

**Wayaya-waya sanan Jaun-jaun:
A Language Description of Sinurigao**

Rowella R. Parrucho* and **Mary Ann E. Tarusan**

Doctor of Philosophy in Applied Linguistics Program
Professional Schools, University of Mindanao
Davao City, Philippines

*Corresponding author: wellaparrucho@yahoo.com

ABSTRACT

This qualitative inquiry aimed to present a comprehensive description of the linguistic features of the Sinurigao language in phonology, morphology, syntax, and morpho-syntax. The study utilized a qualitative design using the descriptive approach with five Surigaonon participants chosen through purposive sampling. The data was gathered from the participants who were 50 years old and above through online interviews using a validated instrument. The results of this study disclosed that Sinurigao is a distinct language spoken by Surigaonon, meaning the people from Surigao del Norte, Surigao del Sur, and Dinagat Provinces. Its phonemic inventory consisted of 17 consonants and three vowels. The study revealed that morphophonemic changes happen in the affixation, compounding, and blending of Sinurigao. On the other hand, this scientific inquiry also noted that Surigaonon terms were slowly forgotten, and some words were borrowed from Cebuano, Tagalog, and English. Since Sinurigao is at risk of language loss, this study will document and preserve the language and the identity of the *Surigaonons* as people. A language serves numerous functions, such as communication purposes and a symbolic distinction of groups of people. Moreover, this study can also be a teaching material for MTB-MLE instruction.

Keywords: *Wayawaya, Jaunjaun, Sinurigao, Surigaonon.*

INTRODUCTION

Surigao del Norte is a province famous as a potential area for mining, marine life commerce, and tourism. Because of these factors, the province has attracted immigrants from different parts of the country, including foreigners searching for business opportunities, livelihood, leisure, and retirement haven. The influx of people from different places resulted in adapting other languages for cultural uniformity, which many feared might lead to the disappearance of the local language if addressed after some time. In the study Hornberger (1998), he confirmed that Indigenous languages worldwide are at risk of disappearance because of failure to transmit to the next generation. Indigenous peoples and their languages worldwide are subjected to social, political, and economic pressures. This phenomenon could happen to Surigao's unique language if the local language continues to be threatened by the language of the migrants.

Meanwhile, Paredes (2015) found that social belongingness forced the speaker to shift from his local language to a social or economic one. Dumanig (2015) confirmed that the intrusion of significant languages caused a slight decrease in *Surigaonon* speakers because of the language switch. Some *Surigaonons* prefer to speak *Cebuano* and Tagalog, being predominant and widely spoken. He further disclosed that the use of the *Cebuano* language in official domains like school, church services, and government transactions is prevalent. With the foreseen concern of language loss, documentation, and preservation of the *Sinurigao* language are the objectives of this study. It is a known fact that language is an essential component of society because it is a vehicle for human thought and enables the expression of identity and ideas (Bolbanabad & Hanifi, 2014). Also, language is the symbolic representation of people

because it comprises their historical and cultural backgrounds, approach to life, and ways of living and thinking. This study drew inspiration from the importance of language in a particular culture. This study fully documented and may encourage the preservation of the *Sinurigao* language for the benefit of the next generation.

In addition, there are few studies about the language (Dumanig, 2015). Likewise, Liwanag (2017) corroborated that *Sinurigao* language studies are limited even if considered vigorous. Her study highlighted syntactic structures of basic sentences and snippets on morphology and phonology of the language only. This study can further describe the terminology for documentation and reference for future studies.

Moreover, this qualitative inquiry is associated with a constructivist perspective. *Constructivism*, also known as *interpretivism*, is a philosophical perspective aspiring to understand reality from the individual's interpretation of multiple meanings of one's own experience. The basis for understanding is culture, context, and other factors affecting those realities. (Biddix, 2018). In addition, this study is anchored on the *Basic Linguistic Theory* by Dixon (2010). This informal theory is the theoretical framework most widely employed in grammatical descriptions of entire languages. The approach offers a comprehensive guide to languages' nature, structure, description, and analysis.

