

# 12PLC ABSTRACTS

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November 26-28, 2014  
UP NISMED Auditorium  
University of the Philippines  
Diliman, Quezon City

UNIVERSITY OF THE PHILIPPINES - DILIMAN  
**12PLC**  
THE 12th PHILIPPINE LINGUISTICS CONGRESS

# CONFERENCE PROGRAM

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**NOVEMBER 26-28, 2014  
UP NISMED AUDITORIUM  
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**12PLC**  
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# DAY 1

## NOVEMBER 26

08:00-10:00	REGISTRATION	
10:00-10:05	NATIONAL ANTHEM	
10:05-10:15	WELCOME REMARKS	Aldrin P. Lee, PhD Chair, UP Department of Linguistics
10:15-10:25	MESSAGE FROM THE CHANCELLOR	Michael L. Tan, PhD Chancellor, University of the Philippines - Diliman
10:25-10:35	OPENING REMARKS	Jonathan C. Malicsi, PhD Professorial Lecturer, UP Department of Linguistics
10:35-12:00	PLENARY SESSION	Moderator: Prof. Farah Cunanan
	Language for Communication: Language as Logical Inference	Edward A.F. Gibson, PhD Professor, Department of Brain and Cognitive Sciences Massachusetts Institute of Technology
12:00-01:00	LUNCHEON	
01:00-02:40	PARALLEL SESSIONS 1	
	Moderator: Mr. Mark Rae De Chavez Venue: NISMED Auditorium	Moderator: Prof. Ma. Althea Enriquez Venue: NISMED AVR
	Philippine-Type Ergativity in Cross-Linguistic Perspective Yury Lander <i>National Research University Higher School of Economics</i>	Cross-Linguistic Influences in the Study of Japanese Language among Filipino Students Mary Ann Bacolod <i>University of the Philippines - Diliman</i>
	A Cross-Linguistic Comparison of the Linking Constructions in Squiliq, Kavalan, Tagalog, and Cebuano Michael Tanangkingsing <i>National Taipei University of Technology</i>	Best Practices in Teaching Korean Language to Filipino Students Jay-Ar Igno <i>University of the Philippines - Diliman</i>
	Sinong Pasimuno? Tracing the Use of the Terms 'subject' and 'topic' in Philippine Linguistics Ria Rafael <i>University of the Philippines - Diliman</i>	She likes to learn/learning English... On Subjectless Nonfinite Clauses as Monotransitive Variants of Verbal Complements in Philippine English Teri An Joy Magpale & Ramsey Ferrer <i>Philippine State College of Aeronautics - VAB</i>
02:40-03:00	BREAK	
03:00-04:20	PARALLEL SESSIONS 2	
	Moderator: Ms. Madilene Landicho Venue: NISMED Auditorium	Moderator: Prof. Niel Kenneth Jamandre Venue: NISMED AVR
	Vahay, Savahay, Kavahayan: The "House" among the Ivatans of Batanes Edwin Winston Valientes <i>University of the Philippines - Diliman</i>  The Batanic Kinship System Maria Kristina Gallego <i>University of the Philippines - Diliman</i>  Ivatan Time Concepts Jay-Ar Igno <i>University of the Philippines - Diliman</i>	The Fictional Narrative Skills of Selected 5-6 Year Old Typically Developing Filipino Children in Metro Manila Barbara Munar <i>University of the Philippines - Manila</i>  Building Blocks of Semantic Categories in Early Child Language: Actual Verbs Used by Six Filipino Preschool Children per Category Ellyn Cassey Chua, Maryelle Ellaine Dy, Jocelyn Christina Marzan & Paolo Mangune <i>University of the Philippines - Manila</i>

DAY 2 NOVEMBER 27		
08:00-09:00	REGISTRATION	
09:00-10:20	PARALLEL SESSIONS 3	
	Moderator: Prof. Jesus Federico Hernandez Venue: NISMED Auditorium	Moderator: Mr. Jose Carlo De Pano Venue: NISMED AVR
	Reconstructing Negation in Philippine Languages Louward Allen Zubiri <i>University of the Philippines - Diliman</i>	A Case Study on the Impact of the Environment to a Child's First Language Acquisition Karla Maolen Visbal <i>University of the Philippines - Diliman</i>
	On Ancestry and Descent: A View from Historical Linguistics Maria Kristina Gallego <i>University of the Philippines - Diliman</i>	The Early Development of Lexicon and MLU: An Exploratory Longitudinal Study Jocelyn Christina Marzan <i>University of the Philippines - Manila</i>
	A Phonetic Reconstruction Algorithm by Averaging Kevin Christopher Catbagan <i>University of the Philippines - Diliman</i>	Word Retrieval Performance of Elderly Filipinos: An Initial Study of the Aging Bilingual Carla Krishan Cuadro <i>University of the Philippines - Manila</i>
10:20-10:40	B R E A K	
10:40-12:00	PARALLEL SESSIONS 4	
	Moderator: Prof. Sir Anril Tiatco Venue: NISMED Auditorium	Moderator: Prof. Jose Wendell Capili Venue: NISMED AVR
	Development and Validation of a Kapampangan-English Glossary of Selected Kapampangan Idioms Forteza Canlas <i>Angeles University Foundation</i>	"Putang! Masyadong technical ang gago!": Negotiation of (Non)Academic Identity in, and the Transgressive Linguistic Landscape of, University Library Textbook Marginalia Nicanor Guinto <i>Southern Luzon State University</i>
	A Literary Translation of the Kapampangan Story, Luis Ing Mamulang by Amador, in Filipino Remy Tulabut <i>Angeles University Foundation</i>	Mediated Representation of Power and Suffering in Kris Aquino's March 21 News Interview in TV Patrol Angelica Aquino Bautista <i>University of the Philippines - Diliman</i>
	Complaining in English and in Kapampangan: A Contrastive Pragmatic Analysis Renante Dingal <i>Angeles University Foundation</i>	When "Nothing" Means "Something" and other Faults in our Language Jerwin Agpaoa <i>University of the Philippines - Diliman</i>
12:00-01:00	L U N C H E O N	
01:00-02:20	PARALLEL SESSIONS 5	
	Moderator: Prof. Jane Rodriguez-Tatel Venue: NISMED Auditorium	Moderator: Prof. Ma. Mercedes Planta Venue: NISMED AVR
	Ang Pasig, Ilog/Bayan: Isang Pag-aaral sa Semantikal na Aspekto tungo sa Pagkakakilanlan Danim Majerano <i>Pamantasan ng Lungsod ng Pasig</i>	Linguist's Assistant: Gleaning Malayo-Polynesian Grammars from Small, Lightly Annotated Corpora Tod Allman & Rowena De Guzman <i>National University</i>
	Ang Pagsasakatutubo bilang Lapit sa Semantikal na Elaborasyon ng mga Salitang Pandamdamin sa Wikang Filipino Jayson Petras <i>University of the Philippines - Diliman</i>	Challenges on the Development and Preparation of Dictionary of Science Terms for Mangyan Pupils Felix Famaran <i>University of the Philippines - Diliman</i>
	Nang Matikman ni Adan ang Mansanas ni Eba: Conceptualizations of Sex in Tagalog Metaphors Jesus Federico Hernandez <i>University of the Philippines - Diliman</i>	Natural Language Processsing: Tools and Techniques for Linguistic Studies Nathaniel Oco, Leif Romeritch Sylliongka, Joel Ilao, & Rachel Edita Roxas <i>National University &amp; De La Salle University</i>
02:20-02:40	B R E A K	
02:40-04:30	PARALLEL SESSIONS 6	
	Moderator: Prof. April Perez Venue: NISMED Auditorium	Moderator: Prof. Jesus Federico Hernandez Venue: NISMED AVR
	Sinurigao: Pormada, Plastada, Tunada, Pasabot Francis Tom Paredes <i>Alegria National High School</i>	The Bikol-Sorsogon Dialect Area: An Initial Look Farah Cunanan <i>University of the Philippines - Diliman</i>
	The Pragmatic Functions of <i>unsa</i> and <i>asa</i> in Cebuano Michael Tanangkingsing <i>National Taipei University of Technology</i>	Revisiting Inonhan: A Second Look at the "Dialects" Spoken in Carabao Island, Romblon Jem Javier <i>University of the Philippines - Diliman</i>
	The Semantics of Pangasinan Verbal Affixes Francisco Rosario, Jr. <i>University of the Philippines - Baguio</i>	Areal Variation in Morong Tagalog Intonation: An Acoustic Phonetic and Dialectological Approach Vincii Santiago <i>University of the Philippines - Diliman</i>
	A Preliminary Study on Iraya Mangyan Verbs and Word Order Elsie Marie Or & Ivan Paul Bondoc <i>University of the Philippines - Diliman &amp; University of the Philippines - Manila</i>	On the Need for Dialectological Studies for a Comprehensive Lexicography of Tagalog Ria Rafael <i>University of the Philippines - Diliman</i>



