

**Keyboard Layout Design for Minority Languages - (Socio)linguistic
(app/im)plications**

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CONTENTS

| | |
|---|------|
| List of tables | vi |
| List of figures | vii |
| List of abbreviations | viii |
| Acknowledgements | ix |
| Abstract | x |
| CHAPTER | |
| 1. Introduction | 1 |
| 1.1. Thesis layout | 5 |
| 1.2. Some core concepts and terms | 8 |
| 1.2.1. Model of character components and make up | 9 |
| 2. Writing, text-input, and typing with keyboards | 10 |
| 2.1. Language Documentation versus Language Description | 10 |
| 2.2. The Digital Revolution | 11 |
| 2.3. The Endangered Language Movement | 13 |
| 2.3.1. Defining Language Development | 15 |
| 2.4. Writing in Society | 15 |
| 2.5. The Role and impact of design | 15 |
| 2.6. The Role and impact of technical social systems | 15 |
| 2.7. The objectification of languages | 15 |

| | |
|---|----|
| 2.7.1. Objectification of the language | 15 |
| 2.7.2. Object Culture | 15 |
| 3. Methods | 16 |
| 3.1. (Methodology) Methodological considerations | 16 |
| 3.1.1. Keyboards | 16 |
| 3.1.2. Orthographies | 16 |
| 3.1.3. Typing behaviors | 16 |
| 3.1.4. Current Design Processes | 16 |
| 3.1.4.1. The design of orthographies and keyboards | 16 |
| 3.1.4.2. Good Design | 17 |
| 3.2. Orthography text samples and analyzed keyboard layouts | 17 |
| 4. (Results)The data to be explored | 18 |
| 4.1. impacts | 18 |
| 4.1.1. objectification of the orthography | 18 |
| 4.1.2. objectification of the keyboard, and the keyboard layout | 18 |
| 4.2. What should a keyboard layout enable people to do? | 18 |
| 4.2.1. write in their language, in their script | 18 |
| 4.2.2. Control the computer | 18 |
| 4.3. What components does the framework need to contain? | 19 |
| 5. Methodology | 20 |
| 5.1. UX Analysis | 20 |
| 5.2. Methods in UX analysis | 20 |

| | |
|--|----|
| 5.2.1. Specific methods related the acquisition of my data | 20 |
| 5.2.1.1. Keystroke Counting | 20 |
| 5.2.1.2. Survey Data | 20 |
| 5.3. The Role of linguistic knowledge in UX | 20 |
| 6. The results of several languages | 21 |
| 6.1. Use Case #1 Me'phaa | 21 |
| 6.1.1. Phonology | 21 |
| 6.1.2. Orthography | 21 |
| 6.1.3. Keyboard Layout | 21 |
| 6.1.4. Social Use setting of typing in the language | 21 |
| 6.1.5. Statistics from Text Analysis | 21 |
| 6.1.6. Observations | 21 |
| 6.2. Use Case #2 Chinantec | 21 |
| 6.3. Use Case #3 Spanish | 21 |
| 6.4. Use Case #4 English | 21 |
| 6.5. Use Case #5 ??? - from Africa | 22 |
| 7. What we can observe from these Use Cases and layouts | 23 |
| Appendix I: Glossary of technical concepts and terms | 33 |

LIST OF TABLES

Table

Page

LIST OF FIGURES

| Figure | Page |
|--|------|
| 1. Various issues affecting the development of social literacy in digital mediums for minority language speakers | 7 |
| 2. Characters | 9 |

LIST OF ABBREVIATIONS

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This thesis was proudly typeset with XLingPaper.

ABSTRACT

CHAPTER 1

Introduction

Keyboard layout design affects language vitality. Socio-technical systems are increasingly important in today's communication ecology (Whitworth & Ahmad 2013). Language development projects and language planning programs need a way to integrate linguistic knowledge, information, and transmission practices into socio-technical systems if the languages used in these systems are going to be the mother tongue languages of minority language speakers. With the current rate of technological adaption it is more than feasible that technical systems (such as social media and the mobile devices used to access these systems) will become more relevant than the traditional, printed, literacy reading primer (Blench 2012: 15). This requires addressing the design tension between requirements for minority language users and the Human Computer Interaction (HCI) requirements of computing devices. The academic linguistic community often attempts to address these tensions at the orthography “design” level (Cooper 2005: 160, Jany 2010b: 235-6). However these “solutions” often revolve around removing diacritic marks from Roman script orthographies (Boerger 2007: 134) and do not address the marking of tone in languages, such as Chinantec (Foris 2000) and some African languages (Roberts 2011), where there is a significant need to mark tone. Such solutions also do not affect key frequency issues, or diacritic marks in Ajami and Indic scripts. This project focuses on the arrangement of keys on the keyboard, or keyboard layout (KL); proposing that KL’s are the cornerstone to truly adapting the digital content creation process to the needs of minority language users. In the context of minority language text input design specifications and considerations, there has been relatively little published, either for the publishing industry, linguists, or for technologists

(designers and programmers). The one exception is an unfinished book released in draft form by SIL's foundry NRSI (Lyons 2001). In contrast to the relatively sparse literature specifically supporting and covering minority language text input, QWERTY keyboard interactions, primarily dealing with English, are well studied (MacKenzie 2002, 2007, 2013, MacKenzie & Tanaka-Ishii 2007). This current study takes current practice in the HCI literature and applies it to several minority language use cases, focusing on languages which use diacritics, often as a device used to explicitly mark tone in their orthographies.

In communicative environments where there is the option to use more than one language, choice of language is based in both social and physical environments. Orthography design decisions are often perceived to have an effect on the mechanics of language expression in digital mediums. However, strictly speaking it is only the text input method not the orthography which plays a role in the mechanics of creating new entextualized content in digital mediums. Emotional responses to physical elements of a language such as the design of orthography, the computer operating system, and of the text input method bear upon the language user. In the disciplines of language documentation and language description, text input methods may initially be developed with the needs of the researcher in mind rather than the needs of a native speaker who uses the language in everyday interactions. These existing keyboard layouts that support specific languages, which are created by researchers, are rarely used by the broader minority language community, and the efficacy of these keyboard layouts is limited to linguistic analysis or researcher convenience. Linguists often bring linguistic knowledge and some of their own expectations as 'experienced' computer users to the keyboard design process. They may not realize that requiring a typist to negotiate a keyboard layout to access a given character (often a non-ASCII character) can have an impact on language-use choice, the development path of an orthography, or adherence to an approved orthography. User-centric keyboard layout design for minority language community writers/typists should be an integral part of a language development project in the twenty-first century. These considerations bring us to the following question: At what point

in the design process should linguistic information be considered and applied, as opposed to other design criteria, so that maximal language usage is encouraged and made possible? This study offers a framework for the linguist or language development worker to address crucial issues of keyboard layout design.

There are four reasons that the mechanical process of writing and the process of typing in digital contexts (text input) is of interest to those who study languages: they are an expression of thought, a means of communication, and a reflection of brain processes. First, keyboarding is an expression of language and reveals some very unique ways that the human body expresses communicative thought. For instance, consider the ability to type 'LOL' without actually laughing or thinking "laugh out loud". These typing gestures can connect with our thoughts without activating the vocal or aural mechanisms which are often employed in the encoding and decoding of communicative thought. The study of the mechanics of writing is not new. European Renaissance writers were discussing hand writing in relationship to personality, as early as the sixteenth century (Baldi 1622). More recent works focus on: the relationship between handwriting and brain processing (Askov, Otto & Askov 1970, Peck, Askov & Fairchild 1980), motor control (van Galen 1991), and the developmental and pedagogical change insinuated by moving from handwriting to typing as the mechanical bases of the expression of textual compositions (Christensen 2004, Stevenson & Just 2012). Second, the language teacher (including second language instructor) is interested in language use in all mediums; computer-mediated communication, and oral communication. Chapelle (2003) and Jones & Plass (2002) differ in how they conceptualize the integration of technology use in the language learning process. However, regardless of the theoretical approach, typing and keyboard input is an acknowledged component of the Computer Assisted Language Learning (CALL) environment (Strik 2012: 9) if nothing else but to facilitate other more salient aspects of learning theory activities. More specifically though Lally (2000) and Sturm (2006) argue that keyboarding and typing does effect the way that language learners recall the use of diacritics on words. The

third reason that typing (text input) is of interest to those who study language is that the psychologist and linguist are interested in how the brain processes language through the process of writing, which includes typing (text input). This thesis will touch on various aspects of these three points as it proposes a framework for keyboard layout design. The fourth reason that is text input is important to those who study language is that text input is important in the language development movement. That is, as more and more minority language using communities approach the task of language development they often reach out to those who study languages (linguists) for help. As Lally (2000) and Sturm (2006) argue that keyboarding affect the way that language learners remember characters, it seems logical then that for learners of languages, even if they are native speakers, or heritage learners would be subject to the same impacts of typing on the way they learn the written form of the language they are using. This is an important point which needs to be worked into language development practices by those involved in language development activities like orthography development which in some sense can be a sub-component of text input development or writing development. In particular, diacritics and their use in orthographies become important since it is estimated that between 60-70 percent of languages are tonal (Yip 2002: 1) and diacritics are the primary way orthographies indicate tone.

Keyboard layout design is intrinsically interdisciplinary. To create a tool for language use which not only works but is embraced by a group of users requires an understanding of linguistic knowledge, script knowledge, and digital technology knowledge germane to the language entextualization challenge. For a new keyboard layout (analyzed as an object) to be embraced by a user group requires a successful application of principles from economics, anthropology, and design, especially user experience design. That is, people must be able to access the object, want to use the object, and finally choose to use the object.

1.1 Thesis layout

Chapter one of the thesis provides a brief introduction to the topic of keyboard layouts. It presents the relevance of the study of text input to linguistics. It also provides an overview of the various chapters in the thesis and a discussion of key concepts and terms used throughout the thesis.

Chapter two of this thesis takes the reader through the relevance of writing to the disciplines of linguistics and language development. It is often within this context that new keyboard layouts are created for monitory languages. The first section discusses entextualization and the process often followed in developing writing for the purposes of linguistic research, language documentation and language development. These settings are not without conflicting views surrounding writing as a part of language development. Just as writing is affected by various social practices and communal attitudes towards writing, so also the process of typing (text input) is affected by similar social constraints. That is, the need for writing, and therefore also the need for text input, is not felt ubiquitously.

Included in chapter two is an introduction to writing and discussion of the current literature relevant to human computer interaction (HCI) and keyboard interaction analysis. Academically, user experience design falls under the broader discipline of computer science, therefore much of the literature discussing text input (even in minority languages) does not occur in the linguistics or language documentation literature. Current literature concerning keyboard layout design, while not solely based on English language text input, is predominantly based on English language research. Furthermore, this research is rarely cited and apparently un-accessed by language development staff in the production of keyboard layouts (p.c. with various keyboard layout designers). For these language development staff a far more pressing goal is the correct typesetting of professional documents, therefore the keyboard layout becomes a way to limit (or quality control) data input options for text processing systems¹. It is the goal of this thesis to integrate HCI and language development

¹ The creation of keyboard layouts and text input systems is sometimes delegated to publishers (and typesetters and their foundries). These stakeholders in the publishing process are very interested in consistent

literatures so that the language development professional has a resource which references both literatures and provides that person with a framework upon which to design future keyboard layouts. Figure 1 is a visualization of the various topics discussed in this thesis and their inter-relatedness. It attempts to layout the topical landscape on two clines: the community internal - external cline (right and left sides), and the issues affecting the desire and capability of a community to engage in the act of writing (top and bottom). Connecting the various topics are several classes of lines which generally show some sort of association, though the association is not always the same in every language's situation. Heavier lines generally show more relatedness, while dotted lines show an amorphous relationship. Arrows generally show direction of impact when a directionality is determinable.

Chapters three and four of this thesis present a comparative study of the alleged typing experience in fifteen languages. Thirteen of these languages use the Latin script (also known as the Roman script), and two of these languages use the Cyrillic script. The Latin script based languages contain a variety of diacritics, and diacritic use frequencies. The Book of James is used as a corpus to derive keystrokes. These keystrokes and their frequencies are then compared and used to make suggestions for keyboard layout designs.

Chapter five highlights some outstanding issues in keyboard layout design in terms of theory, technology, and practical application of language related knowledge to the keyboard layout design process.

Back matter: It is hoped that the reader finds the interdisciplinary bibliography useful. It covers the topics user experience design, orthography design, keyboard layouts, and the sociolinguistics and sociology of writing. Following the bibliography is an appendix with a short glossary of technical terms. A second appendix with a list of the technical standards referenced in this thesis. In a third appendix, for the sake of completeness and for the benefit of future researchers the analyzed texts are included in their entirety.

encoding of texts. As an example some packages of LaTeX require the special declaration of combining glyphs to form characters and can not accept straight Unicode characters (Goossens, Rahtz & Mittelbach 1997: 264-5). This more restricted approach to text input can be seen as a challenge for self publishers, who prefer a more straightforward approach to entextualization.

