

Analyzing the Socio-Phonological Characteristics of the Chabacano Language: Basis for Information Systems Innovation and Language Management

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ARTICLE INFO	ABSTRACT
Received: 05 July 2024	<p>The general objective of this study is to describe and analyze the varieties of Chabacano according to various social aspects. By identifying the origins of words in the Chabacano language, it seeks to determine which language most of the words used by Zamboanguenos come from. It also identifies the phonological characteristics of the various groups and examines the syntactic features, particularly how sentences are constructed according to different social aspects. A qualitative design was used in the study, with descriptive analysis applied to the examination of the sociolect of the Chabacano language and purposive sampling using the snowball technique for selecting respondents. The data for this study came from native Zamboangueno respondents, focusing on social aspects such as community, profession, age, and ethnicity in Zamboanga City. It was also found that the Zamboanga Chabacano language exhibits phonological variation based on different social aspects. These include allophones, dissimilation, compensatory lengthening, the phoneme /tʃ/, diphthongs, variations in the sounds of loan words, code-switching, blending, and deletion.</p> <p>Keywords: Chabacano language, Zamboanguenos, social aspects, Chabacano language, educational administration perspectives, communication, phonological variations</p>
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INTRODUCTION

A group of people needs a language to understand each other. The primary purpose of language is to express thoughts, feelings, and sentiments to others. It is also a nature of language within a group to have its varieties or differences. Language and culture are closely interconnected, and each group of people sharing a culture is bound by a language they understand. This may be due to geographical situations. For instance, the Philippines, which is separated by bodies of water or mountains, has led to many languages in the country. Another reason may be the movement of people to different places due to calamities or wars, which resulted in the merging of different linguistic communities. The differences in language use can be seen in the style of speaking, tone or accent, choice of words, and interpretations of words, among others. People's speech varies depending on the situation they are in. The variation in language characteristics is called variety, and this difference is caused by variation (Cantillo, Ma.L. M. Gime, A.V, Gonzales, A.P. 2015).

The influence of the Spanish on the language of Zamboanga has been significant. Due to the desire to understand each other between the Subanon people, who were the first group in Zamboanga, and the Spanish colonizers, language contact occurred, resulting in a blend of some linguistic features of the native language of Zamboanga and Spanish. In addition to the Spanish, the arrival of various indigenous groups from Cebu, Bohol, Iloilo, and other

parts of the Philippines also contributed to changes in the language characteristics of Zamboanga, as these groups brought their own languages.

In summary, the Chabacano language recognized today in Zamboanga has a unique historical development. This language is distinct when compared to other indigenous languages of neighboring areas or the country. Many say that Chabacano bears a strong resemblance to the Spanish language. Some have referred to it as broken Spanish or a bastardized Spanish language. Even today, due to the continuous influx of different groups of people settling, engaging in business, or for other reasons, the native language of Zamboanga continues to undergo dynamic changes. Because of the unique characteristics of the Chabacano language, the current research is interested in describing it, particularly its social aspects.

Statement of the Problem

What are the phonological characteristics of Chabacano language according to the social aspects of the community in rural and urban?

REVIEW OF RELATED LITERATURE

Variations of Language

The variations of language refer to the distinct characteristics that connect specific socio-situational features, which help in identifying a particular variety of language. These language varieties arise from the differences among individuals belonging to diverse societies, interests, professions, and cultures. The existence of language varieties and variations is based on linguists' belief in the heterogeneity or differences in language (Kemmer, 2009) and never on the similarity or uniformity of any language, according to Bloomfield (1983). This is influenced by different groups of people residing in various places, with different interests, occupations, education, and more. Over time, human activities and roles become specialized, resulting in cultural and linguistic diversity, which serves as a measure of human progress (Rousseau, 1950).

Constantino (1975) agrees with this, stating that people using similar languages still exhibit variations in their speaking style—such as style, tone, accent, and more. Thus, it can be said that the first language is also heterogeneous because it consists of various elements. Consequently, people do not speak uniformly, even if they belong to the same society.

In a speech community, language variation can be observed through: a) the individuals forming the language; b) the communication among people; c) the interactions of individuals; d) the speech characteristics of the people; and e) the social characteristics of individuals. Through this, one can understand and interpret how language is used in all aspects of society.

