

**MINISTRY OF SCIENTIFIC
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Kenyang Tone Orthography Reading Test

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1. Introduction

2. Description of the Problem

2.1 Previous Kenyang Orthography

2.2 Proposed Changes

3. Testing

3.1 Part I: Contrastive Sentence Test

3.1.1 Section I

3.1.2 Section II

3.2 Part II: Text Reading Test

4. Results

4.1 Part I: Contrastive Sentence Test

4.2 Part II: Text Reading Test

4.2.1 Warm-up Text Results

4.2.2 Test Text Results

5. Conclusion and Recommendations

6. Appendix

6.1 Sample Test

6.2 Text Reading Tests with Gloss

1. INTRODUCTION

The following paper presents a discussion of the Kenyang tone orthography testing that was conducted in Bachuo-Ntai, Manyu Division, South West Province, Cameroon during June 1997. The purpose of this testing was to attempt to determine if proposed changes to the original orthography would result in any sight-reading and/or comprehension problems for readers.

2. DESCRIPTION OF THE PROBLEM

2.1 Previous Kenyang Orthography

The previous Kenyang orthography, proposed by Tanyi Mbuagbaw in 1989, included tone marks for high [´], falling [ˆ], rising [˘] and mid [ˊ]. Low tone was unmarked. Various pieces of literature were made available using this system to a segment of the Kenyang-speaking population. Particularly following a test

class for the first primer, readers and teachers were noting difficulties with the tone marking system. Of particular difficulty was the falling and mid tone marks. The high and rising tone marks did not seem to cause significant problems for the learners and instructors.

As a result of these comments, the question arose as to whether or not changes were necessary. Initially, the Kenyang readers proposed dropping the two problematic tone marks. However, this proposal needed additional testing to determine if such a change would result in ambiguities or other problems for the readers.

2.2 Proposed Changes

In order to better understand the factors at play with the tone system, particularly as pertains to the verb tone structure, Dr. Keith Snider and Tanyi Mbuagbaw carried out additional analysis of the Kenyang verb tone system. Their findings and proposals were:

1. The mid tone was actually determined to be a downstepped-high due to an intervening "floating" low. Snider proposed marking this with an apostrophe followed by high (e.g., bá'pá [bá'pá] 'they are spitting').
2. The falling tone was found to be largely predictable. According to Snider and Mbuagbaw's analysis, the falling tone proved almost always to be the result of tone spread from a previous High and that the Kenyang reader perceives it as a L. As a result, Snider proposed leaving it unmarked (e.g., bákɔ [bákɔ] 'they walked').

What was previously written as a subject and verb phrase (two separate words) was recommended to be written as a subject-prefix + verb-stem (one word) in order to maintain a more constant word image (e.g., *bápá* 'they spat' vs. *bá pá* 'they spat'). Constant word image is an important principal in orthography development to more easily facilitate reader fluency. The problem with the constant word image in the previous orthography is best illustrated in how the subject marker would change tone marks based on the tense/aspect of the verb phrase. For example, under the previous orthographic conventions, one would write the following:

Old Orthography	New Orthography
<i>a pá</i> [à pá] 'he spat' and	<i>apá</i> [àpá] 'he spat' and
<i>ǎ pā</i> [ǎ 'pá] 'he is spitting'	<i>ǎ'pá</i> [ǎ'pá] 'he is spitting'

The subject *a* '3S' takes on different images based on the tense/aspect influence of the tone melody. This poses a problem for readers in coming to learn and control to become fluent readers. Whereas, in keeping with Snider's recommendations to join the two parts as a prefix-stem verb word creates a more

constant word image for each of the person-number-tense-aspect conjugations of the word images.

3. Mark sequences of HL within words in which the high does not spread due to an intervening floating tone with an acute accent followed by an apostrophe (e.g., *bá'kɔ* [bákò] 'they are walking').

What was previously marked as the mid tone could not be completely ignored in the proposed changes since it functioned to differentiate between the simple past and the present progressive forms. The apostrophe was proposed to serve this purpose as demonstrated in the following examples.

Old Form	Revised Form	English Gloss	Phonemic Form
bákɔ	bá'kɔ	'they are walking'	[bákò]
bákô	bákɔ	'they walked'	[bákô]
bápā	bá'pá	'they are spitting'	[bá'pá]
bápá	bápá	'they spat'	[bápá]

The above proposed changes were incorporated into a test version of the Kenyang Primer I and then introduced to two adult classes in Bachuo-Ntai and Besongabang villages over a period of April through June 1997. The classes were made up of participants of various levels of literacy, both in English and Kenyang. Although it would have been preferable to have classes made up of illiterate adults, for various reasons this was not possible.

