AFFIXED AND REDUPLICATED VERBS IN BINOL-ANONG BINISAYA

Ramil R. Gofredo
Bohol Island State University – Calape, Bohol,Philippines
E-mail: ramil.gofredo@bisu.edu.ph

Abstract
This study describes and analyzes the verbs in Binol-anong Binisaya in light of the two morphological processes: affixation and reduplication. This research is anchored on Morpheme-based morphology (Halle, 1973; Siegel, 1974) and Morphological doubling theory (Inkelas & Zoll, 2009). The linguistic data sources are primarily based on 379 clauses in *Bohol Balita Daily News* (BBDN) articles. To supplement the data, the researcher has utilized the six (6) Mother Tongue-Based Multilingual Education (MTB – MLE) teacher implementers' written responses to the sociolinguistic interview. Every clause containing affixed verbs is copied and all the verbs are therein dissected following Leipzig glossing rules. The findings reveal that affixation and reduplication can change the meanings of verbs.

Keywords: affixation, reduplication, verbs, Binol-anong-Binisaya

1. Introduction

With more than 150 languages spoken across the archipelago, the Philippines is a linguistically rich and diverse environment (Stranzy, 2011). In the central region, the island province of Bohol, for one, is home to approximately 1.3 million locals claiming Binol-anong Binisaya or Bol-anon their mother tongue (*Population of Region VII – Central Visayas, 2016*). The language is a unique variant of Cebuano, with its lineage traced as Austronesian or Western Malayo-Polynesian. Specifically, it contains lexicon and grammatical features common to Philippine languages' central division, namely, Bicol, Hiligaynon, Tagalog and Waray (Kaplan et al. 2003; Mattes 2014).

Like its linguistic cousins, Binol-anong Binisaya is mainly agglutinative, which means that affixes determine the meanings of words. In Tirol's (2013) *Kapulongan: Binisaya-Ininglis*, he documented 4,000 of such morphemes. However, in his April 2018 column in *Bohol Chronicle*, he suggested "handling" more than 4,300 for "intellectualized Binisaya."

It is also worthy to note that foreign languages had considerable influence on Binol-anong Binisaya. Apalisok (1999) cited F. Stelngass, who discovered around 400 Arabic words in the Cebuano language, most of which were in Binol-anong Binisaya. Loanwords and the Roman alphabet were remnants of Spanish missionaries, who studied the system of Cebuano and published articles when the Visayan script *Kudlit-kabadlit* died out by the 17th century. With the advent of modernization brought about by science and technology, borrowings from English have come to Binol-anong Binisaya, especially in tourism, business and social media.

2. Research corpus and method

This linguistic study was primarily based on 379 clauses of journalistic writing. There were 15 *Bohol Balita Daily News* (*BBDN*) articles employed as sources of linguistic data. In this research, 12 issues were deemed to suffice the corpora supposedly, wherein one issue could

represent one quarter of 2015, for example. Specifically, news articles made up almost the bulk of these texts; the others were editorials, love stories and trivia on the fact section. Every clause containing affixed verbs was copied and all the verbs were therein dissected in accordance with Leipzig glossing rules.

Six (6) Mother Tongue-Based Multilingual Education (MTB – MLE) teacher implementers, whose first language was Binol-anong Binisaya, participated. They provided the linguistic data in the form of a written sociolinguistic interview. This method of gathering linguistic data is based on Mattes (2014) study, which utilized fieldwork interviews. According to Labov (1984), as cited by Bijeikiene et al. (2013), an interview lasts one or two hours. It contains modules, which are sets of questions, and the conversational network, which naturally connects and makes a question lead to another one. In this study, the interview consisted of 30 questions in eight modules based on their demographics, everyday life experience and storytelling about their teaching, thereby making the informants naturally produce the relevant linguistic data on affixation and reduplication. However, the researcher opted for written responses because they asked not to have their face-to-face interviews audiotaped.

Linguistically speaking, Indo-European and Austronesian families of languages are very much distant from each other. Accordingly, it is morally and philosophically essential to describe and analyze the peculiarities of Binol-anong Binisaya verbs according to how they naturally form. Therefore, the researcher agreed that this undertaking should not model how verbs in a foreign language, particularly English, are investigated to avoid biases. For instance, this research gained insights from Mercado (2001) as he cited Dorotheo's (1996) claim that Cebuano-Visayan verbs change their form for aspect compared to those in English, which inflect for tense or the time of an occurrence. Aspect pertains to the start, progress and finish of an action. Mercado also renamed Verstraelen's (n.d.) "factual tense" and "non-factual tense" to "finished aspect" and "unfinished aspect," respectively. In this linguistic study, Action Begun (AB) corresponds to the former; Action not Begun (AnB), the latter as used in Maryknoll Institute of Language and Culture (MILC) (n.d.) *The Focus and The Affixes.*

Another feature of the verb system worthy of explaining is focus. This refers to how the verb is semantically related to the subject, which is also known as the topic (Domigpe & Domingo, 2014) or the complement in the sentence (Maryknoll Institute of Language and Culture, n.d.). Nouns functioning as topics are marked by particles *ang* (singular), *ang mga* (plural); *si* (singular), *sila si/ni* (plural); and *sa* (singular), *sa mga* (plural). For instance, the verb focuses can have *ang mga isda, sa lungsod* and *si Juan.*

That is to say, a verb in actor focus has the agent as the topic, whereas a verb in iternant focus settles on the recipient of the action. To help determine which topic of the sentence is, one should locate the verb and ask the question, "*Kinsay* or *Unsay* + verb?" ("Who or What + verb?")

