

The 10th Philippine Linguistics Congress

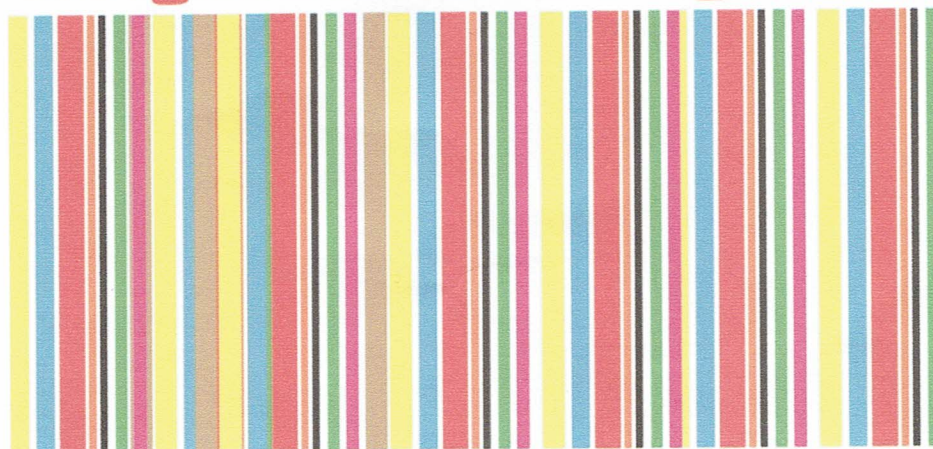


December 10-12, 2008

UP Balay Kalinaw

Book of Abstracts

**The 10th Philippine
Linguistics Congress**



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THE 10TH PHILIPPINE LINGUISTICS CONGRESS

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Department of Linguistics

PROGRAMME

Wednesday, December 10, 2008

7:30-8:30 Registration

8:30-8:35 National Anthem

8:35-8:45 Welcome Remarks: Dr. Zosimo E. Lee
Dean, College of Social Sciences and Philosophy
University of the Philippines – Diliman

8:45-9:15 Keynote Address: Chancellor Sergio S. Cao
Chancellor, University of the Philippines - Diliman

9:15-10:05 Plenary Lecture 1
*Who does what to whom: Another Look at role relations in
Philippine Languages*
Dr. Lawrence Reid

10:05-10:25 Discussion

10:25-10:50 Coffee Break

10:50-11:40 Plenary Lecture 2
Toward a syntactic typology of the benefactive construction
Dr. Shuanfan Huang

11:40-12:00 Discussion

12:00-13:30 Lunch

	Conference Hall	Seminar Room
13:30-14:00	<i>Conceptual approach to Tagalog voice phenomena: Beyond transitivity and ergativity</i> Naonori Nagaya	<i>Quo vadis Filipino?</i> Teresita A. Alcantara
14:00-14:30	<i>Extended locative Voice constructions in Cebuano</i> Michael Tanangkingsing	<i>The Language-in-education question: What is the answer in the Philippine setting</i> Fe Aldave Yap
14:30-15:00	<i>Height matters</i> Resty Cena and Ricardo Nolasco	<i>Classroom interaction analysis of cognitive processes and strategies: Basis for prototype interactive lessons in organic chemistry</i> Wilfred B. Bambico
15:00-15:20	Discussion	
15:20-15:50	Break	
15:50-16:20	<i>Pivot and control in Cebuano and Sguliq Atayal</i> Yu-ting Yeh, Michael Tanangkingsing, and Shuanfan Huang	<i>Replacive affix in the Filipino language</i> Ernesto Constantino
16:20-16:50	<i>Monadic verbs in Malay and Cebuano languages</i> Rodney Jubilado and Nasirin bin Abdillah	<i>The patterns of interaction of viewpoint and situation type aspect in Tagalog</i> Ma. Althea Enriquez
16:50-17:20	<i>Nominal and adjectival sentences in MP: Evidence from Tagalog and Malay</i> Maria Khristina S. Manuelli	<i>Control constructions in Filipino</i> Aquilles P. Bazar
17:20-17:40	Discussion	

Thursday, December 11, 2008

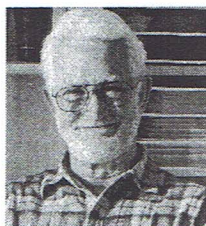
	Conference Hall	Seminar Room
08:30-09:00	<i>Verbal co-indexing of non-nominatives in Southwestern Palawano</i> Bill Davis and Ricardo Nolasco	<i>Visual literature and sign language linguistics</i> Perpilli Vivienne Tiongson and Liza B. Martinez
09:00-08:30	<i>Ibanag nominal marking system</i> Shirley N. Dita	<i>Determining handshape correspondences in Filipino Sign Language using visionbased recognition</i> Ed Peter G. Cabalfin and Liza B. Martinez
09:30-10:00	<i>The proto-form of Bagobo (Tagabawa), Madaya, Manobo, Sama and Davao Cebuano</i> Peter Jon L. Mendoza, et. al.	<i>Is UP education linguistically accessible to its deaf students?</i> Marie Therese A.P. Bustos and Liza B. Martinez
10:00-10:20	Discussion	
10:20-10:50	Break	
10:50-11:40	Plenary Lecture 3 <i>A corpus-based dictionary of Filipino</i> Dr. Curtis McFarland	
11:40-12:00	Discussion	
12:00-13:30	Lunch	
13:30-14:00	<i>The common pitfalls of medical translations from: English to Cebuano</i> Jessie Grace Rubrico	<i>Motion in narratives: finding the way in Kavalan</i> Haowen Jiang
14:00-14:30	<i>A pedagogic approach in Filipino lexicography</i> Peter Paul Sengson, et. al.	<i>BV construction in Tsou and the coding of adjuncts NPs</i> Huei-ju Huang and Shuanfan Huang
14:30-14:50	Discussion	
14:50-15:20	Break	
15:20-15:50	<i>Sexing up the airwaves: Reading the discourse of radio jokework in the Philippines</i> Rhodora G. Ancheta	<i>An analysis of the code-mixing behaviors of interlocutors interacting with Filipino toddlers aged 2 – 4 years old</i> Arthea Quesada, et.al.
15:50-16:20	<i>Bilingualism and code-switching in Philippine television advertisements: An exploratory study</i> Marianne Jennifer M. Gaerlan	<i>A microethnographic study: Development of oral language proficiency among Filipino kindergarten ESL learners: A microethnographic study</i> Catherine R. Cordova
16:20-16:50	Discussion	<i>Dual language education program models in Philippine progressive schools</i> Ani Rosa Almario and Aleta R. Villanueva
16:50-17:10		Discussion

Friday, December 12, 2008

	Conference Hall	Seminar Room
08:00-08:30	<i>Politicizing the second language classroom: Prospects for change</i> Noel Christian Moratilla	<i>Impersonal use of the personal pronouns 'KA' and 'MO' in Tagalog</i> Maureen Joy Saclot and Lesley Stirling
08:30-09:00	<i>The Impact of government policies on the indigenous languages of the Philippines</i> Manuel Lino Faelnar and Junica Soriano	<i>Case-marking in the Waray-waray pronominal system</i> Alexandra N. Kaluag
09:00-09:30	<i>The right to language --- a call for sign language policy in the legal and judicial system</i> Golda S. Benjamin	<i>The pronominal system of Binukid</i> Hazel Jean M. Abejuela
09:30-09:50	Discussion	
09:50-10:10	Break	
10:10-11:00	Plenary Lecture 4 <i>Constituent structure in a Tagalog text</i> Dr. Randy LaPolla	
11:00-11:20	Discussion	
11:20-12:00	Closing program	
12:00	Lunch	

PAPER ABSTRACTS

**Who Does What to Whom:
Another look at role relations in Philippine languages**



Lawrence A. Reid
University of Hawai'i
reid@hawaii.edu

Questions about who does what to whom are basic to the understanding of the relationships between participants in speech acts whether one is talking about English, Philippine languages or for that matter any human language. How a language encodes such relationships is crucial not only to the description of the morphosyntax of a language, but also to the teaching of the language. Just as important for teaching a language is how its speakers determine which of these roles is more important than the other, and the options that are available for down-grading one of the roles vis-a-vis the other.

This paper will re-examine the role relations of actor and undergoer in Philippine languages and the commonly understood ways in which they are coded. It will especially examine the functional and structural effects of downgrading of these roles. This will involve re-visiting the old controversies about the nature of “focus” in Philippine languages, the “transitivity” of so-called “actor focus” constructions, and the use of terms such as “passive” and “antipassive”. The discussion will take place in the context of what appear to be the development of new passive and antipassive constructions in some Northern Luzon languages, illustrated in the following examples from Khinina-ang, a Central Bontok dialect. The bolded parts of examples (1)a and (2)a are regular transitive sentences, with an actor and an undergoer, while (1)b and 2(b) are derived intransitive sentences, the first of which is a passive sentence with a completely downgraded (missing, but implied) actor and the second is an antipassive sentence with a completely downgraded (missing, but implied) undergoer. Such sentences need to be distinguished from stative sentences, which are also intransitive, but which (in Khinina-ang, Bontok) do not imply, and cannot express an actor, as in 1(c).

Khinina-ang (Central Bontok)

- (1)a. *As fa-ikhen=cha sik-a, mo chepapien=cha.*
if whip=3PL 2SG FUT catch=3SG
'They will whip you, if they catch (you).'
- b. *As fa-ikhen chaká, mo in-o-ónong=ka kayet.*
FUT whip PASS.NOM.2SG if fighting=NOM.2SG still
'(Someone's) gonna whip you, if you keep on fighting.' /
'You'll get whipped (by someone), if you keep on fighting.'

