

## From Filipino and English to Zamboanga Chavacano: Finding the Missing Voice

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*This paper compared the voice marking systems of Zamboanga Chavacano, Filipino and English. Filipino has four voice markers (Ceña 2012), English has three (Celce-Murcia and Larsen-Freeman 2008), and Chavacano has two, albeit the literatures claim that this language has merely one, hence, the missing voice. How is the missing voice formally expressed in Chavacano? Data have been collected on Chavacano learners' performance in expressing the extra voices in Filipino and English. This study employed descriptive-qualitative research generalizing from the patterns of Chavacano sentences and hypothesizing in the process. The respondents were students and teachers who were all native speakers of Chavacano. The responses were analyzed for the patterns in the voicing system of the foregoing language and the responses were likewise utilized for the cross-checking of the possible variants. English and Filipino were the eliciting languages to analyze the sentences in Chavacano. The sampling that was drawn upon was a non-probability sampling. Filipino is a language that is rich in affixation whereby four different voice affixes trigger what argument assumes the place of the subject. The voices in Filipino are active, passive, derived and locative; English, albeit not having as much affixation as Filipino in its verbal morphology relative to voice, has three voices: active, middle and passive. Chavacano has been analyzed as having only the active voice; it has been found out, however, to have both the active and passive voices which ought to have a great pedagogical relevance and implication as Mother Tongue-based Multilingual Education (MTBMLE) is here to stay.*

**Keywords:** Chavacano, English, Filipino, Verb, Voice

### Introduction

#### *Mother Tongue-based Multilingual Education (MTBMLE)*

The revolution in the educational system of the Philippines brings about the implementation of the Mother Tongue-Based Multilingual Education (Henceforth, MTBMLE). MTBMLE is defined by Diane Dekker (2010) as a curriculum and teaching methodology that enables learners to participate well in education through the foundation in the learners' first language (L1), enabling them to build on the knowledge and experiences they bring to the classroom. MTBMLE also provides a good bridge to listening, speaking, reading and writing the second languages (L2, L3) of the classroom using sound educational principles for building fluency and confidence in using the other languages for life-long learning.

For any second language learners to be efficient in their pursuit of attaining a high level of proficiency in their target language, they ought to be proficient in their first language. The acquisition of their experiences via the deployment of the Chavacano language will provide experiences for the learners--native to the foregoing language--that will boost their confidence in the obtainment of the concepts and skills in learning the second language.

Knowing a language implicitly is one thing and knowing it explicitly is totally another. Fromkin et al. (2000) aver that a speaker's linguistic competence is a

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grammar that is a mental system, a cognitive part of the brain/mind. If it is one's native language, it is acquired as a child without any specific instruction. Differences between linguistic knowledge (competence) and linguistic performance are revealed in the, for example, slips of the tongue which are technically errors. Everyone makes errors, and often knows what is the correct form of the word, phrase, or sentence which is involved in the error.

What MTBMLE intends to do is to expose learners to the acquisition of knowledge via the utilization of the learners' native language and study this language, albeit functionally, in preparation for the learners' exposure to the second languages (L2, L3). If one learner is exposed to learning explicitly his first language, learning a second language will be an easier task. UNESCO supports mother tongue instruction as a means of improving educational quality by building upon the knowledge and experience of the learners and teachers. Mother tongue instruction and literacy should "be extended to as late a stage in education as possible". Every pupil should begin his [or her] formal education in his [or her] mother tongue.

### *Chavacano*

The corpora for the Chavacano language in Zamboanga City are not numerous, which insinuates that the materials that can be drawn upon for pedagogic purposes are either inadequate or foreign. Individuals who examine and dissect their own languages can be very passionate about the execution of the task they have chosen to perform in that the language to be analyzed is their very own, thus, not foreign to them. That being said, it is but congruous that a native speaker of the Chavacano language carries out a lucubration for the analysis of a certain facet of the Chavacano language verbs to be of profound use for the study of the Chavacano language, whether the study is carried out functionally or otherwise.

The Chavacano language is said to have only the active voice and when the passive voice is desired, it is expressed in the Spanish by many of the Chavacano speakers' antecedents (Camins 1999), but in the findings in this study, Chavacano has two voices: the active and the passive voice.

If the members of two or more cultures which do not use the same language come into regular contact with each other over a prolonged period, usually as a result of trade or colonization, it is probable that the resultant language contact will lead to the development of a pidgin language by means of which the members of the cultures can communicate with each other but which is not the native language of either speech community (Malmjaer and Anderson 1991). Malmjaer and Anderson (1991) further cite that a creole (Holm 1988: 6) is a language which has a jargon or a pidgin in its ancestry; it is spoken natively by an entire speech community.

The Zamboanga Chavacano language is one of the Philippine Creole Spanish/Chabacano-speaking communities (Lipski). It is a Philippine Creole Spanish (PCS) which is more familiar as Chabacano, whose variants include Caviteño, Ternateño, Cotabateño, Davaoeno and Zamboangeño. Of these five variants, Zamboangeño is the only surviving PCS (Lipski 1987, as cited by Barrios 2006).

