

**BANTAYANON: A LEXICAL COMPARISON
AND SOCIOLINGUISTIC
DESCRIPTION**

A THESIS

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ABSTRACT

The study entitled “Bantayanon: A Lexical Comparison and Sociolinguistic Description” attempted to describe Bantayanon, the code used in Bantayan Municipality, Bantayan Island, Cebu. It tried to determine the relationship of Bantayanon to its neighboring languages particularly Sebuano of Carcar, Cebu; Hiligaynon of Dumangas, Ilo-ilo; Samar-Leyte of Carigara, Leyte; and Masbateño of Masbate City. This study compared the lexical items of the languages involved and conducted mutual intelligibility tests between Bantayanon and each of the other four languages under study. It further described Bantayanon through the sociolinguistic profile of the Bantayanons in terms of the languages they have access to, the languages they use in the different social domains and different linguistic situations, and the Bantayanons’ perception of their language.

Compared with the other Visayan languages, Bantayanon emerged as another Visayan variety. It is the mother tongue of the Bantayanons. The Bantayanons use it in all of the identified social domains and linguistic situations although they are multilinguals. There are some differences in their language choice based on gender, age, educational attainment, and their school. Yet, their being Bantayanons prevails. With the description of Bantayanon, the Bantayanons showcased one of God’s greatest gifts to mankind---the gift of language.

This work is given back to

OUR ALMIGHTY GOD

And is lovingly dedicated to

My beloved Tata, Kristeo Seville Carabio

My friend, Daisy Atienza

And my mentor, Alexander Galleposo

(This is for you who are now in the place where the language is LOVE.)

A Cyrenaic on Bantayan Island, Cebu
Anthony L. Tan

Over the isle's supernal darkness,
Vast stretches of galactic dusts.
The stars, like holes of a cosmic sieve,
Brighten and multiply as the night deepens,
Each emanation a dent on the face of time.
We won't be frightened by their silence,
Pascal.
We'll drop our careworn spirits on
Cassiopeia's
Chair, and load our sorrows on the wagon
And drive it beyond the points of La Grange.
Let the archer shoot into the void
Of another galaxy, drawing his arrows
From a quiver of earthly woes.
The wish we must make, when the meteors
Shoot down like celestial fireworks,
Is lightness of being: to be borne
Evermore on the wave of laughter,
On the spindrift of intimacy.
Not steadfast as stars that were compasses
To bygone sailors, the ground of existence
Is as the sands on the beach of Santa Fe.

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TABLE OF CONTENTS

		Page
TITLE PAGE		i
APPROVAL SHEET		ii
ABSTRACT		iii
DEDICATION		iv
ACKNOWLEDGEMENT		vi
TABLE OF CONTENTS		x
LIST OF TABLES		xii
LIST OF FIGURES		xiv
CHAPTER		
1	THE PROBLEM	1
1.1	Introduction.....	1
1.2	Theoretical Framework.....	2
1.3	Conceptual Framework.....	11
1.4	Statement of the Problem.....	13
1.5	Significance of the Study.....	15
1.6	Scope and Delimitation of the Study.....	17
1.7	Definition of Terms.....	19
2	REVIEW OF RELATED STUDIES AND LITERATURE	
2.1	A Profile of Bantayan Island.....	22
2.2	Related Literature on Linguistics.....	29
2.2.1	Language.....	29
2.2.2	Language Variation.....	32
2.2.3	Language and Society.....	37
2.3	Studies on Philippine Languages.....	41
3	RESEARCH METHODOLOGY	63
3.1	Research Design.....	63
3.2	Setting.....	63
3.3	Informants and Respondents.....	64
3.4	Research Instruments.....	65
3.5	Data Gathering Technique.....	66
3.6	Treatment of Data.....	67

4	PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA	69
4.1	Lexical Comparison.....	69
4.2	Mutual Intelligibility Test Results.....	84
4.3	Sociolinguistic Data.....	86
5	SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	114
5.1	Summary.....	114
5.2	Findings.....	116
5.3	Conclusions.....	123
5.4	Recommendations.....	124
	BIBLIOGRAPHY	126
	APPENDICES	
A	Swadesh 200-Word Basic Vocabulary Data.....	133
B	SIL Modified Vocabulary Words Data.....	139
C	Summary of the Lexical Comparisons..... Based on the SIL Word List	150
D	Additional Vocabulary Words Data	160
E	Interview Stories.....	168
F	Mutual Intelligibility-Sebuano Informants.....	174
G	Mutual Intelligibility-Hiligaynon Informants.....	179
H	Mutual Intelligibility-Samar-Leyte Informants.....	186
I	Mutual Intelligibility-Masbateño Informants.....	190
J	Pictures of Informants.....	196
K	Zorc's (1977) Formula.....	208
L	Sociolinguistic Questionnaire.....	209
M	Gender Crosstabulations.....	215
N	Age Crosstabulations.....	233
O	Educational Attainment Crosstabulations.....	251
P	Type of School Crosstabulations.....	270
Q	School Address Crosstabulations.....	289
R	Location Maps of Bantayan Island.....	307
	CURRICULUM VITAE	310

LIST OF TABLES

Table		Page
1	Unique Words to Each of the Five Languages	72
2	Number of Words Unique to Each of the Five Languages (N=645)	75
3	Number of Words Similar to Bantayanon	76
4	Relationships Among the Five Languages	81
5	Intelligibility Rating Between Bantayanon and the Four Other Languages Based on Zorc's (1977) Formula	85
6	Languages Heard in Bantayan	87
7	Social Domains Where the Languages are Heard	88
8	Languages Spoken in Bantayan	90
9	Languages Used in Church	91
10	Languages Used at Work	92
11	Languages Used in School	93
12	Languages Used in the Market	94
13	Languages Used at Home	95
14	Language Preference	96
15	Languages Used with Strangers	97
16	Languages Used When Not in Bantayan	98
17	Bantayanon as Used in Writing	98
18	Gender and Language Preference	99

Table		Page
19	Age and Language Preference	103
20	Educational Attainment and Language Preference	106
21	Type of School and Language Preference	108
22	Location of School and Language Preference	109
23	The Languages that the Bantayanons Usually Use	109
24	The Languages that the Bantayanons Prefer to Learn	110

LIST OF FIGURES

Figure		Page
1	Schematic Diagram of the Conceptual Framework	12
2	Distribution of the Number of Words Common to the Five Languages	70
3	Lexical Similarities Between Bantayanon and Sebuano, Hiligaynon, Samar-Leyte, and Masbateño	78

CHAPTER 1

THE PROBLEM

Introduction

Through the years, man has realized the significance of language in his existence. Thus, man has developed fields of inquiry on language in order to explain its origin, describe its development and changes, analyze its relationship with other sciences and recognize its importance to his daily activities. Language is one of the most important human attributes that distinguish man from all other forms of life on earth. It is indispensable and pervasive. It is central to everything that we do. It is absolutely essential for human communication, and for the existence of culture and social interaction. With language, we have come to understand our humanity and consequently continue our society.

Bantayan Island, like most places in the Philippines is a multilingual community, which means, aside from their vernacular, Bantayanons understand and speak other languages.

This writer's interest in the Bantayanon language goes back to 1972 when she first heard her Bantayanon playmates talk in the language. She really found it hard to understand them, yet her playmates understood her talking in the Iliganon variety of Sebuano.

Another reason that prodded this researcher to undertake this study is the fact that changes in Bantayanon are inevitable because the place is now frequented by foreign and local visitors, aside from the reality that most of the young Bantayanons are sent to mainland Cebu to study.

Before all the changes occur as dictated by social, cultural and even by economic necessity, it is about time to include this language in the Philippine Linguistic Map and to find out to which of the neighboring languages it is closely related.

Theoretical Framework

Presented here are theories on dialectal boundaries, the differences between dialects and languages, the role of mutual intelligibility test in determining the relationships between dialects or languages, the non-linguistic criteria, the basic language system, and the importance of sociolinguistics in linguistic studies. These theories served as guide to this research in its procedure and completion.

According to Gauchat in 1903 (Francis, 1983), dialect is a psychological reality. It is a unique combination of features, many of which are “below the level of awareness.” This unique combination of features in a dialect allows one speaker to recognize another. It should be known that dialectal boundaries are not sharp lines but gradual transitions. Gauchat points out further that the

transitions are “like the colors of the rainbow, where palpable red yields to palpable yellow, though no sharp line divides them.”

Similarly, Tuailon in 1973 (Francis, 1983) says that the precise boundary of a dialect is, most often, an ungraspable chimera. He believes that there is an incompatibility between the business of the dialectologist and that of the real-estate geometrician. To illustrate this idea, Tuailon says:

While between two neighboring properties the owners frequently are accustomed to raise a barrier or a wall, dialects, on the other hand, erect a complex array of gangways as soon as there is a risk of too great a rift becoming established between them. And yet, the dialectal field exists; one can if not delimit it, at least define it, thanks to several particular characteristics.

In the attempt to communicate, speakers of two different languages try to find means and ways to understand and be understood. In the process, a third language or a variety of the two speakers' languages results. It is presumed that this process of language development has already occurred in Bantayanon. It is said that Bantayanon is a combination of different languages. To what extent it is similar to or different from the other languages under study is what this present investigation tried to determine by comparing the lexical items of Bantayanon with those of its neighboring languages: Sebuano, Hiligaynon, Samar-Leyte, and Masbateño.

Meanwhile, Francis (1983) says that the differences between dialects may be slight and confined to a few aspects of the language or so great as to

make communication difficult between speakers of different dialects. Moreover, Francis states that at some point on a graduated scale the differences may become so great that linguists speak of separate but related languages, rather than dialects of the same language. He adds that actually there is no positive and clear-cut way to establish criteria by which separate dialects can be distinguished from separate languages.

It is worth mentioning that McFarland (1980) identifies Sebuano, Hiligaynon, Samar-Leyte, and Masbateño as four different Philippine languages. These languages are spoken in the places that surround the island of Bantayan. It was assumed that these languages have influences on Bantayanon. Aside from the lexical comparison, this research also conducted mutual intelligibility tests in order to see how close or how separate Bantayanon is from each of its mentioned neighboring languages.

On the other hand, Chambers and Trudgill (1980) state that there are problems with mutual intelligibility. They say that this linguistic criterion admits degrees of “more or less.” It does not give the exact degree of mutual intelligibility between speakers. Another problem is that mutual intelligibility may not be equal in both directions, that is, one speaker may understand the other better. The third problem that Chambers and Trudgill point out is that mutual intelligibility may also depend on other factors such as the listener’s degree of exposure to the other languages, the speaker’s and the listener’s degree of education as well as

their willingness to understand.

Although Petyt (1980) agrees with the other linguists as to the weak points of mutual intelligibility; he, nevertheless, outlines the following criteria in describing a language or its varieties. These are mutual intelligibility, supplementary criteria, and non-linguistic criterion.

On mutual intelligibility, Petyt (1980) has this to say:

Dialects are different but mutually intelligible forms of speech; if two speakers, in spite of some observable differences in their speech, can understand each other, they are held to be using different dialects, if two speakers cannot understand each other, they are speaking different languages; mutual intelligibility is not an all-or-non-matter; the criterion of mutual intelligibility must in practice be either replaced or supplemented by others.

According to Petyt (1980), the existence of a standard language of a written form shared by a set of speakers is one of the supplementary criteria. Petyt adds that if two or more groups who differ in speech nevertheless regard the same form of speech as a standard, or if they share a common written form, these groups tend to be regarded as speaking different dialects rather than different languages, whatever the degree of mutual intelligibility is as long as the standard or written form is not totally unrelated to the one they speak.

In addition, Petyt (1980) speaks of a non-linguistic criterion in describing a language or its varieties. This non-linguistic criterion concerns common cultural

or political allegiance, or “consciousness of the speaker.” Petyt opines that mutual intelligibility is overshadowed by political involvement.

This present investigation tried to find out with which among the four other languages Bantayanon shares some similar lexical items. This study determined the degree of mutual intelligibility between Bantayanon and Sebuano, Hiligaynon, Samar-Leyte, and Masbateño. Moreover, this study attempted to find out whether Bantayanon is considered a dialect of Sebuano by virtue of Bantayan Island’s political allegiance since Bantayan Island is under the jurisdiction of the province of Cebu.

Meanwhile, Ferguson (Peñalosa, 1971) defines dialect as “any set of one or more varieties of a language which share at least one feature or combination of features setting them apart from other varieties of the language and which may appropriately be treated as a unit on linguistic or non-linguistic grounds.” According to Ferguson, the density of communication and the interspeaker attitudes are two major variables that can be used in describing the extent and nature of dialect differentiation. He elaborates that the more frequently people speak to each other; generally the more their speech tends to be more identical. A close social unit will then express its group solidarity by its own unique speech.

Ferguson (Peñalosa, 1971) observes that less prestigious speakers normally will attempt to copy the more prestigious ones. In addition, Ferguson states that the term dialect can be used only in connection with the term language since the former is always a subdivision of the latter, although it is possible that a given language exists in only a single dialect.

Another point that Ferguson (Peñalosa, 1971) raises and which was considered in this investigation is the idea that whether a given variety is a separate language or a dialect of another language is ordinarily determined by sociopolitical considerations. Ferguson further says that differences are best referred to as accents rather than as dialects.

Ferguson (Peñalosa, 1971) also mentions that within a dialect continuum, mutual intelligibility is not directly related to political and standard language boundaries rather, it is proportional to geographical distance.

On the other hand, Ferguson (Peñalosa, 1971) states that as a result of a tendency to equate “real” language only with written languages, a distinction has been made between “written language” and “spoken dialects.” This means that languages are used in writing or written literature while dialects do not have written forms.

This study has assumed that the Bantayanons perceive Sebuano as their prestigious language since it is spoken in the mainland and it has its own body of literature or written forms. Ferguson (Peñalosa, 1971) has also stated that the superposed variety is usually used on formal occasions or to communicate with outsiders.

Meanwhile, Clark et al. (1985) mention that most linguists agree that languages are best described in terms of their basic systems or divisions: phonetics and phonology, the sounds of a language, and the rules describing how they are combined; morphology, the ways in which the words of a language are built up from smaller units, and the nature of these units; syntax, the finite set of rules that enable native speakers to combine words in order to form phrases and sentences; semantics, the analysis of the meaning of individual words and of such larger units as phrases and sentences; and pragmatics, the study of speech acts or how language is used in various contexts.

Aside from the lexical comparison and mutual intelligibility test, with the given points raised by Ferguson (Peñalosa, 1971) as well as by Clark et al. (1985), this research also needed to employ sociolinguistics to examine Bantayanon further.

In another light, according to Holmes (1992) ,in any situation, linguistic choices will generally reflect the influence of one or more of these components:

the participants, the setting or social context of the interaction, the topic, and the function or purpose.

Holmes (1992) adds that there are four different dimensions for analysis which relate to the above-mentioned components. These dimensions, Holmes enumerates, are social distance scale which is concerned with participant relationships; status scale which still has to do with participant relationships; formality scale, relating to the setting or type of interaction; and functional scale which is related to the purposes or topic of interaction, whether referential or affective.

On the other hand, Holmes (1992) also speaks of five social domains: the family, friendship, religion, education, and employment.. To the five social domains identified by Holmes, Peñalosa (1981) quoting Greenfield and Fishman (1972) has added the government as another social domain.

Lastly, Kibrik (Milroy, 1987) lists what he considers to be three crucial concepts in any conceivable descriptive linguistic activities namely: the subject of investigation, the object of investigation, and the product of the investigation.

Using Kibrik's list in this present investigation, the subject of investigation is Bantayanon; the objects of investigation are the lexical item collection and

comparison as well as the tape-recorded data for the mutual intelligibility tests, and the answers to the questionnaires. The product of this study is the lexical comparison and sociolinguistic description of Bantayanon.

Thus, this research was anchored on the theories presented earlier. To recapitulate, Gauchat in 1903 (Francis, 1983), Tuailon in 1973 (Francis, 1983), and Francis (1983) agree that dialectal boundaries are not visible yet they exist and can be defined.

Although according to Francis (1983) there are no exact criteria by which dialects and languages can be distinguished, Tuailon (Francis, 1983) says that there are particular characteristics to be used in defining dialectal boundaries; and Clark et. al. (1985) state that languages are best described in terms of their basic systems or divisions.

On the other hand, Chambers and Trudgill (1980), as well as Petyt (1980) do not altogether discredit what mutual intelligibility can do in a language study.

Besides, Ferguson in 1971 (Peñalosa, 1981) considers the density of communication and the interspeaker attitudes as two major variables in differentiating dialects. He also mentions sociopolitical considerations and geographical distance in language study.

Moreover, Holmes (1992) identifies five social domains where linguistic situations can be observed.

This study, therefore, compared certain lexical items of Bantayanon with its neighboring languages ---Sebuano, Hiligaynon, Samar-Leyte, and Masbateño. Along with lexical item comparison, mutual intelligibility tests composed the linguistic data for this investigation. On the other hand, geopolitical facts, and the sociolinguistic data of the Bantayanons composed the sociolinguistic aspect of this study. Geopolitical because politically, Bantayan Island is under the jurisdiction of Cebu but geographically it is a separate island.

Conceptual Framework

This research made a comparison of lexical items of Bantayanon with those of Sebuano, Hiligaynon, Samar-Leyte, and Masbateño. It was done to determine the number of lexical similarities and differences of Bantayanon with those of four of its neighboring languages.

In addition, mutual intelligibility tests were conducted in selected places where these particular languages are used and where the informants particularly needed for the test are found.

Describing Bantayanon through lexical comparison and mutual intelligibility would be incomplete. This could only be half of the whole thing. It

would only show the linguistic aspect. Thus, this study described Bantayanon further through a sociolinguistic profile. The sociolinguistic questionnaire was presumed to reveal what Gauchat in 1903 (Francis, 1983) says as the features “below the level of awareness.” Meanwhile, geopolitical factors were also looked into as part of the sociolinguistic aspect.

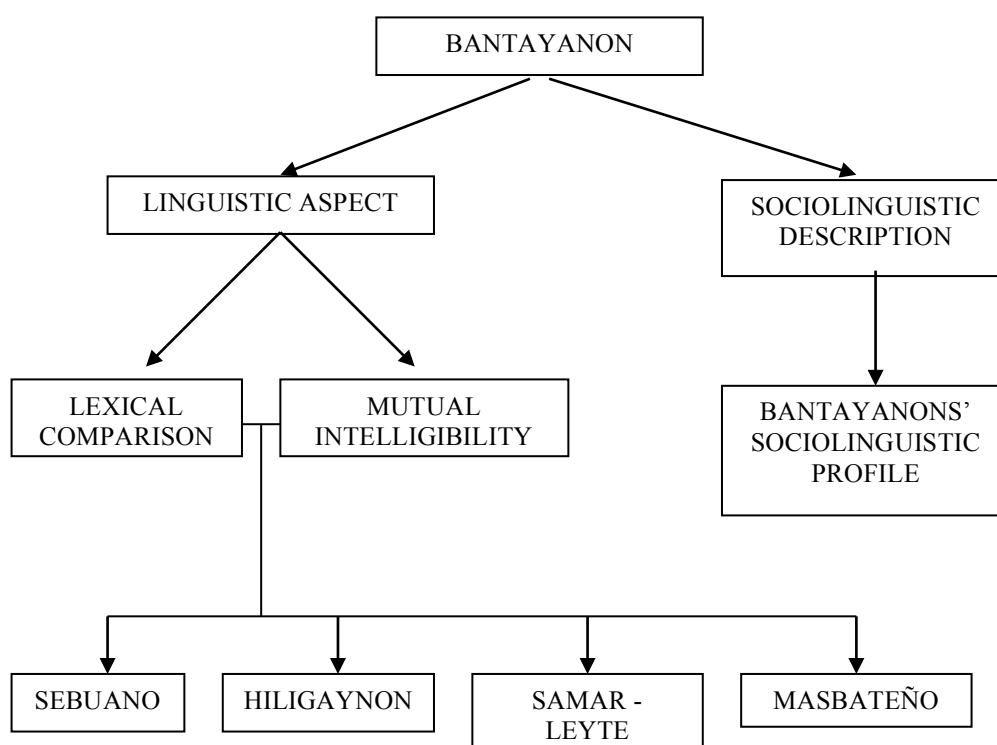


Figure 1. Schematic Diagram of the Conceptual Framework

Statement of the Problem

Why a study on Bantayanon? Bantayanon is a language variety spoken in Bantayan Island, Cebu. Bantayan's geographical location could be one of the reasons for Bantayanon's mixed nature. The Bantayanon's mixed nature could have also been brought about by trading or by other linguistic and sociolinguistic situations. It should be noted that Bantayanon is neither included in the list of Philippine languages or dialects nor found in the Philippine Linguistic Map.

The purpose of this study was to describe Bantayanon using particular linguistic and non-linguistic criteria. In this study, the researcher aimed to: compare the basic vocabulary of Bantayanon with those of other languages spoken around Bantayan Island; determine the relationship of Bantayanon to the other neighboring languages on the basis of their lexical items and their mutual intelligibility; describe the sociolinguistic profile of the Bantayanons in terms of (a) the languages they have access to, (b) the languages they use in the church, in the workplace, in the school, in the market and in the home, and (c) their perception of their language; and draw inferences for the description of Bantayanon from the sociolinguistic data as regards the languages that Bantayanons have access to, the languages that Bantayanons use in the different social domains, and the Bantayanons' perception of their language.

Specifically, this study sought to answer the following questions:

1. What are the lexical similarities and differences between Bantayanon and Sebuano, Hiligaynon, Samar-Leyte, and Masbateño?
2. To which of these neighboring languages is Bantayanon more closely related lexically?
3. Is Bantayanon a related dialect to any of these languages or is it a separate language?
4. What is the level of mutual intelligibility or understanding between Bantayanon and Sebuano, Hiligaynon, Samar-Leyte, and Masbateño?
5. What languages do the Bantayanons have access to?
6. What languages do the Bantayanons use in:
 - a. The church
 - a.1. In the liturgy
 - a.2. In giving a sermon or homily
 - a.3. In confession
 - b. The workplace
 - b.1. With a superior
 - b.2. With a peer
 - b.3. With a client
 - c. The school
 - c.1. With a superior (head/teacher)
 - c.2. With a peer (fellow teacher/fellow student)
 - c.3. With subordinates/students
 - d. The market

e. The home

7. What is the correlation between the educational attainment and the school they graduated from and the Bantayanons' choice of language?
8. What implications to the description of the Bantayanon code may be drawn from the sociolinguistic data?
9. How do the Bantayanons perceive their native tongue?
10. What inferences may be drawn from the Bantayanons' perception of their language?

Significance of the Study

While it is true that there are languages which are spoken by a large number of speakers, it does not necessarily mean that languages which are used only by a handful of people are inferior. If so, then the primary function of language, which is communication, loses essence and worth.

And while linguists try to differentiate "language" from "dialect" they cannot take away the notion of some people about dialects to be "forms of speech with no corresponding written form, or those used by uneducated people" (Petyt, 1980).

Napoli (1996) has the following to add:

Language weaves together the fabric of our society. Yet even the educated have rarely studied it as a phenomenon--- a problem in and of itself--- rather than as a tool for access to something else. The same educated people who have not studied language analytically may well have theories as to how language works and may often not hesitate to expound these theories, blissfully unaware of their

glaring inadequacies. None of this would be alarming if personal theories of language structure did not affect our daily interactions with people. But they do. Some of our most damaging racial, ethnic, and socioeconomic prejudices are based on our linguistic ignorance and our utterly stupid ideas about language.

This present descriptive study ,therefore, shows that “dialects are attractive and important features of local life” (Petyt, 1980). And because this is such, this investigation will elicit people’s appreciation of their native tongue, the code they used to express their simple needs and happiness when they were still young. The native speakers will be proud of their origin and solidarity as a people.

On the other hand, since this study showcases the Bantayanon code, this is significant to the Bantayanons since this describes and preserves their mother tongue. This is also in line with the Institute of Philippine Languages’ intention to preserve the Philippine ethnic languages.

This study will also shed light on the roles and importance of the different languages in a multilingual speech community and will draw appreciation from multilingual speakers of their ability to use different languages in different situations without losing their identity as a people.

This research will be beneficial to language policy makers and those who prepare language programs in schools in understanding multilingualism and in

their preparation of language programs in multilingual places like Bantayan. It should be noted that the United Nations Educational Scientific Cultural Organization (UNESCO) recommended in 1951 that the best medium of instruction for initial schooling is the pupil's mother tongue.

The findings of this study will be of help to future studies in linguistics and other related fields.

Personally, this study will quench the inquisitiveness and the desire of the researcher to be able to aptly describe the code of her ancestors.

Every human being who would come across this investigation will see the beauty and richness of human language and will realize that the gift of language bestowed by God is worthy of gratitude and appreciation.

Scope and Delimitation of the Study

The present investigation limited its linguistic aspect to lexical comparison and mutual intelligibility test. Lexical items of Bantayanon, Sebuano, Hiligaynon, Samar-Leyte, and Masbateño were compared and contrasted. Mutual intelligibility tests were conducted between Bantayanon and Sebuano, Bantayanon and Hiligaynon, Bantayanon and Samar-Leyte, and Bantayanon and Masbateño.

The language under study, Bantayanon, specifically the variety spoken in the municipality of Bantayan, was compared with Sebuano of Carcar, Cebu; Hiligaynon of Dumangas, Ilo-ilo; Samar-Leyte of Carigara, Leyte; and Masbateño of Masbate City.

These particular places were chosen because they surround Bantayan Island ---Cebu in the southern part, Ilo-ilo in the western side, Masbate in the northern portion, and Leyte in the eastern part.

Included in the lexical items are the Swadesh 200-Word Basic Vocabulary and the Summer Institute of Linguistics (SIL) 245 Core Vocabulary taken from the originally categorized 318 SIL Modified Word List (Language of the Southern Gateway; 1979, in Baguio, 2000). The SIL Modified Word List includes: 26 body parts; 21 flora and fauna; 15 nouns; 18 food/culinary terms; 11 abstract ideas; 20 names of tools, implements and devices; 12 numerals; 16 action words; 33 kinship terms; 10 words relating to time; 15 trade and commerce terms; 41 foods (vegetables, fruits, and meats); and 7 pronouns.

The researcher added 200 other terms which she believed would show probable differences. There is a total of 645 words including those that are found in both the Swadesh List and the SIL Modified List.

On the other hand, the sociolinguistic aspect of the study was limited to the specified social domains and sociolinguistic profile of the Bantayanons.

Definition of Terms

In this research, the following terms are operationally defined:

Bantayanon. The word is used interchangeably to refer to the natives of Bantayan Island or the speech of the people of the said island.

Code. This term refers to the system of communication that is employed by two or more people who communicate with each other in speech (Wardhaugh, 1992:1).

Dialect. The word refers to a variety of a language, spoken in one part of a country (regional dialect), or by people belonging to a particular class (social dialect or sociolect), which is different in some words, grammar, and or pronunciation from other forms of the same language. A dialect is often associated with a particular accent. Sometimes a dialect gains status and becomes the standard variety of a language (Richards, 1992 in Baguio, 2000). It can also be regarded as a subdivision of a particular language (Chambers and Trudgill, 1980:3).

Dialectology. This refers to the study of regional dialects (O'Grady and Dobrovolsky, 1989:327).

Hiligaynon. This is a central Bisayan language spoken in Ilo-ilo, Capi and Negros Occidental (McFarland in Bautista, 1996:18-19).

Language. This is a system of arbitrary, vocal symbols which permits all people in a given culture, or other people who have learned the system of the culture, to communicate or interact (Finnochiaro, 1966 in Brown, 1987). Moreover, language is also defined as any means, vocal or otherwise, of

expressing feelings or thoughts. It is a system of conventionalized signs, especially words, or gestures having fixed meanings (Webster's Third New International Dictionary of the English Language, 1934 in Brown, 1987). Lastly, it refers to some unitary system of linguistic communication, which subsumes a number of mutually intelligible varieties. It would therefore be bigger than a single dialect or a single variety (Wardhaugh, 1992:29).

Lexical Similarities. The term is operationally defined as the morphemes and words which are phonemically similar to each other.

Lexicon. This refers to the speaker's mental dictionary; it contains a lexical entry for each item in his or her vocabulary as well as a set of word formation rules (O'Grady and Dobrovolsky, 1989:458).

Linguistic Aspect. The term is operationally used to refer to the portion of this study that deals on the study of language and which focuses on the lexical comparison and mutual intelligibility test.

Masbateño. This is a central Bisayan language spoken in Masbate (McFarland in Bautista, 1996:18-19).

Mutual Intelligibility. The term refers to the level of understanding between speakers of two or more languages or dialects (Wardhaugh, 1992:27).

Phoneme. The term refers to a phonological unit of allophones grouped together as predictable phonetic variants that are phonetically similar and in complementary distribution (O'Grady and Dobrovolsky, 1989:60). It is also defined as one of the set of the smallest units of speech, as the *m* of mat and the

b of bat in English, that distinguish one utterance or word from another in a given language (Webster's II New Riverside University Dictionary, 1984: 883).

Primary Intelligibility. This refers to the state where speakers of two different dialects can communicate freely, even if neither has ever heard the other dialect before (Zorc, 1977 in Baguio, 2000).

Samar-Leyte. This is a central Bisayan language spoken in Samar and eastern Leyte (McFarland in Bautista, 1996:18-19).

Sebuano This is a south Bisayan language spoken in Cebu, Negros Oriental, Bohol, Siquijor, western Leyte, northern Mindanao, and throughout central and southern Philippines as lingua franca (McFarland in Bautista, 1996:18-19).

Secondary Intelligibility. This is a language situation where the speakers can adjust to another's dialect in a matter of time (Zorc, 1977 in Baguio, 2000).

Social Domain. The term is operationally used to refer to a particular place or area in a speech community such as church, market, home, etc.

Sociolinguistics. This is used to refer to the study of language in its social context (Wardhaugh, 1977:13).

CHAPTER 2

REVIEW OF RELATED STUDIES AND LITERATURE

This chapter presents a profile of Bantayan Island, background literature on language, language variation, language and society, and related studies involving Philippine languages.

A Profile of Bantayan Island

This boot-shaped 170 – square kilometer island found at the northwest tip of Cebu mainland and almost at the center of the Visayas, according to Blair and Robertson (1909) in Salgado (1978), is an old raised coral reef. For this reason it is largely of level land with only a few hills.

Bantayan Island experiences dry season in February, March and April: and wet season in May, June, July, September, October, November and December. September, October and December are typhoon months; while February, March and May are Fair-weather months (Bantayan Municipality Profile).

Although its soil is poor, its surrounding waters are richly endowed making it known as the “Fishing Ground of Cebu.” It has also earned the title of

“Egg Basket of Region VII” because of its poultry business which started in 1965.

In a cluster of some twenty islands and islets, Bantayan is the largest. It is divided into three municipalities: Bantayan, which has an area of 8,404.717 hectares; Madridejos, with an area of 4,036 hectares; and Sta. Fe, which has an area of 2,902 hectares. Urlanda (2002) mentions a total population of more than 100,000 in the three towns. The municipality of Bantayan alone reports of 68,125 people.

The following barangays compose the municipality of Bantayan – Atop-atop, Baigad, Bantigue, Baod, Binaobao, Botigues, Doong, Guiwanon, Hilotongan, Kabac, Kabangbang, Kampingganon, Kangkaibe, Lipayran, Luyongbaybay, Mojon, Oboob, Patao, Putian, Sillon, Suba, Sungko, Sulangan, Tamiao, and Ticad (Bantayan Municipality Profile).

Bantayan Island boasts of the following: Tiyaba Cave which is found in Barangay Atop-atop; its mysterious cave Juagat, found in Barrio Sillon; white beaches in the municipalities of Madridejos and Sta. Fe; Municipality of Bantayan’s more than seventeen small islets scattered along its island barangays; two lagoons – one in the island of Kinatarkan, Sta. Fe and another in the island of Lipayran in Bantayan; its centuries-old Catholic Church, the oldest in the Visayas and Mindanao; its Holy Week Celebration has more than twenty carozas which are owned and maintained by some particular families.

Despi-Villo family owns and maintains “The Last Supper”; Montemar, “The Agony in the Garden of Gethsemane”; Gillamac, “The Betrayal”; Tinga, “The Judgement”; Arcenas, “Jesus at the Pillar” and “Magdalena”; Carabio, “The Scourging at the Pillar”; Du, “The Crowning of Thorns”; Nolasco, “Jesus Carries the Cross”: Pacina, “Veronica Wipes the Face of Jesus”: Ybañez, “Jesus Meets the Women of Jerusalem”: Sayson, “Jesus is Nailed on the Cross”; Hubahib-Yap, “The Three Crosses”; Pestaño, “Jesus is Taken Down from the Cross”; and Mabug-at, “Mary Lays Jesus on Her Arms” (Bantayan Municipality Profile). This tradition has drawn the Bantayanon families closer and more united.

Bantayan is also known for its sculpture. Many of the life-size images in the above-mentioned carozas are products of the Bantayanon artists. Among the three municipalities – Madridejos, Santa Fe, and Bantayan – Bantayan is considered the town of sculpture. “Cipriano Carabio is one of the great names among the artists in this island group.” His son, Severino Carabio is said to represent the sculptors who portrayed emotions of human feelings (Bantayan Municipality Profile).

Somehow, the Bantayanons’ religiosity has produced twenty religious women, eighteen priests and two bishops in the past sixty years, according to Bishop Emilio L. Bataclan, and more are still coming.

On the other hand, through a ‘definitorio’ of the Augustinian Order on June

11, 1580, a rectory was established at Bantayan which made Bantayan to be the first parish in the province of Cebu as written by Relondo y Sendido, Suyko (1980), Escalona (1980), and Alcoceba (1980).

Since Bantayan became a parish, it followed that it became an encomienda under an encomendero who was known as Gamboa. The Bantayanons were known for their obedience and service, thus Alcoceba observed that as early as the sixteenth century, the Bantayanons had already received instruction and they already had a judicial system.

Much of these early written articles about Bantayan were based on "Breve Reseña de la Diocesis de Cebu" of Father Felipe Relondo in 1886, and "The Evangelization of Cebu" by Dr. Cesar Mercader in 1970 which was based on "Conquista Temporal y Espiritual de las Islas Filipinas" written by an Augustinian Priest, Fray Gaspar de San Agustin and which was printed in Madrid, Spain in 1698 (Alcoceba, 1979).

Salgado (1978) mentions:

In a report sent to the president of the Council of the Indies in 1586, the first bishop of Manila, Domingo de Salazar, mentioned that the island of Bantayan "is densely populated ... with more than 800 'tributarios' most of them Christians."

Another corroborative document states that when the Augustinians acquired Bantayan Island in the 1570's, the place had "many inhabitants all of pleasing appearance, and tall and well-built."

This indigenous population was reinforced later by immigrants from Panay and Cebu, according to oral tradition. The migration occurred in the latter part of the seventeenth century when Muslims

conducted retaliatory raids against some Christian settlements in the Visayas.

As regards the island's name, historians say that Bantayan got its name from the tall stone ramparts and watch towers which were built in the main island and its nearby islets for refuge and protection of the people from the pillagers.

History says, there are no exact dates as to when the first people came to Bantayan; however, the code used by the inhabitants which sounds like a combination of several languages and the family names of the prominent old inhabitants can be traced back to Panay, Cebu, Leyte, and Bohol (Bantayan Municipal Profile).

Moreover, Bantayanons are, indeed, peace-loving people. One can go around the place safely and freely; their crime statistics can prove this.

Education came to Bantayan in 1864 when the first Spanish public schools were constructed in Bantayan. One school was for girls and another for boys and these were supervised by a curate. Bantayan Central Elementary School was finished in 1914. It was built through The Gabaldon Act (Bantayan Municipal Profile).

According to Mrs. Evangeline C. Jadulco, a school teacher, at present the

municipality of Bantayan is divided into two districts. District I has eleven elementary schools, six of which are found in the island barangays of Moamboc, Botigues, Hilotongan, Doong, Lipayran and Mambacayao: the other five are in Ticad, Oboob, Mojon, Sungko and Sulangan. District II schools are found in Kabangbang, Atop-atop, Tamiao, Vito, Balintawak, Guiwanon, Baod, San Jose, Kabac, Putian, Kampingganon, Baigad and Sillon.

Aside from the twenty-four public elementary schools, there are three private elementary schools in the Municipality of Bantayan. Two national high schools also serve the municipality – Doong National High School and Bantayan National High School, which has an extension in Patao – in addition to two private high schools. Meanwhile, Bantayan Southern Institute is the only tertiary school in the entire island.

On the other hand, fishing and farming have always been the important industries of the people. In 1903-1925, weaving of piña cloth and the gathering of maguey fiber were lucrative pursuits of the people but the industry gradually disappeared (Bantayan Municipality Profile).

Bishop Emilio L. Bataclan mentioned that Bantayan has long been buying 'nipa' and bananas from Leyte, and rice and watermelon from Ilo-ilo ;while Bantayan sells its eggs and dried fish to Masbate. This gave the researcher the idea on the ties that connect Bantayan to the said places.

Moreover, poultry raising which started as a backyard affair has grown into a large scale industry. At present, thousands of chickens are kept and hundred thousands of eggs are produced daily (Bantayan Municipality Profile).

Politics in Bantayan started during the Spanish Regime. The following chief executives ruled the Municipality of Bantayan then – Capitan Jacinto Mansueto, 1763 – 1770; Capitan Felix Cañete, 1770 – 1780; Capitan Tinoy Gimenez, 1780 – 1789; Capitan Puragtong Villacastin, 1789 – 1796; Capitan Simeon de la Peña, 1796 – 1803; Capitan Mariano Caquilala, 1803 – 1814; Capitan Jantoy Villacastin, 1814 – 1822; Capitan Nicolas Escario, 1822 – 1834; Capitan Ruperto Maderazo, 1834 – 1850; Capitan Magdaleno Villacin, 1850 – 1877; Capitan Manuel Ribo, 1877 – 1890; and Capitan Fortunato Villaceran, 1890 – 1898. In 1898 – 1903 Hefe Militar Gregorio Escario was the thirteenth municipal head of Bantayan. In 1904 the local head was given the title Presidente Municipal or Municipal President. Thus, the Municipal Presidents were as follows: Gregorio Escario, 1904 -1908; Margarito Escario, 1908 – 1910; Gregorio Escario, 1910 – 1912; Roque Villacin, 1912 – 1916; Pedro Lozada, 1916 – 1919; Roque Villacin, 1919 – 1931; and Jose Ybañez, 1931 – 1934. The 23rd local executive and first Municipal Mayor was Pedro Lozada, 1934 – 1937 followed by Isidro Escario in 1937 until the American Liberation in 1946.

In 1946 – 1948, President Manuel Roxas appointed Atty. Cecilio Gillamac as Municipal mayor.

Elections were then revived. Isidro Escario won as the 26th local executive and 4th municipal Mayor in 1948 – 1960. He was followed by Remedios Escario, 1960 – 1968; Jesus Escario, 1968 – 1986. Municipal Mayor Eleno Ybañez was appointed officer – in – charge in 1986 – 1987. In 1987 – 1988 Filomeno Pastoriza was appointed caretaker of the Office of the Municipal Mayor to give way to the OIC's to participate in the elections. Rex Escario won in the elections and became Municipal Mayor in 1988 – 1991. He was followed by Diosdado Dosdos, 1991 – 1992; Remedios Escario, 1992 – 2001; and Geralyn Escario Cañares, 2001 to date.

Finally, some writers describe the Bantayanon code as a “peculiar dialect which is a melange of Ilonggo, Bicol, Waray and Cebu” (Urlanda, 2002); a quaint dialect which is a mixture of some loan words from Hiligaynon and Waray-waray with Cebuano language as its core” (Salgado, 1992); and “a quaint hodge podge of Cebuano, Hiligaynon, Waray-waray and Bicol” (Suyko, 1980).

Related Literature on Linguistics

A. Language

H. Douglas Brown (1994) outlines eight composite definitions of language and the underlying linguistic endeavors in each concept. One of those which are of particular interest to the present study is the definition which states that “language operates in a speech community or culture.” The underlying fields

of endeavor mentioned are dialectology, sociolinguistics, language and culture, bilingualism and second language acquisition.

Of the enumerated fields of endeavor above, the present investigation gives more importance to dialectology and sociolinguistics.

W.N. Francis (1983) considers dialectology as a branch of linguistics.

Further, he states that:

Our contention is that this approach must precede the others. Before we can consider the uses and functions of language diversity in society, and before we can decide on what educational maneuvers can and should be taken to alter those uses and functions, we must understand the dimensions, origins, and range of that diversity.

In other words, W.N. Francis tries to spell out the importance of dialectology in any linguistic study.

Francis (1983) also points out four particular reasons why we study dialectology namely:

1. Curious interest, which is allied to affection even sentimentality about dialect.
2. Anthropological reasons: the studies which deal with human societies and cultures, their histories and the many ways they are organized. Language differences are often indicators of deep-seated social and cultural phenomena.
3. Linguistic: the linguist in the narrower sense of the term is interested in

the systematic structure of language. Dialectologists can help the historical linguist in his studies of how and perhaps even why language changes---or does not change.

4. Practical: dialectology ascertains the facts about dialects and makes them available, in order to minimize, if not remove the ignorance and prejudice which cloud the subject.

On the other hand, Holmes (1992) states that “sociolinguists study the relationship between language and society.” They explain why people speak differently in different social contexts. They also identify the social functions of language and the ways it is used to convey social meanings. Their works provide valuable information about “the way language works, as well as about the social relationships in a community.”

Furthermore, W.N. Francis (1983) differentiates a sociolinguist from a dialectologist. According to him, a “sociolinguist is primarily interested in the people themselves and hence, in the language for what it can reveal about them,” while a “dialectologist is interested in the language itself and studies the social aspects for what they can reveal about it.”

Moreover, Trudgill (Milroy,1987) observes that a sociolinguistic work “is most often difficult, complicated, time consuming and expensive.” Because of this, how little of it is done although it is seen to be “insightful,

productive, and exciting.” Besides, Trudgill finds dialectology to be of doubtless importance to sociolinguistics.

Milroy (1987) notes that “literature, as well as experience, would suggest that even for quite complex communities samples of more than about 150 individuals tend to be redundant, bringing increasing data-handling problems with diminishing analytical returns.” However, Milroy adds that “the sample should be well chosen and representative of all social subsections.”

Milroy (1987) also cites R.B. Le Page’s suitable informant qualities such as: “middle-aged and not too well educated who has lived in the area for the greater part of his or her life, and has had comparatively little contact with other places.”

B. Language Variation

According to Peñalosa (1981) traditional studies in dialectology have emphasized geographical dialects. This interest in the speech of provincial folk was a product of early nineteenth century European Romanticism which presumed that the “folk” has the purest and most laudable form of the national culture and values. It was the time when the French were discovering their local “patois” and the Germans were researching their provincial “volksprachen.” Peñalosa points out that the dialectal differences found in Europe are much greater than what are to be found in more or less linguistically homogeneous

countries, such as the United States. He says that while all geographical varieties of American English are mutually intelligible, all German dialects are not, nor are French dialects and many others. The mutual non-intelligibility of these speech varieties raises the question of whether they are separate dialects or separate languages.

Meanwhile, Chambers and Trudgill (1980) state that although the criterion of mutual intelligibility may have some relevance, it is not especially useful in helping us to decide what is and is not a language. They cite the Scandinavian languages and German which tell us that “language” is not a particularly linguistic notion at all. They further say that linguistic features obviously come into it, but it is clear that we consider Norwegian, Swedish, Danish and German to be single languages for reasons that are as much political, geographical, historical, sociological and cultural as linguistic.

Moreover, Chambers and Trudgill (1980) speak of the concept of heteronomy in looking at the relationship between the notion of a ‘language’ and ‘dialect continuum.’ Heteronomy is simply the opposite of autonomy, and thus refers to dependence rather than independence.

Heteronomy and autonomy are the result of political and cultural rather than purely linguistic factors, thus they are subject to change. To explain this, Chambers and Trudgill (1980) cite the history of what is now Southern Sweden.

Until 1658 this area was part of Denmark and the dialects spoken on the part of the Scandinavian dialect continuum were considered to be dialects of Danish. As the result of war and conquest, however, the territory became part of Sweden, and it is reported that it was a matter of only forty years or so before those same dialects were, by general consent as it were, dialects of Swedish. The dialects themselves, of course, had not changed at all linguistically. But they had become heteronomous with respect to standard Swedish rather than Danish.

On the other hand, Peñalosa (1981) cites the case of persons of African ancestry in the Americas presently speaking English, Spanish, French, or Portuguese. Theirs is a case of linguistic dislocation and acculturation, which has a historical evidence of the institution of slavery as proof to the claim. Another example is that of the Ottoman empire where young boys from Balkan families were transported to Anatolia where they learned Turkish and became fiercely loyal Janissary or officials in the administration, in effect ceasing to be Serbs, Greeks and others, and becoming Turks.

Meanwhile, Peñalosa (1981) also states that languages can be classified genetically, that is, in terms of common origin; typologically, that is, in terms of type of structure; and areally, that is by particular geographical areas where languages share significant common features because of long-term mutual influence. With reference to the genetic relationships of languages, those known or thought to be derived from some common ancestral tongue form what are known as language families. Presumably, the later languages were all once dialects of some earlier language.

Thus, according to Milroy (1987) the field methods of traditional dialectology were devised not in order to survey patterns of contemporary language use as an end in itself, but to offer a means of answering questions about the earlier history of the language. The main objective was to study contemporary reflexes of older linguistic forms in their natural setting, concentrating on speakers and locations which were relatively free from external influence.

To affirm Milroy's contention, Trudgill (1983) cites William Labov's pioneering work on Martha's Vineyard and New York City which made considerable use of the work of dialectologists in connection with the "Linguistic Atlas of the United States and Canada." Indeed, Labov has made the point a number of times that the study of linguistic change in "apparent time" can only proceed with confidence if there are earlier records, usually dialectological, for the area or at least for neighboring areas. Comparing the speech of older and younger speakers at a given time may suggest that certain linguistic changes are taking place; but one cannot be sure that age-grading is not taking place instead, unless older records are available for checking.

Meanwhile, Peñalosa (1981) points out that scholars were especially interested in using geographical evidence to arrive at historical conclusions as to how differences had arisen and spread. One deficiency of this approach was that it was basically unidimensional, that is, it looked at distribution on a geographical

plane and ignored the vertical socioeconomic dimension. It emphasized the spread of linguistic features as a result of prestige imitation, that is, a feature was copied because it was utilized in some area (for example, a capital city believed to have prestige). Nevertheless, it failed to note the flow of prestige up and down the class ladder. In other words, the function of social dialects was not clearly understood. He adds that a dialect continuum can be either social or geographical there being a chain of dialects connected by similarity but with those dialects at the ends of the chain being very different from each other.

Finally, Francis (1983) states that the ultimate aim of dialectology is to broaden and deepen our knowledge about language by taking into account all the facts about linguistic variation that can be assembled. He presents four different approaches to dialectology:

1. Traditional. Focuses on individual items.
2. Structural. Views language or dialects as a self-contained system.
3. Generative. Uses the data of linguistic performance as a key to the speaker's internalized knowledge of his language.
4. Sociolinguistic. Investigates the relationship between linguistic facts, including dialect variation, and the social organization of the speech community.

Francis (1983) also speaks of five dialectal variations; each of which will exhibit some linguistic features different from those of other groups. These are:

1. Geographical variation
2. Class or social variation
3. Racial or ethnic variation
4. Sexual variation
5. Age variation

C. Language and Society

Wardhaugh (1992) states that there is not just one way to do linguistics, although it is true to say that some linguists occasionally behave as though their way is the only way. It is actually quite possible for two linguists to adopt almost entirely different approaches to both language and linguistic theorizing in their work while still doing something that many consider to be genuine linguistics. Perhaps nowhere can such differences of approach be better observed than in attempts to study the relationship of language to society.

In addition, Wardhaugh (1992) outlines a variety of possible relationships between language and society:

1. Social structure may either influence or determine linguistic structure and/or behavior.
2. Linguistic structure and/or behavior may either influence or determine social structure.
3. Language and society may influence each other.
4. There is no relationship at all between linguistic structure and social

structure and that each is independent of the other.

Moreover, Wardhaugh (1992) adds that sociolinguistics is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occur. Social structure itself may be measured by reference to such factors as social class and educational background; we can then attempt to relate verbal behavior and performance to these factors.

Bell in Wardhaugh (1992), drawing extensively on the work of Labov, has suggested eight principles worthy of consideration in studying language in society:

1. The cumulative principle states that the more knowledge we have about language, the more we discover about it.
2. The uniformation principle asserts that the linguistic processes that are happening at present are similar to those of the past, therefore nothing much differs or can be seen between synchronic (descriptive and contemporary) matters and diachronic or historical ones.
3. The principle of convergence declares that since the importance of new data for confirming or interpreting old findings is directly proportional to the different data-gathering procedures used in gathering the new data, it is therefore practical to consider the data-gathering methods or procedures used in other areas of scientific investigation in gathering linguistic data.