- c. *As mafá-ig=ka, mo in-o-ónong=ka kayet.*
 FUT whip=NOM.2SG if fighting=NOM.2SG still
 'You could get whipped, if you keep on fighting.'
- 2)a. *Akhásam sak-en, o patayek sik-a!*
 medicine.2SG 1SG or kill.1SG 2SG
 'Give me medicine, or I'll kill you!' / 'Treat me, or I'll kill you!'
- b. *Omákhas=ka man, tay matmatey=ak.*
 medicine=NOM.2SG please, because dying=NOM.1SG
 'Give (me) medicine please, because I'm dying.'

NOTES:

Toward a syntactic typology of the benefactive construction



Shuanfan Huang
Yuanze University & National Taiwan University
sfhuang@ntu.edu.tw

There are multiple sources for benefactive marking: preposition or case marking-based, as in English; verb-based, as in Chinese; noun-based, as in Gilbertese, or possessive-based, as in Oceanic languages (Lichtenberk 2002). In English, a sentence like *I cooked for him* is three-way ambiguous. The object of the preposition *for* may be a recipient beneficiary (RB), or a deputative beneficiary (DB) or a plain beneficiary (PB). A construction with a recipient beneficiary is one in which the actor performs some action with the result that the recipient is an actual or intended recipient of some theme and thus benefits from the action. A construction with a deputative beneficiary is one in which the actor does something with the intention that the beneficiary do not do the action, whereas a construction with a 'plain' beneficiary is one in which the action of the actor provides the beneficiary with amusement, enjoyment or other kind of benefit. In English and many other languages RBs often enjoy dative alternation (*John baked a cake for us* vs. *John baked us a cake*), since they are based on the schema for the 'give' construction. In this study I examine the grammar of the benefactive construction in three Austronesian languages, Tsou, Sguliq Atayal and Cebuano, and argue that these languages do not recruit the 'give' construction to form benefactive constructions, since beneficiaries in these languages are typically coded as nominative arguments of the Benefactive voice construction (BV), and the use of the BV construction is quite independent of the transitivity of the verb. Kittila (2005) distinguishes two basic types of languages based on the way Recipients or Beneficiaries are coded: Recipient-prominent (RP) and beneficiary prominent languages (BP), where a RP language is one in which marking of RBs is identical to Recipients, but is different from that for Beneficiaries; while a BP language is one where marking of RBs is identical to Beneficiaries, but is different from that for Recipients. I argue that a more perspicuous typology is one between Primary beneficiary languages in which beneficiaries are coded as core arguments in benefactive constructions and secondary beneficiary languages where beneficiaries are coded as non-core arguments. Under each of these two basic types a language is then categorizable as being either a BP language or an RP language.

The notion of benefaction is often grammatically tied to (indirect) causation in Sguliq Aayal. Causation is expressed by the Referential Voice construction indicating the effect of a cause, and the cause itself is conveyed by another clause, as shown in (1) or (2).

1. [s-] effect/ RV clause [] cause
2. [] cause [s-] effect/RV clause

What is linguistically fascinating about the RV construction in Squaliq Atayal is not just that beneficiaries, causes or themes can appear as the nominative of a RV construction, but also the fact that the use of a RV clause always requires an antecedent or following causal clause which specifies the cause for the event reported in the following or preceding RV clause. The beneficiary can appear as the nominative of a RV clause, as in (d), but it need not, as in (e) and (f), in which case, there is always a beneficiary for which the event is performed, and the beneficiary is most likely to be the topic in the causal clause (*Ciwas* in (e) and *the child* in (f)).

Data

- a. ungat pila' qu' yumin qa, s-ksyuw-mu sa ciwas
NEG money NOM PN this RV-borrow-1SG.GEN OBL PN
"Yumin has no money, and so I borrowed money from Ciwas (for Yumin)."
- b. s-htuy na' yaya' p-nbuw qwox qu' yaba'
RV-forbid GEN mother FUT-drink wine NOM father
"Mother forbid Father to drink wine (for his benefit)."
- c. s-si'-maku' pyatu' qu' niq-un ni' laqi'-maku'.
RV-put-1S.GEN bowl NOM eat-OBJNMZ GEN child-1S.GEN
"I put my child's food into (a) bowl (for him)."
- d. s-hangal-mu sa yubing pagay qu' yumin.
RV-carry-1SG.GEN OBL bag rice NOM PN
"I carried a rice bag for Yumin."
- e. ini' thoyay m-hkani'qu' ciwas qa, s<p>hkani'-mu
NEG able AV-walkNOM PN this RV<FUT>walk-1SG.GEN
m-usa' magal squ' 'yu'-nya'.
AF-go take.AV OBL medicine-3SG.GEN
'Ciwas cannot walk, and so I will walk to get some medicine for her.'
- f. ini' thk-i' na' qba' ni' laqi',
NEG reach-PV.NEG GEN hand GEN child
s<p>hotaw-mu qu' mari' qasa.
RV<FUT>fall-1SG.GEN NOM ball that
'(Since)the child can't reach it, I will drop the ball down for him.'

Conceptual approach to Tagalog voice phenomena: Beyond transitivity and ergativity



Naonori Nagaya
Rice University
nagaya@rice.edu

Everyone knows that the Tagalog focus system involves voice phenomena, but it has not been fully answered how it achieves different voice categories. Current studies on Tagalog voice phenomena fail to answer this fundamental question, because they concentrate mainly on the formal properties of the focus system and/or lack a comprehensive framework for voice phenomena. Our approach is different. In order to address the question above, we investigate the functional and conceptual aspects of the focus system as well as its formal aspects, based on the conceptual framework for voice phenomena proposed in Shibatani (2006). The primary claim of this paper is that different focus categories represent different conceptualizations of an action (Table 1). The focus system is a set of verb-classifying affixes used for marking on the verb the semantic macrorole of the primary participant of an action: Actor Focus *m-/um-*, Patient Focus *-in*, Locative Focus *-an*, and Circumstantial Focus *i-* (Goal Focus is a cover term for PF, LF and CF). The initiator of an action is a focal participant in AF, and the endpoint of an action in GF (a patient in PF, a location in LF and everything else in CF). On the one hand, GF forms express active and applicative situations. In (1), for instance, the GF (PF) verb *kinain* expresses the situation where the action of eating extends beyond Marfeal's personal sphere and affected the apple completely. GF forms are also used for marking the applicative voice; for example, consider *Kinain-an (LF) ko ang pinggan ni Weng* 'I ate off of Weng's plate' and *I-kinain (CF) ko si Flor* 'I ate for Flor (because she could not eat for some reason)'.

On the other hand, AF forms represent middle situations with introverted verbs and antipassive situations with extroverted verbs (Nagaya 2007, 2008a, ms.). By introverted verbs are meant the verbs which "refer to actions which one generally performs upon one's self"; extroverted verbs "describe

Table 1: Voice oppositions made by the focus system

	Actor Focus	Goal Focus
Extroverted verbs	Antipassive	Active
Introverted verbs	Middle	Applicative

actions which the subject usually performs toward others" (Haiman 1983). In (2), the AF form of the extroverted verb *kumain* indicates a lower degree of identifiability and affectedness for the patient, leaving the completion of the action unspecified. In (3), the AF form of the introverted verb *nag-bihis* indicates that the action of dressing occurred only within Kathleen's personal sphere and affected Kathleen herself. Thus,

Tagalog voice systems are conceptually asymmetric, although they might be symmetric in terms of syntactic transitivity.

It is also pointed out that the voice oppositions made by the AF-GF contrast are neutralized in the nominalized clause (cf. Nagaya 2007, 2008a, b): AF forms can mean active situations as well as middle and antipassive situations in this type of clause. This suggests that the focus system has different voice functions inside and outside the nominalized clause (cf. the equational hypothesis).

- (1) K<in>ain-ø ni=Marfeal ang=mansanas. [Active]
eat<RL>-PF P.GEN=Marfeal NOM=apple
'Marfeal ate the apple.'
- (2) K<um>ain si=Marfeal ng=mansanas.
[Antipassive]
eat<AF> P.NOM=Marfeal GEN=apple
'Marfeal ate an/*the apple.'
- (3) Nag-bihis si=Kathleen.
[Middle]
AF.RL-dress P.NOM=Kathleen
'Kathleen dressed.' (The sentence cannot mean 'Kathleen dressed someone else.')

NOTES:

Extended Locative Voice Constructions in Cebuano



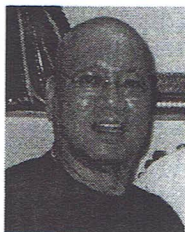
Michael Tanangkingsing
National Taiwan University
miguelt@ms19.hinet.net

This study investigates Extended Locative Voice (ELV) constructions in Cebuano, *-an* marked constructions that encode the "transfer" of a Theme from an Agent to a human Goal (1a), a human Benefactee (1b), or an inanimate Location (1c), that is highlighted by means of a nominative marking. These constructions, corresponding to double-object constructions in English, also contain a genitive Agent and an oblique but obligatory Theme, a pattern categorized as the "T-type oblique/adjunct" strategy (Margetts and Austin, 2007). The oblique Theme, like its counterpart in an extended intransitive construction (EIC), a separate clause type in Cebuano as well as in other Formosan and Philippine languages (Reid and Liao, 2004; Liao, 2004), as the core vs. oblique distinction in these languages is pretty robust (Huang, to appear), is marked by oblique *ug*, as in 1b, or *sa*, as in (1d).