Holm (2001) cites that today the Zamboangueno creole is flourishing; it is used in primary instruction, broadcasting, and to a limited extent in the press, functioning as a lingua franca in the region (Reinecke et al. 1975: 210, as cited in Holm 2001). Unlike the northern dialects, Zamboangueno has also been influenced by the local Visayan language, which –along with Tagalog– is the source of nearly 20% of its lexicon (Frake 1971: 228-229, as cited in Holm 2001). However, all of the creole dialects are "quite easily mutually intelligible" (Molony 1977: 153, as cited in Holm 2001). Zamboangueno has spread south to the islands of Basilan and Jolo, and northwest along the peninsula to Cotabato and Davao (Baxter 1984, as cited in Holm 2001, Lipski 1986: 44, as cited in Holm 2001).

Studies carried out on the topic state that Chavacano language does not have a passive voice but only an equivalent. Santos (2010) affirms that Chavacano does not have a passive voice construction.

<i>English:</i>	(active)	I painted that house.
	(passive)	That house was painted by me.
<i>Spanish:</i>	(active)	Pinte esa casa.
	(passive)	Esa casa fue pintada por mi.
<i>Chavacano:</i>	(active)	Yo ya pinta ‘se casa. (I painted that house.) Ese casa, yo ‘se ya pinta. (That house, I was the one who painted it.) Yo mismo ya pinta ‘se casa. (I painted that house myself.)

Camins (1999) avers that in Chavacano, there is no passive voice. If ever it is desired, our forefathers would express it in Spanish in which they are convenient.

"The criminal was killed by the soldiers." (English passive)

"El criminal fue matado por los soldados." (Spanish passive)

"El maga soldao ya mata con el criminal." (Chabacano active)

While Zamboangueno has no syntactic construction parallel to the Spanish passive (Whinnom 1956: 93, as cited in Holm 2001), it does have a semantic equivalent with impersonal "they" as the subject.

### *Voice*

Voice is a linguistic device that languages employ for the different constituents to function as themes. In the active voice the subject functions as the theme and is most often the actor or agent of some action. In the passive voice, the thing acted upon by the agent has been made the theme (Celce-Murcia and Larsen-Freeman 2008). Further, the grammatical feature voice pertains to who or what serves as the subject in a clause. English typically is a grammatical subject-predicate language—that is, every English sentence is composed of two major constituents, a subject and a predicate—it is commonly the case that the subject in English will be the theme and the predicate the rheme.

Celce-Murcia and Larsen-Freeman (2008) demystify the concept of theme and rheme stating that other languages use different means for making the theme-

rheme distinctions. For example, Japanese and Tagalog mark the theme with special particles. Voice is a grammatical feature that expresses the semantic functions attributed to the referents of a clause. It indicates whether the subject is an actor, a patient, or a recipient, as defined and explicated by Summer Institute of Linguistics (2017). Malmjaer and Anderson (1991) puts it that it is thus the function of the voice system to align the participants in various ways. Furthermore, they say that traditionally, voice is the feature of the verb indicating whether the subject is the doer of the action or the recipient of it.

### *Linguistic Differences*

In a research paper published by Kurani and Trifoni (2014), it can be inferred that they tackled the diversity of the morphosyntactic structures of English and Arabian despite their common linguistic provenance—that is, the Indo-European.

Polinsky (2010) claimed that all linguists agree, without much hesitation, that natural languages share a number of intriguing similarities and also show fascinating differences. This agreement does not extend very far beyond this clause, however. Typologists ask why (and how) languages differ, while grammar construction takes "the apparent richness and diversity of linguistic phenomena [to be] illusory and epiphenomenal, the result of interaction of fixed principles under slightly varying conditions" (Chomsky 1995: 8, as cited in Polinsky 2010). Such an approach leads one to ask why and in what ways languages are similar, at least at some deep level. Thus, typology's vested (albeit not always consciously recognized) interest is in making languages appear more different, whereas formal grammar wants them all to look alike. Of course this is an oversimplification, verging on a caricature, but it is striking how much the two different questions in (1) and (2) shape the overall approach to linguistic data.

In an article from the University of Oslo, the study of universals is concerned with what human languages have in common, while the study of typology deals with ways in which languages differ from each other. This contrast, however, is not sharp. When languages differ from each other, the variation is not random, but subject to limitations. Linguistic typology is not only concerned with variation, but also with the limitations on the degree of variation found in the languages of the world. It is due to these limitations that languages may be meaningfully divided into various types.

Because the MTBMLE is surely here to stay in the education system of the Philippines, because linguistic research can be drawn upon in the teaching of the second language (e.g. English and Filipino, at least in the context of the Chavacano learners) and because the structural differences germane to structure of languages can facilitate the understanding of different languages which have bearing to the learning of the languages, the following is in order:

This paper sought to provide answers to the following *research objectives*:

1. Describe the voicing system of the Chavacano language.
2. Compare and contrast the voicing systems of the English, Filipino and Chavacano languages in terms of the following:
  - 2.1. Noun Markings
  - 2.2. Verb Markings

## **Methodology**

This study is a descriptive-qualitative research generalizing from the patterns of Chavacano sentences and hypothesizing in the process. The respondents were all native speakers of Chavacano, eight (8) of whom were students and the other eight (8) were teachers. The sampling procedure utilized was the purposive sampling where a set of criteria was drawn upon as bases for the selection of the respondents. A group of high school students from the same institution was selected. Another group constituted of teachers was likewise selected. All the informants had to be native speakers of the Chavacano language. To ascertain their nativity relative to language, the researcher had to interrogate the participants based on the language spoken by them as their mother tongue.

