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VERBAL AFFIXES OF VARIETIES OF FILIPINO IN DIALECT CONTACT SITUATIONS: TOWARDS A FILIPINO KOINE
(A Doctoral Dissertation)

MARIETTA REYES-OTERO
Ph. D. in Education (Language Education)
UP College of Education, 1996

The aim of this study is to determine the emerging patterns of verbal affixes used as focus and aspect markers in Filipino, currently used by non-native speakers of mutually intelligible dialects of the language as they interact orally in dialect-contact situations. This is based on the assumption advanced by Trudgill (1986) that when speakers of mutually intelligible dialects emerge in face-to-face oral interaction, a new amalgamated variety called koine is gradually evolved over time under conducive sociolinguistic conditions such as prolonged contact with growth of economic and social intercourse.

This process of contact-induced change called koineization undergoes three phases beginning from mixing of variants to leveling with the reduction of alternatives and finally to simplification which is characterized by loss of inflections and lexical transparency.

Subjects of this study consisted of 114 adult non-native speakers of Filipino from 9 ethnolinguistic groups namely - Ilocano, Pangasinense, Kapampangan, Bicolano, Cebuano, Hiligaynon, Waray, Maguindanao, and Tausog.

Samples of their oral language in Filipino used in identified dialect-contact situations including TV talk shows, university faculty academic council meetings, summer teacher-training seminar workshops, informal faculty exchanges and natural conversation among students were tape-recorded and analyzed in order to determine and describe the emerging pattern of verbal affixes used as focus and aspect markers reflecting recursive phases of the process of koineization as well as the strategies of modification employed.

The data yielded a random mix of 236 variants. From the mixing of these variants, the phase of leveling occurred and revealed 6 emerging patterns which varied from the norm with a frequency occurrence of 86. These are:

1. MAG- used in lieu of the norm -UM-, NAG-, and MAG with reduplication
2. NAG- used in lieu of -UM- and NAG- without reduplication
3. NA- with reduplication in lieu of NA- without reduplication
4. -UM- with reduplication in lieu of -UM- without reduplication
5. NAG- in lieu of -UM- and retention of root word
6. Unaffixed verb base in lieu of verbs with reduplication

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For an effective intervention in the discourse skills development, the teachers must be sensitive to the stages the children are in during the language acquisition process.

Of the six emerging variants, the two forms which occurred with greater frequency are the use of MAG- and NAG- instead of -UM-. These commonly used affixes by the 9 ethnolinguistic groups may be the basis for predicting that the affix -UM- found only in Tagalog Filipino is likely to be replaced by the variants MAG- and NAG-.

The data also show the frequent substitution of perfective instead of imperfective and the use of the infinitive instead of the contemplative aspect.

On the basis of the above findings, it may be predicted that with prolonged contact and growth of social and economic intercourse among the speakers of various varieties of Filipino, a new variety of the national lingua franca may emerge over time.

These findings may also serve as input for language planners in making decisions on the codification of the national language.

**ACQUISITION OF DISCOURSE SKILLS IN ENGLISH
WRITTEN NARRATIVES OF FILIPINO STUDENTS**
(A Doctoral Dissertation)

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The study presented a description of the development progression that the learners go through in the acquisition of discourse skills as seen in the English written narratives of second language learners across levels.

Insights into the natural order development were inferred from the linguistic devices used in signalling discourse. For analyzing discourse on the macro level, Labov's model was used. The data were also analyzed on the micro level using Hoey's model. The variability in the learner's language was described and explained in the light of the variable competence model.

Considering the Group Score Method, the route of acquisition of discourse skills was presented graphically revealing an invariant sequence in discourse skills. The study shows the points of variability and randomness at grades 1-3. Systematicity is reflected at grade 5 where spurts or rapid acquisition occurred. The performance at grade 7-9 indicates that form-function relationship has been stabilized.

The scalogram analysis indicated that the performance of the learners follows a trend and is therefore predictable. This evidence supports the position that there are developmental stages of discourse skills reflecting a natural order.

The cross-sectional study uncovers the way the learners demonstrate their discourse competence and the choices they made in response to the communicative task. The analysis reveals that semantic signals are acquired before syntactic signals. The relative difficulty of particular signals suggests a developmental acquisition sequence. The stages in the language acquisition would help determine the learnability or teachability of the linguistic items. For an effective intervention in the discourse skills development, the teachers must be sensitive to the stages the children are in during the language acquisition process.



THE EFFECTS OF LANGUAGE USE ON THE ACQUISITION OF READING SKILLS AMONG BILINGUAL CHILDREN

(A Masteral Thesis)

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This study investigated the effects of language use in acquiring beginning reading skills on word recognition and comprehension among bilingual children. Four groups of beginning readers who differed in their primary language (L1) and proficiency in their second language (L2) served as subjects of four parallel studies.

In all four studies, the subjects were asked to read Filipino and English texts orally. A running record of a subject's reading performance was taken to assess word recognition. After reading, each child was asked several questions of varying reading levels to measure his/her level of comprehension. In each of the studies, word recognition and comprehension performance of the subjects were compared for the Filipino and English texts using a within-subjects design.

The results of the investigation confirmed two major predictions based on a

...because cognitive understanding is more extensive in one's first language, the subjects were able to demonstrate a deeper level of comprehension for texts in their first language.