Our data, consisting of five conversational texts totaling approximately two hours and 30 minutes compiled between 2001 and 2005, show that ELV constructions are a distinct construction from the ordinary Locative Voice (LV) constructions, also *-an* marked transitive constructions in the language. These LV constructions contain a genitive Agent and a nominative nominal, a benefactee (2a), a patient (2b), a goal (2c), an addressee (2d), or a source/percept (2e), viewed as a kind of location. In these constructions, there is neither a semantic Theme to be transferred nor a syntactic Theme to be marked oblique, not like in an ELV construction. Previous studies to date on *-an* constructions in Cebuano have not distinguished between these two constructions.

Furthermore, ELV constructions can be distinguished from Agent Voice (AV) and Patient Voice (PV) clauses. AV constructions even of three-place verbs focus on the activity expressed by the verb, with no interest at all placed on the Theme argument, if any (therefore encodes no "transfer"), as in the English sentence *I always give to the Salvation Army* (example taken from Margetts and Austin 2007). On the other hand, if three-place verbs are used in the highly-transitive PV constructions, the focus is on the theme argument, with similarly very little interest placed on its transfer to any recipient or goal, marked oblique if expressed at all (and therefore also encodes no "transfer"; see 3a and 3b). The ELV construction in Cebuano thus conveys the concept of "transfer."

Height Matters



Resty M. Cena
Linguistics Society of the Philippines
restycena@gmail.com

Ricardo Ma. Duran Nolasco
University of the Philippines – Diliman
rnolasco_upmin@yahoo.com

Cena & Nolasco (2008) proposed a dual-base representation for Tagalog verbal sentences, where the nominative intransitive uses a nominative base, and the transitives use an ergative base. While the approach accounts for the facts, we now feel that it is bothersome on two counts.

First, two bases are one more than the ideal number. Second, an ergative base for Tagalog transitives and a nominative base for English captures the differences in the clause structure of the two languages but not the similarities. In this paper, we unify the representations into a single base. The base has the schema [VP V DP*], where DP* is a set of core arguments, up to three. We show that the schema works as well for English, raising the possibility that the schema can serve as a base representation serving both ergative- and nominative-type languages.



Quo vadis Filipino?

Teresita A. Alcantara Ph.D.
University of the Philippines - Diliman
taalcantara@up.edu.ph

Mga ilan taon bago idineklará ng dating Pangulong Marcos ang Batas Militar, lumabas ang pahayagang *THE SUN*. Dagling nakatawag ito ng pansin ng madla dahil sa kakaibang estilo nito ng peryodismo. Sa kauna-unahang pagkakataon, lumabas ang isang pahayagan na nasusulat sa magkahalong *Inglés* at *Pilipino*. Umani ito ng iba't-ibang reaksiyon ng publiko. May mga natuwa at mayroon ding mga nagalit dahil pambabastos daw ito sa wika. Subalit para naman sa iba, iyon ang salamin kung saan nakikita ang kasalukuyang nagaganap na mga pagbabago sa sariling wika. Mula noon ay lumaganap na ang *Taglish* o *Engalog*. Hindi naman ito tinutulan kalian man ng mga eksperto sa wikang pambansa. Katwiran nila, *hindi bale na magkahalong Ingles at Pilipino ang paraan ng paggamit ng wika, ang mahalaga ay nag-pipilipino sila*.

Sa ngayon, laganap na laganap na ang magkahalong Ingles at Pilipino sa pagsasalita at pagsulat at tinatawag ito na **Makabagong Filipino** sa ating kasalukuyang Konstitusyon. Ito raw ang ating wikang pambansa, na isinusulat sa letrang F bilang unang titik at hindi na ang nakagawiang P dahil paraan daw ito ng pagpapaunlad ng wika. Sa kasalukuyan ay tunay na malaki na ang mga nagaganap na pagbabago dito, pero wari ba'y hindi naman napapansin iyon ng ating mga kababayan, maging ng ating mga dalubhasa sa wika. Kaya't ating tanong – *Saan ka tutungo wikang Filipino?*

Layunin ng papel na ito na maipaliwanag ang mga pagbabagong nagaganap sa wikang Filipino. Hangad namin na makaalalay sa ating mga kababayan tungo sa matuwid na paglinang ng ating wikang pambansa. Kailangan ito sa lahat ng larangan lalo na sa pagsasaling-wika. Ang pag-aaral na ito ay gagamitan ng mga pagsusuring Linggwistiko sa iba't-ibang antas: **ortograpiko, ponolohiko, leksiko, semantiko at morpolohiko** upang mabigyan ng maka-agham na paliwanag ang kasalukuyang mga pagbabago sa ating wika. Ibabatay ang pag-aaral na ito sa ating mga komunikasyong pasalita, ang Radyo at Telebisyon, maging sa mga paraan ng paggamit ng wikang pambansa dito sa U.P., Diliman. Ito ay para makakuha tayo ng mga halimbawang karaniwang ginagamit ng kasalukuyang lipunan natin.

**The Language-in-Education Question:
What is the Answer in the Philippine Setting?**



Fe Aldave Yap, Ph.D.
Komisyon sa Wikang Filipino
yapfealdave@yahoo.com

Is there an urgency for Congress to enact an enabling law of the 1987 Constitution on language and language-in-education provisions? The politics of language and the language of politics play an important role in making a decision. Can a new legislative act solve a problem like the language-in-education question? Can an enabling law with clear Implementing Rules and Regulation (IRR) give policy direction and definitive terms to the Philippine Education System entrusted to implement the law? In short, is there an urgent need to change the current bilingual education in the Philippines?

This paper explains the pending House and Senate Bills for deliberation and debate in the halls of Congress. The Executive Order No. 210 being questioned awaits the final decision of the Supreme Court on the constitutionality or legality of its provisions on language and language-in-education in the country.

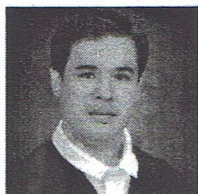
What are the key issues and primary innovations for change of language-in-education – towards English or First Language/Mother Tongue-based Multilingual Education, or Multilingualism in a Multilingual Nation?

What are the rationale and the evaluation results of the bilingual education implementation in the Philippines? What are the issues, dilemmas and problems in the teaching of English, Filipino and the regional languages in the bilingual education policy today?

This paper presents the given answers to the questions. What are the possibilities that could happen if the attempt to change the language and the language-in-education policy is inevitable?

Are we prepared for the coming change – change for the better?

Classroom Interaction Analysis of Cognitive Processes and Strategies: Basis for Prototype Interactive-based Lessons in Organic Chemistry



Wilfred B. Bambico, Ph.D.
Saint Louis University
wilfred.bambico@yahoo.com.ph

This study sought to determine the categories of teacher's questions according to Barnes and the students' employment of cognitive processes and strategies in developing concepts in Organic Chemistry using classroom interaction analysis among the 26 Bachelor in Secondary Education (BSE) students majoring in Science and Technology, College of Education, Saint Louis University.

The data treated in this study were the students and teacher talks which were taken from the transcripts prepared by a licensed stenographer from the Department of Justice. Likewise, the results of the paper-and-pencil tests with tables of specification using Bloom's taxonomy became the parameters in determining the students' level of academic performance in the course.

The categories of questions asked in Organic Chemistry when grouped according to Barnes were the social questions, reasoning questions, factual questions, and open questions not calling for reasoning in decreasing order, respectively and that the types of questions as they learn new concept in the course did not differ.

The top three cognitive processes employed by the students were recognition, application, and comprehension. Moreover, narrowing, sharpening, and complex cognitive were least employed in decreasing magnitude, respectively and that their employment of the cognitive processes did not differ in each lesson.

The students employed the following cognitive strategies, namely: inferencing, resourcing, and complex rehearsal strategy most of the time while complex organization strategy, auditory representation, and basic organization strategy were least employed. The students' employment of cognitive strategies did not differ in each lesson and was also revealed that their employment of cognitive processes and cognitive strategies is "slightly correlated."

Their level of academic performance in Organic Chemistry was "average" and was "slightly correlated" with their employment of cognitive processes and strategies. They were highest at comprehension and knowledge, and they were weakest at synthesis and evaluation. Their level of academic performance differed but Scheffe's test of multiple comparison revealed that the cognitive skills is the same throughout the course. Likewise, their performance before and after the classroom interaction strategy was enhanced proving the intervention, classroom interaction strategy, as effective.

The Organic chemistry teacher employed different categories of questions as they developed concepts in Organic Chemistry. The students employed varied cognitive processes and strategies as they developed concepts in Organic Chemistry.

Their extent of employment of cognitive processes and strategies was seen to "slightly" affecting each other. The employment of these cognitive processes and strategies can also affect students' level of academic performance in Organic chemistry.

NOTES:

Pivot and Control in Cebuano and Squaliq Atayal



Maya Yu-ting Yeh¹, Michael Tanangkingsing¹,
and Shuanfan Huang^{1,2}

¹*National Taiwan University*; ²*Yuanze University*
mayasqualiqatayal@gmail.com, miguelt@ms19.hinet.net

Croft's (2001) Subject Construction Hierarchy (see Table 1) shows that the constructions to the right of the hierarchy tend to display an ergative pattern, while those to the left tend to show an accusative pattern. Discourse data in Cebuano and Squaliq Atayal, morphologically ergative Philippine-type languages, reveal that there are both ergative and accusative alignments in coordination and purposive clauses (see 1 and 2, respectively), although an overwhelming proportion of accusative alignment in natural discourse data was found. Likewise, these languages do not have independent relative constructions as the markers that are usually thought to function as relativizers can actually link nearly any two grammatical entities (e.g., a head NP and its modification or its complement clause; a head V and its complementation); they are also observed to relativize on obliques in addition to the Nominative-marked arguments.