The informants were made to translate sentences from Filipino and English to Chavacano as the former languages were the eliciting sentences in this paper to generate sentences in Chavacano to for the generation and surfacing of the voices. The English and Filipino sentences evinced structures with the different voices unique to each sentential architecture. For the voicing system of Filipino, Ceña's (2012) analysis of the system of voice was benchmarked, and Celce-Murcia and Larsen-Freeman's (2008) framework for the voicing system of English was the prototype for the analyses of the forenamed grammatical feature. The responses were analyzed for the patterns in the voicing system of the Chavacano language and the responses were likewise utilized for the cross-checking of the possible variants.

This research paper is a qualitative research that describes completely and in detail (the structure of the verbs relative to the voicing system of Chavacano vis-a-vis English and Filipino voicing systems).

In this study, words in the forms of sentences in Chavacano were analyzed as this was imponderable for the generation of a theory regarding the voice of the verb of the Chavacano language. One assurance of the accuracy of the data in the study was manifest via the knowledge of the researcher of the language in that Chavacano is his mother tongue. This served as a validation of the data gathered from the informants of the study. The findings and analyses carried out by the researcher were further fortified by a veteran linguist's analyses of the findings of the researcher.

## **Results and Discussion**

The comparison of the voicing system of the Chavacano, Filipino and English languages can demystify succinctly this grammatical feature of the Chavacano language.

*Chavacano*

A. ACTIVE VOICE

Most of the sentences in the Chavacano language are in the active voice. There is, however, no overt marker that distinguishes it from the passive voice. The following cases in point make the preceding statement clearer:

**1. *Ya kumpra si Joan con el bag.***

ASP buy det Joan det bag  
"Joan bought the bag."

**2. *Ta mira si Joy TV.***

ASP watch det Joy TV  
"Joy watches/is watching TV."

B. PASSIVE VOICE

Notice that in the preceding Chavacano sentences, the subjects are all the doers or the agents of the action executed rendering them both active in their voicing. The first sentence has *si Joan* as the subject and the agent, and the second, *si Joy*, functioning as the subject-agent.

The Chavacano language has been analyzed—as consistently mentioned in the literatures—as a language not exhibiting a passive voice. The following Chavacano sentences most unquestioningly prove otherwise:

**1. *Ya derama el agua.***

ASP spill det water  
"The water spilled."

**2. *Ay diriti el ice ali.***

ASP melt det ice there  
"The ice will melt there."

**3. *Ya kay el baso.***

ASP fall det glass  
"The glass fell."

The preceding sentences are all full and complete sentences on their own. The subjects for each—*el agua*, *el ice*, *el baso*—are non-agents in the sentences but are rather the theme, and thus rendering them passive relative to voice.

Verb marking

As far as the verb is concerned, only aspect is marked in the verbs in the provided sentences. The voicing system has no marker—that is to say, the verb is bare when it comes to voice.

Noun marking

The subject is marked with the determiner *SI* when it is a personal noun. *EL* is the marker for indefiniteness which can appear in either the subject or the object. And the object in a sentence is marked with *CON* which is omissible when the marked item is definite. When indefinite, however, it is obligatorily deleted (Table 1).

**Table 1.** *The Markers in the Chavacano Voicing System*

CHAVACANO			
Voice	Verbal Markers	Nominal Markers	
Active	None	Subject	Object
		si (personal subject)	con (definiteness)
Passive	None	None	No object

The Chavacano voicing system is practically bare in that the verbs do not contract any grammatical elements apart from the aspectual markers. The emergence of the object marker is crucial in the analysis of the voicing system for the surfacing of such aids in the understanding that the lexical items marked by it are the object. In case of its absence, the mental test of adding the forenamed element with a definite noun can insure the objectivity of the lexical item. For instance, *Ya kome yo el pan ya dale si Joy* "I ate the bread that Joy had given me" can be phrased *Ya kome yo con el pan ya dale si Joy* where the object marker has been added. The analysis for the passive voice is likewise ushered by this object marker in that the inclusion of the object marker *CON* is not permissible. In the sentence *Ya kema el papel* "The paper burned", it is ungrammatical to say *\*Ya kema con el papel* as a sentential entity per se to mean the same as *Ya kema el papel*, thus the noun is not the subject.

*Filipino*

Filipino is a language that utilizes affixes that trigger a certain lexical unit/s with specific semantic function to act as the subject of the sentence. Technically, the Filipino language deploys the grammatical feature *focus* that makes different lexical units with different semantic function the subject of a sentence. In this paper, however, the term voice will be utilized for a clear-cut comparison of the voicing systems of the different languages.