4. The principle of subordinate shift affirms that speakers of a non-standard (or subordinate) variety of a language, when asked direct questions about that variety, answer by shifting in an irregular way toward or away from the standard variety.
5. The principle of style shifting declares that there are no 'single-style' speakers of any language because each speaker controls and uses various linguistic styles and no individual speaks in exactly the same manner in all situations.
6. The principle of attention states that the 'formality' or 'informality' of style depends on the attention the speakers give to their speech. This means that the more the speakers are 'aware,' the more 'formal' their 'style' will be.
7. The vernacular principle affirms that the vernacular is the "most regular in its structure and in its relation to the history of language." It is that "relaxed, spoken style" that when the speaker uses it, he gives the least conscious attention.
8. The principle of formality states that it is difficult to identify the genuine 'vernacular' because as systematically observed in any speech situation there is always that degree of 'conscious attention' given by the speakers.

Hunt (1966) illustrates a 'theoretical outline' proposed by Herman (1961), which includes a developmental pattern of language usage along with a

classification of encounters where language choices must be made. His article consists of a series of illustrations designed to illuminate as theoretical outline of factors related to language choice in those societies, which may contain fairly large proportions of the populace with some degree of multilingual ability. The developmental pattern mentioned earlier is more relevant for situations in which additional languages are learned as an adult than for those in which several languages are acquired from birth, as it were. Herman classifies language choice encounter as follows:

1. Those in which the social situation is more important than language facility.
2. Those in which personal needs have high priority and,
3. Those in which the immediate situation has high priority.

In his study, Hunt (1966) has brought Herman's scheme "closer to concrete reality and therefore, to the possibility of operational definition and empirical verification."

Rubin in Peñalosa (1981) cites an interesting example of language choice, which concerns Paraguayans, almost, all of which are bilingual in Spanish and Guarani, the local Indian language. Among these people, Guarani is the language of intimacy, indicating solidarity or identity with the person spoken to, whereas Spanish is more likely to be used with mere acquaintances. When Paraguayans are overseas, they tend to use Guarani with their countrymen, even

though they may have used more Spanish back in Paraguay. Formal relationships or topics are more likely to require Spanish. Guarani dominates the rural areas, while the capital city Asuncion is more bilingual. Jokes are told in Guarani and anger expressed in the first language learned.

Studies on Philippine Languages

Frake (1980) based his conclusions on years of fieldwork in the southern Philippines, particularly in the Yakan speech community of Basilan Island. He treated the complex roles played by various languages in the displays of cultural knowledge that comprise Yakan social life. Although Basilan is linguistically homogeneous in comparison with surrounding areas, the continuity of Yakan society and tradition dictates that at least some Yakans know other linguistic codes to varying degrees. According to Frake, there are seven languages other than Yakan that are significant as “cognitive objects”: Samal, Tausug, Zamboangueño, Malay, Tagalog, Arabic, and English, in some cases. Frake classified these languages according to the Great Tradition to which they belong (Moslem or Western); whether they function as a vehicle of that Great Tradition (Arabic and English); whether they are transmitters but noncontact languages of that Great Tradition (Malay and Tagalog); and whether they are actual contact languages representing those Great Traditions (Tausug and Zamboangueño). The Samal language is accorded a sociolinguistic status similar to that of Yakan.

Frake (1980) distinguished a four-way typology of situations depending on number of participants: one-one, one-many, many-many, and one-many-many. It was found that in situations with one speaker and one listener, the language used depended on the productive and respective competence of each speaker. In one-many situations, the language of the majority was used. In many-many situations, each party spoke its own language and utilized only receptive control of the other. In one-many-many situations, for example in a litigation, a Yakan leader spoke the language of whomever he addressed individually while still using Yakan when addressing the entire group. Frake's analysis of languages as cognitive objects and his typology of speech events according to number of participants are important contributions to the study of language use in multilingual settings.

Quakenbush (1989) had a sociolinguistic survey of Agutaynen speakers in Palawan to study language use and proficiency in a multilingual setting. He found out that although the basic concern of his study was language use and proficiency it would be incomplete without the reference to language attitudes. It was found out that Agutaynen liked most the use of Agutaynen, Tagalog, English, then Cuyonon. They preferred that their children would learn Agutaynen, Tagalog, English, then Cuyonon. However, they ranked English as the highest in prestige, followed by Tagalog, Cuyonon and then Agutaynen. Quakenbush opined that Agutaynen is strong in terms of 'intimacy' but weak in terms of "power."

In terms of proficiency, the survey indicated that Cuyonon is the best-known second language among Agutaynens at present. Tagalog is a close second. It is also indicated that Agutaynens are clearly less proficient in English.

Sex-related differences in proficiency were minimal, with only English scores being significantly different for men and women. Greater male proficiency can be accounted for largely by educational background.

Age-related differences in proficiency revealed opposite patterns for Cuyonon and Tagalog. Cuyonon proficiency increased along with age, while Tagalog proficiency decreased as age increased.

Following Ferguson (1966), Quakenbush (1989) classified English and Tagalog as major languages on the basis of their official status and use in education. Cuyonon and Agutaynen are classified as minor languages on the basis of the number of the speakers in the municipalities surveyed.

Gonzalez and Bautista (1986) reviewed seventy language surveys in the Philippines from 1966- 1984. Of the seventy studies, the following twenty-six were found to be somewhat related to the present study: Otones and Sibayan (1969) dealt with language use and attitudes to serve as basis for language policy formation; Pascasio and Hidalgo (1973) studied language use in terms of domains, role relationships and topics using data from 150 college freshmen

from Ateneo, St. Theresa's and the University of Santo Tomas in Metro Manila; Bulatao (1973/1974) studied attitudes of different Philippine ethnic groups towards lowland Christian groups, Muslim minorities, Chinese in the Philippines using data from 500 respondents from Greater Manila, 300 respondents each from Naga City, Tacloban City, Cebu City, and Davao City, using systematic random sampling; De la Rosa (1976) studied the use of Pampango or Pilipino in different situations, with tape recordings of actual language use of 31 pure Pampangos and 19 non-pure Pampangos from an unidentified university, with 2 females taped for actual language use; Silliman (1976/1978) assessed the Bilingual Education Policy by Visayan groups using data from 115 political, educational, and mass media influentials from the elites of 2 communities in Ilo-ilo (Hiligaynon-speaking) and 2 communities in Negros Oriental (Cebuano-speaking); Bautista (1977) studied language use and performance tasks for fluency and dominance using data from 100 high school seniors from Far Eastern University in Manila; Barcelona (1977/1981) made a preliminary survey for the National Media Production Center on language use and attitudes, and language proficiency cross-checked with a performance test, data were gathered from a total of 200 householders from 8 purposively-selected sites for the 8 major language groups: Dagupan City (Pangasinan), Camiling, Tarlac (Ilocano), Angeles City (Pampango), Lucena City (Tagalog), Legazpi City (Bicol), Cebu City (Cebuano), Tacloban City (Waray), and Ilo-ilo City (Hiligaynon); Barrios et al. (1977) made three studies --- (a) influence of components of domain on language use using data from 360 college sophomores from 8 institutions in

Metro Manila, (b) language use and domain, media, situations using data from 240 students from 10 schools and 120 professionals classified according to educational attainment and socio-economic status, and (c) survey and tape recordings to check reported language use with actual use using data from 6 respondents purposively chosen for educational level and socio-economic status; Olonan (1978) studied language use and attitudes in Paniqui, Tarlac with self-reports cross-checked with market transaction count using data from 650 respondents from 180 households obtained through multi-stage sampling and taking into account the ethnic composition of the town (Ilocano, Pangasinan, Pampango, Tagalog in that order); Mendoza (1978) studied language use and attitudes in the province of Surigao del Sur, with self-reported language use cross-checked with market transaction count using data from a total of 955 respondents, 52% native and 48% non-native residents from 10 of the 19 municipalities, mainly secondary and collegiate students, teachers, farmers, and family heads.

According to Gonzalez and Bautista (1986) Gaston (1978) took into consideration self-reported proficiency, usage attitudes and motivation using data from 295 high school students of St. John's Institute in Bacolod City, Negros Occidental, 121 parents of students, and 10 teachers; Esquillo (1978) studied self-reported proficiency and language use, with performance tasks for fluency and dominance using data from 199 college students (freshmen and seniors) from Letran College in Manila; Sibayan (1978) focused on views, perceptions,

and feelings on ethnicity, identity, and language using data from 443 multilingual adults residing in Metro Manila: students of state institutions, parents, employees of a private bank and of the Institute of National Language; Bacorro and Villazor (1979) studied language use of Chinese high school students in terms of topic, interlocutor, and respondents' income using data from 205 respondents from 3 Chinese high schools in Metro Manila, using systematic random sampling; Sibayan and Segovia (1979) studied perceptions regarding language and socio-economic development of their 482 respondents, 178 of which were employees from government and 304 from the private sector in Manila; Cruz (1979/1980) studied language use and attitudes of a small urban community, with 24% of the respondents reinterviewed after 8-10 weeks with a reliability of .89 using data from 500 household heads in Manuguit, Tondo, Manila, classified according to educational level, age, and Tagalog or non-Tagalog background; Bangalan (1979/1983) studied the acquisition and use of Pilipino in regions where growth in number of Pilipino speakers was previously identified as slow, a total of 1000 respondents, 100 each from Ilo-ilo, Cebu, Zamboanga, Iligan, Laoag, Tacloban, Legazpi, Davao, Aparri, and Olongapo.

Gonzalez and Bautista (1986) also cited the following: Dumaran (1980) studied language use, language shift, and language perceptions in Dagupan City, Pangasinan, with self-reports cross-checked with market transaction count using data from 1005 respondents (poblacion and non-poblacion, native and migrant) from 31 barangays of Dagupan City, using multi-stage sampling;

Pascasio (1980) studied language attitudes and motivations of Filipino bilinguals towards English and Pilipino using data from 247 college students from the Ateneo de Manila University in Quezon City, Metro Manila; Samonte (1981) studied the attitudes towards English of 600 college sophomores from the University of the East in Manila; Fabregas (1982) did an in-depth micro-study of language use in Calasiao and Dagupan, Pangasinan in the domain of occupation, with actual observations to verify self-reports using data from 30 respondents (15 pairs) from different occupations (professional, semi-professional, non-professional groups) with 15 respondents observed for verification of self-reports; Calma (1982) studied language attitudes, proficiency, motivation, and mass media exposure in relation to language achievement in English and Pilipino using data from 100 college students from Pamantasan ng Lungsod ng Maynila in Manila.

The following were also included by Gonzalez and Bautista (1986): Pineda, Bangalan et al. (1982) studied the perceptions of language to be used in communicating information about forestry, agriculture, fishing, livestock raising, business, and education using data from 1950 respondents from specified livelihood sectors in 13 regions; Caballero (1983) studied language use and preference in Barrio Camaman-an, Cagayan de Oro City, Misamis Oriental, with observations of language use in the market and at supper-time using data gathered from 25 case study families (15 Cebuano and 10 non-Cebuano families) for a total of 50 householders and 56 children purposively obtained

through a friendship network; Reyes (1983) studied attitudes towards Pilipino as a medium of instruction and as a subject at the tertiary level using data from 310 engineering students of the Cebu Institute of Technology in Cebu City; and Llamzon (1983/1984) studied language use and attitudes in Metro Manila, replicating Otones and Sibayan (1969) using data from 149 householders and 115 teachers from 23 communities in Metro Manila.

The studies mentioned earlier revealed the following results as summarized by Gonzalez and Bautista (1986): Barcelona (1977/1981), Caballero (1983), De la Rosa (1976), Dumaran (1980), and Olonan (1978) showed that it is the vernacular that is used for expressing fear, surprise, and anger, and for swearing, cursing, and dreaming.

According to Gonzalez and Bautista (1986) Barcelona (1977/1981), Olonan (1978), Dumaran (1980) and Caballero (1983) unanimously cited English as used dominantly for counting and adding.

Gonzalez and Bautista (1986) cited F. Castillo's (1983) actual field observations in Metro Manila which showed a mix of English and Spanish for number words and counting. In the flea market, more Pilipino and Spanish were used. English predominated in banks, book stores, department stores and drugstores. Older speakers use Spanish while the younger speakers use English

particularly in telling time, thus showing the relationship between the schooling factor and the generational factor.

Gonzalez and Bautista (1986) mentioned that Barcelona (1977/1981), Caballero (1983) found out that English, as influenced by schooling is used in praying. Dumarán (1980) found out that first language is used in praying, followed closely by English. Olonan's (1978) revealed the predominant use of the first language for praying.

Olonan (1978), Dumarán (1980), according to Gonzalez and Bautista (1986), showed that in Luzon, Pilipino is used to contact absent family members. Otones (1968) and Sibayan (1969), with their respondents from all over the country, found out that English is used to contact absent family members. Caballero's (1983) and Mendoza's (1978) Cebuano-speaking respondents also use English. Samonte's (1981) Manila college student respondents also use English for the same purpose.

Gonzalez and Bautista (1986) stated that the studies also found out that technical reports are still in English. Sibayan and Segovia (1979), on the other hand, found out that code-switching variety of English and Pilipino is used for informal inter-office memos even in the upper-class offices of Makati.

Caballero (1983), Dumaran (1980), Mendoza (1978), Olonan (1978), Otones and Sibayan (1969), as Gonzalez and Bautista (1986) mentioned, found out that the vernacular is used in market transactions. Olonan (1978) found Pilipino to be predominantly used in market transactions in Paniqui which only showed that Pilipino is considered as a superposed variety in a multilingual setting, and this finding led her to the conclusion that "Pilipino is indeed spreading as a lingua franca for trade."

Gonzalez and Bautista (1986) cited that books and newspapers are generally read in English followed by Pilipino. Caballero (1983), Dumaran (1980), Gaston (1978), Llamzon (1983/1984), Otones and Sibayan (1969), Pascasio (1980) and Silliman (1976/1978) found that comics and weekly magazines are read in Pilipino, although vernacular magazines such as *Bisaya*, *Hiligaynon* (and *Bannawag*) are also popular. The Cebuano and Hiligaynon-speaking respondents of Caballero (1983), Gaston (1978) and Silliman (1976/1978) favored English for listening to the radio and also for viewing television. Dumaran's (1980) and Olonan's (1978) Luzon respondents preferred Pilipino, while Pascasio's (1980) and Calma's (1982) Metro Manila college student respondents tended towards English programs rather than Pilipino. Llamzon's (1983/1984) household head and teacher respondents listened mainly to Pilipino programs, except for newscasts which they preferred to listen to in English. Otones and Sibayan's (1969) teacher respondents in the national sample

generally preferred English for radio listening while the household-head respondents generally preferred Pilipino and/or the vernacular.

Gonzalez and Bautista (1986) said that Bacorro and Villazor (1979), Barcelona (1977/1981), Bautista et al. (1977), Bulatao (1973), Caballero (1983), Cruz (1979/1980), Dumaran (1980), Esquillo (1978), Gaston (1978), Mendoza (1978), and Pascasio and Hidalgo (1973) found that the vernacular dominated the home, neighborhood and community. At work, Bulatao (1973), Caballero (1983), Fabregas (1982), and Mendoza (1978) found that the vernacular was used with co-workers. Dumaran (1980), Fabregas (1982), Gaston (1978), and Mendoza (1978) found that English sometimes Pilipino was employed with the office heads.

Gonzalez and Bautista (1986) also said that Bulatao (1973/1974), in his *Ethnic attitudes in five Philippine cities*, made a comparison of language use in six different situations---in general, at home, at work, with friends, when shopping, when arguing---across five cities---Manila and Naga in the north, Tacloban, Cebu, and Davao in the south---with a large sample of 1700. The general languages used at home and arguing are: Tagalog in Manila, Bicol in Naga, Waray in Tacloban, Cebuano in Cebu and Davao. A little of the said languages is used among friends, and a little more in shopping. In Davao, Tagalog rather than Cebuano gained with friends and when shopping. Bulatao further said that the dominant language gained a few users as one moved from

the more private (at home) to the more public (when shopping) situations. Only the employed respondents (roughly half of the sample) replied to language use at work; here English had some use (between 11% in Cebu and 25% in Manila), though it was still a second or third choice. The next common use of English was when arguing. The second prominent language in each city: Naga-Tagalog, Tacloban- Cebuano, Davao- Tagalog and Hiligaynon, Manila- none, and Cebu- none.

According to Gonzalez and Bautista (1986), Fabregas (1982) grouped her respondents into professionals (lawyers, doctors, priests), semi-professionals (clerks and bank tellers), and non-professionals (manual workers). She found out that all occupations use Pangasinan, English, Pilipino, very little Ilocano---in that order. Further, she said that professionals and semi-professionals used more English and Pilipino as well as Pangasinan, while non-professionals used more Pangasinan and Pilipino with little English.

Gonzalez and Bautista (1986) mentioned that the Institute of National Language group, as found in Pineda, Bangalan et al. (1982), investigated and found out that at work the vernacular, Pilipino, and English, in that order, are most frequently used by their nationwide respondents. Language preferred for spreading knowledge about technical topics such as farming, fishing, livestock raising, forestry, agriculture was Pilipino, English then vernacular. For

business and education topics English is preferred, then Pilipino, then vernacular.

Mendoza (1978), Llamzon (1983/1984), Olonan (1978), Cruz (1979/1980), Caballero (1983), Bautista et al. (1977), Esquillo (1978), Bacorro and Villazor (1979), as mentioned by Gonzalez and Bautista (1986), found out that the vernacular predominated in speaking to peers and below-peers --- friends, neighbors, market vendors, sales clerks. Mendoza (1978), Llamzon (1983/1984), Olonan (1978), Dumaran (1980), Cruz (1979/1980), Caballero (1983), Bautista et al. (1977), Gaston (1978), Bacorro and Villazor (1979), Pascasio and Hidalgo (1973) found out that for above-peers---teachers, office heads, priests--- the regional lingua franca, Pilipino or English or a combination of these was used; sometimes it was a matter of more of the lingua franca or Pilipino or English and less of the vernacular.

Gonzalez and Bautista (1986) also mentioned that Olonan (1978), Dumaran (1980), Cruz (1979/1980), Gaston (1978), Bacorro and Villazor (1979) considered how topic would affect language choice; the topics were usually grouped into intimate, informal, or formal or ---another classification---familial, financial, or managerial. They found that the topic component did not affect language use. Cruz (1979/1980) observed that although most of her non-Tagalog respondents in Manila had shifted to Pilipino for the greater part of oral transactions in the neighborhood, they continued to use the vernacular at home

for intimate/confidential family matters, for endearments and intimacy, for emotional outbursts and nostalgic moments.

Gonzalez and Bautista (1986) stated that Pascasio and Hidalgo (1973), Esquillo (1978), Gaston (1978) considered function (such as apologizing, complimenting, giving commands). They found that speech function, like topic, did not affect language choice.

Gonzalez and Bautista (1986) also stated that Olonan (1978) and Dumaran (1980) found out that more vernacular was used in the barrio and the non-poblacion; more Pilipino and English were used in the towns and the poblacion.

According to Gonzalez and Bautista (1986) Bacorro and Villazor (1979) said that the chi-square values showed that the lower-status respondents used Tagalog with parents regardless of topic, while the middle and upper-status respondents used Fookien with parents regardless of topic. With priest/pastor, English was used regardless of topic and respondents' income level. The language commonly used with a friend regardless of topic was dependent on status, thus the upper and middle-status respondents generally used more Chinese and the lower status used more Tagalog. The vernacular Fookien has more prestige than the lingua franca Pilipino.

Gonzalez and Bautista (1986) also said that Otones and Sibayan (1969) found that English was used by their respondents in formal and semi-formal situations. The class situation is considered as semi-formal. Reyes (1983) found her Cebuano-speaking respondents preferred English followed by Cebuano mixed with English in formal situations; in informal situations, her respondents preferred and used Cebuano, followed by Cebuano mixed with English. Fabregas (1982) found that the semi-professionals and non-professionals used Pangasinan and Pilipino equally in formal and informal situations, while professionals tended to use Pangasinan and Pilipino only for informal situations; English was used by all three groups in formal situations. Gonzalez and Bautista (1986) observed that “the common thread among all these findings seems to be that English is perceived to be the most appropriate language for formal situations.”

Gonzalez and Bautista (1986) mentioned that Otones and Sibayan (1969), Bulatao (1973), Barcelona (1977/1981), Bangalan (1979/1983) observed that Pilipino appeared to be emerging as a lingua franca.

According to Gonzalez and Bautista (1986) Bulatao (1973) tallied the following percentages of those speaking Pilipino: Manila – 100%, Naga – 95%, Tacloban – 76%, Cebu – 63%, and Davao – 87%; and those speaking Cebuano: Tacloban – 69%, Cebu – close to 100%, Davao – 95%, Manila – 8%, and Naga – 3%.

Gonzalez and Bautista (1986) also cited Bangalan (1979/1983) who gathered demographic data from the areas that showed “slow growth in the number of Pilipino users.” She found that most of the Pilipino speakers came from the younger age groups. Another finding was that more females used Pilipino. The socio-economic status of the Pilipino speaker was not a significant factor. Cebu was reported having the least number of Pilipino speakers (46%);” the percentages increased for other ethnic groups, in ascending order: Hiligaynon, Samar-Leyte, Bicol, Ilocano, Kapampangan, Pangasinan, minor language groups, and northern language groups (70%).”

According to Gonzalez and Bautista (1986) Mendoza (1978) discovered that many of her non-native samples in Surigao del Sur spoke Surigao Cebuano, the local language. Olonan’s (1978) study revealed that her multi-lingual respondents used Pilipino “for contacting absent family members, for marketing, and for talking to strangers” which led her to the conclusion that “Pilipino was spreading as a lingua franca for trade and as a superposed variety.” Dumaran’s (1980) non-native respondents in Pangasinan had the tendency to shift from their native language to Pangasinan or to Pilipino; while their children revealed a shift to Pangasinan or to Pangasinan and Pilipino. Caballero’s (1983) non-Cebuano respondents in Cagayan de Oro still used their native tongue with their children and household help.

Gonzalez and Bautista (1986) mentioned that Llamzon (1983/1984) found that his respondents in Metro Manila predominantly used Pilipino or a combination of Pilipino and English although almost a half of his respondents were non-native Pilipino speakers. Bulatao (1973) similarly found out that in Manila only 60% of his respondents were native speakers of Tagalog but his study revealed that all his 500 respondents used Tagalog.

Gonzalez and Bautista (1986) also mentioned that Cruz's (1979/1980) non-Tagalog subjects in Tondo, Manila had shifted to Pilipino for the greater part of oral transactions in the neighborhood but continued to use their vernacular at home for intimate/confidential family conversations; a small percentage still used the vernacular or the vernacular-and-Pilipino with their children. Of this small percentage, more than half used the mother's ethnic language rather than the father's. Bulatao (1973), likewise, found that among his respondents of mixed parentage, more learned the mother's language than the father's first.

Gonzalez and Bautista (1986) also cited Sibayan (1978) found that in his Metro Manila sample, there was a significant shift to Pilipino among the non-Tagalog wives in speaking to their husbands; furthermore, in speaking to their children, only about 50% of the non-Tagalog respondents continued to use the ethnic language or the ethnic language in combination with Pilipino or English; the other half had abandoned the ethnic language in favor of Pilipino.

Lastly, according to Gonzalez and Bautista (1986), Llamzon (1983/1984) found that more teachers than householders used the combination Pilipino-English with their children. Dumaran (1980) found that more poblacion residents compared to non-poblacion residents used the Pilipino-English combination; and more respondents used it more often with above-peer interlocutors. Olonan (1978) also found out that more town residents compared to barrio residents used the Pilipino-English combination; and more children than parents used it.

On the other hand, Paz (1994) mentioned the difference between a dialect and a language in her preliminary study on the Tagalog dialects of Rizal Province. She contended that many of our so-called Philippine dialects are actually languages and each language has a dialect or dialects. Further, she stated that the misconceptions on dialects can be traced back on conquests wherein the conquerors would consider the language of the conquered as a dialect especially when the language does not have a form of literature. This also means that they consider the language and culture of the conquered as inferior.

Her study aimed to find out whether Rizal Province has its own dialect or it has more than one dialect. Another objective mentioned was to create a dialect-atlas of Rizal.

To show the differences among the dialects under study the Paz (1994) used a list of 204 words, sentences, and idiomatic expressions. She interviewed

two informants from each area, one older and one younger speakers of the dialects. To gather informal or natural use of the dialects, the researcher interviewed a group of speakers from different ages and occupations.

The study revealed that in a particular area, some words compete with each other. This indicates that the acceptance of change is not yet complete, and this further shows the difficulty in telling which word is older and which is an innovation.

The researcher observed that some causes of changes in lexical items are the merchants who travel from one area to another, and the job opportunities found in a certain area. The researcher also observed that if most of the residents of an area are fishermen or farmers who often stay in the place older words prevail and innovations hardly occur.

According to Paz (1994), Rizal is divided. The division runs along Antipolo, Taytay, Angono, Teresa, and Tanay where bundles of isogloss appear. Innovations occurred after a long period of time in Angono, Binangonan, Tanay, Pililla, and Jalajala. The said places are considered as transition areas because many of their words are already similar to those of the other areas in Rizal. Taytay, Teresa, Morong, Cardona, and Baras resisted the innovations.

The researcher also noted that the Manila dialect's influence on other dialects should not be underestimated because Manila is the center of commerce and education. While some speakers do not realize that they have been influenced by the Manila dialect, others intentionally avoid using their own dialects so they would not be identified with their 'inferior' dialect and community.

Finally, Paz's (1994) study revealed that economic changes, the introduction of new concepts and things used in daily living, and the coming of people from other areas are some of the causes of dialectal change.

Baguio (2000), in her study, aimed at determining: (1) the ethno-historical profile of Tausug and Butuanon; (2) the lexical links between Tausug and Butuanon; (3) the socio-economic, cultural, historical and political profile of Tausug and Butuanon existing during the pre-Spanish time; and (4) the archeological evidences that support the lexical links between Tausug and Butuanon languages.

The study was conducted in Jolo, Sulu for the Tausug language, and Butuan for the Butuanon language. The researcher employed the descriptive method. She interviewed six Tausug informants and three Butuanon informants. The data consisted of the Swadesh 200-word list; the selected, categorized, and modified 245-core vocabulary taken from the 318 SIL word list; and some transcripts of the informants' answers to the interview questions. The researcher

also employed Gudchinky's (1956) "inspection" method in determining the probable cognates and non-cognates. She also used Zorc's (1977) formula in evaluating the mutual intelligibility of the two languages under study.

Baguio (2000) claimed that among the Bisayan languages, Butuanon comes closest to Tausug. She identified two-way migration, trade and commerce, intermarriages, and conquests as the factors that contributed to the lexical similarities of the two languages.

Akil (2000) attempted to determine the status of Chabacano in Zamboanga City. She looked into its degree of maintenance among its native and non-native speakers in terms of language use, language ability and language attitudes. Using the data gathered from 300 respondents, the researcher took into account the variables of age, location (rural/urban), sex, and educational level to determine if they positively relate to the respondents' Chabacano language use, ability and attitudes. She also conducted unstructured interviews and observations.

Akil (2000) found out that the native Chabacano group of respondents seemed to underscore a considerably favorable maintenance status of the Chabacano language, while among the non-native Chabacano maintenance of Chabacano is generally low. The researcher also observed that in the community domain the migrants who learned to speak it tend to use it in inter-group

interactions. The study also revealed that the migrants' children who learned to speak Chabacano tend to switch to Chabacano even in family interactions. The researcher gathered that Chabacano is still a dominant language and is not being "eclipsed" by the other languages in the area.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the data-gathering methods followed to answer the problems. Specifically, it presents the following: a) research design, b) setting, c) informants and respondents, d) research instruments, e) data-gathering technique, and f) the treatment of data.

Research Design

This study used the descriptive method. It involved comparison because it looked into the similarities and differences in the lexical items between Bantayanon and Sebuano, Hiligaynon, Samar-Leyte, and Masbateño. It also looked into the different language choices of the Bantayanon respondents in different social domains taking into consideration their gender, age, educational attainment and the school they graduated from. It also examined the different perceptions of the Bantayanon respondents regarding their speech variety.

Setting

The study was conducted in the municipalities of Bantayan, Bantayan Island; Car-car, Cebu; Dumangas, Ilo-ilo; Carigara, Leyte; and Masbate City.

Informants and Respondents

For the linguistic part of the investigation, particularly in the lexical items, two educated native speakers for each of the involved languages were asked to give the equivalent words of the vocabulary terms in their respective languages. These selected forty-year old and above informants are residents of their respective places for the greater number of years of their lives to ensure reliability of the information given. Their being educated made the translation easier.

On the other hand, for the mutual intelligibility test two Bantayanon native speakers, five Sebuano native speakers, five Hiligaynon native speakers, five Samar-Leyte native speakers, and five Masbateño native speakers were interviewed to get the degree of mutual intelligibility between Bantayanon and each of the other four languages. All of these particular informants were forty years old and above and residents of their respective places for the greater part of their lives. These same informants were unschooled or less educated to ensure the “purity” of their language.

For the sociolinguistic part, a total of 104 respondents from the municipality of Bantayan were chosen. Their ages ranged from 15-25, 26-36, 37-49, and 50-65 and above. The age ranges were so grouped to have at least a gap of ten to fifteen years, where possible linguistic or sociolinguistic differences might occur. Half the number of the respondents were males, and the other half

were females. To ensure representativeness, more than a hundred questionnaires were distributed and then collected. Only a hundred and four were chosen according to what was needed in terms of age, sex, and educational background. The validity of the answers was also considered.

Research Instruments

The Swadesh 200 Basic Vocabulary Word List and the SIL 245 Core Vocabulary were used to elicit the linguistic data. These are considered by linguists as core vocabulary words because the objects that these words represent are supposed to be found in many different cultures. On the other hand, the researcher added another 200 vocabulary terms which are not included in the two standardized lists but which are used in daily conversations. This was done to have a broader picture of the similarities and differences of the lexical items since the researcher believed that the additional words would reveal more.

Zorc's (1977) formula in Baguio (2000) of mutual intelligibility rating was used to determine the level of mutual intelligibility or understanding between the Bantayanon and Sebuano, Hiligaynon, Samar-Leyte, and Masbateño. The test was done to supplement the comparison of the lexical items in describing Bantayanon linguistically.

Another instrument employed was the questionnaire. It was used for the sociolinguistic part of the study. Part I of the questionnaire described the respondents in terms of personal background: age, sex, religion, civil status, occupation, educational attainment and the school they graduated from. Part II elicited the languages they have access to, the languages they use--- with whom, when, where; and their perception of their native tongue and the other languages they use.

Data Gathering Technique

The gathering of the linguistic data did not take that long as expected. The researcher first contacted relatives and friends in the involved places to gather persons who possess the necessary characteristics needed for the study. The researcher was in Bantayan Island on May 23- 25, 2005. She was in Carcar, Cebu on May 26 and 31, 2005. She was in Dumangas, Ilo-ilo on May 27-29, 2005, and in Carigara, Leyte on June 1-3, 2005. It was on November 4-6, 2005 that the researcher was able to gather the needed data in Masbate.

For the lexical item collection, the researcher gave the English terms to the informants and then the informants supplied the dialectal/vernacular equivalent.

To elicit the data for mutual intelligibility, the researcher asked the Bantayanon informants to narrate a significant personal experience which lasted

for ten to fifteen minutes. Those were recorded in a cassette recorder. The recorded messages in Bantayan were then brought to the other four places of study to be listened to by the informants in the said places. The informants in Car-car, Cebu; Dumangas, Ilo-ilo; Carigara, Leyte; and Masbate City were asked to listen to the recorded messages separately to avoid comparing notes. And then each of the informants was asked to paraphrase or retell what each heard. Their answers were likewise recorded. The informants tended to forget what they heard. The researcher then decided to let the informants listen to the same portion of the messages for four minutes and fifty seconds. The researcher transcribed the Bantayanon messages as well as the paraphrases and comments of the informants.

The sociolinguistic data were gathered through the questionnaires.

Treatment of Data

The lexical items were compared to determine the number of similar and different terms between Bantayanon, Sebuano, Hiligaynon, Samar-Leyte and Masbateño. This was done to establish the relationship between and among the languages under study.

In analyzing the tape-recorded texts, the researcher used Zorc's (1977) formula as a guide in determining the mutual intelligibility levels of the languages under study. The mutual intelligibility tests were conducted to support the lexical

item comparison, which consequently strengthened the linguistic findings of the study. On the other hand, the sociolinguistic data gathered were subjected to simple counts leading to frequencies, percentages, and ranking. The frequencies, ranking, and percentages were used to determine the following: (1) the languages the Bantayanon have access to, (2) the languages they use in particular social domains, (3) the schools they graduated from and their educational attainment. These were done to elicit the Bantayanons' perceptions of their language.

CHAPTER 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the linguistic and sociolinguistic data collected to describe Bantayanon.

The linguistic data are composed of the lexical items – Swadesh 200 words, SIL 245 words and the Additional 200 vocabulary words – of the five languages under study and the results of the mutual intelligibility tests.

On the other hand, the sociolinguistic data are composed of the answers to the questionnaires distributed in the municipality of Bantayan.

A. Lexical Comparison

This section presents the summary of the lexical comparison done between and among the five languages under study. The presentation is in the form of graphs and tables to show the data and findings clearly. The graphs and tables include the Swadesh 200-word Basic Vocabulary, the SIL 245 Core Vocabulary Words, and the Additional 200 Vocabulary Words.

The graph that follows, Figure 2, reveals the percentages of the words common to the five languages under study based on the Swadesh word list, the SIL word list, and the Additional word list.

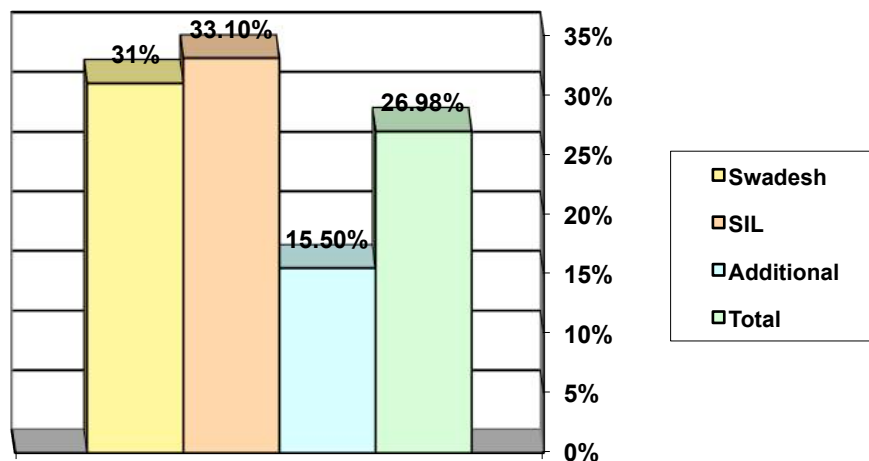


Figure 2. Distribution of the Number of Words Common to the Five Languages

As can be gleaned from Figure 2, the study reveals that 62 words or thirty-one percent (31%) of the Swadesh 200-Word Basic Vocabulary are similar among the five languages involved in the study. Most of the words common among the five languages based on the Swadesh list are the body parts such as hand (kamut), foot (tiil), mouth (baba), tooth (ngipon), tongue (dila), hair (buhok), neck (li-og), liver (atay), guts (tina-i), blood (dugo), and eyes (mata). Another group of words common among the five languages based on the Swadesh list are action words such as swim (langoy), breathe (ginhawa), eat (ka-on), cook (luto), drink (inom), vomit (suka), suck (supsop), sew (tahi), and fly (lupad).

Based on the SIL 245 Core Vocabulary the highest number of words common among the five languages are the pronouns. The pronouns are followed by flora and fauna, body parts, and names of tools. Based on the SIL Core Vocabulary there are 81 words which are common to the five languages or thirty-three point one percent (33.1 %), the highest among the three lexical comparison instruments. Based on the Additional 200 Vocabulary Words there are 31 words common to the five languages or fifteen point five percent (15.5 %). The common words among the five languages based on the Additional Vocabulary list are the nouns. Some of the words common among the five languages are the following: because (tungod), bed (katre), bee (buyog), book (libro), breath (ginhawa), clean (limpyo), colds (sip-on), cow (baka), curtain (kurtina), faucet (gripo), fork (tinidor), girl (babaye), green (berde), hungry (gutom), *flat* iron (plantsa), island (isla), me (ako), mosquito net (moskitero), mountain (bukid), potato (patatas), rag (trapo), sing (kanta), there (didto), thigh (paa), time (oras), tomato (kamatis), tree (kahoy), wake-up (pagmata), week (semana), window (bintana), your (imo).

Based on the three lexical comparison instruments - Swadesh 200 Word list, SIL 245 Word list, and Additional 200 Word list- of the 645 total number of words, 174 or twenty-six point ninety-eight percent (26.98%) are words common to the five languages under study. Based on the Swadesh list the words common to the five languages are found most in the names of body parts and words pertaining to action. Based on the SIL word list the similarities are found most in their pronouns then in flora and fauna, body parts, and names of tools which are

actually nouns. These results show that the five languages under study are related or this shows that they belong to the same language group. It should be noticed that nouns, pronouns and verbs are used most in conversations which implies the relatedness of the five languages under study.

The table that follows, Table 1, shows the unique words to each of the five languages.

Table 1. Percentages of Unique Words in Each of the Five Languages

Instrument	Languages	Rank	Number of Words	%
Swadesh Word List	Sebuano	1	60	30.0%
	Bantayanon	2	58	29.0%
	Samar-Leyte	3	57	28.5%
	Hiligaynon	4	49	24.5%
	Masbateño	5	48	24.0%
SIL Word List	Bantayanon	1	80	32.7%
	Hiligaynon	2	79	32.2%
	Samar-Leyte	2	79	32.2%
	Sebuano	3	77	31.4%
	Masbateño	4	72	29.4%
Additional Word List	Sebuano	1	94	47.0%
	Samar-Leyte	2	87	43.5%
	Masbateño	3	78	39.0%
	Bantayanon	4	77	38.5%
	Hiligaynon	5	67	33.5%

Table 1 reveals that based on the Swadesh word list Sebuano has the highest number of unique words with 60 words or thirty percent (30 %) of the 200 words. Still based on the Swadesh word list Bantayanon closely follows Sebuano

in the highest number of unique words. Bantayanon has 58 unique words or twenty-nine percent (29 %) of the 200 words. Samar-Leyte has 57 unique words or twenty-eight point five percent (28.5%), Hiligaynon has 49 unique words or twenty-four point five percent (24.5%), and Masbateño has 48 unique words or twenty-four percent (24%).

The same table, Table 1, shows that based on the SIL word list Bantayanon has the highest number of unique words, with 80 words or thirty-two point seven percent (32.7%) of the 245 words. Based on the SIL word list Bantayanon is followed by Hiligaynon and Samar-Leyte with 79 unique words or thirty-two point two percent (32.2%) of the SIL 245 words. Sebuano follows with 77 unique words or thirty-one point four percent (31.4%), and then Masbateño with 72 unique words or twenty-nine point four percent (29.4%).

Table 1 also reveals that based on the Additional 200 Vocabulary Words Sebuano tops the list having the highest number of unique words. Of the 200 words included in the Additional Vocabulary Words Sebuano has 94 unique words or forty-seven percent (47%), Samar-Leyte has 87 unique words or forty-three point five percent (43.5%), Masbateño has 78 unique words or thirty-nine percent (39%), Bantayanon has 77 unique words or thirty-eight point five percent (38.5%), and Hiligaynon has 67 unique words or thirty-three point five percent (33.5%).

Table 1 implies that the number of unique words that Bantayanon has based on the Swadesh list, the SIL list, and the Additional Vocabulary list; is almost similar to its neighboring languages'. This shows that Bantayanon has its own set of words just like the other languages under study which could mean that Bantayanon is another Visayan language variety.

As can be gleaned from the tables in Appendices A, B, C, and D. Bantayanon has the following unique words. Based on the Swadesh list some of the unique words are tie (butok), die (bag-as), squeeze (pig-ot), fall (hunlak), lightning (lipak), wet (hupit), climb (takyas). Based on the SIL word list some of the unique words in Bantayanon are eyes (maslok), nose (syonghan), feet (siki), chin (simod), throat (but-oy), grass (balili), mosquito (tagnok), bread (sopas), father (amay), and child (puya). It should be noted that the Swadesh list and the SIL list have some similar terms, thus some of the words mentioned here are found in both standardized instruments. On the other hand, based on the Additional Vocabulary Words many of Bantayanon's unique words are adjectives and descriptive nouns. Some examples are the following: boastful (bwa-on/garabon), bright *light* (pawa), deaf (bungoy), difficult (biro), foolish (burong), hard (tig-a), hungry (lunos), big basket (iyat), boy (lyaki), breakfast (painit), and father (tata). These findings show that the unique words in Bantayanon are found in various lexical categories which means that Bantayanon has its own peculiar words which also supports the earlier contention that Bantayanon is another Visayan language variety.

As a summary of Table 1, the next table, Table 2, shows the total number of words unique to each of the five languages. The unique words in each of the languages show the peculiarities of each of the languages.

Table 2. Number of Words Unique to Each of the Five Languages (N=645)

Instruments	No. of Words	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
Swadesh	200	58	60	49	57	48
SIL	245	80	77	79	79	72
Additional	200	77	94	67	87	78
Total	645	215	231	195	223	198
%		33.33	35.81	30.23	34.57	30.69

As can be gleaned from Table 2 Sebuano has the highest number of unique words followed by Samar-Leyte, Bantayanon, Masbateño, and Hiligaynon. Out of the total number of 645 words of the combined number of words from the Swadesh word list, SIL word list, and the Additional word list, Sebuano has 231 unique words or thirty-five point eighty-one percent (35.81%), Samar-Leyte has 223 unique words or thirty-four point fifty-seven percent (34.57%), Bantayanon has 215 unique words or thirty-three point thirty-three percent (33.33%), Masbateño has 198 unique words or thirty point sixty-nine percent (30.69%) and Hiligaynon has 195 unique words or thirty point twenty-three percent (30.23%). Table 2 shows that Bantayanon, like the four other languages under study, has its own set of unique words which strengthens the possibility that Bantayanon is another Visayan language variety.

The table that follows, Table 3, shows the number of words that Sebuano, Hiligaynon, Samar-Leyte, and Masbateño have which are similar to Bantayanon. The languages are ranked according to their number of words similar to Bantayanon.

Table 3. Number of Words Similar to Bantayanon

Instrument	Languages	Rank	Number of Words	%
Swadesh Word List	Sebuano	1	119	59.5%
	Hiligaynon	2	112	56.0%
	Masbateño	3	104	52.0%
	Samar-Leyte	4	96	48.0%
SIL Word List	Sebuano	1	151	61.6%
	Hiligaynon	2	125	51.0%
	Samar-Leyte	3	120	49.0%
	Masbateño	4	115	46.9%
Additional Word List	Hiligaynon	1	95	47.5%
	Sebuano	2	94	47.0%
	Samar-Leyte	3	73	36.5%
	Masbateño	4	66	33.0%

Table 3 shows that based on the Swadesh list Sebuano has the highest number of words similar to Bantayanon which is 119 or fifty-nine point five percent (59.5%), Hiligaynon has 112 words similar to Bantayanon or fifty-six percent (56%), Masbateño has 104 words similar to Bantayanon or fifty-two percent (52.0%), and Samar-Leyte has 96 words similar to Bantayanon or forty-eight percent (48%).

Based on the SIL Core Vocabulary Words Sebuano has the highest number of words similar to Bantayanon which is 151 or sixty-one point six percent (61.6%). Hiligaynon has 125 words similar to Bantayanon or fifty-one percent (51%), Samar-Leyte has 120 words similar to Bantayanon or forty-nine percent (49%), and Masbateño has 115 words similar to Bantayanon or forty-six point nine percent (46.9%).

Based on the Additional Vocabulary Words Hiligaynon has the highest number of words similar to Bantayanon which is 95 or forty-seven point five percent (47.5%) followed closely by Sebuano which has 94 words similar to Bantayanon or forty-seven percent (47%). Samar-Leyte has 73 words similar to Bantayanon or thirty-six point five percent (36.5%), and Masbateño has 66 words similar to Bantayanon or thirty-three percent (33%).

The data on the lexical similarities and differences are found in Appendices A, B, C, and D. Based on the said data and as Table 3 shows the five languages under study are really related to each other as can be seen in their exchanging of positions in the three lexical comparison instruments based on their numbers of similar words to Bantayanon.

The summary of the number of lexical similarities of Sebuano, Hiligaynon, Samar-Leyte, and Masbateño to Bantayanon is presented in the graph that follows:

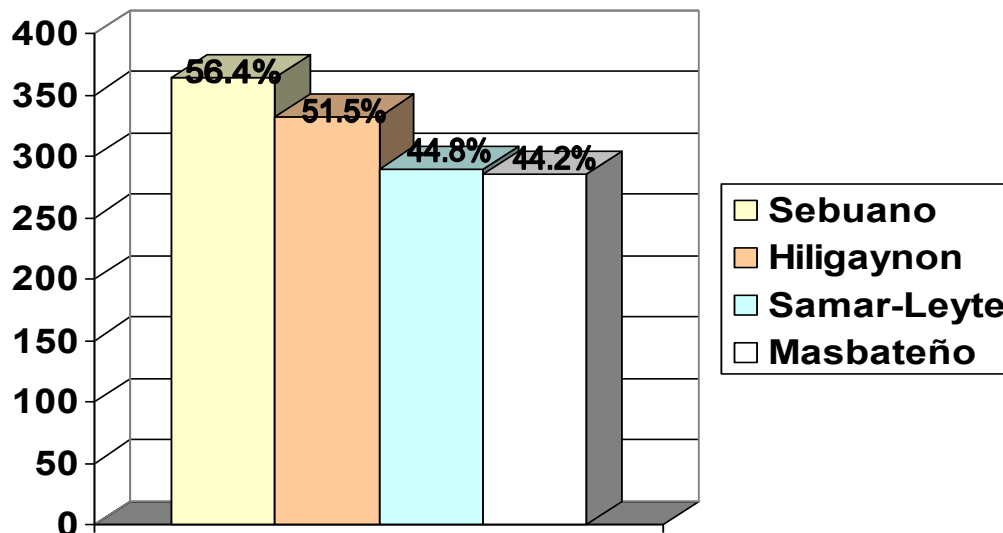


Figure 3. Lexical Similarities Between Bantayanon and Sebuano, Hiligaynon, Samar-Leyte, and Masbateño

Moreover, in the Swadesh list the similarities between and among the five languages are found in the different lexical categories. Similarities are found in the body parts such as hand (kamut), skin (panit), back (likod), shoulder (abaga), hair (buhok). Similarities are also found in terms related to nature such as plant (tanom), wood (kahoy), grow (tubo), fish (isda), branch (sanga), leaf (dahon), root (gamot), fruit (prutas), stone (bato), star (bituon), wind (hangin), day (adlaw). Similarities are also found in their pronouns such as I (ako), thou (ikaw), we (kita), we (kami).

In the SIL list similarities between Bantayanon and Sebuano are found in their pronouns, followed by the body parts, then nouns. Most of the similarities between Bantayanon and Hiligaynon are still found in their pronouns followed by

body parts, then flora and fauna. Between Bantayanon and Samar-Leyte the lexical similarities are still found most in their pronouns followed by trade and commerce, then flora and fauna. Between Bantayanon and Masbateño the highest number of similar words are also found in their pronouns followed by flora and fauna, and then body parts. The lexical similarities of the four languages to Bantayanon lie most commonly in their pronouns, body parts, and flora and fauna.

Among the three lexical comparison instruments the Additional Word list yields the least number of similarities. However, this result does not rule out the fact that similarities among the five languages under study really abound and which means that these five neighboring languages are related to each other, and that Bantayanon is a part of the language group where the other four languages belong.

The relationship of these five languages could be brought about by trade and commerce. Bantayan is known for its eggs and dried fish, Ilo-ilo brings its watermelon and rice to Bantayan, Samar-Leyte is Bantayan's source of "nipa" and bananas, while Cebu is where Bantayan sends its students aside from its eggs and dried fish. In the case of Masbate, the researcher learned that some Masbateños go to Cebu via Bantayan.

Another probable factor that brings these languages together are the inhabitants of these places. As stated in the profile of Bantayan Island many of its early inhabitants possibly came from Panay, Cebu, Leyte and Bohol.

On the other hand, as the data revealed Sebuano has the highest number of words similar to Bantayanon. This is expected because Bantayan Island is part of the province of Cebu, thus Cebu is Bantayan's most frequent contact.

The table that follows, Table 4 presents the relationships among the five languages. Pairs of the languages under study are ranked according to their number of similar words.

Table 4 reveals that Samar-Leyte and Masbateño are closer to each other than are Bantayanon and Sebuano based on the Swadesh 200-word Basic Vocabulary, the SIL 245 Core Vocabulary Words, and the Additional Vocabulary Words. In the combined portion of the table it is shown that Samar-Leyte and Masbateño are the closest languages to each other while Sebuano and Masbateño are the farthest languages from each other. As can be gleaned from the same portion of the table Bantayanon is closest to Sebuano, then to Hiligaynon, to Samar-Leyte, and lastly to Masbateño. The table shows the close relationship among the five languages under study which could be brought about by their geographical distance, their trading relationship, and the migration of their inhabitants.

