

Loanword Usage by Tagalog Speakers

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A loanword is defined by Campbell (1998, p.58) as a word taken from another language for use as part of a language referred to as the “recipient”. In this paper, loanwords refer specifically to the verbs that originally belong to the English language but form part of sentences in Tagalog. Cubar and Cubar (1994) mention borrowings from Spanish, English, Philippine languages other than Tagalog, and even other foreign languages as part of the “emerging National Language,” Filipino. Among speakers of Tagalog, borrowings from English expectedly outnumber those from other languages as it is the second language of Filipinos. These are uttered as part of daily interaction.

This paper presents a study that focused on the structure of loan words particularly verbs in English used by Tagalog speakers enrolled in the College of Arts and Sciences at San Beda College. Students belonging to four sections from the marketing department, one from operations management (OM), and one from human resource (HR) in the second semester of 2015 formed a convenience sample of 96 students who speak Tagalog as noted during group discussions in class. A convenience sample, according to Fraenkel and Wallen (2003), is formed on the basis of availability of the research participants. It is important to consider the characteristics of the sample relevant to the study when involving a convenience sample. In this study, it was essential that the students conversed in Tagalog. Offered an incentive of at least five additional points to their recorded assignment scores, the students were encouraged to submit within a time frame of two weeks, the third and fourth weeks of November, sentences written in Tagalog, containing loan words. 123 lists of 20 to 25 sentences were submitted but only 96 contained verbs borrowed from the English language; among the rest of the borrowed words, 90% were nouns in English and 10% were in Spanish. 74 of the 96 lists were from the marketing class, 16 from OM, and six from

HR. The verbs were studied quantitatively and qualitatively to note affixes that determine verb focus and aspect, and that form modals. Further noted is the spelling shown by the users. Noting the frequencies and percentages as part of quantitative analysis enabled a documentation of the extent at which particular affixes were used, displaying specific morphological processes in adapting loan words. The investigation revealed a creative application of Filipino morphological processes in the use of English verbs, and an application of both English and Filipino orthographical systems.

Framework of the Study

Aspect of Verbs

In Filipino, a verb that denotes action consists of an affix and a root (Gonzales-Garcia, 1999). The affix attached to a verb determines its aspect and focus. Aspect indicates the state of action expressed by a verb. In addition to the aspects of *perfektibo*, *imperfektibo*, and *kontemplatibo*, are the *perfektibong katatapos* and *prospektibo*. As illustrated by Malicsi (2013), each of the aspects can be translated into a number of tenses in English as in the following.

1. *Perfektibo*, the past form in Filipino, can be expressed using the following tenses in English.
 - a. The past tense which expresses finished action
 - b. The present perfect tense which states action that began in the past but relates to the present
 - c. The present tense

For example, the statement, *Nanalo si Pacquiao* in *perfektibo* translates to the past form, *Pacquiao won*, the present perfect, *Pacquiao has won*, and the present, *Pacquiao wins*. The English translation, *Pacquiao wins*, expresses a historical present. It is also the form used as news title or headline and in broadcasting current sports events.

2. The *imperfektibo* which is the present form in Filipino, translates into a number of forms in English. *Nagtatanim sila ng mais* could be translated into forms indicative of

meanings true of the past and of the present, as presented below.

- a. Translation into past action
 1. Past for past habitual action: They planted corn.
 2. Present perfect: They have planted corn.
 3. Past perfect for the earlier of two past actions: They had planted corn.
 4. Past progressive action: They were planting corn.
 5. Present perfect progressive: They have been planting corn.
 6. Past perfect progressive: They had been planting corn.
 7. Past for repeated action: They used to plant corn.
- b. Translation into present action
 1. Present form for habitual action: They plant corn.
 2. Present progressive: They are planting corn.
3. Kontemplatibo or the future tense in Filipino when translated into English, could be in the present, past or future form, as shown below.
 - a. Gugupitin niya ang papel; kukulayan niya ito, to the present form as in stating steps in a procedure: He cuts the paper; he colors this.
 - b. Magpapaalam ako, to the past tense for a polite way of asking permission: I wanted to ask permission
 - c. Lilipad ang eroplano sa Sabado, to the present tense to state future action: The plane leaves on Saturday.
 - d. Magsasabit sila ng parol sa Sabado, to the present progressive, simple future, and future progressive forms: They are hanging lanterns on Saturday; They will hang lanterns; and They will be hanging lanterns.
 - e. Matatapos silang magsabit ng parol bago dumating ang ika-8 ng Disyembre to the future perfect tense: They will have hung lanterns before December 8.