Filipino has the four voices. Ceña (2012) explicates the voices of the verbs in Filipino in regards to voicing in the Filipino language (Table 2).

With Ceña's analysis, in the first four roles, the marker for the voice is implied (represented as the null character  $\emptyset$ ). For our purpose, however, we would use the traditional markers (Schachter and Otones 1972, as cited in Ceña 2012), as shown in the right half of the last column.

*-In* is the affix to portend the affected voice and theme voice; *-an* for location voice and direction voice; *i-* is for benefactive voice, reason voice and instrumental voice.

**Table 2.** Filipino Affixes for Voice Marking

Voice	Role of the Subject	Example of Use in a Sentence	Affix Used in the Verb	
			Ceña 2012	Traditional
<b>Agent</b>	1. Actor Voice (Tagagawa)	Tumakbo ang tao. R<inf>an CASE man "The man ran."	∅	-um-
		Magdadala si Tesa. <Pref+redup>Bring CASE Tesa "Tesa will bring (something)."	∅	mag-
	2. Experiencer Voice (Tagaranas)	Nahiya si Ben. <Pref> CASE Ben "Ben became shy."	∅	na-
	3. Force Voice (Puwersa)	Humuhip ang hangin. BL<inf>EW CASE wind "The wind blew."	∅	-um-
<b>Passive</b>	4. Affected Voice (Apektado)	Pisaïn mo ang ipis. Crush<suff> you CASE "the" cockroach "Crush the cockroach."	-in	
	5. Theme Voice (Tema)	Isipin mo ang dahilan. Think<suff> you CASE "the" reason "Think of the reason."	-in	
<b>Locative</b>	6. Location Voice (Lunan)	Tulugan mo ang duyan. Sleep<suff> you CASE "the" hammock "Sleep in the hammock."	-an	
	7. Direction Voice (Direksyon)	Abutan mo siya ng pera. Hand<suff> you him/her CASE money "Hand him/her some money."	-an	
<b>Derived</b>	8. Benefactive Voice (Tagapakinabang)	Ibinili ni Ben ang Inang. <pref>bought CASE Ben CASE "the" Inang "Ben bought Inang (something)."	i-	
	9. Reason Voice (Dahilan)	Itinaba ni Ban ang kanin. <pre>fatten CASE Ben CASE rice "The rice caused Ben to fatten."	i-	
	10. Instrumental (Instrumental)	Ikuskos mo ang damit sa bato. <pre>rub you CASE clothe CASE stone "Rub the clothe on the stone."	i-	

**Subject Markers in Filipino and Chavacano**

The markers deployed by the language to mark the nouns as subjectivized by the four affixes are *ANG* and *SI*. *ANG* is used for common nouns subjectivized by an affix. *SI* is used when the focus of the sentence is a person's name. The



Chavacano equivalent for *SI* in Filipino is also *SI* but *EL* does not mark the subject but is just a determiner marking the definiteness of a noun, as shown in the examples below.

1. *Ya kumpra si Boy pantalon. (Fil: Bumili si Boy ng pantalon.)*

ASP buy det Boy pants

"Boy bought pants."

2. *Ya kumpra el bata pantalon. (Fil: Bumili ang bata ng pantalon.)*

ASP buy det child pants

"The child bought pants."

In sentence 2, *EL* appears to function like *ANG* of Filipino, but with the analysis of the following sentences, *EL* is only a marker for definiteness and not a marker of the subject like the *ANG* of Filipino.

3. *Ya anda aqui el dos bata. (Fil: Pumunta rito ang dalawang bata.)*

ASP come here definite article two children

"The two children came here."

4. *Ya anda aqui dos bata. (Fil: May dalawang batang pumunta rito.)*

ASP come here two children

"Two children came here."

In sentence number three, the subject is *el dos bata*, "the two children" and *dos bata* "two children" for sentence number four where *EL* is not used to mark the subject in that it is indefinite.

**Table 3.** *The Chavacano and Filipino in Juxtaposition*

Role of the Subject	Example of Use in a Sentence	Chavacano Equivalent
1. <b>Actor</b> Voice (Tagagawa)	Tumakbo ang tao.	Ya corre el gente.
	Magdadala si Tesa.	Liba si Tesa.
2. <b>Experiencer</b> Voice (Tagaranas)	Nahiya si Ben.	Ya tiene huya si Ben.
3. <b>Force</b> Voice (Puwera)	Humuhip ang hangin.	Ya pega el biento./Yan biento.
4. <b>Affected</b> Voice (Apektado)	Pisain mo ang ipis.	Ase tu lata con el cucuracha.
5. <b>Theme</b> Voice (Tema)	Isipin mo ang dahilan.	Pensa tu el rason. /Pensa tu con el rason.
6. <b>Location</b> Voice (Lunan)	Tulugan mo ang duyan.	Durmi tu na duyan.
7. <b>Direction</b> Voice (Direksyon)	Abutan mo siya ng pera.	Alkansa tu con ele el sen.
8. <b>Benefactive</b> Voice (Tagapakinabang)	Ibinili ni Ben ang Inang.	Ya kumpra si Ben para con Inang.
9. <b>Reason</b> Voice (Dahilan)	Itinaba ni Ben ang kanin.	Ya queda si Ben gordo porkawsa del canon.
10. <b>Instrumental</b> Voice (Instrumental)	Ikuskos mo ang damit sa bato.	Ase tu kuskus el kamisa usando el piedra.