Table 4. Relationships Among the Five Languages

Instrument	Languages	Rank	Number of Words	%
Swadesh	Samar-Leyte and Masbateño	1	130	65.0%
	Bantayanon and Sebuano	2	119	59.5%
	Hiligaynon and Masbateño	3	114	57.0%
	Bantayanon and Hiligaynon	4	112	56.0%
	Sebuano and Hiligaynon	5	107	53.5%
	Bantayanon and Masbateño	6	104	52.0%
	Hiligaynon and Samar-Leyte	7	103	51.5%
	Sebuano and Masbateño	8	98	49.0%
	Bantayanon and Samar-Leyte	9	96	48.0%
	Sebuano and Samar-Leyte	10	94	47.0%
SIL	Samar-Leyte and Masbateño	1	160	65.3%
	Bantayanon and Sebuano	2	151	61.6%
	Hiligaynon and Masbateño	3	127	51.8%
	Sebuano and Samar-Leyte	4	125	51.0%
	Bantayanon and Hiligaynon	4	125	51.0%
	Hiligaynon and Samar-Leyte	5	123	50.2%
	Bantayanon and Samar-Leyte	6	120	49.0%
	Sebuano and Hiligaynon	7	119	48.6%
	Sebuano and Masbateño	8	117	47.8%
	Bantayanon and Masbateño	9	115	46.9%
Additional	Samar-Leyte and Masbateño	1	106	53.0%
	Bantayanon and Hiligaynon	2	95	47.5%
	Bantayanon and Sebuano	3	94	47.0%
	Hiligaynon and Masbateño	4	85	42.5%
	Hiligaynon and Samar-Leyte	5	77	38.5%
	Bantayanon and Samar-Leyte	6	73	36.5%
	Sebuano and Hiligaynon	7	67	33.5%
	Bantayanon and Masbateño	8	66	33.0%
	Sebuano and Samar-Leyte	9	59	29.5%
	Sebuano and Masbateño	10	58	29.0%
Combined	Samar-Leyte and Masbateño	1	396	61.39%
	Bantayanon and Sebuano	2	364	56.43%
	Bantayanon and Hiligaynon	3	332	51.47%
	Hiligaynon and Masbateño	4	326	50.54%
	Hiligaynon and Samar-Leyte	5	303	46.97%
	Sebuano and Hiligaynon	6	293	45.42%
	Bantayanon and Samar-Leyte	7	289	44.80%
	Bantayanon and Masbateño	8	285	44.18%
	Sebuano and Samar-Leyte	9	278	43.10%
	Sebuano and Masbateño	10	273	42.32%

In Baguio (2000) Brown (1998) cited Grimes (1988) who said that if the collected and compared word lists between two dialects or languages are estimated or computed and the result is fewer than sixty percent (60%) of the words are similar, then the said dialects or languages are considered to belong to separate languages or are considered to be separate languages. Thus, as can be gleaned from Table 4 based on the Swadesh word list Bantayanon and Sebuano have fifty-nine point five percent (59.5%) similar words, Bantayanon and Hiligaynon have fifty-six percent (56%) similar words, Bantayanon and Masbateño have fifty-two percent (52%), and Bantayanon and Samar-Leyte have forty-eight percent (48%), which means that based on the Swadesh these are considered to be separate languages.

On the other hand, based on SIL word list Bantayanon and Sebuano have sixty-one point six percent (61.6%) similar words, Bantayanon and Hiligaynon have fifty-one percent (51%), Bantayanon and Samar-Leyte have forty-nine percent (49%), and Bantayanon and Masbateño have forty-six point nine percent (46.9%), which means that Bantayanon could be a dialect of Sebuano or both Bantayanon and Sebuano belong to the same group of languages.

Based on the Additional Vocabulary, Bantayanon and Hiligaynon have forty-seven point five percent (47.5%) similar words, Bantayanon and Sebuano have forty-seven percent (47%), Bantayanon and Samar-Leyte have thirty-six

point five percent (36.5%), and Bantayanon and Masbateño have thirty-three percent (33%), which means that these are separate languages.

In the combined 645 words Bantayanon and Sebuano have fifty-six point forty-three (56.43%) similar words, Bantayanon and Hiligaynon have fifty-one point forty-seven percent (51.47%), Bantayanon and Samar-Leyte have forty-four point eighty percent (44.80%), and Bantayanon and Masbateño have forty-four point eighteen percent (44.18%) which shows that Bantayanon is not a dialect of any of the four languages.

As a summary, the lexical comparison reveals that there are 62 words common among the five languages or thirty-one percent (31%) based on the Swadesh list, 81 words common among the five languages or thirty-three point one percent (33.1%) based on the SIL list, and 31 common words or fifteen point five percent (15.5%) based on the Additional Vocabulary. The highest number of common words is found in the SIL, then in the Swadesh, and the least is in the Additional Vocabulary.

Based on the Swadesh list Sebuano has the highest number of unique words followed very closely by Bantayanon and then Samar-Leyte. Based on the SIL list Bantayanon has the highest number of unique words followed very closely by Hiligaynon and Samar-Leyte, Sebuano, then Masbateño. The

Additional Vocabulary reveals that Sebuano has the highest number of unique words followed by Samar-Leyte. Bantayanon ranks fourth.

Finally, based on the Swadesh, Samar-Leyte and Masbateño are the closest to each other, Bantayanon and Sebuano are the next closest while Sebuano and Samar-Leyte are the farthest from each other. Based on the SIL Samar-Leyte and Masbateño are the closest to each other followed by Bantayanon and Sebuano. The farthest from each other are Bantayanon and Masbateño. Based on the Additional Vocabulary Samar-Leyte and Masbateño are the closest to each other followed by Bantayanon and Hiligaynon. The farthest from each other are Sebuano and Masbateño. The results of the lexical comparison using the combined Swadesh list, SIL list, and Additional word list bring out the pairs of languages according to relationship and are ranked as follows: Samar-Leyte and Masbateño, Bantayanon and Sebuano, Bantayanon and Hiligaynon, Hiligaynon and Masbateño, Hiligaynon and Samar-Leyte, Sebuano and Hiligaynon, Bantayanon and Samar-Leyte, Bantayanon and Masbateño, Sebuano and Samar-Leyte, Sebuano and Masbateño.

B. Mutual Intelligibility Test Results

The following table shows the mutual intelligibility test results done between Bantayanon and the four other languages using Zorc's (1977) formula.

Table 5. Intelligibility Rating Between Bantayanon and the Four Other Languages Based on Zorc's (1977) Formula

Informants (N=5)	Informants Understood Recording	The Speech type Recorded and the Speech Type Being Tested
Sebuano	Here and there	Close languages
Hiligaynon	Here and there	Close languages
Samar-Leyte	Here and there	Close languages
Masbateño	Here and there	Close languages

As can be gleaned from Table 5 Bantayanon is but one of the Visayan languages. Because of some lexical similarities among the five languages under study, the informants could somehow make out some words from the recorded messages but tended to give a different meaning to the whole text. "Here and there" based on Zorc's (1977) Formula means that the listener in a linguistic situation knows some words spoken by the speaker but cannot understand the whole context. The Sebuano informants commented that they could not understand it because it sounded like Tagalog and it did not sound like Visayan. On the other hand, the Masbateño informants commented that they could not understand Sebuano.

What is interesting about the study as observed by the researcher is that based on the lexical comparisons Bantayanon and Sebuano are the closest languages followed by Bantayanon and Hiligaynon, then by Bantayanon and Samar-Leyte; but the Masbateño informants understood the messages more than the informants of the other languages in the mutual intelligibility test. This could be brought about by the nature of Masbateño which is close to that of

Bantayanon's, that of being a mixed language. The researcher also observed that although Bantayanon and Sebuano have the highest number of similar lexical items, Bantayanon sounded more like Hiligaynon and its intonation is closest to Samar-Leyte's. These findings support the contention that the five languages under study belong to the same group of languages.

C. Sociolinguistic Data

The sociolinguistic data are the bases for the sociolinguistic description of Bantayanon. The data include the languages that the Bantayanons have access to, the different social domains where these languages are heard, the languages spoken in Bantayan, the languages used by the Bantayanons in the different social domains and different linguistic situations, the languages that the Bantayanons prefer to use in the different social domains and in the different linguistic situations. The data also include the crosstabulations of languages used in the different social domains and in the different linguistic situations and the respondents' gender, age, educational attainment, type of school, and the address of school.

The people of Bantayan have access to the different languages as the following table shows.

Table 6. Languages Heard in Bantayan

Languages	Rank	Frequency	%	% of Cases
Bantayanon	1	104	23.2%	100%
Sebuano	2	84	18.8%	80.8%
Filipino	3	73	16.3%	70.2%
Hiligaynon	4	64	14.3%	61.5%
English	5	61	13.6%	58.7%
Samar-Leyte	6	42	9.4%	40.4%
Masbateño	7	18	4.0%	17.3%
Others	8	2	.4%	1.9%
Total		448	100%	430.8%

Table 6 shows that there are seven languages heard in Bantayan as identified by the respondents. These are as follows: Bantayanon, Sebuano, Filipino, Hiligaynon, English, Samar-Leyte, and Masbateño. Two respondents added other languages aside from these given. This shows that Bantayanon is the first language of the Bantayanons as can be gleaned from the fact that everybody hears it in the place.

The table that follows, Table 7, shows the different languages heard in Bantayan such as Bantayanon, Sebuano, Filipino, Hiligaynon, English, Samar-Leyte, and Masbateño. The table also shows the different social domains where these languages are heard. The social domains included are the home, the school, the workplace, the market, and the church. Radio and television are also included in the list of social domains.

Table 7. The Social Domains Where the Languages are Heard

Language	Social Domain	Rank	Frequency	%	% of Cases
Bantayanon	Home	1	102	21.7%	98.1%
	Market	2	96	20.4%	92.3%
	Workplace	3	83	17.7%	79.8%
	Church	4	82	17.4%	78.8%
	School	5	76	16.2%	73.1%
	Radio	6	18	3.8%	17.3%
	TV	7	13	2.8%	12.5%
	Total		470	100%	451.9%
Sebuano	Church	1	77	17.5%	89.5%
	Radio	2	74	16.8%	86.0%
	TV	3	69	15.7%	80.2%
	Market	4	63	14.3%	73.3%
	School	5	56	12.7%	65.1%
	Home	6	52	11.8%	60.5%
	Workplace	7	49	11.1%	57.0%
	Total		440	100%	511.6%
Filipino	TV	1	67	20.2%	82.7%
	Radio	2	56	16.9%	69.1%
	School	3	45	13.6%	55.6%
	Workplace	4	43	13.0%	53.1%
	Market	5	41	12.3%	50.6%
	Home	6	40	12.0%	49.4%
	Church	6	40	12.0%	49.4%
	Total		332	100%	409.9%
Hiligaynon	Radio	1	49	23.8%	75.4%
	Market	2	46	22.3%	70.8%
	TV	3	26	12.6%	40.0%
	Workplace	4	23	11.2%	35.4%
	School	5	22	10.7%	33.8%
	Church	6	21	10.2%	32.3%
	Home	7	19	9.2%	29.2%
	Total		206	100%	316.9%
English	TV	1	62	19.7%	86.1%
	Church	2	52	16.6%	72.2%
	Radio	3	49	15.6%	68.1%
	School	4	43	13.7%	59.7%
	Workplace	5	39	12.4%	54.2%
	Market	6	38	12.1%	52.8%
	Home	7	31	9.9%	43.1%
	Total		314	100%	436.1%

Table 7 – Cont...

Language	Social Domain	Rank	Frequency	%	% of Cases
Samar-Leyte	Market	1	34	34.3%	75.6%
	Workplace	2	17	17.2%	37.8%
	Radio	3	12	12.1%	26.7%
	Church	4	11	11.1%	24.4%
	School	5	10	10.1%	22.2%
	Home	6	9	9.1%	20.0%
	Total			99	100%
Masbateño	Market	1	20	26.7%	58.8%
	Workplace	2	13	17.3%	38.2%
	Radio	3	11	14.7%	32.4%
	Church	4	9	12.0%	26.5%
	School	4	9	12.0%	26.5%
	TV	5	7	9.3%	20.6%
	Home	6	6	8.0%	17.6%
	Total			75	100%
Other Languages	Home	1	1	33.3%	33.3%
	Market	1	1	33.3%	33.3%
	School	1	1	33.3%	33.3%
	Total			3	100%

Table 7 shows that Bantayanon is basically used and heard at home. This implies that Bantayanon is used in more intimate and informal situations. Sebuano is used in the church and is heard through mass media. This further implies that the Bantayanons use Sebuano in formal situations. The same table reveals that mass media spread Filipino more than any other means. School domain comes third with the obvious reason that Filipino is taught in schools. The Bantayanons hear Hiligaynon most of the time over the radio. It is least heard at home. The table further implies that before the school and the church reach the

people, mass media do it first. It should be noted and as shown in Table 7 that the market and the workplace are the domains where people from different places meet. It should also be remembered that Samar-Leyte is in the sixth position among the languages heard in Bantayan. This further implies that Samar-Leyte and Masbateño are spoken by a few people in Bantayan. The table also implies that the home, the market and the school are basic social domains where a particular or even a special language could be used.

Table 8 shows the different languages spoken in Bantayan.

Table 8. Languages Spoken in Bantayan

Languages	Rank	Frequency	%	% of Cases
Bantayanon	1	103	37.9%	100%
Sebuano	2	68	25.0%	66.0%
Filipino	3	47	17.3%	45.6%
English	4	40	14.7%	38.8%
Hiligaynon	5	11	4.0%	10.7%
Samar-Leyte	6	2	.7%	1.9%
Others	7	1	.4%	1.0%
Total		272	100%	264.1%

Table 8 shows that the Bantayanons are multilinguals. They use Bantayanon as their native tongue. Sebuano is a second language in Bantayan just like Filipino and English.

Table 9 presents the different languages used in the church.

Table 9. Languages Used in Church

Linguistic Situation	Languages	Rank	Frequency	%	% of Cases
Church Confession	Bantayanon	1	87	44.6%	84.5%
	Sebuano	2	62	31.8%	60.2%
	English	3	27	13.8%	26.2%
	Filipino	4	17	8.7%	16.5%
	Hiligaynon	5	2	1.0%	1.9%
	Total		195	100.0%	189.3%
Church Homily	Bantayanon	1	81	42.6%	80.2%
	Sebuano	2	59	31.1%	58.4%
	English	3	28	14.7%	27.7%
	Filipino	4	16	8.4%	15.8%
	Hiligaynon	5	4	2.1%	4.0%
	Masbateño	6	2	1.1%	2.0%
	Total		190	100.0%	188.1%

Table 9 shows that Bantayanon is used in church confession followed by Sebuano. Likewise, the table shows that Bantayanon is used most often in church homily and still followed by Sebuano. This implies that indeed Bantayanon is used more than the other languages in intimate situations; while it further implies that Sebuano is their number one second language since they usually use it next to Bantayanon in intimate situations such as in church confession.

Table 10 reveals the different languages that the Bantayanons use at work when talking to a supervisor or head, when talking with peers, and when talking with a client.

Table 10. Languages Used at Work

Linguistic Situation	Languages	Rank	Frequency	%	% of Cases
To a Supervisor/ Head	Bantayanon	1	79	40.9%	84.0%
	Sebuano	2	49	25.4%	52.1%
	English	3	37	19.2%	39.4%
	Filipino	4	24	12.4%	25.5%
	Hiligaynon	5	2	1.0%	2.1%
	Samar-Leyte	6	1	.5%	1.1%
	Masbateño	6	1	.5%	1.1%
	Total		193	100.0%	205.3%
With Peers	Bantayanon	1	92	44.4%	97.9%
	Sebuano	2	50	24.2%	53.2%
	English	3	28	13.5%	29.8%
	Filipino	4	26	12.6%	27.7%
	Hiligaynon	5	8	3.9%	8.5%
	Samar-Leyte	6	2	1.0%	2.1%
	Masbateño	7	1	.5%	1.1%
	Total		207	100.0%	220.2%
With a Client	Bantayanon	1	85	37.0%	92.4%
	Sebuano	2	54	23.5%	58.7%
	English	3	41	17.8%	44.6%
	Filipino	4	34	14.8%	37.0%
	Hiligaynon	5	9	3.9%	9.8%
	Masbateño	6	4	1.7%	4.3%
	Samar-Leyte	7	3	1.3%	3.3%
	Total		230	100.0%	250.0%

Table 10 shows that Bantayanon is used at work be it talking to a supervisor or head, with peers, or with clients. Sebuano is far second and the other languages follow. This implies that the Bantayanons prefer their native tongue more than any other language even at work where they get to talk to people who are either their heads or their peers, or even their clients.

Table 11 shows the different languages that the Bantayanons use in school.

Table 11. Languages Used in School

Linguistic Situation	Languages	Rank	Frequency	%	% of Cases
With a Head/ Teacher	Bantayanon	1	70	31.5%	74.5%
	English	2	60	27.0%	63.8%
	Sebuano	3	54	24.3%	57.4%
	Filipino	4	32	14.4%	34.0%
	Hiligaynon	5	3	1.4%	3.25
	Samar-Leyte	6	2	.9%	2.1%
	Masbateño	7	1	.5%	1.1%
	Total		222	100.0%	236.2%
With Fellow Teacher/ Student	Bantayanon	1	83	36.2%	89.2%
	Sebuano	2	53	23.1%	57.0%
	English	3	48	21.0%	51.6%
	Filipino	4	38	16.6%	40.9%
	Hiligaynon	5	4	1.7%	4.3%
	Samar-Leyte	6	2	.9%	2.2%
	Masbateño	7	1	.4%	1.1%
	Total		229	100.0%	246.2%
With a Subordinate/ Student	Bantayanon	1	82	36.45%	88.2%
	English	2	47	20.9%	50.5%
	Sebuano	3	46	20.4%	49.5%
	Filipino	4	44	19.6%	47.3%
	Hiligaynon	5	2	.9%	2.2%
	Samar-Leyte	5	2	.9%	2.2%
	Masbateño	6	1	.4%	1.1%
	Others	6	1	.4%	1.1%
	Total		225	100.0%	241.9%

Table 11 shows that Bantayanon is used most often when talking to a head or a teacher, English is next in the list. The table also reveals that Bantayanon is used when talking to a fellow teacher or to a fellow student, however, Sebuano follows next. When talking to a subordinate or to a student

they still use Bantayanon followed by English and Sebuano. This implies that Bantayanon is preferred more than the other languages even in school. As can be gleaned from the table, English is next to Bantayanon when the speaker speaks to a subordinate or to a student. The use of English suggests the superiority of the speaker.

Table 12 shows the different languages that the Bantayanons use in the market.

Table 12. Languages Used in the Market

Languages	Rank	Frequency	%	% of Cases
Bantayanon	1	102	53.4%	99.0%
Sebuano	2	43	22.5%	41.7%
Filipino	3	15	7.9%	14.6%
English	4	14	7.3%	13.6%
Hiligaynon	5	7	3.7%	6.8%
Samar-Leyte	6	5	2.6%	4.9%
Masbateño	7	3	1.6%	2.9%
Others	8	2	1.0%	1.9%
Total		191	100.0%	185.4%

Table 12 reveals that in a place, like the market, where different people meet Bantayanon is still used followed by Sebuano, which could be considered as the Visayan lingua franca; then by Filipino, which is considered as the country's lingua franca, then by English which is considered as the international lingua franca.

Table 13 shows the different languages that the Bantayanons use at home.

Table 13. Languages Used at Home

Languages	Rank	Frequency	%	% of Cases
Bantayanon	1	101	56.1%	99.0%
Sebuano	2	36	20.0%	35.3%
English	3	20	11.1%	19.6%
Filipino	4	17	9.4%	16.7%
Hiligaynon	5	2	1.1%	2.0%
Samar-Leyte	5	2	1.1%	2.0%
Masbateño	6	1	.6%	1.0%
Others	6	1	.6%	1.0%
Total		180	100.0%	176.5%

Table 13 shows that Bantayanon tops the list of languages used at home, Sebuano is a very far second and English comes before Filipino. This shows that the Bantayanons are more comfortable with their native tongue. Bantayanon is used and heard first and foremost at home where intimacy is experienced most. This also implies that the Bantayanons keep and sustain their native tongue since their children learn and speak their own language.

Table 14 reveals the Bantayanons' language preferences in the church for liturgy and homily, at work, in the school, in the market, and at home. The Bantayanons' language preference includes Bantayanon, Sebuano, English, and Filipino.

Table 14. Language Preference

Social Domain	Languages	Rank	Frequency	%	% of Cases
for Church Liturgy	Bantayanon	1	39	36.4%	45.3%
	Sebuano	2	37	34.6%	43.0%
	English	3	28	26.2%	32.6%
	Filipino	4	3	2.8%	3.5%
	Total		107	100.0%	124.4%
for Church Homily	Bantayanon	1	48	45.3%	56.5%
	Sebuano	2	32	30.2%	37.6%
	English	3	21	19.8%	24.7%
	Filipino	4	5	4.7%	5.9%
	Total		106	100.0%	124.7%
At Work	Bantayanon	1	66	52.8%	79.5%
	English	2	24	19.2%	28.9%
	Sebuano	3	23	18.4%	27.7%
	Filipino	4	11	8.8%	13.3%
	Total		125	100.0%	150.6%
In School	Bantayanon	1	49	38.0%	60.5%
	English	2	40	31.0%	49.4%
	Filipino	3	20	15.5%	24.7%
	Sebuano	4	19	14.7%	23.5%
	Total		129	100.0%	159.3%
In the Market	Bantayanon	1	83	72.2%	92.2%
	Sebuano	2	20	17.4%	22.2%
	English	3	8	7.0%	8.9%
	Filipino	4	4	3.5%	4.4%
	Total		115	100.0%	127.8%
At Home	Bantayanon	1	83	69.2%	90.2%
	Sebuano	2	18	15.0%	19.6%
	English	3	13	10.8%	14.1%
	Filipino	4	6	5.0%	6.5%
	Total		120	100.0%	130.4%

Table 14 shows that there are only four languages that the Bantayanons prefer to be used in all of the given social domains and linguistic situations. As can be gleaned from the same table Sebuano follows Bantayanon in their

language preference for church liturgy, church homily, in the market, and at home. This implies that the Bantayanons consider Sebuano next to their own mother tongue. English is preferred next to Bantayanon at work and in school. This suggests that English is often associated with education. Further, the table points out that the Bantayanons prefer to use the lingua francas such as Bantayanon which is their native tongue, Sebuano which is the Visayan lingua franca, Filipino which is the country's lingua franca, and English which is the international lingua franca. These languages are used in the market which are but practical for communication.

Table 15 shows the different languages that the Bantayanons use when they talk to strangers.

Table 15. Languages Used with Strangers

Languages	Rank	Frequency	%	% of Cases
Sebuano	1	70	29.7%	73.7%
Bantayanon	2	55	23.3%	57.9%
English	3	49	20.8%	51.6%
Filipino	4	45	19.1%	47.4%
Hiligaynon	5	8	3.4%	8.4%
Samar-Leyte	6	5	2.1%	5.3%
Masbateño	7	3	1.3%	3.2%
Others	8	1	.4%	1.1%
Total		236	100.0%	248.4%

Table 15 reveals that the Bantayanons use Sebuano when they talk to strangers which implies that they are aware that they might not be understood. It also reveals that they prefer to use English more than Filipino.

Table 16 shows the different languages that the Bantayanons use when they are not in Bantayan.

Table 16. Languages Used When Not in Bantayan

Languages	Rank	Frequency	%	% of Cases
Sebuano	1	80	38.6%	81.6%
Filipino	2	47	22.7%	48.0%
English	3	43	20.8%	43.9%
Bantayanon	4	22	10.6%	22.4%
Hiligaynon	5	11	5.3%	11.2%
Samar-Leyte	6	2	1.0%	2.0%
Others	6	2	1.0%	2.0%
Total		207	100.0%	211.2%

Table 16 shows that the Bantayanons use Sebuano, Filipino, and English, in that order, when they are not in Bantayan. However, in an earlier study done by the researcher it was found out that the Bantayanons use their native tongue when they talk to their fellow Bantayanons when they are not in Bantayan which shows their solidarity as a people who belong to the same speech community.

Table 17 shows that the Bantayanons use their native tongue in writing.

Table 17. Bantayanon as Used in Writing

Form of Writing	Rank	Responses		% of Cases
		N	%	
Personal/Informal Letter	1	52	74.3%	88.1%
Formal Letter	2	17	24.3%	28.8%
Others	3	1	1.4%	1.7%
Total		70	100.0%	118.6%

Table 17 shows that the Bantayanons use their native tongue in writing but much more in writing personal or informal letters. It should be noted that 70 respondents or sixty-seven point thirty-one percent (67.31%) out of the 104 total number of respondents employ Bantayanon in writing. This further implies that the Bantayanons acknowledge the use of their own language variety which suggests that Bantayanon is considered by the Bantayanons as a language different from the other languages that they use.

The tables that follow summarize the Bantayanons' language use and preference in the different social domains and linguistic situations based on gender, age, educational attainment, type of school, and address of school.

Table 18 shows the languages used based on gender.

Table 18. Gender and Language Preference

Languages	Male		Female	
	Rank	Frequency	Rank	Frequency
Bantayanon	6	6	1	15
Sebuano	1	17	5	3
Hiligaynon	4	11	3	5
Samar-Leyte	5	7	4	4
Masbateño	8	3	2	8
Filipino	2	16	4	4
English	3	15	3	5
Others	7	4	5	3

Table 18 summarizes the crosstabulations of the Bantayanons' language use and preference in the different social domains and linguistic situations based

on gender (refer to Appendix M). This shows that both males and females use and prefer Bantayanon in all social domains and linguistic situations except when they talk to strangers and when they are not in Bantayan where they prefer to use Sebuano then Bantayanon. This implies that they are aware that they speak a different tongue so they have to be understood by other people whom they believe and assume to be speaking a different language. As can be gleaned from the table, males prefer to use other languages in different situations while females prefer to use Bantayanon most often. In the church both males and females use Bantayanon, Sebuano, English, Filipino, and Hiligaynon, in that order, in confessions. On the other hand, as confirmed by bishop Emilio L. Bataclan, in Bantayan the liturgy is either in Sebuano or English. However, this study reveals that the Bantayanons prefer Bantayanon, Sebuano, English, and Filipino, in that order, to be used in church liturgy. For church homily though both males and females prefer Bantayanon; more females than males tend to prefer Bantayanon and Sebuano while more males than females tend to prefer Filipino and English which suggests that there might be more males who are educated since Filipino and English are associated with education.

At work both males and females use and prefer Bantayanon over the other languages. Males, however, tend to use the other languages more than females do be it talking to supervisors, with peers, or with a client. The study also shows that at work English is used and preferred more than Filipino which is probably because English is more associated with education than Filipino and that

English is more prestigious than Filipino.

In school both males and females use and prefer Bantayanon when talking to a supervisor or head, with a fellow teacher or a fellow student, with a subordinate or a student. Males tend to use the other languages more than females do for the same probable reasons stated earlier that there are more educated males than females.

In the market both males and females use and prefer Bantayanon most. Sebuano comes next followed by Filipino and English, though they also use the other languages. However, they prefer four languages to be used in the market. These are Bantayanon, Sebuano, English, and Filipino. More females tend to prefer English, while more males tend to prefer Sebuano. This implies that Bantayanon is the mother tongue in Bantayan, Sebuano is practically the Visayan lingua franca, Filipino is the national lingua franca, and English is the international lingua franca.

At home Bantayanon dominates the most. This is a result which is not surprising since the Bantayanons have it as their mother tongue. It is the language which they are comfortable with and which they use to express themselves.

As mentioned earlier Bantayanons use Sebuano when talking to strangers and when they are not in Bantayan. More females than males, though, tend to use Bantayanon while more males than females tend to use the other languages when talking to strangers. On the other hand, when they are not in Bantayan the Bantayanons use Sebuano. However, more males than females tend to use Bantayanon while more females than males prefer Sebuano. This may mean that the Bantayanons are not conscious about using a prestigious language as long as they can understand and be understood.

In writing, more males than females use Bantayanon in formal letters while more females use it in personal or informal letters. This could possibly be brought about by the tendency of the females to be conscious about their language choice particularly in written form. Females have the tendency to use prestigious languages in formal situations such as in writing formal letters to impress but in informal or personal situations such as in writing personal letters they use Bantayanon to be able to really express their feelings.

Table 19 shows the Bantayanons' language preference based on age. The respondents were grouped into four – 15-25 years old, 26-36 years old, 37-49 years old, and 50-up years old.

Table 19. Age and Language Preference

Languages	15-25		26-36		37-49		50-up	
	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.
Bantayanon	1	5	4	6	1	8	1	13
Sebuano			2	13	3	5	3	4
Hiligaynon	2	1	5	4	1	8	4	3
Samar-Leyte			6	3	4	4	2	5
Masbateño			7	2	2	7	4	3
Filipino			3	9	2	7	2	5
English	2	1	1	16	6	2	4	3
Others					5	3	4	3

Table 19 summarizes the crosstabulations of the languages, social domains and linguistic situations along with the different age groups (refer to Appendix N). As can be gleaned from this table Bantayanon is used most by the three age groups namely: 15-25, 37-49, and 50-up which shows that the language is really alive in Bantayan. Multilingualism is more obvious among the older groups and they also use Bantayanon more than the other age groups. This is probably because the older people have been exposed to different people and situations more than the younger ones so they can easily adjust to situations.

In church confessions, Bantayanon is the first choice of all age groups. More aged 50-up respondents than the other age groups prefer Bantayanon and Sebuano, more 15-25 and 26-36 age brackets than the other age groups prefer Hiligaynon, more aged 37-49 than the other age groups prefer Filipino, and more aged 26-36 than the other age groups prefer English. For church liturgy the younger ones prefer Bantayanon most although all age groups prefer

Bantayanon. More respondents aged 26-36 than the other age groups prefer Filipino and English, and more respondents aged 50-up than the other age groups prefer Sebuano. The study shows that out of the 104 respondents 85 or eighty-one point seventy-three percent (81.73%) answered this particular portion of the questionnaire. In all age groups many prefer Bantayanon for church homily, followed by Sebuano, English, and then Filipino. Further, this shows that more respondents aged 15-25 than the other age groups prefer Bantayanon to be used in church homily. More respondents aged 37-49 than the other age groups prefer Sebuano and Filipino, while more respondents aged 26-36 than the other age groups prefer English. This is probably because the younger ones want to understand better, thus they prefer Bantayanon to be used in church homily. Those who are 37-49 years old might not care much about the language since they understand Sebuano and Filipino and that they might also consider the speaker's language preference. Those who belong to the 26-36 age bracket are exposed to English more than the other age groups because this group is the working group. It should be remembered at this point that at work English is used next to Bantayanon and Sebuano.

At work Bantayanon still leads followed by English, Sebuano, then Filipino. All age groups prefer Bantayanon at work when talking to supervisors or heads, with peers, or with clients. The same thing is true in school, in the market, and at home. Moreover, those aged 26-36, have the tendency to speak English,

Sebuano, and Filipino more than the other age groups. This implies that in this age group multilingualism is most apparent. However, the table also shows that the other age groups prefer Bantayanon most although they also use other languages.

When talking to strangers and when not in Bantayan more respondents aged 50-up than the other age groups prefer to use Bantayanon while the younger ones tend to use Sebuano. On the other hand, 70 or sixty-seven point thirty-one percent (67.31%) out of the 104 respondents use Bantayanon in writing. This is another indication that the Bantayanons do really have a language of their own. Those who use Bantayanon in writing belong to the different age brackets. It could be noticed, though, that the older ones use it in writing more than the younger ones do. More respondents aged 26-36 than the other age groups use it in formal writing while more respondents aged 37-49 than the other age groups use it in personal writing. The table also shows that Bantayanon is used more in informal or personal writing than in formal writing.

Table 20 shows instances wherein respondents in a particular educational level use the languages more than the respondents in the other educational levels do (refer to Appendix O). The educational levels include elementary, secondary, college, and college graduates.

Table 20. Educational Attainment and Language Preference

Languages	Elementary		Secondary		College		College Grad.	
	Rank	Freq	Rank	Freq.	Rank	Freq.	Rank	Freq
Bantayanon	1	18	2	4	2	3	6	4
Sebuano					1	4	3	16
Hiligaynon	2	2	1	8	3	2	7	1
Samar-Leyte	2	2	2	4	4	1	6	4
Masbateño	2	2	3	1			4	8
Filipino							1	20
English					3	2	2	18
Others	3	1	3	1	4	1	5	5

Table 20 shows that multilinguals are found most in the college graduate group. The same group uses Filipino, English, and Sebuano most. The table also reveals that all respondents speak Bantayanon. More college graduates than those who belong to the other educational levels speak Sebuano, Filipino and English. More respondents in the elementary level than those who belong to the other educational levels prefer to use Bantayanon in church confession. More respondents in the college level than those who belong to the other educational levels prefer Sebuano and Hiligaynon while more college graduates than those who belong to the other educational levels prefer Filipino and English. It further reveals that more respondents in the elementary level than those who belong to the other educational levels prefer to use Bantayanon in church homily. More college graduates than those who belong to the other educational levels prefer Sebuano, Filipino, and English. This shows that Sebuano, Filipino, and English are associated with education. Bantayanon is used and preferred more than the other languages which shows that Bantayanon is their first language.

At work more respondents in the elementary level than in the other educational levels prefer to use Bantayanon when talking to supervisors or heads. More respondents in the college level use Sebuano and English. More of those respondents who belong to the elementary and secondary levels as well as the college graduates than those who belong to the college level prefer to use Bantayanon at work with peers. More college graduates than those who belong to the other educational levels also prefer Sebuano, Samar-Leyte, Filipino, and English. More of the respondents in the elementary level than in the other educational levels use Bantayanon at work with a client. More of those who belong to the secondary level than those who belong to the other educational levels prefer Hiligaynon and Samar-Leyte while more of the college graduates than those who belong to the other educational levels prefer Sebuano, Masbateño, Filipino, and English.

The results imply that English and the other languages are used by and are associated with those who have higher level of education, though it should be noted that education does not hinder the Bantayanons from using their own native tongue. The same thing is true in the school, in the market, at home, when talking to strangers, and when not in Bantayan. The Bantayanons use Bantayanon in writing. Respondents from all of the given educational levels use Bantayanon in writing. More respondents in the secondary level than those who belong to the other educational levels use Bantayanon in formal writing, more of those in the college level than those who belong to the other educational levels

use it in personal writing. More of the college graduates use Bantayanon in other forms of writing. This implies that Bantayanon is used basically in all social domains and in most linguistic situations as shown by the results and that the Bantayanons consider their language as different from the other languages that they also use and hear in Bantayan.

Table 21 shows the Bantayanons' language preference based on their type of school, whether public or private (refer to Appendix P).

Table 21. Type of School and Language Preference

Languages	Public		Private	
	Rank	Frequency	Rank	Frequency
Bantayanon	1	16	4	5
Sebuano			1	20
Hiligaynon	2	9	5	4
Samar-Leyte	2	9	6	2
Masbateño	4	3	3	8
Filipino	5	1	2	19
English			1	20
Others	3	6	6	2

Table 21 shows that those who are schooled in the public schools speak Bantayanon most often, while English, Filipino, and Sebuano are more associated with those who are schooled in the private schools. Bantayanon is still used in all social domains by those who are schooled in public and private schools. Bantayanon could be identified more with those who are less privileged than with those who are more privileged. However, those who are privileged also use their mother tongue. This implies that the type of school does not affect the Bantayanons' language preference.

Table 22 shows the Bantayanons' language preference based on the location of their schools, that is either in Bantayan or outside Bantayan (refer to Appendix Q).

Table 22. Location of School and Language Preference

Languages	Outside Bantayan		Within Bantayan	
	Rank	Frequency	Rank	Frequency
Bantayanon	6	6	1	5
Sebuano	1	20		
Hiligaynon	5	8	2	5
Samar-Leyte	4	9	3	2
Masbateño	3	10	4	1
Filipino	2	19	4	1
English	2	19	4	1
Others	6	6	4	1

Table 22 shows that those who have gone to schools outside Bantayan are exposed to different languages so they can and do speak other languages, too. On the other hand, as expected those who are schooled in Bantayan speak Bantayanon in more instances than those who are schooled outside Bantayan.

Table 23 reveals the languages that the Bantayanons usually use

Table 23. The Languages that the Bantayanons Usually Use

Language	Average Rank (approx.)	Minimum Rank	Maximum Rank
Bantayanon	1	1	6
Sebuano	2	1	5
Hiligaynon	5	3	7
Samar-Leyte	6	3	7
Masbateño	6	3	7
Filipino	3	1	5
English	4	1	6

Table 23 shows that the Bantayanons usually use Bantayanon which implies that the Bantayanons prefer to use their language. This implies further that the Bantayanons perceive that their speech is different from the other languages.

Table 24 reveals the languages that the Bantayanons prefer to learn

Table 24. The Languages that the Bantayanons Prefer to Learn

Language	Average Rank (approx.)	Minimum Rank	Maximum Rank
Bantayanon	1	1	6
Sebuano	2	1	5
Hiligaynon	5	3	7
Samar-Leyte	6	3	7
Masbateño	6	3	7
Filipino	3	1	5
English	4	1	6

Table 24 shows that the Bantayanons prefer to learn their language first before learning other languages. This implies that the Bantayanons mean to perpetuate their language since they prefer to learn their native tongue first and foremost. This suggests that the Bantayanons consider the other languages as their second language.

As a summary the languages heard in Bantayan are ranked as follows: Bantayanon, Sebuano, Filipino, Hiligaynon, English, Samar-Leyte, and Masbateño. Bantayanon is heard most at home, Sebuano is heard most in the church, Filipino is heard most on television, Samar-Leyte is heard most in the

market, Masbateño is also heard most in the market, other languages are heard most at home, in the market, and in the school.

In the different social domains and linguistic situations included in the study Bantayanon is preferred most except when the Bantayanons talk to strangers and when the Bantayanons are not in Bantayan where Sebuano comes first on the list. Bantayanon is used next to Sebuano when the Bantayanons talk to strangers. It comes fourth when the Bantayanons are not in Bantayan. Sebuano is also preferred more than Bantayanon for church liturgy especially by those who have gone to private schools.

More males than females use Sebuano, English and Filipino along with the other languages in almost all social domains and linguistic situations except in the church where more male than female respondents use Bantayanon. However, although more males than females use Bantayanon in the church, there are more males than females also who would like to have Filipino to be used in the church.

More female than male respondents use Bantayanon in the different social domains and linguistic situations except in the church where more of the female respondents than the male respondents opt to use the other languages and also when they are not in Bantayan where many of them opt to use Sebuano. Although there are more female than male respondents who use the

other languages in the church, much more of the female respondents would like to have Bantayanon used in the said social domain.

More females than males use Bantayanon in the school domain but many of them would prefer English and Filipino to be used in the school. More males than females use English, Filipino, and the other languages but more of the male than female respondents prefer Bantayanon to be used in the school.

Those who belong to the 15-25 age bracket are more apt to use Bantayanon than those who belong to the other age groups. Those who belong to the 26-36 age bracket are the ones who use English, Sebuano, and Filipino most often aside from Bantayanon. Those who belong to 37-49 and 50-up age brackets are the ones who use Hiligaynon, Samar-Leyte and Masbateño.

Many of the respondents who have elementary education prefer to use Bantayanon in all social domains and linguistic situations. College graduates are practicing multilinguals.

Many of those who have gone to public schools prefer Bantayanon. Those who have gone to private schools prefer Sebuano, Filipino, and English more than those who have gone to public schools.

Many of those who have gone to schools outside Bantayan are more apt to use the different languages they know than those who have gone to schools within Bantayan.

Bantayanons use their native tongue in writing. More of those who belong to the secondary level of education use it in formal writing, while more of those who belong to the college level of education use it in informal or personal letters. This is probably because those who have only attended high school are not proficient enough in English or Filipino so they tend to use their first language even in formal writing, while those who have reached college tend to use English in formal writing and use their first language in informal or personal letters.

The details of the crosstabulations are found in appendices M,N,O,P, and Q.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study attempted to describe Bantayanon using particular linguistic and non-linguistic criteria. It tried to determine the relationship of Bantayanon to its neighboring languages particularly Sebuano of Carcar, Cebu; Hiligaynon of Dumangas, Ilo-ilo; Samar-Leyte of Carigara, Leyte; and Masbateño of Masbate City. This study compared the lexical items of the languages involved and conducted mutual intelligibility tests between Bantayanon and each of the other four languages under study. It further described Bantayanon through the sociolinguistic profile of the Bantayanons in terms of the languages they have access to, the languages they use in the different social domains and different linguistic situations, and the Bantayanons' perception of their language.

Specifically, the study answered the following questions:

1. What are the lexical similarities and differences between Bantayanon and Sebuano, Hiligaynon, Samar-Leyte, and Masbateño?
2. To which of these neighboring languages is Bantayanon more closely related lexically?
3. Is Bantayanon a related dialect to any of these languages or is it a separate language?

4. What is the level of mutual intelligibility or understanding between Bantayanon and Sebuano, Hiligaynon, Samar-Leyte, and Masbateño?
5. What languages do the Bantayanons have access to?
6. What languages do the Bantayanons use in:
 - a. The church
 - a.1. In the liturgy
 - a.2. In giving a sermon or homily
 - a.3. In confession
 - b. The workplace
 - b.1. With a superior
 - b.2. With a peer
 - b.3. With a client
 - c. The school
 - c.1. With a superior (head/teacher)
 - c.2. With a peer (fellow teacher/fellow student)
 - c.3. With subordinates/students
 - d. The market
 - e. The home
7. What is the correlation between the educational attainment and the school they graduated from and the Bantayanons' choice of language?
8. What implications to the description of the Bantayanon code may be drawn from the sociolinguistic data?

9. How do the Bantayanons perceive their native tongue?
10. What inferences may be drawn from the Bantayanons' perception of their language?

The study used the descriptive method. The data were gathered through the collection of lexical items from the five languages under study using the Swadesh 200 Basic Vocabulary Word List, the SIL 245 Core Vocabulary, and the Additional 200 Vocabulary Terms prepared by the researcher. The study also used Zorc's (1977) formula of mutual intelligibility rating to determine the level of mutual intelligibility or understanding between Bantayanon and Sebuano, Hiligaynon, Samar-Leyte, and Masbateño. To describe Bantayanon further, the researcher made a questionnaire to elicit the sociolinguistic profile of the Bantayanons. The lexical data were subjected to statistical analysis using frequencies, ranking, and percentages. Likewise, the sociolinguistic data were subjected to statistical analysis still using frequencies, ranking, and percentages and then were crosstabulated.

Findings

The analyses of the data reveal the answers to the questions as follows:

1. What are the lexical similarities and differences between Bantayanon and Sebuano, Hiligaynon, Samar-Leyte, and Masbateño?

Based on the Swadesh 200-Word Basic Vocabulary, 62 words or 31 percent of the words are common among the five languages. And these are found most in the names of the body parts (nouns) and in the verbs. Based on the SIL 245 Core Vocabulary there are 81 words or 33.1 percent which are common to the five languages. The highest number of similarities are found in their pronouns and nouns – flora and fauna, body parts, and names of tools. Based on the Additional 200 Vocabulary words there are 31 words or 15.5 percent common to the five languages, and their similarities are found most in the nouns.

Based on the Swadesh word list, SIL word list, and the Additional word list Bantayanon has about the same number of unique words to its neighboring languages – Sebuano, Hiligaynon, Samar-Leyte, and Masbateño. The data show that Bantayanon's unique words are found in its various lexical categories. The study found out that based on the total number of 645 Vocabulary terms Sebuano has 231 unique words or 35.81 percent, Samar-Leyte has 223 unique words or 34.57 percent, Bantayanon has 215 unique words or 33.33 percent, Masbateño has 198 unique words or 30.69 percent, Hiligaynon has 195 unique words or 30.23 percent. The data show the peculiarities of each of the five languages under study.

2. To which of these neighboring languages is Bantayanon more closely related lexically?

Based on the lexical comparison using the Swadesh 200 Vocabulary Words, SIL 245-Core Vocabulary and the Additional Vocabulary Words Bantayanon is lexically closest to Sebuano, then Hiligaynon, Samar-Leyte, and then to Masbateño.

The study also found that Samar-Leyte and Masbateño are closer to each other than are Bantayanon and Sebuano.

3. Is Bantayanon a related dialect to any of these languages or is it a separate language?

This study has shown that Bantayanon is not a dialect of any of the four languages involved in the study, rather it can be classified as another Visayan language based on the linguistic and non-linguistic criteria. The linguistic criteria have shown that Bantayanon has the characteristics of the other language varieties which are considered as languages. The sociolinguistic profile of the Bantayanons reveal that they are aware that they speak a different code and that they have to find ways to be understood.

4. What is the level of mutual intelligibility or understanding between Bantayanon and Sebuano, Hiligaynon, Samar-Leyte, and Masbateño?

The level of mutual intelligibility based Zorc's (1977) formula in Baguio (2000) between Bantayanon and Sebuano, Bantayanon and Hiligaynon,

Bantayanon and Samar-Leyte, and Bantayanon and Masbateño is “here and there” which means that Bantayanon and Sebuano, Bantayanon and Hiligaynon, Bantayanon and Samar-Leyte, and Bantayanon and Masbateño are close languages.

5. What languages do the Bantayanons have access to?

The study has shown that the Bantayanons have access to the following languages: Bantayanon, Sebuano, Filipino, Hiligaynon, English, Samar-Leyte, Masbateño, and other languages. Bantayanon is heard in all of the social domains and is heard most at home. Sebuano is heard most in the church, Filipino and English are heard most on television, Samar-Leyte and Masbateño are heard most in the market, and the other languages are heard most at home, in the market, and in the school.

6. What languages do the Bantayanons use in:

- a. The church
 - a.1. In the liturgy
 - a.2. In giving a sermon or homily
 - a.3. In confession
- b. The workplace
 - b.1. With a superior
 - b.2. With a peer

- b.3. With a client
- c. The school
 - c.1. With a superior (head/teacher)
 - c.2. With a peer (fellow teacher/fellow student)
 - c.3. With subordinates/students
- d. The market
- e. The home

The study has found that in the church liturgy, Sebuano and English are used. In the church homily, Bantayanon is used most followed by Sebuano; and in confession Bantayanon is used most. At work the Bantayanons use Bantayanon most when talking to a superior, with a peer, or with a client. In the school, in the market, and at home Bantayanon is used and preferred most by the Bantayanons. Sebuano is used most when the Bantayanons talk to strangers and when they are not in Bantayan.

7. What is the correlation between the educational attainment and the school they graduated from and the Bantayanons' choice of language?

The study has shown that the use of Sebuano, English, and Filipino is higher the higher the educational level. The same languages are associated with the elite and the privileged, thus, those who are schooled in private schools and schools outside Bantayan are more apt to use these languages.

8. What implications to the description of the Bantayanon code may be drawn from the sociolinguistic data?

Multilingualism is really pervasive in Bantayan and among the Bantayanons. Male Bantayanons tend to be more practical with their multilingual ability, the female Bantayanons tend to be monolingual and even sentimental about their language, although, prestige also counts for them as shown by their preference for the prestigious English and Filipino to be used in school. Their preference for English and Filipino is expected since both languages are used as media of instruction.

Multilingualism is characteristic among the 26-36 year-old speakers. This is the age group where English, Sebuano and Filipino are used most often aside from their native Bantayanon. This also implies that more Sebuano terms are going to creep into Bantayanon through them. Hiligaynon, Samar-Leyte, and Masbateño, on the other hand, are spoken most by the 37-49 and 50-up aged groups. This implies that these languages are slowly creeping out of Bantayan. Hiligaynon has an edge over the other neighboring languages because it is heard in the island over the radio. However, since these languages belong to the Visayan group of languages, these will not be totally wiped out. Their traces could still be seen in Bantayanon.

Since there is a living community of Bantayanon speakers who identify themselves as Bantayanon the speech variety is viewed as a different and therefore distinct variety from the other four languages.

Moreover, the sociolinguistic data reveal that contrary to what the researcher assumed earlier that the Bantayanons consider their speech as a dialect of Sebuano and that the Bantayanons consider Sebuano as their prestige language, the study revealed that the Bantayanons uphold their language and prefer to use it in the different social domains, and they mean to perpetuate their language.

9. How do the Bantayanons perceive their native tongue?

The study has revealed that the Bantayanons care for their language and are even proud of their native tongue. They really want to perpetuate the use of their language thus, they use it in all of the social domains and sociolinguistic situations and they want to learn it first before any other language.

10. What inferences may be drawn from the Bantayanons' perception of their language?

The study has shown that the Bantayanons are aware that they speak a different tongue and they do not care much about it being a prestige language or not. When they use other languages than Bantayanon they do so to be

understood. Based on the Bantayanons' perception of their speech the study revealed that Bantayanon is a language and not a dialect of any of the four other languages under study.

Conclusions

On the basis of the findings using the lexical comparison, mutual intelligibility tests, and the sociolinguistic data, this study therefore concludes that Bantayanon is a Visayan language variety and not a dialect of Sebuano, Hiligaynon, Samar-Leyte, or Masbateño.

Furthermore, this study concludes that the two standardized lexical comparison instruments – the Swadesh 200-word Basic Vocabulary and the SIL 245 Core Vocabulary – need to be aided with an additional list of words which are commonly used or are found in the places or cultures under study to gain a broader picture of the lexical similarities and differences between or among the languages involved so that a more justifiable relationship among the languages could be established.

