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*A composite dictionary of Philippine Creole
Spanish (PCS) 210 pp.*

by Maria Isabelita O. Riego de Dios; Fe T. Otones, series ed.

Table of contents, Table of illustrations, Abstract, and
Acknowledgements



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Abstract

Working on the assumption that there are variants or dialects of Philippine Creole Spanish (PCS) other than those already linguistically investigated like the Chabacano (as it is popularly called) which are spoken in Ternate (Tr), Cavite City (Cv), and Zamboanga City (Zm), *A Composite Dictionary of Philippine Creole Spanish* is concerned with placing the Cotabato Chabacano (Ct) on the linguistic map of the Philippines by identifying it as a PCS variant or dialect with a speech community of its own.

Cotabato Chabacano (Ct) has never been treated linguistically in any of the literature available today. The burden of the study, therefore, was to prepare a unidirectional composite dictionary, using English as its tool language, containing at least 6,000 alphabetic main entries of the Ct lexicon with corresponding run-in entries of contrastive data on the lexical level of Cv, Tr, and Zm.

The present study involved a three-way approach or methodology. The *first* is the employment of *historical research* in order to establish the historical and sociological background of Ct and to trace its incipience as a variant or dialect of PCS in Tamontaka, Cotabato. Taped personal interviews were also undertaken.

The *second* method used is *linguistic analysis* so as to come up with a descriptive sketch of Ct covering the areas of: Phonology and Phonemic Transcription, Orthography, Grammar and Contrastive Analysis.

The *third* and last is the application of the *lexicographic method* which include the following: the gathering of materials to form the Ct lexicon as well as its equivalents in Cv, Tr, and Zm, through field and informant work; classifying and categorizing, filing and compiling word lists; determining language sources; working on meaning discrimination; and formulating the over-all dictionary design.

Among the more significant findings of this work are: (a) that Ct is identified as a variant of PCS; (b) that Ct can be identified historically as having a speech community of its own, namely Tamontaka, Cotabato and its environs; (c) that Ct has been largely influenced by Zm through sociological factors as the result of contact of population flow and socio-economic exchange and communication; (d) that Ct has a predominance of Spanish in its lexicon at the rate of 82.49%; (e) that from a simple word count, it was further noted that language source of the Ct lexicon as assumed in this study to be more the consequence of languages in contact rather than of etymological analysis, include the following: Local (Philippine languages other than Tagalog, Cebuano and Hiligaynon) 4.86%; Tagalog 4.7%; English 2.5%; Cebuano 2.12%; Others (foreign languages other than Spanish and English) 1.3%; and Hiligaynon 1.27%.

The composite dictionary is a documented contribution to Philippine Linguistics where Ct is confirmed as a PCS variant. The work, although a preliminary investigation of Ct in the area of Creole Studies in the Philippines, is nonetheless the first extensive lexicographic treatment of a PCS against the background of earlier studies and investigations made so far of other PCS dialects.

The main conclusion of this work is that Ct is a Creole, classified under Philippine Creole Spanish (PCS). The dictionary is a contribution towards the preservation of a minor Philippine language which up to this point has not been treated in the following manner: historically, linguistically, and lexicographically.

The work is a source of information and reference for students of Language and Linguistics, as well as a ready guide and index for the non-specialist linguist in general, and the creolist in particular.

This preliminary attempt at presenting a composite view of four of the PCS dialects can serve as a point of reference for linguistic theoreticians from which to undertake further investigations on the problems of

pidgins and creoles. In a special way, it can be used for inquiry into the process of creolization and pidginization in the context of PCS. The last two linguistic processes seem to be one of the current challenges in the field of creole studies.

In the field of bilingual education, the latest major interest in the area of language of communication and of instruction, curriculum designers and those in charge of preparing instructional materials for native PCS speakers can likewise derive vital information from the present work.

The present study can be pursued as a continuing research on the following:

1. Further investigation into the work of describing PCS and its variants as well as preparing dialect grammars;
2. Further analysis in the area of phonology, orthography and grammatical features;
3. Investigation into the syntactical level of PCS;
4. Further research and analysis on the different linguistic levels of PCS as a creole language and its variants as a study in dialectology.
5. Branching work on data derived from the present study in the area of dialect geography.

In the area of Lexicography, research can be undertaken on the following:

1. Expanding the present work on the lexical level and improving the contrastive data on the other PCS variants;
2. Improving the lexicographic framework of the present study in the area of meaning discrimination and run-in exemplification;
3. Undertaking further investigation on the data on language sources presented in this work;
4. Providing the present work with a quadpartite portion based upon the prototype of a bipartite framework of a bilingual dictionary. The present work is unidirectional;
5. Preparing parallel sets of dictionaries using one variant at a time as the main work entries and following the same pattern of the composite view in relation to the other variants.

The dictionary closes with an index containing three sets of alphabetic word lists of the different PCS variants for the user who is interested in referring only to one or the other variants except Ct. It serves as a finder list for Cv, Tr and Zm words which appear in the dictionary proper under the contrastive run-in entries.

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Introduction 1



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Chapter 1

Introduction

- 1.0 Preliminary Remarks
- 1.1 Background and Related Studies
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1.0 Preliminary Remarks

It has been noted that Spanish contact vernaculars of the Philippines are sometimes not thought of as viable languages and are almost completely passed over in silence even in what is considered as an otherwise excellent and comprehensive survey of the language situation in the Philippines. This was noted by Knowlton (1969) with reference to Pascasio's "The Language Situation in the Philippines from the Spanish Era to the Present" (in Manuud 1967:227).

There are clear evidences within the past twenty years, however, of a growing interest in linguistic investigation of Philippine Creole Spanish (PCS). Of significance is Frake's observation (in Hymes 1971:223):

Philippine Creole Spanish (known in the Philippines as Chabacano) is not simply a Philippine language with unusually heavy Spanish lexical influence, nor is it Spanish with a large number of Philippine loan words. It is a distinct language, easily distinguishable from both its Romance and its Austronesian progenitors. As implied by the name I gave it (this label for the language is composed according to the principles suggested by Hockett 1958:424), Philippine Creole Spanish shares enough in common with the classic creoles of the Caribbean that no one, whatever his position in the various controversies on the subject, would, I think, challenge its assignment to the category "creole language."

The same author refers to Manila Bay Creole (MBC) as the Chabacano spoken in Ternate, Cavite City, and the one formerly spoken in the Manila district of Ermita. He considers the speech of Zamboanga (a province in Mindanao, about 500 miles south of Manila) as something that represents a distinct dialect of Philippine Creole Spanish as opposed to that of Manila Bay Creole.

1.1 Background and Related Studies

There is hardly anything written about Cotabato Chabacano (Ct) in linguistic literature except in a passing mention made by Macansantos (1971) and Forman (1972) that there are Zamboanga Chabacano (Zm) speakers in Cotabato. Later, Molony (1973–74) made a more precise mention of a possible PCS dialect in Cotabato. Otherwise, no known attempt has been exerted toward linguistic analysis nor description of Ct. Neither has there been any work on Ct in the area of lexicography.¹

Of value to the present work are those studies made of PCS in general, and those of Zm, Cv and Tr as separate individual studies.

1.1.1 PCS Studies in General

Keith Whinnom (1956) *Spanish Contact Vernaculars in the Philippines* is a landmark in PCS studies. It is, as far as can be determined, the initial attempt at putting together a history of Philippine contact vernaculars, including therein three of what he considered the four extant variants of PCS at the time of writing. He also presented sets of texts and notes in Ermitaño, Caviteño, and Zamboangeño. The book closes with a section featuring an analysis of the grammar, the sound system, and the vocabulary of the contact vernaculars.

Whinnom himself admits that the materials he had to work on were inadequate for an analysis of the grammar and sound system, and insufficient for a complete lexicographical study. But his presentation of the vocabulary and the phonetic transcription is valuable as a point of reference for further and improved investigations into PCS.

A more recent work on PCS is Frake's "Lexical Origins and Semantic Structures in Philippine Creole Spanish" (in Hymes 1971:223–42). It presents a brief and more compact history of PCS with a coherence of historical facts and more updated information on census statistics and other pertinent data.

While the main concern of the study is to establish the uniqueness of Zm among dialects of Philippine Creole Spanish, it makes reference to general problems of language contact and creole language properties. In this study, Frake identifies the sources of the non-Spanish portion of the lexicon; he interprets the distribution of non-Spanish forms as semantically marked and stylistically unmarked; and finally, he compares the semantic structure of Zm with that of its Spanish and non-Spanish source language.

The latest work that touches PCS in a general way, even while treating of Ternate Chabacano (Tr) in particular, is Molony's "Sound Changes in Chabacano" (in Gonzalez 1973:38–50).

In this study, she claims that field work in progress on Ternateño shows it to be a dialect of PCS. It is a Chabacano variant which appears most closely related to the parent language transmitted in the 17th century from Ternate, Moluccas to the Philippines. Molony's sound change analysis of Tr shows evidence for a Moluccan origin. It also helps to sort out Spanish from Portuguese influence. The changes which take place in the sound system in the recent past and even currently, give insights into the movements of Chabacano speakers and their contacts with other people in the country.

A good companion study of the sound changes in Ternateño is Molony's 1974 "Recent Relexification Processes in Philippine Creole Spanish." Assuming that the PCS dialects or variants come from a common source, Molony found that noting divergences between the PCS dialects was another way of examining changes that have taken place and are taking place among the dialects. She further states that differences in meaning between the dialects show that the MBC dialects are more closely related to each other than to Zm; and that Zm and Ct are closely related.

The study on relexification concludes that the different dialects of Chabacano have different sources from which to draw for new vocabulary. She points out Ternateño as borrowing largely from Tagalog and English

1. While pursuing doctoral studies in linguistics, this writer made some preliminary investigation in Ct. Such studies came out in the form of typescript course papers. They have served to stimulate interest in the present work. These papers were prepared within the years 1972–74. They are: "A Preliminary Investigation: The Generative Semantics of Cotabato Chabacano"; "The Segmental Phonemes of Cotabato Chabacano"; "The Cotabato Chabacano Word: A Sketch"; "A Contrastive Analysis: Grammatical Structures of Tagalog and Cotabato Chabacano on the Linguistic Device called *Focus*"; and "The Cotabato Chabacano Verb." The last paper was prepared for and read at the International Conference of Pidgins and Creoles, Honolulu, Hawaii, January 7, 1975.

words, while Zamboangueno has borrowed largely from Cebuano Visayan and English words. She believes, however, that even though the dialects will continue to diverge, mutual intelligibility will remain high because Cebuano Visayan and Tagalog are closely related, with many easily-recognizable cognates. Besides, the significant borrowings from English by all the PCS variants may further add to their mutual intelligibility, because so many people know a fair amount of English.

1.1.2 Studies of PCS Variants

So far, the only two attempts at describing Zm are available. They are: "The Zamboanga Chabacano Grammar" by Maño (1963) and "Zamboanga Texts with Grammatical Analysis" by Forman (1972). Maño patterns her short presentation from the framework of Spanish grammar. There is also an obvious utilization of grammatical structures from English in an effort at making the Zm grammatical features stand out. Forman, on the other hand, attempts to give the reader a better understanding of the main parts of Zm. This he does by presenting a better collection of text and an analysis which does not overlook the contribution of Philippine sources to the Zm grammar. He employs Bloomfield's simple form-meaning linguistic analysis and concludes his study with a summary of Philippine features found in Zm.

An early attempt describing Cv was made by Alfredo B. German (1932). Entitled "The Spanish Dialect of Cavite," the work presented Cv as an example of a mixed-language, namely a mixture of Spanish and Tagalog. Thus, his analysis of its phonology and morphology has for a framework of reference, the phonology and morphology of Spanish and Tagalog.

Felicidad G. Ramos (1963) in her work, "A Contrastive Analysis of the Sound Systems of the Cavite and the English Languages," makes a comparison of English and Cv segmental phonemes. A pedagogical source material, the study concludes with the specific points of difficulty that a Cv learner expects to encounter in the study of English. It is the only study, so far, which has made a full treatment of the contrastive analysis of the sound system of a PCS variant with that of English.

A more recent study of Cv is Librada C. Llamado's (1969) thesis entitled, "An Analysis of the Basic Structure of Cavite Chabacano," presented at the Philippine Normal College. It is a generative grammar of Cv. Llamado comes up with the basic structure rules of Cv together with some basic transformations of Cv.

Esteban A. de Ocampo (1947) authored the manuscript entitled, "The Ternateños: Their History, Language, Customs and Traditions." Special emphasis was made of the historical and sociological background of the place and the people. The work includes a representative collection of legends and stories of the people, as well as riddles and proverbs. Effort was also exerted in presenting examples of Ternate texts through the legends and stories and actual conversations in Tr with their corresponding English translation. The recorded conversations cover a representative series of social communication situations.

De Ocampo has a section on "Notes on the Ternate Grammar" which is definitely sketchy, but nonetheless a commendable undertaking towards further investigation and analysis of the linguistic features of the language. For instance, the Verb is treated in the same manner in which Spanish verbs are classified, according to Verb endings (-ar, -er, -ir). The verbs are set up in the conjugation schema of the Spanish verb.

It seems that de Ocampo drew heavily from an earlier paper on "The Ternate Dialect" by Tomas T. Tirona (1923-24). Tirona did not make any attempt at working on a full-scale analysis of Tr. He admits, for instance, that his notes on Phonology and Orthography were simply derived from observations made of the Tr texts which he gathered for the purpose of his study. Tirona also took some interest in the vocabulary of Tr by including a list of old Márdika words found in the particular PCS variant.

A collection of Zm texts are found in McKaughan's "Notes on Chabacano" (1954), as well as in a loose-leaf collection prepared by the Peace Corps with Zm dialogues and texts. Other studies on certain linguistic features of Cv and Zm are treated in some masters theses. They are: Domingo "Aspect and Tense in Spanish and Zamboanga Chabacano Verbs" (1967); Batausa "A Descriptive-Contrastive Analysis of Chabacano and Tagalog Noun Reduplication Patterns" (1969); and Macansantos "A Contrastive Analysis of Spanish Chabacano Concordance of Forms and Structures of Noun-Head Modifications" (1971).

Although materials reaching the present researcher had come in the form of xerox copies of working papers, it must be cited here that Frake's investigations of Zm, while in most cases fragmentary, are nonetheless valuable sources in this area of study. They are: "Zamboangueno: Grammatical Sketch" (1970) and "Zamboanga Verb Expressions" (1971).

