

Warpanish: A Morphologic Analysis of Hispanic Borrowed Words in Waray Visayan

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Abstract

One of the most facilely observable proofs of intercultural contact and communication is the set of borrowed words that are imported into the vocabulary of each language involved. The abstract noun "borrowing" refers to the process of speakers adopting words from a source language into their native language. This paper uses a descriptive analysis method of research. Language description is the main concern of this study; it focuses on the analysis of the language, not how language is acquired. This paper aims to identify and describe how Hispanic words borrowed in Waray Visayan become products of acculturation through lexical nativization. Four published Oral Narratives in the target language were used for textual analysis. This linguistic research analyzes morphologically the textuality of the following Waray Visayan susumaton (oral narratives): "An Mga Umorukoy Ha Bough Building" (The dwarf dwellers of Bough Building) as narrated by Amador T. Profetana; "Mga Umurokoy ha Sabang" (Invisible residents of Sabang) as narrated by Florencio Marpa; "Hi Domingo Orioque" (A man named Domingo Orioque) as narrated by Jose Negado and Panfilo Insigne; and "Hi Gimay" (A woman named Gimay) as narrated by Matilde Padulla Marpa. These oral narratives are taken from a book titled *Susumaton: Oral Narratives of Leyte*, edited by Ms. Merlie M. Alunan. This book is a compilation of oral narratives from all over Leyte, documented through tape recording, and was transcribed word for word. This paper reveals that the Hispanic borrowed words in Waray Visayan are acculturated by generally nativizing their orthography, which definitely corresponds to nativized phonology, since Waray Visayan (as all Philippines languages are) is a phonetic language (spelled as pronounced) and by adding affixes, a clear process of lexical nativization. In conclusion, this paper proves that Hispanic words borrowed in Waray Visayan are acculturated through lexical nativization. As a result, it is suggested that a parallel lexical investigation be conducted in various genres of mass media, literary textualities, communicative verbal transactions, and documents in the various Philippine languages.

Keywords: Borrowing, Hispanic, Morphology, Nativized, Susumaton

Introduction

Word borrowings often become the source of new lexical items in the Language they enter.¹ These new words are products of intercultural interactions, both socially and historically.

¹ Svjetllana Titini, "Lexical and Semantic productivity of Borrowings into the recipient Language," *European Scientific Journal* 9, no. 19 (2013): 1, <https://doi.org/10.19044/esj.2013.v9n19p%25p>,

Perhaps the most frequently encountered product of cultural contact is the set of borrowed words that follow from intercultural communication.² The Philippines, a country colonized by Spain for more than three centuries, experienced this so-called mingling of Language. These borrowed words have helped lexical and semantic productivity in the local languages. Over the years, Filipinos and Spaniards interacted and, in doing so, achieved a level of communication process wherein understanding is not a problem-language borrowing played a vital role in accomplishing this. The lexical borrowings, numerous as they may seem, are less documented in the oral and written genre; hence, this study is conceptualized.

This paper assumes that Hispanic words borrowed in Waray Visayan are acculturated through lexical nativization. Nativization is the process whereby a borrowed word is adapted phonetically and morphologically to the native Language. The theory of phylogenetic change supports this assumption. The design of any language changes as time goes by... One of the mechanisms of phylogenetic change is linguistic Borrowing.³ Whenever two languages come into contact, one or both may be modified. There are morphologic items in a foreign language that are nativized by the borrowed Language. In face-to-face communication, either speaker may imitate some feature of the other's speech; when the contact is indirect, the influence can, of course, pass only in one direction.⁴ The imitating feature is called the model; the Language in which the model occurs is called the donor; the Language that acquires something new in Borrowing is the borrowing Language. That which is borrowed does not have to be reciprocated; the donor makes no commitments and does not have to be informed of the process. The process is both simultaneous and spontaneous. Indeed, nothing changes hands: the donor goes on speaking as before, and only the borrower's speech is altered.⁵ However, it does not mean that because the process is simultaneous or spontaneous, it is automatic. Wonderly explains: For a borrowing to occur, say Language X to Language Y, two conditions must be met: 1. Speaker Y should understand or think he/she understands the particular utterance in language X, which contains the model 2. Speaker Y should have some motive or goal, explicit or otherwise, for the Borrowing.⁶

The real advantage of the term 'borrowing' is the fact that it is not applied to language by laymen. It has therefore remained comparatively unambiguous in linguistic discussion, and no apter term has yet been invented.⁷

Hispanic words have been borrowed through the two conditions for language borrowing in the 110 languages spoken in the Philippines, which Spain colonized for three centuries. These borrowed words have been Filipinized in terms of morphology and phonology. Morphology in linguistics is the study of word formation and word description; Phonology is the study of speech sound in a language or concerning another language. Nativization occurs within three centuries of Borrowing.

