

Age does matter: A generational comparison on the morphological and lexical variations of Tagalog nominal and pronominal systems in Bataan

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Age does matter: A generational comparison on the morphological and lexical variations of Tagalog nominal and pronominal systems in Bataan

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Abstract

This study examines how age and social circles shape language use among Bataños in the Philippines. Younger speakers favor new words, often from English, and shortened forms, aligning with Labov's (1994) theory of generational language change and globalization's influence (Tupas, 2019). The middle generation blends traditional and modern vocabulary, reflecting Trudgill's (2000) sociolinguistic variation, while older speakers prioritize established terms, preserving linguistic heritage (Mahboob & Cruz, 2020). Social circles further impact language, with middle-aged speakers switching between Filipino and borrowed terms (Bautista & Bolton, 2020). The study suggests that Filipino's agglutinative nature (Maganto-Salamat, 2019) facilitates word formation, with younger speakers possibly simplifying structures (Pordes et al., 2022). These findings highlight the dynamic interplay of age, social context, and historical influences in shaping Filipino language. Future research can explore globalization and social media's role in this evolving linguistic landscape

1 Introduction

Language evolves throughout life, shaped by biological, cognitive, social, and cultural factors. Infants progress from babbling to word production (Fenson et al., 1994), while preschoolers rapidly acquire grammar and communication skills (Hoff, 2006). Language continues to expand in vocabulary and complexity through childhood and adolescence (Bloom, 1993).

Sociolinguistics explores how age, gender, ethnicity, and socioeconomic status influence language variation (Labov, 1972; Crystal, 2012). Generational differences in speech patterns shape identity and social belonging (Eckert, 2000; Giles & Coupland, 1991). Understanding these factors

aids language acquisition, education, and intergenerational communication (Hart & Risley, 1995; Lightbown & Spada, 2013).

Tagalog's morphological system evolves with age, as seen in affixation and verb forms (Pinker & Ullman, 2002; Bybee & Slobin, 1982). Studying these changes informs linguistic research, language education, and speech therapy (MDPI, 2023; MIT Press, 2023).

2 Review of Related Literature

As we age, our use of Tagalog morphology evolves. Researchers can predict a speaker's age by analyzing errors in prefixes, suffixes, and verb tenses, as younger speakers are still mastering complex grammar (MDPI, 2023; Pinker & Ullman, 2002). The dual-route model explains how children process regular and irregular verbs differently (Bybee & Moder, 1983). Beyond errors, younger speakers adopt newer slang pronominal clitics, while older speakers prefer simpler syllable structures and a broader vocabulary (Dita, 2010; Imperial & Ong, 2021).

Developmental Psycholinguistics links cognitive growth with language skills (Bybee & Slobin, 1982). Comparing Tagalog to related languages and using computational tools can provide deeper insights (Himmelman, 2008). These findings inform education and speech therapy by tailoring approaches to learners' developmental stages (Lightbown & Spada, 2013). Despite the known age-language link, research on Tagalog morphology remains limited. Future studies should explore how word structures indicate age, enriching our understanding of language development and identity.

3 Objectives of the study

The aim of this study is to systematically investigate and document the lexical and morphological variations within Tagalog nominal and pronominal forms as spoken across the Bataan province. The study seeks to address a critical research problem: the limited understanding and documentation of generational differences in Tagalog nominal and pronominal usage in the region. Language is a dynamic phenomenon, and as speakers interact with various social, cultural, and generational influences, these interactions often manifest in distinctive linguistic features. The analysis will be further stratified by age groups encompassing: Young adults (29 years old and younger); Middle-aged adults (30-59 years old); and, Older adults (60 years old and above)

Despite the significance of capturing such linguistic nuances, there remains a gap in detailed records that comprehensively document how nominal and pronominal forms vary between younger, middle-aged, and older generations of Bataños. Without such documentation, valuable insights into how the language evolves within specific age groups and social contexts remain largely unexplored.

Therefore, this study aims to bridge this gap by undertaking a descriptive analysis and compiling an inventory of the distinct lexical and morphological variations in these forms, categorized by age group. By doing so, the research not only provides a record of linguistic diversity but also explores the broader implications of these variations in relation to generational language change, preservation of linguistic heritage, and adaptation to modern influences. Ultimately, the study intends to contribute to linguistic scholarship by offering a deeper understanding of how age, culture, and historical context shape the linguistic landscape of Tagalog in Bataan.

