

Expounding the Waray Language through Understanding Focus: A Guide in Teaching Waray Grammar

Henreitta D. Miranda

Bulacan State University Sarmiento Campus, City of San Jose Del Monte Bulacan

Abstract

The current paper focuses on deeply understanding the Lineyte-Samarnon language through its structure, emphasizing the different types of language focus. The research intends to articulate the form of the Waray language by identifying basic language patterns that can eventually be used in teaching non-Waray speakers to learn the language. Through the developed patterns, language teachers may find it easier to create learning materials that may enhance and standardize the Waray language so that non- speakers may find it to easy master. The researcher used structural analysis in this study after utilizing interlingual translation. The process of analyzing included the dissection of the sentences used by native speakers in their day-to-day lives. Structural analysis anchors the idea that a language is composed of standard units such as sentences and syntax, making it the best tool for this study. Three Waray native speakers assessed this paper to ensure its correctness based on the natural use of the Waray language.

The paper gathered six patterns that can explain the basic syntactic practices. The most common pattern used is the action focus which emphasizes the subject's action. The dissection of the sentences allows visual comparison between Waray-Waray and English languages in terms of syntax. The result of this paper will be deemed helpful in the Mother Tongue-Based Multilingual Education implementation of the Waray language, specifically in the enhancement of modules for grades one to three. This research may be integral to the standardization of Waray Orthography and its learnability for non-waray speakers.

Keywords: Waray syntax, Structure Analysis, MTB-MLE Education, language learning

1 Introduction

The Waray language is among of the various languages that are found in the Philippines. This language is the official language of the Leyte and Samar islands that is sometimes known as Lineyte-Samarnon, Winaray or Waray-waray, in which the standard type is being spoken in Tacloban City according to Lobel (2006) [1].

Though Waray language is among of the major languages, still it has not established a working orthography. Based on the study conducted by Nolasco, Oyzon and Ramos (2012) [2], Waray language still faces problems when it comes to the writing system. Common issues that were cited were spelling, hyphenating, syllabifying, and stress.

With the approval of Mother Tongue-Based Multilingual Language Education (MTB-MLE) by Department of Education last 2009 as cited in the study of William (2014) [3], issues with the standard use of the vernaculars sprouted. Many attempts had been made to come up with a complete standardized writing system, but those studies were conflicting so unification was impossible. It is with this idea that this study had been conducted to further help linguists from this region in coming up with a standardized writing system.

The inclination of this paper is with the syntax of the Waray language. This study aims to come up basic language patterns that can be used in teaching pupils in accordance with MTB-MLE that may strengthen the language use of first language speakers. Simultaneously, this study may also augment and widen the coverage of the language through teaching non-Waray speakers in learning the language which may lead to formalism increase. Through the developed patterns, language teachers may find it easier to create learning materials that may enhance and standardize Waray language so even non- speakers may find it to easy master. Further, this study also ventured in understanding the basic features relevant in understanding the Waray language most particularly in the focus of the sentence to progressively account salient features which may eventually lead to institutionalization of the Waray syntax.

Just like any other language, focus of the sentences play an important role in the Waray language. Unlike the English language which makes use of word stress when emphasizing main idea during conversation, Lineyte-Samarnon has its own distinct features and patterns that should be considered, and this concept will be the focal point of this paper.

2 Method

The researcher made use of structural analysis in this study. As defined by Webster New World College Dictionary, structural analysis anchors to the idea that a language is composed of formal units such as sentences and syntax. Using structural analysis, this paper was able to come up with basic syntactic patterns which were later used to analyze the structure of the different focuses of some sample sentences of Waray language. The first step done was translating authentic Waray declarative statements to English language through interlingual translation. As defined by Roman Jakobson as cited in the study of Mirzayeva (2017) [4], interlingual translation includes grammatical equivalence which aims to translate a source language to a target language and yet still focusing on number, tense and aspects, voice, person, and gender. The author also discussed in her study that interlingual translation can be a good way to expand meaning through use of related words in the target language.

