS** with 6.0%. According to the findings, when pre-service teachers use colloquial expressions during instruction, the majority of students can intelligently identify

which sentences and statements contain whether formal or non-formal languages and the students are aware that informal use of languages is not appropriate to include in their academic papers but can be used in discussions sometimes.

- Use of Colloquial Expression affect the student Vocabulary Building

<i>How does the use of colloquial expression affect my</i>							
	A	F	SO	SE	N	P	DE
b. Vocabulary Building							
1. ...the students can understand new words' meanings. 14 33.3 SO			6	24	28	12	
2. ...the students can understand words despite them being placed or applied in various contexts. 11 34.5 SO			6	23	29	15	
3. ...the students become capable of distinguishing formal from non-formal language. 7 35.7 F			11	30	26	10	
4. ...the students exhibit interest and initiative to research about colloquial words' meanings which lead them to discovery of new words as well as their synonyms and antonyms. 8 31.0 F			11	26	25	14	
5. ...the students can appreciate the creative feature of language through the presence of words that are invented by the present generation out of creative ideas 6 33.3 F			11	28	27	12	

The table shows the use of colloquial expression affect the student vocabulary building in the following situations:

Q1. When using colloquial expression during discussion, it is noticeable that the students can perform better in their seatwork or activities.

In this section, pre-service teachers were asked how colloquial expressions affect students' comprehension. The first question asked how well the students perform in their activities, and the computed results show that out of 100%, it shows that in table 3.1, most of the respondents answered **SOMETIMES** with 31.0%, followed by **SELDOM** with 23.8%, **FREQUENTLY** with 23.8%, and **NEVER** with 17.9%, with the least total number of students answering **ALWAYS** with 3.6%. According to the findings, most pre-service teachers have noticed that when students use colloquial expressions, their performance in seatwork and activities during discussions improves.

Q2. When using colloquial expression during discussion, it is observable that the students can relate instantly to the examples situations being presented through their behaviors and facial expressions (nodding their heads, smiling, laughing, etc.)

In this section of the questionnaire, it is asked if it is observable that students can relate instantly to examples when pre-service teachers use colloquial expressions during discussion through students' behaviors and facial expressions such as students' nodding their heads, smiling, laughing, and so on, as if the student has improved their comprehension because they are able to comprehend well the lessons during discussion.

It clearly shows that out of 100% of respondents, the majority answered **SOMETIMES** with 33.3%, followed by **FREQUENTLY** with 31.0%, **SELDOM** with 16.7%, **NEVER** with 11.9%, and **ALWAYS** with 7.1%. According to the findings, when pre-service teachers use colloquial expressions during discussion, the majority of pre-service teachers observed their students relate and improve comprehension through their behaviors

and facial expressions (nodding their heads, smiling, laughing, etc.).

Q3. When using colloquial expression, students can simplify, paraphrase, and summarize complex ideas, situations, and concepts from the topic.

In this section clearly shows that when it comes to colloquial expressions, students can simplify, paraphrase, and summarize complex ideas, situations, and concepts from the topic that the majority of pre-service teachers out of 100 percent answered that **SOMETIMES** with a total of 34.5% that their students can simplify, paraphrase, and summarize complex ideas, situations, and concepts from the topic when using colloquial expressions during discussions. And the followed by **FREQUENTLY**, with 26.2% of teachers responding, followed by **NEVER**, with 21.4%, and **SELDOM**, with 13.1%. And among the remaining respondents, some answered **ALWAYS**, with 4.8%. This study's findings emphasize that the majority of pre-service teachers have observed that their students' comprehension improves when they use colloquial expressions to simplify lessons, paraphrase concepts from the topic, summarize complex ideas, and so on.

Q4. When using colloquial expression, students exhibit improvements by participating in expressing their opinions, thoughts, and personal additional inputs about the topic or lesson.

In terms of improving comprehension, the Table 3.4 shows that students improve when they participate in expressing their opinions, thoughts, and personal additional inputs about the topic or lesson whereas out of 100% respondents, 31.0% of them answered **SOMETIMES**. Followed by **FREQUENTLY** with 28.6%, **SELDOM** with 19.0%, **NEVER** with 15.5%, and the least number of students answered **ALWAYS** with the total of 6.0%. According to the findings, the majority of pre-service teachers responded that when they use colloquial expressions during instructions, their students' comprehension improves, and their students are able to express their thoughts and additional inputs about their lessons.

Q5. When using colloquial expressions, students can intelligently identify which sentences and statements mentioned by the teacher that contain informal languages and they are completely aware that sentences containing such languages are not appropriate to be included in their academic papers.