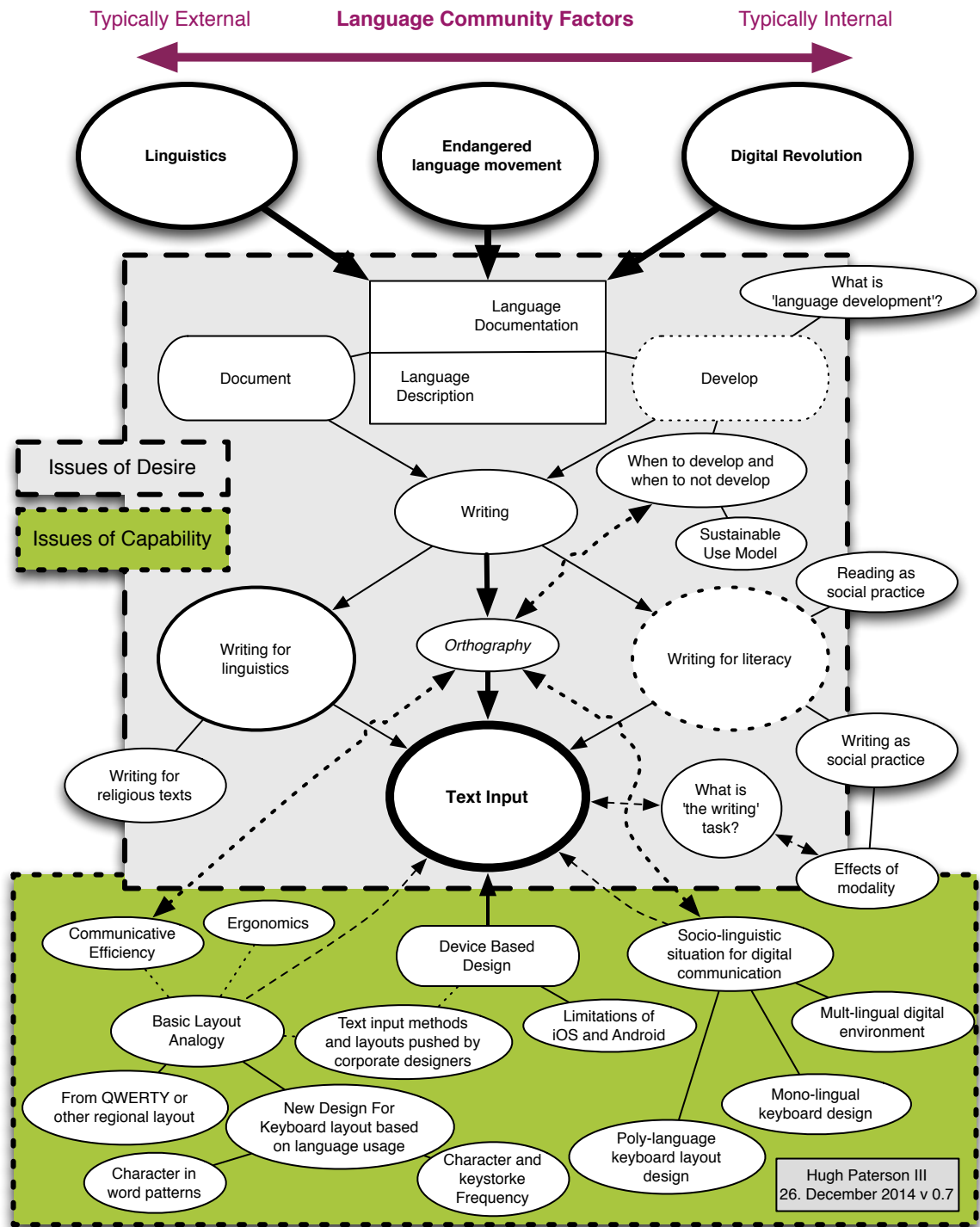


Figure 1. Various issues affecting the development of social literacy in digital mediums for minority language speakers

1.2 Some core concepts and terms

This section provides a cursory discussion of key concepts and terms used throughout this thesis. Some of these terms are also available in the glossary contained in the back matter. It is acknowledged that in each of the respective fields, various authors use the same term with various connotations of scope. Therefore for clarity it is necessary to address what is meant in this thesis by these terms, and it is hoped that addressing these key terms earlier rather than later in the thesis will provide additional clarity to the reader. Many of these terms are not new and exist in other, non-linguistics literatures. The goal in presenting these ‘models’ is not to articulate or present a comprehensive taxonomy of knowledge in the fields represented. Rather the purpose is to give the reader a brief overview on the issue as this thesis will reference concepts and terms from various academic disciplines and areas of practice. However, some topics in this section will be discussed in more detail than others.

1.2.1 Model of character components and make up

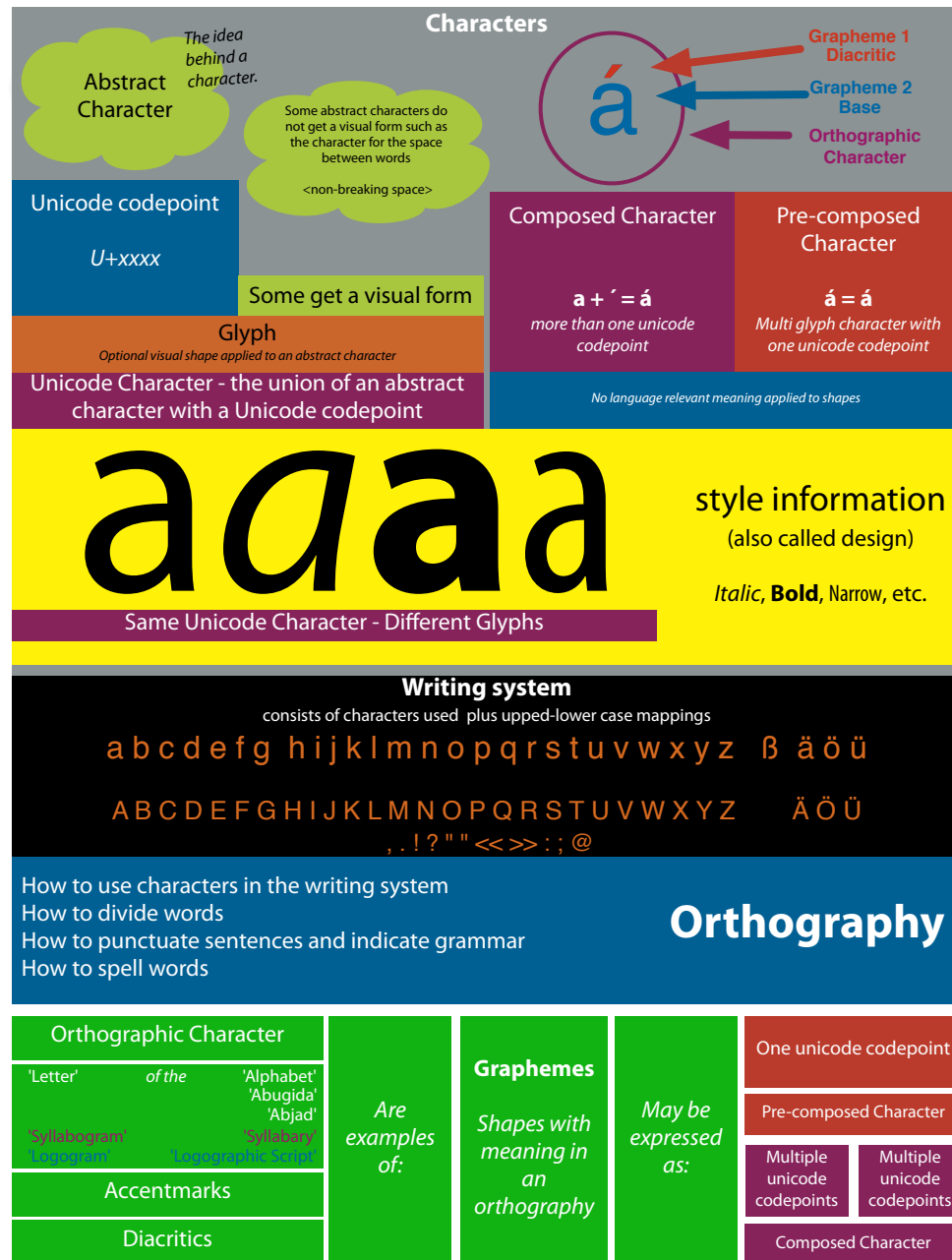


Figure 2. Characters

CHAPTER 2

Writing, text-input, and typing with keyboards

Desire, ability and opportunity function together to allow minority language writers to produce written materials in their languages. Keyboards and text input are the gateway to creating these text in digital mediums. Where any one of these three factors fail to exist regardless of the digital/non-digital context text output will be affected. That said, each of these factors can be affected by the technology, through the user's interaction with the technology. Technology (either digital devices or an orthography) in and of itself is not the saviour of an endangered or minority language, though it can be the platform on which many new conversations are conducted. The reason for this is that the problems of text production are fundamentally sociological, not technical. The technical aspect surfaces as a challenge when certain sociological impacts are not achieved. The sociological task (tasks when completed result in impacts) most relevant to this thesis is the speed of communication. However, in the mind of the user it is likely the ease of communication in a written form. For the typing experience to be successful by any calculation, language users must be trying to communicate via keyboards and text input. Inherently this infers a social attitude about writing. It is this attitude which is the ultimate medium of keyboard layout designer's craft.

2.1 Language Documentation versus Language Description

Since the early 1990's language documentation has emerged as its own discipline (Furbee 2010, Himmelmann 1998, Woodbury 2003) growing out of the field of linguistics. One of language documentation's distinctives is the collection of original language

use performances (Nathan 2010) in digitally archivable formats (Bird & Simons 2003). Within linguistics the focus on primary data is a shift in paradigm (Thieberger & Musgrave 2007: 27-9) as much as it is in methods (Bergqvist 2012: 24). Language Documentation has focused on creating lasting and multi-purpose language artifacts, where as linguistics, focusing on description, has traditionally sought to identify the patterns occurring within and around language use. Along the way, and facilitating the split between language documentation and linguistics, the field of linguistics has encountered two other notable movements: the digital revolution, and the endangered language movement. These movements have changed the the focal evidence of linguistic argumentation from being an evidence based science argued from antidotal observations by linguists worried about the observers paradox (Labov 1966, 1972, 2006), and descriptions of languages based on written forms of observed linguistic performance (for example hand transcribed Swadesh lists (Swadesh 1971: 283), to a science driven by data, rich with reviewable examples of performance (Coleman 2011, Schroeter & Thieberger 2011, Thieberger 2009) gathered collaboratively by speakers and researchers (Dwyer 2006: 54-6, 2010, Kuhlmann 1992: esp. 277-278, Leonard & Haynes 2010, Penfield, et al. 2008).

2.2 The Digital Revolution

The first of these two movements is the Digital Revolution. The advent of socially embraced digital communication has affected the behavior of both the observed (Kiesler, Siegel & McGuire 1984) and the observer (Crasborn 2010); the speaker and the listener (Seltzer, Prososki, Ziegler & Pollak 2012); the writer (Porter 2003) and the reader (Fortunati & Vincent 2014, Liu 2005, Mangen, Walgermo & Brønnick 2013). Digital devices are reshaping the communicative context in which ‘language’ exists. Handheld radios are replacing surrogate speech forms in Chinantec [cso] society (Wilfredo Flores, pc.; Mark Sicoli in segment 23:00-23:17 in D. Duncan 2013). Research in L1/L2 and L2/L1 transference, and the role of orthographies in the production of sounds suggests that devices

with text based dependencies for operation stand to have the potential to expedite the re-shaping of sounds in a minority language via the graphical similarity between a minority language orthography and the orthography of a language of wider communication (Detey & Nespoulous 2008, Major 2008: 69, Perre, Pattamadilok, Montant & Ziegler 2009, Simon, Chambless & Kickhöfel Alves 2010, Vendelin & Peperkamp 2006)¹. The change of language use (including loss of historically spoken minority languages) is not the only impact digital devices are having on minority languages. In some contexts minority language speakers are either adapting language use habits to incorporate the use of digital devices (Lexander 2011) or adapting their language related products (orthographies) so that it can more readily be used on existing devices (Jany 2010b: 235). Digital tools not only allow for new methods of language analysis using large multimedia corpora (Crasborn, Hulsbosch, Lampen & Sloetjes 2014), but also enable people to communicate across time and space in new ways (Brinckwirth 2012, Elia 2006, Maslamani 2013). Computer and electronic device mediated communication is a reality in current language use - both oral and written. To the 21st Century linguist this means not just studying language in its non-digital contexts, but also in its digital contexts. With the introduction of the mobile digital context, language users no-longer have a choice between the two modalities of oral v.s written, rather there is a complex array of options available to most people which cover a plethora of communicative devices and multi-modal/multi-medium scenarios. For example, interlocutor 'A' may get a short email message on his computer from interlocutor 'B' and reply via the 'Facebook Chat' app via his mobile device and carry on several exchanges with interlocutor 'B' before walking into interlocutor 'B's' office and continuing the conversation orally. All the while each segment of the conversation is constrained by the medium it occurs within. Computers have larger screens and keyboards, smart phones have smaller screens and smaller

¹ These claims are not universally accepted. Inconclusive results are presented by Pytlyk (2007, 2011); and Pattamadilok et al. (2011: 121) while arguing for the orthographic influence on phonology point out: "... that whether orthographic knowledge affects the core mechanisms of speech processing (e.g., lexical access) or some more peripheral processes (e.g., explicit segmentation or decision/comparison) seems to depend strongly on the choice of the tasks that researchers use to probe speech processing." For the purpose of this paper, I take this to mean that there are likely a variety of factors affecting the orthography-pronunciation relationship; of which orthography in the digital device is one.

keyboards but also have oral to text features packaged with their Operating Systems, while oral face-to-face communication usually carries with it a host of visual cues and ‘reduced’ speech forms.

2.3 The Endangered Language Movement

The second of these two movements is the endangered language movement. The endangered language movement can be broken down into two main tenants: document and develop. Krauss is credited with sounding the cry which started this movement (Hale, et al. 1992:9). Sounding a cry that linguists have not only a responsibility to study and document these disappearing languages but also to assist their speakers in the task of developing their languages. He says:

We should not only be documenting these languages, but also working educationally, culturally, and politically to increase their chances of survival. This means working with members of the relevant communities to help produce pedagogical materials and literature and to promote language development in the necessary domains, including television.

In the context of the endangered language movement, it is important to distinguish language development from language documentation. Unlike language documentation, language development is not a new concept; being defined as early as 1968 by Ferguson (1968). The distinction between language documentation and language development is pressed by Simons (2011), nineteen years after Krauss². Simons defines language development as:

... activities undertaken for the purpose of developing new functions for its language or for restoring lost functions.

There are two pertinent remarks when considering Simons’ definition. The first relates to the first movement mentioned previously - The Digital Revolution. That is, for many

² Although Ferguson (1968) also does layout much of the same definition for language development.

languages ‘new domains’ would include making the language viable in digital contexts, be it written, or oral, or oral with visual support (like YouTube and more generally all kinds of video). The second remark is that the long time delay in formally defining ‘language development’ does not mean that development and development-like activities were not undertaken prior to Krauss’ call to action or in the interim between Krauss and Simons’ formalized definition. Blench (2012: 13) generalizes the language development pattern in a Nigerian context for the past century saying:

A language was first analysed linguistically, a draft orthography was developed, primers to teach the language were printed, and as literacy initiatives were undertaken, Bible translations were very often begun. Wherever literacy took off, in major languages such as Hausa and Yoruba, this would ‘leak’ into the secular sphere. Books, newspapers and advertising would pick up on the possibility of targeting specific ethnic audiences.