In the Philippines, a country of many islands and of different languages, issues concerning culture, pose a big challenge. There are questions on the authenticity of an identified culture,

² Bates Hoffer, *Language Borrowing and the Indices of Adaptability and Receptivity*. (Trinity University, 2005), page 1.

³ Charles Hockett F, *A Course in Modern Linguistics*. (N.Y.: Mcmillan Co, 1958), page 365-366.

⁴ Hockett, *A Course in Modern Linguistics*, 400.

⁵ Einar Haugen, *The Analysis of Linguistic Borrowing*. (Univ. Press of Philadelphia, 1950), page 407.

⁶ William Wonderly, *The Phonetic Acculturation in Zoque*. Heidelberg: Worter und Sachen, 2006 page 450.

⁷ Einar Haugen, *The Analysis of Linguistic Borrowing*. (Univ. Press of Philadelphia, 1950), page 163.

whether or not it is genuinely Filipino. This uncertainty inevitably directs discussions to matters concerning identity. This issue is difficult to resolve, considering the many colonizers experienced by the Filipino people. In war, the victor experiences authority, control, and dominion, which in effect makes their concepts or ideas useful to the borrowing language community. Barter and other economic activities (which resulted in interracial marriages) also contributed to culture's complexities and uniqueness. This paper would touch on the basic and vital fiber of culture-Language. Language mirrors culture, by understanding the intricate details of a language a more explicit depiction of culture is revealed. More than three hundred years of interaction, contact, and engagement with a foreign language would undoubtedly bring relevant ideas on the "makeshift" of the different languages across the archipelago. Here the model language is Spanish (Hispanic), while the other Filipino languages are the so-called borrowing Language. A deeper appreciation of linguistic Borrowing of Hispanic words will result in a better understanding of our culture, hence, a step closer to the latter's hurdling issues.

In this study, the Waray Visayan is the target language; a better grasp of the Waray culture is expected to be revealed. This linguistic research focuses on the morphologic properties of four (4) Waray Visayan *susumaton* (oral narratives), specifically the Hispanic borrowed words found therein. This study is limited to the lexical Borrowing of Hispanic words and does not involve structural Borrowing. It is general knowledge among language scholars that structural Borrowing is hard to establish and generalize.

Borrowing as a Study

Borrowing is the process of importing linguistic objects from one linguistic system into another, a process that takes place over a period of time every time two cultures are in contact. The 1950 article by Haugen on Borrowing marks the beginning of the current interest in the subject. The early research of the borrowing process emphasizes the basic elements of Language such as vocabulary, phonology, and syntax of specific linguistic systems. The vague boundary of the vast possibilities and opportunities for study limits the growth of research. The inquiry on the Borrowing of more specific elements in the communication structure has been given importance only in the last four decades. Initially, the subject overlaps with several disciplines, such as anthropology, sociology, psychology, and other academic areas related to the study of a person's socio-political interactions. Linguistic scholars later realized that research on Borrowing is relevant and separate, and distinct from different areas of study. That inquiry into the matter could pave the way to a more understood speech community. It is only recently that the border that separates the different areas of study became clearer. The field of interest gradually became more specialized and more detailed, thus revealing its significance.⁸

Language Borrowing Processes

Language borrowing as a linguistic inquiry stirs interest among scholars because of its cultural relevance and linguistic value. The said inquiry paves the way to the enrichment of that body of linguistic knowledge, which can be useful as a reference to enhance current and future

⁸ Bates L. Hoffer, Haugen, *Language Borrowing and Language Diffusion: An Overview*. (Trinity University 2002), page 1.

studies both in the field of social sciences and humanities. Language borrowing comes in different types and forms. Loanwords are only one of the types of borrowings that occur across the different lexical discourses. Language users have a variety of alternatives when engaged with innovative concepts and designs innate in another language. Hockett established these choices and organized them into approaches on how to determine the type of language borrowing is at play.

