

A Phonological Contrastive Analysis of Philippine Ethnic *Kinamayo* and English Segmental

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ABSTRACT

This study explored the contrastive analysis of the sound system (vowels and consonants) of Philippine Ethnic Kinamayo and English. Using a qualitative research design and purposive sampling of 48 informants, data were gathered through in-depth interviews and analysed by sorting and classifying words according to phonological structures. Results revealed that English has twenty four consonant phonemes whereas Kinamayo has only fifteen. The consonant phonemes in English which are absent in Kinamayo are /f, v, ð, θ, s, h, z, ʒ, ʃ, dʒ, tʃ/. English has fourteen basic vowels whereas Kinamayo has only five. The vowel phonemes which are absent in Kinamayo are /e, æ, ɔ, ʌ, /ɜ ə, ɜː/. These differences ascertain some areas of difficulty which challenge the Kamayo learners of English. The results of this study should primarily be used to devise pedagogic strategies and instructional materials to resolve pronunciation and learning difficulties thereby enhancing international intelligibility.

Introduction

Education for Sustainable Development covers three main spheres of interest: environmental, economic and socio-cultural areas (Zygmunt, 2016). Among these spheres, the socio-cultural area includes language and how we communicate. We need language for our sustainable development (Pullen, 2015) based on human contacts, characteristic of understanding, equal opportunity, tolerance and respect. Foreign language education is

the corner stone of education for sustainable development. It views language user as a partner in negotiations and discussions over environmental, economic and socio cultural issues (Skye, 2015).

Tourism development has been one of the socio-cultural areas which support the cultural and social aspect of sustainability. It is the active force behind the preservation, awareness and promotion of local culture and traditions (UK Essays, 2013).

In the Philippines, tourism has been seen as a desirable industry due to its contribution towards job creation and economic development, especially in rural areas.

In addition, socio-cultural impacts of tourism also include second language proficiency that is used in a destination (UK Essays, 2013). These new tourism related jobs often create demand in oral communication skill (Kay & Russette, 2000) particularly during encounters of tourists and the hosts (guiding tourists, buying goods and services) where they can exchange ideas and information.

Language ability in L1 and L2 is extremely important for successful communication between members of different cultures and recognizing the existing differences and diversities of people (Božinović & Sindik, 2013). In the Philippines, more than 90% of Filipinos can understand and speak English as many are multilingual. However, mother tongue interference is evident in the production of sounds or mispronunciation by most speakers particularly those belonging to the ethnic groups which oftentimes creates misunderstanding and impedes international intelligibility.

The primary purpose of learning a Second Language (L2) is to master its sound scheme first in order to speak with an acceptable pronunciation. One's accent and manner of speaking determines his or her regional, social and ethnic identities. L2 learners are usually identified with their foreign accents Alimorad, (2014) that affects speakers and listeners' successful communication both receptively and productively and consequently, in social interaction Derwing and Munro (2005).

The understanding of a word depends upon its pronunciation. Phonetics gives a full description of the sounds of a language

while phonemics shows how two languages are different. With the knowledge on the mechanics of speech, the teacher is able to know how that new sound is produced and be able to compare it with the sound approximately equivalent in his/her mother tongue (L1). At the phonological level, L2 learners start with their L1 system Rahimpour (2011).

In the case of the Philippine ethnolinguistic groups, particularly the Kamayo (speakers of *Kinamayo*), production of L2 vowel and consonant sounds is a challenge due to the absence of most phonemes in the L1. The *Kinamayo* language is predominantly spoken by the people (Kamayo) of the eight municipalities of Surigao del Sur in Mindanao, Philippines. The researcher, a resident in one of the eight municipalities, observed that *Kinamayo* as a language is often used in an ordinary and informal conversation whether at home and in any speech situations but did not become a medium for official function for fear of communication breakdown. The phonological differences on the segmental features of both languages cause errors and difficulties at the start of the learning process among the Kamayo learners of English.

On Second Language Acquisition

On Second Language Acquisition (SLA), Fries (1945:) emphasized the importance of contrasting "patterning of the sounds of two languages". He claimed that:

"This determining of the distinctive sounds that differ is only the first step in the scientific comparison of the language to be learned with the native language of the learner. Each language has not only its own set of distinctive sound features; it also has only a limited number of characteristic sequences of consonants and vowels which make up the structural pattern of the syllables and words. (p.a).

Fries (1945) also called the reader's attention to the need to approach "a new language by a more "natural" method" that it should not "conflict with the so-called "natural way in which a child develops in the grasp of his native language". He asserted that a child learns by imitating what he hears. He claimed that children use forms they have never heard, such as "knowed" or "swimmed", because "they have grasped the "pattern" of form which English uses regularly in expressions of past time and extended it to words that are exceptions to the pattern."

Mother Tongue and Second Language Acquisition

Mother tongue interference can be seen as a transfer that affects learning both negatively and positively. According to Mede, Tatal, Ayaz, Çalışır and Akın (2014) there is high probability of cross-linguistic influence in second language acquisition and this influence may cause some errors, which are due to negative transfer.

