

PROPOSED SPELLING SCHEME: NOTES

1 General

These notes may help with filling the Proposed Spelling Scheme form.

Do not send these notes to Congress.

Some example entries are given in the form, highlighted in yellow. These do not form any part of your scheme.

The form has sections A – J. Which sections you need to complete depends on the details of your proposed scheme. As you work through the form, earlier entries affect which parts you need to fill in. This may motivate you to go back and change the earlier entries.

Notes 2–6 provide general information that applies to the whole form. Notes 7 onwards provide information for specific sections of the form.

2 Form handling

You will download a form from the Society website, fill it and submit to the IESC as an email attachment. It may be returned needing revision, in which case you may correct it and resubmit it. This to-and-fro may be repeated. You may submit more than one scheme. When your scheme is accepted, you will receive a read-only copy of the form as acknowledgment. All this means you may have several versions of the form, which can easily become confusing. The following sections may help clarify the process.

2.1 Download the fillable form

Download the blank form from the Society website. You will find a link near the foot of the [IESC home page](#). The name of the downloaded form will be:

`iesc-pss-misc.pdf`

Save the blank form in a convenient place.

2.2 Fill the form

The form is *fillable*, which means you can enter data into the fields. You should save a backup copy of the fillable form as you go. This means you don't have to complete the form in a single session, and if you save a fillable copy of what you send to Congress, you will be able to revise it and resubmit if necessary.

You will need suitable software to process the form.

- On a modern Macintosh system, the Preview application enables you to enter data in a fillable form.
- On a modern Windows system, you need to install Adobe Acrobat Reader DC. This is available free of charge from

<https://www.adobe.com>

If you wish, you may digitally sign your proposal, but Congress does not require this. There is space for the signature at the end of the form.

2.3 Submit the form

To submit your form, first give it a name as follows:

IESC-PSS-(family name)-(scheme name)-(1).pdf

where:

- (family name) is the name by which you registered as a participant.
- (scheme name) is the name of your scheme.
- (1) means that this is the first revision of your scheme.

For example, if Dr Caligari submits a scheme called Cabinet, it will have the name:

IESC-PSS-(Caligari)-(Cabinet)-(1).pdf

Attach the form to an email and send it to:

spellcom@gmail.com

2.4 Receive acknowledgment

Congress will assign your proposal a unique scheme ID, watermark your proposal with your participant ID and the scheme ID, make the whole thing read-only to protect against accidental modification. It will then email this back to you as a receipt.

The returned file will have the name:

IESC-PSS-(family name)-(scheme name)-(issue)-(app ID-pss ID).pdf

where:

- (family name), (scheme name), and (issue) are as before.
- (app ID-pss-ID) are the IESC IDs for you and your proposed spelling scheme.

For example, Dr Caligari's Cabinet proposal might be returned as:

IESC-PSS-(Caligari)-(Cabinet)-(1)-(A056GWI6G-S019V4GU6).pdf

Check that it agrees with your saved copy. In the event of any disagreement, Congress will prefer the watermarked read-only copy which it has sent you.

IESC will give any resubmitted scheme a new scheme ID, so that it cannot be confused with any other scheme or revision of the same scheme.

2.5 Receive acceptance or rejection

Acknowledgment does not mean that your submission has been accepted yet. The IESC will examine your form to make sure that all the necessary information is present, and email you the result. The result will either be a confirmation that all is well, or a rejection with a list of the reasons.

2.6 Resubmit

If your submission is rejected, you may revise your form and resubmit. Use the same name as before, but increase the revision number each time. For example if Dr Caligari revised and resubmitted, he would use the file name:

IESC-PSS-(Caligari)-(Cabinet)-(2).pdf

You may wish to keep your own copies of these revisions as a record.

3 Lexicon

In several places the form refers to the 1000 most common English words. There are many ways to define and measure such a list. For consistency and convenience, all such references in the form and notes are to the [Word Frequency](#) website, from the Linguistics and English Language Department of Brigham Young University.

You can [download a free copy](#) of the top 5000 words as an Excel spreadsheet. Note that the form only refers to the top 1000 words.

