

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

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LIST OF ABBREVIATIONS

ASCII	American Standard Code for Information Interchange
HCI	Human Computer Interaction
KL	Keyboard Layout
NRSI	Non-Roman Script Initiative
CALL	Computer Assisted Language Learning

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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 entextulization 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 entextulization 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 systems ¹. It is the goal of this thesis to integrate HCI and language development 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.

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 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 textualization.

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. A third appendix includes the entire corpus of texts used in analysis of this thesis. This is done for the sake of completeness and for the benefit of future researchers who may desire to investigate various claims made here or to use these texts and my analysis in further investigations.

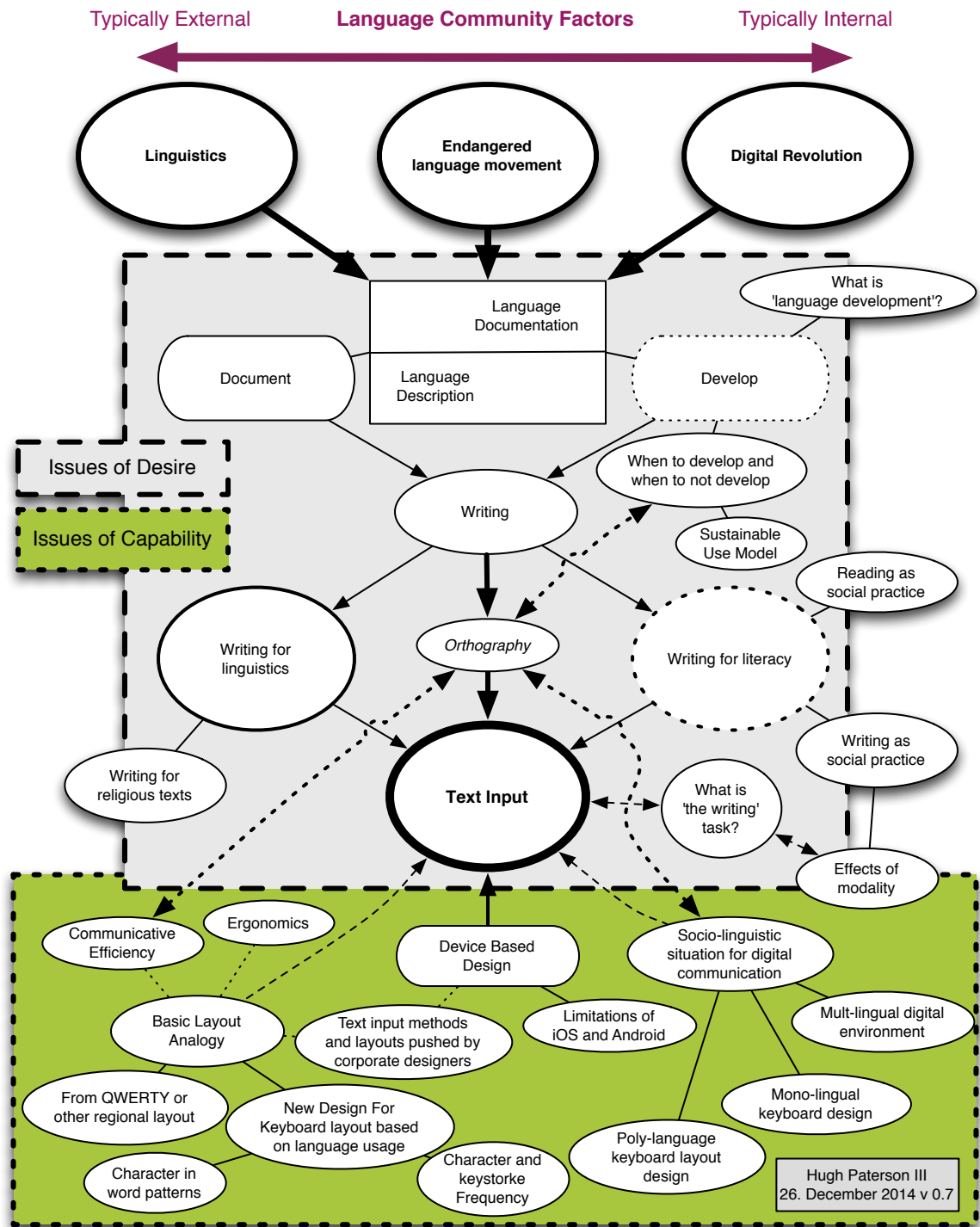


Figure 1. Various issues affecting the development of social literacy in digital mediums for minority language speakers

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

Three disciplines donate ideas and terms to describe characters: Typography (drawing letters), Computer Science (programing), and Linguistics (orthography). Written language users often think of words in terms of the ‘letters’ or graphical units from which they are formed. I follow (P. G. Constable 2001: 10) and call these orthographical characters. They are orthographical characters because language specific information or perceptions are applied to the character by readers. Therefore a more general, cross-language (and cross-script) model of characters is required. Unicode provides such a model². Within Unicode, all the characters from world’s writing systems are arranged in a giant table. Each character is given an identifying reference place in that table called a code point. Conceptually, Graphical Characters in Unicode have two components. They contain a graphical component called a glyph and a database code point. Graphical components have an abstract notion which may hold several graphical components together. This

² Within Unicode, technical attributes are also applied to each Unicode code point. For more details see Unicode Technical Report #23 on the Unicode character Property Model. (add citation to UTR#23 in bibliography)

abstract notion is called an abstract character. However, not all abstract characters need to have a glyph associated with them. For instance the character for “space” often used to form word breaks is not normally assigned a glyph. Strictly speaking the lower case letter `a` is a different glyph than the italic lower case letter `a`. Both the italic version and the non-italic version are connected to the same code point in Unicode but are different glyphs. They are different instances of the same abstract character. Formally, the term glyph is defined in ISO 15924:2004 as: “recognizable abstract graphic symbol which is independent of any specific design [SOURCE: ISO/IEC 9541-1:1991_()_]”.

Individual sounds of a language may be represented in an orthography by a single visual element or by a set of visual elements. Sets of visual elements are called Multi-graphs. There are two major types of multi-graphs in non-logographic scripts: (1) strings of orthographic characters and (2) diacritic modification of orthographic characters. Strings of orthographic characters like the German tri-graph `sch` which the German [deu]³ orthography uses to represent a voiceless postalveolar fricative [ʃ], or the English di-graph `ch` which is used to represent the voiceless palato-alveolar affricate [tʃ]. In terms of code points and orthographical characters, these types of multi-graphs are strings of characters which have a one-to-one character to orthographic character relationship. Readers of the writing system must infer that these series of orthographic characters indicate a single sound in the language being read. (2) As a methodology, diacritic modification of orthographic characters, is the practice of modifying an existing orthographical character, usually with small marks above, below or to the side of the original character.

To the reader of an orthography, multi-graphs may represent one unit of information or they may represent multiple units of information. Each graphical unit which encodes a single unit of information is a grapheme. That is, the visual components of an orthographical character may also have sub-units which individually relay information. Graphemes are anything that functions as a distinct unit within an orthography. (SIL Glossary) This is an important notion because the orthography is the domain of control for the meaning of a graphical element. The same visual shape may appear in several orthographies

³ Three letter items within square brackets are ISO 639-3 codes (International Organization for Standardization 2007). These codes correspond to a variety of language names used for languages and provide a level of clarity when referencing languages. All code values used in this document are current up to the 2014 release of code table changes as released by the ISO 639-3 registrar.

but (1) have different meanings or (2) not have independent meaning apart in an independent form. For instance, the commonly known umlaut marks which in Unicode are called 'COMBINING DIAERESIS' U+0308 ◌̈ ◌̈ serve several functions across the world's writing systems. In English they are diaeresis and serve to tell the reader that two vowels are not a di-graph and should be read as separate vowels. We can see its use in the following words ◌ naïve, Noël, coöperation ◌. The wide spread use of diaeresis in English has for the most part been abandoned or replaced by using the dash such that we might see either of the following◌ cooperation, co-operation ◌. The same mark (diaeresis) in the Swedish [swe] orthography, is part of the Swedish letter ◌ Ä ◌ (Granberry 1991: 7, Svenska Akademien 2006). The way that the Swedish letter is conceptualized, by users of Swedish, is such that the mark is not removable from the letter. There is not just an addition to an existing letter but a whole new letter of the alphabet. In a typographical sense the diaeresis in an independent, removable, and alternating component in the Swedish orthography. However, in the minds of the reader, the grapheme is the whole letter ◌ Ä ◌ not a combination of two graphemes ◌ A + ◌̈ ◌. This means that the way that readers and the way that typographers conceive of the character are different. In other languages this distinction between the way readers and typographers conceive of the character may not obtain. For instance, in German the case is not always clear. Some may claim that ◌ ä ◌ and ◌ a ◌ are not separate letters of the German alphabet for two reasons: (1) because of legislation_()_ matching the German “orthography”⁴ to the ISO Latin Alphabet which contains only 26 letters, and (2) because rules for alphabetical ordering of ◌ ä ◌ and ◌ a ◌ call for words in which ◌ ä ◌ occurs to collate along with ◌ a ◌ as if it were ◌ ae ◌. This second reason matches the historical development of the marking in German orthography. However, Germans have a name for each letter and often think of them as independent “Buchstaben”, a term which dates back to the manual printing process of books and imprinting (stabbing) them with type, but functions as the German term used for “letter” as in the “letter of the alphabet”. In German language instructional curricula, both in materials for German for German speakers, and in materials for German as a foreign language

⁴ This legislation only applies to the German language as it is used by the government. The legislation is clear that the language belongs to the people and that the government can not prevent the people from using the language as they wish.

(Sevin & Sevin 2000: 4) ä and a are often presented as separate letters in the alphabet. In a phonological sense, in German the ä marks a fronting of the base vowel, and in that sense the ä does represent meaning lending itself to the interpretation of a grapheme, however, most Germans will not be able to tell you that there is a “fronting process” and would just tell you that it is a separate letter/“Buchstabe” representing a separate sound. German publishers may also use ä as diaeresis. However, in these uses it is often the case that the word in which it is used is a loan word or that the base character is not a, o, u . For instance a German reader would know that the dots above an ë would be an instance of diaeresis, not umlauts, or indicating a vowel fronting. If we take a similar case from Malinaltepec Me'phaa [tcf], an indigenous language spoken in Mexico, and look at the use of the macron which is used to indicate tone ā, a, a . In this case the macron is indicating tone and functions as a separate grapheme. It is positioned in various locations around the base character depending on the pitch of the tone. In the Me'phaa case it is clear that the macron is a distinct grapheme in dependent of the base a .

In a more technical encoding sense a multi-graph may be composed of a base character and several other parts called diacritics which modify the base character. Usually in Unicode the ‘other parts’ are labeled “combining” indicating that they usually do not visually stand on their own, but rather combine visually with a base character. In this analysis, a would be the base character of the following characters å, ä, ã, á . Unicode uses this analysis and the separation of combining characters from base characters to create new combinations of characters from base units such as the following â, ã . This brings us to the next level of complexity in the character model.

Some Unicode multi-graph characters can be further separated along another technical encoding dimension. They may be referred to as composed (or complex character) or pre-composed (composite character). Base characters and their diacritics often receive separate Unicode code points, and computers must intelligently figure out the appropriate visual display. However, for historical reasons, some base character/diacritic combinations were also inducted into Unicode as a single code point. Composed characters are graphical units which are composed of several Unicode characters, whereas

pre-composed characters have a single Unicode code point. The Unicode standard says that a pre-composed character should be treated by a computer as equivalent to its matching composed character. The mechanism for establishing the relationship between these two sets of Unicode code points is called, Canonical equivalence. The Unicode standard outlines 4 different types of canonical equivalence.

1.2.2 Model of writing system description

It is important to clearly state what is meant by terms such as language, language variety, dialect, script, writing system, and orthography. This thesis attempts to use the framework laid out in Constable (2002).

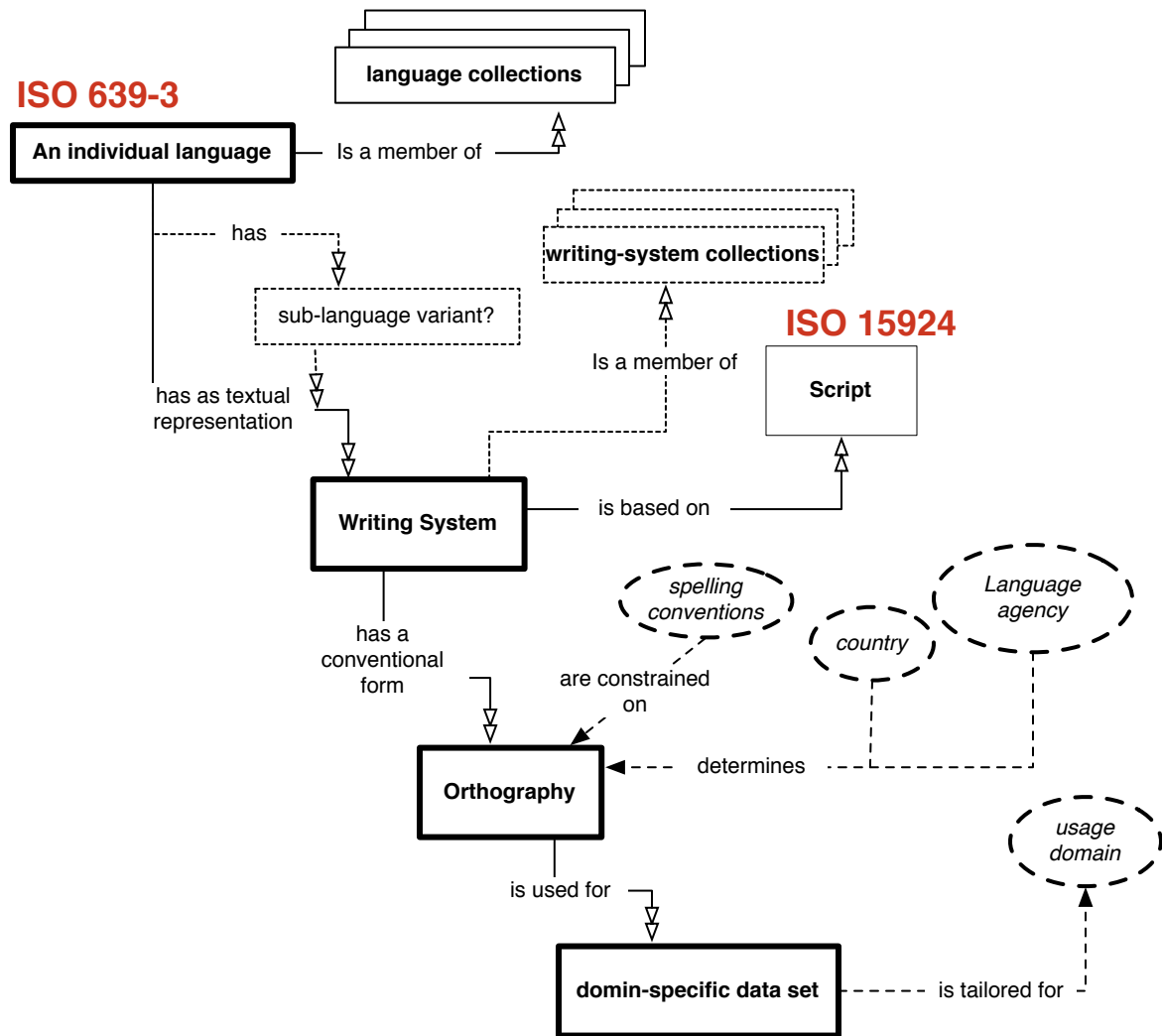


Figure 2. Model of writing systems. Adapted from Constable (2002).

In this model a language is a written speech variety which is identifiable with an ISO 639-3 code

⁵. An instance of a language variety would be a dialect. In this thesis unless otherwise indicated the term dialect follows the structural interpretation following the discussion by Haugen (1966: 926). A script is a collection of graphical characters as identified in ISO 15924:2004 and following revisions. The ISO 15924:2004 standard defines a script as:

⁵ Constable cites the ISO 639-2 (1998) standard but the 639-2:1998 standard was partially superseded_(BPC47)_ by the ISO 639-3:(2007). At the time Constable (2002) was published, work was still ongoing on the ISO 639-3 standard which was not published until 2007.

“set of graphic characters used for the written form of one or more languages [SOURCE: ISO/IEC 10646-1_(), 4.14]”. Meaning that the ISO 15924 standard uses the same definition as ISO 10646-1. The ISO 10646-1 standard itself is periodically synchronized with Unicode. This further means that Unicode, and ISO 15924 work off of the same definition for the term script. A writing system is the union of a script with a single language. A writing system includes all of the characters used to entextualize a language in addition to the mapping of lower-case letters to the appropriate glyphs for the upper-case letters.

Orthography is a term which gets thrown around in linguistics and language documentation literature quite easily. However, following Constable (2002) there is a rather narrow definition of orthography. This more technical sense of the term presumes a writing system has been identified and adds the following features to that writing system: an orthography specifies specific spelling conventions, when upper case letters should be used, conventions for hyphenation, abbreviations, contractions. Constable is unclear about word break conventions and conventions for Bantu like languages which use hyphenation not as word dividers but as morphology connectors. While a writing system selects the characters which are used in expressing certain grammatical features commas and full stops, etc. It is the orthography which says how they are applied.

