PHONOLOGICAL LANDSCAPE OF MAGUINDANAON LANGUAGE: DAVAO VARIETY IN FOCUS



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APPROVAL SHEET

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The Researchers

Dedication

This paper is dedicated to all language enthusiasts who want to explore both local and international languages. To Maguindanaon language, whose existence is vital to its speakers and this research. And to everyone who reads this paper, salute!

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ABSTRACT

This study aimed to discover, identify, and understand the phonological landscape of Maguindanaon language, specifically the Davao variety. Furthermore, it aimed to provide an avenue for the identification of the phonological components of the Maguindanaon language. This study employed qualitative research approach specifically linguistic typology. The results of the study revealed that certain places of articulation in consonants such as labiodental, interdental, and glottal are not present in this language. Certain vowels in IPA transcriptions such as, /e/, /æ/, /ɜ˞/, /ə˞/, /-/, and /o/ are not present as well. Researchers also found that diphthongs in the English language can be found in any position in the word. However, diphthongs in the Maguindanaon language are only found in the latter part of the word. Coarticulation processes such as assimilation and elision are also observed in the study. As for the suprasegmental features, languages differ in meaning depending on the stress put within the words. These results imply that the Maguindanaoan language in Davao exhibit unique characteristics. This study proves that a linguistic inquiry is also a research of people and culture.

Keywords*: linguistics, phonological landscape, Maguindanaoan Language, Philippines*

Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

Historical linguistic research has traditionally assumed that new dialects develop slowly as the result of the spread of languages because of the migration of part(s) of their speakers to new locations or due to the relative isolation of part of the population in geographically relatively inaccessible locations such as mountainous areas. Social dialectological work (Britain,2002) has likewise distinguished factors, for example, negative stereotypes, local rivalry, and the absence of public transportation, as causing or enhancing dialect divergence.

Furthermore, language contact is typically invoked as a prime factor in the emergence of diaspora varieties of a language. Cases in point are diaspora varieties of Hindi (e.g. Siegel 1988, 1990, 1997; Mesthrie, 1991) and (new) varieties of English (Kortman& Schneider, 2004). One example in Eastern Maroon Creole in French Guiana of Migge and Leglise's (2011) research. Parts of the members of the communities of the Maroons and Amerindian population have been resident in French Guiana for a long time and while others are recent immigrants, the size of relocation has expanded considerably over the last 30 years; thus, there is an emergence of new styles or variations of their language and other linguistic repertoires.

In addition, such dialectal variation is also present in Zamboanga City's Chabacano. People have moved to Cavite. Over time, the modern Cavite Chabacano variation emerged. Stressed vowels and phrase-final vowels were

significantly different from unstressed and nonfinal vowels in terms of vowel quality and duration (Lesho, 2013). However, substrate influence in the prosodic conditioning and phonetic realization of the vowels is evident in both districts.

Specifically, in the local setting, it has been reported that there has been an increase in population in Davao City, which reached 1.45 million in 2010 as recorded by the National Statistics Office. This makes the city the fourth most populated city in the country. One of the reasons for this population size is internal migration; such migration is influenced by safety, an abundance of resources, environment, education, and job opportunities (Trinidad, 2015). In connection, some migrants would include Maguindanaon people from such areas mentioned above.

It is in this contextthat the researchers felt that there was a need to conduct the study to help identify and document the phonological components of the Maguindanaon language – Davao variety. There were only very few conducted and documented researches about the Maguindanaon language. Thus, the results could be the basis for future researches and could be the solution to addressing the existing research gap.

Purpose of the Study

This study aimed to discover, understand, and identify the phonological landscape of Maguindanaon language, specifically the Davao variety. The information that was gathered from this study provides an avenue for the identification of the phonological components of the Maguindanaon language.

Furthermore, it would help document such change and emergence of variation in the community.

Research Questions

This study aimed to feature the phonological landscape of the Maguindanaon language – Davao variety. The following research questions were answered through different means of data collection from the participants.

1. What are the segmental features of the Maguindanaon language?
2. What are the suprasegmental features of the Maguindanaon language?

Theoretical Lens

This study adopted empirical foundations on the theory of language change by Uriel Weinreich, William LabovandHerzog in 1968 which argues the different factors concerning the language change, specifically in sociolinguistics. This lens emerged in an attempt to a joint formulation of certain ideas in dealing with language change. Labovand Marvin Herzog provided theories that have been the basis of the conclusion of this lens.

The Structure-History Antimony in Neogrammarian Theory on Isolation of Idiolect. (Paul, 1880) The language of individual speaker-hearer encompassed the structured nature of language, the consistency of speech performance, and the regularity of change. He developed a dichotomy (*Idiolect and Language custom*), which was adopted by generations of succeeding linguists (Labov et al. 1968). Paul defines language custom as

first, the artifact of a linguist as it serves as the product of comparing idiolects. Secondly, something that has no determined bounds: every grouping of speakers into a dialect group is arbitrary, without theoretical motivation. Paul also considers the factors that may be integrated into language change. First is childhood and adulthood. As stated by Paul, “it is impossible to designate a point in the life of an individual at which it could be said that language learning has ceased.” At which point in childhood, the great bulk of language takes place enormously. Second is unawareness. If the significant locus of language is in the idiolect, and if the idiolect is a psychological representation, thus changing of idiolects is unconsciously obtained. The third is the cause of change. Through natural selection, the sound image for monitoring moves in parallel with the kinesthesis that controls the production shift without being noticed. Although “all languages display a certain harmony of their sound systems” in cases such as assimilation and consonant clusters, the harmony in sound production is rejected, which sometimes the length and accent may also be involved.

The fourth is conformity. The performance of a speaker is under the pressure of different forces to change in different directions. Hypothetically speaking that speakers like to conform to the idiolects of their interlocutors. He also mentioned the conformity between mature and younger speakers. The fifth is regulatory of change — the absolute regulatory phonetic rules in which the same sound is considered in the production of borrowed words. According to Paul, the only way this could be visualized is through inter-idiolectal. A process in which several dialects have been used in a conversation between several groups. The act at which picking up words also

known as borrowing is used in idiolect by the speaker. Sixth is phonology and idiolect grouping. Paul realizes that there are breaks in the intercourse network—especially absolute breaks caused by migration – a dialect split will emerge, but this is completely “external” to the language.

Asserting Saussure’s synchronic linguistics, which views that language is heterogenous (Labov et al. 1968),the view that language is social and speech is individual,” somewhat mirrors Paul’s view of language change. Although he fails to consider the coexistence of several dialects in the same geographic point. With these claims, the level of interest in language diversity within the speech community was cited through the American descriptive linguists. According to Bloomfield (1933), a speech community is a group of people who interact through speech– ifobserved closely enough,itcould be found that no two persons- or rather perhaps, no one person at different times – spoke exactly alike.

Reflecting on Saussure’s emphasis on language as a social phenomenon, Bloomfield concedes that one should concerned not so much with each individual as with the whole community.People do not acquire into the minute nervous process of a person who utters the word “apple,” but be contentedrather with determining that, by the large, for all members of the community, the word apple means a certain kind of fruit. However, as soon aspeople try to deal accurately with this matter, they find that the agreement of the community is far from perfect and that every person uniquely uses speech-forms.

Significance of the Study

The results of this study will benefit the society, especially since there are only a few studies about the Maguindanaon language focusing on the phonological features of its Davao variety. Specifically, this study will benefit the following:

Students. This study, which features the segmental and suprasegmental phonological landscape of Maguindanaon language- Davao variety, will help the students to be aware of this aspect. This study will make them informed that there is a Davao variety of the Maguindanaon language since this language is not mostly given focus on linguistic studies. This study will also help the students gain more knowledge of the phonological features of this language.

LanguageTeachers. The results of this study may give language educators data about this variety of language. This may also give ideas on the possible language research that could be conducted.

The Maguindanaon. The results of this study may provide data about Maguindanaon's linguistic landscape. This study will open their minds to the possibilities of the variation of their language when immersed in a different culture.

Future Researchers. This study will help future researchers in conducting a study on Maguindanaon language and any of its varieties. The results of this study may serve as a reference for other future studies that can contribute to the Philippine language studies.

Definition of Terms

To provide a clearer understanding of the contents of this study, the following terms are operationally and conceptually defined:

Phonology. In this study, phonology refers to one of the main aspects factors in identifying the variety of Maguindanaon language in Davao City. Conceptually, this field examines how sounds are composed in specificlanguages. It tries to discover the psychological patterns and underlying organization of sounds shared by native speakers of a certain language and abstracts from the physical data provided by phonetics (Panevov´a& Hana, 2010).

Maguindanaon. It is an Austronesian languagethatisspoken mostly in the Maguindanao province (Mangulamas, 2017). In this study, it refers to the language used by the Maguindanaons in Davao City.

Review of Related Literature

This literature review provides insights into ways in which the researcher can limit the scope to a needed area of inquiry (Creswell, 2009). Thus, it gives a background of the study for the readers to understand the current investigation better. This section presents a body of literature and studies which are relevant to the present investigation. These are mentioned to provide insights and perspective for the present investigation.

Migration and Linguistic Changes. The motivation of migration is not always due to war; thus, it is not a new phenomenon. Natural disasters, such as earthquakes, tsunamis, volcanic eruptions, or floods, are the motivation of

migration, which can be a cause of damaged homes and livelihoods that could leave people without a choice to transfer to safer locations, and in most cases permanently. In some cases, people may be required to move mandated by the government or through the acquisition of their lands by private businesses (legitimately or illegitimately). Long ago, people's migration has quietly shaped people's understanding of the "native" languages of a region. The cause of drastic changes in language ecologies of the Western hemisphere was due to the movement of Spanish, French, and English speakers across the Atlantic from Europe to the Americas. Smaller and recent migrations have further shaped the linguistic environments where people live as well.

However, the reason, the movement of languages to new locations and new ecologies from their original geographical location were also by the movement of the native people. When a speaker of a certain language may have in contact with speakers of another language, it is a new configuration of language and its speakers.

The changes in language themselves are identified as "language ecology" by sociolinguists and the linguistic environment studied by linguists as "contact linguistics." An obvious example is the influence of English onSpanish in both border areas with North America's contact zones, as Spanish influence on English.

The consideration about the affluence of evacuee, safety seeker, and refugees in Europe, the expectation to see a significant difference in the language repertoires of the migrants as Arabic speaker learn English,

German, and French, as their children may become more proficient in those second languages than they are in their mother-tongue (and certainly more proficient than the parents), and as the vocabulary and structure of both Arabic and the German migrants speak is altered by the new kinds and increased level of contact between a variety of different languages.

The implications of that variation for language identification istheoft-studied feature of linguistic variation. The problem is there might no longer be considered to be the same language as the more standard variety spoken in the homeland when a contact variety so altered by the influence of a second language. Varieties such as Singlish (Singaporean English), Franglish, Spanish, Manglish(Malay-English), and other intercrossed “dialects” which at some point may be judged to be different from “standard” English and identified as different languages(much like Spanish, French, and Italian split off from Vulgar Latin centuries ago). These are often seen in the press to contact varieties that are the result of longer-term between different languages, according to references.

