

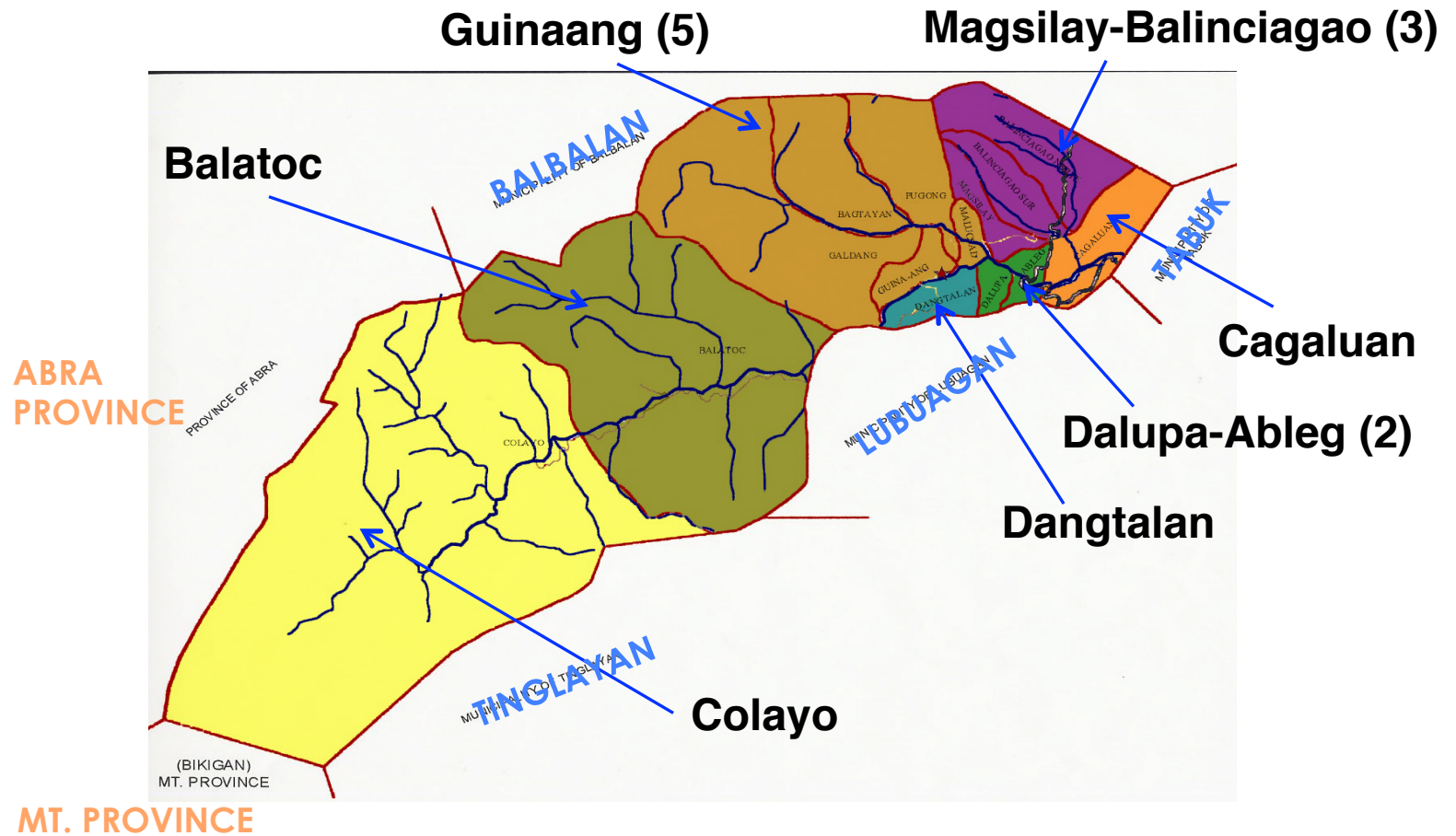


Dialect perception  
and language  
development  
in Pasil, Kalinga

Ryn Jean Fe Gonzales  
Translators Association of  
the Philippines

# Background: Pasil, Kalinga





# Pasil sub-tribes

# Sociolinguistic survey of Pasil Kalinga

## ***Purpose of the survey:***

1. Assess the vitality of Pinasil
2. Find out the extensibility of Lubuagan materials to Pasil.
3. If Lubuagan materials are not acceptable, select a standard variety of Pinasil for possible language development.

