



Variability in Minasbate Terminology Equivalents: Implications for Orthography Standardization

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Abstract - The new K-12 curriculum of Philippine education has emphasized Mother Tongue-Based Multilingual Education as one of the subjects to be taken by K to 3 learners. It is aimed at proficiency through language since one learns in a language that he understands. However, Masbate is having a hard time coping with the challenges brought about by the implementation of the mother tongue-based multilingual education. Its primary school teachers do not have quality instructional materials written in Minasbate or Masbatenyo due to the absence of its working orthography. This study identified the equivalents of terminologies lifted from the MTB-MLE Tagalog Learners' Material for Grade 3 and their frequency of usage as determined by the residents of Aroroy, Baleno, Milagros, Mobo, and Masbate City. The respondents were asked to identify the equivalents of the terms according to what they are using. A survey questionnaire was provided by the researcher wherein the terminologies lifted from the Mother Tongue-Based Multilingual Education (MTB-MLE) (Tagalog) Learner's Material for Grade 3 were listed alphabetically. It was found out that there are variants of Minasbate equivalents along the case of vowels /e/, /i/, /o/, and /u/; affixation, syncope or deletion of vowel; use of English terms; use of Tagalog terms; use of different terms. The variants exist since there are no definite rules to follow in writing Minasbate words. This results in confusion, so there is really a need to establish a standard orthography for the young Masbateños to enjoy learning using their mother tongue.

Keywords: Minasbate, orthography, terminology variants

I. INTRODUCTION

In the advent of the new K-12 curriculum of Philippine education, mother tongue-based multilingual education has been given an emphasis. It is aimed at proficiency through language since one learns in a language that he understands. Because of these, twelve MT languages-Bahasa Sug, Bikol, Cebuano, Chabacano, Hiligaynon, Iloko, Kapampangan, Maguindanaoan, Meranao, Pangasinense, Tagalog, and Waray-were introduced in the SY 2012-2013. Teacher's guides and learners' materials have been published using these languages so as to cater the needs of the learners (Melchor, 2020). This is indispensable for everybody's learning.

Amidst this reform, Masbate is having a hard time coping with the challenges brought about by the implementation of the mother tongue-based multilingual education considering the use of different dialects in Masbate Province. Wolfenden (2001) pointed out that Masbatenyo had three dialects: the Western dialect centered around the town of Balud, the Southern dialect which centers on the town of Cataingan, and the Northern dialect which covers Masbate City and includes the whole Northern half of Masbate. This poses a challenge among the teachers, especially in the primary school, since there are dialectal variations that need to

be carefully analyzed and studied.

Despite the fact that there are varied dialects used in the province with 834,650 persons based on the 2010 Census of Population and Housing, there are but a few research and studies about Masbatenyo language. This has been reciprocated by the scarcity of printed reading materials using the language. Due to the above-mentioned circumstances faced by Masbate Province, there is a need to establish a working orthography. And as an initial stage in having such, collection and analysis of variants in Minasbate orthography was conducted.

Specifically, it provided answers to the following questions: 1) What are the equivalents of selected terms in Minasbate? 2) What is the frequency of usage of Minasbate equivalents? 3) What are the variants of the Minasbate equivalents along: a) case of vowels, b) affixation, c) syncopation or deletion of vowel, d) use of English terms, e) use of Tagalog terms, f) use of different terms, and g) hyphenation

II. MATERIALS AND METHODS

This research employed a quantitative approach to explore and discern the Minasbate equivalents of selected terms while also delving into the patterns of their usage. The study comprised 194 respondents, all of whom were proficient native speakers of the Masbatenyo dialect, hailing from various locales, including the City of Masbate and the towns of Aroroy, Baleno, Milagros, and Mobo. These participants were invited to provide their insights regarding the equivalents of these terms based on their linguistic practices.

