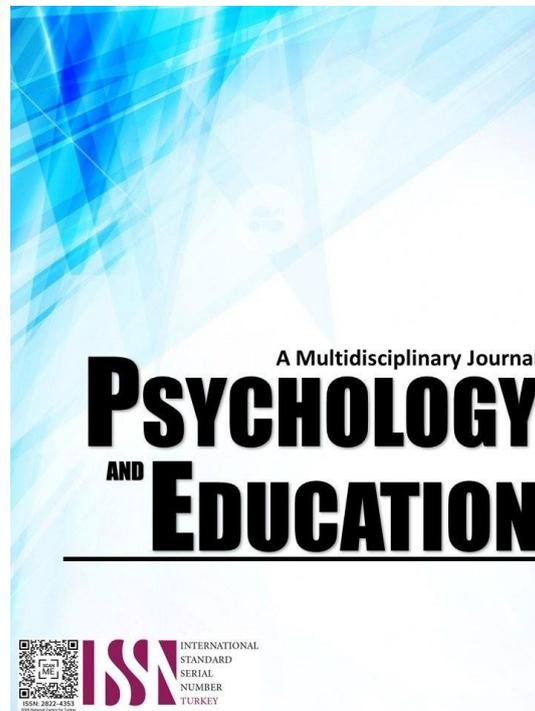


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PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 14

Pages: 1006-1011

Document ID: 2023PEMJ1310

DOI: 10.5281/zenodo.10045852

Manuscript Accepted: 2023-27-10

A Common English Phrase Utilized by Ilonggo Speakers and Its Translation Into Hiligaynon: A Contrastive Analysis

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Abstract

The objective of this contrastive analysis is to know the distinction between the English language and the Hiligaynon dialect and how they differ from each other in terms of the phrases commonly used, such as greetings and usual wordings, utilized by Ilonggo speakers in their day-to-day conversation. Its purpose is to evaluate the differences between the phrases being translated from English to Hiligaynon, as they are not the same except that they are both utilized and used by many individuals, most especially in Mindanao. In addition, this analysis helps everyone understand further its functions and showcases the uniqueness of the English language and the unique features of Ilonggo's dialect, Hiligaynon. Specifically, this study is focused on how the phrases are changed without deviating from its original meaning and purpose, the process of translation, and the result of the phrases being translated. The following phrases are the examples of how the phrases are converted from English to Hiligaynon without breaking the denotation of the word and its meaning. The phrases, "happy to meet you," as "nalipay ako makilala ka," "good morning to ma'ayung aga," "good afternoon to ma'ayung hapun," and "good evening to ma'ayung gab.i" are just some of the English phrases utilized by Ilonggo's in their daily lives that were translated into their local dialect which is Hiligaynon. The data used in this analysis were derived from narratives and phrases uttered and used by Ilonggo speakers in their everyday living. Thus, the translation happens depends upon the phrase used and how the words are being constructed and utilized.

Keywords: *contrastive analysis, translation, dialect, language, phrases, utilization, Philippines*

Introduction

In today's world, using language well helps us get along with other people at home and at work. You will also be a better public speaker if you know how to use language well. Because language is such a vital aspect of public speaking, many students do not devote enough effort to honing it. In local settings, most especially here in the Philippines, specifically in Mindanao, there are lots of dialects utilized by different groups of people, thus this is the way to build connections and help each other understand one another.

According to Wrench, J. S., McCroskey, J. C., and Richmond, V. P. (2008), when we say "language," we mean the words you choose to use in your speech; hence, our concentration is on spoken language by definition. Prior to written language, spoken language has always existed. Written or documented language, according to Wrench, McCroskey, and Richmond, is a twelve-inch ruler representing the human history of language. In addition, of the more than 6,000 languages spoken today, just a few use a written alphabet. MLewis (2009).

Language is important because it is the main way that people can talk to each other and interact. Some linguists even say that our ancient ancestors' ability to learn language was the most important thing that

helped them grow and do better than other hominid species. (Mayell, 2003).

Fuentes and Mojica (1999) say that Filipino was marketed as "the mother tongue," which was better than "the second language," English, for helping students learn better in school. In the end, this argument laid a broad foundation for using Filipino, the national language, as the medium of instruction. This led to the establishment of bilingual education in the early 1970s, where both English and Filipino were used as the mediums of instruction for different subjects in school. The rest of the mother tongues, on the other hand, were given less important roles in literacy development.

