



UNIVERSITY of
HAWAI'I
PRESS

Chapter Title: INTRODUCTION

Book Title: Bikol Text

Book Author(s): Malcolm W. Mintz

Published by: University of Hawai'i Press

Stable URL: <https://www.jstor.org/stable/j.ctv9hvsdg.6>

JSTOR is a not-for-profit service that helps scholars, researchers, and students discover, use, and build upon a wide range of content in a trusted digital archive. We use information technology and tools to increase productivity and facilitate new forms of scholarship. For more information about JSTOR, please contact support@jstor.org.

Your use of the JSTOR archive indicates your acceptance of the Terms & Conditions of Use, available at <https://about.jstor.org/terms>



This content is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (CC BY-NC-SA 4.0). To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-sa/4.0/>.



University of Hawai'i Press is collaborating with JSTOR to digitize, preserve and extend access to *Bikol Text*

JSTOR

INTRODUCTION

INTRODUCTION

GENERAL

The Bikol region dominates the southernmost peninsula of the island of Luzon and extends to the island provinces of Catanduanes and Masbate. The provinces on the mainland include Camarines Norte, Camarines Sur, Albay and Sorsogon.

Most of the languages spoken in this region are subsumed under the heading 'Bikol', and differences are attributed to dialect variation. Some of these dialects, however, are so different from the standard dialect that they may upon further investigation eventually be declared languages in their own right. The languages spoken in these provinces which are not considered to be Bikol are (1) Tagalog spoken throughout most of Camarines Norte up to a line running roughly NE-SW in the general vicinity of the capital city of Daet, and (2) Masbateño, spoken on the main island of Masbate, which is generally thought to be more closely related to the Visayan languages to the south.

Under the heading 'Bikol' the standard dialect is usually attributed to the traditional cultural center of Naga City and its immediate environs. This dialect is spoken without major variation in Camarines Norte southeast of Daet, Camarines Sur, except for a section called Rinconada near Western Albay, Eastern Albay including Legazpi City, and most of Northern Sorsogon. The major influences on this dialect are from the neighboring language areas. Thus, standard Bikol as it approaches Tagalog speaking areas tends to become more similar to Tagalog, as is the case in Camarines Norte and Western Camarines Sur. As it approaches Visayan speaking areas, as is the case in Eastern Albay and Sorsogon, it tends to become more similar to Visayan. The dialect of Southern Sorsogon is distinguished from other dialects by its heavy borrowings from Visayan, thought to come mainly from the neighboring island of Samar.

The island of Cantuanduanes is usually classified into two dialect areas, the Northern and the Southern. The Buhi' dialect is spoken only in a small area around Lake Buhi' in Camarines Sur.

BIKOL TEXT

Towns speaking the Rinconada dialect are Baa, Bula', Iriga, Nabua, and Bato, all located between Pili in Camarines Sur and the Albay provincial line. The Western Albay dialects are spoken in a group of towns between the Rinconada section of Camarines Sur and Legazpi City, including sections of Northern Sorsogon. A significantly different dialect is spoken in each town. This text is based on the standard Bikol dialect spoken in Naga City.

The Bikol materials include three volumes. The first volume contains the basic lesson material for learning Bikol; the second contains the grammatical reference notes to help the student understand what he is learning; and the third is a dictionary of all Bikol words in the text as well as many others.

This text consists of three parts: an introductory section on the Bikol Phonology, the Lessons, and Dialogues. The three parts combined are intended to teach the skills of speaking and listening comprehension.

FORMAT

Lessons are divided into seven units. The number of lessons in each unit varies according to what seems necessary to cover the material as indicated by the unit heading. There are a total of 121 lessons which will cover approximately 180 hours of language teaching. Each lesson should take about one and a half hours to present and drill. In addition there are 297 dialogues, each taking about 30 minutes for minimal comprehension (a total of approximately 150 hours). The phonology section has approximately 10 hours of drills and recognition tests. There is thus a total of at least 340 hours of teaching materials in this text.

