Dialect perception and language development in Pasil
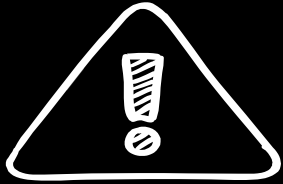
Rynj Gonzales, SIL Philippines

International Conference on Language Documentation and Conservation 5

University of Hawai'I at Manoa

March 3, 2017

Contents of this Presentation

1. Background
   - Language development in Pasil
2. Pasil sociolinguistic survey
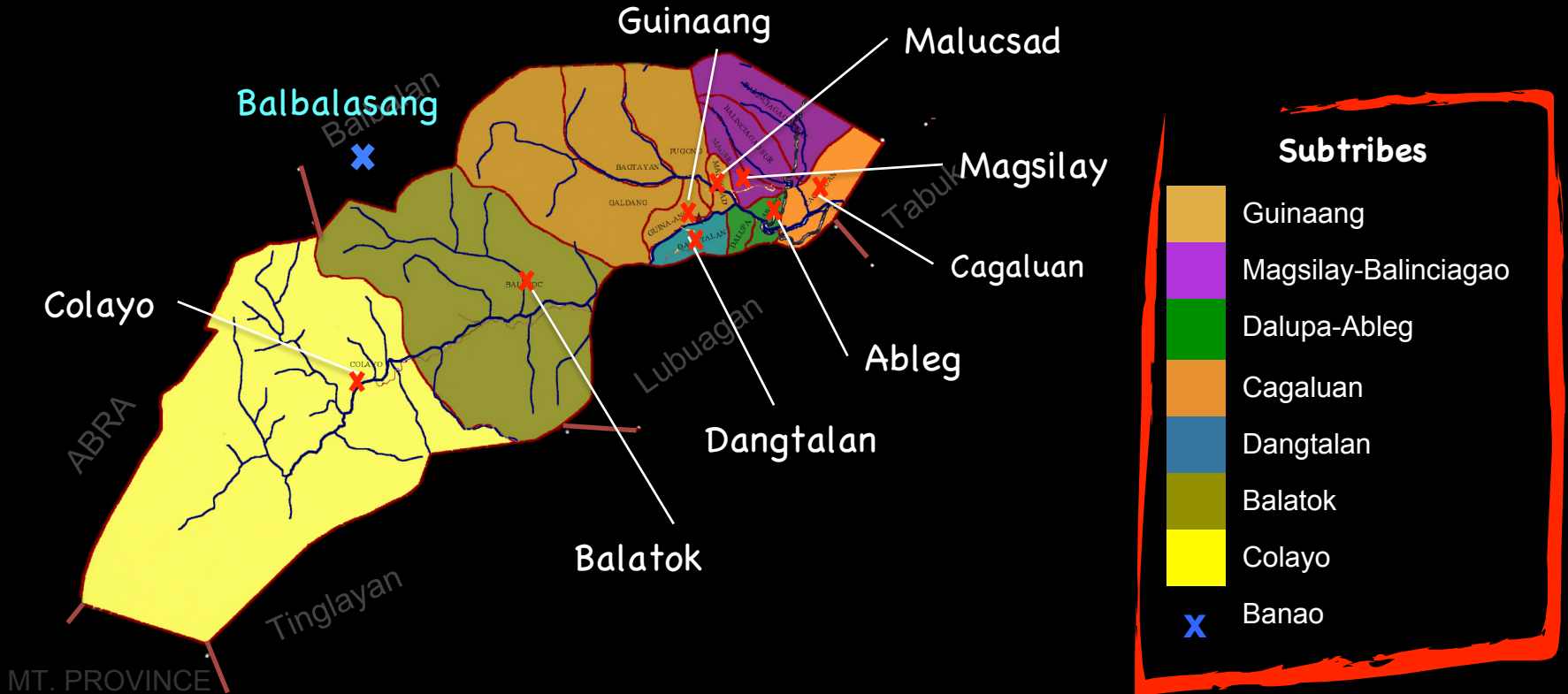   - Dialect Mapping findings
   - Conclusions
3. Some reflections
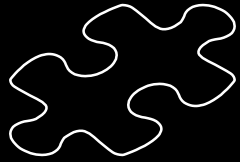
Pasil Municipality, Kalinga Province

FIGURES:

- ☐ 14 villages
- ☐ 7 subtribes (ethnolinguistic groups
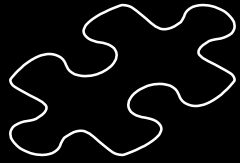- ☐ 10,000 population

Survey location

Sociolx Survey of Pasil Kalinga

Purpose:

Determine if there is need for language development in Pasil and if there is, what variety should be chosen as the written standard.
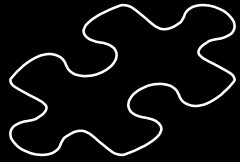
**Sociolx Survey of Pasil Kalinga**

Goals:

1. Assess the vitality of Pinasil

2. Find out the extensibility of Lubuagan [knb] materials to Pasil.

3. If Lubuagan materials are not acceptable, determine which variety of Pinasil should be chosen for possible language development.