A comparison of lexical items will not suffice in identifying or classifying a code. The results of such studies should be corroborated by linguistic and sociolinguistic studies. Since the language speakers are in close contact with one another there may be a lot of borrowings among the languages. This study did not look into which language borrowed from whom.

Recommendations

Drawing from the above conclusions, the researcher makes the following recommendations:

1. that the phonology, morphology, and syntax of Bantayanon be studied.
2. that future researches on Bantayanon examine its dialects within the island to distinguish isoglosses in the area.
3. that the nature of Bantayanon and its possible relationship with the other Visayan languages, Surigaonon and even Maranao be examined.
4. that migration, trade and other factors affecting the relationships of the languages under study be dealt with in future studies.
5. that a study be made to determine whether the Bantayanons really understand the other four languages.
6. that changes in Bantayanon as shown by speakers from different age groups be a subject of study.
7. that a study on the Bantayanons' multilingualism be conducted.
8. that lexical similarities and differences of Bantayanon and the other languages should be looked into more closely to know who borrowed from whom.
9. And finally, that similar studies be conducted on the other Philippine language varieties. Many of our language varieties

are still inappropriately identified as either a dialect or a language.

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Zorc's (1977) Formula of Mutual Intelligibility Rating. Taken from the Doctoral Dissertation of Dr. Darwisa A. Baguio entitled Tausug and Butuanon: Their Lexical Relationships and Implications on Their Historical Relationships.

APPENDIX A

SWADESH 200-WORD BASIC VOCABULARY

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. Hand	Kamot	Kamot	Kamot	Kamot	Kamot
2. Left	Wa	Wa	Wala	Wala	Wala
3. Right	Tuo	Tuo	Tuo	Tuo	Tuo
4. Foot/leg	Tiil Siki	Tiil	Tiil	Tiil	Tiil
5. Walk	Lakat	Lakaw	Lakat	Lakat	Lakat
6. Road	Dan Dyanon	Dan	Dalan	Kalsada	Kamino
7. Come	Dali ngari	Dali	Palapit	Kadi	Kadi
8. Turn	Tuyok	Tuyok	Liso	Libot	Liko
9. Swim	Langoy	Langoy	Langoy	Langoy	Langoy
10. Dirty	Mahigko	Hugaw	Mahigko	Mahugaw	Maati
11. Dust	Abog	Abog	Yab-ok	Tapo-tapo	Alpog
12. Skin	Panit	Panit	Panit	Panit	Panit
13. Back	Likod	Likod	Likod	Bungkog	Likod
14. Belly	Tyan	Tiyan	Tiyan	Tiyan Buyay	Bilbil
15. Bone	Bukog	Bukog	Tul-an	Tulan	Bukog Tul-ang
16. Guts	Tina-i	Tina-i	Tina-i	Tina-i Ilub	Tina-i
17. Liver	Atay	Atay	Atay	Atay	Atay
18. Breast	Suso	Tutoy	Suso	Suso	Dodo
19. Shoulder	Abaga	Abaga	Abaga	Sugbong	Abaga
20. Knowledge	Hibawo	Kahibalo Kaalam	Ihibalo	Hibaro	Dunong
21. Think	Huna-huna	Huna-huna	Huna-huna	Huna-huna	Huna
22. Fear	Kahadlok	Kahadlok	Kahadlok	Kahadlok	Kahadlok
23. Blood	Dugo	Dugo	Dugo	Dugo	Dugo
24. Head	O	Ulo	Ulo	Ulo	Ulo
25. Neck	Liog	Liog	Liog	Liog	Llog
26. Head/hair	Buhok	Buhok	Buhok	Buhok	Buhok
27. Nose	Ilong Syonghan	Ilong	Ilong	Irong	Irong
28. Breathe	Ginhawa	Ginhawa	Ginhawa	Ginhawa	Ginhawa Hangos
29. Sniff	Simhot	Hingos	Simhot	Simhot Singhot	Singhot

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
30. Mouth	Ba-ba	Ba-ba	Ba-ba	Ba-ba	Ba-ba
31. Tooth	Ngipon	Ngipon	Ngipon	Ngipon	Ngipon
32. Tongue	Dila	Dila	Dila	Dila	Dila
33. Laugh	Katawa	Katawa	Kadlaw	Tawa	Tawa
34. Cry	Tangis	Hilak	Hibi	Tuok	Tangis
35. Vomit	Suka	Suka	Suka	Suka	Suka
36. Spit	Luwa	Luwa	Dupla	Lura	Luda
37. Eat	Kaon	Kaon	Kaon	Kaon	Kaon
38. Chew	Usap	Usap	Usap	Samsam	Supa
39. Cook	Luto	Luto	Luto	Luto	Luto
40. Drink	Inom	Inom	Inom	Inom	Inom
41. Bite	Kagat Pang-it	Paak Ingkib	Kagat	Kagat	Kagat
42. Suck	Supsop	Supsop	Supsop	Supsop	Supsop
43. Ear	Dawunggan	Dunggan	Dalunggan	Talinga	Talinga
44. Hear	Pamati	Paminaw	Pamati	Pamati Bati	Bati
45. Eye	Mata Maslok	Mata	Mata	Mata	Mata
46. See	Lantaw Ta-naw	Tan-aw	Tan-aw	Kita	Kita
47. Yawn	Laghab	Huy-ab	Pangoy-ab	Huyam	Huy-ab
48. Sleep	Tog Tyog Pislok Tuslok	Tulog	Tulog	Katurog	Katurog
49. Lie down	Higda	Higda	Higda	Higda	Higda
50. Dream	Damgo	Damgo	Damgo	Inop	Damgo
51. Sit	Lingkod	Lingkod	Pungko	Lingkod	Inzkod
52. Stand	Tindog	Tindog	Tindog	Tukdaw	Tindog
53. Person	Tawo	Tawo	Tawo	Tawo	Tawo
54. Man	Lyaki	Lalaki	Lalaki	Lalaki	Lalaki
55. Woman	Babaye	Babaye	Babaye	Babaye	Babaye
56. Child	Puya	Bata	Bata	Bata	Bata
57. Hus- band	Bana	Bana	Bana	Asawa	Asawa
58. Wife	Asawa	Asawa	Asawa	Asawa	Asawa
59. Mother	Iloy	Inahan	Nanay	Nanay	Nanay Iloy Manay
60. Father	Amay	Amahan	Amay	Tatay	Tatay
61. House	Byay	Balay	Balay	Balay	Balay
62. Roof	Atop	Atop	Atop	Atop	Atop
63. Name	Ngan	Ngalan	Ngalan	Ngaran	Ngaran

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
64. Say	Sulti Siling	Sulti	Hambal	Siring	Sabi
65. Rope	Pisi	Pisi	Higot	Pisi	Pisi
66. Tie	Higot Butok	Hikot	Gaid	Higot	Higot
67. Sew	Tahi	Tahi	Tahi	Tahi	Tahi
68. Needle	Dagum	Dagum	Dagum	Dagum	Dagum
69. Hunt	Mangayam	Mangayam	Mangayam	Panganop	Hanap
70. Shoot	Tiro	Pusil	Tiro	Pusila	Badila
71. Stab	Dunggab	Dunggab	Buno	Buno	Saksak
72. Hit	Igo	Igo	Igo	Igo	Igo
73. Steal	Kawat	Kawat	Mangawat	Kawat	Kawat
74. Kill	Buno	Mipatay	Buno	Pinatay	Pinatay
75. Die	Bag-as	Patay	Patay	Patay	Patay
76. Alive	Buhi	Buhi	Buhi	Buhi	Buhay
77. Scratch	Karot	Kas-kas	Kalot	Kalot	Karot
78. Cut/ chop	Utod	Putol	Utod	Utod	Utod
79. Wood	Kahoy	Kahoy	Kahoy	Kahoy	Kahoy
80. Split	Buwag	Pikas	Pihak	Tabas	Pihaki
81. Sharp	Tawom	Hait	Talum	Matarom	Matarom
82. Dull	Haboy	Habulan	Mahabol	Bulok	Mahabol Manangol
83. Work	Obra	Trabaho	Obra	Trabaho	Trabaho
84. Plant	Tanom	Tanom	Tanom	Tanom	Tanom
85. Choose	Pili	Pili	Pili	Pili	Pili
86. Grow	Tubo	Tubo	Tubo	Tubo	Tubo
87. Swell	Hubag	Hubag	Banog	Hubag	Hubag
88. Squeeze	Pig-ot	Puga	Puga	Puga	Puga
89. Hold	Gunit	Gunit	Kapot	Kapot	Kapot Udunga
90. Dig	Kawot	Kawot	Kutkot	Kutkot	Kutkot
91. Buy	Palit	Palit	Bakal	Palit	Bakal
92. Open	Abli	Abli	Abre	Abri	Abri
93. Pound	Dok-dok	Lubok	Bayo	Bayo	Bayo Hanot
94. Throw	Buno	Labay	Haboy	Labog	Ipilak
95. Fall	Hunlak Taktak	Tagak Hulog	Nahulog	Hulog	Hulog
96. Dog	Iro	Iro	Ido	Ido	Ido
97. Bird	Langgam	Langgam	Pis-pis	Tamsi	Sapat
98. Egg	Itlog	Itlog	Itlog	Bonay	Itlog
99. Feather	Balhibo	Balhibo	Balahibo	Barahibo	Barahibo
100. Wing	Pako	Pako	Pakpak	Pako	Pakpak
101. To fly	Lupad	Lupad	Lupad	Lupad	Lupad
102. Rat	Ilaga	Ilaga	Ilaga	Yatot	Iraga

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
103. Meat/flesh	Karne	Karne	Karne	Karne	Karne
104. Fat	Tambok	Tambok	Tambok	Matambok	Mataba
105. Tail	Ikog	Ikog	Ikog	Ikog	Ikog
106. Snake	Bitin	Bitin	Man-og	Halas	Sawa
107. Earth-worm	Wago	Wati	Lago	Wati	Wati
108. Louse	Kuto Kuslad	Kuto	Kuto	Kuto	Kuto
109. Mosquito	Tagnok	Lamok	Lamok	Namok	Namok
110. Spider	Lawa-lawa	Kaka	Damang	Lawa-lawa	Lawa
111. Fish	Isda	Isda	Isda	Isda	Isda
112. Rotten	Dunot	Dunot	Dunot	Dunot	Dunot
113. Branch	Sanga	Sanga	Sanga	Sanga	Sanga
114. Leaf	Dahon	Dahon	Dahon	Dahon	Dahon
115. Root	Gamot	Gamot	Gamot	Gamot	Gamot
116. Flower	Buwak	Bulak	Bulak	Bukad	Burak
117. Fruit	Prutas	Prutas	Prutas	Prutas	Prutas
118. Grass	Balili	Sagbot	Hilamon	Banwa	Dinghot
119. Earth	Kalibutan	Kalibutan	Kalibutan	Kalibutan	Mundo
120. Stone	Bato	Bato	Bato	Bato	Bato
121. Sand	Baybay	Balas	Baras	Baras	Baybay
122. Water	Tubig	Tubig	Tubi	Tubig	Tubig
123. Flow	Anod	Bul-og	Ilig	Awas	Awas
124. Sea	Dagat	Dagat	Lawod	Dagat	Dagat
125. Salt	Asin	Asin	Asin	Asin	Asin
126. Lake	Lanaw	Lawa	Sapa	Lanaw	Lanaw
127. Forest	Bukid	Lasang	Kagulangan	Kagurangan	Kadlagan
128. Sky	Langit	Kapunaw-punawan Panganod	Langit	Langit	Langit
129. Moon	Buwan	Buwan	Bulan	Bulan	Bulan
130. Star	Bituon	Bituon	Bituon	Bituon	Bituon
131. Cloud	Panganod	Panganod	Panganod	Dampog	Dampog
132. Rain	Uwan	Ulan	Ulan	Uran	Uran
133. Thunder	Dawodog	Dugdog	Daguob	Dalugdog	Dalugdog
134. Lightning	Lipak	Kilat	Kilat	Kikidlat	Kidlat
135. Wind	Hangin	Hangin	Hangin	Hangin Harupoy	Hangin
136. Blow	Huyop	Huyop	Huyop	Huyop	Huyop
137. Hot	Mainit	Init	Mainit	Paso	Mainit

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
138.Cold	Matugnaw	Tugnaw	Matugnaw	Mahagkot	Matugnaw Hagkot
139.Dry	Uga	Uga	Uga	Mamara	Mara
140.Dry up	Nauga	Nauga	Nauga	Nagmara	Nagmara
141.Wet	Hupit	Basa	Basa	Mahulos	Basa
142.Heavy	Bug-at	Bug-at	Mabug-at	Mabug-at	Mabug-at
143.Fire	Kyayo	Kalayo	Kalayo	Kalayo	Kalayo
144.Burn	Sunog	Sunog	Sunog	Sunog	Paso
145.Smoke	Aso	Aso	Aso	Aso	Aso
146.Black	Itom	Itom	Itom	Itom	Itom
147.White	Puti	Puti	Puti	Busag	Puti
148.Red	Pwa	Pula	Pula	Pula	Pula
149.Yellow	Yellow	Dag	Dalag	Dulaw	Dulaw
150.Small	Dyutay	Gamay	Diyutay	Guti-ay	Diutay
151.Big	Dako	Dako	Dako	Dako	Dako
152.Short	Lip-ot	Mubo	Manubo	Halipot	Himobo Halip-ot
153.Long (objects)	Laba	Taas	Malaba	Halaba	Halaba
154.thin (objects)	Manipis	Nipis	Manipis	Manipis	Manipis
155.Thick (objects)	Baga	Baga	Madamol	Madakmol	Madakmol
156.Narrow	Masi-ot	Kip-ot	Makitid	Haligot	Halip-ot
157.Wide	Lapad	Lapad	Malapad	Halapad	Halapad
158.Sick/painful	Nagmasakit	Sakit	Masakit	Masakit	Masakit
159.Shy/ashamed	Naawo	Naulaw	Mahuloy-on	Naawod	Naalo
160.Old	Daan	Daan	Daan	Daan	Daan
161.New	Bag-o	Bag-o	Bag-o	Bag-o	Bag-o
162.Good	Maayo	Maayo	Maayo	Maupay	Maayo
163.Bad	Dili Maayo	Bati Dautan	Malain	Maraot	Maraot
164.True/correct	Matuod	Tinuod	Matuod	Tuod	Matuod
165.Night	Ga-bi Gab-i	Gabii	Gab-i	Gab-i	Gab-l
166.Day	Adlaw	Adlaw	Adlaw	Adlaw	Adlaw
167.Year	Tuig	Tuig	Tuig	Tuig	Tuig
168.When	San-o	Anus-a	San-o	San-o	San-o

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
169.Hide	Tago	Tago	Gintago	Tago	Tago
170.Climb	Saka Takyas	Katkat	Saka	Saka	Sakat
171.At	Sa	Sa	Sa	Ha	Sa
172.In/ inside	Syud	Sulod	Sulod	Hasulod Sakub	Sulod
173.Above	Igbaw	Ibabaw	Ibabaw	Igbaw	Ibabaw
174.Below	Ubos	Ubos	Idalom	Ubos	Ubos
175.This	Ini	Kini	Ini	Ini	Ini
176.That/ (2p)	Ina	Kana	Ina	Ito	Ina
177.That/ (3p)	Ina	Kana	Ina	Adto	Ina
178.Near	Lapit	Duol	Lapit	Hirani	Halapit
179.Far	Layo	Layo	Malayo	Harayo	Harayo
180.Where	Hain	Diin Asa	Diin	Hain Diin	Diin
181.I	Ako	Ako	Ako	Ako	Ako
182.Thou	Ikaw	Ikaw	Ikaw	Ikaw	Ikaw
183.He/She	Sya	Siya	Siya	Hiya	Siya
184.Who	Sin-o	Kinsa	Sin-o	Hino	Sin-o
185.Other	Iban	Uban	Iban	Iba	Iba
186.All	Tanan	Tanan	Tanan	Ngatanan	Tanan
187.And/ with	Kag	Ug	Kag	Ngan Ug	Kag
188.If	Kon	Kon	Kon	Kon	Kon
189.How	Giano	Giunsa	Paano	Gin-ano Tipaonano	Pan-o
190.No/Not	Dili	Di	Indi	Diri	Dili Habo
191.Count	Ihap	Ihap	Isip	Ihap	Bilang
192.One	Usa	Usa	Isa	Usa	Usad
193.Two	Duha	Duha	Duha	Duha	Duha
194.Three	Tyo	Tulo	Tatlo	Tulo	Tulo
195.Four	Upat	Upat	Apat	Upat	Upat
196.We (inc.)	Kita	Kita	Kita	Kita	Kita
197.We (exc.)	Kami	Kami	Kami	Kami	Kami
198.You	Ikaw	Ikaw	Ikaw	Ikaw	Ikaw
199.They	Sila	Sila	Sila	Hira	Sinda
200.What	Nano	Unsa	Ano	Ano	Nano

APPENDIX B

SIL MODIFIED WORD LIST

I. Body Parts (26 Words)

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. Head	O	Ulo	Ulo	Ulo	Ulo
2. Hair	Buhok	Buhok	Buhok	Buhok	Buhok
3. Eye-brow	Kilay	Kilay	Kilay	Kiray	Kiray
4. Eyes	Mata Maslok	Mata	Mata	Mata	Mata
5. Nose	Ilong Syonghan	Ilong	Ilong	Irong	Irong
6. Teeth	Ngipon	Ngipon	Ngipon	Ngipon	Ngipon
7. Mouth	Baba	Baba	Baba	Baba	Baba
8. Tongue	Dila	Dila	Dila	Dila	Dila
9. Ears	Dawunggan	Dunggan	Dalunggan	Talinga	Talinga
10. Knee	Tuhod	Tuhod	Tuhod	Tuhod	Tuhod
11. Feet	Tiil Siki	Tiil	Tiil	Tiil	Tiil
12. Leg	Bitiis	Bitiis	Batiis	Bitiis	Batiis
13. Nails	Kuko	Kuko	Kuko	Kulo	Kuko
14. Sole	Lapa-lapa	Lapa-lapa	Tikod	Rapadapa	Dapa-dapa
15. Body	Lawas	Lawas	Lawas	Lawas	Lawas
16. Toes	Tudlo	Kuyamoy	Tudlo	Tudlo	Tudlo
17. Genitals	Luso Bangag	Kinatawo	Kinatawo	Kinatawo	Kinatawo
18. Skin	Panit	Panit	Panit	Panit	Panit
19. Arm	Bukton	Bukton	Butkon	Braso	Braso
20. Back	Likod	Likod	Likod	Bungkog	Likod
21. Chin	Simod	Suwang	Sag-ong	Sulang	Sulang
22. Elbow	Siko	Siko	Siko	Siko	Siko
23. Fore-head	Agtang	Agtang	Agtang	Agtang	Agtang
24. Rib	Gusok	Gusok	Gusok	Gusok	Gusok
25. Throat	But-oy	Tutunlan	Tutunlan	Bot-ol	Bot-ol
26. Thumb	Kumagko	Kumagko	Kamalagko	Tamoragko	Tangugurang

II. Flora and Fauna (21 words)

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. Leaf	Dahon	Dahon	Dahon	Dahon	Dahon
2. Ginger	Luy-a	Luy-a	Luy-a	Luy-a	Luy-a
3. Papaya fruit	Kapayas	Kapayas	Kapayas	Kapayas	Kapayas
4. Deer	Usa	Usa	Usa	Bugsok	Usa
5. Sugar-cane	Tubo	Tubo	Tubo	Tubo	Tubo
6. Egg-plant	Tawong	Talong	Talong	Tarong	Tarong
7. Bean	Bitsoylas	Batong	Balatong	Balatong Hantak	Latoy
8. Bird	Langgam	Langgam	Pis-pis	Tamsi	Sapat
9. Butterfly	Alibangbang	Kaba-kaba	Alibangbang	Alibangbang	Alibangbang Kulibangbang
10. Coconut	Lubi	Lubi	Lubi	Lubi	Lubi
11. Corn	Mais	Mais	Mais	Mais	Mais
12. Cotton	Gapas	Gapas	Algodon	Gapas	Gapas
13. Forest	Bukid	Lasang	Kagulangan	Kagurangan	Kadlagan
14. Fruit	Prutas	Prutas	Prutas	Prutas	Prutas
15. Grass	Balili	Sagbot	Hilamon	Banwa	Dinghot
16. Cat	Iring	Iring	Kuring	Misay	Miya
17. Chicken	Manok	Manok	Manok	Manok	Manok
18. Duck	Pato	Itik	Pato	Pato	Pato
19. Horse	Kabayo	Kabayo	Kabayo	Kabayo	Kabayo
20. Mosquito	Tagnok	Lamok	Lamok	Namok	Namok
21. Pig	Baboy	Baboy	Baboy	Baboy	Baboy

III. Nouns (15 words)

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. Bone	Bukog	Bukog	Tul-an	Tulan	Tul-ang
2. Jaw	Apapangig	Apapangig	Apipingig	Sulang	Sag-ang
3. Stomach	Tyan	Tiyan	Tiyan	Tiyan	Tiyan
4. Penis	Lagay Luso	Oten	Pisot	Sili	Buto

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
5. Liver	Atay	Atay	Atay	Atay	Atay
6. Little finger	Kumingking	Kumingking	Kamalingking	Tamuyingking	Gigis
7. Saliva	Laway	Laway	Laway	Laway	Laway
8. Gray hair	Uban	Uban	Uban	Uban	Uban
9. Vein	Ugat	Ugat	Ugat	Ugat	Ugat
10. Cheek	Aping	Aping	Guya	Nawong	Pisngi
11. Face	Nawong	Nawong	Guya	Kahimo	Bayhon
12. Heart	Kasingkasing	Kasingkasing	Korason	Kasingkasing	Puso
13. Finger	Tudlo	Tudlo	Tudlo	Tudlo	Tudlo
14. Leader	Dako-dako	Pangulo	Pangulo	Mangulo	Mamuno
15. Nephew	Pag-umangkon nga lyaki	Pag-umangkong laki	Hinablos nga lalaki	Umankon	Sobreno

IV. Food/ Culinary Terms (18 words)

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. Porridge	Linugaw	Lugaw	Linugaw	Lugaw	Lugaw
2. Rice grain	Humay	Humay	Humay	Humay	Humay
3. Cooked rice	Sinun-ad Ka-non	Kan-ong humay	Kan-on	Kanon	Kan-on
4. Soup	Sabaw	Sabaw	Sabaw	Sabaw	Sabaw
5. Good taste of food	Manamit Lami	Lami	Manamit	Marasa	Manamit
6. Ladle	Lwag	Luwag	Luwag	Luwag	Sampi
7. Spoon	Kutsara	Kutsara	Kutsara	Kutsara	Kutsara
8. Banana	Saging	Saging	Saging	Saging	Saging
9. Bread	Sopas	Pan Tinapay	Tinapay	Tinapay	Pan
10. Fried rice	Sinangyag	Sinangag	Kalo-kalo	Sinanlag	Sinanlag
11. To fry	Magmantika	Magmantika	Pritohon	Pagprito	Pagprito
12. Grill	Sugba	Sugba	Sinugba	Sugba Sinugba	Inihaw

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
13. Kitchen	Kusina	Kusina	Kusina	Kusina	Kusina
14. Milk	Gatas	Gatas	Gatas	Gatas	Gatas
15. Oil	Lana	Lana	Lana	Lana	Lana
16. Sour	Maaslom	Aslom	Maaslom	Maaslom	Maaslum
17. Spices	Lamas	Lamas	Panakot	Panakot	Panakot
18. Sugar	Kyamay	Kamay Asukar	Kalamay	Asukar	Asukar

V. Abstract Ideas (11 words)

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. Brave	Maisog	Isog	Maisog	Maisog	Maisog
2. Coward	Tyawan	Talawan	Matalaw	Matalaw	Matalaw
3. Trust-worthy	Kasaligan	Kasaligan	Masaligan	Katatapuran	Mapiyaran
4. Love	Gugma	Gugma	Gugma	Gugma	Moot
5. Rich	Dato	Dato Adunahan	Manggara- non	Rico	Mayaman
6. Poor	Pobre Kabus	Pobre Kabus	Imol	Pobre	Pobre Kawarad-on
7. God	Ginoo	Ginoo	Ginoo	Ginoo	Ginoo
8. Language	Sinultihan	Panultihon	Pangham- balanon	Linguahi Yinaknan	Linguahi
9. Wind	Hangin	Hangin	Hangin	Hangin Harupoy	Hangin
10. Thrifty	Kuripot	Daginotan	Mainot	Kuriput	Kuripot Tipid
11. Beg	Mangayo	Mangayo	Pangayo	Pakilimos Pakimaluoy	Pakilimos Nakimaluoy

VI. Names of Tools, Implements and Devices (20 words)

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. Fish hook	Taga	Pasul	Taga	Kawil	Taga
2. Pan	Kyaha	Kaha	Kalaha	Karaha	Karaha
3. Pail	Timba	Balde	Balde	Balde	Balde
4. Basin	Planggana	Planggana	Labador	Planggana	Planggana
5. Bolo	Sundang	Guna	Binangon	Sundang	Sundang
6. Banca	Sakayan	Sakayan	Baroto	Sakayan	Baroto
7. Paddle	Bugsay	Bugsay	Bugsay	Bugsay	Bugsay

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
8. Bowl	Yahong	Panaksan	Yahong	Uhataw	Mangko
9. Brown	Brown	Kape	Kaki	Kayumanggi Darag	Tsokolet
10. Cart	Karito	Karumata	Karito	Karumata Kariton	Kariton
11. Chair	Siya	Silya Lingkuranan	Siya	Lingkuran Linkodan	Ingkodan
12. Clock	Relo	Relo Orasan	Relo	Relo Orasan	Relo
13. Glass	Baso	Baso	Baso	Baso	Baso
14. Knife	Korta	Kutsilyo	Kutsilyo	Sipol	Sipol
15. Lamp	Suga	Lamparilya	Suga	Lamparilya	Lamparilya
16. Mat	Banig	Banig	Banig	Banig	Banig
17. Needle	Dagum	Dagum	Dagum	Dagum	Dagum
18. Table	Lamisa	Lamisa	Lamesa	Lamisa	Lamisa
19. Umbrella	Payong	Payong	Payong	Payong	Payong
20. Wood	Kahoy	Kahoy	Kahoy	Kahoy	Kahoy

VII. Numerals (12 words)

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. One	Usa	Usa	Isa	Usa	Usad
2. Two	Duha	Duha	Duha	Duha	Duha
3. Three	Tyo	Tulo	Tatlo	Tulo	Tulo
4. Four	Upat	Upat	Apat	Upat	Upat
5. Five	Lima	Lima	Lima	Lima	Lima
6. Six	Unom	Unom	Anum	Unom	Onom
7. Seven	Pito	Pito	Pito	Pito	Pito
8. Eight	Waow	Walo	Walo	Walo	Walo
9. Nine	Syam	Siyam	Siyam	Siyam	Siyam
10. Ten	Napu	Napulo	Pulo	Napulo	Napulo
11. One Hundred	Usa ka gatos	Usa ka gatos	Isa ka gatos	Usa ka gatos	Siyen
12. One thousand	Usa ka libo	Usa ka libo	Isa ka libo	Usa ka yukot	Usad ka libo

VIII. Actions (16 words)

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. Sit down	Lingkod	Lingkod	Pungko	Lingkod Linkod	Inzkod
2. Write	Swat	Sulat	Sulat	Surat	Surat
3. Eat	Kaon	Kaon	Kaon	Kaon	Kaon
4. Jump	Lukso Lumpat	Lukso	Lumpat	Ambak	Lukso
5. Cook	Luto	Luto	Luto	Luto	Luto
6. Drink	Inom	Inom	Inom	Inom	Inom
7. Talk	Sulti	Tabi	Hambal	Yakan	Istorya
8. Help	Tabang	Tabang	Tabang	Bulig	Bulig
9. Catch	Sawo	Sawo	Salo	Dakop	Dakop
10. Arrive	Abot	Abot	Abot	Abot	Abot
11. Look	Lantaw Ta-naw	Tan-aw	Tulok	Kita	Kitaa
12. Knock	Tuktok	Tuktok	Panuktok	Tuktok	Tuktok
13. Answer	Tug-an Tubag	Tubag	Sabat	Baton	Sabat
14. Laugh	Katawa	Katawa	Kadlaw	Tawa	Tawa
15. Run	Dyagan	Dagan	Dalagan	Dalagan	Dalagan
16. Wait	Hwat	Hulat	Hulat	Hulat	Hulat

IX. Kinship Terms (33 words)

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. Sister	Utod nga babaye	Igsoong babaye	Utod nga babaye	Bugto nga babaye	Manghod na babaye
2. Elder sister	Magwang nga babaye	Maguwang nga babaye	Magulang nga babaye	Magurang nga babaye	Magurang na babaye
3. Younger sister	Manghud nga babaye	Manghud nga babaye	Manghud nga babaye	Manghud nga babaye	Manghud na babaye
4. sister-in-law	Bayaw nga babaye	Bayaw nga babaye	Bayaw nga babaye	Bayaw nga babaye	Bayaw na babaye
5. Brother	Utod nga lyaki	Igsoong lalaki	Utod nga lalaki	Bugto nga lalaki	Kamanghod na lalaki
6. Older brother	Magwang nga lyaki	Maguwang nga laki	Magulang nga lalaki	Magurang nga lalaki	Subang na lalaki
7. Brother-in-law	Bayaw nga lyaki	Bayaw nga laki	Bayaw nga lalaki	Bayaw nga lalaki	Bayaw na Lalaki
8. Auntie	Tya	Iyaan	Tiya	Dada	Tiya

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
9. Uncle	Tyo	Uyuan	Tiyo	Bata	Tiyo
10. Mother	Iloy	Inahan	Nanay	Nanay	Iloy Nanay Manay
11. Father	Amay	Amahan	Tatay	Tatay	Tatay Ama
12. Daughter	Anak nga babaye	Anak nga babaye	Bata nga babaye	Anak nga babaye	Anak na babaye
13. Son	Anak nga lyaki	Anak nga laki	Bata nga lalaki	Anak nga lalaki	Anak na lalaki
14. Cousin	Igtindog	Ig-agaw	Paka-isa	Patud	Primo/prima
15. Grandpa	Lolo	Lolo Apohang laki	Lolo	Apoy nga lalaki	Lolo
16. Grandma	Lola	Lola Apohang baye	Lola	Apoy nga babaye	Lola
17. Children	Puya	Anak	Kabataan	Anak Kabataan	Anak
18. Family	Pamilya	Banay	Pamilya	Pamilya	Pamilya
19. Male/man	Lyaki	Laki	Lalaki	Lalaki	Lalaki
20. Female/woman	Babaye	Babaye	Babaye	Babayi	Babaye
21. Old man	Tiguwang nga lyaki	Tiguwang nga tawo	Tigulang nga lalaki	Lagas	Gurang
22. Offspring	Lumat	Liwat	Kabataan	Anak	Anak
23. Husband	Bana	Bana	Bana	Asawa	Asawa
24. Wife	Asawa	Asawa	Asawa	Asawa	Asawa
25. Widower	Bawo	Biyudo	Balo	Balo	Balo
26. Fiancée	Pangasaw-onon	Sinayuran	Nobya	Konsuelo Konsuylo	Katrato
27. Grandchild	Apo	Apo	Apo	Apo	Apo
28. Nephew	Pag-umangkon nga lyaki	Pag-umangkong laki	Hinablos nga lalaki	Umangkon	Sobreno
29. Friend	Amigo/ami-ga	Amigo/ami-ga Higala	Amigo/ami-ga Abyan	Sangkay	Amigo/ami-ga

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
30. Enemy	Kaaway	Kaaway	Kaaway	Kaaway	Kaaway
31. Person	Tawo	Tawo	Tawo	Tawo	Tawo
32.					
33. Young man	Batan-on nga lyaki	Batan-ong laki	Pamatan-on	Batan-on	Batan-on
34. Younger Brother	Manghud nga lyaki	Manghud nga laki	Manghud nga lalaki	Manghud nga lalaki	Manghud na lalaki

X. Terms Relating to Time (10 words)

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. Yesterday	Kakyup	Kagahapon	Kahapon	Kakulop	Kagahapon
2. Morning	Aga	Buntag	Aga	Aga	Aga
3. Early morning	Amagahon Kaadlawon	Sayo sa buntag	Kaagahon	Kaagahon	Kaaganhon
4. Afternoon	Hapon	Hapon	Hapon	Ligas Kulop	Hapon
5. Midday	Udto	Udto	Udto	Udto	Udto
6. Night	Gab-i Ga-bi	Gabii	Gab-i	Gab-i	Gab-l
7. Tomorrow	Bwas	Ugma	Bwas	Buwas	Buwas
8. Day-time	Aga	Adlawan	Aga	Adlaw	Adlaw
9. Tonight	Sara nga gab-i/ga-bi	Karong gabii	Karon sa gab-i	Niyan nga gab-i	Niyan sa gab-l
10. Dusk	Sawumsum	Kilum-kilum	Kasisidmon	Nagsisirom	Nagasirum

XI. Trade and Commerce (15 words)

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. Sell	Baligya	Baligya	Gabaligya	Baligya	Baligya
2. Choose	Pili	Pili	Gapili	Pili	Pili
3. Expense	Gasto	Gasto	Kagasto	Gastos	Gastos
4. Count	Ihap	Ihap	Ga-isip	Ihap	Bilang
5. Credit	Utang	Utang	Utang	Utang	Utang

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
6. Cheap	Barato	Barato	Barato	Barato	Barato
7. Collect payment	Manukot	Maningil	Manukot	Manukot	Manukot
8. Payment	Bayad	Bayad	Bayad	Bayad	Bayad
9. Expensive	Mahal	Mahal	Kamahal	Mahal	Mahal
10. Free of charge	Libre	Walay bayad	Libre	Libre	Libre
11. Interest	Tubo	Tanto	Saka	Tubo Porciento	Porciento
12. Bankrupt	Nahapay Naputo	Purdoy Bankaruta	Naputo	Naputo Lugi	Lugi
13. Market	Tyangge	Tyangge Tabo-an	Tindahan	Merkado	Merkado
14. Wages	Suholan	Suhol	Suhol	Suhol	Sweldo
15. Big store	Dako nga tindahan	Dakong tindahan	Dako nga tindahan	Dako nga tindahan Basar	Basar Comprahan

XII. Foods (vegetables, fruits, and meats-41 words)

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. Ampalaya	Margoso	Paliya	Margoso	Mariguso	Amargoso
2. Long-beans	Byatong	Batong	Balatong	Hantak	Latoy
3. Beans	Bitsoylas	Batong	Balatong	Hantak	Latoy
4. Cabbage	Repolyo	Repolyo	Repolyo	Repolyo	Repolyo
5. Cassava	Kabutho Kaluno	Kamoteng kahoy	Balinghoy	Balanhoy Bilanhoy	Balinghoy
6. Egg-plant	Tawong	Talong	Talong	Tarong	Tarong
7. Garlic	Ahos	Ahos	Ahos	Lasona	Bawang
8. Ginger	Luy-a	Luy-a	Luy-a	Luy-a	Luy-a
9. Mustard	Mustasa	Mustasa	Mustasa	Mustasa	Mustasa
10. Onion	Sibuyas	Sibuyas	Sibuyas	Sibuyas	Sibuyas
11. Pechay	Petsay	Petsay	Petsay	Petsay	Petsay
12. Red pepper	Sili nga mapwa	Siling puwa	Katumbal	Hulabtog	Labuyo

13. White squash	Byantiyong	Balantiyong	Kalubay	Upo	Upo
14. Sweet potato	Kamote	Kamote	Kamote	Kamote	Kamote
15. Turmeric	Duwaw	Duwaw	Kalawag	Dulaw	Dulaw
16. Atis	Atis	Atis	Atis	Atis	Atis
17. Avocado	Abokado	Abokado	Abokado	Abokado	Abokado
18. Banana	Saging	Saging	Saging	Saging	Saging
19. Kalamansi	Lemonsito	Agredulce Lemoncito	Suha	Kidya	Lemon
20. Jackfruit	Nangka	Nangka	Nangka	Langka	Langka
21.					
22. Lansones	Lansones	Buwahan	Lansones	Bobowa	Lansones
23. Mango	Mangga	Mangga	Paho	Mangga	Mangga
24. Mangosteen	Manggostan	Manggostan	Manggostan	Manggostan	Manggostan
25. Orange	Okban	Okban	Kahil	Okban Dalanghita	Aranghita
26. Papaya	Kapayas	Kapayas	Kapayas	Kapayas	Kapayas
27. Pineapple	Pinya	Pinya	Pinya	Pinya	Pinya
28. Pomelo	Bung-on	Buongon	Kabugaw	Aslom	Kuliban
29. Squash (yellow)	Kalbasa	Kalbasa	Kalabasa	Karubasa	Karabasa
30. Beef	Karneng baka	Karneng baka	Karne sang baka	Karne nga baka	Karne na baka
31. Chicken	Manok	Manok	Manok	Manok	Manok
32. Crab	Kasag	Alimango Lambay	Alimango	Alimango Masag	Alimango
33. Dried fish	Bwad Uga	Buwad	Uga	Bulad Ginamos	Bulad Pakas
34. Lobster	Banagan Pitik-tando	Banagan	Lukon	Lukon Sisi	Lukon
35. Shallow water	Mabaw	Mabaw	Manabaw	Hababaw	Hamabaw
36. Shell fish	Kinhason	Kinhason	Pakinhason	Pangtion	Tagunhason
37. Shrimps	Pasayan	Pasayan	Pasayan	Pasayan	Pasayan
38. Squid	Nukos	Nukos	Lukos	Nuos	Lokos Pusit
39. Turtle	Pawikan	Bao	Bao	Bao	Bao

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
40. Coffee	Kape	Kape	Kape	Kape	Cafe
41. Tea	Tsa	Tsa	Tsa	Simenti	Tsaa
42. Milk	Gatas	Gatas	Gatas	Gatas	Gatas

XIII. Pronouns (7 words)

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. I	Ako	Ako	Ako	Ako	Ako
2. You	Ikaw	Ikaw	Ikaw	Ikaw	Ikaw
3. He/She/It	Sya	Siya	Siya	Hiya	Siya
4. We (exc.)	Kami	Kami	Kami	Kami	Kami
5. We (inc. dual)	Kita	Kita	Kita	Kita	Kita
6. We (inc. plural)	Kita	Kita	Kita	Kita	Kita
7. You (plural)	Kamo	Kamo	Kamo	Kamo	Kamo

APPENDIX C

SUMMARY OF THE LEXICAL COMPARISONS BASED ON THE SIL WORD LIST

SIL 245 Core Vocabulary Words Common to the Five Languages

Group of Words	Rank	No. of Words	No. of Similar Words	%	No. of Dissimilar Words	%
Pronouns	1	7	6	85.7%	1	14.3%
Flora and Fauna	2	21	10	47.6%	11	52.4%
Body Parts	3	26	12	46.2%	14	53.8%
Names of Tools, Implements, and Devices	4	20	8	40.0%	12	60.0%
Food/Culinary Terms	5	18	7	38.9%	11	61.1%
Foods	6	41	15	36.6%	26	63.4%
Nouns	7	15	5	33.3%	10	66.7%
Numerals	8	12	3	25.0%	9	75.0%
Actions	8	16	4	25.0%	12	75.0%
Trade and Commerce	9	15	3	20.0%	12	80.0%
Abstract Ideas	10	11	2	18.2%	9	81.8%
Kinship Terms	11	33	5	15.2%	28	84.8%
Terms Relating to Time	12	10	1	10.0%	9	90.0%
Total		245	81	33.1%	164	66.9%

SIL 245 Core Vocabulary Words Similar to Bantayanon

Groups of Words	No. of Words	Sebuano		Hiligaynon		Samar-Leyte		Masbateño	
		No. of Words	%	No. of Words	%	No. of Words	%	No. of Words	%
Body Parts	26	20	76.9	17	65.4	14	53.8	15	57.7
Flora and Fauna	21	14	66.7	13	61.9	13	61.9	14	66.7
Nouns	15	11	73.3	5	33.3	6	40.0	5	33.3
Food/ Culinary Terms	18	11	61.1	10	55.6	9	50.0	9	50.0
Names of Tools, Implements, and Devices	20	10	50.0	13	65.0	11	55.0	11	55.0
Numerals	12	8	66.7	3	25.0	7	58.3	5	41.7
Actions	16	11	68.8	6	37.5	6	37.5	6	37.5
Kinship Terms	33	12	36.4	13	39.4	9	27.3	10	30.3
Terms Relating to Time	10	2	20.0	6	60.0	3	30.0	4	40.0
Trade and Commerce	15	9	60.0	7	46.7	12	80.0	8	53.3
Foods	41	29	70.7	22	53.7	18	43.9	17	41.5
Pronouns	7	6	85.7	6	85.7	6	85.7	6	85.7
Total	245	151	61.6	125	51.0	120	49.0	115	46.9

Unique Words to Each of the Five Languages (N=245)

Groups of Words	No. of Words	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
Body Parts	26	8	3	5	4	2
Flora and Fauna	21	5	5	5	6	6
Nouns	15	5	2	8	8	9
Food/Culinary Terms	18	5	4	3	2	2
Abstract Ideas	11	2	5	6	5	6
Names of Tools, Implements, and Devices	20	4	7	4	6	3
Numerals	12	4	0	7	1	3
Actions	16	7	3	6	5	3
Kinship Terms	33	18	23	12	16	16
Terms Relating to Time	10	7	7	3	5	3
Trade and Commerce	15	2	7	7	0	3
Foods	41	12	11	13	20	16
Pronouns	7	1	0	0	1	0
Total	245	80	77	79	79	72
%	100	32.7%	31.4%	32.2%	32.2%	29.4%

Similarities Between Bantayanon and Sebuano

Groups of words	Rank	No. of Words	No. of Similar Words	%
Pronouns	1	7	6	85.7%
Body Parts	2	26	20	76.9%
Nouns	3	15	11	73.3%
Abstract Ideas	4	11	8	72.7%
Foods	5	41	29	70.7%
Actions	6	16	11	68.8%
Flora and Fauna	7	21	14	66.7%
Numerals	7	12	8	66.7%
Trade and Commerce	9	15	9	60.0%
Names of Tools, Implements, and Devices	10	20	10	50.0%
Kinship Terms	11	33	12	36.4%
Terms Relating to Time	12	10	2	20.0%
Total		245	151 = 61.6%	

Similarities Between Bantayanon and Hiligaynon

Groups of words	Rank	No. of Words	No. of Similar Words	%
Pronouns	1	7	6	85.7%
Body Parts	2	26	17	65.4%
Names of Tools, Implements, and Devices	3	20	13	65.0%
Flora and Fauna	4	21	13	61.9%
Terms Relating to Time	5	10	6	60.0%
Food/Culinary Terms	6	18	10	55.6%
Foods	7	41	22	53.7%
Trade and Commerce	8	15	7	46.7%
Kinship Terms	9	33	13	39.4%
Actions	10	16	6	37.5%
Abstract Ideas	11	11	4	36.4%
Nouns	12	15	5	33.3%
Numerals	13	12	3	25.0%
Total		245	125 = 51.0%	

Similarities Between Bantayanon and Samar-Leyte

Groups of words	Rank	No. of Words	No. of Similar Words	%
Pronouns	1	7	6	85.7%
Trade and Commerce	2	15	12	80.0%
Flora and Fauna	3	21	13	61.9%
Numerals	4	12	7	58.3
Names of Tools, Implements, and Devices	5	20	11	55.0%
Abstract Ideas	6	11	6	54.5%
Body Parts	7	26	14	53.8%
Food/Culinary Terms	8	18	9	50.0%
Foods	9	41	18	43.9%
Nouns	10	15	6	40.0%
Actions	11	16	6	37.5%
Terms Relating to Time	12	10	3	30.0%
Kinship Terms	13	33	9	27.3%
Total		245	120 = 49.0%	

Similarities Between Bantayanon and Masbateño

Groups of words	Rank	No. of Words	No. of Similar Words	%
Pronouns	1	7	6	85.7%
Flora and Fauna	2	21	14	66.7%
Body Parts	3	26	15	57.7%
Trade and Commerce	5	15	8	53.3%
Food/Culinary Terms	6	18	9	50.0%
Abstract Ideas	7	11	5	45.5%
Numerals	8	12	5	41.7%
Foods	9	41	17	41.5%
Terms Relating to Time	10	10	4	40.0%
Actions	11	16	6	37.5%
Nouns	12	15	5	33.3%
Kinship Terms	13	33	10	30.3%
Total		245	115 = 46.9%	

Similarities Among Sebuano, Hiligaynon, Samar-Leyte, and Masbateño

Groups of Words	No. of Words	Sebuano and Hiligaynon		Sebuano and Samar-Leyte		Sebuano and Masbateño	
		No. of Similar Words	%	No. of Similar Words	%	No. of Similar Words	%
Body Parts	26	19	73.1	15	57.7	16	61.5
Flora and Fauna	21	13	61.9	11	52.4	12	57.1
Nouns	15	7	46.7	7	46.7	6	40.0
Food/Culinary Terms	18	9	50.0	12	66.7	10	55.6
Abstract Ideas	11	3	27.3	4	36.4	3	27.3
Names of Tools, Implements, and Devices	20	10	50.0	14	70.0	11	55.0
Numerals	12	5	41.7	11	91.7	9	75.0
Actions	16	7	43.8	7	43.8	7	43.8
Kinship Terms	33	11	33.3	9	27.3	9	27.3
Terms Relating to Time	10	2	20.0	1	10.0	3	30.0
Trade and Commerce	15	4	26.7	8	53.3	6	40.0
Foods	41	22	53.7	20	48.8	18	43.9
Pronouns	7	7	100	6	85.7	7	100
Total	245	119	48.6	125	51.0	117	47.8

Similarities Between Hiligaynon, Samar-Leyte, and Masbateño

Groups of Words	No. of Words	Hiligaynon and Samar-Leyte		Hiligaynon and Masbateño	
		No. of Similar Words	%	No. of Similar Words	%
Body Parts	26	15	57.7	18	69.2
Flora and Fauna	21	13	61.9	13	61.9
Nouns	15	6	40.9	6	40.0
Food/Culinary Terms	18	12	66.7	11	61.1
Abstract Ideas	11	5	45.5	4	36.4
Names of Tools, Implements, and Devices	20	9	45.0	11	55.0
Numerals	12	5	41.7	5	41.7
Actions	16	6	37.5	7	43.8
Kinship Terms	33	15	45.5	15	45.5
Terms Relating to Time	10	4	40.0	4	40.0
Trade and Commerce	15	8	53.3	5	33.3
Foods	41	19	46.3	21	51.2
Pronouns	7	6	85.7	7	100
Total	245	123	50.2	127	51.8

Similarities Between Sebuano and Hiligaynon

Groups of Words	Rank	No. of Words	No. of Similar Words	%
Pronouns	1	7	7	100%
Body Parts	2	26	19	73.1%
Flora and Fauna	3	21	13	61.9%
Foods	4	41	22	53.7%
Food/Culinary Terms	5	18	9	50.0%
Names of Tools, Implements, and Devices	5	20	10	50.0%
Nouns	6	15	7	46.7%
Actions	7	16	7	43.8
Numerals	8	12	5	41.7%
Kinship Terms	9	33	11	33.3%
Abstract Ideas	10	11	3	27.3%
Trade and Commerce	11	15	4	26.7%
Terms Relating to Time	12	10	2	20.0%
Total		245	119 = 48.6%	

Similarities Between Sebuano and Samar-Leyte

Groups of Words	Rank	No. of Words	No. of Similar Words	%
Numerals	1	12	11	91.7%
Pronouns	2	7	6	85.7%
Names of tools, Implements, and Devices	3	20	14	70.0%
Food/Culinary Terms	4	18	12	66.7%
Body Parts	5	26	15	57.7%
Trade and Commerce	6	15	8	53.3%
Flora and Fauna	7	21	11	52.4%
Foods	8	41	20	48.8%
Nouns	9	15	7	46.7%
Actions	10	16	7	43.8%
Abstract Ideas	11	11	4	36.4%
Kinship Terms	12	33	9	27.3%
Terms Relating to Time	13	10	1	10.0%
Total		245	125 = 51.0%	

Similarities Between Sebuano and Masbateño

Groups of Words	Rank	No. of Words	No. of Similar Words	%
Pronouns	1	7	7	100%
Numerals	2	12	9	75.0%
Body Parts	3	26	16	61.5%
Flora and Fauna	4	21	12	57.1%
Food/Culinary Terms	5	18	10	55.6%
Names of Tools, Implements, and Devices	6	20	11	55.0%
Foods	7	41	18	43.9%
Actions	8	16	7	43.8%
Nouns	9	15	6	40.0%
Trade and Commerce	9	15	6	40.0%
Terms Relating to Time	10	10	3	30.0%
Abstract Ideas	11	11	3	27.3%
Kinship Terms	11	33	9	27.3%
Total		245	117 = 47.8%	

