

Oral Proficiency of Tourist Guides in Sagada

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Abstract

This descriptive research involved fifteen (15) tourist guides in Sagada and aimed to identify the level of oral proficiency of tourist guides in Sagada and the factors affecting it. The researcher formulated fifteen interview questions considering Cummins' two kinds of language proficiency: Basic International Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The panel members and the adviser validated this interview guide. Based on the study's findings, the following are recommended: Tourist guides may undergo training for English oral proficiency since it was found out they face challenges in their oral proficiency, specifically in grammar, pronunciation, fluency, and vocabulary. Tourist guides may join different activities or seminars to hone their affective factors, such as emotions and confidence in using the English language.

Keywords: Fluency, Grammar, Oral Proficiency, Tourist Guides, Pronunciation, Vocabulary

Introduction

The tourism industry is one of the largest and fastest growing in the world. The Philippines is one of the countries participating in these trends, particularly in the Cordillera Administrative Region, where its excellent natural resources attract locals and tourists from overseas. Tourism is not merely for the welfare of a specific community but is integrated into the totality of a particular tribe, province, region, and country itself. Through these activities, the promotion of God-given majestic tourist spots, whether natural, historical, cultural, or human resources, is established. This leads the Philippines to become well-known in the whole world.

However, other aspects, such as language proficiency, make it difficult for tour guides to achieving that goal. As mentioned, anyone who is knowledgeable about the area and its history can act as a guide. However, more individuals need to be informed about topics other than the local economy. Giving people quality service must be considered because people are not just welcomed because of the money they contribute.

Furthermore, language is vital in the tourism industry, wherein people should communicate the correct information properly and be understood accordingly. If people can communicate effectively in English, sharing ideas is free, telling stories is easy, and presenting facts is simpler. This can lead to better promotion of the Philippines to other nationalities as they can easily captivate the hearts of the tourists through their communication. Tourist guides are not just promoting a particular place, but each one represents the Philippines.

Being one of the most widely spoken oral languages, English has a tremendous influence on the world. Because it represents the most significant movement and one of the most important economic activities in the world today, the tourism sector must offer a way for employees to interact with, bargain with, and do business with tourists. Hence, it can directly or indirectly provide the host countries with foreign currencies, create jobs in the service and manufacturing sectors, and help increase government revenues, including hotels and other types of taxes such as tourist taxes, airport taxes, and the like.

The research aims to identify the English Oral Proficiency of the Tourist Guides of Sagada by measuring their oral proficiency and considering its factors.

Ushakov (2014) asserts that every day counts toward the ASEAN Economic Community (AEC) towards the end of 2015, particularly in the tourism sector. Because the tourist sector is an essential source of foreign income, employees in this field must improve their communication abilities, particularly in English. It may be challenging for ASEAN member nations to use this considerable economic potential. Therefore, human resources must be improved to benefit from the AEC single market fully. At least 4.6 percent of ASEAN countries' GDP and roughly 3.2 percent of jobs were generated by the tourism sector, a substantial source of foreign income (Ministry of Tourism and Sport, 2008).

According to Baldo (2017), tourism as a development industry can create recreational uses for rural artificial and artificial amenity resources and convert these into income-producing assets. Tourism relies on

developing and utilizing natural, historical, cultural, and human resources in the local environment as attractions and destinations.

A serious challenge is to make such development and accompany the use of maintainable resources not to degrade environmental resources nor negatively exploit local human and cultural resources and ensure that such resources are preserved for present and future use.

Human life depends on communication. It is complex, necessary, and pervasive. Any human study should discuss interaction since communication is inextricably linked to human life (Littlejohn, 2002). The ability of a person to communicate successfully and appropriately has been the focus of a large portion of communication research.

According to the DepEd K–12 English Curriculum Guide, language is the foundation for all communication and the primary tool for cognition. Language, learning, and thinking are all interconnected. Language norms are governed by rules and structures that allow for the exploration and transmission of meaning. According to this definition, culture is crucial for developing one's sense of self (personal identity), socializing oneself, expanding one's horizons, thinking critically about one's actions, and improving society. Therefore, language is crucial for a person's intellectual, social, and emotional growth and is essential in all significant learning domains.

The curriculum strongly emphasizes how multiliteracies and practical language arts adhere to the following principles: 1. Through active learning, thinking and language skills are developed; 2. builds critical literacy and communicative proficiency; 3. to help children grasp their literary legacy, drawing from literature; 4. uses informational texts and multimedia to expand one's academic vocabulary and solidify their knowledge of the subject; 5. through education that is appropriately challenging, enhances students' oral and reading language abilities; 6. stresses crafting narratives, expository writings, and arguments; 7. provides precise reading and writing training; 8. builds on the knowledge, interests, and experiences that students bring to school; 9. fosters students' awareness of their shared interests in communicating through language or languages as current or future global citizens to prepare them better to participate in academic and civic life, and; 10. evaluates and reflects students' proficiency in communicating and understanding the target language. This gives the

students the fundamental understanding of the English language they need to develop the abilities to use it correctly in any course they enroll in. Despite having exposure to English, Filipinos may find it challenging to improve their spoken English. This may impact their performance at higher educational levels and even when they apply for jobs.

One of the official languages of the Philippines, Pangket (2019), claims that English is formally taught at all grade levels in all schools. Aside from being introduced as a subject, it is also employed as a teaching medium, except in primary school, where the mother language (MT) is taught. Before beginning school, kids introduce to English, and some may even consider it their native tongue.

According to a similar article by Raffy Tima (2018; 24 Oras GMA News), the Hopkins International poll discovered that Filipino pupils' and teachers' English competence is lacking. According to Cabigon (2015), there has been a "declining standard of English in the Philippines and an increase in the number of open positions across a range of businesses that demand specific levels of English communication abilities" (TOEIC). Tima said that college graduates are more proficient in English than teachers. The fact that the instructors have experience teaching math and science in Filipino schools may be one factor in this.

Senator Grace Poe requested an analysis of the present elementary and high school curricula, according to Leonen (2018), because of allegations that Filipino graduates are losing ground in the global language field. This was in response to a two-year survey on the English language proficiency of Filipino graduates conducted by Hopkins International Partners.

According to Pangket (2019), it is crucial to consider the variables impacting pupils' spoken English competency as soon as they attend elementary school, considering the status of the English language in Philippine education. At this stage of instruction, learning is in its formative years. At this point, it is crucial to identify these elements because doing so will shed light on the difficulties that students encounter while trying to develop their oral communication abilities in English. The teachers will therefore be better able to select the right exercises and instructional materials for their students and make the required adjustments to their teaching tactics. This will help curriculum designers analyze the course content and decide what should be highlighted to help students with their oral or written communication abilities. The most widely used language for international travel,

English, maybe negatively damaged by the tourism and hospitality industry's explosive growth, claims Simion (2012). Its importance is understood by workers in the tourism and hospitality industries, who are also obliged to speak English proficiently at work. English for Specific Purposes includes English for Tourism and Hospitality (ESP). English language instruction and acquisition is a large and dynamic field of expertise.