The other two verb focuses are terminal and instrument/conveyance focuses. Terminal focus (TERFOC) verbs opt for (a) the particular place where the action occurs, (b) the person who benefits from the action done and (c) the object or the individual affected by the act. On the contrary, when verbs occur in instrument/conveyance focus, there are (a) objects utilized to do actions, (b) people or things being transferred from an original position to a new one and (c) actions done instantaneously (Maryknoll Institute of Language and Culture, n.d).

In the following sentences, the topics change in accordance with the verb focuses. For clarity, the topics are underlined accordingly.

Examples: verb stem: *palit*

Actor focus (ACTFOC)

6707

Eur. Chem. Bull. 2023,12(Special Issue 7), 6706-6720

Action Begun (AB)	(1)	*Nipalit <u>si Pedro</u> og isda.* Peter bought fish.
Action not Begun (AnB)	(2)	*Mopalit <u>si Pedro</u> og isda.* Peter will buy fish.

Iterant focus (ITEFOC)

Action Begun (AB)	(3)	*Gipalit ni Pedro <u>ang isda</u>.* Peter bought the fish.
Action not Begun (AnB)	(4)	*Paliton ni Pedro <u>ang isda</u>.* Peter will buy the fish.

Terminal focus (TERFOC)

Action Begun (AB)	(5)	*Gipalitan ni Pedro <u>si Maria</u> og isda.* Peter bought fish for Mary. or Peter bought Mary some fish.
Action not Begun (AnB)	(6)	*Palitan ni Pedro <u>si Maria</u> og isda.* Peter will buy fish for Mary. or Peter will buy Mary some fish.

Instrumental/conveyance focus (INS/CONFOC)

Action Begun (AB)	(7)	*Gipalit ni Pedro <u>ang kwarta</u> sa isda.* Peter bought fish.
Action not Begun (AnB)	(8)	*Ipalit ni Pedro <u>ang kwarta</u> sa isda.* Peter will buy fish.

3. Discussion

The following affixed and reduplicated verbs were gleaned from *Bohol Balita Daily News (*BBDN) issues and the Mother Tongue-Based Multilingual Education (MTB-MLE) teacher implementers' written responses to the sociolinguistic interview.

3.1 Classification of affixes

***Table 1.** Verb affixes as they occur in natural spelling*

Aspects	Prefixes	Infixes	Suffixes	Circumfixes
Action Begun (AB)	*gi* *gika* *gipa* *na* *nag* *nagka* *nagpa* *naka* *nakapa* *nakig* *napa* *ni* *ning*	*in* *um*		*gi- -han* *gipa- -an* *gipakig- -an* *na-an* *nag- -ay* *napa- -an*
	i		*-an*	*mag- -hay*

Action not Begun (AnB)	*ika* *ma* *mag* *mang* *maka* *makapa* *makig*		*-on* *-i*	*mapa- -an* *ma- -an* *pa- -on* *pakig- -an* *pa- -an*

Table 1 illustrates that the morphemes are classified as prefixes, infixes, suffixes and circumfixes in the way they appear in Binol-anong Binisaya texts. The affixes indicate aspect, which is the completion or incompletion of an action. The affixes were carefully classified after dissecting from affixed verbs found in both the articles of *Bohol Balita Daily News* (*BBDN*) and written responses of Mother Tongue Based - Multilingual Education (MTB-MLE) teacher implementers. For more samples of these verbs, the reader is referred to Appendix 2 Affixed verbs in Binol-anong Binisaya.

The first column lists prefixes which showed in the corpora. Etymologically speaking, prefixes are appended at the beginning of verb stems. This classification of affixes falls under either Action Begun (AB) or Action not Begun (AnB) aspect. The prefixes which indicate the former include *gi-, gika-, gipa-, na-, nag-, nagka-, nagpa-, naka-, nakapa-, nakig-, napa-, ni-* and *ning-*. The latter, in contrast, are represented by *i-, ika-, ma-, mag-, mang-, maka-, makapa-* and *makig-*.

