

EMPOWERING YOUNG MINDS: A TRILINGUAL JOURNEY IN TRANSLATING CHILDREN'S TALES

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Abstract: Translation aims for absolute equivalence, but it remains an endeavor marked by degrees of difference from the source text. This thesis embarks on the task of translating selected children's tales from English to Filipino and further into Bisakol, guided by the methods and procedures outlined by Newmark (1988). The goal of this endeavor is to facilitate a cultural adaptation of the original text, recognizing the rich cultural tapestry that these tales represent.

The selected children's tales, serving as the source corpus, carry with them a wealth of cultural nuances that have transcended time and crossed the boundaries of diverse societies. For generations, primary school teachers have relied on these tales as essential reading materials, instilling values that lay the foundation for the moral and intellectual growth of young learners.

By adhering to Newmark's (1988) translation procedures, this work focuses on the precise translation of smaller units of the text, minimizing the risk of technical errors. The resulting translated texts are not only of superior quality but also culturally relevant to the target readers, enriching the literary and moral landscape of the Bisakol-speaking community.

Keywords: Translation, Children's tales, Cultural adaptation, Educational materials, Newmark's procedures

Introduction

The ultimate goal of translation is absolute equivalence. Translation, however, is merely an attempt and would yield differences from the original in some degree. This thesis is an attempt to translate selected children's tales using three codes from English to Filipino then from Filipino to Bisakol by following Newmark's (1988) methods and procedures that may pave the way for a cultural adaptation of the source text. The selected children's tales as corpus source are culturally rich and have traveled across time and the world of varying cultures. Primary school teachers have long used children's tales as reading materials to instill values that served as the foundation for the growth of the young learners. The use of Newmark's (1988) procedures in translating smaller units of the text prevents the commitment of technical errors, thus, producing texts that are of premium quality and cultural relevance to the target readers.

One of the main purposes of this study is to address some issues in the Philippines having a need for multilingual and multicultural education policy reforms. Mother Tongue-Based Multilingual Education (MTBMLE) has proven to foster cognitive, academic, language and socio-cultural development, and eases the process of learning other languages like English (Agcoaili et al., 2013). In the researcher's linguistic community, Sorsogon Province, most of the reading materials for the MTBMLE, however, are not readily available or may not be culturally relevant to the learners. The local language spoken by the native speakers varies from district to municipalities.

Studies have classified Bikol-Sorsogon variety groups as closely related to Bikol and Bisayan languages, specifically Standard Bikol, Miraya, Masbatenyo, and Waray. Bisakol languages are classified by linguists as Bisayan languages with a great deal of Bikol influence (Lobel & Tria, 2000). The Bisakol language used in this study is also called Masbate Sorsogon spoken in Central Sorsogon. This causes a critical problem in the effective implementation of MTBMLE since the whole region is subscribed to a single literature written in the Standard Bikol of Naga or Legazpi. The translated materials that are produced in this thesis may be used in the production of error-free and culturally relevant instructional materials in the learners' mother tongue.

Statement of the Problem

This study was an attempt to translate selected children's tales from English to Filipino, and then from Filipino to Bisakol using Newmark's (1988) translation methods and procedures. There are six specific problems proposed in this study:

- What procedures of Newmark are applicable in the translation of selected children's tales from English to Filipino and then from Filipino to Bisakol?
- How are the procedures of Newmark used in the translation process?
- Which procedures of Newmark are the most frequently used in the translation process?

