

## Phonological Features of Philippine English Spoken by Tourism Service Providers

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**Abstract** - English, as an international language, is used in the Philippines as official language on communication and instruction in addition to Filipino irregardless of culture, regional origin, dialect, among others. This study determined phonological features in Philippine English used by the tourism service providers who have direct contact to tourists in their locality. Questionnaire, in sentences form, was used in data gathering, which were read by the respondents to elicit their segmental and suprasegmental features and was documented through video/audio recording. Transcribed words from sentences were rated through International Phonetic Alphabet symbols and for suprasegmental features those were focused on intonation in answering WH/Yes-No questions, and sentences in statement form. Results showed some mispronounced or replaced or interchanged in consonant and vowel sounds. Their suprasegmental features sounded somewhat similar to native speaker. Factors such as age, educational attainment, and geographical location somewhat affect their phonological features. It is a realization as English as a Second Language (ESL) Teacher that it is not to push sounding like an English native speaker, but to use the learned English as second language, counting this as our own Philippine English with our own phonological features, noting that there is no extreme communication breakdown. Data of the study can be used by State Colleges and Universities, and other higher education institutions in partnership with the tourism department to design intervention programs as part of their extension program on capability building to tourism service providers.

**Keywords** - Philippine English, Phonological Features, Segmental, Suprasegmental

### INTRODUCTION

Needless to say that with some linguistic developments, along with the advent of technology through the internet, a higher demand of global position of English for native and non-native speakers serves a wider scope of communication (Crystal, 2003, para 1). This links to the current status of the Philippines embracing the importance of English thus included it as a Language provision in the 1987 Constitution alongside with Filipino to be used in instruction and communication (Article XIV, Sec. 7). This is an indication that Philippines is one of the countries which experienced colonization as Kachru (1986) mentions on the countries that use English as influenced politically (pp. 24, 116). This places English as Second Language (L2) in the Philippines.

As the Philippines is distinct with over hundred languages, this pictures the country as multi-tongued and therefore with different phonological features (McFarland, 2008, p. 131). Parker and Riley (2005) defines “Phonology as the study of the sound system of a language” (p. 105) which means that this differs from one speaker to the other. For this notion, sound system shall be established together with segmental (pp. 107-114) and supra-segmental features on intonation (Fox, 2000, pp. 301-315; Tayao, 2008, pp. 164-167). Lesho (2017) quoted that there are few studies conducted on sound system, noting therein that the most detailed description are of Tayao in 2004 and 2008 (pp. 357-370, para.1).

Tayao (2008) identifies the basilect group in her study, the Cebuanos, with only three vowels use as /a, e, i/ (p. 163) similar to

the description of Wolff who came up with Cebuano Dictionary (1972, p. ix) and MacFarland (2008). However, the K to 12 Basic Education Curriculum of the Department of Education presents the fifteen consonants and five vowels orthographically written which is true to all, even among the Cebuanos.

Likewise, in Tayao's study (2008), which focused on three groups similar to Llamzon's, described the phonology of Philippine English which described the linguistic features as to phonological, grammatical, lexical and discourse (pp. 157-170). Bautista (1999) lays down phonology as part of the Standard Philippine English (pp. 1-2; 6-16).

In Visayas, just a few to mention in Dumaguete City, Negros Oriental, Sagay Negros Occidental, Siquijor Island, and Davao in Mindanao, the locals are used to get along with tourists as there are a number of them in different nationalities. English is used as mode of conversation to tourists which probably influenced the phonological features of the Tourism Service Providers. They are those which include services provided by some locals, for instance those who are working in government and non-government offices, schools, business-related services, banks, resorts and restaurant personnel, tourist guide services which vary from high end car services to tricycle drivers, 'karatela drivers', or stevedores, and other services. With the alchemy of English today, Kachru (1986) points out that the language captures its status and functions across cultures (p. 1).

As tourism industry in the country is booming, its revenue also turns up, other than considering these tourism service providers who take part of the picture of our tourism sector. Enhancement of basic communication skills which include the phonological features can be provided to them, especially those with scant or no access at all.

It is in this premise that this study determined phonological features of Philippine English used in communication, particularly in the identified areas as they provided services to tourists.

### **Problems of the Study**

Specifically, this study sought answers to the following:

1. What are the segmental features of English spoken by tourism service providers?
2. How can the suprasegmental features of the English spoken by the tourism service providers be described based on the following:
  - a. Answering Yes-No Question,
  - b. Asking WH questions,
  - c. Stating Statements.