**Sociolx Survey of Pasil Kalinga**

Survey Instruments:

1. Sociolinguistic questionnaires (SLQs)for individuals, village leaders, church leaders and teachers

2. Participatory tools: **DIALECT MAPPING**, Venn Diagram- Bilingualism, and Venn Diagram- Domains of language use

3. Recorded Text Testing (RTT) of Lubuagan

4. Informal interviews and observations
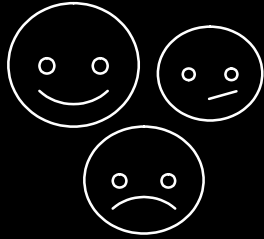
Dialect Mapping:
a participatory approach (LEAD Asia 2017)

❑ Assists speakers of a specific dialect in discussing information they already know about the dialects and levels of comprehension between dialects.

❑ Encourages speakers to think about which varieties of their language could use a single set of written or oral materials.

❑ The speakers can make their own analysis, conclusions and decisions about their language development using this tool.
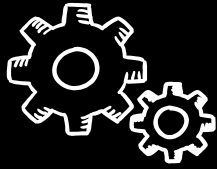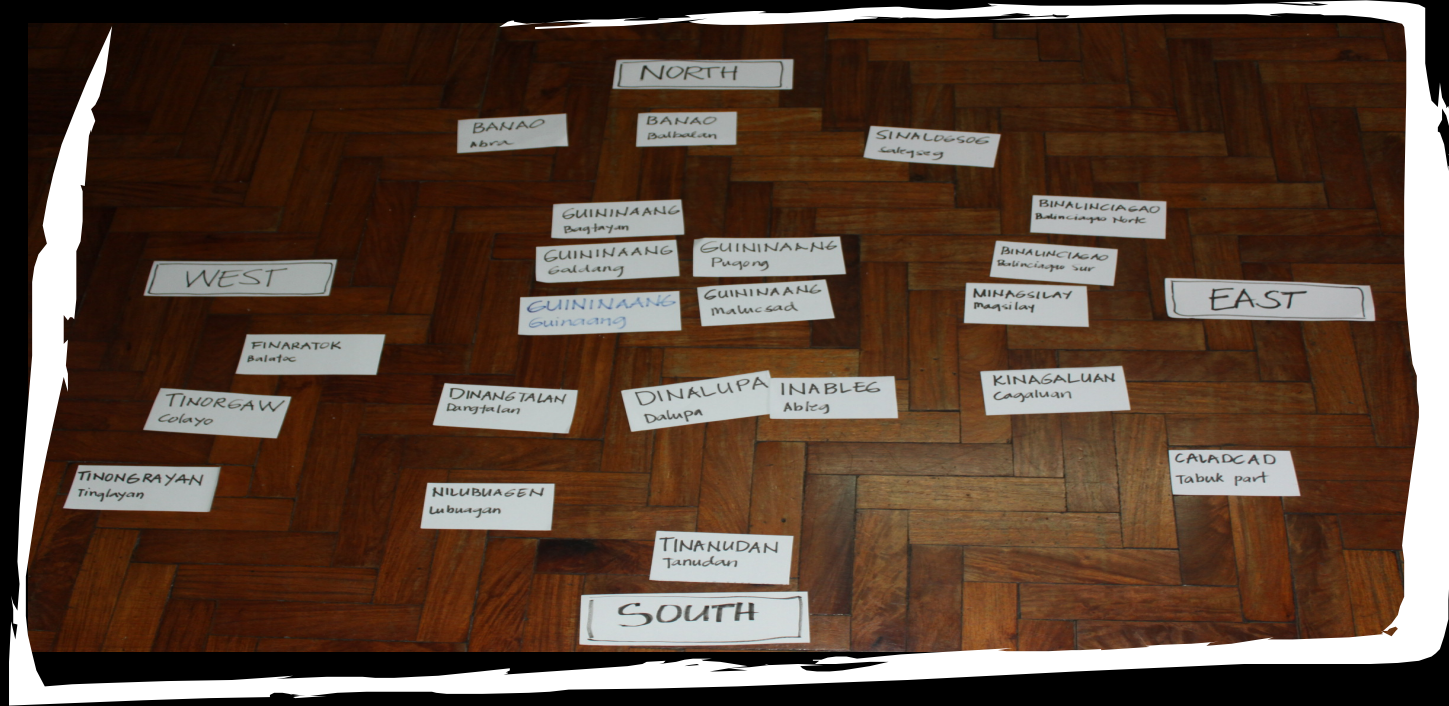
Dialect Mapping:
a participatory approach

✘ Community discussion groups composed of representatives from different sectors of the community

✘ 8-15 people (sometimes bigger)

✘ Photo, video, audio documentation (whichever is applicable)