This study focused on the grammatical features of the *Surigaonon* language as part of the objective of documenting and preserving the language. Grammar demonstrates (basic) proficiency in a language that does not entail total understanding. However, good all-around competence illustrates the most salient points of the language's grammar and will expand the grammatical knowledge about the *Sinurigao*. This paper sought to answer the following questions: (a) What

is the language to be grammatically described? (b) What is the language's phonological component? and (c) What is the morphological feature of the language?

METHOD

Data gathering was a crucial step in research to understand this study better. The manner of obtaining the data must be appropriate because no amount of analysis can make up for erroneously collected data.

The researcher observed ethical protocols and guidelines set by the University of Mindanao Ethics Committee in conducting this study. It merits the approval of the committee with protocol no. UMERC-2022-153. A letter of permission to conduct this study was sent to the graduate school officials of this institution for approval. The study was presented to a panel for review, and some suggestions on the title and research questions to improve the direction of the study were followed. The researcher secured the rights of the participants and gave them complete protection in handling the collected data.

Since qualitative research involves human subjects in face-to-face interviews, on-site observations, and written communications, the researcher adhered to safety health protocols by conducting an online interview instead of face-to-face interaction with the participants of this study, for a good reason, interviews are the most conventional and basic research technique because researchers can gather the information needed from the respondents, absent in an observation method (Berger, 2020).

The researcher utilized purposive sampling in identifying the research participants according to a set of criteria. Purposive sampling identifies and chooses research participants with direct knowledge or information about the phenomenon of study. In purposive sampling, the researcher

seeks a particular characteristic of a research participant or sample (Patton, 2015). The participants were *Surigaonons*; 4 females and one male who were 50 years old and up; had attended at least college level; who could translate the given materials from the English and Tagalog language to the *Sinurigao* language; could commit their time in the conduct of the study; and lastly, a permanent resident of Surigao.

The researcher employed mechanical devices such as a journal, laptop, and Ipad to document the collected data and other relevant information. The researcher utilized the 600-word list and 700-sentence lists from the University of the Philippines Linguistics Department to collect data from participants. The participants translated the words and sentences into the *Sinurigao* language, which the researcher documented through audio and video recording. The researcher made use of OBS Studio and Messenger to record the translations.

The next step was the analysis of data using the descriptive approach. A description is the foundation of every qualitative study that deals with pure observation (Patton, 2015). It is more concerned about the what of a particular phenomenon than the why and how (Nassaji, 2015).

RESULTS AND DISCUSSION

Surigao is one of the languages included as a subject area and language of instruction and discussion for the Mother Tongue-based-Multilingual Education (MTB-MLE) framework of the Department of Education (DepEd) under Department Order 16 of 2012). Despite the urgency for teaching and learning materials for the MTB-MLE classrooms, there were only a few pedagogical materials about the *Sinurigao* language.

The Language

Sinurigao is referred to as the language spoken by the people. Though there was no exact figure for the total number of speakers (Mc. Farland, 1981 as cited in Dumanig, 2015), a survey revealed that it is the fourth (4th) most widely spoken language in the Caraga region (2002 Census as cited in Dumanig, 2015). There have been arguments on how the language should be called, *Surigaonon* or *Sinurigao* (Atos et al., 2015). The language also has other alternative names; Jaun-jaun and Waya-waya (Simons & Fennig, 2017 as cited in Liwanag, 2019); thus, the title of this study was derived.

The language is taught at the primary level until Grade 3 (Eberhard, David, Gary, Simons, and Charles, 2022) with a language status of 4, meaning educational. It is also considered developed, used, and sustained by institutions beyond the home and community. The language size of *Sinurigao* is considered mid-sized, with 10,000 to 1,000,000 users, and its vitality is Institutional (EGIDS 0-4) (Ethnologue, 2019). Moreover, *Sinurigao* is classified as Austronesian, Malayo Polynesian, Meso-Philippines, Central Philippines, and Bisayan language.

The Speakers

The term *Surigaonon* is known to the people of Surigao. Dumanig and David (4) revealed that 95% of the people in Surigao del Norte speak *Sinurigao*, according to the 2002 Census. On the other hand, Ethnologue (2015) claimed that *Sinurigao* speakers were 400,000 (Lewis, Simons, & Fennig, eds). However, in recent data, the speakers from Surigao del Norte, north of Agusan del Norte, and north of Surigao del Sur provinces are now 501,000. It was also noted that *Surigaonons* are bilinguals (Frawley, 2003).