4 Methodology

This research employs a mixed-methods approach (Johnson et al., 2017) to explore lexical variation in Tagalog across the Bataan province. The quantitative component will involve analyzing the frequency and percentage of lexical variations across municipalities and cities. The qualitative aspect will focus on morphological analysis of the collected data.

A modified survey questionnaire was utilized, incorporating a 160-item lexical test designed to capture nominal and pronominal variations. The questionnaire design draws inspiration from previous works on the Tagalog lexicon (Dita, 2011; Francisco, 2015; Ruffolo, 2004).

The study encompasses the entire province of Bataan, with a target population of 760,650 (Philippine Statistics Authority, 2015). A stratified sampling technique was employed, selecting three age groups (young, middle-aged, and old-aged) from each of the 11 municipalities and 1 city within the province. This approach ensured a comprehensive representation of language users across generations (Aronson et al., 1995).

Participants and their grandparents should have been raised locally in Bataan to qualify for the study. Each age group consisted of 15 participants per locality, resulting in a total sample size of 540. This sample size was sufficient to capture a diverse range of lexical items with potential variations (Krejcie & Morgan, 1970).

The age stratification acknowledges the potential influence of sociolinguistic factors on language use (Labov, 1972). The study directly compared age groups to provide a comprehensive picture of the lexical variation across Bataan.

Given the linguistic landscape of Bataan, identifying participants who are monolingual native Tagalog speakers might be challenging. Therefore, a language background survey was conducted to confirm Tagalog dominance among participants, regardless of their geographical location or political affiliation within the province. Furthermore, the study anticipated and accounted potential presence of Taglish, a code-switching phenomenon that integrates English lexical items with Tagalog grammar (Bautista, 2010).

5 Results and Discussion

5.1 Concrete Nouns

The linguistic preferences of different age groups (29-below, 30-59, and 60-up) for 30 everyday objects, focusing on native and borrowed terms. The younger generation predominantly uses native terms such as "langgam" for ant and "saging" for banana, but there is also notable adoption of borrowed terms like "libro" for book and "electric fan" for bentilador. The middle age

Table 1.
Concrete Nouns

| Lexical items | Age 29 below | Age 30-59 | Age 60-up |
|----------------------|--------------|------------------|-----------|
| 1. ant / langgam | langgam | Langgam, ant | panas |
| 2. banana / saging | saging | Saging, banana | saging |
| 3. bed / kama | kama | Kama, bed | kama |
| 4. book / aklat | libro | Aklat, libro | libro |
| 5. branch / sanga | sanga | Sanga | sanga |
| 6. cabinet / kabinet | cabinet | Kabinet, cabinet | kabinet |

group exhibits a blend of native and borrowed terms, such as "kama, bed" and "aklat, libro," reflecting a transitional linguistic stage that balances between traditional native terms and newer borrowed terms. The older generation shows a strong preference for native terms, such as "panas" for ant and "kama" for bed, and retains traditional vocabulary, indicating resistance to adopting newer borrowed terms.

5.2 Abstract Nouns

Table 2 presents the abstract nouns commonly used by the respondents.

Table 2.
Abstract-state Nouns

| Lexical items | Age 29 below | Age 30-59 | Age 60-up |
|------------------------------|--------------|---------------------------|--------------|
| 1. anger / galit | Galit | Galit, anger | galit |
| 2. anxiety / pagkabalisa | pagkabalisa | Pagkabalisa, anxiety | anxiety |
| 3. brilliance / kaningningan | kaningningan | Ka ningningan, brilliance | kaningningan |
| 4. courage / katapangan | katapangan | Katapangan, courage | courage |
| 5. cowardice / pagkaduwa | pagkaduwa | Pagkaduwa, cowardice | pagkaduwa |

The younger generation predominantly uses native terms such as "galit" for anger, "pagkabalisa" for anxiety. There is also consistency in usage, as seen in the data there is a clear preference for native terms, indicating a uniform linguistic pattern. On the other hand, the middle age group (30-59) exhibits a mix of native and borrowed terms. This group showed a blend of native and borrowed terms such as "Galit,

anger," "Pagkabalisa, anxiety". Also, this group is in the transitional stage. This age group reflects a transitional linguistic stage, balancing between traditional native terms and newer borrowed terms. Lastly, the older generation (60 and up) showcased a strong preference for native terms. The older generation shows a strong preference for native terms such as "galit" for anxiety, "kaningningan" for brilliance. It was also evident that there is a retention of traditional vocabulary in this group. The tendency to retain traditional vocabulary is indicated in the resistance to adopting newer borrowed terms.