In fact, mispronunciation and grammatical errors are the most common types of interference between the mother tongue and the target language (Manrique, 2013). Moreover, Kavaliauskiene (2009) expressed that learners rely on their mother tongue in learning English, reading comprehension exercises, writing and translation activities that help raise awareness of differences between English and the mother tongue. Mother tongue does not always interfere but aid learners in second language learning. Moreover, Oxbrow and Rodrigues (2008) stressed that using L1 to explain grammar points help improve L2.

Studies on Phonological Contrastive Analysis

Contrastive Analysis (CA) (Fries and Lado 1945; Rahimpour, 2011) attempted to compare and contrast the sound scheme of Kurdish and English for pedagogical

aims. It revealed that the results of CA can be processed and used in preparing instructional materials for the teaching of pronunciation, preparing pronunciation tests, and diagnosing areas that need much time and energy. Finally, it should be reiterated that neither all differences cause problems, nor all problems happen because of the differences.

Relatively, pronunciation problems of Persian students learning English, the teacher must set realistic goals for the students in using English for mutual understanding (Alimorad, 2014). Since the source of problems lies in the differences between the two languages, he concluded that errors can be the result of faulty teaching techniques.

Moreover, Waya and Kwambeh (2014) showed that Tiv language (spoken by Tiv people in Nigeria) has more phonemic consonants than English language. Additionally, tone plays an important role in the use of vowels in Tiv, such that a vowel sound can give different meanings to different words and can only be distinguished in orthographic form through tone marking. English language does not mark vowel differences in tone but intonation. This study provides remedial measures to Tiv learners of English.

At the theoretical level, this paper intends to undertake a contrastive study of the segmental features of English and Kinamayo, examining the consonant and vowel phonemes that exist in both languages to ascertain their phonological differences. Pedagogically, the results of this study can be used as input in teaching pronunciation, and development of mother tongue-based instructional materials.

Purposes of the Study

This study explores the contrastive analysis of the sound system of Philippine Ethnic Kinamayo and English, particularly on the segmental features (vowels and consonants) of both languages.

Specifically, this study sought to:

1. compare the similarities and differences of English and Philippine ethnic Kinamayo sound systems specifically the segmental (vowels and consonants).
2. identify students' difficulties in facing a new sound which is absent from their native language.
3. identify contextual strategies in teaching pronunciation.

Methodology

Research Design

This study used the case study research design which includes elements from two types of case studies (Stake, 1995): intrinsic (case is interesting) and instrumental (useful to others).

Participants

This study used the purposive sampling of 48 key informants (KIs) who participated in the one-on-one interviews and who were selected based on their first-hand knowledge of *Kinamayo* oral literatures. The 56 participants (Ps) were those who participated in the focus group discussions (FGDs) together with the KIs and also served as validators of the data provided by the KIs. The KIs and Ps were of age ranging from 60 to 90 who were native speakers of the *Kinamayo* language in the eight municipalities of Surigao del Sur (SDS),

Philippines. Six key informants and seven participants from each speech community were chosen based on ethnicity, age and first-hand knowledge of *Kinamayo* oral literatures..

Table 1

Participants of the Study

Kinamayo speaking communities in SDS	Key Informants	Participants	Total participants who joined the FGD
Barobo	6	7	13
Bislig	6	7	13
Hinatuan	6	7	13
Lianga	6	7	13
Lingig	6	7	13
Marihatag	6	7	13
San Agustin	6	7	13
Tagbina	6	7	13
Total	48	56	104

Instrument

A validated interview guide was formulated to collect data. It has three parts: I- the Pre-interview phase is the relationship-building and orientation activity; II- the Life Story and Experiences phase which consists of nine questions (Appendix B); III- the Data Collection Phase where the informants were asked to tell *Kinamayo* stories, legends, fairy tales and songs.

Data Collection

After being given consent by the National Commission on Indigenous Peoples (NCIP) regional, provincial and local, and an informed consent by the participants, the interview and focus group discussion followed.

The study involved multiple sources of data. The resulting information from these sources created a triangulation (Creswell, 1998). The triangulation of data was accomplished through informants'

interviews (telling local stories, legends, fairy tales and songs using Kinamayo), focus group discussions of key informants and participants; and field notes. Collection of pertinent data lasted for six months. The convergence of these sources provided a scaffold for data analysis.

Data Analysis

The researcher used the Miles and Huberman (1994) framework for qualitative data analysis. It includes data reduction, data display; and drawing and verifying conclusions “interact through the analysis”. These components involve coding, memoing, and developing propositions.

Analysis of data was done based on auditory observations as well as analysis of the sounds taken by a voice recorder and documentation through video coverage. Sorting and classifying of words according to phonological structures were used. The symbols used for phonetic data were from the International Phonetic Alphabet (Flores et al., 2008). Phonemically defined and contrasted allomorphs were filed according to the particular type of alteration that occurred in a word. The changes were then categorized and grouped.

Findings

This section provides the comparison of the similarities and differences of English and Philippine Ethnic Kinamayo sound systems (vowels and consonants).

Contrastive Analysis of Ethnic Kinamayo and English Consonants and Vowels

To examine the learning difficulties of the Kamayo learners of English, there is a need to compare the Kinamayo and English consonant and vowel phonemes. Tables 2 and 3 give the summary of these phonemes.

