Survey of works on Philippine languages written by Chinese authors

Abstract. This paper is a survey of works written by Chinese authors about Philippine languages. It aims to present these works in the context of their historical and social milieus through an examination of the rationale/imperative of these works and their common themes as an attempt to establish the contribution of Chinese authors to Philippine linguistics.

A total of 178 works from 1580 to 2011, are listed and annotated, ten of which are newer editions, translations, or published editions (of theses and dissertations) of earlier entries. The list is arranged chronologically, with a note indicating the reference as well as an annotation from the same. Both note and annotation are written following the bibliographic entry. Annotation is also provided for works that were personally accessed.

Survey of works on Philippine languages written by Chinese authors

Introduction

This paper is a survey of the works on Philippine languages written by Chinese authors. The term, "Chinese authors", here refers to full-blooded Chinese, Chinese-Filipinos/Filipino-Chinese, and Filipinos of Chinese descent. Previous bibliographies have compiled works on Philippine languages written by Europeans (Salazar 1989, 2012 and Vibar 2010), Americans (Flores 1991), Japanese (Shinoda 1990), and Filipinos (Gonzales 1989). None so far has been done on works written by Chinese authors. State-of-the-art researches (Quakenbush 2005, Constantino 1998, L. Reid 1981, Constantino 1963), hardly mention the works done by the Chinese. The paper aims to present these works in the context of their historical and social milieus through an examination of the rationale/imperative of these works and their common themes. Doing so may bring to light the motivation behind such works and see the contribution of Chinese authors to Philippine linguistics.

Jack H. Ward's (1971) *A bibliography of Philippine linguistics and minor languages* and Rex E. Johnson's (1996) *A bibliography of Philippines linguistics*, were the initial sources of works cited in this paper. Ward, covering 539 pages, contains 2,900 bibliographic entries while Johnson, covering 355 pages, contains 3,908 entries. Both works provide annotations of the entries,

listed alphabetically by author. The entries are also indexed by language and subject.

For works retrieved from the Internet, an online search (through search engines like Google and Yahoo) for lists of publications by Chinese linguists was done; examples of these are the works of Shuanfan Huang, Michael Tanangkingsing, and Hsiu-chuan Liao. For the rest of the works included in this paper, the University of the Philippines Integrated Library System (iLib - ilib.upd.edu.ph) served as the main database. As this is a preliminary study, entries are limited to those found in the libraries of the University of the Philippines, Diliman. Moreover, only works on Philippine languages, including those that have reference to Philippine languages in relation to the main topic of the paper cited (e.g., Filipino-Chinese identity, socialization, etc.), written in Filipino or English are included.

Reference lists of these works were also consulted for other possible entries once the titles generated by the search engines were obtained. Among the works from where additional entries were taken are Ching-ho Ch'en's (1968) *The Chinese community in the sixteenth century Philippines*, E. Arsenio Manuel's (1948) *Chinese elements in the Tagalog language, with some indication of Chinese influence on other Philippine languages and cultures, and an excursion into Austronesian linguistics*, Resurreccion C. Sydiongco's (1981) *The use of English and Waray directives among Waray school children: A discourse analysis*, and Lanying Zhang's (1993) *Modelong diksiyunaryong Filipino-Mandarin at Mandarin-Filipino "Filipino-Mandarin and Mandarin-Filipino model dictionary."*

Names, particularly surnames and keywords used in the database search engine, form the basic consideration for identifying the works to be examined. For the surnames, the main criterion for deciding the inclusion/exclusion of a work was not necessarily the author's surname, even as this consideration presents some degree of difficulty. Unlike the Japanese, for

instance, who are still fairly homogenous, the Chinese are not. The Chinese who use Filipinized surnames, for instance, may be missed out if the identification of works is based on surnames. Authors who have Chinese(-sounding) surnames, but are not Chinese, may also be mistakenly included. To be specific, Ward (1971) and Johnson (1996) listed at least three works by Ernest Lee, but further biographical research showed that Ernest Lee is American and not Chinese. Problems also occur when an author who has a Chinese(-sounding) surname and is of Chinese-descent does not identify him/herself as Chinese. Third, Filipinas who are not Chinese or of Chinese-descent may marry into a family with a Chinese(-sounding) surname and may thus also be mistakenly included. Therefore, unless there is personal knowledge or contact with the authors/s, or a thorough background check of the author's ethnicity is made, the real ethnicity of the author may remain vague.

The keywords to use for searching databases also posed a challenge. Unlike working on an annotated bibliography of a specific language in which the keyword is fairly obvious, very general search terms were used such as *Philippine languages, Philippine linguistics, or Filipino-Chinese,* in which case, each entry in the database would have to be looked through. As mentioned earlier, Ward (1971) and Johnson (1996) have co-indexed their entries by author, language, and topic. To look for Chinese authors, more than 800 pages of bibliographic entries had to be skimmed through page by page to get the entries to be included in this bibliography. In addition, the iLib generated 332 titles with the keyword *Philippine languages*, 170 titles with *Philippine linguistics*, and 139 titles with *Filipino-Chinese*.

A total of 178 works from 1580 to 2011, are listed in this survey, ten of which are newer editions, translations, or published editions (of theses and dissertations) of earlier entries. The list of works is arranged chronologically. For works taken from Ward

(1971), Johnson (1996), Ch'en (1968), Manuel (1948), Sydiongco (1981), and Zhang (1993), a note from which reference a work was taken and the annotation (in quotation marks, [if available]) from that particular reference is made. Both note and annotation are written following the bibliographic entry. For those accessed personally from the libraries of UP Diliman or online, following the bibliographic entry is a note from where the work was retrieved, i.e., URL for works available online; location and call number for printed materials. For the location, the following notations are used:

1. Archives - UP Diliman, Main Library - Archives and Records Depository
2. Education - UP Diliman, College of Education Library
3. Filipiniana - UP Diliman Main Library, Filipiniana Book Section
4. SLIS - UP Diliman, School of Library and Information Studies
5. Reference - UP Diliman, Main Library - General Reference Section

My own annotations are indicated by F:. The works are categorized as follows:

1. Comp: comparative, diachronic study
2. Ethnoling: ethnolinguistic, cultural study
3. Gram: phonological, morphological, syntactic, semantic study
4. Lex: lexicographic work
5. Lit: literary work
6. LTech: language technology
7. Ped: pedagogical study
8. Socio: sociological study
9. Socioling: sociolinguistic study

For earlier works, analysis is based on the studies' titles, and Ward (1971), Johnson (1996), Ch'en (1968), and Manuel's (1948) annotations, if available.

Context

Ch'en (1968) writes that the Chinese probably were the first to write about the Philippines. He attributes this view to China's geographical proximity to the archipelago and the Chinese and early Filipinos' extensive trading activities in the South China Sea that may be traced to as early as the 3rd Century BC. Ch'en notes that the *Sung Shih* or the Sung Dynasty (960-1279) records mention a certain *Mo-i / Mai / Mait*, said to be the island of Mindoro. The records depict *Mait* as follows: "A country to the north of Brunei (one of the passages of Chinese voyages to the Philippines) settled in by over a thousand families; the locals stop in front of the officials' place when trading ships enter the anchorage" (p. 4). From Ch'en, we can infer that as early as 960 AD coinciding with the Sung Dynasty, the Chinese already had trade relations with the Philippines.

Ch'en notes that during the early years of the Spanish colonization, historical data from Chinese historical records on Chinese merchants in the Philippines were scarce, almost non-existent. Spanish records, however, occasionally refer to the Chinese's trading activities with the Philippines. According to Ch'en, Spanish records mention that two Chinese ships came every year for trade to Mindanao and Cebu for about 40 years before Legazpi's arrival, and must have continued until 1565 (p. 26-27).

During the period of the Spanish occupation of the Philippines, there are some works done by Filipinos of Chinese descent, although these are either largely pedagogical in nature, such as Tomas Pinpin's (1610) *Librong pagaaralan nang mga Tagalog nang uicang Castilla* [Book studied by Tagalogs in learning Spanish], and Gonzalo Cue-Malay's (1898) *Frases usuales para la conversacion en Español, Tagalo, e Ingles* [Common phrases for conversation in Spanish, Tagalog, and English], or are limited to the grammar of the languages Tagalog, such as Jose Rizal's (1887) *Tagalische Verkunst* [Tagalog versification] and (1890) *Sobre la nueva ortografia de*

la lengua Tagalog [About the new orthography of the Tagalog language], and Kapampangan, such as Diego Ochoa's (1580) *Arte y vocabulario y confesionario Pampango* [Pampango art and vocabulary and confessional]. Two notable Filipinos of Chinese descent are Tomas Pinpin and Jose Rizal. Tomas Pinpin was a printer, writer, and publisher from Abucay, Bataan, whose work was intended to help Filipinos learn Spanish. Although no documents clearly attest to his Chinese ethnicity, his last name and physical features are said to indicate his Chinese lineage (*Tomas Pinpin: The prince of Filipino printers from http://www.mybataan.com/*). On the other hand, Jose Rizal's paternal ascendant Domingo Lam-co is said to be a full-blooded Chinese who came to the Philippines from Amoy, China (http://joserizal.ph/).

Even after the Spanish period, works on Philippine languages continued to appear. Some of these are Rizal's (1916) *The Tagalog language*, Perfecto Sison's (1929) *A general bibliography of the Pangasinan language*, and Mauro Guico's (1938) *Kinship terms among the Ilokanos*. There have also been documents tracing the history of the Chinese in the Philippines that were found, such as Hsing-lang Chang's (1930) *Fei lü pin shih shang Limahong chih chen jen k'ao* [The real Limahong in Philippine history], Ch'ang-fu Li's (1931) *Fei lü pin shih shang Limahong chih chen jen k'ao pu i* [The real Limahong in Philippine history], Kuang-ming Li's (1931) *Fei lü pin shih shang Limahong chih chen jen k'ao pu cheng* [Further notes on "The real Limahong in Philippine history"], and Shen Chen's (1934) *Ming hai k'ou Lin A-feng k'ao* [Lin A-feng, a pirate in the Ming period].

Moreover, works that have emerged during this period are those on the influence of the Chinese language on the Philippines, particularly Chinese loanwords in Tagalog, such as Rafael Ongkeco's (1916) *Chinese words in Tagalog*, Juan Uy Tuan Uan's (1921) *Relation of Amoy to the Philippine Islands*, Lour Chie Wang's (1941) *Tagalog words of Chinese origin*, Olov Janse's (1944) *Notes*

on Chinese influence in the Philippines in pre-Spanish times, and Loretto Cheong's (1945) *Chinese names of foods and culinary terms adopted in Tagalog*. Most Chinese loanwords (as cited in Manuel 1948) can be classified under the following categories: vegetables (*sitaw* "long beans", *petchay* "Chinese cabbage", *toge* "bean sprouts"), condiments (*toyo* "soy sauce", *tausi* "black beans", *hebi* "dried shrimp", *tahure* "fermented bean curd"), other food terms (*bihon* "rice noodles", *tokwa* "tofu", *goto* "tripe", *hongba* "braised pork", *pancit* "noodles", *tsaa* "tea"), accessories and materials (*hikaw* "earrings", *bakya* "clogs", *siyanse* "flat cooking spoon"), and kinship terms (*ingkong* "grandfather", *ate* "older sister", *kuya* "older brother", *diko* "second older brother", *sangko* "third older brother"), among others. The Chinese loanwords comprise basic aspects of culture—kinship and food—which may indicate a deep influence as these go to the heart of Filipino culture.

After the Second World War, Tagalog continued to be researched on, with Un-san Ku's (1946) *A study of Tagalog*, along with the study of other Philippine languages. These are Manuel Yap's (1947) *Ang dila natong Bisaya* [Our Bisayan tongue], China Inland Mission's (1957) *Files of linguistic material on Mindoro Mangyan languages at Calapan, Mindoro*, Ernest Chun and Richard Roe's (1957) Isneg reading materials *Primer I, Primer II, Primer III*, Leonor Dy-Liacco's (1959) *Bikol syntax*, and Nemia Chai's (1960) *A descriptive analysis of Aklan syntax.*

With the 1936 institution of Tagalog as National Language, several works were also written about the grammar of Tagalog, among which are Sotero Peji and I. Tecson's (1946) *Balarila ng Wikang Pambansa* [Grammar of the National Language] and Josefina Santos, Salud Paz, Trinidad Sison, and Amparo Asuncion's (1949) *A manual for teaching the National Language in Grade 2*. Other works were on teaching methods, such as Adelaida Diyco's (1950) *A study of the relative effectiveness of direct and of indirect methods of teaching Tagalog among first year students in*

the high school, Yao Shen's (1957) *How to use phonetic difference in the native language to teach phonemic difference in the foreign language* and (1958) *Some functions of pattern practice*, and on error analysis, such as Matilde Lim's (1958) *Mga karaniwang kamalian sa mga kathang pasulat sa wikang Pilipino ng mga mag-aaral sa ikalima at ikaanim na baitang ng mga paaralang bayan sa unang purok ng Laguna* [Common errors in written themes in Pilipino of grade 5 and 6 students of public schools of the first district of Laguna], and Pastora Sison's (1958) *A study of the types of errors in written themes in Filipino language of the freshmen in the general secondary schools of Pangasinan during the school year 1957-1958.*

Several dictionaries were also published. Among these are Nicolas Dizon's (1947) *Dictionary English, Tagalog, Ilocano, and Visayan: A brief Tagalog grammar written in English and translated in Ilocano and in Visayan,* Emperatriz Tensuan's (1956) *Ang munti kong talatinigan* [My small dictionary], and Jose Sytangco Reyes' (1954) *Medical dictionary translated into the Filipino language*. In addition, Belen Gatue's (1955) master's thesis titled, *A study of assimilation in Chinese-Filipino families in Manila and suburbs*, found that Chinese household heads do not become Filipinized nor identify themselves with Filipinos, unlike their children. Gatue also revealed the Filipino-Chinese children's linguistic burden of using, "conversational", Chinese (Hokkien) with their father and a vernacular with their mother while learning Chinese (Mandarin) and English in schools.