If we observe the linking pattern of core arguments across the clauses in narratives in these languages (summarized in Table 2), we see that the As are far more topical than the Ps and the linking between the Ss and As is still more frequent than that between Ss and P. If we examine the pivots (the arguments expressed in pronominal form, or in zero form in the second of clause pairs), there is more or less equal probability for those pivots to occur in any of the core argument roles. That is, they can either be S, A, or P (see Table 3).

In addition, verbs in these languages do not have a single control pattern; a verb may have either agent or nominative NP as controller in control constructions (see Table 4 for control verbs). Pivot in these languages is determined by either semantic (which is why transitive verbs in these languages have variable pivot choices) or pragmatic considerations (which is why in interclausal linking there are both Accusative and Ergative alignment, although Accusative alignment is more prominent).

Monadic Verbs in Malay and Cebuano Languages



Rodney C. Jubilado
University of Malaya
rodney@um.edu.my

Nasirin bin Abdillah
Universiti Teknologi MARA Terengganu
nasirin@tganu.uitm.edu.my

This paper focuses on the monadic verbs in Malay and Cebuano language particularly the unaccusatives and the unergatives. Traditionally, the entire class of monadic verbs is termed as intransitive verbs. Called monadic verb, this type of verb has only one argument in its argument/thematic structure. In the advent of the Unaccusative Hypothesis and the Burzio's Generalization, these verbs are given the intense scrutiny in various syntactic researches within the auspices of the generative linguistics. The major difference between the unaccusatives and the unergatives is in the theta-marking and the case checking of the single argument. Observe the sample data below:

A. Malay

1. Perahu itu sedang belayar.
boat the AUX to sail
'The boat is sailing.'
2. Budak itu menangis.
child the cry
'The child cries.'

B. Cebuano

1. Galayag ang bangka.
sailing Det boat
'The boat is sailing.'
2. Gahilak ang bata.
crying Det child
'The child is crying.'

The sample verbs in (1) in both languages are unaccusatives and those in (2) are unergatives. Unaccusatives have their lone arguments originating from within the verb phrase (VP) and are theta-marked as themes. However, unaccusatives verbs cannot assign the accusative case to its complement. Hence, these verbs are called unaccusatives. The single arguments of unergatives also originate from within the VP shell. The arguments of the unergative verbs are normally theta-marked as agents or experiencers and are assigned the nominative case.

This paper makes use of the Minimalist Program. In particular, this employs the use of the Feature Checking Theory and the narrow syntax as expounded in the

Derivation by Phase (Chomsky, 2001). In analyzing monadic verbs, the argument/thematic structures of the verbs are highlighted with the syntactic structures as projected by the lexical items. These predicate types are examined side by side with the argument/thematic structures leading to the implication on the clausal structures of Malay and Cebuano. The variety of Cebuano used here is that of Davao, Philippines and the Malay variety is that of Kuala Lumpur, Malaysia.

NOTES:

Nominal and Adjectival Sentences in MP: Evidence from Tagalog and Malay



Maria Khristina Manuelli
University of Malaya
University of the Philippines - Diliman
gurupintar@yahoo.com

Tagalog and Malay are languages belonging to the Austronesian language family. These two languages are always being compared in terms of relatedness, mostly on the lexical aspect. Little has been done regarding the comparison of its syntactic structures. Building on Aldridge (2004, in press), Baker (2003), Sabbagh (2005) and Manuelli (2001, 2006), this paper will focus on the analysis of the nominal and adjectival sentences in Malay and Tagalog.

Tagalog is an ergative language while Malay is an accusative language. Tagalog checks case via *v* while Malay via *T*. The nominative/absolutive DP in Tagalog remains in-situ after case is checked, while in Malay, it moves up to the [Spec, *T*]. Nouns and adjectives can only assign case inherently, as per Principles & Parameters (Haegeman 1994). In Tagalog, as well as in Malay, this is not the case.

The moved DP has a NOM/ABS2 case feature that has been checked via *v* or *T*. For example:

(1) Maganda ang babae
beautiful ABS/NOM girl
'The girl is pretty'

(2) Guro ko si Lisa
teacher I.GEN ABS/NOM Lisa
'Lisa is my teacher'

(3) Ali seorang guru
Ali.ABS/NOM a teacher
'Ali is a teacher'

(4) Siti cantik
Siti.ABS/NOM beautiful
'Siti is beautiful'

Baker (2003) proposed a functional category parallel to *vP*, which he termed PredP. Sabbagh (2005), building on Kratzer's (1996) and Baker's proposals, proposed a rather more different functional category *nP/aP* parallel to *vP*. Aldridge (2004, in press) maintained, all nonverbal elements enter *vP*.

This paper will present whether such proposals are probable or improbable in the analyses of the nonverbal sentences in Tagalog and Malay in terms of the Minimalist Program. It was proposed that Tagalog's nominal predicate enters the same numeration as that of the verb (Manuelli 2006). However, with recent proposals in the Minimalist Program (Chomsky's Beyond Explanatory Adequacy), this analysis has been reviewed. In this paper, probable analyses of both the nominal and adjective predicates will be proposed, for both Malay and Tagalog.

Replacive affix in the Filipino language



Ernesto Constantino
University of the Philippines - Diliman

The subject matter of this short lecture is the identification of the replacive verb affix in the Filipino language, the shortest and the most esoteric verb affix in the language. Though often used it is largely unrecognized and/or ignored in studies on the morphosyntax of Filipino. The effect of this analysis on the analysis of Filipino verb morphology and on Filipino lexicography will also be briefly discussed.

The Patterns of Interaction of Viewpoint and Situation Type Aspect in Tagalog



Ma. Althea Enriquez
University of the Philippines - Diliman
National University of Singapore
marialenri@yahoo.com

There are very few studies on Tagalog which have given primary focus on the aspectual system of the language. A description of the language's aspectual system has usually been minor and cursory with no particular reference to features that are of significance to the study of aspect in general and to the language itself.

Building on earlier studies, this paper provides new insights on the aspectual viewpoint system of Tagalog, their markers and how they operate within the language. In turn, a basic description of situation type aspect is shown which has not previously been given extensive study. The interrelations of viewpoint and situation type aspect in Tagalog are thus analyzed using these two components.

This paper will therefore yield three key points: 1) the role of the contemplative in the basic opposition in the Tagalog aspectual system; 2) the inherently widespread derivational morphological processes of the language and its effects on the aspectual properties of the verbs they operate on; and 3) the argument both for and against a neutral aspect as evidenced by stative sentences.

Control Constructions in Filipino



Aquiles P. Bazar III
De La Salle University
bazara@dlsu.edu.ph

This paper examines the control construction in Filipino using the framework Role and reference Grammar. In particular, this paper looks into the relationship between the controller found in the matrix core and the controllee in the linked core and how they are to be determined. In single-argument control constructions such as *Pinilit kong buksan ang pinto* 'I tried to open the door' and *Iniisip kong bumili ng bagong sapatos* 'I've been thinking of buying new shoes', the controller is the single argument found in the matrix core by default. The problem rises when there are two arguments found in the matrix core. The paper also looks at the semantic and syntactic features of the controllees and how they are changed depending on the semantic feature of the matrix verb.

Verbal co-indexing of non-nominatives in South Western Palawano



Ricardo Ma. Nolasco
University of the Philippines – Diliman
rnolasco_upmin@yahoo.com

Bill Davis
Overseas Missionary Fellowship
davis@palawano.com

A major premise of most traditional analyses of Philippine languages, particularly the “focus” analysis, is that there is always a privileged nominal argument which is co-indexed to the affix of the verb and marked by a nominative determiner-like particle similar to the Tagalog *ang* or *si*. The verbal affix is then said to identify the semantic role and grammatical core status of that privileged nominal. Another given is that the grammatically privileged argument of a transitive (or “non-actor focus”) verb in Philippine languages is by necessity the more patientive nominal (O) and that the more agentive nominal (A) is always realized in a non-nominative case, like the genitive. This paper will point out some of the inadequacies of that analysis. It will demonstrate that some verbal *-an* clauses in Southwestern Palawano do in fact have the following “aberrant” features: (1) a locatively-marked nominal is present and receives co-indexing from the verb; and (2) a nominatively-marked nominal is present but refuses co-indexing from the verb. The semantic and pragmatic motivations for these constructions will be explored, together with their implications to theory and to typology.

Ibanag Nominal Marking System



Shirley N. Dita
De La Salle University
ditas@dlsu.edu.ph

This paper aims at investigating the different forms of nominal marking system of Ibanag, a member of the Cagayan Valley sub-group of the Northern Cordilleran group of Northern Luzon, Philippines. There are two basic nominal markers in Ibanag: the determiners and the demonstratives.

Ibanag determiners encode number (singular and plural), case (core and oblique), and distinguish between personal and impersonal. On the other hand, there are two types of demonstratives that can function as nominal marker: the spatial and the temporal. As for the spatial, three degrees of space are distinguished here: the proximal, the medial, and the distal. Temporal demonstratives distinguish between recent past and remote past.

**The Proto-form of Bagobo (Tagabawa), Madaya, Manobo, Sama and Davao
Cebuano**

John Rey Buagcia , Jade Luna, Agnes Nadela, Peter Jon L. Mendoza

USEP Davao

recca_digimon02@yahoo.com

This paper shows how influential and versatile a language can be and how it changes to face the challenges of the present time in order to survive. The closeness of the relationship of languages to one another is also discussed.

