



Level of Use of *Conyo* Language among AB-EL Students

Pychine Cabellon, Jhon Steven C. Espenido, Nikki Kylene B. Paco

College of Arts and Sciences, Surigao del Norte State University, Surigao City, Philippines

Email: espenidojhonsteven@gmail.com

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Abstract— *In the Philippines, Conyo language is a type of code-mixing where people speak Taglish, a combination of the English and Filipino languages. To use this language may mean that speakers have limited knowledge of the English language. Since ancient times, the Philippines has been recognized for its linguistic diversity, this study aimed to find out the level of use of the Conyo language among first-year and second-year AB-EL students in Surigao del Norte State University, Surigao City, Philippines. Specifically, it sought the profile of the respondents as to age, sex, year level, and socio-economic status. It also investigated the significant difference between the level of use of the Conyo language as to conversation with peers, conversation at home, and classroom engagement of the respondents when grouped according to their profile variables. This study used a descriptive research design. The first-year and second-year AB-EL (Bachelor of Arts in English Language) students were the respondents of the study. A questionnaire was utilized to gather the data from the 64 respondents. The gathered data were analyzed using frequency count, percentage, average mean and Analysis of Variance (ANOVA). The data revealed that majority of the respondents were female, 20 years old below, first-year level, and had a 10,000 below as socio-economic status of their family. The study observed Conyo language usage among peers, at home, and in classrooms, finding no significant differences based on profile variables. It recommends further research to uncover the very underlying reasons for this usage, despite varied profiles.*



Keywords— *Use of Conyo language, Conversation with peers, Conversation at home, Classroom engagement*

I. INTRODUCTION

The *Conyo* language is a historically established language in the Philippines, and its influence can be concretely observed in users who have dedicated time to using it in conversation with peers, with family members, and as classroom engagement. As a result, Filipino speakers are classified as bilingual speakers who speak more than one language (Jose et al., 2019), which correspondingly illustrates the phenomenon of language mixing.

As defined by Alexiadou and Lohndal (2018), language mixing is a feature of bilingual speakers' capacity to use two languages. It is when two words of different languages are combined, showing how tightly interwoven the two grammars are. One relevant question in an article by De Bot (2019) is, "Why is someone bilingual or

multilingual?" He acknowledged that one language is not enough. Thus, to have socio-economic competence, a person must have knowledge of more than one language.

According to Mangarin and Tagadiad (2021), bilingualism exists because of language diversity and social impacts that lead to language mixing. Specifically, English and Tagalog or English and Bisaya were the two pairs of languages used.

Since ancient times, the Philippines has been recognized for its diversity. It has 7,641 islands (Barile, 2017), making it one of the countries worldwide with the broadest linguistic diversity as well as rich in culture.

In the Philippines, *Conyo* is a type of code-mixing where people speak Taglish, a combination of the English and Filipino languages. To use this language may mean

that speakers have limited knowledge of the English language. Language learning has become a challenge among language students in expressing their thought process in formal English with the advent of *Conyo* (Valdeavilla, 2023).

This study aimed to find out how often first-year and second-year AB-EL students in Surigao del Norte State University, Surigao City, Philippines use the *Conyo* language when conversing with peers, family members, and during classroom participation. The researchers assumed that using *Conyo* language fosters individuality among students as they alternate between languages. Moreover, it must be said that there are opportunities for speakers who often use *Conyo* language significantly.

II. REVIEW OF LITERATURE

This section contains the literature and studies found by different researchers concerning the use of *Conyo* language, which form the foundation of the present study.

Conyo as person vs. *Conyo* as language

Conyo is viewed as the modern version of the Taglish speaking Filipino-mestizo elite, which enjoys the traditional benefits of money but is vapid, young, and consumerist. The usage of the word *Conyo* in the country can be traced back to the colonial period of the 19th century when the term referred to the wealthier members of Filipino society. The term "conyo" can have several meanings. *Conyo* (also spelled konyo, coño, cono, or conio) is common, stemming from the Spanish word coño, which is also a term for female genitalia and a well-known swear word, particularly in metropolitan locations such as Manila. *Conyo* refers to both a type of person and language. It pertains to affluent, status-conscious youth from esteemed schools who speak a distinct form of Taglish (Reyes, 2017).

Similarly, the term "conyo" denotes a style of language characterized using Taglish, spoken in a manner that is perceived as pretentious (Valdeavilla, 2023).

Conyo variation: English-Tagalog

The languages of the Philippines have been shaped by Spanish and English, which have had impact on Filipino life in areas such as education, law, business, economics, international trade, and governance (Espino, et al., 2021).

