

# LEXICAL ANALYSIS OF THE LANGUAGE EMERGENCE IN BAGAC, BATAAN: BASIS FOR LOCAL LANGUAGE DICTIONARY

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## ABSTRACT

*This research delves into the intricate processes of language emergence, particularly focusing on lexical analysis, in the unique context of Bagac, Bataan, Philippines. Bybee's insights into lexical item evolution and Croft's evolutionary approach to language change contribute significantly to understanding the principles shaping language emergence. The study encompasses various subfields like morphology, etymology, and semantics, offering a holistic perspective on how languages develop.*

*Employing a sequential-explanatory design, the research combines cross-sectional and longitudinal elements. Explanatory research complements the study, unraveling details in areas with limited information, which is vital for exploring language emergence. The population comprises residents from four barangays in Bagac, Bataan, utilizing a stratified-random sample.*

*Furthermore, for Phase 1, a self-made survey questionnaire gauges respondents' profiles, language usage, and attitudes. Phase 2 employs purposive sampling for in-depth interviews with four participants, emphasizing the saturation point in data collection to ensure thorough exploration. Aside from this, research instruments include a survey questionnaire for quantitative data in Phase 1, probing into demographics, language usage, and attitudes. For Phase 2, a semi-structured interview, observation, and verbal elicitation through discourse provide rich qualitative data. Verbatim transcription captures participants' exact words, subsequently analyzed through Thematic Analysis.*

*Moreover, research contributes a multifaceted exploration of language emergence, employing a robust methodology that combines quantitative and qualitative approaches. By focusing on Bagac, Bataan, the study adds valuable insights to the broader understanding of how languages develop and adapt in unique sociolinguistic contexts.*

**Keywords:** *linguistics, lexical analysis, lexicon, local language, language emergence*

## Lexical Analysis of the Language Emergence in Bagac, Bataan: Basis for Local Language Dictionary

### INTRODUCTION

Language emergence is a fascinating field of study that investigates the processes by which languages develop and evolve over time. One crucial aspect of language emergence is lexical analysis, which involves the examination and understanding of the lexical components of a language. Lexical analysis focuses on studying the individual words, their meanings, and how they are structured and organized within a language.

In particular, Bybee (2010)<sup>1</sup> provided valuable insights into how lexical items emerge and evolve in natural

language. By examining the lexicon, linguists can gain a deeper understanding of the underlying principles that shape language emergence, including the ways in which words are created, modified, and shared within a community.

Likewise, the study of Croft (2000)<sup>2</sup> presented an evolutionary approach to language change and emergence, focusing on how lexical items evolve and adapt over time. It explored the role of cultural transmission, cognitive constraints, and functional pressures in shaping the lexicon. Croft's analysis contributed to our understanding of lexical analysis by

highlighting the interplay between cognitive processes, social interaction, and language evolution.

Lexical analysis involves various subfields, such as morphology, etymology, and semantics, which collectively contribute to the comprehensive understanding of how languages emerge. Investigating how words convey meaning and interact with each other contributes to understanding how semantic categorization and organization contribute to the emergence of coherent linguistic systems (Cruse, 2004)<sup>3</sup>. Aronoff and Fudeman (2011)<sup>4</sup> supported that lexical analysis explored the rules and patterns that govern the internal structure of words, including processes such as affixation, compounding,

and derivation.

Studying the lexical components of emerging languages provides unique opportunities to observe and analyze the creative processes that occur when a new language is developing. Additionally, lexical analysis can reveal the social and cultural factors that influence the selection and adaptation of words within a community, providing valuable insights into the sociolinguistic aspects of language emergence.

The Philippines is home to more than 180 languages, belonging to different language families and exhibiting diverse linguistic features. This linguistic diversity has been shaped by a complex history of colonization, cultural interactions, and geographical factors. One significant area of lexical analysis in the Philippines is the study of loanwords and lexical borrowing. Gonzales and Sajor (2013)<sup>5</sup> analyzed specific lexical borrowings from Philippine languages and discussed the sociolinguistic motivations and linguistic adaptations involved in the incorporation of loanwords.

By examining lexical patterns and semantic structures in emerging languages, researchers can contribute to the development of effective language preservation strategies and support the creation of computational models that

better capture the nuances and dynamics of evolving linguistic systems.

In Bataan, Castro (2017)<sup>6</sup>, conducted a study on how male and female students learn the gay language in Bagac and Abucay through exposure to social media, communication with friends, and communication at school. The study showed that society plays a significant role in language development. However, it only focused on the acquisition of the gay language, not the linguistic structures of the local spoken language in Bagac. The proposed study could investigate how exposure to social media, friends, and the school environment affects the language emergence in Bagac, Bataan.