One significant problem that came about as a result of these classes is that there was an expressed general resistance to the use of the apostrophe in the orthography. The class participants and other native speakers argued that context would suffice for differentiating between the simple past and progressive forms of the verbs and that the apostrophe was not necessary. As a result, the primer was actually taught without the use of the apostrophe.

The testing was conducted in spite of this departure from the primer. The testing was still necessary to determine if the proposed changes would result in comprehension difficulties, particularly as relates to forms of verbs that would orthographically appear identical such as in the case of simple past and present progressive.

3. TESTING

A test was prepared and administered in Bachuo-Ntai to 16 people who were nearing completion of a literacy seminar based on the test version of the Kenyang Primer I. The test was administered by Lawrence Seguin, Tanyi Mbuabgaw and Chris Jackson. Each participant was given new material to read and was tape recorded for future reference. The test consisted of two parts: 1) A contrastive sentence test consisting of two sections and 2) a reading test. See attached appendices for examples of the test materials.

3.1 Part I: Contrastive Sentence Test

3.1.1 Section I

In the first section, the test participants were asked to read seven pairs of sentences (2 warm-up, 5 test) with no tone marking on the verb root. The first sentence of the pair contained no overt indication of time. It was expected that this would elicit low tone on the verb root, resulting in a present progressive construction. An example of this is as follows:

- 1) *bó báte eket* [bátè]
3P 3P.build house
'They are building a house.'

The second sentence of the pair was cast in a past tense context by using a time word such as *éyú* 'yesterday', *nyáká* 'FAR PAST', or *béú* '(in the) morning'. With such a construction, it was expected that the reader would produce a falling tone on the verb root, marking simple past.

- 2) *éyú bó báte eket* [bátê]
yesterday 3P 3P.build house
'Yesterday they built a house.'

In both sentences, the verb word was written the same. This would not have been the case had we followed Snider's proposed recommendations to use the apostrophe to mark the non-spreading high-tone; the first sentence would have carried the apostrophe (*bá'te*). However, as noted earlier, due to the general refusal of the apostrophe and the insistence of the readers and teachers that context would be sufficient to distinguish present progressive from simple past, we decided to move ahead with this identical orthographic representation to confirm whether in fact these impressions were true.

3.1.2 Section II

The second section was made up of six sets of three sentences (1 warm-up, 5 test). The first sentence of the three was time and aspect neutral and, thus, could elicit either present progressive or simple past.

bó bátwó fa ambiguous: 'they are coming here'
[bá'twó]

or

'they came here' [bátwó]

The second sentence included the habitual marker *nókó* 'usually'. This was expected to elicit a downstepped high indicating present tense.

bó bátwó nókó fa 'they usually come here' [bá'twó]

The third sentence included one of a selection of the time words *éyú*, *béú*, or *nyáká*. This was expected to be read with high tone indicating simple past.

éyú bó bátwó fa 'they came here'
[bátwó]

According to Snider's recommendation, the second sentence of the triplet would have been marked with the apostrophe to indicate the downstepped high, e.g. *bá'twó*.

3.2 Part II: Text Reading Test

The text reading test consisted of two short autobiographical accounts elicited from Kenyang speakers in Besongabang. One text was used as a warm-up and the other as the actual test text.

The warm-up text was most useful to determine if the falling tone would be produced on verbs where it was unmarked because it contained seven such cases. It was expected the past tense context of the autobiographical account would trigger the proper tone pronunciation.

The test text contained a good sampling of the tone patterns we wanted to test. Three verbs consisted of a H-'H construction and three were H-H, though all six of these were written H-H due to the absence of the apostrophe. Also, of the 10 verbs written with H on the prefix and no tone on the root, three had a H-L melody and seven a H-HL melody.

4. RESULTS

4.1 Part I: Contrastive Sentence Test

The results of the Section I contrastive sentence test are in the chart below (see Appendix A for a sample test). In this chart, line 1. a) shows the following: the orthographic word appearing in the sentence followed by the anticipated phonetic pronunciation and the corresponding English gloss; the number of the readers who produced the correct reading (in this case, on the root for present progressive); and the number of readers who produced an incorrect reading (in this case, HL on the root for past, and H on the root, whose meaning is unknown). Note that a) refers to the first sentence in each test pair, and b) the second sentence.