The Place where the Language is Spoken

This language is spoken in Surigao del Norte, Carascal, Cantilan (Kantilan), Madrid, Lanuza, Surigao del Sur, and Dinagat Islands; however, the new data from Ethnologue (2022) also includes north of Agusan del Norte. Below is the map of the Philippines, Surigao del Norte, and adjacent provinces where the language is spoken.

Figure 1

Map of the Philippines and Surigao del Norte



Phonemic Inventory

Sinurigao is a distinct language with a phonemic inventory consisting of three vowels and 17 consonants. It also has one suprasegmental phoneme: the stress $/'$. The table below presents the vowel inventory and articulation of *Sinurigao*.

Vowels

Below are the three vowels found in the Sinurigao language.

Table 1

The Sinurigao Vowels

Sinurigao Vowels	Front Unrounded	Center Unrounded	Back Rounded
High	[i]		[u]
Low		[a]	

The [a] sound in Sinurigao is characterized as low, center unrounded with no variation; [i] sound is high, front unrounded with lowering of the jaw and slight opening of the lips. The [u] sound is voiced, high back, and rounded, moderately depressing the jaw with bit rounded lips.

Table 2

The Articulation of the Sinurigao Vowels

Sinurigao Vowels	English Keys	Sinurigao Words	English Words
[a]	bark	wa.'juŋ	face
[i]	bit	tí.dʒan	stomach/belly
[u]	moon	Ku.'ju	nail

Consonants

Consonants refer to a sound obstructing air passage to the vocal tract (Barry, 14). The Sinurigao language consists of 17 consonants, including the glottal stop. The table below presents the phonemic consonantal inventory of Sinurigao.

Table 3
Articulation of Sinurigao Consonants

Sinurigao Consonants	English Key	Sinurigao Words	English Gloss
b	boy	<i>Babaji</i>	girl
d	dog	<i>dayugdog</i>	thunder
g	gone	<i>Guyana</i>	woods
h	helmet	<i>huyas</i>	sweat
j	jeans	<i>jaon</i>	have
k	kite	<i>kamaguyangan</i>	eldest
l	lemon	<i>lemon</i>	sibling/relative
m	moon	<i>maguyang</i>	older sibling
n	nice	<i>Maputo</i>	ten
ŋ	wings	<i>ngaj-an</i>	later
p	pear	<i>popo</i>	grandfather
r	rabbit	<i>regalo</i>	gift
s	swan	<i>sayog</i>	floor
t	tap	<i>tiguyang</i>	old
w	wheel	<i>waya</i>	nothing/left
y	year	<i>yaut</i>	ugly
?		<i>luho</i>	coconut shell

Sinurigao consonants are categorized according to the manner of articulation and the place of articulation. The manner of articulation describes how the sound is produced in the mouth (Definitions.net). It is further divided into sub-categories: the stop, fricatives, nasal, lateral, affricates, flaps, and glides. On the other hand, the place of articulation refers to the location where the sound comes from; it also has sub-categories; bilabial, lingua-dental (dental), lingua-alveolar (alveolar), lingua-palatal (palatal), lingua-velar (velar), and glottal. Table 4 below categorizes the *Sinurigao* consonants.

Table 4
The Sinurigao Consonants

Manner of Articulation	Place of Articulation					
	Bilabi al	Lingua- dental	Lingua- alveolar	Lingua- palatal	Lingua - velar	G l o tt a l
Stop	b	p	d	t	g	k ʔ
Fricative				s		h
Nasal		m	n		ŋ	
Lateral			l			
Affricate				dʒ		
Flap			r			
Glide	w				j	

From the table presented, it is known that *Sinurigao* possesses a distinct feature. The affricate lingua-alveolar [dʒ] is a unique feature of the language

Moreover, the syllable stress in *Sinurigao* is phonemic, marked with a '/'. To emphasize the stressed syllable, the pitch and loudness are increased (Rosero, 2021). The table below shows examples of some words whose stress is phonemic.