Migration also contests the people within the border of any given country to keep track of the inventory of languages. The Ethnologue organizes entries that describe as “language in the country”, which are a presentation of the languages of the world. The researchers generally have only given a summary of data about each country’s “immigrant” languages, but as the influence, populations, and number of immigrants languages cultivate both qualitatively and quantitively, being able to provide an accurate description of the presence of immigrant languages becomes more important and useful within a country’s borders. With the move of numerous populations

and in many different directions, the ability to accurately provide the relevant data are now a significant challenge (Lewis, 2015).

*MaguindanaonLanguage.*As cited by Mangulamas (2017) in his study of Maguindanaon language in computer-mediated communication, Carli (1990) stated that “if gender differences in language are related to status differences between the sexes, then status characteristics other than gender should also affect language” in which she reinforces the work of Lakoff (1973) on gender differences which found that women were more likely using specific types of phrases such as hedges (e.g., kind of) and tag questions(e.g., wouldn’t you?) that can be inserted easily in the sentences. Further, women use more polite words.

According to Eckert (1998),“differences in age systems across-cultures can have important sociolinguistic implications. Cross-cultural differences may show differences in life events, in the domains that are significant for the definition of those events, in the relative importance of generation and birth order in the construction of cohorts.”

Moreover, Coates (2007) mentioned the work of Kerswill, who stated that “age, gender, and classes are the ‘macro’ level when categorizing people in the society.” She further quoted that Western societies, Britain, for example, have three basic views of social differentiation which exist alongside each other, and it was based on the Parsonian model of ‘class of hierarchy,’ upper, middle, and lower classes. Labov (1966) conducted a social stratification study at the Lower East Side in New York City stores regarding the absence of consonantal [r] in postvocalic position in the car, card, four, fourth, etc. The results of the study indicate social stratification from the three stores. The

Saks store, which has the presence of consonantal [r] postvocalic position, represents the upper-class people, whereas the absence of [r] in postvocalic positions common in S. Klein store represents the lower-class society. The Macy's store is for middle-class people. Historically in the Philippines, de Loarca and Plasencia (1903) explained that pre-Hispanic Philippine society had a mechanism on governing effective governance. Tagalog society has four estates. The datu (king) stratum held the highest position, followed by maharlika (noble-warriors), then timawa (commoners), and the lowest member of the society is the alipin (slaves). Today, Maguindanaon people still maintain the datu as the highest member of the society. Therefore, regardless of their gender and age, the lower-class people use polite words when they engage with educated people (e.g., imams and ustadzes,), tribal leaders (e.g.,datus and bais), government workers (e.g., teachers, village officials, social workers, etc.), and other upper-class members of the society (Mangulamas, 2017).

As an Austronesian language,Maguindanaon is not only the language spoken by most Muslims in the Philippines. A wide sum also speaks Iranun and Maranao of people in Mindanao. These three Danaolaguages may have some similarities, especially in vocabularies such as *lima* for hands, *kawanan* for right, and *susu* for breasts. However, McKaughan (1996) concluded that although Iranun and Maranao indeed show similarities in the lexicon, pronoun classes, and what he calls the "voice-focus" system, much more research needs to be done to understand the aspects of Iranun syntax that differ from Maranao.

*Segmental.*According to FhajemaKunso (2017), people living in the same region and who seem to speak the same language still vary in some aspects of their language in terms of pronunciation, lexicon, morphology, and syntax. This finding describes the phonological, morphological, and lexical variations of the Maguindanaon language among the ten municipalities of Maguindanao. Purposive sampling, in-depth interviews, focus group discussion, and sorting and classifying of words according to phonological and morphological as well as lexical structures in data analysis were employed. Kunso found out that variations occurred through phonemic changes and other phonological processes and morphological processes. Phonological processes consisted of vowel lengthening and deletion. Likewise, morphological processes included affixation, borrowing, and coinage. In the phonological variation, it was observed that there were phonemic changes in one dialect to another. For example, there was a change of phoneme /r/ to /l/. The phoneme /r/ was most likely to occur in Kabuntalan like /biru/, /kurIt/, and /kəmr/ whereas in the rest of the dialects these were /bilu/, /kurIt/, and /kəmʔl/. Morphologically, the affixation was the main way to know the tenses. For example, the root *sarig*(expect) when inserted with *im* becomes *simarig*, i.e. s + im +arig = simarig (expected). These instances indicate that lexical variation exists in the Maguindanaon language. Results in data also revealed that the variation in phonology, morphology, and lexicon was observed to be associated primarily with geographic distribution.

The phonological systems of Philippine languages are much known because of the primary basic work done by the Summer Institute of Linguistics

researchers. Structuralist descriptions (i.e., morphophonemic statements and traditional phonemic) before 1970, appeared for a wide variety of Philippine languages. Since 1970, several languages have been written for additional descriptions of various aspects of the phonological systems. Included in the sources are these five papers on Central Cordilleran languages, Batad Ifugao (Newell, 1970), Limos Kalinga (Wiens, 1976), Guinaang Kalinga (Gieser 1970, 1972b), Southern (Mallango), and Kalinga (Grayden, 1979); a Southern Cordilleran language,Tagbanwa (Gree&Hale, 1977); two south Palawan languages, Molbog (Thiessen, 1977), Keley-iKallahan (Ho- 9 Hulin&Kenstowicz 1979), an East Mindanao language, Maguindanao (Eck, 1974); KaaganKalagan (Wendel, 1978);and a Manobo language, Tigwa (Strong, 1979); a Danaw language, Sarangani Sangiré (Maryott ,1977b); Bangingi (Gault, 1979), and three Sama-Bajaw languages,. Pangutaran (Walton, 1979c), and Sibutu (Allison, 1979b). Most of the above works' orientation is structuralist. However, there are few papers from the standpoint of more recent work in generative phonological theory, written by SIL members. Two papers by Allen (1975,1977) argue for cyclical rules to account for the interaction of phonological processes with reduplication in that language and present the systematic phonemes of Kankanay.

The odds of giving enough account of the reduplication in interaction and other morphological processes such as infixation, with phonological rules such as vowel syncope, and nasal assimilation and deletion has been referred to in a number of papers in Philippine languages. Anderson (1974, 1975) suggests the possibility of establishing a more highly articulated typology of rule types in citing the Cebuano and Tagalog, among other languages, but

without placing order restrictions on them. In effect, this allows the interspersing of phonological and morphological rules, Allen (1975, 1977) seems to in this solution.

On the other hand, to account for the interaction of phonological and morphological rules in some Philippine languages, two other purporting proposals are those of Carrier (1975) dealing only with Tagalog and Wilbur (1973) citing Tagalog and Agta. Carrier proposes instead that infixes be prefixed by a morphological rule, then repositioned into the word by a phonological process. Wilbur proposes the over-application or exceptional application of phonological rules to original or reduplicated segments that do not meet the structural description of the rule. This is to maintain identity between the original and the copied segments. Both proposals attempt to formulate solutions that would continue to allow for the application of all morphological rules before phonological rules in grammar.

Carrier also considered reduplication to be a morphological rule, but one feature is assigned, which later automatically triggers a phonological rule. Ceña (1975), suggested a solution similar to that proposed by Allen for Kankanay (1977) in responding to Wilbur's analysis of Tagalog reduplication (1973). He would have allowed morphological rules to either follow or precede the phonological rules applying in a block. A new set of phonological rules will arise if morphological rules follow. The irregularity of the reduplicative affixes is explained by Wilbur's as overapplication of phonological rules to maintain identity, which is also challenged by Latta (1976). He suggests diachronic processes, to consider some of the seemingly abrrational phonological developments associated with reduplication in Tagalog, such as analogical

leveling. Other explanations of the problem possibly also exist, such as the listing of forms in the lexicon, which is reduplicated. This one whole area still needs keen observation. A production sequence nasal plus consonant across a morpheme boundary in Tagalog has at least four kinds of effects.

De Guzman (1978) claims that phonological rules must be able to refer to category features to account adequately for these processes, such as adjectives and verbs, as well as semantic features, such as instrumental and adversative. In supporting the claim of the sequence of coronal-noncoronal segments which marked sequence universally, Tagalog was also a language been used. Blust (1971) used this claim to commend for the fact that what otherwise appears to be sporadic metathesis has undergone sort in Tagalog the derived noncontinuant sequences. Furthermore, coronal-noncoronal sequences are only derived, wherein one segment is a nasal, which nasal assimilation rules are allowed to operate as an unmarking strategy. Languages in the Philippines have generally been relatively considered to have simple phonological systems. However, there are some Philippine languages; such are those in the Cordilleran group, which for an aspiring phonologist, are an unexplored gold mine. In the complexities of Inibaloi phonological processes, references have been made in the literature (Ballard 1974:183, Reid 1974:514). If thoroughly explored, this is a subject that would throw on the historical development of all of the Cordilleran languages a considerable light. Similar processes occur in most of the Central Cordilleran languages and have been described superficially in descriptions of this language, yet an explanatory account of why syllable initial underlying voiced stops become phonetically dissimilar stridents have not been attempted, nor

has anyone explained why in some languages (e.g., BarligBontok). These stridents are palatalized before a low vowel /a/ but not before front vowels.

Sapir (1921) states that an auditory system of symbols is primarily language. In so far as it is a motor system, it is also articulated, but secondary to the auditoryis the motor aspect of speech. Hence the speech cycle, in as much as it may look upon as an extrinsic instrument that starts and ends in the realm of sounds. The concurrence between the final auditory perceptions and the initial auditory imagery is the warrant or social seal of the flourishing issue of the process. Nevertheless, language at some point has a unique attribute even with the same language in use. Lesho (2013) studies and analyzes the phonology of Cavite Chabacanoand its origin of development, focusing on the particular role of substrate and superstrate influence on the vowel system history. The prosodic and segmental phonology of Cavite Chabacano was described in the study, including diachronic and synchronic variation related tothe development of phonological system all these years under input from the superstrate and substrate systems,with respect particularly to the Randi Solheim's vowel system, in her 'new industrial city' of HP yangerpaper of an old dialect speaking Western Norwaycommunity, itoutlines the process of dialect contact in stages, with the involvement of local speakers and migrant speakers who have a completely different dialect background, coming from the east of Norway. Solheim convincedly describes that a new norm is created by how several stages involve differentiation and focus. (Frans Gregersen&UnnRøyneland , 2009).