1.1.3 PCS Lexicographic Studies

To date there is no known lexicographical work published on a full scale on PCS in general, nor on anyone of the variants of PCS. Mention, however, is made of the following: de Ocampo's (1947) approximately 3,000 word Tr vocabulary; the section on vocabulary and the notes that follow the text in Whinnom (1956); the 2,000 word Zm glossary in Forman (1972); and the pertinent sections of McKaughan's 'Notes on Chabacano Grammar' (1954), and of the Peace Corps' 'Dialogues and Texts' (n.d.).

In 1973, this researcher came across a xerox copy of some pages of mounted card entries of Zm, representing the initial effort of an unfinished project of Frake. This did not provide much useful information to this researcher because the handwritten entries were poorly duplicated. In January 1975 during a personal conversation with Dr. Carol Molony, she mentioned her joint effort with Frake to come up with a PCS dictionary of 15,000 entries. A footnote to her paper, which was presented at the International Conference of Pidgins and Creoles, stated that the 15,000 word dictionary is in progress and is to be published by the Australian National University.

This writer had the privilege of conferring personally with Dr. Ernesto Constantino of the University of the Philippines, who is at present working on an ongoing project of a proposed Chabacano dictionary. What he envisioned originally to be a dictionary of Zm had grown into a proposed Tri-Dialectal Chabacano Dictionary. Even while meeting with some technical problems, the fascinating work has led Dr. Constantino to revise his earlier proposal. He is actually working on a Quadri-Dialectal Chabacano Dictionary which would include: Zamboanga, Ermita, Ternate and Cavite.

In summary, whereas there are studies and investigations made of the dialects or PCS variants, there is meager data on Ct. It is hoped that Dr. Constantino's work and the present attempt of this writer will serve to give a wider and more comprehensive lexicographic view of what so far had been traced as existing PCS variants.

1.2 Statement of the Problem

In contrast to a study dealing with an identified group of linguistically related languages or dialects, this study is more narrow in that it deals only with Philippine Creole Spanish (PCS) and with Cotabato Chabacano (Ct) in particular. Nonetheless, it takes on one of the current challenges in the field of creole studies, that challenge being the need to go beyond description and history.

Working on the assumption that there are variants or dialects of Philippine Creole Spanish, this study is primarily concerned with presenting an historical background together with pertinent lexicographic data as evidence to establish the identification of Ct as a language with a speech community of its own.

Therefore, the main concern of this study is the collection of over 6,000 Ct words to serve as the main word alphabetic entries in the proposed composite dictionary. Observations on the contrastive differences between the Ct lexicon and the other PCS variants or dialects will be indicated lexicographically as run-in entries.

Of paramount importance, however, is the establishment of certain priorities. Inasmuch as PCS is not a standardized language, much less the Ct variant, the following linguistic features are set up as a basis for the lexicographic treatment of the dictionary entries. They are:

- a. the phonemic system
- b. the orthography and spelling
- c. the grammar

In summary, the problem of the study comprises the following:

1. Presenting an historical background in order to identify Ct as a language of a particular speech community, even while tracing its historical relation to Zm.
2. Presenting a preliminary investigation into the phonemic, orthographic and spelling features of Ct.
3. Preparing a descriptive grammatical sketch of Ct. Far from being a standardized language, Ct has not yet been analyzed and described.

4. Collecting at least 6,000 Ct words to serve as the main word entry of the composite dictionary, and determining the corresponding lexicographic data for each word entry by a preliminary analysis.
5. Preparing a typologized observation on the general contrastive features of the lexical items of Ct with the lexical items of the other PCS variants or dialects.

1.3 Scope of the Study

The coverage of the composite dictionary includes the four variants of PCS, namely: Cv and Tr, both identified as Manila Bay Creole (MBC); and Ct and Zm, identified in this study as Southern Mindanao Creole (SMC).

In this study the terms *dialect* and *variant* are used interchangeably with one and the same meaning. That is, even though in certain features Ct, Cv, Tr and Zm have observable differences, they are mutually intelligible even among speakers who have no special language training. Therefore, they are dialects or variants of the language identified as Philippine Creole Spanish or Chabacano.

Special focus, however, will be given the Ct lexicon, in that the main word entry of the composite dictionary will be based upon the common core vocabulary of Ct. By common core vocabulary is meant the vocabulary that is expected to be known to all members of a language community.

For this study the Ct words were exposed to representative age-level groups of Ct native speakers. The Ct base words and their corresponding derivations, which are included here, are those words which are relatively well known by the representative respondents.

To arrive at typologized data from the other three variants, a pilot project was undertaken in which a simple contrastive analysis was done between the Ct word entries and the other three variants. This contrastive analysis covered only form and meaning on the surface level. The data arrived at by this means was then entered into the context of the composite dictionary.

While being a composite dictionary, it is *unidirectional* in the sense that the main alphabetic entries are to be derived from Ct, with English as the *tool language*. A tool language is the language in which the glosses and/or definitions of a dictionary are cast.

The model for the present lexicographic work is the framework of the quadrilingual dictionary, which is an outgrowth of its prototype, the bilingual dictionary. Unlike a bilingual dictionary, a unidirectional dictionary is neither bipartite (nor quadpartite), which simply means that this unidirectional composite dictionary does not provide an English to Philippine Creole Spanish counterpart for the use of speakers of English.

The dictionary does not intend to highlight any particular aspect or feature of PCS in the areas of phonology, syntax or semantics. It simply aims at presenting a general composite view of the lexical level of the language in question. Thus, the author hopes that it will serve as a source for linguistic information, as well as the basis for further investigation and study in Philippine Creole Spanish.

There will be no attempt at making etymological entries or establishing etymological derivations.

Identification of language source will cover language in contact, such as Spanish, English and some of the major Philippine languages: Tagalog, Cebuano, Hiligaynon. Other Philippine languages will simply be identified as "local"; and any unclassified foreign language as "other".

1.4 Methodology

Three preliminary decisions were made in the area of methodology and procedure before the actual work began. They were:

1. That the proposed composite dictionary of PCS not merely be a duplication of a published work or unpublished manuscript in Philippine Linguistics at the time of its writing;
2. That 6,000 word entries be considered adequate for a representative cross-section of Ct, the language under study; and
3. That a well mapped-out plan determining the nature and distribution of field informant work and library research be done.

Therefore, the different steps involved in this study fall into four main divisions.

1.4.1 First Division: Gathering Historical Data

The main object was to gather historical and sociological data with a view to finding criteria to document Ct as a language with a speech community of its own. The aim of the preliminary library and documentary research work was to prove that Ct is a variant or dialect of PCS.

1.4.2 Second Division: Describing Linguistic Features

The next step was to evolve a transcription system for the dictionary based on an analysis of Ct phonology. A grammatical sketch was also prepared with special emphasis on the categories for the identification of the pertinent dictionary entries.

1.4.3 Third Division: Field Work

Field informant work was undertaken to gather the stipulated 6,000 Ct word entries. This was done primarily with the aid of an adapted HRAF outline which contained seven general categories covering areas of human life and man's general fields of activities (see Appendix A).

The researcher served as main informant of Ct and Zm, being a native speaker of the first and a competent speaker of the second. However, for purposes of verification and confirmation native speakers of Ct and of Zm were used. Actual field informant work was done among native speakers of Cv and Tr. Special trips were made to Cotabato City, Zamboanga City, as well as to Cavite City. Both Cv and Tr native speakers are available in the latter. For further confirmation of data, one trip was also made to Ternate.

1.4.4 Fourth Division: Lexicographic Work

Before undertaking the actual desk work for the main lexicographic task, a pilot study for observable correspondences and differences of 91 Ct words with the other variants was conducted. The words were categorized under five general headings extracted from the adapted HRAF word list prepared for this study (see Appendix B).

The pilot study yielded 56 perfect cognates out of 91 lexical items among the four PCS variants. The remaining 35 words showed observable contrastive differences in varying degrees of form and meaning on the lexical level. As a result, the pilot study brought about another analysis on correspondences among the four PCS variants. This analysis came up with a typology of the observations made on general contrastive differences among the lexical items of Ct and the other PCS variants (see Appendix C).

It was this section of the work which helped formulate norms for meaning discrimination, which in the dictionary proper will appear under the English glosses and/or definition. The typology on contrastive differences will appear in run-in entries corresponding with each type (see Appendix C). Whenever specifications are called for in matters pertaining to examples of usage, especially in providing grammatical or syntactical information, it will be done as much as possible in a brief, simple manner (Martin 1967).

General norms for meaning discrimination in the dictionary are the following:

- a. The definition of an item must start with the *central* or *core* meaning of the word; that is, from the intuitive use of the word by a native speaker (Barnhart 1964).
- b. Although English is used as the language of definition and description, meaning discrimination and particularization must be observed in the source language (Iannucci 1957; Steiner 1970).
- c. Outside the use of glosses, definitions and explanations must be clear and precise, if not necessarily complete (Cook 1964).
- d. In the order of entry, the first meaning should be one that has the most general, the widest, and the broadest application and utility (Householder and Saporta 1967).
- e. Whenever possible, the gloss should have one meaning only.

f. A limitation of two or three denotational and connotational meanings may be entered (Cook 1964).

Barnhart's norm on the central or core meaning of the Ct main word entries was employed with considerable facility because of the fact that this researcher is a native speaker of Ct. The same can be said of the norm on the meaning discrimination and particularization which must be observed in the source language (Iannucci and Steiner). The intuitive use of the Ct words come most naturally to a native speaker.

The other norms (c-f) are logical guidelines which were considered in the course of analyzing accumulated data for the lexicographic entries.

1.5 Significance of the Study

This study is a contribution to Philippine Linguistics especially in Creole Studies. It is a source of information and reference for the student of Language and Linguistics, as well as a ready guide and index for the non-specialist linguist and the creolist in particular. It can serve as a point of reference for linguistic theoreticians from which to undertake further investigation on the problems of pidgins and creoles, and especially for inquiry into the process of creolization and pidginization in the context of PCS.

The work may also provide some vital information to language teachers for preparing teaching materials for use of PCS native speakers.

The composite dictionary is a documented contribution towards the preservation of a minor Philippine language which up to this point has not been treated in this manner, namely: historically, linguistically, or lexicographically.

Finally, this study can be considered the initial master dictionary for a dialect group of PCS in Philippine Linguistics. To Malkiel (1960:10), the master dictionary of a dialect group has become an urgent and necessary technique for gauging the scope of regional vocabulary as research grows more and more specialized.

1.6 Plan of the Study

Chapter 2 treats of the historical and sociological background of Philippine Spanish Creole. Data regarding Cv, Tr and Zm are extracted from published and unpublished sources and studies made of PCS. However, Ct will be treated more fully than the others since it is here presented for the first time and is the main subject matter of this study.

Chapter 3 entitled, "Introduction to the Dictionary," contains all the necessary information expected in an introductory chapter to a dictionary. It is made up of the following sections:

- General Information
- Using the Dictionary
- Orthography of Ct
- Spelling of Ct
- Phonology and Phonetic Notation
- Ct Grammatical Sketch
- Abbreviations Used
- The Order of Entries
- Summary

Chapter 4 contains the PCS composite dictionary proper. It is the lexicographic section of the entire study. The 6,000 Ct words collected for this purpose are entered alphabetically. The order of entry of the lexicographic data follows the norm stated in chapter 3, section 3.4.

Chapter 5 is the final chapter of the study. It is simply entitled "Conclusion." It re-states the main problem of the study and presents the general observations made. The chapter will close with: Implications for Further Research.

STUDIES IN PHILIPPINE LINGUISTICS

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*A composite dictionary of Philippine Creole
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by Maria Isabelita O. Riego de Dios; Fe T. Otones, series ed.

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Chapter 2

The Philippine Creole Spanish (PCS)

2.0 Introduction to PCS

2.1 Philippine Creole Spanish

2.1.1 Ternate Chabacano (Tr)

2.1.2 Cavite Chabacano (Cv)

2.1.3 Zamboanga Chabacano (Zm)

2.2 Cotabato Chabacano (Ct)

2.2.1 Native Ct Speakers

2.2.2 The Sociocultural Background of Ct

2.2.3 The Sociocultural Situation

2.2.4 The Zamboanga Contact

2.2.5 The Creolization Situation

2.3 Summary

2.0 Introduction to PCS

It is expedient that a study in PCS be precluded with a close look at creole languages. Among present day linguists David de Camp seems to have presented a comprehensive view of creole languages in his introduction to the "The Study of Pidgin and Creole Languages" (in Hymes 1971:15–17). The following account is extracted from the section on the characteristics and definitions of creole languages.

Originally, the term *creole* was derived from Portuguese *crioulo* meaning, 'a white man of European descent, born and raised in a tropical or semitropical colony'. Later, this meaning was extended to include indigenous natives and others of non-European origin. Later still, the term was applied to certain languages spoken by creoles. From then on, the term was extended to other languages of similar types.

Creoles have been traditionally classed as deviant dialects of standard languages. A Creole is often called '*mixed language*' suggesting that it is only a potpourri with no uniform coherent structure of its own. However, De Camp considers a creole to be a genuine language in its own right, not just a blend or interlingual corruption of standard languages.

Most creoles are European-based. They have, therefore, derived most of their vocabularies from one or more European languages. Creole French and Creole English are most frequently traced in West Africa and the New World; whereas, Spanish, Dutch, and Portuguese creoles are found to be more common in other parts of the world.

Further investigations show that by no means is all of the vocabulary of a creole shared with its corresponding standard language. It has been found, moreover, that in both phonology and syntax, the difference between a creole and a standard language is usually so great as to make them mutually unintelligible. In most cases, a creole is considered inferior to its corresponding standard language, but this is true only in prestige and social status.

A creole is the native language of most of its speakers. As such its vocabulary and syntactic devices, like those of any native language, are sufficient to meet all the communication needs of its speakers.

2.1 Philippine Creole Spanish (PCS)

In a more recent study of the creole language in the Philippines, Molony (1973, 1974) mentions the existence of five or six dialects of Philippine Creole Spanish in the country. In her study, *Chabacano* is the commonly used cover term for all dialects of PCS.

The term PCS was first used by Frake (1971:223) in Creole literature. To him it “is not simply a Philippine language with unusually heavy Spanish lexical influence, nor is it Spanish with a large number of Philippine loan words.”

Most Spanish dictionaries define *Chabacano* as something coarse, unpolished, ill-finished, awkward, clumsy. In reference to a language it means ‘a language characterized by a drastic simplification of its lexicon and syntax, a melange of languages in contact, an interlingual corruption of standard languages’. It is pejoratively referred to as *lenguaje de trapos* (loosely, ‘a language of odds and ends; or language of rags’). *Chabacano*, however, is the popular name given to the PCS dialects spoken by several communities in the Philippines as their mother tongue (Frake 1971:223).