# DAY 3 NOVEMBER 28

09:00-10:00	REGISTRATION	
	PLENARY SESSION	Moderator: Prof. Farah Cunanan
10:00-11:30	Typology, Language Acquisition, and Experimental Linguistics: The Case of Tagalog	William O'Grady, PhD Professor, Department of Linguistics University of Hawai'i at Manoa
11:30-11:40	CLOSING REMARKS	Grace H. Aguilin-Dalisay, PhD Dean, College of Social Sciences and Philosophy
11:40-12:00	DISTRIBUTION OF CERTIFICATES	
12:00-01:00	LUNCHEON	

<p><b>SPECIAL SESSION</b>  <b>Ilang Isyu sa Grammar para sa mga Guro ng Ingles at Filipino:  Pasilip sa Summer Seminar in Linguistics</b></p> <p>Prof. Jonathan C. Malicsi, PhD  UP Department of Linguistics</p> <p><b>LIMITED SLOTS. OPEN ONLY TO 12PLC PARTICIPANTS. PLEASE REGISTER DURING THE 12PLC.</b></p>	<p>November 28  8:30-10:00am  NISMED AVR</p>
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## MAJOR PARTNERS



## MINOR SPONSORS



## EXHIBITORS



## Philippine-Type Ergativity in a Cross-Linguistic Perspective

Yury Lander

*National Research University Higher School of Economics*

yulander@yandex.ru

Although the concept of “Philippine type” (PT) is, naturally, mostly used by Austronesianists, it has become clear now that there are many languages displaying properties similar to Philippine languages, including Salish (Foley 1998; Koch & Matthewson 2009), Mayan (Coon 2009), Northwest Caucasian (Lander & Testelets 2006) and Eskimo languages. These languages share a weak syntactic distinction between nouns and verbs, the spread of properties typical of the Standard Average European subject across several arguments, and a high degree of correlation between the syntactic structure and the information structure. The aim of this paper is to review probably the most debatable property of PT, namely ergativity, in a cross-linguistic perspective.

As has been often argued, while there certainly do exist reasons to allege PT languages as ergative, these languages show several specific characteristics:

- (i) the presence of passive(-like) constructions on a par with antipassives,
- (ii) the absence of semantically-based case syncretism of the ergative,
- (iii) the absence (or almost absence) of various accusative/ergative splits related to the Animacy Hierarchy,
- (iv) clear evidence for syntactic ergativity at least in relativization structures.

Crucially, these features distinguish PT languages from Northeast Caucasian and Australian ergative languages, which are often considered standard ergative languages. This, together with other clear similarities, suggests that PT ergativity constitutes a specific kind of ergativity which may be intrinsically related to other properties of PT languages.

One way to explain ergativity in PT languages is to relate it to nominal predication, which is often thought to be a prototypical clause scheme for these languages (at least, in a diachronic perspective); cf. Starosta et al. 1984, Kaufman 2009 *inter alia*. Indeed, nominal predications appear to be a source of ergative constructions in various languages (e.g., Iranian languages), although this idea requires further research.

### A Cross-Linguistic Comparison of the Linking Constructions in Squliq, Kavalan, Tagalog, and Cebuano

*Michael Tanangkingsing*

National Taipei University of Technology

miguel@ntut.edu.tw | miguel@ms19.hinet.net

Linkers are markers mainly found in Austronesian languages connecting two sentence elements, having the sole function of indicating the relation between the two elements they connect (Schachter and Otanes 1972: 118); they are normally invariant and mainly function as modifiers in noun phrases (Croft 1990: 32). They do not carry any meaning apart from the indication of the relation (Schachter and Otanes 1972: 107). This study, which will investigate four Philippine-type languages, namely, Cebuano, Tagalog, Squliq, and Kavalan, will consist of two parts. The first one is related to the proposal that a slight difference in meaning exists when the word order of the linguistic units connected by the linker is reversed, as illustrated in (1). Initial observation of the data shows that despite the discussions among linguists regarding the exact meaning of noun phrases having various word orders, speakers actually prefer one order to another, and so word order becomes a moot issue. The excerpts in (2) show preferred orders between the noun phrases in the languages studied. In addition, I will try to make comparisons between the behavior of linkers cross-linguistically. It is initially found that, generally, linkers in Philippine languages are more versatile in the sense that they can function in more ways and that they can form multiple linking, as in (3), while the linkers in Formosan languages are gradually phasing out.

## (1) Tagalog (constructed examples)

ang babae=ng            ma-ganda

ang girl=lk        stat-beauty

'the girl who is beautiful'

ang ma-ganda=ng            babae

ang stat-beauty=lk    girl

'the beauty which is a girl'

## (2a) most preferred patterns, Tagalog Frog 1: 1-10

1.        may    kasama-ng    aso=    at        tsaka    yun-g=  
          Exist    companion-Lk        dog    and    also    that-Lk

2. ...(1.5)        palaka  
                      frog

3. ...    yun-g    palaka    nasa    loob    ng=    botelya  
          that-Lk        frog    inside    inside    Acc    bottle

4. ...(0.8)        tapos    ni-la-lock        nila  
                      DM    PF-lock                    3rdPIGen

"There was a dog and a frog. The frog was inside a bottle which they locked up."

5. ...(1.0)        tapos    yon-g    bata    na-tulog    na=  
                      DM    that-Lk    childAF-sleep    Pfv

6. ...    pati    yon-g    aso=  
          even    that-Lk    dog

"Then the child and the dog went to sleep."

7. ...    ngayon        yon-g    palaka=  
          DM    that-Lk        frog

8. ...(1.0)        lumabas-    t-um-akas  
                      move\_outescape-AF

"Now the frog escaped."

9. ...(1.1)    na-gising    ngayon    yon-g    bata  
                      AF-wake    now    that-Lk    child

10. ...(0.9)        tapos    pati    yon-g                    aso    na-kita    nila  
                      DM    even    that-Lk        dog    AF-see    3rdPI  
                      wala    na-ng    laman            yon-g    botelya  
                      nothing        Pfv-Lk    content            that-Lk    bottle

"Now the child woke up, and even the dog saw that there was nothing inside the bottle."

## (2b) Cebuano Frog 3: 99-103

99. ...(1.9)        nag-singgit    pamasin    nga  
                      AF-shout            Rel



ma-dungog ang iya-ng tingog sa baki'  
Fut-hear ANG 3rd-Lnk sound SA frog

100. ... nga ila-ng gi-pangita'  
Rel 3rdPI-Lnk PF-find

"The child shouted hoping the frog would hear."

101. ...(2.3) ni-gunit sa mao-ng kahoy  
AF-hold SA aforementioned-Lnk tree

102. ... kay ingon ang bata' ug  
because say ANG childUG

103. ...(2.3) a= patay nga kahoy pero=  
dead Rel wood but

"The child held unto a tree branch thinking it was a dead one."

(2c) Squiliq Frog 2: 226-228

226... m-tama' kya qu,  
AF-sit there Nom

227. ... sazing qpatong ka,  
two frog KA

228... qnyatan-nya' qutux ru, [10'00"]  
frog-3S.G one Conj

"they saw two frogs, of which was their pet frog, were sitting there."

(2d) Kavalan Pear Imui

1. tangi tita-an-ku .. 'nay wanni.  
today see-LF-1SG.GEN that DM

2. ... qay-byabas ay razat a yau ta- .. ta-iza-an u.  
QAY-guava REL person LNK that FS LOC-somewhere-LOC or

3. ... ta== pa-  
FS FS

4. ... ta-bunguR-an na na== byabas a yau,  
LOC-trunk-LOC FS gen guava LNK that

#e I just saw a person there who was picking guavas at somewhere or around a guava tree.

(3) multiple modifications

(3a) Tagalog Frog 1: 62-67

62. ...(1.5) ngayon nakarating sila sa isang=  
now AF-arrive 3rdPI Loc one-Lk

63. ... a=

64. sa isang kahoy na may butas  
Loc one-Lk tree Lk Exist hole  
sinilip nila kung nandun ang palaka  
peek-PF 3rdPI if there ANG frog

"They kept on looking until they reached a piece of wood with a hole in it. They peeked inside to see if the frog was there."

65. ...(0.9) ngayon nakita ni- nakita ng aso may palakang dalawa

DM PF-see PF-see NG dog Exist frog-Lk two  
 66. ...(1.1) na nagkatabi  
 Lk beside\_each\_other

"Then they saw two frogs sitting beside each other."

67. ...(2.8) a= may mga kasama din na= maliliit na palaka  
 Exist Pl companion also Lk small Lk frog  
 siguro nagasawa na yong= palaka niya  
 maybe AF-marryPfv that frog 3rd  
 "There were also little frogs. Maybe they are a couple."

