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Selected features of Philippine English pronunciation among three groups of Ilocano speakers

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Abstract

This paper describes the pronunciation of Philippine English by Ilocano speakers from three provinces of Region II in the Philippines: Nueva Vizcaya, Isabela, and Cagayan. All participants were born, raised, and educated in their respective provinces. The participants answered a questionnaire and were recorded reading a word list and structured dialog. The target pronunciation for analysis included the vowels /i/, /ɪ/, /ɛ/, and /e/, and the consonant pair /θ/ and /ð/, and two suprasegmental features: lexical stress and the intonation of question forms. To a certain extent, the findings were consistent with Llamzon's (1969)

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and Tayao's (2004) findings on the features of Philippine English pronunciation. However, the findings suggest variation possibly due to the dialects of Ilocano that they speak. The study contributes to our understanding of the diversity in Philippine English pronunciation due to the multilingual nature of the country.

Keywords: Ilocano, Multilingual Setting, Pronunciation Features, Philippine English, Segmental and Suprasegmental Features

1. Introduction

The English language carved its own niche in the Philippines soon after the country was occupied by the United States in 1898. Gonzalez (1997) describes that the American language has manifested a unique destiny in the Philippines with a new breed of language known as Philippine English. Likewise, Bautista (2000) asserts that English has penetrated significant domains of the society so deeply that it can be considered functionally native to the country. Since the Philippines has immense linguistic diversity, it is then integral to include in this analytical paradigm how English is used not only by the "educated elites", especially from Metro Manila but also those who come from the provinces, particularly those who have reached secondary education.

An earlier study by Llamzon (1969) established the existence of Standard Filipino English. The study shows that speech forms employed by the representative speakers are a dialectical variety of English. The main contrasting points are prosodic elements such as intonation, stress and rhythm. As an offshoot of the research conducted, Llamzon (1969) observes that the speech community thinks highly of this style. Thus, he advocates that this variety be taught in Philippine schools. There is in fact a rich repository of literature regarding Philippine English (Tayao, 2004) including on its intelligibility to non-Filipino speakers (Dita & De Leon, 2017; Dita & De Leon, 2022). However, in a survey of related literature and studies, it was found that there is a dearth of research on the phonological variations of Philippine English spoken by Filipinos with different regional languages, especially speakers of Ilocano dialects in Region II of the Philippines.

Thus, this study generally aimed to identify the phonological variations of Philippine English in three Ilocano dialects of Region II namely, Nueva Vizcaya, Isabela and Cagayan. Specifically, the study aimed to:

(i) identify variations in Philippine English in terms of the vowels /i/, / ɪ /, /ɛ/, and /e/, and the consonant pair /θ/and /ð/.

(ii) identify variations in Philippine English in terms of two suprasegmental features: lexical stress and intonation patterns.

2. Literature Review

2.1 Philippine English

Llamzon's (1969) work on what he referred to as standard Filipino English is one of the groundbreaking studies on the phonology of Philippine English. He classified representative speakers of Philippine English into three categories namely: acrolect, mesolect, and basilect group. Llamzon (1969) posits that the acrolectal variety approximates General American English (GAE) pronunciation typically used by famous personalities in the media and education. The phonology of the mesolect variety reveals an increased number of deviations compared to American English. Lastly, he described the representative speakers of the basilect variety as having more phonemic substitutions than in the mesolect and acrolectal levels. Likewise, Tayao (2004) identified segmental and suprasegmental features of the three lectal varieties. She found that in the basilectal variety, the interdental fricatives /θ/ and /ð/ were mainly substituted with the alveolar stops [t] and [d] respectively. This substitution was also found among mesolectal and acrolectal speakers, with a greater incidence of [t] and [d] among the mesolectal speakers.

For vowels, acrolectal speakers closely replicated GAE, while the vowels present in the mesolectal group are /i/, /e/, /a/, /o/, /u/ and /ə/. Only three vowels /i/, /a/, and /u/ are said to be prominent in the basilectal group, especially among the Cebuanos. Moreover, Tayao (2004) found that at the suprasegmental level, all three groups favored the final rising intonation in all types of interrogative statements. Another common feature of the three groups was the placement of lexical stress. The study revealed that the speakers of the mesolectal and basilectal varieties preferred to place the primary stress on the penultimate syllable of four or five-syllable word formed through affixation. Tayao (2004), however, felt that these phonological features needed further investigation.

