

# Communication Strategies In The Interaction Between Filipino And Korean Females

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## Abstract

In Linguistics, studies have been made on the interaction among intercultural participants to identify and explain the communication strategies they employed. However, only a few studies have explored the communication strategies between Korean and Filipino women. This study described and analyzed the verbal communication strategies and female speech between female Filipino and Korean students at the University of San Carlos (USC). Six paired research participants were asked to record their interaction. The conversations were natural, everyday conversations. Results of the study revealed that unfilled pauses, fillers, and self-repetition were the most commonly used as communication strategies from both nationalities. This study provides implications to intercultural pragmatics.

## Keywords

communication, conversation, female, Filipino and Korean nationals

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## INTRODUCTION

People interact with one another to communicate. It is through communication that people learn about acceptance, love, and empathy from other people. It is important then to study how people communicate with each other, especially when they come from different cultures. In Linguistics, studies have been made on the interaction among intercultural participants to identify and explain the communication strategies they employed. While there have been local researches that studied Koreans living in the Philippines, these studies focused on English as a Second Language (ESL) within the context of classroom and student-teacher interaction. Few studies have been conducted on female speech in the Philippines (Constantino, 2013; Opina, 2017) as these described the differences in linguistic behavior of men and women. This present study then attempted to fill the research gap in patterns of oral communication of Koreans and other Asian nationalities with Filipinos. There is a need to study communication strategies and female speech among the female Filipino and Korean students to establish rapport and build good relationship among citizens of the neighboring countries in Asia. More specifically, it is important to understand how females Korean and Filipino females in the province of Cebu, Philippines communicate to build relationships with one another.

This study adapted the communication strategies of Maldonado (2016), a summary of the taxonomy which has three categories: (i) resource deficits, (ii) processing time pressure, and (iii) perceived deficiencies in one's own language input. Resource deficits are associated with the three problem-solving processes (lexical problem-solving mechanisms, grammatical problem-solving mechanisms, and phonological and articulatory problem-solving mechanisms) that deal with the planning and encoding of the message. Moreover, the processing time pressure is categorized into the following: pauses (unfilled pauses,

sound lengthening, and fillers) and self-repetition. Lastly, the perceived deficiencies in one's own language input only involve error-repair (usually self-repair).

Begovic (2011) described how the communication strategies used by a group of four upper-secondary Swedish Second Language (L2) learners of English facilitated the conversation and how the students used these strategies to help each other when they experienced difficulty in communicating. The participants had different proficiency levels of English. The researcher recorded an interaction that was twelve minutes long. From that single conversation, she discovered that although the participants may have lacked proficiency in the second language (i.e., English), they did not use the Code-switching (CS) that a lot of researchers have found present in previous studies. She also added that the students' relationships with one another helped the flow of the interaction. The present study also looked into interactions among students who are acquainted with one another. Since these students have already been acquainted with each other for at least a year, the current researchers believe that this will help facilitate effective interactions. Unlike Begovic's (2011) study, however, the present study had a dyadic interaction that ranged from twenty-five to thirty minutes.

Moreover, Maldonado (2016) examined English as a Foreign Language (EFL) learners' communication strategies that are employed during oral communication and determined whether their level of proficiency dictated the amount of their CS use. She gathered data from three conversations made by Spanish learners of English. Her paper's data, unlike most papers on CS, were from natural

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conversations instead of classroom interaction. The study's results indicated that Beginner Level learners mostly used 'avoidance' and 'transfer' type of strategies, which the researcher said showed not only their less proficient use of the L2 but also showed their reliance on their L1. Contrary to this result, the Intermediate Level learners were able to show how their broader linguistic repertoire made them capable of correcting and evaluating their L2 output.

Like Maldonado (2016), the present study used the same framework to identify the strategies used by the Filipino and Korean participants. The gathered data were from interactions without prescribed topics. But unlike this study, the present study did not focus on the exact proficiency level of the participants. The present researchers expected that the Filipino and Korean participants are fluent enough in English due to their respective ways of exposure to the language.

The present researchers used the characteristics identified by Layoff as cited in Holmes, 2008): (1) lexical hedges or fillers, which are used to express uncertainty; (2) tag questions, a short question that follows a sentence; (3) rising intonation on declaratives, which are used to seek confirmation; (4) empty adjectives, adjectives that sound nice but do not add meaning to a sentence; (5) precise color terms, to use specific terms to refer to different color shades; (6) intensifiers, which emphasize a particular utterance (7) hypercorrect grammar, the consistent use of standard verb forms; (8) super polite forms, which include indirect requests and euphemisms; (9) avoidance of strong swear words, where alternative, more gentle cuss words are used instead of vulgar words; and (10) emphatic stress, where a word is stressed to show its importance.