The present study aimed to explore the process of lexical analysis in the context of language emergence. By investigating the

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lexicons of emerging languages, the researchers sought to uncover the underlying mechanisms of word formation based from the respondents' frequency of encounter, use of the language, and attitude towards the language. Through empirical analysis and theoretical examination, the researchers hoped to contribute to a deeper understanding of language emergence and its implications for linguistics, cognitive science, and related disciplines.

### METHODOLOGY

The present study utilized a sequential-explanatory design since it will focus on the documentation of the language emergence on Bagac, Bataan. According to Lifespan Development, sequential research combines aspects of cross-sectional and longitudinal designs, but also adding new cohorts at different times of measurement; allows for analyses to consider the effects of age, cohort, time of measurement, and socio-historical change. Furthermore, as defined by Morse & Niehaus (2009)<sup>7</sup> sequential research design as a research design that involves multiple stages of data collection and analysis.

Moreover, in the sequential explanatory design, the data were collected

over the period of time in two consecutive phases. Thus, researchers first collected and analyzed the quantitative data. Qualitative data are collected in the second phase of the study and are related to the outcomes from the first, quantitative, phase.

In the proposed study, the quantitative analysis of the lexicon can identify patterns and frequencies of the emergence, while qualitative analysis can help to explain the results and provide context. Quantitative analysis of the study provided valuable insights into the frequency and patterns of a language emergence, but these results may not be self-explanatory. The sequential-explanatory research design allowed the researcher to collect and analyze qualitative

data to explain the results of the quantitative analysis. This mixed-methods approach can also provide insights into the underlying motivations and reasons behind language use, which may not be apparent from quantitative data analysis alone.

### Population and Sample of the Study

For Phase 1, the population of the study consisted of stratified-random sample from the (4) four barangays of Bagac, Bataan, namely Bagumbayan, Ibaba, Tabing-ilog, and Pag-asa. A total of ninety (90) respondents composed of (20) twenty from Brgy. Bagumbayan, (17) seventeen from Brgy. Ibaba, (13) thirteen from Brgy. Tabing-ilog, and (40) forty from Brgy. Pag-asa.

According to Geronimo, et, al (2021)<sup>8</sup>, Bagac has a 30,533 total population. Bagumbayan consists of 2, 047 and Ibaba has 1,723. While Tabing-ilog and Pag-asa has 1,322 and 4,174, respectively. The researchers desired total number of respondents is 300.

**Table 1**

*Population and Sample Distribution*

Barangay	Population	Phase 1 Sample	Phase 2 Sample
Bagumbayan	2,047	20	1
Ibaba	1,723	17	1
Tabing-ilog	1,322	13	1
Pag-asa	4,174	40	1

*Note:*

- The sample sizes for each barangay are still proportional to their population sizes, which ensures that each barangay is adequately represented in the sample.*

For Phase 2, the study considered

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purposive sampling under the non-probability sampling technique. Purposive sampling is where a researcher selected a sample based on their knowledge about the study and population. The participants are selected based on the purpose of the sample, hence the name. Purposive sampling is relevant to this study because it identified the desired number of sample used in the study. This sampling technique was used because the researchers selected participants who are the primary source of the data (Campbell et al, 2020)<sup>9</sup>.

Four (4) participants were drawn to participate in this study and engaged willingly in the interview process. These participants were not personally related to the researchers. However, biases will be observed and documented.

### Research Instruments

For Phase 1 of the study, the researchers used a self-made survey questionnaire that will be represented in four-parts.

Part I corresponded to the profile of the respondents, such as years of residency, place of residence, gender, educational attainment, and occupation.

Part II corresponded to the circumstances of the respondents in terms of usage of the language and language exposure. For this, a 4-scale of frequency is provided: Very Often, Sometimes, Rarely, and Never.

Part III corresponded on the attitude of the respondents towards the language emergence. Fifteen (15) statements that refer to either positive or negative attitude towards the language emergence will be given. For each statement, a 4-scale of disposition is provided: Strongly Agree, Agree, Moderately Agree, and Disagree.

Part IV corresponded on determining the most common words used in Bagac, Bataan as a result of the language emergence. Frequency and percentage were used for this part.