Furthermore, the 1987 Constitution (Art. XIV, Sec. 6) states that Filipino is the evolving national language of the Philippines. In the process of its evolution, it is used as the country's lingua franca, a code or language

by which Filipino people from different regions of the country can communicate (Rubrico, 2011).

Filipino vs. Tagalog

Betts (2020) wrote in her article entitled "Filipino vs. Tagalog: What Is the Philippines Language?" that there is an avalanche of confusion between the Filipino and Tagalog languages when some think that they are completely interchangeable and some think of the Filipino language as evolving from Tagalog. Moreover, she explained that in 1937, Tagalog was the official language of the Philippines; it was changed to Filipino in 1987. Not only did Tagalog have certain "aesthetically unpleasing" vocabulary, but Cebuano speakers disputed Tagalog as the official language. As a result, Filipino was formed as an improved version of Tagalog. Nonetheless, 20 million Filipinos in the Philippines still speak Tagalog. Since the languages are similar, people who speak Filipino and Tagalog are frequently not differentiated.

In connection, English-Tagalog or Taglish is nurturing its influence among a variety of speakers and spreading across generations. Tangco and Ricardo (2002) stated that Taglish has been described as widespread spoken "mixed" language variety, whose phonology, morphology, syntax, and semantics have been greatly influenced by English and Tagalog.

Here is an example of an English-Tagalog combination by Rubrico (2011) in the study entitled "Filipino Variety of Davao: A Linguistic Description": English-Tagalog: *Nagpapakaserious sa work and naglilibang sa net kung bakit pa kasi ako nainlove.*

English: Pretending to be serious at work and keeping busy at the internet, why did I have to fall in love.

The context of the above-mentioned example is about someone who is inspired to work because he or she is in love. Thus, it makes his or her use of the *Conyo* language to show some expression of preciseness.

Conyo variation: English-Bisaya

The Bisayan or Visayan languages are an Austronesian language group spoken in the Philippines. They are closely linked to Tagalog and Bikol, both of which are Central Philippine languages. The majority of Bisayan languages are spoken throughout the Visayas and Mindanao regions. Likewise, people in Metro Manila also speak one of the Bisayan languages (Adelaar, 2005).

In Mindanao, speakers usually speak a variety of the Bisaya language as a means of effective communication, which includes Cebuano, and a branch of Mindanaoan Cebuano in Davao, also known as Davaoëño. Another language, Surigaonon, is the language spoken in the district of Surigao del Norte and some parts of Surigao

del Sur. Moreover, Surigao was previously part of the historic province known as "Caraga" in Northern Mindanao, named after "Calagnus," who was thought to be a Bisayan and who lived there at the time. Surigaonon's application is relatively limited, and the overall number of speakers could not be easily determined because the language is intermixed with Cebuano (Dumanig, 2015).

Surigaonon Language (2021) wrote sample phrases in Surigaonon:

Marajaw na buntag = Good morning

Kumusta kaw? = How are you?

Marajaw = Fine

Sin-o imo ngayan? = What's your name?

Mangaon ta! = Let's eat!

Salamat karajaw = Thank you very much

English-Surigaonon combination:

1. *Marajaw na* morning!
2. *Kumusta* you?
3. Thank you *karajaw*.

Similarly, given that people who speak Surigaonon also speak Cebuano, as a result, speakers of Surigaonon are shifting to speaking Cebuano, and there is a large amount of Cebuano vocabulary in Surigaonon (Surigaonon Language, 2021).

Also, here is an example of an English-Bisaya combination - a branch of Mindanaoan Cebuano in Davao, also known as Davaoëño by Rubrico (2011) in the study entitled "Filipino Variety of Davao: A Linguistic Description":

English-Bisaya: Let's go *na, sa paborito nato!*

English: Come now; let's go, to our favorite (place)!

Conyo: Impacts on socio-economic background

People who frequently speak *Conyo* are regarded as financially stable, are believed to come from prominent families, and are treated with high regard in the country.

Valdeavilla (2023) noted that the *Conyo* language is prevalent among the youth in the upper class. It is commonly used in everyday conversations among high school and college students attending expensive educational institutions. Beyond being a mere language, the term *Conyo* is employed to categorize individuals who often belong to socially rich circles. These individuals, characterized by their proficiency in this language, also exhibit specific traits: staying up to date with the latest gadgets, lacking familiarity with public transportation, and possessing valuable possessions.