Asuncion and Querol (2013) affirmed the studies of Llamzon (1969) and Tayao (2004) by examining the lectal classification and phonological features of Ifugao and Ilocano speakers of English. Asuncion and Querol (2013) found that most of the participants tended to conflate the

high front vowel sound /i/ and the high front lax vowel sound /ɪ/. Both the Ilocano and the Ifugao groups had the tendency to shorten the long /i/ sound which made it sound similar to /ɪ/. When it came to the consonant sounds, the tendency of the participants was to substitute [t] for /θ/ and [d] for /ð/. The study also revealed that the Ifugaos manifested basilectal features but also produced features that were common among the mesolect speakers.

2.2 Ilocano

Ilocano is one of major Philippine languages and is the third most widely spoken language in the country with nine million speakers. It is the lingua franca in the Northern Luzon and is the primary language of the Cagayan Valley and the Cordillera Administrative Region (Ilocano, 2024). Based on Rubino's (2000) description, Ilocano has four vowels: /a/, /i/, /u/ or /o/, and /ɛ/ and /ə/ and fifteen consonants. Generally, the placement of stress is unpredictable in Ilocano. Often, a shift in stress leads to a shift in meaning. For instance, /ˈkaːjo/ means 'wood'" while /ka. ˈjo/ means 'you' (second person plural). On the other hand, foreign or borrowed words are stressed the same way they are in the original language like /kaˈbal jo/ 'horse'. Where suprasegmental features are concerned, an earlier study on Ilocano by Olaya (1967) found that the stress pattern of Ilocano is fixed, in a sense that the primary stress is received by a particular syllable in each word. This was based on a summary of the suprasegmental features of stress and intonation of the Ilocano dialect spoken in a town in Nueva Vizcaya.

With the foregoing discussion, this study investigates the phonological variations at the segmental and suprasegmental levels of three Ilokano dialects of Cagayan Valley. Based on the theoretical considerations, this study is based on the paradigm shown in Figure 1. The diagram stipulates the variables as three distinct dialects of Ilocano provinces in Region II namely Nueva Vizcaya, Isabela and Cagayan. The arrow connecting the three Ilocano dialects indicates the possibility of the presence of phonological variations in the segmental and suprasegmental levels. The downward arrow reflects that these phonological variations are possible features of Philippine English as reflected by the Ilocano participants approximating the sounds of a target language, English.

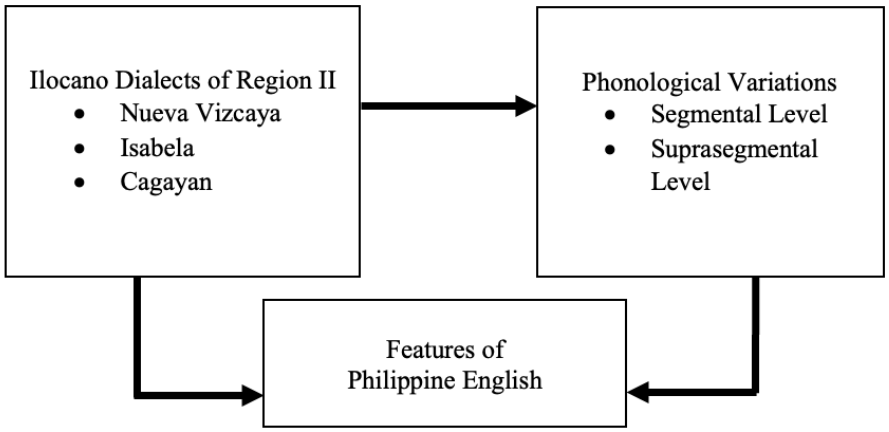

Figure 1. Conceptual Framework of the Study

3. Methodology

3.1 Research Design

The study employed a descriptive design using both quantitative and qualitative approaches to explore the target segments and suprasegmental features in the English spoken by three Ilocano dialect speakers in the Cagayan Valley of northern Philippines. Each feature or variation is exemplified by actual oral productions transcribed. To ascertain that the participants belong to a specific speech community (i.e., Ilocanos), purposive sampling was employed.