For Phase 2, the researchers used a

semi-structured interview, observation, and verbal elicitation through discourse. The audio recordings of the interviews and verbal elicitation through discourse were transcribed into written text. The transcripts were checked for accuracy and completeness. Then transcripts were cleaned to remove any unnecessary words or phrases, such as filler words or repeated phrases, that do not contribute to the analysis.

The researchers used a coding system to categorize the data according to specific themes or concepts that emerged from the data using MAXQDA. The coding system was developed based on the research questions and the themes that emerged during the analysis. The coding process involved assigning labels or tags to sections of the text that correspond to specific themes or concepts. Through qualitative data analysis software the researchers analyzed the coded data. The software used to identify patterns and themes in the data, and to generate reports and visualizations that summarize the findings. The researchers conducted a manual review of the data to ensure that the software-generated reports were accurate

and complete. The researchers validated the findings by checking them against the raw data and reviewing them with participants or other experts in the field. This ensured that the findings are reliable and valid.

Gass & Mackey (2005)<sup>10</sup>, defined saturation point as the point in qualitative research when data collection is no longer necessary because the data obtained already covers all the relevant themes or categories. What is more, this point is reached when data collection no longer provides any new or different insights than the data that has already been collected. is crucial in qualitative research because it helps to ensure that the data collected is sufficient and representative of the research phenomenon. Accordingly, data saturation is the point in qualitative research when no new information or themes are emerging from the data being collected, (Creswell, 2005)<sup>11</sup>. Creswell noted that this point can be reached after collecting data from a sufficient number of participants or sources

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and analyzing it thoroughly.

It is essential to consider the data saturation point in the qualitative phase of the study because it helps ensure that the data collected is sufficient and representative enough to support the research findings and conclusions. By reaching the data saturation point, researchers can be confident that they have gathered enough information to support their conclusions and ensure the validity and reliability of their study. This is particularly important in qualitative research because it relies heavily on the quality and depth of the data collected, and a lack of saturation can lead to incomplete or biased results.

Lastly, researchers interpreted the findings by identifying the implications of the results for the research questions and the broader research context. The researchers also discussed the limitations of the study and any potential biases or sources of error. The findings summarized, including a description of the data processing and treatment methods used, the themes and patterns that emerged from the analysis, and the implications of the findings for the research questions and the broader research context.

### RESEARCH FINDINGS

#### Phase 1. Quantitative PhasePart I. Profile of the Respondents

**Table 2**  
*Profile of the Respondent*

Profile	Frequen cy	Percenta ge
<b>Years of residency</b>		
20-25	33	36.70
26-30	12	13.30
31-35	14	15.60
36-40	14	15.60
41-45	5	5.60
45 and above	12	13.30
<b>TOTAL</b>	<b>90</b>	<b>100</b>
<b>Place of Residency</b>		
Tabing Ilog	13	14.40
Ibaba	17	18.90
Bagumbay an	20	22.20
Pagasa	40	44.40
<b>TOTAL</b>	<b>90</b>	<b>100</b>
<b>Sex</b>		
Male	48	53.30
Female	42	46.70
<b>TOTAL</b>	<b>90</b>	<b>100</b>
<b>Educational Attainment</b>		
Elementar y	4	4.40
High School	22	24.40
SHS	7	7.80
College Undergrad	28	31.10

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College Grad	26	28.90
MA degree	3	3.30
<b>TOTAL</b>	<b>90</b>	<b>100</b>
<b>Occupation</b>		
Tricycle Driver	12	13.30
Gov. Employee	14	15.60
Sari-Sari Store	7	7.80
Fisher Folk	5	5.60
Construction	4	4.40
Farmer	1	1.10
Hotel and Restaurant Management	18	20.00
Business Owner	8	8.90
Unemployed	13	14.40
BPO	8	8.90
<b>TOTAL</b>	<b>90</b>	<b>100</b>

Source: Analyzed Data (2023)

Part II. The Circumstances where the Respondents Encounter and Use the words, phrases, expressions, and sentence

**Table 3**  
Circumstances where the Respondents Commonly Encowater Language Emergence

Indicators	Mea n	Descriptiv e Rating
1. Conversati on with family members	3.71	Very often

Indicators	Mea n	Descriptiv e Rating
2. Conversati on with friends	3.56	Very often
3. While using social media	2.82	Often
4. Conversati on in school	2.43	Rarely
<b>Composite Mean</b>	<b>3.13</b>	<b>Often</b>

Source: Analyzed Data (2023)