### **Theoretical Framework**

The Kachruvian theory (1985) presents an overview on the use of World Englishes based on historical context, status, and functions of English worldwide. The Philippines is situated in the Outer or Expanding Circle along with Singapore, India, Malaysia, Sri Lanka, and fifty other territories with multilingual society and describes English as Second Language (Maftoon and Esfandiari, 2013, p. 38; Trudgill and Hannah, 1982, pp. 4-5).

Noting that the theory situates the Philippines at the Outer Circle, the role of the first language has a strong influence in the learning process. It can be described that a Filipino who speaks English, his or her English still sounds as Filipino as L1 has interference to L2 learning. However, formal instruction has something to do with the enhancement of second language acquisition. With this language instruction, not only that grammar is focused but as well as phonology (Ellis, 1985, pp.19, 215).

This study is likewise anchored to the theory of phonology on the production of speech sounds and the study of sound systems of languages as component subject on Phonological Features (Parker and Riley, 2005, pp. 105-107).

As presented earlier, phonology is one of the characteristics to be described in Philippine English. These features discuss separately on vowels, specifically on tongue height of either high for (/i, I, u, and u/), mid (/e, ε, o/), or low (/æ, a, ɔ/), with different sounds out of five orthographically spelled vowels. For consonant phonological features, some of these

features are on the place and manner of articulation specifically on the phonetic production of labiodental fricatives voiceless /f/ and voiced /v/ which are described as having near closure and release of friction as /f/ and /v/; interdental fricatives voiceless /θ/ and /ð/ of which the primary constriction is between the tongue and the upper lip as to thought and thine; and alveolar fricatives voiced /z/ as focused of this study (Parker and Riley, 2005, pp. 108-115; Holmes, 1992, p.467).

## MATERIALS AND METHOD

### Research Type

This study used a qualitative method research design and used a descriptive approach to describe the video/audio recordings and elicited data of the spoken discourse of the participants (Friedman, pp. 180-192).

### Participants and Locale of the Study

There were 53 participants selected through random sampling from Negros Oriental specifically from Dumaguete City, Municipalities of Valencia and Sibulan, neighboring Province of Siquijor, Sagay, Negros Occidental, and from Davao. They were categorized into: *Locals* – those who were working in various government and non-government offices, some others were nannies, and beauticians; Sales/Business Persons; Food/Restaurant Attendants; and Drivers/Kotsero/Stevedore.

For the dialects of the respondents, these were composed of Bisaya, Siquijodnon, Ilonggo and Indigenous People, belonging to Muslim and Mandaya tribes.

### Materials/Instrument

The Spoken English Sentences for the occupational group of participants was presented through a Questionnaire for each group.

### Data Collection Procedure and Analysis

Each participant was asked to read the sentences based on his occupational category, and was video recorded, and for some were audio recorded. Identified words from the recorded utterances were transcribed and participants' actual utterances for each word was also transcribed. These were used in describing their phonological features vis a vis IPA transcription based on the manner and place of articulation.

The same data were used in describing the suprasegmental feature on intonation of the respondents for WH questions and those in statement form.

Participants' spoken productions were rated on a 4-point scale to get the average on how they observed the intonation and data were used in describing their suprasegmental features for English intonation pitch levels as follows: 1 low; 2 normal; 3 high; and 4 very high, as earlier mentioned on the point of Levis and of Tayao (2008, pp. 166-167).

A self-made rubrics adapting descriptions from published ones were followed. as follows were made as basis. The average mean of the participants was used to finally come up in describing the suprasegmental feature on intonation of the group.

## RESULTS AND DISCUSSION

Table 1. Segmental Phonetic Production of English Words on vowel sounds /i/, /ɪ/, /ʊ/

Seg- ment	Locals		Sales/Business Persons		Restaurants/Food Attendants		Drivers/Kotsero/ Stevedore	
	Words/ Transcript ion	Reading	Words/ Transcri ption	Reading	Words/ Transcript ion	Reading	Words/ Transcrip tion	Reading
/i/	seat	/set/	deal	/de:l/	seat	/set/	only	/oun-le/
	/sit/	/sIt/, /sit/	/di:l/	deI:l/,	/sit/	/sit	/oun-li/	

/I/	indeed	/In'ded/	is	/ez/	bill	/bel/	in	/en/
	/In'did/	/In'deId/	/Iz/	/is/	/bIl/	/bil/	/In/	/in/
	been	/bin/			minute	/ˈmen-ət/	been	/ben/
	/bIn/	/ben/			/ˈmIn-ət/		/bIn/	/bin/
/u/	good	/gud/	good	/gud/	good	/gud/	good	/gud/
	/gud/	/gud/	/gud/	/gud/	/gud/	/gud/	/gud/	/gud/

Table 1 shows that participants used high front vowel /i/ with mid front /e/. Sometimes, it was substituted with high front /I/ as to the example seat which was read /sIt/, or substituted to diphthong /eI/ as to /deIl/. Words with segment high front /I/ was substituted to high front /i/ or mid front /e/ just like the word been produced as /bin/or /ben/, minute to /ˈmen-ət/, and will to /wel/.