Focus of Verbs

Particular affixes attached to a verb indicate the role of the noun in focus. The focuses, with the affixes that indicate respective

focuses are as follows.

1. Actor / agent: -um- (sumulat), mag- (magsulat), ma- (maligo), man- (manguha), maka-and makapag-which suggest that the actor has the ability to perform the action expressed by the root of a verb (makatapos, makapaghanapbuhay) Maki- which implies performing an action with one from whom favor has been sought (makisilong) Makipag- which expresses the social aspect of doing together (makipagbati)
2. Experiencer (has no control over the action expressed by the verb): -in- (hinika), mag-(nagdusa), nan- (namayat), -um- (lumigaya), ma- (nalungkot), maging- which could be shortened to mag- (nagmalupit)
3. Perceptor (preposition sa precedes the “percept,” as explained by Malicsi, 2013, p. 50) -um- (tumingin sa iyo), ma- (maniwala sa kaniya)
4. Reciprocal agent: mag- (mag-usap), mag...-an (mag-ibigan)
5. Comitative or “reciprocal agent” (Malicsi, 2013, p. 50): ka...-in (kinaharap)
6. Agent with a comitative: makipag- (makipagtalos)
7. Patient (verb object created or destroyed respectively termed “constructum” and “destructum” in Malicsi, 2013, p. 51): -in- (ginawa)
8. Location: -in...-an (nilakaran)
9. Source: -in- (binungi), -in...-an (pinitasan)
10. Goal (direction of action): -in...-an (inuwian)
11. Theme (object that remains unchanged by the action expressed by the verb): i...-in- (itinapon), -in- (tinanggap)
12. Percept (idea perceived through the senses or feeling): -in- (sinalat)
13. Reference (idea thought of, discussed, or studied): -in- (minungkahi), pag...-in...-an (pinag-isipan)
14. Beneficiary: ipag...-in- (ipaghain)
15. Instrument: ipan...-in (ipinangkuskos)
16. Reason: ika...-in- (ikinalungkot)

Modals

Modals are formed through either affixation or the repetition of a syllable or syllables, or of the root of a verb. Through these processes, special meanings like number and manner of doing are expressed. These also result to the expression of ability, a lack of intention, causative, and request.

The meanings expressed through the use of modal-forming affixes are shown below.

1. Intensive: mag-um; focus on agent: (nagpumiglas)
2. Plurality of actor / agent: mag-...-an; focus on agent (nagtilaukan)
3. Plurality of actor; doing together: magsi-; focus on agent (nagsigising)
4. Doing together; intensive: magsi-...-an; focus on agent (nagsiawitan) magsi-+pag-...-an; focus on agent (nagsipagawitan) -ang-+magsi-+pag...-an; focus on agent (mangagsipagawitan)-ang-+mag-...-an; focus on agent (mangagawitan)
5. Plurality of patient: man-; focus on agent (mamitas)
6. Doing with one who has been asked a favor: maki- ; focus on agent (makitulog)
7. Intentionally doing together for companionship: makipag-...-an; focus on agent (makipagkuwentuhan)
8. Ability: maka- ; focus on agent (makaarte)makapag- ; focus on agent (makapag-aral)
 - ma-; focus on patient / theme / reference (magawa)
 - mapag- ; focus on plural goal (napag-ayos)
 - ma-...-an; focus on goal / percept (natikman)
 - mai- ; focus on theme / beneficiary (mailigtas)
 - maipan- ; focus on instrument (maipangkuha)
9. Unintentional performance: ma-; focus on patient / theme / reference of an act (natapon) mapag- ; focus on a plural goal (“napaghalo”, Malicsi, 2013, p. 59)
 - mai- ; focus on theme: (naibigay)
 - ma-...-an; focus on goal/percept (napuntahan)
 - maka-; focus on agent (nakatikim)
 - maka-...-an; focus on direction (nakabanggaan)