Likewise, according to Militar and Sierras (2015), in an article from De La Salle University, when students were asked to describe *Conyo*, many of them seemed to agree that it is more than just a way of speaking but also a certain collection of qualities; thus, *Conyo* speakers were frequently described as having costly possessions such as designer clothes, being concerned about their social position, being born into a wealthy family, and being more proficient in English than the ordinary Filipino.

The Students in the Three Social Context

It has been observed that students' backgrounds including socio-economic status contribute to their needs and goals. With language students, the main factors such as peer pressure, parental influence, and the classroom environment can affect the ability to learn a second language (L2) (Rathod, 2012).

According to a study conducted by Pascasio (2011), she found out that Filipino bilinguals use English in school when interacting with people of higher status, such as school administrators and teachers, and tackling about formal topics such as historical events or scientific concepts. On the other hand, during casual conversation, local vernacular, Filipino and the like, are employed at home when speaking with family members, and across the social spectrum when speaking with peers.

Conversation with peers

Students understand the need to have peers around them. Given the micro and macro culture of relationships in which they and their peers exist, peer pressure may encourage them to use vernacular when speaking in a way that is understood.

Peer pressure has proven to undermine the goals set by parents and teachers in second language (L2) learning. Conversely, a student using a second language (L2) when speaking to a group of peers who speak the native tongue may cause unpleasant circumstances and be rejected (Rathod, 2012).

Conversation at home

Home is defined as a place of comfort, a place where students can freely express their thoughts, and it is essential for both first language (L1) and second language (L2) learning when family members further support student progress. When it embraces support, it incredibly inculcates a sense of pride and belonging among family members, thereby promoting unity and understanding between each other.

Furthermore, the home environment fosters interaction among students and family members, and so language as a social or civil process at home provides a foundation for developing early language and literacy

skills as well as the manner and motivation needed by a student in an educational setting (Mushtaq and Khan, 2012).

Classroom engagement

A classroom is a learning environment composed of student and teacher interactions. Language learning takes place when the student or teacher uses the desired language or the target language for learning in discussions.

Significantly, Havighurst (2018) delineated the role of teachers as helping students learn by creating a vessel for transmitting knowledge and by establishing an environment in which students can learn as much as possible. In that sense, language learners' academic success is influenced by their level of intellect and how they are exposed to the learning environment. Hence, if a learning environment is provided, along with sufficient desire to learn the second language (L2) as well as successful scaffolds from teachers and classmates, the student will learn the target language in an engaging and interesting way (Bakhsh, 2016).

The above-mentioned literature and studies indicate that the *Conyo* language exists, can be determined by bilingualism and second language (L2) learning, and has information on the level of use of the *Conyo* language but is not particular to the three social contexts considered variables or criterion in this research. Furthermore, in the use of *Conyo* language, there are social structures that involve such use. First, peer pressure means having conversations with peers. Second, the home environment means having conversation at home. Lastly, a learning environment means having engagement in the classroom.

Moreover, this study differs from the previous studies since it focuses only on the level of use of the *Conyo* language among first-year and second-year AB-EL students in areas of conversation with peers, conversation at home, and classroom engagement in Surigao del Norte State University during the first semester of academic year 2023–2024.

Conceptual Framework

This study was anchored on the study of Sevillano (2022), who studied the profiles of 269 senior high school students in the national high school in the division of Cebu Province, Philippines, in terms of their age and sex. The study investigated the levels of use of the *Conyo* language among students based on conversation with peers, conversation at home, and classroom engagement. It revealed that the level of use of the *Conyo* language by the respondents in areas such as conversation with peers and conversation at home revealed a "very

high" remark; while, in classroom engagement, it revealed a "low" remark.

This study aimed to determine the frequency at which first-year and second-year AB-EL students in Surigao del Norte State University use the *Conyo* language when conversing with peers, family members, and during classroom participation.

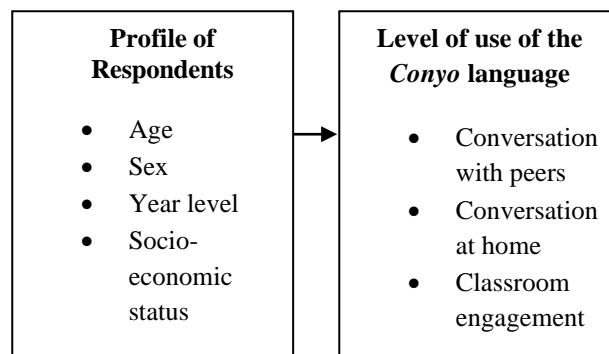


Fig. 1: Research Paradigm of the Study

Figure 1 shows the research paradigm of the study. The first box contains the profile variables of the respondents as to their age, sex, year level, and socio-economic status. The second box shows the frequency level of the use of the *Conyo* language in conversation with peers, conversation at home, and classroom engagement.