The two aspects can be illustrated in using the Action Begun (AB) aspectual prefix *naka-* of *nakatampo* ('was/were able to contribute') and its counterpart in Action not Begun (AnB), *maka-* of *makalimot*. For example, one can infer that *ang tanang gobernador (*all the governors) already finished the action in the extracted sentence, *Ang tanang gobernador nakatampo sa maong paningkamot atol sa ilang termino (BBDN, November 2018) (*All the governors were able to contribute to the effort in their respective terms of office.). In the other statement, the teacher will still do the action "remember" in the sentence *"Dapat di ko makalimot sa angay kong buhaton (MTB-MLE, January 2019) (*I must not forget what I should do.*).

This group of verb-forming affixes forms the supermajority, numbering 26. Thus, *Binol-anong Binisaya* has a preference for prefixation over suffixation. In terms of the number of syllables, they are monosyllabic, disyllabic and even trisyllabic. They also have derivational qualities because they can turn certain word classes into verbs like a noun (*alagad*), *magalagad*; adjective (*libog*), *nalibog* and adverb (*hinay-hinay*), *maghinay-hinay.*

There were two infixes, <*um*> and <*in*>, seen in the corpora. In the sample statement, *Nagdumili nang mohatag og laing deadline si Kalihim Lorenzana*. Two verbs are found in the sentence: *nagdumili* and *mohatag*. The former has the prefix, *nag-* and the infix <*u*>. Based on the glossing, this verb, the stem of which is *dili,* is used on the glossing to indicate an Actor Focus (ACTFOC) represented by the topic or subject *Kalihim Lorenzana* (Secretary Lorenzana) in the sentence.

Another infix is found in the verb *kinarnap*. The Filipino-coined English word, included in the *Oxford English Dictionary* (OED) June 2015 update (*inquirer.net*, 2015), takes a modified spelling and is written as an infixed verb. The verb is in its Inertant focus (INEFOC). As the name itself suggests, infixes come in the middle. Interestingly enough, they occur in the first syllables of the affixed verbs. Specifically, they come in between the first and second letters, which happen to be consonants and vowels, respectively. As a rule, <*um*> infix coexists with and depends on prefixes for aspect. In contrast, <*in*> always opts for Action Begun (AB) aspect.

6709

Eur. Chem. Bull. 2023,12(Special Issue 7), 6706-6720

<*in*> verb
k<*in*>arnap   (stem: *karnap*)

Nahibaw-an nila nga ang gigamit nga motorsiklo sa maong suspetsado kinarnap kini.
They were told that the motorcycle that the suspect used had been carnapped.

<*um*> verb
nag-d<*um*>ili   (stem: *dili*)

Nagdumili nang mohatag og laing deadline si Kalihim Lorenzana.
Secretary Lorenzana refused to give another deadline.

As to suffixes added at the end, the corpora yield *–an*, *-on* and *–i* after being dissected from the sample extracted words. Based on Maryknoll Institute of Language and Culture (MILC) (n.d.), these three suffixes all occur in Action not Begun (AnB) aspect.

The suffix *–an* indicates that an action is in Terminal focus (TERFOC) and happens in Action not Begun (AnB) aspect. For instance, in the sentence, *Ilaha nang bansayon ang maong mananap, ipriso ang maong elepante ug bunalan (BBDN, November 2018),* which is translated as *"They will train the animal, put the elephant in the cage and beat it.",* the elephant is affected by the unfinished action identified by the verb *"bunalan"* (will beat) in the sentence.

Unlike the preceding suffix, *-on* occurs in Inertant focus (INEFOC). It is, however, an Action not Begun (AnB) aspectual suffix. The sample verb *atubangon* exemplifies this suffix in the statement, *Atubangon ni Presidente Duterte ang katawhang Bol-anon* (President Duterte will meet the people of Bohol). The sentence implies that the topic *katawhang Bol-anon* (the people of Bohol) is the recipient or the object of the unfinished action identified in the verb.

The third affix falling under this category is *–i*. This suffix is used in imperatives, wherein somebody tells somebody else to do something, but if analyzed, the suffix denotes an unfinished or Action not Begun (AnB) action in Inertant focus (INEFOC). For instance, in the sentence *Ayaw suwati ang libro* (Do not write in the book), *ang libro* (the book) receives the action of the verb, thus the topic in the sentence.

Table 1 clearly illustrates that the suffixes in Binol-anong Binisaya are monosyllabic and have three hyponyms (members of the category). Thus, having very few suffixes is quite the opposite of what Manova (2014) & St. Clair et al. (2009) claimed that those languages that use affixes prefer suffixes over prefixes.

As far as circumfixes are concerned, they are attached before and after verb stems. Specifically, their fore components are formed from any of the syllables of the prefixes. In contrast, the rear components are either of the suffixes.

Like the prefixes, this last group of affixes occurs in Action Begun (AB), which includes *gi- -an, gipa- -an, gipakig- -an, na- -an, nag- -ay* and *napa- -an.* For instance, *gipangunahan* (is headed) has already started and has been ongoing in the extracted sentence from *BBDN*; December 2018, *Gipangunahan ni Police sa pagsikop sa suspek.* The Calape police officers are headed by.