Furthermore, Noreen and Zubair (2012) followed an anti-existentialist approach in their paper to study the construction of femininity so that they could examine instances of gender performance by young Pakistani women in natural conversations. The participants were close friends belonging to single-sex friend groups, and their conversations were recorded by a member of each group. The purpose of this paper was to explore what types of femininities the participants used in linguistic speech such as tag questions, hedges, intensifiers, and the like.

Also, the researchers claimed that female speech shows hesitancy, uncertainty, and insecurity (Noreen and Zubair, 2012). Results showed that the use of tags, hedges, intensifiers, and the like did not indicate a female's weakness or insecurity, contrary to the assertions of previous researchers. The current study is rather similar to Noreen and Zubair's (2012) paper about single-sex participants and the aims of the study. However, the current study consisted of female participants that are schoolmates rather than close friends.

This study attempted to describe and analyze the interaction between female Filipino and Korean students from the School of Arts and Sciences of the University of San Carlos located in Cebu City. Specifically, this study also sought to answer which communication strategies were most common in the students' interaction and which

characteristics of female speech were present in their speech.

## METHODOLOGY

Twelve School of Arts and Sciences students (composed of six Filipinos and six Koreans) from the University of San Carlos – Technological Center were this study's participants. The University of San Carlos is considered the top 5 university in the Philippines (University, 2018). It is located in Cebu City, the Queen City of the South. The researchers picked the students using a combination of quota and purposive sampling procedures. First, the participants were grouped according to nationality. After, the students were paired but had to fit into the following criteria: 1) are female, 2) belong to the same year level, 3) must be students currently enrolled in any course from the University of San Carlos – Technological Center, and 4) must be acquaintances. A total of six pairs participated in the study. The pairs of participants have known each other for at least one year in the said university.

Moreover, the six recorded conversations served as the study's research data. The interaction between female students was based on natural, everyday conversations as pointed out by Maldonado (2016). There were no prescribed topics to capture the naturalness of their interaction and avoid inhibition. Each interaction was used to describe and analyze the communication strategies and female speech found in the participants' speech. In this study, interaction is used to refer to the female speech of women who are talking to each other from two different cultures.

The researchers sent twelve students letters requesting them to participate in the study. They recorded their own conversations, which ranged from 25 to 30 minutes, and were asked to send the recordings via email. After receiving the recorded interactions, the researchers transcribed the last 20 minutes of each using Gail Jefferson's transcript notation. Coding sheets were used to determine which communication strategies as reported in Maldonado (2016) and characteristics of female speech found in Lakoff (as cited in Holmes, 2008) were most prominent among the participants. The results were tallied and ranked using tables.

The tables presented two columns that separated the Korean participants' collective use of communication strategies and female speech characteristics from the Filipinos' results. Another column showed the frequency among all the participants. An inter-rater checked ten percent of the data to ensure that the researchers were capable of discerning what constitutes as a communication strategy and a characteristic of female speech.

## RESULTS AND DISCUSSION

This section presents the communication strategies linguistic features of female speech evident in the conversations of female Korean and Filipino students.

Table 1 reveals that among the five types of communication strategies under the problem-solving

Table 1  
Types of Communication Strategies under the Problem-solving Mechanisms (PSM) Related to L2 Resource Deficit

PSM Related to L2 Resource Deficit	Filipino		Korean	
	f	%	f	%
Message abandonment	10	8.93	10	8.77
Code-switching	91	81.25	92	80.70
Foreignizing	0	0	3	2.63
Direct appeal for help	10	8.93	8	7.02
Circumlocution	1	0.89	1	0.88
Total	112	100	1	100

mechanism (PSM) related to L2 (second language) resource deficit, code-switching is the most commonly used in the conversation with 81.25% by Filipinos and 80.70%

### Types of Communication Strategies

by Koreans. The prevalence of code-switching could be attributed to the interlocutor's ability to speak more than one language, that is, multilinguals. In this manner, the Filipino and Korean female students naturally switch from one language to the other, especially if the term (e.g.) "sisig" does not have a corresponding word in the Korean language. Thus, code-switching could be attributed to culture since, in the Philippines, the food named "sisig" is only available and famous. This result contradicts the study of Begovic (2011) on the absence of code-switching (CS) on the interactions between the participants of the study. The data then exemplified nonce borrowing as one of the types of code-switching which is usually used when there is no equivalent term in another language.

