

Modifications of the Multi-strategy method in three Cameroonian literacy projects.

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Introduction

In the early nineties some attempts were made in the Cameroon branch to introduce different methods to teach people how to read and write in their mother tongue. Up till then very few different approaches to teach people to read and write were used, the Gudschinsky method was basically used in all existing projects. It was especially used for the PROPELCA programme that is going on in primary schools in several language groups in Cameroon (PROPELCA = Projet de Recherche Operationnel pour l'Enseignement des langues au Cameroun/operational research project for the teaching of languages in Cameroon).

In 1993 Russ Cooper came from SIL Papua New Guinea and he introduced the Big Book approach during a workshop. As a result Big books were adopted in several projects. Individual members started trying out the Multi Strategy approach after they were introduced to this method during their training. The Multi Strategy method was developed by Mary Stringer (SIL Member) and NICHOLAS G. Faraclas (lecturer at the Language and Literature Department of the University of Papua New Guinea) in Papua New Guinea. In October of 1995 Mary Stringer introduced the Multi-Strategy method to most teams working in Cameroon during a two week workshop.

In this paper:

- I will attempt to write up the results that a few projects in Cameroon have had using this method.
- I will also describe the adaptations that various projects have made. No project has used the multi strategy in its pure form.
- I will describe what the different project coordinators and I see as advantages and disadvantages of the method.

The project that first introduced the multi strategy method was the Yamba project in the North West Province. They started out in 1992. The Oku project, also in the North West Province started using the method in 1995. Lastly the Denya project in the South West Province. They started out in 1997. We hope that this write up will give some insights how the multi strategy method can be used in an African context.

What is the Multi-Strategy method?

The Multi Strategy method takes different learning styles into account and combines a global approach (the so called "story track") and an analytical approach (the "primer track") to learning how to read and write.

In the story track, learners are encouraged to become creative writers and thinkers.

"Fluency, understanding, and creative oral and written expression are actively taught as a basic part of the Multi Strategy method at every stage, from the beginning till the end."

Both approaches have a number of different activities to give variety. The activities are short and easy for learners to perform with success. Each activity takes 15 minutes. If all the elements are taught both tracks will take two hours. If the approach is used in its pure form classes should meet four times a week in which both tracks are taught.

The storytrack

The story track consists of four elements:

- **The experience story.** During this activity the teacher and the class experience an interesting event around the cultural theme of the week. The activity could be a little sketch, an outing in the village, an object (or animal) that is brought to the class. The students observe and after they come back to the classroom they write a story about the experience together. After that they practice reading it.
- **Listening story,** This activity shows the students that writing has meaning and it allows the students to enjoy hearing and reading stories. The teacher reads a story to the learners. The teacher and the class discuss what they have read.
- **Big Book** The Big book shows the students how to read naturally with enjoyment and understanding. In a Big Book there is an interesting story on the cultural theme. Each sentence is written on a separate page accompanied by a simple drawing. The teacher discusses the picture and then reads the text.
- **Creative writing.** The students write a story about the cultural theme of that week.

The primer track

The primer track also has four elements which are, teaching of the

- **key word,** a new letter is taught from a key word, which is broken down and built up again.
- **syllable box,** the learners try to make words using the syllables from the syllable box
- **sentence making and breaking,** new letters and words are used in these sentences
- **writing.** here the students practice letter formation practice, spelling practice and dictation. Both tracks have a detailed teaching guide which helps the teachers in teaching the different parts of the lesson.

The Oku project

The Oku language is spoken around Mount Oku and Lake Oku, in Bui division of the North West Province. It is a language of the Western Grassfield, spoken by 70.000 people. The Oku people are mainly subsistence farmers. They grow, corn, beans, potatoes. Their only cashcrop is coffee.