*Note:* The English translations and the glosses for the sentences in this table are provided in Table 2.

In what follows, we will point out the differences in the verbal expressions of the various voices in the two languages (Table 3).

### A. ACTOR VOICE

#### Verb marking

In Filipino, three verb affixes are used to indicate the subject of the sentence performs the role of actor or agent: -um-, mag- (nag is completed action) and ma- (na- is completed action).

**1. *Bumili si Ben ng basi.***

B<inf>ought CASE Ben CASE wine  
"Ben bought wine."

**2. *Nagdala si Ben ng basi.***

<Pre>brought CASE Ben CASE wine  
"Ben brought wine."

**3. *Nahiya ang bata.***

<Pref>shy CASE child  
"The child felt shy."

Notice that the Chavacano verb does not seem to have markers in the verb that subjectivize the noun. *YA* in the above Chavacano sentences is an aspect marker. There is then no overt affix or marker like Filipino in the verb of the Chavacano language that indicates which becomes the subject of the sentence. The Chavacano equivalents of the above sentences are as follows:

**1. *Ya kumpra si Ben vino.***

ASP buy DET Ben wine.  
"Ben bought wine."

**2. *Ya liba si Ben vino.***

ASP bring DET Ben wine  
"Ben brought wine."

**3. *Ya tiene huya el bata.***

ASP have (existential) shyness DET child  
"The child felt shy."

#### Noun marking

The Filipino subject Ben is marked using the personal singular marker *SI*, as shown in (1-2). *ANG* marks common noun subjects, as in (3). The non-subject direct object is marked with *ng*.

The Chavacano subject is marked using *SI* for personal singular nouns as shown in (1-2) Chavacano equivalents. *EL* appears to mark common noun subjects, as in number (3). The non-subject object is not marked by the object marker *CON* in that it is indefinite. The definite equivalent will allow the use of the marker *CON* and the determiner to express definiteness as in *Ya kumpra*

*si Ben con el vino* "Binili ni Ben ang basi". In other words, the appearance of *CON* is only allowable when the object is definite; otherwise, it should be obligatorily not utilized.

*EL* only appears to mark the subject in that it is actually a definite article that marks for definiteness of common nouns as explained above.

## B. PASSIVE VOICE OR OBJECTIVE VOICE

### Verb marking

In Filipino, the affix *-in* indicates that the subject of the sentence performs the role affected voice and theme voice.

#### **1. *Pisain mo ang ipis.***

Crush<uff> you CASE "the" cockroach  
"Crush the cockroach."

Notice that in Chavacano, the verb does not have any affix that marks the subject. Notice that the doer of the action remains to be the subject of the sentence, in this case, *tu* "you".

Below is the Chavacano equivalent of the Filipino sentence above:

#### **1. *Ase tu latah con el cucuracha.***

Make you crush OBJ MARKER DET cockroach  
"Crush the cockroach."

### Noun marking

*ANG* is the marker for the singular common noun subjects in Filipino. In Chavacano, the object is marked with *CON*, and *EL* is the definite article which allows the emergence of the object marker. The subject *tu* "you" is not marked in that it is a pronoun which is in the nominative case.

## C. LOCATIVE VOICE

### Verb marking

In the Filipino language, *-an* is the verbal affix that marks the subject that has the role of location voice or direction voice.

#### **1. *Tulugan mo ang duyan.***

Sleep<uff> you CASE "the" hammock  
"Sleep in the hammock."

In Chavacano, the verb does not have any affix to mark which lexical unit is made the subject of the sentence to indicate its semantic role.

#### **1. *Durmi tu na duyan.***

Sleep you LOC hammock  
"Sleep in the hammock."

Noun marking

In Filipino, the subject is marked with *ANG*. In the Chavacano equivalent, the subject equivalent *duyan* "hammock" is marked with *na*, a preposition portending location. The subject remains to be the doer of the action which is the pronoun *tu* "you", in the nominative case.

D. DERIVED VOICE

Verb marking

In Filipino, *i-* is the affix marker for the verb to indicate which lexical item becomes the subject and what semantic role it will have.

**1. *Ibinili ni Ben ang Inang.***

<pref>bought CASE Ben CASE "the" Inang  
 "Ben bought Inang (something)."

In Chavacano, the verb does not have any marker to indicate which lexical item becomes the subject of the sentence and what semantic role it plays. *Ya* is an aspect marker. The following is the Chavacano equivalent of the Filipino sentence for derived voice:

**1. *Ya kumpra si Ben para con Inang.***

ASP buy DET Ben for OBJ MARKER Inang  
 "Ben bought (something) for Inang."

Noun marking

In Filipino, the subject is marked with *ang*, in this case, Inang which plays the semantic role beneficiary. The non-subject doer of the action in Filipino is marked with *ni*. In Chavacano, the equivalent for the subject in Filipino is marked with the preposition (*para con*) to indicate beneficiary. The subject is marked with *si*, which is the doer of the action. Table 4 shows the summary of the markers drawn upon by Filipino and Chavacano in the verbs and nouns.