# Sociolinguistic survey of Pasil Kalinga

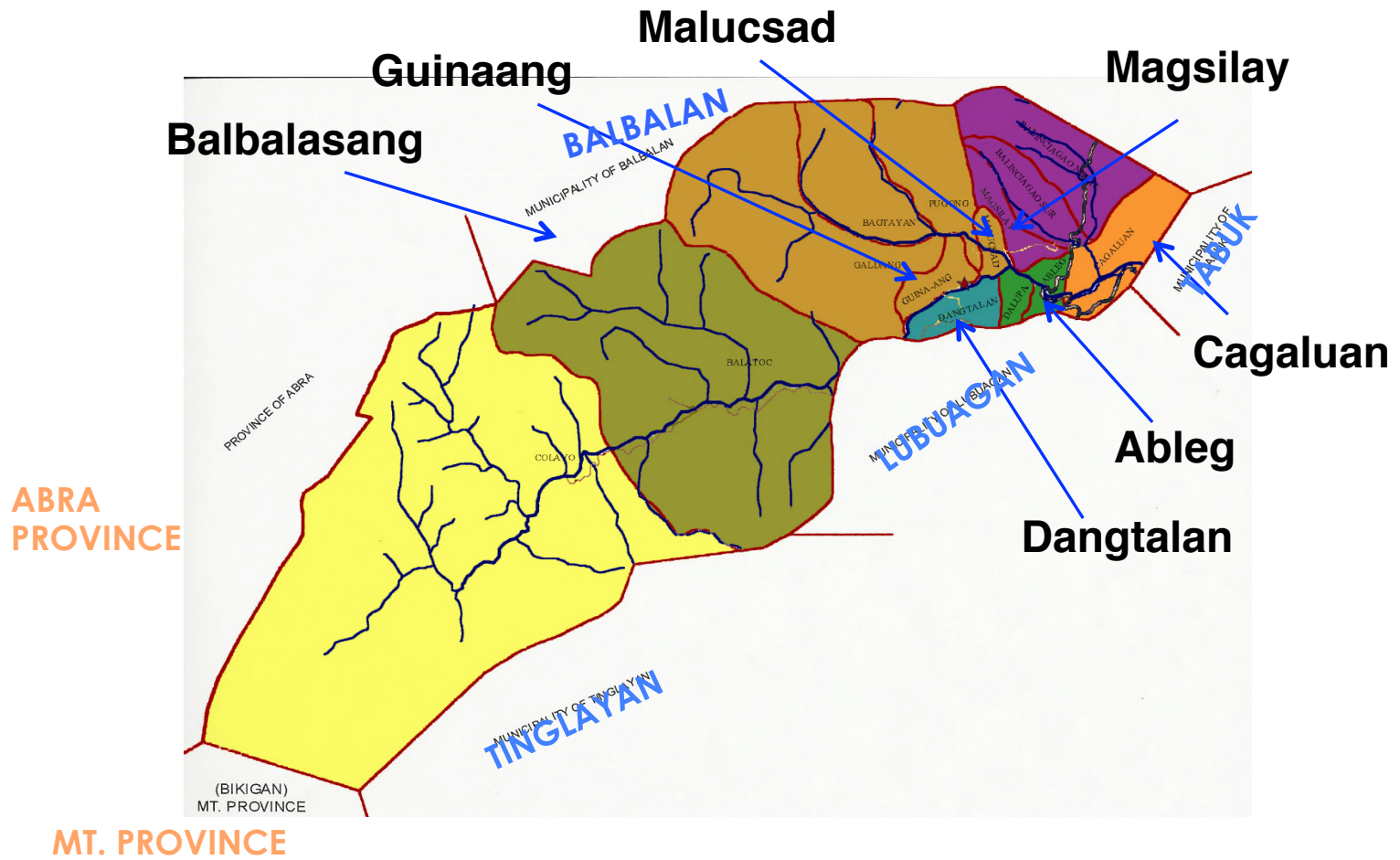
## ***Survey Instruments:***

1. Sociolinguistic questionnaires (SLQs) for individuals, village leaders, church leaders and teachers
2. Participatory tools: **DIALECT MAPPING**, Venn Diagram- Bilingualism, and Venn Diagram- Domains of language use
3. Recorded Text Testing (RTT) of Lubuagan
4. Informal interviews and observations

# Sociolinguistic survey of Pasil Kalinga

## ***Analysis of sustainable level of language vitality and use of Pinasil:***

- ❖ Sustainable Use Model (SUM) (Lewis and Simons 2010)
  - ❖ Expanded Graded Intergenerational Disruption Scale (EGIDS)
  - ❖ FAMED Conditions
    - ❖ Function
    - ❖ Acquisition
    - ❖ Motivation
    - ❖ Environment
    - ❖ Differentiation



# Survey location

# Dialect perception

The measurement of language variation or dialect variation have been used to determine which varieties can be grouped together for sustainable language development.

- ❖ Recorded Text Test (RTT)
- ❖ Lexicostatistics (SIL, 2013)

A new **emic** approach in studying linguistic variation is necessary!



# Dialect Mapping Tool

(Hasselbring 2008)

- ❖ Assist speakers of a specific dialect in discussing information they already know about the dialects and levels of comprehension between dialects.
- ❖ Encourage them to think about which varieties of their language could use a single set of written or oral materials.