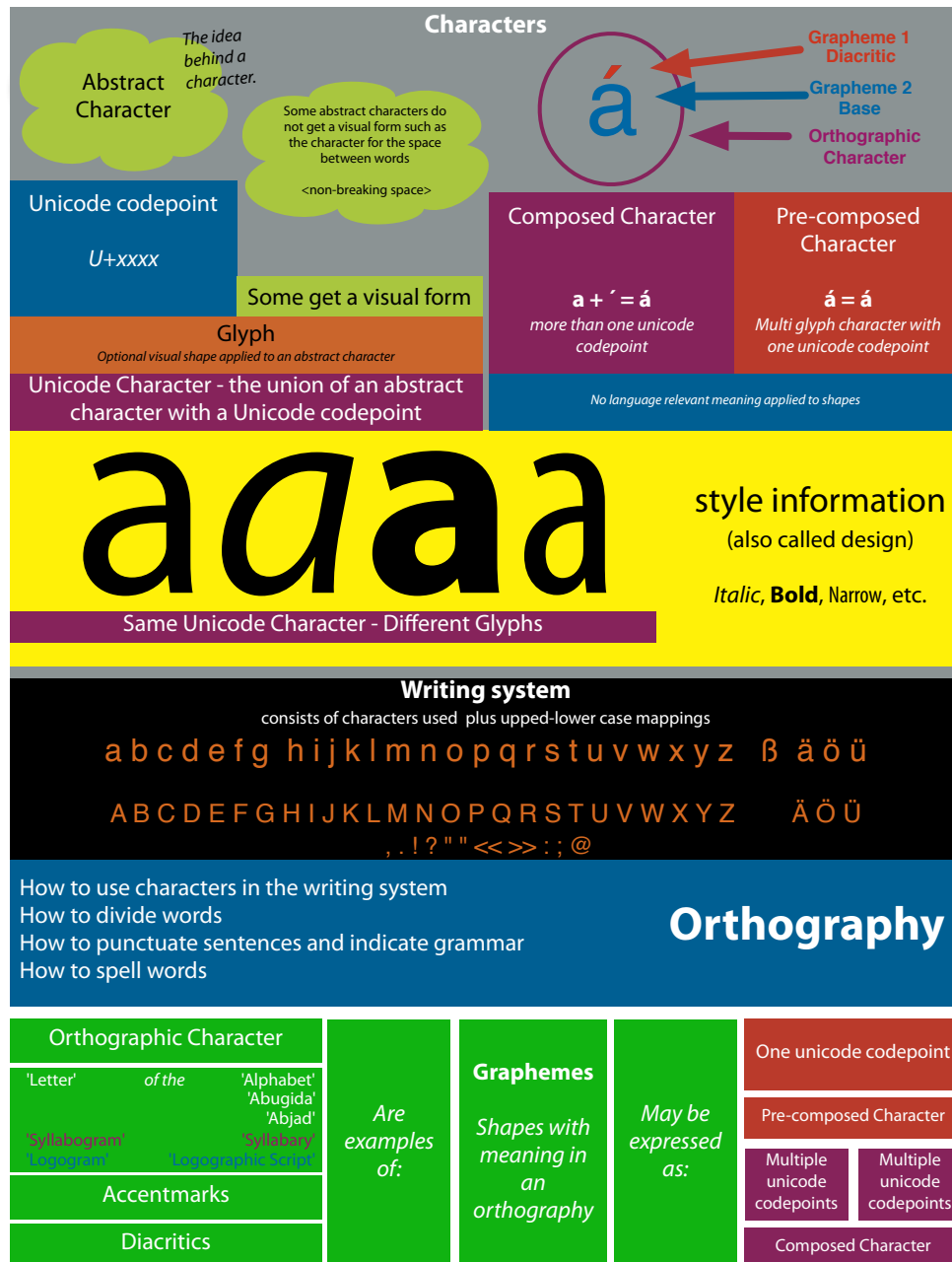


Figure 3. Relationships with Characters

(One last note about orthographies. what about the case of multiple languages and single orthographies? - Simons and others. Can languages share a writing system and not share an orthography? can languages share and orthography?)

1.2.3 Model of writing

Rather than presenting a succinct model of writing I present a few senses of how the term is commonly used in the literature. My purpose is to disambiguate its uses and to provide clarity for the senses I use though the thesis. Strictly speaking writing is a verb. Traditionally the action denoted has been of the type of handwriting or the use of a pen, pencil or some other instrument, to encode language in a visual, text based manner. Handwriting of course may be either cursive or print in style. With the invention of type machines and later computers typing became the method of committing words to text based mediums. By analogical extension the term writing is often used to reference cases of typing in the sense of text input. However in technical genres the term typing is often associated with the practice of matching tokens to an ontology, such as blood typing. An additional confusion can arise through an analogical extension of typing to mean text input of all kinds. However the activities of text input on mobile devices like smartphones (where two thumbs are used) and phones with keypads (where multiple strokes per key are required), can hardly be held to be the same text input process as “typing” on the keyboard of computer. To address these confusions I have considered following Poveda et al. (2005a: 92) in the use of entextualization, but feel that term veers too far afield with connotations and focus on being able to create new context surrounding a created text as Bauman and Briggs discuss (1990: 67). I have also considered following Paterson (2014) in the use of the term codification. However, I feel that the use of the term codification when used in the context of the activity of committing new ideas to text, I feel it generally carries the idea of creating a new law or social code. Neither of these terms clearly convey the idea of a superordinate category covering both activities of handwriting, typing, and text input on other kinds of devices. Finally it is important to contrast the activity of writing with the task of composition. In some cases “writing analysis” investigates a body of text produced and its form relative to a genre of literature. I realize that in the typing

task, which is the task type in focus in this thesis, that composition may also be occurring simultaneously. However, the focus in this thesis is not on composition, but rather on the manual activity of creating the digital text.

1.2.4 Model of text input

The term text input means to input characters into a digital device. Given the plethora of digital devices created in humanity's recent history, the literature is new and growing rapidly. Generally, but not always, the literature on text input processes is part of a computer science sub-field called Human-Computer Interaction. Unless specifically stated otherwise, this thesis discusses the activities of typing via a laptop or other computer keyboard. However, to situate the discussion it is important to take a quick look at the other kinds of text input options which are in the literature. The literature easily divides three ways: by types of devices, by methods of input, and methods of input assistance.

By types of devices I mean both the general location of use of the device and a typological nature of the device. For instance the radio on a car stereo system may be attributed to have a text input system by which the time is set. However this is different from methods of selecting text for user names on video game systems like Xbox. Both of these examples demonstrate different locations of use of text input and also different input controllers. Without an attempt to be comprehensive a listing of device types would include: industrial computers or specialized keyboards for special computers used in a manufacturing process. Mobile devices such as the mobile phone (with keypad), the touchscreen mobile phone, the touchscreen tablet computer. Video games and mobile electronic devices who's primary input method is a joystick like controller, the laptop computer and the desktop computer. As a general note on the kinds of content which make it into the text input literature, much of the literature is produced by evaluating the efficiency of a given device or input method. Sometimes these input devices come from industry, and sometimes they come from labs run at various academic institutions.

The second way to evaluate devices is by how they provide a text input solution. An ontology of methods of text input would include the following: speech to text , eye-gaze selectors, and button pushing of various kinds including: stylus use, joystick use, menu

selection, keyboards, and finger dragging. Basically we either use our fingers, our eyes, or our mouth to do the task of text input. Several distinct methods are highlighted in the following table items from the following table. Text Input type Example product Academic citation Speech to text Apple's Siri, Microsoft's Cortana Strictly speaking Siri and Cortana are device specific assistant applications with access a speech to text engine. Bellegarda (2014) Optical character recognition and handwriting recognition WritePad Pro by PhatWare Corp MyScript Smart Note by MyScript (formerly Vision Objects) Multi motion touch (Gesture, Drag) SwiftKey Flow, Nintype, Fleksy, Swype Weir, et al. (2014) Romano, Paolino, Tortora & Vitiello (2014) Joystick selectors Controllers for video game systems like Xbox Isokoski & Raisamo (2000) Wilson & Agrawala (2006) Eye-gaze selectors tobii ATI Projection and sensor keyboards Celluon Roy, Singh, Mittal & Thakral (2014) Multi motion touch (Chorded keystroke) Perkins Braille Stenograph Palantype Seibel (1962) Noyes (1983) Gopher & Rajj (1988) Evans, Pettitt & Blenkhorn (2002) Sandnes & Huang (2006) Ghomi, et al.(2013) Split Keyboard "Standard" Keyboard ANSI, ISO, JIS Swarm and irregular shaped "keyboards" Dryft Lee & Zhai (2004) Yin & Su (2011) Li, Chen, & Goonetilleke (2006)

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1.2.5 Model of users and language users

1.2.6 Model of language development

1.2.7 Model of object hood from anthropology

1.2.8 A Model of language use categories

1.2.9 A Model of knowledges

1.2.10 Model of design

1.2.11 Model of the keyboard

1.2.12 Model of socio-technology

1.2.13 Model of Literacy

1.2.14 Model of movements

1.2.15 Model of technology

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, Prosski, 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 reshaping 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 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.

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.

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 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

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

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 The pressure to develop writing

2.3.2 Objections to Language Development

2.3.3 Counter objections and agreement on limited development

2.3.4 Pressure to develop writing from within the community

2.4 Writing in Society

2.4.1 Literacy and writing as social practice

2.4.2 The digital revolution hits social practice - oral phone, texting, and typing

2.4.3 The new social practice hits minority languages

2.4.4 The technology of writing (using keyboard layouts)

2.4.5 The digital revolution with text input hits language documentation

2.4.6 The internet impacts language use and perception

2.4.7 Keyboarding as gesture, linguistic performance and user experience

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 Goals of methods

3.2 Previous methods and approaches

3.3 Methods in user experience

3.4 Assessment Methods

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 Old Methods section

5.1.1 Keyboards

Physical v.s virtual
mobile v.s stationary

5.1.2 Orthographies

Do they get designed around computer technology or are they

5.1.3 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.

5.1.4 Current Design Processes

Something about different views on these relationships.

What is the current processes?

5.1.4.1 The design of orthographies and keyboards

5.1.4.2 Good Design

5.2 UX Analysis

Provide a definition of UX

Provide relevance to of UX decisions to Linguistics and language choice

5.3 Methods in UX analysis

Some general methods in UX analysis

Do linguistics do UX analysis?

5.3.1 Specific methods related the acquisition of my data

5.3.1.1 Keystroke Counting

Character counting v.s keystroke counting

5.3.1.2 Survey Data

The questions asked in the survey

The reason why the questions are asked

5.4 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

APPENDICES

APPENDIX A

Appendix I: Glossary of technical concepts and terms

APPENDIX B

Appendix II: List and purpose of referenced standards

APPENDIX C

Appendix III: Full text of analyzed text

C.1 Me'phaa Full Text

ISO 639-3 code of language: [tcf]

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

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 Jesukrísto. Nax-
u'má iyii' ríge' inala' ikháan' tsáan' mbo guwa' ajma múú kuthiin ijin Israél ña-
jwanla', tsí nīdrú'úún mbá xúgíí inuu numbaa. Naraxaán'la'. Anguín', tsáan' nin-
imba'la' juyáá Jesús, gajuma'la' rí phú gagi juwala' ído rí nanújngala' awúun mba'a
inii gajmá. Numuu nduyaá mála' rí ído rí na'nga'la' inuu gajmá, nasngájma ne rí
gakon rí jañii akian'la' juyáá Ana'ló', jamí na'ne ne rí mawajún gúkuála'. Indoó
má' gí'maa rí mawajún gúkuála' xúgíí mbi'i, kajngó majraán'la' jamí ma'ne rí jañii
akian'la', asndo rí náxá'yóo nitháan rí ja'yoo manindxa'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 ixpátra'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, xátiyuu', numuu rí phú gí'doo numuu ná inuu Ana'ló', xómá' tsí phú gí'doo rá, xátiyuu' ído rí Ana'ló' maxríguí, numuu rí tsí phú gí'doo nanguá mbayo' xtáa xómá re'e rí ríga ná xanáa. Ído 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 rigaa mbá xúgíí rí gí'doo mangaa. Phú gagi xtáa xabo tsí tsí'ne rí xkawe' ído rí naguma rájáa, numuu ído rí ni'ngoo inuu gajmá, a'khuen mbayáa numuu rí maxtáa jámuu, rí nixuda mi-na' Ana'ló' rí maxnúu tsí nandúún juyáa. Ído rí mbáa tsí ikháan'la' naguma rájáa rí ma'ne rí xkawe', maxá'théen rí Ana'ló' ne'ne rájáa. Numuu rí tsí Ana'ló' tsíyoo rí maguma rájáa rí ma'nii rí xkawe', ni má' ikhaa tsí'ne rájáa nimbáa. A'khuen gakon, mbámbáa naguma rájáa ído rí nixmángua'aan e'ne rí xkawe' nandxa'wá minee' jamí rí naniguu'. Ído rí nito'oo má' juma rí xkawe' ná idxuu xabo rá, maganú mbi'i rí ma'nii a'khán gá'ne ne. Jamí ído rí wámba má' nigajaa a'khán rá, majañúu gá'ne ne. Anguin', phú nando' jaya'la'. Xángra'áan'la'. Xúgíí kixná rí phú máján jamí xtamínu' rí jañii wáa na'kha ná mikhuíí, naxná ne Ana'ló' tsí ne'ne kumii a'guaán. Tsí Ana'ló' nimit'sú tsíxti'khuu xó ja'nii xómá a'guaán, ni má' tsíbañii' xómá nákuu. Ana'ló' ne'ne rí magumáa'ló' mbujú gajmaá majñuu ajngáa gakon, numuu rí xkua'nii ndiyoo ikhaa, kajngó manindxá'ló' ijiin tsí ginuu jayu. Ikhaa numuu rú'khuen, anguin', tsáan' phú nando' jaya'la', xúgiáan' ikháan'la' gí'maa rí mu'gíí ña'wanla' kajngó mudxawíinla' rí nithánla'. Xá'cha'la' guéño rí muthanla', jamí xáji'náa'la' nacha guéño. Numuu rí xabo tsí naji'náa guéño, tsínií rí máján xómá rí nandoo Ana'ló'. Ikhaa jngó, guni'ñáa ronela' mbá xúgíí inii rí xkawe', rí gatíí guéño ná akian'la'. Jamí gone waba mijnála' kajngó magoo mudrígúla' ajngáa rawuun Ana'ló' rí wa'du má' ná xoxta'la', rí gí'doo tsiakhe rí ma'ne jríñaá'la'. Ra'khá mbájndi má' indoó

rí m̥ɔdxawíɪnla' ajngóo Ana'ló', rí gí'maa rí m̥ɔn̥e mbánííla' n̥e mangaa. Xí indoó
 má' n̥ɔdxawíɪnla' jamí tsíne mbánííla', n̥un̥e nduwa mijná má' ikháan'la'. Numuu rí
 tsí indoó má' n̥ɔdxawuun ajngóo Ana'ló' jamí tsí'ne mbánuu n̥e, ikhaa ja'nii xómá
 x̥ɔb̥ɔ tsí indoó má' nayaxuu inuu ná iya niwan, jamí íd̥ɔ wámbo̯ɔ niyaxe mínee',
 ʔ'khuen n̥akee jamí nacha má' imbumuu x̥áne ja'nii inuu. Xómá' tsí na'gíi id̥xu̯u rí
 madxawuun mújúun ajngóo Ana'ló' rí phú máján, rí na'ne jáwáan'ló' rá, phú gagi
 gáxtáa asndo náá má' rí gá'nii, xí tsímbumuu rí na'thán n̥e, jamí na'ne mbánuu má'
 xú'khuen rí nidxawuun. Xí mbáa n̥ajumuu rí phú máján xó rí na'ne mbáa Ana'ló'
 jamí tsíñawuun rawuun, na'ne nduwa minee' 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' Tátíáló' Mikhuí ñajuun tsíge': tsí nambáñúú ijínxuá'a jamí go'óxuá'a íd̥ɔ
 rí nda'ñúu. Xú'khuen má' rí nañawan mínee' rí maxá'nii rí xkawe' rí none x̥ɔb̥ɔ ná
 numbaa ríge'. Anguín', tsáan' nanimba'la' juyáa Tátíáló' Jesukristo, tsí phú ɪthaán
 gí'doo numuu, ragí'maa rí mura'wíinla' x̥ɔb̥ɔ tsí m̥ɔn̥e ngajuúnla'. Gajuma'la' rí ná
 nagimbáan'la' ʔ'khuen iganú mbáa x̥ɔb̥ɔ tsí phú gí'doo, gída' ajwan' mojm̥ɔ' jndi ná
 ñawúun jamí phú mitsaan xtíñuu. Awúun má' rú'khuen iganú mbáa x̥ɔb̥ɔ tsí ngínáa
 mangaa, júwuun xtíin rí phú wayuu. Jamí gajuma'la' rí phú none ngajwaála' tsí mit-
 saan xtíñuu jamí nutháanla': < < Táta, ara'ún ná xíle rí máján wáa gejyo' > > , xómá'
 tsí ngínáa nutháanla': < < Ikháán, ariajún má' ʔ'khuen o ara'ún mbayíi mbo' > > . Á
 ra'khá nura'wíinla' x̥ɔb̥ɔ tsí m̥ɔn̥e ngajuúnla' rí xkua'nii en̥ela' rá. Jamí nanindx̥a'la'
 xómá x̥ɔb̥ɔ ñajun tsí tsírajwa' mbé'tháan gajmaá numúú mbá xúgíin x̥ɔb̥ɔ. Anguín',
 tsáan' phú nando' jaya'la', gudxawíinla' rí math̥an'la': Ana'ló' nira'wíin x̥ɔb̥ɔ tsí
 ngíníi ná numbaa ríge', kajngó manindxúun x̥ɔb̥ɔ tsí phú nanimbúun juyáa Jesukris-
 to, jamí rí manújngáan manindxúun x̥ɔb̥ɔ tsí na'thán ñajúun Ana'ló', rí nixuda minee'
 má' gajmaá numúú tsí nandúun juyáa. Xómá' ikháan'la', nuñuúla' tsí ngíníi asndo xó
 rí ndaa numúu. Á ra'kháa x̥ɔb̥ɔ tsí phú guá'dáa none ngínáa'la' jamí nagó judáan'la'
 gajmaá tsiakhe ná gu'wá ñajun rá dx̥e'. Á ra'khá ikhiin nuthan xkawíi' mbi'yuun
 Jesús tsí ñajuun ña'ñala' rá dx̥e'. Phú máján má' en̥ela' xí gakon rí none mbánííla'
 xtángoo rí phú ɪthaán gí'doo numuu, xómá kama na'thán ná ajngáa rawuun Ana'ló':
 < < Áгаа' xtayáa x̥ɔb̥ɔ numbaa gajmaa' xómá nandaa' xtaya min̥a' ikháán. > > Jamí

