

# **An Analysis of Twenty Statement Test Results from Children of Bonaire – Are Self-Perceptions as Predicted?**

by

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## **Abstract**

This paper includes the analysis of the Twenty Statements Test (TST) that was distributed to children in the municipality of Bonaire, in the year 2009. The children's responses were translated from their native language, Papiamentu, to English. The responses were then categorized into groups and each statement was classified as independent or interdependent. The data were organized using excel and then entered into SPSS software, which outputs the desired type of analysis results. The final data results were compared and contrasted with previous TST research results as well as how it answers the hypotheses of this paper. First it will be seen if, across age, children's self-descriptions change their level of independence and interdependence. Second, the gender differences regarding independence and interdependence was examined.

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## I. ABSTRACT

This paper includes the analysis of the Twenty Statements Test (TST) that was distributed to children in the municipality of Bonaire in the year 2009. The children's responses are translated from the local language, Papiamentu, to English. The responses were then categorized into groups and each statement was classified as independent or interdependent. The data was organized using excel and then entered into SPSS, which outputs the desired type of analysis results. The final data results were compared and contrasted with previous TST research results as well as how it answers the hypotheses of this paper. First it will be seen if, across age, children's self-descriptions change their level of independence and interdependence. The gender differences regarding independence and interdependence will also be examined in this paper.

## II. INTRODUCTION

This research project involves distributing the Twenty Statements Test to children, between the ages of eight and eighteen, in a small Caribbean island named Bonaire. Bonaire is a municipality of the Netherlands therefore Dutch laws apply. The people of Bonaire have both Catholic and traditional values. The Twenty Statements Test used for this research was given to children in schools of Bonaire in 2009.

### Twenty Statements Test

The Twenty Statements Test (TST) (Kuhn and McPartland) asks the question "Who am I?" and the individual responds with twenty statements about her/himself. Each individual response shows how that child perceives oneself and their social environment in different ways. The responses are categorized into groups such as activities, emotional states, interests, etc. Then these responses can be classified as independent or interdependent. There are many different issues to consider when categorizing these statements. For example, the data and results are based on the different number of independent or interdependent statements each child supplied on the TST. Some statements are not as clearly recognized as being independent or interdependent. For example, some types of religion do not practice or believe in organized religion, while others are dependent on practicing their faith within a group of people. Therefore, the way that those types of statements are defined, for this project, could possibly alter the final results. Naturally, there was good reason for each of the decisions made and they will be discussed further in the paper.

### Research Hypotheses

One hypothesis of this research is to see if, across age, children's self-descriptions become more independent and less interdependent. Before Bonaire was ruled by the Dutch it was typically seen as having more of an interdependent type of society, so these results will see if there has been any shift due to the change in government. A second hypothesis is to look at gender differences regarding independence and interdependence. The results of this research are compared with previous studies that found women describe themselves in more of an interdependent manner, while men use more independent descriptions of themselves.

## Research Process

Multiple steps were necessary to find results for the hypotheses stated previously. The first step was to research the Twenty Statements Test in order to fully understand how to utilize the test to find the needed results. The second step was to translate all the children's collected tests from their native language, Papiamentu, to English. A Papiamentu to English translation database was created in excel throughout the translation phase of this research consisting of all the words used in the children's responses on the TST. The next step was to separate the answers into categories by the various types of responses as listed previously. The data were organized using excel and then the desired types data analysis were performed on the collection of data using the SPSS software. The final analysis involves utilizing the results of the TST and software data analysis in order to see how they support or refute the hypotheses stated previously.

## III. METHOD

### Delivering Twenty Statements Test to Children

Dr. Sandra Carpenter, professor of psychology, takes trips to Bonaire on a fairly regular basis to distribute and collect the Twenty Statement Tests. She meets with locals in the area, which helps when there are questions during the translation process because she is familiar with city names and local terms frequently used. Dr. Carpenter goes to the schools and gives the tests to classrooms full of children. The directions on the test that the children receive ask that they fill out each of the twenty numbered lines with a statement beginning with "I am." Some examples are given to the students such as I am Catholic, Protestant, a happy person, or a pretty person. The children then list their age and gender and begin to write twenty responses. Some of the responses were translated by a local, high school student in Bonaire who assisted with translating some of the local words and misspellings.

