Bụ̃kụ̃ Núkũtã Ãrĩ̃ngã Tị sĩjó rĩ

ãzíla ífĩ́ la icéjó rĩ

ARINGA ORTHOGRAPHY

SPELLING AND WRITING GUIDE

HIL

Here is Life!

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Uganda

Partners in Language Development

Approved Orthography, 2011

Bụkụ Núkũtã Ãrĩngã Tị sĩjó rĩ ãzíla ífĩ
la icéjó rĩ

ARINGA ORTHOGRAPHY

SPELLING and WRITING GUIDE

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Acknowledgements

The Aringa language (Ãrĩngã Tị), which for long has been seen as a dialect of Lugbara, has many things in common with Lugbara as both languages come from the same language family, Moru-Madi. However, there are many things which are different. A culture is expressed in an ethnic groups' mother-tongue. Therefore using a language other than Ãrĩngã Tị has for long put the Aringa at a disadvantage. In schools many children do not understand what is taught and expressed in Lugbara. Since Here is Life started to work among the Aringa, it has been found that for the Aringa to understand and express themselves well, they need to do this in their mother-tongue which is Ãrĩngã Tị.

Here is Life set up a Language Department to help it develop Ãrĩngã Tị into a written language. I am therefore grateful to the Ãrĩngã Tị team that has helped us reach this stage. The following are especially thanked: Barnabas Delu, Derek Andrew Angupale (who patiently took much time and technical expertise to research and organize this orthography document to give it the flow it now has), Angoli Alex, and James Izaruku.

Without the help of the following organizations we would not have reached this stage with the orthography: SIL International Uganda-Tanzania Branch (SIL-UTB) who provided a lot of technical assistance; Literacy and Adult Basic Education (LABE) who have been a link between Here is Life and the National Curriculum Development Centre and Ministry of Education and

Appendix: List of Yumbe District Language Board 2011

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Practicalities – how to keyboard Ãrĩngã Tị

Ãrĩngã Tị has many diacritics or marks on and over its letters. All diacritics have to be marked so the reader does not need to guess what the writer meant by his words. Any Ãrĩngã Tị keyboarder has two options: (1) get the free MSKLC keyboard plus a key stroke instructions page and fonts from HIL at **aringa_translation@sil.org**; (2) use a program called Keyman Desktop Light which can be purchased online in download from **www.tavultesoft.com** and then get the Aringa keyboard and fonts from HIL via **aringa_translation@sil.org**.

Fonts can be obtained free online from **http://scripts.sil.org/Andika_download** or **http://scripts.sil.org/DoulosSIL_download**.

Sports and they have also provided financial assistance; Uganda National Commission for UNESCO who also provided financial assistance and the support given by Yumbe District Education Office is immeasurable.

The Yumbe District Language Board whose names appear in the appendix meticulously looked at every word, expression and spelling used in the orthography. Without their work of vetting the orthography, we would not have reached this stage.

We are very grateful to the District Council who in 2006 accepted the orthography we presented to them to be the official orthography for Ãrĩngã Tị. At one stage the Secretary for Education Yumbe Local Council accompanied the District Education Officer Yumbe and Here is Life Language Department team to present the draft orthography to Ministry of Education and Sports and National Curriculum Development Centre which materials have been used for approving the orthography.

Lastly but not the least, we thank the Board of Directors who entrusted the Executive Director and the staff with the work of producing the orthography.

Canon Isaac J. Anguyo
Executive Director, Here is Life
February 2011

Preface

Ãrĩngã Tị is spoken by 250,000 people in Uganda and many other parts of the Sub-Saharan region. However, Ãrĩngã Tị, which is very rich in vocabulary, has not featured in many written materials mainly due to the lack of a documented orthography and dictionary in the past.

I am surely convinced that this book will be found useful for language development in many Educational Institutions, Community Development Organisations, Public Libraries, Religious and Cultural Organisations.

I particularly recommend this document for use in Ugandan Primary Schools, Teacher Training Colleges and Public Libraries located in the region where Ãrĩngã Tị is widely spoken, in order to ease implementation of the Thematic Curriculum which emphasises the use of local languages.