Table 5
Phonemic Stress

Penultimate Stressed	Final Stressed Words
'si.Ku (elbow)	si.'Ku(verb-nudge)
'pa.nit (peel off)	pa.'nit (skin)
'ba.ŋa (bite)	ba.'ŋa (jar)
'su.ba (to go to the mountains)	su.'ba(river)

The examples above indicate that the shift of the stress in different positions will affect the meaning of the words. It also shifts from one category into another, like the word ‘si.ku (elbow) as a noun to si.’ku (nudge) as a verb.

Phonotactics

Phonotactics deals with constraints in a language whereby combinations of phonemes are allowable. Moreover, phonotactic constraints are the rules or guidelines that govern how syllables should be produced in a language. These rules also apply to the permissible occurrence of sounds next to each other (Fasold & Connor-Linton, 2013). The language constraints permit syllable structure, consonant clusters, and vowel sequences employing phonotactic constraints. Every language has different phonotactic constraints that may undergo modifications and changes over time. This section discusses the phonological restrictions of the *Sinurigao* language; the Syllable Patterns and Consonant Clusters.

Phonological Constraints

Syllable Patterns

Sinurigao syllables have an obligatory onset, obligatory nucleus, and an optional coda. The obligatory onset of the syllables dictates that vowels are restricted in the initial position of the words. However, in *Sinurigao*, vowel initial words require a phonological glottal stop before the vowel. A glottal stop is described as bringing the vocal cords or vocal folds together and then released, thus, producing a glottal stop sound (Aikhenvald, 2015).

Below are set of examples that reveal *Sinurigao* words are composed of syllable patterns, three major ones: an open syllable /C(C)V, (C(C)VC)/, and a closed syllable /CVC/.

Table 6
Syllable Patterns

/CV/	ʔa.muʔ (our-exclusive)	<i>Kaunon mo an amu mangga.</i> You will eat our mango.
	ʔa.tuʔ (our-inclusive)	<i>() Kaunon mo an atu mangga.</i> You will eat our mango
	ʔi.duʔ (dog)	<i>Pakan a an ido ko.</i> Feed my dog.
/CVC/	min.Ju (marry)	<i>Magminyu na kaw?</i> Are you going to marry?
/CCV/	Gwa. pa	Gwapa an bata. The child is beautiful.
/CCVC/	dyis (ten)	<i>Napalit nila an manga nan dyis.</i> They bought the mango at ten.
	kwat.ru	Alas kwatru nan hapon moabot an barko. The ship will arrive at 4:00 p.m.
	pris.Ku	Prisku an hangin sa probinsya. The air is fresh in the province

Consonant Clusters

Consonant clusters are not common in Philippine languages; they usually appear in borrowed words, such as Spanish borrowed lexicon. Table 7 presents 24 allowable

consonant clusters in *Sinurigao*. These clusters are [br], [bl], [bw], [by], [dr], [dw], [dy], [gr], [gw], [kr], [kl], [kw], [mw],[my], [nw], [pr], [pl], [pw], [py], [sw], [sy], [tr], [tw], and [ty].

Table 7
The Consonant Clusters of Sinurigao

Clusters	Sample Words	Gloss
b	r,l,w,y bringhinas, bloke,bwena, byuda	eggplant, block, good, widow
d	r,w,y druga,dwende,dyaga	drugs, dwarf, lady
g	r,w gripo,gwantis	faucet, gloves
k	r,l,w krudo,klip,kwarenta	diesel, clip, forty
m	w,y mwebles, Myerkules	furniture, Wednesday
n	w, nwebe	nine
p	r,l,w,y presko,plato,pwerta,pyur	fresh, plate, door, pure
s	w,y swit staged	sweet, shout
t	r,w,y trese, twerka, tyana,tyanggi	thirteen, screw, let's go, market

The table of consonant clusters reveals that glide [w] is common in all the clusters, such as [bw], [dw], [gw], [kw], [mw], [nw], [pw], [sw], and [tw].

Table 8
The Diphthongs in Sinurigao

Diphthongs	Sample Words	English Gloss
aw	ma.ra.dzáw, ,pá.naw	good, walk
aj	ka.páj, du.páj, ba.jáj	fin, shadow, house
iw	ta.líw.tiw baliwbaliw	pointed, nose bridge
uj	su.núj, há.buj	rooster, blanket

Phonological Processes

The phonological process is a pattern children use to simplify adult words. These are the errors that they commit when learning the language. In Philippine languages (PL), stress caused debate among researchers and linguists. However, the so-called "stress" in PL could only be a phonemic lengthening of syllables rather than emphasizing sonority. Phonological processes in Sinurigao include deletion and alternation.