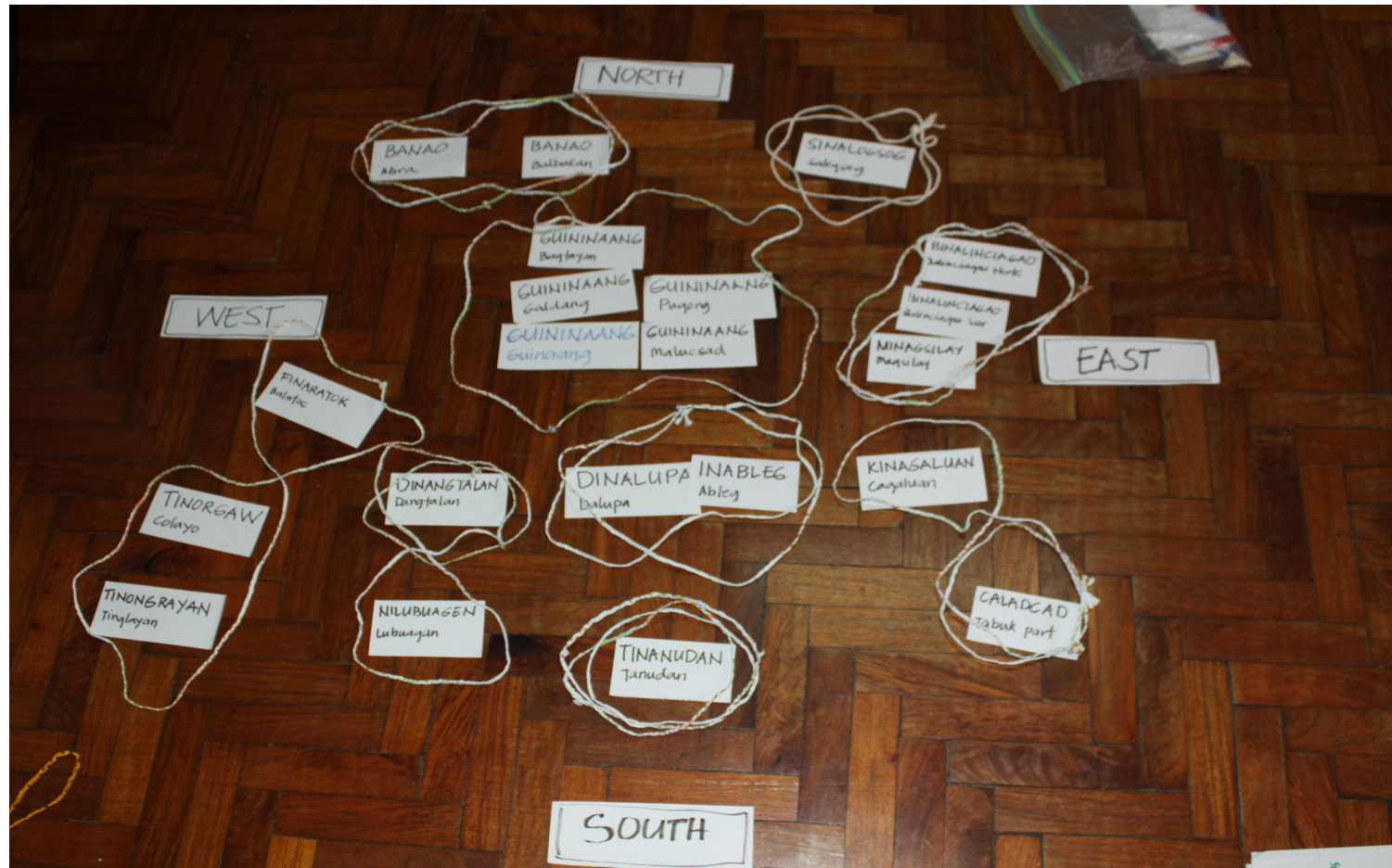
# Dialect Mapping Discussion

- ❖ Participants
  - ❖ 8- 15 participant
  - ❖ Mother tongue speakers who are 'knowledgeable insiders' from the different sectors of the community
- ❖ Facilitation Team
  - ❖ Facilitator
  - ❖ Notetaker
  - ❖ Multimedia documenter

