Morphosyntactic Features of English Variety in Davao City, Philippines

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ABSTRACT

The study describes the morphosyntactic features of English variety in Davao City. In attaining this purpose, I used structural analysis of qualitative research method. In ensuring its trustworthiness, I used some samples from multiple sources of corpora found in this city, analyzed, and classified them according to genres, such as student composition, print media, virtual communication, billboard ads, and office communication. After analyzing the samples, I discovered that the morphological features of the English variety were prominently affixation (prefixation e.g., *gina*-close, *pag*lunch, *na*open, *nag*positive, *ipa*-discharge) and borrowing (transliteration into dialect orthography, e.g., …who was my *inspairation*; our guest pls. do not *inter*; hill side *dreep* wood furniture). The syntactic features, on the other hand, were dominantly run-ons (comma splice: "It *starts in* the acquaintance party, *then* sa assemblies, *then* aside from that…"), verb-tense inconsistency (e.g., "As we *do* our activity this morning, I *was* able to learn many strategies …"), and wordiness (e.g.,

"I would like to take this opportunity to briefly explain our publication process."). These findings made me conclude that the emergence of these peculiarities was brought about by the influence of Visayan language in the region. Hence, the emergence of this new variety of Philippine English could be identified as localized English.

INTRODUCTION

Philippine English was transplanted by American government through educational system during the early 1900s (Gonzalez, 1997). However, this language has evolved into a variety because of the influence of the first or local language of the Filipinos in the country.

McFarland (2009) discovered that there is such a Cebuano English or Ilokano English. He further explained that the difference between the two is evident in the idiomatic expressions used. This variation is dependent on how well the speaker (user) knows English and where he/she uses it. For this, McFarland finally concluded that there is no such a single variety of Philippine English.

Most of the previous studies on Philippine English had used samples of corpora from Luzon (particularly in Tagalog region) and Visayas (particularly in Cebu). Generally, these studies examined the influence of Tagalog and Cebuano dialects on English language as evidently found in Anvil-Macquarie Dictionary brochure (2000). Since no studies describing Philippine English had used samples from Davao City, Philippines yet, I took the challenge of analyzing various genres of corpora i.e. student composition, print media, billboard ads, virtual communication and office written communication and describing their morphological and syntactic features.

Dr. Lourdes Bautista (2000) declared that Philippine English is not English that falls short of the norms of Standard American English. It is not badly-learned English as a second language either, for its distinctive features are not errors committed by users who have not mastered the American standard. It is rather a nativized variety of English that has features which differentiate it from Standard American English because of the influence of the Filipinos' first language or mother tongue, their different culture in which the language is embedded, and the restructuring of grammar rules.

To classify a Philippine English as a variety, Bautista (2000) adopted Platt, Weber, and Ho's (1984) criteria. The first criterion is that English variety has developed through the educational system. Meaning, English has been taught

as a subject and used in many cases as a medium of instruction. The second criterion is that it has developed in an area where a native variety of English is not the language spoken by most of the population. The third criterion is that it is used for a range of functions among those who speak or write it in the region where it is used in letter writing, in the writing of literature, in parliament, in communication between friends and the family. The last criterion is that it has become 'localized' or 'nativized' by adopting some language features of its own, such as sounds, intonation patterns, sentence structures, words, expressions.

Citing D'Souza (1992), Bautista adds that these New Englishes are the result of colonization, are institutionalized, have range and depth, are nativized and stable, have developed through educational system in bilingual contexts, and are creative. According to her, range means a wide range of uses and an extended register and style range; depth is about time depth of penetration at all levels of society; creative refers to the use of the language in creative writing.

Admittedly, this study had some weaknesses. First, it did not have studies to support the findings on semantic features of Philippine English. Second, it did not use concordance which Bautista had resorted to in her study on grammatical structures of Philippine English. Lastly, it did not explore other corpora such as locally published and unpublished researches, theses or dissertations, school papers, magazines which might possibly have evidences of Philippine English variety.

OBJECTIVES OF THE STUDY

The study aimed to describe the morphological and syntactic features of Philippine English in Davao City, Philippines.

METHODOLOGY

I used structural analysis of a qualitative research method in this study. Originally, structural analysis was traced to the work of Ferdinand de Saussure, the Swiss linguist who introduced a new method of studying language known as structural linguistics. It happened because he was quite unhappy with the work being done by language specialists who concentrated either on the history of particular languages or on the characteristics of languages as these were actually used. He felt that linguistics should focus instead on the structures of language that is, the rules or principles on the basis of which languages are able to function or operate (Peck & Coyle, 1984 as cited by Tolentino, 1997).