A loanword is the most familiar; here, speakers of the borrowing Language agree to the lexicon's item or idea in the model language. Adoption of the word without translation occurs in this process; these adopted words operate in the normal linguistic processes. This would mean that nouns take plural and/or possessive forms, verbs and adjectives experience affixed integration to their native forms and other relevant morphologic instances.

Loanshift is another process; this occurs when a borrowed word replaces or changes the native word's lexical items. Here, a change of meaning occurs because of the influence of the foreign Language. Third is Loan-translation or Calque; this happens when a common expression in a language is translated literally by the borrowing Language. The translation here is word for word. When you take a Filipino phrase (expression) and translate it word for word into English, this process is called Calque. Lastly, we have Loan Blend, this type of Language borrowing occurs when a word is composed of parts from two different languages, one part from the model language and the other part from the borrowing Language.

Contact leads to Borrowing

The sum and rate of Borrowing are affected by several variables. The introduction of radio and television has presented another type of Language and cultural contact in the dispersal of linguistic and communicative elements. Print media, like advertisements that bear foreign names and foreign words, have resulted in the globalization of markets for goods from across the world. The advancement and improvement of the different means of transportation, especially the airplane, have contributed to the increase in Borrowing. The wider the reach, the more connections are made, then the higher the probability of borrowing. The many avenues of contact that have become available over the years encourage more and wider interaction with other languages and other groups of people. The most current is the social media; its immense influence is Global and uncontrolled, spreading like wildfire all over the internet populace. The immense possibility of Borrowing cannot be put in an iota of doubt. The number, pace, and types of borrowing and borrowing processes as they occur are documented by scholars in the fields of contact linguistics, sociolinguistics, and cultural anthropology.⁹

Methodology

This paper uses a descriptive analysis method of research. Language description is the main concern of this study; it focuses on the analysis of the language, not how language is acquired. It purely describes the language of the textuality, which can either be oral or written. Surakhmad states that descriptive method is a kind of research method using the technique of searching,

⁹ Haugen, *The Analysis of Linguistic Borrowing*, 210-231.

collecting, classifying, analyzing the data, interpreting them and finally drawing the conclusion. Here, a descriptive analysis of words in the textuality is made.¹⁰

To investigate this phenomenon of linguistic borrowing by Philippine languages, which nativized these Hispanic words, chosen *susumaton* (oral narrative) from a book titled *Susumaton: Oral Narratives of Leyte*, edited by Mrs. Merlie M. Alunan is used. This book is a compilation of oral narratives from all over Leyte, documented through tape recording and was transcribed word for word. As regards its orthography, Orthographic rules in the pamphlet entitled *Mga Batakan sa Panitik sa Binisaya-Sinugboanon*, which was issued by Bisaya Magazine were adopted. English translation of all Waray Visayan oral narratives is provided in the book. The chosen model textualities are the *susumaton* "An Mga Umurokoy ha Bough Building" (The dwarf dwellers of Bough Building) as narrated by Amador T. Profetana,¹¹ "Mga Umurokoy ha Sabang" (Invisible residents of Sabang) as narrated by Florencio Marpa, "Hi Domingo Orioque" (A man named Domingo Orioque) as narrated by Jose Negado, and Panfilo¹² Insigne and "Hi Gimay" (A woman named Gmay) as narrated by Matilde Padulla Marpa.¹³ These *susumaton* were chosen because all are from Carigara, a municipality considered as the oldest town established in Eastern Visayas, geographically situated in the middle of the province of Leyte.¹⁴

The morphologic analysis of this oral narrative in Waray Visayan is organized into three phases. Identification of Borrowed words is Phase One. Here, words (Content) with Hispanic origin are carefully researched and identified. A Spanish- English Dictionary is used to accomplish this phase. Classification of these borrowed words according to word class is Phase Two. After identifying the Hispanic borrowed words, these words are classified into the kind of word class it belongs (according to usage in the text), whether it is noun, verb, adjective or adverb. Description of its linguistic acculturation is Phase Three. Here, the linguistic acculturation experienced by these words undergo description and analysis. This includes analysis on the changes in orthography.

