



# Maeaka Tohana

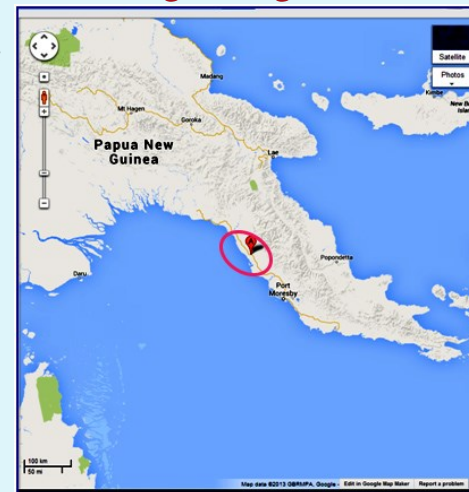
Our Language

# 1. INTRODUCTIONS Colleen Hattersley

- ▶ Thanks to MC for introducing us, and LSPNG for inviting us to present our work.
- ▶ Roro/Waima is an Austronesian language of the Central Province with 12,000-15,000 speakers.
- ▶ I will give you a brief background about our project and then hand over to my colleagues to explain more about what they are doing.

# Historical background

- ▶ First European contact on Yule Island and neighbouring mainland was by French MSC Missionaries in 1886. \*
- ▶ They wrote down the language they heard and made references for their own use – *in French*. The information we are working with was recorded in the 1920s by Father Paulo Coluccia.
- ▶ Second language became English, so those references were not useful for **Kairuku** people.
- ▶ Now there is concern about the quality of language being used, so we are *digitising the early records* and *glossing the information into English* to make future language teaching.
- ▶ We receive no external financial support.





# Recent background



- ▶ About 1975 I was given a copy of a dictionary compiled by Fr.Coluccia during the 1920s, but it was 20 years before I could study linguistics and learn the skills for doing this project.
- ▶ For some years I worked with Aboriginal people in Australia and created two community dictionaries.
- ▶ 2013 Finally returned to show what could be done with the Coluccia information.
- ▶ Idea was embraced and some speakers began work straight away. \*
- ▶ 2015 the team changed and here we are.



# What will be the outcome?

- ▶ We are using *Lexique Pro* – a program developed by SIL and linguists in the field, mainly in Africa.
- ▶ *Lexique Pro* allows us to create a user-friendly **computer based dictionary** and also, when we are sure the data is correct, to make a **printed book**.
- ▶ Some examples of finished dictionaries are here for you to see later.
- ▶ Hand over to colleagues now to take us through some of our work with the theme *What do we have to learn?*
- ▶ Ikupu will look at what we have learned from the old documents; and
- ▶ Freddie will talk about what we need to learn in order to move forward.

# *What do we have to learn* – from old documents? Ikupu Paru

- ▶ The early work was written by Europeans *for* Europeans, so it will not always reflect our understanding of meaning.
- ▶ The motivation was evangelical, not colonial, therefore there was a desire to *understand* the language and culture to make the spiritual message relevant, rather than to dominate and exploit.
- ▶ It was written before our culture became affected by outside influences – it can give us insight into practices and attitudes now not practised – sometimes we have to work it out, like a puzzle.
- ▶ Sometimes it surprises us, like this next example:

u'una's. banane, bananier

itsina= 'ubiai

ituana= ba'anai

ra'ina= benuai **Puzzle**

aiona, itoba= régime

'abana= main de bananes **Banana names**

U'una atana te bo'o: warupi; kaema; tsuiara;  
karoma; eneha; rauaha; pai'era; ma'oni; miria;  
orea; bario; tsio'o; kokoma; aibaboni; kaima=  
niheri; ibiri; oroba; rairubu; tarua; inepi;

**More names** ↓ 559

airaba; hearua; ani'a; waneke; maere; tsua; mama'oni;  
iko; banana; mitsi-krani; mitsi-lutsi; kipo; aniete;  
iwara( nepu ekia u'una) **Surprise!**

xyz - Lexique Pro

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English French Part of Speech

xyz Categories Search

u'una

ā ē ī ō ū ŋ

ueia - adv.  
uha - adj.  
uho - n. & adj.  
uhore - adj.  
uhu - n., adj. & v.  
uhuhu - n.  
u'u - v.  
u'u'otarai - v.  
u'uki'a - v.  
u'uko - adj.  
u'una - n.  
uia - n.  
uma - n.  
uma'au - adj.  
umao - v.  
umeka - n.  
umia - n.  
umu - adj.  
umuma - n.  
una - n.  
unaba - n.  
unaba beibeï - n.  
una'au - v.  
una una - n.  
una una'au - v.  
ununa - n.  
upai - n.  
upeta - v.  
upi - n.  
upi upi - n.  
upu - v.  
ura - v.  
ura - v.  
ura'o - n.  
urai - v.  
uraio - n.  
uraru - n.  
uraru - adj.  
ura ura - n.  
ure - v.  
ure - n.  
uri - n.  
uri'auma - n.  
urita - n.

u'una

n.

