

Initiatives and challenges of MTB-MLE among indigenous people in Malaysia: THE BIDAYUH EXPERIENCE

JOSAK ANAK SIAM

Dayak Bidayuh National Association

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DAYAK BIDAYUH NATIONAL ASSOCIATION



THE BIDAYUH COMMUNITY

THE BIDAYUH COMMUNITY IS MADE UP OF 5 GROUPS RESIDING IN SARAWAK

- KUCHING DISTRICT (BIATAH)
- BAU DISTRICT (BIDAYUH BAU / JAGOI / SINGAI)
- LUNDU DISTRICT (SALAKO & RARA)
- SERIAN & TEBEDU DISTRICT (BUKAR - SADONG)

BIDAYUH BIATAH



BIDAYUH BAU



BIDAYUH SALAKO-RARA



BIDAYUH BUKAR-SADONG



BIDAYUH LANGUAGE DEVELOPMENT AND PRESERVATION PROGRAMME

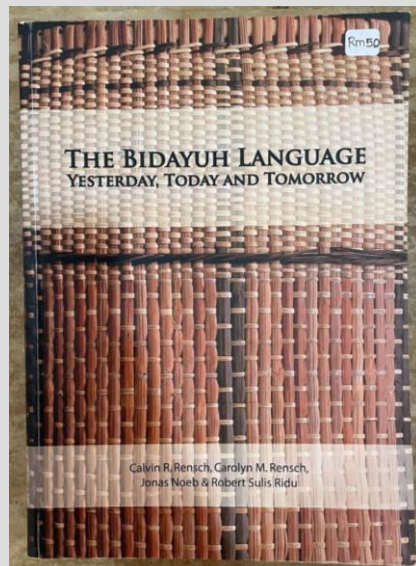
OBJECTIVES

1. Standardize the spelling system
2. Producing reading materials in the Bidayuh Language
3. Documenting vocabularies of the Bidayuh Language
4. Preparing the curriculum for the Bidayuh Language
5. Promoting the language of the Bidayuh Language

BIDAYUH LANGUAGE DEVELOPMENT AND PRESERVATION PROGRAMME

INITIATIVES

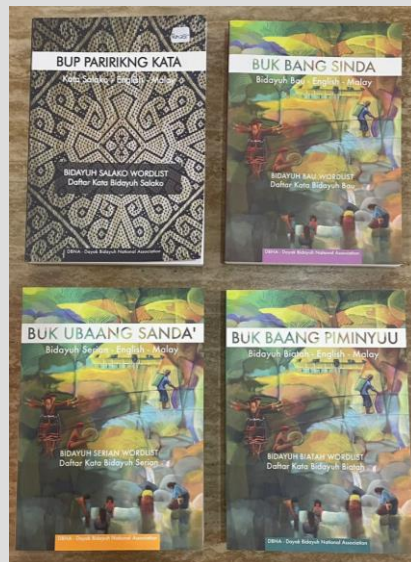
- Research conducted on the Bidayuh language and documented in the book “Yesterday, Today and Tomorrow”
- Research conducted on the Bidayuh Language Development and Preservation



BIDAYUH LANGUAGE DEVELOPMENT AND PRESERVATION PROGRAMME

INITIATIVES

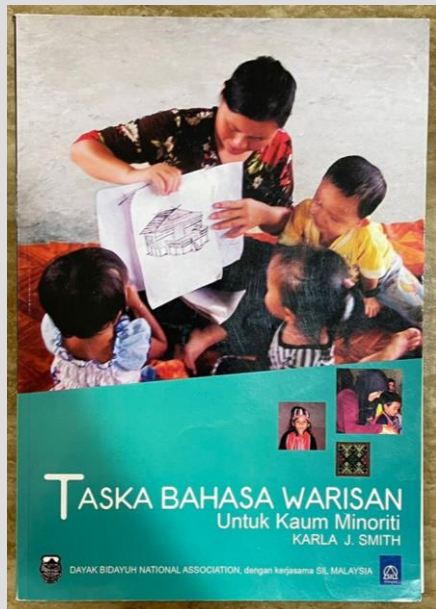
- Successfully documented Bidayuh language vocabularies in Wordlists; Bukar-Sadong, Biatah, Bidayuh Bau & Salako
- Successfully produced Bidayuh Picture Dictionaries; Bukar-Sadong, Biatah, Bidayuh Bau, Salako & Rara