When it comes to language, the Philippines, which has a lot of cultural impacts from nearby Asian nations, has a lot of effects. These forces shaped the fabric of the country's communication system, which eventually evolved into what people use today. Hiligaynon is a Philippine language that is widely spoken throughout the nation, including certain portions of Mindanao. Some say that it is the Ilonggo language; however, the fact is that Ilonggo is the ethnolinguistic group of native Iloilo residents, while Hiligaynon is the language's name. Despite their differences in meaning, these terms can be used interchangeably when

discussing language.

Must Go Travel (2014) reaffirmed that Hiligaynon, also known as Ilonggo, is a member of the Bisayan branch of the Austronesian language family. This language is spoken by 5,770,000 people, most of whom live on Panay Island, in the Philippines. Apart from that, Hiligaynon is the fourth most common of the 175 Philippine languages, closely related to Capiznon, Masbatenyo, and Porohanon.

Moreover, the English words or phrases translated into Hiligaynon are now commonly utilized by the locals in their everyday lives, and this is a direct translation based upon the words being translated. We can see in this analysis how certain words or phrases in English are converted into Hiligaynon. Mair (2018) emphasized that contrastive linguistics involves comparison of two languages with primary purpose of applying the findings for the benefit of the community. Thus, the result of this study will be very beneficial for future learning material development.

Methodology

Research Design

In this work, a qualitative research design with contrastive analysis was used. According to Creswell (2007), a qualitative study is one in which the inquirer frequently makes knowledge claims based on constructivist viewpoints, advocacy, or both. Also, McBride and Schostak (2008) stated that qualitative research is better for this study than quantitative research because the researcher was more interested in how the phrases are changed without losing their original meaning and purpose, the process of translation, and the results of the phrases being translated.

Moreover, this study utilized contrastive analysis, which Kusyowo (2014) described as one way to help people who want to learn another language find similarities and differences between the source language and the target language, which often makes it hard for the learner to learn the target language. As emphasized by James (1981) and Mair (2021), contrastive analysis using translation process is the best basis of comparison in establishing cross-linguistic relationships. In this analysis, translation to the target language, Hiligaynon, was made in order to draw the similarities and differences between two languages in terms of phrases being translated from

English to Hiligaynon. How the phrases are changed without deviating from its original meaning and purpose, the process of translation, and the result of the phrases being translated.

Data Sources

The researchers used available internet studies on English to Hiligaynon translation and its results. The researchers extracted the most commonly used English phrases by Ilonggo speakers, particularly in their everyday conversation.

Data Collection and Analysis

The commonly utilized English phrases by Ilonggo speakers were translated and gathered for the collection of the linguistic data for this study. Since the study focuses only on commonly used English phrases and their translation into Hiligaynon, phrases that are commonly utilized, especially in the everyday lives of Ilonggo's, were presented. These phrases are arranged in order to easily comprehend the translations of the phrases.

After the collection of the research materials for this study, the data analysis commenced. Creswell (2007) proposed the following steps in the process of data analysis: The researchers organized and prepared the data for analysis. These steps include the translation of phrases that are commonly utilized and frequently used by Ilonggo speakers in their everyday lives and how these phrases change or maintain the denotation of the phrase being uttered by these locals. The translation of the said phrases is aligned to the corpora in the light of contrastive analysis, particularly using structural analysis.

Results and Discussion

Grammatical Explanation

1. *Ka* is a short version of the pronoun *ikaw*, which means "you." In conversation, the shorter version is usually employed.
2. There are differences in pronunciation between *udtu* and *ugtu*. Both words imply 'afternoon.'
3. The word *man* is a generic term that can refer to a wide range of concepts, including 'also, well, too.'