Statement of the Problem

This study aimed to find out the level of use of the *Conyo* language among first-year and second-year AB-EL students in Surigao del Norte State University during the first semester of academic year 2023-2024.

Specifically, it answered the following questions:

1. What are the profiles of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 year level; and
 - 1.4 socio-economic status?
2. What is the level of use of the *Conyo* language in terms of:
 - 2.1 conversation with peers;
 - 2.2 conversation at home; and
 - 2.3 classroom engagement?
3. Is there a significant difference in the level of use of the *Conyo* language of respondents when they are grouped according to their profile?

Scope and Limitation

This section covers the scope and limitation of the study. It presents the focus, the participants and the setting.

This study is focused on the level of use of the *Conyo* language by first-year and second-year AB-EL students in Surigao del Norte State University in terms of conversation with peers, conversation at home, and classroom engagement. The respondents of this study were the first-year and second-year AB-EL students of the College of Arts and Sciences in Surigao del Norte State University. Moreover, this study was conducted at Surigao del Norte State University, Surigao City, Philippines on the first semester of academic year 2023-2024 in Surigao del Norte State University, Surigao City.

III. RESEARCH METHODOLOGY

This chapter covers the research design, the research environment, the population and sample of participants, the research instrument, ethics and data gathering procedure and data analysis.

This study used the quantitative descriptive method of research design to find out the level of use of the *Conyo* language among first-year and second-year AB-EL students in Surigao del Norte State University, grouped together with variables such as age, sex, year level, and socio-economic status as well as the level of use based on conversation with peers, conversation at home, and classroom engagement.

This study was conducted in the AB-EL program of the College of Arts and Sciences of Surigao del Norte State University – Surigao City Campus, a state-run higher education institution located in Surigao City, Philippines. The college was recently converted into Surigao del Norte State University (SNSU) pursuant to Republic Act 10600 approved on June 4, 2013.

The respondents in this research study were the first-year and second-year AB-EL students of the College of Arts and Sciences in Surigao del Norte State University, Surigao City, Philippines.

Table 1. Distribution of Respondents

Year Level	Population	Sample
AB-EL 1	49	33
AB-EL 2	41	31
Total	90	64

Table 1 shows the population of the target respondents, with 49 first-year AB-EL students and 41 second-year AB-EL students, resulting in a total of 90 AB-EL students from both year levels. Only 33 first-year students were able to respond, along with 31 second-year students, making a total of 64 respondents.

A researcher-made survey questionnaire was developed and utilized to collect the needed data for the study. The questionnaire contains two parts. Part 1 is the profile of the first-year and second-year students as to their age, sex, year level, and socio-economic status. Part 2 provides the level of use of the *Conyo* language in terms of conversation with peers, conversation at home, and classroom engagement among first-year and second-year AB-EL students in Surigao del Norte State University.

Furthermore, a 4-point Likert scale was utilized to determine the level of use of the *Conyo* language among first-year and second-year AB-EL students and indicate how often they use the *Conyo* language in areas such as conversation with peers, conversation at home, and classroom engagement, with corresponding descriptions.

Scale	Parameters	Qualitative Interpretation
4	3.51 - 4.00	Highly Observed (HO)
3	2.51 - 3.50	Moderately Observed (MO)
2	1.51 - 2.50	Observed (O)
1	1.00 - 1.50	Not Observed (NO)

To ensure the validity of the research, observations and questions sought to assess the desired outcomes needed for the study were validated by the panel of examiners in the proposal defense. Corrections were made and the results were consolidated to come up with a valid instrument. The questionnaire was reproduced and administered to the respondents of the study.

The research questionnaire was subjected to a reliability test, specifically a dry run by the non-participants, to ensure its comprehensibility. To measure reliability and internal consistency, the most commonly used method is Cronbach’s alpha.

To test the reliability of the questionnaire, researchers conducted a pilot test on 30 AB-EL students in Surigao del Norte State University, was subjected to a reliability test using Cronbach’s alpha correlation, which yielded a coefficient of 0.97, indicating that the test was

highly reliable. In terms of the measure of the test, an internal consistency of $1.00 > \alpha \geq 0.90$ was considered excellent.

