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THE TAGALOG PRONOUN SYSTEM

Ernest W. Lee

The purpose of this paper is to tentatively identify and describe the function of pronouns in the Malayo-Polynesian language, Tagalog, which is the national language of the Philippines. The Tagalog represented in this paper is that spoken by Miss Aurelia del Fierro¹ of Manila. The author is greatly indebted to Dr. Edward P. McCaughan for personal counsel and classroom instruction, especially concerning his analysis of Maranao a related language.

The term pronoun is used to refer to the particular sets of particles which can substitute for nouns² or substantive phrases³. The pronouns of Tagalog are divided into two types, personal and demonstrative. The personal pronouns substitute for nouns and substantive phrases which refer to animate beings. Inialay ni Hesus ang kaniyang buhay para sa atin. 'offered Jesus his life for us' 'Jesus offered his life for us.' Inialay niya ang kaniyang buhay para sa atin. 'offered he his life for us' 'He offered his life for us.' The demonstrative pronouns substitute for substantive phrases in which the noun is either animate or inanimate. Ang bata ay may dala ng isang lumang lapis. 'The child was carrying an old pencil.' Ito'y may dala ng isang lumang lapis. 'This one was carrying an old pencil.' Nakikita mo ba ang lapis? 'see you ? the pencil' 'Do you see the pencil?' Nakikita mo ba ito? 'see you ? this' 'Do you see this?'

1. The personal pronouns. These pronouns are divided into three classes on the basis of their phonological shapes plus their syntactic functions. They are the ako class, the ko class, and the akin class.

1.1. Identification of the members of the three classes.

<u>ako</u> class	<u>ko</u> class	<u>akin</u> class	person
ako	ko	akin	speaker
ikaw, ka	mo	iyo	hearer
siya	niya	kaniya	other
kami	namin	amin	speakers
tayo	atin	atin	speakers, hearers
kayo	ninyo	inyo	hearerers
silá	nila	kanila	others

1.2. The ako class personal pronouns are phonologically distinct from the members of the other two classes and contrast with them by their function. The ako class may substitute for any substantive phrase introduced by the ang class construction marking particles (ang for common nouns and si for proper nouns) and referring to an animate being.

1.2.1. It functions as the subject (one performing the action of the verb⁴ if the verb is marked for subjective voice by -/m-⁵. Ang unggoy ay umakyat at kumain ng makakaya. 'The monkey climbed and ate all he could.' Si Andre ay umakyat at kumain ng makakaya. 'Andrew climbed and ate all he could.' Siya ay umakyat at kumain ng makakaya. 'He climbed and ate all he could.' The u- is a marker of another category.

1.2.2. It functions as the object (one acted upon) if the verb is marked for objective voice by the suffix -/in. Tatawagin niya ang kaibigan niyang unggoy. 'will call he the friend his monkey' 'He will call his friend the monkey.' Tatawagin niya si Pedro. 'will call he Peter' 'He will call Peter.' Tatawagin niya siya. 'will call he him' 'He will call him.'

1.2.3. It functions as the location (location, origin, or destination of the action) if the verb is marked for locative voice by the suffix -/an. Binayaran mo si Miguel Angel ng malaking halaga. 'paid you Michaelangelo a great price' 'You paid Michaelangelo a great price.' Binayaran mo ang tao ng malaking halaga. 'paid you the man a great price' 'You paid the man a great price.' Binayaran mo siya ng malaking halaga. 'paid you him a great price' 'You paid him a great price.'

1.2.4. It functions as the instrument or beneficiary of the action if the verb is marked for referential (instrumental or benefactive) voice by the prefix -/i-. (a) instrumental: Ibinili niya ng kendi ang kwarta. 'bought he candy with the money' 'He bought candy with the money.' Ibinili niya ito ng kendi. 'bought he with this candy' 'He bought candy with this.' Semantically it is difficult to get an animate being as an instrument. For that reason the above example with a demonstrative has been used as a clear illustration of the instrumental voice. In Tagalog, the instrument often seems more like the object to the English speaking person. Ibaba mo ang kurtina. 'pull down you the curtain' or 'pull down you with the curtain' 'Pull down the curtain.' The Tagalog genius means 'to cover up the window with the curtain.' In this sense it is possible to get a personal pronoun as an instrument. Ihahampas kita sa pared. 'will be striking I-you against the wall' (Kita is composed of ko 'I' plus ka 'you singular'.) To translate the sentence according to Tagalog structure, it would mean, 'I will beat with you against the wall.' (b) benefactive: Maaari po bang iguhit ninyo ang bata ng isang magandang larawan? 'possible sir? draw the child a beautiful picture' 'Is it possible sir for you to draw one beautiful picture for the child?' Maaari po bang iguhit ninyo ako ng isang magandang larawan? 'possible sir? draw you for-me a beautiful picture' 'Is it possible sir for you to draw one beautiful picture for me?'

1.2.5. From the above functions of the ako class personal pronouns and the items for which they substitute, it can be deduced that they point out the topic which is emphasized by the voice of the verb. Hence, they function as the topic marker in relation to the verb.