This study presents the proto-form of the five studied languages having four common vowels namely [a], [I], [o], and [u]. This study used 100 commonly used words from the swadesh list comprising of the 200-word list which was formulated by the swiss linguist Morris Swadesh. These words, which were subjected to translation in the five studied languages, include the five senses, weathers in the Philippines and other common words.

The study limited in the comparative reconstruction, pursuing the technique on subgrouping of the languages being studied.

This paper further shows or attempts to trace or account the processes of phonological and morphological change that the lexemes underwent thru the cognates identified, and proposes possible/intelligible proto-forms. The processes of sound changes that occurred are shown in a phonological rule as analyzed by the researchers.

It is found that the Majority Rules strategy (MRS) out numbers the Phonetic Plausibility Strategy (PPS) in terms of the process that each of the segment underwent.

In diachronic point of view, language change contributes effectively to linguistic competence of any linguistic society. In addition, languages change because of innovation and environmental influences including migration.

This paper proves the existence of language relationships, that languages evolve and that language is dynamic.

Visual Literature and Sign Language Linguistics



Perpilili Vivienne Tionson and Liza B. Martinez, PhD
Philippine Deaf Resource Center, Inc.
pdrc@phildeafres.org

There have been breakthroughs in Sign Language Literature specifically American (Baumann 2007; Brown, 2001; Klima & Bellugi 1979) and British (Sutton-Spence & Woll, 1998) for the past few decades. In the Philippines, Tionson proposes the term Visuature as the abbreviated form of Visual Literature, also referred to as Deaf Literature, Sign Language Literature or Sign Literature (Tionson, 2008).

Tionson's inquiries (Tionson & Martinez, 2008) into the area reveal that Sign Language Literature in the experience of the West was used to validate the validity of sign language. It bridged the gap between language and science to produce a new site of knowledge – sign language linguistics. Thus, the first critics of creative works were linguists who were looking at the linguistic and aesthetic properties of the language. (Bauman, 2007)

Theoretical/poetic discourse has largely been grounded on audist tendencies and practices by using the poetics and standards of the hearing. Audism, or the discrimination of Deaf people, traces its roots to phonocentrism, or the historical assumption and construction of "speech [as] the most fully human form of language." (Bauman, 2004) Various fields of scholarship, including literature and linguistics, are reflective of this construct which are replete with theories of language as a system almost exclusively based on orthography and sound.

Research on Filipino Sign Language (FSL) is reflected in several milestone publications beginning with *An Introduction to Filipino Sign Language* (2004). Since then, significant papers on the structure and sociolinguistics of FSL have contributed evidence to its unique identity as a distinct natural visual language on the par with the other visual languages of the world.

This paper proposes the creation and offering of a course on Filipino Sign Language Linguistics and Literature. Such a course shall encourage thought and discussion in the emerging fields of both sign language linguistics and visual literature. It can break audist practices and pave the way for other fields to follow suit, thereby not only raising awareness of audism among hearing and Deaf communities but of redefining what it means to be human.

Determining Handshape Correspondences in Filipino Sign Language using Vision-based Recognition



Liza B. Martinez, Ph.D.
Philippine Deaf Resource Center, Inc.
lizamartinez@phildeafres.org

Ed Peter G. Cabalfin
University of the Philippines - Diliman
ed.cabalfin@gmail.com

Archival data indicates that manual communication has existed in the Philippines since the 16th century when signing was first documented in Dulac, Leyte. Inquiry into these early beginnings continues to be an area of great interest. In 1907, more than 300 years later, another sign language, i.e., American Sign Language (ASL), was introduced in the formal educational system of Luzon. This signaled the beginning of a century of continuing contact on the local sign language.

The visual language of the Filipino Deaf community is referred to by its users as Filipino Sign Language or FSL. Documentation by the Philippine Federation of the Deaf or PFD reveals that despite significant support of FSL among its Deaf users, it remains largely unrecognized by government agencies. Thus, the language and its users remain at the periphery of Filipino society. Because ASL is the mother language of FSL, there are understandably strong structural similarities.

Proving the distinction of FSL from ASL

Distinguishing FSL from its mother language is an enormous task. Evidence from both structural as well as sociolinguistic sources are essential. Research initiated by Liza Martinez together with the pioneering linguistic reference, *An Introduction to Filipino Sign Language*, present various data at the levels of phonology, morphology and discourse.

The lexicostatical approach in regional data

The Practical Dictionary for Asia-Pacific Sign Languages project of the PFD opted to analyze their regional data using the modified Swadesh method of sign linguist James Woodward. Some initial hypotheses were presented by Martinez on possible varieties of FSL. Lexicostatistics as a method in historical linguistics has its limitations even for spoken languages. Liao (2008) recommends specific criteria for determining cognates in sign language data if this method will be employed.

A comparative method of reconstruction for handshapes

For spoken languages, the Comparative Method for reconstruction of historical relationships is the standard method. It is based on the principle of regular sound change and examines comparisons of sound change patterns. Preliminary examination of the PFD regional data in the context of demonstrated clusters of related handshapes and phonological processes was done by Martinez. Because of extensive variation, such analysis was extremely complex and difficult.

Human-computer interactions for hand gestures is a very active field in computer science with nonlinguistic applications such as affective computing, game technology,

virtual controllers and others. Application for sign language recognition is a growing discipline with visual data processed by mathematical algorithms. Key papers on various sign languages have utilized different input approaches. In the Philippines, current research at De La Salle University Manila - College of Computer Studies includes number recognition, recognition of continuous signing, and NMS feature extraction for FSL. Research by Basa at the University of the Philippines (UP) has been done on handshape recognition of still images. A collaborative project led by the UP College of Engineering called *ISIP5* includes long term goals for vision-based recognition of the structure of FSL by researcher Ed Peter Cabalfin. The ongoing project "Development on an online Philippine corpus" which includes four spoken Philippine languages and FSL shall provide important technical insights by its completion in September.

The use of artificial intelligence for determining handshape correspondences presents important advantages for this historical problem in FSL. This paper describes how system architecture shall first use a preprocessing module for transformations such as noise-reduction and/or color-correction. The handshape recognition module then extracts hand shapes, classifies and clusters them accordingly. Such an automatic analysis is objective, more efficient and precise than data handling by (human) researchers. Design of the system architecture, initial training and test data gathering and test development are underway, with outputs for handshape recognition in the next few months.

NOTES:

Is UP Education Linguistically Accessible to its Deaf Students?



Marie Therese A.P. Bustos
Philippine Deaf Resource Center
mpbustos@up.edu.ph

Liza B. Martinez, Ph.D.
University of the Philippines - Diliman
pdrc@phildeafres.org

For the past four years, the University of the Philippines Diliman campus has admitted 12 Deaf students in the Colleges of Education, Social Sciences and Philosophy, and Fine Arts. Of these, three are in Certificate programs in Fine Arts while the rest are graduate students in Special Education, Reading and Clinical Psychology.

All these Deaf students strive to hurdle the challenges of a UP education like all other students despite their hearing impairment and language limitations. They personally negotiate for the accessibility of their subjects by bringing their own sign language interpreters and aiming to make up for the largely inadequate language preparation of their schooling in the deaf educational system. As a minority population with different needs, these students represent the disability sector who does not receive institutional support from the university.

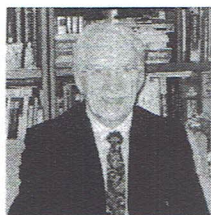
At the heart of their situation is a need to understand the tremendous challenges faced by a deaf person in language acquisition which are key for his/her learning. Deaf adults will frequently have varying literacy levels in English and write in highly idiosyncratic grammar. Furthermore, Filipino is virtually a foreign language for most Deaf Filipinos as a result of formal educational policy. Negative associations of hearing loss with mental deficiency or emotional instability by the hearing population may further complicate their situation.

Making UP education accessible and responsive to the needs of Deaf students is linked to the concept of universal design. Universal design is "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design"

(http://www.design.ncsu.edu/cud/univ_design/ud.htm). In education, students of various types of abilities who attend regular classes are provided multiple means of expression and engagement in lessons that are likewise represented in multiple ways (Rose and Meyer, 2002). These enable students with disabilities, including the Deaf, to fully participate in regular education.

This paper examines the linguistic accessibility of UP from the points of view of Deaf students enrolled in the university and their professors. It also aims to show how elements of universal design are being implemented in their classes. Recommendations for enhancing the university's linguistic accessibility are likewise presented.

A Corpus-based Dictionary of Filipino



Curtis D. McFarland
Waseda University
kuyacurt@yahoo.com

We are currently engaged in the preparation of a bilingual dictionary of Filipino based on corpuses drawn from Filipino (Tagalog) literature. In this paper I will discuss a number of problems related to this project.

1. The compilation and use of a corpus. We are currently using two 1,000,000-word corpuses, with a third corpus being assembled.
2. Selection of words (headwords) to be included in the 'macrostructure' of the dictionary. Based on frequency in the corpuses.
3. Information to be included in entries (spelling, pronunciation, grammatical information, definition, etymology, etc.)
4. Selection/creation of examples. The comparative advantage of 'real' examples from the corpus, as opposed to examples created by the intuition.
5. Importance and treatment of collocations and colligations. Selectional options vs. selectional restrictions.
6. The treatment of low-frequency words. Words likely to be missed even by a large corpus.
7. Putting the dictionary on line.
8. Implications for lexicography and linguistic theory.