Table 1. *Frequently Used English Phrases Utilized by Ilonggo's and its translation to Hiligaynon.*

Phrase	Ilonggo (Hiligaynon)
Welcome	Dayón
Hello (General greeting)	Hello Hi
How are you?	Kamusta ka? (formal) Musta ka? (informal)
Reply to 'How are you?'	Maayo man, salamat
What's your name?	Ano imo ngalan? (formal) Ano ngalan mo? (informal)
My name is ...	Ang ngalan ko ...
Where are you from?	Di-in ka halin?
I'm from ...	Halin ko sa ...
Pleased to meet you	Nalipay ako makilala ka
Good morning (Morning greeting)	Ma-ayung aga
Good noon	Ma-ayung ugto/udto
Good afternoon (Afternoon greeting)	Ma-ayung hapun
Good evening (Evening greeting)	Ma-ayung gab'i
Good night	Maayung Gab'i Tulog na 'ta
Goodbye (Parting phrases)	Asta sa livat Bai Bai (inf)
Yes	Hu-o
No	Hindi
Maybe	Siguro
I don't know	Am-bot?
Do you understand?	Kuha mo? Kwa mo? Na gets mo? Gets mo?
I understand	Gets ko
I don't understand	Hindi ko ma-intindihan Hindi ko ma-intinde Indi ko ma gets
Please speak more slowly	Palihug hinaya ang pag-hambal
Please say that again	Liwat bi?
Please write it down	Sulata
Do you speak English?	Makahambal ka sang Ingles?
Do you speak Hiligaynon?	Makahambal ka sang Illongo?
Yes, a little (reply to 'Do you speak ...?')	Hu-o, jutay lang
Excuse me	Palihog sang madali lang

In this part of the Philippines, *Ma'ayung aga* is from early morning until lunchtime. *Ma'ayung udtu or ugtu* is often spoken between 11:00 AM and 1:00 PM. *Ma'ayung hapun* is used when the hour is between 1:00 and 6:00 PM From 6:00 PM till early dawn, the *Ma'ayung gab'i* greeting is appropriate. Some believe that Filipinos are fatalists. This view may be supported by the response *Sa kalu'uy sung Dyus, ma'ayu man*. This way of thinking is more common among older people who live in barrios than among younger people and people who live in cities.

Also, *lang* and *anay* are fillers, which are parts of speech that add to the meaning of a sentence but have no grammatical purpose. *Lang* is sometimes called a "limiting particle" or a "definite particle" because it limits what comes before it. It means pretty much the same as "*just only*." *Anay* is one of the "patience particles" that are used to make a sentence sound more polite. In this analysis, "please" is said with the word "*anay*." Further, *mayad* and *miyad* are different dialects, and so are *sing* and *sang*.

Moreover, there are also different ways to say "*come in*" in Hiligaynon depending on where you are. *Saka' anay* is used when a visitor has to climb a set of stairs. When the visitor is right outside the door, you use *sulud anay or dayun lang*. *Sulud anay* is the official way of asking someone to come into an office. *Dayun lang* is less formal and should only be used when visiting someone's home.

Table 2. *Phrases used by Ilonggo's in Leave Taking Micro-Dialogues*

<i>Ti', ari na aku, ha</i>
Well, I'm (on my way) now.
<i>Ti', malakat na aku, ha.</i>
Well, I will go now.
<i>Malakat na aku. Salamat gid.</i>
I will go now. Thank you so much.
<i>Wala' sing anu man. Balik bwat.</i>
You are welcome. Come back tomorrow.
<i>Anay ka, ulihi na aku.</i>
Just a minute, I'm already late.
<i>Sigi.</i>
Okay.

Grammatical Explanation

1. *Ti* is a hesitant particle that signifies "well."
2. *Na* is a "time-related particle" that is employed in



specific actions. It implies "now" or "at this moment" when speaking of the present. When applied in a past temporal construction, *na* indicates "still, just, already."

3. *Gid* enhances the quality of the word that comes after it.

The Filipino people have a well-deserved reputation for being kind and hospitable, particularly toward visitors from other countries. In addition, they go out of their way to invite people they have only recently met.

Vocabulary List

English	Hiligaynon
Again	Liwát
Go	Come
Back	Balik
Here	Ari
I	Akú
Late	Ulihi
Okay	Sígi

These are some of the English terms that Ilonggo speakers use in ordinary conversation with others, as well as their Hiligaynon translations, as seen in the table above.