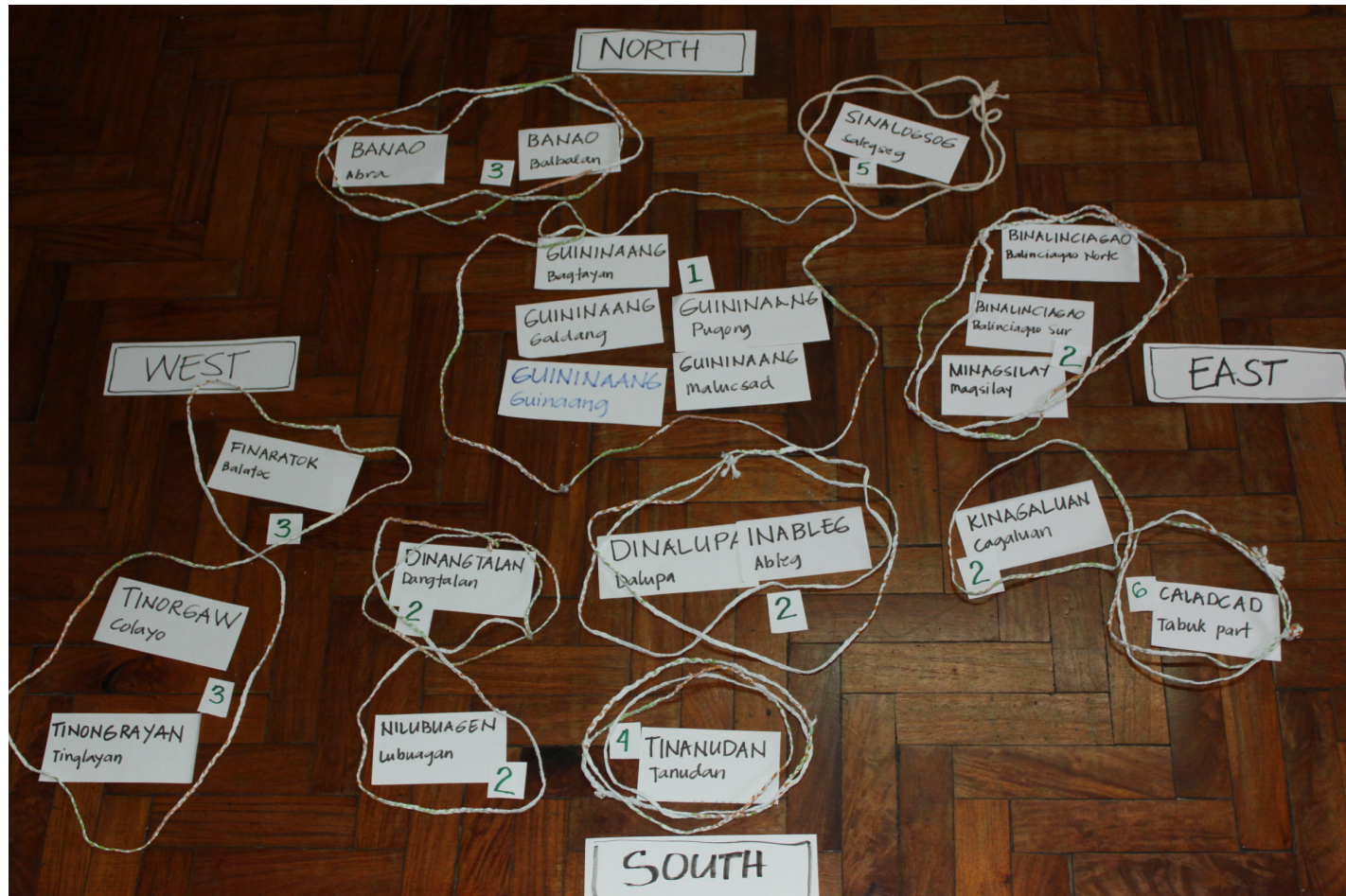
# Step 1a: Identifying varieties of L1



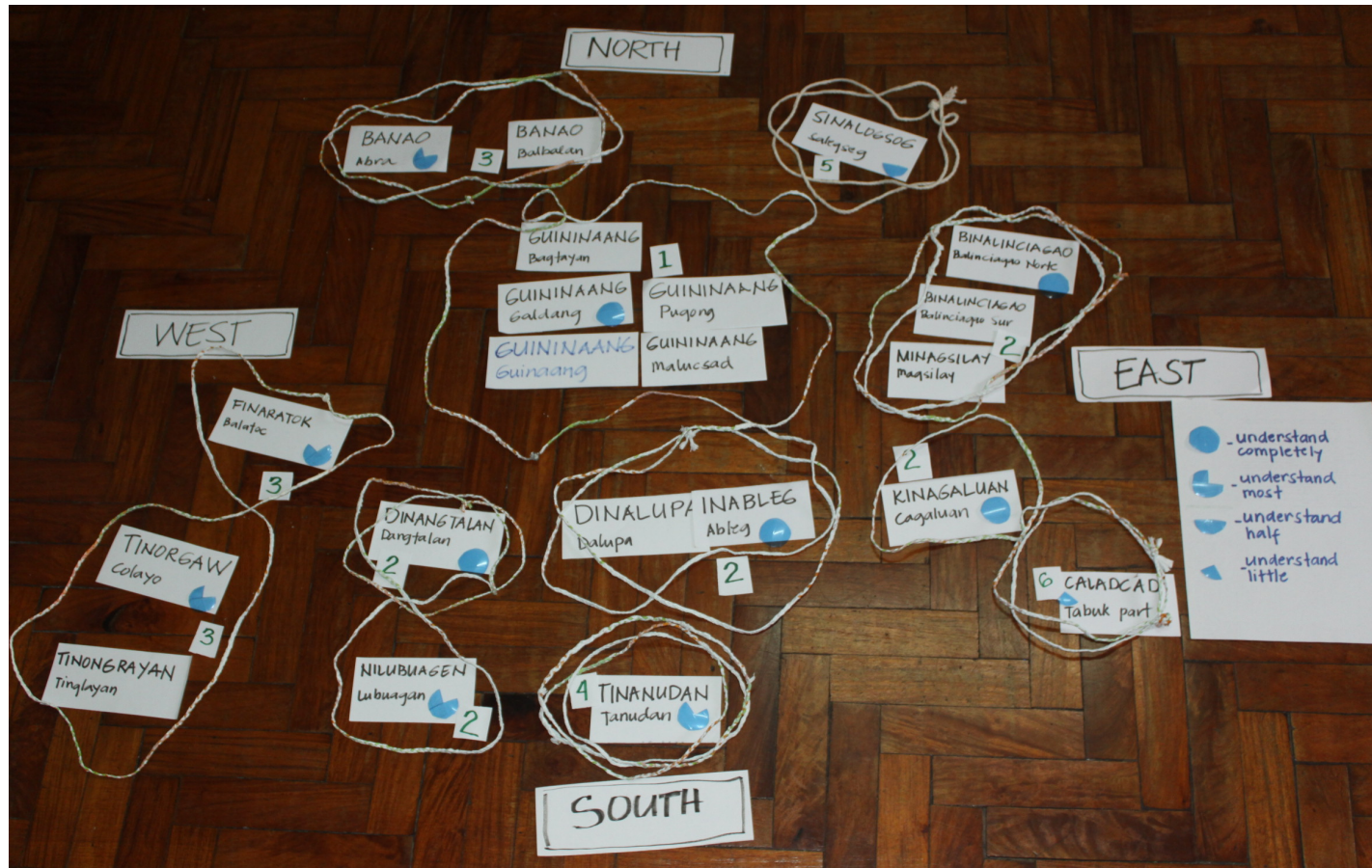
## Step 1b: Perception of linguistic relationships and similarities



