

Búkũ Núkũtã Ārĩngã Tị sījó rĩ ãzĩla ífí la icéjọ rĩ

ARINGA ORTHOGRAPHY
SPELLING AND WRITING GUIDE



*Partners in
Language Development*



Approved Orthography, 2011

Búkũ Núkũtã Ārĩngã Tĩ sījó rĩ āzĩla ífĩ la icéjó rĩ

ARINGA ORTHOGRAPHY SPELLING and WRITING GUIDE

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Acknowledgements

The Aringa language (Ărĩngă 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 Ărĩngă 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 Ărĩngă Tị.

Here is Life set up a Language Department to help it develop Ărĩngă Tị into a written language. I am therefore grateful to the Ărĩngă 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 Ārĩngā Tĩ

Ārĩngā Tĩ 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 Ārĩngā Tĩ 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 Ārĩngā Tĩ. 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

Ărĩngă Tị is spoken by 250,000 people in Uganda and many other parts of the Sub-Saharan region. However, Ărĩngă 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 Ărĩngă 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 jò 'bá ũnzí la í'dụ gárĩ trũ mujó Yũmbẹ gâlé.”

Ũlêrú 'dụ gárĩ, mụ trũ kpere Yũmbẹ gâlé múké. Ī'di 'bã ägõ agá drĩlê ũnzĩ sĩ Gójúrú gá 'dãá, hábu ati rō'bõ. Má ámvọpị a'dé 'bũrũkũ vũ gâlé äja lã kũ 'bõlõ.

I'dójó Gójúrú gá kpere Nóri gá, Ũlêrú a'dụ gárĩ kòtró sĩ. Ī'di mụ acálé lícọ gá 'bo, ũkpõ lã ukó dó rá, la dó ru vũ gá kpete, íjọ jọná mgbã 'dĩ ndě ĩ'di rá. Ũjĩná sákĩ 'dĩ ndě vâ ĩ'di ĩndĩ. Ázị ĩ'di, “Má ámvọpị, äko dó ä'dú yã?” Īyãñã tútú. Yáñã ĩ'didrí 'dã sĩ ängũ drĩ vâ idé yěyě be.

Í'dójó ụ'dụ 'dã sĩ kpere ändrũ, má ámvọpị idé dó nzēnzē 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.
- Ma **K**ũrĩsĩtíanĩ. (I am a Christian)
 - Ĩ'di **Ĩ**sĩlámũ. (He/she is a Muslim)
- e) Titles of persons shall be capitalized when they come before names, e.g.
- Ă**mbógó, álẽ mụlé rá. (Sir/Madam, I want to go.)
 - Ĩ**mbápi Ábárígó (Teacher Abarigo)
- f) Names of organizations, business firms/companies, institutions, government bodies shall be separately written while capitalizing every first letter e.g.
- Ă**bírifuku **G**ũrúpũ (Abirifuku Group)
 - D**ũwánĩ **Ă**mbógó rĩ (High Court)
 - Y**ũmbẽ **S**ínĩã **S**ũkúlũ (Yumbe Senior School)

Text in Ārĩngã Tị

Hábu andilépi rá rĩ

Ụ'dú ălu má ămvópị Ũlěru a'ị gárĩ mádrị gá rĩ sị mụjó Yũmbẽ gá. Ájọ, “Ũlěru gárĩ 'bã hábu drị gá rĩ i'dó atilé rá.” Ũlěru jọ, “Ũkúlégá, ụ'dụ pírí mi mání gárĩ uga

