

ANG ORTOGRAPIYA SA DABAWENYONG- BINISAYA

Jennelou N. Angelo

Ma. Lila Y. Chaonui

ABSTRACT

This study aimed to determine the different translations of English words used in the K to 12 curriculum in to DabawenyongBinisaya . A qualitative ethnographic design survey was used to identify the different translations. The survey was conducted among four hundred thirty seven (437) participants in nine barangays in Davao City. The participants were asked to transcribe words from English to DabawenyongBinisaya. Results of the study showed that there are different methods that Dabawenyos use translates English words to Binisaya. These includes no equivalent translation, spelling, shift, use of more than one translation, rank bound translation, sound change, and the use of abbreviations.

KEYWORDS: *Ortograpiya, DabawenyongBinisaya, ethnography, Davao City, Philippines*

INTRODUCTION

In 2012, the Department of Education (DepEd) implemented the K to12 curriculum, part of the new system is the Mother Tongue Based-Multilingual Education program (MTB-MLE) or the use of the first language of the learners as medium of instruction in the curriculum.

This program is built on the notion that education should start from where the learners are and what they already know (Nolasco, 2009). MTB-MLE is a structured program of cognitive development, particularly focusing on language learning by strengthening the foundation in the first language.

The implementation of MTB-MLE, as a part of the introduction of the K to 12 curriculum, represents a significant innovation in the educational systems in the Philippines. One of the programs'goal is to address the high drop-out and non-completion rates of students in the country (Nolasco, 2009).Studies revealed that teaching using the mother tongue in the early grades "enhances children's ability to learn better compared to the use of a second or foreign language" (UNESCO, 2003; Skutnabb-Kangas, 2003 as cited in Rai,et al.,2011).

However, there are concerns raised regarding the program's weaknesses. Some of these weaknesses include the linguistic and cultural diversity and the use of language other than mother tongue that goes against the goals of MTB-MLE; hence, creating disagreement as the scholars have observed that policies with high ambiguity and high conflict may require more involvement from the ground level to be sustainable and effective (Darling-Hammond, 1990; Elmore, 1983; Matland, 1995).

Hence, schools in Davao region are using the Cebuanong-Binisaya as a medium of instruction in teaching the mother tongue subject Kindergarten to grade 3. Yet, not all students and teachers are using the Cebuanong-Binisaya as their mother tongue or their first language even though most Cebuanos and Dabawenyos use Cebuanong-Binisaya. The multilingual situation of Davao region is far from simple.

Aside from the vernaculars, a prototypical Dabawenyo can speak several languages. This unique situation for Davao poses a gap in the implementation of the MTB-MLE. However, this also opens for an opportunity to develop materials that would respond to the linguistic uniqueness of the region and the challenges of effectively implementing MTB-MLE. These materials must be relevant to the learners' situation, real to their culture, reflective of their context, and responsive to their needs. But in developing relevant materials, there is a need to further understand the orthography of Dabawenyong-Binisaya.

Thus, this study attempts to fill-in this gap by providing a research-based foundation for the development of materials and lesson prototypes that addresses the linguistic uniqueness of the Davao City. The present study specifically aims to explore the orthography of the Dabawenyong-Binisaya by surveying the translations of English words from DepEd K to 12 curriculum guide covering the Kindergarten to grade 3.

Statement of the Problem

This study is designed to explore the Orthography of Dabawenyong-Binisaya particularly on the translations of words used in the MTB-MLE Program. More specifically, it attempted to pursue the following questions:

1. What are the equivalent translations of English words used in MTB-MLE Program to Dabawenyong-Binisaya?
2. How are the English words translated to Dabawenyong-Binisaya?

FRAMEWORK

This study is anchored on the Linguistic Language Theory of Translation (Catford, 1964), Linguistic Aspect of Translations (Jakobson, 1959) and the Theory on Social Dimensions of Language Change (Michael, 2014). These theories served as a guide for classifying the methods of translations used by the participants in the study. These theorists provided theoretical bases for the classification of translations as these theories complement one another to provide a holistic way of understanding translation and to provide a theoretical background on the evolution of DabawenyongBinisaya. The theories expound Migration, Colonization, Tribes and Culture in Davao City which are the primary factors affecting the DawenyongBinisaya translations.

METHODS

Research Design

This research used the qualitative design, particularly the Ethnography in which members of a culture-sharing group or their representatives were considered in the language change tradition Hoey (2008). This design is appropriate for the present study because it views and examines the different features and forms of the language as they are used by the participants within their communities. The participants received a set of English words that are used in the K-to-12 curriculum under the Mother-Tongue-Based Multi-Lingual-Education (MTB-MLE) and they translated the given words into DabawenyongBinisaya. In this study, translations of words are the main core of the study.