3.2 Research Environment

Region II or the Cagayan Valley is composed of five provinces namely Nueva Vizcaya, Isabela, Cagayan, Quirino and Batanes (Philippine Statistics Authority, 2024). The researchers limited the study to three administrative districts: Nueva Vizcaya, Isabela and Cagayan. Participants were chosen from three municipalities per province. These municipalities included Bambang, Bayombong and Solano for the province of Nueva Vizcaya. The chosen municipalities for Isabela province were Ilagan, Roxas and Tumauini, while Tuguegarao City, Gattaran and Aparri were the selected towns for Cagayan. It is important to note that one of the dominant languages of the selected areas is Ilocano and, in this study, the target segments and prosodic features produced are discussed in relation to GAE and Ilocano where relevant.

3.3 Participants of the Study

The study involved 15 participants from the three provinces of Region II, where five participants were selected per province. In selecting the participants, five important factors were considered. First, the participants' first language had to be Ilocano with parents of Ilocano descent. Second, the participants were born, raised, and educated in the identified municipalities of the Cagayan Valley. Third, the participants should have at least finished basic education or secondary education. Fourth, the participants had to be between 25 to 45 years old at the time of investigation. Lastly, they should have very minimal to no exposure to other varieties of English.

3.4 Research Instrument

The data-gathering instrument was made up of five parts. The first part obtained a demographic profile of the participants in terms of name, sex, age, educational attainment, first language, address, and years of residency in the address indicated. The second part of the data-collection tool was adapted from Tayao (2004) with modifications made to suit the present study. Out of the fifty words listed in Tayao's inventory for word stress, nineteen words were retained. These words were believed to be within the active lexicon of the participants, or they were likely to be exposed to these words. The third and fourth part of the instrument focused on the consonants /θ/ and /ð/ and the vowels /i/, /ɪ/, /ɛ/, and /e/. In Philippine English, words with these distinct sounds were chosen because when compared with General American English (GAE), they are described as absent or coalesced categories. The last part of the instrument included a structured dialogue discretely representing the various intonation patterns of GAE. The structured discourse included two information questions following the falling intonation (2-3-2), one information question with a series of options for the falling-rising-falling intonation (2-3-2), two *yes-no* questions for the rising intonation (2-3-3), three declarative statements following the falling intonation contour (2-3-2) and two declarative statements (complex sentences) for the rising-falling intonation (3-2), where the subordinate clause in the initial position warrants a rise in intonation while the independent clause requires a falling intonation.

3.5 Data Gathering Procedure

The study employed a purposive sampling technique where the participants were chosen based on their first language and the criteria stated in 3.3. The participants were asked to read a roster or

words containing the focused sounds in the study and a structured dialogue to identify the intonation patterns manifested by the Ilocano speakers of English.

3.6 Data Analysis

The last phase includes the interpretation and analysis of data for the segmental and suprasegmental features and the points of variations among the three Ilocano dialects. The recordings were subjected to auditory analysis. For the evaluation of intonation patterns in the structured discourse, the work of Deterding (1994) was used.

4. Results

4.1 The Segmental Features of English Produced by Ilocano Speakers

The following sections present the findings related to the dental fricative and vowels.

4.1.1 *Consonants*

Table 1 shows the production of the voiceless dental fricative consonant /θ/ in initial, medial and final positions. Most of the participants from the three provinces, Nueva Vizcaya, Isabela and Cagayan, did not approximate /θ/ in the beginning of the words *therapy, thief* and *thorn.* The same is true for /θ/ in medial position, specifically for the word *athlete.* However, 40% of the participants were able to produce this segment in the word *method.* Only a few of the participants produced the consonant /θ/ in final position in the words *bath, breath* and *faith.* As can be seen in Table a, the highest frequency of the production of /θ/ in the representative words were by the Cagayan participants, followed by the Nueva Vizcaya participants, and lastly, those from Isabela.