The *Chabacano* spoken in Ternate, Cavite City, and the one which was once spoken at Ermita, Manila are identified by Frake (1971) as Manila Bay Creole (MBC). Analogically, for purposes of this present study, this writer identifies the *Chabacanos* spoken in Zamboanga and Cotabato as Southern Mindanao Creole (SMC).

The geographical areas in the Philippines where *Chabacano* is spoken show indications of the origin or history of the PCS in the country (Map 1). Inasmuch as a creole is said to be the dramatic result of languages in contact (Molony 1973), this chapter presents data on what might be the inception of *Chabacano* in the distinct areas of the Philippines where there are now existing language communities that speak the *Chabacano*. Thus, the background of PCS is here traced in order to see better the language situation of each area from their geographical and historical position.

In organizing this chapter a more full and lengthy treatment and background of Ct is given because it is the language which is presented here for the first time.¹

2.1.1 Ternate *Chabacano*²

Information on research done on Ternate *Chabacano* (Whinnom 1956 and Molony 1973) provides some historical data from which the following account was derived.

During the 16th and 17th centuries, Ternate was the most important of the Islands of Moluccas, Indonesia. At that time, several of the colonizing countries of Europe quarreled over their claim to the control of this spice trade center of the world. In 1655, however, the Spaniards had to withdraw from the Moluccas in order to concentrate their forces in Manila. This was to fortify themselves against the threatened attack of a Chinese warlord, *Koxinga*.

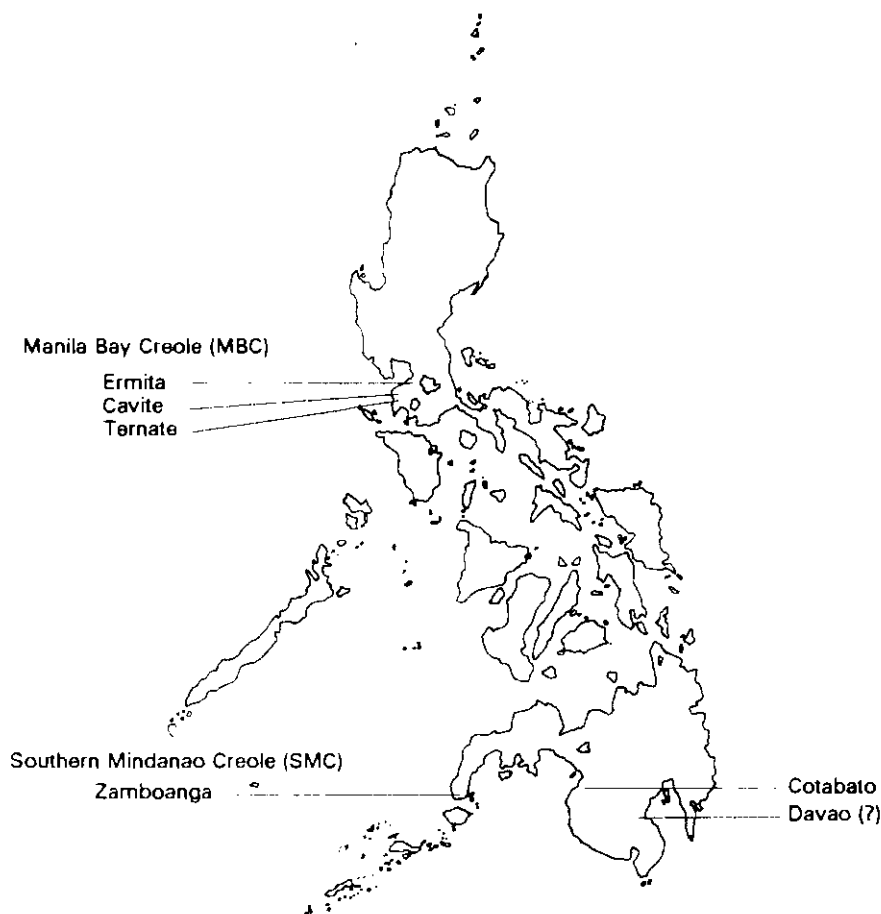
In moving out of the Moluccas the Spanish missionary who went with the troops took with him some 200 Christians, better known as *Márdikas*. To this band of 200 immigrants can be traced the entry of *Chabacano* into the Philippines.

For a short time the immigrants settled in Ermita, Manila. By 1700 they had moved to the mouth of the river on which the Tagalog town of Marogondon, Cavite, is now located. Situated at the entry of Manila Bay, this town is about fifty miles south of Manila and is directly opposite the island of Corregidor. The immigrants named the new settlement Ternate after their homeland in the Moluccas.

At the time of their coming, the *Márdikas* were known to have spoken their ‘own language’ as well as a mixture of Tagalog and Spanish (Blair and Robertson 24:41, 66, 237). Eventually, they are assumed to have come to speak PCS as their native tongue (Frake 1971:224–25).

1. The section on Ct in this chapter is derived from the paper presented by the author at the 1975 International Conference on Pidgin and Creoles, entitled, “The Cotabato *Chabacano* Verb” (see Appendix E).

2. The research done on Ternate *Chabacano* by Whinnom (1956) and Molony (1973) provides historical data on which this account is based.



Map 1. Locales of Philippine Creole Spanish

Except for available data from preliminary investigation made by Molony (1973) on sound changes in Chabacano, it is not ascertained if these people invented the language they now speak or if they adapted a Philippine military pidgin or a Portuguese Pidgin brought from the Moluccas.

In her 1973 study Molony claims that there are 8,000 inhabitants of the town of Ternate who speak Tr. They gain their living mostly by fishing. Their income is supplemented by cultivation of rice and sugar fields as well as by fishpond cultivation. They are also helped by relatives who have gone elsewhere, especially to Manila and the United States to seek employment.

Tr is the first language of almost all of the people of Ternate. It has been observed, however, that almost everyone is bilingual in Ternate and Tagalog, the basis of the national language of the Philippines.

2.1.2 Cavite Chabacano (Cv)

In 1641 the Spaniards established an important naval yard on the Cavite Peninsula which is considered the traditional navy yard of Manila. It is from this settlement that the city of Cavite grew. Thus while Cavite became a major naval base and shipyard, Ternate and Corregidor guarded the entrance of Manila Bay against Moslem raiders.

Whinnom (1956:12) assumes that Cv is the modern descendant of Tr, traced from the socio-economic situation of the great influx of Ternateños to Cavite City to work in the dockyards.

Whinnom's paper states that there are some 5,000 people 40 years of age and above who claim Cv as their first language. The proximity to the city of Manila where people find more opportunities for work other than that connected with the navy and dockyards, is the main reason why many Caviteños are scattered

outside Cavite City. Practically all communicate in Tagalog today. Even native speakers of Cv who are younger than 40 would opt for a Tagalog word or term when faced with a choice.

2.1.3 Zamboanga Chabacano (Zm)

From the beginning of the 17th century to the end of the 19th, Zamboanga was a Spanish military base in the midst of Moslem territory in the southern part of the Philippines. Being situated at the southern part of the country and having proved an unprofitable possession compared to the yield of the Spice Islands, the fort of Zamboanga was set up more for purposes of interdicting slaving raids and pirating attacks, which were common practices at the time. (Blair and Robertson 10:9)

When Fort Pilar was built in 1636, it was garrisoned by three hundred Spaniards and one hundred "Visayan" troops (de la Costa 1961:325). However, with the withdrawal of the Spaniards from the Moluccas as mentioned earlier, the Zamboanga troops were likewise recalled to Manila for further security from threatened invasion of *Koringa*.

It was not until 1718 that the abandoned fort was reestablished at the urging of the Jesuit missionaries. This time the garrison was made up of Spanish officers and Mexican soldiers and reinforced by Tagalogs and Visayans. These people had no common language, but their everyday contact in life and work resulted in a commonly understood "language of odds and ends" as they lived together within the garrison, facing a common enemy from the outside.

To date no record has been found nor is there any tradition of native creole-speaking *Márdikas*, who participated in the resettlement of Zamboanga. Thus, the *Márdikas* cannot be traced as responsible for a dialect of PCS in Southern Mindanao. Frake assumes that Zm represents an independent creolization of the same pidgin.

So far the only reference found in Spanish historical materials written in Spanish with regard to what the people of Zamboanga spoke (mentioned by Frake 1971 and by Forman 1972) is a quotation from Montiero y Vidal (1887:37), "Los naturales de Zamboanga hablan todos, aunque imperfectamente español."

If MBC and SMC developed independently along parallel lines, as data seem to point out, then the presence of similarities between the variants under study can be accounted for by one theory or another on the origin of pidgins and creoles.

One way of accounting for it is to say like Hall (in Todd 1971:31) that these language or dialects all derive from practically the same stock, that is, from Spanish and from Philippinc languages. On the other hand, it can also be accounted for by the possibility that there are universal patterns of linguistic behavior appropriate to contact situations (Todd 1971:42).

2.2 Cotabato Chabacano (Ct)

To date there has been no study made of Ct as a language identified with a speech community of its own. Except for the passing mention by Macansantos (1971) and Forman (1972) of the presence of Zamboanga Chabacano speakers in Cotabato, and the mention by Molony (1973, 1974) of the possibility of Ct being one of the five or six dialects of Philippine Creole Spanish, there is so far no documentation on Ct.

2.2.1 Native Ct Speakers

Those who claim to speak Ct are those who belong to the old families of the original capital of the Province of Cotabato which is now Cotabato City proper. What is considered as the speech community of Ct includes the immediate geographical environs which extend to Tamontaka, the river *población* and the first Christian settlement of the province (founded in the early 19th century) as well as the old bay *poblaciones* of Parang (1854) and its neighbor, Polloc Point, the old minor Spanish naval station.

It is difficult to ascertain the number of Ct speakers today. In the 1960 Philippine census, which claimed the total Cotabato population as 1,029,119, there were only 7,102 Chabacano speakers. In 1970, the total population rose to 1,136,007 with only 4,983 reported Chabacano speakers.³

3. I believe that the methodology employed by the Bureau of the Census and Statistics is not adequate to reflect the authentic statistical variables. In more than 25 years as a Religious, for instance, I never knew of any census team coming to the convent to gather such information and other pertinent data on what language the citizens speak.

In this connection, a rough estimate of three generations of a typical Ct family was made.⁴ Assuming that the first generation had 100% Ct speakers, the second had only 98.9%, and the third generation had a abrupt drop with only 20.92% Ct speakers. The third generation represents the children born within the period of the past twenty years.

Although the number of Ct speakers tapers to an evident reduction or near extinction, there are living informants between the ages of seventy-three and eighty who claim that Ct had always been their language at home. They further claim that they always spoken Ct with their elders as far back as they can remember.⁵

2.2.2 The Sociocultural Background of Ct

There is always the open question as to whether Ct is a distinct PCS variant or a mere transplant of Zm. The summary of data which follows will trace the possible process of creolization that may have taken place in the formation of Ct. Significant data were extracted from Madigan and Cushner (1961) "Tamontaka Reduction: A Community Approach to Mission Work."⁶

During the Spanish occupation of the Philippines in the latter nineteenth century, Tamontaka, a *población* some three miles south of the townsite of Cotabato (Cotabato City now), was the headquarters of a Spanish military garrison and center of Spanish authority over Central Mindanao.

In 1861 the Jesuit Superior of the Philippine Mission conceived the idea of a Catholic village community (referred to as *reducción*, patterned after the Jesuit project in Paraguay) which was to be composed of Muslim converts located in the heart of Muslim land. This community as it was envisioned, would be made of exemplary Catholic men and women who would win the Muslims to the Faith by sheer force of their example. Because the village would be situated in or near the center of the Muslim territory, they would be on familiar terms with the Muslims of their neighborhood.

It was not until 1872 that funds were solicited from generous benefactors in Manila and the project began to take shape. The Jesuit Fathers located the new institution at Tamontaka where ten years earlier they had set up a mission for the Tiruray, a pagan minority of the place.

With funds in their hands the missionaries ransomed the first group of children from the slave market on September 9, 1872.⁷ These became the nucleus of the ideal Christian village as envisioned in 1861. The ransoming of slaves was made possible because slavery was practiced among the Muslim chieftains and slave children of nearly any desired age could be purchased. By 1875 there were 100 boys and girls in the orphanage built for this purpose, with boys completely segregated from girls.

4. The study was made of my own family for a paper entitled, "The Segmental Phonemes of Ct" (typescript, Manila, 1972-73). The following is a table of the three generation sampling. I belong to the second generation of Ct native speakers.

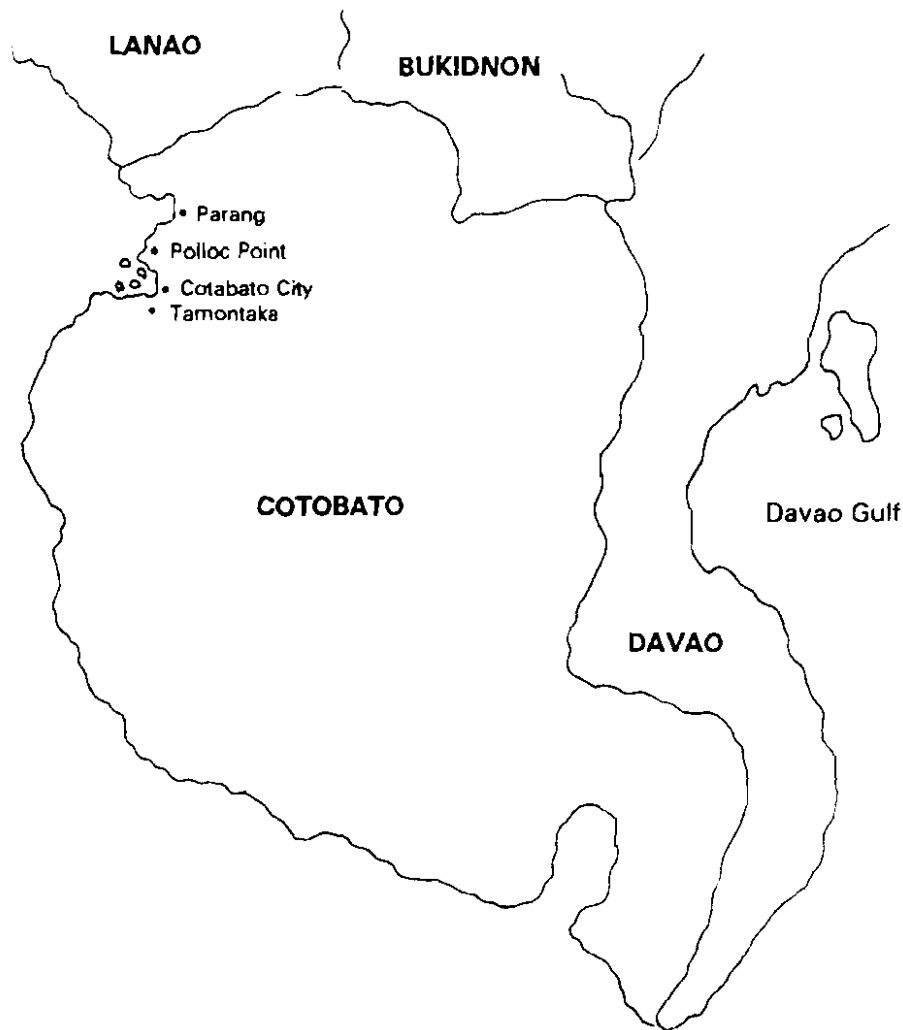
Three Generation Sampling of Ct Native Speakers

Generation	Population	Ct Speakers	Percentage	Non-Ct Speakers	%	Total
First	16	16	100%	0	0	100%
Second	43	39	98.90%	4	1.1%	100%
Third	67	14	20.92%	53	79.08%	100%

5. This was a result of a series of personal interviews made in August 1973 at Cotabato City and Tamontaka, Cotabato. Seven of the interviews were recorded.