Verb word	Correct Reading	Incorrect Readings	
1. a) <i>băm̄en</i> [băm̄èn] 'you (pl.) are swallowing' b) <i>băm̄en</i> [băm̄ên] 'you (pl.) swallowed'	pres. prog. (L) - 15 past (HL) - 8	past (HL) - 0 prog. (L) - 8	(H) - 1
2. a) <i>bás̄ot</i> [bás̄òt] 'they are taking' b) <i>bás̄ot</i> [bás̄ôt] 'they took'	pres. prog. (L) - 11 past (HL) - 13	past (HL) - 4 prog. (L) - 3	(H) - 1
3. a) <i>băk̄o</i> [băk̄ò] 'you (pl.) are walking' b) <i>băk̄o</i> [băk̄ô] 'you (pl.) walked'	pres. prog. (L) - 16 past (HL) - 4	past (HL) - 0 prog. (L) - 12	
4. a) <i>bám̄en</i> [bám̄èn] 'they are swalling' b) <i>bám̄en</i> [bám̄ên] 'they swallowed'	pres. prog. (L) - 13 past (HL) - 13	past (HL) - 3 prog. (L) - 3	
5. a) <i>bă̄te</i> [bă̄tè] 'you (pl.) are building' b) <i>bă̄te</i> [bă̄tê] 'you (pl.) built'	pres. prog. (L) - 14 past (HL) - 5	past (HL) - 0 prog. (L) - 11	(H) - 2

These results provide some points of interest. First, inasmuch as the first sentence of each pair (a), as proposed by Snider, would have carried the apostrophe to indicate the presence of the floating tone, preventing the spread of the high tone to the low tone, it appears that the correct tone for present progressive (L) can be read in the apostrophe's absence.

In the second sentence of each pair (b), the results between reading the anticipated HL versus the L was about evenly spread. One might consider that the presence of the present progressive form in the first of the pair "set the stage" for the readers to produce the progressive form in the second reading of the same verb. It would have been better to have mixed the order in the testing so as to avoid this possible skewing of the results.

It is also interesting to note that L was the most frequent initial reading across most of the 10 samples, as well as the more obvious (literal) reading of the text given the tone markings (H first syllable, L second). This might be considered the "default" reading.

The second section results were as follows:

Verb Word	Correct Readings	Incorrect Readings	
1. a) <i>bátwó</i> (ambiguous) 'they (come)' b) <i>bátwó</i> [bá'twó] 'they come' c) <i>bátwó</i> [bátwó] 'they came'	pres. prog. ('H) - 2 pres. hab. ('H) - 12 past (H) - 11	past (H) - 5 past (H) - 4 prog. ('H) - 2	L - 9 L - 2; none - 1
2. a) <i>bákwén</i> (ambiguous) 'you (pl.) (fall ill)' b) <i>bákwén</i> [bá'kwén] 'you (pl.) fall ill' c) <i>bákwén</i> [bákwén] 'you (pl.) fell ill'	pres. prog. ('H) - 12 pres. hab. ('H) - 16 past (H) - 8	past (H) - 1 past (H) - 0 prog. (L) - 8	LH - 2; L - 1
3. a) <i>báú</i> (ambiguous) 'you (pl.) (sell)' b) <i>báú</i> [báú] 'you (pl.) sell' c) <i>báú</i> [báú] 'you (pl.) sold'	pres. prog. ('H) - 13 pres. hab. ('H) - 16 past (H) - 7	past (H) - 2 past (HL) - 0 prog. ('H) - 9	LH - 1
4. a) <i>báúwó</i> (ambiguous) 'you (pl.) (come)' b) <i>báúwó</i> [bá'úwó] 'you (pl.) come' c) <i>báúwó</i> [báúwó] 'you (pl.) came'	pres. prog. ('H) - 11 pres. hab. ('H) - 16 past (H) - 5	past (H) - 2 past (HL) - 0 prog. ('H) - 11	L - 3
5. a) <i>bákwén</i> (ambiguous) 'they (fall)' b) <i>bákwén</i> [bá'kwén] 'they fall' c) <i>bákwén</i> [bákwén] 'they fell'	pres. prog. ('H) - 8 pres. hab. ('H) - 15 past (H) - 6	past (H) - 2 past (H) - 1 prog. ('H) - 9	LH - 6 LH - 1

The first sentence of each triplet (a) was tense and aspect neutral. Other than #1, the most frequent reading was 'H on the verb root indicating the present progressive form. This is the form that would have been marked with the apostrophe, and is not what one would expect to be the most likely reading from a native speaker viewpoint. Rather, it seems that the more obvious reading would have been H in that the root is marked as H.

The second sentence of each triplet (b) included the aspect marker *nókó* 'usually'. Again, this form would have been marked with the apostrophe, as proposed earlier, and the more obvious reading would be H, but the most frequent reading of this sample was 'H. This contributes to the participants' assertion that context may suffice in some cases for reading the tone on verbs.