Table 1. Production of /θ/

Words	Nueva Vizcaya		Isabela		Cagayan		Total	
	f	%	f	%	f	%	f	%
therapy	0	0	0	0	1	20	1	7
thief	1	20	0	0	0	0	1	7
thorn	0	0	0	0	1	20	1	7
athlete	0	0	0	0	1	20	1	7
cathedral	1	20	0	0	2	40	3	20
method	2	40	1	20	3	60	6	40
bath	1	20	0	0	1	20	2	13
breath	2	40	1	20	1	20	4	27
faith	1	20	0	0	1	20	2	13

Table 2 shows the production of the voiced dental fricative consonant /ð/ in initial, medial and final positions. Generally, few participants produced the focused sound in the initial position. None of the participants from Nueva Vizcaya and Isabela pronounced /ð/ in the word *gather* while, for the same word, three from Cagayan produced this sound. There were more participants who produced medial /ð/ in the word *mother* among the Vizcaya and Cagayan participants but none from Isabela. Only 20% of the participants, mostly from Isabela and Nueva Vizcaya, pronounced the final /ð/ sound in *clothe* but none of the participants from the three provinces produced the sound /ð/ in *breathe.*

Table 2. Production of /ð/

Word	Nueva Vizcaya		Isabela		Cagayan		Total	
	f	%	f	%	f	%	f	%
than	1	20	0	0	1	20	2	13
there	1	20	0	0	1	20	2	13
they	0	0	0	0	1	20	1	7
gather	0	0	0	0	3	60	3	20
mother	2	40	0	0	3	60	6	40
weather	1	20	1	20	2	40	4	27
clothe	1	20	2	40	0	0	3	20
breathe	0	0	0	0	0	0	0	0

4.1.2 *Vowels*

Table 3 shows that most of the participants produced the vowel in the words *feel*, *read*, and *seal* as /ɪ/ instead of /i/. In general, the frequency of the production of the vowel /i/ among the Ilocano participants is low.

Table 3. Production of /i/

Word	Nueva Vizcaya		Isabela		Cagayan		Total	
	f	%	f	%	f	%	f	%
feel	0	0	0	0	0	0	0	0
read	1	20	0	0	0	0	1	7
seal	2	40	1	20	1	20	4	27

f: frequency

As can be gleaned from Table 4, most of the participants, especially the Isabela and Cagayan participants, produced the lax high front unrounded vowel /ɪ/ in the words *fill*, *rid* and *sill*.

Table 4. Production of /ɪ/

Word	Nueva Vizcaya		Isabela		Cagayan		Total	
	f	%	f	%	f	%	f	%
fill	3	60	5	100	5	100	13	86
rid	5	100	5	100	5	100	15	100
sill	5	100	5	100	5	100	15	100

In the case of /ɛ/ described as a lax mid-front unrounded vowel, most of the participants produced the vowel in the words *fell*, *red* and *sell*, as shown in Table 5.

Table 5. Production of /ɛ/

Word	Nueva Vizcaya		Isabela		Cagayan		Total	
	f	%	f	%	f	%	f	%
fell	5	100	3	60	5	100	13	86
red	5	100	5	100	5	100	15	100
sell	5	100	5	100	5	100	15	100

Table 6 shows that most of the participants produced the vowel in the words *fail, raid* and *sail* as the tense mid-front unrounded vowel.

Table 6. Production of /e/

Word	Nueva Vizcaya		Isabela		Cagayan		Total	
	f	%	f	%	f	%	f	%
fail	5	100	5	100	5	100	15	100
raid	5	100	4	80	5	100	14	93
sail	5	100	5	100	5	100	15	100

4.2 The Suprasegmental Features of the English Produced by Ilocano Speakers

The following sections present the findings for lexical stress and the intonation of question forms.

4.2.1 *Word Stress*

Table 7 shows the participants' production of five representative words stressed on the first syllable in GAE. The findings indicate that 60% of participants in each of the three groups stressed the first syllable of the word *carton*. None of the participants stressed the word *ancestor* on the first syllable. The majority of the participants stressed the first syllable of the word *government*. Additionally, none of the participants stressed the first syllable of the word *cemetery*.