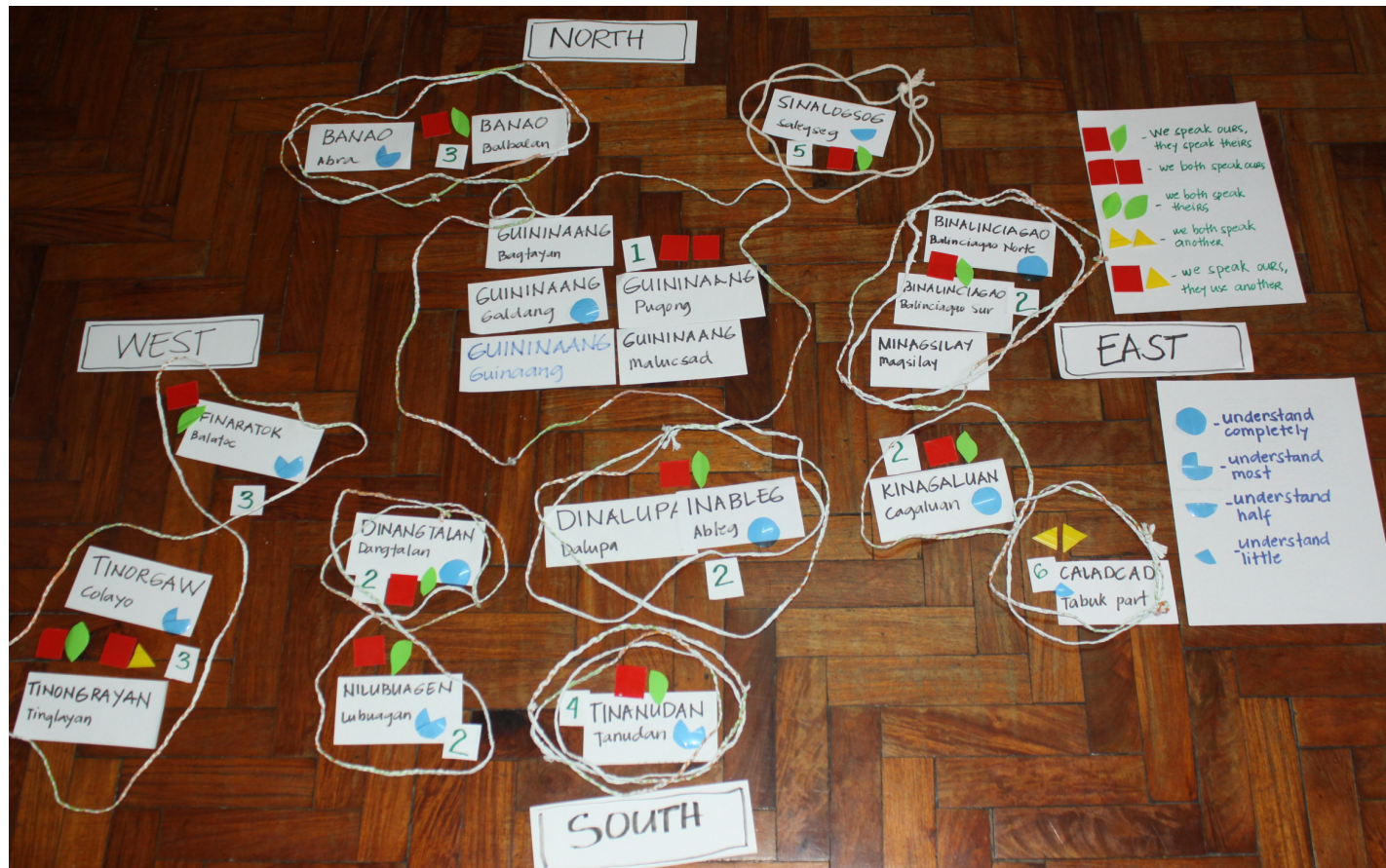
## Step 2: Identifying the most understood variety