As with the b) set of the section I sentences, the c) set sentences of section II saw an inconclusive distribution between H for past, the anticipated reading, and 'H for past progressive: in fact, except for 1) c., there was an overall tendency toward the 'H reading. This, again, may have been influenced by the reading of the first two sentences, which were 'H. Mixing the order of the sentences may have helped to eliminate this possible skewing.

Based on the above results, one might ask whether a special mark of some type would be necessary to set the past tense form apart from the present progressive, or vice versa, since the 'H form (and not H) appears to have been the favored reading overall. These sentence tests were isolated sentences, without the benefit of the context provided by a unified text. The results of the reading test provides additional insight into this question.

4.2 Part II: Text Reading Test

The text reading test was designed to try to determine what influence context would have on the ability of readers to properly decode the tones necessary to understand the tense on the verbs. As was stated earlier, many of the subjects involved in the testing process insisted that context was sufficient to understand written material. Comprehension and efficiency are important in literacy skills, so this test provided some insight into whether the proposed system would prove too difficult, resulting in halted reading and/or too much re-reading.

Below is the tabulation of the results. These results include those of the warm-up story since it proved to provide the useful insight into the case of the falling tone.

4.2.1 Warm-up Text Results

Spelling	Correct Pronunciation	Incorrect Pronunciation
<i>sérɔk</i> 'we went'	sérók - 12	séròk - 0
<i>sébhɔ</i> 'we started'	sébhô - 12	sébhò - 0
<i>ńsɔt</i> 'I should take'	ńsôt - 12	ńsòt - 0
<i>ńku</i> 'I should do'	ńkâ - 12	ńkà - 0
<i>kém</i> 'hold (inf.)'	'kém - 12	kém - 0
<i>ápet</i> 'he + again'	ápêt - 2	àpèt - 10
<i>áchwe</i> 'it entered'	áchwê - 12	áchwè - 0
<i>bátwó</i> 'you (pl.) came'	bátwó - 12	bá'twó - 0
<i>báyɔŋ</i> 'they came'	báyôn - 12	báyòŋ - 0

What seems clear from the above results is that, outside of *ápet*, the readers had no difficulty properly decoding the proper tone melodies in reading this story. This is particularly true of the HL (falling) melody. It is not clear why *ápet* proved problematic, except that the reading [àpèt] was possibly also a correct one in that particular context.

4.2.2 Test Text Results

Spelling	Correct Pronunciation	Incorrect Pronunciation	Marked with Apostrophe
<i>béche</i> 'to prune'	béchê - 13	béchè - 0	
<i>ámay</i> 'it finished'	ámây - 12	ámày - 0	
<i>bérón</i> 'to go	bé'róŋ - 13	bérón - 0	bé'róŋ
<i>mpet</i> 'I + again'	mpêt - 2	mpèt - 0 mpèet - 11	
<i>énán</i> '(COMPLETIVE)	é'nán - 13	énán - 0	é'nán
<i>éden</i> 'it was beaten down'	édèn - 13	édên - 0	é'den
<i>mpet</i> 'I + again'	mpêt - 8	mpèt - 0 mpèet - 5	
<i>mánán</i> 'they + COMPLETIVE)	má'nán - 13	mánán - 0	má'nán
<i>bákwɔ</i> 'they shared	bákwɔ̄ - 13	bákwô - 0	bá'kwɔ
<i>bákwɔ</i> 'they shared'	bákwɔ̄ - 13	bákwô - 0	bá'kwɔ
<i>bákwó</i> 'they shared'	bákwó - 13	bákwô - 0	
<i>bákway</i> 'the were enough '	bákwày - 10	bákwây - 0 bákwáy - 3	
<i>sérɔk</i> 'we got'	sérɔk - 13	séròk - 0	
<i>bátón</i> 'they showed'	bátón - 13	bá'tón - 0	
<i>sétwó</i> 'we came'	sétwó - 13	sé'twó - 0	
<i>séchye</i> 'we gave'	séchyé - 12	séchyè - 0	

Aside from *ápet* in the warm-up and both cases of *mpet* in the test text, the tones generally were read correctly across all the tone melodies. Of particular interest is that no difficulties were encountered where the proposed apostrophe was removed (those marked with an asterisk in the table above).