The Common Pitfalls of Medical Translations from English to Cebuano



Jessie Grace Udang-Rubrico
Language Links Foundation, Inc.
jessiegrace@gmail.com

There has been an increased demand in the last 10 years or so for translations from the English language to Cebuano, or Binisaya or Bisaya. Majority of these are requests for medical translation –brochure, survey, interviews, researches on new drugs, questionnaires, forms, etc. There are lots of translators out there who try their hand at medical translation. As Cebuano language consultant to medical research centers and reputable translation agencies, I get a sizable amount of translation outputs for backtranslation, editing, linguistic review, and/or linguistic coordination. However, I sometimes decline job requests for back translation (BT) or editing due to the poor quality of the forward translation (FT).

What are the problems of these outputs? It can be any, or all, of the following:

- (1) **lexical** --inappropriate word choice; wrong form of the word chosen; incongruous combination of English terms and Bisayan words in a clause; Bisaya-Tagalog codeswitching.
- (2) **syntactic** –inconsistent ordering of words in a given clause which blocks the natural flow of text in the target language; tendencies of translators to follow the English syntax and do the slot correspondence that sometimes cause ambiguity or, worse, confusion on the import of the clause; the omission of markers and linkers that renders a phrase or a clause or any given string ill-formed.
- (3) **semantic** – ambiguity and/or the loss of the context of the source text; narrowing or diminution of meaning; broadening of scope of the meaning of the source text.

Medical translation is a job for highly-skilled translators who specialize in the field. It has its own jargons. It demands accuracy. It requires thorough understanding of the source –the words, phrase, clauses, that make up the whole.

This paper discusses the pitfalls or snags which render medical translation outputs ambiguous and inaccurate and, thus, unreliable.

A Pedagogic Approach in Filipino Lexicography

Peter Paul Sengson, Michael Wilson Rosero, Camille Dumandan, Casey Giron,
Danielle Anne Tadena, Krystal Joy Sembrano, Alexandra David, Angelique Sadie,
Paul Julian Santiago, Marc Mauro Orenza
University of the Philippines - Diliman
peterpaulsengson@yahoo.com



This paper presents a review of selected English-Filipino bilingual dictionaries to ascertain their pedagogic usefulness. We will argue that a pedagogic English-Filipino dictionary must have; (1) definitions which (a) do not only provide the nearest equivalents but contextualizes the definitions by way of giving practical descriptions and situations, and (b) employs the most frequently-used words in Filipino; (2) sample sentences in Filipino that demonstrates actual usage of the word. To support the importance of these characteristics, an experiment was conducted that tested the level of vocabulary competence of three controlled groups of high school students after having been taught a short course which utilized selected vocabularies. The definitions given for these selected words came from two different types of dictionary. One type is patterned to the Collins Cobuild Dictionary of English which has the characteristics mentioned above, and the other is the traditional type.

The data shows that students from the group that used the definitions from the first type of dictionary obtained higher scores than those who used the definitions given in the second type of dictionary. This result demonstrates the effectiveness for pedagogical use of dictionaries, which exhibits the characteristics argued. This research ultimately calls for a corpus-based lexicography.

Motion in Narratives: Finding the Way in Kavalan



Haowen Jiang
Rice University
hjiang@rice.edu

Crosslinguistically speaking, it is common for all the three Frames of Reference (Levinson 2003; Talmy 2000a, Zlatev 2006; hereafter abbreviated as FoR) to be present in the same language. However, they typically demonstrate some “division of labor” within a single language, with some preferred for micro-orientation and others exclusively for macro-orientation. In this paper we would like to discover how the three FoRs are exploited in Kavalan, an endangered Austronesian language in Taiwan, and whether there is preferred FoR under certain circumstances. To this end, we chose route directions as our object of investigation, for they are perfect loci for all the three FoRs to be present at the same time.

By analyzing the recorded data from native speakers narrating the same route, we look into the distributions of different types of FoRs and spatial chunking (Klippel *et al.* 2003). The narrated route lies within Hsinshê Village, the largest tribe of the Kavalan people where the Kavalan language is spoken on a daily basis. The result shows that of the three types of spatial chunking, numeral chunking is the least favored type and landmark chunking the most frequent one. In addition, although the whole route descriptions include just four occurrences of direction change, only two speakers mention all of them. More importantly, the four occurrences of direction change do not demonstrate a consistent deployment of any particular type of FoR, both within and across speakers. For example, while the Geocentric FoR is exploited by all the speakers, the Viewpoint-centered FoR is adopted by three and the Object-centered FoR is only restricted to one speaker. Moreover, no speakers employ the same type of FoR across all occurrences of direction change, except for one, who consistently refers to the cardinal directions. These results may imply the Geocentric FoR is the commonest reference system in Kavalan route directions.

Last but not least, in terms of the syntactic structures that express both direction and action, two constructions are recurrent. Interestingly enough, when direction follows action, the FoR exploited is either Geocentric or Object-centered. When direction precedes action, however, the FoR is exclusively Viewpoint-centered. Although the other way around is not unacceptable, this dichotomy should something more than a coincidence. It seems that the Kavalan people are conscious of the uniqueness of the Viewpoint-centered FoR and organize it differently by changing the linear ordering between action and direction. A possible explanation is that the ternary relationship in the Viewpoint-centered FoR (among the Figure, the Ground, and the viewer), as opposed to the binary relationship in the Geocentric and Object-centered

FoR (between the Figure and the Ground), generates a different degree of cognitive complexity, which contributes to the eventual difference in syntax.

NOTES:

BV Construction in Tsou and the Coding of Adjunct NPs

Huei-ju Huang
Taiwan University
huanghueiju@yahoo.com

Shuanfan Huang
Yuanze University
sfhuang@ntu.edu.tw

For syntactic and discourse purpose, languages often provide alternative devices for altering argument structure, such as passive and antipassive constructions, which code an original core argument as syntactically oblique, and applicative construction, which codes semantically peripheral arguments as syntactically core argument (Mithun 2005, etc.) BV (Benefactive voice) in Tsou, a Formosan language spoken in the southwest Taiwan, usually thought to mark various more 'peripheral' arguments, such as Benefactee, Instrument, Companion, Reason, etc., as nominative NP.

In this study, we demonstrate that the argument realization patterns in Tsou are determined in part by how verbs lexically define their participants, and in part by the language-specific discourse-pragmatic constraints on how many participants can appear in a clause. In Tsou, most types of what are known as 'peripheral' nominals in a language like English must be treated structurally as obligatory core arguments. Tsou has no adpositions and thus, with the exception of temporal and spatial expressions, 'peripheral' participants can only appear in one of two ways. First, if they refer to goals of motion or recipients, they can appear as obliques (coded as Es, following Dixon 1994, 2000) in EICs (Extended Intransitive clauses, a type of AV clauses) and ETCs (Extended Transitive Clauses, usually LV and BV clauses). Second, 'peripheral' participants such as beneficiary, reason, companion, and, in certain highly restricted cases, instrument, can also appear in BV clauses and are always marked by nominative (Data (1a), (1b), (1c) and (1d)). In our corpus data, these 'peripheral' participants always appear as core argument nominals in BV clauses, but never as optional adjuncts in either AV or PV clauses.

Choice of an appropriate semantic role as the nominative NP of a BV construction is defined by verbal semantics. That is, only those 'peripheral' arguments relevant to the proper interpretation of an event can become the nominative NP of a BV clause, and not just any type of peripheral argument, as shown in Table 1.

Data

(1) BV in Tsou

a. BV: Beneficiary

os-'o pei'i-neni 'o mo eahioa

AUX.NAV-1SG.GEN cook-BV NOM AUX.AV work.AV

'I cooked for those were working.'

b. BV: reason

os-'o aananaveni

AUX.NAV-1SG.GEN strive.BV

'o peisu ci te-ta tiitha tmopsU ta mo'o

NOM money REL FUT-3SG.GEN use.PV study OBL PN

'I worked so hard (to earn) the money for Mo'o's studying.'

c. BV:companion

i-si suepoh-neni to mo'o 'o paicU

AUX.NAV-3SG.GEN sit.together-BV OBL PN NOM PN

'Mo'o sat together with PaicU.'

d. BV: instrument

os-'o ciev-eni to zomu 'o s'ofU

AUX.NAV-1SG.GEN target-BV OBL bird NOM gun

'I targeted at the bird with the gun.'

NOTES:

Sexing Up the Airwaves: Reading the Discourse of Radio Jokework in the Philippines



Maria Rhodora G. Ancheta, Ph.D.
University of the Philippines - Diliman
ma_rhodora.ancheta@up.edu.ph

The reinvigoration of Philippine radio programs in the 2000's, particularly on the FM band, in the face of listenership slowly being eaten away by television and the internet, relied much on the inclusion of jokes and jokework, either in the form of *spiel* and banter, or as structured verbal play. While apparently used primarily and solely for entertainment and amusement, I posit that current radio jokework has begun to function in other, more subversive ways, challenging the parameters of interactivity by way not only of the content of radio jokes, or its delivery and its presence, but by way of the language utilized in the deployment of the joke structures, which reveal modern and postmodern depictions of the Filipino identity/ies and concerns, exhibiting, for instance, the creation of desire and pleasure on many levels, as well as reckoning with almost voyeuristic tendencies on the part of its listeners.

This paper proposes to examine samples of current Philippine radio jokework by way of humor theories of incongruity and release/relief, as well as by using pragmatics and discourse analysis in order to [un/dis]cover how radio, now as hypermedia, operates and transcodes aspects of the Filipino culture this jokework reveals and delineates.