According to Labov (1972), a linguistic community is a group of people who understand the purpose and style (words, sounds, expressions) of their interactions in a way that only they comprehend. Dell Hymes (1974) describes it as a community of individuals adhering to a set of rules and standards of a variety of language used in communication and understanding. Ottenheimer (2001) shares a similar belief, stating it is a group of individuals who engage in using one or more varieties of language, wherein they agree on the rules they utilize in their daily communications (Cantilo, 2015).

Meanwhile, Constantino (2000) mentions that these differences in a language arise from various perspectives, views, and attitudes regarding the inequalities among languages as well as their speakers, cultures, and civilizations. Regional varieties or regional dialects are subgroups of a language. They are peculiar forms used by people in specific locations. It is shown that a dialect is a subordinate language similar to other languages, which means there are differences within the language. These differences may occur in (1) sounds—accent or pronunciation; (2) vocabulary or lexicon; (3) word formation (morphology) or grammar, or they may be present in all aspects. According to Wardhaugh (2010), these varieties are highly noticeable, indicating that there are differences in the way two individuals speak the same language. Chambers (2003) notes that varieties may serve as variations within a particular area or group, but the words will not remain exclusive to that area or group. Once two varieties come into contact, it is inevitable that they will learn or acquire knowledge about each other's varieties.

Moreover, according to Santos and Hufana (2008) based on Borong's (2019) study, the variety of language can be seen according to the place where it is used. Variety is a result of variation, which may involve sounds, words, or vocabulary, and grammatical structure.

This research is purely a qualitative study with a descriptive-analytical design. It is qualitative because the researcher used questionnaires, wherein the responses to each question serve as the basis, while a descriptive-analytical method is applied to the structural and sociolinguistic analysis of the Chabacano language. The structural and sociolinguistic analysis focuses on how variety and variation occur in the sociolect of the Chabacano language based on different social aspects. This aims to present an accurate picture of the current state of sociolects in the Chabacano language of Zamboanga City.

The informants for this study are Zamboanguenos from various ethnic backgrounds who are fluent in the Chabacano language and currently reside in urban and rural barangays in Zamboanga City. Since the study will focus on the sociolect variations in the Chabacano language in Zamboanga City, the researchers believe that careful selection of informants will be effective. Only representative Zamboanguenos were chosen from the total number of Chabacano speakers to participate in the study, coming from the total number of rural and urban barangays in Zamboanga.

Purposive sampling was used employing the snowball technique. The researcher selected twenty-four (24) informants from eight (8) barangays in both rural and urban areas of Zamboanga City. In the urban barangays, there are only four barangays, with four (4) informants each, totaling twelve (12) informants. The same applies to the rural barangays, which also have four barangays and four (4) informants each, also totaling twelve (12) informants. This will be divided into two age brackets: 15-40 and 41 and above, with one (1) professional and one (1) non-professional in each bracket. The selected barangays according to the mentioned criteria include four (4) from rural areas, namely Barangay Labuan, Ayala, Vitali, and Curuan, and four (4) from urban areas, namely Tetuan, Canelar, Guiwan, and Pasonanca.

The researchers prepared a consent letter to each barangay captain, requesting assistance in recommending residents based on their profiles that can be used in the study. The researchers ask each captain to select and recommend informants based on specific criteria because they are more knowledgeable about the people in the area, such as: a) indigenous residents of the study area, whether rural or urban; b) informants belonging to various ethnicities (Zamboangueno, Visaya, and Tausog) who are fluent in Chabacano; c) the informants include one (1) professional and one (1) non-professional; and d) willing to be interviewed. The researchers will await the approval of their request for consent.

Phonological Characteristics of the Zamboanga Chabacano Language

2.1 According to Community Aspects (Rural and Urban)

Based on the natural data collected from respondents according to social aspects—urban and rural, professional and non-professional, aged 15-40 and 41 and above, and from the ethnic groups Zamboangueno, Bisaya, Tagalog, and Tausug—the following discussions present a description of the characteristics of Chabacano phonemes and the phonological processes observed in the language being studied.

2.1.2 Vowels

The Zamboanga Chabacano language has five vowels /a, e, i, o, u/. This number is consistent with the number of vowels found in previous research. From the data, examples of words demonstrating these phonemes are shown in Table 5. To illustrate the phonological transcription, symbols from the International Phonetic Alphabet (IPA) are used.