Krauss’ call has not gone un-heeded, and in contrast to the characterization of events over the last century provided by Blench, the journal *Language Documentation & Conservation* is rife with more recent examples, perspectives, and use cases where linguists have engaged with communities to help “develop” their languages (Amery 2009, Otsuka & Wong 2007, Yamada 2007). Often these use-cases use the term ‘language revitalization’ to describe their language development type activities. Many ethnolinguistic communities have undertaken language ‘revitalization projects’ to fortify the social and pragmatic positions of heritage languages (for examples see: Reyhner & Lockard 2009). However, the lack of a clear distinction between ‘language documentation’⁸ and ‘language development’ for so long a period of time by many practitioners leads to three observations: (1) that in general there has not been a clear distinction in the literature between language development activities and language documentation activities, by those engaged in either or both activities; (2) that in general these activities do not usually occur individually; and (3) perhaps for many language communities what is desired is not a language documentation endeavor, but rather

a language development endeavor. That is, generally the activities of language development are encountered in documentation projects as persons affiliated with the academy pursue and engage minority language users. As pointed out by Mosel (2006: 68), the common case is that those activities which make it to the literature, do so because it is persons affiliated with the academy, looking to fulfill the requirements of the academy. Requirements of the academy often include publishing (Nature 2013, Priem, Taraborelli, Groth & Neylon 2010) and a demonstrable impact (Taylor 2011) which itself is part of a larger departmental research profile (for an example see materials by: Provost of the University of Wisconsin 2014).

2.3.1 Defining Language Development

2.4 Writing in Society

2.5 The Role and impact of design

2.6 The Role and impact of technical social systems

2.7 The objectification of languages

2.7.1 Objectification of the language

2.7.2 Object Culture

CHAPTER 3

Methods

This reviews the literature.

3.1 (Methodology) Methodological considerations

3.1.1 Keyboards

Physical v.s virtual

mobile v.s stationary

3.1.2 Orthographies

Do they get designed around computer technology or are they

3.1.3 Typing behaviors

What do I mean by this? Is it typing behaviors as in use of the keyboard layout? Or what the behaviors should be like Dvorak v.s. Qwerty.

3.1.4 Current Design Processes

Something about different views on these relationships.

What is the current processes?

3.1.4.1 The design of orthographies and keyboards

3.1.4.2 Good Design

3.2 Orthography text samples and analyzed keyboard layouts

CHAPTER 4

(Results)The data to be explored

What is a design framework and why is it needed?

How does design relate to keyboards?

What are we teaching about language by showing complex ways to type a language?

The User group and the community are to separate but related concepts.

4.1 impacts

4.1.1 objectification of the orthography

The mixing of the orthography and I density as a brand

4.1.2 objectification of the keyboard, and the keyboard layout

4.2 What should a keyboard layout enable people to do?

4.2.1 write in their language, in their script

What is the difference between writing and typing?

Why is this significance relevant?

4.2.2 Control the computer

4.3 What components does the framework need to contain?

Language Family

Language overlap settings

Language use in diaspora

Unicode and non-encode text

CHAPTER 5

Methodology

5.1 UX Analysis

Provide a definition of UX

Provide relevance to of UX decisions to Linguistics and language choice

5.2 Methods in UX analysis

Some general methods in UX analysis

Do linguistics do UX analysis?

5.2.1 Specific methods related the acquisition of my data

5.2.1.1 Keystroke Counting

Character counting v.s keystroke counting

5.2.1.2 Survey Data

The questions asked in the survey

The reason why the questions are asked

5.3 The Role of linguistic knowledge in UX

ux

adsfuxa

CHAPTER 6

The results of several languages

6.1 Use Case #1 Me'phaa

6.1.1 Phonology

6.1.2 Orthography

6.1.3 Keyboard Layout

6.1.4 Social Use setting of typing in the language

6.1.5 Statistics from Text Analysis

6.1.6 Observations

6.2 Use Case #2 Chinantec

6.3 Use Case #3 Spanish

6.4 Use Case #4 English

6.5 Use Case #5 ??? - from Africa

CHAPTER 7

What we can observe from these Use Cases and layouts

APPENDIX A

Full text of analyzed text

A.1 English

A.2 Me'phaa Full Text

ISO 639-3 code of language: [tcf]

Title of the text: Santiago (Me'phaa Mañúwjin)

Cited as: Carrasco Zúñiga, Estanislao & Mark L. Weathers. 2008-2010. Santiago (James).
Ms., Pre-Publication Draft of Bible Portion.

Text provenance: The text was received from the Me'phaa language development and Bible translation team via Mark L. Weathers on 31 May 2011.

What I did to the text before using it in comparisons: this text was likely the most complex to process. It required conversion from a custom encoding to Unicode. __ (tool used; mapping uses; method obtained) __*since the team has left the moved their project to unicode* after conversion, SFM markers were removed. Section headers were removed. Carriage returns were also removed.

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The Text: Ikhúún ñajun' Santiágo, mbo na'ne ñajuun Ana'ló' jamí Táta Jesukristo. Nax-
u'má iyii' rige' inala' ikháan' tsáan' mbo guwa' ajma múu kuthiin jjin Israél ñajwanla',
tsí nīdrú'úun mbá xúgí inuu numbaa. Naxaxáan'la'. Anguin', tsáan' ninimba'la' juyáa

Jesús, gajuma'la' rí phú gagi juwala' ídó rí nanújngala' awúun mba'a inii gajmá. Numuu nduyaá mála' rí ídó rí na'nga'la' inuu gajmá, nasngájma ne rí gakon rí jañii aki-an'la' juyaá Ana'ló', jamí na'ne ne rí mawajún gúkuála'. Indoó má' gí'maa rí mawajún gúkuála' xúgíí mbi'i, kajngó majraan'la' jamí ma'ne rí jañii aki-an'la', asndo rí náxá'yóo nitháan rí ja'yoo manindxá'la'. Xí mbáa tsí ikháan'la' tsí'yoo dí gá'nii, ga'thán jáñuu Ana'ló', jamí Ana'ló' gá'ne rí mba'yoo rí ma'nii. Numuu rí ikhaa tsígéween rí naxnúu mbá xúgíin tsí nunda'áa jamí tsí'théen numuu ne. Indoó má' numuu rí tsí nanda'a, ganda'ee gajmaá mbá jañii akuiin, maxá'ne rí ajma akuiin nitháan. Numuu rí tsí ajma akuiin asndo xó rí nambúxuu' inuu iya apha ja'nii, rí gee ñú'ú xpatra'a e'ne gíñá. Xabo tsí xkua'nii ja'nii, xájumuu rí majanáa tháan rí nanda'ee gá'ne Ana'ló', numuu rí tsí ajma akuiin, nari'khuu má' xú'khuen mbá xúgíí rí na'nii. Dxájwaló' tsí ngínáa, xátíyuu', numuu rí phú gí'doo numuu ná inuu Ana'ló', xómá' tsí phú gí'doo rá, xátíyuu' ídó rí Ana'ló' maxríguí, numuu rí tsí phú gí'doo nanguá mbayo' xtáa xómá re'e rí ríga ná xanáa. Ídó rí na'kha akha', nagigoo numbaa, jamí nojndoo iná. A'khuen rí nafrigu re'e jamí nánguá mitsaan giaxuu ne. Xkua'nii má' mambáa tsí phú gí'doo jamí mambá ríga mbá xúgíí rí gí'doo mangaa. Phú gagi xtáa xabo tsí tsí'ne rí xkawé' ídó rí naguma rájáa, numuu ídó rí ni'ngoó inuu gajmá, a'khuen mbayáa numuu rí maxtáa jámuu, rí nixuda miná' Ana'ló' rí maxnúu tsí nandúun juyáa. Ídó rí mbáa tsí ikháan'la' naguma rájáa rí ma'ne rí xkawé', maxá'théen rí Ana'ló' ne'ne rájáa. Numuu rí tsí Ana'ló' tsíyoo rí maguma rájáa rí ma'nii rí xkawé', ni má' ikhaa tsí'ne rájáa nimbáa. A'khuen gakon, mbámbáa naguma rájáa ídó rí nixmángua'aan e'ne rí xkawé' nandxa'wá minee' jamí rí naniguu'. Ídó rí nito'oo má' juma rí xkawé' ná idxuu xabo rá, maganú mbi'i rí ma'nii a'khán gá'ne ne. Jamí ídó rí wámba má' nigajaa a'khán rá, majañuu gá'ne ne. Anguin', phú nando' jaya'la'. Xángra'áan'la'. Xúgíí kixná rí phú máján jamí xtamínú' rí jañii wáa na'kha ná mikhuí, naxná ne Ana'ló' tsí ne'ne kumii a'guáan. Tsí Ana'ló' nim-i'tsú tsíxti'khuu xó ja'nii xómá a'guáan, ni má' tsíbañii' xómá nákuu. Ana'ló' ne'ne rí magumáa'ló' mbujú gajmaá majñuu ajngaa gakon, numuu rí xkua'nii ndiyoo ikhaa,

kajngó m̃anindx̃a'ló' ǰiǰin tsí ginuu jayu. Ikhaa numuu rú'khuēn, ǰnguǰn', tsáan' phú
 nando' jaya'la', xúgiáan' ikháan'la' gí'maa rí m̃u'gíi ña'wanla' kajngó m̃udxawíinla' rí
 nithánla'. Xá'ch̃a'la' guéño rí m̃uṭhanla', jamí xá'ji'náa'la' nach̃a guéño. Numuu rí x̃ab̃o
 tsí naji'náa guéño, tsíniǰ rí máján xómá rí nandoo Ana'ló'. Ikhaa jngó, g̃unǰ'ñáá r̃oñela'
 mbá xúgíi inii rí xkawē', rí gatíi guéño ná ǰkian'la'. Jamí g̃onē waba mǰinála' kajngó
 magoo m̃udrígúla' ǰngáa rawuun Ana'ló' rí wa'du má' ná x̃ox̃ta'la', rí gí'doo tsiakhe rí
 ma'ne jríñáa'la'. Ra'khá mbájndi má' ǰndoó rí m̃udxawíinla' ǰngóo Ana'ló', rí gí'maa
 rí m̃onē mbáníila' nē mangaa. Xí ǰndoó má' m̃udxawíinla' jamí tsíne mbáníila', ñunē
 nduwa mǰiná má' ikháan'la'. Numuu rí tsí ǰndoó má' nadxawuun ǰngóo Ana'ló' jamí
 tsí'ne mbánuu nē, ikhaa ja'niǰ xómá x̃ab̃o tsí ǰndoó má' nayaxuu inuu ná iya niwan,
 jamí ǰdo wámboǰ niyaxe mínee', ǰ'khuēn ñakeē jamí nach̃a má' imbumuu x̃ane ja'nii
 inuu. Xómá' tsí na'gíi ǰdxuu rí madxawuun m̃újuun ǰngóo Ana'ló' rí phú máján, rí
 na'ne jáwáan'ló' rá, phú gagi gáxtáa asndo náa má' rí gá'niǰ, xí tsímbumuu rí na'thán nē,
 jamí na'ne mbánuu má' xú'khuēn rí ñdxawuun. Xí mbáa najumuu rí phú máján xó rí
 na'ne mbáa Ana'ló' jamí tsíñawuun rawuun, na'ne nduwa mínee' má' ikhaa, jamí ndaa
 nitháan numuu rí na'ne mbáa Ana'ló'. Tsí gakon rí máján xó rí na'ne mbáa Ana'ló', jamí
 na'ne rí naniguu' Tátíaló' Mikhuíi ñajuun tsíge': tsí nambáñúú ǰjínxuá'a jamí go'óxuá'a
 ǰdo rí nda'ñúú. Xú'khuēn má' rí nañaw̃an mínee' rí m̃axá'niǰ rí xkawē' rí none x̃ab̃o
 ná numbaa ríge'. ǰnguǰn', tsáan' nanimba'la' juyáa Tátíaló' Jesukristo, tsí phú ǰthaán
 gí'doo numuu, ragí'maa rí m̃ura'wíinla' x̃ab̃o tsí m̃onē ngajuúnla'. Gajuma'la' rí ná
 nagimbáan'la' ǰ'khuēn ǰganú mbáa x̃ab̃o tsí phú gí'doo, gída' ǰjwan' mojm̃o' jndi ná
 ñawúun jamí phú mitsaan xtíñuu. Awúun má' rú'khuēn ǰganú mbáa x̃ab̃o tsí ngínáa
 mangaa, júwuun xtíin rí phú wayuu. Jamí gajuma'la' rí phú none ngajwaála' tsí mit-
 saan xtíñuu jamí ñutháanla': <<Táta, ara'ún ná xíle rí máján wáa gejyo>>, xómá' tsí
 ngínáa ñutháanla': <<Ikháán, ariajún má' ǰ'khuēn o ara'ún mbayíi mbo>>. Á ra'khá
 nura'wíinla' x̃ab̃o tsí m̃onē ngajuúnla' rí xkua'nii eñela' rá. Jamí nanindx̃a'la' xómá
 x̃ab̃o ñajun tsí tsírajwa' mbé'tháán gajmaá numúú mbá xúgíin x̃ab̃o. ǰnguǰn', tsáan'

phú nando' jaya'la', gudxawíinla' rí mathan'la': Ana'ló' nira'wíin xabó tsí ngíní ná numbaa ríge', kajngó manindxúun xabó tsí phú nanimbuún juyáá Jesukristo, jamí rí manújngáan manindxúun xabó tsí na'thán ñajuún Ana'ló', rí nixuda minee' má' gajmaá numúu tsí nandúun juyáá. Xómá' ikháan'la', nuñuúla' tsí ngíní asndo xó rí ndaa numúu. Á ra'kháa xabó tsí phú guá'dáá none ngínáa'la' jamí nagó judáan'la' gajmaá tsiakhe ná gu'wá ñajun rá dxé'. Á ra'khá ikhiin nuthan xkawíi' mbi'yuu Jesús tsí ñajuun ña'ñala' rá dxé'. Phú máján má' enela' xí gakon rí none mbáníla' xtángoo rí phú ithaán gí'doo numuu, xómá kama na'thán ná ajngáa rawuun Ana'ló': <<Aga' xtayáa xabó numbaa gajmaá' xómá nandaa' xtaya miná' ikháan.>> Jamí xí nura'wíinla' xabó tsí mone ngajuúnla' rá, gí'máa'la' a'khán ná inuu Ana'ló', numuu rí tsine mbáníla' xtángoo rú'khuen. Numuu rí tsí najumuu rí na'ne mbánuu xúgíi xtángawoo Ana'ló' jamí tsí'ne mbánuu maske asndo mbóó rí na'thán ne, gí'maa a'khán rí tsí'ne mbánuu ne xúgíi. Numuu rí Ana'ló' ni'thán: <<Xáthabaa' gajmaá' tsí ra'kháa a'giaa' o ajmbaa' ñajuun>>, jamí ikhaa má' ni'théen mangaa: <<Xátaxíyaa xabó.>> Kajngó xí tsíthabaa' gajmaá' tsí ra'kháa a'giaa' o ajmbaa' ñajuun, jamí nataxíyaa xabó rá, gí'máa a'khán rí tsíthane mbáníi xtángawoo Ana'ló'. Ikhaa jngó, guthanla' jamí gajuwala' xómá gí'maa rí majuwá tsí mītrajwa' numúu gajmaá mbá xtángoo rí na'ne jáwíin xabó ná awúun a'khán. Numuu rí ído gárajwa' Ana'ló' gajmaá numúu xabó, mañáwíin akuin ja'yoo xabó tsí niñáwíin akuin ja'ñúu xabó. Tsí nañáwíin akuin, ma'ngoó ído rí mītrajwa' numuu. Anguin', tsáan' nanimba'la' juyáá Jesús, xí mbáa na'thán: <<Ikhúun nanimbo' ja'yoo Ana'ló'>>, jamí ndaa nitháan rí máján i'ni, náa lá gámbáyúu rú'khuen rá. Á ma'ngoó má' rí xkua'nii inimbo' ma'ne jriyaa' rá dxé'. Gajuma'la' rí mbáa dxájwaló', xabiya o a'go, ndaa xtíñuu jamí ndaa rí mīkhuui tsitsíi, jamí mbáa tsí ikháan'la' na'thúun: <<Ana'ló' gá'ne tsakun rámaá ná mīdxuu'. Athúwaan' xtíñaa' rí mika wáa jamí atse'tsolá magi'maa.>> Ndaa rí gámbáyúu ajngáa rú'khuen, xí tsíxnúu rí nda'yóo. Xkua'nii má' mangaa, tsí indoó má' na'thán rí nanimbo' ja'yoo Ana'ló' jamí tsí'ni rí máján, ndaa mbá jayu má' numuu na'théen rí nanimbo' xú'khuen