Deletion

The data collected reveals that the *Sinurigao* language undergoes deletion where the final vowel of the base word is omitted and added by suffixes like *ha* for *daya+ha* → *dayaha* → *dayha* [to bring], *a* for *tawag + a* → *tawaga* → *tawga* [to call] and [i] for the word *kapot+i* → *kapoti* → *kapti* [to hold]. According to Dumanig (2015), deletion occurs following an identified pattern; however, this inquiry proved otherwise. Some words omit phonemes like *basi* from *basin* [maybe] where [n] was omitted without adding a suffix or circumfix. Deletion also happens in phrases like *sa imo* [to you], where the initial word is deleted and substituted with [d] to form a new word *dimo* and *dila* from the phrase *sa*

ila [to them]. The table below shows some of the common words where deletion occurs.

Table 9
Deletion in Sinurigao

Before deletion	After deletion	Gloss
jaon+may	jaoy	There is/are (DEM).
waya+may	wayay/way	There is/are no
Tunga + nan duyom	Sunday duyom	midnight
Kapot+i	kapti	hold
Daya+ha	dayha	bring
basin	basi	maybe
waya	ya	none
Sa+imo	dimo	to you
sa+ ila	dila	to them

Alternation [l-y]

Sinurigao language also undergoes the process of alternation where [l] is changed into [y] when placed between vowels. The alternation is based on Cebuano or Tagalog, more established languages. The table below shows this alternation of l to y.

Table 10
Alternation [l-y]

Cebuano	Sinurigao	English Gloss
lalaki	layaki	male
wala	waya	none
ulo	uyo	head

It was also found that alternations happen when words ending in [l] are changed to [y], like in the examples below.

Table 11
Alternation with words ending in [l]

Cebuano	Sinurigao	English
tambal	tambay	medicine
habol	habuy	blanket
bunal	bunay	beat. strike

Another alternation happens on words with [y] in the final syllable is changed to [j]. Examples are found in the table below.

Table 12
Alternation [y-j]

Cebuano	Sinurigao	English
tiyan	tijan	stomach
buaya	buaja	crocodile
niyog	nijug	coconut

Aside from what was mentioned above, some alternations were found which are from different categories.

Table 13
Other Alternations

Cebuano	Sinurigao	English
Tugnaw	tignaw	cold
Uban	iban	accompany
Pugos	lugos	force
Niuli	nuuli	went home
Lakaw	panaw	walk/leave
Maayo	marajaw	good
kaayo	karajaw	very much

The examples above are manifestations that there are alternations that can be considered irregular because it does not follow the usual trend in alternations. From the table, the alternation from [u] to [i] is evident in the words, *tugnaw* to *tignaw* and *uban* to *iban*; [i] to [u] for the words *niuli* to *nuuli* (went home); *ayo* to *rajaw* in the words *maayo* to *marajaw* (good) and *kaayo* to *karajaw* (very much). An alternation from [p] to [l] is also noted in words *pugos* to *lugos* and [l] to [p] for the words *lake* to *panaw* (walk/leave).

The Morphological Features of Sinurigao

Morphology is the study of the construction of words and the rules for combining morphemes to other morphemes in a given language to form a new word (Fromkin, 2014, as cited in Panera, 2019)

Morphemes

A morpheme is a minimal unit of a language, either a word or part of a word that expresses meaning. It is further classified into free and bound morphemes.

Free

Free morphemes are words that are independent and can express meaning on their own.

Examples

- (a) tao person-tawo
- (b) lalaki male/man-layaki

Bound

Bound morphemes cannot stand independently, and their meaning can only be expressed when attached to a free morpheme. Examples of bound morphemes are prefixes,

infixes, suffixes, and circumfixes. A prefix is an affix inserted before a root or base word. Examples are *ka, na, tig, ting, tag, ma, mu, nu*. On the other hand, Infix is an affix that is added at the right of a base word. Infixes in *Sinurigao* are *ni, in*. Another affix is the suffix added at the end of a root word. Suffixes found in *Sinurigao* are *an han, anan, hon, and on*. Lastly, a circumfix is an affix that can be attached to a word's beginning and ending. These are *na-an, ka-an, and in-an* (Natalia & Wulandari, 2017).