**Table 4.** Summary of the Voice System Markers

| FILIPINO |                 |                 |        | CHAVACANO |               |                       |                    |
|----------|-----------------|-----------------|--------|-----------|---------------|-----------------------|--------------------|
| Voice    | Verbal Markers  | Nominal Markers |        | Voice     | Verbal Marker | Nominal Markers       |                    |
|          |                 | Subject         | Object |           |               | Subject               | Object             |
| Actor    | -um-, mag-, na- | si and ang      | ng     | Active    | None          | si (personal subject) | con (definiteness) |
| Passive  | -in             |                 |        |           |               |                       |                    |
| Locative | -an             |                 |        |           |               |                       |                    |
| Derived  | i-              |                 |        |           |               |                       |                    |

In Filipino, there are four voices that utilize five (including the traditional view) verbal markers to mark the semantic role of the subject. In Chavacano, there seems to be merely one voice—active voice which performs the action of the verb, with no needed verbal marker in that there is only one voice in emergence which insinuates that a marker is superfluous let alone markers to mark other voices.

In the Filipino language, *SI* is the subject marker for person's name and *ANG* for singular common nouns and *NG* is used as the object marker; while in Chavacano, *SI* is the subject marker for a person's name and *el* for singular common nouns and *CON* is the object marker for definiteness.

### English

Malicsi (2010) explains that core sentences with transitive verbs may be transformed into the passive form, whereby their NP functioning as object of the verb (the patient complement) becomes the subject, and the NP functioning as the subject of the verb—and denoting the agent—becomes part of an adverbial phrase of the form "by + NP" which may be deleted.

S: The secretary recorded the meeting.

S: The meeting was recorded by the secretary.

S: The meeting was recorded.

Ditransitive verbs, those which take a direct object and an indirect object (the goal or beneficiary complement) may also be transformed into the passive form with the indirect object as subject of the sentence. These verbs are those which take a to or for complement.

S: His mother gave a gift to him.

S: His mother gave him a gift.

S: A gift was given (to) him by his mother. => A gift was given to him.

S: He was given a gift by his mother. => He was given a gift.

**Table 5.** *Chavacano and English in Juxtaposition*

| English Sentence   | Chavacano Equivalent  |
|--|---|
| 1. The secretary <b>recorded</b> the meeting. (Active)         | Yan record el secretaria con el meeting./El secretaria yan record con el meeting./El meeting, el secretaria yan record. |
| 2. The meeting <b>was recorded</b> by the secretary. (Passive) | El meeting, el secretaria yan record./Yan record el secretaria con el meeting./El secretaria yan record con el meeting. |
| 3. The meeting <b>was recorded</b> . (Passive)                 | Yan "record" con el meeting.  |
| 4. His mother <b>gave</b> a gift to him. (Active)              | Ya dale su nana regalo con ele./Su nana ya dale regalo con ele./Con ele ya dale regalo su nana.                         |
| 5. His mother <b>gave</b> him a gift. (Active)                 | Ya dale su nana regalo con ele./Su nana ya dale regalo con ele./Con ele ya dale regalo su nana.                         |
| 6. A gift <b>was given</b> (to) him by his mother. (Passive)   | Ya dale su nana regalo con ele./El regalo, su nana ya dale con ele./Su nana ya dale regalo con ele.                     |
| 7. A gift <b>was given</b> to him. (Passive)                   | Ya dale con ele regalo./Con ele ya dale regalo  |
| 8. He <b>was given</b> a gift by his mother. (Passive)         | Con ele ya dale regalo su nana./Su nana ya dale regalo con ele./Ya dale regalo con ele su nana.                         |

*Note:* Every active sentence in English has the subject before the verb and is the doer of the action, whereas the passive ones have the non-agent subjects before the verb where the verbs follow the construction **be verb + the past participle form of the verb**.

In what follows, we will point out the differences in the verbal expressions of the various voices in the two languages (Table 5).

### A. ACTIVE VOICE

#### Verb marking

In English, the verb follows the subject that functions as the doer or the agent of the verb. NPs are usually the subject of the sentence in the forenamed clause. Observe the following sentences in the active voice:

**1. *The secretary recorded the meeting.***

In Chavacano, the pattern is not as intact as in English in that some roles in the sentences are marked, albeit the verbs do not have affixes themselves to indicate which unit becomes the subject of the sentence. Below is the Chavacano equivalent of the sentence above:

**1. *Yan "record" el secretaria con el "meeting".***

ASP record DET secretary OBJ MARKER meeting

#### Noun marking

In English, NPs are usually the subject of the sentence that is followed by the verb. The subject is the agent of some action in the verb. As opposed to English, Chavacano has a relatively free word order in that the nouns are marked. *CON* marks the objective case.

### B. PASSIVE VOICE

#### Verb marking

The verb in English in the passive form follows the construction "be + -en" where -en is the third principal part of the verb—the past participle form.