*Suprasegmental.*Maguindanaon language has five dialects, namely,Ilud, Laya, Biwangan, Tagakawan, and Sibugay. These dialects are

mutually intelligible to one another, but there are some distinctions in terms of lexicon, speech tempo, accent, and intonation. The Ilud dialect is distinct from other dialects by their accent and pronunciation (Mangulamas, 2017). Not only geographic attributes can affect the processing of phonological features in one's language but also the social class, gender, sex, and age. According to Maguindanaon*Dialogs and Drills,* written by Racman and Zorc, in the native Maguindanaonalphabetthere are 21 letters, four vowels, and 17 consonants. The "z" and "j" consonants are mostly used in unassimilated Arabic borrowings that is why it is seldom used. Some writers in Maguindanaon do not follow the four cardinal vowel spelling, the "u" is pronounced as "o" and usually spelled that way, whereas in pronunciation"i" always has the value of [i] ("ee"), yet also spelled as "e." Furthermore, the pepet or schwa sound is always represented by "e," and not the "soft e" at once. Hard "i" or a soft "e" isn't present in Maguindanaon. These letters are not used in Maguindanaon, "c," "f," "o," "q," "v" and "x." In spelling the semivowels "w" and "y," there are also some complications. As in the word "kwa" or "kua" 'get,' "w," is also spelled as "u." And as in "kyug" or "kiug" 'want,' "y," can likewise be spelled as "i."However in a study ofSkoropinski, the use of "w" and "y" as vowels,contraindicated by the CCV patterns. Thereforethe"y" and"w" in most instances, the position should be respectively the sem9ivowels for "i" and "u."

The way we utter and pronounce words would matter on whom we interact with most. Factors that cause this change in phonology are presented in the study of (Bane, Sonderegger, & Graff, 2017).

Onelong-standing body of work features the flexibility of an individual's sound systems, which are updated constantly over in result of interaction

(Hockett 1965; Paul 1880; Garrett & Johnson 2013). For example, contemporary emergentist theories of phonetics and phonology (e.g., Johnson 1997; Pierrehumbert 2001), whose core tenets go back to the Neogrammarians, assume that a speaker's cognitive representation of sounds includes all examples ever heard. This representation is updated with each new interaction and used in speech production. Thus, as a result of interactions, over time pronunciation norms can and will shift, even until adulthood, as predicted by emergentist models. A primary source of evidence for accent plasticity in adults comes from short-term shifts in how one speaks (over seconds–hours), in conversations and laboratory settings, under exposure to other people's speech. These shifts (termed imitation, (phonetic) convergence, accommodation, etc.) have been documented using a variety of paradigms (Pardo, 2013). As perceptual measures assessment, the overall pronunciation toward a target voice in word-shadowing tasks is shifted by the subject (Fowler et al. 2003; Goldinger 1998) and their interlocutor in conversational interaction (e.g., Pardo, 2006). Specific acoustic variables typically also undergo short-term shifts in both interactive and noninteractive settings. For example, in an imitation task of VOT of word-initial voiceless stops toward a model talker was increased in American English speakers (Nielsen, 2011) and their productions of five vowels were shifted (in F1/F2 space) toward a model talker in a shadowing task (Babel, 2011). Also found Pardo (2009) that in conversational interaction, American English speakers shifted vowel formants in more complex ways. In these and other studies of shifts in phonetic variables, some shift's existence is resulted to exposure with the speech of another person is quite robust across speakers. On the other

hand, short-term shifts in pronunciation are considered ‘automatic’ consequences of interaction (Delvaux&Soquet, 2007;Goldinger 1998).

In a traditional view over the years, an individual’s linguistic system is largely fixed in adulthood (Chambers 2003:197). The assumption of accent stability over the years underlies the widespread use of the apparent-time construct to study the sound change in progress using a synchronic sample (Cukor-Avila & Bailey, 2013). Preceding work has examined the extent of postadolescent accent plasticity in two kinds of settings where accent change toward changing community norms seems intuitively likely: individuals who stay in the same speech community, where some change is in progress (panel studies; Sankoff 2005, 2013), and individuals who have moved between dialect regions examine change in rhotic realization (dialect change studies; Auer et al. 2005, Siegel 2010).For instance, Sankoff and Blondeau (2007) ([r] → [ʀ], a community-level sound change in progress) in Montreal French using a panel of thirty-two speakers, recorded eleven years apart, and find relative stability in most individuals (72%),with the remainder increasing their [ʀ] use. While most largescale dialect change studies do not break down results by individual speakers, those that do indicate that significant accent change in adulthood is unusual. In relation to the foresaid study, Foreman (2003) examines six American speakers who settled in Australia for whom longitudinal data are available over ten to twenty-seven years; five of the six speakers show little or no significant change across six phonological variables. However, case studies have highlighted the fact that dramatic accent change is probable. For example, Queen Elizabeth II’s realization of English vowels has changed significantly over fifty years of radio addresses,

often paralleling community-level changes (Harrington et al., 2000.); and Yiddish folk singer Sarah Gorby shows a mixture of stability and change across phonological variables over fifty years, with change generally toward the standard (away from her native dialect) (Prince, 1987).Mostly, long-term studies find that both variables and speakers (for a given variable) differ substantially in the degree of plasticity over the years for a variety of reasons (Siegel, 2010:51).Though further work is needed given this heterogeneity, the picture that emerges to date from long-term studies across a variety of languages and variables is that 'the default for adults is apparently stability', while a minority show significant pronunciation change, usually in the direction of community-level changes in progress or ambient norms (Sankoff, 2013:274).

Generational change. The finding that adults show limited and heterogeneous long-term plasticity in pronunciation goes naturally with the view that change during adulthood is not a primary driver of community-level sound change. An influential proponent of this view is Labov (1994, 2007), who argues that pronunciation changes internal to speech communities occur primarily via generational change: intergenerational transmission of norms from adults to children, and incrementation by children in the direction of changes in progress during childhood and adolescence. By contrast, the typical mechanism of changes rooted in dialect contact is diffusion in the course of interaction between adults who use different pronunciations. Diffusion is less important than transmission as a source of linguistic diversity because it is driven by adults, who show less and more sporadic 'capacity to change their linguistic systems' compared to children and adolescents (Labov

2007:349). While Labov's account has been subject to debate (e.g., Babel et al. 2013), it represents a common view: change in adulthood is not an important factor in the major source of sound change (internal change), while external change is a less important source precisely because change in adulthood is limited and sporadic.

The simplest version of the CBA model is that accent change and sound change are primarily driven by 'automatic' convergence during the conversation: the more interactions take place in a group, the more similar group members' speech should become. This idea, which has been repeatedly proposed (e.g., Bloomfield 1933, Delvaux&Soquet 2007, Paul 1880, Trudgill 2004), makes sense as a null hypothesis (Labov 2000:506).

These pieces of literature discussMaguindanaon language and its visible features. All presented pieces of information here havebearing to the present study. Concepts presented herein either affirm or negate some facts about the topic investigated.

Chapter 2

METHODOLOGY

This section presents the methods used in this research.

Research Design

In this study, the researchers employed qualitative research approach in extracting information on the phonological landscape of the Maguindanaons who reside in Davao City. As Bloomberg and Volpe (2007) put, qualitative research uses small samples purposefully and takes place within a natural context; andsituations in the real-world are studied as they outstretched. Its frameworks allow for flexibility and creativity.

Qualitative research is generally about “idea generation.” Its system is suggested upfront, but it is emergent and opens instead offixed and rigid to permit exploration (Bloomberg & Volpe, 2007).

Also, linguistic typology was used in this study. It is contemporarily about language uniformity and diversity, as the range of variation in human languages and attempts to establish constraints and the diversityin order, is being investigated (Rijkhoff, 2007; Comrie 1981; Plank, 2007).

Research Locale

The research was conducted in Davao City, where the selected participants currently reside. Shown in Figure 1 is the map of the Philippines highlighting the Davao Region. The Philippine archipelago has 7,107 islands and a land area a total of 300,000 square kilometers, which is corresponding to 115,831 sq. miles. The Philippines is separated into three groups of island, which are the Luzon, Visayas, and Mindanao.

Furthermore, the Mindanao island has the second largest area in the Philippines. One of the regions in Mindanao is the Davao Region, it issituated in the southeastern part of the Mindanao island near the Davao Gulf. And is bounded by the provinces of, Agusan del Sur,Surigao del Sur, and Bukidnon on the north.

Figure 1. Map of Davao City



Moreover, it is bounded by the Philippine Sea in the east; and by the provinces of Central Mindanao in the west. Within the wider geographic background, the Davao Region area faces Micronesia in the Southern Pacific Ocean to the east, and the Eastern Indonesia through the Celebes Sea to the south.

Research Participants

The goal of the interview was to collect as many words as possible to identify the phonological segments of the Maguindanaon words – Davao variety. There were four participants, at least 18 years old, whose native

language is Maguindanaon, born and raised in Maguindanaon areas, and have been living in Davao City for at least three years now.

Data Collection

The data-gathering method that was used in this study was an in-depth interview. In-depth interview is a data-collection process wherein a researcher asks questions and records answers from only one participant at a time (Wichaikul, 2013). This method was appropriate to get the needed data on the phonological landscape of Maguindanaon language, specifically Davao variety. Interview with the participants is considered as the most widely used for the production of qualitative data (Polkinghorne, 2005) because interviews can provide much more detailed information than what is available through other data collection methods such as surveys (Neale & Boyce, 2006).

Moreover, Al Kathiri (2013) has suggestions in the conduct of an interview. These guidelines were: identify the interviewees; during the interview, take brief notes,audiotape the questions and the responses, and locate a quiet and suitable place in conducting the interview; obtain the consent form from the interviewee to participate in the study; use probe to obtain additional information; and be courteous and professional over the course of the interview. All of these guidelines were faithfully observed throughout the entire duration of the interview process.

Trustworthiness of the Study

One of the challenges in any qualitative research is to establish the credibility and trustworthiness of the data gathered and their interpretation. Creswell (2009) calls its validity. It is very important to establish the trustworthiness and validity of any research especially with the qualitative type

of research, because it is a challenge to establish it since it does not deal with numbers. In this study, four areas mentioned by Cohen and Crabtree (2006) are considered to establish the validity of this study. These are credibility, transferability, dependability, and confirmability.

Credibility is referring to the truth of findings. It involves establishing that the results are credible or believable from the point of view of the participants (Cohen & Crabtree, 2006; Trochim, 2006). Gasson (2004) considers this as a focus on the idea of internal consistency, where the core issue is how researchers ensure rigor in the research process and how researchers communicate to others what they have done. To establish the credibility of this study, the researchers will employ the four techniques as advised by Cohen and Crabtree (2006); and these are triangulation, debriefing with the superiors, member checking, and tactics to help ensure the honesty of the informants. In this study, the researchers will use individual interviews in gathering the data. The source of information will provide the researchers with enough data needed for the analysis of the study.

Frequent debriefing sessions with the superior is another way to establish the credibility of the study. To this end, the researchers will consult their adviser as to the formulation of research questions, the progress in the data collection, data analysis, and presentation for guidance.