Results and Discussions

The Hispanic borrowed words identified in the four chosen textualities are analyzed utilizing separate descriptive matrices below:

1 Nouns

| Nouns | English | Root | Spanish | Native Affixes |
|-------|---------|-------|---------|----------------|
| klase | class | klase | clase | |

¹⁰ Pengantar Surakhmad, *Penelitian Ilmiah: Dasar, Metode & Teknik.* (Bandung: Tarnsito 1994).page, 139.

¹¹ Merlie Alunan, *Susumaton: Oral Narratives of Leyte* (Ateneo de Manila University Press, 2016), page 2.

¹² Alunan, *Susumaton*, page 7.

¹³ Alunan, *Susumaton*, page 20.

¹⁴ Alunan, *Susumaton*, page 35.

| | | | | |
|---------------|----------------|-------------|------------|------|
| dose | twelve | dose | doce | |
| edad | age | edad | edad | |
| paryente | relative | paryente | pariente | |
| gobernador | governor | gobernador | gobernador | |
| oras | time | oras | horas | |
| biyernes | friday | biyernes | viernes | |
| martes | Tuesday | martes | martes | |
| dos | two | dos | dos | |
| pagkastigo | punishment | kastigo | castigo | pag- |
| pruweba | proof | pruweba | prueba | |
| grasya | grace | grasya | gracia | |
| problema | problem | problema | problema | |
| Diyos | God | Diyos | Dios | |
| sitwasyon | situation | sitwasyon | situacion | |
| istorya | story | istorya | historia | |
| tiyempo | season | tiyempo | tiempo | |
| impluwensyado | influence | impluwensya | influencia | -do |
| pilantropo | philanthropist | pilantropo | filantropo | |
| kotse | car | kotse | coche | |
| giyera | war | giyera | guerra | |
| liberasyon | liberation | liberation | liberacion | |
| eskwelahan | school | eskwelahan | escuela | |
| grado | grade | grado | grado | |
| siyete | seven | siyete | siete | |

| | | | | |
|-------------------|---------------|-------------------|-------------------|-----|
| henerasyon | generation | henerasyon | generacion | |
| nubenta | ninety | nubenta | nuventa | |
| otso | eight | otso | ocho | |
| villa | town/city | villa | villa | |
| plasa | public square | plasa | plaza | |
| bilyaran | billiards | bilyar | billar | -an |
| estudyo | study | estudyo | studio | |
| kuryente | current | kuryente | corriente | |
| kanto | corner | kanto | canto | |
| nuybe | nine | nuybe | nueve | |
| kwarenta | forty | kwarenta | cuarenta | |
| tres | three | tres | tres | |
| semento | cement | semento | cement | |
| negosyo | business | negosyo | negocio | |
| Tsismis | Gossip | Tsismis | Chisme | |
| Tsismoso/Tsismosa | Scandalmonger | Tsismoso/Tsismosa | Chismosa/Chismoso | |
| Domingo | Sunday | Domingo | Domingo | |
| Alkalde | Mayor | Alkade | Alcalde | |
| Syudad | City | Syudad | Ciudad | |
| Opisina | Office | Opisina | Oficina | |
| Impormasyon | Information | Impormasyon | Informacion | |

| | | | | |
|------------|-------------|-----------|-----------|--|
| Disyembre | December | Diyembre | Diciembre | |
| Politika | Politics | Politika | Politica | |
| Bodega | Winery | Bodega | Bodega | |
| Probensiya | Province | Probensya | Provincia | |
| Estorya | Story | Estorya | Historia | |
| Misyon | Mission | Misyon | mision | |
| lugar | Place | Lugar | lugar | |
| baryo | Barrio | Baryo | barrio | |
| pulis | Police | Pulis | policia | |
| pamilya | Family | Pamilya | familia | |
| bibliya | Bible | Bibliya | biblia | |
| gripo | Faucet | Gripo | grifo | |
| telepono | Telephone | Telepono | telefono | |
| konsumo | consumption | kunsomo | consumo | |