A basic course in Bikol must cover the first three units (53 lessons, approximately 78 hours), the first 120 dialogues (60 hours) and the first two parts of the grammatical notes. If possible Unit IV (15 lessons, approximately 22 hours) should also be included in a basic course with the corresponding dialogues (24 hours). Units V-VI contain advanced structures based upon the material presented in the earlier units and could be left for a more comprehensive course.

INTRODUCTION

THE PHONOLOGY

The phonology section contains a description of the Bikol orthography, its sound system, and includes pronunciation drills, and recognition tests.

Approximately five to ten minutes at the beginning of each lesson should be spent on pronunciation practice, but this may vary according to the difficulty of the sounds presented and the attention of the class. Two sections of drills have been included for the vowels, one for the diphthongs and 14 for the consonants. It is suggested that all of these sounds be presented and drilled at least once before any individual sounds are reviewed for further practice. In this manner, attention may be called to the troublesome sounds when they appear in the lessons and dialogues. An attempt should be made to introduce and drill all sounds at least once within the first 20 hours of class (during the first 15 lessons). When a majority of the class indicates that they can pronounce all of the sounds in isolation or in short words with a minimum amount of difficulty, the phonology lessons may be stopped. Pronunciation practice may be continued as needed, but attention should be directed primarily to the language structure in the lessons and dialogues.

THE DIALOGUES

The 297 dialogues (including some monologues) have been written to correspond to particular groups of lessons. Dialogues which are stated to belong to a particular group of lessons contain only grammatical structures which have been introduced in that group of lessons, or structures introduced earlier. In the first two Units vocabulary, with rare exception, is restricted to words already introduced. The introduction of new vocabulary items in the dialogues, however, becomes more frequent after Unit III. The first dialogues appear after Lesson 17. Following Lesson 17 there are dialogues for approximately every three lessons.

Each dialogue should take between 20 and 30 minutes to present and drill. The dialogues are presented only for the purpose of comprehension, not memorization, and the drill should take the form of questions based on the dialogue ma-

BIKOL TEXT

terial. These questions, emphasizing mainly the function of verbal affixes and grammatical markers, are included for the first 53 lessons (to the end of Unit III).

Dialogues should be pre-recorded so that replays may be produced as often as needed. The student should respond to the 'you' in dialogues, since he is the addressee.

The early dialogues, no doubt, will run beyond the average time limit. If this is the case, allow all the time that is needed for minimal comprehension. The language will at first sound strange and unnatural, but intensive listening and responding to dialogues can play a major role in a student's adjustment.

The dialogues will also tend to negate some of the bad habits which may be acquired through intensive drilling of specific grammatical patterns. The student will be forced to hear and react to a series of different patterns combined to form natural speech instead of single patterns taken out of context.

THE LESSONS

The lessons are based on the philosophy that certain structures in a language will be heard over and over again in natural conversation. An attempt is made here to introduce these in the earliest lessons. The drills in which these forms appear follow common conversational patterns. Unfortunately, what is most common to Bikol is not most common to English. As a result, the beginning lessons will prove to be the most difficult and most challenging to the student. The student should bear in mind, however, that once he masters the basic forms of the language he will be able to create new sentences based on these forms much as the native speaker would.

The lessons are based on the verb. That is, verb forms and how they relate to certain grammatical markers are given primary place in all lessons. All other forms, including modifying structures and idioms, play a secondary role. The author of this text believes that if a student can master the basic verb forms, then he will be able to understand and speak more Bikol in a shorter period of time than if he were to master any other single part of the language.

INTRODUCTION

Lesson 1 contains a section labeled GIVEN CONTENT. The forms listed here serve as an assumed starting point for the lessons and they are not introduced nor drilled as separate structures at this time. Following this is a section labeled NEW CONTENT which contains all the new forms that will be introduced and drilled in a given lesson. A more detailed explanation of these forms may be had by checking the Grammar Notes.

