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THE FILIPINO BILINGUAL'S COMPETENCE:
A MODEL BASED ON AN ANALYSIS OF TAGALOG-ENGLISH CODE SWITCHING

by

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CHAPTER I

OVERVIEW

1.1. THE PROBLEM

This study is primarily concerned with constructing a model of the Filipino bilingual's linguistic competence on the basis of an analysis of Tagalog-English code switching. That is, to represent the linguistic competence of the Filipino bilingual, the study will draw up a conceptual input-output model that will show the relationship among the different components of a grammar.

In the process of achieving this aim, the study will be able to accomplish the following subsidiary aims:

- (1.1.1.) typologise Tagalog-English code switches,
- (1.1.2.) establish the patterns and constraints in code switching,
- (1.1.3.) indicate the main similarities and differences between Tagalog and English structure that facilitate or inhibit code switching, and
- (1.1.4.) state the patterns and constraints in code switching as phrase structure rules that can be expected to generate an infinite set of sentences with code switches.

1.2. REVIEW OF RELATED LITERATURE

Tagalog-English code switching has become a way of life for many Filipinos but very little research has yet been done on this phenomenon. This is not entirely surprising. Adequate theoretical frameworks within which code switching can be studied are a fresh development. In the past, code switching could be investigated only in the context of syntactic and lexical interference - Weinreich's 1953 study is the classic treatment; see Goulet (1971) for an example of this approach applied to the Philippine setting. At present, however, a sociolinguistic

orientation views code switching as 'the defining characteristic of a particular conversational style among certain types of bilingual intimates' (Ma and Herasimchuk 1971:359) - a style marker or verbal strategy, therefore, rather than a deviation from a norm.

Recent linguistic work reflects the change in perspective: The emphasis is now on determining the parameters of the linguistic systems in contact. For example, Gumperz and Wilson's model in their Kupwar study (1971) makes the claim that a bilingual speaker can draw on the resources of only one linguistic system which, however, permits alternation and variation through different phonological or morphological or syntactic or lexical realisations. (In Kupwar, India, Dravidian Kannada and Indo-European Marathi and Urdu have almost identical deep structures and phonetic structures but distinct lexicons and grammatical formatives.) According to Gumperz and Wilson (1971:165):

For many Kupwar residents, especially men, a model of linguistic competence must comprise a single semological, a single syntactic, and a single phonetic component, and an alternative set of rules for the relation of semantic categories to morphemic shapes.

Another paradigm sees the bilingual as drawing on the resources of two co-existent systems. Labov (1971a:456-7) reviews that paradigm thus:

It seems fairly easy to establish that in most situations French and English are co-existent systems using the kind of strict co-occurrence model that Gumperz first relied on in his studies of social code-switching (1964):

	Rule E ₂	Rule F ₂
Rule E ₁	x x x x x x x x x x x	
Rule F ₁		x x x x x x x x x x x

The absence of any mixed forms gives us a strong demonstration of the separateness of the two systems. In fact, bilingual speakers do produce strange mixtures of the two languages, as in this example from a New York Puerto Rican speaker:

Por eso cada, you know it's nothing to be proud of, porque yo no estoy proud of it, as a matter of fact I hate it, pero viene Vierne y Sabado yo estoy, tu me ve haci a mi, sola with a, aqui solita, a veces que Frankie me deja, you know a stick or something, y yo aqui solita, queces July no sabe y yo estoy haci,

viendo television, but I rather, y cuando estoy con gente yo me... borracha porque me siento mas, happy, mas free, you know, pero si yo estoy con mucha gente yo no estoy, you know, high, more or less, I couldn't get along with anybody.

So far, however, no one has been able to show that such rapid alternation is governed by any systematic rules or constraints, and we therefore must describe it as the irregular mixture of two distinct systems.

Tagalog and English have been in contact for a relatively short time (compare this contact of eighty years with the more than six centuries of Kannada-Marathi-Urdu contact in Kupwar) so that Gumperz's model does not seem the appropriate paradigm in this case. If the paradigm of two co-existent systems applies to Tagalog-English contact, the question then becomes: Is Tagalog-English mixing an 'irregular mixture of two distinct systems' or can patterns and constraints in switching between the linguistic system of Tagalog and the linguistic system of English be discovered? The rest of this section will focus on linguistic studies done in the Philippines that have grappled directly or indirectly with the question.

The first study that tried to discern the patterns in the mixing of Tagalog and English was done by Azores in 1967. In the second part of a two-pronged study (the first part is an investigation of what her study calls 'Philippine English' - the type of language that results when Tagalog phonology is imposed on English syntax - an analysis not germane to the present work), she looked into Tagalog-English mixing (called 'mix-mix' in her study) in *The Sun*, a bi-weekly newspaper - now no longer in circulation - that has the distinction of being the first periodical to put down Tagalog-English code switching in print. By a sampling procedure, she obtained 102 unrelated short paragraphs containing 226 sentences from six issues of *The Sun*. She then made a frequency count of the occurrences of English and Tagalog elements in the sample. Since most of the sentences had mixed structures, i.e. a compound, complex, or compound-complex sentence with one or more clauses in English and the remaining clauses in Tagalog, or a simple Tagalog sentence with one or more phrases in English, she broke the sentences at the points where there were shifts between clauses or between clauses and phrases. A frequency count of the structural shifts between English and Tagalog yielded the following results: English words in the corpus outnumber Tagalog words three to one; English phrases outnumber Tagalog phrases two to one; however, the English words and phrases form sentences that follow Tagalog structural patterns as many times as they form sentences that follow English structural patterns (1967:52).

Certainly, it is a comprehensive work, full of seminal ideas for research. Its concern with the interaction of the phonological system of one language and the grammatical system of another language or of a mixed language has not been followed up, resulting in a gap in the investigation of bilingualism in the Philippines.

The present study goes deeper than the Azores study but, in one sense, does not cover as much ground. The syntax of Tagalog-English code switching is the focus of this study - compare this with the Azores study where syntactic analysis is secondary to the objective of determining the amount of Tagalog and English elements present in a corpus of 'mix-mix'. On the other hand, the phonology of Tagalog-English mixing is only of marginal interest here while it is of overriding importance in the whole Azores project. In this study, the syntax and the phonology of Tagalog-English code switching will be situated within a model that will represent the Filipino bilingual's linguistic competence. Model-building was not an objective in the Azores thesis.

The corpus used by Azores is as rich as, perhaps even richer than, the corpus here. There is only one reservation that can be made about it: *The Sun* tried to capture in print the code switching patterns of Filipino bilinguals. Some of the time, it succeeded in doing this. On some other occasions, however, *The Sun* reporters gave the impression of straining for the 'mix-mix' effect.² No such criticism can be levelled against the corpus used in this study because the utterances have not been made up or 'manufactured', they have actually been produced by actual speakers in actual situations.

The theoretical orientation of this study, provided by transformational grammar, is different from the theoretical orientation of the Azores study, provided by structural grammar. In this respect, the present study is closer to two other studies - outlined below - that have been done on the code switching phenomenon. The remaining part of this review will consider the points of similarity and difference between the present study, and the two other studies - all of them done within the framework of transformational grammar and all primarily interested in the syntactic structures of Tagalog-English code switching.

Marfil and Pasiona (1970) used a corpus from the newspaper *Taliba* of 400 sentences coming from forty articles covering ten registers. On the basis of this corpus, they presented a description of language shifts (what this study calls code switches) and formulated rules for structures with recurring patterns. Sample rules from the study are:

1. Nominal Phrases

- a. $M_T + N_E$ (meaning Tagalog marker + English noun)
- b. $M_T + tl_E + \text{Name}$ (meaning Tagalog marker + English title + name)

12. Verbals

- $ASP_T + Af_T + B_E$ (meaning Tagalog aspect + Tagalog affix + English base)

The Marfil and Paigna study is well-conceived and well-documented and, within the aims and limitations it set for itself, a pioneering and important work. But the very nature of the corpus as published (and therefore edited) material precluded the consideration of a wide range of language shifts.³ Thus about 99 per cent of the language shifts considered are properly borrowings, the use of English loanwords like 'secretarial course', 'tenement houses', and 'paraffin test' in Tagalog sentences. The only shift that goes beyond the general pattern is the use of a quotation (e.g. 9.3.11. 'Good evening, Miss Britain. Do you know me?' ang tanong ko sa kaniya. (1970:153)) in five of the sentences in the corpus. Within the limited data, a comprehensive view of the patterns in code switching was of course impossible.

Pimentel (1972) used a corpus of a more varied nature. After tape-recording fifty hours of *Radyo Patrol*, he transcribed utterances with Tagalog-English mixing, classified these utterances according to source - government officials, announcers and reporters, and listeners - and then obtained at least fifty utterances from each kind of source by random sampling. As expected, the corpus features numerous kinds of code switches, for example:

4. Dito ginaganap ang ilan sa mga *pharmacy classes*, maliban sa *Saturday classes* at nakikita namin that the classes inside the administration building are very much normal. (1972:104)
62. At patuloy sila sa kanllang pagmamartsa patungo sa kanilang *converging point*, which is the Manila Hotel, the place of the ConCon, kung saan ginaganap...ng saligang batas, at ayon sa kanilang *leader* na si Jovy mayroon pa raw ito galing sa Bonifacio, mayroon ding galing sa rotonda sa *may Pasay City going to Manila.* (1972:112)
69. Alam nyo po, itong PSC is a semi-judicial at maaari po silang mag-decide ng *extension period.* (1972:113)
98. Kaya, kung mayroon kang *dispatch* sa Radyo Patrol you can proceed and see the bangkay. (1972:116)

172. Wala ho kundi to facilitate the natural flow of traffic. (1972:123)

But for some inexplicable reason, Pimentel does not include an analysis of the underscored constructions given in 4, 62, and 172. Of the underscored construction in 69, only itong PSC is analysed and it is classified under the demonstrative pronoun class (1972:22) without accounting for the English predicate. *The bangkay* in the underscored construction in 98 is taken out of context and is described by the rule $NP \rightarrow M_E + N_T$ (1972:18). In view of the inadequate analysis done by Pimentel, it is no surprise that his rules have an almost one-to-one correspondence with Marfil and Pasiona's rules although his corpus is certainly richer and gives a more accurate picture of Tagalog-English code switching.

The present study attempts to go beyond the Marfil and Pasiona and the Pimentel studies in both breadth and depth. In breadth: The corpus used here is much more extensive and carries a wider range of code switching. The number of utterances with code switches considered in this study is larger than the number of utterances considered in both studies combined - compare the total of 599 sentences from the two studies (400 from the Marfil and Pasiona corpus and 199 from the Pimentel corpus) and the 1000 utterances here - the increase in number increases the possibility that more patterns and constraints in code switching will emerge. Besides, the Marfil and Pasiona corpus contains only switching from Tagalog to English; although Pimentel's corpus contains switching from Tagalog to English and from English to Tagalog, his analysis seems limited to only the first kind. The present corpus contains switching from Tagalog to English and from English to Tagalog, and the analysis will consider both kinds of switching.

In depth: This study presents a unified set of rules that accounts for the code stitching in the corpus and then, on the basis of the analysis and the restatement of the analysis as rules in a grammar, builds a model of the Filipino bilingual's linguistic competence. Marfil and Pasiona and Pimentel present rules in their studies, it is true, but the rules appear to be independent of one another and do not mesh into an integrated set of rules. That is, they present general rules for nominal phrases, verbals, translations, *ay*-inversion, etc. but they do not indicate how these rules fall into place in a grammar of code switching.

The restricted goal of their analyses is reflected in the major conclusion of both studies - that the more closed categories (i.e. function words) tend to be Tagalog while the more open categories (i.e. content words) tend to be English (Marfil and Pasiona 1970:92, Pimentel 1972:95) - a conclusion that seems applicable solely to the appearance

of English words in Tagalog sentences. The present study will draw other kinds of conclusions, conclusions about patterns and constraints in the over-all system of Tagalog-English code switching and about the linguistic competence of the Filipino bilingual that go considerably farther and that mirror the more ambitious goals of this project.

1.3. SOURCES OF THE DATA

Much has been made of the difference between the Azores, the Marfil and Passigna, and the Pimentel corpora and the present corpus. Below is a discussion of how the corpus for the study was obtained.

Pulong-Pulong sa Kaunlaran (hereinafter *Pulong-Pulong*), a radio programme produced by the National Media Production Center and aired from six-thirty to seven every morning and evening Monday through Saturday, provided the data for the study. (*Pulong-Pulong* also goes on nationwide television hook-up every Wednesday evening from six to seven, but the TV programme was not tapped as a possible source of data.) The specific corpus for analysis was obtained from tape recordings of *Pulong-Pulong* on file with the National Media Production Center. It was decided to use a block of ten tapes from the morning broadcasts for the month of September 1973: ten because it seemed reasonable to presume that ten thirty-minute tapes would provide sufficient data for the study; the morning broadcasts because, unlike the evening broadcasts which are picked up by provincial stations, these are beamed specifically at Metropolitan Manila and therefore feature more instances of Tagalog-English code switching; September 1973 because this was the time the study was being planned.

If a tape happened to be unavailable at the NMPC library, the next day's tape was used. Saturday broadcasts were excluded because their format - that of answering letters asking for information or assistance - differed from the panel discussion and interview format of the regular programme. Another decision involved guests appearing in two or more shows; it was decided to include only the first broadcast and to exclude subsequent broadcasts which featured the same guest. This was done to ensure a wide sampling of interviewees in the corpus. The procedure then was to move down from one day to the next (subject to the above conditions) until ten tapes had been obtained.

Here is the distribution of the tapes:

September	1	Saturday	-	excluded; different format
	3	Monday	-	tape not available at NMPC
	4	Tuesday	✓	
	5	Wednesday	✓	

6	Thursday	✓	
7	Friday	✓	
8	Saturday	-	excluded; different format
10	Monday	✓	
11	Tuesday	✓	
12	Wednesday	✓	
13	Thursday	-	excluded; same guest as that for September 12
14	Friday	-	tape not available at NMPC
15	Saturday	-	excluded; different format
17	Monday	-	tape not available at NMPC
18	Tuesday	✓	
19	Wednesday	✓	
20	Thursday	✓	

These ten tapes were dubbed onto cassette tapes for ease in handling during transcription. In the task of typescripting, the goal was to produce as literal a transcription as possible, not only to preserve everything said but also to include false starts and hesitations.

The typescripts use normal Tagalog and English orthography except for words like *levél* and *matemática*, which have been reproduced exactly as the speakers pronounced them. In the transcripts, spelling is an indication of whether the speaker uttered the Tagalog word or the English word, e.g. *agrikultural* vs. *agricultural*, *relihyon* vs. *religion*. For a word like '*simple*', which has the same spelling in English and Tagalog, the pronunciation used by the speaker has been marked (Tag.). Some Tagalog words bear standard accent symbols if they are ambiguous in a particular context, e.g. *sinabl na ho namin na masáma iyong bed-spacers*.

A coding system was devised to permit easy retrieval of material from the transcripts. The coding distinguishes between different broadcasts, different turns of speaking within a broadcast, different speakers, different turns of speaking for each speaker, and different sentences within a turn of speaking. (For more details regarding the coding system, see Appendix A.) Here is an example of how the coding system works:

Halos lahat ho ng mga klinika na may *family planning services*
ay tinutulungan ng *POPCOM* subali't mayroon din pong mga iba
who get their sources from other places no?
(10.18,AR.3,1/2)

The code number (10.18, AR.3,1/2) means that the utterance is taken from

the tenth broadcast and the eighteenth turn in that broadcast =10.18
Andromeda Romulo and her third turn in that broadcast = AR.3
the first sentence out of a total of two sentences in that turn = 1/2.

All in all, the transcripts consist of 1508 utterances distributed among 564 turns of speaking and 22 speakers. Of the total number of 1508 utterances, 1000 utterances (by some coincidence, a round number) or 66.31 per cent constitute or contain some kind of Tagalog-English code switching.

The table below shows the number of utterances per broadcast side by side with the number of utterances containing Tagalog-English code switches; the last column presents the percentage that such utterances with code switches constitute of the total number of utterances.

TABLE 1
Number and Percentage of Utterances with Code
Switches per Broadcast and in All Ten Broadcasts

Broadcast Number	Number of Utterances	Utterances with Code Switches	% of Utterances with Code Switches
1	205	135	65.85
2	122	107	87.70
3	153	91	59.48
4	135	54	40.00
5	124	82	66.13
6	134	85	63.43
7	149	103	69.13
8	182	138	75.82
9	103	67	65.05
10	201	138	68.65
Total	1508	1000	66.31

A statistical treatment of the data has not been envisioned to be part of the study - perhaps an extension of the study can explore that possibility - but it is certainly noteworthy that about two-thirds of the utterances in the corpus constitute or contain code switches. Undoubtedly, this large figure is largely due to the use of English loanwords in Tagalog sentences, but, as a glance at Appendix B will reveal, code switching involving phrases, clauses, and sentences is not infrequent either.⁴

1.4. SCOPE AND LIMITATIONS OF THE STUDY

The definitions given to the terms in the title of the study mark off the boundaries of this study.

'Filipino bilingual' is a reference to the twenty-two bilinguals who appeared in the ten broadcasts picked for the corpus. The sample is not very large and it is not a random sample (a random sample could not be obtained because the whole population of *Pulong-Pulong* broadcasts has not yet been determined). It seems unlikely that these twenty-two speakers are representative of Filipino bilinguals. As a result, generalisations about the language behaviour of the whole population of Filipino bilinguals who switch between Tagalog and English rest on a shaky foundation. But one fact must be pointed out: It is basic to the whole theory of transformational grammar, which provides the linguistic orientation of this study, to formulate an underlying set of rules which will generate an infinite number of sentences. Since these rules are abstracted from the data of performance, theoretically it does not matter if the data are drawn from a sample of one or one hundred or if the data from Speaker A are considered together with the data from Speaker V. The process of abstracting, of levelling individual differences in performance, is heuristically necessary. Without it, one logical conclusion will be that a different grammar will have to be prepared for each speaker's different use of a language.⁵

Impinging on the term 'linguistic competence' are the terms 'mechanism' and 'performance'. In the literature, linguistic competence refers to the speaker-hearer's knowledge of his language (Chomsky 1965: 4), the linguistic information he may not be aware of but which he possesses. Mechanism, on the other hand, refers to the cognitive abilities and processes that enter into speech perception and production (Fodor and Garrett 1966:137-8), psychological capacities for storage, retrieval, processing, and so on. The interaction of linguistic and psychological competences results in linguistic performance, the actual utterances made by the language user in concrete situations. Typically, linguistic performance does not directly reflect linguistic competence; there may be variables inside and outside the language user that throw the mechanism out of joint.

The concern of this study is primarily the linguistic competence of the Filipino bilingual; mechanism and performance will be dealt with only incidentally in the course of discussing the data of performance. Stated another way, the study will investigate how the Filipino bilingual switches codes not in terms of psychological mechanisms but in terms of components within a linguistic system. Such a statement also implies that, in the main, the analysis of why a person switches codes (i.e. social-psychological reasons for switching) goes beyond the aims of this study.

In the broadest sense, a 'model' of depicting how the parts of a whole hang together. In more formal

language, it is 'a systematic representation of an object or event in idealized and abstract form' (Mortensen 1972:29). The key word is 'representation': A model represents a reality and therefore its value increases to the extent that its representation corresponds to its subject matter. But although a model depicts a reality, it does not constitute the reality. To repeat the metaphor that Mortensen quotes - the map is not the territory.

So it is with the preliminary model to be presented here. It is not meant to be a prototype of the language user's behaviour or a point-by-point recreation of the operations performed by a bilingual in encoding and decoding sentences. A notion like that confuses model and reality, linguistic competence and mechanism. What the model is meant to be is a mental construct that can be used for visualising the interrelationships among the different components of a linguistic model and for formulating hypotheses and testing them.

As has been alluded to in the previous discussion, the linguistic 'analysis' will be done within the theoretical framework provided by transformational grammar, specifically the version proposed by Chomsky in *Aspects of the Theory of Syntax* (1965). The analysis will utilise the concepts of deep structure, phrase marker, transformation, and surface structure introduced and/or clarified in that formulation of transformational grammar. The focus of the analysis will be on the syntax of code switching, with semantic and phonological analyses being peripheral.

'Code switching' refers to any shift between Tagalog and English within an utterance or between utterances.

'Tagalog-English' in the title indicates that Ilokano-English code switching (see 3.51, PE, 1-3/3 for an example of such switching) and Tagalog-Spanish code switching will not be considered in this study.

1.5. IMPORTANCE OF THE STUDY

The mixing of Tagalog and English in individual sentences and in discourse seems random and irregular. This study aims to discover the rhyme-and-reason behind the apparent randomness. If language behaviour is rule-governed behaviour, then presumably code switching is also rule-governed. In that case, what are the patterns and constraints in code switching? How can these patterns and constraints be stated as rules that can be tested for predictive power? One contribution of the study, then, is its formulation of the patterns and constraints in code switching so that prediction and the testing of such prediction become possible.

But note that the prediction is limited to what can be called (following Azores:68) the 'structural predictability' of code switches and

excludes 'psychological predictability'. A lot of social-psychological factors are at play in code switching, but these variables lie outside the scope of the study. What the study will be able to indicate is: Given such and such a structure - taken in the abstract and exclusive of the context of a situation - is a code switch likely at structural point A, at structural point B? It may be that structural predictability, in a sense, is antecedent to and limits psychological predictability. That is, a speaker may be motivated to code-switch because of a social-psychological reason, but perhaps he cannot code-switch at just any point in the utterance: His options may be limited by structural considerations.

A contribution that is just as important is the model that is the ultimate aim of this study. A lot of grammatical models have been proposed; from these, the study has taken Chomsky's model as its frame of reference - can the chosen model describe the linguistic competence of the bilingual? Assuming that the transformational model is not entirely adequate, what kind of changes should be incorporated into it so that it can explain the facility with which a bilingual switches codes.

The study will therefore provide an indirect test of the descriptive adequacy of the transformational model. This kind of contribution is perhaps what Labov (1971a:463) had in mind when he said that more sociolinguistic work should try to solve problems in linguistic theory by bringing in data from language as it is actually used in definite social situations. This study is an attempt to follow his dictum (464) that linguistic theory should become more accountable to the data.⁶

This importance of the study will stem partly from the description it will provide of code switching patterns and of the linguistic competence of the Filipino bilingual at this point in time. If it is the case that this code switching phenomenon is an intermediate stage towards the development of a Philippine English Creole, then the study will be of utility as a historical record.⁷ If, however, the phenomenon remains stable over a long period of time, then this study will be useful as a synchronic description.

The study will also be significant insofar as it treats of a distinctive case of bilingualism. It has been pointed out (McFarland, personal communication) that the Tagalog-English bilingual situation is different from the typical bilingual situation, which involves minority groups being forced to use the language of a dominant group. As Haugen (1972:309) puts it:

The power relationships of victor over vanquished, or native over immigrant, of upper class over lower class: these have bred bilingualism as it is commonly understood. The fact that

it is unilaterally imposed by a dominant group is a major source of the pejorative connotations where these exist. [Bilingualism] is part of what keeps underprivileged groups underprivileged, and it is taken up for general discussion only when it forms part of a syndrome of segregation.

In the Philippines, on the other hand, English has become so widely accepted that

There is an indication that achieving success in an occupation of high prestige is associated with multilingualism at least in English and Pilipino, but most desirably in English, Pilipino, and the local Philippine language. (Otanés and Sibayan 1969:174)

- so that Haugen's formula applies in reverse: Monolingualism is part of what may keep an underprivileged group underprivileged. However desirable or dubious such a state of affairs may be and whatever the historical reasons that have contributed to bring the linguistic situation in the Philippines to such a pass, the observation remains valid that Tagalog-English bilingualism does not constitute a typical case.

The situation is also distinctive in that, as some foreign observers have commented (for instance, McFarland, personal Communication), the competence of bilingual Filipinos in both English and Tagalog is relatively high. This proficiency is reflected in the corpus, which features a great deal of code switching not only at the word level but also at the level of larger constructions. It appears to this writer that the ability to code-switch between phrases, clauses, and sentences bespeaks a degree of sophistication attained in both languages. While it may be true that a person sometimes code-switches because he is inadequate in the language which he had set out to use, and therefore needs to resort to the other language, it is generally true that a speaker who can code-switch between constructions manifests a certain level of mastery in both languages.

This study, therefore, provides evidence for the two-fold distinctiveness of Tagalog-English bilingualism.

The importance of the study will also stem from the applications that the description given here will stimulate.

The study will have implications for the standardisation of Pilipino/Filipino, specifically in relation to the language planning efforts of decision-makers. In the framework for language standardisation proposed by Haugen (1972:249-52), the steps in the process are 1) selection of the norm, 2) codification of the form, 3) elaboration of function, and 4) propagation of the norm. The study will have something to contribute to each of these steps.

In a sense, it can be said that the norm has been selected and also not yet selected. The Presidential Proclamation of December 30, 1937 officially designated Tagalog as the norm on which the national language

was to be based.⁸ But as there are different kinds of Tagalog, so now there are different kinds of Pilipino/Filipino: Manila Pilipino, U.P. Filipino, Balita Pilipino, KATAS Pilipino, Lupon ng Agham Pilipino, and so on. Which norm, considering now the fourth feature in Haugen's framework, has found acceptance? Actual language use has received very little documentation as compared to reported language use (for one of the most extensive surveys of the latter, see Otones and Sibayan's *Language Policy Survey of the Philippines: Initial Report*, 1969). The study will provide data on the kind of Tagalog that is actually being used in radio broadcasts, the kind of Tagalog that perhaps is being propagated - information that is needed for efficient language planning.

The second and third steps in the process of standardisation are codification of the form and elaboration of function, i.e. developing the phonology, grammar, and lexicon of the language for it to have resources to handle the complex functions its users need the language for. The Philippines faces the problem of how best to achieve the codification and elaboration of Pilipino/Filipino so that it will possess the characteristics of 'flexible stability' and 'intellectualization' (Garvin and Mathiot 1968:367). (See also Ferguson (1968), who subsumes the expansion of the lexicon of a language and the development of new styles and forms of discourse under the rubric 'modernization'.) The study will show how Filipino speakers are continually and unconsciously modifying and expanding the phonology, grammar, and lexicon of Tagalog in their use of it in mass media, modifications which should be borne in mind by the nation's language planners.

The other uses to which the study can be put are indicated in Chapter VI, in the section on 'Preview: Directions for Further Research'.

1.6. PLAN OF THE STUDY

Chapters II and III will present a complete typology of the different kinds of code switches found in the corpus, with Chapter II discussing code switches at the word and phrase level and Chapter III discussing code switches at the clause and sentence level. On the basis of insights from this typology, Chapter IV will formulate the patterns and constraints in code switching as phrase structure rules. Chapter V will propose a model to represent the Filipino bilingual's linguistic competence. Finally, Chapter VI will summarise the conclusions of the study and will indicate research areas suggested by the study.

N O T E S

1. A similarly neglected study is Ramos's paper on Tagalog-English bilingualism (1970). Mainly because the *Philippine Education Quarterly*, the magazine in which the article appeared, is not in the *Index to Philippine Periodicals*, I missed it in my review of the literature; I am grateful to Dr. Constantino for bringing it to my attention at the oral defence. In this paper, Ramos situates the study of bilingualism within two frameworks - a sociological framework and a linguistic framework.

In the first approach, she

attempted to systematize, organize or formalize a description of the occurrences of ... language shifts to contribute to an understanding of why Tagalog bilinguals (English-Tagalog) speak what language (pure English, pure Tagalog, mixed Tagalog and English), to whom (superiors, equals, intimates, inferiors), and when (in formal or informal situations). (1970:41)

From the point of view of the present study, the most interesting section in this first approach is the description of the types of language spoken, particularly the type which she calls 'mixed English and Tagalog', thus:

- (1) This hybrid sort of language has one type which has English as the structural base with Tagalog word substitutions.
 - (a) With function word substitutions (or particles)

I will donate na lang paper plates.
He wants to use daw his gadgets.
 - (b) With content word substitutions

There are many saling-pusa.
- (2) The second type of mixed language has Tagalog as the structural base with English word substitutions. This is the most common style of speaking among the Tagalog bilinguals. This is the type of language which they are most at home with.

- (a) With English loanword substitutions
Boy, ang hirap ng eksam, ano?
 Manuud tayo ng *tennis*.
- (b) With English loanwords having Tagalog morphological substitutions
Mag-shopping tayo. (1970:41-2)

In the present study, items parallel to the examples Ramos cites are included in the sections on code switching involving open-set and closed-set items.

The second approach described by Ramos is more directly relevant to the aims of my study. In this approach, she presents Mackey's (1966) suggested technique for the analysis and measurement of bilingualism:

The analysis of interference proceeds from the larger to the smaller units, allocating immediate constituents to the language to which they belong. Sentences are broken down into clauses, clauses into phrases, phrases into words, and so on...

... If applied to a considerable amount of text material, the technique can lead to the measurement of the amount of interference that enters the speech of the bilinguals. Incidentally, it can find out, too, whether different speakers would differ in both the proportion of interference and the alternation or 'shifts' from one language to the other as determined by the type of interlocutors involved and of situations wherein the language is used.

In addition to the amount of text that may be devoted to each language, the analysis can show how bilinguals differ in the extent to which they alternate from one language to the other and when they shift from one language to the other.

This alternation or rate of interference is measured by counting the number of times at each level in which the speaker changes from one language to the other. Then, the percentage of alternation is derived by measuring this on the basis of the number of units on different levels. (1966:51-2)

Apart from my reservations about the use of the word 'interference' (see footnote 7 of Chapter V) I agree that Mackey's technique for the analysis of language shifting is workable. Azores used the same procedure although to a limited extent in describing 'mix-mix' in her study, apparently unaware that it was Mackey's procedure too. I have also broken down larger utterances into smaller units in trying to typologise code switches, and it was only when the typology was already complete that I realised that Azores and Mackey had independently arrived at the same procedure as I did. 'Mackey's technique' for the analysis of bilingualism having been applied and found satisfactory, what needs to be done now is to extend it, as Mackey intended, to the measurement of bilingualism.

The corpus and the typology presented here can well serve as the data base for such an enterprise.

2. Consider some sentences from the Azores corpus:

170. Sapagka't kung napakarami ang ganyan ay wala nang pag-asa na *this bayan of ours will ever be great* uli.

175. *In the film, Amalia plays three other roles - that of isang babaeng Inocente who loved too much, that of a hostess who cared only for pera, and that of a daughter who craved for a mother's love.*

It seems there is an attempt at 'cuteness' in the phrases *this bayan of ours, be great uli*, and *who cared only for pera*. And there is something not completely natural in *that of isang babaeng Inocente*.

3. The difference between the Azores and the Marfil and Pasigna corpora, both obtained from newspapers, is the difference between an editorial policy that does not frown on, perhaps even delights in, Tagalog-English mixing and one that allows loanwords, but no more than that, in Tagalog utterances.

4. This high figure of 66.31 per cent should be taken with some qualification. After the model-building process given in Chapter V, a proposal is made that lexical insertion not be considered a kind of code switching. In that case, the figure will be substantially reduced.

5. See Greene (1972:100-5) for an account of the interrelationships - and the problems presented by these interrelationships - between the process of abstraction, the transformationalist requirement of formulating rules capable of generating novel sentences, and the criterion of grammaticality as a function of the linguistic intuition of the native speaker.

6. This study is not a sociolinguistic study if by 'sociolinguistics' is meant the discipline concerned with the correlation of linguistic and social variables. But it would be a sociolinguistic study in the Labovian sense - the study of language (i.e. the forms of linguistic rules, their combination into systems, the co-existence of several systems) in its social context as distinguished from the study of language out of its social context (Labov 1971b:152-3).

At this point, it might also be good to take a cue from Haugen (1972: 302).

From the hard-core linguist's point of view...the prefix socio-comprises the term [sociolinguistics] by identifying variation with its social correlates, which he feels are not his primary

business. In 1956 I proposed 'dialinguistics' as a possible name for the kind of interlingual conformation that is now often known as 'contrastive' or 'differential' linguistics.

Perhaps, then - as Dr. Sibayan has remarked - this qualifies as a dialinguistic study.

7. I owe this observation to Dr. McFarland.

8. The proclamation was issued in keeping with the following provision in the 1935 Constitution:

The National Assembly shall take steps towards the development and adoption of a common national language *based on one of the existing native languages.* (Emphasis mine)

The situation has become stickier since then. Article XV, Section 3 of the 1973 Constitution provides that:

- (1) This Constitution shall be officially promulgated in English and in Filipino, and translated into each dialect spoken by over fifty thousand people, and into Spanish and Arabic. In case of conflict, the English text shall prevail.
- (2) The National Assembly shall take steps towards the development and formal adoption of a common national language to be known as Filipino.
- (3) Unless otherwise provided by law, English and Filipino shall be the official languages.

Under the new Constitution, therefore, the national language is Filipino, although Pilipino still remains an official language.

As Gonzalez (1974) has pointed out, Filipino has a sense (an amalgamation of Philippine languages) but it has no reference (a living language actually spoken by a speech community) and it follows that an extraordinary amount of linguistic engineering is required to codify it and then to propagate it. Whether Pilipino will eventually evolve - by the infusion of words and idioms (and structures?) from other languages - into Filipino remains to be seen.

After all these decades, the national language problem of the Philippines seems more intractable than ever.

CHAPTER II

A TYPOLOGY OF CODE SWITCHES (PART I)

2-3.1. GENERAL INTRODUCTION

Chapters II and III are companion chapters; together, they present a typology of the different kinds of code switches that have occurred in the corpus. The inventory given in these two chapters is the basis for the in-depth analysis of Chapter IV and the theorising and model-building of Chapter V.

The following excerpt from the transcripts exemplifies the problem posed in this and in the next chapter:

- 1.46, GG.20
1. Kung pag-uusapan po natin *irregularities* ano?
 2. Kung sabagay kung ang isang estudyante ay nakapasa rito dahil lamang sa isang wika nga *leakage* o iyong nakakuha siya ng mga *question* na kanyang nasagot kaagad, palagay ko *this will be to the advantage of the student concerned*.
 3. Kung saka-sakaling siya'y makalusot, makarating ng kolehyo e baka maging *very embarrassing on his part* naman ano? kung saka-sakali na kung nasa kolehyo na siya ay hindi siya makaangkop doon sa *levél* na dapat niyang kalagyan sa kolehyo.
 4. *I think this has something to do now with the pattern of education* na sinusunod sa mga kolehyo na...
 5. *Aside from this N.C.E.E. examination* ay naghihigpit na rin sila ngayon sapagka't *they won't worry about anymore* itong sinasabi nilang *decrease in enrolment* sapagka't magkakaroon na rin sila ng *technological*,

vocational at saka occupational courses so that they cannot afford anymore to get in people who are not fit for college.

6. Hindi po ba, ano, *Miss Salang?*

The problem is one of imposing some order on the data, data which, as this excerpt makes vividly clear, seem to feature irregular, random language mixture. The purpose of these two chapters is to delineate the pattern behind the apparent disorder.

Since Chapters II and III are meant to be taken together, the first part presented under Chapter II (and this part falls under Chapter II only from the demands of format) is logically the introduction to Chapters II and III, and the last part of Chapter III is logically the conclusion of Chapters II and III. To indicate this fact, the symbol '2-3' is used. Thus, the discussion of the procedure used to arrive at the typology is given in Sec. 2-3.2; the symbol '2-3' indicates that Sec. 2 applies to both Chapters II and III. The complete typology is presented under Sec. 2-3.3; this section has two main headings - Part I deals with those switches occurring at the word and phrase level, Part 2 with those at the clause and sentence level. The general summary is given in Sec. 2-3.4, which appears at the end of Chapter III.

2-3.2. THE PROCEDURE

An initial decision made was to make the sentence - as it was uttered by a speaker in the broadcast and then represented orthographically in the transcripts - as the unit for analysis. The sentence is more manageable than what is here called (following Gumperz and Hernandez 1971:114) a turn of speaking (i.e. one or more sentences constituting a speaker's response to another's comment) and yet it is broad enough to include within it practically all of the code switches in the data. The only kind of switching that intrasentence analysis cannot handle is the intersentence switch from a Tagalog sentence to an English sentence or the reverse, but even in this case, the sentence is still the unit for analysis.

Every sentence containing a single shift or more was isolated and rewritten on a 5 x 8 card with its complete code number. If the switch occurred between sentences, the relevant excerpt was entered on the card. Each entry was then analysed within the framework provided by transformational grammar, specifically as developed by Chomsky in the 1965 monograph, *Aspects of the Theory of Syntax*.

In the preparation of the typology, the focus was on the surface structure of each sentence; the typology, as it is, rests mainly on

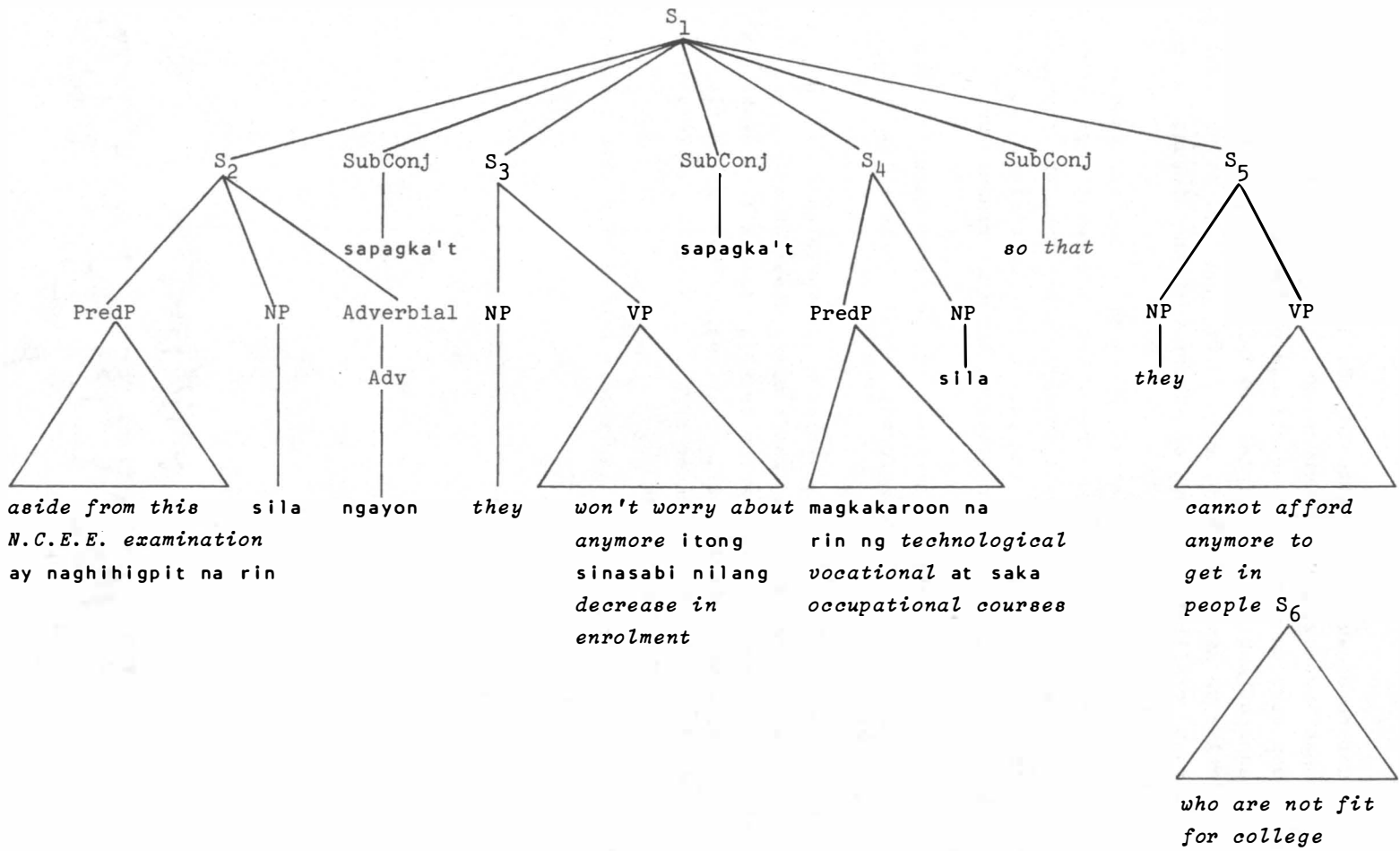
surface structure because code switching obviously involves surface structure constituents. Deep structure was taken into consideration only when deep structure and surface structure diverged considerably, as in the cases of English participial and infinitive phrases and Tagalog relative phrases (see Secs. 2.7., 2.8., and 2.9. respectively). But deep structure will figure more prominently in the discussion in Chapters IV and V.

Each sentence containing a code switch was therefore analysed - primarily in terms of surface structure - into its constituent elements. This process of constituent analysis involved bracketing the constituents that went together and labelling each bracketed string. At this stage of the analysis, then, a constituent structure grammar was employed.

As an example of the process, consider the sentence identified as (1.46, GG.20, 5/6). Initial and informal labelled bracketing yields the following S's:

[[*Aside from this N.C.E.E. examination ay naghihigpit na rin sila ngayon*]_S so that [*they won't worry about anymore itong sinasabi nilang decrease in enrolment*]_S sapagka't [*magkakaroon na rin sila ng technological, vocational at saka occupational courses*]_S so that [*they cannot afford anymore to get in people who are not fit for college*]_S]_S

Such labelled bracketing can be clearly represented by a tree diagram:



where indices are given for S's for simplicity of reference and where the triangles indicate that full details of the constituent structure are not given.

The tree shows that several S's have been strung together by subordinating conjunctions.¹ Thus, to use traditional terms, S₂ is the main clause to which is adjoined an adverbial clause (the SubConj *sapagka't* + S₃) and to this adverbial clause in turn is adjoined another adverbial clause (the SubConj *sapagka't* + S₄) to which is adjoined another adverbial clause (the SunConj *so that* + S₅). The tree also shows that there is one S - S₆ - that forms a relative clause (= the adjective clause of traditional grammar).

Notice that in S₄ a permutation is necessary for *sila* to be placed under the proper node, the NP-Subject node. The result of the permutation is from *magkakaroon na rin sila ng technological, vocational at saka occupational courses* of the original sentence to *magkakaroon na rin ng technological, vocational at saka occupational courses sila* required by the tree diagram. Except for this one instance, the tree diagram above represents the surface structure of the sentence faithfully.

Even when such cuts are not rigorously applied, as is the case in these two chapters, they frequently reveal where a constituent naturally belongs. The heuristic device of bracketing simplifies the task of typologising code switches because it brings out in relief the more limited context within which a particular code switch can be studied.

As the discussion above shows, it was not deemed wise procedurally to assume at the outset that the sentences in the corpus had a base-language, for example, Tagalog, from which a switch to the other language, English, could be made. Rather, it was considered advantageous to take each S - whether alone in the whole tree (in traditional grammar, a simple sentence) or dominated by some other higher S through processes of conjoining and embedding (in traditional grammar, a clause) - at the locus of the investigation.

In effect this means that a process of analysis divided the whole sentence into individual S's and that each S provided the matrix within which code switches involving words and phrases were studied. A process of synthesis then rejoined these analysed-S's into the complete sentence, which constituted the matrix this time for the study of switches involving clauses.

In addition to labelled bracketing, the process which can be called interlinguistic reconstruction was also used. The rationale is provided by Gumperz and Hernandez in their discussion of the steps involved in the analysis of social meaning in code switching:

The switched phrase would be substituted with a phrase from the other language in somewhat the same way that a linguistic interviewer uses the method of variation within a frame in order to estimate the structural significance of a particular

item. By this method it was possible to get an idea of what the code switch contributed to the meaning of the whole passage. (1971:114)

Gumperz and Hernandez's main interest in that study was social meaning, a dimension of code switching that lies outside the scope of this study. But their method of commutation or substitution, applied not to items from the same language but to items coming from the two languages between which a bilingual shifts, clarifies the processes involved in code switching by making the two structures easily comparable.

In some cases it is the speaker himself who does part of the inter-linguistic reconstruction. Consider the following:

Mga kaibigan, ito pong...atin pong palatuntunan para po sa...
for the benefit of those who just tuned in - (1.7, GG.3, 1/4)
 - mayroon po kaming nabilang *by estimate* sa loob ng *reservation*
ng...of Mindoro, *three reservations* ho iyan, nasa isang daan.
 (2.22, JA.10, 1/1)

Here the underscored English items seem to be reconstructions of the underscored Tagalog items.

2-3.3. THE TYPOLOGY

There are two parts to this typology, with the first part - dealing with code switches at the word and phrase level - to be given in this chapter and the second part - dealing with code switches at the clause and sentence level - to be given in the next chapter.

In traditional grammar, the affinity between the word and the phrase stems from the very definition of 'phrase' as a group of words, without a subject and a predicate, which is grammatically equivalent to a single word. This affinity between the word and the phrase is recognised here and so the two will be taken up together in this chapter.

An affinity likewise exists between the clause and the sentence and these two will be considered in the next part of the typology, given as Chapter III.

Each of the sections in the typology deals with a specific class of code switches, and generally the subsections discuss the English and the Tagalog subclasses - and sometimes some other subclass that is not exactly parallel to the English and the Tagalog subclasses - falling under the general class. The final subsection of each section presents some observations regarding the class of code switches under consideration. In some instances, these observations are impressionistic and unsystematised. Nonetheless they are presented here because they can provide inputs to the in-depth analysis of Chapter IV and the model-building process of Chapter V.

In the exposition that follows, several conventions have been used. Here are examples that illustrate the conventions:

- a. (2422.1) - *we'll still discuss ito pong mga details na may kaugnayan sa National College Entrance Examination -*
- b. (2422.1') *- *we'll still discuss nito pong mga details -*
- c. (2422.7#) *We enjoyed iyong mga tinatawag po nating visitor amenities.*

The number in parentheses serves to identify each citation. The first part of the identifying number gives the section to which the citation or example belongs - in these cases, Sec. 2.4.2.2. - but note the omission of periods from the identifying number as a space-saving measure. Only one period is used, to separate the section number from the number of each particular example - thus, the example given in a is the first example given in Sec. 2.4.2.2. while the example given in c is the seventh example in that section.

The dash at the beginning and at the end of a citation indicates that the sentence is not given in its entirety; in a and b, both the beginning and the end of the sentence have been omitted.

In a, the underscoring of *ito pong mga details na may kaugnayan* - indicates that this constitutes the locus of the code switch; in some instances, as in b, such underscoring simply calls attention to the item being discussed.

In b, the symbol for 'prime' indicates that some constituents of the original sentence have been permuted or deleted or rephrased or changed in some way - notice that the *ito* of (2422.1) has been changed into the *nito* of (2422.1'). The asterisk before the citation indicates that the sentence is unacceptable or ungrammatical.

In c, the sharp indicates that the sentence is not found in the corpus; it has been 'constructed' by the researcher. Such 'constructed sentences' are rare - they are given only when certain possibilities implicit in the corpus can be exploited to illustrate specific structural points. For instance, (2422.7#) has been constructed on the basis provided by (2422.6), with the difference being that the predicate nominative in (2422.6) has been converted into a direct object in (2422.7#).

2.1. INTRODUCTION TO PART 1: THE WORD AND PHRASE LEVEL

Chapter II proper discusses code switches involving English and Tagalog open-set items, closed-set items, special combinations of closed-set and open-set items, collocations, prepositional phrases, participial phrases, infinitive phrases, and relative phrases. The last section,

Sec. 2.10., provides a brief review of this part of the typology.

Since the items and combinations constituting code switches at the word and phrase level are fairly simple and their structure is rather transparent, the discussion in this chapter (with the exception of the sections on participial, infinitive, and relative phrases) will be relatively informal and will make minimal use of tree diagrams.

2.2. OPEN-SET ITEMS

Many grammarians distinguish between items belonging to an open set and those belonging to a closed set. The open set has an unlimited number of members and readily accepts new items, the closed set has a restricted and fixed number of members. Nouns, verbs, adjectives, and adverbs constitute open-set categories; pronouns, prepositions, determiners, etc. constitute closed-set categories.

Since open-set and closed-set items used in code switches are too numerous to list below, only representative examples will be discussed in this and in the succeeding section. All other instances of the occurrence of open-set and closed-set members can be retrieved from the transcripts in Appendix B. In the examples below, only items under consideration are underscored. Other open-set and closed-set items appearing in the example are not underscored if they do not exemplify the structural unit being discussed.

Open-set items will be considered first. In the transcripts, all open-set items are underscored once. Each English open-set item is given in light italics while each Tagalog open-set item is in Artisan font. The category symbol appears above each underscored item.

2.2.1. NOUNS

2.2.1.1. English Nouns

Almost every page of the transcripts reveals the insertion of an English noun into a Tagalog S.

The noun may be a single word:

- (2211.1) Di wala na ho ang ^Nlandowner ngayon. (5.41, TS.5, 1/3)
- (2211.2) - e ito pong mga taong ito ay pwedeng gumawa ng ^Nrequest -
(8.33, GG.14, 1/1)
- (2211.3) Bueno, balik ho tayo sa ating mga ^Nquests. (1.35, GG.16, 2/4)

The English noun may have the Tagalog nasal ligature as in:

- (2211.4) Ano po ang gawain nitong ^Nbureau-ng nabanggit natin?
(6.2, GG.2, 5/5)

where the convention of hyphenating the Tagalog ligature from the English noun is used.

The noun may be made up of several words that function as a single lexical unit:²

- (2211.5) Nais kong batilin sa pamamagitan po ng ating palatuntunan ang Department of^N Agrarian Reform sa kanilang pagdiriwang - (5.2, GG.2, 2/3)
- (2211.6) Sa aking pag-aaral ay wala pa akong nakitang nakaabot ng tinatawag na zero population^N growth rate. (4.24, DP.11, 1/13)
- (2211.7) Iyong iba natutuwa dahil sa family^N planning. (10.29, AR.6, 3/8)

Some other noun-insertions involve conjoining as in:

- (2211.8) At ang bata, ang mental growth and development^N ng bata ay nagsisimula - (4.34, DP.15, 2/3)
- (2211.9) - at papaano naman po ninyo binibigyan ng stress^N or emphasis ito pong panunungkulan - (8.2, GG.2, 4/4)
- (2211.10) - hindi ba ito'y binibigay nyo na iyong mga forms sa mga schools^N and colleges at saka sa mga public schools? (1.13, GG.5, 4/4)

Since the nouns that have been conjoined appear as members of a pair possessing a certain 'ready-made' quality (much like 'board and lodging', 'ups and downs', 'rhyme or reason'), they have been conceived of here as having been inserted in one stroke.

The alternative, considering, for example, 'schools' as one lexical insertion from the open set, 'and' as another lexical insertion, this time from the closed set, and 'colleges' as a lexical insertion from the open set, seems less plausible. 'Schools and colleges', the whole thing, is better considered as a single lexical insertion. It is possible to say that if the original sentence had *schools, colleges at saka public schools*, there would have been three lexical insertions for the three nouns. But in the case of (2211.10), *sa mga schools and colleges at saka sa mga public schools* seems to feature only two insertions, one for 'schools and colleges' and another for 'public schools'.

More evidence to support this position is given by the following:

- (2211.11) Na iyong mga halaman at mga plants^N and animals na nandoon po sa lugal na iyon pabayaang lang - (2.20, JA.9, 3/9)

with *halaman* and 'plants and animals' being juxtaposed.

But in the following example of conjoining:

- (2211.12) - upang magkaroon ng efficiency, integrity, honesty
and morality sa *Civil Service* - (9.15, FV.6, 3/3)

perhaps each of the conjoined N's should be considered as a separate lexical insertion.

At first glance, the sentence below seems to feature conjoined English nouns:

- (2211.13) Ito po'y isang historical park and a nature park at
the same time. (2.13, JA.6, 6/18)

But if '*historical park*' and '*nature park*' are conjoined nouns, there is no way to account for 'a', which repeats isang. The usual rule-of-thumb is that if something is concurrently two things, a determiner appears only before the first; for example, '*secretary and treasurer*' refers to one person while '*the secretary and the treasurer*' refers to two persons.

Intuitively, (2211.13) seems to feature a deletion of certain constituents.³ It seems to come from:

- (2211.13') Ito po'y isang *historical park* and [*it is*] a *nature park at the same time*.

where '*it is*' apparently repeats ito ay.

Closely-related to conjoined nouns constituting a single lexical insertion is the following item, where the preposition 'to' seems to serve as much of a linker as the conjunction 'and' in, for example, '*schools and colleges*' above.

- (2211.14) At sa gabi rin po mayroon tayong six-thirty to seven
for provincial stations, ano po - (8.2, GG.2, 2/4)

Items such as this are also considered as constituting a single lexical insertion.

There are other nouns that have prepositional phrases attached to them - in the transcripts, such constructions are underscored and identified as 'N with PP'.⁴ Here are examples:

- (2211.15) - ilang taon po ang kinakailangan upang mapanatili
natin ang ganitong...maistabilize po natin ang
N with PP
population growth in the country? (10.43, GG.17, 3/3)
- (2211.16) Iyong sinasabing security against leakage, mayroon
N with PP
kaming nalamang paraan. (8.23, NP.6, 1/4)
- (2211.17) - nabanggit po natin itong *ideal public servant*, ano po,
N with PP
at malaking pagbabago na dala ng proclamation of Martial
Law ng ating Panguilong Marcos. (9.7, GG.4, 1/2)

Some N's are so often associated with certain PP's that such N-with-PP constructions are better considered as single units, as N's:⁵

- (2211.18) Ako po ay kanilang ginawa pang...kinumbida at
nagkakaisang pinagbotohang gawing myembro ng *project*
N
committee o board of directors ng MARRA. (6.33, LT.4, 3/5)
- (2211.19) - at siia rin ang nagnonombra sa mga myembro ng
N
mga pulis, sa *chief of police* at sa mga pulis -
(9.22, FV.9, 2/4)

The following case features conjoined N-with-PP constructions serving as object of the Tagalog preposition *pwera*:

- (2211.20) A, *we have not yet come to the point whereby we will*
have to tell people, a waia ka nang mapipilian *pwera*
N with PP N with PP
I.U.D. for the women and vasectomy for the men.
(10.48, ML.12, 5/7)

Then there are instances in the corpus of English prepositional phrases conjoined by correlative conjunctions being attached to one English noun, as in the following:

- (2211.21) At sa singkuenta'y kwatrong *national parks* ho ang
N with PP's
total appropriation both from the committee and from
the Bureau of Forest Development would amount to about
thirteen million only. (2.17, JA.8, 2/7)

where '*both-and*' link the two prepositional phrases.

- (2211.22) - ito po ay isa sa mga dahilan ng tinatawag nating
N with conjoined PP's
economic crisis not only in the Philippines but also
all throughout the world. (4.2, GG.2, 2/6)

where '*not only-but also*' are the correlative conjunctions.

- (2211.23) - *and why*, ang ating kauniaran naman ay kinakailangan
N with conjoined PP's
participation both by the government at saka private
sector. (7.30, GG.16, 1/3)

where *at saka* can be considered a Tagalog lexical insertion into the English construction of conjoined prepositional phrases. (If the principle of parallelism had been observed, the complete construction would read:

- (2211.23') - *participation both by the government at saka by*
the private sector.)

In this case, *palakasan*, *padrino*, and *tayo-tayo* form the first word of two-word nouns *palakasan system*, *padrino system*, and *tayo-tayo system*.

Notice that the use of the Tagalog items is prepared for by the expression '*so-called*', giving the two-fold impression that the speaker is aware he is using Tagalog items and that he is switching to these Tagalog words in the absence of appropriate English items.

2.2.2. VERBS: ENGLISH

There are numerous instances of the lexical insertion of an English verb into a Tagalog S. Of these, a few examples can be given of a switch using an English verb uninflected by a Tagalog affix:

- (222.1) At ang *committee* pong ito ay *involved* din sa pag-
ng tinatawag nating *local parks* - (2.3, JA.1, 9/13)
- (222.2) A, iyong *test* na gagamitin ay isang *test* na *accultured*,
adapted dito sa atin. (1.37, AF.14, 1/9)
- (222.3) - ang magaling na gawin po diyan magtanim noong mga
tinatawag na pananim na *preferred* o nagugustuhan noong
mga usa - (2.34, JA.16, 1/1)

There is a possibility that the underscored words are adjectives because using one kind of operational test, they can take the adjective marker *pinaka* (as in *pinaka-involved*, *pinaka-accultured*, *pinaka-preferred*). However, the clear-cut operational test for identifying Tagalog verbs from Tagalog adjectives, inflection for aspect, cannot be used here because on the one hand, it can be said that there is no Tagalog affix to indicate aspect (= proof for Adj) and yet on the other hand, it can be said that the inflection is already incorporated into the English verb being borrowed (= proof for V).

The blurred line separating verbs and adjectives has led many transformational grammarians (for example, Jacobs and Rosenbaum 1968:63) to propose that both verbs and adjectives be classed together under the constituent VB and that they be distinguished from each other only by a feature like <+V> for verbs and <-V> for adjectives.

This study prescind from a theoretical treatment of the verb and the adjective and will, perhaps arbitrarily, simply consider the past participle forms above as V's. The last example, (222.3), provides some support for this position: The speaker, in saying *pananim na preferred* o *nagugustuhan*, glossed *preferred* as *nagugustuhan*, which is a V.⁷

Typically, in this class of code switches, an English verb root is inflected for aspect and focus by Tagalog affixes. (The transcripts

establish the convention of hyphenating the Tagalog affix from the English root - except in the few instances when hyphenating would make the word difficult to read). Strictly speaking, the discussion now deals with the morpheme level as distinguished from the word level. And the question arises: What is the status of these words as English lexical insertions? Perhaps it is reasonable to say that their Tagalog inflection has converted them into Tagalog words.

Be that as it may, a complete typology of code switches should include a consideration of such cases.

The Tagalog affix may be a prefix with or without reduplication of the initial consonant and vowel of the English root:

- (222.4) *It's also about the provincial graduates, iyong mga seniors na ^Vnagga-graduate sa high school.* (1.27, RP.3, 1/2)
- (222.5) *Sila'y nag-distribute ng mga forms sa bawata eskwelahan.* (1.16, AF.6, 2/3)

The Tagalog affix may be an infix:

- (222.6) *Ang FAPE po ay kinommission para ibigay lamang ang examination -* (1.4, AF.1, 3/4)
- (222.7) *- iyong mga katanungang isasali sa examination ngayon e mga katanungang ^Vtinest na -* (1.60, AF.24, 1/2)

Or quite rarely, the affix may be a suffix:

- (222.8) *Ngayon, simula nang adapt-in ng Department of Education Education ang examination -* (1.39, AF.15, 4/6)
- (222.9) *May isang form doon na dalawang kopya, fi-^Vfill up-an mo iyon.* (1.12, AF.4, 3/5)

The placing of -an after 'up' clearly indicates that 'fill up' is a verb - particle combination. Here, there is reduplication of the first consonant and vowel of the English root to indicate anticipative aspect. If the reduplicated syllable is considered a prefix (as is done by Schachter and Otnes 1972), then this example features both prefixing and suffixing.

The derivational processes of Tagalog, already alluded to in the discussion of (221.24) and (221.25), can easily convert an English verb into a derived Tagalog noun:

- (222.10) *A, tungkol sa pag-register ho.* (1.8, RP.1, 1/3)
- (222.11) *Iyang mga pangyayaring iyan ang nakakaabala sa pag-a-^{N + V}approve ng kanilang mga application -* (8.3, NP.1, 12/12)

The surface structure of the following examples, particularly their ang marker, suggests that the underscored items are derived nouns:

(222.12) - iyong dati naming *regional office* ang mag-a-approve o mag-a-attest. (8.8, NP.3, 1/1)

(222.13) At iyon lamang siguradong-siguradong-siguradong hindi makaka-*profit* sa *college work* ang di-discourage-in on the basis of the examination. (1.37, AF.14, 8/9)

But a case can be made for assigning to them an underlying structure like the following:

(222.12') - iyong dati naming *regional office* ang [office na] mag-a-^Vapprove o mag-a-^Vattest.

(222.13') At iyon lamang siguradong-siguradong-siguradong hindi makaka-*profit* sa *college work* ang [siyang] di-^Vdiscourage-in on the basis of the examination.

Such an analysis has been adopted here.

Deep structure analysis can also clarify the category of 'accepted' in the following sentence:

(222.14) Ano po ang ^Vaccepted na *contraceptive* po sa mga klinika na inyong pinupuntahan? (10.56, GG.22, 2/2)

Although initially, 'accepted' looks like an adjective, this participle can be analysed as a verb following the decision made earlier, if the underlying structure is considered:

(222.14') Ano po ang *contraceptive* na ^Vaccepted po sa mga klinika -

The same analysis applies to:

(222.15) - kinakailangan mayroon tayong ^Vstandardised na *grade*. (1.40, GG.18, 2/3)

2.2.3. ADJECTIVES: ENGLISH

Another class of lexical insertions consists of adjectives. The adjective may occupy the predicate position in the Tagalog sentence with normal word order:

(223.1) ^{Adj}Familiar na sila sa mga pagkuha ng mga eksamen. (1.49, AF.19, 2/5)

or with inverted word order:

(223.2) Ang katunayan po ang ating bansa ay ^{Adj}agricultural. (3.11, GM.5, 1/9)

The adjective may complete a maging construction:

- (223.3) Pwede siyang mapataas pero ang kanyang *status* ay
 Adj
 maging temporary. (8.68, NP.27, 1/1)

It may be a modifier to a Tagalog head noun:

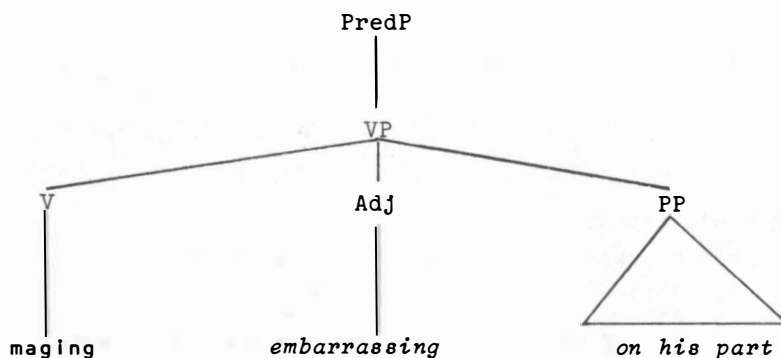
- (223.4) - mga magigiting na tao, Katoliko at Protestante, na
 Adj
 magkakasama sa isang ecumenical na pagtutulungan.
 (6.33, LT.4, 2/5)

But an endocentric construction made up of an English adjective and a Tagalog noun is very rare. Much more common is the concatenation of an English adjective and English head noun introduced into a Tagalog S; this will be discussed in Section 2.2.5. as one kind of combination of open-set items.

In the corpus, a class of adjective constructions is made up of adjectives immediately followed by prepositional phrases:

- (223.5) - iyong nandiyan sa *administrative services*, iyon ang
 Adj with PP
subject to Civil Service regulations. (8.15, GS.4, 3/3)
- (223.6) Ang kaalaman ng isang tao sa Pilipino ay hindi magiging
 Adj with PP
predictive of performance in college. (1.33, AF.13, 2/2)
- (223.7) Kung saka-sakaling siya'y makalusot, makarating ng
 Adj with PP
 kolehyo e baka maging very embarrassing on his part
 naman ano? - (1.46, GG.20, 3/6)

The partial surface structure tree diagram of (223.7) is:



where Adj and PP are branches dominated by the VP and ultimately by the PredP node.

In these cases of 'complex adjectives', the adjective apparently triggers the continuation of the use of English -- but it is problematic whether there is such a mechanism as a 'triggering action' and if there is, how it works.

Another way of looking at the matter is to consider such English Adj-with-PP constructions to be stored as single units that are then inserted en bloc into the Tagalog S.

Such hypothesising will be affirmed or revised in Chapter V, in Section 5.3.

2.2.4. ADVERBS

2.2.4.1. English Adverbs

The traditional identification tag of the English adverb is the *-ly* affix. Most of the one-word adverbs in the transcripts bear the tag:

(2241.1) ^{Adv} *Presently* po, ang *duly-licensed* po sa *City of Manila*,
dalawampu't tatlo pong dormitoryo - (7.44, JR.19, 1/2)

(2241.2) ^{Adv} *Specifically* doon sa *mental ability part*...iyong mga
katanungang hindi itinuturo sa eskwelahan.
(1.66, AF.25, 4/3)

(2241.3) ^{Adv} Sa amin pong *estimate* dahil nabilang ho namin *actually*
iyong mga *young ones* na tinatawag - (2.28, JA.13, 1/1)

The adverb in (2241.1) functions as a time adverb; the adverb in (2241.2) derives its function from the adjective '*specific*' - a very free rendering would be '*the specific part I'm referring to is the mental ability part*'; the adverb in (2241.3) is a modifier of the verb *nabilang*. These different examples of the adverb indicate the heterogeneous character of its uses.

In fact, if those adverbs with the *-ly* suffix are excluded from consideration, adverbs can be considered as belonging to the closed set. Consider the following:

(2241.4) ^{Adv} *Maybe*, *Pete*, matatanong muna natin siya kung ano ang
kanyang *main line* talaga - (10.12, GG.7, 2/3)

(2241.5) ^{Adv} *How about* iyon hong mga *acceptors* naman natin ng
family planning doon sa mga klinika - (10.21, PC.4, 1/3)

(The classification of '*how about*' as an adverb is provided by *Webster's Seventh New Collegiate Dictionary*.)

(2241.6) ^{Adv} *And likewise* para rin kay *Pete Esperanza Cruz* -
(10.65, GG.27, 3/4)

But since the categorisation of these lexical insertions is not crucial to subsequent analysis and theorising, such adverbs will simply be considered as open-set items.

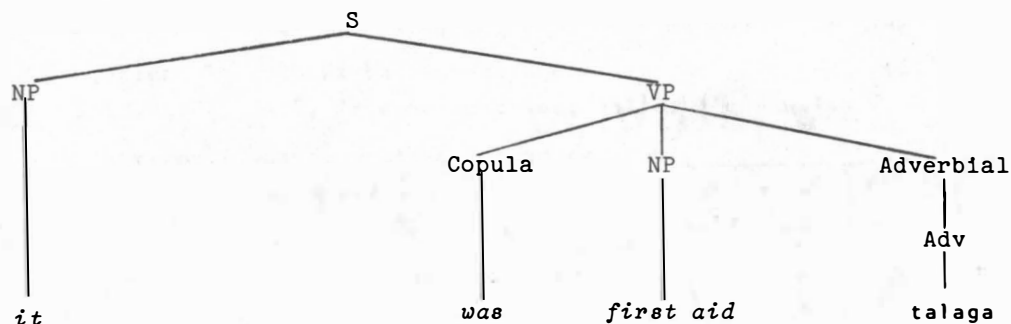
Adverbs in combinations with other open-set categories will be discussed in Section 2.2.5. Collocations and prepositional phrases in form that are adverbial in function will be pointed out in due time.

2.2.4.2. Tagalog Adverbs

There are a few cases where Tagalog adverbs appear in English S's:

- (2242.1) *It was not a case of therapeutic treatment, it was*
^{Adv}
first aid talaga. (10.48, ML.12, 7/7)

The partial surface structure tree of (2242.1) seems to be:



- (2242.2) *It's not* ^{Adv} *parang* *applicable to our environment, you know,*
^{Adv}
our country ganyan, iyong mga magiging mga Stateside
iyong mga questions. (1.36, RP.4, 2/4)

- (2242.3) *Kaya about the test, is it* ^{Adv} *parang* *purely aptitude or is*
there current events and all that. (1.57, RP.5, 3/3)

Notice that the last two examples are from the same speaker, who in this case is a high school senior from an exclusive girls' school. It seems that her use of *parang* is equivalent to the use of 'like' in 'Like it's groovy'. *Ganyan* seems to be the English 'like that'. Both *parang* and *ganyan* seem to be adverbs, although their English equivalents seem more like conjunctions or prepositions. As a class, adverbs are listed under the open set, but the specific adverbs that have been given here can just as well be included under the closed set.

Parenthetically, adverbs appear to be borderline cases between the open-set categories and the closed-set categories.

2.2.5. COMBINATIONS OF OPEN-SET ITEMS: ENGLISH

English open-set items in Tagalog S's can be combined in various ways, usually to form endocentric constructions where the whole combination is grammatically equivalent to the head constituent. The transcripts carry the following combinations (notice that the convention of enclosing the head constituent within square brackets is used here):

Many examples can be given of the Adj + [N] combination:

- (225.1) - kasi hindi nila makukuha iyong mga katanungan sa
 Adj [N]
 mga specific books ano? (1.66, AF.25, 10/13)
- (225.2) Ano ho ang mga potential...potential spots na maaari
 Adj Adj [N]
 pong ma-develop - (2.12, GG.7, 2.2)

The adjectives can be conjoined:

- (225.3) - kanina maganda iyong paksang binuksan mo tungkol
 Adj [N]
 sa government hostel para sa poor and deserving students
 dine sa *City of Manila*. (7.27, JR.11, 1/3)
- (225.4) Mga three or four days, magkakaroon siya ng cramps -
 Adj [N]
 (10.38, AR.10, 5/8)

Analogous to such conjoined adjectives are the adjectives in the following:

- (225.5) Ngayon three meals naman hanggang hundred fifteen to
 Adj [N]
hundred twenty pesos para sa lalaki - (7.38, JR.16, 5/5)
- (225.6) - iyong three meals umaabot ho hanggang one hundred to
 Adj [N]
one hundred ten pesos - (7.40, JR.17, 2/2)

The following example also features conjoined adjectives but the second adjective has been extraposed to the end:

- (225.7) Eto ang *Class A*; ang *Class A* po ang mga dormitoryo
 Adj [N] Adj
 o boarding house na mayroong fifty boarders or more.
 (7.5, JR.2, 2/5)

Below are more complicated examples of conjoined Adj's + [N]:

- (225.8) Ang *Class B* iyong mayroong thirty boarders or more
 Adj [N]
 Adj
but less than fifty. (7.5, JR.2, 3/5)
- (225.9) Ang *Class C* itong may boarders...of twenty boarders
 Adj [N]
 Adj
or more but less than thirty. (7.5, JR.2, 4/5)

The last sentence in that turn of speaking seems to feature a deletion:

- (225.10) *And Class D ^{Adj} more than five but less than twenty
[N]
boarders. (7.5, JR.2, 5/5)*

where the complete sentence can be reconstructed either as

- (225.10') *And Class D [iyong mayroong] more than five but less than twenty boarders.*

or as

- (225.10'') *And Class D [has] more than five but less than twenty boarders.*

Two examples of the Adv + [V] combination appear in the transcripts:

- (225.11) *iyon noong nabalitaan namin na ang ^{Adv} implementation ^[V] ng
reorganization ay indefinitely suspended ay tapos na
kami ng placement. (8.6, NP.2, 1/3)*

- (225.12) - *ito pong napag-usapan natin sa umagang ito ay
^{Adv} talagang very refreshing, ^[V] ano po? (2.37, GG.20, 2/4)*

Again, it should be pointed out that the decision to consider single-word participles as verbs rather than adjectives is an arbitrary one.

Adv + [Adj] constitutes another combination:

- (225.13) - *sa ikauunlad o ikapagtatagumpay ng kooperatiba
^{Adv} very essential ^[Adj] ho iyong education. (3.61, GM.18, 1/6)*
- (225.14) - *ang four-seven-six-five, ordinance number four-seven-
six-five, ay ^{Adv} very comprehensive ^[Adj] po iyan. (7.15, JR.6, 1/6)*
- (225.15) - *sapagka't itong pills e one hundred per cent sure
^{Adv} kung tama ang pag-inom. ^[Adj] (10.61a, AR.14a, 7/8)*

There even seems to be a combination of Adv + [N]:

- (225.16) - *at ako ay nabalik lamang noong nineteen seventy-two,
^{Adv} exactly May nineteen seventy two. ^[N] (9.29, FV.12, 3/8)*

And of [N] + Adv:

- (225.17) - *karaniwan ang kukuha niyan ay nasa Philippine
^{N]} embassies ^{Adv} abroad. 8.37, NP.12, 3/4)*

The Adv + Adj + [N] combination is exemplified by:

- (225.18) *Ngayon ang inuuna ng DAR ay iyong malalaki, iyong
^{Adv} over one hundred hectares, ^{Adj} pagkakatapos bumaba, ^[N]
^{Adv} over fifty hectares. ^{Adj} ^[N] (3.40, GM.14, 1/1)*

And perhaps by:

(225.19) Taun-taon ay mayroon kaming mga tatlong...^{Adv}about
^{Adj}approximately three million five hundred thousand
 we use in programs.

with the head N, being deleted.

A permutation of this combination is Adj + [N] + Adv:

(225.20) At ^{Adj}every ^[N]Friday ^{Adv}thereafter ay amin pong ifi-feature
 ang ilang mga *personalities* - (4.1, GG.1, 4/7)

2.2.6. SOME OBSERVATIONS

Obviously, there is an asymmetry between the great number of English open-set items appearing in Tagalog S's and the small number of Tagalog open-set items appearing in English S's. But this imbalance may be partially explained by sociolinguistic factors. The vocabulary of Tagalog is still in the process of being expanded to achieve 'intellectualization'. Thus, technical words like '*guidance services*', '*rationale*', '*visitor amenities*', '*prime commodity*', '*standardised*', '*accultured*', '*ecumenical*', to cite a few examples, are easily borrowed and incorporated into Tagalog sentences.

The presence of these loanwords in the corpus follows the 'scale of adaptability' (referring to the freedom with which various patterns are borrowed) observed by Haugen in American Norwegian and American Swedish (1950:224): first (and by far an overwhelming majority) nouns, then verbs, then adjectives, then adverbs.

As for combinations of borrowed items, as expected, Adj + [N] combinations constitute the largest group, with the other kinds of combinations appearing very rarely.

A variable rule of the kind proposed by Labov (1969) will eventually have to be formulated to account for the variation in the use of English plural nouns in Tagalog S's. Consider the interaction between the presence and absence of *mga* and the singular or plural form of the English N in the following sentences from the same speaker:

(226.1) - kung ang pag-uusapan po ay ang mga projects at
 saka iyong mga development nitong mga bagay na ito
 ay talagang kailangang-kailangan ng ating bansa ang
 mga parke o mga parks na kung tawagin natin -
 (2.18, GG.10, 1/3)

- (226.2) - kung ang isang estudyante ay nakapasa rito dahil lamang sa isang wika nga *leakage* o iyong nakakuha siya ng mga question na kanyang nasagot kaagad, palagay ko - (1.46, GG.20, 2/6)
- (226.3) - *we have discussed during the first session* ito pong subject areas na - (1.32, GG.14, 2/4)

Although these observations have little to contribute to the model-building that is the ultimate aim of this study, they have been given because they suggest areas for future research where the data are already available.

2.3. CLOSED-SET ITEMS

This part of the chapter will discuss code switches involving items belonging to the closed set. Since such instances are numerous, only representative examples will be given below; the rest of the closed-set items can be retrieved from the transcripts. The convention followed in the transcripts is that of underscoring all closed-set items twice. English closed-set items are in light italics while Tagalog closed-set items are in Artisan font. Category symbols appear above these items.

2.3.1. ENGLISH CLOSED-SET ITEMS

The majority of items belonging to the English closed set are conjunctions, which may be subordinating, as in the following:

- (231.1) Kung gusto niyang minsanan iang, pwede rin. ^{SubConj} So lahat ng...ng *choices* e nasa sa *farmer*. (5.27, JM.12, 7-8/8)
- (231.2) ^{SubConj} So ang mga *principal* ay mayroon na ngayong mga *forms* - (1.16, AF.6, 2-3/3)

or coordinating:

- (231.3) Ngayon, simula nang *adapt-in* ng *Department of Education* ang *examination* na gagamitin...na ginagamit namin, mapipilitan na magkaroon ng isang *passing mark*. ^{CoorConj} But ang pagdi-*determine* ng *passing mark* ay sa *Department of Education*. (1.39, AF.15, 4-5/6)
- (231.4) - magkakaroon siya ng *cramps* ^{CoorConj} or maaaring mas malakas ang *flow* ng kanyang *periods* *no?* (10.38, AR.10, 5/8)

The conjunction 'and' is sometimes combined with an adverb and together they partake of the nature of a linker:

- (231.5) Si *Doctor...Director Lopez* po ang siyang *associate*
 director ng *Commission on Population*. *And likewise*
 para rin kay *Pete Esperanza Cruz* - (10.65, GG.27, 2-3/4)
 CoordConj Adv
- (231.6) Kung sabagay dito sa *Greater Manila* masasabi natin
 mangilan-ngilan mayroon diyan talaga na dalawang
 piso nahhirapan talagang mag-*produce*. *And also*
 sa mga probinsya lalung-lalo na. (1.24, GG.10, 2-3/6)
 CoordConj Adv
- (231.7) Pero siguro kung *may participation...and why*,
 ang ating kaunlaran naman ay kinakailangan. *participation* -
 (7.30, GG.16, 1/3)

There are instances of one member of a pair of correlative conjunctions appearing in English with the other appearing in Tagalog:

- (231.8) - puro po nanggagaling sa *either* sa *General Fund*,
contributions from government offices and corporations
 o *contribution* pong galing sa publiko. (2.11, JA.5, 2/2)
 CorrConj

Notice that the correlative conjunctions here are 'either-o' rather than 'either-or'.

- (231.9) Ito ho bang mga kasong ito ay *both* *criminal* at saka
administrative cases - (9.19, GG.8, 1/1)
 CorrConj

Here the conjunctions are *both-at saka* instead of *both-and* - this is similar to the use of *both-at saka* in (221.23)

The interjection '*well*' seems to be the program host's favourite way of introducing a new topic or resuming an interrupted discussion:

- (231.10) *Well*, mga kaibigan, bago po tayo magpatuloy sa ating
 pagtatanghal - (10.42, GG.16, 1/1)
 Interj

But even a guest who is not given to code switching also uses it:

- (231.11) *Well*, ang una ko hong tanong ay alam kong napakasimple.
 (9.5, LC.1, 1/3)
 Interj

The English function words '*yes*' and '*no*' appear in the following Tagalog sentences:

- (231.12) *Yes*, sa kwan, sa ikauunlad o ikapagtatagumpay ng
 kooperatiba *very essential* ho iyong *education*.
 (3.61, GM.18, 1/6)
 AfM

- (231.13) *No*, *because* karamihan po ng aming *settlement* e nasa
 Mindanao. (6.20, RC.9, 1/1)
 NegM

where AfM stands for affirmative marker and NegM for negative marker.

The following cases feature the insertion of an English preposition:

(231.14) Ito bang lahat hong klinikang ito ay ^{Prep} *under* sa PDPCDM?
(10.17, PC.2, 1/2)

(231.15) - nguni't mayroon po iyang mga *other ramifications* ano?
^{Prep}
Like a...gaano talaga karami ang anak na kayang palakihin
at arugain ng mga magulang ano? (10.46, ML.11, 6-7/12)

And so does the following sentence:

(231.16) At sa gabi rin po mayroon tayong *six-thirty to seven for*
provincial stations, ano po, at mayroon tayong *eleven*
^{Prep}
o'clock naman *for* ating...para sa ating mga *housewives*
naman at iyong mga nasa mga tahanan. (8.2, GG.2, 2/4)

But a real constraint seems to be operating here. In the broadcast, the speaker immediately processed the error and corrected it by placing great stress on para sa ating mga housewives.

2.3.2. TAGALOG CLOSED-SET ITEMS

Paralleling the presence of English conjunctions in Tagalog sentences is the presence of Tagalog conjunctions in English sentences. Consider the use of subordinating conjunctions in:

(232.1) *A, in some...in some areas of the world they had to resort*
to very drastic measures like vasectomy and just plain
^{SubConj}
I.U.D's dahil they really needed no children.
(10.48, ML.12, 6/7)

(232.2) *Like about the test questions, is it going to be in*
^{SubConj}
English, kasi if it's in English, well I was also thinking
na the Greater Manila area students - (1.27, RP.3, 2/2)

Here is an example of a Tagalog coordinating conjunction used in an English S:

(232.3) *They're present in the reservations. Pero sa ngayon*
^{CoorConj}
po we have actual counts in the reservations of about
one hundred and forty-eight. (2.26, JA.12, 1-2/2)

The correlative conjunctions 'not only-but also' appear in the sentence below, with one member - 'not only' - being in English and the member - *kundi* (*pwede*) *rin* - in Tagalog:

(232.4) *The farmer realises that self-help will not only help*
^{CorrConj}
him...his...socially or individually kundl pwede ring
internationally. (3.57, PE.7, 1/1)

Compare this with the use of *either-o* in (231.8) and *both-at saka* in (231.9) and in (2211.23).

The Tagalog linker (Li)na joins the English noun clause to the rest of the English sentence in:

(232.5) - well I was also thinking ^{Li}na the Greater Manila area students and those whose teachers are using English as their medium of instruction will have definitely an advantage - (1.27, RP.3, 2/2)

(232.6) Well, let me...let me answer that the roundabout way ^{Li}na at this stage of our growth it will be...we will have to maintain our population growth at a low level - (10.46, ML.11, 3/12)

Another Tagalog linker inserted into English S's is *ay* (or its monophthongised equivalent *e*). Since in Tagalog S's, *ay* is a marker for the inverted sentence in this discussion, in the transcripts, and in the trees for Tagalog S's, *ay* will be identified as IM - for inversion marker.

(232.7) - since...inasmuch as you come from the examination department of the Civil Service Commission, ^{IM}palagay ko ay we would put in more interest - (8.4, GG.3, 1/2)

where the *ay* (together with the Tagalog collocation *palagay ko*) links the English adverbial clause and the English main clause.

(232.8) Tapos if you multiply that by three hundred sixty-five ^{IM}e one million five hundred fifty thousand plus new babies are added to the population every year. (10.3, ML.1, 12/12)

where *e* connects the English main clause to its adverbial clause.

Then there is the category of enclitic particles - defined by Schachter and Otnes (1972:411) as words that, with certain storable exceptions, obligatorily follow the first word of the construction of which they constitute an immediate part. The following are instances of the use of enclitic particles in English S's:

(232.9) - beer ^{Enc}daw is considered as a beverage - (7.20, JR.8, 3/5)

(232.10) Wildlife ^{RM}ho is very sensitive doon sa pamamariil. (2.20, JA.9, 5/9)

(232.11) Pero kapag iyang may ibinibigay sila nang kaunti, ^{Enc}then they feel naman na hindi na lang sila parating doleout - (10.27, ML.8, 10/12)

Below is an instance of the use of another enclitic:

- (232.12) - ang efekto ng *family planning program* ay hindi natin
 Enc
 makikita in...*within the next five or ten years* lang -
 (10.46, ML.11, 11/12)

where the enclitic *lang* is a lexical insertion into the English prepositional phrase.

In the discussion, in the trees, and in the transcripts, it will be useful to distinguish between the enclitics that indicate respect, *po* and *ho*, the enclitic that converts a declarative sentence into a question, *ba*, and the other enclitics that seem to act like adverbs, for example, *din* or *rin*, *lang*, *muna*, *na*, *naman*, *pa*, etc. Thus, *po* and *ho* will consistently be identified as respect markers (RM) and *ba* consistently as an interrogative marker (IntergM). In the transcripts, the other enclitics will be identified as Enc (to show that they belong to the closed set) but in the trees and in the rules to be formulated in Chapter IV, these enclitics will be identified as Adv.

The plural marker (PlM) *mga* appears in:

- (232.13) Ngayon, *one million* na so mga *almost ninety per cent*
 PlM
increase. (10.23, ML.6, 2/2)

There is one instance of *oo*:

- (232.14) Oo, *he is buying from himself.* (3.63, GM.19, 1/4)
 AfM

Compare this with the use of 'yes' and 'no' in Tagalog S's as given in (231.12) and (231.13).

The item *ano* occurs repeatedly in the broadcasts. One common use of *ano* is as an attention-getter or as an interrogative word in confirmation questions:

- (232.15) *Yah, but there ought to be a passing mark* *ano?*
 Interg
 (1.40, GG.18, 1/3)

A variant of *ano* is *no*, which appears very frequently in the transcripts. But 'no' has not been marked as either a Tagalog or English closed-set item because it can be considered, on the one hand, a shortened form of the Tagalog *ano* or, on the other hand, simply the English word 'no'. So here it has been considered ambiguous as to Tagalog-ness or English-ness. (Other items so considered are proper names of persons, initials, and acronyms).

Ano also appears as a substitute for a word the speaker cannot remember, a word that is at the tip of his tongue:

- (232.16) *Going back to the* ano, *to the problems of the* ano...*the*
 Subs Subs
boarders - (7.21, GG.11, 6/7)

The word *kwan* is also used in this context, but in the transcripts there is no instance of it appearing as a lexical insertion into English S's. In the following:

(232.17) Ang kwan po sa ngayon as a matter of fact the government would not allow hunting now - (2.30, JA.14, 1/1)

kwan appears as part of an English sentence but it appears as part of the Tagalog NP + Adv *ang kwan po sa ngayon* where the role of the whole construction is not clear. The unedited nature of the corpus makes it difficult to point out the function of this Tagalog NP.

2.3.3. SOME OBSERVATIONS

The lists of closed-set items in English and in Tagalog are parallel on many points but not on all. Conjunctions appear in both lists but that is where the equivalence ends. There is nothing among the closed-set items in English to match the Tagalog enclitics or the linker *ay* because English simply does not operate with such items.

Consider, for instance, the enclitics that indicate respect, *po* and *ho*. They seem to be a constant in the sentences in the corpus and they appear in almost every conceivable position in the S so that their placing in the surface structure trees given in the study is almost *ad hoc*. In this typology, it is sufficient to say that their appearance in English S's entails the simple insertion of Tagalog lexical items. But English would have some other way of indicating respect, perhaps by a vocative or by a different sentence type.

Daw and *naman* are two other enclitics in the data that have no one-to-one correspondence with English lexical items. It is difficult to render the particular meaning and flavour they convey. The gloss of:

(233.1) -*beer daw is considered as a beverage* - (see (232.9) for discussion)

will probably be something like:

(233.1') - *beer, according to someone, is considered as a beverage* -

and the gloss of:

(233.2) - *then they feel naman na hindi na lang sila parating dole-out* (232.11)

will be something like:

(233.2') - *then they are made to feel in some way na hindi na iang sila parating dole-out* -⁸

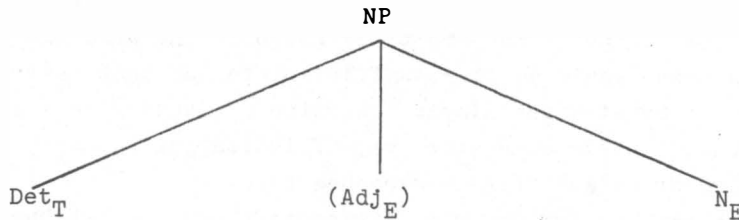
- glosses which are certainly inadequate. In these cases, Tagalog can make do with a word but English cannot.

Neither does English have an inversion marker like *ay* which allows the subject, an adverb, an object of the verb, etc. to occur in initial position in the sentence. Tagalog constituents seem to have greater freedom to move about - and one way of exploiting this freedom is by the use of *ay* to mark inversion constructions.

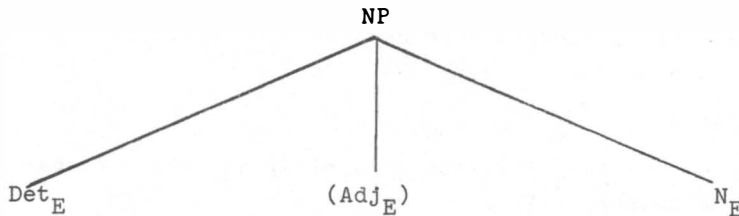
The last observation concerns the use of *ano*: There is nothing in the English closed set that approximates the frequency of the use of *ano* first as a catch-all tag question and secondly as a '*whatsisname*', '*whachamacallit*' item.

2.4. SPECIAL COMBINATIONS OF CLOSED-SET AND OPEN-SET ITEMS

In the treatment given earlier to English nouns and to combinations of English adjectives and English nouns inserted into Tagalog S's, it was implicitly assumed that in surface structure, the NP node had a branch for a Tagalog determiner, another branch - optional - for an English adjective, and another branch for an English noun, thus⁹:



This kind of concatenation can be said to constitute the typical case. The less typical case features a concatenation of an English determiner, an optional English adjective, and an English noun in an otherwise completely Tagalog S:



Here is an instance of such an NP:

- (24.1) Ang inaalala ko lang, Gerry, baka tumutol diyan iyong mga may-ari ng dormitoryo, sabihin na naman mamamatay ang negosyo - *the usual thing*. (7.29, JR.12, 1/1)

'*The usual thing*' seems to stand as an expression and can even be included in the section on English collocations (see Sec. 2.5.1.).

But there are instances when a completely-English NP is an integral part of a Tagalog S. And there are even more instances of a completely-Tagalog NP appearing in an English S.

Thus, the meaning given to 'special combinations of closed-set and open-set items' is: combinations of Det + N in one language appearing as NP-subject, NP-complement, or NP-appositive in an S in the other language.

Such cases will be discussed below.

2.4.1. COMBINATIONS IN SUBJECT POSITION

These are the combinations of Det (+ Adj) + N forming an NP node that is immediately dominated by S.

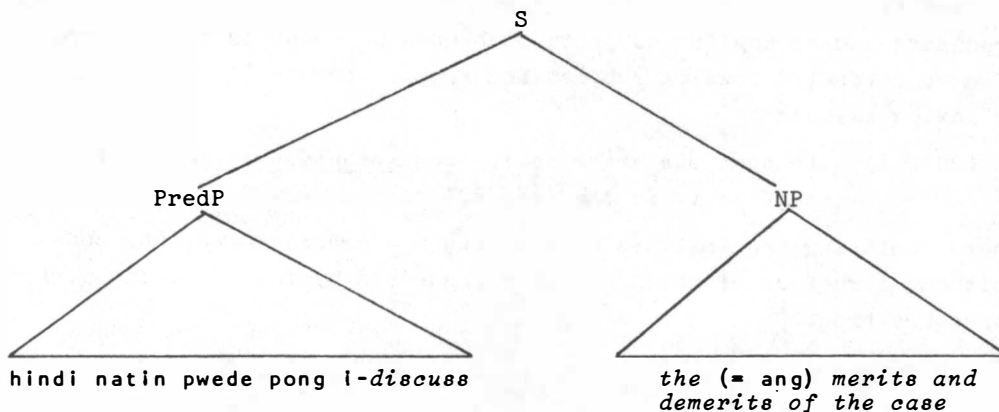
2.4.1.1. English NP as Subject

Consider the following sentence:

(2411.1) *Kaya't hindi natin pwede pong i-discuss, ano ho,*
the merits and demerits of the case. (7.21, GG.11, 3/7)

Here '*the merits and demerits of the case*' is the subject of the sentence. English does not distinguish between nominative and objective case in the determiners, but if it is assumed that this sentence is a Tagalog sentence, then the underscored string is indeed the subject. The affix of the verb - *i* - and the form of the pronoun - *natin* - indicate that *natin* is not the subject although it is the agent of the action; glossing the '*the*' in '*the merits and demerits*' - in the context of the whole S yields *ang*.

So the surface structure tree is:



A simpler example to consider, because in this case the agent is also the subject of the S, is the following:

- (2411.2) E kami po e...*we are coordinating, I mean, the D.L.G.C.D.* at saka ang D.A.R. ay nagko-coordinate nang madalas tungkol dito sa...sa pagbubuklod ng samahang-nayon. (5.21, JM.10, 1/6)

Leaving E kami po e...*we are coordinating* as another S and 'I mean' as a collocation, the D.L.G.C.D. and ang D.A.R. are conjoined NP's serving as 'subject of' the S.

Now consider the following sentence:

- (2411.3) Ito po bang sinasabi nyong hindi pwede e...sa...kung pag-uusapan po ito pong *the whole building itself* kahit na po anong laki ng *building* na ito, Mr. Ramos? (7.8, GG.5, 1/1)

How should '*the whole building itself*' be considered? Since ito (as in ito pong *the whole building itself*) functions as a determiner, the '*the*' here seems superfluous. Interlinguistic reconstruction suggests kung pag-uusapan po ito pong buong *building* mismo, but the two alternatives kung pag-uusapan po ito pong *whole building itself* and kung pag-uusapan po ito pong *the whole building itself* seem equally acceptable. The effect of the emphatic form '*itself*' on the use of the English determiner is not clear.

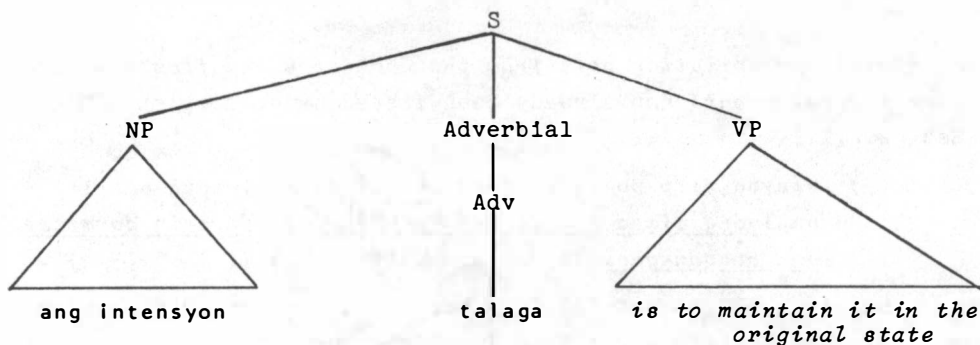
But the 'superfluous English determiner' may be accounted for in the following manner: Perhaps '*the whole building itself*' has been considered as one N and therefore this N needs a determiner, ito. Compare this with ang lamesa where ang lamesa is considered as a simple N and given the determiner ang.

2.4.1.2. Tagalog NP As Subject

Very few instances have been given of the concatenation of a Tagalog predicate and an English subject; much more frequent is the occurrence of a concatenated Tagalog subject and English predicate. Consider the following examples:

- (2412.1) Ito pong mga *areas* na ito ang intensyon talaga *is to maintain it in the original state.* (2.20, JA.9, 2/9)

where, omitting the analysis of ito pong mga *areas* na ito, the constituent structure of the S can be represented by the following surface structure tree:



Here is a complete list of the instances of the construction Tagalog NP + English VP:

- (2412.2) Dito po sa atin...ang intensyon po talaga ng tinatawag na national parks *is to set aside an original area na tinatawag po nating may magandang tanawin - (2.20, JA.9, 1/9)*
- (2412.3) Na iyong mga halaman at mga *plants and animals* na nandoon po sa lugar na iyon pabayaan lang at magkaroon sila ng tinatawag na *natural interaction* at parang ang tao *will find a way to be able to enjoy and recreate in these areas. (2.20, JA.9, 3/9)*
- (2412.4) Ang family planning component po dito *is really the most crucial at the moment - (10.3, ML.1, 6/12)*
- (2412.5) Ang medium of instruction natin *has been English for a long time and we could not use any other language as a medium for the test also. (1.31, AF.12, 4/5)*
- (2412.6) Sa amin pong *estimate* dahil nabilang ho namin *actually* iyong mga *young ones* na tinatawag, iyong mga yearlings *have an increase of about eight per cent within the reservation. (2.28, JA.13, 1/1)*
- (2412.7) *As a matter of fact* po, ang goal natin by nineteen seventy-six *is two point five million (10.22, AR.5, 2/3)*

where *by nineteen seventy-six* will be discussed under English prepositional phrases.

