Romblomanon
Spelling Survey Report

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1. Background

In August 1981, a spelling preference survey for Romblomanon was conducted by Robert French (former SIL member). The objective was to find out what would be acceptable as an official alphabet and spelling system for Romblomanon. That survey was done with six groupings of different ages, backgrounds, and occupation. However, the number of sampling people was quite limited. Also the survey was done 15 years ago, many things have been changing, especially the language. Therefore we feel that there is an urgent need to do the survey again with a bigger sampling which should also include the speakers in Sibuyan Island and San Agustin in Tablas Island besides Romblon Island.

1.1 How was the survey conducted?

1.1.1 Survey team

Between July 10 to July 30, 1996 a short term mission group from our supporting churches in Hong Kong (Hong Kong Tseung Tsin Mission Church) arrived Philippines to visit the Laws and their ministry. The group consisted of four members, three men and one lady, representing 3 different sister churches of the same denomination. During these several weeks, they traveled with the Laws throughout the Romblon province, helped the Laws to conduct the language spelling preference survey of Romblomanon people.

After arriving to Romblon on the morning of July 13. Then we started cleaning the house as what we usually do in the first day upon the arrival of the allocation. On the Saturday and Sunday, we had a good fellowship together. We began to know each other and the Laws gave some orientation to the group on how to do the survey. Then on July 15-18, we started the survey by visiting the villages on the island of Romblon. We visited Makalas, Ipil, Lonos, Lonas, Mapula and other villages.

After they were able to manage the skill on how to do the survey, then we traveled to the Sibuyan Island on July 19 and did the same survey on three different municipalities, Magdiwang, Cajidiogan, and San Fernado. Surprisingly, we received warm welcome from various villages. We visited Mayor offices of each municipality before we started to work on the villages. These also helped us to reinforce good public relationship with the government officials. On top of this, Rence wrote a courtesy letter to the Mayor of Romblon, Mayor of Magdiwang, Mayor of Cajidiogan, and Mayor of San Fernando in May to acknowledge them about the arrival of the language survey group from Hong Kong. They brought each Mayor a souvenir from Hong Kong. The mayors were all pleased. Besides, we visited the High Schools in Magdiwang and San Fernado. In both schools, we requested from the Principals to allow us to do the survey in one of

the class of the highest session. By interaction with the Principles and teachers and students, SIL work was introduced. We returned on July 23 to Romblon. We visited Cajimos in the next day to do the survey again, but the workload was not so heavy as on Sibuyan Island.

On the July 26, we visited San Agustin on the Tablas Island. After we arrived, we visited the Mayor office and met the vice Mayor. We stayed overnight there and did the survey on the next morning too. The group enjoyed the trip even though we had to travel in a small motor boat for two hours. This was new experience for them too. We returned on July 27 to Romblon.

The last two days, we shared and debriefed our experiences of the last three weeks. They left Romblon for Manila on July 28 and returned to Hong Kong safely on July 30.

1.1.2 Survey form (see Appendix 1)

The survey form was designed to test various areas of the spelling preference on Romblomanon. It consists of three parts, first the personal information of the informant. The second part is multiple-choice question on 38 words. The informant can choose the spelling of the word that they prefer or if they don't like the choices provided, they can write their own way on the space provided in each question.

The last part is fill-in-blank type question, with 19 single word or 3 phases. In this part, the surveyor will play a tape pre-recorded of the words and phrases and ask the informant to write down whatever they hear from the tape. Every word and phrase are repeated twice and about 10 seconds time lapse in between for them to write down the spellings before next word is started.

In part II & part III, the groupings of the words in each item are designed to test different spelling preferences. Every effort was made to give each alphabetical and spelling system an equal opportunity.

One of objectives on designing the survey form is to test the Filipino and Spanish based alphabet and spelling systems. All questions are prepared to find out the preference of spelling of people on those ambiguous spelling areas.