This is followed by message abandonment with 8.93% of Filipinos and 8.77% by Koreans and direct appeal for help with 8.93% by Filipinos and 7.02% by Koreans.

#### Extract 1.1: Code-switching

S1 L216 (F): How about sisig?  
S2 L217 (K): Yeah. Sisig or Spaghetti o:r the beef [(there) really (nice)-

Extract 1.1 unveiled that the participants code-switched when using a term that cannot be equated to any words in the L2. "Sisig" is a type of Filipino dish that can be commonly found in restaurants and canteens in the Philippines. If they literally translated the word into English, the food would not sound so appetizing, as "sisig" is made from a pig's head and liver.

#### Extract 1.2: Code-switching

S2 L66 (K): But- (.) but it's when I was young, that is usually we weared (.) uh, still- I mean  
S1 L67 (F): You wear?  
S2 L68: Uh! I wear (.) and then in my age was wear

In extract 1.2, the Korean speaker responded unconsciously by speaking Korean expression like Uh! which mean 'Yes' in English. Begovic (2011) stated that a speaker may use code-switching when there is no linguistic

equivalent to the words in English or when the word would not have the same meaning as the first language. Most of the code-switching done by the participants was done due to this scenario although there were some exceptions as seen by the use of both Filipino and Korean expressions. Hence, the present researchers believe that the code-switching of the participants may have been done because the words they used while code-switching are norms in their culture, and not because they lacked vocabulary in their second language.

#### Extract 2: Message Abandonment

S1 L193 (K): An::d, Malaysia?  
S2 L194 (F): Oh, wow!  
S1 L195: I really love- I- (.) actually it's my second visit in Vietnam because(.) our family really loves (.) the food there.  
S2 L196: What is it like there? Like (.) is it different from here or-  
S1 L197: Yeah, it's- it's different but-  
S2 L198: Really?

This extract shows that S1(Korean) probably abandoned what she was saying because she found it hard to communicate what it was she wanted to say exactly. She possibly experienced some difficulty, as seen in Line 195 when she seemed to want to repeat the statement I really love but instead paused for a moment and talked about something else entirely. As a result of her small difficulty in the L2, she decided to speak about Vietnam, another country she had visited, instead.

This result could be attributed to the language barrier and the speaker's inability to express the appropriate word that her interactant can easily understand. Lindblad (2011) claimed that speakers abandon their message due to language difficulty. This seemed to be the case, where the speakers initially tried to talk about something, then taking a moment to hesitate for a few seconds before shifting their interaction towards new topics.

#### Extract 3: Direct Appeal for Help

S1 L261 (F): Um. She will participate that's why, ah- among those uh?  
S2 L262 (K): ((laugh))  
S1 L263: What you call in Divergent? The factionless? [factionless]  
S2 L264: [[[laugh]]] Yes.  
S1 L265: So I told her, Ah::h, we lack one member (.) so

you join us.

S1 L301: Yeah, yeah. I think that one. (.) Yeah, it's really beautiful. [So I-

In extract 3, the Filipino speaker took some time to recall the term. When she remembered it, she was still unsure whether she had used the correct term, as her voice rose at the end of what she was saying; so, her interlocutor confirmed that she did have the right word. The usage of hesitation phenomena or explicit statements signifies problems in producing language. This indicates that the participants had some difficulty recalling specific L2 words, such as factionless, life vest, and consultation. This also demonstrates the lack of fluency and ability to express one's ideas in interacting with someone from a different linguistic background. However, it should be noted that in all cases where the participants used this communication strategy, they managed to retrieve the missing word on their own. This shows that the speakers needed more time to process the right word to say. This situation could be attributed to pragmatic competence and interculturality as argued by Kecskes (2015). Hence, exposure to speakers with different cultural background and fluency need to be enhanced.

#### Extract 4: Direct Appeal for Help

S1 L193 (F): Ah, you know the Santo Niño right? the statue:: like it seems to smile at you?

S2 L194 (K): Yes.