**Table 4**  
Circumstances where the Respondents Commonly Use Language Emergence

Indicators	Mea n	Descriptiv e Rating
1. Conversati on with family members	3.60	Very often
2. Conversati on with friends	3.61	Very often
3. While using social media	2.77	Often
4. Conversati on in school	2.47	Rarely
<b>Composite Mean</b>	<b>3.11</b>	<b>Often</b>

Source: Analyzed Data (2023)

**Table 5**  
Respondents Attitude towards Language Emergence

Indicators	Mea n	Descriptiv e Rating
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using words, phrases, expressions, and sentences from the language emergence in Bagac.		
7. I think using the words, phrases, expressions, and sentences from the language emergence in Bagac is NOT disgusting.	3.73	Strongly Agree
<b>Composite Mean</b>	<b>3.24</b>	<b>Agree</b>

Source: Analyzed Data (2023)

**Table 6**  
Difference Between the Frequency in Terms of Encounter

Profile	H	p-val	Decision	Interpretation
Years of residency	5.031	0.412	Do not Reject Ho	Not Significant
Place of residence	5.762	0.124	Do not Reject Ho	Not Significant
Gender	0.482	0.482	Do not Reject Ho	Not Significant
Educational attainment	6.181	0.289	Do not Reject Ho	Not Significant
Occupation	20.623	0.014	Reject Ho	Significant

H-Kruskal Wallis

Source: Analyzed Data (2023)

**Table 7**  
Difference Between the Frequency in Terms of Use

Profile	H	p-val	Decision	Interpretation
Years of residency	4.848	0.435	Do not Reject Ho	Not Significant
Place of residence	4.721	0.193	Do not Reject Ho	Not Significant
Gender	0.890	0.346	Do not Reject Ho	Not Significant
Educational attainment	3.526	0.619	Do not Reject Ho	Not Significant
Occupation	17.786	0.038	Reject Ho	Significant

H-Kruskal Wallis

Source: Analyzed Data (2023)

**Table 8**  
Difference Between the Frequency in Terms of Attitude

Profile	H	p-val	Decision	Interpretation
Years of residency	4.324	0.504	Do not Reject Ho	Not Significant
Place of residence	3.190	0.363	Do not Reject Ho	Not Significant
Gender	1.232	0.267	Do not	Not Significant

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TABLE 8

			Reject Ho	
Educational attainment	5.508	0.357	Do not Reject Ho	Not Significant
Occupation	1.411	0.423	Do not Reject Ho	Not Significant

H-Kruskal Wallis Test  
Source: Analyzed Data (2023)

TABLE 9

"Pukot" (69, 77%) meaning "fishing," and "Katok" (62, 69%) meaning "madman."

**Table 9**  
*Lexical Inventory, Definitions and Example Usage of Documented Lexicons*

LEXICON	MEANINGS
Ano бага?	<ol style="list-style-type: none"> <li>Isang uri ng katanungan, gaya ng "ano ba?"</li> <li>Ito ay isang paraan ng paghahanap ng paglilimaw ng impormasyon upang maunawaan nang mabuti ang ibinabahagi ng kausap.</li> </ol> <p>Halimbawa:</p> <ol style="list-style-type: none"> <li>Ano бага yung natatanaw ko?</li> <li>Ano бага pangalan mo?</li> </ol>
Ah halay.	<ol style="list-style-type: none"> <li>Isang ekspresyon.</li> <li>Ito ay nagpapahayag na hindi pagkagusto sa isang gawain.</li> </ol> <p>Halimbawa:</p> <ol style="list-style-type: none"> <li>Ah halay! Hindi man lang nagsabi na bibili pala kayo.</li> <li>Ah halay! Gamun pala iyun, ngayon ko lang naunawaan.</li> </ol>

**Part IV. Most Common Lexicon**

*Most Common Lexicon on the Language Emergence in Bagac, Bataan*

**1. The top words/phrases:**

- "Ano бага?" has the highest frequency count of 79, representing 88% of the corpus.

- "Halay" is the second most frequent word with a count of 78, accounting for 87% of the corpus.

- "Ba't бага?" is the third most common phrase with a count of 76, representing 84% of the corpus.

**2. Variations of "Ano бага?":**

- There are multiple variations of the phrase "Ano бага?" in the dataset, such as "Ano бага naman yun at?" and "Ano бага?" All these variations have high frequency counts, indicating their prevalence in the language emergence.

**3. Adjective + Adjective patterns:**

- Several phrases in the dataset follow the pattern of combining adjectives, such as "Mabaho-baho" (73, 81%) meaning "very smelly," "Mabagal-bagal" (69, 77%) meaning "very slow," and "Maasim-asim" (68, 76%) meaning "very sour."