rá. Ágá'ne xí mbáa ma'thán: <<Tikhuun nanimbuún juyáa Ana'ló', xómá' i'wíin none rí máján.>> Xómá' ikhúún nathanlō': Ikhaán mǎxáxóo mǎtasngajmú' rí ninimbǎa' xtayáa Ana'ló' xí tsíthane rí máján. Xómá' ikhúún magoo mǎsngajmáa' rí nanimbo' jayoo Ana'ló' gajmaá majñuu rí máján nanēlō'. Khá nanimbǎa' má' rí mbáwíi tsí ñajuun Ana'ló' xtáa rá. Phú máján má' ithane rí xkua'nii rá, asndo gíñá guéen má' nanimbuún rí xkua'nii mangiin, jamí asndo nagua'iin rí namíñúu. Xánindxǎa' xǎbō tsí júgoo inuu. Á nandaa' mǎsngajmáa' rí gakon rí ragí'doo numuu rí nanimboō' xǎbō tsí ndǎa rí máján e'ne dxē'. Nákhí rí tátǎ xí'ñá'ló' Abraám nixnáxií adée Isáák ná tsúduu jarngoxe itsí, ǎ'khuēn ni'thán Ana'ló' rí xǎbō tsí májáan ǎkuiin ñajuun. Nakujma nguáná má' mbu'yáá'ló' rí Abraám nisngájmeē rí nanimboō' ja'yoo Ana'ló' gajmaá majñuu rí ni'nií. Jamí gajmaá majñuu rí ni'nií, nigajǎa asndo nijrá'áan rí jañii ǎkuiin ná inuu Ana'ló'. Xkua'nii nimbánuu ajngǎa rawuun Ana'ló' rí na'thán: <<Ninimbōō' Abraám ja'yoo Ana'ló', rú'khuēn jngó ni'thán Ana'ló' rí májáan ǎkuiin.>> Jamí ne'ne mbi'yuu <<Iyan-gajwee Ana'ló'>>. Kajngó gǎfra'ǎ' májánla' ríge': Ana'ló' na'thán rí májáan ǎkuiin mbáa xǎbō gajmaá majñuu rí máján na'nií, rǎ'khá indōó gajmaá majñuu rí nanimboō'. Xkua'nii má' ninimbōō' Raáb mangaa, ǎ'gō tsí ningujwǎ mǐnǎ' nákhí wajyúú. Ana'ló' ni'thán rí májáan ǎkuiin gajmaá majñuu rí máján ni'nií: Njgruigúun ná go'wóo xǎbō tsí nigó gúñamaa xuajen Jerikó, jamí nimbáñúu rí magajnáǎ ngu'wǎ gajmaá imba jam-bǎa. Xómá rí mbáa xǎbō tsí nijáñuu, nándaǎ xuu', xkua'nii má' ja'nií rí nanimboō' xǎbō mangaa, xí ndǎa rí máján i'nií, ndǎa mbá jayu numuu rí nanimboō'. ǎnguín', tsáan' nanimbǎ'la' juyáa Jesús, xánindxǎ' xúgiáan'la' xǎbō tsí nusngǎá, numuu nduyáámála' rí itháan gakhe mǐtrajwǎ' numa ikhaan'xō'. Numuu rí mbá xúgiáan'ló' nangra'áan'ló' mba'a nothon. Xí xtáa mbáa tsí ǎ'ngōo ǎñǎwuyun rawuun ídō rí na'thán, xǎbō tsí nijrá'áan má' ñajuun tsú'khuēn, jamí ǎ'ngōo má' rí na'thán ñajun mineē' mbá xúgí mangaa. Ídō rí nuxu'dáa'ló' xǎ' ñuu rawuun guáyō, ǎ'nga'ló' nuxu'máǎ mǎ'gee ná nandaló' rí mǎ'gee, jamí ǎ'nga'ló' nuxmatrígǎa mbá xúgí. Guyaxíila' gu'wǎ rguwa mbǎ'wō rí nǎkǎ ná inuu iya ǎpha mangaa. Mbá ixē lájwíin jayá ikhoo nē rí nǎkǎ nē ná

nandoo x̣əḅo tsí n̄ak̄a jayóo n̄e, maske má' phú gakhe irmajngua' n̄e gíñá. Xú'khuen má' ja'nii rí rajuun x̣əḅo mangaa, mbá xuwi lájwíin ñajuun n̄e, jamí phú mbaa rí na'n-
goo n̄e na'ne. ¡Ra'khá tháán mbaa júba ikha e'ne mbá lájwíin rí'yuu agu rí nakhatiyoó'!
Rí rajuun x̣əḅo xómá rí'yuu agu ja'nii n̄e. Kama n̄e ná xuyuu, jamí phú gí'doo n̄e tsi-
akhe rí ma'ne n̄e mba'a inii rí ramáján, xú'khuen má' na'ne ma'chúu n̄e mbá xúgíi
xuyuu. Ndayá skiyyu' n̄e ná nakha jámuu agu, jamí mbá xúgíi mbi'i na'ne ma'chúu n̄e
mbi'yuu. Tsí x̣əḅo numbaa na'ngoó na'ne másuun jamí naxná ñajúun mbá xúgíi inii
xukú xáná tsí namanguún, xukú xna, xukú tsí nuxmatha mijná jamí xukú tsí gatiin ná
awúun iya apha. Xómá' rí rajuun x̣əḅo rá, nimbáa tsí'ngoó gá'thán ñajuun n̄e. Mbá rí
xkawé' rí ndaa xó muwajún thiínló' ñajuun n̄e, jamí gajníi thana rí nagudíin x̣əḅo ná
awúun ajngáa rí nagájnuu e'ne n̄e. Gajmaá rajwan'ló' nagájnuu ajngáa ná rawanló' rí
mo'ne mbaa Ana'ló' Mikhuíi, xú'khuen má' rí mu'xná ma'iínló' x̣əḅo tsí niguma kumii
xómá ja'nii Ana'ló'. Mbóó má' ná rawanló' nágájnuu ajngáa rí máján jamí ajngáa rí
xkawé'. Anguín', ragí'maa ma'ne rí xkua'nii. Á magoo magajnúu iya ríná ná iduu iya
rí thawuun dxé'. O magoo maxná xndú rí mbi'yuu aseitúnā mbá ixuu ígo dxé', o ígo
mbá ajmuu úba dxé'. M̄axáxóo anguín'. Xkua'nii má' mangaa, m̄axáxóo magajnúu
iya ríná ná iduu iya rí thawuun. Á xtáa mbáa tsí gakon rí nda'yoo jamí nafro'oo náá
rí máján ma'ne ná majña'la' dxé'. Gasngájmeē n̄e gajmaá majñuu rí gamakuui jamí
rí tsíkúxe míneē' ído rí na'nii rí máján. Jamí xí indoó má' tsixígu' jamí sian' ríga ná
awúun a'kian'la' rá, m̄uxúthan tsi'yála' rí n̄amañala' jamí m̄uxúne nduwala' rí none
nuwiinla' rí gakon. Numuu rí x̣əḅo tsí xkua'nii imañúú ra'khá ná inuu Ana'ló' i'kha rí
n̄amañúu, rí ná numbaa ríge' i'kha n̄e, ná jumúu má' ikhiin jamí ná inuu gixaa. Ikhaa
jngó, ná ríga tsixígu' jamí sian', ikhín má' ríga xkujndu jamí mbá xúgíi inii rí xkawé'
mangaa. Xómá' x̣əḅo tsí nduyáá jamí nafru'uún rí na'kha ná inuu Ana'ló' rá, tsíni rí
xkawé', tsítsañúu' gajmíi x̣əḅo, gamakuun, májaan akuín, phú nañáwíin akuín juñúu
tsí ngínii, gatii rí máján nunii, tsíra'wíin x̣əḅo tsí mone ngajúun jamí nanguá ajma
inúu. Tsí nandúun marigá rí tsímáá ná numbaa ríge', numbayíi rí m̄axátsañúu x̣əḅo.

Asndo xó rí nudii tsígoo rí máján ja'nii, kajngó mone xābō rí nandoo Anā'ló'. Náá lá i'khā xkujndu jamí siān' rí ríga ná majñā'la' rá. Ná awúun má' ākian'la' jamí ná awúun má' rí phú nanigua'la' mugua'dáála'. Phú nanigua'la' rí mugua'dáála' rí ríga ná tsūduu numbaa jamí tsígua'dáála' nē. Rā'khá tháan naxígua'la' rí asndo nūradīinla' xābō, ni má' xú'khuēn tsígua'dáála' rí nandala'. Nōnē xkujndula' jamí natsañā'la'. Rākua'dáála' numuu rí tsínda'āála' Anā'ló'. Jamí ídō rí nūnda'āla', tsídrigúla' rí nandala' numuu rí tsínda'āla' nē rí majmaa ná nda'yoo, rí nūnda'āla' nē mūtsijmála' ná rí nanigua'la' ikháan'la'. ¡Rā'khá xābō tsí nandúun juyáá indōó Anā'ló' ñajwanla'! Á tsíyāála' rí xābō tsí nandoo guéño ja'yoo rí ríga ná numbaa, tsíyoo rí māmáxyū' gajmāā Anā'ló' rá dxē'. Ikhaa jngó, asndo tsáa má' tsí nandoo guéño ja'yoo rí ríga ná numbaa, tsímáxyū' gajmāā Anā'ló'. O najuma'la' rí ndāā numuu rí na'thán ná ajngāā rawuun Anā'ló' dxē': <<Phú nandoo Anā'ló' ja'yoo Xe' rí kuā'an ná xōxtā'ló', jamí mbáwii ikhaa nandoo rí magaló' ju'yāā.>> Xómá' ikhaa phú mbāā rí máján naxnáló', rí ni rajá'yaló'. Ikhaa jngó na'thán ná ajngāā rawuun Anā'ló': <<Anā'ló' nāweje thuūn xābō tsí nūxuxí mijná, xómá' tsí nūxrigú mijná rá, naxnúu rí máján, rí ni rajá'ñúu.>> Ikhaa numuu rú'khuēn, gūñi'ñá mijnála' rí ma'thán ñajwanla' Anā'ló'. Gāwajún gúkuála' kajngó mā'nga'la' inuu gixāā, ā'khuēn rí ikhaa magáxyū mā'gee imba janíi. Āguwala' ná inuu Anā'ló', jamí ikhaa maxu'ma mineē' ná inala'. Xābō a'khán, gūñi'ñáá rōnēla' a'khán. Tsáan' ajmā ākian'la', indōó má' Anā'ló' gájuma'la' juyáá. Guyāála' rí mingínáa'la', gumbiya'la' jamí gatájwīin ākian'la'. Gūñi'ñáá rundu'wāla', gumbiya'la'. Gūñi'ñáá rajuwala' gagi, gajuwa jínála'. Gūxrigú mijnála' ná inuu Anā'ló', jamí ikhaa mā'nii rí phú maguma mbaán'la'. Ānguīn', nimbāa māxá'thán tsūduu nimbāa xābō. Xí mbāa na'thán tsūduu mbāa xābō o na'théen rí ramáján i'nii mbō', na'thán tsūduu xtángawoo Anā'ló' jamí na'théen rí ramáján nē. Xí ikháan narathán rí ramáján xtángawoo Anā'ló', tsíthane mbánii rí na'thán nē, rí nathane minā' mbō nārajwā' numuu nē. Indōó má' mbáwii tsí nixná xtángoo ñajuun mbō nārajwā', jamí indōó má' ikhaa magoo mā'ne jáwīin o maxná ma'īin xābō. Xómá' ikháan rá, tsáa ñajwaan' kajngó nātrajwā' numuu