Table 5 Vowels /a/ at /ε/ of Chabacano

/a/	Kahulugan	/e/	
año	[ʔan.njo] 'taon'	Grande	[gran.de] 'malaki'
agara	[ʔa.ga.ra] 'hawakan'	responsable	[res.pon.sab.le] 'responsable'

nars	[nars] ‘nars’	Mes	[mɛ:s] ‘buwan’
planta	[plan.ta] ‘magtayo’	Adelante	[ʔa.dɛ.lan.tɛ] ‘sa harap’
abaja	[ʔa.ba.ha] ‘bumaba’	Cabeza	[ka.bɛ.za] ‘ulo’

Table 6 Vowels /I,o u/ of Chabacano

/i/	Kahulugan	/o/	
Dominggo	[do.min.ɲ.go] ‘Linggo’	Native	[na.ti.bo] ‘taal’/ ‘katutubo’
desidi	[dɛ.si.di] ‘magdesisyon’	pueblo	[pwɛb.lo] ‘bayan
bariga	[ba.ri.ga] ‘tiyan’	adentro	[ʔa.dɛn.tro] ‘sa loob’
abri	[ʔab.bri:] ‘buksan’	blanco	[blan.ko] ‘puti’
bibo	[bi:.bo] ‘buhay	broma	[bro.ma] ‘biro’
/u/			
kurso	[kur.so] ‘kurso’		
mucho	[mu.tʃo] ‘marami		
bilug	[bi.lug] ‘yunit ng bagay]		
biyuda	[bi.yu.da] ‘biyuda’		
tumba	[tum.ba] nabuwal’		

In general observation, it can be noted that speakers from both urban and rural areas have nearly identical pronunciations of words in the Chabacano language. The phonemes are also similar, except for the speed of speech in suprasegmental characteristics. However, some variations in pronunciation among speakers from urban and rural areas are also noticeable. The phonological variations are as follows.

2.1.3 Allophones

Phonemes /z/ and /s/

The various forms derived from a single phonological unit, such as a pair of sounds, are called allophones. The allophonic statement can be written as (1), where the phoneme /z/ is realized as /s/ and /z/.

/z/ > /s/ - Initial position of the word

/z/ - Initial position of the word

The phoneme /z/ in Chabacano is prominent, especially since place names start with this phoneme—Zamboanga. Among speakers from both urban and rural areas, /z/ becomes /s/ (/z/ > /s/), and there is no indication from the speakers that they need to pronounce the phoneme /z/. Allophonic statements can be seen in (2).

Zamboanga > Samboanga – Initial position

arroz > aros – Final position

Both can be heard from urban and rural speakers.

Statement (2) indicates that the phoneme /z/ has become /s/, referring to the same phonological unit, with no change in meaning. This may be due to the ease of pronunciation, especially in natural and connected discourse.

Phonemes /f/ and /p/

Both /f/ and /p/ are voiceless phonemes. The /f/ is fricative while the /p/ is plosive. The data show that these phonemes exhibit allophonic characteristics, as in the words in (3), which are also prominent among urban and rural speakers.

Meanings:

lipestyle - Middle position – lifestyle

difisil	>	dipisil	-	Middle	position	-	difficult
Mustafa	>	Mustapa	-	Middle	position	-	Mustafa
housewife	>	housewibe	-	Middle	position	-	housewife
Victor	>	Bictor	-	Initial	position	-	Victor
farmer	>	parmer	-	Initial	position	-	farmer

falls > palls - Initial position - falls

The phonemes are pronounced without voice, only air; however, their articulation differs. The phoneme /p/ must be articulated by trapping air behind closed lips and releasing it with some force, while the phoneme /f/ is articulated by placing the teeth on the bottom lip, and the sound can be elongated without moving the mouth, continuing to release air between those parts of the mouth. The formation of allophones may also stem from this ease of pronunciation.

Phonemes /v/ and /b/

Allophonic formation is also seen with the phoneme /b/, where it has realizations of /b/ and /v/ from data collected from urban and rural areas, as shown in (4).

Meanings:

conversa	>	combersa	-	Middle	position	-	"to speak"
driver	>	driber	-	Middle	position	-	"driver"
Victor	>	Bictor	-	Initial	position	-	"Victor"

vacation > bacation - Initial position - "vacation"

Phonemes /e/ and /i/

According to previous research, the vowels in Chabacano do not vary in their realizations. However, sometimes they interchange, as seen in (5) and (6). Since there is no change in meaning, they can also be called allophones of the phoneme /e/.