xí nura'wíinla' xabō tsí mone ngajuúnla' rá, gí'máa'la' a'khán ná inuu Ana'ló', numuu rí tsíne mbáníla' xtángoo rú'khuen. Numuu rí tsí najumuu rí na'ne mbánuu xúgíí xtángawoo Ana'ló' jamí tsí'ne mbánuu maske asndo mbóó rí na'thán ne, gí'maa a'khán rí tsí'ne mbánuu ne xúgíí. Numuu rí Ana'ló' ni'thán: <<Xáthabaa' gajmaa' tsí ra'kháa a'giaa' o ajmbaa' ñajuun>>, jamí ikhaa má' ni'théen mangaa: <<Xá-taxíyaa xabō.>> Kajngó xí tsíthabaa' gajmaa' tsí ra'kháa a'giaa' o ajmbaa' ñajuun, jamí nataxíyaa xabō rá, gí'máa a'khán rí tsíthane mbáníí xtángawoo Ana'ló'. Ikhaa jngó, guthanla' jamí gajuwala' xómá gí'maa rí majuwá tsí mītrajwa' numúú gajmaá mbá xtángoo rí na'ne jáwíin xabō ná awúun a'khán. Numuu rí ídō gárajwa' Ana'ló' gajmaá numúú xabō, mañáwíin akuíin ja'yoo xabō tsí niñáwíin akuíin ja'ñúú xabō. Tsí mañáwíin akuíin, ma'ngoo ídō rí mītrajwa' numuu. Anguin', tsáan' nanimba'la' juyáá Jesús, xí mbáa na'thán: <<Ikhúún nanimbo' ja'yoo Ana'ló'>>, jamí ndaa nitháan rí máján i'nii, náá lá gámbáyúu rú'khuen rá. Á ma'ngoo má' rí xkua'nii inimbo' ma'ne jríyaa' rá dxe'. Gajuma'la' rí mbáa dxájwaló', xabiya o a'go, ndaa xtíñuu jamí ndaa rí mīkhuui tsitsíí, jamí mbáa tsí ikháan'la' na'thúun: <<Ana'ló' gá'ne tsakun ráamáá 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'nii rí máján, ndaa mbá jayu má' numuu na'théen rí nanimbo' xú'khuen rá. Ágá'ne xí mbáa ma'thán: <<Tikhuun nanimbuún juyáá Ana'ló', xómá' i'wíin none rí máján.>> Xómá' ikhúún nathanlo': Ikháan maxáxóo matasngajmú' rí ninimbaa' xtayáá Ana'ló' xí tsíthane rí máján. Xómá' ikhúún magoo masngajmáa' rí nanimbo' jayoo Ana'ló' gajmaá majñuu rí máján nanelo'. Khá nanimbaa' 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. Xánindxaa' xabō tsí júgoo inuu. Á nandaa' masngajmáa' rí gakon rí ragí'doo numuu rí nanimbo' xabō tsí ndaa rí máján e'ne dxe'. Nákhí rí táta xi'ñáaló' Abraám nixnáxií adée Isáák ná tsuduu jarn-goxe itsí, a'khuen ni'thán Ana'ló' rí xabō tsí májaan akuíin ñajuun. Nakujma nguáná má' mbu'yáaló' rí Abraám nisngájmeé rí nanimbo' ja'yoo Ana'ló' gajmaá majñuu rí ni'nii. Jamí gajmaá majñuu rí ni'nii, nigajaa asndo nijrá'áan rí jañii akuíin ná

inuu Ana'ló'. Xkua'nii nimbánuu ajngáa rawuun Ana'ló' rí na'thán: < < Ninimbo'o' Abraám ja'yoo Ana'ló', rú'khuēn jngó ni'thán Ana'ló' rí májáan akuiin. > > Jamí ne'ne mbi'yuu < < Iyangajwee Ana'ló' > >. Kajngó gāfra'a' májánla' ríge': Ana'ló' na'thán rí májáan akuiin mbáa xābo gajmaá majñuu rí máján na'nii, rā'khá indoó gajmaá majñuu rí nanimbo'o'. Xkua'nii má' nanimbo'o' Raáb mangaa, a'go tsí nin-gujwā mína' nákhí wajyúu. Ana'ló' ni'thán rí májáan akuiin gajmaá majñuu rí máján ni'nii: Nigruigúun ná go'wóo xābo tsí nigó gūñamaa xuajen Jerikó, jamí nimbáñuu rí magajnáa ngu'wā gajmaá imba jambaa. Xómá rí mbáa xābo tsí nijáñuu, nándaā xu'u', xkua'nii má' ja'nii rí nanimbo'o' xābo mangaa, xí ndaa rí máján i'nii, ndaa mbá jayu numuu rí nanimbo'o'. Angu'in', tsáan' nanimba'la' juyáá Jesús, xánindxa' xúgiáan'la' xābo tsí nusngáá, numuu nduyaámála' rí ithaán gakhe mītrajwā' numa ikháan'xo'. Numuu rí mbá xúgiáan'ló' nāgra'áan'ló' mba'a nothon. Xí xtáa mbáa tsí nā'ngoo nāñawuun rawuun ído rí na'thán, xābo tsí nijrá'áan má' ñajuun tsú'khuēn, jamí nā'ngoo má' rí na'thán ñajun minee' mbá xúgí mangaa. Ído rí nuxu'dáa'ló' xa' ñuu rawuun guáyo, nā'nga'ló' nuxu'máa mā'gee ná nandaló' rí mā'gee, jamí nā'nga'ló' nuxmatrígaa mbá xúgí. Guyaxííla' gu'wā rguwa mba'wo rí naka ná inuu iya apha mangaa. Mbá ixē lājwíin jayá ikhoo ne rí naka ne ná nandoo xābo tsí naka jayóo ne, maske má' phú gakhe irmajngua' ne gíñá. Xú'khuēn má' ja'nii rí rajuuun xābo mangaa, mbá xuwi lājwíin ñajuun ne, jamí phú mbāa rí nā'ngoo ne na'ne. jRā'khá tháan mbāa júba ikha e'ne mbá lājwíin ri'yuu agu rí nakhatiyoo! Rí rajuuun xābo xómá ri'yuu agu ja'nii ne. Kama ne ná xuyuu, jamí phú gí'doo ne tsiakhe rí mā'ne ne mba'a inii rí ramáján, xú'khuēn má' na'ne ma'chúu ne mbá xúgí xuyuu. Ndayá skiyuu' ne ná nakha jámuu agu, jamí mbá xúgí mbi'i na'ne ma'chúu ne mbi'yuu. Tsí xābo numbaa nā'ngoo na'ne másuun jamí naxná ñajúun mbá xúgí inii xukú xáná tsí namanguún, xukú xna, xukú tsí nuxmatha mijná jamí xukú tsí gatiin ná awúun iya apha. Xómá' rí rajuuun xābo rá, nimbáa tsí'ngoo gá'thán ñajuun ne. Mbá rí xkawe' rí ndaa xó muwajún thiínló' ñajuun ne, jamí gajnií thana rí nagudíin xābo ná awúun ajngáa rí nagájnuu e'ne ne. Gajmaá rajwan'ló' nagájnuu ajngáa ná rawanló' rí mo'ne mbāa Ana'ló' Mikhuíí, xú'khuēn má' rí mu'xná ma'íinló' xābo tsí niguma kumii xómá ja'nii Ana'ló'. Mbóó má' ná rawanló' nágájnuu ajngáa rí máján jamí ajngáa rí xkawe'.

Anguin', ragí'maa ma'ne rí xkua'nii. Á magoo magajnúu iya ríná ná iduu iya rí thawuun dxe'. O magoo maxná xndú rí mbi'yuu aseitúna mbá ixuu ígo dxe', o ígo mbá ajmuu úba dxe'. Maxáxóo anguin'. Xkua'nii má' mangaa, maxáxóo 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' dxe'. Gasngájmeē ne gajmaá majñuu rí gamakuii jamí rí tsíkúxe mínee' ído rí na'nii rí máján. Jamí xí indoó má' tsixígu' jamí sian' ríga ná awúun akian'la' rá, muxúthan tsi'yála' rí namanála' jamí muxúne nduwala' rí none nuwiinla' rí gakon. Numuu rí xabo tsí xkua'nii imañúu ra'khá ná inuu Ana'ló' i'kha rí namanúu, rí ná numbaa ríge' i'kha ne, ná jumúu má' ikhiin jamí ná inuu gixaa. Ikhaa jngó, ná ríga tsixígu' jamí sian', ikhín má' ríga xkujndu jamí mbá xúgíi inii rí xkawe' mangaa. Xómá' xabo tsí nduyáá jamí nafru'uún rí na'kha ná inuu Ana'ló' rá, tsíni rí xkawe', tsítsañúu' gajmíi xabo, gamakuun, májaan akuin, phú nañáwíin akuin juñúu tsí ngíní, gatí rí máján nunii, tsíra'wíin xabo tsí mone ngajúun jamí nanguá ajma inúu. Tsí nandúún marigá rí tsímáá ná numbaa ríge', numbayii rí maxátsañúu xabo. Asndo xó rí nudii tsígoo rí máján ja'nii, kajngó mone xabo rí nandoo Ana'ló'. Náá lá i'kha xkujndu jamí sian' rí ríga ná majña'la' rá. Ná awúun má' akian'la' jamí ná awúun má' rí phú nanigua'la' mugua'dáála'. Phú nanigua'la' rí mugua'dáála' rí ríga ná tsuduu numbaa jamí tsígua'dáála' ne. Ra'khá tháán naxígua'la' rí asndo nuradíinla' xabo, ni má' xú'khuēn tsígua'dáála' rí nandala'. None xkujndula' jamí natsaña'la'. Rakuá'dáála' numuu rí tsínda'aála' Ana'ló'. Jamí ído rí nunda'ala', tsí-drígúla' rí nandala' numuu rí tsínda'ala' ne rí majmaa ná nda'yoo, rí nunda'ala' ne mutsijmála' ná rí nanigua'la' ikháan'la'. ¡Ra'khá xabo tsí nandúún juyáá indoó Ana'ló' ñajwanla'! Á tsíyaála' rí xabo tsí nandoo guéño ja'yoo rí ríga ná numbaa, tsíyoo rí mambáxuu' gajmáa Ana'ló' rá dxe'. Ikhaa jngó, asndo tsáa má' tsí nandoo guéño ja'yoo rí ríga ná numbaa, tsímbáxuu' gajmáa Ana'ló'. O najuma'la' rí ndaa numuu rí na'thán ná ajngáa rawuun Ana'ló' dxe': <<Phú nandoo Ana'ló' ja'yoo Xe' rí kua'an ná xoxta'ló', jamí mbáwíi ikhaa nandoo rí magaló' ju'yáa.>> Xómá' ikhaa phú mbaa rí máján naxnáló', rí ni rajá'yaló'. Ikhaa jngó na'thán ná ajngáa rawuun Ana'ló': <<Ana'ló' naweje thuún xabo tsí nuxuxí mijná, xómá' tsí nuxrígú

mijná rá, naxnúu rí máján, rí ni rájá'ńúu. > > Ikhaa numuu rú'khuen, gūnī'ńá mi-
 jnála' rí ma'thán ñajwanla' Ana'ló'. Gawajún gúkuála' kajngó ma'nga'la' inuu gixaa,
 a'khuen rí ikhaa magáyuu ma'gee imba janíí. Aguwala' ná inuu Ana'ló', jamí ikhaa
 maxu'ma minee' ná inala'. Xabo a'khán, gūnī'ńáá ronela' a'khán. Tsáan' ajma aki-
 an'la', indoó má' Ana'ló' gájuma'la' juyáá. Guyaála' rí mingínáa'la', gumbiya'la' jamí
 gatáwíin akian'la'. Gūnī'ńáá rundu'wala', gumbiya'la'. Gūnī'ńáá rajuwala' gagi,
 gajuwa jínála'. Guxrígú mijnála' ná inuu Ana'ló', jamí ikhaa ma'nii rí phú maguma
 mbaán'la'. Anguin', nimbáa maxá'thán tsuduú nimbáa xabo. Xí mbáa na'thán tsu-
 duú mbáa xabo o na'theen rí ramáján i'nii mbo', na'thán tsuduú xtángawoo Ana'ló'
 jamí na'theen rí ramáján ne. Xí ikháan narathán rí ramáján xtángawoo Ana'ló',
 tsíthane mbáníí rí na'thán ne, rí nathane miná' mbo narajwa' numuu ne. Indoó
 má' mbáwíí tsí nixná xtángoo ñajuun mbo narajwa', jamí indoó má' ikhaa magoo
 ma'ne jáwíin o maxná ma'íin xabo. Xómá' ikháan rá, tsáa ñajwaan' kajngó natrajwa'
 numuu xabo jumaa' ró'. Gudxawíinla' ríge', tsáan' nuthanla': < < Xúge' o gátsíí
 mu'gualó' xuajen rú'khuen o ríge', majuwaló' mbá tsigu ikhín, mungujwa' ngaaló'
 jamí mu'daaló' mbúkhaa. > > Jamí nitsíyaála' dí garigá gátsíí, ni má' tsíyaála' xí
 xóo juwala'. Díla ñajuun mbi'yala' rá. Xómá' rujmbaa' rí nakujma mbégo jamí im-
 brúma nándaq ne xkua'nii ja'ńáa'la'. Iwaá máján rí xá'nii gúthanla': < < Xí Ana'ló'
 nandoo, majuwaló' jamí mo'neló' ríge' o mo'neló' rí nú'ún. > > Xómá' ikháan'la'
 phú nanigua'la' rí muthan tsi'yála', asndo xó rí ikháan'la' ithan ñájwíin mbi'yala'
 ja'nii. Ramáján enela' rí none tsi'yála' xkua'nii. Ikhaa jngó, tsí nda'yoo má' náá
 rí máján ma'ne jamí tsí'nii, xtáa ná awúun a'khán. Gudxawíinla' ríge', tsáan' phú
 kua'dáála': gumbiya'la' jamí gundxa'wa jínála', numuu rí inu má' ma'kha mbi'i rí
 mumíniíla'. 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' mojmō' jamí mbúkhaa
 ajwan' mi'xá rí phú kua'dáála'. Rú'khuen ma'thán rí ramáján nenela' ído gárajwa'
 Ana'ló' numala', jamí matsikháan'la' ne. Nene matííla' rí mugua'dáála' awúun mbi'i
 rí inu má' mambá numbaa ráan'. Ikháan'la' túne numíila' xabo ngíníí tsí ñíajun
 ná mbayala'. Gudxawíinla' rí nandxa'wá ra'a numa rú'khuen ná inuu Ana'ló' tsí
 gí'doo mbá xúgíí tsiakhe, jamí ikhaa nidxawuun má' a'wúún yumbáá tsú'khuen.

Ikháan'la' phú nijuwa májánla' ná numbaa ríge'. Nitháan ndaa rí ndi'yála', jamí
 nenela' mbá xúgíí rí nanigua'la'. Ni'ngáan'la' menda'kho xómá xukú tsí nitsí'yoo
 náá mbi'i majaanúu. Nirígula' ajngáa wa'a tsuduún tsí ndaa a'khúun jamí niradíinla',
 xómá ikhiin túxudaa' ñawúun rí mumbayú mijnee. Ikhaa jngó, anguin', ga'ngoo aki-
 an'la' asndo mbi'i rí ma'khaa Táta Jesukristo. Guyaxela' xómá e'ne xabo tsí nañajun
 xanáá, gí'thuun má' xú'khuen rí maguu rí mitsaan nijmaa ná tsuduú juba' rí ni'dii,
 jamí gí'thuun má' xú'khuen rí maganú mbi'i rí ma'khaa ru'wa. Xkua'nii má' góne
 mangáan'la', gone gakhe akian'la' jamí maxá'ne ní'nga'la' rí muwa'thiínla', numuu
 rí inu má' ma'khaa Táta Jesukristo. Anguin', nimbáa maxá'ne xkujndu gajmaá nu-
 muu nimbáa, kajngó maxákujma a'khánla' gá'ne Ana'ló'. Guyaála' rí inu má' xtáa
 ná rawuun xkrugua tsí marajwa'. Anguin', guyaxiíla' xkrída xó rí nimínií jamí xó
 rí nene gakhe akuiín tsí nirawí jngaa ajngóo Ana'ló' wajyúú. Ikháánló' najuma'ló'
 rí phú gagi júwa' tsí na'ngoo akuiín rí mumínií. Ikháan'la' nidxawíin xáne ni'n-
 goo akuiin Jób rí mamínuu' menda'kho, jamí nduyaá mála' rí ndawaá phú mbaa rí
 máján nijanáa ne'ne Ana'ló'. Numuu rí Ana'ló' phú nañawíin akuiin jamí phú mbaa
 akuiin. Anguin', nando' gáthan'la' imba rí gí'doo numuu: ído rí nuthanla' numuu
 asndo dí má', xúxu'dáa'la' Ana'ló', ni má' xúthanla' mbi'yuu asndo nimbá rí ríga ná
 numbaa. Rí nuthanla' rí monela', ikhaa má' gónela'. Xí nuthanla' < < mane > > ,
 gonela'. Xí nuthanla' < < maxáne > > , xúnela'. Kajngó maxákujma a'khánla' gá'ne
 Ana'ló'. Xí xtáa mbáa tsí gí'doo ga'kho ná majña'la', ga'thán jánuu Ana'ló'. Xí xtáa
 mbáa tsí nadxuu, ga'sieen ajmúú ná inuu Ana'ló'. Xí xtáa mbáa tsí najánuu ná ma-
 jña'la', gandxa'wúun xabo buanuu tsí juya idxuún mbo nagimbíin. Kajngó muthán
 jáñfi Ana'ló' gajmaá numuu, jamí mutsua'aan aséite gajmaá mbi'yuu Táta Jesukris-
 to. Xí nuthan jáñfi Ana'ló' gajmaá mbá jañii akuiin, ma'nii akuiin tsí najánuu, jamí
 Ana'ló' ma'ne rí matuxii. Jamí xí ni'nii a'khán rá, Ana'ló' ma'ne mbaa akuiin ja'y-
 oo. Ikhaa numuu rú'khuen, mbámbáa gá'ne maphú a'khúun ná inuu imbaa, jamí
 mbámbáa gá'thán jánuu Ana'ló' gajmaá numuu imbaa, kajngó ma'nii akian'la'. Xí
 mbáa xabo tsí májaan akuiin na'thán jánuu Ana'ló', phú gí'doo tsiakhe tsakuun rí
 na'nii. Garmá'aan akian'la' juyaá Elías, tsí niguwí jngaa wajyúú, ikhaa ninindxuu
 mbáa xabo numbaa xómá ikháánló' jayu. Nákhí ni'thán jánuu Ana'ló' rí maxáxnúu

ru'wa, táxnúu ru'wa atsú tsigu itikhu. Ndawaá a'khuen ni'thán jáñuu Ana'ló' mbujúu
 rí maxnúu ru'wa, a'khuen nixnúu ru'wa ne'ne Ana'ló', jamí nixnáa xndúu mbá xúgíí
 inii rí nda'ya ná inuu jubá'. Anguín', tsáan' nanimba'la' juyaá Jesús, xí mbáa tsí
 ikháan'la' naniñuu jambaa rí gakon, jamí imbaa na'ne rí matangaa, guyaála' rí tsí
 nambáyúu xabó a'khán rí matangaa akuin jamí maniñuu ra'ne a'khán, na'nii rí
 majríyaa' rí majañúu jamí na'nii rí Ana'ló' ma'ne mbaa akuin ja'yoo mba'a a'khán
 rí ni'nii.