✘ Facilitated in Tagalog or Ilokano

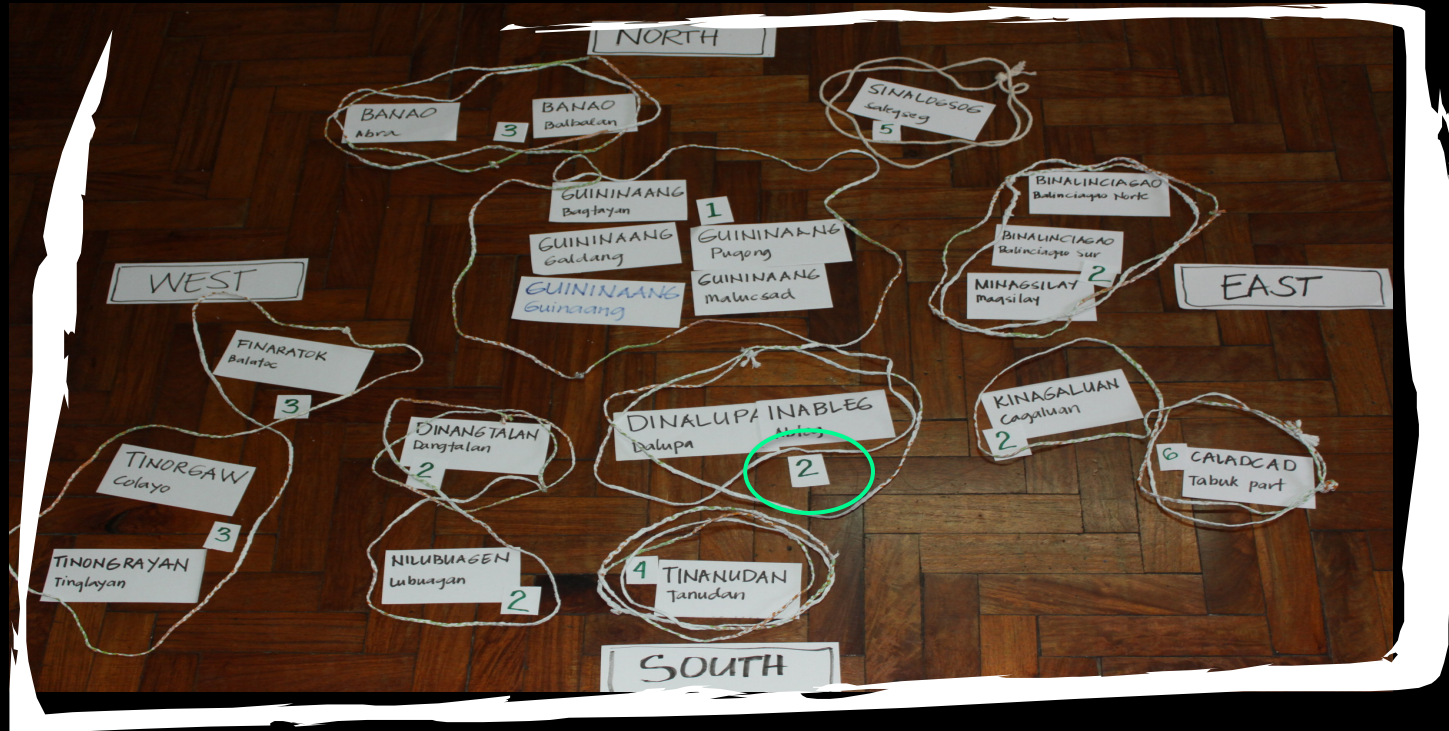# Step 1a: Identify the varieties that have similarities with L1

