Manual for Alphabet Design through Community Interaction for Papua New Guinea Elementary Teacher Trainers

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and
Diane Wroge

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Papua New Guinea
Table of Contents

Purpose ................................................................................................................................. 1
Acknowledgements ................................................................................................................ 1
What is an alphabet? .............................................................................................................. 2
   The Alphabet Principle ..................................................................................................... 2
      Which sounds need to be written? ................................................................................ 2
      Types of symbols .......................................................................................................... 3
   Our Alphabet Shows Who We Are .................................................................................. 4
      How people view their own language ........................................................................ 4
      The influence of other languages ............................................................................. 4
      The influence of other writing systems and alphabets ................................................ 4
      How these three interact with alphabet choices ......................................................... 4
      Dialects – But we speak differently to them! ................................................................. 4
Problem Areas ..................................................................................................................... 5
   Consonants ....................................................................................................................... 5
      Types of Consonant Sounds ......................................................................................... 5
      Consonant Chart .......................................................................................................... 7
   Alphabet Options for Papua New Guinean Languages – Consonants ................................ 9
   Vowels ............................................................................................................................. 11
      Vowels .......................................................................................................................... 11
      Tone .............................................................................................................................. 12
      Stress ............................................................................................................................ 12
What is an Alphabet Design Workshop? ............................................................................. 14
   Workshop Planning and Setup Considerations ............................................................... 14
      Where do I hold the workshop? How many languages can come? ............................. 15
      Participants .................................................................................................................. 15
   Worksheet for Alphabet Design through Community Interaction ............................... 16
   Alphabet Design Workshop Supplies ............................................................................ 16
   Background Information ................................................................................................ 17
   Alphabet Design Workshop Timetable ........................................................................... 18
   Alphabet Design Workshop – Teaching Ideas (based on sample timetable) ................... 19
   Day 1 ............................................................................................................................... 19
      Session 1 – Welcome and Introductions ...................................................................... 19
      Session 2 – What makes a good alphabet? ................................................................. 19
      Session 3 – Story Writing 1 ....................................................................................... 20
      Session 4 – Reading and Checking Stories ................................................................ 21
   Day 2 ............................................................................................................................... 21
      Spelling Options and Making Choices ......................................................................... 21
      Session 1 & 2 – Spelling options and making choices ............................................... 24
      Session 3 – Directed Word Lists ................................................................................ 26
      Session 4 – Directed Word Lists 2 ............................................................................ 27
   Day 3 ............................................................................................................................... 27
      Spelling Test ............................................................................................................... 27
      Session 1 & 2 – Directed Word Lists ......................................................................... 27
      Session 3a – Loan Words ............................................................................................ 28
      Session 3b – Word Breaks (if needed) ......................................................................... 28
      Session 4 – Story editing ............................................................................................ 29
   Day 4 ............................................................................................................................... 31
      Session 1 – Story Writing 2 ....................................................................................... 31
      Session 2 – Preparation for weekend village assignments ......................................... 32
   Day 5 ............................................................................................................................... 33
List of Appendices

Appendix A – Minigir (Táubar, Marmar) Worksheet for Designing Alphabet through
Community Interaction......................................................................................Appendix A-1

Appendix B – Minigir (Táubar, Marmar) Language – Example of Trial Spelling Guide
(Printed from Computer) .................................................................Appendix B-1

Appendix C – Aroma Language – Example of Trial Spelling Guide-Stencils Cut by Hand &
Silkscreened .......................................................................................Appendix C-1

Appendix D – Worksheet for Designing Alphabet through Community Interaction
(Blank to be completed at ADW) ....................................................Appendix D-1

Appendix E – Consonant and Vowel Charts .................................................Appendix E-1
Purpose

Papua New Guinea (PNG) embarked on an education reform in the 1990s. The 1995 government policy of the Education Reform Agenda encourages that the first three years of a child’s education be taught in the vernacular language through a culturally relevant curriculum. Oral English is introduced in the third year, and during the next six years of schooling, there is a gradual transition to English as the medium of instruction. One of the criterion for the establishment of an elementary school in a language area is an orthography for the vernacular language. SIL International in Papua New Guinea held an orthography development subcontract from 1999-2002 with the Elementary Teacher Education Support Project (ETESP) of PNG’s National Department of Education (NDOE) and Australian Agency for International Development (AusAID). SIL assisted elementary teachers and communities from 103 languages or dialects to make decisions on how to write their own language and what symbols to use for its sounds.

This manual has been designed as a resource to be used by elementary teacher trainers to help them understand the principles of alphabet design (orthography development). It describes a method of alphabet development that they can use to assist elementary teachers and community members to develop orthographies for their own languages. (Orthography is the linguistic term for the whole writing system. As well as alphabet letters it includes word breaks, spelling rules, punctuation, dialects, tone, stress, etc.) The manual is written for educators who may have little or no linguistic background or knowledge.

This process was first developed by SIL-PNG. It was originally applied to single language workshops, but has been used in a variety of settings, including multi-language contexts. This method includes:

- Facilitating members of a language group to develop a trial alphabet for their own language.
- Encouraging writers in other languages (Pidgin English, Hiri Motu or English) to write stories in their own language and become active participants in the process of deciding on how to write the sounds of their language.
- Developing people’s awareness of their language’s letters and sounds in order to assist them in producing elementary school materials in their local language.
- Completing the Worksheet for Alphabet Design through Community Interaction.
- Producing a Trial Spelling Guide, through silkscreening wax stencils cut by hand. The Spelling Guide includes stories written in the local language.

Acknowledgements

The ideas included in this manual are adapted from SIL-Papua New Guinea’s Orthotech (orthography technician training) and Alphabet Design Workshops (ADW). During an Orthotech Workshop people are exposed to orthography development techniques from a sociolinguistic perspective, and also how to run an Alphabet Design Workshop for a language. The concept was initially developed by: Eileen Gasaway, Dorothy James, Denise Potts, Robin Rempel, John Clifton, and Debbie Clifton. Further additions were developed by: Lynn Onken, Glenys Waters and Bruce Symons. The documents produced by these people assumed the presence of at least one linguist and literacy specialist during each ADW.
What is an alphabet?

An alphabet is a group of letters that are used to represent in writing the sounds of a language.

Each language is unique and has its own unique alphabet. The best alphabet for a language is an alphabet that is designed for that language, based on its own sounds. Often many of the letters or symbols used are the same as in other languages, however some will be different. Some languages have many sounds and a long alphabet. Some languages have only a few sounds, and have a short alphabet.

Rotokas Language, North Solomons Province – 12 letters (The smallest alphabet in the world.)

a e g i k o p r s t u v

Patep Language, Morobe Province – 46 letters/sounds

a aa b bw by c d e ee ê êê g
gw h i ii j k kw l m mw my n ny ng ngw o oo ó ôô p pw py s
t ty u v vy w x y z

The Alphabet Principle

When designing an alphabet for a language, there is a principle that is good to follow whenever possible:

- One sound has one symbol
- One symbol has one sound

One of the reasons that English is so hard to learn to read and write is because it does not follow this principle. In English, the same sound does not always have the same symbol, but it can sometimes be written many different ways. The following three words show three ways of writing the same sound:

foot, photo, laugh

Or, the same symbol can have more than one sound. In the following words, ‘c’ has two different sounds:

cat, centre

While we cannot change the English alphabet to make it easier to read and write, we can help other languages to design an alphabet that does not have these problems. Following the alphabet principle helps to design an alphabet that will be easy to teach, read and write.

Which sounds need to be written?

Sounds which are important in the language need to have their own symbol. Different things are important in different languages, but there are two main things to think about.

1) Sounds that can change the meaning of words are important sounds. For example, in English the difference between ‘s’ and ‘t’ is important as it changes the meaning of words. The only difference between ‘sin’ and ‘tin’, ‘sea’ and ‘tea’ and ‘sick’ and ‘tick’ is the ‘s’ and the ‘t’. So both ‘s’ and ‘t’ need to have their own symbol in the alphabet.

One activity to identify sounds that are important in the alphabet is to have people write a list of words that are the same, except for two sounds. (eg, ‘tin’ and ‘sin’, or ‘goat’ and ‘goat’) If they can find pairs of words like these, the difference is important.
2) Sometimes a sound will change when it is next to another sound. These are rules which all speakers of the language use without thinking about them. When young children are learning to speak they sometimes make mistakes because they have not learnt these rules yet. In Wedau in Milne Bay Province there is a rule that says: ‘t’ becomes ‘s’ before ‘i’.

<table>
<thead>
<tr>
<th>said like this</th>
<th>written like this</th>
</tr>
</thead>
<tbody>
<tr>
<td>sia</td>
<td>‘fish’</td>
</tr>
<tr>
<td>sipeni</td>
<td>‘taro greens’</td>
</tr>
<tr>
<td>tau</td>
<td>‘me/I’</td>
</tr>
<tr>
<td>turau</td>
<td>‘my friend’</td>
</tr>
</tbody>
</table>

a. Because ‘s’ and ‘t’ do not change the meaning of words, are not found next to the same letters, and are similar sounds (both using the tongue behind the teeth), the difference is not important in this language. Wedau has chosen not to show the difference between ‘s’ and ‘t’ in their alphabet, and only write ‘t’.

b. Some languages choose to write all the sounds, even if they are not important. Taupota, the neighbouring language to Wedau, has the same rules as Wedau and many of the same words. However, they chose to write both ‘s’ and ‘t’.

<table>
<thead>
<tr>
<th>said like this</th>
<th>written like this</th>
</tr>
</thead>
<tbody>
<tr>
<td>sia</td>
<td>siya</td>
</tr>
<tr>
<td>sipeni</td>
<td>sipeni</td>
</tr>
<tr>
<td>tau</td>
<td>tau</td>
</tr>
<tr>
<td>turau</td>
<td>turau</td>
</tr>
</tbody>
</table>

Types of symbols

When designing a new alphabet, most of the letters will be the same as in English and Tok Pisin. However, the language may have some sounds that are not in either English or Tok Pisin. For these sounds there are four different ways to write them.

1) Letter groups – Put two letters together to represent one sound, eg. ‘ng’ in Tok Pisin ‘singsing’, ‘ch’ in English ‘church’.

- The Duwau alphabet, Milne Bay Province, uses many letter groups:
  - a, b, bw, ch, d, e, g, gw, h, hw, i, j, k, kw, l, m, mw, n, nh, nhw, o, p, pw, s, t, u, w, y

2) Diacritics – Use a letter with a mark added on top, below or through the letter, eg. ŋ, ó, ä.

- The Guntai alphabet, Western Province, uses diacritics and letter groups:
  - a, á, à, b, ch, d, e, è, f, g, h, i, k, l, m, mb, n, nj, nt, ng, nng, o, ó, r, s, t, u, ú, w, y

3) Special symbols – Use a special symbol found in other PNG languages, eg. ŋ, i.

- The Forak alphabet, Madang Province, uses special symbols:
  - a, b, d, e, f, g, h, i, í, k, l, m, n, ŋ, o, p, r, s, t, u, w, y

4) Use a letter from English or Tok Pisin that is not already being used, eg. q, x, c.

- The local language can use a letter from English/Tok Pisin for a different sound.
  - The Baimak alphabet, Madang Province, uses ‘q’ for a hard ‘b’ sound:
    - a, b, q, d, e, f, g, h, i, k, m, n, o, p, r, s, t, u, v, z

---

1 Tok Pisin is the most widespread of Papua New Guinea’s trade languages. It also known as Melanesian Pidgin English or New Guinea Pidgin. There are first language speakers of it.
No matter what kind of symbol is used for a sound, that symbol, including letter groups, should be included in the alphabet.

**Our Alphabet Shows Who We Are**

*What things influence the letters people choose for their alphabet?*

**How people view their own language**

1) Are people proud of it? Is it important to them as a community?
2) Or do they think that it is not as important as other languages?

**The influence of other languages**

1) What other languages are important in the area (trade languages, church languages)?
2) Do people think that English, Tok Pisin or Motu are more important and want their language to look like one of these languages? Or do they want their language to be special and different from them?

**The influence of other writing systems and alphabets**

1) What languages have people already learnt to read and write? English? Tok Pisin? A church language? This might be different for different age groups.
2) Have people already tried to write their language? How did they write it?
3) Is there an old writing system for the language?
4) How do the neighbouring language groups write their language?

**How these three interact with alphabet choices**

1) The people may want to be like other languages, and choose the same letters for the same sounds.
2) The people may want to be different from the other languages, or one of the other languages, and choose a different way of writing the same sounds.

*Not everyone will always agree on these things.*

1) The older people might want to follow the alphabet used for a church language, while the younger people want to follow English or Tok Pisin.
2) People with more education might make decisions because of what they know about English. This is not always a good thing because their language is not English and has its own sounds and patterns.

**Dialects – But we speak differently to them!**

Sometimes people in different parts of a language group will speak differently from each other. They can still understand each other, but some words and sounds are different. Each of these smaller groups within a language group is called a ‘dialect’. Some words will be different, the ‘tune’ may be different, and often the same words will have different sounds in them.

When there is more than one dialect in a language, how do you write it? When different sounds are used in the same words, there are two main options:

1) Everyone writes the same word the same way, but everyone still says it how they always have. The Girawa language in Madang province has two dialects. Where one says ‘k’ the other dialect puts a break. However, they all write using ‘k’.

<table>
<thead>
<tr>
<th>Dialect 1</th>
<th>Dialect 2</th>
<th>Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>saki</td>
<td>sa-i</td>
<td>saki</td>
</tr>
<tr>
<td>ko</td>
<td>-o</td>
<td>ko</td>
</tr>
</tbody>
</table>

‘corn’

‘he, she, it’
2) The dialects use different letters to show the different ways of speaking. The Koitabu language in Central province also has two dialects. One dialect says ‘f’ where the other says ‘h’. Both dialects chose to write following the English letters for the sounds of their own dialect.

<table>
<thead>
<tr>
<th>fari</th>
<th>hari</th>
<th>‘news’</th>
</tr>
</thead>
<tbody>
<tr>
<td>foro</td>
<td>horo</td>
<td>‘tattoo’</td>
</tr>
</tbody>
</table>

Here are some things to remember about dialects:

1) If all the dialects can agree on how to write their language, it is easier to make books for the whole language group (eg. song books, Bible, dictionary) and for elementary teachers to share their books.

2) If all the dialects can agree on one way to write their language, people from different dialects can read each others books and stories without having to learn new symbols.

3) If each village wants to write following the sounds of their dialect that is okay. However, sounds which are the same for all dialects should be written the same way by everyone.

4) Do not mix dialects in one story.

5) Stories from different dialects can be put in the same book. Beneath the author’s name, also put their village or dialect name.

