

Language Planning & Orthography Development

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Overview of Language Planning

1. Classification of Language Planning
2. Corpus Planning
3. Prerequisite for a good orthography
4. Overall Linguistic Analysis
5. Morphophonological Analysis
6. Development of the Metalanguage

Presentation Outline

1. Definition and Rationale for Language Planning
2. Classification of Language Planning
3. Focus on Corpus Planning
4. Data analysis and Orthography Development.
5. Terminology Management

Classification of Language Planning

Language Planning

- **Definition:** Language planning is an attempt to interfere deliberately with the natural evolution of a language or one of its varieties.

Rationales for Language Planning-1

- **Priority Reasons**
 - 1. Linguistic pluralism:** When there is linguistic pluralism in a given geographical area.
 - 2. Modernization and development:** No human society has ever achieved a significant level of development without a written language.

Rationales for Language Planning-2

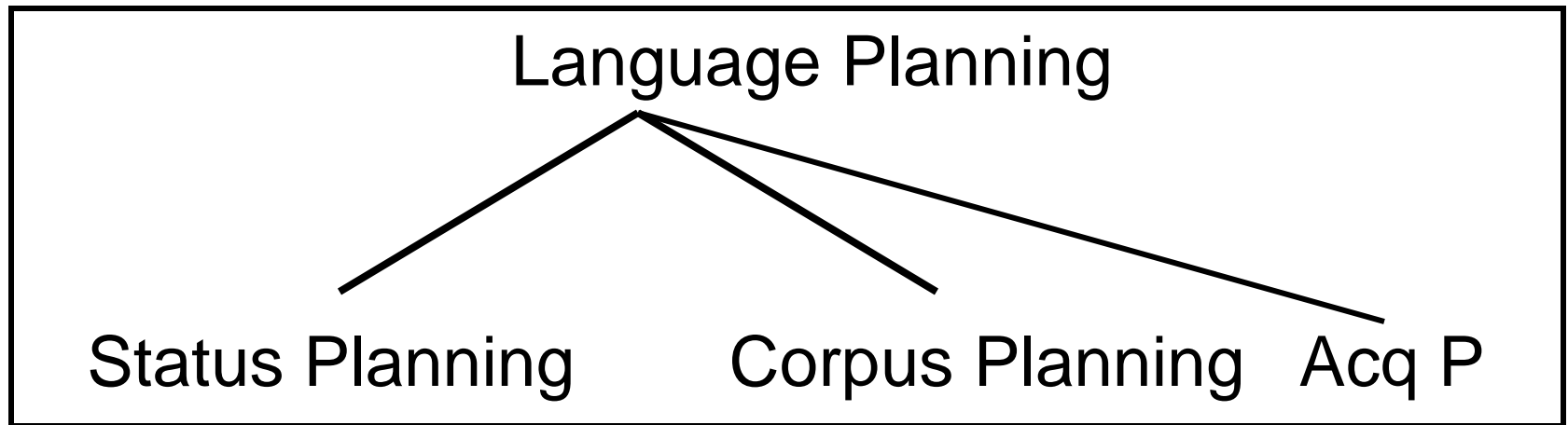
- **Additional Reasons**
- 3. Vernacularization:** restoring a vernacular to an official status.
 - 4. Nationalism:** Language planning may be guided by nationalistic/ethnic reasons.

Rationales for Language Planning-3

- **Additional Reasons**
- 5. **Preservation against language death:**
Language planning is initiated when languages are threatened by death.
Example of Hebrew, Irish, and some Native American languages

Classification of Language Planning

Corpus Planning vs. Status Planning



- Status planning: elevating or enhancing the social standing of a language or dialect.
- Corpus planning: doing the preliminary linguistic analysis that allows the language to assume new roles/functions

Focus on Corpus Planning

Orthography & Language Planning

- **Writing and development:** Writing allows accumulation of knowledge without which development is unlikely to take place.
- **Careful Planning:** Reducing an unwritten language to writing calls for careful planning. The following issues have to be considered in corpus planning.

Sociolinguistic Factors in Orthography

1. Inventory of all the dialects of the language.
2. **Supradialectal orthography:** is the orthography meant to be used by all the speakers of the language?
3. **Intradialectal orthography:** is the orthography meant for one dialectal?
4. **Hegemonic orthography:** is the orthography based on one dialect and imposed to other dialects?