6710

Eur. Chem. Bull. 2023,12(Special Issue 7), 6706-6720

Based on Table 1, the Action not Begun (AnB) circumfixes are: *mag- -ay, mapa- -an, ma-an, pa- -on, pakig- -an* and *pa- -an.* For example, *pangunahan* (will be led) is yet to be done by the President himself in the statement, *Kon di mausab ang plano, pangunahan ni Pres Duterte ang pag-abli sa BPIA* (If the plan is still on, the opening of BPIA will be led by Pres Duterte).

This group of verb affixes in Binol-anong Binisaya as an additional classification helps validate that both Binol-anong Binisaya and Tagalog are of the same linguistic division in Philippine languages (Kaplan et al. 2003, Mattes 2014).

As shown in the glossed verbs, the study further proves that Morpheme-based morphology (Halle, 1973 and Siegel, 1974) is accurate in its proposition that both stems and affixes are "concatenated" to produce a complex word, thereby qualifying Binol-anong Binisaya as an agglutinative language, the morphemes of which are "glued together" in a series (Payne, 2011). Together with verb stems, the circumfixes can form the longest verbs such as *nagtinabangay* (were helping one another) and *magestoryahay* (will be talking to one another).

Lastly, Greenberg (1983) linguistic universal stating that the presence of discontinuous affixes = infixes and circumfixes can mean occurrences of prefixes and suffixes. Thus, the proposition holds true for the Binol-anong Binisaya verb affixation system.

3.2 Affixed verbs with semantic functions

Table 2 provides more concrete evidence that Binol-anong Binisaya is an agglutinative language as its newly formed verbs change their moods depending on affixes. Verb focuses further group them with durative affixes occurring in Actor focus only. In contrast, neutral, aptative and causative exist in all four verb focuses.

3.2.1 Neutral affixes

ni- verb
ni-hunong
ACTFOC-stop   (ACTFOC: Actor focus)
'stopped'

Nihunong ang motorsiklo sa dapit nga awaaw. (BBDN; Nov 27, 2018)
The motorcycle stopped at a deserted place.

The sample glossed verb, *nihunong* (stopped), shows that it is in Actor Focus (ACTFOC) concerning the topic *ang motorsiklo* (the motorcycle). In the sentence, the topic itself did the finished action, which is indicated by the prefix *ni-*.

Ni- and its variants, namely, *mi-, ming-* and *ning-* (Wolff, 2012; Givon,1994), are attached to form verbs in Action Begun (AB) aspect and have *mo-* as their direct counterpart in Action not Begun (AnB). However, *ming-* did not occur in any of the corpora.

Alternatively, this neutral group of prefixes can be called volitional verbs since they show that the actions are done depending on the actor's will or own decision (Blake, 2002) or punctual/non-durative (Wolff, 2012), pointing out that the actor does the action momentarily or immediately finishes doing it.

Table 2 *Binol-anong Binisaya affixes in distinct moods*

Moods		Neutral	Durative	Aptative	Causative	Causative Aptative	Social		
Focuses	Aspects						Initiating	Reciprocal	Accidental
Actor	Action Begun	*ni- ning-*	*nag-*	*naka-*	*nagpa-*	*nakapa-*	*nakig-*	*nag<in>anay*	*nagka-*
Actor	Action Not Begun	*mo-*	*mag- mang-*	*maka-*	*magpa-*	*makapa-*	*makig-*	*mag<in>anay*	*magka-*
Iterant	Action Begun	*gi-*	-	*na-*	*gipa-*	*napa-*	-	-	-
Iterant	Action Not Begun	*-on/-hon*	-	*ma-*	*pa- -on/-hon*	*mapa-*	-	-	-
Terminal	Action Begun	*gi- -an/-han*	-	*na- -an/-han*	*gipa- -an/-han*	*napa- -an/-han*	*gipakig- -an/-han -*	-	-
Terminal	Action Not Begun	*-an -han*	-	*ma- -an/-han*	*pa- -an/-han*	*mapa- -an/-han*	*pakig- -an/-han -*	-	-
Instrument/ coveyance	Action Begun	*gi-*	-	*gika-*	-	-	-	-	-
Instrument/ coveyance	Action Not Begun	*i-*	-	*ika-*	-	-	-	-	-

6712

Eur. Chem. Bull. 2023,12(Special Issue 7), 6706-6720

-on/-hon verb
agwanta-hon
endure-INEFOC   (INEFOC: Iterant Focus)
'will endure'

Dunay kinahanglan nga ireklamo pero kutob sa mahimo
agwantahon lang sa. (BBDN; November 4, 2016)
Something has to be raised but if possible, (I) will endure for the meantime.