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The map displays the Omdurman District in Sudan, bordered by Sudan to the north and east, and the Red Sea to the south. The district is divided into several sub-counties, each color-coded: DRAJINI (pink), KEI (light blue), KURU (yellow), ODRAVU (light orange), ROMOGI (light green), and YUMBE (light green). Major towns and urban/trading centres are marked with red dots, including Lima, Lobe, Midigo, Mocha, Koka, Baringa, Rumogi, Lori, Kirila, Barakata, Aranga, Noci, Lomunga, Yoyo, Langi, Wolo, Noko, Okoyu, Erezeli, Akpokoa, Ariwa, Biria, Waka, Obongi, Delu, Tokaru, Gimara, Kali, Umvos, Tara, Udupi, Omugo, Utumbari, Yidi, Kubala, Nyai, Kuniro, Lobulo, Aoba, Orijiini, and Buri. Rivers shown include the Kaia, Kochi, Koihi, Linika, Anyau, and Oru. The map also indicates sub-county boundaries, parish boundaries, district boundaries, roads, and rivers. A legend in the bottom left corner provides a key for these symbols. A scale bar indicates distances up to 12 km, and a compass rose shows the orientation.

2

Capitalization

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

v) **Í**lě ã'du? (What do you want?)

vi) **M**i mụ íngõlé? (Where are you going?)

vii) **Í**jọ 'dĩ la ru 'e rá. (This will happen.)

- i) **Ãngũlĩ**"bo (Angulibo)
- ii) **Tívú** (Tivu)
- iii) **Acema** (Acema)
- iv) **Lēmērígá** (Lemeriga)
- v) **Yũmbě** (Yumbe)

- i) 'Bá Kánādā rú la (A Canadian)
- ii) 'Bá Āmērīkā rú la (An American)

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

- i) **Álě álí ku.** (I don't want trouble.)
- ii) **Yụ, álě ku.** (No, I don't want.)

6. *Tense*

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

- a) In the present tense the basic word order is **Subject + Object + Verb (SOV)**, e.g.

S O V

Kí mūpírā avá. (They are playing football.)

- b) For past tense the basic word order is **Verb + Subject + Object (VSO)**, e.g.

V S O

Avá kí mūpírā. (They played football.)

7. *Borrowed words*

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

- i) mūtūkārĩ (motor car)
- ii) gólūdĩ (gold)
- iii) gōrófā (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 Ārĩngā Tị which is from the Moru-Ma'di language family, a sub-family of the Central Sudanic language family.

Ārĩngā 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 Ārĩngā Tị word without guessing which word it could have meant.

Orthography issues

1. Symbols used in Ārĩngā Tị

Unlike English, Ārĩngā Tị 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, ɲ, ɳm, o, ọ, p, r, s, t, u, ụ, v, w, y, z, ʔ, ', ~, ^

b) Upper case

A, B, 'B, C, D, 'D, E, Ẹ, F, G, Gb, H, I, Ị, J, K, Kp, L, M, N, Ƴ, Ƴm, O, Ọ, P, R, S, T, U, Ụ, V, W, Y, Z, ʔ, ', ~, ^

2. Sounds and example words

Ārĩngā Tị Orthography	IPA pronunciation	Ārĩngā Tị Examples	English Meaning
a	ɑ	a'dĩŋá	cooking
b	b	bābá	father
'b	b̥	'bá	person
c	c	cécé	like
d	d	dēŋɛ	window
'd	d̥	'dā	that
e	e	ife	tree
ẹ	ɛ	mgbe	vomit
f	f	fě	give
g	g	ga	cut
gb	ɡb̥	gbándā	cassava
h	h	hábu	hub
i	i	imbe	neck
ị	ɪ	kpị	straight
j	ʃ	jere	small forest

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

k) Interjections

Emotional words such as **wáwõ**, **wógõ**, **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) **Wáwõ!** 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) **Gójúrú!** Mâ wõrị dră rá! (Gojuru! My friend has died!)

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

i) Mí ají mání ĩndrị **ālu**. (Bring me one goat.)

ii) Ífě ĩ'diní sīlínġī **túrú ālu**. (Give him one hundred shillings.)

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

iv) Mí āfě mání búkū **kí ĩrị**. (Give me two books.)