The Oku Project started in 1990 with SIL member Leslie Davis. She started work on the phonology. In 1995 she was joined by Cindy Blood. By then a phonology analysis had been done and a writing system established. In October of 1995 Mary Stringer came to Cameroon to hold a multi strategy workshop. During the workshop the story track was introduced in great detail. There was a brief introduction to the primer track. The Oku team attended, together with three Oku speakers with whom they had been working over the past years. They were at a point they wanted to start developing pedagogical material. After the course they decided together they wanted to use this method. Work on the primer was started.

Cindy worked on the lessons together with KWEI Andrew, an Oku speaker from Elak. Once most of the lessons were drawn up they formed a committee with some school teachers, to check whether the amount of material presented in each lessons was enough and also to check if pictures would be understood by the children.

The primer was drawn up with particularly school children in mind. Most adults who wanted to learn to read and write Oku were already literate in English and didn't use the primer. A consultant check was carried out and several changes were suggested.

After that they formed another committee consisting of the vice chairman of the language committee, Cindy Blood, Oscar NKWAN (the literacy coordinator) and KWEI Andrew, they reviewed all the lessons to catch as many mistakes as possible.

The lessons were written on big papers and testing was started in three primary schools (two mission schools, one government school).

The Big Book (part of the story track) was used even before the team decided to use the multi strategy method. It was used as sensitization material by the team. For a while there was no other teaching material available. The team (and specifically NKWAN Oscar) visited a lot of the primary schools, churches, and any gathering to introduce the idea of literacy/ Bible translation and language development (except for the villages that were further away. He visited both government schools as well as mission schools and used the Big books as a tool to create awareness for language development among the Oku people. Once the Big books were introduced they became very popular. There was a demand for smaller copies of several of the Big Books, so they eventually decided to print small copies of the two most successful big books. The others were just photocopied, so that the students could use them in class for silent reading.

Two books with stories written by people who had taken part in reading and writing classes, are used for listening stories.

Modifications made to the original approach

Teaching in the primary schools started in 1996 before a teacher training course was held; the staff who had worked on the primer had had enough training to start trying it out in three primary schools. Oku was taught as a subject.

The method was taught for 2 periods each week. Since they could not follow the schedule as proposed in the manual, the team decided to teach the story track during one week and primer track during the other week. It is clear that progress was slower. The elements of the story track were divided over the two lessons.

First day - experience story	Second day - repeat experience story
listening story	Big Book
writing	reading alone

All the elements of the primer track were taught during the primer week. Testing was done on a weekly basis and at the end of each term an exam took place.

Teacher Training

A first teacher training course was held in September 1997 in Elak Oku. Twenty four people were trained as teachers. The first part of the course time was set aside for the storytrack. Each element was demonstrated, the steps of teaching as mentioned in the guide were discussed. After that they broke up in small groups of about 5 people each to do practice teaching. Each of these groups had a staff member assigned to them who evaluated the lesson that was taught with that group. It was a useful experience especially for those people with no teaching experience. We left out the listening story due to lack of time. The second day everybody worked on a Big Book. Most of that day went into writing the story and doing the illustrations. The first part of the third day they put it together. When people started out working on it seemed a difficult task but once it was finished they were all quite pleased with the result.

On the fourth day we continued with the primer track. All elements were demonstrated. We broke up into small groups for teaching twice. There was not enough time to do practice teaching for all elements.

After the teacher training course three newly trained teachers started teaching a class using the multi-strategy method. In the beginning stages Oscar NKWAN (literacy coordinator) had to give a lot of follow-up to those teachers. He often went with them to class and prepared the experience stories with them. He also had to remind them of the different stages of the multi-strategy method.

After some time the teachers could do things more independently, although Oscar often went by to evaluate, looked at the experience story etc. They are planning to expand the programme to two more primary school in the coming school year '98/'99

Results so far

At the moment (April 1998) they have been teaching Oku for almost two years in the schools. (classes 3 and 4 and 4 and 5, students are approximately 7 or 8 years old). The students in these classes started out learning to read and write English, so they had some basic knowledge reading English.