Table 3. *Hiligaynon Deictic*

<i>ini</i>	'this'	close proximity to the speaker
<i>ina</i>	'that'	distant from the speaker
<i>atu</i>	'that'	extremely remote from both the speaker and the listener

Demonstratives are words that refer to a person, a place, a time, or an anaphora. They have linguistic and existential inflections. The English words or phrases used by Ilonggo speakers are unique in nature, and the words translated are the outcomes of the words converted from English to Hiligaynon, as shown in the table above. These things are important or need to

remember because it guides or help you understand further the results of the words converted. The Hiligaynon has a particular pronoun for *this*, *that*, *there*, and *those*. There are variations in Hiligaynon terms when employed according to distance, as illustrated above. *Ini* denotes that the 'object' is near the one who spoke, while *ina* denotes that the one talked to is near the one who spoke. While *ina* indicates that the person being spoken to is close to the one speaking.

Comparison and Contrast of Commonly Used English Phrases utilized by Ilonggo Speakers

In order to present certain types of comparison and contrast between languages, Contrastive analysis is used. Hence, in this case structural analysis is also done. The commonly used English phrases by Ilonggo speakers and its translation to their local dialect, Hiligaynon. Linguistic interference or negative transfer is thought to be caused by structural differences between the native and target languages in second language (L2) learning and use. According to Fisiak (1981), proficiency in L2 (the target language) will be some joint function of proficiency in L1 (the native language), training in L1, training in L2, and the structural relationship between L1 and L2.

Hiligaynon phrases are the results of words being translated from English or any other language. As seen in the tables above, there are only a few instances where word constructions are placed differently than in English. This is because the Hiligaynon language is a verb-initial sentence with a V-S-O pattern, whereas the English language has an S-V-O pattern as its basic pattern.

Furthermore, the patterns used in Hiligaynon exhibit characteristics that feature gender ambiguity. As in the use of the third person pronoun 'siya' or 'sya' when there is no definite antecedent.

This is a communication issue because there are no noun referents, which may lead to miscommunication. Furthermore, the demonstrative pronouns of the Hiligaynon language have a distinct usage in terms of aspect. These deictic usages are significant as they determine the results of the words' being use and translated.

Conclusion

When examined construction by construction, they

have striking resemblance those in unrelated languages, particularly when translating frequently used words or phrases by Ilonggo people into Hiligaynon dialect. Hiligaynon clauses can have one, two, or three syntactic arguments, but not three. Coding of pronominal clitics and determiner phrases displays substantial ergative/absolutive patterning as well as grammatical argument status and differential argument marking based on referent animacy, identifiability, and specificity. Syntactic argument structures are changed to cast topical referents as absolutes or ergatives. Absolutes are as old as ergatives.

Hiligaynon does not have a prototypical passive counterpart. The core arguments are all on the same page in terms of topicality. When transitive agents (A) are ambiguous or insignificant, they may be omitted, but the clause remains grammatically transitive. Subjects of imperatives are omitted in some languages: Leave! Close the door! Second-person addresses of both intransitive and transitive commands may be omitted in Hiligaynon; what distinguishes these arguments, however, is volition and agency rather than subjecthood.

Hiligaynon shows no evidence of quantifier float: quantifiers appear alone or in combination with the expression they quantify. Hiligaynon demonstrates the omission of coreferential arguments, but the conditions for omission are determined by discourse topicality and information packaging rather than by a specific grammatical relationship.

Other Hiligaynon constructs, on the other hand, clearly demonstrate a behaviorally determined absolutive category (S, P). Participant nominalization via conversion is a good example. The nominalization refers to the absolutive argument (S, P) of the nominalized verb or clause: "the he bullies" for "the bully"; "the he bullies." "him" represents the one who gets bullied.

Similar patterns may be observed in a variety of different nominalization-based systems. Some content-questions take the form of equational sentences, which consist of a query word followed by a nominalized clause referring to the person in question. Subjects > Indirect Objects > Obliques > Genitives > Object of A universal ranking of grammatical connections in terms of their accessibility to relativization has been proposed. Is it a topic if a language only allows one sort of argument to participate in relativization? Obviously, working in both directions will be the best way to avoid circularity and improve results on both

sides, both specific and general, based on what is learned on the other side.

All of these findings confirm the general observation that, for lack of mastery of the target language, the second-language learner always falls back on his own language and transfers the structural forms and meanings of his language into the one he is learning. The contrastive analysis showed there are differences in the morphological and syntactic structures of English and Hiligaynon which constitute the "trouble spots" in the Hiligaynon students' learning of English. Also, various structures that the contrastive analysis identified as critical because of evident like hood of interference from the dialect are high in the hierarchy of difficulty. This proved that previously learned language habits have a tremendous influence on the learning of a second language.

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