- (2412.8) At sa singkuenta'y kwatrong *national parks* ho ang total appropriation both from the committee and from the Bureau of Forest Development *would amount to about thirteen million only. (2.17, JA.8, 2/7)*

where 'total appropriation both from the committee and from the Bureau of Forest Development' has already been listed under complex nominals in Sec. 2.2.1.1.

(2412.9) Ngayon dito po sa *section seventeen* maliwanag po rito na iyong mixed - male and female - boarders in dormitories and boardinghouses are prohibited. (7.7, JR.3, 3/4)

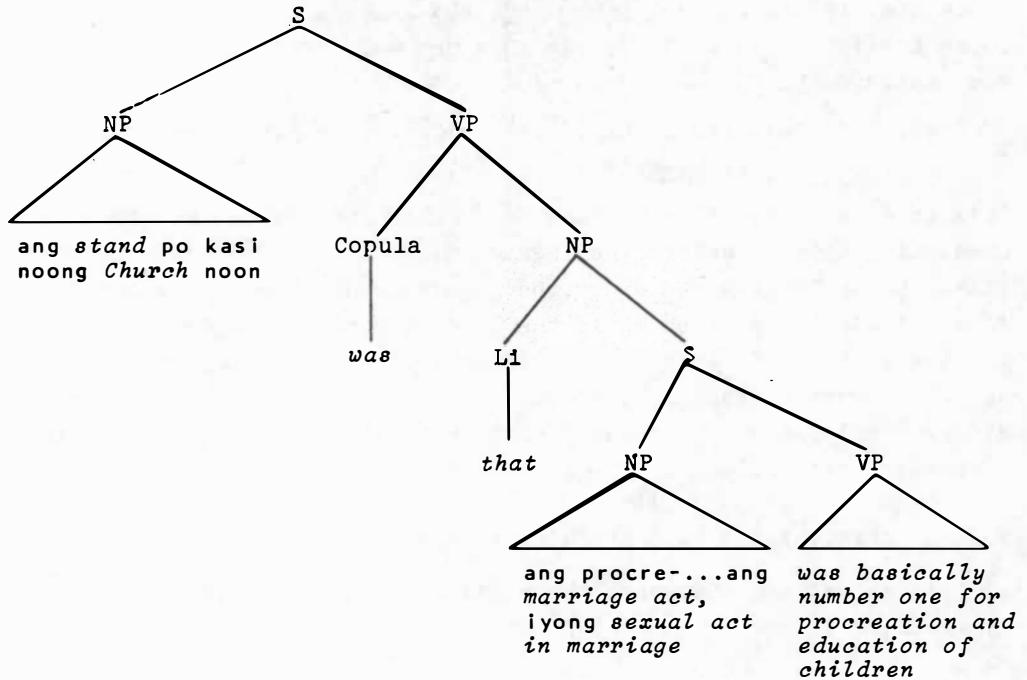
Notice that in (2412.8) and (2412.9) the supposed Tagalog NP-subject is made up of more English words than Tagalog words - in fact, in (2412.8) only *ang* is Tagalog, in (2412.9) only *iyong*. It may even be suggested that in these two sentences, *ang* and *iyong* are lexical insertions of Tagalog closed-set items into English S's.

But on the basis of an investigation of the data, which has not revealed the insertion of items like *ang* and *iyong* among closed-set items inserted into English S's, it seems more probable that here it is the open-set items (like nouns) and prepositional phrases that are inserted.

(2412.10) Ang stand po kasi noong Church noon, bago noong talagang lumaki *iyong population* ng buong mundo ano? *was that really ang procre-...ang marriage act, iyong sexual act in marriage was basically number one for procreation and education of children* ano? (10.11, ML.5, 1/5)

Perhaps the best example of the shift that occurs from Tagalog to English between the subject and the predicate is provided by this sentence where both the NP of the topmost S - *ang stand po kasi noong Church noon* - and the NP of the noun clause - *ang procre-...ang marriage act, iyong sexual act in marriage* - are Tagalog and the verb and linker of the topmost S and the entire VP of the noun clause are English.

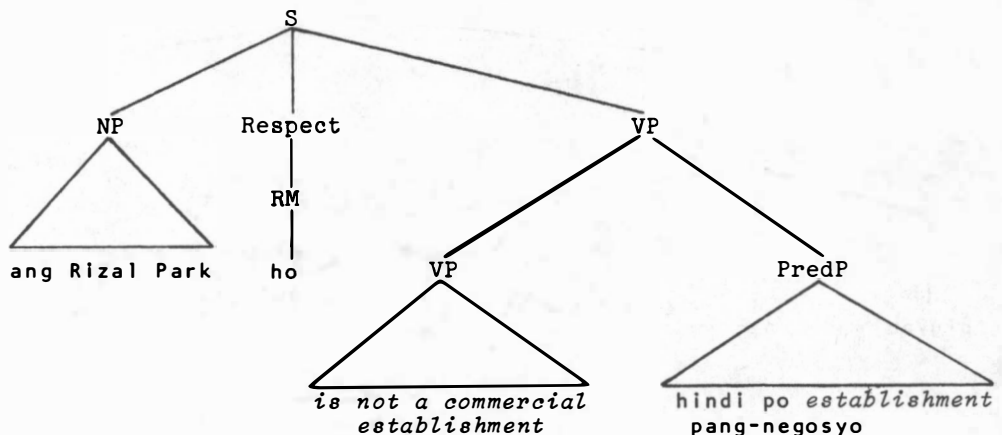
The following tree - with details not relevant to the discussion being omitted - graphically shows the break between the Tagalog subjects and their English predicates:



Consider the following sentence:

(2412.11) Sa *income* po hindi po natin masasabing ang *direct income* na kinikita ng Rizal Park dahil sa ang Rizal Park ho *is not a commercial establishment*, hindi po *establishment pang-negosyo*. (2.9, JA.4, 1/4)

Here the NP is Tagalog and the VP features a conjoining of an English VP and a Tagalog PredP.¹⁰ The surface structure diagram, considering only the NP and VP of the second S, is:



In the discussion just concluded, the Tagalog NP serves as subject to an English VP in an S that follows the word order of English. Now consider the following sentence:

(2412.12) *Supposed to have started September first ano? ang examinations.* (1.13, GG.5, 1/4)

This case is interesting because its English predicate, a verbal predicate, appears before the Tagalog subject. Is the sentence then closer to an English sentence (the English constituent does not look like a lexical insertion while the Tagalog constituent does) or a Tagalog sentence (its word order is Tagalog)? There is, unfortunately, no other example exactly like this so that it is impossible to arrive at any conclusions. Therefore, this case will not be considered in subsequent discussion.

2.4.2. COMBINATIONS IN COMPLEMENT POSITION

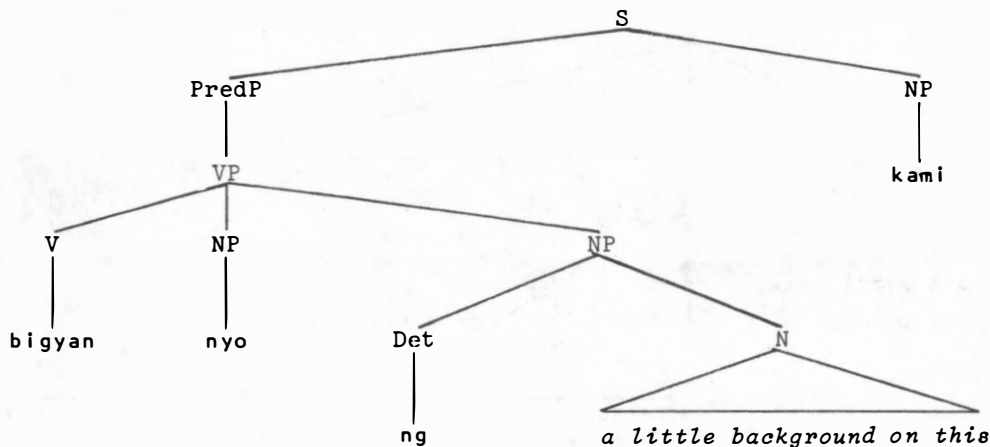
This subsection discusses those cases of an NP immediately dominated by PredP or VP.

2.4.2.1. English NP as Complement

Consider the sentence:

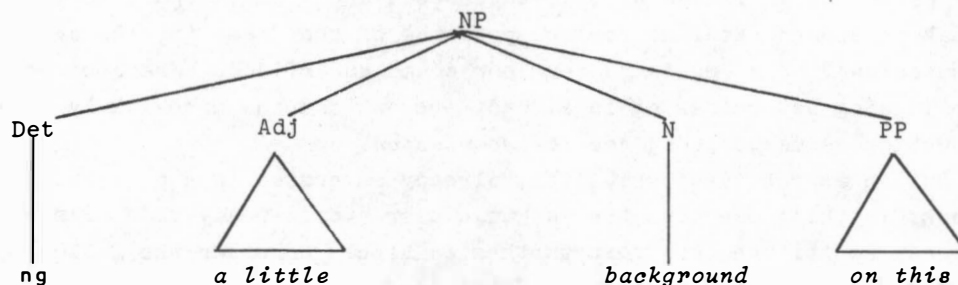
(2421.1) *Direktor, going to the very nature and extent of family planning, ano po, maari po bang bigyan nyo kami ng a little background on this para naman po masasabi natin na kung talagang ito ay isang bagong bagay -* (4.17, GG.8, 1/1)

Below is the constituent structure of the S under study. It has been made to undergo permutations to permit a closer look at the NP-complement:



Without going into details, *bigay* is a double-object verb so that both *nyo* and *ng a little background on this* appear as NP's immediately dominated by VP and then by PredP.

One thing is remarkable about this tree and may be an indication that something is wrong here. Notice that the Det *ng* appears with the N '*a little background on this*'. Strictly speaking, '*a little background on this*' is an NP, not an N, but the Det branch has already been pre-empted by *ng*. Thus it appears that there are two determiners here. The explanation may be that *ng a little background on this* has the following structure:



where '*a little*' is a single unit, an Adj. This is evident when '*a little*' is compared with its antonym, '*much*', a single unit, and when '*a few*', a construction analogous to '*a little*', is compared with its antonym, '*many*', again a single unit. Further proof is this: When '*little*' is removed, the result is the ungrammatical

(2421.1') *- *bigyan nyo kami ng a background on this* -

but when '*a little*' is removed, the result is grammatical:

(2421.1'') - *bigyan nyo kami ng background* -

because '*background*' is a mass noun and cannot take the determiner *a*.

There is one other example featuring the same English Adj + N, '*a little background*', but in this case it is conjoined to a Tagalog N with both NP's being immediately dominated by VP and then by PredP:

(2421.2) At kapiling nga po natin si G. Jose Medina, Jr. na maaring magbigay sa atin ng ilang bagay ukol sa departamentong ito ng ating pamahalaan o a little background para naman po wika nga ay mabigyan natin ng munting kaalaman ang ating mga kababayan -
(5.2, GG.2, 3/3)

If the analysis of '*a little background*' as Adj + N is accepted, then the underscored elements in both sentences above do not properly fall under the category of special combinations of closed-set and open-set

items because 'a' is not a determiner in these instances but a part of the two-word adjective '*a little*'. But the fact remains that for this particular speaker, '*a little background*' seems to be a 'prefabricated' structure that is inserted en bloc into Tagalog sentences.

The question becomes: Can a completely-English NP, that is, Det_E (+Adj_E) + N_E, serve as complement in a Tagalog sentence?

Consider the following case:

- (2421.3) Ang kinalabasan po nito, ng...*the special commission*, ay in nineteen seventy nagtatag ng *special government action commission* no? - (10.3, ML.1, 4/12)

The pause, as indicated by ..., suggests a break in thought. Does the break in thought account for the presence of the 'the' in '*the special commission*'? The English determiner seems superfluous here because the Tagalog determiner ng is already present and the more likely construction seems to be ng *special commission*.

But an attractive possibility, already suggested in a previous paragraph, is this: Perhaps the language user stores ready-made NP's already constituted and inserts them en bloc. Consider the following 'constructed' sentence based on (2421.1):

- (2421.4#) Maari po bang bigyan nyo kami ng *the facts of the matter?*

Here '*the facts of the matter*' appears to be a single item like '*the special commission*', '*a little background*', '*the whole building itself*', and '*the usual thing*' in the sentences previously cited.

The last example from the corpus under this category is given below. There is some question as to whether it provides an instance of a conjoined Tagalog NP and English NP in complement position:

- (2421.5) Ngayon, halim-...ang isang...mayroon isang *option* diyan na ang *landowner* ay maaring bayaran ng *ten per cent cash and then the balance in Land Bank bonds, twenty-five years, at six per cent tax-free interest*. (5.38, JM.17, 3/5)

Deep structure analysis suggests that there is a conjoined S here that has undergone deletion:

- (2421.5') - ang *landowner* ay maaring bayaran ng *ten per cent cash and then the balance* [*can be paid*] in *Land Bank bonds* -

where '*can be paid*' is equal to ay maaring bayaran carried over from the previous S. So this particular sentence does not really have conjoined Tagalog and English NP's in complement position.

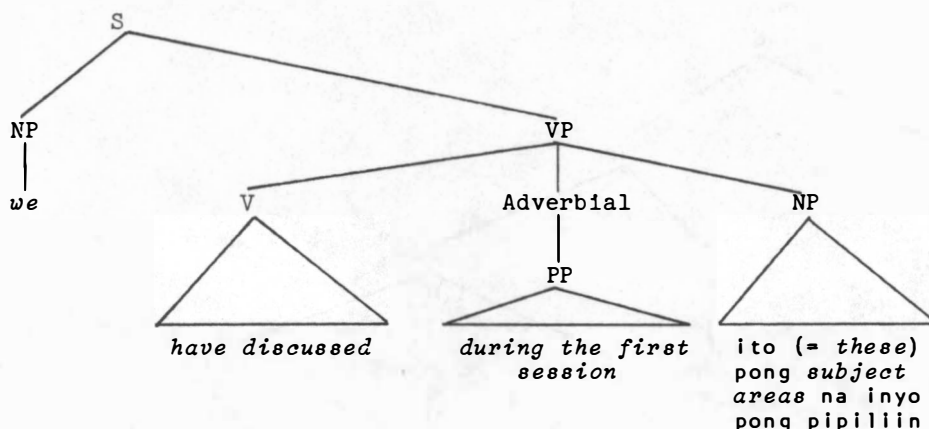
2.4.2.2. Tagalog NP as Complement

Consider the following:

(2422.1) At kagaya po ng ating napasimulang paksa, we'll still discuss ito pong mga details na may kaugnayan sa National College Entrance Examination. (1.1, GG.1, 3/5)

(2422.2) Kung hindi po ninyo...we have discussed during the first session ito pong subject areas na inyo pong pipiliin. (1.32, GG.14, 2/4)

The underscored items are immediately dominated by VP as the tree diagram for (2422.2) shows:



Notice that the NP's under consideration begin with *ito*; in a Tagalog construction, *ito* is a determiner for the subject while *nito* is a determiner for the complement. And yet *ito pong mga details* - and *ito pong subject areas* - occupy object position here. There is no problem if the S is assumed to be an English S and *ito* is seen to be directly translatable into '*these*'.

The direct object of the English passive verb below is introduced by *iyon*, not *ito*:

(2422.3) *They are given iyong tinatawag na academic appointments.* (8.15, GS.4, 2/3)

but the same observation can be made. The determiner *iyon*, which is usually reserved for Tagalog NP-subjects, is used in this construction although *iyong tinatawag na academic appointments* is object of the sentence.

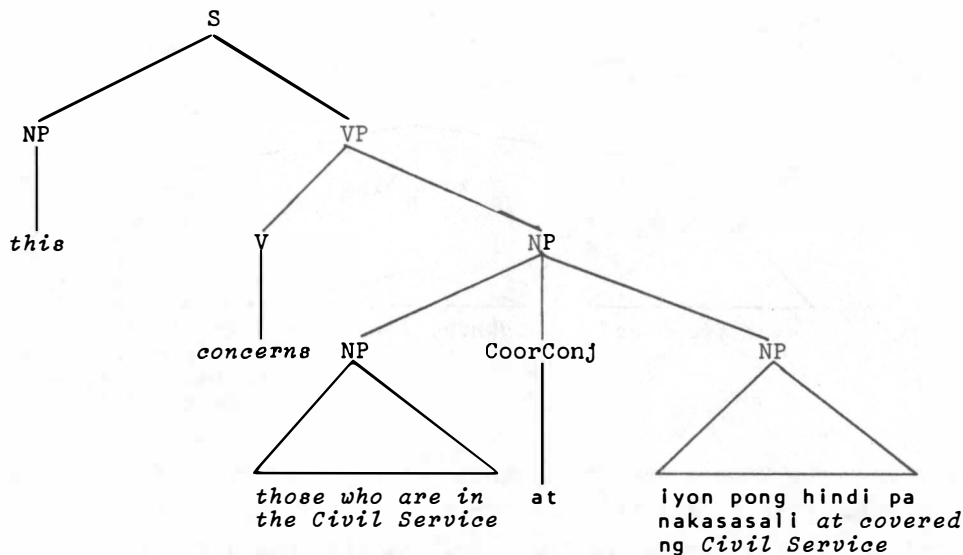
Here are examples of a conjoined English NP and Tagalog NP as the object of the English verb:

(2422.4) *Ano po...kung magkakaroon po kayo ng comparison, how would you compare the initial reaction of the people to this at saka iyon pong pagtanggap nila ngayon sa kapanahunang ito?* (4.29, GG.14, 2/2)

(2422.5) *Kaya't, mga kaibigan, antabayanan po ang ating mga tatalakayin sapagka't *this concerns those who are in the Civil Service at iyon pong hindi pa nakasasali at covered ng Civil Service** - (9.1, GG.1, 5/6)

Notice that again, it is the *iyon* form that is incorporated into the English S.

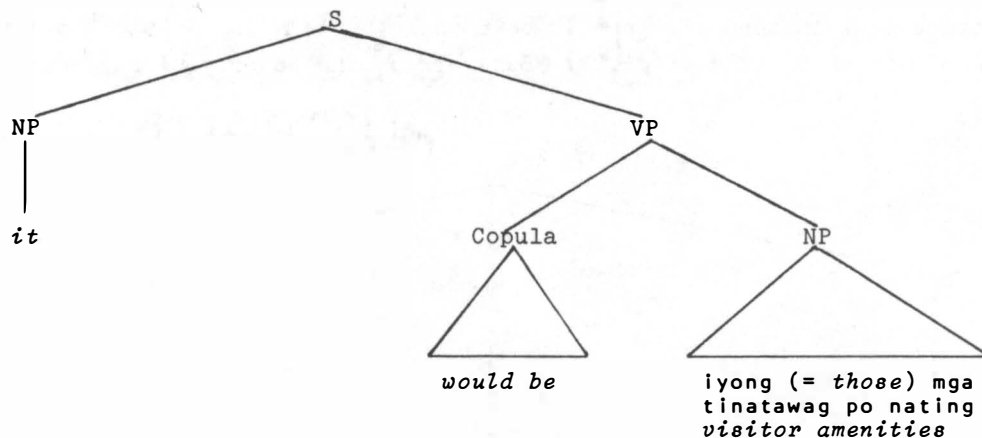
The surface structure tree can be represented in the following way:



The following sentence appears ungrammatical because the Tagalog adverbial clause seems to serve as subject to the English verb:

(2422.6) *At kung mayroon pong maidadagdag na kwan na improvement doon [it] would be iyong mga tinatawag po nating visitor amenities.*

In this case, the second S will have the tree diagram:



where the predicate noun of the English copula is iyong mga tinatawag po nating visitor amenities, a Tagalog NP.

While the NP's in the six cases above are immediately dominated by VP, the NP in the sixth case is slightly different because it is a predicate noun while the others are direct objects. As such, the problem with the determiner in the subject form rather than the object form does not arise.

But consider the constructed sentence:

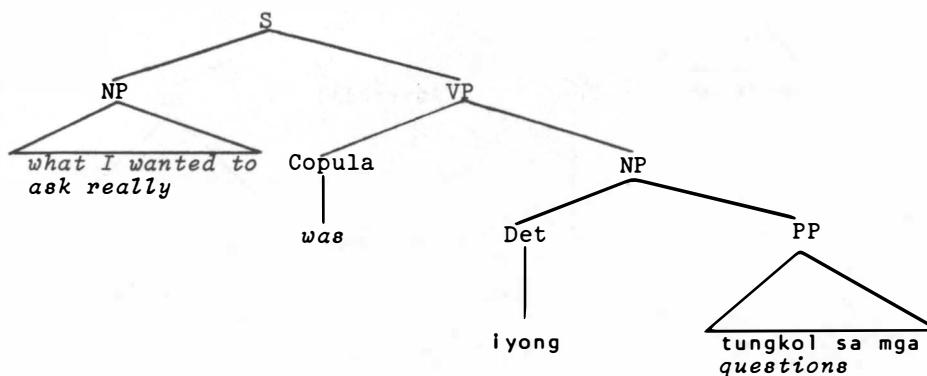
(2422.7#) *We enjoyed iyong mga tinatawag po nating visitor amenities.*

Here, iyon, the determiner for a Tagalog subject, appears with the Tagalog-noun-object in an English S. Notice that it is directly translatable into 'those'.

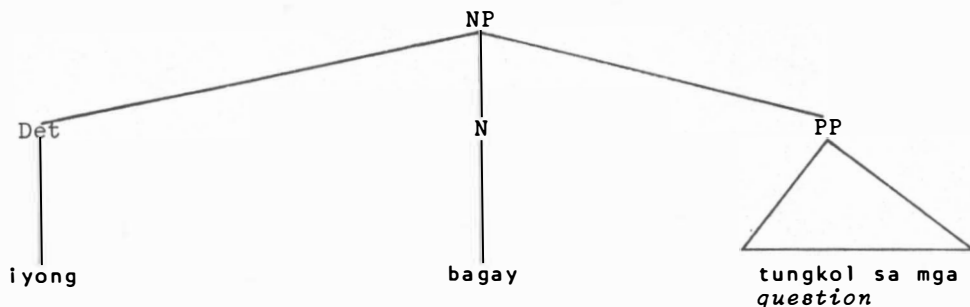
The next case presents a problem:

(2422.8) *What I wanted to ask really was iyong tungkol sa mga questions kung...kasi baka masyadong mahirap iyong mga...*
(1.36, RP.4, 1/4)

and its surface structure tree diagram is:



Notice that instead of a predicate noun, a Det + N combination, the NP here is made up of a Det + PP. But perhaps the underlying structure is:

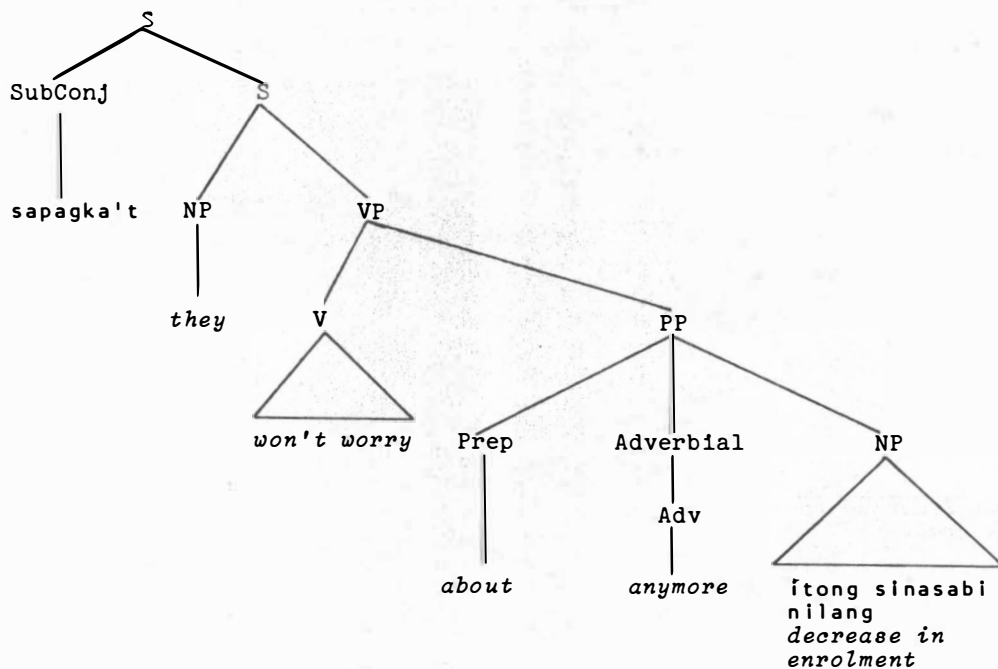


and the N bagay or some other such N is deleted in surface structure.

In the following S, an NP is in object position - this time, object of the preposition:

(2422.5) - *sapagka't they won't worry about anymore itong sinasabi nilang decrease in enrolment sapagka't magkakaroon na rin sila - (1.46, GG.20, 5/6)*

as shown by the following diagram:



The interesting item in this object is the determiner *ito*. If the whole PP had been in Tagalog, then the S would have been:

(2422.9') - *sapagka't they won't worry anymore tungkol po dito sa sinasabi nilang decrease in enrolment -*

Notice that the determiner in this case is *dito*, not *ito*. The point made earlier is relevant to the analysis of (2422.9) and bears repeat-int: There is no problem if the S is assumed to be an English S and *ito* is seen to be directly translatable into '*this*' to produce '*this so-called decrease in enrolment*'.

All the Tagalog NP-complements above have been introduced by the demonstrative determiners *ito* and *iyon*, determiners that normally mark NP-subjects.

The next group of complements have the determiners *ng* and *sa*. Before going into the examples for this group, it will be necessary to discuss the case categories of Tagalog adopted in this study.

In terms of the whole system of Tagalog grammar, it seems convenient to consider *ng* and *sa* as determiners - although in most instances they appear analogous to English prepositions. That *ng* and *sa*, like *ang*, are determiners is seen in the correspondence among the following sentences:

(2422.10#) Bumili ang bata ng kendi sa tindahan.

(2422.10#') Binili ng bata ang kendi sa tindahan.

(2422.10#"") Binilhan ng bata ng kendi ang tindahan.

Following Gonzalez (1972), the *ang*-NP can be called the subject-NP and the *sa*-NP can be called the oblique-NP.¹¹ Within his framework, Gonzalez refers to the *ng*-NP as -subject, -oblique; for this study, the *ng*-NP will not be given a label since there is no available term that can include the two main uses of *ng*. One use of *ng* is as a marker for an object-NP, as in *Bumili ang bata ng kendi*, and the other use is as a marker for a genitive-NP, as in *ang kendi ng bata*. In default of a comprehensive term, reference will simply be made to the *ng*-NP-object and the *ng*-NP-genitive.

As has already been pointed out, *ng*-NP's and *sa*-NP's sometimes appear like English PP's. (In fact, there is a possibility that in some other Tagalog grammar, *ng* and *sa* may even be considered as prepositions.) Thus, there is a major difference between the first group of complements (discussed as (2422.1)-(2422.9) and the second group of complements: The complements in the first group are glossed as English noun phrases but the complements in the second group are glossed as English prepositional phrases. This seems to correspond to the

bifurcation of ng-NP's: Bumili ang bata ng kendi is glossed as '*The child bought candy*' where the Tagalog NP ng kendi is glossed as an English NP '*candy*' while ang kendi ng bata is glossed as '*the candy of the child*' where the Tagalog NP ng bata is glossed as an English PP '*of the child*'.

Now consider the following sentences:

- (2422.11) *This is in connection with the cenebration po ng anibersaryo ng D.A.R. o tinatawag po nating Department of Agrarian Reform - (3.64, GG.33, 6/8)*

Here the NP ng anibersaryo ng D.A.R. - is a genitive and is naturally glossed as '*the anniversary of the D.A.R. -*'.

- (2422.12) - *palagay ko ay we would put in more interest sa ating pagtatanghal kung ang pag-uusapan natin ay - (8.4, GG.3, 1/2)*

The oblique-NP sa ating pagtatanghal brings to mind the English equivalent '*in our presentation*', a prepositional phrase.

- (2422.13) - *at ito po ay ukol sa tinatawag po nating pagse-
celebrate ng D.A.R. o ng Department of Agrarian
Reform at...which happens to fall sa araw pong ito
ng kanilang anibersaryo. (5.1, GG.1, 3/6)*

The oblique-NP sa araw pong ito ng kanilang anibersaryo is easily translated into the English prepositional phrase '*on this day of their anniversary*'.

- (2422.14) *At they live side-by-side with...sa mga tao at
nabibisita at pini-preserve po ng kanilang mga
pamahalaan. (2.19, GG.11, 4/5)*

Notice that the speaker had already uttered the English preposition '*with*' before he shifted to the Tagalog oblique-NP sa mga tao. The opposite of this happened in the following instance, when the speaker, having already uttered the Tagalog determiner ng, then shifted to the English preposition '*of*':

- (2422.15) - *mayroon po kaming nabilang *by estimate* sa loob ng
reservation ng...of Mindoro, *three reservations* ho
lyan, nasa isang daan. (2.22, JA.10, 1/1)*

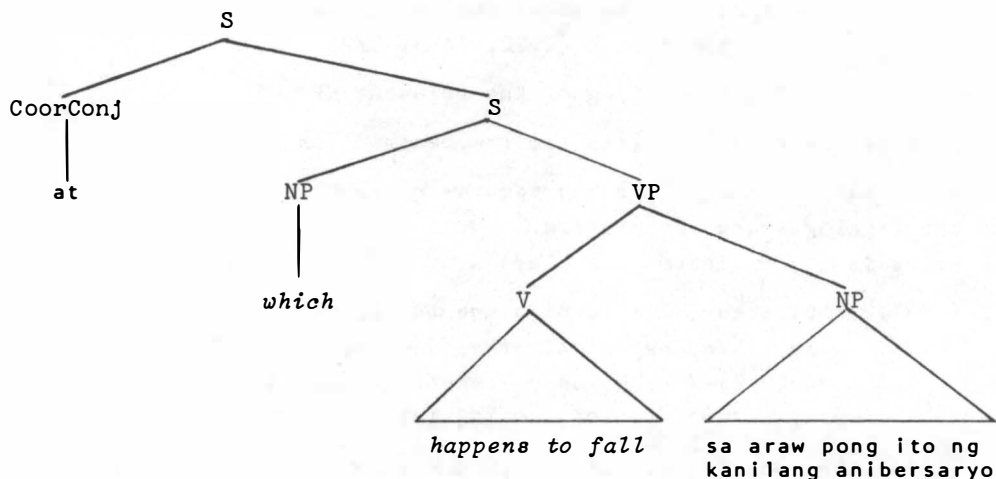
Another example of the equivalence between Tagalog sa-NP's and English PP's is:

- (2422.16) *Wildlife ho is very sensitive doon sa pamamaril.*
(2.20, JA.9, 5/9)

where, if the whole sentence had been given in English it would have been:

(2422.16') *Wildlife is very sensitive to hunting.*

The configuration for such Tagalog NP-complements can be represented by the following tree for the second part of (2422.13):



Although the analysis given here considers the Tagalog phrases as NP's and the English phrases as PP's, the difference between the Tagalog and English structures may well be an artifact of the grammatical description of Tagalog adopted for the study.¹² Anyway, it is clear that the Filipino bilingual seems aware that there is something basically similar between Tagalog *ng-* and *sa-*NP's and English PP's and this may account in part for the ease with which he switches between two construction types at some point in the sentence.

2.4.3. COMBINATIONS AS APPOSITIVES

Still another function of an NP is to serve as appositive to another NP. Appositives have been given only a sketchy treatment in most grammars; the treatment here is likewise provisional. For purposes of this study, the notional definition will serve: An appositive is a noun, typically adjacent to another noun, which refers to the same person or thing as that noun. Structurally, the labelled bracketing of the surface structure of such a construction is $[[]_{NP} []_{NP}]_{NP}$. This is exemplified by the following utterance from the transcripts:

(243.1) *Mais...the principal crop.* (6.51, RC.21, 1/1)

with the labelled bracketing of

(243.1) $[[\text{mais}]_{NP} [\text{the principal crop}]_{NP}]_{NP}$

2.4.3.1. English NP as Appositive to a Tagalog NP

A simple example is the following:

- (2431.1) Mayroon po kaming isang *reservation*, *the tamaraw reservation*, sa *Mount Eaglet* at ito po'y isang *pilot project* - (2.20, JA.9, 8/9)

where the labelled bracketing of the relevant NP's is:

[[isang *reservation*]_{NP}[*the tamaraw reservation*]_{NP}]_{NP}

to show that the English NP *the tamaraw reservation* is in apposition to the Tagalog *isang reservation*.

Below is a complicated example:

- (2431.2) Director, ito po bang mga tulong na ibinibigay ninyo ay libre, *especially the facilities that the people need* para po masunod itong tinatawag po nating *family planning?* (10.26, GG.10, 1/1)

Permuting the constituents of the sentence to the word order of the normal Tagalog sentence, the structure of the appositive with its labelled bracketing is:

(2431.2') libre po ba [[itong mga tulong na ibinibigay ninyo]_{NP} [*especially the facilities that the people need*]_{NP}]_{NP}

Here are two more examples of English NP's serving as appositives to Tagalog NP's. These English NP's deviate slightly from the pattern of the rest of the examples because they do not feature the determiner 'the'.

- (2431.3) Hindi maaring pare-pareho nguni't ang *formula* ay isa lang: iyon ngang *two-and-one-half times the gross average harvest of the last three years, three crop years*. (5.35, JM.16, 1/2)

The constituent structure can be shown through the following labelled bracketing:

(2431.3') isa lang [[ang *formula*]_{NP}: [iyon ngang *two-and-one-half times the gross average harvest of the last three years, three crop years*]_{NP}]_{NP}

where *iyon nga* + ligature is a Tagalog collocation inserted into the English NP-appositive.

- (2431.4) - ang isang baryo ay magkakaroon ng isang *evaluation* nguni't hahatiin namin sa [[apat na *categories*]_{NP}: [*one value for irrigated land, one value for non-irrigated lands and one value for upland*]_{NP}]_{NP} (5.33, JM.15, 2/4)

The next two cases are even more unusual - the English appositives here are pronouns:

- (2431.5) - at ang alam ko [[itong ideya na ito]_{NP}[this]_{NP}]_{NP}
is something unique - (7.27, JR.11, 3/3)
- (2431.6) - marami pong kwan dahilan sa [[itong land transfer]_{NP}
 [it]_{NP}]_{NP} *is not a simple matter, complicated.*
 (3.34, GM.11, 1/2)¹³

2.4.3.2. Tagalog NP as Appositive to an English NP

The examples, with their labelled bracketing, of this kind of code switch are:

- (2432.1) *It's also about* [[the provincial graduates]_{NP}[iyong mga seniors na nagga-graduate sa high school]_{NP}]_{NP}
 (1.27, RP.3, 1/2)

with the whole NP functioning as the object of the preposition 'about'.

- (2432,2) *And* [[the ultimate goal]_{NP} *as...*[iyong talagang pinupunteryang natin]_{NP}]_{NP} *e two point five million acceptors in nineteen seventy-six.* (10.55, ML.15, 5/5)
- (2432.3) *Kasi noong...when* [this thing]_{NP} *first came out no?*
 [iyong decree na nga ng President]_{NP} *maraming natakot kasi sinabi nila* - (1.57, RP.5, 2/3)

2.4.4. SOME OBSERVATIONS

Now that whole NP's constituting a code switch have been discussed, the parallelism of some structures appears very clearly:

- (244.1) *Kaya't hindi natin pwede pong i-discuss, ano ho,*
the merits and demerits of the case. (2411.1)
- (244.2) *At kagaya po ng ating napasimulang paksa, we'll still*
discuss ito pong mga details na may kaugnayan sa
National College Entrance Examination - (2411.1)

As has already been pointed out, 'the merits and demerits of the case' contains no marker in itself to show whether it is subject or object of the sentence; that it is the subject is defined by the affix of the verb (*i* than *tayo*).

On the other hand, although *ito* clearly is a determiner for subject, in (244.2) it is part of an NP functioning as an object, a fact which is indisputable from the presence of the subject-NP 'we' and the transitive nature of the verb 'discuss'.

The striking fact about these two examples is the capacity of their determiners to assume any interpretation demanded by the structure of the sentence. *'The'* can be a determiner to an NP in the nominative or objective case as required by the remaining Tagalog constituents. *Ito*, which is nominative in form, nonetheless can appear as a determiner to an NP in the objective case depending on the needs of the English constituents. In a way then, the two are intertranslatable.

But notice the constraints operating interlinguistically in the following:

(244.2") *- *we'll still discuss nito pong mga details* -

compared with

(244.2) - *we'll still discuss ito pong mga details* -

and the Tagalog version

(244.2') - *nagdi-discuss tayo nito pong mga details* -

The constraint for the English component is to have an object-NP, the constraint for the Tagalog component is to use the subject determiner *ito* rather than the complement determiner *nito*.

But in the case below, no such constraints seem to be operating:

(244.3") - *sapagka't they won't worry about anymore dito sa sinasabi nilang decrease in enrolment* -

which is as acceptable as the original

(244.3) - *sapagka't they won't worry about anymore itong sinasabi nilang decrease in enrolment* - (2422.9)

and the Tagalog

(244.3') - *sapagka't hindi na sila mag-aalala tungkol po dito sa sinasabi nilang decrease in enrolment* -

Why is *nito* not acceptable in (244.2")?

This kind of interlinguistic constraint will provide the substance of Chapter IV, specifically Sec. 4.2.2., and Chapter V, specifically Sec. 5.3.

2.5. COLLOCATIONS

In this study, collocations refer to expressions, arrangements of words that frequently go together, that are 'of a piece'. The definition given is not rigorous but it will serve the purposes of this typology.

Not all the sentences with collocations are reproduced below. Only one instance of each collocation is given; repeated occurrences of

that collocation can easily be retrieved from the transcripts through their identifying code number.

2.5.1. ENGLISH COLLOCATIONS

Consider the following sentences:

- (251.1) - ito po ay kung mayroon pong mga kababayan tayong nagbabayad ng *in terms of* iyong itlog, manok - (6.48, GG.23, 2/4) See also (2.8, GG.5, 1/1)
- (251.2) Subali't sa *in one stroke* ano po?...ano po ang nais na sabihin ninyo tungkol dito sa mga biyayang ito. (3.56, GG.29, 2/3)
- (251.3) Sa *in the long run* po, ang *success* o *failure* ng *population program* ay hindi ho nababatay sa ginagawa ng Komisyon kundi sa pagtanggap ng tao sa ginagawa namin ano? (10.64, ML.16, 2/7)

The collocations here are prepositional phrases in form serving as the head nouns of the Tagalog determiners ng and sa.

In the following, the collocations are branches likewise from an NP node:

- (251.4) - ito po ba'y sa pamamagitan ng tinatawag po natin sa wikang inggles na *in kind* o sa pamamagitan po ng salapi o *funds*. (6.6, GG.4, 4/4) See also (6.7, RC.3, 1/4), (6.47, RC.19, 2/3), and (6.49, RC.20, 2/2)
- (251.5) Kung sakali man pong kayo ay may mga suliranin o mga katanungan, ipadala sa ating palatuntunan, *care of* V.O.P., intramuros, Maynila. (5.44, GG.20, 3/3) See also (3.64, GG.33, 4/8)
- (251.6) - marami diyan na mga nag-*apply* na hindi nagpadala ng kanilang mga *transcript of record* upang patunayan na sila'y nakatapos ng *Commerce with major in Economics*. (6.3, NP.1, 11/12)

There is one example of a collocation functioning as a predicate:

- (251.7) Pero lahat sila ay *under bail* na ngayon, *on bail*. (9.35, FV.14, 3/3)

The collocations below serve as adverbial modifiers:

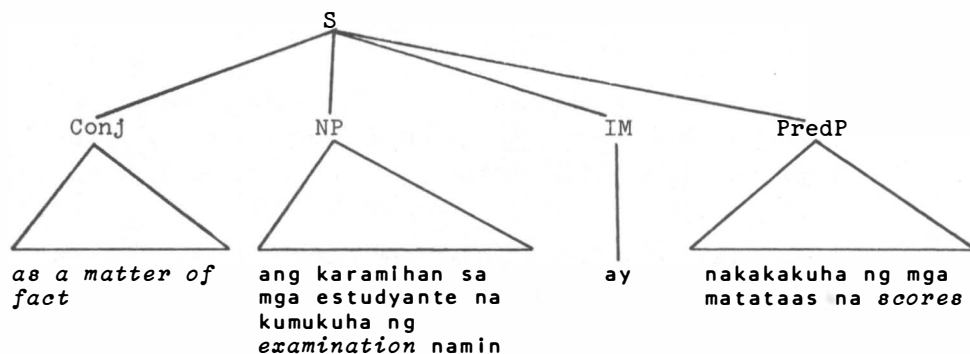
- (251.8) Wala kaming *passing mark all along*, ano? (1.39, AF.15, 1/6)

- (251.9) Mayroon po kaming nabalitaan na mayroon po tayong mga kababayan na kumuha ng *examinations* as early as the sixties subali't hanggang ngayon ay - (8.44, GG.17, 3/4)
- (251.10) - para wika nga kung malalaman ng estudyante na ganoon ang naabot niya at least alam niya kung saan siya dapat na malagay. (1.40, GG.18, 2/3)
- (251.11) At papaano pong pamamaraan ang gagawin ninyo upang as much as possible ma *accommodate* po ang mga taong ito? (8.12, GG.5, 3/3)

The other collocations seem to be functioning like conjunctions, specifically transitional conjunctions:

- (251.12) As a matter of fact, ang karamihan sa mga estudyante na kumukuha ng *examination* namin ay nakakakuha ng mga matataas na *scores* no? (1.37, AF.14, 4/9) See also (2.11, JA.5, 2/2)

Its surface structure diagram is:



- (251.13) A, in this connection, Direktor, mag-...posible po ba rito sa ating bansa na magkaroon tayo ng tinatawag na *zero population growth*? (10.47, GG.19, 1/1)
- (251.14) Like for example, *in some universities in Manila*, mayroon silang *aside from the N.C.E.E. examination*, mayroon silang isang *kind of special examination* na ibinibigay - (1.48, GG.21, 2/4)
- (251.15) In other words po, kung...kahit na wala kayong ugnayan, let's say, sa Belgium o sa Canada, ano po, e ito pong mga taong ito ay pwedeng gumawa ng *request* - (8.33, GG.14, 1/1) For in other words, see also (1.54, GG.24, 1/1), (4.6, GG.4, 1/1), (4.6, GG.4, 1/1),

(7.11, JR.5, 7/7), and (8.16, GG.7, 2/2).

For let's say, see also (5.27, JM.12, 4/8),
(7.6, GG.4, 2/2), and (10.33, AR.8, 3/6)

'Let's say' is closer in structure to the following collocations:

(251.16) Hinahanap ho namin iyong mga what do you call this
footprints at saka iyong kanilang tinatawag na dung.
(2.24, JA.11, 2/4)

(251.17) Itong...nabanggit ninyo itong five pesos entrance...
I mean, application fee, ano ho? (1.20, GG.8, 2/3)
See also (7.49, GG.24, 1/1) and (5.21, JM.10, 1/6)

(251.18) Dahil nga diyan, gumawa na kami ng iyong tinatawag
namin na amortization table at ito iginawa namin
sa...sa...you know...hiningi namin ang tuong ng
National Computer Centre - (5.27, JM.12, 3/8) See
also (1.9, AF.3, 3/4)

(251.19) Pero maliwanag na maliwanag po rito, Mr. Geronimo,
as what I've said, dito sa section seventeen, hindi
pupwede. (7.11, JR.5, 3/7)

where the collocation more properly might be 'as I've said'.

(251.20) Sana nam-...I don't know. (1.18, CS.3, 3/4)

All of these collocations are immediately dominated by S, which in turn
is immediately dominated by a higher S.

Consider the following:

(251.21) I see. Balikan po natin si G. Emperador.
(3.45, GG.24, 1-2/7) See also (1.34, GG.15, 1/2),
(3.27, GG.15, 1/2), (3.39, GG.21, 1/1), (3.41, GG.22, 1/3),
(3.64, GG.33, 1/8), (4.43, GG.20, 1/1), (5.22, GG.11, 1/1),
(5.30, GG.14, 1/4), (5.36, GG.17, 1/1), (5.39, GG.18, 1/1),
(6.10, GG.6, 1/1), (6.15, GG.9, 1/1), (6.21, GG.12, 1/1),
(6.50, GG.24, 1/1), (6.60, GG.29, 1/2), (7.18, GG.10, 1/1),
(8.14, GG.6, 1/2), (8.16, GG.7, 1/2), (8.50, GG.20, 1/1),
(8.83, GG.33, 1/1), (8.85, GG.34, 1/4), (9.25, GG.11, 1/2),
(9.32, GG.14, 1/2), (10.36, GG.15, 1/1), and
(8.9, GS.3, 1/1)

(It appears from this long list that the English 'I see', rather than,
for example, the Tagalog A, ganoon ho, is the programme host's favourite
expression for indicating assent or understanding.)

(251.22) Thank you, Gerry. Bago ako mag-umpisa e gusto kong
batiin - (5.3, JM.1, 1-2/15)

- (251.23) Thank you very much, Director, at nais ding pasalamatan natin si *Doctor* Andromeda Romulo - (10.65, GG.27, 1/3)

The underscored items can stand as English minor sentences, but they can also be analysed as collocations because they are used as expressions, formulas.

In the following:

- (251.24) Mabalik po tayo doon sa binanggit ninyong *sliding-back on the attitude of a government employee or official*, ito pong mga masasamang kaugalian na atin pong nakapiling ano po? noon tayo ay nasa Lumang Lipunan pa, so to speak, ay marami ang nagsasabi - (9.14, GG.6, 1/3)
- (251.25) - e pinag-aaralan namin ngayon kung papaano ang pagpapahalaga dahil mayroon isang paraan diyan na gawin naming *case-to-case basis*, meaning to say, na *for every landowner, his whole area* - (5.33, JM.15, 1/4)
- (251.26) a ang *deer population* po doon sa kanila ngayon nagiging problema in the sense na doon sa mga *young plantations* po nila marami nang *deer* na pumapasok - (2.30, JA.14, 1/1)

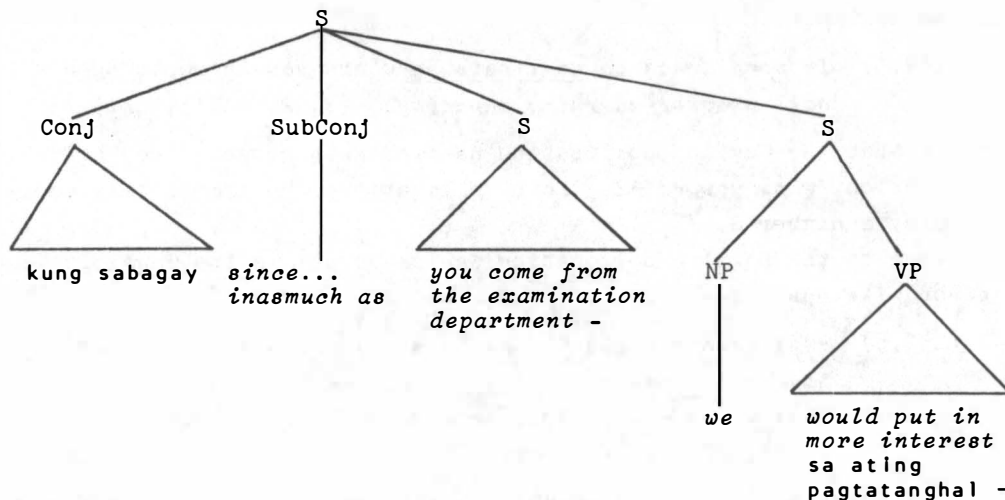
The categorial and functional identity of the collocations in (251.24)-(251.26) is not very clear.

2.5.2. TAGALOG COLLOCATIONS

The following constitutes the set of Tagalog collocations found in English S's in the corpus:

- (252.1) *Well, Atty. Peña, kung sabagay po ay since... inasmuch as you come from the examination department of the Civil Service Commission, palagay ko ay we would put in more interest sa ating pagtatanghal* - (8.4, GG.3, 1/2) For kung sabagay, see also (7.21, GG.11, 1/7)

Kung sabagay seems to function like a transitional conjunction and can be assigned the following representation (omitting the RM po, the IM ay, and the collocation *palagay ko* from the analysis):



The representation of *kung sabagay* is analogous to that of 'as a matter of fact' in the previous subsection.

For *palagay ko*, see also (1.46, GG.20, 1/6); its variant is *sa palagay ko* as in:

- (252.2) *Sa palagay ko po e later on I will ask Doctor Romulo to explain all of these methods no?* - (10.11, ML.5, 5/5)

Notice that *palagay ko* is highly movable: *we would put in more interest, palagay ko, sa ating pagtatanghal* and *we would put in more interest sa ating pagtatanghal, palagay ko* are both acceptable. Notice also that it is not clear whether it is a noun, adverb, or conjunction.

In the subsection on Tagalog closed-set items, *ano* was seen to have two functions: as an interrogative word in confirmation questions and as an indefinite substitute for a word the speaker cannot remember. The collocations below have a function analogous to the second function of *ano*:

- (252.3) *Well, I'd like to go back to Director Medina tungkol po dito sa mga pagbibigay nyo ng certificates of ano ito, land ownership po?* (5.10, GG.5, 2/2)
- (252.4) - *ito po ba ay ifina-file ng Civil Service Commission o individual ano naman ito (pursuance) of cases?* (9.19, GG.8, 1/1)

The parentheses around 'pursuance' indicate that the word is not clear but is probably the word said. Here *ano ito* and *ano naman ito* are collocations that seem to serve as pause fillers.

In the sentence:

(252.5) *In some areas ho na tinatawag where you have what you call an over-carrying capacity. (2.32, JA.15, 1/1)*

notice that the Tagalog collocation *na tinatawag* repeats the English collocation *'what you call'*. Both collocations are immediately dominated by a higher S.

Close to the English collocation *'so to speak'* is the Tagalog *ika nga* or *wika nga*:

(252.6) - *at kasama diyan sa decree-ng iyan ang mga modes of payment na maaring...ika nga e, the landowners...the landowners are offered several modes of payment - (5.38, JM.17, 1/5) See also (10.48, ML 12, 3/7).*

Like *palagay ko*, *ika nga* is movable and its grammatical function - noun? adverb? conjunction? - is not well-defined.

The underscored elements in the next two sentences may or may not be collocations:

(252.7) - *one of the results was a recommendation to implement a massive programme of family planning as one of about eight major recommendations centering on migration, urbanisation, special distribution of population, study on labour force mix, tapos iyon nga po, family planning ano? (10.3, ML.1, 5/12) See also (5.35, JM.16, 1/12)*

The reason why *iyon nga* is being proposed as a collocation is that it appears often in the transcripts as a unitary expression.

(252.8) *Kasi hindi ba the usual format of I.Q. tests, aptitude tests, they're usually based on tests made in the States - (1.36, RP.4, 3/4)*

Perhaps *hindi ba* should be considered a collocation because it is often used as an expression and because it is extremely movable.

2.5.3. SOME OBSERVATIONS

There are many more instances of English collocations appearing in Tagalog S's than Tagalog collocations appearing in English S's. This is partly due to the skewing resulting from the repeated occurrence of *'I see'*.

But mainly it is due to factor mentioned in the discussion of English open-set items - the still underdeveloped state of the Tagalog vocabulary. This lack of 'intellectualization' of Tagalog combined with the linguistic sophistication of most of the interlocutors in the broadcasts

has made it easy to draw items like 'care of', 'with major in', 'in kind', 'on bail', 'in the long run', 'in one stroke', etc. from the resources of English.

2.6. PREPOSITIONAL PHRASES

A great number of code switches involve the use of Tagalog prepositional phrases being used in English S's but these are much fewer.

The term 'prepositional phrase' refers to the form of a construction - that it is made up of a preposition and a noun phrase. In itself, the term reveals nothing about the function of that construction. But its function can be deduced from the function of the node which dominates it - whether the node is an NP node or a VP or PredP node or an Adverbial node.

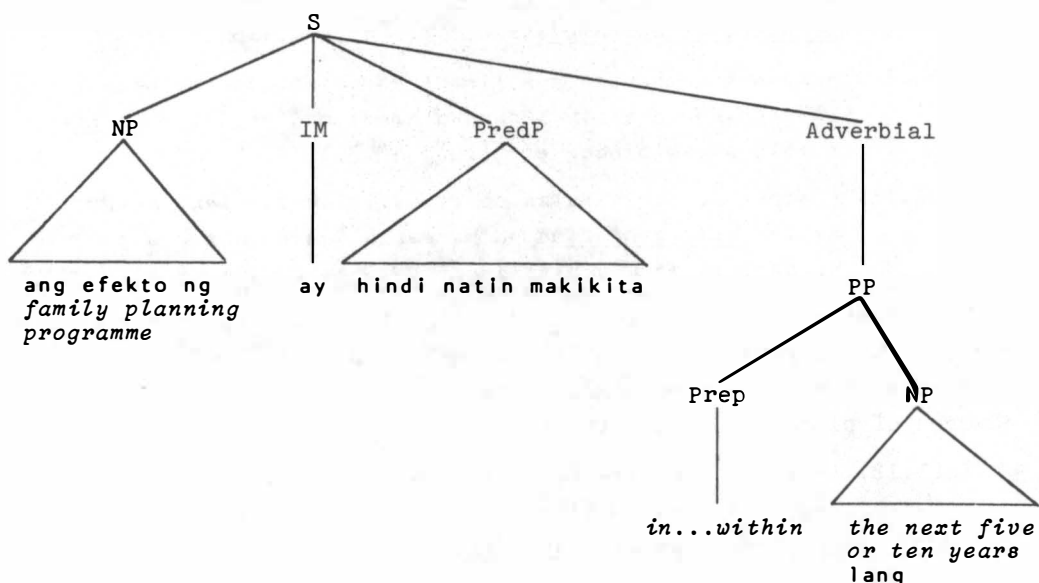
2.6.1. ENGLISH PREPOSITIONAL PHRASES

There are numerous instances of English prepositional phrases in Tagalog S's.

In the following example, the English prepositional phrase is part of the Adverbial node.

(261.1) - ang efekto ng *family planning programme* ay hindi natin makikita *in...within the next five or ten years* lang - (10.46, ML.11, 11/12)

The tree diagram for the surface structure of this Tagalog inverted-S is:



Here is the complete list of English prepositional phrases functioning as adverbs of time in Tagalog S's:

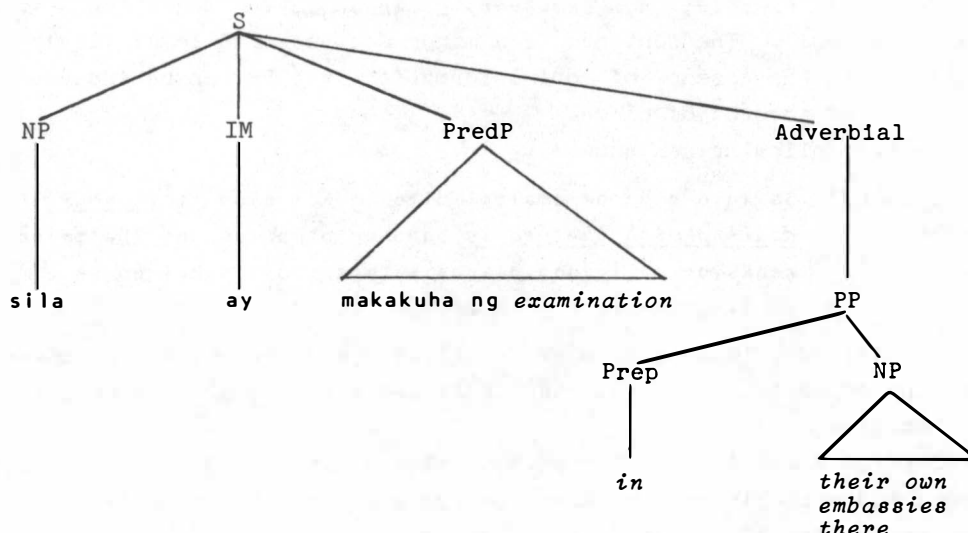
- (261.2) Pupunta ka sa *principal's office* during the time of registration. (1.12, AF.4, 2/5)
- (261.3) *And the ultimate goal as...iyong talagang pinupunterya natin e two point five million acceptors* in nineteen seventy-six. (10.55, ML.15, 5/5)
- (261.4) Kung imu-multiply po natin *by twenty-four hours e mahigit-kumulang e mga limang libo ang lalabas, five thousand* in a day ano? (10.3, ML.1, 11/12)¹⁴
- (261.5) Subali't iyong *senior teacher* na ibinigay noong before nineteen fifty-nine, pwedeng magamit iyon sa *clerical* - (8.56, NP.21, 3/3)
- (261.6) Ang kinalabasan po nito, ng...*the special commission,* ay in nineteen seventy nagtatag ng *special government action commission* no? - (10.3, ML.1, 4/12)
- (261.7) *As a matter of fact* po, ang *goal* natin by nineteen seventy-six *is two point five million.* (10.22, AR.5, 2/3)
- (261.8) By that time e...iyong mga katanungang isasali sa *examination* ngayon e mga katanungang tinst na - (1.60, AF.24, 1/2)
- (261.9) Dahil ang *aim* po talaga natin e ibaba iyan sa *two point five per cent, from three point two to two point five,* a...within the span of time from nineteen sixty-nine to nineteen seventy-six no? (10.55, ML.15, 4/5)
- (261.10) - kung halimbawang mga limang porsyento lamang niyang *three hundred sixty thousand* hindi mag-register on time, e ibig sabihin noon e - (1.9, AF.3, 3/4)
- (261.11) - at si *Doctor* parulan po ay magiging *constant guest* natin until such time na ma-establish po natin ang nauukol sa *family planning.* (4.35b, GG.17b, 3/4)

In this last example, notice that 'such' which calls for a corresponding 'that'-clause, gets instead a Tagalog na-clause.

Another large group of English prepositional phrases functions as adverbs of place. Consider the second S in:

- (261.12) - e ito pong mga taong ito ay pwedeng gumawa ng *request* para po sila ay makakuha ng *examination* in their own embassies there? (8.33, GG.14, 1/1)

whose partial surface structure tree is:



The other examples belonging to this group are:

- (261.13) - pwede po ba iyong magkasama po iyong mga lalaki,
let's say, on one floor, may mga lalaki,
on the second floor naman po ay mga kababaihan.
 (7.6, GG.4, 2/2)

The second PP, '*on the second floor*', requires special treatment and this will be given in the discussion of (261.56).

- (261.14) - mayroon po dito sa may Azcarraga po, ito pong
 Claro eme Recto napapansin ko na mayroong isang
building diyan on the right side - (7.10, GG.6, 1/2)
- (261.15) - *ninety-five per cent* ay nagaganap sa Lungsod ng
 Maynila *especially in that area* na kung tawagin po
 natin ay *University Row*. (7.1, GG.1, 6/7)

Notice that here is a good example of convergence: The English '*that*', which requires a corresponding '*that*' gets *na* instead. This is similar to the *such-na* combination in (261.11).

- (261.16) - sapagka't marami nagtatanong sa kanilang mga
 paaralan *especially in public schools* - (1.65, GG.29, 1/1)
- (261.17) *Like for example, in some universities in Manila,*
 mayroon silang *aside from the N.C.E.E. examination* -
 (1.48, GG.21, 2/4)
- (261.18) Ito po mayroon ng *access road up to a certain elevation*
of about two thousand feet at mayroon pong *resthouse* -
 (2.13, JA.6, 16/18)
- (261.19) Hindi na po...*not necessarily within the same area.*
 (6.19, GG.11, 1/1)

In this last example, '*not necessarily*' is an adverb modifying '*within the same area*'. The sentence is a minor sentence and is difficult to analyse; in the absence of more information, the PP can be included in the list of adverbs of place.

In the following sentence:

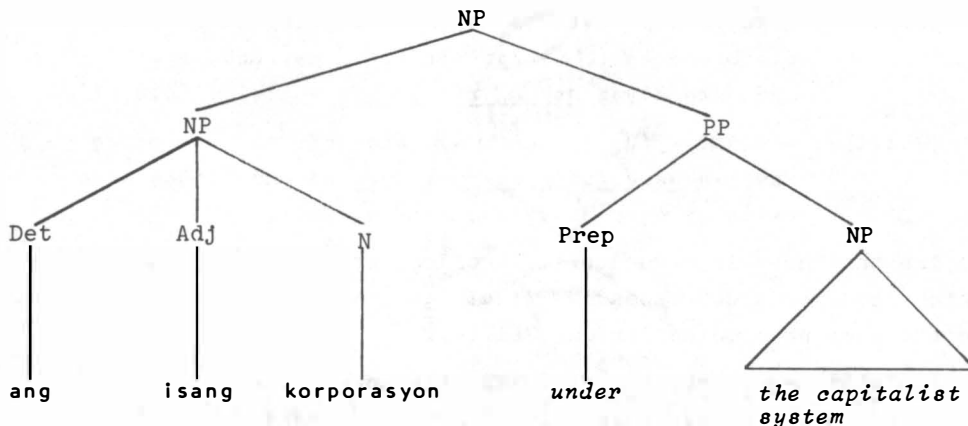
- (261.20) Sa inyo pong pamamalagi dito sa Komisyon at *in your dealing with the people*, ano po naman po ang iba't-ibang reaksyon na inyong nakuha sa mga tao tungkol po sa *family planning*? (10.28, GG.11, 2/2)

the conjoined PP's appear to be functioning as adverbs, although functioning as what kind of adverbs (conflated time-and-place meaning?) is not clear.

Section 2.2.1.1. has discussed complex nominals made up of English nouns and prepositional phrases. Below are instances of a Tagalog N and an English PP appearing together:

- (261.21) - kung gugustuhin po natin na madi-*develop* natin iyong ating mga *park*, iyon pong *fund* o *from the General Fund* ay kulang na kulang pa po. (2.17, JA.8, 7/7)
- (261.22) Halimbawa ang isang korporasyon *under the capitalist system*. (3.61, GM.18, 4/6)

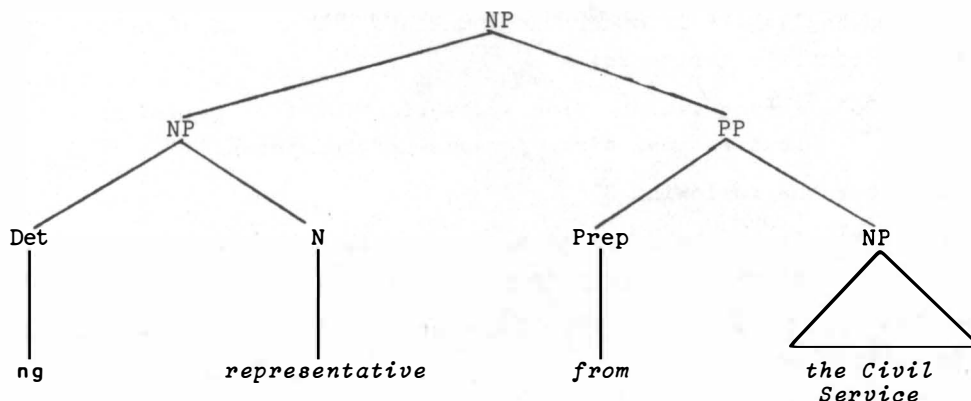
The partial surface structure tree of (261.22) is:



Consider the sentence:

- (261.23) Nagpapadala kami ng *representative* doon sa kagaya sa *Washington o Tokyo o Paris* *from the Civil Service* upang kwan... - (8.32, NP.10, 1/1)

Before the extraposition transformation was applied, the relevant NP must have been:



Notice that prior to extraposition, the construction made up of the English N and the English PP would qualify for inclusion in Section 2.2.1.1. under complex nominals. But as the surface structure is now constituted, it seems better to consider the English prepositional phrase in this section.

Perhaps the same analysis can be extended to the following:

(261.24) Maari bang bigyan nyo kami ng liwanag o mga bagay-bagay na masasabi nyo tungkol sa...a...sa...*role* ng isang magsasaka sa...*in the task of nation-building*. (3.16, GG.9, 4/4)

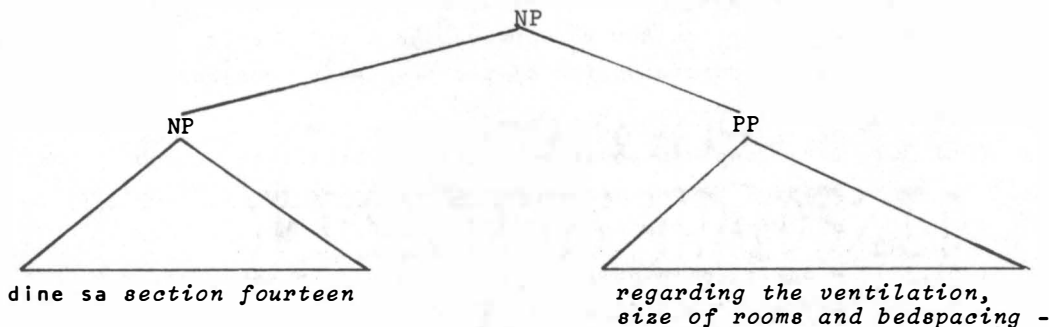
(261.25) Wala ditong kumukuha ng *Civil Service examination* *from other countries*, pero kung... (8.30, NP.9, 1/1)

where the constructions '*role in the task of nation-building*' and *wala from other countries* have undergone the extraposition transformation.

The analysis of the PP in the following sentence is a problem:

(261.26) E dine po sa *section fourteen* *regarding the ventilation, size of rooms and bedspacing* - (7.15, JR.6, 4/6)

One possible analysis is:



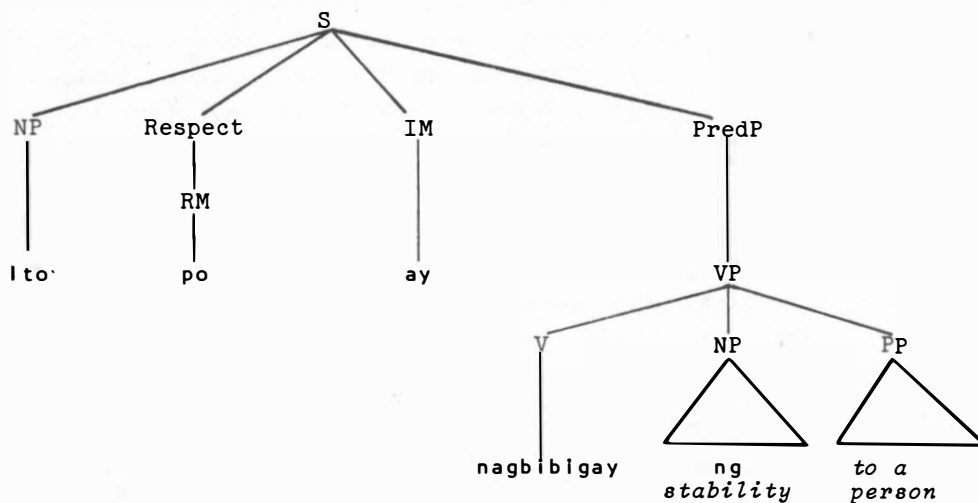
where the English PP is under the immediate domination of NP assuming that the complete string is:

(261.26') E [ang sabi]po dine sa *section fourteen regarding the ventilation, size of rooms and bedspacing* -

Consider the following S:

(261.27) At ito po sa aming paniniwala ay nagbibigay ng *stability to a person* - (2.3, JA.1, 13/13)

Here the PP constitutes a part of the predicate (other details have been omitted):



Other examples of such PP's include:

(261.28) - nais kong hingan ng mga siguro...mga *twenty second (20-sec.) statement* si Direktor Mayo Lopez upang magpahatid ng parang *some sort of an appeal to our people regarding this matter* (10.63, GG.26, 2/3)

(261.29) Ano kayang *advice* malbigay ng *Civil Service to the citizenry* on how to improve the *Civil Service* insofar as the participation of the people is concerned? (8.76, GS.17, 2/2)

(261.30) Dahil ang *aim* po talaga natin e ibaba iyan sa *two point five per cent, from three point two to two five, a...within the span of time* - (10.55, ML.15, 4/5)

(261.31) - bakit po ipinalitan *from land reform sa agrarian reform?* (3.6, GG.4, 1/2)

The prepositional phrases in (261.30) and (261.31) should be considered side by side. Both cases demand what can be called 'correlative prepositions': 'from-to'. But notice that in (261.31), one of the correlative prepositions is English, 'from', while the other preposition is Tagalog, sa.

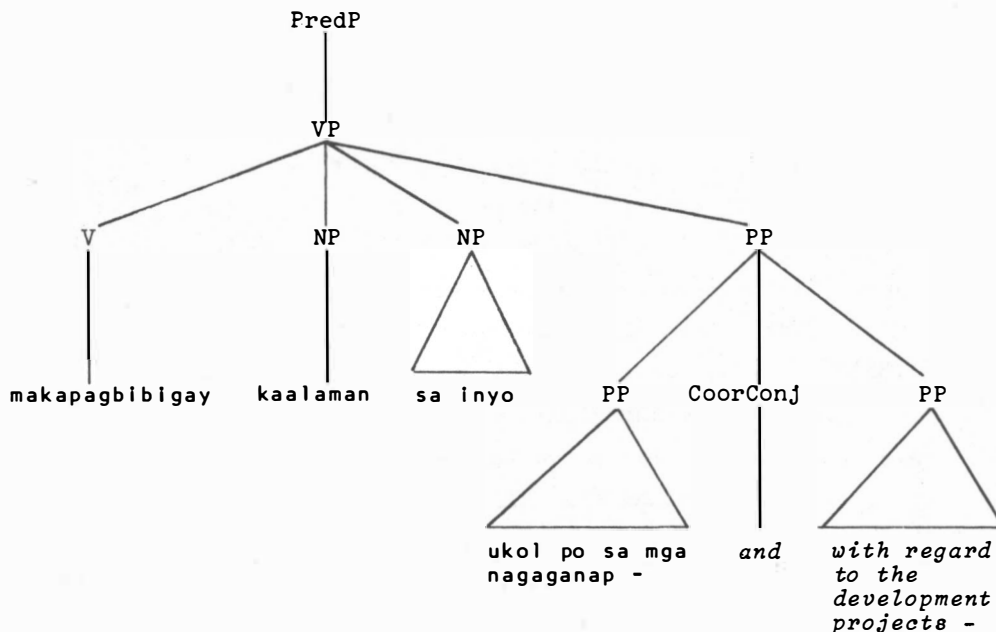
- (261.32) - at saka iyang *Fort Santiago* mayroong *entrance fee* pero ito po'y kulang pang for maintenance purposes. (2.9, JA.4, 4/4)
- (261.33) At ang *committee* pong ito ay *involved* din sa pag-develop ng tinatawag nating *local parks* in cooperation with local governments. (2.3, JA.1, 9/13)
- (261.34) Sa *northern Luzon* po mayroon po kaming dini-develop ngayon with the Department of Tourism - (2.13, JA.6, 2/18)
- (261.35) - mayroon po tayong isang minuto pa for this particular question. (8.79, GG.31, 2/4)
- (261.36) At sa gabi rin po mayroon tayong *six-thirty to seven* for provincial stations - (8.2, GG.2, 2/4)
- (261.37) At iyon po'y kino-compute namin per given area *how many animals might be present*. (2.24, JA.11, 3/4)
- (261.38) - *when we started the project* mayroon po kaming nabilang by estimate sa loob ng *reservation* ng... of Mindoro - (2.22, JA.10, 1/1)
- (261.39) Mayroon po akong babanggitin na mga ibang lugar na pwedeng makapag-...ma-develop natin as nature parks. (2.13, JA.6, 1/18)
- (261.40) Kung walang *eligible*, maaari pa rin silang magpatuloy as temporary. (9.31, FV.13, 5/7)
- (261.41) Iniiwan namin sa mga eskwelahan ang pagdi-determine kung anong *score* ang gagamitin nila as a passing score. (1.39, AF.15, 3/6)
- (261.42) Samakatuwid, hindi natin ma-...maaabot as a developing country, isang bansang umuunlad, na ating naisin na - (4.24, DP.11, 9/13)

Now consider the following utterance:

- (261.43) - at ang pag-uusapan po natin sa umagang ito na alam ko pong makapagbibigay-kaalaman sa inyo ukol po sa mga nagaganap sa ating paligid and with regard

to the development projects of the government ay ang
tungkol sa development of nature parks. (2.1, GG.1, 4/6)

The surface structure tree diagram of the embedded S (omitting alam ko pong from the analysis) is:



which shows that a Tagalog PP and an English PP have been conjoined.

In the following, the PP appears before the rest of the predicate but still is part of the predicate:

- (261.44) *Because presently under the ordinance* hindi po namin maaring pulisin iyong mga *bedspacers*.
(7.50, JR.22, 3/4)
- (261.45) - pati iyong mga *spacing ng bed* ho, *for every two bed* mayroon ho dapat iyan magkalayo ho ng *sixty centimetres* po. (7.15, JR.6, 6/6)
- (261.46) *Aside from the N.C.E.E. examination* ay naghihigpit na rin sila ngayon - (1.46, GG.20, 5/6)
- (261.47) - mayroon silang *aside from the N.C.E.E. examination*, mayroon silang isang *kind of special examination* na ibinibigay - (1.48, GG.21, 2/4)

The informal labelled bracketing (considering only the PP in relation to the PredP and the NP) of these cases is exemplified by:

(261.44) [[[*under the ordinance*]_{PP}[*hindi po namin maaring pulisin*]_{VP}]_{PredP}[*iyong mga bedspacers*]_{NP}]_S

Permutation of the PP and the NP-subject has been applied to

(261.48) *Kung imu-multiply po natin ito by twenty-four hours - (10.3, ML.1, 11/12)*

where, prior to extraposition, the informal labelled bracketing of the S is:

(261.48') [[[*imu-multiply po natin*]_{VP}[*by twenty-four hours*]_{PP}]_{PredP}[*ito*]_{NP}]_S

and to:

(261.49) *In other words, Mr. Felipe, ay kinakailangan po ang review din on the part of the students. (1.54, GG.24, 1/1)*

where, prior to extraposition, the informal labelled bracketing is:

(261.49') [[[*kinakailangan po*]_{VP}[*on the part of the students*]_{PP}]_{PredP}[*ang review din*]_{NP}]_S

Here are other examples of PP's that have been preposed or postposed but still fall under the PredP node:

(261.50) *At...as one of the panelists ay kasama rin po natin si Jolly Santiago - (7.1, GG.1, 4/7)*

(261.51) *Gawa ho sa...sa college ay hindi ho naman ginagamit ng lahat ang Pilipino as the medium of instruction. (1.33, AF.13, 1/2)*

(261.52) *Lalo na ang maternity leave ay mayroon siya as permanent teacher. (8.72, NP.29, 2/2)*

In the following sentence:

(261.53) *Pero as with the permanent item, kahit na po wala siyang eligibility, kung sampung taon (o) above ay mayroon po siyang mga benefits na matatanggap? (8.71, GG.27, 1/1)*

The PP here seems to be part of a separate S:

(261.53') *Pero as [it is] with the permanent item, kahit na po wala siyang eligibility -*

If the analysis presented earlier in Section 2.2.2. of verbs is accepted (see discussion of examples (222.12) and (222.13), the following poses no problem:

- (261.54) At iyon lamang siguradong-siguradong-siguradong
hindi makaka-profit sa college work ang di-discourage-
in on the basis of the examination. (1.37, AF.14, 8/9)

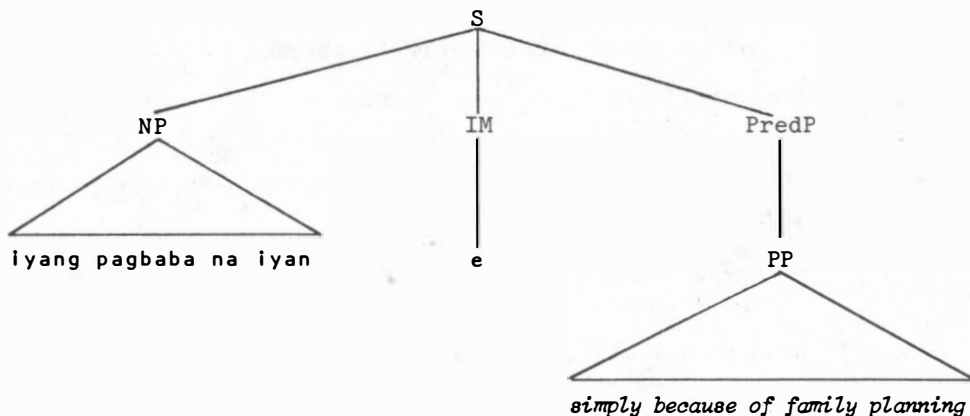
The relevant string can be given the labelled bracketing of:

- (261.54') [[ang]_{Det}[siyang]_N]_{NP}[[[di-discourage-in]_V]_{VP}
[on the basis of the examination]_{PP}]_{PredP}

Consider the following:

- (261.55) - hindi po natin masasabi na iyang pagbaba na iyan
e simply because of family planning ano?
(10.55, ML.15, 1/5)

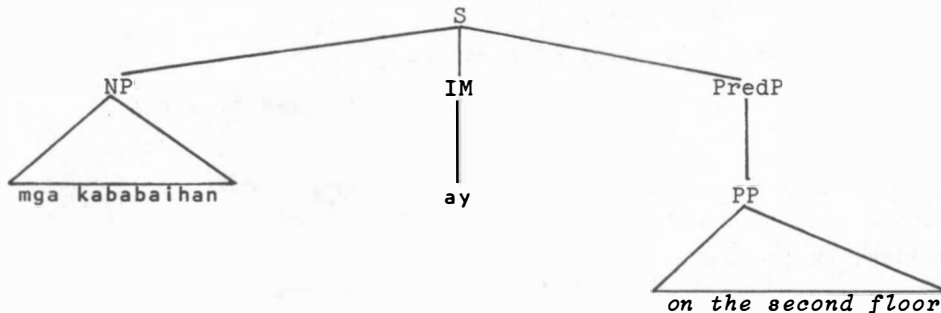
The embedded S - a noun clause - is in the inverted order (with e being a variant of ay) and its tree diagram is:



A problem is presented by the second PP in the following:

- (261.56) - pwede po ba iyong magkasama po iyong mga lalaki,
let's say, on one floor, may mga lalaki,
on the second floor naman po ay mga kababaihan.
(7.6, GG.4, 2/2)

The partial tree diagram for the last S seems to be:



although the *ay* in the original sentence confounds the analysis.

The PP's in (261.55) and (261.56) are different from the other PP's dominated by the PredP node because they constitute the whole PredP, not just a branch of it.

The PP in the sentence below is difficult to analyse because of the speaker's quick shifts in thought:

- (261.57) Sabagay ito ho...kung sabagay nabanggit po ninyo na wala pa sa Maynila at ewan ko lamang sa ibang panig ng kapuluan, ano ho, pero kung mayroon man palagay ko...except those, palagay ko, iyon pong mga dormitoryo na nasa loob ng *compound* ng paaralan kagaya ng sa *U.P.*
(7.28, GG.15, 1/3)

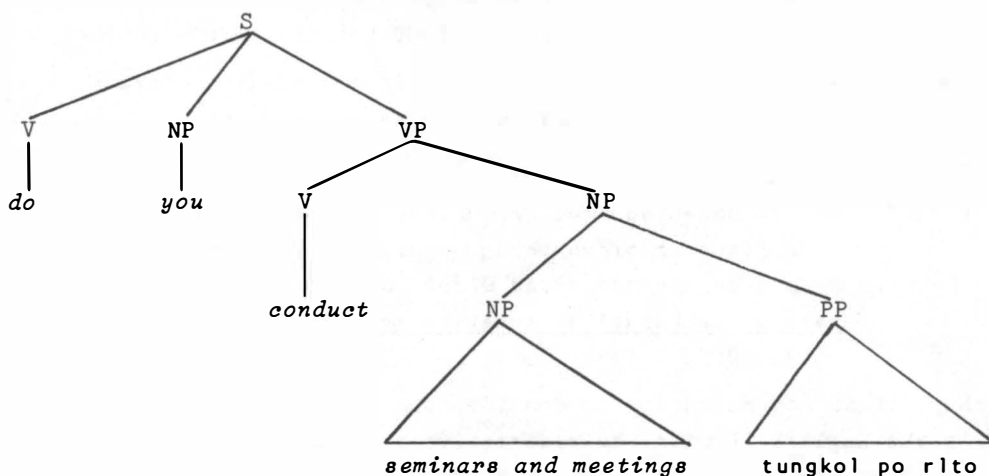
and will be excluded from further discussion.

2.6.2. TAGALOG PREPOSITIONAL PHRASES

There are considerably fewer instances of Tagalog prepositional phrases in English S's than English prepositional phrases in Tagalog S's. One instance of a Tagalog prepositional phrase has it under the immediate domination of an NP node:

- (262.1) *Do you conduct seminars and meetings* tungkol po rito? (3.60, GG.31, 2/2)

whose surface structure tree diagram is:

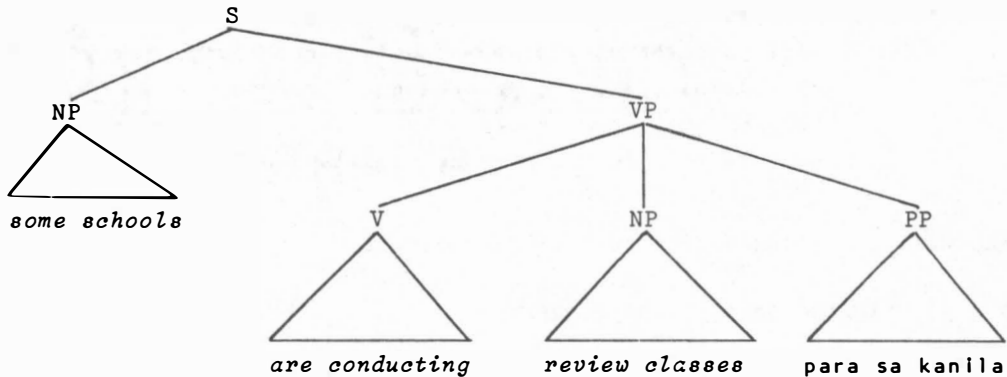


Sometimes the PP is a branch from the VP node:

- (262.2) - *in a way we have been told of what the Department of Agrarian Reform has been doing* para po sa ating bansa.
(3.10, GG.6, 1/2)

- (262.3) - totoo ba itong balita, *Miss Salang*, na sa mga paaralan nagri-review ang mga estudyante *and some schools are conducting review classes* para sa kanila?
(1.61, GG.27, 1/1)

The last S can be analysed thus:



The structure of the last two cases is not so transparent. Consider the sentence:

- (262.4) *Well, I'd like to go back to Director Medina* tungkol po dito sa mga pagbibigay nyo ng certificates of ano ito, land ownership po? (5.10, GG.5, 2/2)

There seems to be an embedded S here which has undergone deletion leaving behind only the PP. Reconstructed, the sentence might be:

- (262.4') *Well, I'd like to go back to Director Medina* [para maitanong ko] tungkol po dito sa mga pagbibigay -

Here is the other sentence:

- (262.5) *Sa mga panahong ito, Mr. Medina, ano po ang mga objectives na binuo po ng Department of Agrarian Reform as against those which you had in the past* para po sa kabutihan ng ating mga magsasaka?
(5.4, GG.3, 1/1)

Perhaps it is not necessary to consider the Tagalog PP as a code switch; it is the English PP with the restrictive relative clause '*as against those which you had in the past*' that should be seen as an insertion into an otherwise completely-Tagalog sentence.

2.6.3. ENGLISH PREPOSITIONAL PHRASE + ENGLISH RESTRICTIVE RELATIVE CLAUSE

There are three instances in the corpus of English prepositional phrases with attached restrictive relative clauses appearing in Tagalog sentences. Consider these sentences, with the PP's being underscored once and the relative clauses twice:

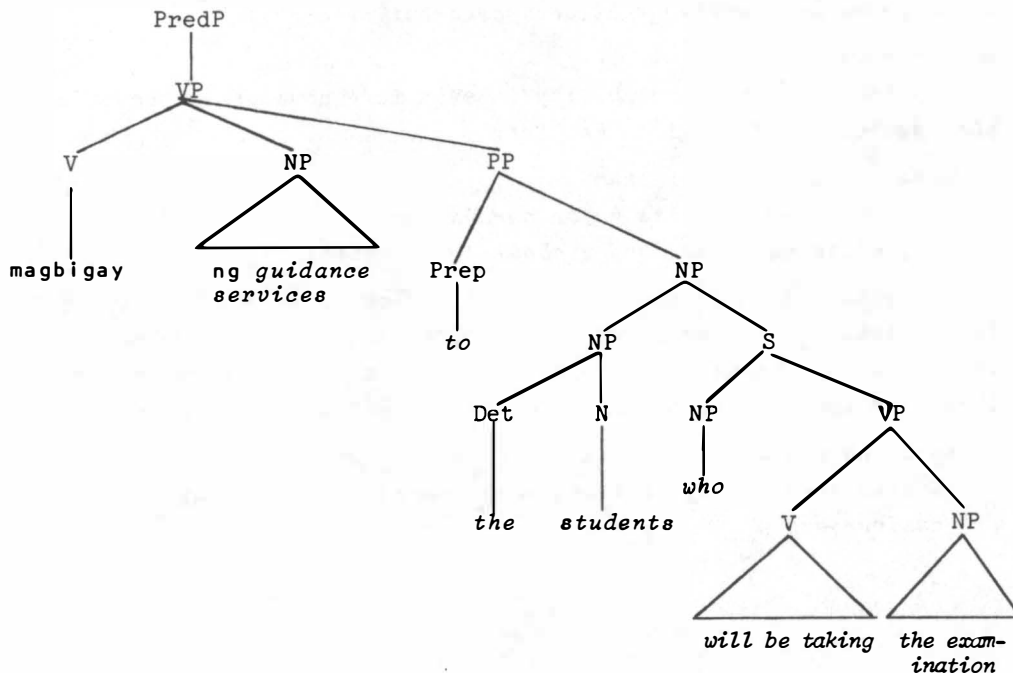
(263.1) Ang FAPE po ay kinommission para ibigay lamang ang examination, hindi ho magbigay ng guidance services to the students who will be taking the examinations.

(1.4, AF.1, 3/4)

(263.2) Mga kaibigan, ito pong...atin pong palatuntunan para po sa...for the benefit of those who just tuned in, ano ho, ay tungkol po rito sa *National College Entrance Examination.* (1.7, GG.2, 1/4)

(263.3) Sa mga panahong ito, *Mr. Medina,* ano po ang mga *objectives* na binuo po ng *Department of Agrarian Reform* as against those which you had in the past para po sa kabutihan ng ating mga magsasaka? (5.4, GG.3, 1/1)

The structure of these underscored items is exemplified by the following partial tree diagram:



The question to be asked about these constructions is:

Does the switch occur at the phrase level or at the clause level?

Rather than provide an answer at this point, it will be better to gather all instances of such phrase + clause combinations and then provide a unified account at that time. This will be done in the third section of Chapter V.

2.6.4. SOME OBSERVATIONS

Although some attention has been paid to the number of functions that prepositional phrases play in different S's, this is not what is noteworthy about code switches involving prepositional phrases. Rather, the most noticeable fact is the ease with which prepositional phrases in one language are inserted into sentences in the other language. This facility apparently stems from the intertranslatability of prepositional phrases in English and Tagalog.

Almost every prepositional phrase in English can be given an almost literal translation in Tagalog. Consider the following equivalences:

within the next five or ten years lamang = sa loob ng susunod na
lima o sampung taon lamang

during the time of registration = habang panahon ng pagrerehistro
simply because of family planning = dahil lamang sa family planning
regarding this matter = tungkol sa bagay na ito
as permanent teacher = bilang permanent teacher

and so on.

And this intertranslatability is even more obvious in the case of the Tagalog examples given earlier:

para sa kanila = *for them*
para po sa ating bansa = *for our nation*
tungkol sa mga questions = *about the questions*

As mentioned in Section 2.4.2.2. (Tagalog NP as Complement), this intranslatability extends to certain English PP's and Tagalog NP's introduced by the determiners ng and sa. Take the following English PP's from the present section and their Tagalog equivalents:

sa ating pagtatanghal = *in our presentation*
sa araw pong ito ng kanilang anibersaryo = *on this day of their anniversary*

The convergence between such *sa*-marked Tagalog NP's (and in some instances, *ng*-marked NP's) and English PP's will be emphasised in Chapters IV and V.

If such intertranslatability is present, the question is worth asking: Why switch at all? Why should there be a switch in the following sentences when the English preposition has already been said:

(264.1) *At they live side by side with...sa mga tao.* (2422.13)

and the Tagalog preposition has already been said:

(264.2) *Mga kaibigan, ito pong...atin pong palatuntunan
para po sa...for the benefit of those who just tuned
in - (263.2)*

The question is difficult to answer and no attempt will be made here to go into the psychological factors (motivation, attitudes, etc.) at play in code switching. Rather, this study simply takes these psychological factors as given and then moves on to answer the questions: How is the rapid code switching of Filipino bilinguals accomplished? What are the patterns and constraints operating in Tagalog-English code switching?

2.7. PARTICIPIAL PHRASES: ENGLISH

In surface structure, participial phrases are phrases. Using the traditional definition as criterion, they are phrases because they have no subject and no predicate.

But unlike prepositional phrases, participial phrases come very close to having a predicate: They have verbs although these verbs do not bear the regular inflection for tense and person.

Deep structure analysis, in fact, shows participial phrases to be more clause-like than phrase-like. Such constructions originate with a subject and a predicate; however, after undergoing different transformations, the subject is deleted and the predicate loses its tense and person inflection and acquires instead the neutralised *-ing* or *-ed* ending.

Since this typology is based mainly on an analysis of surface structure, participial phrases are here listed under code switches at the phrase level. But starting with this section, deep structure will merit a closer look than was heretofore given to it.

2.7.1. SIMPLE PARTICIPIAL PHRASES

The term 'simple participial phrases' is used to distinguish such phrases from participial phrases that have relative clauses attached

to the nouns in the phrases or that feature noun clauses as objects of the participles.

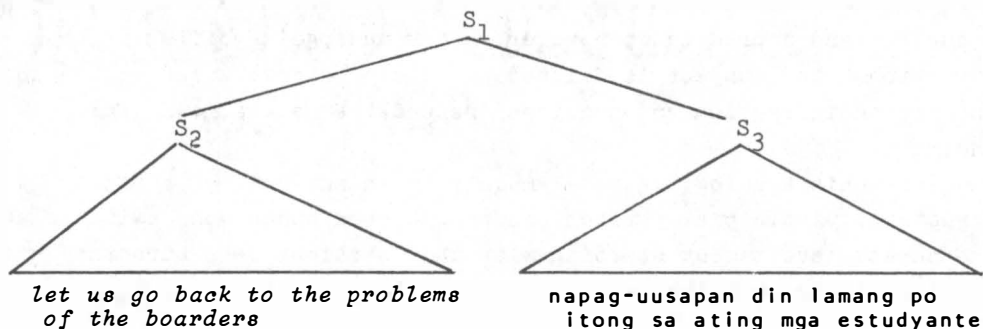
The present participle of one particular verb keeps recurring:

- (271.1) *Direktor, going to the very nature and extent of family planning, ano po, maari po bang bigyan nyo kami ng a little background on this - (4.17, GG.8, 1/1)*
- (271.2) *So going to Doctor Romulo, maganda iyong first name niya, Andromeda, it reminds me of something - (10.12, GG.7, 1/3)*
- (271.3) *Going back to the assistance, ano ho? Iyong ating mga pribadong mamamayan na mga sektor, papaano po sila nakatutulong - (10.24, GG.9, 1-2/2)*
- (271.4) *Going back to the results of the examination, Atty, Peña, mayroon pong mga ating kababayan na kadalasan po ay nagtatanong - (8.44, G.17, 1/4)*
- (271.5) *Going back to the ano, to the problems of the ano... the boarders, ano ho, napag-uusapan din lamang po itong sa ating mga estudyante. (7.21, GG.11, 6/7)*

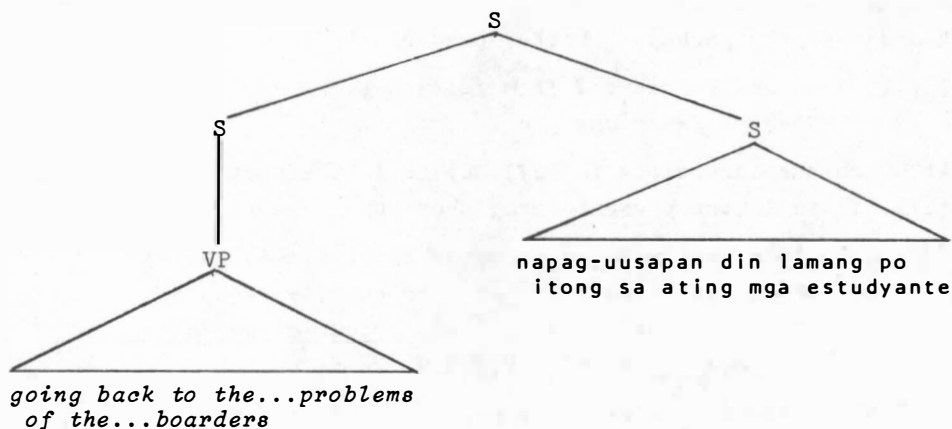
Participial phrases have not been treated in transformational literature, so the following discussion is sketchy and tentative. An informal statement of the hypothesised deep structure for such participial phrases is: 'Let us go to -' or 'Let us go back to -'. In fact, it is just such a sentence that GG produced in the following instance:

- (271.6) *Let's go to the other areas of your projects, programme, Mr. Alvarez. (2.16, GG.9, 1/5)*

The informal deep structure tree for (271.5) is:¹⁵



By virtue of the different transformations - not yet specified in the literature - that S_2 goes through, it emerges as an S that dominates only a VP, thus:



In this form, the participial phrase in (271.1)-(271.5) seems to function much like the transitional conjunctions '*nevertheless*', '*furthermore*', '*therefore*', etc. and the collocations '*as a matter of fact*', '*in this connection*', '*in other words*', etc.

Consider the following examples:

(271.7) Bakit *even without mentioning the Commission on Population* ay mayroon na po tayong nababalitaan noong mga nakaraang panahon na *family planning group* na siya pong namamahala - (10.8, GG.5, 3/3)

(271.8) Sa palagay ninyo, *based on your projection*, ilang taon po ang kinakailangan upang mapanatili natin ang ganitong... *mai-stabilise* po natin ang *population growth in the country*. (10.43, GG.17, 3/3)

The deep structure of the participial phrase in (271.7) can be stated informally as: '*even if we don't mention the Commission on Population*' - and that of the participial phrase in (271.8) as: '*if you base it on your projection*'.