6. Available to me were the historical sources: Combes, Pastels, and *Cartas Edificantes de los Misioneros de la Compañía de Jesus en Filipinas*. However, for the purpose of summarizing in this study, the English translation of the Madigan-Cushner paper was used. (It draws heavily from the previously mentioned historical sources.)

7. The Mindanaos (as the natives were identified in historical documents) were known to be pirates who invaded and burned down coast towns and villages in Luzon and the Visayas. They also captured people (Blair and Robertson 18:126). It is this writer's assumption that among the children ransomed by the missionaries, there were those who were captured during pirating raids. If such were the case, then the children brought into the Tamontaka orphanage, aside from Muslims, were made up of native speakers of other Philippine languages. These languages were non-intelligible to each other and Spanish had to be the dominant and common language of communication. Therefore, the situation of languages in contact as a possible point of reference for an influencing factor in the formation of pidgin and/or creole was indeed present in the Tamontaka situation.



Map 2. The Speech Community of Cotabato Chabacano (Ct)

When funds ran low the Fathers decided to start a farm at Tamontaka to help solve the problem of sustenance. Along this line was the practice of providing a piece of land together with some basic farming implements and a beast of burden to the wards of the orphanage. This was done when those of marriageable age expressed their desire to marry. A good number of *libertos* ('the liberated', as they were called) married the partners chosen for them by their spiritual guardians. In general, these marriages worked out well.

2.2.3 The Sociocultural Situation

The children from this Christian village who were originally Muslim, were shielded from the Islamic religion and Islamic culture during their formative years. As adults, however, the Christian culture of their community life at Tamontaka was expected to penetrate the Islamic culture of the surrounding areas without itself being weakened by the contact. The confines of the ideal village did not make it remote from the white man, because the institution needed the protection of the Spanish army and the children were educated by the Spanish priests in the Spanish language. Later, in 1875, the first group of Filipino Sisters (now known as Religious of the Virgin Mary) arrived at Tamontaka to assist the Fathers in the development and education of the children. Spanish continued to be taught. Thus, the children were remote from the Muslim of the place, although their remoteness was cultural, not spatial.

In the Tamontaka situation, the Muslim child came into the institution as an isolated individual without group backing to support performances of the cultural patterns which he had previously known. But even

though he had been shaped by Muslim culture as a child, he also possessed a child's innate ability to adapt to new social patterns. These circumstances greatly affected the resulting community culture and therefore affected the language as well.

It was observed that the culture of the Tamontaka children seemed to have been basically Spanish Catholic, modified by Maguindanao customs and practices.

Another factor which contributed to the resulting culture is that there were a number of older children who were brought into the institution to become a steadying influence on the younger children. At the same time there was need of adult help in the heavy physical labors of building and farming.

On the other hand, people living in the village outside the institution were not necessarily products of the institute. Besides Muslims there were also Tiruray couples who were brought to Tamontaka for instruction and training in the Faith.

It was under these circumstances that the child in the institution was trained and brought up. In addition to prayers and practices of devotion, the children were taught how to work, how to read and write, and how to spend leisure time properly and profitably.

The children were trained to speak Spanish inside the house but were encouraged to speak Maguindanao outside. This bilingual situation was considered important for their later contacts with the Muslims and in achieving the apostolic vision for which the village was organized. At this point, it was noted by the missionary chroniclers (Madigan-Cushner) that the language spoken by the children was in fact less *Maguindanao than Chabacano, a mixture of Spanish and Maguindanao words, expressions, and grammar.* (Italics by this author.)

2.2.4 The Zamboanga Contact

By 1879 there were 127 boys and girls in the institution. In 1882 the number had increased to 148 boys and girls. However, not all these children were ransomed slaves. There were many children who had been orphaned due to a cholera epidemic which claimed many lives in Zamboanga about this time. These Zamboanga orphans were sent to the Tamontaka orphanage bringing about an added language contact in the Tamontaka situation. Thus, by 1897, there were 250 children in the institution and more than 100 families made up the Tamontaka community.

With the withdrawal of the Spanish forces from Tamontaka at the advent of the Spanish-American War, the missionaries decided to bring the younger children, the nuns, and some sixty-odd families totalling about 400 people to safety in Zamboanga. After the war some of these people chose to return to Tamontaka, while the rest remained and established themselves in Zamboanga. With the return of the evacuees another wave of language contact took place.

2.2.5 The Creolization Situation

The socio-economic-cultural pressures inevitably imposed upon the initial Christian community of Tamontaka must have been the very environment responsible for the formation of a creolized language in the place.

That Zm had its role in the later development of Ct cannot be denied, but that Ct had its own separate point of inception and growth is another fact.

The Ct language situation was further affected by the phenomenal population increase which was occasioned by the migration of homeseekers and settlers to the Province of Cotabato. This was brought about by the opening up of vast public lands which were converted into homesteads. Public highways and bridges were constructed and evidence of material progress drew more people from the different parts of the country.

Cotabato, otherwise known in the Philippines as the empire province, was thronged by homeseekers, agricultural pioneers, capitalists, and pioneering professionals. Later still the American missionaries, the Oblates of Mary Immaculate, took over the spiritual guidance and Christian education of the province. They contributed significantly to the cultural expansion of the province through schools, hospitals, press, and radio. These waves of population invasion have likewise brought about a linguistic invasion into the language situation of Ct native speakers.

2.3 Summary

Linguistic investigation in the recent past (1956–74) seems to point out that the earliest evidence of the beginnings of PCS can be traced to the year 1700 as coming from Ternate, Moluccas. Molony (1973:43) states that “Linguistic evidence for the transmission of Ternateño to the Philippines occurs in the form of a few Indo-Pacific, Malay and Portuguese terms used today mostly in the dialect of Chabacano spoken in Ternate, Philippines.” Whinnom, on the other hand, considers Cv as the modern descendant of Tr, its locale being Cavite City, which has been a navy yard since the 17th century.

In general PCS is categorized into two general classifications, Manila Bay Creole (MBC) and Southern Mindanao Creole (SMC). In referring to Tr and Cv, Frake (in Hymes 1971:228) claims that the two share enough distinctive differences from regular Spanish or regular Philippine usage that they must be considered historically related dialects of the same language. Tr and Cv, as well as the Chabacano formerly spoken in Ermita, Manila are identified as MBC.

On the other hand, Zm and Ct are identified as SMC. Both correspond more closely to the shape of the form in modern Spanish. The incipience of Zm goes back to the year 1718, the reoccupation and refortification of Fort Pilar in Zamboanga. Ct is traced to the late 19th century in the year 1872 when the first Christian village community was organized in Tamontaka, Cotabato.

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Chapter 3

Introduction to the Dictionary

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- 3.1 Using the Dictionary
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 - 3.2.6 A Summary of Ct Affixes in the Process of Various Derivatives
- 3.3 Abbreviations
- 3.4 The Order of Entries
- 3.5 Sampling of Dictionary Entries

3.0 General Information

This Composite Dictionary of Philippine Creole Spanish (PCS) contains approximately 6,000 Cotabato Chabacano (Ct) words, which are drawn from a Master Word List of Cotabato Chabacano common core vocabulary. These words are either base words or derivatives. When predictable derivatives arise only the

affixes or markers are entered as run-in entries. Otherwise, when the meaning of a derived form cannot be predicted from base forms such derivatives are considered main entries.

Neither one nor the other of the PCS variants are standardized. For purposes of this dictionary, therefore, an alphabet and an orthography for Ct was adapted.

By alphabet is meant a system of characters used in writing a language. In formulating the Ct alphabet for this dictionary special consideration was given regarding the adaptation to or the extraction from the Roman alphabets of Spanish, Tagalog and English. Special consideration was likewise given in preparing the Ct orthography or style of spelling for this dictionary.

In the area of Ct phonology, a phonemic notation was adapted for use in this dictionary based upon Daniel Jones' "broad transcription" which is defined as one which represents only the phonemes of the language, using for this purpose the minimum number of letter shapes with the consistent avoidance of undesirable digraphs for single sounds (Jones 1956:332).

The transcription was drawn up after the phonemic analysis of the vowel and consonantal segmental phonemes of Ct was done. Thus, while the spelling expresses the material make-up of the written utterance, the phonemic notation enables the language user to transpose the written utterance into the corresponding spoken one (Vachek 1973:18).

A modification of the transcription system has been made to avoid the use of diacritics to indicate stress. A vowel receiving stress is represented by an upper case letter. Thus a word with the stress on the vowel of the second syllable will be transcribed as follows: baston /bastOn/ 'walking stick or cane'.

The dictionary does not deal with etymological data. However, the indicated language source of the particular item can reasonably be supposed to be the point of language contact in the lexical formation of Ct. Recognizable cognates are traced to Spanish or English or any of the three major Philippine languages: Tagalog, Cebuano, Hiligaynon. Word entries traced to a Philippine language source other than the first three are indicated simply as "local" (Loc); foreign language sources other than Spanish and English are marked "other" (Oth). Needless to say this information on possible language source is to be treated as tentative.

Aside from using available and reliable dictionaries for reference on traceable language source, this writer also conferred with native speakers of other Philippine languages. In particular, Gloria Chan Yap's "Hokkien Chinese Borrowings in Tagalog" was referred to for confirmation on Chinese loan words.

3.1 Using the Dictionary

The user of this dictionary will find in this section the specifics of the linguistic and lexicographic features mentioned in General Information (see section 3.0).

The composite nature of the dictionary is seen in the simultaneous approach by which Ct and the other PCS variants under study are treated in the section on run-in entry of contrastive data. While word entries are Ct base words, they are viewed contrastively with the other PCS variants.

All data on glosses and/or definitions entered in the dictionary are in English.

3.1.1 The Ct Alphabet

In earlier works on PCS, different authors had attempted to formulate a spelling system when dealing with texts (Whinnom 1956:18-22). Whinnom covered the *Seseo*, B and V, the aspirate H-F and P, intervocalic D-L and R-Ng, Hispanization of Tagalog words, and raising of vowels and accentuation.

Frake for Zm, Molony for Tr, Forman for Zm, Llamado for Cv did not come up with a set of rules to govern the orthography of PCS. When treating texts and illustrations in their works, they compromised between the adaptation of Spanish and Filipino spelling. In particular, Forman and Molony adapted current practices of spelling English loan words in Filipino. Sample: *berdey*, 'birthday'; *biktim*, 'victim'.

For the purpose of this dictionary, a Ct alphabet and orthography were formulated by this researcher. An adaptation was made from the Spanish, English and Tagalog alphabets. The pronunciation of the letters in the proposed Ct alphabet was likewise prepared by this writer for use of the Ct texts and other PCS materials in the dictionary.

The Ct alphabet is principally represented by five vowels and 19 consonants. Indicated by closed parenthesis are 6 other consonants. These 6 consonants are those which are used for proper names and certain borrowings in Ct. The letters in the Ct alphabet are:

a	/qAh/	n	/nAh/
b	/bEh/	ñ	/ñAh/
(c)		ng	/ŋAh/
ch	/čEh/	o	/qOh/
d	/dEh/	p	/pAh/
e	/qEh/	(q)	
(f)		r	/rAh/
g	/gAh/	s	/sAh/
h	/hAh/	t	/tAh/
i	/qIh/	u	/qUh/
j	/jAh/	(v)	
k	/kAh/	w	/wAh/
l	/lAh/	(x)	
ll	/lAh/	y	/yAh/
m	/mAh/	(z)	

Modifications made are as follows:

c and *z* in Spanish which precede the vowels *i* and *e* are indicated by *s* in Ct.

c and *q* which precede the vowels *o* and *u* are indicated by *k* in Ct.

j in Spanish comes under the Ct *h*.

j included in the Ct alphabet is derived from English /j/.

c, f, q, v, x, y are retained chiefly in proper names and in certain word borrowings.

3.1.2 The Ct Orthography

A spelling system is considered ideal when it indicates a one-to-one correspondence between the phoneme and the graphic symbol. Such a system does not allow any one phoneme to be represented by two or more symbols.

The spelling adapted for Ct in this dictionary is derived very closely from that of Tagalog, the spelling of which is more consistent than that of English. The English spelling has been criticized for its high degree of inconsistency (Omar 1972:8).

There are, however, some letters from the Spanish alphabet and one from English which are retained in the Ct spelling system because upon analysis, they represent actual sounds which are existent in Ct. They are the Hispanic *ch, ll, ñ* and *rr*, and *j* from English. The Tagalog *ng* is also retained in the Ct alphabet. A clarification of other spelling rules governing the presence of Spanish phones as well as some characteristically Tagalog and English phones in Ct will be found in the section on the Ct Sound System.

In Ct spelling the hyphen /-/ is used in the following instances:

a. In reduplications forming a single word.

largo-largo	/largolArgoh/	'longish; somewhat long'
lengge-lengge	/lengelEngeq/	'shaky, referring to buildings'

b. In compound words forming a single word where a numerical marker is used.

ika-dos	/qikadOs/	'second'
ika-nwebe	/qikanwEbeh/	'ninth'

c. In signalling a glottal stop in medial position /-q-/ when it is not assimilated by a preceding velar stop /g/.

mag-ermano /magqermAnoh/ ‘referring to or among brothers’

While this word can be pronounced in free variation with /magermAnoh/, the non-assimilation of /q/ by /g/ as transcribed in the preceding example, is a Ct native speaker’s deliberate manner of pronouncing it.