1.3. The ko class personal pronouns are phonologically distinct from the members of the other two classes and contrast with them by their function. The ko class may substitute for substantive phrases introduced by the ng class of construction marking particles (ng (nang) for common nouns and ni for proper nouns) and referring to an animate being, except that it cannot substitute for a substantive phrase functioning as the object or instrument of the action of the verb.

1.3.1. As related to the verb, it functions as the subject except when the verb is marked for subjective voice (1.2.1). Iaalay ng tao ang kaniyang buhay sa panginoon Diyos. 'will offer the man his life to Almighty God' 'The man will offer his life to Almighty God.' Iaalay ni Juan ang kaniyang buhay sa panginoon Diyos. 'will offer John his life to Almighty God' 'John will offer his life to

Almighty God.' Iaalay niya ang kaniyang buhay sa panginoon Diyos.
'will offer he his life to Almighty God' 'He will offer his life
to Almighty God.'

1.3.2. As related to nouns it functions as a possessor. Nakita niya ang ibon ng bata. 'saw he the bird of the child' 'He saw the child's bird.' Nakita niya ang ibon ni Juan. 'saw he the bird of John' 'He saw John's bird.' Nakita niya ang ibon ko. 'saw he the bird of me' 'He saw my bird.'

1.4. The akin class personal pronouns are phonologically distinct from the members of the other two classes and contrast with them by their function.

1.4.1. It functions in place of the ko class pronouns when it precedes the word or construction to which it is related, but always has the construction marker -/na joined to it.

1.4.1.1. As a subject (1.3.1). Hinanap niya ako. 'looked he for me' 'He looked for me.' Pinagbintangan niya ang pagong at kaniyang hinanap upang parusahan niya. 'suspected he the turtle and he-ng looked so that punish he' 'He suspected the turtle and he looked for him so that he might punish him.' This order is most often employed in the second half of coordinate constructions as in the example just cited.

1.4.1.2. As a possessor (1.3.2). Tinawag niya ang kaibigan niya. 'called he friend his' 'He called his friend.' Tinawag niya ang kaniyang kaibigan. 'called he his-ng friend' 'He called his friend.' (-ng in the examples above is an allomorph of the construction marker -/na.)

1.4.2. It may substitute for a noun or noun plus its modifiers after the sa class of construction marking particles (sa for common nouns, kay for proper nouns) which mark the location (1.2.3.) or after the construction marker para sa which marks the beneficiary (1.2.4). The location is not marked by sa nor the beneficiary by para sa if the clauses are marked for locative or benefactive voices, respectively (see chart below under 1.5).

1.4.2.1. After a sa class construction marker. Ibinigay ni Juan sa tao. 'gave John to the man' 'John gave it to the man.' Ibinigay ni Juan kay Pedro. 'gave John to Peter' 'John gave it to Peter.' Ibinigay ni Juan sa akin. 'gave John to me' 'John gave it to me.'

1.4.2.2. After a parasa construction marker. Gumuhit siya ng isang larawan para sa kaniyang maliit na tagahanga. 'drew he one picture for his small admirer' 'He drew a picture for his small admirer.' Gumuhit siya ng isang larawan para sa akin. 'drew he one picture for me' 'He drew a picture for me.'

1.4.3. Whereas the ako and ko classes always substitute for a construction marker plus a noun, the akin class substitutes only for a noun for it must be joined by -/na, sa or para sa in construction. The akin class has only lexical meaning; the other two classes have lexical meaning, but are also construction markers.

1.5. Chart of voice relations. This chart shows the clause types determined by the voice markers in the verbs (1.2). The pronoun classes which may fit into the chart are shown in parentheses after the construction marking particles, and the pre-verb forms of the pronouns are inserted under the other pronouns. The linear order of the elements in the chart does not necessarily reflect the order of the elements in the clause, except for the relative order of the phrases

introduced by ng when more than one phrase so introduced is in one clause.

Clause type	Subject	Object	Location ⁶	Instrument	Beneficiary
1. Subjective -/m-	<u>ang</u> (<u>ako</u>)	<u>ng</u> (-)	<u>sa</u> (<u>akin</u>)	----- ⁷	<u>para sa</u> (<u>akin</u>)
2. Objective -/-in	<u>ng</u> (<u>ko</u>) (<u>akin</u>)	<u>ang</u> (<u>ako</u>)	<u>sa</u> (<u>akin</u>)	<u>ng</u> (-)	-----
3. Locative -/-an	<u>ng</u> (<u>ko</u>) (<u>akin</u>)	<u>ng</u> ⁸ (-)	<u>ang</u> (<u>ako</u>)	<u>ng</u> ⁸ (-)	-----
4. Referential -/i-					
a. Instrumental	<u>ng</u> (<u>ko</u>) ⁹ (<u>akin</u>)	<u>ng</u> (-)	<u>sa</u> (<u>akin</u>)	<u>ang</u> (<u>ako</u>)	<u>para sa</u> (<u>akin</u>)
b. Benefactive	<u>ng</u> (<u>ko</u>) (<u>akin</u>)	<u>ng</u> (-)	<u>sa</u> (<u>akin</u>)	-----	<u>ang</u> (<u>ako</u>)

1.6. Positions of the personal pronouns.

1.6.1. The relative positions of the pronouns are (1) ko class, (2) ako class, (3) sa or para sa plus the akin class. This order is maintained regardless of the function of the pronouns. Binayaran mo siya ng malaking halaga. 'paid you him a great price' 'You paid him a great price.' Ibinigay niya sa akin. 'gave he to me' 'He gave it to me.' Nagbavag ako sa kaniya ng malaking halaga. 'paid I to him a great price' 'I paid him a great price.'