xəbɔ ʝumaa' ró'. Gʊdxawíɪnla' ríge', tsáan' nʊthənlá': <<Xúge' o gátsíí mʊ'gualó' xu-
ajen rú'khuɛn o ríge', majuwaló' mbá tsigu ikhín, mʊnguɟwə ngaaló' jamí mʊ'daaló'
mbúkhaa.>> Jamí nitsíyaa'la' dí garigá gátsíí, ni má' tsíyaa'la' xí xóo juwala'. Dílá
ñajuun mbi'yala' rá. Xómá ruɟmbaa' rí nakujma mbégo jamí ɪmbrúma nándaɟ ne
xkua'nii ja'ña'a'la'. Iwaa' máján rí xá'nii gúthənlá': <<Xí Ana'ló' nandoo, majuwaló'
jamí mʊ'nɛló' ríge' o mʊ'nɛló' rí ñú'ún.>> Xómá' ikháan'la' phú nanigua'la' rí mʊthən
tsí'yála', asndo xó rí ikháan'la' ɪthən ñájwíin mbi'yala' ja'nii. Ramáján ɛnɛla' rí nɔnɛ
tsí'yála' xkua'nii. Ikhaa ɟngó, tsí nda'yoo má' náá rí máján mɔ'ne jamí tsí'niɪ, xtáɟ
ná awúun a'khán. Gʊdxawíɪnla' ríge', tsáan' phú kua'dáála': gumbiyə'la' jamí gʊndx-
a'wə ɟínála', numuu rí inu má' mɔ'kha mbi'i rí mʊmínɪɪla'. Na'ga má' mbá xúgíí rí
mitsaan kua'dáála', jamí na'pho má' ñuu ruxi xtíñala' rí phú kuitsúun. Na'khaa má'
iyoo mbúkhaa ajwan' mɔjmo' jamí mbúkhaa ajwan' mɪ'xá rí phú kua'dáála'. Rú'khuɛn
ma'thán rí ramáján nɛnɛla' ɪdɔ gárɟwə' Ana'ló' numala', jamí matsikháan'la' nɛ. Nɛnɛ
matííla' rí mʊgua'dáála' awúun mbi'i rí inu má' mambá numbaa ráan'. Ikháan'la' túne
numíla' xəbɔ ngíníí tsí ñíñajun ná mbayala'. Gʊdxawíɪnla' rí nandxa'wá ra'a numa
rú'khuɛn ná inuu Ana'ló' tsí gí'doo mbá xúgíí tsiakhe, jamí ikhaa nidxawuun má'
a'wúun yumbáá tsú'khuɛn. Ikháan'la' phú nijuwa májánla' ná numbaa ríge'. Nitháan
ndaɟ rí ndi'yála', jamí nɛnɛla' mbá xúgíí rí nanigua'la'. Ni'ngáan'la' mɛnda'kho xómá
xúkú tsí nitsí'yoo náá mbi'i majañúy. Nírígula' ajngáa wa'a tsɟduún tsí ndaa a'khúun
jamí nɪradíɪnla', xómá' ikhiin túxudaa' ñawúun rí mʊmbayú mijneɛ. Ikhaa ɟngó, ɟn-
guɪn', ga'ngoɔ ɟkian'la' asndo mbi'i rí mɔ'khaa Táta Jesukrísto. Guyaxɛla' xómá e'ne
xəbɔ tsí nañajun xanáá, gí'thuun má' xú'khuɛn rí maguɟ rí mitsaan nijmaa ná tsɟduu
ɟubə' rí ni'dii, jamí gí'thuun má' xú'khuɛn rí maganú mbi'i rí mɔ'khaa ru'wa. Xkua'nii
má' gónɛ mangáan'la', gónɛ gakhe ɟkian'la' jamí mɔxá'ne ní'nga'la' rí mʊwa'thiínla',
numuu rí inu má' mɔ'khaa Táta Jesukrísto. Anguɪn', nimbáa mɔxá'ne xkujndu ɟaj-
maa numuu nimbáa, kajngó mɔxákujma a'khánla' gá'ne Ana'ló'. Guyaála' rí inu má'
xtáɟ ná rawuun xkrugua tsí marajwə'. Anguɪn', guyaxííla' xkrída xó rí nimíníí jamí

xó rí nene gakhe akuiín tsí nīrawí jngaa ajngóo Ana'ló' wajyúú. Ikháánló' najuma'ló' rí phú gagi júwá' tsí na'ngoo akuiín rí mumíníí. Ikháan'la' nīdxawíin xáne nī'ngoo akuiín Jób rí mamínuyú' mēnda'kho, jamí nduyáá mála' rí ndawáá phú mbaa rí máján nijanáa ne'ne Ana'ló'. Numuu rí Ana'ló' phú nañáwíin akuiín jamí phú mbaa akuiín. Anguín', nando' gáthán'la' imba rí gí'doo numuu: ídó rí nūthánla' numuu asndo dí má', xúxu'dáa'la' Ana'ló', ní má' xúthánla' mbi'yuu asndo nimbá rí ríga ná numbaa. Rí nūthánla' rí monēla', ikhaa má' gónēla'. Xí nūthánla' <<māne>>, gonēla'. Xí nūthánla' <<maxāne>>, xúnēla'. Kajngó maxákujma a'khánla' gá'ne Ana'ló'. Xí xtáa mbáa tsí gí'doo ga'kho ná majñá'la', ga'thán jáñuu Ana'ló'. Xí xtáa mbáa tsí nadxuu, ga'sieen ajmúú ná inuu Ana'ló'. Xí xtáa mbáa tsí najáñuu ná majñá'la', gandx-a'wúun xābo buanuu tsí juyá idxuún mbo nagimbíin. Kajngó muthán jáñíí Ana'ló' gajmaá numuu, jamí mūtsua'aan aséite gajmaá mbi'yuu Táta Jesukrísto. Xí nūthán jáñíí Ana'ló' gajmaá mbá jáñíí akuiín, mā'níí akuiín tsí najáñuu, jamí Ana'ló' mā'ne rí matuxíí. Jamí xí ní'níí a'khán rá, Ana'ló' mā'ne mbaa akuiín ja'yoo. Ikhaa numuu rú'khuēn, mbámbáa gá'ne maphú a'khúun ná inuu imbaa, jamí mbámbáa gá'thán jáñuu Ana'ló' gajmaá numuu imbaa, kajngó mā'níí akian'la'. Xí mbáa xābo tsí májaan akuiín na'thán jáñuu Ana'ló', phú gí'doo tsiakhe tsakuun rí na'níí. Garmá'aan akian'la' juyáa Elías, tsí nīguwí jngaa wajyúú, ikhaa ninindxuu mbáa xābo numbaa xómá ikháánló' jayu. Nákhí ní'thán jáñuu Ana'ló' rí maxáxnúu ru'wa, táxnúu ru'wa atsú tsigu itikhu. Ndawáá a'khuēn ní'thán jáñuu Ana'ló' mbujúú rí maxnúu ru'wa, a'khuēn nixnúu ru'wa ne'ne Ana'ló', jamí nixnáa xndúu mbá xúgíí iníí rí nda'ya ná inuu jubá'. Anguín', tsáan' nanimba'la' juyáa Jesús, xí mbáa tsí ikháan'la' naniñuu jambaa rí gakon, jamí imbaa na'ne rí matangaa, guyaála' rí tsí nambáyúu xābo a'khán rí matangaa akuiín jamí maniñuu ra'ne a'khán, na'níí rí majríyaa' rí majáñúu jamí na'níí rí Ana'ló' mā'ne mbaa akuiín ja'yoo mba'a a'khán rí ní'níí.

A.3 Chinantec Full Text

ISO 639-3 code of language: [cso]

Title of the text: Sí² Quioh²¹ Santiago. JÚ¹ CHÚ³² QUIOH²¹ JESÚS TSÁ² LÍ³ CRISTO
(El Nuevo Testamento en el chinanteco de Sochiapan)

Cited as: La Liga Bíblica. 2009. Sí² Quioh²¹ Santiago. JÚ¹ CHÚ³² QUIOH²¹ JESÚS TSÁ² LÍ³ CRISTO (El Nuevo Testamento en el chinanteco de Sochiapan), 525-33. La Liga Bíblica. <Accessed: 12 June 2012>. <http://www.scriptureearth.org/data/cso/PDF/00-WNTcso-web.pdf>

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What I did to the text before using it in comparisons: Section headers were removed. Chapter and verse numbers were removed.

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The Text: Jná¹³ la³² Jacobo, tsá² lín³ jná¹³ jan² *tsá² má²dí¹hlánh¹ joh¹ Dió³² jì³ Jesucristo Tì³² Juo¹³ dí², juanh³² jná¹³: “Hia² hnoh²”, tá¹ quia³tún³ nió³ hnoh² tsá² *Israel, tsá² má²ná¹yanh³² náh² tá¹ cáun² hngá¹máh³. Hnoh² reh², ma³hiún¹³ hnoh² honh² lí³ua³ cáun² hí³ quiunh³² náh², quí¹ la³ cun³ hí³ má²ca³lí³ ñí¹ hnoh² jáun² hí³ tí³ jlánh¹ bí¹ re² lí²tín² tsú² hí³ jmu³ juenh² tsí³, n¹juáh³ zia³² hí³ cá² lau²³ ca³tí²¹ hí³ taunh³² tsú² jáun² ta²¹. Hí³ jáun² né³, chá¹ hnoh² cáun² honh², hí³ jáun² lí³ lí³tín² hnoh² re² hí³ jmúh¹³ náh² juenh² honh², hí³ jáun² hnoh² lí³ lín³ náh² tsá² má²hún¹ tsí³, tsá² má²ca³hiá² ca³táunh³ ca³la³ tán¹ hián² cu³tí³, la³ cun³ tsá² tiá² hí³ lí³hniauh²³ hí¹ cáun² ñí¹con² yáh³. Lí³ua³ jan² hnoh² tsá² tiá² re² má²jniá³ jm¹ honh² náh², m¹ náh² ñí¹con² Dió³², hí³ jáun² lí³ hián¹³ náh², quí¹ hí³ bí¹ cue³² ca³la³ hí³ lí¹ má²tú² má²ziáun²³ ñí¹con² ca³la³ jím³² tsáu², ha³ tiá² jin²³ yáh³ tsú² tsá² hiú² tsá² mi³² ñí¹con². Tí³la³ hniauh³² m¹ tsú² hí³ hu²¹ cáun²

tsí³ má¹ná¹, hí¹ cú¹pih²¹ yáh³ tiá² hniáuh³² hu²¹ tun³ tsí³ tsú²; quí¹ n¹juáh³ hi³ hu²¹ tun³ tsí³ tsú², jáun² lín³ tsú² la³jm¹ l³ cu³ jláí³ jmí²miih²¹ bíh¹, hi³ hlia³² chí³ tí³ hlá² tí³ n². Tsá² la³ hí³ tiá² hniáuh³² yáh³ hi³ cáun² l¹ lín¹³ hi³ hiáuh³ hi³ jmí¹ cué²¹ jáun² Dió³² Juo¹³ dí²; quí¹ tsá² la³ hí³ dá² cáun² l¹ tí² l¹ jeinh³² tsí³ tí³ hlá² tí³ n² bíh¹. Hi³ jáun² né³, cu¹ jmu¹ tsah³ tsá² reh² dí², tsá² tsí³juí³, quí¹ cun³ñí¹ hi³ má²ca³ta³zanh¹ tsú² re². Hi³ tsá² hánh³ né³, cu¹ jmu¹ tsah³ quí¹ cun³ñí¹ hi³hliá² má²ca³méih³ hi³ quien² tsú², quí¹ tsá² ná¹hánh³ dá² lín³ la³jm¹ l³ lí¹³ hi³ tiá² má²híe² bíh¹. Quí¹ n¹ má¹ca³hiá² hiú², hi³ má¹lí³² jáun² né³, chei³² lín³², jáun² lí²quiéin² bíh¹ náí², hi³ suh³² siáh³ lí¹³ quioh²¹, jáun² l¹ ca³há² ca³nga² bíh¹ hi³ jmí¹ jniá³ jáun² chú³² lín³². La³ jáun² bíh¹ quionh³² uá²jai³² tsá² hánh³, cu³diá²jan² bíh¹ tsá²hín³ tsú² tá¹la³ cuá¹jmu² jáun² tá¹³. Hen³ ma³ jmí¹ ren² tsá² tion² tsí³ ca³la³ jí³² hi³ quionh³²; quí¹ n¹ má¹ca³nga² tsú² la³jí³² hi³ jáun², hiáuh³ bíh¹ tsú² la³ cun³ hi³ ca³jmú³ jáun² Dió³² jáí¹³ hi³ cué³² ñí¹con² tsá² hniau³ dí², hi³ lí¹³ zian² dí² quionh³ tsá² ca³cah¹³ hi³ jmái¹ quionh³. Tí³la³ n¹juáh³ ca³chó³² cáun² jmái¹ hi³ hniá¹ tsú² cáun² hi³ tiá² ca³tí²¹ né³, tiá² hniáuh³² yáh³ hi³ cáun² l¹ lín¹³ tsú² hi³ Dió³² bíh¹ cá² lau²³ cun³quionh³ hi³ hlah³ jáun². Quí¹ hí¹ cónh³ yáh³ tiá² lí¹³ hi³ hen² tsí³ Dió³² hi³ hlah³, sa³jun³ cá² lan²³ tsú² tsáu² cun³quionh³ hi³ hlah³. Tí³la³ n¹juáh³ hi³ hniá¹ tsú² la³ cun³ hi³ tiá² ca³tí²¹ né³, jáun² hi³ jáun² má²ja³² ca³la³ tí³ ñeh² hñu³ tsí³ hnga² bíh¹ tsú²; quí¹ hñu³ tsí³ hnga² bíh¹ tsú² dí¹quian¹ hi³ jáun². Hi³ n¹ má¹ca³lín¹³ tsú² jmu³ la³ cun³ hi³ má²hniá¹ jáun² jmu³ né³, má¹jáun² má²lí¹³ tso³ bíh¹. Jáun² n¹ má¹ca³lí³ pin³ tso³ tán¹ hián² cu³tí¹³ né³, jáun² má¹jáun² má²jún³ bíh¹ tsú² ñí¹con² Dió³². Hnoh² reh², tsá² hnau³ jná¹³ lín³², ha³ lí² l¹ cu¹ lí³can² hnoh²; quí¹ ca³la³ jí³lí³² hi³ chu²¹, jí³ la³jí³² hi³ quien² ca³la³ tán¹ hián², cáun² l¹ cue³² bíh¹ Dió³² Jméi² dí², Tsá² cuá³ hñu³mi³cuú². Hí³ bíh¹ Tsá² lín³ mí¹zioh²¹ quioh²¹ la³jí³² joh¹ hi³ jniá³ jáun² tí³ chí³cuú²; Dió³² Tsá² lín³ la³ má²lín³ jáun² yáh³. Tí³la³ Tsá² hí³ má¹ná¹, tiá² zan² yáh³ la³jmí¹ za² joh¹ hi³ ja³² jáun² chí³cuú², hi³ cáun² l¹ jmu² hính¹³ tí³ hlá² tí³ n². Hí³ bíh¹ Tsá² ca³lín¹³ hi³ ma³jniau² dí² hi³ hmai²¹ cun³quionh³ jú¹ tson² quioh²¹. Cun³ñí¹ hi³ jáun² né³, má²láí³ dí² tsá² má²ná¹chan¹ ñí¹con² tsú² ja¹ quioh²¹ la³jí³² hi³ ca³jmú³ tsú² jáun², la³jmí¹ má²ná¹chan¹

