Derivation and pluralization of selected Ilokano terms:
Basic guide to the teaching of MTB-MLE

Emily T. Astrero
De La Salle University/ Central Luzon State University
emily_astrero@dlsu.edu.ph

 Abstract: This paper provides basic patterns used in the pluralisation of nouns, pronouns, verbs, and adjectives and presents the derivation of nouns in Ilokano language. This is an attempt to produce an additional knowledge for the enrichment of the present body or documentation of the language.With the data taken from written corpus in religion and social texts, this paper concludes that Pluralisation in Ilokano can be done by affixation of one of the following "dagiti, nagado, da" or" reduplication of first syllable" of the base. In addition, "Dagiti" is found out to be a plural marker observed in printed materials while "nagado" as pluraliser is observed in oral communication, therefore Dagiti can be regarded as more formal than nagado. Interestingly, there is a presence of loan words from Tagalog which may have been influenced by language contact and proximity since San Jose-Nueva Ecija is geographically adjacent to the province of Bulacan which is a Tagalog-speaking province. Derivation of nouns in Ilokano can be done by affixation, infixation, and reduplication. Ilokano, like Tagalog and English, has   obligatory number of agreements between the subject and the predicate of the sentence.

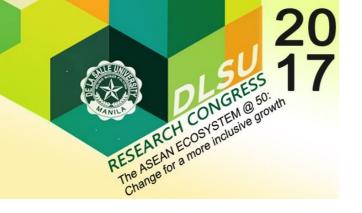**Key words**: Ilokano; pluralisation; derivation

I.   INTRODUCTION

The creation of Komisyon sa Wikang Filipino (Commission on the Filipino Language) signalled the recognition of studies on Philippine languages and paved the way to the proliferation of researches on local languages. Being the official research agency for Philippine languages., it was established in accord with the 1987 Constitution of the Philippines and earlier in the 1930s as the Surian ng Wikang Pambansa. The KWF seeks to become the center of scholarship in Philippine languages and literatures. Its mission is to develop, promote and preserve the languages used by Filipinos in various domains. Its mandate is to undertake, coordinate and support linguistic and literary studies in the national, local or foreign languages. (Komisyon ng Wikang Filipino, 1991) kwf.gov.ph.

Initial work on the manual collection of documents on Philippine languages has been done through the funding from the National Commission for Culture and the Arts[26, 27]. This include documents in four major Philippine Languages - Tagalog, Cebuano, Ilocano and Hiligaynon, with 250,000 words each and the Filipino sign language with 7,000 signs.(Chu, 2009)

Ilocano (/iːloʊˈkɑːnoʊ/) is the third most-spoken native language of the Philippines. In 2015, 9.1 million Ilokano speakers were recorded by the Komisyon sa Wikang Filipino. An Austronesian language, it is related to such languages as Indonesian, Malay, Fijian, Maori, Hawaiian, Malagasy, Samoan, Tahitian, Chamorro, Tetum, and Paiwan. It is closely related to some of the other Austronesian languages of Northern Luzon, and has slight mutual intelligibility with the Balangao language and Eastern dialects of the Bontoc language.(www.01.sil.org). The language is spoken in northwest Luzon, the Babuyan Islands, Cagayan Valley, Central Luzon, and areas of Mindanao. The language is also spoken in the United States, with Hawaii and California having the largest number of speakers. It is the third most spoken non-English language in Hawaii after Tagalog and Japanese, with 15% of households speaking the language. A lingua franca of the northern region of the Philippines, it is spoken as a secondary language by more than 2,000,000 (Reid, 2002) people in other areas including Nueva Ecija specifically San Jose City, in Central Luzon.

The shift in language policy is part of a growing trend around the world to support mother tongue instruction

in the early years of a child's education. With the advent of MTBMLE in the Philippine educational system, the effectiveness of the mother tongue as a medium of instruction continues to be explored and studied. (Quijano and Eustaquio, 2009). The mother tongue plays a very important role as a bridge language particularly in the first three grades of the elementary students. Cruz (2015) posited that with MTB-MLE comes the growing apprehension from the teachers that teaching in a mother tongue-based program requires a vastly different set of skills, many of which they apparently do not have at the moment. The teachers are particularly concerned with practical issues such as producing home-grown and contextually sensitive teaching and reading materials, and how to actually develop greater fluency in their own languages. (Cruz, 2015 further added that the broad categories of materials needed t0 implement an MTB-MLE curriculum include early literacy materials in the mother tongue, a variety of on-grade narrative reading materials using the mother tongue, possibly subject-area materials in the mother tongue, materials to transition from the mother tongue into the second language, and materials as appropriate for the educational system in the second language. In most cases, appropriate mother tongue materials

will be lacking and will need to be prepared. Other educational materials in the mother tongue will likewise have to be constructed by those proficient in writing the language and with appropriate educational backgrounds or experience in constructing learning materials. Likely the most technically demanding skills will be needed to structure the primary literacy materials, since effective materials will require knowledge of how to present the symbol-to-sound rules and the sound-to-meaning conventions for writing the language in a way that aligns with the students' capabilities. (Cruz, 2015)