Similarities Between Hiligaynon and Samar-Leyte

Groups of Words	Rank	No. of Words	No. of Similar Words	%
Pronouns	1	7	6	85.7%
Food/Culinary Terms	2	18	12	66.7%
Flora and Fauna	3	21	13	61.9%
Body Parts	4	26	15	57.7%
Trade and Commerce	5	15	8	53.3%
Foods	6	41	19	46.3%
Abstract Ideas	7	11	5	45.5%
Kinship Terms	7	33	15	45.5%
Names of Tools, Implements, and Devices	8	20	9	45.0%
Numerals	9	12	5	41.7%
Nouns	10	15	6	40.0%
Terms Relating to Time	10	10	4	40.0%
Actions	11	16	6	37.5%
Total		245	123 = 50.2%	

Similarities Between Hiligaynon and Masbateño

Groups of Words	Rank	No. of Words	No. of Similar Words	%
Pronouns	1	7	7	100%
Body Parts	2	26	18	69.2%
Flora and Fauna	3	21	13	61.9%
Food/Culinary Terms	4	18	11	61.1%
Names of Tools, Implements, and Devices	5	20	11	55.0%
Foods	6	41	21	51.2%
Kinship Terms	7	33	15	45.5%
Actions	8	16	7	43.8%
Numerals	9	12	5	41.7%
Nouns	10	15	6	40.0%
Terms Relating to Time	10	10	4	40.0%
Abstract Ideas	11	11	4	36.4%
Trade and Commerce	12	15	5	33.3%
Total		245	127 = 51.8%	

Similarities Between Samar-Leyte and Masbateño

Groups of Words	Rank	No. of Words	No. of Similar Words	%
Trade and Commerce	1	15	13	86.7%
Pronouns	2	7	6	85.7%
Body Parts	3	26	21	80.8%
Names of Tools, Implements, and Devices	4	20	15	75.0%
Numerals	4	12	9	75.0%
Abstract Ideas	5	11	8	72.7%
Food/Culinary Terms	6	18	13	72.2%
Flora and Fauna	7	21	15	71.4%
Actions	8	16	11	68.8%
Foods	9	41	24	58.5%
Terms Relating to Time	10	10	5	50.0%
Kinship Terms	11	33	14	42.4%
Nouns	12	15	6	40.0%
Total		245	160 = 65.3%	

APPENDIX D

ADDITIONAL VOCABULARY WORDS

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
1. Accompany	Updi	Ubani Kuyugi	Updi	Updi	Karaupod
2. Again	Na lat	Usab	Liwat	Utro	Otro
3. Also	Lat	Pod	Subong man	Liwat	Amo man
4. Always	Pirmi	Kanunay	Pirmi	Permila	Permila
5. Anger	Akig	Kasuko	Akig	Kasinahun	Kaurit
6. Angry	Nangakig	Nasuko	Nangakig	Nasisina	Urit
7. Armpit	Ilok	Ilok	Ilok	Irok	Irok
8. Basket	Basket	Bukag	Alat	Gubong	Basket
9. Beach	Baybayon	Baybayon	Baybay	Baybayon	Baybayon
10. Beautiful	Gwapa	Guapa Maanyag	Gwapa	Mahusay	Matahum
11. Because	Tungod	Tungod	Tungod	Tungod	Tungod Dahil
12. Bed	Katre	Katre	Katre	Katre	Katre
13. Bee	Buyog	Buyog	Buyog	Buyog	Buyog
14. Big basket	Iyat	Dakong bukag	Dako nga alat	Gubong	Kaing
15. Bitter	Pait	Pait	Mapait	Mapait	Mapait
16. Bland	Way lami	Way lami	Malas-ay	Matabang	Matabang
17. Blanket	Haboy	Habol	Habol	Taplak	Habol
18. Blend	Sagol	Sagol	Samo	Halo	Halo
19. Blind	Buta	Buta	Bulag	Buta	Buta
20. Blue	Blue	Asul	Asul	Asul	Asul
21. Boastful	Bwa-on Garabon	Hambogero	Hadog	Hambog	Hambog
22. Booger	Ngangha	Kugmo	Pung-it	Nguhog	Pung-it
23. Book	Libro	Libro	Libro	Libro	Libro
24. Boy	Lyaki	Laki	Lalaki	Lalaki	Lalaki
25. Brag	Namuwa	Hambog	Palasugid	Parayaw	Yawyaw
26. Breakfast	Painit	Pamahaw	Pamahaw	Pamahaw	Pamahaw
27. Breath	Ginhawa	Ginhawa	Ginhawa	Ginhawa	Ginhawa
28. Bright	Pawa	Hayag	Masanag	Mapawa	Mapawa
29. But	Pero	Apan	Pero	Pero	Pero
30. Butt	Pyu	Samput	Buli	Pugtot	Bubut
31. Carabao	Karabaw	Kabaw	Karabaw	Karabaw	Karabaw
32. Ceiling	Pisame	Kisame	Kisame	Alkoba	Kisame

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
33. Centipede	Uhipan	Uhipan	Talimbabaga	Olalahipan	Ulahipan
34. Chaotic	Samok	Samok	Gamo	Masamok	Masamok
35. Charcoal	Uling	Uling	Uling	Uring	Uring
36. Chase	Apas	Gukod	Apas	Lanat	Gukod
37. Clean	Limpyo	Limpyo	Limpyo	Limpyo	Limpyo Linis
38. Clear	Klaro	Klaro Tin-aw	Masanag	Claro	Klarado
39. Close	Sira	Sira	Sira	Sira SIRRADO	Sirado
40. Coconut husk	Lampaso Bunot	Lampaso	Bunot	Lampaso Bunot	Kuskos
41. Coconut shell	Baguy	Bagul	Paya	Bagul Baguy	Paya
42. Colds	Sip-on	Sip-on	Sip-on	Sip-on	Sip-on
43. Cow	Baka	Baka	Baka	Baka	Baka
44. Cup	Tasa	Tasa	Tasa	Kalduhan	Tasa
45. Curtain	Kurtina	Kurtina	Kurtina	Kurtina	Kurtina
46. Dance	Sayaw	Sayaw	Sa-ot	Sayaw	Sayaw
47. Daughter-in-law	Umagad nga babaye	Umagad nga babaye	Umagad nga babaye	Umagad	Umagad na babaye
48. Deaf	Bungoy	Bungol	Bungol	Bungol	Bungol
49. Different	Iban	Lahi	Iban	Iba	Iba
50. Difficult	Biro	Lisod	Mabudlay	Makuri	Malisud
51. Dinner	Panihapon	Panihapon	Panyapon	Panihapon Pangiklop	Panigab-i
52. Dipper	Kabo	Kabo	Kabo	Kabo	Tabo
53. Dirtied face	Tap-ingon	Nagkaimat	Tap-ingon	Mahugaw nga kahimo	Maati na bayhon
54. Door	Pwerta Pwertahan	Pultahan	Pwertahan	Porta Purtahan	Pwertahan
55. Drag	Guyod	Guroy	Guyod	Danas	Danason
56. Dress	Dagum	Sinina	Bayo	Bado	Bado Yamit
57. Earwax	Atuli	Atuli	Atutuli	Kulali	Tuli
58. Easy	Sayon	Sayon	Mahapos	Masayon	Masayon

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
59. Eldest brother	Kamagwangan nga utod nga lyaki	Kamagulangang igsoong lalaki	Kamagulangan nga utod nga lalaki	Suhag nga lalaki	Subang na lalaki
60. Eldest sister	Kamagwangan nga utod nga babaye	Kamagulangang igsoong babaye	Kamagulangan nga utod nga babaye	Suhag nga babaye	Subang na babaye
61. Eleven	Onse	Napug-usa	Pulo kag isa	Once	Onsi
62. Eyelash	Pilok	Pilok	Amimilok	Piruk	Piruk
63. Faith	Pagtuo	Pagtuo	Pagtuo	Pagtuo	Pagtuod
64. Fast	Kusog	Kusog Paspas	Dasig	Malaksi	Madagmit
65. Father (Address)	Tata	Papa	Tatay	Tatay	Tatay
66. Faucet	Gripo	Gripo	Gripo	Gripo	Gripo
67. Feel	Gibati Gibatyag	Mabati	Batyag	Pagbati	Batyag
68. Fence	Kuray	Kural	Kudal	Alad	Kudal
69. Fetch water	Aguada	Sag-ob	Aguada	Alog	Mag-alog
70. Fiancé	Banhonon Pamanhunon	Pamanhonon	Pamanahon	Konsoylo	Katrato
71. Fifty cents	Salapi	Singkwenta sentabos	Salapi	Sinkwenta sentabos	Sinkwenta Sentabos
72. Fishing net	Pukot	Baling	Pukot	Pukot	Pukot
73. Floor	Sawog	Sawog	Salog	Salog	Salog
74. Foam	Foam Kutson	Esponggha	Kutson	Kutson	Kutson
75. Foolish	Burong	Buang	Tunto	Tuyaw Linurong	Buang
76. Fork	Tinidor	Tinidor	Tinidor	Tinidor	Tinidor
77. Fragrant	Humot	Humot	Humot	Hamot	Humot
78. Fresh	Lab-as	Lab-as	Lab-as	Lab-as Presko	Presko
79. Girl	Babaye	Babaye	Babaye	Babaye	Babaye
80. Green	Berde	Berde	Berde	Berde	Berde
81. Happiness	Kalipay	Kalipay	Kalipay	Kalipayan	Kalipayan

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
82. Happy	Malipayon	Malipayon	Malipayon	Malipayon Malipay	Malipay
83. Hard	Tig-a Matig-a	Gahi	Matig-a	Matig-a	Matig-a
84. Here	Dinhi	Dinhi	Diri	Dinhi	Didi
85. Hike	Lakat	Baklay	Lakat	Lakat Baktas	Lakat
86. Honest	Matuod	Matinud-anon	Indi butigon	Tangkod	Matuod
87. Humble	Buotan	Mapaubsanon	But-anan	Mapainub-sanon	Mapainubson
88. Hungry	Gutom Lunos	Gutom	Gutom	Gutom	Gutom
89. Iron	Plantsa	Plantsa	Plantsa	Plantsa	Plantsa
90. Iron clothes	Mangutaw	Mangutaw Mamalantsa	Magapamalantsa	Magplantsa	Magplantsa
91. Island	Isla	Isla Pulo Pu	Isla	Isla	Isla
92. Kind	Maluluy-on	Manggiluy-on	Maluluy-on	Buotan	Mabuot
93. Know (learn)	Antigo	Kahibalo	Nakabalo	Hibaro	Aram
94. Know(a person)	Nakakilya	Kaila	Nakakilala	Pagkilala	Makilala
95. Know(a place)	Nakatuytoy	Nakatultol	Nakatultol	Pakatultol Maaram ngadto	Maaram pakadto
96. Lazy	Tamaran	Tapulan	Matamad	Hudya	Tamad
97. Liar	Bwa-on Tingko	Bakakon	Butigon	Buwa-on	Buwa-on
98. Light (weight)	Magaan	Gaan	Mamag-an	Magaan	Magaan
99. Lips	Ngabil Ngawi	Ngabil	Bibig	Im-im	Bibig Ngudoy
100. Loneliness	Mamingawon	Kamingaw	Mamingaw	Kamingaw Mamingawon	Kamonouan Kamingawon
101. Lunch	Paniudto	Paniudto	Panyaga	Paniudto	Pang-alas dose
102. Me	Ako	Ako	Ako	Ako	Ako
103. Medicine	Byong	Tambal	Bulong	Bulong	Bulong

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
104.Mid-night	Tungang-gab-i	Tungang-gabii	Tungang-gab-i	Katutnga	Tungang-gab-i
105.Mine	Akon	Akoa	Akon	Akon	Akon
106.Mirror	Espiho	Salamin	Espiyo	Ispiho	Ispiho
107.Money	Kwarta	Salapi	Kwarta	Kwarta	Kwarta
108.Month	Buwan	Buwan	Bulan	Bulan	Bulan
109.Mosqui-to net	Moskitero	Moskitero	Moskitero	Moskitero	Moskitero
110.Mother (address)	Mama	Mama	Nanay	Nanay	Nanay Mamay
111.Mount-ain	Bukid	Bukid	Bukid	Bukid	Bukid
112.Move	Irog Sibog	Irog	Isdog	Dus-og	Duso Hiwag
113.Murky	Lubog	Lubog	Lubog	Dalumdom	Madalumdom
114.My	Akon	Akong	Akon	Akon	Akon
115.Niece	Pag-umangkon nga babaye	Pag-umangkong babaye	Hinablos nga babaye	Umankon	Sobrena
116.Now	Sara	Karon	Subong	Yana	Yana Niyan
117.Older brother (address)	Manong	Manoy	Manong	Mano	Manoy
118.Older Sister (address)	Manang	Manang	Manang	Mana	Manay
119.One peso	Pisos	Piso	Pesos	Piso	Piso
120.Our	Amon	Amo	Amon	Amon	Amon
121.Peace-ful	Malinawon	Malinawon	Malinong	Murayaw	Mapuyo
122.Piglet	Baktin	Baktin	Idik	Pasi	Orig
123.Pillow	Unlan	Unlan	Ulonan	Ulonan	Ulonan
124.Pimple	Punggod	Bugas	Punggod	Punggod	Punggod
125.Pitcher	Pitsil	Pitsil	Pilsil	Pitsil	Pitsil
126.Plate	Pinggan	Plato Bahawan	Pinggan	Plato	Plato
127.Platter	Bandihado Bahir	Bandihado	Bandihado	Bandihado Platiyo	Bandihado
128.Play	Hampang	Dula	Hampang	Uyag	Kanam

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
129.Post	Haligi	Haligi Poste	Haligi	Harigi Poste	Poste
130.Pot	Kun	Kun	Kulon	Daba	Kulon
131.Potato	Patatas	Patatas	Patatas	Patatas	Patatas
132.Poverty	Kakabus	Kakabus Kapobre	Kaimolon	Kakablasan	Kapobrehon Kawarad-on
133.Pubic hair	Buyboy	Bulbol	Bulbol	Bulbol	Bulbol
134.Pull	Bira	Bira	Butong	Butong	Butong Bugnot
135.Puppy	Itoy	Itoy	Tutoy	Tiyo	Totoy
136.Push	Duso	Duot	Duso	Duso	Duso
137.Rag	Trapo	Trapo	Trapo	Trapo	Trapo
138.Right (correct)	Sakto	Husto	Iksakto	Iksakto Tama	Tama
139.River	Suba	Sapa	Suba	Salog	Suba
140.Room	Kwarto	Lawak	Kwarto	Kwarto Sulod	Kwarto
141.Rough	Sapnot	Hait Gansal- gansal	Masapnot	Masapnot Sapara	Masapra
142.Sad	Naguol	Magul-anon	Masubo	Mabiduon Masamdong	Mamingaw
143.Salty	Maat	Parat	Maasin	Maasin	Maarat
144.Saucer	Platito	Platito	Platito	Platiyo	Platito
145.Scalp	Baguy- baguy	Bagul-bagul	Bagol	Kulit	Buha Panit
146.Sea cucumber	Byat	Bat	Balat	Balat	Balat
147.Shout	Syagit Singgit	Syagit	Singgit	Guliat Kurahab	Siyak
148.Shrink	Kyurot Kyutot	ku	Nagkupos	Kuro	Kuro
149.Similar	Subong	Agid-agid	Puro- parehas	Pareho	Pareho
150.Sing	Kanta	Kanta	Kanta	Kanta	Kanta
151.Slept	Nakatyug Napislok Natuslok	Natulog	Nagtulog	Kangaturrog	Nakakaturrog
152.Slow	Mahinay	Hinay	Mahinay	Mahinay	Mahinay
153.Smelly	Baho	Baho	Mabaho	Namamarag	Mabaho
154.Smooth	Mahamis Masinaw	Hapsay	Matapan Mapino	Mahamis	Madanlog

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
155.So	Ta-man	Por-eso	Gani	Sanglit	Saka
156.Soap	Sabon	Sabon	Habon	Sabon	Sabon Habon
157.Soft	Humok	Humok	Mahumok	Mahumok	Mayumok
158.Soul/ spirit	Kyag	Kalag	Kalag	Kalag	Kalag
159.Son-in- law	Umagad nga lyaki	Umagad nga laki	Umagad nga lalaki	Umagad nga lalaki	Umagad na lalaki
160.Soy sauce	Patis	Patis	Patis	Toyo	Tawyo
161.Spank	Bunay	Hapak	Bunal	Lamba	Taplong
162.Spear	Bangkaw	Bangkaw	Bangkaw	Bankaw	Bangkaw
163.Stick (adhere)	Kapot	Pilit	Pilit	Dukot	Pilit
164.Stop	Urong	Hunong	Untat	Ukoy	Udong
165.Swal- low	Tyon	Tulon	Tulon	Tulon	Tulon
166.Sweat	Balhas	Singot	Balhas	Balhas	Barbas
167.Sweet	Ta-mis	Tam-is	Tam-is	Matam-is	Matam-is
168.Tall	Taas	Taas	Taas	Hataas	Hataas
169.Teach	Tudlo	Tudlo	Tudlo	tutdo	Tukdo
170.Their	Ila	Ila	Ila	Ira	Sinda
171.There	Didto Ngadto	Didto	Didto	Didto	Didto
172.Thigh	Paa	Paa	Paa	Paa	Paa
173.Thin (person)	Daut	Daut	Maniwang	Magasa	Maniwang
174.Time	Oras	Oras	Oras	Oras	Oras
175.Tired	Gibudlay	Gikapoy	Napaol	Kapoy	Kapoy
176.Today	Sara	Karong adlawa	Subong	Yana	Yana Niyán
177.Tomato	Kamatis	Kamatis	Kamatis	Kamatis	Kamatis
178.Toy	Hampangán	Duwaan	Hampangá- nan	Uyagan	Kanaman
179.Tree	Kahoy	Kahoy	Kahoy	Kahoy	Kahoy
180.Twelve	Dose	Napug-duha	Pulo kag duha	Dosi	Dosi
181.Ugly	Myaot	Laksot	Malaw-ay	Maraot	Maraot
182.Viand	Su-dan	Sud-an	Sud-an	Sura	Sura
183.Vine- gar	Langgaw	Suka	Langgaw	Suoy	Suka
184.Victory	Kadaugan	Kadaugan	Kadalag-an	Pagdarag- an	Panggana
185.Wall	Dingding	Bungbong	Dingding	Bong-bong	Dingding

English	Bantayanon	Sebuano	Hiligaynon	Samar-Leyte	Masbateño
186. Wake-up	Pagmata	Pagmata	Pagmata	Pagmata	Pagmata
187. Wash clothes	Mamunak	Manlaba	Manglaba	Panlaba	Paglaba
188. Wash plates	Manghugas	Manghugas	Manghugas	Panhugas	Maghugas
189. Wealth	Kabutangan	Kayamanan	Manggad	Karikuhan	Kayamanan
190. Week	Semana	Semana	Semana	Semana	Semana
191. Whatever	Aber nano Bisan nano	Kung unsa man gani	Bisan ano	Konano pa man	Kon nano man
192. Whoever	Aber sin-o Bisan sin-o	Kung kinsa man gani	Bisan sin-o	Bisan hino	Kon sin-o man
193. Whose	Kalin-o	Kang kinsa	Kay sin-o	Kan kanay	Kanay
194. Why	Ngaa	Ngano	Ngaa	Kay ano	Kay nano
195. Window	Bintana	Bintana	Bintana	Bintana	Bintana
196. Wrong	Sayop	Sayop	Sala	Sayop	Sala
197. Yarn	Londres	Hilo	Lubid	Lubid	Bola-bola
198. Youngest child	Kamanghuran	Kamanghuran	Kamanghuran	Puto	Puto
199. Your	Imo	Imo	Imo	Imo	Imo
200. Yours	Imo	Imoha	Imo	Imo lyo	Imo lyo

APPENDIX E**INTERVIEW STORIES**

1. Lourdes Escarro-Arriola
Suba, Bantayan, Cebu
90 years old (2005)
Grade IV

Sadto, sang gagmay pa kami, manginhas. Amon ma-kwanan nga kinhason, ibaligya namon. Ta, ikapalit nadto namon sing lapis, papel. Pagreport sa eskwelahan, ay, hitso na kami. Nyan, pagkakwan, pero ang amon, kwan, pagpangita, punot. Miapunot kami, babaye kag lyaki, miapunot. Ang amon obra, linyaki. Magkwan kami sang, ining... a tinaksanay sang punot, magdya sang bara, magkwan sang usok, hala magladlad, magladlad kami.

A, pagkakwan sadto, mahuman na gani, pagka-aga, magtibaw, makakuha nay isda, kwan sa punot, mamanting na. Ay, di lat sadto mga ma-og ang tawo. Motu-os ka lang sa kwan, tagaan ka... halabi mobaho? Panghatag lan sadtong isda.

A, inigkakwan sadto, a makapangayo na ga kami, a, amon ipalit sang sopas. A, amon kaonon, managsayaw-sayaw kami sa, sa byay.

Ay, lima tres pa lang gani ang sopas sadto, kadagko pa nga pan de sal, tres sentabos.

A, sang kwan na, sa dagko na kami, linyaki na gayd ang amon, kwan, lihok. Kaakig sang kwan...kung may kwan, lugar ba nga dinumugan sa amon

punot, usahay may isda man nga dagko, kon iho... ining dumugon, malubot, ang kwan, punot. Pantaktakon...dagko.

A, sang kwan na, dose anyos na ako, hala, ara nay manag-uulitawo, di pa makasulti, hala, magbaguy... magbaguy, maghampang anay. Sang kwan na, ay Sus, kadamo na man sing mangulitawo. Mga ulitawo, manag, mga nag-ulitawo sadto sa akon mga gradwado na sa kwan, kwan na, makahuman na, propesyonal na, niyan manag-ahente na'ng iban.

Pero, may usa gayud nga nangulitawo sa akon nga kan Danlak ina sya ba nga sakop, amo lat ang nagpatuon, kwan gayd adtong iya, minatuod ba gayd nga ngulitawo. Gisaaran ko sya nga hindian' ako kay kabatan-on pa di pa manawat, hintia-an hinuon ako sing desido lat nga mangasawa.

Translation:

Before, when we were still young, we used to look for shells along the shore. Our finds would be sold and whatever amount we got from that we would use to buy pencils and paper. So when we went to school we already had the things we needed for school. But what we actually did for a living was going to the bamboo fish traps. Both girls and boys went there. What we did was a boy's job. We went to the fish traps, brought picks to bury the posts, then spread the fish nets.

When we were done, the following day we would get the catch from the traps, the fishes from the traps, and took the fishes which were not

supposed to be ours. The people before were very generous, you just help and you'd receive.

Giving was better than leaving the fishes to rot. They used to give fishes, fishes were not sold.

When we already had our share, we bought bread, we ate and danced at home. Before five pieces of bread cost three centavos, big pan de sal for only three centavos.

When we grew older, our actions became more masculine. The owner of the fish traps would be angry when big fishes made holes in the traps by ramming them. Big fishes could also be trapped.

When I was twelve years old, some boys courted me. While they could not still speak up, we played stilts using coconut shells. Later, more boys came to court me. Some of them had finished college, they're already professionals. Some were even sales representatives. But I had this one particular suitor who worked for Danlak, and was even sent to school by Danlak. He seemed to be true in his intentions to court me but I did not accept his proposal because I was still very young for that. But came another guy who was really serious about courting me... (The guy eventually became her husband.)

2. Santiago Fernandez Escarro
Ticad, Bantayan, Cebu
76 years old (2005)
Grade VI

Sadtong...sang mil nuybe sintos singkwentay-otso, amadtong pagkasunog nakon. Gisinggan ko gayud adto si anhing ka Piti, “Ka Piti,” kay ako man sadtong maestro, “ining napalit nimo nga gasolina, dili mini gasolina para sa lantsa, hydro octane mini.” ‘Nya, “Maayo ini kay makusog.” “Sara,” ‘pon ko, “basta napaklaro gayd kita.” “Nya, “Ay, managat kita.” Siya gayd ang nagsiling, si ka Piti, “Managat kita.” ‘Mpon ko, “Na, hala, sige managat.”

Paglarga namon, mare, ang oras, alas onse, ang oras sa ga’bi, diri kami sa Taw, sakop sa Toledo, “Madtong , ampon ko, “Nano... kwan ina nimo, kaya, kaya? Dili makwan ina, kay wa da may ‘used’?” “Ling nya, “Kaya ini.” ‘Mpon ko, “Kung kaya ina nimo kinahanglan patyon anay ang makina usa l-kwan ang magtugong sa gasolina.” Wa mina niya tagda. Ay, singgon mare, nga ‘pagbakpayr’ daw kumo gayud ang kyayo nga gimwas sa karburador largo sa gasolina, a, di sunog na. ‘Pon ko, “Masayon dini. Hala, ayaw anay pagkwan inang sa taro, alsaha, ipalusot sa bintana, ha, iyabo, ilabay inang taro kay aring ‘dram’,” akon naman gitapin-an, mare, gitapin-an ko.

Pagsirit, pagkataas na kaayo. Pugngan ko, pawong, mare. Tapin-an kong lungag. ‘Pon ko, “Ipalusot ina.”

Sara kay wa may...inang kwan sa lungag, largo man hinuon dira, yabo man sa tunga, di na kwan na gayud hinuon kami. Sunog kami nga tyo, pero ako gayd ang nalamangan kay nagkwan ako, kubkuban man sa akon utod,

nagtabang ako. Aring siste, mare, kay di na kami makapahigad kay sa tunga-tunga man sa lawod, intermedyo Negros kag Cebu, nagkwan kami. Pagka-aga, may lingmabad sa amon nga mananagat gihapon, payaw. Pagkakwan, gitawag nila, kay ako, plastado na ma ko, sunog ma ko. Ila gitawag nga, “Pabira lang aring kwan, di gani, ikarga lang aring nangasunog,” kay tyo man kami, “ikarga lang sa inyo lantsa, para ngadto sa Taw, para Cebu.” Singmugot sila. Sara, mare, nag-aberya pa gayd kami. Kadugay na namon naabot sa higad. Maa gani kay may ‘Geonzon’ nga ingmagi, gikarga lat kami sa ‘Geonzon’, largo na ngadto sa Taw. Pag-abot didto, mare, sa Taw, suginlan tikaw, di ako maklaro nga tawo, uy. Ini nga tanan, itum, uy, pero wa na koy panit, asta ini, wa. Pero ang akon ginhawa akon gikwan, bahoy gasolina. “Nano uroy ini?”

Translation:

It was in 1958 that I got burned. Before it happened I really warned Piti, “Piti, “ I was the leader during that fishing trip, “the gasoline that you bought is not a fuel for the fishing boat, this is hydro-octane.” He said, “This is better, this can make us go fast.” “Now, “ I said, “I just wanted to make it clear to you, “ he said, “A, let’s go fishing.” Piti really insisted, “Let’s go fishing.” So I said “Ok, We’ll go fishing.”

When we left the harbor, it was eleven in the evening. We were in a place called Taw, part of Toledo. So I said, “Tell me, can you do that? Remember you don’t have a used oil?” He answered, “I’m Ok.” I said “If you can do that, you

have to put off the engine before you pour the fuel.” But he didn’t take me seriously. I tell you, kumare, when the engine backfired, the fist-like fire came out from the carburetor, and went directly to the gasoline and it caught fire. So I told them, “This is simple, don’t touch the contents of that can yet, take the container, throw it out through the window” I was then covering the opening of the barrel with my hand. The contents gushed so high, I tried to cover the opening and the fire stopped. I said “Throw it out.”

Now, nothing covered the opening, it went straight into our midst so we got burned, the three of us, but I got the worst because I was thinking that my brother owns the fishing boat, I was responsible. Now, we could not go ashore, we’re in the middle of the sea. It was between Negros and Cebu. In the morning, we saw another fishing boat. My companions called it, while I was already there, suffering from the burns. They called the fishermen and told them to tug our boat or transfer us, the fire victims, into their boat so we could be brought to Cebu and they agreed but another problem came, our rescue boat would not budge, it had engine trouble. It really took a long time for us to reach shore. Luckily, a Geonzon boat passed by, helped, and brought us to Taw. When we got there I was unrecognizable. I was black all over and I lost my skin. And I noticed that my breath smelled gasoline. I told myself, “What is this”?

APPENDIX F**MUTUAL INTELLIGIBILITY-SEBUANO INFORMANTS**

1. Cirila D. Matadero
P. Burgos St., Carcar, Cebu
68 years old (2005)
Elementary Level
House Wife

Story Number 1

Nanagat kuno siya sa gagmay pa sila, unya pobre man kuno kaayo sila, mangayo sila'g kwarta sa ilang ginikanan, unya ilang ipalit. Unya kanang kuan, kanang manginhas. Mao ra man to akong nasabtan, mura man to siya'g Tagalog noh? Tagalog? Unya kanang sa gagmay kuno sila, manginhas, kuan kanang iyang ginikanan kuno nangayo siya'g kwarta iyang ipalit ug pagkaon. Mao ra to akong na sabtan.

Translation:

When they were young, they went fishing, they were very poor. They asked some money from their parents to buy something, food, then they also looked for shells and the like. That's what I understood, was it Tagalog? Was she a Tagalog?

Story Number 2

Gasolina. Wala na man ko kasabot sa uban iyang gisulti.

Translation:

All I understood was Gasoline... I didn't understand the rest.

2. Remedios S. Emperio
P. Burgos St., Carcar, Cebu
63 years old (2005)
Elementary Level
House Wife

Story Number 1

Nanginhas siya, ang halin maoy ipalit nila ug lapis ug mga papel.

Translation:

They went picking up shells and others, the money they would use to buy pencil and sheets of paper.

Story Number 2

Katong pag kuan nila, pagtaktak nila, nanagat.

Translation:

When they spread the nets, they were fishing.

3. Patron E. Balili
P. Burgos St., Carcar, Cebu
59 years old (2005)
Elementary Level
House Wife

Story Number 1

Makapalit siya ug papel ug lapis, notebook.

Translation:

They were able to buy paper, and pencils, notebooks.

Story Number 2

Nanagat man to sa lawod. Mao ra man to'y akong nasabtan.

Translation:

They were fishing in the sea. That's what I understood.

4. Juanita S. Paca
P. Burgos St., Carcar, Cebu
72 years old (2005)
Elementary Level
House Wife

Story Number 1

Makapalit siya ug, moeskwela siya, makapalit siya ug lapis.

Translation:

She could buy something, she goes to school, she can buy a pencil.

Story Number 2

Panagat man to sa lawod, ipalabog, ipayabo.

Translation:

It's something like fishing in the sea. Something was to be thrown...poured.

5. Lolita P. Baclay
P. Zamora St., Carcar, Cebu
68 years old (2005)
Elementary Level
House Wife

Story Number 1

Manginhas sila mangita ug panginabuhi nga makapalit sila ug papel, lapis para sa ilang eskwelahan. Katong unsa to? Punot? Nagbanting? Nangisda to sila?

Translation:

They went looking for shells or the like, trying to find means to buy some paper, pencils, for their studies. Was something like, "punot"? "Nagbanting"? were they fishing?

Story Number 2

Naa to sila sa sakyanan sa dagat, sa barko, unya murag diay masunog iyabo ang taro sa asa to? Sa dagat? (Ang ilang sinultihan ba murag dili man kaayo binisaya.)

Translation:

They were on a sea vessel, a ship, and then it's like there was a fire, and the container was to be emptied? In the sea? (Their speech seems not to be Visayan.)

APPENDIX G**MUTUAL INTELLIGIBILITY-HILIGAYNON INFORMANTS**

1. Rosalinda Drillon Galas
Aurora St., Poblacion, Dumangas, Ilo-ilo
48 years old
Elementary Level
Former waitress

Story Number 1

Ang kasaysayan niya na nga gina-interview sa iya sang gamay siya ang iya nga nadangatan, ang iya nga mga pagkabuhi, eh, life niya, kon ano ang iya nga mga trabaho, pero ang trabaho niya iyong sa pala-isdaan, sa punot, dali sila makakaon, makakuha man sila sang isda nga dalagko, amo ang ginasud-an nila. Makapangisda sila kag makakuha sila sang dalagko nga isda ginadumog nila, ila kuan, bala mag-ano, haw, magkuha sa isda kon makuha nila sa punot kon makasuhot.

Tapos sadto naman kuno sa pagka-abot sang twelve years old niya, 'ning daw may pensar na siya, daw may isip na, ang iban niya nga mga kaupdanan nakaeskwela, ang mga kuan niya siguro, eh. Tapos ang iya nga mga, ang sa iya wala, amo man gihapon, asta na nga makapangasawa siya. Ang iban niya nga mga, ano, mga classmates niya sang una, mga engineer na kuno, mga professional na. Tapos siya sa gihapon hasta na kuno nga nakapangasawa siya,

hasta may mga kaapuhan na siya. Amo na ang kasaysayan niya, eh. Ang iya nga sa ano niya, bala, nga naagihan, nga magpunot lang siya, mangingisda lang, ang kabuhi niya, kabuhi niya 'mo ang iya nga ginasaysay, ang kahirapan niya sa buhay niya.

Translation:

Her story in the interview tells about her early life, her work, but she worked in a fishing area where they could easily find food because they catch fish, the big ones which they eat. When they fish, they really catch the big ones by ramming them the moment they get into the traps.

When she was twelve years old, she already matured, she thought that some of her friends had already finished their studies while she had not, not even until she got married. Some of her former classmates were already engineers, or professionals while she was not able to finish school, until she got married and had grandchildren. That's the story of her life, that she was into fishing, her difficulties in life.

Story Number 2

Nanagat, nagasakay sila sa ila nga ano, sa lantsa, tapos naaberya sila sa tunga-tunga sang lawod, ti, may sakay nga mga marine, may barko sa tunga-tunga sang lawod, gaduha-duha sila nga ginaano nila nga gin, ginbuligan sila nga ipasaka ang mga gamit nila. Ti, daw gaduha-duha sila nga daw basi bala

kon ano sila, haw. Ti, 'ning ginkarga man nila. Tapos gin-ano lang niya ang ano, ya. Siling niya, "Kung, a, kung kwan mo man ni, Ginoo, sa akon, kon patyon nila ako." Kasi di gid nila kilala, tunga-tunga sa lawod, wala sila gasoline, ginapapabaya na lang nila ang mga gamit, tapos sumakay sila. Tapos giinterview.

Translation:

They went fishing. They were on a fishing boat. They had engine problem in the middle of the sea. There was a navy ship, they were not sure if those were going to help them and their things. But they accepted their help and he prayed to God that if it is His will, and that they might kill him because they did not really know those men. They were in the middle of the sea, they did not have fuel so they just leave up everything and transferred to the other ship. Then they were interviewed.

2. Nilo Ramos Diasnes
Aurora St., Poblacion, Dumangas, Ilo-ilo
59 years old (2005)
Elementary Level
Newspaper Vendor

Story number 1

Story number 2

(Could not make out anything from the stories.)

3. Nilda Dionio
Ilaya 3rd, Dumangas, Ilo-ilo
61 years old (2005)
Elementary Level
House Wife

Story number 1

Ang na ano ko, ang naintindihan ko nga may punot kag may isda, kag nag kinaon, kag nagsina-ot. A, amo ina naintindihan ko nga hambal ya. Ano to hambal ya, nga nagbaligya kuno papel? Nagbaligya kuno siya papel. Iyon naintindihan ko eh, amo na.

Translation:

What I understood was that there was a fish trap and fish, and they ate, and they danced. That's what I understood about what she said. What was she saying, that she sold paper? That's what I understood.

Story number 2

Nag-ano sila, nagpanagat sila, na mga alas-onse sing gab-i sila naglakat. Tapos naglakat sila, sa diin nga lugar? Nalipat ako kaina, sa tunga-tunga sang Negros kag Cebu. Pag-abot to naagahan sila pag-abot to. Mao ra na akon naintindihan.

Translation:

They were fishing, it was about eleven in the evening when they left. I am not sure where they were going, I missed it, they were somewhere between Negros and Cebu. They reached the place the following day. That's all I understood.

4. Eden Hortinela
Aurora St., Poblacion, Dumangas, Ilo-ilo
42 years old (2005)
Elementary Level
House Keeper

Story number 1

Sa punot, sang gagmay, gagmay pa sila ang obra nila sa isdaan, sa punot kasi nagladlad sila sang ila nga kwan, sang isdaan nila nga may makuha sila sa usok, usok nila, pagkakwan nila, pagkakwan nagkuha sila sa usok isda, bala, sa punot may nakuha sila nga dako, dinumog nila, dumugon, dinumog nila nga kwan kuno sa kahoy, sa kawayan, ang ila nga usok pagkakwan nakabaylo, ginbaylo nila, ginbaylo, bala. Baligya nila kay namakal sila sang pan de sal nga dako.

Translation:

In the fish trap, when they were young, they worked in a fishing area, in the traps because they spread something, in their fishing area so they get

something there, some fish, from the traps. They caught some big ones by ramming in a sort of wooden or bamboo traps, then they would barter them or sell them so they could buy big pan de sal.

Story number 2

Nag pangayo sila tabang sa isa ka sakayan nga nag, mangingisda man kay naurutan sila sang gasolina. Patyon anay ang makina kay pugngan ang gasolina.

Translation:

They were asking for help from one fishing boat because they ran out of fuel. They had to put off the engine to save some gasoline.

5. Danilo Celiz
Mabini St., Dumangas, Ilo-ilo
63 years old (2005)
Elementary Level
Barangay Captain

Story Number 1

Nagabarter sila sang isda, tag-an sila, amo ina ginakabuhi nila.

Translation:

They were given fish and bartered them for something. That's their way of living.

Story Number 2

(Could not make out anything from the story.)

APPENDIX H**MUTUAL INTELLIGIBILITY-SAMAR-LEYTE INFORMANTS**

1. Saturnina Asis
Joson de Mata St., Baybay, Carigara, Leyte
75 years old (2005)
Elementary Level
House Help

Story Number 1

Lapis, papel.

Translation:

Pencil, paper.

Story Number 2

Gasolina.

Translation:

Gasoline.

2. Sofronio Fransisco
Baybay, Carigara, Leyte
70 years old (2005)
Elementary Level

Story Number 1

Papel, lapis.

Translation:

Paper, pencil.

Story Number 2

Gasolina.

Translation:

Gasoline.

3. Segundo Quilaneta
Sawang, Carigara, Leyte
87 years old (2005)
Elementary Level

Story Number 1

Lapis.

Translation:

Pencil.

Story Number 2

Isda.

Translation:

Fish.

4. Lolita Alalid
Baruguhay Central, Carigara, Leyte
51 years old (2005)
Elementary Level

Story Number 1

Amo lang lapis, papel.

Translation:

All I understood were pencil, paper.

Story Number 2

Gasolina pala.

Translation:

A, gasoline.

5. Victorioso Sayas
Sawang, Carigara, Leyte
76 years old (2005)
Elementary Level

Story Number 1

Nagladlad, tapos nangisda. Nagbulad siguro.

Translation:

They spread something and fished, were they drying?

Story Number 2

Panagat sa lawod. Pagkatapos ang gasolina nasunog ang lantsa sadto
1958, singkwenta'y-otso. Amo lan adto.

Translation:

Fishing in the sea, then the gasoline, the boat was burning in 1958. that's
all.

APPENDIX I**MUTUAL INTELLIGIBILITY-MASBATEÑO INFORMANTS**

1. Francisca Cantoria
Nursery St., Masbate City
55 years old (2005)
Elementary Level
House Wife

Story Number 1

Ang naintindihan ko sadto, sadtong panahon kuno makakuha kag isda ginaladlad sa ano sa paras? Ang pagkuha pagkaaga may kuha na. Tapos sadtong panahon kay wala man kwarta makapulot ka, makabakal ka ng lapis. Yana, dili na gayud. Sadto nga panahon pwede mag-ano lang magpulot-pulot, pagkakwan ibenta mo, makabakal ka ng lapis, papel.

Translation:

What I understood was, before, when you get some fish, you spread the net in the fishing area? The following day, they already have some catch. Before they don't have money but when they find something, they could already buy pencils. Now, at present life is more difficult.

Story Number 2

Ang gasolina iyabo, kag may tubig, tapos di ka pwede makakwan makapondo kay adi kami sa lawod sa tunga san dagat. Ang karborador kuno

kwan, ano, naabot sang tubig (Parehas man ang dialect, maintindihan man namon. May words lang na di ko maintindihan.)

Translation:

The gasoline should be poured out, there was water, one cannot just drop anchor because it's in the middle of the sea. It's the carburetor, it's reached by water. (The dialect is similar to ours, we understand it. It's just that there are some words which I don't understand.)

2. Eda C. Enaje
Nursery St., Masbate City
52 years old (2005)
Elementary Level
House Wife

Story Number 1

Naintindihan ko lang sadto, manginhas, tapos...

Translation:

What I understood was, looking for shells and the kind, then...

Story Number 2

Sa tunga-tunga sinda sa lawod, naaksidente sa lawod, nasunog lang.

Translation:

They're in the middle of the sea, they had an accident, there was fire.

3. Marilyn M. Caalam
Nursery St., Masbate City
40 years old (2005)
Elementary Level
House Wife

Story Number 1

Sadto daw, inang sang mga tigutay pa sinda, inang na nagapanginhas kuno sinda. Ginabaligya ninda, nakabakal sila mga lapis, mga papel, mga gamit, tapos nagakadto sila sa dagat, nagakwan sinda, nanguha sila'y isda kag amo makabakal sinda mga pagkaon. (Dili ko man maintindihan ang mga iba gayod kay di ako ma ano sa Sebuano.)

Translation:

Before, when they were still young, they looked for shells and the like, they sold them to buy pencils, paper, and other things. Then they went to sea to get some fish so they could buy food. (I don't understand the rest because I am not familiar with Sebuano.)

Story Number 2

Sa mil nuebe siyentos singkwenta'y otso ang pagkasunog sadtong tawo kay... gasolina... na ano gasolina, tapos nasunog kuno ang ano 'yon? Pagkatapos...(Di ako makaano sang Sebuano.)

Translation:

In 1958 the man got burned because of gasoline. Something got burned?

(I could not really understand Sebuano.)

4. Jenena G. Manlapaz
Barangay Pating, Masbate City
51 years old
Elementary Level
House Wife

Story Number 1

Ang... anong naga... naga... panginhas ba sa para makabakal sinda sing lapis, mga gamit nila para pag-iskwela. Di man masyado... nagaladlad sinda nagbulad ba ano sang punot. Di ko man masyado ma ano... 'yong salita ba, nagbaligya sing para makabakal sin lapis.

Translation:

It's like they went looking for shells or the like for them to be able to buy pencil, things for school. It's not really... they were drying something, a "punot" I really could not make out the speech. They're selling something to buy a pencil.

Story Number 2

Naglawod ba, nasunog, tapos naglawod ba sila, naglawod kag nagkaano, nagkaaberiya sa lawod kay ang gasolina naka diretso sa carborador, sa lawod nasunog, sang aga may nagtabang sinda. Mahirap pala ang Sebuano.

Translation:

They're at sea, and there was fire. They're at sea, and they had engine trouble because of the gasoline that went directly to the carburetor, then when the morning came, they got rescued. Sebuano is really difficult.

5. Arquilina Palimocon
Nursery St., Masbate City
60 years old (2005)
Elementary Level
House Wife

Story Number 1

Ang istorya niya sadto nga panahon ang iya nga kasaysayan na iba na niyan iba sadto. Mangayo lang sila isda, mangisda sa dagat taga-an sinda, nagpasalamat sa pagbulig ninda. Niyan ang tawo sadto inang mahinatagon. Amo adto ang iya gi-istorya sa buhay niya, sa iya mga ginikanan nga mallisud. Ang isda ginaano, nagsugat lan sinda sa dagat, mamulad sinda sa mga isda nga dara. Pagpamulad, taga-an sinda sadtong mga lab-as nga ginpilipili ninda. Pamulad lan... amo man lan adto iya istorya. O, amo ina.

Translation:

What she's telling is her story. She's saying that the present is different from the past. Before, they just ask for fish, or they fish and they'd be given some because of their help. The people before were generous. That's what she's telling, about her life, the hardships of their parents. They meet fishermen from

the sea then they'd dry the fish they brought. There, they would be given fresh fish. That's all about her story.

Story Number 2

Nadisgrasya siya sa lantsa. Wara na pataya ang makina, nadisgrasya sinda.

Translation:

He met an accident. The engine was not put off, so they had an accident.

APPENDIX J

PICTURES OF INFORMANTS



The researcher with Mrs. Lourdes Escarro-Arriola of Suba, Bantayan, Cebu (left)
Mr. Santiago Fernandez Escarro of Ticad, Bantayan, Cebu (right)



Mrs. Lila S. Escarro
Associate in Secretarial Science
54 years old
Lexical Comparison Informant
Bantayan, Cebu



Mr. Job Seville Carabio
High School Graduate
Retired Chief of Police
76 years old
Lexical Comparison Informant
Bantayan, Cebu

Mrs. Adelfa
BSEEd.
72 years old
Lexical
P. Zamora



B. Alejado

Comparison Informant
St., Carcar, Cebu City

Mrs. Natividad C. Señires
High School
73 years old
Lexical Comparison Informant
Sta. Catalina, Carcar, Cebu City
(Did not want to have her picture taken)



Ms. Ma. Luisa Doromal
BSEEd.
58 years old
Lexical Comparison Informant
Poblacion, Dumangas, Ilo-ilo

Mrs. Minda Doce
BSE, BSEEd.
75 years old
Lexical Comparison Informant
Poblacion, Dumangas, Ilo-ilo
(Did not want to have her picture taken)

Bernardo Bodo
College Level
56 years old
Lexical Comparison Informant
Carigara, Leyte
(Did not want to have his picture taken)



Mrs. Alicia L. Quilaneta
BSEEd. LLB
60 years old
Lexical Comparison Informant
Carigara, Leyte



(left) Ms. Evelyn
D. Burdeos
BSE –
English/H.E.
54 years old
(right) Mrs. Mila
A. Lopez
BSEEd. –
English
40 years old
Lexical
Comparison
Informants
Nursery St.,
Masbate City

Mutual Intelligibility Informants



The researcher; Mrs. Juanita S. Paca, 72 years old; Mrs. Remedios S. Emperio, 63 years old; Mrs. Cirila D. Matadero, 68 years old; Mrs. Patron E. Balili, 59 years old; and the researcher's son. All the informants are from P. Burgos St., Carcar, Cebu.



Mrs. Lolita P. Baclay
68 years old
P. Zamora St., Carcar, Cebu
With the researcher



Mrs. Rosalinda Drillon Galas
48 years old
Aurora St., Poblacion, Dumangas, Ilo-ilo



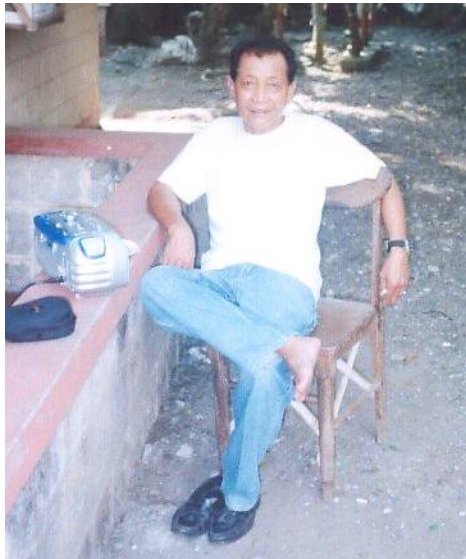
Mr. Nilo Ramos Diasnes
59 years old
Aurora St., Poblacion,
Dumangas, Ilo-ilo



Mrs. Nilda Dionio
61 years old
Ilaya 3rd, Dumangas, Ilo-ilo



Ms. Eden Hortinela
42 years old
Aurora St., Poblacion, Dumangas, Ilo-ilo



Mr. Danilo Celiz
63 years old
Mabini St., Dumangas, Ilo-ilo



Mrs. Saturnina Asis
75 years old
Joson de Mata St., Baybay, Carigara, Leyte

Sofronio Francisco
70 years old
Baybay, Carigara, Leyte
(Did not want to have his picture taken)

Mr. Segundo Quilaneta
87 years old
Sawang, Carigara, Leyte
With the researcher





Mrs. Lolita Alalid
51 years old
Baruguhay Central, Carigara, Leyte



Mr. Victorioso Sayas
76 years old
Sawang, Carigara, Leyte

Mrs. Francisca Cantoria
55 years old
Nursery St., Masbate
City
With the researcher



Mrs. Eda C. Enaje
52 years old
Nursery St., Masbate
City
With the researcher



Mrs. Marilyn M. Caalam
40 years old
Nursery St., Masbate City
With the researcher



Mrs. Jenena G. Manlapaz
51 years old
Barangay Pating, Masbate City
With the researcher



Mrs. Arquilina Palimocon of Nursery St., Masbate City, 60 years old with the researcher, the researcher's son, and Ms. Evelyn D. Burdeos

APPENDIX K

ZORC'S (1977) FORMULA

INTELLIGIBILITY RATING	
INFORMANTS UNDERSTOOD RECORDING	THE SPEECH TYPE RECORDED AND THE SPEECH TYPE BEING TESTED
1. with ease	1. the same dialect
2. with some difficulty	2. close dialects
3. with great difficulty	3. distant dialects
4. here and there	4. close languages
5. not at all	5. distant languages

APPENDIX L

SOCIOLINGUISTIC QUESTIONNAIRE

Directions: Please fill in the blanks or put a cross on the appropriate boxes. All answers will be held in strict confidence.