The dominant language of the twenty-first century is regarded as English. Today, everyone must be fluent in English, and it is crucial to learn the language for work-related purposes, especially in tourism. All professional fields demand fluency in English, but given the nature of the tourism sector, it becomes necessary. English is frequently used for travel and client interactions, which is essential to expanding the tourism sector. Because we are occasionally guests, English for Tourism is one of the most enticing subfields of English for Specific Purposes (ESP).

Thus, the following parties could gain from this research: students, professors, tour guides, upcoming scholars, and educational administrators. First, it may be difficult for teachers to pinpoint and comprehend what pupils need to communicate more effectively and enhance their speech abilities. Second, the students can assess their strengths and weaknesses regarding verbal proficiency. Learning can be completed effectively with the student's intrinsic awareness of oral competence requirements and the teacher's professional intervention and monitoring. Third, the tourist guides will continually learn and understand the essence of their work and that English oral proficiency is imperative and should not be neglected. Fourth, future researchers may explore the relationships of others, like how conceptually oriented teaching methods affect the verbal ability of tourist guides. Finally, the results of this study may assist educational administrators at all levels in considering tour guides' demands when developing academic plans to enhance oral proficiency. To better tailor their courses to the needs of tour guides, curriculum developers may find these insights valuable as a resource.

Research Questions

This research aimed to identify the degree of oral proficiency of tourist guides in Sagada and the factors affecting it. It specifically sought to address the following queries:

1. What is the level of oral proficiency of Tour guides

of Sagada as in the following:

- 1.1. Grammar,
- 1.2. Pronunciation,
- 1.3. Fluency,
- 1.4. Vocabulary.
2. What elements or factors affect the level of oral proficiency of Sagada's tour guides?

Literature Review

This section includes topics, studies, and variables relating to oral proficiency and competency levels.

Concepts of Common Underlying Proficiency

Cummins's (1979) concepts of standard underlying proficiency argue that a bilingual child has a Common Underlying Proficiency (CUP). What a child has learned about language and literacy in L1 shares some commonalities with L2 that the child is learning. The notion of CUP recognizes the shared, underlying characteristics of two languages, even though they do not appear very similar at the surface level. The implication of the CUP concept is the importance of recognizing that students, even at the beginning level of proficiency, know something about a language. This recognition assists teachers in identifying a starting point for instruction.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency are the two categories of language competency (CALP). While CALP is the language proficiency needed for academic success in a context-reduced setting like classroom lectures or textbook reading assignments, BICS is the primary language ability required for social communication, such as casual conversations in real-life situations. Two languages (L1 and L2) are utilized in the classroom during bilingual education programs to teach the subject matter. As indicated by Cummins' theory of CUP, both language channels operate from one central foundation in the brain. Their academic knowledge, thoughts, and skills in speaking, reading, writing and listening come from the same processor. —Concepts are most readily developed in the first language and are accessible through the second language once developed. What we learn in one language transfers into a new language.

The Purposes of Language

Language functions describe the tenacities of language used for communication. We utilize language for various official and informal reasons, and each

language function frequently uses intricate grammatical structures and terminology.

Halliday's (1975) functions identify seven language functions. Each component can be utilized independently or in combination with other tasks while communicating orally and in writing. These are instrumental, regulatory, interactional, personal, imaginative, heuristic, and representational. This suggests that the aim of EEL instruction should be to help students become proficient in these tasks.

According to Jakobson (1960), who was referenced by Hassan and Jabbar (2018), there are six functions of language (or communication functions) that can be used to explain a verbal act in practice. Each of these activities is related to a particular factor. The phatic part deals with the connection between speakers. Its primary purpose is to attract/establish, prolong, check, confirm, or discontinue this connection, and may be composed of either culturally or non-culturally bound set phrases like *"well, I won't keep you"*; or *"wow!"*; and *"really?"*. In addition to strengthening the relationship between speakers, using the phatic function also increases the listener's perception of the speaker's proficiency. The phatic role means expressing solidarity and empathy with others. It helps to establish contact and refers to the channel of communication. It opens the channel or verifies that it is operating for social reasons. For sociability, this function is utilized. Therefore, this function occasionally employs language from the vernacular.

The poetic function is defined by Jakobson (1960) as "the attitude towards the message itself, centering on the message itself." The poetic function cannot be reduced only to poetry or to the poetic function of the message. Still, it also emphasizes the concrete side sign of the language, deepening the fundamental opposition between what is intelligible and what is perceptible. It distinguishes between the objects of the reference reality and the linguistic sign as a tool for understandable knowledge.

When the addresser and addressee need to confirm that they are using the same code and when the language is utilized, the multilingual function is called metalinguistics, the language of grammar, which is the most direct manifestation of the metalinguistic part, however, the multilingual role is currently present in everyday discourse to prevent the interlocutors from using the same language code.

Even while one does not converse to offer information, the emotional function, which centers on the

"addresser," is another name for the "expressive or affective function." It is triggered when we want to express our emotions.

Conative sentences are the cleanest grammatical representation of the conative function, which aids in ordering action and is directed toward the "addressee." This function's most frequent grammatical form involves speaking directly to the listener in the binding. When the message is being transmitted, the conative element frequently finds expression through the recipient's spontaneous interventions using phrases like "you know," "no offense," etc.

The Referential Function explains a circumstance, an item, or a mental state related to the Context component. When the element's actual value is the same in both the natural and assumptive universes, the referential function is connected to a part whose value is in question. The referential purpose of any solitary term is to answer affirmatively the query, "which individual is being referred to?" for instance, "The autumn leaves have all fallen now."

Oral Expression

We use spoken words to convey our thoughts, feelings, and knowledge through oral language.

To develop oral language, one must also develop listening and speaking abilities closely related to writing and reading comprehension. According to Moats (2010), spoken language comprises at least five components: vocabulary, pragmatics, syntax, and phonological and morphological capabilities (also referred to as semantics). Several oral language components are necessary for speaking and engaging in spoken conversational learning.

Oral Proficiency

The definition of "oral proficiency" has been established using two independent sources, and both justifications share a similar style. The second source, however, describes the various connotations of the word in more detail. Focusing on the student's verbal abilities is oral proficiency. He showed his mastery of Chinese. Proficiency (noun): excellent proficiency; expertise (The Oxford Dictionary of English, 2011). Expertise, accomplishment, competency, knowledge, prowess, professionalism, deftness, adroitness, dexterity, finesse, aptitude, facility; informal know-how are all examples of proficiency (noun)" (The Oxford American Thesaurus of Current English, 2002).