10. Causative (The causative agent makes it possible for the actor to perform the action expressed by the verb): magpa- ; focus on causative (nagpaluto)
11. Noun used as verb that functions as causative: magpa- (magpa-Starbucks)
12. Intensive; causative: magpaka- (magpakahirap)
13. Request: paki- / pa- (paki-ayos, pasulat)
14. Modal combinations: causative and ability: mapa (napaayos) ausative, ability, and “intensibo” (Malicsi, 2013, p. 63): makapag- +pa (nakapagpaayos social and causative: maki- + pa: (nakipaayos) causative and request: nagpa- + paki- (nagpakidala)

As mentioned earlier, modal formation involves repetitive processes. The repetition of the first syllable is known as reduplication; that of the first two syllables is referred to as “iterasyon,”; that of the root is called repetition.

Among the meanings expressed through the repetition of a syllable or syllables, or of the root of a verb, are the intensive, incipient action or reaction, diminutive, conclusive, critical, and stative. Action that is given emphasis is referred to as intensive.

An intense desire or necessity for action to happen is described as incipient. When action almost occurs but does not, it is called incipient reaction. It is diminutive if not completely realized. A number of verbs denote a realization and are understood to be conclusive. Another meaning that can be expressed using modals is referred to as critical. When the first or first two syllables of a verb are repeated, the critical modal denotes performance of action leading to undesirable consequences. When the prefix ka- is attached and the first syllable of the root is repeated, the modal may denote action just finished. This is better expressed through the use of lang translated into English as just.

The forms that express these meanings suggest the repetitive processes in modal formation.

1. Repeated performance of action: verb + nang+ verb
 (nagtrabaho nang nagtrabaho)
 pa- + root+root (papasyal-pasyal)
 mag- + repetition of the first syllable of the verb

(magtatalon)

2. Repetitive intensive: root +na+ root (lasap na lasap)
3. Repetitive causative: pa+root+root (pinagewang-gewang)
4. Abilitative intensive: maipag- / mapag- + root + root (maipagtugma-tugma)
5. Incipient action: root+-na-+root (sabik na sabik)
6. Incipient reaction: ma- / man- + root + root (mangatog-ngatog)
7. Diminutive: mag- / -in- / -um- (naglinis-linis)
8. Pretensive: mag- +root+root+ -an (magnanay-nanayan)
9. Conclusive: mapag- +root+root (napagmuni-muni)
10. Critical: repetition of the first or first two syllables of the root (sasali-sali)
ka- +repetition of the first syllable of the root (kagigising)
11. Stative: repetition of the root (kalong-kalong)

Spelling

The use of loan words presents spelling concerns because Filipino orthography differs from that of English. A set of guidelines issued by the Komisyon sa Wikang Filipino (2009) apply to borrowings in particular. The following are specified: (1) the original spelling in English can be used when a language user is unsure of or confused about the Filipino counterpart; (2) the reduplicated consonant-vowel combination is attached to the prefix as in magdo-drawing. It is further stated that the letters c, q, and x should not be used since a counterpart in Filipino could be used for each. In addition to these, issued by Sentro ng Wikang Filipino (2004), are guidelines in spelling loan words with a consonant cluster. These are: (1) the deletion of the second consonant upon inflection exemplified by “magba-brown out “ instead of magbra-brown out; (2) the repetition of the digraph together with the first vowel as in “magsha-shampoo” instead of “magsa-shampoo” ; (3) the repetition of the first in a combination of three consonants and the first vowel as in “magki-crystallize”; and (4) the insertion of /i/ in the affixation of words with s- as the first of the consonant cluster at the beginning like “mag-i-snow.”

These guidelines however are not always agreed upon by organizations that exercise authority in the use of loan words.

Even language educators then give importance to users' linguistic choices. The media, according to professors who teach Filipino in the tertiary level, are creators of language which do not agree with traditional usage. In an attempt to communicate effectively with students, loan words used in informal interaction are accepted in textbook writing. With no standard guidelines covering all instances in the use of loan words, consistency in a writer's use of particular forms should be practiced (personal communication with Professor Correa, Dr. De Castro, Professor Jocson, Dr. Rada, and Professor Rozul, November, 2014).