Table 7. Production of Words Stressed on the First Syllable

Word	Nueva Vizcaya		Isabela		Cagayan		Total	
	f	%	f	%	f	%	f	%
carton	3	60	3	60	3	60	9	60
ancestor	0	0	0	0	0	0	0	0
government	3	60	3	60	5	100	11	73
talented	3	60	3	60	4	80	10	67
cemetery	0	0	0	0	0	0	0	0

Table 8 shows the participants' production of words that are stressed on the second syllable in GAE. In general, more than half of the participants placed the primary stress for *kilometer* on the second syllable while none of the participants placed the primary stress on the second syllable for the word *semester*.

Table 8. Production of Words Stressed on the Second Syllable

Word	Nueva Vizcaya		Isabela		Cagayan		Total	
	f	%	f	%	f	%	f	%
bamboo	0	0	1	20	0	0	1	7
ingredient	1	20	2	40	3	60	6	40
semester	0	0	0	0	0	0	0	0
utensil	1	20	0	0	1	20	2	13
kilometer	5	100	3	60	2	40	10	67

f: frequency

Table 9 shows the participants' production of words with the primary stress on the third syllable in GAE. The data suggest that the three groups preferred placing the primary stress on the third syllable of the words *economics* and *pronunciation* but diverged from the GAE stress pattern in the case of the five-syllable words *complimentary*, *documentary* and *rehabilitate*.

Table 9. Production of Words Stressed on the Third Syllable

Word	Nueva Vizcaya		Isabela		Cagayan		Total	
	f	%	f	%	f	%	f	%
economics	5	100	5	100	3	60	13	87
pronunciation	5	100	4	27	5	100	14	93
complimentary	0	0	0	0	1	20	1	7
documentary	0	0	0	0	3	60	3	20
rehabilitate	1	20	0	0	2	40	3	20

f: frequency

Table 10 shows the participants' production of words stressed on the fourth syllable. The participants did not diverge much from GAE norms especially in placing the primary stress on the fourth syllable of the word *examination*. Generally, the speakers from the provinces of Nueva Vizcaya, Cagayan and Isabela approximated the GAE norms for the placement of primary stress on four syllable and five-syllable words.

Table 10. Production of Words Stressed on the Fourth Syllable

Word	Nueva Vizcaya		Isabela		Cagayan		Total	
	f	%	f	%	f	%	f	%
examination	5	100	5	100	5	100	15	100
experimental	5	100	2	40	4	80	11	73
paraphernalia	5	100	3	60	4	80	12	80
specifications	5	100	4	80	4	80	13	87

f: frequency

4.2.3 *Intonation Patterns*

Table 11 shows the intonation patterns in the utterances produced by the Ilocano participants in a structured English 5. As mentioned in 3.4, there were ten sentences in the structured dialogue exemplifying three intonation patterns used in varied sentence types in GAE. In general, there was

a tendency for the Ilocano participants to use a falling intonation both in information questions and declarative sentences in the simple structure, and the rising intonation in *yes-no* questions.

Table 11. Participants' Intonation Patterns in a Structured Dialogue

Sentence Type	Intonation Pattern	Nueva Vizcaya		Isabela		Cagayan		Total	
		f	%	f	%	f	%	f	%
information question	falling	5	100	5	100	2	40	12	80
information question	falling	4	80	2	40	4	80	10	67
information question (series)	falling-rising-falling	0	0	2	40	1	20	3	20
yes-no question	rising	3	60	5	100	4	80	12	80
Sentence Type	Intonation Pattern	Nueva Vizcaya		Isabela		Cagayan		Total	
yes-no question	rising	5	100	5	100	4	80	14	93
declarative (simple sentence)	falling	5	100	5	100	5	100	15	100
declarative (simple sentence)	falling	5	100	5	100	5	100	15	100
declarative (simple	falling	5	100	5	100	5	100	15	100