Studies on Philippine languages became more vigorous after the first half of the twentieth century, as evidenced by the increasing number of works on Philippine languages in chronological order such as Tagalog, Sagada, Tausug, Mandaya, Cebuano, Waray, and Ilocano. Examples of works on the Tagalog language include Loreto Cotongco (1961), *The Phoenix high school reviewer in Pilipino: Balarila at panitikan* [Grammar

and literature], Leonardo Dioko (1961), *The irksome "kuwan"*, Arsenia Tan (1967a), *Notes on controversies: Is 'ng' a preposition or an article?,* (1967b), *Some structural features of the Tagalog nouns: Clues to the identification of the Tagalog nouns unto subclasses,* and Jamiko Nibungco (1969), *Some morphophonemic changes in Tagalog verbs: A descriptive analysis.* Works on the Sagada language include R. Cutiongko (1963), *A phonemic study of Sagada*; on the Tausug language, Araceli Ngo (1963), *Tausug phonology*; on the Mandaya language, Aram Yengoyan (1964), *Environment, shifting cultivation, and social organization among the Mandaya of Eastern Mindanao, Philippines*; on the Kapampangan language, Consuelo Tecson (1966), *Pampango personal pronouns: A descriptive analysis*; on the Cebuano language, Bunye and Yap (1970a), *Cebuano for beginners*, (1970b), *Cebuano grammar notes*; on the Waray language, Resurreccion Sydiongco (1970), *Negation of Leneyte-Bisayan Waray*; and on the Ilocano language, Villaluz Tong (1970), *Morphological study of Ilocano verbal prefixes.* As with the preceding years, dictionaries on Philippine languages were also produced such as Leon Pichay's compilation (1962), *Diksyonario ti tagtagainep* [Dictionary of dreams], (1970), *A rhyming dictionary of the Iloko language*, Elsa Yap and Maria Victoria Bunye (1970), *Cebuano-Visayan dictionary*, and Avelina Labita (1967), *Tagalog-Chinese talatinigan* [Tagalog-Chinese dictionary], which according to Zhang (1993), was a first. In addition, studies related to National Language issues were also published such as Gloria Goloy (1963), *The language problem: Communication or confusion?* and Anacleto Dizon (1966), *Galing sa Bisaya ang Tagalog* [Tagalog came from Bisaya].

The same period also saw the emergence of a number of comparative lexical and grammatical studies, such as Rosalia Guinto's (1963) *A contrastive analysis of the Tagalog personal pronouns with those of the other seven major Philippine languages*, Felipe Dy's (1964) *Isang pahambing na pag-aaral ng talasalitaang*

Tagalog [A comparative study of Tagalog vocabulary], Ernesto Constantino, Consuelo Paz, and Marietta Posoncuy's (1965) *The grammar of pronouns of Ilukano, Isinai, Kapampangan, and Tagalog*, Posoncuy's (1966) *The grammar of the personal pronouns of five Philippine languages*, and Constantino, Paz, and Posoncuy's (1967) *The personal pronouns of Tagalog, Ilukano, Isinai, and Kapampangan*. Other comparative studies were written for pedagogical purposes, such as the examination of first language interference in second language acquisition through the works of Anacoreta Chua (1961), *A brief contrastive analysis of English and Tagalog*, Nelia Guanco (1963), *A descriptive-contrastive analysis of English and Tagalog verbs*, Erlinda Gobuyan (1966), *A descriptive contrastive analysis of Ilonggo Hiligaynon and English personal pronouns*, Tecson (1966), *Pampango personal pronouns: A descriptive analysis*, Arsenia Tan and Antonia Villanueva (1967), *A contrastive analysis of the English and Tagalog consonant systems*, Erlinda Tan (1967), *A morpho-syntactic analysis of the Cebuano-Bisayan language and its corresponding influence on the learning of Pilipino by Cebuano speakers*, and Resurreccion Sydiongco (1968), *The similarities and differences of Leneyte-Samar and English syntax*, as well as debunking the idea of a single standard language in the work of Ligaya Tiamson (1970), *A survey of the linguistic geography of 6 towns in Rizal - Taytay, Antipolo, Angono, Morong, Baras, and Tanay*.

We also have Shubert Liao's (1964) compilation titled, *Chinese participation in Philippine culture and economy*. In this work, Liao aimed to promote understanding and cooperation between the Philippines and China. The compilation includes Arsenio E. Manuel's article, *An outline of the origin and development of Philippine languages and their relation with the Chinese language* (pp. 52-88), which investigates the association of Philippine languages with Chinese through the examination of monosyllabic and disyllabic words in Philippine languages. Manuel argues that some Philippine disyllabic words were

derived from monosyllabic ones which are highly influenced by Chinese, a monosyllabic language.

Benito Lim in his master's thesis titled, *Communication systems of the Binondo Chinese* (1970), argues that communication links the Chinese's present with their past, including emphasis on the retention of their traditional values as they adopt new ways of life. Language, as a primary means of communication, can be assumed to be one of the links the Chinese use to connect to their past. Therefore, although language use was never mentioned in the study, we can infer that, "traditional values", include the use of Chinese language/s, while "new values" include the use of Philippine languages.

Constantino (1963) and Quakenbush (2005) note the meager interest in the field of linguistics during the first half of the twentieth century because, "there is no money in it", (Constantino 1963: 26). In which case, what more the (Filipino-)Chinese who is stereotyped as business-minded and rich (Ang-See 1997, Co 1997, Cacdac and Ang, comps., eds., 2001). Certainly, this notion may be traced to the Chinese who came to Southeast Asia, mostly merchants and traders, who were not mandarin literati (A. Reid, ed., 1996). Despite this notion, there have been an initial few Filipino-Chinese who engaged in the field of linguistics. With the founding of the Department of Linguistics at UP Diliman in 1922, the field of linguistics was formally established in the Philippines (Quakenbush 2005). Marietta N. Posoncuy had collaborative researches (1965, 1967) with the UP Department of Linguistics (represented by Ernesto A. Constantino and Consuelo J. Paz) while Lily T. Chua is a graduate of the same university. Gloria Chan-Yap is the first graduate of the PhD in Linguistics program offered by the linguistics consortium between the Ateneo de Manila University and the Philippine Normal University developed in the early 70s (L. Reid, 1981; Quakenbush, 2005). Chan-Yap later became chairperson of the Department of Language and Linguistics at the Ateneo.

Some of the works written during this period were on grammars of Philippine languages, such as Lily Chua's (1973) *A structural description of Subanen language* and Resurreccion Sydiongco's (1978a) *Linguistic studies in the Leyte-Samar language (1600-1974).* Others were sociolinguistic studies such as Gregilda Pan's (1975) *An analysis of code-switching in Philippine short stories and some sociolinguistic implications for Pilipino and English language development,* Gloria Chan-Yap's (1977a) *Hokkien Chinese loanwords in Tagalog* and (1977b) *Language loyalty and linguistic assimilation among the Philippine Chinese* and, Perla Tan's (1982) *Comprehensibility and acceptability of deviant forms of formulaic expressions in English of Filipino graduate students.* Other studies on the subject were ethnolinguistic in nature, such as Cynthia Balza, Ma. Leah Montes, Ma. Luisa de Villa, and Lynna-Marie Sycip's (1976) *Ang wika sa larangan ng katutubong panggagamot* [Language in the field of native healing], Amelia Sancho's (1976) *A descriptive study of Bicol proverbs as reflected in the Bicol culture and language*, and Michael Tan's (1987) *Usug, kulam, pasma: Traditional concepts of health and illness in the Philippines.*

Many works for pedagogical purposes were also written, such as Filipina Tetangco's (1971) *Mga mungkahing gawain at pagsasanay sa pagtuturo ng kakanyahan o katangian ng talasalitaan sa Pilipino sa unang taon ng mataas na paaralan* [Suggested activities and exercises for the teaching of distinctive characteristics of vocabulary words in Pilipino in first year high school], Rosalinda Cosio's (1972) *Mungkahing pinalatuntunang talasalitaan para sa ika-anim na baitang sa kapaligirang pang-unang wika* [Suggested programmed vocabulary for the sixth grade in the first language environment], Resurreccion Sydiongco's (1972) *The situational approach to developing free expressions in spoken language communication in Grade 6 English classes in Philippine public schools*, Juliana Ang's (1973) *A survey of the dialect geography of five towns and one city in*

Nueva Ecija - Gapan, Gen. Tinio, Muñoz, San Isidro, San Leonardo, and Cabanatuan, Antonio Nang's (1977) *Relationship of some attitudinal concepts of second language learning to proficiency in Pilipino*, Ester Tuy's (1977) *Verbal interaction in English and Filipino: A study of classroom discussion in Science and Social Studies in Grade 3*, Resureccion Sydiongco's (1981) *The use of English and Waray directives among Waray school children: A discourse analysis*, and Anita Chauhan's (1981) *Pandalubhasaang Pilipino I: Masaklaw na aklat sa pagbasa, pagbigkas, balarila, pagsulat* [Pilipino specialization I: A comprehensive book on reading, pronunciation, grammar, writing].

In addition, there were a few lexicographic works on Philippine languages, such as Elsa Yap and Maria Victoria Bunye's (1971) *Cebuano-Visayan dictionary*, Lilian Underwood, Walan Tuan, Bedung Gendulan, Tony Wanan, and Silin Wanan's (1980) *Disyunadi be udel: English, Tboli, Pilipino ne Hiligaynon* [Dictionary in the languages of English, Tboli, Pilipino, Hiligaynon], and Takashi Fukuda, Evelyn Labaro, Canuto Changale, Albert Layong, Dionic Chongalan, Abel Maingag, Francisca Nganmaya, Rita Layong, and Virgina Coyao's (1981) *A topical vocabulary in English, Pilipino, Ilocano, and Eastern Bontoc*, and Jose Sytangco's (1977) *Scientific dictionary English-Pilipino*.

The late 80s to the mid 90s saw the revival of democracy in the Philippines after twenty years of authoritarian rule and the first Filipina, Corazon Cojuangco Aquino, of Chinese descent, became president. Coinciding with this social and political context were the increase in publication of Chinese-P/Filipino-(English) phrase books, conversation books, and dictionaries, (Annie Chen, ed. (1988), *Basic conversation: Chinese-English-Pilipino*, (1989) *The Pilipino-English-Chinese dictionary*, Felipe Dy (1991), *Diksyunaryong Pilipino-Tsino* [Pilipino-Chinese Dictionary], Johnny Young (1991), *Keeping up with your Chinese-Filipino: Business ed.*, Lanying Zhang (1993), *Modelong diksiyunaryong*

Filipino-Mandarin at Mandarin-Filipino [Filipino-Mandarin and Mandarin-Filipino model dictionary], and Peter Lee (1994), *Easy way to learn Chinese with Filipino text*). Susie Tan (1995 v1&2) also produced a two-volume collection of Chinese and Filipino folk stories titled, *Tales for big children*.

What could have been the motivation for the publication of these works?

In her thesis titled, *A speech communication profile of three generations of Filipino-Chinese in Metro Manila: Their use of English, Filipino, and Chinese languages in different domains, speech situations, and functions*, Rebecca Chuaunsu (1989) found that the three generations differ in their language use. According to Chuaunsu, the first generation Chinese uses Chinese, the second generation English and Chinese, and the third generation English, Pilipino, and Chinese, even as Lee (1994) criticizes the emphasis on perfect grammar and pronunciation, which is one of the main difficulties of the third generation Chinese in particular, in Chinese-centered language education in Chinese schools in the Philippines. Gatue (1955) in her worked titled, *A study of assimilation in Chinese-Filipino families in Manila and suburbs*, had earlier noted the linguistic burden of Filipino-Chinese children, switching between Hokkien Chinese and a vernacular when talking to their fathers and mothers, respectively, and learning an altogether different Chinese language (Mandarin) and a foreign language (English) in schools.

This observation may have led to the increase in the number of Chinese-Filipino-English phrase books and dictionaries. The title of Young's (1991) dictionary, *Keeping up with your Chinese-Filipino*, seems to imply that the Filipino-Chinese are lagging behind in their Chinese language proficiency and need to re-equip themselves, while Lee's (1994), *Easy way to learn Chinese with Filipino text*, with particular stress on *practical communication* and *communicative competence* in language education rather

than perfecting grammar and pronunciation, seems to encourage the younger generation to study Chinese. In contrast, however, Zhang (1993) argues that understanding and comparing the grammars - phonology, morphology, and syntax of Filipino and Chinese (Mandarin) would result in more effective learning of both languages.

Chen (1989), Young (1991), and Zhang (1993, a native of China) note that communication is an important tool for mutual understanding and cooperation between cultures, i.e., Chinese and Filipino. All works include a brief introduction on the sound systems and grammar of both languages. Zhang (1993), however, examined the similarities and differences of the two languages for a more effective dictionary.

Other works in this period are sociolinguistic, lexicographic (Rosario Pacheco (1992), *A dictionary of Tagalog slang and expressions,* Gregorio Laconsay (1993), *Iluko-English dictionary*) and pedagogic in nature (Lilia Cutang (1989), *The teaching of Communication Arts - Filipino in the District of Consolacion, Division of Cebu: An appraisal, its implications to the learning of the language*). We can also see the shift from Tagalog to Pilipino to Filipino (some with explanations) from the literature of the 1940s to this period, which may indicate to a certain extent, how the (Filipino-)Chinese who work on Philippine languages are aware of and keep up with the changing socio-political and linguistic situation of the Philippines.

In the late 90s to the early 2000, we see the publication of Filipino-Chinese writings that relate the lives, experiences, and struggles of the Chinese in the Philippines, which may altogether be considered as a grounding of Filipino Chineseness in the light of the incidents of kidnapping of Filipino-Chinese that reached its height several years prior to this period (Teresita Ang-See (1997), *Chinese in the Philippines: Problems and perspectives v1 & v2*, Teresita Ang-See, Caroline Hau, and Joaquin Sy, eds. (1997), *Voices:*

The best of Tulay, Charles Cheng and Katherine Bersamira (1997), *The ethnic Chinese in Baguio and in the Cordillera, Philippines*, Joaquin Sy, ed. (1997), *Tsapsuy: Mga sanaysay, tula, salin, at iba pa* [Tsapsuy: Essays, poems, translations, etc.], Caroline Hau, ed. (2000), Intsik, Jose Yu (2000), *Inculturation of Filipino-Chinese culture mentality*, and Janella Cacdac and Walter Ang, comps., eds. (2001) *How Tsinoy are you?*).

In these works, language is seen as the Filipino-Chinese's link to their Chinese heritage (Ang-See 1997, Co 1997, and Yu 2000), although Chuaunsu (1989) and Ang-See (1989, 1997) note how the language criterion is slowly diminishing among the younger generation of Filipino-Chinese and cite how the former are, "more Chinese", and still consider China as their home, while the latter are more integrated into Philippine society, whose home is not China but Chinatown (or the Philippines) (Ang-See 1997, Hau, ed., 2000, Yu 2000). In response to these findings, we can cite Co (1997) who relates how most younger generation Filipino-Chinese are criticized by the older ones for their Filipinization (also in Cacdac and Ang, comps., eds. 2001), while Sy (1997) stresses that despite the younger Filipino-Chinese' becoming more and more Filipino, they do not forget their Chinese roots.