### Translating Twenty Statements Test Responses

There were a total of 186 tests received in the year 2009. Once the completed set of TSTs from 2009 was received, the first step to keep track of each individual test was to number each one. When any questions about a translation of one of the statements occurred, the numbering system made it easy to refer back to when the time came to meet with Dr. Carpenter and discuss progress and issues. An excel database using words from the statements that had already been translated by the local, high school student in Bonaire was created. An online Papiamentu to English translator was also used in this process (Amaro). As each new word was translated by using problem solving skills, the online translator, referencing words previously used, and asking Dr. Carpenter, they would be added to the database. A great benefit of the database over an online translator is not only does the translator not have a complete list of words, but it does not contain many local terms or places. However, since the TST was given to children, there are bound to be many misspelled words and bad handwriting. This was where the database helped with the translation process immensely. Parts of words could be entered in and then search throughout the entire database. After using process of elimination and seeing which of the

closely related words fit with the rest of the statement, it was fairly simple to decipher the word the child used.

### Categorizing Individual Responses

After each TST was translated, the next step was to categorize each individual response. When categorizing all the translated responses from each TST there must be a chosen default category for any statements that do not clearly fall under either of the two categories we are using for this research: Independent and Interdependent. After discussion, the chosen default category is Independent. A table is given below that shows some of the types of responses that will be classified as either interdependent or independent. According to Markus and Kitayama, interdependent self-descriptive responses are based on the participant’s relationships and group memberships and how important the “pursuit of harmony” is to them. The independent self-descriptive responses are based on the participant’s abilities and traits as well as how important it is to distinguish her/himself from other people (Markus and Kitayama, 1991).

<b>Interdependent</b>	<b>Independent</b>
Social Aspirations/ Intentions/Desires	Personal Future Aspirations/ Intentions / Desires
Social Activities	Personal Activities
Group Achievement	Personal Achievement
Group Comparisons	Individual Comparisons
Social Emotional States	Personal Emotional States
Allocentric Traits/ Characteristics	Idiocentric Traits/ Characteristics
Social Roles	Self-Ascribed Identities
Allocentric Interests/ Preferences/ Beliefs	Idiocentric Present Interest/ Preferences/ Beliefs

**Table 1 Response Types/ Subcategories for Each Main Coding Category**

With the complicated type of responses received, there were still some responses that could be interpreted in various ways and fit into either category depending on the personal interpretation. All types of religion were chosen to be categorized as Independent responses since not all types of religion are group practices and this is our default category as named previously. Some other examples of responses that are classified as independent are “I am smart,” “I am Happy,” “I want to be a lawyer,” and “I like reading.” Some common statements classified as interdependent are “I want to help people,” “I am embarrassed,” “I am extroverted,” and “I like playing with friends.” For the purpose of this research, it was decided that other statements would be categorized as interdependent such as a child that plays any kind of sports, plays with animals, talks, fights, is respectful, is annoying, is a liar, or is honest. These were all determined to be interdependent since each requires some type of interaction by that individual outside of themselves.

## Statistical Analysis of Data

After categorizing each of the responses, the numbers of independent and interdependent responses were each noted on the top of each TST. Following the categorizing of each statement, an excel file was created in order to compile all the gathered data. It consists of the child's TST number, the year the test was completed, age, gender, number out of twenty responses that was completed on that individual TST, how many responses were independent, and how many responses were interdependent. The recorded number out of twenty that was completed on each individual TST refers to the fact that some children did not write the requested twenty responses. These data were then entered into the SPSS software and set up properly in order to receive the desired type of analysis and output results needed in relation to the hypotheses of this research.

## IV. RESULTS

Participants in this research are 90 female and 95 male children, along with 1 child that did not report their gender on the TST. All children included in this test are between the ages of 8 and 18, with a mean age of 11.5 years old. It should be noted that not all 20 statements were completed by each child on their individual TST.

A positive correlation was found between the participant's age and level of interdependence,  $r = 0.22$ ,  $p = 0.003$ . A negative correlation was found between the participant's age and level of independence,  $r = -0.24$ ,  $p = 0.001$ .

The significant main effect for personality type (i.e., number of independent and interdependent responses generated) was obtained,  $F(1, 183) = 15.67$ ,  $p < 0.001$ . The mean number of interdependent responses,  $M = 5.04$  was less than the number of independent responses,  $M = 13.51$ . A negative correlation was found between the number of interdependent responses and independent responses,  $r = -0.399$ ,  $p = 0.001$ .

The number of independent and interdependent responses did not vary by gender,  $F(1, 2) = 15.74$ ,  $p = 0.092$ . All of the results from this research were statistically significant since the probability is less than 0.005, except for the results of the gender difference.