A written permission was sent to the Dean of the College of Arts and Sciences. After approval was secured, the researchers conducted a survey by distributing the survey questionnaires to the respondents, coupled with explanations as to the purpose of the research study. Additionally, a confidentiality clause was included in the first part of the questionnaire for the respondents to know that their personal information is concealed for data privacy.

In analyzing the data gathered, the following statistical tools were used:

Frequency Count and Percent. These were used to determine the profile of the respondents.

Mean and Standard Deviation. These were used to determine the level of use of the *Conyo* language among first-year and second- year AB-EL students.

Analysis of Variance (ANOVA). This was used to test the significant differences on the level of use of the *Conyo* language of respondents when they were grouped according to their profile variables.

IV. RESULTS AND DISCUSSION

This chapter presents, interprets, and analyzes the data from respondents. The results and discussions of the gathered data followed the sequence of the problem posted in chapter one.

Table 2. Profile of the Respondents

Variables		Frequency (n=64)	Percentage (%)
Sex	Male	24	37.50
	Female	40	62.50
	TOTAL	64	100.00
Age	20 - below	36	56.25
	21 - above	28	43.75
	TOTAL	64	100.00
Year Level	First Year	33	51.56
	Second Year	31	48.44
	TOTAL	64	100.00
Socio-economic status	30,001 – above	3	4.69
	25,001 - 30,000	7	10.94
	15,001 - 25,000	6	9.37
	10,001 - 15,000	4	6.25
	10,000 – below	44	68.75
TOTAL	64	100.00	

Table 2 shows the profile of the respondents in terms of age, sex, year level, and socio-economic status.

The results present a sex disparity, with a higher percentage of female participants (62.50%) compared to males (37.50%). This suggests a potential connection between sex and *Conyo* language usage. This aligns with previous study by Garcia (2023), who also found a higher prevalence of female participants in studies examining language usage among university students. Such findings suggest a potential connection between sex and *Conyo* language usage, warranting further investigation into gender-related linguistic behaviors.

In terms of age, the majority falls in the age of 20 – below (56.25%), indicating that younger students may be more inclined to adopt *Conyo* language, possibly influenced by contemporary linguistic trends while the 21

– above had only a percentage of (43.75%). This result closely resembles the study of Sevillano (2022) in which her respondents were mostly 20 – below. These results imply that younger students may be more inclined to adopt *Conyo* language, possibly influenced by contemporary linguistic trends. In terms of year level, the predominance of first-year students (51.56%) likely implies an association between early university education and a higher prevalence of *Conyo* language use. On the other hand, the second-year had a percentage of (48.44%) not so far from the other year’s level. This observation is supported by the research of Martinez (2022), who found that language acquisition and socialization processes in university settings heavily influence linguistic behaviors among freshmen.

In terms of socio-economic status, the majority falls into the 10,000 - below category (68.75%), pointing towards a potential link between lower socio-economic status. Conversely, students in the highest socio-economic category (30,001 - above) exhibit the lowest percentage (4.69%). Examining the mid-tier socio-economic categories (10,001 - 15,000 at 6.25%, 15,001 - 25,000 at 9.37%, and 25,001 - 30,000 at 10.94%), these figures indicate a moderate level of *Conyo* language use among students falling within these income brackets. Valdeavilla (2023) claims that while the *Conyo* language is commonly used in daily conversations among high school and college students, she concluded that settings like expensive universities or private schools are more particular in using the *Conyo*. This result aligns the fact that Surigao del Norte State University is not a private school, so the level of use of the *Conyo* language may not be that highly observed among first-year and second-year AB-EL students.

2. Level of use of the *Conyo* language

This section shows the level of use of the *Conyo* language in terms of conversation with peers, conversation at home, and classroom engagement.

2.1 Conversation with peers

The average mean is 2.37 (SD=0.69) with a qualitative interpretation of observed. This suggests that, on average, the respondents observed that *Conyo* language is frequently used in their conversations with peers. This observation aligns with previous research conducted by Santos (2020), who found a similar trend of frequent *Conyo* language usage among university students in urban settings. Additionally, the study by Perez (2021) reported comparable mean scores, suggesting a consistent prevalence of *Conyo* language in interpersonal communication contexts.

Moreover, the highest mean score of 2.72 (SD=0.98) is associated with the statement "I enjoy being with them without being judged by what I say." This indicates that respondents reasonably observed a sense of enjoyment and lack of judgment when using *Conyo* language in conversations with peers. This statement reflects a positive and accepting social atmosphere when employing *Conyo* language. Such findings resonate with the research of Lopez (2020), who observed a similar sentiment of social acceptance and non-judgmental attitudes among *Conyo* language speakers in interpersonal settings. Furthermore, the study by Hernandez (2022) provides additional support for this interpretation, as their findings highlighted the role of *Conyo* language in fostering inclusive and supportive social environments among young adults.