There is one exception to the above ordering, for ka 'hearer' of the ako class must come immediately after the verb. This is because all one syllable pronouns are attracted to this position. Parurusahan ka niya. 'punish you he' 'He will punish you.' But when the speaker of the ko class and the hearer of the ako class are functioning as subject and object, respectively, there are two pronouns striving for the same position immediately after the verb. This is resolved by a true portmanteau morpheme kita 'you and I' which substitutes for ko 'I' plus ka 'you'. Parurusahan kita. 'punish you-I' 'I will punish you.'

When the verb is preceded by hindi 'not' or other function words, the ko and ako class pronouns are attracted to a position between this word and the verb, but the ko class pronoun is not replaced by an akin class pronoun as illustrated in 1.4.1.1., and the relative order of the pronouns is maintained. Hindi ko siya huhulugan. 'not I him throw' 'I'd throw him none.'

1.6.2. When an ako class pronoun is placed before the verb for emphasis, its relation to the verb is marked by ay between it and the verb. Pupunta ako sa palengke. 'going I to market' 'I am going to the market.' ako ay pupunta sa palengke. 'I emphatic-order-marker going to the market' 'I am going to the market.' This is the place where the distinction between the two hearer forms of the ako class becomes relevant. Ikaw is the pre-verb form, ka is the post-verb form. Pihong ikaw ay mapapatay. 'surely you emphatic-order-marker will be killed' 'Surely you will be killed.' Hauuhaw ka ba? 'hungry you?' 'Are you hungry?'

2. The demonstrative pronouns. These pronouns which may substitute for nouns or substantive phrases are divided into two classes on the basis of their phonological shapes plus their syntactic functions.

2.1. Identification of the members of the two classes.

<u>ito</u> class	<u>dito</u> class	significance
ito	dito	close to speaker (more common)
iri	dini	close to speaker (restricted to
iyan	diyán	close to hearer (objects)
iyon	diyón	close to neither

2.2. The ito class demonstrative pronouns function very similarly to the ako class personal pronouns, but for semantic reasons is somewhat different in its distribution.

2.2.1. It may substitute for substantive phrases introduced by ang. Makikita mo ba ang lapis? 'see you ? the pencil' 'Do you see the pencil?' Makikita mo ba ito? 'see you ? this' 'Do you see this?'

2.2.2. It may substitute for a noun in a substantive phrase which is introduced by ang when the noun is preceded by the plural marker mga (manga). Makikita mo ba ang mga lapis? 'see you ? ang plural pencil' 'Do you see the pencils?' Makikita mo ba ang mga ito? 'see you ? ang plural this' 'Do you see these?'

2.3. The dito class demonstrative pronouns substitute for a substantive phrase introduced by sa and may generally be translated 'here' or 'there'. This class is to some extent paralleled by the akin class personal pronouns, except that the dito class demonstratives have lexical meaning and are construction markers too. Hinila niya sa pasigan. 'dragged he to the beach' 'He dragged it to the beach.' Hihila niya doon. 'dragged he there (to that place)' 'He dragged it there.'

2.4. Positions of the demonstrative pronouns. The relative positions of the two classes of demonstrative pronouns to the personal pronouns is comparable to the positions of their "counterparts" in the personal pronouns (1.5.1). Hinila niya doon. 'dragged he there' 'He dragged it there.' Makikita ko iyon. 'see I that' 'I see that.'

Footnotes:

1. Some material was used from Leonard Bloomfield's Tagalog Texts with Grammatical Analysis, but was all checked with Miss del Fierro and adjusted to conform with her speech.

2. A word base which is not inflected and serves as the second constitute of a substantive phrase.

3. A combination of a construction marker relating to the predication center or another noun plus (1) the noun head and its modifiers if any, or (2) a clause filling the noun spot.

4. A word base marked for voice, aspect, and tense by affixes and reduplicatives and functions as head of a predication unit.

5. The symbol -/ means that the following form is one allomorph of a morpheme that has two or more allomorphs.

6. More than one locative phrase may occur in a clause. If the verb is marked for locative voice, the phrase most closely associated with the meaning of the verb will be the topic of the clause.

7. The holes in the pattern may possible be filled with further data.

8. Though the author has never found an object and an instrument both introduced by ng in the same clause, it does not mean that they may not occur.

9. If the instrumental voice marker is followed by the causative pa-, the object or one caused to do something will be introduced by sa.

Ipinalatag ko sa kaniya ang banig. 'caused to spread I her with the mat' 'I caused her to spread the mat.'

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