**4. Exclamatory phrases:**

- Some phrases express exclamations or emotions, such as "Ay бага!" (71, 79%) and "Ayawan бага." (68, 76%). These phrases indicate surprise or emphasis in the emerging language.

**5. Other common words:**

- Among the other common words are "Ukang" (69, 77%) meaning "crazy,"

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TABLE 1

	<p>impermasyon o kumpirmasyon.</p> <p><b>Halimbawa:</b></p> <ol style="list-style-type: none"> <li>1. Ai ba'it baga? Tama naman yung ginawa ko'y nangingialam ka pa!</li> <li>2. Di baga totoo yung sinabi? Ai ba'it baga nag-away?</li> </ol>
Ano baga naman to't?	<ol style="list-style-type: none"> <li>1. Isang ekspresyon.</li> <li>2. Salitang sinasabi upang magsabi ng pagkainis ngunit sa mababang antas lamang.</li> </ol> <p><b>Halimbawa:</b></p> <ol style="list-style-type: none"> <li>1. Ano baga naman to't, lagi na lang ganun.</li> <li>2. Ano baga naman to't. Malapit na akong mapuno sayo ah!</li> </ol>
Baga	<p><i>Salitang kadugtong na ng pagkakakilanlan ng mga taga-Bagac.</i></p> <ol style="list-style-type: none"> <li>1. 'pag sangayon</li> </ol> <p><b>Halimbawa:</b></p> <ol style="list-style-type: none"> <li>1. Ahhh baga. Akala ko kasi hindi tama yung gawa ko.</li> </ol>
Bakaw	<ol style="list-style-type: none"> <li>1. Pag-hingi ng aning isda sa mga mangingisda na kakadaong sa dalampasigan.</li> </ol> <p><b>Halimbawa:</b></p> <ol style="list-style-type: none"> <li>1. Pa-bakaw naman ng huli niyo pare! Masarap yan sa sinigang.</li> </ol>
Balubad	<ol style="list-style-type: none"> <li>1. Uri ng prutas na kasuy</li> </ol>

	<p><b>Halimbawa:</b></p> <ol style="list-style-type: none"> <li>1. Mamili tayo ng balubad sa palengke</li> <li>2. Balubad ang masarap kainin sa ganitong panahon.</li> </ol>
Bubuto	<ol style="list-style-type: none"> <li>1. Isang pagkaing gawa sa gimiling na bigas.</li> </ol> <p><b>Halimbawa:</b></p> <ol style="list-style-type: none"> <li>1. Sa ibang bayan, ang tawag sa bubuto ng Bagac ay tamales.</li> </ol>
Dukit	<ol style="list-style-type: none"> <li>1. Pagsasalsal ng isang babae</li> </ol> <p><b>Halimbawa:</b></p> <ol style="list-style-type: none"> <li>1. Si Nena ay nahuli ng kanyang nanay na-nagduhukit.</li> </ol>

*Note: The presented lexicons in this table are the most commonly used according to the Phase 1 results.*

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### Phase 2: Qualitative Phase

#### Theme 1. Language Acquisition and Development

Language acquisition and development is a fascinating area of study that delves into the intricate process by which individuals acquire and develop linguistic skills within a specific community.

Investigating how language emerges and evolves over time provides invaluable insights into the intricate mechanisms that underlie the acquisition of vocabulary and the progression of language skills. By exploring the complexities of language acquisition, researchers can uncover the underlying cognitive, social, and cultural factors that contribute to the remarkable feat of acquiring a language. Understanding the nuanced progression of language acquisition not only sheds light on the universal principles of language learning but also informs educational practices, intervention strategies, and the appreciation of linguistic diversity in society.

Participant B stated that, *‘it is used in everyday discussion.’* This pertains to the usage of local language as a daily mode of communication. In addition, Participant A shared that, *“Actually, as time goes by, as they say, new words emerge and develop, because you hear them every day and gradually incorporate them into the vocabulary of Bagacueños. These words originate or are inherent to us and have been imparted through the vocabulary of people from Bagac.”* Language emergence develops gradually and soon integrates into everyday discussion. This only implies that language continuously grows.

Furthermore, Participant C, *“our language in Bagac, though a dialect of Tagalog, I think grows and evolves. Bagacueños I think, can come up with unique terms or words based on how we feel and who we talk to.”* This statement signifies that there are factors influence

language emergence such as cultural, social, and economic factors. To continue, Participant A added that, *“engaging in conversations especially with those you are close with, there is familiarity in the way you speak.”* This shows that language emergence can also be observed when speaking to family and peers.