Research Respondents

The respondents of the study were the residents from the nine (9) barangays in Davao City specifically Bunawan, Tibungco, Buhangin, Agdao, Talomo, Toril, Calinan, Matina and Tugbok. Every barangay had forty-three (43) participants to a total of three hundred eighty-seven (387) people participated in translating the English words.

Research Instruments

This study used a survey questionnaire with 534 English words based on the Department of Education K to 12 curriculum for students from kindergarten to grade three. The survey questionnaire is divided into 2 columns, the first column has the English words, and the second column is for the respondents' translation of the English words given. A booklet that contains pictures of listed words in the survey questionnaire is also made available. The survey questionnaire was piloted at Brokenshire College wherein the respondents are the staff, teachers, students and school personnel.

RESULTS AND DISCUSSION

The data revealed significant information on how the respondents, the residents of Davao City, translate English words into DabawenyongBinisaya..

Table 1. Methods of translation in Dabawenyong-Binisaya

METHODS OF TRANSLATION	DESCRIPTION	ENGLISH TRANSLATION	VISAYAN TRANSLATION
No equivalent translation	Words are translate into the same pronunciation and same spelling	Glossary Sphere Index	Glossary Sphere Index
Sound change	Respondents prefer to use letter (W) in transcribing words instead using letter L. that commonly used by some people in Davao.	Rain Red Off	Uwan Puwa Pawung
Spelling	The same translated words but different in spelling	Doctor Nurse Clinic	Doktor Nars Klinik
Borrowed words	Respondents used other language in translating words.(Counting system)	One to twenty Noodles	Uno - byente Mami

Rank bound translation	Words are translate into a certain language that are not familiar or appropriate to a certain location	Owl Cemetery Grandmother	Minghok Kagang Apuhannababae
Shift	Respondents used name of a specific brand name of a product and name of a certain place	Hospital Noodles Cemetery	DMC Pansit canton Wireless
More than one translation	A specific word that translates into one or more translation.	Road Uncle Ugly	dalan, kalsada, agina uyuan, tiyo, angkol, tito pangit, maot, bati, batignawong
Abbreviation	In translating, words are being shortened	Television Refrigerator	Tv/tb Ref

Several methods of translations used by the respondents to come up with DabawenyongBinisaya translations for different sets of English words. Seven (7) methods were observed and described in the table.

No equivalent translation – The respondents do not have equivalent Visayan translations for some English words so they use completely the same words. Examples of these words are the parts of the book such as the *Glossary*, *Sphere* and *Index*.

Soundchange – Some words that contain the letter “L” in the second syllable or the following syllable when translated to DabawenyongBinisaya undergo sound change as the “L” is replaced with the

letter “W” producing a different sound. Examples of this are *Uwanfor Ulan, Puwafor Pula, PawungforPalung,*and *Ngalan for Ngan.*

Spelling – DabawenyongBinisaya translations of some English terms are actually just the same words, which only differ in spelling. Participants used tagalog alphabet in translating a word such as *Doctor – Doktor, Nurse – Narsand Clinic – Klinik.*

Borrowed words – When words are translated using other languages, such as the counting systems *uno, dos, tres, kwatro*and*singko*which are not Filipino words but are Spanish words, these are called borrowed words. Filipinos, particularly Dabawenyos, adopted the language of other country because the Spaniards and Americans colonized the Philippines for a long time enough that such words have become part of their communication systems.

Shift translation – There are respondents who preferred to translate the English words to a brand name or to a name of a place rather than translating the words to the target language. This can be accredited to the popularity of the brand. Most Dabawenyos have gotten used to identifying these certain words with the most popular brands. Examples of this are *Hospital- DMC, Noodles - Pancit Canton, Cemetery- Wireless.*

Rank bound – Some translations are not appropriate to their location. Words like *Owl – Minghok, Cemetery – Kagangand Grandmother – Apuhannababa*have inappropriate translations primarily because the Visayan translations are not familiar to most of the Dabawenyos.

More than one translation – There are also times aspecific word has more than one translation. For instance, the English word *Road* can mean *dalan, kalsada, oragianan*in Davao while *Uncle*can mean *uyuan, tiyo, angkol*and *Ugly* can be *pangit, maot, batignawong.*

Abbreviation – In some cases, DabawenyongBinisaya translations for English words can just be abbreviated words. In transcribing English words like television and refrigerator, words are being shortened so they become known as TV and Ref respectively.

Looking into the observations concerning DabawenyongBinisaya translations, we draw attention to several key points, namely: (1) No equivalent translation (2) Sound change; (3) Spelling; (4) Borrowed words; (5) Shift (6) Rank bound translation (7) More than one translation; and (8) Abbreviation. This chapter is presented and arranged according to the most significant results in the study.