C.2 Chinantec Full Text

ISO 639-3 code of language: [cso]

Title of the text: Sí² Quioh²¹ Santiago. JÚ¹ CHÚ³² QUIOH²¹ JESÚS TSÁ² LN³ CRISTO (El
 Nuevo Testamento en el chinanteco de Sochiapan)

Cited as: La Liga Bíblica. 2009. Sí² Quioh²¹ Santiago. JÚ¹ CHÚ³² QUIOH²¹ JESÚS TSÁ²
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 Bíblica. <Accessed: 12 June 2012>. [http://www.scriptureearth.org/data/cso/PDF/00-
 WNTcso-web.pdf](http://www.scriptureearth.org/data/cso/PDF/00-WNTcso-web.pdf)

Text provenance: The actual text used and processed was the SFM file received from
 Chinanteco de Sochiapan language development and Bible translation team. This
 text is included in the publicly available work as indicated in the work is cited. Date
 of acquisition of the texts from the team was: 13. June 2011. __ (do I need to take
 out the *? do I need to take out the double spaces?)__

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 ln³ jná¹³ jan² *tsá² má² dí¹ hlánh¹ joh¹ Dió³² ji³ Jesucristo
 Tí³² Juo¹³ dí², juanh³² jná¹³: “Hia² hnoh²”, tá¹ quia³ tún³ nió³ hnoh² tsá² *Israel, tsá²
 má² ná¹ yanh³² náh² tá¹ cáun² hngá¹ máh³. Hnoh² reh², ma³ hiún¹³ hnoh² honh² li³ ua³
 cáun² hi³ quiunh³² náh², quí¹ la³ cun³ hi³ má² ca³ li³ ñíh¹ hnoh² jáun² hi³ tí³ jlánh¹

bíh¹ re² h²tin² tsú² hi³ jmu³ juenh² tsí³, n¹juáh³ zia³² hi³ cá² lau²³ ca³ti²¹ hi³ taunh³²
 tsú² jáun² ta²¹. Hi³ jáun² né³, chá¹ hnoh² cáun² honh², hi³ jáun² h¹³ li³tin² hnoh²
 re² hi³ jmúh¹³ náh² juenh² honh², hi³ jáun² hnoh² h¹³ lín³ náh² tsá² má²hún¹ tsí³,
 tsá² má²ca³hiá² ca³taunh³ ca³la³ tán¹ hián² cu³tí³, la³ cun³ tsá² tiá² hi³ li³hniauh²³
 hí¹ cáun² n¹con² yáh³. Li³ua³ jan² hnoh² tsá² tiá² re² má²jniá³ jmá¹ honh² náh², má¹
 náh² n¹con² Dió³², hi³ jáun² h¹³ hián¹³ náh², quí¹ hí³ bíh¹ cue³² ca³la³ hi³ h¹ má²tú²
 má²ziáun²³ n¹con² ca³la³ jín³² tsáu², ha³ tiá² jín²³ yáh³ tsú² tsá² hiú² tsá² m³² n¹con².
 Ti³la³ hniauh³² má³² tsú² hi³ hu²¹ cáun² tsí³ má¹ná¹, hí¹ cú¹pih²¹ yáh³ tiá² hniauh³²
 hu²¹ tun³ tsí³ tsú²; quí¹ n¹juáh³ hi³ hu²¹ tun³ tsí³ tsú², jáun² lín³ tsú² la³jmá¹ h³ cu³
 jlái³ jmá²miih²¹ bíh¹, hi³ hlia³² chí³ tí³ hlá² tí³ n². Tsá² la³ hí³ tiá² hniauh³² yáh³ hi³
 cáun² h¹ lín¹³ hi³ hiáuh³ hi³ jmá¹ cué²¹ jáun² Dió³² Juo¹³ dí²; quí¹ tsá² la³ hí³ dá² cáun²
 h¹ h² h¹ jeinh³² tsí³ tí³ hlá² tí³ n² bíh¹. Hi³ jáun² né³, cú¹ jmu¹ tsah³ tsá² reh² dí², tsá²
 tsí³ju³, quí¹ cun³n¹ hi³ má²ca³ta³zanh¹ tsú² re². Hi³ tsá² hánh³ né³, cú¹ jmu¹ tsah³
 quí¹ cun³n¹ hi³hliá² má²ca³méih³ hi³ quien² tsú², quí¹ tsá² ná¹hánh³ dá² lín³ la³jmá¹
 h³ lí¹³ hi³ tiá² má²h² bíh¹. Quí¹ n¹ má¹ca³hiá² hiú², hi³ má¹li³² jáun² né³, chei³²
 lín³², jáun² h²quiéin² bíh¹ náí², hi³ suh³² siáh³ lí¹³ quioh²¹, jáun² h¹ ca³há² ca³nga²
 bíh¹ hi³ jmá¹ jniá³ jáun² chú³² lín³². La³ jáun² bíh¹ quiunh³² uá²jai³² tsá² hánh³,
 cu³diá²jan² bíh¹ tsá²hín³ tsú² tá¹la³ cuá¹jmu² jáun² tá¹³. Hen³ ma³ jmá¹ ren² tsá² tion²
 tsí³ ca³la³ j³² hi³ quiunh³²; quí¹ n¹ má¹ca³nga² tsú² la³j³² hi³ jáun², hiáuh³ bíh¹ tsú²
 la³ cun³ hi³ ca³jmú³ jáun² Dió³² jái¹³ hi³ cué³² n¹con² tsá² hniau³ dí², hi³ h¹³ zian²
 dí² quionh³ tsá² ca³cah¹³ hí³ jmái¹ quionh³. Ti³la³ n¹juáh³ ca³chó³² cáun² jmái¹ hi³
 hniá¹ tsú² cáun² hi³ tiá² ca³ti²¹ né³, tiá² hniauh³² yáh³ hi³ cáun² h¹ lín¹³ tsú² hi³ Dió³²
 bíh¹ cá² lau²³ cun³quionh³ hi³ hlah³ jáun². Quí¹ hí¹ cónh³ yáh³ tiá² h¹³ hi³ hen² tsí³
 Dió³² hi³ hlah³, sa³jun³ cá² lan²³ tsú² tsáu² cun³quionh³ hi³ hlah³. Ti³la³ n¹juáh³ hi³
 hniá¹ tsú² la³ cun³ hi³ tiá² ca³ti²¹ né³, jáun² hi³ jáun² má²ja³² ca³la³ tí³ ñeh² hñu³ tsí³
 hnga² bíh¹ tsú²; quí¹ hñu³ tsí³ hnga² bíh¹ tsú² dí¹quian¹ hi³ jáun². Hi³ n¹ má¹ca³h¹³
 tsú² jmu³ la³ cun³ hi³ má²hniá¹ jáun² jmu³ né³, má¹jáun² má²h¹³ tso³ bíh¹. Jáun² n¹
 má¹ca³li³ pin³ tso³ tán¹ hián² cu³tí¹³ né³, jáun² má¹jáun² má²jún³ bíh¹ tsú² n¹con²
 Dió³². Hnoh² reh², tsá² hnau³ jná¹³ lín³², ha³ h² h¹ cú¹ li³can² hnoh²; quí¹ ca³la³ j³li³²
 hi³ chu²¹, j³ la³j³² hi³ quien² ca³la³ tán¹ hián², cáun² h¹ 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 kí¹ jmu² hính¹³ tí³ hlá² tí³ nǎ². Hí³
 bíh¹ Tsá² ca³lín¹³ hi³ ma³jniau² dí² hi³ hmai²¹ cun³quionh³ jú¹ tson² quioh²¹. Cun³ñí¹
 hi³ jáun² né³, má²lái³ dí² tsá² má²ná¹chan¹ ñí¹con² tsú² ja¹ quioh²¹ la³jí³² hi³ ca³jmú³
 tsú² jáun², la³jmí¹ má²ná¹chan¹ jáun² la³jí³² hi³ lau³² la³ñí¹. Hí³ 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, quí¹ tsá² míh²³ tsí³ cun³ tiá² kí¹³ bíh¹ jmu³
 la³ cun³ hi³ tí³² tsí³ Dió³². Hí³ jáun² bíh¹ hniáuh³² cháh¹³ hnoh² tí³ có³² la³jí³² hi³
 tiá² jí² hi³ má²chí¹mi³² jáun² honh² hnoh², la³ má²quionh³ jí³lí³² hi³ hlah³ hi³ jlánh¹
 má²ca³lí³ hliáun³ jáun²; tí³la³ hi³ nio² re² honh² bíh¹ hnoh² cuéh¹ náh² jái¹³ hi³ kí¹³ lí³
 quien² jú¹ tson² hi³ má²ca³jní³ jáun² Dió³² hñu³ honh² náh², la³ cun³ jái¹³ hi³ jmu³ hi³
 liáun³ náh². Hí³ jáun² hniáuh³² má¹tih²¹ bíh¹ hnoh² la³ cun³ hi³ hie³² jú¹ tson² jáun²,
 quí¹ ná¹juáh³ cáun² tí³ kí¹ naih³² náh², jáun² la³ jáun² kí¹ kí²can² náh² hmóu³² bíh¹.
 Quí¹ tsá² tí³ kí¹ náí³² jú¹ tson² hi³ tiá² má²tí³² yáh³ tsú² má¹lí³² jáun², jáun² tsá² la³
 hí³ dá² lín³ la³jmí¹ lín³ jan² tsá² má²kí²jé³ ñí¹ cun³quionh³ cáun² hu³² bíh¹. Quí¹ ná¹
 má¹kí²jé³ tsú² lánh³ kí³ ñí¹, jáun² la³jui³² tsá²có³ bíh¹ tsí³ tsú² lánh³ kí³ ñí¹ ná¹ má¹lí³²
 jáun². Tí³la³ tsá² taun² re² ñí¹ liei²¹ chu²¹ quioh²¹ Dió³² né³, liei²¹ hi³ jmu² jáun² hi³
 kí¹³ 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. Ní¹juáh³ zian² tsá² lín²³
 hi³ jlánh¹ re² má²tí³² cuáh³² quioh²¹, tí³la³ ná¹juáh³ cáun² kí¹ ja³tú² ja³kí²³ bíh¹ ho³ tsú²
 má¹lí³² jáun², jáun² tsá² la³ hí³ cáun² kí¹ má²can² hnga² bíh¹, hi³ tiá² lín¹ kí²quien²
 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 tsá²mi³ hnái³ ná² siáh³ ja¹ lí³ua³ cáun² uu³mí²tsi³² 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 ca³tin¹ ya³ náh² jmúh¹³ quien² jan², hi³ jan² tiá² quien². Jmú¹³ jái¹³:
 Ní¹juáh³ ja¹ ñí¹ ná¹ngih³² náh² ca³hi³ jan² tsá² quih³² hmih³² chu²¹, hi³ tloh³ siáh³

anillo hi³ h³ cú¹mí¹niau²¹ cuo² tsú², hi³ tá¹la³ jáun² né³ ca³hi³ siáh³ jan² tsá² tia³mii²
 quih³² tsí¹ hmih³² tseh¹, tí³la³ ní¹juáh³ hnoh² jlánh¹ ca³ma³quien¹³ náh² tsá² quih³²
 hí³ hmih³² chu²¹, hi³ juoh¹ náh² tsú² la³ lá²: “Ní³ ní¹ chu²¹ lá²”; tí³la³ tsá² tia³mii²
 hí³ né³ juoh¹ náh² la³ lá²: “Tí³ ó³² cuá²náu² hnú², ho³lá²đá² hué³² lín²¹ lá² ní³”, hi³
 ní¹juáh³ 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, h¹³ 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 ní¹ta²¹? Hnoh², tsá²
 má²ná¹lái¹ náh² Cristo, ¿haun¹³ juáh¹³ chín¹dí¹ tsá² hánh³ hí³ bíh¹ tú² hión³² hi³
 jmái² tsú² dúh¹, hi³ jlánh¹ bíh¹ chu²¹ jáun², hi³ má²ná¹jmái² náh² jáun² ta³né³²? Hi³
 jáun² né³, ní¹juáh³ 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 tsá²mi³cuóun² renh² la³jmá¹ hno³ náh² hmóu³²”, jáun² má²ná¹jmuh³² re² bíh¹
 hnoh² ní¹juáh³ la³ jáun². Tí³la³ ní¹juáh³ jmuh³² náh² quien² jan² né³, hi³ jan² tiá²
 quien², jáun² tso³ bíh¹ má²ná¹jmuh³² náh², quí¹ liei²¹ quioh²¹ Dió³² jmu² lín¹ hi³ tiá²
 jmuh³² yáh³ hnoh² la³ cun³ hi³ ca³tí²¹. Quí¹ ní¹juáh³ jan² tsá² má²tí³² la³ǎ³² héih³²
 quioh²¹ liei²¹, tí³la³ sa³ la³ zia³² bíh¹ cáun² hi³ tiá² ca³ma³tí³² tsú² má¹lí³² jáun², jáun²
 má²ren² bíh¹ tsú² tso³, la³juah²¹ dúh¹ hi³ tiá² h² ma³tí³² hí¹ cáun² bíh¹ tsú² héih³²
 quioh²¹ liei²¹ h²³. Quí¹ Dió³² ca³juáh³ la³ lá²: “Ha³ h² jmú² náh² juón¹”, hi³ ca³juáh³
 siáh³: “Ha³ h² jngih³ náh² tsáu²”. Jáun² né³, uá¹jinh¹ jan² tsá² tiá² h¹ jmú² h¹ tsau³²,
 tí³la³ já² jngih² bíh¹ tsú² tsáu², jáun² ñí¹ ní² bíh¹ tsá²hín³ tsú², hi³ tiá² la³ h²ma³tí³²
 yáh³ tsú² héih³² quioh²¹ liei²¹ jáun². Hniáuh³² hléh¹³ hnoh² jì³ hi³ má¹zián¹³ náh²
 la³jmá¹ zian² tsá² ná¹ñi³² hi³ chau²¹ jmái¹ tá¹tsi²¹ héih³² ñí¹con² bíh¹, la³ cun³ h³ jáun²
 héih³² quioh²¹ Cristo hi³ jmu² hi³ h¹³ liáu³ dí². Quí¹ tsá² tiá² jmu² juenh² tsí³ ñí¹con²
 tsáu², sa³jun³ jmu³ yáh³ Dió³² juenh² tsí³ ñí¹con² tsú² hnga² ní¹ má¹cá²chó³² jmái¹ hi³

ra³ta² Dió³² héih³² quioh²¹ tsú². Tí³la³ nǎ¹juáh³ tsá² jmu² juenh² tsí³ nǎ¹con² tsáu² né³,
 jáun² tiú²uú² zia³² yáh³ hi³ háinh¹³ nǎ¹con² tsú² nǎ¹ má¹ca³ta³tsin¹ tsú² héih³². Hnoh²
 reh² ɿha³ dá² jinh¹ quien² hi³ juáh³ tsú² hi³ nio² cáun² tsí³ nǎ¹con² Dió³², nǎ¹juáh³ tiá²
 lin¹ hi³ chu²¹ jmu² yáh³ tsú²? ;Cun³ tiá² ǎ¹³ bíh¹ liáu³² hi³ nio² jáun² cáun² tsí³ tsú²!
 Jmú¹³ jái¹³: Nǎ¹juáh³ zian² jan² tsá²mi³ reh² dí², ho³lá²dá² tsá²núh² hi³ tiá² ha¹ zia³²,
 sa³jun³ zia³² bíh¹ hi³ cuh³ tsú² cun³jmá² cun³ jnia³², hi³ má¹lí³² jáun² né³, ma³ jan²
 hnoh² tí³ ǎ¹ juouh³² náh² tsá² hí³ la³ lá²: “Cuánh² cáun² hi³ re² hí³ tín²; cú¹ lí³chanh³²
 nú², hi³ cú¹ conh²¹ siáh³ henh¹ nú²”, tí³la³ já² hí¹ cáun² yáh³ tiá² hi³ ǎ²cuéh³ náh²
 tsú² má¹lí³² jáun², ɿha³ dá² jinh¹ quien² hi³ juáh³ hnoh² la³ jáun²? La³ jáun² bíh¹ ǎ³
 hi³ tiá² lin¹ zia³² nǎ¹ jmu³ ta²¹ yáh³ hi³ tí³ ǎ¹ juáh²³ tsú² hi³ nio² cáun² tsí³ nǎ¹con²
 Dió³², nǎ¹juáh³ tiá² lin¹ zia³² yáh³ hi³ jmu² tsú². Hi³ ǎ¹ juáh²³ tsú² jáun² hi³ nio² cáun²
 tsí³, jáun² má²ǎ³ la³jmá¹ ǎ³ cáun² hi³ jún¹ bíh¹ jaun³². Jáun² né³, ǎ¹³ zian² tsá² záih³²
 rainh²¹ la³ lá²: “Hnú² bíh¹ jan² tsá² nio² cáun² honh², tí³la³ jná¹³ né³, ǎ³ ná¹ jan²
 tsá² jmu² ta²¹ bíh¹”. Tí³la³ jná¹³ né³ juanh³²: Ma³lí²¹ hnú² ha³ lánh³ rón³² nio² cáun²
 honh² nǎ¹juáh³ hnú² jan² tsá² tiá² lin¹ zia³² hi³ jmuh³²; hi³ jáun² jná¹³ má¹lí²¹ hi³
 nio² jáun² cáun² tsin³² cun³quionh³ hi³ jmu² ná¹. ɿHí¹ má²nio² cáun² honh² hnú² hi³
 zian² jan² tán¹ Dió³²? Chú³² bíh¹ nǎ¹juáh³ ǎ³ hnú² la³ jáun². Ja³bí¹ jmá²chí³ hláinh¹
 yáh³ ná¹ǎ³ la³ jáun², hi³ ca³la³ quí² juan²³ bíh¹ hi³ juénh². Hnú², ;tsá² cáun¹ nú²!
 Sá¹nǎ² cónh³ jmá¹ jmu¹ jná¹³ lin¹ hi³ tiá² lin¹ nǎ¹ quien² hi³ juáh²³ tsú² hi³ nio² cáun²
 tsí³, nǎ¹juáh³ tiá² lin¹ zia³² yáh³ hi³ chu²¹ hi³ jmu² tsú². Jáun² né³, ɿhaun¹³ juáh¹³
 hnga² hla¹ Há²bran²¹, jméi² dí¹hio³ nú¹deh³ dí², ca³lin³ la³juah²¹ dúh¹ jan² tsá² chun¹
 nǎ¹con² Dió³² cun³quionh³ hi³ ca³jmú³ tsú² jáun², jmá¹ ca³jéin³² tsú² jáun² Isaac jon²
 nǎ¹con² Dió³², hi³ ca³ra³tsin² tsú² jáun² nǎ¹hiú¹³ mǎh¹? Jáun² né³, cun³quionh³ la³
 nǎ² ca³lí³ lin¹ hi³ nio² cáun² tsí³ tsú², ɿtiá¹ tson²? Hi³ jáun² bíh¹ ca³hia³ ca³táuh³
 tán¹ hián² cu³tí³ hi³ nio² jáun² cáun² tsí³ tsú² cun³nǎ¹ hi³ zia³² hi³ ca³jmú³ tsú² jáun².
 La³ jáun² bíh¹ ca³lí³tí³ jái¹³ quioh²¹ Dió³² nǎ¹ rá¹juáh³ jáun² la³ lá²: “Dió³² ca³heh³
 Há²bran²¹ la³juah²¹ dúh¹ jan² tsá² chun¹ cu³tí³ cun³nǎ¹ hi³ ca³chá³ tsú² jáun² cáun²
 tsí³”. La³ jáun² bíh¹ lí³ hi³ ca³lin³ tsú² há²mei²¹ joh¹ Dió³². Jáun² né³, cun³quionh³ la³
 nǎ² má²ca³lí³ lin¹ hi³ jun³juáh¹³ cun³quionh³ jmáh³la³ hi³ nio² cáun² tsí³ yáh³ tsú² ǎ¹³
 ǎ³ tsú² la³juah²¹ dúh¹ jan² tsá² chun¹ nǎ¹con² Dió³², tí³la³ hniáuh³² hi³ zia³² hi³ jmu²