The participial phrase in the case below poses a problem:

(271.9) - hiningi namin ang tulong ng *National Computer Centre* na pinamumunuan din ni Col. Sanchez at gumawa kami ng *amortisation table* *starting from fifteen years and then working it backwards to one year*. (5.27, JM.12, 3/8)

The deep structure of the participial phrase can be supposed to be:

(271.9') - *the amortisation table starts from fifteen years and then works backwards to one year.*

although this does not account for the loss of 'it' in 'working it backwards -'. So perhaps a better possibility is:

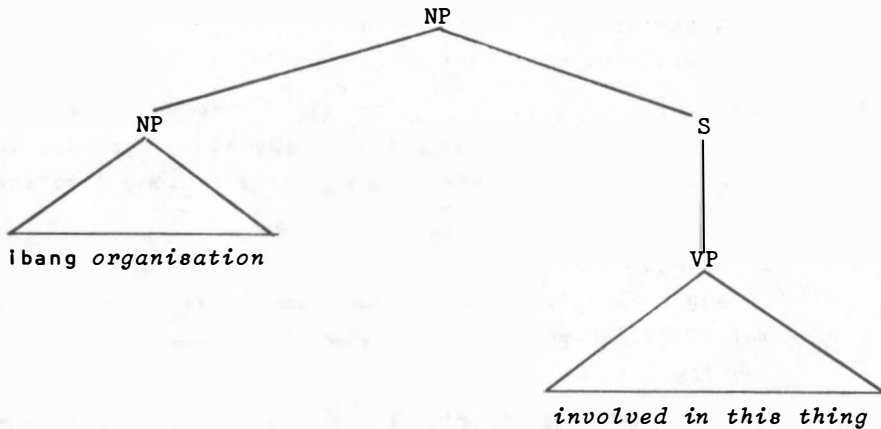
(271.9") - *and we started from fifteen years and then worked it backwards to one year.*

Although the participle in (271.10) is in the past form and the one in (271.11) is in the present form, they have several things in common.

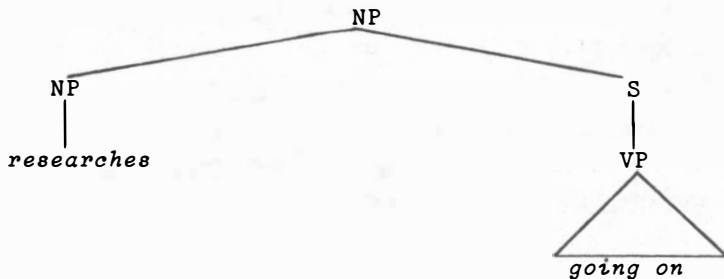
(271.10) *Iyon pong samahan ng nayon na tinatawag nating kooperatiba na binuo po, ito po ba'y binuo ng D.A.R. o mayroon pong ibang organisation involved in this thing? (5.18, GG.9, 1/1)*

(271.11) *Actually po mayroong researches going on no? (10.38, AR.10, 1/8)*

Part of their surface structure involves the same configuration. For (271.10):



For (271.11):



The intermediate structure for the participial phrases is alike:

(271.10') [[*ibang organisation*]_{NP}[*which is involved in this thing*]_S]_{NP}

(271.11') [[*researches*]_{NP}[*which are going on*]_S]_{NP}

with both the relative pronoun serving as subject of the clause and the inflected form of the copula 'be' being deleted from surface structure through the relative clause reduction transformation (Jacobs and Rosenbaum 1968:204).

And their underlying structure is, respectively:

(271.10") [[*ibang organisation*]_{NP}[*another organisation is involved in this thing*]_S]_{NP}

(271.11") [[*researches*]_{NP}[*researches are going on*]_S]_{NP}

In connection with (271.11), it is worth remarking that at first glance, it is difficult to say whether the sentence is Tagalog or English. Stated another way, the question is: Which constitutes the lexical insertion in this sentence - the English element or the Tagalog?

Of its seven words, four are English ('*actually*', '*researches*', '*going*', '*on*' - with the last two words considered as a single lexical item), two are Tagalog (*po* and *mayroong*), and one is neutral as defined in this study (*no*). Of its two major constituents, the predicate is Tagalog (*mayroong*), the subject is English ('*researches going on*'). Careful consideration seems to suggest that it is a Tagalog sentence. One reason is its word order: predicate + subject. Another reason is the intuition that the predicate is central and the nouns peripheral; in this case the predicate, the central constituent, is Tagalog.

Taking these two reasons together, perhaps it is reasonable to assume (271.11) to be a Tagalog sentence with lexical insertions of English open-set items.

2.7.2. PARTICIPIAL PHRASE + CLAUSE

One instance of a participial phrase + clause is provided by the following:

(272.1) Saan po mapupunta itong *five pesos* na ito
considering the number of students who will take
the examination. (1.20, GG.8, 3/3)

Notice that the attached clause is a restrictive relative clause; following the convention established in Section 2.6.3., the phrase is underscored once, the relative clause twice.

Perhaps the deep structure of the participial phrase in (272.1), informally stated, is: '*if we consider the number of students -*'.

Strictly speaking, in the next two examples, the description 'participial phrase + clause' is not accurate: In these cases, the clause is not attached to the participial phrase but is embedded within the phrase. The phrase consists of a present participle verb form and a noun clause serving as object of the participle.

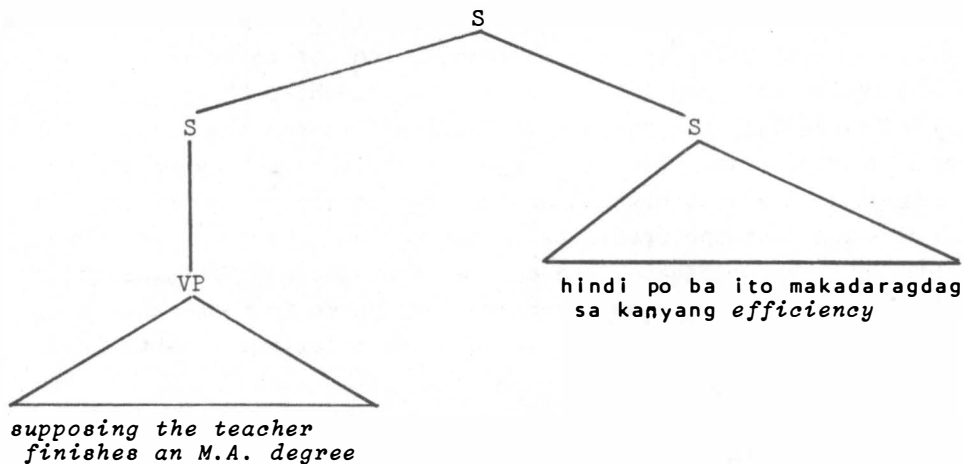
(272.2) Now, considering that the Philippines is still a developing country, ito po ba kaya ay posible ring mangyari sa ating bansa? (4.21, GG.10, 3/3)

(272.3) Supposing the teacher finishes, let's say, an M.A. degree, hindi po ba ito makadaragdag sa kanyang efficiency? (8.67, GG.25, 1/1)

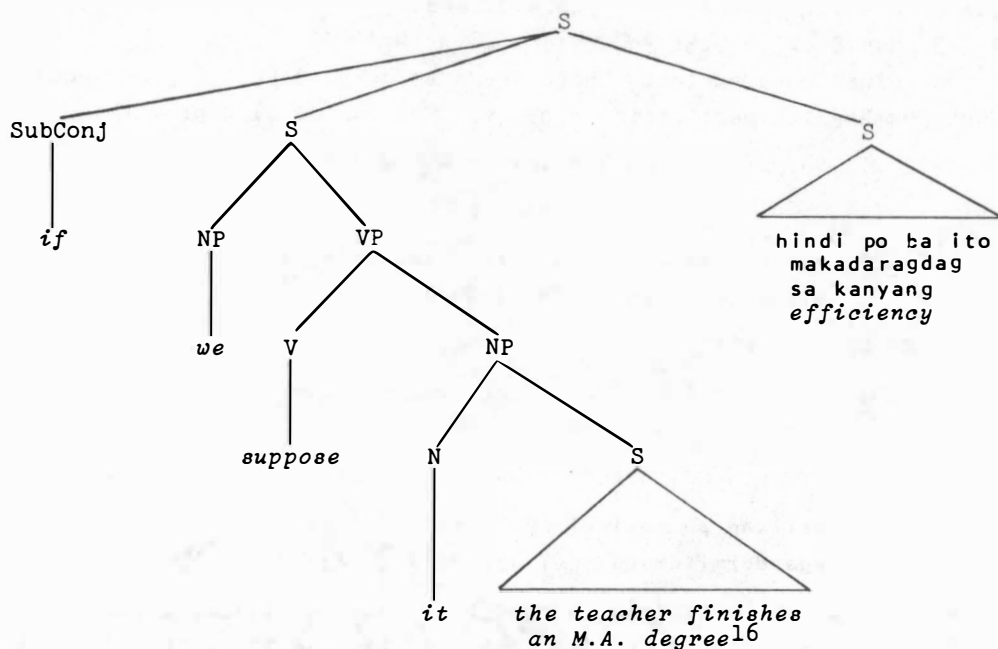
with the linker '*that*' being omitted in (272.3).

The deep structure of the participial phrase in both (272.2) and (272.3) seems to feature the conditional: '*if we consider -*' and '*if we suppose -*'.

The surface structure tree diagram for (272.3) is:



Its deep structure tree is more complicated:



The underlying 'it', which is posited here, will be discussed in connection with the deep structure of noun clauses - see Section 3.3.4.

2.7.3. SOME OBSERVATIONS

If the very informal analysis given here is not mistaken, then the deep structures posited for participial phrases are a heterogeneous group indeed.

For the participial phrases in (271.1)-(271.5), the deep structure posited is an imperative-like sentence, 'Let us go to -'. For (271.7) and (271.8), (272.1)-(272.3), the underlying structure seems to contain a conditional, 'If we -'. For (271.9), the underlying structure seems to be an independent clause, 'And we started -'. For (271.10) and (271.11), the underlying structure is an embedded S which is then converted into a relative clause.

It appears from this discussion that the transformations operative in producing participial phrases act on distinct environments. Whether the environments are really different or whether there are deep-seated regularities that have been missed in this sketchy analysis remains to be seen.

Leaving theoretical issues aside, the question more germane to the study is: What kind of code switching is involved in the use of English participial phrases in Tagalog sentences? An attempt to answer that

question will be made in Chapters IV and V, specifically in Section 4.2.3. and Section 5.3.

One final observation: There seems to be no direct Tagalog equivalent for English participial phrases. Thus, side by side with:

(273.1) *So going to Doctor Romulo* - (271.2)

is:

(273.2) *Balikan po natin ang ating panauhin, si Atty. Nicomedes Peña* - (8.2, GG.2, 3/4)

and side by side with:

(273.3) *Going back to the ano, to the problems of the ano, the boarders* - (271.5)

is:

(273.4) *Balikan po natin itong mga boardinghouses at saka mga dormitoryos.* (7.43, GG.21, 1/3)

Here the English participial phrase is given the Tagalog imperative sentence as equivalent. Notice that this Tagalog equivalent is a gloss of the informally stated deep structure posited for the English participial phrase: *'Let us go to -'*.

The same is true of the other participial phrases given in Section 2.7. Since there is no exact Tagalog counterpart for English participial phrases, the Tagalog equivalent comes close to the deep structure assigned to the English participial phrases. The unformalised deep structure for *'considering that the Philippines -'* is: *'if we consider that the Philippines -'* and the Tagalog counterpart for it is: *kung iisipin natin na ang Pilipinas -*. For *'even without mentioning the Commission on Population'*, the deep structure is: *'even if we don't mention the Commission -'* and the Tagalog equivalent is: *kahit hindi natin banggitin ang Commission -*.

2.8. INFINITIVE PHRASES: ENGLISH

In the traditional analysis, a construction made up of the infinitive form of the verb and its complement noun is considered a phrase because it does not have a noun or pronoun functioning as subject and an inflected verb functioning as predicate.

But more and more transformational grammarians (among them Langendoen 1969:56-76) are beginning to call such a construction an infinitive clause because deep structurally it has a subject and a predicate, which, however, undergo transformations on the way to surface structure.

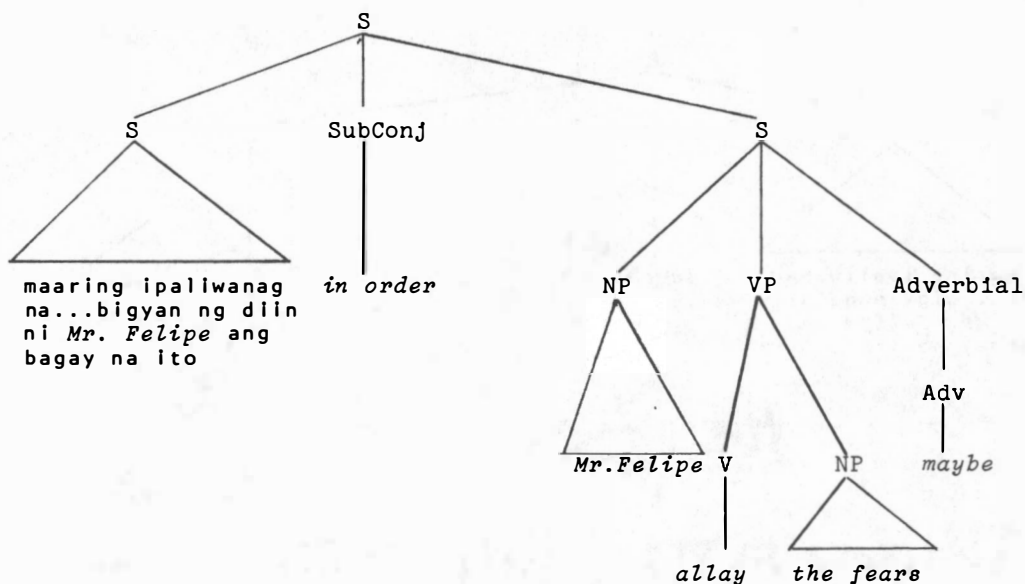
As in Section 2.7., dealing with participial phrases, so also here: Where deep structure and surface structure diverge to a considerable degree, surface structure will be taken as the basis for determining the place of the construction in the typology. Therefore, the items to be discussed in this section are considered infinitive phrases and, as such, are considered code switches occurring at the phrase level.

2.8.1. SIMPLE INFINITIVE PHRASES

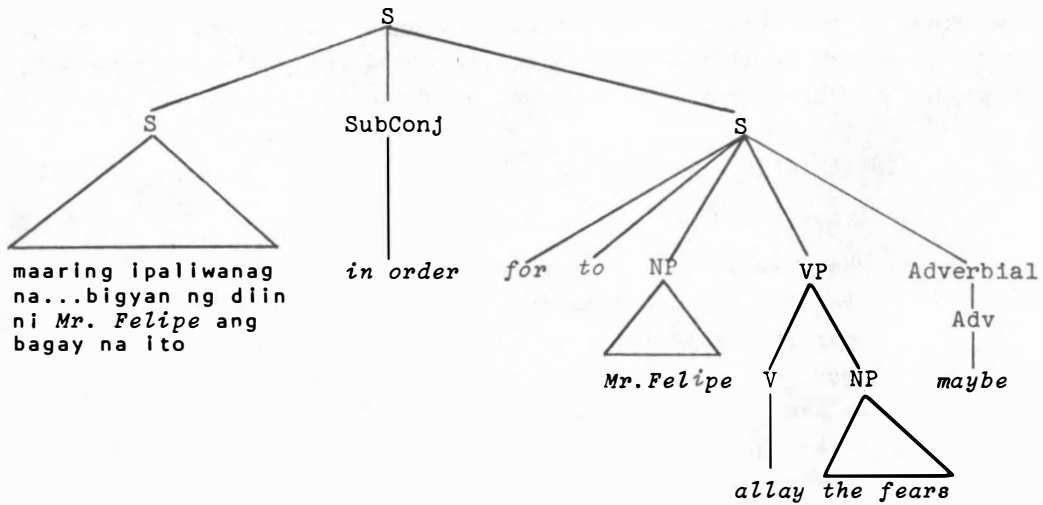
Consider the following:

- (281.1) Kasi *we discussed this last time when we had Doctor Navarro* sapagka't marami nagtatanong sa kanilang mga paaralan *especially in public schools* at saka iyong mga *private schools* ay nagko-conduct sila ng review classes kaya't maybe to allay the fears ano po? maaring ipaliwanag na...bigyan ng diin ni *Mr. Felipe* ang bagay ba ito na hindi na kinakailangang mag-review.
(1.65, GG.29, 1/1)

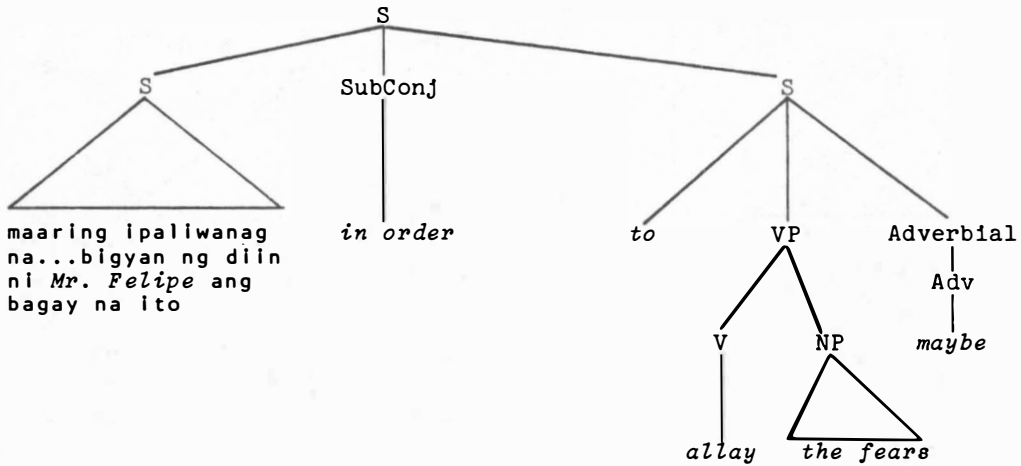
The deep structure of the construction under consideration seems to be:



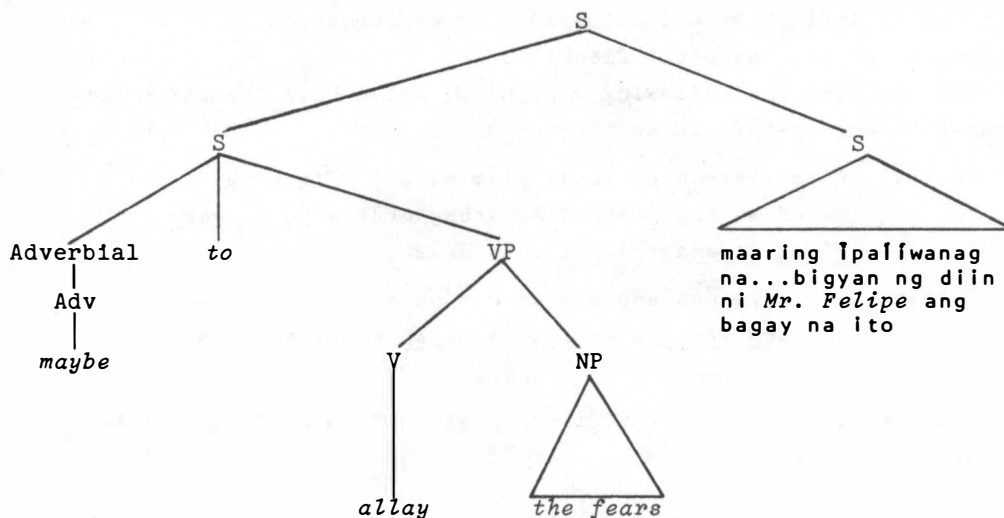
The complementiser transformation (Jacobs and Rosenbaum 1968:164) then introduces 'for-to' into the deep structure:



The identical noun phrase deletion transformation now applies to delete the second occurrence of 'Mr. Felipe':



Other transformations delete the SubConj and flipflop the infinitive phrase and the main clause to produce:



The above analysis implies that the infinitive phrase comes from an underlying purpose ('*in order*') adverbial clause.¹⁷

Now consider the following sentence:

- (281.2) *Kaya binibigay ho namin ito lahat sa mga babae*
for all the women for them to choose. (10.61a, AR.14a, 4/8)

Presumably the underscored construction implies purpose - '*in order for all the women for them to choose*'. But in this instance, less deletion has been applied on the deep structure so that the infinitive phrase still displays its subject - '*for all the women for them*', an appositive construction - in addition to its predicate - '*to choose*'.

The analysis of an infinitive phrase as originating from an adverbial clause is confirmed by the following:

- (281.3) *Ano po ang...ilan pang pamamaraan na inyong sinusunod,*
Mr. Peña, sa inyo pong pagbibigay ng mga examinations
in order to safeguard, *ano po, to put in safeguard* at
saka maiwasan po iyong mga irregularities na kung tawagin
natin? (8.22, GG.10, 1/1)

Here, the intermediate structure would be:

- (281.3') - *in order for you to safeguard, to put in safeguard* -

Since *inyo* in the other S and '*you*' are co-referential NP's, '*you*' is deleted. But notice that the Sub-Conj '*in order*' is not deleted but surfaces as part of the infinitive phrase.

In this case, the infinitive phrase features the conjoining of an English element '*to safeguard, to put in safeguard*' and a Tagalog element *at saka maiwasan po iyong mga irregularities* -. The English construc-

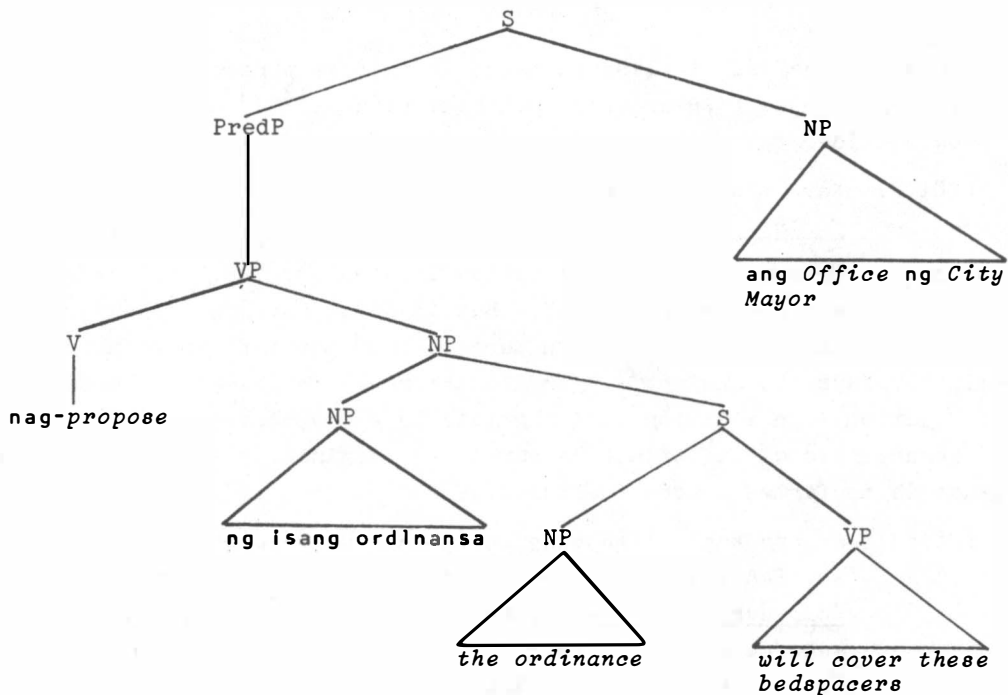
tion is an infinitive while the Tagalog construction has a verb with focus but without aspect inflection.

Now consider the following sentences, which have the structure of noun-followed by-infinitive phrase:

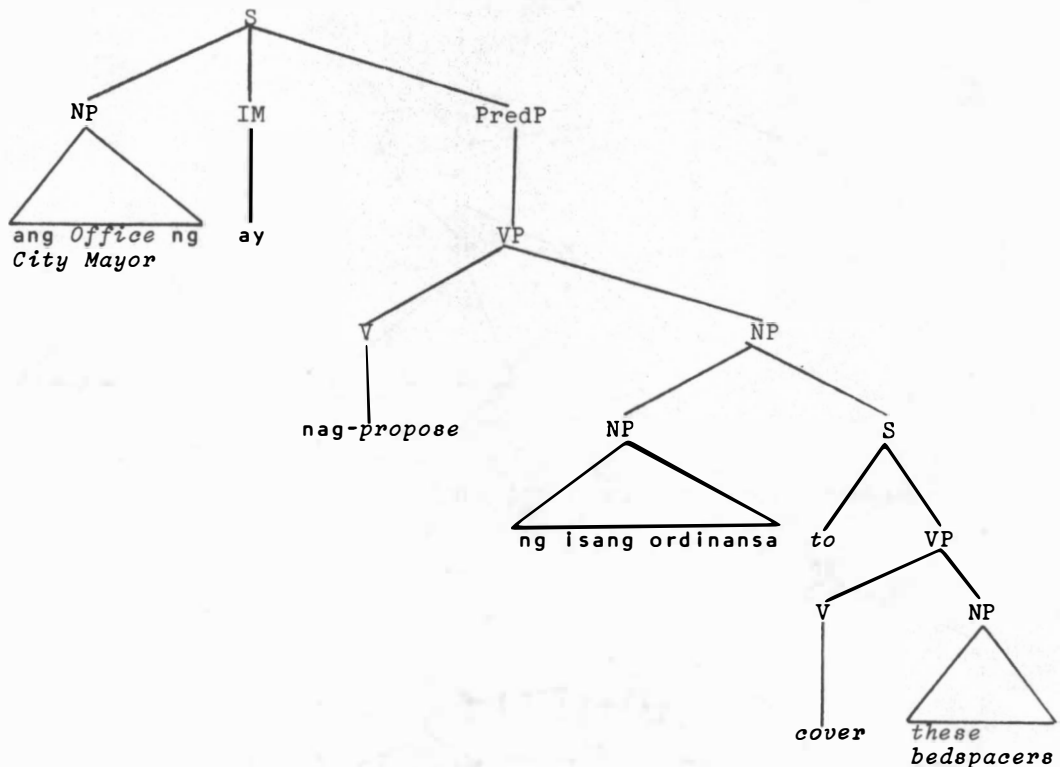
(281.4) Pero mayroon po akong alam na ang *Office ng City Mayor* ay nag-propose ng isang ordinansa to cover these bedspacers. (7.50, JR.22, 2/4)

(281.5) Sa ngayon po ang *concentration* ng aming *project* to save the monkey-eating eagle ay sa Mindanao po... - (2.36, JA.17, 2/5)

The deep structure tree of (281.4) shows that there is an S embedded within an NP:



Transformations will delete the identical NP and will reduce the embedded S into just a VP with 'to', thus:



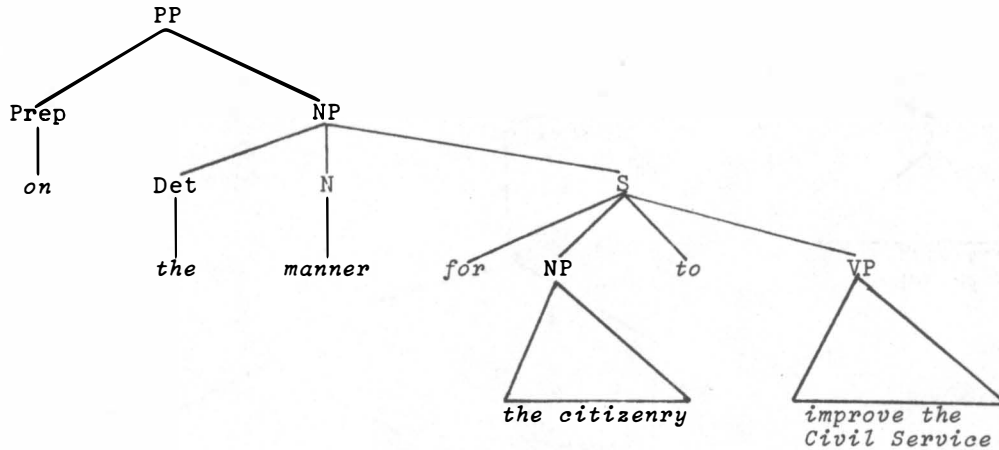
Notice that unlike (281.1)-(281.3), in which the infinitive phrases are adverbial clause-like, the infinitive phrases in (281.4) and (281.5) are relative clause-like.

2.8.2. AN INFINITIVE PHRASE AS PART OF A PREPOSITIONAL PHRASE

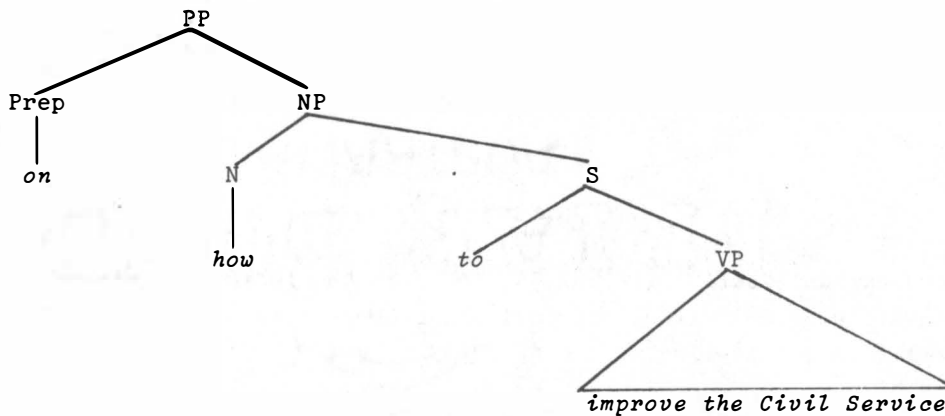
Strictly speaking, this section should have been given under Section 2.6., Prepositional Phrases, but it had to wait until infinitive phrases had already been discussed. Consider the following sentence:

- (282.1) *Ano kayang advice maibigay ng Civil Service to the citizenry on how to improve the Civil Service insofar as the participation of the people is concerned?*
(8.76, GS.17, 2/2)

This time, the infinitive phrase seems to be a part of a noun phrase serving as object of the preposition 'on'.



After some more transformations, the surface structure is:¹⁸



2.8.3. SOME OBSERVATIONS

The title of Section 2.8. is 'Infinitive Phrases: English' to signify that although code switches involving English infinitive phrases occur in the corpus, there are no parallel code switches involving Tagalog infinitive phrases.

The question can be asked: Are there infinitive phrases in Tagalog? There are. Take the English sentence:

(283.1#) *I want to eat ice cream.*

which can be given the Tagalog gloss:

(283.1#') *Gusto kong kumain ng ice cream.*

where *kumain ng ice cream* is an infinitive phrase equivalent to the English *to eat ice cream*.

Now take the following examples cited earlier:

- (283.2) - *kaya't maybe to allay the fears* ano po? maaring ipaliwanag na...bigyan ng diin ni Mr. Felipe - (281.1)

To render the English infinitive phrase into Tagalog, it seems that one will have to say:

- (283.2') - *kaya't upang mabawasan ang pangangamba* ano po? maaring ipaliwanag na -

And the infinitive phrase in:

- (283.3) - *ang Office ng City Mayor ay nag-propose ng isang ordinansa to cover these bedspacers* - (281.4)

will be given in Tagalog as:

- (283.3') - *ang Office ng City Mayor ay nag-propose ng isang ordinansa na sasakop sa mga bedspacers na ito* -

Notice that in these cases, the Tagalog construction does not seem to be an exact equivalent to the English infinitive phrase. In fact, it has a closer equivalence to the posited intermediate structure for the English infinitive phrase, i.e. the underlying adverbial or relative clause.

Another way of saying this is that for constructions of this kind, the distance - as measured by the number of transformations involved - between the Tagalog surface structure and its deep structure is shorter than the distance between the English surface structure and its deep structure.

To go back to the English infinitive phrases in the corpus: In (281.1)-(281.3) the infinitive phrases seem to be derived from underlying adverbial clauses, in (281.4) and (281.5) from relative clauses, and in (282.1) and (283.1#) from noun clauses. The transformations that produce infinitive phrases appear to be operating on different environments.

The question raised earlier for participial phrases will have to be asked again for infinitive phrases. What kind of code switching is involved here? Is the whole deep structure of the infinitive phrase necessary to account for the code switch? Or is the infinitive phrase, already constituted as a surface structure, simply inserted into the sentence in much the same way that an open-set item or a closed-set item or a collocation or a prepositional phrase is inserted?

2.9. RELATIVE PHRASES: TAGALOG

Another construction that originates as an S in deep structure but surfaces as a phrase is the Tagalog relative phrase. Thus, like English

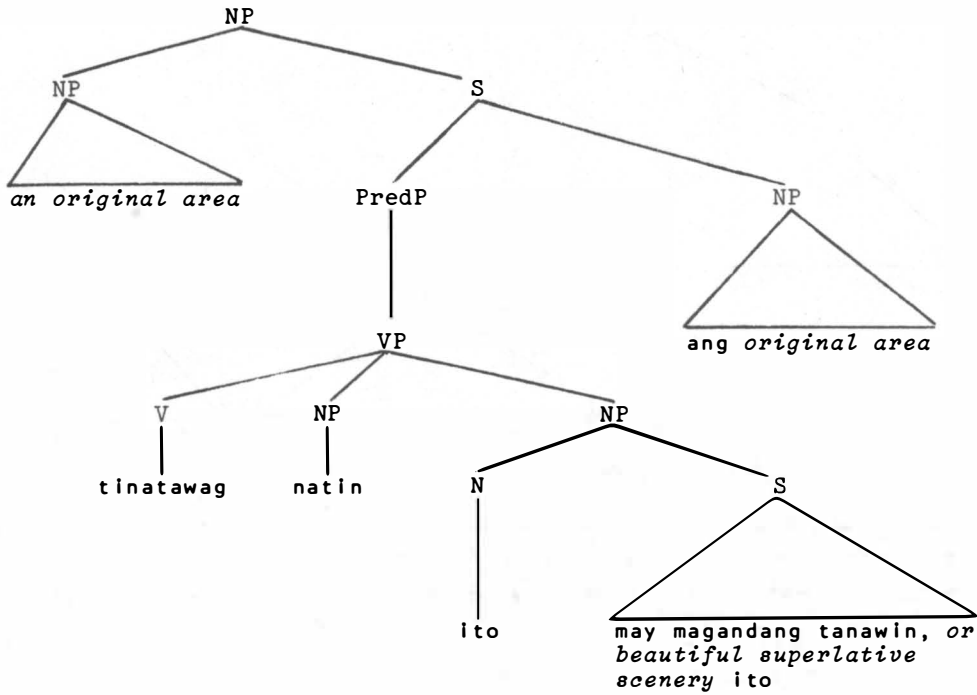
participial and infinitive phrases (considered in Section 2.7. and Section 2.8. respectively), Tagalog relative phrases pose a problem for analysis: Their deep structures and surface structures do not match. However, the operational procedure being what it is - that of using surface structure as the basis for the typology - the place of relative phrases is here in 'Part 1: The Word and Phrase Level'.

As in the case of participial and infinitive phrases, relative phrases also lose their subjects and retain their predicates - but with a major difference. For English participial and infinitive phrases, aside from the transformation deleting the deep structure NP-subject, there is another transformation that neutralises the tense and person inflection of the VP and substitutes the '-ing' or '-ed' ending or the 'to' marker. For Tagalog relative phrases, there is one transformation that deletes the NP-subject and another transformation that introduces the linker *na* before the remaining PredP constituents. But the PredP is left untouched and therefore still manifests inflection for focus and aspect.

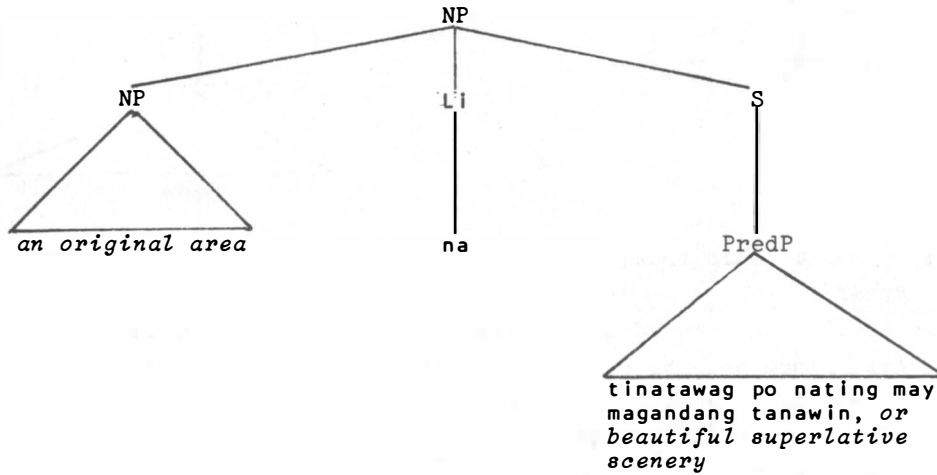
Consider the following cases:

- (29.1) *I think this has something to do now with the pattern of education na sinusunod sa mga kolehyo na...*
(1.46, GG.20, 4/6)
- (29.2) - *mayroong isang paraan diyan na gawin naming *case-to-case* basis, meaning to say, na for every landowner, this whole area that is worked by several tenants na nabigyan na ng certificates, this can be valued individually as a single farm.* (5.33, JM.15, 1/4)
- (29.3) *Dito po sa atin...ang intensyon po talaga ng tinatawag na *national parks* is to set aside an original area na tinatawag po nating may magandang tanawin, or beautiful superlative scenery, at iyon (nga) po sa lugal na iyon ay mayroong kakahuyan -*
(2.20, JA.9, 1/9)

The partial deep structure tree of (29.1) - with indices being given the NP's for ease of reference - seems to be (following the analysis proposed by Jacobs and Rosenbaum 1968:48-9):¹⁹



so that *ang original area* is deleted and the linker *na* is introduced to produce the relative phrase:



In all these cases, the co-referential NP is the subject of the embedded S; thus by the application of the identical noun phrase deletion rule, it is deleted resulting in a 'pruned' tree, that is, a tree that does not branch, with S dominating only one node, the PredP node.

But there is one case in the corpus where the identical NP in the embedded S is not the subject-NP, so that the resulting relative construction still displays a subject-NP: This is an example of a Tagalog relative clause (see Section 3.2.2.). Other examples can be given of Tagalog relative clauses, but between Tagalog relative clauses and phrases, it is the clauses that seem marked (that is, less frequent in occurrence) and the phrases that seem unmarked (more frequent).

This discussion of the relative construction in Tagalog will be continued in the section on 'Relative Clauses', which will deal with both English and Tagalog relative clauses. The subsection on observations, which closes each section, will also be given at that time.

2.10. SUMMARY

The different kinds of code switches occurring at the word and phrase level have been discussed in this chapter. These are code switches involving open-set items (including nouns, verbs, adjectives, adverbs, and combinations of these items), closed-set items (conjunctions, prepositions, interjections, enclitics, etc.), special combinations of closed-set and open-set items (referring specifically to complete NP's - Det (+ Adj) + N - in one language appearing as subject, complement, or appositive in S's in the other language), collocations (formulas, expressions), prepositional phrases, English participial phrases, English infinitive phrases, and Tagalog relative phrases.

This part of the typology has obviously covered a lot of ground and at one point, a giant leap seems to have been made. This is the leap between prepositional phrases plus all that had gone before and participial phrases plus all that came after. That is, prior to the discussion of participial, infinitive, and relative phrases, the analysis had focused on surface structure. But with participial phrases on, the discussion began to highlight deep structure.

In fact, in the whole typology, it is the sections dealing with participial, infinitive, and relative phrases that constitute a grey area - an area where the relationship between deep structure and surface structure in code switching becomes a pressing question. For the moment, the operational procedure of considering only surface structure as the basis for the typology has identified the place of such constructions in the classificatory scheme.

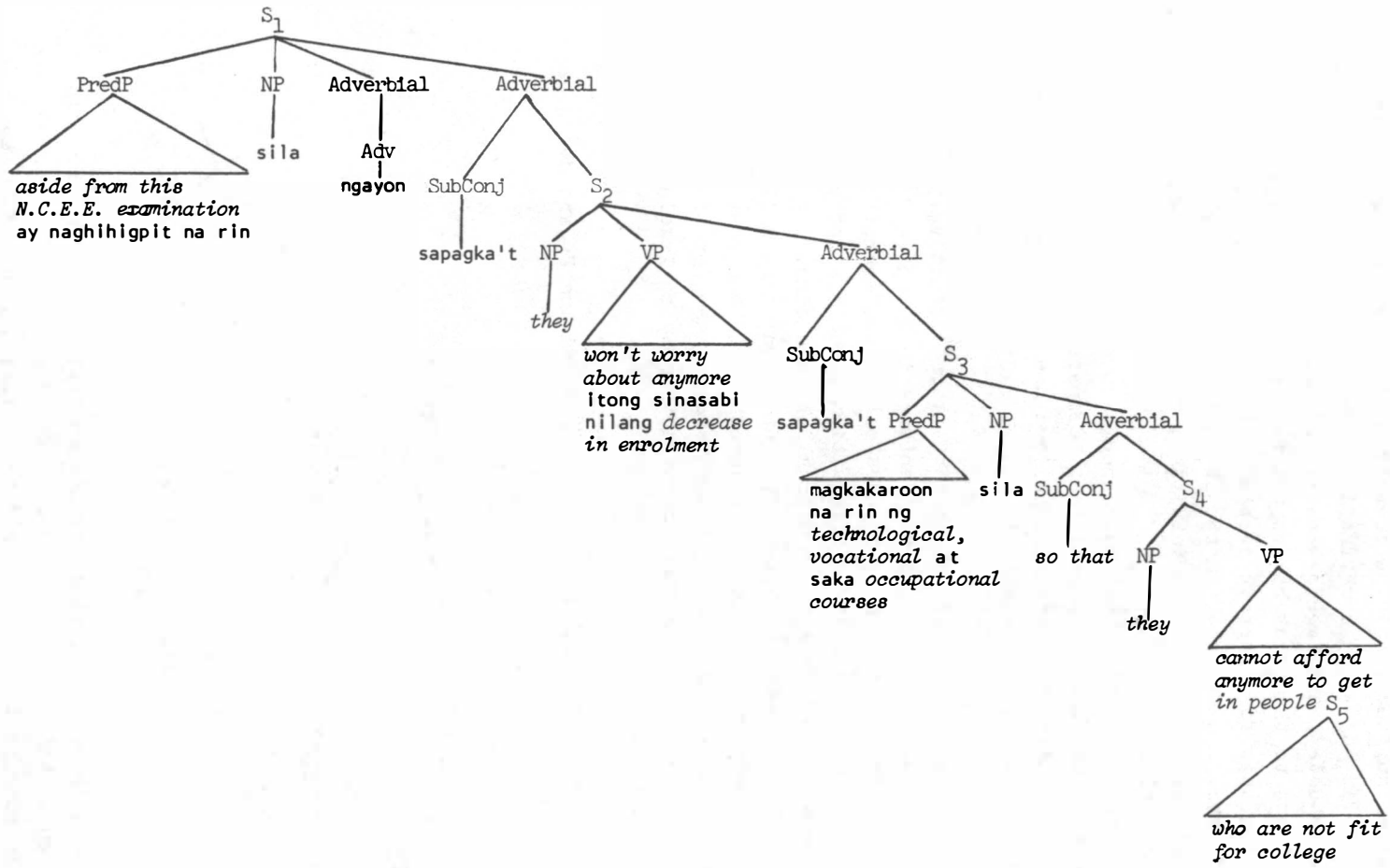
But the problem has only been shunted to Chapters IV and V; there it will have to be confronted.

Although this question and some other questions remain unanswered, this part of the typology, hopefully, has imposed some order on the seemingly irregular mixture of English and Tagalog displayed in the corpus. The next part of the typology will attempt to go further in finding the rhyme-and-reason behind the apparent randomness.

N O T E S

1. This analysis of adverbial clauses is by no means definitive. In fact, the tree diagram given on the next page may be more acceptable to some linguists.

But as I shall discuss in Section 3.4., there are grounds for aligning the analysis of adverbial clauses with that of independent clauses. Thus the tree on page 23 illustrates the position taken in this study.

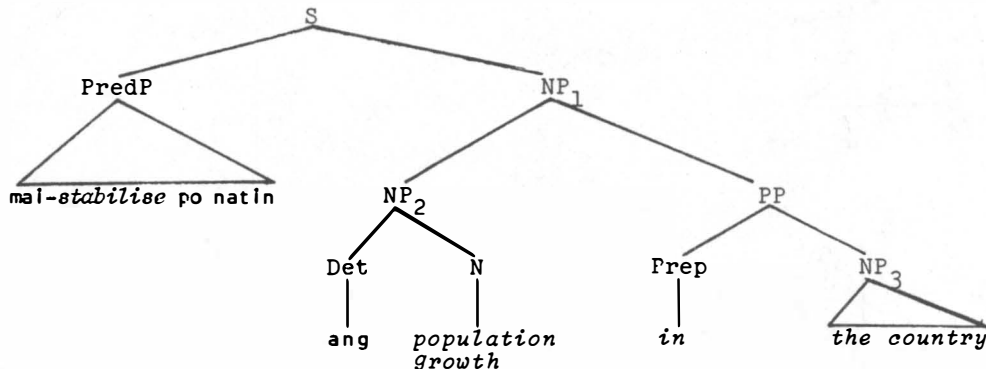


2. In fact it was difficult in some cases in the transcripts to determine whether an item should be identified as an N made up of several words or as an Adj + [N] construction. For example, '*rural areas*', '*private schools*', and '*socio-economic situation*' seemed to be single lexical items to the speakers who uttered them, but it is not easy determining this for '*certain groups*', '*temporary employee*', '*wild animals*', etc. In the end, in the absence of a workable operational test, I simply depended on my intuition, guided by the context of the item in question.

Dr. Otañes, my reader, has suggested that a good operational test might be the insertion of a modifier. Compare: '*certain [private] groups*' and '*rural [?] areas*'. I believe the suggested test will be useful in validating the classification I had arrived at 'intuitively'.

3. Dr. Sibayan has pointed out that the term 'intuitively' in this sentence and, for instance, in the sentence in footnote 2 above, needs to be qualified. 'Intuition', as used within the transformational tradition, refers to a speaker's intuition about his native language. Since I am not a native speaker of English, and since I cannot claim to be a native speaker of 'mix-mix', 'intuition' here will refer to my feel for English or for 'mix-mix' - speech varieties that I am quite familiar with and competent in, having spoken them for the greater part of my life. The above reservations do not apply to Tagalog, which is my native language.

4. The tree for (2211.15) shows that the N and the PP are not nodes at the same level:



The label 'N with PP', then, is not entirely accurate. But since the concern of this subsection is with the English N, 'N with PP' can be used as shorthand notation for 'the English N (under NP₂) and the English PP'.

5. There are three instances in the transcripts of a different kind of N-with-PP:

- mayroon silang isang kind of special examination na ibinibigay - (1.48, GG.21, 2/4)

- nals kong hingan ng mga slguro...mga twenty second (20-sec.) statement si Direktor Mayo Lopez upang magpahatid ng parang some sort of an appeal to our people regarding this matter. (10.63, GG.26, 2/3)

A, ito iyong mga some of the ramifications na dapat natin isaisip din. (10.46, ML.11, 10/12)

Since these items do not follow the usual pattern of the other N-with-PP constructions, they have arbitrarily been identified as N's.

6. I owe this interpretation to Dr. Otones.

7. Admittedly, this example does not provide strong support because translation is not always a good test of class membership. For instance, as will become evident in later discussion, English PP's are often translated - following the Tagalog grammar adopted for this study - as Tagalog NP's.

The decision to consider past participle forms as V's rather than as Adj's is essentially an arbitrary one.

8. Schachter and Otones (425) give four ways of using naman and the one applicable to this specific utterance seems to be: to express a shift of viewpoint. They also point out that in this use, naman usually lacks a translation equivalent in English.

9. The term 'determiner' (Det) is used here in a neutral sense - it is not meant to connote definiteness or specificity. In this study, 'determiner' can be considered the terminological equivalent of 'noun marker'.

I owe this point of clarification to Dr. Constantino.

10. The remarkable thing about this construction

- ang Rizal Park ho *is not a commercial establishment,*
hindi po *establishment pang-negosyo.*

is that the Tagalog PredP is a translation of the English VP. This is an interesting structure and seems to be a fairly usual one in a bilingual setting.

Translation occurs more frequently in the case of lexical items, for example:

- ito po ba'y sa pamamagitan ng tinatawag po natin sa wikang Inggles na *in kind* o sa pamamagitan po ng salapi o funds. (6.6, GG.4, 4/4)

The analogue of this process in monolingual situations is the giving of synonymous words or constructions in the same utterance.

11. Perhaps Bloomfield (1942) was the first to use 'oblique' in reference to a case form in Philippine Languages. Specifically, he used 'oblique' for the *iti/ituy/ita/idyay/itay/idi* form of Ilokano (195) - which is the equivalent of the *sa*-form of Tagalog. His nominative form is what this study calls the subject form, and his attributive form, with some modifications, can be made to correspond to the Tagalog *ng*-form.

Bloomfield's terminology in his Tagalog grammar of 1917 is different from the terminology of his Ilokano grammar of 1942; in the earlier study, he called the three cases the subjective (= *ang*-form), disjunctive (= *ng*-form), and local (= *sa*-form) cases.

12. It may even be an artifact of the theoretical framework used for this study. With a Fillmorean-type grammar, for instance, the equivalent Tagalog NP's and English PP's given here will all be actants in deep structure and will be realised in surface structure as case markers (*ang, ng, sa, para sa, dahil sa, etc., 'the, of, by, in', etc.*) + N.

13. Structures of apposition like those in (2431.5) and (2431.6) where a noun phrase is followed by a pronoun as appositive are not common, but they do occur even in monolingual utterances, especially in poetry.

Consider two lines from Poe's *Annabel Lee*:

"And [[this maiden]_{NP}[she]_{NP}]_{NP} lived with no other thought...
But[[our love]_{NP}[it]_{NP}]_{NP} was stronger by far than the love..."

An alternative analysis is this: If an appositive is defined as a noun that expands and explains the meaning of another noun, with no restriction as to whether it appears before or after the noun it is in apposition to, then (2431.5) and (2431.6) can be given as examples of Tagalog NP's serving as appositives to English NP's. That is, to take (2431.6) as an illustration:

- marami pong kwan dahilan sa [[itong *land transfer*]_{NP}
[it]_{NP}]_{NP} is not a simple matter, complicated.

the Tagalog NP itong *land transfer*, though it appears first, will be the appositive to the English NP 'it' because it explains the meaning of 'it'.

14. Very similar to this sentence is the following:

Ang Rizal Park ho ay magmulang Lunes hanggang Hwebes
mayroon ho kaming...sa tancha namin umaabot ng *one
hundred thousand people a day*. (2.5, JA.2, 3/4)

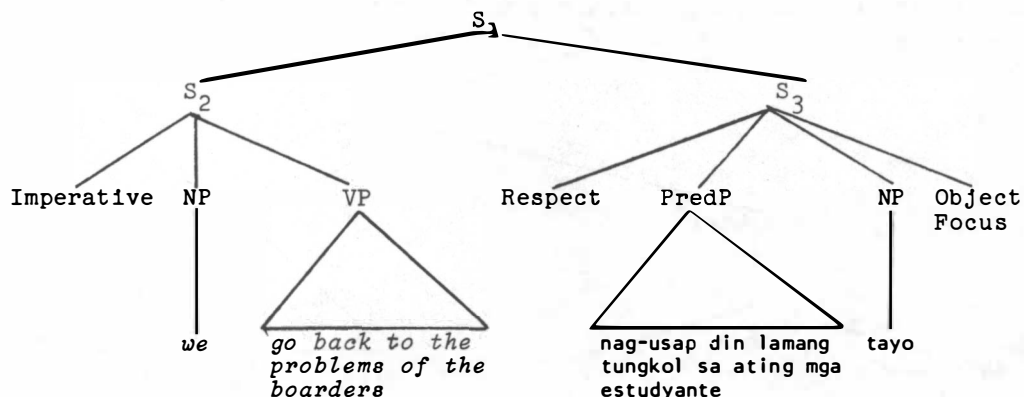
In this case, the preposition 'in' ('one hundred thousand people in a day') has been deleted.

A problematic case is presented by the sentence below:

Iyong *two meals* yata *eighty* pesos, iyong *three meals*
umaabot ho hanggang *one hundred to one hundred ten*
pesos a month. (7.40, JR.17, 2/2)

It seems that 'a month' is part of a prepositional phrase but it is not clear just exactly what preposition has been omitted. The best reconstruction might be 'per month'.

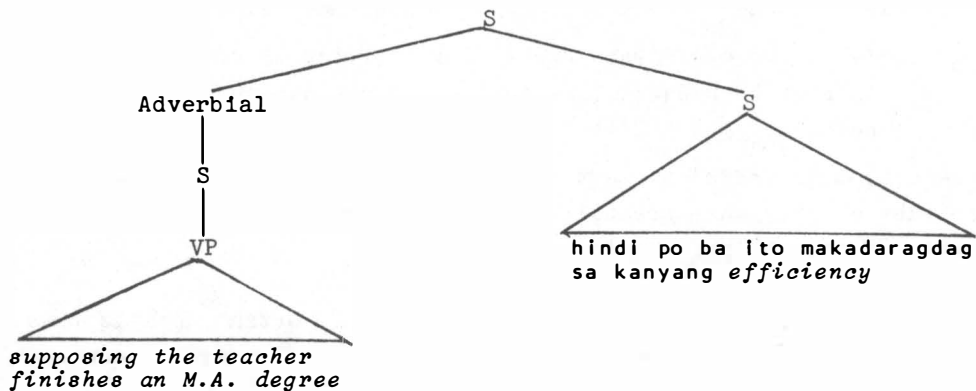
15. This deep structure glosses over a lot of important details that are central to the development of transformational theory but are not crucial to the subject matter of this study. A more accurate deep structure tree might be the following:



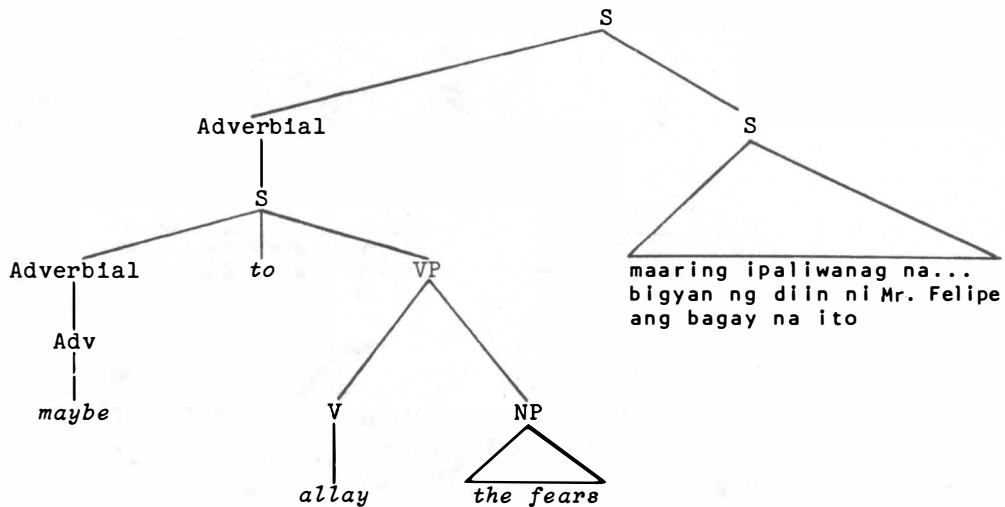
Note that 'Imperative' and 'Respect' appear as nodes in S_2 and S_3 , respectively. Note too that this 'more accurate deep structure tree' has an S_3 that is markedly different from the S_3 in the 'informal deep structure tree' given earlier. Now the agent-NP is *tayo* rather than

natin and it appears as the NP immediately dominated by S_3 , that is, it appears as the subject of S_3 , and there is now a node, Object Focus, that is supposed to trigger the necessary focus transformation. More precise deep structures will be presented in Chapter IV, but for purposes of this section, informal deep structures may be all that is necessary.

16. If the derivation of the participial phrase in (272.3) from an underlying adverbial clause needs to be hinted at in surface structure, then the tree given on page 91 should be modified in the following way:



17. Applying the reasoning in footnote 16 above to the derivation of an infinitive phrase, the surface structure tree for (281.1) will then have to be:



18. I owe this analysis to Dr. Gonzalez.

19. Strictly speaking, this deep structure is not deep enough. If the agent-NP should be considered the NP immediately dominated by S in the deep structure of Tagalog sentences, then the supposed deep structure of (29.1) is actually an intermediate stage resulting from a focus transformation applied on:

[[*the pattern of education*]_{NP}[*sumusunod sa pattern of education*] PredP[*ang mga kolehyo*]_{NP}]_S]_{NP}

+ some marker like 'Object Focus' which will trigger the proper transformation.

The same comments hold true for the relative constructions in (29.2) and (29.3).

It was not found necessary to go into details such as these because the emphasis in this section is on the relativisation transformation of Tagalog, not on its focus transformations. A discussion of focus will be given in Section 4.2.1.

CHAPTER III

A TYPOLOGY OF CODE SWITCHES (PART 2)

3.1. INTRODUCTION TO PART 2: THE CLAUSE AND SENTENCE LEVEL

The body of this chapter, which will deal with those code switches occurring at the clause and sentence level, will round out the typology of all the code switches found in the corpus.

The affinity between the word and the phrase has already been discussed; the previous chapter, in fact, used that affinity as framework for the first part of the typology.

An affinity likewise exists between the clause and the sentence: Both of them are grammatical constructions with a subject and a predicate. Following the literature on the matter (for instance Lyons 1968:171) the term 'clause', in this study, will be reserved for any group of words having its own subject and predicate, if it is included in a larger sentence. 'Sentence', then, refers to the hyperconstruction; in the language of transformational grammar, 'sentence' is the topmost S, the undominated and dominating S in the case of compound and complex sentences, and the only S in the case of the simple sentence.

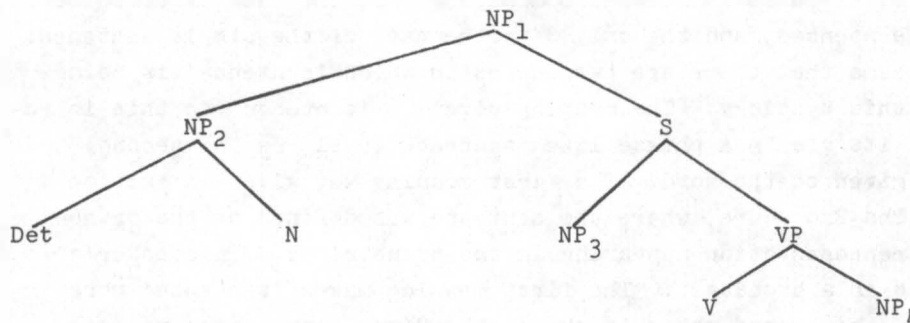
It seems that there are two senses in which 'sentence' is being used in this typology. The meaning given to 'sentence' in this introduction, its use in a phrase like 'sentence level' is the second meaning given to the word. The first meaning was given in Section 2-3.2., The Procedure, where the sentence was defined as the orthographic representation appearing in the transcripts of a speaker's utterance in a broadcast. The first meaning makes 'sentence' more concrete, the second makes it abstract: Since there seems no danger of confusing the two, the term 'sentence' has been retained for both meanings.

Chapter III proper discusses code switches involving relative clauses, noun clauses, adverbial clauses, independent clauses, and whole sentences. Surface structure tree diagrams will be presented for particular examples; wherever necessary for the exposition, they will be accompanied by deep structure tree diagrams. The chapter concludes with the summaries - one summary for this part of the typology and another summary, a general summary, for the complete typology presented in Chapters II and III.

3.2. RELATIVE CLAUSES

For no other reason than demands of format - the need to consider code switches at the word and phrase level in one chapter and code switches at the clause and sentence level in another - the discussion of relative constructions has been split into two: Tagalog relative phrases have been discussed in Section 2.9. while English and Tagalog relative clauses will be discussed here.

As indicated in the section on relative phrases the deep structure for a relative construction (whether it surfaces as a phrase or a clause) contains an embedded S - with the requirement that an NP constituent in the embedded S be co-referential with an NP constituent in the higher S. The deep structure for a relative construction can be given as follows (with subscripts being assigned to the NP's for purposes of exposition):



where NP₃ or NP₄ (an NP in the embedded S) is co-referential with NP₂ (the NP from the higher S).

This section will consider code switches involving English restrictive and non-restrictive relative clauses and Tagalog relative clauses. The last subsection will present some observations gained in the course of analysing the relative constructions in the corpus.

3.2.1. ENGLISH RELATIVE CLAUSES

In general, the relativisation transformation in English takes the co-referential NP in the embedded S, moves it to the front of that S (if it is not yet in that position), and then converts it into a particular relative pronoun.

A relative clause may be either restrictive or non-restrictive. A restrictive relative clause, as its name suggests, limits the application of the noun phrase it modifies by giving distinguishing information; a non-restrictive relative clause does not give distinguishing information, only incidental information, and therefore this kind of clause does not change the meaning of the sentence in which it appears.

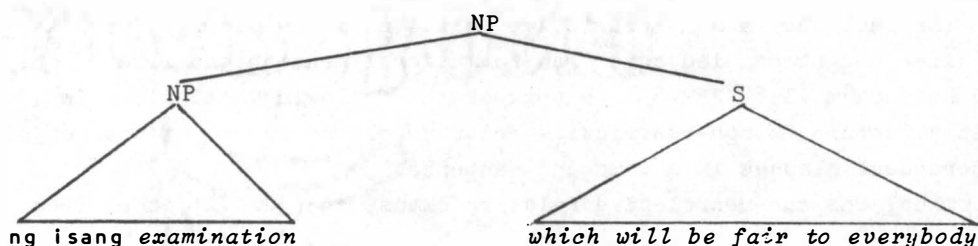
3.2.1.1. English Restrictive Relative Clauses

Consider the following sentences:

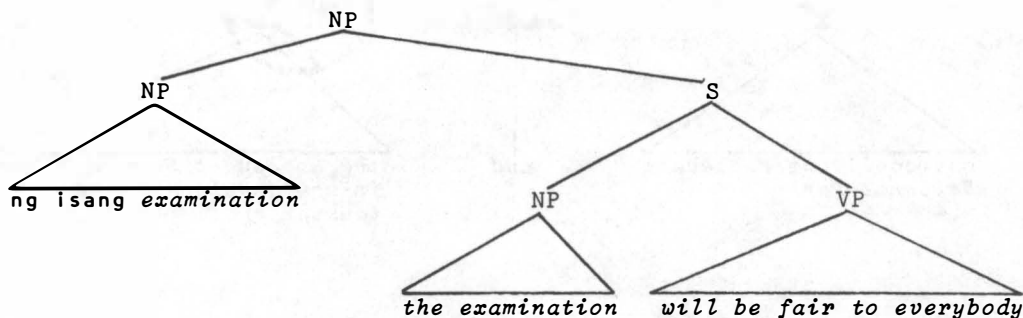
(3211.1) Wala hong paraan para maiwasan na magkaroon ng isang *examination which will be fair to everybody*.
(1.31, AF.12, 3/5)

(3211.2) Halos lahat ho ng mga klinika na may *family planning services* ay tinutulungan ng PDPCDM subali't mayroon din pong mga iba *who get their sources from other places* no? (10.18, AR.3, 1/2)

The analysis of the relevant NP in (3211.1) is straightforward:



and this partial surface structure comes from the deep structure:



Obviously, 'examination' appears in the deep-structure-embedded S but what is its determiner? The nature of the determiner appearing in the NP in the embedded S has been a persistent problem in transformational grammar and has received various analyses.¹ Since it is not directly relevant to the purposes of this study, however, no more need be said about it here.

3.2.1.2. English Non-Restrictive Relative Clauses

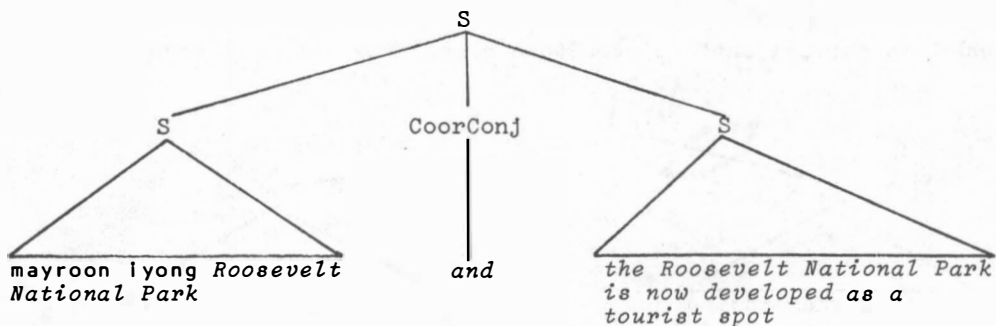
Consider the following sentences:

- (3212.1) At saka sa bandang Bataan po mayroon iyong *Roosevelt National Park, which is now developed as a tourist spot.* (2.13, JA.6, 12/18)
- (3212.2) Ang Rizal Park po, *which is only about fifty-two hectares altogether,* iyon po'y sinimulan na gawin noong mil nueve cientos sienta'y tres. (2.5, JA.2, 1/4)
- (3212.3) Ang isang opisina naman po na nangangasiwa ng pagdi-develop ng parks ay ang *National Parks Development Committee, which is chaired by the First Lady and Mr. Teodoro Valencia is the vice-chairman and I serve as a director under this committee.* (2.3, JA.1, 7/13)

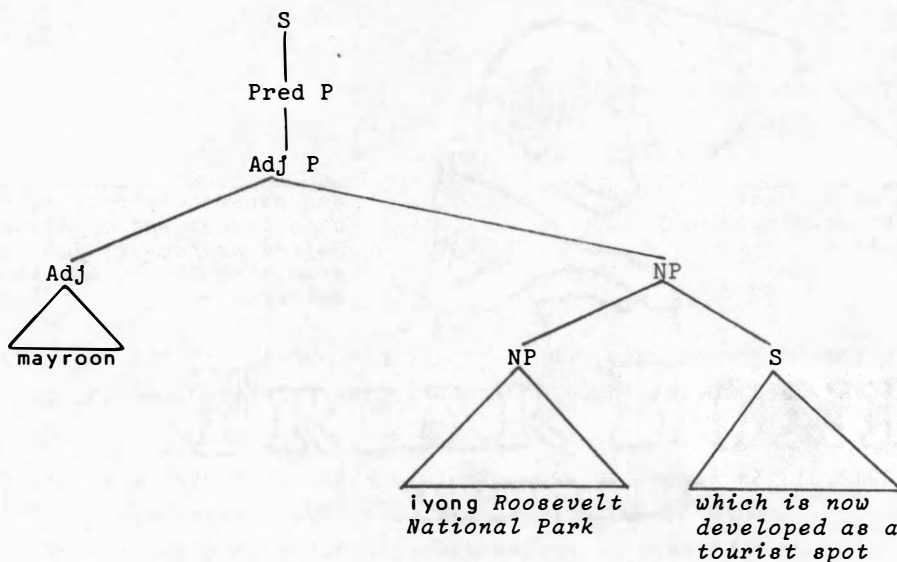
There is a pattern which is evident here: The speaker first names an entity and then gives incidental or parenthetical information about it.

The fact that a non-restrictive relative clause seems to be like an afterthought has led some transformational grammarians like Jacobs and Rosenbaum (1968:253-63) to suggest the following analysis: In deep structure, a non-restrictive relative clause is one of the conjoined independent clauses in a compound sentence.

Thus, the non-restrictive relative clause in (3212.1) comes from:



Then a transformation will generate:



The performance factor is evident in the following sentence:

- (3212.4) Ang iba daw e pumapasok sa iba't-ibang parte ng katawan nila, which we, as part of the programme, (we) allay these fears. (10.29, AR.6, 6/8)

The sentence seems ungrammatical - in handbooks of traditional grammar, such a sentence would be faulted for lacking coherence: The relative clause has no noun to modify, the relative pronoun has no antecedent.

Consider the following case:

- (3212.5) - at ito po ay ukol sa tinatawag po nating pagse-celebrate ng D.A.R. o ng *Department of Agrarian Reform* at ..which happens to fall sa araw pong ito ng kanilang anibersaryo. (5.1, GG.1, 3/6)

where the Tagalog sa-NP, sa araw pong ito -, is an insertion into the underscored English relative clause.

Like (3212.4), this sentence seems to lack coherence, this time because of the juxtaposition of at... and 'which'. Probably the at was meant to introduce some other clause, then a shift in thought (as indicated by the three dots representing a pause) occurred so that the non-restrictive relative clause was uttered instead.

The antecedent of 'which' seems to be *pagse-celebrate ng D.A.R.* so that perhaps the deep structure tree is:

Some may not find such a construction perfectly acceptable, so the following can be offered:

(322.1') - *the schools themselves maybe through the principal and the guidance programmes point out to the students their subject areas kung saan sila magaling.*

And there are other examples (though not in the data) of such relative clauses:

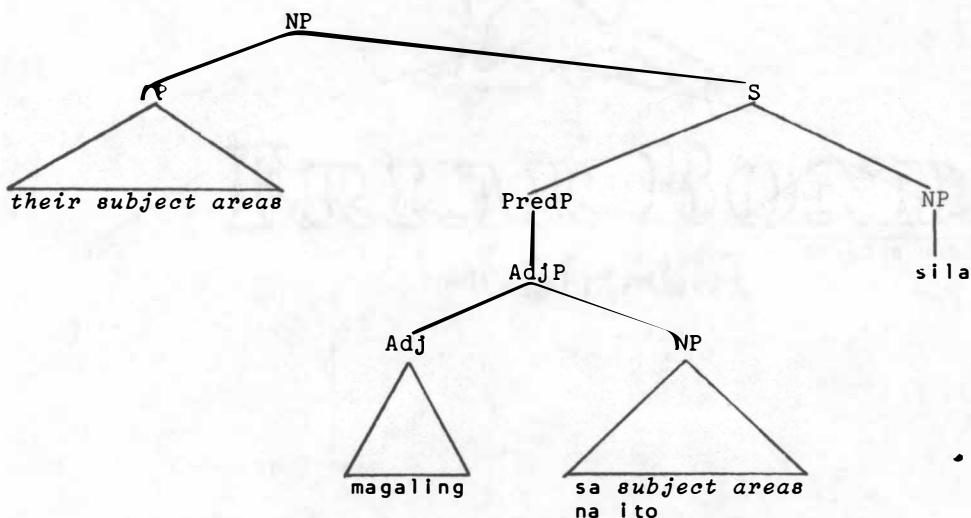
(322.2#) *Mayroon akong isang problemang hindi ko alam ang solusyon.*

(322.3#) *Nagwagi iyong contestant na mahaba ang buhok*²

In all these sentences, note that there is an NP-subject: *sila*, *ang solusyon*, *ang buhok*.

How are relative clauses formed in Tagalog? The thrust of the following discussion has been anticipated in Section 2.9, but here grounds will be given for considering an alternate possibility and for rejecting it.

It is tempting to consider the relativisation process in Tagalog to be analogous to that in English. Thus, given the following partial deep structure for (322.1):



one can say that the co-referential NP is moved to the front of the S:

[[[*sa subject areas na ito*]_{NP}[[*magaling*]_{Adj}]_{AdjP}]_{PredP}[*sila*]_{NP}]_S. Then it is converted into the relativiser *na* - thus, in this example, *na* takes the place of *sa subject areas na ito*. In short, the function of *na*,

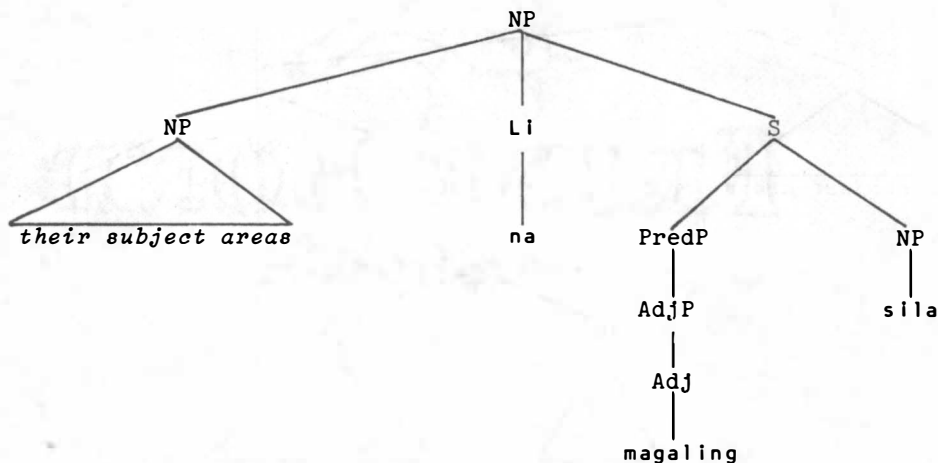
according to this view, can be seen to be parallel to that of the relative pronouns 'who', 'which', and 'that': it stands in for the deep structure identical NP in the embedded S.

Gonzalez and Otones (personal communication) present strong reasons for rejecting such an interpretation of the role of *na* in relative clauses. The arguments can be summarised thus: first, how can *na*, which is semantically empty, take the place of items that have meaning - if the principle of recoverability is to be applied, how can information be retrieved from the semantically empty *na*? The English relative pronouns 'who', 'which', and 'that' convey the semantic information of animate; *na* has no semantic content of the kind.

Second, if *na* is seen to be a morpheme that stands in for a deleted identical NP, what NP has been deleted in *mabait na mabait* or *apat-na-pu*? Conceivably, this is the same kind of *na* and yet it cannot be shown to take the place of anything.

Then there is the argument that since a simple transformation, the identical noun phrase deletion rule, can delete the identical NP, all that is needed is to establish a rule to introduce the *na* before the remaining constituents. There is no need to complicate the process by claiming that *na* substitutes for the deleted constituent.

The result of deleting the identical NP and introducing the linker *na* is:



Now for a consideration of the difference between the deep structure configurations of Tagalog relative phrases and clauses. As alluded to in Section 2.9, a relative phrase is produced when the deleted identical NP constituent is subject (see, for example, (29.1)-(29.3)). If, however, the identical NP in the embedded S is not the subject-NP, but,

for instance, the oblique-NP (as in 322.1) or the genitive NP (as in (322.2#) and (322.3#) - whose deep structures can be given informally as *Mayroon akong isang problema. Hindi ko alam ang solusyon ng problema. and Nagwagi iyong contestant. Mahaba ang buhok ng contestant.*), then the NP-subject is retained and consequently the relative construction is a clause.

It is obvious from this discussion that a Tagalog relative phrase is not simply a reduced relative clause. There is a fundamental difference between them. This is not the case in English where a participial phrase as in the following example:

(271.10) - *ito po ba'y binuo ng D.A.R. o mayroon pong ibang organisation involved in this thing.*

can alternately be called a surface structure relative phrase coming from the relative clause:

(271.10') - *ito po ba'y binuo ng D.A.R. o mayroon pong ibang organisation which is involved in this thing.*

In Tagalog, therefore, the embedded S can become either a relative phrase or a relative clause depending on whether the identical NP in the embedded S is subject or not. In English, the embedded S can become a clause which then may be reduced to a phrase if it satisfies the requirements of having a relative pronoun and a form of the copula 'be' as subject and predicate.

3.2.3. SOME OBSERVATIONS

The first observation concerns the distinction between restrictive and non-restrictive clauses.

Since there is a distinction in meaning between the two sentences:

(323.1#) *The band which had ten musicians played well.*

(323.2#) *The band, which had ten musicians, played well.*

there should be, in principle, a difference in the deep structure posited for (323.1#) and (323.2#).

The analysis proposed by Jacobs and Rosenbaum, which has been adopted here, captures this difference in deep structure: A non-restrictive relative clause is generated from a conjoined S; a restrictive relative clause is generated from an S embedded in an NP containing another NP.

A second observation concerns the absence in the corpus of code switches involving Tagalog non-restrictive relative phrases and clauses. Considering that there are only four cases of Tagalog relative constructions included in the data, such a gap in the corpus is not unexpected. The fact is that there are non-restrictive relative phrases in Tagalog, for example:

- (323.3) At kapiling nga po natin si G. Jose Medina, Jr.
na maaring magbigay sa atin ng ilang bagay ukol
sa departamentong ito ng ating pamahalaan -
 (5.2, GG.2, 3/3)

And it can be surmised that for:

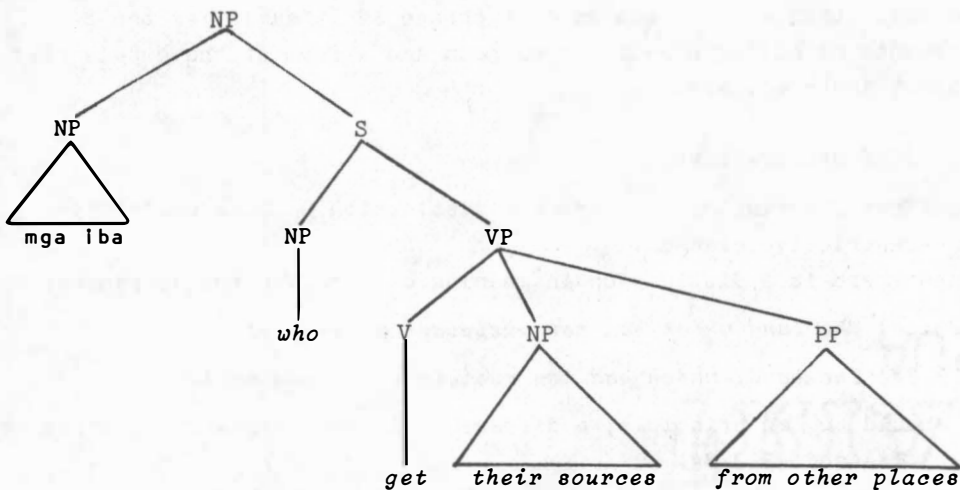
- (323.4) At saka sa bandang Bataan po mayroon iyong *Roosevelt National Park*, which is now developed as a tourist spot. (3214.1)

it is possible to say:

- (323.4') - mayroon iyong *Roosevelt National Park*, na ngayon ay developed na bilang tourist spot.

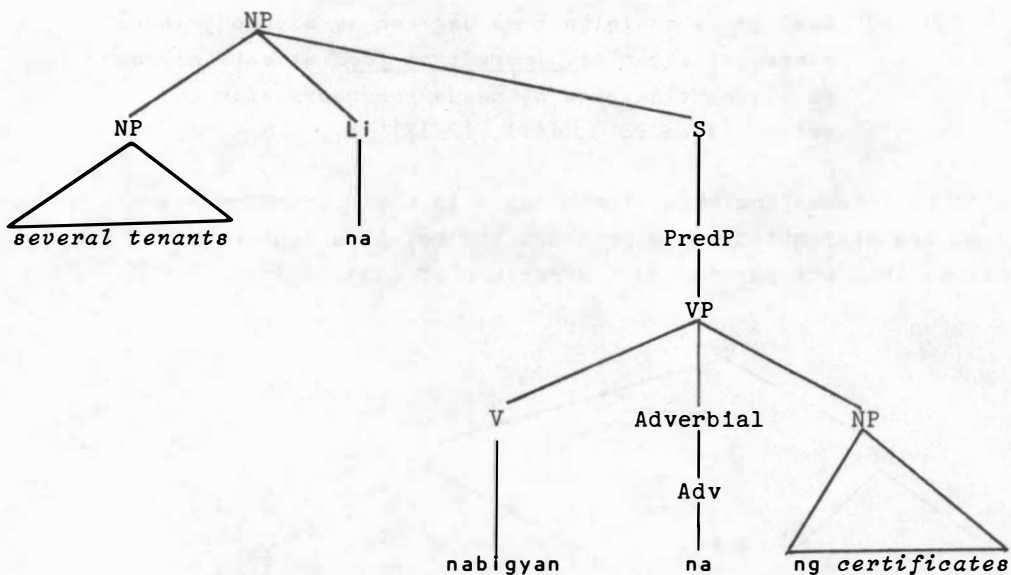
where the Tagalog relative phrase is non-restrictive.

Another observation concerns the difference between the surface structure trees of English and Tagalog relative constructions. In English, the relative pronoun fulfills the function of not only connecting the relative clause to the main clause but also taking the place of the identical NP, as the surface structure tree diagram for (3211.2) shows:

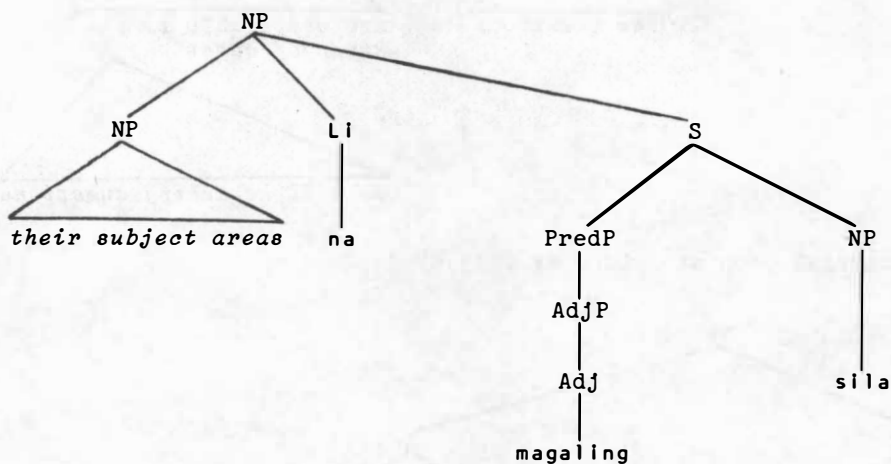


Notice that here the relative pronoun is dominated by S.

In Tagalog, the linker does only that - connect the relative construction to the main clause; it fulfills no other function. This is demonstrated by the surface structure tree diagram for (29.2):



and for (322.1).



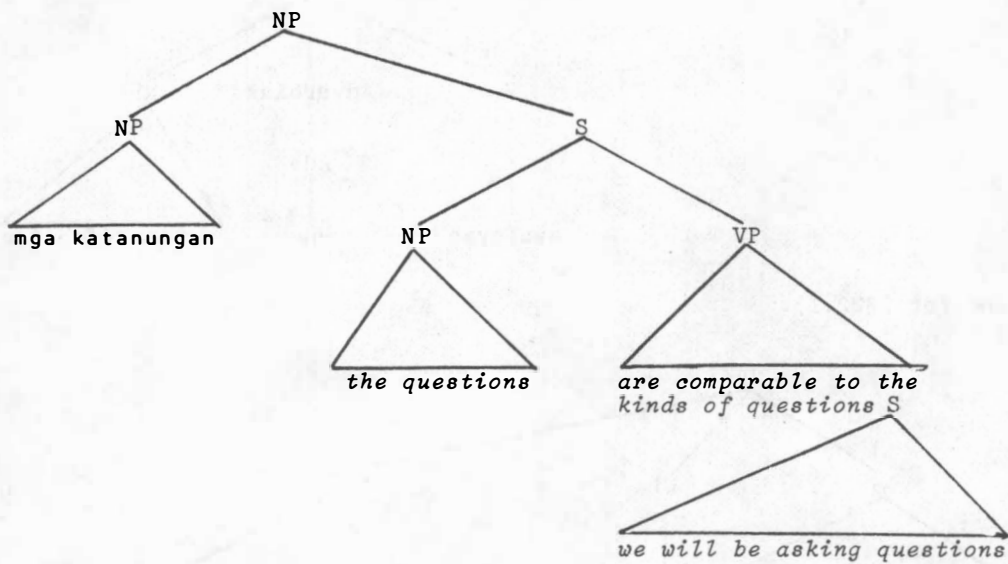
where *na* is outside the S and is dominated by NP.

Now that Tagalog relative phrases and clauses and English relative constructions have been discussed, it will be possible to consider the following problematic cases:

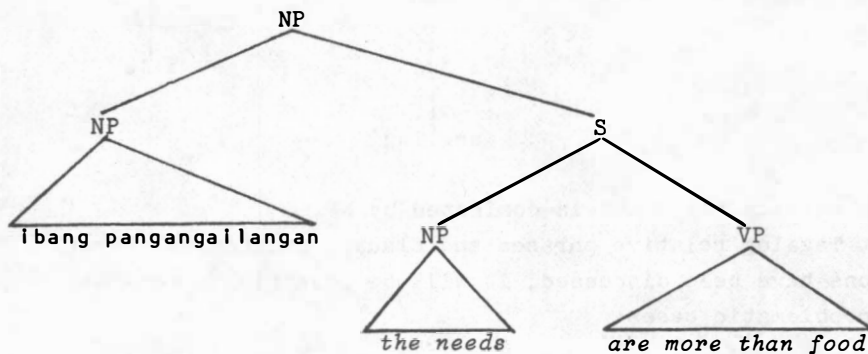
- (323.5) Mayroon kaming *practice tests* ng N.C.E.E., may mga katanungan na comparable to the kinds of questions that we will be asking. (1.53, AF.21, 3/7)

- (323.6) Kami po ay naniniwala na ang tao ay mayroong ibang pangangailangan na...more than food at saka mayroon po siyang tinatawag na *needs for recreation and relaxation*. (2.3, JA.1, 12/13)

What is interesting about these cases is their transformational history. What transformations have produced the relative constructions here? Assume that the partial deep structure of (323.5) is:



and the partial deep structure of (323.6) is:



Perhaps the transformational cycle first substitutes the appropriate relative pronoun for the identical NP to produce:

(323.5') - mga katanungan *which are comparable to the kinds of questions* -

(323.6') - ibang pangangailangan *which are more than food* -

Then the relative clause reduction transformation can apply to produce:

(323.5'') - mga katanungan *comparable to the kinds of questions* -

(323.6'') - ibang pangangailangan *more than food* -

Finally since the NP is a Tagalog word, the Tagalog linker *na* is introduced to link the reduced English relative clause to the Tagalog NP to produce:

(323.5''') - mga katanungan *na comparable to the kinds of questions* -

(323.6''') - ibang pangangailangan *na more than food* -

But another possibility does not seem counter-intuitive. What if the bilingual has simply applied the Tagalog process of relativisation? That is, first he deletes the identical NP in the embedded S to produce:

(323.5') - mga katanungan *comparable to the kinds of questions* -

(323.6') - ibang pangangailangan *more than food* -

and then he introduces the linker *na*:

(323.5'') - mga katanungan *na comparable to the kinds of questions* -

(323.6'') - ibang pangangailangan *na more than food* -

If he does this, then the process is much shortened because he bypasses the step that introduces the relative pronoun-substitute for the identical NP and the other step that applies the relative clause reduction transformation.

The second interpretation, if acceptable, leads to a provocative conclusion: A sophisticated bilingual (leaving '*sophisticated*' undefined) applies the strategies and tactics that accomplish the task faster - he can therefore apply a transformation in one language to a construction in the other language. Only more data, perhaps of the experimental kind, can prove or disprove such a contention.

There are no other instances of *na* as a linker between an English relative clause and a Tagalog main clause. Does a speaker have the freedom to choose between the Tagalog linker *na* and an English relative pronoun?

Consider possible transformations of (3211.1) and (3211.2).

(323.7) Wala hong paraan para maiwasan na magkaroon ng examination na fair to everybody. (3211.1')

(323.8) *- subali't mayroon din pong mga iba na get their sources from other places - (3211.2')

(323.8) is obviously unacceptable while (323.7) seems acceptable.

How does the behaviour of *na* in such cases interact with the analysis of *na* in Tagalog relative constructions? The assumption is that *na* is just a linker; therefore, if the English relative clause has a predicate (like '*get*' in (323.8)) but no subject, then *na* cannot link that construction to the main clause because *na* is only a linker, it is not a substitute for the subject. But if the copula appears with the relative pronoun, both relative pronoun and copula can be deleted and *na* can link the remaining constituents, either a present or past participle verb or a predicate adjective (as is the case in (323.7)) or less frequently a predicate noun, to the main clause the way *na* links a lot of the examples given in Section 2.2.2 to their head constituent.

3.3. NOUN CLAUSES

Traditionally, a noun clause is a clause that fills the slot occupied by a noun in the sentence. A commutation test can therefore be applied to show that (33.2#) and (33.4#) below have a noun clause each:

(33.1#) Nakita ni Tomas ang aksidente.

(33.2#) Nakita ni Tomas na nasagasaan ang bata.

(33.3#) *The news is astonishing.*

(33.4#) That the Watergate incident produced such results is astonishing.

Sometimes a noun and a noun clause co-occur, as in (33.6#) and (33.8#):

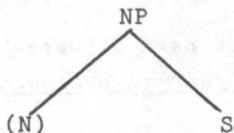
(33.5#) Naniniwala sila sa balita.

(33.6#) Naniniwala sila sa balita na tataas na naman ang presyo ng gasolina.

(33.7#) *The principle is well-established.*

(33.8#) The principle that what goes up must come down is well-established.

Schematically, transformational grammar can represent these two possibilities by having an NP node dominate an optional N and an obligatory S, thus:



But such an analysis is tentative and will be reconsidered at the end of the discussion, in Section 3.3.4.

The fact that an NP dominates a lower S brings to mind the analysis given to relative clauses. At this point, perhaps, a comparison between noun clauses and relative clauses is called for.

Both noun clauses and relative clauses originate as S's dominated by an NP. But there is a crucial difference between them. As shown in the preceding section, relative clauses are formed only if there is an NP constituent in the embedded S which is co-referential with an NP constituent in the higher S. But there is no such requirement for noun clauses. In the tree above, there are no constraints, aside from semantic ones, on what N and what S are juxtaposed.

This section will consider code switches involving English noun clauses, Tagalog noun clauses, and conjoined Tagalog and English noun clauses. These clauses will be analysed according to their constituent structure and according to the function of the NP that dominates them. The section closes with an informal discussion of some observations regarding noun clauses.

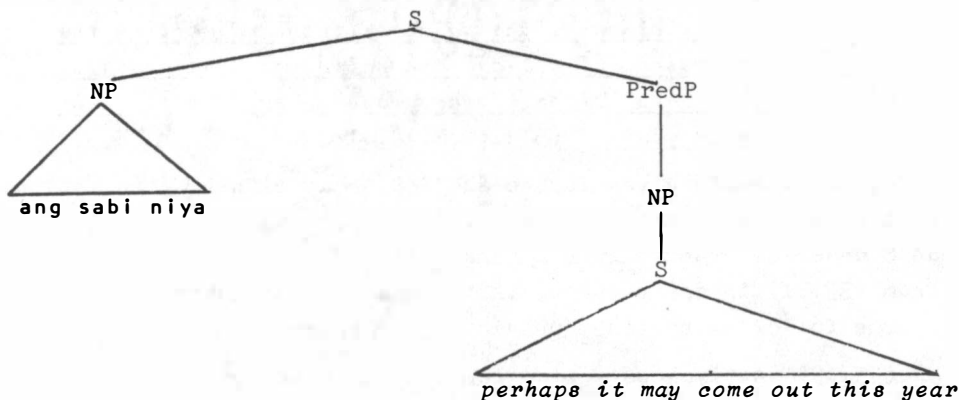
3.3.1. ENGLISH NOUN CLAUSES

Consider the following sentence:

- (331.1) At ang sabi niya, "Perhaps it may come out this year".
(3.32, GM.10, 3/3)

Here, the Tagalog subject *ang sabi* is followed by a direct quotation noun clause.

(331.1) can be analysed as a Tagalog sentence in inverted order, with juncture serving as inversion marker instead of *ay*.³ Therefore, the direct quotation in English is structurally an S functioning as an NP in predicate position with the Tagalog quotation tag, *ang sabi*, as NP-subject, thus:



A direct quotation noun clause is also in predicate position in the following cases:

- (331.2) Pwede ko bang basahin po iyong kwan. Dito po sa ordinance four-seven-six-five, section seventeen: mixed, in parentheses, male and female boarders in dormitories and boarding-houses prohibited: It shall be unlawful for any person, entity or corporation to own, keep, maintain or conduct any dormitory or boarding-house for mixed boarders in the same building. (7.11, JR.5, 4-5/7)
- (331.3) E dine po sa section fourteen regarding the ventilation, size of rooms and bedspacing: All buildings erected or altered for use as dormitory or boarding-house shall have the rooms of such size that adequate air space shall be provided for each occupant. (7.15, JR.6, 4/6)

where, following the analysis in (261.26), 'regarding the ventilation -' is considered the insertion of an English prepositional phrase into a Tagalog construction.

It seems that the Tagalog element in these two cases has undergone deletion. It can be surmised that, fully reconstructed, for (331.2), the Tagalog construction would be:

(331.2') Ang sabi po dito sa ordinance four-seven-six-five - and for (331.3), it would be:

(331.3') E ang sabi po dine sa section fourteen regarding the ventilation -

Another example of such a configuration, this time without any deleted element, is:

(331.4) E tungkol sa halaga ng lupa, ang formula niyan e... that the land...the value of the land will be the equivalent of two-and-one-half times the gross... the gross harvest...the gross average of the last three years. (5.31, JM.14, 1/3)

here, ang formula niyan is the subject, e is either a hesitation marker or the relic of the inversion marker ay, and the indirect quotation is an S under an NP node functioning as PredP. But (331.4) is different from (331.1) in one respect, in the use of the linker 'that'.

The following sentence presents a problem:

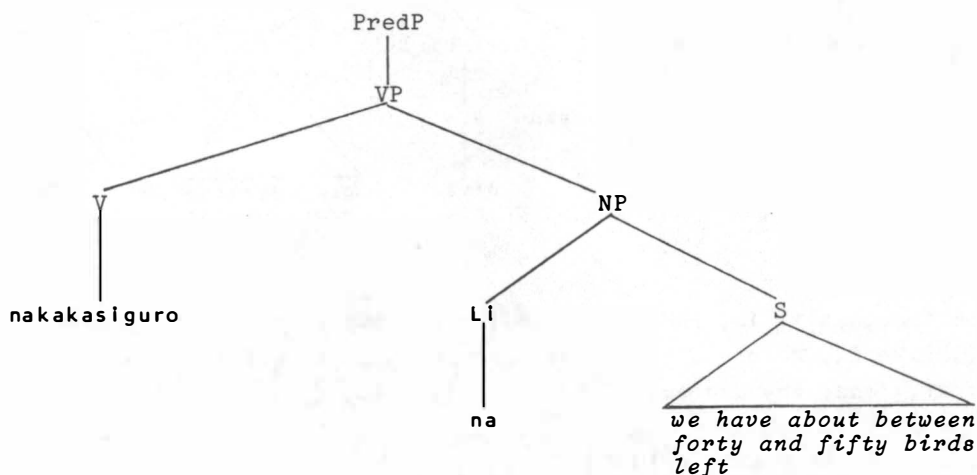
(331.5) At iyon po'y kino-compute namin per given area how many animals might be present. (2.24, JA.11, 3/4)

If 'how many animals might be present' is analysed as a noun clause functioning as subject of the sentence (cf. *kino-compute namin per given area ang bilang ng hayop*), what of *iyon*, which is an *ang*-form and therefore, a possible subject? Arbitrarily, the performance factor can be brought in and *iyon* can be considered a variant of *doon*. But perhaps a more plausible analysis is that given in Section 3.3.4.