The students that have been taught during this period have gotten as far as lesson 23 in the primer (which has a total of 30 lessons) and are able to read short sentences, recognize words and write words correctly. They are able to distinguish letters and syllables and are spelling words. When dictation of words/short sentences is done they write them down more or less correctly.

The literacy coordinator could not see a lot of confusion with English (the students are being taught in English and are learning how to read and write English at the same time). It is only when they are writing they sometimes write English spelling in stead of using the Oku symbols.

In the story track they are able to read the stories in the small Big Books. The stories have become very familiar, so there maybe some reading from memory but generally the students are trying to spell out the words.

Their main difficulty is writing a creative story. Their writing is still poor. Some just draw a picture, others try to write down something and write a sentence they remember from the primer. The ones that really try to write something creative, write down something

which is not meaningful on paper. When they are asked to read it, however, they read a story.

End of term exams are done after 3 months. The teacher reads an experience story to them that they have heard before already. He reads the story and asks questions. They can pick out an answer from several possibilities. Students do well on this part.

Testing of the primer track consists of dictation of key words and in the classes where teaching had been going on for a while sentences are dictated. They are also asked to write a story. In the newly started school (Sept 1997) the results are very encouraging. The literacy coordinator thought this is partly due to the fact it is a small group (less than 40 students, so it is possible to give individual attention to students). The results in form 4-5 in the schools that had started the year before, are average. This class is a very large group (93) and it is not possible to give individual attention to students.

The teachers generally say it helps the students in reading and writing English. There is a lot of emphasis in the primer track on building words and they are transferring those skills to English. Parents, teachers and headmasters are all favorable to teaching Oku as a subject. In general there is no resistance to this initiative. Also teachers and headmasters in the government schools-(most of these teachers are Oku people) are favorable.

Strengths as seen by the Oku literacy coordinator

- The primer tracks fosters word breaking/making skills. The pupils learn to read with accuracy. After a while the pupils know very well what the different syllables in a word are.
- The primer track is interesting for them. There are generally giving a lot of contributions when they see a new picture and keyword. They also do well putting syllables together when they get to the big box and can construct new words.
- The story track develops their comprehension skills. They learn to ask and answer questions and try to predict what comes next in the story. These are all aspects that are not part of their regular lessons. Comprehension skills are usually only developed in the upper forms.
- The pupils really enjoy listening to stories or writing an experience story together. In most classes the teacher tells them everything, there is a lot of repetition, learning by rote, so this stimulates them. With this method they can listen /laugh/contribute which doesn't happen in their regular classes.

Weaknesses

- it requires a lot of material
- it requires creativity from the teacher. This is not always easy, especially for beginning teachers. They need a lot of supervision from the literacy supervisor.
- Writing a story in the story track part is often frustrating for the students. They are not used to writing a story when they are not able to write anything. To just make signs seems very strange to them.
- Clapping the making/breaking activity was confusing, the teachers have stopped doing so.

The Yamba project (NW province)

The Yamba language is spoken in Nwa subdivision in the North West Province of Cameroon. It borders with Nigeria. The area is very mountainous. The roads are rocky which makes the area not very accessible. The Yamba language is spoken by 50,000 people, who live in 17 different villages. The Yamba people are mainly subsistence farmers, they grow cocoyams, corn, groundnuts etc. Many have left the area looking for farmland, some have gone on to Nigeria, Adamoua Province etc. There are pockets of Yamba speakers in many of the big cities in Cameroon (Bamenda, Yaounde, Douala, Buea, Limbe). It is a language of the Eastern Grassfields.

Development of the language started in 1976 when SIL members Ginny Bradley and Julie Vandyke did a preliminary phonology analysis. Ginny continued on her own and focused on linguistic analysis and translation of the NT, which was dedicated in 1993. Since she was alone it was not possible to do literacy work as well. Once the translation was finished there was a definite need for literacy work, many people could not read Yamba. Mendall Rogers, a GRIPper was assigned to do literacy work in the Yamba area for two years from 1992 to 1994. She decided to use the Multi strategy approach. Mendall was introduced to the multi strategy method when she did her training in the US. After her departure the Yamba staff continued to use this approach.