A. PERSONAL BACKGROUND

1. Gender Male Female
2. Age on your latest birthday _____
3. Civil Status Single Married
 Separated Widow/er
4. Address

5. Educational Attainment Elementary
 Secondary
 College
 College Graduate
 Post Graduate
6. School Graduated _____
 Address _____
7. Occupation _____
8. No. of years of residence in the area _____

B. LINGUISTIC PROFILE

1. What languages do you hear within Bantayan?

- Bantayanon
 Sebuano
 Hiligaynon/ Ilonggo
 Samar-Leyte/ Waray
 Masbateño

- Filipino/ Tagalog
 English
 Others: please specify _____

Where do you hear these languages? (Please check as many items as are applicable)

Home Workplace Church School Market Radio T.V.

a. Bantayanon	_____	_____	_____	_____	_____	_____	_____
b. Sebuano	_____	_____	_____	_____	_____	_____	_____
c. Hiligaynon/Ilonggo	_____	_____	_____	_____	_____	_____	_____
d. Samar-Leyte	_____	_____	_____	_____	_____	_____	_____
e. Masbateño	_____	_____	_____	_____	_____	_____	_____
f. Filipino/Tagalog	_____	_____	_____	_____	_____	_____	_____
g. English	_____	_____	_____	_____	_____	_____	_____
h. Others	_____						

3. What languages do you use/speak?

- Bantayanon
 Sebuano
 Hiligaynon/ Ilonggo
 Samar-Leyte/ Waray
 Masbateño
 Filipino/ Tagalog
 English
 Others: please specify _____

4. What languages do you use/speak in the

- | | | |
|-----------|---------------|---|
| a. Church | 1. Confession | <input type="checkbox"/> Bantayanon
<input type="checkbox"/> Sebuano
<input type="checkbox"/> Hiligaynon/ Ilonggo
<input type="checkbox"/> Samar-Leyte/ Waray
<input type="checkbox"/> Masbateño
<input type="checkbox"/> Filipino/ Tagalog
<input type="checkbox"/> English
<input type="checkbox"/> Others: please specify _____ |
|-----------|---------------|---|

What languages do you use/speak in the

b. Workplace

1. Speaking to a supervisor

- Bantayanon
 - Sebuano
 - Hiligaynon/ Ilonggo
 - Samar-Leyte/ Waray
 - Masbateño
 - Filipino/ Tagalog
 - English
 - Others: please specify
-
-

2. With a peer

- Bantayanon
 - Sebuano
 - Hiligaynon/ Ilonggo
 - Samar-Leyte/ Waray
 - Masbateño
 - Filipino/ Tagalog
 - English
 - Others: please specify
-
-

3. With a client/costumer

- Bantayanon
 - Sebuano
 - Hiligaynon/ Ilonggo
 - Samar-Leyte/ Waray
 - Masbateño
 - Filipino/ Tagalog
 - English
 - Others: please specify
-
-

c. School

1. Speaking to a Supervisor/Head

- Bantayanon
- Sebuano
- Hiligaynon/ Ilonggo
- Samar-Leyte/ Waray
- Masbateño
- Filipino/ Tagalog

- English
- Others: please specify

2. Fellow Teacher/Fellow Student

- Bantayanon
 - Sebuano
 - Hiligaynon/ Ilonggo
 - Samar-Leyte/ Waray
 - Masbateño
 - Filipino/ Tagalog
 - English
 - Others: please specify
-
-

3. With a Subordinate/ Student

- Bantayanon
 - Sebuano
 - Hiligaynon/ Ilonggo
 - Samar-Leyte/ Waray
 - Masbateño
 - Filipino/ Tagalog
 - English
 - Others: please specify
-
-

d. Market

- Bantayanon
 - Sebuano
 - Hiligaynon/ Ilonggo
 - Samar-Leyte/ Waray
 - Masbateño
 - Filipino/ Tagalog
 - English
 - Others: please specify
-
-

e. Home

- Bantayanon
- Sebuano
- Hiligaynon/ Ilonggo
- Samar-Leyte/ Waray
- Masbateño
- Filipino/ Tagalog
- English

Others: please specify

5. What languages do you like to be used in

- | | | |
|--------------|------------|--|
| a. Church | 1. Liturgy | |
| | 2. Homily | |
| b. Workplace | | |
| c. School | | |
| d. Market | | |
| e. Home | | |

6. What language/languages do you use with strangers?

- Bantayanon
 Sebuano
 Hiligaynon/ Ilonggo
 Samar-Leyte/ Waray
 Masbateño
 Filipino/ Tagalog
 English
 Others: please specify

7. Which Language do you use when you're not in Bantayan?

- Bantayanon
 Sebuano
 Hiligaynon/ Ilonggo
 Samar-Leyte/ Waray
 Masbateño
 Filipino/ Tagalog
 English
 Others: please specify

8. Do you use Bantayanon in writing?

Yes No

If your answer in question number 8 is yes, in what particular form of writing do you use it?

Formal Letter

Personal/Informal Letter

Others: please specify

9. Which language do you usually use?

Rank them 1-7.

Bantayanon

Sebuano

Hiligaynon/ Ilonggo

Samar-Leyte/ Waray

Masbateño

Filipino/ Tagalog

English

10. Which languages do you like to learn?

Rank them from 1-7.

Bantayanon

Sebuano

Hiligaynon/ Ilonggo

Samar-Leyte/ Waray

Masbateño

Filipino/ Tagalog

English

APPENDIX M

GENDER CROSSTABLATIONS

Crosstabulation of the Languages Spoken and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	51	51	102
	% within the language	50.0%	50.0%	
	% within gender	100.0%	100.0%	
	% of Total	50.0%	50.0%	100.0%
Sebuano	Count	36	32	68
	% within the language	52.9%	47.1%	
	% within gender	70.6%	62.7%	
	% of Total	35.3%	31.4%	66.7%
Hiligaynon	Count	4	7	11
	% within the language	36.4%	63.6%	
	% within gender	7.8%	13.7%	
	% of Total	3.9%	6.9%	10.8%
Samar-Leyte	Count	2	0	2
	% within the language	100.0%	.0%	
	% within gender	3.9%	.0%	
	% of Total	2.0%	.0%	2.0%
Filipino	Count	27	20	47
	% within the language	57.4%	42.6%	
	% within gender	52.9%	39.2%	
	% of Total	26.5%	19.6%	46.1%
English	Count	22	18	40
	% within the language	55.0%	45.0%	
	% within gender	43.1%	35.3%	
	% of Total	21.6%	17.6%	39.2%
Others	Count	1	0	1
	% within the language	100.0%	.0%	
	% within gender	2.0%	.0%	
	% of Total	1.0%	.0%	1.0%
Total	No. of respondents	51	51	102
	% of Total	50.0%	50.0%	100.0%

Crosstabulation of Languages Used in Church Confessions and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	44	42	86
	% within the language	51.2%	48.8%	
	% within gender	86.3%	82.4%	
	% of Total	43.1%	41.2%	84.3%
Sebuano	Count	37	25	62
	% within the language	59.7%	40.3%	
	% within gender	72.5%	49.0%	
	% of Total	36.3%	24.5%	60.8%
Hiligaynon	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within gender	2.0%	2.0%	
	% of Total	1.0%	1.0%	2.0%
Filipino	Count	9	8	17
	% within the language	52.9%	47.1%	
	% within gender	17.6%	15.7%	
	% of Total	8.8%	7.8%	16.7%
English	Count	12	15	27
	% within the language	44.4%	55.6%	
	% within gender	23.5%	29.4%	
	% of Total	11.8%	14.7%	26.5%
Total	No. of respondents	51	51	102
	% of Total	50.0%	50.0%	100.0%

Crosstabulation of Languages Used in Church Homily and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	41	39	80
	% within the language	51.3%	48.8%	
	% within gender	80.4%	79.6%	
	% of Total	41.0%	39.0%	80.0%
Sebuano	Count	30	29	59
	% within the language	50.8%	49.2%	
	% within gender	58.8%	59.2%	
	% of Total	30.0%	29.0%	59.0%
Hiligaynon	Count	2	2	4
	% within the language	50.0%	50.0%	
	% within gender	3.9%	4.1%	
	% of Total	2.0%	2.0%	4.0%
Filipino	Count	7	9	16
	% within the language	43.8%	56.3%	
	% within gender	13.7%	18.4%	
	% of Total	7.0%	9.0%	16.0%
English	Count	15	13	28
	% within the language	53.6%	46.4%	
	% within gender	29.4%	26.5%	
	% of Total	15.0%	13.0%	28.0%
Total	No. of respondents	51	49	100
	% of Total	51.0%	49.0%	100.0%

Crosstabulation of Languages Used in School with a Subordinate or a Student and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	42	39	81
	% within the language	51.9%	48.1%	
	% within gender	87.5%	88.6%	
	% of Total	45.7%	42.4%	88.0%
Sebuano	Count	25	21	46
	% within the language	54.3%	45.7%	
	% within gender	52.1%	47.7%	
	% of Total	27.2%	22.8%	50.0%
Hiligaynon	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within gender	2.1%	2.3%	
	% of Total	1.1%	1.1%	2.2%
Samar-Leyte	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within gender	2.1%	2.3%	
	% of Total	1.1%	1.1%	2.2%
Masbateño	Count	0	1	1
	% within the language	.0%	100.0%	
	% within gender	.0%	2.3%	
	% of Total	.0%	1.1%	1.1%
Filipino	Count	25	18	43
	% within the language	58.1%	41.9%	
	% within gender	52.1%	40.9%	
	% of Total	27.2%	19.6%	46.7%
English	Count	30	17	47
	% within the language	63.8%	36.2%	
	% within gender	62.5%	38.6%	
	% of Total	32.6%	18.5%	51.1%
Others	Count	1	0	1
	% within the language	100.0%	.0%	
	% within gender	2.1%	.0%	
	% of Total	1.1%	.0%	1.1%
Total	No. of respondents	48	44	92
	% of Total	52.2%	47.8%	100.0%

Crosstabulation of Languages Used at Work with a Supervisor and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	40	38	78
	% within the language	51.3%	48.7%	
	% within gender	80.0%	88.4%	
	% of Total	43.0%	40.9%	83.9%
Sebuano	Count	29	20	49
	% within the language	59.2%	40.8%	
	% within gender	58.0%	46.5%	
	% of Total	31.2%	21.5%	52.7%
Hiligaynon	Count	2	0	2
	% within the language	100.0%	.0%	
	% within gender	4.0%	.0%	
	% of Total	2.2%	.0%	2.2%
Samar-Leyte	Count	1	0	1
	% within the language	100.0%	.0%	
	% within gender	2.0%	.0%	
	% of Total	1.1%	.0%	1.1%
Masbateño	Count	0	1	1
	% within the language	.0%	100.0%	
	% within gender	.0%	2.3%	
	% of Total	.0%	1.1%	1.1%
Filipino	Count	16	8	24
	% within the language	66.7%	33.3%	
	% within gender	32.0%	18.6%	
	% of Total	17.2%	8.6%	25.8%
English	Count	20	17	37
	% within the language	54.1%	45.9%	
	% within gender	40.0%	39.5%	
	% of Total	21.5%	18.3%	39.8%
Total	No. of respondents	50	43	93
	% of Total	53.8%	46.2%	100.0%

Crosstabulation of Languages Used at Work with Peers and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	45	46	91
	% within the language	49.5%	50.5%	
	% within gender	95.7%	100.0%	
	% of Total	48.4%	49.5%	97.8%
Sebuano	Count	29	20	49
	% within the language	59.2%	40.8%	
	% within gender	61.7%	43.5%	
	% of Total	31.2%	21.5%	52.7%
Hiligaynon	Count	5	3	8
	% within the language	62.5%	37.5%	
	% within gender	10.6%	6.5%	
	% of Total	5.4%	3.2%	8.6%
Samar-Leyte	Count	2	0	2
	% within the language	100.0%	.0%	
	% within gender	4.3%	.0%	
	% of Total	2.2%	.0%	2.2%
Masbateño	Count	1	0	1
	% within the language	100.0%	.0%	
	% within gender	2.1%	.0%	
	% of Total	1.1%	.0%	1.1%
Filipino	Count	16	10	26
	% within the language	61.5%	38.5%	
	% within gender	34.0%	21.7%	
	% of Total	17.2%	10.8%	28.0%
English	Count	18	10	28
	% within the language	64.3%	35.7%	
	% within gender	38.3%	21.7%	
	% of Total	19.4%	10.8%	30.1%
Total	No. of respondents	47	46	93
	% of Total	50.5%	49.5%	100.0%

Crosstabulation of Languages Used at Work with a Client and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	42	42	84
	% within the language	50.0%	50.0%	
	% within gender	89.4%	95.5%	
	% of Total	46.2%	46.2%	92.3%
Sebuano	Count	30	23	53
	% within the language	56.6%	43.4%	
	% within gender	63.8%	52.3%	
	% of Total	33.0%	25.3%	58.2%
Hiligaynon	Count	6	3	9
	% within the language	66.7%	33.3%	
	% within gender	12.8%	6.8%	
	% of Total	6.6%	3.3%	9.9%
Samar-Leyte	Count	3	0	3
	% within the language	100.0%	.0%	
	% within gender	6.4%	.0%	
	% of Total	3.3%	.0%	3.3%
Masbateño	Count	3	1	4
	% within the language	75.0%	25.0%	
	% within gender	6.4%	2.3%	
	% of Total	3.3%	1.1%	4.4%
Filipino	Count	20	14	34
	% within the language	58.8%	41.2%	
	% within gender	42.6%	31.8%	
	% of Total	22.0%	15.4%	37.4%
English	Count	23	18	41
	% within the language	56.1%	43.9%	
	% within gender	48.9%	40.9%	
	% of Total	25.3%	19.8%	45.1%
Total	No. of respondents	47	44	91
	% of Total	51.6%	48.4%	100.0%

Crosstabulation of Languages Used in School with a Supervisor or Head and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	35	34	69
	% within the language	50.7%	49.3%	
	% within gender	72.9%	75.6%	
	% of Total	37.6%	36.6%	74.2%
Sebuano	Count	31	22	53
	% within the language	58.5%	41.5%	
	% within gender	64.6%	48.9%	
	% of Total	33.3%	23.7%	57.0%
Hiligaynon	Count	2	1	3
	% within the language	66.7%	33.3%	
	% within gender	4.2%	2.2%	
	% of Total	2.2%	1.1%	3.2%
Samar-Leyte	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within gender	2.1%	2.2%	
	% of Total	1.1%	1.1%	2.2%
Masbateño	Count	0	1	1
	% within the language	.0%	100.0%	
	% within gender	.0%	2.2%	
	% of Total	.0%	1.1%	1.1%
Filipino	Count	19	13	32
	% within the language	59.4%	40.6%	
	% within gender	39.6%	28.9%	
	% of Total	20.4%	14.0%	34.4%
English	Count	34	26	60
	% within the language	56.7%	43.3%	
	% within gender	70.8%	57.8%	
	% of Total	36.6%	28.0%	64.5%
Total	No. of respondents	48	45	93
	% of Total	51.6%	48.4%	100.0%

Crosstabulation of Languages Used in School with a Fellow Teacher/Fellow Student and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	42	40	82
	% within the language	51.2%	48.8%	
	% within gender	87.5%	90.9%	
	% of Total	45.7%	43.5%	89.1%
Sebuano	Count	30	22	52
	% within the language	57.7%	42.3%	
	% within gender	62.5%	50.0%	
	% of Total	32.6%	23.9%	56.5%
Hiligaynon	Count	3	1	4
	% within the language	75.0%	25.0%	
	% within gender	6.3%	2.3%	
	% of Total	3.3%	1.1%	4.3%
Samar-Leyte	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within gender	2.1%	2.3%	
	% of Total	1.1%	1.1%	2.2%
Masbateño	Count	0	1	1
	% within the language	.0%	100.0%	
	% within gender	.0%	2.3%	
	% of Total	.0%	1.1%	1.1%
Filipino	Count	21	17	38
	% within the language	55.3%	44.7%	
	% within gender	43.8%	38.6%	
	% of Total	22.8%	18.5%	41.3%
English	Count	29	19	48
	% within the language	60.4%	39.6%	
	% within gender	60.4%	43.2%	
	% of Total	31.5%	20.7%	52.2%
Total	No. of respondents	48	44	92
	% of Total	52.2%	47.8%	100.0%

Crosstabulation of Languages Used in the Market and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	50	51	101
	% within the language	49.5%	50.5%	
	% within gender	98.0%	100.0%	
	% of Total	49.0%	50.0%	99.0%
Sebuano	Count	26	17	43
	% within the language	60.5%	39.5%	
	% within gender	51.0%	33.3%	
	% of Total	25.5%	16.7%	42.2%
Hiligaynon	Count	5	2	7
	% within the language	71.4%	28.6%	
	% within gender	9.8%	3.9%	
	% of Total	4.9%	2.0%	6.9%
Samar-Leyte	Count	3	2	5
	% within the language	60.0%	40.0%	
	% within gender	5.9%	3.9%	
	% of Total	2.9%	2.0%	4.9%
Masbateño	Count	1	2	3
	% within the language	33.3%	66.7%	
	% within gender	2.0%	3.9%	
	% of Total	1.0%	2.0%	2.9%
Filipino	Count	10	5	15
	% within the language	66.7%	33.3%	
	% within gender	19.6%	9.8%	
	% of Total	9.8%	4.9%	14.7%
English	Count	9	5	14
	% within the language	64.3%	35.7%	
	% within gender	17.6%	9.8%	
	% of Total	8.8%	4.9%	13.7%
Others	Count	2	0	2
	% within the language	100.0%	.0%	
	% within gender	3.9%	.0%	
	% of Total	2.0%	.0%	2.0%
Total	No. of respondents	51	51	102
	% of Total	50.0%	50.0%	100.0%

Crosstabulation of Languages Used at Home and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	50	50	100
	% within the language	50.0%	50.0%	
	% within gender	98.0%	100.0%	
	% of Total	49.5%	49.5%	99.0%
Sebuano	Count	21	15	36
	% within the language	58.3%	41.7%	
	% within gender	41.2%	30.0%	
	% of Total	20.8%	14.9%	35.6%
Hiligaynon	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within gender	2.0%	2.0%	
	% of Total	1.0%	1.0%	2.0%
Samar-Leyte	Count	0	2	2
	% within the language	.0%	100.0%	
	% within gender	.0%	4.0%	
	% of Total	.0%	2.0%	2.0%
Masbateño	Count	0	1	1
	% within the language	.0%	100.0%	
	% within gender	.0%	2.0%	
	% of Total	.0%	1.0%	1.0%
Filipino	Count	9	8	17
	% within the language	52.9%	47.1%	
	% within gender	17.6%	16.0%	
	% of Total	8.9%	7.9%	16.8%
English	Count	13	7	20
	% within the language	65.0%	35.0%	
	% within gender	25.5%	14.0%	
	% of Total	12.9%	6.9%	19.8%
Others	Count	1	0	1
	% within the language	100.0%	.0%	
	% within gender	2.0%	.0%	
	% of Total	1.0%	.0%	1.0%
Total	No. of respondents	51	50	101.0%
	% of Total	50.5%	49.5%	100.0%

Crosstabulation of Languages Preferred for Church Liturgy and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	17	22	39
	% within the language	43.6%	56.4%	
	% within gender	42.5%	47.8%	
	% of Total	19.8%	25.6%	45.3%
Sebuano	Count	18	19	37
	% within the language	48.6%	51.4%	
	% within gender	45.0%	41.3%	
	% of Total	20.9%	22.1%	43.0%
Filipino	Count	2	1	3
	% within the language	66.7%	33.3%	
	% within gender	5.0%	2.2%	
	% of Total	2.3%	1.2%	3.5%
English	Count	13	15	28
	% within the language	46.4%	53.6%	
	% within gender	32.5%	32.6%	
	% of Total	15.1%	17.4%	32.6%
Total	No. of respondents	40	46	86
	% of Total	46.5%	53.5%	100.0%

Crosstabulation of Languages Preferred for Church Homily and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	21	27	48
	% within the language	43.8%	56.3%	
	% within gender	53.8%	58.7%	
	% of Total	24.7%	31.8%	56.5%
Sebuano	Count	14	18	32
	% within the language	43.8%	56.3%	
	% within gender	35.9%	39.1%	
	% of Total	16.5%	21.2%	37.6%
Filipino	Count	3	2	5
	% within the language	60.0%	40.0%	
	% within gender	7.7%	4.3%	
	% of Total	3.5%	2.4%	5.9%
English	Count	10	11	21
	% within the language	47.6%	52.4%	
	% within gender	25.6%	23.9%	
	% of Total	11.8%	12.9%	24.7%
Total	No. of respondents	39	46	85
	% of Total	45.9%	54.1%	100.0%

Crosstabulation of Languages Preferred at Work and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	32	34	66
	% within the language	48.5%	51.5%	
	% within gender	74.4%	85.0%	
	% of Total	38.6%	41.0%	79.5%
Sebuano	Count	15	8	23
	% within the language	65.2%	34.8%	
	% within gender	34.9%	20.0%	
	% of Total	18.1%	9.6%	27.7%
Filipino	Count	5	6	11
	% within the language	45.5%	54.5%	
	% within gender	11.6%	15.0%	
	% of Total	6.0%	7.2%	13.3%
English	Count	9	15	24
	% within the language	37.5%	62.5%	
	% within gender	20.9%	37.5%	
	% of Total	10.8%	18.1%	28.9%
Others	Count	0	1	1
	% within the language	.0%	100.0%	
	% within gender	.0%	2.5%	
	% of Total	.0%	1.2%	1.2%
Total	No. of respondents	43	40	83
	% of Total	51.8%	48.2%	100.0%

Crosstabulation of Languages Preferred in School and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	26	23	49
	% within the language	53.1%	46.9%	
	% within gender	61.9%	59.0%	
	% of Total	32.1%	28.4%	60.5%
Sebuano	Count	12	7	19
	% within the language	63.2%	36.8%	
	% within gender	28.6%	17.9%	
	% of Total	14.8%	8.6%	23.5%
Filipino	Count	8	12	20
	% within the language	40.0%	60.0%	
	% within gender	19.0%	30.8%	
	% of Total	9.9%	14.8%	24.7%
English	Count	20	20	40
	% within the language	50.0%	50.0%	
	% within gender	47.6%	51.3%	
	% of Total	24.7%	24.7%	49.4%
Others	Count	0	1	1
	% within the language	.0%	100.0%	
	% within gender	.0%	2.6%	
	% of Total	.0%	1.2%	1.2%
Total	No. of respondents	42	39	81
	% of Total	51.9%	48.1%	100.0%

Crosstabulation of Languages Preferred in the Market and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	39	43	82
	% within the language	47.6%	52.4%	
	% within gender	90.7%	93.5%	
	% of Total	43.8%	48.3%	92.1%
Sebuano	Count	11	9	20
	% within the language	55.0%	45.9%	
	% within gender	25.6%	19.6%	
	% of Total	12.4%	10.1%	22.5%
Filipino	Count	2	2	4
	% within the language	50.0%	50.0%	
	% within gender	4.7%	4.3%	
	% of Total	2.2%	2.2%	4.5%
English	Count	3	5	8
	% within the language	37.5%	62.5%	
	% within gender	7.0%	10.9%	
	% of Total	3.4%	5.6%	9.0%
Total	No. of respondents	43	46	89
	% of Total	48.3%	51.7%	100.0%

Crosstabulation of Languages Preferred at Home and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	39	43	82
	% within the language	47.6%	52.4%	
	% within gender	88.6%	91.5%	
	% of Total	42.9%	47.3%	90.1%
Sebuano	Count	9	9	18
	% within the language	50.0%	50.0%	
	% within gender	20.5%	19.1%	
	% of Total	9.9%	9.9%	19.8%
Filipino	Count	3	3	6
	% within the language	50.0%	50.0%	
	% within gender	6.8%	6.4%	
	% of Total	3.3%	3.3%	6.6%
English	Count	8	5	13
	% within the language	61.5%	38.5%	
	% within gender	18.2%	10.6%	
	% of Total	8.8%	5.5%	14.3%
Total	No. of respondents	44	47	91
	% of Total	48.4%	51.6%	100.0%

Crosstabulation of Languages Used with Strangers and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	24	30	54
	% within the language	44.4%	55.6%	
	% within gender	52.2%	62.5%	
	% of Total	25.5%	31.9%	57.4%
Sebuano	Count	37	32	69
	% within the language	53.6%	46.4%	
	% within gender	80.4%	66.7%	
	% of Total	39.4%	34.0%	73.4%
Hiligaynon	Count	5	3	8
	% within the language	62.5%	37.5%	
	% within gender	10.9%	6.3%	
	% of Total	5.3%	3.2%	8.5%
Samar-Leyte	Count	4	1	5
	% within the language	80.0%	20.0%	
	% within gender	8.7%	2.1%	
	% of Total	4.3%	1.1%	5.3%
Masbateño	Count	2	1	3
	% within the language	66.7%	33.3%	
	% within gender	4.3%	2.1%	
	% of Total	2.1%	1.1%	3.2%
Filipino	Count	23	21	44
	% within the language	52.3%	47.7%	
	% within gender	50.0%	43.8%	
	% of Total	24.5%	22.3%	46.8%
English	Count	28	21	49
	% within the language	57.1%	42.9%	
	% within gender	60.9%	43.8%	
	% of Total	29.8%	22.3%	52.1%
Others	Count	0	1	1
	% within the language	.0%	100.0%	
	% within gender	.0%	2.1%	
	% of Total	.0%	1.1%	1.1%
Total	No. of respondents	46	48	94
	% of Total	48.9%	51.1%	100.0%

Crosstabulation of Languages Used When Not in Bantayan and the Gender of the Respondents

Languages	No. of Respondents	Gender		Total
		Male	Female	
Bantayanon	Count	12	9	21
	% within the language	57.1%	42.9%	
	% within gender	25.5%	18.0%	
	% of Total	12.4%	9.3%	21.6%
Sebuano	Count	37	42	79
	% within the language	46.8%	53.2%	
	% within gender	78.7%	84.0%	
	% of Total	38.1%	43.3%	81.4%
Hiligaynon	Count	6	5	11
	% within the language	54.5%	45.5%	
	% within gender	12.8%	10.0%	
	% of Total	6.2%	5.2%	11.3%
Samar-Leyte	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within gender	2.1%	2.0%	
	% of Total	1.0%	1.0%	2.1%
Filipino	Count	23	23	46
	% within the language	50.0%	50.0%	
	% within gender	48.9%	46.0%	
	% of Total	23.7%	23.7%	47.4%
English	Count	21	21	42
	% within the language	50.0%	50.0%	
	% within gender	44.7%	42.0%	
	% of Total	21.6%	21.6%	43.3%
Others	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within gender	2.1%	2.0%	
	% of Total	1.0%	1.0%	2.1%
Total	No. of respondents	47	50	97
	% of Total	48.5%	51.5%	100.0%

Crosstabulation of Bantayanon Used in Writing and the Gender of the Respondents

Form of Writing	No. of Respondents	Gender		Total
		Male	Female	
Formal	Count	10	6	16
	% within the language	62.5%	37.5%	
	% within gender	32.3%	22.2%	
	% of Total	17.2%	10.3%	27.6%
Personal/ Informal	Count	27	25	52
	% within the language	51.9%	48.1%	
	% within gender	87.1%	92.6%	
	% of Total	46.6%	43.1%	89.7%
Others	Count	0	1	1
	% within the language	.0%	100.0%	
	% within gender	.0%	3.7%	
	% of Total	.0%	1.7%	1.7%
Total	No. of respondents	31	27	58
	% of Total	53.4	46.6%	100.0%

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AGE CROSSTABLATIONS

Crosstabulation of Languages Spoken and the Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	20	26	26	25	103
	% within the lang.	25.2%	25.2%	25.2%	24.3%	
	% within age	100%	100%	100%	100%	
	% of Total	25.2%	25.2%	25.2%	24.3%	100%
Sebuano	Count	15	20	16	17	68
	% within the lang.	22.1%	29.4%	23.5%	25.0%	
	% within age	57.7%	76.9%	61.5%	68.0%	
	% of Total	14.6%	19.4%	15.5%	16.5%	66.0%
Hiligaynon	Count	0	2	5	4	11
	% within the lang.	.0%	18.2%	45.5%	36.4%	
	% within age	.0%	7.7%	19.2%	16.0%	
	% of Total	.0%	1.9%	4.9%	3.9%	10.7%
Samar-Leyte	Count	1	0	0	1	2
	% within the lang.	50.0%	.0%	.0%	50.0%	
	% within age	3.8%	.0%	.0%	4.0%	
	% of Total	1.0%	.0%	.0%	1.0%	1.9%
Filipino	Count	10	13	11	13	47
	% within the lang.	21.3%	27.7%	23.4%	27.7%	
	% within age	38.5%	50.0%	42.3%	52.0%	
	% of Total	9.7%	12.6%	10.7%	12.6%	45.6%
English	Count	10	10	11	9	40
	% within the lang.	25.0%	25.0%	27.5%	22.5%	
	% within age	38.5%	38.5%	42.3%	36.0%	
	% of Total	9.7%	9.7%	10.7%	8.7%	38.8%
Others	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within age	.0%	.0%	.0%	4.0%	
	% of Total	.0%	.0%	.0%	1.0%	1.0%
Total	No. of respondents	26	26	26	25	103
	% of Total	25.2%	25.2%	25.2%	24.3%	100.0%

Crosstabulation of Languages Used in Church Confession and Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	19	18	25	25	87
	% within the lang.	21.8%	20.7%	28.7%	28.7%	
	% within age	73.1%	69.2%	96.2%	100%	
	% of Total	18.4%	17.5%	24.3%	24.3%	84.5%
Sebuano	Count	11	17	16	18	62
	% within the lang.	17.7%	27.4%	25.8%	29.0%	
	% within age	42.3%	65.4%	61.5%	72.0%	
	% of Total	10.7%	16.5%	15.5%	17.5%	60.2%
Hiligaynon	Count	1	1	0	0	2
	% within the lang.	50.0%	50.0%	.0%	.0%	
	% within age	3.8%	3.8%	.0%	.0%	
	% of Total	1.0%	1.0%	.0%	.0%	1.9%
Filipino	Count	4	4	5	4	17
	% within the lang.	23.5%	23.5%	29.4%	23.5%	
	% within age	15.4%	15.4%	19.2%	16.0%	
	% of Total	3.9%	3.9%	4.9%	3.9%	16.5%
English	Count	6	9	7	5	27
	% within the lang.	22.2%	33.3%	25.9%	18.5%	
	% within age	23.1%	34.6%	26.9%	20.0%	
	% of Total	5.8%	8.7%	6.8%	4.9%	26.2%
Total	No. of respondents	26	26	26	25	103
	% of Total	25.2%	25.2%	25.2%	24.3%	100.0%

Crosstabulation of Languages Used in Church Homily and Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	19	19	22	21	81
	% within the lang.	23.5%	23.5%	27.2%	25.9%	
	% within age	73.1%	76.0%	84.6%	87.5%	
	% of Total	18.8%	18.8%	21.8%	20.8%	80.2%
Sebuano	Count	10	16	18	15	59
	% within the lang.	16.9%	27.1%	30.5%	25.4%	
	% within age	38.5%	64.0%	69.2%	62.5%	
	% of Total	9.9%	15.8%	17.8%	14.9%	58.4%
Hiligaynon	Count	1	0	2	1	4
	% within the lang.	25.0%	.0%	50.0%	25.0%	
	% within age	3.8%	.0%	7.7%	4.2%	
	% of Total	1.0%	.0%	2.0%	1.0%	4.0%
Masbateño	Count	0	0	1	1	2
	% within the lang.	.0%	.0%	50.0%	50.0%	
	% within age	.0%	.0%	3.8%	4.2%	
	% of Total	.0%	.0%	1.0%	1.0%	2.0%
Filipino	Count	5	7	3	1	16
	% within the lang.	31.3%	43.8%	18.8%	6.3%	
	% within age	19.2%	28.0%	11.5%	4.2%	
	% of Total	5.0%	6.9%	3.0%	1.0%	15.8%
English	Count	7	10	6	5	28
	% within the lang.	25.0%	35.7%	21.4%	17.9%	
	% within age	26.9%	40.0%	23.1%	20.8%	
	% of Total	6.9%	9.9%	5.9%	5.0%	27.7%
Total	No. of respondents	26	25	26	24	101
	% of Total	25.7%	24.8%	25.7%	23.8%	100%

Crosstabulation of Languages Used at Work with Peers and Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	21	23	23	25	92
	% within the lang.	22.8%	25.0%	25.0%	27.2%	
	% within age	91.3%	100%	100%	100%	
	% of Total	22.3%	24.5%	24.5%	26.6%	97.9%
Sebuano	Count	8	16	14	12	50
	% within the lang.	16.0%	32.0%	28.0%	24.0%	
	% within age	34.8%	69.6%	60.9%	48.0%	
	% of Total	8.5%	17.0%	14.9%	12.8%	53.2%
Hiligaynon	Count	1	3	3	1	8
	% within the lang.	12.5%	37.5%	37.5%	12.5%	
	% within age	4.3%	13.0%	13.0%	4.0%	
	% of Total	1.1%	3.2%	3.2%	1.1%	8.5%
Samar-Leyte	Count	0	1	0	1	2
	% within the lang.	.0%	50.0%	.0%	50.0%	
	% within age	.0%	4.3%	.0%	4.0%	
	% of Total	.0%	1.1%	.0%	1.1%	2.1%
Masbateño	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within age	.0%	.0%	.0%	4.0%	
	% of Total	.0%	.0%	.0%	1.1%	1.1%
Filipino	Count	3	9	8	6	26
	% within the lang.	11.5%	34.6%	30.8%	23.1%	
	% within age	13.0%	39.1%	34.8%	24.0%	
	% of Total	3.2%	9.6%	8.5%	6.4%	27.7%
English	Count	3	9	9	7	28
	% within the lang.	10.7%	32.1%	32.1%	25.0%	
	% within age	13.0%	39.1%	39.1%	28.0%	
	% of Total	3.2%	9.6%	9.6%	7.4%	29.8%
Total	No. of respondents	23	23	23	25	94
	% of Total	24.5%	24.5%	24.5%	26.6%	100.0%

Crosstabulation of Languages Used at Work with a Client

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	20	21	20	24	85
	% within the lang.	23.5%	24.7%	23.5%	28.2%	
	% within age	90.9%	91.3%	90.9%	96.0%	
	% of Total	21.7%	22.8%	21.7%	26.1%	92.4%
Sebuano	Count	7	18	14	15	54
	% within the lang.	13.0%	33.3%	25.9%	27.8%	
	% within age	31.8%	78.3%	63.6%	60.0%	
	% of Total	7.6%	19.6%	15.2%	16.3%	58.7%
Hiligaynon	Count	1	4	3	1	9
	% within the lang.	11.1%	44.4%	33.3%	11.1%	
	% within age	4.5%	17.4%	13.6%	4.0%	
	% of Total	1.1%	4.3%	3.3%	1.1%	9.8%
Samar-Leyte	Count	0	2	0	1	3
	% within the lang.	.0%	66.7%	.0%	33.3%	
	% within age	.0%	8.7%	.0%	4.0%	
	% of Total	.0%	2.2%	.0%	1.1%	3.3%
Masbateño	Count	0	2	1	1	4
	% within the lang.	.0%	50.0%	25.0%	25.0%	
	% within age	.0%	8.7%	4.5%	4.0%	
	% of Total	.0%	2.2%	1.1%	1.1%	4.3%
Filipino	Count	3	13	10	8	34
	% within the lang.	8.8%	38.2%	29.4%	23.5%	
	% within age	13.6%	56.5%	45.5%	32.0%	
	% of Total	3.3%	14.1%	10.9%	8.7%	37.0%
English	Count	6	15	10	10	41
	% within the lang.	14.6%	36.6%	24.4%	24.4%	
	% within age	27.3%	65.2%	45.5%	40.0%	
	% of Total	6.5%	16.3%	10.9%	10.9%	44.6%
Total	No. of respondents	22	23	22	25	92
	% of Total	23.9%	25.0%	23.9%	27.2%	100.0%

Crosstabulation of Languages Used in School with a Fellow Teacher or a Fellow Student

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	22	18	21	22	83
	% within the lang.	26.5%	21.7%	25.3%	26.5%	
	% within age	84.6%	81.8%	95.5%	95.7%	
	% of Total	23.7%	19.4%	22.6%	23.7%	89.2%
Sebuano	Count	13	14	13	13	53
	% within the lang.	24.5%	26.4%	24.5%	24.5%	
	% within age	50.0%	63.6%	59.1%	56.5%	
	% of Total	14.0%	15.1%	14.0%	14.0%	57.0%
Hiligaynon	Count	0	0	3	1	4
	% within the lang.	.0%	.0%	75.0%	25.0%	
	% within age	.0%	.0%	13.6%	4.3%	
	% of Total	.0%	.0%	3.2%	1.1%	4.3%
Samar-Leyte	Count	0	0	1	1	2
	% within the lang.	.0%	.0%	50.0%	50.0%	
	% within age	.0%	.0%	4.5%	4.3%	
	% of Total	.0%	.0%	1.1%	1.1%	2.2%
Masbateño	Count	0	0	1	0	1
	% within the lang.	.0%	.0%	100%	.0%	
	% within age	.0%	.0%	4.5%	.0%	
	% of Total	.0%	.0%	1.1%	.0%	1.1%
Filipino	Count	9	15	8	6	38
	% within the lang.	23.7%	39.5%	21.1%	15.8%	
	% within age	34.6%	68.2%	36.4%	26.1%	
	% of Total	9.7%	16.1%	8.6%	6.5%	40.9%
English	Count	11	15	11	11	48
	% within the lang.	22.9%	31.3%	22.9%	22.9%	
	% within age	42.3%	68.2%	50.0%	47.8%	
	% of Total	11.8%	16.1%	11.8%	11.8%	51.6%
Total	No. of respondents	26	22	22	23	93
	% of Total	28.0%	23.7%	23.7%	24.7%	100.0%

Crosstabulation of Languages Used in School with a Head or a Teacher and Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	16	18	17	19	70
	% within the lang.	22.9%	25.7%	24.3%	27.1%	
	% within age	61.5%	81.8%	73.9%	82.6%	
	% of Total	17.0%	19.1%	18.1%	20.2%	74.5%
Sebuano	Count	7	15	16	16	54
	% within the lang.	13.0%	27.8%	29.6%	29.6%	
	% within age	26.9%	68.2%	69.6%	69.6%	
	% of Total	7.4%	16.0%	17.0%	17.0%	57.4%
Hiligaynon	Count	0	0	1	2	3
	% within the lang.	.0%	.0%	33.3%	66.7%	
	% within age	.0%	.0%	4.3%	8.7%	
	% of Total	.0%	.0%	1.1%	2.1%	3.2%
Samar-Leyte	Count	0	0	1	1	2
	% within the lang.	.0%	.0%	50.0%	50.0%	
	% within age	.0%	.0%	4.3%	4.3%	
	% of Total	.0%	.0%	1.1%	1.1%	2.1%
Masbateño	Count	0	0	1	0	1
	% within the lang.	.0%	.0%	100%	.0%	
	% within age	.0%	.0%	4.3%	.0%	
	% of Total	.0%	.0%	1.1%	.0%	1.1%
Filipino	Count	5	9	8	10	32
	% within the lang.	15.6%	28.1%	25.0%	31.3%	
	% within age	19.2%	40.9%	34.8%	43.5%	
	% of Total	5.3%	9.6%	8.5%	10.6%	34.0%
English	Count	15	16	15	14	60
	% within the lang.	25.0%	26.7%	25.0%	23.3%	
	% within age	57.7%	72.7%	65.2%	60.9%	
	% of Total	16.0%	17.0%	16.0%	14.9%	63.8%
Total	No. of respondents	26	22	23	23	94
	% of Total	27.7%	23.4%	24.5%	24.4%	100.0%

Crosstabulation of Languages Used in School with a Subordinate or a Student and the Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	21	19	21	21	82
	% within the lang.	25.6%	23.2%	25.6%	25.6%	
	% within age	84.0%	86.4%	91.3%	91.3%	
	% of Total	22.6%	20.4%	22.6%	22.6%	88.2%
Sebuano	Count	9	15	14	8	46
	% within the lang.	19.6%	32.6%	30.4%	17.4%	
	% within age	36.0%	68.2%	60.9%	34.8%	
	% of Total	9.7%	16.1%	15.1%	8.6%	49.5%
Hiligaynon	Count	0	0	2	0	2
	% within the lang.	.0%	.0%	100%	.0%	
	% within age	.0%	.0%	8.7%	.0%	
	% of Total	.0%	.0%	2.2%	.0%	2.2%
Samar-Leyte	Count	1	0	0	1	2
	% within the lang.	50.0%	.0%	.0%	50.0%	
	% within age	4.0%	.0%	.0%	4.3%	
	% of Total	1.1%	.0%	.0%	1.1%	2.2%
Masbateño	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within age	.0%	.0%	.0%	4.3%	
	% of Total	.0%	.0%	.0%	1.1%	1.1%
Filipino	Count	7	12	12	13	44
	% within the lang.	15.9%	27.3%	27.3%	29.5%	
	% within age	28.0%	54.5%	52.2%	56.5%	
	% of Total	7.5%	12.9%	12.9%	14.0%	47.3%
English	Count	9	12	14	12	47
	% within the lang.	19.1%	25.5%	29.8%	25.5%	
	% within age	36.0%	54.5%	60.9%	52.2%	
	% of Total	9.7%	12.9%	15.1%	12.9%	50.5%
Others	Count	1	0	0	0	1
	% within the lang.	100%	.0%	.0%	.0%	
	% within age	4.0%	.0%	.0%	.0%	
	% of Total	1.1%	.0%	.0%	.0%	1.1%
Total	No. of respondents	25	22	23	23	93
	% of Total	26.9%	23.7%	24.7%	24.7%	100.0%

Crosstabulation of Languages Used in the Market and the Age of th Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	25	26	25	26	102
	% within the lang.	24.5%	25.5%	24.5%	25.5%	
	% within age	96.2%	100%	100%	100%	
	% of Total	24.3%	25.2%	24.3%	25.2%	99.0%
Sebuano	Count	6	14	10	13	43
	% within the lang.	14.0%	32.6%	23.3%	30.2%	
	% within age	23.1%	53.8%	40.0%	50.0%	
	% of Total	5.8%	13.6%	9.7%	12.6%	41.7%
Hiligaynon	Count	1	2	2	2	7
	% within the lang.	14.3%	28.6%	28.6%	28.6%	
	% within age	3.8%	7.7%	8.0%	7.7%	
	% of Total	1.0%	1.9%	1.9%	1.9%	6.8%
Samar-Leyte	Count	1	1	2	1	5
	% within the lang.	20.0%	20.0%	40.0%	20.0%	
	% within age	3.8%	3.8%	8.0%	3.8%	
	% of Total	1.0%	1.0%	1.9%	1.0%	4.9%
Masbateño	Count	0	1	1	1	3
	% within the lang.	.0%	33.3%	33.3%	33.3%	
	% within age	.0%	3.8%	4.0%	3.8%	
	% of Total	.0%	1.0%	1.0%	1.0%	2.9%
Filipino	Count	1	5	4	5	15
	% within the lang.	6.7%	33.3%	26.7%	33.3%	
	% within age	3.8%	19.2%	16.0%	19.2%	
	% of Total	1.0%	4.9%	3.9%	4.9%	14.6%
English	Count	1	6	4	3	14
	% within the lang.	7.1%	42.9%	28.6%	21.4%	
	% within age	3.8%	23.1%	16.0%	11.5%	
	% of Total	1.0%	5.8%	3.9%	2.9%	13.6%
Others	Count	0	0	0	2	2
	% within the lang.	.0%	.0%	.0%	100%	
	% within age	.0%	.0%	.0%	7.7%	
	% of Total	.0%	.0%	.0%	1.9%	1.9%
Total	No. of respondents	26	26	25	26	103
	% of Total	25.2%	25.2%	24.3%	25.2%	100.0%

Crosstabulation of Languages Used at Home and Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	24	26	25	26	101
	% within the lang.	23.8%	25.7%	24.8%	25.7%	
	% within age	96.0%	100%	100%	100%	
	% of Total	23.5%	25.5%	24.5%	25.5%	99.0%
Sebuano	Count	5	14	9	8	36
	% within the lang.	13.9%	38.9%	25.0%	22.2%	
	% within age	20.0%	53.8%	36.0%	30.8%	
	% of Total	4.9%	13.7%	8.8%	7.8%	35.3%
Hiligaynon	Count	0	0	1	1	2
	% within the lang.	.0%	.0%	50.0%	50.0%	
	% within age	.0%	.0%	4.0%	3.8%	
	% of Total	.0%	.0%	1.0%	1.0%	2.0%
Samar-Leyte	Count	0	0	1	1	2
	% within the lang.	.0%	.0%	50.0%	50.0%	
	% within age	.0%	.0%	4.0%	3.8%	
	% of Total	.0%	.0%	1.0%	1.0%	2.0%
Masbateño	Count	0	0	1	0	1
	% within the lang.	.0%	.0%	100%	.0%	
	% within age	.0%	.0%	4.0%	.0%	
	% of Total	.0%	.0%	1.0%	.0%	1.0%
Filipino	Count	3	5	5	4	17
	% within the lang.	17.6%	29.4%	29.4%	23.5%	
	% within age	12.0%	19.2%	20.0%	15.4%	
	% of Total	2.9%	4.9%	4.9%	3.9%	16.7%
English	Count	3	8	5	4	20
	% within the lang.	15.0%	40.0%	25.0%	20.0%	
	% within age	12.0%	30.8%	20.0%	15.4%	
	% of Total	2.9%	7.8%	4.9%	3.9%	19.6%
Others	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within age	.0%	.0%	.0%	3.8%	
	% of Total	.0%	.0%	.0%	1.0%	1.0%
Total	No. of respondents	25	26	25	26	102
	% of Total	24.5%	25.5%	24.5%	25.5%	100.0%

Crosstabulation of Languages Preferred for Church Liturgy and the Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	13	8	9	9	39
	% within the lang.	33.3%	20.5%	23.1%	23.1%	
	% within age	59.1%	38.1%	39.1%	45.0%	
	% of Total	15.1%	9.3%	10.5%	10.5%	45.3%
Sebuano	Count	3	11	12	11	37
	% within the lang.	8.1%	29.7%	32.4%	29.7%	
	% within age	13.6%	52.4%	52.2%	55.0%	
	% of Total	3.5%	12.8%	14.0%	12.8%	43.0%
Filipino	Count	0	2	1	0	3
	% within the lang.	.0%	66.7%	33.3%	.0%	
	% within age	.0%	9.5%	4.3%	.0%	
	% of Total	.0%	2.3%	1.2%	.0%	3.5%
English	Count	6	9	8	5	28
	% within the lang.	21.4%	32.1%	28.6%	17.9%	
	% within age	27.3%	42.9%	34.8%	25.0%	
	% of Total	7.0%	10.5%	9.3%	5.8%	32.6%
Total	No. of respondents	22	21	23	20	86
	% of Total	25.6%	24.4%	26.7%	23.5%	100.0%

Crosstabulation of Languages Preferred for Church Homily and the Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	15	8	13	12	48
	% within the lang.	31.3%	16.7%	27.1%	25.0%	
	% within age	68.2%	38.1%	56.5%	63.2%	
	% of Total	17.6%	9.4%	15.3%	14.1%	56.5%
Sebuano	Count	3	9	12	8	32
	% within the lang.	9.4%	28.1%	37.5%	25.0%	
	% within age	13.6%	42.9%	52.2%	42.1%	
	% of Total	3.5%	10.6%	14.1%	9.4%	37.6%
Filipino	Count	0	2	3	0	5
	% within the lang.	.0%	40.0%	60.0%	.0%	
	% within age	.0%	9.5%	13.0%	.0%	
	% of Total	.0%	2.4%	3.5%	.0%	5.9%
English	Count	5	9	4	3	21
	% within the lang.	23.8%	42.9%	19.0%	14.3%	
	% within age	22.7%	42.9%	17.4%	15.8%	
	% of Total	5.9%	10.6%	4.7%	3.5%	24.7%
Total	No. of respondents	22	21	23	19	85
	% of Total	25.9%	24.7%	27.1%	22.4%	100.0%

Crosstabulation of Languages Preferred at Work and the Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	16	16	18	16	66
	% within the lang.	24.2%	24.2%	27.3%	24.2%	
	% within age	76.2%	84.2%	81.8%	76.2%	
	% of Total	19.3%	19.3%	21.7%	19.3%	79.5%
Sebuano	Count	1	8	8	6	23
	% within the lang.	4.3%	34.8%	34.8%	26.1%	
	% within age	4.8%	42.1%	36.4%	28.6%	
	% of Total	1.2%	9.6%	9.6%	7.2%	27.7%
Filipino	Count	2	4	4	1	11
	% within the lang.	18.2%	36.4%	36.4%	9.1%	
	% within age	9.5%	21.1%	18.2%	4.8%	
	% of Total	2.4%	4.8%	4.8%	1.2%	13.3%
English	Count	5	9	7	3	24
	% within the lang.	20.8%	37.5%	29.2%	12.5%	
	% within age	23.8%	47.4%	31.8%	14.3%	
	% of Total	6.0%	10.8%	8.4%	3.6%	28.9%
Others	Count	0	0	1	0	1
	% within the lang.	.0%	.0%	100%	.0%	
	% within age	.0%	.0%	4.5%	.0%	
	% of Total	.0%	.0%	1.2%	.0%	1.2%
Total	No. of respondents	21	19	22	21	83
	% of Total	25.3%	22.9%	26.5%	25.3%	100.0%