## V. DISCUSSION

The purpose of this research was to determine whether children in Bonaire have their self-descriptions change from interdependent to independent as they get older. This research also determines the difference between the type of self-descriptions, interdependent or independent, of females and males.

### Bonaire History

Bonaire is an island in the Caribbean Netherlands. Once the government split up the Netherlands Antilles, it established direct Dutch rule over Bonaire. Bonaire is currently

considered a municipality of Netherlands. The people of Bonaire have both Catholic and traditional values. The data gathered from the current research will be used in later research to examine if change in the government ruling influenced the children to have more independent and less interdependent self-descriptions. In this research, it can only be seen if the change in government ruling is affected by the results gathered across various ages of children who completed the TST in the 2009 data set.

### Twenty Statements Test

The Twenty Statements Test is used in psychology to elicit descriptions of the self-concept through free-format responses (Kuhn and McPartland, 1954). The TST requests twenty responses from the participant to answer the question, “Who am I?” For this research, the participants are told not to worry about logic or importance of their statements or rank them in any way. It is supposed to be given in a limited amount of time to ensure the answers are the first that come to their mind to have the best possible results of their true feelings and ideas (Dahlin, Watkins, Wondimu, and Yau, 1997).

### Self Perceptions with Respect to Gender

It is found that gendered social interactions, gender-typed social roles, and gender-related expectations have shaped the ideas and self-perceptions of both men and women (Cross and Madson, 1997). It is also reported that across various cultures, men place more emphasis on independent values and self-perceptions while women have a more interdependent emphasis on their self-perceptions (Cross and Madson, 1997). In contrast, the current research did not find the same gender pattern.

A theory about why the results turned out to be inconclusive with regard to gender differences is the way the children’s responses were classified for this research. Although choices had to be made, the open-ended responses of the TST can end up causing issues when classifying the responses since it is simply an interpretation of the child’s statement. There is no way to adequately discern their intentions of their responses (Cramer and Grace, 2003). The choices made for which statements would be classified as independent and interdependent were described earlier in this paper. It was noticed throughout the research process that males listed more responses about sports or playing sports than females. It was decided for this research that responses about sports are interdependent and involve social interaction since it is assumed that one is playing the game with other people. However, it is hard to know the intentions of the children with these responses. They could have simply been saying that they like the sport which could imply that they like watching it or practicing the game by themselves. This is just one example of how the interpretation and choices of classifications made by the person or people performing the research can have an effect on the data results.

### Self Perceptions with Respect to Age

As a child grows with age, it is commonly assumed that they create their own opinions about many aspects of life. They make decisions good or bad that determine how others define them as well as how they define themselves. Therefore, I feel it would be assumed by many that as a

person gets older, they become more independent and less interdependent. As a child, one is dependent on others to keep them alive, healthy, and happy since a child lacks the basic understanding of the world around them. As that child grows older, she or he gains knowledge about various aspects of life, experience the good and bad in the world, and may start to discover what their passion is in life. These growing children will begin to possess unique views of the world around them, whether it is politics, religion, or what happiness means to them, as well as unique views on how they define themselves as an individual. Although these are the common perceptions, the data showed slightly different results. The results do not support the hypothesis of this paper stating that with age, the children's self-descriptions will become more independent and less interdependent. The results of this research show a positive correlation between age and interdependent self-descriptions.

### Influences of Self Perceptions

Children are almost physically and mentally incapable of completely taking care of themselves. Since this is the case their opinions are really based on their parents. This can mean the child gets older and agrees with their parents or they can grow up and rebel against their parents. Either option that the child chooses has a large impact on how they view the world and how they view themselves. For example, a child's father has a very independent lifestyle, including a lot of time reading and not needing to interact with other people as much, while the mother has a very interdependent lifestyle, including spending the majority of her time interacting with friends. If the child is male, he could grow up assuming that is how men are supposed to act and therefore learn the habits of his father and become a more independent type of person. The same goes for a case where the child is female. This concept shows one example of outside influences that could have affected the results of this research with respect to age and gender.