Another major issue discussed in these essays is the problematic Chinese language education in the Philippines (Ang-See 1997 and Yu 2000). According to Victor Go (in Yu 2000), the Chinese language education in the Philippines is a total failure, resulting in the younger generation's dislike for learning the language. Lily Chua (in Ang-See 1997) also notes that textbooks used in Chinese schools in the Philippines fail to grasp the younger generation's sense of belonging, i.e., considering the Philippines and not China as their home (Chuaunsu 1989). Moreover, these schools also insist on traditional methods and do not attempt to teach Chinese as a second language.

Many, if not most, second or third generation Chinese in the Philippines, myself included, undergo 13 years of education in Chinese schools, taking math, history/social studies, and language classes in both English/Filipino and Chinese (Mandarin). Despite the number of years of Chinese-language education, many can barely carry a decent conversation in Mandarin. The, "traditional", Chinese school education's concept of learning is by rote. Be it Chinese history/social studies or Chinese languages classes (which are actually literature classes wherein Classical Chinese poems and other literary pieces are taught), a lot of memorization is required. An oral examination involves memorizing a whole text or a section of it, and reciting it before the teacher. A student who misses a line or two is asked to go to the end of the line and review the text until his/her turn once again comes. For the written exam, students are given worksheets to answer. The teacher corrects the worksheets, hands them back to the students, and expects them to memorize everything as the exam contains the same set of questions and items. Chinese grammar is not taught in language classes, and yet, everyone is expected to write a sound Chinese composition. Most students turn to Chinese movies and television dramas for everyday Chinese expressions.

As a result, many Filipino-Chinese can relate to the following *You know you're Tsinoy if...* statements listed by Cacdac and Ang (2001):

(1) Your most hated subject was Chinese;
(2) Your Chinese teacher reprimanded you for not speaking enough Chinese;
(3) You love Lao Fu Zi [a Chinese comic book] even if you could never figure out what they were talking about;
(4) You can read Mandarin characters but you have no clue to what they mean;
(5) You understand Hokkien, but can't speak it;
(6) You know how to write Mandarin, but don't understand it.

In addition, most of the essays show the Filipinos' stereotypes of ethnic Chinese such as the neutral: lives in Chinatown, business-minded, good in math, rich, *bulol* (stutters, not fluent) in Tagalog; and those with implicit bias: clannish, unassimilable, unwilling to marry Filipinos, *intsik beho*, and *intsik chekwa* (dirty, drooling Chinese) (Ang-See 1997, Co 1997, and Cacdac and Ang, comps., eds., 2001). Charlson Ong (in Hau, ed. 2000), however, explains how the term *intsik* underwent semantic changes from a term of respect to a term associated with pejorative meanings. He argues that seeking to purge the term from the lexicon is equivalent to denying the period of historical racism against the Chinese, and advocates for the, "recovery", of the term instead of removing it from the Philippine lexicon. Hau (2000) notes that *intsik* is still used as a term of respect in Indonesia and Malaysia.

The rest of the other works for this period are related to grammar (i.e., Sonja Chan (1997a), *The syntactic-semantic representation of the Ilokano adverbial particle 'pay' and its lexicalizations in English,* (1997b) *Beyond syntax and semantics vis Ilokano*, and Lucillyn Tabada (2003), *Mga verb-inisyal na sentens sa Viracnon: Isang pagsusuri batay sa Government-Baynding Tyuri* [Verb-initial sentences in Viracnon: An analysis based on the Government-Binding Theory]), lexicography (Joanna Siapno (2003), *Philippine medical thesaurus on anatomy: Body regions*), and language technology (Melvin Co (2002), *Prosody development for Filipino text-to-speech systems*).

At the turn of the century to the present, linguists in Taiwan have begun working on diachronic and typological studies on the Austronesian language family, examining, in particular, the relationship between Formosan and Philippine languages. Among the key figures are Hsiu-chuan Liao, Shuanfan Huang, and Michael Tanangkingsing (a Filipino of Chinese-descent from Cebu). H. Liao focused on the typological classification and diachronic study of Formosan and Philippine languages (2004, *Transitivity*

and ergativity in Formosan and Philippine languages; 2011a, *On the development of comitative verbs in Philippine languages;* 2011b, *Some morphosyntactic differences between Formosan and Philippine languages*; Lawrence Reid and Hsiu-chuan Liao (2004) *A brief syntactic typology of Philippine languages*), and Cagayan Agta pronouns (2005, *Pronominal forms in Central Cagayan Agta: Clitics or agreement features?*; 2008, *A typology of first person dual pronouns and their reconstructibility*). Shuanfan Huang and Michael Tanangkingsing studied motion verbs (2005, *Reference to motion events in six western Austronesian languages: Toward a semantic typology*) and Cebuano affixes (2007, *Cebuano passives revisited*), while Tanangkingsing (2009, 2011) worked on a functional reference grammar of Cebuano. Another Taiwanese linguist, Paul Law, worked on wh-phrases (2006, *Argument-marking and the distribution of WH-phrases in Malagasy, Tagalog, and Tsou*).

In the Philippines, Chinese authors from this period continue to work on comparative grammar (Farah Cunanan (2011), *Modality in English, Chinese, and Filipino*), ethnography, and ethnolinguistics (Michael Tan (2008), *Revisiting usug, kulam, pasma*, Michael Tan, Raul Ting, and Reginaldo Cruz, (comps., eds. 2010), *Lawas: Glosari ng mga katawagan sa katawan ng tao* [Lawas: A glossary of terms related to the human body]), lexicography (Tony Chua (2006), *English-Mandarin-Cantonese-Filipino dictionary*), and pedagogy (Raidis Laudiano (2006), *Phonemic awareness and word reading in English and Filipino of first graders*).

Conclusion

The (Filipino-)Chinese worked not only on Tagalog or Filipino, but also on other Philippine languages from north to south. This indicates that the Chinese in the Philippine are not concentrated in a particular province or island, but are spread across the Philippines. The volume of works also show that the relationship between the Chinese and the Filipinos began prior to the colonial

era. This long-standing and intimate relationship of the Chinese with the Philippines, however, carries a double-edged sword as it presented the difficulty of clearly distinguishing between the Chinese and the Filipino and begs the question: "Who are the Chinese?", and/or, "Who are the Filipinos?".

In this regard, there is a need to establish a strict criterion for the selection of authors. Because of the volume of literature, a series of bibliographic studies may be undertaken as an initial step on works by the: a) Mainland Chinese; b) Taiwanese; and c) Filipino-Chinese (born in the Philippines who identify themselves as Chinese), etc. A study of works done by Filipinos about the Chinese will also be interesting.

With the Filipino diaspora, there are institutions that study the Philippines outside the country, which have compiled documents written by the Chinese on Philippine languages. These studies and documentation are found at Peking University (China), which offers a Bachelor's degree in Filipino and Academia Sinica (Taiwan) where work is being done on the Austronesian languages. Within the Philippines are also untapped works available in several libraries, including the libraries of Chinese schools and Chinese associations, as well as the libraries of UP Diliman.

The works on Philippine languages by the Chinese presented here are only a fraction of the entire literature. Nevertheless, these works provide us with a means to examine the Chinese and their relationship to the Philippines.

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Flores, I.Y. (1996). *American studies of Philippines languages: 1900-1990* (Unpublished doctoral dissertation). University of the Philippines, Diliman.

Gonzales, L. F. (1989). *Ang mga gramatikang Tagalog/Pilipino na sinulat ng mga Pilipino* (1893-1977) [Tagalog/Pilipino grammars written by Filipinos (1893-1977)] (Unpublished doctoral dissertation). University of the Philippines, Diliman.

Johnson, R. E. (1996). *A bibliography of Philippine linguistics.* (Compilation. Special Monograph Issue 29). Manila: Linguistic Society of the Philippines.

Jose Rizal University (2004). *Jose Rizal.* Retrieved from http://joserizal. ph/

Manuel, E. A. (1948). *Chinese elements in the Tagalog language, with some indication of Chinese influence on other Philippine languages and cultures, and an excursion into Austronesian linguistics.* Manila: Filipiniana Publications.

Quakenbush, J. S. (2005). Philippine linguistics from an SIL perspective: Trends and prospects. In H. Liao and C. R. Galvez Rubino (Eds.), *Current issues in Philippine linguistics and anthropology: Parangal kay Lawrence A. Reid* (pp. 3-27). Manila: LSP and SIL.

Reid, L. A. (1981). Philippine linguistics: The state of the art: 1970-1980. In D.V. Hart (Ed.), *Philippine studies: Political science, economics, and linguistics* (pp. 212-273). (Occasional paper no. 8). DeKalb: Center for Southeast Asian Studies, Northern Illinois University.

Reid, A. (Ed.) (1996). *Sojourners and settlers: Histories of Southeast Asia and the Chinese.* Australia: Allen & Unwin.

Salazar, M. S. (1989). *European studies of Philippine languages* (Unpublished doctoral dissertation). University of the Philippines, Diliman.

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Shinoda, E. (1990). *Annotated chronological bibliography of publications and manuscripts in Philippine linguistics made by the Japanese (1902-89).* A publication of the C. Lopez Archives of Philippine languages. University of the Philippines.

Sydiongco, R. C. (1981). *The use of English and Waray directives among Waray school children: A discourse analysis* (Unpublished doctoral dissertation). University of the Philippines, Diliman.

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Vibar, A. M. (2010). *Studies on the major Philippine languages by Spanish missionaries* (Unpublished doctoral dissertation). University of the Philippines, Diliman.

Ward, J. H. (1971). *A bibliography of Philippine linguistics and minor languages* (Data paper no.83. Linguistic series, v.). IIthaca, NY: Cornell University, Southeast Asia Program.

Zhang, L. (1993). *Modelong diksiyunaryong Filipino-Mandarin at Mandarin-Filipino* [Filipino-Mandarin and Mandarin Filipino model dictionary] (Unpublished master's thesis). University of the Philippines, Diliman.

An annotated list of works about Philippine languages written by Chinese authors

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
nd	**Chang, Hsieh.** *Tung hsi yang k'ao. (Treatise on Eastern and Western Seas).* In Ch'en, C. (1968).
nd	**Chang, Wang-t'ing.** *Ming shih. (Official history of Ming Dynasty).* In Ch'en, C. (1968).
nd	**Chua, Ernest. (nd).** *Isneg phonemes.* **Manila: SIL.** In Johnson, Rex E., comp. (1996). "7p."
nd	**Lo Shih.** T'ai p'ing huan yü chi. *(Description of the world).* In Ch'en, C. (1968).
nd	**Lou Yüeh.** *Kung k'uei chi. (Collected works of Lou Yüeh).* In Ch'en, C. (1968).
nd	**Ma, Tuan-lin.** *Wen hsien t'ung k'ao. (General survey of literature).* In Ch'en, C. (1968).
nd	**Ming Shih-lu.** *Veritable records of the Ming Dynasty.* In Ch'en, C. (1968).
nd	**Togtoo. Sung shih.** *(Official history of Sung Dynasty).* In Ch'en, C. (1968).
nd	**Yeh Shih.** *Shui hsin wen chi. (Collected words of Yeh Shih).* In Ch'en, C. (1968).
nd	**Sytangco Reyes, Jose. (nd).** *Some important points on semantics and semasiology of the Tagalog language.* **np.** In Johnson, Rex E., comp. (1996). "6p."
1580	**Ochoa, Diego, O.S.A. (1580).** *Arte y vocabulario y confesionario Pampango.* In Ward, J.H. "3v. Gram; Lex; Text 3; Hist 2. Said to be in the Convento de Lubao, Pampanga. Barrantes gives the title as *Arte y diccionario del idioma Pampango*." In Johnson, Rex E., comp. (1996). "3v."

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1610, 1832, and 1911	**Pinpin, Thomas. (1610).** *Librong pagaaralan nang mga Tagalog nang uicang Castilla*. **Bataan: de Tomas Pinpin y Jacinto Magaurla.** **(1832).** *Librong pagaaralan nang manga Tagalog nang wikang Castilla*. **Manila, Imp. de Don Jose Maria Dayot.** **(1911). Paaralang sulat ni Thomas Pinpin, tauong Tagalog, sa manga capoua niya Tagalog, na nagaabang magaral nang dilang macagagaling sa canila. (V. Suarez, trans.) In Retana,** *Origenes de la Imprenta Filipina*: **82-86. Madrid.** In Ward, J.H. (1971). "258p (1610 ed.). Phon; Text 3; Hist 2; Comp 5; Ped. Title translation: Book studied by Tagalogs in learning Spanish. This contains questions for confession in Tagalog and Spanish by F. de San Jose. Primarily, this is for teaching Spanish. The Tagalog text of dedication is reproduced in Retana's Origenes, no.82. A song is included. This is interesting for the phonemicization of Tagalog. Other editions: 1752, 1832 (919p), 1911 (reissued by Miguel Ortigas y Cuerva)." In Johnson, Rex E., comp. (1996). "258p (1610 ed.). With questions for confession in Tagalog and Spanish by F. de San Jose." In Manuel, E.A. (1948). (1832 ed.) In Ward, J.H. (1971). "(1911 ed.). Text; Hist 2. This is the Spanish translation of his letter of dedication in his 1610 book. Also included is a song, the translation of which is not given."
1881	**Sanciano y Goson, Gregorio. (1881).** *El progresso de Filipinas: Estudios economicos, administrativos, y politicos*. **Madrid. Imprenta de la Vuida de J.M. Perez.** In Ward, J.H. (1971). "260p. Soc 1. On p173-174 is a section, 'Dialectos.'"
1887	**Rizal, Jose Alonso. (1887). Tagalische Verkunst, Ver, Berliner Ges.** *Anthr., 19:* **293-295.** In Ward, J.H. (1971). "Phon; Text 7. This treats sounds and syllables/ stress patterns of Tagalog poetry. This appeared also as *The Tagalog art of versification*. In *Miscellaneous writings of Dr. Jose Rizal, v8*: 107-111. (Manila: National Heroes Commission, 1964); as Ang sining ng panulaang Tagalog. In *Mga iba't ibang sinulat ni Rizal*: 49-54. (Manila: National Heroes Commission, 1964); and as *Arte metrica del Tagalog*. In *Institute of National Language Publication, 4 (3)*: 93-98."
1888	**Rizal, Jose Alonso. (6 Dec 1888).** *Memoir concerning the significance of Chinese names of islands of the Philippines*. **London.** In Ward, J.H. (1971). "Lex 1; Eth."
1889 to 1895	**Rizal, Jose Alonso. (1889-1895).** *Seventeen letters to A.B. Meyer from London*. In Ward, J.H. (1971). "64p. Content undetermined. Said (Welsh) to be chiefly political in content but with some references to linguistic topics."