Table 2.

Kinamayo and English Consonants

Manner of articulation	Kinamayo	English
Stops	p, t, k, b, d, g	p, t, k, b, d, g
Fricatives	s, h	f, v, θ, s, h, z, ʒ, ʃ
Affricates		ʤ, ʧ
Nasals	m, n, ŋ	m, n, ŋ
Lateral	l	l
Retroflex	r	r
Semivowels	w, y	w, j

Table 2 reveals that English has more phonemic consonants than Ethnic Kinamayo. The fricatives /f, v, C, z, ʒ, ʃ/ are absent in Kinamayo and the Affricates / ʤ, ʧ/ are also not used in the Kinamayo utterances. Kinamayo has a total 15 consonant phonemes while English has 24 phonemes.

The absence of labiodental fricatives /f/ and /v/ in Kinamayo, the learner will tend to produce /p / and /b/, e.g. [failure, fan, frozen, floral, faculty] become /pilyur, pan, prusin, plural, pakulti/; [victim, value, very, violet, view] become /biktım, balyu, biri, bayulıt, byu/. The interdental /ð/, and / θ/, will be substituted with /d/ and /t/, e. g. [then, those, they, that, them] become /dın, dus, diy, dat, dim/; [thermal, teeth, thin, through, filthy] become /trımal, tit, tın, tru, pıltı/.

The absence of Affricates /ʤ and ʧ/ in Kinamayo, the learner will tend to produce /s/ for alveolar /z/, and palatal /ʒ/ and /ʃ/ instead. For example, [buzz, zoo, breeze, size, amazing] become /bas, su, bris, sais, amisıŋ/; [usual, decision, vision, measure, conclusion] become /yuswal, disısyun, bisyun, misyur, kuŋklusyun/; [English, push, leash, clash, smash] become ıŋlıs, pus, lıs, klas, smas/. In a similar vein, the absence of /ʤ/ and /ʧ/ in Kinamayo will certainly lead to difficulty in pronouncing words like ‘pigeon’, ‘watch’, ‘lunge’, ‘spinach’, ‘margarine’, ‘apologize’, ‘furniture’, and ‘ridge’.

The allophonic variants of English like aspiration and devoiced sounds are absent in Kinamayo. Whereas the nasal velar /ŋ/ can appear at the initial, middle and final positions of a word in Kinamayo. In English, they can occur only in the middle and final positions.

Table 3
Kinamayo and English Vowels

Kinamayo	English
/i/	/i/
/ɪ/	/ɪ/
/a/	/a/
/u/	/u/
/ʊ/	/ʊ/
	/e/
	/æ/
	/ɛ/
	/ɔ/
	/ʌ/
	/ə/
	/ɜ:/

Table 3 shows that there are more vowels in English than in Kinamayo. Whereas English has fourteen basic vowels, Kinamayo has only five. Vowels /e/, /æ/, /ɛ/, /ɔ/, /ʌ/, /ə/, /ɜ:/ and /ɜ:/ are not found in Kinamayo. The vowels that have major problems are /e, æ, ɛ, ɔ, ə, ʌ/. The Kamayo learner of English tends to produce /ɪ/ for /e and ɛ/, e. g. [bait, cake, plain, break, stake] become /bit, kɪk, plɪn, brɪk, stɪk/. The words [pen, bet, led, smell, sell, bell] become /pɪn, bɪt, lɪd, smɪl, sɪl and bɪl/. The sounds /æ, ə, ɜ:/, will be substituted with /a/, e. g. [cat, bat, thatch, that, match] become /kat, bat, tats, dat, mats/; the schwa sound /ə/ in the words [about, ago, amazing, alarm] is pronounced /a/ in /abawt, agu, amɪzɪŋ, alarm/. The sound /ɔ/ will be substituted with /ʊ/, e. g. [walk, talk, saw, law, straw, caught] become /wuk, tuk, su, lu, stru, kut/.

Discussion

Based on the findings, Kamayo students are faced with difficulties in the production of some English segmental phonemes due to their absence in their native language.

Phonetic, Allophonic and Distribution Problems

For the consonants, the English interdental fricative pair /ð, θ/ are among the most troublesome sounds for the Kamayo students. The voiceless alveolar aspirated stop /θ/ is commonly substituted for English /t/ which sometimes renders the utterance incomprehensible. My teaching experiences prove this point. For the production of the English /ð/, the students put the tip of their tongue between the teeth as they were told, then unconsciously withdrew the apex backward before blowing out the sound; thus, the tip of the tongue touches the tooth ridge exactly as in the articulation /d/ sound.

For the vowels, Kamayo learners tend to substitute their native language /a/ for the sound /æ/. They fail to recognize as well as produce English sound /æ/. The transfer of first language is observed which greatly affect second language learning. In English, vowel length can be tensed and lax, whereas in Kinamayo, it is lexical e.g. 'ma' usually used as 'prefix' 'mapanaw' while **ma:** means 'dry', **u:** means 'head', and **bu:d** means 'mountain'. In practice, English vowels are not very difficult for Kamayo learners because both vowel systems can be comparable in their respective quality: high, mid, low with front (unrounded), central (unrounded), and back (rounded).