jáun² la³jí³² hi³ lau³² la³ñí¹. Hi³ jáun² né³ reh², tsá² jlánh¹ hnau³ jná¹³, hniáuh³² lí³ ñíh¹³
 náh² hi³ tianh¹³ náh² hua³jan²¹ hi³ náih¹ náh² jái¹³ hi³ hleh³² tsáu²; tí³la³ tiá² hniáuh³²
 yáh³ hi³ la³jui³² hléh¹³ hnoh² má¹ná¹, sa³jun³ hniáuh³² hi³ la³jui³² má²míh³ honh² náh²,
 qui¹ tsá² míh²³ tsí³ cun³ tiá² lí³ bíh¹ jmu³ la³ cun³ hi³ tí³² tsí³ Dió³². Hi³ jáun² bíh¹
 hniáuh³² cháh¹³ hnoh² tí³ có³² la³jí³² hi³ tiá² jí² hi³ má²chí¹mí³² jáun² honh² hnoh², la³
 má²quionh³ jí³lí³² hi³ hlah³ hi³ jlánh¹ má²ca³lí³ hliáun³ jáun²; tí³la³ hi³ nio² re² honh²
 bíh¹ hnoh² cuéh¹ náh² jái¹³ hi³ lí³ lí³ quien² jú¹ tson² hi³ má²ca³jí³ jáun² Dió³² hñu³
 honh² náh², la³ cun³ jái¹³ hi³ jmu³ hi³ liáun³ náh². Hi³ jáun² hniáuh³² má¹tíh²¹ bíh¹ hnoh²
 la³ cun³ hi³ hie³² jú¹ tson² jáun², qui¹ nǎ¹juáh³ cáun² tí³ lí³ náih³² náh², jáun² la³ jáun² lí³
 lí²can² náh² hmóu³² bíh¹. Qui¹ tsá² tí³ lí³ náí³² jú¹ tson² hi³ tiá² má²tí³² yáh³ tsú² má¹lí³²
 jáun², jáun² tsá² la³ hí³ dá² lín³ la³jmí³ lín³ jan² tsá² má²lí²jí³ ñí¹ cun³quionh³ cáun² hu³²
 bíh¹. Qui¹ nǎ¹ má¹lí²jí³ tsú² lánh³ lí³ ñí¹, jáun² la³jui³² tsá²có³ bíh¹ tsí³ tsú² lánh³ lí³ ñí¹
 nǎ¹ má¹lí³² jáun². Tí³la³ tsá² taun² re² ñí¹ liei²¹ chu²¹ quioh²¹ Dió³² né³, liei²¹ hi³ jmu²
 jáun² hi³ lí³ liáun³ tsú², hi³ má²tí³² tsú² re², hi³ tiá² tsá²có³ tsí³ tsú² hi³ náí³², jáun² tsá² la³
 hí³ bíh¹ jlánh¹ lí³ hiún² tsí³ ca³tí²¹ la³ cun³ la³jí³² hi³ jmu² jáun². Nǎ¹juáh³ zian² tsá² lín²³
 hi³ jlánh¹ re² má²tí³² cuáh³² quioh²¹, tí³la³ nǎ¹juáh³ cáun² lí³ ja³tú² ja³lí²³ bíh¹ ho³ tsú²
 má¹lí³² jáun², jáun² tsá² la³ hí³ cáun² lí³ má²can² hnga² bíh¹, hi³ tiá² lín¹ lí²quien² yáh³ hi³
 jlánh¹ má²tí³² tsú² jáun² cuáh³². Tí³la³ tsá² má²tí³² cuáh³², cáun² hi³ jí² hi³ hngó³² ta³ ñí¹
 Dió³² Jméi² dí² né³, jáun² tsá² la³ hí³ bíh¹ jmu² la³ lá²: Má²hon³ tsú² tsá¹míh¹ hnái³, jí³
 tsá²mí³ hnái³ nǎ² siáh³ ja¹ lí³ua³ cáun² uu³mí²tsí³² hi³ zian² tsú², hi³ hua³hín¹³ tsú² siáh³
 hnga² hi³ tiá² ma³quiá¹ jmí²chí³ quioh²¹ cun³quionh³ hi³ zia³² jáun² ñí¹ hué²¹ lá². Hnoh²
 reh², tsá² tanh²³ náh² ta²¹ Jesucristo Tí³² Juo¹³ dí², Tsá² cú² juenh², tiá² ca³tín¹ ya³ náh²
 jmúh¹³ quien² jan², hi³ jan² tiá² quien². Jmú¹³ jái¹³: Nǎ¹juáh³ ja¹ ñí¹ ná¹ngih³² náh² ca³hi³
 jan² tsá² quih³² hmih³² chu²¹, hi³ tloh³ siáh³ anillo hi³ lí³ cú¹mí¹niau²¹ cuo² tsú², hi³ tá¹la³
 jáun² né³ ca³hi³ siáh³ jan² tsá² tia³mii² quih³² tsí³ hmih³² tseh¹, tí³la³ nǎ¹juáh³ hnoh² jlánh¹
 ca³ma³quien¹³ náh² tsá² quih³² hí³ hmih³² chu²¹, hi³ juoh¹ náh² tsú² la³ lá²: “Ñí³ ñí¹ chu²¹
 lá²”; tí³la³ tsá² tia³mii² hí³ né³ juoh¹ náh² la³ lá²: “Tí³ ó³² cuá²náu² hnú², ho³lá²dá² hué³²

lín²¹ lá² ñí³⁷, hi³ n'juáh³ la³ jáun² bíh¹ la³ jmuh³² náh² né³, jáun² má²ná¹jmuh³² náh²
 quien² jan², hi³ jan² tiá² quien² bíh¹ ja¹ quián¹³ náh² hmóu³², hi³ má²ná¹chú¹ ná¹ñih²¹
 náh² tsáu² hi³ hu²¹ hlah³ honh² náh². Hnoh² reh², tsá² jlánh¹ hnau³ jná¹³ lín³², niéi² náh²
 re² jái¹³ hi³ juanh²¹ jná¹³ lá²: Dió³² má²ca³quianh³ tsá² tia³mii² zian² ñí¹ hué²¹ lá², hi³
 jáun² cun³quionh³ hi³ nio² cáun² tsí³ tsú² ñí¹con² Dió³², lí³ lín³ tsú² jan² tsá² hánh³, ¿tiá¹
 tson²? Tsá² la³ hí³ bíh¹ hiáuh³ jái¹³ hi³ tsa³tiánh² ñí¹ cuá¹quien² Dió³², la³ cun³ jái¹³ hi³
 ca³jmú³ jáun² Dió³² ñí¹con² tsá² cu³tí³ hniau³ hí³ dí². Tí³la³ hnoh² má¹ná¹, chin²³ náh²
 hua³heih²¹ tsá² tia³mii². ¿Haun¹³ juáh¹³ chín¹dí¹ tsá² hánh³ bíh¹ tsá² jmu² hian² tsí³ hi³
 quin²³ hi³ quián¹³ hnoh² dúh¹, hi³ tú² hna² tsú² siáh³ ñí¹ta²¹? Hnoh², tsá² má²ná¹lái¹
 náh² Cristo, ¿haun¹³ juáh¹³ chín¹dí¹ tsá² hánh³ hí³ bíh¹ tú² hió³² hi³ jmái² tsú² dúh¹,
 hi³ jlánh¹ bíh¹ chu²¹ jáun², hi³ má²ná¹jmái² náh² jáun² ta³né³²? Hi³ jáun² né³, n'juáh³
 cu³tí¹³ ma³tih²¹ náh² liei²¹ hi³ quien² jáun² la³ñí¹, la³ cun³ jái¹³ hi³ rá¹juáh³ jáun² ñí¹ Sí²
 quioh²¹ Dió³², hi³ juáh³ jáun² la³ lá²: “Hniáuh³² má¹hno¹ hnoh² tsá²mí³cuóun² renh²
 la³jmí² hno³ náh² hmóu³²”, jáun² má²ná¹jmuh³² re² bíh¹ hnoh² n'juáh³ la³ jáun². Tí³la³
 n'juáh³ jmuh³² náh² quien² jan² né³, hi³ jan² tiá² quien², jáun² tso³ bíh¹ má²ná¹jmuh³²
 náh², quí¹ liei²¹ quioh²¹ Dió³² jmu² lin¹ hi³ tiá² jmuh³² yáh³ hnoh² la³ cun³ hi³ ca³tí²¹.
 Quí¹ n'juáh³ jan² tsá² má²tí³² la³jí³² héih³² quioh²¹ liei²¹, tí³la³ sa³ la³ zia³² bíh¹ cáun² hi³
 tiá² ca³ma³tí³² tsú² má¹lí³² jáun², jáun² má²ren² bíh¹ tsú² tso³, la³juah²¹ dúh¹ hi³ tiá² lí²
 ma³tí³² hí¹ cáun² bíh¹ tsú² héih³² quioh²¹ liei²¹ lí²³. Quí¹ Dió³² ca³juáh³ la³ lá²: “Ha³ lí²
 jmú² náh² juón¹⁷”, hi³ ca³juáh³ siáh³: “Ha³ lí² jngíh³ náh² tsáu²⁷”. Jáun² né³, uá¹jinh¹ jan²
 tsá² tiá² lí² jmú² lí² tsau³², tí³la³ já² jngíh² bíh¹ tsú² tsáu², jáun² ñí¹ ní² bíh¹ tsá²hín³ tsú²,
 hi³ tiá² la³ lí²ma³tí³² yáh³ tsú² héih³² quioh²¹ liei²¹ jáun². Hniáuh³² hléh¹³ hnoh² jí³ hi³
 má¹zián¹³ náh² la³jmí² zian² tsá² ná¹ñí³² hi³ chau²¹ jmái¹ tá¹tsí²¹ héih³² ñí¹con² bíh¹, la³
 cun³ lí³ jáun² héih³² quioh²¹ Cristo hi³ jmu² hi³ lí³ liáu³ dí². Quí¹ tsá² tiá² jmu² juenh²
 tsí³ ñí¹con² tsáu², sa³jun³ jmu³ yáh³ Dió³² juenh² tsí³ ñí¹con² tsú² hnga² ní² má¹cá²chó³²
 jmái¹ hi³ ra³tsa² Dió³² héih³² quioh²¹ tsú². Tí³la³ n'juáh³ tsá² jmu² juenh² tsí³ ñí¹con²
 tsáu² né³, jáun² tiú²uú² zia³² yáh³ hi³ háinh¹³ ñí¹con² tsú² ní² má¹ca³ta³tsin¹ tsú² héih³².

Hnoh² reh² ɿha³ dá² jinh¹ quien² hi³ juáh³ tsú² hi³ nio² cáun² tsǎ³ ñí¹con² Dió³², nǎ¹juáh³ tiá² lin¹ hi³ chu²¹ jmu² yáh³ tsú²? ɿCun³ tiá² lǎ³ bíh¹ liáu³² hi³ nio² jáun² cáun² tsǎ³ tsú²! Jmú¹³ jái¹³: Nǎ¹juáh³ zian² jan² tsá²mǎ³ reh² dí², ho³lá²dá² tsá²ñuh² hi³ tiá² ha¹ zia³², sa³jun³ zia³² bíh¹ hi³ cuh³ tsú² cun³jmá² cun³ jnia³², hi³ má¹lǎ³² jáun² né³, ma³ jan² hnoh² tí³ lǎ³ juouh³² náh² tsá² hí³ lá³ lá²: “Cuánh² cáun² hi³ re² hi³ tǎn²; cu¹ lǎ³chanh³² nú², hi³ cu¹ conh²¹ siáh³ henh¹ nú²”, tí³lá³ já² hí¹ cáun² yáh³ tiá² hi³ lǎ³cuéh³ náh² tsú² má¹lǎ³² jáun², ɿha³ dá² jinh¹ quien² hi³ juáh³ hnoh² lá³ jáun²? Lá³ jáun² bíh¹ lǎ³ hi³ tiá² lin¹ zia³² ñí¹ jmu³ ta²¹ yáh³ hi³ tí³ lǎ³ juáh²³ tsú² hi³ nio² cáun² tsǎ³ ñí¹con² Dió³², nǎ¹juáh³ tiá² lin¹ zia³² yáh³ hi³ jmu² tsú². Hi³ lǎ³ juáh²³ tsú² jáun² hi³ nio² cáun² tsǎ³, jáun² má²lǎ³ lá³jmǎ¹ lǎ³ cáun² hi³ jún¹ bíh¹ jaun³². Jáun² né³, lǎ³ zian² tsá² záih³² rainh²¹ lá³ lá²: “Hnú² bíh¹ jan² tsá² nio² cáun² honh², tí³lá³ jná¹³ né³, lǎ³ ná¹ jan² tsá² jmu² ta²¹ bíh¹”. Tí³lá³ jná¹³ né³ juanh³²: Má³li²¹ hnú² ha³ lánh³ rón³² nio² cáun² honh² nǎ¹juáh³ hnú² jan² tsá² tiá² lin¹ zia³² hi³ jmuh³²; hi³ jáun² jná¹³ má¹li²¹ hi³ nio² jáun² cáun² tsǎn³² cun³quionh³ hi³ jmu² ná¹. ɿHí¹ má²nio² cáun² honh² hnú² hi³ zian² jan² tán¹ Dió³²? Chú³² bíh¹ nǎ¹juáh³ lǎ²³ hnú² lá³ jáun². Já³bí¹ jmǎ²chí³ hláinh¹ yáh³ ná¹lǎ²³ lá³ jáun², hi³ cá³lá³ quí² juan²³ bíh¹ hi³ juénh². Hnú², ɿtsá² cáun¹ nú²! Sá¹nǎ² cónh³ jmǎ¹ jmu¹ jná¹³ lin¹ hi³ tiá² lin¹ ñí¹ quien² hi³ juáh²³ tsú² hi³ nio² cáun² tsǎ³, nǎ¹juáh³ tiá² lin¹ zia³² yáh³ hi³ chu²¹ hi³ jmu² tsú². Jáun² né³, ɿhaun¹³ juáh¹³ hnga² hla¹ Há²bran²¹, jméi² dí¹hio³ ñú¹deh³ dí², cá³lǎ³ lá³juah²¹ dúh¹ jan² tsá² chun¹ ñí¹con² Dió³² cun³quionh³ hi³ cá³jmú³ tsú² jáun², jmǎ¹ cá³jéin³² tsú² jáun² Isaac jon² ñí¹con² Dió³², hi³ cá³ra³tsǎn² tsú² jáun² ñí¹hiú¹³ míh¹? Jáun² né³, cun³quionh³ lá³ nǎ² cá³lǎ³ lin¹ hi³ nio² cáun² tsǎ³ tsú², ɿtiá¹ tson²? Hi³ jáun² bíh¹ cá³hia³ cá³táuh³ tán¹ hián² cu³tí³ hi³ nio² jáun² cáun² tsǎ³ tsú² cun³ñí¹ hi³ zia³² hi³ cá³jmú³ tsú² jáun². Lá³ jáun² bíh¹ cá³lǎ³tí³ jái¹³ quioh²¹ Dió³² ñí¹ rá¹juáh³ jáun² lá³ lá²: “Dió³² cá³heh³ Há²bran²¹ lá³juah²¹ dúh¹ jan² tsá² chun¹ cu³tí³ cun³ñí¹ hi³ cá³chá³ tsú² jáun² cáun² tsǎ³”. Lá³ jáun² bíh¹ lǎ³ hi³ cá³lǎ³ tsú² há²mei²¹ joh¹ Dió³². Jáun² né³, cun³quionh³ lá³ nǎ² má²cá³lǎ³ lin¹ hi³ jun³juáh¹³ cun³quionh³ jmáh³lá³ hi³ nio² cáun² tsǎ³ yáh³ tsú² lǎ³ lǎ³ tsú² lá³juah²¹ dúh¹ jan² tsá² chun¹ ñí¹con² Dió³², tí³lá³ hniáuh³² hi³ zia³²