The results in this research could also have many other outside influences that can affect the data outcomes. For example, the social constructs from the child's home or school can have a vast impact on how they think they should act, perceive themselves, and the type of person that child thinks they should become (Cross and Madson, 1997). Since the TST measures how the individuals perceive themselves within their social environment, it is very possible that some outside social constructs could influence the children's responses. However, this does provide a good example on how the change in Bonaire's government could have an impact on the children's self-perceptions. The fact that government and social environment has changed from being more interdependent focused to more independent focused supports the results of the responses based on age. The older children, who would have been beginning their teen years before the change in government would have grown in a more interdependent based society. This means that those opinions and self-perceptions would hold true as they age rather than changing their already learned views of themselves. In comparison, the children who were younger at the time of the change to a more independent focused society consequently would have more independent responses. This all demonstrates how children's environment and society can result in the positive correlation between the age of children and their responses to the TST being more interdependent.

## VI. CONCLUSIONS

The data analysis results determined whether children in Bonaire have self-descriptions that become more independent and less interdependent with age. The data gathered and analyzed contested the stated hypothesis. As the children's ages increased, the number of interdependent responses increased. This could be due to parental, societal, or environmental influences. This research also determined if there was a difference between the type of self-descriptions, interdependent or independent, of females and males. Previous research done stated that women are more interdependent and men are more independent. The results of this hypothesis turned out to be not statically significant. This could be due to parental and societal influences. Another type of influence is due to the fact that males reported more statements about sports than females. This could alter the results, given that it had to be decided how specific statements, that were not clearly interdependent or independent such as playing sports, had to be classified for this research.

### Changes During Research and Future Research Possibilities

Another possible hypothesis at the beginning of this research was to utilize the completed TST from 2009, 2011, and 2013 to compare how children's self-descriptions had changed over time. After the translation of the three sets of data, tests from 2009, 2011, and 2013, were completed, there were still quite a few statements that couldn't be translated completely in the 2011 and 2013 sets. Due to this setback, it was decided that this research would only use the 2009 TST set and perform analysis on data from those tests.

Once the 2011 and 2013 sets are taken to a local high school student in Bonaire, the next time Dr. Carpenter travels there, the missing translations can be completed. After this step, data can be gathered from those two sets and added to the 2009 results. New analysis can be performed and this could result in different and more supported hypotheses. For example, the result of the research with only the 2009 data showed no gender differences. If more data was incorporated, there could be a change in the final outcome.

As explained previously, if the way responses were classified, such as playing sports, was changed, the outcomes could also be altered. Another approach to take is to classify the responses as not just interdependent or independent, but instead include the subcategories within each of those. For example, Table 1 shows the subcategories of both the interdependent and independent coding categories. This could ultimately help to code children's responses more accurately and therefore have more statistically significant results overall.

## VII. REFERENCES CITED

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## VIII. APPENDIX

### A. Example of a Child's Completed Twenty Statements Test

I - 8  
D - 12

10

#### KEN MI TA

Bo por a yena tras di e pregunta ken mi ta tur loke bo ta haña interesante, loke bo ta hasi, i tambe ken bo ta por ehèmpel katóliko, protestant, hende kontentu, hende bunita, ku bo ta kontentu, alegre.

Edat..11.....

Sekso...M..... ♂

- I 1. Mi ta *utbolista* → soccer player
- D 2. Mi ta *rabia* like & gets easily mad
- I 3. Mi ta *bringado* & fighter
- D 4. Mi ta *Rinconero* & from Rincon
- D 5. Mi ta *landado* & swimmer
- I 6. Mi ta *ferfelado* & annoying
- D 7. Mi ta *chikitu* & short
- D 8. Mi ta *hende kontentu* & happy
- D 9. Mi ta *hende mahos* & ugly
- I 10. Mi ta *yuda hende* → helping people
- I 11. Mi ta *freido* & a dater
- D 12. Mi ta *pintador bon* & draws nice
- D 13. Mi ta *berf bon* & paints well
- D 14. Mi ta *riku* & rich
- I 15. Mi ta *ganiado* & lier~~s~~
- D 16. Mi ta *bunita* & beautiful
- I 17. Mi ta *hunga* & playfull
- I 18. Mi ta *bersbolista* & basebatter
- D 19. Mi ta *flaker ku renchi* & skinny with ribs
- D 20. Mi ta *homber* & a boy