- i) Má ádrìpì **nī** ìjò drī la gá rá. (My brother knows about it.)
- ii) **Mụ** ìyí wēlé. (He/she/it has gone to swim.)
- g) **Adverbs** shall be written separately, e.g.
- i) Ícē **mbēlē** rú. (Run quickly.)
- ii) Amụ **ídu**. (He/she/it came early.)
- h) **Adjectives** shall be written separately, e.g.
- i) Ágóbí **īdránígó** 'dā la ándrá jō ací jā-jā rú. (That old man used to walk slowly.)
- ii) Īzóná 'dī **ālá** ru. (This girl is beautiful.)
- iii) 'Bá kí **ūnzí**. (The people are bad.)
- iv) Ītù **ācí**. (The sun is hot.)
- i) **Prepositions** shall be written separately, e.g.
- i) ímì jábā **gá** (in your pocket)
- ii) bōrō **drī gá** (on the wall)
- iii) Mụ Yūmbē **gá**. (He/she has gone to Yumbe.)
- iv) Kópō gbóló **īndū**. (The cup is under the bed.)
- j) **Conjunctions** shall be written separately, e.g.
- i) mūpírā **āzila** ímbá (ball and net)
- ii) lícó gá **jōku** láyíbūrārĩ agá (at home or in the library)

k	k	kúruke	crow
kp	kp̄	kpere	up to
l	l	lô'búnĩ	type of wild fruit
m	m	márigó	mahogany
n	n	nekenjá	axe
ŋ	ŋ	ŋĩlâ	tyre sandals
ŋm	ŋm̄	ŋma	rot
o	o	kílongo	type of bird
o	ɔ	komoꝛó	shea butter tree
p	p	pá	leg
r	r	ra	carry together
s	s	sa	slap
t	t	tĩ	cow
u	u	uzogó	rain
u	u	ujurukó	termite
v	v	vâtánjá	understanding
w	u	wékê	palm tree
y	j	yéré	bushbuck
z	z	ĩzóná	girl
z	ɸ	i'íná	drying

3. Vowels

Āṛiṅgā Tī 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 (ẹ, ị, ọ, ụ).

Ārĩṅgā Tĩ 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 Ārĩᅇgā Tĩ (a, ā, á, â, e, ē, é, ê, ẽ, é, ê, i, ĩ, í, î, ï, í, î o, õ, ó, ô õ, õ, ó, ô, u, ũ, ú, û, ü, ú, û.). 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)

ì: **inì** (black), **kpi** (straight)

ọ: **tɔndɔlɔ** (openly)

ù: **uri** (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: **agu** (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

ii) ã'badrĩ búkũ rĩ (their book)

iii) ãmadrĩ bǒngó rĩ (our cloth)

iv) ãmidrĩ ámvũ rĩ (your garden)

NB: When **drĩ** 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) tĩmváná (calf; cow + baby of)

ii) ãndrĩmváná (kid; goat + baby of)

iii) jódrĩ (roof; house + head)

iv) lícópá (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 amú **jã-jã** rú. (Come slowly.)

ii) Ícẽ **mbělẽ-mbělẽ**. (Run quickly.)

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

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

ii) **Lēmērígá** ãgō 'bo. (Lemeriga has returned.)

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

5. Word divisions

In Ārĩᅅgā Tĩ, 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) **āna** (we eat)
- ii) **ána** (I ate)
- iii) **ína** (you (singular) ate)
- iv) **ina** (you (plural) eat)

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

- i) **má** amú 'bo (I have come already)
- ii) **āma** aga rá (we have passed)
- iii) **āmā** búkũ (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 drĩ** shall be attached or suffixed to the pronoun it modifies, e.g.

- i) jó má**drĩ** (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)	ámũ (I went)
ũri (seed)	āmũ (we went)
ũrí (fearful)	ámũ (I hold in the mouth)
ũrĩ (fear)	āmũ (let us hold in the mouth)
úrĩ (sweat)	
úrí (demon/witchcraft)	āmú (visitor)

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

- i) Low tone, e.g. **ā** **āmā** (our)
- ii) Mid tone, e.g. **a** **aga** (pass exams)
- iii) High tone, e.g. **á** **ágágá** (middle)
- iv) Falling tone, e.g. **â** **urugâlé** (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'ũ (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: mvánjá (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)