To facilitate this investigation, a survey questionnaire was prepared by the researcher. This questionnaire listed the terminologies extracted from the Mother Tongue-Based Multilingual Education (MTB-MLE) (Tagalog) Learner's Material for Grade 3, arranged in alphabetical order for convenience. The primary objective was to gauge the extent to which these terms were incorporated into the Minasbate vernacular and the distinct ways in which they were employed.

The study's analysis involved not only the identification of Minasbate equivalents but also the assessment of the frequency with which these equivalent terms were utilized by the native speakers. The statistical interpretation of respondents' answers was accomplished using the percentage formula, which estimated the prevalence and significance of these linguistic adaptations within the Minasbate community.

III. RESULTS AND DISCUSSION

The Minasbate equivalents of selected Mother Tongue-Based Multilingual Education (MTB-MLE) Tagalog terminologies have their variants. The respondents had identified equivalents of some terminologies which differ in spelling in terms of the vowels used.

Table 1 shows the MTB-MLE terminologies with their equivalents that are spelled differently using the vowels *u* and *o*. It is noted that most of the respondents use the vowel *o* instead of *u* for some of the terminologies. Some of which are “*mahagkot*” for “*malamig*” and “*salog*” for “*sahig*”. However, there are some who prefer “*mahagkut*” and “*salug*”.

Table 1. Variants of Minasbate Equivalents of Tagalog Terms, Case of Vowels (o vs. u)

No.	Terms	Frequently used equivalents	Freq	%	Variant	Freq	%
1	<i>alamin</i>	<i>aramon</i>	129	66.49%	<i>aramun</i>	58	29.90%
2	<i>aso</i>	<i>ido</i>	140	72.16%	<i>idu</i>	44	22.68%
3	<i>ayaw</i>	<i>habo</i>	129	66.49%	<i>habu</i>	63	32.47%

4	<i>baon</i>	<i>balon</i>	135	69.59%	<i>balun</i>	57	29.38%
5	<i>basahin</i>	<i>basahon</i>	122	62.89%	<i>basahun</i>	36	18.56%
6	<i>buhatin</i>	<i>alsahon</i>	121	62.37%	<i>alsahun</i>	58	29.90%
7	<i>damdamin</i>	<i>pamatyagon</i>	130	67.01%	<i>pamatyagun</i>	48	24.74%
8	<i>gulong</i>	<i>goma</i>	106	54.64%	<i>guma</i>	77	39.69%
9	<i>isasama</i>	<i>iupod</i>	129	66.49%	<i>iupud</i>	30	15.46%
10	<i>iyoy</i>	<i>imo</i>	129	66.49%	<i>imu</i>	36	18.56%
11	<i>malaki</i>	<i>dako</i>	133	68.56%	<i>daku</i>	53	27.32%
12	<i>malamig</i>	<i>mahagkot</i>	144	74.23%	<i>mahagkut</i>	33	17.01%
13	<i>masunurin</i>	<i>masunudon</i>	135	69.59%	<i>masunudun</i>	37	19.07%
14	<i>paligsahan</i>	<i>pakontis</i>	107	55.15%	<i>pakuntis</i>	58	29.90%
15	<i>paso</i>	<i>paso</i>	106	54.64%	<i>pasu</i>	68	35.05%
16	<i>sabihin</i>	<i>sabihon</i>	135	69.59%	<i>sabihun</i>	30	15.46%
17	<i>sahig</i>	<i>salog</i>	142	73.20%	<i>salug</i>	42	21.65%
18	<i>sisiw</i>	<i>piso</i>	109	56.19%	<i>pisu</i>	55	28.35%
19	<i>tawagin</i>	<i>tawagon</i>	116	59.79%	<i>tawagun</i>	32	16.49%
20	<i>tumayo</i>	<i>tindog</i>	128	65.98%	<i>tindug</i>	30	15.46%
21	<i>ulap</i>	<i>dampog</i>	123	63.40%	<i>dampug</i>	51	26.29%
22	<i>usapan</i>	<i>istoryahan</i>	114	58.76%	<i>isturyahan</i>	48	24.74%