**1. *The meeting was recorded by the secretary.***

In Chavacano, the equivalent sentence for the above sentence shows that *secretaria* "secretary" remains to be the subject of the sentence, making the sentence active, and meeting the object of the verb. The word order has a slight semantic alteration effect on the sentence. The Chavacano equivalent is shown in the following:

**1. *El secretaria yan "record" con el "meeting".***

DET secretary ASP record OBJ MARKER DET meeting

#### Noun marking

In English, it is the position of the subject that is very evidenced that it is the subject of the sentence for English has a relatively intact word order because the lexical units are not marked for their cases or roles. In Chavacano, the subject is marked with *SI* for personal names, as already seen and explicated above. The object is marked with *CON* that is obligatory when the object is definite.

C. MIDDLE VOICE

Celce-Murcia and Larsen-Freeman (2008) state that in English, there is, in fact, a "middle voice" intermediate between active and passive voices. The middle allows the subject of a verb sentence to be nonagentive, as in the passive voice, but the morphology of the verb to be in the active voice.

1. Her high C shattered the glass. (Active voice)
2. The glass was shattered by her high C. (Passive voice)
3. The glass *shattered*. (Middle voice)

English uses special verbs to express spontaneous occurrences. Such verbs, which allow the object of a transitive clause to be a subject of an intransitive clause without changing voice, are called ergative, or change-of-state verbs. Ergative verbs can appear in all three voices and thus take either agents or undergoers of the action (sometimes called patients or themes) as subject.

Verb marking

In the sentence **the ice melted**, the voice of the verb is in the middle voice. The active voice of which is *They melted the ice*; the passive, *the ice was melted by them*. The morphology of the verb is precisely the same as that of the active voice.

In Chavacano, such construction, can be translated which may appear to be in the middle voice that is rather identical to English middle voice because of the translation.

**1. *Ya diriti el "ice". Or El "ice" ya diriti.***

ASP melt DET ice

"The ice melted."

At the initial analysis, the sentence appears to be in the middle voice. It is to be analyzed as in the passive voice in that such a sentence can be expressed in this manner: *Ya ase si Boy diriti con el "ice"* "Boy caused the ice to melt" where *el ice* is the object of the verb whereas in the itemized sentence it is in the nominative case. No other construction (except for aspect) can be expressed for this sentence; thus, no other voice can be analyzed. The English *The ice melted* is analyzed as being in the middle voice in that it is intermediate between active and passive voices. In Chavacano, such analysis does not work in that with the two constructions (*Ya diriti el ice* and *ya ase si Boy diriti con el ice*), *el ice* is either the subject or the object. Hence, no middle voice can be analyzed but only two voices are possible.

One can point out that the verb morphologies in the sentences are identical, which like in English, can mean that the active and middle voices are precisely and structurally the same. It is to be pointed out, however, that Chavacano does not alter the verb construction for voice in that there are no affixes or overt lexical morphemes that mark voice.

In the development of a pidgin language, the superstrate language, typically provides most of the vocabulary. The other languages involved are referred to

as substrate language(s). The pidgin tends to retain many of the grammatical features of the substrate(s) (Romaine 1988: 13, as discussed and cited by Malmjaer and Anderson 1991). Some properties of the Chavacano grammar, show obvious traces of Austronesian influence, particularly those of Tagalog and Cebuano (Barrios 2006). The sentence *Ya kebra el espeho* "The glass broke" is permissible in that a sentence of similar structure is likewise permissible in Filipino which when translated is *Nabasag ang salamin*.

Noun marking

Because English is a configurational language, the word order is intact; thus, the subject in English in the middle voice is given focus in that it is made to be the theme (as opposed to the rheme) of the sentence. In Chavacano, however, the noun is marked with *SI* for names of individuals (Table 6).

**Table 6.** Summary of the Voice System Markers

| ENGLISH |                                       |                                     |                             | CHAVACANO |               |                      |                    |
|---------|---------------------------------------|-------------------------------------|-----------------------------|-----------|---------------|----------------------|--------------------|
| Voice   | Verbal Markers                        | Nominal Markers                     |                             | Voice     | Verbal Marker | Nominal Markers      |                    |
|         |                                       | Subject                             | Object                      |           |               | Subject              | Object             |
| Active  | None                                  | The subject comes prior to the verb | The object follows the verb | Active    | None          | si                   | con                |
| Passive | Be + past participle form of the verb |                                     |                             |           |               | (for personal nouns) | (for definiteness) |
| Middle  | None (Identical to that of Active)    |                                     |                             | Passive   | None          | None                 | No object          |

The English voicing system has three—namely ,active which has no verbal marker; passive which is marked via *be + past part form of the verb*; and middle, the morphology of which is identical to that of the active. In Chavacano, the same applies for the active voice, but for the passive voice, no markers are used, but the subject is the patient.

The fact that the Chavacano language does not have verbal markers can be ascribed to its nature—that is, it is a creole. Concepcion (2005) avers that Chavacano, being a creole, has a very simple grammar and has fewer bound morphemes for verbs compared to Filipino and English. It is further supported by Holm (1988) saying that pidgins and creoles tend to have little or no inflectional morphology.