In (331.6), the noun clause does not function as subject of the sentence:

- (331.6) Sa ngayon po ang concentration ng aming *project to save the monkey-eating eagle* ay sa Mindanao dahil sa Mindanao po... *doon lang tayo nakakasiguro na we have about between forty and fifty birds left.*
(2.36, JA.17, 2/5)

Its partial surface structure tree is:



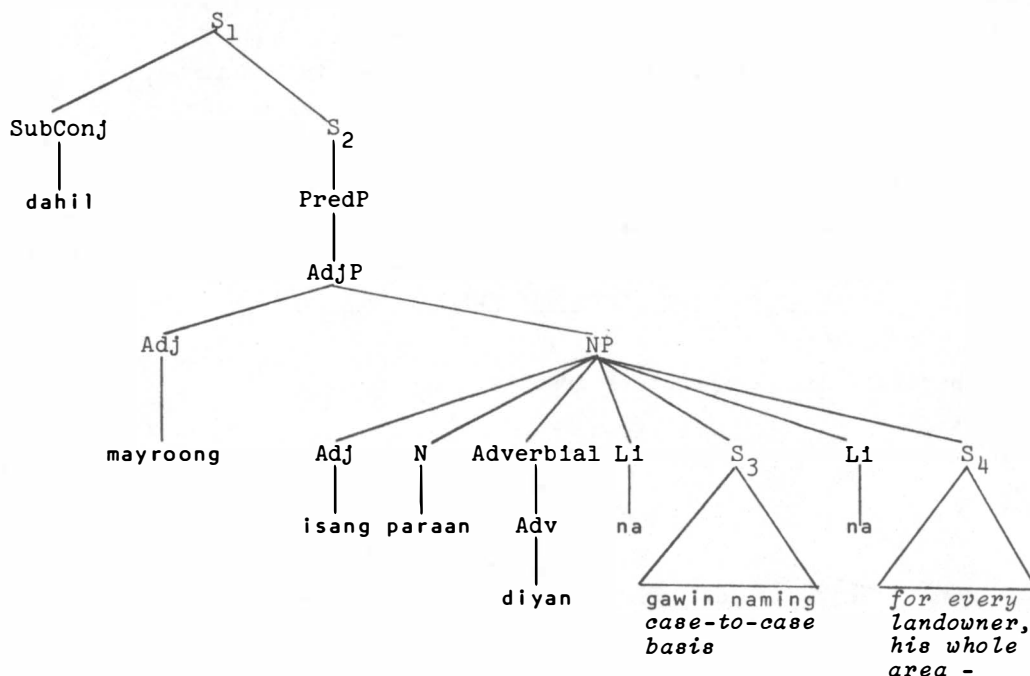
where the noun clause is the object of the verb *nakakasiguro*.

The sentence excerpt below has multiple embeddings, but only the noun clause is relevant to the present discussion:

- (331.7) - e pinag-aaralan namin ngayon kung papaano ang pagpapahalaga dahil mayroong isang paraan diyan na gawin naming *case-to-case basis, meaning to say, na for every landowner, his whole area that is worked by several tenants na nabigyan na ng certificates, this can be valued individually as a single farm.*
(5.33, JM.15, 1/4)

Notice that the underscored constituent, a code switch involving an English noun clause, features the Tagalog linker *na* and it also contains the Tagalog relative phrase *na nabigyan na ng certificates*.

It is difficult to attempt a tree diagram for an utterance like this, but perhaps it is possible to venture drawing a partial surface structure tree:



The tree, as it is, indirectly indicates what is intuitively felt - that S_4 , like S_3 , refers to the N *paraan*; it does not refer to the N closest to it, 'case-to-case basis' in S_3 .

3.3.2. TAGALOG NOUN CLAUSES

The Tagalog noun clauses found in English sentences can be divided into two main groups. In one group, the noun clauses are preceded by a noun which they are in apposition to; in the other group, no such noun is present.

Consider the following sentences, which belong to the first group:

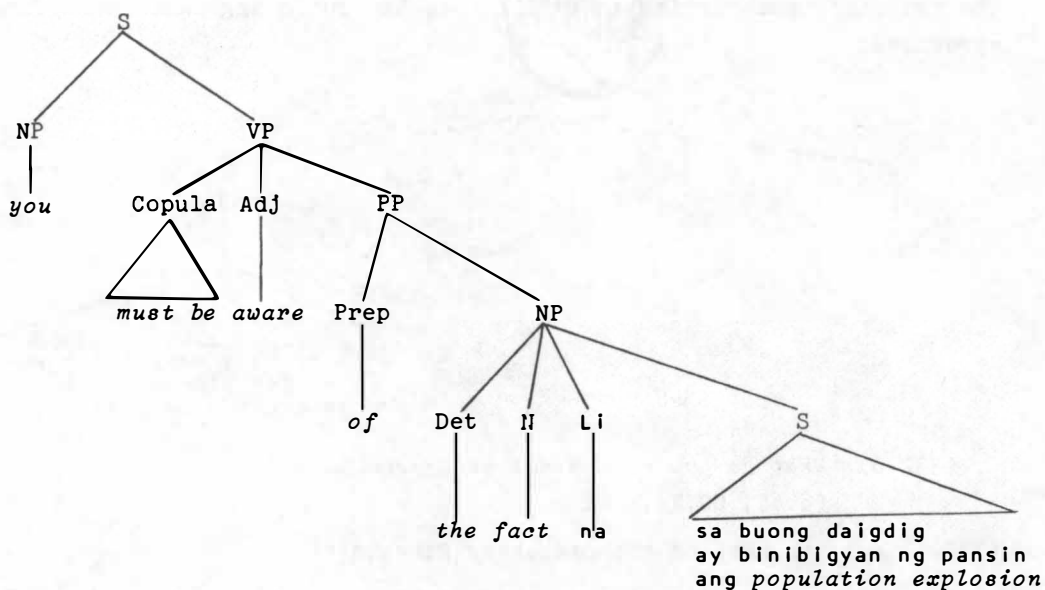
(332.1) *You must be aware of the fact na sa buong daigdig ay binibigyan ng pansin ang population explosion o tinatawag po natin sa wikang Pilipino na pagdami ng tao -*

(4.2, GG.2, 2/6)

(332.2) *Plus the fact na dapat natin i-...isaisip na ang... ang population control programme o ang family planning movement ay hindi lamang dahil sa tayo ay may socio-economic problem -* (10.46, ML.11, 6/12)

- (332.3) *I would just like to express a fear of mine regarding this na baka dahil ho magiging nationwide na naman ito ano? nationwide ho ito?...na baka sana hindi magkapareho na mayroong irregularities* - (1.41a-b, CS.4a-b, 2/2-1/2)

In these cases, the noun clause is adjacent or almost adjacent to the noun to which it refers. Below is the surface structure tree for (332.1):

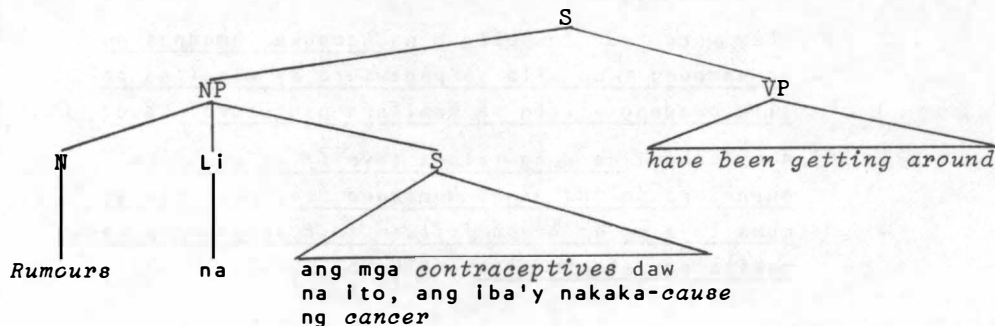


In all the cases given above, the noun clause falls under the VP node.

The noun clause in the sentence below has been extraposed to the end of the sentence:

- (332.4) *Rumours have been getting around na ang mga contraceptives daw na ito, ang iba'y nakaka-cause ng cancer.* (10.29, AR.6, 5/8)

Prior to postposition, the tree must have been:

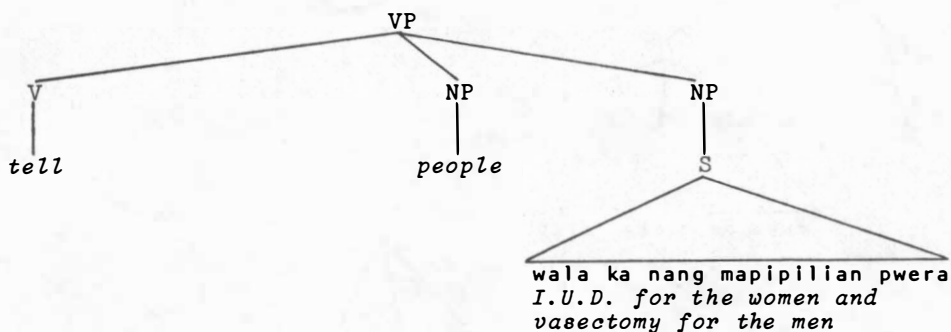


where the noun clause obviously is part of the NP-subject.

The noun clauses in the second group are not preceded by a noun. Consider the following:

- (332.5) *A, we have not yet come to the point whereby we will have to tell people, a, wala ka nang mapipilian pwera I.U.D. for the women and vasectomy for the men.*
(10.48, ML.12, 5/7)

The relevant construction in (332.5) has the following partial surface structure:



- (332.6) *What do you mean hindi mapo-promote po?*
(8.65, GG.24, 1/2)

((332.6) repeats part of the preceding utterance:

- (332.7) *Pero hindi sila mapo-promote hanggang hindi sila makakapasa sa isang eksamen ng teacher.* (8.64, NP.25, 4/4.)

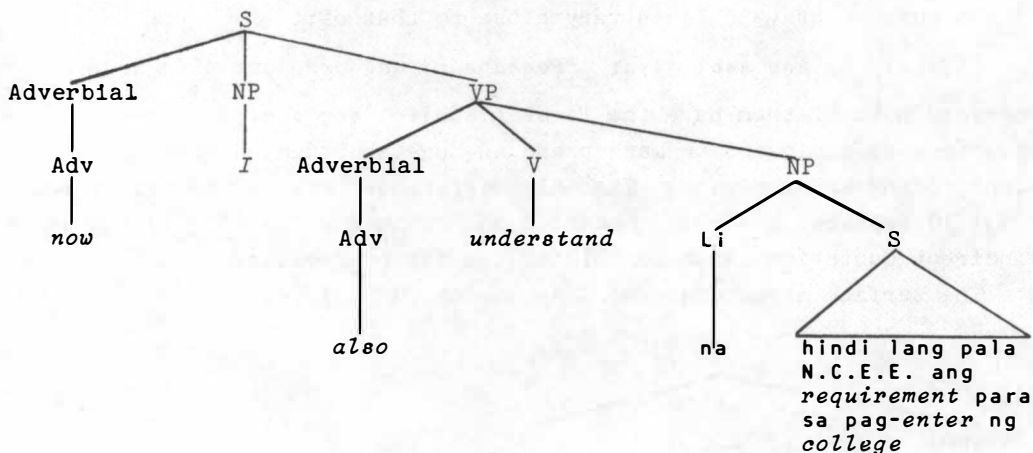
Here, the Tagalog noun clause, like that in (332.5), is object of the verb. Notice that the expected subject of the noun clause, *sila*, has been omitted.

The noun clauses in the sentences below have certain properties in common:

- (332.8) *Now I also understand na hindi lang pala N.C.E.E. ang requirement para sa pag-enter ng college.*
(1.47, SC.5, 1/2)
- (322.9) *They were made to believe na kapagka lumagpas po ng sampung taon sila sa pagtuturo ay hindi na po sila pwedeng alisin sa kanilang pagtuturo.* (8.61, GG.22, 2/3)
- (332.10) *A...I think na kung talaga tayo if we will put ourselves in the right horizons...a, maghihintay muna tayo ng at least fifteen to twenty years bago makita ang efekto nito.* (10.46, ML.11, 12/12)

In the last case, the noun clause is not completed in Tagalog (part of it is an English adverbial clause). But all three cases are alike in that their noun clauses serve as objects of the verb and are introduced by *na*.

The surface structure tree for (332.8) is representative of this group:



The noun clause in the sentence below is also an object of the verb but this time it is introduced by *kung*:

- (332.11) *And out of what they choose we try to see as physicians kung ito ay pwede nga sa kanila.*
(10.61a, AR.14a, 5/8)

In the final example for Tagalog noun clauses, the noun clause is introduced by the English linker '*that*':

- (332.12) *A...also I think that...ang...ang efekto ng family planning programme ay hindi natin makikita in... within the next five or ten years lang -*
(10.46, ML.11, 11/12)

Notice that in the transcription there is a pause - as indicated by the three dots - between the English linker and the Tagalog embedded S. If the pause had occurred between the main clause and the linker introducing the noun clause, what would have been used - the English '*that*' or the Tagalog *na*? Judging from the cases given here, it would most probably have been *na*.

3.3.3. CONJOINED TAGALOG AND ENGLISH NOUN CLAUSES

Conjoined noun clauses in Tagalog sentences will be taken up first. Consider the following sentence:

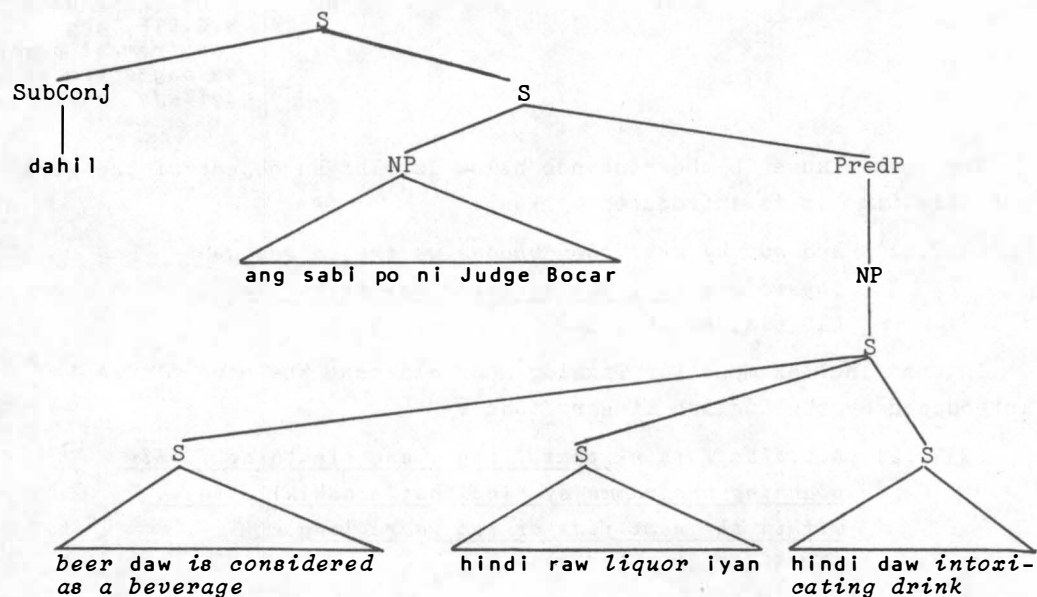
- (333.1) Dahil ang sabi po ni Judge Bocar, beer daw is considered as a beverage, hindi raw liquor iyan, hindi daw intoxicating drink - (7.20, JR.8, 3/5)

The structure of (333.1) is very close to that of:

- (331.1) At ang sabi niya, "Perhaps it may come out this year."

because both of them have the Tagalog subject *ang sabi* followed by juncture as an inversion marker and an English S dominated by an NP functioning as predicate. The only difference between the two is that (331.1) features a direct quotation noun clause while (333.1) has an indirect quotation (with conjoining) as its noun clause.

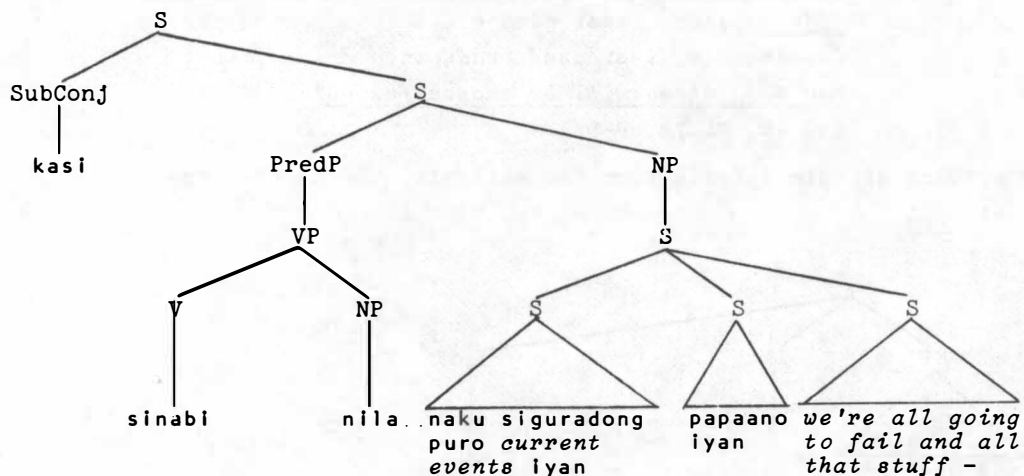
The surface structure tree diagram for (333.1) is:



The following sentence also involves a quotation:

- (333.2) Kasi noong...*when this thing first came out* no? Iyong kasi sinabi nila...naku siguradong puro current events iyan, papaano iyan, we're all going to fail and all that stuff if we don't read newspapers every day. (1.57, RP.5, 2/3)

Below is the tree for the S under consideration:

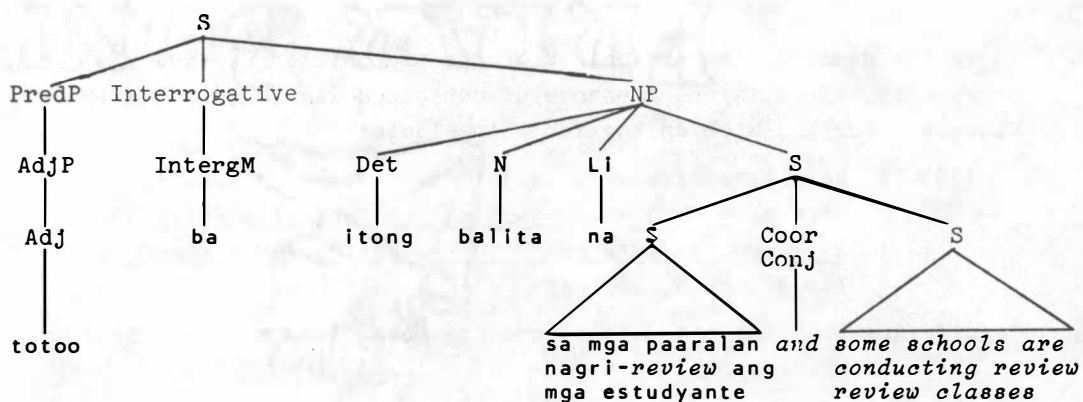


and it shows that the concatenated noun clauses (the embedded S's) are functioning as subject.

The conjoined noun clauses below also function as subject, but notice that this time they are preceded by a noun:

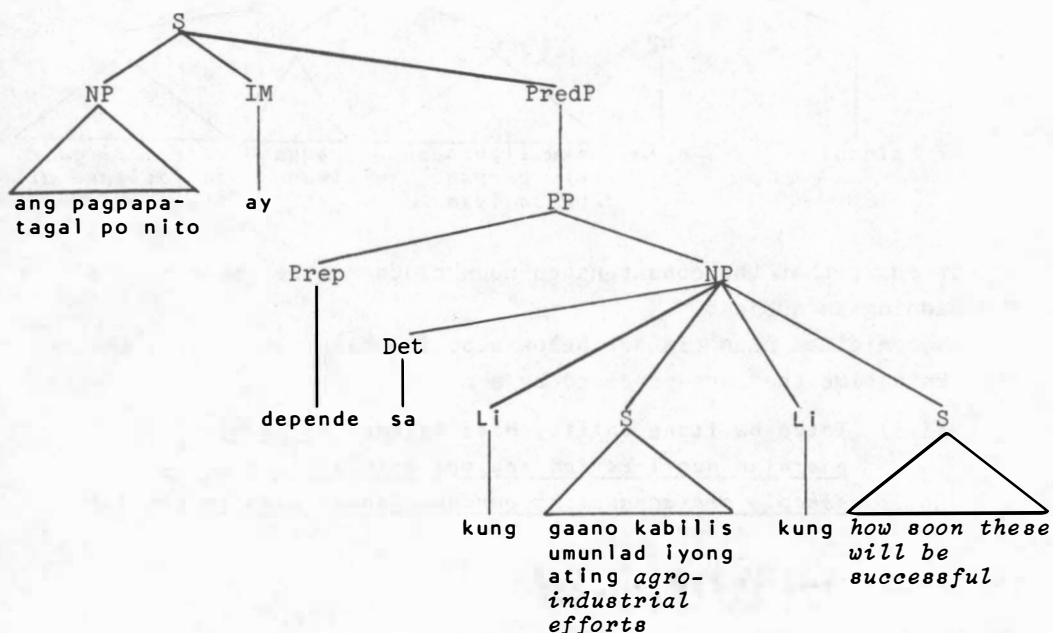
- (333.3) Totoo ba itong balita, Miss Salang, na sa mga paaralan nagri-review ang mga estudyante and some schools are conducting review classes para sa kanila?
(1.61, GG.27, 1/1)

The partial tree for (333.3) is:



- (333.4) A, ang pagpapatagal po nito ay depende sa kung gaano kabilis umunlad iyong ating agro-industrial efforts ano? Lahat nitong...a...increased foreign investments, increased production drives, kung how soon these will be successful no?
(10.46, ML.11, 4-5/12)

Omitting certain details from the analysis, the partial tree for (333.4) is:

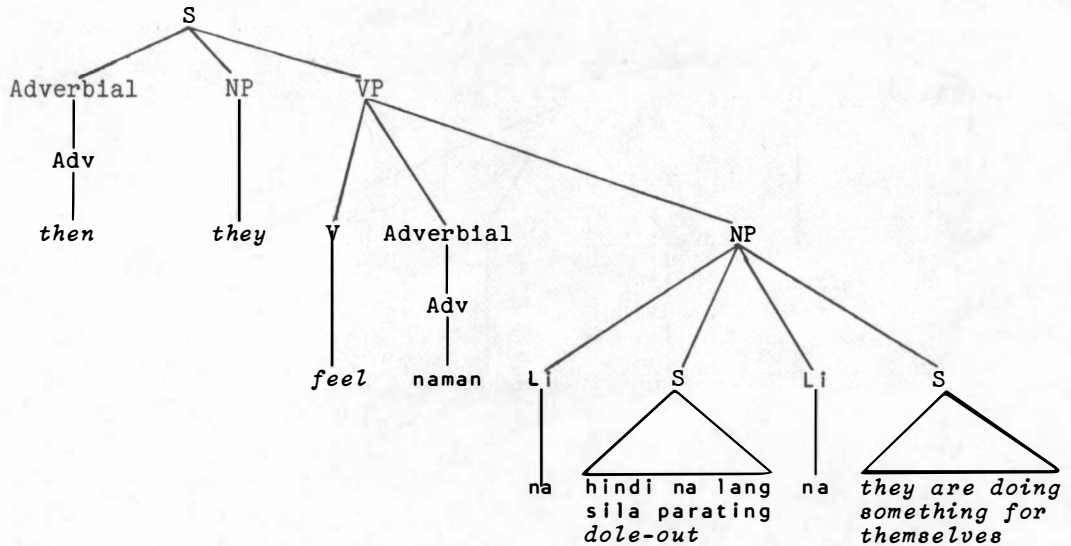


where the noun clauses are object of the preposition depende.

Finally, there is one instance of conjoined Tagalog and English noun clauses occurring with an English main clause:

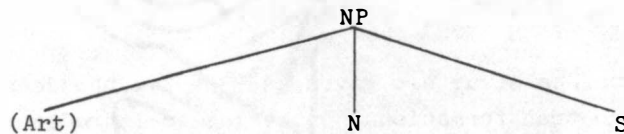
- (333.5) Pero kapag iyang may ibinibigay sila nang kaunti, then they feel naman na hindi na lang sila parating dole-out, na they are doing something for themselves.
(10.27, ML.8, 10/12)

Considering only the main clause and the noun clauses, the tree is:



3.3.4. SOME OBSERVATIONS

The distance between the deep structure and the surface structure of a noun clause is relatively narrow; thus, it was not found necessary to indicate the deep structure of the noun clauses given in this section. Stated briefly, the deep structure of English noun clauses, following the analysis proposed by Jacobs and Rosenbaum (1968), would be:



where the N is an obligatory constituent. In a sentence like:

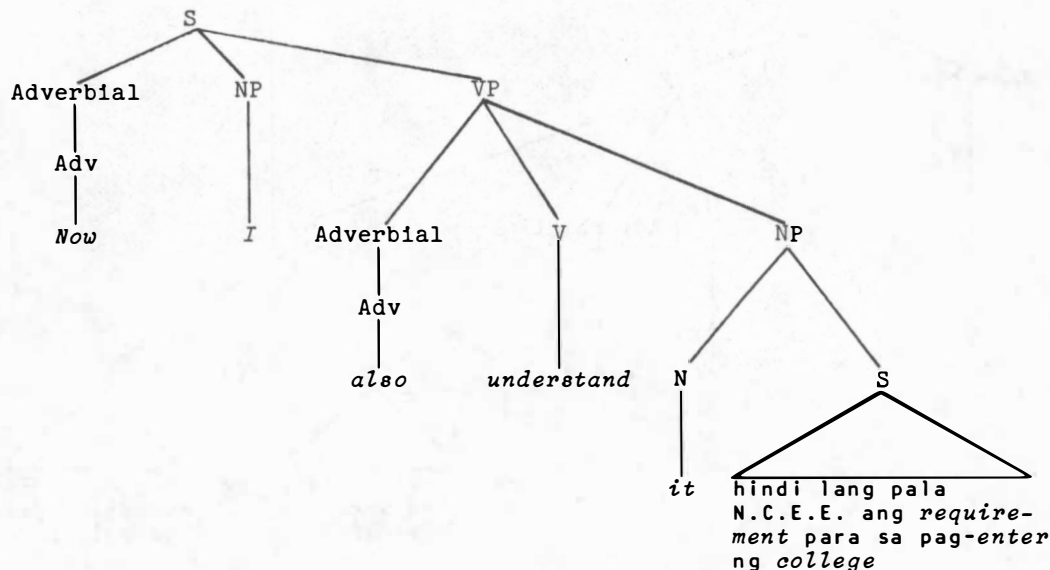
- (334.1) *Plus the fact na dapat natin i-...isaisip na ang... ang population control programme o ang family planning programme ay hindi lamang dahil sa - (332.2)*

the N is present - 'fact'.

But in a sentence like:

- (334.2) *Now I also understand na hindi lang pala N.C.E.E. ang requirement para sa pag-enter ng college. (332.8)*

there is no N in surface structure. In such a case, Jacobs and Rosenbaum would posit an underlying N - 'it' - thus:



This underlying 'it' makes it easier to derive sentences like:

(334.2') *Now it is understood by me na hindi lang pala
N.C.E.E. ang requirement para sa pag-enter ng college.*

where the noun clause has been extraposed to the end of the sentence.

And positing an underlying 'it' brings all noun clauses under the same general rule of:

NP → (Art) N S

To get to the surface structure given as (334.2), the deep structure will have to undergo transformational processes to introduce the Tagalog linker *na* and to delete the underlying 'it'.

The question now is: If the uppermost S is Tagalog and not English, in other words, if the main clause is Tagalog, will it still be necessary to posit an underlying N?

One point to consider is that Tagalog presents no exact analogue to the English expletive 'it'; where English has to say '*It's raining*', Tagalog has *Umuulan*.

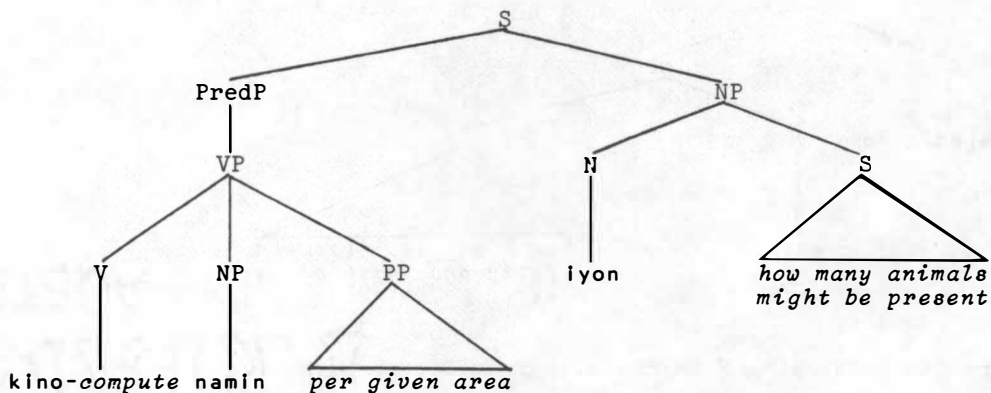
But if the underlying N is not an analogue to 'it', is there perhaps some other analogue appearing as N?

In fact, there seems to be such an analogue and there seem to be grounds for positing an underlying N in Tagalog. The reason is the same as that for English: It will simplify the grammar by making one general rule generate all noun clauses.

Consider the following sentences:

- (334.3) At *iyon po'y kino-compute namin per given area*
how many animals might be present. (331.5)

Perhaps the partial deep structure for this is:



where *iyon* seems to be an underlying N that has surfaced.

- (334.4) - *maraming natakot kasi sinabi nila...naku*
siguradong puro current events iyan, papaano
iyon - (333.2)

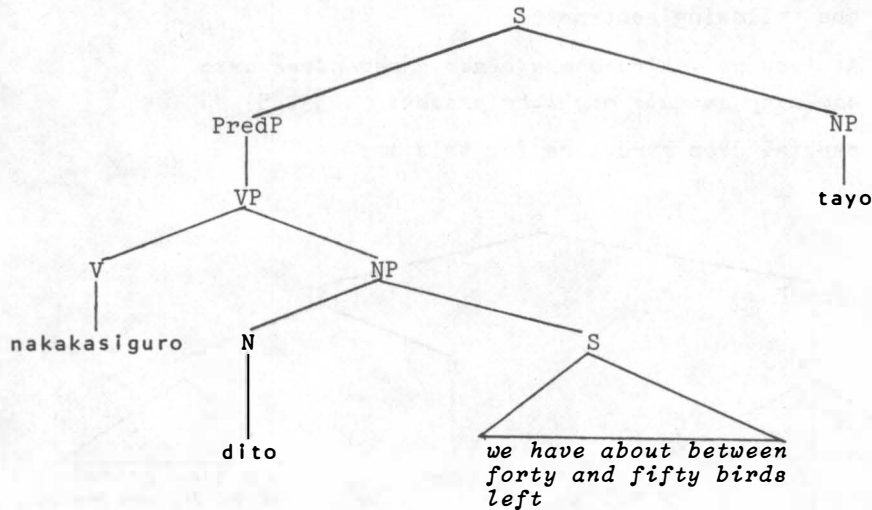
where it seems plausible to consider the complete sentence to have an underlying *ito*:

- (334.4') - *maraming natakot kasi sinabi nila ito...naku*
siguradong puro current events iyan, papaano iyan -

This underlying N can be given the lexical shape *iyon* or *ito*, but it can assume some other shape depending on the determiner that accompanies it. Consider the following:

- (334.5) - *ang concentration ng aming project to save the*
monkey-eating eagle ay sa Mindanao dahil sa Mindanao
po...doon lang tayo nakakasiguro na we have about
between forty and fifty birds left. (331.6)

Presumably *doon lang* refers to Mindanao, so we exclude that phrase from consideration. Consider only *nakakasiguro tayo na we have about -*. Perhaps the deep structure will be:



where the underlying N is now *dito* from Det *sa* + N *ito*.

Whatever the lexical realisation of this underlying N, having it in the deep structure for noun clauses seems to contribute to a more parsimonious Tagalog grammar.

The Tagalog linker *na* and the English linker *'that'* show remarkable convergence. This is because they fulfill the same function - they introduce the noun clause. They therefore share the same contexts and, in instances of rapid code switching, they can be used interchangeably. For example, in:

- (334.6) *A...also I think that...ang...ang efekto ng family planning programme ay hindi natin makikita in... within the next five or ten years lang - (332.12)*

and in:

- (334.7) *- dahil sa Mindanao po...doon lang tayo nakakasiguro na we have about between forty and fifty birds left. (331.6)*

the use of the linker *'that'* rather than *na* in (334.6) and the use of *na* rather than *'that'* in (334.7) most probably is due to chance: The one or the other is just as natural in the case of noun clauses embedded in sentences featuring Tagalog-English code switching.

What is noteworthy about the noun clauses in the corpus is the prevalent use of *na* as linker for both Tagalog and English noun clauses; *'that'* displays more limited use.

The observation can be made that code switching takes place with the lower S - and that the code switching may or may not include the linker. In effect, the code switch affecting the lower S may be anticipated in the linker.

3.4. ADVERBIAL CLAUSES

The transformational literature on adverbial clauses is nowhere as extensive as that on relative clauses or even on noun clauses. To take two transformational grammar books as examples, Jacobs and Rosenbaum (1968) devote a whole chapter to restrictive relative clauses and part of a chapter to non-restrictive clauses and part of three chapters to noun clauses, Reibel and Schane (1969) have an entire section on relativisation; in both books, however, adverbial clauses are mentioned only in passing. The same kind of imbalance can be found in other transformational grammar books.

This neglect of adverbial clauses in transformational grammar is remarkable because adverbial clauses figure prominently in language use. In the corpus, for example, there are about twice as many instances of code switches involving adverbial clauses and their main clauses than relative clauses or noun clauses.

The analysis given to adverbial clauses in this study is only suggestive - at this stage of theorising in transformational grammar, no treatment can claim to be definitive. What will be attempted in this introduction is to show the motivation for adopting the particular position taken here.

Consider the following sentences with underscored English adverbial clauses:

- (34.1) *Ang Bureau of Public Highways nagbibigay po ng contribution when we beautify the highways and promenade for them.* (2.17, JA.8, 5/7)
- (34.2) *When we fielded the examinations since nineteen seventy, wala kaming ginagamit na *passing mark.** (1.39, AF.5, 2/6)

Consider also the following sentences with underscored Tagalog adverbial clauses:

- (34.3) *Sa ngayon po, it is now what we may call fully-developed maski na ho kami'y nagdadagdag pa ng iba-ibang mga halaman na makapagbibigay ng kagandahan sa parke.* (2.5, JA.2, 2/4)
- (34.4) *At kung mayroon mang pong mamamasyal doon at kung gustong matulog doon...these are the facilities that can be available.* (2.13, JA.6, 18/18)

Why is it that the underscored adverbial clauses in (34.2) and (34.4) do not seem to constitute code switches although the underscored adverbial clauses in (34.1) and (34.3) do? Rephrased, why is it that in (34.2) and (34.4) the code switches seem to involve the main clauses, not the adverbial clauses?

Notice that (34.2) and (34.4) feature an adverbial clause coming before the main clause. Does position of the adverbial clause in the sentence interact with the place of occurrence of a code switch? The question can be restated as an operational test: If the main clause were flipflopped to come before the adverbial clause, where would the code switch occur?

Consider (34.2) and (34.4) after flipflopping:

(34.2') *Wala kaming ginagamit na passing mark when we fielded the examinations since nineteen seventy.*

Now, the locus of the code switch is the adverbial clause '*when we fielded the examinations*' -.

Consider also (34.4) and (34.4') placed side by side:

(34.4) - *kung mayroon mang pong mamamasyal doon at kung gustong matulog doon...these are the facilities that can be available.*

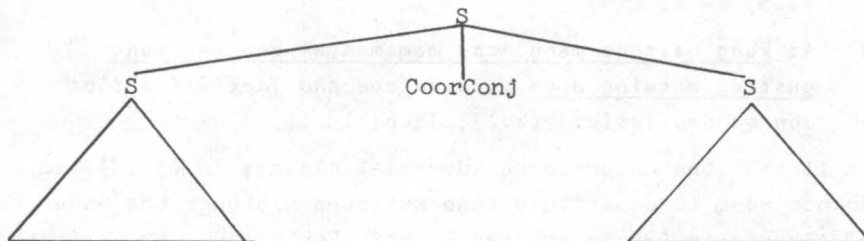
The code-switched clause here is the main clause '*these are the facilities that can be available*'.

(34.4') *...these are the facilities that can be available kung mayroon mang pong mamamasyal doon at kung gustong matulog doon.*

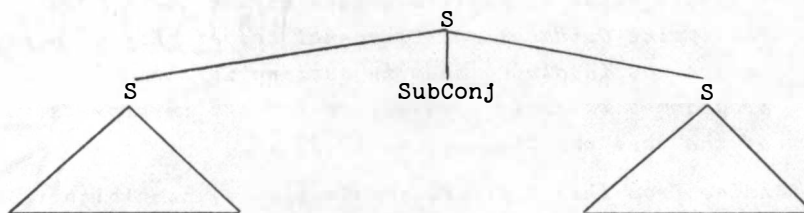
The code-switched clause now is the adverbial clause *kung mayroon mang pong mamamasyal doon* -.

The same situation obtains for independent clauses. As the next section will show, when independent clauses coming from two different languages are conjoined or concatenated, it is plausible to say that the code switch occurs between the two clauses, that is, the code switch occurs with the second clause.

Perhaps, then, the analysis of adverbial clauses should be aligned to the analysis of independent clauses by analogy. In that case, the tree diagram for adverbial clauses should be similar to the following tree diagram for independent clauses:



For adverbial clauses and their main clauses, therefore, this study adopts the following tree structure:



with the first lower S defining what is traditionally called the main clause, and the SubConj and the second lower S together defining what is traditionally called the adverbial clause.⁴

Note that in such an analysis, the SubConj appears under a separate node - it is outside both the first lower S and the second lower S - with the result that the SubConj can be realised in the language of the first lower S or of the second lower S.

Admittedly, this tree does not directly reflect the fact that the clause is an adverbial clause. But the SubConj before the second lower S already provides this information.

The configuration shows the main clause and the adverbial clause to be equal in rank, with both being dominated by a higher S. This kind of analysis dovetails with that proposed by Gonzalez (1972:244-65), who considers resultative, purposive, concessive, and conditional clauses on the one hand and main clauses on the other as being equal in rank in semantic structure - their V's are equal.

A convention will be adopted in this section on adverbial clauses and in the next section on independent clauses: An arrow → will be used above the line of text to show that a code switch occurs between the relevant clauses under discussion. This convention highlights the fact that code switches involving adverbial clauses and their main clauses and code switches involving independent clauses are determined solely by position: The code switch occurs with the second clause.

This section has four subsections. The first subsection will discuss code switches involving English adverbial clauses, the second subsection will analyse Tagalog adverbial clauses, the third subsection will take up conjoined Tagalog and English adverbial clauses, and the final subsection will present some observations gleaned from the analysis.

3.4.1. ENGLISH ADVERBIAL CLAUSES

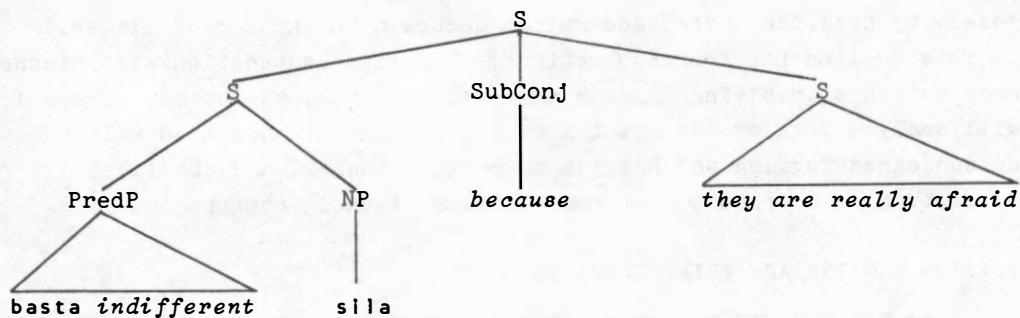
There are many instances of code switches that bring together a Tagalog clause (whether main or adverbial) and an English adverbial clause. Consider the following:

- (341.1) At iyong iba naman e basta *indifferent* sila ano?
 ↳ *because they are really afraid.* (10.49, AR.6, 4/8)
- (341.2) - simula bukas ay makikipag-ugnayan kami sa
Philippine Guidance and Personnel Association ↳ *because*
we are now involving them in setting up the guidance
programmes to train counsellors for the interpretation
of the test results. (1.6, AF.2, 1/2)
- (341.3) *Aside from this N.C.E.E. examination* ay naghihigpit
 na rin sila ngayon ↳ *sapagka't they won't worry about*
any more itong sinasabi nilang decrease in enrolment
sapagka't magkakaroon na rin sila ng technological,
vocational at saka occupational courses ↳ *so that they*
can not afford any more to get in people who are not
fit for college. (1.46, GG.20, 5/6)

Notice the two code switches involving English adverbial clauses here. The first code switch is not anticipated in the subordinating conjunction - it is Tagalog like the main clause. Within the first English adverbial clause, there is a code switch to the Tagalog *itong sinasabi nilang decrease in enrolment* with '*decrease in enrolment*' in turn being an English insertion into the Tagalog construction. (See (2422.9) for a detailed discussion.) On the other hand, the second adverbial clause is completely English.

- (341.4) *Dahil ang sabi po ni Judge Bocar, beer daw is considered*
as a beverage, hindi raw liquor iyan, hindi daw
intoxicating drink ↳ *so much so that the City Legal Officer*
has decided to elevate the case in the higher court.

The adverbial clauses above are traditionally called cause, purpose, and result clauses. Their surface structure tree can be represented by that for (341.1):



where details regarding the topic at iyong iba naman and the function word *ano* have been omitted.

The following also feature cause, purpose, and result adverbial clauses, but this time, a Tagalog subordinating conjunction introduces each English clause:

- (341.5) At saka wala namang *penalty* rito kung di ka kumuha ng *examination* → kaya *I don't see any reason why you should be afraid.* (1.10, GG.4, 2/4)
- (341.6) Kaya't mga kaibigan, antabayanan po ang ating mga tatalakayin → sapagka't *this concerns those who are in the Civil Service* at iyong pong hindi pa nakasasali at *covered ng Civil Service* - (9.1, GG.1, 5/6)

In this case, *concerns* has both an English direct object and a Tagalog direct object. (For a discussion of this particular code switch, see (2422.5).)

- (341.7) Kaya itong mga *eligibles* na ito na hindi pa nakakapasok ay bago sila matanggap sa gobyerno ay aantayan na iyong mga natanggal sa gobyerno o sa pwesto sa gobyerno → dahil sa *they have been laid off as a result of the reorganisation* ay siya munang unahin. (8.13, NP.5, 6/6)

where the English adverbial clause appears in the middle of the Tagalog sentence.

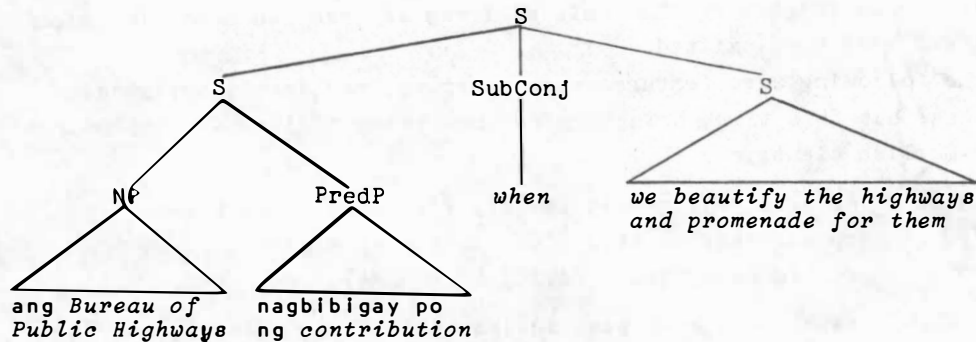
- (341.8) Oo, marami pong kwan → dahilan sa itong *land transfer*, *it is not a simple matter, complicated.* (3.34, GM.11, 1/2)

There is a relationship of apposition between itong *land transfer* and '*it*' (see the discussion of (2431.6) and footnote 11 of Chapter II). Following the reasoning in that footnote, one possible analysis is that the construction can be considered an English adverbial clause with the English subject having a Tagalog appositive.⁵

Another set of English adverbial clauses indicates time:

- (341.9) Ang *Bureau of Public Highways* nagbibigay po ng *contribution* → when we beautify the highways and promenade for them. (2.17, JA.8, 5/7)
- (341.10) Narito rin po si Mr. Susmeña → before we close the programme. (8.75, GG.29, 2/2)

The surface structure tree diagram of (341.9) is:



There is one example of an English time clause introduced by a Tagalog subordinating conjunction:

- (341.11) *Maybe, Pete, matatanong muna natin siya kung ano ang kanyang main line talaga[†]pagkatapos (ay we'll) get into it deeper.* (10.12, GG.7, 2/3)

The parentheses indicate that these words were not uttered distinctly in the broadcast but that most probably these are the words that the speaker uttered. Anyway, it is clear that he used *pagkatapos* to join the English adverbial clause to the main clause.

All the cases taken up so far have considered English adverbial clauses as the loci of the code switching - simply because the English clauses appear after the Tagalog clauses.

Now consider the cases where they appear before the Tagalog clauses. The following sentences with conditional adverbial clauses provide a good illustration:

- (341.12) - *at ang alam ko itong ideya na ito, this is something unique and I believe that if Manila will do so, and rather if you're going to tell the Mayor and even titillate him in doing so, [†]papayag ho siguro.* (7.27, JR.11, 3/3)
- (341.13) *Yah, but there ought to be a passing mark ano? Dahil kung talagang we'll make it a keen competition among themselves[†]kinakailangan mayroon tayong standardised na grade para wika nga kung malalaman ng estudyante -* (1.40, GG.18, 1-2/3)

The English conditional clause in (341.13) is introduced by the Tagalog subordinating conjunction *kung* and adverb *talaga*. What is the function of *dahil* here? Its function in the discourse is clear if parts of the utterance undergo rearrangement:

- (341.13') *Yah, but there ought to be a passing mark ano?*
 Dahil kinakailangan mayroon tayong *standardised*
 na grade kung talagang *we'll make it a keen*
competition among themselves para wika nga kung
 malalaman ng estudyante -

This shows that dahil introduces the reason for making the assertion given in the previous utterance. From this rearrangement it is obvious that dahil introduces the Tagalog main clause, not the English clause.

- (341.14) *A...I think na kung talaga tayo if we will put*
ourselves in the right horizons. → a maghihintay
 muno tayo ng *at least fifteen to twenty years*
 bago makita ang efekto nito. (10.46, ML.11, 12/12)

Notice that the first code switch here occurs between the main clause '*I think*' and the noun clause fragment *na kung talaga tayo* (discussed in (332.10)) and the second between *na kung talaga tayo* and '*if we will -*', part of which translates the preceding Tagalog construction. But the code switch that this section is concerned with is the last code switch (marked by an arrow) between the English conditional clause and the Tagalog main clause.

Other English adverbial clauses that appear before Tagalog main clauses indicate time:

- (341.15) *When we fielded the examinations since nineteen*
seventy, → wala kaming ginagamit na *passing mark*.
 (1.39, AF.15, 2/6)
- (341.16) *Sa atin pong tamaraw, which was... actually the*
President started this project in sixty-nine, when
we started the project → mayroon po kaming nabilang
 by *estimate sa loob ng reservation* - (2.22, JA.10, 1/1)

Notice that in these cases, the locus of the code switch is no longer the English adverbial clause but the Tagalog main clause - simply because the adverbial clause appears first and the main clause later. A more exhaustive account would have a special section on code switches involving main clauses. Here it seems sufficient to separate them from the other cases and to call attention to the fact that in these instances, the main clauses constitute the code-switched construction by virtue of their appearing later than the adverbial clauses.

3.4.2. TAGALOG ADVERBIAL CLAUSES

The following cases contain Tagalog cause, purpose, and result clauses:

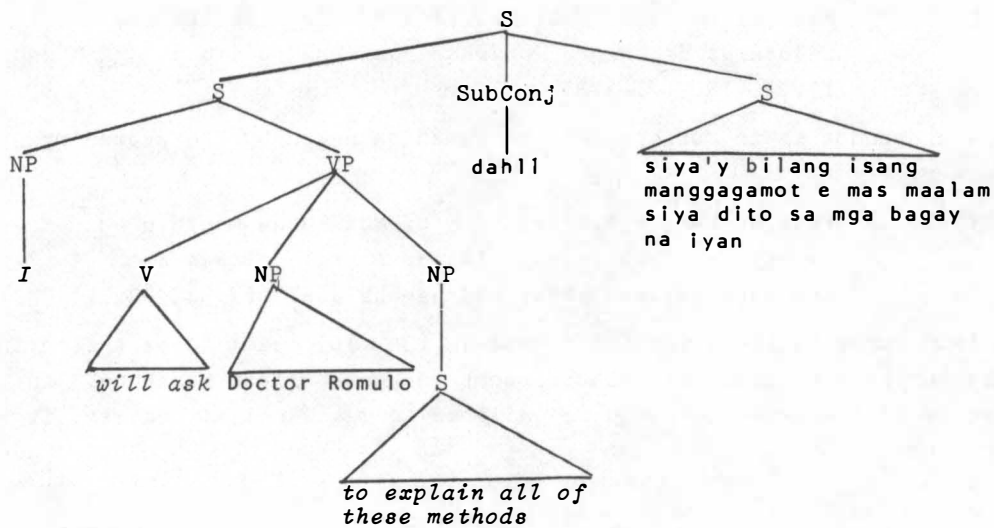
- (342.1) Sa palagay ko po e *later on I will ask Doctor Romulo to explain all of these methods no?*[→] dahil siya'y bilang isang manggagamot e mas maalam siya dito sa mga bagay na iyan ano? (10.11, ML.5, 5/5)
- (342.2) Mr. Ramos, *let's generalise the whole thing*, ano po,[→]sapagka't sa mga panahong ito ay huwag na ho nating banggitin po ang mga pangalan ng mga estudyante, mga *boarders* na lumiham sa ating palatuntunan - (7.4, GG.3, 1/5)
- (342.3) Kasi *we discussed this last time when we had Doctor Navarro*[→]sapagka't marami nagtatanong sa kanilang mga paaralan *especially in public schools* - (1.65, GG.29, 1/1)
- (342.4) Ang *family planning component* po dito *is really the most crucial at the moment*[→] dahil doon nga po sa sinabi kong masyadong mabilis na pagdami ng tao sa Pilipinas ano? (10.3, ML.1, 6/12)

Although the subject-NP of the main clause in (342.4) is Tagalog, the main clause is still an English clause.

- (342.5) *Well, we're really glad* at saka...[→] kasi binibigyan po ng *emphasiz-...ng emphasis* po ng ano...ng ating pamahalaan lalung-lalo na ang ating Pangulo at si *First Lady* ito pong *development* ng mga parks sa ating bansa. (2.16, GG.9, 3/5)

Notice the Tagalog coordinating conjunction between the English main clause and the Tagalog adverbial clause - it was uttered before the speaker changed his mind and gave a reason clause instead.

The configuration for (342.1) - omitting certain details not relevant to the discussion - is:



The next set of sentences have cause, purpose, and result clauses introduced by *para*:

- (342.6) *And also before March twenty-four when we schedule the results of the examinations, we are going to have training programmes also for the counsellors of the different schools*⁺ *para* mainterpreta nila nang tumpak ang mga resulta sa mga bata. (1.6, AF.2, 2/2)
- (342.7) *I'd like to go to Rita*⁺ *para* naman malaman natin ang kaisipan ng ating mga estudyante ukol sa bagay na ito. (1.7, GG.3, 3/4)
- (342.8) Bueno, mga kaibigan, balik po tayo sa ating pagtalakay ng mga paksa. *At I think I'll give way to Miss Salang*⁺ *para* maitanong kaagad niya kay Doctor Felipe sapagka't si Doctor Felipe ay naging panauhin - (1.2, GG.2, 1-2/3)

The *para* adverbial clause in (342.8) is incomplete. The subject of the clause has not been given perhaps because it can be inferred from the context; presumably it contains the idea *ang gusto niyang itanong*. But the sentence seems awkward and incomplete without the subject.

There is one instance of a concessive clause:

- (342.9) Sa ngayon po, *it is now what we may call fully-developed*⁺ *maski* na ho kami'y nagdadagdag pa ng iba-ibang mga halaman na makapagbibigay ng kagandahan sa parke. (2.5, JA.2, 2/4)

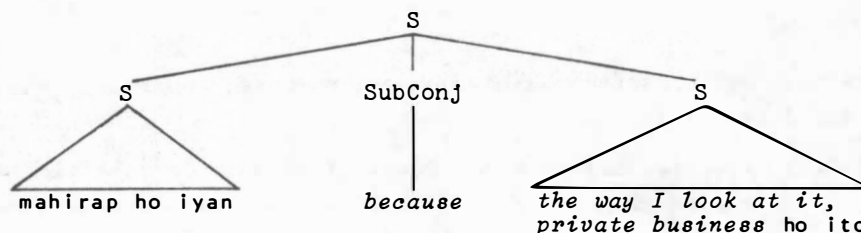
The case to be given below should have been included under cause clauses, but it is a special case and deserves special treatment:

- (342.10) Mahirap ho iyan. Wala ho yata e. *Because the way I look at it, Gerry, private business ho ito e.*
(7.22, JR.9, 1-3/3)

This utterance is in response to the question asked by the preceding speaker:

- (342.11) Wala po bang balak ang *City of Manila* na magtayo po ng masabi natin na talagang *boarding house* na ang magpapalakad po ay ang pamahalaan? (7.21, GG.11, 7/7)

In this context, the adverbial clause in (342.10) seems to be the entire last sentence and the main clause seems to be the first sentence. In effect, if the sentence could be tailored to make analysis easier, it would be:



Now, how is *Because the way I look at it, Gerry, private business ho ito* to be considered as an instance of language mixture?

Although nine out of the thirteen words are English, and only three are Tagalog (with one word, 'Gerry', being considered neutral), it does not seem counter-intuitive to consider the utterance to be a Tagalog utterance. The following evidence can be presented: The word order of *private business ho ito e* is clearly Tagalog; '*the way I look at it*' seems to be an English collocation and therefore, following the analysis given in Section 2.5, can be considered an insertion into the Tagalog sentence; '*because*' can likewise be considered the lexical insertion of an English closed-set item.

If this analysis is correct, then no code switching at the clause level has occurred in (342.10). But here is one instance of the use of an English subordinating conjunction in a Tagalog clause. Intuitively, it seems that the use of '*because*' has been 'predetermined' by the collocation '*the way I look at it*', which immediately follows it.

Now is the time to consider Tagalog adverbial clauses appearing before English main clauses. As has been stressed at various points in the discussion, the locus of the code switch in these cases is the main clause - because of the position it occupies after the adverbial clause.

Consider the conditional clauses below with their main clauses:

- (342.12) Ano po...kung magkakaroon po kayo ng *comparison*,[→]
*how would you compare the initial reaction of the
 people to this* at saka iyon pong pagtanggap nila
 ngayon sa kapanahunang ito? (4.29, GG.14, 2/2)

where the English verb '*compare*' has two direct objects - one English and one Tagalog (see (2422.4) for a fuller treatment).

- (342.12) At kung mayroon mang pong mamamasyal doon at
 kung gustong matulog doon...[→]*these are the facilities
 that can be available.* (2.13, JA.6, 18/18)
- (342.14) And then kung mayroong *cornland* diyan[→]*that is
 one value.* (5.33, JM.15, 3/4)
- (342.15) Kung sabagay kung ang isang estudyante ay nakapasa
 rito dahilan lamang sa isang wika nga *leakage* o
 iyong nakakuha siya ng mga *question* na kanyang
 nasagot kaagad,[→] palagay ko *this will be to the
 advantage of the student concerned.* (1.46, GG.20, 2/6)

where *palagay ko* is a movable collocation.

- (342.16) At kung inaakala nila na hindi ka pupwede roon ay[→]
*they discourage you to...not to take that kind of
 ano, that kind of course* [→]o kaya naman ang ginagawa
 nila palagay ko naman sa Maryknoll ganito rin...na
 kapag ang estudyante ay bumagsak ng mga tatlong
subjects kung minsan ay sinasabihan nang lumipat
 na ng *course* - (1.48, GG.21, 3/4)

where *ay* is used to link the Tagalog conditional clause to the main clause. Notice that the main clause features a conjoining of an English construction and a Tagalog construction - this is indicated by the second arrow.

- (342.17) Pero kapag iyang may ibinibigay sila nang
 kaunti,[→] *then they feel* naman na hindi na lang sila
 parating *dole-out*, na *they are doing something
 for themselves.* (10.27, ML.8, 10/12)

There are three instances of Tagalog time clauses:

- (342.18) Noong inumpisahan namin itong *Operation Land
 Transfer*, ika nga, iyong aming tawag dito sa
 aming *implementation of the Presidential Decree
 number twenty-seven*,[→] *we launched the Operation
 Land Transfer.* (5.21, JM.10, 3/6)

Notice that here, the adverbial clause is followed by a parenthetical expression. This parenthetical expression may have sidetracked the speaker: It seems that the English main clause does not logically follow from the Tagalog adverbial clause. This is evident if the two clauses are placed side by side:

(342.18') ?Noong inumpisahan namin itong *Operation Land Transfer*, we launched the *Operation Land Transfer*.

- the result is semantically anomalous.

In the following case, the English main clause seems to be a parenthetical expression beside the Tagalog time clause:

(342.19) Itong kwan...noong na-revitalize ang *Land Bank*, [→]this was revitalised by *Presidential Decree two-five-one*[→] at kasama diyan sa *decree*-ng iyan ang mga *modes of payment* na maaring...ika nga e, *the landowners...the landowners are offered several modes of payment for the compensation of their land that will be transferred to the tiller*. (5.38, JM.17, 1/5)

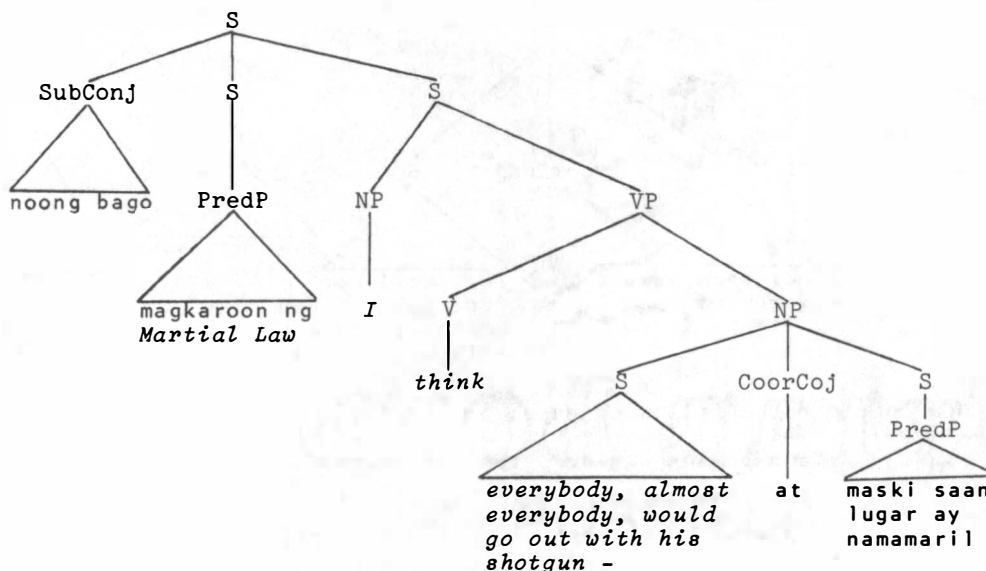
And this main clause also features a conjoined English and Tagalog construction. But there is a third code switch (indicated by the third arrow) that brings together a Tagalog clause and an English clause introduced by the collocation *ika nga*.

Now consider the following:

(342.20) Kaya sa...noong bago magkaroon ng *Martial Law*, [→]I think *everybody, almost everybody, would go out with his shotgun or rifle*[→] at maski saan lugar ay namamaril. (2.20, JA.9, 6/9)

Here, the Tagalog time adverbial clause has no subject; presumably it is *tayo* and it may have been omitted because it is understood from the context. But notice that there is another code switch here that takes place between the English and the Tagalog constructions in the main clause. One more noticeable thing is that the subject of the Tagalog construction has again been omitted - presumably it is the Tagalog equivalent for the subject of the English construction, i.e. *sila* for '*everybody*'.

The surface structure tree for (342.20) is:



3.4.3. CONJOINED TAGALOG AND ENGLISH ADVERBIAL CLAUSES

There are two clear instances of conjoined Tagalog and English adverbial constructions:

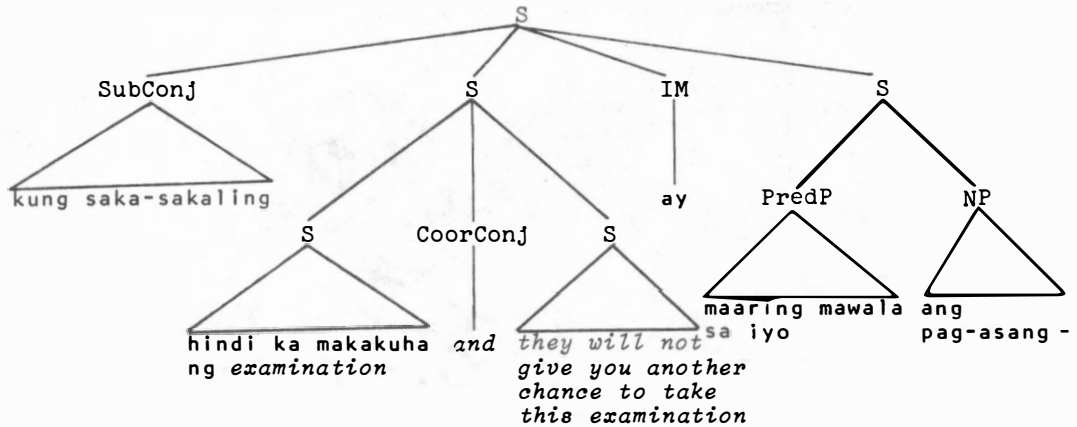
- (343.1) - talagang kailangang-kailangan ng ating bansa ang mga parke o mga parks na kung tawagin natin sapagka't bahagi ng ating buhay ang mga pook-aliwan lalung-lalo na kung tayo po ay mayroong mga panahon na makatutungo dito at [→]*we would want to be a part of nature.*
 (2.18, GG.10, 1/3)

The arrow here indicates the switch between the English and the Tagalog adverbial clauses.

- (343.2) Iyon nga lang, kung saka-sakaling hindi ka makakuha ng *examination*[→] *and they will not give you another chance to take this examination*[→] ay maaring mawala sa iyo ang pag-asang makarating ng kolehyo kung iyan ang pangarap mo. (1.10, GG.4, 3/4)

Notice that two arrows are used here: The first arrow indicates the switch between the Tagalog and the English conjoined adverbial clauses: the second arrow indicates the switch between the English adverbial clause and the Tagalog main clause.

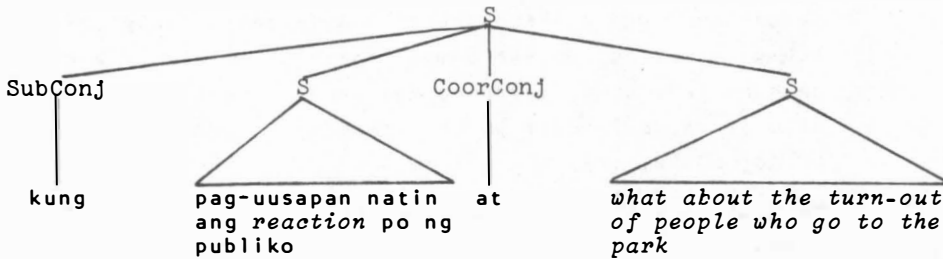
Without considering *iyon nga lang*, a collocation, the surface structure tree of (343.2) is:



Now consider the following case:

- (343.3) - ano po ang naging *outcome* po para po...
 kung pag-uusapan natin ang *reaction* po
 ng publiko⁺ at *what about the turn-out of*
people who go to the park? (2.4, GG.3, 1/1)

This sentence seems to feature very loose conjoining. The explanation for this looseness may lie in the fact that what are conjoined here are a Tagalog adverbial clause and an elliptical English independent clause, as shown by the following tree:



An S is posited for the English construction because it seems to come from something like 'what can you say about the turn-out - or 'what can be said about the turn-out'-'.

3.4.4. SOME OBSERVATIONS

The equivalence between *na* and 'that' as linkers in noun clauses has already been discussed. From a look at the use of Tagalog subordinating conjunctions in English adverbial clauses, it can be said that a similar equivalence seems to exist between *sapagka't* and *dahil(sa)* on the one hand and 'because' on the other and between *kaya* and 'so'. *Kung* and

'if' appear to be equivalent too but in the corpus, the one instance of kung in an English adverbial clause is accompanied by talaga, thus:

(344.1) - kung talagang *we'll make it a keen competition among themselves* - (341.13)

so that it is not clear if kung is just as easily used in English clauses as the Tagalog subordinating conjunctions *sapagka't*, *dahil(sa)*, and *kaya*.

An investigation of the data shows that there are about as many English adverbial clauses introduced by Tagalog subordinating conjunctions as by English subordinating conjunctions. Tagalog adverbial clauses, however, are invariably introduced by Tagalog subordinating conjunctions (except for the special case discussed in (342.10)).

In general it can be said that in code switching involving adverbial clauses, the code switch takes place with the lower S although it may be anticipated in the subordinating conjunction before that S.

The most important observation has already been given in Section 3.4.1: the fact that from the analysis of code switching data, it seems that adverbial clauses and their main clauses behave very much like independent clauses. It may be that adverbial clauses, like independent clauses, partake of an adjunctive nature as against relative clauses and noun clauses which seem to partake of an embedded nature.

There is no question about relative clauses in this regard: They are intimately bound to the NP they modify. Noun clauses are also embedded in a noun phrase following a noun; they are an integral part of the sentence because the sentence will be incomplete without them - functioning as NP's, they occupy the subject or complement slot.

But there is something additive about adverbial clauses. They are not bound to an NP the way relative clauses are or to the whole sentence the way noun clauses are. They are, in short, more like independent clauses.

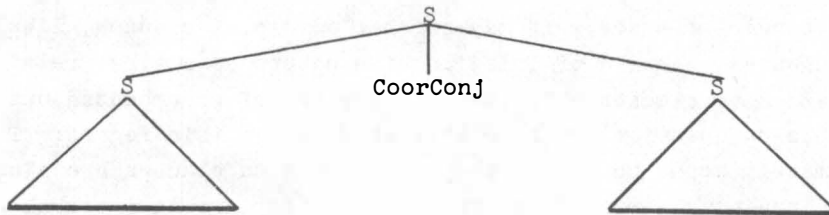
This study is not primarily concerned with issues in the analysis of structure, however, and the proposal to consider adverbial clauses as closer to independent clauses rather than to relative and noun clauses is tentative.⁶ It is made only because an insight has been gained in the course of analysing the code switching phenomenon. The view of adverbial clauses as adjunctive rather than embedded simply accounts better for the intuition that, as in the case of two independent clauses being conjoined, whenever an adverbial clause and a main clause are brought together, the second clause is considered the locus of the code switch.

The fact remains that adverbials constitute a *terra incognita* demanding much more spadework; until that is done, only the most tentative proposals can be offered.

3.5. INDEPENDENT CLAUSES

The discussion on relative clauses, noun clauses, and adverbial clauses has used the term 'main clause'; this section will use 'independent clause'. Of course, 'main clause' and 'independent clause' have the same referent - in traditional grammar, a clause that can stand alone. But it has seemed helpful to use the term 'main clause' for the clause that can stand alone vis-à-vis a dependent clause such as a relative clause or a noun clause or an adverbial clause and to use the term 'independent clause' for the clause that appears with another independent clause in a compound sentence.

The analysis offered by transformational grammar of compound sentences is fairly straightforward. (But note that Jacobs and Rosenbaum (1968: 253) make the following cautionary statement: "Few syntactic phenomena in English are as complex and as little understood as the formation of conjunctive ('and') or disjunctive ('or') sentences'.) The deep structure of such sentences contains two or more conjoined S's. The tree then is:



Unless the conjoined S's internally undergo reduction, the surface structure tree presents the same configuration.

This section will consider Tagalog independent clause → English clause and English independent clause → Tagalog independent clause that have been conjoined or concatenated in compound sentences. As usual, the section will end with some observations.

The discussion will be relatively informal. There will be little need to present tree diagrams because the conjoined or concatenated S's have transparent structures.

3.5.1. CONJOINED INDEPENDENT CLAUSES

Some of the pairs of independent clauses in the sample are linked by the conjunctions 'and', 'or', 'but'. Following usual practice, such clauses will be called conjoined clauses. But other cases seem to feature independent clauses that have simply been placed side by side - the co-ordinating conjunctions, if tentatively introduced into them,

seem out of place. For such pairs of independent clauses in the corpus, the term 'concatenated' will be used.

Conjoined independent clauses will be considered first.

3.5.1.1. Tagalog Independent Clause[→]CoorConj + English Independent Clause.

Consider the following sentences:

- (3511.1) Mayroon pong *swimming pool* diyan, mayroon pong mga iaruan ng mga bata[→]and *there is mountain climbing available*. (2.13, JA.6, 11/18)
- (3511.2) Hindi namin responsibilidad ang magde...ang magkaroon ng...ang mag-*decide* sa ganoong klaseng mga tao. sa ganoong mga kaso. Iyon ay sa *Department of Education*[→]and *that point was taken up in a board's meeting and the decision is to give exemption to them for testing*. (1.19, AF.7, 3-4/5)
- (3511.3) Maaring hindi siya pwede sa pills,[→]*but if the woman keeps on taking the pills, then reactions arise*. (10.33, AR,8, 6/6)
- (3511.4) Hindi ho *review and kailangan e*;[→]*it's familiarisation*. (1.55, AF.22, 1/3)

The conjunction 'but' to link the clauses in (3511.4) can be inferred from the context.

The following cases feature the use of the Tagalog conjunction *pero* rather than the English 'but': These are instances when the code switch is not anticipated in the co-ordinating conjunction; the co-ordinating conjunction is in the same language as the preceding clause.

- (3511.5) Ito po ang...mayroon pong *income* diyan ang park[→]*pero this goes to charitable institutions*. (2.9, JA.4, 3/4)
- (3511.6) A...ito po ay gi-...ay *sinasabi kong dapat gawin hindi po para sa ika nga sa buong bansa, masyado hong abstract* iyan, ano,[→]*pero it's good if you do it there*. (10.64, ML.16, 3/7)

3.5.1.2. English Independent Clause[→]CoorConj + Tagalog Independent Clause

Consider the following sentence:

- (3512.1) Ang kwan po sa ngayon *as a matter of fact the government would not allow hunting now*[→]at ang

ating mga *deer* po ngayon...nakausap ko lang
 po si Direktor Tamesis kanina na doon sa kanilang
reservation sa Agusan...ang kanilang...ang *deer*
population po doon sa kanila ngayon nagiging problema -
 (2.30, JA.14, 1/1)

This sentence (actually, the whole turn of speaking is just this one sentence) is marked by shifts in thought. But the conjoining between the English independent clause and the Tagalog independent clause is quite clear.

The case below also features shifts in thought. It has three independent clauses and as the arrows indicate, the first code switch occurs between the Tagalog and the English clause and the second between the English and the Tagalog clause:

(3512.2) Ito po ngayon ang dini-develop...[→]*we were*
beautifying this and ...sa tungkol... and...
because of...[→]batay ho sa *reports* marami na pong
 taong nagpupunta roon. (2.13, JA.6, 4/18)

Since the speaker has changed his mind so often, it is difficult to determine what should be considered as the linker here - 'and' or 'because of'.

The following cases feature an interesting pair:

(3512.3) *Well, we all know that this is a State University* [→]
 at lumalakad sa pamamagitan ng pondong nanggagaling
 sa ating pamahalaan. (8.18, GG.8, 1/1)

(3512.4) At *they live side by side with...*sa mga
 tao[→]at nabibisita at pini-*preserve* po ng
 kanilang mga pamahalaan. (2.19, GG.11, 4/5)

These two cases bring to mind an earlier case:

(3512.5) Kaya sa...noong bago magkaroon ng *Martial Law*,
I think everybody, almost everybody, would go
out with his shotgun or rifle at maski saan
 lugar ay namamaril. (342.20)

Notice that in all these cases the Tagalog independent clause has no subject-NP: There is no ang-form which can be considered subject. Obviously, the subject comes from the English clause so that, reconstructed, the complete sentences would be, respectively:

(3512.3') *Well, we all know that this is a State University*
 at lumalakad [ito (from *this*)] sa pamamagitan
 ng pondong nanggagaling sa ating pamahalaan.

(3512.4') At *they live side by side with...* sa mga tao at nabibisita at pini-preserve po [sila (from *they*)] ng kanilang mga pamahalaan.

(3512.5') Kaya sa...noong bago magkaroon ng *Martial Law*, *I think everybody, almost everybody, would go out with his shotgun or rifle* at maski saan lugar ay namamaril [sila (from *everybody*)].

3.5.2. CONCATENATED INDEPENDENT CLAUSES

As mentioned earlier, the term 'concatenated' applies to those independent clauses that are strung together but cannot be considered as conjoined - that is, the clauses cannot readily be linked together by the co-ordinating conjunctions 'and', 'or', 'but'.

It seems that in most of the cases to be given below, the second clause is in apposition to the first, it has the same reference as the first, or it explains or expands the first clause.

3.5.2.1. Tagalog Independent Clause [→] English Independent Clause

Consider the following sentences:

(3521.1) Gusto ko ring itanong ho kung mayroon bang *follow-up* iyong mga *test results* [→]*like for example...you know, for example, a student fares very well in that certain subject like mathematics.* (1.3, CS.1, 1/2)

(3521.2) *And I think it's also very good especially for those who failed...at least they know.* [→]*siguro naman ho mayroon silang area doon na napasa, [→]maybe they can pursue that through vocational courses.* (1.5, CS.2, 2/2)

The first arrow indicates the first code switch but it will not be considered further in the analysis. It features a change of mind in the speaker so that she has not completed the English clause. But a good example of concatenated Tagalog and English clauses is provided by the second code switch.

As with the first code switch in the sentence above, the code switch in the following also gives the impression that the speaker is thinking aloud:

(3521.3) *Mr. Montemayor, marahil, ano po, para po sa kapakinabangan ng ating mga kababayan lalung-lalo na iyong nasa syudad, ano po ang kahalagahan nito sa isang...iyon pong Department natin,* [→]*in a way*

we have been told of what the Department of Agrarian Reform has been doing para po sa ating bansa.

(3.10, GG.6, 1/2)

Now consider the following sentence:

(3521.4) *So going to Doctor Romulo, maganda iyong first name niya, Andromeda, ⁺it reminds me of something, ⁺ay siya po ang project officer for clinic services.*

(10.12, GG.7, 1/3)

The case is slightly different from the cases considered earlier: Here, the Tagalog and English independent clauses do not seem to be constructions concatenated at the same level. Rather, the English independent clause appears to be a parenthetical expression superimposed on the Tagalog sentence.

3.5.2.2. English Independent Clause ⁺Tagalog Independent Clause

Consider the following sentences:

(3522.1) *What about those in other countries who would want... who wish to take the examination, ⁺papaano po ang pagbibigay sa kanila?* (8.29, GG.12, 1/1)

Strictly speaking, the English element as it is, is not an independent clause but fully reconstructed perhaps it would be:

(3522.1') *What [can you say] about those in other countries -*

Here, the English construction 'those in other countries' - seems to be an appositive to the Tagalog word *kanila*.

(3522.2) *And then we have already indicated there what is the...on an assumed average, ⁺let's say, ang average production ng one hectare e halimbawa kwarenta kabanes, kinompute na namin kung gaano ang halaga ng lupa... -* (5.27, JM.12, 4/8)

The English collocation 'let's say' is an insertion into the Tagalog independent clause, which seems in this case to provide an example for the statement the speaker made earlier. This is similar to the relationship between the Tagalog and English clauses in (3521.1) given in the previous subsection.

(3522.3) *I mean, we can do it...very briefly ano po? ⁺i-outline po natin.* (7.4, GG.3, 5/5)

where *ano po* is considered a Tagalog insertion into the English clause. Notice that the Tagalog clause does not have a subject, but it can be inferred from the previous sentences in the speaker's turn of speaking.

(3522.4) *What I wanted to ask really was iyong tungkol sa mga questions kung...kasi baka masyadong mahirap iyong mga...It's not parang applicable to our environment, you know, our country ganyan, iyong mga magiging mga Stateside iyong mga questions.* (1.36, RP.4, 1-2/4)

The first sentence has been included here because it provides the antecedent for the 'it's' in the second sentence: 'It's', obviously, refers to 'questions' - although the pronoun does not agree with its antecedent in number. Here, the Tagalog clause stands in apposition to the English clause.

3.5.3. SOME OBSERVATIONS

One thing is evident from the analysis of English and Tagalog independent clauses: the equivalence between English and Tagalog co-ordinating conjunctions. 'And' and at, 'or' and o, 'but' and pero appear to be interchangeable in all contexts, apparently just like 'that' and na in noun clauses and 'because' and sapagka't, 'so' and kaya in adverbial clauses. But notice that whereas these co-ordinating conjunctions can easily be substituted for each other (i.e. can be in English or Tagalog), in the corpus there are several clear instances of Tagalog conjunctions being made to introduce English independent clauses while there are none of English conjunctions doing so for Tagalog independent clauses - unless the uncertain case of (3512.2) is considered.

Compare this observation with that made earlier regarding the widespread use of Tagalog linkers in English noun clauses and of Tagalog subordinating conjunctions in English adverbial clauses whereas the reverse is not true - there is only one case of 'that' used in a Tagalog noun clause and no clear instance of an English subordinating conjunction used in a Tagalog adverbial clause. The pattern is the same for these three sets of data.

The reason why this is so is not obvious - perhaps it is a complex of reasons. But one reason, it seems, is more social-psychological than linguistic in nature. That is, the interlocutors may be aware that *Pulong-Pulong* is a Tagalog programme and that Tagalog is more-or-less the expected language for the broadcast. One way of acting on this awareness, of paying lip-service to this awareness, is by the use of Tagalog closed-set items to link their Tagalog clauses to the English clauses they voluntarily or involuntarily switch to.

The other observation concerns the apparent ease with which a constituent in one clause is deleted because that constituent has already appeared in the previous clause. Such deletion is to be expected in clauses that are in the same language, but such deletion also occurs regularly in clauses in different languages - as (3512.3), (3512.4), and (3512.5) show. An explanation for this phenomenon will be offered in Section 4.2.2.

3.6. SENTENCES

The discussion of code switches involving sentences will complete the typology.

In subject matter and method, this section will be a departure from the previous sections. All the other sections considered intrasentence code switching, that is, the switch between the main clause and the relative or noun or adverbial clause and between independent clauses; this particular section will consider intersentence code switching, that is, the switch from a sentence in one language to a sentence in the other language. The other sections presented all the code switches found in the corpus that exemplified the structure being studied; for instance, in the matter of noun clauses, all the cases of code switching that involved noun clauses were listed and discussed; this particular section will give only the best examples, meaning, only those examples involving clearly-English and clearly-Tagalog sentences. Intersentence code switches between sentences whose one clause is English and the other Tagalog will be excluded because they do not clarify the kind of code switching that is under consideration.

This section will present instances of an English sentence appearing in an otherwise completely-Tagalog turn of speaking and of alternating Tagalog and English sentences in a turn of speaking. Brief observations will conclude the section.

The discussion will amount to no more than just a listing of examples; the examples are self-explanatory and require at most only brief comments.

3.6.1. AN ENGLISH SENTENCE IN AN OTHERWISE COMPLETELY-TAGALOG TURN OF SPEAKING

Consider the following turns of speaking:

- (361.1) Itong pagpapalano ng pamilya, *Gerry*, ay hindi isang bagong bagay. Ito'y kasing tanda ng mga taong naninirahan sa daigdig, kasing tanda ng pagkakaladlad ng daigdig. [→]*In other words, it is as old as humanity itself.* [→]Hindi lamang

tayo ang nagplano ng pamilya. Lahat ng mga lipi, lahat ng mga taong nanirahan sa daigdig ay nagplano ng pamilya sa kani-kanyang panahon. - (4.5, DP.2, 1-5/7)

- (361.2) A, hindi po nga po iyan kasali. Mahirap po i-*prove* na iyan e...alam nyo, marami kaming ekspiriyensiya na pong ganoon. Pagpunta po ng imbestigador ho namin ay hindi nagko-*co-operate* po iyong mga *boarders*.[→] *Without their co-operation we cannot prove that the owner of the apartment is running a boarding-house.*[→] Ayon po ngayon ang aming problema. Kaya po kami nagpo-*propose* po ng ordinansa na sinasabi na ho namin na masama iyong *bedspacers* para wala na silang maikatuwiran sa amin kung hin-...kung sakali mang masita sila. (7.56, JR.24, 1-6/6)
- (361.3) *Yes, sa kwan, sa ikauunlad o ikapagtatagumpay ng kooperatiba very essential ho iyong education.*[→] *That is the most important.*[→] Dahilan sa ang pilosopiya ng *co-operative* ay iba sa kapitalismo. Halimbawa ang isang korporasyon *under the capitalist system*. Iyong may-ari nagbibili sa mga publiko, *no?* Pero sa *co-operative* iyong mismong bumibili siya ang may-ari ng *business*. (3.61, GM.18, 1-6/6)

Notice that (361.1) is completely Tagalog except for the third sentence. Unlike (361.2) and (361.3), it does not contain English lexical insertions. The third sentence itself looks like a 'ready-made' sentence and the introductory '*in other words*' seems to prepare the ground for the use of an English expression.

In the three cases above, the English sentence appears in the middle of the turn of speaking - the arrow pointing towards the English sentence indicates that a code switch has occurred there and the second arrow indicates that another code switch has taken place, this time a switch to a Tagalog sentence. In the cases below, the English sentence appears at the end of the Tagalog turn:

- (361.4) Balik po tayo, mga kaibigan, sa ating mga panauhin at nals kong kunin kaagad ang ilang impormasyon sa ating mga panauhin. Marahil makabubuti, *Pete*, kung ating sisimulan kay Direktor Mayo Lopez at makuha natin sa kanya ang *views or...*o Iyon pong mga impormasyon na may kaugnayan sa pagkakabuo ng tinatawag na *Commission on Population*.[→] *Can you elaborate on this, Director?* (10.2, GG.2, 1-3/3)

- (361.5) Bagay, nakakaIntindi rin pala ako nang kaunti, naiIntindihan ko iyong mga sinabi niya. Subali't sa *in one stroke* ano po?...ano po ang nais na sabihin ninyo tungkol dito sa mga biyayang ito. →
Maybe in one or two lines in English, Mr. Emperador.
 (3.56, GG.29, 1-3/3)

In this last case, the English sentence is a minor sentence: both the subject and the predicate of the sentence have been omitted. It seems plausible to assume that GG has switched to English because he is asking Mr. Emperador to use English.

The reverse of the above situation, that is, a Tagalog sentence in an otherwise completely-English turn of speaking, seems to occur in the following:

- (361.6) *Thank you, Gerry.* Bago ako mag-umpisa e gusto kong batiin din muna iyong mga nakikinig sa programang ito sa araw na ito lalung-lalo na e maari nating masabi na bertdey ito ngayon ng *Department of Agrarian Reform*. → *Now, as a background, I would like to trace a little bit the history of the Department of Agrarian Reform, especially what led to its coming. Before the Department of Agrarian Reform was created by law, the land reform programme was being administered by* - (5.3, JM.1, 1-4/15)

Here, the sentence '*Thank you, Gerry*' can be considered an English collocation inserted into the Tagalog construction. Therefore, there is, strictly speaking, only one intersentence switch in this case: that between the Tagalog sentence and the extensive set of English sentences. A conjecture that can be made regarding this turn of speaking is that English has been used in the discussion of 'the history of the Department of Agrarian Reform' because that is the language in which the speaker normally discusses that topic.

3.6.2. ALTERNATING TAGALOG AND ENGLISH SENTENCES IN A TURN OF SPEAKING

The simplest case is presented by the following:

- (362.1) Bilang *project officer* po, ang tungkulin ko ay ang pangasiwaan ang pagtakbo ng mga iba-ibang organisasyon na may mga *clinics* po sa aming programa. → *We have to set the guidelines for them to follow and we also have to see that they are functioning well.*
 (10.13, AR.1, 1-2/2)

where there are only two sentences, one Tagalog and one English, in the whole turn.

In the following two cases, the alternation is regular - first an English sentence (although this is problematic in the case of (362.3), see discussion in Section 2.4.1.2), then a Tagalog sentence, then an English sentence, and finally a Tagalog sentence:

(362.2) *Oo, he is buying from himself.* † *Kaya kailangan ay mayroon siyang sasabihin sa management.* † *He must manage his own business through the co-operative.* † *Ngayon kung walang edukasyon, walang orientation ay mababagsak ang co-operative.* (3.63, GM.19, 1-4/4)

(362.3) *Supposed to have started September first ano? ang examinations.* † *Sa palagay ko sa mga panahong ito ay marami na ring estudyanteng nakakaalam kung papaano sila makapagrerehistro.* † *Now I'd like to go back to that question of Rita.* † *Tungkol dito sa registration na ito, hindi ba ito'y binibigay nyo na iyong mga forms sa mga schools and colleges at saka sa mga public schools?* (1.13, GG.5, 1-4/4)

In the following two cases, the alternation is regular until about the end of the turn:

(362.4) *Ang FAPE mismo ho ay walang ibibigay na follow-up sa mga estudyante, sa bawa't estudyanteng kukuha ng examination.* † *But what we will do is to encourage the different schools to set up guidance programmes to follow up the results of the examinations.* † *Ang FAPE po ay kinommission para ibigay lamang ang examination, hindi ho magbigay ng guidance services to the students who will be taking the examination. But we are going to set up programmes so that schools could be encouraged to set up guidance services.* (1.4, AF.1, 1-4/4)

Here, the switch to English in the prepositional phrase + restrictive relative clause in the third sentence of the turn is continued into the final sentence.

(362.5) *Actually po mayroong researches going on no? And these have also...there are also researches that have been taken up before these were sent to the market.* † *Ngayon iyan pong mga pagsakit ng puson sa paglalagay ng I.U.D., iyan po ay talagang*

karaniwang mararanasan ng isang babae. *But this is temporary.* Mga *three or four days*, magkakaroon siya ng *cramps or* maaaring mas malakas ang *flow* ng kanyang *periods no?* Pero ito naman nawawala. Kaya importante na malaman ng mga babaeng maaaring kanilang maranasan iyon. Subali't importanteng malaman din nila na ito ay pansamantala lamang. (10.38, AR.10, 1-8/8)

The first sentence in the turn has a Tagalog main clause with a reduced English relative clause (or, on the basis of surface structure, a participial phrase). Then the alternation between English and Tagalog becomes regular in the middle of the turn until finally, near the end of the turn to the very end, only Tagalog sentences are used. Notice that part of the last sentence, a Tagalog sentence, repeats a previous English sentence: Ito ay pansamantala lamang repeats '*But this is temporary*'.

3.6.3. SOME OBSERVATIONS

The cases in this section hint at how difficult it is to say why a person switches codes. Why is it, for instance, that GM in (362.2) alternates between English and Tagalog in his discussion of co-operatives? Why does AF in (362.4) shift from Tagalog to English in talking about the role of FAPE? Questions such as these can be asked of practically all the speakers whose turns of speaking have been reproduced here.

Of the eleven cases included in this section, perhaps only three can be the subject of conjecture as to why the speakers have switched from Tagalog to English. In (361.1), DP might have switched to be able to use a familiar expression in English; in (361.5), GG might have switched because he was inviting a guest to use English; and in (361.6), JM might have switched because he was at ease only in English in discussing that topic.

Certainly, in all eleven cases, there are extra-linguistic factors at work behind the code switching, factors which may be amenable to only the most sophisticated methods of social-psychological analysis.

The '*why*' cannot be easily answered - and it is not the aim of this study to even attempt answers. The '*how*', however, is the focus of the study - and some possible answers to the question of how a person switches codes will be explored in Chapter V, where the conceptual model for code switching will be presented.

3.7. SUMMARY

This chapter has presented the second part of the typology. Limiting itself to those code switches occurring at the clause and sentence level, the chapter has considered relative clauses, noun clauses, adverbial clauses and main clauses, independent clauses, and sentences as the loci of code switching. It has given the English and Tagalog subsections side by side under each main category to show the similarities and differences between them.

It seems clear from this part of the typology that a basic unit in code switching is the S - the unit which underlies all the code switches discussed in this chapter. Traditional grammar does not have a term for this S except if it is the only S in the sentence, then it calls this S the simple sentence. But if the S appears with some other S, then the traditional term 'clause' is not always an accurate term. This is the case specifically with 'noun clause', which refers not really to the lower S but to the linker (usually *that*) + S, and with 'adverbial clause', which refers not really to this S but to the subordinating conjunction + S. In the case of the English relative clause, the boundaries of the S are also the boundaries of the clause, but in the case of Tagalog relative clauses, the boundaries of the S and the boundaries of the clause do not coincide: the linker *na* is included in the descriptive phrase 'Tagalog relative clause' although it does not appear within the boundaries of the embedded S.

This is not a case of hair-splitting. It is important because the code switch typically involves this S but may not include, for instance, the subordinating conjunction in the English or Tagalog adverbial clause or the linker in the English or Tagalog noun clause. That is, the switch involving the adverbial or noun clause may or may not be initiated in the subordinating conjunction or linker. For purposes of the study, this S may be called the sentential unit - to distinguish it from the sentence (which dominates a lot of these sentential units because it is the topmost S in the tree) and the clause (which includes the subordinating conjunction or the linker aside from the S being referred to).

At one point in the discussion of adverbial clauses, the affinity between relative clauses and noun clauses on the one hand and between adverbial clauses and independent clauses on the other was alluded to. Relative clauses and noun clauses are intimately tied to a constituent in the topmost S in a way that is not true of adverbial clauses and independent clauses.

But the discussion above shows that English relative clauses are also somehow different from Tagalog relative clauses and from English and Tagalog noun clauses and adverbial clauses: English relative clauses are equal to their sentential units while Tagalog relative clauses, English and Tagalog noun clauses, and English and Tagalog adverbial clauses are equal to their sentential units plus their linkers or subordinating conjunctions.

The importance of the sentential unit will be underscored in Chapters IV and V.

2-3.4 GENERAL SUMMARY

This summary will be brief because a more extended treatment of the results of the analysis will be presented in the next chapter.

The movement in the typology has been from small units (open-set and closed-set items) to large constructions (sentences). The emphasis has been on surface structure, with reference being made to deep structure only when surface and deep structure do not match (as in the case of participial phrases, infinitive phrases, relative phrases, and relative clauses).

The juxtaposition of the English and Tagalog subsections under each type of code switch has produced the intended results. Gaps have been revealed: there are no equivalent Tagalog participial and infinitive phrases to correspond with such English constructions; strictly speaking, there are no English relative phrases - only relative clauses, which may or may not be reduced - while there are both Tagalog relative phrases and clauses. Similarities between English and Tagalog constructions involved in code switching have been highlighted: for example, English and Tagalog noun clauses and English and Tagalog adverbial clauses manifest striking similarities. Differences have also appeared: the Tagalog enclitics, especially the respect markers, can be glossed in English only by indirect means; relative constructions in English and Tagalog do not fall together the way English and Tagalog noun and adverbial clauses do.

It seems that the procedure has worked relatively well. It has been an advantage to adopt a two-step procedure: first, to analyse a sentence into its component S's so that such S's can serve as the matrix for code switches at the word and phrase level, and second, to put the S's together again into the complete sentence so that switches involving clauses might be studied. Of course some problematic areas remain. But as a whole, the heuristic device of analysis and then synthesis has simplified the task of typologising by limiting the linguistic context of each particular code switch.

By way of summary, the excerpt given in Section 2-3.1, General Introduction, is reproduced below with all code switches identified. Following the convention established in the body of the typology, lexical insertions of open-set items and combinations of such items are underscored and given category symbols. All other code switches are described.

- 1.46, GG.20, 1. Kung pag-uusapan po natin ^N irregularities ano?
2. Kung sabagay kung ang isang estudyante ay nakapasa rito dahilang lamang sa isang wika ^N nga leakage o iyong nakakuha siya ng mga ^N question na kanyang nasagot kaagad, palagay ko *this will be to the advantage of the student concerned.*

A code switch occurs between the Tagalog adverbial clause kung ang isang estudyante ay nakapasa rito - and the English main clause '*this will be to the advantage*' -. Palagay ko in this sentence can be considered a movable collocation.

3. Kung saka-sakaling siya'y makalusot, makarating ^{Adv} [Adj] ^{with PP} ng kolehyo e baka maging very embarrassing on his part naman ano? kung saka-sakali na kung nasa kolehyo na siya ay hindi siya makaangkop doon sa level na dapat niyang kalagyan sa kolehyo.
4. *I think this has something to do now with the pattern of education* na sinusunod sa mga kolehyo na...

In this sentence, the Tagalog relative phrase na sinusunod sa mga kolehyo is a code switch from the English main clause '*I think this has something to do now with the pattern of education*'. Intersentence analysis shows that this English main clause in turn is a code switch from the preceding Tagalog sentence.

5. *Aside from this N.C.E.E. examination* ay naghihigpit na rin sila ngayon sapagka't *they won't worry about anymore* itong ^N decrease ⁱⁿ ^{PP} enrolment sapagka't magkakaroon na rin sila ng ^{Adj} technological, ^{Adj} vocational at saka ^{Adj} occupational ^[N] courses so that they cannot afford anymore to get in people who are not fit for college.

Notice that the last *na* in sentence 4 seems to serve as a linker between that sentence and sentence 5. '*Aside from this N.C.E.E. examination*' is an English prepositional phrase inserted into the first S, a Tagalog S, which can be considered the main clause of the sentence. The next S, an English S, is introduced by the Tagalog subordinating conjunction *sapagka't* (together, the SubConj and S form an adverbial clause). This English S has a Tagalog NP serving as object of the preposition '*about*'; this Tagalog NP (in this study called a special combination of closed-set and open-set items) in turn features the English lexical insertion of a noun and a prepositional phrase '*decrease in enrolment*'. The Tagalog subordinating conjunction *sapagka't* introduces the next adverbial clause, a Tagalog clause, which contains the English lexical insertions '*technological*', '*vocational*', '*occupational courses*' - combinations of Adj + [N]. And the last adverbial clause is the result of a switch to English; of the one main clause and the three adverbial clauses in sentence 5, this is the only one that features no code switching of any kind.