(3b) Cebuano Frog 3 146-151

146. ...(1.1) sa ka-tapus-an nangayo-g pa-salamat ang bata'  
 SA KA-end-LF ask-Lnk PA-thanks ANG child

"And in the end, the child thanked them."

147. ... nga na-kita' na nila ang=  
 Rel PF-see Pfv 3rdPI ANG

148.... ila-ng gi-pangita' nga mao-ng baki'  
 3rdPI-Lnk PF-find Rel aforementioned-Lnk frog

149... nag-pa-salamat siya sa mao-ng grupo  
 AF-PA-thanks 3rd SA aforementioned-Lnk group

"The child thanked the frogs that they found the frog they were looking for."

150....(1.3) nag- nag-babay ang bata'  
 AF-farewell ANG child

151.... ug ang iro' nag-babay usab  
 and ANG dog AF-farewell also

"The child and the dog bade farewell."

## Cross-Linguistic Influences in the Study of Japanese Language

### Among Filipino Students

Mary Ann G. Bacolod

*University of the Philippines – Diliman*

ann\_gaitan@yahoo.com

This study will discuss the principle of Transfer and its role in the development of Interlanguage among Filipino students learning Japanese language. It aims to look for possible cross-linguistic influences and identify grammatical features, areas and structures

that may be transferable from L1 (Filipino) to L2 (Japanese) through a contrastive analysis of the Filipino and Japanese language.

This study also aims to classify, identify and predict learning difficulties among Filipino students learning Japanese language and provide possible explanations as to how and why such difficulties occur using the principle of Interlanguage and Transfer.

The classification of errors, learner strategies and the analyses presented in this study will help Language Teachers identify aspects of grammar which may cause learning difficulties among Filipino students studying Japanese language, and come up with a more effective approach or strategy in teaching Japanese language to Filipino students based on these difficulties.

### **Best Practices in Teaching Korean Language to Filipino Students**

Jay-Ar M. Igno

*University of the Philippines – Diliman*

jr.lingg@gmail.com

"Korean language is really interesting but very difficult." This expression commonly heard amongst Korean language learners triggered researchers to conduct studies on how this course can be made interesting yet simple. That curiosity lead to this endeavor and to share some teaching and learning strategies, surveys and personal interviews were conducted with teachers of the Korean language in the Philippines regarding their best practices in teaching Filipino students. Students were also surveyed and interviewed. Preliminary findings show that medium of instruction is one vital part alongside with the comparability of the sentence structures of Filipino and Korean languages. Another key point is the thorough discussion on the pronunciation rules before proceeding to grammar lessons such as the: allophonic variations on /ㄱ/ => [k] and [g], /ㄷ/ [t] and [d], /ㅂ/ and [p] and [b]; and morphophonemic processes on /ㄴ/ => [l], /ㅍ/ => [m], and /ㄱ/ => [ŋ], among

others. Traditional approaches to learning and teaching a foreign language were still found effective such as memorization, repetition, and oral presentation, hence, newer technology and means are deemed necessary like computer assisted programs, online applications, and audio-visual aids. Thus, the background in linguistics for the teacher and the students is also of great help.

**She likes to learn/learning English...On Subjectless Nonfinite Clauses as Monotransitive  
Variants of Verbal Complements in Philippine English**

Teri An Joy Magpale and Ramsey Ferrer

*Philippine State College of Aeronautics-VAB & De La Salle – College of St. Benilde*

tean9@yahoo.com ; ferrerramsey@yahoo.com

Studies on Philippine English have typically focused on the different aspects of its grammar. However, subjectless nonfinite clauses as verbal complements have not been investigated yet. This paper scrutinizes subjectless non-finite clauses as monotransitive variants of verbal complements in PhilE complementation based on Quirk, Greenbaum, Leech, and Svartvik (1985). Accordingly, this paper will focus on “to-infinitive” and “-ing participial” constructions as two frequent nonfinite clauses in examining PhilE monotransitive verbal complementation. The present study takes a corpus-based approach in analyzing a large collection of spoken and written texts of ICE-PHI corpus. Considering the three verb classes that both use the “to-infinitive” and “-ing participial” construction, the study reveals some deviations (which can be considered unique) from Quirk et.al’s description of verbal complements specifically on how Filipinos utilize retrospective verbs in both spoken and written discourse. However, the use of emotive and aspectual verbs shows adherence to Quirk et. al’s description. This paper’s grammatical investigation further discusses the pedagogical implications of such adherences and deviations in teaching English in the Philippines.

## Vahay, Savahay, Kavahayan: The “house” among the Ivatans of Batanes

Edwin Winston A. Valientes

*University of the Philippines – Diliman*

ivatan\_aku@yahoo.com

This paper aims to explore the material and metaphorical significance of houses among the Ivatans of Batanes. More specifically, it aims to demonstrate the centrality of the house in the ritual and everyday life of the Ivatans as gleaned from their material, spatial, and linguistic practices. Following the concept of “house society” by Claude Levi-Strauss, the paper argues that the house among the Ivatans is more than just a physical structure that protects them from the vagaries of nature; it is also an abstract concept that refers to the basic unit of their society. Implications to recent archaeological researches in the Batanes islands will be discussed.

## The Batanic Kinship System

Maria Kristina S. Gallego

*University of the Philippines – Diliman*

mksgallego@gmail.com

Based on collected ethnographic records and kinship terminologies, this study presents a description of the kinship system of the Batanic speech communities in the Philippines. Significant similarities in the kinship systems of the communities are found, in that all share the same rules and conditions in marriage, the rules of residence and descent, as well as the features of the nuclear family. These characteristics of the Batanic kinship system in relation to the available set of kinship terminologies are re-examined via the proposed functional determinants of kinship terminologies put forward by Murdock (1949). From the evidence at hand, the Proto-Batanic kinship system can be easily reconstructed. Moreover, relatively recent innovations with regard to kinship terms such as the evolution from generation to a lineal type can be traced as well.

### Ivatan Time Concepts

Jay-Ar M. Igno

*University of the Philippines – Diliman*

jr.lingg@gmail.com

This study presents a lexico-semantic analysis and interpretation of concepts related to time among the Ivatans. Following Antoon Postma's (1985) various time-indicators used in describing the Mangyan time concepts, similarly, Ivatans base their observations of the surrounding environment focusing on the following: celestial bodies, meteorology and season, terrestrial factors, human activities, and historical facts. By looking at the data gathered, it was also notable that most Ivatans reflect on their daily activities as an indicator of being early or late. Consequently, this study reflects to some idea on how we view the concept of time, particularly the "Filipino Time".

### The Fictional Narrative Skills of Selected 5-6 Year Old

#### Typically Developing Filipino Children Residing in Metro Manila

Barbara F. Munar

*University of the Philippines – Manila*

bfmunar@gmail.com

Identifying children with language impairment necessarily entails comparing their performance to that of typically developing children, preferably from the same population. However, in the local setting, Filipino children with communication disorders are often assessed by speech-language pathologists (SLPs) using western-normed tests (Cheng, Olea, & Marzan, 2002). Owing to its high ecological validity, narrative sampling has been forwarded as a less biased and more valid method of evaluating the language development of children from diverse cultural and linguistic groups. In this perspective, narrative sampling may be considered as a valid and reliable measure of the language performance of Filipino children. The lack of normative data on the narrative skills of typically developing Filipino children however limits its usefulness especially when the goal of



language assessment is to compare disordered to typical performance. To this end, this study hoped to contribute in filling this gap by providing preliminary data on the narrative skills of typically developing Filipino children, data that may be expanded or explored in future studies.

This exploratory, non-experimental, cross-sectional descriptive study focused on describing the macrostructure and microstructure characteristics of the fictional narratives of selected Filipino children residing in Metro Manila. Ten typically developing, Filipino-dominant children aged between 5:2 and 6:7 (years:months) produced narratives based on a wordless picture book. The narrative samples were initially subjected to a story grammar analysis and measures of productivity (number of words; number of communication units (C-units), mean length of communication units in words (MLCU-words), and maze use. Extended analysis of the samples identified the connectives used by these children in their narratives and the semantic relationships denoted by these connectives.

Except for Plan, the children used the story grammar elements described by Stein & Glenn (1979) in their stories, with Attempt, Consequence, and Initiating Event as the three most frequently produced elements. The children used both complete and incomplete episodes in their stories. They likewise exhibited variability in measures of productivity (Mean C-unit: 31; Total Number of Words: 172.1; MLCU-words: 5.40). Repetitions and revisions were the two most frequent types of verbal disruptions used by the participants. Mean rate of maze use was 8.24%. The temporal (sequence) marker "tapos" was the most frequently used connective by the children.