There were some of the participants, specifically the locals and sales/business persons, produced the words correctly based on IPA transcription. In the study of Flores (2014, p. 133) there is the presence of use of front upper high /i/, lower high /I/, and higher mid /e/ among the Cebuano speakers which can also be observed among the participants of this study of

who most of them come from a Cebuano-speaking community. Trudgill and Hannah (2008) described this as not distinct sound in Philipino English (p. 142).

In the case of words with segment high back /u/, the table shows that both the locals and sales/business persons produced correctly. However, there was also a substitution of segment to /u/, as to the word good to /gud/ which fall under allophones.

Tayao (2008) points out that “English learners find difficulty with allophones or those letters which are pronounced differently based on how it is orthographically written (p. 163) as it is not present in our own language.

Table 2. Phonetic Production of English Words on vowel sound /e/

Seg- ment	Locals		Sales/Business Persons		Restaurants/Food Attendants		Drivers/Kotsero/ Stevedore	
	Words/ Transcript ion	Reading	Words/ Transcri ption	Reading	Words/ Transcri ption	Reading	Words/ Transcrip tion	Reading
/e/	yes	/jes/	Dumagu ete	/ˈdu:mə' gətə/	again	/ˈə-gen/	getting	/gItIn/
		/jes/	/ˈdu:mə' gətə/	/ˈdu:mə' gətI/	/ˈə-gen/	/ˈə-gIn/	/getIn/	
	visited	/ˈvizətəd/	very	/verI/	get	/get/	very	ˈver-i/
	/ˈvizətəd/	/ˈvisətid/	/verI/		/get/	/geIt/	ˈver-i/	
	pleasure	/ˈpleʒə/	many	/ˈmenI/	any	/ˈen-i/	many	/ˈmə-ni/
	/ˈpleʒə/	/ˈpleIsə/	/ˈmenI/	/ˈmeInI/	/ˈen-i/	/ˈeIn-i/	/ˈmə-ni/	/ˈmeInI/
		/ˈplisə/						/ˈmi-ni/

It can be observed in table 2 that the vowel mid front sound /e/ was substituted by the participants with either /i/ or /I/, although some of them produced it correctly. In the case of the word Dumaguete, which is one of the cities in Negros Oriental and with a number of tourists, it can be noted that there are two pronunciations

on the last syllable with either as /e/ and /I/. Both productions are accepted depending on the environmental background of the speaker, of which even among the native speakers of English, they produce one or the other. Other words like any and many, the /e/ sound here was replaced with either /i/ or /eI/. In some cases,

segment /e/ was replaced with diphthong /eI/. For instance in the word pleasure, some read it as /'pleIsə/ and missed to utter properly the /z/ sound for the word with s pronounced as /z/. The latter was likewise mentioned by Guinto (2014) quoting the study of Llamzon in 1996 that

“Filipinos substitute /z/ for /s/ as it is absent in the local language” (p. 71). Although some of these Cebuano participants interchanged or substituted the segmental use of /e/, there were those who pronounced correctly the words.

Table 3. Phonetic Production of English Words on vowel sounds /æ / and /ɔ/

Segment	Locals		Sales/Business Persons		Restaurants/Food Attendants		Drivers/Kotsero/ Stevedore	
	Words/ Transcript ion	Reading	Words/ Transcript ion	Reading	Words/ Transcri ption	Reading	Words/ Transcrip tion	Reading
/æ /	have	/hæv/	advance	/əd'væns/	have	/hab/	have	/hab/
	/hæv/	/hab/	/əd'væns/	/əd'vans/	/hæv/		/hæv/	
	thank	/θæŋk/	thank	/θæŋk/	thank	/θæŋk/	thank	/teIŋk/
	θæŋk/	/θeŋk/	θæŋk/	/θeŋk/	θæŋk/	/teIŋk/	θæŋk/	/θeŋk/
		/θeIŋk/		/teIŋk/		/teŋk/		/θiŋk/
/ɔ/	bought	/bɔt/	thought	/təuwt/			bought	/bouwt/
	/bɔt/	/bouwt/	/θɔt/				/bɔt/	