In the context of language emergence and language development, the statements highlight how local language in Bagac, Bataan emerges and develops. The responses emphasized the roles of everyday conversation and the influence of people we interact with.

The data sheds light on the local language in Bagac, Bataan, and its process of emergence and development. The responses collected underscore the significant roles of everyday conversation and the influence of individuals we interact with in this linguistic evolution. Tomasello (2003)<sup>12</sup>, emphasized that children acquire

language through participation in joint activities and engagement in conversations with caregivers and peers. Furthermore, Vygotsky's sociocultural theory (1978)<sup>13</sup>, posits that language emerges as a result of social interactions, as individuals learn and internalize language through social interactions with more competent language users. These theoretical perspectives align with the observations made in the data, emphasizing the vital role of everyday conversation and interpersonal influence in the emergence and development of the local language in Bagac, Bataan

#### Theme 2. Language Variation and Change

Language variation and change is a field of study that delves into the intricate nuances of language use within a community, examining the diverse manifestations of dialects, slang, and jargon.

This branch of linguistics explores how these variations emerge, evolve, and are shaped by the intricate interplay of social dynamics. Languages, much like living organisms, are in a constant state of flux, adapting and transforming over time. By analyzing the intricate tapestry of linguistic variations, researchers gain valuable insights into the multifaceted nature of language

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and the intricate relationship between language and society. According to Participant A *“Sometimes. At home, I do not allow it, what do you call this? I don't allow those kinds of words inside the house. When they go outside, they are free to speak.”* This means that words in a wide array of lexicon in Bagac is filtered at home. In support with this, Participant B stated that, *“we have words that are too explicit”*. As indicated by in the responses of the participants, language use are moderated especially profane ones.

To add, Participant B also included that, *“it is important to be mindful of not using other words or expression that re specific to Bagac.”* While Participant D, added that, *“we sometimes use words that are differing in meaning to other places. Like for instance, the term “halay”. We use it to say we disagree with one’s thought or we just don’t like things but in other places it can be defined as a sexual assault”* both statements indicates that there words in Bagac that are used differently in other towns. Furthermore, these words are explicit in nature but has a different but rather not serious.

However, these terms are refrained to use in school. According to Participant C, *“In school, such language in not used. They cannot use those kinds of words like “baga” in school because it is an academic setting.”* Participant A included that, *“these words are primarily used when you are in conversation with people from Bagac, or has a similar Background,”* and *“Outside the house, we use it when it seems like you are engaging a conversation with people you are close with.”* These responses indicate that Bagacueños accommodate to the speaking vocabulary of the ones they are talking to. This suggests that they adjust their use of language depending on the person they are talking with. If they are exposed to non-Bagac residents they use natural Bataan Tagalog. On the other hand, if they are talking to people who share the

same background as them, they use their Bagac language.

One relevant theory that sheds light on language variation and change is the Communication Accommodation Theory. Giles (1971)<sup>14</sup>, explains how individuals adjust their speech patterns and behaviors to accommodate or adapt to their conversational partners. This theory highlights that language variation can be influenced by factors such as social identity, context, and the desire to establish rapport. In the context of language emergence in Bagac, the use of language varies depending on the audience, suggesting that Bagacueños engage in accommodation strategies to connect with different individuals.

This demonstrates how language is moderated and filtered within the community, with specific words and expressions being restricted in certain contexts, such as at home or in academic settings. This phenomenon can be attributed to various sociolinguistic factors, including social norms, power dynamics, and the desire to maintain linguistic boundaries. Such restrictions may contribute to the emergence and evolution of linguistic variations within the community.

### Theme 3. Social Identity and Language

Social identity and language intertwine in a complex relationship, where language serves as a powerful tool for individuals to express and shape their identities within a social context. Language not only reflects the cultural and social affiliations of a community but also plays a pivotal role in constructing and reinforcing social identities. It serves as a means of communication, enabling individuals to connect with others who share similar linguistic practices and cultural backgrounds.

Participant A shared that, *“Words commonly associated with the LGBTQ community even those who are not part of the community.”* This suggests that words that are spoken by specific communities are used or adapted by people who are not part of it. This also applies to the local language used in Bagac. As added by Participant B, *“it can also be adapted depending on the context.”* This response supports the notion Participant A

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stated. Participant be also included that, *“there are certain words that are not appropriate but it varies.”* And *“but it shows our nature and natural way of speaking.”* This strongly suggests that as Bagacueños use their local language the more they establish their identity and as per the responses of the participants we can consider that too much emphasis and profanity can be associated with the identity of Bagacueños.