The third technique in ensuring credibility is member-checking. Checks relating to the accuracy of the data may take place “on the spot” of the course and at the end of the data collection dialogues. Informants may also be asked to read any transcript of dialogues in which they have participated. Here, the emphasis should be on whether the informants consider that their words

match what they intended, since, if a tape recorder has been used, the articulations themselves should at least have been accurately captured (Cohen & Crabtree, 2006; Hagenset.al., 2009). The researchers will fulfill this method by returning the transcription of the interview to the participants of the study. This allows them to check if they were able to capture their thoughts and ideas during the whole data-gathering process. According to Creswell (2009) and Trochim (2006), this process is very important.

The fourth technique is the tactics to help ensure honesty in informants in the contribution of the data. In particular, each person who is approached should be given opportunities to refuse to participate in the project so as to ensure that the data collection sessions involve only those who are genuinely willing to take part and prepared to offer data freely. Participants should be encouraged to be frank from the outset of each session, with the researcher aiming to establish a rapport in the opening of the interview and focus group discussion (Turner, 2010; Shenton, 2003). The researchers will accomplish this by informing the participants before the interview and focus group about their rights to refuse to answer questions that they do not like or to quit as participants anytime they want. This process is to ensure that only participants who are willing to participate in the investigation will be included in the interview and focus group discussion.

Transferability refers to the extent to which the reader is able to generalize the findings of a study to her or his own context and addresses the core issue of how far a researcher may make claims for a general application of their theory (Gasson, 2004). This is parallel to the statement of Trochim (2006) and Shenton (2003) that transferability is referring to the extent to

which the findings of one study can be applied to other situations. However, Morrow (2005) mentioned that qualitative data cannot be said to be generalized in the conventional sense because of having the small sample size and the absence of statistical analyses; thus, it is important in the presentation of the research not to imply that the findings can be generalized to other populations or settings. Following the advice of Morrow, the researchers pointed out in the limitation of the study that its results cannot be true to all situations because of its limitations such as the participants of the study, the locale of the study, and the socio-economic background of the participants.

Dependability is equivalent to reliability in a quantitative study. It deals with the consistency of how the study was conducted across time, the researchers, and the analysis techniques (Gasson, 2004). If the work is repeated, in the same context, with the same methods, and with the same participants, similar results would be obtained (Cohen & Crabtree, 2006). It is somewhat difficult to establish the dependability of qualitative research because of its limitation. However, the use of overlapping methods in data gathering such as the interview is one way of establishing the research dependability (Shenton, 2003). However, Shenton provided ways to address dependability more directly by reporting the process of the research in detail to provide other researchers to repeat the study. This can be done by describing thoroughly theresearch design and its implementation. This means that the researchers have to describe what was planned and executed on a strategic level. The researchers provide the operational detail of data gathering, addressing the details of what was done in the field; and have a

reflective appraisal of the project, evaluating the effectiveness of the process of inquiry undertaken. These three requirements to address dependability have been met in the presentation of research design, data collection, and data analysis which explains thoroughly how the research was made.

Confirmability refers to the degree to which the results can be confirmed or corroborated by others (Trochim, 2006). It is based on the perspective that the integrity of findings lies in the data and that the researcher must adequately tie together the data, analytic processes, and findings in such a way that the reader is able to confirm the adequacy of the findings (Morrow, 2005). Since in qualitative research, the researcher is the instrument, the readers may doubt as to the validity of the research whether the result is from the participants or from the whims of the researcher. Shenton (2003) recommended the audit trail to address the confirmability of the investigation.

An audit trail is a transparent description of the research steps taken from the start of a research project to the development and reporting of findings. These are records that are kept regarding what was done in an investigation (Cohen & Crabtree, 2006). Cutcliffe and Hugh (2004) present the categories for reporting information when developing an audit trail.

Raw data - including all raw data, written field notes, unobtrusive measures (documents); data reduction and analysis products - including summaries such as condensed notes, unitized information and quantitative summaries and theoretical notes; data reconstruction and synthesis products - including structure of categories (themes, definitions, and relationships), findings and conclusions and a final report including

connections to existing literatures and an integration of concepts, relationships, and interpretations; process notes - including methodological notes (procedures, designs, strategies, rationales), trustworthiness notes (relating to credibility, dependability and confirmability) and audit trail notes; materials relating to intentions and dispositions - including inquiry proposal, personal notes (reflexive notes and motivations) and expectations (predictions and intentions); instrument development information - including pilot forms, preliminary schedules, observation formats

However, not all six categories are true in all qualitative studies (Cutcliff& Hugh, 2004). Thus, only the appropriate components of the audit trail will be made in the current investigation. These include the raw data such as the transcription of the interview and focus group discussion, the video recording and field notes; data reduction and analysis products such as the summaries of the coded data for data analysis and materials relating to intentions and dispositions which include the letters requesting permission to conduct the study and the validation form of research questionnaire which will be kept for audit by the research panel.

Furthermore, to maintain validity of the research, the researchers need to be a listener, record all data accurately, initiate writing early, including the primary data in the final report, include the final data in the final report, be honest, attempt to achieve balance, and write accurately (Key, 1997).

Ethical Considerations

Creswell (2009) and Trochim (2006) specified the importance of treating some ethical issues in the conduct of research. Since the

researchers are dealing with persons, they, therefore, must be sensitive to their participants' welfare. They should be protected and respected at all costs. Since the present study is to capture phonological landscapes in nature, the researchers will collect information from the participants to understand and document the features of the variety. To ensure the observance of the rights of the participants, the researchers will follow the absolutist stance regarding the ethical issues in qualitative research.

The absolutist stance in treating the ethical issues in qualitative research includes the protection of participants form any harm either physical or psychological harm; prevention of deception; protection of privacy and informed consent (Perez, 2007; Toit, 2013).

The protection of the participants from any harm is a mandate in any qualitative research. To observe this rule, the researchers will follow the advice of Orb (2000) that they have to inform the participants about their rights to freely decide whether to participate in the study or not and has the right to withdraw anytime without any penalty and obligation at the outset of the investigation. The researchers will use Cebuano and Tagalog language in asking the participants to ensure understanding of the part of the participants. Besides, the interview will be conducted in a secure environment such as on the campus to ensure the safety of all the participants. The researchers will even find a convenient venue the participants can share privately as much as possible.

Deception can be prevented by explaining to the participants the purpose of the study, the methods to be used in the study, and the risks and demands as the participants of the study (Toit, 2013; Sage Publication, 2007).

This component is stated clearly in the parents' and participants' consent form. Participants will be given the consent form for them to be aware of their right to refuse to participate, understand the extent to which confidentiality will be maintained and be aware of the potential uses to which the data might be put (Corte et al., 2000).

To meet the privacy requirements of the participants, anonymity will be maintained by using pseudonyms to conceal their identity (Perez, 2007; Trochim, 2006; Orb et al., 2000). Since the participants might be revealing some sensitive information, it is a must to ensure the anonymity of the participants for them to feel safe and reveal the needed information of the study. To this end, the researchers will assign a pseudonym to each of the participants to protect their identity. Researchers will also become a good listener to them and give feedback on the outcome of the investigation. All these acts are in recognition of the contribution of the participants to the study.

On the other hand, the content of the informed consent includes all the necessary features as advised by Creswell (2009). These are the identification on how the participants are selected, the purpose of the research the benefits for participation the level and type of the participant involvement, the notation of risks to the participants, the guarantee of the confidentiality to the participants, the assurance that the participants can withdraw anytime, the provisions of names of persons to contact if questions arise and if the participants are minors, parental consent must be acquired. All of these components are found in the introductory part of the interview guide.

Analysis Treatment

The analysis of this study was patterned after the steps recommended by Creswell (2009). This involved transcribing interviews, photocopying of interview materials, encoding field notes or sorting, and arranging the data into different parts. The researchers' transcription and translation of the sample were certified by a professional who is fluent in the language. The International Phonetic Alphabet was used in transcribing the language Diacritics are also used to represent distinctive tones in the phonetic transcriptions. After extracting the phonological segments and features of the words, the researchers analyzed the results which wereverifiedby selected data analysts.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the result and findings of the study to answer the research questions. Introduced in this part are the linguistic segments and language sound patterns or the prosodic feature from assembled data of four Maguindanaon participants in Davao City.

Table 1 shows the general information of each participant interviewed by the researchers.

Table 1.
Details of Research Participants

Code Name	Age	Number of Years Residing in Davao	Province of Origin
MP1	24	5	Cotabato City
MP2	19	4	Cotabato City
MP3	65	8	Sultan Kudarat
MP4	21	4	Cotabato City

The researchers gathered many words from conducted interviews with the participants to use in this chapter's discussion. As stated in Chapter 2, there will be four participants, at least 18 years old, whose native language is Maguindanaon, born and raised in Maguindanaon areas, and have been living in Davao City for at least three years now. Participants were given respective pseudo names to protect their identity.

Segmental Features

Table 2 shows the phonetic alphabets present in the Maguindanaon language.

Table 2.
Inventory of Maguindanaon Consonants

Consonant	Phonetic Form	Orthographic Form	Gloss
/b/	[kɑm**b**ltjɑlɑ]	kambityala	‘to converse’
/d/	[**d**lkənɑ]	dikena	‘no’
/g/	[pə**g’**kən]	pegken	‘food’
/k/	[lə**k**ɑml]	lekami	‘us’
/l/	[su**l**əd]	suled	‘sibling’
/m/	[**m**ɑnɔt]	manot	‘small’
/n/	[tɑ**n**ɑ**n**]	tanan	‘all’
/ŋ/	[gɑle**ŋ**ɑt]	galenget	‘galenget’
/p/	[**p**əg’kɑtɑU]	pegkataw	‘to learn’
/r/	[pɑpəd’tɑ**r**ɛn]	papedtaren	‘disregard’
/s/	[**s**ɑki]	saki	‘me’
/ʃ/	[kinɑʃɑ]	kinasya	‘to come’
/t/	[**t**ɑU]	taw	‘person’
/w/	[u**w**ɑl]	uway	‘yes’
/j/	[mɑpl**j**ɑ]	mapiya	‘good’

In the Maguindanaon language, bilabial, alveolar, palatal, and velar consonants are present in the language. However, glottal, labiodental, and interdental consonants were not seen by the researchers.In the study *Maranao: A Preliminary Phonological Sketch with Supporting Audio* by Lobel and Riwarung(2009), found the same results in consonants were found only that glottal consonants were present in Maranao language due to their distinction in thepronounciation of words.

Maguindanaon language is one of the simplest languages in articulation. English language, on the other hand, is considered difficult due to its consonants that are difficult to pronounce. As observed in the data shown in Table 2, places of articulation such as glottal, alveolar, and palatal are not present in this language. As part of the Austronesian language, it is the basic feature of this language that is similar to its sister languages. In Philippine languages, such as infixation, with phonological rules such as vowel syncope, and nasal assimilation and deletion have been referred to in a number of

papers.Anderson (1974, 1975), citing Tagalog and Cebuano among other languages, suggests the possibility of establishing a more highly articulated typology of rule types, but without placing order restrictions on them. This, in effect, allows the interspersing of morphological and phonological rules, a solution which Allen (1975, 1977) seems to favor.