Problem Areas
There are many different types of problem areas in Papua New Guinean alphabets. Often, neighbouring languages will have the same problems, and a language developing a new alphabet can use a solution already chosen by a neighbouring language. But sometimes there is a problem area that cannot be worked out with help from the neighbouring languages. This section discusses the types of sounds found in languages, and will help you to work out what the problem sound is. Once you know what the sound is, Spelling Options and Making Choices, beginning on page 21, will help you work out the alphabet options for that sound. The tables below also list a number of problem areas with the alphabet options that have been used by languages around PNG.

Consonants
The consonants which are difficult to write are usually the ones that are different from English and Tok Pisin. The first step in working out how to write the sound is to work out what type of sound it is.

Types of Consonant Sounds
When describing types of consonants, we think about three different parts of the sound:

1. What parts of the mouth come together to make the sound?
2. How is the air coming out?
3. What else is happening?

Sounds can be grouped in all of these categories, and these groups help us to work out the alphabet options.
What parts of the mouth come together to make the sound?
Different sounds are made when the different parts of your mouth move. Think about the sounds in your language. What is moving in your mouth or what parts of your mouth come together to make the different sounds? The picture below shows the side view of a person’s head. Everything that is labelled is used to make different sounds. The tongue moves the most as it joins with different parts of the top of the mouth to make the sounds.

Sounds can be grouped by what parts of the mouth come together to make that sound. For both ‘s’ and ‘n’ the tongue touches the ridge behind the teeth. So they are both ridge sounds. For ‘b’, ‘p’ and ‘m’ the lips join together, so they are all lip sounds.

How is the air coming out?
Sounds that have the same parts of the mouth coming together can still be different. Often the difference is because the air is coming out in a different way.

1 Does the air come out of your nose? It is a nose sound.
2 Is it a short sound with all the air stopping and then coming out at once? It is a short sound.
3 Is it a long sound with the air coming out slowly making a buzzing, hissing or breathy sound? It is a long sound.
4 Is it an open sound with the air coming out freely? It is an open sound.
5 Does the air flow over the side of your tongue? It is a side sound.
6 Does your tongue flap? It is a flap sound.

By asking these questions, you can work out what type of sound it is. The ‘s’ and ‘n’ sounds are both ridge sounds, but ‘s’ is also a long sound, while ‘n’ is a nose sound. The ‘b’ and ‘p’ sounds are both short sounds, but ‘m’ is a nose sound. Grouping sounds by the way the air comes out is another way to find out what sounds are similar to each other. The ‘m’ and ‘n’ sounds are similar because they are both nose sounds. The ‘k’ and ‘p’ sounds are similar because they are both short sounds.
What else is working?

Sounds that have the same parts of the mouth coming together, and the air coming out in the same way can still be different. Both ‘b’ and ‘p’ are both short lip sounds. There are other things that can be happening at the same time.

1. Are your vocal cords vibrating? It is a sound with vocal cords.
2. Are your lips rounded? It is a sound with lips.
3. Does some of the air come out your nose before the main sound? It is a sound with nose first.
4. Do two sounds join together? Maybe a short sound with a long sound? It is a joined sound (eg. ts, dz).

Consonant Chart

Once you know all of these things about each consonant in a language, you can put all of the sounds in a consonant chart. Across the top of the chart are all the parts of the mouth that are used to shape a sound. Each sound goes in the column underneath the part of the mouth used to make the sound. Down the side of the chart is the different ways the air escapes. Each sound is put in the row that describes the air flow for that sound. Some of the rows are split to show if the vocal cords are vibrating or not, or whether the lips are rounded, or some air escaping from the nose. Tok Pisin has the following 17 consonants:

\[ b\ d\ f\ g\ h\ k\ l\ m\ n\ ng\ p\ r\ s\ t\ v\ w\ y\]

A consonant chart for Tok Pisin looks like this:

<table>
<thead>
<tr>
<th></th>
<th>Lips</th>
<th>Lip and Teeth</th>
<th>Teeth</th>
<th>Ridge</th>
<th>Behind Ridge</th>
<th>Middle</th>
<th>Back</th>
<th>Throat</th>
<th>Lips and Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>without vocal cords</td>
<td>p</td>
<td></td>
<td>t</td>
<td></td>
<td></td>
<td>k</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with vocal cords</td>
<td>b</td>
<td></td>
<td>d</td>
<td></td>
<td></td>
<td>g</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nose sounds</td>
<td>m</td>
<td></td>
<td>n</td>
<td></td>
<td></td>
<td>ng</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flap</td>
<td></td>
<td></td>
<td></td>
<td>r</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>without vocal cords</td>
<td>f</td>
<td></td>
<td>s</td>
<td></td>
<td></td>
<td>h</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with vocal cords</td>
<td>v</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open sounds</td>
<td></td>
<td></td>
<td></td>
<td>y</td>
<td></td>
<td>w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Side sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>l</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joined sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>j</td>
<td></td>
</tr>
</tbody>
</table>

When there are sounds that you do not know how to write, work out where the sound should go on the chart and put a mark in that box. Then you can start working through the ‘What symbol do I use?’ worksheet. (see Spelling Options and Making Choices on page 21) This worksheet will help you work out the alphabet options for the problem sounds.
Often, the most influential factor in making alphabet choices for hard to write sounds will be how other languages write those same sounds. This is why it is good to find out about other languages that are nearby or important in the area where an ADW is going to be held. It may be good to make a chart like the one above and put the sounds of all the nearby languages on it. If there are two different ways of writing the same sound, put both ways of writing it in the same box. (As in the chart below) This will quickly show you the different options used by other languages for writing that sound. (See Appendix E: Consonant and Vowel Charts, page E-1.)

The chart on the following pages shows many alphabet options used for the sounds found in a number of PNG languages. It is not complete, but does include most of the commonly used sounds. The letters in square brackets [ ] are part of the International Phonetic Alphabet. This is used by linguists around the world as a common way of writing sounds. It means that a linguist can read another linguist’s language data and know what sounds are being used no matter how the sound is written in that language’s alphabet.
## Alphabet Options for Papua New Guinean Languages – Consonants

<table>
<thead>
<tr>
<th></th>
<th>Lips</th>
<th>Lip and Teeth</th>
<th>Teeth</th>
<th>Ridge</th>
<th>Behind Ridge</th>
<th>Middle</th>
<th>Back</th>
<th>Throat</th>
<th>Throat</th>
<th>Lips and Back</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short sounds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>without vocal cords</td>
<td>[p]</td>
<td>p</td>
<td></td>
<td>[t]</td>
<td>t</td>
<td>[c]</td>
<td>[k]</td>
<td>[q]</td>
<td>[?]</td>
<td>[kp]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ky</td>
<td>k</td>
<td>q, k</td>
<td>c, 'r, q, k, h, gh</td>
<td>kp, q, kw</td>
</tr>
<tr>
<td>with vocal cords</td>
<td>[b]</td>
<td>b</td>
<td></td>
<td>[d]</td>
<td>d, r</td>
<td>[j]</td>
<td>[g]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>gy</td>
<td>g</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with vocal cords and nose</td>
<td>[&quot;b]</td>
<td>b, mb</td>
<td></td>
<td>[&quot;d]</td>
<td>d, nd</td>
<td>[&quot;g]</td>
<td>[&quot;g]</td>
<td></td>
<td>[&quot;G]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>g, ýg, ng, ngg, ŋg, np</td>
<td>[&quot;g]</td>
<td>[&quot;G]</td>
<td>ýq, nq</td>
<td></td>
</tr>
<tr>
<td><strong>Short sounds with lips</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>without vocal cords</td>
<td>[p&quot;]</td>
<td>pw, pu, po</td>
<td></td>
<td></td>
<td></td>
<td>[k&quot;]</td>
<td>[k&quot;]</td>
<td>kw, ku, ko</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with vocal cords</td>
<td>[b&quot;]</td>
<td>bw, bu, bo</td>
<td></td>
<td></td>
<td></td>
<td>[g&quot;]</td>
<td>[g&quot;]</td>
<td>gw, gu, go</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with throat and nose</td>
<td>[&quot;b&quot;]</td>
<td>bw, mbw</td>
<td></td>
<td></td>
<td></td>
<td>[&quot;g&quot;]</td>
<td>[&quot;g&quot;]</td>
<td>gw, ngw, nggw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nose sounds</td>
<td>[m]</td>
<td>m</td>
<td></td>
<td>[n]</td>
<td>n</td>
<td>[n]</td>
<td>[n]</td>
<td>n, ng, ý, g, ŋ</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>nn, ny, ŋ</td>
<td>[n]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nose sounds with lips</td>
<td>[m&quot;]</td>
<td>mw, mu, mo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trilled sounds</td>
<td>[r]</td>
<td>r, rr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flapped sounds</td>
<td>[r]</td>
<td>r, ř, l</td>
<td></td>
<td>[r]</td>
<td>r, rr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buzzing sounds</td>
<td>without vocal cords</td>
<td>[f]</td>
<td>[θ]</td>
<td>[s]</td>
<td>[ʃ]</td>
<td>[x]</td>
<td>h</td>
<td></td>
<td></td>
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<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with vocal cords</td>
<td>[β]</td>
<td>[v]</td>
<td>[ð]</td>
<td>[z]</td>
<td>[i]</td>
<td>[y]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buzzing sounds with lips</td>
<td>[φ̂]</td>
<td>[v̂]</td>
<td>[φ̂]</td>
<td>[j̃]</td>
<td>[j]</td>
<td>[j]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with vocal cords</td>
<td>[f̂]</td>
<td>[f̂]</td>
<td>[f]</td>
<td>[j]</td>
<td>[h]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open sounds</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Side sounds</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Buzzing side sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flapped side sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joined sounds</td>
<td>without vocal cords</td>
<td>[ts]</td>
<td>[tʃ]</td>
<td>[kx]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with vocal cords</td>
<td>[dz]</td>
<td>[dʒ]</td>
<td>[dz]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with vocal cords and nose</td>
<td>[dz]</td>
<td>[dʒ]</td>
<td>[dz]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Urat also has ‘l’, ‘r’, ‘w’, and ‘j’ without vocal cords. They are written: hl, lh, hr, hw, uh and hy, ih.
Vowels

Vowels are described differently to consonants. With vowels there are two main things to think about.
1. Is my tongue near the front of my mouth, the middle, or the back?
2. Is my tongue high in my mouth, or low?

For most languages this is enough information to find the differences between the vowels. With just this information, we can put the Tok Pisin vowels into a chart.

Vowels

<table>
<thead>
<tr>
<th></th>
<th>Front</th>
<th>Middle</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>i</td>
<td>u</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e</td>
<td></td>
<td>o</td>
</tr>
<tr>
<td>Low</td>
<td>a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some languages have many more vowel sounds, so you need to also ask these questions:
1. Are my lips rounded?
2. Is there air coming out my nose?
3. Is this vowel longer than the others?
4. Is this vowel shorter than the others?

Once you know these things, you can work through the ‘What symbol do I use?’ worksheet. (see Spelling Options and Making Choices on page 21). As with the consonants, this worksheet will help you work out the alphabet options for the vowels.

The following charts show more of the different types of vowels that are found in PNG. The first chart shows sounds with the lips rounded as well as unrounded. The second shows long vowels, and the third shows nose vowels. Where there is more than one letter in a box, that sound is written in different ways by different languages. All of the alphabet options for that sound are listed in that box.

Vowels

<table>
<thead>
<tr>
<th></th>
<th>Front</th>
<th>Middle</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>without lips</td>
<td>with lips</td>
<td>without lips</td>
</tr>
<tr>
<td>High</td>
<td>[i]</td>
<td>[y]</td>
<td>[i]</td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>ú</td>
<td>i, ii</td>
</tr>
<tr>
<td></td>
<td>[i]</td>
<td>i</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>[e]</td>
<td>é</td>
<td>[ə]</td>
</tr>
<tr>
<td></td>
<td>é, é, ei</td>
<td></td>
<td>e, é, æ</td>
</tr>
<tr>
<td></td>
<td>[æ]</td>
<td>[œ]</td>
<td>[œ]</td>
</tr>
<tr>
<td></td>
<td>æ, a, aa, aæ, æ, æ</td>
<td>[œ]</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>[a]</td>
<td>[u]</td>
<td>[a]</td>
</tr>
<tr>
<td></td>
<td>a, á</td>
<td>a, aa, à</td>
<td>a</td>
</tr>
</tbody>
</table>

Manual for Alphabet Design through Community Interaction

11
Long vowels

<table>
<thead>
<tr>
<th></th>
<th>Front</th>
<th>Middle</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>[iː]</td>
<td>[iː]</td>
<td>[uː]</td>
</tr>
<tr>
<td></td>
<td>ii, i, i’i</td>
<td>ee</td>
<td>uu, u, u’u</td>
</tr>
<tr>
<td></td>
<td>[eː]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ee, e, e’e</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>[æː]</td>
<td>[aː]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>aa</td>
<td>aa, a, a’a</td>
<td></td>
</tr>
</tbody>
</table>

Some languages have short vowels. The languages in Morehead district, Western Province, write the short vowels like this: à and è.

Nose vowels

<table>
<thead>
<tr>
<th></th>
<th>Front</th>
<th>Middle</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>[ɨ]</td>
<td></td>
<td>[ʊ]</td>
</tr>
<tr>
<td></td>
<td>i, in, im, ī</td>
<td>u, un, um, ū</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ɛ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e, en, em, ē</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>[æ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>aa, a, a’a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tone

Some languages have words that are exactly the same except for the tune or tone of the word. If there are many pairs of words like this, then a language group has to decide if they will show the different tones when they write. Tone can be written using marks above the vowels, double vowels, or anything else the speakers of the language choose. The Bukawa language in Morobe Province marks tone when writing their language.

eg. akwá  ‘canoe, side support’  akwá  ‘old’
    atú  ‘son, baby’  atù  ‘big’
    mbác  ‘bird, flying group’  mbác  ‘to rub’
    wê  ‘song’  wê  ‘to lead’

This may make the words easier to read, but some groups are choosing not to write the tones and people work out the meaning by the context. The Mbiŋko language in Madang Province has chosen not to mark tone when writing their language.

eg. Rising Tone    Falling Tone
    rawa  ‘tree’    rawa  ‘parrot’
   amba  ‘mother-in-law’  anba  ‘sister/daughter-in-law’
    hiri  ‘food’  hiri  ‘dog’

Stress

Sometimes languages have two words that are made up of the same sounds, and the only difference is that a different part of the word is strong. The part of the word that is strong is said to be ‘stressed’. If there are many words which are exactly the same except that they stress different parts of the words, it is helpful to show the stress in the writing system. This
can be done by putting a mark over the vowel, using a double vowel, or anything else the
speakers of the language would like to use. The Maia language in Madang Province uses
double vowels to show stress when it is important.

eg  imunuv     ‘my heart’
    iimunuv     ‘our hearts’
    ibisibis   ‘my decendants’
    iibisibis  ‘our decendants’
What is an Alphabet Design Workshop?