In the foregoing glossing, *agwantahon* (will endure) *-on* and *–hon* are used in Iternant focus (ITEFOC) to signal that nouns or pronouns receive actions. On the contrary, *-an* and *–han* exist in Terminal (TERFOC). When it comes to the way they are attached, *-an* and *-on* are brought into play with verb stems ending in consonants, but *–han* and *–hon* naturally go with stems whose last letters are vowels (Maryknoll Institute of Language and Culture, n.d.). Interestingly enough, the four suffixes share a feature in common: they make verb stems in Action not Begun (AnB) aspect, expressing that actions are yet to be completed.

3.2.2 Durative affixes

---

mag- verb
mag-saulog
ACTFOC-celebrate
'will celebrate'
Ang Diyoses sa Tagbilaran magsaulog sa ilang Diocesan Jubilee
sa Nobyembre 6. (BBDN; June 4, 2017)
The Diocese of Tagbilaran will celebrate its Diocesan Jubilee on November 6.

In the preceding glossing, durative affixes can be called progressive because the activity is routine (Wouk & Ross, 2002) or continues for a considerable length of time (Rubrico, 2015). Thus, they are quite the opposite of neutral affixes.

3.2.3 Aptative affixes

---

gika- verb
gika-dismaya
INS/CONFOC- dismay
'dismayed'   (INS/CONFOC: Instrumental/Conveyance Focus)

Gikadismaya usab kini sa militar ang grabeng pagkunhod sa gidaghanon sa reserves.
(BBDN; November 26, 2018)
The military dismayed at the high decrease in the number of (army) reserves.

6713

In the preceding glossing, *gikadismaya* (dismayed) contains the stem *dismaya*, a borrowing from English. The prefix *gika-* indicates that something was already finished (Action Begun). In terms of focus, the action occurs in Instrumental/conveyance focus (INS/CONFOC).

Aptative affixes are alternatively called abilitative affixes (Ramos & Cena, 1990). As the name itself suggests, the doer of the action possesses the capability to perform the act.

3.2.4 Causative affixes

pa- stem-on verb
pa-trabaho-on
INEFOC- work- INEFOC
'will force somebody to work'

Patrabahoon sila didto nga walay sweldo ug ipasumangil
nga parte kini sa ilang training. (BBDN; November 26, 2018)
They will be forced to work there without any salary
and were told that this was part of their training.

If dissected, the sample extracted verb *patrabahoon* yields the stem *trabaho*, a Spanish loan word (*trabajo*) and the circumfix *pa- -on.* Following the eight Leipzig glossing rule, Iterant focus (ITEFOC) exists with the stem side by side to signify that the affix is of two components.

As morphological features, causatives are found mainly in Asian languages involved in increased valency. The actant brings about the situation (Song, 1996). As is shown in Table 2, all causative affixes consist of *pa-* affix. Song further supports this proposition by citing De Guzman's (1978) work on Tagalog and Wolff's claim on Cebuano that they are linguistically similar in the sense that both have *pa-* affix.

3.2.5 Causative aptative affixes

Table 2 shows that *naka-* and *mapa-* aptative affixes are fused with the second syllable *-pa* in the causative affixes. Thus, causative aptative affixes are causative and aptative affixes blended. However, these affixes cannot form with verb stems in instrumental/conyeyance focus.

nakapa- verb
nakapa-kompleto
ACTFOC-complete
'was/were able to have something completed'

Ang Habitat nakapakompleto na sa pipila ka mga balay dinhi ning barangay.
(BBDN; December 17, 2018)
The Habitat was able to have a number of housing units this barangay
completed.

3.2.6 Social affixes

Social affixes, also known as participational affixes, form a group of verb affixes indicating that the "doer" needs another person or other people to do an action collaboratively (McGonnel et al., n.d.). Based on meaning, such affixes are subcategorized into three: initiating, reciprocal and accidental.

<div style="border:1px solid black; padding:10px;">

nakig- verb
nakig-himamat
ACTFOC- for people to find out how they are related to each other
'tried to find out whether somebody had relatives'

Nakighimamat ko basin naa ko kagupa sa ahong mga klasmeyt.
(BBDN; June 12, 2016)
I tried to find out whether I had relatives among my classmates.

</div>

Initiating social affixes denote that the actor makes the first move and others simply join him or her in performing a particular action.

Reciprocal social affixes mean that a mutual relationship between the performers of action exists. As a result, they either enjoy the benefits or suffer from the consequences of such an act. As to the rule of verb formation, they are characterized by actor focus (ACTFOC) circumfixes.

<div style="border:1px solid black; padding:10px;">

*nag-*stem*<in>-ay* verb
nag-t<in>abang-ay
ACTFOC-help-ACTFOC
'were helping one other'

Nalipay ang mga lumolupyo nga nagtinabangay ang mga opisyal.
(MTB-MLE teacher implementor's written response; February 13, 2019)
The residents were happy that the officials were helping one another.

</div>

Unlike those in reciprocal social mood, accidental social affixes can only form verbs by attaching *nagka-* and *magka-* prefixes. These bound morphemes also belong to actor focus affixes.

