

GUINA-ANG BONTOK PUBLISHED TEXTS

Introduction to the On-line Version

These texts first appeared in Reid (1992), in a publication entitled *Guinaang Bontok Texts* (Institute for the Study of the Languages and Cultures of Tokyo University of Foreign Studies. Pp. xv, 306). The orthography that was used in this publication reflected the phonemic system of the language as it was spoken before widespread education in English resulted in the local awareness of several English sounds, such as *r*, *f*, *ch* and aspirated *k* (*kh*), that were earlier only phonetic variants of other sounds in Central Bontok. These sounds have now become significant sounds in the language and are commonly represented in the local writing system (see Reid 2005, A58). For this reason, the texts have been re-transcribed using the local orthography currently in use in the Central Bontok language area. A further difference between the orthography in the published version and the on-line version is the representation of glottal stop. The published version followed the Tagalog system of representing a glottal stop following a consonant with a hyphen, and not representing it at all at the beginning of a word or between two vowels. In the on-line version, glottal stop is represented as a hyphen both following a consonant as well as between two vowels. A hyphen which appears at the end of a line when the preceding sound is a vowel and the following sound is a consonant is merely an end-of-line word break, and does not represent any sound. In Guina-ang Bontok there are no pre-consonantal glottal stops.

In the published version, the first (and longest) text in the volume (C01) is presented in interlinear format with a morphosyntactic analysis and a morpheme-by-morpheme translation, in addition to a free translation. In this on-line version, only a sentence-by-sentence free translation is provided in accordance with the format of the other texts. Text C01 deals with the formation and activities of the major working groups in Guina-ang. For a full description of these activities, see Reid (1972, A11).