bíh¹ tsú² uá²jai³². Ja³bí¹ la³ jáun² ca³lí³ siáh³ ñí¹con² hla¹ tsá²mi³ Rahab, tsá² kí¹ jmá¹
 jmú² jmá¹ tsau³² hí³ hi³ quí² jéin³² hnga². Dió³² ca³heh³ tsá² hí³ la³juah²¹ dúh¹ jan² tsá²
 chun¹ cu³tí³ jmá¹ ca³cué³ tsú² jáun² hñú¹³ ñí¹con² tsá² ca³ñí¹quí¹ ñí¹lian¹³ hí³ juú²co¹
 tsú², tsá² zéin¹ hí³ hla¹ Josué, hí³ ca³híe³ tsú² siáh³ cáun² jui³² siáh³ hí³ tsa³tánh¹ tsú²
 jmá¹ tí³ ñí¹ tsa³tánh¹. Jáun² né³, tiá² lin¹ ñí¹ jmu² ta²¹ yáh³ hí³ tí³ kí¹ juáh³ tsú² hí³
 nio² cáun² tsí³, ní¹juáh³ tiá² lin¹ zia³² yáh³ hí³ jmu² tsú²; la³jmá¹ tiá² ta²¹ jmu² ngú³
 ní¹juáh³ hí³ tiá² jmá²chí³ hu²¹. Hnoh² reh², tiá² hniáuh³² hí³ zian² juóun³² tsá² jmu²
 pí³ hí³ lín¹³ tí³² ja¹ quián¹³ hnoh², quí¹ la³ cun³ hí³ má²né¹ dí² hí³ tí³ jlánh¹ bíh¹ huáh²
 tsí³ héih³² hí³ tá¹tsin¹ tsá² ná¹lín³ tí³². ¿Haun¹³ juáh¹³ la³jái³² bíh¹ dí² jmu³² hí³ tiá²
 ca³tí²¹ dúh¹? Tí³la³ ní¹juáh³ zian² jan² tsá² tiá² hleh³² hí¹ cu³ jéin³² cáun² hí³ tiá²
 ca³tí²¹ hléh³², jáun² tsá² la³ hí³ lín³ jan² tsá² má²ca³hiá² ca³taunh³ tán¹ hián² cu³tí³
 bíh¹, jan² tsá² má²tin² jmu² re² lín³² héih³² ñí¹con² hnga². Quí¹ ní¹ má¹ca³taunh¹³
 dí² mí¹ñí² ho³ tsa³cuá¹, jáun² taunh¹³ jáh³ ta²¹; má¹jáun² né³, má²kí¹³ bíh¹ jmú¹³ dí²
 héih³² ñí¹con² jáh³. Ja³bí¹ la³ jáun² kí³ siáh³ quioh²¹ mu² cáh¹. Uá¹jinh¹ cáh¹ lín²¹,
 hí³ pin³ lín³² siáh³ chí³ hí³ hlia³², tí³la³ cun³ jáun² tsá² cuá¹quian³² mu², tióh³² bíh¹
 tsú² jmu² héih³² ñí¹con² mu² jáun² hí³ tsó³² jui³² ñí¹ hnió³ tsú² hí³ tsó³² cun³quionh³
 záh¹ mu² hí³ kí³ jáun² cun³quionh³ cáun² jo²¹ hmá² míh¹ hí³ he² jáun² tí³ cu³hna²¹ hí³
 hu²¹ jáun² chu³ jmái². La³ jáun² bíh¹ kí³ siáh³ záh¹ dí² uá²jai³², uá¹jinh¹ cáun² hí³ pih²¹
 lín²¹ bíh¹ jaun³², tí³la³ cun³ jáun² hliáun³ lín³² bíh¹ hí³ jmu². Uá¹la³ cun³ cáun² sí²
 pih²¹, cun³quionh³ hí³ pih²¹ jáun² bíh¹ kí¹³ có³² cáun² já¹hngá¹ pa²¹ lín²¹. Hí³ ja³bí¹
 záh¹ dí² siáh³ kí³ la³jmá¹ kí³ cáun² sí². Záh¹ dí² jáun² bíh¹ jlánh¹ hlah³ la³ cónh³ bíh¹
 la³jí³² ñí¹ pih²¹ ñí¹ siún¹ quiú¹³ dí², hí³ jáun² tá¹ jan² bíh¹ dí² má²tsá²hliánh² kí²³. Sí²
 hí³ chí¹hún¹ jáun² záh¹ dí² ja³² la³ tí³ quiu³juóu³² bíh¹, hí³ jlánh¹ cue³² uu³mí²tsi³² la³
 cun³ jmái¹ hí³ ziaún² dí². La³jín³² ñí¹ jáh³ bíh¹ tin² tsá²mi³cuóun² ma³táin³², hí³ hí¹
 la³ tí³ má²ca³ma³táin³² yáh³ tsú²; uá¹la³ jáh³ cánh¹, jáh³ ngí³² rón³² hué³², tan³² m²,
 jí³ jáh³ jmái² ní² siáh³. Tí³la³ uá¹jinh¹ tin² tsáu² ma³táin³² jáh³, tí³la³ hí¹ jan² bíh¹
 tiá² hin² tin² ma³táin³² záh¹ hnga². Záh¹ dí² jáun² dá² cáun² tí³ tin² jmu² hlah³ bíh¹,
 la³ cun³ hí³ dí¹quian¹ hnga², hí³ jlánh¹ quian³² no¹ huáh² tsí³ hí³ kí¹³ jngah³. Quí¹ sa³
 cun³quionh³ záh¹ jáun² bíh¹ dí² ma³quien¹³ dí² Dió³² Jméi² dí², hí³ cun³quionh³ záh¹
 jáun² bíh¹ dí² siáh³ chú¹ juon¹ dí² tsá²mi³cuóun² rainh²¹ dí², tsá² kí²ma³zian² hí³ Dió³²

la³ cun³ rón³² h³ jáun² nóh³² quioh²¹ dí² hnga². Sa³ cáun² ho³ jáun² bíh¹ dí² hue³²
 jú¹ chu²¹ la³ má²quionh³ jú¹ hlah³. Hnoh² reh², tiá² jmá¹ ca³ti²¹ cu³ti¹³ yáh³ hi³ h¹³
 la³ jáun². ¿Hí¹ h¹³ bíh¹ hion¹³ jmi² cuóuh³ cu³tsa³² quionh³ jmi² ñeh¹ ná¹juáh³ cáun²
 ñí¹ hion² jmái² dúh¹? Hi³ sa³jun³ háí³² yáh³ huáh² pih²¹ hmá² sí² co², sa³jun³ h¹³ ha³
 siáh³ mi³ hmá² sí² co² hmáih³² uóun²jieh¹³. Reh², la³ jáun² bíh¹ h³ siáh³ hi³ hí¹ cónh³
 yáh³ tiá² h¹³ hion¹³ jmi² cuóuh³ ñí¹ qui³ má²hion² jmi² ñeh¹. Hi³ jáun² né³, ná¹juáh³
 ja¹ quián¹³ hnoh² zian² jan² tsá² quia³lín³ jmá¹ tsí³, tsá² cháunh²³ re² chí¹, cú¹ jmu¹
 tsú² lín¹ cun³quionh³ hi³ zian² tsú² hi³ chun¹, ji³ cun³quionh³ hi³ chu²¹ hi³ jmu² tsú².
 Ti³la³ la³ cun³ qui³ jmu² jan² tsá² quia³lín³ jmá¹ tsí³ má¹na²¹, hniáuh³² jmu³ tsú² hi³
 tiá² quien² hnga² tá¹la³ jmu² tsú² jáun² hi³ chu²¹. Ti³la³ ná¹juáh³ cuéh¹ hnoh² jáí¹³
 hi³ h¹³ lín³ náh² tsá² ja³²li³ uóu³² tsí³, hi³ cáun² h¹ zian² náh² ca³tin¹ hmóu³², jáun²
 tiá² ca³tin¹ náh² jmúh¹³ tonh² hi³ jlánh¹ re² cháunh²³ honh² náh²; quí¹ má²ná¹jláh²³
 bí¹ náh² jú¹ tson² cun³quionh³ jú¹ tí¹jái² ná¹juáh³ 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 tin² hmóu³² tsá²mi³cuóun² bíh¹ ní³², hi³ cháunh²³ ná² chí¹ tsú²
 ja³² ñí¹con² tsá² hláinh¹ bíh¹. Quí¹ ñí¹ zian² tsá² uóu³² tsí³, tsá² h¹ zian² jmáh³la³
 hi³ ca³tin¹ hmóu³², jáun² ñí¹ la³ jáun² cáun² tiáunh¹ tsú² cú²tiú² cú²jan³² bíh¹, hi³
 zia³² siáh³ la³jáh³ dú¹ ñí¹ hi³ hlah³. Ti³la³ la³ cun³ hi³ cháunh²³ jáun² tsí³ tsú² hi³
 ja³² ñí¹con² Dió³² má¹ná¹, h³ cáun² hi³ ji² bíh¹ la³ñí¹ la³ján³. Tsá² quia³lín³ jmá¹ tsí³
 la³ hí³ bíh¹ lín³ jan² tsá² jmu² hi³ h¹³ niau²¹ tie³, jan² tsá² jmu² juenh² tsí³, tsá² huá¹
 chí¹, tsá² ja³² mi³ tsí³, tsá² jmu² cá² ñí¹ hi³ chu²¹, tsá² jien³² tsáu² cú²re² he², tsá²
 tiá² zai³² jē¹. Jáun² né³, tsá² má²re² hniéí² quioh²¹ tsáu², hi³ hnió³ hi³ zian² tsáu²
 cáun² hi³ re² hi³ tin², tsá² la³ hí³ bíh¹ jmu² hi³ tá²tsí²¹ héih³² cú²tso². ¿He³ láih³² zia³²
 hniéí² 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, ti³la³ ná¹juáh³ tiá² la³ ca³li³ zia³² yáh³ hi³ jáun² quián¹³ hnoh² né³, jáun² cáun²
 jngih²³ bíh¹ náh² tsú². Hi³ ná¹juáh³ tiá² ca³janh¹ hnoh² hi³ jmá¹ hen² jáun² honh²
 náh² né³, jáun² cáun² h¹ ja³² uóu³² honh² bíh¹ náh², hi³ jmuh³² náh² hniéí², hi³ quiú²
 tin²³ náh² quiúnh¹ tsáu². Cun³ñí¹ hi³ tiá² mih³² ñí¹con² Dió³² bíh¹ náh², hi³ jáun² bíh¹

tiá² chanh¹ hnoh² la³ cun³ hi³ jmá¹ hniá¹ náh² jáun². Hi³ uá¹jinh¹ mih³² náh², cun³
 jáun² tiá² hián¹³ bíh¹ náh², quí¹ cun³ñí¹ hi³ hu²¹ siánh³ honh² náh² tá¹la³ mih³² náh²
 jáun², hi³ k¹ hnáuh² náh² má¹hiúnh¹³ honh² hmóu³² cun³quionh³ hi³ jmá¹ hniá¹ náh²
 jáun² hian³. ĩHnoh², tsá² k³ náh² la³jmá¹ k³ tsá²mi³ juón¹! ĩTiá¹ má²ñíh¹ hnoh² hi³
 tsá² jéih³² hi³ zia³² ñí¹ hué²¹ lá², tsá² la³ hí³ má²k³ jan² tsá² hon² Dió³² bíh¹? Quí¹
 lí³ua³ jan² tsá² tí³² tsí³ hi³ zia³² ñí¹ hué²¹ lá², tsá² la³ hí³ má²ná¹háu³ bíh¹ quionh³
 Dió³². Quí¹ jun³juáh¹³ cáun² tí³ k¹ rá¹juáh³ yáh³ jái¹³ quioh²¹ Dió³² ñí¹ rá¹juáh³ jáun²
 la³ lá²: “Jmá²chí³ Chun¹ ca³tanh² hí³ Dió³² hñu³ tsí³ dí² jlánh¹ hniau³ dí² ca³la³ hi³
 hí³² k³² 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
 k¹³ lí³ quien² tsá² jmu² quien² hnga², tí³la³ má²hé² má²mieh² tsú² tsá² tsí¹juú³ bíh¹”.
 Jáun² né³, ĩjenh²¹ náh² hmóu³² ñí¹con² Dió³²; hi³ jmu³ náh² huáh² chih³² ñí¹con²
 tsá² hláinh¹, hi³ jáun² cuon³ tsú² ñí¹con² náh². Jmu³ náh² pí³ hi³ lí³ cuóun³² náh²
 Dió³², hi³ jáun² Dió³² lí³ cuóu³² siáh³ hnoh². Hnoh² tsá² ná¹ren² náh² tso³, ma³ĩ¹³
 náh² cuonh², hi³ jáun² k¹³ ná¹chan¹ ñí¹con² Dió³². Hi³ hnoh² né³, tsá² nio² tun³ honh²,
 ma³ĩ¹³ náh² honh², hi³ jáun² niau²¹ cáun² honh² náh². Chá¹ náh² hlah³ honh², hi³
 uo³ náh² ca³la³ hi³ jngih³² honh² náh². Cha³ jmá¹ jú¹ jmá¹ ngáih¹³ náh², cuí¹ tain²¹
 jmá²zih¹ máh¹ náh²; hi³ cha³ jmá¹ má¹hiúnh¹³ náh² honh² né³, cuí¹ niau²¹ hlah³ honh²
 náh². Jmu³ náh² hi³ tsí¹juú³ náh² ta³ ñí¹ Dió³² Juo¹³ dí², jáun² hí³ né³ ziau³ chí³cuú²
 hi³ lí³ quien² náh². Hnoh² reh², tiú²uú² hniáuh³² ziú¹ hien¹³ náh² tsá²ján² tsá²ján²;
 quí¹ 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.
 Quí¹ ní¹juáh³ la³ chú¹ la³ ñih²¹ hnú² liei²¹ jáun², jáun² jmu³² hnú² la³jmá¹ jmu² jan²
 tsá² k³ jue²¹ bíh¹ cha³ jmá¹ má¹tih²¹ hnú² la³ cun³ hi³ juáh³ jáun² liei²¹. Quí¹ jan²
 tán¹ bíh¹ Tsá² ca³quiú² héih³² zian², hi³ k³ siáh³ Jue²¹; hnga² hí³ bíh¹ siáh³ tìn² lión³²
 tsáu², ho³lá²dá² hi³ hin³ tsú² tsáu². Hi³ jáun² né³ ĩhin² dá² tsánh² hnú², jáun² sa³ hnú²
 yáh³ hnáuh² jmúh¹³ jue²¹ hi³ rá¹tsih³² héih³² ñí¹con² tsá²mi³cuóun² renh²? Hi³ jáun²
 né³, hnoh² tsá² juáh³ la³ lá²: “Né³² ho³ tsa³háu² tsáu¹³ jnoh¹ cú²juú² cun³ cáun² mii²,
 hi³ tsá¹hnáu¹³ jnoh¹ quie³”, niéi² náh² re² jái¹³ lá²: ĩHí¹juáh³ he³ k¹³ tsa³háu² yáh³
 tiá² hi³ ñíh¹ hnoh², tiá¹³ bíh¹ tiá³ jlánh¹ ñíh¹ hnoh² hi³ he³ k¹³ jmá¹tsú² jmá¹ja³²! Quí¹