Bilingualism and Code-switching in Philippine Television Advertisements: An exploratory study



Marianne Jennifer M. Gaerlan
De La Salle University
gaerlanm_a@dlsu.edu.ph

Code-switching is an interesting ability that only bilinguals (and multilinguals) have. What is even more interesting is knowing when bilinguals code-switch, how they code-switch and most especially, why they code-switch. In the Philippines, some research has been done on code-switching including Bautista's (1999) analysis of the functions of English-Tagalog code-switching in e-mails and Chanco, Francisco, and Talamisan's (1999 in Bautista, 1999) description of code-switching patterns of some Filipino television hosts. Dayag (2002 in Martin, 2006) conducted a grammatical and pragmatic analysis of code-switching in Philippine print advertisements. Martin (2006) analyzed code-switching practices in Science courses taught in selected Philippine tertiary-level institutions and found that it is actually beneficial in delivering content knowledge. Despite numerous studies, however, it seems that the area of code-switching is far from exhausted in terms of investigations. As observed by Mahootien (2002), there seems to be a scarcity of research on code-switching in written discourse. In the Philippines, where almost everyone is at least bilingual (with a large percentage of the population possibly trilingual or multilingual due to the existence of many Philippine languages), code-switching is apparent not only in naturally-occurring conversations, but also in media such as the Internet, newspaper and magazine articles, signage, news and television programs, and print and television advertisements. Nevertheless, there seems to be a scarcity of investigations on code-switches in television ads considering that the television is a big influence on language learning due to the fact that the common person is exposed to language in television probably as much as he is exposed to language used by the people around him. The present study thus aimed to describe the occurrence of code-switching in Philippine television advertisements. Results show that code-switching is indeed evident in Philippine television advertisements and in fact, it can be concluded that code-switching is dominant in these ads. With regard to patterns of code-switch in terms of which language switches to what, data show that more advertisements started in Filipino and switched to English, which is not surprising considering the fact that despite being proficient in English, Filipinos' native language and mother tongue is still Filipino. As regards the specific type of code-switch, majority of the ads had *code-mixed* ideas, while the others had *code-switched* ideas or exhibited *language-borrowing*. The types of switches and the overlaps are described in detail with the use of examples (in idea units) from the corpus. Likewise, the purpose of each code-switch is described. These manifestations of code-switching should definitely be investigated further especially how it affects language learning and teaching. Future

researchers would also do well to look into the processes that bilingual copywriters undergo as they come up with these ads.

NOTES:

**An Analysis of the Code-Mixing Behaviors of Interlocutors
Interacting with Filipino Toddlers Aged 2 – 4 years old**



Joyce Marzan: Rachel Ria M. De Guzman,
Rhodieleen Anne R. Dela Cruz,
Arthea Arese Sunico Quesada
University of the Philippines - Manila
joycemarzan@gmail.com

Filipino children are largely exposed to a predominantly bilingual language environment. The most common languages used in Metro Manila are English and Tagalog (Pascasio, 2004). Our study analyzed the code-mixing behaviors of adults and peers interacting with Filipino toddlers in Metro Manila, aged 2-4 years old. Language samples from a related study by Abesamis, Matalog and Trocio (2005) were used. These were 8 one-hour language-laden and interactive caregiver-child encounters. Basic rules of sentence construction (pause, time, intonation, contour, etc.) were used to divide the utterances. The sample yielded a corpus of 4125 sentences. Data were summarized using frequency counts and percentages. The sign test was used for comparison of data samples. Single language sentences (77.80%) were significantly more than code-mixed sentences (22.20%) throughout the sample ($N=8$, $x=0$, $\alpha = 0.05$, $p=1$). When code-mixed sentences occurred, they most often used words from both languages (99.78%; $N=8$, $x=8$, $\alpha = 0.05$, $p = 0.004$) rather than the grammar of one language but lexical items of another. The most commonly used base language was Tagalog (89.53%; $N=8$, $x=8$, $\alpha = 0.05$, $p=0.004$). The average percentage of Tagalog words per sentence (85.72%) was greater than the average percentage of English words per sentence ($N=8$, $x=8$, $\alpha = 0.05$, $p=0.004$). There was insufficient evidence to prove that either nouns (58.96%) or adjectives (64.50%) are predominantly coded in English ($N=8$, $x=2$, $\alpha = 0.05$, $p= 0.965$). As hypothesized, verbs were found to be coded more in Tagalog (75.60%) rather than English ($N=8$, $x=8$, $\alpha = 0.05$, $p= 0.004$). The finding that single language sentences were a predominant feature in caregiver child encounters contrasts with the findings of previous studies by Sibayan (1995) and Bautista (n.d.), which reported that code mixed sentences are more frequently used. Our results agree with Muysken's hypothesis that insertion type of code-mixing occurs most frequently in colonial settings. Our data is consistent with Poplack's (1981; as cited in Boztepe (n.d.)) hypothesis that embedded elements can be integrated in the base language phonologically, morphologically or syntactically. Our data is also consistent with the Morpheme Order Principle of Myers-Scotten. The dominant language is not always the base language (Muysken, 2000; as cited in Schlyter and Bernardini, 2004); in our study the base language was the dominant language (Tagalog). Tagalog was predominantly used for all parts of speech. The Modeling Hypothesis predicts that the child's bilingual code-mixing is directly related to the bilingual code-mixing in the input he receives (Comeau et al, 2003) It is therefore predicted that the Filipino

children in our sample will produce more single language sentences than code-mixed sentences; the rate of the children's bilingual code-mixing will also be. The Filipino toddlers in our study are growing up in a bilingual code-mixing but predominantly monolingual interactional environment; this affects the extent to which principles shown to influence bilingual language acquisition apply in our society.

NOTES:

**A Microethnographic Study:
Development of Oral Language Proficiency among Filipino Kindergarten ESL
Learners**



Catherine R. Cordova
University of Santo Tomas
cathie_cordova@talk21.com

This paper presents microethnography as an alternative language research methodology, especially where young language learners are involved.

A micro-ethnographic study of kindergarten children learning English as their second language was done in order to describe the effect/s of an ESL module on the development of their oral language proficiency in L2 English.

The ESL Module subscribes to developmentally appropriate practices (NAEYC Nov 1990) and adheres to Krashen's Natural Language Approach: provide comprehensible L2 input, no error correction, keep the affective filter low, if not zero.

Due to the module's design, micro-ethnography was the most appropriate methodology to record the children's L2 utterances in the natural setting without disrupting the flow of their routine activities in the classroom. Also, it is consistent with the prescribed method of assessment in developmentally appropriate classrooms: continuous and performance-based.

Six kindergarten-aged children from economically disadvantaged families in Manila, with L1 Filipino, participated in the study.

Dual Language Education Program Models in Philippine Progressive Schools

Ani Rosa Almario
The Raya School
ani@adarna.com.ph

J.Aleta R. Villanueva
UP Open University
julietaleta@gmail.com

To address the needs of students from multicultural backgrounds, it is common practice in schools abroad to develop program models in support of mother tongue maintenance alongside learning English. These kinds of programs can be tailored to a variety of school contexts (Cloud, Genesee and Hamayan, 2000). Recent research suggests that Two Way Immersion programs are most effective in maintaining a child's first language as they are learning a second language when the programs are implemented in conditions which necessitate and support them (Howard and Christian, 2002).

This paper describes dual language program models that have been designed and implemented in The Raya School and The Builders' School, two progressive schools in the Philippines. The paper reports on the two-way immersion programs and the conditions in both schools that support learning in both English and the mother tongue, Filipino. The results of this research emphasize the important role Philippine progressive schools play in developing alternative education models that encourage children to maintain their mother tongue as a valuable language in a multilingual society in which English remains to be the language of aspiration.

Politicizing the Second Language Classroom: Prospects for Change



Noel Christian A. Moratilla
St. Scholastica's College
nomorat@yahoo.com

Since the coming of the westerners in the 16th century, language has been inextricably bound with the political and economic policies implemented by the colonizers. In their desire to facilitate the spread of religion in the archipelago during the Spanish regime, western missionaries studied and mastered the local languages, while refusing to teach Spanish to the natives whom they considered ignorant, inferior, and therefore, not worthy of learning the Spanish tongue. Rizal and the other members of the *ilustrado* class took pains to be integrated into the Spanish colonial society. However, as the Spanish government obdurately refused to grant their demands for integration, some members of the upper and middle classes realized the need for more drastic changes.

With the coming of the Americans as the new colonizers, the Filipinos found themselves learning a foreign tongue and being educated under a system that privileged western models. Employing a strategy of colonization different from the Spaniards', the Americans taught English to the natives and, in subtle ways, suppressed the struggle for independence. As was the case during the Spanish regime, the elite embraced the academic opportunities and trappings offered by the new educational system through which they would wend their way into the corridors of power.

At present, English remains as a major medium of instruction in Philippine schools, from grade school to graduate school. The propagation of English, however, is not politically neutral. Most of the currently existing second language programs in the Philippines are in response to the growth of the global economy wherein English represents a marketable global commodity. Language scholars in the country and abroad have called for the spread of the language on account of globalization which is aimed at erasing national boundaries, to the advantage of strong economies and superpowers and to the detriment of smaller nations. This shows that language, as well as all the other facets of the educational system, is not dissociable from the nexus of power relations that caters primarily to the interests of a privileged few. Such relations also suggest that western powers and institutions still wield influence on the country's educational programs.

Apart from treating the language classroom as a non-neutral ground, being aware of some of the modern theories relative to second language teaching may be also be an initial step towards decolonizing and politicizing the language classroom. These theories further attenuate and repudiate the educational principles of the past, and may serve as academic tools through which learners may be empowered. These theories, when coupled with critical consciousness, will radicalize the usually passive

second language classroom and enable teachers and students to assume more active roles in shaping society. As the country finds itself beset by one crisis after another, it is expedient that the educational system respond to these pressing social concerns. This paper attempts to address the need for greater political awareness in the language classroom. It is the hope of the researcher that some changes in the language program may be effected along this line.