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1890, 1893	**Rizal, Jose Alonso. (1890). Sobre la nueva ortografia de la lengua Tagalog [About the new orthography of the Tagalog language].** *La Solidaridad*, **2 (29 Apr 15): 89-92. Madrid.**
	(1893). Die transcription des Tagalog von Dr. Jose Rizal [The orthography of Tagalog by Dr. Jose Rizal]. *BTLV 42*: **311-320.**
	In Ward, J.H. (1971). "(1890 ed.) Writ. Bernardo says this is a brief discussion of the ancient Tagalog writing, and refers to the work of Pardo de Tavera on Tagalog palaeography as having given him the idea of introducing the new Tagalog orthography. This article appears in German (translated by F. Blumentritt)."
	In Ward, J.H. (1971). "(1893 ed.) Writ 1. This is the German translation of the previous entry."
1898 and 1904	**Cue-Malay, Gonzalo. (1898).** *Frases usuales para la conversacion en Español, Tagalo, e Ingles* **[Common phrases for conversation in Spanish, Tagalog, and English]. Manila: Establecimiento Tipografico de Fajardo y Compania.**
	(1904). *Frases usuales para la conversacion en Español, Filipino e Ingles, con la pronunciacion figurada* **[Common phrases for conversation in Spanish, Tagalog, and English, with phonetic transcription].**
	In Ward, J.H. (1971). "116p (1st ed). 127p (2nd ed). Ped 1."
1916	**Ongkeco, Rafael V. (9 Mar 1916).** *Chinese words in Tagalog.* **(Tagalog paper no. 318 in the H.O. Beyer Collection). Manila.**
	In Manuel, E.A. (1948). "Contains 56 words with etymological analysis generally. Author is of Chinese-Tagalog parentage from Malolos, Bulakan province."
	In Ward, J.H. (1971). "Writ 2; Hist 4. Said (Manuel) to contain 56 words with etymological analysis."
	In Johnson, Rex E., comp. (1996). "H. Otley Beyer Collection 318."
1916	**Rizal, Jose Alonso. (1916). The Tagalog language. In Austin Craig, ed.,** *Philippine progress prior to 1898.* **Manila: Philippine Education Co., Inc.**
	In Ward, J.H. (1971). "106p. Phon; Comp. This is a very short inventory of Tagalog consonants and vowels. There is a general comparison with Malay."
1921	**Uy Tuan Uan, Juan. (15 Mar 1921).** *Relation of Amoy to the Philippine Islands.* **MS.**
	In Manuel, E.A. (1948). "In the H.O. Beyer Collection; Gives the following words as of Chinese origin: bico, bigas, kateg, lipia, sosy."
1929	**Sison, Perfecto G. (1929).** *A general bibliography of the Pangasinan language.*
	In Ward, J.H. (1971). "39p. Bibl 2; BPES set 6, v2, no.58."
1930	**Chang, Hsing-lang. (1930). Fei lü pin shih shang Limahong chih chen jen k'ao. (The real 'Limahong' in Philippine history).** *Yenching Journal of Chinese Studies, 8.*
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Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1930 to 1938	**Rizal, Jose Alonso. (1930-1938).** *Epistolario Rizalino: Documentos de la Biblioteca Nacional de Filipinas, compilados y publicados bajo la direccion de T.M. Kalaw* [Collected letters of Rizal: Documents in the National Library of the Philippines, compiled and published under the direction of T.M. Kalaw]. Manila: Bureau of Printing. In Ward, J.H. (1971). "5v. Gram; Lex; Writ 1; Bibl 3; Some writings of Rizal. It includes *Sobre la ortografia Tagala*, in 3: 10-21. In v4, part 1, p33 is *Sobre la lengua Tiruray* (a letter to F. Blumentritt, Berlin, 28 Nov 1886.) In v4, p113, a letter from Rizal to Blumentritt, 15 Feb 1893 on Bournouf's *Gramatica de las lenguas comparadas*. In v4, p185, is an English-Sulu-Malay vocabulary, a book published 5 Jan 1894 according to Rost's letter to Rizal, 5 Jan. In v5, part 13, is Blumentritt's *Vocabulario Tagalo-Aleman*."
1931	**Li, Ch'ang-fu. (1931). Fei lü pin shih shang Limahong chih chen jen k'ao pu i. (The real 'Limahong' in Philippine history.** *Yenching Journal of Chinese Studies, 9.* In Ch'en, C. (1968).
1931	**Li, Kuang-ming. (1931). Fei lü pin shih shang Limahong chih chen jen k'ao pu cheng. (Further notes on "The real 'Limahong' in Philippine history").** *Yenching Journal of Chinese Studies, 10.* In Ch'en, C. (1968).
1934	**Chen, Shen. (1934). Ming hai k'ou Lin A-feng k'ao. (Lin A-feng, a pirate in the Ming period).** *Tung Fang Tsa Chih, 16 (7).*
1938	**Guico, Mauro F. (1938). Kinship terms among the Ilokanos.** *PM, 35 (Jan):* **35-31.** In Ward, J.H. (1971). "Lex 1; Eth 2." In Johnson, Rex E., comp. (1996).
1938	**Tangco, Marcelo. (1938). A sketch of the racial and cultural history of the Filipinos.** *The Philippine Social Science Review, May 1938, 10* (2): **110-126.** In Manuel, E.A. (1948).
1939	**Pinpin, Tomas. (1939).** *Paaralang sulat ni Tomas Pinpin, tauong Tagalog, sa manga capoua niya Tagalog, na nagaabang mag-aral ng dilang makagagaling sa canela.* **np.** In Johnson, Rex E., comp. (1996).
1941	***Rizal, Jose Alonso. (1941). Pahimakas: Salinig sa Tagalog at salitik sa katutubong baybayin ni Jose N. Sevilla [The last farewell: Translation to Tagalog and written in the native orthography by Jose N. Sevilla].*** In Ward, J.H. (1971). "Text 2; Writ 2. This is the translation of Rizal's *El ultimo adios*, translated into Tagalog and written in Tagalog (and Latin) orthography by Jose N. Sevilla."
1941	**Wang, Lour Chie. (22 Aug, 14 Sep 1941). Tagalog words of Chinese origin.** *MS.* In Manuel, E.A. (1948). "Lists 52 words. Writer is a native of Kulangsu, Amoy. The original manuscript was burned together with the UP Library collections in Feb 1944." In Johnson, Rex E., comp. (1996). "np."
1944	**Janse, Olov R.T. (1944). Notes on Chinese influence in the Philippines in pre-Spanish times.** *HJAS 8 (1):* **34-62.** In Johnson, Rex E., comp. (1996).

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1945	**Cheong, Loretto. (16 Nov 1945). Chinese names of foods and culinary terms adopted in Tagalog. *MS.*** In Manuel, E.A. (1948). "Contains the 44 words with attempt at etymologies. Writer is a Cantonese." In Ward, J.H. "Lex 1; Hist 4. This list of 44 words with an attempt at etymologies is found in the E.A. Manuel Collection." In Johnson, Rex E., comp. (1996).
1945 to 1946	**Ku, Un-san. (23 Oct 1945, 5 Jan 1946). A study of Tagalog. *Chinese Commercial News.* Manila.** In Manuel, E.A. (1948). "In the E.A. Manuel Collection (handwritten copy). Author is a native of Kulangsu, Amoy. Published in Chinese characters. Translated orally for my [Manuel's] use by Mr. Chio-shih Lin. Due to missing numbers, very much less than 100 words of the 300 which the author proposed to discuss were studied." In Ward, J.H. (1971). "Lex 1; Hist 4. This is a handwritten copy in the E. Arsenio Manuel collection. Manuel says that this was published by the author in Chinese characters, and that there are only less than 100 words studied. The archaic words recorded are from Hsueh Wen, Han Dynasty before the Christian era." In Johnson, Rex E., comp. (1996).
1946	**Peji, Sotero and I. Tecson. (1946). *Balarila ng Wikang Pambansa.* Manila.** In Johnson, Rex E., comp. (1996). "149p."
1947	**Dizon, Nicolas C. (1947). *Dictionary English, Tagalog, Ilocano, and Visayan: A brief Tagalog grammar written in English and translated in Ilocano and in Visayan.* Honolulu: Juan de la Cruz Book Room.** In Ward, J.H. (1971). "182p. Lex 4." In Johnson, Rex E., comp. (1996). "182p."
1947	**Yap, Manuel. (1947). *Ang dila natong Bisaya: Mga katarungan ug katinawan bahin sa iyang mga lagda ug mga hiyas.* Cebu City: Star Press.** In Ward, J.H. "292p. Gram; Morph. Title translation: Our Visayan tongue. This is a Visayan grammar with most coverage on morphology." In Johnson, Rex E., comp. (1996). "292p."
1949	**Santos, Josefina L., Salud R. Paz, Trinidad C. Sison, and Amparo R. Asuncion. (1949). *A manual for teaching the National Language in Grade 2.* Manila: Bureau of Public Schools Publication.** In Johnson, Rex E., comp. (1996). "163p."
1950	**Diyco, Adelaida S. (1950). *A study of the relative effectiveness of direct and of indirect methods of teaching Tagalog among first year students in the high school.* (Unpublished MA in Education thesis). Arellano University, Manila.** In Ward, J.H. (1971). "Ped; Acq 2."
1951	**Tangco, Marcelo. (1951). The Christian peoples of the Philippines. *Natural and Applied Science Bulletin, 11 (1)*: 115. Quezon City.** In Ward, J.H. "Soc; Eth. Welsh says the emphasis is placed on language and also includes Chinese, European, Indian, Arab, Japanese, Amerindian and Afro-American peoples in the Philippines."

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1951	**Wang, Teh-ming. (1951).** *Lim-ah-hong's affair.* **(University of the Philippines term paper).** In Ch'en, C. (1968).
1953	**Butengko, Helen. (1953). Bibliography of ethnographic titles relating to the Philippines from periodical literature. JEAS, 3 (1): 109-122.** In Ward, J.H. (1971). "Bibliography."
1953	**Ch'en, Ching-ho. (1953). Fei lü pin hua ch'iao ta shih chih. (A chronicle of important events regarding the overseas Chinese in the Philippines).** *The Continent Magazine, 6 (5).* In Ch'en, C. (1968).
1954 and 1961	**Sytangco Reyes, Jose. (1954). Medical dictionary translated into the Filipino language. Manila: F.P. Agustin.** **(1961).** *English-Spanish-Tagalog medical dictionary, revised and enlarged ed. (Diccionario medico Ingles-Español-Tagalog. Talahulugang Ingles-Kastila-Tagalog sa panggagamot.)* **Manila.** In Johnson, Rex E., comp. (1996). "(1st ed) 797p." In Ward, J.H. (1971). "(2nd ed) 1023p.; Lex 4."
1955	**Gatue, Belen Tan. (1955).** *A study of assimilation in Chinese-Filipino families in Manila and suburbs.* **(Unpublished MA in Sociology thesis). University of the Philippines, Diliman.** Available in Archives, LG995 1955 S7 T2 F: Socio. The study found that the male head of the Chinese-Filipino family (where the husband is Chinese and the wife Filipino) does not become Filipinized nor identify himself with the Filipino group, unlike Chinese-Filipino children who are absorbed and assimilated into the Filipino culture. Gatue added that Filipino-Chinese children experience a great linguistic burden: they learn Mandarin and English in school, use 'conversational Chinese' (Hokkien) with their father, and use a native language with their mother at home.
1956	**Tensuan, Emperatriz. (1956).** *Ang munti kong talatinigan* **[My little dictionary]. Manila.** In Ward, J.H. "96p. Lex; Ped. An alphabetical picture dictionary for the elementary level."
1957	**China Inland Mission. (1957).** *Files of linguistic material on Mindoro Mangyan languages at Calapan, Mindoro.* In Ward, J.H. "Bibl."
1957	**Chun, Ernest and Richard Roe. (1957).** *Primer I, Primer II, Primer III.* **Manila: Summer Institute of Linguistics.** In Ward, J.H. (1971). "Text; Ped 2. These are Isneg reading materials."
1957	**Shen, Yao. (1957). How to use phonetic difference in the native language to teach phonemic difference in the foreign language. MSTEQ, 7 (2-3): 18-20, 47.** In Ward, J.H. (1971). "Phon; Ped; Theo 5; Acq 2." In Johnson, Rex E., comp. (1996).

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1958	**Lim, Matilde J. (1958).** *Mga karaniwang kamalian sa mga kathang pasulat sa wikang Pilipino ng mga mag-aaral sa ikalima at ikaanim na baitang ng mga paaralang bayan sa unang purok ng Laguna* **[Common errors in written themes in Pilipino of grade 5 and 6 students of public schools of the first district of Laguna] (Unpublished MA in Education, Filipino Language thesis). National Teacher's College, Manila.** In Ward, J.H. (1971). "Text; Ped 5. Title translation: *Common errors in Pilipino composition among 5th and 6th grade students in the first district of Laguna.*"
1958	**Litonjua, Antonio. (26 Nov 1958). Amoks and the national language.** *Kislap-Graphic, 25*: **22-23.** In Ward, J.H. (1971). "Eth."
1958	**Shen, Yao. (1958). Some functions of pattern practice.** *MSTEQ, 8 (1)*: **14 f.** In Ward, J.H. (1971). "Ped; Acq 2."
1958	**Sison, Pastora Carreon. (1958).** *A study of the types of errors in written themes in Filipino language of the freshmen in the general secondary schools of Pangasinan during the school year 1957-1958.* **(Unpublished MA in Education thesis). Northwestern Educational Institute.** In Ward, J.H. (1971). "Comp 5."
1958	**Wu, Ching-hong. (Oct 1958). Supplements to a study of references to the Philippines in Chinese sources from earliest times to the Ming Dynasty (?-1655).** *Journal of East Asiatic Studies, 7 (4).* In Ch'en, C. (1968).
1959	**Dy-Liacco, Leonor Bojano. (1959).** *Bikol syntax.* **(Unpublished MA in Education thesis). University of Nueva Caceres, Naga City.** In Ward, J.H. (1971). "vii, 50p. Syn." In Johnson, Rex E., comp. (1996). "vii, 50p."
1959	**Ponce, Andrea C. and Jacinta C. Yatco. (1959).** *List of Philippine government publications: 1945-1958.* **Manila: University of the Philippines Institute of Public Administration.** In Ward, J.H. (1971). "132p. Bibliography. The breakdown is by issuing office; for example, see Department of Education; Institute for National Language; Bureau of Public Schools: 67-71, 76-121."
1959	**Shen, Yao. (1959a). Representations of the two affricates in English.** *General Linguistics, 4*: **43-55.** In Ward, J.H. (1971). "Phon 5; Comp 5. This deals with the use of Tagalog, Thai, and Japanese." In Johnson, Rex E., comp. (1996).
1959	**Shen, Yao. (1959b). Some allophones can be important.** *Lang Learn, 9 (1-2)*: **7-18.** In Ward, J.H. (1971). "Phon 3; Comp 5. Comparisons of Tagalog, English, Thai, Mandarin, German are given with respect to the distributions of allophones." In Johnson, Rex E., comp. (1996).