## B. Compressed Copy of Translation Database Created Throughout Research Translation Process

Papiamentu	English
Abogado	attorney
Acecorios	accessories
Actief	active
Aden	in it
Adopta	adopted
Adventura	adventure
Afrikano	African
Aki	here
Akshon	Action
Aktividad	activity
aktor	Actor
aktua	Act
alegre	Happy
alegria	gladness
alergie	allergic
algu	something/thing
amabel	Caring
Amburana	Amborne (a city)
amerikan	American
ami	I
ami	My
amiga	Friend
amigalu	friend
amigunan	friends
amistabel	friendly
amistad	friends
amistat	friendship
ana	year
anglo	name of a class
anochi	night
antes	formerly
Antriol	a city
apel	apple
apelmus	applesauce
aprdo	fat
aremband	bracelet
ariba	upstairs
armbant	bracelet
aros	rice
artista	artist
aruba	Aruba (a city)
asta	even
atletiko	athletic
atventista	Christian Atventist
auto	car
aventista	religion
avion	airplane
awa	water
ayera	yesterday
bacu	cow
bai	go
baibi	baby
baila	dance
baiskel	bicycle
bala	ball
balor	value
balor	respect
bals	chewing gum
bana	wash

bana	bathe
banda	near
bankero	banker
bano	bathroom
barbi	barbi dolls
barbulete	butterfly
bario	district
basila	chill/hang out
basta	enough
basta	pretty (pretty well)
bata	used to /previously
batala	chicken
batata	potato
bebe	drink
behalve	dislike
beibi	baby
beiles	classes
beiles	tutoring
beisbol	baseball
bende	sell
benta	throw
berdat	truth
berde	green
berdura	vegetables
bergonsoso	ashamed
besbol	baseball
besbolista	baseballer
bestia	animal
biaha	traveling
biaha	trip
biaha	vacation
biba	live
bibliotek	library
bichi	caterpillar
bida	life
bini	come from /come
bira	become
bisa	tell
bishita	visiting
bispou	smart
bista	view
bisti	dressed
bisti	dress
blanku	white
blas	balloons
blauw	blue
bo	do
boka	mouth
bolo	cake
bolo	dumb
bon	good
bon	nice
bon	well
bonchi	bean
Boneriano	Bonerian
bonieru	Bonaire
borchi	blackboard/chalkboard
bota	vote
botata	french fries
boto	boat
boudi	below
bouling	bowling
brel	glasses
bringa	fight
bringado	fighter

brokoli	broccoli
bromer	motorcycles
brua	Mixed
bruin	Brown
buki	Book
bula	Fly
bula	Jump
bunita	beautiful
burt	presentation
buska	looking for
by	Extra
capten	Captain
catolico	catholic
chaves	President Chavez
chens	Chance
chickitu	Little
chiki	Little
chikitu	little/short/small
chines	Chinese
chiste	Joke
chistoso	Funny
chukulati	chocolate
chupa	suck (such as sucks on straw)
ciboyo	Onion
cine	Movie
colombiano	Colombia
comunika	communicate
cpabou	north or south
cristu	Jesus
dal	Hit
dal	Strike
dam	checkers
dede	Finger
dekora	dekora (a place)
delega	Skinny
den	In
deporte	Sport
deseia	Wish
desente	descent
desente	decent
deskonosi	unknown
di	Of
dia	Day
diadomingu	Sunday
diberti	Fun
diferente	different
diki	Fat
diki	Thick
dios	God
disena	Design
distinto	different
djadumingo	Sunday
djasabra	Saturday
djok	Jog
djonikeik	a type of snack
djopnan	girlfriend
djus	Juice
dolfein	dolphin
dorna	decorate
draha	Does
drai	Turn
drecha	Fix
dreft	Drift
druk	energetic
druk (with u accent)	Busy

drumi	Sleep
drumi	Drink
duele	Pity
duna	to give
duru	Hard
duru	Fast
duru	a lot
dushi	Sweet
edat	Age
edukativo	educational
eerlijk	Fair
ei	There
eiskrim	ice cream
eiskrimi	ice cream
ekplika	explain
elergis	allergic
enamona	in love
enemigu	adversary/ enemy
erko	air conditioning
espasio	space (out of space)
estilo	Style
evangelio	gospel
faborito	favorite
fakansi	vacation
famia	Family
fangu	Catch
fastioso	annoying
fasun	shapes
fe	The
felis	Happy
ferfel	annoying
ferfela	annoying
ferfelado	annoying
ferfelu	Boring
fervela	teasing
fia	borrowing
fia	Lend
fiel	Loyal
fini	Fine
flaku	Skinny
flaku	Fat
fli	Kite
floho	Lazy
flor	flowers
floso	Lazy
forsa	strength
fout	faults/errors
franes	French
freido	Dater
fresku	Fresh
frishidel	Frosted
friu	Cold
fruta	Fruit
fuerte	Strong
fut	painting
futbol	Soccer
gai	cock/boy
galina	chicken
galina	french fries
gana	Lie
gana	Earn
ganado	Liar
gasta	Spend
gayo	Friend
geem	Gym