N
6. Hindi po ba, ano, Miss Salang?

The whole analysis shows the validity of the statement made in the 'General Introduction'. It would not have been wise to assume that the sentences in the corpus had a base language from which a switch to the other language could be made. It was better to take each S as it came along and then to see how it related to the previous S and to the succeeding S.

This 'General Summary' has presented the general outlines of the heuristics involved in the task of typologising the code switches in the corpus. In a way, then, this summary has indicated certain methodological findings; the substantive findings will be adumbrated in the next chapters.

N O T E S

1. One revealing treatment has been provided by Carlota Smith (1969), who found the traditional determiner categories of definite and indefinite as inadequate and instead has suggested three classes: Unique (associated with non-restrictive relative clauses) - \emptyset (proper names); Specified (associated with restrictive and non-restrictive clauses) 'a', 'the', \emptyset ; Unspecified (associated with restrictive clauses) - 'any', 'all', etc. For relativisation to apply, a noun phrase must be shared by both the matrix and the embedded sentences. As defined by Smith (250 and 255), a noun phrase is shared if the substantive of the NP and the relative markers (i.e. restrictive and/or non-restrictive markers given to the determiners by expansion rules at the phrase structure level) of the NP are identical in both sentences. 'Note that in this interpretation shared noun phrases need not be identical, since the Specified category of determiners has more than one member' (250). That is, the Specified category includes \emptyset , 'the', and 'a' and, therefore, the NP's cannot be called strictly identical since \emptyset is more definite than 'the' and 'the' is more definite than 'a'.

In Smith's analysis, then, the NP's ng isang *examination* and 'the *examination*' (assuming that '*examination*' has the determiner 'the') share the same NP - even though the first NP has the definite determiner 'the', both ng and 'the' belong to the Specified category - and therefore constitute the proper environment for the relativisation transformation.

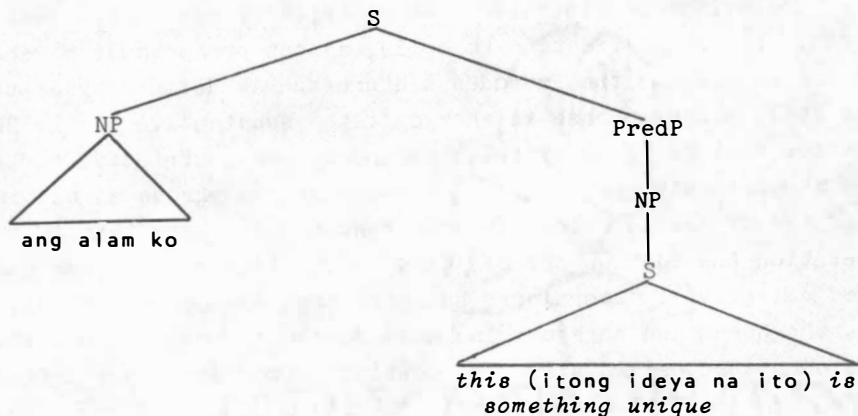
2. I owe this example to Dr. Otnes.

3. A similar configuration is presented below, although the appositive relationship (see the discussion in Section 2.4.3.1 and footnote 13 of Chapter II) complicates the analysis:

- at ang alam ko itong ideya na ito *this is something unique.* (7.27, JR.11, 3/3)

If the pronoun '*this*', being the second element, is considered the appositive to itong ideya na ito, then this example should be considered under Section 2.4.1.2, Tagalog NP as subject, because the code switch occurs between the Tagalog subject itong ideya na ito and the English predicate '*is something unique*' with the appositive '*this*' providing a smooth transition between the Tagalog and English elements of the utterance.

If, however, itong ideya na ito is considered the appositive - because it expands and explains the meaning of '*this*' - then the analysis would be very close to the analysis of (331.1):



where the English construction is seen to be functioning as a noun clause serving as predicate in the Tagalog sentence.

4. For purposes of the exposition, the labels 'main clause' and 'adverbial clause' have been retained. Strictly speaking, in the analysis used here, the adverbial clause is actually made up of two separate nodes - those for the SubConj and the second lower S.

5. The other analysis is that the switch is actually between the Tagalog subject itong *land transfer* and the English predicate '*is not a simple matter, complicated*', with the appositive '*it*' being introduced to provide the transition in code switching. If the latter analysis is adopted, then (341.8) should be considered under Section 2.4.1.2, Tagalog NP as Subject.

As indicated in footnote 3 above, one's interpretation will depend on how one considers appositives. If an appositive is taken to be always the second NP, then the analysis given in this footnote is the acceptable one.

But if the appositive is taken to be the NP that explains and expands the meaning of the other NP, irrespective of its appearing earlier or later than the other NP, then the first interpretation, given in the text, will be more plausible, that is:

[dahilan sa]_{SubConj}[*it (itong land transfer) is not a simple matter, complicated*]_S

- an English adverbial clause introduced by a Tagalog subordinating conjunction and featuring a Tagalog appositive for the English subject.

6. In one respect the adverbial clause is different from the independent clause. Generally, the *CoorConj* before the second lower S is an independent entity, i.e. the second lower S alone constitutes an independent clause, while the *SubConj* before the second lower S has to be joined to the S to constitute an adverbial clause:

[]_S[]_{CoorConj}[]_S
 ───────────
 independent clause

[]_S[]_{SubConj}[]_S
 ───────────
 adverbial clause

The internal structure of the adverbial clause is thus different from that of the independent clause. But *vis-à-vis* the other clause appearing in the sentence, both the adverbial clause and the independent clause are alike in that they seem additive rather than embedded.

CHAPTER IV

A RESTATEMENT OF THE ANALYSIS

4.1. INTRODUCTION

Chapters II and III have presented the complete typology of the different kinds of code switches found in the corpus. This chapter restates the patterns and constraints in code switching in the form of phrase structure rules - a more precise formulation that, at the same time, provides a clear and uncluttered overview of the whole system of code switching.

The analysis given in Chapters II and III and its restatement in this chapter serve as the input to the model-building process of Chapter V.

4.2. PATTERNS AND CONSTRAINTS IN CODE SWITCHING

This section, the body of the chapter, will recapitulate the analysis given in the previous chapters by way of phrase structure (hereinafter PS) rules annotated by explanation and examples. A complete grammar of code switching, however, lies beyond the scope and purposes of this study. What will be attempted here is a partial syntax, done within the framework of the *Aspects* model, that generates the sentences in the corpus and that can be expected to generate similar sentences outside the corpus. This fragment of a grammar will be more specific regarding the PS component but less specific regarding the transformational component; that is, PS rules will be formulated but transformational processes will simply be given descriptive labels.

In general, an extensive approach has been chosen over an intensive approach - this means that constituents like the Aux of the English VP and the Aspect, Base, and Mode of the Tagalog V have been glossed over in favour of a comprehensive view of the total system.

A basic assumption that guided the preparation of the typology was that it was impossible to state in advance that the sentences in the corpus had a base language, for example, Tagalog, from which a switch to English could be made.¹ Rather, it was a procedural necessity to take each sentence as it came and, furthermore, to decompose each sentence into individual S's or sentential units so that such lower S's could provide the backdrop for a particular code switch at the word and phrase level. These particular sentential units were eventually put together again to form the sentence, which now constituted the matrix for code switches at the clause level.

As the analysis progressed, one fact became more and more evident: although a sentence (= topmost S or the initial S in a derivation consisting of several lower S's) cannot always be identified as a Tagalog sentence or an English sentence, each sentential unit (= lower S or an S from the righthand side of a rewriting rule) more or less can be identified as a Tagalog S or an English S. That is, a sentence with a Tagalog adverbial clause and an English main clause or with one Tagalog and one English independent clause cannot appropriately be tagged as a Tagalog sentence or an English sentence; perhaps it can simply be labelled 'bilingual sentence'. On the other hand, no matter how many lexical or phrasal insertions from the other language a sentential unit may carry, there is some operational test - word order, major vs. minor constituents, etc. - for determining whether it is a Tagalog S (= surface structure clause) or an English S (= clause).

It follows from this observation that two sets of PS rules are necessary to generate the utterances in the corpus - one set of PS rules for Tagalog S's and another set for English S's. Within each set of rules, however, there will be rules that allow for lexical and phrasal insertion from the other language or for a switch to a sentential unit in the other language. The discussion below will indicate how this can be accomplished.

4.2.1. PHRASE STRUCTURE RULES FOR TAGALOG S's

The rules given below are preceded by (TPSR) as an abbreviation for 'Tagalog phrase structure rules'. The braces - { } - indicate exclusive disjunction, either/or, while the parentheses - () - enclose an optional constituent.

$$\begin{array}{l}
 \text{(TPSR1) S} \rightarrow \left(\left\{ \begin{array}{l} \text{Interrogative} \\ \text{Imperative} \end{array} \right\} \right) (\text{Negative}) (\text{Respect}) \\
 \text{PredP (NP) (Adverbial) } \left(\left\{ \begin{array}{l} \text{Object Focus} \\ \text{Directional Focus} \end{array} \right\} \right)^2
 \end{array}$$

- (TPSR2) PredP \rightarrow $\left\{ \begin{array}{c} \text{VP} \\ \text{AdjP} \\ \text{NP} \\ \text{PP} \end{array} \right\}$ (Adverbial)
- (TPSR3) VP \rightarrow V $\left(\begin{array}{c} \text{NP} \\ \text{Adj} \end{array} \right)$ (NP) (PP)
- (TPSR4) AdjP \rightarrow Adj (NP)
- (TPSR5) NP \rightarrow $\left\{ \begin{array}{l} (\text{Det}) \text{ N (NP) (PP) (S)} \\ \text{NP S} \end{array} \right\}$
- (TPSR6) PP \rightarrow Prep NP
- (TPSR7) Adverbial \rightarrow $\left\{ \begin{array}{c} \text{Adv} \\ \text{NP} \end{array} \right\}$
- (TPSR8) Interrogative \rightarrow IntergM
- (TPSR9) Negative \rightarrow NegM
- (TPSR10) Respect \rightarrow RM
- (TPSR11) S \rightarrow $\left\{ \begin{array}{c} \text{S SubConj S*} \\ \text{S CoordConj S*} \end{array} \right\}$

The explanation and the examples follow. Examples will be identified according to the (TPSR) they exemplify, thus: (TPSR5.1) means that it is the first example for Tagalog phrase structure rule 5.

Each example will be followed by a cross-reference number to indicate its location in the discussion given in Chapters II and III or, if it has not been discussed in the typology, by its code number indicating its location in the transcripts. In some instances, the example given here does not correspond exactly to the original because the sentence in the original may be the result of several transformations while what is being exemplified here is the result of the PS rules. In such instances, the cross-reference or code number will bear the symbol for 'prime'.

'Interrogative', 'Imperative', 'Negative', and 'Respect' are specified in the rewriting rule for the initial S, (TPSR1), to account for S's like:

- (TPSR1.1) Balikan po natin itong mga *boarding-houses* at saka
mga dormitoryos. (273.2)

where 'Imperative' dictates the form of the verb - *balikan* - which has no inflection for aspect, and where 'Respect' is realised as the RM *po*.

- (TPSR1.2) - hindi po ba ito makadaragdag sa kanyang
efficiency? (272.3)

where 'Negative' is realised in surface structure as the NegM hindi, 'Respect' as the RM po, and 'Interrogative' as the IntergM ba.

Though 'Respect' is not usually given as part of the rewriting of S, still the pervasive use of po and ho in the corpus argues for the inclusion of such a symbol in the PS rules.

The use of PredP rather than VP in (TPSR1) underscores the facts that 'while English predicates always include a verb, Tagalog predicates need not' (Schachter and Otnes 1972:61), an observation that is formulated as a rule, (TPSR2).

Only the PredP is an obligatory constituent in (TPSR1); the NP is optional because meteorological sentences in Tagalog - like Mainit. and Umuulan - do not require a subject.

The optional 'Object Focus' or 'Directional Focus' is analogous to the optional 'by-Passive' posited by Chomsky for English grammar. If 'Object Focus' or 'Directional Focus' is not chosen in the phrase marker of the S, then the resulting sentence is in the actor-focus, for example:

(TPSR1.3) -hindi ho magbibigay ng *guidance services to*
the students ang FAPE. (263.1')

where the affix of the verb is mag- and the subject of the sentence (underscored in the example) is the 'doer of the action'.

If 'Object Focus' is chosen, it will trigger transformations to produce a surface structure like:

(TPSR1.4) -binibigay nyo na sa mga *schools and colleges*
iyong mga forms - (2211.10')

where the affix of the verb is -in and the subject of the sentence is the equivalent of the English direct object.

If 'Directional Focus' is chosen, it will trigger transformations to produce a surface structure like:

(TPSR1.5) - bigyan nyo ng *a little background on this*
kami. (2421.1')

where the affix of the verb is -an and the subject of the sentence is the equivalent of the English indirect object.

The treatment of focus in Tagalog is a thorny problem (for detailed treatments, see Gonzalez 1972, Llamzon 1974, Otnes 1966, Schachter and Otnes 1972); the proposal to have a node analogous to the 'by-Passive' node in English is only suggestive and needs to be tested in a more rigorous statement of PS rules.

Examples for (TPSR2), PredP rewritten as VP, as AdjP, and as NP, will be given as each of these phrases is considered in turn. Only PredP + PP need be exemplified here, together with the optional Adverbial modifying the PredP:

(TPSR2.1) PredP → PP (Adverbial)
 [[[*simply*]_{Adv}]_{Adverbial} [*because of family
 planning*]_{PP}]_{PredP} iyan (261.55')

(TPSR3) requires only one obligatory constituent - the V. If only V appears in the phrase marker, then presumably it is an intransitive verb. Here are examples for the different combinations allowed by (TPSR3):

(TPSR3.1) VP → V NP
 [[*nagtatag*]_V [*ng special government action
 Commission*]_{NP}]_{VP} ang pamahalaan

(TPSR3.2) VP → V NP NP PP
 [[*magkapagbibigay*]_V [*kaalaman*]_{NP}
 [*sa inyo*]_{NP} [*ukol po sa mga nagaganap sa ating
 paligid*]_{PP} [*and*]_{CoorConj} [*with regard to the
 development projects of the government*]_{PP}]_{PP}]_{VP}
 ang pag-uusapan po natin (261.43')

Now consider the following:

(TPSR3.3) [[*magbibigay*]_V [*ng guidance services*]_{NP}
 [*to the students*]_{PP}]_{VP} ang FAPE (263.1')

Notice that *sa inyo* in (TPSR3.2) and '*to the students*' in (TPSR3.3) are substitutable: One can say *magkapagbibigay kaalaman to the students* and *magbibigay ng guidance services sa inyo*. And yet '*to the students*' is labelled as a PP and *sa inyo* is labelled as an NP. This is because the labelling has been done according to the constituent structure of the language in which the phrase has been uttered: '*To the students*' is an English PP that perhaps is inserted under the NP node in a Tagalog S, while *sa inyo* is a Tagalog NP serving as a complement within a Tagalog VP.

But this difference in constituent structure may be an artifact of the grammatical description adopted here. In the Tagalog grammar employed in this study, *sa* is a determiner; in some other Tagalog grammar, it may well be considered a preposition. In that case, the Tagalog and English constructions will fall together.

(TPSR3.4) VP → V Adj
 [[*magiging*]_V [*temporary*]_{Adj}]_{VP} ang kanyang status (223.3')

- (TPSR3.5) VP → V Adj PP
 baka[[maging]_V[[embarrassing]_{Adj}[[on his part]_{PP}]_{VP}piyan
 (223.7')

Although the example features an English PP, it is easy to show that a Tagalog PP also fits into the slot: *baga maging embarrassing para sa kanya iyan.*

The same example can be modified to demonstrate

- (TPSR3.6) VP → V Adj NP
 baka[[maging]_V[[embarrassing]_{Adj}[[sa kanya]_{NP}]_{VP}piyan

Below are examples for (TPSR4):

- (TPSR4.1) AdjP → Adj
 [[totoo]_{Adj}]_{AdjP}ba itong balita (333.3)
- (TPSR4.2) AdjP → Adj NP
 [[magaling]_{Adj}[[sa subject areas na ito]_{NP}]_{AdjP}sila (322.1')

The different possibilities in (TPSR5) are exemplified by:

- (TPSR5.1) NP → N
 makakuha ng examination in their own embassies there
 [[sila]_N]_{NP} (261.12')
- (TPSR5.2) NP → Det N
 nagbibigay po ng contribution [[ang]_{Det}
 [Bureau of Public Highways]_N]_{NP} (341.9)
- (TPSR5.3) NP → Det N NP PP
 [[ang]_{Det}[[sabi]_N[[dine sa section fourteen]_{NP}
 [regarding the ventilation]_{PP}]_{NP}: All buildings
 erected or altered for use → (261.26')
- (TPSR5.4) NP → Det N S
 totoo ba[[itong]_{Det}[[balita]_N[[sa mga paaralan
 nagri-review ang mga estudyante]_S[[and]_{CoorConj}
 [some schools are conducting review classes para
 sa kanila]_S]_S]_{NP} (333.3')

Following Jacobs and Rosenbaum (1968), the rewriting rule NP → (Det) N S underlies all the noun clauses appearing in this study.³

All the above examples give an NP as subject, that is, the NP is part of the rewriting rule for the initial S: S → PredP NP. In the following case, the NP occupies the predicate position in the S, that is, PredP → NP:

- (TPSR5.5) NP → N S
 [[ito]_S[*perhaps it may come out next year*]_S]_{NP}
 ang sabi niya (331.1')

In the next example, the NP is part of the verb phrase, that is,
 VP → V NP:

- (TPSR5.6) NP → NP S
 magkaroon[[ng isang *examination*]_{NP}[*the examination
 will be fair to everybody*]_S]_{NP} (3211.1')

Following Jacobs and Rosenbaum, the rewriting rule NP → NP S underlies all the restrictive relative constructions appearing in this study.

The optional Adverbial given in (TPSR1) is exemplified by:

- (TPSR7.1) Adverbial → Adv
 [[*presently*]_{Adv}]_{Adverbial} dalawampu't tatlo pong
 dormitorio ang *duly-licensed* po sa *City of Manila*
 (2241.1')

Under this Adv node can be considered the enclitics not already tagged as RM (po and ho) or IntergM (ba): kasi, kaya, daw or raw, din or rin, lamang or lang, man, muna, na, naman, nga, pa, pala, sana, tuloy, yata.

The adverbial in Tagalog S's can also be rewritten as NP, as in the following example:

- (TPSR7.2) Adverbial → NP
 [[sa araw po ngang ito]_{NP}]_{Adverbial} nag-imbita ng isang
 estudyante sa *Maryknoll College* tayo (1.7, GG.3, 2/4')

The constituent structure of English, however, would rewrite Adverbial as PP, for example:

- (TPSR7.3) [[*by that time*]_{PP}]_{Adverbial}...iyong mga katanungang
 isasali sa *examination* e mga katanungang tinst na
 (261.8)

But since, in general, the sa-NP and the English PP are intertranslatable, the English PP in (TPSR7.3) can be regarded as an insertion under the NP node dominated by the Adverbial in the Tagalog phrase marker.

The sa-NP, it seems, can be dominated by the PredP node, in which case it is some kind of a complement (as in (TPSR3.2) and (TPSR4.2)), or by the Adverbial node, in which case it functions as an adverb of time (as in (TPSR7.2)) or of place.

The adverbial is a problem in the analysis. Does it appear only in the initial S, that is, does it always modify the whole S or does it also appear under the PredP or other nodes?

Sometimes it seems that although the Adverbial appears before a V, it has simply been pushed down from the topmost S - it still modifies the whole S - but sometimes it appears to modify only the constituent which it precedes or follows. The problem is an important one, but this study will not go into it. It will simply be assumed here that the Adverbial as an optional constituent occurs not only in the topmost S but also in the PredP.

The rule given as (TPSR11) is different from the other rules and the asterisks mark this difference. It is a rule schema (Langendoen's term, 1969:31) rather than a rule: it is a statement that conflates an infinity of rules. Such a statement is necessary because theoretically it is possible to conjoin an unlimited number of independent clauses and to pile up an unlimited number of adverbial clauses on a main clause. A rule schema takes the place of an uneconomical series of rules like the following:

S → S CoorConj S
 S → S CoorConj S CoorConj S
 S → S CoorConj S CoorConj S CoorConj S
 . . .
 . . .
 . . .

As examples of (TPSR11), consider:

(TPSR11.1) S → S SubConj S*
 [[mapalad nga po tayo ngayon]_S
 [sapagka't]_{SubConj}[ang *Civil Service* ay nakagagalaw
 nang independyente]_S[sapagka't]_{SubConj}[mayroong
 backing unang-una na ng Presidente]_S]_S (9.11, FV.4, 4/5)

(TPSR11.2) S → S CoorConj S*
 [[sila ho ba ay nabigyan ng parusa]_S[o]_{CoorConj}
 [nanatili pa sila sa pamahalaan]_S]_S (9.34, LC.6, 3/3)

This rule schema will also take care of a Tagalog main clause appearing with an English adverbial clause, for example:

(TPSR11.3) [[naghihigpit na rin sila ngayon]_S[sapagka't]_{SubConj}
 [they won't worry about anymore itong sinasabi nilang
 decrease in enrolment]_S[sapagka't]_{SubConj}[magkakaroon
 na rin sila ng *technological, vocational* at saka
 occupation courses]_S[so that]_{SubConj}[they cannot
 afford anymore to get in people]_S]_S (341.3)

and of conjoined independent clauses with the first clause coming from Tagalog and the later clause coming from English, as in the following:

(TPSR11.4) [[*mayroon pong swimming pool diyan*]_S[*at*]_{CoorConj}

[*mayroon pong mga laruan ng mga bata*]_S[*and*]_{CoorConj}

[*there is mountain climbing available*]_S (3511.1')

Note that the SubConj and the CoorConj lie outside the sentential units and can therefore be in the language of the earlier S or the later S.

The examples given above feature a lot of English insertions to show how such items are introduced into Tagalog S's. Thus, the open-set items - nouns, verbs, adjectives, and adverbs (discussed in Section 2.2) - are easily plugged-in under the appropriate constituent symbol, N or V or Adj or Adv.

Likewise, the English closed-set items appearing in Tagalog S's - coordinating conjunctions, subordinating conjunctions, prepositions, interjections, affirmative and negative markers - are simply inserted into the appropriate slots. Thus, (TPSR11) provides for the insertion of English coordinating and subordinating conjunctions, (TPSR6) for English prepositions. The PS rules given here are not sufficiently detailed to take care of the interjection '*well*' and the affirmative and negative markers '*yes*' and '*no*', but these constituents can be explicitly handled in a more complete grammar. Here they are visualised as occupying essentially the same slot and participating in basically the same syntactic relationship as the CoorConj in (TPSR11).

Correlative conjunctions, perhaps, also appear where the CoorConj is, except that there may have to be a transformational rule in the form of a copying rule that introduces CoorConj before the first S, thus: CoorConj S CoorConj S. The fact that *both-at saka*, *either-o*, and *not only-kundi rin* appear in the corpus as members of a pair hints at the congruence between '*and*' and *at (saka)*, '*or*' and *o (already pointed out in Section 3.5.3)*, and '*but also*' and *kundi rin*.

A collocation like '*as a matter of fact*' is also inserted into the same slot, that of CoorConj. The other collocations are single units that are also plugged into the appropriate slots, for example, '*in the long run*', into the N slot, '*all along*' into the Adv slot, '*I see*' into the S slot.

As for special combinations of closed-set and open-set items (see Section 2.4) - combinations of an English determiner and an English noun appearing as NP-subject, NP-complement, and NP-appositive - in Tagalog S's, these can be inserted into an available NP or N slot.

Notice that the slot can be that for an NP or an N: N, because in some instances, the Det_E + N_E substitutes for the whole Tagalog NP, for example:

- (421.1) Kaya't hindi natin pwede pong *i-discuss*, ano ho,
the merits and demerits of the case. (2411.1)

but more commonly N, as in:

- (421.2) - kung pag-uusapan po ito pong *the whole building itself* - (2411.3)

where '*the whole building itself*' is an N preceded by the Tagalog determiner ito.

- (421.3) Maari po bang bigyan nyo kami ng *the facts of the matter?* (2421.4#)

where '*the facts of the matter*' appears to be taken in as a single unit, as N, after the determiner ng.

- (421.4) Ang kinalabasan po nito, ng...*the special commission, ay in nineteen seventy* nagtatag - (2421.3)

where the whole NP can be given the labelled bracketing $[[ng]_{\text{Det}} [the\ special\ commission]_{\text{N}}]_{\text{NP}}$.

The coming together of a Tagalog determiner and a complete English NP (Det_E + N_E) to form an NP leads to the following conclusion: the English NP's seem to be 'ready-made' units considered as simple nouns that are then inserted under an available N node in the Tagalog phrase marker. (Cf. the Spanish NP - Det_S + N_S - la mesa with the Tagalog determiner ang in ang lamesa.) In fact, even for (421.1), it may be possible to use the Tagalog determiner ito:

- (421.1') Kaya't hindi natin pwede pong *i-discuss*, ano ho,
ito pong *the merits and demerits of the case*.

What about appositives, $[[]_{\text{NP}} []_{\text{NP}}]_{\text{NP}}$ constructions? Here they will be considered as the product of deletion transformations so that the appositive in

- (421.5) libre po ba $[[itong\ mga\ tulong\ na\ ibinibigay\ ninyo]_{\text{NP}} [especially\ the\ facilities\ that\ the\ people\ need]_{\text{NP}}]_{\text{NP}}$
(2431.2')

comes from an underlying

- (421.5') $[libre\ po\ ba\ itong\ mga\ tulong\ na\ ibinibigay\ ninyo]_{\text{S}} [libre\ po\ ba\ especially\ the\ facilities\ that\ the\ people\ need]_{\text{S}}$

and the identical predicate in the second S is deleted and the remaining constituents adjoined to the first S.

And the appositive in

(421.6) - at ang alam ko [[itong ideya na ito]_{NP}[*this*]_{NP}]_{NP}
is something unique. (2431.5)

comes from an underlying

(421.6) - at alam ko [itong ideya na ito *is something unique*]_S
 [*this is something unique*]_S

with the first occurrence of the predicate being deleted and with the NP *itong ideya na ito* being adjoined to '*this is something unique*'. Therefore, no additional PS rules are necessary to generate appositives.

English prepositional phrases can be introduced wherever there is a PP node in the Tagalog phrase marker; thus, an English prepositional phrase can appear as predicate or as part of a noun phrase or verb phrase (see examples (TPSR2.1), (TPSR5.3), and (TPSR3.2) respectively). In certain specified instances, an English PP can appear under an NP symbol in a Tagalog S: it can substitute for a Tagalog *ng*-NP-genitive or *sa*-NP.

Thus it is easy to substitute the English PP '*of the anniversary of the D.A.R.*' for the Tagalog NP *ng anibersaryo ng D.A.R.*

(421.7) *This is in connection with the celebration po*
ng anibersaryo ng D.A.R. - (2422.10)

And this kind of substitution was precisely what the speaker did in:

(421.8) - *mayroon po kaming nabilang by estimate sa loob*
ng reservation ng...of Mindoro - (2422.14)

Note that not all NP's with the determiner *ng* have English PP equivalents. Consider the following sentence:

(421.9#) Bumili siya *ng pagkain.*

which has the English gloss:

(421.9#') He bought *food.*

Here the *ng*-NP is not a genitive-NP and thus cannot be replaced by an English PP.

As for *sa*-NP's, the discussion of (TPSR3.2) and (TPSR3.3) pointed out that the English PP in *magbibigay ng guidance services to the students* and the Tagalog NP in *makapagbibigay kaalaman sa inyo* are commutable.

That seems to be the case too in the following instance:

(421.10) [[makakuha]_V[ng examination]_{NP}]_{VP}[[in their own
embassies there]_{PP}]_{Adverbial} sila (261.12')

which would have the following gloss and labelled bracketing in Tagalog:

(421.10') [[makakuha]_V[ng examination]_{NP}]_{VP}[doon sa kanilang
sariling embassy]_{NP}]_{VP}sila

The sentences above show the difference in the analysis of the inter-translatable constructions *doon sa kanilang sariling embassy* and '*in their own embassies there*'. In English, the construction is a PP functioning as an Adverbial; in Tagalog, it is an NP serving as a complement in the VP. But as has already been pointed out, the difference may be due to the grammatical description of Tagalog adopted for this study.

At any rate, it is clear from the many examples discussed here that Tagalog *sa*-NP's and English PP's are conceptualised by the bilingual as being parallel and intertranslatable.

4.2.2. PHRASE STRUCTURE RULES FOR ENGLISH S'S

The rules given below are preceded by (EPSR) to distinguish them from the (TPSR) given in Section 4.2.1.

(EPSR1) S → $\left(\begin{array}{c} \text{Interrogative} \\ \text{Imperative} \end{array} \right)$ (Negative)
(Respect) NP VP (Adverbial) (by-Passive)

(EPSR2) NP → $\left\{ \begin{array}{l} (\text{Det}) \text{ N } \left(\begin{array}{c} \text{S} \\ \text{PP} \end{array} \right) \\ \text{NP S} \end{array} \right\}$

(EPSR3) VP → $\left\{ \begin{array}{l} \text{V} \\ \text{V NP (PP)} \\ \text{Copula } \left\{ \begin{array}{c} \text{NP} \\ \text{Adj} \end{array} \right\} \text{ (PP) (Adverbial)} \end{array} \right\}$

(EPSR4) Adverbial → $\left\{ \begin{array}{c} \text{Adv} \\ \text{PP} \end{array} \right\}$

(EPSR5) PP → Prep NP

(EPSR6) Interrogative → Interg

(EPSR7) Negative → NegM

(EPSR8) Respect → RM

$$(EPSR9) \quad S \rightarrow \begin{cases} S \text{ SubConj} & S^* \\ S \text{ CoordConj} & S^* \end{cases}$$

If neither 'Interrogative' nor 'Imperative' is chosen in (EPSR1), the resulting sentence will be a declarative sentence.

'Interrogative' in (EPSR1) triggers transformations that reorder the constituents in the S and/or insert interrogative pronouns like 'who', 'which', 'what', 'how', 'why' to produce a surface structure like:

(EPSR1.1) - *how would you compare the initial reaction of the people to this* at saka iyon pong pagtanggap nila ngayon sa kapanahunang ito? (2422.4)

The rule given as (EPSR6), Interrogative \rightarrow Interg, is necessary in the Tagalog-English contact situation because almost any declarative sentence can be converted into a question by the use of the interrogative word *ano*:⁴

(EPSR1.2) *Yah, but there ought to be a passing mark* *ano*? (232.15)

Choosing 'Imperative' in (EPSR1) produces a sentence like:

(EPSR1.3) *Let's go to the other areas of your projects* - (271.6)

which is a special kind of imperative sentence.

'Negative' is rewritten as NegM by (EPSR7) and is realised as 'not', as in the following example:

(EPSR1.4) - *they won't worry about anymore* itong sinasabi nilang *decrease in enrolment* - (2422.9)

The optional constituent 'Respect' is not usually part of English PS rules.⁵ But ultimately, 'Respect' will have to be incorporated as part of the description of a speech act - if not in deep structure, then at some other more abstract level or perhaps in the pragmatics of an utterance. This symbol will be realised perhaps as a vocative like 'Sir' or by a deferential manner or by some other signal. In Tagalog-English mixing, it can be visualised as having been moved up from some abstract level to the syntactic level of deep structure for realisation as *po* and *ho* in the English S, as in the following example:

(EPSR1.5) *Pero actually po they're present in the reservation?* (2.25, GG.14, 1/1)

The 'by-Passive' triggers transformations that result in a surface structure like:

(EPSR1.6) *They are given iyong tinatawag na academic appointments.* (2422.3)

rather than:

(EPSR1.6') *The president gives them iyong tinatawag na academic appointments.*

As (EPSR1) shows, the English S has an obligatory NP and VP - compare this with the obligatory PredP and the optional NP of the Tagalog S provided by (TPSR1).

Below are examples for (EPSR2), which rewrites NP:

(EPSR2.1) NP → N
 [[wildlife]_N]_{NP} ho is very sensitive doon
 sa pamamail (232.10)

(EPSR2.2) NP → Det N
 [[the]_{Det}[farmer]_N]_{NP}realises it (232.4')

There are several examples, discussed in Section 2.4.1.2, of NP rewritten as Det_T + N_T in an English S.

Consider:

(EPSR2.3) [[ang]_{Det}[intensyon]_N]_{NP}talaga is to maintain it
 in the original state (2412.1)

(EPSR2.4) [[iyong]_{Det}[mga yearlings]_N]_{NP}have an increase
 of about eight per cent within the reservation (2412.6)

Notice that the word order of NP + VP and the agreement in number between subject and predicate are typically English.

(EPSR2.5) NP → N S
 then they feel [[it]_N[hindi na lang parating
 dole-out sila]_S]_{NP} (333.5')

(EPSR2.6) NP → Det N S
 you must be aware of [[the]_{Det}[fact]_N
 [binibigyan ng pansin ang population explosion
 sa buong daigdig]_S]_{NP} (332.1')

As has been pointed out, the rewriting rule NP → (Det) N S underlies all the noun clauses appearing in the study.

(EPSR2.7) NP → N PP
 do you conduct [[seminars]_N[tungkol dito]_{PP}]_{NP} (262.1')

(EPSR2.8) NP → NP S
 his whole area is worked by [[several tenants]_{NP}
 [nabigyan na ng certificates ang ibang tenants]_S]_{NP}
 (29.2')

The rewriting rule NP → NP S underlies all the restrictive relative constructions appearing in the study.

In the rewriting rule for VP, (EPSR3), choosing the V alone accounts for the use of intransitive verbs in sentences in the corpus.

Other possibilities are exemplified below:

(EPSR3.1) VP → V NP
you [[*compare*]_V[[*the initial reaction of the people to this*]_{NP}[[*at saka*]_{CoorConj}[[*iyon pong pagtanggap nila ngayon sa kapanahunang ito*]_{NP}]_{NP}]_{VP}
 (2422.4)

(EPSR3.2) VP → V NP PP
some schools [[*are conducting*]_V[[*review classes*]_{NP}[[*para sa kanila*]_{PP}]_{VP} (262.3)

Now consider the following example:

(EPSR3.3) *we* [[*would put in*]_V[[*more interest*]_{NP}[[*sa ating pagtatanghal*]_{NP}]_{VP} (2422.11)

Here it seems that VP → V NP NP. But the comment made earlier regarding the intertranslatability between Tagalog *sa*-NP's and English PP's bears repeating: *sa ating pagtatanghal* is an NP according to the constituent structure of Tagalog although its English gloss is a PP, '*in our presentation*'. Therefore it can be said that such Tagalog NP's occupy the PP slot provided for by the English rewriting rule VP → V NP NP.

(EPSR3.4) VP → V PP
they [[*will worry*]_V[[*about itong decrease in enrolment*]_{PP}]_{VP} (2422.9')

(EPSR3.5) VP → Copula NP
the first one [[*was*]_{Copula}[[*the Land Authority*]_{NP}]_{VP}
 (5.3, JM.1, 6/15)

(EPSR3.6) VP → Copula Adj PP
you [[*must be*]_{Copula}[[*aware*]_{Adj}[[*of the fact*]_{PP}]_{VP}
 (332.1)

Now consider the following case:

(EPSR3.7) *wildlife ho* [[*is*]_{Copula}[[*sensitive*]_{Adj}[[*doon sa pamamariil*]_{NP}]_{VP} (2422.15')

Again, the Tagalog NP *doon sa pamamaril* occupies a slot that is reserved for an English PP - as the English gloss '*to hunting*' indicates. In such a case, the Tagalog NP will appear under the PP node in the phrase marker for an English S.

(EPSR4) is the rewriting rule for the Adverbial:

(EPSR4.1) Adverbial → Adv
then they feel it [[*naman*]_{Adv}]_{Adverbial} (333.5')

where the Adverbial is part of the VP.

(EPSR4.2) Adverbial → PP
 [[*in previous years*]_{PP}]_{Adverbial} *the land reform programme of the Philippines took the form of a transfer of ownership* (5.3, JM.1, 14/15)

As has frequently been pointed out, the English PP is oftentimes the equivalent of a Tagalog *sa*-NP. So that side by side with (EPSR4.2) is:

(EPSR4.3) [[*sa ngayon*]_{NP}]_{Adverbial} *we have actual counts in the reservations* (2422.2')

Interlinguistic reconstruction suggests that *sa ngayon* is a Tagalog NP that can be glossed as the English PP '*as of now*'. If *ngayon* alone had been said, however, it would be a Tagalog Adv paralleling the English Adv '*now*'.

It is not necessary to give examples for the rule that rewrites PP because the examples above that contain PP's serve the purpose. The rules for rewriting Interrogative as Interg, Negative as NegM, and Respect as RM likewise require no exemplification because these rules have been discussed in connection with (EPSR1).

Below are examples for (EPSR9):

(EPSR9.1) S → S SubConj S*
 [[*there has been a remarkable change from the old ways of the Old Society to the present system under the New Society*]_S [*because*]_{SubConj} [*now there is emphasis on morality in the public services*]_S]_S
 (9.8, FV.3, 1/4)

(EPSR9.2) S → S CoordConj S*
 [[*the first one was the Land Authority*]_S [*and*]
 [*the second was the Agricultural Productivity Commission*]_S [*and*]_{CoordConj} [*the third was the*

Agricultural Credit Administration]_S[and]CoorConj
 [*the fourth was the Land Bank*]_S[and]CoorConj
 [*the fifth one was the Office of the Agrarian
 Counsel*]_S] (5.3, JM.1, 6/15')

The second S may constitute a code switch to a Tagalog sentential unit, as in the following:

(EPSR9.3) [[*we are going to have training programmes also
 for the counsellors of the different schools*]_S
 [para]_{SubConj}[*mainterpreta nila nang tumpak ang
 mga resulta sa mga bata*]_S]_S (342.6)

(EPSR9.4) [[*they live side by side with...sa mga tao*]_S
 [at]_{CoorConj}[*nabibisita at pinipreserve po ng
 kanilang mga pamahalaan sila*]_S]_S (3512.4')

It is obvious that (EPSR9) and (TPSR11) are identical. But both rules are necessary: (RPSR11) provides for both or more S's being in Tagalog or, in the context of language mixing, for an initial S being in Tagalog and later S's being in English; (EPSR9), on the other hand, provides for both or more S's being in English or, in the context of language mixing, for an initial S being in English and the later S's being in Tagalog.

As in the previous subsection, wherever possible, the examples that have been chosen to illustrate the application of the PS rules feature code switches; this was done in order to indicate how Tagalog items and constructions are incorporated into English S's. Since the processes for inserting open-set items, closed-set items, collocations, and prepositional phrases discussed in Section 4.2.1. apply, *mutatis mutandis*, to this subsection, only the observations regarding complete Tagalog NP's (that is, Det_T + N_T) in English S's need be given here.

The most noticeable characteristic of such NP's is the primacy of the *ang/ito/iyang/iyon* form of the determiner, the determiner for NP-subject. Consider the following cases again:

- (422.1) *Ito pong mga areas na ito ang intensyon talaga
 is to maintain it in the original state.* (2412.1)
- (422.2) *Ang family planning component po dito is really
 the most crucial at the moment -* (2412.4)
- (422.3) *Sa amin pong estimate dahil nabilang ho namin
 actually iyong mga young ones na tinatawag,*

- iyong mga yearlings have an increase of about eight per cent within the reservation. (2412.6)
- (422.4) At kung mayroon pong maidadagdag na kwan na improvement doon [it] would be iyong mga tinatawag po nating visitor amenities. (2422.6')
- (422.5) What I wanted to ask really was iyong tungkol sa mga questions kung...kasi baka masyadong mahirap iyong mga... (2422.8)
- (422.6) At kagaya po ng ating napasimulang paksa, we'll still discuss ito pong mga details na may kaugnayan sa National College Entrance Examinations - (2422.1)
- (422.7) Kung hindi po ninyo...we have discussed during the first session ito pong subject areas na inyo pong pipiliin. (2422.2)
- (422.8) They are given iyong tinatawag na academic appointments. (2422.3.)
- (422.9) - sapagka't they won't about anymore itong sinasabi nilang decrease in enrolment sapagka't magkakaroon na rin sila - (2422.9)

In (422.1)-(422.3), the ang-determiner is expected because the NP's here are predicate nouns. (Even if they were given Tagalog glosses, the NP's would still be iyon-NP's in equational sentences:

- (422.4') At kung mayroon pong maidadagdag na kwan na improvement doon iyon po iyong mga tinatawag po nating visitor amenities.
- (422.5') Iyong tungkol sa mga questions ang gusto ko hong itanong talaga.)

But notice that the NP's in (422.6)-(422.9) are all in complement position - in (422.6)-(422.8), the Tagalog NP's are objects of the verb, in (422.9), it is object of the preposition - and yet the determiner is ito/iyon, the determiner for subject-NP's, rather than nito/noon, the determiner for Tagalog objects of the verb, or dito/doon, the determiner for Tagalog objects of the preposition.

Perhaps the primacy of the ang/ito/iyan/iyon form in code switching stems from the fact that these Tagalog NP's are taking the place of English NP's in English S's. In English, the determiner remains unchanged for nouns in both nominative and objective cases, 'the/these-these/that-those' - and the Tagalog equivalents that come readily to mind for them are ang/ito/iyan/iyon.

An alternative interpretation is that these Tagalog NP's are not in fact substitutes for English NP's. Perhaps the code-switched phrase is not the Tagalog NP but the English VP. A look at the examples in Section 2.4.1.2. shows that many of the Tagalog subjects occurring with English predicates are said in the context of a previous Tagalog utterance. The best example is:

- (422.10) Na iyong mga halaman at mga *plants and animals*
na nandoon po sa lugar na iyon pabayaan lang at
magkaroon na sila ng tinatawag na *natural interaction*
at parang ang tao *will find a way to be able to*
enjoy and recreate in these areas. (2412.3)

An example like this shows how plausible it is to say that the code switch occurs between the Tagalog subject and the English predicate. It may well be that both interpretations are correct - one interpretation for some occurrences and the other interpretation for other occurrences. Anyway, the crucial fact is clear. The switch affecting a Tagalog subject and an English predicate is possible only because of the congruence between Tagalog subjects and English subjects. That is, from the Tagalog subject, it is perhaps as easy to continue with a Tagalog ay-construction or with an English VP.

The congruence between English NP's and Tagalog NP's in subject position may also explain the deleted Tagalog subject in the following sentences:

- (422.11) *Well, we all know that this is a State University*
at lumalakad sa pamamagitan ng pondong nanggagaling
sa ating pamahalaan. (3512.3)

where the English subject '*this*' and the deleted Tagalog subject *ito* are equivalent.

- (422.12) At *they live side by side with...* sa mga tao
at nabibisita at pini-*preserve* po ng kanilang
mga pamahalaan. (3512.4)

where '*they*' = the omitted *sila*.

- (422.13) Kaya sa...noong bago magkaroon ng *Martial Law*,
I think everybody, almost everybody, would go
out with his shotgun or rifle at maski saan
lugar ay namamaril. (3512.5)

where the omitted Tagalog subject *sila* can be inferred from its English equivalent '*everybody*'.

The ito-form has primacy but dito can also be used:

(422.9') - sapagka't *they won't worry about anymore*
dito sa sinasabi nilang *decrease in enrolment* -

while nito, it seems, cannot be:

(422.6') *At kagaya po ng ating napasimulang paksa,
we'll still discuss nito pong mga *details*
 na may kaugnayan sa *National College Entrance*
Examination -

(422.7') *Kung hindi po ninyo...*we have discussed during*
the first session nito pong *subject areas* na
 inyo pong pipiliin.

What makes dito acceptable and prevents nito from being acceptable?

It is clear that some congruence exists between English PP's and Tagalog PP's; this was pointed out in Section 2.6.4. Perhaps the intertranslatability between '*about this*' and tungkol dito makes it possible to insert dito after '*about*'.

But there is no congruence between English NP's and Tagalog ng-NP's, as (421.9#) and (421.9#') showed and as the following examples demonstrate:

(422.14#) *She sewed a dress.*

(422.14#') Nanahi siya ng isang damit.

The Tagalog NP has the determiner ng in addition to isang to indicate indefiniteness, and the ng marks the relation between the verb nanahi, the subject-NP siya, and the complement-NP damit. The English NP has the 'a' only to indicate indefiniteness.

(422.15#) *She sews dresses.*

(422.15#') Nananahi siya ng mga damit.

'Dresses' = mga damit, but note that Tagalog requires the determiner ng as a relation-marker.

In fact, the equivalence that can be assigned Tagalog constructions with ng is that between English PP's and Tagalog ng-NP-genitives, as has been explained in the previous subsection by the use of the following example:

(422.16) *This is in connection with the celebration po ng*
anibersaryo ng D.A.R. - (2422.10)

(422.16') *This is in connection with the celebration of the*
anniversary of the D.A.R. -

But English NP's and Tagalog ng-NP's are not parallel. It can be said then that the norms for English dictate the unacceptability of a ng-marked NP as complement in an English S. A Tagalog NP-complement inserted into an English S cannot bear the determiner *nito* because that will incorporate the relation-marking of *ng*, a signalling feature not found in English grammar.

But perhaps the above statement must be qualified. Although the opinion is divided over the next example, some are agreed that it is possible to say:

(422.8') *They are given noong tinatawag na academic appointments.*

instead of the acceptable:

(422.8) *They are given iyong tinatawag na academic appointments.*⁶

In this case, it seems that one can use a ng-form even though the Tagalog NP is in complement position in an English S.

There must be a difference in structure between (422.8'), which allows the use of an ng-marked complement, and (422.6') and (422.7'), which do not allow it. The difference seems to be that (422.6') and (422.7') are in the active voice while (422.8') is in the passive voice. That is, the constraints against using the ng-determiner for the Tagalog complement in an English S may be stronger when the English S is in the active voice than when it is in the passive voice. Why this should be the case is not yet clear to the writer.

Except for this borderline instance, the difference between English NP's and Tagalog ng-NP's is evident.

This difference stemming from the presence of relation-marking in the Tagalog determiner *ng* is also reflected in what happens to an English NP-complement inserted into a Tagalog S:

(422.17) *Maari po bang bigyan nyo kami ng the facts of the matter? (2421.4#)*

(422.17') **Maari po bang bigyan nyo kami the facts of the matter?*

The unacceptability of (422.17') shows that the English NP, already possessing the determiner '*the*', still has to be introduced by the Tagalog determiner *ng* because the structure of Tagalog requires *ng* as a relation-marker. The need for relation-marking, that is, the need to use a Tagalog determiner, may then be the reason why an English determiner-noun combination (a complete English NP) appears to be inserted as a single unit under an N node - see the discussion of (421.15)-(421.17).

To summarise this lengthy discussion: the rewriting rule for Tagalog NP's and English NP's, NP → Det N, is the same but the identicalness is deceptive. Tagalog determiners are at the same time relation-markers, English determiners are not. There is goodness of fit only between English NP's and Tagalog *ang/ito/iyan/iyon*-NP's. In general, there is no congruence between English NP's and Tagalog *ng/nito/niyan/noon*-NP's - the borderline case is provided by a Tagalog NP-complement in an English passive sentence where it may be possible to use the *ng*-marking. The congruence exists between English PP's and Tagalog *ng*-NP-genitives and between English PP's and Tagalog *sa*-NP's.

4.2.3. THE SENTENTIAL UNIT AND CODE SWITCHING

The most striking pattern in code switching involves the lower S, what the study calls the sentential unit. A close reading of the typology leads to the conclusion that every sentential unit constitutes an invitation - presents an option - to code-switch.

This is most evident in the case of independent clauses and of adverbial clauses; take the following examples already cited:

- (423.1) [[*naghihigpit na rin sila ngayon*]_S[[*sapagka't*]_{SubConj}
 [*they won't worry about anymore itong sinasabi
 nilang decrease in enrolment*]]_S[[*sapagka't*]_{SubConj}
 [*magkakaroon na rin sila ng technological, vocational
 at saka occupational courses*]]_S[[*so that*]_{SubConj}
 [*they cannot afford anymore to get in people*]]_S (341.3)
- (423.2) [[*we are going to have training programmes also for
 the counsellors of the different schools*]]_S
 [[*para*]_{SubConj}[[*mainterpreta nila nang tumpak ang mga
 resulta sa mga bata*]]_S (342.6)
- (423.3) [[*mayroon pong swimming pool diyan*]]_S[[*mayroon pong
 mga laruan ng mga bata*]]_S[[*and*]_{CoorConj}[[*there is
 mountain climbing available*]]_S]]_S (3511.1)
- (423.4) [[*they live side by side with...sa mga tao*]]_S[[*at*]
 [[*nabibisita at pini-preserve po ng kanilang mga
 pamahalaan sila*]]_S]]_S (3512.4')

As has already been pointed out, the SubConj and CoorConj can be in the language of the earlier or later S since they lie outside the sentential units.

The sentential unit also appears in the following rewriting rule:

$$(TPSR5) \text{ or } (EPSR2) \quad NP \rightarrow \left\{ \begin{array}{l} ((\text{Det}) \text{ N } S) \\ \text{NP } S \end{array} \right\}$$

and again, this S may be the locus of a code switch, that is, it may be a signal to move to the other set of PS rules.

If NP is rewritten as (Det) + N + S, the resulting sentence will include a noun clause. A representative example from Section 3.3. is:

(423.5) [[*rumours*]_N[*ang mga contraceptives daw na ito, ang iba'y nakaka-cause ng cancer*]_S]_{NP} *have been getting around* (332.4')

The complementiser transformation will insert the linker and extra-position will permute the constituents so that the result will be the sentence that the speaker actually uttered in the broadcast:

(423.5') *Rumours have been getting around na ang mga contraceptives daw na ito, ang iba'y nakaka-cause ng cancer.*

The linkers introducing noun clauses - *na*, and in one case *kung*, and '*that*' - therefore appear only during the transformational cycle and are not represented in the PS rules.

If NP is rewritten as NP + S, the resulting sentence will include a relative phrase or clause. The S underlying the relative phrase or clause may again constitute a code switch, as in the following example:

(423.6) *I think this has something to do now with* [[*the pattern of education*]_{NP}[*sinusunod sa mga kolehyo ang pattern of education*]_S]_{NP} (29.1')

Since an NP from the higher S and an NP in the lower S are co-referential, relativisation can occur. The relativisation transformation will convert the underlying S to *na sinusunod sa mga kolehyo*, which is the relative phrase that appears in the utterance below:

(423.6') *I think this has something to do now with the pattern of education na sinusunod sa mga kolehyo -*

As was discussed in Section 2.7. and Section 2.8., English participial and infinitive phrases are also derived from underlying S's. The sentential units on which participial and infinitive phrases are based do not appear to constitute a homogeneous group; for instance, some participial phrases are derived from S's underlying imperative sentences, others from those underlying adverbial clauses, others from those underlying relative clauses, and so on. The lack of homogeneity may

well be due to an inadequate analysis; anyway, one fact seems clear: Sentential units, whether they constitute a homogeneous or heterogeneous group, underlie participial and infinitive phrases. Therefore, participial and infinitive phrases are likely loci of code switches.

4.3. CONCLUSION

Very many occurrences of language mixing involve the use of loanwords but, considering the great number of alternatives that lexical choices present, it is difficult to predict just where these borrowings will occur. All that can be said is that, as far as structural predictability is concerned, these loanwords can be inserted wherever the other language has appropriate nodes, for example, an English noun - even a complete 'ready-made' English noun phrase - can be inserted under an N node in a Tagalog phrase marker, an English verb under a V node, and so on.

Fewer code switches involve phrasal insertion but prediction can be more accurate. The evidence indicates that wherever Tagalog phrases (Tagalog *ng*-NP-genitives, Tagalog *sa*-NP's, and Tagalog PP's) and English PP's are congruent, wherever Tagalog *ang/ito/iyon/iyon*-NP's and English NP's are parallel, then code switching is probable.

But the most accurate prediction can be made with regard to sentential units: every sentential unit can be viewed as a prospective locus of a code switch.

In this study, deep structure analysis has paid off by setting in relief the significance of the sentential unit in code switching. The next chapter will develop this key role played by the sentential unit and will consider in some detail the relationship between deep structure and surface structure in code switching.

NOTES

1. Cf. Marfil and Passigna's assumption in their study:

It was assumed that the language used in *Taliba* is basically Tagalog... For this reason, it was further assumed that the shifts (English words and constructions introduced into Tagalog sentences) could be adequately described within the framework of Tagalog grammatical structures as presented by Schachter and Otnes (1972) and Otnes (1966:8).

The assumptions of this study and their study differ because of the nature of the corpora used. The Marfil and Passigna corpus is so homogeneous as to make it clear that Tagalog is the base language; the corpus here features so much language mixing that such an assumption as the one Marfil and Passigna made is untenable for this study.

Pimentel makes the same assumption as Marfil and Passigna. But such an assumption is unacceptable for his study because his data are more varied than Marfil and Passigna's and because his study is supposed to be - as stated in his abstract - 'a descriptive analysis of shifts from English to Tagalog and vice versa in live radio broadcast' (1970:viii) (emphasis mine).

2. The illustrative grammar given in *Aspects* (1965:106-7) is so fragmentary that interrogative, imperative, and negative structures are not discussed. The formulation given here follows the proposal of Katz and Postal (1964), whose conception of phrase structure rules Chomsky does not seem to substantially depart from.

Historically, Interrogative, Imperative, and Negative were singulary, optional, and meaning-changing transformations in Chomsky 1957. But in the course of developing the model, Katz and Postal demonstrated that the projection rules in the semantic component must be seen as applying on the underlying phrase marker, not on the derived string.

Therefore, transformations that map underlying structures into derived structures should not affect meaning. The next step, then, was to allow PS rules to generate items such as Interrogative, Imperative, and Negative which trigger the application of the relevant transformations. Chomsky (1965) took the next step by allowing S's to be generated on the right-hand side of the PS rewriting rules, thus eliminative generalised transformations from the theory. The PS component of the grammar now generates generalised phrase markers, which indicate the syntactic relationships among all the S's (= sentential units in this study) dominated by the topmost S.

3. This PS rule for structures underlying noun clauses is taken from Jacobs and Rosenbaum - as is the PS rule for structures underlying relative constructions - because Chomsky does not provide for the derivation of such clauses in the fragmentary grammar given in *Aspects*. Although the Jacobs and Rosenbaum model differs from the *Aspects* model in some significant respects, specifically in its positing of segment structure rules and of two lexical passes, its PS rules generally follow the *Aspects* formulation. Thus, there is no mixing of models here.

4. In a more complete grammar, perhaps (EPSR6) will be:

$$\text{Interrogative} \rightarrow \left\{ \begin{array}{l} \text{Interg} \\ \text{IntergM} \end{array} \right\}$$

Interg will eventually be realised as *ano*, IntergM as *ba*, because just as *ano* converts the declarative S into an interrogative S in:

Yah, but there ought to be a passing mark ano? ba does the same thing in the following:

The comprehensive exam is difficult ba? No instances of the use of *ba* in English S's appear in the corpus. But it will be interesting to find out the alternation and co-occurrence patterns of *ano* and *ba*.

5. In fact, having the node 'Respect' as part of the PS rules is foreshadowed in the following statement from Katz and Postal (1964:159):

This universality of underlying P-marker structure must of course be implemented by providing universal rules that partially characterize underlying phrase markers. We have already suggested some such rules, namely... those which introduce sentence-type markers such as Q, I, Negative, Passive (to which should, no doubt, be added Emphasis, Exclamation, and perhaps others).

6. The explanation offered by Dr. Constantino for the acceptability of both sentences is that

(422.8') *They are given noong tinatawag na academic appointments.*

actually has Tagalog as its base-language, thus:

Nagbibigay sila noong tinatawag na *academic appointments*.

where noong tinatawag na academic appointments is the direct object so that the ng-form is the accepted and correct form to use.

For the following:

(422.8) *They are given iyong tinatawag na academic appointments.*

the underlying sentence, with Tagalog as the base-language, is actually:

Ibinibigay nila iyong tinatawag na *academic appointments*.

where iyong tinatawag na academic appointments is subject and therefore the determiner is the ang-form.

Likewise, Dr. Constantino believes that the Tagalog ang-phrase occupying the object position in an English S, as in the following:

(422.6) - *we'll still discuss ito pong mga details na may kaugnayan sa National College Entrance Examination -*

can be accounted for by changing one's assumption that (422.6) is an English S into the assumption that the above sentence is actually Tagalog, not English, thus:

Di-discuss-in po natin ito pong mga details na may kaugnayan sa National College Entrance Examination -

His interpretation is one way of explaining the use of ang-phrases in what appears to be the object-position in English S's. But it seems to be a costly way of handling the problem because the whole matrix of the ang-phrase changes and along with it, the major assumption that I have taken in preparing my classification of code switches, namely, the use of surface structure as basis for the typology.

I cling to the analysis that (422.6), like (422.8) and (422.8'), is an English S - its word order is English, its subject and predicate are English - with a Tagalog NP as complement. I hold the opinion that the norms of English control the acceptability of *ito* rather than *nito* to mark the Tagalog NP; that is, the Tagalog NP-complement in an English S does not bear the determiner *nito* because *nito* incorporates the relation-marking of *ng*, a signalling feature not present in English.

I leave the following question open: when the Filipino bilingual says:

(422.6) - *we'll still discuss ito pong mga details na may
kaugnayan sa National College Entrance Examination -*

is he doing an interlinguistic reconstruction from some such form as

- *di-discuss-in po natin ito pong mga details na may
kaugnayan sa National College Entrance Examination -.*

And when he says:

(422.8') *They are given noong tinatawag na academic appointments.*

is he actually reconstructing from a base form like

Nagbibigay sila noong tinatawag na academic appointments.

as against

(422.8) *They are given iyong tinatawag na academic appointments.*

where he is actually reconstructing from

Ibinibigay nila iyong tinatawag na academic appointments.

This is one aspect of bilingual competence that psycholinguistics can illuminate.

CHAPTER V

A MODEL OF THE FILIPINO BILINGUAL'S LINGUISTIC COMPETENCE

5.1. INTRODUCTION

This chapter, the heart of the thesis to which all the other chapters have been leading, presents the attempt to construct a model of the Filipino bilingual's linguistic competence. The model is preliminary, schematic, and tentative. It is offered here as a starting-point, a first approximation, an evocative description that will invite refinements. Insofar as the data presented here are concerned, the model appears adequate. But as more and more insights are gained into the nature of language and language mixing, as linguistic descriptions are written with greater delicacy, the model will necessarily have to undergo revisions.

The limitations expressed in Chapter I should be borne in mind especially in this chapter. The model is meant to be a representation of the linguistic competence of the Filipino bilingual; the model will be given as an exposition of the interconnections within and among the sets of operations of components in a grammar. It is not, therefore, a model of performance, not a model of speech production or recognition. In Postal's words (1966:36):

It should be obvious at this point that a linguistic description as such which generates sentences, i.e. highly abstract triples of syntactic, semantic, and phonological properties, is neither a model of the speaker or of the hearer although it is often confused with these. Generation is not production or recognition. A linguistic description simply characterises the objects which a model of recognition must recover from verbal noise and which a model of production must encode into such noise. The study of linguistic descriptions per se is hence logically prior to the study of questions of recognition, contextual determination, production and causation since it defines the objects in terms of which the problems with which these latter studies deal must be formulated.

Section 5.2. will present the theoretical underpinnings of the model, Section 5.3. will outline the model, and Section 5.4. will conclude the discussion.

5.2. FRAME OF REFERENCE: CHOMSKY'S 1965 TRANSFORMATIONAL MODEL

The theoretical orientation of the study has been provided by the grammatical model outlined by Chomsky in *Aspects of the Theory of Syntax*. Therefore, a good place to begin the model-building is a review of that theory.

In the 1965 formulation of the transformational model (what Chomsky (1971) refers to as the 'standard theory'), a grammar has three components: a syntactic, a semantic, and a phonological component. The syntactic component is central and creative in that it produces the strings that serve as inputs to the semantic and phonological components, which are purely interpretive.

The creative power of the syntactic component resides in the base subcomponent, made up of categorial (or phrase structure) rewriting rules and the lexicon. The PS rules generate phrase markers whose configurations specify underlying syntactic relationships and whose terminal nodes consist of grammatical morphemes and dummy symbols (Δ). The lexicon provides a pool of lexical items specified for syntactic, semantic, and phonological features. More precisely, each lexical item is given a category feature, which indicates the category to which the lexical item must belong if it is to replace a dummy symbol, for example, a lexical entry with the category feature [+ V] can replace a dummy symbol dominated by V. Another specification is a strict sub-categorisation feature, which indicates the phrase structure environment in which a lexical item may occur, for example [+__NP], which means that the lexical item must be followed by a noun phrase, in other words, the V is a transitive verb. The third specification is a selectional feature, which indicates the lexical environment in which an item may occur, for example [+ ____ + ^{NP}animate], which indicates that the V takes only animate objects. Each lexical item is also characterised by a cluster of semantic features and by a phonetic matrix for its constituent sounds. A general lexical rule then inserts the appropriate lexical items to replace the dummy symbols in the phrase marker.

The output of the base subcomponent is a deep structure which is fed into the semantic component for semantic interpretation. At the same time, the deep structure is also the input to the other subcomponent of the syntactic component, the transformational subcomponent. Transformational processes add, delete, and transfer items in the deep structure to produce the left-to-right ordering of the surface structure

string. But such transformations never change the meaning given in the deep structure; all transformations are meaning-preserving. According to Chomsky (1965:132): "Transformations cannot introduce meaning-bearing elements (nor can they delete lexical items unrecoverably)..." This principle is necessary because the semantic component works only on the deep structure, not on the derived structure, and therefore, transformations must be constrained in their application so that the deep structure and the surface structure still retain the same meaning.¹

The surface structure string becomes the input to the phonological component, which provides a phonological interpretation of the string.

The figure below (adapted from Greene 1972:56) illustrates the interplay among these components:

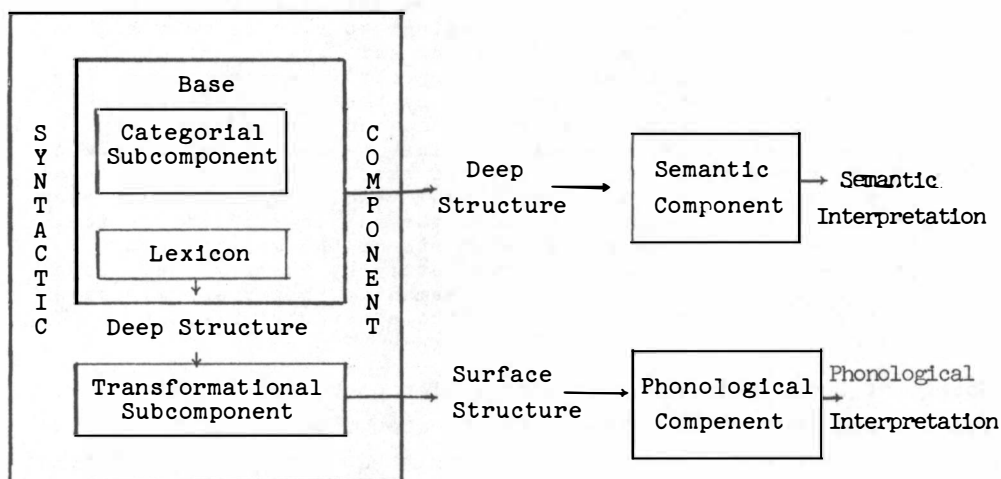


FIGURE 1

The Aspects Model

At this point, it will be necessary to consider in some detail the semantic component of the model.

Since the 1965 monograph is primarily concerned with the syntactic component of the grammar (1), Chomsky does not treat the semantic component and the phonological component exhaustively. In the case of the phonological component, its role in a generative grammar has been explicated in Chomsky and Halle's *The Sound Pattern of English* (1968). As for the semantic component, the vagueness has given rise to two readings of Chomsky's position.

In one (see Maclay 1971:169-78), the *Aspects* model takes over completely Katz and Fodor's (1963) conception of a semantic component

as related in Katz and Postal (1964). That is, the semantic component consists of a dictionary, which provides a meaning for each of the lexical items of the language, and a finite set of projection rules, which assigns a semantic interpretation to each string generated by the syntactic component.

In the other interpretation (see Greene:59-74), the *Aspects* model does not adopt the Katz and Postal proposal in toto: the projection rules are retained but the dictionary is dropped in favour of a greatly-enriched lexicon in the base of the syntactic component.

As an index of the difficulty involved in ascertaining Chomsky's real position, consider the following statement from a 1966 article - an article intended to clarify parts of the theory presented in *Aspects*:

...it seems plausible to develop semantic theory in terms of projection rules that assign readings to successively higher nodes of the deep structure, basing this assignment on the readings assigned to already interpreted lower nodes and the grammatical relations represented by the configuration in question. The grammatical relations and the order of application of the interpretive projection rules are determined completely by the categorial component of the base. The intrinsic semantic properties that provide the initial readings for this process of semantic interpretation (i.e. the readings of the lexical items that are the terminal elements of the generalized phrase-marker) are provided completely by the lexicon. Thus the two separate aspects of the semantic theory are mirrored in the subdivision of the base into a categorial and a lexical component. (1966:44)

Note that Chomsky does not mention a dictionary but speaks only of a lexicon and projection rules. But note too that he refers to "two separate aspects of the semantic theory [that mirror] the subdivision of the base into a categorial and a lexical component". Could he have been referring to the projection rules and a dictionary?

If it is true that Chomsky posits a dictionary in the semantic component, then the criticism of lack of economy, of duplication, in having a dictionary in the semantic component and a separate lexicon in the syntactic component is justified; as Weinreich (1966:400) notes, "in an integrated theory, the existence of a lexicon separate from the dictionary is a vestigial absurdity". But Weinrich, on the same page, himself adds that the absurdity can be removed without difficulty. Since the lexicon has been enriched to the point that it carries syntactic, semantic, and phonological information, then the dictionary in effect becomes unnecessary. The semantic component can be visualised as a set of projection rules that amalgamate readings of lexical items in a way determined by the configuration of the phrase marker. And according to Greene (1972:62), there is no inconsistency in positing, in the base of the syntactic component, a lexicon which includes

semantic and phonological information. If the syntactic component is generative and the semantic and phonological components are simply interpretive, then the syntactic component should provide all the information that the two other components require for correct semantic and phonological interpretation. A lexicon in the base providing both semantic and phonological features therefore fits in perfectly in such a distribution of functions. In line with this reasoning, for purposes of subsequent discussion, it will henceforth be assumed in this study that the semantic component contains only projection rules.²

It is clear from the exposition above that the PS rules formulated in Chapter IV need to be supplemented by a lexicon that constitutes a list of lexical items specified for syntactic, semantic, and phonological characteristics. In other words, the discussion given in the previous chapters has taken a short cut. Words have simply been plugged into terminal nodes in the phrase marker without including the bundles of syntactic, semantic, and phonological features that accompany each lexical item. Taking this kind of short cut is standard practice in many treatments of transformational grammar; the unwritten convention seems to be that it is understood that bundles of features are always associated with each lexical entry inserted into a phrase marker.

The *Aspects* model purports to be a description of the linguistic competence of the speaker-hearer (1965:4). Presumably, the speaker-hearer is a monolingual. How should the linguistic competence of the bilingual, specifically the Filipino bilingual, be characterised on the basis of his utterances featuring Tagalog-English code switching? This problem will be considered in the next section.

5.3. THE MODEL

Although not all details of the model are in sharp focus, several facts appear clear from the outset. It will be necessary to have two sets of PS rules to account for the utterances in the corpus - Chapter IV has indicated the need to have one set of PS rules for Tagalog S's and another set for English S's - therefore, the model will have two PS components. Since the lexical items in the utterances can be English or Tagalog, then there will also be two lexicons. The transformational processes of Tagalog and English are different - one clear example of this difference is provided by relativisation in Tagalog and English - so there must be two transformational components. Finally, there must be some way of fusing the Tagalog and English elements together. These are some of the considerations that must enter into the model-building process.

In sum, the model must be able to account for all the different kinds of code switching discussed in Chapters II and III within the framework provided by the concepts of deep structure, transformation, and surface structure set forth in Chapter IV and in Section 5.2.

The model that emerges, after taking all these factors into consideration, is the following:

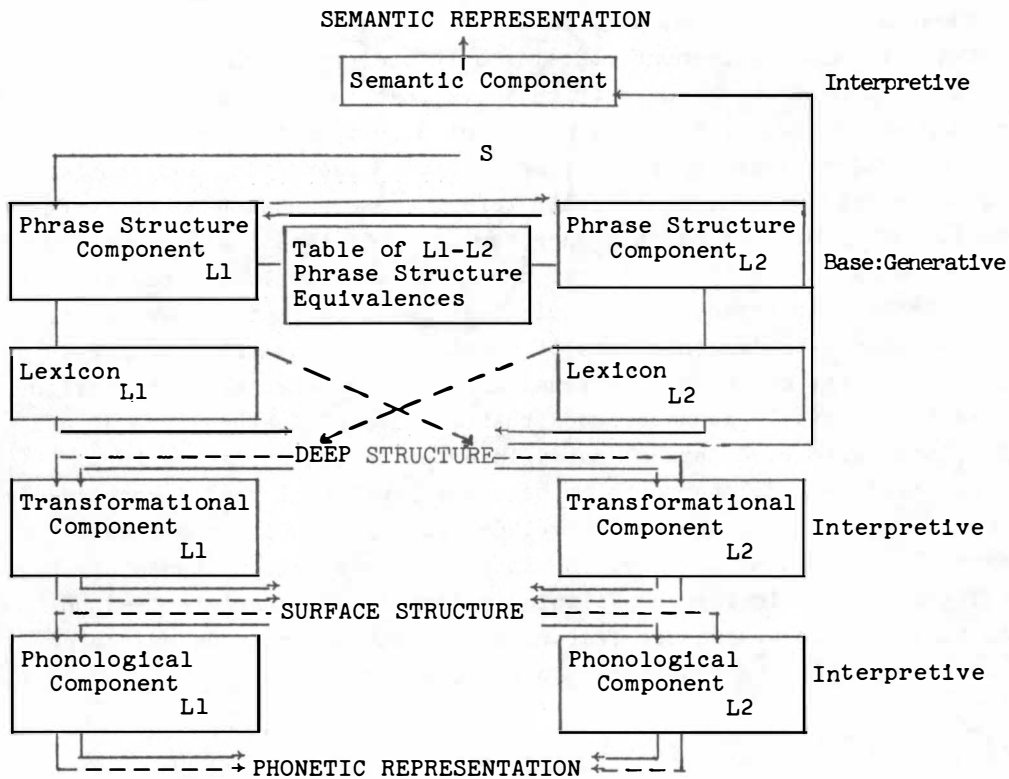


FIGURE 2

A Model of the Filipino Bilingual's Linguistic Competence

The starting point in the model is S, the primitive in transformational theory and a language universal.

In the diagram, L1 and L2 (Language₁ and Language₂) have been used rather than Tagalog and English because the switching can occur from Tagalog to English or from English to Tagalog: in some instances, therefore, Tagalog is L1 and English is L2, and in other instances, English is L1 and Tagalog is L2.

There are two kinds of arrows in the diagram: the broken arrow and the solid arrow. For purposes of this discussion, the path traced by

the broken arrow is the derivation of an L1 utterance with a lexical insertion from L2 or the derivation of an L2 utterance with a lexical insertion from L1. On the other hand, the path traced by the solid arrow is the derivation of an utterance featuring all other kinds of code switching over and above lexical insertion.

The direction of the arrows - where they come from and where they go - is of course significant; the arrowheads mark the input into and output from the different components of the model.

Also important is the distinction made between the 'generative' and the 'interpretive' components of the model. There is no question as to the generative nature of the base subcomponent: it generates the deep structure of a sentence, i.e. it assigns a structural description to the sentence. There is no question either regarding the interpretive nature of the semantic and phonological components: the semantic component assigns a semantic interpretation to the deep structure while the phonological component assigns a phonological interpretation to the surface structure. The status of the transformational component as being either generative or interpretive, however, has not been considered in the standard sources.³ Since it is part of the syntax - the generative component in a generative grammar - the assumption might be that the transformational component is generative. But in reality, as the device that maps phrase markers into phrase markers, the transformational component is interpretive rather than generative. In the following description of transformations, the interpretive nature of the transformational component is evident:

Thus [transformational] rules can be characterized briefly as operating on certain kinds of structures, trees, or single-footed well-formed labeled bracketings of elements, mapping one tree into another. Thus transformations have, as output, structures formally of the same type as their input. (Postal 1972:132)

The meaning of Fig.2 can be made clear by taking sample utterances from the corpus. Consider the case of a sentence like:

(53.1) Bueno, balik ho tayo sa ating mga guests. (2211.3)

In general, the derivation of this sentence follows the derivation of a monolingual sentence. The primitive S is developed by the PS rules and the lexicon to produce a deep structure which is given a semantic interpretation by the semantic component. At the same time, this deep structure is fed into the transformational component to produce a surface structure which in turn is given a phonetic interpretation by the phonological component. Except that in this case, there is a branching into the lexicon of L2: the L2 lexical item 'guests' is plugged into the L1 phrase marker whose other terminal dummy symbols

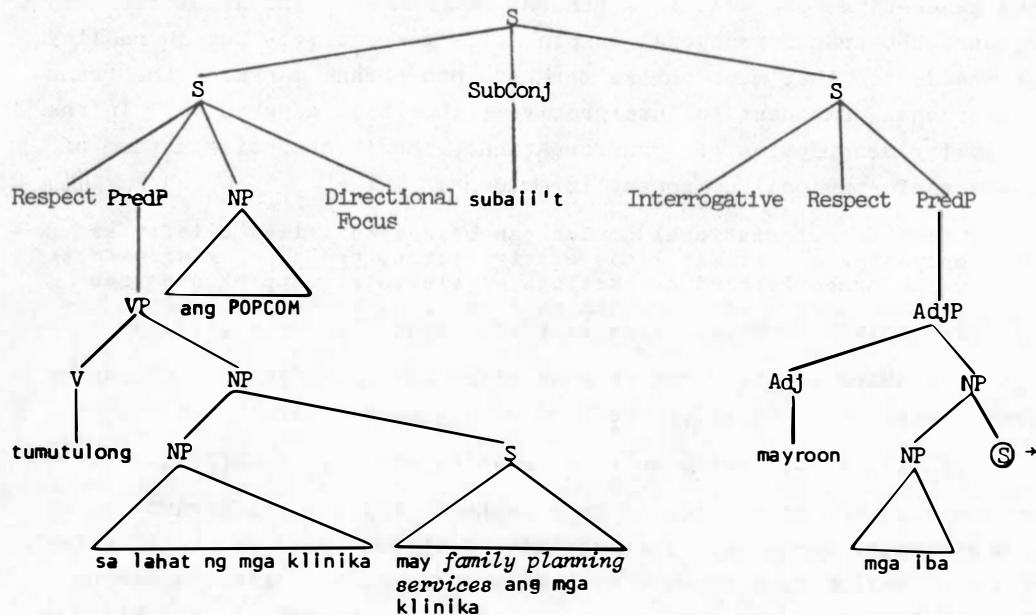
have been replaced by L1 lexical items. The broken line from Lexicon_{L2} to the deep structure therefore delineates how the model handles the kind of code switching involving lexical insertion.

A more difficult problem is posed by code switching involving sentential units. How can the model account for the switching between a main clause and a relative or noun or adverbial clause or between independent clauses?

Consider one case which can represent the code-switched clause group:

- (53.2) Halos lahat ho ng mga klinika na may *family planning services* ay tinutulongan ng POPCOM subali't mayroon din pong mga iba who get their sources from other places no? (3211.2)

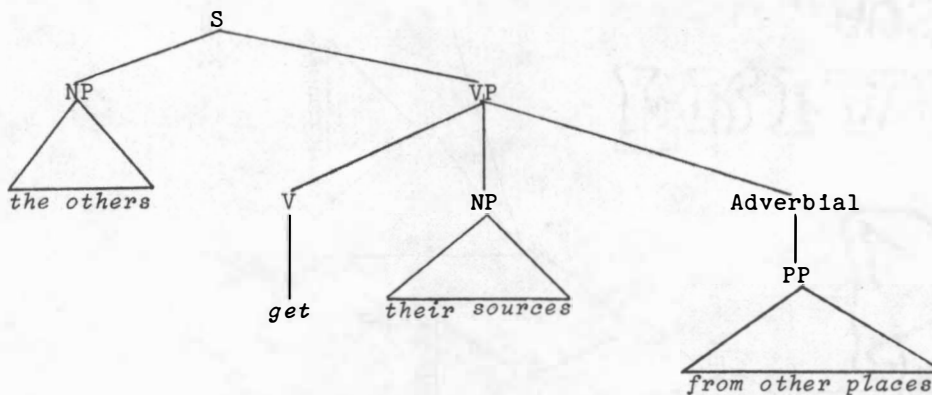
Taking S as the starting point, the PS component of L1 will generate a generalised phrase marker and after the application of the lexical insertion rule (again, the short cut has been taken of not providing lexical entries with bundles of syntactic, semantic, and phonological features), the deep structure will be - with some details glossed over:



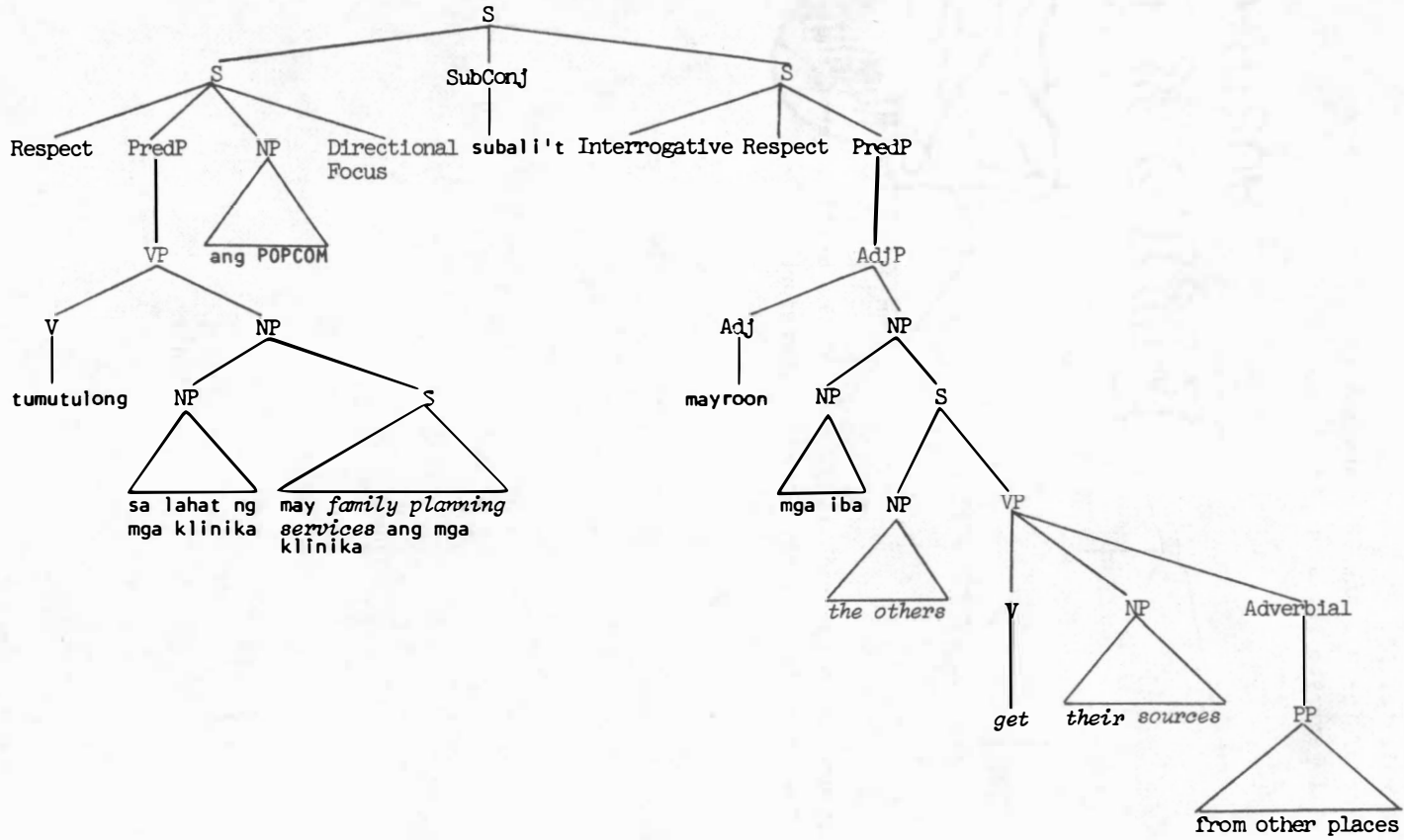
The occurrence of the rightmost sentential unit, the locus of the code switch in (53.2) - as explained in Chapter IV, every sentential unit can be considered as an invitation to code-switch - necessitates activating the PS component of L2. In Fig.2, the arrow from PS

Component_{L1} to PS Component_{L2} is meant to indicate that somewhere in the derivation of the initial or topmost S, a lower S (= sentential unit) has to be channelled into the other PS component because it requires the PS rules of L2.

So in the case of (53.2), the PS component of L2, supplemented by its lexicon, will generate the deep structure:



This deep structure is, of course, still part of the derivation of the primitive S. The complete deep structure is therefore:



Before continuing with the discussion of (53.2), it is necessary to clear up certain points.

In Fig. 2, there is another arrow that comes from PS Component_{L2} going to PS Component_{L1}. The meaning of that arrow can be explained by an example:

(53.3) Ito po ngayon ang dini-develop...we were beautifying
this and...batay ho sa reports marami na pong taong
nagpupunta roon. (3512.2')

The initial S will be developed by PS Component_{L1} into S₁S₂ CoorConj S₃ (indices have been given these S's to facilitate discussion). PS Component_{L1} and Lexicon_{L1} will generate the deep structure for S₁, i.e. the deep structure underlying *ito po ngayon ang dini-develop*. S₂ will be shunted to PS Component_{L2}; together, PS Component_{L2} and Lexicon_{L2} will generate the deep structure for '*we were beautifying this*'. To derive S₃, the deep structure for *batay ho sa reports marami na pong taong nagpupunta roon*, there will have to be a return to PS Component_{L1} and Lexicon_{L1}.

The arrow from PS Component_{L1} to PS Component_{L2} and back again, therefore, provides for code switching between an L1 S, a second S in L2, and a third S in L1 again. In fact, the arrows connecting PS Component_{L1} and PS Component_{L2} can be any number, this being dependent on the number of times a speaker code-switches between S's.

In this model, then, a deep structure can be the output of PS Component_{L1} and Lexicon_{L1} (perhaps with some items from Lexicon_{L2}) or it can be the output of PS Component_{L1} and Lexicon_{L1} (plus perhaps some items from Lexicon_{L2}) and PS Component_{L2} and Lexicon_{L2} (perhaps with some items from Lexicon_{L1}). These possibilities are indicated by the arrows joining the PS components and by the arrows pointing from the lexicons to the deep structure.⁴

The deep structure is given a semantic interpretation by the semantic component. This is accomplished by the projection rules in the semantic component, which amalgamate readings of lower nodes to produce a reading for the higher node until eventually, after an amalgamation of all the readings, a reading is produced for the entire deep structure. Only one semantic component is proposed for the model because the projection rules are conceived of as applying cross-linguistically. Katz and Postal (1964:162-3) say:

...the set of projection rules is the same for all languages, i.e., is fully determined by the general theory of linguistic descriptions because differences between [projection rules] depend on differences between grammatical relations, and all languages draw their stock of grammatical relations from the same universal set.

The model being proposed, therefore, assumes that the semantic component is made up only of projection rules (that is, that it does not contain a dictionary) and that the projection rules which provide readings for successively higher constituents apply automatically and cross-linguistically. Given these assumptions, language specificity cannot be accounted for by the semantic component and has to be borne by other components in the model. Part of the burden of language specificity is borne by the PS rules - note that the PS rules in PS Component_{L1} are different from the PS rules in PS Component_{L2} (as detailed in Chapter IV). A major part of the burden is carried by the lexicon, which has to become highly elaborated. But in fact the lexicon in the standard theory already assumes this role. In the 1965 model, the items in the lexicon are not just words, but complex bundles of features, i.e. bundles of semantic features, syntactic features (category, strict subcategorisation, and selectional features), and phonetic features. The lexicon is supposed to include all the information that is idiosyncratic to a particular lexical item, 'everything about a word that is relevant to its use in the language' (Greene 1972:62).⁵

Language specificity is also accounted for by differences in the transformational rules of L1 and L2. To go back to example (53.2), the deep structure presented on p.214 cannot be submitted to just one transformational component because the transformational rules of Tagalog are not the same as the transformational rules of English. So this deep structure has to be bifurcated as it undergoes transformational processes. The L1 partial deep structure (given on p.212) goes to Transformational Component_{L1} for, among others, the focus and relativisation transformations to produce the structure: *Halos lahat ho ng mga klinika na may family planning services ay tinutulungan ng POPCOM subali't mayroon din pong mga iba no.* Since the co-referential NP's *mga iba* and '*the others*' in the deep structure have the proper structural index for the relativisation transformation, when the L2 partial deep structure '*the others get their sources from other places*' (presented on p.213) goes to Transformational Component_{L2}, the result will be: '*who get their sources from other places*'.

These transformations (whether belonging to L1 or L2) are envisioned to operate cyclically on generalised phrase markers (generated by the PS components of L1 and L2 and supplemented by the lexicons of L1 and L2) and they result in intermediate generalised phrase markers on the way to becoming surface structures.

For the specific example under consideration, the resulting surface structure is the following bilingual sentence:

- (53.2) Halos lahat ho ng mga klinika na may *family planning services* ay tinutulungan ng POPCOM subali't mayroon din pong mga iba *who get their sources from other places* no?

This will now have to be bifurcated to being given phonological interpretation. The reason is that the phonological rules of L1 are not the phonological rules of L2 - language specificity is also partly borne by the phonological components of the model. Two phonological components will consequently have to be inferred from the presence of two sets of phonological rules. To cite an example, Tagalog utterances 'sound' different from English utterances - English has a more pervasive vowel reduction rule so that English gives the impression of being stress-timed while Tagalog gives the impression of being syllable-timed.⁶

The operation of these phonological rules gives a surface phonetic structure which is then interpreted as 'motor commands', as instructions to the speech mechanism.⁷

The above account is also applicable to intersentence code switching, the switching between an L1 and an L2 sentence, as in the following example:

- (53.4) Bilang *project officer* po, ang tungkulin ko ay ang pangasiwaan ang pagtakbo ng mga iba-ibang organisasyon na may mga *clinics* po sa aming programa. *We have to set the guidelines for them to follow and we also have to see that they are functioning well.* (362.1)

In this case, of course, both the L1 and L2 systems will be brought into play.

Code switching involving surface structure words, clauses, and sentences has now been accounted for. It is time to consider surface structure phrases.

The fact that participial, infinitive, and relative phrases are all derived from underlying sentential units has been repeatedly stressed. It can therefore be surmised that the description given above for (53.2)-(53.4) applies as well to these kinds of phrases. Consider the following sentence with an infinitive phrase:

- (53.5) Kaya binibigay ho namin ito lahat sa mga babae for all the women for them to choose. (281.2)

PS Component_{L1} rewrites the initial S into SubConj S SubConj S - where-upon this second sentential unit is shunted to PS Component_{L2}. The process, following the outline given above, then continues.

It is basically the same process, except that in the case of these phrases, the transformations applied to the bifurcated deep structure

so prune the L1 or L2 partial deep structure that the resulting structure is a phrase, not a clause. To pursue the metaphor employing trees: a pruned L2 tree is grafted on to a whole L1 tree or a pruned L1 tree is grafted on to a whole L2 tree. The difference between this kind of code switching and that involving a relative or noun or adverbial clause is therefore a difference in degree, not in kind.

The participial phrase may have a clause attached to it, as in the following:

- (53.6) Saan po mapupunta itong five pesos na ito considering the number of students who will take the examination?
(272.1)

In such cases, PS Component_{L2} will generate, in addition to the sentential unit underlying the L2 participial phrase, the embedded L2 sentential unit eventually to be realised as the restrictive relative clause.

But what of the insertion into L1 utterances of L2 prepositional phrases or L2 noun phrases - phrases that are not derived from sentential units? How will the model handle these kinds of code switching?

The solution seems to be to provide the model with an additional conceptual sub-apparatus consisting of a Table of L1-L2 Phrase Structure Equivalences.⁸ This table of equivalences will include the following information - here stated rather informally although in a complete grammar, the information should be stated with more rigor:

Equiv. 1	Tagalog ang-NP's	=	English NP's
Equiv. 2	Tagalog ng-NP-genitives	=	English PP's
Equiv. 3	Tagalog sa-NP's	=	English PP's
Equiv. 4	Tagalog PP's	=	English PP's

As examples of these equivalences, consider the surface structure realisations:

- Equiv. 1 Ang intensyon/the intention talaga is to maintain it in the original state. (2412.1)
- Equiv. 2 This is in connection with the celebration po ng anibersaryo ng D.A.R./of the anniversary of the D.A.R. - (2422.10)
- Equiv. 3 - palagay ko ay we would put in more interest sa ating pagtatanghal/in our presentation - (2422.10)
- Equiv. 4 - and some schools are conducting review classes para sa kanila/for them. (262.3)

In the syntactic description of Tagalog adopted here, these four equivalence statements are necessary. But as has already been pointed out, the possibility will be left open that some other Tagalog description may convincingly demonstrate that *ng* and *sa* are prepositions, not determiners.⁹ In that case, the table of equivalences will have only two statements:

Equiv. 1 Tagalog NP's = English NP's

Equiv. 2 Tagalog PP's = English PP's

But the formulation and the number of such equivalence statements are in no way fixed; what is given here is by way of suggestion.¹⁰

What seems clear, at least within the framework in which the study is being done, is the need to posit a table of equivalences to account for the use of L2 prepositional phrases and noun phrases in L1 utterances. As conceived of here, when PS Component_{L1} generates an NP or a PP, the Table of L1-L2 Phrase Structure Equivalences supplies the information that this NP or PP may be realised in the other language, in which case this NP or PP is shunted to PS Component_{L2}. The process described earlier for sentential units now becomes operative because a phrase marker has been generated by PS Component_{L1} while a partial phrase marker has been generated by PS Component_{L2}.

The code-switched NP may have a restrictive relative construction attached to it, as in the following:

(53.7) - ito po bang mga tulong na ibinibigay ninyo ay libre, especially the facilities that the people need para po masunod itong tinatawag po nating *family planning*? (2431.2)

(53.8) - *we have discussed during the first session* ito pong subject areas na inyo pong pipiliin. (2422.2)

Likewise, a restrictive relative clause may also be attached to the code-switched PP:

(53.9) Ang FAPE po ay kinommission para ibigay lamang ang *examination*, hindi ho magbigay ng *guidance services to the students who will be taking the examination.* (263.1)

(53.10) - mga kaibigan, ito pong...atin pong palatuntunan para po sa...for the benefit of those who just tuned in, ano ho, ay tungkol po rito sa *National College Entrance Examination.* (263.2)

In cases like these, the PS component of L2, having generated the phrase structures for the NP or PP, will also generate the embedded S. Then the process continues as before.

Now consider the following examples:

(53.11) - at si Doctor Parulan po ay magiging *constant guest* natin until such time na ma-establish po natin ang nauukol sa *family planning*. (261.11)

(53.12) -*ninety-five per cent* ay nagaganap sa Lungsod ng Maynila especially in that area na kung tawagin po natin ay *University Row*. (261.15)

Notice that, here, the restrictive relative constructions attached to the L2 PP are in L1. In these cases, PS Component_{L2} generates only the phrase structure of the PP; the embedded S is shunted back to PS Component_{L1}.

An alternative to the sketch above is to allow the PS component of L1 to generate even the phrase structure of the code-switched NP or PP and simply provide for the code switching by recourse to the lexicon of L2. In other words, this alternative aligns the treatment of code-switched NP's and PP's closer to lexical insertion (the path traced by the broken arrow in Fig. 2) rather than closer to code switching involving sentential units (the path traced by the solid arrow). The main reason for preferring the first proposal is the necessity for the code-switched NP's and PP's to go through the transformational component. But it is clear that the transformational component of L1 is different from the transformational component of L2. For example, to take a case given earlier, it is possible to say:

(53.13') *This is in connection with the celebration of the D.A.R.'s anniversary.*

beside

(53.13) *This is in connection with the celebration of the anniversary of the D.A.R.*

but there is no corresponding

(53.13") **This is in connection with the celebration po ng D.A.R.'s antbersaryo.*

In short, the argument is that if the code-switched L2 NP's and PP's are generated by PS Component_{L1} and simply lexicalised by items from Lexicon_{L2}, there is no way, as the model has been set up here, for them to go through Transformational Component_{L2}.

Now that the major kinds of code switching have been accounted for by the model, a distinction begins to reveal itself. There seems to be a qualitative difference between the insertion of L2 lexical items into L1 utterances and the use of L2 phrases and clauses in L1 utterances.

In the first kind, a detour to Lexicon_{L2} is taken, but, aside from that modification, Chomsky's description of the monolingual's linguistic competence can be adopted in whole. On the other hand, phrases and clauses involved in code switching require activating two almost entire linguistic systems (all the components except for the semantic component, which has cross-linguistic projection rules) plus the Table of L1-L2 Phrase Structure Equivalences in some instances.

An inference that can be drawn from the distinction is that, strictly speaking, the term 'code switching' is not appropriately applied to instances of the use of loanwords, for instance, lexical items from Lexicon_{L2} in L1 utterances. Although there is a branching into the lexicon of L2, there does not seem to be a switch in code or linguistic system - the linguistic system is still that of L1.

There is one final point to be made. The model, as constructed, can handle the use of combinations of L2 open-set items in L1 utterances. As a representative example, consider an instance of the most frequent combination, the combination of Adj + [N]:

(53.14) - *kanina maganda iyong paksang binuksan mo tungkol sa government hostel para sa poor and deserving students dine sa City of Manila.* (225.3)

PS Component_{L1} will generate the phrase marker underlying the whole string, but PS Component_{L2} and Lexicon_{L2} will also be activated to generate the embedded S's '*the students are poor, the students are deserving*'. The resulting deep structure will then be bifurcated prior to undergoing the relevant transformations of L1 and L2, and the same process as discussed earlier continues. In this way, the operations of the different components of the model account for code switches involving combinations of open-set items.

The model, therefore, appears adequate to handle all kinds of code switching and appears to be an adequate representation of the linguistic competence of the Filipino bilingual. But there is a sense in which competence means not only 'knowing' something, but also 'knowing' the short cuts for that thing.

It seems that the Filipino bilingual knows the short cuts, so that there are instances when his code switching seems to involve not the whole apparatus of phrase marker, deep structure, transformation, etc., but only ready-made, prefabricated surface structure constituents. It is as if he had - to use the felicitous phrase employed by Maclay and Osgood (1967:321) in another context but just as apropos here - 'a "pool" of heavily practised, tightly integrated word and phrase units' into which he dips from time to time.