1.1.2.1 Philosophy on choosing the test words in Part II

- In part II, #1, 2, 4, 5 and #7, we are testing the preference on the alphabet k of Filipino system vs. c and qu of Spanish system;
- #3 and #6 on g vs. gu; #6 and #10 on g vs. gg;
- #8, 16 and #23 on glottal stop with straight apostrophe ' or hyphen – vs. without hyphen between vowels;
- #9 on glottal stop with straight apostrophe ' or hyphen – vs. without hyphen between consonant and vowel;
- #11 and #12 on Cuw vs. Cw;

- #13, 15, 24, 25 and #28 on Ciy vs. Cy in the initial syllable;
- #14, and #20 on Ciy vs. Cy in the middle syllable;
- #17 and #18 on u vs. o in the penultimate and final positions;
- #26 on u vs. o in the initial position;
- #19, 27, 28 and #29 on i vs. e in the final position;
- #21, on foreign words of proper names whether the alphabet J and C will be retained;
- #2, and #22 on diphthongs (i.e. vowel sequences that have no separation of sound or a glottal stop) such as aw vs. ao or au in the final position;
- #30 to #32 is one group, #33 and #34 is another group, and #35 to #38 is another group, all are different words in each group, they are designed to test on the glottal stop over word final vowels in such situation when confusion may occur.

1.1.2.2 Philosophy on choosing the test words in Part III

Basically, part III and II are designed on similar reasons to test the preference of spelling of people on those problematic spelling areas. However, in part III the testees are asked to listen the words and then write in their own ways rather than giving them multiple choices as in part II. We assume that the results from part III should be more accurate because no influences from the words listed as in part II. As a result each tested word may have many alternatives but only one is more prominent than others in each word tested.

- In part III, #1, and #3 on u vs. o in the penultima and final positions;
- #2, 4, 6 and #7 on u vs. o in the final position;
- #5 on u vs. o in the initial position;
- #11, and #18 on e vs. i in the penultima and final positions;
- #8, 9, 10, 12 and #17 on e vs. i in the final position;
- #14 on e vs. i in the initial position;
- #15 and #16 on glottal stop with straight apostrophe ' or hyphen – vs. without hyphen between vowels;
- #19 on monosyllabic word nga;
- #20 on mga vs manga;
- #21 and #22 on nang vs ng.

2. Results on the survey

After the survey was done, the data was input into computer for analysis. We used the Microsoft Access version 2.0 and with the help of Mr. Roger Stone, computer programmer with SIL. All data was process and the following is the results of the data processed on the survey: The analysis is based on the 902 completed questionnaires. All of the incomplete questionnaires have been discarded from the analysis.

2.1 Results of Part I: Personal information of Informant

Total questionnaire completed   902

Sex distribution
     Male   393
     Female   509

Test Sites
     Sibuyan (including Magdiwang, Cajidiogan, San Fernando)   421
     Romblon Island   307
     San Agustin   163
     No answer   11

Age Distribution
     Young (20 & below)   287
     Mid Age (21-45)   437
     Old (46 & above)   172
     No answer   6

Education
     Elementary School   113
     High School   473
     College   197
     Post Graduate School   83
     No answer   36

Professions
     Profession which need writing skills (including Teacher, Office
     Employee, Vendor, Physician, Midwife, Dentist, Businessman,
     Businesswoman, Reflexology)   212
     Profession which need not writing skills (including Worker,
     House Keeper, Driver, Retired, None, Blank)   449
     Student   241

Place of Origin
     Central Visaya Region (including Romblon, San Fernando,
     Magdiwang, Cajidiong, San Agustin, Looc, Odiongan, Bantoon)   870
     Eastern Visaya Region (including Masbate, Leyte, Samar)   6
     Southern Visaya Region (including Negros, Cebu, Bohol, Davao)   5
     Western Visaya Region (including Panay, Aklan, Iloilo, Antique)   5
     Tagalog Region (including Manila, Nueva Ecija, Cavite, Mindoro,
     Bulacan, Pangasinan, Bicol)   12
     No answer   4

First Language

Asi	2
Bicolano	1
Bisaya or Visaya (Romblomanon[1])	780
Cebuano	3
English	1
Ilongo	16
Ilocano	1
Karay-a	3
Tagalog	64
Waray	1
No answer	30