Table 3 presented the segmental features of low, front /æ/, and low, back /ɔ/. Some produced properly the /æ/ sound. However, it can be observed that both the Restaurants/Food Attendants and the Drivers/Kotsero/Stevedore replaced /æ/ sound to /a/ as in sod. Tayao (2008, p. 163) calls this /a/ sound as part of Philippine English which is a free variation with /a/ or /e/ in producing /æ/ based to IPA, due to its absence in the dialect.

Both the locals, sales/business persons had the same production with /æ/, /e/, /eI/ paired with either /θ/ or /t/.

None of the respondents as Restaurants/Food Attendants and the Drivers/Kotsero/Stevedore produced correctly the /æ/ sound instead they replaced with either diphthong /eI/, /e/, and /i/. This is of similar study to Guinto (2013, p. 73).

Generally, participants substituted /ɔ/ to /ouwt/. It can be afforded to the fact that the absence of this sound to Philippine English just like the sound /æ/as earlier mentioned by Tayao has a contributory factor of the production. Likewise, Tudgill and Hannah (2008) notice that /ɔ/ is generally not distinct in PhilEng.

Table 4. Phonetic Production of English Words on diphthong sounds /eI/ and /ɔI/

Segment	Locals		Sales/Business Persons		Restaurants/Food Attendants		Drivers/Kotsero/ Stevedore	
	Words/ Transcript ion	Reading	Words/ Transcript ion	Reading	Words/ Transcri ption	Reading	Words/ Transcrip tion	Reading
/eI/	place	/pleIs/	eight	/eIt/	steak	/steIk/	place	/plis/
	/pleIs/	/plis/	/eIt/	/et/	/steIk/	/stik/	/pleIs/	
	wait	/weIt/	rebate	'ri:'beIt/	wait	/weIt/	late	/leIt/
	/weIt/		'ri:'beIt/		/weIt/		/leIt/	/lit/



The data on table 4 indicate the words read by the participants with segment /eI/ of which some of the participants of produced correctly although some replaced diphthong /eI/ to /i/ or /e/. Only the identified locals and sales/business persons had few errors in the production.

Mispronunciation of diphthongs are the most complex English sounds as these glide from one vowel to another (Ambalegin and Ariano, 2018; Roach, 2012).

Table 5. Consonant Phonetic Production of Labiodental Fricatives voiceless /f/, and voiced /v/

Seg- ment	Locals		Sales/Business Persons		Restaurants/Food Attendants		Drivers/Kotsero/ Stevedore	
	Words/ Transcrip tion	Reading	Words/ Transcrip tion	Reading	Words/ Transcrip tion	Reading	Words/ Transcrip tion	Reading
/f/	afternoon	/æf- ter'nun/	Affordable	/ə'fɔ:dəb əl/	afternoon	/æf- ter'nun/	afternoon	/æf-ter'nun/ /ap-ter'nun/
	beautiful	/'byu-tI-fəl/	fill out	/fIl əut/	for	fər	beautiful	/'byu-tI-fəl/
/v/	have	/hæv/	arrival	/a'raIvəl/	evening	'ivniŋ	have	/hæv/
	supervisor	/'su.pər,v Izor/	advance	/əd'væns/	have	/hæv/	very	/beri/

Some were able to produce fricatives voiceless labiodental /f/ (Table 5), although in the case of the Drivers/Kotsero/Stevedore, some of them substituted labiodental fricative voiceless /f/ to bilabial stop voiceless /p/. For the labiodental fricative voiced /v/, some produced the sound correctly and with same group of

participants failed to produce the sound correctly.

These findings are supported in the study of Tayao (2008) that Filipino speakers substitute /f/ to /p/ and /v/ to /b/ due to the absence of these sounds in the native language (p. 162).