Angulibo John
Ag. District Education Officer – Yumbe District

úmgbé, mi 'bá ũnzí la." Ájọ, "Múké, ma jõ 'bá ũnzí la í'dụ gárĩ trũ mụjó Yũmbẹ̃ gâlé."

Ũlẽrú 'dụ gárĩ, mụ trũ kpere Yũmbẹ̃ gâlé múké. Ĩ'di 'bã ãgõ agá drị̃lẹ́ ũnzĩ sĩ Gójụ́rụ́ gá 'dãá, hábu ati rõ'bõ. Má ámvọ́pị a'dé 'bụ̃rụ̃kụ̃ vũ gâlé ãja lã kụ̃ 'bõlõ.

I'dójó Gójụ́rụ́ gá kpere Nórí gá, Ũlẽrú a'dú gárĩ kọ́trọ́ sĩ. Ĩ'di mụ acálé lícọ́ gá 'bo, ũkpõ lã ukó dó rá, la dó ru vũ gá kpete, íjọ́ jọŋá mgbã 'dĩ ndẽ ĩ'di rá. Ũjĩŋá sákĩ 'dĩ ndẽ vâ ĩ'di ĩndĩ. Ázị ĩ'di, "Má ámvọ́pị, ãko dó ã'dú yã?" Ĩyãŋã tútú. Yáŋã ĩ'didrí 'dã sĩ ãngũ drĩ vâ idé yẽyẽ be.

Í'dójó ụ'dụ́ 'dã sĩ kpere ãndrũ, má ámvọ́pị idé dó nzẽnzẽ gárĩ sĩ ku.

d) For religions or belief systems, the initial letter of every religious belief or person of such faith shall be capitalized and written as a separate word, e.g.

  i) Ma **K**ŭrĩsĩtíánĩ.   (I am a Christian)

  ii) Ĩ'di **Ĩ**sĩlámũ.   (He/she is a Muslim)

e) Titles of persons shall be capitalized when they come before names, e.g.

  i) **Ã**mbógó, álẽ mụlé rá. (Sir/Madam, I want to go.)

  ii) **Í**mbápị Ábárígó   (Teacher Abarigo)

f) Names of organizations, business firms/companies, institutions, government bodies shall be separately written while capitalizing every first letter e.g.

  i) **Ã**bịrífụku **G**ŭrúpũ   (Abirifuku Group)

  ii) **D**ũwánĩ **Ã**mbógó rĩ   (High Court)

  iii) **Y**ũmbẽ **S**ịníạ **S**ũkụlũ   (Yumbe Senior School)