In a commentary, "Intellectualizing a language," in the June 13, 2009 issue of the Philippine Daily Inquirer, Dr. Ricardo Ma. Nolasco, associate professor of the UP Department of Linguistics and adviser for multilingual education initiatives of the Foundation for Worldwide People Power Inc., made the following statement:
"…we will never be able to develop our languages for higher thinking unless we begin basic literacy and education in them. It isn't a matter of first intellectualizing a language before using it. We can only intellectualize a language by using it." (Multilingual Philippines, 2009)

The need to further study Ilokano language is taken into account by Mariano Marcos State University, in Ilocos Norte. Aiming to fully resolve the advancement of Ilocano language and culture, the Graduate School (GS) has started offering the program Master of Arts in Education (MAEd) major in Ilocano Language Studies as an answer to the growing demand of elementary school teachers to learn the correct usage of the Ilocano language which they need to implement the Mother Tongue-Based Multilingual Education

(MTB-MLE) progra m and meant to train and equip school teachers and cultural workers from the Ilocano speaking region in the country with the skills needed to pursue the ends of liberation education via the MTB-MLE.(MMSU site, 2017)

This study is an addition to the works of notable linguists and organizations, including Nolasco and the Komisyon sa Wikang Filipino, on Ilokano. Specifically, basic and familiar terms which are useful in the teaching and learning of a pattern in the pluralization of nouns using body parts, basic actions or verbs usually performed by the body parts, pluralization of adjectives using body parts, and pronouns are presented. Moreover, basic knowledge on how nouns can be derived provides springboard for classroom instruction in the Ilokano as mother tongue. It is the hope of this paper to contribute to the growing demand that each language and each variety be well documented for the schools" materials development and curriculum and classroom instruction, and to the claim of Reid in 2002, that though Ilokano is the 3rd most spoken language in the Philippines, "yet there has never been a good, widely available dictionary of the language until now." This was validated by a local study by Cruz (2015) revealing Grade I pupils in the public elementary schools in Pangasinan I, (considering that Ilokano is their native tongue) with only "average" in their level of performance in the mother tongue as a subject, particularly in areas that target the vocabulary and concept development, grammar analysis, and reading comprehension. Besides, instructional materials in Ilokano using the basic, simplest, and most familiar is the best starting point in presentation of a lesson.

To contribute to the growing demand for the basic understanding and documentation of language, specifically Ilokano, this study attempts to answer the following:
1. How are nouns, pronouns, verbs, and adjectives pluralised? and
2. How are nouns derived?

2. METHODOLOGY

2.1. Corpus of Data

This study utilized a common data consisting of ten body parts, ten verbs, and ten adjectives translated into different languages, Ilokano as one. The plural forms were provided by the researcher and validated by three native speakers of the language. Additional data, particularly twenty nouns, were taken from the corpus in articles published in an Ilokano magazine, Bannawag, for the investigation on derivation of nouns. Conversations were also recorded and transcribed for incidences of nouns.

Three inter-raters across ages (77 years old, 52 years old, and 34 years old) were requested to validate the answers by either negation or confirmation.

3. RESULTS AND DISCUSSION

This part presents the results of the study based on the data identified in class and collected from the magazine and excerpts from recorded conversations.

Ilokano has devices for pluralising Nouns, Pronouns, Verbs, and Adjectives such as affixation and reduplication. (Benton, 1971) Likewise, derivation of nouns.

The body parts in Ilokano are pluralised in three manners: 1) "dagiti" as pluralizer of unmarked nouns (dagiti +unmarked noun) or precedes what it pluralizes. The pluraliser "dagiti" is observed in printed materials such as Ilokano bible, Ilokano magazine (i.e. Bannawag), therefore can be regarded as pluraliser used in more formal since it is used in writing published articles. The word "dagiti" is a counterpart of the word "mga" in Filipino. English language, however, body parts form their plurals nouns by adding the suffix "s"(eye-eyes) or "es" for regular nouns, and no regular pattern for irregular nouns (foot-feet); 2) by duplicating the first syllable of the base word (mata-ma'-mata) and 3) by adding the word "nagado" before the base. "Nagado" as a pluralizer is often used in oral communication, but not evident in printed or written and published Ilokano materials. It is therefore safe to say that "nagado" is used in oral communication and is less formal than "dagiti". This is validated by the transcription of the conversation between Ilokano speakers using "nagado". Body parts such as (Filipino) mata, tenga, ngipin, kamay, daliri, hita, paa, at balikat are translated into Ilokano with its corresponding plural form. It is worthy to note that a singular noun in Ilokano uses "iti" (ang in Filipino) and changes into "dagiti" (mga in Filipino) when pluralising (dagiti+singular noun) However, "dagiti" may be approximative when it occurs with nouns such as iti mata=dagiti mata (many eyes) (does not exactly tell how many pairs of eyes); iti lapayag=dagiti lapayag (ear=ears); iti ngipen=dagiti ngipen (tooth=teeth); iti ima=dagiti ima(hand=hands; iti ramay=dagiti ramay (finger=fingers); iti luppo=dagiti luppo (leg=legs); iti saka=dagiti saka (foot=feet); iti abaga=dagiti abaga (shoulder=shoulders).