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1960	**Chai, Nemia Melgarejo. (1960).** *A descriptive analysis of Aklan syntax.* **(Unpublished MA thesis). Pennsylvania State University, University Park, Pa.** In Ward, J.H. (1971). "157p. Syn 1; Text; Comp 5. Forty pages of analyzed text serve as corpus. The study contrasts Aklan with English, classifies sentence units by functional distribution and exposition of sentences patterns."
1960	**Shen, Yao. (1960). Experience classification and linguistic distribution.** *Lang Learn, 10 (1-2)*: **1-13.** In Ward, J.H. (1971). "Comp 5; Sem 2. A footnote on p3 gives Tagalog examples of the range of meaning of hot and cold as compared to English hot, warm, cool, cold, and Mandarin's three terms. This article is mainly concerned with English and Chinese, not Tagalog." In Johnson, Rex E., comp. (1996).
1961	**Chua, Anacoreta A. (1961).** *A brief contrastive analysis of English and Tagalog.* **(Term project for Speech 103K). UCLA, California.** In Johnson, Rex E., comp. (1996).
1961	**Cotongco, Loreto. (1961).** *The Phoenix high school reviewer in Pilipino: Balarila at panitikan* **[Grammar and literature]***, 4th year.* **Manila: Phoenix Publishing House, Inc.** In Ward, J.H. (1971). "48p. Text; Ped 2." In Johnson, Rex E., comp. (1996). "48p."
1961	**Dioko, Leonardo C. (1961). The irksome 'kuwan.'** *PFP 54 (26)* : **53.** In Ward, J.H. (1971). "Lex 1." In Johnson, Rex E., comp. (1996).
1961	**Shen, Yao. (1961). Sound-arrangements and sound-sequences.** *Lang Learn, 11 (1-1)*: **17-32.** In Ward, J.H. (1971). "Phon; Comp 5. 'Sequence' refers to specific phoneme order; 'arrangement' to formula (CVC type). Single symbols filling arrangements don't show allophonic data. The article gives a contrastive presentation of arrangement for English (as a foreign language) and Tagalog, Thai, Mandarin, Japanese (as native languages). The typology of consonant clusters are compared and implications for language teaching are drawn." In Johnson, Rex E., comp. (1996).
1962	**Foo, Tak Sun. (Apr 1962). A historical sketch of the magnitude of Chinese immigration to the Philippines.** *Chung Chi Alumni, XI.* In Ch'en, C. (1968).
1962	**Pichay, Leon C. (1962).** *Diksyonario ti tagtagainep* **[Dictionary of dreams]. Manila: M. Colcol.** In Johnson, Rex E., comp. (1996). "84p."

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1962	**Shen, Yao. (1962). Linguistic experience and linguistic habit. *Lang Learn, 12 (2)*: 133-150.** In Ward, J.H. (1971). "Comp 5. This is a contrastive presentation of voiceless/voiced stops in final position (p, t, k, b, d, g), using English (as a foreign language) and Tagalog, Javanese, Japanese, Mandarin, and Thai (as the native languages). Attention is given to allophonic problems in producing English. Distributional factors are shown at work in the outcome. Given is a typology of the FL to NL relationship regarding each stop." In Johnson, Rex E., comp. (1996).
1963	**Cutiongko, R. (1963) *A phonemic study of Sagada*. Manila: Ateneo Graduate School.** In Johnson, Rex E., comp. (1996).
1963	**Goloy, Gloria Garchitorena. (30 Jun 1963). The language problem: Communication or confusion? *STM*: 30-31.** In Ward, J.H. (1971). "Soc 3; Theo 3."
1963	**Guanco, Nelia Rivera. (1963). *A descriptive-contrastive analysis of English and Tagalog verbs*. (Unpublished PhD dissertation). University of Michigan.** In Ward, J.H. (1971). "181p. Comp 5; Ped; Acq 2. This uses the tagmemic approach to predicting learning difficulties." In Johnson, Rex E., comp. (1996). "181p."
1963	**Guinto, Rosalia A. (1963). *A contrastive analysis of the Tagalog personal pronouns with those of the other seven major Philippine languages*. (Unpublished thesis). Centro Escolar University, Manila.** In Ward, J.H. (1971). "Lex 1; Comp 5. GFS 18: 139-150."
1963	**Ngo, Araceli. (1963). *Tausug phonology*. Ateneo de Manila Graduate School.** In Johnson, Rex E., comp. (1996). "14p."
1964	**Dy, Felipe G. (1964). *Isang pahambing na pag-aaral ng talasalitaang Tagalog at Hiligaynon* [A comparative study of Tagalog vocabulary] (Unpublished MA thesis). Manuel L. Quezon University, Manila.** In Ward, J.H. (1971). "175p. Lex; Comp. This is a comparative study of Tagalog and Hiligaynon vocabularies." In Johnson, Rex E., comp. (1996). "175p."
1964	**Goseco, Petronilla S. (1964). *Proposed instructional material based on an analysis of theme errors of first year students in the University of the Philippines Preparatory School*. (Unpublished MA thesis). University of the Philippines, Diliman.** Available in Education, LG994 1964 G65 F: Ped. The proposed instructional material was developed to correct the top 10 common structural, grammatical, and mechanical errors of students in theme-writing activities.

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1964	**Liao, Shubert S.C., ed. (1964). *Chinese participation in Philippine culture and economy*. Manila: University of the East.** Available in Filipiniana, DS 666 C5 L5 F: Socio. Comp. A collection of articles that aim to "promote cultural, economic and social understanding and cooperation between Filipinos and Chinese residing in the Philippines" (in Preface). Contains a section on Chinese influences on Philippine culture, including Chinese loan words in Filipino (food terms - *bihon, pansit, lechon, vetsin;* kinship terms - *ati, ditsi, sansi, kuya, diko, sanko;* among others), and Arsenio E. Manuel's article that looked into the association of Philippine languages with Chinese by looking into monosyllabic and disyllabic words in Philippine languages.
1964	**Samsom, Jose A. (1964). *The language of insanity*.** In Ward, J.H. (1971). "Eth 1. This is a psycholinguistic article which is not confined to Philippine data but does contain some Tagalog examples of psychotic speech."
1964	**Yengoyan, Aram A. (1964). *Environment, shifting cultivation, and social organization among the Mandaya of Eastern Mindanao, Philippines*. (Unpublished PhD thesis). University of Chicago.** In Ward, J.H. "vi, 214p. Lex 1; Soc; Kin terms are given on p113-117, 122-126. A note on the distributions of cultural-linguistic groups of Eastern Mindanao is also given. There are a few comments on language, for example: lists Mandaya dialects on p23-28: Manobo -- 1) Dibabaon-Mandaya; 2) Mangguangon; 3) Caraga Manabo; Governor Generoso Manabo, and lists Davaoeno with 10 dialects. The author comments on language affinities."
1965	**Constantino, Ernesto, Consuelo J. Paz, and Marietta N. Posoncuy. (12-13 Jul 1965). The grammar of the pronouns of Ilukano, Isinai, Kapampangan, and Tagalog. *The H. Otley Beyer Symposium*: 19. Abelardo Hall, University of the Philippines, Diliman.** In Ward, J.H. (1971). "Morph; Syn; Comp 3. This deals with (morpho) phonology and syntax of pronouns (i.e., mono-, polymorphism, mono-, polyphonemic shape, distributional possibilities of different pronouns with each other, obligatory occurrences stated. It gives morphophonemic changes in multiple pronoun strings."
1966	**Dizon, Anacleto I. (8 Oct 1966). Galing sa Bisaya ang Tagalog [Tagalog came from Bisaya]. *Panitikan, 2*: 38-43.** In Ward, J.H. (1971). "Hist; Comp." In Johnson, Rex E., comp. (1996).
1966	**Gobuyan, Erlinda A. (1966). *A descriptive contrastive analysis of Ilonggo Hiligaynon and English personal pronouns*. (Unpublished MA in Teaching English as Second Language thesis). University of the Philippines, Diliman.** Available in Education, LG994 1966 G6 F: Gram. Ped. The study was done to show the difference between the features (person, number, gender, case, compounds) of personal pronouns in Hiligaynon and English, which students have difficulty in. Gobuyan recommended that teachers emphasize the difference from the first stages of second-language learning, and provide learners with a lot of drills.

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1966	**Posoncuy, Marietta N. (1966).** *The grammar of the personal pronouns of five Philippine languages.* **(Paper read at the 11th Pacific Science Congress). Tokyo.** In Ward, J.H. (1971). "Lex 1; Morph 1."
1966	**Tecson, Consuelo H. (1966).** *Pampango personal pronouns: A descriptive analysis.* **(Unpublished MA thesis). University of the Philippines, Diliman.** Available in Education, LG994 1966 T4 F: Gram. Ped. Tecson described the Kapampangan personal pronouns in terms of person, number, and case, as well as their distribution or position in an utterance. The author said that second language learners face problems in word order since they think in their first language. In Johnson, Rex E., comp. (1996). "41p."
1967	**Antonio, Celia and Allen Tan. (1967).** *Preliminary bibliography on cultural minorities.* **Manila: Commission on National Integration, Tribal Research Center.** In Ward, J.H. (1971). "Bibliography."
1967	**Constantino, Ernesto, Consuelo J. Paz, and Marietta N. Posoncuy. (1967). The personal pronouns of Tagalog, Ilukano, Isinai and Kapampangan.** *Studies in Philippine anthropology,* **Mario Zamora, ed.: 567-591. Quezon City.** In Ward, J.H. (1971). "Morph; Syn; Comp 3."
1967	**Geli, Leovigildo Ty. (1967).** *The use of structures of modification in written compositions as a possible measure of language growth among students of Galas High School, Quezon City.* **(Unpublished MA in Teaching English as Second Language thesis). University of the Philippines, Diliman.** Available in Education, LG994 1967 N53 F: Ped. The author found that the use of structures of modification as a measure of language growth is only valid between third and fourth years, second and fourth years, and first and fourth years.
1967	**Labita, Avelina T. (1967).** *Tagalog-Chinese talatinigan* **[Tagalog came from Bisaya]. Frisco, Quezon City: E.V. CampaNer & Sons.** Available in Filipiniana, PL6057 L33 1967 F: Lex. 130p. This Tagalog-Chinese (Hokkien) word list was written to promote deeper understanding among Filipinos and Chinese. The list includes around 3000 words and phrases commonly used at home, in a community, and for trade. In Zhang, Lanying. (1993). The first work on the Chinese language. Lost from the library of UP. Zhang commented that Labita (1967), along with Chen (1989), is a very basic dictionary.
1967	**Tan, Arsenia B. (1967a). Notes on controversies: Is 'ng' a preposition or an article?** *Unitas 40*: 631-639. In Ward, J.H. "Lex 1." In Johnson, Rex E., comp. (1996).

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1967	**Tan, Arsenia B. (Dec 1967b). Some structural features of the Tagalog nouns: Clues to the identification of the Tagalog nouns unto sub-classes.** *Unitas, 40*: 647-651. In Ward, J.H. "Morph 2." In Johnson, Rex E., comp. (1996).
1967	**Tan, Arsenia B. and Antonia F. Villanueva. (Dec 1967). A contrastive analysis of the English and Tagalog consonant systems.** *Unitas, 40*: 631-639. In Ward, J.H. "Phon 5." In Johnson, Rex E., comp. (1996).
1967	**Tan, Erlinda Alcober. (1967).** *A morpho-syntactic analysis of the Cebuano-Bisayan language and its corresponding influence on the learning of Pilipino by Cebuano speakers.* **(Unpublished MA in Education thesis). University of San Carlos, Cebu City.** Available in Filipiniana, PL5649 T35 F: Gram. Ped. Tan commented that studies on Philippine languages are mainly done by foreigners. She added that there is a growing dissatisfaction with the traditional approach. This study is a contrastive analysis of structural differences between Cebuano and Pilipino. The author found that the Cebuanos' grudge complex towards learning Pilipino is a result of the grammar-translation method. She said that it is important for teachers and learners to understand the difference between the two languages for more effective acquisition of the second language (Pilipino). In Johnson, Rex E., comp. (1996). "155p."
1968	**Ch'en, Ching-ho. (1968).** *The Chinese community in the sixteenth century Philippines.* **Tokyo: The Centre for East Asian Cultural Studies.** Available in Filipiniana, DS666 C5 C48 F: Socio. The author traced the history of the Chinese's contact with the Philippines, and their experiences from pre-colonial times to the Spanish colonial period (until the late 16th century). Ch'en cited a lot of Chinese reports and maps citing different Philippine towns and islands, indicating the two nations' contact that go as far back as the 10th century.
1968	**Rahmann, Rudolf and Gertrude R. Ang.** *Dr. H. Otley Beyer: Dean of Philippine anthropology: A commemorative issue.* **Cebu City: University of San Carlos.** In Ward, J.H. (1971). "124p. Text 4; Writ 2; Hist 4. Collection of articles of ethnographic and linguistic interest." In Johnson, Rex E., comp. (1996). "124p."
1968	**Sydiongco, Resurreccion C. (1968).** *The similarities and differences of Leneyte-Samar and English syntax.* **(Unpublished thesis). Divine Word University, Tacloban City.** In Sydiongco, Resurreccion C. (1981).
1969	**Llamzon, Teodoro A. and Gloria Chan-Yap, eds. (1969).** *Proceedings of the Seminar on Language Teaching.* **Quezon City: Ateneo Language Center.** Available in Education, PB35 S46 1969 F: Not accessed personally

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1969	**Nibungco, Jamiko Tuason. (Nov 1969). *Some morphophonemic changes in Tagalog verbs: A descriptive analysis*. (Unpublished MA in Teaching English as Second Language thesis). University of the Philippines, DIliman.** Available in Education, LG995 1969 E35 N53 F: Gram. Ped. The study was conducted in light of the plans to adopt the Tagalog-based Pilipino as language of instruction in grade school. The study described the following morphophonemic changes in Tagalog verbs: assimilation, stress shift, metathesis, vowel loss, consonant weakening, alternation.
1970	**Bunye, Maria Victoria and Elsa Paula Yap. (1970a). *Cebuano for beginners*. np.** In Johnson, Rex E., comp. (1996). "839p."
1970	**Bunye, Maria Victoria and Elsa Paula Yap. (1970b). *Cebuano grammar notes*. np.** In Johnson, Rex E., comp. (1996). "115p."
1970	**Lim, Benito. (1970). *Communication systems of the Binondo Chinese*. (Unpublished MA thesis, draft copy). University of the Philippines, Diliman.** Available in Archives, LG995 1970 M3 L54 F: Socio. The thesis aimed to study the communication systems of the Binondo Chinese in different social structures. Lim found that communication among the Binondo Chinese functions as a social mechanism to link values of the past with the present. He also noted that traditional values are retained because older members fight for them, and that new values are adopted for survival. Although there was no mention about language/s used, it can be assumed that 'traditional values' include the use of Chinese, while 'new values' include the use of Filipino or other Philippine languages.
1970	**Pichay, Leon C., comp. (1970). *A rhyming dictionary of the Iloko language*. Quezon City: University of the Philippines.** In Johnson, Rex E., comp. (1996). "309p."
1970	**Sydiongco, Resurreccion C. (1970). Negation of Leneyte-Bisayan Waray. *Leyte-Samar Studies*. Divine Word University, Tacloban City.** In Sydiongco, Resurreccion C. (1981).