Comparison of the current study's results with existing published data may not be judicious due to factors such as differences in methodology, participant characteristics, and even language differences. When comparisons were made among the participants, performance variability was seen. These differences may be explained by a number of factors that were not explored in this study. The data gathered from this investigation is a reminder to clinicians that Filipino children's narratives may not always be comparable to published western data. It also emphasizes the importance of considering other relevant factors such as the context of the child's language development or experience when interpreting the narratives of the Filipino child.

## Building Blocks of Semantic Categories in Early Child Language: Actual Verbs Used by Six Filipino Preschool Children per Category

Ellyn Cassey Chua, Maryelle Ellaine Dy, Jocelyn Christina Marzan, & Paolo Mangune

*University of the Philippines – Manila*

eckchua@post.upm.edu.ph

Semantics is the study of meaning. Researchers of semantics in early child language (e.g. Bloom, Lightbown, & Hood, 1975) have derived 'semantic categories' from children's utterances. Several of these are categories of verb relations (e.g. 'action', 'locative action', 'state'), suggesting that children learn verbs systematically instead of one by one (Bloom, Lifter, & Hafitz, 1980). This is also implied by the findings of the only similar study on Filipino children available (Marzan, 2013). While Marzan's (2013) study provided many examples of utterances produced by Filipino children to code different verb semantic categories, it did not present the verbs per se used to express them. Such information can help speech-language pathologists (SLPs) facilitate systematic acquisition of verb meanings in children whose language is developmentally at the preschool level. While similar data from children in other countries (Antinucci & Miller, 1976; Bloom, Lifter, & Hafitz, 1980; Lahey, 1988) are available, they cannot just be translated for Filipino children because semantics is culture-dependent (Goddard, 1998).

To address this gap, this cross-sectional exploratory study sought to identify the individual verbs produced by six typically-developing bilingual (i.e. Filipino-English) Filipino preschool children to code different semantic categories. Transcripts of video samples documenting the natural linguistic interactions of the participants and their families were obtained from the Filipino Early Language and Child Development Database (FELCDD) . A total of 51 transcripts from the six children at various points in their development from 18 to 36 months were obtained. All verbs were extracted from these transcripts using Computerized Language Analysis (CLAN) and pooled prior to analysis.

Using the classification system adapted from Marzan (2013), each verb type (i.e. unique root word, unique inflected form) was classified according to the probable construct coded by the child based on a consensus of nine senior students of a BS Speech Pathology program. Two novel categories (i.e. 'abstract action' and 'process') were created to accommodate a portion of verbs that could not

be classified accurately based on Marzan's (2013) original taxonomy. Verbs that could express more than one construct were classified only after referring to their linguistic context. A total of 816 verbs were extracted from the data. A list of those verbs classified into 17 different semantic categories is presented.

Because 'action' (e.g. play, open), 'locative action' (e.g. put, sit), and 'state' (e.g. ayaw, gusto) were the most frequently coded semantic categories, facilitating them using the verbs classified under them may support more linguistic expressions of ideas during daily interactions. It may also jumpstart early word combinations, as these three categories have been argued to be the foundations of early grammars (Bloom, 1970, in Stockman, 1992). Meanwhile, further research is needed to confirm if 'abstract action' and 'process' exhibit "systematic developmental change" (Lahey, 1988) in Filipino children, like the established semantic categories in literature. Nevertheless, the list of verbs under the other categories can provide SLPs with the building blocks to methodically support Filipino children's ability to talk about a variety of ideas.

<sup>1</sup> A collection of longitudinal data assembled for studying the development of Filipino children (Marzan, 2008)

<sup>1</sup> All had at least 8 months of experience working with language in children and are native speakers of Filipino

## Reconstructing Negation in Philippine Languages

Louward Allen M. Zubiri

*University of the Philippines – Diliman*

[louward.zubiri@gmail.com](mailto:louward.zubiri@gmail.com)

This paper deals with the phenomenon of negation and its entanglement with linguistic macrohistory and diachrony. Negation, as one of the manifestation of grammatical polarity, is often relegated in comparative studies as a typological feature. It is rarely included in discussions about subgrouping except as part of lexical reconstruction. This study reviews applicable reconstructed negative forms, and its relation to various negation strategies and negation cycles. The formation of negatives in Philippine languages corroborates specific subgrouping hypotheses and hints at trends in the directionality of synchronic variation.

## On Ancestry and Descent: A View from Historical Linguistics

Maria Kristina S. Gallego

*University of the Philippines – Diliman*

mksgallego@gmail.com

From the perspective of historical linguistics, the past can be retraced through the systematic comparison of present-day languages. Such method leads to the reconstruction of proto-languages (i.e. ancestral languages preceding the languages spoken at present), as well as the reconstruction of belief systems, cultural practices, and historical migrations of speech communities. With particular focus on the peopling of the Batanes and Orchid Islands of the Philippines and Taiwan respectively, this study looks into how historical linguistics is used in reconstructing the past, particularly in tracing the ancestry and descent of communities, as well as mapping out population movements and ancestral homelands.

## A Phonetic Reconstruction Algorithm by Averaging

Kevin Christopher R. Catbagan

*University of the Philippines – Diliman*

krcatbagan@gmail.com

The comparative method reconstructs the most probable proto-lexicon and proto-phonology of a given collection of languages diagnosed to be related based on their cognates. This paper aims to present a formal model of phonetic reconstruction by extending the mathematics of etic systems - an abstraction of the concepts used in phonetics (as opposed to emic systems which model phonology). We define a metric called feature distance based on the number of features in which two letters  $x$  and  $y$  in an alphabet  $S$  differ. This leads to a natural choice of weights to obtain a weighted levenshtein distance on the free semigroup  $\Sigma(S)$  of finite concatenations of letters in  $S$ . With these two metrics we describe an algorithm to produce a 'proto-alphabet' which minimizes distances with

respect to feature distance and feature-weighted levenshtein distance by employing averaging and rounding-off.

### **A Case Study on the Impact of the Environment to a Child's First Language Acquisition**

Karla Maolen B. Visbal

*University of the Philippines – Diliman*

kalaimaolen@gmail.com; kbvisbal@up.edu.ph

This study's main objective is to determine the specific factors that affect a child's acquisition of language in the early years. It focused on the environmental factors that may affect the child's acquisition of language and the nature of language the child may acquire. Factors considered in this study are, but not limited to, the participants in the communication setting, the context of the communication and the frequency by which the subject interacts with the environment.

This study consisted of a 14 month-old boy (10 months at the start of the observation), who lived with his parents, grandfather and uncles in a crowded community with informal settlers. Two months into the data gathering process, the subject moved to his father's aunt's home in Quezon City with his mother. The subject was extensively observed for two to four months.

This research employed a combination of several qualitative research instruments to obtain the research data. The researcher first employed participant observation and added several others to fully maximize the data gathering process: journal writing (for the parents), interviews (among the child's immediate communicative partners) and video recording.

In the case of this study's subject, the change in the environment and its participants affected how the child perceives the language in the varying environment. This change also

affected the rate by which the subject acquires language. He initially had a steadily progressing acquisition and it gradually decreased when his environment changed.

### The Early Development of Lexicon and MLU: An Exploratory Longitudinal Study

Jocelyn Christina B. Marzan

*University of the Philippines – Manila*

jcbmarzan@post.upm.edu.ph

This was an exploratory longitudinal study that sought to describe in detail the main characteristics and changes over time in the spoken language patterns of 6 typically developing Filipino toddlers and/or pre-school children from middle income families.

A total of 78 half hour videos (10-16 videos per child) were recorded every 2 months during normal family interactions when the children were between 14 – 60 months old. The recordings were transcribed using the Codes for the Human Analysis of Transcripts (CHAT) format. Data was extracted from transcripts using the Computerized Language Analysis (CLAN) program. CHAT and CLAN form part of the Child Language Data Exchange System or CHILDES (MacWhinney, 2000). Morphosyntactic analysis used the framework typical of CHILDES and adapted to Tagalog using Schachter & Otañez (1972).

Analysis of the transcripts indicates that the language development of these Filipino children was consistent with universal patterns. This includes mean length of utterance (MLU) and vocabulary growth rates, a marked increase at around 20-24 months in rate of development across all language parameters measured, and an increase of about 1.4 morphemes per utterance for every 1000 new lexical items in their vocabulary. It also includes a predominance of content words used in conversation and an average lexicon of 1200 words at 42 months of age. Within each half hour recording session, they used an average of 87 lexical items that they had not used in previous months.



Characteristics that appear specific to this group of children and/or to Filipino children based on a comparison with the findings of a cross-sectional study done in 2000 (Covar, 2000) are a use of both Tagalog and English, with a predominance of English for nouns but a balance of the two languages for verb stems. These children showed higher frequency use of pronouns over verbs and nouns whereas other studies show a preponderance of nominals (Capone, Haynes, & Grohne-Riley, 2010).