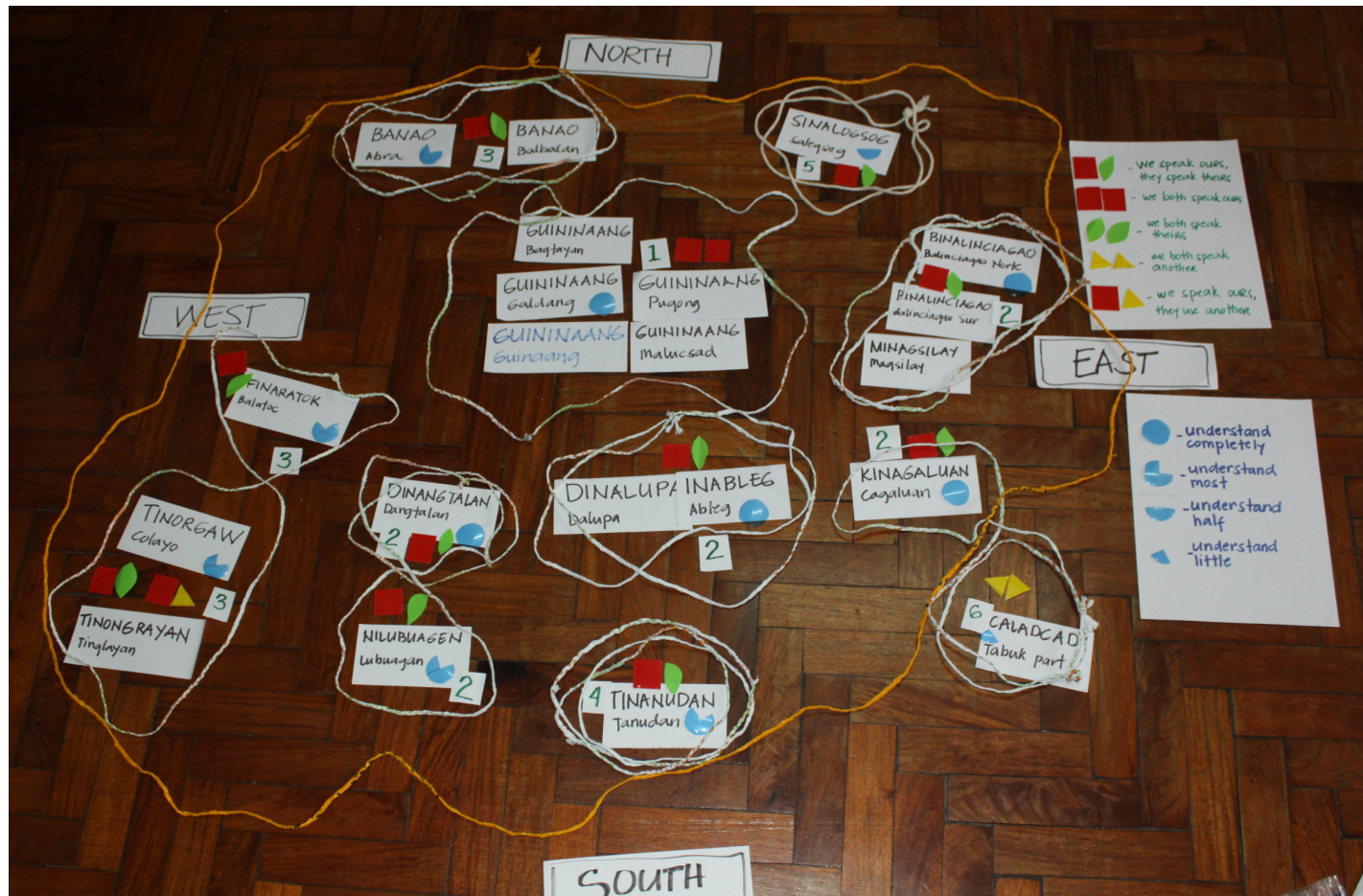
## Step 3: Level of Comprehension



# Step 4: Language use with the speakers of related varieties

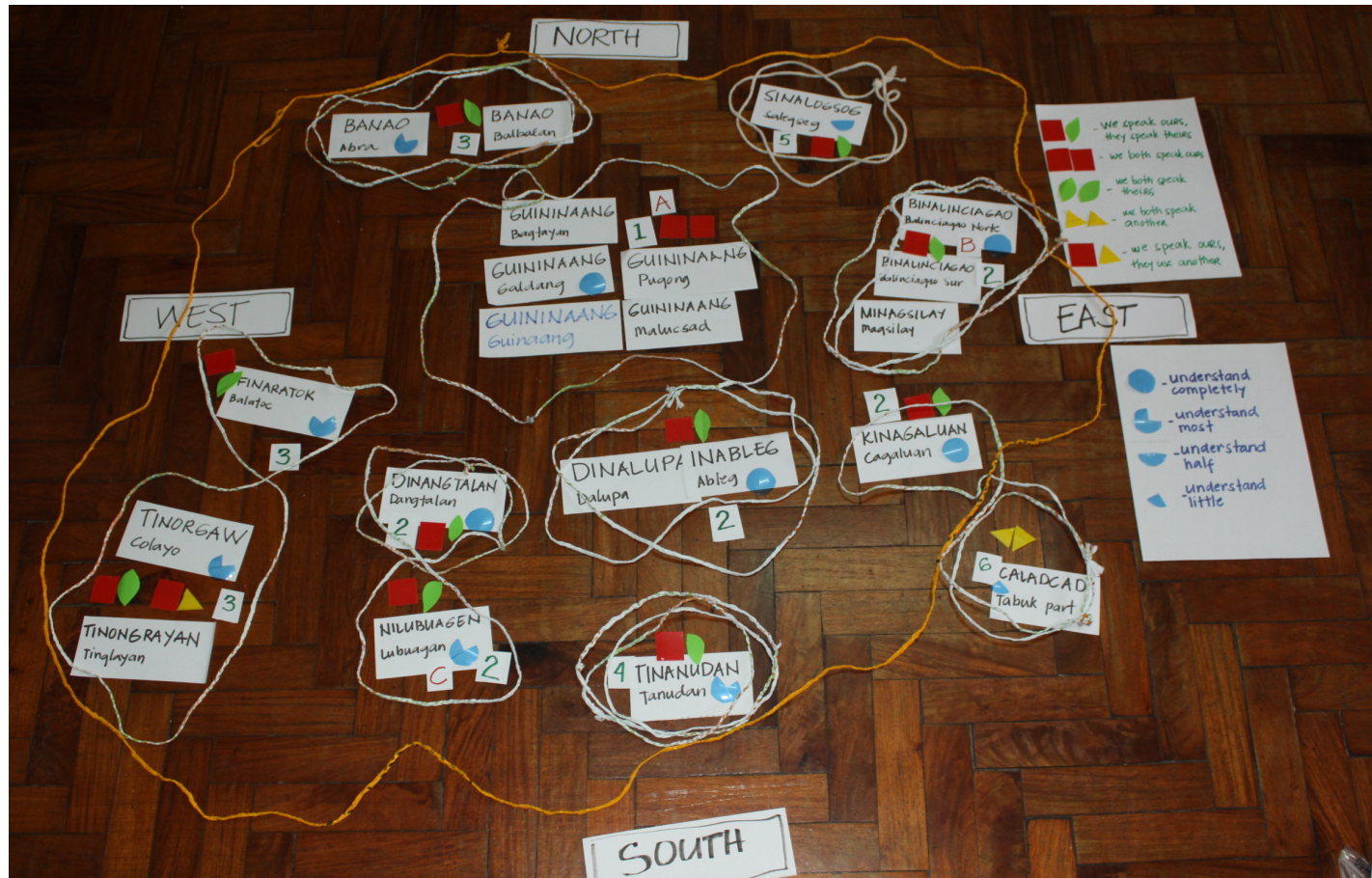


# Step 5 Extensibility of L1





# Step 6 Choices for written standard



# Dialect mapping results

# Step 1 results: Linguistic similarity

Location	Grouping of Kalinga varieties based on perceived similarities																					
	Kinagaluan	Guinaang (Malu)	Guinaang (Pugo)	Guinaang (Guin)	Guinaang (Bagt)	Guinaang (Gald)	Dinangtalan	Dinalupa	Inableg	Minagsilay	Binalinciagao (BN)	Balinciagao (BS)	Banao (Bsang)	Banao (Pant)	Banao (Tiang)	<i>Banao (BALBALAN)<sup>2</sup></i>	<i>Banao (ABRA)<sup>1</sup></i>	Finaratok	LUBUAGAN	Kinolayo/Tinorgaw	Tinongrayan (TINGLAYAN)	
	PASIL												BALBALAN			ABR	PAS	LUB	PAS	TIN		
GUIN	e	i	i	i	i	i	f	g	g	h	h	h				l	L	d	c		b	
MALU	e	i	i	j	j	j	f	g	g	h	h	h				l		d	b	c	a	
MAGS	f	i	i	i	i	i	g	g	g	h	h	h				j		e	c	d	b	
DANG	e	i	i	i	i	i	f	g	g	h	h	h						d	b	c	a	
ABLE	c	g	g	g	g	g	d	e	e	f	f	f				i	J	b	a			
CAGA	d	h	h	h	h	h	e	f	f	g	g	g	k	k	k		k	c	a	b		
BALS	a	a	a	a	a	a	a			a			d	d	d							

## Step 2 Results: Most understood variety

Location	Rank order of understanding of Kalinga varieties													