Table 2. Variants of Minasbate Equivalents of Tagalog Terms, Case of Vowels (u vs. o)

No	Terms	Frequently used equivalents	Freq	%	Variant	Freq	%
1	<i>bubong</i>	<i>bubong</i>	131	67.53%	<i>bobong</i>	31	15.98%
2	<i>buwan</i>	<i>bulan</i>	131	67.53%	<i>bolan</i>	49	25.26%
3	<i>damuhan</i>	<i>kadinghutan</i>	110	56.70%	<i>kadinghotan</i>	71	36.60%
4	<i>galit</i>	<i>urit</i>	135	69.59%	<i>orit</i>	47	24.23%
5	<i>kalungkutan</i>	<i>kamunduan</i>	138	71.13%	<i>kamonduan</i>	33	17.01%
6	<i>kung</i>	<i>kun</i>	117	60.31%	<i>kon</i>	58	29.90%
7	<i>lagayan</i>	<i>butangan</i>	130	67.01%	<i>botangan</i>	63	32.47%
8	<i>magsasaka</i>	<i>para-uma</i>	114	58.76%	<i>para-oma</i>	75	38.66%
9	<i>tanong</i>	<i>hunga</i>	128	65.98%	<i>honga</i>	57	29.38%
10	<i>tulong</i>	<i>bulig</i>	102	52.58%	<i>bolig</i>	60	30.93%
11	<i>ulan</i>	<i>uran</i>	118	60.82%	<i>oran</i>	66	34.02%

The table above shows the MTB-MLE terms with equivalents which are spelled using the vowel *u* instead of the vowel *o*. As preferred by most of the respondents, “*kamunduan*” for “*kalungkutan*” should be spelled using *u* instead of “*kamonduan*”. However, there are 33 or 17.01% which use the latter. On the other hand, “*bubong*” for

“*bubong*” is used by 67.53% or 131 respondents. It is noticeable that there are 31 who responded “*bobong*” despite the fact that the Tagalog word “*bubong*” itself is being referred to.

To avoid confusion in spelling, Masbateño people may spell the words, especially those with vowels *u* and *o*, based on what Rosero (2011) has stated in his thesis, *A Grammatical Sketch of Masbatenyo*, that in the case of the back vowel sound, *u* is used if it occurs in non-final syllables and *o* if it occurs in the final syllable. These should be written like how the Tagalog word “*bubong*” is written.

For native Masbateño words, *u* should be preferred as in “*hunga*” for “*tanong*” and “*bulig*” for “*tulong*” since as shown in Rosero’s (2011) study, the Masbateño words basically have only three vowels /a/, /i/ and /u/.

Table 3 reveals the terminologies with equivalents which are spelled by most of the respondents using *e* instead of *i*. For instance, the Tagalog word “*malapit*” has its equivalent “*apike*” as preferred by 110 or 56.70% of the respondents. Meanwhile 30.93% or 60 respondents use “*apiki*.”

Table 3. Variants of Minasbate Equivalents of Tagalog Terms, Case of Vowels (*e* vs. *i*)

No .	Terms	Frequently used equivalents	Freq	%	Variant	Freq	%
1	<i>basket</i>	<i>basket</i>	130	67.01%	<i>baskit</i>	64	32.99%
2	<i>bagahe</i>	<i>bagahe</i>	95	48.97%	<i>bagahi</i>	43	22.16%
3	<i>bumukas</i>	<i>umabre</i>	110	56.70%	<i>umabri</i>	59	30.41%
4	<i>detalye</i>	<i>detalye</i>	144	74.23%	<i>detalyi</i>	47	24.23%
5	<i>gulang</i>	<i>edad</i>	121	62.37%	<i>idad</i>	72	37.11%
6	<i>mag-aaral</i>	<i>eskwela</i>	124	63.92%	<i>iskwela</i>	47	24.23%
7	<i>malapit</i>	<i>apike</i>	112	57.73%	<i>apiki</i>	60	30.93%
8	<i>mesa</i>	<i>lamesa</i>	130	67.01%	<i>lamisa</i>	54	27.84%

It is also evident that for the words, “*basket*” and “*detalye*”, many of the respondents retained their original spelling as they are used in Masbate as they are in Tagalog. However, it is noticeable too that there are some who write them as “*bagahi*” and “*detalyi*”.