Teacher training

A first teacher training course of two weeks was held in September of 1992. The people that attended this course were selected by either churches, or some villages sent a person they had chosen. Later on people that did well in the classes, were asked to participate and become teachers.

The first week of the training course the teachers focused on writing stories for the story book and listening stories. The story track was slightly adapted. The participants wrote listening stories and instead of a Big Book, they wrote stories for a story book. The lessons for the first term were put on stencils and printed on a silk-screen press. Big books never got off the ground in the Yamba project. At the end of that first week the participants had an opportunity to practice teaching each aspect of the story track.

The second week of the training course focused on the primer track. The primer lessons had been prepared beforehand by Mendall and Abraham Nebup, a Yamba speaker who is now one of the supervisors in the project. The lessons were printed on the silk-screen press by the participants. The rest of that week was used for teaching practice.

At the end of the course the staff assigned a track to each of the newly trained teachers. The ones who were already able to write Yamba well were asked to teach the story track. The ones who could not yet write so well were asked to teach the primer track (so each centre would have two teachers). In some centers this was not possible and one teacher would teach both tracks. The teachers went out and started classes in 5 different villages.

Adult classes

The supervisors and teachers would try to get people involved in the classes by talking to them at meetings, in churches and also as individuals. Whenever they had a few people interested they would get started.

Once a class had started the supervisor would visit them once a month and give encouragement and where necessary point out things for improvement. The teachers focused mainly on illiterate and literate (in English) adults. In most villages where classes got together, their number of learners differed from 5 to 22. Classes were mainly held in the period June- November. During that time there is not so much farming going on. It is a period of heavy rain, so people do not go out much to travel or to work. Other parts of the year there is much farming going on and people travel a lot.

After about 5/6 months the teachers came back for the next course and wrote material for the next term until they had material for 4 terms. Mendall trained 15-20 teachers and by the time she left (in 1994) literacy classes were going on in 8 villages. The primer lessons were revised later on because they did not cover all the letters/diagraphs etc. that occur in the Yamba language. Most recently they were put into a format that can be used in the school system (with 30 lessons in each primer so that one primer is sufficient for a schoolyear).

Mendall identified and trained (to some extent) a Yamba staff who could continue the work. A University and ENS graduate (highest teacher training college in Cameroon) showed an interest in the literacy work. She asked for a teaching position in the home area and at the same time accepted to coordinate the literacy work. Apart from her, two literacy supervisors were identified and they took responsibility for supervision in two specific areas, one for the northern area, one for the central and southern part of the Yamba area. An SIL consultant gives input to their activities, otherwise the team operates pretty much independently. At the moment (1998) classes are going on in 10 villages, over a hundred illiterates are enrolled. Many more teachers have been trained in the mean time. Unfortunately maybe only half of those teachers are teaching a class. The main problem is the lack of remuneration, the communities are not really helping their teachers in anyway and they eventually get discouraged and stop teaching.

Modifications made to the method

Classes usually meet three times a week for two hours during which time both the primer track and story track are taught. In some cases two teachers are available, so one can teach the story track and the other one the primer track. In the villages where there is only one teacher, he/she teaches both tracks.

The Big Book was left out. During one of the training course we tried to introduce the Big Books to the teachers, but they did not continue with it once they were in their villages. All the other elements are taught. Teachers generally have problems in following the guide. They often don't follow it strictly, skip certain elements or make up their own lesson. At times they do n't prepare their lessons at all, they will just take their guide at the beginning of the class and try to read what to do and then teach. The Yamba staff would like to see the guide translated into Yamba so that the teachers will have less difficulty in following it.