	Dinalupa	Inableg	Guininaang (Malu)	Guininaang (Pugo)	Guininaang (Guin)	Guininaang (Bagt)	Guininaang (Gald)	Dinangtalan (Dang)	Kinagaluan (Cagal)	Binalinciagao (BN)	Binalinciagao (BS)	Minagsilay (Mags)	LUBUAGAN	Binalbalan/Banao* (Balbalan Proper)
	PASIL											LUB	BAL	
GUIN	2	2	1	1	1	1	1	2	2	2	2	2	2	
MALU			1	1	2	2	2	3						
MAGS	2	2	2	2	2	2	2	2	2	1	1	1	3	3
DANG	2	2	3	3	3	3	3	1						
ABLE	1	1							2	3	3			
CAGA	2	2	3	3	3	3	3	3	1	2	2	2		
BSANG														2
Notes:	Ranking: On a scale of 1 to 3, 1 is the most understood and 3 is the least.													

# Step 3 Results: Level of comprehension

Location	Level of comprehension of different varieties																									
	Kinagalan	Dinangtalan	Dinalupa	Inableg	Mingsilay	Binalinciagao (BN)	Binalinciagao (BS)	Guinaang (Malu)	Guinaang (Pugo)	Guinaang (Guin)	Guinaang (Bagta)	Guinaang (Gald)	Finaratok	Kinolayo/Tinorgaw	LUBUAGAN	Tinongrayan (TINGLAYAN)	BALBALAN	Binalbalan/ Banao* (Balbalan Proper)	Sinalegseg	Banao (BALBALAN) <sup>1</sup>	Banao (Bals)	Banao (Pant)	Banao Tall)	Caladcad (TABUK)		
	PASIL													LUB	TIN	BALBALAN					TAB					
GUIN	C	C	C	C	C	C	C	C	C	C	C	C	M	H	M				M	H	M				U	
MALU	C	C	C	C	C	C	C	C	C	C	C	C	M	U	M	U	M				M					
MAGS	C	C	C	C	C	C	C	C	C	C	C	C	M	M	M	M	M				M				U	
DANG	C	C	C	C	C	C	C	C	C	C	C	C	C	H	C	H	H									
ABLE	M	M	C	C	M	M	M	M	M	M	M	M	U							H	U	H				
CAGA	C	M	M	M	M	M	M	M	M	M	M	M	H	U	M					H	H		C	C	C	
BALS	M	M	M		M			M	M	M	M	M							C	M		C	C	C		