Examples:

Root word: uyan (rain)

Prefix

- a. **Ting-uyan** (rainy season). *Ting-uyan na*. It's a rainy season.
- b. **Tag-uyan** (rained on). *Tag-uyan sila nan bala*. Bullets rained on them.
- c. **Muuyan** (will rain). *Tana muuyan silom*. I am hoping it will rain tomorrow.
- d. **Nu-uyan** (it rained). *Nuuyan kaina*. It rained a while ago.
- e. **Ma-uyan**. (rainy). *Mauyan kuman duyom*. It is rainy tonight.

Root word: kilaw (raw)

Infix

- f. **Kinilaw** (a recipe eaten raw, usually fish) *Mokaon kaw nan kinilaw na isda?* Do you eat raw fish?

Root word: Tiguyang (old)

- g. **Ti-ni-guyang**. **Tiniguyang** an ija binaroan. She/he dresses the old-fashioned way.

Root word: Buhi (alive)

- h. **B-in-uhi** (househelper). *Namalit an binuhi sa SM*. The househelper went shopping in SM

Rootword: Tanom (plant)

- i. T-**in**-anom. Tinanom nan mag-uuma an kamote. The farmer planted the camote or the farmer who planted it.

Root word: Aug (hard work)

Suffix

- j. Kugi-**than** (hardworking) *Kugihan a dayaga*. The lady is hardworking.

Root word: kaon (eat)

- k. Kaon-**on** (will eat). *Kaanon ni Maria an manga ni Juan*. Maria will eat Juan's mango.

Root word: estorya (talk/speak)

- l. estorya-**hon** (will talk) *Estoryahon ko kaw silom*. I will talk to you tomorrow.

Rootword: bati (hear)

Circumfix

- m. na-**bati-an** (heard) *Nabatian ko kaw*. I heard you.

Root word: maguyang

- n. **Ka-maguyang-an** (eldest). Si Rowella an **kamaguyangan** na anak. Rowella is the eldest child.

Inflectional

Inflectional morphemes determine the aspect of the bound morpheme. A suffix is an *inflectional morpheme* that is added to a word (a noun, verb, adjective, or adverb) to designate the grammatical category of that word, such as its tense, number, possession, or comparison. Inflectional morphemes in *Sinurigao* include the bound morphemes *ka*, *an*, *anan*, and *on*. It was noted that the morpheme *ka*, a prefix,

cannot stand alone without the suffix *alike* in the word *Ka-maguyang-an* (eldest). In inflectional morphemes, the essential meaning nor the grammatical category of a word is retained. For instance, adjectives remain adjectives, and so with nouns and verbs. (Nordquist, 2020)

Root word: **Maguyang** (older adjective)

- a. **Ka-maguyang-an** (eldest, adjective)

Root word: **Tambay** (medicine, noun)

- b. **tambay-anan** (medical clinic, noun)

Derivational

Derivational morphemes are those that change the lexical category of the words. This study found the derivational morphemes *on anan*, *han*, *tig*, and *tag*. Like the English language, prefixes are derivational, and suffixes are either inflectional or derivational. In this example, the morphemes *tig* and *tag* are considered derivational. The word *paso* (hot-adjective) becomes *pasoon* (will heat-verb). Below are some examples of derivational morphemes.

Examples

- (1) **Buhok** (hair, noun)

buhok **-on** (thick hair, adjective)

- (2) **Kaon** (eat, verb)

Kaon-**anan**-(restaurant/dining area, noun)

- (3) **Gana** (nice, adjective)

Gana-**han** (to like something/someone, verb)

- (4) **Tuyog** (sleep, verb)

Ting-tuyog sleeping time, adverb)

Morphological Processes

Morphophonemic changes happen in some environments in the *Sinurigao* language. This happens in some environments like affixation, compounding, blending, reduplication, and clipping.