Benoistas (October 2012) added that though structuralist approach is on the structure of a text, it cannot do away with its content or message. The structure

of a text determines the content as well as the communicated information. However, Gall, Borg, and Gall (1996) clarified that the structural analysis is not concerned with the content of a text. It rather explores and analyzes the structures underlying the text which make the content possible.

Guided by these known structuralists, I analyzed the morphological and syntactic structures of corpora in Davao City. I concentrated on how the morphological samples were developed, how their meaning was expressed, and how their syntax was formed.

But, in conformity with the qualitative nature of structural analysis (Mills, 2003 as cited by Yin (2009), I obtained samples of morphological and syntactic structures from multiple sources of evidence to ascertain trustworthiness of the study. Then, I classified them according to the genres such as: student composition, print media, virtual communication, billboard ads, and office communication. For Yin, these data were documentations.

The sources of data or information about Philippine English were multiple in order to provide 'depth' to the case. These were clustered with three samples for each of the genres: student composition (i.e., a written composition of any topic which was done by a college student inside the classroom of a university or college), print media (i.e., a written article of any topic or subject which was published in a local tabloid in Davao City), billboard ads (i.e., an ordinary advertisement that was printed and posted at a strategic area), virtual communication (i.e., a written message which was casually sent to or received from for a purpose), and office communication (i.e., a written memorandum which was formally sent to or received from for a purpose). Additionally, the data from these genres were analyzed according to how they were formed or developed morphologically and syntactically.

All these sources were selected because they contained the data which were necessary for attaining the purpose of this present study. They were also multiple so that the trustworthiness and credibility of information could be ascertained (Denzin, 1970).

In gathering good information to answer research questions about the morphological and syntactic features of Philippine English, I observed a series of interrelated activities. One of these activities was encountering the phenomenon in the site. Since I began working as an English teacher in Davao City in 1992, I have encountered a kind of English which is far different from Standard American English in terms of grammar. At first, I thought of myself a failure as a teacher in English because after checking the written compositions of my students in English class, I still found them ambiguous and ungrammatical. But, later on, I realized that I was not alone encountering such a phenomenon in English class as there were other teachers who had experienced it too.

As a matter of fact, because of this encounter, my initial undertaking was to explore the intelligibility of Philippine English in Davao region. But, due to challenging suggestions of panelists, I focused on the structural analysis of linguistic features of Philippine English.

The more I saw the necessity of exploring the morphological and syntactic features of Philippine English as a phenomenon not only because there are no studies which have been conducted yet on Philippine English in Davao, but also because of the theory of Maria Lourdes Bautista on Philippine English. So, considering the theory of Dr. Bautista was another activity which I had taken according to the guidelines of Miles and Hubberman (1994).

Moreover, to get an in-depth picture of Philippine English variety in Davao City, I needed to have a wide array of data collection. Hence, the third step which I had taken was collecting documents from multiple sources of data as recommended by Yin (2009). These documents were written texts in English. They were also obtained from print media, student composition, virtual communication, billboard ads, and office communication. The data drawn from these multiple sources were in quotation marks as they were cited in textual analysis. They were likewise categorically aggregated, and the patterns were established and interpreted in narrative structure. Since there was other information which was collected from pictures, the fourth step that I had taken was recording information from photographing and observational fieldnotes.

Photographing was used in the process to capture the texts in the billboard ads. Likewise, fieldnotes were used to jot down some data from commercial ads which I had encountered on the street.

For protecting the anonymity of the authors of retrieved information, I deleted their names from the samples shown in matrices and blackened them as they were attached to appendices, except for those with consent or permission from the sources.

As these samples were gathered, I had encoded and saved them in my laptop with backup files. Thus, storing information for security purposes was the last step which I had taken. I understood that this system of storing files of information was not only for security but also for easy retrieval of information.

Trustworthiness in qualitative study is equivalent to validity and reliability in quantitative study. According to Lincoln and Guba (1985), trustworthiness operated on the terms like: credibility, transferability, dependability, and confirmability. The authors added that trusthworthiness had to be established through their proposed techniques for a researcher to apply.