gem	gymnastics
gemeni	gemini (zodiac sign)
geografia	geography
gezellig	fun to hang out with
gitarista	guitarist
gojoas	jewelry
gordo	Fat
gradisi	grateful
grandi	Biggest
grandi	Big
grita	Scream
grupo	group (such as music group)
gusta	Like
gusta	Love
habri	Open
hana	Find
hana	interested
hana	Think
hana	Find
hapones	Japanese
hari	Laugh
hasi	birthday
hasi	make/do
haya	achieve
hel	Yellow
hemburget	hamburger
hende	people/person
Hesus	Jesus
hevi	Great
hiper	Hyper
historia	History
hoben	Young
honaber	Boy
honesto	Honest
hopi	Much
hopi	a lot
hopi	Many
hopi	Much
hopi	a lot
huiswork	homework
hulades	Dutch
hulanda	Netherlands
hulanda	Holland (a city)
huma	Smoke
hunga	Play
hunga	Playful
huntu	together
idioma	languages
ilvia	popular woman named Ilvia
imagina	fancy
imita	imitate
ingles	English
instansia	organization
inteligente	smart/intelligent
interesa	interested
interesante	interesting
intiligente	smart
inventa	invent
investiga	explore
jama	name
jama mi	call me
jolly	happy
Jong Bonaire	a place - JB/Jong Bonaire
juda	helping
judo	Help

judo	karate
juffroun	teacher
jufrou	teacher
kabai	horse
kabei	Hair
kabes	head
kabritu	Goat
kabuya	rope
kacho	Dog
kada	every
kadena	chains
kafente	horny
kalei	Skin
kamber	room (such as bedroom)
kamedia	comedy
kamna	walk
kamper	camp
kana	walk
kanaden	explore
kanal	channel
kandishon	Kandishon (a place)
kanoa	canoe
kansa	tired
kanser	cancer (zodiac sign)
kanta	Sing
kantamento	singing
kantamentu	singing class
kantanke	other artist
kantika	music
kantika	songs
kapucynen	beans
kara	Face
karate	karate
karinoso	caring
karinoso	loving
karni	flesh
karnoval	carnival
karta	letter
kartoouekwork	cartoon network
karu	expensive
kas	home
kas	house
kashi	wardrobe
katoliko	catholic
kayente	Hot
kayente	Hot
ke	want
keda	Stay
keha	complain
keiru	walk
keiru	travel
kekboxing	kickboxing
kel	yellow
kels	shoe
kens	stupid/funny
kere	believe
kerio	Trip
keshi	cheese
kets	sneakers
ketu	quiet
ketu	quiet
kfc	Kentucky Fried Chicken
kibra	break
kiko	what
kla	skin/ready



kla kla	a little bit
klas	grade
klas	class
klei	Clay
klein bonaire	a place - Klein Bonaire
klur	color/paint
koho	lame
koi	clutch
koki (accent on o)	cook
kolo	color
kolo	cabbage
kolor	color
kombersa	laugh
kome	Eat
komedia	comedy
komentu	happy
kompra	acquisition/buy
kompras	shopping
kompronde	understand
kon	How
konenchi	bunny/rabbit
konfia	trust
konose	know/known
konpartie	share
konseho	advice
konta	count
kontenly	happy
kontentu	content
kontrali	adverse
kor	chorus
kora	Red
korant	newspaper
korasoleano	Cuzacao
korda	remember
kore	drive
kore	Ride
kore	Run
kore	drive
koriku	short
korsau	a place Korsau
korta	Cut
korti	short
kortiku	short
kos	thing
kos	everything
kosdi	stuff
kosementu	sewing class
kosnan	things
kou	chew
koula	cola/coke
kreative	creative
kref	lobster
krioya	local
kristian	christian
krudo	rough
ku	with
kuakta	guitar
kuando	sometimes
kuartu	room
kue	Fuck
kuenta	stories
kuerta	stories
kuida	take care
kuki	cookies
kuliura	culture