An Alphabet Design Workshop (ADW) is a workshop to help people develop an alphabet for their own language through community interaction. The aim of an ADW is to produce an alphabet which can be used and tested by the language group. It is not a finished alphabet, but a trial alphabet that can be changed if it needs to be. It may take years for the ‘final’ alphabet to be developed. This workshop is the first step in the process.

An ADW usually runs for eight days to two weeks. Participants from the language area work through a number of activities to help them discover and discuss the problems in writing their own language. Then as a group, they decide on the letters of their alphabet. As you work through the process of designing an alphabet you will find that there are five areas involved. It is important to note that these five areas are cyclical in nature and not steps to be followed sequentially.

The participants start by writing stories and reading them to each other. They use these stories to identify problem areas. As a group they discuss the problem areas, and make some trial decisions. These decisions are tested by writing more stories and wordlists, which identify more problem areas, and so the process continues. While working on any of these areas, another problem may arise. For instance, when people are filling out the worksheet, it can reveal people’s inconsistency in writing a certain sound. That sound and how to write it becomes a point of discussion. When reading someone else’s story, people may find that some of the sounds are written differently. This difference then needs to be discussed by the whole group so that a decision can be made.

Workshop Planning and Setup Considerations

Decide upon:
- Number of languages invited.
- Number of participants per language.
- Dates and venue:
  - Accommodation – Is it adequate for sleeping, cooking and eating?
  - Classroom – Is it big enough to hold all the participants?
  - Cooks – Hire or find volunteers.
- Budget for transportation, food, venue, supplies and materials.
**Where do I hold the workshop? How many languages can come?**

Alphabet Design Workshops can be held in the language area for one language, or at a central location for one or more languages. Before deciding on where the workshop will be held and how many languages will attend, you need to think about the following things.

1) If you hold a workshop in the language area:
   a) A larger number of community members will be able to attend
   b) Workshop participants can discuss questions and concerns with other members of the language group.
   c) The language group as a whole can be part of the alphabet workshop.
   d) A disadvantage is that the participants may be distracted by other village work that needs to be done.

2) If you hold a workshop (single or multi-language) in a central location:
   a) It may be easier to organise, but you will have to provide housing and food for all the participants.
   b) Participants may be less distracted by other responsibilities.
   c) More than one language can attend.
   d) There will be fewer participants from each language to help discuss options and make decisions.
   e) However, a disadvantage is that the whole language group is not a part of the process until the participants return to their villages and begin testing the new alphabet.

3) If you hold a workshop for one language:
   a) It can be held within the language area (see 1 above).
   b) The workshop can focus on the issues for that language group.

4) If you hold a workshop for more than one language:
   a) The languages may be able to help each other if they have similar problems.
   b) Less participants will be able to come from each language.
   c) There is less time for focussing on the specific problems for each group.

**Participants**

Invite and encourage the following kinds of people to attend the workshop:

1) Speakers of the language who are literate (read and write) in another language.
2) People who speak and know the language well.
3) Community and church leaders who can make decisions.
4) Elementary and local language literacy teachers.
5) People from different parts of the language area, not just one or two villages.

Request each language group to choose participants to attend the ADW. The participants should be from different age groups and include elementary teachers, curriculum committee members and other educated community members, as well as community leaders. If the older people are not literate, they can still help during the workshop as they are often the people who know the language the best. They can provide stories and work with literate people to produce word lists.

If possible, there should be 2-3 people from each of the main villages within the language area, with the total number of participants being 6–20 per language. If too few people attend, or people from just one or two villages, a lot more work needs to be done afterwards to find out what the rest of the language community thinks about the new alphabet. If there are too many participants, it can be hard for them to make decisions about problem areas.
**Worksheet for Alphabet Design through Community Interaction**

The worksheet for *Alphabet Design through Community Interaction* (see Appendix D) has been designed to help people who run an ADW to work through all the necessary areas in producing a trial alphabet. Most of it can be filled out during the ADW with information from the workshop participants.

The worksheet has the following sections:
- Section 1 – General information
- Section 2 – The new trial alphabet (and spelling rules)
- Section 3 – Other languages in the area
- Section 4 – Alphabet problem areas and decisions made
- Section 5 – Dialects
- Section 6 – Examples of letters used in words (Directed Wordlists)
- Section 7 – Local language story and translation
- Section 9 – Testing the new alphabet

**Alphabet Design Workshop Supplies**

**To Write Stories, Discuss and Decide on Alphabet Options**
- lined paper (exercise books)
- pencils
- pencil sharpeners or use own knives
- pencil eraser/rubbers
- pens/biros - 2 colours: one for writing & **fine point** pens to write on the stencils
- coloured pencils
- blackboard or whiteboard must be available
- chalk or whiteboard markers
- hard surface to write on
  - slate boards or lap boards

**Other Important Items to Bring**
- Manual for Alphabet Design through Community Interaction
- The Worksheet – 1 per language
- Extra copies of the Worksheet’s word list on page 14 if language has more than 29 alphabet letters/symbols.
- Examples of Trial Spelling Guides

**To Print (Silkscreen) the Trial Spelling Guide**
- 1-2 silkscreen printers per language
- 1-2 silkscreen squeegees (gumis) per language
- 1 box of wax stencils per language (48 stencils per box)
- 2 tubes of duplicating ink per language
- 2 reams of duplicating paper per language
- masking (sticky) tape or 4 bulldog clips
- cardstock for the covers (optional can use paper)
- stapler
- staples
- binding tape (optional)
- stencil correction fluid (not always available in the stores in PNG)
- 1 bar of yellow soap
- newspaper or toilet paper to clean the silkscreens
- kerosene to clean the silkscreens
Background Information

Before a workshop, it is good to find out as much as you can about the alphabets in other languages nearby. This will help you know what to expect as well as giving some ideas of how the sounds in that area can be written. It is also useful to find out the alphabet used by any trade languages or church languages used in the area.

Name of language:

Names of Neighbouring and Similar Languages:

Sounds found in these languages that are not found in Tok Pisin or English, and how the languages write these sounds:

Names of Trade Languages and Church Language:

Sounds found in these languages that are not found in Tok Pisin and English, and how the languages write these sounds:

Is there an old alphabet for the language? If so, what is it?
Alphabet Design Workshop Timetable

This is a sample timetable for an eight day Alphabet Design Workshop. In different workshops, some parts will take longer and some will be shorter. You do not have to follow this timetable exactly. Make any changes that you think will help the workshop participants to develop a good trial alphabet for their alphabet.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Devotions</td>
<td>Devotions</td>
<td>Devotions</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Welcome and Introductions</td>
<td>Spelling options and making choices</td>
<td>Directed word lists-Vowels</td>
</tr>
<tr>
<td>9:45 am</td>
<td>Morning Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 am</td>
<td>What makes a good alphabet?</td>
<td>Spelling options and making choices</td>
<td>Directed word lists-Vowels</td>
</tr>
<tr>
<td>Noon</td>
<td>Midday Meal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Session 3</td>
<td>Directed word lists-Consonants</td>
<td>Loan words/Word Breaks</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Afternoon Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:15 pm</td>
<td>Session 4</td>
<td>Story editing 1 – Technical aspects</td>
<td></td>
</tr>
<tr>
<td>8:00am</td>
<td>Devotions</td>
<td>Devotions</td>
<td>Devotions</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Reports from village visits</td>
<td>Make spelling guide</td>
<td>Silk screening</td>
</tr>
<tr>
<td>9:45 am</td>
<td>Morning Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 am</td>
<td>Session 2</td>
<td>Make spelling guide</td>
<td>Silk screening</td>
</tr>
<tr>
<td>Noon</td>
<td>Midday Meal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Session 3</td>
<td>Begin making spelling guide</td>
<td>Silk screening demonstration</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Afternoon Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:15 pm</td>
<td>Session 4</td>
<td>Cut stencils</td>
<td>Silk screening</td>
</tr>
<tr>
<td>8:00pm</td>
<td>Homework – Work on spelling guide</td>
<td>Homework – Finish cutting stencils</td>
<td>Homework – Continue silk screening</td>
</tr>
<tr>
<td>Evenings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Manual for Alphabet Design through Community Interaction
Alphabet Design Workshop – Teaching Ideas
(based on sample timetable)

These lesson plans are based on the sample timetable (see page 18). They can be used as they are written, or changed to fit the situation. You can add your own ideas if you like.

Day 1

Session 1 – Welcome and Introductions

Goals: To get to know participants, and for them to get to know the facilitator(s).
      To have a positive opening to the workshop.

Points to emphasise:
      This is your language and your workshop. We don’t know your language and can’t do the work for you. We will help you with options for writing your language, but you will make the decisions.

1. Official opening of the workshop.
2. Facilitators introduce themselves.
3. Participants introduce themselves.
4. Where do the participants come from? (you can use a map and have participants mark where they are from.)
5. Introduce the workshop and its aim of helping the people to develop an alphabet for their own language.
6. Group question: “Why do you want an alphabet for your language?” Have participants break into small groups (4-6 people) to answer this question. Then ask each group to share their thoughts with the rest of the group.

NOTE: Keep a copy of the answers. Later in the workshop, if the participants are having trouble making decisions, remind them of the reasons they want an alphabet. This might help them to make decisions.

Session 2 – What makes a good alphabet?

Goals: To introduce principles of alphabet development in a simple way.
      Show that each language has its own alphabet.

Points to emphasise:
      Your language is unique and your alphabet will be unique.
      Try to aim for an alphabet in which 1 sound has 1 symbol, and 1 symbol has 1 sound.
      English does not have a good alphabet.

1. Ask participants what an alphabet is? Write ideas on board.
2. Show examples of other types of alphabets from around the world (these can be found on food packaging), and other alphabets using the Roman script (such as English, Tok Pisin).
3. Show examples of other PNG alphabets, explaining that each language is unique in its sounds, and therefore needs its own alphabet.
4. Introduce the Alphabet Principle:
      1 sound has 1 symbol, and 1 symbol has 1 sound.
5. If an alphabet follows these principles it is easier to learn to read and write.
6. Use English as an example of an alphabet that does not follow this principle. Using lists of words, look at different ways to write the same sound in English.
      foot, photo, laugh
      judge, germ
      now, bough, hour, our
Also look at a letter or group of letters, and work out how many different sounds they have.

- cat, centre
- bough, cough, dough, through, thorough

7. Using some English sentences have participants mark all the different ways that the same sound is written. (1 sound has more than one symbol)

   eg. ‘f’ The five fish laughed at the funny photos of a foot.

   ‘sh’ I am sure I saw my shirt on the sea shore.

Then using have the participants mark where the same symbol has different sounds. (One symbol has more than one sound)

   eg. The five fish laughed at the funny photos of a foot.

   I am sure I saw my shirt on the sea shore.

8. Explain that they will be trying to design an alphabet that follows the alphabet principle, making it easy to learn to read and write.

**Session 3 – Story Writing 1**

**Goals:** To produce writing in a local language.

- To discover what the problem areas are for the alphabet.
- For the people to realise that they can write their language.

**Points to emphasise:**

- There is no ‘correct’ alphabet yet. That is why you are having the workshop! If you are unsure of something, or someone writes something differently to you, it doesn’t mean that either of you are wrong. There are different ways of spelling things. We are here to look at these different ways, and then later on make choices.

1. Introduce “What is a story?” Have participants tell each other stories in their local language about something that happened when they were a child.

   OR

   If the literacy level of the participants is not very high, have participants tell each other stories about their family or village. (eg. How many brothers and sisters do you have? Are you married? How many houses in your village? Do you have animals? What do you grow in your garden?)

2. Have participants write their stories using every second line on the page.

3. While writing their stories, the participants underline in coloured pencils any words they do not know how to spell. These will be used for the basis of later discussions.

**NOTE:** The aim is not to produce good stories, but to get people writing in their own language. A topic which helps them to concentrate on writing rather than content is good. This is very important in areas with a low level of literacy.
**Session 4 – Reading and Checking Stories**

Goals: To find what the participants have trouble writing through reading their stories.
- To begin discussion on alphabet options.
- To introduce participants to checking and editing others’ work.

Points to emphasise:
- There is no ‘correct’ alphabet yet. That is why you are having the workshop! If you are unsure of something, or someone writes something differently to you, it doesn’t mean that either of you are wrong. There are different ways of spelling things. We are here to look at these different ways, and then later on make choices.

1. When they have finished writing their stories, have participants read their stories out loud to each other in small groups.
2. While reading the stories, have them mark any words they had trouble reading.
3. As a group write a list of what was difficult to write or read. Look at the ways different people tried to write words with these sounds.

**Day 2**

**Spelling Options and Making Choices**

Spelling options are the different ways a sound can be written. Most of the sounds in a language will be easy to write as they are the same as, or similar to sounds in English or Tok Pisin. The sounds which are different to those in English and Tok Pisin are the ones which will be more difficult for the people to write. As described on page 3 in ‘Types of symbols’, there are four main types of symbols to choose from. These are letter groups, diacritics, special symbols and spare symbols. There is not just one correct way to write any sound, but a number of options the language group needs to choose between.

**What symbol do I use?**

What do you do when the language has a sound not used in English or Tok Pisin? Ask yourself all these questions to work out the different options for writing a sound. Use the worksheet on the next page to help you.

1) What is the sound? (What part of your mouth do you use? How does the air come out?)
2) What other sounds is it like? (What other sounds use the same part of your mouth? What other sounds have air coming out the same way?) Are the symbols for these other sounds already being used? If not, you could possibly use one of them.
3) Can two symbols be put together for the sound? (Use symbols for sounds that are like the sound you are finding a symbol for. eg. ‘ng’ for a sound made with the nose ‘n’ and at the back of the mouth ‘g’.) Maybe you could use a double letter. eg. ‘aa’, ‘gg’
4) Can you put a mark on a symbol? Use a symbol for a similar sound and put a mark on top, or next to it. (eg. ŋ, ð, ô, õ, o:, þ)
5) Is there a special symbol that could be used? (eg. ų, č, ŕ)
6) Are there symbols from Tok Pisin or English that are not needed? These could be used. (eg. q, x, h, c)
7) What did the people use when they wrote their local language story?
8) How do other languages write the same sound?

**Remember**

Your job is to give people the options and tell them what is good and bad about each choice. Then the people choose the symbol they want. They might make a choice you do not like. You can tell them why you do not like their choice, but you cannot change their alphabet. If they do not like their alphabet, they will not use it.
What is best?

Now you have a list of choices. But what is the best one to use. Ask these questions to find out what is good and bad about each choice.

1) Is it easy to teach?
2) Is it easy to read?
3) Is it easy to write?
4) Can it be typed?
5) Will it make the words too long?
6) Will it be confusing when children move from elementary school into primary school and start learning English?

The most important thing is ‘Do the people like it?’