The level of expertise at which pupils can use the language is known as oral proficiency. Taylor states that the last phrase, proficiency, "designates something like the ability to employ competence." It's possible to think of competence as a static concept with form, status, or structure. In contrast, proficiency is primarily a dynamic idea that has to do with function and process." The image of proficiency is using language effectively to ensure communicative objectives. The general definition of Oral Proficiency in English is the learner's ability to speak and use English for interaction with others. To become proficient in speaking English, one must increase their knowledge of the language's nuanced semantics, their vocabulary, and their command of its syntax. Improving one's command of the language also entails learning interpersonal communication skills because oral proficiency is a multidimensional term (In Fred Genesee, 2006p14).

Pangket (2019) claims that despite previous studies on language proficiency, particularly oral proficiency, the causes of second language proficiency are still unknown. Young learners to adult learners are affected differently by the different factors identified, and vice versa. However, research indicates that vocabulary is the most critical variable in predicting oral proficiency across levels (Iwashita, 2010). At higher levels, additional elements like pronunciation and fluency are also present. Iwashita cites Higgs and Clifford (1982), who claim that these elements may affect the learners' language proficiency at different levels (2010). However, focus on grammatical precision is the primary criterion employed by raters at all levels. Other measures of oral proficiency may be relevant, suggesting various qualities in each group depending on the story. Derakhshan, Khalili, and Besheti claim that various cognitive, linguistic, and emotional factors influencing students' spoken fluency impact language learners' oral competency and accuracy (2016).

Linguistic and Non- linguistic Factors

Language learning is affected by both linguistic and non-linguistic factors, according to Sadtono (1995). Grammar, vocabulary, and pronunciation are all components of language. Language-unrelated elements include things like the student, the teacher, the method, the facilities, the motivation, etc. Linguistics is the scientific study of language and encompasses an investigation of language form, meaning, and style in context, according to Agarwal (2008). The earliest activities in the documentation and description of expression have been attributed to the 4th century BCE, who wrote a formal definition of the Sanskrit

Linguists traditionally analyzed human language by observing an interplay between sound and meaning. A non-linguistic is an actual or potential sentence derivation that is not connected to signs and has no initial or primary communication goal. Independent of its linguistic usage, it is a broad term of art meant to encapsulate a variety of distinct meanings of the word "meaning."

Grammar

Reed (2007) defined grammar as a set of rules that can result in sentences. In a language, it is a set of guidelines for constructing appropriate sentences. According to Kroeger (2005), as cited by Alangsab (2019), grammar often refers to the complete rules needed to produce all regular patterns in each language. Furthermore, grammar provides learners the avenue to manipulate the structure and differentiate the appropriate grammatical rules suitable for their context. Richard (2008) also says that our grammar knowledge helps us find the good chunks, and the speaker also assists us in this process through intonation and pausing.

The main areas of knowledge and ability that makeup competency include discourse, sociolinguistics, grammar, and strategic competence. Grammatical proficiency is an essential element of the communicative approach because its main objective is to educate students on how to understand and create utterances appropriately.

Discourse competency focuses on the concepts of cohesion (grammatical linkages) and coherence (the logical connections of communicative functions) in groups of utterances. Grammatical competence is relevant to sentence-level grammar, whereas discourse competence refers to the interaction between sentences or phrases. Sociolinguistic competency reflects the societal norms of language use. It focuses on the appropriateness of the proposition and communicative functions in a particular situation as determined by the topic, audience, setting, and norms of attitude or style indicated by the linguistic forms within specific socio-cultural contexts. Finally, developing verbal and nonverbal skills to protect interactants from communication failures contributes to strategic competency. There is a broad consensus that graduates' global skill sets include communicative proficiency in foreign languages (Dlaska, 2013). They are studying foreign languages to equip graduates for careers in global business and multicultural environments. Graduates must speak another language to interact with individuals from different countries

(Sangpikul, 2009).

The tourism sector thrives in today's globalized world because learning a foreign language is becoming more and more valuable (Leslie & Russell, 2005). This ought to be one of the main objectives of a tourist training course. Future travel decisions can be influenced directly by upholding positive relationships and influencing visitors' opinions of the service's caliber. Maintaining positive connections can be aided by effective communication, particularly verbal exchanges between hosts and visitors from wholly dissimilar national or regional cultures. Therefore, tourism graduates with solid language communication abilities may have more employment alternatives in this industry and be more qualified and skilled in cross-cultural relationships.

Pronunciation

The act of making sounds that communicate meaning is known as pronunciation, according to the AMEP Research Centre (2002). It also involves, in the broadest sense, observing gestures and facial expressions that are strongly tied to how we speak a language. This includes aspects of speech that go beyond the level of the individual sound, such as intonation, phrase, emphasis, timing, and rhythm (suprasegmental elements). According to Harmer (2007), quoted by Alangsab (2019), the precise meaning of a sentence depends on how it is said. It deals with the phonological process, the set of grammar-related elements that determine how language sounds vary and pattern. The four components of pronunciation are sound, stress, pitch, and intonation.

Fluency

Fluency is a key contributor toward independent and successful reading and comprises three components: accuracy, rate, and prosody (expression). These capabilities support students' comprehension of an author's message (Hudson, 2011; Kuhn, Schwanenflugel, & Meisinger, 2010; Rasinski, Padak, & Fawcett, 2010; Reutzel & Cooter, 2012; Walpole, McKenna, & Philippakos, 2011). According to Hedge (2000), fluency is the capacity to respond coherently by tying together words and phrases, clearly pronouncing sounds, and employing stress and intonation. And tonality.

Vocabulary

Vocabulary learning is the cornerstone of learning a

language and using it, claims Laufer (1997). It is what gives a language its essential qualities. Speakers of a specific language cannot communicate with one another and express meaning without vocabulary. According to Hedge (2000), avoiding speech is also not surprising because people with lexical problems find it difficult to communicate and express themselves verbally and in writing.

Affective Factors

Affective variables are feelings that affect learning, such as anxiety and self-control and impact a learner's oral competency (Derakhshan et al., 2016). Additionally, Woodrow's (2006) study on the connection between anxiety and oral proficiency in the target language supports this. The study found that students are more stressed when performing in front of the class and getting direct criticism from lecturers. It has been observed that students grow uncomfortable when asked to speak in front of the course without preparation (Liu, 2006). It is possible to see sources of worry for children in a classroom environment. These might include the professors, the tests, the students, and a few classroom activities. Each of these affects how motivated students are. The affective element is crucial to learning a second or foreign language, claims Brown (2007).