<div style="border:1px solid black; padding:10px;">

nagka-grabe
ACTFOC-worsen
'has worsened'

Nagkagrabe na karon ang krimen sa nasud.
(MTB-MLE teacher implementor's written response; February 9, 2019)
The crime rate in the country has worsened.

</div>

6715

Eur. Chem. Bull. 2023,12(Special Issue 7), 6706-6720

To sum up, Leipzig glossing has aided this morphological research in laying out the complex verb structures of Binol-anong Binisaya to pave the way for what Halle (1973) and Siegel (1974) theorized in Morpheme-based morphology that both stems and affixes are structurally positioned next to each other or "concatenated" within affixed verbs. Thus, for example, the longest extracted verb in this study, *nagtinabangay,* contains the root (*tabang; help*), circumfix (*nag- -ay*) and the infix *<in>*.

3.3 FULL REDUPLICATION. The majority of the instances of verb reduplication found in the language are cases of full reduplication, where the entire morpheme or even the entire word is repeated.

Fully reduplicated verbs in Binol-anong Binisaya, which register 416 or 90%, exhibit disyllabic reduplicants. There are more of such reduplicants than the combined monosyllabic and trisyllabic ones in the corpus.

Disyllabic reduplicants yield the following patterns:

CVCVC- kurog~kurog > INT~ shiver > 'shivering
CVCCV- kinto~kinto > ITE~tiptoe > 'tiptoeing'
CVCCVC- balhin~balhin > ITE~move around > 'moving around'
CVCVCC-piyong~piyong> ITE~blink > 'blinking'
CVCV-hiwa~hiwa >PLU~cut > 'cut something into pieces'
CVVC- kaon~kaon >ATT~eat > 'eat something moderately'
VCVC- uyog~uyog>ITE~shake > 'shaking'
CVCCCVC- lingkod~lingkod > ITE~sit > 'sitting'
VCV- agi~agi > ITE~pass > 'passing'
VCCVC- ambak~ambak > ITE~jump > 'jumping'
CCVCV- trapo~trapo > ITE~wipe > 'wiping'

The second type of full reduplication involves copying the entire base and thus yielding a new meaning. It is worth noting that the base has its own technical definition prior to the reduplication process. Unlike the first type, the independent full reduplications exhibit a wide range of possible interpretations. They serve semantic functions of intensity, iteration(repetition), plurality, and attenuation.

INTENSITY
A Ga-langas~langas   ag mga   bata   sa   gawas.
   AF.AB-INT~play   PART.T.PL   child PART.AG.SG   here
   'The children are playing very boisterously outside.'

B Ga-dali~dali   ko   gawas   sa
   AF.AB-INT~hurry   1SG.ACT   out of   PART.AG.SG

   Akong   kwarto   kay   naay   bisita   ni-abot.
   1SG.POSS   room   because   there   guest   AF.AB-come
   'I hurried out of my room because a guest came.'

ITERATION (REPETITION)
C Gi-bira~bira   Ni   Anya   ang   pisi.
   IF.AB-ITE~pull PART.AG.SG   PN   PART.T.SG   rope
   'Anya is pulling the rope.'

D Kita   Ko   nila   nag-agi~agi   diri.
   Saw   1SG.ACT   3PL   ACT.AB-ITE~pass   here
   'I saw them passing here.'

PLURALITY

E   Gi-gisi~gisi   nija   ag   papel.
ITE.AB-PLU~tear   3SG.ACT   PART.T.SG   Paper

'I saw them passing here.'

F   Pares~pares-on   kami   usa   mag-buhat
PLU~pair-IF.ANB   3SG.PL   before   ACT.ANB-do

Og   Mga   buluhaton.
PART.OBL   PART.T.P   Activity

'We will be paired up before doing activities.'

ATTENTUATION

G   Gi-timbang~timbang   pag-ayo   ni   Lily
IF.AB-ATT~weigh   well   PART.AG.SG   PN

Ang   gisulti   Ni   Noy Carlito.
PART.T   ITE.AB-say   PART.AG.SG   PN

'Lily weighed in on what Noy Carlito said.'

H   Daghan   na   kaayo   og   supporters   Si
Many   LK   too   PART.OBL   supporters

Aris.   Pwede   na   sija   mag-tug~tug.
PN   May   LK   3SG.ACT   AF.ANB-ATT~sleep

'Aris has too many supporters. He may not exert any effort.'

3.3.1 LOAN WORDS. As bases of reduplicated verbs, borrowed words occur in the language as well. Appended with prefixes, they create new lexemes when they undergo full reduplication, examples of which are nag-selpe~selpe, 'to take pictures of oneself using a smartphone;' mag-kodak~kodak,' from a brand name of a camera *Kodak;* will take pictures of somebody or something;' and nag-selpon~selpon, 'is/was using a cellular phone.'

3.4. PARTIAL REDUPLICATION. A few of the words in the linguistic data belong to partial reduplication, where only part of a morpheme is repeated.