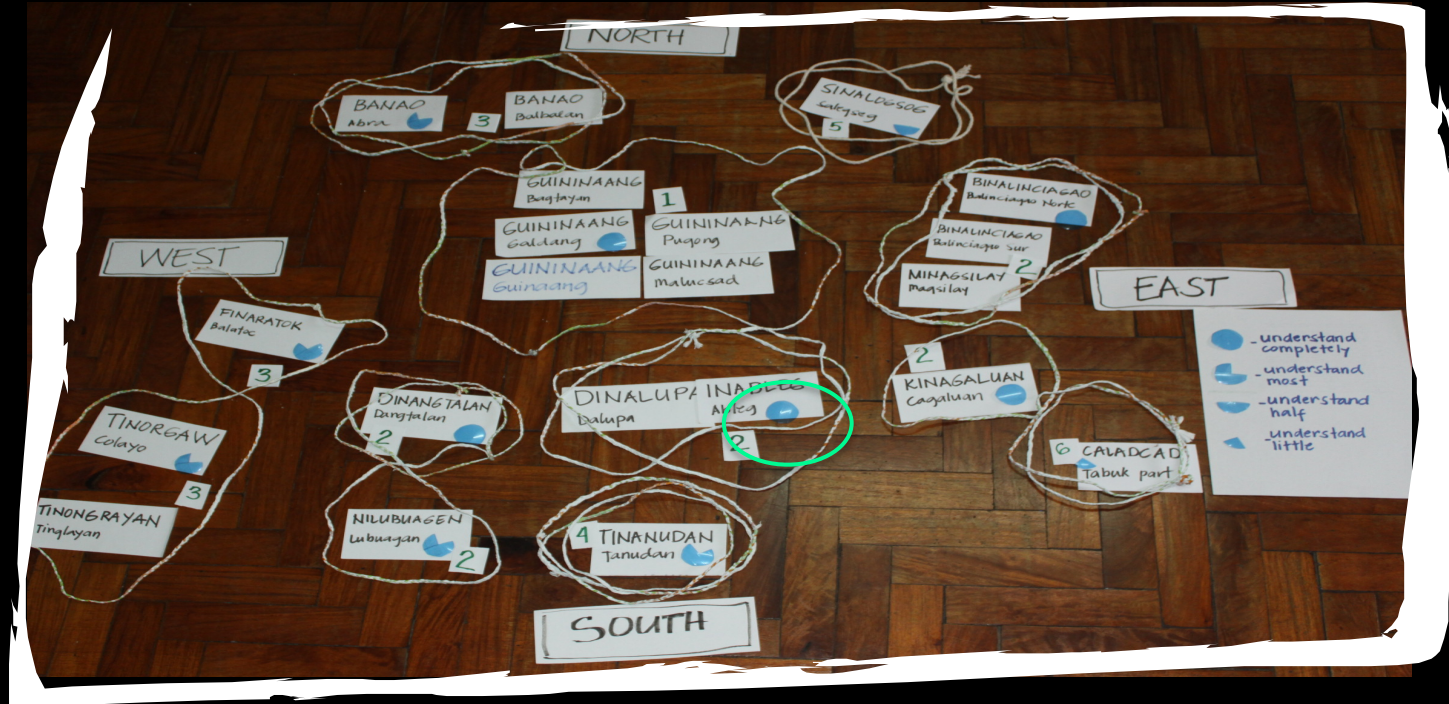# Step 1b: Group the varieties that are similar or spoke the same
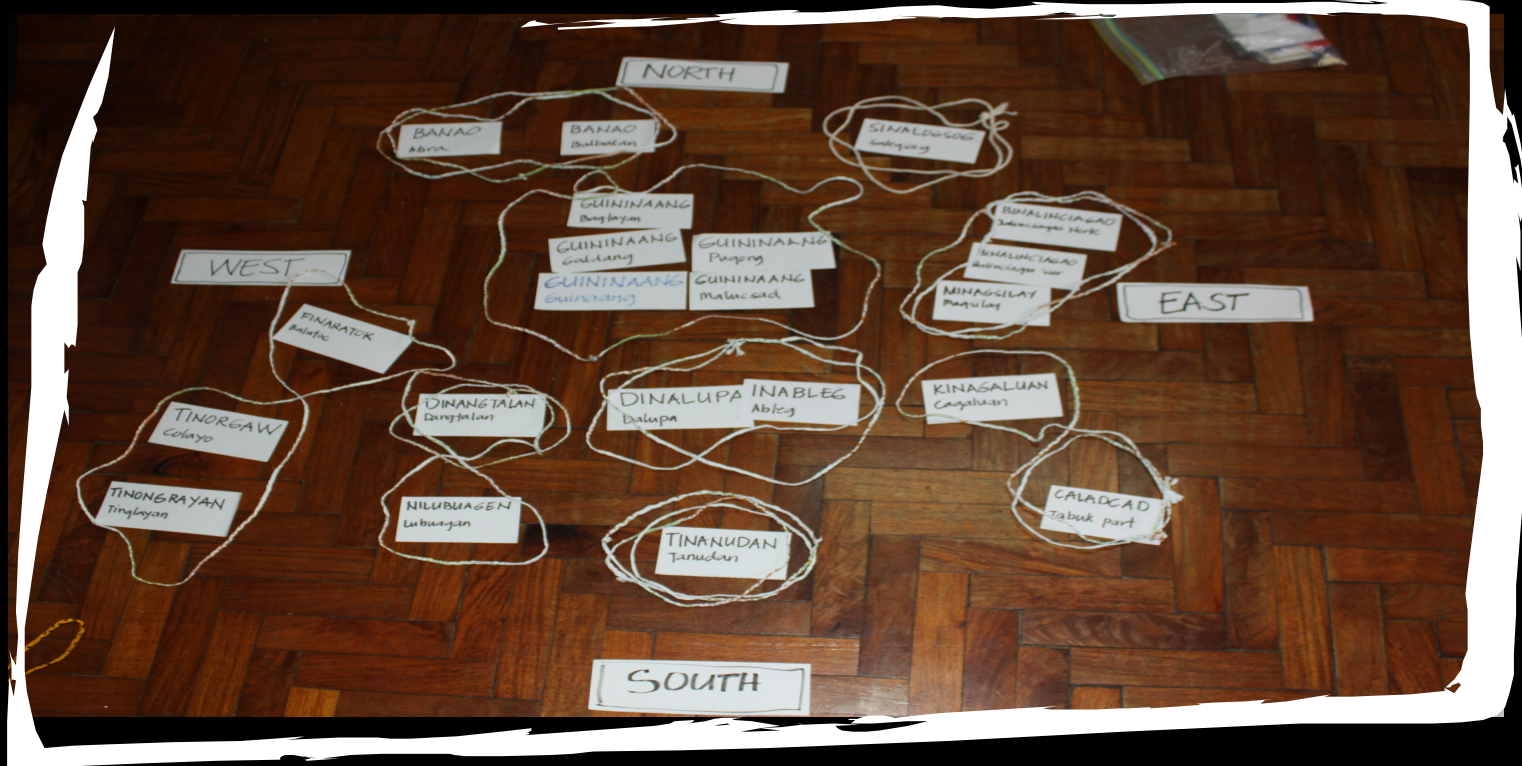