jmái¹ hi³ zian² hnoh² jáun² dá² k³ la³jmá¹ k³ cáun² jnie³ cháun¹ bíh¹, cáun² hi³ k¹
 jnia² cu³tiá³ pih²¹, hi³ la³jui³² yein³² siáh³. La³ lá² bíh¹ jmá¹ hniáuh²¹ juáh¹³ hnoh²:
 “Ná¹juáh³ Dió³² Juo¹³ dí² hnió³, jáun² ziáun² bíh¹ dí² hi³ jmú¹³ dí² hi³ lá² ho³ hi³ ó³²”.
 Tí³la³ hnoh² má¹ná¹, cá² ní¹ hléh¹ jú¹ tú² ráun³ bíh¹ hnoh² hi³ jmu³² náh² tonh²
 k³²; tí³la³ jái¹³ la³ ní² né³, hú¹tá¹ jú¹ hlah³ bíh¹. Hi³ jáun² ná¹juáh³ zian² tsá² má²ni³²
 he³ hi³ chu²¹ jmu³, tí³la³ má¹li³² jáun² né³, tiá² hi³ jáun² jmu² yáh³ tsú², hi³ jáun² tsá²
 la³ hí³ má²ca³li³ren² tso³ bíh¹. Ja³bí¹ hnoh² siáh³, tsá² hánh³, jnié² náh² re² jái¹³ lá²!
 Uo³ hnoh² hi³ tí¹ hoh³ náh² hi³ ca³tí²¹ uu³cha³tsi³² hi³ né³bí¹ má¹tsoh¹ náh² honh².
 Lá³ la³juah²¹ dúh¹ hi³ má²ca³cáh² bíh¹ la³jí³² hi³ zia³² jáun² quián¹³ náh²; hi³ hmi³²
 chu²¹ hi³ nio³ náh² jáun² né³, k³ la³juah²¹ dúh¹ hi³ má²ca³cúh² mí¹cháu² bíh¹. La³jmá¹
 k³ hi³ má²ca³hiá² juóuh³² bíh¹ mí¹ñí² cú¹tiáu² jí³ mí¹ñí² cú¹mí¹niau²¹ jáun² quián¹³
 hnoh². Juóuh³² jáun² né³ má²li²¹ hi³ tson² bíh¹ má²ca³li³ren² náh² tso³, hi³ jáun²
 cun³quionh³ juóuh³² jáun² bíh¹ cón³² hnoh² la³juah²¹ dúh¹ hi³ hún¹ sí². Quí¹ jmái¹
 hi³ tiauh² dí² lá² jlánh¹ má²ca³cháh¹ hnoh² cu³li²¹ hi³ k¹³ lí³ hánh³ náh². Sá¹ná² nié²
 náh², jie³ cónh³ tso³ tiá² cha³² quie³ hi³ jmá¹ hniáuh²¹ má¹hmah²¹ náh² ní¹con² tsá²
 ca³jmú³ ta²¹ ní¹nái² quián¹³ náh²; hi³ Dió³² Tsá² k³ Juo¹³ hliáu³ tionh² hñu³mi³cuú²
 né³, má²ca³nái³² jái¹³ hi³ tú² hna² jáun² tsá² ca³jmú³ hí³ ta²¹ ní¹con² náh². Jlánh¹ re²
 ma²ca³ma³zián¹³ hnoh² ní¹ hué²¹ lá², hi³ cáun² k¹ má²ca³ma³hiúnh¹³ hnoh² honh² hi³
 jmúh¹³ náh² lí³ua³ cáun² hi³ ca³li³ hniá¹ náh² jmúh¹³. ¡La³jmá¹ má²cánh¹ tsú² cuá¹juú²
 hi³ má²jngih³ bíh¹ tsú², má²ca³ma³hion²¹ náh² honh²! Hi³ cáun² k¹ ca³ra³can³² náh²
 tso³ tsá² tiá² tso³ ren², hi³ ca³jngih³² náh²; uá¹jinh¹ tsá² tiá² hi³ hlah³ ca³jmú³ hí¹
 cáun² ní¹con² hnoh². Hi³ jáun² né³ reh², tsá² ná¹janh³² náh² hi³ jáunh³ Tí³² Juo¹³
 dí², hniáuh³² ná¹hu²¹ honh² náh² ca³tí²¹ jmái¹ jáun² la³jmá¹ ná¹hu²¹ tsí³ tsá² zia³² hi³
 má²jná¹ ní¹nái² quioh²¹, tsá² ná¹hé² ná¹jan³² hi³ chau¹³ jmí³ la³ cun³ jmái¹ hi³ lí³
 hniáuh³², quí¹ hu²¹ tsí³ 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 k² chú¹ k² ñih²¹ náh² tsá²ján² tsá²ján², jáun²
 tiá² tá¹tsin¹ náh² héih³², quí¹ má²ja³quián³ cu³tí¹³ bíh¹ jáunh³ Dió³² Tsá² k³ Jue²¹.
 Hi³ jáun² né³ reh², chú³² jmu³ náh² la³jmá¹ ca³jmú³ jáun² la³jín³² tsá² ca³lin³ hí³ *tí³²
 jē¹ Dió³², tsá² ca³hléh³ hí³ cha¹³ Tí³² Juo¹³ dí²; uá¹jinh¹ ca³ma³tso² k³² tsú² tsí³, tí³la³

ca³tiánh³ bíh¹ tsú² hi³ ná¹hu²¹ cáun² tsí³. Sá¹ní² jie³, jnoh¹ ná¹lái²³ hi³ jlánh¹ jmá¹ ren²
 tsá² ca³ma³tso² hí³ tsí³. Uá¹la³ cun³ hi³ má²ca³niéih² náh² jáun² hi³ ca³tin¹ hla¹ Job;
 tsá² hí³ jlánh¹ re² ca³cueh³ tsí³ ní¹ ca³la³ jǐ³² hi³ ca³quiúnh³², hi³ ná¹niéh¹ náh² siáh³ he³
 ca³hiau³ tsú² ní¹con² Dió³² jmá¹ lí²¹ jáun², quí¹ Dió³² jlánh¹ chun¹ hi³ ja³² lín³² mií³
 tsí³. Jáun² né³ reh², zia³² bíh¹ siáh³ cáun² jú¹ tson² hi³ jlánh¹ bíh¹ quien² hi³ juáh³ la³
 lá²: Tiá² hniáu³² má¹quien¹³ náh² jái¹³ quián¹³ cun³quionh³ hi³ hien¹³ náh² Dió³²,
 sa³jun³ hi³ hien¹³ náh² tsá² zian² ní¹ hué²¹ lá² siáh³, sa³jun³ hí¹ cáun² hi³ siáh³ siáh³
 tiá² hniáu³² híeh¹ náh² hi³ má¹quien¹³ náh² jái¹³ quián¹³. Quí¹ jái¹³ la³ ní² tiá² lín¹ lí³
 hniáu³² yáh³ ní¹juáh³ hi³ ná¹lín³ hnoh² tsá² tson² jēh² náh², uá¹ hi³ ca³juah²¹ náh²:
 “Tson²”, uá¹ hi³ ca³juah²¹ náh²: “Tiá² tson²”; quí¹ ní² lí¹ ca³ta³zanh¹ náh² ní¹ hlah³.
 Hi³ jáun² né³, ní¹juáh³ ja¹ quián¹³ hnoh² zian² jan² tsá² má²tso² tsí³, cú¹ liéinh²¹ tsú²
 Dió³². Hi³ ní¹juáh³ zian² tsá² re² nio² tsí³, jáun² cú¹ má¹quien² tsú² Dió³² cun³quionh³
 hi³ hie³² tsú² jáun² sun¹. Hi³ ní¹juáh³ zian² jan² tsá² tsáun¹, cú¹ tiéh¹³ tsú² tsá²daun³²
 tsá² ná¹niéh¹ cuáh³², jáun² tsá² hí³ tsa³táunh¹ hi³ tsa³lien³ Dió³² cha¹³ Tí³² Juo¹³ dí²
 hi³ ca³tin¹ tsú², hi³ jǐéi³ tsú² siáh³ no¹ chí¹ tsú². Jáun² ní¹ má¹ca³liéinh³² tsú² jáun²
 Dió³² hi³ ná¹tioh³ cáun² tsí³ tsú², lan¹³ bíh¹ tsá² tsáun¹. Dió³² bíh¹ jmah³ tsá² hí³;
 hi³ ní¹juáh³ ren² tsú² tso³, ja³bí¹ hin³ siáh³ tsáu¹³ tsú² uá²jai³². Jáun² né³, cun³niéh¹
 hi³ jáun² bíh¹ chú³² ton¹³ náh² tsáuh³ ní¹con² tsá²ján² tsá²ján², hi³ lien¹ náh² siáh³
 Dió³² ca³tin¹ tsá²ján² tsá²ján², jáun² lan¹³ náh². Ní¹juáh³ jan² tsá² zian² la³ cun³ hi³
 tí³² tsí³ Dió³² liéinh³² Dió³² [ca³la³ jonh³ jmá¹ tsí³], hú¹tá¹ cu³tí³ jmu³ bíh¹ ta²¹. Uá¹la³
 cun³ hi³ ca³lí³ jáun² ní¹con² Líh³, tsá² jmá¹ lín³ hí³ tí³² jē¹ Dió³² jmá¹tin². Ja³bí¹ tsá²
 hí³ siáh³ jmá¹ lín³ jan² tsá² lí¹ tsáu² la³ jnoh¹ bíh¹; tí³la³ jmá¹ ca³liéinh³² tsú² jáun²
 Dió³² né³, hi³ ca³mí³ tsú² hi³ tiú²uú² chau¹³ jmá³, jáun² ca³quin³ bíh¹ jmá³ cun³ hni³²
 mii² tón³² hué³² ní¹ jmá¹ cuá³ tsú² jáun². Jmá¹ lí²¹ jáun² né³, ca³liéinh³² tsú² siáh³
 Dió³², jáun² ca³jauh³ bíh¹ siáh³ jmá³ hué³² jáun², jáun² ca³cuú² ca³láu² bíh¹ re² la³jǐ³²
 hi³ lau³ cuá¹ hué²¹. Hnoh² reh², ní¹juáh³ ja¹ quián¹³ hnoh² zian² jan² tsá² cón³² siáh³
 jan² tsá² jmá¹ má²ngau³² tí³ có³² ca³tí²¹ jú¹ tson², jáun² cháu¹ náh² honh² hi³ tsá² jmu²
 ta²¹ la³ jáun² má²ca³lión³² jan² tsá² jmá¹ má²jún¹ bíh¹, hi³ jmu² tsú² siáh³ hi³ lí¹³ hin³
 ca³la³ jǐ³² tso³ hi³ jmá¹ ren² jáun² tsá² hí³. [Cun³ ní² bíh¹ tí³ jái¹³ hi³ juanh³² jná¹³
 ní¹con² hnoh² reh².]

C.3 Some other language

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)

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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 má² dí¹ hlánh¹ joh¹ Dió³² jì³ Jesucristo Tì³² Juo¹³ dí², juanh³² jná¹³: “Hia² hnoh²”, tá¹ quia³ tún³ nió³ hnoh² tsá² *Israel, tsá² má² ná¹ yanh³² náh² tá¹ cáun² hngá¹ máh³. Hnoh² reh², ma³ hiún¹³ hnoh² honh² li³ ua³ cáun² hi³ quiunh³² náh², quí¹ la³ cun³ hi³ má² ca³ li³ ñíh¹ hnoh² jáun² hi³ tí³ jlánh¹ bíh¹ re² h² tin² tsú² hi³ jmu³ juenh² tsí³, ní¹ juáh³ zia³² hi³ cá² lau²³ ca³ tí²¹ hi³ taunh³² tsú² jáun² ta²¹. Hi³ jáun² né³, chá¹ hnoh² cáun² honh², hi³ jáun² h¹³ li³ tin² hnoh² re² hi³ jmúh¹³ náh² juenh² honh², hi³ jáun² hnoh² h¹³ lín³ náh² tsá² má² hún¹ tsí³, tsá² má² ca³ hiá² ca³ táunh³ ca³ la³ tán¹ hián² cu³ tí³, la³ cun³ tsá² tiá² hi³ li³ hniauh²³ hí¹ cáun² ñí¹ con² yáh³. Li³ ua³ jan² hnoh² tsá² tiá² re² má² jniá³ jmá¹ honh² náh², má¹ náh² ñí¹ con² Dió³², hi³ jáun² h¹³ hián¹³ náh², quí¹ hí³ bíh¹ cue³² ca³ la³ hi³ h¹ má² tú² má² ziaun²³ ñí¹ con² ca³ la³ jín³² tsáu², ha³ tiá² jín²³ yáh³ tsú² tsá² hiú² tsá² mi³² ñí¹ con². Tí³ la³ hniauh³² má³² tsú² hi³ hu²¹ cáun² tsí³ má¹ ná¹, hí¹ cú¹ pih²¹ yáh³ tiá² hniauh³²

hu²¹ tun³ tsí³ tsú²; quí¹ ní¹juáh³ hi³ hu²¹ tun³ tsí³ tsú², jáun² lín³ tsú² la³jmá¹ h³ cu³
 jlái³ jmá²miih²¹ bíh¹, hi³ hlia³² chí³ tí³ hlá² tí³ n². Tsá² la³ hí³ tiá² hniáuh³² yáh³ hi³
 cáun² h¹ lín¹³ hi³ hiáuh³ hi³ jmá¹ cué²¹ jáun² Dió³² Juo¹³ dí²; quí¹ tsá² la³ hí³ dá² cáun²
 h¹ ế² h¹ jeinh³² tsí³ tí³ hlá² tí³ n² bíh¹. Hi³ jáun² né³, cuí¹ jmu¹ tsah³ tsá² reh² dí², tsá²
 tsí¹juí³, quí¹ cun³ñí¹ hi³ má²ca³ta³zanh¹ tsú² re². Hi³ tsá² hánh³ né³, cuí¹ jmu¹ tsah³
 quí¹ cun³ñí¹ hi³hliá² má²ca³méih³ hi³ quien² tsú², quí¹ tsá² ná¹hánh³ dá² lín³ la³jmá¹
 h³ lí¹³ hi³ tiá² má²híe² bíh¹. Quí¹ ní¹ má¹ca³hiá² hiú², hi³ má¹lí³² jáun² né³, chei³²
 lín³², jáun² h²quieín² bíh¹ náí², hi³ suh³² siáh³ lí¹³ quioh²¹, jáun² h¹ ca³há² ca³nga²
 bíh¹ hi³ jmá¹ jniá³ jáun² chú³² lín³². La³ jáun² bíh¹ quiunh³² uá²jai³² tsá² hánh³,
 cu³diá²jan² bíh¹ tsá²hín³ tsú² tá¹la³ cuá¹jmu² jáun² tá¹³. Hen³ ma³ jmá¹ ren² tsá² tion²
 tsí³ ca³la³ j³² hi³ quiunh³²; quí¹ ní¹ má¹ca³nga² tsú² la³j³² hi³ jáun², hiáuh³ bíh¹ tsú²
 la³ cun³ hi³ ca³jmú³ jáun² Dió³² jái¹³ hi³ cué³² ñí¹con² tsá² hniau³ dí², hi³ h¹³ zian²
 dí² quionh³ tsá² ca³cah¹³ hí³ jmái¹ quionh³. Tí³la³ ní¹juáh³ ca³chó³² cáun² jmái¹ hi³
 hniá¹ tsú² cáun² hi³ tiá² ca³tí²¹ né³, tiá² hniáuh³² yáh³ hi³ cáun² h¹ lín¹³ tsú² hi³ Dió³²
 bíh¹ cá² lau²³ cun³quionh³ hi³ hlah³ jáun². Quí¹ hí¹ cónh³ yáh³ tiá² h¹³ hi³ hen² tsí³
 Dió³² hi³ hlah³, sa³jun³ cá² lan²³ tsú² tsáu² cun³quionh³ hi³ hlah³. Tí³la³ ní¹juáh³ 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 ní¹ má¹ca³lín¹³
 tsú² jmu³ la³ cun³ hi³ má²hniá¹ jáun² jmu³ né³, má¹jáun² má²h¹³ tso³ bíh¹. Jáun² ní¹
 má¹ca³lí³ pin³ tso³ tán¹ hián² cu³tí¹³ né³, jáun² má¹jáun² má²jún³ bíh¹ tsú² ñí¹con²
 Dió³². Hnóh² reh², tsá² hnau³ jná¹³ lín³², ha³ h² h¹ cuí¹ lí³can² hnóh²; quí¹ ca³la³ j³²lí³²
 hi³ chu²¹, j³ la³j³² hi³ quien² ca³la³ tán¹ hián², cáun² h¹ cue³² bíh¹ Dió³² Jméi² dí²,
 Tsá² cuá³ hñu³mi³cuú². Hí³ bíh¹ Tsá² lín³ mí¹zioh²¹ quioh²¹ la³j³² joh¹ hi³ jniá³ jáun²
 tí³ chí³cuú²; Dió³² Tsá² lín³ la³ má²lín³ jáun² yáh³. Tí³la³ Tsá² hí³ má¹ná¹, tiá² zan²
 yáh³ la³jmá¹ za² joh¹ hi³ ja³² jáun² chí³cuú², hi³ cáun² h¹ jmu² hính¹³ tí³ hlá² tí³ n². Hí³
 bíh¹ Tsá² ca³lín¹³ hi³ ma³jniau² dí² hi³ hmai²¹ cun³quionh³ jú¹ tson² quioh²¹. Cun³ñí¹
 hi³ jáun² né³, má²lái³ dí² tsá² má²ná¹chan¹ ñí¹con² tsú² ja¹ quioh²¹ la³j³² hi³ ca³jmú³
 tsú² jáun², la³jmá¹ má²ná¹chan¹ jáun² la³j³² 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 hnóh² má¹ná¹, sa³jun³