Table 1d. Variants of Minasbate Equivalents of Tagalog Terms, Case of Vowels (*i* vs. *e*)

No .	Terms	Frequently used equivalents	Freq	%	Variant	Freq	%
1	<i>binanggit</i>	<i>gin-sabi</i>	126	64.95%	<i>gin-sabe</i>	59	30.41%
2	<i>bote</i>	<i>botilya</i>	95	48.97%	<i>botelya</i>	78	40.21%
3	<i>gabi</i>	<i>gab-i</i>	115	59.28%	<i>gab-e</i>	68	35.05%
4	<i>harina</i>	<i>arina</i>	119	61.34%	<i>arena</i>	51	26.29%
5	<i>heto</i>	<i>adi</i>	135	69.59%	<i>ade</i>	24	12.37%
6	<i>ibigay</i>	<i>ihatag</i>	145	74.74%	<i>ehatag</i>	37	19.07%
7	<i>kagabi</i>	<i>kagab-i</i>	91	46.91%	<i>kagab-e</i>	82	42.27%
8	<i>kuwento</i>	<i>istorya</i>	126	64.95%	<i>estorya</i>	52	26.80%

9	<i>maingat</i>	<i>mahimat</i>	145	74.74%	<i>mahemat</i>	30	15.46%
10	<i>naiwan</i>	<i>nabilin</i>	122	62.89%	<i>nabilen</i>	66	34.02%
11	<i>paraan</i>	<i>paagi</i>	135	69.59%	<i>paage</i>	50	25.77%
12	<i>sarili</i>	<i>sadiri</i>	145	74.74%	<i>sadire</i>	25	12.89%
13	<i>umalis</i>	<i>humali</i>	107	55.15%	<i>humale</i>	33	17.01%
14	<i>walis</i>	<i>silhig</i>	97	50.00%	<i>silheg</i>	62	31.96%

The table above shows that the frequently used equivalents of some of the terminologies are spelled with *i*. It can be noted that within this group of words, all have their Minasbate equivalents and most of the respondents prefer to spell them using the vowel *i*. But it cannot be denied that there are some who use the vowel *e*, for instance, “*silheg*” for *walis*.

The variants of Minasbate equivalents due to the spelling using the vowels /e/, and /i/ are some of the writing issues needed to be addressed. As mentioned earlier, the Masbateño words basically have only three vowels /a/, /i/ and /u/. To avoid confusion, “*silhig*” may be preferred over “*silheg*” since it can be considered as a Minasbate native word.

In the case of “*basket*” and “*baskit*” for “*basket*”, “*basket*” should be used since it can be considered as a borrowed word for Rosero (2011) said that it could be suggested that the vowel /e/ be only reserved for borrowed words that specifically need the differentiation between /e/ and /i/.