In choosing letters consider having some letters and symbols that are different in height and extend below the line (for example h, l, g, j) to help make words easier to read. This is especially helpful for languages with long words.
What symbol do I use? (Worksheet)

1. What is the sound?

<table>
<thead>
<tr>
<th></th>
<th>Is it easy to teach?</th>
<th>Is it easy to read?</th>
<th>Is it easy to write?</th>
<th>Can it be typed?</th>
<th>Will words be too long?</th>
<th>Will bridging be difficult?</th>
<th>Do people like it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What other sounds is it like?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Can two symbols be put together for this sound?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Can you put a mark on a symbol?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is there a special symbol that can be used?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Are there any symbols from English that are not being used?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What do people use when they write the language?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How do other languages write it?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Session 1 & 2 – Spelling options and making choices

Use Section 4 of the Worksheet for Alphabet Design through Community Interaction

Goals:
- To identify non-problem areas as well as problem areas.
- To identify the options for each sound, and the advantages and disadvantages of each one.
- To begin the decision making process on problem areas.

Points to emphasise:
- There is more than one way to write a sound. Each options has advantages and disadvantages.
- Decisions made are not final. They can still be changed if they do not work.

1. Before the session starts ask one or two participants to write their stories on the blackboard and mark all the problem areas they found.
2. Begin the session by writing up all the letters that do not cause any problems. For more participation, you can pass the chalk around the group and have each participant write one letter on the blackboard.
3. List all the problem areas the participants have identified. You will probably keep adding to this list as the workshop continues and more problems are found.
4. Consider problem areas one at a time, looking at the stories on the board as examples. Have participants explain to you why it is difficult to write.
5. Ask participants how they wrote this sound in their stories. List these on the blackboard.
6. Add the ways other languages write this sound, and any other options. (It may be useful to choose a sentence from one of the stories on the board, and write that sentence many times, using the different options.
7. List the advantages and disadvantages of each option.
8. Allow time for the participants to discuss each problem area.
9. If the participants agree on a solution, write it on the board and encourage them to try this solution. If they do not agree on a solution, encourage them to continue talking about it over night and during the following days.
10. If necessary, write spelling rules (see next page) to describe what letter or letters to use for a particular sound.
11. Repeat this process for each problem area.

NOTE: Decisions do not need to be made on the spot. Give the participants time to talk about the issues and make decisions in a way that follows the village methods of decision making and leadership.
As decisions are made, add these letters or letter groups to the alphabet list on the black board.
The following is an example of section 4 of the Worksheet being used to help you think through the advantages and disadvantages of each section.

Problem: a sixth vowel which is made half way between ‘i’ and ‘u’

<table>
<thead>
<tr>
<th>Options</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>ii</td>
<td>easy to type</td>
<td>makes words long</td>
</tr>
<tr>
<td></td>
<td></td>
<td>already used for long ‘i’</td>
</tr>
<tr>
<td>i</td>
<td>easy to type, single letter</td>
<td>already used for another sound, confusing to learn</td>
</tr>
<tr>
<td>ç</td>
<td>single letter, different symbol from other sounds</td>
<td>hard to type</td>
</tr>
<tr>
<td>ei</td>
<td>easy to type</td>
<td>makes words long, confusing as the sounds ‘e’ and ‘i’ sometimes occur next to each other.</td>
</tr>
</tbody>
</table>

Decision:

Reasons:

**Writing Spelling Rules**

Spelling rules are used to explain when to write which letter or letters. If a decision is made that needs to be explained to the language community, have the participants write a spelling rule. A spelling rule is a simple sentence stating how the sound is written and giving some examples. Here is an example of the spelling rules from the Upper Amben language in Madang Province.

1. For the sound that is half way between English ‘w’ and ‘v’, write ‘w’ the start or end of a word. Example:
   - wela ‘to cut’
   - walu ‘pumkin’
   - helew ‘tail’
   - heiw ‘leaf’
   In the middle of words write ‘v’ before ‘i’ and ‘e’, and ‘w’ before ‘a’, ‘o’ and ‘u’. Example:
   - waivel ‘bandicoot’
   - diwa ‘you go’

2. When ‘b’, ‘d’ or ‘g’ comes in the middle of a word, write ‘mb’, ‘nd’ or ‘ŋg’. Example:
   - embe ‘hand’
   - mande ‘man’
   - menŋam ‘star’

3. For the sound like ‘ng’ in English, write ‘ŋ’. Example:
   - umonŋ ‘lizard’
   - ینguak ‘it’s here’
   Write the capital ‘ŋ’ like this ‘þ’. Example:
   - þabien ‘he comes’
   - þauven ‘he is singing’
Session 3 – Directed Word Lists

Section 6 – Part A. Consonants of the Worksheet for Alphabet Design through Community Interaction

Goals: To brainstorm lists of words for each consonant letter and letter group.
- To provide an English or Tok Pisin translation for each word.
- To discover if each letter occurs at the start of words, in the middle of words, and at the end of words.
- For participants to test decisions and identify further problem areas.

Points to emphasise:
- Include letter groups used to write a single sound (eg. ‘ng’ in English). These are just as important as single letters.

Directed Word Lists

Section 6, page Appendix D-7 of the Worksheet says:
For each local language consonant and consonant group, and vowel and vowel group, write examples of local language words. For each letter or letter group, write five words with that sound at the start, five words with that sound in the middle, and five words with that sound at the end.

For example: k in Tok Pisin

<table>
<thead>
<tr>
<th>letter: k</th>
<th>beginning of word</th>
<th>translation</th>
<th>middle of word</th>
<th>translation</th>
<th>end of word</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>kala</td>
<td>colour</td>
<td>kokonas</td>
<td>coconut</td>
<td>buk</td>
<td>book</td>
<td></td>
</tr>
<tr>
<td>ken</td>
<td>to be able</td>
<td>kukim</td>
<td>to cook</td>
<td>bik</td>
<td>big</td>
<td></td>
</tr>
<tr>
<td>kisim</td>
<td>obtain</td>
<td>laikim</td>
<td>to like</td>
<td>lek</td>
<td>leg</td>
<td></td>
</tr>
<tr>
<td>kulau</td>
<td>drinking coconut</td>
<td>sikirapim</td>
<td>to scrape</td>
<td>tok</td>
<td>talk</td>
<td></td>
</tr>
<tr>
<td>kot</td>
<td>court</td>
<td>mekim</td>
<td>to make</td>
<td>tudak</td>
<td>night</td>
<td></td>
</tr>
</tbody>
</table>

These word lists are called directed word lists. When working on these wordlists it is best if the workshop participants can find words with the sound next to different letters. Like in the example above, it does not have five examples starting with ‘ka’, but try to find ‘ke’, ‘ki’, ‘ko’, and ‘ku’ as well.

In the following wordlist from the Gapapaiwa language in Milne Bay, ‘i’ always has the same meaning. It is ‘he or she’ in all these words. This would not be a good list of words beginning with ‘i’, as it only shows one meaning of ‘i’.

<table>
<thead>
<tr>
<th>letter: i</th>
<th>beginning of word</th>
<th>translation</th>
<th>middle of word</th>
<th>translation</th>
<th>end of word</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ikena</td>
<td>he/she slept</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ivovira</td>
<td>he/she returned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inama</td>
<td>he/she laughed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ipisi</td>
<td>he/she arrived</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iborin</td>
<td>he/she cut it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Choose a letter and give an example of a directed word list on the blackboard.
2. Break the participants up into small groups. Assign each group 4-5 consonant letters or letter groups and have them write directed word lists for them.
3. Each group writes their lists on the blackboard. They will then report back to the large group.
4. If the groups find more problem areas, they mark them as they did in the stories. If a decision has not been made on a problem sound, leave this sound until last. If there is still no solution, have the group make a decision to be used for the wordlists. They can change it later if they want to.
Session 4 – Directed Word Lists 2

Goals: To produce lists of words for each letter of the alphabet with English or Tok Pisin translations.
To identify and discuss further problem areas.
Reconsider choices already made if appropriate.

1. Have each group report back on their word lists. Encourage participants to discuss and check the other groups’ work.
2. Fix spelling and definitions if needed.
3. Try to fill in any gaps in the lists.
4. If participants have found more problem areas, or the facilitators notice a problem, discuss these following the pattern used in sessions 1 and 2.

Day 3

You may need to spend more time today thinking about spelling options for difficult to write sounds. While it is not on the timetable, this is a good thing to do if you need to. Another way of helping people to decide how to write a sound is to have a spelling test.

Spelling Test

Goals: To make participants aware of how other people are writing the sound.
Encourage participants to think about making a decision on how to write the sound.

Points to Emphasise:
Until decisions have been made, nothing is right or wrong. All possible ways of writing a sound are options until the participants decide which option they would like to try.
1. Collect a list of words that have the sound or sounds that the participants are having trouble spelling.
2. Choose someone who knows the language read the words out to the group.
3. Each participant writes each word.
4. Ask the participants how they wrote each word, and write them on the board.
5. Discuss each option and the advantages and disadvantages of each. Encourage the participants to discuss the options.

NOTE: If there is a large group of participants, you may choose to split them into 4 – 6 groups. Then each group works together to decide on how to spell each word. At the end of the spelling test, each group writes their answers on the blackboard. These lists are then used for the discussion.

Session 1 & 2 – Directed Word Lists

Section 6 – Part B Vowels of the Worksheet for Alphabet Design through Community Interaction

Goals: To brainstorm lists of words for each vowel in the language with English or Tok Pisin translations.
To discover if each vowel occurs at the start of words, in the middle of words, and at the end of words.
For participants to test decisions and identify further problem areas.

Point to emphasise:
Include letter groups used to write a single sound. These are just as important as single letters.

1. Follow steps used for consonants in day 2 sessions 3 and 4.
Session 3a – Loan Words

Goals: For participants to discuss how they will spell words from other languages.
To make the participants aware that it is okay to use words from other languages and make them part of their own language.

Points to emphasise:
- It is natural for languages to use words from other languages to describe new things.
- Using loan words in your language is a feature of a healthy language. It gives you a way to talk about new things in your language. If you cannot talk about new things, people will have to use another language.

Loan Words – Words from other languages

To talk about new things, languages often ‘borrow’ words from other languages. All healthy languages do this. Trying to keep a language ‘pure’ (‘local language stret’) can be more harmful to the language than adopting new words from other languages. If a language does not have a way of talking about some things (for example school or going shopping) people will have to use a different language such as Tok Pisin.

When words from one language are used in another language, two things can happen:
- the sounds in the word are changed to match the sounds of the new language. eg. Tok Pisin ‘bus’ from English ‘bush’.
- the words bring new sounds into the language.

The Minigir language in East New Britain has both of these.

sawol = ‘shovel’    ‘sh’ became ‘s’ and ‘v’ became ‘w’
sosis = ‘sausage’    ‘g’ became ‘s’

They do not have the sound like ‘sh’ in shovel or ‘g’ in sausage, so when they borrowed the words, they changed these sounds to the closest sounds in their language. When the Minigir people started using these words, they also did not have ‘s’, and used ‘t’ instead (eg. tawol, totit). However, now everyone says ‘s’, so they decided to include ‘s’ in their alphabet. If they had not put ‘s’ in their alphabet, it would be hard for the children to write about going to the garden with a shovel (sawol) and grass knife (sarip).

When deciding on how to write borrowed words, it is helpful to follow the way that the people say the word. If a new sound has been brought into the language, the letter for that sound should be in the alphabet.

1. Introduce the topic of loan words. Explain that it is normal for languages to borrow words from other languages.
2. Ask the participants to write a list of words in their language that they have borrowed from other languages. Write these lists on the board. (They can work on their own, in small groups, or as a large group.)
3. Ask the participants how they have changed these words. Have they changed the words to fit their language? Or, do they use letters from the other language specially for these words?
4. If they use letters from the other language, the participants need to discuss putting these letters in their alphabet.

Session 3b – Word Breaks (if needed)

Goals: For participants to discuss phrases they find difficult to break into words.
To make participants aware that each language has its own pattern of word breaks.

Point to emphasise:
- Just as each language has its own sounds, languages also have their own patterns for word breaks. What is three words in one language might be one word in another language.
**Breaks between words**

There are two different parts of word breaks to think about.

**Different languages have different patterns of word breaks.**

Some languages use many short words, and some use long words that contain a lot of meaning. In Kanite in Eastern Highlands Province, they have this word:

\[
\text{onamitesanageno} \quad \text{‘If you do not give it to me then he.....’}
\]

In Kanite it is one word, in English it is ten words.

English uses five words for: ‘I am lighting a lamp.’
Tok Pisin uses three words: ‘Mi laitim lam.’
Gapapaiwa in Milne Bay Province uses two words: ‘Rampa avovokarati.’

Sometimes when writing a language for the first time, people are not sure where the word breaks should be. In this case, the people need to discuss the various options and then make a decision. It is best if the decisions made about word breaks in a language follow the patterns of that language.

**Long words**

Languages with many long words may need to think about breaking up some of the words to make them easier to read. If a word is made up of two parts you can put in a break or a hyphen between the parts. The Bwanabwana language in Milne Bay Province uses hyphens to break up long words.

\[
\text{itabe-yamateli} \quad \text{‘it caused them to die’}
\]
\[
\text{nuwatu-kalatan} \quad \text{‘memory’}
\]

However, be careful not to break words up too much as it can make it difficult to read fluently.

During the Alphabet Design Workshop, the people might not find any problems with word breaks. If so, then you do not need to do this section.

1. Prepare a list of ‘phrases/words’ that appear to be problems, or have been problems in similar languages.
2. Split the participants into 4-5 groups. One person in each group writes for the whole group.
3. Read out ‘phrases/words’ and have them write them in language.
4. After the groups have finished, each group writes their answers on the board so that everyone can see how each group chose to break up the words.
5. Compare the groups’ answers. Where they are inconsistent, have the participants discuss the options and try to reach an agreement.
6. If necessary, write spelling rules to explain where the word breaks are.

**Session 4 – Story editing**

Goals: To make participants aware of the need to edit stories. To encourage participants to edit their stories. To encourage participants to edit each others’ stories.

Point to emphasise: We can edit our own stories with the help of others. Even the best story writers have someone edit their work.
**The Seven Steps of Story Editing**

It is very important that the stories you write in your language express your language correctly. The stories will need to be edited to make sure they are clear, accurate and natural (CAN). How the story’s sentences and paragraphs are put together (for example the order of the words, how phrases are put together, and how paragraphs move from one to another) must follow your language’s grammar and not English or Tok Pisin.

<table>
<thead>
<tr>
<th>Use the following seven steps to edit a story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read the story out loud yourself. Does it flow?</td>
</tr>
<tr>
<td>2. Have someone read the story to you. Is it clear?</td>
</tr>
<tr>
<td>3. Read the story and fix the spelling only.</td>
</tr>
<tr>
<td>4. Read the story and check word breaks only.</td>
</tr>
<tr>
<td>5. Read the story and check punctuation only.</td>
</tr>
<tr>
<td>6. Have someone else check your story.</td>
</tr>
<tr>
<td>7. Rewrite the story, and then have the final copy rechecked.</td>
</tr>
</tbody>
</table>

1. **Review the spelling decisions that have been made.**
2. **Have the participants discuss how they are going to use punctuation in their language.**

   English uses punctuation marks in writing the same way gestures, facial expressions, intonation, stress, and voice volume are used in speaking. Note the following areas to consider during editing:

   - **Capitalisation** – *Do not write in all capital letters.* When you write, mix capital and small letters because it helps people read better and faster when the letters are all different heights instead of all the same height.