hniáuh³² hi³ la³jui³² má²míh³ honh² náh², quí¹ tsá² míh²³ tsí³ cun³ tiá² kí¹³ bíh¹ jmu³
 la³ cun³ hi³ tí³² tsí³ Dió³². Hi³ jáun² bíh¹ hniáuh³² cháh¹³ hnoh² tí³ có³² la³jí³² hi³
 tiá² jí² hi³ má²chí¹mi³² jáun² honh² hnoh², la³ má²quionh³ jí³li³² hi³ hlah³ hi³ jlánh¹
 má²ca³lí³ hliáun³ jáun²; tí³la³ hi³ nio² re² honh² bíh¹ hnoh² cuéh¹ náh² jái¹³ hi³ kí¹³ lí³
 quien² jú¹ tson² hi³ má²ca³jí³ jáun² Dió³² hñu³ honh² náh², la³ cun³ jái¹³ hi³ jmu³ hi³
 liáun³ náh². Hi³ jáun² hniáuh³² má²tíh²¹ bíh¹ hnoh² la³ cun³ hi³ hie³² jú¹ tson² jáun²,
 quí¹ ní¹juáh³ cáun² tí³ kí¹ naih³² náh², jáun² la³ jáun² kí¹ kí²can² náh² hmóu³² bíh¹.
 Quí¹ tsá² tí³ kí¹ náí³² jú¹ tson² hi³ tiá² má²tí³² yáh³ tsú² má¹lí³² jáun², jáun² tsá² la³
 hí³ dá² kí³ la³jmá¹ kí³ jan² tsá² má²kí²jie³ ní¹ cun³quionh³ cáun² hu³² bíh¹. Quí¹ ní¹
 má¹kí²jie³ tsú² lánh³ kí³ ní¹, jáun² la³jui³² tsá²có³ bíh¹ tsí³ tsú² lánh³ kí³ ní¹ ní¹ má¹lí³²
 jáun². Tí³la³ tsá² taun² re² ní¹ liei²¹ chu²¹ quioh²¹ Dió³² né³, liei²¹ hi³ jmu² jáun² hi³
 kí¹³ 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. Ní¹juáh³ zian² tsá² kí²³
 hi³ jlánh¹ re² má²tí³² cuáh³² quioh²¹, tí³la³ ní¹juáh³ cáun² kí¹ ja³tú² ja³kí²³ bíh¹ ho³ tsú²
 má¹lí³² jáun², jáun² tsá² la³ hí³ cáun² kí¹ má²can² hnga² bíh¹, hi³ tiá² lin¹ kí²quien²
 yáh³ hi³ jlánh¹ má²tí³² tsú² jáun² cuáh³². Tí³la³ tsá² má²tí³² cuáh³², cáun² hi³ jí² hi³
 hngó³² ta³ ní¹ Dió³² Jméi² dí² né³, jáun² tsá² la³ hí³ bíh¹ jmu² la³ lá²: Má²hon³ tsú²
 tsá¹míh¹ hnái³, jí³ tsá²mi³ hnái³ ní² siáh³ ja¹ lí³ua³ cáun² uu³mí²tsi³² hi³ zian² tsú²,
 hi³ hua³hín¹³ tsú² siáh³ hnga² hi³ tiá² ma³quí¹á¹ jmá²chí³ quioh²¹ cun³quionh³ hi³ zia³²
 jáun² ní¹ hué²¹ lá². Hnoh² reh², tsá² tanh²³ náh² ta²¹ Jesucristo Tí³² Juo¹³ dí², Tsá²
 cú² juenh², tiá² ca³tin¹ ya³ náh² jmúh¹³ quien² jan², hi³ jan² tiá² quien². Jmú¹³ jái¹³:
 Ní¹juáh³ ja¹ ní¹ ná¹ngih³² náh² ca³hi³ jan² tsá² quih³² hmih³² chu²¹, hi³ tioh³ siáh³
 anillo hi³ kí³ cú¹mí¹niau²¹ cuo² tsú², hi³ tá¹la³ jáun² né³ ca³hi³ siáh³ jan² tsá² tia³mii²
 quih³² tsí¹ hmih³² tseh¹, tí³la³ ní¹juáh³ hnoh² jlánh¹ ca³ma³quien¹³ náh² tsá² quih³²
 hí³ hmih³² chu²¹, hi³ juoh¹ náh² tsú² la³ lá²: “Ní³ ní¹ chu²¹ lá²”; tí³la³ tsá² tia³mii²
 hí³ né³ juoh¹ náh² la³ lá²: “Tí³ ó³² cuá²náu² hnú², ho³lá²dá² hué³² lín²¹ lá² ní³”, hi³
 ní¹juáh³ 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 kí³², niéi² náh² re² jái¹³
 hi³ juanh²¹ jná¹³ lá²: Dió³² má²ca³quianh³ tsá² tia³mii² zian² ní¹ hué²¹ lá², hi³ jáun²

cun³quionh³ hi³ nio² cáun² tsí³ tsú² ñí¹con² Dió³², k¹³ k¹³ 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 hión³² hi³
 jmái² tsú² dúh¹, hi³ jlánh¹ bíh¹ chu²¹ jáun², hi³ má²ná¹jmái² náh² jáun² ta³né³²? Hi³
 jáun² né³, ná¹juáh³ 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 tsá²mi³cuóun² renh² la³jmá¹ hno³ náh² hmóu³²”, jáun² má²ná¹jmu³² re² bíh¹
 hnoh² ná¹juáh³ la³ jáun². Tí³la³ ná¹juáh³ jmu³² náh² quien² jan² né³, hi³ jan² tiá²
 quien², jáun² tso³ bíh¹ má²ná¹jmu³² náh², quí¹ liei²¹ quioh²¹ Dió³² jmu² lin¹ hi³ tiá²
 jmu³² yáh³ hnoh² la³ cun³ hi³ ca³tí²¹. Quí¹ ná¹juáh³ jan² tsá² má²tí³² la³ǵ³² héih³²
 quioh²¹ liei²¹, tí³la³ sa³ la³ zia³² bíh¹ cáun² hi³ tiá² ca³ma³tí³² tsú² má¹lí³² jáun², jáun²
 má²ren² bíh¹ tsú² tso³, la³juah²¹ dúh¹ hi³ tiá² k² ma³tí³² hí¹ cáun² bíh¹ tsú² héih³²
 quioh²¹ liei²¹ k²³. Quí¹ Dió³² ca³juáh³ la³ lá²: “Ha³ k² jmú² náh² juón¹”, hi³ ca³juáh³
 siáh³: “Ha³ k² jngih³ náh² tsáu²”. Jáun² né³, uá¹jinh¹ jan² tsá² tiá² k¹ jmú² k¹ tsau³²,
 tí³la³ já² jngih³ bíh¹ tsú² tsáu², jáun² ñí¹ ná² bíh¹ tsá²hín³ tsú², hi³ tiá² la³ k²ma³tí³²
 yáh³ tsú² héih³² quioh²¹ liei²¹ jáun². Hniáuh³² hléh¹³ hnoh² jì³ hi³ má¹zián¹³ náh²
 la³jmá¹ zian² tsá² ná¹ñí³² hi³ chau²¹ jmái¹ tá¹tsí²¹ héih³² ñí¹con² bíh¹, la³ cun³ k³ jáun²
 héih³² quioh²¹ Cristo hi³ jmu² hi³ k¹³ liáu³ dí². Quí¹ tsá² tiá² jmu² juenh² tsí³ ñí¹con²
 tsáu², sa³jun³ jmu³ yáh³ Dió³² juenh² tsí³ ñí¹con² tsú² hnga² ná¹ má¹cá³chó³² jmái¹ hi³
 ra³tsa² Dió³² héih³² quioh²¹ tsú². Tí³la³ ná¹juáh³ tsá² jmu² juenh² tsí³ ñí¹con² tsáu² né³,
 jáun² tiú²uú² zia³² yáh³ hi³ háinh¹³ ñí¹con² tsú² ná¹ má¹ca³ta³tsin¹ tsú² héih³². Hnoh²
 reh² ¿ha³ dá² jinh¹ quien² hi³ juáh³ tsú² hi³ nio² cáun² tsí³ ñí¹con² Dió³², ná¹juáh³ tiá²
 lin¹ hi³ chu²¹ jmu² yáh³ tsú²? ¿Cun³ tiá² k¹³ bíh¹ liáu³² hi³ nio² jáun² cáun² tsí³ tsú²!
 Jmú¹³ jái¹³: Ná¹juáh³ zian² jan² tsá²mi³ reh² dí², ho³lá²dá² tsá²ñuh² hi³ tiá² ha¹ zia³²,
 sa³jun³ zia³² bíh¹ hi³ cuh³ tsú² cun³jmá² cun³ jnia³², hi³ má¹lí³² jáun² né³, ma³ jan²
 hnoh² tí³ k¹ juouh³² náh² tsá² hí³ la³ lá²: “Cuánh² cáun² hi³ re² hi³ tin²; cuí¹ lí³chanh³²
 nú², hi³ cuí¹ conh²¹ siáh³ henh¹ nú²”, tí³la³ já² hí¹ cáun² yáh³ tiá² hi³ k²cuéh³ náh²

tsú² má¹lí³² jáun², ¿ha³ dá² jinh¹ quien² hi³ juáh³ hnoh² la³ jáun²? La³ jáun² bíh¹ k³ hi³ tiá² lin¹ zia³² ní¹ jmu³ ta²¹ yáh³ hi³ tí³ k¹ juáh²³ tsú² hi³ nio² cáun² tsí³ ní¹con² Dió³², ní¹juáh³ tiá² lin¹ zia³² yáh³ hi³ jmu² tsú². Hi³ k¹ juáh²³ tsú² jáun² hi³ nio² cáun² tsí³, jáun² má²k³ la³jmá¹ k³ cáun² hi³ jún¹ bíh¹ jaun³². Jáun² né³, k¹³ zian² tsá² záih³² rainh²¹ la³ lá²: “Hnú² bíh¹ jan² tsá² nio² cáun² honh², tí³la³ jná¹³ né³, k³ ná¹ jan² tsá² jmu² ta²¹ bíh¹”. Tí³la³ jná¹³ né³ juanh³²: Ma³li²¹ hnú² ha³ lánh³ rón³² nio² cáun² honh² ní¹juáh³ hnú² jan² tsá² tiá² lin¹ zia³² hi³ jmu^{h32}; hi³ jáun² jná¹³ má¹lí²¹ hi³ nio² jáun² cáun² tsin³² cun³quionh³ hi³ jmu² ná¹. ¿Hí¹ má²nio² cáun² honh² hnú² hi³ zian² jan² tán¹ Dió³²? Chú³² bíh¹ ní¹juáh³ k³ hnú² la³ jáun². Ja³bí¹ jmá²chí³ hláinh¹ yáh³ ná¹k³ la³ jáun², hi³ ca³la³ quí² juan²³ bíh¹ hi³ juénh². Hnú², ¿tsá² cáun¹ nú²! Sá¹ná² cónh³ jmá¹ jmu¹ jná¹³ lin¹ hi³ tiá² lin¹ ní¹ quien² hi³ juáh²³ tsú² hi³ nio² cáun² tsí³, ní¹juáh³ tiá² lin¹ zia³² yáh³ hi³ chu²¹ hi³ jmu² tsú². Jáun² né³, ¿haun¹³ juáh¹³ hnga² hla¹ Há²bran²¹, jméi² dí¹hio³ nú¹deh³ dí², ca³lin³ la³juah²¹ dúh¹ jan² tsá² chun¹ ní¹con² Dió³² cun³quionh³ hi³ ca³jmú³ tsú² jáun², jmá¹ ca³jéin³² tsú² jáun² Isaac jon² ní¹con² Dió³², hi³ ca³ra³tsin² tsú² jáun² ní¹hiú¹³ mfh¹? Jáun² né³, cun³quionh³ la³ ná² ca³lí³ lin¹ hi³ nio² cáun² tsí³ tsú², ¿tiá¹ tson²? Hi³ jáun² bíh¹ ca³hia³ ca³táuh³ tán¹ hián² cu³tí³ hi³ nio² jáun² cáun² tsí³ tsú² cun³ní¹ hi³ zia³² hi³ ca³jmú³ tsú² jáun². La³ jáun² bíh¹ ca³lí³tí³ jái¹³ quioh²¹ Dió³² ní¹ rá¹juáh³ jáun² la³ lá²: “Dió³² ca³heh³ Há²bran²¹ la³juah²¹ dúh¹ jan² tsá² chun¹ cu³tí³ cun³ní¹ hi³ ca³chá³ tsú² jáun² cáun² tsí³”. La³ jáun² bíh¹ lí³ hi³ ca³lin³ tsú² há²mei²¹ joh¹ Dió³². Jáun² né³, cun³quionh³ la³ ná² má²ca³lí³ lin¹ hi³ jun³juáh¹³ cun³quionh³ jmá³la³ hi³ nio² cáun² tsí³ yáh³ tsú² k¹³ k³ tsú² la³juah²¹ dúh¹ jan² tsá² chun¹ ní¹con² Dió³², tí³la³ hniáuh³² hi³ zia³² hi³ jmu² bíh¹ tsú² uá²jai³². Ja³bí¹ la³ jáun² ca³lí³ siáh³ ní¹con² hla¹ tsá²mi³ Rahab, tsá² k¹ jmá¹ jmú² jmá¹ tsau³² hí³ hi³ quí² jéin³² hnga². Dió³² ca³heh³ tsá² hí³ la³juah²¹ dúh¹ jan² tsá² chun¹ cu³tí³ jmá¹ ca³cué³ tsú² jáun² hñú¹³ ní¹con² tsá² ca³ní¹quí¹ ní¹lian¹³ hí³ juú²co¹ tsú², tsá² zéin¹ hí³ hla¹ Josué, hi³ ca³híe³ tsú² siáh³ cáun² jui³² siáh³ hi³ tsa³tánh¹ tsú² jmá¹ tí³ ní¹ tsa³tánh¹. Jáun² né³, tiá² lin¹ ní¹ jmu² ta²¹ yáh³ hi³ tí³ k¹ juáh³ tsú² hi³ nio² cáun² tsí³, ní¹juáh³ tiá² lin¹ zia³² yáh³ hi³ jmu² tsú²; la³jmá¹ tiá² ta²¹ jmu² ngú³ ní¹juáh³ hi³ tiá² jmá²chí³ hu²¹. Hnoh² reh², tiá² hniáuh³² hi³ zian² juóun³² tsá² jmu² pí³ hi³ k³ tí³² ja¹ quián¹³ hnoh², quí¹ la³ cun³ hi³ má²né¹ dí² hi³ tí³ jlánh¹ bíh¹ huáh²

tsí³ héih³² hi³ tá¹tsin¹ tsá² ná¹lín³ tí³². ¿Haun¹³ juáh¹³ la³jái³² bíh¹ dí² jmu³² hi³ tiá² ca³tí²¹ dúh¹? Tí³la³ ná¹juáh³ 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 má²tin² jmu² re² lín³² héih³² nĩ¹con² hnga². Quí¹ nĩ¹ má¹ca³táunh¹³ dí² mí¹nĩ² ho³ tsa³cuá¹, jáun² taunh¹³ jáh³ ta²¹; má¹jáun² né³, má²h¹³ bíh¹ jmú¹³ dí² héih³² nĩ¹con² jáh³. Ja³bí¹ la³ jáun² h³ 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 nĩ¹con² mu² jáun² hi³ tsó³² jui³² nĩ¹ hnió³ tsú² hi³ tsó³² cun³quionh³ záh¹ mu² hi³ h³ jáun² cun³quionh³ cáun² jo²¹ hmá² mĩh¹ hi³ he² jáun² tí³ cu³hna²¹ hi³ hu²¹ jáun² chu³ jmái². La³ jáun² bíh¹ h³ siáh³ záh¹ dí² uá²jai³², uá¹jinh¹ cáun² hi³ pih²¹ lín²¹ bíh¹ jaun³², tí³la³ cun³ jáun² hliáun³ lín³² bíh¹ hi³ jmu². Uá¹la³ cun³ cáun² sí² pih²¹, cun³quionh³ hi³ pih²¹ jáun² bíh¹ h³ có³² cáun² já¹hngá¹ pa²¹ lín²¹. Hi³ ja³bí¹ záh¹ dí² siáh³ h³ la³jmái¹ h³ cáun² sí². Záh¹ dí² jáun² bíh¹ jlánh¹ hlah³ la³ cónh³ bíh¹ la³jí³² nĩ¹ pih²¹ nĩ¹ siún¹ quiú¹³ dí², hi³ jáun² tá¹ jan² bíh¹ dí² má²tsá²hliánh² h³². Sí² hi³ chí¹hún¹ jáun² záh¹ dí² ja³² la³ tí³ quiú³juóu³² bíh¹, hi³ jlánh¹ cue³² uu³mĩ²tsi³² la³ cun³ jmái¹ hi³ ziáun² dí². La³jín³² nĩ¹ jáh³ bíh¹ tín² tsá²mĩ³cuóun² ma³táin³², hi³ hí¹ la³ tí³ má²ca³ma³táin³² yáh³ tsú²; uá¹la³ jáh³ cánh¹, jáh³ ngi³² rón³² hué³², tan³² nĩ², jĩ³ jáh³ jmái² nĩ² siáh³. Tí³la³ uá¹jinh¹ tín² tsáu² ma³táin³² jáh³, tí³la³ hí¹ jan² bíh¹ tiá² hin² tín² ma³táin³² záh¹ hnga². Záh¹ dí² jáun² dá² cáun² tí³ tín² jmu² hlah³ bíh¹, la³ cun³ hi³ dí¹quian¹ hnga², hi³ jlánh¹ quian³² no¹ huáh² tsí³ hi³ h³ jngah³. Quí¹ sa³ cun³quionh³ záh¹ jáun² bíh¹ dí² ma³quien¹³ dí² Dió³² Jméi² dí², hi³ cun³quionh³ záh¹ jáun² bíh¹ dí² siáh³ chú¹ juon¹ dí² tsá²mĩ³cuóun² rainh²¹ dí², tsá² h²ma³zian² hí³ Dió³² la³ cun³ rón³² h³ jáun² nóh³² quioh²¹ dí² hnga². Sa³ cáun² ho³ jáun² bíh¹ dí² hue³² jú¹ chu²¹ la³ má²quionh³ jú¹ hlah³. Hnoh² reh², tiá² jmái¹ ca³tí²¹ cu³tí¹³ yáh³ hi³ h³ la³ jáun². ¿Hí¹ h³ bíh¹ hion¹³ jmi² cuóuh³ cu³tsa³² quionh³ jmi² ñeh¹ ná¹juáh³ cáun² nĩ¹ hion² jmái² dúh¹? Hi³ sa³jun³ hái³² yáh³ huáh² pih²¹ hmá² sí² co², sa³jun³ h³ ha³ siáh³ mĩ³ hmá² sí² co² hmáih³² uóun²jieh¹³. Reh², la³ jáun² bíh¹ h³ siáh³ hi³ hí¹ cónh³ yáh³ tiá² h³ hion¹³ jmi² cuóuh³ nĩ¹ qui³ má²hion² jmi² ñeh¹. Hi³ jáun² né³, ná¹juáh³ ja¹ quián¹³ hnoh² zian² jan² tsá² quia³lín³ jmái¹ tsí³, tsá² cháunh²³ re² chí¹, cuá¹ jmu¹ tsú² lín¹ cun³quionh³ hi³ zian² tsú² hi³ chun¹, jĩ³ cun³quionh³ hi³ chu²¹ hi³ jmu² tsú².