LITERATURE REVIEW

Translation Methods and Procedures

In his textbook, Newmark (1988) deals with both translation methods and translation procedures. He says that, "while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language" (p. 81). He goes on to refer to the following methods of translation:

- Word-for-word translation: in which the SL word order is preserved and the words translated singly by their most common meanings, out of context.
- Literal translation: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.
- Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
- Semantic translation: which differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text.
- Adaptation: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.
- Free translation: it produces the TL text without the style, form, or content of the original.
- Idiomatic translation: it reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
- Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Newmark (1991) writes of a continuum existing between semantic and communicative translation. Any translation can be "more, or less semantic—more, or less, communicative— even a particular section or sentence can be treated more communicatively or less semantically. Both seek an equivalent effect." The following are the different translation procedures that Newmark (1988) proposes:

- Transference: it is the process of transferring an SL word to a TL text. It includes transliteration and is the same as "transcription."
- Naturalization: it adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL.
- Cultural equivalent: it means replacing a cultural word in the SL with a TL one; however, they are not accurate.
- Functional equivalent: it requires the use of a culture-neutral word.
- Descriptive equivalent: in this procedure the meaning of the CBT is explained in several words.
- Componential analysis: it means comparing an SL word with a TL word which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components.
- Synonymy: it is a near TL equivalent. Here economy trumps accuracy.
- Through-translation: it is the literal translation of common collocations, names of organizations and components of compounds. It can also be called calque or loan translation.
- Shifts or transpositions: it involves a change in the grammar from SL to TL, for instance, a) change from singular to plural, b) the change required when a specific SL structure does not exist in the TL, c) change of an SL verb to a TL word, change of an SL noun group to a TL noun and so forth.
- Modulation: it occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective.
- Recognized translation: it occurs when the translator normally uses the official or the generally accepted translation of any institutional term.
- Compensation: it occurs when loss of meaning in one part of a sentence is compensated in another part.
- Paraphrase: in this procedure the meaning of the CBT is explained. Here the explanation is much more detailed than that of descriptive equivalent.
- Couplet: it occurs when the translator combines two different procedures.
- Notes: notes are additional information in a translation.

In the context of translating English to Filipino, or any other Philippine languages,

Newmark's translation methods and procedures will not suffice. Borrowing techniques are quite specialized in Filipino because several of its loanwords originated in another language, Spanish. Santiago (1979) presented in his study four borrowing techniques of Filipino from English. First, English 1 (E1) where the word in English is borrowed directly to Filipino (e.g. English: sodium chloride = Filipino: sodium chloride). Second, English 2 (E2) where word in English is borrowed, then written in the natural orthography of Filipino (e.g. English: cake = Filipino: keyk). Third, Spanish 1 (S1) where the word borrowed in English is equated with a Spanish word in its original orthography (e.g. English: blouse = Spanish: blusa = Filipino: blusa). And fourth, Spanish 2 (S2) where the borrowed word in English is equated with Spanish, then written according to the natural orthography of Filipino (e.g. English: room = Spanish: cuarto = Filipino: kuwarto).

In the study of Legaspi (n.d.), she analyzed the translation techniques used by Carpio (1989) in the Filipino translation of the English short story "Doubt" by Wong Meng Voon. Her study revealed that the 20 identified techniques can be used in translating a narrative text from English to Filipino, fifteen techniques were based

on the translation procedures of Newmark and the other five were originally used by Carpio (1989). As for the borrowing techniques, adoption and naturalization were used and were still classified into four techniques based on Santiago (1979). Legaspi also used the segmentation method, the same method of analysis used by Aurora Batnag (1985) in her translation commentary. This method involved a systematic but tedious process of analysis and evaluation.

Guiding Principles in the Implementation of MTBMLE Program

Malone (2012) of the Summer Institute of Linguistics International (SIL) has taken initiatives in the development of curriculum and teaching/learning materials for MTBMLE. She explains the guiding principles in developing MTBMLE curriculum to wit:

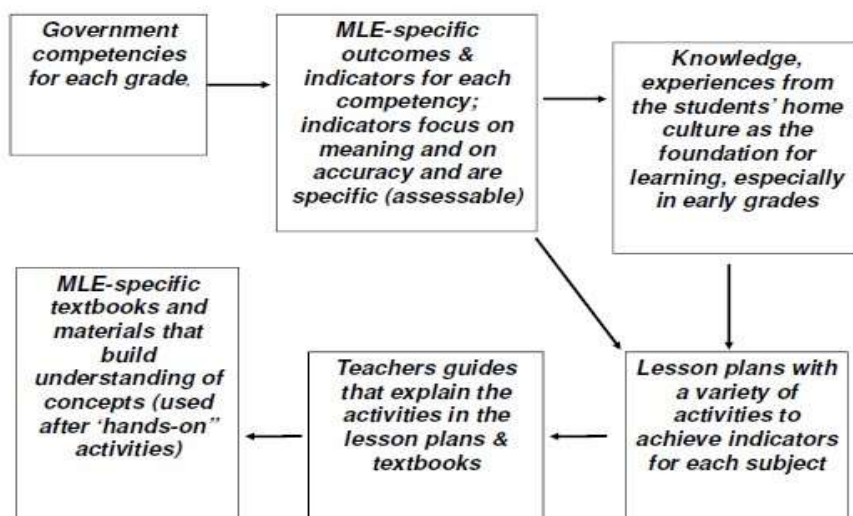
- Recognize that MTBMLE students will achieve the same competencies as mainstream students but by different paths.
- Develop activities and materials that enable students to use what they know (their language and culture and what they have learned at home and in school) to learn new concepts.
- Ensure that textbooks and learning activities and materials reflect the community's & parents' values and goals.
- Ensure that that outcomes and indicators for all grades focus on academic (concept) development, language development, and socio-cultural development.
- Ensure that textbooks and learning materials focus equally on meaning (especially higher level thinking) and on accuracy (e.g., decoding text, memorizing multiplication tables).
- Ensure that textbooks and learning materials build students' fluency and confidence in using L1 and L2 for everyday communication and for academic learning.
- Ensure that traditional wisdom, knowledge, culture and experience are affirmed in textbooks and other learning materials.
- Include plenty of activities that get the children working with partners and in teams.
- Include plenty of activities that encourage students to use higher level thinking.
- Include creative writing from the first week of school and emphasize reading.

Malone (2003, in Nolasco, 2009) shows in a diagram the essential features of as strong and sustained MLE program.



Essential features of a Strong and Sustained MLE Program (Malone, 2003)

More specifically, she presents the process from government standards to MTBMLE activities and materials.



*Process from Government Standards to MTBMLE Activities and Materials
(Malone 2012)*