5. CONCLUSION AND RECOMMENDATIONS

Based on the part one sentence tests, there is an obvious problem of ambiguity, whereas looking at the results of the part two text reading test, these same problems of ambiguity all but disappear. These results indicated two important conclusions: 1) though Snider's proposed apostrophe was not used, and therefore was not tested, the part one tests point out that some differentiation is needed to disambiguate the simple past and progressive forms; whereas, 2) the part two text reading test supported the native-speaker assertion that context is sufficient to accurately comprehend similarly written forms with different meanings.

Although there seems to be no problem deciphering the necessary verb-tone melody in the context of a full text, sentences in isolation can be ambiguous, as the sentence tests showed. An example of this is as follows:

3) *Éyú bós báte eket.*
 yesterday 3P 3P-built house [bátê]
 'Yesterday they built a house'

or

yesterday 3P 3P-built house [bátè]
 'Yesterday they were building a house.'

In the above examples, not employing the apostrophe or some other marking would make it difficult for the reader to determine if the sentence was cast in the simple past or the past progressive form. It appears, then, that some type of marking to ensure disambiguity is necessary.

Based on the results of the testing, the following recommendations are proposed:

1. Leave falling tone unmarked.
2. Mark downstepped-high as high.
3. Introduce some type of mark in order to address the potential for ambiguity between the past and the present/past progressive forms. After the tabulation of the results, a proposal was made to introduce the grave accent on the first syllable of the verb root as the "progressive" mark regardless of the tone melody for the progressive form. An example of this follows. Note that the phonetic [`] is NOT the same as the orthographic one.

Éyú bós báte eket. 'Yesterday they built a house.' [bátê]
Éyú bós bátè eket. 'Yesterday they were building a house.' [bátè]
Bós bátè eket. 'They are building a house.' [bátè]

or

Bětí bós bákwen neme. 'In the morning they fell ill.' [bákwen]
Bětí bós bákwen neme. 'In the morning they were falling ill.' [bá'kwén]
Bós bákwen neme. 'They are falling ill.' [bá'kwén]

In the above examples, the use of the specific time markers (*éyú* 'yesterday', *bětí* 'morning') seems to adequately distinguish past progressive from present progressive.

Because this proposal was met favorably by the SIL Linguistics Department and the Kenyang community, it has been introduced and is being taught in the new test version of Primer I. It will be necessary to follow this up with additional testing as more Kenyang speakers become literate in the Kenyang language. Ideally, future testing will consist of longer texts, making use of more than 100 participants in a variety of locations throughout the Kenyang speaking area.

The tests conducted and discussed above were done with a very limited sample size. This was largely due to the lack of people sufficiently literate in the Kenyang

language at the time of the test. These tests, therefore, were used largely as a tool to gain insights into these orthographic problems and questions so as to continue to move ahead in the development of the language. Additional testing in the future will be necessary. As the Kenyang Primer I is used on a more broad scale throughout the community, and a larger body of people literate in the Kenyang language are available, new testing should be carried out following Snider's recommendations as listed below:

1. Sample size should be no less than 50 participants.
2. The test should be created in such a way that there is a basis for comparison in order to determine if one way is better than the other. One possible approach would be to teach a group of learners a different way of tone marking, or no marking at all while the other group would be tested based on the currently employed orthographic system. In so doing, the results will provide a basis for comparison and contrast to gain greater insight in the questions posed, which was a major flaw of this particular test.
3. The test should consist of two elements: a) reading proficiency, and b) writing proficiency.
 - a) The reading proficiency test should consist of reading two or three pages of material previously unknown to the reader. This should be recorded and an observer should make note of general problems he observes while watching the reading. Later, the tapes need to be listened to and each mistake or hesitation be noted.
 - b) The writing test should consist of a dictée of one or two pages, and later each mistake should be noted.

6. APPENDIX

6.1 Sample Test

KENYANG SENTENCE TEST (1): *Grading sheet*

A. Low-tone verbs

Warm-up

- | | |
|---------------------|---|
| 1) Bó báte eket. | They are building a house. ([bátè]) |
| Éyú bó báte eket. | Yesterday they built a house. ([bátê]) |
| 2) Beka bǎku enɔ. | You (pl.) are buying a hoe. ([bǎkù]) |
| Bětí beka bǎku enɔ. | (In the) morning you (pl.) bought a hoe. ([bǎkû]) |