In this current study the researcher translated daily used statements of Lineyte-Samarnon to English according to how a native speaker expresses them. To facilitate adequate translation to another foreign language, the research aims to come up with various structures used in Waray language. Three (3) native speakers of Waray-waray who are currently engaged in language research were employed to evaluate the translation and the structures of the Waray syntax. The focus of their evaluation was on the naturality and intrinsic quality of the spoken language.

The primary step in this research was dissecting sample sentences in Waray using Subject- Verb- Direct Object (S-V-DO) pattern of English language. This pattern allows visual comparison between Waray and English languages in terms of syntax. This study also ventured into some rules of acceptability and restriction for the language.

English language hence was chosen to be the channel in understanding the concepts of Waray language for two reasons: English is the second language of the Philippines based on the 1987 Philippine Constitution as cited by Gonzalez (1988) [5] in his article about the use of English in the Philippine Constitution. The second reasons were, according to Department of Tourism (DOT) as published in Manila Bulletin last October 2018, Region VIII is among of the most visited tourist destinations in the Philippines in which English speakers top the list.

This study therefore finds its importance as this may help strengthen Waray language as it becomes more known to other people. Non- speakers may further emerge themselves with the culture of Leyte-Samar when they fully understand the native language. This idea is supported by Fernando (2020) [6] who stated in his research about the common reasons why a person studies another language; it helps an individual to participate more effectively and responsibly in each situation. Moreover, he also deduced that making use of a native language in school in a subject which is normally taught in English, can expand the reach and stability of that language.

Finally, as this study comes up with the basic sentences pattern in identified types of focus, this undertaking will help the Waray language to better establish itself through validating its governing syntactic rules. Such developed rules can be used to create modules and worksheets that may be employed by language teachers in schools or language centers. By establishing a defined structure of a language, this enables scholarly endeavors that help augment the solidity of the language. More so, established language rules can improve the recorded orthography of the language.

3 Result and Discussion

Actor Focus

Guide Words:

hin- article “a”

ha- articles “ in, the”

ngan- conjunction “and”

hi -determiner (singular)

hira- determiner (plural)

an - determiner (inanimate)

Syntax: Sub + Vt + Obj

Verb used: luto - cook

Sample Sentences:

(a) <u>Hi nanay nagluto hin isda.</u>	<u>Mother cooked a fish.</u>
Sub Vt Obj	Sub Vt Obj
(b) <u>Hira Karl ngan Lita nagluto hinisda.</u>	<u>Karl and Lita cooked a fish.</u>
Sub Vt Obj	Sub Vt Obj
(c) <u>Hi nanay magluluto hin isda</u>	<u>Mother will cook a fish.</u>
Sub Vt Obj	Sub Vt Obj
(d) <u>Hira nanay magluluto hin isda.</u>	<u>Mother(and company) will cook a fish</u>
Sub Vt Obj	Sub Vt Obj
(e) <u>Hi nanay nagluluto hin isda.</u>	<u>Mother is cooking a fish</u>
Sub Vt Obj	Sub Vt(ing) Obj
(f) <u>Hira nanay ngan tatay nagluluto hin isda</u>	<u>Mother and Father are cooking fish.</u>
Sub Vt Obj	Sub Vt(ing) Obj
(g) <u>Hi nanay naluto hin isda</u>	<u>Mother cooks fish.</u>
Sub Vt Obj	Sub Vt Obj
(h) <u>Hi nanay ngan tatay naluto hin isda</u>	<u>Mother and father cook fish</u>
Sub Vt Obj	Sub Vt Obj

The Waray Language just like any other languages in the Philippines has its own distinct characteristics in sentence structure. In this paper in which its thrust is the Focus of the sentence, I will discuss the first type of focus which is Actor Focus.