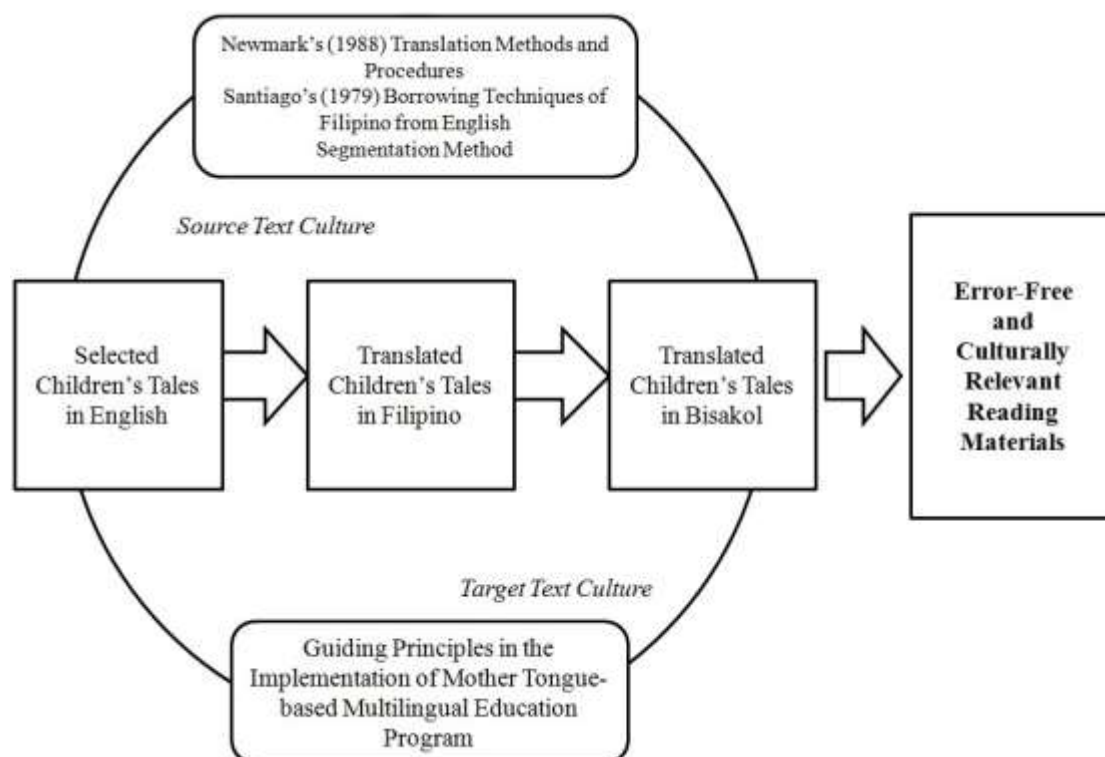
In terms of translating and adapting written materials for MTBMLE programs, Malone (2013) poses that “in translating written materials, the most important thing to remember when you translate from one language into another is that a good translation translates meaning, not words”. Furthermore, the characteristics of a good translation are as follows:

- Clear - The translation makes sense to the people for them to understand.
- Accurate - The translation communicate the same ideas of the original only to a different group of readers.
- Natural - The translation is written in the language people used in their daily lives.

The essential elements involved in producing quality and culturally sensitive MTBMLE materials include story writing, formatting, illustration, editing, and pilot-testing which should be done within the community as much as possible. The Council for the Welfare of Children (1999) report states that locally developed learning materials using the mother tongue are suggested to maintain the learner’s interest in the curriculum. Young and Dekker (2006) assert that this would serve to build the children’s perception of the value of their language, increase their self-esteem and promote continuing involvement in the education process.

Conceptual Framework

The framework of the study begins with the conceptualization of the input and then the completion of the process which were determined by the initial product. The complexity of the process comprises the interrelated notions of the translation theories, methods and procedures; and the guiding principles in the implementation of MTBLE programs. The totality of the translation anchored in the principles presented above puts forth the following framework of this study.



Research Paradigm

METHODOLOGY

Research Design

This study adopted a descriptive research design. The descriptive aspect of the study was used to describe and explain the process of translating the source texts to the target texts. The description of the application of translation procedures should prove useful in the process of producing premium quality reading materials. Furthermore, the data gathered from the translation of the literary texts were presented both qualitatively and quantitatively.

Data Source

The data were gathered from three randomly selected Aesop's fables namely: "The Town Mouse and the Country Mouse", "The Man and the Satyr", and "The Lion and the Mouse".

All three Aesop's fables were obtained online from http://www.pagebypagebooks.com/Aesop/Aesops_Fables/. Aesop's fables are originally written in Greek, but the website only provides the English versions which were selected because of their rich cultural context.

Research Method

The researcher used a modified segmentation method as a tool both for analyzing and translating the data. The modification is observed in the specification of translational units and Newmark's translation procedures. Newmark's translation procedures, represented by abbreviations, were placed with one (1) point for every application of a specific procedure to the translation of a specific translational unit. The points were calculated and summarized using the Microsoft Excel Office program.