2.2 Results of Part II on Spelling Reference Survey: Reading

1	cag	142
	kag	758

2	ikaw	806
	icao	92

3	gid	598
	guid	296

4	pilac	99
	pilak	794

5	ako	788
	aco	75
	aku	28
	acu	7

6	saging	855
	saguing	19
	sagging	22
	sagguing	2

7	kita	840
	cita	18
	quita	40

8	di-in	193
	diin	671
	di'in	34

9	sin-o	628
	sino	227
	sin'o	43

10	maggulo	54

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[1] Romblomanon is a Central Bisayan language of the Central Philippines, the name Romblomanon, which is based on the name (Rumblumanon) actually used by the speakers.

	magulo	771
	magulu	5
	maggulu	19
	maggolo	8
	mag-gulo	38
11	buwas	729
	bwas	106
	buas	65
12	gwapo	354
	guwapo	418
	guapo	127
13	dyagan	375
	diyagan	303
	diagan	97
	dyaggan	21
	diyaggan	16
	diaggan	21
	dayagan	57
14	batyag	797
	batiyag	39
	battiyag	6
	batiag	43
	battyag	9
15	tiyan	781
	tyan	81
	tian	32
	tyian	5
16	labo-on	284
	laboon	187
	labu-on	189
	labuon	223
	lab-on	8
	labu'un	1
17	guyoton	531
	guyuton	260
	guyutun	34
	goyoton	68
18	buyong	669
	boyong	139
	buyung	28
	boyung	59
	boyông	1
19	ngani	456
	gani	413
	ngane	14

	gane	14
20	palya	812
	palla	22
	palia	34
	pallya	6
	pallia	8
	palyia	8
21	Jesu Cristo	307
	Hesu Kristo	582
	Hesu-Kristo	2
	Jisukristu	1
22	panaw	821
	panao	72
	panau	4
23	daugon	657
	da-ugon	203
	da'ugon	35
24	nyan	177
	niyan	670
	nyian	18
	nian	32
	nyân	1
25	siya	766
	syia	17
	sia	56
	sya	61
26	onga	405
	onga'	179
	unga	224
	unga'	85
27	babayi	235
	babaye	586
	baba'e	76
	babae	2
28	lyaki	278
	yaki	136
	liyaki	340
	lalaki	4
	lalake	25
	layaki	107
	liaki	1
29	pwidi	45
	puydi	152
	poydi	85

	pwede	459
	pwedi	41
	puwedi	99
	puede	7
	puwede	8
30	pila'	319
	pilà	333
	pila	207
	pilá	5
	pilâ	26
31	pilá	469
	pilah	99
	pila	325
32	píla	298
	pïla	172
	pila	402
	pela	2
	pi-la	1
33	waya'	198
	wayâ	424
	wayà	83
	waya	182
34	wayá	343
	wayah	110
	waya	351
	wayâ	4
	walá	1
35	tuyo	408
	tuyó	326
	tuyoh	75
	toyoh	5
36	tuyo'	137
	tuyô	506
	tuyò	122
	tuyo	121
	toyo	1
37	túyo'	218
	tuyô	185
	túyò	237
	tuyo	230
	toyo	2
38	tuyo'	100
	túyo	66
	tüyo	39
	toyo	689

2.3 Results of Part III on Spelling Reference Survey: Listening

1	bo-ot	26
	bo-ut	7
	boot	176
	boót	5
	bout	47
	bu'ot	2
	bu-ot	88
	buot	457
	buut	8
	poot	24
	pu-ot	4
	puot	20
	puut	1

2	sa-yod	2
	sayod	719
	sayòd	8
	sayôd	3
	sayót	30
	sayud	110
	suyod	1

3	mabo-bo	3
	mabobo	136
	mabobò	10
	mabobô	17
	mabóbó	4
	mabobu	38
	mabu-bo	8
	mabu-bò	2
	mabubo	433
	mabubò	39
	mabubó	4
	mabubô	89
	mabubu	68
	mabubú	10

4	cadamo	49
	cadamô	3
	cadamu	11
	kadamo	641
	kadamò	30
	kadamô	30
	kadamoh	1
	kadamu	71
	kadamú	13