- banana  
banane, bananier

itsina/'ubiai  
• top part  
French

ituana/ba'anai  
• middle part  
French

ra'ina/benuai  
• bottom part  
French

'abana **SURPRISE!**  
• hand of bananas  
main de bananes

Bananas have a lot of names - these belong to the sorcerer.  
Les bananes s'appellent:

U'una atana te bo'o: warupi, kaema, tsuiara, karoma, eneha, rauaha, pai'era, ma'oni, miria, orea, bario, tsio'o, kokoma, aibaboni, kaima, niheri, ibiri, oroba, rairubu, tarua, inepi, airaba, hearua, ani'a, waneke, maere, tsua, mama'oni, iko, mitsi rutsi, kipo, aniete, iwara (nepu ekia u'una.)

Category: food

View Edit

xyz: 607 words



# What has changed?

- ▶ Life was different— no roads or vehicles, everything hand made, plants and animals plentiful.
- ▶ **All languages change:** the French was different from today, *Our Language* was also different. Sometimes how it was written doesn't make sense now.
- ▶ Formal education was not as good as it is now, even for priests. This work was written in French, Italian and Latin, all with errors, so we have to expect errors in *Our Language* too.
- ▶ Some words are now out of use or have changed application, so we need to discuss them with older people in order to understand well.
- ▶ *And some are just plain wrong!*



# An important thing we have learned

- ▶ Just because something is written, or typed, does not mean it is correct. \*
- ▶ **It is OK to challenge the written word.**