Procedures

In any translation, there are standard procedures to be followed, namely: preparation, translation, and evaluation. Some translators, however, deviate from or modify these procedures to suit the nature of their study. This study modified the standard procedures with the evaluation stage still to be completed. To make the process of translation and analysis more systematic, the following specific procedures were undertaken:

- Initial reading and analysis of the ST for comprehension;
- Re-reading and analysis of the ST for segmentation;
- Segmentation of the ST into sentences using capital letters of the English alphabet for coding;
- Segmentation of each sentence into meaningful translational units using Arabic numerals for coding;
- Translation of each translational unit of the ST into its equivalent in the TT;
- Analysis of the procedure(s) used in the translation of each translational unit of the ST to the TT, giving attention to the following: structure, lexicon, content or meaning, technique of borrowing, and functional and cultural equivalence;
- Writing of comments and remarks in italicized font for special cases of translation based on the analysis; and
- Placing of one point in every application of a specific procedure used in the translation of the ST and TT translational units

This, then, produced the initial draft to be revised in the preparation of the second draft.

RESULTS

This chapter presents the procedures applicable in the translation of selected children's tales from English to Filipino then from Filipino to Bisakol. The frequency of the utilization of the translation procedures is also shown.

Table 1. English to Filipino (E-F) Distribution of Cases Using Different Translation Procedures

Rank	Newmark's Procedures	Number of Case(s)	Percentage
1	Transposition (TP)	58	39.19
2	Functional Equivalent (FE)	29	19.59
3	Couplet (CL)	16	10.81
4	Modulation (M)	14	9.46
5	Reduction (R)	11	7.43
6	Cultural Equivalent (CE)	8	5.41
7	One-to-One Translation (OT)	5	3.38
8	Addition (A)	4	2.70
9	Naturalization (N)	2	1.35
10	Descriptive Equivalent (DE)	1	0.68
	Total Number of Cases	148	100.00

In the translation of selected children's tales from English to Filipino, ten procedures of Newmark were used in one hundred forty eight (148) cases analyzed. Transposition has the highest distribution with a frequency of 58 cases equivalent to a percentage of 39.19.

Table 2. Filipino to Bisakol (F-B) Distribution of Cases Using Different Translation Procedures

Rank	Newmark's Procedures	Number of Case(s)	Percentage
1	One-to-One Translation (OT)	45	54.22
2	Transposition (TP)	12	14.46
3	Reduction (R)	8	9.64
	Functional Equivalent (FE)	8	9.64
4	Lexical Synonymy (LS)	4	4.82
5	Cultural Equivalent(CE)	2	2.41
	Naturalization (N)	1	1.20
	Modulation (M)	1	1.20
6	Couplet (CL)	1	1.20
	Descriptive Equivalent (DE)	1	1.20
	Total Number of Cases	83	100.00

In the translation of selected children's tales from Filipino to Bisakol, ten procedures of Newmark were used in eighty three (83) cases analyzed. One-to-one translation has the highest distribution with a frequency of 45 cases equivalent to a percentage of 54.22.

Table 3. English to Filipino (E-F) and Filipino to Bisakol (F-B) Distribution of Cases Using Different Translation Procedures

Rank	Newmark's Procedures	Number of Case(s)	Percentage
1	Transposition (TP)	70	30.30
2	One-to-One Translation (OT)	50	21.65
3	Functional Equivalent (FE)	37	16.02
4	Reduction (R)	19	8.23
5	Couplet (CL)	17	7.36
6	Modulation (M)	15	6.49
7	Cultural Equivalent (CE)	10	4.33
8	Addition (A)	4	1.73
	Lexical Synonymy (LS)	4	1.73
9	Naturalization (N)	3	1.30
10	Descriptive Equivalent (DE)	2	0.87
	Total Number of Case	231	100.00

In the translation of selected children's tales from English to Filipino then Filipino to Bisakol, eleven procedures of Newmark were used in two hundred thirty one (231) cases analyzed. Transposition has the highest distribution with a frequency of 70 cases equivalent to a percentage of 30.30.