5.3 Comitative Nouns

For comitative nouns a set of 15 terms related to social relationships, highlighting the use of native terms, and borrowed terms.

Table 3.
Comitative Nouns

| Lexical items | Age 29 below | Age 30-59 | Age 60-up |
|---|--------------|----------------------------|-----------|
| 1. a person whom you tell jokes to / kabiruan | kabiruan | Kabiruan, jokes | kabiruan |
| 2. childhood friend / kababata | kababata | Kababata, childhood friend | kababata |
| 3. classmate / kaklase | kaklase | Kaklase, classmate | kaklase |
| 4. comrade / kasamahan | kasamahan | Kasamahan, comrade | kasamahan |
| 5. countryman / kababayan | kababayan | Kababayan, countryman | kababayan |

The younger generation predominantly uses native terms (e.g., "kabiruan" for a person whom you tell jokes, "kababata" for a childhood friend. There is a clear preference for native terms, indicating a uniform linguistic pattern. The middle age group (30-59) exhibits a blend of native and borrowed terms (e.g., "Kabiruan, jokes," "Kababata, childhood friend"). The term "kasamahan" is stable across age groups, but the middle-aged group's addition of "comrade" highlights a tendency towards lexical borrowing and integration of English terms, a phenomenon discussed in bilingualism studies (Mesthrie, Swann, Deumert, & Leap, 2000). This age group reflects a transitional linguistic stage, balancing between traditional native terms and newer borrowed terms. Lastly, the older generation shows a strong preference for native terms (e.g.,

"kabiruan" for a person whom you tell jokes, "kababata" for a childhood friend. This group tends to retain traditional vocabulary, indicating resistance to adopting newer borrowed terms.

5.4 Reciprocal Nouns

Table 4 presents the reciprocal nouns commonly used by the respondents.

Table 4.
Reciprocal Nouns

| Lexical items | Age 29 below | Age 30-59 | Age 60-up |
|---|--------------|--------------------|-----------|
| 1. a child and his/her aunt / mag-tiya | Mag tita | Mag-tiya, mag-tita | magtiya |
| 2. a child and his/her grandfather / mag-lolo | mag-lolo | Mag-lolo, mag-apo | maglolo |
| 3. a child and his/her grandmother / mag-lola | mag-lola | Mag-lola, mag-apo | maglola |
| 4. a child and his/her uncle / mag-tiyo | Mag tito | Mag-tiyo, mag-tito | magtiyo |
| 5. brothers-in-law / mag-bilas | mag bilas | Mag-bilas, bayaw | magbilas |

The younger generation predominantly uses native terms, sometimes with slight morphological variations (e.g., "Mag tita" for a child and his/her aunt, "mag-lolo" for a child and his/her grandfather. Terms are often presented in simplified or contracted forms (e.g., "mag ama" instead of "mag-ama"). Younger speakers often use simplified or contracted forms of terms. This aligns with language economy principles, where speakers favor shorter and more efficient forms (Zipf, 1949). The Middle Age Group (30-59) exhibits a blend of native terms and English borrowings (e.g., "Mag-tiya, mag-tita," "Magpinsan, cousin"). This group also reflects a transitional linguistic stage, balancing traditional native terms and newer borrowed terms. The middle age group's mix of native and borrowed terms can be explained by language contact and borrowing theories. Thomason and Kaufman (1988) state that language contact often results in the borrowing of lexical items, reflecting this group's adaptation to both native and global influences. The older generation (60-up) shows a strong preference for native terms with consistent morphology (e.g., "magtiya" for a child and his/her aunt, "maglolo" for a child and his/her

grandfather). This group tends to retain traditional vocabulary and morphological consistency, indicating resistance to adopting newer borrowed terms. Labov (1994) discusses how language changes over generations, with younger speakers often adopting new forms and older speakers retaining traditional ones. This is evident in the younger group's preference for simplified forms and the middle-aged group's use of both native and borrowed terms. Fishman (1991) emphasizes the importance of preserving native languages. The older group's preference for native terms aligns with efforts to maintain linguistic heritage, resisting the influx of borrowed terms.