Phonological Rules

The process of making one sound almost at the same time as the next sound is called coarticulation. There are two well-known coarticulation effects, described as assimilation and elision (Yule, 2011).

Assimilation. When two sound segments occur in sequence and some aspect of one segment is taken or "copied" by the other, the process is known as assimilation. For instance, changing the consonant 'p' to 'b' is evident in this language. The word 'pegkataw' means to learn may be pronounced by other speakers a 'begkataw'. These changes may occur depending on the speaker's preference. Assimilation may occur during speaking, but it does not change the original meaning of the word.

Elision. This is the process of not pronouncing a sound segment that might be present in the deliberately careful pronunciation of a word in isolation. In Maguindanaon for instance, 'papedtaren' which means "to disregard", may be used in a sentence as 'padtaren'. The inflectional morpheme 'ped' in the word 'papedtaren' is deleted or not pronounce,but the meaning still remains.

According to Yule (2010), vowel sounds are produced with a relatively free flow of air. They are all typically voiced. Maguindanaon language,

however, does not comply with all the vowels presented in International Phonetic transcription. As observed in Table3, most of the central vowels are not evident in the Maguindanaon language. Furthermore, schwa is a dominant vowel in most Maguindanaon words.

Table 3.
Inventory of Maguindanaon Vowels and Articulation

	Front	**Central**	**Back**
High	i ɪ	ɜ̟ x ə̟ x	U ʊ
Middle	e x ɛ	ə ʌ x	o x
Low	æ x	ɑ	ɔ

Table 2.1
Inventory of Maguindanaon Vowels

Vowels	**Phonetic Form**	**Orthographic Form**	**Gloss**
/i/	[**i**nɑ]	ina	‘mother’
/ɪ/	[bɑŋɑg**ɪ**]	bangagi	‘studying’
/ɛ/	[pɑpəd’tɑr**ɛ**n]	papedtaren	‘to disregard’
/ə/	[p**ə**g’k**ə**n]	pegken	‘food’
/ɑ/	[t**ɑ**U]	taw	‘person’
/U/	[**U**wɑɪ]	uway	‘yes’
/ʊ/	[pɑkɑt**ʊ**ntɑɪ]	pakatuntay	‘tounderstand’
/ɔ/	[mɑn**ɔ**t]	manot	‘small’

The basic /a/, /e/, /i/, /o/, /u/ vowels of Malayo-Polenisian language is also applicable in the Maguindanaon language. However, the vowel /e/ in its orthographic form may be transcribed into two transcriptions/‘ɛ’/ and /‘ə’/. For instance, the orthographic form ‘e’ in ‘pegkan’, which means to eat, is transcribed as schwa, thus pronounced differently. Another example is, ‘papedtaren’ which means to disregard is transcribedas [pɑədtɑrɛn].

Diphthongs. Diphthongs are a combination of two vowel sounds in a single word. Vowel [o] is combined with vowel [ɪ] to produce the sound [ɔɪ], such as in the words “boy” or “coy”. The same goes for vowel [a] combined with vowels [u] and [ɪ] to produce the sound [aU] and [aɪ](Yule, 2010). In this study, the researchers found out that all diphthongs mentioned are present. Table3.2shows the classifications of diphthongs in the Maguindanaon language and their sample words.

Table 3.2
Inventory of Maguindanaon Diphthongs

Diphthongs	Phonetic Form	Phonetic Form	Gloss
/ɑI/	[uw**ɑI**]	uway	‘yes’
/ɔI/	[ɑp**ɔI**]	apoy	‘fire’
/ɑU/	[mɑtəɳ’g**ɑU**]	matenggaw	‘cold’

Diphthongs in the English language can be found in any position in the word. For instance, the word ‘oyster’ in its phonetic form [ɔɪstə˞r], has a diphthong in the first syllable, ‘found’ or [fɑUnd] is a middle diphthong, and ‘hi’ or [hɑɪ] is in the last syllable. In this study, the researchers found that diphthongs in Maguindanaon language are present only in the last syllables of each word. Other diphthongs which are present in the first and middle part of the word are not present in Maguindanaon such as in the English language.

Suprasegmental Features of theMaguindanaon language

Prosodic or suprasegmental features include pitch, length, and stress or accent over and above the segmental values. Prosody is a term that comes from poetry, which refers to the metrical structure of a verse. Poetry’s essential characteristic is the placement of stress in a particular syllable,

which defines the versification of the poem. Identical speech sounds in place and manner may differ in length or duration. By only a few milliseconds, lax vowels are shorter than tense vowels. In some languages, when a vowel is prolonged twice its normal length, it may change its meaning (Fromkin, Hyams,& Rodman, 2011).

Tone and Intonation. Stress can make sounds with the same segmental properties different. In some languages, these differences make different words. Pitch, too, can make a difference in certain languages. The effect of pitch on a syllable differs from language to language. In English, it does not matter whether one say*scat*with a high pitch or a low pitch. It will still mean “cat” (Fromkin, Hyams& Rodman, 2011). Languages, of course, may differ in meaning depending on the stress put within the words. The most occasion in the Maguindanaon language, prolonged stress may emphasize the word and differ the meaning through contextual use of the language. For example, ‘pegkan,’ which means ‘eating’, may change its meaning if the stress in vowel [a] is prolonged and pitch is altered. In the contextual use of this word, for instance, a conversation within a mother and a child.

Mother: ‘pamasa ka pan lo sa toyo’ (Go buy soy sauce)
Child: ‘pegkan a’ (I’m eating)
Mother: ‘lo ka den!’ (Come on!)
Child: pegkan! (Eating)

Assuming that [a] in ‘pegkan’ is prolonged and was shifted in high pitch, the meaning of the word changed and became a sarcastic answer. However, it does not necessarily change its meaning without its contextual

approach. Most of the samples given in stress and pitch of the language are in the form of the noun. That is why the meaning of the word rarely changes.

The researchers classified the tone and intonation of Maguindanaon language using diacritics as presented in *An Introduction to Language*(Fromkin, Hyams,& Rodman, 2011). Researchers identifed the tone through accenting the vowel, as shown below.

[ˋ] L low tone [nàː] “a nickname”

[-] M mid-tone [nāː] “rice paddy”

[ˊ] H high tone [náː] “young maternal uncle or aunt”

[ˆ] HL falling tone [nâː] “face”

[ˇ] LH rising tone [nǎː] “thick”

‘wataako pan kasina nag abroad den siina ko.’ (When I was young, my mother went to abroad.)

[wātă à kó pānkāsĺ nà nà gă̈brə̂dsl̄ l̄nă kō]
M LH L H M M H L L LH HL M M LH M

Tones also differ in the way how the speaker delivers the speech. In this case, most of the accentuated vowelsare in the middle tone, thus giving a steady tone. However, in this sentence;

‘Parang Ramadhan e niya a vacationgeng?’ (Was it, Ramadhan this last vacation?)

[pá rāŋrá mādă̈n ɛ̄ nl̀já ā vɛ̀cêʃɔ̃n áŋ?]
L M H M LH M L H M L LH HL H

middle tones are only used in shifting from low to high tone. As observed, the tone in asking a question is a wave-like tone. Clearly, like any other language, there is, the rising tone in asking questions is also applicable in the

Maguindanaonlanguage. Furthermore, tones and intonation in the Maguindanaon language differ in the usage of language depending on its context.

The Effect of Migration. It was mentioned that Migration plays a great impact on the data provided by the researchers. The participants were all from different Maguindanaon speech communities and usedMaguindanaon as their mother-tongue. Considering the first factor mentioned by Herman (1880), “It is impossible to designate a point in the life of an individual at which it could be said that language learning has ceased.”This explains the possibility of acquisition of a new dialect. In this case,majority of the participants are multi-lingual and have inter-idiolectexperience. However, MP3, who is in 65 years of living, has not learned any language, and whose contact through family and work are all native, shows the different results in her tone of speaking. Coates (2007) stated, “Age, gender, and classes are the ‘macro’ level when categorizing people in the society.” She further quoted that Western societies, Britain for example, have three basic views of social differentiation which exist alongside each other, and it was based on Parsonian model of ‘class of hierarchy’, upper, middle, and lower classes. With emphasis on the social stratification, MP4 mentioned in her interview that she was not given any chance to learn another language due tolack of social life. She started working at an early age through a family of the same speech community. Furthermore, after migrating from Sultan Kudarat to Davao, she never had a chance to leave the house without being accompanied to translate her dialect. The statement below is a sample from an interview with MP4.

‘Uway Maguindanaon. Kagina ka Buluan man namgamaguindanaon e taw nin da mga Bisaya nin.’ (Yes, Maguindanaon only. Because in Buluan, there are no Bisaya people residing there. only Maguindanaon)

[ÚwâI màgĪndàˈnâU’n kàgĪnà kā bÚlûwān mān nà māŋā màgĪndānâU’n Ī
H HL L M L HL L M L MH HLM M L M M L M M H L M
tâUnĪndɑˆm ānā bĪsājà nĬn]
HL M HL M M M M L LH

Labov (2007) argues that pronunciation changes internal to speech communities occur primarily via generational change: intergenerational transmission of norms from adults to children, and incrementation by children in the direction of changes in progress during childhood and adolescence. The transmission of norms was from adults and developed from childhood through adulthood. However, since accent change and sound change are primarily driven by ‘automatic’ convergence during the conversation: the more interactions take place in a group, the more similar group members’ speech should become. This idea, has been repeatedly proposed (e.g., Bloomfield 1933;Delvaux&Soquet 2007; Paul 1880, Trudgill 2004).

Chapter 4

CONCLUSION AND IMPLICATION

Presented in this chapter are the concluding remarks and the implications for field practice.

Concluding Remarks

The researchers examined the phonological landscape of the Maguindanaon language. Findings show that certain places of articulation in consonants such as labiodental, interdental, and glottal are not present in this language. Certain vowels in IPA transcriptions such as, /e/,/æ/,/ɜ/,/ə/, /-/,and /o/ are not present as well. Researchers also found out that diphthongs in the English language can be found in any position in the word. However, diphthongs in the Maguindanaon language are only found in the latter part of the word. Coarticulation processes such as assimilation and elision are also observed in the study.

As for the suprasegmental features,languages differ in meaning depending on the stress put within the words. The most occasion in Maguindanaon language, prolonged stress emphasizes the word and differ the meaning through contextual use of the language. The researchers classified the tone and intonation of the Maguindanaon language using diacritics. It was found out that tones also differ in the way howaspeaker deliversa speech. Like any other languages, wave-like tones were observed in asking a question, middle tones were mostly used in stating sentences, and rising tone were used in expressing strong emphasis on the sentence.