In this section of the questionnaire, pre-service teachers are asked if their students can intelligently identify which sentences and statements mentioned by the teacher contain informal languages, and if they are fully aware that sentences containing such languages are not appropriate to include in their academic papers when using colloquial expressions. Table 3.5 clearly shows that out of 100% of respondents, the majority responded **SOMETIMES** with 35.7%, followed by **FREQUENTLY** with 27.4%, followed by **SELDOM** with 15.5% and **NEVER** with 15.5%, and the remaining students responded **ALWAYS** with 6.0%. According to the findings, when pre-service teachers use colloquial expressions during instruction, the majority of students can intelligently identify which sentences and statements contain whether formal or non-formal languages and the students are aware that informal use of languages is not appropriate to include in their academic papers but can be used in discussions sometimes.

CONCLUSION AND RECOMMENDATION

As for the profile of the respondents, majority of them are 20-21 years old, there are more females than males, and Bachelor of Secondary Education Major in English is the field of specialization of the Pre-service teacher-respondents. Most importantly, the colloquial expression used by most of the respondents is *sana all*. However, many do not use colloquial expression in performing instructional delivery, classroom management, vocabulary building and comprehension at all. Nonetheless, many use colloquial expression in terms of daily conversation these include *sana all*, *lodi*, *arat*, and *awit*.

As for the status of colloquial expressions in the construction of classroom instruction, majority of the population of the study's respondents (pre-service teachers) are not using colloquial expressions in crafting their instructions. Out of the eighty-four (84) respondents, have responded never in the questionnaire which explicitly expressed their disagreement in using such language in their instructions in teaching. When it comes to the classroom management which entails how pre-service teachers manage and control the students; behavior in the class, colloquial expressions have never been the pre-service teachers' prime choice of language as most of them have responded only never, frequently and sometimes, well in fact, this is ideal to use the language sometimes and frequently since only the classroom management is concern. It has been finally concluded that colloquial expressions cannot be used by pre-service teachers when classroom instructions and management are concern. Instructions are highly technical in form and cannot be incorporated with informal contents as well as with the classroom management where pre-service teachers aim to be done in formal manner. Consequently, colloquial expressions are clearly proven that it is not the language of choice for most pre-service teachers or other educators who aspire for highly academic and formal execution of school-related activities.

Pre-service teachers' use of colloquial expressions affects their students' English learning in terms of comprehension and vocabulary improvement. The majority of pre-service teachers answered 'sometimes' when asked if the use of colloquial expressions during instruction affects their students' learning, indicating that students can comprehend and discover new vocabulary most of the time. This finding also demonstrates that pre-service teachers observe their students' performance in terms of how they respond to the used colloquial expressions and whether they become more responsive and active in class participation. Beyond the use of colloquial expressions during instructions, the researchers discovered that students became more interactive in class

participation as evidenced by their behaviors and facial expressions as they were able to understand new colloquial words, relate well to the lessons being taught by the pre-service teachers, understand words despite their placement or application in various concepts and situations, and express their thoughts. However, they are mindful of not using informal or colloquial language in their academic papers. This leads to the conclusion that the use of colloquial expressions by pre-service teachers can sometimes be effective for students to keep their interest in the lesson and to be able to relate to the discussions but should not be encouraged in academic papers.

- Based on the summary of findings and conclusions drawn, the following recommendations are strongly suggested:

1. Concerning the language study, colloquial expression is not widely used in instruction while moderately accepted in classroom management. Conducting seminars and workshops on the use of colloquial expression helps them to enhance their handling of classroom management and motivate students to learn the language.
2. It is suggested to pre-service teachers to explain the meaning of every colloquial expression but not to give limitations for students' in delivering their ideas. A teacher should let students use their style in speaking for them to have effective learning.
3. For the students' comprehension, it is not highly recommended to use colloquial expressions because some students know less about the meanings and the usage of such language when placed in different contexts. Furthermore, frequent use of the expressions may affect the students' understanding of the important concepts of the lessons.
4. The students' vocabulary skills can be enhanced and supplemented through the use of colloquial expressions following the perspectives of future educators. Students become more suspicious about the language they are using, and this behavior will lead them to develop awareness about the nature and functions of the words.

Additionally, students tend to improve their diction by classifying formal from informal words and determining which words are not appropriate to use in crafting their academic papers and speech

5. Future researchers would better conduct further studies to compare the benefits of colloquial expression use by the pre-service teachers, teachers, and students in school or daily conversation.

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