Crosstabulation of Languages Preferred in School and Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	13	10	15	11	49
	% within the lang.	26.5%	20.4%	30.6%	22.4%	
	% within age	56.5%	55.6%	71.4%	57.9%	
	% of Total	16.0%	12.3%	18.5%	13.6%	60.5%
Sebuano	Count	4	6	7	2	19
	% within the lang.	21.1%	31.6%	36.8%	10.5%	
	% within age	17.4%	33.3%	33.3%	10.5%	
	% of Total	4.9%	7.4%	8.6%	2.5%	23.5%
Filipino	Count	2	7	7	4	20
	% within the lang.	10.0%	35.0%	35.0%	20.0%	
	% within age	8.7%	38.9%	33.3%	21.1%	
	% of Total	2.5%	8.6%	8.6%	4.9%	24.7%
English	Count	10	10	9	11	40
	% within the lang.	25.0%	25.0%	22.5%	27.5%	
	% within age	43.5%	55.6%	42.9%	57.9%	
	% of Total	12.3%	12.3%	11.1%	13.6%	49.4%
Others	Count	0	0	1	0	1
	% within the lang.	.0%	.0%	100%	.0%	
	% within age	.0%	.0%	4.8%	.0%	
	% of Total	.0%	.0%	1.2%	.0%	1.2%
Total	No. of respondents	23	18	21	19	81
	% of Total	28.4%	22.2%	25.9%	23.5%	100.0%

Crosstabulation of Languages Preferred in the Market and the Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	24	19	21	19	83
	% within the lang.	28.9%	22.9%	25.3%	22.9%	
	% within age	100%	95.0%	91.3%	82.6%	
	% of Total	26.7%	21.1%	23.3%	21.1%	92.2%
Sebuano	Count	2	7	6	5	20
	% within the lang.	10.0%	3.5%	30.0%	25.0%	
	% within age	8.3%	3.5%	26.1%	21.7%	
	% of Total	2.2%	7.8%	6.7%	5.6%	22.2%
Filipino	Count	1	1	2	0	4
	% within the lang.	25.0%	25.0%	50.0%	.0%	
	% within age	4.2%	5.0%	8.7%	.0%	
	% of Total	1.1%	1.1%	2.2%	.0%	4.4%
English	Count	1	4	2	1	8
	% within the lang.	12.5%	50.0%	25.0%	12.5%	
	% within age	4.2%	20.0%	8.7%	4.3%	
	% of Total	1.1%	4.4%	2.2%	1.1%	8.9%
Total	No. of respondents	24	20	23	23	90
	% of Total	26.7%	22.2%	25.6%	25.6%	100.0%

Crosstabulation of Languages Preferred at Home and the Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	23	18	21	21	83
	% within the lang.	27.7%	21.7%	25.3%	25.3%	
	% within age	95.8%	90.0%	87.5%	87.5%	
	% of Total	25.0%	19.6%	22.8%	22.8%	90.2%
Sebuano	Count	1	7	6	4	18
	% within the lang.	5.6%	38.9%	33.3%	22.2%	
	% within age	4.2%	35.0%	25.0%	16.7%	
	% of Total	1.1%	7.6%	6.5%	4.3%	19.6%
Filipino	Count	1	2	3	0	6
	% within the lang.	16.7%	33.3%	50.0%	.0%	
	% within age	4.2%	10.0%	12.5%	.0%	
	% of Total	1.1%	2.2%	3.3%	.0%	6.5%
English	Count	0	6	4	3	13
	% within the lang.	.0%	46.2%	30.8%	23.1%	
	% within age	.0%	30.0%	16.7%	12.5%	
	% of Total	.0%	6.5%	4.3%	3.3%	14.1%
Total	No. of respondents	24	20	24	24	92
	% of Total	26.1%	21.7%	26.1%	26.1%	100.0%

Crosstabulation of Languages Used with Strangers and Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	13	12	14	16	55
	% within the lang.	23.6%	21.8%	25.5%	29.1%	
	% within age	56.5%	48.0%	60.9%	66.7%	
	% of Total	13.7%	12.6%	14.7%	16.8%	57.9%
Sebuano	Count	16	21	16	17	70
	% within the lang.	22.9%	30.0%	22.9%	24.3%	
	% within age	69.6%	84.0%	69.6%	70.8%	
	% of Total	16.8%	22.1%	16.8%	17.9%	73.7%
Hiligaynon	Count	1	1	4	2	8
	% within the lang.	12.5%	12.5%	50.0%	25.0%	
	% within age	4.3%	4.0%	17.4%	8.3%	
	% of Total	1.1%	1.1%	4.2%	2.1%	8.4%
Samar-Leyte	Count	1	2	1	1	5
	% within the lang.	20.0%	40.0%	20.0%	20.0%	
	% within age	4.3%	8.0%	4.3%	4.2%	
	% of Total	1.1%	2.1%	1.1%	1.1%	5.3%
Masbateño	Count	0	2	1	0	3
	% within the lang.	.0%	66.7%	33.3%	.0%	
	% within age	.0%	8.0%	4.3%	.0%	
	% of Total	.0%	2.1%	1.1%	.0%	3.2%
Filipino	Count	11	11	13	10	45
	% within the lang.	24.4%	24.4%	28.9%	22.2%	
	% within age	47.8%	44.0%	56.5%	41.7%	
	% of Total	11.6%	11.6%	13.7%	10.5%	47.4%
English	Count	11	16	11	11	49
	% within the lang.	22.4%	32.7%	22.4%	22.4%	
	% within age	47.8%	64.0%	47.8%	45.8%	
	% of Total	11.6%	16.8%	11.6%	11.6%	51.6%
Others	Count	0	0	1	0	1
	% within the lang.	.0%	.0%	100%	.0%	
	% within age	.0%	.0%	4.3%	.0%	
	% of Total	.0%	.0%	1.1%	.0%	1.1%
Total	No. of respondents	23	25	23	24	95
	% of Total	24.2%	26.3%	24.2%	25.3%	100.0%

Crosstabulation of Languages Used when not in Bantayan and Age of the Respondents

Languages	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Bantayanon	Count	5	3	5	9	22
	% within the lang.	22.7%	13.6%	22.7%	40.9%	
	% within age	20.0%	11.5%	20.8%	39.1%	
	% of Total	5.1%	3.1%	5.1%	9.2%	22.4%
Sebuano	Count	19	24	19	18	80
	% within the lang.	23.8%	30.0%	23.8%	22.5%	
	% within age	76.0%	92.3%	79.2%	78.3%	
	% of Total	19.4%	24.5%	19.4%	18.4%	81.6%
Hiligaynon	Count	0	4	4	3	11
	% within the lang.	.0%	36.4%	36.4%	27.3%	
	% within age	.0%	15.4%	16.7%	13.0%	
	% of Total	.0%	4.1%	4.1%	3.1%	11.2%
Samar-Leyte	Count	1	0	0	1	2
	% within the lang.	50.0%	.0%	.0%	50.0%	
	% within age	4.0%	.0%	.0%	4.3%	
	% of Total	1.0%	.0%	.0%	1.0%	2.0%
Filipino	Count	7	14	16	10	47
	% within the lang.	14.9%	29.8%	34.0%	21.3%	
	% within age	28.0%	53.8%	66.7%	43.5%	
	% of Total	7.1%	14.3%	16.3%	10.2%	48.0%
English	Count	9	12	11	11	43
	% within the lang.	20.9%	27.9%	25.6%	25.6%	
	% within age	36.0%	46.2%	45.8%	47.8%	
	% of Total	9.2%	12.2%	11.2%	11.2%	43.9%
Others	Count	0	0	1	1	2
	% within the lang.	.0%	.0%	50.0%	50.0%	
	% within age	.0%	.0%	4.2%	4.3%	
	% of Total	.0%	.0%	1.0%	1.0%	2.0%
Total	No. of respondents	25	26	24	23	98
	% of Total	25.5%	26.5%	24.5%	23/5%	100.0%

Crosstabulation of Bantayanon Used in Writing and the Age of the Respondents

Form of Writing	No. of Respondents	Age Group				Total
		15-25	26-36	37-49	50 up	
Formal	Count	1	5	5	6	17
	% within the lang.	5.9%	29.4%	29.4%	35.3%	
	% within age	7.1%	41.7%	31.3%	35.3%	
	% of Total	1.7%	8.5%	8.5%	10.2%	28.8%
Personal/ Informal	Count	13	10	15	14	52
	% within the lang.	25.0%	19.2%	28.8%	26.9%	
	% within age	92.9%	83.3%	93.8%	82.4%	
	% of Total	22.0%	16.9%	25.4%	23.7%	88.1%
Others	Count	0	0	1	0	1
	% within the lang.	.0%	.0%	100%	.0%	
	% within age	.0%	.0%	6.3%	.0%	
	% of Total	.0%	.0%	1.7%	.0%	1.7%
Total	No. of respondents	14	12	16	17	59
	% of Total	23.7%	20.3%	27.1%	28.8%	100.0%

APPENDIX O

EDUCATIONAL ATTAINMENT CROSSTABLATIONS

Crosstabulation of Languages Spoken in Bantayan and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	19	34	22	25	100
	% within the lang.	19.0%	34.0%	22.0%	25.0%	
	% within educ.	100%	100%	100%	100%	
	% of Total	19.0%	34.0%	22.0%	25.0%	100.0%
Sebuano	Count	9	22	15	20	66
	% within the lang.	13.6%	33.3%	22.7%	30.3%	
	% within educ.	47.4%	64.7%	68.2%	80.0%	
	% of Total	9.0%	22.0%	15.0%	20.0%	66.0%
Hiligaynon	Count	2	5	2	2	11
	% within the lang.	18.2%	45.5%	18.2%	18.2%	
	% within educ.	10.5%	14.7%	9.1%	8.0%	
	% of Total	2.0%	5.0%	2.0%	2.0%	11.0%
Samar-Leyte	Count	0	1	1	0	2
	% within the lang.	.0%	50.0%	50.0%	.0%	
	% within educ.	.0%	2.9%	4.5%	.0%	
	% of Total	.0%	1.0%	1.0%	.0%	2.0%
Filipino	Count	7	14	10	15	46
	% within the lang.	15.2%	30.4%	21.7%	32.6%	
	% within educ.	36.8%	41.2%	45.5%	60.0%	
	% of Total	7.0%	14.0%	10.0%	15.0%	46.0%
English	Count	2	11	10	16	39
	% within the lang.	5.1%	28.2%	25.6%	41.0%	
	% within educ.	10.5%	32.4%	45.5%	64.0%	
	% of Total	2.0%	11.0%	10.0%	16.0%	39.0%
Others	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within educ.	.0%	.0%	.0%	4.0%	
	% of Total	.0%	.0%	.0%	1.0%	1.0%
Total	No. of respondents	19	34	22	25	100
	% of Total	19.0%	34.0%	22.0%	25.0%	100.0%

Crosstabulation of Languages Used in Church Confession and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	19	31	15	19	84
	% within the lang.	22.6%	36.9%	17.9%	22.6%	
	% within educ.	100%	91.2%	68.2%	76.0%	
	% of Total	19.0%	31.0%	15.0%	19.0%	
Sebuano	Count	8	17	16	18	59
	% within the lang.	13.6%	28.8%	27.1%	30.5%	
	% within educ.	42.1%	50.0%	72.7%	72.0%	
	% of Total	8.0%	17.0%	16.0%	18.0%	
Hiligaynon	Count	0	1	1	0	2
	% within the lang.	.0%	50.0%	50.0%	.0%	
	% within educ.	.0%	2.9%	4.5%	.0%	
	% of Total	.0%	1.0%	1.0%	.0%	
Filipino	Count	2	2	3	8	15
	% within the lang.	13.3%	13.3%	20.0%	53.3%	
	% within educ.	10.5%	5.9%	13.6%	32.0%	
	% of Total	2.0%	2.0%	3.0%	8.0%	
English	Count	0	5	7	13	25
	% within the lang.	.0%	20.0%	28.0%	52.0%	
	% within educ.	.0%	14.7%	31.8%	52.0%	
	% of Total	.0%	5.0%	7.0%	13.0%	
Total	No. of respondents	19	34	22	25	100
	% of Total	19.0%	34.0%	22.0%	25.0%	100.0%

Crosstabulation of Languages Used in Church Homily and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	17	28	15	18	78
	% within the lang.	21.8%	35.9%	19.2%	23.1%	
	% within educ.	89.5%	87.5%	68.2%	72.0%	
	% of Total	17.3%	28.6%	15.3%	18.4%	79.6%
Sebuano	Count	8	16	14	18	56
	% within the lang.	14.3%	28.6%	25.0%	32.1%	
	% within educ.	42.1%	50.0%	63.6%	72.0%	
	% of Total	8.2%	16.3%	14.3%	18.4%	57.1%
Hiligaynon	Count	1	2	0	0	3
	% within the lang.	33.3%	66.7%	.0%	.0%	
	% within educ.	5.3%	6.3%	.0%	.0%	
	% of Total	1.0%	2.0%	.0%	.0%	3.1%
Masbateño	Count	1	0	0	1	2
	% within the lang.	50.0%	.0%	.0%	50.0%	
	% within educ.	5.3%	.0%	.0%	4.0%	
	% of Total	1.0%	.0%	.0%	1.0%	2.0%
Filipino	Count	0	6	2	6	14
	% within the lang.	.0%	42.9%	14.3%	42.9%	
	% within educ.	.0%	18.8%	9.1%	24.0%	
	% of Total	.0%	6.1%	2.0%	6.1%	14.3%
English	Count	0	3	11	13	27
	% within the lang.	.0%	11.1%	40.7%	48.1%	
	% within educ.	.0%	9.4%	50.0%	52.0%	
	% of Total	.0%	3.1%	11.2%	13.3%	27.6%
Total	No. of respondents	19	32	22	25	98
	% of Total	19.4%	32.7%	22.4%	25.5%	100.0%

Crosstabulation of Languages Used at Work with Supervisors/Head and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	16	26	13	21	76
	% within the lang.	21.1%	34.2%	17.1%	27.6%	
	% within educ.	94.1%	83.9%	68.4%	87.5%	
	% of Total	17.6%	28.6%	14.3%	23.1%	83.5%
Sebuano	Count	2	13	14	14	47
	% within the lang.	12.8%	27.7%	29.8%	29.8%	
	% within educ.	35.3%	41.9%	73.7%	58.3%	
	% of Total	6.6%	14.3%	15.4%	15.4%	51.6%
Hiligaynon	Count	0	2	0	0	2
	% within the lang.	.0%	100%	.0%	.0%	
	% within educ.	.0%	6.5%	.0%	.0%	
	% of Total	.0%	2.2%	.0%	.0%	2.2%
Samar-Leyte	Count	0	1	0	0	1
	% within the lang.	.0%	100%	.0%	.0%	
	% within educ.	.0%	3.2%	.0%	.0%	
	% of Total	.0%	1.1%	.0%	.0%	1.1%
Masbateño	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within educ.	.0%	.0%	.0%	4.2%	
	% of Total	.0%	.0%	.0%	1.1%	1.1%
Filipino	Count	2	9	3	10	24
	% within the lang.	8.3%	37.5%	12.5%	41.7%	
	% within educ.	11.8%	29.0%	15.8%	41.7%	
	% of Total	2.2%	9.9%	3.3%	11.0%	26.4%
English	Count	3	12	10	11	36
	% within the lang.	8.3%	33.3%	27.8%	30.6%	
	% within educ.	17.6%	38.7%	52.6%	45.8%	
	% of Total	3.3%	13.2%	11.0%	12.1%	39.6%
Total	No. of respondents	17	31	19	24	91
	% of Total	18.7%	34.1%	20.9%	26.4%	100.0%

Crosstabulation of Languages Used at Work with Peers and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	19	31	17	22	89
	% within the lang.	21.3%	34.8%	19.1%	24.7%	
	% within educ.	100%	100%	89.5%	100%	
	% of Total	20.9%	34.1%	18.7%	24.2%	97.8%
Sebuano	Count	4	11	14	18	47
	% within the lang.	8.5%	23.4%	29.8%	38.3%	
	% within educ.	21.1%	35.5%	73.7%	81.8%	
	% of Total	4.4%	12.1%	15.4%	19.8%	51.6%
Hiligaynon	Count	0	3	1	1	5
	% within the lang.	.0%	60.0%	20.0%	20.0%	
	% within educ.	.0%	9.7%	5.3%	4.5%	
	% of Total	.0%	3.3%	1.1%	1.1%	5.5%
Samar-Leyte	Count	0	1	0	1	2
	% within the lang.	.0%	50.0%	.0%	50.0%	
	% within educ.	.0%	3.2%	.0%	4.5%	
	% of Total	.0%	1.1%	.0%	1.1%	2.2%
Masbateño	Count	0	1	0	0	1
	% within the lang.	.0%	100%	.0%	.0%	
	% within educ.	.0%	3.2%	.0%	.0%	
	% of Total	.0%	1.1%	.0%	.0%	1.1%
Filipino	Count	1	8	2	12	23
	% within the lang.	4.3%	34.8%	8.7%	52.2%	
	% within educ.	5.3%	25.8%	10.5%	54.5%	
	% of Total	1.1%	8.8%	2.2%	13.2%	25.3%
English	Count	0	7	6	12	25
	% within the lang.	.0%	28.0%	24.0%	48.0%	
	% within educ.	.0%	22.6%	31.6%	54.5%	
	% of Total	.0%	7.7%	6.6%	13.2%	27.5%
Total	No. of respondents	19	31	19	22	91
	% of Total	20.9%	34.1%	20.9%	24.2%	100.0%

Crosstabulation of Languages Used at Work with a Client and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	17	28	17	20	82
	% within the lang.	20.7%	34.1%	20.7%	24.4%	
	% within educ.	100%	93.3%	89.5%	87.0%	
	% of Total	19.1%	31.5%	19.1%	22.5%	92.1%
Sebuano	Count	5	15	13	18	51
	% within the lang.	9.8%	29.4%	25.5%	35.3%	
	% within educ.	29.4%	50.0%	68.4%	78.3%	
	% of Total	5.6%	16.9%	14.6%	20.2%	57.3%
Hiligaynon	Count	0	5	0	3	8
	% within the lang.	.0%	62.5%	.0%	37.5%	
	% within educ.	.0%	16.7%	.0%	13.0%	
	% of Total	.0%	5.6%	.0%	3.4%	9.0%
Samar-Leyte	Count	0	2	0	1	3
	% within the lang.	.0%	66.7%	.0%	33.3%	
	% within educ.	.0%	6.7%	.0%	4.3%	
	% of Total	.0%	2.2%	.0%	1.1%	3.4%
Masbateño	Count	0	2	0	2	4
	% within the lang.	.0%	50.0%	.0%	50.0%	
	% within educ.	.0%	6.7%	.0%	8.7%	
	% of Total	.0%	2.2%	.0%	2.2%	4.5%
Filipino	Count	1	11	3	17	32
	% within the lang.	3.1%	34.4%	9.4%	53.1%	
	% within educ.	5.9%	36.7%	15.8%	73.9%	
	% of Total	1.1%	12.4%	3.4%	19.1%	36.0%
English	Count	0	12	8	18	38
	% within the lang.	.0%	31.6%	21.1%	47.4%	
	% within educ.	.0%	40.0%	42.1%	78.3%	
	% of Total	.0%	13.5%	9.0%	20.2%	42.7%
Total	No. of respondents	17	30	19	23	89
	% of Total	19.1%	33.7%	21.3%	25.8%	100.0%

Crosstabulation of Languages Used in School with a Supervisor or Head and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	13	28	11	16	68
	% within the lang.	19.1%	41.2%	16.2%	23.5%	
	% within educ.	86.7%	82.4%	55.0%	72.7%	
	% of Total	14.3%	30.8%	12.1%	17.6%	74.7%
Sebuano	Count	5	16	13	17	51
	% within the lang.	9.8%	31.4%	25.5%	33.3%	
	% within educ.	33.3%	47.1%	65.0%	77.3%	
	% of Total	5.5%	17.6%	14.3%	18.7%	56.0%
Hiligaynon	Count	1	2	0	0	3
	% within the lang.	33.3%	66.7%	.0%	.0%	
	% within educ.	6.7%	5.9%	.0%	.0%	
	% of Total	1.1%	2.2%	.0%	.0%	3.3%
Samar-Leyte	Count	0	1	0	1	2
	% within the lang.	.0%	50.0%	.0%	50.0%	
	% within educ.	.0%	2.9%	.0%	4.5%	
	% of Total	.0%	1.1%	.0%	1.1%	2.2%
Masbateño	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within educ.	.0%	.0%	.0%	4.5%	
	% of Total	.0%	.0%	.0%	1.1%	1.1%
Filipino	Count	4	9	5	13	31
	% within the lang.	12.9%	29.0%	16.1%	41.9%	
	% within educ.	26.7%	26.5%	25.0%	59.1%	
	% of Total	4.4%	9.9%	5.5%	14.3%	34.1%
English	Count	4	17	16	20	57
	% within the lang.	7.0%	29.8%	28.1%	35.1%	
	% within educ.	26.7%	50.0%	80.0%	90.9%	
	% of Total	4.4%	18.7%	17.6%	22.0%	62.6%
Total	No. of respondents	15	34	20	22	91
	% of Total	16.5%	37.4%	22.0%	24.2%	100.0%

Crosstabulation of Languages Used in School with Fellow Teachers/Fellow Students and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	14	31	16	19	80
	% within the lang.	17.5%	38.8%	20.0%	23.8%	
	% within educ.	93.3%	93.9%	84.2%	82.6%	
	% of Total	15.6%	34.3%	17.8%	21.1%	88.9%
Sebuano	Count	5	12	16	17	50
	% within the lang.	10.0%	24.0%	32.0%	34.0%	
	% within educ.	33.3%	36.4%	84.2%	73.9%	
	% of Total	5.6%	13.3%	17.8%	18.9%	55.6%
Hiligaynon	Count	0	3	0	1	4
	% within the lang.	.0%	75.0%	.0%	25.0%	
	% within educ.	.0%	9.1%	.0%	4.3%	
	% of Total	.0%	3.3%	.0%	1.1%	4.4%
Samar-Leyte	Count	0	1	0	1	2
	% within the lang.	.0%	50.0%	.0%	50.0%	
	% within educ.	.0%	3.0%	.0%	4.3%	
	% of Total	.0%	1.1%	.0%	1.1%	2.2%
Masbateño	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within educ.	.0%	.0%	.0%	4.3%	
	% of Total	.0%	.0%	.0%	1.1%	1.1%
Filipino	Count	2	11	8	15	36
	% within the lang.	5.6%	30.6%	22.2%	41.7%	
	% within educ.	13.3%	33.3%	42.1%	65.2%	
	% of Total	2.2%	12.2%	8.9%	16.7%	40.0%
English	Count	2	12	13	19	46
	% within the lang.	4.3%	26.1%	28.3%	41.3%	
	% within educ.	13.3%	36.4%	68.4%	82.6%	
	% of Total	2.2%	13.3%	14.4%	21.1%	51.1%
Total	No. of respondents	15	33	19	23	90
	% of Total	16.7%	36.7%	21.1%	25.6%	100.0%

Crosstabulation of Languages Used in School with a Subordinate and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	15	29	16	20	80
	% within the lang.	18.8%	36.3%	20.0%	25.0%	
	% within educ.	100%	90.6%	84.2%	83.3%	
	% of Total	16.7%	32.2%	17.8%	22.2%	88.9%
Sebuano	Count	2	11	13	19	45
	% within the lang.	4.4%	24.4%	28.9%	42.2%	
	% within educ.	13.3%	34.4%	68.4%	79.2%	
	% of Total	2.2%	12.2%	14.4%	21.1%	50.0%
Hiligaynon	Count	0	1	0	1	2
	% within the lang.	.0%	50.0%	.0%	50.0%	
	% within educ.	.0%	3.1%	.0%	4.2%	
	% of Total	.0%	1.1%	.0%	1.1%	2.2%
Samar-Leyte	Count	1	0	1	0	2
	% within the lang.	50.0%	.0%	50.0%	.0%	
	% within educ.	6.7%	.0%	5.3%	.0%	
	% of Total	1.1%	.0%	1.1%	.0%	2.2%
Masbateño	Count	1	0	0	0	1
	% within the lang.	100%	.0%	.0%	.0%	
	% within educ.	6.7%	.0%	.0%	.0%	
	% of Total	1.1%	.0%	.0%	.0%	1.1%
Filipino	Count	5	12	8	17	42
	% within the lang.	11.9%	28.6%	19.0%	40.5%	
	% within educ.	33.3%	37.5%	42.1%	70.8%	
	% of Total	5.6%	13.3%	8.9%	18.9%	46.7%
English	Count	1	14	12	18	45
	% within the lang.	2.2%	31.1%	26.7%	40.0%	
	% within educ.	6.7%	43.8%	63.2%	75.0%	
	% of Total	1.1%	15.6%	13.3%	20.0%	50.0%
Others	Count	0	1	0	0	1
	% within the lang.	.0%	100%	.0%	.0%	
	% within educ.	.0%	3.1%	.0%	.0%	
	% of Total	.0%	1.1%	.0%	.0%	1.1%
Total	No. of respondents	15	32	19	24	90
	% of Total	16.7%	35.6%	21.1%	26.7%	100.0%

Crosstabulation of Languages Used in the Market and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	19	33	22	25	99
	% within the lang.	19.2%	33.3%	22.2%	25.3%	
	% within educ.	100%	97.1%	100%	100%	
	% of Total	19.0%	33.0%	22.0%	25.0%	99.0%
Sebuano	Count	6	12	7	16	41
	% within the lang.	14.6%	29.3%	17.1%	39.0%	
	% within educ.	31.6%	35.3%	31.8%	64.0%	
	% of Total	6.0%	12.0%	7.0%	16.0%	41.0%
Hiligaynon	Count	1	2	2	2	7
	% within the lang.	14.3%	28.6%	28.6%	28.6%	
	% within educ.	5.3%	5.9%	9.1%	8.0%	
	% of Total	1.0%	2.0%	2.0%	2.0%	7.0%
Samar-Leyte	Count	0	2	1	2	5
	% within the lang.	.0%	40.0%	20.0%	40.0%	
	% within educ.	.0%	5.9%	4.5%	8.0%	
	% of Total	.0%	2.0%	1.0%	2.0%	5.0%
Masbateño	Count	1	0	0	2	3
	% within the lang.	3.3%	.0%	.0%	66.7%	
	% within educ.	5.3%	.0%	.0%	8.0%	
	% of Total	1.0%	.0%	.0%	2.0%	3.0%
Filipino	Count	3	4	1	7	15
	% within the lang.	20.0%	26.7%	6.7%	46.7%	
	% within educ.	15.8%	11.8%	4.5%	28.0%	
	% of Total	3.0%	4.0%	1.0%	7.0%	15.0%
English	Count	1	4	3	6	14
	% within the lang.	7.1%	28.6%	21.4%	42.9%	
	% within educ.	5.3%	11.8%	13.6%	24.0%	
	% of Total	1.0%	4.0%	3.0%	6.0%	14.0%
Others	Count	1	0	1	0	2
	% within the lang.	50.0%	.0%	50.0%	.0%	
	% within educ.	5.3%	.0%	4.5%	.0%	
	% of Total	1.0%	.0%	1.0%	.0%	2.0%
Total	No. of respondents	19	34	22	25	100
	% of Total	19.0%	34.0%	22.0%	25.0%	100.0%

Crosstabulation of Languages Used at Home and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	18	34	21	25	98
	% within the lang.	18.4%	34.7%	21.4%	25.5%	
	% within educ.	94.7%	100%	100%	100%	
	% of Total	18.2%	34.3%	21.2%	25.3%	99.0%
Sebuano	Count	4	10	7	14	35
	% within the lang.	11.4%	28.6%	20.0%	40.0%	
	% within educ.	21.1%	29.4%	33.3%	56.0%	
	% of Total	4.0%	10.1%	7.1%	14.1%	35.4%
Hiligaynon	Count	1	1	0	0	2
	% within the lang.	50.0%	50.0%	.0%	.0%	
	% within educ.	5.3%	2.9%	.0%	.0%	
	% of Total	1.0%	1.0%	.0%	.0%	2.0%
Samar-Leyte	Count	1	0	0	1	2
	% within the lang.	50.0%	.0%	.0%	50.0%	
	% within educ.	5.3%	.0%	.0%	4.0%	
	% of Total	1.0%	.0%	.0%	1.0%	2.0%
Masbateño	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within educ.	.0%	.0%	.0%	4.0%	
	% of Total	.0%	.0%	.0%	1.0%	1.0%
Filipino	Count	2	6	2	7	17
	% within the lang.	11.8%	35.3%	11.8%	41.2%	
	% within educ.	10.5%	17.6%	9.5%	28.0%	
	% of Total	2.0%	6.1%	2.0%	7.1%	17.2%
English	Count	0	5	5	10	20
	% within the lang.	.0%	25.0%	25.0%	50.0%	
	% within educ.	.0%	14.7%	23.8%	40.0%	
	% of Total	.0%	5.1%	5.1%	10.1%	20.2%
Others	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within educ.	.0%	.0%	.0%	4.0%	
	% of Total	.0%	.0%	.0%	1.0%	1.0%
Total	No. of respondents	19	34	21	25	99
	% of Total	19.2%	34.3%	21.2%	25.3%	100.0%

Crosstabulation of Languages Preferred for Church Liturgy and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	11	15	9	3	38
	% within the lang.	28.9%	39.5%	23.7%	7.9%	
	% within educ.	91.7%	53.6%	47.4%	12.0%	
	% of Total	13.1%	17.9%	10.7%	3.6%	45.2%
Sebuano	Count	2	11	7	16	36
	% within the lang.	5.6%	30.6%	19.4%	44.4%	
	% within educ.	16.7%	39.3%	36.8%	64.0%	
	% of Total	2.4%	13.1%	8.3%	19.0%	42.9%
Filipino	Count	0	1	0	2	3
	% within the lang.	.0%	33.3%	.0%	66.7%	
	% within educ.	.0%	3.6%	.0%	8.0%	
	% of Total	.0%	1.2%	.0%	2.4%	3.6%
English	Count	0	5	6	17	28
	% within the lang.	.0%	17.9%	21.4%	60.7%	
	% within educ.	.0%	17.9%	31.6%	68.0%	
	% of Total	.0%	6.0%	7.1%	20.2%	33.3%
Total	No. of respondents	12	28	19	25	84
	% of Total	14.3%	33.3%	22.6%	29.8%	100.0%

Crosstabulation of Languages Preferred for Church Homily and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	12	19	9	6	46
	% within the lang.	26.1%	41.3%	19.6%	13.0%	
	% within educ.	100%	70.4%	47.4%	24.0%	
	% of Total	14.5%	22.9%	10.8%	7.2%	55.4%
Sebuano	Count	1	9	6	16	32
	% within the lang.	3.1%	28.1%	18.8%	50.0%	
	% within educ.	8.3%	33.3%	31.6%	64.0%	
	% of Total	1.2%	10.8%	7.2%	19.3%	38.6%
Filipino	Count	0	2	0	3	5
	% within the lang.	.0%	40.0%	.0%	60.0%	
	% within educ.	.0%	7.4%	.0%	12.0%	
	% of Total	.0%	2.4%	.0%	3.6%	6.0%
English	Count	0	1	6	14	21
	% within the lang.	.0%	4.8%	28.6%	66.7%	
	% within educ.	.0%	3.7%	31.6%	56.0%	
	% of Total	.0%	1.2%	7.2%	16.9%	25.3%
Total	No. of respondents	12	27	19	25	83
	% of Total	14.5%	32.5%	22.9%	30.1%	100.0%

Crosstabulation of Languages Preferred at Work and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	13	21	13	17	64
	% within the lang.	20.3%	32.8%	20.3%	26.6%	
	% within educ.	100%	84.0%	68.4%	70.8%	
	% of Total	16.0%	25.9%	16.0%	21.0%	
Sebuano	Count	1	6	4	12	23
	% within the lang.	4.3%	26.1%	17.4%	52.2%	
	% within educ.	7.7%	24.0%	21.1%	50.0%	
	% of Total	1.2%	7.4%	4.9%	14.8%	
Filipino	Count	0	4	0	7	11
	% within the lang.	.0%	36.4%	.0%	63.6%	
	% within educ.	.0%	16.0%	.0%	29.2%	
	% of Total	.0%	4.9%	.0%	8.6%	
English	Count	0	3	6	14	23
	% within the lang.	.0%	13.0%	26.1%	60.9%	
	% within educ.	.0%	12.0%	31.6%	58.3%	
	% of Total	.0%	3.7%	7.4%	17.3%	
Others	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within educ.	.0%	.0%	.0%	4.2%	
	% of Total	.0%	.0%	.0%	1.2%	
Total	No. of respondents	13	25	19	24	81
	% of Total	16.0%	30.9%	23.5%	29.6%	100.0%

Crosstabulation of Languages Preferred in School and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	8	21	9	10	48
	% within the lang.	16.7%	43.8%	18.8%	20.8%	
	% within educ.	88.9%	77.8%	47.4%	41.7%	
	% of Total	10.1%	26.6%	11.4%	12.7%	60.8%
Sebuano	Count	1	5	5	8	19
	% within the lang.	5.3%	26.3%	26.3%	42.1%	
	% within educ.	11.1%	18.5%	26.3%	33.3%	
	% of Total	1.3%	6.3%	6.3%	10.1%	24.1%
Filipino	Count	0	3	4	12	19
	% within the lang.	.0%	15.8%	21.1%	63.2%	
	% within educ.	.0%	11.1%	21.1%	50.0%	
	% of Total	.0%	3.8%	5.1%	15.2%	24.1%
English	Count	1	6	13	19	39
	% within the lang.	2.6%	15.4%	33.3%	48.7%	
	% within educ.	11.1%	22.2%	68.4%	79.2%	
	% of Total	1.3%	7.6%	16.5%	24.1%	49.4%
Others	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within educ.	.0%	.0%	.0%	4.2%	
	% of Total	.0%	.0%	.0%	1.3%	1.3%
Total	No. of respondents	9	27	19	24	79
	% of Total	11.4%	34.2%	24.1%	30.4%	100.0%

Crosstabulation of Languages Preferred in the Market and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	15	26	18	22	81
	% within the lang.	18.5%	32.1%	22.2%	27.2%	
	% within educ.	100%	92.9%	90.0%	88.0%	
	% of Total	17.0%	29.5%	20.5%	25.0%	92.0%
Sebuano	Count	1	6	4	9	20
	% within the lang.	5.0%	30.0%	20.0%	45.0%	
	% within educ.	6.7%	21.4%	20.0%	36.0%	
	% of Total	1.1%	6.8%	4.5%	10.2%	22.7%
Filipino	Count	0	1	1	2	4
	% within the lang.	.0%	25.0%	25.0%	50.0%	
	% within educ.	.0%	3.6%	5.0%	8.0%	
	% of Total	.0%	1.1%	1.1%	2.3%	4.5%
English	Count	0	0	2	6	8
	% within the lang.	.0%	.0%	25.0%	75.0%	
	% within educ.	.0%	.0%	10.0%	24.0%	
	% of Total	.0%	.0%	2.3%	6.8%	9.1%
Total	No. of respondents	15	28	20	25	88
	% of Total	17.0%	31.8%	22.7%	28.4%	100.0%

Crosstabulation of Languages Preferred at Home and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	16	28	16	21	81
	% within the lang.	19.8%	34.6%	19.8%	25.9%	
	% within educ.	100%	96.6%	80.0%	84.0%	
	% of Total	17.8%	31.1%	17.8%	23.3%	90.0%
Sebuano	Count	1	4	3	10	18
	% within the lang.	5.6%	22.2%	16.7%	55.6%	
	% within educ.	6.3%	13.8%	15.0%	40.0%	
	% of Total	1.1%	4.4%	3.3%	11.1%	20.0%
Filipino	Count	0	1	2	3	6
	% within the lang.	.0%	16.7%	33.3%	50.0%	
	% within educ.	.0%	3.4%	10.0%	12.0%	
	% of Total	.0%	1.1%	2.2%	3.3%	6.7%
English	Count	0	1	2	10	13
	% within the lang.	.0%	7.7%	15.4%	76.9%	
	% within educ.	.0%	3.4%	10.0%	40.0%	
	% of Total	.0%	1.1%	2.2%	11.1%	14.4%
Total	No. of respondents	16	29	20	25	90
	% of Total	17.8%	32.2%	22.2%	27.8%	100.0%

Crosstabulation of Languages Used with Strangers and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	14	20	12	7	53
	% within the lang.	26.4%	37.7%	22.6%	13.2%	
	% within educ.	87.5%	69.0%	54.5%	28.0%	
	% of Total	15.2%	21.7%	13.0%	7.6%	57.6%
Sebuano	Count	11	19	20	18	68
	% within the lang.	16.2%	27.9%	29.4%	26.5%	
	% within educ.	68.8%	65.5%	90.9%	72.0%	
	% of Total	12.0%	20.7%	21.7%	19.6%	73.9%
Hiligaynon	Count	1	5	1	1	8
	% within the lang.	12.5%	62.5%	12.5%	12.5%	
	% within educ.	6.3%	17.2%	4.5%	4.5%	
	% of Total	1.1%	5.4%	1.1%	1.1%	8.7%
Samar-Leyte	Count	0	4	0	1	5
	% within the lang.	.0%	80.0%	.0%	20.0%	
	% within educ.	.0%	13.8%	.0%	4.0%	
	% of Total	.0%	4.3%	.0%	1.1%	5.4%
Masbateño	Count	0	1	0	2	3
	% within the lang.	.0%	33.3%	.0%	66.7%	
	% within educ.	.0%	3.4%	.0%	8.0%	
	% of Total	.0%	1.1%	.0%	2.2%	3.3%
Filipino	Count	3	13	12	15	43
	% within the lang.	7.0%	30.2%	27.9%	34.9%	
	% within educ.	18.8%	44.8%	54.5%	60.0%	
	% of Total	3.3%	14.1%	13.0%	16.3%	46.7%
English	Count	0	12	16	20	48
	% within the lang.	.0%	25.0%	33.3%	41.7%	
	% within educ.	.0%	41.4%	72.7%	80.0%	
	% of Total	.0%	13.0%	17.4%	21.7%	52.2%
Others	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within educ.	.0%	.0%	.0%	4.0%	
	% of Total	.0%	.0%	.0%	1.1%	1.1%
Total	No. of respondents	16	29	22	25	92
	% of Total	17.4%	31.5%	23.9%	27.2%	100.0%

Languages Used When Not in Bantayan and the Educational Attainment of the Respondents

Languages	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Bantayanon	Count	6	8	5	3	22
	% within the lang.	27.3%	36.4%	22.7%	13.6%	
	% within educ.	37.5%	23.5%	22.7%	12.5%	
	% of Total	6.3%	8.3%	5.2%	3.1%	22.9%
Sebuano	Count	13	25	18	22	78
	% within the lang.	16.7%	32.1%	23.1%	28.2%	
	% within educ.	81.3%	73.5%	81.8%	91.7%	
	% of Total	13.5%	26.0%	18.8%	22.9%	81.3%
Hiligaynon	Count	2	7	0	1	10
	% within the lang.	20.0%	70.0%	.0%	10.0%	
	% within educ.	12.5%	20.6%	.0%	4.2%	
	% of Total	2.1%	7.3%	.0%	1.0%	10.4%
Samar-Leyte	Count	0	2	0	0	2
	% within the lang.	.0%	100%	.0%	.0%	
	% within educ.	.0%	5.9%	.0%	.0%	
	% of Total	.0%	2.1%	.0%	.0%	2.1%
Filipino	Count	3	17	8	17	45
	% within the lang.	6.7%	37.8%	17.8%	37.8%	
	% within educ.	18.8%	50.0%	36.4%	70.8%	
	% of Total	3.1%	17.7%	8.3%	17.7%	46.9%
English	Count	2	12	10	18	42
	% within the lang.	4.8%	28.6%	23.8%	42.9%	
	% within educ.	12.5%	35.3%	45.5%	45.0%	
	% of Total	2.1%	12.5%	10.4%	18.8%	43.8%
Others	Count	0	0	1	1	2
	% within the lang.	.0%	.0%	50.0%	50.0%	
	% within educ.	.0%	.0%	4.5%	4.2%	
	% of Total	.0%	.0%	1.0%	1.0%	2.1%
Total	No. of respondents	16	34	22	24	96
	% of Total	16.7%	35.4%	22.9%	25.0%	100.0%

Crosstabulation of Bantayanon Used in Writing and the Educational Attainment of the Respondents

Form of Writing	No. of Respondents	Education				Total
		Elem.	Sec.	Col.	Col. Grad.	
Formal	Count	2	10	1	4	17
	% within the lang.	11.8%	58.8%	5.9%	23.5%	
	% within educ.	20.0%	50.0%	6.7%	33.3%	
	% of Total	3.5%	17.5%	1.8%	7.0%	29.8%
Personal/ Informal	Count	9	16	14	11	50
	% within the lang.	18.0%	32.0%	28.0%	32.0%	
	% within educ.	90.0%	80.0%	93.3%	91.7%	
	% of Total	15.8%	28.1%	24.6%	19.3%	87.7%
Others	Count	0	0	0	1	1
	% within the lang.	.0%	.0%	.0%	100%	
	% within educ.	.0%	.0%	.0%	8.3%	
	% of Total	.0%	.0%	.0%	1.8%	1.8%
Total	No. of respondents	10	20	15	12	57
	% of Total	17.5%	35.1%	26.3%	21.1%	100.0%

APPENDIX P

TYPE OF SCHOOL CROSSTABULATIONS

Crosstabulation of Languages Spoken and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count % within the language % within sch. Type % of Total	35 38.9% 100% 38.9%	55 61.1% 100% 61.1%	90 100.0%
Sebuano	Count % within the language % within sch. Type % of Total	20 33.9% 57.1% 22.2%	39 66.1% 70.9% 43.3%	59 65.6%
Hiligaynon	Count % within the language % within sch. Type % of Total	4 44.4% 11.4% 4.4%	5 55.6% 9.1% 5.6%	9 10.0%
Samar-Leyte	Count % within the language % within sch. Type % of Total	1 50.0% 2.9% 1.1%	1 50.0% 1.8% 1.1%	2 2.2%
Filipino	Count % within the language % within sch. Type % of Total	15 36.6% 42.9% 16.7%	26 63.4% 47.3% 28.9%	41 45.6%
English	Count % within the language % within sch. Type % of Total	10 28.6% 28.6% 11.1%	25 71.4% 45.5% 27.8%	35 38.9%
Others	Count % within the language % within sch. Type % of Total	0 .0% .0% .0%	1 100% 1.8% 1.1%	1 1.1%
Total	No. of respondents % of Total	35 38.9%	55 61.1%	90 100.0%

Crosstabulation of Languages Used in Church Confession and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	34	43	77
	% within the language	44.2%	55.8%	
	% within sch. Type	97.1%	78.2%	
	% of Total	37.8%	47.8%	85.6%
Sebuano	Count	15	37	52
	% within the language	28.8%	71.2%	
	% within sch. Type	42.9%	67.3%	
	% of Total	16.7%	41.1%	57.8%
Hiligaynon	Count	0	2	2
	% within the language	.0%	100%	
	% within sch. Type	.0%	3.6%	
	% of Total	.0%	2.2%	2.2%
Filipino	Count	6	8	14
	% within the language	42.9%	57.1%	
	% within sch. Type	17.1%	14.5%	
	% of Total	6.7%	8.9%	15.6%
English	Count	5	18	23
	% within the language	21.7%	78.3%	
	% within sch. Type	14.3%	32.7%	
	% of Total	5.6%	20.0%	25.6%
Total	No. of respondents	35	55	90
	% of Total	38.9%	61.1%	100.0%

Table 3. Crosstabulation of Languages Used in Church Homily and Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	30	40	70
	% within the language	42.9%	57.1%	
	% within sch. Type	85.7%	75.5%	
	% of Total	34.1%	45.5%	79.5%
Sebuano	Count	15	35	50
	% within the language	30.0%	70.0%	
	% within sch. Type	42.9%	66.0%	
	% of Total	17.0%	39.8%	56.8%
Hiligaynon	Count	3	1	4
	% within the language	75.0%	25.0%	
	% within sch. Type	8.6%	1.9%	
	% of Total	3.4%	1.1%	4.5%
Masbateño	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	2.9%	1.9%	
	% of Total	1.1%	1.1%	2.3%
Filipino	Count	2	10	12
	% within the language	16.7%	83.3%	
	% within sch. Type	5.7%	18.9%	
	% of Total	2.3%	11.4%	13.6%
English	Count	3	18	21
	% within the language	14.3%	85.7%	
	% within sch. Type	8.6%	34.0%	
	% of Total	3.4%	20.5%	23.9%
Total	No. of respondents	35	53	88
	% of Total	39.8%	60.2%	100.0%

Crosstabulation of Languages Used at Work with a Supervisor and Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	29	42	71
	% within the language	40.8%	59.2%	
	% within sch. Type	85.3%	82.4%	
	% of Total	34.1%	49.4%	83.5%
Sebuano	Count	12	33	45
	% within the language	26.7%	73.3%	
	% within sch. Type	35.3%	64.7%	
	% of Total	14.1%	38.8%	52.9%
Hiligaynon	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	2.9%	2.0%	
	% of Total	1.2%	1.2%	2.4%
Samar-Leyte	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	2.9%	.0%	
	% of Total	1.2%	.0%	1.2%
Masbateño	Count	0	1	1
	% within the language	.0%	100%	
	% within sch. Type	.0%	2.0%	
	% of Total	.0%	1.2%	1.2%
Filipino	Count	5	18	23
	% within the language	21.7%	78.3%	
	% within sch. Type	14.7%	35.3%	
	% of Total	5.9%	21.2%	27.1%
English	Count	9	26	35
	% within the language	25.7%	74.3%	
	% within sch. Type	26.5%	51.0%	
	% of Total	10.6%	30.6%	41.2%
Total	No. of respondents	34	51	85
	% of Total	40.0%	60.0%	100.0%

Crosstabulation of Languages Used at Work with Peers and Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	32	49	81
	% within the language	39.5%	60.5%	
	% within sch. Type	100%	96.1%	
	% of Total	38.6%	59.0%	97.6%
Sebuano	Count	13	32	45
	% within the language	28.9%	71.1%	
	% within sch. Type	40.6%	62.7%	
	% of Total	15.7%	38.6%	54.2%
Hiligaynon	Count	3	3	6
	% within the language	50.0%	50.0%	
	% within sch. Type	9.4%	5.9%	
	% of Total	3.6%	3.6%	7.2%
Samar-Leyte	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	3.1%	2.0%	
	% of Total	1.2%	1.2%	2.4%
Masbateño	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	3.1%	.0%	
	% of Total	1.2%	.0%	1.2%
Filipino	Count	7	16	23
	% within the language	30.4%	69.6%	
	% within sch. Type	21.9%	31.4%	
	% of Total	8.4%	19.3%	27.7%
English	Count	6	19	25
	% within the language	24.0%	76.0%	
	% within sch. Type	18.8%	37.3%	
	% of Total	7.2%	22.9%	30.1%
Total	No. of respondents	32	51	83
	% of Total	38.6%	61.4%	100.0%

Crosstabulation of Languages Used at Work with a Client and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	31	45	76
	% within the language	40.8%	59.2%	
	% within sch. Type	93.9%	90.0%	
	% of Total	37.3%	54.2%	91.6%
Sebuano	Count	12	36	48
	% within the language	25.0%	75.0%	
	% within sch. Type	36.4%	72.0%	
	% of Total	14.5%	43.4%	57.8%
Hiligaynon	Count	3	5	8
	% within the language	37.5%	62.5%	
	% within sch. Type	9.1%	10.0%	
	% of Total	3.6%	6.0%	9.6%
Samar-Leyte	Count	1	2	3
	% within the language	33.3%	66.7%	
	% within sch. Type	3.0%	4.0%	
	% of Total	1.2%	2.4%	3.6%
Masbateño	Count	1	3	4
	% within the language	25.0%	75.0%	
	% within sch. Type	3.0%	6.0%	
	% of Total	1.2%	3.6%	4.8%
Filipino	Count	9	22	31
	% within the language	29.0%	71.0%	
	% within sch. Type	27.3%	44.0%	
	% of Total	10.8%	26.5%	37.3%
English	Count	9	29	38
	% within the language	23.7%	76.3%	
	% within sch. Type	27.3%	58.0%	
	% of Total	10.8%	34.9%	45.8%
Total	No. of respondents	33	50	83
	% of Total	39.8%	60.2%	100.0%