The PRESENTATION which follows the NEW CONTENT usually consists of a series of questions and answers containing the new forms in a grammatical structure based on conversational usage in the language. Only one major structure is introduced per lesson. Headings such as PRESENTATION A and PRESENTATION B divide the material in a lesson, with minor exception, semantically, not structurally.

The lessons should be introduced and drilled for pronunciation, intonation and meaning, and only when one part of the presentation is mastered should the teacher go on to the next. When all material included under the presentation has been learned, then the teacher may move on to the drills. For Units I & II, the lessons dealing with the alternate tense form pi-serve basically as review.

The DRILLS are basically of the question-response type. Possible substitution in this context is given much attention. All drills are to be presented in a context as close to natural conversation as possible. Most of the drills consist of a question (Q) which may be asked by either the teacher or a student, and an answer (A) which should be supplied by a student. The drills may be done in a chain form in which a student who answers a question then asks the question to another student. In this manner, a student will have an opportunity to practice both question and answer forms.

There are some drills which contain a statement (S) and an answer (A). No drill involves more than two people. Some drills, however, do involve two responses from one person. These are usually of the form (S) (Q) (A) in which the one who makes the statement also answers the questions which it engenders.

The substitutions given for each drill are not meant to be complete. They are only given as extended examples and the teacher and the student should supply further substitution possibilities. Drills may be recycled with emphasis on those which

BIKOL TEXT

were least well performed the first time. The teacher should also spot check for comprehension by asking the student for an explanation or translation of what he has said.

If drills are unusually long or difficult, then the students should be allowed to use their books. New vocabulary is not commonly introduced in the drills, but where it is, the English gloss is presented beside it.

The following examples will show how the majority of the drills are to be interpreted.

Every word which is underlined in a drill may be replaced by one of the alternatives which are found below it.

S. Halaton mo ako sa kanto.

A. Sigē. Hahalaton taka duman.

S. halaton, ako
darahon, ini
gamiton, ito

A. hahalaton, taka
dadarahon, ko iyan
gagamiton, ko iyan

For halaton and ako we may substitute the alternatives given below it under S: darahon and ini. Once we make a substitution for the S we must also make a substitution for the answer (A) which corresponds to it. Hahalaton is replaced by dadarahon and taka by ko iyan. We then have the new dialogue:

S. Darahon mo ini sa kanto.

A. Sigē. Dadarahon ko iyan duman.

A drill may consist of one question and two possible answers. If this is the case then only one answer is given each time the question is asked. The proper answer is indicated by the type of choice made in the list of substitutions.

Q. Inapod mo si Carlos?

A. Iyo. Inapod ko siya.

Da'i. Da'i ko siya inapod.

A. iyo
da'i
iyo

These substitutions will give the following possible dialogues:

INTRODUCTION

Q. Inapod mo si Carlos?

A. Iyo. Inapod ko siya.

Q. Inapod mo si Carlos?

A. Da'i. Da'i ko siya inapod.

A drill may also consist of two questions and two possible answers. If this is the case, then the first question is answered by the first answer, and the second question by the second answer.

Q. Mahali' na kamo?

Mahali' ka na?

A. Iyo. Mahali' na kami.

Iyo. Mahali' na ako.

This gives the possibility of the following two dialogues:

Q. Mahali' na kamo?

A. Iyo. Mahali' na kami.

Q. Mahali' ka na?

A. Iyo. Mahali' na ako.

If a drill contains a single word which is to be replaced in more than one location, the list of substitutions will contain only one entry for that word. Substitution, however, is to be made wherever that word occurs underlined in the presentation.

Naghapot siya ta maduman na siya.

siya

sinda

kami

This gives us the possible statements:

Naghapot sinda ta maduman na sinda.

Naghapot kami ta maduman na kami.

This particular drill is also an example of simple substitution where there is no dichotomy made between question and answer.