The first observation is no equivalent translation words like *Glossary, Sphere and Index* are not translated into DabawenyongBinisaya, based on the result it could be said that these words have no equivalent translation into DabawenyongBinisaya, the Colonization of the Spaniards and American in the Philippines affect a vast influence in Filipino language. This result is similar to the theory of Jakobson

(1959), Interlingual translation which means that there is no ordinary, no full equivalence between code-units.

In the second observation which is the spelling, the translated words are the same with the English words but there is a slight difference in spelling. This result is related to the theory of Catford, (1964) on transliteration, which states that writing a word in the characters of another alphabet into corresponding letters of another alphabet. This observation provides a good example as the word *Nurse* is translated into *Nars*, and *Clinic* is translated into *Klinik*.

The third observation is the borrowed words. As shown in the table, words from the counting system like *uno, dos, tres, kwatroandsingko* are actually Spanish words. Apparently, the Dabawenyos have been greatly influenced by the Spaniard colonization that their DabawenyongBinisaya terms for such English words are Spanish. Other words have been borrowed from the Americans who had also colonized the country.

Most Filipinos use these foreign languages to communicate. "Social and cultural factors, such as language ideologies, can encourage the propagation of particular variants at the expense of others in particular contexts, likewise contributing to language change." Michael (2014).

In fact, we can take the view on how the Filipino language has Tagalog in its core, but with clear integrations from the Spanish and American languages among others. The recognition of Filipino as the national language of the Philippines was a way for the constitution to acknowledge the existence and the inclination of the Filipino people to use many English and Spanish-derived words as influenced by foreign colonizations.

The fourth observation is rank bound translation based on the theory of Catford (1964). There are equivalents which are not appropriate to the location of the target language and which are not justified by the interchangeability of Source Language (SL) and Target Language (TL) texts. Words like *Minghok, Kagang, Apuhannababae* are the translations of the participants for Owl, Cemetery and Grandmother respectively; However, Dabawenyos, in general, do not use these terms.

Another observation in the table refers to some words having more than one translation. Participants translated the word *Road* into *dalan, kalsada, agianan*. The word *Uncle* are translated into *uyuan, tiyo, angkol, tito* and the word *Ugly* can mean *pangit, maot, bati, batignawong*.

A prototypical Dabawenyo can speak several languages and can translate English words in several ways as the city of Davao has the most number of indigenous tribal communities and migrants from other places. This result is interrelated to the theory of Catford (1959). It states that in full translation, the

entire text is submitted to the translation process that is, every part of the Source language (SL) is replaced by the Target language (TL) text material.

The fifth observation is the shift as the participants used the names of a product or place in translating English words to DabawenyongBinisaya. *Hospital* is translated as *DMC* which is the real name of one of the hospitals in Davao. *Cemetery* is translated as *Wireless*, which is also an actual place where the location of the Cemetery is near. One really good example is the translation of *Pansit Canton* wherein the participants used the product name in translating the word *Noodles*.

This result is related to Catford (1964) in which he refers to Shift as the departure from “formal correspondence” in the process of going from the source language to the target language. In translation or transposition, only the form changes. The translation shift is done to get the natural equivalent of the source text message into the target text (1964).

In this study, there are two unexpected observations that cannot be linked to the chosen theoretical framework of the study. These are the Abbreviation and Sound Change.

The result shows that participants used abbreviation to translate words. The word *television* is translated as *tv/tb* and refrigerator is translated as *ref*. Moreover, abbreviations often occur with frequently used long terms for which shorter terms appear to be more convenient for day to day conversations among Dabawenyos. On the other hand, Abbreviations is similar to the theory of Bankole(2014) in which she stated that often, Abbreviations occur as names of professions, art groups and especially as organizations and associations such as UNO, USAID, and IMF. Abbreviations also appear as names of appliances, such as TV, Fridge, VCD, and DVD. In addition, **Abbreviations are easier to use** nowadays. Abbreviations and Acronyms are becoming more and more popular because of the social media and instant text messaging.

The other unexpected result in the study is the Sound change. Words like red is translated into *puwa*, rain as *uwan* and the word off is translated into *pawung*. This result is related to the theory of Frank Blake (1905) in which it can be found that in Tagalog, an original “r” treatment regularly becomes “l” as is seen from the treatment of loan words. (e. g *antala – antara*).

CONCLUSIONS

Davao City residents have different methods of DabawenyongBinisaya translations for English words which only show how dynamic language is. Unlocking the different approaches, which are largely affected by Migration, Colonization, Culture and Tribes that the Dabawenyos take in translations, is significant in the successful implementation of the Mother Tongue Based-Multilingual Education program

(MTB-MLE) under the Department of Education K to 12 curriculum in the Davao region. Failing to consider these methods and the unique characteristics of the dialects of the Dabawenyos may only cause the inefficiency of MTB-MLE and other educational programs.

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