   Note, how much easier it is to read the paragraph above than the paragraph below.
   
   a) **DO NOT WRITE IN ALL CAPITAL LETTERS. WHEN YOU WRITE, MIX CAPITAL AND SMALL LETTERS BECAUSE IT HELPS PEOPLE READ BETTER AND FASTER WHEN THE LETTERS ARE ALL DIFFERENT HEIGHTS INSTEAD OF ALL THE SAME HEIGHT.**

   - **Full stop (.)** – At the end of each sentence there should be a full stop.
   - **Quotations** – Some languages do not need to have quotation marks (“…”) around what a person is saying. Some languages have a specific word that allows hearers and readers to know what follows a quote from a person who is speaking.
   - **Question mark (?)** – How does the language note when a question is asked? Do you need a question mark or is there a special word that tells you?
   - **Exclamation mark (!)** – Use for expressions, commands, emphasis.
   - **Comma** – Commas are used between a list of items and between phrases.
   - **Should you use borrowed words?** If you do, they should be spelt following your language’s alphabet and not following the Pidgin or English alphabets.
   - **Mixing languages - Pidgin and English**

3. **Introduce the seven steps of story editing given above.** (This may be presented as a skit. Have one person enter with their story which they have already checked. Because they have checked it once they think it is fine. The other person reads through the story and checks it using the steps of story editing. A number of mistakes are found and corrected.)

4. **Have participants edit the story they wrote on the first day and apply the spelling decisions that have been made.** Rewrite the stories using the spelling rules the group decided to use. Be sure all the stories that will be printed in the spelling guide are using the same spelling rules.
Day 4

Session 1 – Story Writing 2

Goals: For participants to gain better understanding of what makes a good story, and how to
include this in their story writing.
Test the alphabet decisions that have been made during the workshop
To produce stories for the Trial Spelling Guide.

1. Introduce the topic of what makes a good story using the brideprice and  
mumu  illustration below.
2. Then encourage the participants to write any kind of story they want. Stress that they story
must include bones, meat and life (explained below). It can be a story about a personal
experience, hunting or fishing trip, how to make a canoe (what steps to follow), cultural,
legend, teaching a cultural way of life or moral, etc.

Who are the good oral story-tellers in your village? What makes them a good story-teller?
What do they include in their stories that make you want to listen to them over and over
again? Those are the things you want to include in the stories you write.

If you are from the Highlands and your son is going to marry the daughter of the big man of
her clan, how many pigs would you give her family for the brideprice? What do the pigs look
like? Would they be small, young or sick looking pigs? No. They would be big and fat with
lots of grease. In the same way, we want our stories not only to be clear, accurate, and natural
sounding, but to be fat with meaning and have plenty of grease so people will be interested in
reading the stories we write.

Think about the whole process of preparing, cooking and eating a mumu feast – digging the
hole, killing the pigs, preparing the vegetables, heating the rocks, etc. There is a lot of action
by a lot of people. It is a time where you can tell stories, give advice, or visit with your family
and friends. It is more than just cooking the food. In the same way, writing a story is more
than putting words on paper. The story writing process includes thinking through what to
write about. What would make a good story? What would be interesting for people to read?
Think about these things before you write. Then read your story to others, and have other
people read it and help you edit it.

Stories are like the time you are preparing, cooking and eating a mumu. A mumu is a very
important part of your life, and so the stories you write are an important part of your culture or
personal experience that you want to share with others.

There are 3 parts that make up a good story. A good story must have all 3 parts so it is
interesting and people will want to read it. Let’s compare it with a mumu or feast.

<table>
<thead>
<tr>
<th>Parts of a Good Story</th>
<th>Compared to a Mumu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) bones – facts (who and what)</td>
<td>Lamb, chicken and pig <strong>bones</strong> only with no meat. They do not make a very good mumu.</td>
</tr>
<tr>
<td>2) meat – details (who, what, where, and when)</td>
<td>Add greens, sweet potato, taro, carrots, cabbage, pumpkin, banana, and corn to the bones and lean meat (<strong>mit i no gat gris</strong>). These do not make a good tasting mumu.</td>
</tr>
<tr>
<td>3) life - action, descriptive, emotive, makes senses (who, what where, when, how, why-reasons)</td>
<td>Add the fat and greasy pieces of pig, lamb flaps or chicken so the fat (grease) of the meats will soak into the vegetables. That makes a delicious mumu.</td>
</tr>
</tbody>
</table>
Session 2 – Preparation for weekend village assignments
Goals: To prepare participants to discuss the workshop and decisions made with others in their village.
To prepare participants to receive feedback from the village and present it at the workshop on Monday morning.

Community Based Decision Making
Just as a language belongs to the people who speak it, so does the alphabet for writing that language. It is important that as many people as possible within the language area are part of developing the alphabet. If the Alphabet Design Workshop is held in the language area, and participants are able to return home during the middle weekend of the workshop, a larger number of language speakers can be a part of the decision making. It also allows the participants to test the decisions they have already made and get feedback from the community.

1. List the alphabet for the language to show the village people.
2. List each of the problem areas, and possible solutions. Make sure you include examples. Also include advantages and disadvantages.
3. Have participants edit stories, ready to be read by village members. If larger sheets of paper, or rice bags are available, write the stories large so that a number of people can read them at the same time.
4. Write the same story a second time using different spelling options for some of the problem areas. This will show the village people the different options and allow them see what they think is best.
5. Explain the participants’ homework (see below)
NOTE: If people are not able to return to their villages during the weekend, the weekend assignment can be completed with speakers of the language in town.

Participants’ Weekend Assignment
Goals: For participants to show the people in their village the work that has been done during the workshop.
Discuss problem areas and decisions with members of the language group.
Get feedback from members of the language community.
Test some of the trial decisions that have been made.

Point to emphasise:
Any decisions made can be changed later if they do not work.

1. Teach the village people the alphabet for their language.
2. Show the people the problem areas and the options for writing each one.
3. Have the village people discuss the options and their advantages and disadvantages. To help them do this show the people the story you have written using the new alphabet.
4. Have someone tell a story while the rest of the group tries to write it down.
5. Decide on possible solutions for each of the problem areas.
6. Prepare a report for the rest of the workshop participants on Monday morning. Include what was discussed, any disagreements and any decisions made.
Day 5

Session 1 – Reports from Village Visits
Goals: To hear feedback from villages.
To make decisions on spelling issues.
Points to emphasise:
   All decisions are trial decisions. They should be tried and can be changed later if they
do not work.
1. Each village presents a 5 minute report from their weekend village assignment.
2. Discuss feedback from villages.
3. The participants then need to make a decision on each of the problem areas so that the
   Trial Spelling Guide can be made.

Session 2 – Story Editing 2
Goals: To apply spelling rules to the stories.
To get stories ready for printing.
Point to emphasise:
   These stories are examples of the new alphabet being used.
1. Have participants edit their stories using the ‘Seven Steps of Editing’, making sure that
   they apply the new spelling decisions and rules.

Sessions 3 & 4 – Making a Spelling Guide
Goals: For participants to create a trial spelling guide for their language.
Point to Emphasise:
   Show sample trial spelling guides from other languages.
1. Break the participants into small groups, and have each group decide which part of the
   spelling guide they will work on.
2. Give examples and specific instructions to each group for the section they are working on.

Guidelines for Making a Trial Spelling Guide
A Trial Spelling Guide is a book which shows how a language is written. It is trial because it
is made so that people can read it and check it. If it needs changing then members of the
language group can get together to discuss the problems and make changes. The Trial
Spelling Guide needs to include these things:
- cover
- title page
- preface
- list of alphabet letters
- list of consonants with an example of each
- list of vowels with an example of each
- spelling rules
- a sample story
- a small dictionary.
You may add more to any of these sections or add sections, but do not leave any of these
sections out.
1. The cover
   Is there an artist in the group? This is a good opportunity to include some eye-catching
   artwork. The design of the cover is up to the language group. It must, however,
   include a title in a local language, unless the participants have a strong preference for
using Tok Pisin or English. If the title is in a local language, on the bottom of the cover write the name of the language and the type of book (Trial Spelling Guide) in English.

2. The Title Page
   Repeat the title of the book. Include an English and/or Tok Pisin translation. Write the event, place and date of the development of this writing system. List the participants and the villages they come from. Also list the facilitators. If the workshop has been funded by another agency, list that as well.

3. The Preface
   This is the place to introduce the book to the entire language group. Explain what the purpose of the book is. It is NOT to change the language; it is a TRIAL spelling system. The community is being asked to try this way of writing and spelling and then give their ideas. Include information on the language community. Where is the language spoken? How many people speak the language? This is not only for the language group, but also for provincial and national government records. The preface should be written in a local language and translated into Tok Pisin and/or English.

4. List of Alphabet Letters
   List all letters used to spell the language. Include the letter groups that are used to represent one sound. Have the participants decide on the order to list the letters. For any non-English symbols used, or any letter groups, the participants need to decide where in their alphabet they would fit best.

5. List of Consonants and Consonant Letter Groups
   Title this page. Since there may not be a local language word for consonant, it is all right to use the word ‘consonant’. But check what the speakers of the language suggest.
   Next to each consonant, give an example word with that consonant at the start. Give a Tok Pisin and/or English translation for each example. If the sound is not found at the start of a word, chose a word with the sound in the middle.
   If possible, choose words that people can draw a picture for. This list can then be used for making alphabet charts.

6. List of Vowels and Vowel Letter Groups
   Same as for Consonants

7. Spelling Rules
   The purpose for these rules is to help teachers teach spelling. For each problem sound, write down how the participants decided to write the sound. Include the reasons for the decisions. This is also the place to discuss other options considered and rejected, if the participants wish to do so. Give at least one local language example for each spelling rule, with an English or Tok Pisin translation for each example.
   Refer also to Section 2 of the Worksheet, and list any other spelling rules that will help new readers and writers, with the examples for each rule that you included in that section.

8. Stories
   Include the stories written during the workshop. These show the new alphabet being used. If a lot of stories have been written, have each participant choose one story to put in the spelling guide. Also, include an English or Tok Pisin translation of one of the stories. NOTE: Be sure that every story includes: name of writer, (name of person telling story), date written, and the village of the writer.

9. Dictionary
   Using the words from the directed word lists, have the participants put them in alphabetical order and prepare a short dictionary. If they would like, they can also check the stories they have written to find more words for their dictionary.
Day 6

Sessions 1 & 2 – Making a Spelling Guide
Same as Day 5, Session 3 and 4

Sessions 3 & 4 – Silk Screening Demonstration and Stencil Cutting
Goals: For participants to learn how to cut stencils.
To cut stencils of the stories ready for printing.

1. Be careful and gentle with the wax stencils because they can rip easily.
2. Make sure a lapboard or a hard surface is used to write the stencil on.
3. Use fine point pens if possible. Medium point pens are OK but the thicker the writing point is you may rip the stencil when writing your stories on it.
4. Press harder than when writing on a piece of paper so the stencil will be cut.
5. Hold the stencil up to the light and see if light can be seen through it, then the ink will print through it.
6. Follow the silkscreening steps found below for Day 7.

Day 7

Silkscreening
Goals: For participants to learn how to use and care for silk screens.
To print the Trial Spelling Guide

1. Work out how many copies of the book to print.
2. Count out a pile of paper for enough copies of each page. Add a couple extra pages for trial copies.
3. Remove the backing sheet and the carbon paper of the stencil. Use the carbon paper for other purposes. Save the backing sheet to place on top of the ink of the stencil when you are finished printing it.
4. Open the silkscreen. Place the stencil on the screen fabric so that the writing is backwards or upside down when you look at the stencil.
5. Tape the stencil to the silkscreen’s wooden frame. Put a piece of masking tape (sticky tape) at each corner. The ink will also hold the stencil in place.
6. Lay a piece of scrap paper in the silkscreen, guessing where the paper’s proper position is.
7. Apply a bead of ink in a line along the top edge of the screen fabric.
8. Use the squeegee (gumi) to spread it evenly over the area needed for printing.
9. Hold the squeegee (gumi) at a 60 degree angle. Pull it down firmly along one edge of the frame. Then pull it down the other edge of the frame.
   REMEMBER: Pull the squeegee (gumi) in ONE direction. If pulled in other directions, the printing will not be clear and you will stretch the screen’s fabric.
10. Open the screen. If the print is properly positioned on the page, mark the corners of the page with a pen or pencil, and place all the other pages there. If the print was not in the correct position, try again using another piece of scrap paper.
11. Lay the printed pages out to dry. Do not stack them until the ink has dried.

The silkscreen does not have to cleaned if it will be used the next day. Be sure and follow these steps so the ink will not dry on it and ruin the silkscreen.
1. Leave the last stencil printed on it.
2. Put newspaper inside the silkscreen and also on top of it.
3. Wrap some newspaper around the squeegee (gumi) too.
4. The newspaper must stay on the silkscreen and around the squeegee all night long.
Day 8

Session 1 – Collating
Goals: For participants to learn how to collate and bind books
To collate and bind the Trial Spelling Guide.

1. Decide on the order of the pages in the Spelling Guide. (Cover, then title page, preface, map, etc. and last the back cover)
2. Lay out each pile of pages in order.
3. Have a line of people pick up one page per pile and put the book in another pile.
4. Have someone check to be sure the book pages are in order.
5. Staple the book together. Be sure the size of the staples are thick enough for the book.

Session 2 – Testing the Alphabet
Goals: To brainstorm ideas on how the participants can continue testing the orthography.
To discuss options for changes if needed.
To hand the project over to the language group.
Participants will be able to list several ways to evaluate the trial orthography and to continue follow-up observation.

Points to emphasise:
The alphabet belongs to the language group, and they can make changes if they feel they need to. They do not need someone from the outside to give them permission to make changes.

1. Have participants brainstorm ideas of how to test the alphabet.
2. Discuss ways the spelling guide can be used.

Testing the Alphabet
Is the alphabet designed at a workshop a finished product? Why not?
During the workshop, a trial alphabet has been created. It is not a finished product. It is a ‘work in progress’. There are many things that can lead to changes being made to the alphabet in the future. After the workshop, the participants need to continue thinking about the following things:

1. Are the letter/spelling decisions working?
2. Is the spelling system easy to read?
3. Can people write the language easily with this alphabet?
4. Is the trial alphabet being widely accepted?