Results

The period of 5-6 months is sufficient for fast learners to learn to read and write. Other people would take longer and continue the next season. Writing creative stories is the most difficult part and usually people have to go through two seasons before they are actually able to write stories themselves (see examples in the appendix). The primer helps them to learn to spell and write correctly and that part generally encourages them.

The method has been used for almost 5 and a half years by now. Illiterates usually needed two terms (June-November) to learn to read and write. A number of these people had a specific motivation. The New Testament was finished and people were not able to read it. Several people went straight from the story books to the translated New Testament. Some other examples are: a trader who is now able to keep correct records of his sales. The treasurer in one of the churches has learned some accounting skills as well and is able to keep records of income and expenses in the church. A woman at the Mbem (main village in the area) health centre has started Bible studies after she learned to read and write Yamba.

Interest in the schools is slowly growing. The team would like to see Yamba introduced in the schoolsystem. They will need to do a lot of sensitization before they can actually do so.

Strengths of the multi strategy method as seen by one of the regional literacy supervisors

- People especially like the experience stories. They get involved and like to write a story together. Listening stories and the story book are also appreciated because the stories are well known and part of their culture.
- The teachers participated actively in producing the material. They would write their own stories during the teacher training courses and are using those stories in their classes so it is their material. They are proud of what they have written themselves.
- Storybooks, listening stories, and the primer are printed by the teachers in the village. (with a silk-screen press) so no dependenc on the outside for printing material.
- There is a variety of activities during the two hour period, which keeps people being interested.
- The primer generally helps them to learn to spell correctly and that part encourages people the most. After about a month people are able to start spelling out the words. People learn to read with accuracy.
- The students like the primer lessons, they are not distracted, but just focus on the words and syllables. Learning to spell the syllables actually give people the idea they are learning. The supervisors felt they really need both parts. The story track gives them an idea of what they really will be writing and reading eventually. The primer track helps them to identify the letters, syllables and words.

Weaknesses

- Creative writing is difficult. Especially in the beginning the learners didn't like it. The teacher would have to encourage them to write something. They would may be write a few words. After a while they would catch on and write actual stories.
- The guide for both the primer and the story track was often too long and too complicated for some of the teachers. They would skip certain parts of the lesson and make their own lessons plan. Some others would stick to it rigidly, not knowing how to bring in their own contribution. The staff would like to see the guide translated into Yamba so that the teachers will have less difficulty in understanding what activities to include in their lessons.
- The trained teachers frequently would give up. They may have been interested in the beginning but after a while their interest would get less. They were not compensated and that proved a big stumbling block. This has resulted in many people that have been trained in teacher training courses, but less than half of them are teaching. Part of the problem is also the lack of interest of the students to help the teachers with farmwork for instance as a compensation for the time they put into teaching them.
- The students are used to have the alphabet being introduced to them when they go to primary school. They would also like to learn the alphabet first, so they miss this as part of their lesson.

The Denya Project

Denya is spoken by approximately 18.000 people in the southern and central parts of Manyu division in the South West Province. It is a Bantu language. It is an area with dense forest. In many places there are no good roads, which makes access to certain villages difficult. People in the area are mainly subsistence farmers. They grow cassava, plantains, groundnuts.

The Denya project is the most recent project that started using the multi strategy approach. Development of the Denya language started in late 1993. In 1997 Kelly Mitchell and Renee Clymer (both SIL members) were assigned to the project to help get literacy work started. They started working on the first 20 lessons of the primer together with the help of the Denya literacy supervisor TAMBE Robinson. After an initial consultant check the team decided to get testing underway using these 20 lessons in 4 primary schools. Denya is taught as a subject twice a week for 35 minutes.

Teacher training course

Before the classes started a teacher training course was held in September of 1997, 5 teachers were trained, 3 of these were already teachers. The experience story and Big Books are used for the story track. Six Big Books were printed and these are being used in the lessons. Sometimes they are just read and ask comprehension questions. In other lessons they actually try to read the stories with the class, for the lower grades they were too complicated. So the teacher just focused on one sentence each time.