Text in Ãrĩngã Tị
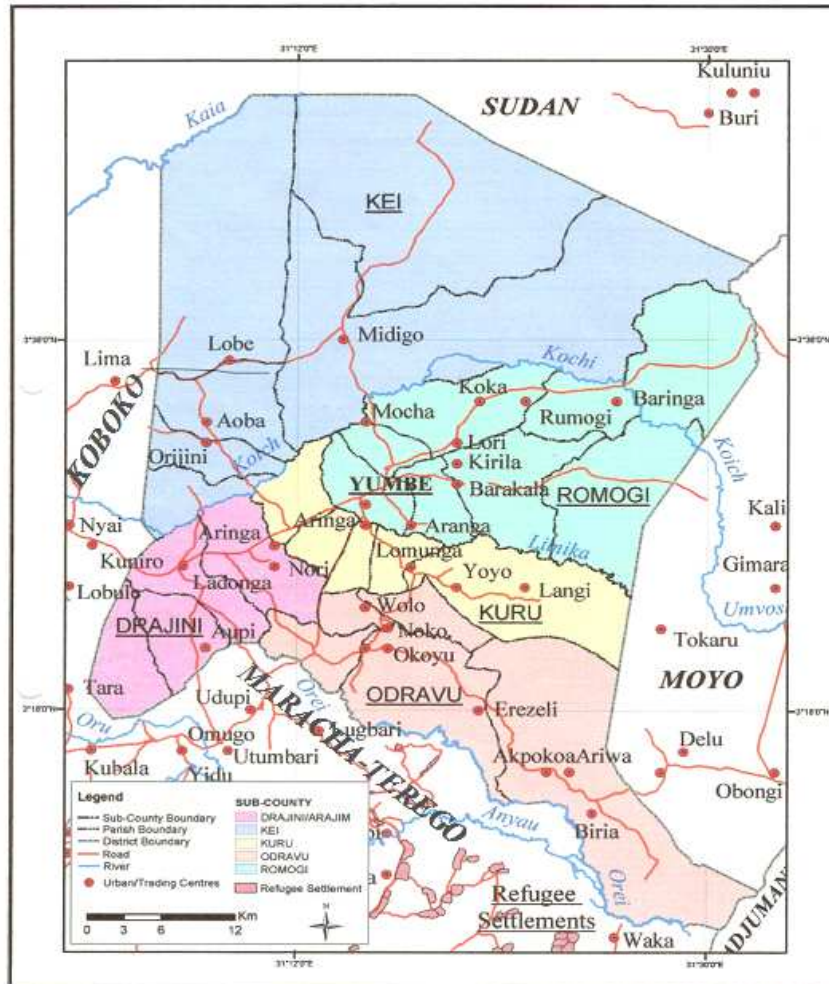
Hábu andilépi rá rĩ

    Ụ'dú ãlu má ámvópị Ũlẽrú a'ị gárĩ mádrị gá rĩ sĩ mụjó Yũmbẽ gá. Ájọ, "Ũlẽrú gárĩ 'bã hábu drĩ gá rĩ i'dó atilé rá." Ũlẽrú jọ, "Ũkúlégá, ụ'dụ pírí mi mání gárĩ uga

Table of Contents

Map of Yumbe District

This is a map of Yumbe district where Ãrĩngã Tị is predominantly spoken. Ãrĩngã Tị is also spoken in the diaspora. Many Aringa speakers live all over Uganda, in Sudan and also in Congo.

iv) kõmbíyútã   (computer)

8. *Capitalization*

The following aspects should be noted:

a) Capitalize the first word in every sentence or phrase, e.g.

   v) **Í**lẽ ã'du?   (What do you want?)

   vi) **Mi** mụ íngõlé?   (Where are you going?)

   vii) **Í**jọ́ 'dĩ la ru 'e rá. (**T**his will happen.)

b) The first letter in every proper noun shall be capitalized, e.g.

   i) **Ã**ngũlĩ'bo (Angulibo)

   ii) **T**ívụ́   (Tivu)

   iii) **A**cema   (Acema)

   iv) **L**ẽmẽrígá (Lemeriga)

   v) **Y**ụ̃mbẹ̃   (Yumbe)

c) In the case of nationalities, races, and tribal or clan references, the initial letter for a personal marker **'B**á and the initial letter for the country, tribe or clan of reference shall be written in capital letters but as separate words, e.g.

   i) **'B**á **K**ánãdã rú la (A Canadian)

   ii) **'B**á **Ã**mérĩkã rú la(An American)

m) **Negatives** and negative markers shall be written
    separately, e.g.

    i)   Álẽ ãlí **ku**. (I don't want trouble.)

    ii) **Yụ,** álẽ **ku**. (No, I don't want.)

6. *Tense*

In Ãrĩngã Tị present and past tense are distinguished by word order.

a) In the present tense the basic word order is **S**ubject + **O**bject + **V**erb (SOV), e.g.

    <div style="color:blue">S   O   V</div>

    Kí   mũpírã   avá. (They are playing football.)

b) For past tense the basic word order is **V**erb + **S**ubject + **O**bject (VSO), e.g.

    <div style="color:blue">V   S   O</div>

    Avá   kí   mũpírã. (They played football.)

7. *Borrowed words*

Any words borrowed from another language shall be written using the Ãrĩngã Tị spelling or the way it is pronounced in Ãrĩngã Tị, e.g.

    i)   mũtũkárĩ   (motor car)
    ii) gólũdĩ   (gold)
    iii) gõrófã   (from Swahili for storey)

The district is bordered in the north by Southern Sudan, in the west by Koboko district, in the south by Maracha-Terego district, in the south-east by Adjumani and in the east by Moyo district.

Introduction

This paper shows the orthography of Ãrĩngã Tị which is from the Moru-Ma'di language family, a sub-family of the Central Sudanic language family.