*“People who wish to stay in Bagac for quite some time, they quickly adapt to the Bagac ways of speaking. They start to use words, phrases, and expressions like*

*“ano бага?” in their conversations,”* as included by Participant D. This response connotes to the ability of humans to interact and adapt with people base on their environments. *“When I use some terms of Bagac, like “baga” in other towns, they turn their heads on me and ask what am I saying,”* Participant C, included. While Participant B added that, *“We use those words to make us distinct. They made us unique.”* Both responses signify a strong sense of identity when using the local language. This furthers the notion that when a speaker used a specific word, it is automatic to the receiver of the message to point out where is the speaker from.

The intricate and influential relationship between social identity and language has been extensively studied in recent years. Language serves as a crucial tool for individuals to express and shape their identities within a social context (Bucholtz & Hall, 2016)<sup>15</sup>. It reflects cultural and social affiliations, connecting individuals who share linguistic practices and cultural backgrounds (Eckert, 2012)<sup>16</sup>. The data from the participants aligns with contemporary research on language emergence and development, highlighting how language is adapted and used by both insiders and outsiders of the community, suggesting its significance in identity construction (Pavlenko, 2011)<sup>17</sup>.

The use of specific words and

phrases becomes synonymous with Bagacueños, establishing a unique and distinct identity (Benor, 2015)<sup>18</sup>. Moreover, recent studies emphasize the adaptability of language, with individuals quickly assimilating the Bagac ways of speaking when residing in the area (Clyne, 2013)<sup>19</sup>. This observation is consistent with research on language acquisition and socialization, which highlights the influence of the surrounding linguistic community on language development (Feldman et al., 2016)<sup>20</sup>.

Language choices in Bagac not only reflect identity but also act as markers that differentiate speakers from other

communities, supporting previous research on linguistic variation and social stratification. The data presented underscores the vital role of language in both reflecting and shaping social identities, allowing individuals to assert their uniqueness and connect with others who share similar linguistic practices and cultural backgrounds.

### Data Integration

### Language Encounter – Language Acquisition and Development

Language encounter refers to the situations or contexts in which individuals come across or experience the use of language. In the given context, the study focuses on understanding the circumstances in which respondents in Bagac commonly encounter language emergence. Language emergence refers to the spontaneous development or appearance of language in various settings.

Language acquisition and development, on the other hand, refer to the processes through which individuals learn and develop their language skills. It involves the acquisition of vocabulary, grammar, and other linguistic features, as well as the ability to comprehend and produce meaningful and coherent utterances.

The findings suggest that the highest mean score is associated with language emergence through conversations with family members, indicating that home environments play a significant role in language acquisition and development. This aligns with research that

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highlights the influential role of family interactions in shaping linguistic abilities.

Furthermore, the study also indicates a lower mean score for language emergence in school conversations, suggesting that language use in formal educational settings may be more structured and focused on academic tasks rather than spontaneous language emergence. This finding emphasizes the distinction between language use in different social contexts and highlights the need for further investigation into the factors contributing to this observation.

Additionally, the data reveals that social media platforms serve as a frequent medium for language emergence, indicating the growing influence of digital communication platforms on contemporary language practices. This suggests that individuals have new opportunities for language use and interaction, leading to the emergence of novel linguistic phenomena and styles.

### **Language Use – Language Variation and Change**

Language Use, Language Variation, and Change are closely connected to the Lexical Analysis of Language Emergence. Language use refers to how language is employed in various contexts and situations. It encompasses both the spoken and written forms of communication and encompasses the rules and norms that govern language in different settings. Language variation refers to the differences in language use among different groups of speakers or in different regions. It can manifest in various forms such as accents, dialects, or sociolects, and it reflects the diverse ways in which language is used by different communities.

Furthermore, language use, variation, and change are interconnected with lexical analysis in the sense that the study of language emergence helps us understand how language use and variation contribute to the evolution and

transformation of a language. By examining the contexts in which language emergence occurs, such as conversations with family members, school interactions, or social media platforms, we can gain insights into the factors that influence language change and variation.

The study of language use, variation, and change, along with lexical analysis, provides a comprehensive understanding of how language emerges, evolves, and adapts to meet the needs of its speakers. By examining language emergence in different contexts, researchers can uncover the mechanisms behind the creation and adoption of new words, shedding light on the intricate relationship between language use, variation, and change.