Affixation

Affixation is a morphological process wherein a grammatical element called an affix is added to a root word, stem, or phrase, thus creating derived or inflected forms. Affixes are classified into prefixes, infixes, and circumfixes (Igaab & Kareem, 2018). A prefix is an affix inserted before a root or base word. Examples are *ka*, *na*, *tig*, *ting*, *tag*, *ma*, *mu*, *nu*. A circumfix is an affix that can be attached to a base word's beginning and ending. Below is a table of nominal affixes and their meaning.

Table 14
Nominal Affixes

Affix	Base	Meaning of derivation	Examples	Root/Stem
-ero	N, V	occupation/profession	Kusin-ero	kusina-kitchen
Kada-	N, V	each, every	Kada-tuig every year	tuig-year
pag-	V	abstract concept/entity	pag-mata to wake up	mata-awake
tig-	V	doer of habitual action	tig-hugas habitually wash	hugas wash
ting-	N, V	time or season of	ting-uyan rainy season	uyan rain

Compounding

Compounding is putting two words together to form a new word. The table below presents the compounding of words in *Sinurigao*.

Table 15
Compounding

Sinurigao	English
<i>Lund-patay</i>	Through thick and thin
Bilat-ido	Extreme poverty
Pisik-lagsik	Immediate recovery from sickness
<i>Supp-buto</i>	Seeking for favor

Blending

Another exciting feature of the *Sinurigao* language is the blending of words. This is commonly noted in demonstrative pronouns. Below are examples of words that have undergone blending.

Table 16
Blending

Words	Blended Words	Gloss
jaon+ diri (EXIST + DEM.APPROX)	jari	'here' (DEM.APPROX)
Jaon+didto	jadto	there
jaon+may	jaoy	There is/are (DEM.)
waya+may	wayay/way	There is no/are no
Tunga + nan duyom	Sunday duyom	midnight

There are no rules to which these words blend. The reasons could be ease of articulation and grammaticalization, according to Atos et al. (2015.)

Reduplication

Reduplication is a morphological process in which the root or part of the root of a word may be repeated, resulting in a change in meaning. Madeja et al. (2017) The following words are samples of reduplication in *Sinurigao*.

Table 17
Reduplication

Sinurigao	English
daku-daku	chief, boss
waya-waya	financial incapacity
Bunga-Bunga	nipples
buybuy	pubic hair
tuktuk	forehead
buna-buna	top of the head

In *Sinurigao*, not all reduplicated words contain a root word. For example, *buybuy*, *tuktuk*, and *bunabuna* do not make sense and become meaningless when not reduplicated or changed its meaning, like *daku* (big) from *dakudaku* (head/chief) and *bunga* (fruit) from *bungabunga* (nipples).

Clipping

Clipping is another morphological process found in the *Sinurigao* language. Clipping is the process of shortening the words by dropping the word's affixation in full or partially and retaining one or more syllables (Fromkin et al., 2014, as cited in Panera, 2019)

Table 18

Clipping

Babaji	baji	girl, lady, female
katujuan	tujo	purpose
minailo	ilo	orphan
tiya	iya	aunt
tiyo	iyo	uncle

Despite similarities between *Sinurigao* to Central Philippine languages in terms of syntax, it is considered distinct. *Sinurigao* has unique vowel and consonant sounds, stress and intonation patterns, and morphophonemic processes.

RECOMMENDATIONS

This study can be a basis for another inquiry about other linguistic features of the language. More researchers will be inspired to consider this language as their focus of study as there are other areas, they can explore in studying the language.

Moreover, it has been noted that *Sinurigao* is utilized only in informal domains, while Cebuano, Filipino, and English are preferred for formal domains. This herculean task of language preservation should be the collective effort government and its people. It is recommended that government and private agencies utilize the language in both oral and written communication. Using the language in formal domains will strengthen and revitalize it; thus, the *Surigaonons* will not forget their language.

Secondly, the data from this study can be utilized as teaching material for the MTB-MLE framework of the Department of Education in the areas where the language is spoken. Curriculum developers may consider teaching *Sinurigao* grammar in MTB-MLE classrooms.

Lastly, native speakers are encouraged to conduct more studies to find more language variants and other linguistic aspects of *Sinurigao* to prove that language is distinct. It was observed in the collected data for this study that there are variations of the different terms according to a geographical area.