Meanings:

(5) Precura	>	pricura	-	Middle	position	-	"to try/strive"
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(6) De ila > diila - Final position - "to them"

Phonemes /t/ and /th/

Native rural speakers of Chabacano, particularly older individuals, exhibit pronunciations that can be considered ancient among Chabacano speakers. This includes aspirated sounds /th/, as in (7).

Meanings:

(7) tierra > thierra 'land' – Initial position - "land"

According to earlier research by Ing (1976), Zamboanga Chabacano has an inventory of 21 consonants: /p, t, k, b, d, g, ʔ, tɕ, dʒ, s, ɕ, h, m, n, ŋ, ɲ, r, l, ʎ, j, w/. This inventory does not include the phonemes /z/, /f/, and /v/. In a local dictionary published by Noning (1999), the consonant inventory of Zamboanga Chabacano consists of 24: B, C, Ch, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, U, V, W, X, Y, Z. This list includes the phonemes f, v, and z, with examples provided for words containing these phonemes, as seen in (8), (9), and (10).

(8) /f/ firme (always), frio (cold), flaco (thin), farol (lantern), fondo (fund), fecha (date), frontera (front), fruta (fruit), flojo (lazy), falta (lack), falda (skirt).

(9) /v/ vecino (neighbor), veinte (twenty), vacuna (vaccine), vacacion (vacation), veneno (poison), vengas (to take revenge), ventaja (advantage), vaso (glass).

(10) /z/ zacate (grass), zagala (young woman), zapatos (shoes), zona (zone), zapatero (cobbler).

2.1.4 Dissimilation

This is sometimes called dissimilatory change, where a sound becomes less similar to another sound, showing the difference between the sounds of two phonemes. This is the opposite of assimilation, which shows similarity of sound. For instance, the Latin arbore 'tree' becomes arbol in Spanish, where the change of r > l demonstrates the difference between the two. Such phonological changes have been observed among speakers from rural areas. Examples can be found in (10), (11), and (12).

Meanings:

(11)d > t

hundred > hundret – Final position – "one hundred"
 Merloquet (Falls) > Merloqued – Final position – "Merloquet Falls"
 gad > gat – Final position - "really"

(12) r > l
 Carpintero > calpintero – Middle position - "carpenter"

(13) ei, ue > e
 beinte > bente – Middle position – "twenty"
 puede > pede – Middle position - "can"

The examples in (10) are prominent linguistic features of native Chabacano speakers. Rural speakers often find it difficult to pronounce /d/ in final positions, especially in Tagalog, such as tuhod > tuhut, or in Visayan, manghud > manghut.

The examples in (12) demonstrate a prominent linguistic feature of Tausug, where /l/ and /r/ are interchanged in intervocalic positions—where these phonemes are found between two vowels. This phonological process may be connected to language contact, especially with a significant Tausug presence in Zamboanga.

2.1.5 Compensatory Lengthening

From the data of rural speakers, there are cases that exhibit a phonological process called compensatory lengthening. In this case, the vowel sound lengthens to compensate for the loss of a consonant sound. Several examples found in the data are presented in (14).

(14) kaingin > kain 'farm/clearing'
 [ka. ʔi. ŋin] > [ka.i] araro > araw 'day'
 [ʔa. ra.rɔ] > [ʔa. raɔ]

2.1.6 Phoneme /tʃ/

The phoneme is prominent among both rural and urban speakers. The phonetic symbol is /tʃ/, while other descriptions of Chabacano use /tʃ/. This affricate is described as alveo-palatal, with examples of words from urban and rural Chabacano speakers found in Table 7.

Table 7 Words with /tʃ/ sound

Chabacano	/tʃ/	Kahulugan	Chabacano	/tʃ/	Kahulugan
mucho	[mu.tʃɔ]	‘marami’	pechay	[pe.tʃaj]	‘petsay’
bolcha	[bɔl.tʃa]	‘umiikot’	Chino	[tʃi,no]	‘intsik’
changgera	[tʃaŋ.ge.ra]	‘babaeng	Cosecha	[con.se.tʃa]	‘ari’

chansa	[tʃan.sa]	gawain ay mamalengke' 'pagkakataon'	derecho	[dɛ.rɛ.tʃo]	'tuwid'
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2.1.7 Diphthongs