Interestingly, "dagiti" does not occur with personal nouns preceded by personal markers "ni" and "kenni". "Dagiti" occurs with personal nouns in which case it means several people with the same name

Incorrect:: Sumangpet dagiti ni Astrero. (The Astreros will (of) arrive).

Incorrect: Sumangpet dagiti kenni Astrero (The Astreros will (of) arrive).

Correct: Sumangpet dagiti Astrero. (The Astreros will arrive)

Moreover, "dagiti" may or may not occur as a pluralizer of a nominal

e.g. tallo dagiti ngipen or dagiti tallo nga ngipen

tallo ngipen or ngipen nga tallo

Plural personal markers (da) may also occur in coordinate nominal constructions preceding two personal names linked by "ken" The plural marker serves as free alternant of repeated singular marker "ni"

e.g. ni Joemil ken ni Maria (Si Joemil at si Maria) (Joemil and Maria)

da Joemil ken ni Maria (Sina Joemil at si Maria)

da Joemil ken da Maria (Sina Joemil at sina Maria)

Personal pronouns in Ilokano, Tagalog, and English have distinct forms in person and number. It can be noted that both pronouns in Ilokano and Tagalog use the same in person and number for Objective and Possessive Cases while pronouns in English language exhibit variation in person and number and in the three cases.

The plural forms "si+tayo, si+kayo" as loan words from Tagalog with the prefix "si". The pronouns "siyak" and "kenyak" exhibit letter "k", stylistically representing "Ko", meaning first person singular. (Ako, ko, akin), "ta" meaning "tayo", "m" (kenyam) for "mo, iyo, ikaw" "mi" in Ilokano, meaning shortened "kami, amin" in Tagalog, and "da" phonologically sounding like "kanila" "sila".

This study reveals that verbs are pluralised in Tagalog, Ilokano, and English. Verbs in Tagalog form their plural by the prefix "magsi" to the base, likewise, verbs in Ilokano use the prefix "agsi=" to the base. English language form the plurals of verbs by retaining the base. Two Ilokano verbs, basa and nom are loan words from Tagalog. This maybe attributed to the language contact and geographical location of Nueva Ecija being a neighbour of the Province of Bulacan which is a Tagalog-speaking province. Similarity exists in magsi in Tagalog and agsi in Ilokano.

Interestingly, like nouns, pronouns, and verbs, adjectives can also be pluralised. Tagalog and Ilokano share the same pattern in forming the plurals of adjectives. In Tagalog, the prefix "ma-+duplicating the first syllable of the base+-base is the pattern used in forming the plural form of the adjectives.(ma-+ga+-ganda). Similarly, Ilokano also form the plural of the adjectives by adding the prefix "nag-+duplicating the first syllable of the base+-base" (nag-+dup1+-base)=nag-+pi+-pintas. However, English does not pluralise the adjective. Plural forms follow the number of subject, either singular or plural subject, then uses auxiliary verbs (are, were) plus adjective to signify plural form.

Therefore, if nouns, pronouns, verbs, and adjectives can be pluralised in Ilokano, subject-verb agreement, like English and Tagalog, is obligatory.

Example: Dagiti saka nga agpapagna ken nagdadakkel. (Mga paang naglalakad at malalaki) (Big feet which are walking).(Many big feet are walking.) (Dagiti=pluralizer, saka=pluralized by digiti , ag-+pa+-pagna(pl.verb) ken(and in English) at in Tagalog, nag-+da+-dakkel (Pl. adj.)

Example: **Dagiti (**pl) lapayag nga **nagtutuleng**.(pl. adj) (Ang mga tengang bingi) (Deaf ears)

Nagado (pl) lapayag nga nagtutuleng.(pl.adj) (Maraming tenga na bingi) (Many ears which are deaf)

Nagtutuleng (pl. adj) nga **lap-lapayag**. (pl.noun) (Bingi na mga tenga) (Deaf ears)

Nagtutuleng (pl. adj)ti lapayag **da.**(pl.)