Besides the phoneme, allophone, and distribution, problems discussed along with the contrastive analysis of the two sound systems, the Kamayo learner has another problem in learning to master spoken English because of the English inconsistency in its spelling. If a Kamayo mispronounces

the word hiccough, this does not mean that he is ignorant of the pronunciation of all the segmental phonemes involved, but he is unfortunately puzzled by the English written form -ough which represents a variety of pronunciation: /-ʌf/ in cough; /-Ap/ in hiccough; /-uw/ in through; /-Af/ in rough.

Contrastive Analysis is useful in the field of phonology. L1 transfer in speaking a second language is observed in this field. Since learning difficulty lies in the differences between the two languages, teaching pronunciation based on contrastive analysis should be promoted.

Contextual Strategies in Teaching Pronunciation

As pronunciation is linked with oral communication, in teaching pronunciation, it is advisable to put students in a meaningful, and motivating contextual situations. In designing materials, emphasis should be placed on the actual practice of the sound using strategies like dialogues, short role plays, advertisements, songs, games, spoken poetry, rap, tongue twisters, jingles and other contextual activities applying the phonetic rules they have learned. These pedagogical strategies in turn, help develop students' speaking skills.

Language teachers should also teach pronunciation with emphasis on listening comprehension highlighting the differences in the two languages. Pronunciation serves as the major factor in one's intelligibility to his or her listeners. To articulate English sounds correctly, one should perceive and understand them well; therefore, listening comprehension is as important as speaking (Alimorad, 2014).

In the K-12 language curriculum, teacher educators should promote and strengthen pronunciation practice in the K1 to Grade 3 language curriculum with focus on both segmental and supra segmental.

Conclusion

This study compared and contrasted Philippine Ethnic Kinamayo and English segmentals. The comparison revealed that English has twenty four consonant phonemes whereas Kinamayo has only fifteen. The consonant phonemes which are absent in Kinamayo are /f, v, ð, θ, s, h, z, ʒ, ʃ, dʒ, tʃ/. English has fourteen basic vowels while Kinamayo has only five. The vowel phonemes which are absent in Kinamayo are /e, æ, ɔ, ʌ, ə, ɜ/.

Phonologically, Kinamayo language differs to a large extent from English language. English consonants and vowels are more in number than in Kinamayo. These differences ascertain areas of difficulty which challenge the Kamayo learner of English. These also show the challenge of first language interference. Mispronunciation is the most common type of interference between the mother tongue and the target language.

In the advent of the K-12 and Mother-Tongue-Based Multilingual Education, this study could serve as a basis for improved and practical methods of teaching English to second language learners. It will help language teachers devise contextualized pedagogical strategies to resolve pronunciation and learning difficulties; and in the preparation of localized instructional materials in reading and writing exercises, emphasizing the phonological features of the learners' first and second language without losing their cultural identity.

Recommendations

The findings of this study can provide a basis for the study of other minority languages which will focus on the morphological contrastive analysis to improve vocabulary and comprehension skills among L1 learners of English.

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Kinamayo and English Sound Systems

Kinamayo Consonants

Kinamayo has fifteen consonants described in terms of place of articulation, manner of articulation and phonation.

Stops

Kinamayo has six stop phonemes, /p, t, k, b, d, g/. Phoneme /p/ has 2 allophones. It is a voiceless bilabial stop, plosive if it occurs in the initial syllable, e.g. [palibot] /palibot/ 'surrounding', and voiceless bilabial stop if it occurs in the final syllable, e.g. [hikap] /hikap/ 'touch'. The phoneme /b/ has 3 allophones. It is voiced bilabial stop, plosive if it occurs in the initial syllable, e.g. [bado] /badu 'dress' and voiced bilabial stop if it occurs in the medial syllable, e.g. [tabibi] /tabibi/ 'small'. It becomes voiced unreleased bilabial stop if it occurs in the final syllable, e.g. [hambung] /hambun/ 'afternoon'. The phoneme /t/ has 3 allophones. It is voiceless fronted dental stop if it occurs in the initial syllable, e.g. [tabang] /taban/ 'help'. It is voiceless dental stop if it occurs in the medial syllable, e.g. [gatiyaho] /gatiyahu/ 'crying' and becomes voiceless unreleased alveolar stop if it occurs in the final syllable, e.g. [dagat]/dagat/ 'sea'.

The phoneme /d/ has 3 allophones. It is voiced dental plosive stop if it occurs in the initial syllable, e.g. [diwata] /diwata/ 'fairy' and voiced dental stop if it occurs in the medial syllable, e.g. [madayaw] /madayaw/ 'good'. It becomes voiced unreleased alveolar stop if it occurs in the final syllable, e.g. [hinuod] /hmuod/ 'elder'. Phoneme /k/ has 3 allophones. It is voiceless released velar stop if it occurs in the initial syllable, e.g. [kaupod] /kaupod/ 'companion' and voiceless released velar stop if it occurs in the medial syllable, e.g. [pagkaan] /pagkaan/ 'food'. It becomes voiceless unreleased velar

stop if it occurs in the final syllable, e.g. [burak] /burak/ 'flower'. The phoneme /g/ has 3 allophones. It is voiced released velar stop if it occurs in the initial syllable, e.g. [gamit] /gamit/ 'thing' and voiced velar stop if it occurs in the medial syllable, e.g. [magabulig] /magabulig/ 'to help' and becomes voiced unreleased velar stop if it occurs in the final syllable, e.g. [kahayag] /kahayag/ 'light'.