The alphabet needs to be checked and tested by many people. These are some ways that this can be done:

1. Write short announcements on paper or flour bags and place around the village
2. Write well-known songs on posters or flour bags and use/display them in church
3. Write short stories for school teachers to use with children
4. Teach an adult to read using the new alphabet
5. Run a Writer’s Workshop – check how easily people begin to use the alphabet

When a person is reading or writing a story, there are different ways of knowing whether the alphabet works. Does the reader:

read smoothly, without breaks OR still hesitate at certain letters
often stop and begin the sentence or phrase again
mispronounce words
Does the writer:

- write a simple story with consistent spelling
- OR use a different letter for certain sounds – not the one chosen by committee
- write the same sound different ways
- often break words in different places

People from all parts of the language group should try out the alphabet. Participants from the workshop can travel to other villages and distribute copies of the trial spelling guide. The spelling guide and any stories written can also be taken to speakers of the language who live in town. Listen to their suggestions.
**Alphabet Games**

Try playing these alphabet games with the village people to involve them in the Alphabet Design process.

**List Games**

eg. I went to ____ and I saw/got a _____. Use each letter of the alphabet in order. (Use the local language alphabet, not English!)

Mi go long gaden na lukim planti anis.
Mi go long gaden na lukim planti anis na banana.
Mi go long gaden na lukim planti anis, banana, na wanpela dok.

**Topic Games**

Write a number of topics on cards. Without looking at what is written on the cards, the participants choose one card. Give the participants 3 minutes to write down as many words as they can think of within that category.

Sample categories
- Animals
- Birds
- Fish
- Trees
- Food
- Garden words (any words to do with gardens eg. bush knife, banana, dig)
- Ocean words (any words to do with the ocean eg. canoe, shark, reef, wet, swim)
- Words to do with making sago
- Parts of a house

**Alphabet Cards (Scattegaories)**

Make cards with one alphabet letter on each card. Have a participant choose a card and read out the letter.

**OR**

Chose six categories (such as those listed above). Have the participants (either individually or in groups) write down the list of categories in their books.

<table>
<thead>
<tr>
<th>Fish</th>
<th>Tree</th>
<th>Garden</th>
<th>Food</th>
<th>Part of a house</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>barramundi</td>
<td>betel nut</td>
<td>baret</td>
<td>banana</td>
<td>basement</td>
<td>bandicoot</td>
</tr>
</tbody>
</table>
Feedback
We are interested in your feedback. If you have tried this method of developing alphabets using this manual, please contact us with any ideas on how this manual could be made more useful, including:

- What is helpful in this manual?
- What is not clear?
- What would you like more information on?
- Any other comments?

We would also appreciate you sending us a copy of any *Worksheet for Alphabet Design through Community Interaction* that you have filled out and a copy of the Spelling Guide. This information will help us to help other people in your area if they ask us for information on the alphabets already developed.

SIL-PNG Literacy Coordinator
SIL, Literacy, Box 418
Ukarumpa, EHP 444
Papua New Guinea

Email: lr-literacy@sil.org.pg
Phone: (675) 737-4491 (GMT+10)
Fax: (675) 737-3507
List of Appendices

Appendix A – Minigir (Táubar, Marmar) Designing Alphabet through Community Interaction Worksheet
Appendix A-1

Appendix B - Minigir (Táubar, Marmar) Language – Example of Spelling Guide
(Printed from Computer) Appendix B-1

Appendix C - Aroma Language – Example of Spelling Guide-Stencils Cut by Hand & Silkscreened Appendix C-1

Appendix D - Designing Alphabet through Community Interaction Worksheet
(Blank to be completed at ADW) Appendix D-1

Appendix E – Consonant and Vowel Charts Appendix E-1
Worksheet for Alphabet Design through Community Interaction

to be used with the Manual for Alphabet Design through Community Interaction

Section 1 – General Information

Form filled out by: Zsofi Csongor and Cathy Easton

Date: April 2002

Language name(s) and dialect names if known: Minigir (Táubar, Marmar)


Location: Kokopo District, East New Britain Province

Major villages: Marmar, Kamar, Bilur, Karu, Mákurápau, Nanalar, Menebonbon, Kori, and Kamakamar

Map of the Area:

Draw a map clearly showing location of villages, stations, roads, rivers, schools, churches, health clinics and dialect boundaries. Label everything with names. Show and label neighbouring language areas also, if able. Use a separate page and/or larger paper.

Section 2 – The new trial alphabet (This section will be completed last.)

Having studied the sounds of the language and how they work together in words, list the decisions made for the language’s alphabet. List the capital letters as well as the small letters.

letter/symbols for the Minigir language:

<table>
<thead>
<tr>
<th>small letters:</th>
<th>a</th>
<th>ã</th>
<th>b</th>
<th>d</th>
<th>e</th>
<th>g</th>
<th>i</th>
<th>k</th>
<th>l</th>
<th>m</th>
<th>ng</th>
<th>o</th>
<th>p</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>capital letters:</td>
<td>A</td>
<td>Á</td>
<td>B</td>
<td>D</td>
<td>E</td>
<td>G</td>
<td>I</td>
<td>K</td>
<td>L</td>
<td>M</td>
<td>Ng</td>
<td>O</td>
<td>P</td>
<td>R</td>
</tr>
</tbody>
</table>

Are there any special spelling rules? Write them down here and give an example of how each rule is used, with a translation for each example. (Copy these rules from the Trial Spelling Guide)

1. We have two kinds of ‘a’ in our language. These words are spelled using ‘a’ that has no mark:
   - ang ‘mine’
   - andia ‘for both’
   These words are spelled using an ‘á’ with a mark:
   - kowá ‘where’
   - árgil ‘exchange’
   - gáit ‘come’
   The two sounds ‘a’ and ‘á’ are in this sentence.
   - Milá wan utuma taai. ‘We go to the beach.’

2. We must use ‘w’ in all the words, and not use ‘v’.
   - wawu ‘wind’
   - liwu ‘knife’
   - wue ‘snake’

3. We must not forget to use ‘y’ in all words.
   - yiya ‘sun’
   - yia ‘up’
   - yop ‘drink’
   - yap ‘fire’

4. We must not use ia in these words.
   - *ia ‘up’

5. Loan Words Some words with the letter ‘s’:
   - sutlám ‘torch’
   - sosis ‘sausage’
   - sipun ‘spoon’
   We must write them the way we say them.

6. Long vowels are written as a double vowel.
   - taai ‘ocean’
   - pil ‘jump’
   - kaap ‘wallaby’

7. When words start with ‘b’ and ‘d’ do not include ‘m’ and ‘n’ at the beginning.
   - bolik ‘lapun man’
   - batbat ‘pis’
   - dua ‘tupela’
   - dái ‘yumi’
   When the sound ‘m’ and ‘n’ comes in after some letters then put ‘m’ or ‘n’ in front of ‘b’ and ‘d’.
   - kondi ‘nau/em ya’
   - anda ‘bilong yumi tupela’
   - ambún ‘ron’
   - mimbíre ‘tromoi’

8. When the sounds ‘ng’ and ‘g’ come after the other in some words then write ‘ngg’.
   - anggá ‘kamu’
   - manggo ‘pastaim’
Section 3 – Other languages in the area

What other languages are used by the people? In the table below, write the language names, what the languages are used for, and who uses them. If there are any related languages that already have alphabets, write down the alphabets for these languages too.

<table>
<thead>
<tr>
<th>Language Name</th>
<th>Who uses the language and when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>One of the national languages. Used in government, schools from Grade 3, and when speaking to people from outside the language area.</td>
</tr>
<tr>
<td>Tok Pisin</td>
<td>One of the national languages. The most widely known and used language in the country. Used widely in speaking to people from other language areas.</td>
</tr>
<tr>
<td>Ramoaaina</td>
<td>A member of the same language family. It is very similar to Minigir.</td>
</tr>
<tr>
<td>Kuanua</td>
<td>Kuanua is a related neighbouring language, and the trade language of the Gazelle Peninsula. It was used as the church language of the United Church and in the past as the language of education.</td>
</tr>
</tbody>
</table>

Section 4 – Alphabet problem areas and decisions made

From the stories written, list the letters that the participants did not have trouble working out. (These are most likely the letters for the sounds that are the same as the national language or the trade language of the area)

Consonants:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>k</th>
<th>l</th>
<th>m</th>
<th>n</th>
<th>p</th>
<th>r</th>
<th>s</th>
<th>t</th>
</tr>
</thead>
</table>

Vowels:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>a</th>
<th>e</th>
<th>i</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
</table>

Letter groups - two or more letters used for writing one sound (e.g. English ng):

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>ng</th>
</tr>
</thead>
</table>

List the each of the sounds that is difficult to write. List the options for representing each sound, giving the advantages and disadvantages for each one. Once the language speakers make a decision, write this down with the reasons for the decision.

Problem: The ‘b’ and ‘d’ sounds sound like ‘mb’ and ‘nd’.

Options

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Advantages | Disadvantages
---|---|

Option 1: write ‘b’ and ‘d’ at the start of words, but write ‘mb’ and ‘nd’ in the middle of words

Reasons: The people saw this as being the best representation of the sounds while not increasing the length of the words too much. It also shows the difference between their language and Kuanua which does not have ‘mb’ and ‘nd’.

Problem: The ‘g’ sound sounds like ‘ngg’.

Options

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Advantages | Disadvantages
---|---|

Decision: write ‘g’ at the start of words and ‘ngg’ in the middle of words.

Reasons: Same as for previous problem. Also, ‘ngg’ is used for a different sound, so cannot be used for this sound.
Problem: long vowels and consonants

<table>
<thead>
<tr>
<th>Options</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>double</td>
<td>shows the difference between short and long sounds</td>
<td>words are longer, hard for people who know how to read Kuanua to remember</td>
</tr>
<tr>
<td>letters</td>
<td>words are shorter, looks more like neighbouring languages</td>
<td>does not show the difference between short and long sounds</td>
</tr>
</tbody>
</table>

Decision: Write double letters for the lengthened vowels or consonants
Reasons: This will avoid confusion with short vowels and consonants

Problem: a ‘y’ sound said with the tongue between the teeth

<table>
<thead>
<tr>
<th>Options</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>used by other languages nearby</td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>separates it from ‘ı’</td>
<td></td>
</tr>
</tbody>
</table>

Decision: write ‘y’
Reasons: The speakers of the language think of this sound as the same as English ‘y’.

Problem: a second ‘a’ sound

<table>
<thead>
<tr>
<th>Options</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>no special symbols, easy to write and type</td>
<td>confused with the other ‘a’ sound</td>
</tr>
<tr>
<td>ao</td>
<td>easy to type and write</td>
<td>words are longer, confusing with long ‘a’</td>
</tr>
<tr>
<td>á</td>
<td>not confusing with other sounds</td>
<td>hard to type</td>
</tr>
</tbody>
</table>

Decision: write ‘ő’
Reasons: It is a common sound, so it would be confusing if it used the same symbol as ‘a’. This option is clearer to read.

Problem: a sound the sounds half-way between English ‘v’ and ‘w’

<table>
<thead>
<tr>
<th>Options</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>v</td>
<td>follows Kuanua, similar to English ‘v’</td>
<td></td>
</tr>
<tr>
<td>w</td>
<td>similar to English ‘v’</td>
<td>harder for people who can already read Kuanua</td>
</tr>
</tbody>
</table>

Decision: write ‘w’
Reasons: Despite previously writing this as <v> due to Kuanua influence, the participants decided on this solution as they believed it better represented the sound they use.

Section 5 – Dialects

If the language has more than one dialect, what are the main differences between the dialects? Are there any sounds that change between dialects? (e.g. ‘i’ in one dialect, ‘ı’ in another) If so, will both dialects write the same symbol, or write the words differently? Give examples.

There are two dialects: Táubar Minigir and Marmar Minigir. They have the same sounds, so they use the same alphabet. When making a dictionary, the two dialects worked together, and marked the words that were from only one dialect.
Section 6 – Examples of letters used in words (Directed Word Lists)

For each tokples consonant and consonant group, and vowel and vowel group, write examples of tokples words. For each letter or letter group, write five words with that letter at the start, five words with that letter in the middle, and five words with that letter at the end. Make sure you include all the letter groups as well as single letters (for example, aa, ts, ng).

For example: k in Tok Pisin:

<table>
<thead>
<tr>
<th>start of word</th>
<th>translation</th>
<th>middle of word</th>
<th>translation</th>
<th>end of word</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>letter: k</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kalá</td>
<td>colour</td>
<td>kokonas</td>
<td>coconut</td>
<td>buk</td>
<td>book</td>
</tr>
<tr>
<td>ken</td>
<td>to be able</td>
<td>kukim</td>
<td>to cook</td>
<td>bik</td>
<td>big</td>
</tr>
<tr>
<td>kism</td>
<td>obtain</td>
<td>laikim</td>
<td>to like</td>
<td>lek</td>
<td>leg</td>
</tr>
<tr>
<td>kulau</td>
<td>drinking</td>
<td>sibirapim</td>
<td>to scrape</td>
<td>tik</td>
<td>talk</td>
</tr>
<tr>
<td>kot</td>
<td>crow's foot</td>
<td>mekim</td>
<td>to make</td>
<td>tudak</td>
<td>night</td>
</tr>
</tbody>
</table>

Section 6 – Part A. Consonants

<table>
<thead>
<tr>
<th>start of word</th>
<th>translation</th>
<th>middle of word</th>
<th>translation</th>
<th>end of word</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>letter: b, mb</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>batá</td>
<td>rain</td>
<td>mimbre</td>
<td>throw</td>
<td>batá</td>
<td>rain</td>
</tr>
<tr>
<td>bue</td>
<td>betelnut</td>
<td>tambár</td>
<td>give</td>
<td>bue</td>
<td>betelnut</td>
</tr>
<tr>
<td>bolik</td>
<td>old man</td>
<td>ambár</td>
<td>run</td>
<td>bolik</td>
<td>old man</td>
</tr>
<tr>
<td>buru</td>
<td>fall</td>
<td>ambik</td>
<td>climb</td>
<td>buru</td>
<td>fall</td>
</tr>
<tr>
<td>bia</td>
<td>pig</td>
<td>mombotó</td>
<td>night</td>
<td>bia</td>
<td>pig</td>
</tr>
</tbody>
</table>

| letter: d, nd |             |                |             |             |             |
| díá           | they        | nangándi       | like this   |             |             |
| dotol         | we/three of us | nundáá     | for us      |             |             |
| da            | we/two of us | kondi          | here        |             |             |
| dalá          | we/us       | mendotol       | long yumi tripela |             |             |
| daká          | mustard     | nundia         | theirs (two) |             |             |

| letter: g, ngg |             |                |             |             |             |
| gáit          | kam          | ngángá         | bush leaves |             |             |
| gumaor        | bi           | ngengge        | bend        |             |             |

| letter: k     |             |                |             |             |             |
| kalkit        | son/daughter| koko           | chicken     | natli       | child       |
| kul           | buy          | akum           | on board    | melik       | boy         |
| ke            | sit/enough  | kukala         | shout       | bolik       | old man     |
| kum           | hand         | kuka           | crab        | inak        | girl        |
| kikim         | leg          | uka            | prawn/only you | lulk        | read        |

| letter: l     |             |                |             |             |             |
| longor        | hear        | lulu           | hunting     | awawal      | beach       |
| lolo          | string      | malet          | again       | ipul        | paddle      |
| lopa          | get         | mila           | us (excl)   | julul       | sekan       |
| lusi          | chase       | kalayap        | angry       | mitol       | us three (excl) |
| liwan         | knife       | iulun          | alive       |             |             |

| letter: m     |             |                |             |             |             |
| mila          | we          | mene           | fish        | leum        | nose        |
| mangit        | something   | ami             | yours       | lum         | flood       |
| mula          | boy         | tamal           | no/none     | num         | yours       |
| matut         | afraid      | kama            | hook        | cum         | head        |
| murak         | hungry      | um             | hand        |             |             |

| letter: n     |             |                |             |             |             |
| narap         | yesterday   | máminá         | true        | pun         | turtle      |
| nikiar         | before      | manu            | bird        | lom         | green       |
| mungi          | mine        | manuá           | sore        | eum         | banana tree |
| nanalar       | village     | kuná            | hand        |munum       | hide        |
| nene           | garden      | leuná           | nose        | rutun       | cooking     |

| letter: ng    |             |                |             |             |             |
| ngangár       | cry          | mungi           | mine        | lang        | fly         |
| ngangál       | yell         | tangi           | cry         | mung        | mine        |
| nga           | road         | rungá           | tired       | yong        | some        |
| ngir           | big          | pungá           | fall        | ming        | wrinkle     |
| ngará          | afraid      | tálúngáu        | tired       | kambang     | lime        |