Examples of such units are combinations of open-set items like '*poor and deserving students, more than five but less than twenty boarders, indefinitely suspended*', N-with-PP combinations like '*development of nature parks*', '*proclamation of Martial Law*', '*population growth in the country*', '*economic crisis not only in the Philippines but also all throughout the world*', Adj-with-PP combinations like '*subject to Civil Service regulations*' and '*predictive of performance in college*', and collocations like '*in the long run*' and '*meaning to say*'.

In the corpus, there were instances when GG used *development ng nature parks* beside *development of nature parks* and *ma-contempt sa court* beside *ma-contempt of court*. It may be that in these cases, the 'tightly integrated' English phrase unit is broken up into the English N plus Tagalog Det *ng* or *sa* plus English N because of the intertranslatability between Tagalog *ng* and *sa* and English prepositions.

The use of 'integrated' surface structure units is also manifested in the following instances of conjoining:

(53.15) At...ang atin pong makakapiling sa ating palatuntunan sa umagang ito ay sina G. Jose Medina, Jr. na siya pong *assistant secretary for field services and community director of Bureau of Farm Management ng nasabi rin pong tanggapan* - (5.1, GG.1, 5/7)

(53.16) - at iyon (nga) po sa lugal na iyon ay mayroong kakahuyan, mga *plants and animal life of national significance or areas of historical value*. (2.20, JA.9, 1/9)

(53.17) - *we will have to tell people, a, wala ka nang mapipilian pwera I.U.D. for the women and vasectomy for the men*. (211.20)

(53.18) - *upang magkaroon ng efficiency, integrity, honesty and morality sa Civil Service* - (2211.12)

The PS rules given in Section 4.2.1 make provisions for the conjoining of S's but none for the conjoining of lower-order constituents. In transformational grammar, the conjoining of NP's and N's (as in (53.15)-(53.18)) and of VP's and of other constituents is usually accomplished by a transformational rule known as conjunction reduction. Thus, the conjoined NP's in (53.15) result from the deletion of one occurrence of the identical part of the conjoined S's:

(53.15') [[*siya po ang assistant secretary for field services*]_S
[at]_{CoorConj} [*siya po ang community director of Bureau of Farm Management*]_S]_S

In this instance, it seems plausible to say that the speaker, in this code switching, did not begin from the conjoined S's - the underlying structure given in (53.15') - but simply plugged into the L1 utterance the already constituted L2 phrase '*assistant secretary for field services and community director of Bureau of Farm Management*'.

What such a statement implies, apparently, is that the speaker has already been able to make abstractions from the whole process. Therefore, the use of prefabricated structures does not invalidate the model; in a sense, the model sketches in what has been left out. The model provides the complete route but does not preclude the use of short cuts. But how such short cuts can be taken within the model will be left open.

5.4. CONCLUSION

The model that has been constructed to represent the linguistic competence of the Filipino bilingual follows in general outline the model proposed by Chomsky in *Aspects of the Theory of Syntax*. Instead of just one linguistic system, however, two co-existent systems have been posited - with provisions made for activating one and then the other system - but with only one semantic component, whose projection rules are seen to apply cross-linguistically. And the model has been given the additional conceptual sub-apparatus of a table of equivalences, to handle the use of L2 noun phrases and prepositional phrases in L1 utterances.

The model, as it has been set up, seems capable of handling the different kinds of code switching found in the corpus. But there is a possibility that some short cuts can be taken within the model to account for certain 'heavily practised, tightly integrated' prefabricated units. Just how such short cuts can be integrated into this description of the Filipino bilingual's linguistic competence, however, is problematic.

It goes without saying that the model is suggestive and exploratory and awaits testing against other kinds of code switching data and other models conceived within other theoretical frameworks.¹¹

N O T E S

1. Chomsky 1971 has proposed a revision of the *Aspects* model. In this 'revised standard theory', surface structure is seen as also contributing some aspects of meaning to semantic interpretation and, consequently, both deep structure and surface structure now constitute the input to the semantic component. Chomsky bases this revision on the notions of focus and presupposition, focus being defined as that part of the sentence which presents new information and is often marked by stress, and presupposition being a proposition not asserted directly but which the sentence presupposes to be true. In Chomsky's example, the difference in stress between:

Did Bill give a book to JOHN?

Did Bill give John a BOOK?

indicates different presuppositions about the answer that the speaker expects:

No, he gave a book to SAM.

No, he gave John a RECORD.

So in this case, stress - a surface structure feature - affects the interpretation of the sentence.

In Chomsky 1972, in what is now called the 'extended standard theory' (EST), this proposal is upheld.

Jackendoff (1972:16) has suggested a delineation of the contribution of deep structure from the contribution of surface structure to semantic interpretation. In his model, the level of deep structure provides the functional structure of a semantic reading and changing the focus and presupposition of a sentence cannot change the functional relationships between verbs and their arguments. Deep structure, therefore, is given one kind of semantic interpretation, different structures in

the transformational cycle are given other kinds of semantic interpretation, and surface structure is given still another kind of semantic interpretation. His model of interpretive semantics is diagrammed as follows (1972:4)

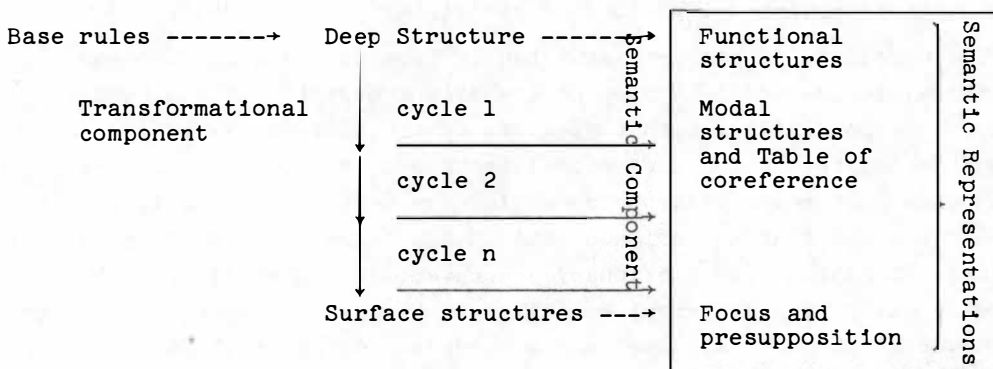


FIGURE 3

The Jackendoff Model

Model-building is a continuing activity in linguistics and, according to Maclay (1971:180), it is not easy to imagine what the final result of the process will be. This study has steered clear of the controversy by limiting itself to a consideration of Chomsky's standard theory as applied to the representation of the bilingual's linguistic competence.

2. In a 1970 article, Chomsky gives the following summary of his model:

I will assume that a grammar contains a base consisting of a categorial component (which I will assume to be a context-free grammar) and a lexicon. The lexicon consists of lexical entries, each of which is a system of specified features. The nonterminal vocabulary of the context-free grammar is drawn from a universal and rather limited vocabulary... The context-free grammar generates phrase-markers, with a dummy symbol as one of the terminal elements. A general principle of lexical insertion permits lexical entries to replace the dummy symbol in ways determined by their feature content. The formal object constructed in this way is a deep structure. The grammar contains a system of transformations, each of which maps phrase-markers into phrase-markers. Applications of a sequence of transformations to a deep structure, in accordance with certain universal conditions and certain particular constraints of the grammar in question, determines ultimately a phrase-marker which we call a surface structure. The base and the transformational rules constitute the syntax. The grammar contains phonological rules that assign to each surface structure a phonetic representation in a universal phonetic alphabet. Furthermore, it contains semantic rules that assign to each paired deep and surface structure generated by the syntax a semantic interpretation,

presumably, in a universal semantics, concerning which little is known in any detail. I will assume, furthermore, that grammatical relations are defined in a general way in terms of configurations within phrase-markers and that semantic interpretation involves only those grammatical relations specified in deep structures (although it may also involve certain properties of surface structures). (1972:184-5)

The model, as it has been sketched in Chomsky's summary, appears identical to the model adopted here - except that the last sentence leaves the possibility open that surface structure is relevant to semantic interpretation (see note 1 above). From the general tone of the summary, it seems that the semantic component contains only projection rules and that an enriched lexicon has taken over the functions of a Katz and Postal-type dictionary. However, it is not clear what Chomsky means by a universal semantics (note that the symmetry between a universal phonetic alphabet and a universal semantic alphabet is very attractive), and he forestalls enquiry by saying that little is known about it.

3. The exception is Lyons 1970, who called attention to the interpretive nature of the transformational component in the following passage:

It is the base 'component' that generates the deep structures and the transformational component that converts these into surface structures. The transformational component is therefore 'interpretive' in much the same way as the phonological and semantic rules are, and all the 'creative' power of the system is located in the base. (1970:124)

4. At an earlier stage in the model-building process, it was thought that an additional conceptual apparatus like a coupler would be necessary to bring together the deep structure output of PS Component_{L1} and Lexicon_{L1} and the deep structure output of PS Component_{L2} and Lexicon_{L2}. The model then looked like this:

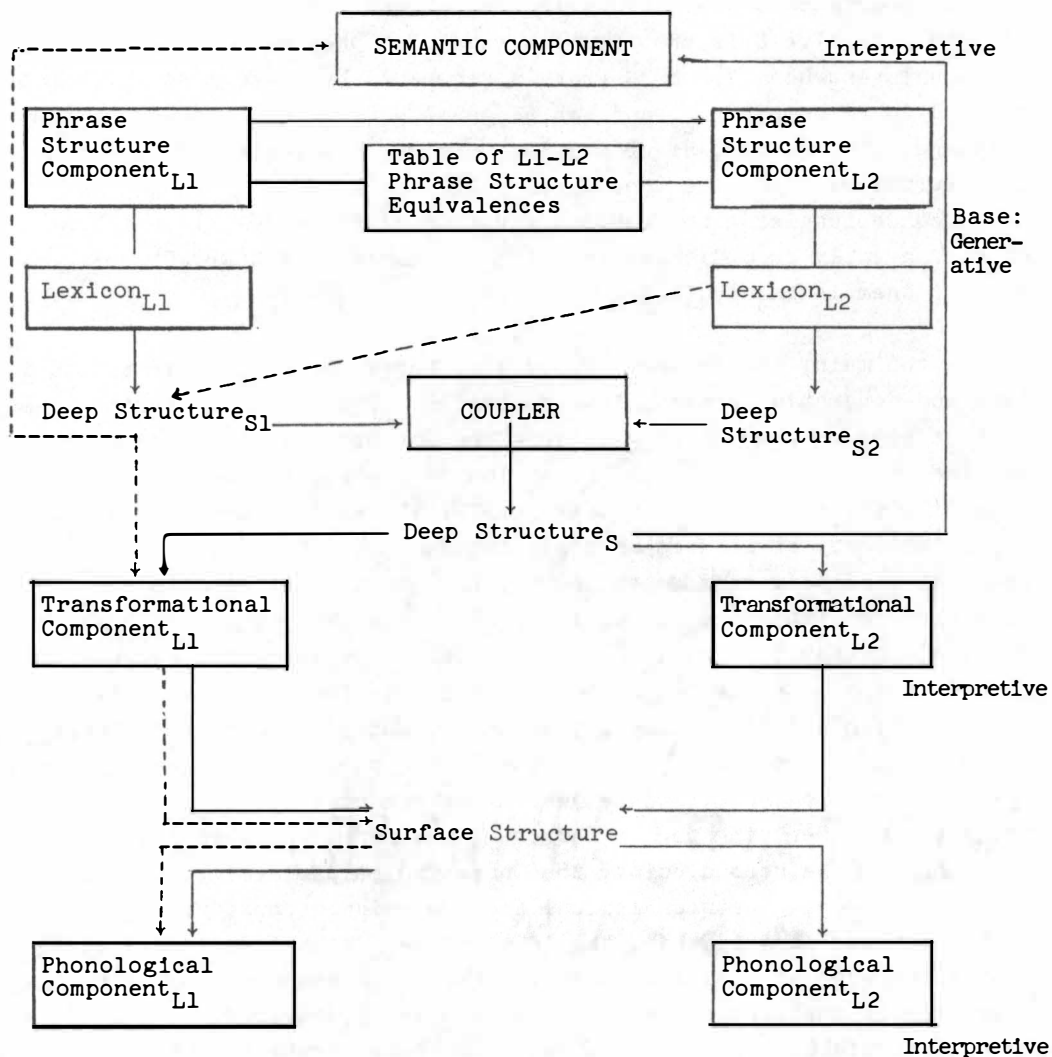


FIGURE 4

A Preliminary Model of the Filipino Bilingual's
Linguistic Competence

But further consideration led to a revision of this preliminary model. The line of thinking that led to the revision is this: since the partial deep structures coming from the L1 and L2 components are under the domination of the initial or topmost S, the primitive S, then they are constituents of a single tree. There is no need to 'couple' them.

The important considerations in the revised model, therefore, are:

1) the primitive S is the starting point for the derivation of a bilingual sentence, 2) an S that is generated by PS Component_{L1} can be shunted to PS Component_{L2} and can be developed by the PS rules of that language. The result, after drawing from the two lexicons, is a single deep structure tree like the one on p.214.

In conceptualising the various versions of the model, I have benefited greatly from discussions with Dr. Gonzalez and Dr. Otones. My debt to them is incalculable.

5. In the main, the lexicon is the area where the generative syntacticians and generative semanticists do battle. The sometimes acrimonious debates between them usually concern the nature of lexical insertion and the occurrence of lexical insertion in the derivation of a sentence. Regarding the first point, Chomsky (1972:117) claims that 'lexical items enter into deep structures in positions dominated by lexical categories, where each lexical item contains an intrinsic account of meaning of a sort that is little understood in detail'. On the other hand, Lakoff et al claim that lexical items replace phrase markers that express their meaning. To take a concrete example, in the Chomskyan view, 'kill' - with all its syntactic, semantic, and phonological features - is inserted to replace a dummy symbol in the phrase marker by a general lexical insertion rule; in the generative semanticist view, 'kill' replaces an underlying phrase marker of the form 'cause to die'.

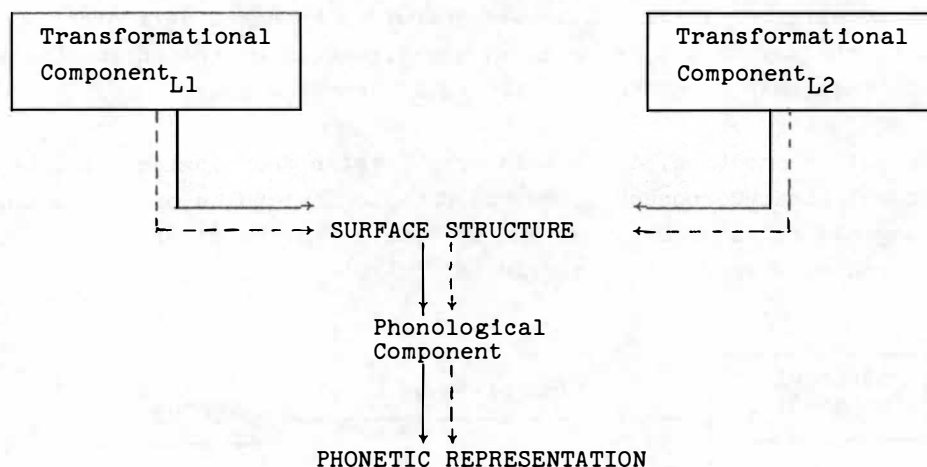
Regarding the second point, the Chomskyan camp claims that there is no strict ordering between lexical and nonlexical transformations, and that as a corollary to this, the level of deep structure - defined as that point when all lexical insertion has taken place and prior to the operation of the transformational cycle - is unmotivated.

A synthesis of the arguments and counter-arguments for their respective positions - syntactician and semanticist - is presented in Chomsky 1972 and Postal 1972.

The dispute between the supporters and opponents of the 'lexical hypothesis' cannot but contribute to the development of the lexicon, which, at present, is not as well-defined and refined in linguistic theory as, for instance, the phrase structure and the transformational components. The lexicon promises to be where the action is in transformational theory - with far-ranging effects on the whole theory.

6. Dr. Constantino has pointed out that he does not hear stress-timing in the English of Filipinos; he believes that their English is syllable-timed just as their Tagalog is. And there are other aspects of Filipino English phonology that are closer to Tagalog phonology than to English.

He feels, therefore, that a more accurate representation of the Filipino bilingual's linguistic competence should include only a single phonological component. The lower portion of Fig. 2 should then be modified in the following way:



On the other hand, as was noted by Dr. Gonzalez, a lot of the data used in the study have come from the programme host, GG, whose English 'sounds' English and whose Tagalog 'sounds' Tagalog. In his case, at least, two phonological components will have to be inferred.

This raises the question of whose competence should be represented by the model - the highly-proficient Tagalog-English bilingual or the hardly-proficient Tagalog-English bilingual?

Haugen's statement (1972:317) is applicable here:

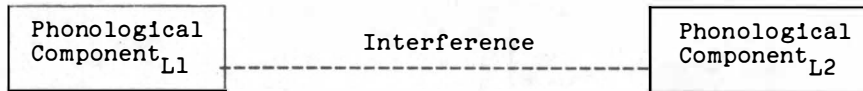
In the world of the bilingual anything is possible, from virtually complete separation of the two codes to their virtual coalescence. The reasons for this are clearly rooted in the possibilities for variable competence in the human brain.

This 'variable competence' of the Filipino bilingual has not been captured in the model - the model, it seems, tilts towards the highly-favoured cases of Filipino bilingualism rather than the least-favoured cases - but it can be incorporated into it. For instance, for the lexicon, Dr. Gonzalez has raised the possibility that a variable rule (Labov 1969) might be added. The rule will indicate the likelihood that the Filipino bilingual would use, for instance '*State University*' from the English lexicon rather than *Pambansang Pamantasan* from the Tagalog lexicon simply because he has more exposure to the English term than to its Tagalog equivalent.

As for the other components, the identification of high-level PS rules, transformational rules, and phonological rules versus low-level PS rules, transformational rules, and phonological rules in both Tagalog and English will help to characterise the variable competence of bilinguals.

The model given in Fig. 2 should therefore be taken as a starting point on the way to a more detailed specification of the intermediate systems (Haugen's term) in the bilingual's competence.

7. In this connection, it is this area between Phonological Component_{L1} and Phonological Component_{L2} (or the phonological rules of L1 and the phonological rules of L2) that can be considered the classic locus of interference; a suggestive diagram is:



The criss-crossing of channels is highly possible here.

Perhaps it is only in phonology that it is still possible to speak of interference: the Tagalog speaker learning English, for instance, may have difficulty approximating the pronunciation of the affricate /tʃ/ - he deviates from the norm by substituting /ts/ for /tʃ/. Certainly, 'interference' is not the proper term to use when referring to the insertion of an English phrase like '*zero population growth rate*' into a Tagalog sentence.

In general, it will be wise to heed Haugen's suggestion (1972:305):

I would be glad to scuttle the word 'interference' if it is felt to imply a condemnation. It would have been nice if someone had started calling the same phenomenon 'enrichment', for it can easily be argued that the bilingual who reaches into his other language for an expression is in fact enriching his effective range of communication, for he is using a word or a form that feels right to his interlocutors. However, the term 'enrichment' is as loaded as 'interference', and if we want a really neutral word, we will have to accept some such term as 'transfer' originally launched by Zellig Harris.

8. cf. Jackendoff (1972:15), who posits a Table of Coreference for his model to take care of coreference relations among noun phrases. In his formalism, each entry in the table will contain a pair of NP's and a relation 'coreferential' or 'non-coreferential' obtaining between them.

9. In fact, in the English transformational grammar presented by Jacobs and Rosenbaum 1968, they raise the possibility that ultimately, in deep structure, all noun phrases may be prepositional phrases. (In effect, this is what Fillmore's 1968 cases amount to.) According to Jacobs and Rosenbaum (1968:136):

One striking fact about prepositions is that all noun phrases, in their deep structure, seem to have prepositions associated with them, even though these prepositions are frequently deleted from surface structure.

The possibility exists, then, that even the *ang*-NP, so obviously a noun phrase, may be a prepositional phrase in deep structure. But most analyses in transformational grammar are still inconclusive; in the meantime, this study has adopted the more conventional treatment of *ang*, *ng*, and *sa* as determiners.

10. In fact, Dr. Constantino has given an example where the equivalence statement:

Tagalog *sa*-NP = English PP

does not hold. In the sentence:

Siya ang kumain sa mangga.

He the- ate the mango.

'He was the one who ate the mango.'

Tagalog *sa* is not equivalent to an English preposition. It should be noted that this sentence is a highly marked one, having undergone the topicalisation transformation. But this point is well-taken: that just as *ng*-NP's have to be classified into *ng*-NP-genitives and *ng*-NP-objects, so also *sa*-NP's have to be specified further.

Anyway, the equivalence statements given here are meant to be merely suggestive. The basic fact remains: that a table of equivalences helps handle certain code switching examples in the data.

11. For example, an alternative model suggested by Chafe's 1970 version of generative semantics can be diagrammed as follows:

Semantic Structure Rules of Formation

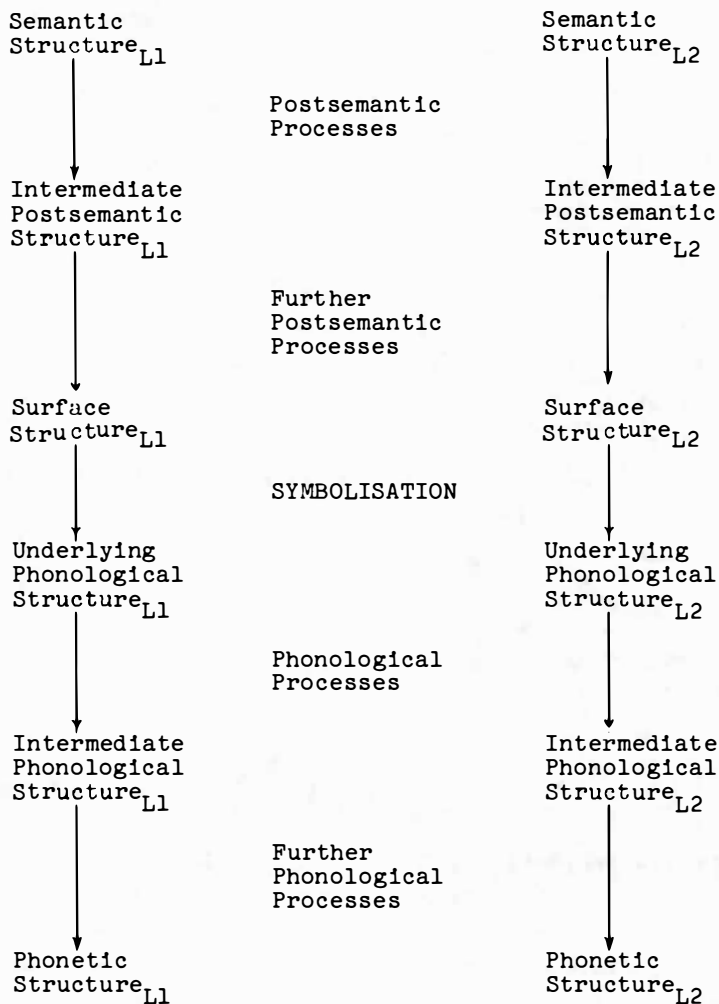


FIGURE 5

A Chafean-type Model of the Filipino Bilingual's
Linguistic Competence

Notice one major difference between this model and the model given in Fig. 2: the arrows here begin from the semantic component and continue downwards. This is so because in this model, semantics is central; it is initiative, creative, and generative. In Chafe's formulation, semantic structure is represented by predicate (= verb or V) and argument (= noun or N) axes. This initial V-N configuration

in semantic structure is universal and this is the reason why in Fig.5 there is a big block identified as Semantic Structure Rules of Formation. Within the scope of these Semantic Structure Rules of Formation are Semantic Structure_{L1} and Semantic Structure_{L2}, which represent the language-specific selectional, lexical, and inflectional units in the Chafean model. That is, Tagalog selectional, lexical, and inflectional units are different from English selectional, lexical, and inflectional units, and thus two semantic structures have to be distinguished within the language-universal $\bar{V} \bar{N}$ configurations.

Another major difference between this model and the one proposed in Fig.2 concerns the problem of lexicalisation. In the Chomskyan model, the lexicon is inextricably linked with the categorial rules within the base component. In a model for bilingual linguistic competence, the use of loanwords has to be provided for by arrows from the two lexicons to the deep structure. In the Chafean framework, semantic structure configurations utilise conceptual units, not words, and the postsemantic processes (= transformations) operate on bundles of conceptual units, not lexical items as such. At one point in the derivation of the sentence - in the process of symbolisation - all of these conceptual units are converted into words.

I am inclined to believe, then, that in a Chafean-type model of bilingual linguistic competence, there would be only one lexicon with words from the two languages lumped together but each identified as an L1 word or an L2 word. Such an idea was suggested by the following statement from Haugen (1972:336):

Psychologists have been deeply interested in the problem of how languages are stored, whether as separate entities or as a single store of concepts to which words are attached. It does not appear that either of these possibilities is entirely true to the facts. Rather one can say that each item stored is somehow tagged as belonging to one or the other language and is called up by a common switching device that blocks out the items not so tagged.

Symbolisation will thus draw the needed lexical items - as delimited by specific selectional, lexical, and inflectional units - from the resources of one lexicon made up of L1 and L2 words.

I personally find Chafe's process of symbolisation attractive because it does away with the criss-crossing between lexicons and eliminates the need to posit a table of PS equivalences.

It also seems intuitively more plausible to assume that a speaker begins with 'what he wants to say' - semantic content - only then expressing it in appropriate syntactic form.

But Chomsky 1971 argues that the direction of mapping operations is irrelevant and has no empirical consequences. Maintaining that semantic

representation is mapped into deep structure into surface structure into phonetic representation or maintaining that deep structure is mapped into semantic representation and surface structure is mapped into phonetic representation are, as far as he is concerned, equivalent ways of talking about the same theory; they are notational variants.

One point to consider about semantically-based grammars (as in Chafe's) is that the distance between semantic structure and phonetic structure will now have to be bridged by quite powerful transformations since there is no longer the level of deep structure to mediate between them.

Anyway, this is not the place to discuss the criteria for evaluating different models (but see note 7 of Chapter VI). All that has been intended in this note is to exemplify the task of constructing an alternative model within another frame of reference.

CHAPTER VI

REVIEW AND PREVIEW

6.1. REVIEW: SUMMARY AND CONCLUSIONS

The plan of the study has been to move from surface structure and the data of performance (Chapters II and III) towards deep structure and the model of competence (Chapters IV and V). In so doing, the study appears to have taken its cue from Chomsky's statement (1965:4):

The problem for the linguist, as well as for the child learning the language, is to determine from the data of performance the underlying system of rules that has been mastered by the speaker-hearer and that he puts to use in actual performance.

But, in fact, proceeding in such a manner has seemed to be the most logical course of action to take, given the primary objective of the study.

By way of summary, this section will recapitulate the aims of the study (as outlined in Section 1.1) and will present the findings relative to each one.

The main objective has been to construct a model of the linguistic competence of the Filipino bilingual. In order to accomplish this aim, it was necessary to first accomplish several interlocking subsidiary aims.

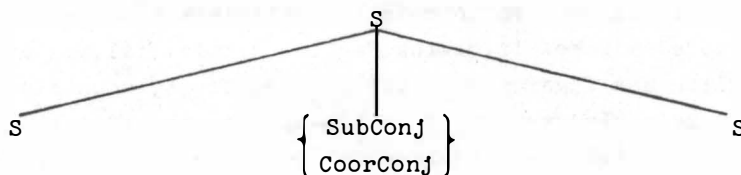
The first of these had to do with typologising Tagalog-English code switches so that some order could be imposed on data which, at first glance, seemed to feature random, irregular language mixing. On the basis of surface structure, code switches were classified into those occurring at the word and phrase level (Chapter II) and those occurring at the clause and sentence level (Chapter III). At the word and phrase level, such code switches were seen to involve open-set items (English nouns, verbs, adjectives, adverbs, and combinations of these items, and

Tagalog nouns and adverbs), closed-set items (English conjunctions, interjections, the affirmative marker 'yes' and the negative marker 'no', and prepositions, and Tagalog conjunctions, linkers, enclitics, the plural marker mga, the affirmative marker oo, and the interrogative word ano), special combinations of closed-set and open-set items (referring specifically to complete English NP's and Tagalog NP's, i.e. NP's made up of Det (+ Adj) + N), collocations (English and Tagalog formulas and expressions), English prepositional phrases and Tagalog prepositional phrases, English participial phrases, English infinitive phrases, and Tagalog relative phrases.

At the clause and sentence level, code switching involved English relative clauses and Tagalog relative clauses, English noun clauses, Tagalog noun clauses, and conjoined Tagalog and English noun clauses, English adverbial and main clauses, Tagalog adverbial and main clauses, and conjoined Tagalog and English adverbial clauses, conjoined Tagalog and English independent clauses and concatenated Tagalog and English independent clauses, and an English sentence in a completely-Tagalog turn of speaking and alternating Tagalog and English sentences in a turn of speaking.

From the typology, certain patterns and constraints in code switching began to emerge, together with certain points of convergence and divergence between Tagalog structure and English structure. These two aims - establishing the patterns and constraints in code switching and identifying the main similarities and differences between Tagalog and English structure that facilitate and inhibit code switching - can be taken together.

The convergence of na and 'that' as linkers, of kaya and 'so', sapagka't and 'because' as subordinating conjunctions, and of at and 'and', o and 'or', pero and 'but' as co-ordinating conjunctions is a case in point. Whether the two clauses are English, or the first clause English and the second Tagalog, or the first Tagalog and the second English seemingly does not matter - the Tagalog linker na, subordinating conjunction kaya or sapagka't, co-ordinating conjunction at or o or pero can very readily be used. The preference for the Tagalog item over the English equivalent may well be due to sociolinguistic factors, but the interchangeability between these Tagalog and English items is certainly due to structural convergence. Consider the similarity between the Tagalog and English forms: in the case of the linkers na and 'that', both are used to connect noun clauses to main clauses and both are introduced during the transformational cycle. In the case of the subordinating conjunctions kaya and 'so', sapagka't and 'because' and the co-ordinating conjunctions at and 'and', o and 'or', pero and 'but', all of them occupy the slot outside the lower S's in the configuration:



Moving now to code switches involving phrases, the similarity between Tagalog *ang*-NP's and English NP's explains the ease with which Tagalog subjects are combined with English predicates. The similarity between *ng*-NP-genitives and English PP's, between *sa*-NP's and English PP's, and between Tagalog PP's and English PP's accounts for the kinds of code switching that involve the use of noun phrases and prepositional phrases from one language in utterances in the other language.

A noticeable pattern in the insertion of Tagalog NP's in English S's is the primacy of the *ang/ito/iyan/iyon* form of the determiner, the determiner for NP-subject. In fact, even in object position in an English S, the Tagalog NP has to be in subject-form, i.e. must bear the determiner for subject, *ang/ito/iyan/iyon*. The constraint against the determiner *ng/nito/niyan/noon* seems to stem from the fact that the *ng*-form indicates relation-marking, a signalling feature not present in English syntax. In other words, the *ng* determiner immediately marks an NP as complement, but this kind of marking is not needed in English, where the determiner '*the*', '*a*', or '*an*' marks only definiteness or indefiniteness, not syntactic relationship between verb and noun. *Ang/ito/iyan/iyon*, however, is congruent with '*the/this-these/that-those*' - so that Tagalog NP's in English S's regularly appear with the subject-determiner. The best example for this kind of constraint is provided by:

(61.1) At kagaya po ng ating napasimulang paksa, *we'll still discuss ito* pong mga *details* ma may kaugnayan sa *National College Entrance Examination* - (2422.1)

(61.1') *At kagaya po ng ating napasimulang paksa, *we'll still discuss nito* pong mga *details* -

The other side of the coin is presented by the Tagalog S containing an English NP as object. Although the object-noun already bears the determiner '*the*', it is still necessary to use the Tagalog determiner *ng* for relation-marking, thus:

(61.2) Maari po bang bigyan nyo kami *ng the facts of the matter?* (2421.4#)

(61.2') *Maari po bang bigyan nyo kami *the facts of the matter?*¹

The most striking pattern in code switching was revealed in the analysis of code switches involving English participial and infinitive phrases, English and Tagalog relative constructions, noun clauses, adverbial and main clauses, and independent clauses. Going beneath surface structure, all these surface forms are seen to be derived from the same underlying structure, an S - more specifically, the S appearing on the right-hand side of a rewriting rule or the lower S in a tree. The study has adopted the name 'sentential unit' for this S - to distinguish it from the primitive S or the topmost S in the tree (which is realised as the 'sentence') and from 'clause' (which typically includes, in addition to the sentential unit, a linker or conjunction). One conclusion arrived at here is that every sentential unit constitutes an invitation to code-switch. The switch may be initiated with the linker or the conjunction, in which case the whole clause is the locus of the code switch, or the code switch may involve only the sentential unit. But in every case, a sentential unit underlies the code switch. In the case of participial, infinitive, and relative phrases, therefore, if surface structure alone is considered, the code switch involves phrasal units, but if deep structure is also considered, then the code switch is seen to involve sentential units.

Since Tagalog and English adverbial clauses have the same structure, SubConj S, they are easily conjoined. The same is true of Tagalog and English independent clauses, whose structure is defined by CoorConj S. Since Tagalog and English noun clauses are derived from the same PS rule, NP → (Det) N S, and go through the same transformational process, they too are easily conjoined. On the other hand, theoretically, there are constraints against the conjoining of relative constructions from Tagalog and English because they diverge in their transformational history. Although they originate from the same PS rule, NP S, they undergo different transformations: the English relative pronoun is introduced to substitute for the co-referential NP and to link the relative clause to the main clause while the Tagalog linker is introduced simply to join the relative construction to the main clause. The absence of conjoined Tagalog and English relative constructions in the corpus may be due to this lack of convergence between English and Tagalog relative constructions or may simply be an unfortunate gap in the data. At this point it is difficult to tell if it is the former or the latter reason because the results of an attempt to 'construct' conjoined English and Tagalog relative constructions are inconclusive.²

From the foregoing discussion, it is clear that the patterns in code switching are more easily established than the constraints. By the very nature of the data as being (on the whole) grammatical, the patterns appear distinct while the constraints do not. It is more difficult to pinpoint the constraints because these have to be extra-

polated from what do not appear in the data.³ It is hoped that other corpora of code switching may contribute more insights into the nature of such constraints.

The next objective was to express the patterns in code switching in the form of phrase structure rules which could be expected to generate an infinite number of sentences with code switches. Two sets of PS rules were formulated in Chapter IV: one set of Tagalog PS rules and another set of English PS rules. It was deemed necessary to have these two sets in view of the fact that some of the utterances in the corpus are obviously Tagalog while the others are obviously English. Within each set of rules, however, there are provisions for lexical and phrasal insertion from the other language or switching to a sentential unit in the other language. Thus, an English lexical item can be plugged into a dummy symbol dominated by N in a Tagalog phrase marker, or a Tagalog *ng*-NP-genitive can be inserted under an English PP node, or an S on the right-hand side of rewriting rule can become the initial S in the PS rules of the other language.

In the course of formulating and revising these PS rules and of describing the transformations that applied on the output of the PS rules, the outlines of the model gradually became discernible. By a steady process of abstracting from one level to another beginning from the data of performance, the primary objective of constructing a model of the Filipino bilingual's linguistic competence appeared realisable. The model (given in Chapter V) has assumed the following dimensions: retaining the *Aspects* components intact, the model has two parallel PS components, lexicons, transformational components, and phonological components, but with only one semantic component since the projection rules that provide a semantic interpretation are seen as applying cross-linguistically. The only addition to these basic components is a Table of L1-L2 Phrase Structure Equivalences to handle the use of noun phrases and prepositional phrases in one language in utterances in the other language.

In this proposed model, the starting point in the derivation of a bilingual sentence is the primitive S of linguistic theory. An utterance containing a lexical item from the other language is seen as being generated by essentially the same process as a monolingual utterance, i.e. by all the components of L1, except that there is a branching into the lexicon of L2. If the utterance involves an NP or PP, the table of equivalences will supply the information that this NP or PP will be shunted to the PS component of L2, whereupon all the components of L1 and all the components of L2 will be activated. A sentential unit as the locus of a code switch will be channelled into the PS

component of L2; meanwhile, the PS component of L1 will continue generating the rest of the sentence. The L1 and L2 partial deep structures will fall under the domination of the primitive S to form one deep structure, which will be given a semantic interpretation by the semantic component. At the same time, the deep structure will undergo L1 and L2 transformational processes, with the L1 partial deep structure entering Transformational Component_{L1} and the L2 partial deep structure entering Transformational Component_{L2}. The phonological components will subsequently provide a phonetic interpretation of the surface structure. It is in this way that Chomsky's 1965 model has been adapted and extended to represent the linguistic competence of the Filipino bilingual.

As a result of the difference in the paths traced in the diagram (Figure 2) by lexical insertion on the one hand and code switching involving noun phrases and prepositional phrases and sentential units on the other, the suggestion has been made to limit the application of the term 'code switching'. Strictly speaking, lexical insertion does not involve a switch in code or linguistic system - it involves only a branching into the lexicon of L2 but the linguistic system of the whole utterance is still that of L1. Perhaps, then, the term 'code switching' should not be applied to the appearance of loanwords in sentences.

If this line of thinking is accepted, then the figure given in Chapter I - that 66.31 per cent of the utterances in the corpus constitute or contain some kind of Tagalog-English code switching - will be reduced considerably. No frequency count has been made using this new criterion for code switching - in effect excluding utterances with loanwords from consideration - but if a guess can be made, perhaps only about 25 per cent of the utterances will now be seen to constitute or contain code switches.

One by-product of the study is an evaluation of the adequacy of the *Aspects* model to describe bilingual linguistic competence. The verdict seems to be that it is adequate - provided that the original model be given a mirror image (i.e. another PS component, lexicon, transformational component, and phonological component) and additional conceptual sub-apparatus (referring specifically to the table of equivalences). In this connection, it will be a misreading of the intent of the proposal to attribute psychological reality to the different components of the model. These components are mental constructs, 'convenient fictions' (the term is from Gleason 1961:82) that help account for the facts in the analysis.

As for the model which this study has extended, Chomsky's remarks (1965:139-40) are instructive:

Such a description of the form of the syntactic component may seem strange if one considers the generative rules as a model for the actual construction of a sentence by a speaker. Thus it seems absurd that the speaker first forms a generalized Phrase-marker by base rules and then tests it for well-formedness by applying transformational rules to see if it gives, finally, a well-formed sentence. But this absurdity is simply a corollary to the deeper absurdity of regarding the system of generative rules as a point-by-point model for the actual construction of a sentence by a speaker... To think of a generative grammar in [such] terms is to take it to be a model of performance rather than a model of competence, thus totally misconceiving its nature. One can study models of performance that incorporate generative grammars, and some results have been achieved in such studies. But a generative grammar as it stands is no more a model of the speaker than it is a model of the hearer. Rather, as has been repeatedly emphasized, it can be regarded only as a characterization of the intrinsic tacit knowledge or competence that underlies actual performance.

6.2. PREVIEW: DIRECTIONS FOR FURTHER RESEARCH

The present study has been limited to code switching between Tagalog and English. In this instance, the paradigm - reviewed by Labov (1971a) and quoted in Chapter I of the study - of two co-existent but closely-related systems has appeared to be the valid paradigm.⁴ But it may well be that future analyses of Tagalog-English code switching may have to rely on a different model. It is almost always foolhardy to extrapolate trends to, say, fifty or a hundred years from now since political and social conditions never remain static, but from all indications, if Tagalog and English continue being in contact as they are now, if the contact between them lasts long enough, and if the mixing of Tagalog and English is fostered by the prestige-carrying members of the community, then Tagalog-English mixing will eventually have to be analysed within just one linguistic system.⁵

As it is now, even language used in formal situations (the *Pulong-Pulong* broadcasts, theoretically, belong to the category of formal situations) shows the mixing of Tagalog and English forms. And the mixing increases exponentially as formality decreases. There is a chance, therefore, that the Gumperz and Wilson model of convergence (1971) - of one system being given alternate realisations at the syntactic or lexemic or phonemic level - may, after some time, apply to the Tagalog-English contact situation. The other possibility is that creolisation may take place, therefore necessitating a different frame of reference.⁶

However, even now, the Gumperz and Wilson model seems to be a viable model for the code switching between Philippine languages, for instance, between Tagalog and Kapampangan. The possibility of writing a common grammar for Philippine languages was initially broached by Constantino in 1965; although critical of Constantino's specific formulation of the deep structure for Philippine languages, Gonzalez (1972:396) welcomed the attempt and agreed that the enterprise was valid and feasible 'since the Philippine languages are similar enough at this stage of their evolution to permit such a common grammar'. In their view, the same base rules are shared by all Philippine languages, with language-specific differences arising as a product of different and differently-ordered transformations. In essence, their proposal falls within Gumperz's conception of the task of linguistic analysis (1971:235) - to discover

the single underlying system from which the differences of... two languages can be derived. Language distance can then⁷ be measured as a function of the number of non-shared rules.

Another area worth looking into is the similarity and/or difference between Tagalog-English code switching and, for example, Cebuano-English code switching or Ilokano-English code switching or Hiligaynon-English code switching and so on. The *Pulong-Pulong* evening broadcasts produced in and beamed at certain regions can be tapped as sources of the data. Does the sentential unit play as prominent a role in Cebuano-English code switching? Is the equivalence between Tagalog and English NP's and PP's also found between Cebuano and English NP's and PP's and manifested as pervasively in the code switching between these two languages? Will the surface structure loci of Cebuano-English code switching be the same as those of Tagalog-English code switching?

The same questions can be asked of Spanish-English code switching, French-English code switching, and so on. Consider once again the sample given by Labov (1971a:457) of Spanish-English mixing:

Por eso cada, you know it's nothing to be proud of, por que yo no estoy proud of it, as a matter of fact I hate it, pero viene Vierne y Sabado yo estoy, tu me ve haci a mi, sola with a, aqui solita, a veces que Frankie me deja, you know a stick or something, y yo aqui solita, queces Judy no sabe y yo estoy haci, viendo television, but rather, y cuando estoy con gente yo me...borracha porque me siento mas, happy, mas free, you know, pero si yo estoy con mucha gente yo no estoy, you know, high, more or less, I couldn't get along with anybody.

Even without doing a full analysis, some patterns similar to those in Tagalog-English code switching appear: '*you know*' as a collocation, '*proud of it*' as an Adj-with-PP combination, '*television*' as a lexical insertion, and most important of all, the sentential unit as locus of the code switch in several instances.

If the patterns and constraints are indeed similar, what implications will such a finding have for linguistic theory? For one thing, it will bolster the claims of psycholinguists (like Fodor and Bever 1967) who talk about the psychological reality of linguistic segments, of nodes and categories, in this case, the psychological reality of the sentential unit. For another, it might lead to the conclusion that the model proposed in this study accounts not only for the linguistic competence of the Filipino bilingual but for any and all bilinguals. And it will certainly spur more activity in the area of linguistic universals and universal grammar.

In connection with the typology of code switches, one possible use for it may be as one of several indices of linguistic dominance. Research may be able to establish, through different research instruments, the linguistic profile of, for example, GG, AF, JA, and ML - the interlocutors most productive of code switches in the corpus - and then it may become possible to set up an empirical proof of dominance through frequency counts and correlations by referring to the typology of code switches exemplified here.

Also, the code switches in the typology may be weighted (for instance, presumably, code switching involving a sentential unit should be weighted more than lexical insertion) so that experimenters' judgements of utterances as mostly Tagalog, half-Tagalog half-English, mostly English (as in Castillo and Galang 1973) or as half-Tagalog half-English but complete sentence, mix-mix within a sentence but more Tagalog, mix-mix within a sentence but more English (as in Barrios et al 1974) can be less impressionistic and more reliable.

Still another area that needs to be investigated is the interaction between hesitation phenomena and code switching. Maclay and Osgood (1967) did an in-depth analysis of hesitation phenomena in spontaneous utterances and they found that the hesitation and stammerings in speech are not random - they represent decision-points (what structure to use? what word?) in the encoding behaviour of the language user. The options are multiplied when there are two languages presenting alternative structures and words; therefore, how do pauses and other hesitation phenomena correlate with lexical insertion or phrasal insertion or code switching involving a sentential unit?

Finally, as was first pointed in Chapter I, the title 'The Filipino Bilingual's Linguistic Competence: A Model Based on an Analysis of Tagalog-English Code Switching' indicates the limitations of the study. Thus, linguistic competence, what the study has informally referred to as the how of code switching, has been the sole concern here. There should likewise be attempts to explain the why of code switching. The study has been able to suggest points in the utterance at which code

switching is likely. But the factors that motivate code switching - mostly extralinguistic or social-psychological factors - have hardly been touched on. Since the 'structural predictability' of code switching has now been established to some extent, it is time to consider the 'psychological predictability' of code switching. For such studies, sophisticated experimental designs and statistical techniques (factor analysis, for one) will be necessary.

Stated another way, the linguistic competence of the Filipino bilingual must be situated within what sociolinguists call his communicative competence. For the complete profile of the Filipino bilingual to be sketched, information must be obtained on

what code is used, where and when, among whom, for what purpose and with what result, to say what, in what way, subject to what norms of interaction and of interpretation as instances of what speech acts and genres of speaking (Hymes 1967:8).

This undertaking will be even more difficult than the present one because it will involve methodological problems (recording conversations in natural settings, manipulating this variable and then that, etc.) that this study has side-stepped. But the contributions of such studies will be of inestimable value. The aim, then, should be to integrate the study of the society, the individual, and the language within one frame of reference - as the sociologically-, psychologically-, and linguistically-orientated studies were so integrated in Fishman et al's *Bilingualism in the Barrio* (1971).

It is time now to emphasise the phrase 'a model' in the title of the study. The model given here is just one of several possible representations of the Filipino bilingual's linguistic competence. The model was constructed within the framework provided by Chomsky's transformational model - and it is a truism that a framework conditions one to find what he is looking for, to see what the framework prepares one to see. It will therefore be a distinct advantage to have other models constructed within other frameworks so that, in the end, a comparison can be made and empirical consequences of adopting one model over the others can be weighed. It is in this exercise of testing one model against another (and also against various kinds of data) that one avoids what Mortensen (1972:34) calls 'premature closure' - considering one model as the fixed, unassailable model when there is yet no way of knowing whether one way of conceptualising or another is the more promising. Alternative models, then, will allow for the cross-checking of the assumptions of the model that has been presented in this study.

N O T E S

1. (61.2) would sound more natural with a pause occurring between *ng* and '*the facts of the matter*', thus:

(61.2") *Maari po bang bigyan nya kami ng...the facts of the matter?*

The fact remains that

(61.2') **Maari po bang bigyan nyo kami the facts of the matter?*

is unacceptable because the determiner '*the*' does not fulfill the relation-marking function of *ng* in this Tagalog S.

2. Consider four versions of a sentence that has been adapted from the corpus:

(61.3) - *the landowner's whole area is tilled by several tenants na nabigyan na ng certificates and who now own part of the land - (29.2')*

(61.3') - *the landowner's whole area is tilled by several tenants na nabigyan na ng certificates and now own part of the land -*

(61.3") - *the landowner's whole area is tilled by several tenants who now own part of the land at nabigyan na ng certificates -*

(61.3''') - *the landowner's whole area is tilled by several tenants who now own part of the land at na nabigyan na ng certificates -*

In theory, only (61.3) will be acceptable because in this instance, a linker introduces the Tagalog relative phrase and a relative pronoun introduces the English relative clause. But (61.3') will be unacceptable: *Na* cannot be considered the subject of the English relative

clause because *na* is only a linker and cannot stand in for the relative pronoun. (61.3") will also be unacceptable because the Tagalog relative phrase requires a linker to connect it to the main clause. But even when the linker *na* is introduced in (61.3"") the sentence will be unacceptable because Tagalog does not seem to have the structure *na - at na -*.

Consider the sentence:

(61.3"") * - *the landowner's whole area is tilled by several tenants na memay-ari na ng bahagi ng lupa at na nabigyan na ng certificates -*

The acceptable sentence will be:

(61.3"") - *the landowner's whole area is tilled by several tenants na memay-ari na ng bahagi ng lupa at nabigyan na ng certificates -*

Only one linker, it appears, is needed to attach the conjoined relative constructions to the main clause.

That is how the reasoning will go - in theory. In practice, two informants considered only (61.3) acceptable, with the other versions being judged unacceptable - therefore confirming what had been predicted 'in theory'. But two other informants found all the versions acceptable - thereby disconfirming what had been predicted 'in theory'. In the face of these conflicting judgements, it is difficult to say if there are constraints in the conjoining of Tagalog and English relative constructions.

3. I owe this observation to Dr. Dagot.

4. Gumperz (1971:245-6) himself admits that his Kupwar example - together with the model of convergence that he draws up on the basis of his Kupwar-data - is 'not likely to have too many parallels elsewhere'. Thus, in the case of Spanish-English bilinguals in New York, he posits two co-existent systems:

On the whole...the speech of the Spanish-English bilingual in New York approaches our usual image of bilingual behavior. In spite of some overlap, the systems concerned are distinct in every component.

Therefore, another way of stating one conclusion of the study is that Tagalog-English mixing in Manila is closer to Spanish-English mixing in New York than to Kannada-Marathi-Urdu contact in Kupwar.

5. It may soon become worthwhile, as Dr. Sibayan has suggested, to analyse the language being acquired by children in Greater Manila homes within the framework of incipient creolisation: is this first language the speech variety that manifests Tagalog-English code switching?

6. The analysis given here of code switching phenomena - particularly the findings regarding the similarities and differences between English and Tagalog structure that facilitate and inhibit code switching - is directly relevant to a new approach for investigating contact vernaculars. Utilising the notions of transformational grammar, Kay and Sankoff (1974) propose the hypothesis that in language contact situations, the forms that are 'selected' are those that show the shortest distance between deep and surface structure.

Pursuing their hypothesis, it can be surmised that if Tagalog-English mixing should eventually lead to creolisation, then for yes-no questions, the form that will prevail will be the Tagalog way of framing interrogatives by introducing the enclitic *ba* or the interrogative word *ano* (perhaps reduced to *no*) rather than the English interrogative transformation, with its flip-flopping of subject and Aux and in the absence of an Aux, the use of a morpheme, 'do', to carry person and tense. In fact, this pattern is not uncommon in Tagalog-English mixing, as in:

(61.4#) *The proceedings went smoothly ba?*

(61.5) *Yah, but there ought to be a passing mark ano?*
(232.15)

The beauty of the Kay and Sankoff hypothesis is that it can be tested, and the Tagalog-English contact situation may soon be such a testing ground.

7. The problem consists in defining this 'single underlying system'. How deeply should one go in searching for it? In 1965, Constantino's deep structure was a set of basic strings generated by the phrase structure component of a *Syntactic Structures*-type grammar. The deep structure in his 1970 paper appears closer to Fillmore's (1968) deep structure of case relations. The base rules of Gonzalez (1972) were written within the framework of Chafe's (1970) generative semantics, basically an extension and a refinement of Fillmore's case grammar.

As suggested by note 11 of Chapter V, if one goes into semantic structure, it may be possible to posit only one set of base rules for Tagalog and English. But, as was also pointed out there, the transformational component of such a model will have to become much more

powerful and complex because it will bear the heavy burden of mapping highly abstract underlying structures into surface structures. The point is that the 'trading relation' between components makes it difficult to determine which is the simpler, more elegant model capable of capturing a greater number of generalisations. And parsimony cannot be the only criterion for choosing between linguistic theories. There is also the criterion of psychological plausibility - how well does a particular theory mirror linguistic reality? Chafe (1970:66) expresses the criterion this way: 'All other things being equal, a theory of competence which is more closely related to performance is preferable to one which is more distantly related'.

In conclusion: Discovering the single underlying system should be a continuing pursuit, especially in the case of genetically and historically-related languages. At the same time, the possibility must be left open that positing two co-existent systems will provide the more economical description. And then, eventually, the important question must be asked: which description is the more psychologically valid?

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APPENDIX A

CONVENTIONS USED IN TRANSCRIPTS

Symbols and Conventions Used in Typescripting the Broadcasts:

()	indicates something said but not transcribable
(nga)	indicates probably what said but not clear
...	indicates pause or hesitation
magde-	hyphen indicates word not completed
D.A.R.	item with periods indicates speaker's use of initials
DAR	item without periods indicates speaker's use of acronym
committee-ng }	hyphen separates Tagalog affix from
kino-compute }	English root

Coding used:

Each sentence in the transcripts is identified by giving

1. The broadcast number

1	refers to the September 4 broadcast
2	5
3	6
4	7
5	10
6	11
7	12
8	18
9	19
10	20

2. The turn of speaking in relation to all the turns in that particular broadcast

3. The initials of the speaker
- | | |
|----|-----------------------------|
| JA | refers to Jesus Alvarez, Jr |
| LC | Liwayway Calalang |
| RC | Romeo Castañeda |
| PC | Pete Esperanza Cruz |
| PE | Phil Emperador |
| AF | Abraham Felipe |
| GG | Gerry Geronimo |
| ML | Mayo Lopez |
| JM | Jose Medina, Jr |
| GM | Gerry Montemayor |
| RP | Rita Pangilinan |
| DP | Dionisio Parulan |
| NP | Nicomedes Peña |
| JR | Juan Ramos |
| AR | Andromeda Romulo |
| CS | Carmelita Salang |
| TS | Ma. Teresa Santamaria |
| JS | Jolly Santiago |
| GS | Gaudioso Susmeña, Jr |
| LT | Luis Taruc |
| FT | Fred Tolentino |
| FV | Fausto Varela |

4. That speaker's turn in relation to all his turns in that broadcast

5. Its occurrence - as indicated by a number - in that turn

6. The total number of sentences in that turn

Thus, (2.13, JA.6, 17/18) means that this sentence is taken

from

the September 5 broadcast (the second broadcast in the corpus)

and the thirteenth turn in that broadcast = 2.13

Jesus Alvarez, Jr and his sixth turn in the broadcast = JA.6

and is

the seventeenth sentence out of a total of eighteen sentences
in that turn = 17/18

In cases of interruptions, where Speaker B's remarks interrupt Speaker A's turn, the first part of Speaker A's turn is identified as a, and the second part as b. For instance, (1.41b, CS.4b, 2/2) refers to the second part of Carmelita Salang's interrupted turn.

APPENDIX B

TRANSCRIPTS

Note: From the following transcripts can be retrieved the open-set and closed-set items involved in code switching (see the discussion in Sections 2.2. and 2.3.). In these transcripts, English words and constructions are in Light Italics while Tagalog words and constructions are in Artisan font. Open-set items in one language appearing in S's in the other language are underscored once; closed-set items in one language appearing in S's in the other language are underscored twice. A category symbol is given to identify each underscored item. The category symbols used are:

For open-set items -

N	Noun	}	within brackets if the head
V	Verb		constituent of an endocentric
Adj	Adjective		construction
Adv	Adverb		
N with PP	Noun with Prepositional Phrase		
Adj with PP	Adjective with Prepositional Phrase		
N + V	Tagalog Noun-derived from English Verb		
V + N	Tagalog Verb derived from English Noun		

For closed-set items -

SubConj	Subordinating Conjunction
CoorConj	Co-ordinating Conjunction
CorrConj	Correlative Conjunction
Prep	Preposition
Li	Linker
IM	Inversion Marker
AfM	Affirmative Marker
NegM	Negative Marker
PlM	Plural Marker

RM	Respect Marker
Enc	Enclitic
Interg	Interrogative Word
Subs	Substitute Word
Interj	Interjection

- 1.1, GG.1, 1. Maraming-maraming salamat po, mga kaibigan.
2. Muli pong nagbabalik ang inyong lingkod, si Gerry Geronimo, dito po sa ating pang-umagang pagtatanghal ng Pulong-Pulong sa Kaunlaran.
3. At kagaya po ng ating napasimulang paksa, *we'll still discuss* ito pong mga ^Ndetails na may kaugnayan sa ^NNational College Entrance Examination na ibibigay po ng ^NDepartment of Education and Culture sa pakikipag-ugnayan sa ^NFund for Assistance to Private Education sa darating na Nobyembre.
4. Sa araw pong ito ay atin pong makakapiling na muli si ^NDoctor Abraham U. Felipe, siya po ang ^Nofficer-in-charge for Fund for Assistance to Private Education at makakapiling din natin ang atin pong mga ^Nteachers, at saka ito pong isang estudyante na ating naimbitahan sa pamamagitan po ni ^NMiss Sal-...^NMiss Carmelita Salang ng... isang ^Nfaculty member ng ^NMaryknoll College at si ^NMiss Rita Pangilinan, isang estudyante po ng nasabi ring kolehyo.
5. At sila po ay ating bibigyan-daan matapos lamang ang ilang minutong pagbabalita sa wikang Pilipino.

NEWS

- 1.2, GG.2, 1. Bueno, mga kaibigan, balik po tayo sa ating pagtalakay ng mga paksa.
2. At *I think I'll give way to Miss* Salang para maitanong kaagad niya kay ^NDoctor Felipe sapagka't si ^NDoctor Felipe ay naging panauhin natin noong ^{Adj}first ^[N]day ano? sa ating palatuntunan at nasagot niya ang maraming katanungang ibinigay sa atin

nina ^NDoctor Navarro at ^NDoctor Ramos kaya't siguro kung bibigyan-daan natln kaagad ang katanungan ni ^NMiss Salang ay marami tayong mate-^Vtake up sa umagang ito.

3. Carmellita?

- 1.3, CS.1, 1. Gusto ko ring itanong ho kung mayroon bang ^Nfollow-up iyong mga ^Ntest results like for example... you know, for example, a student fares very well in that certain subject like mathematics.
2. You know I think she should know that, so what kind of follow-up will be given...to...according to the interpretation of the tests.
- 1.4, AF.1, 1. Ang FAPE mismo ho ay walang ibibigay na ^Nfollow-up sa mga estudyante, sa bawa't estudyanteng kukuha ^Nng examination.
2. But what we will do is to encourage the different schools to set up guidance programmes to follow up the results of the examinations.
3. Ang FAPE po ay ^Vklommission para ibigay lamang ang ^Nexamination, hindi ho magbigay ng ^Nguidance services to the students who will be taking the examination.
4. But we are going to set up programmes so that schools could be encouraged to set up guidance services.
- 1.5, CS.2, 1. I think that's very important and it's good no? that the schools themselves maybe through the principal and the guidance programmes point out to the students their subject areas na magaling sila.
2. And I think it's also very good especially for those who failed...at least they know...siguro naman ho mayroon silang ^Narea doon na napasa, maybe they can pursue that through vocational courses.

- 1.6, AF.2, 1. A, maidurugtong ko rin ho dito na...simula bukas ay makikipag-ugnayan kami sa Philippine Guidance and Personnel Association because we are now involving them in setting up the guidance programmes to train counsellors for the interpretation of the test results.
2. And also before March twenty-four when we schedule the results of the examinations, we are going to have training programmes also for the counsellors of the different schools para mainterpreta nila nang tumpak ang mga resulta sa mga bata.
- 1.7, GG.3, 1. Mga kaibigan, ito pong...atin pong palatuntunan para po sa...for the benefit of those who just ^{Intergr} tuned in, ano ho, ay tungkol po rito sa National College Entrance Examination.
2. At sa araw po ngang ito ay naimbitahan natin ang isang ^N teacher sa Maryknoll College at gayon din si Rita Pangilinan, isang estudyante, upang magkaroon tayo ng ^N cross-section talaga sa atin pong mga ^N topic na dini-^V discuss ngayon.
3. I'd like to go to Rita para naman malaman natin ang kaisipan ng ating mga estudyante ukol sa bagay na ito.
4. Rita, would you like to ask a question to... Doctor Felipe?
- 1.8, RP.1, 1. A, tungkol sa ^{N + V} pag-register ho.
2. Supposing you aren't able to register between September one and fifteen, what happens?
3. Like supposing an illness or, you know something that you can't avoid, what happens to you?
- 1.9, AF.3, 1. I think we will consider reasonable cases on a case-to-case basis although as a policy it will be bad to say that you are going to give exemptions right away no? because if you do that many people will just not register during the time they're supposed to register.

2. *And to handle a programme as big as this will be very very difficult.*
 3. *You know kung halimbawang mga limang porsyento lamang niyang ^{Adj} three hundred sixty thousand hindi ^V mag-register on time, e ibig sabihin noon e mga dalawampung libong katao na iyong pag-iintindiing iyan.*
 4. *Dalawampung libong katao ay napakarami para...*
- 1.10, GG.4, 1. *Kung sabagay.*
2. *At saka wala namang ^N penalty rito kung di ka kumuha ng ^N examination kaya *I don't see any reason why you should be afraid.**
 3. *Iyon nga lang, kung saka-sakaling hindi ka ^N makakuha ng examination and they will not give you another chance to take this examination ay maaring mawala sa iyo ang pag-asang makarating ng kolehyo kung iyan ang pangarap mo.*
 4. *Rita, would you like to follow up that question?*
- 1.11, RP.2, 1. *Also, how do you go about registering?*
- 1.12, AF.4, 1. *Simple (Tag.) lang.*
2. *Pupunta ka sa ^N principal's office during the time of registration.*
 3. *May isang ^N form doon na dalawang kopya, fi-^Vfill ^Vup-an mo iyon.*
 4. *May dala kang ^N I.D. picture na dalawang piraso at limang piso lang.*
 5. *Pagkatapos noon rehistrado ka na.*
- 1.13, GG.5, 1. *Supposed to have started September first ^{Interg} ano?
^N ang examinations?*
2. *Sa palagay ko sa mga panahong ito ay marami na ring estudyanteng nakakaalam kung papaano sila makapagrerehistro.*

3. *Now I'd like to go back to that question of Rita.*
4. Tungkol dito sa ^Nregistration na ito, hindi ba ito'y binibigay nyo na iyong mga ^Nforms sa mga ^Nschools and colleges at saka sa mga ^Npublic schools?
- 1.14, AF.5, 1. Matagal na hong na-^Vdistribute ang mga ^Nforms.
- 1.15, GG.6, 2. Sila na ho ang magbibigay?
- 1.16, AF.6, 1. Oho, mayroon ho kaming mga tauhan na nakikipag-ugnayan sa mga superintendente ng bawa't eskwelahan.
2. Sila'y nag-^Vdistribute ng mga ^Nforms sa bawa't eskwelahan.
3. ^{SubConj} So ang mga ^Nprincipal ay mayroon na ngayong mga ^Nforms na maibibigay sa mga bata.
- 1.17, GG.7, 1. *I see.*
2. Carmelita?
- 1.18, CS.3, 1. Ang kinakatakot ko rin naman iyong mga...paano ngayon iyong mga estudyanteng nasa ^Nabroad na hindi nila alam na nangyari ang ganito pala.
2. Hindi rin nila iyon kasalanan kung hindi sila makakuha ng ^Nexam tapos pagbalik nila rito hindi na pala pwede.
3. Sana nam-...*I don't know.*
4. *What do you think about this?*
- 1.19, AF.7, 1. *Well, that point was taken up in the National College Entrance Examination Board, that is a body to recommend policies on examination to the Secretary of Education.*
2. *The question really is a policy question.*
3. Hindi namin responsibilidad ang magde-...ang magkaroon ng...ang mag-^Vdecide sa ganoong klaseng mga tao, sa ganoong mga kaso.

4. Iyon ay sa Department of Education and that point was taken up in a board's meeting and the decision is to give exemption to them for testing.
5. They will be permitted to enrol but they will be tested afterwards also.
- 1.20, GG.8, 1. Just in case they decide to ano? to come back.
2. Itong...nabanggit ninyo itong five peso entrance ...I mean, application fee, ano ho?
3. Saan po mapupunta itong five pesos na ito considering the number of students who will take the examination.
- 1.21, AF.8, 1. Ang subsidy ng gobyerno para sa entrance examination ay isang milyong piso, no?
2. Ang cost of operations, lahat-lahat, ay aabutin ng mga tatlong milyon at limang daang libo.
3. Ang mako-collect sa mga estudyante ay isang milyon at walong daan.
4. Kulang pa kahit na gamiting lahat.
- 1.22, GG.9, 1. Saan manggagaling iyong ano?
- 1.23, AF.9, 1. Ang FAPE ho ay isang foundation.
2. Mayroon ho kaming perang ipinamimigay sa mga eskwelahan, sa mga magagandang proyekto.
3. Taun-taon ho ay mayroon kaming mga tatlong... about approximately three million five hundred thousand we use in programmes.
4. Parte ho noon ay mapapapunta siguro dito sa proyektong ito.
- 1.24, GG.10, 1. Mr. Felipe, hindi naman po nating matatawaran ano po? itong bagay na ito, na hindi lahat ng ating mga magulang o lahat ng mga estudyante ay makaka-afford na makapagbigay ng limang piso.

2. Kung sabagay dito sa Greater^N Manila masasabi natin mangilan-ngilan mayroon diyan talaga na dalawang piso nahihirapan talagang mag-produce.^V
3. And also sa mga probinsya lalung-lalo na.
CoorConj Adv
4. Ngayon po, kung sabagay sa isang magulang ito pong pagbibigay ng limang piso kung minsanan lamang, kung ikabubuti naman ng aking anak ay talagang ipang-uumit ko na ano ha?
5. Ipang...ipagtitiipid ko na rin.
6. Pero kung saka-sakali man na may mga bata na hindi makabayad ng limang piso, sila po ba ay bibigyan ninyo ng chance^N para makakuha ng exam?^N

- 1.25, AF.10, 1. Ang requirement^N ho ay dapat silang magbayad.
2. Ang rationale^N ho nito'y ito.
3. Kung ang isang estudyante ay handa na mag-aral sa kolehyo at gagastos ng daan-daang piso, may kapasidad ho siyang magbayad ng limang piso.

- 1.26, GG.11, 1. Kung sabagay.
2. Huli ako doon ano?
3. Kolehyo nga, kolehyo.
4. Si Rita?

- 1.27, RP.3, 1. *It's also about the provincial graduates, iyong mga seniors^N na nagga-graduate^V sa high school.^N*
2. *Like about the test questions, is it going to be in English, kasi^{SubConj} if it's in English, well I was also thinking na^{Li} the Greater Manila area students and those whose teachers are using English as their medium of instruction will have definitely an advantage over the provincial graduates.*

- 1.28, GG.12, 1. *Not only provincial but I suppose those people who have not been acquainted with...insofar as the language is concerned.*
2. *Mr. Felipe?*
- 1.29, AF.11, 1. *Maganda iyong katanungan ni Rita.*
- 1.30, GG.13, 1. *Nahuli ho ba kayo roon?*
- 1.31, AF.12, 1. *Huli iyon, huli iyon.*
2. *Pero iyon ho'y alam ho namin lahat ho iyon.*
3. *Wala hong paraan para maiwasan na magkaroon ng isang ^N examination which will be fair to everybody.*
4. *Ang ^N medium ^{with PP} of instruction natin has been English for a long time and we could not use any other language as a medium for the test also.*
5. *Ito ang pinakamabuti na magagawa natin sa ngayon.*
- 1.32, GG.14, 1. *At dito po natin sa pinag-uusapan nga po natin ang lenggwahe ano ho?*
2. *Kung hindi po ninyo...we have discussed during the first session Ito pong ^N subject areas na inyo pong pipiliin.*
3. *And you said that you're not including Pilipino as part of the examination.*
4. *Ano po ang dahilan bakit hindi ninyo sinasama ang Pilipino?*
- 1.33, AF.13, 1. *Gawa ho sa...sa ^N college ay hindi ho naman ginagamit ng lahat ang Pilipino as the medium of instruction.*
2. *Ang kaalaman ng isang tao sa Pilipino ay hindi ^{Adj} magiging predictive ^{with PP} of performance in college.*
- 1.34, GG.15, 1. *I see.*
2. *Bueno, mga kaibigan, tayo po'y babalik sa ating mga panauhin subali't para po sa ating kalinisan, narito po ang isang napakalinis na paalala.*

ADVERTISEMENT

- 1.35, GG.16, 1. Bueno, mga kaibigan, balik ho tayo...parang
 (nag-^Vwarble) ang ^Ntape ng boses ho kanina.
2. Bueno, balik ho tayo sa ating mga ^Nquests.
3. At narito ho muli sa Rita.
4. Kanina pa ho siya nais na mag-^Vfollow up ng
^Nquestion niya kay ^NDoctor Felipe.
- 1.36, RP.4, 1. *What I wanted to ask really was* iyong tungkol
^N sa mga questions kung...kasi baka masyadong
 mahirap iyong mga...
2. *It's not* ^{Adv}parang *applicable to our environment,*
you know, our country ^{Adv}ganyan, iyong mga magiging
 mga ^{Adj}Stateside iyong mga ^Nquestions.
3. *Kasi hindi ba the usual format of I.Q. tests,*
aptitude tests, they're usually based on tests
made in the States or in, you know, the other
countries, so will they be made applicable to
our country no?
4. *All these things...*
- 1.37, AF.14, 1. A, iyong ^Ntest na gagamitin ay isang ^Ntest na
^Vaccultured, ^Vadapted dito sa atin.
2. Ang mga katanungan ay katanungan na...^Vadapted,
 na ^Vfitted sa mga ^Nlocal conditions.
3. Ang mga katanungan ay hindi mga mahihirap na
 katanungan.
4. *As a matter of fact,* ang karamihan sa mga estudyante
 na kumukuha ng ^Nexamination namin ay nakakakuha ng
 mga matataas na ^Nscores no?
5. ^{Adv}Statistically iyan, kapagka gina-^Vgraph iyan kaunti
 ang bumabag-...ang nandodoon sa mababang...sa
 nakakuha ng mababang ^Nscore.
6. Ang dahilan ay ito.

7. Ang ibig naming mangyari sa ^N test na ito ay bigyan na pagkakataon ang karamihan na mapapasok sa kolehyo.
8. At iyon lamang siguradong-siguradong-siguradong hindi ^V makaka-profit sa ^N college work ang ^V di-discourage-in on the basis of the examination.
9. Iyong talagang kapag mababang-mababang-mababa iyon ay siguradong-sigurado na.
- 1.38, GG.17, 1. Ano ang ^N passing mark, ^N Mr. Felipe?
- 1.39, AF.15, 1. Wala kaming ^N passing mark all along, ano?
2. *When we fielded the examinations since nineteen seventy, wala kaming ginagamit na ^N passing mark.*
3. Iniwan namin sa mga eskwelahan ang pagdi-^{N+V} determine kung anong ^N score ang gagamitin nila as a passing score.
4. Ngayon, simula nang ^V adapt-in ng ^N Department of Education ang ^N examination na gagamitin...na ginagamit namin, mapipilitan na magkaroon ng isang ^N passing mark.
5. ^{Coord} But ang pagdi-^{N+V} determine ng ^N passing mark ay sa ^N Department of Education.
6. Kanilang responsibilidad ano?
- 1.40, GG.18, 1. *Yah, but there ought to be a passing mark ^{Interg} ano?*
2. ^{SubConj} kung ^{Adv} talagang *we'll make it a keen competition among themselves kinakailangan mayroon tayong ^V standardised na ^N grade para wika nga kung malalaman ng estudyante na ganoon ang naabot niya at least alam niya kung saan siya dapat na malagay.*
3. A, ^N Miss Salang?
- 1.41a, CS.4a,1. A, *this is another topic no?*
2. *I would just like to express a fear of mine regarding this na baka dahil ho magiging ^{Adj} nationwide na naman ito ano? ^{Adj} nationwide ho ito?*

- 1.42, AF.16, 1. ^{Adj}
Nationwide.
- 1.41b, CS.4b, 1. Na baka sana hindi magkapareho na mayroong
^N irregularities ^N pareho ng Civil Service exam ^{Adv} before,
^N
na may mga leakage, alam nyo na, dayaan.
2. *I hope that it will not happen that way.*
- 1.43, AF.17, 1. Ang masasabi ho natin ay ginagawa ang lahat ng
magagawa upang maiwasan ang mga bagay na iyan.
2. Ang ^N N.B.I., ang ^N P.C., ay katulong sa pag-...sa
^{N + V} pagse-secure ng mga ^N materials magmula sa imprenta
at hanggang sa ^N distribution sa kaliit-liitang
eskwelahan.
- 1.44, GG.19, 1. Iyan po ang mga ^N safeguards.
- 1.45, AF.18, 1. Mga ^N safeguards ho iyan.
- 1.46, GG.20, 1. Kung pag-uusapan po natin ^N irregularities ano?
2. Kung sabagay kung ang isang estudyante ay nakapasa
rito dahilan iamang sa isang wika nga ^N leakage o
iyong nakakuha siya ng mga ^N question na kanyang
nasagot kaagad, palagay ko *this will be to the
advantage of the student concerned.*
3. Kung saka-sakaling siya'y makalusot, makarating
ng kolehyo e baka maging ^{Adv} very ^[Adj] embarrassing
with PP
on his part naman ano? kung saka-sakali na kung
nasa kolehyo na siya ay hindi siya makaangkop
doon sa level na dapat niyang kalagyan sa kolehyo.
4. *I think this has something to do now with the
pattern of education* na sinusunod sa mga kolehyo na...
5. *Aside from this N.C.E.E. examination* ay naghihigpit
na rin sila ngayon sapagka't *they won't worry*
^N
about any more itong sinasabi nilang decrease
with PP
in enrolment sapagka't magkakaroon na rin sila ng
^{Adj} technological, ^{Adj} vocational at saka ^{Adj} occupational

[N]
courses so that they cannot afford any more to
 get in people who are not fit for college.

6. Hindi po ba, ano, ^NMiss Salang?
- 1.47, CS.5, 1. *Now I also understand* na hindi lang pala
^NN.C.E.E. ang ^Nrequirement para sa pag-^{N+V}enter
 ng ^Ncollege.
2. Na ang mismong kolehyo rin ay mayroon pang
^Nibang requirements.
- 1.48, GG.21, 1. Mayroon silang ^Nstandard din e na sinusunod.
2. *Like for example, in some universities in Manila,*
 mayroon silang *aside from the N.C.E.E. examination,*
 mayroon silang isang ^Nkind of special examination
 na ibinibigay, iyan depende na iyan sa eskwelahan.
3. At kung inaakala nila na hindi ka pupwede roon ay
they discourage you to...not to take that kind of
^{Subs}ano, that kind of course o kaya naman ang ginagawa
 nila palagay ko naman sa ^NMaryknoll ganito rin...na
 kapag ang estudyante ay bumagsak ng mga tatlong
^Nsubjects kung minsan ay sinasabihan nang lumpat
 na ng ^Ncourse at hindi kaya.
4. Tungkol naman po dito sa sinasabi nilang
^Npractice sheets, ano ito, ^NDoctor Felipe?
- 1.49, AF.19, 1. Ang mga estudyante ho sa Maynila ay mga tinatawag
^{Adj}nating mga test-sophisticated.
2. ^{Adj}Familiar na sila sa mga pagkuha ng mga eksamen.
3. Nakakuha na iyan ng mga eksameng gumagamit ng mga
^Nspecial forms...lyon bang mga ^NI.B.M. forms ano?
 na ang pagsagot ay hindi karaniwan.
4. Nguni't ang marami sa mga estudyante sa probinsya
 ay hindi nakakakita ng ganitong klaseng mga eksamen.
5. Hindi sila nakakakita ng mga...hindi pa sila
^Nnakakakuha ng mga intelligence tests.

- 1.50, GG.22, 1. Lalung-lalo na iyong mga bata ano? sa high school^N.
- 1.51, AF.20, 1. Oo.
2. Ngayon, ang mga...gawa ho nito ang mga estudyante sa Maynila at sa mga syudad ay may advantage^N sa pagkuha ng examination^N kasi hindi na nila dapat alamin pa kung paano sila sasagot.
3. Alam na nila, sanay na sila e.
4. Nguni't ang mga tagaprobinsya ay mag-aaral pa noon, mag-a^Vadapt pa sila sa test^Nsituation.
5. Naka-...nalalamangan sila no?
6. Kaya ang gagawin ay bibigyan ng isang programa, isang familiarisation^Nprogramme ang mga estudyante sa pagkuha ng examination^N para lahat...
- 1.52, GG.23, 1. Sa probinsya?
- 1.53, AF.21, 1. Sa lahat ho iyan.
2. Kasama ang Greater^NManila.
3. Mayroon kaming practice^Ntests ng *N.C.E.E.*, may mga katanungan na *comparable to the kinds of questions that we will be asking*.
4. Para preparado sila, alam nila na hindi kaiba-iba.
5. Masasanay sila.
6. Pagpunta nila doon hindi sila takot.
7. At iyong potential^N nila mailalabas nila.
- 1.54, GG.24, 1. *In other words, Mr. Felipe, ay kinakailangan po ang review^N, din on the part of the students.*
- 1.55, AF.22, 1. Hindi ho review^N ang kailangan e; *it's familiarisation.*
2. Ang kailangan lang ho e patiwasayin ang kanilang kalooban kapagka sila'y kumukuha ng examination^N.
3. Iyon lamang ho ang kailangan; di kailangan ang review^N.
- 1.56, GG.25, 1. Parang plug^N iyan a.

- 1.57. RP.5, 1. *It's about the test itself no?*
2. Kasi noong...when this thing first came out no?
 iyong decree^N na nga ng President^N, maraming natakot
 kasi sinabi nila...naku siguradong puro current events^N
 iyan, papaano iyan, *we're all going to fail and all
 that stuff if we don't read newspapers every day.*
3. ^{SubConj} Kaya *about the test, is it* ^{Adv} parang *purely aptitude
 or is there current events and all that.*
- 1.58, AF.23, 1. Wala hong current events^N.
- 1.59, GG.26, 1. Maluluma na iyon.
- 1.60, AF.24, 1. *By that time e...iyong mga katanungang isasali
 sa examination^N ngayon e mga katanungang tinest^V na,
 pinag-aralan na noong isang taon pa.*
2. Kaya sigurado kayong walang current events^N.
- 1.61, GG.27, 1. Totoo ba itong balita, bago tayo magwakas, malapit
 na, totoo ba itong balita, Miss^N Salang, na sa mga
 paaralan nagri^V review ang mga estudyante *and some
 schools are conducting review classes* para sa kanila?
- 1.62, CS.6, 1. Wala ho akong nalalaman.
- 1.63, GG.28, 1. Sa inyo walang ganito?
- 1.64, CS.7, 1. Wala ho.
- 1.65, GG.29, 1. Kasi *we discussed this last time when we had Doctor
 Navarro sapagka't marami nagtatanong sa kanilang
 mga paaralan especially in public schools* at saka
 iyong mga private schools^N ay nagko^V conduct sila ng
review classes^N kaya't *maybe to allay the fears*
^{Interp RM} ano po? maaring ipaliwanag na...bigyan ng diin ni
Mr.^N Felipe ang bagay na ito na hindi na kinakailangang
 mag^V review.

- 1.66, AF.25, 1. Ang aming sinabi sa ^Nprimer na ^Vdinistribute namin sa lahat ng mga estudyante ay ito.
2. Na ang pinakamahasay na preparasyon para sa pag-eksamen ay magpahinga bago kumuha ng eksamen.
3. Walang magagawa ho ang ^Ncramming dito sa pagkuha ng eksamen na ito.
4. ^{Adv}Specifically doon sa ^Nmental ability part... iyong mga katanungang hindi itinuturo sa eskwelahan.
5. Halimbawa'y iyon hong taong mayroong...iyong mayroong pag-iisip ay talagang...talagang ^Vmaa-identify sa mga katanungang ito.
6. Bibigyan ko ho kayo ng halimbawa.
7. Halimbawang isang katanungan ay ito: Ano ang numerong sumusunod--isa, dalawa, tatlo, apat, ano ang numerong kasunod noon?
8. Mga ganoong katanungan ho e.
9. Saan ninyo pa dapat pag-aralan iyon?
10. Iyong...iyon hong mga pag-aaral, pagri-^{N+V}review, na gagawin ng mga...ng mga bata ay magiging kasayangan lamang kasi hindi nila makukuha iyong mga katanungan sa mga ^{Adj}specific ^[N]books ano?
11. Iyon e...ang taong nag-aral nang mahusay sa eskwelahan no? ang taong natuto halimbawa ng matemática ay maide-^Vdemonstrate niya ang kanyang abilidad sa matemática...doon sa mga katanungang iyan.
12. Mga simple (Tag.).
13. Mga katanungang iyon ay mga simple (Tag.), iyong talagang dapat alam na ng isang taong papuntang kolehyo.
- 1.67, GG.30, 1. Bueno, maraming salamat po, ^NDoctor Felipe, at kina ^NMiss Carmelita Salang at ^NMiss Rita Pangilinan sa ating pagdalo ninyo sa ating palatuntunan, Pulong-Pulong sa Kaunlaran.
2. Ito po si Gerry Geronimo.

3. Maraming salamat po.
4. Magandang umaga.

* * * * *

- 2.1, GG.1,
1. Magandang-magandang umaga po, mga kaibigan.
 2. Narito muli ang inyong guro sa umagang ito, si Gerry Geronimo, sa ating palatuntunan, Pulong-Pulong sa Kaunlaran.
 3. Sa araw pong ito, mga kaibigan, ay pag-uusapan po natin ang nauukol sa ^Ntourism, ano po, at saka ito pang ating mga dini-^Vdevelop sa buong kapuluan na tinatawag nating mga ^Nparks o iyon pong mga pook-aliwan na atin pong mapupuntahan kung saka-sakali naman po tayo ay nahihirapan sa ating mga gawain.
 4. At dahil po dito ay naimbitahan natin ang direktor ng ^NForest Development at saka ito pong tinatawag ding tanggapan ng ^NNational Park Development Committee na siya po ay myembro bilang isang direktor, si G. Jesus B. Alvarez, Jr. at ang pag-uusapan po natin sa umagang ito na alam ko pong makapagbibigay-kaalaman sa inyo ukol po sa mga nagaganap sa ating paligid *and with regard to the development projects of the government* ay ang tungkol sa ^Ndevelopment of ^{with} ^{PP}nature parks.
 5. Ito po hanggang mamaya ay pag-uusapan natin sa ating palatuntunan, Pulong-Pulong sa Kaunlaran.
 6. Samantala, bigyan-daan muna natin ang ilang minutong pagbabalita sa wikang Pilipino.

NEWS

- 2.2, GG.2,
1. Bueno, mga kaibigan, balikan po natin si G. Jesus ^NAlvarez, Jr. na siya pong ^Nassistant officer-in-charge ^{with PP}of the Bureau of Forest Development at saka isa pong ^Ndirektor ng National Park Development Committee.

2. At ^NMr. Alvarez, nais po lamang nating maibigay sa ating mga kababayan ang ilang impormasyon tungkol po sa gawain ng inyong tanggapan at anu-ano po itong mga proyektong inyong inihahanda.
- 2.3, JA.1,
1. A, dalawang opisina po ang mayroong responsibilidad sa ^{N+V}pag-develop ng tinatawag po nating ^Nnational parks.
 2. Ang una po sa ^NDepartment of Agriculture and Natural Resources ay ang ^NBureau of Forest Development.
 3. Ang ^NBureau of Forest Development po ay bagong ^Nbureau ng ^NDepartment of Agriculture at ito po'y ang ^Nbureau-ng ito ay iyong dating mga opisina ng ^NBureau of Forestry Reforestation Administration at ^NParks and Wildlife Office.
 4. Sa ^Nbureau-ng... ito pong ^NBureau of Forest Development na ito...ang responsibilidad ng ^{N+V}pag-develop ng ating mga ^Nnational parks o ^Nnature parks ay nasasailalim po ng ^Nbureau-ng ito.
 5. At mayroon po tayong tinatawag na ^{Adj}fifty-four ^[N]national parks sa buong Pilipinas.
 6. Ito po'y nakakalat magmula sa ^NNorthern Luzon hanggang sa ^NSulu archipelago.
 7. Ang isang opisina naman po na nangangasiwa ng ^{N+V}pagdi-develop ng ^Nparks ay ang ^NNational Parks Development Committee, which is chaired by the First Lady and Mr. Teodoro Valencia is the vice-chairman and I serve as a director under this committee.
 8. Ang responsibilidad naman po ng ^Ncommittee-ng ito ang unang-una ay ang ^NRizal Park, ang ^NTourist Belt, ang ^NFort Santiago, ang ^NPaco Park, ang ^NMabini Shrine at saka iba pong mga pinagagandang mga lugar sa ^NManila and suburbs.

9. At ang committee^N pong ito ay involved^V din sa pag-develop^{N+V} ng tinatawag nating local parks^N in co-operation with local governments.
10. Mayroon po kami ngayong sisimulan na parke sa Davao City^N na ang committee^N po ay involved^V at saka ang...sa Angeles City^N po iyong tinatawag nilang Astro Park^N.
11. Ang responsibilidad po nitong dalawang opisinang ito ay magbigay ng...panatiliin ang kagandahan ng ating bayan na tinatawag na Pearl of the Orient Seas^N.
12. Kami po ay naniniwala na ang tao ay mayroong ibang mga pangangailangan na...*more than food* at saka mayroon po siyang tinatawag na needs for recreation and relaxation^{N with PP}.
13. At ito po sa aming paniniwala ay nagbibigay ng stability^N to a person, it gives him a better perspective of life and gives him better values.
- 2.4, GG.3, 1. Mr. Alvarez^N, batay po sa mga experience^N ninyo, ano ho, ito pong national park^N natin dito sa may Luneta na kung tawagin po natin ngayon ay Rizal Park^N at saka iyon pong mga parks^N na inyong binanggit dito sa Greater Manila area^N, ano po ang naging outcome^N po para po...kung pag-uusapan natin ang reaction^N po ng publiko at *what about the turn-out of people who go to the park?*
- 2.5, JA.2, 1. Ang Rizal Park^N po, *which is only about fifty-two hectares altogether*, iyon po'y sinimulan na gawin noong mil nueve cientos sienta'y tres.
2. Sa ngayon po^{Adv RM}, it is now what we may call fully-developed maski na ho kami'y nagdadagdag pa ng iba-ibang mga halaman na makapagbibigay ng kagandahan sa parke.

3. Ang Rizal Park^N ho ay magmulang Lunes hanggang Hwebes mayroon ho kaming...sa tanha namin umaabot ng one hundred thousand^{Adj} people^[N] a day.
4. Pagdating ho ng Byernes at iyong week-end^N na tinatawag, kung maganda ho ang panahon, it starts...mayroon pong mga dalawang daang libong tao hanggang limang daang taong libo ang nagpupunta ho sa Rizal Park^N.
- 2.6, GG.4, 1. Nagpupunta doon.
- 2.7, JA.3, 1. Sa Rizal Park^N lang ho iyan.
2. Hindi pa ho kasama iyong mga nagpupunta sa Fort Santiago^N, hindi ho kasama iyong mga namamasyal sa Roxas Boulevard^N at sa Paco Park^N hindi ho kasama sa mga nagpupuntang iyan...sa bilang... sa mga taong iyang nagpupunta sa Rizal Park^N lamang.
- 2.8, GG.5, 1. *In terms of income* naman po, ano po ang naiko-contribute^V nito sa ating gobyerno?
- 2.9, JA.4, 1. Sa income^N po hindi po natin masasabing ang direct income^{Adj [N]} na kinikita ng Rizal Park^N dahil sa ang Rizal Park^N ho *is not a commercial establishment*, hindi po establishment^N pang-negosyo.
2. Pero mayroon po diyang mga kiosk^N na tinatawag na nagsisilbi ng ice cream^N at saka mga soft drinks^N.
3. Ito po ang...mayroon pong income^N diyan ang park^N pero *this goes to charitable institutions*.
4. Kaya ang Chinese Garden^N ho mayroong entrance fee^N at saka iyang Fort Santiago^N mayroong entrance fee^N pero ito po'y kulang pang *for maintenance purposes*.
- 2.10, GG.6, 1. Talagang sine-set aside^V lang ninyo para ho sa development^N noong park^N na iyon.

- 2.11, JA.5, 1. Oho.
2. *As a matter of fact* ho, iyong perang imine-^Vmaintain sa ^NRizal Park at ang ^Ninvestment na nilalagay sa ^NRizal Park puro po nanggagaling sa ^{CorrConj}either sa ^NGeneral Fund, ^Ncontributions ^{with PP}from government offices and corporations o ^Ncontribution pong galing sa publiko.
- 2.12, GG.7, 1. ^NMr. Alvarez, madako naman po tayo sa ibang panlig ng kapuluan, ano ho?
2. Ano ho ang mga ^{Adj}potencial...^{Adj}potential spots na maari pong ^Vma-develop upang maging tinatawag po nating ^Nnature parks na maaring makapag-^Vcompete po sa ibang bansa.
- 2.13, JA.6, 1. Mayroon po akong babanggitin na mga ibang lugar na pwedeng makapag-...^Vma-develop natin as nature parks.
2. Sa ^Nnorthern Luzon po mayroon po kaming dini-^Vdevelop ngayon with the Department of Tourism, ang tinatawag na ^NAgoo-Damortis National Seashore Park.
3. Ito po ay ang ^Nportion ng ^Nseashore natin magmula sa Agoo, La Union hanggang Damortis at saka ^Nsinasakop ho iyong tinatawag na territorial waters.
4. Ito po ngayon ang dini-^Vdevelop...we were beautifying this and...sa tungkol...ang...because of...batay ho sa ^Nreports marami na pong taong nagpupunta roon.
5. Sa ^Nnorthern Luzon naman ho mayroon namang hinihinging ^Vi-develop na ^Narea doon tinatawag na ^NNorthern Luzon Heroes Hills.
6. Ito po'y isang ^Nhistorical park and a nature park at the same time.
7. At ito ho'y nasa tabi ng dagat at sa tabi ng ^Nhighway.
8. Kung ito po'y ^Vmadi-develop natin isa pong malaking... karagdagan sa kagandahan ng...ng ating paligid.

9. At...kung pupunta naman po tayo dito sa bandang central Luzon mayroon po tayong tinatawag na Arayat National Park.
10. Mayroon na po kaming development diyan at iyon po'y sa ngayo'y tinatawag naming Nature Recreational Park.
11. Mayroon pong swimming pool diyan, mayroon pong mga laruan ng mga bata *and there is mountain climbing available*.
12. At saka sa bandang Bataan po mayroon iyong Roosevelt National Park, which is now developed as a tourist spot.
13. At kung pumunta naman po tayo dito sa bandang southern Luzon, mayroon po tayong tinatawag na nature park na sa Atimonan at Pagbilao, Quezon at saka iyong Mount Banahaw po.
14. Itong mga tanawin po dito'y magaganda at ang kailangan lang po dito ay lagyan natin ng mga karsada parang ang mga tao ay makarating sa mga lugar na ito.
15. At kung tumuloy po tayo sa Bicol region, isa sa mga pinakamagandang nature park na tinatawag natin po ay siguro ay kilala sa buong mundo ay ang Mayon Volcano National Park.
16. Ito po mayroon ng access road up to a certain elevation of about two thousand feet at mayroon pong rest-house na nilagay dati doon iyong Bureau of Public Highways.
17. At kung mayroon pong maidadagdag na kwan na improvement doon *would be* iyong mga tinatawag po nating visitor amenities.
18. At kung mayroon pong mamamasyal doon at kung gustong matulog doon...*these are the facilities that can be available*.

- 2.14, GG.8, 1. May mga visitor's^N lodge ho doon sa lugar na iyon?
- 2.15, JA.7, 1. Mayroon ho iyong rest-house na tinatawag, pero sa aming palagay ho hindi pa ho kasya ito.
2. At Legaspi itself, I think, should have more hotels to...to cater to the visitors there.
- 2.16, GG.9, 1. *Let's go to the other areas of your projects, Subs ano programme, Mr. Alvarez.*
2. Tungkol naman po sa funding^N.
3. *Well, we're really glad at saka...kasi binibigyan po ng emphasiz-...ng emphasis po ng ano...ng ating pamahalaan lalung-lalo na ang ating Pangulo at si First^N Lady ito pong development^N ng mga parcs^N sa ating bansa.*
4. Tungkol po sa funding^N naman po.
5. Nakakaangkop naman po itong atin pong ginagamit para po sa development^N ng mga parcs^N na nabanggit ninyo?
- 2.17, JA.8, 1. Iyon pong fundo, iyong funds^N na ibinibigay para sa development^N of parcs^N kung kukwanin po kulang na kulang pa.
2. At sa singkuenta'y kwatrong national^N parcs ho ang total^N appropriation with conjoined PP's both from the committee and from the Bureau of Forest Development^N would amount to about thirteen million only.
3. Pero...in addition to...mayroon pong dagdag pa riyan na iyon ngang nabanggit ko kaninang mga contributions^N with PP from other government agencies gaya ng Public Works^N.
4. Sila po'y nagko-contribute^V sa development^N programme ng National Parks Development Committee^N.
5. Ang Bureau^N of Public Highways nagbibigay po ng contribution^N when we beautify the highways and promenade for them.

6. At saka iyong ^Ncontribution po na nanggagaling din sa ibang ^Ngovernment corporations at saka sa ^Nprivate sector.
7. Ang...kung gugustuhin po natin na ^V madi-develop natin iyong ating mga ^Npark, iyon pong fundo *from the General Fund* ay kulang na kulang pa po.

- 2.18, GG.10, 1. Kung sabagay, mga kaibigan, kagaya po ng ating nabanggit, kung ang pag-uusapan po ay ang mga ^Nprojects at saka iyong mga ^Ndevelopment nitong mga bagay na ito ay talagang kailangang-kailangan ng ating bansa ang mga parke o mga ^Nparks na kung tawagin natin sapagka't bahagi ng ating buhay ang mga pook-aliwan lalung-lalo na kung tayo po ay mayroong mga panahon na makatutungo dito at *we would want to be a part of nature*.
2. Iyan po ay likas sa katauhan ng isang tao at isa po ito sa mga proyekto na binibigyan-daan ng ating pamahalaan.
3. Bueno, tayo po'y babalik kay ^NMr. Alvarez; samantala, narito muna ang ating para sa kalinisan ng bayan.

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- 2.19, GG.11, 1. Bueno, mga kaibigan, balik po tayo sa ating panauhin, si ^NMr. Jesus Alvarez, Jr. ng ^NBureau of Forest Development.
2. Mabalikan po natin, ^NMr. Alvarez, itong tinatawag ninyong ^Nnature parks, ano po?
3. Sa ibang bansa ay napag-alaman namin na mayroon pong mga ^Nreservation areas na kung saan matatagpuan natin iyon pong mga ^Nwild animals ano po?
4. At *they live side by side with...* sa mga tao at nabibisita at ^V pini-preserve po ng kanilang mga pamahalaan.