The data contained in this study can form an initial index for normative language acquisition. Refinement and expansion of the database is recommended to enhance its utilization as a corpus that can be analyzed to explore the language development of Filipino children.

1 CHAT and CLAN can be downloaded from <http://chilides.psy.cmu.edu/>

2 To access transcripts, email [jcbmarzan@post.upm.edu.ph](mailto:jcbmarzan@post.upm.edu.ph) or go to <https://sites.google.com/a/post.upm.edu.ph/felcdd/>

### **Word Retrieval Performance of Elderly Filipinos: An Initial Study of the Aging Bilingual**

Carla Krishan Cuadro

*University of the Philippines – Manila*

[ckcuadro@gmail.com](mailto:ckcuadro@gmail.com)

The effects of aging on human language have been one of the prevailing areas of study on word retrieval deficits. Normal brain aging, health issues and decreased cognitive activity are several of the factors known to impact word recall performance. While the naming abilities of older individuals have undergone extensive research, data that focused on the word retrieval skills of Filipino elderly appear to be sparse. Thus, the present study aimed to identify and describe the word retrieval performance of elderly bilingual Filipinos, determine the linguistic factors that contributed to their output, study the errors produced

in the process of word recall, and establish if advancing age was a factor in word recall difficulties.

A descriptive research design was used and forty-eight neurologically-intact elderly Filipino adults aged between 60 to 89 years were invited to participate via convenience sampling. The participants' picture naming performance was measured via the Boston Naming Test's (BNT) standard version. In order to determine which language was to be utilized during cueing, the Language History Questionnaire was used to identify whether a participant's primary language or L1 was Filipino or English. Semantic and phonemic cues were systematically provided to aid word retrieval and all responses, whether correct or erroneous, were accepted in either language.

Analysis of the means and percentages of the total correct responses revealed that many participants manifested word retrieval difficulties across all three age groups. However, while the 60-year old participants scored 2.0-2.5 points higher than the 70- and 80-year old age groups, there appeared to be no significant statistical score difference across age groups ( $p=.806$ ). Despite the monolingual presentation of cues, many of the participants named pictures using their second language rather than their L1. Low frequency words and even pictures that were vaguely familiar led to the production of numerous linguistically-related errors. Such errors suggested that the participants were either unable to recall the pictures' labels, or that several of the BNT pictures were not common locally (ex: igloo) thus they attempted to compensate in various ways (ex: dart: "Indian arrow, ginagamit sa target."). The data gathered may suggest that should picture naming assessments be designed in the future, specific considerations may be taken in light of the aging bilingual Filipino's tendency to codeswitch in the process of recalling a word.

## Development and Validation of a Kapampangan-English Glossary of Selected Kapampangan Idioms

Forteza G. Canlas

*Angeles University Foundation*

canlas\_forteza35@yahoo.com

The study specifically aimed to collect and select Kapampangan idioms, validate the idioms collected, and come up with a finalized glossary. To do this, the author collected Kapampangan idiomatic entries through documentary survey and field work method followed by analysing, selecting, and verifying the meanings of the Kapampangan idiomatic entries. Kapampangan sentences using the Kapampangan idioms were then formulated and translated into English, leading to the arrangement of the Kapampangan idiomatic entries in the glossary. The author evaluated and prepared the initial draft before having it validated by experts, teachers, and students. The study included five experts, 20 teachers, and 26 students as the validators of the glossary. The glossary contains 264 entries with the following components: the Kapampangan idiom, meaning of the idiom in English, sample Kapampangan sentence using the idiom, and a translation of Kapampangan sentence into English.

The collection of Kapampangan idiomatic entries was done through oral interaction with the students and other Kapampangan speakers in the region. None was gathered from documentary survey method. This implies that idioms are mostly used by Kapampangans in speech rather than in written compositions. Moreover, the collected Kapampangan idioms were analyzed based on idiom fields, their constitution, and their idiom variants. The idiom field parts of the body makes up the bulk of entries that is 70.08%, phrasal entries with 83.71%, and the idiom field parts of the body with 36 variants or 81.82%. This concludes that idioms are truly a part of the general vocabulary of the Kapampangans. In preparing the draft of the glossary, problems such as the spelling of Kapampangan words, finding the equivalent of some Kapampangan words in English, and formulating Kapampangan

sentences and translating them in English were encountered. The author also encountered idiomatic entries with ambiguous meanings which was accomplished by listing another set of meaning for the idiom and a sample Kapampangan sentence with its translation in English. As regards the mean ratings of the validators, the study concluded that the glossary in general is rated as Much Acceptable. None of the idiomatic entries in general was rated Totally Unacceptable and Not Much Acceptable, to mean that, all idiomatic entries listed in the questionnaire comprised the final draft of the glossary. Therefore validation by the students, teachers and experts is important in determining the acceptability of the glossary.

### A Literary Translation of the Kapampangan Story, Luis Ing Mamulang by Amador, in Filipino

Remy J. Tulabut

*Angeles University Foundation*

remytulabut@gmail.com

The present study is an attempt to translate a Kapampangan story, Luis Ing Mamulang, to Filipino. Specifically, it aims to identify problems encountered in translation and provide a glossary of terms of the words used in the story to Filipino. The translation underwent three phases: the pre-translation (Newmark, 1988), actual translation (Santiago, 2003), and evaluation (Larson, 1984). In translating a text from the source language, there are three most important variables to consider: meaning, lexicon and structure, which must be translated and transferred to the target language. In the course of translation, semantic and communicative translations (Newmark, 1988) were used. The meaning-based theory (Larson, 1984) was also considered in transferring figurative and idiomatic expressions found in the source language. In order to evaluate the acceptability of the translation, three experts in Kapampangan and Filipino languages were chosen.

As a result, the following techniques were used: addition, borrowing or transference, functional equivalent, synonymy and reduction. In the absence of a standard Kapampangan

writing system, inconsistencies in spelling were quite evident. Also, the figurative expressions from the source to target language caused some problems in translation.

### Complaining in English and in Kapampangan: A Contrastive Pragmatic Analysis

Renante D. Dingal

*Angeles University Foundation*

jojo.dingal@gmail.com

The study aimed to address the nature of complaining of Native English and Native Kapampangan speakers. Specifically, it aims to analyze the strategies used, the main components, and the use of mitigating expressions by the respondents. To address the questions, Austin's Speech Act theory, Brown and Levinson's Face Threatening Acts, Trosborg's Complaint Strategies, and Rinnert and Nogami's Components of Complaints were all engaged in analyzing the data.

The study involved ten (15) native English speakers and (14) native Kapampangan speakers. A Discourse Completion Test was used to elicit complaints from the respondents, augmented by interview of select respondents. The study revealed that Kapampangan respondents were more comfortable using Indirect Accusations when complaining to a person in authority, while native English speakers tended to use Hints by dropping suggestions pointing to a presence of a problem. When the situation became familiar and casual, both Kapampangan- and English-speaking respondents resorted to Accusations (both Direct and Indirect) and Explicit Condemnation, marking a total absence of qualms or hesitations in voicing out their complaints. Unique in the finding of the study is the use of Native Kapampangan speakers of Think-Aloud strategy in expressing their complaints in symmetric formal situations, which is neither found in Trosborg's or Rinnert and Nogami's studies. Initiator was the most commonly used main component of complaints for both Kapampangan- and English-speaking respondents, regardless of the context, while on the

other hand, mitigating expressions were only used in formal setting but not in familiar, casual, or hostile setting.

***"Putá! Masyadong technical ang gago!": Negotiation of (Non)Academic Identity in, and the Transgressive Linguistic Landscape of, University Library Textbook Marginalia***

Nicanor L. Guinto

*Southern Luzon State University*

nicguinto@gmail.com

This paper examines marginalia in selected university library textbooks to reveal how students who have written in the margins negotiate their academic (and non-academic) identity(ies) in and through the textbook margins. In this paper, I situate library textbook margins in the realm of linguistic landscape (LL) and regard student marginalia as transgressive texts that occur within the academic community bound by rules against it. Secondly, I argue that the act of writing in margins of library books is an indication of the writers' appropriation of space, a gesture of resistance to the rigid academic environment. This paper is generally grounded on Alastair Pennycook's theory on transgression (2007) and employs the discourse analytic frameworks of stake, and Ervin Goffman's concept of Footing (1981 cited by Goodwin and Goodwin, 2006). Based on the data analyzed, the students have transformed the institutionally-created public space into one that is reflective of their identities, both academic and non-academic through manifestations of language choice, use, and form in the marginalia found in the selected university library textbooks. Much of their academic identity are expressed through symbols, markings, corrections, comments and summaries they write on the pages of the textbooks, which are mostly in English. Their non-academic identity is mostly revealed through conversations containing profanities about and beyond the author's writings, which are marked by the use of Filipino.