Current work in February 2015

# What do we have to learn – to make a modern reference?

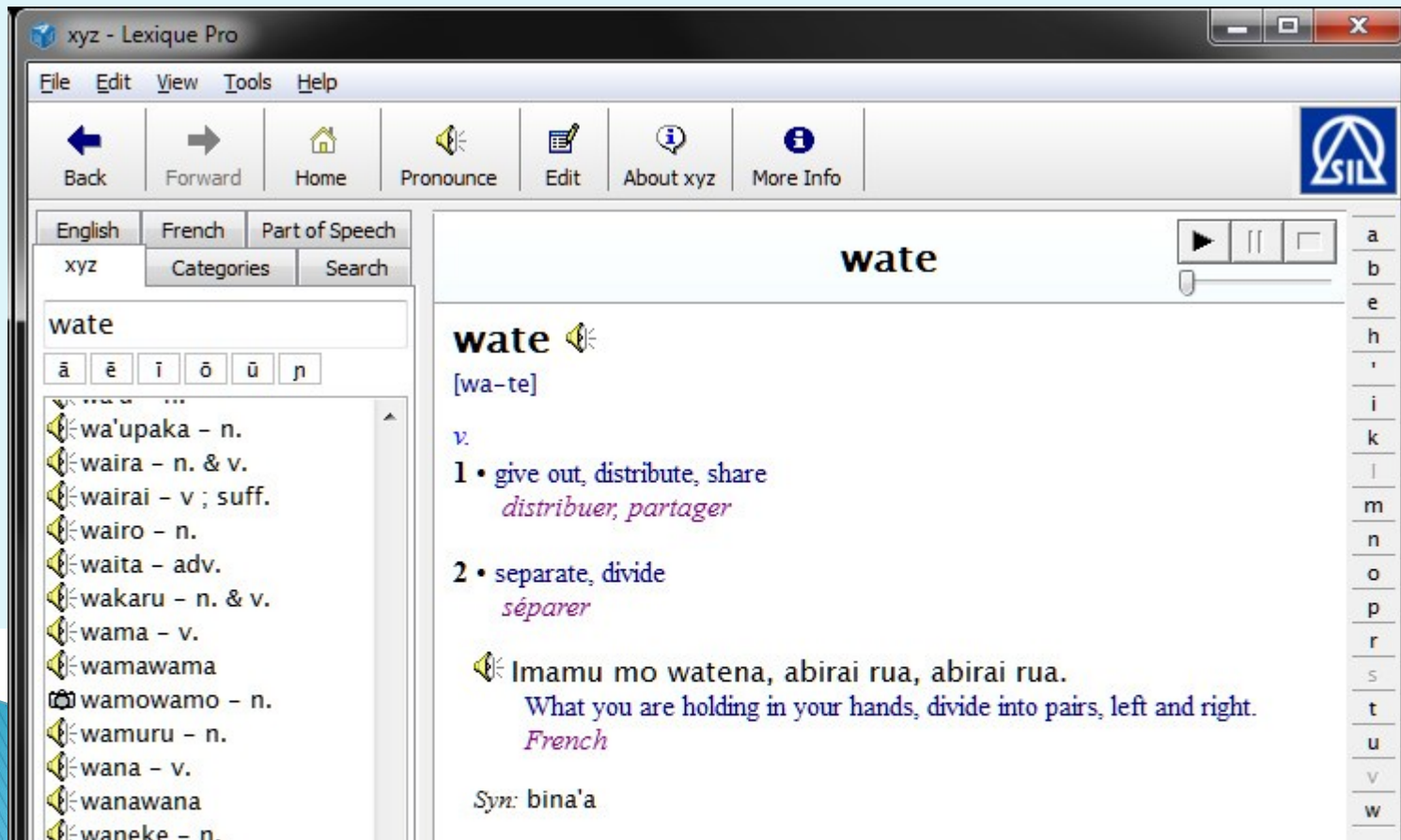
Freddie Ovia

- ▶ We are excited to be digitising our language for future generations and moving into modern time.
- ▶ To make a useful modern reference, we need to be confident with computers as to *learning* new programs and especially a database program.
- ▶ *Lexique Pro* was tricky at first, but the more we use it, the better we understand it.
- ▶ Working in different countries (Australia and PNG), we need to *learn* how to make better use of internet facilities and communication programs.
- ▶ We need to *learn* and accept that we all make mistakes.

**not everything written is correct.**

# What do we have to learn ...

- ▶ Have to take a step back and *read for meaning* rather than every word.
- ▶ Expressing in English is not always easy – a different word order, and the way meaning is packaged across words sometimes makes translation tricky. For example:



The screenshot shows the Lexique Pro software interface. The window title is "xyz - Lexique Pro". The menu bar includes "File", "Edit", "View", "Tools", and "Help". The toolbar contains icons for "Back", "Forward", "Home", "Pronounce", "Edit", "About xyz", and "More Info". The main interface is divided into several sections:

- Language Selection:** "English", "French", and "Part of Speech" tabs are visible. Below them are "xyz", "Categories", and "Search" buttons.
- Word List:** A list of words is shown, including "wate". Below the list are buttons for vowels: "ā", "ē", "ī", "ō", "ū", and "ŋ".
- Word Entry:** The word "wate" is displayed in a large font. Below it is the phonetic transcription "[wa-te]".
- Definitions:**
  - v.**
  - 1 • give out, distribute, share**  
*distribuer, partager*
  - 2 • separate, divide**  
*séparer*
  - Imamu mo watena, abirai rua, abirai rua.**  
What you are holding in your hands, divide into pairs, left and right.  
*French*
- Synonyms:** "Syn: bina'a"
- Navigation:** A vertical sidebar on the right contains a list of letters: a, b, e, h, ·, i, k, l, m, n, o, p, r, s, t, u, v, w.

# What do we have to learn

for **Lexique Pro**:

- ▶ How to get the desired result for each entry;
- ▶ How to trouble shoot errors;
- ▶ How to make and include audio;
- ▶ How to make and include images;
- ▶ How to check for *everything*.



We have to revisit this one \*

xyz - Lexique Pro

File Edit View Tools Help

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English French Part of Speech


xyz Categories Search

wamowamo|

ā ē ī ō ū ŋ

- wa'u - n.
- wa'upaka - n.
- waira - n. & v.
- wairai - v ; suff.
- wairo - n.
- waita - adv.
- wakaru - n. & v.
- wama - v.
- wamawama
- wamowamo - n.**
- wamuru - n.
- wana - v.
- wanawana
- waneke - n.
- wanono - v. & suffix.
- waoto - n.
- wapaea - n.
- wapira - n.
- wapora - n.
- wapu - n.
- wapu - adj. & n.
- wapua - n.
- wapuka'a - n.
- wapura - n.

## wamowamo

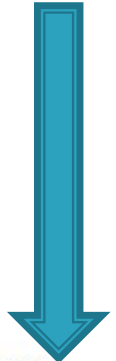

**wamowamo** 

[wa-mo-wa-mo]

*n.*

- a plant with fine leaves  
*arbre à feuilles finement découpées*

**Wamowamo not mentioned in the English**



Tona hohona piribiai te apana, te tebona, tsimina ne 'orimo, te berana, te 'atsina. Wamowamo hibito'i te beranakia, te 'ororo hanona, tsimikia te ao. Wamowamo rauna muramurana.