According to the findings of the Gorkaltseva et al. (2015) study, learners' lack of interest in speaking engagement was a factor in their lack of linguistic and pragmatic competence (the capacity to use the language successfully in a range of circumstances) (the ability to use the language and all its parts). Cohen (2010), however, contends that motivation is a dynamic process that changes over time and is not always reliable. These variables all have an impact on student motivation. According to Brown (2007), the emotive component is essential to learning a second or foreign language. Since all forms of learning depend on reason, teachers should further keep their students engaged. Students are more motivated when their teachers are enthusiastic. Finding a common language between the supply and demand sides is vital to ensuring the quality of hospitality services in the tourism sector. Since English has become a global tongue, it is crucial for those working in the tourism industry to improve their language abilities to meet visitors' demands.

Maggi and Padurean (2009) claim that the globalization of tourism markets has intensified competitiveness and exposed destinations to fierce price competition with homogenized items offered by

rivals globally. Given these obstacles and the community's aim for sustainable tourist growth, human resource development is crucial to the success of tourism in many markets. In the hospitality industry, good communication skills are essential. Therefore, local tour guides need to speak English, especially EFL.

According to Bobanovic and Grzinic (2011), understanding performance expectations is one aspect of ensuring tourist pleasure. Two of the most crucial skills for hospitality professionals at all levels are effective oral and written communication. Their effective use of English will improve the performance of the guides. As a result, hospitality training programs must encourage critical thinking and problem-solving in tourism.

According to Finch (2010), the expertise of local guides is crucial since the greater their client-interaction skills, the more satisfied the visitor would be. There will inevitably be an increase in travelers who come to visit, learn, and spread the word. The world will be aware of the lovely items and enjoyable guiding services. Getting ready to use the language is one of the biggest challenges of learning a foreign language. For instance, a certain amount of grammar and vocabulary must be understood to speak a foreign language. For example, hearing someone speak in English is essential to assess their language proficiency.

In spoken conversations, speakers and listeners must produce coherent language under challenging conditions and be effective word processors. Additionally, it is advantageous if they possess strong communication skills, i.e., the ability to express their thoughts to an audience clearly. It is helpful to consider that communication depends on two different types of talents, as explained below, to understand what is involved fully. First, presenters frequently organize the information they must convey according to recognizable patterns. These patterns are called routines because they address recurring cognitive problems and fit with specific communication styles. Routines are "established methods of information presentation" (Bygate, 1997).

Second, speakers also learn how to negotiate solutions to communication issues likely to arise throughout spoken interactions. They comprise abilities that help speakers to make themselves grasp the conversation effectively and handle potential communication issues. All forms of communication share specific skills, including negotiation. The ability to speak a foreign language is the most crucial talent since everyone who can see a language will also be able to understand it.

Lado (1961) defines speaking ability as the capacity to use the foreign language's stress, intonation, grammatical structure, and vocabulary in everyday communication at a delivery rate comparable to native speakers. Local guides must master English communication skills to perform their duties effectively. They must have good pronunciation, speaking skills, fluency, vocabulary, and collocation.

The English language is a valuable instrument to strengthen and assist the community's capacity to promote its unique technology, ideas, and philosophies. As a result, it is necessary to advance the language abilities of the local guides, whose work is vital for the neighborhood. Mancini (2001) defined a guide as a person who leads visitors on brief sightseeing trips. Collins (2000) describes a guide as someone who points the way, leads others in a guiding process, and leads or acts as a role model for others in behavior. From a related angle, a guide is someone who leads groups of tourists while providing them with details on exhibits or sceneries at museums, cultures, towns, or any other attractive location.

Sagada is located 415 kilometers north of Northern Luzon in the Cordillera Mountain range at an elevation of 5,000 feet above sea level, according to Baldo (2017). through Baguio City, the Philippines' summer capital, and 18 kilometers from Manila, the country's capital. From Bontoc, a town located next to the Chico River in a vast valley. Due to its chilly climate, Sagada is frequently visited. When the temperature drops below 5 degrees Celsius, it draws many tourists from hot climates and abroad. As of today (2016), 11,244 people live in the Municipality. The main occupation of the people is agriculture. Nearly all households have a small piece of land from which they raise rice, corn, vegetables, and fruits. Every family raises pigs on a limited scale as a secondary income source and provides the necessary meat for ceremonies.

Business is limited to sari-sari stores, buy-and-sell, weaving, lodging houses, restaurants, and cafes. The famous Sagada weaving industry and the operation of lodging houses and restaurants have economically uplifted the community. Residents in the municipality have been inspired to start this type of business by the influx of tourists.

Methodology

This chapter covers the research design, the local population, the data collection methods, the study methodology, and data processing.

Research Design

The descriptive study was utilized to determine the Sagada tour guides' English language skills and the communication difficulties they experience when engaging with both foreign and local tourists. Descriptive research, according to Dulock (1993), includes the systematic and accurate description of the facts and characteristics of a given population or area of interest, the precise portrayal or account of parts of a particular person, circumstance, or group, the discovery of associations or relationships between or among variables, and the provision of answers to questions based on recent events. According to Manuel and Mendel (1998), the descriptive method involves describing, recording, analyzing, and interpreting phenomena's present nature, composition, or processes.

Both quantitative and qualitative research approaches were employed to come to the study's result. According to Unwin (2010), the quantitative approach uses numerical data that can be converted into numbers. The level of oral competency possessed by Sagada tour guides was evaluated in this study using a quantitative methodology. Contrarily, the qualitative research approach, according to Bhandari (2020), entails gathering and examining non-numerical data to comprehend thoughts, beliefs, or experiences. It can be utilized to produce fresh research ideas or to obtain in-depth knowledge of a problem. The factors influencing the speaking proficiency of tour guides in Sagada were determined as part of this study using the qualitative research approach.

Population and Locale of the Study

Fifteen (15) tour guides in Sagada participated in the survey. We employed convenient, purposeful sampling. According to Creswell (2007), purposeful sampling is synonymous with qualitative research. This is because the researcher can select participants and sites associated with the phenomenon and research problem being studied. As one of the barangay officials recommended, the fifteen (15) tourist guides were chosen specifically because they are more exposed to conversing with foreign visitors.

Data Gathering Tool

The researcher used an oral test via interview guide with an actual video rated by three inter-raters. The inter-raters comprised two senior high school instructors and one communication coordinator of Cordilleras University. The researcher formulated

fifteen interview questions considering Cummins' two kinds of language proficiency: Basic International Communication Skills (BICS) and Language Proficiency in the Cognitive Academic Domain (CALP). The panel members and the adviser validated this interview guide.