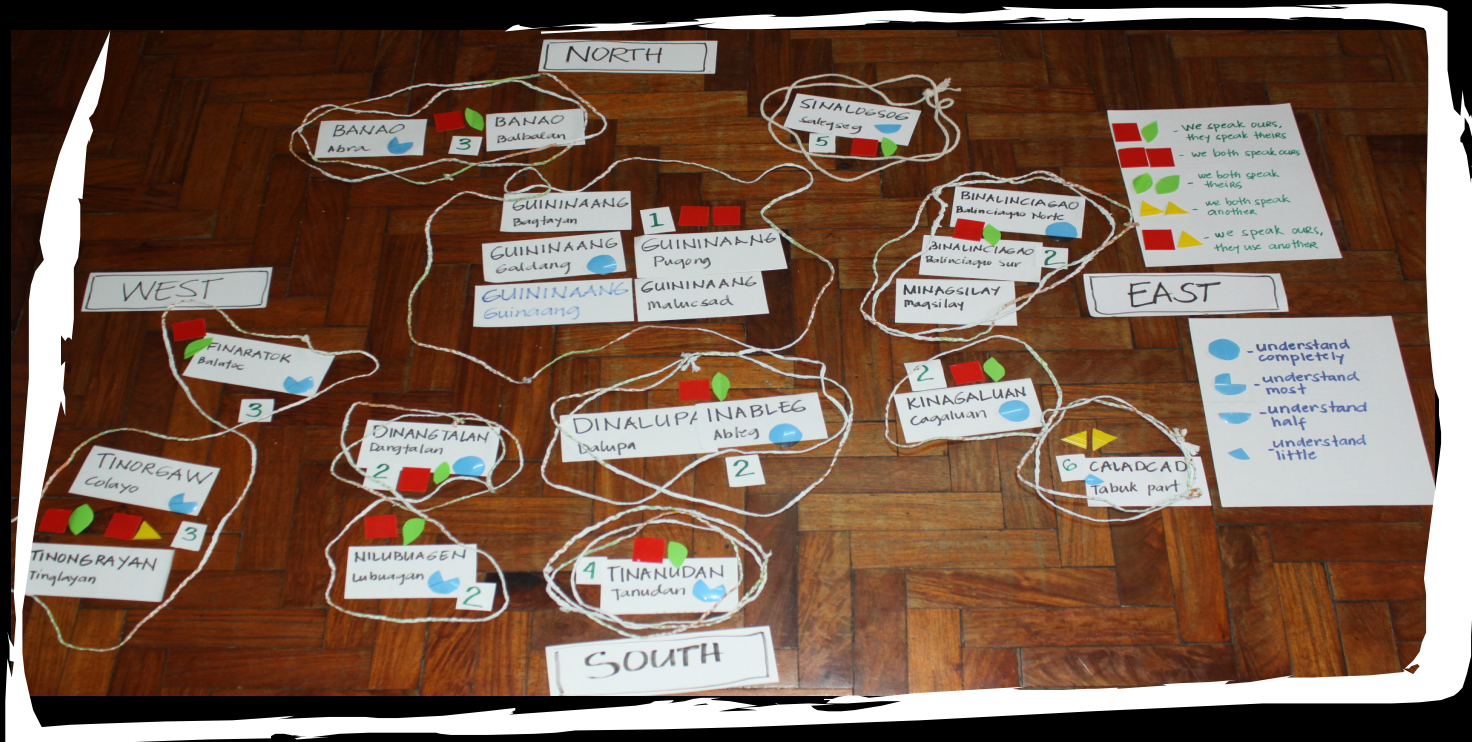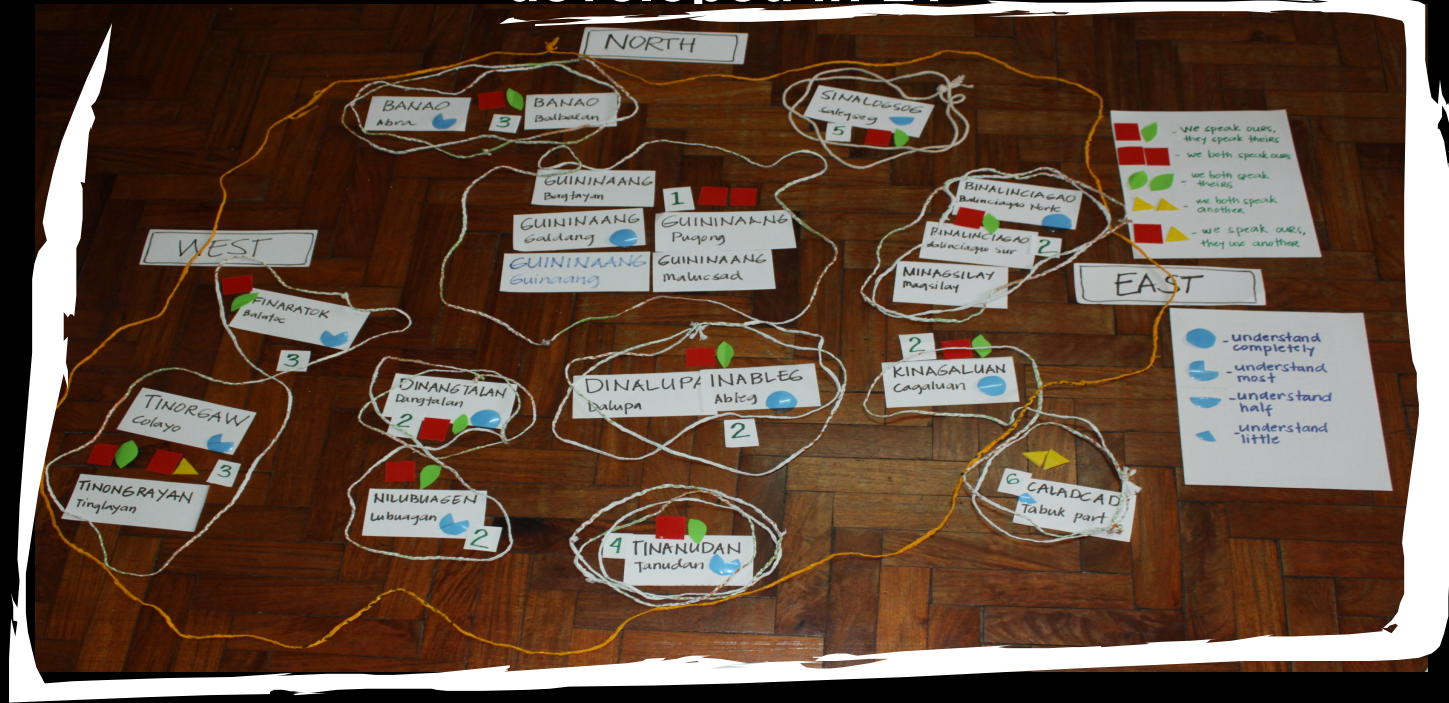# Step 2: Rank the most understood varieties