NOTES:

The Impact of Government Policies on the Indigenous Languages of the Philippines



Atty. Manuel Lino G. Faelnar
DILA Philippines Foundation, Inc.
mannuelfaelnar@gmail.com



Junica P. Soriano
Innovations for Poverty Action
junikasoriano@gmail.com

Over the past decades since the implementation of a nation-wide Bilingual program—the use of English and Filipino as official medium of communication and instruction all over the country—there has been a steady drop in the number of speakers of the Philippines' indigenous languages. The higher the percentage of Filipino and English speakers get, the lower the figures for native languages become. This is indicative of a lack of effort to accommodate the more than half of the Filipino population whose native tongue is neither of the two. This paper has two core premises; that the revival of the country's dying languages warrants formal-legal backing, and that such undertaking is more viable in a federal framework. Drawing on earlier authoritative studies on the subject, this paper sketches the historical flourishing and demise of major Philippine native languages and presents a survey of countries and cases in which linguistic pluralism and mechanisms in support, or lack thereof, has greatly influenced the overall success or failure of social integration. Lessons from successful models, such as the Spanish *Comunidades Autónomas*, may serve to rectify the local experience.

The Right to Language - a call for sign language policy in the legal and judicial systems



Atty. Golda S. Benjamin
*Initiatives for Dialogue & Empowerment
through Alternative Legal Services, Inc.*
goldabenjamin@gmail.com

Liza B. Martinez, PhD
Philippine Deaf Resource Center, Inc
lizamartinez@phildeafres.org

Research documenting the indigenous origins of the visual language of the Filipino Deaf community began in the nineties with the studies of Martinez (1996, 1995a, b, 1994). Because of the central role that sign language plays in all the aspects of the lives of Deaf people, there were efforts early on by stakeholders, namely the (then) National Council for the Welfare of Disabled Persons with the Philippine Federation of the Deaf (PFD) and Philippine Deaf Resource Center (PDRC) to initiate consultations with various sectors (PDRC, 2005).

Efforts to bring sign communication into the domains of education, legal proceedings, health & medical settings as well as mass media are continuing advocacies. Language accessibility of the legal and judicial systems to Deaf Filipinos has been the focus of a recent flagship project led by the PDRC to highlight the need for a coordinated system for courtroom interpreting.

The recently ratified U. N. Convention on the Rights of Persons with Disabilities is the international covenant that marks a shift in the view of disability from a social welfare concern to a human rights issue, thus recognizing that societal barriers and prejudices are in themselves, disabling:

"Preamble

... Recognizing the importance of accessibility ...to information and communication, in enabling persons with disabilities to fully enjoy all human rights and fundamental freedoms..."

Access to Justice

... States Parties shall ensure effective access to justice for persons with disabilities on an equal basis with others, including through the provision of procedural and age-appropriate accommodations, in order to facilitate their effective role as direct and indirect participants, including as witnesses, in all legal proceedings, including investigative and other preliminary stages... promote appropriate training for those working in the field of administration of justice, including police and prison staff.

Freedom of expression and opinion, and access to information

... Recognizing and promoting the use of sign language."

— In the recent Justice Forum spearheaded by the Supreme Court, the theme
— centered on making justice “accessible to the poor”. This is an important thrust
— considering how cases involving deaf parties have addressed language difficulties for
— the past century (Benjamin, 2007; Martinez, 2007).

— Stakeholders of the Deaf community have submitted a comprehensive
— proposal covering guidelines for the identification, selection and appointment of sign
— language interpreters (PDRC & IDEALS, 2007). The SC Office of the Court
— Administrator has issued a recent administrative memo regarding the compensation of
— these interpreters (OCA, 2007). Though significant, no action has been taken on the
— critical portions of the proposal which directly pertain to communication in the
— courtroom, and consequently, the right of deaf parties to language and justice.

— Since the PDRC began advocacy in this arena a few years ago, increasingly
— more cases have been identified. Over 40 cases are currently being monitored
— throughout the country, presumably only a tip of the iceberg. Majority of these
— involve deaf complainants who are victims of rape and sexual violence, many of
— whom are minors. Almost all are isolated, indigent and unschooled, and thus use
— nonstandard sign communication which require differing interpreter needs.

NOTES:

Impersonal use of the Personal Pronouns 'KA' and 'MO' in Tagalog



Maureen Joy Saclot and Lesley Stirling
The University of Melbourne
m.saclot@pgrad.unimelb.edu.au



Based on a 43.03 minute Tagalog narrative of a battered wife, this paper analyses the impersonal use of the second person pronouns KA and MO and shows how both of these pronouns separately display the generally accepted socio-pragmatic functions of the impersonal *you*. Pragmatic analysis of *you* suggests that when a narrator uses impersonal *you*, the aim is to establish rapport and camaraderie with the addressee of the narrative or conversation (e.g. Schegloff 1996, Tannen 1983). At the same time, the use of impersonal *you* can take the role identities of the participants in a speech act away from their deictic centre and use them nonreferentially to depict events that are universally applicable (Kitagawa and Lehrer 1990). There are instances where KA and MO give the same reading. To illustrate, consider KA. The following lines below are said after the narrator related the events in which her husband had used all types of physical and verbal abuses on her.

187 di ba pag ^sinaktan ka ?

NOT ENC2 IF PF.HURT YOU

'don't you, when (someone) hurt you'

191 o kaya nakatanggap ka ng masasakit na salita. _

OR IF RECEIVE YOU A HURTFUL LNK WORD

'or if you received hurtful words'

192 <MRC di ba nanghihina ka MRC>, _

NOT ENC GET.WEAK YOU

'don't you lose strength' or 'don't you lose the will (to go on)'

In these utterances, the use of KA gives the impression that the narrator would like to engage the listener's participation in the story. Lines 187 and 192 are rhetorical questions that aim to catch the attention of the listener, without intending for him/her to reply. Prior to these lines, the speaker has used the personal *I*, but it seems like she wanted to involve the listener in her story world, hence, she used the rhetorical question to prepare the listener for the involvement (line 187), provided a hypothetical situation to allow the listener to imagine further the scenario (line 191), and finally employed another rhetorical question (192) to clinch the listener's involvement in the story. By the time line 192 was asked, the speaker was able to

provide an event that would apply generally to everyone, and in consequence, would make the listener share the story from the speaker's angle.

The case of MO, on the other hand, does suggest its ability to take an impersonal stance, but given the same context in which KA exists, it has been observed that the use of MO in such contexts changes the locus of the narrative.

NOTES:

Case-Marking in the Waray-Waray Pronominal System



Alexandra N. Kaluag
De La Salle University
kaluaga@dlsu.edu.ph

Personal and demonstrative pronouns of Waray-Waray are compared to pre-verbal pronouns found in Tagalog clauses which are typically verb-initial. After demonstrating how personal pronouns in Tagalog and Waray-Waray serve similar functions, the study on the Waray pronominal system will show that Waray personal and demonstrative pronouns can be grouped into three (3) classes, the semantic roles of which are determined by three (3) types of class markers. I propose that absolutive pronouns are sometimes free but are case-marked to indicate how they are semantically categorized in the proposed Waray *ma-actor focus* sentence. Ergative pronouns function as possessors when attached to a noun. Waray particles *han* and *hin*, which can be used interchangeably may function either as an article which indicates definiteness of context and location, or as a preposition which encodes a locative, goal, source, or instrument. The study suggests that oblique personal pronouns are a variation of possessive pronouns in Waray *ma-actor focus* sentences, where the particle *ha* is added before the root pronoun making it function as a prepositional phrase. In the analysis of case marking of personal and demonstrative pronouns in Waray sentences, the study proposes a *ma-actor focus* formula which will contribute to research on grammatical structures of Philippine languages.

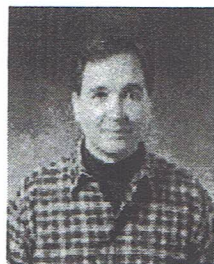
The Pronominal System of Binukid



Hazel Jean M. Abejuela
De La Salle University
hazeljeanabejuela@yahoo.com

Binukid is one of the languages within the Manobo language family which has its distinct grammatical features. The linguistic repertoire of Bukidnon where this is spoken is so diverse because of the presence of the seven tribes (notwithstanding the various immigrant groups) with each group having a language of its own. The two most dominant indigenous languages are Binukid Manobo and Binukid Higaonon. A survey of Philippine linguistic studies reveals that the former is more extensively explored than the latter. Of the studies conducted on Binukid Higaonon which is widely used in the northern and central parts of Bukidnon, only very few have been noted. The researcher, a native of Central Bukidnon and a speaker of Binukid Higaonon, is therefore indebted to conduct a study of her indigenous language. Specifically, she sought to describe the pronominal system of Binukid according to its categories and features using Dita's (2007) framework. The particular aspects examined were the pronominals' 1) case-marking, 2) person, 3) number, and 4) functions. The data were drawn from various texts in Binukid. These included nanangen (stories), batbatenen (plays), dialogues (taglalangen), and pamuhat (rituals).

Constituent Structure in a Tagalog Text



Randy LaPolla, Ph.D.
La Trobe University
r.lapolla@latrobe.edu.au

This paper is a detailed analysis of the structures found in a randomly selected Tagalog text and the interaction of the structures found to create the fabric of the text. It is shown how only a very small number of structure types can be interwoven and embedded in different ways to form fantastically complex texts.