As shown in the examples above, the basic sentence pattern for this type is Subject + Verb + Object. This structure resembles one of the basic sentence patterns in English language which is the most common type used by speakers. But there are notable differences that are Waray language distinct. One characteristic of Waray language is: the subject does not dictate the number of the verb. Its number does not change at all even with plural subjects. Neither has it changed on the different tenses of the verbs; note the examples in (a) and (b) which have the same type of verb use even though in (a) there is singular subject and (b) there is plural subject. The word hira is a word that indicates pluralization. Notice on examples (b), (d) and (f) in which the subjects are plural but the verbs on these sentences did not change but. The only manifestation of the plural subject is the word “hira.” Note on sample (d) which made use of “hira” but the subject is just mother; in this particular example, the singular subject “mother” will indicate that there is an implied information that someone other than indicated subject will do the action.

Another distinct characteristic is the usage of “hi and hira” in sentences. These words though may indicate the number of the subjects in the sentence; they do not work with inanimate objects or animals. When used with these types of nouns, the sentence can be considered invalid. It may be grammatically correct but semantically unacceptable since it would appear hilarious to native speakers because it can imply use of literary devices. When

“hi and hira” are used with animals or an inanimate object, the speaker may just have given a pet name to that animal or object. See the examples below.

(i) *Hi baboy nagluto hin isda.	*Pig cooked fish.
Sub Vt Obj	Sub Vt Obj
(j) *Hira balaw ngan talisayon cooked fish	*Balawandtalisayon cooked fished
Sub Vt Obj	Sub Vt Obj

note: *balaw* and *talisayon* are names particular to species of roosters.

The above examples show that the words “*hi and hira*” can never be used with animals nor inanimate objects specially with verbs that are associated to human beings such cook, whisper, sing etc.

However, another word can be used to correct the syntax error in this type of focus. The word “*an*” is used when using the Actor focus on these scenarios. Additionally, to indicate pluralization in this type of sentences “*an mga*” will be used, refer to example (l) which made use of “*an mga*” implying that there are more one cats. Consequently, it is assumed that the verbs that will be used are applicable for animals or inanimate objects.

(k) An misay kumaon hin isda.	The cat ate a fish.
Sub Vt Obj	Sub Vt Obj
(l) An mga misay kumaon hin isda.	The cats ate a fish.
Sub Vt Obj	Sub Vt Obj

However, the use of “*an and an mga*” can also be used with humans in a rare situations; it is when giving generalization and the speaker is socially distant to the person being talked about. Example (m) and (n):

(m) An nanay tagaluto	Mother cooks.
Sub Vt	Sub Vt
(n) An mga nanay tagaluto	Mothers cook
Sub Vt	Sub Vt

Actor focus is normally used by native speakers when they wish to emphasize the doer of the action. The stress or rising of tone normally appears on the first part where the doer is normally stated. If the same pattern is used and the tone or stress is placed at the last part of the sentence, the declarative sentence will become an interrogative sentence. This feature is like the English language. Please refer to the following examples: (o) and (p).

(o) Hi nanay nagluto hin isda	Mother cooked a fish.
Sub Vt Obj	Sub Vt Obj
(p) Hi nanay nagluto hin isda	Mother cooked a fish?
Sub Vt Obj	Sub Vt Obj

Patient Focus

Guide Words

an-determiner(inanimate)
luto- cook

na- marker for actions done unintentionally (past)
ma- marker for actions done unintentionally (future)

Syntax: Obj +Vt + Sub

Sample Sentences

(a) An isda gin luto ni nanay	Mother cooked the fish
Obj Vt Sub	Sub V Obj
(b) An mga isda gin luto ni nanay	Mother cooked the fish
Obj Vt Sub	Sub V Obj