5. Dito po ba sa ating bansa ay wala pa ho tayong ginagawang ganitong klaseng mga ^N parks?

- 2.20, JA.9, 1. Dito po sa atin...ang intensyon po talaga ng tinatawag na ^N national parks is to set aside an original area na tinatawag po nating may magandang tanawin, or ^{Adj} beautiful ^{Adj} superlative scenery, at iyon (nga) po sa lugal na iyon ay mayroong kakahuyan, mga ^N plants and ^{with PP} animal life of national significance or ^N ^{with PP} areas of historical value.
2. Ito pong mga ^N areas na ito ang intensyon talaga is to maintain it in the original state.
3. Na iyong mga halaman at mga ^N plants and animals na nandoon po sa lugal na iyon pabayaan lang at magkaroon na sila ng tinatawag na ^N natural interaction at parang ang tao will find a way to be able to enjoy and recreate in these areas.
4. Sa ngayon po ang ating mga ^N national parks or ^V nature parks na-establish na po pero iyong ating mga tinatawag na mga kahayupan o kahayupang-gubat - or ^N wildlife - sa ngayon pa lang po nagbabalik sa ating mga kagubatan dahil magmula po noong ^N Martial Law, when nobody was allowed to carry a gun for hunting.
5. ^{RM} Wildlife ho is very sensitive doon sa pamamaril.
6. Kaya sa...noong bago magkaroon ng ^N Martial Law, I think everybody, almost everybody, would go out with his shotgun or rifle at maski saan lugar ay namamaril.
7. Sa ngayon po nakikita na natin iyong ating mga ...mga hayop na bumabalik.
8. Mayroon po kaming isang ^N reservation, the tamaraw reservation, sa ^N Mount Baglet at ito po'y isang ^N pilot project parang i-^V develop ho doon sa nasabi ninyong ^N nature park na makikita ng tao iyong mga hayop doon sa lugal na iyon.

9. Sa ngayon po makikita na nga ninyo iyong tinatawag na tamaraw na masyadong mailap na hayop.
- 2.21, GG.12, 1. ilan pa ho ang natitirang mga ganyang uri na hayop?
- 2.22, JA.10, 1. Sa atln pong tamaraw, *which was...actually the President started this project in sixty-nine, when we started the project* mayroon po kaming nabilang by estimate sa loob ng ^Nreservation ng...of Mindoro, ^{Adj}three ^[N]reservations ho iyan, nasa isang daan.
- 2.23, GG.13, 1. Ito po talagang ^Vna-fingered po itong mga anong ito...mga tamaraw na ito.
- 2.24, JA.11, 1. Ang ^Nestimate pong ginamit namin iyong tinatawag na ^Nindirect ^Nsurvey.
2. Hinahanap ho namin iyong mga *what do you call this* ^Nfootprints at saka iyong kanilang tinatawag na ^Ndung.
3. At iyon po'y ^Vkino-compute namln per given area *how many animals might be present.*
4. Pagkatapos ibinibilang po lyon doon sa kabuuan ng ^Nreservation.
- 2.25, GG.14, 1. Pero *actually* ^{RM}po they're present in the reservation?
- 2.26, JA.12, 1. ^{Coor}Pero ^{Conj}sa ^{Adv}ngayon ^{RM}po we have actual counts in the reservations of about one hundred and forty-eight.
- 2.27, GG.15, 1. A, lumaki nang kaunti.
- 2.28, JA.13, 1. Sa amin pong ^Nestimate dahil nabilang ho namin ^{Adv}actually iyong mga ^Nyoung ones na tinatawag, iyong mga ^Nyearlings have an increase of about 8 per cent within the reservation.

- 2.29, GG.16, 1. Iyon naman pong mga usa natin, mga ^Ndeer,
patuloy ho naman dito ang pagri-^{N+V}reserve ng
gobyerno?
- 2.30, JA.14, 1. Ang kwan po sa ngayon *as a matter of fact the
government would not allow hunting now* at ang
ating mga ^Ndeer po ngayon...nakausap ko lang po
si Direktor Tamesis kanina na doon sa kanilang
^Nreservation sa Agusan...ang kanilang...ang
^Ndeer population po doon sa kanila ngayon nagiging
problema *in the sense* na doon sa mga ^{Adj} ^[N]young plantations
po nila marami nang ^Ndeer na pumapasok at dahil
nga ho doon sa walang pamamaril at...
- 2.31, GG.17, 1. Nakakasira ng halaman ho?
- 2.32, JA.15, 1. *In some areas* ^{RM}ho na tinatawag *where you have what
you call an over-carrying capacity.*
- 2.33, GG.18, 1. Hindi ho ba pwedeng ito ay itaboy sa isang lugar
at bigyan...kung baga sa ano i-^Vclose po iyong
^Narea para hindi po makalabas iyong mga ^Ndeer doon?
- 2.34, JA.16, 1. Mayroon pong programa diyan sa tinatawag na
^Nwildlife management na ang magaling na gawin po
diyan magtanim noong mga tinatawag na pananim na
^Vpreferred o nagugustuhan noong mga usa sa ibang
lugar parang doon sila pupunta at sila'y hindi
makakasira ng mga ^Nplantations.
- 2.35, GG.19, 1. Mga ^Nplantations.
2. Iyong pa hong mga ^Nattractions pa ho natin para po
sa ^Ntourism, ano po, kagaya ng mga ^Nmonkey-eating
^Neagles, ilan pa ho ang natitira dito sa ating bansa?
- 2.36, JA.17, 1. Ang atin pong ^Nmonkey-eating eagles ay dati nakikita
sa mga kabundukan ng Sierra Madre, sa ^Neastern Luzon,
sa isla ng Samar, sa isla ng Leyte at sa Mindanao.

2. Sa ngayon po ang ^Nconcentration ng aming ^Nproject to save the monkey-eating eagle ay sa Mindanao dahil sa Mindanao po...doon lang tayo nakakasiguro na *we have about between forty and fifty birds left.*
3. Doon po sa isla ng Leyte mayroon pong ^Nstraggler population na tinatawag at sa Samar hindi na po nakikita iyong ^Nmonkey-eating eagle.
4. Kaya ang ^Nconcentration po ngayon ng ^Nconservation project ng ^Nmonkey-eating eagle ay nasa Mindanao.
5. *And we have about fifty or so birds.*

2.37, GG.20, 1. *I see.*

2. Bueno, mga kaibigan, kung sabagay ito pong napag-usapan natin sa umagang ito ay talagang ^{Adv} ^[V]very refreshing, ano po?
3. Kung бага sa ano e, ang pinag-uusapan natin mabibigat pagkatapos bigla tayong dumako sa isang ^Npark na pinamamahalaan ni G. Alvarez upang tayo ay magkaroon naman ng kaaliwan sa ating pamumuhay.
4. At bago po tayo magpaalam narito muna ang isang minutong pagbalita sa wikang Pilipino.

NEWS

- 2.38, GG.21, 1. Bueno, mga kaibigan, iyon po ang ^{Adj}latest sa ating ^Nnews department.
2. Nais ko pong pasalamat si G. Jesus B. Alvarez, Jr. na siya pong ^Nassistant affair...or ^Nassistant officer-in-charge ng Bureau of Forest Development at saka isa pong direktor ng ^NNational Park Development Committee na siyang pinamamahalaan ng ^NFirst Lady, si G. Imelda Marcos.
3. Ang atin pong palatuntunan ay tumalakay ng ^N ^{with PP} sa development of nature parks.
4. Maraming salamat po, G. Alvarez, at mga kaibigan maraming-maraming salamat din po sa inyong pakikinig sa Pulong-Pulong sa Kaunlaran.

* * * * *

- 3.1, GG.1, 1. Maraming salamat po, mga kaibigan.
2. Sa umagang ito tayo po ay pansamantalang lalayo nang kaunti, ano po, sa ating mga napapaksa sa umaga at tayo po ay dadako...kung sabagay kung ang pag-uusapan po ay ang ating mga suki sa ating palatuntunan ay ang Greater Manila area at saka mga urban areas sa atin pong kapuluan at iyon pong naaabot ng ating palatuntunan, Pulong-Pulong sa Kaunlaran.
3. Tayo po ay dadako sa mga lalawigan o sa rural areas at ita tie up po natin ang kahalagahan ng ating mga kababayan na matatagpuan sa aking nabanggit na pook dito po sa mga ginagawa ng mga tagasyudad o iyon pong tinatawag nating mga kababayan natin na ang kaisipan ay nasa kanilang kapaligiran.
4. Ang atin pong panauhin, mga kaibigan, sa araw na ito ay sina G. Gerry Montemayor ng National...o Federation of Free Farmers na siya pong national president at sina G. Phil Emperador...Emperador, acting president ng Pangasinan chapter ng F.F.F. at saka si G. Fred Tolentino, ang third national vice-president ng nasabing samahan.
5. Sila po, mga kaibigan, ay maghahatid sa atin ng munting kaalaman tungkol po sa pagsasaka at saka ito pong ating inihahandang pagdiriwang ng Department of Agrarian Reform at ito po'y ating ipagpapatuloy at bibigyan ng pansin matapos lamang ang ilang minutong pagbabalita sa wikang Pilipino.

NEWS

- 3.2, GG.2, 1. Bueno, mga kaibigan, balik po tayo sa ating pagtatanghal sa umagang ito.
- Narito po si G. Montemayor upang bigyan tayo ng wika nga isang minuto marahil ng background ng D.A.R. at saka ng partisipasyon po ng kanilang pangkat ukol sa pagdiriwang na ito.

- 3.3, GM.1, 1. Kami po sa Federation of Free Farmers^N ay mahal sa amin ang Department of Agrarian Reform^N.
2. Ang katunayan po ay noong sitenta'y uno, kami ang nagmungkahi sa Kongreso na ilikha iyong Department of Agrarian Reform^N at ang unang kalihim ng departamentong ito ay si Conrado Estrella at siya rin hanggang ngayon ang kalihim ng DAR.
3. At mula sa paglilikha ng departamentong ito ay palagi kaming nagtulung-tulungan at karamihan sa mga problema ng aming kasapi ay ipinipresenta namin sa departamentong ito.
- 3.4, GG.3, 1. At, Mr.^N Montemayor, pwede po bang bigyan ninyo ng liwanag ang...ang dati pong Department of Agrarian Reform^N ay tinatawag pong Land Reform Office^N ho ba?
- 3.5, GM.2, 1. Opo.
- 3.6, GG.4, 1. Papaano po...bakit po ipinalitan *from land reform* sa agrarian reform^N?
2. Ano po ang pagkakaiba nito?
- 3.7, GM.3, 1. A, iyong agrarian reform^N ay mas malawak ang kahulugan kaysa land reform^N.
2. Dahilan sa iyong 'land'^N sa Inggles ay lupa pero iyong 'agrarian'^{Adj} hindi lamang ang lupa ang tinutukoy kundi ang mga relationships^N ng mga tao tungkol sa lupa.
3. Halimbawa, ang kaugnayan ng propetaryo at magsasaka ay iyon ay human relationships^N.
4. Iyong terminong 'agrarian'^{Adj} ay sakop iyong lahat iyon.
5. Hindi lamang iyong lupa kundi iyong mga tao at ang kanilang relasyon tungkol sa lupa.
- 3.8, GG.5, 1. Ano pong bahagi ng tinatawag nating agrarian reform^N ang binigyan po ng...ng wika nga emphasis^N ng inyong pangkat at nabigyan naman ng pangunang pansin ng ating Pangulong Marcos po.

- 3.9, GM.4, 1. Dito po sa agrarian^N reform ang pinakaimportante na elemento ay iyong human^N relationships, iyong relayson ng mga tao, relasyon ng lipunan tungkol sa lupa.
2. Iyon po ay mas importante kaysa ang lupa mismo.
- 3.10, GG.6, 1. Mr.^N Montemayor, marahil, ano po, para po sa kapakinabangan ng ating mga kababayan lalung-lalo na iyong nasa syudad, ano po ang kahalagahan nito sa isang...iyon pong Department^N natin, *in a way we have been told of what the Department of Agrarian Reform has been doing* para po sa ating bansa.
2. Ano po...papaano po natin mai-associate^V sa isang common employee^N or individual^N po dito sa Greater^N Manila area^N o sa mga pook na masasabi nating ang pagsasaka ay medyo malayo sa kanilang individual^{Adj} ano^{Subs} ability^[N] or occupation?
- 3.11, GM.5, 1. Ang katunayan po ang ating bansa ay agricultural^{Adj}.
2. Ibig sabihin ay sitenta porsyento ng mga tao sa Pilipinas ay magsasaka at ang pinakamalaking kita ng ating bansa ay galing sa agrikultura.
3. Kaya masasabi natin na ang fundasyon ng ating pangkabuhayang panglipunan ay ang rural^N areas^N, ang agriculture^N.
4. Kaya halimbawa hindi maaring umunlad ang industriya kung mahina ang agrikultura.
5. Unang-una karamihan sa mga mamimili, iyong consumers^N of industrial products^{with PP}, ay ang mga magsasaka.
6. Ngayon kung mahirap ang mga magsasaka, hindi nila mabili ang produkto ng industriya at liliit ang industrial^N capacity^N ng ating bansa at magiging kakaunti lamang ang mga employment^N dito sa Maynila at kakapusin ang pangkabuhayan ng syudad.
7. Ganyan din sa gobyerno.

8. Ang pinakamaraming mamamayan ay ang mga magsasaka.
9. Kung hindi nila kaya magbayad ng buwis, ng ^Ntaxes ay walang ^Nincome ng ating pamahalaan at kung walang ^Nincome ng ating pamahalaan ay maaring hindi makapagbigay ng ^Nservices at pati iyong mga tauhan ay maaring mawawala sapagka't walang fundo ng ating gobyerno.
- 3.12, GG.7, 1. Iyon pong ^Nword na 'pagsasaka', ano po, ito pong salitang ito, ito po ba ay tumutuon lamang doon sa mga nagtatanim ng palay o mga maaring masabi nating pagkain o ^Nprime commodity na nagaganap sa kabukiran.
- 3.13, GM.6, 1. Hindi lamang doon po dahilan sa ang kahulugan ng 'pagsasaka' ay malawak.
2. Ibig sabihin pati iyong ^Npoultry ay pagsasaka iyon, iyong ^Nranching, iyong...^Ncattle-raising hanggang ^Nfishpond ay mga iyon po ay sakop ng salitang ^N'agriculture'.
- 3.14, GG.8, 1. Iyon po ay malaking bagay kung talagang tutuusin, ano po, ^NMr. Montemayor.
- 3.15, GM.7, 1. Opo, malaki iyon.
- 3.16, GG.9, 1. Kasi ho ay natanong natin ang bagay na ito sapagka't nais kong bigyan ng liwanag sa ating mga kababayan na ang tayô talaga o ^Nrole ng isang magsasaka ay napakalaki.
2. At kagaya po ng aking nabanggit, mga kaibigan, sa umagang ito ay kapiling din natin sina G. Fred Tolentino, tawagin na lamang natin siyang Fred, ano, ^Nnational vice-president ng ^NF.F.F., at saka si Phil...Phil ang presidente ng ^NPangasinan chapter ng nasabing samahan.

3. Maari bang bigyan nyo ng liwanag o mga bagay-bagay^N na masasabi nyo tungkol sa...a...sa...role ng isang magsasaka sa...*in the task of nation-building*.
- 3.17, PE.1, 1. Sa akin pong palagay ay malaki po ang maitutulong ng isang magsasaka basta makitulung po sa mga proyekto, mga programa ngayon lalung-lalo na ng ating administrasyon sapagka't ngayon lang namin nararamdaman at nakikita na ang ating pamahalaan ngayon ay may tingin at malasakit sa ating mga...sa mga magsasaka.
2. At ang mga magsasaka po naman ay naiintindihan ang sinseridad o ang katotohanan o ang magandang layunin ng ating pamahalaan ngayon kaya't sila'y nakapag-...naiintindihan din, nalalaman ang mga layunin, ang mga intindihin ng ating pamahalaan at sila po naman ay nakikipagtulungan sa mga ahensya ng gobyerno lalung-lalo na din sa DAR o ang^N Department of Agrarian Reform.
3. At kami pong mga magsasaka doon sa Pangasinan ay sapagka't itong land reform^N na ito ay parang reforma nga.
4. Iyong pangalan lang ay reforma - pagbabago.
5. Ay kasali din diyan maliban sa reforma sa pagsasaka ang relasyon ng tao, relayson ng propetaryo at ang magsasaka na magmahalan, magtulungan upang sa ganoon^V ay ma-realise natin ang atin pong in-...ating^N objective na mass production^N o surplus production^N.
- 3.18, GG.10, 1. Kung sabagay napansin ko si Mr. Emperador...oo nga pala.
2. Oo nga pala, taga-Pangasinan, ano ho?
3. Medyo talagang hirap na hirap nang kaunti sa pagta-Tagalog.
4. Pero talagang ganyan.
5. Iyan ay wikang pambansa na kinakailangang bigyan din natin ng pansin.

6. Si...mapadako naman tayo kay Fred Tolentino.

7. Sa...taga saan ho kayo, ^NMr. Tolentino?

3.19a, FT.1a, 1. Ako po ay taal na taganayon.

2. Sinilang ako sa nayon ng Mercado sa () Bulacan.

3.20, GG.11, 1. A, taga-Bulacan; kababayan pala kami.

3.19b, FT.1b, 1. Sa kasalukuyan ay nagtitira ako sa nayon ng San Jose sapagka't doon tayo nagkaroon ng kapalaran sa buhay.

3.21, GG.12, 1. Ito naman pong pagsasaka ninyo.

2. Ano naman pong...ang pakikibahagi ninyo at kayo po ba ay sakop noong tinatawag na o nabigyan po ba kayo noong tinatawag na mga ^Nbenefits ng ^Nland reform programme.

3.22, FT.2, 1. A, malaking kapakinabangan ang ibinigay ng reforma sa lupa sa akin.

3.23, GG.13, 1. ^{Adv}Personally ho, kayo po ba ay naging...na-^Vcover noong ^Nland reform programme?

3.24, FT.3, 1. ^VCovered kami ng ^Nland reform programme bagaman ang sinasaka namin ay maliit pero ito lamang na pag-alis sa hatiang ^{Adj}fifty-fifty at paglipat sa buwisan ay malaki na.

2. Subali't kung ang maaaring pakahulugan ng tanong mo ay kung sakop na ng ^Nimplementation decree twenty-seven sa dahilang...sa palagay ko ay maliit naman ang lupa ng memay-ari.

3.25, GG.14, 1. Ano po ba ang sinasaka ninyo, sarili po ninyo, Mr. Tolentino?

3.26, FT.4, 1. A, hindi, ito ay pag-aari rin ng isang maylupa, maliit na propetaryo.

- 3.27, GG.15, 1. *I see.*
2. Ito po ba, ^NMr. Montemayor, iyon pong mga maliliit na ^Nlandholders ay hindi po sakop ng ^Nland reform?
- 3.28, GM.8, 1. Lahat ho sakop sa kahulugang lahat ng mga batas halimbawa na sasabihin...lahat ng partihan nagiging buwisan ay lahat ho iyon sakop iyon, ano?
2. Pero iyong ^Ntransfer of ownership, iyon magiging may-ari iyong magsasaka, iyon lamang ay sakop ang palayan at maisan.
3. At doon naman sa palayan at maisan mayroong mga ^Nretention limit.
- 3.29, GG.16, 1. Ano po ito?
2. Ano po ang ibig sabihin ng ^Nretention limit?
- 3.30, GM.9, 1. Iyong sabi ng dekreto, na kung ang isang propetaryo ay nagsasaka rin mismo o sasakahin ay maaring magtitira para sa kanya ng pitong ektarya.
2. Pero ang ^Nprovision na ito ay hindi pa maliwanag ^Nimplementing rules and regulations.
- 3.31, GG.17, 1. *I see.*
- 3.32, GM.10, 1. Kaya iyon po ang hinihintay natin sa kagalang-galang na Presidente at tila iyon ay lalabas sa taóng ito.
2. Aywan ko lang, hindi ko matiyak iyon dahilan sa ^Ninterview sa ^Ntelevision ni Presidente Marcos, tinanong ko ito.
3. At ang sabi niya, "*Perhaps it may come out this year*".
- 3.33, GG.18, 1. Kung sabagay, ito pong mga bagay na ito ay talagang ^Nland reform programme ay isang malaking palatuntunan na ang dapat bigyan ng pansin ay ang magkabilang panig pa rin.

2. At atin din pong masasabi ang tinatawag na
^N
financing din yata mayroon ding mga ganitong
 mga bagay na dapat bigyan ng kaukulang pansin
 ng ating pamahalaan.
- 3.34, GM.11, 1. Oo, marami pong kwan dahilan sa itong ^Nland transfer,
it is not a simple matter, complicated.
2. Kaya ang sabi ng Presidente ay pag-aralan
 muna nang mabuti.
- 3.35, GG.19, 1. Iyon pong mga magsasaka kagaya po ng mga kagawad
 ng ^NFederation of Free Farmers po, ilan na po ang
 nakatanggap sa kanila ng mga sertipiko?
- 3.36, GM.12, 1. Iyong ^N certificate of transfer with PP?
- 3.37, GG.20, 1. Iyong ^N certificate of transfer with PP?
- 3.38, GM.13, 1. A, hindi ko malaman kung ilan.
2. Hindi naman po masyadong marami dahilan sa
 karamihan sa ating mga kasapi ay magsasaka
 lamang sa maliliit na lupa.
- 3.39, GG.21, 1. *I see.*
- 3.40, GM.14, 1. Ngayon ang inuna ng DAR ay iyong malalaki, iyong
^{Adv} ^{Adj} ^[N]
over one hundred hectares, pagkatapos bumaba,
^{Adv} ^{Adj} ^[N]
over fifty hectares.
- 3.41, GG.22, 1. *I see.*
2. A, ^NMr. Montemayor, nais ko pong balikan ang mga
^N
objectives po ng...ng inyong samahan ano po?
 para sa ikabubuti ng ating mga magsasaka.
3. Ano po ang...bukod dito sa tinatawag nating mga
 pagbubuklod-buklod, tungkol po naman sa
^N
 samahang-nayon o co-operative, ano po ang mga
 ginagawa ng inyong samahan tungkol dito?

- 3.42, GM.15, 1. Dito naman sa kooperatiba ay bumuo rin kami ng aming Free Farmers' Co-operative, Incorporated.^N
2. Siguro po ngayon mayroon nang kasapi na walong libo at ang kapital siguro isang milyon at kalahati na piso at ang aming activities dito ay iyong pagbibigay ng kapital upang magkaroon ng mga magsasaka ng irrigation pumps.^N
3. Isa iyon.
4. Iyong isa naman iyong pagbibili ng fertiliser.^N
5. At isa ring proyekto iyong pagpapatayo ng kiskisan at sa ibang lugar nagbibigay kami ng tractor service.^N
- 3.43, GG.23, 1. Ano po itong tractor service na...^N
2. Inaarkila po ng mga farmers?^N
- 3.44, GM.16, 1. Bumibili kami ng malalaking traktora at ngayon inaarkila ng mga kasapi namin.
- 3.45, GG.24, 1. *I see.*
2. Balikan po natin si G. Emperador.
3. G. Emperador, tawagin na lang nating Phil ano?
4. Medyo na...tumataas iyong balahibo ko sa pangalan.
5. A, Mr. ano, Mang Phil, dito po sa Pangasinan po ano po ang mga biyayang naibigay sa inyong mga farmers?^N
6. Pwede po kayong mag-Pangasinan kung gusto ninyo.
7. Sabagay, marami pong marunong mag-Pangasinan sa atin.
- 3.46, GM.17, 1. O maaring Ilokano ano?
- 3.47, PE.2, 1. Ilokano po?
- 3.48, GG.25, 1. *A, you can, you can.*
- 3.49, PE.3, 1. A, magsasalita na lang ako ng Ilokano.

- 3.50, GG.26, 1. Sige po.
- 3.51, PE.4, 1. A...idiay Pangasinan, nasayaat met to ibungbunga daytoy organisacion ti *Federation of Free Farmers* oenno Muyong dagiti Siwawaya a Mannalon.
2. Ket ammo mi a maipanggep met ti agdama a Pangulo tayo ti maican nga ken maawatan ti kinaagpayso ti wayawaya oenno diay libre, 'free' a cuna.
3. Ket maysa kadagiti maalala maipapaay nga saguday oenno dagiti tulong ti administracion numan pay ti objecto daytoy ket ti maysa a mannalon ket ammona nga tulungan ti bagina ken daydiay makitinulong ti padana a tao nga isu met ti *Federation of Free Farmers* kas dagiti nasarita ni Apo Montemayor nga adda mautang o capital, cuarta maipaay cadagiti agsapul nagruna dagiti victimas ti layos idi.
- 3.52, GG.27, 1. Ano po iyong 'layos idi'?
- 3.53, PE.5, 1. Iyong ^Nfloods.
- 3.54, GG.28, 1. A, ^Nfloods ano po?
- 3.55, PE.6, 1. Iyon po naman natutulungan, nabibigyan ng kaukulang tulong iyong mga biktima noon.
- 3.56, GG.29, 1. Bagay, nakakaintindi rin pala ako nang kaunti, naiintindihan ko iyong mga sinabi niya.
2. Subali't sa *in one stroke* ano po?...ano po ang nais na sabihin ninyo tungkol dito sa mga biyayang ito.
3. *Maybe in one or two lines in English, Mr. Emperador.*
- 3.57, PE.7, 1. *The farmer realises that self-help will not only help him...his...socially or individually*
CorrConj
kundi pwede ring internationally.
- 3.58, GG.30, 1. *Internationally.*

2. Kung sabagay kung pag-uusapan po natin, ano po, G. Tolentino, ito pong mga nangyayari sa Pilipinas dala ito ng mga pangyayaring nagaganap sa iba't-ibang panig ng daigdig.
 3. At balikan po natin si G. Tolentino.
 4. Dito naman po sa Bulacan papaano naman po itong sinasabing ^Nco-operative?
 5. Kasama po ba kayo rito sa mga samahang-nayong Ito?
- 3.59, FT.5,
1. Marami na rin na mga magsasaka ang kasama sa samahang-nayon.
 2. At, a, sa mga lugar na mayroon nang nagtatatag, mayroon na rin ang mga kasapi ng ^NFederation of Free Farmers na nakakasali sa mga ^Nseminar nito.
 3. At sa palagay ko rin ayon sa sinasabi sa akin, mayroon na rin ang mga sumasapi.
- 3.60, GG.31,
1. Kailangan lang talaga, ^NMr. Montemayor, ang pagpapaliwanag, ano po?
 2. *Do you conduct seminars and meetings tungkol po rito?*
- 3.61, GM.18,
1. ^{AfM}Yes, sa kwan, sa ikauunlad o ikapagtatagumpay ng kooperatiba ^{Adv}very ^[Adj]essential ho iyong ^Neducation.
 2. *That is the most important.*
 3. Dahilan sa ang pilosopiya ng ^Nco-operative ay iba sa kapitalismo.
 4. Halimbawa ang isang korporasyon *under the capitalist system.*
 5. Iyong may-ari nagbibili sa mga publiko, no?
 6. Pero sa ^Nco-operative iyong mismong bumibili siya ang may-ari ng ^Nbusiness.
- 3.62, GG.32,
1. Siya mismo ang may hawak ng ^Nbusiness.
- 3.63, GM.19,
1. ^{AfM}oo, *he is buying from himself.*

2. Kaya kailangan ay mayroon siyang sasabihin sa ^N
management.
3. *He must manage his own business through the co-operative.*
4. Ngayon kung walang edukasyon, walang ^N
orientation ay mababagsak ang ^N
co-operative.

3.64, GG.33, 1. *I see.*

2. *Well, ^NMr. Montemayor at ^NMr. Tolentino, G. Emperador, tayo po ay wala nang oras.*
3. *Napakahaba ng ating palatuntunan subali't parang napakaikli sapagka't alam kong importante at napakahalaga talaga itong bagay na ating pinag-uusapan sa umagang ito.*
4. *Mga kaibigan, nais kong ipaalala sa inyo na kung sakali man pong kayo ay may mga katanungan o mga bagay-bagay na nais na malaman sa ating mga isinasahimpapawid na mga bagay-bagay dito sa Pulong-Pulong sa Kaunlaran, ipadala ang inyong liham sa Pulong-Pulong sa Kaunlaran, *care of V.O.P.*, Intramuros, Maynila at dito po sa mga himpilan inyong pinakikinggan ang ating palatuntunan ay maari din po kayong magtanong at sila po ang ^V
maki-kipag-co-ordinate sa atin at sa mga ^N
producer po ng ating palatuntunan.*
5. *Kaya't nais kong pasalamat si G. Montemayor, si G. Tolentino, G. Emperador sa pagkakasadya sa ating palatuntunan sa umagang ito at inaasahan ko na kahit papaano po ay nahatiran natin ng mga impormasyon ang ating mga kababayan tungkol sa pagsasaka.*
6. *This is in connection with the celebration ^{RM}
po ng anibersaryo ng D.A.R. o tinatawag po nating ^N
Department of Agrarian Reform at ito po ay sa a dies ng buwang kasalukuyan.*
7. *Maraming salamat, mga kaibigan.*

* * * * *

- 4.1, GG.1,
1. Magandang-magandang umaga po, mga kaibigan.
 2. Muling sumasainyo ang ating palatuntunan, Pulong-Pulong sa Kaunlaran.
 3. Sa umagang ito, mga kaibigan, special notice po, ay ating tatalalayin ang ukol po sa family planning at iyong mga bagay-bagay na may kaugnayan po sa mga bagay na ito.
 4. At every Friday thereafter ay amin pong ifi-feature ang ilang mga personalities na siya pong namamahala at may kaugnayan po dito sa tinatawag nating family planning at siya pong pinairal sa ating bansa upang ma-check ang tinatawag po natin sa wikang Inggles na population explosion.
 5. Sa atin pong palatuntunan ngayong umaga ay makakapiling natin si Doctor Dionisio Parulan, siya po ang director ng Medical and Clinic Services Division, Family Planning Organisation of the Philippines.
 6. At isa po rin sa mga magtatanong ay ang atin pong kasama, si Jolly Santiago ng Pulong-Pulong sa Kaunlaran.
 7. Atin pong babalikan ang ating mga panauhin; samantala, narito muna ang ilang minutong pagbabalita sa wikang Pilipino.

NEWS

- 4.2, GG.2,
1. Mga kaibigan, sa atin pong palatuntunan, kagaya po ng aking nabanggit kanina, ang isa po sa mga problema ay ang...na ating matatalakay ang ukol sa population explosion.
 2. *You must be aware of the fact* na sa buong daigdig ay binibigyan ng pansin ang population explosion o tinatawag po natin sa wikang Pilipino na pagdami ng tao, na kinakailangan ay ma-check sapagka't kung inyo pong nababasa sa mga pahayagan at sa mga magazine ay ito po ay isa sa mga dahilan ng tinatawag

N with conjoined PP's
 nating economic crisis not only in the Philippines
but also all throughout the world.

- Adj [N]
 3. At ang mga string-along problems ay isa na rito ang
 N
 tinatawag nating population explosion.
4. Ito po ay isa sa mga bagay na ating bibigyan ng
 diin sa ating pang-umagang palatuntunan sa
 Pulong-Pulong sa Kaunlaran, kaya nga po't
 N
 naimbitahan natin si Doctor Dionisio Parulan na
 N
 siya pong direktor ng Medical and Clinic Services
Division, na may kaugnayan sa tinatawag natin sa
 wikang Inggles na family^N planning o pagpapalano
 ng pamilya.
5. Marahil sa ating pagsisimula ay makukuha natin ng
 Adj [N] with PP
initial reaction from Director Parulan sa kung
 N
 ano talaga ang tinatawag nating family^N planning
 o pagpapalano ng pamilya.
6. Direktor?

4.3, DP.1,

1. Salamat, Gerry, at isang magandang-magandang umaga sa ating mga nakikinig sa himpapawid.
2. Ang aking pagpapaunlak sa bagay na ito upang makipagtalakay sa inyo tungkol sa pagpapalano ng pamilya ay isang bagay na malapit na malapit sa aking puso sapagka't kung tayo ay nagpapaunlad ng ating mga bukirin, pinadadami natin ang ating mga ani upang makain ng ating mga mahal na kababayan, ang ating Pangulo ay hindi nagkulang.
3. Na samantalang tayo'y nagpapaunlad ng bukirin, yaong bukirin maliit sa ating maliliit na tahanan sa loob ng ating mga silid ay kinakailangan ding lagyan natin ng kaunting kaisipan upang hindi dumami ang tao sa ating bayan.
4. Sapagka't ang pagkain po ay kinakailangang maangkop sa dami ng mga bibig, mga bibig na nangangailangan ng pagkain.
5. Kung tayo ay nagpaparami ng pagkain upang tayo ay maging masagana, matipuno at malusog, kinakailangan

ang dami naman ng mga bibig na kakain ng ating itinatanim ay maging sapat din.

6. Ngayon, kung dumadami tayo sa ating pamilya, na imbis na dalawa lamang ay magkakaroon tayo ng pito, isang salop na bigas ang ating mabibili sa maliit nating kinikita.
7. Isipin ninyo ang bahagi ng bawa't pinakamamahal na (inlok) sa buhay nambabahagi sa isang salop na bigas.

- 4.4, GG.3,
1. Napansin ko, Direktor, na ang inyo pong pananalita ay punung-puno ng mga talinghaga na kinakailangan pang arukin ng isang kagaya ko.
 2. Ano po ba itong...ano po ba itong bagong bagay na ito na inyong binabalita sa amin?

- 4.5, DP.2,
1. Itong pagpapalano ng pamilya, Gerry, ay hindi isang bagong bagay.
 2. Ito'y kasing tanda ng mga taong naninirahan sa daigdig, kasing tanda ng pagkakaladlad ng daigdig.
 3. *In other words, it is as old as humanity itself.*
 4. Hindi lamang tayo ang nagplano ng pamilya.
 5. Lahat ng mga lipi, lahat ng mga taong nanirahan sa daigdig ay nagplano ng pamilya ng kani-kanyang panahon.
 6. Lamang ay iba't-ibang paraan ang kanilang ginamit at ang ibang mga taong nagplano ng bilang ng kanilang mga anak o ng kanilang pamilya ay gumamit lamang ng naaangkop sa kanilang kaisipan noong mga panahong iyon.
 7. Samantalang ngayon, sa pagpapalano ng pamilya, ay umiisip tayo ng mga makabagong paraan na dinaan sa pananaliksik at pag-aaral ng ating mga siyentipiko at manggagamot.

- 4.6, GG.4,
1. *In other words*, Direktor, ang inyo pong binabanggit ay noon pang unang panahon ay mayroon na...^{Adj}aware na rin po ang ating mga kabalat na mayroong tinatawag

na family planning^N o pagpapalano ng kanilang
 pamilya upang huwag ma-...wika nga e ma-^{V + N}imbalance,
 ano po.

- 4.7, DP.3, 1. Oo, totoo iyan.
2. At kung mababasa mo, Gerry, yaong kasaysayan ni
^N
 Datu Sumakwel; doon sa Code ni Sumakwel ay nakalagay
 doon na hindi pinahihintulutan ng mag-asawa na hindi
 makapagpapalaki at makapagpapakain ng anak nang
 lagpas sa dalawa.
3. At kung lumagpas na sa dalawa at hindi nila makakaya,
 ang sobrang anak ay iniiwanan sa gitna ng kabukiran
 upang doon ay mamatay o kaya ay pinababayaang
 anurin ng matutuling agos ng tubig.
- 4.8, GG.5, 1. Si Moses kaya po ay sobra po kaya, kaya pinaalon
 sa tubig?
- 4.9, DP.4, 1. A, marahil.
- 4.10, GG.6, 1. Si Jolly Santiago po, kasama po rin natin.
- 4.11, JS.1, 1. A, Duktur, ito po bang pagpapalano ng pamilya ay
 mabuti lamang sa mga magulang na may maliit na
 kinikita at hindi makatustos sa malaking pamilya?
- 4.12, DP.5, 1. Aba hindi.
2. Ang pagpapalano ng pamilya ay sa may-salapi at
 sa mahihirap.
3. Sa dahilang kahit na ikaw ay may salapi, ang
 nagdadalang-tao ay hindi ang iyong salapi kung
 hindi ang iyong minamahal na kabiyak sa buhay.
4. Samakatuwid, kinakailangang alalahanin ng isang
 tao o isang asawa na hindi lamang dahil sa
 siya'y may salapi ay pababayaang niyang magdalang-tao
 ang kanyang asawa nang taun-taon.
5. Ang kalusugan ng ina at kalusugan ng bata ay siyang
 nakasalalay sa pagpapatlang o pagpapalano ng pamilya
 ng isang pag-asawahan.

6. Sapagka't kung halimbawa natin may salapi ka nga datapwa't ang asawa mo naman e taun-taon ay nagdadalang-tao, ang kalusugan ng iyong asawa'y mapaparis sa...sa panahon nang iyong liniligawan ay sariwang-sariwa katulad ng bulakiak, ha, na nakatingala sa matinding sikat ng araw at hinahagkan ng malamig na hamog sa umaga, ano.
7. Datapwa't pagkatapos na ng pagdadalang-tao niyang taun-taon, ha, nanganganak taun-taon, iyong maganda at mapulang pisnging animo'y makopa ay nalulunttoy... nangangalunttoy.
- 4.13, GG.7, 1. Parang kumukulubot na parang ampalaya.
- 4.14, DP.6, 1. Kulubot - at hindi lamang iyon.
2. Kundi lumalalim ang pisngi na noong araw gustung-gustong halikan noong asawa dahil punung-puno ng laman, itong...pagkatapos ng kwan ay lumalalim na malalagyan mo ng ^Ntennis ball.
- 4.15, JS.2, 1. A, parang lantang gulay.
- 4.16, DP.7, 1. Oo, parang lantang gulay.
- 4.17, GG.8, 1. Direktor, *going to the very nature and extent of family planning*, ^{Interg RM} ano po, maari po bang bigyan nyo kami ng ^{Adj} a little ^[N] background ^{with PP} on this para naman po masasabi natin na kung talagang ito ay isang bagong bagay dito sa ating bansa, ang pag-usapan sa ating bansa po.
- 4.18, DP.8, 1. Sa ating bansa ang pagpapalano ng pamilya ay nagkaroon ng kanyang magandang pagkakataong umunlad nang ang ating Pangulo, si ^NPresident Ferdinand Marcos, ay lagdaan yaong tinatawag na ^NPopulation Commission, yaong ^Nexecutive order na nagtatatag ng ^NPopulation Commission noong mil nueve cientos sienta'y nueve pa.

2. Pagkatapos na pagkatapos na mahalal siyang muli ay ginawa niya iyon sa lakas ng kanyang loob, sa likod ng pagtutol ng simbahan ay ginawa ni Pangulong Marcos sapagka't naniniwala siya na ang Pilipinas ay lumalaki ang kanyang populasyon nang tatlong bata bawa't minuto.
3. At sa dahilan sa bagay na iyan ay ginawa niya iyan at magmula noon hanggang sa nang matatag na nga at paunlarin niya ang Population Commission^N, kami na mga nabibilang sa ika nga...tinatawag na mga private organisation^N, kami ang nagsimula na magbigay ng pagmumulat sa bagay na ito sa ating pamahalaan at sa ating mga kababayan.
4. Sapagka't kami'y nagsimula pa noong mil nueve cientos sienta'y cinco, mil nueve cientos sienta'y seis at nang palabasin ni Pangulong Marcos ang kanyang executive order^N ay nineteen sixty-nine^N na.
5. Mula noon ay itong bagay na ito ay binigyan-din ng ating Pangulo sapagka't inaakala nga niyang hindi uunlad ang isang bayan kung ang kanyang mamamayan ay marami, naghirhirap at hindi kumakain nang sapat.
6. Makikita mo na ang palatuntunan at programa de gobyerno ng...ni Pangulong Marcos ay paunlarin ang kabukiran datapwa't gusto rin niyang itong mga pagdami ng mga pamilya ay bawasan.

4.19, GG.9, 1. Pigilan naman ().

- 4.20, DP.9, 1. Pigilan ang pagdami ng mga bibig na kakain ng mga pinauunlad na mga ani ng ating kabukiran upang magpantay iyan.
2. Samantalang ang katotohanan ang Pilipinas sa laki ng ating lupa ay maaari tayong makapag-alaga at bumuhay ng mga walumpong milyong mamamayan, datapwa't kinakailangang pagsabayin natin at hindi tayo mahuli.
 3. Hihintayin natin na walumpong milyon na hindi sapat ang pagkain, mahuhuli tayo.

4. Kanya si Pangulong Marcos inuuna niya ang pagpapaunlad ng bukirin, sinasabayan niya ng pag...pagpapakaunti ng tao at ng pagtuturo ng pagpapiano ng pamilya upang ang kaunlaran ay magsabay-sabay na mapagtamasahan ng lahat.
- 4.21, GG.10, 1. Ito po...tungkol sa ^Nbirth rate, ano po.
2. May nabasa po ako sa isang ^Nmagazine na ^{Adv}practically ay ^{Adj}nil po ang...ang ^Npopulation rise, ano ho, at sinabi nila na ito raw po ay nangyari sapagka't napigilan, na-^Vcheck talaga ng pamahalaan ang mga bagay na dapat ding isagawa sa isang bansa na kagaya po ng Pilipinas.
3. *Now, considering that the Philippines is still a developing country, ito po ba kaya ay posible ring mangyari sa ating bansa?*
- 4.22, DP.10, 1. Na iyong zero ^Npopulation growth rate...
- 4.23, GG.11, 1. Ito po ay nangyari daw sa ibang bansa subali't dito sa ating bansa mangyayari kaya?
- 4.24, DP.11, 1. Sa aking pag-aaral ay wala pa akong nakitang nakaabot ng tinatawag na zero ^Npopulation growth rate.
2. Maski ang ^NJapan na pinayagan ang ^Nabortion na maging legál ay hindi pa nagkakaroon ng ^Npopulation growth ^{Adj}rate na zero.
3. Sapagka't para tayo ay makamtan natin iyang zero ^Npopulation growth rate, ibig sabihin na ang isang ama at isang ina ay magkakaroon lamang ng dalawang anak.
4. At iyang dalawang anak nila ay magkakaroon lamang ng tig-isa.
5. Samakatuwid, dalawa lang nang dalawa ang maaaring maging dagdag, na hindi maaari.
6. Sapagka't dito sa atin, mayroon diyan tatlong anak.

7. Ngayon kung iyong tatlong anak na iyan ay mag-aasawa naman at mag-aanak ng tiga-tigalawa, doble na, hindi ba?
8. Tatlo magiging anim.
9. Samakatuwid, hindi natin ma-...maaabot *as a developing country*, isang bansang umuunlad, na ating naisin na abutin natin ang zero population^N growth rate.
10. Datapwa't ang dapat lamang na makamit natin na ang bawa't pamilya ay matuto na tanggapin na ang pagpapalano ng pamilya ay isang bahagi ng buhay para sa kanila, na sila ay dapat magkaroon ng anak sa panahong kanilang kinakailangan.
11. Isang anak na kinakailangang mabigyan nila ng pagmamahal, pagtingin, pag-aalaga, pagpapadami, pagpapaaral at nang sa gayon ay maging mga mamamayang mapaglingkod ang kanilang magiging anak ano?
12. Dalawa o tatlo ang ating ipinapayo sa ating mga pag-asawahan; na kung maaari, hanggang dalawa o tatlo lamang sapagka't diyan lamang sa tatlo ang ating minimum wage^N ay mayroong kaunting kaugnayan na makasasapat sa pangangailangan ng tatlo.
13. (Datapwa't) kung maging lima, anim o pito na, iyong maliit na kinikita ay hindi na magkakasya sapagka't kailangan pa ng ama, kailangan pa ng ina.

- 4.25, GG.12, 1. Jolly, mayroon ka bang itatanong muli?
- 4.26, JS.3, 1. Tungkol po dito sa ating pinag-uusapang ito, Doktor.
2. Totoo po ba na ang pagpipigil halimbawa ng isang lalaki sa pakikipagtalik ay nakakasira ng utak?
- 4.27a, DP.12a, 1. Itong tanong na ito marahil ay kinakailangang bigyan natin ng paliwanag.
2. Ang pagpipigil ng lalaki sa pakikipagtalik ay maaaring isipin nating abstinence^N, yaong hindi niya gustong lapitan ang kanyang asawa sa isang panahon, o kaya iyong tinatawag na withdrawal^N.

3. Damdam ko ito iyong ^Nwithdrawal na samantalang nagtatalik ay sa panahon na palalabasin na ng lalaki ang kanyang semilya o kanyang ^Nsemen ay inaalís niya upang huwag doon madeposito sa loob ng matris ng babae.
4. Sapagka't ang semilya o kung tawagin ko iyang mga semilya o ^Nsperm e mga embahador ng pag-ibig na pinakakawalan upang hanapin yaong prinsesang pinakakawalan naman, iyong itlog ng babae sa kanyang tubo, no.
5. Ngayon iyang ^Nwithdrawal na iyan, yaon ay pagka malapit na na labasan ang isang lalaki ay binubunot at doon lang sa labas itinatapon ang semilya, ano.
6. Ngayon, sapagka't iyang bagay na pagtatalik o pagniniig ng mag-asawa ay isang bagay na walang kahulilip ang kaligayahan, kung aalisin mo sa panahong dapat mong maranasan ang katamisan ng inyong buhay mag-asawa, nagkakaroon ng kaunting epekto iyan sa nerbiyos, sa ^Nmental disposition o sa utak ng mag-asawa at nagkakaroon ng tinatawag na ^Nnervous temperamental disease, iyong medyo nerbyoso, hindi palagay at panatag ang kalooban.
7. Samantalang kung panatag at kompleto ang pagtatamasa ng aliw ng mag-asawa...alam mo iyong lalaking...na... tinanggihan sa gabi ng kanyang asawa sa tungkuling iyan, nakakunot ang ulo, masakit ang ulo at hindi nagtatrabaho.
8. Datapwa't kung nagtamasa ng kaligayahan nang nagdaang gabi, maagang-maaga pa sumusutsot na.
9. Siya na ang nagluluto ng kape, hindi na iyong asawa ang bumabangon.
10. Hindi ba, Gerry?
11. Iyan ay naglalagay ng isang...

4.28, GG.13, 1. Bata pa ho ako e.

- 4.27b, DP.12b, 1. Ng isang disposisyon sa atin, ha? sa katawan, sa kaisipan, ng inspirasyon sa pagpapagal, sa pagsusumakit upang mabigyan ng kaligayahan ang tahanan.
- 4.29, GG.14, 1. Bumalik po tayo rito sa mga ^N family planning methods, ano po, na inyong inirerekomenda o maaring irekomenda sa ating mga kababayan.
2. Ano po...kung magkakaroon po kayo ng ^N comparison, *how would you compare the initial reaction of the people to this* at saka iyon pong pagtanggap nila ngayon sa kapanahunang ito?
- 4.30, DP.13, 1. Maganda ang pagtanggap ng ating mga kababayan sapagka't ako'y nalibot ko na ang ating buong bayan, nakapagbigay na ako ng mga panayam sa iba't-ibang lugar ng ating bayan lalung-lalo na sa mga baryo, sa mga ^N barrio council, at magtatাকা ka, Gerry, na ang ating mga tao sa mga kabukiran ay tinatanggap ang bagay na ito sapagka't nararamdaman na nila ang bigat ng pasanin ng dami ng mga anak.
2. Ang mga ^N barrio captain at ang mga ^N barrio councilmen at ang ating mga ^N out-of-school youth ay nakikisama sa kilusang ito sa dahilan na naniniwala sila na itong mga ^N out-of-school youth ay naging ^{Adj} out-of-school daw sila dahilan sa dami nila sa kanilang pamilya.
3. Hindi sila makapag-aral.
4. Kanya ngayon sila ngayon ay sumasama sa atin, nagtatayo sila ngayon ng mga samahan upang tanggapin itong pagpapalano ng pamilya.
5. At ang mga pamamaraan naman sa ating mga kabukiran, tinatanggap nila ang pamamaraan katulad ng ^N I.U.D., ang plldoras at iyon din namang ^N rhythm o iyong sinasabing susundin mo ang panahon ng regla ng asawa.
- 4.31, GG.15, 1. ^N Cycle...

- 4.32, DP.14, 1. Oo, ^N cycle ay tinatanggap din at iyan ay nasasalalay sa mabuting pagkakaintindihan ng mag-asawa.
2. Dalawang tao lamang ang gumagawa ng bata e.
3. Kung hindi magkakaintindihan iyang dalawang iyan, hindi maaring magkaroon ng pagkakaugnay ang kanilang mga plano, hindi ba?
4. Kanya *it takes two to dance the tango, it takes two to make the baby.*
5. Silang dalawa ang dapat mag-usap kung anong gagawin nila sa ^N baby, kung anong pag-aalaga, kung anong pagpapalano, kung anong paghahanda ang kanilang dapat gawin.
6. Sapagka't bawa't bata na niyari sa gitna ng pagmamahal, walang kahulilip na pagmamahalan ng dalawang tao, sanglibutan, ano? ay...
- 4.33, GG.16, 1. Kung minsan ho ^V affected din iyong nagiging ^N personality ng bata, ano ho?
- 4.34, DP.15, 1. Oo.
2. At ang bata, ang ^N mental growth and development ng bata ay nagsisimula simula nang magsama ang semilya, ang embahador at ang prinsesa, pagkatapos na magsama at maging ^N fertilised egg at tumubo na sa loob ng bahay-bata.
3. Diyan nagsisimula na ang pagtubo hindi lamang ng bata kundi ng kanyang isipan.
- 4.35a, GG.17a, 1. Kaya kung ang isang bata ho ay isang temperamental, iyong masungit, mainitin ang ulo, palagay ko noong panahon na nagkakaroon po ng pagtatalik...
- 4.36, DP.16, 1. Nag-aaway iyong mag-asawa.
- 4.35b, GG.17b, 1. Medyo may samaan sila ng loob.
2. Bueno, mga kaibigan, kayo po ay nakikinig sa ating palatuntunan, Pulong-Pulong sa Kaunlaran, at ito po ay sumasainyo mula Lunes hanggang Sabado.

3. Ukol po rito, kung saka-sakali mang kayo ay may mga katanungan, ipadala sa ating palatuntunan at si ^NDoctor Parulan po ay magiging ^{Adj}constant ^[N]quest natin *until such time* na ma^Vestablish po natin ang nauukol sa ^Nfamily planning.
4. At bilang pangwakas, Jolly, maari bang... maaring siguro bigyan-daan natin ang isa pang katanungan para kay Direktor.
- 4.37, JS.4, 1. Direktor, narito pa po ang isang katanungan, ano ho.
2. A, inirerekomenda ba ang ^Nabortion bilang isang paraan ng kontrasepsyon?
- 4.38, DP.17, 1. Hindi po sapagka't ang ^Nabortion ay pagkitil ng buhay na tumutubo sa loob ng bahay-bata.
- 4.39, GG.18, 1. Ang ^Nabortion po ba, Direktor, ay iba po sa paggamit ng ^Ncontraceptives?
- 4.40, DP.18, 1. Hindi...a, iba, iba, oo, iba, iba.
2. Iba ang ^Nabortion sa paggamit ng ^Ncontraceptives.
- 4.41, GG.19, 1. Hindi po ^Nabortion ito?
- 4.42, DP.19, 1. Sapagka't ang ^Nabortion ay ang pagkitil ng buhay na tumutubo na.
2. Samantalang ang paggamit ng ^Ncontraceptive pag-iwas sa pagtatagpo ng embahador o ng semilya at ng prinsesa at ng itlog upang bumuo ng isang buhay.
- 4.43, GG.20, 1. *I see.*
- 4.44, DP.20, 1. Samakatuwid malaki ang pagkakaiba ng ^Nabortion at ng pagpapalano sa pamamagitan ng kontraseptibo.
- 4.45, GG.21, 1. Diyan, mga kaibigan, magwawakas ang ating palatuntunan.

2. Iwanan po nating nakabitin ang bagay na ito sapagka't dito magsisimula naman ang ating palatuntunan sa isang linggo ukol po sa family^N planning na atin pong inayos bilang isa sa mga series^N na ating ibibigay sa Pulong-Pulong sa Kaunlaran.
3. Ang ating naging panauhin ay si Doctor^N Dionisio Parulan, ang direktor ng Medical and Clinic Services^N Division, Family Planning Organisation of the Philippines.
4. Nakasama rin po natin si Jolly Santiago sa ating pagtatanghal.
5. Ito po si Gerry Geronimo sa ating Pulong-Pulong sa Kaunlaran.

* * * * *

- 5.1, GG.1,
1. Magandang-magandang umaga po, mga kaibigan.
 2. Muling sumasainyo ang inyong lingkod, si Gerry Geronimo, dito po sa ating Pulong-Pulong sa Kaunlaran.
 3. Sa umagang ito, mga kaibigan, ay ating ipagpapatuloy iyon pong paksang ating iniwan noong isang linggo at ito po ay ukol sa tinatawag po nating pagse-^{N+V}celebrate^N ng D.A.R. o ng Department of Agrarian^N Reform at...which happens to fall sa araw pong ito ng kanilang anibersaryo.
 4. At...ang atin pong makakapiling sa ating palatuntunan sa umagang ito ay sina G. Jose Medina, Jr. na siya pong assistant^N secretaey^{with PP} for field services and community director^N of Bureau of Farm Management^{with PP}
 5. At ang ating quest^N panelist sa umagang ito ay si Bb. Maria Teresa Santamaria sa atin pong palatuntunan, Pulong-Pulong sa Kaunlaran.
 6. Bibigyan-daan natin ang ating pagtatanghal matapos lamang ang ilang minutong pagbabalita sa wikang Pilipino.

NEWS

- 5.2, GG.2,
1. Bueno, mga kaibigan, patuloy po tayo sa ating pagtatanghal.
 2. Nais kong batiin sa pamamagltan po ng ating palatuntunan ang ^NDepartment of Agrarian Reform sa kanilang pagdiriwang ng kanilang anibersaryo ng pagkakatatag sa araw na ito, Septyembre a dies.
 3. At kapiling nga po natin si G. Jose Medina, Jr. na maaring magbigay sa atin ng ilang bagay ukol sa departamentong ito ng ating pamahalaan o ^{Adj} a ^[N]little background para naman po wika nga ay mabigyan natin ng munting kaalaman ang ating mga kababayan sa mga ginagawa ng ^ND.A.R.
- 5.3, JM.1,
1. *Thank you, Gerry.*
 2. Bago ako mag-umpisa e gusto kong batiin din muna iyong mga nakikinig sa programang ito sa araw na ito lalung-lalo na e maari nating masabi na bertdey ito ngayon ng ^NDepartment of Agrarian Reform.
 3. *Now, as a background, I would like to trace a little bit the history of the Department of Agrarian Reform, especially what led to its coming.*
 4. *Before the Department of Agrarian Reform was created by law, the land reform programme was being administered by the National Land Reform Council, which was the policy-making and governing body of the programme as provided for by the Agricultural Land Reform Code.*
 5. *The machinery that was created also by the Code was the so-called Land Reform Project Administration and this was actually composed of several government offices.*
 6. *The first one was the Land Authority, the second was the Agricultural Productivity Commission, the third was the Agricultural Credit Administration, the fourth was the Land Bank and then the fifth one was the Office of the Agrarian Counsel.*

7. *The intention was to have a package of services ranging from land acquisition to distribution to legal services to extension services to credit services and all related supporting activities that would enable the farmer to become a more progressive producer.*
8. *So at the top of this complex was the Council and the Council was composed of the heads of offices.*
9. *So the chairman of the Council then was the governor of the Land Authority, who was also the administrator of the Land Reform Project Administration.*
10. *And the members of the Council were the commissioner of the A.P.C., the administrator of the ACA, the chairman of the board of trustees of the Land Bank, the head of the Office of the Agrarian Counsel, who was sitting as a legal counsel, and there was a member from the minority party, which was a political party then.*
11. *And at the regional level we have a similar committee, the regional land reform committee.*
12. *And then at the provincial level we have a branch committee.*
13. *And at the farmers' level we have the land reform project team.*
14. *Now the reason why this complex was put up was that in previous years and in previous administrations, the land reform programme of the Philippines merely took the form of a transfer of ownership that was marked by the buying first of the friar lands, the big landed estates and this was merely parcelled out into farm lots, distributed to the tillers but there was no accompanying programme on agricultural development, extension service, credit programme and co-operative development.*
15. *So in a way the farmers were just left on their own initiative, on their own resources and what the government merely did was just to collect the amortisation for the land.*

- 5.4, GG.3, 1. Sa mga panahong Ito, ^NMr. Medina, ano po ang mga ^Nobjectives na binuo po ng ^NDepartment of Agrarian Reform *as against those which you had in the past* para po sa kabutihan ng ating mga magsasaka?
- 5.5, JM.2, 1. Sa ngayon noong naitatag nga itong ^NDepartment of Agrarian Reform e ibinuklod sa isang departamento ang apat na ^Nbureau.
2. Ang unang ^Nbureau nito e ito ngang ^NBureau of Agrarian Legal Assistance.
3. Ito ang ^Nbureau ngayon ang tumutulong sa mga ^Nfarmers sa kanilang mga suliranin lalung-lalo na sa mga... mga reklamo ng mga may-ari ng lupa o iyong mga reklamo rin nila sa hukuman.
4. At iyang ^NBureau of Agrarian Legal Assistance ay mayroong mga abogado iyan at iyan ngayon ang nagbibigay ng ^Nlegal service sa mga magsasaka na ...libre iyan.
5. Ang magsasaka ay hindi nagbabayad.
- 5.6, GG.4, 1. Ang ^Vnagfa-fund po niyan ay ang ^Ngovernment?
- 5.7, JM.3, 1. Ang ^Ngovernment, ang ^NDepartment of Agrarian Reform.
- 5.8, TS.1, 1. Direktor Medina, tungkol ho doon sa libreng ^Nlegal service no?
2. Kasi ho karamihan niyan, ^Ncivil cases iyan ho dahil sa lupa.
3. Kung saka-sakali ho maging ^Ncriminal case e pwede rin ho bang ang ating BALA...ang inyong BALA ang tutulong?
4. Nasa ^Njurisdiction ho kaya nila?
- 5.9, JM.4, 1. Oo, pwede, dahil nga noong una, noong hindi pa naaamendahan itong ^NLand Reform Code, e ^Ncivil case lang ang maaring hawakan nitong mga abogado ng... noong una pa noong ^NOffice of the Agrarian Counsel

at ang ginawa nga ng may-arl ng lupa ay hinahabla
 iyong mga magsasaka ng criminal case at ang
 nangyayari diyan e antlmano disqualified iyong
 mga lawyer ng (OFAC).

2. At dahil diyan humingi ng amendment sa
Land Reform Code at inamendahan para lahat ng kaso
 bagamang civil o criminal ay maaring hawakan ng
Office of the Agrarian Counsel.

3. At noon ngang Office of the Agrarian Counsel
 nga e ang functions ay nalipat dito sa Bureau of
Agrarian Legal Assistance e ngayon ang mga abogado
 ng Bureau of Agrarian Legal Assistance ng
Department of Agrarian Reform ay maari ring humawak
 ng mga kaso bagama't iyan e isang criminal case.

5.10, GG.5, 1. Maria, mayroon ka pa...

2. *Well, I'd like to go back to Director Medina*
 tungkol po dito sa mga pagbibigay nyo ng
certificates of ano ito, land ownership po?

5.11, JM.5, 1. Ang tawag nito namin ay certificate of land transfer.

5.12, GG.6, 1. Ilan na po ang na-extend ng D.A.R. sa ating mga
 magsasaka kung pag-uusapan po ay buong kapuluan.

5.13, JM.6, 1. Sa ngayon po, sa ngayong oras na ito, ang
 naibibigay ng aming Department ay seventy-nine
thousand two hundred sixteen certificates of
land transfer.

2. At ang nabibigyan naman po ay fifty-seven
thousand seven hundred fifty-six farmers.

3. At ang kanllang lupa na sinasaka ay ninety-eight
thousand one hundred six hectares.

- 5.14, GG.7, 1. Ano po ang ibig sabihin nitong ^N certificate na ito na ibinibigay ninyo sa magsasaka.
2. Ito po ba'y nangangahulugan na magiging kanila nang permanente ang mga lupang kanilang sinasaka?
- 5.15, JM.7, 1. Magiging kanila nang permanente ang kanilang sinasaka kung ang mga obligasyon nila ay matupad nila.
- 5.16, GG.8, 1. Ano po itong mga obligasyon?
- 5.17, JM.8, 1. Ang unang-unang obligasyon nila ay bayaran nila ang lupa.
2. At iyan ay dapat nilang bayaran sa loob ng labinlimang taon sa halagang maitatakda ng aming mga tauhan.
3. At iyan naman e ia-^V amortise nila iyan sa ^{Adj} equal ^[N] annual amortisation.
4. Iyang ang una nilang tungkulin.
5. Ang pangalawa nilang tungkulin ay sumapi sila sa isang kooperatiba at sa ngayon ay inuumpisahan nga itong ^N co-operative development programme sa pagbubuklod nitong mga samahang-nayon.
- 5.18, GG.9, 1. Iyon pong samahan ng nayon na tinatawag nating kooperatiba na binuo po, ito po ba'y binuo ng ^N D.A.R. o mayroon pong ibang ^N organisation involved in this thing?
- 5.19, JM.9, 1. Ang bumubuo nitong mga samahang-nayon ay ang ^N Department of Local Government and Community Development at ^{Adv} particularly ang ^N Bureau of Co-operatives.
- 5.20, GG.10, 1. Papaano po nakikipagkaisa ang ^N D.A.R. tungkol dito?
- 5.21, JM.10, 1. E kami po e...*we are co-ordinating, I mean, the D.L.G.C.D. at saka ang* ^N D.A.R. ^V ay nagko-co-ordinate nang madalas tungkol dito sa...sa pagbubuklod ng samahang-nayon.

2. *One example is this.*
3. Noong inumpisahan namin itong Operation Land Transfer,
ika nga, iyong aming tawag dito sa aming
implementation of the Presidential Decree number
twenty-seven, we launched the Operation Land Transfer.
4. At diyan nag-umpisa kami sa mga pilot areas.
5. Nag-umpisa kami diyan sa...Isabela, Cagayan,
Nueva Ecija, Bulacan, Laguna, Camarines Sur and
Iloilo.
6. At...para mag-co-ordinate kami doon sa pagbu-buklod
ng samahang-nayon e hiniling namin sa D.L.G.C.D. e
particularly kay Undersecretary Sakay at siya ang
namamahala nitong mga samahang-nayon na kung
magbubuklod sila mag-umpisa rin sila sa aming mga
pilot areas para e co-ordinated ang efforts namin.
- 5.22, GG.11, 1. *I see.*
- 5.23, JM.11, 1. *That is how we co-ordinate.*
- 5.24, GG.12, 1. *Well, G. Medina, tayo po ay magpapatuloy sa ating
palatuntunan; samantala, bigyan-daan po natin ang
ating kalinisan.*
- ADVERTISEMENT
- 5.25, GG.L3, 1. Bueno, mga kaibigan, patuloy ho tayo sa ating
panga-...pagtatanong sa mga pinapaksa sa umagang
ito.
2. Naritong muli si Maria Teresa Santamaria upang
tanungin si G. Medina.
- 5.26, TS.2, 1. Direktor Medina, ukol ho sa pagbabayaran.
2. Maari ho kayang bayaran ng magsasaka, iyong
nabigyan na ng sertipiko, maari kaya niyang
bayaran nang maski na hindi sa fifteen years
kundi mas...iiksian ang panahon?
- 5.27, JM.12, 1. Maari.
2. Kung gusto niyang bayaran nang isang bayaran lang
pwede rin.

3. Dahil nga diyan, gumawa na kami ng iyong tinatawag
namin na amortisation table at ito Iginawa namin
sa...sa...you know...hiningi namin ang tulong
ng National Computer Centre na pinamumunuan din
ni Col. Sanchez at gumawa kami ng amortisation table
*starting from fifteen years and then working it
backwards to one year.*
4. *And then we have already indicated there what is
the...on an assumed average, let's say, ang
average production ng one hectare e halimbawa*
kwarenta kabanes, kinompute na namin kung gaano
ang halaga ng lupa...kung gaano ang halaga ng lupa
ng mayroon nang patong na six percent at kung
gaano naman ang ibabayad niya taun-taon, kung
halimbawa fifteen years.
5. Ngayon kung gusto niyang bayaran nang sampung
taon, mayroon din kaming halaga doon.
6. Kung gusto niya limang taon, mayroon din.
7. Kung gusto niyang minsanan lang, pwede rin.
8. So lahat ng...ng choices e nasa sa farmer.

- 5.28, TS.3, 1. Ukol naman ho doon sa pagrerehistro niyang sertipiko.
2. Di bibigyan ho ang magsasaka ng sertipiko, ano,
iyong original ho; iyong isa hong kopya nakatago
sa N.C.C. at saka sa atin, sa inyo ho ano?
3. Ngayon ho ukol sa pagrerehistro, sila na ho kaya
ang magrerehistro sa Register of Deeds o ang opisina
ho ng departamento?

- 5.29, JM.13, 1. Sa ngayon ho e ginagawa namin ang lahat para iyong
mga farmer e hindi na magambala sa kanilang pagsasaka.
2. At ang pagrerehistro nitong certificate of land
transfer na ibinibigay namin e dito na ito sa Manila,
sa Quezon City, rinerehistro sa central office.
3. Para pagbigay nito sa farmer e antimano e rehistrado
na iyan.

- 5.30, GG.14, 1. *I see.*
2. Balikan po natin, ^NMr. Medina, iyon pong mga ^Vpina-parcel na mga lupa, ano po?
3. Pinaghahati-hati ninyo.
4. Ito po ba ay mayroong pare-parehong presyo na ibinibigay ang inyong...ang ating pamahalaan ^N...ang inyong Department?
- 5.31, JM.14, 1. E tungkol sa halaga ng lupa, ang ^Nformula niyan e...*that the land...the value of the land will be the equivalent of two-and-one-half times the gross...the gross harvest...the gross average harvest of the last three years.*
2. Ngayon maaring mag-ilba ang halaga ng isang ^Narea dahil halimbawa ang ^Narea e mas mataas ang ani noong nakaraang tatlong taon e syempre mas mataas ang halaga noon.
3. Iyan namang mga lupang hindi gaanong malaki ang ani, syempre naman e mas mababa.
- 5.32, GG.15, 1. Kasi po iniisip ko kung ^Vstandardised ang ^Npayment na ibinibigay ng ating mga magsasaka sa pagbabayad po ng lupang kanilang sinasaka o iyon pong ^Vitinurn-over na ng ating pamahalaan.
- 5.33, JM.15, 1. Itong mga nabigyan na ng mga ^Ncertificates, itong ^Narea na na-^Vcover na ng ^Nland transfer operation, e pinag-aaralan namin ngayon kung papaano ang pagpapahalaga dahil mayroong isang paraan diyan na gawin naming ^Ncase-to-case basis, meaning to say, ^{L1}na for every landowner, his whole area that is worked by several tenants na nabigyan na ng ^Ncertificates, this can be valued individually as a single farm.
2. Mayroon namang isang paraan na iniisip kami na ang isang baryo...ang isang baryo ay magkakaroon ng isang ^Nevaluation nguni't hahatiin namin sa

apat na ^Ncategories: one value for irrigated land, one value for non-irrigated lands and one value for upland.

3. And then kung mayroong ^Ncornland diyan that is one value.
4. So that it will be at least on a (barrio-wide) basis.

5.34, GG.16, 1. Ito po bang mga tungkol sa bigas o iyon pong sa pagtatanim ng palay at saka pagtatanim ng ^Ncorn ay pare-pareho po ang pag-...^{N+V}pag-estimate po ninyo sa mga ^Nvalue at saka iyon pong paghahati-hati na tinatawag.

2. Kung pag-uusapan po ay ang pagbibigay natin ng ^Ncertificates sa ating mga ^Nfarmers...parepareho po ang kahalagahan nito?

5.35, JM.16, 1. Hindi maaring pare-pareho nguni't ang ^Nformula ay isa lang: Iyon ngang *two-and-one-half times the gross average harvest of the last three years, three crop years.*

2. Pero maaring mag-iba-iba iyan.

5.36, GG.17, 1. *I see.*

2. *Maria.*

5.37, TS.4, 1. Direktor Medina, kamakailan lang ho nag-...
in-^Vactivate ho ng ^NPresident ang ^NLand Bank ho?

2. Ngayon dito ho e iyong mga di ^{Adj}one hundred and above ho ^Vparcelled na ho iyon ano? nasa ^NOperation Land Transfer na.

3. Kung saka-sakali iyong medyo maliliit na may-ari ng lupain gusto nang ipasok sa ^NLand Bank di maari ho iyon no?

4. Ngayon babalik ho ba sa dating reglamento na kagaya ng dati na iyong ^Nstocks and bonds sa

^N
landowner...ang magsasaka ang magbabayad sa
^N Land Bank o kapareho rin ho ng ^N Operation Land
Transfer natin.

- 5.38, JM.17, 1. Itong kwan...noong na-^Vrevitalise ang ^NLand Bank,
this was revitalised by Presidential Decree
two-five-one at kasama diyan sa ^Ndecree-ng iyan
^N with PP
ang mga modes of payment na maaring... ika nga e,
the landowners...the landowners are offered several
modes of payment for the compensation of their
land that will be transferred to the tiller.
2. Nguni't ang pagpapahalaga ng lupa ay iyon na
ring ^Nformula ano?
3. Ngayon, halim-...ang isang...mayroong isang
^Noption diyan na ang ^Nlandowner ay maaring bayaran
^{Adj} ng ten percent ^[N]cash and then the balance in Land
Bank bonds, twenty-five years, at six per cent
tax-free interest.
4. Ngayon kung halimbawa piliin niya iyon e di hindi
na siya...ang ^Nlandowner ngayon ay hindi na
magsisingil sa ^Ntenant at iyong ^NLand Bank na ang
magbabayad sa may-ari ng lupa.
5. Ngayon, gagawin na lang ang ^Narrangement ngayon
kung paano ngayon ang ^Ntenant magbabayad sa ^NLand Bank.
- 5.39, GG.18, 1. *I see.*
- 5.40, JM.18, 1. At iyang ^Nprocedure na iyan ngayon ang isinasagawa
^N
ng Land Bank.
- 5.41, TS.5, 1. Di wala na ho ang ^Nlandowner ngayon.
2. Kung baga sa ano e nabayaran na siya ng ^NLand Bank.
3. Ang mag-uusap na lang ngayon ang ^NLand Bank at
saka ang magsasaka.
- 5.42, JM.19, 1. *That's right.*

- 5.43, GG.19, 1. *Well*, maraming salamat po, G. Medina, sa inyo pong mga binigay na impormasyon sa atin.
2. At nagpapasalamat din ako kay ^NMiss Maria Teresa Santamaria sa pagtulong sa atin ng pagkuha ng impormasyon kay G. Medina.
3. Subali't bago po tayo magpaalam, mga kaibigan, narito munang muli ang ating ^Nnews department.

NEWS

- 5.44, GG.20, 1. Bueno, mga kaibigan, muli pong nagpapaalam sa inyo ang inyong lingkod, si Gerry Geronimo, dito po sa ating palatuntunan, Pulong-Pulong sa Kaunlaran.
2. Tayo po ay babalik bukas sa ganito ring oras at himpilan at huwag po ninyong kalilimutan mamaya sa ganap na a las onse ang Hiyas ng Tahanan kapiling si Lulu Santiago at mamayang gabi ay babalik po tayo sa ating Pulong-Pulong sa Kaunlaran.
3. Kung sakali man pong kayo ay may mga suliranin o mga katanungan, ipadala sa ating palatuntunan, *care of V.O.P.*, Intramuros, Maynila.

* * * * *

- 6.1, GG.1, 1. Mga kaibigan, magandang umaga sa inyong lahat dito po sa ating palatuntunan, Pulong-Pulong sa Kaunlaran.
2. Kagaya po ng dati ay tatalakay tayo ng mga bagay na nais ko pong ipabatid sa kaalaman ng ating mga kababayan lalung-lalo na po doon sa mga naabot ng ating palatuntunan sa mga oras na ito ng umaga.
3. Kaya't kayo po'y umantabay; sa ilang saglit lamang ay ihahatid namin sa inyo ang atin pong mga ^Ninformation sa pamamagitan po ng ating mga panauhin, sina G. Luis Taruc ng ^NFilipino Agrarian Reform Movement na siya pong pangulo ng binanggit po nating ^NFARM organisation at saka si Direktor Romeo Castañeda na siya pong maglalahad sa atin ng mga bagay-bagay na dapat nating malaman sa ^NBureau of ^NResettlement ng ^ND.A.R. o ^NDepartment of Agrarian Reform.

4. Ito po, mga kaibigan, ay ating ihahatid makalipas lamang ang ilang sandaling pagbabalita sa wikang Pilipino.

NEWS

- 6.2, GG.2, 1. Balik ho tayo, mga kaibigan, sa ating mga ^N
quests sa umagang ito.
2. Nais ko pong tunguhin kaagad si G. o si Direktor Romeo Castañeda ukol po rito sa gawain ng ^N
Bureau of Resettlement.
3. Alam nyo, G. Castañeda, hindi po lahat ng ating mga kababayan ay nakababatid ng mga bagay-bagay na may kaugnayan po sa gawain ng *D.A.R.*
4. At nakapangyari pong naimbitahan namin ang inyong lingkod...ang direktor po sa pamamagitan po ^N
ninyo ng Bureau of Resettlement upang mabigyan naman natin ng impormasyon ang ating mga tagapakinig.
5. Ano po ang gawain nitong ^N
bureau-ng nabanggit natin?
- 6.3, RC.1, 1. Ang atin pong kawanihan ay siyang namamahala sa pagbubudbod o pamimigay ng mga lote ng ating ^N
public domain sa mga magsasakang walang sariling lupa.
2. Ang trabaho po namin ay hindi naman nahihinto sa pagbibigay ng lupa sa mga magsasaka kung hindi tinutulungan po namin sila na itong kanilang lupang nakamtan, nanggaling sa gobyerno, ay ^V
ma-develop, ma-...maging...maging ^{Adj}
productive at upang hindi lang maging ma-...ma-...maging... ma-...
- 6.4, GG.3, 1. Saklolo kay...
- 6.5, RC.2, 1. *Yes and not only that, not only to give them lands by which they could have a better tomorrow but also for the general uplift, economic uplift and agricultural development of the whole country.*
- 6.6, GG.4, 1. Alam nyo, pwede na nating gamitin ang ano...ang lenggwahe ng mga Kapampangan sa ating palatuntunan.

2. Dahil po nakatingin si G. Taruc sa atin.
3. Bueno, ito pong Bureau of Resettlement, Director^N Castañeda, na sinabi nyo po ay hindi lamang namamahagi ng lupa sa ating mga magsasaka kung hindi tinutulungan din po sila sa pamamagitan po ng maraming bagay.
4. Ito po ba'y nangangahulugan na sila po ay binibigyan nyo ng biyaya o ng...ito po ba'y sa pamamagitan ng tinatawag po natin sa wikang Inggles na *in kind* o sa pamamagitan po ng salapi o funds.^N

6.7, RC.3,

1. Sa pamamagitan po ng *in kind*.
2. Kagaya po ng kung ang isang pamilyang magsasaka na galing sa Pampanga o kaya sa Central Luzon^N ay maidala...madala namin sa aming settlement^N sa Palawan.
3. Iyan po ay tutulungan namin silang...magmula sa kanilang tahanan sa Central Luzon^N e kakaunin namin sila roon, dadalhin namin sila sa piyer; magmula sa piyer isasakay namin sila ng barko hanggang sa makarating sila sa Palawan.
4. Pagdating po sa Palawan ay...e bibigyan...mayroon na silang nakahandang bahay diyan kung saan namin sila ititira; bibigyan namin sila ng pagkain pangsamantalang hindi pa sila nakakaani...e pagkabisigay sa kanila ng kanilang lupa tutulungan namin silang linisin iyang lupang iyan at bibigyan namin sila ng kalabaw...

6.8, GG.5,

1. Libre po iyang kalabaw?

6.9a, RC.4a,

1. Hindi, lahat po na itong nagiging...na ibinibigay namin sa mga settlers^N na tinatawag namin ay hindi po libre.
2. Ito po'y nagiging utang nila...

6.10, GG.6,

1. *I see.*

- 6.9b, RC.4b, 1. na babayaran sa loob ng sampung taon magmula sa
ikaapat na taon ng kanilang pananatili sa
^N
settlement.
- 6.11, GG.7, 1. Ito po na, G....G. Castañeda, ito po bang mga
magsasakang ito ay iyon pong mga magsasaka na
^N
walang sinasakang lupa o mga tenant lamang?
- 6.12, RC.5, 1. Ito po ang kwan...iyong mga magsasaka na walang
sariling lupang sinasaka.
- 6.13, GG.8, 1. Kung sakali pong doon sa lugar na iyon na
kanilang pinagsasakaan o pinaninirahan ay mayroon
pong mga lupa, hindi po ba dito na lamang sila...
pwede po bang dito na lamang sila bigyan ng lupang
sasakahin.
- 6.14, RC.6, 1. A, maari po iyon kung mayroon kaming ^N
settlement
doon sa lugar na iyon.
- 6.15, GG.9, 1. *I see.*
- 6.16, RC.7, 1. Ngayon po, dahil sa bagong patakaran ng ating
^N ^N
land reform dito sa ating Operation Land Transfer,
mayroong...magkakaroon po ng panahon na may mga
magsasaka na mawawalan ng kanilang sariling
sasakahin.
2. Ang kwan po namin ay...
- 6.17, GG.10, 1. Bigyan sila...
- 6.18, RC.8, 1. Ang aming kawanihan ay magiging ^{Adj}
absorbent, e
^{Adj}
ang absorbent na para bigyan ng lupa itong mga...
- 6.19, 66.11, 1. Hindi na po...*not necessarily within the same area.*
- 6.20, RC.9, 1. ^{NegM} ^{SubConj}
No, because karamihan po ng aming mga ^N
settlement
e nasa Mindanao.
- 6.21, GG.12, 1. *I see.*
- 6.22, RC.10, 1. Nasa Palawan.

- 6.23, GG.13, 1. Mga kaibigan, kapiling din po natin si Ka Luis Taruc sa ating palatuntunan.
2. Siya po ang pangulo o presidente ng *FARM* na kung tawagin ay *Filipino Agrarian Reform Movement*.
3. Marahil naman ay mabibigyan tayo ng kaunting impormasyon ni Ka Luis ukol dito sa *FARM* na kung tawagin na siya pong pangulo.
- 6.24, LT.1, 1. Gaya po ng nabanggit, Ito ay *movement* o kilusan, kaya ang papel na ginagampanan ko ngayon e parang *co-ordinator*, tagapag-ugnay ng iba-ibang maliliit at malalaking kapisanang magbubukid upang magkaroon ng lalong magandang pagkakaisa sa pagkilos at pagdadamayang ang lahat ng mga organisadong magbubukid.
- Gayon din po tagaakit ako upang sila ay sumapi sa alinmang kilusan, kapisanang magbubukid na kanilang gusto o tuwirang sila'y tutulongang mag-organisa ng kanilang sariling kapisanan at iugnay sa *movement* o killi...kilusang ito na siyang *co-ordinator* o tagapag-ugnay, na ako ang *national chairman*.
- 6.25, GG.14, 1. Ito po ba, Ka Luis, Iyon pong sinasabi nyong kapisanan, Ito po ba Iyong mga *co-operative* na binabanggit po?
- 6.26, LT.2, 1. Hindi po.
2. Ito po ay...e pinasimulan nila Mac Fabian noong araw na...nang maitatag nila ang *Federation of Land Reform Farmers*, ako ay kanilang pinakiusapan.
3. Bago pa man naitatag, nakakulong pa ako sa Kampong Krame noong *nineteen sixty-seven*, kanila na akong inaakit upang tumulong, maging *adviser* man lang sa pagtatatag nila ng kapisanan.
4. Nang ako'y lumaya na, sienta'y ocho, sienta'y nueve, inaakit nila akong sumama at maging

N

nationwide chairman ng Filipino Agrarian Reform
Movement, ako po ay tumanggi at sabi ko na
 tutulungan ko na lang sila.

5. Kaya tinulungan ko silang mag-marcha buhat sa
 Tarlac papuntang Maynila nguni't sinalubong kami
 ni Pangulong Marcos.
 6. Siya rin lang po at ngayon ay bertdey ni Pangulo,
 puputulin ko ang aking pagsagot sa inyo upang
 isingit ang pagbati.
- 6.27, GG.15, 1. Oo nga pala...
- 6.28a, LT.3a,1. Maligayang kaarawan sa inyong kapanganakan,
 G. Pangulo.
2. Sana naririnig ninyo o ng inyong mga ka-...a...
 katulong...
- 6.29, GG.16, 1. Kamag-anakan.
- 6.28b, LT.3b,1. O kamag-anakan sa Malacañang kasamang kagawaran
 ng pamahalaan na inyong kasamang nag-iimplementa
 ng agrarian reform - itong aming pinag-uusapan.
2. Kaya po kung maibalik natin sa aming trabaho
 ngayon o ginagawa, partikular ako, ako po ay
 tumutulong kay Kalihim Estrella na siyang
 pangulo...ay sekretaryo, kalihim ng Department of
Agrarian Reform na parang tulong ko na rin sa buong
 pamahalaan dito sa...
- 6.30, RC.11, 1. Pwede po bang makasingit?
- 6.31, GG.17, 1. Opo, sige po, Direktor.
- 6.32, RC.12, 1. Si...alam po ninyo, si Tatang Luis ay kagagaling
 doon sa isang...doon sa dalawang settlements namin,
 iyong isa sa Agusan at saka iyong isa sa Davao.
2. Palagay ko naman e makapagbabalita siya sa inyo
 kung anong kasalukuyang katayuan noong aming mga
settlers doon.

- 6.33, LT.4, 1. Totoo po iyon.
2. Ang ^NMARRA project ng ^NNational Council of Churches dati sa pamumuno ng kanilang sekretaryo-heneral na si ^NDoctor Jose Yap, ngayon si Doctor Lagunsad at ang ^Nchairman ng ^Nproject committee ay si ^NDoctor Flavier, Juan Flavier, a, mga magigiting na tao, Katoliko at Protestante, na magkakasama sa isang ^{Adj}ecumenical na pagtutulungan.
3. Ako po ay kanilang ginawa pang...kinumbida at nagkakaisang pinagbotohang gawing myembro ng ^Nproject committee o ^Nboard of directors ng MARRA.
4. Makalawa na po akong nagpunta roon at napakaganda ang kanilang pagsasamahan, pag-unlad ng kanilang bayan-bayanan sa tinatawag na Del Monte o ^NMARRA project ng Talagogon, Agusan del Sur.
5. At iyon mang sa Santo Tomas na ^Nsettlement.
- 6.34, RC.13, 1. Davao.
- 6.35, LT.5, 1. Nakasama namin...doon man sa MARRA nagpunta si Direktor Tom Niblock at kasama namin nila ^NSecretary Estrella mga dalawang linggo na yatang nakaraan sa Santo Tomas, Davao del Norte.
2. Ito lang dalawang ito ay napakagandang mga ^Nsettlement na talagang may mga patubig na, may mga ^Nfeeder roads na at ang mga tao'y napakasisipag at tumutulong sa pagpapasagana sa kabuhayan ng ating bansa.
3. Kung ang pamahalaan sa pamumuno nila Pangulong Marcos, Sekretaryo Estrella at ni Direktor Castañeda ay magpapatuloy na walang pagod na magbubukas ng ^Nganitong mga settlement, walang dahilan kung bakit hindi natin magagawa ang totohanang mapayapang himagsikan sa kabukiran upang huwag ng magkaroon pa ng Luis Taruc o Corpus sa mga susunod na araw, na dadaanin sa sandatahang paghahanap ng lunas.

- 6.36, GG.18, 1. Direktor, baiikan po natin itong binanggit na ^Nsettlement po ni Ka Luis, ano po.
2. Iian po ang mga pamilya na nai-^Vsettle na po rito?
- 6.37, RC.14, 1. Doon po sa...doon po sa Agusan dei Sur na bagong kabubukas, na binuksan nga po namin ito sa tulong ^Nng National Council of Churches of the Philippines ay mayroon na po kami roon na mga apat-na-raang pamilya na nabigyan na namin ng kani-kanilang lote at sa kasalukuyan po patuloy po ang aming pagsosorbey, ^Nsubdivision survey, para mabigyan din naman iyong mga ibang mga ^Nsettlers na nag-a-^Vapply.
- 6.38, LT.6, 1. Ka Gerry, hindi iang lote.
2. Baka ang nakikinig sa atin akaia nila lote sa bahay; tigpipitong hektarya ang ^Naverage at labimpitong iibong hektarya ito, iupa ng pamahalaan na ipinagkaloob sa mga ^Nsettlers o mga mamamayan tagaroon o hindi man na tinutulungan ng milyong piso ng ^NWorld Council of Churches sa pamamagitan ng kanyang sangay rito na ^NNational Council of Churches.
- 6.39, RC.15, 1. Karamihan po sa kanila nanggaling sa Bisayas, sa Agusan.
- 6.40, GG.19, 1. Ito po kahit na po iba-ibang ^Nreligion, mga Katoliko, Protestante, Muslim, magkakasama po sila rito?
- 6.41, RC.16, 1. Opo.
- 6.42, GG.20, 1. Iian pa ho ang mga ^Narea na inyo pong magagamit para po doon sa mga ibang ^Nsettlers na ma... magbubuhat sa ibang panig ng kapuiuan, Direktor?
- 6.43, RC.17, 1. Dito po sa Luzon, mayroon pa po kaming nalalabing kaunting...mga ilang ^Nektarya pa na maaari naming ipamigay dito sa ^NClark Field.

2. Mayroon pong reservation diyan na ibinigay na sa atin ng U.S.^N government... isinauli na po sa atin at ito'y...ke-...isang settlement^N ang ginagawa namin.

6.44, GG.21, 1. Papaano po binabayaran ng mga settlers^N ito?

6.45, RC.18, 1. Ang pagbabayad po nila, kagaya ng nasabi ko kanina ay mag-uumpisa sa ikaapat na taon ng kanilang pamumuhay sa settlement^N.

2. At saka may sampung taon silang magbabayad na walang interest^N.

6.46, GG.22, 1. Ito po ba ay sa pamamagitan ng salapi na kinikita nila sa bukid o pwede pong...

6.47, RC.19, 1. Nasa kanila na po iyon.

2. Kung magbabayad sila *in kind* ika nga o doon sa palay na kanilang naaani, e tinatanggap din po naman namin iyon.

3. Maaari naman sa pera na.

6.48, GG.23, 1. Di dadami rin ho ang...kung sa...kasi ho nakaugalian ho dito sa ating mga probinsya, sa mga lalawigan, kung minsan ho hindi sila nagbabayad ng...sa pamamagitan ng salapi, ano ho?

2. Iniisip ko baka...ito po ay kung mayroon pong mga kababayan tayong magbabayad ng *in terms of* iyong itlog, manok.

3. Ito po'y hindi tinatanggap ito?

4. Bigas lamang?

6.49, RC.20, 1. Hindi po.

2. Ang natatanggap lamang po namin na *in kind* na tinatawag natin e iyong palay at saka mais.

6.50, GG.24, 1. *I see.*

- 6.51, RC.21, 1. Mais...*the principal crop*.
- 6.52, GG.25, 1. Balikan po natin si Ka Luis.
2. Ka Luis, ano po ang mga iba pang bagay na ginagawa ng ^Nassociation po ninyo, tinatawag na *FARM*, para po sa kabutihan ng ating mga magsasaka.
- 6.53, LT.7, 1. E ang pangunahin po e katulad ko halimbawa, bilang ^Nnational chairman ng *FARM*, palagi akong kinukumbida ni ^NSecretary Estrella sa maiialaking papulong at katulad nga sa Linggo...ay sa Sabadong darating na iyan, mga limang libong sertipiko o titulo ng lupa ang ibibigay sa mga magbubukid na lilipatan ng pagmemay-ari ng iupang dating ari ng mga asenderong malalaki.
2. At doon ang aking nagiging papel sa pagsasalita bago ipamudmod ang mga nasabing titulo e ang kasaysayan ng mga kilusang magbubukid at pakikibaka sa mapayapa o sandatahan man bago dumating ang ^NMartial Law at Bagong Lipunan.
3. Na ang kanilang mga pagsasakit, pagpapakahirap, ngayon lamang natugunan sa mapayapang paraan ng Pangulong Marcos at ng kanyang administrasyon na maski pala sa mapayapang paraan anuman ang ating dadaanang mga ^Nobstacles o sagwil ay posibleng mapanagumpay ang ^{Adj}radical o reboisyonaryong pagbabago sa mapayapang paraan.
4. Kaya ang aking nagiging papel ay ang mag... magkwento sa mga nakaraang mga kilusan at ang kongklusyon ay dapat tayo magkaisang pambansa sa ikabubuti nating lahat.
5. Ang rebolusyon e magpapasimula sa ating puso, sa ating isip, sa ating pagpapakasipag, sa ating pagkakaisa upang tunay na kapangyarihan sa kabuhayan at sa lipunan, pati na sa pamahalaan, ay maging bahagi ang napakaraming mamamayang tagabaryo.

6. Kaya ang aking nagiging papel ngayon na ito na rin ang ginagampanan ng *FARM*, hindi lamang sa ^N pagkakaisa ng mga magbubukid, mga squatters at mga iba pang mga maralitang kababayan natin kung hindi ang ako'y manawagan sa buong bansa lalo na sa mga tagabaryo, mga magbubukid at pati na mga manggagawa na nakakikilala sa akin na sila ay ^V makipag-co-operate na, makipagkaisa na at sila-sila'y magkaisa upang maging matagumpay ang mapayapang himagsikan sa pamumuno ni Pangulong Marcos.

- 6.54, GG.26, 1. Balikan po natin si Direktor Castañeda.
2. Direktor Castañeda, dito po sa mga ^N resettlement ninyo ay kasali...kasali rin po ba rito iyong mga ^N squatters na nanggagaling po sa ibang pook.
3. Ito po'y hindi iyong ^N squatters sa Greater Manila area kundi iyon pong mga nag-ii-^V squat na mga kababayan natin sa mga ^N rural areas.

- 6.55, RC.22, 1. Mayroon na rin pong mga kasama.
2. Kagaya po noong isang ^N settlement namin sa Davao del Norte, iyong sa Laac, Asuncion.
3. Ito po ay naging ^N settlement dahilang nga sa mga ^N squatters na naroon na.
4. Kanya naging ^N settlement iyan para...upang ma-^V absorb o ma-^V accommodate na nga itong mga ^N squatters na ito tuloy matulungan namin sila.

6.56, GG.27, 1. Ilan pa hong ^N resettlement areas ang binabalak ninyong buksan sa Mindanao?

6.57, RC.23, 1. A, binabalak po naming buksan ngayong ^N fiscal year na ito e tatlong ^N settlement - iyong ^N settlement sa Zamboanga del Norte, iyong ^N settlement sa South Cotabato, sa Surallah at saka po iyong isa sa Rognan, itong sa Lanao del Sur.

6.58, GG.28, 1. At sa Kablsayaan po, wala kayong...ano...bubuksan?

6.59. RC.24, 1. Mayroon po kamlng mga ^Nsettlements diyan pero dati na ho.

2. Ang kailangan na lang siguro diyan ay iyong mailapad namin iyong ^Nsettlement.

6.60, GG.29, 1. *I see.*

2. Babalikan po natln ang ating mga panauhin, mga kaibigan; samantala, bigyan-daan natln muli sa loob ng isang sandali ang atin pong ^Nnews department.

NEWS

6.61, GG.30, 1. Bueno, mga kaiblgan, patuloy po tayo sa ating palatuntunan.

2. Maarl pong...siguro naman, bilang pangwakas ng mga katanungan natln, baballkan po natin ang ating panauhin, si G. Taruc, na nais magdagdag ng ilang bagay.

6.62, LT.8, 1. Ibig ko lang pong llwanagin sa mga mahal nating kababayang nakikinig ang...ilang...naririnig ko sa ilang kababayan na...bakit daw ako dating ^Nradical, rebolusyonaryo hanggang sa pamumundok at sandatahang paklkibaka ay tinangka naming ibagsak ang pamahalaan ngayon ay parang sa dating salita bago mag-^{V + N}Martial Law tuta ni Pangulong Marcos.

2. Ito'y ibig kong sagutin, mga kababayan, sa dahllang lahat ng aming ipinakupagbaka, pinakupaglaban ay halos tlnatanggap at kinlklala ng pamahalaan lalo na ng Pangulong Marcos na matagal nang narapat at tumpak na dapat na gawin nguni't hindi nagagawa dahil na marumlng pulltika sa malakas na kapangyarihan ng mga ^Noligarch.

3. Kaya sa madaling sabi, ako ngayon ay nakikipag-^Vco-operate, nakikipagtulungan sa pamahalaan sa kabila ng aking larawang pangunahing buhay na rebolusyonaryo ng mga kilusang magbubukid.

4. Sa dahilang ang numero uno, pangunahing layunin ni Pangulong Marcos, ulit-ulit sinasabi nila sa kanilang mga talumpati, ay ang liberation^N, kalayaan, emancipation^N, katubusan ng mga aping magbubukid.
 5. Ang P.D. twenty-seven^N, ito ang pangunahing layunin.
 6. Ang naimiyendahang Land Reform Code^N, ito rin ang layunin.
 7. At ang kapangyarihan ng sambayanan, people's power^N sa pamamagitan ng mga baranggay at samahang-nayon, ng mga baryo konsil, matagal ko nang iyan ay pinakikipaglaban, ngayon ay nagiging patakaran na ng pamahalaan.
 8. Ang layunin ko para sa kooperatiba, matagal nang panahong aking isinisigaw sa bayan ay ganyan din - tinatanggap at kinikilala ng kasalukuyang pamahalaan.
 9. Kaya ang development of the human being^N with PP e siya ang pangunahing hinahangaan ko sa Bagong Lipunan.
 10. Ang pagpapatingkad sa katauhan, pag-angat sa kadakilaan ng templo ng Diyos, ng larawan ng sa kanya lumikha - ang tao - dapat na mabuhay na marangal na parang tao, na larawan ng Diyos.
 11. Kaya ngayon sa bertdey na ito ng Pangulong Marcos at kasama na ang Pers Leydi sa kanyang talumpati kahapon na tinawag na Compassionate Society^N, ang isang lipunang mapagmahal, mapagpatawad, lilimot sa malungkot at nagyayakap tayong lahat para sa maganda at maunlad, para sa kalayaan, sa katarungan, sa tunay na demokrasya sa lalong madaling panahong hinaharap.
 12. Ako po ay bumabati sa Pangulong Marcos sa kanyang kaarawan na sana ang lahat ng kanyang magaganda at dakilang patakaran ay magtulungtulung tayong maipanagumpay ang lahat na iyan upang maging totoo ang ating pangarap sa Bagong Lipunan.
- 6.63, GG.31, 1. Maraming salamat po, Ka Luis Taruc, at nais ko ring pasalamatan si Direktor Romeo Castañeda ng

N

Bureau of Resettlement sa kanilang pagpapaunlak sa ating palatuntunan, Pulong-Pulong sa Kaunlaran, at sa pamamagitan po ng ating palatuntunan nais ko ring bumati sa ating Pangulo sa kanyang kaarawan sa araw na ito.