3.1.3 Speech Sounds of Ct

The “broad transcription” (Jones 1956:332) is adapted for the phonemic notation in this dictionary. Such a notation is always enclosed between slashes where each symbol represents one and only one phoneme.

The symbols adapted for the phonemic notation are letters used in conventional written English, except some characteristically Spanish consonants like *ch*, *ll*, *ñ*; also *rr* in medial position. This is true of the Tagalog digraph and the English *j*. They are indicated in the phonemic notation as follows:

ch	/ç/	-rr-	/hr/ variant of -r- /r/
ll	/ʎ/	ng	/ŋ/
ñ	/ɲ/	j	/j/

As in the Tagalog alphabet, the glottal stop is not represented in the Ct alphabet nor does it appear in its spelling system. However, glottal stop does occur in the Ct sound system in all positions: initial, medial, and final. It is represented: /q/

Examples:

<i>initial</i>	aretas	/qarEtes/	n.	‘earrings’
<i>medial</i>	daan	/dAqan/	adj.	‘old, refers to material objects’
<i>final</i>	malata	/malatAq/	adj.	‘soft and soggy’

The glottal fricative is represented in syllable-initial position by /h/ in Tagalog as well as in Ct orthography. It is not represented in the orthography when it appears in word-final position, in which case it is indicated in the phonemic notations as /-h/.

Examples:

<i>initial</i>	hamon	/hamOn/	n.	‘ham’
<i>medial</i>	behes	/behEs/	n.	‘old age’
<i>final</i>	tehe	/tehEh/	v.	‘to weave’

Free variation in certain speech sounds can occur among Spanish-oriented or English-oriented Ct native speakers. This is true of the following:

/b/	/v/	baso	/bAsoh/ ~ /vAsoh/	n.	‘drinking glass’
/p/	/f/	prente	/prEnteh/ ~ /frEnteh/	n.	‘forehead’
/ʎ/	/y/	lleno	/ʎEnoh/ ~ /lyEnoh/	adj.	‘full’
/ɲ/	/ny/	niño	/nɲnoh/ ~ /nnyoh/	n.	‘child’ (masc)
/j/	/dy/	dehalo	/dehAloh/ ~ /jAloh/ /dyAloh/	adv.	‘never mind’

Such cases are existent and are unpredictable, depending largely on one’s language background and training. The /b/ ~ /v/ alternation will no longer be in the dictionary. The other three sets of free variation involving /ʎ/ and /y/; /ɲ/ and /ny/, as well as /j/ and /dy/, being less common in occurrence, will appear in the dictionary proper.

In word medial position /rr/ is in free variation with /r/. Orthographically the words where the medial /rr/ occurs are written with a single /r/. Again, in the case of Spanish-oriented Ct speakers, this is

phonemically marked as /hr/ as in the word: *kore* /korEh/ v. 'to run'. The word is pronounced by some C native speakers as /KohrEh/. Also in *gera* /gErah/ n. 'war'. In free variation it is pronounced as /gEhrah/. As /hr/ is found only in certain words, the free variation will be indicated with a /~/ between the variants.

kore	/korEh/ ~ /kohrEh/	v.	'to run'
gera	/gErah/ ~ /gEhrah/	n.	'war'

Initial consonant clusters with /j/ or /w/ as the second element are spelled and phonemically noted, as in:

byen	/byEn/	adv.	'very'
bweno	/bwEnoh/	adj.	'good; well'

The only type of the suprasegmented phoneme indicated in the phonemic notation of the main word entries is word stress, using the upper case for the vowel in the accented syllable.

Examples:

duda	/dUdah/	n.	'doubt'
duda	/dudAh/	v.	'to doubt'

3.1.3.1 The Phonemic Notation

Graphemic Symbol	Phonemic Notation
a	/ a /
b	/ b /
ch	/ ĉ /
d	/ d /
e	/ e /
g	/ g /
h	/ h /
i	/ i /
j	/ j /
k	/ k /
l	/ l /
ll	/ ʎ /
m	/ m /
n	/ n /
ñ	/ ñ /
ng	/ ŋ /
o	/ o /
p	/ p /
r	/ r /
s	/ s /
t	/ t /
u	/ u /
w	/ w /
y	/ y /
Glottal stop	/ q /
Word Accent	The vowel is typed in upper case

3.1.3.2 The Ct Vowel System

Ct has five vowel phonemes: a, e, i, o, u.

Examples:

risa	/risAh/	v.	'to curl the hair'
resa	/resAh/	v.	'to pray'
misa	/mIsah/	n.	'mass, a religious rite'
mesa	/mEsah/	n.	'table'
urna	/qUrnah/	n.	'urn'
orno	/qOrnoh/	n.	'oven'
luna	/lUnah/	n.	'moon'
lona	/lOnah/	n.	'canvas material'

However, certain pairs are found to be in free variation, and will be indicated. It will mean that both pronunciations are acceptable in Ct.

Examples:

ispiritu	/qispIrituh/ ~ /qespIrituh/	n.	'spirit'
suná	/sunAh/ ~ /sonAh/	v.	'to sound'

	Front	Central	Back
High	/i/		/u/
Mid	/e/		/o/
Low		/a/	

Chart 1. The Phonemic Chart of the Ct Vowel System

3.1.3.3 The Ct Consonant Phonemes

Ct has 21 consonantal phonemes. Like Tagalog, it includes the glottal stop /q/, the glottal fricative /h/, and the velar nasal /ŋ/. Included also are two distinctively Hispanic sounds, namely, the palatal lateral /ʎ/ and the palatal nasal /ɲ/. Unlike Tagalog, Ct has the voiceless affricate /tʃ/, and unlike Spanish, it has the voiced affricate /dʒ/.

The following minimal pairs illustrate the Ct consonants:

/p/ and /b/	paño	/pAño/	n.	'handkerchief'
	baño	/bAño/	n.	'bathroom'
	pala	/pAlah/	n.	'spade'
	bala	/bAlah/	n.	'bullet'
/t/ and /d/	tiya	/tIyah/	n.	'aunt'
	diya	/dIyah/	n.	'day'
/k/ and /g/	koko	/kOkoh/	n.	'coconut'
	gogo	/gOgoh/	n.	'native hair shampoo'
/k/ and /g/	kris	/krIs/	n.	'Moro sword with sharp, wavy blade'
	gris	/grIs/	n.	'grease'
/q/ and /h/	uga	/qugAq/	adj.	'shaky'

	huga	/hugAh/	v.	'to play'
/m/ and /n/	mama	/mAmah/	n.	'breast'
	nana	/nAnah/	n.	'mother'
/n/ and /ñ/	suná	/sunAh/	v.	'to sound'
	suña	/suñAh/	v.	'to dream'
/n/ and /ŋ/	nana	/nanAq/	n.	'pus'
	nganga	/ŋaŋAq/	v.	'to chew betel nut'
/l/ and /ʎ/	bela	/bElah/	n.	'sail'
	bella	/bElah/	n.	'Bella, a proper name'
	bela	/belAh/	v.	'to watch through the night'
	pella	/pełAh/	v.	'to quarrel'
/r/ and /ʎ/	pero	/pEroh/ /pEhroh/	n.	'dog'
	pelo	/pEloh/	n.	'hair'
/č/ and /j/	chip	/čIp/	n.	'chief; boss; leader'
	jip	/jIp/	n.	'jeep'
/r/ and /ʎ/	rega	/regAh/	v.	'to water, to sprinkle'
	llega	/ʎegAh/	v.	'to arrive'
/č/ and /s/	chubasko	/čubAskoh/	n.	'storm wind'
	subako	/subAkoh/	n.	'armpit'

	Labial	Labio-Dental	Dental	Alveolar	Palatal	Velar	Glottal
Stops	vl	/p/		/t/			/k/
	vd	/b/		/d/			/g/
Affricates	vl				/tʃ/		
	vd				/dʒ/		
Fricative Slit	vl		(/f/)				
	vd		(/v/)				
Groove	vl			/s/			
Nasal	vd	/m/		/n/	/ɲ/	/ŋ/	
	Lateral	vd		/l/	/ʎ/		
Tap/Trill	vd			/r/			
	Semivowels	vd	/w/		/y/		

Chart 2. The Phonemic Chart of the Ct Consonantal System

Note: The phonemes (/f/) and (/v/) are included here to represent the retention of such sounds in proper names from other source languages.

3.2 Cotabato Chabacano grammatical sketch

A grammatical sketch of Cotabato Chabacano is included in this volume to provide adequate information about the structure of the language so that the dictionary proper might serve its intended purpose of identifying this language as a PCS variant or dialect with a speech community of its own. The preparation of the sketch was motivated by the fact that PCS has neither a long tradition of linguistic work, nor has it ever been thoroughly documented as a variant or dialect of PCS.

3.2.0 Introduction

While the word is no measure for the full comprehension of any language, 'one cannot deny or oppose [its] existence ... as a tangible unit of language' (Lado 1948). The Ct word like the Zm word (Forman 1972) can be said to be either a particle, a full word, or a substitute.

For the purpose of this sketch the traditional classification of the parts of speech will be used and presented in the order of the following three-way general classification:

The particle, classified simply according to its positional function, includes the preposed and postposed particles. The nature of Philippine Spanish Creole, which employs grammatical devices other than those

which are found in the major Philippine languages, uses the particle to signal the tense-aspect of its verbs and the plural form of its nouns. Thus, the particle has a special function in the language.

The full word belongs to major stem-classes of the grammar itself, which include the verb, the noun, and the descriptive. In this sketch, the descriptive is classified as adjective, adverb, and intensifier.

Finally, the substitute is that which replaces or stands for any member of a given form class in the language. This will include the pronominal system, the interrogatives, the indefinitives, and the negatives.

This sketch will be ordered in the following manner:

- I. The Particles
 - a. The preposed particle
 - b. The postposed particle
- ii. The Verb
 - a. Types of verbs
 - b. The equivalent of inflectional processes
 - c. Derivations
- III. The Noun
 - a. Types of nouns
 - b. Inflectional categories
 - c. Derivations
- iv. The Descriptives
 - a. Types of descriptives
 - 1. Adjectives
 - 2. Adverbs
 - 3. Intensifiers
 - b. Chart of Ct descriptives
 - c. Inflection categories
 - d. Derivatives
- V. The Substitutes
 - a. The pronominal system
 - 1. Personal pronouns
 - 2. Deictic or demonstrative pronouns
 - 3. Interrogative, indefinite and relative pronouns
 - 4. Negatives

3.2.1 The Particle

The particles are a relatively small, delimitable set of unaffixable bound morphemes. In Ct they are subdivided according to the position they take in their relation to the main constituent of the structure in which they are found. They are either pre-position or post-position.

3.2.1.1 The Preposed Particles

The most common of preposed particles are the markers for tense and aspect in the verbal system, and the pluralizer in the nominal system. A small set of Spanish-source nouns, however, is inflected for number with the overt markers of *-s* and *-es*. In most cases, the common pluralizer *mga* is used instead of *-es* (see section 3.2.3.1.2 on The Noun).

Examples of Preposed Particles:

3.2.1.1.1 Tense-aspect particles (see section 3.2.2)

3.2.1.1.2 The pluralizer *mga* occurs in free variation with *mana* and *maga* (see section 3.2.3.1.2 The Noun).

3.2.1.1.3 Phrase markers:

de	<i>de</i> alla	'from there'
del	<i>del</i> kasa	'of the house'
di	<i>di</i> Juanito ese	'of (belonging to) Juanito'
el	<i>el</i> bata	'the child'
kon	<i>kon</i> su nana	'with his/her mother'
na	<i>na</i> dentro del kasa	'(directional) inside the house'
para	<i>para</i> el pyesta	'for the feast'
si	<i>si</i> kyere ele	'if he likes'

3.2.1.1.4 Clause markers:

asta	<i>asta</i> ya kansa sila	'until they became tired'
baka	<i>baka</i> hende mas sila llega	'they <i>might</i> not arrive anymore'
banda	<i>banda</i> na playa el paseyo	'somewhere at the shore is the stroll'
basta	<i>basta</i> no tu kore	'(as long as) you don't run'
kay	<i>kay</i> ya llura ele	'because he/she cried'
daw	<i>daw</i> mal tyempo	'(seems) the weather is bad'
kwando	<i>kwando</i> ay llama tu	'when you will call'
porke	<i>porke</i> ba kame pobre	'just because we are poor'
maskin	<i>maskin</i> grita sila	'(even if) they shout'

3.2.1.2 Postposed Particle

Most of the postposed particles are meaning modifiers and function like the English auxiliary verbs and adverbs. Examples:

ba	akel <i>ba</i>	'that one' (emphasis)
pa	nuway <i>pa</i>	'not yet'
ya	ya akaba <i>ya</i>	'it's finished <i>already</i> '
man	nuway <i>man</i>	'there's nothing, <i>really</i> ' (confirmatory or emphatic expression)
lang	dos <i>lang</i> sila	'two of them <i>only</i> '
gayot/gayud	bonita <i>gayot/gayud</i>	'very beautiful'
tamen	ya bene ya <i>tamen</i>	'come <i>again</i> '
	no <i>tamen</i>	'don't <i>please</i> ' (pleading, confirmatory expression)
sana	<i>kanta</i> sana ele	'(hope) he/she sings' (desiderative expression)
gale	ustedes <i>gale</i>	'it's you (pl), <i>I see</i> ' (surprise at discovery and confirming it with the expression)
gane	talla <i>gane</i>	'it's there' (emphatic)
ole	ase <i>ole</i>	'do it <i>again</i> '
kaha	taki ya <i>kaha</i>	' <i>must</i> be here already' (supposition)
anay	espera <i>anay</i>	'just wait'
era	toma sila <i>era</i>	'(it would be nice if) they'd drink' (desiderative)
daw	ay llega <i>daw</i>	'it will arrive, <i>it's said/it seems</i> '

daw while functioning as a preposed particle can also function in postposed position as in the preceding example.

3.2.2 The Verb

The verb is any stem which can occur with the temporal elements of the grammar. In Ct, these elements are the preposed particles which signal the tense-aspect features of the verb stem. They are:

ta	'present/durative'	(+ begun; – completed)
ya	'past/punctual'	(+ begun; + completed)
ay	'future'	(– begun)

Note: There is a postposed particle *ya* which means 'already' and should not be confused with the preposed temporal particle *ya*.