(c) <u>An isda</u> <u>lulutuon ni nanay</u>	<u>Mother will cook the fish</u>
Obj Vt Sub	Sub V Obj
(d) <u>An mga isda</u> <u>lulutuon ni nanay</u>	<u>Mother will cook the fish</u>
Obj Vt Sub	Sub V Obj
(e) * <u>An isda</u> (<i>naluto</i>) <u>ni nanay</u>	<u>Mother accidentally cooked the fish</u>
Obj Vt Sub	Sub V Obj
(f) <u>An mga isda</u> <i>naluto</i> <u>ni nanay</u>	<u>Mother accidentally cooked the fish</u>
Obj Vt Sub	Sub V Obj
(g) <u>An mga isda</u> <u>maluluto ni nanay.</u>	<u>Mother will accidentally cook the fish</u>
Obj Vt Sub	Sub V Obj
(h) <u>An isda</u> <u>lulutuon ni nanay</u>	<u>Mother will cook the fish</u>
Obj Vt Sub	Sub V Obj
(i) <u>An mga isda</u> <u>lulutuon ni nanay</u>	<u>Mother will cook the fish</u>
Vt Vt Sub	Sub V Obj
(j) <u>An isda</u> <u>gin luluto ni nanay</u>	<u>Mother is cooking the fish</u>
Obj Vt Sub	Sub V Obj
(k) <u>An mga isda</u> <u>gin luluto ni nanay</u>	<u>Mother is cooking the fish</u>
Obj Vt Sub	Sub V Obj
(l) ** <u>An isda</u> <u>naluto ni nanay.</u>	<u>The fish was cooked by mother.</u>
Obj Vt Doer	Sub Vt Doer

Patient focus is another feature of Waray language in which the speaker starts the sentence using the object or the thing that is being discussed. The sentence pattern for this type is Obj + Vt + Sub which is the inverse of the actor focus. Notice how the different sentences provided as examples illustrate the pattern. Regardless of the tense of the verb, the plurality of the subject is still indicated by the use of “*an and ang mga.*”

The verbs used in this type are also not dictated by the number of the focus. One may notice some variations of the verbs in the above sentences which will be fully discussed in the succeeding topic which is the Action Focus. This form is normally used by native speakers when they want to emphasize the object of a sentence.

Although in some instances human attributes may be used in this type of sentences, but they will be semantically wrong or considered as poetic. Notice on how the following sentences below make use of the words “*hira or hi*” which are normally attributed to humans. The sentences would be comical in nature when used in conversations. Further, verbs which are for humans will never work for these sentences. Please see examples.

(m) * <u>Hira bado ngan medyas</u> <u>lalabhan ko</u>	<u>* I will wash dress and socks</u>
Obj Vt Sub	Sub Vt Obj
(n) * <u>Hi sonoy kukuhaon ni nanay</u>	<u>*Mother will get the rooster.</u>
Obj Vt Sub	Sub Vt obj

This type of focus is very much like the actor focus. Its primary distinction is the non-usage of the word “*hira or hi,*” instead this type makes use of the word “*an.*” This is a determiner that signifies that the succeeding word or words are inanimate objects. Refer to (m) and (n) sentences. *Bado* (dress), *medyas* (socks) and *sonoy* (rooster) are either animals or inanimate objects. These types of sentences are grammatically correct. They follow the pattern of the sentence for patient focus. However, a native speaker may find these statements funny. If these kinds of sentences are used, they may be understood as a literary piece such as personification. Hence, the determiner “*an*” is the most appropriate article to be used in patient focus.

Another feature of this type is the ability to produce Passive Voice sentences. Please see (l) that follows the type of structure for the patient focus. Notice how this sentence indicate the morpheme “*na*” that indicates the passive structure. This type is associated with Action focus which also used the morpheme “*na*”, but it has its own different use of the morpheme. See Action focus (d).

There can be confusion specially in translating the idea to English whether the speaker wants to use the active voice or passive voice. Note that there is no difference between (e) which is active voice to (l) which is in passive voice. Although, in sentence (e) the speaker may use the morpheme “*na*” as an indicator that the action was done accidentally, but in (l) the use of the morpheme “*na*” indicates that the sentence is in passive form. In this type of situations, the only resolution unto which translation will be used, is to know the context in which the statement is being used.