On the other hand, the lowest mean score of 1.59 (SD=0.98) corresponds to the statement "I intentionally use *Conyo* language to make them feel that I am rich." This suggests that, on average, respondents observed that infrequent engagement of using *Conyo* language with the intention of conveying wealth. As noted by Valdeavilla (2023), the *Conyo* language is commonly heard or used in everyday conversations among high school and college students attending expensive universities or institutions. This stands in contrast to the linguistic environment at Surigao del Norte State University – Surigao City Campus, a public university likely characterized by a distinct linguistic profile among its students.

2.2 Conversation at home

The average mean score for this category is 1.84 (SD=0.63), indicating that respondents observed *Conyo* language in their domestic interactions. For instance, Garcia's (2020) documented the prevalence of *Conyo* language among family members, highlighting its role as a linguistic marker of shared identity and social belonging within domestic spheres. Similarly, Martinez (2021) conducted a comparative analysis of language usage patterns across different social contexts and found that *Conyo* language features prominently in intrafamilial communication.

Furthermore, the highest mean score of 2.36 (SD=0.96) is associated with the statement "I understand the demands and limitations of speaking *Conyo* at home," implying that the respondents observed the different aspects of using *Conyo* language within the family setting. Garcia (2020) highlighted that family members often navigate specific sociolinguistic expectations and constraints when employing *Conyo* language at home. The study emphasized the adaptive strategies individuals use to balance traditional linguistic norms with contemporary language trends. Similarly, Martinez (2021) noted that the use of *Conyo* language within households often involves negotiating generational language preferences and cultural expectations. Martinez's research illustrated how younger family members typically adopt *Conyo* language more readily, while older generations may place different linguistic demands and expectations on communication practices.

However, the lowest mean score of 1.61 (SD=0.84) corresponds to the statement "I use the *Conyo* language more than my native language to make my family feel that I am educated." This suggests a slightly lower observance level with intentionally using *Conyo* language for educational impressions at home. Santos (2020) found that while *Conyo* language is often associated with social prestige and modernity, its use

within the family is typically influenced by practical communication needs rather than the desire to convey educational status. Santos's study highlighted that family interactions tend to prioritize clarity and cultural resonance over social signaling.

Similarly, Reyes (2021) investigated the sociolinguistic factors that drive language choices among young adults in domestic settings. The research indicated that while *Conyo* language can serve as a marker of social identity outside the home, within the family, native languages often take exposure or precedence to maintain cultural continuity and familial bonds.

2.3 Classroom engagement

The average mean score for this category is 2.25 (SD=0.65) suggesting that, on average, respondents regularly observed the use of *Conyo* language during classroom interactions. In support, Reyes (2022) provided insights into the dynamics of classroom interactions, noting that the use of *Conyo* language is prevalent among students who seek to blend academic and social identities. This study found that students use *Conyo* language to foster a sense of inclusivity and relatability among peers, which enhances collaborative learning experiences.

Further, the highest mean score of 2.83 (0.99) is associated with the statement "I like to listen to my teacher when he or she speaks in *Conyo*," indicating a moderately observed preference for *Conyo* language in the learning environment. In connection with language learning, Cruz (2021) found that students often feel more connected and engaged when teachers incorporate *Conyo* language into their instruction. The study emphasized that the use of *Conyo* language by educators can make the learning experience more relatable and accessible, particularly for younger students who regularly use this language in their daily lives.

Conversely, the lowest mean score of 1.81 (SD=0.81) corresponds to the statement "I constantly speak in *Conyo* to give the impression that I am privileged," indicating that the respondents less observed the use of *Conyo* language in conveying a sense of privilege in the classroom. Santos (2020) found that while *Conyo* language is sometimes associated with social status and modernity, its use in educational contexts is more often driven by practical and communicative needs rather than a desire to project privilege. Also, Santos (2020) emphasized that students typically use *Conyo* to facilitate understanding and relatability, rather than to signal socio-economic status.

3. Significant Difference

This section shows the significant difference between the level of use of the *Conyo* language and profile of the respondents in terms of age, sex, year level, and socio-economic status.

In terms of age, in conversations with peers, the p-value of 0.33 indicates an insignificant result, suggesting no substantial difference in *Conyo* language use among various age groups.