In this present study, however, I applied the following procedures to ensure trustworthiness. At first, I triangulated the data from multiple sources. After identifying three (3) samples from each genre such as: student composition,

print media, billboard ads, virtual communication, and office communication, I clustered or grouped them according to morphological and syntactic features. Then, I concentrated on determining whether or not there were nativized features that had been recurrent and prominent among the samples across the identified genres. In so doing, I was able to validate the data.

The second technique which I did use was the audit trail. I provided matrices after discussing the data for referential accuracy. With these matrices, the readers would have easy access to data. They would also have enough chance to double check on the accuracy of data being cited in the discussion.

The third technique was the provision of structural analysis and implications on quoted samples being discussed. I analyzed the morphological and syntactic structures according to how they are formed or developed. After doing this, I formed implications to teaching with backups of authorities. I also sought contradictory opinions from any cited linguists against my findings.

The last technique which made me decide to pursue the study was my prolonged engagement in teaching the English subjects and persistent observation of the nativization of Philippine English in some write-ups of students and professionals. As Fetterman (1989) wrote, working with people day in and day out, for long periods of time could provide an ethnographic study with validity and vitality.

Data analysis in this study consisted of synchronized flows such as: data management, reading and memoing, describing, classifying and interpreting, and representing and visualizing (Creswell, 1998).

In the first process of data analysis that is, data management, I organized the data that I had gathered according to genre (student composition, print media, virtual communication, billboard ads, and office communication). Organizing the sources according to genre enabled me to retrieve the files easily.

In the second process that is, reading and memoing, I read by scanning the data from each genre. I selectively looked for a group of words, phrase or statements with elements of Philippine English and jotted them down according to linguistic features. To facilitate the identification of the features of Philippine English, I boldened and italicized the morphological, semantic, and syntactic structures in the samples.

The third process included description, classification, and analysis. In this process, I clustered all the samples drawn from different sources and classified them according to linguistic features. I also analyzed them with thick description of their features.

The last process was the citation of data in matrix. In this process, I presented the matrix in the discussion of results not only for audit trail but also for visual image of information (Creswell, 1998).

RESULTS AND DISCUSSION

Morphological Features

The morphological features that are scrutinized in this study describe the kind of word formation processes. The morphological processes that are mostly confirmed across the selected corpora are affixation and borrowing, while the least one is reduplication.

Affixation (Nag-, Pag-, Ipa- Prefixation). Affixation is a morphological process in which the bound morpheme is attached to the free morpheme. According to Tayao, Ignacio, and Gonzales (1997), the bound morphemes come in the form of affixes. They cannot occur in isolation, so they have to be attached to a root word (free morpheme). These affixes may precede or follow other morphemes. When affixes occur before free morphemes, they are called prefixes, but when they follow other morphemes, they are identified as suffixes (Fromkin, Rodman, & Hyams, 2010).

In Student Composition, as shown in the following matrix, affixation is developed by adding derivational prefixes (gina- and pag-) to free morpheme (close and lunch respectively):

GENRE	TEXTS	DESCRIPTION OF DEVELOPMENT
Student Composition	"Ngano ***ginaclose*** man ang comlab ***paglunch*** *na mao ra man ang time sa mga students?"* (on "Aligotgot sa mga studyante sa Nursing")	Affixation

The prefix 'gina-' is a Visayan derivational bound morpheme which has a semantic notion of time, while the free morpheme 'close' has a lexical category of a verb with an active voice feature. So, when the derivational prefix 'gina' is attached to the free morpheme 'close,' the word 'ginaclose' formed would mean 'being closed'. In this case, the voice feature of the free morpheme 'close' is modified from active voice to passive voice.

Similarly, this phenomenon is even observed in a newly-formed word 'paglunch' from Student Composition. The prefix 'pag' also has a time feature, while the free morpheme 'lunch' has a lexical category of a noun. When the derivational prefix 'pag'- is added to the free morpheme 'lunch,' the word 'paglunch' is formed with a change not only in syntactic category where a noun becomes an adverb, but also in semantic notion as the new formed word would mean 'during lunch time'.

These instances are confirmed by the samples found in Virtual Communication as shown in the following matrix:

GENRE	TEXTS	DESCRIPTION OF DEVELOPMENT
Virtual Communication	"mali akong _naopen_ nga file." (cathyroble@yahoo.com, May 2, 2012 4:23 PM)	Affixation

In Virtual Communication, the Visayan derivational prefix 'na-' is attached to the free morpheme 'open'. Since this prefix 'na-' has a past-tense feature, it modifies the grammatical category of the verb 'open' from simple present tense to simple past tense. So, this word 'na-open' indicates that an action is done.