Table 6. Phonetic Production on Interdental Fricatives Voiceless /θ/ and Voiced /ð/

Seg- ment	Locals		Sales/Business Persons		Restaurants/Food Attendants		Drivers/Kotsero/ Stevedore	
	Words/ Transcrip tion	Reading	Words/ Transcrip tion	Reading	Words/ Transcrip tion	Reading	Words/ Transcrip tion	Reading
/θ/	thank	/θæŋk/	thank	/θæŋk/	thank	/θæŋk/	thank	/teIŋk/
/ð/	that	/ðæt/	that	/ðæt/	that	/ðæt/	that	/ðæt/
	they	/ðæI /	with	/wIð/	this	/ðIs/	this	/dis/

Table 5 shows that some of the participants produced the interdental fricatives

voiceless /θ/ sound except for the last group, but it can be observed as well that some in all

groups substituted the sound to alveolar stop voiceless /t/ along with the incorrect production of the vowel sound. For the interdental fricative voiced /ð/, some respondents of the first three groups produced except for the last group. Generally, the participants substituted /ð/ sound to /d/.

Ambalegin and Arianto (2018) mention that one of the factors of mispronunciation of the sound is the mother tongue interference, educational background, and environmental background. Filipinos substitute or merge /t/ for /θ/ and /d/ for /ð/, respectively (Flores, 2014, p. 5; Trudgill and Hannah, 2008, p. 142; Tayao, 2008, p. 162).

**Table 7. Phonetic Production on Alveolar Fricatives Voiced /z/**

Segment	Locals		Sales/Business Persons		Restaurants/Food Attendants		Drivers/Kotsero/ Stevedore	
	Words/ Transcription	Reading	Words/ Transcription	Reading	Words/ Transcription	Reading	Words/ Transcription	Reading
/z/	please	/pliz/	freezer	/ˈfri:zə/	please	/pliz/	is	/Is/
	/pliz/	/plis/	/ˈfri:zə/		/pliz/	/plis/	/Iz/	
	pleasure	ˈpleʒə/	pleasure	ˈpleʒə/	as	/æs/		
	ˈpleʒə/	/ˈplesə/	ˈpleʒə/	/ˈplesə/	/æz/			
	visited	/ˈvisətəd/	thousand	/θauzənd/				
	/ˈvizətəd/		/θauzənd/	/θausənd/				

For sibilant /s/ but sounded /z/ as alveolar fricatives voiced, as to the words in table 7, only few of the respondents were able to produce correctly, even among the first three groups of respondents of whom many of them are college graduates. None of the drivers/Kotsero/Stevedore produced the /z/ sound.

Tayao (2008) reveals in her study that the sibilants /s/ and /z/ are present among the acrolect, and both the mesolect and basilect groups coalesced as /s/ with more incidence to the latter (p. 168). Trudgill and Hannah (2008) find out that this /z/ sound is generally lacking in Philippino English (p. 142) which is also not congruent to this study and to other Filipino authors mentioned.

The phonological features of the participants present varying features that one cannot say that there is a specific standard of where they come from, or they do not have the same feature even though they have the same location, where Cebuano is dominant. Thus, it

can be said that every language has its own feature and differs in pronunciation counting behind the individual's different educational background.

Amidst this, there is communication that transpire between and among the tourism service providers to the tourists that they are serving in their own field of work through their intelligible and comprehensible pronunciation on how they utter words. As to Gilakjani (2016) "understandable pronunciation is necessary to communicative competence", there is no need to sound like a native speaker of English language or to have perfect pronunciation but to produce a comprehensible and an intelligible speech (pp. 4-5).

#### *Suprasegmental Phonological Feature*

Part of the investigation in this study is to describe the suprasegmental feature on intonation of the English spoken by the tourism service providers as herein presented:

Table 8. Suprasegmental Features on Intonation

Type of Sentences	Locals	Sales/Business People	Restaurants/Food Attendants	Drivers/Kotsero/ Stevedore
Y-N Question	Somewhat similar to native speaker	Somewhat similar to native speaker	Somewhat similar to native speaker	Very little similarity to native speaker
W-H Question	Somewhat similar to native speaker	Somewhat similar to native speaker	Very little similarity to native speaker	Very little similarity to native speaker
Stating Statements	Somewhat similar to native speaker	Somewhat similar to native speaker	Very little similarity to native speaker	Very little similarity to native speaker

Table 8 shows intonation features of all groups of respondents while reading the sentences which are answerable by Yes-No, WH questions, and Stating Statements (Appendix 1).

As presented, both the Locals and Sales/Business People realized same intonation description as somewhat similar to native speaker in their utterance of all types of sentences. This means that in asking question which can be answered by

Yes-No which should have a rising intonation, some of the participants produced correctly and the rest failed to do so.