**Table 7.** *The Summary of the Voicing Systems of English, Filipino and Chavacano*

| ENGLISH   | Voice    | Verbal Markers                        | Nominal Markers                     |                             |
|-----------|----------|---------------------------------------|-------------------------------------|-----------------------------|
|           |          |                                       | Subject                             | Object                      |
|           | Active   | None                                  | The subject comes prior to the verb | The object follows the verb |
|           | Passive  | Be + past participle form of the verb |                                     |                             |
|           | Middle   | None (Identical to that of Active)    |                                     |                             |
| FILIPINO  | Active   | -um-, mag-,na-                        | si and ang                          | ng                          |
|           | Passive  | -in                                   |                                     |                             |
|           | Locative | -an                                   |                                     |                             |
|           | Derived  | i-                                    |                                     |                             |
| CHAVACANO | Active   | None                                  | si<br>(personal subject)            | con<br>(definiteness)       |
|           | Passive  | None                                  | None                                | No object                   |

For easier and faster reference, Table 7 shows the overall summary of the three languages relative to the voicing systems, specifically presenting the nominal and verbal markers and the varying voices of the verb in the three languages.

### Conclusions and Recommendations

Languages have overwhelming structural similarities; however, they have structural nuances, too, which are undeniably as overwhelming. Filipino utilizes affixes in the morphology in the verbs to mark lexical items to be made the subject and object. The concept that is more befitting to draw upon is not voice but rather focus due to the nature of the architecture of the Filipino language. English has three voices albeit this language does not have a rich affixation in the verbal morphology apropos the feature of voice. The English language—its being a configurational language where the word order is relatively intact—relies on the order of words for the case system. In this paper, Chavacano is analyzed as having two voices: active and passive. In the active voice, the subject (the agent) and object (the theme or the patient) are overt whereas in the passive, the agent is necessary and the undergoer is the subject.

It seems appropriate to analyze that the passive voice in the Chavacano language—as was done in this paper—is identical to the middle voice of English in that the subject is not the doer of the action but rather the undergoer, and the morphology of the verb is like that of the active. In Chavacano, the verb does not seem to alter to pave way for the voice to change. The English language has a clear-cut active and passive voices and another construction intermediate between the forenamed voices: the middle voice. This analysis cannot work in Chavacano in that the "passive voice" of Chavacano does not lie intermediate between two voices for Chavacano allows only the construction of two voices.

To the MTBMLE scholars, it can be recommended that in teaching the Chavacano grammar to young learners in terms of the voice system, it is but appropriate to emphasize the emergence of the active and passive voices in that

traditionally, only the active voice is analyzed as the voice in the Chavacano language.

In the teaching of the Filipino language as a second language to Chavacano speakers, the differences in the markers of the nouns and the verbs have to be taken into account, and the markers in Filipino and the absence of markers in Chavacano verbs.

For English, the difference that should be given pivotal significance is the fact that English has the middle voice and Chavacano has only the active and passive voices, and that the middle voice in English should be analyzed as passive in Chavacano.

The grade school mother tongue teachers have to be well-versed with the voicing system let alone every facet of the Chavacano grammar for the pedagogical implications. The high school teachers have to succinctly comprehend the voice systems of the languages for better tutelage much less the entire architecture of the languages for easier imparting of knowledge and better second language teaching.

Every native speaker of Chavacano has to be abreast with these findings in that a language carries a gargantuan dimension of an individual's identity. Being a native speaker of the Chavacano language, it does not make one a better Chavacano speaker if one knows the voice system of the Chavacano language, but it makes one better in the language in that he knows the language's grammar—even at least in the voicing system of the language—both implicitly and explicitly.

The Local Government Unit and the Department of Education: Zamboanga City Division have to expend finances for scholars in linguistics for the embarkation on studies relative to Chavacano linguistics in that myriads of facts and an in-depth examination of the Chavacano language have to be intelligently executed for the consideration of MTBMLE and the second language studies.

Issues in orthography have also arisen. The uniform orthography of the Chavacano language has to be mainstreamed in that the informants—both the students and teachers—manifested inconsistencies in the spelling of Chavacano words.

More rigorous researches can be made apropos the *seemingly* permissible deletion of *con* in some sentences like *Ya kome sila el pan* "They ate the bread", *Ta kumpra sila el kamisa* "They are buying the dress", where *el pan* and *el kamisa* are the objects in the sentences but are not marked with the object marker *CON*. It is congruous to state that the grammaticality of such sentences has to be made certain via another research. If such sentences in Zamboanga Chavacano are grammatical, another analysis must be executed in such sentences as *Ya llama si Boy con el bata* "Boy called the child", *Ya supla si Maria con Joe* "Maria spanked Joe" where the object marker *con* is obligatory.

**ABBREVIATIONS used for the GLOSSES in this paper**

|           |  |
|-----------|--|
| ASP       | →aspect marker in Chavacano                  |
| CASE      | →case marker in Filipino                     |
| DET/det   | →determiner                                  |
| Inf       | →infix                                       |
| OBJ       | →object                                      |
| Past part | →past participle form of the verb in English |
| Pref      | →Prefix                                      |
| Suff      | →suffix                                      |

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