<p>| letter: p     |             |                |             |             |             |
| purpur         | flower      | pupa            | granny      | gap         | blood       |
| pere           | find         | popoko          | cut         | kuup        | bandicoot   |
| punang         | busy         | pupukur         | bath        | mup         | space       |
| pun            | turtle/put it | pupukus          | run         | ap          | and         |
| pal            | house        | ipuk            | plough      | trap        | finish      |</p>
<table>
<thead>
<tr>
<th>letter: r</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>rundui</td>
<td>damage</td>
<td>márom</td>
<td>night</td>
</tr>
<tr>
<td>rap</td>
<td>finished</td>
<td>tiura</td>
<td>why/how</td>
</tr>
<tr>
<td>roromone</td>
<td>gathering</td>
<td>mármárom</td>
<td>black</td>
</tr>
<tr>
<td>ruru</td>
<td>bend down</td>
<td>kurit</td>
<td>mat</td>
</tr>
<tr>
<td>rarate</td>
<td>talking</td>
<td>murmúr</td>
<td>follow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>letter: s</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>sawol</td>
<td>spade</td>
<td>kárásin</td>
<td>kerosine</td>
</tr>
<tr>
<td>sipun</td>
<td>spoon</td>
<td>hensín</td>
<td>petrol</td>
</tr>
<tr>
<td>sol</td>
<td>salt</td>
<td>márásin</td>
<td>medicine</td>
</tr>
<tr>
<td>sarip</td>
<td>grass knife</td>
<td>mesin</td>
<td>machine</td>
</tr>
<tr>
<td>sutlam</td>
<td>torch</td>
<td>musik</td>
<td>music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>letter: t</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>tur</td>
<td>stand</td>
<td>matam</td>
<td>eye</td>
</tr>
<tr>
<td>tole</td>
<td>hold</td>
<td>butan</td>
<td>leave</td>
</tr>
<tr>
<td>tangi</td>
<td>cry</td>
<td>metek</td>
<td>raw or uncooked</td>
</tr>
<tr>
<td>tamai</td>
<td>no/none</td>
<td>rarate</td>
<td>toktok</td>
</tr>
<tr>
<td>tok</td>
<td>cut</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>letter: w</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>wáninar</td>
<td>ready</td>
<td>rawate</td>
<td>tell</td>
</tr>
<tr>
<td>wat</td>
<td>stone</td>
<td>ewe</td>
<td>tree</td>
</tr>
<tr>
<td>wue</td>
<td>snake</td>
<td>árwéwir</td>
<td>shy</td>
</tr>
<tr>
<td>wanan</td>
<td>walk</td>
<td>wowe</td>
<td>trees</td>
</tr>
<tr>
<td>wung</td>
<td>put</td>
<td>wawal</td>
<td>beach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>letter: y</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ya</td>
<td>me</td>
<td>natayan</td>
<td>sweet</td>
</tr>
<tr>
<td>yap</td>
<td>fire</td>
<td>kaya</td>
<td>masalai spirit</td>
</tr>
<tr>
<td>yia</td>
<td>up</td>
<td>kalayap</td>
<td>angry</td>
</tr>
<tr>
<td>yonge</td>
<td>when there</td>
<td>muya</td>
<td>greedy</td>
</tr>
<tr>
<td>yop</td>
<td>drink</td>
<td>yiya</td>
<td>sun</td>
</tr>
</tbody>
</table>
### Section 6 – Part B. Vowels

<table>
<thead>
<tr>
<th>start of word</th>
<th>translation</th>
<th>middle of word</th>
<th>translation</th>
<th>end of word</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>abur</td>
<td>kabang</td>
<td>lime</td>
<td>tumaka</td>
<td>down</td>
</tr>
<tr>
<td>a</td>
<td>aga</td>
<td>daká</td>
<td>mustard</td>
<td>haaka</td>
<td>over there</td>
</tr>
<tr>
<td>a</td>
<td>angi</td>
<td>batá</td>
<td>rain</td>
<td>wuaka</td>
<td>up</td>
</tr>
<tr>
<td>a</td>
<td>abit</td>
<td>kandik</td>
<td>pain</td>
<td>ka</td>
<td>in</td>
</tr>
<tr>
<td>a</td>
<td>arat</td>
<td>kandá</td>
<td>cane</td>
<td>pa</td>
<td>taro</td>
</tr>
<tr>
<td>á</td>
<td>árwirwir</td>
<td>tábar</td>
<td>give</td>
<td>umá</td>
<td>garden</td>
</tr>
<tr>
<td>á</td>
<td>ármárunge</td>
<td>having fun</td>
<td>mälet</td>
<td>again</td>
<td>prawn</td>
</tr>
<tr>
<td>á</td>
<td>ánning</td>
<td>некут</td>
<td>sky</td>
<td>мulá</td>
<td>you</td>
</tr>
<tr>
<td>á</td>
<td>ánung</td>
<td>mine</td>
<td>мäntut</td>
<td>afraid</td>
<td>мuná</td>
</tr>
<tr>
<td>á</td>
<td>ánum</td>
<td>yours</td>
<td>бáli</td>
<td>pay back</td>
<td>лукá</td>
</tr>
<tr>
<td>e</td>
<td>en</td>
<td>kaikai</td>
<td>again</td>
<td>bore</td>
<td>pig</td>
</tr>
<tr>
<td>e</td>
<td>ewe</td>
<td>дiwai</td>
<td>мälet</td>
<td>again</td>
<td>prawn</td>
</tr>
<tr>
<td>e</td>
<td>etan</td>
<td>тон</td>
<td>mämel</td>
<td>weak</td>
<td>pote</td>
</tr>
<tr>
<td>e</td>
<td>emula</td>
<td>туп</td>
<td>spak</td>
<td>keke</td>
<td>chair</td>
</tr>
<tr>
<td>e</td>
<td>eu</td>
<td>banana tree</td>
<td>метек</td>
<td>uncooked</td>
<td>me</td>
</tr>
<tr>
<td>i</td>
<td>irit</td>
<td>today</td>
<td>kiti</td>
<td>that’s it!</td>
<td>kiti</td>
</tr>
<tr>
<td>i</td>
<td>ilar</td>
<td>to talk</td>
<td>natlik</td>
<td>child</td>
<td>kondi</td>
</tr>
<tr>
<td>i</td>
<td>ilun</td>
<td>green</td>
<td>kaliku</td>
<td>python</td>
<td>т³л³ки</td>
</tr>
<tr>
<td>i</td>
<td>imat</td>
<td>to die</td>
<td>лиликun</td>
<td>to return</td>
<td>кутi</td>
</tr>
<tr>
<td>i</td>
<td>imarut</td>
<td>rotten</td>
<td>к³калi</td>
<td>to call out</td>
<td>ami</td>
</tr>
<tr>
<td>o</td>
<td>ole</td>
<td>chestnut</td>
<td>bore</td>
<td>pig</td>
<td>koko</td>
</tr>
<tr>
<td>o</td>
<td>ongor</td>
<td>strong</td>
<td>koko</td>
<td>chicken</td>
<td>kolo</td>
</tr>
<tr>
<td>o</td>
<td>oeo</td>
<td>fast sleep</td>
<td>holo</td>
<td>cross</td>
<td>попоко</td>
</tr>
<tr>
<td>o</td>
<td>ore</td>
<td>rain stop</td>
<td>lopa</td>
<td>get</td>
<td>moboto</td>
</tr>
<tr>
<td>o</td>
<td>okot</td>
<td>always</td>
<td>kondi</td>
<td>now</td>
<td>hero</td>
</tr>
</tbody>
</table>

### letter: u

| u             | ulu         | coconut leaves  | baru       | fall          | butu       | blunt      |
| u             | uka         | prawn           | бало       | might be     | manu       | bird       |
| u             | umuna       | feel asleep     | бунар      | hide          | катu       | guma       |
| u             | uma         | to brush        | кусуэнг     | cover         | тутуму     | write      |
| u             | ur          | bone            | wuе         | snake         | wууwu       | wind       |

### letter: aa

| a             | yaai        | go on           |         |              |         |
| a             | таи         | ocean           |         |              |         |

### letter: ii

| i             | piil        | jump            |         |              |         |
| i             | геii        | broom            |         |              |         |

### letter: oo

| o             | woot        | start           |         |              |         |
| o             | гoot        | wait             |         |              |         |

### letter: uu

| u             | kuup        | wallaby         |         |              |         |

Make more copies of this page if needed.
Section 7 – Tokples story and translation
Copy a short story using the new alphabet. Include a translation of the story in Tok Pisin or English. Write on the back or on another page if necessary.

Two brothers

Once there were two brothers. Their names were Tioman and Tátei. They decided to go to the forest to hunt for birds.

Early in the morning they prepared their two baskets of stones and then two sling shots. Then mother gave them some ripe bananas to take with them. They started off to the forest.

When they reached the forest they separated. Tioman went north while Tátei went south. Tioman started to look up to see any bird. Not long he heard a flying fox crying up in a tree nearby. He quickly got his sling shot and a stone and shot at it. It hit the flying fox on the head and it fell down. Tioman picked it up and put it in his basket.

Not long Tioman heard his brother calling out, “Tioman, Tioman! Come quickly!” Tioman got his basket and rushed to where his brother was calling from. When he came nearer he saw a wild boar going towards his brother. “Jump up the tree”, he called to Tátei.

Tátei quickly climbed up a nearby tree. “You can stay up there while I go to the village for help.” Tioman told his brother.

Tioman ran quickly to the village and got all the village men and then dogs. They brought their spears too.

When they reached the place there Tátei was, the pig was still lying under the tree which Tátei was on. The dogs barked and chased the pig. The man ran after them. The pig was restless and so it stood still under a tree. The boys’ father got his spear and shot it. The pig fell down dead on the ground.

The men took it to the village. The whole village had a big feast that evening.
A rarate mungo

A buk kiti i ñiweteten má rarate ñiwetung i má Táubar/ Marmar Minigir. Ná e ná kilikilalá yowá ka tæke i lár mep á mar ná kilalá, á Táubar/ Marmar Minigir dáo lárarate ñp futumu ká me ná mätána buk ne ná Kuanua.

Tar á buk kiti di mal ñpañge ná mätanánmbuk ne ná Táubar/ Marmar Minigir fándó bu, tår dala futumu ñp lulu ono.

A tare ná Táubar/ Marmar Minigir í lá ke má taurá ma pakáná ne Kokopo i tür me East New Britain Province. A nululuk rap ma tare ná Táubar/ Marmar Minigir i måráwe ñríp ná tare má e ná nululuk má kílalá ñrá ñríp ñp me ning.

(2001 census)

Ná ye ná larlar ningga lá mingirg i ot me lárá ná lár. I tür pái me wát ná lár i tür aärür måráwe a taa. Ná lár i tür pái i me Marmar, Karar, Bilur ñp Karu. Yong limá ná lár i tür wáa lamanggt. Mákurápau, Nanalár, Menebonbán, Korái ñp Kamakamar. Ná wawatuñg ná mätanánmbuk ne ná Táubar/ Marmar Minigir á ning ká ping ná lú ná raráte i ot keen árbábée.

Preface

This book is about the Táubar/ Marmar Minigir Language. For many years (100 years) this language has been using the Kuanua alphabet. Therefore the purpose of this book is to present the alphabet which is going to be used in speaking and writing of the Táubar/ Marmar Language.

The Táubar/ Marmar Language group is located inland and along the coast of the South in Kokopo District which is in the East New Britain Province. There are about 2000 speakers who use the Táubar/ Marmar Minigir language.

There are nine villages that speak the Táubar/ Marmar Minigir Language. They are Marmar, Karar, Bilur, Karu, Mákurápau, Nanalár, Menebonbán, Korái, and Kamakamar. The language uses one alphabet however the dialects differ from one village to another.
Ànr nà wawatung nà màtànámibuk

1. Un ngàng nà tinangi me urò a ‘ò’ ndi mì n’ndsàkà ratà. A ninga ‘ò’ kir tà wàkìlìng onò òp à nìng dwàkìlìng onò. Nà budùbu rankà mà màtànámibuk ‘ò’ kir tà wàkìlìng onò.
    *We have two kinds of ‘ò’ in our language. These words are spelled using ‘ò’ that has no mark:

    a. ang ‘mine’
    b. nga ‘road’
    c. andìa ‘for both’

    Nà budùbu rankà mà màtànámibuk â à wàkìlìng onò.
    *These words are spelled using an ‘ò’ with a mark.

    d. kòwà ‘where’
    e. angì ‘exchange’
    f. gàrt ‘come’
    g. tàling ‘brother’

2. Dàllà tumbu à ‘w’ mì bàdò rankà, pi kir à ‘v’.
    *We must use ‘w’ in all the words, and not use ‘v’.

3. Kàkkà dàllà bëbëbë tò dàllà tumbu à ‘y’ mì bàdò rankà lò. We must not forget to use ‘y’ in all words.

4. *Kàkkà dàllà tumbu mì na nà bòbò rankà lò à làr.  
   *We must not use ia in these words.

5. Ànr nà wawatung nà màtànámibuk. Nà budùbu rankà ing à màtànámibuk ‘à’ yìà onò lò:

   Loan Words Some words with the letter ‘à’:
   - suftím ‘torch’
   - sosìs ‘sausage’
   - sipùn ‘spoon’
   - rais ‘rice’
   - sokìn ‘sock’

   Dàllà tà tumbu à lò mì wàwàtung inà. We must write them the way we say them.