5	horas	3
	oras	866
	uras	23

6	caneno	6
	canin-o	46
	canio	2
	kan-o	2
	kanen-o	3
	kaneno	4
	kanin'o	4
	kanin-o	732
	kanin-u	4
	kanino	67
	kaninó	7
	kaninô	5
	kanio	4
7	biró	2
	pero	712
	peru	14
	piro	133
	piru	6
	tiro	22
8	poyde	17
	poydi	21
	puede	131
	puedi	10
	puidi	4
	puwede	181
	puwedi	17
	puyde	16
	puydi	19
	pwede	389
	pwedi	44

	pwide	22
	pwidi	9
	pwude	4
9	aber	618
	abir	207
	aper	42
	apir	7
10	clace	1
	clase	89
	clasi	32
	classe	5
	classi	3
	klase	684
	klasi	61
	klasse	2
11	beses	533
	besis	88
	bises	90
	bisis	94
	isip	1
	peses	6
	pesis	1
	pises	7
	pisis	14
	veses	3
	vessis	1
12	baba-i	4
	babae	39
	babaye	650
	babayi	191
	babáyi	6
13	a-nay	5
	anay	877
	anáy	11

14	ergo	602
	ergu	7
	i-rgo	4
	irgo	277
	irgu	3

15	ta'as	25
	ta-as	91
	taas	771

16	bait	48
	pa-et	17
	pa-it	91
	paet	66
	pait	665
	poot	1

17	cose	1
	cosi	1
	cusi	1
	kose	6
	kosí	6
	kuse	6
	kusi	35
	poce	1
	poksi	3
	pose	47
	posi	90
	posse	1
	pu-si	9
	puci	2
	puk-si	2
	pukse	4
	puksi	26
	puse	93
	pusi	480
	pusí	60

	pusit	
2		

18	pele	20
	peli	81
	pi-li	6
	pile	42
	pili	628
	pilí	
106		
	pilli	
1		
	puli	
1		

19	nga	854
	ngâ	23

20	ma-nga	3
	manga	101
	mangâ	3
	mga	777
	mgâ	5

21	nang canhoy	17
	nang kahoy	365
	nang kahuy	1
	nang-kahoy	35
	ng cahoy	
12		
	ng kahoy	
403		
	ng-kahoy	
13		

22	nang ona	54
	nang una	225
	nang-ona	18
	nang-una	
253		
	ng ona	
35		
	ng una	
249		
	ng-una	
36		
	ng-ona	
6		

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3. Spelling Rules derived from the result of the analysis

3.1 *k is used instead of c and qu*

k is used instead of *c* in initial position e.g. *kag* (refer to the results on part II, #1), *kadamo* (ref: III #4) and *kanin-o* (ref: III #6); in medial position e.g. *ikaw*, *ako* (ref: II #2, 5) and in final position e.g. *pilak* (ref: II #4). Also *k* is used instead of *qu* e.g. *kita* (ref: II #7).

There are some controversial in proper names, that is the preference of using of *k* instead of using *c* is not so significant. E.g. *Hesu Kristo* 583 occurrences vs. *Jesu Cristo* 307 occurrences (ref: II #21). Even sometimes there is exception in names and a few foreign words that are spelled the same as in their original languages, e.g. *Calabogo* and *Cajimos*, which is widely used such spelling.

3.2 *g is used instead of gu*

g is used instead of *gu* e.g. *gid* (ref: II #3); *saging* (ref: II #6).

3.3 *o is used in final & u is used in all other syllables*

In word original to Romblomanon *o* is used in the last syllable of a word. Examples for final *o* are *ako* (ref: II #5) *magulo* (ref: II #10), *buot* (ref: III #1), *sayod* (ref: III #2), *mabubo* (ref: III #3), *kadamo* (ref: III #4), *pero* (ref: III #7). u is used in all other syllable of a word e.g. *magulo* (ref: II #10); *buyong* (ref: II #18); *buot* (ref: III #1), *mabubo* (ref: III #3).

Although the preference for the word *onga* rather than *unga* (405 occurrences vs. 224 occurrences, ref: II #26), other data[2] supports the use of *u* in initial syllables (e.g. *ubo, ugaling, uga, uling, unod, ulihi, unahi, utok, utan, ubod, usbod, ugat, ugot, ubos, ugoy, uyo*), and thus it has been decided to spell it as *unga* to conform with the spelling of the majority spelling i.e. *u* in initial.

3.3.1 After affixation

This rule also applies to the word prefixes which are attached to verb roots e.g. *labo-on* (ref: II #16); *guyoton* (ref: II #17). The *labo* and *guyot* are the root words, so *o* is used in final instead of *u*. The shift of *o* from the final position to penultimate position after the affixation does not alter this rule, therefore *labo-on* instead of *labu-on* and *guyoton* instead of *guyuton*.