Ãrĩngã Tị is a tonal language. In tonal languages pitch can change the meaning of a word (lexical tone) or the part of speech (grammatical tone). Tones are connected to vowels so tonal marks are written above the vowels and the vowel quality (heavy or light) is marked under the vowel with a dot. The tonal marks help a reader to know immediately how to read any word with its correct meaning. With the help of the tone marks and vowel quality marks, the reader will quickly read the Ãrĩngã Tị word without guessing which word it could have meant.

Orthography issues

1. *Symbols used in Ãrĩ̃ngã Tị̈*

Unlike English, Ãrĩ̃ngã Tị̈ uses 38 letters and/or symbols in its orthography. These are:

a) Lower case

a, b, 'b, c, d, 'd, e, ẹ, f, g, gb, h, i, ị, j, k, kp, l, m, n, ŋ, ŋm, o, ọ, p, r, s, t, u, ụ, v, w, y, z, ⍰, ´, ˜, ^

b) Upper case

A, B, 'B, C, D, 'D, E, Ẹ, F, G, Gb, H, I, Ị, J, K, Kp, L, M, N, Ŋ, Ŋm, O, Ọ, P, R, S, T, U, Ụ, V, W, Y, Z, ⍰, ´, ˜, ^

2. *Sounds and example words*

Ãrĩ̃ngã Tị̈ Orthography	IPA pronunciation	Ãrĩ̃ngã Tị̈ Examples	English Meaning
a	ɑ	a'díŋá	cooking
b	b	bãbá	father
'b	ɓ	'bá	person
c	c	cécé	like
d	d	dẽⱱ̃ẽ	window
'd	ɗ	'dã	that
e	e	ife	tree
ẹ	ɛ	mgbẹ	vomit
f	f	fẽ	give
g	g	ga	cut
gb	ɠb	gbándã	cassava
h	h	hábu	hub
i	i	imbe	neck
ị	ɪ	kpị	straight
j	ɟ	jere	small forest

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iii) Lị́cọ́gá acá 'bo **ã'dusĩku** ándre tá ĩ'di ámvụ́ agâlé rá.
(Licoga has arrived, because I saw him
in the garden.)

k) Interjections

Emotional words such as **wáwọ̃, wọ́gọ̃, háí á'a** shall be written separately marked by an exclamation mark or a comma. If the exclamation mark is used, the next word should start with a capital letter, e.g.

i) **Wáwọ̃**! Má adrá 'bo. (Oh! I have hurt myself)

ii) **Á'a**, amụ ku. (No, I am not going)

It should be noted that proper names can also be used as interjections, e.g.

iii) **Gọ́jụ́rụ́!** Mâ wọ̃rị̃ drã rá! (Gojuru! My friend has died!)

l) Numbers and plural markers shall be written separately, e.g.

i) Mí ají mání ĩndrị̃ **ãlu**. (Bring me one goat.)

ii) Ífẽ ĩ'diní sĩlíngĩ **túrú ãlu**. (Give him one hundred shillings.)

iii) Mí ají mání ĩndrị̃ **kí**. (Bring me the goats.)

iv) Mí ãfẽ mání bụ́kụ̃ **kí** ĩrị̃. (Give me two books.)

i) Má ádrípi̖ **ni̖** íjó̖ dri̖ la gá rá. (My brother knows
about it.)

ii) **Mu̖** i̖yí wẽlé.   (He/she/it has gone to swim.)

g) **Adverbs** shall be written separately, e.g.

   i) Ícẽ **mbẽlẽ** rú.   (Run quickly.)

   ii) Amú̖ **ídu**.   (He/she/it came early.)

h) **Adjectives** shall be written separately, e.g.

   i) Ágó̖bi̖ **īdránígó** 'dã la ándrá jõ así̖ jã-jã rú. (That
   old man used to walk slowly.)

   ii) Ĩzó̖ŋá 'dĩ **ãlá** ru.   (This girl is beautiful.)

   iii) 'Bá kí **ūnzí**.   (The people are bad.)

   iv) Ĩtû̖ **ãcí**.   (The sun is hot.)

i) **Prepositions** shall be written separately, e.g.

   i) ími jábã **gá**   (in your pocket)

   ii) bõrõ **dri̖ gá**   (on the wall)

   iii) Mu̖ Yũmbẽ̖ **gá**.   (He/she has gone to Yumbe.)