Moreover, there are eight ways to derive nouns in Ilokano. These are by using the patterns 1) panag-+base, 2) ka-+base+-an, 3)ag-+base, 4) pag-+dup1+-base+-an, 5)pa-+mma-+last 2 syllables of the base, 6)naka-+base+-an, 7)dup-+base+-an, 8)bam-+base. "Panag" is used to express the "way something is" such as "panagsuro" (pagtututro) or the way of teaching; " ag" signals relationship or kinship (Erfe, 2013) like "ag-ama, ag-kabsat, ag-ina, ag-karruba) (mag-ama, magkapatid, mag ina, magkapitbahay) father-son/daughter, siblings, mother-son/daughter, neighbours).The pattern pag-+dup1+-base+-an expresses place or location something is done.(pag-+lu-+luto+-an=place where cooking is done) like the pattern=naka-+base+-an. Meanwhile, the pattern (pa-+mma-+last 2 syllables of the base) has an infix-mma-between the base's first syllable and last syllables. (pa-+mma+-kawan, where the base is pakawan).In the pattern , dup-+base+-an, where there is one syllable-trak -trakan, or more than one syllable-bahay -bahayan, titser-titseran, nanay-nanayan, it is understood that words using this pattern mean "pretending to be".This pattern may also mean "collection of many or place where there are many" like "ka-balay-an" or kabahayan or households/ houses. This is also applied in derivationn of Tagalog words. Another way to indicate "collection of " in Ilokano is by using the pattern dup-+base, where bam-bantay(kabundukan), ar-aripit (stream), kar-karayan (river).The counterpart pattern in Tagalog is ka-+base+-an. It can be observed from the table that English there is no repetition of pattern, but in some cases, (not in the data), nouns in English are derived in such manners like boredom, troublesome, loveliness, happiness, mountainous, joyous, loving, living, longing.

Cheng & See(2006) did a study but with the use of Filipino using the WordFrame Model properly showing the phenomena of prefixation, suffixation, point-of-prefixation, point-of-suffixation, and someof the internal vowel changes.

4. CONCLUSIONS

Ilocano is a distinct language which follows a pattern when deriving and pluralising. Pluralisation in Ilokano can be done by affixation of one of the following "dagiti, nagado, da" or" reduplication of first syllable" of the base. In addition, "Dagiti" is a plural marker observed in printed materials while "nagado" as pluraliser is observed in oral communication; Dagiti can be regarded as more formal than nagado. There is a presence of loan words from Tagalog

which may have been influenced by language contact and proximity. Moreover, derivation of nouns in Ilokano can be done by affixation, infixation, and reduplication, Ilokano, like Tagalog and English, has obligatory number agreements between the subject and the predicate of the sentence.

The paper recommends further investigation on other pluralisation and derivation patterns in Ilokano language.

5. ACKNOWLEDGEMENT

6. REFERENCES

Cheng, C. & Lee, S. (2006) The Revised Wordframe Model for the Filipino Language. College of Computer Studies De La Salle University – Manila www.dlsu.edu.ph/research/centers/adric/.../jrsce-wordframeMA.pdf

Cruz, N.T. (2015) Th.e implementation of mother tongue-based multilingual education in Grade 1 in the Public Elementary Schools in Pangasinan. Presented at the DLSU Research Congress 2015 De La Salle University, Manila, Philippines

Laya, J. (2012, September 17). Daga a nakayanakkan. *Bannawag. Kangrunaan a Magasin Dagiti Ilokano*. ISSN 0116-23-14 Tawen LXXVII Bilang 47.

Benton, R. A. (1971). Pangasinan reference grammar. Honolulu: University of Hawaii Press.

Erfe, J. (2013) Pangasinan grammar: Essential aspects and aktionsart. Student paper in LIN 626D A Grammar of Philippine Languages.

Komisyon sa Wikang Filipino, Language Codes. ISO 639-3 Retrieved August 18, 2016 from http:www.liquisearch.com.

National Statistical Coordination Board. Makati City. Retrieved August 23, 2016 from http:www.philippinescities.com

Mariano Marcos State University. (2017) News. mmsu.edu.ph Retrieved July 6, 2017

Multilingual Philippines (2009) https://mlephil.wordpress.com Retrieved July 7, 2017.

Quijano, Y. and Eustaquio, O. (2009). The mother tongue as a bridge language of instruction in two schools in La Paz, Agusan del Sur, the Philippines: a case study. (ed) Kimmo Kosonen and Catherine Young. Mother tongue as Bridge language of instruction: Ppolicies and experiences in Southeast Asia. Bangkok: SEAMEO

Reid, L. (2002) Ilocano dictionary and grammar: Ilocano-English, English-Ilocano by Carl Ralph Galvez Rubino. *Oceanic Linguistics*, 41 (1), 238-243.