According to Lobel and Pouezevara (2021) in their article titled “Characteristics of Select Philippine Mother Tongue Languages Used in Basic Education Teaching and Learning: A Reference Document,” one of the differences in the orthography of Chabacano compared to other languages in the Philippines is its use of basic Spanish. As a result, there are no glottal stops between two consecutive different vowels. The consecutive different vowels indicate true diphthongs, such as cuando /kwando/ 'when,' despues /despwes/ 'after,' nuevo /nwebo/ 'new,' and quien /kiyen/ 'who' (p. 28). In the study by Pahulaya (2020), the Zamboanga Chabacano language is noted to have two types of diphthongs. The first is called arising diphthongs, which can be seen in words like viaje (beyahe), limpia (linisin), and cambio (sukli). The second type is falling diphthongs. From the data, the following diphthongs that may be present in the language are observed, such as in the words causa (dahilan), salao (maalat), and peine (suklay).

The collected data did not show any arising diphthong /wo/ and /wu/. Batzarov (2016) mentioned that the Spanish language has the diphthong /wo/, as seen in the word antiguo /anti /, meaning 'ancient.' The collected data also did not include the falling diphthongs /iy/ and /iw/. While these are not found in Spanish, they can be seen in other native languages like Bisaya, Tausog, and Tagalog. For example, the word pak is pronounced by Zamboanguenos as /paksyú/ because the diphthong /iw/ is not present in the Zamboanga Chabacano language. Despite this pronunciation, it has become part of the Chabacano lexicon.

In this study, the following diphthongs in the Chabacano language will be identified from the data.

2.1.7.1 /ia/

Table 8 Words showing diphthongs of /ia/

Chabacano	/ia/	Kahulugan	Chabacano	/ia/	Kahulugan
lisencia	[li.sɛn.si.ja]	'Iisensya'	sacrificio	[sak.ri.fi.si.jɔ]	'sakripisyo'
bacacion	[ba.ka.si.jɔn]	'bakasyon'	bayolacion	[ba.jɔ.la.si.jɔn]	'pagkalabag'
pensionado	[pɛn.si.jɔ.na.dɔ]	'pensyonado'	experiencia	[ʔɛks.pɛ.ri.jɛn.si.ja]	'karanasan'
bendicion	[bɛn.di.si.jɔn]	'bendisyon'	influencia	[ʔin.flu.wɛn.si.ja]	'impluwensya'
cansancia	[kan.san.si.ja]	'pagod'	residencia	[rɛ.si.dɛn.si.ja]	'tirahan'
educacion	[ʔɛ.du.ka.si.jɔn]	'edukasyon'	situacion	[sit.wa.si.jɔn]	'kalagayan'
especial	[ʔɛs.pɛ.si.jal]	'espesyal'	desgracia	[dɛs.gra.si.ja]	'desgrasya'
especialidad	[ʔɛs.pɛ.si.ja.li.dad]	'espesyalidad'	ganancia	[ga.nan.si.ja]	'tubó'
Gracias	[gra.si.jas]	'salamat'	farmacia	[far.ma.si.ja]	'boteka'
Iglesia	[ʔig.lɛ.si.ja]	'simbahan'	pensionado	[pɛn.si.jɔ.na.dɔ]	'pensyonado'
Especialmente	[ʔɛ.pɛ.si.jal.mɛn.tɛ]	'lalo na'	bicia	[bi.si.ja]	'bantayan'

2.1.7.2 /ie/, /ei/ at /ue/

May diptongo rin sa magkasunod na patinig na /ie/, /ei/ at /ue/ mula sa rural at urban na ispiker na makikita sa talahalayan 9.

Table 9 Words showing diphthongs of /ie/, /ei/ at /ue/

Chabacano	/ie/	Kahulugan	Chabacano	/ie, ei, ue/	Kahulugan
tiempo	[ti.jem.pɔ]	‘panahon’	casamiento	[ka.sa.mi.jen.tɔ]	‘kasal’
biejo	[bi.je.hɔ]	‘matanda’	tambien	[tam.bi.jen]	‘rin/din’
siembra	[si.jem.bra]	‘tanim’	beinte	[bɛyn.tɛ]	‘dalawampu’
siempre	[si.jem.prɛ]	‘talaga/syempre’	puerco	[pwer.ko]	‘baboy’

2.1.7.3 /ao/

The sequence of different vowels /ao/ can also be considered a true diphthong in Chabacano, as listed in Table 10. This can be heard from both urban and rural speakers.