Action Focus

Guide Words:

gin- has/ have/ is / are nag- past marker
perfect tense marker

na- morpheme for accidentally done mag- future tense marker
(past tense)

ma- morpheme for accidentally done
(future tense)

Syntax: V + Sub + Obj

Sample Sentences:

(a) <u>Nagluto</u> hi nanay hin isda.	Mother cooked fish
V Sub Obj	Sub Vt Obj
(b) <u>Nagluto</u> hira nanay ngan tatay hin isda	Mother and father cooked fish
Vt Sub Obj	Sub Vt Obj
(c) <u>Kumaon</u> hi nanay hin isda	Mother ate fish
Vt Sub Obj	Sub Vt Obj
(d) <u>Kakaonon</u> ni nanay an isda	Mother will eat the fish
Vt Sub Obj	Sub Vt Obj
(e) <u>Nakaon</u> ni nanay an isda	Mother accidentally eat the fish.
Vt Sub Obj	Sub Vt Obj
(f) <u>Makakaon</u> ni nanay an isda	Mother will accidentally eat the fish
Vt Sub Obj	Sub Vt Obj
(g) <u>Lulutuon</u> ni nanay an isda	Mother will cook the fish.
Vt Sub Obj	Sub Vt Obj
(h) <u>Ginluto</u> ni nanay an isda.	Mother has cooked the fish.
Vt Sub Obj	Sub Vt Obj
(i) <u>Ginluluto</u> ni nanay an isda	Mother is cooking the fish
Vt Sub Obj	Sub Vt Obj
(j) <u>Ginliluluto</u> ni nanay an isda	Mother has been cooking the fish
Vt Sub Obj	Sub Vt Obj
(k) <u>Nabadoan</u> ni nanay an munyika.	Mother clothed the doll.
Vt Sub Obj	Sub Vt Obj

Action Focus appears to be the most complicated type of focus but the most widely used in the Waray language. This has its own sentence structure which is the V+ Sub+ Obj. In this language structure, the verb being the focus of the sentence is found at the beginning. Similar to the other types of focus, the verb does not indicate the plurality of the subject, but it has certain features that can be found in this type of focus alone.

In this type, various kinds of morphemes emerge that are not used in other focus types. Notice how this structure makes use of the morpheme “*na or ma.*” These morphemes can only be attached to a verb. Despite its occurrence in other type of focus, still they are affixed in verbs. When these morphemes are attached to nouns, these nouns automatically indicate actions. This can be considered as “*verbing.*” See example (k) for verbing: a process in

which nouns are converted to verbs. The root word *bado* means dress, but in the example with the presence of the morpheme “*na*” the noun dress will mean verb which is clothe.

Another implication of the morphemes “*na or ma*”; the doer of the action did not have any intention of the doing it, rather it was an accident. The morpheme “*na*” indicates past tense whereas the morpheme “*ma*” also indicates unintentional actions but for future tense. This feature when used with other focus will still mean an unintentional action. See (e) for past tense and (f) for future tense.

The word “*gin*” is another feature that is used in this type of focus; it is an equivalent for the linking verb in English language. It does not affect the number the subject neither it affects the verb, but when “*gin*” is used, this will tell the listener that the sentence is in either continuous form or perfect tense. The verbs can be identified as past, present, future or perfect tense depending on the type of the first syllable of the verb. As shown in the examples (h) (i) and (j), the first syllable of the verb indicates the tense of the verb.

Repetition of the first syllable in verbs indicates future actions. Once the repetition is employed in a verb it assumes a future tense. See example (d) in which the word “*kaon*” becomes a future action when the first syllable “*ka*” was repeated. However, repetition alone of the initial syllable will not complete of forming future tense in verbs; a suffix must be added which is the combination of the initial vowel of the main verb and the morpheme “*n.*” See examples below:

(l) Lalabhan an bado.	The dress will be washed.
Vt Sub	Sub Vt
(m) Kakaonon an saging	The banana will be eaten.
Vt Sub	Sub Vt

Action focus, just like any other languages in the Philippines, is considered to be the most natural way of verbal communication. Just like Filipino, the national language of the Philippines, Waray makes use of the action focus when conveying ideas instinctively.

Just like the English language, Waray language as well makes use of ellipted subjects. This is type of sentences, the verb alone is present. Refer to (n), (o) and (p). The examples below also resemble the English language rules about verbs which may indicate suggestion, question, or strong feelings depending on the intonation used.