In extract 4, the Filipino speaker wanted to explain the Santo Niño, a holy figure for Filipino Catholics of the child Jesus, to her Korean interlocutor. She briefly described the Santo Niño's appearance by noting the way the figure smiles. In the Philippines, especially in Cebu, Santo Niño is very symbolic since it symbolizes Christianity, the dominant religion in the Philippines. The Filipino female speaker used the nonverbal expression of the image to accommodate her interlocutor who might not be familiar with the image unless she has the chance to visit the Basilica del Sto. Niño.

#### Extract 5: Foreignizing

S1 L295 (K): And also, you know, (.) I wanna go there. Cha-Checo? (.) I don't know in English. (.) In Korea we call that Checo

S2 L296 (F): Checo? (.) What's the spelling?

S1 L297: Praha!

S2 L298: Praha? (.) I don't- I'm not [really familiar.

S1 L299: [C z e

S2 L300: Ay, ah! (.) Czech? Is it (.) Czech Republic?

Only one pair out of the six used foreignizing. In this extract, the Korean speaker did not know the English term of 'Czech,' so she pronounced Checo phonologically in English. Additionally, she pronounced Praha which means Prague phonologically in English because she thought it is already an English term of Prague. Foreignizing can be indicated by using an L1 (first-language) or L3 (other language) word by adjusting it to L2 phonology with an L2 pronunciation or morphology when a learner does not know the specific term of L2. The researchers found that the Korean speaker used this communication strategy because she did not know the English term Czech, so she said Checo, the term Koreans use (Konglish), with an L2 pronunciation. In this manner, Interlanguage occurs when the Korean speaker tends to use the available phoneme in his first language in producing the phonemes in other languages. There is probably a negative transfer as well.

In sum, most of the communication strategies under the problem-solving mechanism related to L2 resource deficit did not frequently occur in the six conversations. This could be because the participants rarely encountered difficulties in L2 production.

They experienced some difficulties only because they seemed to need more time to think about the exact words to say. In the few times they encountered difficulties in the L2 not related to lack of time, they were able to correct themselves or were able to convey meaning successfully. Code-switching, although noticeable, was used not due to L2 resource deficit. Rather, the participants code-switched for other reasons, such as a word not having the same effect when translated.

Table 2 reveals that among the four types of communication strategies under the PSM related to processing time pressure, the unfilled pause is the most commonly used in the conversations with 57.98% by Filipinos and 54.47% by Koreans. Unfilled pauses occurred the most because the participants would often be silent for a few seconds while thinking about what to say next.

#### Extract 6: Unfilled Pause

S2 L69 (F): Red patch (.) and then (.) three or four days the blisters will become, ano

S1 L70 (K): A::w and it (.) might kill some one? Might-

Table 2

*Types of Communication Strategies under the Problem-solving Mechanisms (PSM) Related to Processing Time Pressure*

PSM Related to L2 Processing Time Pressure	Filipino		Korean	
	f	%	f	%
Pauses				
Unfilled pauses	745	57.98	500	54.47
Sound lengthening (drawling)	96	7.47	100	10.89
Fillers (lexicalized pauses)	296	7.47	211	22.98
Self-repetition	148	11.52	107	11.63
TOTAL	1285	100	918	100

S2 L71: Ye::s, (.) rare  
 S2 L72: I heard because (.) someone be came (.)  
 endangered?

In extract 6, both participants used unfilled pauses. The Filipino speaker paused twice while recalling what happened to her body after she got chicken pox. Now for the Korean speaker, she used unfilled pauses because she was probably thinking about the right term to use. She did not seem to be sure that she was using the right word. According to Maldonado (2016), unfilled pauses and repetition are used by a speaker who is not very fluent in English like IELTS students ranging from level 1 (lower level) to level 3 (Non-user to the Extremely limited user) - those who have non-ability to communicate in L2. The findings of the current research, however, did not support the claim of Maldonado (2016). Despite unfilled pauses being the most prevalent out of all communication strategies in this study, this does not mean that the participants are not fluent in English. Rather, the presence of unfilled pauses may indicate that what the real issue for the participants was processing time.

Additionally, Lindbald (2011) stated that unfilled pauses are more common than filled pauses in the case of this study, this statement is true. After all, the interactions were spontaneous, so it is expected that the participants would have spent some time being silent while thinking about what to say next. The data of this study on pauses also support the study of Magno and Maxilom (2017) as manifested in the female Japanese learners' data.