   iv) Kópõ gbó̖ló̖ **i̖ndú̖**. (The cup is under the bed.)

j) **Conjunctions** shall be written separately, e.g.

   i) mũpírã **ãzíla** ímbá   (ball and net)

   ii) lí̖có̖ gá **jõku** láyíbũ̖rã̖rĩ̖ agá (at home or in the
   library)

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k	k	kúrúke	crow
kp	k͡p	kpere	up to
l	l	lõ'búnĩ	type of wild fruit
m	m	márígó	mahogany
n	n	nekeŋá	axe
ŋ	ŋ	ŋĩlâ	tyre sandals
ŋm	ŋ͡m	ŋma	rot
o	o	kílongo	type of bird
o̖	ɔ	ko̖mo̖ró̖	shea butter tree
p	p	pá	leg
r	r	ra	carry together
s	s	sa	slap
t	t	tí̖	cow
u	u	uzogó	rain
u̖	ʊ	u̖ju̖rukó̖	termite
v	v	vãtáŋá	understanding
w	ʋ	wé̖kẽ̖	palm tree
y	j	yéré	bushbuck
z	z	ĩzó̖ŋá	girl
ⱬ	ʕ	i'íŋá	drying

3. Vowels

Ã̖rĩ̖ngã Ti̖ uses a total of nine essential vowels: five basic
vowels (a, e, i, o, u) plus four vowels marked with a dot
under them to show +ATR or a heavy quality (e̖, i̖, o̖, u̖).
Ã̖rĩ̖ngã Ti̖ also has four tones, three of which are marked
(low, high, falling) and one which is unmarked (mid).
Thus, a total of 36 vowel options are used in writing Ã̖rĩ̖ngã
Ti̖ (a, ã, á, â, e, ẽ, é, ê, e̖, ẽ̖, é̖, ê̖, i, ĩ, í, î, i̖, ĩ̖, í̖, î̖ o, õ, ó, ô o̖, õ̖,
ó̖, ô̖, u, ũ, ú, û, u̖, ũ̖, ú̖, û̖.). These can be written in lower or
upper case as seen on page 4.

a) Vowel quality

In Ãrĩngã Tị, +ATR or heavy vowels shall be marked by putting a dot under the vowel e.g.

ẹ: **gbẹ** (to shoot/vomit)

ị: **ịnị** (black), **kpị** (straight)

ọ: **tọndọlọ** (openly)

ụ: **ụrị** (rust).

It should be noted that the vowel **a** is never heavy; it is a neutral vowel. Light and neutral vowels shall not bear dots under them e.g.

a: **agụ** (sent)

e: **re** (loud)

i: **iní** (to rub)

o: **ro** (cursed)

u: **uri** (settle down)

b) Tone

Ãrĩngã Tị is a tonal language, therefore pitch can change the meaning of a word (lexical tone) or the part of speech (grammatical tone). It is a language with many

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ii) ĩ'ba**drị** búkụ̃ rĩ (their book)

iii) ãma**drị** bõngó rĩ (our cloth)

iv) ĩmi**drị** ámvụ́ rĩ (your garden)

NB: When **drị** is written separately, it carries the meaning of a locative "to/toward" and/or "hand".

c) Compound Words (two words that express one meaning) shall be written as one word, e.g.

i) tí**mváŋá** (calf; cow + baby of)

ii) ĩndrí**mváŋá** (kid; goat + baby of)

iii) jó**drĩ̃** (roof; house + head)

iv) lị́có**pá** (yard; home + leg)

d) Reduplication

In case a word is repeated either for emphasis or whatever purpose, the two words shall be written together separated by a hyphen, e.g.

i) Mí amụ́ **jã-jã** rú. (Come slowly.)

ii) Ícẹ̃ **mbẽlẽ-mbẽlẽ**. (Run quickly.)

e) Nouns shall be written separately, e.g.

i) **Ŭgụ́'bá** na íná. (A thief ate food.)

ii) **Lẽmẽrígá** ãgõ 'bo. (Lemeriga has returned.)

f) Verbs shall be written separately <u>except</u> when a single letter personal pronoun is prefixed to it, e.g.