Tĩ³la³ la³ cun³ qui³ jmu² jan² tsá² quia³lín³ jmá¹ tsí³ má¹na²¹, hniáuh³² jmu³ tsú² hi³
 tiá² quien² hnga² tá¹la³ jmu² tsú² jáun² hi³ chu²¹. Tĩ³la³ ní¹juáh³ cuéh¹ hnoh² jái¹³
 hi³ h¹³ lín³ náh² tsá² ja³²lĩ³ uóu³² tsí³, hi³ cáun² h¹ zian² náh² ca³tín¹ hmóu³², jáun²
 tiá² ca³tín¹ náh² jmúh¹³ tonh² hi³ jlánh¹ re² cháunh²³ honh² náh²; quí¹ má²ná¹jlh²³
 bí¹ náh² jú¹ tson² cun³quionh³ jú¹ tí¹jái² ní¹juáh³ la³ jáun². Quí¹ jun³juáh¹³ Dió³²
 yáh³ jmu² hi³ cháunh²³ chí¹ tsú² la³ ní², hmóu³² bíh¹ tsá² zian² ní¹ hué²¹ lá² hnauh²
 chí¹ la³ ní². Cáun² hi³ tín² hmóu³² tsá²mi³cuóun² bíh¹ ní³², hi³ cháunh²³ ní² chí¹ tsú²
 ja³² ní¹con² tsá² hláinh¹ bíh¹. Quí¹ ní¹ zian² tsá² uóu³² tsí³, tsá² h¹ zian² jmáh³la³
 hi³ ca³tín¹ hmóu³², jáun² ní¹ la³ jáun² cáun² tiáunh¹ tsú² cú²tiú² cú²jan³² bíh¹, hi³
 zia³² siáh³ la³jáh³ dú¹ ní¹ hi³ hlah³. Tĩ³la³ la³ cun³ hi³ cháunh²³ jáun² tsí³ tsú² hi³
 ja³² ní¹con² Dió³² má¹ná¹, h³ cáun² hi³ ji² bíh¹ la³ní¹ la³ján³. Tsá² quia³lín³ jmá¹ tsí³
 la³ hí³ bíh¹ lín³ jan² tsá² jmu² hi³ h¹³ niau²¹ tie³, jan² tsá² jmu² juenh² tsí³, tsá² huá¹
 chí¹, tsá² ja³² mií³ tsí³, tsá² jmu² cá² ní¹ hi³ chu²¹, tsá² jien³² tsáu² cú²re² he², tsá²
 tiá² zai³² jē¹. 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 cun³ní¹
 hi³hliá² dí¹quiaunh²¹ honh² náh² hi³ hlah³ bíh¹, hi³ jáun² hú¹pí² hú¹juoun³² honh²
 náh², quí¹ cun³ní¹ hi³ zia³² hi³ hniá¹ náh²? Quí¹ zia³² bíh¹ hi³ hniá¹ hnoh² quioh²¹
 tsáu², tĩ³la³ ní¹juáh³ tiá² la³ ca³lĩ³ zia³² yáh³ hi³ jáun² quián¹³ hnoh² né³, jáun² cáun²
 jngih²³ bíh¹ náh² tsú². Hi³ ní¹juáh³ tiá² ca³janh¹ hnoh² hi³ jmá¹ hen² jáun² honh²
 náh² né³, jáun² cáun² h¹ ja³² uóu³² honh² bíh¹ náh², hi³ jmuh³² náh² hniéi², hi³ quiú²
 tín²³ náh² quiúnh¹ tsáu². Cun³ní¹ hi³ tiá² mih³² ní¹con² Dió³² bíh¹ náh², hi³ jáun² bíh¹
 tiá² chanh¹ hnoh² la³ cun³ hi³ jmá¹ hniá¹ náh² jáun². Hi³ uá¹jinh¹ mih³² náh², cun³
 jáun² tiá² hián¹³ bíh¹ náh², quí¹ cun³ní¹ hi³ hu²¹ siánh³ honh² náh² tá¹la³ mih³² náh²
 jáun², hi³ h¹ hnáuh² náh² má¹hiúnh¹³ honh² hmóu³² cun³quionh³ hi³ jmá¹ hniá¹ náh²
 jáun² hian³. ¿Hnoh², tsá² lín³ náh² la³jmá¹ lín³ tsá²mi³ juón¹! ¿Tiá¹ má²níh¹ hnoh² hi³
 tsá² jéih³² hi³ zia³² ní¹ hué²¹ lá², tsá² la³ hí³ má²lín³ jan² tsá² hon² Dió³² bíh¹? Quí¹
 lí³ua³ jan² tsá² tí³² tsí³ hi³ zia³² ní¹ hué²¹ lá², tsá² la³ hí³ má²ná¹háun³ bíh¹ quionh³
 Dió³². Quí¹ jun³juáh¹³ cáun² tí³ h¹ rá¹juáh³ yáh³ jái¹³ quioh²¹ Dió³² ní¹ rá¹juáh³ jáun²
 la³ lá²: “Jmá¹chí³ Chun¹ ca³tanh² hí³ Dió³² hñu³ tsí³ dí² jlánh¹ hniau³ dí² ca³la³ hi³

hi³² 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
 k¹³ lí³ quien² tsá² jmu² quien² hnga², tí³la³ má²hé² má²mieh² tsú² tsá² tsí¹juá³ bíh¹”.
 Jáun² né³, jienh²¹ náh² hmóu³² nĩ¹con² Dió³²; hi³ jmu³ náh² huáh² chĩnh³² nĩ¹con²
 tsá² hláinh¹, hi³ jáun² cuon³ tsú² nĩ¹con² náh². Jmu³ náh² pí³ hi³ lí³ cuóun³² náh²
 Dió³², hi³ jáun² Dió³² lí³ cuóu³² siáh³ hnoh². Hnoh² tsá² ná¹ren² náh² tso³, ma³jĩ¹³
 náh² cuonh², hi³ jáun² k¹³ ná¹chan¹ nĩ¹con² Dió³². Hi³ hnoh² né³, tsá² nio² tun³ honh²,
 ma³jĩ¹³ náh² honh², hi³ jáun² niau²¹ cáun² honh² náh². Chá¹ náh² hlaih³ honh², hi³
 uo³ náh² ca³la³ hi³ jngih³² honh² náh². Cha³ jmá¹ jú¹ jmá¹ ngáih¹³ náh², cú¹ tain²¹
 jmá²zih¹ máh¹ náh²; hi³ cha³ jmá¹ má¹hiúnh¹³ náh² honh² né³, cú¹ niau²¹ hlah³ honh²
 náh². Jmu³ náh² hi³ tsí¹juá³ náh² ta³ nĩ¹ Dió³² Juo¹³ dí², jáun² hí³ né³ ziau³ chí³cuú²
 hi³ lí³ quien² náh². Hnoh² reh², tiú²uú² hniáuh³² ziú¹ hien¹³ náh² tsá²ján² tsá²ján²;
 quí¹ tsá² hleh³² hlah³ quioh²¹ rainh²¹, ho³ hi³ chú² nĩh²³ siáh³ rainh²¹, tsá² la³ hí³ dá²
 hleh³² hlah³ ca³tí²¹ liei²¹ jáun² quioh²¹ Dió³² bíh¹, hi³ chú² nĩh²³ tsú² siáh³ liei²¹ jáun².
 Quí¹ nĩ¹juáh³ la³ chú¹ la³ nĩh²¹ hnú² liei²¹ jáun², jáun² jmu³² hnú² la³jmá¹ jmu² jan²
 tsá² lín³ jue²¹ bíh¹ cha³ jmá¹ má¹tih²¹ hnú² la³ cun³ hi³ juáh³ jáun² liei²¹. Quí¹ jan²
 tán¹ bíh¹ Tsá² ca³quiú² héih³² zian², hi³ lín³ siáh³ Jue²¹; hnga² hí³ bíh¹ siáh³ tĩn² lión³²
 tsáu², ho³lá²dá² hi³ hĩn³ tsú² tsáu². Hi³ jáun² né³ ħhin² dá² tsánh² hnú², jáun² sa³ hnú²
 yáh³ hnáuh² jmúh¹³ jue²¹ hi³ rá¹tsih³² héih³² nĩ¹con² tsá²mĩ³cuóun² renh²? Hi³ jáun²
 né³, hnoh² tsá² juáh³ la³ lá²: “Né³² ho³ tsa³háu² tsáu¹³ jnoh¹ cú²juú² cun³ cáun² mii²,
 hi³ tsá¹hnáu¹³ jnoh¹ quie³”, niéi² náh² re² jái¹³ lá²: ħHĩ¹juáh³ he³ k¹³ tsa³háu² yáh³
 tiá² hi³ nĩh¹ hnoh², tiá¹³ bíh¹ tiá³ jlánh¹ nĩh¹ hnoh² hi³ he³ k¹³ jmá¹tsú² jmá¹ja³²! Quí¹
 jmái¹ hi³ zian² hnoh² jáun² dá² k³ la³jmá¹ k³ cáun² jnie³ cháun¹ bíh¹, cáun² hi³ k¹
 jnia² cu³tiá³ pih²¹, hi³ la³jui³² yein³² siáh³. La³ lá² bíh¹ jmá¹ hniáuh²¹ juáh¹³ hnoh²:
 “Nĩ¹juáh³ Dió³² Juo¹³ dí² hnió³, jáun² ziáun² bíh¹ dí² hi³ jmú¹³ dí² hi³ lá² ho³ hi³ ó³²”.
 Tĩ³la³ hnoh² má¹ná¹, cá² nĩ¹ hléh¹ jú¹ tú² ráun³ bíh¹ hnoh² hi³ jmu³² náh² tonh²
 lín³²; tí³la³ jái¹³ la³ ní² né³, hú¹tá¹ jú¹ hlah³ bíh¹. Hi³ jáun² nĩ¹juáh³ zian² tsá² má²nĩ³²
 he³ hi³ chu²¹ jmu³, tí³la³ má¹lí³² jáun² né³, tiá² hi³ jáun² jmu² yáh³ tsú², hi³ jáun² tsá²
 la³ hí³ má²ca³lí³ren² tso³ bíh¹. Ja³bĩ¹ hnoh² siáh³, tsá² hánh³, ħniéi² náh² re² jái¹³ lá²!
 Uo³ hnoh² hi³ tí¹ hoh³ náh² hi³ ca³tí²¹ uu³cha³tsi³² hi³ né³bĩ¹ má¹tsoh¹ náh² honh².

Lá³ la³juah²¹ dúh¹ hi³ má²ca³cáh² bíh¹ la³ǵ³² hi³ zia³² jáun² quián¹³ náh²; hi³ hmih³²
 chu²¹ hi³ nio³ náh² jáun² né³, ǵ³ la³juah²¹ dúh¹ hi³ má²ca³cúh² mí¹cháu² bíh¹. La³jmá¹
 ǵ³ hi³ má²ca³hiá² juóuh³² bíh¹ mí¹ǵ² cú¹tiáu² ǵi³ mí¹ǵ² cú¹mí¹niau²¹ jáun² quián¹³
 hnoh². Juóuh³² jáun² né³ má²li²¹ hi³ tson² bíh¹ má²ca³li³ren² náh² tso³, hi³ jáun²
 cun³quionh³ juóuh³² jáun² bíh¹ cón³² hnoh² la³juah²¹ dúh¹ hi³ hún¹ sí². Quí¹ jmái¹
 hi³ tiauh² dí² lá² jlánh¹ má²ca³cháh¹ hnoh² cu³li²¹ hi³ ǵ¹³ li³ hánh³ náh². Sá¹ní² niéi²
 náh², ǵie³ cónh³ tso³ tiá² cha³² quie³ hi³ jmá¹ hniáuh²¹ má¹hmah²¹ náh² ǵí¹con² tsá²
 ca³jmú³ ta²¹ ǵí¹nái² quián¹³ náh²; hi³ Dió³² Tsá² ǵn³ Juo¹³ hliáu³ tionh² hñu³mi³cuú²
 né³, má²ca³nái³² jái¹³ hi³ tú² hna² jáun² tsá² ca³jmú³ hí³ ta²¹ ǵí¹con² náh². Jlánh¹ re²
 ma²ca³ma³zián¹³ hnoh² ǵí¹ hué²¹ lá², hi³ cáun² ǵ¹ má²ca³ma³hiúnh¹³ hnoh² honh² hi³
 jmúh¹³ náh² li³ua³ cáun² hi³ ca³li³ hniá¹ náh² jmúh¹³. ǵLa³jmá¹ má²cánh¹ tsú² cuá¹juú²
 hi³ má²jngih³ bíh¹ tsú², má²ca³ma³hion²¹ náh² honh²! Hi³ cáun² ǵ¹ ca³ra³can³² náh²
 tso³ tsá² tiá² tso³ ren², hi³ ca³jngih³² náh²; uá¹jinh¹ tsá² tiá² hi³ hlah³ ca³jmú³ hí¹
 cáun² ǵí¹con² hnoh². Hi³ jáun² né³ reh², tsá² ná¹janh³² náh² hi³ jáunh³ Tí³² Juo¹³
 dí², hniáuh³² ná¹hu²¹ honh² náh² ca³tí²¹ jmái¹ jáun² la³jmá¹ ná¹hu²¹ tsí³ tsá² zia³² hi³
 má²jná¹ ǵí¹nái² quioh²¹, tsá² ná¹hé² ná¹jan³² hi³ chau¹³ jmá³ la³ cun³ jmái¹ hi³ li³
 hniáuh³², quí¹ hu²¹ tsí³ 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 ǵ² chú¹ ǵ² ǵnih²¹ náh² tsá²ján² tsá²ján², jáun²
 tiá² tá¹tsin¹ náh² héih³², quí¹ má²ja³quián³ cu³tí¹³ bíh¹ jáunh³ Dió³² Tsá² ǵn³ Jue²¹.
 Hi³ jáun² né³ reh², chú³² jmu³ náh² la³jmá¹ ca³jmú³ jáun² la³ǵn³² tsá² ca³lin³ hí³ *tí³²
 jě¹ Dió³², tsá² ca³hléh³ hí³ cha¹³ Tí³² Juo¹³ dí²; uá¹jinh¹ ca³ma³tso² ǵn³² tsú² tsí³, tí³la³
 ca³tiánh³ bíh¹ tsú² hi³ ná¹hu²¹ cáun² tsí³. Sá¹ní² ǵie³, jnoh¹ ná¹lái²³ hi³ jlánh¹ jmá¹ ren²
 tsá² ca³ma³tso² hí³ tsí³. Uá¹la³ cun³ hi³ má²ca³niéih² náh² jáun² hi³ ca³tin¹ hla¹ Job;
 tsá² hí³ jlánh¹ re² ca³cueh³ tsí³ ǵí¹ ca³la³ ǵ³² hi³ ca³quiúnh³², hi³ ná¹ǵíh¹ náh² siáh³ he³
 ca³hiau³ tsú² ǵí¹con² Dió³² jmá¹ li²¹ jáun², quí¹ Dió³² jlánh¹ chun¹ hi³ ja³² ǵn³² mií³
 tsí³. Jáun² né³ reh², zia³² bíh¹ siáh³ cáun² jú¹ tson² hi³ jlánh¹ bíh¹ quien² hi³ juáh³ la³
 lá²: Tiá² hniáuh³² má¹quien¹³ náh² jái¹³ quián¹³ cun³quionh³ hi³ hien¹³ náh² Dió³²,
 sa³jun³ hi³ hien¹³ náh² tsá² zian² ǵí¹ hué²¹ lá² siáh³, sa³jun³ hí¹ cáun² hi³ siáh³ siáh³
 tiá² hniáuh³² hieh¹ náh² hi³ má¹quien¹³ náh² jái¹³ quián¹³. Quí¹ jái¹³ la³ ní² tiá² lin¹ li³

hniáuh³² yáh³ ní¹juáh³ hi³ ná¹lín³ hnoh² tsá² tson² jēh² náh², uá¹ hi³ ca³juah²¹ náh²:
 “Tson²”, uá¹ hi³ ca³juah²¹ náh²: “Tiá² tson²”; quí¹ ní² lí¹ ca³ta³zanh¹ náh² ní¹ hlah³.
 Hi³ jáun² né³, ní¹juáh³ ja¹ quián¹³ hnoh² zian² jan² tsá² má²tso² tsí³, cú¹ liéinh²¹ tsú²
 Dió³². Hi³ ní¹juáh³ zian² tsá² re² nio² tsí³, jáun² cú¹ má¹quien² tsú² Dió³² cun³quionh³
 hi³ hie³² tsú² jáun² sun¹. Hi³ ní¹juáh³ zian² jan² tsá² tsáun¹, cú¹ tiéh¹³ tsú² tsá²daun³²
 tsá² ná¹ní¹ cuáh³², jáun² tsá² hí³ tsa³táunh¹ hi³ tsa³lienh³ Dió³² cha¹³ Tí³² Juo¹³ dí²
 hi³ ca³tín¹ tsú², hi³ jñéi³ tsú² siáh³ no¹ chí¹ tsú². Jáun² ní¹ má¹ca³liéinh³² tsú² jáun²
 Dió³² hi³ ná¹tioh³ cáun² tsí³ tsú², lan¹³ bíh¹ tsá² tsáun¹. Dió³² bíh¹ jmah³ tsá² hí³;
 hi³ ní¹juáh³ ren² tsú² tso³, ja³bí¹ hin³ siáh³ tsáu¹³ tsú² uá²jai³². Jáun² né³, cun³ní¹
 hi³ jáun² bíh¹ chú³² ton¹³ náh² tsáuh³ ní¹con² tsá²ján² tsá²ján², hi³ lienh¹ náh² siáh³
 Dió³² ca³tín¹ tsá²ján² tsá²ján², jáun² lan¹³ náh². Ní¹juáh³ jan² tsá² zian² la³ cun³ hi³
 tí³² tsí³ Dió³² liéinh³² Dió³² [ca³la³ jonh³ jmá¹ tsí³], hú¹tá¹ cu³tí³ jmu³ bíh¹ ta²¹. Uá¹la³
 cun³ hi³ ca³lí³ jáun² ní¹con² Líh³, tsá² jmá¹ lín³ hí³ tí³² jē¹ Dió³² jmá¹tin². Ja³bí¹ tsá²
 hí³ siáh³ jmá¹ lín³ jan² tsá² lí¹ tsáu² la³ jnoh¹ bíh¹; tí³la³ jmá¹ ca³liéinh³² tsú² jáun²
 Dió³² né³, hi³ ca³má³ tsú² hi³ tiú²uú² chau¹³ jmá³, jáun² ca³quin³ bíh¹ jmá³ cun³ hni³²
 mii² tón³² hué³² ní¹ jmá¹ cuá³ tsú² jáun². Jmá¹ lí²¹ jáun² né³, ca³liéinh³² tsú² siáh³
 Dió³², jáun² ca³jauh³ bíh¹ siáh³ jmá³ hué³² jáun², jáun² ca³cuú² ca³láu² bíh¹ re² la³ǵ³²
 hi³ lau³ cuá¹ hué²¹. Hnoh² reh², ní¹juáh³ ja¹ quián¹³ hnoh² zian² jan² tsá² cón³² siáh³
 jan² tsá² jmá¹ má²ngau³² tí³ có³² ca³tí²¹ jú¹ tson², jáun² cháu¹ náh² honh² hi³ tsá² jmu²
 ta²¹ la³ jáun² má²ca³lión³² jan² tsá² jmá¹ má²jún¹ bíh¹, hi³ jmu² tsú² siáh³ hi³ lí¹³ hin³
 ca³la³ ǵ³² tso³ hi³ jmá¹ ren² jáun² tsá² hí³. [Cun³ ní² bíh¹ tí³ jái¹³ hi³ juanh³² jná¹³
 ní¹con² 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#writing

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