#### Extract 7: Filled Pauses

S1 L106 (K): Huh! (.) Oh my God! (.) You look youn::ger  
 very younger 22 or 3, right?  
 S2 L107 (F): Really?  
 S1 L108: Yeah  
 S2 L109: Because most- most people really  
 ano, (.) really (.) see me as (.)22 or 23.

In extract 7, the Filipino participant used a filler 'ano' which is in Bisaya, her first language, to gain time in finishing her utterance. In the sample transcripts, the participants used fillers to keep the conversation going while they thought about what to say next. Maldonado (2016) mentioned that speakers make use of fillers to keep the interlocutor's focus on them. Therefore, the use of fillers by the participants in the conversations may stem not just as a need to stall for time to think, but also to continue the flow of conversation. Furthermore, this study supports Opina's (2017) claim that fillers fill in the silences or gaps in interactions. These suggest why fillers were noticeable in each interaction.

Table 3

*Types of Communication strategies under the Problem-solving Mechanisms (PSM) Related to Own-output Problems*

PSM related to own-output problems	Filipino		Korean	
	f	%	f	%
Error-repair	71	100	49	100
Total	71	100	49	100

#### Extract 8: Sound Lengthening

S2 L43 (F): Ah, okay. So, she just discussing (.)  
 requirements.  
 S1 L44 (K): Yeah, I'm like- (.) you said it's like one  
 semester only  
 S2 L45: Yeah, we also have ((inaudible)) for the:: um,  
 questionnaire, for the::  
 S1 L46: [Experiment-  
 S2 L47: [Training- No. Training and development (.)  
 assessment? (.) TNA?

Extract 8 shows that in Line 45, the Filipino participant lengthened the sound of the twice because she was trying to remember more of the class requirements. Of course, it takes some time to remember what the exact requirements were, hence the need for the Filipino participant to drawl some words. Clearly, both samples illustrate that the participants were unsure about what to say next, which is why they resorted to lengthening the sound of some of their words. This finding implies that the participant did sound lengthening as they recalled the exact requirements of a class or memories of an event. Events that happened weeks or even days back cannot be recalled immediately. Hence, the participants needed time to remember items that were not deeply embedded in their minds.

#### Extract 9: Repetition

S1 L111 (F): =Ah::h, was I saying in person? [or] (.) this is  
 (in- ) of her.=  
 S2 L112 (K): [umm]=Mm::m (.)  
 But you- you- she like (.) try to reconcile (.) you- you will (.)  
 uh::h, you will say yes?  
 S1 L113: I cannot.

In extract 9, the Korean participant repeated a few words, both you but at different times, twice. Maldonado (2016) stated that the use of self-repetition gives a speaker time to think about what to say next.

Additionally, the types of communication strategies under problem-solving mechanisms related to processing-time pressure occurred more frequently than the communication strategies under L2 resource deficit and own-output problems. This is because a need for more time to think was what the participants needed most to have successful verbal interactions. Because interactions are spontaneous, often people will be unable to say exactly what is on their minds. Thus, they require time to process not just what was said, but also what to say next.

Table 3 reveals that the error-repair was used in the

conversations with a frequency of 71 for the Filipinos and 49 for the Koreans.

#### Extract 10: Error Repair

S2 L166 (F): And, because of my room-mate (.) I got the chick-[I- I had chickenpox.  
S1 L167 (K): [chickenpox?

S2 L168: (F) Because of my room mate.  
S1 L169: (K) Because you live together and there's no choice.  
S2 L170: (F) I have-, Yeah! And there's no choice.  
S1 L171: (K) ((laugh))  
S2 L172: (F) I cannot let him- (.) I cannot let [her go out.

The extract above indicated the participants' need to correct the errors they made. The Filipino speaker misused her roommate's pronoun. Therefore she quickly repaired her own utterance and changed the roommate's pronoun from him to her. The use of him instead of her in the pronoun can be attributed to the influence of the Filipino female speaker's first language, Cebuano, which only has a single pronoun (i.e., *niya*) that refers to either male or female. Maldonado (2016) reported that speakers use error-repair when they want to correct errors that may affect the outcome of the communication. Thus, it can be said that the participants cared enough to make themselves more understandable for the benefit of the interlocutor, especially when the interlocutor has a different cultural background. They establish a common ground that both of them understand each other.

To sum up, while every pair encountered some difficulties in articulating their thoughts, these difficulties did not hinder them from successfully conveying their messages. Hence, this result affirms Maldonado's (2016) claim.