Step 3: Gauge the level of comprehension of related varieties

Step 4: Describe the language use with speakers of related varieties

Step 5: Determine the extensibility of materials developed in L1

Dialect Mapping looks like this
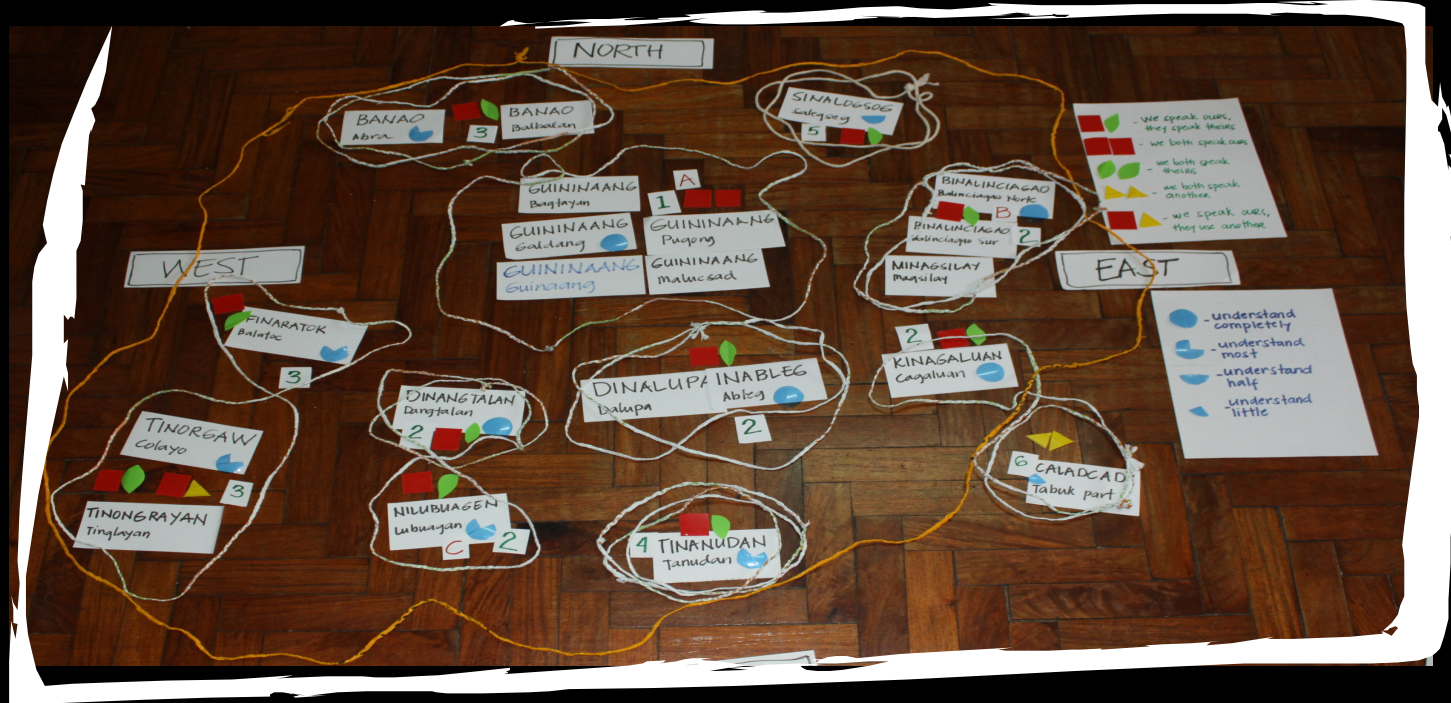
Dialect Mapping Findings

Ethnolinguistic Identity

1. The Ipasil have very strong sense of who they are and what their language is.

2. Multiple layers of identity.

3. Varieties were grouped by subtribe.

4. Lubuagan was considered a different group speaking a different language.

Table 1 Ethnolinguistic identity of Malucsad

LEVEL OF IDENTITY	NAME	
	People	Language
Village	Imalucsad	Minalucsad
Subtribe	Guinaang	Guininaang
Municipality	Ipasil	Pinasil
Province	Ikalinga	Kinalinga

Degree of understanding

❑ The most understood varieties were those from the lower Pasil area; least understood was upper Pasil varieties.

❑ Guinaang was the most understood while Balatoc was the least.

❑ Colayo was more understood than Lubuagan.