   When words start with ‘b’ and ‘d’ do not include ‘m’ and ‘n’ at the beginning.

   balìk ‘lapun man
   bìmbìnu ‘dua
   bìbbab ‘pis
   dia ‘tupela
   dàllà ‘yumi

   Nànà à tinangi ne na ‘m’ àp à ‘n’ in xòit ndam nànà mùtànámibuk tàke dia
   wàngi munggo mì ‘b’ àp à ‘d’. Làr nà bòbò rankà.
   When the sound ‘m’ and ‘n’ comes in after some letters then put ‘m’ or ‘n’ in front of ‘b’ and ‘d’.

   kondì ‘nah/em ya
   andìa ‘bìlong yumì ’tupela
   amìbàr ‘ron
   nànàdùre ‘forsòa

7. Nànà à tinangi ne ‘ng’ àp ‘gì’ in xòit ndam nànà bòbò rankà dia tumbu ‘ngg’.
   Làr nà bòbò rankà.
   When the sounds ‘ng’ and ‘g’ come after the other in some words then write ‘ngg’.

   angò ‘kanu
   munggo ‘pastam
   kàmìnggò ‘em fosàl
   ngànggò ‘lip
Ura Börtiklik

(Minigir Story followed by English Translation Two Brothers)

Minigir (Táubar, Marmar) Language – Example of Spelling Guide (Printed from Computer) Appendix B - 11

English Translation of the Previous Story

Minigir (Táubar, Marmar) Language – Example of Spelling Guide (Printed from Computer) Appendix B - 10

Two brothers

Once there were two brothers. Their names were Tioman and Tätefi. They decided to go to the forest to hunt for birds.

Early in the morning they prepared their two baskets of stones and then two sling shots. Then mother gave them some ripe bananas to take with them. They started off to the forest.

When they reached the forest they separated. Tioman went north while Tätefi went south.

Tioman started to look up to see any bird. Not long he heard a flying fox crying up in a tree nearby. He quickly got his sling shot and a stone and shot at it. It hit the flying fox on the head and it fell down. Tioman picked it up and put it in his basket.

Not long Tioman heard his brother calling out, “Tioman, Tioman! Come quickly!”

Tioman got his basket and rushed to where his brother was calling from. When he came nearer he saw a wild boar going towards his brother. “Jump up the tree”, he called to Tätefi.

Tätefi quickly climbed up a nearby tree. “You can stay up there while I go to the village for help.” Tioman told his brother.

Tioman ran quickly to the village and got all the village men and then dogs. They brought their spears too.

When they reached the place there Tätefi was, the pig was still lying under the tree which Tätefi was on. The dogs barked and chased the pig. The man ran after them. The pig was restless and so it stood still under a tree. The boys’ father got his spear and shot it. The pig fell down dead on the ground.

The men took it to the village. The whole village had a big feast that evening.
Ná kukurai ná buibuúararate

Dictionary

Most of the words are the same in both dialects. When they are different they are marked like this: Mm.M = Marmar Minigir, T.M = Tăubar Minigir.

Minigir | Tok Pisin
--- | ---
A, a | akakur | stori
ambur | boel
ani (Mm.M) | koikai
anggá | kanu
ooli (Mm.M) | snek
aruf | hanop

A, á | angir | bikpela
ânun | biling mi
ânrângalai | raon
ânrângâla (T.M) | raon
ânrângâla (T.M) | sem

B, b | batbat | pik
bài | bakim
ber | kapiak
bîa | sak
bone (T.M) | pik
bonoi (Mm.M) | pik
buruń | hait

d, d | daði | dako
dia | ol

E, e | en (T.M) | koikai
etan | tan
eum | hit
eevai (Mm.M) | diwai
eewe (T.M) | diwai

e, e | gamatå | laula
gei (Mm.M) | warn
gei (Mm.M) | burum
gira | stik faro

goo | wet

gumâr | bi

G, g | gomâthi | lâula
geonggulâm | wâm
gei (Mm.M) | burum
girâ | stik faro
goo | wet

gumâr | bi

I, i | i | em
iàn (Mm.M) | grinpela
ino | plênim
ipul | pul
irid | tude

J, j | jalâk | Moran
küh | guma
ke | sindau/nanap
kiek | lek

K, k | kaliku | morâ
küh | guma
ke | sindau/nanap
kiek | lek

M, m | mangamanga | pasin
mâëfek | drai
meme | pis
minât | dâi
moombo | lâkûk
muyâ | nô gôf marinâri

N, n | natîk | lîkk
nâkë | kùnsÎi gras
nëne | gaden
nikkî | bîpê
norô (Mm.M) | hãiware
nûngi | kam

Ng, ng | ngangal | singut
ngîl | kam
ngëngë | inô stëet
ngir | bikpela

Minigir | Tok Pisin
--- | ---
tinama | kaikai
tok | katît
fu/fun | lukkim

U, u | u | ku
umô | gaden
ununa | aisîlip
ur | bun
utfumuka (T.M) | i go daun
utfumuka (Mm.M) | i go daun

W, w | wainâlk (Mm.M) | yangéla merî

Minigir | Tok Pisin
--- | ---
wônînîn | redî
tool (T.M) | kônam
wôwe | âl diwai
wôwe | wîn

Y, y | yu (Mm.M) | koan
yu (Mm.M) | mi
yia (T.M) | anôap
yiya | san
yop | drink

Minigir | Tok Pisin
--- | ---
koâ | rat
kuep | sikau

L, l | lår | tok
lâmur | long bôkisat
leum | nùs
lëwôn (Mm.M) | lîkk naip
lëwôn (T.M) | bûnàsip
loî (Mm.M) | anis
lun | grinpela, loip

M, m | mangamanga | pasin
mâëfek | drai
meme | pis
minât | dâi
moombo | lâkûk
muyâ | nô gôf marinâri

N, n | natîk | lîkk
nâkë | kùnsÎi gras
nëne | gaden
nikkî | bîpê
norô (Mm.M) | hãiware
nûngi | kam

Ng, ng | ngangal | singut
ngîl | kam
ngëngë | inô stëet
ngir | bikpela

Minigir | Tok Pisin
--- | ---
oob | rabis pit
oeôl (Mm.M) | gôlip
okôf | âltaïm
opus (Mm.M) | buzïnaip
oro | sîl

P, p | pôl | haus
pêpere | painim
pîl | kôlap
piôêt | kômil
pôte (T.M) | painim
pûa | wotkipela

R, r | rawâte | tokik
re | kûkem
rôrômôme | bûngim
rûndaï | bûgarap

S, s | sârip | gars naip
siûn | spûn
sôp | sëp
sûltam | sûltam

T, t | tøai | sôlwa
tâmät | nôgat
tûn | taim
tëfëřè | wara kôlap

Â kakalalî ma rarate ne Tăubar Marmar Minigir

National Anthem in the Minigir language

Turtur ô tare miti mâ màndapai
Dala gunggu mop dâlô fôr liu
Wâfûng koînà me koke dala
Papû Nû Gini

Kükûla purum tük mû wawal
Papû Nû Gini
Dala tû keke ôp dâlô fôr liu
Papû Nû Gini

Koînà me Koke dâlô ângir
Mâ núna ârmarî me dâlô
Mâ nûndâlô altar ëtôr liu
Papû Nû Gini

Kambangëi màtet fâr la longor
Papû Nû Gini
Dâlô tû keke ôp dâlô liu
Papû Nû Gini.
Cover (Aroma Language, Central Province)
Example—Silkscreened & Wax Stencils Cut by Hand

Example of Spelling Guide—Stencils Cut by Hand & Silkscreened
Appendix C - 1

Example—Silkscreened & Wax Stencils Cut by Hand

Title Page

Example of Spelling Guide—Stencils Cut by Hand & Silkscreened
Appendix C - 2

Preface & Map (Map can be on separate page)

Example of Spelling Guide—Stencils Cut by Hand & Silkscreened
Appendix C - 3

List of Alphabet Letters & Symbols

Example of Spelling Guide—Stencils Cut by Hand & Silkscreened
Appendix C - 4
List of Consonants—Sample Words with Translation

Example of Spelling Guide—Stencils Cut by Hand & Silkscreened

Aroma (Keakalo) → Consonants:

a e i o u th a r a i n o a g a u l e f a r i 
la consonants. Vagelekele; Gg, Kk, Ll

Gg - gaaupu - tree
Kk - kopa - kundu drum
Ll - lapu - log
Mm - manu - bird
Nn - nagi - nest
Pp - paralovo - would fly
Rr - riku - wash
Ss - satauro - cross
Tt - taramu - drum
Vv - verele - joy
Ww - waiwai - mango
Kw - kwaga - crab
Th - thou - I/me

List of Vowels—Sample Words with Translation

Example of Spelling Guide—Stencils Cut by Hand & Silkscreened

Aroma (Keakalo) VOWELS:

a e i o u (single-germang)

Aa olova fire
Ee ega ear
Ii iru nose
Oo ovu sugar cane
Uu ulu hole

Spelling Rules

Example of Spelling Guide—Stencils Cut by Hand & Silkscreened

Dictionary (Word Lists) — Each Letter Symbol with Sample Words and Translation

Example of Spelling Guide—Stencils Cut by Hand & Silkscreened
**Dictionary—Continued**

Example of Spelling Guide—Stencils Cut by Hand & Silkscreened  
Appendix C - 9

**One Story in the Language and Translation**

Example of Spelling Guide—Stencils Cut by Hand & Silkscreened  
Appendix C - 10

**Stories in the Local Language**

Example of Spelling Guide—Stencils Cut by Hand & Silkscreened  
Appendix C - 11
Example of Spelling Guide—Stencils Cut by Hand & Silkscreened

Inaina repona: Vagi gena gaagao melena.

Papoggi muamamunia vagaago Vagi evesi oneau pane riku. "Enokwai" avanai gaagao melena apuna erowali.

Gaagao elaua eesu numui. Taromu thomani nalu ewoga gaagao ede uvalo. Vagi gena verele komuvgi repona gaagao erowali.

Gaumaparara vagaago eveni ganganwai. Thomani emarwai.

Geku gaagao, goku gaagao, thomu na ualoumaginia.


Vagi elagavu gaagao mapeene tamono.

written by

Example of Spelling Guide—Stencils Cut by Hand & Silkscreened

Cover (North Mekeo Language, Central Province)

Example of Spelling Guide—Stencils Cut by Hand & Silkscreened

Explanation of North Mekeo Cover Design

Opportunity to Teach about the Culture (Inside Back Cover)
Worksheet for Alphabet Design through Community Interaction
to be used with the Manual for Alphabet Design through Community Interaction

Section 1 – General Information

Form filled out by:

Date:

Language name(s) and dialect names if known:

Population census (year):

Location:

Major villages:

Map of the Area:

Draw a map clearly showing location of villages, stations, roads, rivers, schools, churches, health clinics and dialect boundaries. Label everything with names. Show and label neighbouring language areas also, if able. Use a separate page and/or larger paper.
Section 2 – The new trial alphabet (This section will be completed last.)

Having studied the sounds of the language and how they work together in words, list the decisions made for the language’s alphabet. List the capital letters as well as the small letters.

<table>
<thead>
<tr>
<th>letter/symbols for the __________________________ language:</th>
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<tr>
<td>small letters:</td>
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<td>capital letters:</td>
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</table>

Are there any special spelling rules? Write them down here and give an example of how each rule is used, with a translation for each example. (Copy these rules from the Trial Spelling Guide)
Section 3 – Other languages in the area

What other languages are used by the people? In the table below, write the language names, what the languages are used for, and who uses them. If there are any related languages that already have alphabets, write down the alphabets for these languages too.

<table>
<thead>
<tr>
<th>Language Name</th>
<th>Who uses the language and when?</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>One of the national languages. Used in government, schools from Grade 3, and when speaking to people from outside the language area.</td>
</tr>
<tr>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td><strong>Tok Pisin</strong></td>
<td>One of the national languages. The most widely known and used language in the country. Used widely in speaking to people from, other language areas.</td>
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<tr>
<td>a</td>
<td>b</td>
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</table>
Section 4 – Alphabet problem areas and decisions made

From the stories written, list the letters that the participants did not have trouble working out. (These are most likely the letters for the sounds that are the same as the national language or the trade language of the area)

Consonants:

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Vowels:

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Letter groups - two or more letters used for writing one sound (e.g. English ng):

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List the each of the sounds that is difficult to write. List the options for representing each sound, giving the advantages and disadvantages for each one. Once the language speakers make a decision, write this down with the reasons for the decision.

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<th>Options</th>
<th>Advantages</th>
<th>Disadvantages</th>
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**Decision:**

**Reasons:**

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**Decision:**

**Reasons:**

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**Decision:**

**Reasons:**
Section 5 – Dialects

If the language has more than one dialect, what are the main differences between the dialects? Are there any sounds that change between dialects? (eg ‘l’ in one dialect, ‘r’ in another) If so, will both dialects write the same symbol, or write the words differently? Give examples.
Section 6 – Examples of letters used in words (Directed Wordlists)

For each tokples consonant and consonant group, and vowel and vowel group, write examples of tokples words. For each letter or letter group, write five words with that letter at the start, five words with that letter in the middle, and five words with that letter at the end. **Make sure you include all the letter groups as well as single letters (for example, aa, ts, ng).** For example: k in Tok Pisin:

<table>
<thead>
<tr>
<th>letter: k</th>
<th>start of word</th>
<th>translation</th>
<th>middle of word</th>
<th>translation</th>
<th>end of word</th>
<th>translation</th>
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<tr>
<td>kala</td>
<td>colour</td>
<td>kokonas</td>
<td>coconut</td>
<td>buk</td>
<td>book</td>
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<tr>
<td>ken</td>
<td>to be able</td>
<td>kukim</td>
<td>to cook</td>
<td>bik</td>
<td>big</td>
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<td>kisim</td>
<td>obtain</td>
<td>laikim</td>
<td>to like</td>
<td>lek</td>
<td>leg</td>
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<tr>
<td>kulau</td>
<td>drinking</td>
<td>sikirapim</td>
<td>to scrape</td>
<td>tok</td>
<td>talk</td>
<td></td>
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<tr>
<td>kot</td>
<td>court(n.)</td>
<td>mekim</td>
<td>to make</td>
<td>tudak</td>
<td>night</td>
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Section 6 – Part A. Consonants

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Section 6 – Part B. Vowels

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Make more copies of this page if needed.
Section 7 – Tokples story and translation

Copy a short story using the new alphabet. Include a translation of the story in Tok Pisin or English. Write on the back or on another page if necessary.
Section 8 – Testing the new alphabet

Describe how the workshop participants have decided to carry out testing this writing system with others of their language group. What further steps will they take to develop fluency in this new writing system and have it well accepted by everyone in the language group.
## The Sounds in the ____________ Language

### Consonants

(Add more rows for different types of sounds if you need to.)

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