(n) Kaon.	(<i>persuasive</i>)	Eat.
Vt		Vt
(o) Kaon?	(<i>inquiry</i>)	Eat?
Vt		Vt
(p) Kaon!	(<i>intense feeling</i>)	Eat!
Vt		Vt

Benefactive Focus

Guide words:

igin- morpheme for benefactive

hin- morpheme indicating object of the sentence

laba- wash clothes

luto-cook

Syntax:

V + Sub + Obj+ Obj of Prep

Sample Sentences:

(a) Igin luto ni nanay hi mano hin isda.	Mother cooked fish for my elder brother
Vt Sub Obj Obj of prep	Sub Vt Obj Obj of prep

<p>(b) <u>Igin luto ni nanay hin isda</u> Vt Sub Obj</p>	<p><u>Mother cooked fish.</u> Sub Vt Obj</p>
<p>(c) <u>Igin laba ni Lucia an iya lola.</u> Vt Sub Obj of prep</p>	<p><u>Lucia laundered for grandmother.</u> Sub Vt Obj prep</p>
<p>(d) <u>Igin laba.</u> Vt</p>	<p>(<i>someone</i>) <u>cooked</u> (<i>for somebody</i>) Vt</p>

Benefactive Focus is like action focus in which, the verb is found in the initial part of the sentence. The pattern of how the words is arranged between these two types of focus does not have any distinction. The only indicator that the focus being used is benefactive; is when the morpheme “*igin*” is used as it is the sole indicator of benefactive focus. See examples above.

Another interesting characteristic of this focus is the non- obliged use of an object or object of preposition. Direct objects can either be present or removed see (c). Its removal from the sentence will not change the meaning. Similarly, objects of preposition can also be removed as shown in (b). This type of sentence though requires prior understanding about the topic, otherwise, if the listener does not have prior context, this may lead to confusion. The listener may associate the action to another idea.

Finally, in this type of focus, the speaker can make use of the verb alone as shown in (d).

Instrumental vs Locative Focus

Guide words:

nahi- morpheme for something done unintentionally

r – morpheme for continuous action indicating that the action or place is done or used on regular basis

hin as prefix)- variation of “nahi”

Syntax

Obj of Prep + V + Sub + Obj

<p>(a) <u>An karaha gin lutuan ni nanay hin isda</u> Obj of Prep Vt Sub Obj</p>	<p><u>Mother cooked the fish in the pan.</u> Sub Vt Obj Obj of Prep</p>
<p>(b) <u>An karaha nalutuan ni nanay</u> Obj of Prep Vt Sub</p>	<p><u>Mother accidentally cook in the pan.</u> Sub Vt Obj of Prep</p>
<p>(c) <u>An karaha malulutuan ni nanay hin isda.</u> Obj of Prep Vt Sub Obj Prep</p>	<p><u>Mother will accidentally cook fish in the pan</u> Sub Vt Obj Obj of Prep</p>
<p>(d) <u>An karaha lurutuan ni nanay hin isda.</u> Obj of Prep Vt Sub Obj</p>	<p><u>Mother cooks fish in the pan.</u> Sub Vt Obj Obj of Prep</p>
<p>(e) <u>An karaha lutuan ni nanay</u> Obj of Prep Vt Sub</p>	<p><u>Mother used to cook in the pan.</u> Sub Vt Obj of Prep</p>
<p>(f) <u>An karaha lulutuan ni nanay hin isda.</u> Obj of Prep Vt Sub Obj</p>	<p><u>Mother will coke the fish in the pan.</u> Sub Vt <i>Obj</i> Obj of Prep</p>
<p>(g) <u>An karaha nahilutuan hin isda.</u> Obj of Prep Vt Obj</p>	<p><i>*()</i> <u>unintentionally cooked the fish in the pan.</u> Sub Vt Obj Obj of prep</p>
<p>(h) <u>An karaha hinlutuan ni nanay hin isda</u> Obj of Prep Vt Sub Obj</p>	<p><u>Mother unintentionally cooked the fish in the pan</u> Sub Vt Obj Obj of Prep</p>
<p>(i) <u>An karaha gin lilinutuan ni nanay hin isda</u> Obj of Prep Vt Sub Obj</p>	<p><u>Mother has been cooking a fish in the pan</u> Sub Vt Obj Obj of Prep</p>
<p>(j) <u>An karaha gin lilinutuan hin isda ni nanay</u> Obj of Prep Vt Obj Sub</p>	<p><u>Mother has been cooking a fish in the pan</u> Sub Vt Obj Obj of Prep</p>