BIKOL TEXT

There are drills which contain words replaced in the question which are identical to words replaced in the answer. In such cases, only one entry is given in the list of substitutions under the question, but replacement is to be made in the answer as well.

Q. Pigbakal mo si serbesa?

A. Iyo. Pigbakal ko ito.

Q. bakal, serbesa
pundo, motor

One possible dialogue from new substitutions is:

Q. Pigpundo mo si motor?

A. Iyo. Pigpundo ko ito.

When there is a drill containing verb bases of different classes, it is common for only the verb base to be given. The proper affix should be supplied as part of the drill.

Ipigbugtak ko an libro sa lamesa.

bugtak

ku'a

adal

Possible statements made from the substitutions are:

Pigku'a ko an libro sa lamesa.

Pigadalan ko an libro sa lamesa.

There are cases where a verb is given in one form and the student is expected to extract the base and use it in another form.

Q. Ano an babakalon ko?

A. Magbakal ka nin gatas.

Q. babakalon
gagamiton

A. gatas
lapis

Possible dialogues are:

Q. Ano an gagamiton ko?

A. Maggamit ka nin lapis.

INTRODUCTION

Some drills which deal with transitive and intransitive verbs, or deal with verbs that usually take the locative phrase to complete their meaning, may contain substitutions which are greater or less than the phrases supplied in the presentation sentence. These substitutions are usually meant to be added after the last word in a presentation sentence if it is greater, or the last word in the presentation sentence may be deleted if the substitution is smaller.

- Q. Ano an ginigibo mo?
A. Nagdodrawing ako.
A. nagdodrawing
naghahalat, ki Jose

This gives us the following dialogue:

- Q. Ano an ginigibo mo?
A. Naghahalat ako ki Jose.

- Q. Maiba ka samo'?'
A. Iyo.
Q. maiba, samo'
makakan

Our new dialogue is:

- Q. Makakan ka?
A. Iyo.

The BIKOL GRAMMAR NOTES are to be considered a part of the lessons in this text. They should be studied along with the lessons. It is important to group the structures as they are learned by the student. The NOTES which follow the presentations at various points throughout the text refer to minor grammatical items or to cultural information about the Bikol region.

The following notational conventions are used in the text.

A slash / indicates two possible translations into English.

Parenthesis () indicate a literal translation into English. This may appear as a sentence, a phrase, or a single word.

Brackets [] indicate a word or phrase which is added in the English translation, but which does not appear in the Bikol.

BIKOL TEXT

Two lessons, A and B, follow. These are preliminary lessons. No more than one-half to one hour should be given to each, and even if not mastered, the teacher should move on to more structurally important material beginning with Lesson 1. Lessons A and B contain no drills. Because of the nature of the expressions included in them, each may be drilled naturally at the start of each class and at every social and personal encounter.

LESSON A

NEW CONTENT

1. Greetings
2. 'What is your name?'

PRESENTATION A:

1. Maráy na aldáw.
Maray na aldáw man.

Good day.
Good day.

Substitute for the underlined word in the above presentation the following:

- a. hápon afternoon
- b. banggí evening

PRESENTATION B:

2. Komustá ka?
Maráy.

How are you?
Fine.

PRESENTATION C:

3. Áno an ngáran mo?
Létty.

What's your name?

INTRODUCTION

Letty.

LESSON B

NEW CONTENT

1. 'Where are you from?'
2. 'Where are you going?'
'Where have you been?'
3. 'Thank you'
4. 'You're welcome'

PRESENTATION A:

1. Masa'ín ka?
Sa cafetéria.

Where are you going?
To the cafeteria.

2. Sa'ín ka háli'?'
Sa banwá'an.

Where are you coming from?
From town.

PRESENTATION B:

3. Tagá sa'ín ka.
Taga New York akó.
Sa'ín sa New York?
Sa New York City.

Where are you from?
I'm from New York.
Where in New York?
New York City.

PRESENTATION C:

4. Mabalós.
Síring man.

BIKOL TEXT

Thank you.
You're welcome.