Recently they have also introduced creative writing as part of the storytrack. Students start writing stories towards the end of the term. In one of the classes (class 1, 2) they only use the Big book and the experience story.

In the other classes all the elements of the primer track are being taught.

The team TAMBE Robinson, Kelly Mitchell and Renee Clymer do monthly follow-up visits to the teachers. The teachers sometimes feel frustrated with teaching the Big Books, it is possible that the stories and sentences are not always written simply and naturally enough. The teachers seem to think that the students should be able to read the Big Books right away.

The results so far

The primer works well. The students in class 3-4 are able to write sentences that are dictated to them, the students are also able to do syllable identification. One of the teachers reported that 75% of his students test out well. In another class the teacher reported that his students receive marks of 6 and above on dictation tests. Class 1-2 have test scores between 2-10, with a 50-50 split of those who can read and those who can't. Sometimes the teacher does matching games with the students in trying to have them make words with different syllables. In every lesson some dictation is done.

The upper classes enjoy the stories and are able to answer comprehension questions.

Strengths as seen by the Denya team

- The combination of stories and reading syllables and words. The teachers appreciate the emphasis on encouraging students in reading and writing and helping them find the correct answer rather than telling them "no this is not right".
- The simplicity of the primer lessons. Each lesson is presented in exactly the same way. There is still a variety of activities. The students do not only read what someone else wrote but they are encouraged to think creatively, combining syllables to form words on their own.
- Creativity in the students is encouraged. They learn how to write creative stories. A skill that is generally not developed in the schools.

Weaknesses

- It requires a lot of material, Big Books and listening stories, paper , cardboard and markers.
- It requires a lot of teachers.
- The teachers have to be good writers for the method to really work.

Some conclusions

The results in three projects

I think we can generally conclude that people learn to read and write using this method. In the Yamba projects a good number people have learned to read and write. In the other 2 projects the results are positive also, although they have not finished the primer yet. In Oku students were transferring the skill of spelling words in Oku to spelling words in English. The students learned to think about what they have heard and read and answer comprehension questions. They have learned new skills that normally would be acquired at a later stage.

How has the standard Multi strategy been modified

- The multi strategy method needs quite a bit of material. Several projects left out parts to try to cut down on all the different materials. Several projects already adapted the elements of the story track because it seemed too many different parts to teach and too much material to develop
- In most projects it is not possible to teach classes four times a week as suggested in the original approach. It generally means that people take more time to learn to read and write.

The guides that go along with both tracks are sometimes too complicated to follow. In several instances the guide was simplified and certain steps were left out. In asking people to follow this guide they sometimes stuck to it very rigidly, not preparing lessons in advance and just looking at all the steps while being in class- which didn't result

in very dynamic teaching. A solution as suggested in the Yamba project maybe help for a better understanding of the steps to teach.

People could choose from the method what they feel works well in their situation.. Another possibility will be to consider using the economy model of the multi-strategy method as proposed by Robin Rempel (SIL member working in Papua New Guinea).

Advantages and disadvantages of the multi strategy method

- The multi strategy method seems a method that fits better in an African context than for instance the Gudschinsky method. It has a heavy emphasis on stories, which are a part of the African culture. Each one of the projects has indicated that the story component catches people's attention and they enjoy listening and reading stories.
- It has a balance between a global and an analytical approach which I think also fits better in the African context. Many learners are global learners. Since the Gudschinsky method has a heavier emphasis on the analytical approach it seems less appropriate, although many projects are using this method.
- There is a variety of activities in each of the tracks which will keep people's attention focused.
- Skills are stimulated that aren't really developed with the other method. The Oku literacy coordinator mentioned that students learn to think while trying to respond to comprehension questions, a skill they generally learn much later in the higher forms. Their creative skills are being developed.
- The teachers feel more that it is their material since they have helped to write the stories. It can be locally produced which is also a big advantage. People are involved in producing the material themselves (printing it on a silk-screen press, or developing and making big book stories). They are not dependent on printing presses in town, although people may decide in later stages to get more permanent material and have the books actually printed.
- The way the words and syllables are presented in the primer helps the students to transfer those skills to the official language.
- There is more creativity even in the primer track. Students are encouraged to think for themselves when they are putting syllables together to form new words (a skill that is not developed at all with the Gudschinsky method).
- The students learn to read for enjoyment.
- It seems to work well in the schools. Of course there is more continuity in a school context than with adult literacy classes. In the Oku project the teachers mentioned that students who are learning to read Oku are transferring those skills to the official language, so they benefit from it in their English classes