In asking WH questions, they have the same description on answering Y-No Questions. There were instances that some intonation in some of the words were not correct considering the pitch, stress or pauses, however, they were still comprehensible as to the sample sentences:

a. Locals

Respondent 4 - *Is this your first time in the Philippines?*

Respondent 1 - *Is this your first time in the Philippines?*

Respondent 3 - *Is this your first time in the Philippines?*

Respondent 6 - *How do you find our place?*

b. Sales/Business Persons

Respondent 1 - *So what's up Sir, and Ma'am, are you ready to fill-up an application form?*

Respondent 3 - *So what's up Sir, and Ma'am, are you ready to fill-up an application form?*

To that of the Restaurants/Food Attendants, they had the same description with the first two sets of respondents, but the Drivers/Kotsero/Stevedore, got the traces of very little similarity with the native speaker when uttering the Yes-No Question. Likewise,

in answering W-H Question sentences, both group of respondents had the description of very little similarity to native speaker as shown in the sample sentences below:

a. Restaurants/Food Attendants

Respondent 1 - *Would you like to try our new menu Ma'am?*

Respondent 5 - *How do you taste our fillet mignon Ma'am?*

b. Drivers/Kotsero/Stevedore

Respondent 7 - *Are we in the right destination Ma'am? (read line, repeated)*

Respondent 1 - *Where are we going Ma'am?*



As shown, these groups of participants interchanged the use of rising and falling intonation pattern in asking specific question format and repeated or had a choppy way of reading the sentences as these are syllable-timed (Trudgill and Hannah, 2008, p. 142), and not stress-timed rhythm (Tayao, 2008, p.167) not to mention the segmental feature uttered.

These patterns can be related to the study of Flores (2014, p. 135) showing that the respondents did not fully realize the intonation of the native speakers. To Beltran (2015), some of the non-English major student teachers master fluency in English but failed to utter the correct intonation pattern for both Yes-No Questions and Wh-Questions. L1 interferes in the production of intonation patterns of the second language (pp. 101-102). She further cites on Tayao's (2008) finding that in Philippine English, the final rising intonation is favoured for all types of questions (p. 96).

In stating statements, the locals and sales/business people had the same suprasegmental feature which was somewhat similar to native speaker and the other respondents had very little similarity to native speaker with staccato pattern as well. The other pitch patterns were interchanged in giving emphasis on the words or sometimes they used high tune in reading. It can be observed however, that all participants used the rising-falling intonation pattern in stating simple statements. To Tayao's (2008) findings, juncture or pausing among the basilectal group were observed ending the respondents broke up the lines with frequent pauses thus with staccato effect also in their reading, which "could result in a change of meaning" (p. 167).

## **CONCLUSIONS**

### *Segmental Phonological Features*

Tourism Service Providers who are from different places in Visayas and Mindanao have five vowel phonological features of /a/, /e/, /i/, /o/, /u/ although some substituted or replaced their proper use. The absence of the sounds in

Philippine English is one of the factors of misrealization of correct sounds. Those with high educational attainment are mostly observing the correct sound production. Generally, they observe the Philippine Englishes as influenced by their respective regional dialects or social contact or educational attainment. There is an interference of the mother tongue phonological features of the tourism service providers of the spoken English language.

### *Suprasegmental Phonological Feature*

Generally, some participants had the same intonation description as somewhat similar to native speaker which means that there were occasional errors in intonation patterns but the speaker is most likely intelligible in asking Yes-No question with rising intonation, WH questions with falling intonation, and in stating statements which are in a form of offering, expressing, insisting, suggesting, apologizing, thanking, and among others with rising-falling intonation. These participants have various educational background, occupational background, regional and dialectal background with inclusion of minorities such as Mandaya and Muslim. Participants have the staccato or disjointed way of reading the sentences as they adopted syllable timed as attributed to Philippine languages or dialects, although some have at least similar to native speaker, amidst their exposure to English native language.

It is apparent that there is a presence of phonological features of the English spoken by the tourism service providers though they do not sound like that of native speaker, instead as they speak Philippine Englishes which are comprehensible with no extreme communication breakdown as they communicate to tourists.

## **RECOMMENDATIONS**

It is good to note to endorse this to the tourism industry in partnership with State Colleges and Universities, and other private institutions so that proper intervention can be

done especially those with least or no access at all in availing capability building. This can be part of their extension program which may boost tourism industry.

As an educational implication, there is a need to recognize these phonological features as these have an influence in their speaking ability while at the same time learning the proper way of utterance based on international standards

which may become part of the basis of strengthening or redefining our own Philippine Englishes.

There is a need to redefine Philippine English to include phonological features which vary from regional, social, and hybrid varieties. It is likewise recommended to include features to that of the indigenous people.

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