Data Gathering procedures

The Sagada Tourism Office granted the researchers' request for permission to carry out the study. Following the approval, the fifteen (15) tour guides were instructed to head to the barangay hall. The respondents were then briefed on the study's methodology. Moreover, their approval to record the video was sought. After the respondents were introduced and gave their support to record the video, the oral interview was conducted. The respondents first answered the questionnaire. Then, they were interviewed individually for five to six minutes. About 30 minutes were spent on the entire interview. After the interview, the recorded videos and the criteria were sent to the inter-raters. Two senior high school teachers and a communication coordinator from the University of the Cordilleras made up the panel of inter-raters. The inter-raters assessed the tour guides' level of verbal ability using the ACTFL standards developed by the Foreign Language Teacher Preparation Standards Writing Team. After all the videos were evaluated, the researchers identified the overall level of verbal command of the tourist guides.

Treatment of Data

The three pioneer teachers at the University of the Cordilleras' SHS Department reviewed the interview data to address problem number 1 on the spoken English competency of the tour guides. The three integrators applied the "American Council on the Teaching of Foreign Languages" adjusted performance criteria (ACTFL). Respondents' oral proficiency is evaluated using the American Council on the Teaching of Foreign Languages proficiency scale. Low (1), Intermediate Low (2), Average (3), Advanced (4), and Superior are these (5). The descriptions following were likewise taken from ACTFL, including the information gathered from the three inter-raters that were statistically processed using the weighted mean. To answer question number 2 regarding the variables influencing the linguistic competency of tour guides in Sagada. The respondent's responses analyze the solutions on a thematic level.

Ethics-Related Matters

The investigation was conducted by the guidelines and moral standards established for academic research. The welfare, respondents' interest, consent, and data privacy are considered part of the ethical procedure. As part of the authorization process, the respondents were informed about the interview and how the questionnaire would be administered. Information was handled strictly and confidentially.

Results

This section presents the findings according to the study's research questions.

Table 1. *Oral Proficiency of Tourist Guides in Sagada along Grammar*

<i>Levels Of Proficiency</i>	<i>f</i>	<i>%</i>
Superior	1	6.67
Advanced	1	6.67
Average	4	26.67
Intermediate Low	3	20.00
Low	6	40.00
Mean= 2.44 Intermediate Low		

This subsection discusses the level of oral proficiency of tourist guides in Sagada about grammar as rated by the three-language inter-rater with ACFTL as the criteria.

Among the fifteen (15) respondents, six (6) have low oral grammar proficiency, equivalent to 40%. Four (4) respondents have average oral grammar proficiency, equivalent to 26.67%. Three (3) respondents have intermediate oral grammar proficiency, equal to 20%. One (1) respondent has a superior verbal grammar level, equivalent to 6.67%. Lastly, one (1) respondent has an advanced oral grammar proficiency of 6.67%.

Table 2. *Oral Proficiency of Tourist Guides along Pronunciation*

<i>Levels Of Proficiency</i>	<i>f</i>	<i>%</i>
Superior	0	0.00
Advanced	0	0.00
Average	9	60.00
Intermediate Low	6	40.00
Low	0	0.00
Mean= 2.49 Intermediate Low		

Table 2 shows the fluency of their oral tourist guides in Sagada in terms of pronunciation. The overall mean, 2.49, indicates that the tour guides have an intermediate low level of oral proficiency in accent. Among the fifteen (15) respondents, nine (9) were classified as average in their oral pronunciation proficiency, equivalent to 60.00%. Six (6) are classified as intermediate low in their oral pronunciation proficiency, equal to 40.00%. None of the responders were categorized as high, low, or superior.

Table 3. *Oral Proficiency of Tourist Guides in Sagada along Fluency*

<i>Levels Of Proficiency</i>	<i>f</i>	<i>%</i>
Superior	0	0.00
Advanced	2	13.33
Average	3	20.00
Intermediate Low	5	33.33
Low	5	33.33
MEAN= 2.44 Intermediate Low		

F

Table 3 shows the oral proficiency of tourist guides in Sagada in terms of fluency. The verbal fluency of the tour guides is estimated to be at an intermediately poor level by the aggregate mean of 2.44. Among the fifteen (15) respondents, five (5) have intermediate low oral fluency proficiency, equivalent to 33.33%. Another five (5) have low oral fluency proficiency or 33.33%. Two (2) have advanced oral fluency proficiency, equivalent to 13.33%. Three (3) have average oral fluency proficiency, equal to 20.00%. Like the data for pronunciation, none were qualified to be superior.

Table 4. *Oral Proficiency of Tourist Guides in Sagada along Vocabulary*

<i>Levels of Proficiency</i>	<i>f</i>	<i>%</i>
Superior	0	0.00
Advanced	2	13.33
Average	5	33.33
Intermediate Low	5	33.33
Low	3	20.00
MEAN= 2.58 Intermediate Low		

Learning vocabulary is essential to learning and using a language (Laufer, 1997). It is a language's fundamental component. Speakers of a specific language cannot connect or express meaning without speaking.

Table 4 displays the lexical proficiency of the Sagada tour guides. The average verbal ability in the language is 2.58, which indicates a low level of verbal competence. Among the fifteen (15) respondents, five (5) are medium-low and low in oral vocabulary proficiency, equivalent to 33.33%. Two (2) have been classified as superior in oral vocabulary proficiency, equivalent to 13.33%. Three (3) fall under the low oral vocabulary proficiency category, equal to 20.00%. None were classified as superior.

Table 5. *Factors influencing the Sagada tour guides' oral proficiency*

<i>Affective Factors</i>	<i>Sample lines</i>
Emotions	Because of fear that – uh – some will criticize you (laughs). We are intimidated if we – each – hear them speak very fluently (laughs). ringgit
Confidence	Ma'am mahirap kasi 'yung English I'm – uhh – shy person, I'm not into – yes, not into the language.

The elements influencing the speech competency of tour guides in Sagada are covered in this section. Mainly, nonlinguistic features will be discussed. Non-linguistic variables include things like the student, the teacher, the method, the surroundings, the motivation, etc.

Discussion

Oral Proficiency of Tourist Guides in Sagada

This section discusses the oral proficiency of fifteen (15) tourist guides in Sagada in terms of grammar, pronunciation, fluency, and vocabulary.

With the help of three (3) pioneer language instructors from the Senior High School Department of the University of the Cordilleras who served as inter-raters, the oral proficiency of the Sagada tour guides was assessed using the criteria established by the American Council on the Teaching of Foreign Languages (ACTFL).

Oral Proficiency in Grammar

The identified reluctance may be attributed to a lack of proper knowledge of grammar. The tourist guides cannot differentiate the appropriate grammatical rules for their context.