2. Mga kaibigan, marami pong salamat sa inyong pakikinig.

* * * * *

7.1, GG.1,

1. Magandang-magandang umaga po, mga kaibigan.
2. Muli pong sumasainyo ang Pulong-Pulong sa Kaunlaran at kagaya po ng dati, ito po si Gerry Geronimo na maghahatid po sa inyo ng mga bagay-bagay na may kaugnayan sa mga palatuntunan ng ating pamahalaan kung ang pag-uusapan po natin ay kung papaano natin mapapaunlad ang ating bansa.
3. Makakapiling po natin sa ating palatuntunan sa araw na ito si G. Juan P. Ramos, siya pong ^Nofficer-in-charge ng ^NPermit and Licence Division ng ^NMayor's Office sa Lungsod ng Maynila.
4. At...as one of the panelists ay kasama rin po natin si Jolly Santiago upang kumuha tayo ng mga impormasyon at mga bagay-bagay na may kinalaman po sa ating ^Ntopic o paksa na napiling pag-usapan sa umagang ito.
5. Ito po ay batay doon sa mga liham na aming tinatanggap at mga tawag sa telepono na kung maari daw po ay isama natin sa ating palatuntunan ang kapakanan ng ating mga estudyante, lalung-lalo na po yaong mga naninirahan sa mga dormitoryo, doon po sa mga tinatawag nating mga ^Napartments for rent at iyon pong mga ^Nbedspacers na umuupa po o masasabi natin iyon pong kumukuha ng tinatawag na ^Nbedspacer... ^Nspacing... sa ^Nbedspace sa atin pong mga ^Napartments dito po sa ^NGreater Manila area.
6. Subali't kagaya po ng alam ng lahat, ito pong pag-upa ng mga estudyante sa mga dormitoryo at saka mga ^Nboarding-houses ay kadalasan po ^{Adj}ninety-five ^[N]percent ay nagaganap sa Lungsod ng Maynila

especially in that area na kung tawagin po natin
^N
 ay University Row.

7. Bueno, mga kaibigan, tayo po'y magpapatuloy sa ating palatuntunan; samantala, bigyan-daan natin ang ilang minutong pagbabalita sa wikang Pilipino.

NEWS

- 7.2, GG.2,
1. Balik po tayo, mga kaibigan, sa ating palatuntunan at kagaya po ng aking nabanggit na ay narito po si G. Juan P. Ramos, ang ^Nofficer-in-charge ng ^NPermit and Licence Division ng ^NMayor's Office dito sa Lungsod ng Maynila.
 2. At...^NMr. Ramos, kagaya po ng aking nabanggit kanina, ang atin pong paksa ay napili natin sa araw na ito upang mabigyan-daan natin ang ilang mga impormasyon na sa inaakala ko para po sa ikauunlad at kapakanan ng atin pong mga mamamayan ay dapat nating talakayin, ano po? ipaalam natin sa kanila.
 3. Ano po ang ginagawa ng inyo pong ^Nlocal government tungkol po dito sa mga ^Nplight ng atin pong mga ^Nboarders o iyon pong mga nangungupahan sa mga ^Nboarding-houses?
- 7.3, JR.1,
1. Itong sinasabi mo, ^NMr. Geronimo, ay ^Vcovered po ito ng ^Nordinance number four-seven-six-five.
 2. Ang katotohanan po nito e marami po kaming reklamong natatanggap e nguni't iyong aming mga imbestigasyon e hanggang ngayon e wala pa akong natatanggap kay ^NMr. Ibabaw, iyong aming inutusan upang maimbestigahan.
 3. Pero mayroon kaming isang ^Ncase na inimbestigahan at ang nirekumenda ko kay...kay ^NSecretary Gargantiel e para sarahan pero ang lagay ko...palagay ko e hanggang ngayon wala pang aksyon kaming natanggap doon sa opisina niya.

- 7.4, GG.3,
1. ^NMr. Ramos, *let's generalise the whole thing, ^{Interg}ano ^{RM}po*, sapagka't sa mga panahong ito ay huwag na ho nating banggitin po ang mga pangalan ng mga tao o mga estudyante, mga ^N*boarders* na lumiham sa ating palatuntunan at iyon pong mga ^N*boarding-houses* na kanila pong inirereklamo.
 2. Maari po bang bigyan nyo kami ng ^N*rundown* kung ano ang mga ^N*specification* po na dapat sundin ng mga ^N*boarding-houses* dito po sa Lungsod ng Maynila?
 3. Pwede po bang bigay...pwede pong basahin na ninyo kung gusto ninyo.
 4. Oho.
 5. *I mean, we can do it... very briefly ^{Interg}ano ^{RM}po?*
i-^V*outline* po natin.
- 7.5, JR.2,
1. E mayroon hong tatlong klaseng ^N*dormitories* o ^N*boarding-house* na ^V*classified*, apat na klase.
 2. Eto ang ^N*Class A*; ang ^N*Class A* po ang mga dormitoryo o ^N*boarding-house* na mayroong ^{Adj}*fifty* ^[N]*boarders* ^{Adj}*or more*.
 3. Ang ^N*Class B* iyong mayroong ^{Adj}*thirty* ^[N]*boarders* ^{Adj}*or more but less than fifty*.
 4. Ang ^N*Class C* itong may ^N*boarders*... ^{Adj}*of twenty* ^[N]*boarders* ^{Adj}*or more but less than thirty*.
 5. *And Class D more than five but less than twenty boarders.*
- 7.6, GG.4,
1. A, ^NMr. Ramos, dito po sa mga binanggit nyong ^N*classification* po ng mga ^N*boarding-houses* ay napansin namin na...medyo wala po iyong mga inirereklamo sa amin.
 2. Kung saka-sakali mang po sa isang ^N*boarding-house*, kagaya po ng aming isang liham na tinanggap, ay magpapaupa, pwede po ba iyong magkasama po iyong mga lalaki, *let's say, on one floor* may mga lalaki, *on the second floor* naman po ay mga kababaihan.

- 7.7, JR.3, 1. Ay, hindi ho pwede sapagka't ^V covered po iyan sa sinabi ko sa inyo.
2. *This is covered by ordinance number four-seven-six-five.*
3. Ngayon dito po sa ^N section seventeen maliwanag po rito na iyong ^{Adj} mixed - ^{Adj} male and female - ^[N] boarders with PP in dormitories and boarding-houses are prohibited.
4. Hindi ho pwede iyan.
- 7.8, GG.5, 1. Ito po bang sinabi nyong hindi pwede e...sa...kung pag-uusapan po ito pong *the whole buidling itself* kahit na po anong laki ng ^N building na ito, ^N Mr. Ramos.
- 7.9, JR.4, 1. Hindi po pwede.
- 7.10, GG.6, 1. Kasi po, ako man ^{Adv} personally, ano po, mayroon po dito sa may Azcarraga po, ito pong Claro eme Recto napapansin ko na mayroong isang ^N building diyan on ^N *the right side*, alam kong ^N boarding-houses po ito, na iyon pong sa isang ^N floor ay mga kalalakihan at iyon naman pong sa isang ^N floor ay mga kababaihan.
2. Papaano pong nangyayari ito, ^N Mr. Ramos?
- 7.11, JR.5, 1. E salamat naman at nasabi ho ninyo sa amin iyan.
2. E sa palagay ko mabibigay ninyo iyong lugal na iyon e agad-agad e paiimbestigahan ko po.
3. Pero maliwanag na maliwanag po rito, ^N Mr. Geronimo, ^N *as what I've said*, dito sa ^N section seventeen, hindi pupwede.
4. Pwede ko bang basahin po iyong kwan.
5. Dito po sa ^N ordinance four-seven-six-five, ^N section seventeen: *mixed, in parentheses, male and female boarders in dormitories and boarding-houses prohibited: It shall be unlawful for any person, entity or corporation to own, keep, maintain or conduct any dormitory or boarding-house for mixed boarders in the same building.*

6. Kaya maliwanag po, ^{Adj} same ^[N] building po.
7. *In other words*, iyong sinasabi po ninyo e iyan
^V po e nagva-violate po nitong ^N ordinance four-
seven-six-five po.
- 7.12, GG.7, 1. Si Jolly Santiago po (kagaya po ng ating nabanggit)
 ay mayroong nais na itanong.
- 7.13, JS.1, 1. A, ^N Mr. Ramos, napag-usapan po natin iyang tungkol
 sa hindi magkasama.
2. Ngayon e dumako naman tayo dito sa kalalagayan
 ng isang boarding^N-house.
3. Anu-ano po ang mga kahingian na dapat sundin ng
 isang nagpapaupa - sa kalinisan, halimbawa, o sa
 katahimikan ng mga estudyanteng dito ay naninirahan.
- 7.14, GG.8, 1. *Yes, Mr. Ramos.*
- 7.15, JR.6, 1. Alam nyo po, ^N Mr. Santiago, ang...ang four-seven^N
six-five, ^N ordinance number four-seven-six-five,
^{Adv} ay very ^[Adj] comprehensive po iyan.
2. Tungkol po sa sanitation^N mayroon po rin dito sa
 ordinansa na ito.
3. *In fact we're very strict about it.*
4. E dine po sa section fourteen^N regarding the
*ventilation, size of rooms and bed-spacing: All
 buildings erected or altered for use as dormitory
 or boarding-house shall have the rooms of such
 size that adequate air space shall be provided
 for each occupant.*
5. *The minimum height of bedrooms shall be three metres
 unless air-conditioned where it shall not be less
 than two-and-a-half metres, the minimum width two
 metres and the minimum length three metres.*
6. At saka po'y dine mayroon po mga tungkol sa
^N bedrooms, mayroong mga window^N area po rito, pati
 iyong mga spacing^N ng bed^N ho, *for every two bed* mayroon
 ho dapat iyan magkalayo ho ng ^{Adj} sixty ^[N] centimetres po.

- 7.16, GG.9, 1. ilan pong kama naman ang dapat na ilagay sa isang kwarto?
- 7.17, JR.7, 1. Depende po iyan sa ^N floor area.
- 7.18, GG.10, 1. *I see.*
2. *Jolly?*
- 7.19, JS.2, 1. Halimbawa po naman, tulad halimbawa noong aking natirahan noong kamakailan at diyan ako inabot ng ^N Martial Law.
2. Iyong ibaba e restawran pero iyong itaas e ^N boarding-house.
3. E papaanong kabawalan dito...ito ba'y bawal?
4. Sapagka't itong restawrang ito hanggang hating-gabi ay mayroon nag-linom halimbawa ng ^N beer o anuman - maingay.
5. Ano po ang pagbabawal dito?
- 7.20, JR.8, 1. Iyong ^N beer ho niyan e may kaunting kaguluhan ho ng kaunti iyan.
2. Sapagka't hanggang ngayon mayroon po kaming ^V kasong in-appeal tungkol doon sa isang desisyon ni ^N Judge Bocar.
3. Dahil ang sabi po ni ^N Judge Bocar, ^{Enc} beer ^{daw} is considered as a beverage, hindi raw liquor iyan, hindi daw ^N intoxicating drink so much so that the City Legal Officer has decided to elevate the case in the higher court.
4. ^V In-appeal po namin iyan sapagka't natalo po ang ^N City of Manila.
5. *So we cannot do otherwise at present.*
- 7.21, GG.11, 1. Kung sabagay po ito ma-...allow me to interject my own opinion.
2. Kung ito po'y nasa ^N court pa e ^{Adv} sub judice po.

3. Kaya't hindi natin pwede pong i-^Vdiscuss, ano ho, *the merits and demerits of the case*.
4. Kaya ito, Jolly, maaring wika nga mahintay natin ang desisyon sapagka't baka tayo ay ma-^{V + N}contempt sa ^Ncourt.
5. Kung sabagay ito po ay, mga kaibigan, dadalhin po...nakadala na po sa korte at pag-uusapan.
6. *Going back to the* ^{Subs}ano, *to the problems of the* ^{Subs}ano...*the boarders,* ^{Interg RM}ano ^{ho}, napag-uusapan din lamang po itong sa ating mga estudyante.
7. Wala po bang balak ang ^NCity of Manila na magtayo po ng masabi natin na talagang ^Nboarding-house na ang magpapalakad po ay ang pamahalaan?

- 7.22, JR.9,
1. Mahirap ho iyan.
 2. Wala ho yata e.
 3. *Because the way I look at it, Gerry,* ^Nprivate business ho ito e.

- 7.23, GG.12,
1. Hindi, kasi ho gusto ko lamang pong malaman dahil sa ibang bansa mayroon po silang mga ^Nboarding-houses na pinalalakad ng pamahalaan.
 2. Marahil ay napakagandang...napakagandang planong ito kung ito ay mari-^Vrealise, lalung-lalo na sa isang ^Narea kagaya po ng sa Maynila, ano po, na magkakaroon po ng mga ^Nboarding-houses para po doon sa mga iyon pong mga mahihirap nating kababayan na nasa probinsya na umuwi dito sa Maynila at nais lamang mag-aral.

- 7.24, JR.10,
1. Maganda po iyan.
 2. Pero ang magaling ho niyan e...ang isang ^Nprivate group magbigay ng ^Nidea sa ^NMunicipal Board.
 3. Siguro naman papayag si ^NMayor Bagatsing dahil alam ninyo naman si ^NMayor basta pagka tungkol sa mga mahihirap walang hindi po iyan.

- 7.25, GG.13, 1. Iyon po, mga kaibigan, ay isa sa mga layunin ng ating pamahalaan po sa pamumuno ng ating ^Nnational government, ng ating Pangulo at ng Unang Ginang, na maítaas natin po ang level ng pamumuhay ng ating mga kababayan at kung pag-uusapan din lamang ang kaunlaran, sinabi po ng Pangulo na kinakailangan ang lahat ng sektor ay bigyan natin ng pansin.
2. Kaya nga po itong mga bagay na ito ay naisasama natin sa ating pagtalakay ng mga paksa.
3. Patuloy po kayong nakikinig sa ating palatuntunan, Pulong-Pulong sa Kaunlaran.
4. At kaunlaran ang pag-uusapan, kinakailangan po ang kalinisan.

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- 7.26, GG.14, 1. Bueno, mga kaibigan, patuloy ho tayo sa ating pagtatanghal ng palatuntunan natin, Pulong-Pulong sa Kaunlaran.
2. ^NMr. Ramos, mayroon po kayong babanggitin?
- 7.27, JR.11, 1. Alam mo, Gerry, kanina maganda iyang paksang binuksan mo tungkol sa ^Ngovernment hostel para sa ^{Adj}poor and deserving ^[N]students dine sa ^NCity of Manila.
2. Sa palagay ko e papayag diyan si ^NMayor Bagatsing sapagka't ang pakakilala ko sa kanya e malaking puso po niyan.
3. At iyang tao namang iyan ay galing talaga sa hirap at ang alam ko itong ideya na ito, *this is something unique and I believe that if Manila will do so and rather if you're going to tell the Mayor and even titillate him in doing so*, papayag ho siguro.
- 7.28, GG.15, 1. Sabagay ito ho...kung sabagay nabanggit po ninyo na wala pa sa Maynila at ewan ko lamang sa ibang panig ng kapuluan, ano ho, pero kung mayroon man palagay ko...*except those*, palagay ko, iyon pong

- mga dormitoryo na nasa loob ng ^N compound ng paaralan kagaya ng sa U.P.
2. May mga dormitoryo.
 3. Pero wala po iyong nasa sa labas na kahit na mga ^N private school students ay pwedeng makatira.
- 7.29, JR.12, 1. Ang inaalala ko lang, Gerry, baka tumutol diyan iyong mga may-ari ng dormitoryo, sabihin na naman mamamatay ang negosyo - *the usual thing*.
- 7.30, GG.16, 1. Pero siguro kung may ^N participation...and, ^{CoorConj} why, ^{Adv} ang ating kaunlaran naman ay kinakailangan ^N with conjoined PP's ^{CorrConj} participation both by the government at saka private sector.
2. Kung baga sa ano, pwede silasigurong magbuklod para maging ^N joint venture.
 3. Jolly?
- 7.31, JS.3, 1. Nabanggit kanina ni ^N Mr. Ramos iyong apat na klase, ^N iyong Class A, B, C, D.
2. Dito po ay para mabigyan natin ng kaalaman ang ating mga kababayan at estudyante ay magkano po naman ang halaga na nakatakda sa apat na klaseng iyan - A, B, C, D.
- 7.32, JR.13, 1. Ang ibinabayad po nila sa ^N City Government e ang binabayad po nilang ^N annual licence para sa ^N Class A ay ^{Adj} one hundred twenty pesos, ^[N] Class B ^{Adj} sixty pesos, sa ^N Class C ^{Adj} thirty pesos at sa ^N Class D ^{Adj} ten pesos.
- 7.33, JS.4, 1. Marahil po diyan sa binanggit ninyong halagang iyan ay hindi naman makatuwiran na iyong iba e magtaas ng pagbabayad ng ^N boarding-house dito sa mga estudyante.
- 7.34, JR.14, 1. Iyan ay hindi ko po makukwan...
2. Pero ang aming talagang mga ^N taxes ng ^N City of Manila ay talagang mababa po.

- 7.35, GG.17, 1. Ito po iyong sa mga nagbabayad ng buwis, ano po?
- 7.36, JR.15, 1. Opo, opo, ito buwis po.
- 7.37, GG.18, 1. Sa inyo pong mga ^N reports na tinatanggap, magkano po ang pinakamataas na nagpapaupa ho sa mga ano... dalawang...oho, ^N Mr. Ramos?
- 7.38, JR.16, 1. E depende po iyan.
 2. E alam mo iyon e nagva-^V vary po iyan e.
 3. Alam mo kung lalaki, kung ^N male boarder po, mas malaki po ang sinisingil.
 4. Mayroon po riyan na ^{Adj} two ^[N] meals lang, na mayroong ^N mga boarding-house ^{Adj} ninety ^[N] pesos. diyan na sumisingil
 5. Ngayon ^{Adj} three ^[N] meals naman hanggang hundred fifteen ^{Adj} to hundred twenty ^[N] pesos para sa lalaki dahil mas malakas yata ang lalaki kumain.
- 7.39, GG.19, 1. Lugi yata tayo roon a.
- 7.40, JR.17, 1. Ngayon ang sa babae naman e mas mababa po.
 2. Iyong ^{Adj} two ^[N] meals yata ^{Adj} eighty ^[N] pesos, iyong ^{Adj} three ^[N] meals umaabot ho hanggang ^{Adj} one hundred to one hundred ^[N] ten pesos a month.
- 7.41, GG.20, 1. ^{Adj} Standard po iyan, ^N Mr. Ramos?
- 7.42, JR.18, 1. Opo.
- 7.43, GG.21, 1. Balikan po natin itong mga ^N boarding-houses at saka mga dormitoryos.
 2. Ilan po ang mayroon dito sa Maynila? ilan pong ^N mga boarding-houses?
 3. Pwede po bang bigyan ninyo ng kaalaman kami dito?
- 7.44, JR.19, 1. ^{Adv} Presently po, ang ^V duly-licensed po sa ^N City of Manila, dalawampu't tatlo pong dormitoryo at saka ^{Adj} two hundred eighty-nine ^[N] boarding-house.

SubConj Adj V Adj
 2. So total na duly-licensed po ay three hundred twelve.

- 7.45, GG.22, 1. Lahat-lahat na po iyan?
- 7.46, JR.20, 1. Opo.
- 7.47, GG.23, 1. Diyan po, ^NMr. Ramos, hindi po kasali iyong mga nangungupahan sa mga ^Napartments, ano ho?
- 7.48, JR.21, 1. Hindi po.
- 7.49, GG.24, 1. Ano po ang...sakop po ba ninyo itong mga ^Nbed-spacer na ito?, *I mean, ^Nbed-spacing system?*
- 7.50, JR.22, 1. Ayan na nga po ang aming problema sapagka't iyan e wala pa po kaming ordinansa.
2. Pero mayroon po akong alam na ang ^NOffice ng ^NCity Mayor ay nag-^Vpropose ng isang ordinansa *to cover these bed-spacers.*
3. *Because presently under the ordinance* hindi po namin maaring pulisin iyang mga ^Nbed-spacers.
4. At alam po namin na marami po iyan, umaabot po iyan ng mga isang libo.
- 7.51, GG.25, 1. Hindi lamang sa Maynila ho iyan sapagka't mayroon din pong mga lugar kagaya po ng mga...lyon pong mga malalapit na syudad, Pasay, ^NQuezon City, ano po? mayroon din pong mga nagpapaupa po ng mga ^Nbed-space sa mga mag-aaral.
- 7.52, JR.23, 1. E dine lang po sa Maynila ang aming alam, ^NMr.... a, Gerry.
- 7.53, GG.26, 1. Bueno, mga kaibigan, sa atin pong palatuntunan ang ^Natin pong pinapaksa ngayon ay boarding-houses.
2. Sana kasama natin si Tito Nano, ano ha? at saka si Aling Patsy para na naman makakuha sila ng mga ^Nidea kung dapat magkano ang kanilang ipababayad sa kanilang ^Nboarding-house.

3. Bueno, mga kaibigan, isang minuto muna sa ating
^N
news department.

NEWS

- 7.54, GG.27, 1. Balik po tayo sa ating palatuntunan at bilang pangwakas, Jolly, mayroon ka pa bang isang tanong na maari nating matalakay sa loob ng isang minuto?
- 7.55, JS.5, 1. A, mayroon akong itatanong kay ^NMr. Ramos.
 2. Ito'y kapiraso lamang pero nakikita kong ito'y nangyayari.
 3. Halimbawa ho ako, itong ibabaw ng ^Nbuilding na ito na ating kinaroroonan ay inakupa ko ngayon, pagkatapos ay humanap ako ng mga estudyante na ^Nbed-space.
 4. Ito ho ba'y pinagbabawal ng ordinansang iyan ng ^NCity of Manila?
- 7.56, JR.24, 1. A, hindi po nga po iyon kasali.
^V
 2. Mahirap po i-prove na iyan e...alam nyo, marami kaming ekspliriyensya na pong ganoon.
 3. Pagpunta po ng imbestigador ho namin ay hindi ^V ^Nnagko-co-operate po iyong mga boarders.
 4. *Without their co-operation we cannot prove that the owner of the apartment is running a boarding-house.*
 5. Ayan po ngayon ang aming problema.
^V
 6. Kaya po kami nagpo-propose po ng ordinansa na ^Nbed-spacers para wala na silang maikatuwiran sa amin kung hin-... kung sakali mang masita sila.
- 7.57, GG.28, 1. Bueno, mga kaibigan, nais po naming pasalamat ^N si Mr. Juan P. Ramos, ang O.I.C. ng Permit and ^NLicence Division ng Mayor's Office sa Lungsod ng Maynila sa kanya pong pagpapaunlak sa ating kahilingan.

2. Anuman po ang ating nataiakay sa araw na ito tungkoi
N
sa mga boarding-houses at saka sa mga dormitoryo
ay maaring kaibasan po ng isang desisyon o mga
bagay-bagay na makatutulong sa pag-uniad ng
kabuhayan ng ating mga estudyante.
3. At hindi iamang mga estudyante kung hindi iyon pong
mga kababayan natin na nagpupunta sa ka-Maynilaan
upang dito ay mag-arai o maghanapbuhay na ang
tanging tirahan iamang kung hindi ang kanilang mga
kamag-anakan ang tinatawag po nating mga
N
boarding-houses at saka mga dormitoryo.
4. Sana po ay makatutulong kayo sa aming palatuntunan
kung ipahahatid nyo po sa amin ang mga katanungan
o mga bagay-bagay na nais nyong iparating sa ating
pamahalaan sapagka't naialaman namin na ang ating
pamahalaan ay gising at handa sa iahat ng oras na
bigyan ng pansin ang atin pong mga suliranin.
5. At sa ngalan po ni Jolly Santiago, ito po si
Gerry Geronimo sa ating Pulong-Pulong sa Kaunlaran.

* * * * *

8.1, GG.1,

1. Magandang umaga po, mga kaibigan.
2. Naritong muli ang inyong lingkod, si Gerry Geronimo,
dito po sa ating Pulong-Pulong sa Kaunlaran.
3. Sa araw pong Ito ay Ipagpapatuloy natin ang ating
N
paksa tungkol sa Civil Service.
4. At kapiing po natin sina G. Nicomedes Peña, na
siyang executive^N director ng...sa Civil Service^N
Commission at si G. Gaudioso C. Susmeña, Jr.^N na
siya pong nagbuhat naman...naimbita natin buhat sa
N
U.P. Public Administration department.
5. Siya po ay isa sa mga pinuno ng nasabing tanggapan
N
sa University of the Philippines na nais pong makakuha
ng ilang bagay, mga Impormasyon tungkoi po sa
N
ginagawa ng Civil Service Commission at para na
rin sa kapakanan ng ating mga kaibigan na nais na
makaalam ng ilang bagay tungkoi po sa gawain at
N
N
functions ng Civil Service Commission.

6. Subali't bago po tayo dumako sa ating ^N discussion, narito muna ang ilang minutong pagbabalita sa wikang Pilipino.

NEWS

- 8.2, GG.2,
1. Bueno, mga kaibigan, patuloy ho tayo sa ating palatuntunan dito po sa Pulong-Pulong sa Kaunlaran sumasainyo a las sais y medya ng umaga hanggang a las syete.
 2. At sa gabi rin po mayroon tayong ^N six-thirty to seven for provincial stations, ano po, at mayroon tayong eleven^N 'clock naman ^{Prep} for ating...para sa ating mga housewives naman at iyong mga nasa mga tahanan.
 3. Balikan po natin ang ating panauhin, si ^N Atty. Nicomedes Peña, ang ^N executive director ng ^N Civil Service Commission.
 4. Nais po naming makuha ang ilang impormasyon, G. Peña, sa inyo ang ukol po sa pananagutan ng ating mga mamamayan sa mga bagay-bagay na nauukol sa Serbisyo Sibil at papaano naman po ninyo bibigyan ng ^N stress or emphasis ito pong panunungkulan na ibinibigay naman ng ^N Civil Service para po sa ating mga mamamayan.
- 8.3, NP.1,
1. Ang ^N Civil Service Commission ay nabubuo ng mga empleyado sa...o kawani ng opisina ng iyan upang maglingkod sa mga mamamayan.
 2. Iyan ay...kabilang diyan sa mga tungkulin ng ^N Civil Service Commission ang pagbibigay ng eksamen sa mga nakatapos sa kolehyo upang manungkulan sa gobyerno.
 3. At diyan din sa opisina ng iyan ay naaprobahan ang mga nombramento ng mga empleyado sa buong gobyerno.
 4. Diyan sa opisina ng iyan ay ang mga tao ay nahahandang maglingkod sa mamamayan subali't ang mamamayan naman ay mayroon ding pananagutan sa...sa opisina ng iyan katulad na lamang ng pagsunod sa mga batas ng Serbisyo Sibil.

5. Karaniwan naming nakikita sa Serbisyo Sibil na ang mga pumupunta sa opisinang iyan ay hindi nalalaman kung ano ang mga batas tungkol sa Serbisyo Sibil, lalo na iyang mga ^N appointment at iyang mga papag-eksamen.
6. Kung minsan lalo na iyong mga tagaprobinsya ay hindi nalalaman kung ano ang mga papeles na ^N kailangan sa appointment.
7. At pagdating nila sa opisina ay nagmamadali sila na aprobahan ang kanilang mga ^N appointment.
8. Subali't kaya hindi maaprobahan ay maaring maraming kulang na papel.
9. Ganyon din ang mga pag-eksamen.
10. Kung minsan ang kanilang mga ^N applications sa eksamen ay hindi maaprobahan sapagka't sila ay kulang sa mga papeles na kinakailangan sa ^{N + V} pag-apply sa eksamen.
11. Kagaya...kung...kagaya noong mga ibinigay naming eksamen niyang nakakaraan kagaya ng ^N economist examination, marami diyan na mga nag-^V apply na hindi nagpadala ng kanilang mga ^N transcript of record ^{with PP} upang patunayan na sila'y nakatapos ng ^N Commerce with major in Economics.
12. Iyang mga pangyayaring iyan ang nakakaabala sa ^{N + V} pag-a-approve ng kanilang mga ^N application for ^{with PP} the examination.
- 8.4, GG.3, 1. Interj ^N Well, Atty. Peña, kung sabagay ^{RM IM} po ay since...inasmuch as you come from the examination department of the Civil Service Commission, palagay ko ^{IM} ay we would put in more interest sa ating pagtatanghal kung ang pag-uusapan natin ay iyong mga kapakanan ng kumukuha ng mga ^N examinations at saka iyon pong mga pamamaraan.
2. Interj Well, in this connection, nais ko pong banggiting muli na kapiling natin si G. Gaudioso Susmeña, ^N Jr.

ng U.P. Public Ads at siya po ay nakapiling natin
dito upang kumuha din ng kaalaman buhat kay Atty.
Nicomedes Peña.

- 8.5, GS.1, 1. Magandang araw po, Atty. Peña.
2. Ang gusto ko lang unang itanong ho sa inyo, ano
ho ang status noong re-organisation sa Civil Service,
itong mga regionalisation scheme natin ho? ano na
ang status ngayon nitong panahon na ito?
- 8.6, NP.2, 1. Iyon noong nabalitaan namin na ang implementation
ng re-organisation ay indefinitely suspended ay
tapos na kami ng placement.
2. Kaya't noong matanggap namin, hindi namin
ipinagpatuloy ang pagpapadala ng tao sa probinsya.
3. At ang katunayan iyong mga appointment ng mga
taong aming na-place na ay hindi pa napipirmahan
ng Commissioner.
- 8.7, GS.2, 1. Kung ganoon po, iyong mga appointments na dapat
may attestation ng Civil Service, doon pa rin sa
dati ninyong opisina sa regional districts?
- 8.8, NP.3, 1. Oo, kung iyang mga appointment na galing doon
sa mga probinsyang nasasakupan ng regional offices,
iyong dati naming regional office ang mag-a-approve
o mag-a-attest.
- 8.9, GS.3, 1. *I see, uh hum.*
- 8.10, GG.4, 1. Balikan po natin iyong tungkol sa mga examinations,
ano po?
2. Ilan pong examinations ang binibigay ng Civil Service
taun-taon?
- 8.11, NP.4, 1. Depende iyan sa pangangailangan.

2. Kagaya ngayon, dito sa...*after the*...noong matapos
 magkaroon tayo ng ^Nratification ng ating bagong
^NConstitution, ang aming natatanggap na ^Nrequest
 lalung-lalo na buhat sa mga ^Ncorporation ay mga
 umaabot na sa sitenta'y kwatro o pitumpu't apat
 na ^Nrequest upang magbigay ng eksamen.
3. Kaya sa kasalukuyan aming pinag-aaralan na magbigay
 ng isang malaking eksamen na masasakupan ang
 maraming mga pwesto sa gobyerno.
4. At iya'y aming napag-aralan na at ang aming ibibigay
 ay marahil ay iyong ^{Adj}first grade at ^{Adj}second grade.
5. Sapagka't itong dalawang eksameng ito ay kilala
 na sa ating pamahalaan at iyan ay nasa mga...
 nilalaman na iyan ng mga maraming batas at iyan
 ay kino-^Vconsider na sa mga desisyon ng husgado.
- 8.12, GG.5, 1. ^NAtty. Peña, doon po sa mga nakaraang ^Nexaminations
 ay hindi po maitatatwa na marami ang mga pumasa
 sa mga ^Nteachers, sa mga ^Nengineers at saka doon
 po sa tinatawag nating ^Nprofessional career examinations,
 ano po?
2. Ito po bang mga taong ito ay mabibigyan po ng
 mga posisyon sa ating pamahalaan?
3. At papaano pong pamamaraan ang gagawin ninyo upang
as much as possible ma-^Vaccommodate po ang mga
 taong ito?
- 8.13, NP.5, 1. Sa...hanggang sa kasalukuyan mayroon pang labingwalong
 libo ang tinatawag na ^NCivil Service eligible na
 hindi nakakapasok sa pamahalaan.
2. Ito ay kulang pa sa mga ^Ntemporary employees na sa
 kasalukuyan nag-...nasa gobyerno na.
3. Kaya ito kung ito'y talagang kukunin ng mga
 hepe ng opisina ay malalagay sila.

4. Ang paraan dito upang malagay ay pupunta sa
^N Civil Service at ^V pase-certify o sa mga opisang
gusto nilang pasukan.
5. Subali't sa kasalukuyan mayroong ^{N with PP} Letter of instruction
ang Presidente na ang makakapasok lamang doon sa
^{Adj} mga bakante ay iyon lamang mga ^[N] laid-off personnel
^N dahil sa re-organisation.
6. Kaya itong mga ^N eligibles na ito na hindi pa
nakapasok ay bago sila matanggap sa gobyerno
ay aantayan na iyong mga natanggal sa gobyerno
o sa pwesto sa gobyerno dahil sa *they have been*
laid off as a result of the re-organisation ay
siya munang uunahin.

- 8.14, GG.6, 1. *I see.*
2. Ito po bang ^N University of the Philippines ay
^N sakop ng Civil Service examinations, iyon pong
mga empleyado rito?

- 8.15, GS.4, 1. Hindi po.
2. ^N *They are given* iyong tinatawag na academic appointments.
3. Iyon lang mga ^{Adj} administrative...iyong nandiyan
^N sa administrative services, iyon ang ^{Adj} subject
^{with PP} to Civil Service regulations.

- 8.16, GG.7, 1. *I see.*
2. *In other words* hindi lahat ng mga nasa ano, nasa
^N University of the Philippines?

- 8.17, GS.5, 1. Oho.

- 8.18, GG.8, 1. *Well, we all know that this is a State University*
at lumalakad sa pamamagitan ng pondong nanggagaling
sa ating pamahalaan.

- 8.19, GS.6, 1. Oo.

- 8.20, GG.9, 1. Ilan po ang porsyento ng mga nasasakop ho ng
^N Civil Service at saka iyong academic group?^N
- 8.21, GS.7, 1. Iyan ang hindi ko nalalaman.
^{Adj} ^[N]
 2. Pero siguro mga thirty per cent siguro ng
^N employees ng University.^N
- 8.22, GG.10, 1. Ano po ang... ilan pang pamamaraan na inyong
^N
 sinusunod, Mr. Peña, sa inyo pong pagbibigay
^N
 ng mga examinations in order to safeguard,
 Interg RM ano po, to put in safeguard at saka maiwasan
^N
 po iyong mga irregularities na kung tawagin natin?
- 8.23, NP.6, 1. Iyong sinasabing security against leakage,
^N with PP
 mayroon kaming nalamang paraan.
 2. Ang pag-iimprenta niyan, lalo na kung malaki ang
^N
 eksamen, ay sa abroad namin iniimprenta.
^V
 3. Iyan ay isang paraan na huwag mag-leak ang
^N
test question.
 4. At iyon namang sa pagbibigay ng eksamen, kumukuha
 kami ng katulong na . . . upang pangalagaan ang
^{N+V} ^N
 mga pagdadaya at pagli-leak ng question sa labas
 habang mayroong eksamen.
- 8.24, GG.11, 1. A ano...a Mr. Gau-...
^N
- 8.25, GS.8, 1. Ano ba ang mga scheduled examination ng Civil Service
^{Adj} ^[N] ^N
^N
 hanggang December halimbawa?
- 8.26, NP.7, 1. Ang scheduled examination namin hanggang December
^{Adj} ^[N] ^N
^N
 ay iyong nutritionist examination at saka
^N
stenographer examination.
^V
 2. Hindi pa namin nalalaman pero naka-schedule
 na iyan.
 3. At saka iyong first grade at saka second grade
^{Adj} ^{Adj}
^V
 inii-schedule na namin iyan.

- 8.27, GS.9, 1. Sa buong Pilipinas ho iyon?
- 8.28, NP.8, 1. Sa buong Pilipinas.
- 8.29, GG.12, 1. *What about those in other countries who would want...who wish to take the examinations, papaano po ang pagbibigay sa kanila?*
- 8.30, NP.9, 1. Wala ditong kumukuha ng ^NCivil Service examination from other countries, pero kung...
- 8.31, GG.13, 1. Hindi po, iyong ating mga kababayan na nasa ibang bansa?
- 8.32, NP.10, 1. Nagpapadala kami ng ^Nrepresentative doon sa kagaya sa Washington o Tokyo o Paris *from the Civil Service* upang kwan...at kung wala naman kaming maipadala, ^Vinaw-authorize namin ang ^Nambassador o ^Nminister sa ating ^Nembassy sa ^Nabroad na sila ang mangasiwa ng eksamen sa...
- 8.33, GG.14, 1. *In other words* ^{RM}po, kung...kahit na wala kayong ugnayan, *let's say*, sa Belgium o sa Canada, ano po, e ito pong mga taong ito ay pwedeng gumawa ^Nng request para po sila ay makakuha ng ^Nexamination *in their own embassies there?*
- 8.34, NP.11, 1. Opo, naaari iyon pero ang ginagawang kundisyon ng opisina ay sila ang sasagot sa gastos.
- 8.35, GG.15, 1. Sila ho ang...
2. ^NAtty...^NMr. Susmeña.
- 8.36, GS.10, 1. Ano bang mga ^Nexam ho iyon na naibigay ng ^NCivil Service doon sa ibang...
- 8.37, NP.12, 1. Kagaya ng ^Ncareer service examination nagbigay na kami niyan.
2. Kagaya noong ^{Adj}first grade at ^{Adj}second grade.

3. At kagaya nitong eksameng hinihingi ng ^NForeign Affairs,
 iyong ^{Adj}foreign staff officer and ^{Adj}foreign staff clerk,
 karaniwan ang kukuha niyan ay nasa ^[N]Philippine
^{Adv}embassies abroad.
4. Kaya iyan e baka humingi ng ^Nrequest ang
^NForeign Affairs na magbigay sa Washington, Paris,
 Belgium o Tokyo.
- 8.38, GG.16, 1. Hindi naman po sa ano, ano ho ang pinakamahirap
 sa ^Nexamination na binibigay ng ^NCivil Service
Commission?
- 8.39, NP.13, 1. Iyong mga ^Nspecialised examination katulad ng
^{Adj}economist, mahirap iyan.
 2. ^{Adj}Loan evaluator, bangko ang humihingi niyan e
 kaya mahirap iyan.
 3. At saka ^Nfirst grade...examination mahirap iyan.
- 8.40, GS.11, 1. Iyong ^{Adj} ^[N]last month ho, nagbigay kayo ng
^Neconomist exam, hindi ba ho?
- 8.41, NP.14, 1. Mga ilang buwan nakaraan.
- 8.42, GS.12, 1. Kailan kayo ho ang ^{Adj} ^[N]expected result noon?
- 8.43, NP.15, 1. Malapit nang ma-^Vrelease iyon.
 2. Baka sa dadating na linggo lumabas na ang ^Nresult noon.
 3. Tapos na ang ^Ncorrection noon e.
- 8.44, GG.17, 1. *Going back to the results of the examination,*
Atty. Peña, mayroon pong mga ating kababayan na
kadalasan po ay nagtatanong kung ano ang nangyari
 sa kanilang ^Nexamination, kung sila ay nakapasa o hindi.
 2. Napag-alaman po natin doon po sa ilang lumihang
 sa atin na mayroon po tayong mga kababayan na
 naghlhintay ng sagot sa ^{Adj}National...o sa
^NCommission on Civil Service upang malaman kung sila
 ay pumasa o hindi.

3. Mayroon po kaming nabalitaan na mayroon po tayong
 mga kababayan na kumuha ng ^Nexaminations *as early
 as the sixties* subali't hanggang ngayon ay hindi
 po nila malaman king sila ay pumasa o hindi.
4. Ito po ba ay...na pwede nyong bigyan ng liwanag
 at kung maaari naman ay papaano po ang paraan
 na kanilang dapat na sundin upang malaman ang
^Nresults?
- 8.45, NP.16, 1. Nalaman ng lahat na ang ^{Adj}Civil Service ^[N]building
 doon sa P. Paredes ay nasunog noong ika-labimpito
 ng Septyembre, ^Nnineteen seventy-one.
2. Ang nasunog na eksamen dito ay iyong ^{Adj}first grade
 at saka ^{Adj}second grade.
3. Sunog na sunog Iyan.
4. Kaya iyong mga kumuha nito ay hindi na makakaasa
 na sila ay makakatanggap pa ng ^Nresult o nota.
- 8.46, GG.18, 1. Kung sakali pong pumasa ako noong ^Nexamination
 na iyon, papaano naman po iyon?
- 8.47, NP.17, 1. E wala na, nasunog iyon e.
- 8.48, GG.19, 1. Ano po ito, na-^Vcorrect na po iyong mga papeles
 na iyon?
- 8.49, NP.18, 1. Hindi pa nako-^Vcorrect iyon dahil sa noong masunog
 iyon ay kasalukuyang dadalhin iyon sa ^Ncomputer
 pero inabot ng sunog.
- 8.50, GG.20, 1. *I see.*
- 8.51, GS.13, 1. Tungkol naman ho dito sa mga ^Neligibility ho ano?
 2. Ang sabi nila ltong ^Ncareer service raw...
^{Adj}equivalent ng ^Nfirst grade exam?
- 8.52, NP.19, 1. Totoo iyon, tama iyon.

- 8.53, GS.14, 1. Itong ^{Adj} sub-professional, ^{Adj} second grade?
- 8.54, NP.20, 1. Oo, totoo rin iyon.
- 8.55, GS.15, 1. A ganoon.
2. At saka hindi na ho pwedeng gagamitin iyong
mga ^N teachers' eligibility sa ibang ^N position kundi
sa ^N teaching iang?
- 8.56, NP.21, 1. Iyong eksamen na ang ^N title ay ^N teacher eligibility
ay hindi magagamit iyon sa ^{Adj} clerical o sa
^{Adj} administrative.
2. Para sa ^N teaching lamang iyon.
3. Subali't iyong ^{Adj} senior teacher na ibinigay noong
before nineteen fifty-nine, pwedeng magamit iyon
sa ^{Adj} clerical sapagka't iyong batas ^N Republic Act
twenty-two six-zero ay lpinagbawai na ang isang
^N eligibility ay ma-^V convert o magamit sa ibang posisyon.
- 8.57, GS.16, 1. Dito naman po, ^N Atty. Peña, sa mga ^{Adj} testimonial,
ano ho...ano bang ^N position diyan na pabigyan ang
^{Adj} testimonial sa ^N Civil Service.
- 8.58, NP.22, 1. Iyong ^N testimonial eligibility ginagamit nyo sa
mga pwestong tinagurian ng ^N blue collar job kagaya
ng mga ^N skilled labourer, kagaya ng ^N carpenter,
kapatas, ^N mason at ^N welder.
2. Iyan ang ^{Adj} testimonial.
3. Pero iyong isang kiaseng ^{Adj} testimonial na tinatawag
na ^{Adj} unassembled kagaya noong ^{Adj} first grade unassembled
at saka ^{Adj} teacher unassembled iyan ay nabigay ng
Serbisyo Sibil at ang...
4. Iyan ay pwede ring gamiting katulad noong ^{Adj} first
^N grade written examination at iyong ^{Adj} teacher
^N unassembled ay katulad din iyon ng ^N teacher written
examination.

- 8.59, GG.21, 1. Ano po iyong ^{Adj} unassembled na tinatawag?
- 8.60, NP.23, 1. Iyong ^{Adj} unassembled ^N wala iyong written test.
 2. Iyong mga ^V nag-apply doon ay minamarkahan lamang ^N sa kanilang karanasan o experience sa gobyerno o ^N sa teaching at saka sa kanilang mga educational ^N qualification.
- 8.61, GG.22, 1. Mabalik po tayo dito sa mga may mga ^N experience ^N na mga teachers.
 2. *They were made to believe* na kapagka lumagpas po ng sampung taon sila sa pagtuturo ay hindi na po sila pwedeng alisin sa kanilang pagtuturo.
 3. Totoo po ba ito?
- 8.62, NP.24, 1. Tama iyan.
 2. Iyan ang nalalathala sa Batas ^N forty-eight sixty-four.
 3. Pag ang isang maestra ay mayroong sampung taon tuloy-tuloy at wala pong pwang sa pagtuturo ay ^{Adj} sila ay magiging permanent na at hindi na sila maaalis.
- 8.63, GG.23, 1. Para po silang kumuha na rin ng ^N Civil Service examination?
- 8.64, NP.25, 1. Ang kaibahan lamang, wala silang ^N eligibility.
 2. Hindi sila mapo-promote.
 3. Ang kanila lamang pwesto ay magiging permanente.
 4. Pero hindi sila ^V mapo-promote hanggang hindi ^N sila makakapasa sa isang eksamen ng teacher.
- 8.65, GG.24, 1. *What do you mean* hindi ^V mapo-promote?
 2. Ano po ang...
- 8.66, NP.26, 1. Dahil sa kung ang isang ^N teacher ay ang ^N salary ay ^N classroom teacher, hanggang doon na lamang ang kanyang pwesto.

2. Hindi na siya magiging ^N head teacher.
- 8.67, GG.25, 1. *Supposing the teacher finishes, let's say, an M.A. degree, hindi po ba ito makadaragdag sa kanyang ^N efficiency?*
- 8.68, NP.27, 1. Pwede siyang mapataas pero ang kanyang ^N status ay magiging ^{Adj} temporary.
- 8.69, GG.26, 1. Wala na rin po iyong kanyang dating ^N privileges?
- 8.70, NP.28, 1. Wala na.
2. Wala na iyong kanyang ^N permanent appointment.
3. At kung siya ay dalaga at mag-aasawa at manganganak siya, ang kanyang ^N maternity leave ay kakaunti.
- 8.71, GG.27, 1. Pero *as with the permanent item*, kahit na po wala siyang ^N eligibility, kung sampung taon (o) ^{Adv} above ay mayroon po siyang mga ^N benefits na matatanggap?
- 8.72, NP.29, 1. Mayroon, mayroon.
2. Lalo na ang ^N maternity leave ay mayroon siya *as permanent teacher*.
- 8.73, GG.28, 1. Pwede na rin ano?
2. Kung taun-taon naman mayroon kang iyong ^N increase buhat sa gobyerno.
3. Sakop rin po siya ng mga ^N increases sa gobyerno?
- 8.74, NP.30, 1. Oo, sakop.
- 8.75, GG.29, 1. May ^N promotion din.
2. Narito rin po si Mr. Susmeña *before we close the programme*.
- 8.76, GS.17, 1. Ibang ^N subject naman ho.
2. Ano kayang ^N advice maibigay ng ^N Civil Service *to the citizenry on how to improve the Civil Service insofar as the participation of the people is concerned?*

- 8.77, NP.31, 1. Malaki ang maitulong ng mamamayan.
2. Dapat lamang nilang malaman kung ano ang mga batas tungkol sa Serbisyo Sibil.
3. At kung sila ay mayroong kailangan sa Serbisyo Sibil ay sundin lamang ang nasa batas.
4. Marami tayong magagandang batas na umiiral lalo na nitong panahon ng ating mahal na Presidente Marcos.
5. Maraming batas siyang pinalabas tungkol sa ^N
Civil Service.
6. At iyan ay kung masusunod ay maganda ang takbo ng ating pamahalaan.

- 8.78, GG.30, 1. Bueno, mga kaibigan, isang minuto muna para sa ^N
ating mga recap ng mga balita.

NEWS

- 8.79, GG.31, 1. Patuloy po tayo.
2. Bilang...mayroon po tayong isang minuto pa *for this particular question*.
3. Kamakailan po ay nagbigay ng ^N
unassembled exam
para sa mga ^N translator o ^N interpreter na...sa ^N
Civil Service.
4. Ano po ba ang ^{Adj} equivalent ng naturang ^N unassembled exam?
- 8.80, NP.32, 1. A, iyang eksameng iyan para lamang doon sa eksamen ^{Adj}
iyon at iyanay wala namang equivalent pero iyan ay kung anong pwesto at kung anong ^N salary ay doon lamang niyang ^N eligibility-ng iyan sa ^N translator at ^N
interpreter.
2. Wala nang ^{Adj} equivalent.
- 8.81, GG.32, 1. Wala nang ^{Adj} equivalent.
2. Mayroon po bang mga ^N qualification o iyon pong mga ^V
nakapasa rito ay nai-place na po?

- 8.82, NP.33, 1. Ay, hindi namin nalalaman iyan.
2. Pero...a...karaniwan diyan sa ^Nexam, iyan ay nasa pwesto na iyan e.
- 8.83, GG.33, 1. *I see.*
- 8.84, NP.34, 1. Ang ^Npurpose lamang niyan ay para maging ^{Adj}permanent sila.
- 8.85, GG.34, 1. *I see.*
2. Bueno, mga kaibigan, nais ko pong pasalamatan ang ating mga naging panauhin, sina ^NAtty. Nicomedes Peña, ^Nexecutive director ng ^NCivil Service Commission, at si G. Gaudioso C. Susmeña, ^NJr. na siya pong ating panauhin buhat naman sa U.P.... ^{Adj}Public...College of ^NPublic Administration at isang guro ano po?
3. Ayon.
4. At mga kaibigan, ito po si Gerry Geronimo, nagpapaalam, nagpapasalamat sa ating mga kaibigan, tagasunod sa ating Pulong-Pulong sa Kunlaran.
- * * * * *
- 9.1, GG.1, 1. Maraming salamat po at magandang-magandang umaga, mga kaibigan.
2. Ito po si Gerry Geronimo sa ating Pulong-Pulong sa Kaunlaran.
3. Kapiling po natin ang atin pong mga panauhin, sina ^NAtty. Fausto Varela, siya po ang ^Ndeputy commissioner ng ^NCivil Service Commission at ang kasama po natin sa ating ^Npanel ay si ^NMiss Liwayway Calalang ng ^NDepartment of Labour.
4. Tayo po ay dadako sa atnng paksa sa araw na ito na atin pong pinasimulan kahapon na nauukol sa ^NCivil Service Week na nagdiriwang o ang Komisyon na nagdiriwang ng kanilang ^Nanniversary mula po Septyembre a trece hanggang Septyembre diecinueve.

5. Kaya't, mga kaibigan, antabayanan po ang ating mga tatalakayin sapagka't *this concerns those who are in the Civil Service* at iyon pong hindi pa nakasasali at ^V covered ^N ng Civil Service na nais kumuha ng impormasyon na kanilang kakailanganin.
6. Tayo po'y magpapatuloy; samantala, narito muna ang ilang minutong pagbabalita sa wikang Pilipino.

NEWS

- 9.2, GG.2, 1. Bueno, mga kaibigan, balikan po natin ang ating mga panauhin at sa atin pong pagsisimula ay nais ko lamang na makuhanan ng ilang pangungusap si ^N Atty. Varela, ang ating ^N deputy commissioner ng ^N Civil Service, kung ano ang kanilang tinaguriang ^N ideal public servant at mga paliwanag upang ating malaman ang mga katangian ng kanilang tinaguriang ^N ideal public servant ^{with PP} in the government.
- 9.3, FV.1, 1. Maraming salamat, Gerry, at dito sa aming pagdalo rito ngayon sa pagdiriwang namin ng tinatawag na ^N Civil Service Week at upang kami'y makapaglahad ng mga dapat malaman ng mga ating kababayan lalung-lalo na iyong mga nasa serbisyo ng pamahalaan.
2. Kaya't ako ngayon ay naghihintay ng mga tanong ng ating... ng aking tagapagtanong.
- 9.4, GG.3, 1. Si ^N Miss Calalang po, kagaya ng aking nabanggit, ay makakapiling natin sa ating ^N panel discussion sa umagang ito.
2. Ano po ang inyong nais na itanong, ^N Miss Calalang?
Interj
- 9.5, LC.1, 1. Well, ang una ko hong tanong ay alam kong napakasimple.
2. Ito ay may kinalaman sa kahulugan ng tapat na panunungkulan.
3. G. Varela, ano ang inyong masasabi na batayaan upang malaman natin na ang isang kawani ay nanunungkulan nang tapat sa pamahalaan?

- 9.6, FV.2, 1. Sa wikang Inggles, iyong 'tapat' ay ibig sabihin
 ay ^{Adj}'faithful' o di kaya ^{Adj}'loyal'.
2. Kaya't masasabi natin na kung ang isang kawani ay tapat sa kanyang panunungkulan, siya ay naglilingkod nang dahil sa bayan, dahil sa pamahalaan at sa mga mamamayan na walang pagtingin sa kanyang sarili, sa kanyang sariling...kabuhayan.
3. At ang kanya lamang sinisikap ay makapaglingkod nang tuwid at makapagbigay ng paglilingkod sa bayan.
- 9.7, GG.4, 1. ^NAtty. Varela, nabanggit po natin itong ^Nideal public servant, ano po, at malaking pagbabago na dala ng ^Nproclamation of Martial Law ^{with PP} ng ating Pangulong Marcos.
2. Sa inyo po bang pakikipag-ugnayan sa lahat ng ahensya ng ating pamahalaan ay ano pong mga ^Nchanges ang napansin ninyo kung ang pag-uusapan po natin ay ^{Adj} ^[N] ^{with PP} individual actuations on the part of the public service people?
- 9.8, FV.3, 1. *There has been a remarkable change from the old ways of the Old Society to the present system under the New Society because now there is emphasis on morality in the public service.*
2. *Heretofore, the emphasis was on capacity, efficiency, but because of circumstances prevailing during the Old Society where there was the so-called '^Npalakasan' the so-called '^Npadrino' and the '^Ntayo-tayo' systems, while the laws then were still good and just as good as the laws now, the implementation was attended by leniency, laxity so much so that the Service was the one that suffered and we got anomalies in the government.*
3. *Under the New Society, there is an emphasis, as our President has often and often warned, there is an emphasis on morality in the public service, the faithfulness of a public servant in the rendition of his duties and these gains, as the President has repeatedly warned, will all be lost if we slide back.*

4. *That is why the Civil Service Commission is now alert in seeing to it that the gains of the New Society continue and are perpetuated.*

9.9, GG.5, 1. *Miss Calalang.*

9.10, LC.2,1. G. Varela, nabanggit ninyo ang ^Nalertness ng ^NCivil Service Commission.

2. Sa papaano kayang pamamaraan napairal ng Komisyon ang tapat na panunungkulan sa Bagong Lipunan?

9.11, FV.4,1. Iyon po ay unang-una ay nasa mga tao iyan.

2. Ang ^NCivil Service Commission ay para lamang isang tagapangalaga.
3. Ang ^NCivil Service Commission, nang mapairal iyan, naumpisahan na natin sa Bagong Lipunan sa pamamagitan ng pagpapasunod sa mga batas ng ^NCivil Service at mga ^Nregulation ng ^NCivil Service.
4. At mapalad nga po tayo ngayon sapagka't ang ^NCivil Service ay nakagagalaw nang independyente sapagka't mayroong ^Nbacking unang-una na ng Presidente dahil sa layunin na inilagay ng Presidente na ang serbisyo sa pamahalaan ay maging tapat, na walang katiwalian.
5. Iyan po ang paraan upang ang ^NCivil Service ay mapangasiwaan ang paglilingkod sa bayan.

9.12, LC.3, 1. Marami hong nakakaalam na mayroon tayong mga batas upang mapairal ang tapat na panunungkulan.

2. At nabanggit ninyo na ang isa sa pamamaraan na mapairal yaon ay sa pamamagitan ng pagpapasunod.
3. Madali hong sabihin iyong pagpapasunod lalulu't-lalo na at nakikita ng ating mga mata ang mga kawani na dapat tumalima sa mga ganyang batas at sa mga ganyang alituntunin.
4. Subali't papaano kayong nakatitiyak na iyong mga kawani na nagtatrabaho o naninilbihan sa mga lalawigan at malalayong pook ay tumutupad sa mga kaukulang alituntunin?

- 9.13, FV.5,1. Sa mga lalawigang nabanggit ninyo, ngayon, ang ^N
Civil Service Commission ay mayroong mga regional
offices na sumasakop sa iba-ibang purok ng ating
 bayan.
2. Iyan ang siyang representante ng ^N
Civil Service
Commission.
3. Pwera pa diyan ang mga nanunungkulan, lalunglalo
^N
 na iyong mga tinatawag na appointing officers sa
^N
 lalawigan, sa local government, sila naman ay ngayon
 ay nag-iingat din dahilan nga sa palakad ngayon na
 kaiba noong Lumang Lipunan.
4. At ang ^N
Civil Service ay tumatanggap din ng mga
 sumbong ng ating mamamayan at oras...sa oras na
^N
 iyang sumbong na iyan ay matanggap, ang Civil Service
 ay kaagad-agad gumagawa ng hakbang at inuusig na
 kung talaga namang mayroong kasalanan ang isang
 kawani, sila ay inuusig at pinararatangan ng dapat
 na parusa.
- 9.14, GG.6,1. Mabalik po tayo doon sa binanggit ninyong ^N
sliding-back
 with PP
on the attitude of a government employee or official,
 ito pong mga masasamang kaugalian na atin pong
 nakapiling ano po? noong tayo ay nasa Lumang Lipunan
 pa, *so to speak*, ay marami ang nagsasabi at nakapupuna
 na ito raw po sa ibang mga tanggapan ng ating
 pamahalaan ay nakikita pa rin at kung baga sa
 ano ay hindi masyadong nagalaw noong magkaroon tayo
^N
 ng pagbabago o noong iproklama ang Martial Law.
2. Na sinabi na nakita lamang ang pagbabago noong mga
 ilang linggo o buwan makalipas po ang proklamasyon
 ng ating Pangulo.
3. Papaano naman po ninyo mababalikan ang mga taong ito
^V
 at malalaman kung sino talaga ang involved dito sa
^N with ^{PP}
sliding-back attitude on the part of the government
officials and employees?
- 9.15, FV.6,1. Iyon pong bagay na iyan, ang katotohanan hindi
 magagawa ng isang organisasyon lamang.

2. Sapagka't tayo'y nasa Bagong Lipunan, iyan ay ating katungkulan ng lahat, hindi lamang ng Serbisyo Sibil kundl ng mga iba-ibang departamento, iba-ibang mga opisina na mayroon namang kanllang mga pinuno iyan at ang madla na rin, ang mga mamamayan na ngayon ay gising na.
3. Iyan sa pagtulung-tulong, maaaring iyon mga kawaning hindi...nagbabago o bumabalik sa dating ugali ay maaaring isumbong at ang Serbisyo Sibil ay laan na tuparin lahat ng batas, lahat ng regulasyon ng Serblsyo Sibil upang magkaroon ng efficiency, integrity, honesty and morality sa Civil Service.

9.16, GG.7, 1. ^NMiss Calalang.

- 9.17, LC.4, 1. Ang akling susunod na katanungan ay may kaugnayan sa tanong ni Gerry.
2. G. Varela, kung ang isang kawani sa pamahalaan ay mapag-alaman na hindi pala tapat sa panunungkulan, anong mga hakbang ang malpapayo ninyo sa mga pinuno upang masugpo ang mga maling gawain ng nasabing kawani?

- 9.18, FV.7, 1. Iyan po ay maraming paraan.
2. Kung ang katiwalian na iyan ay hindi kabigatan, kung iyon ay dahil lamang sa kakulangan ng pag-aaral o kakulangan ng kapasidad ng isang empleyado, ang paraan po doon ay magkaroon ng ^Ntraining o kaya naman ^Ncounselling.
3. Na iyong empleyadong iyon o kawaning iyon ay mapagsabihan.
4. Nguni't kung iyon ay hindi nagbabago o kung ang katiwalian ay mabigat, mayroon po namang mga ^Nrules at reglamento na dapat siya ay isumbong at pagkatapos, kung talagang mabigat ang kasalanan, maaari siyang allsin sa kanyang trabaho.
5. At kung ang kasalanan ay mayroon pang kinalaman sa ^Ncriminal action, maaari pa siyang ihabla sa mga hukuman.

- 9.19, GG.8, 1. Ito ho bang mga kasong ito ay ^{CorrConj} both criminal at saka ^N administrative cases ito po ba ay ifina-^V file ng ^N Civil Service Commission o ^{Adj} individual ano naman ^[N] with PP ito (pursuance) of cases.
- 9.20, FV.8, 1. Kung ang ebidensya ay nakikita, kamukha ng mga ^N malversation, mga pagnanakaw, ang ^N Civil Service pwera pa sa pagdi-^{N+V} dismiss at pag-aalis inirerekumenda ^N sa Department of Justice at sa ^N Chief Prosecutor na maglagay ng isang ^N criminal action at i-^V file sa fiskal ang kaso.
- 9.21, GG.9, 1. Ito po bang mga ^V covered ninyo kagaya po ng sa mga kaso ng mga pulis ay kayo rin po ang nangangalaga.
- 9.22, FV.9, 1. Sa ngayon po, dahilan sa ^N integrated re-organisation plan, ang mga myembro ng pulis sa buong Pilipinas ay nasasakop ng NAPOLCOM.
2. Sila ay mayroong ^{Adj} special letter of instruction na nagbibigay sa kanila ng karapatan na magbigay ng eksamen para sa mga pulis at sila rin ang nagnonombra ^N sa mga myembro ng mga pulis, sa chief of police at sa mga pulis at ng lahat ng ranggo sa pulis.
3. Sila ang...nagkakaroon ng karapatan sa pagbibigay ^N ng mga promotion.
4. Sila rin ang nag-aalis doon sa mga myembro ng pulis na nagkakasala.
- 9.23, GG.10, 1. Bakit po inalis po sa ^N Civil Service ang mga ^N members ng police agencies?
- 9.24, FV.10, 1. Dahil nasa ^N integrated re-organisation plan po iyan.
2. Iyan nasa ^N re-organisation ng ating pamahalaan.
- 9.25, GG.11, 1. *I see.*
2. *What about the teachers, Atty. Varela?*

- 9.26, FV.11,1. *Well, the teachers, they have their...under the re-organisation plan also, the teachers in matters of examination.*
2. *Now, but the law, the law, the Civil Service law, Republic Act sixty-fourty, authorises the Department of Education to give examinations for teachers with the assistance of the Civil Service Commission.*
 3. *Now in all other matters, like appointments and discipline, the Civil Service still has jurisdiction over the teachers.*
- 9.27, GG.12,1. *I see.*
2. *Miss Calalang?*
- 9.28, LC.5, 1. *Ipagpaumanhin ninyo, G. Varela, kung banggitin*
^N
ko ang Civil Service Commission sa aking susunod na tanong.
2. *Noong panahon ng Lumang Lipunan, maraming mga*
^N
salita na nadidinig na diyan mismo sa Civil Service Commission ay may mga nanunungkulan na hindi matapat.
 3. *Halimbawa, mayroong mga nagbebenta ng examination*
^N
o mayroong mga gumagamot ng appointment.
 4. *Ibig sabihin ho, iyong mga hindi karapat-dapat e naipapasa at mayroon naman na karapat-dapat na hindi makapasa.*
 5. *Anong...kung iyan ho ay totoo, ano namang mga*
^N
pagmamaraan ang nagawa na ng Civil Service Commission upang itong mga gawaing ito ay masugpo kung talaga ngang mayroon dito sa panahon ng Bagong Lipunan?
- 9.29, FV.12,1. *Alam ninyo, gaya na ng nasabi ko noong isang beses*
^V
na ako'y ma-interview dito, ako rin ay nakarinig at hindi lang nakarinig kundi nakaalam ng mga katiwaliang iyan gaya na nga ng nabanggit ninyong mga anomalya sa eksamen.
2. *At akin ngang nasabi dito na noong mga panahong iyon, ako ay...hindi ko masabi ang tiyak sapagka't*
^N
ako'y wala pa sa Civil Service Commission.

3. Sampung taon akong wala diyan at magmula noong
^N
nineteen sixty-two at ako ay nabalik lamang noong
^N Adv [N]
nineteen seventy-two, exactly May nineteen seventy-two.
4. Nguni't pagbalik ko at komo ang mga papeles ay
 nagdadaan na sa akin, nalaman ko na talagang
 nagkaroon...nagkaroon ng mga anomalya, mga
^N ^N ^N
falsification, fake rating, fake eligibility at
^N
 iyan ay naging national scandal na.
5. Ngayon ang isa sa mga recommendation ko sa
^N ^N
Commissioner ay ihablang lahat iyan, ke fixer, ke
^N
teacher, ke sinuman sila basta kasangkot.
6. Pero napagkayarian sa isang pulong ng Department
^N ^N
of Education at ng aming Commissioner na iyong mga
^N ^N
teacher na nasasangkot sa fake rating ay huwag nang
^N
 ihabla sapagka't kailangan sila na maging
witnesses.
7. Sapagka't kung walang witness,^N hindi poprospera
 ang kaso.
8. At ang huhulihin lamang ng Civil Service^N ay iyong
^N ^N
 mga mastermind, iyong mga talagang fixer at
^N ^N
 gagamitin itong mga teacher parang prosecution witness
 na siyang magtuturo kung sino iyong lumoko sa kanila.
- 9.30, GG.13,1. Sila po ba ay pananatiliin sa kanilang mga posisyon
^N
 bilang teachers?
- 9.31, FV.13,1. May condition^N ho iyon, may condition^N sapagka't
^N
 komo sila ay fake rating ang dala nila, wala
^N
 silang eligibility.
2. Na kung sila'y walang eligibility,^N maaari silang
 Adj [N]
 alisin any time at marami na nga sa kanila ang inalis.
3. Ngayon binigyan sila ng condition^N na kung kayo'y
 patutuloy at hindi kayo uurong sa habla, sapagka't
 iyong mga iba ay natatakot pagka't sila raw ay
^N
 pinagbabantaan nitong mga fixer at umuurong.

4. Ngayon ang ^Ncondition sa kanila, kung kayo'y uulong, wala na kayong ^Nchance maski ^{Adj}temporary sapagka't sila ay hindi ^{Adj}eligible.
5. Kung walang ^{Adj}eligible, maaari pa rin silang magpatuloy as temporary.
6. Ang hirap po nga ngayon, sapagka't ang ^NDepartment ^Nof Education ay nagbigay ng isang eksamen ng ^Nteacher noong ^Nnineteen seventy-two at mga animnapung libo ang pumasa.
7. Kung kaya't itong mga ^Nteacher na ^Vinvolved na ito na hindi ^{Adj}eligible ay unti-unting naalis, hindi dahil sa kaso kundi dahil sa hindi sila ^{Adj}eligible.

9.32, GG.14,1. *I see.*

2. Bueno, mga kaibigan, bago po tayo magpatuloy, tayo po'y wala nang panahon, narito muna ang isang ^Nminutong recap ng ating mga balita para sa araw na ito.

NEWS

9.33, GG.15,1. Bueno, mga kaibigan, maari nating bigyan ng isang ^Nminuto si Miss Calalang upang makuha ang ilang impormasyon kay ^NAtty. Varela.

2. Wala na po tayong oras.

9.34, LC.6, 1. Nadinig ko na kay G. Varela kung ano ang nangyari doon sa mga ^Nteachers.

2. Interesado ho ako kung ano ang nangyari doon sa mga ^Nmastermind at saka ^Nfixers.
3. Sila ho ba ay nabigyan ng parusa o nanatili pa sila sa pamahalaan?

9.35, FV.14,1. Hindi.

2. Sila ay wala pang parusa sapagka't nililitis pa.
3. Pero lahat sila ay under bail na ngayon, on bail.

- Interj Adv
- 9.36, GG.16, 1. Well, anyway, mga kaibigan, ito pong paksang ito ay hindi natin pagpapatuloy sapagka't ito po ay nasa husgado pa at hindi natin pwedeng pag-usapan
V + N with PP
sapagka't baka tayo ay ma-contempt of court.
2. Bueno, mga kaibigan, nais ko pong pasalamatan ang
N
ating mga naging panauhin, sina Atty. Fausto Varela,
N N
ang deputy commissioner ng Civil Service Commission,
N N
at si Miss Liwayway Calalang ng Department of Labour
sa kanilang pagbibigay-daan sa ating pagtatanghal sa araw na ito.

* * * * *

- 10.1, GG.1, 1. Magandang umaga po, mga kaibigan.
2. Mulli pong sumasainyo ang ating palatuntunan, Pulong-Pulong sa Kaunlaran.
3. Kagaya po ng dati, kagaya po ng aking naipangako sa inyo, tuwing sasapit ang araw ng Byernes ay aming ihahatid sa inyo ang mga bagay-bagay na may kaugnayan sa tinatawag po natin sa wikang inggles na
N
family planning.
4. Subali't dahilan po bukas ay mayroon tayong special
Adj
[N]
Thanksgiving Day presentation ay atin pong ihahatid sa araw na ito ng Hwebes ang nauukol sa
N
family planning.
5. Naimbitahan po natin sina Direktor Mayo Lopez na siya pong associate director ng Commission on Population
N N
at saka si Doctor Andromeda Romulo na siya pong
N with PP
project officer for clinic services ng nasabing Komisyon.
6. At makakapiling din po natin sa ating discussion
N
with PP
for this morning si G. Pete Esperanza Cruz at siya
N
po ang ating kasama sa panel.
7. At tayo po'y dadako sa ating mga paksa, mga kaibigan, matapos lamang ang ilang minutong pagbabalita sa wikang Pilipino.

NEWS

- 10.2, GG.2, 1. Balik po tayo, mga kaibigan, sa ating mga panauhin at nais kong kunin kaagad ang ilang impormasyon sa ating mga panauhin.
2. Marahil makabubuti, Pete, kung ating sisimulan kay Direktor Mayo Lopez at makuha natin sa kanya ang ^Nviews or...o iyon pong mga impormasyon na may kaugnayan sa pagkakabuo ng tinatawag na ^NCommission on Population.
3. *Can you elaborate on this, Director?*
- 10.3, ML.1, 1. Ang Komisyon po ay itinatag ni Presidente Marcos bilang isang ^Nspecial body noong mil nueve cientos sitenta'y nueve.
2. Ito po'y inatasan na mag-ano...^Vmag-study noong tinatawag nating ^Npopulation problem na noon ay nagpapalala sa ating ^Nsocio-economic situation ano? dahil doon nga...na ang kinalabasan noong study na iyon na mas malakas ang pagtaas ng ^Npopulation natin kaysa sa pag-unlad noong ating ^Nagro-industrial production ano?
3. *So with this background, the President and I think at that time then Executive Secretary Salas put together a study commission of about twenty-four people no? composed of both government officials and private sector representatives no?*
4. Ang kinalabasan po nito, ng...^{Adj}the special commission, ay in ^[N]nineteen seventy nagtatag ng ^Vspecial government action commission no? na mag-i-^Nimplement noong mga ^Nresult noong original study.
5. *And one of these...one of the results was a recommendation to implement a massive programme of family planning as one of about eight major recommendations centring on migration, urbanisation, special distribution of population, study on labour force mix, tapos iyon nga po, family planning ano?*

6. Ang ^Nfamily planning component po dito *is really the most crucial at the moment* dahil doon nga po sa sinabi kong masyadong mabilis na pagdami ng tao sa Pilipinas ano?
7. Noong ^Nnineteen sixty-nine po, ang ating ^Nrate with PP ^{Adj} ^[N]of population growth ay ^{Adj} ^[N]three point two per cent.
8. Sasabihin ng marami na para namang ang liit ano? at saka malawak pa naman ang lupain ng Pilipinas.
9. Pero ang ibig pong sabihin noon e sa bawa't minuto po, tatlong ^Nbabies ang isinisilang.
10. Ibig sabihin noon na ^{Adj} ^[N]every hour ^{Adj} ^[N]a hundred eighty babies ang nadadagdag sa ^NPhilippines.
11. Kung imu-^Vmultiply po natin ito *by twenty-four hours* e mahigit-kumulang e mga limang libo ang lalabas, ^{Adj}five thousand *in a day* ano?
12. Tapos *if you multiply that by three hundred sixty-five* ^{IM}days e one million five hundred fifty thousand plus new babies are added to the population every year.
- 10.4, GG.3 1. Hindi po ba ito naman ay naba-^Vbalance naman ng ^Nmortality rate?
- 10.5, ML.2, 1. Ang namamatay pong...hindi naman po sa nais kong ^Vmag-sound na ^{Adj}morbid ano? o karumaldumal, pero ang namamatay lang po na Pilipino sa isang minuto ay isa.
2. Ang ibig pong sabihin e kahit na mamatay man ang isa e dahil sa tatlo ang pinapanganak, may dalawa pa ring natitira.
3. At ang ^Nnet effect po nito e ^{Adj} ^[N]every year maski tanggalin mo iyong namamatay, mayroon pa ring ^{Adj}one million fifty-one thousand na nadadagdag.
- 10.6, GG.4, 1. Taun-taon iyan?
- 10.7, ML.3, 1. Taun-taon iyan.

- 10.8, GG.5, 1. Direktor, mabalik po tayo rito sa pagkakabuo ng
^N
Commission on Population.
2. Ano naman po itong Family Planning Organisation?^N
3. Bakit *even without mentioning the Commission on Population* ay mayroon na po tayong nababalitaan
^N
 noong mga nakaraang panahon na family planning group
 na siya pong namamahala ng mga ganitong bagay
 para sa kaalaman ng ating mga kababayan?
- 10.9, ML.4, 1. Hindi lang ho group ano?^N
2. Ang katunayan po ay groups talaga iyan, marami.^N
3. Kung tutuusin po natin, ang family planning ay
^N
 unang dinala dito sa Pilipinas hindi noong nineteen
^N
sixty lamang kundi noong nineteen thirties pa.
4. Mga Amerikano po ang nagdala nito dito dahil ang
^N ^N
family planning movement yata sa America e nagsimula
^N
 noong mga nineteen thirties ano?
5. At dahil noon ay tayo ay nasa Amerikano pa, hawak
^V ^V
 pa tayo ng Amerikano ay madaling i-export...i-import
^N
 dito iyang family planning ano?
6. Pero iyon nga dahil sa tayo'y Catholic country at
^N
 noong mga panahong iyon ay medyo kasalanan pa ang
^N
 magsalita ng tungkoi sa family planning ay hindi
 kaagad umunlad ano?
- 10.10, GG.6,1. Bakit po noon kasalanan?
- 10.11, ML.5,1. Ang stand po kasi noong Church noon, bago noong
^N ^N
 talagang lumaki iyong population ng buong mundo ano?
^N
was that really ang procre-...ang marriage act, iyong
^N ^{with PP}
sexual act in marriage was basically number one for
^{Interg}
procreation and education of children ano?
2. Halos pa noon e kung...dapat e bawa't beses na
 sumiping ka sa misis mo e dapat mabuntis para hindi
 ka...para sabihin na hindi kayo makasalanan ano?

3. Pero noong mga ^N nineteen fifties ay nakita na na maski mismo ang ^N Vatican, nakita na talagang mabilis ang pagdami ng tao.
4. Sinabi ni ^N Pope Pius the twelfth na kung talagang ^{V+N} kinakailangan, maari na ring mag-family planning ang mga Katoliko pero ang pwede lang nilang gamitin ay iyong tinatawag na ^N rhythm method no?
5. Sa palagay ko po e *later on I will ask Doctor Romulo to explain all of these methods* no? dahil siya'y bilang isang manggagamot e mas maalam siya dito sa mga bagay na iyan ano?
- 10.12, GG.7,1. ^N *So going to Doctor Romulo, maganda iyong first name* niya, Andromeda, *it reminds me of something*, ay siya po ang ^N project officer for clinic services.
Adv with PP
2. ^N *Maybe, Pete*, matatanong muna natin siya kung ano ang kanyang main line talaga pagkatapos (ay we'll) *get into it deeper*.
3. ^N Doctor Romulo, ano po ang tungkulin ninyo bilang ^N project officer for clinic services?
with PP
- 10.13, AR.1,1. ^N Bilang project officer po, ang tungkulin ko ay ang pangasiwaan ang pagtakbo ng mga iba-ibang organisasyon na may mga ^N clinics po sa aming programa.
2. *We have to set the guidelines for them to follow and we also have to see that they are functioning well.*
- 10.14, GG.8,1. Pete, palagay ko'y nabuksan na natin ang ating ^N topic for discussion for this morning ano?
with PP
2. Mayroon ka bang itatanong sa ating mga panauhin?
- 10.15, PC.1,1. Iyon ho bang lahat ng mga klinika rito sa ating bansa ay ilan nang lahat, iyong klinika ng pagpapalano ng pamilya?
- 10.16, AR.2,1. Sa ngayon po mayroon tayong mahigit na dalawang libo na mga klinika.

- 10.17, PC.2,1. Ito bang lahat hong klinikang ito ay ^{Prep}under sa POPCOM?
2. (Sabihin) tinutulungan lahat ng POPCOM o mayroong
 Adj [N]
 mga certain groups katulad ng F.P.O.P. ganyan o
 N
 iba pang mga private organisations na tumutulong
 dito sa klinikang ito?
- 10.18, AR.3,1. Halos lahat ho ng mga klinika na may ^Nfamily planning
services ay tinutulungan ng POPCOM subali't mayroon
 din pong mga iba *who get their sources from other*
places no?
2. *Like our programmes get our sources from U.S.*
A.I.D. and United Nations while the others have
from private sources.
- 10.19, PC.3,1. Ang ^Ngovernment naman ho, tumutulong din sa
 N
 pamamagitan ng mga budgets or funds ganoon?
- 10.20, AR.4,1. Oho.
2. Sa ngayon po, taun-taon ang ating gobyerno ay
 nagiging malaki...mas malaki po taun-taon ang
 kanilang tulong na binibigay sa programang ito.
- 10.21, PC.4,1. ^{Adv} How about iyon hong mga ^Nacceptors naman natin ng
 N
family planning doon sa mga klinika e gaano naman
 N
 ho ang percentage nito?
2. Dumarami ho ba taun-taon...?
3. Sa tancha ninyo...ano ho ang ^Nreport sa inyo
 tungkol dito?
- 10.22, AR.5,1. Taun-taon po ang ating mga ^Nacceptors ay dumadami.
 RM N
 2. *As a matter of fact* po, ang goal natin *by nineteen*
seventy-six is two point five million.
3. *As of now we have already reached one point six*
million.
- 10.23, ML.6,1. Nagsimula po ito noong ^Nnineteen sixty-nine ay
 Adj N
hundred thousand lang yata ang acceptors sa buong
 Pilipinas.

2. Ngayon, ^{Adj} one million na sa ^{PlM} mga *almost ninety percent increase*.
- 10.24, GG.9,1. ^{Interg RM} *Going back to the assistance, ano ho?*
2. Iyong ating mga pribadong mamamayan na mga sektor, papaano po sila nakatutulong upang wika nga ay marating natin itong ating mga ^N objectives o layunin?
- 10.25, ML.7,1. Marami pong tulong na nabibigay ang pribadong sektor.
2. Ang katunayan nga e dalawa sa...hindi, tatlo sa apat na pinakamalaking organisasyon na nagbibigay ^N ng family planning services e pribado no?
3. Ang apat na pinakamalaki ay ang ^N Department of Health na sa ngayon ay mayroong mahigit na isang libong ^N clinics, ang ^N Institute of Maternal and Child Health na sa ngayon ay mayroong mga tatlong daang ^N clinic mahigit-kumulang, ang F.P.O.P. na halos umaabot ng dalawang daang ^N clinic at ang P.M.A. na kung hindi ako nagkakamali, Andy, e tatlong daang duktor na pribado ang kasapi sa aming programa ano?
4. At itong mga ^N clinic na ito at mga duktor ay nakakalat sa buong pulo...sa mga pulo natin ano? na nagbibigay ng tulong sa mga mamamayan sa kanilang mga sityo, munisipalidad at saka...
- 10.26, GG.10,1. Direktor, ito po bang mga tulong na ibinibigay ninyo ay libre, *especially the facilities that the people need* para po masunod itong tinatawag po nating ^N family planning?
- 10.27, ML.8,1. Ganito ang nangyayari, Gerry, ano?
2. ^{Adv} Technically, lahat ng tulong na ibinibigay ay libre ano?
3. Hindi namin sinisingil ang mga duktor at hindi namin sinisingil ang ^N Department of Health o ang F.P.O.P. sa bawa't ^N packet ng pilduras o bawa't ^N I.U.D. o bawa't ^N condom na binibigay namin ano?

4. Kaya lang na humihingi ng kaunting abuloy itong mga ^Nclinic na ito dahil sa pagpapalakad ng ^Nclinic sa araw-araw ay kailangang gagastos ka ano?
5. Ang mga binibigay lang namin sa kanila e ika nga kaunting dagdag sa ^Nsalary nila, sa ^Nincome nila para naman...karamihan sa kanila ^{Adj}voluntary din ano?
6. Ang mga singkuenta sentimos o piso na hinihingi ay may dalawang efekto.
7. Tumutulong ito sa pagpapalakad sa ^Nclinic, bumili ng algodon, ng alkohol, ng ^Ngauze, ng ^Nplaster, ganyan ano?
8. At saka isa pa, gusto din naming matuto ang ating mga...kapwa Pilipino na sa bawa't serbisyo na nakukuha e magsimula naman silang magbigay nang kaunti.
9. Dahil mayroon nga kaming sinasabi na baka pag parating libre e hindi bibigyang halaga ano?
10. Pero kapag iyang may ibinibigay sila nang kaunti, ^{Enc}*then they feel* ^Nnaman na hindi lang sila parating ^Ndole-out, na *they are doing something for themselves*.
11. Kaya ano...pero doon sa mayroong mga lugar na nakakatanggap kami ng ^Nreports na nagcha-^Vcharge ng ^{Adj} ^[N]two pesos, e pinupuntahan kaagad nila ^NDoctor Romulo iyan tapos iniimbestiga.
12. Kasi dapat e talagang huwag naman masyadong mataas iyong hihingiin.

10.28,GG.11,1. Balikan natin si ^NDoctor Romulo.

2. Sa inyo pong pamamalagi dlto sa Komisyon at *in your dealing with the people*, ano po naman po ang iba't-ibang reaksyon na inyong nakuha sa mga tao tungkol po sa ^Nfamily planning?

10.29, AR.6,1. Matutuwa ka, Gerry, sapagka't ang reaksyon ng mga tao ay iba-iba.

2. Iyong iba natatakot.
 3. Iyong iba natutuwa dahil sa ^Nfamily planning.
 4. At iyong iba naman e basta ^{Adj}indifferent sila ano?
because they are really afraid.
 5. *Rumours have been getting around na ang mga* ^Ncontraceptives *daw na ito, ang iba'y nakaka-* ^Vcause
ng ^Ncancer.
 6. Ang iba daw e pumapasok sa iba't-ibang parte ng katawan nila, *which we, as part of the programme, (we) allay these fears.*
 7. *We tell them facts about the whole thing.*
 8. Kaya itong aming ^Ninformation-motivation campaign e idinadaan namin diyan sa pagbabago ng mga tao ^N
tungkol sa family planning.
- 10.30,GG.12,1. *Misconceptions.*
- 10.31, AR.7,1. *Yes, that's the misconceptions.*
- 10.32,GG.13,1. Pero kung pag-uusapan natin ang talagang ^Ndanger lamang yata nito sa paggamit ng mga ^Ncontraceptives ay iyong makalagpas iyong...tinatawag ni ^NDoctor Parulan na embahador.
2. Iyon lamang ang ^Npinaka-danger dito.
- 10.33, AR.8,1. Oho.
2. At saka isa pa, Gerry, no?
 3. Ang ikinasásamâ ng ^Nfamily planning ay iyong mga babaeng basta kumukuha no, *let's say*, ang mga ^Npills no?
 4. *They just take it on their own.*
 5. Kaya dapat para sa isang babae upang maging maayos ang kanyang paggamit ng ^Ncontraceptives, kailangang makipagkita siya sa isang duktor at ang duktor na ito ang makapagpapayo sa kanya ng tama para sa kanya.
 6. Maaring hindi siya pwede sa ^Npills, *but if the woman keeps on taking the pills, then reactions arise.*

- 10.34, GG.14, 1. Yah, kung minsan may mga ^N side effects yata ito
no? sa ^N nervous system?
- 10.35, AR.9, 1. Oo.
2. Ang totoo, hindi naman, Gerry, ang ^N pills ang may
diperensya kung hindi ang reaksiyon ng katawan ng
tao sa ^N pills na iyon.
- 10.36, GG.15, 1. *I see.*
2. Pete?
- 10.37, PC.5, 1. Nagsagawa na ho ba kayo ng mga ^N researches
tungkol diyan?
2. Dahil sa minsan ho sinasabing mga ^N misconceptions iyan.
3. Pero minsan naman mayroon talagang nagsasabi na
talagang iba nagkaroon daw, ^N sila ng sakit sa puso
sapagka't nagpakabit ng I.U.D.
4. Mayroon namang ibang naglagay ng ^N I.U.D. pero
nagdalang-tao.
5. Nagkaroon na po ba kayo ng mga ^N researches
tungkol diyan?
- 10.38, AR.10, 1. ^{Adv} Actually po mayroong ^N researches going on no?
2. *And these have also...there are also researches
that have been taken up before these were sent to
the market.*
3. Ngayon, ^N iyan pong mga pagsakit ng puso sa paglalagay
ng I.U.D., iyan po ay talagang karaniwang mararanasan
ng isang babae.
4. *But this is temporary.*
^{Adj} ^[N]
5. Mga three or four days, magkakaroon siya ng
^N ^{CoorConj} cramps ^N or maaaring mas malakas ang flow ng
^N kanyang periods no?
6. Pero ito naman nawawala.
7. Kaya importante na malaman ng mga babaeng maaaring
kanilang maranasan iyon.

8. Subalit importanteng malaman din nila na ito ay pansamantala lamang.
- 10.39, ML.9,1. Minsan nadadaig na lang sa takot e. N
2. Kaya ito iyong tinatawag namin na psychosomatic symptoms na maski naman talaga wala nang sakit e dahil sa takot nakakaramdam ng sakit ano?
- 10.40, PC.6,1. Iyong mga duktor hong ginagamit natin sa N
family planning clinics, ito ho ba'y kumuha ng mga sariling pag-aaral o kahit na pangkaraniwang duktor N
pwedeng magling family planning doctor?
- 10.41, AR.11,1. Hindi ho lahat ng mga duktor ay maaaring maging N
family planning doctors.
2. Kailangan pong mga-undergo sila ng training. V N
3. At ito ay isang programa ng Komisyon.
4. Lahat ho ng mga duktor namin bago sila V + N
nagfa-family planning ay nagkakaroon muna ng isang N
intensive training on family planning with PP
- 10.42, GG.16,1. Interj
Well, mga kalbigan, bago po tayo magpatuloy sa atnng pagtatanghal ay nais muna nating bigyan ng N
isang minuto ang ating news department para po sa mga bagay-bagay na dapat nating mabatid.

NEWS

- 10.43, GG.17,1. Balikan po natin, mga kaibigan, ang ating mga panauhin sa umagang ito.
2. At siguro ay maitatanong natin muli...mababalikan N
natin si Doctor Lopez tungkol po dito sa ginagawang pagsupil ng paglago ng populasyon.
3. Sa palagay niyo, *based on your projection*, ilang taon po ang kinakailangan upang mapanatili natin V
ang ganitong...mai-stabilise po natin ang population N
with PP
growth in the country.

- 10.44, ML.10, 1. Gerry, ^{Adj} one ^[N] correction, hindi ako duktor no?
^N plain mister lang, ^N plain mister lang po ako.
- 10.45, GG.18, 1. O.K., Direktor Lopez?
- 10.46, ML.11, 1. Maski ^N mister na lang pwede na.
2. A...ano no...a, maraming ^N views tungkol diyan ano?
kung ano talaga ang ^N range ng ^N effect ng ^N family planning
no?
3. *Well, let me...let me answer that the roundabout*
^{Li}
way na at this stage of our growth it will be...we
will have to maintain our population growth at a
low level for quite an extended period of time.
4. A, ang pagpapatagal po nito ay depende sa kung
gaano kabilis umunlad iyong ating ^N agro-industrial
efforts ano?
5. Lahat nitong...a...^{Adj} increased ^[N] foreign investments,
^{Adj} ^[N] increased production drives, kung *how soon these*
will be successful no?
6. *Plus the fact na dapat natin i-...isaisip na ang...ang*
^N population control programme o ang ^N family planning
movement ay hindi lamang dahil sa tayo ay may
^N socio-economic problem nguni't mayroon pa iyang mga
^{Adj} ^[N] other ramifications ano?
^{Prep}
7. Like a...gaano talaga karami ang anak na káyang
palakihin at arugain ng mga magulang ano?
8. A...káya ba ng dalawang magulang na parating nasa
labas ng bahay palakihin o arugain ang pitong anak?
^V
9. A, given na kayo mayroon lang dalawampu't apat na
oras sa isang araw at walong oras niyan ay kailangan
sa tulog, a, anong klaseng pag-aaruga ang mabibigay
ninyo kung kakaunti iyang oras ninyo at ang dami-dami
ninyong anak ano?
10. A, ito iyong mga ^N some of the ramifications na
dapat natin isaisip din.

11. A...*also I think that...ang...ang* efekto ng
^N
family planning programme ay hindi natin makikita
in...within the next five or ten years
^{Enc}
lang dahil iyong ^Nproblem population nga kung
 talagang tutuusin ay pinanganak na.
12. A...*I think* na kung talaga tayo *if we will put
 ourselves in the right horizons...a*, maghihintay
^{Adj} ^[N]
 muna tayo ng *at least* fifteen to twenty years
 bago makita ang efekto nito.
- 10.47,GG.19,1. A, *in this connection*, Direktor, mag-...posible
 po ba rito sa ating bansa na magkaroon tayo ng
^N
 tinatawag na zero population growth?
- 10.48,ML.12,1. Posible kung sa posible ano?
2. Pero ang...ang sabi nga ng ^NPresident e... hindi
 pa naman siguro tayo ganoon kakapos sa panahon
^V
 na dapat na tayong mag-panic.
3. Ang programa po natin ay hindi ^{Adj}coercive at hindi
 po ito ika nga e *something that we have to rush
 into* dahil wala na tayong magagawa pang iba ano?
4. A, dito...dito nga ho kaya nga ang ating ^Nprogramme
^V ^N
 ay tinatawag na nag-o-offer ng cafeteria method
 dahil sa gusto pa rin nating bigyan iyong bawa't
 Pilipino ng pagkakataon na makapagpamili ng kanyang
 gusto ano?
5. A, *we have not yet come to the point whereby we
 will have to tell people*, a, wala ka nang
^N ^{with PP} ^N
 mapipilian pwera I.U.D. for the women and vasectomy
^{with PP}
for the men.
6. A, *in some...in some areas of the world they had
 to resort to very drastic measures like vasectomy*
^{SubConj}
and just plain I.U.D.s dahil *they really needed
 no children*.
7. *It was not a case of therapeutic treatment, it*
^{Adv}
was first aid talaga.

- 10.49,GG.20,1. Talagang ^N first aid.
- 10.50,ML.13,1. Oo.
2. Talagang pagpuputol talaga ng pamanganak.
- 10.51,GG.21,1. Mahirap din iyan.
2. Pete, baka mayroon kang itatanong?
- 10.52, PC.7,1. Na-^V mention ninyo, Direktor, noon na ang ^N birth rate
 natin ay umaabot sa ^{Adj} three point zero two noong
^N nineteen sixty-nine.
- 10.53,ML.14,1. Oo.
- 10.54, PC.8,1. Ngayon na-...
- 10.55,ML.15,1. ^{Adj} Three point zero one, kina-...kami po'y nagagalak
 at a, hindi po natin masasabi na iyang pagbaba na
 iyan e *simply because of family planning* ano?
^N
2. Maraming mga forces diyan.
3. Pero gusto rin po sana naming isipin na maski man
 lang kaunti ay nakatulong kami, ano.
4. Dahil ang ^N aim po talaga natin e ibaba iyan sa
^{Adj} two point five percent, ^[N] *from three point to two
 point five a...within the span of time from nineteen
 sixty-nine to nineteen seventy-two* no?
5. *And the ultimate goal* as...iyong talagang
^{Adj} two point five million ^[N] acceptors
in nineteen seventy-six.
- 10.56,GG.22,1. ^{Adj} Last question po para kay ^N Doctor Andromeda...
^N a...Doctor Romulo.
2. Ano po ang ^V accepted na ^N contraceptive po sa mga
 klinika na inyong pinuntahan?
- 10.57,AR.12,1. Ang pinakamarami po...
- 10.58,GG.23,1. Iyong gustung-gusto ng mga tao?

- 10.59,AR.13,1. Ang gustung-gusto ng mga tao ay ang pilduras.
 2. Ang sumunod po ay ang ^Ncondom, tapos ^NI.U.D., ^Nrhythm.
- 10.60,GG.24,1. Para po sa inyo, bilang isang manggagamot, ano ho ang pinakamahusay sa...sa mga bagay na binaggit ninyo?
- 10.61a,AR.14a,1. Aiam mo, Gerry, iahat ng mga ^Nmethods na ito ay mahusay kung ang gagamit ay gagamitin din sa ma-...sa tamang paraan.
 2. Sapagka't ang mga babae ay may kanya-kanyang katangian.
 3. Maaaring ang pilduras ay maaari sa iba nguni't hindi naman pwede sa iba.
 4. Kaya binibigay ho namin ito iahat sa mga babae *for all the women for them to choose*.
 5. *And out of what they choose we try to see as physicians* kung ito ay pwede nga sa kanila.
 6. Ine-^Vexamine ho sila ng aming mga duktor at sinasabihan po sila kung talagang pwede o hindi.
 7. Ngayon ang...marami ho ang kumukuha ng ^Npills ^Npills e ^{Adv}one hundred percent ^[Adj]sure kung tama ang pag-inom.
 8. Subali't ang masamâ dito oras makalimutan ng babae...
- 10.62,GG.25,1. Tapos.
- 10.61b,AR.14b,1. At siya ay natabihan, lagot naman ang ating programa.
- 10.63,GG.26,1. Lasing ka na noon.
 2. Bueno, mga kaibigan, bago po tayo magpinid ng ating palatuntunan, nais kong hingan ng mga siguro...mga ^{Adj}twenty second ^[N](20-sec.) statement si Direktor Mayo Lopez upang magpahatid ng parang ^Nsome sort of an appeal *to our people regarding this matter*.
 3. Direktor.
- 10.64,ML.16,1. A...ako po ay nananawagan sa mga kapwa ko Pilipino na magbigay po ng tulong sa gawain namin sa Komisyon ano?

2. Sa *in the long run* po, ang ^N success o ^N failure ng ^N population programme ay hindi ho nababatay sa ginagawa ng Komisyon kundi sa pagtanggap ng tao sa ginagawa namin ano?
3. A...ito po ay gi-...ay sinasabi kong dapat gawin hindi po para sa ika nga sa buong bansa, masyado ^{Adj} hong abstract iyan, ano, pero *it's good if you do it there*.
4. A...hinihingi ko po sa bawa't Pilipino na ^V mag-practice ng ^N family planning para na rin po sa kanilang sariling kapakanan.
5. A...sa palagay ko po hindi ko na dapat i-... sabihin pa na sa mga panahong ito nakakaranas tayo ng kaunting kagipitan ay lalo hong ^V nae-emphasise na dapat e magtipid at kung kailangang magtipid e siguro pati sa pagdami ng tao e magtipid din nang kaunti ano.
6. Pero iyon lang po na hindi pa naman po tayo ^V nagri-reach doon sa ^N stage na kailangang ^V mag-panic ano?
7. Hindi pa naman tayo ^N Soylent Green.

10.65,GG.27,1. *Thank you very much, Director*, at nais ding pasalamatan natin si ^N Doctor Andromeda Romulo, ang ^N project officer ^{with PP} for clinic services.

2. Si ^N Doctor...^N Director Lopez po ang siyang ^N associate director ng ^N Commission on Population.

Coor Conj Adv
3. And likewise para rin kay Pete Esperanza Cruz na sumali sa ating ^N panel discussion sa umagang ito.

4. Bueno, mga kaibigan, maraming salamat po sa inyong pagsubaybay sa ating Pulong-Pulong sa Kaunlaran.

* * * * *