Moreover, affixation is confirmed too in Print Media. This is evident in the following matrix:

GENRE	TEXTS	DESCRIPTION OF DEVELOPMENT
Print Media	a. "Ang area lang kung asa nay **_nag-positive_** sa dengue." ("12 dengue deaths since January," by Antonio L. Colina IV, Sun Star Davao, May 6, 2012)	Affixation
	b. "I said let me know kay **_ipa-discharge_** nato. " ("Rody warns cops: Arrest anti-smoking violators, or…", by Ivy C. Tejano, Sun Star Davao, April 16, 2012)	Affixation

The samples of affixation shown in the matrix indicate that when the Visayan prefixes 'nag-' and 'ipa-' are attached to English free morphemes 'positive' and 'discharge' respectively, new words are formed. These are: 'nag-positive' and 'ipa-discharge'. In the formed word 'nag-positive,' the free morpheme 'positive' has a lexical category of an adjective. Yet, when the derivational prefix 'nag' is added to the free morpheme 'positive,' the lexical category of 'positive' is changed from adjective to verb because the Visayan prefix 'nag' does not only have a past tense feature of a verb, but also copulative function. So, the formed word, nagpositive, as it is translated into English is 'became positive'. Likewise, in the new word 'ipa-discharge,' the free morpheme 'discharge' has a lexical category of a verb. But, when the prefix 'ipa' which has verb features of time and voice is attached to the free morpheme 'discharge,' the grammatical feature of the verb 'discharge' is

changed from present tense to future tense. The formed word 'ipa-discharge' as it is translated may be 'will be discharged'.

Borrowing (Transliteration into Dialect Orthography). Borrowing is another morphological process that is phenomenal in Davao City corpora. Finegan (2008) describes borrowing as the process where one language takes and incorporates some linguistic elements from another language. A word that is directly taken into one language from another with no little or no translation is called loan word. Meanwhile, a calque or loan translation is a related concept in which the meaning or idiom is borrowed rather than the lexical item itself.

In addition to loan words and loan translation, McCarthy (2002) makes it a point that most borrowings into English have been nouns. Borrowed words conform to the pronunciation patterns and grammatical rules of the borrowing language.

In Student Composition, as observed in the matrix below, a sample of a borrowed word is identified. It is the italicized word 'inspairation.

GENRE	TEXTS	DESCRIPTION OF DEVELOPMENT
Student Composition	"My goals in life is to finish my study in college, to help my parents/family who was my ***inspairation***…" –HRM 1A- (on Autobiography)	Borrowing

What is considered to be borrowed in 'inspairaition' is the individual vowel sound of user's local language which is the Visayan language. It appears that the writer transliterates the sound of /i/ into Visayan orthography /ai/, so the word is spelled out as 'inspairation' instead of 'inspiration'. According to McFarland (2009), this occurs in some cases of borrowing where the spelling has been changed. In other words, the transliteration is dependent on the orthography of dominant language of the community where the English language is embedded.

This instance of borrowing is confirmed with the samples drawn from the corpus of Billboard Ads, and these are 'inter' instead of 'enter' and 'dreep' instead of 'drift' as found in the matrix below:

GENRE	TEXTS	DESCRIPTION OF DEVELOPMENT
Billboard	a. "OUR GUEST PLS. DO NOT ***INTER***…"	Borrowing
	b. "Hill Side ***Dreep*** Wood Furniture"	Borrowing

What is borrowed in these italicized words is the individual sounds of long /i/ and short /ɛ/ which are dominant in Visayan language. So, instead of writing the word 'enter,' the user writes 'inter' as the sound of letter 'e' in his/her local language is long e /i/. Likewise, he/she writes 'dreep' because the dominant sound of his/her dialect for the letter 'i' found in the word 'drift' is short e /ɛ/.

This instance is explained by Tayao (2009) in her study. According to her, the Visayan people particularly the basilectals have only three vowels /i/, /a/, and /u/ and the first of these three vowels is used for the mid front /e/, /ɛ/, and the high front /I/ vowels of the acrolectal variety.

Syntactic Features

The last linguistic component that is scrutinized in this present study is syntactic features. These features include the description of how the parts of speech (i.e. noun, verb, adjectives and adverb) are arranged one after another to form larger structures. Tayao, Ignacio and Gonzales (1997) identified these as structures of predication, modification, complementation and coordination.