    There are verbs undergoing Consonant Alteration. Specifically, the initial and final sounds in bases are changed. Accordingly, new phonemes substitute for the original ones in the base. For example, the bilabial consonant /b/ of the base *bakak* is replaced with the nasal /m/ in the reduplicant, resulting in *makak*. Another example is the stop consonant /t/ of *tawag,* which is changed to nasal consonant /n/, making it *nawag*. *Makak* and *nawag* are then attached to prefixes *ma* to denote Action not Begun (ANB) and *na* to express Action Begun (AB), respectively. This morphological process is a leftward reduplication.

ma-[b] → [m]akak   (base:bakak)

(1)   Ang   kaatbang   ma-makak   na   lang.
PART.T.SG.   opponent   IF.ANB~lie   LK   Just

'The opponent will just lie.'

na-[t] → [n]awag   (base: tawag)

(2)   Na-nawag   dayon   og   ambulansiya
IF.AB-call   immediately   PART.OBL.SG   ambulance

Ang   tag-iya.
PART.T.SG   owner

'The owner called immediately for an ambulance.'

The last consonant sound of a base can be altered as well. This morphological process is best illustrated by changing the plosive consonant /d/ in the base into the rhotic consonant /r/ in the reduplicated form. According to Cantular (2018), this occurs when the rhotic consonant /r/ is between two vowel sounds for a "fluid finish" in speaking. This phenomenon is a rightward reduplication, with the CVC pattern as the last syllable in the new lexemes.

gi-patid~pati[d]³ → [r]-an

(3) Gi-patid~patir-an   ang   suspetsado   sa mga   tawo
     TF.AB-kick~TF.AB   the   suspect   PART.AG.PL   people
     Human   na-sakp-an   na   na-ngawat.⁴
     After   TF.AB-catch-TF.AB   LK   IF.AB-steal
     'The people kicked the suspect after discovering
     that he had stolen something.'

gi-sikad~sika[d]⁵ → [r]-an

(4) Gi-kiha   sa   asawa   ang   iyang
     IF.AB-sue   PART.AG.SG   wife   PART.AG.SG   3SG.POSS
     Bana   kay   gi-sikad~sikaran   sija.
     husband   because   IF.AB-kick hard   3SG.OBL
     'The wife sued her husband because he kicked her.'

The last group of partially reduplicated verbs demonstrates the phonological phenomenon of consonant change involving antepenultimate sound in a disyllabic base. For example, the voiced velar /g/ sound of the base *bagot* is substituted with the voiced bilabial /b/ sound, resulting in *bot*; the voiced alveolar /n/ in *hinok* is changed into voiceless alveolar /t/, yielding *tok*; and the voiced velar /g/ in *tagak* is replaced with voiceless alveolar /t/, bringing about *tak*. Semantically, *nag-bagot~bot* means 'complaining vociferously;' *nag-hinok~tok* 'contemplating;' and *nag-tagak~tak* 'sonorous, that is when a metal dish falls on the floor, it makes a loud noise.'

(5)	Nag-bagot~bot	sila	
	IF.AB-sue	PART.AG.SG	
	bahin sa	ilahang	gipuy-an
	About	3PL.POSS	accommodation
	'They have complained vociferously about their accommodation.'			

4. REVIEW. In synthesis, full (total) reduplication is more productive than partial reduplication. It is also worth noting that the verbs do not occur as pure total and partial reduplication but are extended with affixes except for suffixes.

Fully reduplicated verbs can be categorized into independent and dependent. As for the semantic functions, they indicate the following meanings: intensity, iteration (repetition), plurality, and attenuation. Of the semantic functions, full reduplication with intensifying meaning is the most productive.

5. Acknowledgements

Soccorro Anne R. Zaluaga, DA, Samuel J. Gulayan, PhD, Mae A. Evardo, PhD, Katrine Mae B. Mante, MSBio and Mrs. Ritzel L. Gofredo.

References

Apalisok, S. 1999 *Bohol's prehispanic past to the present. Book 3. Bohol without tears: Land of the country's most battered people*. Surigao City: Surigao BB Press.

Bantawig, R. 2016. *Easy linguistics*. Manila: Mindshapers Co., Inc.

Blake, B. 2002. *Relational grammar: Linguistic theory guides* (R. Hudson Ed.). New York, USA: Routledge.

Booij, G. 2015. *Morphological analysis*. In B. Heine and H. Narrog (Eds.)., *The Oxford Handbook of Linguistic Analysis* (2nd ed.). Oxford, United Kingdom: Oxford University Press.

Brown, K & Ogilvie, S. 2009. *Concise encyclopedia of languages of the world* (p. 197). Oxford, UK: Elsevier Ltd.

Aronoff, M et al. 2011. *What is morphology* (2nd ed.). United Kindom: John Wiley & Sons, Ltd.

Bijeikienė, V. 2013. *Quantitative and qualitative research methods in sociolinguistics*. Retrieved from https://www.eltalpykla.vdu.

Cebuano for US Peacecorps. n.d. *Cebuano verb paradigm*.