Table 5. Variants of Minasbate Equivalents of Tagalog Terms, Different Affixes

No	Terms	Frequently used equivalents	Freq	%	Variant	Freq	%
1	<i>bumaba</i>	<i>maglusad</i>	79	40.72%	<i>lumusad</i>	74	38.14%
2	<i>bumangon</i>	<i>magbangon</i>	77	39.69%	<i>bumangon</i>	77	39.69%
3	<i>itinago</i>	<i>gin-tago</i>	120	61.86%	<i>tinago</i>	35	18.04%
4	<i>kasali</i>	<i>intrado</i>	122	62.89%	<i>ka-intra</i>	55	28.35%
5	<i>kumain</i>	<i>kumaon</i>	121	62.37%	<i>magkaon</i>	48	24.74%
6	<i>kumuha</i>	<i>magkuha</i>	93	47.94%	<i>kumuha</i>	42	21.65%
7	<i>napagod</i>	<i>nakapoy</i>	121	62.37%	<i>gin-kapoy</i>	48	24.74%
8	<i>nilaga</i>	<i>gin-laga</i>	122	62.89%	<i>nilaga</i>	45	23.20%
9	<i>pakiramdam</i>	<i>pamatyag</i>	100	51.55%	<i>pamatyagun</i>	87	44.85%
10	<i>patakbo</i>	<i>padalagan</i>	123	63.40%	<i>gadalagan</i>	49	25.26%
11	<i>pumunta</i>	<i>kumadto</i>	110	56.70%	<i>magkadto</i>	71	36.60%
12	<i>uminom</i>	<i>mag-inom</i>	83	42.78%	<i>uminom</i>	54	27.84%

Table 1d reflects the MTB-MLE Terms with equivalents that have variants due to the different affixes. For the word “*bumaba*,” either *mag-* or *-um* is inserted to the Minasbate root word “*lusad*”, thus resulted to the words “*maglusad*” and “*lumusad*”. This is also true to the word “*bumangon*”, “*kumuha*”, and “*uminom*”. The tabulated result shows that the prefix *mag-* is more preferred than the affix *-um*, but there are still a few speakers that use *-um*.

Table 6. Variants of Minasbate Equivalents of Tagalog Terms, Syncopation or Deletion of Vowel

No.	Terms	Frequently used equivalents	Freq	%	Variant	Freq	%
1	<i>bukas</i>	<i>buwas</i>	119	61.34%	<i>bwas</i>	74	38.14%
2	<i>ibinili</i>	<i>ginbakalan</i>	93	47.94%	<i>ginbaklan</i>	81	41.75%
3	<i>diyaryo</i>	<i>dyaryo</i>	131	67.53%	<i>diyaryo</i>	35	18.04%
4	<i>garapon</i>	<i>garapon</i>	90	46.39%	<i>garapon</i>	90	46.39%
5	<i>niya</i>	<i>nya</i>	111	57.22%	<i>niya</i>	79	40.72%

Syncopation or Deletion of Vowel is the main cause of having a variant of each of the words in Table 6. For the word “*ibinili*”, “*ginbakalan*” and “*ginbaklan*” surfaced as its Minasbate equivalents. Ninety-three identified “*ginbakalan*”, while 81 responded “*ginbaklan*”. “*Garapon*” and “*grapon*” also present the same thing. It is visible that “*buwas*” for “*bukas*” is preferred by most of the respondents over the term “*bwas*” which has a deleted vowel.

Table 7. Variants of Minasbate Equivalents of Tagalog Terms, Addition of Affixes

No.	Terms	Frequently used equivalents	Freq	%	Variant	Freq	%
1	<i>hagdan</i>	<i>hagdan</i>	92	47.42%	<i>hagdanan</i>	60	30.93%
2	<i>ilayo</i>	<i>ilayo</i>	76	39.18%	<i>ihalayo</i>	72	37.11%
3	<i>lakad</i>	<i>lakat</i>	144	74.23%	<i>lakatan</i>	36	18.56%
4	<i>paano</i>	<i>pan-o</i>	94	48.45%	<i>papan-o</i>	85	43.81%

Table 7 presents the variants of Minasbate equivalents with added affixes. The variants “*hagdan*” and “*hagdanan*” for “*hagdan*”, “*pan-o*” and “*papan-o*” for “*paano*”, and “*ilayo*” and “*ihalayo*” for “*ilayo*”, were identified by respondents, with one of the two words has added affixes. The result shows that most of the Masbateños use the first terms, those that do not have additional affixes, but it can be noted that there is only a little difference between the numbers of respondents who preferred these spellings.