These types of focus are very unusual for Waray Language. Instrumental and Locative focus are only used when emphasizing objects of preposition. In these cases, the object of preposition becomes the important information provided hence, it is placed or located at the initial part of the sentence. In addition, these focuses make use of the previously identified rules though Instrumental and Locative have own distinctions. The use of “r” as a morpheme that indicates regularity of action is only present in these types. Please refer to (k), (l) and (m) samples.

When the morpheme “r” is used in a sentence, the location or the instrument which is the focus of the sentence, indicate reoccurring action. This morpheme paired with the immediate vowel in the word. Please note on (k), (l) and (m) samples in which the three vowels used by Waray speakers are adapted. See examples below:

(k) An karaha lurutuan ni nanay hin isda. Mother always cooks fish in the pan.

(l) An kwarto, karantahan ni kuya. Brother always signs in the room.

(m) An TV kiritaan ni kuya. Brother always watches on the TV.

Implication to Language Teaching and Learning

Language is a very intricate manifestation of the superiority of man among other living creatures. Through this, man can express myriads of feelings in any given circumstances. One can only fully understand and emerge to the culture of the place he lives in if he can communicate using the language being used. Yet assurance of perpetuity of a language does not only end in its first language speakers. It should also be recorded and taught across all forms of the medium for it to gain its own place in the vast world of competing languages. It is with these premises that the Mother Tongue- Based Multilingual Education (MTB-MLE) is being utilized by the Department of Education. The aim is to fully hone the various competences of the learners.

Waray-waray language has thousands of speakers in the region, and it will remain strong and steadfast against extinction for a long time. But its status in the Philippine society does not imply any trace of influence. It is not even spoken outside the region; moreover, the migration of the Waray speakers to other places may consequently reduce its prominence in the years to come. Though migration is evidently reducing the capacity of the language to become more dominant, its continued use in various social institutions can maintain its strength and vigor.

The MTB-MLE paved the way on making all available languages in the Philippines get an avenue for its standardization. With the use of Waray language in the modules for children in Eastern Visayas, this paper will find its place as a pattern on how dialogues, phrases and discussions may be done. Further, this study can improve the language that can be used in Waray based modules. Through the standardization of the language in primary schools, higher level in the educational system can potentially incorporate Waray language into its curricula. This premise can be likened to the aim of the Nigerian language as stated in study of Adeleye (2017) [7] that emphasized that the use of mother tongue in an institution such as schools, government, and churches can lead to the standardization of the language together with its continued perpetuity.

Hence, this current study may add to the guarantee that Waray language will remain spoken and can be learned even not in the region where it is used. With the patterns produced, Waray language may find its way to standardization and perpetuity just like English through the learning materials that may be developed.

4 Conclusion

From the study conducted on the structure of the Waray Language, it was found that the Waray language has various types of focus that speaker may use interchangeably without affecting the meaning of the statement. The analyzed structure was actor, action patient, benefactive, instrumental, and locative. Of the various types of focus that Waray speakers use, action focus appears to be the most frequently used. This type of structure is commonly used in conversations. Like the form used by Filipino, the national language of the Philippines, verbs are placed at the beginning of the sentences to emphasize the information. The Waray language structure places the most crucial information at the beginning of the sentence. Putting the essential information in the initial part of the sentence is a typical Filipino language structure. This structure allows the speaker to emphasize the intention he wants to convey.

The researcher observed that other structures of the Waray language might not be used in specific scenarios as they may distort meaning, such as turning the statements into animation or personification.

Like any other language, Waray language should be consistently used in different institutions to ensure its continued use and longevity. The use of the Waray language in schools for the modules under the MTB-MLE program of the Department of Education promotes the language and maintains its usability.

5 Conflict of Interest

The author declares no conflict of interest.

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