Chew, P. 2003. *A computational phonology of Russian*. Florida, USA: Dissertation.Com.

Cantular, F. 2018. *Morphological borrowing: A linguistic ethnographic study of Cagay-anon Sebuano verb affix adaptation. Kinaadman*, 38, 1 -38. Retrieved from http://www.xu.edu.ph/kinaadman-journal.

Culpeper, J et al. 2018. *English language: Description, variation and contex*t. London, United Kingdom: Macmillan Publishers Limited.

Denham, K. & Lobeck A. 2009. *Linguistics for everyone: An introduction*. USA: Cengage Learning.

Domigpe, J. & Domingo, N. 2014. *Elementary Tagalog: Tara! mag-Tagalog tayo*! USA: Tuttle Publishing.

Ellis, R. 2003.*The study of the second language acquisition*. Oxford, UK: Oxford University Press.

Fagersten, A. 2016. *Watching TV with a linguist*. New York, USA: Syracuse University Press.

Ghaniabadi S et al. 2006. *Reduplication in Persian: A morphological doubling Approach*. Retrieved from: https://www.researchgate.net

Gelbukh, A. 2014. *Computational linguistics and intelligent text processing*. Switzerland: Springer International Publishing.

Givon, T. 1994. *Voice and inversion*. Philadelphia, USA: John Benjamins Publishing Company.

Hirsh-Pasek, K et al. 2010. *Action meets word: How children learn verbs*. New York, USA: Oxford University Press, Inc.

Hurch, B. 2005. *Studies on reduplication*. Germany: Walter de Gruyter GmbH & Co.

Lecturez, C. 2005. *Filipino cultural traits. In R. Gripaldo (Ed.), Cultural heritage and contemporary change*. Washington D.C: The Council for Research in Values and Philosophy.

Lim, E. 2010. *Tagalog-English English-Tagalog Dictionary*. USA: Lulu.com.

Llido, P. 2006. *Inflectional case assignment in Cebuano*. Paper presented at Tenth

6719

Eur. Chem. Bull. 2023,12(Special Issue 7), 6706-6720

International Conference on Austronesian Linguistics. 17 January 2006. Puerto Princesa City, Palawan, Philippines. Retrieved from http://www.sil.org/asia/philippines/ical/papers.html

Mangahas, M. 2016. *Numbers on Filipino, Cebuano and English*. Retrieved from https://www.opinion.inquirer.net/97210/numbers-on-filipino-cebuano-and-english

Mattes, V. 2014. *Types of reduplication: A case study of Bikol.* Berlin, Germany: Walter de Gruyter GmbH.

Mother Tongue-Based Multilingual Education: UNESCO Asia-Pacific In Graphic Detail *#1 (2018). UNESCO Bangkok.* Retrieved from https://www.bangkok.unesco.org

Maryknoll Institute of Language and Culture (MILC) n.d. *The focus and the affixes*

Otsuka et al. 2012. *More morphologies: Contributions to the festival of languages.* Bremen: Universitatverslag Dr. N. Brockmeyer.

Mattelio 2013. *Extra-grammatical morphology in English: Abbreviations, blends, reduplicatives, and related phenomena*. Germany: Walter de Gruyter GmbH & Co.

Mercado, L. 2001. Philosophy of Time. In M. Dy, M. *Philosophy of man: Selected readings.* (pp 105 – 107). Quezon City, Philippines: Goodwill Trading Co., Inc.

Population of Region VII – Central Visayas 2016. *Philippine Statistics Office.* Retrieved from: https://psa.gov.ph

Ramos, T. & Cena R. 1990. *Modern Tagalog: Grammatical explanations and exercises for non-native speakers.* Hawaii, USA: University of Hawaii Press.

Republic Act No 10157 (2012). *Official gazette*. Retrieved from https://www.officialgazette.gov.ph

Republic Act No 7356 (2015). *National commission for culture and the arts.* Retrieved from http://www.ncca.gov.ph

Schachter, P. & Otanes, F. 1972. *Tagalog reference gramma*r. California, USA: University of California Press.

Stranzy, P. (Ed.). 2011. *Encyclopedia of linguistics* (Vols. 1 & 2). Great Britain: Taylor & Francis Group.

Singian, A. 2018. *Mother Tongue and Basic Education in the Philippines*. *Sunstar Pampanga*. Retrieved from: https://www.pressreader.com/

St. Clair, M. et al. 2009. *Relationships between language structure and language learning: The suffixing preference and grammatical categorization.* Retrieved from: https://onlinelibrary.wiley.com

Valmaka, K. 2000. *Grammar relations in Cebuano.* (Doctoral Dissertation, University of Helsinki, Finland). Retrieved from https://philippines.sil.org/resources/

Wolff, J. 2012. *A dictionary of Cebuano Visayan*. Retrieved from: www.gutenberg.org https://www.opinion.inquirer.net/97210/numbers-on-filipino-cebuano-and-english