REFERENCES

- Aikhenvald, A. (2015). *The art of grammar: A practical guide*. UK ed., Oxford UP. Pp 44-77
- Barry, A. (2008). *Linguistics perspective on language and education*. Pearson International Edition, Pearson Education, Inc., USA.
- Berger, A. A. (2020). *Media and communications research methods: An introduction to qualitative and quantitative approaches*. 5th edition, Thousand Oaks, California, Sage Publications.
- Biddix, J.P. (2018). *Research methods and applications for student affairs*. San Francisco, CA, Jossey Bass.
- Bolbanabad, A.M., & Hanifi, R. The effect of language changes on culture cause by producing knowledge and technology. *International Letters of Social and Humanistic Sciences*, 39, p. 23, doi:10.18052/www.scipress.com/ILSHS.39.20
- Dixon, R. (2010). *Basic linguistic theory*. Vol. 1, New York, USA, Oxford University Press.

- Dumanig, F. (2015). Descriptive analysis of the Surigaonon Language. *Polyglossia*, 27, p. 9, [www.researchgate.net/publication/277565140 Descriptive Analysis of the Surigaonon Language](http://www.researchgate.net/publication/277565140_Descriptive_Analysis_of_the_Surigaonon_Language).
- Eberhard, D., Simons, G., & Fennig, C. (2022) *Ethnologue: Languages of the world*. 25th Ed. Dallas: SIL International. www.ethnologue.com
- Fasold, R.W., & Connor-Linton, J. (Eds) (2013). *An introduction to language and linguistics*. 6th ed., New York, USA, Cambridge University Press. repository.bbg.ac.id/bitstream/531/1/An_Introduction_to_Language_and_Linguist
- Frawley, W. (Ed.) (2003). *International encyclopedia of linguistics*, 2nd ed. Oxford, UK: Oxford University Press.
- Hornberger, N.H. (1998). Language policy, education, language rights: Indigenous, immigrant, and international perspectives. *Language in Society*, 27(4), pp. 439
- Igaab, Z.K., & Kareem, I. A. (2018). Affixation in English and Arabic: A contrastive study. *English Language and Literature Studies*, 8(1), 92-103.
- Lewis, M. P., Simons, G. F., & Fennig, C. D. (Eds.). (2013). *Ethnologue: Languages of the world* (17ed.). Dallas: Texas: SIL International
- Liwanag, M. (2017). Community-based descriptive orthography of Surigaonon Language. *ASEAN*
-

Journal of Community Engagement, 1(2).
doi:10.7454/ajce.v1i2.91.

Madeja, J., Lara, M.L.A., & Abenis, A.B. (2017). Waray morphology. *American Journal of Sustainable Cities and Society*, 1(6), pp 22-43.

Nassaji, H. (2015). *Qualitative and descriptive research: Data type versus data analysis*. *Language Teaching Research*, 19(2), pp. 129–132, doi:10.1177/1362168815572747.

Natalia, S., & Wulandari, T.R. (2017). Identifying affixes in English and Bahasa languages. *Holistics Journal*, 9(17), pp. 8–9.
www.semanticscholar.org/paper/IDENTIFYING-TYPES-OF-AFFIXES-IN-ENGLISH-AND-BAHASA-NataliaWulandari/323bb04fc42efaac3f69a04edfe7e1d3fb70b8ff.

Nordquist, R. (2020, August 29). Meaning and examples of inflectional morphemes.
<https://www.thoughtco.com/what-is-an-inflectional-morpheme-1691064>

Patton, M. (2015). *Qualitative research and evaluation methods*. 4th ed. United States of America, Sage Publications Inc.

Paredes, F.T. The discourse grammar of Sinurigao. *IAME International Journal of Literature, Philosophy and Religion*, 8(1), p.49–60, lib.mainit.org/60/1/PAREDES-grammar.pdf

Rosero, M.W. (2021). A grammar sketch of Masbatenyó. www.academia.edu/7429425/A_Grammatical_Sketch_of_Masbatenyó.

Simons, G. F., & Fennig, C.D. (2017). *Ethnologue: Languages of the world (20th Ed.)*. SIL International.
www.ethnologue.com