Table 10 Words showing diphthongs of /ao/

Chabacano	/ao/	Kahulugan	Chabacano	/ao/	kahulugan
caosa	[kaw.sa]	‘dahilan’	otrolao	[ʔɔ.trɔ.law]	‘sa kabila’
casao	[ka.saw]	‘ikinasal’	delicao	[dɛ.li.kaw]	‘mapanganib’
costao	[kɔs.taw]	‘sa tabi’	carabao	[ka.ra.baw]	‘kalabaw’
colorao	[ko.lo.raw]	‘pula	pasao	[pa.saw]	‘panis’

2.7.4 Phoneme /h/

The phoneme /h/ is not pronounced in the initial and final positions by Chabacano speakers, but it is prominent in their orthography. When the sound is in the initial position, it is written as such, and the same applies to the medial position. However, when it is in the final position, it is not written. This system is followed by speakers from both urban and rural areas.

Table 11 Words with /h/ phonemes

Chabacano	/h/	kahulugan	Chabacano	/h/	Kahulugan
Habal	[a.bal]	‘uri ng sasakyan’	hasta	[as.ta]	‘hanggang’
habla	[ab.la]	‘sabihin’	hermana	[ɛrma.na]	‘kapatid na babae’
hace	[a.sɛ]	‘gawin’	hondo	[ɔn.dɔ]	‘malalim’
hombre	[om.brɛ]	‘lalake’	No hay	[no. aj]	‘wala’

Upon close observation, it can be noted that the phonological characteristics of Chabacano from urban and rural speakers are almost similar, with only minor differences in sound and not in meaning. This confirms that sociolinguistic variation is genuinely reflected in the data regarding these few characteristics. However, the differences in sound between urban and rural speakers are minimal, and they exhibit nearly identical phonological features. The presence of variation based on the speakers' location is natural, but as discussed earlier, this variation is quite minimal in Chabacano.

CONCLUSION

The study of sociolects in terms of phonology presents challenges to researchers, but it provides important linguistic information about a language. This research examines the sociolectal variation occurring in the Chabacano language based on community aspects (urban and rural), profession (professional and non-

professional), age, and ethnicity (Tausug, Tagalog, Bisaya, and Chabacano). The method of analysis is based on the natural framing of data from 20 language informants who provided natural data from connected discourse.

In the earlier discussion, the data reveal the distinctive general characteristics of Chabacano phonology. It also shows linguistic features that differ from various analytical perspectives. It truly demonstrates that Chabacano is used by speakers of different ethnicities, who pronounce its sounds correctly. Therefore, from a general viewpoint and observation, the sounds are nearly uniform, and the speakers exhibit fluency in using the Chabacano language.

However, according to the data, there are still differences in the language that indicate the occurrence of sociolectal variation in Chabacano. In terms of community aspects, rural speakers display some variations in sound substitution, such as [r] and [l] in carpintero, calpintero, and syllable merging like beinte > bente. This is further clarified in the aspect of ethnicity. In rural areas, there is also an observed deletion of the phoneme [h] in initial positions as pronounced in Chabacano, such as the word hende > ende. It can be seen that both communities still prominently use true diphthongs and the sound [tʃ], along with other vowels and consonants in the phonological inventory of Chabacano.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed to enhance educational administration practices in addressing linguistic diversity and promoting the preservation of the Chabacano language:

1. Strengthen Mother Tongue and Multilingual Language Programs

Educational administrators may strengthen the implementation of mother tongue-based and multilingual education programs by integrating Chabacano language variations into classroom instruction and learning materials. Recognizing sociolectal differences among learners can help schools promote linguistic inclusivity and preserve the linguistic identity of diverse communities in Zamboanga City.

2. Provide Professional Development on Linguistic Diversity

School administrators may organize seminars, training, and workshops for teachers regarding sociolectal variation, phonological diversity, and culturally responsive communication. This can help educators better understand the linguistic backgrounds of learners and improve classroom interaction, pronunciation instruction, and communication practices among students from different ethnic and social groups.

3. Develop Language Policies and Instructional Materials Sensitive to Sociolectal Variation

Educational administrators may formulate language policies and develop instructional resources that acknowledge the phonological variations present in the Chabacano language. Such initiatives can support equitable learning environments, reduce language-based discrimination, and encourage the preservation and standardization of Chabacano while respecting community-based linguistic differences.

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