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1970	**Tiamson, Ligaya G. (May 1970). *A survey of the linguistic geography of 6 towns in Rizal (Taytay, Antipolo, Angono, Morong, Baras, and Tanay)*. (Unpublished MA in Teaching Pilipino as Second Language thesis). University of the Philippines, Diliman.** Available in Education, LG995 1970 E35 T53 F: Comp. Ped. This study is a part of a series of dialect geographies conducted by UP College of Education graduate students to help improve the teaching of languages by giving a more accurate picture of a language, and debunk the idea of a single standard language. Tiamson added that the use of certain dialects becomes the butt of jokes among peers. The study surveyed the province of Rizal, and investigated the variations of Tagalog based on geographical location and age group. Using a total of 100 lexical items, the researcher found at most 7 forms for a lexical item. The researcher also described briefly the differences in forms that are due to borrowing (from Chinese, Spanish, and English) and differences in sounds (addition or omission of consonants and vowels, affixation, Morong d-r alternation, etc.)
1970	**Tong, Villaluz D. (Jun 1970). *Morphological study of Ilocano verbal prefixes*. (Unpublished MA in Teaching English as a Second Language thesis). University of the Philippines, Diliman.** Available in Education, LG995 1970 E35 T65 F: Gram. Ped. The premise of the study is that each language has its peculiar characteristics, and that a person's linguistic habits in his/her first language affect his/her use of a second language. Tong described the prefixes he referred to as active (subject as actor), causative (somebody is made or requested to do something), reciprocal (plural, in concert), and quasi (state or condition).
1970 and 1971	**Yap, Elsa Paula and Maria Victoria R. Bunye. (1970). *Cebuano-Visayan dictionary*. Pacific and Asian Linguistics Institute.** **(1971). *Cebuano-Visayan dictionary*. Honolulu: University of Hawaii Press.** Available in Reference, PL5659 Y36 (1971 ed.) F: Lex. This is a supplementary reference dictionary for the users of Cebuano for beginners written by the same authors. It includes notes on the Cebuano alphabet and its corresponding sounds, and the symbols used. The dictionary is composed of around 6,500 entries. Affixed verbs are displayed in the following order: actor, goal, benefactive, and instrumental focus forms. In Ward, J.H. (1971). "533p (1970 ed.). Lex 4; Ped." In Johnson, Rex E., comp. (1996). "508p (1971 ed.)"

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1971	**Tetangco, Filipina M. (1971).** *Mga mungkahing gawain at pagsasanay sa pagtuturo ng kakanyahan o katangian ng talasalitaan sa Pilipino sa unang taon ng mataas na paaralan* **[Suggested activities and exercises for the teaching of distinctive characteristics of vocabulary words in Pilipino in first year high school] (Unpublished MA in Teaching Pilipino as Second Language thesis). University of the Philippines, Diliman.** Available in Education, LG994 1971 T48 F: Ped. Tetangco developed a set of instructional materials covering three classes of content words referring to things, action, and qualities. The instructional materials included descriptions, explanations, and illustrations of some of the distinctive features of the words, followed by sentences illustrating the difference among the words, as well as sample exercises and lesson plans.
1972	**Cosio, Rosalinda G. (1972).** *Mungkahing pinalatuntunang talasalitaan para sa ika-anim na baitang sa kapaligirang pang-unang wika.* **[Suggested programmed vocabulary for the sixth grade in the first language environment] (Unpublished MA in Teaching Filipino thesis). University of the Philippines, Diliman.** Available in Education, LG994 1972 C68 F: Ped. Cosio developed a programmed text for teaching vocabulary words. The words are presented in frames that show morphological clues, morphophonemic clues, and contextual clues.
1972	**Sydiongco, Resurreccion C. (1972). The situational approach to developing free expressions in spoken language communication in Grade 6 English classes in Philippine public schools.** *SEAMEO, RELC.* **Singapore.** In Sydiongco, Resurreccion C. (1981).
1972	**Tan, Antonio S. (1972).** *The Chinese in the Philippines, 1898-1935: A study of their national awakening.* **Quezon City: R.P. Garcia Publishing Co.** Available in Filipiniana, DS666 C5 T35 F: Socio. The book accounts for the evolution and growth of the national and political consciousness of the Chinese in the Philippines. It traces the positive and negative experiences of the Chinese over different periods, and looks at the institutions and associations that played major roles in the Chinese's national awakening.
1973	**Ang, Juliana P. (Oct 1973).** *A survey of the dialect geography of five towns and one city in Nueva Ecija (Gapan, Gen. Tinio, Muñoz, San Isidro, San Leonardo, and Cabanatuan City).* **(Unpublished MA in Teaching English as Second Language thesis). University of the Philippines, Diliman.** Available in Education, LG994 1973 A54 F: Comp. Ped. This study is a part of a series of dialect geographies conducted by UP College of Education graduate students to help improve the teaching of languages by giving a more accurate picture of a language, and debunk the idea of a single standard language. The study surveyed the province of Nueva Ecija, and investigated the variations of Tagalog based on geographical location and age group. Using a total of 200 lexical items, the researcher found at most 10 forms for a lexical item. The researcher also described briefly the differences in forms that are due to borrowing (from Chinese, Spanish, Sanskrit, and English) and differences in sounds (addition or omission of consonants and vowels, affixation, reduplication, etc.)

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1973	**Chua, Lily T. (1973).** *A structural description of Subanen language.* **(Unpublished MA in Linguistics thesis). University of the Philippines, Diliman.** Available in Archives, LG995 1973 L5 C48 F: Gram. The thesis is part of the Department's aim to provide a description of all Philippine languages so that a typology of Philippine languages may be completed. It also aims to establish the relationship of Subanen to other Philippine languages. The study gives a description of Subanen phonology, morphology, and syntax, limited to simple sentences, verbal complements, subjectivalization of complements, and aspectual forms of affixes.
1975	**Pan, Gregilda S. (1975).** *An analysis of code-switching in Philippine short stories and some sociolinguistic implications for Pilipino and English language development.* **(Unpublished MA in Teaching English as Second Language). University of the Philippines, Diliman.** Available in Education, LG995 1975 E35 P36 F: Socioling. Ped. Pan examined code-switching in the 1975 articles of the magazine *Liwayway*. She found that English loan words were used for scientific and technical terms, the English spelling of which were retained. For borrowed English common nouns, they were respelled adapting the Pilipino orthography. The author also found that code-switching was predominantly used among peers, and when talking about informal topics. Based on the study's findings, Pan concluded that code-switching, particularly in creative writing is moderately welcomed as it reflects the thoughts of people and the times. In addition, she said that Pilipno orthography which is not yet standardized poses a problem for language teachers.
1976	**Balza, Cynthia, Ma. Leah Montes, Ma. Luisa de Villa, and Lynna-Marie Y. Sycip. (1976).** *Ang wika sa larangan ng katutubong panggagamot* **[Suggested programmed vocabulary for the sixth grade in the first language environment]. In Ma. Lourdes S. Bautista, ed., (1996 and 1989)** *Readings in Philippine Linguistics,* **2nd ed.: 113-126. Malate, Manila: De La Salle University Press, Inc.** Personal copy F: Ethnoling. The study explores the terms related to folk medicine (diseases, causes, cure, etc.) in Alaminos, Laguna, Manila, and other nearby towns. The concepts usog, tawas, arbularyo, reflect the experiences and behavior towards health and well-being of people from the rural areas.
1976	**Sancho, Amelia T. (1976).** *A descriptive study of Bicol proverbs as reflected in the Bicol culture and language.* **(Unpublished MA in Teaching English as Second Language thesis). University of the Philippines, Diliman.** Available in Education, LG995 1976 E35 S26 F: Ethnoling. Sancho analyzed 140 Bicol proverbs and found the following recurring themes: faith in God; heredity; environment; respect and reverence; honesty, trustworthiness, and truthfulness; obedience; industry, patience, and perseverance; thrift and economy; cleanliness, neatness, and orderliness; kindness and sympathy; modesty, simplicity, and humility; self-control (poise); self-reliance, leadership, and initiative; helpfulness and cooperation; loyalty and patriotism; courage and bravery; tolerance, goodwill, and brotherhood.

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1977	**Chan-Yap, Gloria. (1977a). Hokkien Chinese loanwords in Tagalog.** *Studies in Philippine Linguistics 1 (1)*: **17-49.** Available online. URL: http://www.sil.org/asia/philippines/sipl/SIPL_1-1_017-049.pdf. Retrieved 16 Jan 2013. F: Socioling. Chan-Yap gathered words of Hokkien Chinese origin from available sources and verified them with native speakers born and raised in Amoy, Fukien province who migrated to the Philippines in their late teens. The loanwords were classified under different domains (anatomy, adornment, medicine, qualities, activities, expressions, animals, food, kinship, crafts, etc.) and were presented as follows: loanword respelled in Tagalog orthography - romanized Hokkien source with gloss - Chinese character equivalent - phonemicized form in Tagalog. In Johnson, Rex E., comp. (1996).
1977	**Chan-Yap, Gloria. (1977b). Language loyalty and linguistic assimilation among the Philippine Chinese. In Ma. Lourdes S. Bautista, ed., (1996 and 1989),** *Readings in Philippine Linguistics*, **2nd ed.: 201-207. Malate, Manila: De La Salle University Press, Inc.** Personal copy F: Socio. Socioling. Chan-Yap said that generations of Chinese born in the Philippines grew up with Hokkien as mother tongue, and Tagalog or some other vernacular and English as second language. For the Chinese, learning to speak the vernacular is important for dealing with Filipinos, but they are not pressed to master it. The author added that as long as the Chinese feels that s/he is a Chinese national in a foreign soil (reinforced by distrust between the Chinese and Filipinos), s/he will persist in hanging on to Chinese values, customs, traditions, and language. She concluded that language loyalty among the Philippine Chinese is a linguistic phenomenon not likely to disappear within the next decades, as this is maintained through formal institutions of education, organizations and associations, and the mass media.
1977	**Nang, Antonio L. (Mar 1977).** *Relationship of some attitudinal concepts of second language learning to proficiency in Pilipino.* **(Unpublished MA in Second Language Teaching thesis). University of the Philippines, Diliman.** Available in Education, LG994 1977 N35 F: Ped. The study found that senior high school students of Cagayan High School, whose first language is Ibanag, are highly motivated to learn Pilipino as a second language for career advancement, accessibility to works written in Pilipino, academic requirements, and for better Pilipino proficiency. He added that Ibanag speakers can learn Pilipino without necessarily integrating and identifying themselves with Pilipino speakers; and that they can be proficient in Pilipino without losing their basic cultural and linguistic identity.
1977	**Sydiongco, Resurreccion C. (1977a). Spanish time to the present.** *Leyte-Samar Studies***. Divine Word University, Tacloban City**. In Sydiongco, Resurreccion C. (1981).
1977	**Sydiongco, Resurreccion C. (1977b).** *Survey of linguistic studies in Leyte and Samar.* **(A seminar paper in Philippine languages). University of the Philippines, Diliman.** In Sydiongco, Resurreccion C. (1981).

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1977	**Sytangco, Jose R., MD. (1977).** *Scientific dictionary English-Pilipino (Talahulugang pang-agham Ing(g)les-Pilipino).* **Manila: Pamantasan ng Sto. Tomas.** Available in Reference, Q123 S98 1977 F: Lex. This dictionary was written in response to the lack of scientific terms in the national language, and the author said that it's about time that we started having them. The dictionary uses the following format: English entry - Pilipino equivalent/s.
1977	**Tuy, Ester E. (Apr 1977).** *Verbal interaction in English and Filipino: A study of classroom discussion in Science and Social Studies in Grade 3.* **(Unpublished PhD in Language Teaching dissertation). University of the Philippines, Diliman.** Available in Education, LG996 1977 E3 V37 F: Ped. The study found that the use of Filipino highly facilitated the teaching and learning of concepts in Social Science and Science in Tagalog and non-Tagalog regions. The use of Filipino facilitated higher levels of thinking and made class interaction clearer, faster and more fluent.
1978	**Sydiongco, Resurreccion C. (1978a). Linguistic studies in the Leyte-Samar language (1600-1974).** *Leyte-Samar Studies, 12(1)*: 13. In Johnson, Rex E., comp. (1996).
1978	**Sydiongco, Resurreccion C. (Jan 1978b). New trends in second language teaching.** *Interlink Quarterly*. **Secondary Education Division, MEC Region VIII.** In Sydiongco, Resurreccion C. (1981).
1980	**Underwood, Lilian, Walan Tuan, Bedung Gendulan, Tony Wanan, and Silin Wanan, comps. (1980).** *Disyunadi be udel: English, Tboli, Pilipino ne Hiligaynon. [Dictionary in the languages of English, Tboli, Pilipino, Hiligaynon].* **Manila: SIL and MEC.** In Johnson, Rex E., comp. (1996). "128p."
1981	**Sydiongco, Resurreccion C. (1981).** *The use of English and Waray directives among Waray school children: A discourse analysis.* **(Unpublished PhD in Language Teaching dissertation). University of the Philippines, Diliman.** Available in Archives, LG995 1981 E3 S83 F: Ped. Sydiongco found that students use six types of Waray directives, based on Ervin-Tripp's taxonomy of English directives: personal need statements, imperatives, embedded imperatives, permission directives, question directives, and hints. The author recommended that language classes focus on the communicative role of language, and the inclusion of discourse-oriented language lessons. The author's husband is Chinese.
1981	**Chauhan, Anita M. (1981).** *Pandalubhasaang Pilipino I: Masaklaw na aklat sa pagbasa, pagbigkas, balarila, pagsulat* [Pilipino specialization I: A comprehensive book on reading, pronunciation, grammar, writing]. **Manila: Rex Book Store.** Available in Filipiniana, PL6054 C53 F: Ped. This book is composed of 30 lessons aimed at increasing the students' vocabulary, as well as their reading, writing, and speaking skills. Each lesson is composed of four parts: reading, pronunciation, grammar, and writing.