Lastly, to answer the conundrum of whether there is a Davao variety or none, Bloomfield (1933) defines speech community as a group of people who interact by means of speech– if observed closely enough, it should be found that no two persons- or rather perhaps, no one person at the different times – spoke exactly alike. As idiolect may be a better explanation for these phenomena, it is without a doubt that the heterogeneous linguistic considers many factors in language change. Younger participants have shown conformity to base on their geographic point, social strata, and age difference. Despite the fact that “all languages display a certain harmony of their sound systems” in this case, Maguindanaon has general phonetic representation. It cannot be denied that the way the speaker-hearer communicate is unique.

Implication for Field Practice

The findings of the study are essential to the following institutional sectors because of the following reasons:

First, the study implies that minority languages need to be studied, especially by the students under the program. Because the program is centered on venturing languages, students should be able to explore not just languages across borders but also the local ones. This study highlights the phonological landscape of the Maguindanaonlanguage with Davao varietyas the focus.

Second, this also implies that the LanguagesDiscipline needs to inject minority languages as part of the courses offered in the program. This study may open doors for the interests of students in dealing with minority

languages, and this is essential for the ABEnglish program- as a linguistics-centered program.

Lastly, the study infers that linguists and future linguists may prefer to delve into conducting researches about local languages. This study emphasizes the status of minority languages in general – neglected regarding how widely and profoundly it is known. By studying minority languages, this paper is uplifting not just their language, but culture and identity as a whole.

With the points presented, it implicates that not just students, but also the program and linguists should dwell on studying minority languages to avoid theselanguages to be extinct. Furthermore, the results offered by the researchers are available for application for whatever purposes it may serve.

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Letter to Conduct the Study

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June 19, 2019

KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, College of Arts and Sciences Education
This University

Dear Dr. Concepcion:

The undersigned are currently writing a research entitled "Phonological landscape of Maguindanaon language: Davao variety in focus" as one of the requirements in the ENG33C(03683)-Thesis (Language Research), a research course in the Bachelor of Arts in English program.

In line with the above mentioned, we are seeking for your approval to conduct the said study. Rest assured that all research ethical considerations shall be observed in the entire conduct of the study.

Thank you very much and God bless.

Very truly yours,

BAIZAMAIRAH T. AWAL
Student Researcher

ELA ANDREA B. GALINDO
Student Researcher

KAREN BARDINAS
Student Researcher

Noted by:

MAICO DEMI B. APEROCHO, MEAL
Subject Teacher

PRECIOUS T. MONGCAL, MAEng
Adviser

JENNIFER S. PAYOT, MEd-LT
Research Coordinator, CASE

Action Taken:

✓ Approved w/ notations ___ Disapproved

If there are data gathering procedures done outside the University premises, kindly comply with due diligence policy. Thank you.

Letter to the Adviser

UM
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November 29, 2018

PRECIOUS T. MONGCAL, MAEng
Program Head – AB English Language
College of Arts and Sciences Education
University of Mindanao, Matina Campus

Dear Prof. Mongcal:

The undersigned are currently writing a research entitled "Phonological Landscape in Maguindanaon Language: Davao Variety in Focus" as one of the requirements in the 07531 – Methods of Research for English, a research course in Bachelor of Arts English Language program.

In line with the above mentioned, we are requesting you to be the adviser to check our research questions and interview guidelines that would be used in data gathering of the said research.

Your positive response will be highly appreciated.

Very truly yours,

BAIZAMAIRAH T. AWAL
Student Researcher

KAREN BARDINAS
Student Researcher

ELA ANDREA B. GALINDO
Student Researcher

Noted by:

MAICO DEMI B. APEROCHO, MEAL
Subject Teacher

JENNIFER S. PAYOT, MEd-LT
Research Coordinator

KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, College of Arts and Sciences Education

Letter to the Panel Members

The University of Mindanao

College of Arts and Sciences Education
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Phone No : (082)300-5456/305-0647 Local 118

November 29, 2018

PRECIOUS T. MONGCAL, MAEng
Program Head, AB English Language Program
College of Arts and Sciences Education
University of Mindanao

Dear Ma'am:

The third year students of AB English Language program are conducting their research entitled "The Phonological Landscape of Maguindanaon Language: Davao Variety in Focus" as a requirement in Methods of Research for English under the supervision of Prof. Maico Demi B. Aperocho as the subject teacher.

You are hereby recommended to act as one of the **panel** members during the **title defense** on December 3, 2018 (3:30-4:30) at Room H1F.

Your expertise is highly recognized. Thank you very much and God bless.

Very truly yours,

JENNIFER S. PAYOT, MEd-LT
Research Coordinator, CASE

Noted by:

KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, CASE

The University of Mindanao

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January 18, 2019

JERLYN G. BALONES, MEAL
Faculty, AB English Language Program
College of Arts and Sciences Education
University of Mindanao

Dear Ma'am:

The third year students of AB English Language program are conducting their research entitled "The Phonological Landscape of Maguindanaon Language: Davao Variety in Focus" as a requirement in Methods of Research for English under the supervision of Prof. Maico Demi B. Aperocho as the subject teacher.

You are hereby recommended to act as one of the **panel members** during the **outline defense** on January 21, 2019 (8:00-12:00) at Institute of Languages, DPT Building.

Your expertise is highly recognized. Thank you very much and God bless.

Very truly yours,

JENNIFER S. PAYOT, MEd-LT
Research Coordinator, CASE

Noted by:

KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, CASE

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November 29, 2018

JERLYN G. BALONES, MEAL
Faculty, AB English Language Program
College of Arts and Sciences Education
University of Mindanao

Dear Ma'am:

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You are hereby recommended to act as one of the **panel** members during the **title defense** on December 3, 2018 (3:30-4:30) at Room H1F.

Your expertise is highly recognized. Thank you very much and God bless.

Very truly yours,

JENNIFER S. PAYOT, MEd-LT
Research Coordinator, CASE

Noted by:

KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, CASE

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Informed Consent

Good day!

The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

In this study, all information you provide will remain confidential and will not be associated with your name. If, for any reason, you do not feel comfortable, you may refuse to answer and receive credit for the time you participated and your information will be discarded. Your participation in this study will require approximately 45 minutes. When this study is complete, you will be provided with the results, and you are free to ask any questions regarding the results of the study.

If you have further questions concerning this study, please feel free to contact us through phone or email at +639062575435 or baizaawal@gmail.com.

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.

Signature of Participant

3/14/2019
Date

The University of Mindanao

College of Arts and Sciences Education
2nd Floor, DPT Building
Matina Campus, Davao City
Telefax: (082)
Phone No.: (082)300-5456/305-0647 Local 118

Informed Consent

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Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.

Signature of Participant

7/26/2019
Date

UM
The University of Mindanao

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2nd Floor, DPT Building
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Phone No.: (082)300-5456/305-0647 Local 118

Informed Consent

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In this study, all information you provide will remain confidential and will not be associated with your name. If, for any reason, you do not feel comfortable, you may refuse to answer and receive credit for the time you participated and your information will be discarded. Your participation in this study will require approximately 45 minutes. When this study is complete, you will be provided with the results, and you are free to ask any questions regarding the results of the study.

If you have further questions concerning this study, please feel free to contact us through phone or email at +639062575435 or baizaawal@gmail.com.

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.

Signature of Participant

7/25/2019
Date

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Informed Consent

Good day!

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If you have further questions concerning this study, please feel free to contact us through phone or email at +639062575435 or baizaawal@gmail.com.

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.

Signature of Participant

7/25/2019
Date

Endorsement Letters

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ENDORSEMENT FOR OUTLINE DEFENSE

This is to endorse the research manuscript entitled "The Phonological Landscape of Maguindanaon Language: Davao Variety in Focus", prepared and submitted by Baizamairah T. Awal, Karen Bardinas, and Ela Andrea B. Galindo for Outline Defense. The manuscript has been evaluated by the research personnel listed below and was found to be compliant to the quality standards as provided in the UM Research Manual.

	Name of Faculty	Signature
Adviser	**PRECIOUS T. MONGCAL, MAEng**	

Endorsed by:

MAICO DEMI B. APEROCHO, MEAL
Subject Teacher

JENNIFER S. PAYOT, MEd-LT
Research Coordinator

KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, College of Arts and Sciences Education

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August 22, 2019

ENDORSEMENT FOR FINAL DEFENSE

This is to endorse the research manuscript entitled "Phonological Landscape of Maguindanaon Language: Davao Variety in Focus", prepared and submitted by Baizamairah Awal, Ela Andre Galindo, and Karen Bardinas for Final Defense. The manuscript has been evaluated by the research personnel listed below and was found to be compliant to the quality standards as provided in the UM Research Manual.

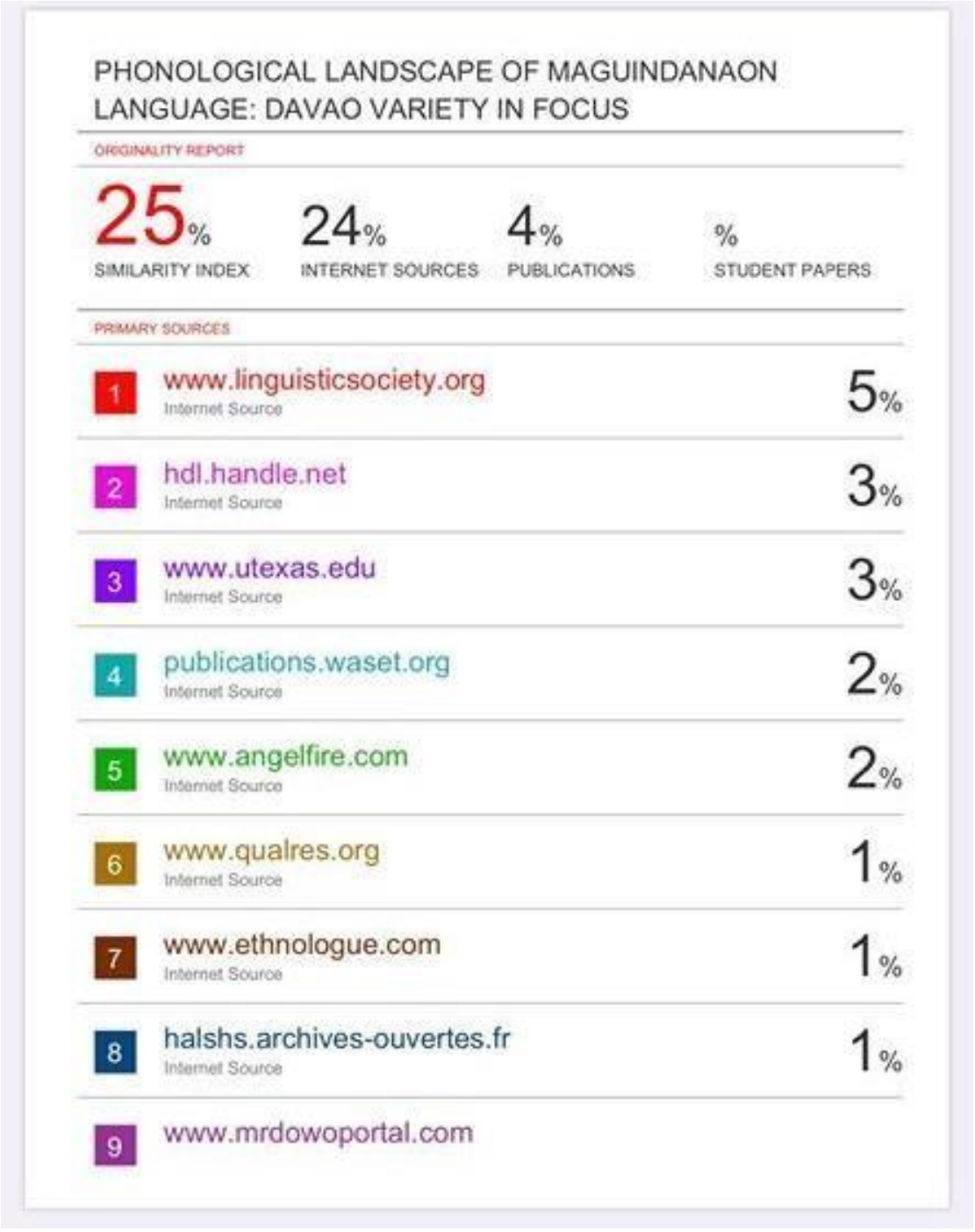
	Name of Faculty	Signature
Adviser	**PRECIOUS T. MONGCAL**	