3.3.2 Exception in borrowed words

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[2] Other test was performed to check just the preference between *u* or *o* in initial position and 16 words were used in this test. The result shows that the majority prefers the use of *u* in initial position.

In borrowed words that have become part of Romblomanon, *o* and *u* are used where they appear in the original languages, e.g. *nang-una* (ref: III #3), *oras* (ref: III #5); and *ispiritu*.

3.4 i is used in word original to Romblomanon

In word original to Romblomanon *i* is used e.g. *ngani* (ref: II #19); *liyaki* (ref: II #28), *pait* (ref: III #16), *pusi* (ref: III #17), *pili* (ref: III #18). However, *e* is used in words that have become part of Romblomanon due to the influence of other languages such as Tagalog or Spainish.

3.4.1 Exception in borrowed words

In borrowed words that have become part of Romblomanon, *e* is used where it appears in the spelling of the language from which the word originated, e.g. *Hesu Kristo* (ref: II #21), *beses* (ref: II #11), *pero* (ref: III 7) and *klase* (ref: III #10).

3.4.2 Exception in cognate

Some words such as *babaye* (ref: II #27, III #12) and *pwede* (ref: II #29, III #8) are cognates. The word *babaye* is pronounced phonetically as [babayi], but because of the high preference for the Tagalog spelling *babae*, it changes final *i* to *e*, thus it becomes *babaye*.

Similar explanation to the word *pwede*. It is a cognate of Tagalog word *puwede*. Phonetically it is [puydi] but because of influence of Tagalog, people try to spell it as *puwede*, but yet they still retained the 2 syllable word *pwede*, judging from the majority preference (459 occurrences). Therefore we suggest to keep *pwede* for the time being unless the spelling shift to *puwede* is significant in the future.

3.5 Glottal stop is symbolized with a hyphen

3.5.1 Between consonant-vowel sequence

Examples: *sin-o* 628 occurrences vs. *sino* 227 occurrences (ref: II #9); *kanin-o* 732 occurrences vs. *kanino* 67 occurrences (ref: III #6).

3.5.2 Between prefixes ending in a consonant and verb roots beginning with a vowel

Examples: *nag-abante* (moved forward), *nag-isip* (thought).

3.5.3 Not between vowel-consonant sequence

Examples: *anay* 877 occurrences vs. *a-nay* 5 occurrences (ref: III #13), *ergo* 602 occurrences vs. *i-rgo* 5 occurrences (ref: III #14).

3.5.4 Not between vowel-vowel sequence

Usually glottal stop is not necessary marked between two vowels. Examples: *diin* 671 occurrences vs. *di-in* 193 occurrences (ref: II #8), *daugon* 657 occurrences vs. *da-ugon* 203 occurrences (ref: II #23), *buot* 457 occurrences vs. *bu-ot* 88 occurrences (ref: III #1), *taas* 771 occurrences vs. *ta-as* 91 occurrences (ref: III #15) and *pait* 665 occurrences vs. *pa-it* 91 occurrences (ref: III #16).

3.6 Glottal stop and stress

The glottal stop and stress over word final vowel is symbolized with a ˆ on top of the final vowel only when it is necessary to avoid confusion. Examples: wayâ (ref: II #33); tuyô (ref: II #36).

3.7 Syllables ending with diphthongs

If there is a vowel sequences that have no separation of sound or glottal stop, they are spelled with Vw or Vy. Examples: *ikaw* not *ikao* (ref: II #2), *panaw* not *panao* nor *panau* (ref: II #22); *anay* (ref: III #13); *kahoy* (ref: III 21).

3.8 The sequences of VV

3.8.1 VV without a hyphen

It seems that sequences of VV without glottal mark in between but pronounced with a glottal stop in between are more acceptable. Examples: *diin* 671 occurrences vs. *di-in* 193 occurrences (ref: II #8), *daugon* 657 occurrences vs. *da-ugon* 203 occurrences (ref: II #23), *buot* 457 occurrences vs. *bu-ot* 88 occurrences (ref: III #1), *taas* 771 occurrences vs. *ta-as* 91 occurrences (ref: III #15) and *pait* 665 occurrences vs. *pa-it* 91 occurrences (ref: III #16).