Sentence Type	Intonation Pattern	Nueva Vizcaya		Isabela		Cagayan		Total	
		f	%	f	%	f	%	f	%
sentence)									
declarative (complex sentence)	rising-falling	1	20	1	20	1	20	3	20
declarative (complex)	rising-falling	1	20	1	20	1	20	3	20

f: frequency

5. Discussion

The following discussion further elaborates the results of the present study. *Th*-stopping was common for the dental fricatives /θ/ and /ð/ across the three groups of Ilocano speakers. The tendency for the Ilocanos to do this could be attributed the absence of these sounds in Ilocano. The findings support the study of Tayao (2004) and Berowa (2018) that the interdental fricatives are largely absent among basilectal speakers of English. The use of [t] and [d] were especially prominent in word initial position instead of /θ/ and /ð/ which supports earlier findings of Gonzalez and Alberca (1978). This is a phenomenon that has also been observed in Malaysian and Singapore English (Moorthy & Deterding, 2000; Phoon et al, 2013).

In relation to vowels, there was a tendency for the participants to produce /i/ as [ɪ]. This is a feature of Philippine English that is most common with the basilectal variety (Llamzon, 1969). Although /i/ is present in Ilocano, it seems there is no transference of this sound when they speak in English. This is because in Ilocano, /i/ and / ɪ / are used interchangeably, as further supported by the study of Asuncion and Querol (2013). As for /e/ and /ɛ/, there are more instances of phonemic contrast.

In terms of lexical stress, while many words were stressed the same way as GAE, there were also differences. For instance, if a word contains an <o>, as in *carton*, the tendency is to substitute it with /u/, whether this vowel is pronounced as a schwa in GAE or /ɔ/. The word then

is pronounced as [ˈkartun] where the schwa is substituted with /u/. Rubino (2000) opines that this substitution is a prominent feature of Ilocano.

Another example of a difference is the placement of the primary stress for the three-syllable word *ancestor.* Instead of stressing the first syllable, many participants tended to stress the second syllable. This finding also contradicts Tayao (2004) where the majority of the participants from the acrolectal group pronounced the word with the primary stress on the first syllable.

In some instances, the difference may not be on the placement of the stress but in the pronunciation of the segments in the words. The word *government*, for instance, was stressed on the first syllable by the majority of the participants from all the three groups. However, it was noted that several speakers did not produce the/n/ in the second syllable of the word thus resulting in some of the participants saying [ˈgʌvəmənt] instead of GAE [ˈgʌvənmənt]. This simplification of consonant clusters was also noted by Gonzales and Alberca (1978).

Another difference observed in the findings was that all the participants from the three provinces tended to stress the third syllable of the word *cemetery*. This may be attributed to the way this word in produced in Ilocano which is [semaˈterjo] where the third syllable is stressed. The influence of how similar words are pronounced in Ilocano can also be seen for the word *bamboo* whose primary stress falls on the second syllable in GAE. Most of the participants stressed the first syllable as [ˈbæmbu]. This may again be due to how this word is pronounced in Ilocano (Llamzon, 1997; Gonzales, 1987). A similar finding was reported among mesolectal and basilectal speakers by Tayao (2004).

For the three-syllable word *ingredient* [ɪnˈgriːdiənt] which is stressed on the second syllable, most of the participants from Nueva Vizcaya and Isabela favored placing the primary stress on the first syllable. This is unlike the participants from Cagayan who stressed the second syllable similar to GAE which was also reported by Tayao (2004).

Furthermore, the findings show that none of the participants favored placing the primary stress on the second syllable for the word *semester.* Most of the participants especially those from Nueva Vizcaya and Cagayan placed the primary stress on the first syllable [ˈsəmɛs.tə˞]. In contrast, five participants from Isabela placed the primary stress on the third syllable of the word [səˈmɛs.tə˞]. Additionally, the findings further affirm the findings in Tayao (2004] for the mesolectal and basilectal pronunciation of the word *semester* /sɪˈmɛstə˞/ in Philippine English. The participants also tended to stress the first syllable of the word *utensil* rather than the penultimate

syllable. For the word *economics*, a few from Cagayan placed the primary stress on the second syllable rather than on the third syllable.

Most of the participants placed the primary stress on the penultimate syllable for the word *complimentary*. The same placement of the primary stress on the penultimate syllable was recorded among the majority of the 15 participants for the word *documentary*. This could be an influence from Ilocano because as pointed out by Olaya (1967), Ilocanos tend to accord the primary syllable either on the penultimate and final syllable of a word expanded through affixation.