Fig 1 Most understood variety

- 3rd best
- 2nd best
- Understand best
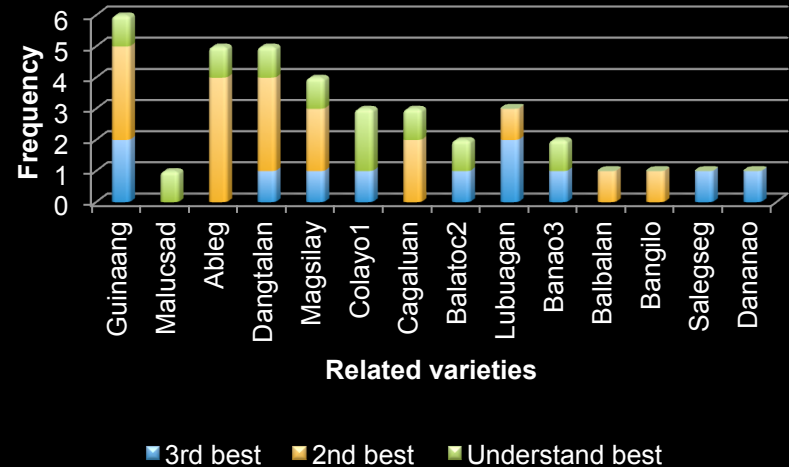
Level of comprehension

❑ Generally, lower Pasil varieties understood each other completely and mostly.

❑ Upper Pasil is not understood well.

❑ Lubuagan was more understood than Colayo.

Fig 2 Comprehension of the related varieties
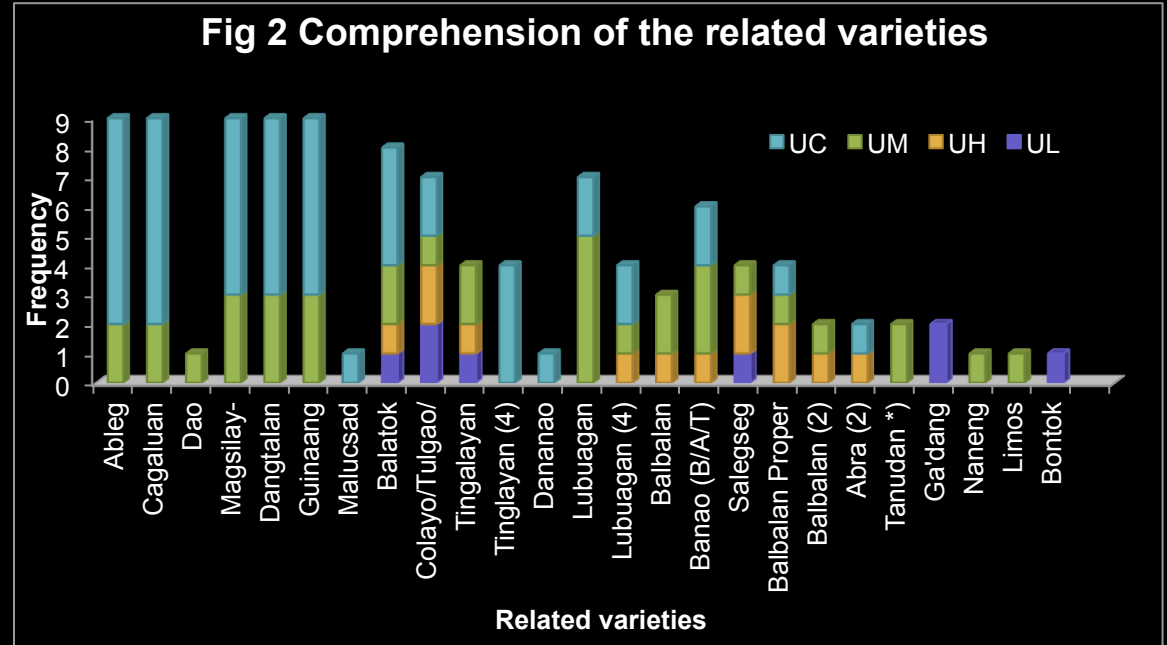
Language Use

❑ Generally, the Ipasil uses their own varieties when speaking with speakers of other Kalinga varieties.

❑ They don't have to learn to speak other Kalinga varieties.

❑ Exceptions: Colayo/Tulgao; Tinglayan; Also Calaccad Ga'dang [gdg] and Bontoc

Fig 3 Language use with less understood varieties
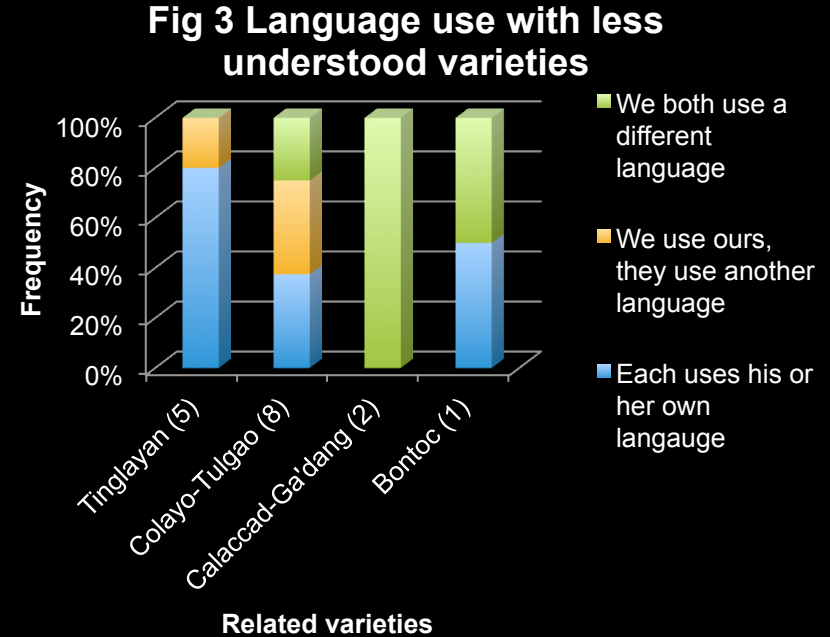
Extensibility of L1