### **Attitude towards Language Emergence – Social Identity and Language**

The study explores the attitude towards language emergence by examining the relationship between social identity, language, and lexical analysis. Language emergence refers to the process by which a language develops and evolves within a community or social group. Social identity refers to the way individuals perceive themselves and how they are perceived by others within a particular social group. This study aims to investigate how social identity influences language emergence and how it is reflected in the lexical choices made by individuals.

The analysis focuses on the lexical aspects of language emergence, which involves studying the vocabulary and words used by individuals in different social contexts. By examining the lexical choices made by individuals, researchers can gain insights into the attitudes and beliefs associated with language emergence.

The study considers the role of social identity in shaping language emergence. Social identity factors such as age, gender, ethnicity, and socioeconomic status can influence the way individuals use language and contribute to the emergence of new linguistic phenomena. For example, younger generations might incorporate new words or slang into their language use, reflecting their social identity and desire to differentiate themselves from older

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generations.

By studying the attitude towards language emergence through the lens of social identity and analyzing lexical choices, the researchers aim to deepen our understanding of how language evolves and adapts within social groups. This research can provide valuable insights into the complex relationship between language, identity, and social dynamics, and contribute to the field of sociolinguistics.

### DISCUSSIONS

The general premise of the present study is investigating the language emergence in a community is a complex process that involves the development and evolution of a shared linguistic system among its members. While previous research has explored language emergence in various contexts, there is a need for a comprehensive study that incorporates both quantitative and qualitative methods to gain a deeper understanding of the underlying mechanisms and factors contributing to this phenomenon.

The paragraphs discuss three interconnected topics related to language: language encounter and acquisition, language use, variation and change, and attitudes towards language emergence.

#### 1. Language Encounter – Language Acquisition and Development

This section focuses on the circumstances in which individuals encounter language and how they acquire and develop their language skills. It explores language emergence, which refers to the spontaneous development of language in different settings. The study examines language emergence in Bagac, analyzing indicators such as conversations with family members, school interactions, and language use on social media. It finds that family interactions play a significant role in language acquisition, while formal education may have a more structured

approach. Additionally, social media platforms are identified as a medium for language emergence, indicating the influence of digital communication on language practices.

#### 2. Language Use – Language Variation and Change

This section explains language use, variation, and change, highlighting their connection to the lexical analysis of language emergence. Language use refers

to how language is employed in different contexts, while language variation refers to differences in language use among speakers or regions. Language change refers to the evolution of language over time. Lexical analysis focuses on studying vocabulary and word usage. In the context of language emergence, lexical analysis helps understand the development and adoption of new words and linguistic phenomena. It allows researchers to track their spread and integration into a language, uncovering motivations and societal impacts.

#### 3. Attitude towards Language Emergence – Social Identity and Language

This section explores the relationship between social identity, language, and attitude towards language emergence. It investigates how social identity influences language emergence and is reflected in individuals' lexical choices. Factors such as age, gender, ethnicity, and socioeconomic status can shape language use and contribute to the emergence of new linguistic phenomena. The study examines the attitudes and beliefs associated with language emergence by analyzing lexical choices in different social contexts. By understanding the role of social identity in language emergence, researchers aim to gain insights into the complex dynamics of language, identity, and society.

### CONCLUSIONS

1. The study highlights the significance of family interactions in language acquisition. It suggests that informal interactions within the family play a crucial role in acquiring and developing language skills. Additionally, it mentions that formal

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education provides a more structured approach to language acquisition.

2. The study explores language emergence, which refers to the spontaneous development of language in different settings. It indicates that language can emerge through various means, including conversations with family members, school interactions, and language use on social media platforms. This suggests that digital communication platforms, such as social media, have an influence on language practices and can contribute to language emergence.
3. The study discusses how language is employed in different contexts (language use) and the differences in language use among speakers or regions (language variation). It also addresses language change, which refers to the evolution of language over time. The researchers employ lexical analysis to study vocabulary and word usage, which helps understand the development and adoption of new words and linguistic phenomena. This analysis allows them to track the spread and integration of these words into a language, providing insights into motivations and societal impacts.
4. The study explores the relationship between social identity, language, and attitude towards language emergence. It suggests that factors such as age, gender, ethnicity, and socioeconomic status can shape language use and contribute to the emergence of new linguistic phenomena. The researchers analyze lexical choices in different social contexts to understand attitudes and beliefs associated with language emergence. By considering the role of social identity in language emergence, they aim to gain insights into the complex dynamics of language, identity, and society.

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