Fricatives

Kinamayo has only two fricative phonemes, /s, h/. The phoneme /h/ has 2 allophones. It is voiceless glottal glide if it occurs in the initial syllable, e.g. [hamok] hamok/ 'many' and voiceless glottal glide if it occurs in the middle syllable, e.g. [ihimo] /himu/ 'made'. The phoneme /s/ has 3 allophones. It is voiceless alveolar fricative if it occurs in the initial syllable, e.g. [sakop] sakop/ 'scope'. It is voiceless alveolar fricative if it occurs in the middle syllable, e.g. [isakop] /isakop/ 'conquered'. It becomes voiceless alveolar fricative if it occurs in the final syllable, e.g. [tapos] /tapos/ 'and then'.

Nasals

Kinamayo has three nasal phonemes, /m, n, ŋ/. Phoneme /m/ has 3 allophones. It is voiced bilabial nasal if it occurs in the initial syllable, e.g. [managat] /managat/ 'to fish', and becomes voiced bilabial nasal if it occurs in the middle syllable, e.g. [himaya] /himaya/ 'in love'. It is voiced unreleased bilabial nasal if it occurs in the final syllable, e.g. [silom] /silum/ 'tomorrow'. The phoneme /n/ has 3 allophones. It is voiced alveolar nasal if it occurs in the initial syllable, e.g. [naan] /naan/ 'him/her'. It is voiced alveolar nasal if it occurs in the middle syllable, e.g. [kanato] /kanatu/ 'ours' and becomes voiced unreleased alveolar nasal if it occurs in the final syllable, e.g. [human] /human/ 'after'.

The phoneme /ŋ/ has 2 allophones. It is voiced velar nasal if it occurs in the initial syllable followed by vowels, e.g. [ngaran] /ŋaran/ 'name'. It is voiced velar nasal if it occurs in the middle syllable, e.g. [aranga] /araŋa/ 'plenty'; and if it occurs in the final syllable, e.g. [tabang] /tabaŋ/ 'help'.

Lateral

Kinamayo has one lateral phoneme, /l/. The phoneme /l/ has 3 allophones. It is voiced dental lateral if it occurs in the initial syllable, e.g. [laba] /laba/ 'wash'; and released voiced dental lateral if it occurs in the middle syllable, e.g. [alima] /alima/ 'hand'. It becomes unreleased voiced dental lateral if it occurs in the final syllable, e.g. [mahal] /mahal/ 'expensive'.

Retroflex

Kinamayo has one retroflex phoneme, /r/. It has 3 allophones. It is voiced alveolar flap if it occurs in the initial syllable, e.g. [relo] /rilo/ 'watch'; and if it occurs in the middle syllable, e.g. [storya] /storya/ 'story'. It becomes voiced alveolar flap if it occurs in the final syllable, e.g. [lider] /lidi/ 'leader'.

Glides or Semivowels

Kinamayo has two glide phonemes, /y, w/. The phoneme /y/ has 3 allophones. It is an unrounded palatal semi vowel if it occurs in the initial syllable, e.g. [yadaman] /yadaman/ 'angry'. It is unrounded palatal semi vowel if it occurs in the middle syllable, e.g. [ibiyaan] /ibiyaan/ 'was left'. It becomes unrounded palatal semi vowel if it occurs in the final syllable, e.g. [bubay] /bubay/ 'girl'. Phoneme /w/ has 3 allophones. It is rounded bilabial semi vowel if it occurs in the initial syllable, e.g. [wara] /wara/ 'none', 'nothing'. It becomes rounded bilabial semi vowel if it occurs in the middle syllable, e.g. [yawara] /yawara/ 'lost', and it is rounded bilabial semi vowel if it occurs in the final syllable, e.g. [utaw] /utaw/ 'person'.

English Consonants

English has twenty four consonants described in terms of place of articulation, manner of articulation and phonation or voicing.

Stops

English Language has six stop phonemes, /p, t, k, b, d, g/. The phoneme /p/ has 3 allophones. It is voiceless bilabial stop, plosive if it occurs in the initial syllable, e.g. [pin] /pɪn/, and voiceless released bilabial stop if it occurs in the medial syllable, e.g. [spin] /spɪn/. It becomes voiceless unreleased bilabial stop if it occurs in the final syllable, e.g. [skip] /skɪp/. The phoneme /b/ has 3 allophones. It is voiced bilabial stop, plosive if it occurs in the initial syllable, e.g. [bad] /bæd/ and voiced bilabial stop if it occurs in the medial syllable, e.g. [label] /leɪbəl/. It becomes voiced unreleased bilabial stop if it occurs in the final syllable, e.g. [web] /wɛb/. The phoneme /t/ has 3 allophones. It is voiceless fronted dental stop if it occurs in the initial syllable, e.g. [ten] /tɛn/. It is voiceless dental stop if it occurs in the medial syllable, e.g. [steal] /sti:l/; and becomes voiceless unreleased alveolar stop if it occurs in the final syllable, e.g. [mat] /mæt/.