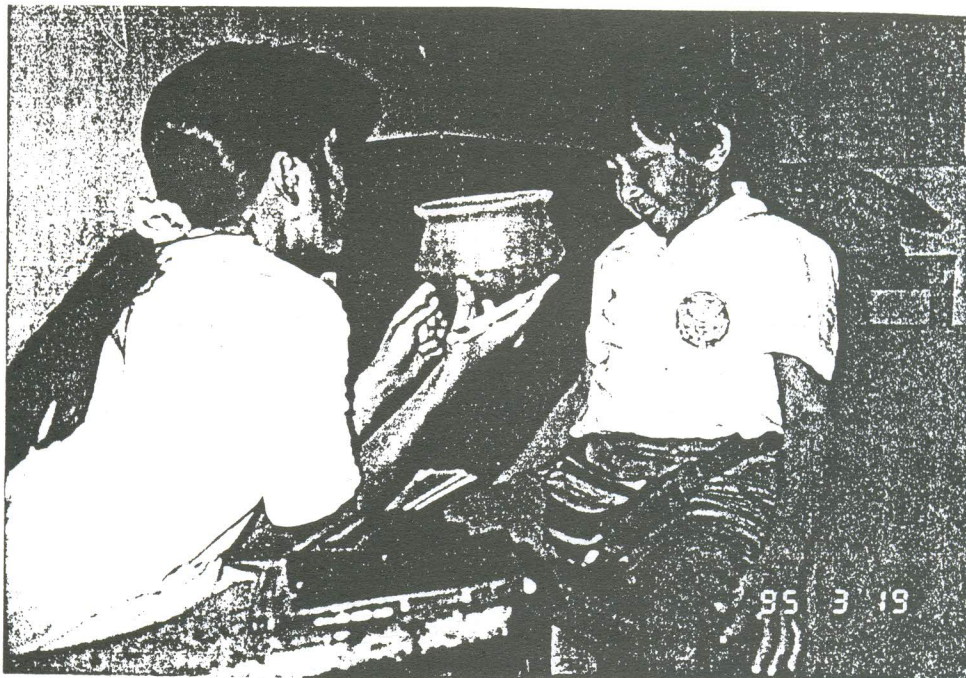
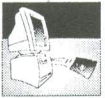


Figure 3. Demonstration of unlocking procedure in English

Researcher to child : What do you call this ?

Child : A pot.

Researcher : What can we put inside this pot ?



proposed model of reading acquisition. First, because there was more efficient transfer between oral and written language symbols in one's first language, the subjects performed better in word recognition in their first language with the exception of subjects in the third study who received formal reading instruction solely in their second language. Second, the results further strengthened the assertion that because cognitive understanding is more extensive in one's first language, the subjects were able to demonstrate a deeper level of comprehension for texts in their first language. The research initially concentrated its efforts on the investigation of the effects of language use on a child's ability to recognize words and understand meaning. In the process, however, the results pointed to formal reading instruction as an important factor that bears strong implications on the attainment of full comprehension of texts among beginning readers.

PEDAGODYIKAL NA GRAMAR NG WIKANG FILIPINO: ISANG MODELO

(Isang Doktoral na Disertasyon)

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UP Kolehiyo ng Arte at Literatura, 1992

Nilayon ng disertasyong ito na makabuo ng isang sangguniang (reference) grammar ng wikang Filipino na pedagodyikal ang lapit upang maging higit na kawili-wili at makahulugan ang pag-aaral ng istrukturang gramatikal ng wikang pambansa.

Binuo ng tatlong malalaking hakbang ang pag-aaral. Una ang pagsasagawa ng isang malawakang pananaliksik tungkol sa (1) konsepto ng wikang Filipino, gayon din ng pedagodyikal na grammar; (2) tatlong pangunahing modelo ng gramatikal na deskripsyon, kabilang ang deskripsyong tradisyonal, istruktural at komunikatibo; at (3) mga nalimbag na deskriptibo at pedagodyikal na grammar ng Tagalog at Ingles na ibinatay sa tatlong modelong nabanggit. Ikalawa ang pagtukoy at pagsusuri ng mga parametro o salik na inakalang nararapat isaalang-alang sa pagbuo ng isang grammar, partikular ng grammar ng wikang Filipino, kabilang ang mga konsiderasyong linggwistik, kognitibo, komunikatibo, at sosyo-kultural. Ikatlo ang mismong pagbuo at pagsulat ng isang orihinal na modelo ng pedagodyikal na grammar ng Filipino na ibinase sa mga teorya at parametrong sinuri sa dalawang naunang hakbang.

Naging komunikatibo sa kabuuan ang nabuong modelo pagkat sistematikong iniugnay ang deskripsyong istruktural ng mga linggwistik na anyo ng Filipino sa iba't ibang konsepto, kahulugan, at gamit.

Upang masuri ang bisa at komprehensibilidad ng nabuong modelo, iminungkahi ang pagpapasuri at pagsubok nito sa ilang paaralan ng bansa, gayon din ang paggamit dito bilang sangguniang grammar sa pagbuo ng mga kagamitang panturo tulad ng workbuk, modyul at iba pa.

Naging komunikatibo sa kabuuan ang nabuong modelo pagkat sistematikong iniugnay ang deskripsyong istruktural ng mga linggwistik na anyo ng Filipino sa iba't ibang konsepto, kahulugan, at gamit.