Boiled coconut juice wrapped with banana leaf makes a good smell. The dried boiled leaves were worn around the boys' waists; it makes a good fragrance because of its medical properties.

*French*

xyz: 607 words

▶ Apparently blue aggressive than sentence\*, but I

xyz - Lexique Pro

File Edit View Tools Help

Back Forward Home Pronounce Edit About xyz More Info

English French Part of Speech


xyz Categories Search

wapua

ā ē ī ō ū ŋ

- waita - adv.
- wakaru - n. & v.
- wama - v.
- wamawama
- wamowamo - n.
- wamuru - n.
- wana - v.
- wanawana
- waneke - n.
- wanono - v. & suffix.
- waoto - n.
- wapaea - n.
- wapira - n.
- wapora - n.
- wapu - n.
- wapu - adj. & n.
- wapua - n.
- wapuka'a - n.
- wapura - n.
- wapura - n. & adj.
- wapuwapu - n.
- wara - n.
- warai - n.
- warani - adv.
- warapa - n.
- wararo
- warawa - n.
- wareware - adj.
- wariba - adj.
- waro - n.
- waroari - n.
- warowaro - adj.
- warupi - n.
- wate - v.
- wate'itsi'itsi - v.
- wateruarua - v.
- watsi - n.
- wauro - n.
- \*puabaha
- contributors

wapua

wapua   
[wa-pu-a]


n.

- type of lizard  
*genre d'iguane*

On all fours, it takes hold with its teeth and won't let go until it is killed.  
*À quatre pattes, il prend avec ses dents et il ne laisse pas jusqu'on le tue.*

Wapua hamara ni ani, ko me'i hana mahamu ke 'ini, pokina 'unumu ke 'ara'inina, a'i ke habona, ko ahu 'arinamo, ke taina, 'unumu ke haiara, a'i mo ko'ari, ena muramura aha'i.  
Wapua eats rubbish: when you go off to go to the toilet, watch out. That lizard will latch on to your buttocks and it won't let go no matter how much you hit at it. It will hurt very much but you won't die. There is no medicine for it.  
*French*

Wapua hana pabora apa'iana atana hana 'bluetongue'.  
Wapua is a big lizard and it is called 'bluetongue'.  
*French*



xyz: 607 words

more



# A big goal

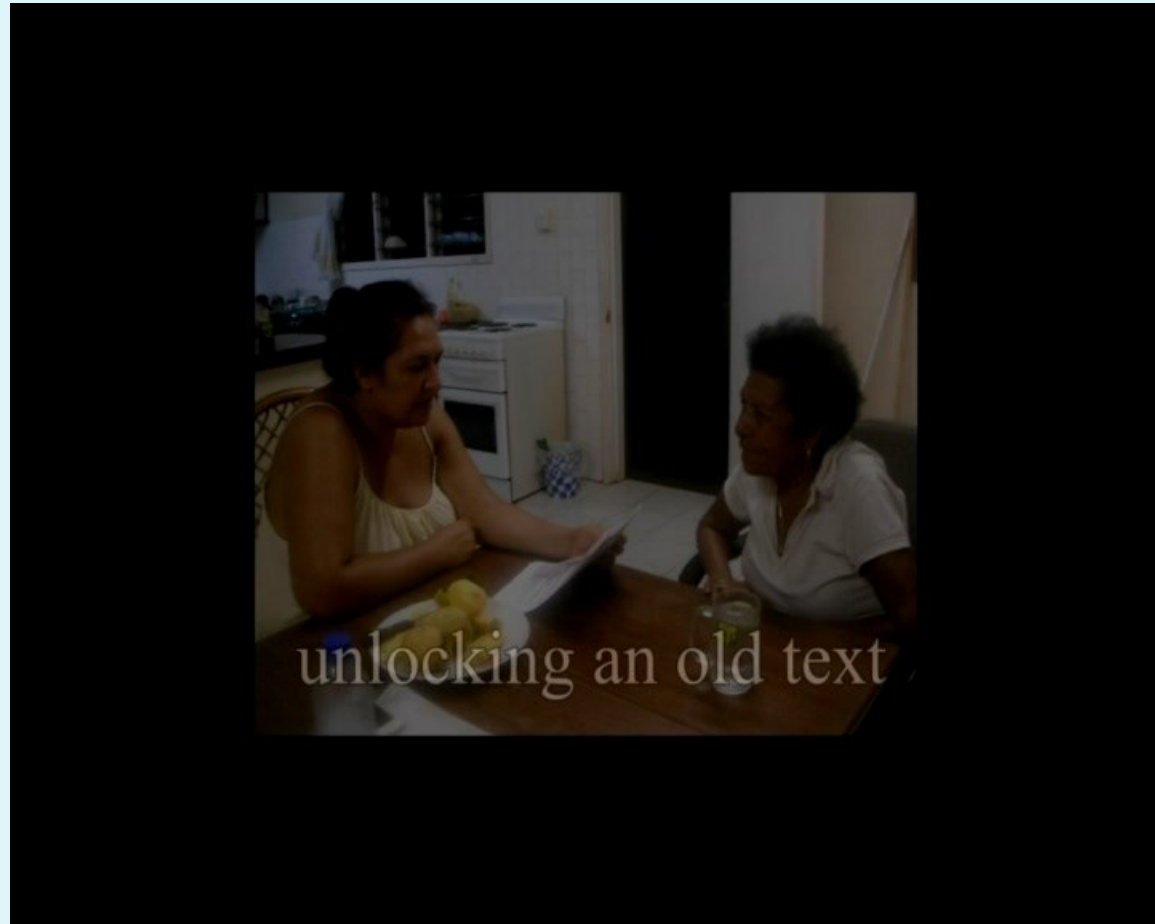
- ▶ It *is* a big goal and will take a long time, several years at least.
- ▶ Need to make it manageable especially as we are working in two different countries, PNG and Australia.
- ▶ Have developed a plan \* to keep us on track. There are some vacancies so please consider getting involved, especially if you speak this language. Talk to us later.
- ▶ **We are available for adoption** if anyone wants to help with the admin and finances.