❑ The different survey locations in Pasil believed that materials developed in their variety can be used by other Kalinga varieties they said were related.
❑ Exceptions were (for Magsilay and Cagaluan) some varieties of Lubuagan and Salegseg (for Ableg).
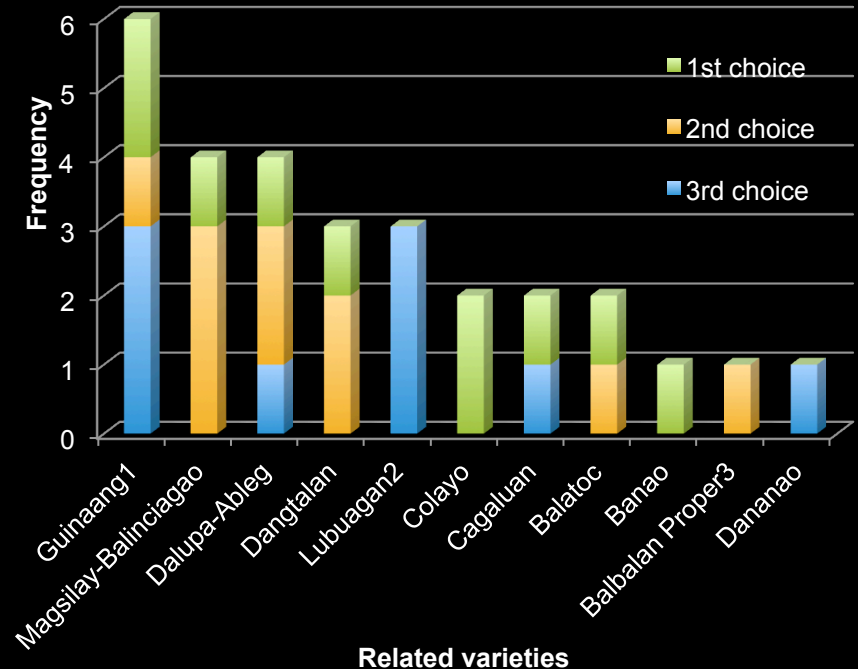❑ Balbalasang said that only Banao [bjx] speakers can use Banao materials.

Top choices as written standard

❑ Each location picked its own variety as their top choice

❑ Guinaang is the top choice by 6/9 locations

❑ Lubuagan was also chosen by 3/9 locations

Fig 4 Choice of written standard

Legend:
- 1st choice
- 2nd choice
- 3rd choice

Y-axis: Frequency (0–6)

X-axis (Related varieties): Guinaang1, Magsilay-Balinciagao, Dalupa-Ableg, Dangtalan, Lubuagan2, Colayo, Cagaluan, Balatoc, Banao, Balbalan Proper3, Dananao

Conclusions

Lubuagan materials are not extensible to Pasil for several reasons:

1. Pasil has a very strong sense of who they are and what their language is. Lubuagan is simply a different language for them.

2. Lubuagan is not well understood by most locations in Pasil.

3. The Ipasil uses its own variety when speaking with Lubuagan people. There is no motivation to learn to speak it. To read Lubuagan needs stronger motivation but apparently there's none.

Conclusions

Extensibility of materials

- Dependent on complex factors related to comprehension and acceptability (Walker 1988; Nahhas, Kelsal and Mann 2006)

- In the case of Pasil, acceptability weighs more than comprehension.

Conclusions

Guinaang is the best choice for written standard being the:

1. Top choice
2. The most understood variety based on ranking
3. Understood completely in most locations
4. It is considerd as one of them. They are related.

Important Insights

- ❑ The process allowed the community to collectively observe, learn/relearn and affirm who they are and what they want to be.

- ❑ It gave the control back to the rightful decision makers and movers of language development- the ones who could really make things happen- the community.

- ❑ Sustainability of language development is tied to identity or identities that are upheld and sustained in the process.
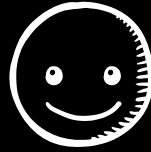
STOP
LOOK
LISTEN

Community-based Language Development

"… it is holistic; it is results based; it works from the inside out and from the bottom up; it is language aware; and it is empowering."

(Lewis and Simons 2016)

Salamat!

You can contact me at
rynj_gonzales@sil.org

References

LEAD Asia. 2017. Mapping Our Language. http://leadcommunity.ning.com/topics/participatory-approach/ participatory-tools/mapping-our-language. Accessed March 1, 2017.

Lewis, M. Paul, Gary F. Simons, and G. Richard Tucker. 2016. *Sustaining Language Use: Perspectives on Community-Based Language Development*. Dallas, TX: Summer Institute of Linguistics, Academic Publications.

Nahhas, R., J. Kelsall, and N. Mann. 2006. Survey Research Question Formulation Tool (RAID). http://li.payap.ac.th/images/stories/survey/RAID-mahidol.pdf

Simons, Gary F. and Charles D. Fennig. 2017. Ethnologue:Languages of the World. 20th ed. Dallas, Texas: SIL International. http://www.ethnologue.com.

Walker, Roland. 2013. "Toward a Model for Predicting the Acceptance of Vernacular Literacy by Minority-Language Groups." *SIL International*. January 24. https://www.sil.org/resources/archives/5333.

Acknowledgments