BIDAYUH LANGUAGE DEVELOPMENT AND PRESERVATION PROGRAMME

INITIATIVES

- Produced the Heritage Language Playschool Curriculum for Indigenous Minorities



- Produced the Ethnic Language Curriculum Draft for Primary One Students for the National Education System
- A pilot project in 6 primary schools across Serian, Kuching and Bau
- Updates: DBNA is finalizing the curriculum draft report before submitting it to the Ministry of Education Sarawak

BIDAYUH HERITAGE LANGUAGE PLAYSCHOOLS

BACKGROUND

In 2007, DBNA alongside SIL Malaysia and UNESCO opened up 7 playschools across Sarawak; Serian, Kuching, Bau and Lundu

OUTCOMES

To acquire basic skills & knowledge

Strong literacy foundation to enter formal education

Transferring language and culture



TASKA GAHAT MAWANG, 2021

BIDAYUH LANGUAGE HERITAGE PLAYSCHOOLS

OBJECTIVES

1. Enable the children to inherit the language and the culture
2. Enable the children to know their culture, origin and identity
3. Building a strong foundation of the Bidayuh language
4. Providing the opportunity to acquire knowledge
5. Developing the children's potentials
6. Providing an opportunity for the local community to be involved in their children's educations

STAGE I: PLAYSCHOOL (TASKA)

Target Group: Children aged 3-4 years

Schedule: 3 hours/day, Monday-Friday

School Calendar: National School Calendar

Medium of Instruction: Bidayuh language

Teaching Methods: Heritage Language
Playschool Curriculum for Indigenous
Minorities



TASKA SINJOK, 2021

STAGE 2: PLAYSCHOOL (TADIKA)

Target Group: Children aged 5 years

Schedule: 3 hours/day, Monday-Friday

School Calendar: National School Calendar

Medium of Instruction: Bidayuh language (80%),
Bahasa Melayu (10%) and English (10%)

Teaching Methods: Heritage Language Playschool
Curriculum for Indigenous Minorities

Learning Outcomes: Reading, Writing, Calculating



TADIKA BUNUK, 2021

ETHNIC BASED CURRICULUM

KBE is a curriculum template for any ethnic Malaysian language primary schools and an elective language subject for speakers of any ethnic language

OBJECTIVES

- To communicate confidently in their ethnic language
- To be able to read a variety of texts in ethnic language
- To be able to write a variety of texts in ethnic language
- To demonstrate an understanding of their ethnic culture

PILOT PROJECT 2018

Conducted for 3 months in 6 Primary One classes; Serian, Kuching & Bau



SK GAHAT MAWANG,TEBEDU, 2018

SK APAR, SINGAI, BAU



SK JAGOI, BAU



SK ST. ELIZABETH, TIJIRAK



SK ST. PAUL, BUNUK



SK GAHAT MAWANG, TEBEDU



SK ST. ALBAN, AMPUNGAN, SERIAN



ISSUES AND CHALLENGES

1. FINANCE
2. COMMUNITY PERCEPTION AND SUPPORT
3. GOVERNMENT SUPPORT
4. SUITABILITY OF PLAYSCHOOLS FOR BIDAYUH CHILDREN; RURAL AREAS
5. FACILITIES; VILLAGE MULTI-PURPOSE HALL
6. CONSTANT CHANGE OF TEACHERS
7. LACK OF READING MATERIALS
8. DEVELOPMENT OF MATERIALS IN 5 DIFFERENT LANGUAGES
9. MANPOWER AND VOLUNTEERISM
10. EXPANSION

BAHASA ASONG BANGSA

MONYAP BAHASA, MONYAP BANGSA

THANK YOU
TERIMA KASIH