The structures of predication are concerned with the properties or features of verb and noun. A verb acts as the predicate, and a noun as the subject of the sentence. W. Nelson Francis as cited by Tayao, Ignacio and Gonzales wrote that English verbs have seven distinctive properties or features. These are person, tense, phase, aspects, mode, voice, and status.

Tayao, Ignacio, and Gonzales also add the second syntactic structure, and that is, the structure of modification. This is made up of two components: a **head** or main word and a *modifier* which serves to "qualify, broaden, specify or in some way affect the meaning of the head."

Meanwhile, the structure of complementation is the third syntactic structure. According to the same authors, this refers to the different complements that linking and transitive predicate verbs may take to complete the comment or description about the subject. Being the first kind of structure of complementation, linking verb is used when the words that come after it describe or refer to the subject. The complement is, thus, called subjective complement, and the sentence is called an equational sentence since the pre-verb and post-verb items refer to the same thing.

The last syntactic structure is the structure of coordination. According to the same authors, this contains two or more syntactically equivalent units joined by connectors to form a structure which acts as a single unit. The connectors may be single words (e.g., and, but, nor, not, or), phrases (e.g., rather than, as well as, together with, and along with), or they may come in two parts such as not (only) but (also), either … or, neither…nor and both…and. Those that come

in two parts are called correlatives while the single-word connectors are called coordinators.

However, among these syntactic structures, the deviation features of coordination (specifically on proper usage of punctuation marks and conjunction) and predication (particularly on verb tense and forms) stand out. So, in the succeeding discourses, these syntactic features that are prominent among the data are clustered and presented in Appendix C. These are fused sentences and comma splices, verb tense inconsistency, fragmentary, and wordiness.

Fused Sentences and Comma Splices. The most prominent features of syntax being discovered in the corpora are initially the fused sentences and comma splices. Langan (2010) identifies these as run-ons. According to him, a run-on is two complete thoughts that are run together with no adequate sign given to mark the break between them. As a result, the reader is confused, unsure of where one thought ends and the next one begins. In the corpus of Student Composition, this instance is noticed. The cited sample in the following matrix is a series of events which are enumerated with repeated use of transition word and comma:

GENRE		TEXTS	DESCRIPTION OF DEVELOPMENT
Student Composition	a.	"It ***starts in*** the acquaintance party**,** ***then****sa assemblies****, then*** *aside from thatxxx." (*UIC Student)	Run-on: Comma Splice

Meanwhile, the second example is made of different details about the two different subjects being put together by the use of conjunction 'and' as shown in the matrix below:

GENRE	TEXTS	DESCRIPTION OF DEVELOPMENT
Student Composition	My mother's name is xxx ***she*** is a public teacher ***and*** my father's name is xxx ***he*** is a company driver." –BSHRM 1-A-	Run-on: Fused Sentence

The evidence of fused sentence is likewise confirmed in the corpora of Billboard Ads and Virtual Communication. In the corpus of Billboard Ads, as shown in the matrix below, there are two subjects which are joined by a conjunction without a comma before it:

GENRE	TEXTS	DESCRIPTION OF DEVELOPMENT
Billboard Ads	"BISAYA **_AKO AND_** I AM PROUD TO BE ONE."	Fused Sentence

In Virtual Communication, on the other hand, the two instances use transition devices for connecting related thoughts. But, as these connectors are used, they are not preceded with a comma as shown in the matrix below:

GENRE	TEXTS	DESCRIPTION OF DEVELOPMENT
Virtual Communication	"This is to inform you that your university clearance has been **_approved however_**, we can proceed with your request xxx." (selanep_2002@yahoo.com.ph April 2, 2008 10:58 AM)	Run-on: Fused Sentence
	"I applied for a Faculty scholarship here in IIT (to fund my thesis) for my **_thesis and_**one of the requirements is for me to submit xxx." (pete_2983@yahoo.com., March 15, 2012 11:43 AM)	Run-on: Fused Sentence

Verb Tense Inconsistency. Another most prominent feature of syntax is the verb tense inconsistency. Langan (2010) explains that a verb is used to tell about the time of an action, and its time feature is called tense. The most common tenses are the simple present, past, and future.

In writing, Langan advises that verb tenses can be shifted if there is a reason for it. For instance, if we begin writing a paper in the present tense, we do not shift suddenly to the past. If we begin in the past, we do not shift without a reason to the present.