As such, they find it challenging to produce grammatically correct sentences. This leads to discomfort in dealing with their visitors even though they know the place.

Grammar makes interaction clear when communication occurs between tourist guides and tourists in Sagada. Vygotsky's sociocultural theory lays a foundation for how language can be acquired through cultural norms and environmental circumstances. This can help Sagada tourist guides be more efficient in communicating vital information related to their heritage and sharing information that is unique to their culture.

In addition, code-switching among the respondents was observed in the respondents' answers. Skiba (1997), as quoted by Hughes et al. (2006), code-switching is used to compensate for a language difficulty. The following are sample code-switching observed from the respondents: Respondent 2 said, *Uhh – uh – like the Dap-ay here in Fedelisan*. So, the *Dap-ay* is for the – *uhh* – *Dap-ay* is a sacred place and... for the – '*Yung matatanda* (laughs), elders. Respondent 6 said, yes, ma'am – (pause 2 seconds) – '*Yung nagsasalita ka*, when you're sp – explaining to them – (wait 2 seconds) – and they – yeah, yeah.

The respondents used English and Filipino to communicate their answers, as seen in the statements above. Bhatti, Samsudin, and Said's (2018) findings in their research "Code-Switching: A Useful Foreign Language Teaching Tool in EFL Classrooms" are similar to the respondents' use of code-switching to make up for language difficulty. They concluded that "In Pakistani speaking skill schools, code-switching is unavoidable and required due to students' lack of English language proficiency. They also mentioned that code-switching is a helpful feature and a time-saving strategy."

Most respondents admitted throughout the interview that they were unaware of the fundamental grammatical principles. According to respondent 2, "*yung grammar mo, grammar, pag ka – uh – hindi mo alam siyempre pag may nakakaranig...baka, lalo ka pang anuhin*". Likewise, respondent 3, "*– get shy, cause – uh – my grammar maybe – eh – not correct, like that*." These can significantly affect their performance as tourist guides. Thus, the lack of

grammatical knowledge leads to poor communication.

According to the study by Richard (2008), grammatical knowledge helps find the appropriate words. Moreover, Harmer (1991) and Malova (2016), as cited by Kusumawardani & Mardiyani (2018), states that “grammar knowledge is essential for competent users of a language,” which means that language speakers must possess grammatical skills to aid them in making meaningful sentences.

The finding also substantiates the statement of James Hammond (2019) that proper grammar is essential in the business world: “Poor grammar doesn’t just show the lack of attention to detail, but it can also be a cause of misunderstandings, and it can slow down the productivity of a company. The way we communicate is more important than you think.

Oral Proficiency of Tourist Guides in Sagada along Pronunciation

Harmer (2007), as cited by Alangsab (2019), states that pronunciation or how the sentence is delivered also defines precisely what it means. It also covers the phonological process, which refers to the parts of grammar made up of the components and rules that govern how the language sounds change and pattern. Sound, stress, pitch, and intonation are the components of pronunciation. The interference of the first language of the tour guides causes poor pronunciation. The tourist guides in Sagada can handle various uncomplicated communicative tasks with utterances filled with hesitancy and inaccuracies. For tourist guides, pronunciation is increasingly relevant when they communicate with foreigners. They need to guarantee that no miscommunication that instinctively leads to misinterpretation occurs.

Pronunciation highly affects the quality of conversation between tourist guides and tourists. Mispronounced words can lead to miscommunication and confusion. Being unable to pronounce words according to the English standard can be attributed to how adults, cultural norms influence language, and environmental facts are emphasized in Sociocultural Theory by Lev Vygotsky.

This supports the idea of Carter and Nunan (2001) and Brown (2007), as cited by Suryani (2018) that the mother tongue has an evident influence on learning L2 pronunciation; therefore, the mother tongue significantly affects the English pronunciation of tourist guides. Through thematic analysis, the researcher established that the tourist guides share a

standard error in producing the correct word stress; most respondents cannot have the proper right for nouns, adjectives, and verbs, affecting intelligibility. Lepage and Busà (2014) found from their study that incorrect word stress placement hurt L2 listeners’ understanding. The wrong order of the word stress could be attributed to the tourist guides’ mother tongue. According to a study by Peperkamp and Dupoux (2002), learners will experience more difficulty picking up L2 word stress than the disparities between L1 and L2 stress patterns.

In addition, the tourist guides’ ability to pronounce words well can affect the tourist’s satisfaction. Rizqi (2020) found in his research “The Influence of Tour Guide Pronunciation on Tourist Satisfaction” that tourists are satisfied when the tourist guides’ pronunciation is understandable.

According to Keshavarz and Khamis's (2017) research, participants experienced difficulties with the English consonants and vowels /v/, /w/, and /ae/. Similarly, this study discovered that the respondents had trouble making the sounds /e/ and /ow/. The noises /e/ and /e/, /o/ and /ow/, confound the tour guides. Locals would ignore these frequent mistakes because comprehension is still possible, but foreign tourists would have trouble understanding the speech. On the other hand, nem (2012) argues that speaking is the least examined talent because all ELT departments' exams depend on vocabulary, grammar, and reading.

Furthermore, the findings support what Muzahir (2018) wrote in his study, "The Influence of Tour Guiding on The Guides' Perception Toward Their English-Speaking Skill," which found that when communicating with foreigners, the proper pronunciation is crucial to avoid misunderstandings. Consequently, achieving a unified pronunciation standard will enable tourists and tour operators to communicate more effectively.

The tour guides face a challenge with the phonological process. According to Higgs and Clifford (1982), cited by Iwashita (2010), pronunciation and fluency may contribute differently to the learners' overall language skills at different levels.

Oral Proficiency of Tourist Guides in Sagada along Fluency

Hedge (2000) emphasizes that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

Most social circumstances, such as introductions and casual chats about current events, work, family, and personal information, are beyond the speaking abilities of the tour guides. Language learners' oral competency and accuracy are allegedly impacted by various cognitive, linguistic, and affective aspects that affect students' spoken fluency, according to Derakhshan, Khalili, and Besheti (2016).

According to Chomsky's Innateness Theory, our newborns are born with a Language Acquisition Device, and that language is innate. Proficiency is somewhat inherent (LAD). This allows people to study their native tongue, like tour guides. Now, learning a new language would present a problem. To become fluent, tour guides must learn to speak a second language. Furthermore, most tourist guides have fillers such as "aaaaah," "uhhm," "mmmmmm," and even long pauses while explaining their answers. Respondent 6 said, "you will – ahh – parang a-aano ka (laughs), na – ah – (pause 4 seconds) – because sometimes – (pause 3 seconds) – when – uhh – tourists, ask you – (pause 2 seconds) – especially foreigners because foreigners have – uhh – one of – they're not all English speaking, but – (pause 3 seconds) – but the majority of the m are English speaking, so, the – (pause 6 seconds)." Respondent 14 said, Uh because – uhh – I'm trying to – o – eh – speak English; I'm trying to tell (laughs) – I'm learning how about – uhh – uhh – (pause 2 seconds) – the falls or the – uh – Dap-ay. Yes, Po, yes, ma'am.