5.5 Instigator Nouns

Table 5 presents the instigator nouns commonly used by the respondents.

Table 5.
Instigator Nouns

| Lexical items | Age 29 below | Age 30-59 | Age 60-up |
|--|-------------------------------|---------------------------|------------------|
| 1. baker / tagaluto ng tinapay, magtitinapay | panadero, baker, magtitinapay | Panadero, baker | magtitinapay |
| 2. batter / tagapalo ng bola | tagapalo ng bola, batter | Tagapalo ng bola, batter | tagapalo ng bola |
| 3. carrier / tagabuhat; tagahatid | tagahtid, carrier | Tagabuhat, carrier | tagahatid |
| 4. catcher / tagasalo ng bola | tagasalo ng bola, catcher | Tagasalo ng bola, catcher | tagasalo ng bola |
| 5. cleaner / tagalinis | tagalinis, cleaner | Tagalinis, cleaner | tagalinis |

The most prominent morphological difference observed is the use of affixes to derive specific occupations from root words. For instance, the root word "gawa" (to make) is used to form "magtitinapay" (baker) and "tubero" (plumber) by adding the prefixes "magti-" and "tu-" respectively. Similarly, the root word "dala" (to carry) is used to derive "tagahatid" (carrier) and "tagasundo" (fetcher) by adding the prefixes "taga-" and "tagas-" respectively.

The data also reveals lexical variations for certain occupations. For example, "baker" can be expressed as "panadero" or "magtitinapay," while "carrier" can be expressed as "tagahatid" or "tagabuhat." These variations reflect the richness and diversity of the Bataeño vocabulary.

5.6 Body Parts/Organs

Table 6 presents the body parts/organs commonly used by the respondents.

Table 6.
Body Parts/Organs

| Lexical items | Age 29 below | Age 30-59 | Age 60-up |
|----------------|--------------|-------------|-------------|
| 1. alak-alakan | alak-alakan | alak-alakan | alak-alakan |
| 2. atay | atay | atay | atay |
| 3. baba | baba | baba | baba |
| 4. бага | бага | бага | бага |
| 5. bahay-bata | bahay-bata | bahay-bata | bahay-bata |

There was also a list of body parts and their terms used across different age groups (29-below, 30-59, and 60-up). It reflects the linguistic preferences and potential generational differences in terminology. The younger group (29-below) incorporates English terms or bilingual forms (e.g., "wrist" instead of "galang-galangan", "eyes" alongside "mata"). There are hybrid terms that use both native and borrowed terms (e.g., "paa, foot, feet", "tainga, ears, tenga"). Younger speakers often incorporate borrowed terms due to language contact and globalization. According to Bautista and Bolton (2020), bilingualism and language contact lead to hybrid forms in multilingual societies. The middle age group (30-59) predominantly uses native terms but also includes bilingual forms in some cases (e.g., "sipit-sipitan, matres, cervix", "supot-apdo, gall bladder"). This group shows a balance between native terminology and some inclusion of English terms, reflecting a transitional linguistic stage. The older generation (60-up) consistently uses native terms (e.g., "galang-galangan", "supot-apdo", "sipit-sipitan"). This group also maintains traditional vocabulary and demonstrates resistance to adopting newer borrowed terms. Deterding and Kirkpatrick (2019) discuss how language use shifts across generations, with younger speakers more likely to adopt new forms and older speakers retaining traditional vocabulary. The older generation's preference for native terms aligns with efforts to preserve linguistic heritage, resisting the influx of borrowed terms, as noted by Mahboob and Cruz (2020).

5.7 Other Common Nominals

Table 7 presents other common nominals commonly used by the respondents.

Table 7.
Other Common Nominals

| Lexical items | Age 29 below | Age 30-59 | Age 60-up |
|---------------|--------------|---------------------|-----------|
| 1. alimasag | alimasag | alimasag, crab | alimasag |
| 2. alulod | alulod | alulod, drain | alulod |
| 3. alupihan | alupihan | alupihan, centipede | alupihan |
| 4. am | am | am | am |
| 5. ambon | ambon | ambon | ambon |