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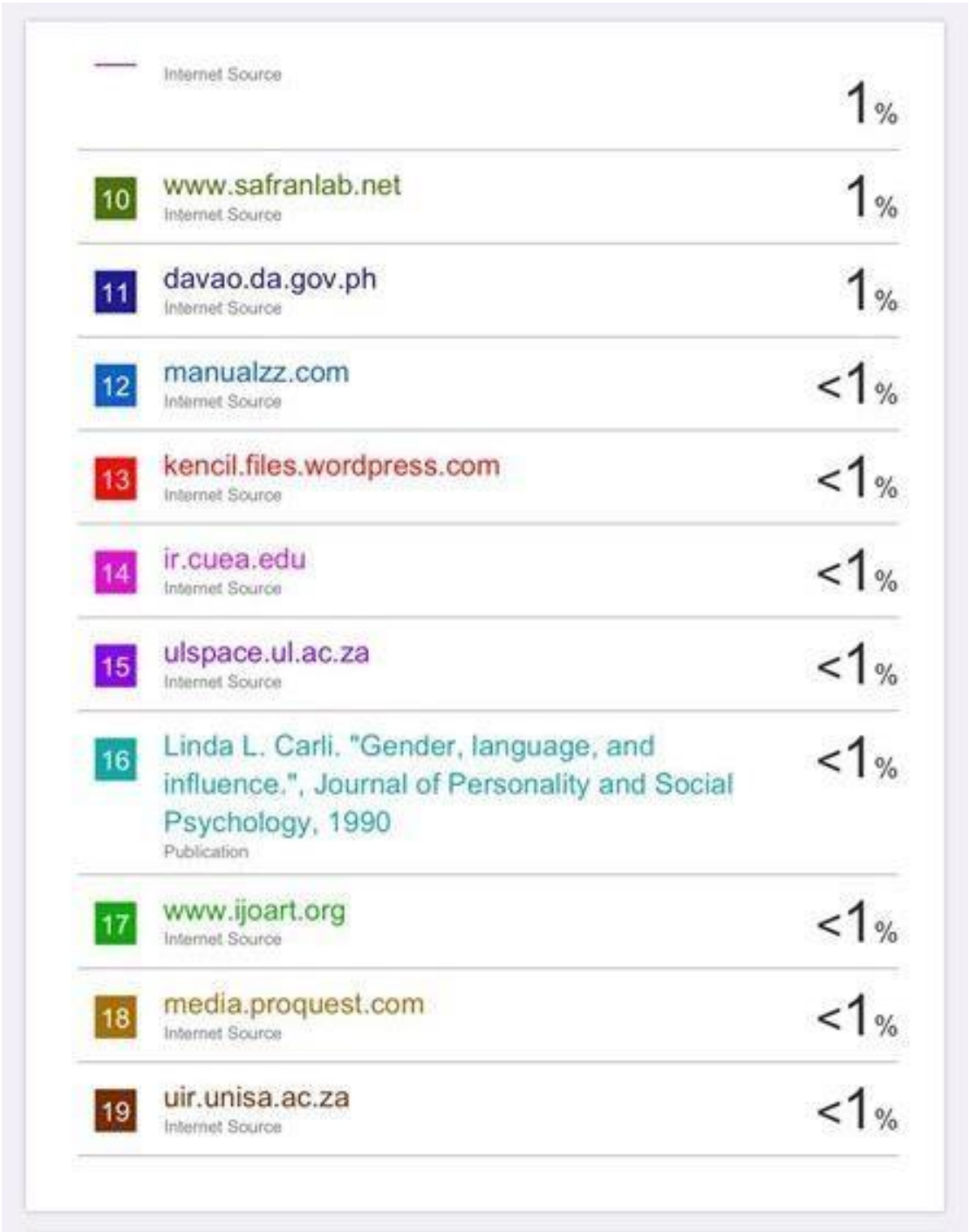
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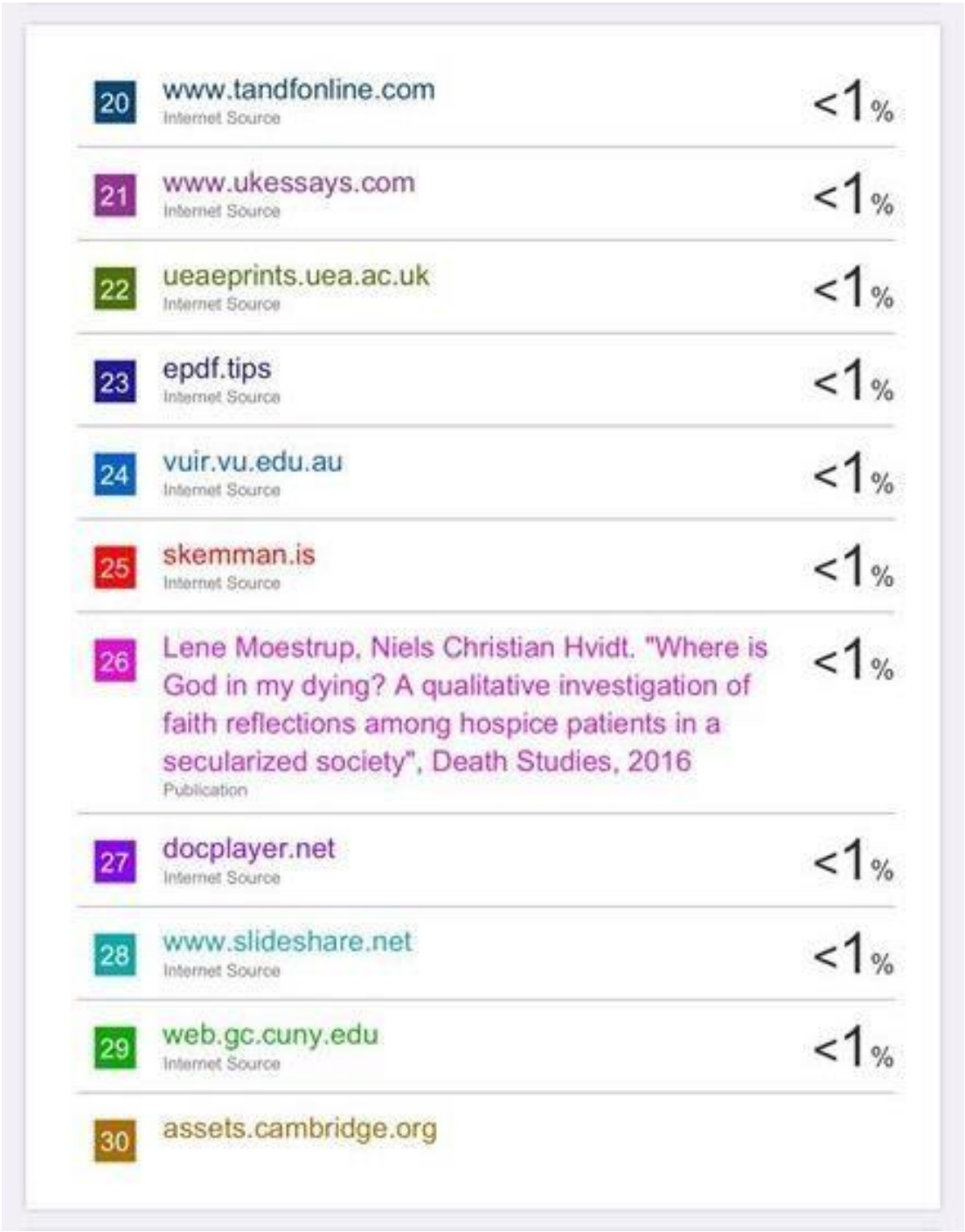
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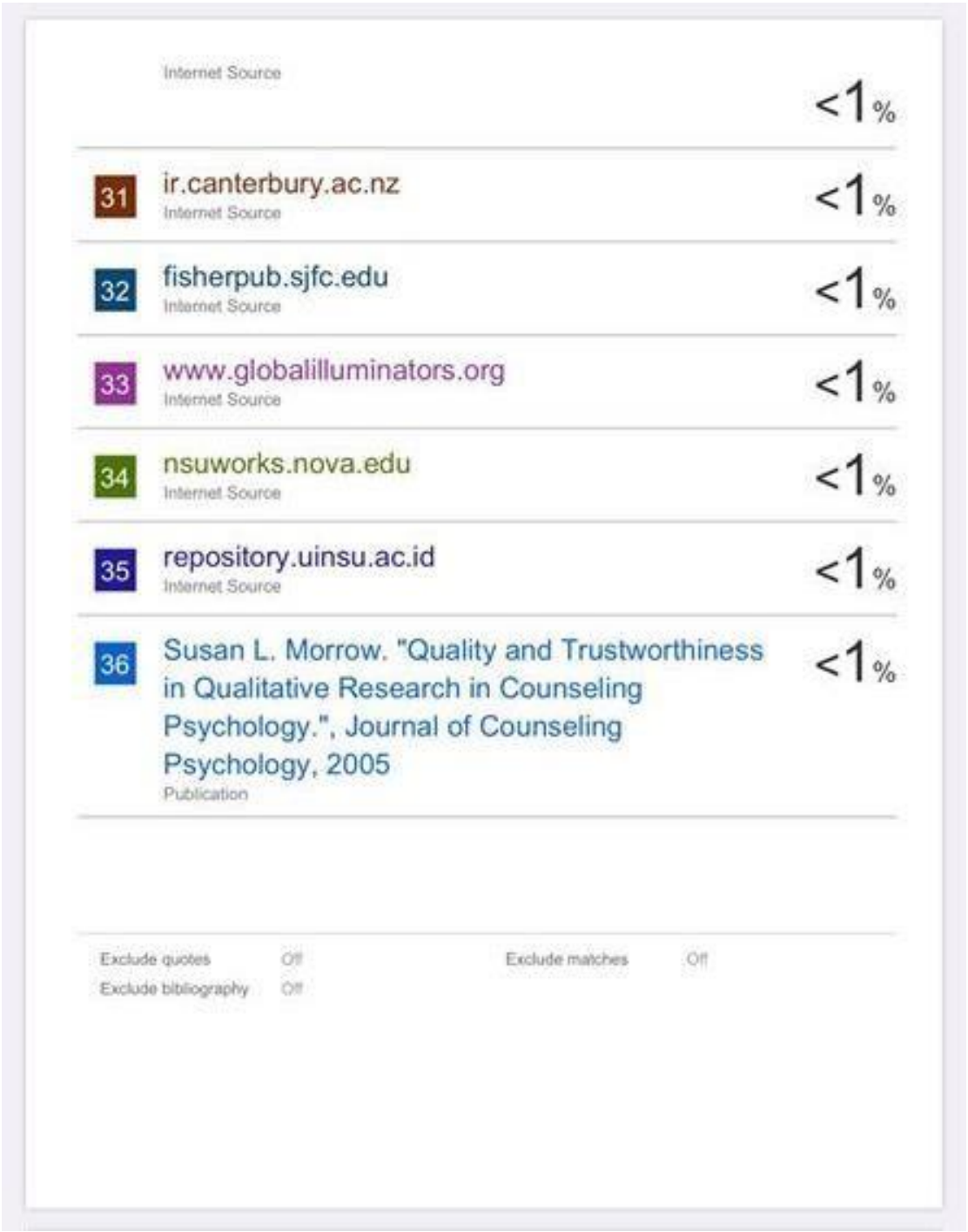
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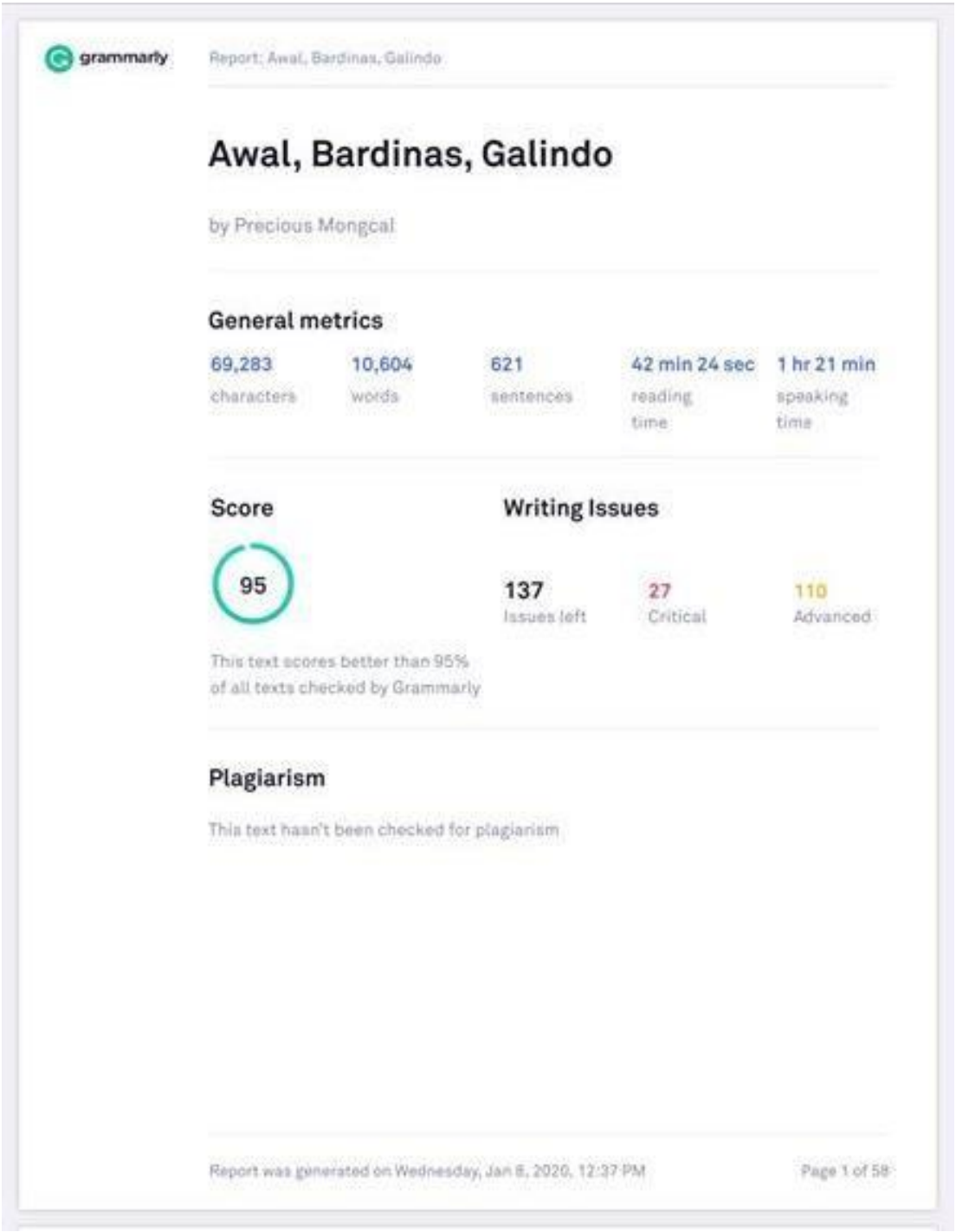