5. Word divisions

In Ãrĩngã Tị, all meaningful units (words and morphemes) shall be written separately except for the single letter personal pronouns, possessive markers, compound words, and reduplicated words.

a) **Single letter personal pronouns** shall be written attached or prefixed to the verb, e.g.

   i) **ã**na (we eat)

   ii) **á**na (I ate)

   iii) **í**na   (you (singular) ate)

   iv) **ĩ**na   (you (plural) eat)

   All other non-possessive pronouns shall be written separately, e.g.

   i) **má** amụ́ 'bo   (I have come already)

   ii) **ãma** aga rá   (we have passed)

   iii) **ãmã** bụ́kụ̃ (our book)

   NB: Some short words such as 'é (arrow) and 'á (on the other side) are actually two-letter words -- a glottal comes before the vowel, so they stand as separate words.

b) **The possessive marker drị̂** shall be attached or suffixed to the pronoun it modifies, e.g.

   i) jó má**drị̂**   (my house)

---

monosyllabic or short words where tone has a high functional load. Tone symbols help one to distinguish the meaning of multiple words which might be spelled the same but have different tunes and different meanings, e.g.

uri (water settlement)	amu (heaps of potatoes)
úri (let us sit)	amú (he/she/it came)
úrĩ (let us sow seeds)	ámụ (I went)
ũri (seed)	ãmụ (we went)
ũ̇rị́ (fearful)	ámũ (I hold in the mouth)
ũrị̃ (fear)	ãmũ (let us hold in the
ụ̇rị́ (sweat)	mouth)
úrí (demon/witchcraft)	ãmụ́ (visitor)

Tones are always connected to vowels so tonal marks shall be written above vowels. The following tones and tone symbols are used in Ãrĩngã Tị:

   i) Low tone, e.g. **ã**   **ãmã**   (our)

   ii) Mid tone, e.g. **a**   **aga**   (pass exams)

   iii) High tone, e.g. **á**   **ágágá**   (middle)

   iv) Falling tone, e.g. **â** **ụrụgâlé**   (up there)

c) **Use of glottal and apostrophe (for contractions) between two vowels**

Ãrĩngã Tị does not have long vowels and shall not write two vowels next to each other. There shall either be a consonant, a glottal consonant, or an apostrophe written between two vowels.

A glottal consonant is pronounced as a quick voice pause. In Ãrĩngã Tị, a glottal shall be symbolized with a straight mark like this: **'**. (A glottal symbol is also used to mark the implosive quality in Ãrĩngã Tị letters 'b and 'd.) Examples of two vowels separated by a glottal include:

i)   ã'ụ́   (chicken)

ii) u'á   (to stay)

iii) u'é   (to be proud of)

An apostrophe is a punctuation mark that stands in the place where a letter is dropped. (It is also used in other languages for contractions like can't and don't.) An apostrophe is symbolized with a curved mark like this: **'**. Examples of two vowels separated by an apostrophe include:

i)   'dõ'ó   from 'dõlé   (here)

ii) gã'á   from gãlé   (to refuse/reject)

iii) mgbã'á   from mgãlé   (to hit)

iv) tra'á   from tralé   (to gather/collect)

v) ã'á   from cãlé   (to weave)

vi) 'dã'á   from 'dã gâlé   (there *far distance*)

vii) na'á   from nalé   (to eat)

4. *Consonants*

Ãrĩngã Tị uses 26 consonants. These are:

b, 'b, c, d, 'd, f, g, gb, h, j, k, kp, l, m, n, ŋ, ŋm, p, r, s, t, v, w, y, z, **'**

a) Consonant Clusters

The following combinations of consonants are permitted in Ãrĩngã Tị:

dr, tr, mb, mgb, mv, nd, ndr, ng, and nz, e.g.

i)   dr: drã (death), Drãrú (personal name)

ii) tr: tra (gather), trã (completely split)

iii) mb: mba (keep), ambamba (plenty)

iv) mgb: mgbá (boy)

v) mv: mváŋá (baby of …)

vi) nd: ãndẽ (to be tired), ãndá (true)

vii) ndr: ndre (see), andre (mother)

viii)ng: nga (work), angá (he/she/it rose)

ix) nz: anzé (he/she/it pulled), ũnzí (sin)