The study also looked on a set of terms used for various objects, concepts, or creatures across three age groups (29-below, 30-59, and 60-up). It shows the variations in linguistic preferences and usage patterns among these age cohorts. The younger generation (29-below) primarily uses native terms with few variations. There is minimal use of English terms, indicating a strong retention of native vocabulary (e.g., "katang", "kumpas"). The middle age group (30-59) often incorporates English translations or equivalents alongside native terms, showing a bilingual influence (e.g., "alimasag, crab", "alulod, drain"). There is also a reflection of a mix of traditional and modern vocabulary, indicating a shift towards integrating more English terms. Tupas (2019) highlights that the middle-aged group's integration of English reflects sociolinguistic dynamics, where education and globalization play significant roles. Lastly, the older generation (60-up) consistently uses native terms, demonstrating resistance to adopting English or new terminologies (e.g., "alimasag", "alulod"). They maintain traditional vocabulary, highlighting cultural preservation and less influence from English. Mahboob and Cruz (2020) discuss how the older generation's use of traditional terms aligns with efforts to preserve linguistic heritage.

5.8 Numeral nominals

The Bataño numbers showcases a fascinating interplay of morphological patterns, reflecting the language's rich linguistic heritage. One notable observation is the presence of two distinct forms for numbers 1 to 10, namely the native Filipino terms (e.g., "isa," "dalawa," "tatlo") and their Spanish counterparts (e.g., "uno," "dos," "tres"). This dual representation stems from the historical influence of Spanish colonization on the Philippines, leading to the adoption of Spanish loanwords into the Filipino vocabulary.

Another intriguing morphological aspect lies

in the formation of numbers from 11 to 20. These numbers employ a prefixing system, where the word "labing-" (meaning "above") is attached to the corresponding cardinal numbers (e.g., "labing-isa," "labindalawa," "labintatlo"). This prefixing pattern highlights the language's agglutinative nature, where morphemes (meaningful units of language) are combined to form complex words.

Table 8.
Numeral Nominals

| Lexical items | Age 29 below | Age 30-59 | Age 60-up |
|---------------|--------------|-----------|--------------|
| 1. isa | Isa, one | isa | isa, uno |
| 2. dalawa | Dalawa, two | dalawa | dalawa, dos |
| 3. tatlo | Tatlo, three | tatlo | tatlo, tres |
| 4. apat | Apat, four | apat | apat, kwatro |
| 5. lima | Lima, five | lima | lima, singko |

The data also reveals lexical variations across different age groups, revealing the dynamic nature of Filipino language usage. For instance, the younger generation (29-below) tends to use Spanish-influenced forms more frequently, reflecting the influence of modern education and media. On the other hand, older generations (60 and up) often prefer the native Filipino terms, reflecting their linguistic heritage and exposure to pre-colonial Filipino culture.

Additionally, the data reveals regional variations in the pronunciation of certain numbers. For example, the number "10" is pronounced as "sampung" in some regions, while others use the Spanish-influenced "dyis." These variations demonstrate the diversity of Bataño dialects and the rich tapestry of linguistic expressions across the archipelago.

It is worth noting that the data presents a simplified overview of Filipino number systems. In practice, there may be regional variations in the usage of certain forms, and the choice of number form may also be influenced by social and cultural factors. Additionally, the data does not include the formation of larger numbers (e.g., millions, billions), which involves more complex morphological patterns.

5.9 Ordinal Nominals

This analysis of ordinal numbers in Filipino builds upon the understanding of Bataño morphology

and potential language change. The data presents Filipino ordinal numbers, which indicate the position or rank within a sequence. Unlike cardinal numbers that simply quantify (e.g., isa, dalawa, tatlo), ordinal numbers specify the order (e.g., una, pangalawa, pangatlo).

Table 9.
Ordinal Nominals

| Lexical items | Age 29 below | Age 30-59 | Age 60-up |
|---------------|-------------------|-----------|-----------|
| 1. una | una, first | una | una |
| 2. pangalawa | pangalawa, second | pangalawa | pangalawa |
| 3. pangatlo | pangatlo, third | pangatlo | pangatlo |
| 4. pang-apat | pang-apat, fourth | pang-apat | pang-apat |
| 5. panglima | pang lima, fifth | panglima | panglima |

Examining the data reveals a consistent morphological pattern for forming ordinal numbers. Each ordinal number is constructed by adding the prefix "pang-" to the corresponding cardinal number. For instance, "una" (first) is derived from "isa" (one), "pangalawa" (second) from "dalawa" (two), and so on. This prefixing system reflects the agglutinative nature of Filipino, a language where morphemes (meaningful units) are attached sequentially to form complex words [Maganto-Salamat, 2019]. The prefix "pang-" carries the meaning of "order" or "rank," and its addition to cardinal numbers transforms them into ordinals.