According to Wang (2014), formulation requires the speaker to select the right words to utilize, whereas conceptualization deals with the information chosen to convey meaning. The speaker must simultaneously make a speech by using their articulatory organ in terms of articulation. Because it is impossible to separate cognitive from linguistic elements, this impacts the speaker's fluency and correctness.

The findings support Huang's (2011) study, which found that interpreters must be sensitive to linguistic skills, such as varied vocabulary, tones, and speed. Interviews and participant observations suggest that most tour guides must become highly skilled in these areas. He notes that on most of the tours they lead, tour leaders speak in front of a sizable audience. To effectively communicate the information to groups of five to thirty individuals, guides must be familiar with the fundamentals of public speaking. A public speaking course is beneficial and necessary so that the focus can become more at ease speaking to others casually and interestingly. Tourist guides should practice speaking confidently, projecting their voice,

and speaking slowly and clearly. As a result, the visitor would get any information the guide presented right away.

Oral Proficiency of Tourist Guides in Sagada along Vocabulary

This means the respondents can handle various uncomplicated communicative tasks with utterances filled with hesitancy and inaccuracies. Vocabulary is the appropriate diction used in communication. Because having a restricted vocabulary in a second language makes it difficult to communicate effectively, vocabulary knowledge is frequently seen as a crucial asset for second language learners. Without having a sufficient vocabulary, tourist guides cannot express their ideas or communicate effectively.

Piaget's cognitive development theory for children includes language development by understanding a concept before acquiring a particular language that expresses that concept. Tourist guides may have established good vocabulary based on their native tongue. Still, they must translate and widen a second language vocabulary to communicate more effectively with tourists.

As observed in the transcription of answers of most respondents, they have difficulty finding the right words to explain themselves. Most of the time, they use fillers like "ahh" or "uh." Respondent 1 said, Uhh – at least I have; I met some friends. I learned something about other places and them. And uhh – many more. Respondent 3 said, Uhh – pause – about the site...like – uh – sunrise, or – rr – like the – uh – why – uh – we trail that – uh – mountain... okay, the background of the hill and – uhm – like that.

Furthermore, there were additionally unnecessary pauses. The excessive delays in the answers of the respondents signal that the tourist guides have difficulty finding the correct words to use. Respondent 3 said Mmm (pause 2 seconds) avoid – uh – Anya, (pause 5 seconds), abaya bayag daytoy mo, sinon kanam esna ngay kuwa? (Pause 4 seconds) Uhh, pause 2 seconds – into ay – (pause 2 seconds) – hiking, like that, uh – edi hiking.

According to respondent 2, Yes, ma'am. Uhh – here in – ehhh – ugh – sorry (laughs) (pause 3 seconds) uhh – hiking in the mountains of – uh – (pause 6 seconds) Blue Soil like that.

The ability of the tour guides to use appropriate

vocabulary contributes to the tourist's satisfaction. The results corroborate the idea of Bobanovic and Grzinic (2011), as cited by Gani and Damayanti (2018), that comprehension of establishing performance standards is necessary to achieving visitors' satisfaction. Therefore, the tourist guides in Sagada need to widen their vocabulary skills to converse well with the tourist. Their limited vocabulary can hinder them from communicating with tourists.

Vocabulary is defined as "words we must know to communicate successfully; words in speaking (expressive vocabulary) and words in hearing (receptive vocabulary)" in Neuman and Dwyer's (2009) study.

Factors Affecting the Oral Proficiency of Sagada's Tour Guides

According to Agarwal (2008), a non-linguistic is an actual or potential sentence derivation that is not linked to any indications that express the communication's original or principal intent. Independent of its linguistic usage, it is a broad term of art used to describe several diverse meanings of the word "meaning."

Affective Factors

One of Bloom's Taxonomy's three domains, along with the cognitive and psychomotor ones, is the emotive one. The affective domain covers our emotional responses to things, including feelings, values, appreciation, zeal, motivations, and attitudes. The interests, sentiments, perceptions, tones, aspirations, and level of acceptance or rejection of instructional content are crucial topics of learning objectives in the affective domain (Belanger & Jordan, 2000).

Emotions are powerful. They serve as a window into someone's emotional and mental state. These are expressed through the person's movements, expressions on their face, and words. As stated earlier, the affective parts of this study concentrate on the person's feelings before, during, or following any speaking activity. Language speakers need to be emotionally prepared because their learning may be impacted. Affective factors, including motivation, self-control, and anxiety, affect the speaker's oral competency (Brown, 2007). The negative consequences of past activity were comparable to the speaker's motivation for this behavior. Skinner (1957) maintains that positive reinforcement is essential for learning, in line with the behaviorist approach. As a result, students who experience supportive behavior

are more likely to become self-motivated.

During the interview, the tourist guides articulated their attitude toward English. When asked their ideas about using English in their workplace, these were some of the answers: Respondent 2 said, "Ma'am mahirap Kasi 'Yung English. It's hard . . ." Respondent 14 said, "I'm not into—yes, not into the language." Seeing English as challenging hinders them from using the language.

As Henter (2014) noted, one of the most potent influences on behavior is attitude. Investigations have primarily focused on teaching perspectives as a problem. For instance, when someone is given a novel task, including a strange object, this situation results in a succession of priceless reactions, indicating that the stimulus has the potential to produce either favorable or unfavorable reactions. Language acquisition can be hampered by learners' negative attitudes and lack of enthusiasm. According to Smith's theory, which was cited in Oroujlou & Vahedi (2011), attitudes can be succinctly stated as follows: "Attitudes can be learned, therefore taught; they are situational and therefore can be generalized; they act in a certain frame of reference; if an event/object itself does not generate an attitude, the situation, the context will determine which will be the subject's attitude." The foundation of one's attitude toward the English language, according to Oroujlou & Vahedi (2011), must be an understanding of the language's position in the modern world. Additionally, a pupil dislikes school or learning can transfer this condition to language even before acquiring a language. In addition to how they feel about English, the tourist guides also experience language anxiety. This interferes with their use of English in their workplace. When questioned about the elements that influence their use of English, they said the following: Respondent 2 said, "*siyempre pag maraming tao (laughs) para Kang nadidistract*- if many people are listening or watching, I am easily distracted." Respondent 9 said, "Because of fear that. . .uh. . . some will criticize you."