Disadvantages

- A disadvantage is that it needs quite a skilled teacher to teach all the elements (especially of the story track), or if the teacher is not so skilled it asks a lot of time and energy of the supervisor in trying to help and encourage teachers who have little experience.
- It requires a lot of material which is not always easy to get in a village context.

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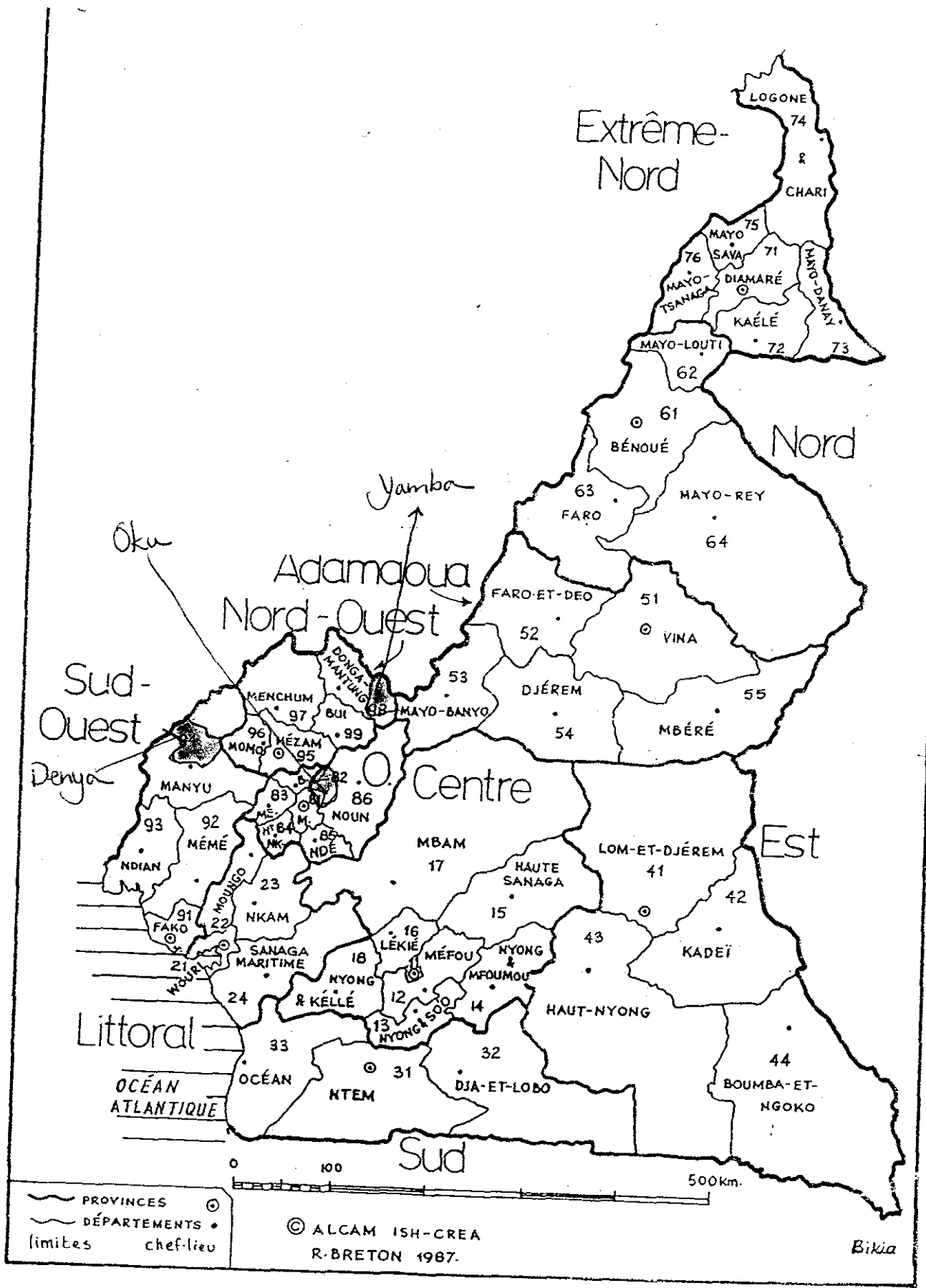
Appendix:

Map of Cameroon

Creative writing sample after a few months of classes

Creative writing sample at the final stage

Page of the Oku primer



Maḡāḡaḡ

6 Njo.. nā mē dzām ḡḡō 4ḡ' rḡ
nā com ncēep. Yamba.

Ma dzā ḡḡō Njo
ncēep. Yamba. dzā
nā mē ḡāk tḡ Ma iam
dzām ḡḡō ḡāk dzā
ḡkeḡ ab Yamba.

middle stage.

Juwá Àmílá

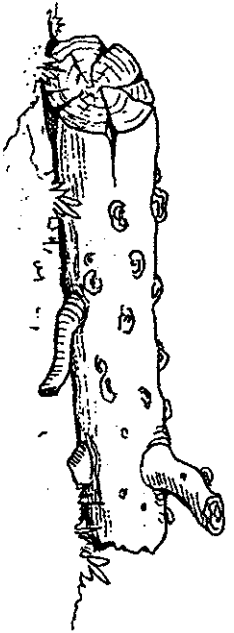
Káp 24/4/94

Mànggèngèn njo ná m̄ dzám ngò
ta ná còm ncèep yàm̀bà
M̄ dzám ngò ta ná còm
ncèep yàm̀bà B̄t̄t̄ s̄
nwàk mok cu ná na'a
babon b̄ yàm̀bà ngò ta.
A babon wurin boho
b̄t̄t̄ s̄ wó ri ngò ta
ná còm b̄ yàm̀bà ná.
Bwi k̄t̄t̄ s̄ wó s̄ dzám
ngò yà're ngò fa b̄ yàm̀bà
ná. A babon ^{boho} m̄ ngò ta
b̄ yàm̀bà ná b̄t̄t̄ s̄
m̄ ná ri ngò ta nwàk
fo pwe' ná wó còm ná
b̄ yàm̀bà ná s̄'. A babon
boho bwi k̄t̄t̄ s̄ wó s̄
dzám ngò tsoho fa bwi
ncep ná nwi ná b̄ z̄. M̄
s̄ kwa ma li ngò yà're
ngò ta b̄ yàm̀bà ná s̄'

Final stage

Eyyieke 11

Lu Kelem Kekoo.



Kelem
ke lem

kelem 1 e m
kelem lem

lem 1 e m
kelem Kelem

ab	buk	kok	fel
fe	bann	ke	fem
te	bef	koo	lem

lee

Lee fekak a kelem.

kekak a kelem

kelem

kelem

kekak a kelem

Lee fekak a kelem.

Me koo Keleem e fekak.



Keleem
ke leem

Keleem 1 e e m
keleem leem

leem 1 e e m
Keleem keleem

ke	fo	lu	kak
e	fe	leem	ko
ab	fem	leem	koo

eluk

Keleeme lu e eluk.

keleeme lu

keleem

keleem

keleeme lu

Keleeme lu e eluk.