## Mediated Representation of Power and Suffering in Kris Aquino's March 21 News

### Interview in TV Patrol

Angelica Aquino Bautista

*University of the Philippines – Diliman*

angel\_bautista98@yahoo.com

Language used in newspapers, commercial ads and literary texts had been analyzed with the awareness that language can be manipulated to influence the world view or opinions of people by creating a “taken-for-granted” reality. In the case of television media, visual presentation becomes a factor combined with verbal presentation in transferring meaning to the viewing public.

This paper aims to answer the following questions:

Is the manipulation of language enough to achieve a particular function?

- a. How may transitivity in SFG be functional in presenting a new representation of experience?
- b. How may flouting the Gricean maxims affect the construction of experience?
- c. How may multimodality overshadow and create another reality different to the meaning presented through language?

The March 21 news broadcast interview of Kris Aquino regarding the Temporary Protection Order filed against ex-husband James Yap Jr. will be used in the analysis. In the said interview, the sisters were given sufficient time to voice out their sentiments and vindicate themselves from the claim that they are using their power status to get what they want. The interview led by Ted Failon lasted for almost half an hour, a first in the history of broadcast media, implying the emerging shift of good journalism to sensationalism. Using MAK Halliday's systemic functional grammar, this paper will analyze how media presents the ideology of power and a new, if not distorted meaning of suffering through the use of agency. The Gricean maxims will also be used to determine the way the interview was

handled and identify who controls the conversation. Finally, it will attempt to explain why Filipinos received mixed signals, and as a result, gave negative reactions to the interview by analyzing the gestures and facial expressions of the interviewees.

### When "Nothing" Means "Something" and other Faults in our Language

Jerwin F. Agpaoa

*University of the Philippines – Diliman*

jerwin\_agpaoa@yahoo.com

This paper seeks to analyze how common sense figures in the understanding of language that could not normally be made sense of either because the sentences used are too loosely framed, not in their standard form, or are meant to say something else even when the formulation is already literally stating the obvious.

Language becomes, at once, a passage and a pit: a passage for those who come to have a broader understanding of its rules, a pit for those who remain at the superficial level of semantics.

Almost without debate, some utterances are understood even if their intended meanings are not at all apparent and even if their immediate syntactic structure and semantic content would indicate a different sense altogether. This would require though that individuals go beyond the rigidity of the logical analysis of language to allow other factors, including non-linguistic ones, to aid in properly comprehending such utterances.

The loose usage of language or the conveying of statements that are actually much more complicated to understand than the string of words used to symbolize them can cause a possible breakdown in communication. With an appreciation of how common sense allows meaning to permeate individuals' deeper and more logical levels of understanding,

however, it could be shown that what would otherwise be construed as a non-sense or illogical sentence may in fact be a meaningful one.

**Ang Pasig, Ilog / Bayan : Isang Pag-aaral sa Semantikal na Aspekto tungo sa  
Pagkakakilanlan**

Danim R. Majerano

*Pamantasan ng Lungsod ng Pasig*

danimmajerano@gmail.com

Sa kasalukuyang panahon ay namamayani ang mga lokal na pag-aaral. Napakahalagang alamin muna ang kahulugan ng pangalan ng isang lugar/pook upang maunawaan ang pangkabuuang pangyayari sa kasaysayan, lipunan at kultura. Bilang pagsasakatuparan nito, sa simula pa lamang ay kahulugan na agad ng lokal/lugar/pook ang inilalatag ng pag-aaral. Sa ganitong paraan ay dumulog na sa lingwistiks ng wika o salita, at sa mas partikular na dulog ay sa bahagi ng semantiks. Kaya't sa inisyal na paghahalungkat ng kahulugan ng isang lugar/pook gaya ng Pasig ay nasilo ang mariwasang kahulugan nito.

Ang kahulugan ng salitang pasig bilang "ilog na dumadaloy sa isang katubigan patungo sa isa pang katubigan," "ilog na dumadaloy patungong dagat," "mabagsik na daloy ng tubig," "mabato at mabuhanging bahagi ng dagat," at "bayan at lungsod." Kasingkahulugan din nito ang dalampasigan, pampang, baybayin, at tabing-ilog. Mayroon din kogneyt na patungkol sa "sisidlan ng pagkain," "isang uri ng iyak," busilak at giliw." Maging ang kasalukuyang lokalidad ng Pasig ay may kahulugan din ditto bilang bilang "bayan ng kaunlaran na dinaluyan ng ilog," "green city," at marami pang iba. Maiiugnay din sa kahulugan ang mga salitang "ilugin," "wawa," "pinagbuhatan," at "nagpayong."

Layon ng papel na mailatag o maipa ang iba't ibang kahulugan nito buhat sa varayti at kogneyt na buhat sa mariwasang batis. Bahagi din nito ang pagsilip sa kung ano ang

pakahulugan nito mula sa bayan o lungsod ng Pasig. Sa inisyal na pagmamapa at pagsusuri, lumalabas na matandang salita ang kahulugan nito at bahagi ng sinaunang kabihasnang Austronesyano. Ang kabihasnang malalim ang pagkakaugnay sa uganyang panloob at panlabas na nakaugat sa katubigan o maritimong kalinangan. Sa kasalukuyang panahon, ang kahulugan ito ay ginagamit upang magsilbing kasangkapan sa pagbubuo ng lokal na pagkakakilanlan.

### Ang Pagsasakatutubo bilang Lapit sa Semantikal na Elaborasyon ng mga Salitang Pandamdamin sa Wikang Filipino

Jayson D. Petras

*University of the Philippines – Diliman*

[jaysonpetras\\_upd@yahoo.com](mailto:jaysonpetras_upd@yahoo.com)

Ang Pilipinas ay kinikilala bilang isa sa mga pinakaemosyonal na bansa sa daigdig. Sa kabila nito, kapansin-pansin ang kakapusan sa mga pananaliksik hinggil sa emosyon sa konteksto ng wika at kulturang Pilipino at sa halip, naging konbinyenteng praktis sa pagpapaliwanag ng penomenon ang pagdulog sa mga pag-aaral sa labas ng bansa. Dahil dito, litaw pa rin ang isyu ng etnosentrismo o Anglosentrismo na pinagtibay ng karaniwang pagdikit sa mga terminong Ingles bilang unibersal at obhektibong metawika. Ang papel na ito ay isang tugon sa hamon ng kontekstwalisasyon ng mga pag-aaral hinggil sa emosyon sa pamamagitan ng proseso ng pagsasakatutubo na dinalumat ng Ama ng Sikolohiyang Pilipino Virgilio G. Enriquez bilang lapit sa semantikal na elaborasyon ng mga salitang pandamdamin sa wikang Filipino. Sa pagsusuri ng lawak at lalim ng mga salitang pandamdamin, mahalagang bigyang-pansin ang unibersal na aspekto ng pag-unawa sa emosyon na inilatag ni Anna Wierzbicka gamit ang Natural Semantic Metalanguage at ang partikular na aspektong pumapaloob sa “kapwa” bilang ubod na halagahing Pilipino, kadikit ang dinamiko ng loob-labas. Sa huli, binubuksan ng mananaliksik ang hamon ng patuloy

na pagsusuri sa mga salitang pandamdamin tungo sa ganap na pag-unawa sa pagkataong Pilipino.

**Nang Matikman ni Adan ang Mansanas ni Eba:  
Conceptualizations of Sex in Tagalog Metaphors**

Jesus Federico C. Hernandez

*University of the Philippines – Diliman*

tuting.hernandez@gmail.com

The paper looks into how we talk about sex and sexuality in everyday life. The prohibition of words relegated as taboo and vulgar topics often leads to the lexicalization or the prolific production of novel ways to state things and phenomena related to the topic or subject that is taboo. This paper looks into the sex metaphors used in Tagalog. Data was gathered from tabloids, songs, and movie titles. Using the “Lakoffian” metaphor frames as initial organizational framework for the data, several domains were identified. These domains were then situated in the socio-ethno-economic contexts of the Tagalog area.

**Linguist’s Assistant: Gleaning Malayo-Polynesian Grammars from Small, Lightly Annotated Corpora**

Tod Allman & Rowena De Guzman

*National University*

todallman@yahoo.com | rrdeguzman@national-u.edu.ph

Linguist’s Assistant (LA) is a large scale multilingual natural language generator designed and developed entirely from a linguist’s perspective. LA has been tested with English, Korean, Kewa (Papua New Guinea), and Jula (Cote d’Ivoire), and proof of concept lexicons and grammars have been developed for a variety of other languages. LA has generated initial draft translations of texts in each of the test languages, and the drafts are of such high quality that they typically quadruple the productivity of experienced mother-tongue translators when compared to manual translation.