More examples beyond the survey form can be found to show that vowel-vowel sequence are not marked e.g. *maayo*, *panaog*, and *tuo*.

3.8.2 Exception on affixation

However, the rule that glottal stop between vowel-vowel sequence is not marked can be waiver to the words which verb roots ending in a vowel and followed by suffixes beginning with a vowel e.g. *labo-on* 284 occurrences vs. *labuon* 223 occurrences (ref: II #16). Though, the general rule is still be true because the number of marking with a hyphen for glottal stop is only 61 more than the number of not marking.

3.9 The sequences of CC

3.9.1 Same point of articulation

It seems that sequences of CC are very rare in Romblomanon. Examples: *saging* 852 occurrences vs. *sagging* 22 occurrences (ref: II #6), and *magulo* 771 occurrences vs. *maggulo* 54 occurrences (ref: II #10). However, the CC pattern may occur like *humbak* (wave) when the two consonants are in the same point of articulation.

3.9.2 Exception in loan words

Words that are borrowed from other languages, such as English, have syllable patterns that differ from the Romblomanon. Examples of these syllable patterns are as follow: *iksport* (export); *iksakto* (exact).

3.10 The sequences Cw and Cy

The sequences *Cw* and *Cy* are always used in the middle of a word. Examples: *batyag* 797 occurrences (ref: II #14), *palya* 812 occurrences (ref: II #20). In some rare cases, it is also used in the beginning of a word, e.g. *dyagan* 375 occurrences vs. *diyagan* 303 occurrences (ref: II #13). But the difference is only 72.

3.11 The sequences Cuw and Ciy

The sequences *Ciw* and *Ciy* are always used at the beginning of a word. Examples: *buwas* 729 occurrences (ref: II #11), *guwapo* 418 occurrences vs. *gwapo* 354 occurrences (ref: II #12); *tiyan* 781 occurrences (ref: II #15), *niyan* 670 occurrences (ref: II #24), *siya* 766 occurrences (ref: II #25), *liyaki* 340 occurrences vs. *lyaki* 278 occurrences (ref: II #28).

3.11.1 Exception in cognate words

Cognate words are influenced by other languages, such as Tagalog, where they appear in the original languages, e.g. *pwede* 459 occurrences vs. *puwede* 8 occurrences (ref: II #29, III #8). See section 3.4.2 Exception in cognate for details.

3.12 Miscellaneous

3.12.1 Nang vs. ng

The word nang that functions as a time marker or a conjunction will be spelled in its full form *nan*g (ref: III #22, 550 occurrences vs. 326 occurrences). But if it functions as a nominal marker may or may not be contracted to *ng* (ref: III #21, 428 occurrences vs. 418 occurrences).

3.12.2 Manga vs. mga

The plural marker *manga* will be contracted to *mga* following the Tagalog convention. Actually it is pronounced as [manga] (ref: III #20, 777 occurrences for *mga* vs. 101 occurrences for *manga*).

3.12.3 Ging vs. gin

The aspect prefix *ging-* sometimes is pronounced as *gin-*. However, we has been decided to spell it all as *ging-* to conform with the consistency.

4. Conclusion

Those rules stated above are tentative. However, if the above spelling rules are followed, there will only be one preferred spelling for most Romblomanon words. This set of letters in the alphabet is used in words that are usually original to Romblomanon. The alphabet will be as follows: a, b, k, d, e, g, h, i, l, m, n, ng, o, p, r, s, t, u, w, and y.
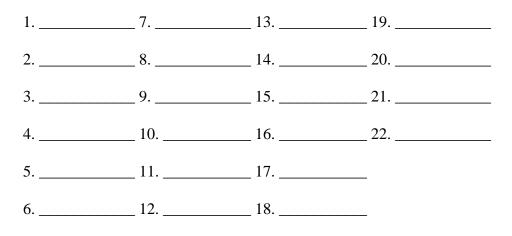
Of course there are many exceptions which happen to those a) Romblomanon words that have become part of Romblomanon as a result of the influence of other languages; b) proper names, and c) foreign words.   This set of letters includes c (e.g. *Cajimos*, *Calabogo*), ch (e.g. *chicheron*), f (e.g. Fonte, Ferrol), j (e.g. *Juan*, *Palje*), ñ (e.g. *Santo Niño*), q (e.g. Aquino), v (e.g. Calatrava) and z (e.g. Capiz).