To describe the Ct V further, the V stem is classified in this sketch according to its language source and to the manner by which the V stem occurs in relation to the preposed temporal particles.

type V-1 consists of V stem from Spanish infinitives with the final *-r* deleted. With V stems under this classification, the tense-aspect features are signalled by the simple occurrence of the preposed temporal particles.

Examples:

cantar	'to sing'	Spanish infinitive
kanta	'to sing'	Ct V-1 stem
ta kanta	'sings';	'is singing'
ya kanta	'sang';	'was singing'
ay kanta	'will sing'	

type V-2 consists of V stems from Philippine source verbs and from English loan verbs. V stems under this classification take on obligatorily the overt prefix and verbalizing marker *man-* before the temporal particles are preposed. Thus, *tuktuk* 'to knock', usually referring to knocking at the door, a Philippine source verb, is formed into a Ct V-2 stem by prefixing *man-* to it. The result is *mantuktuk*. Only then are the temporal particles preposed: *ta mantuktuk*, *ya mantuktuk*, *ay mantuktuk*. The same process takes place with the English loan verb, *aplay* 'to apply'. *man-* is prefixed to form a Ct V-2 stem after which the temporal particles are preposed: *ta manaplay*, *ya manaplay*, *ay manaplay*. Ct V-2 cannot function without the verbalizing prefix *man-*, except in imperatives using preverb *ase*: *ase tuktuk* (imp). '(upu) knock'. It is unacceptable in the language to say: *ta tuktuk*, or *ya aplay*.¹

3.2.2.1 Verbal Inflection

Like most creole languages Ct lacks an inflectional morphology, thus the semantic functions which are ordinarily accomplished by the inflectional processes in the contact languages are accomplished by the use of certain functional devices. In the Ct verbal system these inflectional devices are the three particles marking tense and aspect, and three negative markers.

1. A note on imperative: In general, the verb stem (as discussed under Ct V-1 and V-2) in citation, forms the imperative. The occurrence of certain verbal manifestations which affect certain imperative forms will be discussed separately.

Tense and Aspect				
Imperative		V-1	bene	'come'
	man-	V-2	mantabas	'cut grass'
		V-2	man-enrol	'enroll'
FUTURE/ - begun	ay	V-1	ay baña	'will take a bath'
	man-	V-2	ay manpaspas	'will hurry'
		V-2	ay man-aplay	'will apply'
PRESENT DURATIVE/ + begun - completed	ta	V-1	ta durmi	'sleeps; is sleeping'
	man-	V-2	ta mantuktuk	'knocks; is knocking,
		V-2	ta mantreyn	'trains; is training'
PAST PUNCTUAL/ + begun + completed	ya	V-1	ya tapa	'covered'
	man-	V-2	ya mantisud	'slipped'
		V-2	ya manpas	'passed'

Chart 3. The Ct Verbal Inflection

3.2.2.2 Verbal Derivation

Derivations in the Ct verbal system involve three main processes, namely, the affixing of a small set of verbalizing affixes to full noun and descriptive stems, the reduplication of certain simple verb stems, and the stress shift to the right of simple noun stems.

3.2.2.2.1 The verbalizing affixes:

A. The Ct N stems and D stems behave like Ct V-2 stems when prefixed by the verbalizing marker, *man-*.

1a. *man-* + N stem

bote	/bOteq/	n.	'a small flat-bottomed boat, usually hand-paddled'
manbote	/manbOteq/	v.	'to go boating or to go sailing on a small flat-bottomed boat'

2a. *man-* + D stem

blando	/blAndoh/	adj.	'soft, tender'
manblando	/manblAndoh/	v.	'to become soft/tender'

B. The Ct V stems and D stems which have been verbalized with the prefix *man-* form reciprocal or associative derived verbs when suffixed with *-han/-an*.

1a. *man-* + V stem + *-han/-an*

alkansa	/qalkansAh/	v.	'to reach; to overtake'
manalkansahan	/manqalkansAhan/	v.	'to reach each other; to overtake each other'

2a. *man-* + D stem + *-han/-an*

alboroto	/qalborOtoh/	adj.	'noisy; boisterous'
manalborotohan	/manqalborotOhan/	v.	'to outdo each other in noise and boisterousness; to be noisy and boisterous among or by themselves'

C. A Ct D stem when prefixed by the compound verbalizer *manpa-* forms a verb that denotes pretense and connotes that something has to be or ought to be done in the context of an imperative or admonition.

1. mapwersa	/mapwErsah/	adj.	'strong, vigorous'
manpamapwersa	/manpamapwErsah/	v.	'to pretend to be strong; try to be strong; to show that one is strong'

3.2.2.2.2 Reduplication of certain V and D stems

The reduplication of certain V stems signals one of the following: intensification of the action; action takes place over an extended length of time; action that is performed casually or one that is not taken seriously.

A. Reduplicating V stems

aserka	/qaserkAh/	v.	'to approach; to go near'
aserka-aserka	/qaserkaqaserkAh/	v.	'to approach slowly or step by step or hesitantly'
hipa	/hipAh/	v.	'to pant'
hipa-hipa	/hipahipAh/	v.	'to appear to be panting heavily or laboriously'

B. Reduplicating V stems with *ki/-y* as a connective which intensifies the action.

raska	/raskAh/	v.	'to scratch an itchy area of the body'
raska ki raska	/raskakiraskAh/	v.	'to scratch and scratch'
raskay-raska	/raskayAskay/	v.	'to scratch at long stretches; to do nothing but scratch'
grita	/gritAh/	v.	'to shout'
grita ki grita	/gritakigritAh/	v.	'to shout long and loud'
gritay-grita	/gritaygritAh/	v.	'to shout and shout'

C. Reduplicating N stems and D stems prefixed by the compound *tampa-* form verbs denoting the condition of 'pretending to be'.

reyna	/rEynah/	n.	'queen'
tampareyna-reyna	/tampareynarEynah/	v.	'pretending to be queen'
kalyaw	/kalyAw/	adj.	'quiet; silent'
tampakalyaw-kalyaw	/tampakalyawkalyAw/	v.	'to pretend to be quiet; to pretend to be a quiet or silent one'

D. There are, however, Philippine source descriptives which are reduplicates in their original form, but do not occur in non-duplicate form. With the prefix *man-*, they form a derived verb (see section 3.2.2.2.1.A).

duha-duha	/duhadUhaq/	adj.	'hesitate; hesitant'
manduha-duha	/manduhadUhaq/	v.	'to go about hesitantly'
utay-utay	/qutayqUtay/	adj.	'slowly by stages'

manutay-utay /manqutayqUtay/ v. 'to go slowly by stages or step by step'

3.2.2.2.3 Stress shift to right in N stems and D stems:

A. Simple stress shift to right in N stems.

giya	/gIyah/	n.	'guide, referring to a person or an object like a manual or a signboard'
giya	/giyAh/	v.	'to guide'
plancha	/plAnčah/	n.	'flatiron'
plancha	/plančAh/	v.	'to press/iron clothes'

B. Stress shift to right with some vowel change in basically irregular Spanish source words.

hwego	/hwEgoh/	n.	'a game; a play; a set'
huga	/hugAh/	v.	'to play a game; to gamble'

C. Stress shift to right with some vowel change in D stems.

limpyo	/lImpyoh/	adj.	'clean; free from dirt'
limpya	/limpyAh/	v.	'to clean'
lleno	/lEnoh/	adj.	'full; filled'
llena	/lenAh/	v.	'to fill up'

3.2.3 The Noun

The Ct N is classified as a full word and is one of the major-stem classes of the language. There are two general types of Ct N manifested in its grammar, namely, Ct N-1, the proper nouns, and Ct N-2, the common nouns. Ct N-1a are proper names of persons such as Jose, Maria, Pedro, Rosa. Ct N-1b are proper names of places and proper names and titles other than N-1a such as: Cavite, Ternate, Zamboanga, UST, Pilosopiya. Ct N-2 are common terms.

Examples:

Ct N-1b Names of Days:

dominggo	/domInḡoh/	'Sunday'
sandey	/sAndey/	
lunes	/lUnes/	'Monday'
mandey	/mAndey/	
martes	/mArtes/	'Tuesday'
chusdey	/čUsdey/	
myerkoles	/myErkoles/	'Wednesday'
wenesdey	/wEnesdey/	
hwebes	/hwEbes/	'Thursday'
tersdey	/tErsdey/	
byernes	/byErnes/	'Friday'
praydey	/prAydey/	

sabado	/sAbadoh/	'Saturday'
satordey	/sAtordey/	

Names of Months:

enero	/qenEroh/	'January'
jenwari	/jenwArih/	
pebrero	/pebrEroh/	'February'
pebrari	/pebrArih/	
marso	/mArsob/	'March'
march	/mArç/	
abril	/qabrIl/	'April'
eypril	/qEypril/	
mayo	/mAyoh/	'May'
mey	/mEy/	
hunyo	/hUnyoh/	'June'
jun	/jUn/	
hulyo	/hUlyoh/	'July'
julay	/julAy/	
agosto	/qagOstoh/	'August'
ogos	/qOgos/	
septyembre	/septyEmbreh/	'September'
september	/septEmber/	
oktobre	/qoktÜbreh/	'October'
oktober	/qoktOber/	
nobyembre	/nobyEmbreh/	'November'
nobember	/nobEmber/	
disyembre	/disyEmbreh/	'December'
disember	/disEmber/	

Ct N-2 Color Names (which function as either n. or adj.):

koloraw	/kolorAw/	'red'
red	/red/	
asul	/qasUl/	'blue'
blu	/blUh/	
blangko	/blAŋkoh/	'white'
wayt	/wAyt/	

berde	/bErde/	'green'
grin	/grIn/	
amarillo	/qamarIloh/	'yellow'
yelo	/yEloh/	
eskarlata	/qeskarlAtah/	'scarlet-red'
iskarlet	/qiskArlet/	
negro	/nEgrob/	'black'
blak	/blAk/	
salmon	/salmOn/	'orange'
orenj	/qOrenj/	
chocolate	/čokolAteh/	'brown'
brawn	/brAwn/	

Numerals**Cardinal Numbers:**

uno	/qUnoh/	'one'
dos	/dOs/	'two'
trcs	/trEs/	'three'
kwatro	/kwAtroh/	'four'
singko	/sInkoh/	'five'
seys	/sEys/	'six'
syete	/syEteh/	'seven'
ocho	/qOčoh/	'eight'
nwebe	/nwEbeh/	'nine'
dyes	/dyEs/ ~ /jes/	'ten'
onse	/qOnseh/	'eleven'
dose	/dOseh/	'twelve'
trese	/trEseh/	'thirteen'
katorse	/katOrseh/	'fourteen'
kinse	/kInseh/	'fifteen'
dyesiseys	/dyesisEys/ ~ /jesisEys/	'sixteen'
dyesisyete	/dyesisyEteh/ ~ /jesisyEteh/	'seventeen'
dyesiocho	/dyesiqOčoh/ ~ /jesiqOčoh/	'eighteen'
dyesinwebe	/dyesinwEbeh/ ~ /jesinwEbeh/	'nineteen'
beynte	/bEynteh/	'twenty'
treynta	/trEyntah/	'thirty'

kwarenta	/kwarEntah/	'forty'
singkwenta	/sinjkwEntah/	'fifty'
sesenta	/sesEntah/	'sixty'
setenta	/setEntah/	'seventy'
ochenta	/qoĉEntah/	'eighty'
nobenta	/nobEntah/	'ninety'
syen/syento	/syEntoh/	'hundred'
dos syentos	/dosyEntos/	'two hundred'
tres syentos	/tresyEntos/	'three hundred'
kwatro syentos	/kwatrosyEntos/	'four hundred'
kinyentos	/kinyEntos/	'five hundred'
seysyentos	/seysyEntos/	'six hundred'
syetesyentos	/syetesyEntos/	'seven hundred'
ochosyentos	/qoĉosyEntos/	'eight hundred'
nwebesyentos	/nwebesyEntos/	'nine hundred'
mil/un mil	/mIl/; /qunmIl/	'thousand, one thousand'

Ordinal Numbers (which function as adj.)

primero	/primEroh/	'first'
ika-uno	/qikaqUnoh/	
segundo	/segUndoh/	'second'
ika-dos	/qikadOs/	
tersero	/tersEroh/	'third'
ika-tres	/qikatrEs/	
kwatro	/kwAtroh/	'fourth'
ika-kwatro	/qikakwAtroh/	
kinto	/kIntoh/	'fifth'
ika-singko	/qikasInkoh/	
seksto	/sEkstoh/	'sixth'
ika-seys	/qikasEys/	
septimo	/sEptimo/	'seventh'
ika-syete	/qikasyEteh/	
oktabo	/qoktAbo/	'eighth'
ika-ocho	/qikaqOĉoh/	
nobeno	/nobEnoh/	'ninth'
ika-nwebe	/qikanWEbeh/	
desimo	/dEsimoh/	'tenth'
ika-dyes	/qikadyEs/	

Kin Terms:

tata	/tAtah/	'father'
nana	/nAnah/	'mother'
anak	/qanAk/	'child'
ermano	/qermAnoh/	'brother'
ermana	/qermAnah/	'sister'
tiyo	/tIyoh/	'uncle'
tiya	/tIyah/	'aunt'
primo	/prImoh/	'cousin' (masc)
prima	/prImah/	'cousin' (fem)
lolo	/lOlOh/	'grandfather'
lola	/lOlAh/	'grandmother'
apu	/qapUq/	'grandchild'
sobрино	/sobrInoh/	'nephew'
sobrina	/sobrInah/	'niece'
kuñaw	/kuñAw/	'brother-in-law'
kuñado	/kuñAdoh/	'brother-in-law'
kuñada	/kuñAdah/	'sister-in-law'
yerno	/yErnoh/	'son-in-law'
yerna	/yErnah/	'daughter-in-law'

3.2.3.1 Noun Inflection

The inflectional processes of the Ct Noun are limited. There are certain affixes occurring with Ct N stems which signal nonpredictable sub-sets of gender, number, and cases.

3.2.3.1.1 Gender

As a general rule in Ct, gender is not marked for masculine and feminine as in Spanish. There are instances, however, when the overt markers occur, *-a* for feminine and *-o* for masculine.

Examples:

maystro	/mAystroh/	'male teacher'
maystra	/mAystrah/	'female teacher'
lolo	/lOlOh/ ~ /lOlOq/	'grandfather'
lola	/lOlAh/ ~ /lOlAq/	'grandmother'
komprador	/kompradOr/	'male buyer'
kompradora	/kompradOrAh/	'female buyer'

3.2.3.1.2 Number

The overt Ct pluralizer is a preposed particle of Philippine origin *mga* with variants of *maga* and *mana*. When preposed to an N stem, it signals plurality.