Psycholinguistic Factors in Orthography-1

- 1. Cognitively transparent orthography:** should the reader apply no graphomorphemic rules while reading?
- 2. Cognitively opaque orthography:** should the reader apply a fair amount of graphomorphemic rules while reading, i.e. English. Example: <-ed> has 3 different pronunciations in <stopped>, <robbed>, and <skidded>.

Psycholinguistic Factors in Orthography-2

- 3. Teachability and learnability:** Is the orthography easy to teach? How much time should somebody spend in learning the orthography?

Orthography Design-1

- **Transparent orthography:** One which represents each phoneme in the language with a corresponding grapheme.
- **Opaque orthography:** One in which some phonemes are represented by more than one grapheme (/s/: <c> and <s>) or one in which some graphemes represent more than one phoneme, i.e., (<c>: [s], [k], [tʃ]) as in English.

Orthography Design-2

- **Ultra transparent orthography:** One in which some allophonic and allomorphic variations are represented in the orthography. English orthography is sometimes ultra transparent as in its representation of the prefixes <in->: [ɪm-], [ɪn-], [ɪŋ-], [ɪl-] and [ɪr-]; and <con> [kən], [ko], [kɔl], [ko-].

Language Data and Linguistic Analysis

Phonological Analysis-1

- Orthographies must represent accurately all the phonemes of the language
 1. Phonemic inventory of consonants
 2. Phonemic inventory of vowels
 3. Accurate inventory of suprasegmental phonemes.

Phonological Analysis-2

4. Unclear cases: what to do in unclear cases of phonemic identity. Cases such as phonemic neutralization. Here is an English example: <die> vs. <tie>. /t/ and /d/ are different phonemes. But what about in <latter> and <ladder> where neutralization occurs?
5. Identification of all phonological processes: this means knowing what the allophones are.

Morphological Analysis

- Determining what constitutes a “word” is one of the most challenging issues in orthography.
 1. Inventory of the bound morphemes of the language
 2. Inventory of the free morphemes
 3. Inventory of the morphophonological variations: the allomorphs of the language. In English <ed> has 3 allomorphs: [t], [d], [ɪd]

Lexical Phonology Analysis

- **Vowel weakening:** How is a word to be represented in cases of vowel weakening? Cases such as $CVCV \rightarrow C^V CV \rightarrow CCV$, as in $\langle s^e p^a r a t e \rangle$?
- **Compensatory lengthening:** $CVCV \rightarrow CVVCV$, as in $\langle m a d^e \rangle [m e : d]$?
- **Metathesis:** $CVCV \rightarrow CCVV$

Post-lexical Phonology Analysis

- **Liaisons:** cases in which sounds in two separate words are pronounced as one, as in <stop over> and <come on up>.
- **Cliticization:** cases in which a weakly stressed sound is merged with another one as in <call them> → <call'em>
- Compensatory lengthening across word boundary in Anyi: <wunli yi> → <wunlii>

Dictionary Planning

- The next natural step is to catalog the words of the language into a dictionary.
 1. Bilingual dictionary: this is usually the first step
 2. Monolingual dictionary: this step usually follows much later

Development of the Metalanguage

Planning the Metalanguage-1

- One of the most important characteristics of pre-literate people is their lack of metalinguistic awareness. Therefore, the function of the language has to be expanded to include metalinguistic terms.
- 1. Parts of speech terms:** these are the most basic terms that all written languages need to talk about language.

Planning the Metalanguage-2

- 2. Orthography terms:** alphabet, consonants, vowels, syllable, etc.
- 3. Morphological terms:** morpheme, inflection, derivation, reduplication, etc.
- 4. Grammatical function/thematic role terms:** subject, direct object, indirect objects, etc.

Planning the Metalanguage-3

5. **Discourse terms:** text, paragraphs, line, heading, title, subtitle, etc.

6. **Punctuation terms:** comma, period, semi-colon, questions mark, exclamation mark, etc.

Literacy and & Development

Comprehensive Literacy

- Literacy for development is meant to be comprehensive. Therefore, terminology management should include every aspect of life, including:
 1. Terms for arithmetic
 2. Terms for technology
 3. Terms for all sciences: medical science, chemistry, biology, physics, etc.

For more Information

- Non-technical description of my work is available at the following sites:
 1. www.sctime.com (Saint Cloud Times, Friday, March 12, 2004 and August 6, 2005)
 2. www.stcloudstate.edu/news/outlook.
(St. Cloud State University Alumni magazine, Spring 2005).
 3. www.mpr.org (Minnesota Public Radio, May 20th, 2004. Look under “Koffi” for an article by Annie Baxter entitled “Lives Locally, Acts Globally.”)

Thanks for the Invitation!