Presentation, Analyses, and Interpretation of Data

Analyses of the data collected for this study are based mainly on Malicsi's (2013) discussion of verb aspect and focus, and of modals. Frequencies in the use of loan words inflected according to this discussion are presented in tables 8 and 9 each followed by brief explanations. Loan words that are not inflected are shown in table 10 among other forms.

Focus and Aspect

Table 8 presents a quantitative analysis of the loan words used as part of the sentences analyzed for this study.

Table 8
Frequency in the Use of Loan Words

Focus	Affix	Present f %	Aspect Past f %	Future f %	Infinitive f %	Total (Affix) f %	Total (Focus) f %
Agent	-um- = redup	36 7.60					
	-um-		13 2.77				
	nag- +redup	53 11.28					
	nag- /		57 12.13				
	nag-...-ing		6 1.28				
	mag- +redup			72 15.32			
	mag-				45 9	233 49.57	
	na- +redup	3 0.64					
	na-		11 2.34	1 0.21			
	ma- +redup (with time expression)	1 0.21					1 0.21
ma- nan (man, actually used as nag)							

Experiencer	na- +redup	11	2.34					
	na-			8	1.70			
	ma- +redup					5	1.06	
						24	5.11	
						24	5.11	
preceptor	na-			8	1.70			
						8	1.70	
agent with a comitative	makipag-							
location	-an							
goal	-in-...-an							
theme	-in- +redup	38	8.09					
	-in-			47	10			
	i- +redup					8	1.70	
	i-...-in					3	0.64	
	redup+ -in					1	0.21	
	i- + root						24	5.11
	root = -in					1	0.21	
							122	25.96
beneficiary	ipag-					3	0.64	
						3	0.64	
						3	0.64	
						Total	470	100

Table 8 shows that the affix mag- is most frequently used with 49.57% of the affixes shown in the table, followed by -um- with 10.43%. As for verb focus, agent is highest with 65.74 while theme follows with 25.96%.

Noted among the loan verbs that focus on the theme is a difference in the spelling of the same word as shown below.

1. *Ang mga mangga sa Pilipinas ay ineksport pa sa ibang bansa.*
2. *Ang mga mangga sa Pilipinas ay ine-export sa iba't ibang bansa.*
3. *Marami ang ineksport na damit mula sa ibang bansa sa Pilipinas araw-araw.*

The similarity of the statements which were submitted by two different individuals could be explained as resulting from a class discussion considering that this could not have been part of informal conversation and that the students were enrolled in a marketing course.

The spelling in the first and third sentences contains a Filipino counterpart for a sound in English, the ks combination for x. The second usage, though not in agreement with guidelines issued by Komisyon sa Wikang Filipino (2009) clearly communicates the same meaning.

In a number of loan words that retain the spelling of the root,

the vowel in the affix is changed to one with the same sound as that in the root. The root is separated from the affix with a hyphen. Examples are as follows.

Wino-walk niya ung aso sa labas araw-araw.
Lagi niya akong hina-hug bago umalis.
Tuwing nag-uusap kami, dina-down niya ako parati.
Nagusap kami na ila-like niya at ng friends niya ang dp ko.
Ishe-share daw ni Anna ang mga pictures namin.
Sumusmooth na yung balat niya sa ginagamit niya na sabon.

The use of a different vowel with the same sound as that in the root follows the spelling guideline in reduplication issued by Sentro ng Wikang Filipino (2005). Similarly, the use of a sound like that of the vowel in carry eliminates confusion in communicating the meaning of kerry in Kinerry ko yung laro. This communicative intent is given importance by a guideline issued by Komisyon sa Wikang Filipino (2009) stating that the spelling of a loan word should be retained to avoid confusion.

The popularly used level-up also appears in several ways. This is used in 10 sentences in the present tense and three sentences in the past tense.

Lume-“level-up” ka na ah!
Yes naman! Lumelevel up ka na.
Lumelevel-up ang San Beda.
Lume-level-up siya sa larong Clash of Clans.
Yung trabaho niya ay lumelevel-up na.
Lumelevel-up na laro niya sa basketball dahil sa pageensayo.
Lumelevel-up ang saya!
Lumelevel-up na yung sweldo ko.
Lume-level up ka na tsong a.
Aba! Lume-level-up na ang talent mo ha.