LA's grammar is comprised of two stages: a transfer grammar and a synthesizing grammar. The transfer grammar restructures LA's semantic representations in order to build new underlying representations that are appropriate for each particular target language. Rules in the transfer grammar include Theta Grid Adjustment rules, Collocation Correction rules, Relative Clause Strategies, Tense Aspect Mood rules, Structural Adjustment rules, etc. After the transfer grammar has restructured the semantic representations so that they consist of the target language's words, features, and structures, the synthesizing grammar synthesizes the final surface forms. Linguists are very familiar with the types of rules in the synthesizing grammar: Feature Agreement rules, Spellout rules, Morphophonemic rules, Clitic rules, Phrase Structure rules, etc. This two stage grammar works well, but developing a thorough grammar for a target language is a time consuming and difficult task that requires a skilled computational linguist.

Recently a new technique was developed in order to drastically reduce the amount of time and effort required to build a grammar for a language. This new technique enables LA to glean much of a language's grammar from a small, lightly annotated corpus. This corpus was developed specifically for LA, and includes examples of the various feature values that are permitted in LA's semantic representational system. There are examples for each of the tenses, aspects, moods, illocutionary forces, salience bands, etc., that are permitted in LA's semantic representations. The corpus also includes sentences illustrating the theta grids for each event in LA's ontology, sentences illustrating the various subordinate propositions, examples illustrating all the object-object relationships, etc. Mother-tongue linguists are asked to translate these sample sentences into the target language, and then lightly annotate the translations by marking the various noun phrases with their grammatical relations, marking complement clauses and their complementizers, indicating the form of a verb in a sentence, etc. After the linguist has annotated the translations of the sample sentences, LA is able to scan through the annotated sentences and build much of the language's grammar. A Tagalog lexicon and grammar was developed using this new technique, and translations of three sample texts were generated in Tagalog. After the translations were edited by mother-tongue translators, they were evaluated by adults and sixth grade children, and found to be statistically equivalent in quality to texts that were manually translated. This approach to grammar building in LA will soon be applied to other Malayo-Polynesian languages in the



Philippines, and translations of numerous elementary school texts will be generated in these languages in support of the Mother Tongue Based Multilingual Education initiative.

### Natural Language Processing Tools and Techniques that can Aid Linguists

Nathaniel Oco<sup>1,2</sup>, Leif Romeritch Syliongka<sup>2</sup>, Joel Ilao<sup>2</sup>, & Rachel Edita Roxas<sup>1</sup>

<sup>1</sup>National University & <sup>2</sup>De La Salle University

nathanoco@yahoo.com | leif.syliongka@delasalle.ph | joel.ilao@delasalle.ph |

rachel\_roxas2001@yahoo.com

Manual analysis, which is often time-consuming, can be augmented with the help of natural language processing (or NLP) tools and techniques. NLP is described in literature (Jackson and Moulinier, 2002) as the field of computing that deals with the processing and synthesis of spoken and written language. In this paper, we discuss NLP tools and techniques that can aid researchers in the field of language studies. We discuss applications or computer programs that can automatically check Filipino grammar (Oco and Borra, 2011; Oco et al., 2014a), detect code-switches in a sentence (Oco and Roxas, 2012), and determine which Philippine language a document is in (Oco et al., 2013a). These can be used in corpus-building and document-editing tasks. We also discuss works on computing lexical similarities (Oco et al., 2013b; Oco et al., 2014b) and clustering languages (Oco et al., 2014b), which can both be used to create a language family tree of Philippine languages and determine which are closely-related. Finally, we discuss works on tracking language trend (Ilao et al., 2011) and detecting variations in the Filipino language, which can be used for language policy purposes. The different technologies are publicly available online and are detailed in the paper.

## Sinurigao: Pormada, Plastada, Tunada, Pasabot

Francis Tom A. Paredes

*Alegria National High School*

anhsfrancis@yahoo.com.ph

Surigaonon language is one of the 7 languages added in the Philippine Mother-Tongue Based Multilingual Education as posted in the website updates of the Department of Education last July 12, 2013. It should have been Sinurigao when it was posted and not Surigaonon because the latter term is the people who reside in the City of Surigao and Province of Surigao del Norte who use Sinurigao as their language.

Using descriptive research design, linguistic and sociolinguistic analyses, the study examined the Sinurigao: Pormada (morphology), Plastada (syntax), Tunada (phonology), Pasabot (semantic). The researcher used cluster sampling in choosing the location and quantity of respondents per location: Surigao City 200, Mainit 100, Dapa 100, Del Carmen 100 and Pilar 100 for traces of similar morphosyntax was recorded in the said areas. The phenomenon of minute morphophonology and semantic variation was noted as well in this study such as 10 to 20 kilometers away from the city, accent, diction and form change, and 21 to 60 kilometers away not only the mentioned parts change but the meaning as well like this lexeme biro is angry in the Municipality of Mainit, 40.3kms away from city, which is worried in the city's sense of Sinurigao. Another example is bunon of Alegria, 43.8kms away from the city, is to throw something to someone and in the city is to kill that someone. The latter example is dangerous for those who are not aware of the vital differences of Sinurigao in the province of Surigao del Norte. The study finds out that prefixes gi- and tag- function the same and both are being used, wrong use of hyphen in writing was noted as well, 8 basic parts of speech in Sinurigao are established by the researcher specially adverb and preposition, and SVO pattern can be applied in writing for VSO is normally applied in Sinurigao conversation. Thus, the Sinurigao Grammar Book was written.

This study will cause to ease the problem of non-Surigaonon and Surigaonon teachers in the implementation of MTB – MLE in the city and province of Surigao del Norte. Both learning materials and strategies in teaching the mother-tongue of Sinurigao are problems as experienced by the

teachers. The IM's provided for are in Binisaya, no "marajaw", "gajud", "karajaw" and other morphemes of the language in the contexts and the strategies as well are feared to be subtractive bilingualism due to the teaching practices of code-switching, code-mixing and even code-changing which lead to confusion or creolization of SugEng Language (a mixture of Sinurigao and English such as magpost) as stated in researches on bilingualism.

This study will add to the intellectual linguistic light established by the previous researchers of Surigaonon language such as Dumanig and Jubilado, will probably alleviate the problems in Sinurigao learning materials especially in grammar and will probably pave way to the creation of syllabus in learning Sinurigao Mother-Tongue Language.

### The Pragmatic Functions of *unsa* and *asa* in Cebuano

Michael Tanangkingsing

*National Taipei University of Technology*

miguel@ntut.edu.tw | miguel@ms19.hinet.net

The wh- words in Cebuano normally occur in clause-initial position in equational constructions. The word *unsa* is equivalent to 'what', while *asa* is the word for 'where'. The word *asa* can also mean 'which' in addition to 'where', as in many other related Philippine-type languages (Zeitoun et al. 1999). Both *unsa* and *asa* have acquired innovative uses in discourse, and this study will mainly focus on these two wh- words in Cebuano and investigate their pragmatic functions in greater depth. The interrogative word *unsa* has evolved many pragmatic uses. In addition to asking 'what', it can also serve as a placeholder or a replacement word when a speaker is still searching for the right word to say, as in (1), equivalent to the Cebuano expression *ku'an* and similar 'whatchamacallit' placeholder words in other languages (e.g., Indonesian *anu*, see Yap and MV Sri Hartini 2011; Cantonese *matje*, see Yap, Chor and Lam 2012; and Mandarin *shenme*, see Lee, Su and Tao 2014). It can also be used as an expression of complaint indicating the feeling of being treated unfairly, as in (2). It has also grammaticized into a discourse marker, as in (3), as well as a

stance marker in the expression *unsa=ka* (*diha'*), literally, 'what (are) you (there),' conveying disbelief or surprise at an unexpected statement or action of another person, as in (4). Similarly, the other interrogative word *asa* has also evolved a pragmatic use to mark personal stance. Data for this study come from a corpus consisting of Cebuano conversations and tokens of *unsa* and *asa* expressions will be culled and analyzed for their pragmatic functions as well as other innovative uses in interaction.

### Examples

#### (1) *unsa* as a placeholder

J      *na?a=ka=y*                      *mga ku'an*      *mga **unsa** ni*      *mga manghod*  
          *na?a=ka=y*                      *mga ku'an*      *mga **unsa** kini*              *mga manghod*  
          EXIST=2S.NOM=NEUT PL   KUAN PL   PH   this PL   younger.sibling  
 L      *o= daghan=kayo=mi,*              *pito=mi*                      *ka bu'uk*  
          *o= daghan=ka'ayo=mi,*              *pito=mi*                      *ka bu'uk*  
          DM many=very=1EP.NOM seven=1EP.NOM LK piece  
          J: 'You have er..., younger siblings?'  
          L: 'Yes, (there are) very many of us. Seven in all.'