hi³ jmu² bíh¹ tsú² uá²jaí³². Ja³bí¹ la³ jáun² ca³lí³ siáh³ ñí¹con² hla¹ tsá²mi³ Rahab, tsá² lí³
 jm³ jmú² jm³ tsau³² hí³ hi³ quí² jéin³² hnga². Dió³² ca³heh³ tsá² hí³ la³juah²¹ dúh¹ jan²
 tsá² chun¹ cu³tí³ jm³ ca³cué³ tsú² jáun² hñú¹³ ñí¹con² tsá² ca³ñí¹quí¹ ñí¹lian¹³ hí³ juú²co¹
 tsú², tsá² zéin¹ hí³ hla¹ Josué, hi³ ca³héc³ tsú² siáh³ cáun² jui³² siáh³ hi³ tsa³tánh¹ tsú²
 jm³ tí³ ñí¹ tsa³tánh¹. Jáun² né³, tiá² lin¹ ñí¹ jmu² ta²¹ yáh³ hi³ tí³ lí³ juáh³ tsú² hi³ nio²
 cáun² tsf³, n³juáh³ tiá² lin¹ zia³² yáh³ hi³ jmu² tsú²; la³jm³ tiá² ta²¹ jmu² ngú³ n³juáh³
 hi³ tiá² jm³chí³ hu²¹. Hnoh² reh², tiá² hniáuh³² hi³ zian² juóun³² tsá² jmu² pí³ hi³ lín¹³
 tí³² ja¹ quián¹³ hnoh², quí¹ la³ cun³ hi³ má²né¹ dí² hi³ tí³ jlánh¹ bíh¹ huáh² tsf³ héih³² hi³
 tá¹tsin¹ tsá² ná¹lín³ tí³². ǃHaun¹³ juáh¹³ la³jái³² bíh¹ dí² jmu³² hi³ tiá² ca³tí²¹ dúh¹? Tí³la³
 n³juáh³ zian² jan² tsá² tiá² hleh³² hí¹ cu³ jéin³² cáun² hi³ tiá² ca³tí²¹ hléh³², jáun² tsá² la³
 hí³ lín³ jan² tsá² má²ca³hiá² ca³táunh³ tán¹ hián² cu³tí³ bíh¹, jan² tsá² má²tín² jmu² re²
 lín³² héih³² ñí¹con² hnga². Quí¹ n³ má¹ca³táunh¹³ dí² mí¹ñí² ho³ tsa³cuá¹, jáun² taunh¹³
 jáh³ ta²¹; má¹jáun² né³, má¹lí³ bíh¹ jmú¹³ dí² héih³² ñí¹con² jáh³. Ja³bí¹ la³ jáun² lí³
 siáh³ quioh²¹ mu² cáh¹. Uá¹jinh¹ cáh¹ lín²¹, hi³ pin³ lín³² siáh³ chí³ hi³ hlia³², tí³la³ cun³
 jáun² tsá² cuá¹quian³² mu², tióh³² bíh¹ tsú² jmu² héih³² ñí¹con² mu² jáun² hi³ tsó³² jui³²
 ñí¹ hnió³ tsú² hi³ tsó³² cun³quionh³ zíh¹ mu² hi³ lí³ jáun² cun³quionh³ cáun² jo²¹ hmá²
 míh¹ hi³ he² jáun² tí³ cu³hna²¹ hi³ hu²¹ jáun² chu³ jmái². La³ jáun² bíh¹ lí³ siáh³ zíh¹
 dí² uá²jaí³², uá¹jinh¹ cáun² hi³ pih²¹ lín²¹ bíh¹ jaun³², tí³la³ cun³ jáun² hliáun³ lín³² bíh¹
 hi³ jmu². Uá¹la³ cun³ cáun² s² pih²¹, cun³quionh³ hi³ pih²¹ jáun² bíh¹ lí³ có³² cáun²
 já¹hngá¹ pa²¹ lín²¹. Hi³ ja³bí¹ zíh¹ dí² siáh³ lí³ la³jm³ lí³ cáun² s². Zíh¹ dí² jáun² bíh¹
 jlánh¹ hlah³ la³ cónh³ bíh¹ la³jí³² ñí¹ pih²¹ ñí¹ siún¹ quiú¹³ dí², hi³ jáun² tá¹ jan² bíh¹ dí²
 má²tsá²hliánh² lí²³. S² hi³ chí¹hún¹ jáun² zíh¹ dí² ja³² la³ tí³ quiú³juóu³² bíh¹, hi³ jlánh¹
 cue³² uu³mí²tsí³² la³ cun³ jmái¹ hi³ ziáun² dí². La³jím³² ñí¹ jáh³ bíh¹ tín² tsá²mi³cuóun²
 ma³táin³², hi³ hí¹ la³ tí³ má²ca³ma³táin³² yáh³ tsú²; uá¹la³ jáh³ cánh¹, jáh³ ngí³² rón³²
 hué³², tan³² n², jí³ jáh³ jmái² n² siáh³. Tí³la³ uá¹jinh¹ tín² tsáu² ma³táin³² jáh³, tí³la³ hí¹
 jan² bíh¹ tiá² hin² tín² ma³táin³² zíh¹ hnga². Zíh¹ dí² jáun² dá² cáun² tí³ tín² jmu² hlah³
 bíh¹, la³ cun³ hi³ dí¹quian¹ hnga², hi³ jlánh¹ quian³² no¹ huáh² tsf³ hi³ lí³ jngah³. Quí¹

sa³ cun³quionh³ zíh¹ jáun² bíh¹ dí² ma³quien¹³ dí² Dió³² Jméi² dí², hi³ cun³quionh³ zíh¹
 jáun² bíh¹ dí² siáh³ chú¹ juon¹ dí² tsá²mí³cuóun² rainh²¹ dí², tsá² lí³ma³zian² hí³ Dió³² la³
 cun³ rón³² lí³ jáun² nóh³² quioh²¹ dí² hnga². Sa³ cáun² ho³ jáun² bíh¹ dí² hue³² jú¹ chu²¹
 la³ má²quionh³ jú¹ hlah³. Hnoh² reh², tiá² jmí² ca³tí²¹ cu³tí¹³ yáh³ hi³ lí³ la³ jáun². ¿Hí¹
 lí³ bíh¹ hion¹³ jmi² cuóuh³ cu³tsa³² quionh³ jmi² ñeh¹ nǎ²juáh³ cáun² ñí¹ hion² jmái²
 dúh¹? Hi³ sa³jun³ háí³² yáh³ huíh² pih²¹ hmá² sí² co², sa³jun³ lí³ ha³ siáh³ mí³ hmá² sí²
 co² hmáih³² uóun²jieh¹³. Reh², la³ jáun² bíh¹ lí³ siáh³ hi³ hí¹ cónh³ yáh³ tiá² lí³ hion¹³
 jmi² cuóuh³ ñí¹ qui³ má²hion² jmi² ñeh¹. Hi³ jáun² né³, nǎ²juáh³ ja¹ quián¹³ hnoh² zian²
 jan² tsá² quia³lín³ jmí² tsí³, tsá² cháunh²³ re² chí¹, cuí¹ jmu¹ tsú² lin¹ cun³quionh³ hi³
 zian² tsú² hi³ chun¹, jǐ³ cun³quionh³ hi³ chu²¹ hi³ jmu² tsú². Tǐ³la³ la³ cun³ qui³ jmu² jan²
 tsá² quia³lín³ jmí² tsí³ má¹na²¹, hniáuh³² jmu³ tsú² hi³ tiá² quien² hnga² tá¹la³ jmu² tsú²
 jáun² hi³ chu²¹. Tǐ³la³ nǎ²juáh³ cuéh¹ hnoh² jái¹³ hi³ lí³ lín³ náh² tsá² ja³²lí³ uóu³² tsí³,
 hi³ cáun² lí³ zian² náh² ca³tín¹ hmóu³², jáun² tiá² ca³tín¹ náh² jmúh¹³ tonh² hi³ jlánh¹ re²
 cháunh²³ honh² náh²; quí¹ má²ná¹jlíh²³ bí¹ náh² jú¹ tson² cun³quionh³ jú¹ tí¹jái² nǎ²juáh³
 la³ jáun². Quí¹ jun³juáh¹³ Dió³² yáh³ jmu² hi³ cháunh²³ chí¹ tsú² la³ ní², hmóu³² bíh¹ tsá²
 zian² ñí¹ hué²¹ lá² hnauh² chí¹ la³ ní². Cáun² hi³ tín² hmóu³² tsá²mí³cuóun² bíh¹ ní³², hi³
 cháunh²³ ní² chí¹ tsú² ja³² ñí¹con² tsá² hláinh¹ bíh¹. Quí¹ ñí¹ zian² tsá² uóu³² tsí³, tsá² lí³
 zian² jmáh³la³ hi³ ca³tín¹ hmóu³², jáun² ñí¹ la³ jáun² cáun² tiáunh¹ tsú² cú²tiú² cú²jan³²
 bíh¹, hi³ zia³² siáh³ la³jáh³ dú¹ ñí¹ hi³ hlah³. Tǐ³la³ la³ cun³ hi³ cháunh²³ jáun² tsí³ tsú²
 hi³ ja³² ñí¹con² Dió³² má¹ná¹, lí³ cáun² hi³ jǐ² bíh¹ la³ñí¹ la³ján³. Tsá² quia³lín³ jmí² tsí³
 la³ hí³ bíh¹ lín³ jan² tsá² jmu² hi³ lí³ niau²¹ tie³, jan² tsá² jmu² juen² tsí³, tsá² huá¹ chí¹,
 tsá² ja³² mǐí³ tsí³, tsá² jmu² cá² ñí¹ hi³ chu²¹, tsá² jǐen³² tsáu² cú²re² he², tsá² tiá² zai³²
 jě¹. Jáun² né³, tsá² má²re² hniéi² quioh²¹ tsáu², hi³ hnió³ hi³ zian² tsáu² cáun² hi³ re² hi³
 tín², tsá² la³ hí³ bíh¹ jmu² hi³ tá²tsí²¹ héih³² cú²tso². ¿He³ láih³² zia³² hniéi² ja¹ quián¹³
 hnoh², hi³ tiá² re² tiáunh¹ náh² cá²honh¹? ¿Haun¹³ juáh¹³ cun³ñí¹ hi³hliá² dí¹quiaunh²¹
 honh² náh² hi³ hlah³ bíh¹, hi³ jáun² hú¹pí² hú¹juoun³² honh² náh², quí¹ cun³ñí¹ hi³ zia³²
 hi³ hniá¹ náh²? Quí¹ zia³² bíh¹ hi³ hniá¹ hnoh² quioh²¹ tsáu², tǐ³la³ nǎ²juáh³ tiá² la³ ca³lí³

zia³² yáh³ hi³ jáun² quián¹³ hnoh² né³, jáun² cáun² jngih²³ bíh¹ náh² tsú². Hi³ n'juáh³
 tiá² ca³janh¹ hnoh² hi³ jm' hen² jáun² honh² náh² né³, jáun² cáun² l' ja³² uóu³² honh²
 bíh¹ náh², hi³ jmuh³² náh² hniéi², hi³ quiú² tñ²³ náh² quiúnh¹ tsáu². Cun³ñi¹ hi³ tiá²
 mih³² ñi¹con² Dió³² bíh¹ náh², hi³ jáun² bíh¹ tiá² chanh¹ hnoh² la³ cun³ hi³ jm' hniá¹
 náh² jáun². Hi³ uá¹jinh¹ mih³² náh², cun³ jáun² tiá² hián¹³ bíh¹ náh², qui¹ cun³ñi¹ hi³ hu²¹
 siánh³ honh² náh² tá¹la³ mih³² náh² jáun², hi³ l' hnáuh² náh² má¹hiúnh¹³ honh² hmóu³²
 cun³quionh³ hi³ jm' hniá¹ náh² jáun² hian³. Hhnoh², tsá² lín³ náh² la³jm' lín³ tsá²mi³
 juón¹! ǃTiá¹ má²ñih¹ hnoh² hi³ tsá² jéih³² hi³ zia³² ñi¹ hué²¹ lá², tsá² la³ hí³ má²lín³
 jan² tsá² hon² Dió³² bíh¹? Qui¹ lí³ua³ jan² tsá² tí³² tsí³ hi³ zia³² ñi¹ hué²¹ lá², tsá² la³ hí³
 má²ná¹háun³ bíh¹ quionh³ Dió³². Qui¹ jun³juáh¹³ cáun² tí³ l' rá¹juáh³ yáh³ jái¹³ quioh²¹
 Dió³² ñi¹ rá¹juáh³ jáun² la³ lá²: “Jm'chí³ Chun¹ ca³tanh² hí³ Dió³² hñu³ tsí³ dí² jlánh¹
 hniau³ dí² ca³la³ hi³ hí³² lín³² tsí³”. Hi³ jáun² né³, tí³ lí³mí¹ má²ca³ma³hé² ma³mieh² bíh¹
 dí² Dió³², la³ cun³ rá¹juáh³ jáun² jái¹³ quioh²¹ Dió³², hi³ juáh³ la³ lá²: “Dió³² tiá² cué³²
 jái¹³ hi³ lí³ lí³ quien² tsá² jmu² quien² hnga², tí³la³ má²hé² má²mieh² tsú² tsá² tsí³juí³
 bíh¹”. Jáun² né³, jienh²¹ náh² hmóu³² ñi¹con² Dió³²; hi³ jmu³ náh² huáh² chñh³² ñi¹con²
 tsá² hláinh¹, hi³ jáun² cuon³ tsú² ñi¹con² náh². Jmu³ náh² pí³ hi³ lí³ cuóun³² náh² Dió³²,
 hi³ jáun² Dió³² lí³ cuóu³² siáh³ hnoh². Hnoh² tsá² ná¹ren² náh² tso³, ma³jí³ náh² cuonh²,
 hi³ jáun² lí³ ná¹chan¹ ñi¹con² Dió³². Hi³ hnoh² né³, tsá² nio² tun³ honh², ma³jí³ náh²
 honh², hi³ jáun² niau²¹ cáun² honh² náh². Chá¹ náh² hlaih³ honh², hi³ uo³ náh² ca³la³ hi³
 jngih³² honh² náh². Cha³ jm' jú¹ jm' ngáih¹³ náh², cuí¹ tain²¹ jm'zñh¹ máh¹ náh²; hi³
 cha³ jm' má¹hiúnh¹³ náh² honh² né³, cuí¹ niau²¹ hlah³ honh² náh². Jmu³ náh² hi³ tsí³juí³
 náh² ta³ ñi¹ Dió³² Juo¹³ dí², jáun² hí³ né³ ziau³ chí³cuú² hi³ lí³ quien² náh². Hnoh² reh²,
 tiú²uú² hniáuh³² ziu¹ hien¹³ náh² tsá²ján² tsá²ján²; qui¹ tsá² hleh³² hlah³ quioh²¹ rainh²¹,
 ho³ hi³ chú² ñih²³ siáh³ rainh²¹, tsá² la³ hí³ dá² hleh³² hlah³ ca³tí²¹ liei²¹ jáun² quioh²¹
 Dió³² bíh¹, hi³ chú² ñih²³ tsú² siáh³ liei²¹ jáun². Qui¹ n'juáh³ la³ chú¹ la³ ñih²¹ hnú²
 liei²¹ jáun², jáun² jmuh³² hnú² la³jm' jmu² jan² tsá² lín³ jue²¹ bíh¹ cha³ jm' má¹tih²¹
 hnú² la³ cun³ hi³ juáh³ jáun² liei²¹. Qui¹ jan² tán¹ bíh¹ Tsá² ca³quiú² héih³² zian², hi³ lín³