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1981	**Fukuda, Tashi, Evelyn Labaro, Canuto Changale, Albert Layong, Dionic Chongalan, Abel Maingag, Francisca Nganmaya, Rita Layong, and Virgina Coyao, comps.** *A topical vocabulary in English, Pilipino, Ilocano, and Eastern Bontoc*. **Manila: SIL.** In Johnson, Rex E., comp. (1996). "122p."
1982	**Tan, Perla Mirasol. (Jun 1982).** *Comprehensibility and acceptability of deviant forms of formulaic expressions in English of Filipino graduate students*. **(Unpublished PhD in Language Teaching dissertation). University of the Philippines, Diliman.** Available in Education, LG996 1982 E3 T37 F: Ped. Tan investigated the level of acceptance and comprehensibility of deviant English forms used by Filipino graduate students by different groups of people (teachers of English, teachers of non-English subjects, non-academic professionals, other Southeast Asians, and native speakers of English). The research showed that deviant forms are generally acceptable and comprehensible, especially for the middle three groups. The author concluded that English tends to and will continue to deviate from its parent language. She added that these deviant forms should not be marked negative outright, but should first be evaluated in terms of effects in communication. The author's husband is Chinese.
1987	**Tan, Michael L. (1987). Usug, kulam, pasma: Traditional concepts of health and illness in the Philippines.** *Traditional medicine in the Philippines: Research report no. 3*. **Quezon City: Alay Kapwa Kilusang Pangkalusugan.** Available in Filipiniana, R133 T36 F: Ethnoling. The study was done in an attempt to understand folk medical theories in the Philippines, to help health professionals become more responsive to the needs of people. Linguistic analysis was used to determine the Filipinos' medical ideology, folk beliefs, and world view about health and wellness.
1988	**Chen, Annie, ed. (1988).** *Basic conversation: Chinese-English-Pilipino*. **Manila: Newfoundland Paper Products.** Available in Filipiniana, PL1125 E6 B38 F: Not accessed personally
1989	**Chen, Annie, ed. (1989).** *The Pilipino-English-Chinese dictionary*. **Binondo, Manila: SK Publishing. 235p.** Available in Reference, PL6056 P55 F: Lex. Chen commented that mutual understanding and cooperation between cultures depend greatly on understanding each other's language and culture. She added that Pilipino, English, and Chinese are three of the most important languages in the Philippines. Chen said that the dictionary will enable students to increase their vocabulary in the three languages, thereby promoting their effectiveness professionally. The dictionary provides a guide to pronunciation, and has the following format: Pilipino entry - word class - English equivalent - romanized Chinese (Hokkien) equivalent – equivalent in Chinese character. In Zhang, Lanying. (1993). The latest work on the Chinese language. Zhang commented that Chen (1989), along with Labita (1967), is a very basic dictionary.

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1989	**Chuaunsu, Rebecca Shangkuan. (1989).** *A speech communication profile of three generations of Filipino-Chinese in Metro Manila: Their use of English, Filipino, and Chinese languages in different domains, role-relations, speech situations, and functions.* **(Unpublished MA in Speech Communication and Theater Arts thesis). University of the Philippines Diliman.** Available in Archives, LG995 1989 S79 C48 F: Socio. The study found that there is significant difference among the three generations in terms of language use. The first generation Chinese use Chinese, the second generation English and Chinese, and the third generation English, Pilipino, and Chinese. Chuaunsu added that the home is the more influential social institution with respect to language use.
1989	**Cutang, Lilia Velasquez. (May 1989).** *The teaching of Communication Arts (Filipino) in the District of Consolacion, Division of Cebu: An appraisal, its implications to [sic] the learning of the language.* **(Unpublished MA in Education thesis). University of the Philippines, Diliman.** Available in Education, EDL1989 F: Ped. Cutang found that Communication Arts (Filipino) teachers in the District of Consolacion met the necessary educational qualifications set by the then Department of Education, Culture, and Sports. She recommended that teachers take master's units in Filipino. She also stressed the need for more instructional materials. The author's husband is Chinese.
1991	**Dy, Felipe G. (1991).** *Diksyunaryong Pilipino-Tsino.* **Manila: Kaisa para sa Kaunlaran, Inc.** Available in Reference, PL6056 D92 F: Lex. This dictionary was written for high school students, college students, and newspaper staff as a reference for school, business or translation. It has around 10,000 entries related to politics, economics, culture, arts, science, religions, business, among others. The dictionary includes a guide for usage (spelling, pronunciation) and verbal affixes. The entries are arranged in the following format: Pilipino entry - word class - Chinese equivalent in characters.
1991	**Young, Johnny C. (1991).** *Keeping up with your Chinese-Filipino: Business ed. (Sanayang aklat sa pagsasalita ng Intsik-Ingles: Edisyong pang-kalakalan).* **Diliman, Quezon City: Oregom International Publishing Co., Inc. 240p.** Available in Reference, PL1125 E6 Y68 v2 F: Lex. This was written for use in practical Chinese, English, or Filipino business communication; and aims to enhance tradition and industry among nationalities. It covers topics and situations such as educational background, hobbies, situations focused on travel, business engagements, etc. It includes notes on Filipino (with an F and not Tagalog), Mandarin pronunciation, as well as an outline of the Philippine archipelago. Each lesson includes a list of vocabulary, phrases, and expressions relevant to the lesson's topic. The words and phrases are arranged in the following format: English entry - equivalent in Chinese character - romanized Mandarin pronunciation - romanized Hokkien pronunciation - Filipino equivalent.

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1992	**Pacheco, Rosario P. (1992).** *A dictionary of Tagalog slang and expressions*. **(Unpublished Master in Library Science thesis). University of the Philippines, Diliman.** Available in SLIS, LG995 1992 L4 P32 F: Lex. The study was conducted in response to the growth and proliferation of Tagalog slang and expressions, which the author thinks are an important part of the language. A total of 1112 frequently used slang and expressions were gathered from magazines, newspapers, radio, TV, conversations, interviews, and bibliographies from the 1900s to the 1980s. The author also described the etymologies of Tagalog slang and expressions, as borrowed from Spanish, English, or other Philippine languages; borrowed terms that underwent semantic changes; combination of Tagalog and other language/s; mispronounced or misspelled foreign words (i.e., Filipinized terms); insertion of letters or syllables; abbreviations and acronyms, among others. The dictionary is arranged in the following format: Tagalog entry (root) - syllabication - spelling - pronunciation - derivation/s (if available) - synonym/s (if available) - meaning or definition - sentence illustration.
1993	**Laconsay, Gregorio.** *Iluko-English dictionary*. **Quezon City: Phoenix.** Available in Reference, PL5753 L33 1993 F: Lex. Laconsay came up with this Ilocano-English bilingual dictionary because of the language problems he encountered as editor of the magazine Bannawag. The dictionary includes an introduction to Ilocano grammar, which, according to Laconsay, has no official grammar written. The section on grammar includes the Ilocano orthography (based on Vanoverbergh 1955), syllable structure, variation of vowels, affixes, among others.
1993	**Zhang Lanying. (1993).** *Modelong diksiyunaryong Filipino-Mandarin at Mandarin-Filipino* **[Filipino-Mandarin and Mandarin-Filipino model dictionary] (Unpublished MA in Filipino thesis). University of the Philippines Diliman.** Available in Archives, LG995 1993 F35 Z53 F: Lex. Gram. The author is a native of Yunnan China. The study aims to help Chinese who want to learn Filipino and Filipinos who want to learn Chinese. It also aims to help foster understanding between the Philippines and China. The model dictionary is structured based on the features of Filipino and Mandarin, in terms of their phonology, morphology, and syntax. Zhang reviewed Labita's (1967) and Chen's (1989) dictionaries which covered Filipino, English, and Hokkien. He said that this shows how important Hokkien is in the Philippines. He also criticized the early works as very basic and not very standardized.

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1994 and 2001	**Lee, Peter. (1994).** *Easy way to learn Chinese with Filipino text*. **Mandaluyong City: National Book Store.**
	(2001). *Easy way to learn Chinese with Filipino text,* **2nd ed. Mandaluyong City: National Bookstore.**
	Available in Filipiniana, PL1125 E6 L44 2001
	F: Lex. This is an English-Chinese (Cantonese)-Filipino word and phrase list written for tourists, professionals, and workers who plan to work in Chinese-speaking countries. The author criticized perfect grammar and pronunciation-centeredness in language teaching and emphasized the importance of speakers' understanding each other. The booklet covers situations related to traveling, seeing a doctor, and business. It also includes dos and don'ts in Chinese culture, particularly the employee-employer relationship, dealing with relatives in the Philippines, among others.
1995	**Tan, Susie L. [aka Tan, Pie Ting Ann] (1995).** *Tales for big children: Chinese and Filipino folk stories, v1: Myths and legends*. **Malate, Manila: De La Salle University Press, Inc.**
	(1995). *Tales for big children: Chinese and Filipino folk stories, v2*: **Fables and other folktales. Malate, Manila: De La Salle University Press, Inc.**
	Available in Filipiniana, GR335 T35
	F: Lit. These two books are part of the author's MA thesis *A comparative study of Chinese and Philippine folk narratives*. The stories that appear in these two volumes reveal parallel as well as unique features of the customs, beliefs, and traditions of the two cultures. The two volumes aim to bridge the distance and promote mutual acceptance and better appreciation of the two cultures' national and cultural attributes.

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1997	**Ang-See, Teresita. (1997).** *Chinese in the Philippines: Problems and perspectives, v1*. **Manila: Kaisa para sa Kaunlaran Inc.** **(1997).** *Chinese in the Philippines: Problems and perspectives, v2*. **Manila: Kaisa para sa Kaunlaran Inc.** Available in Filipiniana, DS666 C5 S46 1997 v1, DS666 C5 S46 v2 F: Lit. Socio. A collection of essays exploring the Filipino-Chinese's experiences in the Philippines. The first volume focuses on the identity of ethnic Chinese, and their integration into Philippine society. Ang-See said that language is the Chinese's strongest link to their heritage. But for the Chinese born after the second World War, i.e., those born and raised in the Philippines, they have little or no first-hand experience of China and consider the Philippines as their home. In addition, they grew up with English, Filipino, or a native 'dialect' as their first language. Based on a certain McBeath and Ang-See's separate surveys, even if the local-born Chinese cam speak Chinese, it is 'adulterated' Chinese, mixed with Filipino affixes, uses Filipino syntax, and spoken in Filipino tones. The first volume also includes a list of Chinese loan words in Philippine languages, covering kinship terms (e.g., ate, kuya, sanse), and those related to accessories and utensils (e.g., susi, hikaw, siyanse, bilao), cuisine (e.g.. tokwa, pancit, goto, petsay, sitaw, hebi), among others. It also has a section on the (negative) social image of the Chinese in the Philippines, i.e., unassimilable, clannish, refuse to marry Filipinos, and the images of intsik beho or intsik tsekwa. The second volume looks into the problems affecting the Chinese community in the Philippines, kidnapping and Chinese-language education, in particular. Ang-See cites Lily T. Chua's (a linguistics major) observations in her study of textbooks used in Chinese schools in the Philippines. According to Chua, the materials used fail to grasp the younger generation's sense of belonging (i.e., not China but the Philippines). In addition, schools turn their back on Hokkien (the lingua franca of the Chinese community in the Philippines) and push for Mandarin education without the support of a speech community. She added that schools insist on traditional methods and do not attempt to teach Chinese as a foreign language.
1997	**Ang-See, Teresita, Caroline Hau, Joaquin Sy, eds. (1997).** *Voices (Mga tinig): The best of Tulay*. **Binondo, Manila: Kaisa para sa Kaunlaran** Available in Filipiniana, PL6153 V65 F: Lit. Socio. A collection of essays from Tulay, the fortnightly publication of the Chinese-Filipino organization Kaisa para sa Kaunlaran, Inc.
1997	**Chan, Sonja A. (1997a).** *The syntactic-semantic representations of the Ilokano adverbial particle 'pay' and its lexicalizations in English*. **(Unpublished MA thesis). San Louis University, Baguio City.** In Johnson, Rex E., comp. (1996).
1997	**Chan, Sonja A. (1997b).** *Beyond syntax and semantics vis Ilokano*. **(Unpublished PhD dissertation). San Louis University, Baguio City.** In Johnson, Rex E., comp. (1996).

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
1997	**Cheng, Charles L., MD and Katherine Bersamira. (1997).** *The ethnic Chinese in Baguio and in the Cordillera, Philippines: The untold story of pioneers***. Baguio City: Unique Printing Press.** Available in Filipiniana, DS666 C5 C484 F: Socio. The book gives a historical background of the Cordilleras, its people, and its ethnolinguistic groups. It also gives a very brief description of the different Cordilleran languages (referred to as dialects). The book also mentions the influence of Chinese on Cordilleran cuisine, cooking utensils, medicine, business, trade, among others, during the Spanish, American, Japanese periods, and the Philippine Republic.
1997	**Co, Jacqueline. (1997). A part and not apart: Growing up Chinese in the Philippines. In Ang-See, Teresita, Caroline Hau, Joaquin Sy, eds. (1997).** *Voices (Mga tinig): The best of Tulay. Binondo***, Manila: Kaisa para sa Kaunlaran** Available in Filipiniana, PL6153 V65 F: Lit. Socio. The essay talks about elder Filipino-Chinese criticizing the younger generations' Filipinization particularly through language (ending Hokkien sentences with 'eh kasi,' going for the Filipino or English equivalent of Chinese words that the younger generation does not know, and the Filipino's stereotypes about the Filipino-Chinese (i.e., being rich, good in business only, lives in Chinatown, clannish, brilliant in math, and 'bulol' in Tagalog).
1997	**Sy, Joaquin, ed. (1997).** *Tsapsuy: Mga sanaysay, tula, salin, at iba pa* **[Tsapsuy: Essays, poems, translations, etc.]. Binondo, Manila: Kaisa para sa Kaunlaran, Inc.** Available in PL6164 S92, FIL F: Lit. Socio. This is a collection of essays, poetry, and short stories written in or translated to Filipino by a number of Filipino-Chinese authors. The collection aims to show a more complete picture of the lives and experiences of Filipino-Chinese in the Philippines. The main sentiment that emerge out of this collection is the Chinese in the Philippines are becoming more and more Filipino, without forgetting their Chinese roots.
2000	**Hau, Caroline, ed. (2000).** *Intsik: An anthology of Chinese Filipino writing***. Mandaluyong: Anvil Publishing, Inc.** Available in Filipiniana, PS9992 I58 F: Lit. Socio. A collection of articles and essays about the experiences, traditions, and even struggles of Filipino-Chinese in the Philippines. One of the contributors, Charlson Ong, said that Filipino-Chinese literature is literature written by Filipinos (of Chinese descent) for Filipinos, whose memories are from Chinatown and not China, whose first language is Filipino and/or Hokkien, plus English. He also expressed his arguments against the penchant of Chinese Filipino to replace the term 'intsik' with 'chino/tsino'. He explained that the term 'intsik' underwent changes from a term of respect to a term having pejorative meaning that resulted from historic racism. He said that seeking to purge the term from the popular lexicon is equivalent to denying history, and advocated recovering the term and taking pride in it.

