The Vital Role of Teacher Education Institution in Facilitating Synergy of MTB-MLE Initiatives in Eastern Visayas, Philippines

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Background

DedEd Order 74, series of 2009
Kindergarten Education Act of 2011
Enhanced Basic Education Act of 2013

Challenges:

- orthography
- lack of primary texts in the mother tongue
- vocabulary lists
- sight words (Kindergarten/Grade 1)
- grammar lessons and
- the references needed for educators to create these materials
Framework

Types of language proficiencies

1. Basic Interpersonal Communication Skills (BICS) - is used to carry out daily activities

2. Cognitive Academic Language Proficiency (CALP) - associated with understanding and following academic subjects


LNU’s Response

The LNU initiatives has culminated in the following outputs:

1. Established an orthography for Waray (with DepEd & Waray Writers)

*An Bag-o nga Ortograpiya han Winaray* (Oyzon, Ramos, & Nolasco, 2012) was issued by Leyte Normal University and was institutionalized by DepEd Region 8.
Institutionalization of the Local Language Orthography

Republic of the Philippines
Department of Education
Regional Office No. VII (Eastern Visayas)
Government Center, Candaug, Palo, Leyte

ADVISORY

To: All Schools Division Superintendents

From: Luisa Bautista-Yu, Ph.D., GESO III
Regional Director

SUBJECT: Regional Institutionalization of the Waray Language Orthography

Date: May 11, 2012

One of the fundamental requirements for a strong Mother Tongue-Based Multilingual Education (MTB-MLE) Program is a working orthography for the chosen language that is acceptable to the majority of stakeholders and promotes intellectualization of that language. Thus, the Leyte Normal University together with Dr. Ma. Ricardo Duran D. Nolasco, a linguistic professor from the University of the Philippines had conducted a research on the Waray orthography.

In this regard, all divisions whose mother tongue is waray are advised to follow and institutionalize the attached working orthography in their daily teaching, in materials development and in other situations where the orthography is applicable.

For more queries, please contact Mr. Voltaire Q. Oyson, the LNU lead researcher at his mobile phone number 09063953763 or, Dr. Rosemarie M. Guino, the Regional MTB-MLE coordinator at her mobile phone number 09163638906.

For information and guidance.
2. **Waray Text Readability Instrument**
(with DepEd teachers, 3NS & IT experts)

- Readability instrument which allows a user to submit a Waray text and have it be assigned a corresponding grade level. Educators can use this to determine what texts should be used with what classes.
- Validated
- Can be accessed at
  
  
Sample Results for readability level of submitted Waray text

For Free at
http://corporaproject.org/
3. Dictionary of Commonly Used Words in Waray
(with Waray writers, 3NS & IT experts)
4. Online Waray-English Dictionary
(with DepEd teachers, local writers, Students, 3NS & IT experts)
5. Five-Language Classified Dictionary
(with DepEd teachers, local writers, Students, 3NS & IT experts)
Teacher’s Trainings & IMs Development
(with DepEd teachers, local writers, Students, 3NS & IT experts)
Collaborative Projects with Local writers, illustrators, publishers, TEIs, INGOs

**Gahi**

Children's Series

**Gahi** is a three book series developed by the Amandiwing Books for the Leyte Normal University. Amandiwing Books is the children’s literature component of the KATIG Writers Network Inc.

**Gahi** means seeds for planting. In producing and publishing this series, the Leyte Normal University sows the seeds of memory, and hope for genuine recovery of both land and its people.

Through this series, LNU ensures that the future will never forget the catastrophe that changed our lives forever. It beckons us to relearn to live in harmony with the land, and heal it, that we may bestow to our children a livable world. Lastly, the series captures the hope that propelled the people of Eastern Visayas to rise above the adversity of Super Typhoon Yolanda.
Storybooks in collaboration with *Save the Children*, local illustrators & Local Waray Writers
Challenges

- Distribution
- Sustainability
Conclusion: Role of local language & the university in poverty reduction

The use of local language results in:
- Local talents were tapped and recognized
- Creates economic activities and opportunities
- Empowers the community
- Local culture is valued and appreciated

Made possible by a university preparing the field: In establishing an orthography; dictionary; text readability instrument; teachers’ trainings, and working w/ other sectors of society