In terms of intonation, there were several differences on the intonation patterns among the three groups. For the first information question following a 2-3-2 pattern, all participants from Nueva Vizcaya and Isabela produced this pattern, while most participants from Cagayan displayed a rising intonation (2-3-3), commonly accorded to *yes-no* questions in GAE. This is similar to the pattern used in Philippine English where *wh*-questions tend to have a rising intonation (Gonzales, 1987). For the second information question, most of the participants from Isabela employed a similar rising (2-3-3) intonation.

For information question followed by a series of options, the participants used a fall-rise-fall (2-3-2) pattern similar to GAE. This may be due to the prominent use of a rising intonation among Ilocanos when providing a series of choices preceding an information question. Perhaps because a rising intonation for interrogative statements is common among local varieties of Ilocano (Gonzales,1987), the two *yes-no* questions were generally produced using a rising intonation.

With regards to the three declarative sentences in the simple structure, it is interesting to note that all of the participants used a fall-rise-fall intonation pattern similar to GAE. This could be attributed to the intonation pattern followed by statements of fact in Ilocano which has a final-rise-fall intonation (Olaya, 1967). However, for declarative sentences with subordinate and independent clauses, there was a tendecy to use a falling intonation for both clauses, while in GAE the subordinate clause would have a rising intonation and the independent clause a falling pattern. The use of falling intonation for both clauses in complex sentences contradicts findings in Tayao (2004). In general, it was found that the participants had the tendency to use the falling intonation both in information questions and declarative sentences in the simple structure and a rising intonation in *yes-no* questions.

6. Conclusion

This paper is an attempt to augment the dearth of studies on the feature of English pronunciation by Ilocano speakers in Northern Luzon. The results serve to add to previous studies by Olaya (1967), Llamzon (1969), Gonzalez and Alberca (1978), Tayao (2004) and Berowa and Dita (2021) on the features of Philippine English. The study found that the Ilocano speakers from the three provinces of the Cagayan Valley displayed features of Philippine English but with most of the features similar to descriptions of the mesolectal and basilectal variety of Philippine English. The results also suggest that there exist variations among the participants from three different locations who speak dialectal variations of Ilocano. This adds to the diversity of pronunciation features in Philippine English based on geographical location, language background and other factors such as level of education.

Future studies should include more segmental sounds and prosodic features to build a better picture of the distinctive features in the English pronunciation of Ilocano speakers.

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APPENDIX

Appendix A: The Data-Gathering Tool

Name: _____ Age:_____

Address: _____ Occupation: _____

Years of residency in the address indicated: _____

Highest Educational Attainment: ___ Elementary

___ Secondary

___ College

Means of learning the English language:

_____ formal education _____ television

_____ books _____ internet

_____ magazine

_____ newspaper Others, please specify: _____

I. Please read the following set of words.

1.

1. ancestor	6. documentary	11. ingredient	16. semester
2. bamboo	7. economics	12. kilometer	17. specifications
3. carton	8. examination	13. paraphernalia	18. talented
4. cemetery	9. experimental	14. pronunciation	19. utensil
5. complimentary	10. government	15. rehabilitate	

2.

1. athlete	5. cloth	9. method	13. therapy	17. thorn
2. bath	6. clothe	10. mother	14. there	18. weather
3. breath	7. faith	11. mouth	15. they	
4. cathedral	8. gather	12. than	16. thief	

3.

1. seal	4. fail	7. red	10. sill
2. fill	5. read	8. raid	11. fell
3. sell	6. rid	9. feel	12. sale

II. Please read the dialogue that follows.

A: What are your plans this weekend?

B: I'd like to have a picnic with some friends.

A: Are you doing anything special this weekend?

B: If the weather is nice, my family will have a picnic.

A: Where do you like to spend your free time?

B: I enjoy reading books in the park.

A: Do you play any sports?

B: When I can find the time, I like to play basketball.

A: What is your favorite team- Ginebra, San Miguel or Alaska?

B: I am a Ginebra fan.