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
2000	**Yu, Jose Vidamor B., LRMS. (2000). Inculturation of Filipino-Chinese culture mentality.** *Interreligious and intercultural investigation, 3.* **Rome: Pontificia Universitate Gregoriana.** Available in Filipiniana, DS666 C5 Y8 F: Socio. Yu said that there is a generation gap between the older and younger Filipino-Chinese. The older generation, who have limited contact with Filipinos, try to preserve every detail of the Chinese culture, and pass on its traditions to the younger generation. The younger generation, who are more integrated in the mainstream Philippine society, are more liberal and open to Filipino and Western cultures. In terms of language use, the older generation reads, writes, and speaks fluent Mandarin and Hokkien Chinese. On the other hand, the younger generation has lost its Chinese speaking, reading, and writing skills, shows less desire to study the language, and prefers to adopt the native language/s more. The author cited a certain Victor Go's comment that Chinese language education in the Philippines is a total failure that resulted in the younger generation's dislike for learning the language.
2001	**Cacdac, Janella S. and Walter Ang, comps., eds. (2001).** *How Tsinoy are you?* **North East Greenhills, San Juan: Tsinoy.com Asia, Inc.** Available in Filipiniana, DS666 C5 H68 F: Lit. Socio. 73p. This is a collection of Tsinoy.com discussion entries on how it's like being a Tsinoy in the Philippines. The collection has a section on the features of the Filipino-Chinese speech pattern and speech variety. It also includes entries on the Filipino-Chinese culture, as well as the Filipinos' stereotypes of Filipino-Chinese.
2002	**Co, Melvin O. (2002).** *Prosody development for Filipino text-to-speech systems.* **(Unpublished MS in Electrical Engineering thesis). University of the Philippines, Diliman.** Available in Archives, LG995 2002 E64 C62 F: LTech. Co developed an automated macroprosody (intonation) overlay for Filipino text-to-speech system from a selected sample of sentences and isolated utterances. In addition, the software Time Domain Pitch Synchronic Overlap-Add (TD-PSOLA) was used for speech synthesis to produce natural-sounding speech.
2003	**Siapno, Joanna O. (2003).** *Philippine medical thesaurus on anatomy: Body regions.* **(Unpublished B in Library and Information Science thesis). University of the Philippines, Diliman.** Available in SLIS, LG993.5 2003 L4 S53 F: Lex. This thesis focuses on body regions, as part of the Philippine Medical Thesaurus Project conducted in collaboration with the Medical Informatics Unit of the University of the Philippines Manila, College of Medicine. Terms were gathered from the Medical Subject Headings (MeSH) website, translated to Tagalog using available dictionaries and glossaries, validated with native speakers of Bulacan-Tagalog, and medical experts (for the technical aspects). The thesaurus uses the following format: Tagalog entry - English equivalent - scope notes (SN - a brief definition of the term) - used for (UF - other non-preferred terms, synonyms, or quasi-synonyms) - broader/narrower term (BT/NT - superordinate or subordinate term) - related term (RT - other associated terms).

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
2003	**Tabada, Lucillyn Chu. (2003).** *Mga verb-inisyal na sentens sa Viracnon: Isang pagsusuri batay sa Government-Baynding Tyuri* **[Tsapsuy: Essays, poems, translations, etc.] (Unpublished MA in Linguistics thesis). University of the Philippines, Diliman.** Available in Archives, LG995 2003 L5 T33 F: Gram. The study attempted to apply Chomsky's Principles and Parameters Theory to verb-initial situation sentences in Viracnon. Specifically, the following subtheories were used: X-bar theory, theta theory, move-alpha, and case theory. Tabada concluded that while the verb-initial subject hypothesis applied to Viracnon sentences, the Principles and Parameters Theory, in general, is not applicable to Viracnon or other Philippine languages.
2004	**Baetiong, Lourdes Roxas. (Mar 2004).** *Cognitive academic language proficiency threshold level skills in written Filipino and cross-linguistic transfer*. **(Unpublished PhD in Language Education dissertation). University of the Philippines, Diliman.** Available in Education, LG996 2004 E35 B34 F: Ped. Baetiong found that Grade 4-6 students were able to compare, contrast, clarify, and express cause-effect relationship in written Filipino. However, they had difficulty in terms of definition and description, skills that entail having a large vocabulary. The author also found that the students had difficulty in following the basic rules of grammar, syntax, and mechanics of written Filipino.
2004	**Liao, Hsiu-chuan. (May 2004).** *Transitivity and ergativity in Formosan and Philippine languages*. **(Unpublished PhD in Linguistics dissertation). University of Hawai'i, Manoa.** Summary available online, URL: http://www.ling.nthu.edu.tw/faculty/hcliao/. Retrived 4 April 2013. F: Gram. Comp. The dissertation aims to give a clear statement of the typological status of Formosan and Philippine languages, by comparing their morphosyntactic features with those found in language unambiguously identified as having an ergative actancy structure. The languages used as case studies are Kavalan and Atayal for Formosan, and Central Cagayan Agta and Dibabawon Manobo for Philippine. Liao concluded that only one dyadic clause pattern constitutes the transitive construction in the four languages, and that all four languages have an ergative case-marking system; particularly, Kavalan and Central Cagayan Agta have a pure ergative actancy system.

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
2004	**Reid, Lawrence A. and Hsiu-chuan Liao. (2004). A brief syntactic typology of Philippine languages.** *Language and Linguistics 5 (2)*: **433-490.** Personal copy F: Gram. Comp. The paper looks at the typological characteristics of the syntactic structures of Philippine languages, examining verbal and non-verbal predicational sentences. Reid and Liao analyzed Philippine languages as morphologically ergative, and promoted the notion of focus rather than voice.
2005	**Huang, Shuanfan and Michael Tanangkingsing. (Dec 2005). Reference to motion events in six western Austronesian languages: Toward a semantic typology.** *Oceanic Linguistics 44 (2)*: **307-340.** Available online, URL: http://www.jstor.org/stable/3623343. Retrieved 15 Jan 2013. F: Gram. Comp. Huang and Tanangkingsing examined six western Austronesian languages (Cebuano, Malay, Saisiyat, Squliq Atayal, Tagalog, and Tsou) in terms of the relative saliency of manner or path focused on in motion event descriptions. They concluded that the six languages show a commonality of giving greater attention to path information in motion events, suggesting that Proto-Austronesian also was probably a path-salient language.
2005	**Liao, Hsiu-chuan. (2005). Pronominal forms in Central Cagayan Agta: Clitics or agreement features? In Liao, Hsiu-chuan and Carl R. Galvez Rubino, eds. (2005).** *Current issues in Philippine linguistics and anthropology: Parangal kay Lawrence A. Reid.* **Manila: Linguistic Society of the Philippines and SIL Philippines.** Available in Filipiniana, PL5506 C87 2005 F: Gram. Liao said that Central Cagayan Agta genitive pronouns both behave like clitic pronouns and agreement features. She noted further that singular forms, in particular, are losing their clitichood status because of the coexistence of alternate forms. She hypothesized that other genitive pronouns in other Austronesian languages may result in the case of Central Cagayan Agta's genitive pronouns.
2005	**Liao, Hsiu-chuan and Carl R. Galvez Rubino, eds. (2005).** *Current issues in Philippine linguistics and anthropology: Parangal kay Lawrence A. Reid.* **Manila: Linguistic Society of the Philippines and SIL Philippines.** Available in Filipiniana, PL5506 C87 2005 F: Gram. Socio. Comp. A collection of articles about the grammar, lexicon, socio-, cultural, and historical aspects of Philippine languages, as a tribute to Lawrence Reid.
2006	**Chua, Tony. (2006).** *English-Mandarin-Cantonese-Filipino dictionary.* **Mandaluyong: National Bookstore.** Available in Reference, PL1455 C62 2006 F: Lex. 188p. The author criticized the traditional teaching approach (perfect pronunciation and grammar-centered). The dictionary centers on tourism and business situations and vocabulary. It also includes a list of do's and don'ts in Chinese culture. The dictionary is arranged in the following format: English entry - part of speech - equivalent in romanized Mandarin - equivalent in romanized Cantonese - Filipino equivalent.

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
2006	**Laudiano, Raidis E. (Oct 2006).** *Phonemic awareness and word reading in English and Filipino of first graders***. (Unpublished MA in Reading Education thesis). University of the Philippines, Diliman.** Available in Education, LG995 2006 E35 L38 F: Ped. The study looked into the possible cross-language relationship between Filipino and English. The author concluded that bilingualism is not a hindrance to literacy learning, but is an asset as it heightens a child's awareness of underlying consistencies between his/her first and second languages.
2006	**Law, Paul. (Jun 2006). Argument-marking and the distribution of WH-phrases in Malagasy, Tagalog, and Tsou.** *Oceanic Linguistics, 45 (1):* **153-190.** Available online, URL: http://www.jstor.org/stable/4499951. Retrieved 15 Jan 2013. F: Gram. Comp. Law argues that wh-phrase trigger is possible in postverbal position and is not necessarily definite or specific, and that postverbal wh-phrases in Malagasy, Tagalog, and Tsou are subject to the same general constraint on marking of trigger arguments.
2007	**Tanangkingsing, Michael and Shuanfan Huang. (2007). Cebuano passives revisited.** *Oceanic Linguistics, 46 (2)*: **554-584.** Available online, URL: http://www.jstor.org/stable/20172328. Retrieved 15 Jan 2013. F: Gram. Tanangkingsing and Huang provide contrasting evidence for the interpretation of gi- verb clauses with verb-patient-agent word order in Cebuano and other Bisayan languages as passive. Using semantics and discourse pragmatics, the authors analyzed gi- as an affix that implies deliberate intention of an Agent; and presented the na- clause as passive.
2008	**Liao, Hsiu-chuan. (Jun 2008).** *A typology of first person dual pronouns and their reconstructibility in Philippine languages.* **Oceanic Linguistics, 47 (1): 1-29.** Available online, URL: http://www.jstor.org/stable/20172338. Retrieved 15 Jan 2013. F: Gram. Comp. The author gives an overview of the distribution of first person dual pronouns in Philippine languages. Based on data from different microgroups of Philippine languages, Liao concludes that first person dual pronouns cannot be reconstructed for the parent of the Philippine languages, and that the wide distribution of these pronouns in different microgroups of Philippine languages is a result of drift and not direct inheritance.
2008	**Tan, Michael L. (2008).** *Revisiting usug, kulam, pasma***. Diliman, Quezon City: University of the Philippines Press.** Available in Filipiniana, GR880 T36 2008 F: Not yet available for browsing/borrowing.

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
2009 and 2011	Tanangkingsing, Michael. (Jan 2009). *A functional reference grammar of Cebuano.* (Unpublished PhD in Linguistics dissertation). National Taiwan University. Retrieved from http://floridalinguistics.com/wp-content/uploads/2013/01/A-Functional-Reference-Grammar-of-Cebuano.pdf. (2011a). *A functional reference grammar of Cebuano: From a discourse perspective (Volume 1).* Saarbrücken, Germany: LAP Lambert Academic Publishing GmbH & Co. KG. (2011b). *A functional reference grammar of Cebuano: From a discourse perspective (Volume 2).* Saarbrücken, Germany: LAP Lambert Academic Publishing GmbH & Co. KG. F: Gram. The grammar consists of three parts, covering (1) basic grammatical elements of Cebuano, (2) types of verbal constructions in Cebuano, and (3) Cebuano syntax from a discourse point of view. Tanangkingsing says that it differs from previous Cebuano grammars in the following aspects: (1) it is based on actual spoken languages; (2) the language is analyzed at the clausal and discourse levels; and (3) it introduces new findings on Cebuano particularly repair organization and grammatical constituency.
2010	Tan, Michael L., Raul S. Ting, Reginaldo D. Cruz, comps., eds. (2010). *Lawas: Glosari ng mga katawagan sa katawan ng tao.* Quezon City: Sentro ng Wikang Filipino, University of the Philippines, Diliman. Personal copy F: Lex. 43p. This is a glossary of terms for the body in eight major Philippine languages, namely, Bikol, Kapampangan, Hiligaynon, Ilokano, Pangasinan, Sebwano, Tagalog, and Waray. The glossary was written to help lessen linguistic problems encountered in patient-doctor communication.
2011	Cunanan, Farah C. (Apr 2011). *Modality in English, Chinese, and Filipino.* (Unpublished MA in Linguistics thesis). University of the Philippines Diliman. Personal copy F: Gram. The thesis presents the different ways in which English, Chinese, and Filipino grammaticalize modality through modal verbs and auxiliaries, semi-modal auxiliaries, verbal affixation, and reduplication.
2011	Liao, Hsiu-chuan. (2011a). On the development of comitative verbs in Philippine languages. *Language and Linguistics, 12 (1)*: 205-237. Available online, URL: http://www.ling.sinica.edu.tw/files/publication/j2011_1_08_4619.pdf. Retrieved 4 Apr 2013. F: Gram. Comp. The paper looks into the synchronic distribution and diachronic change of comitative verb forms in Philippine languages. Liao found that the affixes maki-, naki-, and paki- are associated with 'doing something together', and that the first two reflect aspectual difference. As for paki-, Liao supposes that it (*paki-) was either co-present with *maki- at PMP stage, or it was developed as a back-formation form of *maki-.

Year of Publication	Bibliographic Entry, Source (if applicable), Annotation
2011	**Liao, Hsiu-chuan. (2011b).** Some morphosyntactic differences between Formosan and Philippine languages. Language and Linguistics, 12 (4): 845-876. Available online, URL: http://www.ling.sinica.edu.tw/files/publication/j2011_4_04_9462.pdf. Retrieved 4 Apr 2013. F: Gram. Comp. The study looks into the morphosyntactic differences between Formosan and Philippine languages, particularly Ca-reduplication (commonly used in Formosan, not so in Philippine) , *mu- motion (reflexes seen in a number of Formosan, but difficult to find in Philippine), *maka- and/or *paka- potentive vs. abilitative (only *maka- can be reconstructed for PMP), and the recent perfective construction (occurs in many languages in Philippine, never been reported in Formosan). Based on the findings, Liao concluded that Formosan and Philippine languages are quite different from each other.