These two factors have an overwhelming effect on their performance in oral communication. According to Woodrow (2016), anxiety is viewed in psychology as either a state or a characteristic (and it is a personality feature that is relatively constant) (a temporary situation). The third sort of anxiety has emerged due to language study and anxiety. This shows how learning a foreign language can be classified as a specific situation. The impact of anxiety induced by language use has only recently been considered in studies on the factors influencing the

outcomes of learning a foreign language. According to Olivares-Cuhat (2010), Stephen Krashen created the affective filter in 1981. It says that emotional factors, including motivation and self-confidence, have the power to change how well someone learns a foreign language. He claims that they serve as interpreters between the student's capacity for learning and the language input of the classroom setting.

According to Horwitz (2001), anxiety is more than the sum of its parts when learning a foreign language. She describes it as "a distinct complex of perception, beliefs, feelings, and behaviors that occur during learning in the classroom because of the uniqueness of learning languages." Anxiety can be thought of as a construct with two dimensions, reflecting communication inside and outside the classroom in everyday communication situations.

According to Cohen (2010), a lack of opportunities for learners to utilize the target language may cause language anxiety. In this circumstance, speaking in front of the class could be upsetting for them. As a result, they could feel defeated and lose interest in studying. The way the student views may also contribute to this.

Two (2) of the respondents—out of the fifteen (15)—stated that they feel comfortable utilizing the English language at work. These two responders received English language instruction in school and enthusiastically praised their instructors for their proficiency in the subject. When questioned about the benefits of utilizing the English language at work, respondents 13 and 11 answered, "We can express better" and "I am confident in using English," respectively.

According to Gines (2004), pupils are more likely to complete the required work when they have positive attitudes about teachers or subjects. This work will grow in value on its own. According to theory, pupils with a positive self-concept and high sense of worth or confidence are likelier to perform well. The students' opinions about the instructor and the subjects are another. According to Brown (2007), motivation is essential for learning a second or foreign language. Additionally, it demonstrates how the instructors have observed how their students behave in class.

However, most tourist guides mentioned that they lack confidence since they are shy. Among the fifteen (15) respondents, nine (9) were able to study until high school, four (4) were undergraduates, and two (2) finished college. They said that: Respondent 3 said,

"cause when . . . I . . . *uhh* . . . my guest is perfect in English, I . . . *mm* . . . get shy . . ." Respondent 7 said, "Because to me, I'm . . . *uhh* . . . shy person, so I cannot speak more." According to respondent 12, "not confident but . . . *uhh* . . . at least . . . *uhh* . . . o well, sometimes, if you hear them speak very fluently."

Despite their situation, they still perceive their field as an avenue to learn the language and increase their confidence. Their willingness to learn was observed during the interview. They were requesting training on how to gain confidence in public speaking and make their oral proficiency better. These are some of the answers provided by the tour guides. How would you wish to be taught to use the language in your work confidently? Respondent 1 said, Training, seminars, and a . . . *uh* . . . conversation with some people because at (pause 2 seconds) you see I think it's better if you meet somebody and then you. . . sit down and talk a lot. That's better. . . that's understanding for me. Respondent 9 said I want to attend public speaking and communication skills training, Ma'am. Respondent 10 said, I think I like; I think public speaking Ma'am; *'yun po talaga ang kailangan*. Respondent 11 said, another activity on how you speak English because that is the very best, important to me.

As has been noted in numerous research, motivation and competence are related. The reason is an engine that generates learning, according to Cheng and Dornyei's observation in 2007. It encourages pupils to keep going to assist them in getting through the challenges they face while learning a language.

Confidence has been the face and voice of ancient and living cultures. A certain amount of confidence is needed to project authority and mastery of information. To deliver news, the influence of confidence is significant to convey all ideas smoothly. According to Goldsmith (2010), confidence is not about taking over the world; it is about enjoying your world as much as possible. In concept, confidence is certainty in your ability or about trust in people, plans, or the future. A hesitant or insecure tourist guide is unpleasant and does not inspire confidence in their tour.

Tourists desire confident tour guides. Personality is the first impression that tourists get when they enter a foreign country. As the tourist is unaware of the local culture, language, and geography, a confident tourist guide can support him in calmly navigating this unfamiliar place. This enables the tourist to enjoy the vacation. In addition, Cimacio et al. (2009) note that people move from one location to another for leisure,

education, enjoyment, and health-related reasons.

As stated by Muhazir (2018), a tourist guide's confidence level is crucial because it affects how well they communicate. "[T]our guides should be properly chosen and trained because they are ambassadors of a place, nation, and national culture" (Coccossis, 2005). Confident and knowledgeable Guides can share information and find solutions to possible problems during the tour. Therefore, the guides' confidence is crucial to their occupation. Having tourists with different backgrounds requires tour guides to know a variety of information regarding the field of tourism.

Derakhshan, Khalili, and Besheti (2016) discussed the cognitive, linguistic, and affective aspects determining a person's oral fluency. The study's conclusions reveal that tour guides and tourism organizations should look in many areas for improvements. The items that fall in the verbal section of communication and that need more concentration include the following: that guides use the grammar correctly, that manuals select words carefully, that guides speak understandably, and that guides use attractive (adequate) words during tours. This means that organizational efforts will enhance tour guides' capacity to interact well with tourists verbally.

Several studies, including Leung and Baloglu (2013), training and systems are vital to maintaining a competitive edge. Linguistic and other verbal and non-verbal communication technique training courses could be designed for tour guides. In addition, professional and expert tour guides may be invited as guest speakers to share their experiences on how to communicate and interact with tourists from various cultures.

Conclusion

The conclusions and suggestions based on the study's findings are presented in this chapter. (1) Tourist guides cannot handle various complicated tasks with utterances filled with hesitancy and inaccuracies. (2) The factors affecting tourist guides' oral proficiency are non-linguistic.

According to the study's conclusions, the following actions are advised: (1) Tourist guides may undergo training for English oral proficiency since it was found that they face challenges in their verbal ability, specifically in grammar, pronunciation, fluency, and vocabulary. (2) Tourist guides may join different activities or seminars to hone their affective factors,

such as emotions and confidence in using the English language.

According to several studies, students' academic performance is significantly influenced by their self-related perceptions, self-concept, self-esteem, and self-efficacy. Indicators such as leaned beliefs, a person's evaluation of his worth, and the belief to perform a given task effectively categorize the self-related perceptions.

Self-related perceptions of the self should be enhanced through the school's environment and learning activities. It can be assumed that a higher self-concept will not predict academic performance; either way, students' academic performance does not reflect their self-concept. It should also be mentioned that the responders were still trying to figure out who they were. Additionally, the school and its environment must provide ample educational learning opportunities for kids to improve their self-efficacy and utilize their skills.

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