The phoneme /d/ has 3 allophones. It is voiced dental plosive stop if it occurs in the initial syllable, e.g. [dance] /dæns/ and voiced dental top if it occurs in the medial syllable, e.g. [daddy] /dædi/. It becomes voiced unreleased alveolar stop if it occurs in the final syllable, e.g. [add] /æd/. The phoneme /k/ has 3 allophones. It is voiceless released velar stop if it occurs in the initial syllable, e.g. [kit] /kɪt/, and voiceless released velar stop if it occurs in the medial syllable e.g. [skill] /skɪl/. It becomes voiceless unreleased velar stop if it occurs in the final syllable, e.g. [thick] /θɪk/. The phoneme /g/ has 3 allophones. It is voiced released velar stop if it occurs in the initial syllable, e.g. [grab] /græb/ and voiced velar stop if it occurs in

the medial syllable, e.g. [beggar] /bɛgə/ and becomes voiced unreleased velar stop if it occurs in the final syllable, e.g. [log] /lɒg/.

Fricatives

English language has nine fricative phonemes /f, v, ð, θ, s, h, z, ʒ, ʃ/. The phoneme /f/ has 3 allophones. It is voiceless labiodental fricative if it occurs in the initial syllable, e.g. [full] /fʊl/. It is voiceless labiodental fricative if it occurs in the middle syllable, e.g. [graphic] /græfɪk/. It becomes voiceless labiodental fricative if it occurs in the final syllable, e.g. [leaf] /lif/. The phoneme /v/ has 3 allophones. It is voiced labiodental fricative if it occurs in the initial syllable, e.g. [vine] /vaɪn/. It is voiced labiodental fricative if it occurs in the middle syllable, e.g. [heaven] /hɛvən/. It becomes voiced labiodental fricative if it occurs in the final syllable, e.g. [of] /əv/.

The phoneme /θ/ has 3 allophones. It is a voiceless interdental fricative if it occurs in the initial syllable, e.g. [thought] /θɔt/. It is voiceless interdental fricative if it occurs in the middle syllable, e.g. [Athens] /aθəns/. It becomes voiceless interdental fricative if it occurs in the final syllable, e.g. [teeth] /tiθ/. The phoneme /ð/ has 3 allophones. It is voiced interdental fricative if it occurs in the initial syllable, e.g. [then] /ðɛn/. It is voiced interdental fricative if it occurs in the middle syllable, e.g. [father] /fɑðə/. It becomes voiced interdental fricative if it occurs in the final syllable, e.g. [breathe] /brið/.

The phoneme /s/ has 3 allophones. It is voiceless alveolar fricative if it occurs in the initial syllable, e.g. [see] /si/; and voiceless alveolar fricative if it occurs in the middle syllable, e.g. [passer] /pæsə/. It becomes voiceless alveolar fricative if it occurs in the final syllable, e.g. [class] /klæs/. The phoneme /z/ has 3 allophones. It is voiced alveolar fricative if it occurs in the initial

syllable, e.g. [zoo] /zu/; and voiced alveolar fricative if it occurs in the middle syllable, e.g. [busy] /bɪzi/. It becomes voiced alveolar fricative if it occurs in the final syllable, e.g. [buzz] /bʌz/.

The phoneme /ʃ/ has 3 allophones. It is voiceless palatal fricative if it occurs in the initial syllable, e.g. [she] /ʃi/. It is voiceless palatal fricative if it occurs in the middle syllable, e.g. [session] /sɛʃən/. It becomes voiceless palatal fricative if it occurs in the final syllable, e.g. [clash] /klæʃ/. The phoneme /ʒ/ has 3 allophones. It is voiced palatal fricative if it occurs in the initial syllable, e.g. [genre] /ʒɑnrə/. It is voiced palatal fricative if it occurs in the middle syllable, e.g. [pleasure] /plɛʒə/. It becomes voiced palatal fricative if it occurs in the final syllable, e.g. [beige] /beɪʒ/. The phoneme /h/ has 2 allophones. It is voiceless glottal fricative if it occurs in the initial syllable, e.g. [ham] hɛm/; and voiceless released glottal fricative if it occurs in the middle syllable, e.g. [perhaps] /pə'hæps/.

Affricates

English language has two affricate phonemes, /tʃ, dʒ/. The phoneme /tʃ/ has 3 allophones. It is voiceless palatal affricate if it occurs in the initial syllable, e.g. [chair] /tʃɛr/. It is released voiceless palatal affricate if it occurs in the middle syllable, e.g. [nature] /neɪtʃə/. It becomes unreleased voiceless palatal affricate if it occurs in the final syllable, e.g. [teach] /titʃ/. The phoneme /dʒ/ has 3 allophones. It is voiced palatal affricate if it occurs in the initial syllable, e.g. [gin] /dʒɪn/. It is released voiced palatal affricate if it occurs in the middle syllable, e.g. [judgment] /dʒʌdʒmənt/. It becomes unreleased voiced palatal affricate if it occurs in the final syllable, e.g. [edge] /ɛdʒ/.