kuminda	food
kuminda ta lazana	lazagane
kumpli	meet
kumpra	Buy
kumpra	shopping
kunukera	farmer
kunukku	country
kunuku	Farm
kunuku	plantation
kunuku	Farm
kura	care for
kura	patio (with accent on a)
kura	Face
kurason	heart
kurpa	body
kushina	cook
kushina	kitchen
kwart	quad
kwin	queen
laba	wash
laf	boring
laga	Let
laku	skinny
laman	Sea
lana	woollen
landa	swim
langzane	lasagna
lanta	arise
largu	long
largu	Tall
lasanja	lasagna
lat	late (as in sleeping late)
lat	Late
lechi	milk
leer	study
leer	learn
leptop	laptop
les	lesson
lesa	read
lesamentu	reading class
leuk	Fun
leuk	cute
leuk	fun (dutch)
libertat	freedom
licht	light (such as light colored)
lief	sweet (nice)
lif	sweet
lif	Nice
lihe	easily
limonada	lemonade
limonada	soda
limpi	clean
limpia	clean
litop	laptop
lloca	Cry
lo	You
loke	thing
loko	crazy
lolipop	lolipop
ma	But
mabu	Sick
madushi	grandmother
maestro	teacher
magia	magic
mahamba	dutch ones

mahos	Ugly
mahoso	nasty
mainta	morning
makaku	apes
makamba	Dutch
makaroni	macaroni
mal	Sick
malo	naughty
malo	Bad
malu	Sick
malu	ill (sick)
mama di kriansa	step mom
man	hand
manan	tomorrow
manda	to send
manera	As
mangel	sweet
mangel	candy
maron	light brown
mart	March
mas	more
mas o menos	more or less
masha	very
maski	massage
mata	Kill
mata	plant
matematiku	mathematics
matimaika	mathematics
mayanes	mayonaise
mayornan	parents
mayornan	elders
meisje	Girl
mekdomnelts	McDonald's
meneer	Sir./Mr.
mener	teacher
menos	Less
merdia	afternoon
merka	America (USA)
mes	Self
mesa	table
mi mes	my self
midi	measure
midi	amount
miedu	fear/afraid
milon	melon
minota	doesn't
misa	church
misa	catholic
misci	church
miso	alone/by myself/lonely
mitar	half
moda	manner
modela	model
modela	modeling
molastioso	annoying
mondi	forest
mostur	mustard
mua	watering
mucha	girl
mucha	kids
mucha	speaks
muhé	daughter
mundo	world
mundu	world/earth
muraya	wall

musika	music
musikal	music
na	to
na	at
nada	nothing
nan	they
nase	arise
nase	birthday
nase	born
nasi	rice
naturalesa	nature
naturalesa	character
navela	latin tv/novels
nechi	nicely
nechi	beautiful
niktenudu	nintendo
nobo	new
nomber	name
notario	public notary
notisia	news
nuela	grandmother
obede	obey
obedese	obeys
obra	work
obra di man	work of hand/handy work/manual arts
olain	online
oloshi	watch
oma	grandma
onesto	honest
opa	grandfather
ora	hour/time
orano	orange
orea	ear
orgullosa	proud
orguyoso	proud
otro	another
outo	auto
pa	to
pa	for
pais	country
palabra	word
palta	silver
palu	tree
palu	wood/tree
pan	bread
pana	clothes
papia	talk
para	stop
parke	park
parki	sharing
parse	look like
parti	part
partisipa	participate
pas	peace
pasa	happen
pasenshi	patience
paso	because
patagonia	name of restaurant
patin	penis
patu	duck
payaso	clown
pega	stick
peiki	girls
peki	chick/girl
pela	shell

pelikula	film
pena	comb
pensa	think
pensamenntu	imagination
pente kostal	Pentecostal - religion
pentekostal	religion
pera	but
perde	lose
pero	but
pers	purple
persona	person
pieda	stone
pinpon	ping pong
pinta	paint
pinta	draw
pintament	drawing class
pirma	cousin
piska	fish
pitha	pizza
pitrpwei	peas
plak	glue
plantamentu	gardening
playa	city
playa	beach
plebek	playback
pober	poor
poco	some
poko	few/ a little
polis	police
pone	place
pooster	poster/picture
popchi	doll
porkchop	fat
porko	pig
portret	photo
potente	strong
prementon	pepper
pret	fun/funny
pret (accent on e)	fun
pretu	black
prima	cousin
problema	problem
programa	program
programa	programming
prome	first
propio	own
protestant	religion
proyekta	project
puia	to fart
pul	swimming pool
pulushi	fault-finding
purba	try
pus	purple
pushi	cat
puzzel	puzzle
rabia	angry
rabia	dislikes
rambe	church
rasa	breed
ratu	while
rechi	beautifully
recing	racing
redu	rumors
regalo	presents
regeteton	reggaeton