Of the sixty-three Hispanic borrowed words (Nouns), the following reveal the linguistic acculturation of orthographic nativization:

| NOUNS | | | |
|-------------------------|---------------|---------------|-------------------------------------|
| Hispanic borrowed words | Spanish Words | English Words | Orthographic nativization |
| KLASE | CLASE | CLASS | change C to K |
| DOSE | DOCE | TWELVE | change C to S |
| PARYENTE | PARIENTE | RELATIVE | change I to Y |
| ORAS | HORA | TIME | drop the H and add S in the end |
| BIYERNES | VIERNES | FRIDAY | change V to B and add Y |
| KASTIGO | CASTIG | PUNISHMENT | change C to K |
| GRASYA | GRACIA | GRACE | change IA to YA |
| PRUWEBA | PRUEBA | PROOF | change U to W |
| TIMPRANO | TEMPRANO | EARLY | change E to I |
| DIYOS | DIOS | God | add Y |
| SITWASYUN | SITUACION | SITUATION | change U to W and CI to SY |
| ISTORYA | HISTORIA | STORY | drop H and change I to Y |
| TIYEMPO | TIEMPO | SEASON | change I to Y |
| IMPLUWENSYA | INFLUENCIA | INFLUENCE | change N to M, U to W, and CI to SY |
| PILANTROPO | FILANTRPO | PHILANTROPIST | change F to P |
| GIYERA | GUERRA | WAR | add I, change U to Y, drop one R |

| | | | |
|-------------------|-------------------|----------------|--|
| LIBERASYON | LIBERACION | LIBERATION | change CI to SY |
| ESKWELAHAN | ESCUELA | SCHOOL | change CU to KW and add the suffix HAN |
| SIYETE | SEITE | SEVEN | change EI to IYE |
| HENERASYON | GENERACION | GENERATION | change CI to SY |
| NUBENTA | NOVENTA | NINETY | change O to U, V to B |
| OTSO | OCHO | EIGHT | change CH to TS |
| BILYAR | BILLAR | BILLIARD | change L to Y |
| ESTUDYO | ESTUDIO | STUDY | change I to Y |
| KURYENTE | CORRIENTE | CURRENT | change C to K, O to U, drop one R, change I to Y |
| NUYBE | NUEVE | NINE | change E to Y, V to B |
| KANTO | CANTO | CORNER | change C to K |
| KWARENTA | CUARENTA | FOTRY | change C to K, U to W |
| SEMENTO | CEMENTO | CEMENT | change C to S |
| TSISMIS | CHISME | GOSSIP | change CH to TS, E to I and add S |
| TSISMOSO/TSISMOSA | CHISMOSO/CHISMOSA | Scand almonger | change CH to TS |
| DOMINGO | DOMINGO | SUNDAY | no change in spelling |

| | | | |
|-------------|------------|--------------|--|
| ALKALDE | ALCALDE | MAYOR | change C to K |
| SYUDAD | CIUDAD | English CITY | change CI to SY |
| OPISINA | OFICINA | OFFICE | change F to P, C to S |
| IMPORMASYON | NFORMACION | INFORMATION | change N to M, F to P, CO to SY |
| DISYEMBRE | DICIEMBRE | DECEMBER | change CI to SY |
| POLITIKA | POLITICA | POLITICS | change C to K |
| BODEGA | BODEGA | WINERY | no change in spelling |
| PROBENSYA | PROVINCIA | PROVINCE | change V to B, I to E, CI to SY |
| ESTORYA | HISTORIA | STORY | drop the H, change I to E, I to Y |
| MISYON | MISION | MISSION | change I to Y |
| NEGOSYO | NEGOCIO | BUSINESS | change CI to SY |
| LUGAR | LUGAR | PLACE | no change in spelling |
| KOTSE | COCHE | CAR | change C to K, then change CH to TS |
| BARYO | BARRIO | BARRIO | drop one R, then change RIO to RYO |
| PULIS | POLICIA | POLICE | change O to U, C to S then drop IA |

| | | | |
|----------|-----------|-------------|--|
| PAMILYA | FAMILIA | FAMILY | change F to P then change LIA to LYA |
| BIBLIYA | BIBLIA | BIBLE | change IA to IYA |
| GRIPO | GRIFO | FAUCET | change F to P |
| TELEPONO | TELEPHONE | TELEFONO, | change F to P |
| KONSUMO | CONSUMO | CONSUMPTION | change C to K |