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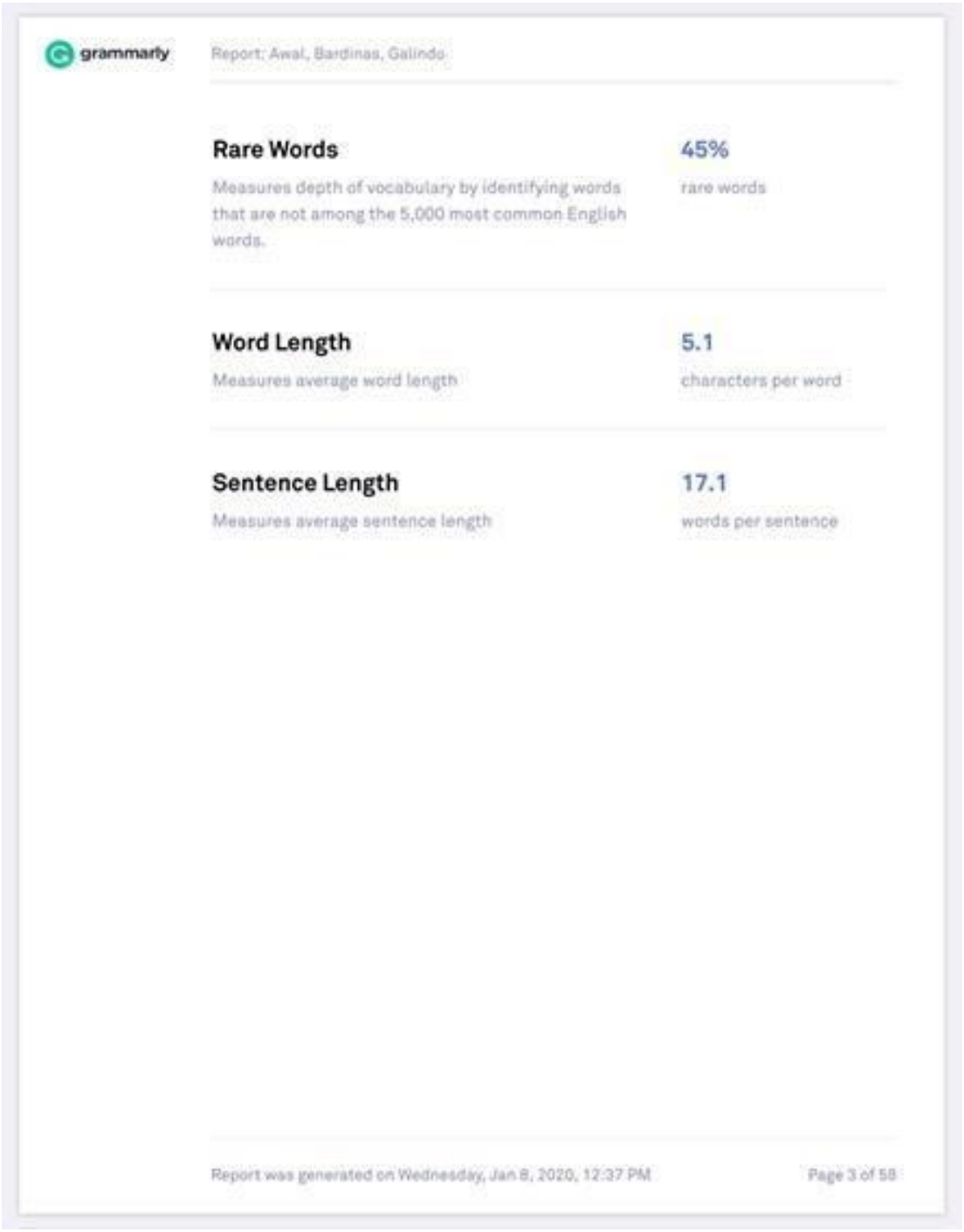
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CERTIFICATION

This is to certify that the research manuscript of Baizamairah T. Awal, Karen Bardinas, and Ela Andrea Galindo titled, "Phonological Landscape of Maguindanaon Language: Davao variety in focus", has been revised following that the suggestions of the panel after the final defense. Moreover, this is to acknowledge that the undersigned has comprehensively checked and reviewed Chapter 1 to Chapter 4, and is now ready for panel signature.

This certification is issued on October 21, 2019.

Very truly yours,

PRECIOUS T. MONGCAL, MAEng
Research Adviser

Noted by:

JENNIFER S. PAYOT, MEd- LT
Research coordinator, CASE

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ACCEPTANCE

The final Research report entitled, "Phonological Landscape of Maguindanaon Language: Davao variety in focus", prepared and submitted by Baizamairah T. Awal, Karen Bardinas, and Ela Andrea Galindo, in compliance for the requirements for the subject ENG 33C (Language Research), is hereby accepted and approved.

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