#### Characteristics of Female Speech

Table 4 reveals that among the ten characteristics

Table 4  
*Characteristics of Female Speech in the Filipino and Korean Interactions*

Characteristics of Female Speech	Filipino		Korean		Combination	
	Frequency	%	Frequency	%	Total	%
Lexical hedges	58	10.84	34	8.88	92	10.02
Tag questions	29	5.42	15	3.92	44	4.79
Rising intonation on declaratives	105	19.63	88	22.98	193	21.02
Empty adjectives	24	4.49	17	4.44	41	4.47
Precise color terms	0	0	0	0	0	0
Intensifiers	268	50.09	191	49.87	459	50
Hypercorrect grammar	9	1.68	18	4.70	27	2.94
Superpolite forms	1	0.19	2	0.52	3	0.33
Avoidance of strong swear words	0	0	0	0	0	0
Emphatic stress	41	7.66	18	4.70	59	6.43
Total	535	100	383	100	918	100

of female speech, intensifiers are the most commonly used in the conversations with 50.06%. This result confirmed the participants in Noreen and Zubair's (2012) study, the current participants constantly used intensifiers to show how invested they were when talking about certain topics. It was also noticeable that precise color terms and avoidance of strong swear words were not used in the conversations. The speakers used intensifiers to convey how they feel about the things they experience or observe in their daily lives.

#### Extract 11: Intensifier

S1 L17 (K): I did that scuba [diving I have] the license.  
S2 L18 (F): [Really]?  
S1 L19: Yeah. I went underwater.  
S2 L20: It's okay, sorry. ((cough))  
S1 L21: Water.  
S2 L22: It's okay, it's okay. (.) And then, (.) really you had license?  
S1 L23: Yeah, I had license (.) but  
S2 L24: Woah, that's so (.) expensive. I think- I heard my- (.) u::h, (.) I- I know someone and then he had (.) uh, he has a license (.) I think, it's from fifteen thousand to twenty thousand? (.) [Pesos?

Extract 11 showed how shocked the Filipino speaker was when her Korean partner mentioned she had a diving license. She used an interjection (woah) and an intensifier (so) to express her disbelief because a diving license is expensive. This reveals that the Filipino's interest was sparked because not many people have a diving license. The Filipino speaker's use of an intensifier may show that she genuinely wanted to know more about how her Korean interlocutor got her diving license. Intercultural pragmatics is evident in this instance in relation to the blending of the interlocutors' prior experiences with their actual situational experiences as pointed out by Kecskes (2015). For Filipinos perhaps, securing a diving license is not a must while Koreans consider the diving license as very important.

## CONCLUSIONS

Based on the findings of this study, the type of interaction between women from two different cultures could be a contributing factor on the problem-solving mechanisms employed because the interactions were spontaneous and, thus, the participants merely needed time to think and react to what was being said. It can also be said that the characteristics of female speech prove how females want to strengthen ties and build a relationship with their interlocutors. Females tend to be cooperative in interactions. Females "adhere to a more cooperative speech style" (Chaves as cited in Opina, 2017). Overall, the communication strategies and the characteristics of female speech were used for genuine interaction among the participants.

This study then provides implications to intercultural pragmatics. The frequent use of code-switching, message abandonment, and direct appeal to help implies the need to acknowledge the cultural background of speakers from diverse cultures like in the case of Koreans and Filipino female speakers. The words (e.g. *sisig*, *Sto. Niño*, etc.) in the Filipino culture and traditions should be used through code-switching or code-mixing with sufficient background information that helps in the wider understanding of people from different background whether culture or religion. Both speakers with different cultural backgrounds should help each other in reconstructing the meaning of words used in interaction with sufficient contexts and situational settings.

The frequent use of intensifiers, rising intonations in declaratives, and lexical hedges among the characteristics of Female speech between Filipino and Korean interlocutors provides evidence that females naturally value relationship and cooperation in interacting with other females, especially in interacting with those who are from different cultural backgrounds.

## RECOMMENDATION

Based on the conclusions, a study that focuses on other nationalities like the Chinese, Japanese, and Kenyan living in the Philippines may be made because of the foreigners who are living and even studying in Cebu specifically. Moreover, a research paper that focuses on Filipino male speech is also advisable since some studies on language and gender focused on male-female interaction instead of same-gender interaction. Lastly, other frameworks may be used to study other communication strategies and other features of female speech.

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