Verb tense inconsistency is evident in the corpus of Student Composition. As shown in the matrix on the succeeding page, the verb in the as-clause is in the simple present (e.g., do), while in the main clause, the copulative verb is in the simple past (e.g. was):

GENRE	TEXTS	DESCRIPTION OF DEVELOPMENT
Student Composition	"As we **do** our activity this morning, I **was** able to learn many strategies xxx." (GTCD Student)	Verb Tense Inconsistency

This deviation is also confirmed in the corpus of Print Media. In the first example shown in the matrix below, the modal auxiliary of the main verb in the if-clause is in the present form, while that in the main clause is in the past.

GENRE	TEXTS	DESCRIPTION OF DEVELOPMENT
Print Media	a. "*If he can lessen* the concentrated political and monitory power in a few hands *he would fulfill* the dream of the great national hero Jose Rizal." (The Mindanao Daily Mirror, July 7, 2012)	Verb Tense Inconsistency

Likewise, in the second example shown in the following matrix, the tense of verbs in the main clause is in the simple past, while the modal auxiliary of the main verb in the main clause is in the simple present:

GENRE	TEXTS	DESCRIPTON OF DEVELOPMENT
Print Media	"I talked with the supplier*, and* asked him if he *can produce* it which is valid for six years*, what* do you want?" (The Mindanao Daily Mirror, July 9, 2012)	Verb Tense Inconsistency

But, aside from this deviation in verb tenses, what catches my attention is the use of comma before the conjunction 'and' that joins the compound verbs in the main clause as well as the addition of wh-direct question preceded with a comma.

Another instance that confirms the evidence of verb tense inconsistency is found in the corpus of Office Communication. In the following matrix, the verb in the main clause is in the simple past, while that in the dependent clause introduced by a relative pronoun 'that' is in the simple future:

GENRE	TEXTS	DESCRIPTION OF DEVELOPMENT
Office Communication	"You *were given* an extension with the promise that you *will be* able to complete your MA studies." (DDC-Director, October 12, 2006)	Verb Tense Inconsistency

Missing Linking Verb and Wordiness. The least prominent among the deviation features are: the missing linking verb and the wordiness. A linking verb, according to Hacker (2009), takes subject complements, words or word groups

that complete the meaning of the subject by either renaming it or describing it.

In this present study, an example with missing linking verb is found in Print Media as shown in the matrix below:

GENRE	TEXTS	DESCRIPTION OF DEVELOPMENT
Print Media	"This, in violation of international law and the convention on the rights of the child." (The Mindanao Daily Mirror, July 7, 2012)	Missing Linking Verb

This instance is, however, not confirmed in other sources. But, it is not conclusive, for this instance of lacking of copulative verb may be found in other corpus which I acknowledge as one of the weaknesses of my study.

Meanwhile, wordiness is the last feature that is least prominent among the identified features in the corpora. Hacker (2009) clarifies that long sentences are not necessarily wordy, nor are short sentences always concise. A sentence is wordy if its meaning can be conveyed in fewer words.

In this study, an example of wordiness is discovered in Virtual Communication as shown in the matrix below:

GENRE	TEXTS	DESCRIPTION OF DEVELOPMENT
Virtual Communication	"I **would like to take this opportunity to briefly explain** our publication process." (spc_research_and_publication @yahoo.com., September 6, 2010 1:50 PM)	Wordiness

The phrase such as 'to take this opportunity' is an instance of verbosity. Since it makes the text wordy, it must be eliminated so that the main thought of the writer is directly conveyed.

In terms of confirmability, these instances of wordiness and lack of copulative verb in an expression are not confirmed in other sources of data. In fact, even in the study of Bautista, these are not found. But, again, I am not conclusive about these findings as there may be a possibility that these instances of wordiness and lack of copulative verb would be evident in other corpora which are not utilized in this study.

CONCLUSIONS

Considering the fact that the most prominent morphological features of Philippine English in Davao are prominently developed by affixation and borrowing, it implies that in English classes, the learners or language users could have been dominantly exposed more to the local language than to the English language. In effect, the kind of words they apparently produce in writing is somewhat *localized* or incorporated in the English language.

On the bases that syntactic features are prominently developed by run-ons, verb-tense inconsistency, and wordiness in various corpora, it implies how dominant the local language is over the English language in school setting so much that it influences the system of the former language, thus making it localized in syntactic features.

In sum, because of the influence of local language to English language system, a new variety of Philippine English has eventually emerged. This is the localized Philippine English of Davao City in terms of morphological and syntactic features.

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