Similarly, in conversations at home, the p-value of 0.70 results in a non-significant outcome, indicating that age does not contribute significantly to variations in *Conyo* language use within familial settings. With regards to classroom engagement, the p-value of 0.31 signifies non-significant result, suggesting a lack of noteworthy differences in *Conyo* language use across different age groups in this context.

Thus, the findings suggest that age has no significant effect on the level of *Conyo* language use within the specified contexts — conversations with peers, conversations at home, and classroom engagement. This implies that the null hypothesis is Accepted. Moreover, age is a crucial consideration yet not dominant factor in language learning. Karavasili (2017) suggests that both adults and children experience advantages and disadvantages in the process. Individual differences, influenced by personality and talent, play a significant role, as evidenced by the varied perceptions of the language learning journey among people of all ages.

Additionally, Martinez (2021) conducted a comparative study on language use among university students and found no significant gender differences in the adoption of *Conyo* language in informal social contexts. Similarly, Lopez (2022) analyzed language preferences among young adults and reported comparable levels of *Conyo* language usage between males and females in peer interactions.

Moreover, Garcia and Rodriguez (2023) conducted a longitudinal analysis of language dynamics in educational settings and found that gender was not a significant predictor of *Conyo* language use in classroom engagements. Their study emphasized the influence of social factors and peer interactions on language acquisition and usage patterns, regardless of gender.

Thus, while gender differences may exist in language learning processes, particularly in second language acquisition, the present study's findings suggest that sex does not significantly influence *Conyo* language use in the specified contexts.

In terms of sex, in conversations with peers, the p-value is 0.90, indicating a non-significant result. This implies that there is no substantial difference in *Conyo* language use between males and females in social interactions with peers. Similarly, in conversations at home, the p-value is 0.36, signifying a lack of significant difference. This suggests that the level of *Conyo* language use is comparable between genders within familial settings. In classroom engagement, the p-value is 0.08, which is interpreted as not significant.

Hence, sex does not significantly influence the level of *Conyo* language use in the specified contexts. This means that the null hypothesis is Accepted. Meanwhile, for further consideration, Wightman (2020) found numerical evidence supporting the gender gap in second language learning, attributing female success to greater brain activation in language areas, including abstract thinking and speech production, compared to boys who activate auditory and visual areas. The study emphasizes the efficiency of females as language learners.

In terms of year level, in conversation with peers, the p-value of 0.01 is below the conventional significance level of 0.05, indicating a significant result. This suggests a difference in *Conyo* language use across various year levels in peers. This means that the null hypothesis is Rejected.

Similarly, in conversations at home, the p-value of 0.02 implies a significant result. This indicates a significant difference in the level of *Conyo* language use based on year level within familial settings which means that the null hypothesis is Rejected.

Conversely, in terms of classroom engagement, the p-value of 0.31 exceeds the 0.05 threshold, resulting in a not significant relationship. This indicates that there is no significant difference in *Conyo* language use across different year levels within the classroom setting. This means that the null hypothesis is Accepted.

These findings are consistent with previous research conducted by Hernandez et al. (2020) on language dynamics in educational settings, which found significant differences in language use across different year levels among university students in informal social contexts. Similarly, Martinez (2022) conducted a longitudinal study on language preferences among young adults and reported significant variations in language use patterns based on year level, particularly in familial interactions.

Furthermore, Garcia and Rodriguez (2023) examined language dynamics in classroom settings and found no significant differences in *Conyo* language use across different year levels. Their study emphasized the influence of peer interactions and social factors on

language acquisition and usage patterns within educational contexts.

Therefore, the significant results in conversations with peers and at home, but not in classroom engagement, suggest that year level may influence *Conyo* language use in certain contexts.

Post-Hoc Analysis on the Differences of the Level of Use of the Conyo Language in terms of Year Level

Table 3. Post-Hoc Analysis on the Differences of the Level of Use of the Conyo Language in terms of Year Level

Dependent Variable	Year Level	p-value	Interpretation
Conversation with peers	First Year	0.983	Not Significant
	Second Year	0.006	Significant
Conversation at home	First Year	0.157	Not Significant
	Second Year	0.004	Significant

Table 3 shows the results of a post-hoc analysis on the differences in the level of use of the *Conyo* language based on year level, focusing on two contexts: conversation with peers and conversation at home.

For conversations with peers, the post-hoc analysis shows a p-value of 0.983 for first-year students, indicating that the differences in the use of the *Conyo* language in this context are not statistically significant. This suggests that first-year students do not exhibit a significant variation in their use of *Conyo* language when conversing with peers. In contrast, the second-year students have a p-value of 0.006, which is below the typical significance threshold of 0.05. This indicates that the differences in the use of *Conyo* language among second-year students in conversations with peers are statistically significant. Thus, second-year students exhibit a notable variation in their use of *Conyo* language when interacting with their peers.