Table 8. Variants of Minasbate Equivalents of Tagalog Terms, Using English Words

No.	Terms	Frequently used equivalents	Freq	%	Variant	Freq	%
1	<i>berde</i>	<i>green</i>	131	67.53%	<i>berde</i>	66	34.02%
2	<i>kaarawan</i>	<i>birtidi</i>	119	61.34%	<i>bertday</i>	5	2.58%
3	<i>keso</i>	<i>keso</i>	110	56.70%	<i>cheese</i>	69	35.57%
4	<i>mantekilya</i>	<i>mantekilya</i>	77	39.69%	<i>margarine</i>	59	30.41%
5	<i>kuwaderno</i>	<i>notbuk</i>	122	62.89%	<i>kuwaderno</i>	36	18.56%

Table 8 shows Minasbate equivalents with a variant that is its English term. “*Mantekilya*” for “*mantekilya*” is preferred by 77 respondents; however, there are 59 respondents who use *margarine* instead of *mantekilya*. This can be interpreted that there is no Minasbate equivalent for this word, so some use its English term.

On the other hand, “*notbuk*” for “*kuwaderno*” and “*birtid*” for “*kaarawan*” are preferred by most of the respondents. It can be noted that these are English equivalents of the Tagalog terms, yet they are spelled as to how they are pronounced in Masbate.

Table 9. Variants of Minasbate Equivalents of Tagalog Terms, Using Tagalog Words

No	Terms	Frequently used equivalents	Freq	%	Variant	Freq	%
1	<i>anihan</i>	<i>anihan</i>	123	63.40%	<i>tag-garaban</i>	62	31.96%
2	<i>bundok</i>	<i>bukid</i>	121	62.37%	<i>bundok</i>	46	23.71%
3	<i>bus</i>	<i>bus</i>	89	45.88%	<i>sarakan</i>	52	26.80%
4	<i>diyalogo</i>	<i>dayalogo</i>	140	72.16%	<i>diyalogo</i>	27	13.92%
5	<i>iligtas</i>	<i>isalba</i>	93	47.94%	<i>iligtas</i>	72	37.11%
6	<i>kahon</i>	<i>kahon</i>	98	50.52%	<i>karton</i>	72	37.11%
7	<i>kama</i>	<i>katri</i>	101	52.06%	<i>kama</i>	91	46.91%
8	<i>karton</i>	<i>karton</i>	143	73.71%	<i>kahun</i>	25	12.89%
9	<i>kulungan</i>	<i>kulungan</i>	100	51.55%	<i>prisuhan</i>	40	20.62%
10	<i>kumusta</i>	<i>kumusta</i>	99	51.03%	<i>matianu</i>	75	38.66%
11	<i>opisina</i>	<i>opisina</i>	144	74.23%	<i>opis</i>	31	15.98%
12	<i>pagpalakpak</i>	<i>pagpalakpak</i>	127	65.46%	<i>pagdayupak</i>	67	34.54%
14	<i>parke</i>	<i>pasyaran</i>	126	64.95%	<i>parke</i>	51	26.29%
15	<i>plato</i>	<i>pinggan</i>	123	63.40%	<i>plato</i>	64	32.99%
16	<i>sayang</i>	<i>kanugon</i>	120	61.86%	<i>sayang</i>	74	38.14%
17	<i>tatay</i>	<i>papa</i>	84	43.30%	<i>tatay</i>	80	41.24%
18	<i>tinapay</i>	<i>pan</i>	108	55.67%	<i>tinapay</i>	72	37.11%
19	<i>tiya</i>	<i>tiya</i>	80	41.24%	<i>anti</i>	61	31.44%

Table 9 reveals that another variant that Minasbate orthography has is the use of Tagalog words. Minasbate equivalents are in a competition with Tagalog terminologies because some respondents use the terms themselves even though there are other words utilized to mean them.