Examples:

bata	/bAtaq/	n.	'child'
mga bata	/maɲabAtaq/	n.	'children'

kasa	/kAsah/	n.	'house'
mga kasa	/majakAsah/	n.	'houses'

There is, however, an occurrence in Ct N-2 of a limited set with non-predictable inflection for number. There are N stems derived from Spanish which are marked for plural in the Spanish form by *-s/-es*. Pluralization of such N stems with *mga* results in a redundancy of pluralizers.

Examples:

besino	/besInoh/	n.	'neighbor'
mga besino	/majabesInoh/	n.	'neighbors'
besinos	/besInos/	n.	'neighbors'
mga besino	/majabesInos/	n.	'neighbors'

Certain Spanish-derived N stems ending in final *-s* take the marker *mga* for pluralization.

Examples:

gastos	/gAstos/	n.	'expense/expenses'
mga gastos	/majagAstos/	n.	'expenses'

3.2.3.1.3 Cases

In general the case markers, which signal in approximation the tri-partite system of the major Philippine languages, determine the syntactic function of the Ct noun in N phrases and clauses.

The Ct case markers +

el	+ definite	si	+ definite
	- unique		+ unique
	+ NOM		+ NOM
	- DAT		- DAT
	- GEN		- GEN
na	+ definite	kon	+ definite
	- unique		+ unique
	+ DAT		+ DAT
	- GEN		- GEN
	- NOM		- NOM

del	+ definite	di	+ definite
	- unique		+ unique
	+ GEN		+ GEN
	- NOM		- NOM
	- DAT		- DAT

Examples:

NOM	<i>el bata</i>	'the child'
	<i>si Pedro</i>	'Pedro'
DAT	<i>anda na eskwela</i>	'go to (the) school'
	<i>dale kon Pedro</i>	'give to Pedro'
GEN	<i>bentana del kasa</i>	'window of the house'
	<i>kasa di Pedro</i>	'house of Pedro'

3.2.3.2 Noun Derivations

Derivations in the Ct nominal system involve several processes, namely:

1. The addition of certain prefixes to N stems and D stems.
2. The addition of a number of suffixes to N stems, D stems or V stems.
3. The reduplication of N stems.
4. The compounding of N stems.
5. The combination of V and N stems.

a. *mag-* with kin terms and human relation terms would signify an identification as a related class or group.

Examples:

ermano	/qermAnoh/	n.	'brother'
mag-ermano	/magermAnoh/ ~ /magqermAnoh/	n.	'brothers, referring to two or more individuals who are identified as brothers'
primo	/prImoh/	n.	'cousin'
mag-primo	/magprImoh/	n.	'cousins, referring to two or more individuals who are identified as cousins'
amigo	/qamIgoh/	n.	'friend'
mag-amigo	/magamIgoh/ ~ /magqamIgoh/	n.	'friends, referring to two or more individuals identified as friends'

b. *paka-* with D stems signifies the state, quality or characteristic.

kuriput	/kurIput/	adj.	'overly thrifty'
pakakuriput	/pakakurIput/	n.	'state or quality of being overly thrifty'
alto	/qAltoh/	adj.	'tall'
paka-alto	/pakaqAltoh/	n.	'height; tallness'

c. *-ista* suffixed to an N stem signals the class meaning of one who practices, one who is a follower or believer, an expert, a specialist. This also occurs with the dropping of the final vowel.

makina	/mAkinah/	n.	'machine; engine'
makinista	/makinIstah/	n.	'a mechanic; one who handles or manipulates a machine or engine'
kwento	/kwEntoh/	n.	'story'
kwentista	/kwentIstah/	n.	'storyteller; one who is fond of telling stories'

d. The gender-marked suffix *-ero* (masculine) and *-era* (feminine) signal the class meaning of persons with a particular occupation or personality. A derived N is formed when the suffix is added to a D stem.

hambug	/hambUg/	adj.	'boastful'
hambugero/a	/hambugErah/fem /hambugEroh/masc	n.	'a braggart'

When the suffix is added to a V stem:

kusina	/kusinAh/	v.	'to cook'
kusinero/a	/kusinEroh/masc /kusinErah/fem	n.	'cook'

When the suffix is added to an N stem with a change of some vowels:

tyenda	/tyEndah/	n.	'store'
tindero/a	/tindEroh/ /tindErah/	n.	'salesman' 'saleswoman'

e. *-dor/-dora* added to V stems signal class meaning of occupation or of personality characteristics; also of instrumentality.

abri	/qabrIh/	v.	'to open'
abridor/a	/qabridOr/ /qabridOra/	adj. & n.	'opener' (bottle or can); one who opens'
limpya	/limpyAh/	v.	'to clean'
limpyador/a	/limpyadOrah/	adj. & n.	'one who cleans; cleaning man; cleaning woman'

f. *-on/-ona* added to V stems present personality characteristics.

grita	/gritAh/	v.	'to shout'
griton/a	/gritOn/masc /gritOnah/fem	adj. & n.	'one who shouts; shouter'

g. Certain V stems take *-lon/lona* which designates class meaning as the preceding f.

durmi	/durmIh/	v.	'to sleep'
durmilon/a	/durmilOn/masc /durmilOnah/fem	n. & adj.	'sleepyhead, always sleepy'

h. In the case of a V stem suffixed by *-nte/-ente*, the derived N is classed as instrument or instrumentality.

durmi	/durmIh/	v.	'to sleep'
durmyente	/durmyEnteh/	adj. & n.	'a place or surface for sleeping'

i. Certain N stems are suffixed with either *-on*, *-un* or *-in* to form a class meaning of such-and-such personality characteristic without differentiation of gender.

labyo	/lAbyoh/	n.	'lip(s)'
labyon	/labyOn/	adj. & n.	'one with prominent lips'
laway	/lAway/	n.	'saliva'
lawayin	/lawAyin/	adj. & n.	'one who drools or salivates'

j. Simple N stems form the diminutive with the suffixes *-ito*, *-ita*, and *-illo*, *-illa*.

kasa	/kAsah/	n.	'house'
kasita	/kasItah/	n.	'little house'
mekate	/mekAteh/	n.	'rope'
mekatillo	/mekatIloh/	n.	'small-sized rope; string'

k. *-an* added to certain N stems or V stems or to some stems of indeterminate class, form a class signifying the aggregate, the locative, the instrumental, or an activity.

saging	/sAgin/	n.	'banana'
sagingan	/sagInan/	n.	'banana grove'
mais	/maqIs/	n.	'corn'
maisán	/maqIsan/	n.	'cornfield'

l. Reduplication of N stems give the meaning of something less than the real.

kasa	/kAsah/	n.	'house'
kasa-kasa	/kasakAsah/	n.	'toy house; play house'
karo	/kAroh/	n.	'cart'
karo-karo	/karokAroh/	n.	'toy cart'

m. Combination of N stems conjoined with *-Y*.

pwerko	/pwErkoh/	n.	'pig'
monte	/mOnteh/	n.	'mountain; wilderness'
pwerkoy-monte	/pwerkoymOnteh/	n.	'wild pig'
ida	/qIdah/	n.	'act of going'
bwelta	/bwEltah/	n.	'return'
iday-bwelta	/qidaybwEltah/	n.	'roundtrip; back and forth'

n. Combination of a V stem and an N stem.

abri	/qabrIh/	v.	'to open'
lata	/lAtah/	n.	'can; tin'
abrilata	/qabrilAtah/	n.	'can opener'
korta	/kortAh/	v.	'to cut'
pluma	/piUmah/	n.	'pen'
kortapluma	/kortaplUmah/	n.	'penknife'

3.2.4 The Descriptive

In general, the Ct descriptives are full words which are divided into three sub-classes, namely:

D-1, the adjective, which modifies nouns.

D-2, the adverb, which modifies verbs and other descriptives

D-3, the intensifier, a post-descriptive particle, which modifies both adjectives and adverbs.

D-3	D-2	V	D-1	N	Gloss
Intensifier	Adverb	Verb	Adjective	Noun	
ke			alto	kasa	'how' 'tall house'
			limpyo	mano	'clean hand'
			kupus	dedo	'shrunken finger'
byen					'very'
	resyo	kanta			'sing loudly'
	pwerte	grita			'shout loudly/ much'
	despasyo	kamina			'walk slowly'
mas					'more'
	masyaw				'too much' (quality)
	masyaw		muchu		'too much' (quantity)
	masyaw		mucho	peskaw	'too much fish'

Chart 4. The Ct Descriptives

Formulas

D-1 + n	alto kasa	'tall house'
D-2 + v	resyo kanta	'sing loudly'
V + D-2 + D-2	grita masyaw pwerte	'shout very strongly (loudly)'
D-2 + D-1	masyaw limpyo	'very clean'
D-2 + D-2 + V	masyaw pwerte grita	'shout very loudly'
D-2 + D-1 + N	masyaw kulut pelo	'very curly hair'
D-3 + D-1 + N	ke kupus dedo	'how shrunken the finger'
D-3	byen	'very'
D-3 + D-2 + V	mas despasyo kamina	'more slow the walking'

3.2.4.1 Inflection

A limited number of descriptives are inflected for *gender* and *number*. In most cases these occur in idiomatic expressions.

Examples:

muchas grasyas	/mučas grasyas/	'many thanks'
raras okasyones	/rarasokasyOnes/	'rare occasions'

kwentas klaras	/kwentasklAras/	'clear accounts'
bwenas noches	/bwenasnOčes/	'good evening; good night'

A small set of short-form adjectives have the Spanish markers for masculine or feminine in free variation.

Examples:

mal/malo kabesa	/mAl/ or /malokabEsah/	'hot-headed'
mal/malo henyó	/mAl/ or /malohEnyoh/	'bad-tempered'
gran/grande boka	/grAn/ or /grandebOkah/	'big-mouthed'
gran/grande techo	/grAn/ or /grandetEčoh /	'big-roofed'
bwen/bweno intensyon	/bwEn/ or /bwenoqintensyon/	'well-intentioned'
bwen/bweno ombre	/bwEn/ or /bwenoqOmbreh/ or /bwenOmbreh/	'good man'

3.2.4.2. Derivations

Adjectival derivation occurs when certain prefixes and suffixes are added to some full-word stems.

1. The three most common adjectivalizing prefixes are:

ma-, *maka-*, and *pa-*.

The prefix that is highly productive is *ma-*, which carries with it the meaning of quality or characteristic. The prefix *maka-* carries a causative meaning; while *pa-* produces a meaning of direction or a directional manner.

a. *ma-* + N stem

pyedra	n.	'stone'
mapyedra	adj.	'stony; full of stones'
dyente	n.	'tooth'
madyente	adj.	'toothy; full of teeth'
kalawang	n.	'rust'
makalawang	adj.	'rusty'

b. *ma-* + derived N stem with *-da*

mira	v.	'to look; to see'
mirada	n.	'manner of looking'
mamirada	adj.	'full of ways or manner of looking'

c. *ma-* + derived N stem with *-dad*

umilde	adj.	'humble'
umildad	n.	'virtue of humility'
ma-umildad	adj.	'full of the virtue of humility'

d. *ma-* + derived N stems with *-syon*

tenta	v.	'to tempt'
tentasyon	n.	'temptation'
matentasyon	adj.	'full of temptation'

e. *maka* + V stem

bringka	v.	'to jump'
makabringka/ makabringkar	adj.	'causes one to jump'

f. *maka* + N stem

risas	n.	'laughter'
makarisas	adj.	'laughable; funny'

g. *maka-* + D stem (adj.)

bungul	adj.	'deaf'
makabungul	adj.	'deafening; causes one to be deaf'

h. *pa-* + D stem (adv.)

apwera	adv.	'outside'
pa-apwera	adv.	'outward'

2. Suffixes, which may be added to certain word stems to form derived descriptives are: *-w*, *-da*, *-do*, *-esa*, *-oso*, *-mente*, *-hin/-in*, *-tiba*, *-tibo*, *-isko*.

a. Several Ct V-1 with *-a* are formed into derived descriptives with the addition of *-w*.

saka	v.	'to get; to take'
sakaw	adj.	'gotten; taken'
trangka	v.	'to lock'
trangkaw	adj.	'locked'

b. Noun N stems are likewise derived descriptives with the addition of *-aw/-w*.

agwa	n.	'water'
agwaw	adj.	'watery'

c. Some color terms are formed into derived descriptives with the addition of *-aw/-w*.

asul	n./adj.	'blue'
asulaw	adj.	'bluish'

d. Some words, which have a double function as a descriptive and as a noun, have a masculine form for (*-w*) and feminine form for (*-da*).

eduka	v.	'to educate'
edukada	n./adj.	'educated woman'
edukaw	adj.	'educated; educated man'

- e. Ct V-1 stems with *-i* and *-e* when suffixed by *-da/-do* form a derivative meaning is how a thing or a person is affected.

komberti	v.	'to convert'
kombertida/do	adj.	'converted' (fem/masc)
eskohe	v.	'to choose'
eskohida/do	adj.	'chosen' (fem/masc)
perde	v.	'to lose'
perdida/do	adj.	'lost' (fem/masc)
disidi	v.	'to decide'
disidida/do	adj.	'decided' (fem/masc)

- f. *-oso* + N stem

mentira	n.	'lie'
mentirosa/so	adj.	'liar' (fem/masc)
duda	n.	'doubt'
dudosa/so	adj.	'doubtful' (fem/masc)

- g. *-mente* + D stem

libre	adj.	'free'
libremente	adv.	'freely'
pasil	adj.	'easy'
pasilmente	adv.	'easily'

- h. *-in/-hin* + V stems and D stems

tikas man-	v.	'to cheat in a game'
tikasin	adj.	'cheater'
maluya	adj.	'weak'
maluyahin	adj.	'state of being weak'

- i. *-tibo* + V stem

deha	v.	'to leave'
dehatiba/o	adj.	'prone to leave things behind because of carelessness (fem/masc)'
bengga	v.	'to revenge'
benggatiba/o	adj.	'revengeful' (fem/masc)

- j. *-isko* + color terms

blangko	n./adj.	'white'
blangkisko	adj.	'whitish'

k. *-isko* + N stem

mar	n.	'sea'
marisko	adj.	'pertaining to the sea'

3. Doubling is another device for the derivation of descriptives. Often a doubled descriptive functions as an adverb bearing either an intensified or **diminished** meaning.

a. Doubling of N stem

tumpuk	n.	'a grouping; a pile'
tumpuk-tumpuk	adj.	'by groups; by piles'
kasa	n.	'house'
kasa-kasa	adj.	'semblance of a house'

b. Doubling of D stem

grande	adj.	'big'
grande-grande	adj.	'very big; big ones'
duro	adj.	'hard; difficult; stiff'
duro-duro	adv.	'quite hard or difficult or stiff'
pronto	adj.	'fast; hurried'
pronto-pronto	adv.	'hurriedly'

c. Doubling of *ma-* descriptives, except that the prefix is not part of the doubling.

mapilit	adj.	'sticky'
mapilit-pilit	adj.	'somewhat sticky'
mapurul	adj.	'blunt'
mapurul-purul	adj.	'somewhat blunt'

d. Doubling of *-w* descriptives

This occurs either with the complete reduplication of the whole stem and the suffix or with only the doubled feature retaining the suffix. Both cases are variants of the same descriptive.

kurtaw	adj.	'cut; cut up'
kurtaw-kurtaw ~ kurta-kurtaw	adj.	'cut up into pieces'
apura	adj.	'in a hurry'
apuraw-apuraw ~ apura-apuraw	adj.	'hurried; hurriedly'

e. Doubling of numbers of days and of the time of day.

dos-dos	adv.	'by twos; two by two'
ocho-ocho	adv.	'by eights; in groups of eight'
lunes-lunes	adv.	'every Monday; on Mondays'
noche-noche	adv.	'nightly; every night'

3.2.5 The Substitutes

A substitute is a linguistic form which under certain conventional circumstances replaces any one of a class of linguistic forms (Bloomfield 1933; Hockett 1958).