When it comes to conversations at home, the first-year students have a p-value of 0.157. This value is above the significance threshold, indicating that the differences in the use of *Conyo* language at home among first-year students are not statistically significant. Therefore, there is no significant variation in the use of *Conyo* language at home for first-year students. For second-year students, the p-value is 0.004, which is statistically significant. This suggests that the differences in the use of *Conyo* language at home among second-year students are significant, indicating that their use of *Conyo* language at home varies more noticeably compared to first-year students.

Hence, the post-hoc analysis reveals that the level of use of the *Conyo* language differs significantly based on the year level, particularly among second-year students. In both contexts—conversation with peers and at home—

second-year students show significant variation in their use of *Conyo* language. For first-year students, the differences are not statistically significant, implying a more consistent use of the language across different contexts. This analysis highlights that the transition from first to second year may bring about changes in how students use *Conyo* language in different social settings.

In terms of socio-economic status, in conversations with peers, the p-value of 0.36 rendering a not significant result. This implies that there is no significant difference in *Conyo* language use across various socio-economic statuses in conversations with peers. The decision to Accept the null hypothesis, suggests that socio-economic status does not play a significant role in shaping the frequency of *Conyo* language use in peer relations.

Similarly, in conversations at home, the p-value of 0.58 leads to a not significant result. This means that there is no significant difference in the level of *Conyo* language use based on socio-economic status within kinship. The decision to Accept the null hypothesis emphasizes the absence of a discernible influence of socio-economic status on *Conyo* language use at home.

In terms of classroom engagement, the p-value of 0.30 falls above the conventional significance level. This result is not significant, suggesting that there is no significant difference in *Conyo* language use across different socio-economic statuses within the classroom setting. This means that the null hypothesis is Accepted, implies that socio-economic status does not significantly impact *Conyo* language usage during classroom engagement. In the Philippines, particularly in Luzon, *Conyo* as language is used to describe the combination of English and Filipino languages, otherwise known as Taglish (Tagalog and English), which is commonly associated with Filipinos who have lighter skin, have expensive belongings and are of higher socio-economic status (Balao, 2023).

Moreover, Hernandez (2021) examined language choices among young adults and concluded that socio-economic status did not significantly influence *Conyo* language use in peer relations. Likewise, socio-economic status was not a significant predictor of *Conyo* language use in familial interactions.

V. CONCLUSION

The data was gathered, tabulated, and interpreted. It reveals that:

1. Majority of the respondents were female, 20 years old below, first year level, and had a 10,000 below as socio-economic status based on their family's background.
2. The conversation with peers had a mean average of 2.37, conversation at home had a mean average of 1.84, and classroom engagement had a mean average of 2.25, which corresponds to a qualitative description of "observed".
3. There was a significant difference in conversation with peers and conversation at home under the category of year level. On the other hand, the rest of the results revealed that there was no significant difference between the levels of use of the *Conyo* language of the respondents when grouped together according to their profile variables.

It is hereby concluded that the purpose of this research was to find out the level of use of the *Conyo* language among first-year and second-year AB-EL students in Surigao del Norte State University during the first semester of the academic year 2023-2024. Based on the analysis, it can be concluded that the profile variables of the respondents which are age, sex, year level, and socio-economic status does not necessarily affect their level of use of the *Conyo* language since, in general, there was no significant difference between the profile and the level of use of the *Conyo* language.

RECOMMENDATION

Based on the findings and result of the study, the researchers recommend the following:

1. English Language Instructors. English language instructors should strengthen their language interactions and understanding with their students as well as form a rational basis and judgment for them to improve English language teaching.
2. Students. Language learning development is not exclusively based on the effectiveness of the teacher's instruction but also on the student's willingness to learn. Accordingly, it is recommended that English language majors should put emphasis on English language learning, just as they put emphasis on other languages.
3. Family Members. There is no place like home, so it is recommended that family members should understand and support the language learning and development of their children or siblings at all costs.
4. Peer Groups. Aside from family and teachers, friends should motivate their English-major friends towards language learning and development as much as possible and in doing so, understand them, and not bully them.
5. Researchers. For deeper discussion on the use of the

Conyo language, it is recommended to further research to uncover the very underlying reasons for this language usage and also to find out the level of use of the *Conyo* language of other programs and/or year levels for comparison.

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