Legend: 1 **C** Understand completely    **M** Understand most    **H** Understand half    **U** Understand little

2 **ABR**- Abra; **BAL**- Balbalan; **BON**- Bontoc; **PAS**- Pasil; **PIN**-Pinukpuk; **TIN**- Tinglayan; **LUB**-Lubuagan; **TAN**- Tanudan; **TAB**-Tabuk

# Step 4 results: Language use

Location	Language use with other Kalinga speakers																									
	Kinagaluan	Dinangtalan	Dinalupa	Inableg	Minagsilay	Binalinciagao (BN)	Binalinciagao (BS)	Guinaang (MALU)	Guinaang (PUGO)	Guinaang (GUIN)	Guinaang (BAGT)	Guinaang (GALD)	Finaratok	Kinolayo/Tinorgaw	LUBUAGAN	Tinongrayan (TINGLAYAN)	BALBALAN	Sinallegseg Banao (BALBALAN)	Banao (Balbalasang)	Banao (Pantikian)	Banao (Talang)	Binalbalan/ Banao*	Caladcad (TABUK)			
	PASIL													LUB	TIN	BALBALAN					TAB					
GUIN	G	G	G	G	G	G	G	R	R	R	R	R	G	G	Y	G	Y	G						G	Z	
MALU	G	G	G	G	G	G	G	R	R	R	R	R	G	G		G	G	G	G							
MAGS	G	G	G	G	R	R	R	G	G	G	G	G	G	G	Y	Z	G	G	G	G						Z
DANG	G	R	G	G	G	G	G	G	G	G	G	G	G	G	Y		G	G	G	G						
ABLE	G	G	R	R	G	G	G	G	G	G	G	G	G						G					G		
CAGA	R	G	G	G	G	G	G	G	G	G	G	G	G	G	G				G		G	G	G	G		
BSANG	G	G	G		G			G	G	G	G	G							G		R	R	R	G		

Legend: 1 **R** We speak my language      **G** I speak mine, they speak theirs      **Y** I speak mine, they speak another      **Z**

# Step 5 Results: Extensibility of L1

Location	Possible users of materials developed in XL														LUB	TIN	BALBALAN				
	Kinagaluan	Dinangtalan	Dinalupa	Inableg	Minagsilay	Binalinciagao (BN)	Binalinciagao (BS)	Guininaang (Malu)	Guininaang (Pugo)	Guininaang (Guin)	Guininaang (Gald)	Guininaang (Bagt)	Finaratok (Baltc)	Kinolayo/Tinorgaw			BALBALAN	Sinalegseg	Binalbalan/Banao* (Balbalan Proper)	<sup>1</sup> Banao (BALBALAN)	Banao (Bsang)
	PASIL																				
GUIN	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
MALU	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x			
MAGS	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x			
DANG	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						
ABLE	x	x	x	x	x	x	x	x	x	x	x	x		x			x	x			
CAGL	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x		x	x	x
BSANG																	x		x	x	x

Legend: 1 x : Can use materials in XL

# Step 6 Results: Choice of written standard

Location	Variety of choice for written materials																		
	Kinagaluan	Dinangtalan	Dinalupa	Inableg	Minagsilay	Binalinciagao (BN)	Binalinciagao (BS)	Guinaang (Malu)	Guinaang (Pugo)	Guinaang (Guin)	Guinaang (Gald)	Guinaang (Bagt)	Banao (B'sang)	Banao (Pant)	Banao (Tiang)	Binalbalan/Banao* (B. Proper)	LUBUAGAN	Mabungtot	Tanglag
	PASIL											BALBALAN			LUBUAGAN				
GUIN					B	B	B	A	A	A	A	A					C		
MALU			C	C	B	B	B	A	A	A	A	A							
MAGS		B	B	B	A	A	A	C	C	C	C	C							
DANG		A	B	B				C	C	C	C	C							
ABLE	C	B	A	A															
CAGA	A				B	B	B										C	C	
BSANG	C	C	C		C			C	C	C	C	C	A	A	A	B			

Legend: A 1st choice    B 2nd choice    C 3rd choice



# Conclusions

- ❖ Lubuagan materials are not extensible to Pasil
- ❖ Guinaang variety was the top choice for written standard
- ❖ Guinaang materials can be extended to the Banao speakers Balbalasang a village in Balbalan municipality)
  - ❖ Further inquiry into the the extensibility of Guinaang materials to other Banao speaking villages in Balbalan municiplaity and Abra province

# Conclusions

- Results may serve as a basis for community decisions and strategic plans for language development.
- The DM activity was an eye opener for the young participants.
- Strengthened the communities' sense of identity

# Conclusions

The use of participatory approaches in language development processes

- ❖ makes communities more aware of their language and its relation to other languages.
- ❖ It works well indigenous people's rights
- ❖ Empowers minority ethnolinguistic communities to make informed decisions for their languages.
- ❖ have positive influences on their language development goals especially on endangered languages and for any sustainable effort for revitalization and documentation.