DISCUSSION

This chapter discusses in summary how each procedure was used in the translation from English to Filipino (E-F) then from Filipino to Bisakol (F-B). Each translational unit is represented by a letter of the English alphabet and an Arabic number, e.g. A1, A2... AB103. The translations in Filipino and Bisakol have interlinear glosses by way of word-by-word alignment.

In 231 cases, transposition was the most frequently used translation procedure with 70 cases or 30.30% of the total number of cases. The result of analysis shows that transposition was used in three types:

1. Change in sentence structure (i.e. subject + verb = verb + subject), which was only used in English to Filipino translation. E-F: (K43)

There they found the remains of a fine feast	Nakita nila doon ang mga tira ng isang found they there the {plu} remains of a mainam na salu-salo fine {con} feast
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+noun = noun+adjective /

verb+adverb =

Change in word order (i.e. adjective
adverb+verb) E-F: (C8)

town friend	kaibigang tagabayan friend town
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2. There are also many cases of change in word order between possessive modifiers and nouns in the F-B translation.

kanyang pinsan his cousin	pinsan niya cousin his
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F-B: (B4)

3. Deconstruction of complex sentences which was only used in one case in English to Filipino translation E-F: (AK106-107)

Some time after the Lion was caught in a trap, / and the hunters who desired to carry him alive to the King, tied him to a tree	Pagkatapos ang ilang oras, nahuli ang after {det} some time was caught the liyon sa isang patibong. Gusto siyang lion in a trap desired him dalhing buhay sa hari ng mga carry alive to King of {plu} mangangaso kung kaya't itinali siya sa hunters that is why tied him to isang puno a tree
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One to one translation was the second most frequently used translation procedure with 50 cases or 21.65% of the 231 total number of cases. It was used in two types:

1. One-to-one translation of phrases

E-F: (C10)

heartily welcome	taos-pusong pagtanggap heartily welcome
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2. One-to-one translation of sentences which is more prominent in F-B translation F-B: (AK74)

Pagkatapos ang ilang oras, nahuli ang after {det} some time was caught the liyon sa isang patibong. lion in a trap	Pagkatapos san pirang oras, nadakop an after {det} some time was caught the liyon sa sarong patibong. lion in a trap
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Functional equivalent was the third most frequently used procedure with 37 cases or 16.02% of the 231 total number of cases. It proved to be a very useful technique that resulted to idiomatic translation in the target text. It was used in two types:

1. Functional equivalent of a culture-free word to a cultural word

E-F: (J40)

refreshment	pampalamig (instead of 'malamig na inumin')
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2. Functional equivalent in groups of words (phrase, clause, sentence)

E-F: (AJ105)

let him go	pinakawalan siya let go him (instead of 'hinayaan siyang umalis')
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Reduction was used in 19 cases or 8.23% of the 231 total number of cases. In this procedure, the translator was able to apply grammatical contraction without destructing or changing the meaning of the original.

E-F: (B4)

went on a visit	binisita visited
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Couplet was used in 17 cases or 7.36% of the 231 total number of cases. Couplet was used in compound words and sentences. E-F: (A1)

the <u>country</u> mouse	si <u>dagang bayan</u> the mouse country (transposition and cultural equivalent)
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E-F: (AE89)

("What is that?") <u>said</u> (the Country Mouse)	("Ano iyon?") <u>tanong</u> (ni Dagang Bukid) asked (instead of {nagsabi} 'said')
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with preposition F-
B: (I21)

para for	pakadto toward (instead of the direct translation 'para')
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pronoun with pronoun

E-F: (D17)

them	ang mga iyon the {plu} those (instead of {sila} 'them')
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I will have nought to do with a man who can blow hot and cold with the same breath	Wala akong kilalang isang tao na kayang nought I know a man who can umihip ng init at lamig sa parehong blow {det} hot and cold with the same hininga breath (transposition and functional equivalent)
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Modulation was used in 15 cases or 6.49% of the 231 total number of cases. It was used in three types.