Lumelevel-up sila.
Lumelevel up na ang team na gusto ko sa basketball.
Lumelevel-up na yung character ko!

As shown, a hyphen separates word parts in 11 of the sentences. A hyphen does not always appear in loan words as in the following.

Lumalove life na si ate.
Luma-love life na ang kapatid ko.
Umeeffect na yung gamut sa sakit niya.
Palagi na lang umaabsent si Juan.
Juma-jump siya sa bed habang sumasayaw.
Bume-breathe muna ako ng malalim pag pagod na.

The verbs are in the present tense but translating these into English would consider context to determine the appropriate tense. For example, in the statement, The medicine is already taking effect, taking effect is semantically suggestive of the present progressive tense. The action expressed by the verb is occurring at the moment of speaking. Umaabsent is in the same form but its habitual or repeated nature is clearly communicated by the adverb palagi. Similarly, pag pagod na states the situation that prompts deep breathing by the speaker. The translation could be I breathe deeply when I feel tired. Juma-jump could be translated into the simple present tense to describe the dancing act. Its counterpart in English could be He / she jumps in bed while dancing.

Among the loan words containing -um- is a result of the creativity of the language user. Its graphic representations also differ as shown below.

Dumada-moves siya sa babae.
Duma-damoves ka nanaman ba pare.

-da- could be a Filipino version of the. Based on the context of the first sentence, the moves denote the strategies used to gain what is desired. It is used as verb through the insertion of -um-.

Modals

Particular affixes comprise modals. Table 9 presents meanings communicated by a number of modals.

As shown in table 9, the affix pa- with 37.70% is used most frequently while paki- is next with 18.03%. Pa- is used with either a verb or a noun as shown in the sentences that follow.

Pa+verb

Pa-drink naman ako ng inumin mo, nauuhaw ako.

Pa-like naman ng status ko.

Pa-call naman ako kay Jesse, importante lang.

Pa-ride naman sa car mo.

Pa+noun

Pa-burger ka naman!

Pa-ziper naman ng bag ko, baka manakawan ako.

Pa-net / pa-internet naman, may icheck lang ako sa facebook ko.

Also shown in table 9 is nagka- which is understood to be a shortened form of nagkaroon.

Nagkaroon in English is was able to have or possess or as used in the following sentence can be translated into occurred.

Nagka-istampid dahil sa putukan.

Combinations of Affixes

Meaning	Affix	Present f %	Past f %	Aspect Future f %	Infinitive f %	Total (Affix) f %	Total (Meaning) f %
Doing together with one who has been asked a favor	naki- makiki- maki-	1 1.64		2 3.28	2 3.28		5 8.20
Ability	maka-	1 1.64					1 1.64
Lack of intention	na- ma-		2 3.28	1 1.64			3 4.92
Causative	nagpa- magpapa- magpa-		4 6.56	7 11.48	1 1.64		
Request	paki- pa- +verb pa- +noun				11 18.03 23 37.70 5 8.20		39 63.93
To have	nagka-	1 1.64					1 1.64
					Total	61	100

A number of the sentences subject to analyses contain loan words with combinations of affixes. The following sentences each contain a combination of two affixes.

Ipa-page mo yung batang nawawala. (i:-theme; pa:-causative agent)

Ipa-photocopy mo ang librong iyan. (i:- theme; pa:- causative agent)

Dapat na ma-idownload na natin yung kanta. (ma:-ability; i:- theme)

Hindi mairelax ni John ang kanyang mga muscles. (ma:- ability; i:-theme)

Na-videohan mo na ba yung nangyari kanina? (na:-agent; -an:-goal)

Other Forms of Loan Words

Aside from those already presented are other ways of using loan words. These are: (1) repeating the first syllable / consonant-vowel combination / consonant cluster-vowel combination / vowel; (2) using the root only; (3) repeating the root. The frequencies of use are presented in table 10.

Repetition of Initial Part

Process	Repetition of Initial Part	Root Only	Root Ending in -s	Repetition of the Root	Root with English Affix
Frequency	12	24	3	4	2

For words that begin with a consonant cluster, repeated is either the first consonant and vowel combination or the consonant cluster and vowel. These are shown in the followingsentences, where the loan verbs are focused on the agent.