## Maeaka Tohana, Our Language – the path to achieving our goal

1	Data entry: copy typing from original document including French translations where possible using online translation tools. <b>This part requires learning some aspects of the LP program.</b>	CH + volunteers
2	Native speaker review and amendment – audio recordings and images – take as much time as necessary to be thorough. Know when to stop. <b>This part requires learning more aspects of the LP program.</b>	IP, FO in PNG Possibly a couple in Oz CH mentor technical issues.
3	<b>Linguistic oversight:</b> ensure consistency, pick up anomalies in spelling etc and confirm with workers. Amend as decided necessary.	CH + another linguist if there are <b>volunteers</b> .
4	<b>Elder review:</b> Senior people with the appropriate skills check the entries and give feedback. If grammatical changes are required, new audio recordings will be necessary. If willing, Elders can be shown how to make new recordings. Demonstration to wider community could happen after this step – when data is in good shape.	IO, GO? GHU? Other male 2 female if possible (Oz based?)
5	<b>Amendments</b> as identified in 4.	CH and workers
6	<b>4 and 5 repeated as often as required to get it right.</b>	CH and workers
7	<b>Beta testing:</b> processed sections sent to identified volunteer testers who have not been involved in the compilation process. Testers are given a time period in which to use the section they have been sent and give feedback from a user's viewpoint.	Need to identify up to <b>4 volunteers</b> , student, young adult, academic, parent.
8	<b>Compilation:</b> Sections will be progressively compiled into a master file as they become available. When all sections are present, having gone through the above process, Beta testers will be asked to test the <b>whole database</b> .	Same Beta testers as above, plus maybe 2 new ones who haven't seen it previously.
9	This 'dictionary only' version can be made available to the language-speaking community on <b>CD for Windows</b> at relatively <b>low cost</b> . A low cost printout of just the Language-to-English section could also be made available at this stage. <b>This may be all that is required</b> . It may need to be purchased at cost value if enabling funds are not secured.	IP, FO, CH
10	<b>Wider context:</b> If a more substantial publication is required, this could be considered a separate project. Core team (linguist, workers, elders) decide and create additional information to be included in electronic form, e.g. an Introduction, location of language, brief description of language, any necessary cultural stories, songs, additional photos or videos. Test with Beta testers. Additional skills will need to be learned, e.g. interviewing, transcribing, editing, typesetting.	TBA
11	<b>Total content:</b> extended content (with any necessary amendments) can then be typeset into a more formal document and made available for broader distribution and sale. Raising funds for these last two steps will require a concerted effort, teamwork and creative thinking.	TBA
	LP-Lexique Pro, IP-Ikupu Paru, FO-Freddie Ovia, CH-Colleen Hattersley, IO-Ikupu Oa, GO-Gabriel Ovia, GHU-George Haula Ume	

# Finally ...

- ▶ We'll leave you with some video of the first attempt to work out the **wapua** entry.
- ▶ Forget about the poor quality audio, and focus on the body language.



Find us at: [www.wespeakroro.simplesite.com](http://www.wespeakroro.simplesite.com)