regla	regulation
Reina Beatrix	A school - Reino Beatrix
rekenen	geometry
rekenen	counting
rekenen	math
relashon	relationship
remedi	medicine
renchi	rings
renchi	ranch
renchi orea	earings
repchi	ribs
resa	pray
respeta	respect
riba	on
riba mi	about me
riku	rich
Rinconero	Rincon
rinkonero	a place in Bonaire-" the hood Rincon"
rockero	a rocker
rond	around
ros	pink
rubi fle	hitting
ruman	brother
ruman	sister
ruman	siblings
ruman nan	brothers/sisters
rushi	make up
rustic	calm
rustig	calm
Sabadeco	a place- Sabadeco
sabi	smart
sabi	know
sabi	healthy
salada	lettuce
salada di kolo I wortel	cole slaw
salada di webu	egg salad
Sali	go out
sali	leave
Sali	outgoing
Salina	a neighborhood
salu	healthy
samper	always
San Berhando	a school - San Bernando
sanger	blood
sanka	ass
sapatu	shoe
seernam	Surriname (a place)
sekreto	secret
selecsion	selection
semper	always
sená	learn
sená	sign
senyocila	virgin
sepagetin	spaghetti
sera	making
sera	close
serf	surf
serio	serious
serka	visiting
serka	close
serlea	almost
seru	hill
SGB	a place - S.G.B.
shek	shake (milkshake)
shimis	dress

shinishi	grey
si	if
sigeloog	psychologist
siki	a bit
siman	week
simpatiko	sympathetic
sin	without
sina	learn
sincero	sincere
singur	assure
sinja	learn
sinta	sitting
sketebord	skateboarding
skirbi	writing
skol	school
skuer	stun
skur	dark
skuridat	darkness
skutir	scooter
slabitut	slaves
smail	smile
snup	sweets
solo	sun
som	adding
sono	dream
sopi	soup
Sorbon	a place- Sorbon beach
Sorobon	Sorobon
sorto	sort
soseshi	a type of food
sosial	social
soya	swing
spageti	spaghetti
spano	spanish
spar	save (such as save money)
spelinworden	spellingbees
speuk burt	presentations
spil	mirror/looking-glass
spirips	ribs
splika	explain
spreeh	speech
stail	style
stima	love
stoba	stewed meat
stof	dust
strea	stars
studiante	student
Stuwardes	flight attendant
suak	faint
subi	lever
subi	climb
subi riba internet	networking
sunchi	kiss
Suraname	a place
sushi	dirt
sushi	sushi (fish)
Suziname	a city
ta	is
taal	language
talento	aptitude/talent
tambe	also
tanchi	aunt
tapa kara	hide and seek
tas	bag (handbags)
tata di kriansa	step dad

taxa	dishes
te	till
teaha	bake
tek	tag
telefon	telephone
tempran	early
tende	hear
tenes	tennis
tenta	tease
tenta	exam
tera	ground
testigo	witness
testigo di Jahova	Jehova's witness
tete	udder
tete	breasts
tibal	t-ball
tiki	bit
tin	have
tin	make
tín	have
tin bia	several times
tin ora	sometimes
tin saka	throw up
tira	throw
tira palo	has sex
TK1	a place - TK1
toka	play
toka	to make
tomati	tomato
trabou di kas	work of home/housework
traha	work
tras	behind
trata	treat (such as treat someone nice)
trefbol	dodgeball
trein	train
triste	sad
tristu	sad
truk	truck
tur	everything
tur	all
tur	every
tur dai	each day
tur dia	every day
turora	everytime/always
tutu	cute
Tutu	cornmeal with beans
un tiki	one bit
una	nail
unda	where
Unicolllege	a school- UC
unja	nails
uriendelyh	friendly
usega	games
vaak	often (dutch)
vaak di arte	works of art
vak	branch
veeg	erase
veivde	fifth
verlegen	shy
vertbobsta	soccerplayer
vetinario	veterinarian
volley	volleybal
voluntario	volunteer
waf	platform
wak	look at



wak	watch
warda	keep
wega	jokes
wega	game
wela	grandmother
wen	wind
wenserf	windsurfing
wikent	weekend
wolf	wolves
wowo	eye
Xgems	a popular game
yama	name is
yambo	yambo (local food)
yefrou	miss
yen	complete
yerba	grass
yoger	yogurt
yora	cry
yskrim	ice cream
yu di	child of
yuana	iguana
yuda	help
yuf	young woman
yufrou	miss (woman)
zundra	argue