For example, the word “*sayang*” has the equivalent “*kanugon*” which is preferred by 61.86% or 120 respondents. However, there are 74 who use “*sayang*.”

Table 10 shows the terminologies with variants of Minasbate equivalents which are entirely different. The term “*bibisita*” has equivalents “*mamasyar*” and “*mabisita*”. Ninety-nine prefer “*mamasyar*” and 85 respondents use “*mabisita*”. “*Nagmata*” and “*bumangon*” are two variants for the term “*gumising*”. The former is preferred by 133 respondents and the latter is used by 36 respondents. This indicates that the terms are used interchangeably to mean a term. However, it could also be noted that one of the variants are influenced by English and Tagalog terms as in the equivalents of “*supot*” which are “*plastik*” and “*putos*”.

Table 10. Variants of Minasbate Equivalents of Tagalog Terms, Using Different Terms

No.	Terms	Frequently used equivalents	Freq	%	Variant	Freq	%
1	<i>bibisita</i>	<i>mamasyar</i>	99	51.03%	<i>mabisita</i>	85	43.81%
2	<i>bumaluktot</i>	<i>bumarikutot</i>	100	51.55%	<i>kumurikot</i>	5	2.58%
3	<i>daan</i>	<i>agihan</i>	107	55.15%	<i>dalan</i>	61	31.44%
4	<i>diwata</i>	<i>engkantada</i>	97	50.00%	<i>engkanto</i>	90	46.39%
5	<i>gilid</i>	<i>higad</i>	102	52.58%	<i>kilid</i>	62	31.96%
6	<i>gubat</i>	<i>kadlagan</i>	111	57.22%	<i>bukid</i>	52	26.80%
7	<i>gumising</i>	<i>nagmata</i>	133	68.56%	<i>nagbangon</i>	36	18.56%
8	<i>kagalakan</i>	<i>kasadyaan</i>	141	72.68%	<i>urawa</i>	29	14.95%
9	<i>magaling</i>	<i>matibay</i>	92	47.42%	<i>maayo</i>	83	42.78%
10	<i>mamaya</i>	<i>tadtaud</i>	93	47.94%	<i>niyan</i>	52	26.80%
11	<i>supot</i>	<i>plastik</i>	107	55.15%	<i>putos</i>	81	41.75%

Table 11. Variants of Minasbate Equivalents of Tagalog Terms, Using a Hyphen

No.	Terms	Frequently used equivalents	Freq	%	Variant	Freq	%
1	<i>manalo</i>	<i>mang-gana</i>	94	48.45%	<i>manggana</i>	53	27.32%

It was found out that the variants of the equivalents of the term “*manalo*” have resulted in the use of a hyphen. “*Mang-gana*” is used by 48.45% or 94 respondents, while “*manggana*” is preferred by 53 respondents. This implies that the Minasbate does not have a clear basis on the use of a hyphen since there are those who place such and there are some who do not.

IV. CONCLUSION AND RECOMMENDATIONS

The research findings indicate that the majority of words possess Minasbate equivalents, demonstrating the adaptability and richness of the Minasbate language. Nevertheless, some terms exhibit lower frequencies and show significant variability in their interpretations. This variability can be attributed to factors such as variations in terminology, the application of different affixes, vowel modifications, vowel substitutions, the introduction of suffixes, the utilization of hyphens, and the incorporation of English and Tagalog terms.

Given this observed diversity and variation, it is advisable to establish a standardized Minasbate orthography. Such standardization would contribute significantly to enhancing the quality of educational experiences, particularly for young Masbatenyo learners. It serves the dual purpose of providing a solid foundation for the development of Minasbate Learner’s Material and a comprehensive Teacher’s Guide for primary-level subjects, particularly those related to Mother Tongue-Based Multilingual Education. This standardization not only preserves the linguistic heritage but also ensures that the learning process is consistent and enjoyable for students.

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