In Ct the following are classified as substitutes:

Subs-1: The Pronominal System

Subs-1a Personal Pronouns

Subs-1b Demonstrative or Deictic Pronouns

Subs-1c Interrogatives and Indefinite or Relative Pronouns

Subs-2: The Negatives

3.2.5.1 The Pronominal System

The Personal Pronouns:

The Personal pronouns are divided into three syntactically-determined forms, namely,

The *si*-type: substitute for the *si* marker plus a personal name.

The *di*-type: substitute for the *di* marker plus a personal name.

The *kon*-type: substitute for the *kon* plus a personal name.

3.2.5.1.1 A Chart of Ct Personal Pronouns

Person	SI-TYPE		KON-TYPE		DI-TYPE	
	- plural	+ plural	- plural	+ plural	- plural	+ plural
1 st	yo	kame	komigo	kanamon	dimiyo	de-amon
		kita		kanaton		de-aton
		(dual)		(dual)		(dual)
2 nd	tu	ustedes	kontigo	konustedes	dituyo	de-ustedes
	uste		konuste		deustedes	
	ebos	kamo	kombos	kaninyo	debos	di-inyo
3 rd	ele	silá	konele	kanila	disuyo	di-ila

Chart 5. The Ct Personal Pronouns

3.2.5.2 The Deictic or Demonstrative Pronouns

The deictic pronouns substitute for common nouns and noun phrases with common nouns at their center. The types are:

The *el*-type, which substitutes for *el* phrases.

The *di*-type, which substitutes for *de di/del* phrases.

The *kon*-type, which substitutes for *kon* phrases as well as *kon-el/konel* phrases.

The *na*-type, which substitutes for *na*-phrases of location.

3.2.5.1.2 A Chart of Ct Deictic or Demonstrative Pronouns

EL-TYPE		DI-TYPE		KON-TYPE		NA-TYPE
- plural	+ plural	- plural	+ plural	- plural	+ plural	
este	este mga	deste	deste mga	koneste	koneste mga	aki
	estos		estos		konestos	
ese	ese mga	dese	dese mga	konese	konese mga	alli
	esos		desos		konesos	
akel	akel mga	dekel	dedel mga	konakel	konakel mga	alla
	akellos		dekellos		konakellos	

Chart 6. The Ct Deictic or Demonstrative Pronouns

3.2.5.3 The Interrogative and Indefinite or Relative Pronouns

The interrogative pronouns substitute for question phrases, and are also divided into three syntactically-determined forms. In most cases, the interrogative pronouns also function as indefinite or relative pronouns, with the same syntactically-determined forms.

Other interrogatives are those that substitute for question phrases of location, time, quality, manner, and of reason or explanation.

Several of the interrogative pronouns can occur alone or with postposed particles as in an interrogative sentence.

3.2.5.3.1 A Chart of Ct Interrogative and Indefinite or Relative Pronouns

Type	Interrogative	Indefinite/relative
si-type	kyen 'who'	kyen 'someone'
di-type	dikyen 'whose'	dikyen 'someone's'
kon-type	konkyen 'whom'	konkyen 'whom'
el-type	kosa 'what'	kosa 'something'
di-type	dekosa 'of what/which'	dekosa 'of what/which'
kon-type	konkosa 'with what/which'	konkosa 'with what/which'
na-type	donde 'where' (movable referents)	donde 'some place'
	onde 'where' (unmovable referents)	onde 'where'
time-q	kwando 'when'	kwando 'some time'
quantity-q	kwanto 'how many' 'how much'	kwanto 'so many/much'
manner-q	(pa) kemanera (pa) kelaya 'how' (pa) kemodo (pa) kichura	(pa) kemanera (pa) kelaya 'how' (pa) kemodo (pa) kichura
reason or explanation-q	porke 'why'	porke 'why'
state-q (especially of health)	ketal 'how are you'	ketal 'how'

Chart 7. The Ct Interrogative and Indefinite or Relative Pronouns

3.2.5.4 The Negatives

There are three negative words in Ct; they are *no*, *hende*, and *nuway*.

no occurs with the imperative.

hende occurs with the Future Tense (- begun) form of the verb as well as the present or durative form of the verb (+ begun, - completed) together with their respective tense-aspect markers. The tense-aspect marker may also be deleted.

nuway occurs with the Past or Punctual form of the verb (+ begun, + completed) with the tense-aspect marker deleted.

3.2.5.4 Chart of the Ct Negatives

Imperative	no + V-1 no + V-2 ^{Ph} no + V-2 ^{Eng}	no bene no mantabas no man-enrol	'don't come' 'don't cut grass' 'don't enroll'
Future -begun	hende + V-1 hende + V-2 ^{Ph} hende + V-2 ^{Eng}	hende (ay) (Ø) baña hende (ay) (Ø) manpaspas hende (ay) (Ø) mantreyn	'won't take a bath' 'won't go speeding' 'won't train'
Present/ Durative + begun -completed	hende + V-1 hende + V-2 ^{Ph} hende + V-2 ^{Eng}	hende ta bayla hende ta mantuktuk hende ta manaplay	'is not dancing' 'is not knocking' 'is not applying'
Past/ Punctual + begun + completed	nuway Ø V-1 nuway Ø V-2 ^{Ph} nuway Ø V-2 ^{Eng}	nuway llama nuway manlaga nuway manpas	'didn't call' 'didn't boil' 'didn't pass'

Chart 8. The Ct Negative

3.2.5.4.2 In Ct, aside from the three negative words there are those which substitute certain negative phrases. They are displayed in the following chart:

Negative Substitute	Substituting For Phrases	Answering
ninguno nadye ni nuway kyen	'no one'	si-type q
nada nuway kosa ni nuway kosa	'nothing'	si-type q
nungka	'never'	time or manner q

Chart 9. The Ct Negative Substitutes

3.2.6 A Summary of Ct Affixes in the Process of Various Derivations

I. For Verbal Derivation

A. Prefixes:

man-

manpa-

B. Suffixes:

-an/han

ii. For Noun Derivation

A. Prefixes:

mag-

paka-

B. Suffixes:

-ista *-nte/-ente*

-era/-ero *-on/-un/-in*

-dor/-dora *-illa/-illo*

-on/-ona *-an*

-lon/-lona

III. For Descriptive Derivations

A. Prefixes:

ma-

maka-

pa-

B. Suffixes:

-a/-aw

-da/-do

-osa/-oso

-mente

-in/-hin

-tiba/-tibo

-isko

3.3 Abbreviations used in the Dictionary

Dialects of Philippine Creole Spanish

PCS	Philippine Creole Spanish
MBC	Manila Bay Creole
SMC	Southern Mindanao Creole
CT	Cotabato Chabacano
CV	Cavite Chabacano
TR	Ternate Chabacano
ZM	Zamboanga Chabacano

Language Source of Lexical Items

Sp	Spanish
Eng	English
Tag	Tagalog
Ceb	Cebuano
Hil	Hiligaynon

Loc	Unclassified Philippine Source
Oth	Unclassified Foreign Source

Nature of Usage

Op	Optional
Rr	Rare
Var	Variant (i.e., Ct, Cv, Tr, and Zm are mutually intelligible even among speakers who have no special language training)

Grammatical Features

adj	adjective
adv	adverb
art	article
conj	conjunction
emph	emphasis
exp	expletive (obscenity)
gen	genitive
imp	imperative
inten	intensifier
interr	interrogative
interj	interjection
n	noun
nom	nominative
num	numerical
part	particle
prep	preposition
pro	pronoun
q	question
quant	quantifier
v	verb
masc	masculine
fem	feminine

Symbols

do	Perfect correspondence with the Ct main word entry (in the run-in contrastive data of the dictionary).
x	Lacking an equivalent of the Ct lexical entry (in the run-in contrastive data of the dictionary).
/	Indicates the loss of the following letter, that is, of the phoneme preceding the suffix.
//	Encloses phonemic notation.
-	See Section 3.1.2 for uses of the hyphen.
V	uppercase vowel indicates stressed syllable.

3.4 The Order of Entries

The order of lexicographic entries in this dictionary is arranged in the following manner:

1. Alphabetic basic word entry.

The basic word entry of the dictionary is derived from a Master List of Ct common core vocabulary.

The entries are in alphabetical order and are either base words or derivatives.

Only affixes of unpredictable derivations will be entered immediately after a base word.

2. Phonemic Transcription.

Immediately following the main word entry is the phonemic notation of the word, enclosed in slashes. In the case of derivatives which will be indicated by affixes, as mentioned above, a complete phonemic transcription will be entered.

Free variants among phonemes are indicated with a tilde (~) between the variants of the words concerned. The variants in first position signify the order of preference of a native speaker.

3. Parts of Speech.

The main word entry is identified according to its syntactic function, immediately after the phonemic transcription. When Ct V-2 are entered, the verbalizing prefix will be indicated immediately after the phonemic transcription, but before the part of speech is entered.

While gender is not ordinarily marked in Ct, there are unpredictable occurrences of overt markers which emerge. Most often, however, such gender markers remain optional. This will be duly indicated whenever the case arises.

Please refer to List of Abbreviations (see section 3.3).

4. Language Source.

Enclosed in parentheses is the abbreviation for language source. This section provides less the etymological data than the information for languages in contact.

Please refer to List of Abbreviations (see section 3.3).

5. Glosses and Definitions.

Whenever possible, the meaning of the lexical entry is given in the closest possible equivalent or gloss in English.

A phrase or a whole sentence is given when there is a further need for a definition. It is always the aim of the gloss and/or definition to be direct, simple and brief.

For further information on meaning discrimination employed in this dictionary, please refer to Appendix C.

6. Run-In Entries.

The first type of sub-entry comes in the form of verbal illustration or explanation. Whenever English, the tool language, cannot approximate the meaning of the main word entry, there is a real need for a verbal illustration. Such explanation or verbal illustrations are also used for demonstrating particular differences in the usage of a word or term.

The second type of sub-entry represents significant lexicographic data in this composite dictionary of PCS.

This section is to reflect whether or not there is a perfect pattern of correspondence on the level of form and meaning between Ct and any one or all of the other PCS variants.

When an observable contrastive difference is noted and when a lexical entry of a particular PCS variant needs a further verbal explanation, this will be done minimally. However, the phonemic transcription of the items from the other PCS lexicons will be provided.

3.5 Sampling of Dictionary Entry

The following is a random sampling of some dictionary entries for illustrative purposes:

- empesa** /qempesAh/ v (Sp) To begin; to start. CV *prinsipya* /prinsipyAh/ TR *prinsipya* /prinsipyAh/ also *empesa* ZM *prinsipya* /prinsipyAh/ also *empesa*.
 -da /qempesAdah/ n (Sp) Manner of beginning or starting. CV x TR x ZM do
 -w /qempesAw/ adj (Sp) Begun; started. CV do TR do ZM do
- gordo** /gOrdoh/ masc adj (Sp) Fat; obese; stout. CV *goldo* /gOldoh/ TR *goldu* /gOlduq/ ZM do
- ilo** /qIlloh/ n (Sp) Thread. CV *algodon* /galgodOn/ TR *panahi* /panahIq/; *hiñu* /hIlñuq/ ZM do
- ladra** /ladrAh/ v (Sp) To bark. CV do TR do ZM do
 -da /ladrAdah/ n (Sp) Act or manner of barking. CV x TR x ZM do
 -w /ladrAw/ adj (Sp) Barked. CV do TR do ZM do
- laman** /lamAn/ n (Sp) Flesh; content. CV do TR do ZM do
- lubi** /lUbiq/ n (Loc) Grated coconut used for hair shampoo. CV x TR x ZM x
- machaka** /mačakAh/ v (Sp) To crumple. *Ya machaka papel.* 'Crumpled the paper.' CV do TR *machuka* /mačukAh/
 -da /mačakAdah/ n (Sp) Act or manner of crumpling. CV x TR x ZM do
 -w /mačakAw/ adj (Sp) Crumpled. *Machakaw el ropa.* 'The dress is crumpled.' CV do TR *machukaw* /mačukAw/ ZM do
 -w /mačakAw/ n (Sp) Sweetened toasted bread. CV do TR do ZM do
- mama** /mAmAq/ *man-* v (Loc) To chew betel nut. Var of *maska*. CV *maska* /maskAh/ TR *maska* /maskAh/ ZM *maska* /maskAh/
 -an /mamaqAn/ n (Loc) A set of containers, usually made of brass, to hold the ingredients for chewing betel nut. Var of *buyu-an*. CV *basket de buyu* /basket de bUyuq/ TR *maskadera* /maskadErah/ ZM *buyu-an* /buyuqAn/
- nars** /nArs/ n (Eng) Nurse. CV do TR do ZM do
- nibera** /nibErah/ n (Sp) Icebox. CV *nebera* /nebErah/ TR *nebera* /nebErah/ ZM *nyebera* /nyebErah/
- notbuk** /nOtbuk/ n (Eng) Notebook. CV *kwaderno* /kwadErnoh/ TR do ZM do