2 Verbs

| Verbs | English | Root | Spanish | Native Affixes |
|------------|-----------|------------|------------|----------------|
| Oobserba | Observe | Obserba | Observer | o- |
| establisar | establish | establisar | establecer | |
| Binisita | visit | bisita | visita | -ni |

Of the three Hispanic borrowed words (Verbs), the following reveal the linguistic acculturation of orthographic nativization:

| VERBS | | | |
|----------------|---------------|---------------|---------------------------|
| Borrowed Words | Spanish Words | English Words | Orthographic Nativization |
| OBSERBA | OBSERVAR | OBSERVE | change V to B, drop R |

| | | | |
|------------|------------|-----------|---|
| ESTABLISAR | ESTABLECER | ESTABLISH | change ECER to ISAR |
| BINISITA | VISITA | VISIT | add the affix ni to the root bisita, change V to B. |

3 Adverb

| Adverb | English | Root | Spanish | Native Affixes |
|----------|---------|----------|----------|----------------|
| timprano | early | timprano | temprano | |

Of the only Hispanic borrowed words (Adverb), the following reveal the linguistic acculturation of Winaray Visayan

| ADVERB | | | |
|----------------|---------------|---------------|----------------------------|
| Borrowed Words | Spanish Words | English Words | orthographic nativization: |
| TIMPRANO | TEMPRANO | EARLY | change E to I |

4 Adjective

| Adjectives | English | Root | Spanish | Native Suffixes |
|------------|------------|-----------|-----------|-----------------|
| Milagroso | Miraculous | Milagroso | Milagroso | |
| Mismo | Same | Mismo | Mismo | |
| Residente | Resident | Residente | Residente | |
| personal | personal | personal | personal | |

MILAGROSO (MIRACULOUS), MISMO (SAME), and RESIDENTE (RESIDENT), all borrowed Spanish words (Adjectives) retain their original Spelling.

PERSONAL not only retain its original spelling in Spanish but also has the same spelling in English

The conjunction PERO (Spanish PERO, English BUT) is present in all four oral narratives.

The preposition HASTA (Spanish HASTA, English UNTIL) is also present in all four narratives

Conclusion

The above-mentioned data clearly reveal that indeed there are Hispanic words borrowed by the Waray Visayan Language. It should also be worth noting that the Hispanic borrowed words in Waray Visayan are acculturated by generally nativizing their orthography, which corresponds to nativized phonology since Waray Visayan is a phonetic language, which means that words in Waray Visayan are spelled as pronounced. Furthermore, the process of lexical nativization in the Waray Visayan Language is undeniably visible in the textualities.

Recommendation

One field needing more study is that of pidgins. Pidgins are created where, on a very superficial level, people from two or more languages interact. Phonological and morphological structures are frequently stripped of basic components, and both languages are borrowed into the new system. Once entire community uses a simplified language, it is a creolized language. There is a necessity to survey the borrowings among dialects with similar rigor as between languages. Borrowings can occur from any of the following: geographical dialects, social dialects, ethnic dialects, technical dialects, and idiolects. It is possible to expect the same sort of results here as in borrowing between languages. The study of borrowing continues to be established in historical linguistics, especially as the theoretical basis of linguistics expands.

Lexicons transform mainly because of borrowings. In addition to a growth in items, the semantics and stylistics are affected, the lexicon changes by items, in meaning area, and by usage factors introduced by borrowed words. Recent work deals with syntactic borrowing. Syntax can be borrowed as easily as other parts of grammar.

Related to Pidgins is that of mixed languages, an idea that seems to mean that some language users mix various language elements from different sources. However, for all human languages, such a concept applies because they are part of their cultural heritage. A term that applies universally here is an empty term and considered unnecessary in linguistic description. To this day, the idea of a mixed language has remained unenforceable. There may be frequent codes for changing words, pronunciation, or so on in bilingual situations, but each feature is from one language or the other. The idea of "mixed" is associated with "pure" and "hybrid" languages; such distinctions are untenable.

It is then recommended that parallel morphological investigation focusing on Linguistic Borrowing and related areas be conducted on different genres of mass media, literary textualities, and communicative verbal transactions and documents across the varied Philippine Languages.

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