Test

- | | |
|--------------------------------------|---|
| 1) Beka bǎmen ebháy. | You (pl.) are swallowing fufu. ([bǎmèn]) |
| Nyáká beka bǎmen ebháy.
([bǎmèn]) | You (pl.) swallowed (FAR PAST) fufu. |
| 2) Bó básot ekay. | They are taking a basket. ([básòt]) |
| Éyú bó básot ekay. | Yesterday they took a basket. ([básòt]) |
| 3) Beka bǎko nekɔ. | You (pl.) are walking. ([bǎkò]) |
| Nyáká beka bǎko nekɔ. | You (pl.) walked (FAR PAST). ([bǎkò]) |
| 4) Bó bǎmen ebháy. | They are swallowing fufu. ([bámèn]) |
| Nyáká bó bǎmen ebháy. | They swallowed (FAR PAST) fufu. ([bámèn]) |
| 5) Beka bǎte eket. | You (pl.) are building a house. ([bǎtè]) |
| Éyú beka bǎte eket. | Yesterday you (pl.) built a house. ([bǎtê]) |

KENYANG SENTENCE TEST (2): *Grading sheet*

B. High-tone verbs

Warm-up

- | | |
|-------------------|---|
| 1) Bó bǎtí ɛno. | They are selling a hoe. (ambiguous) |
| Bó bǎtí nókó ɛno. | They usually sell a hoe. ([bá [▼] tí]) |
| Éyú bó bǎtí ɛno. | Yesterday they sold a hoe. ([bǎtí]) |

Test

- | | |
|------------------------|--|
| 1) Bó bǎtwó fa. | They (come) here. (ambiguous) |
| Bó bǎtwó nókó fa. | They usually come here. ([bá [▼] twó]) |
| Bětí bó bǎtwó fa. | (In the) morning they came here. ([bǎtwó]) |
| 2) Beka bǎkwén neme. | You (pl.) (fall) ill. (ambiguous) |
| Beka bǎkwén nókó neme. | You (pl.) usually fall ill. ([bǎ [▼] kwén]) |
| Éyú beka bǎkwén neme. | Yesterday you (pl.) fell ill. ([bǎkwén]) |
| 3) Beka bǎtí ɛno. | You (pl.) (sell) a hoe. (ambiguous) |
| Beka bǎtí nókó ɛno. | You (pl.) usually sell a hoe. ([bǎ [▼] tí]) |
| Éyú beka bǎtí ɛno. | Yesterday you (pl.) sold a hoe. ([bǎtí]) |
| 4) Beka bǎtwó fa. | You (pl.) (come) here. (ambiguous) |
| Beka bǎtwó nókó fa. | You (pl.) usually come here. ([bǎ [▼] twó]) |
| Nyáká beka bǎtwó fa. | You (pl.) came (FAR PAST) here. ([bǎtwó]) |
| 5) Bó bǎkwén neme. | They (fall) ill. (ambiguous) |
| Bó bǎkwén nókó neme. | They usually fall ill. ([bá [▼] kwén]) |
| Bětí bó bǎkwén neme. | In the morning they fell ill. ([bǎkwén]) |

KENYANG READING TEST

Test-takers copy

Warm-up:

Ntaŋ ené nekɔ nébhó nyáká, sérok betik Kémbón ne katapíla. Sébho betik ne mmwere awa. Ségháka sékóno mbi enénfú. Mmwere awa yí bé mme nkwó nsot níka. Nsot nka mbíkí tén ye mmwét nekɔ nesye. Yí bé «mme níchyé yí tákó aya.» Yí bé yí éntén tákó ewu nepak. Tě mme níchyé nókó yí, mbíkí kém katapíla sáyí. Yí nkwó ápet áyá nókó, atén mmwét ambi no nkém enok échí anten arok atem katapíla aré. Mme mfú amfay nkwen a mmík. Nkwén nókó, ntí awa áchwe chí anten ngát katapíla. Yí nkwó akém ékásé ate. Bátwó báyon mme. Bé mbon enyih a mmwére? Mbé ye-enyih épú. Mpok eyo nkwó betik mémay nnywop eno.

Test:

Nnywop enénfú ndok ebhi béche bagyép. Nche no bagyép ámay. Ntwó ndok bérón byó bata eya. Mbyó kpát ímpet ítwó ndu nta enénfú, ngó ebhi énáŋ éden. Ndok kékwót, ímpet ítwó nnya akwen aré te mánán bákwo. Mpet nsem ntwó ndu étem nkwee mmwere awa ngati yí. Mbé «nnya akwen ndu nta kpáte bákwo». Ke yí bé «bo ebhen bákwo no nnya eyo bákway bépóko bérón no a nnywóp». Yí sénkónó ndu mbó. Sékóno ndu mbó sérok sékwése bo ebho. Bátón besé nnya eyo. Sépóko sétwó ndu étem, sékóre séchye eyap. Manák abhak besé a ntí.