The data also highlights subtle lexical variations across different age groups. While the overall morphological pattern remains consistent, a study by [Pordes et al., 2022] suggests that the younger generation (29-below) tends to use a more streamlined form by separating the prefix "pang" from the cardinal number. For example, instead of "panglima" (fifth), they might say "pang lima." This separation might reflect a tendency towards language simplification, potentially reducing the number of syllables in certain words.

5.10 Deictics and Demonstratives

Filipino demonstrative pronouns exhibit a consistent morphological pattern, employing the initial consonant "n" or "p" to distinguish categories. The "n" demonstratives (e.g., "ito," "iyan," "iyon") are used for things near the speaker, while the "p" demonstratives (e.g., "parito," "paroon," "pariyan") indicate things

farther away [Nieva & Ramos, 2020]. This distinction reflects the spatial deictic function of these pronouns, allowing speakers to clearly convey the relative distance of the referent to their position. Additionally, "ganito," "ganyan," and "ganoon" refer to manner or quality, while "nito," "niyan," and "noon" indicate possession or ownership.

Table 10.
Deictics and Demonstratives

| Lexical items | Age 29 below | Age 30-59 | Age 60-up |
|---------------|--------------|-----------|-----------|
| 1. ito | ito | ito | Ito |
| 2. iyan | iyán | iyán | Iyan |
| 3. iyon | iyon | iyon | Iyon |
| 4. dito | dito | dito | Dito |
| 5. diyan | diyan | diyan | Diyan |

While further research is needed to confirm this observation, it aligns with the concept of language change, where languages evolve through social and cultural factors [Bautista, 2019]. However, the core meaning, and grammatical function of the demonstrative pronouns remain unchanged.

The analysis of Filipino demonstrative pronouns demonstrates the language's morphological system, its use of deixis for spatial reference, and potential generational variations in usage. Understanding these features contributes to a deeper knowledge of Filipino grammar and its evolution.

6 Conclusion

The study "Age does matter: A generational comparison on the morphological and lexical variations of Tagalog nominal and pronominal systems in Bataan" reveals significant implications regarding age and language use. The findings emphasize the dynamic interplay between generational influences and linguistic preferences among Bataños.

The younger generation's inclination to embrace new terms, especially those borrowed from English, along with their tendency to abbreviate, reflects a shift toward a more streamlined language aligned with globalization and educational changes (Tupas, 2019). This generational adaptation mirrors Labov's (1994) theory of language change, where younger speakers actively

incorporate emerging vocabulary, contrasting with the more conservative tendencies of older generations.

The middle-aged cohort, positioned between the older and younger speakers, exhibits a transitional linguistic pattern. Their use of both traditional and modern lexicon highlights their role as mediators in the evolving linguistic landscape, resonating with Trudgill's (2000) concept of sociolinguistic variation. This cohort's linguistic behavior showcases their adaptability in response to significant socio-cultural and linguistic shifts experienced over their lifetimes.

In contrast, the older generation's stronger adherence to traditional words underscores their efforts to preserve the linguistic heritage of their youth. This aligns with Mahboob and Cruz's (2020) observations of language conservation practices within communities that prioritize cultural preservation.

Beyond generational differences, the study underscores the role of social circles in shaping language use. The observed code-switching and hybrid forms among the middle-aged group reflect Bautista and Bolton's (2020) notion of bilingualism fostering dynamic language contact in multilingual societies. This adaptability to context further illustrates how social factors intertwine with linguistic choices.

Additionally, the study notes the use of agglutinative morphology in word formation among Bataños, as described by Maganto-Salamat (2019). The younger speakers' subtle simplification of these morphological patterns hints at a potential trend toward linguistic efficiency, in line with Pordes et al.'s (2022) theory of language simplification in fast-paced environments.

In conclusion, the study highlights the intergenerational negotiation between traditional and modern linguistic practices in Bataan, illustrating how language evolves amid changing social and cultural influences. The ongoing interplay of globalization, bilingualism, and social media will likely continue to shape the Filipino language landscape, showcasing the resilience and adaptability of Bataño speakers.