Finally, I must state that the alphabet and spelling rules may need to be adjusted or even changed. But I do hope that people in Romblon will use these spelling rules, only through this any necessary changes can be discovered. I would like to see one day the official Romblomanon alphabet will be used among all Romblomanon people.

Spelling Preference Form

Name _____ Age _____ Sex _____ Occupation _____

Place of Origin _____ Test Site _____

Education (last year of school) _____ First Language _____

Languages studied in school: English _____ Spanish _____ Tagalog _____

Others _____

This is not a test. It is to help us establish an official alphabet for Romblomanon. Please circle the spelling that represents the way you want the word to be spelled in Romblomanon. Circle only one spelling for each word. If you would like to spell a word differently than the choices listed, print the word the way you would like to see it spelled in the blank.

 1. cag, kag, _____

 2. ikaw, icao, _____

 3. gid, guid, _____

 4. pilac, pilak, _____

 5. ako, aco, aku, acu, _____

 6. saging, saguing, sagging, sagguing, _____

 7. kita, cita, quita, _____

 8. di-in, diin, di'in, _____

 9. sin-o, sino, sin'o, _____

10. maggulo, magulo, magulu, maggulu, maggolo, mag-gulo, _____

11. buwas, bwas, buas, _____

12. gwapo, guwapo, guapo, _____

13. dyagan, diyagan, diagan, dyaggan, diyaggan, diaggan, _____

14. batyag, batiyag, battiyag, batiag, battyag, _____

15. tiyan, tyan, tian, tyian, _____

16. labo-on, laboon, labu-on, labuon, _____

17. guyoton, guyuton, guyutun, goyoton, _____

18. buyong, boyong, buyung, boyung, _____

19. ngani, gani, ngane, gane, _____

20. palya, palla, palia, pallya, pallia, palyia, _____

21. Jesu Cristo, Hesu Kristo, _____

22. panaw, panao, panau, _____

23. daugon, da-ugon, da'ugon, _____

24. nyan, niyan, nyian, nian, _____

25. siya, syia, sia, sya, _____

26. onga, onga', unga, unga' _____

27. babayi, babaye, baba'e _____

28. lyaki, yaki, liyaki, _____

29. pwidi, puydi, poydi, pwede, pwedi, puwedi, _____

30. pila', pilà, pila, _____   (spit)

31. pilá, pilah, pila, _____   (how much)

32. píla, pïla, pila, _____   (queue in line)

33. waya', wayâ, wayà, waya _____   (no / without)

34. wayá, wayah, waya, _____   (left)

35. tuyo, tuyó, tuyoh, toyoh, _____   (three)

36. tuyo', tuyô, tuyò, tuyo, _____   (dried fish)

37. túyo', tuyô, túyò, tuyo, _____   (drip)

38. tuyo', túyo, tüyo, toyo, _____   (soy sauce)

   Spell the word you hear the way you want it spelled.

1. _____ 7. _____ 13. _____ 19. _____

2. _____ 8. _____ 14. _____ 20. _____

3. _____ 9. _____ 15. _____ 21. _____

4. _____ 10. _____ 16. _____ 22. _____

5. _____ 11. _____ 17. _____

6. _____ 12. _____ 18. _____

May 24, 1996.

Hon. Jose M. Madrid
Provincial Governor
Capitol Building
5500 Romblon
Romblon

Dear Governor Madrid,

We are linguistic researchers with Summer Institute of Linguistics, which is an international, private, volunteer agency whose personnel have served in the Philippines since 1953. Our work among the indigenous cultural communities is carried out in cooperation with the Department of Education, Culture and Sports.

We are planning to have a language survey among the Romblomanon speakers within the Romblon province. With a group of volunteers from Hong Kong, we are planning to visit the Romblon province in July to conduct the survey. More details will be sent to you in the near future. We are looking forward to seeing you and the natural wonders of the Romblon province.

Sincerely,

_____
Rence S. Law
Linguistic Researcher
Summer Institute of Linguistics

SAMPLE LETTER