Nasals

English language has three nasal phonemes, /m, n, ŋ/. The phoneme /m/ has

3 allophones. It is voiced bilabial nasal if it occurs in the initial syllable, e.g. [man] /mæn/ and becomes voiced released bilabial nasal if it occurs in the middle syllable, e.g. [hammer] /hæmə/. It is voiced unreleased bilabial nasal if it occurs in the final syllable, e.g. [them] /ðəm/. The phoneme /n/ has 3 allophones. It is voiced alveolar nasal if it occurs in the initial syllable, e.g. [name] /neɪm/. It is voiced released alveolar nasal if it occurs in the middle syllable, e.g. [winner] /wɪnə/ and becomes voiced released alveolar nasal if it occurs in the final syllable, e.g. [tin] /tɪn/. The phoneme /ŋ/ has 2 allophones. It is voiced released velar nasal if it occurs in the middle syllable followed by vowels, e.g. [ringer] /rɪŋə/. It is voiced unreleased velar nasal if it occurs in the final syllable, e.g. [sing] /sɪŋ/.

Lateral

English has one lateral phoneme, /l/. The phoneme /l/ has 3 allophones. It is voiced dental lateral if it occurs in the initial syllable, e.g. [leave] /liv/; and voiced released dental lateral if it occurs in the middle syllable, e.g. [please] /plɪz/. It becomes voiced unreleased dental lateral if it occurs in the final syllable, e.g. [bell] /bɛl/.

Retroflex

English has one retroflex phoneme, /r/. The phoneme /r/ has 3 allophones. It is voiced alveolar flap if it occurs in the initial syllable, e.g. [run] /rʌn/. It is voiced released alveolar flap if it occurs in the middle syllable, e.g. [decoration] /dəkəreɪʃən/ and becomes voiced unreleased alveolar flap if it occurs in the final syllable, e.g. [far] /fɑr/.

Glides or Semivowels

English has two glide phonemes, /y or j and w/. The phoneme /y/or /j/ has 2 allophones. It is unrounded palatal semi vowel if it occurs in the initial syllable, e.g. [yes] /yez/. It is unrounded released palatal

semi vowel if it occurs in the middle syllable, e.g. [neuron] /njʊrən/. It becomes unrounded unreleased palatal semi vowel if it occurs in the final syllable, e.g. [way] /weɪ/. Phoneme /w/ has 3 allophones. It is rounded bilabial semi vowel if it occurs in the initial syllable, e.g. [web] /wɛb/. It becomes rounded released bilabial semi vowel if it occurs in the middle syllable, e.g. [lower] /lowə/, and it is rounded unreleased bilabial semi vowel if it occurs in the final syllable, e.g. [sow] /sow/.

On Vowels

Vowels are produced in an open vocal track with open articulation considering the following: the height of the tongue (high, mid, low); backness of the tongue (front, central, back); and rounding of the lips (spread, rounded, neutral).

Kinamayo Vowels

Kinamayo has five basic vowels, /i/, /ɪ/, /a/, /u/, /ʊ/. The phoneme /i/ has the following variants. It is a high front tensed spread vowel which occurs in syllable initial, e. g. [ido] /idʊ/ 'dog'; medial, e.g. [alima] /alima/ 'hand', and final e.g. [badi] /badi/ 'big'. The phoneme [ɪ] is a semi-high front spread vowel which occurs in syllable initial, e.g. [ihalin] /ɪha:lɪn/ 'transfer', medial; e.g. [dapitan] /dapɪtan/ 'side with' and final, e.g. [uli] /u:lɪ/ 'go home'. The phoneme /a/ is a low back spread vowel which occurs in syllable initial, e.g. [ambaw] /ambaw/ 'mouse', medial; e.g. [yapanaw] /yapanaw/ 'left' and final, e.g. [kila] /kɪla:/ 'famous'. The phoneme /u/ is a tensed high back rounded vowel which occurs elsewhere, initial, e.g. [uwu] /u:wʊ/ 'head' ; medial, e.g. [bituon] /bituʊn/ 'star', and final e.g. [gubot] /gubʊt/ 'chaos'. The phoneme /ʊ/ is a lax semi-high back rounded vowel which occurs elsewhere, initial e.g. [utaw] /utaw/ 'person'; medial, e.g. [iubo] /ɪʊbʊ/ 'has cough', and final, e.g. [listo] /lɪstʊ/ 'clever'.