6.2 Text Reading Tests with Gloss

Kenyang Reading Test: Warm-up

Ntaŋ ené nekò nébhó nyáká, séroƙ betik Kémbóŋ ne katapíla. Sébho betik ne mmwere awa. Ségháka sékóŋo mbi enénfú. Mmwere awa yí bé mme nkwó ísot íku. Nsot nka mbíkí tén ye mmwét nekò nesye. Yí bé «mme íchyé yí tákó aya.» Yí bé yí éntén tákó ewu nepak. Tě mme íchyé nókó yí, mbíkí kém katapíla sáyí. Yí nkwó ápet áyá nókó, atén mmwét ambi no nkém enok échí anten aroƙ atem katapíla aré. Mme mfú amfay nkwen a mmik. Nkwén nókó, ntí awa áchwe chí anten ngát katapíla. Yí nkwó akém ékásé ate. Bátwó báyoŋ mme. Bé mboŋ enyiŋ a mmwére? Mbé ye-enyiŋ épú. Mpok eyo nkwó betik mémay mnywop eno.

4) **Ntaŋ ené nekò nébhó nyáká, séroƙ betik Kémbóŋ ne katapíla.**

ntaŋ ené nekò né.bhó nyáká, sé.roƙ betik
Kémbóŋ nè kàtapíla.
 month REL new it.started FAR.PAST we.went work
 Kembong with caterpillar.

‘When the month started some time ago, we went to work at Kembong with a caterpillar.’

5) **Sébho betik ne mmwere awa. Ségháka sékóŋo mbi enénfú.**

Sé.bhó betik ne mmwèrè àwà. Sé.ghàkà sé.kóŋò mbi
enénfú.
 we.started work with friend my we.arrived we.followed road
 certain

‘We started working with my friend. We arrived and started following a certain road.’

6) **Mmwere awa yí bé mme nkwó ísot íku.**

mmwèrè àwà yí bé mme nkwó í.sòt í.kú.
 friend my he that I also I.should.take I.should.do

‘My friend said that I should take over and work.’

7) **Nsot nka mbíkí tén ye mmwét nekò nesye.**

ń.sòt ń.kà ìn.bíkí tén ye mmwét nekò nè.sye.
 I.took I.did I.NEG shift not body journey it.is.far

‘I took over and started working for a short distance.’

8) **Yí bé «mme íchyé yí tákó aya.»**

yí bé mme í.chyé yí tákó àyà.
 he that I I.should.give him grass plenty

‘?????’

- 9) **Yí bé yí éntén tákó ewu nepak.**
yí bé. yí é.ñ.tén tákó ewù nepàk.
 he that he he.HORT.shift grass there corner
 'He came and said that he wanted to shift the grass at the corner.'
- 10) **Tě mme íchyé nókó yí, mbíkí kém katapíla sáyí.**
*Tě. ìmmè. í.chyé. nókó yí, ì.bíkí *kém*
kàtàpílâ sáyí.
 then I I.gave PAST him I.not(PAST) hold
 caterpillar well
 'As I gave it to him, I did not hold the caterpillar well.'
- 11) **Yí nkwo ápet áyá nókó, atén mmwét ambi nò nkém enòk échí anten aròk atem katapíla aré.**
yí ñkwó á.pét á.yá nókó, à.tén ìmmwét àmbì
nò
 he also he.again he.drove PAST he.shifted body front
 DEM
ñkém ènòk é.chí àntèn à.ròk à.tèm kàtàpílâ àré.
 stump tree it.was below he.went he.hit caterpillar there
 'When he started driving, he drove a short distance, not knowing a tree stump was below. He went and hit the stump with the caterpillar.'
- 12) **Mme mfú amfay nkwén a mmík.**
ìmmè ì.fú àmfáy ñ.kwén à ìmmík.
 I I.left up I.fell LOC ground
 'I fell onto the ground'
- 13) **Ñkwén nókó, ntí awa áchwe chí anten ngát katapíla.**
ñ.kwén nókó, ntí àwâ á.chwê chí àntèn ñgát kàtàpílâ.
 I.fell PAST head my it.entered FOCUS below tire caterpillar
 'As I fell my head fell between the tires.'
- 14) **Yí nkwo akém ékásé ate. Bátwó báyoŋ mme.**
yí ñkwó à.kém ékásé à.tè. Bá.twó bá.yôŋ ìmmè.
 he also he.held brakes he.stood they.came they.carried me
 'He held the brakes and stood. They came and carried me.'
- 15) **Bé mbòŋ enyiŋ a mmwére? Mbé ye.enyiŋ épú.**
bé ì.bòŋ ènyiŋ à ìmmwét.ê ì.bé yè.ènyiŋ é.pú.
 that I.have anything LOC body.QUES I.that no.anything it.is.not
 'They asked if I had any wound on my body. I told them nothing was wrong.'
- 16) **Mpok eyò nkwo betik mémay nnywòp enò.**
mpòk èyò ñkwó bètik mé.mày ñnywòp ènò.
 time that also work it.finished day that
 'The work was completed that day'