Gagraduate na sila sa kolehiyo.

Ga-graduate ka na?

Ga-graduate na si Junjun yahoo.

So-smoke lang kami sa labas.

Gragraduate ba sila ngayong taon?

Ske-skate ba tayo mamaya?

Grogrocery ka ba?

A hyphen is used to separate the root in four of the words.

The first consonant together with the succeeding vowel/s is repeated in the words that donot begin with a consonant cluster.

The following sentences contain such words.

Ki-kiss ko si Hannah.
Tootoothbrush lang ako.

In the second sentence, the double o is used to indicate the sound of u.

Ki-kiss is focused on the theme while *tootoothbrush* is focused on the agent; both are in the future tense.

Another form of loan words is that with only the first letter repeated as in the following verbs.

I-internet lang ako bro.
A-absent ako para mapanood ko yung game ng paborito kong team.

The first verb is a shortened version of *magi-internet*. *Aabsent* is inflected with either *-um-* or *mag-*.

Root Only

Loan words are also used without any affix. This could be accounted to ease in oral production.

1. Finish *na ba yung* homework *mo?* (submitted twice)
2. Bet *ko yung nakita kong* dress sa H&M.
3. Order *tayo ng pagkain sa* snackbar.
4. Eat *na tayo*.
5. *Saan tayo* eat?
6. *Ayos na, dismiss na kayo*.
7. Try out *tayo sa* basketball.
8. Call *mo nga yung* driver *ko*.
9. Open *na ba ang* malls *sa Sabado?*
10. *Una ka na umuwi*, take care.
11. *Wag mo ko kausapin*, pissed off *pa ako sayo*.(-ed in passed is an English suffix)
12. Love *naman kita eh*.

13. Love *pa din kita kahit matanda ka na.*
14. Miss *mo na ba siya?*
15. Pass *mo sa akin yung pen.*
16. Sleep *ka muna.*
17. Get *mo bag ko please.*

The uninflected loan words below are nouns used as verb. These appear in short simple sentences together with the agent or actor of the action expressed by the loan word.

1. *Tara joyride tayo!*
2. Peter, food *trip naman tayo sa Lilac.*
3. CR *lang ako pare.*
4. Walk *trip tayo?* (noun phrase)
5. Basketbol *tayo sa Martes mga chong!*

Root Ending in -s

When used to mean understand, get appears with an –s. This is different from get denoting its literal meaning, as used in Get mo bag ko please.

*Karambol kasi ng frat ko ang mga ‘yan. Gets mo?
Di ko gets yung gagawin.
Di ko siya gets.*

Repetition of the Root

The first of the following sentences denote repeated action. In the three other statements, the action is emphasized or intensified.

*Bakit ka run ng run kanina sa kalsada?
Like na like ko ang kanyang bagong kulay ng buhok.
Love na love ni Pedro si Josefina.
Kering kerri mo yan ikaw pa.*

The preposition ng, instead of what is supposed to be nang is used in the first case of repetition. Keri from carry is spelled as pronounced. Based on its literal meaning, it connotes the ability to handle or bear a challenge.

Root with English Affix

The use of loan words containing an affix that is also in English appear in the sentences below.

*Improving na si Anne Curtis sa pagkanta.
Feeling mo maganda ka?*

Although both the verbs are inflected with -ing, improving is focused on Anne as agent as she performs the action expressed by the verb, while feeling is focused on maganda as percept which refers to a stimulus that is perceived or felt (Malicsi, 2013). If used in the third person point of view, the second statement could be expressed as *Feeling niya maganda siya* and not

Feeling maganda siya or *Feeling maganda ang babae* which is focused on the agent.

Conclusion

The analyzed data show the application of the Filipino morphological system on verbs borrowed from English. Any verb borrowed from English could fit into the structure of Filipino words. The merging of the first and the second language are evident not only in terms of structure and vocabulary but also in pronunciation and spelling. Communicative intent is supported by a choice of the spelling in either English or Filipino. New words created through affixation and reduplication communicate the intended meaning as these display the morphological system of the language native to Filipino speakers.

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