#### (2) *unsa* as an expression of complaint

***unsa**=man=na'=kayo=sila*              *oy!*  
***unsa**=man=kana'=ka'ayo=sila*              *oy!*  
 what=PAR=that=very=3P.NOM      VOC  
 'They're so . . . [word search].' (lit., 'They're so like what!')

#### (3) *unsa* as a discourse marker

*kataw-an-an=ka'ay=ni-ng*              *ako-ng*                      *amigo*  
*katawa-an-an=ka'ayo=kini-nga*              *ako'-nga*              *amigo*  
 laugh-LV-NMZ=very=this-LK              1S.POSS-LK      friend  
  
***unsa,***    *na-lingaw=ka*              *dong/*  
 DM      AV-amused=2S.NOM              VOC  
 'My friend here is so funny. So, Dong, were you amused?'

#### (4) *unsa* as a marker for disbelief/surprise

T      *na-unsa=ka*                      *diha'*

AV-what=2S.NOM there

M     *ma'o=na=y*                      *lami'*  
        *ma'o=kana'=y*                      *lami'*  
 ANAPH=that=NEUT tasty

T     *bu'ang*  
        crazy

T: 'What are you thinking!'

M: 'That's what's tasty.'

T: '(You're) crazy!'

### The Semantics of Pangasinan Verbal Affixes

Francisco C. Rosario, Jr.

*University of the Philippines – Baguio*

fcrosariojr@gmail.com

Verbs are considered as one of the most important lexical categories along with nouns. In constructing grammatically and semantically acceptable sentences, the verb helps determine the type/s of arguments that is/are required in the construction. However, the type/s of arguments required by the verb does/do not only depend on the action or event described by the verb root. The verbal affix used along with the verb also affects the selection of argument types.

In this study, I will focus not only on the description of the grammatical function of Pangasinan verbal affixes, but also on the semantic function of these affixes. I will show that these verbal affixes do not only affect argument selection, but also the meaning of some verb roots when used with different verbal affixes.

This study will contribute to the existing works on Pangasinan linguistics and can contribute to the development and production of materials that may be useful in the teaching and learning of the language.

### **A Preliminary Study on Iraya Mangyan Verbs & Word Order**

Elsie Marie T. Or & Ivan Paul M. Bondoc

*University of the Philippines – Diliman & University of the Philippines – Manila*

elsiemarie.or@gmail.com | ipmbondoc@post.upm.edu.ph

This paper presents a preliminary analysis on fieldwork data from two small Iraya Mangyan communities, namely Barangay Baras and Suyong, Oriental Mindoro. We describe in this paper some of the unique characteristics of the Iraya Mangyan language in comparison with other Philippine languages. Iraya Mangyan has a verbal affixation system which does not seem to include affixes that mark aspect. While Tagalog requires the alignment of the selectional requirements of the verb affix to the arguments it would take, the Iraya Mangyan language seem to rely more on the relatively fixed word order of the arguments following the verb. As such, Iraya Mangyan nominal markers do not appear to mark case. Sociolinguistic limitations to this study are also mentioned. Recommendations for future studies on this endangered and often overlooked language are also given.

### **The Bikol-Sorsogon Dialect Area: An Initial Look**

Farah C. Cunanan

*University of the Philippines – Diliman*

fccunanan@gmail.com

Different varieties of Bikol are spoken within the province of Sorsogon, as well as within the Bicol region. Despite the existence of these varieties, natives of the region use the term

'Bikol' to refer to whichever variety is spoken in this region. The aim of this paper is to look at the similarities and differences among the Bikol varieties spoken in the province of Sorsogon. In addition, this paper seeks to show the internal relationship among these Bikol-Sorsogon varieties.

A total of 135 lexical items were gathered from the varieties spoken in the municipalities of Pilar, Castilla, Sorsogon, Bacon (a former separate municipality now subsumed under Sorsogon), Gubat, Juban, Magallanes, Irosin, Sta. Magdalena, and Matnog. Analysis of these items formed twelve bundles of isogloss or bundles of features that show differences among the varieties. Based on these bundles and on the statistics of similar lexical items, the following varieties were found to be close to each other:

- (1) Irosin, Sta. Magdalena, and Matnog;
- (2) Gubat and the varieties in (1);
- (3) Bacon and Magallanes; and
- (4) Castilla, Sorsogon, and Juban

In addition, based on the bundles of isogloss and the number of isolects or lexical items that are different in form, the following were observed:

- (1) Pilar is very different from the other varieties; and
- (2) Bacon and Magallanes showed great difference from Irosin, Sta. Magdalena, and Matnog.

The following are some of the differences found among the lexical items of the Bikol-Sorsogon varieties:

- (1) non-cognate forms (items not similar in form or meaning);
- (2) among the cognate forms
  - a) difference in stress or length;
  - b) addition or deletion of a sound or syllable;
  - c) difference in one sound; and

d) metathesis (change in the order of a sound or syllable within a word)

### Revisiting Inonhan: A Second Look at the “dialects” Spoken in Carabao Island, Romblon

Jem R. Javier

*University of the Philippines – Diliman*

jemroquejavier@gmail.com

This paper revisits the dialectology research done on Inonhan, language spoken in Carabao Island, Romblon, the rationale of which was the claim of the residents that there existed various speech habits in the different population centers (sitios) within the locality. An examination of the percentage of cognate forms showed that they were indeed dialects of the same language (no less than 80 per cent cognancy); however, the apparently erratic behavior of probable isogloss bundles in some areas posed an essential twofold problem. On the one hand, the percentage differences that spell a dialectal difference among some of the communities are significant that they cannot be disregarded. On the other hand, isogloss bundles cannot be established and it is then hypothesized that the lexical items that were considered as identifying features of those sitios were actually loanwords from the languages of the neighboring islands or communities. For this research, the author will attempt to look for the origins of the words collected from the different population centers and trace the languages that each of the lexical items were borrowed from. Some sociolinguistic factors concerning the dynamics of the population and communal activities will be taken into account in order to fully apprehend the seemingly linguistic/dialectal diversity within the island.



**Areal Variation in Morong Tagalog Intonation:  
An Acoustic Phonetic and Dialectological Approach**

Vincent Christopher A. Santiago  
*University of the Philippines – Diliman*  
vincentchristophersantiago@gmail.com

The study has two main objectives; the former being a necessary first step to accomplish the latter:

(1) The study aims to describe the salient features of the intonation of the variety of Tagalog spoken in the town of Morong, Rizal in order to establish its distinction from other Tagalog dialects (e.g. the Tagalog spoken in the National Capital Region, Batangan Tagalog, etc.) not only in terms of grammar and lexicon, but also in terms of prosody. (2) Residents of the town observe and readily perceive differences in the intonation of speakers coming from their different barangays. Thus, another objective of the study is to account for this areal variation in terms of prosodic features. The study invokes two methodological persuasions in carrying out the objectives stated above:

(1) Acoustic Phonetics, in particular, the ToBI (Tones & Break Indices) transcription method in coming-up with a description of Morong Tagalog intonation and (2) Dialectology, in particular, the representation of dialectological variation with the use of isoglosses and maps.

## On the Need for Dialectological Studies for a Comprehensive Lexicography of Tagalog

Ria P. Rafael

*University of the Philippines – Diliman*

rparsram@gmail.com

A dictionary of a certain language describes only a variety or dialect of that language. Dialect dictionaries provide the necessary differentiation of varieties within a language. Consequently, this type of dictionary validates the richness and the productivity of the dialects and of the language. Such is the case why dialect dictionaries of English and other European languages exist.

The languages in the Philippines are in dire need of a dialect dictionaries.

An analysis of the letter T in English's Tagalog-English Dictionary produced numerous lexical items that are unfamiliar to the author, a Tagalog speaker from Caloocan. These items were cross-checked with speakers of Tagalog from Malabon, Malolos, and Batangas. The cross-checking showed that there are words which are unfamiliar to all four speakers like tak'lip (a slight wound; a scratch) and ta'ras (candor or frankness in speech; boldness or arrogance in speech). There are also words which are used or heard by only one speaker like talampak (flat; blunt; flat-nosed) which is used in Malolos; tagupak (sound produced by banging a flat object against a flat surface) used in Batangas; tagibang (tilted; inclined; leaning; unbalanced) used in Malabon.

The result of this preliminary investigation suggests that Tagalog, as presented in the dictionary examined is under differentiated. The corpus of the dictionary is evidently taken from different varieties of the language but is assumed to represent only one Tagalog variety. This current research argues for the need to study the different dialects of Tagalog to be able to produce a comprehensive lexicography of Tagalog.

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