English Vowels

English has eleven basic vowels. They are the /i, ɪ, e, æ, a, u, ʊ, ɔ, ʌ, ə, ɜ:/ (Roach, 2000). The phoneme /i/ has the following variants. It is high front tensed spread vowel which occurs in syllable initial, e. g. [eat] /it/; medial, e.g. [receiving] /rɪsɪvɪŋ/, and final e.g. [baby] /beɪbi/. The phoneme [ɪ] is a semi-high front spread vowel which occurs in syllable initial, e.g. [it] /ɪt/, medial, e.g. [swimming] /swɪmɪŋ/ and final, e.g. [silly] /sɪli/. The phoneme /e/ is a mid front relaxed spread vowel which occurs in syllable initial, e.g. [edge] /edʒ/, medial, e. g. [indented] /ɪndentəd/ and final, e. g. [evidences] /əvɪdənses/. The phoneme /æ/ is a low front relaxed spread vowel which occurs in syllable initial, e.g. [ash] /æʃ/, medial; e.g. [interaction] /ɪntəˈæktʃən/; and final, e.g. [meringue] /mərəŋ/.

The phoneme /a/ is a low back spread vowel which occurs in syllable initial, e.g. [alm] /am/, medial; e.g. [alarming] /əˈlɑːmɪŋ/ and final, e.g. [apart] /əˈpɑːt/. The phoneme /u/ is a tensed high back rounded vowel which occurs elsewhere, initial, e.g. [ooze] /uːz/; medial, e.g. [consumer] /kənsumər/, and final e.g. [debut] /debju/. The phoneme /ʊ/ is a lax semi-high back rounded vowel which occurs elsewhere, initial e.g. [woman] /wʊmən/; medial, e.g. [manufacture] /mænʃʊfætʃə/, and final, e.g. [thru] /θru/. The phoneme /ɔ/ is a mid-back slightly rounded vowel which occurs elsewhere, initial e.g. [author] /ˈɔːθər/; medial, e.g. [thoroughly] /θəˈrɔːli/, and final, e.g. [Scarborough] /ˈskɑːrbərəʊ/.

The phoneme /ʌ/ is a stressed central mid slightly spread, neutral and relaxed vowel which occurs elsewhere, initial e.g. [of] /ʌv/; medial, e.g. [another] /ənəˈðər/, and final, e.g. [enough] /mʌf/. The phoneme /ə/ is an unstressed central mid slightly spread, neutral and relaxed vowel which occurs elsewhere, initial e.g. [above] /əbʌv/; medial, e.g. [formally] /fɔːrməli/, and final,

e.g. [table] /teɪbəl/. The phoneme /ɜ:/ is a stressed central mid a bit rounded vowel which occurs elsewhere, initial e.g. [fur] /fɜː/; medial, e.g. [silvery] /sɪlvəri/, and final, e.g. [manufacture] /mænʃʊfætʃə/.

APPENDIX B

Interview Guide

I- Pre-interview activities

- The process will start with the relationship-building phase (introducing oneself), in which the researcher will have her first interview with each participant. Orientation about the purpose of the study and how the study should be taken.
- They will be asked to participate in the focused group interview as a means of collecting data.

II- Part One: Life Story and Experiences

1. What's your name? Age?
2. Where did you grow up? What was it like to grow up in _____?
3. How about your means of livelihood?
4. What language are you using at home? In dealing with your neighbors? In the community?
5. Do you know other languages aside from Kinamayo?
6. When do you use your language? Can you cite events where you use your language?
7. In gatherings, like weddings, masses, birthdays, reunions, what language did you use?
8. Did you encounter difficulties in using the language with other people?

9. Do you have children? Are they using the language? Why or why not?

III- Part Two: Data Collection

1. Are there any written literatures in Kinamayo language?
2. Could you still remember the stories, legends, fairy tales, songs and other oral literature told to you by your parents and grandparents?
3. If yes, let's move on now to the literature you are going to tell or share to us.

Kinamayo Translation of the Interview Guide

Giya Sa Pagpangutana

I- Ang Hinangon sa diri pa magutana

- Unahon ang pagpakila sa mga yapili na mga partisipante.
- Pasabton ang mga partisipante daw unan ang himuon, nangasa himuon haw unhon himuon.
- Hangyuon ang mga partisipante na magsulti gayud nang kanaan ikatigaman sang mga ipangutana.

II- Unang Parte: Istorya sa Kinabuhi hasta ang mga Kaagi

1. Sinu ang ngaran mo? Idad?
2. Hain yagsulig? Uno-uno ang pagsulig?

3. Yag-uno para mabuhi? Unay ihimo?
4. Unan and sinulithan sa bay? Sa mga siringan? Sa lugar na ihuy-an?
5. Aron lain na sinultihan na ikatigaman gawas sa Kinamayo?
6. Kinu kaw magkinamayo? Unan na panghitabo na yagamit mo ang kanmo sinultihan?
7. Sa mga yagkalain lain na panagtapok, kasal, misa, kinatawhan, panagkita, unan na sinultihan ang igamit mo?
8. Agkaw ba naglisud sa pakigsulti sa upod na mga utaw?
9. Aron kanmo mga iso? Yagamiy ba sira ng sinultihan mayo? Nangasa o nangasa diri?

III- Ikaduha na Parte: Pagkamang sa mga Datus

1. Aron ba mga sinuwat na Kinamayo sa kanmo lugar?
2. Aron ba mahinumduman mo na mga storya, balak, kanta, storya sa mga diwata, mga panultihon na ingstorya kanmo nang kanmo ginikanan o apohan.
3. Haw aron, hala kuno, panalingahan ta ang mastorya mo.