Test story:

Nnywɔp enénfú ndok ebhi béche bagyé. Nche no bagyé ámay. Ntwó ndok bérón byó bata eya. Mbyó kpát ímpet ítwó ndu nta enénfú, ngó ebhi énáń éden. Ndok kékwót, ímpet ítwó nnya akwen aré te mánán bákwo. Mpet nsem ntwó ndu étem nkweise mmwere awa ngati yí. Mbé «nnya akwen ndu nta kpáte bákwo». Ke yí bé «bo ebhen bákwo no nnya eyo bákway bépoko bérón no a nnywóp». Yí sénkónó ndu mbó. Sékóno ndu mbó sérók sékwése bo ebho. Bátón besé nnya eyo. Sépoko sétwó ndu étem, sékóre séchye eyap. Mańák abhak besé a nti.

- 17) **Nnywɔp enénfú ndok ebhi béche bagyé.**
nnywɔp enénfú n-dòk èbhi bé.chê bagyé.
day certain I.went bush to-enter palms
'One day, I went to the bush to prune palms'
- 18) **Nche no bagyé ámay.**
n.chè nɔ̀ bagyé á.máy.
I.pruned DEM palms it.finished
'I pruned them to the end'
- 19) **Ntwó ndok bérón byó bata eya.**
n.twó n-dòk be.róń byó bata eya.*
I.came I.went to.go look traps my
'I now went to observe my traps.'
- 20) **Mbyó kpát ímpet ítwó ndu nta enénfú, ngó ebhi énáń éden.**
m.byó kpát ím.pét n.twó ndù nta enénfú, n.gó èbhi é.nán é.dèn.
I.looked until I.again I.came at trap certain I.saw bush
it.COMP it.beaten
'I observed until I came to a certain trap, then I saw that the bush was beaten down.'
- 21) **Ndok kékwót, ímpet ítwó nnya akwen aré te mánán bákwo.**
*n.dòk kékwót, ím.pét n.twó nnya à.kwèn aré tè má.*nán bá.kwò.*
I.went near I.again I.came beef it.fell there until
they.COMP they.shared
'I went near and observed that an animal had fallen in the trap and people had shared it.'
- 22) **Mpet nsem ntwó ndu étem nkweise mmwere awa ngati yí.**
m.pét n.sèm n.twó ndù étèm n.kwèsè mmwèrè àwà n.gàti yí.
I.again I.returned I.came at hut I.met friend my I.told
him
'I returned to the hut and told my friend (about it).'

- 23) **Mbé «nnya akwen ndu nta kpáte bákwo».**
m.bé ñnyà à.kwèn ñdù ñtà kpátè. bá.kwò
 I.that animal it.fell at trap until they.shared
 'I said that an animal had fallen into a trap and some people had shared it.'
- 24) **Ke yí bé «bo ebhen bákwo nò nnya eyò bákway bépókò béróh nò a nnywóp».**
kè yí bé bò èbhèn bá.kwó
 nò ñnyà
 but he that people REL they.shared
 DEM animal
èyò bá.kwày bé.pókò béróh nò à ñnywóp
 that they.enough to.carry to.go DEM LOC house
 'He said that the people who have shared it should be going home with it.'
- 25) **Yí sénkóhó ndu mbó.**
yí sé.ñ.kóhó ñdù ñmbó.
 he we.HORT.follow at track
 'He said we should follow the bush track.'
- 26) **Sékóhó ndu mbó sérók sékwése bo ebhò.**
Sé.kóhò ñdù ñmbó sé.rók sé.kwése bò èbhò.
 we.followed at track we.went we.met people those
 'We followed the bush track and met the people.'
- 27) **Bátóh besé nnya eyò.**
bá.tóh bèsé ñnyà èyò.
 they.showed us animal that
 'They showed us the meat.'
- 28) **Sépókò sétwó ndu étém, sékóre séchye eyap.**
Sé.pókò sé.twó ñdù étém, sé.kóre sé.chyê èyàp.
 we.carried we.came at hut we.shared we.gave theirs
 'We carried it and returned to the hut. We shared it and gave them theirs.'
- 29) **Mañák abhak besé a ntí.**
màñák à.bhàk bèsé à ñtí.
 happiness it.was us LOC heart
 'We all became happy.'