7 Implications

The findings of this study demonstrate how age plays a critical role in shaping the language practices of Bataños, highlighting a dynamic interplay between traditional linguistic features and evolving speech patterns influenced by globalization and modern societal trends. Consistent with Labov's (1994) theory of generational language change, younger speakers show a marked openness to incorporating new words, including borrowed English terms, and exhibit a tendency toward linguistic abbreviation. This phenomenon suggests that younger generations are responding to the fast-paced demands of a globalized society, where efficiency and adaptability in language use are highly valued (Tupas, 2019).

The middle-aged cohort occupies a unique linguistic space, serving as a bridge between the traditional vocabulary of the older generation and the innovative linguistic trends of the youth. This generational positioning aligns with Trudgill's (2000) notion of sociolinguistic variation, reflecting the influence of both traditional and modern language practices. The findings indicate that this group navigates a complex linguistic landscape, balancing the use of conventional words with an openness to new, borrowed terms.

In contrast, the older generation appears more resistant to linguistic change, favoring traditional vocabulary and expressions. This adherence to established linguistic norms aligns with Mahboob and Cruz's (2020) observations on the preservation of linguistic heritage. Such resistance can be interpreted as an effort to maintain linguistic identity in the face of rapid changes, reflecting broader societal trends of safeguarding cultural and linguistic legacies.

The study also emphasizes the impact of social contexts on language use, particularly among middle-aged speakers who shift between traditional Filipino words and borrowed terms depending on the social situation. This aligns with Bautista and Bolton's (2020) insights on bilingualism and

language contact, suggesting that speakers in multilingual societies navigate varying linguistic norms based on context. The findings underscore the fluidity and adaptability of language in response to social influences.

Another significant insight pertains to the role of agglutinative morphology in the creation of new words. As described by Maganto-Salamat (2019), the agglutinative nature of Philippine languages facilitates the formation of new words by attaching meaningful units. The study reveals that younger speakers may be shortening these word-building elements, which aligns with the broader trend of linguistic simplification noted by Pordes et al. (2022). This shift toward a more streamlined linguistic structure could reflect the increasing emphasis on efficiency in communication.

These findings have practical implications for language policy and education in the Philippines. Policymakers and educators should consider these generational and contextual variations when designing curricula that promote linguistic flexibility while preserving traditional language elements. Emphasizing a balanced approach could facilitate a deeper understanding and appreciation of the Filipino language's dynamic nature.

Overall, this study contributes to the growing body of literature on language change and sociolinguistic variation by demonstrating the influence of age, social context, and historical factors on the speech of Bataños. As globalization and social media continue to shape language practices, future research could explore the evolving linguistic trends among younger generations and their implications for the preservation and transformation of the Filipino language.

8 Recommendations

Based on the findings of the study, It is recommended that further explorations and documentation of the linguistic patterns across

different age groups in the Bataño community should continuously be done. Specifically,

1. Develop Educational Programs and create educational initiatives that promote an understanding and appreciation of linguistic diversity among all age groups. These programs could highlight how language evolves and the importance of preserving traditional words while embracing new terms.

2. Language Preservation Efforts, implement language preservation projects targeting the older generation's vocabulary. This could involve recording and archiving traditional words and phrases, ensuring they remain a part of the linguistic heritage.

3. Encourage Intergenerational Dialogue and facilitate platforms where different age groups can engage in conversations about language. This can help bridge the gap between traditional and modern language use, fostering mutual respect and understanding.

4. Research on Social Influence, Conduct more detailed studies on how social circles and contexts influence language use, especially among middle-aged individuals. Understanding these dynamics can provide insights into how language adapts in multilingual and multicultural settings.

5. Monitor Language Simplification Trends and observe and document the trend of language simplification among younger speakers. Analyzing these changes can help in understanding the impact of globalization and technology on language evolution.

6. Promote Bilingualism, encourage bilingual education and the use of hybrid forms of language, reflecting the natural linguistic environment of the Bataño community. This can enhance communication and cultural exchange while respecting linguistic diversity.

7. Utilize social media and leverage social media platforms to observe and influence language trends among the younger generation. Creating content that showcases the richness of the Filipino language and its evolution can engage younger audiences.

By following these recommendations, we can support the dynamic nature of the Filipino language, ensuring it remains vibrant and relevant across generations while preserving its rich heritage. By creating resources that bridge the gap between tradition and change, we can encourage the continued use and evolution of the Bataño language for future generations.

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