1. verb with verb E-F: (L48)

2.

3.

Cultural equivalent was used in 10 cases or 4.33% of the 231 total number of cases. Similar to functional equivalent, cultural equivalent proved to be a very useful technique that resulted to idiomatic translation in the target text.

E-F: (D11)

Beans and bacon (as poor foods)	Gulay at isda vegetable and fish (Filipino cultural equivalent for poor foods)
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E-F: (I36)

No sooner said than done	Mabilis pa sa alas-kwatro faster than four o'clock (common Filipino idiom)
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E-F: (Z81),

porridge (winter food)	sopas soup (a Filipino cultural equivalent for food eaten during cold weather)
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E-F: (AI96)

Pardon, O King	Paumanhin po, O mahal na hari pardon {polite O beloved {con} king marker} (use of 'po' and 'opo' in Filipino culture as a sign of respect)
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Addition was one of the least frequently used translation procedures. Addition as a translation technique was used without changing the meaning of the original.

E-F: (G31)

how to live	<u>kung</u> paano mabuhay if how to live
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Lexical synonymy was also one of the least frequently used translation procedures. It was used in 4 cases or 1.73% of the 231 total number of cases. It was used when a particular Bisakol word does not have the same degree or manner as the Filipino word. A near equivalent in Bisakol was used since a precise equivalent may not exist.

F-B: (D11)

ialok offer	ihatag give (literally means 'ibigay' since there's no word in Bisakol that is equal to the manner expressed by 'ialok')
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Naturalization was the second least frequently used translation procedure. It was used in 3 cases or 1.30% of the 231 total number of cases. As a borrowing technique, it is insufficient in the context of translating English to Filipino, or any Philippine languages. The cases were further analyzed using Santiago's (1979) borrowing techniques:

E-F: (K46)

cake	keyk (classified as English 2 or naturalizing the English phonemes into Filipino orthography)
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F-B: (C7)

kaibigan friend	amigo friend (classified as Spanish 1 where the borrowing in English, in this case Filipino, was equated with a Spanish word without a change in orthography)
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E-F: (AF90)

Lion	Liyon
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	(classified as Spanish 2 where the borrowing in English was equated with
	Spanish, then naturalized into Filipino orthography as in, Lion = Leon = Liyon)

Descriptive equivalent was the least frequently used procedure in both E-F and F-B translations. It was used with words with no precise equivalents in the TT, and so phrasal descriptions were used instead.

E-F: (T59)

Satyr	Taong-kambing human goat
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F-B: (AK75)

mangangaso hunter	paradakop nin hayop hunter of animal (literally means 'mandadakis ng hayop')
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CONCLUSIONS

Based on the problems stated in this study and the analysis that was done, it can be concluded that there are eleven procedures which can be followed and used in translating children's tales or other basic narrative texts. However, translators in Filipino and other Philippine languages cannot fully rely on Newmark's translation methods and procedures because of the varied needs and demands of translating English to Filipino.

The identified translation methods and procedures are different in characteristics and uses. Each procedure has its own advantages that differ according to the texts under translation. It is up to the translator to choose the one he sees more practical and helpful in his translation task. Segmentation as a method in translation requires sufficient linguistic knowledge and deeper understanding of the language and culture of the translation being studied.

The translation process does not only involve two languages but also two cultures. In bridging those two different things, there are some procedures of translation that can be used by the translator. These procedures may be useful for teaching reading and writing and in the production of error-free and culturally relevant materials.

Finally, the translator sees it necessary to have a criticism or evaluation of the translations done in this study. An evaluation of the translations in this study would determine whether the procedures used are recommendable in the production of error-free and culturally relevant instructional materials for MTBMLE.

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Utmost gratitude is offered to our Creator who goes by a number of names. May it be Yahweh, Allah, or God—HE is the single light in the entire universe that conspires with all of the stars to help him realize his purpose.

R.G.D.

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