siáh³ Jue²¹; hnga² hí³ bíh¹ siáh³ tìn² lión³² tsáu², ho³lá²dá² hí³ hin³ tsú² tsáu². Hí³ jáun² né³ ĸhin² dá² tsánh² hnú², jáun² sa³ hnú² yáh³ hnáuh² jmúh¹³ jue²¹ hí³ rá¹tsih³² héih³² ñí¹con² tsá²mí³cuóun² renh²? Hí³ jáun² né³, hnoh² tsá² juáh³ la³ lá²: “Né³² ho³ tsa³háu² tsáu¹³ jnoh¹ cú²juú² cun³ cáun² mii², hí³ tsá¹hnáu¹³ jnoh¹ quie³”, niéi² náh² re² jái¹³ lá²: ĸHí¹juáh³ he³ lí³ tsa³háu² yáh³ tiá² hí³ ñih¹ hnoh², tiá¹³ bíh¹ tiá³ jlánh¹ ñih¹ hnoh² hí³ he³ lí³ jmí¹tsú² jmí¹ja³²! Quí¹ jmái¹ hí³ zian² hnoh² jáun² dá² lí³ la³jmí¹ lí³ cáun² jnie³ cháun¹ bíh¹, cáun² hí³ lí³ jnia² cu³tiá³ pih²¹, hí³ la³jui³² yein³² siáh³. La³ lá² bíh¹ jmí¹ hniáuh²¹ juáh¹³ hnoh²: “Ní¹juáh³ Dió³² Juo¹³ dí² hnió³, jáun² ziaún² bíh¹ dí² hí³ jmú¹³ dí² hí³ lá² ho³ hí³ ó³²”. Tí³la³ hnoh² má¹ná¹, cá² ñí¹ hléh¹ jú¹ tú² ráun³ bíh¹ hnoh² hí³ jmuh³² náh² tonh² lín³²; tí³la³ jái¹³ la³ ní² né³, hú¹tá¹ jú¹ hlah³ bíh¹. Hí³ jáun² ní¹juáh³ zian² tsá² má²ñi³² he³ hí³ chu²¹ jmu³, tí³la³ má¹lí³² jáun² né³, tiá² hí³ jáun² jmu² yáh³ tsú², hí³ jáun² tsá² la³ hí³ má²ca³lí³ren² tso³ bíh¹. Ja³bí¹ hnoh² siáh³, tsá² hánh³, ĸniéi² náh² re² jái¹³ lá²! Uo³ hnoh² hí³ tí¹ hoh³ náh² hí³ ca³tí²¹ uu³cha³tsi³² hí³ né³bí¹ má¹tsoh¹ náh² honh². Lí³ la³juah²¹ dúh¹ hí³ má²ca³cáh² bíh¹ la³jí³² hí³ zia³² jáun² quián¹³ náh²; hí³ hmih³² chu²¹ hí³ nio³ náh² jáun² né³, lí³ la³juah²¹ dúh¹ hí³ má²ca³cúh² mí¹cháuh² bíh¹. La³jmí¹ lí³ hí³ má²ca³hiá² juóuh³² bíh¹ mí¹ñí² cú¹tiáuh² jí³ mí¹ñí² cú¹mí¹niau²¹ jáun² quián¹³ hnoh². Juóuh³² jáun² né³ má²lí²¹ hí³ tson² bíh¹ má²ca³lí³ren² náh² tso³, hí³ jáun² cun³quionh³ juóuh³² jáun² bíh¹ cón³² hnoh² la³juah²¹ dúh¹ hí³ hún¹ sí². Quí¹ jmái¹ hí³ tiauh² dí² lá² jlánh¹ má²ca³cháh¹ hnoh² cu³lí²¹ hí³ lí³ lí³ hánh³ náh². Sá¹ní² niéi² náh², jie³ cónh³ tso³ tiá² cha³² quie³ hí³ jmí¹ hniáuh²¹ má¹hmah²¹ náh² ñí¹con² tsá² ca³jmú³ ta²¹ ñí¹náí² quián¹³ náh²; hí³ Dió³² Tsá² lín³ Juo¹³ hliáu³ tionh² hñu³mí³cuú² né³, má²ca³nái³² jái¹³ hí³ tú² hna² jáun² tsá² ca³jmú³ hí³ ta²¹ ñí¹con² náh². Jlánh¹ re² ma²ca³ma³zián¹³ hnoh² ñí¹ hué²¹ lá², hí³ cáun² lí¹ má²ca³ma³hiúnh¹³ hnoh² honh² hí³ jmúh¹³ náh² lí³ua³ cáun² hí³ ca³lí³ hniá¹ náh² jmúh¹³. ĸLa³jmí¹ má²cánh¹ tsú² cuá¹ju² hí³ má²jngih³ bíh¹ tsú², má²ca³ma³hion²¹ náh² honh²! Hí³ cáun² lí¹ ca³ra³can³² náh² tso³ tsá² tiá² tso³ ren², hí³ ca³jngih³² náh²; uá¹jinh¹ tsá² tiá² hí³ hlah³ ca³jmú³ hí¹ cáun² ñí¹con² hnoh². Hí³ jáun² né³ reh², tsá² ná¹janh³² náh² hí³ jáunh³ Tí³² Juo¹³ dí², hniáuh³² ná¹hu²¹ honh² náh² ca³tí²¹

jmáí¹ jáun² la³jm¹ ná¹hu²¹ ts³ tsá² zia³² hi³ má²jná¹ ñí¹náí² quioh²¹, tsá² ná¹hé² ná¹jan³²
 hi³ chau¹³ jm³ la³ cun³ jmáí¹ hi³ lí³ hniáuh³², quí¹ hu²¹ ts³ tsú² hi³ ló³² re² hi³ quioh²¹.
 Jáun² né³, ja³bí¹ hnoh² siáh³ hniáuh³² cháh¹³ náh² tiá³ honh² ca³tí²¹ hi³ hu²¹ jáun² honh²
 náh² hi³ má²ja³quián³ jáunh³ Tí³² Juo¹³ dí². Hnoh² reh², ha³ lí² chú¹ lí² ñih²¹ náh² tsá²ján²
 tsá²ján², jáun² tiá² tá¹tsin¹ náh² héih³², quí¹ má²ja³quián³ cu³tí¹³ bíh¹ jáunh³ Dió³² Tsá²
 lín³ Jue²¹. Hi³ jáun² né³ reh², chú³² jmu³ náh² la³jm¹ ca³jmú³ jáun² la³jím³² tsá² ca³lín³
 hí³ *tí³² jě¹ Dió³², tsá² ca³hléh³ hí³ cha¹³ Tí³² Juo¹³ dí²; uá¹jinh¹ ca³ma³tso² lín³² tsú²
 ts³, tí³la³ ca³tiánh³ bíh¹ tsú² hi³ ná¹hu²¹ cáun² ts³. Sá¹n² jje³, jnoh¹ ná¹láí²³ hi³ jlánh¹
 jm¹ ren² tsá² ca³ma³tso² hí³ ts³. Uá¹la³ cun³ hi³ má²ca³niéh² náh² jáun² hi³ ca³tin¹
 hla¹ Job; tsá² hí³ jlánh¹ re² ca³cueh³ ts³ ñí¹ ca³la³ jí³² hi³ ca³quiúnh³², hi³ ná¹ñih¹ náh²
 siáh³ he³ ca³hiau³ tsú² ñí¹con² Dió³² jm¹ lí²¹ jáun², quí¹ Dió³² jlánh¹ chun¹ hi³ ja³²
 lín³² mií³ ts³. Jáun² né³ reh², zia³² bíh¹ siáh³ cáun² jú¹ tson² hi³ jlánh¹ bíh¹ quien² hi³
 juáh³ la³ lá²: Tiá² hniáuh³² má¹quien¹³ náh² jáí¹³ quián¹³ cun³quionh³ hi³ hien¹³ náh²
 Dió³², sa³jun³ hi³ hien¹³ náh² tsá² zian² ñí¹ hué²¹ lá² siáh³, sa³jun³ hí¹ cáun² hi³ siáh³
 siáh³ tiá² hniáuh³² híeh¹ náh² hi³ má¹quien¹³ náh² jáí¹³ quián¹³. Quí¹ jáí¹³ la³ ní² tiá² lin¹
 lí³ hniáuh³² yáh³ ní²juáh³ hi³ ná¹lín³ hnoh² tsá² tson² jěh² náh², uá¹ hi³ ca³juah²¹ náh²:
 “Tson²”, uá¹ hi³ ca³juah²¹ náh²: “Tiá² tson²”; quí¹ ní² lí² ca³ta³zanh¹ náh² ñí¹ hlah³. Hi³
 jáun² né³, ní²juáh³ ja¹ quián¹³ hnoh² zian² jan² tsá² má²tso² ts³, cu¹ liéinh²¹ tsú² Dió³².
 Hi³ ní²juáh³ zian² tsá² re² nio² ts³, jáun² cu¹ má¹quien² tsú² Dió³² cun³quionh³ hi³ hie³²
 tsú² jáun² sun¹. Hi³ ní²juáh³ zian² jan² tsá² tsáun¹, cu¹ tiéh¹³ tsú² tsá²daun³² tsá² ná¹ñí¹
 cuáh³², jáun² tsá² hí³ tsa³taunh¹ hi³ tsa³lien³ Dió³² cha¹³ Tí³² Juo¹³ dí² hi³ ca³tin¹ tsú²,
 hi³ jñéí³ tsú² siáh³ no¹ chí¹ tsú². Jáun² ní² má¹ca³liéinh³² tsú² jáun² Dió³² hi³ ná¹tioh³
 cáun² ts³ tsú², lan¹³ bíh¹ tsá² tsáun¹. Dió³² bíh¹ jmah³ tsá² hí³; hi³ ní²juáh³ ren² tsú² tso³,
 ja³bí¹ hin³ siáh³ tsáu¹³ tsú² uá²jai³². Jáun² né³, cun³ñí¹ hi³ jáun² bíh¹ chú³² ton¹³ náh²
 tsáuh³ ñí¹con² tsá²ján² tsá²ján², hi³ lien¹ náh² siáh³ Dió³² ca³tin¹ tsá²ján² tsá²ján², jáun²
 lan¹³ náh². Ní²juáh³ jan² tsá² zian² la³ cun³ hi³ tí³² ts³ Dió³² liéinh³² Dió³² [ca³la³ jonh³
 jm¹ ts³], hú¹tá¹ cu³tí³ jmu³ bíh¹ ta²¹. Uá¹la³ cun³ hi³ ca³lí³ jáun² ñí¹con² Líh³, tsá² jm¹

lín³ hí³ tí³² jě¹ Dió³² jmǝ¹tin². Ja³bí¹ tsá² hí³ siáh³ jmǝ¹ lín³ jan² tsá² lǝ¹ tsáu² la³ jnoh¹
 bíh¹; tí³la³ jmǝ¹ ca³liéinh³² tsú² jáun² Dió³² né³, hí³ ca³mǝ³ tsú² hí³ tiú²uú² chau¹³ jmǝ³,
 jáun² ca³quin³ bíh¹ jmǝ³ cun³ hni³² mii² tón³² hué³² ñí¹ jmǝ¹ cuá³ tsú² jáun². Jmǝ¹ lǝ²¹
 jáun² né³, ca³liéinh³² tsú² siáh³ Dió³², jáun² ca³jauh³ bíh¹ siáh³ jmǝ³ hué³² jáun², jáun²
 ca³cuú² ca³láu² bíh¹ re² la³jǝ³² hí³ lau³ cuá¹ hué²¹. Hnoh² reh², nǝ¹juáh³ ja¹ quián¹³ hnoh²
 zian² jan² tsá² cón³² siáh³ jan² tsá² jmǝ¹ má²ngau³² tí³ có³² ca³tǝ²¹ jú¹ tson², jáun² cháu¹
 náh² honh² hí³ tsá² jmu² ta²¹ la³ jáun² má²ca³lión³² jan² tsá² jmǝ¹ má²jún¹ bíh¹, hí³ jmu²
 tsú² siáh³ hí³ lǝ³ hin³ ca³la³ jǝ³² tso³ hí³ jmǝ¹ ren² jáun² tsá² hí³. [Cun³ nǝ² bíh¹ tí³ jái¹³
 hí³ juanh³² jná¹³ ñí¹con² hnoh² reh².]

APPENDIX I: GLOSSARY OF TECHNICAL CONCEPTS AND TERMS

Some technical terms and abbreviations used in this paper

Orthography a writing system for a given language.

Writing system an implementation of one or more scripts to form a complete system for writing a particular language. http://scripts.sil.org/cms/scripts/page.php?cat_id=Glossary#writingsys

Human-Computer Interaction (HCI)