Crosstabulation of Languages Used in School with a Head and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	22	39	61
	% within the language	36.1%	63.9%	
	% within sch. Type	73.3%	73.6%	
	% of Total	26.5%	47.0%	73.5%
Sebuano	Count	15	33	48
	% within the language	31.3%	68.8%	
	% within sch. Type	50.0%	62.3%	
	% of Total	18.1%	39.8%	57.8%
Hiligaynon	Count	2	1	3
	% within the language	66.7%	33.3%	
	% within sch. Type	6.7%	1.9%	
	% of Total	2.4%	1.2%	3.6%
Samar-Leyte	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	3.3%	1.9%	
	% of Total	1.2%	1.2%	2.4%
Masbateño	Count	0	1	1
	% within the language	.0%	100%	
	% within sch. Type	.0%	1.9%	
	% of Total	.0%	1.2%	1.2%
Filipino	Count	8	19	27
	% within the language	29.6%	70.4%	
	% within sch. Type	26.7%	35.8%	
	% of Total	9.6%	22.9%	32.5%
English	Count	14	40	54
	% within the language	25.9%	74.1%	
	% within sch. Type	46.7%	75.5%	
	% of Total	16.9%	48.2%	65.1%
Total	No. of respondents	30	53	83
	% of Total	36.1%	63.9%	100.0%

Crosstabulation of Languages Used in School with a Fellow Teacher/Student and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	27	45	72
	% within the language	37.5%	62.5%	
	% within sch. Type	87.1%	88.2%	
	% of Total	32.9%	54.9%	87.8%
Sebuano	Count	13	32	45
	% within the language	28.9%	71.1%	
	% within sch. Type	41.9%	62.7%	
	% of Total	15.9%	39.0%	54.9%
Hiligaynon	Count	1	3	4
	% within the language	25.0%	75.0%	
	% within sch. Type	3.2%	5.9%	
	% of Total	1.2%	3.7%	4.9%
Samar-Leyte	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	3.2%	2.0%	
	% of Total	1.2%	1.2%	2.4%
Masbateño	Count	0	1	1
	% within the language	.0%	100%	
	% within sch. Type	.0%	2.0%	
	% of Total	.0%	1.2%	1.2%
Filipino	Count	9	25	34
	% within the language	26.5%	73.5%	
	% within sch. Type	29.0%	49.0%	
	% of Total	11.0%	30.5%	41.5%
English	Count	10	33	43
	% within the language	23.3%	76.7%	
	% within sch. Type	32.3%	64.7%	
	% of Total	12.2%	40.2%	52.4%
Total	No. of respondents	31	51	82
	% of Total	37.8%	62.2%	100.0%

Crosstabulation of Languages Used in School with a Subordinate and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	29	42	71
	% within the language	40.8%	59.2%	
	% within sch. Type	87.9%	85.7%	
	% of Total	35.4%	51.2%	86.6%
Sebuano	Count	8	32	40
	% within the language	20.0%	80.0%	
	% within sch. Type	24.2%	65.3%	
	% of Total	9.8%	39.0%	48.8%
Hiligaynon	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	3.0%	2.0%	
	% of Total	1.2%	1.2%	2.4%
Samar-Leyte	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	3.0%	2.0%	
	% of Total	1.2%	1.2%	2.4%
Masbateño	Count	1	0	1
	% within the language	100.0%	.0%	
	% within sch. Type	3.0%	.0%	
	% of Total	1.2%	.0%	1.2%
Filipino	Count	14	25	39
	% within the language	35.9%	64.1%	
	% within sch. Type	42.4%	51.0%	
	% of Total	17.1%	30.5%	47.6%
English	Count	10	31	41
	% within the language	24.4%	75.6%	
	% within sch. Type	30.3%	63.3%	
	% of Total	12.2%	37.8%	50.0%
Others	Count	1	0	1
	% within the language	100.0%	.0%	
	% within sch. Type	3.0%	.0%	
	% of Total	1.2%	.0%	1.2%
Total	No. of respondents	33	49	82
	% of Total	40.2%	59.8%	100.0%

Crosstabulation of Languages Used in the Market and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	34	55	89
	% within the language	38.2%	61.8%	
	% within sch. Type	97.1%	100%	
	% of Total	37.8%	61.1%	98.9%
Sebuano	Count	11	26	37
	% within the language	29.7%	70.3%	
	% within sch. Type	31.4%	47.3%	
	% of Total	12.2%	28.9%	41.1%
Hiligaynon	Count	2	3	5
	% within the language	40.0%	60.0%	
	% within sch. Type	5.7%	5.5%	
	% of Total	2.2%	3.3%	5.6%
Samar-Leyte	Count	1	3	4
	% within the language	25.0%	75.0%	
	% within sch. Type	2.9%	5.5%	
	% of Total	1.1%	3.3%	4.4%
Masbateño	Count	1	2	3
	% within the language	33.3%	66.7%	
	% within sch. Type	2.9%	3.6%	
	% of Total	1.1%	2.2%	3.3%
Filipino	Count	4	9	13
	% within the language	30.8%	69.2%	
	% within sch. Type	11.4%	16.4%	
	% of Total	4.4%	10.0%	14.4%
English	Count	2	9	11
	% within the language	18.2%	81.8%	
	% within sch. Type	5.7%	16.4%	
	% of Total	2.2%	10.0%	12.2%
Others	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	2.9%	1.8%	
	% of Total	1.1%	1.1%	2.2%
Total	No. of respondents	35	55	90
	% of Total	38.9%	61.1%	100.0%

Crosstabulation of Languages Used at Home and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	34	54	88
	% within the language	38.6%	61.4%	
	% within sch. Type	97.1%	100%	
	% of Total	38.2%	60.7%	98.9%
Sebuano	Count	7	24	31
	% within the language	22.6%	77.4%	
	% within sch. Type	20.0%	44.4%	
	% of Total	7.9%	27.0%	34.8%
Hiligaynon	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	2.9%	1.9%	
	% of Total	1.1%	1.1%	2.2%
Samar-Leyte	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	2.9%	1.9%	
	% of Total	1.1%	1.1%	2.2%
Masbateño	Count	0	1	1
	% within the language	.0%	100%	
	% within sch. Type	.0%	1.9%	
	% of Total	.0%	1.1%	1.1%
Filipino	Count	3	10	13
	% within the language	23.1%	76.9%	
	% within sch. Type	8.6%	18.5%	
	% of Total	3.4%	11.2%	14.6%
English	Count	2	14	16
	% within the language	12.5%	87.5%	
	% within sch. Type	5.7%	25.9%	
	% of Total	2.2%	15.7%	18.0%
Others	Count	0	1	1
	% within the language	.0%	100%	
	% within sch. Type	.0%	1.9%	
	% of Total	.0%	1.1%	1.1%
Total	No. of respondents	35	54	89
	% of Total	39.3%	60.7%	100.0%

Crosstabulation of Languages Preferred for Church Liturgy and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	18	14	32
	% within the language	56.3%	43.8%	
	% within sch. Type	66.7%	29.2%	
	% of Total	24.0%	18.7%	42.7%
Sebuano	Count	10	25	35
	% within the language	28.6%	71.4%	
	% within sch. Type	37.0%	52.1%	
	% of Total	13.3%	33.3%	46.7%
Filipino	Count	0	3	3
	% within the language	.0%	100%	
	% within sch. Type	.0%	6.3%	
	% of Total	.0%	4.0%	4.0%
English	Count	2	23	25
	% within the language	8.0%	92.0%	
	% within sch. Type	7.4%	47.9%	
	% of Total	2.7%	30.7%	33.3%
Total	No. of respondents	27	48	75
	% of Total	36.0%	64.0%	100.0%

Crosstabulation of Languages Preferred for Church Homily and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	22	19	41
	% within the language	53.7%	46.3%	
	% within sch. Type	81.5%	40.4%	
	% of Total	29.7%	25.7%	55.4%
Sebuano	Count	6	24	30
	% within the language	20.0%	80.0%	
	% within sch. Type	22.2%	51.1%	
	% of Total	8.1%	32.4%	40.5%
Hiligaynon	Count	0	5	5
	% within the language	.0%	100%	
	% within sch. Type	.0%	10.6%	
	% of Total	.0%	6.8%	6.8%
Filipino	Count	0	5	5
	% within the language	.0%	100%	
	% within sch. Type	.0%	10.6%	
	% of Total	.0%	6.8%	6.8%
English	Count	1	17	18
	% within the language	5.6%	94.4%	
	% within sch. Type	3.7%	36.2%	
	% of Total	1.4%	23.0%	24.3%
Total	No. of respondents	27	47	74
	% of Total	36.5%	63.5%	100.0%

Crosstabulation of Languages Preferred at Work and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	25	34	59
	% within the language	42.4%	57.6%	
	% within sch. Type	86.2%	75.6%	
	% of Total	33.8%	45.9%	79.7%
Sebuano	Count	5	16	21
	% within the language	23.8%	76.2%	
	% within sch. Type	17.2%	35.6%	
	% of Total	6.8%	21.6%	28.4%
Filipino	Count	4	7	11
	% within the language	36.4%	63.6%	
	% within sch. Type	13.8%	15.6%	
	% of Total	5.4%	9.5%	14.9%
English	Count	5	18	23
	% within the language	21.7%	78.3%	
	% within sch. Type	17.2%	40.0%	
	% of Total	6.8%	24.3%	31.1%
Others	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	3.4%	.0%	
	% of Total	1.4%	.0%	1.4%
Total	No. of respondents	29	45	74
	% of Total	39.2%	60.8%	100.0%

Crosstabulation of Languages Preferred in School and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	20	24	44
	% within the language	45.5%	54.5%	
	% within sch. Type	74.1%	53.3%	
	% of Total	27.8%	33.3%	61.1%
Sebuano	Count	3	14	17
	% within the language	17.6%	82.4%	
	% within sch. Type	11.1%	31.1%	
	% of Total	4.2%	19.4%	23.6%
Filipino	Count	5	13	18
	% within the language	27.8%	72.2%	
	% within sch. Type	18.5%	28.9%	
	% of Total	6.9%	18.1%	25.0%
English	Count	9	26	35
	% within the language	25.7%	74.3%	
	% within sch. Type	33.3%	57.8%	
	% of Total	12.5%	36.1%	48.6%
Others	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	3.7%	.0%	
	% of Total	1.4%	.0%	1.4%
Total	No. of respondents	27	45	72
	% of Total	37.5%	62.5%	100.0%

Crosstabulation of Languages Preferred in the Market and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	31	42	73
	% within the language	42.5%	57.5%	
	% within sch. Type	100%	87.5%	
	% of Total	39.2%	53.2%	92.4%
Sebuano	Count	3	15	18
	% within the language	16.7%	83.3%	
	% within sch. Type	9.7%	31.3%	
	% of Total	3.8%	19.0%	22.8%
Filipino	Count	0	3	3
	% within the language	.0%	100%	
	% within sch. Type	.0%	6.3%	
	% of Total	.0%	3.8%	3.8%
English	Count	0	6	6
	% within the language	.0%	100%	
	% within sch. Type	.0%	12.5%	
	% of Total	.0%	7.6%	7.6%
Total	No. of respondents	31	48	79
	% of Total	39.2%	60.8%	100.0%

Crosstabulation of Languages Preferred at Home and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	32	41	73
	% within the language	43.8%	56.2%	
	% within sch. Type	100%	83.7%	
	% of Total	39.5%	50.6%	90.1%
Sebuano	Count	2	14	16
	% within the language	12.5%	87.5%	
	% within sch. Type	6.3%	28.6%	
	% of Total	2.5%	17.3%	19.8%
Filipino	Count	0	5	5
	% within the language	.0%	100%	
	% within sch. Type	.0%	10.2%	
	% of Total	.0%	6.2%	6.2%
English	Count	1	10	11
	% within the language	9.1%	90.9%	
	% within sch. Type	3.1%	20.4%	
	% of Total	1.2%	12.3%	13.6%
Total	No. of respondents	32	49	81
	% of Total	39.5%	60.5%	100.0%

Crosstabulation of Languages Used with Strangers and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	23	27	50
	% within the language	46.0%	54.0%	
	% within sch. Type	74.2%	50.9%	
	% of Total	27.4%	32.1%	59.5%
Sebuano	Count	20	40	60
	% within the language	33.3%	66.7%	
	% within sch. Type	64.5%	75.5%	
	% of Total	23.8%	47.6%	71.4%
Hiligaynon	Count	2	5	7
	% within the language	28.6%	71.4%	
	% within sch. Type	6.5%	9.4%	
	% of Total	2.4%	6.0%	8.3%
Samar-Leyte	Count	2	3	5
	% within the language	28.6%	60.0%	
	% within sch. Type	6.5%	5.7%	
	% of Total	2.4%	3.6%	6.0%
Masbateño	Count	0	3	3
	% within the language	.0%	100%	
	% within sch. Type	.0%	5.7%	
	% of Total	.0%	3.6%	3.6%
Filipino	Count	14	28	42
	% within the language	33.3%	66.7%	
	% within sch. Type	45.2%	52.8%	
	% of Total	16.7%	33.3%	50.0%
English	Count	9	35	44
	% within the language	20.5%	79.5%	
	% within sch. Type	29.0%	66.0%	
	% of Total	10.7%	41.7%	52.4%
Others	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	3.2%	.0%	
	% of Total	1.2%	.0%	1.2%
Total	No. of respondents	31	53	84
	% of Total	36.9%	63.1%	100.0%

Crosstabulation of Languages Used When Not in Bantayan and the Type of School of the Respondents

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	9	10	19
	% within the language	37.4%	52.6%	
	% within sch. Type	28.1%	18.2%	
	% of Total	10.3%	11.5%	21.8%
Sebuano	Count	24	47	71
	% within the language	33.8%	66.2%	
	% within sch. Type	75.0%	85.5%	
	% of Total	27.6%	54.0%	81.6%
Hiligaynon	Count	4	5	9
	% within the language	44.4%	55.6%	
	% within sch. Type	12.5%	9.1%	
	% of Total	4.6%	5.7%	10.3%
Samar-Leyte	Count	2	0	2
	% within the language	100%	.0%	
	% within sch. Type	6.3%	.0%	
	% of Total	2.3%	.0%	2.3%
Filipino	Count	15	28	43
	% within the language	34.9%	65.1%	
	% within sch. Type	46.9%	50.9%	
	% of Total	17.2%	32.2%	49.4%
English	Count	10	29	39
	% within the language	25.6%	74.4%	
	% within sch. Type	31.3%	52.7%	
	% of Total	11.5%	33.3%	44.8%
Others	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	3.1%	1.8%	
	% of Total	1.1%	1.1%	2.3%
Total	No. of respondents	32	55	87
	% of Total	36.8%	63.2%	100.0%

Table 20. Crosstabulation of Bantayanon Used in Writing and the Type of School of the Respondents

Form of Writing	No. of Respondents	School Type		Total
		Public	Private	
Formal	Count	5	12	17
	% within the language	29.4%	70.6%	
	% within sch. Type	23.8%	36.4%	
	% of Total	9.3%	22.2%	31.5%
Personal/ Informal	Count	17	30	47
	% within the language	36.2%	63.8%	
	% within sch. Type	81.0%	90.9%	
	% of Total	31.5%	55.6%	87.0%
Others	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	4.8%	.0%	
	% of Total	1.9%	.0%	1.9%
Total	No. of respondents	21	33	54
	% of Total	38.9%	61.1%	100.0%

APPENDIX Q

SCHOOL ADDRESS CROSSTABLATIONS

Crosstabulation of Languages Spoken in Bantayan and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count % within the language % within sch. Type % of Total	27 30.0% 100% 30.0%	63 70.0% 100% 70.0%	90 100.0%
Sebuano	Count % within the language % within sch. Type % of Total	23 39.0% 85.2% 25.6%	36 61.0% 57.1% 40.0%	59 65.6%
Hiligaynon	Count % within the language % within sch. Type % of Total	3 33.3% 11.1% 3.3%	6 66.7% 9.5% 6.7%	9 10.0%
Samar-Leyte	Count % within the language % within sch. Type % of Total	1 50.0% 3.7% 1.1%	1 50.0% 1.6% 1.1%	2 2.2%
Filipino	Count % within the language % within sch. Type % of Total	15 36.6% 55.6% 16.7%	26 63.4% 41.3% 28.9%	41 45.6%
English	Count % within the language % within sch. Type % of Total	16 45.7% 59.3% 17.8%	19 54.3% 30.3% 21.1%	35 38.9%
Others	Count % within the language % within sch. Type % of Total	1 100% 3.7% 1.1%	0 .0% .0% .0%	1 1.1%
Total	No. of respondents % of Total	27 30.0%	63 70.0%	90 100.0%

Crosstabulation of Languages Used in Church Confession and the School Address of the Respondents.

Languages	No. of Respondents	School Type		Total
		Public	Private	
Bantayanon	Count	21	56	77
	% within the language	27.3%	72.7%	
	% within sch. Type	77.8%	88.9%	
	% of Total	23.3%	62.2%	85.6%
Sebuano	Count	20	32	52
	% within the language	38.5%	61.5%	
	% within sch. Type	74.1%	50.8%	
	% of Total	22.2%	35.6%	57.8%
Hiligaynon	Count	0	2	2
	% within the language	.0%	100%	
	% within sch. Type	.0%	3.2%	
	% of Total	.0%	2.2%	2.2%
Filipino	Count	7	7	14
	% within the language	50.0%	50.0%	
	% within sch. Type	25.9%	11.1%	
	% of Total	7.8%	7.8%	15.6%
English	Count	11	12	23
	% within the language	47.8%	52.2%	
	% within sch. Type	40.7%	19.0%	
	% of Total	12.2%	13.3%	25.6%
Total	No. of respondents	27	63	90
	% of Total	30.0%	70.0%	100.0%

Crosstabulation of Languages Used in Church Homily and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	19	51	70
	% within the language	27.1%	72.9%	
	% within sch. Type	70.4%	83.6%	
	% of Total	21.6%	58.0%	79.5%
Sebuano	Count	19	31	50
	% within the language	38.0%	62.0%	
	% within sch. Type	70.4%	50.8%	
	% of Total	21.6%	35.2%	56.8%
Hiligaynon	Count	0	4	4
	% within the language	.0%	100%	
	% within sch. Type	.0%	6.6%	
	% of Total	.0%	4.5%	4.6%
Masbateño	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	3.7%	1.6%	
	% of Total	1.1%	1.1%	2.3%
Filipino	Count	4	8	12
	% within the language	33.3%	66.7%	
	% within sch. Type	14.8%	13.1%	
	% of Total	4.5%	9.1%	13.6%
English	Count	11	10	21
	% within the language	52.4%	47.6%	
	% within sch. Type	40.7%	16.4%	
	% of Total	12.5%	11.4%	23.9%
Total	No. of respondents	27	61	88
	% of Total	30.7%	69.3%	100.0%

Crosstabulation of Languages Used at Work with a Supervisor or Head and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	21	50	71
	% within the language	29.6%	70.4%	
	% within sch. Type	80.8%	84.7%	
	% of Total	24.7%	58.8%	83.5%
Sebuano	Count	16	29	45
	% within the language	35.6%	64.4%	
	% within sch. Type	61.5%	49.2%	
	% of Total	18.8%	34.1%	52.9%
Hiligaynon	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	3.8%	1.7%	
	% of Total	1.2%	1.2%	2.4%
Samar-Leyte	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	3.8%	.0%	
	% of Total	1.2%	.0%	1.2%
Masbateño	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	3.8%	.0%	
	% of Total	1.2%	.0%	1.2%
Filipino	Count	10	13	23
	% within the language	43.5%	56.5%	
	% within sch. Type	38.5%	22.0%	
	% of Total	11.8%	15.3%	27.1%
English	Count	13	22	35
	% within the language	37.1%	62.9%	
	% within sch. Type	50.0%	37.3%	
	% of Total	15.3%	25.9%	41.2%
Total	No. of respondents	26	59	85
	% of Total	30.6%	69.4%	100.0%

Crosstabulation of Languages Used at Work with Peers and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	24	57	81
	% within the language	29.6%	70.4%	
	% within sch. Type	100%	96.6%	
	% of Total	28.9%	68.7%	97.6%
Sebuano	Count	21	24	45
	% within the language	46.7%	53.3%	
	% within sch. Type	87.5%	40.7%	
	% of Total	25.3%	28.9%	54.2%
Hiligaynon	Count	2	4	6
	% within the language	33.3%	66.7%	
	% within sch. Type	8.3%	6.8%	
	% of Total	2.4%	4.8%	7.2%
Samar-Leyte	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	4.2%	1.7%	
	% of Total	1.2%	1.2%	2.4%
Masbateño	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	4.2%	.0%	
	% of Total	1.2%	.0%	1.2%
Filipino	Count	13	10	23
	% within the language	56.5%	43.5%	
	% within sch. Type	54.2%	16.9%	
	% of Total	15.7%	12.0%	27.7%
English	Count	13	12	25
	% within the language	52.0%	48.0%	
	% within sch. Type	54.2%	20.3%	
	% of Total	15.7%	14.5%	30.1%
Total	No. of respondents	24	59	83
	% of Total	28.9%	71.1%	100.0%

Crosstabulation of Languages Used at Work with a Client and the School
Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	23	53	76
	% within the language	30.3%	69.7%	
	% within sch. Type	92.0%	91.4%	
	% of Total	97.7%	63.9%	91.6%
Sebuano	Count	20	28	48
	% within the language	41.7%	58.3%	
	% within sch. Type	80.0%	48.3%	
	% of Total	24.1%	33.7%	57.8%
Hiligaynon	Count	3	5	8
	% within the language	37.5%	62.5%	
	% within sch. Type	12.0%	8.6%	
	% of Total	3.6%	6.0%	9.6%
Samar-Leyte	Count	1	2	3
	% within the language	33.3%	66.7%	
	% within sch. Type	4.0%	3.4%	
	% of Total	1.2%	2.4%	3.6%
Masbateño	Count	2	2	4
	% within the language	50.0%	50.0%	
	% within sch. Type	8.0%	3.4%	
	% of Total	2.4%	2.4%	4.8%
Filipino	Count	17	14	31
	% within the language	54.8%	45.2%	
	% within sch. Type	68.0%	24.1%	
	% of Total	20.5%	16.9%	37.3%
English	Count	18	20	38
	% within the language	47.4%	52.6%	
	% within sch. Type	72.0%	34.5%	
	% of Total	21.7%	24.1%	45.8%
Total	No. of respondents	25	58	83
	% of Total	30.1%	69.9%	100.0%

Crosstabulation of Languages Used in School with a Head and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	16	45	61
	% within the language	26.2%	73.8%	
	% within sch. Type	66.7%	76.3%	
	% of Total	19.3%	54.2%	73.5%
Sebuano	Count	20	28	48
	% within the language	41.7%	58.3%	
	% within sch. Type	83.3%	47.5%	
	% of Total	24.1%	33.7%	57.8%
Hiligaynon	Count	1	2	3
	% within the language	33.3%	66.7%	
	% within sch. Type	4.2%	3.4%	
	% of Total	1.2%	2.4%	3.6%
Samar-Leyte	Count	2	0	2
	% within the language	100%	.0%	
	% within sch. Type	8.3%	.0%	
	% of Total	2.4%	.0%	2.4%
Masbateño	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	4.2%	.0%	
	% of Total	1.2%	.0%	1.2%
Filipino	Count	11	16	27
	% within the language	40.7%	59.3%	
	% within sch. Type	45.8%	27.1%	
	% of Total	13.3%	19.3%	32.5%
English	Count	20	34	54
	% within the language	37.0%	63.0%	
	% within sch. Type	83.3%	57.6%	
	% of Total	24.1%	41.0%	65.1%
Total	No. of respondents	24	59	83
	% of Total	28.9%	71.1%	100.0%

Crosstabulation of Languages Used in School with a Fellow Teacher or a Fellow Student and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	20	52	72
	% within the language	27.8%	72.2%	
	% within sch. Type	80.0%	91.2%	
	% of Total	24.4%	63.4%	87.8%
Sebuano	Count	21	24	45
	% within the language	46.7%	53.3%	
	% within sch. Type	84.0%	42.1%	
	% of Total	25.6%	29.3%	54.9%
Hiligaynon	Count	2	2	4
	% within the language	50.0%	50.0%	
	% within sch. Type	8.0%	3.5%	
	% of Total	2.4%	2.4%	4.9%
Samar-Leyte	Count	2	0	2
	% within the language	100%	.0%	
	% within sch. Type	8.0%	.0%	
	% of Total	2.4%	.0%	2.4%
Masbateño	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	4.0%	.0%	
	% of Total	1.2%	.0%	1.2%
Filipino	Count	13	21	34
	% within the language	38.2%	61.8%	
	% within sch. Type	52.0%	36.8%	
	% of Total	15.9%	25.6%	41.5%
English	Count	18	25	43
	% within the language	41.9%	58.1%	
	% within sch. Type	72.0%	43.9%	
	% of Total	22.0%	30.5%	52.4%
Total	No. of respondents	25	57	82
	% of Total	30.5%	69.5%	100.0%

Crosstabulation of Languages Used in School with a Subordinate and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	19	52	71
	% within the language	26.8%	73.2%	
	% within sch. Type	73.1%	92.9%	
	% of Total	23.2%	63.4%	86.6%
Sebuano	Count	18	22	40
	% within the language	45.0%	55.0%	
	% within sch. Type	69.2%	39.3%	
	% of Total	22.0%	26.8%	48.8%
Hiligaynon	Count	1	1	2
	% within the language	50.0%	55.0%	
	% within sch. Type	3.8%	39.3%	
	% of Total	1.2%	26.8%	2.4%
Samar-Leyte	Count	0	2	2
	% within the language	.0%	100%	
	% within sch. Type	.0%	3.6%	
	% of Total	.0%	2.4%	2.4%
Masbateño	Count	0	1	1
	% within the language	.0%	100%	
	% within sch. Type	.0%	1.8%	
	% of Total	.0%	1.2%	1.2%
Filipino	Count	16	23	39
	% within the language	41.0%	59.0%	
	% within sch. Type	61.5%	41.1%	
	% of Total	19.5%	28.0%	47.6%
English	Count	17	24	41
	% within the language	41.5%	58.5%	
	% within sch. Type	65.4%	42.9%	
	% of Total	20.7%	29.3%	50.0%
Others	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	3.8%	.0%	
	% of Total	1.2%	.0%	1.2%
Total	No. of respondents	26	56	82
	% of Total	31.7%	68.3%	100.0%

Crosstabulation of Languages Used in the Market and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	26	63	89
	% within the language	29.2%	70.8%	
	% within sch. Type	96.3%	100%	
	% of Total	28.9%	70.0%	98.9%
Sebuano	Count	18	19	37
	% within the language	48.6%	51.4%	
	% within sch. Type	66.7%	30.2%	
	% of Total	20.0%	21.1%	41.1%
Hiligaynon	Count	2	3	5
	% within the language	40.0%	60.0%	
	% within sch. Type	7.4%	4.8%	
	% of Total	2.2%	3.3%	5.6%
Samar-Leyte	Count	2	2	4
	% within the language	50.0%	50.0%	
	% within sch. Type	7.4%	3.2%	
	% of Total	2.2%	2.2%	4.4%
Masbateño	Count	1	2	3
	% within the language	33.3%	66.7%	
	% within sch. Type	3.7%	3.2%	
	% of Total	1.1%	2.2%	3.3%
Filipino	Count	5	8	13
	% within the language	38.5%	61.5%	
	% within sch. Type	18.5%	12.7%	
	% of Total	5.6%	8.9%	14.4%
English	Count	4	7	11
	% within the language	36.4%	63.6%	
	% within sch. Type	14.8%	11.1%	
	% of Total	4.4%	7.8%	12.2%
Others	Count	0	2	2
	% within the language	.0%	100%	
	% within sch. Type	.0%	3.2%	
	% of Total	.0%	2.2%	2.2%
Total	No. of respondents	27	63	90
	% of Total	30.0%	70.0%	100.0%

Crosstabulation of Languages Used at Home and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	27	61	88
	% within the language	30.7%	69.3%	
	% within sch. Type	100%	98.4%	
	% of Total	30.3%	68.5%	98.9%
Sebuano	Count	14	17	31
	% within the language	45.2%	54.8%	
	% within sch. Type	51.9%	27.4%	
	% of Total	15.7%	19.1%	34.8%
Hiligaynon	Count	0	2	2
	% within the language	.0%	100%	
	% within sch. Type	.0%	3.2%	
	% of Total	.0%	2.2%	2.2%
Samar-Leyte	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	3.7%	1.6%	
	% of Total	1.1%	1.1%	2.2%
Masbateño	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	3.7%	.0%	
	% of Total	1.1%	.0%	1.1%
Filipino	Count	6	7	13
	% within the language	46.2%	53.8%	
	% within sch. Type	22.2%	11.3%	
	% of Total	6.7%	7.9%	14.6%
English	Count	8	8	16
	% within the language	50.0%	50.0%	
	% within sch. Type	29.6%	12.9%	
	% of Total	9.0%	9.0%	18.0%
Others	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	3.7%	.0%	
	% of Total	1.1%	.0%	1.1%
Total	No. of respondents	27	62	89
	% of Total	30.3%	69.7%	100.0%

Crosstabulation of Languages Preferred for Church Liturgy and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	5	27	32
	% within the language	15.6%	84.4%	
	% within sch. Type	18.5%	56.3%	
	% of Total	6.7%	36.0%	42.7%
Sebuano	Count	18	17	35
	% within the language	51.4%	48.6%	
	% within sch. Type	66.7%	35.4%	
	% of Total	24.0%	22.7%	46.7%
Filipino	Count	2	1	3
	% within the language	66.7%	33.3%	
	% within sch. Type	7.4%	2.1%	
	% of Total	2.7%	1.3%	4.0%
English	Count	15	10	25
	% within the language	60.0%	40.0%	
	% within sch. Type	55.6%	20.8%	
	% of Total	20.0%	13.3%	33.3%
Total	No. of respondents	27	48	75
	% of Total	36.0%	64.0%	100.0%

Crosstabulation of Languages Preferred for Church Homily and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	10	31	41
	% within the language	24.4%	75.6%	
	% within sch. Type	37.0%	66.0%	
	% of Total	13.5%	41.9%	55.4%
Sebuano	Count	15	15	30
	% within the language	50.0%	50.0%	
	% within sch. Type	55.6%	31.9%	
	% of Total	20.3%	20.3%	40.5%
Filipino	Count	3	2	5
	% within the language	60.0%	40.0%	
	% within sch. Type	11.1%	4.3%	
	% of Total	4.1%	2.7%	6.8%
English	Count	12	6	18
	% within the language	66.7%	33.3%	
	% within sch. Type	44.4%	12.8%	
	% of Total	16.2%	8.1%	24.3%
Total	No. of respondents	27	47	74
	% of Total	36.5%	63.5%	100.0%

Crosstabulation of Languages Preferred at Work and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	20	39	59
	% within the language	33.9%	66.1%	
	% within sch. Type	76.9%	81.3%	
	% of Total	27.0%	52.7%	79.7%
Sebuano	Count	11	10	21
	% within the language	52.4%	47.6%	
	% within sch. Type	42.3%	20.8%	
	% of Total	14.9%	13.5%	28.4%
Filipino	Count	6	5	11
	% within the language	54.5%	45.5%	
	% within sch. Type	23.1%	10.4%	
	% of Total	8.1%	6.8%	14.9%
English	Count	12	11	23
	% within the language	52.2%	47.8%	
	% within sch. Type	46.2%	22.9%	
	% of Total	16.2%	14.9%	31.1%
Others	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	3.8%	.0%	
	% of Total	1.4%	.0%	1.4%
Total	No. of respondents	26	48	74
	% of Total	35.1%	64.9%	100.0%

Crosstabulation of Languages Preferred in School and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	12	32	44
	% within the language	27.3%	72.7%	
	% within sch. Type	46.2%	69.6%	
	% of Total	16.7%	44.4%	61.1%
Sebuano	Count	9	8	17
	% within the language	52.9%	47.1%	
	% within sch. Type	34.6%	17.4%	
	% of Total	12.5%	11.1%	23.6%
Filipino	Count	12	6	18
	% within the language	66.7%	33.3%	
	% within sch. Type	46.2%	13.0%	
	% of Total	16.7%	8.3%	25.0%
English	Count	18	17	35
	% within the language	51.4%	48.6%	
	% within sch. Type	69.2%	37.0%	
	% of Total	25.0%	23.6%	48.6%
Others	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	3.8%	.0%	
	% of Total	1.4%	.0%	1.4%
Total	No. of respondents	26	46	72
	% of Total	36.1%	63.9%	100.0%

Crosstabulation of Languages Preferred in the Market and the School Address of the Respondents.

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	27	46	73
	% within the language	37.0%	63.0%	
	% within sch. Type	100%	88.5%	
	% of Total	34.2%	58.2%	92.4%
Sebuano	Count	8	10	18
	% within the language	44.4%	55.6%	
	% within sch. Type	29.6%	19.2%	
	% of Total	10.1%	12.7%	22.8%
Filipino	Count	1	2	3
	% within the language	33.3%	66.7%	
	% within sch. Type	3.7%	3.8%	
	% of Total	1.3%	2.5%	3.8%
English	Count	2	4	6
	% within the language	33.3%	66.7%	
	% within sch. Type	7.4%	7.7%	
	% of Total	2.5%	5.1%	7.6%
Total	No. of respondents	27	52	79
	% of Total	34.2%	65.8%	100.0%

Crosstabulation of Languages Preferred at Home and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	26	47	73
	% within the language	35.6%	64.4%	
	% within sch. Type	96.3%	87.0%	
	% of Total	32.1%	58.0%	90.1%
Sebuano	Count	9	7	16
	% within the language	56.3%	43.8%	
	% within sch. Type	33.3%	13.0%	
	% of Total	11.1%	8.6%	19.8%
Filipino	Count	2	3	5
	% within the language	40.0%	60.0%	
	% within sch. Type	7.4%	5.6%	
	% of Total	2.5%	3.7%	6.2%
English	Count	6	5	11
	% within the language	54.5%	45.5%	
	% within sch. Type	22.2%	9.3%	
	% of Total	7.4%	6.2%	13.6%
Total	No. of respondents	27	54	81
	% of Total	33.3%	66.7%	100.0%

Crosstabulation of Languages Used with Strangers and the School Address of the Respondents

Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	12	38	50
	% within the language	24.0%	76.0%	
	% within sch. Type	44.4%	66.7%	
	% of Total	14.3%	45.2%	59.5%
Sebuano	Count	21	39	60
	% within the language	35.0%	65.0%	
	% within sch. Type	77.8%	68.4%	
	% of Total	25.0%	46.4%	71.4%
Hiligaynon	Count	2	5	7
	% within the language	28.6%	71.4%	
	% within sch. Type	7.4%	8.8%	
	% of Total	2.4%	6.0%	8.3%
Samar-Leyte	Count	1	4	5
	% within the language	20.0%	80.0%	
	% within sch. Type	3.7%	7.0%	
	% of Total	1.2%	4.8%	6.0%
Masbateño	Count	1	2	3
	% within the language	33.3%	66.7%	
	% within sch. Type	3.7%	3.5%	
	% of Total	1.2%	2.4%	3.6%
Filipino	Count	18	24	42
	% within the language	42.9%	57.1%	
	% within sch. Type	66.7%	42.1%	
	% of Total	21.4%	28.6%	50.0%
English	Count	20	24	42
	% within the language	45.5%	54.5%	
	% within sch. Type	74.1%	42.1%	
	% of Total	23.8%	28.6%	50.0%
Others	Count	1	0	1
	% within the language	100.0%	.0%	
	% within sch. Type	3.7%	.0%	
	% of Total	1.2%	.0%	1.2%
Total	No. of respondents	27	57	84
	% of Total	32.1%	67.9%	100.0%

Crosstabulation of Languages Used When Not in Bantayan and the School Address of the Respondents

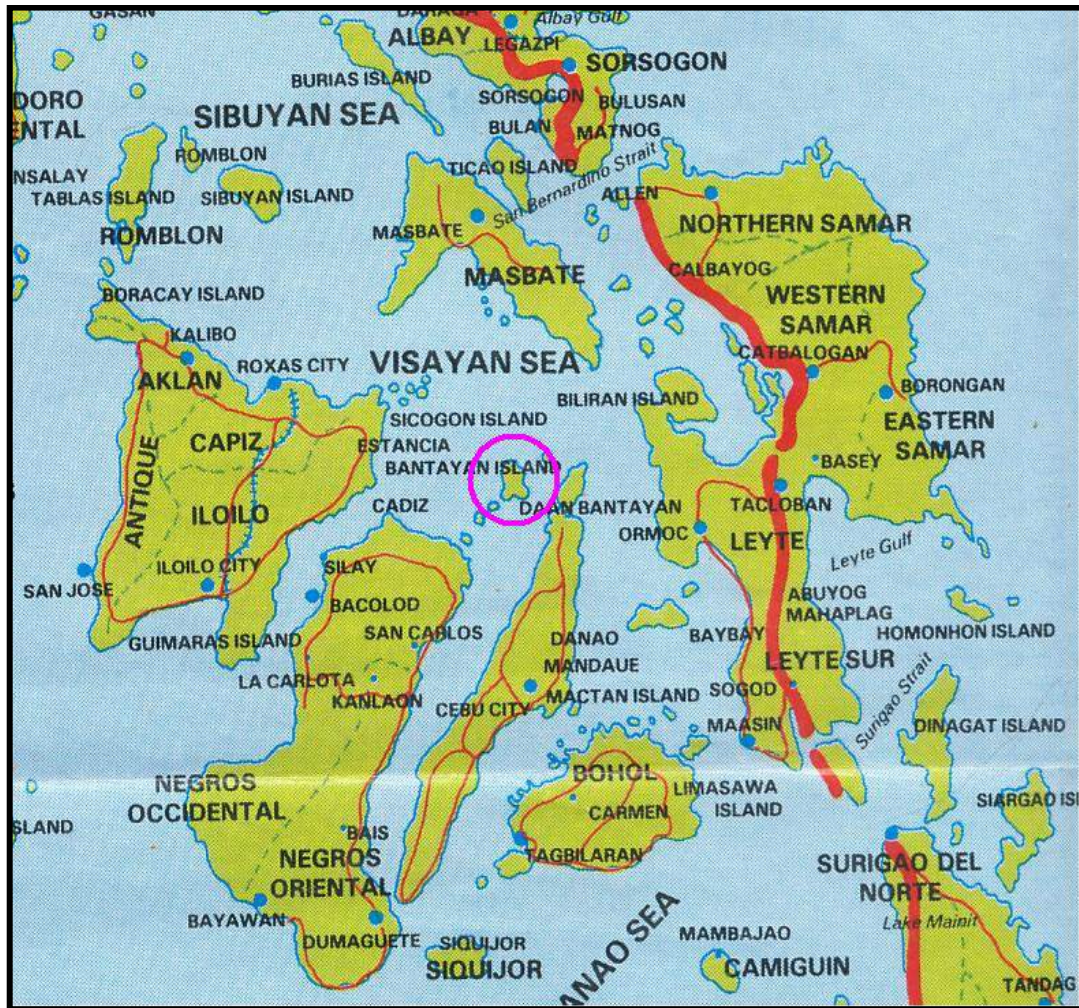
Languages	No. of Respondents	School Address		Total
		Outside	Within	
Bantayanon	Count	4	15	24
	% within the language	21.1%	78.9%	
	% within sch. Type	15.4%	24.6%	
	% of Total	4.6%	17.2%	33.8%
Sebuano	Count	24	47	71
	% within the language	33.8%	66.2%	
	% within sch. Type	92.3%	77.0%	
	% of Total	27.6%	54.0%	81.6%
Hiligaynon	Count	2	7	9
	% within the language	22.2%	77.8%	
	% within sch. Type	7.7%	11.5%	
	% of Total	2.3%	8.0%	10.3%
Samar-Leyte	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	3.8%	1.6%	
	% of Total	1.1%	1.1%	2.3%
Filipino	Count	16	27	43
	% within the language	37.2%	62.8%	
	% within sch. Type	61.5%	44.3%	
	% of Total	18.4%	31.0%	49.4%
English	Count	17	22	39
	% within the language	43.6%	56.4%	
	% within sch. Type	65.4%	36.1%	
	% of Total	19.5%	25.3%	44.8%
Others	Count	1	1	2
	% within the language	50.0%	50.0%	
	% within sch. Type	3.8%	1.6%	
	% of Total	1.1%	1.1%	2.3%
Total	No. of respondents	26	61	87
	% of Total	29.9%	70.1%	100.0%

Crosstabulation of Bantayanon Used in Writing and the School Address of the Respondents

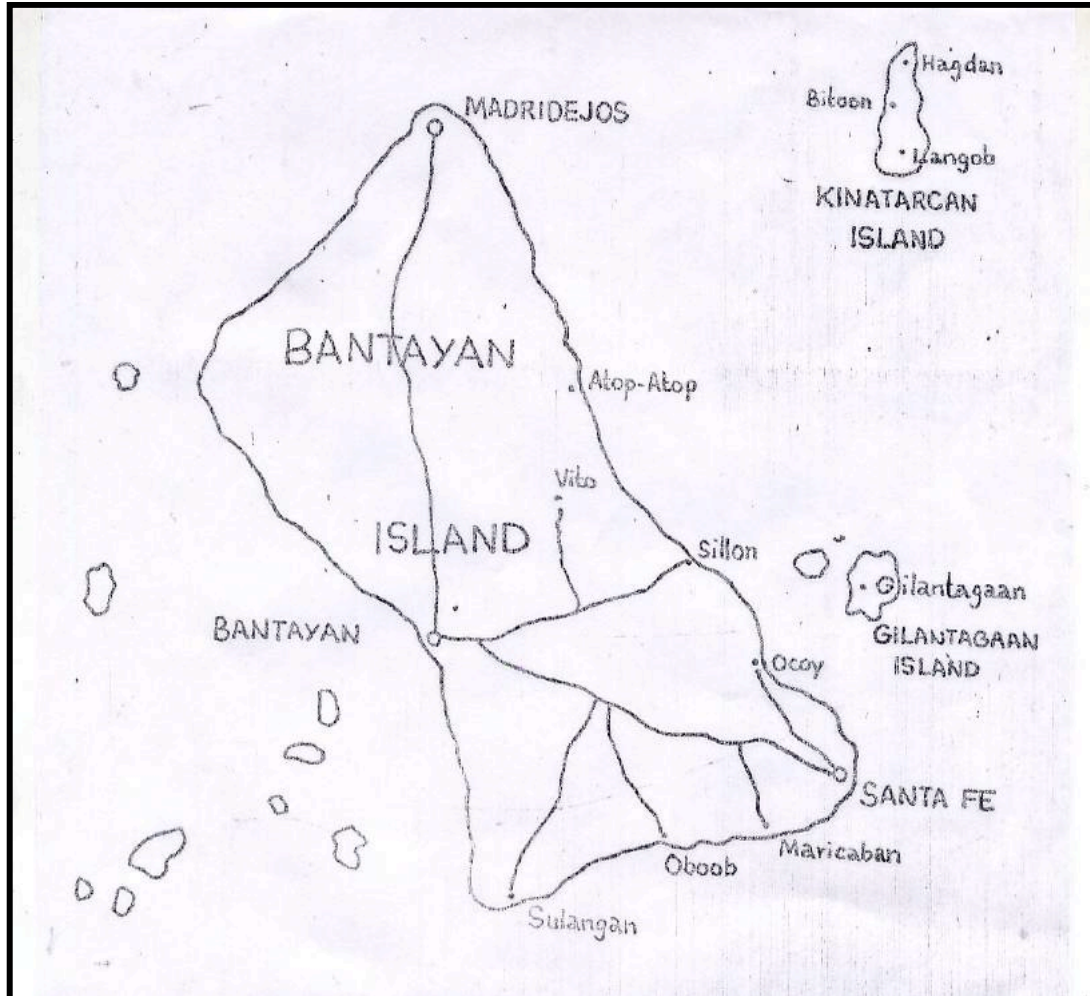
Form of Writing	No. of Respondents	School Address		Total
		Outside	Within	
Formal	Count	2	15	17
	% within the language	11.8%	88.2%	
	% within sch. Type	16.7%	35.7%	
	% of Total	3.7%	27.8%	31.5%
Personal/informal	Count	10	37	47
	% within the language	21.3%	78.0%	
	% within sch. Type	83.3%	88.1%	
	% of Total	18.5%	68.5%	87.0%
Others	Count	1	0	1
	% within the language	100%	.0%	
	% within sch. Type	83.3%	.0%	
	% of Total	1.9%	.0%	1.9%
Total	No. of respondents	12	42	54
	% of Total	22.2%	77.8%	100.0%

APPENDIX R

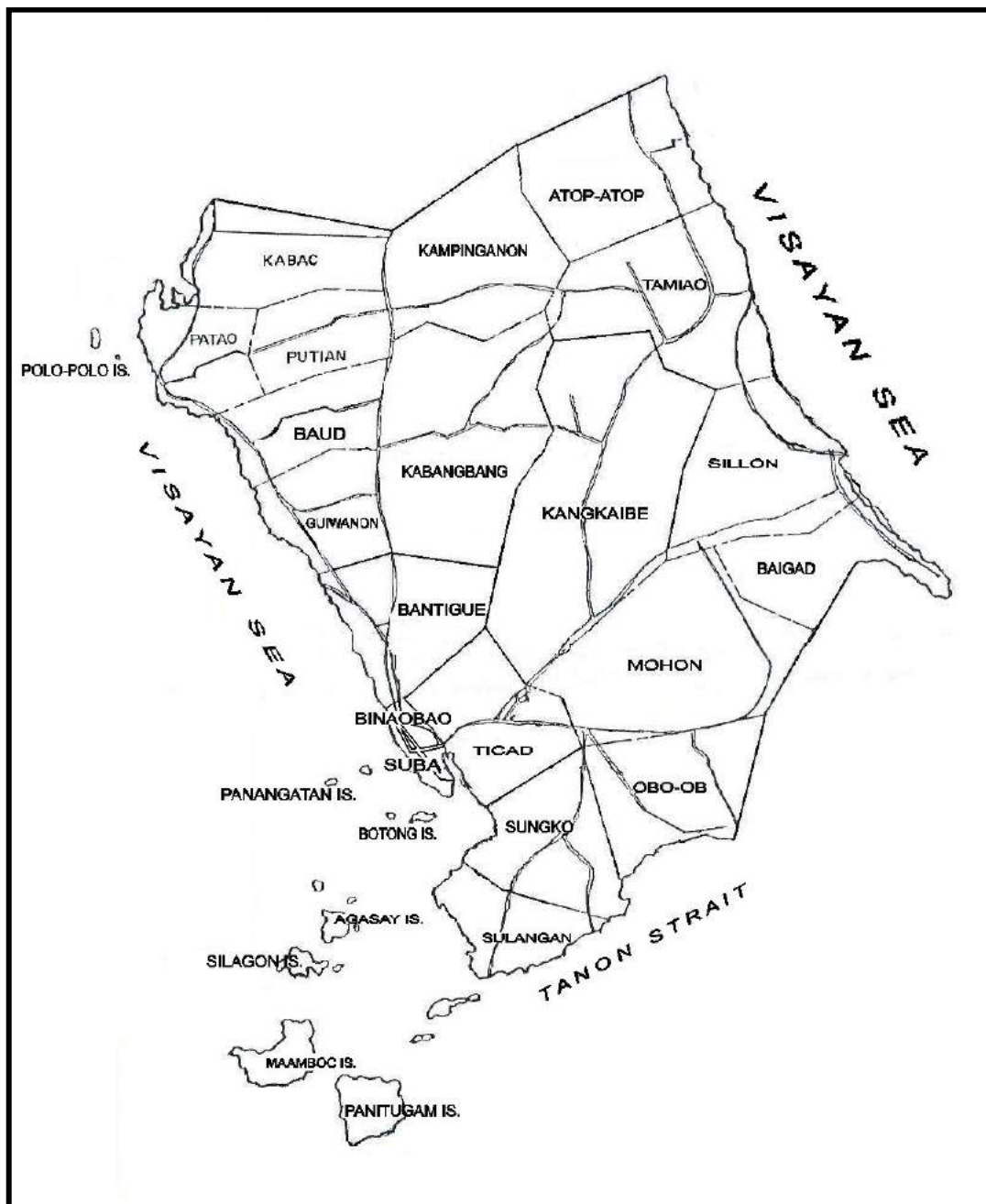
LOCATION MAP OF BANTAYAN ISLAND



BANTAYAN ISLAND



MUNICIPALITY OF BANTAYAN



CURRICULUM VITAE

Name : Minda Carabio-Sexon
Date of Birth : December 28, 1966
Home Address: Bel-air Subdivision, Buru-un, Iligan City
Spouse : Dennis P. Sexon
Children : Kristoffer Den C. Sexon
Kevin Daniel C. Sexon
Kith Dennisson C. Sexon
Mary Ann Therese C. Sexon

Educational Background

Elementary : Tambacan Community School (1979)
Tambacan, Iligan City
Class Valedictorian
High School : MSU-IIT-Developmental High School (1983)
Tibanga, Iligan City
Science Curriculum

College : MSU-IIT Institute of Technology (1987)
 Tibanga, Iligan City
 AB English (Linguistics)
 Magna Cum Laude

Graduate : MSU-IIT Institute of Technology (2007)
 Tibanga, Iligan City
 MA English Language Studies

Work Experience

Teacher 1987-1988
 Iligan Medical Center College
 Pala-o, Iligan City

Teacher 1988-1990
 MSU-IIT-Integrated Rural Development Academy
 Lala Proper, Lala, Lanao del Norte

Teacher/
 Academic Coordinator 1992-2004
 Corpus Christi Parochial School of Iligan, Inc.
 Corpus Christi Village, Tubod, Iligan City

Teacher

2004-Present

MSU-IIT-Integrated Developmental School

Tibanga, Iligan City