4 Sampa

This form uses Sampa instead of IPA, as Sampa is easier than IPA to type on a conventional keyboard. A table showing the correspondence between Sampa and IPA for English is available here:

https://en.wikipedia.org/wiki/Speech_Assessment_Methods_Phonetic_Alphabet_chart_for_English

5 Notation

Use **brackets** to set off inline symbols as follows:

/.../	Slashes enclose one or more phonemes.	Example: /{/, /eI/.
<...>	Angle brackets enclose one or more graphemes.	Example: <face>.

"..." Quotation marks emphasize Traditional Spelling. Example: "cough."

When using quotation marks for TS, you may enclose punctuation as well.

Use **underline** to mark parts within a word. For example:

- In TS, /eI/ may be represented in many ways, such as <rain>, <face>, <hay>.

Use **underscore** to represent unspecified symbols. For example:

- The magic E in TS is a split digraph: /eI/ is represented as <a_e>.

6 Glossary

accent (1)	A diacritic (qv).
accent (2)	A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class. Contrast with dialect.
diacritic	A sign used to change the sound of a letter. Not common in English but used in other languages.
dialect	A particular form of a language which is peculiar to a specific region or social group. Contrast with accent (2).
digraph	A combination of two letters representing one phoneme, eg <deer>, <fern>.
diphthong	A combination of two vowels within the same syllable, representing one phoneme eg <coin>, <meet>.
GenAm	A pronunciation accent claimed to be the most prevalent in the USA.
grapheme	A letter or combination of letters used to denote a phoneme, eg <a>, , <sh>.
homophone	Two words pronounced the same but with different meanings. Often spelled differently, eg "nun" and "none".
IPA	International Phonetic Alphabet. A system for representing phonemes and phones and other language features.
non-standard letter	A letter not found in the current 26 letter alphabet of English language.
phoneme	A distinguishable class of sounds in a word (eg "ban" has three phonemes, /b/, /a/, and /n/).
rhotic	Refers to pronouncing the /r/ in words such as "hard", "heather", "shore". Different dialects are rhotic or non-rhotic.
RP	Received Pronunciation – a British accent, typically associated with BBC announcers.
SAMPA	Speech Assessment Methods Phonetic Alphabet. A representation of IPA using only 7-bit ASCII symbols, which are easier to type on a conventional keyboard.
schwa	The indeterminate sound found in many non-stressed syllables (<appeal>, <pencil>, or the phoneme representing it. Some spelling schemes use a single grapheme for this sound, some use a variety of graphemes; others retain the graphemes used in TS.
signword	A commonly used word which is not spelled according to the rules of the spelling scheme in question. Some schemes retain signwords in TS to avoid unnecessary change.
stress	In words of more than one syllable the emphasis that is given to some of the syllables, eg "apple," "defer," "comforter."
TS	Traditional Spelling, mostly as set down by Samuel Johnson or Noah Webster.

7 Section A: Graphemes

Section A must be completed for all schemes.

Use section A to show which graphemes your scheme uses to represent each of the principal phonemes of spoken English. Table A1 deals with vowels and diphthongs. Table A2 deals with consonants. There are empty rows at the foot of each table, which you may use to add any phonemes you think should be included.

The phonetics are based on **Longman's Pronunciation Dictionary**. Pub Pearson Longman. Ed 3, 3rd April 2008. By Wells, John. ISBN-10: 1405881186. ISBN-13: 978-1405881180.

The column headed # numbers the table rows for reference.

The column headed /_/ shows one or more phonemes. In table A1, where alternative pronunciations are shown, the one on the left is RP, and the one to the right is usually the one used in dialects where rhotic pronunciation is the norm (eg GenAm, Scottish). Phonemes /ɔ/, /ɑː/ and /əʊ/, /oʊ/ represent the pronunciations in RP and GenAm.

The column headed **TS** shows a typical word where the corresponding grapheme occurs in TS, with the relevant letters underlined.

Use as many of the eight grapheme columns headed <>1, <>2, etc as necessary to show the grapheme(s) your scheme uses to represent the phoneme in that row. Use lower case only, unless case is significant in your scheme.

If eight grapheme columns are not sufficient, check the box in the column headed +... and use section I to provide further information.

The examples in table A1 are the start of an illustration that runs through to table C2. The examples are meant to illustrate possibilities, not to be completely realistic.

After completing section A, go to section B.

8 Section B: Rules for reading and writing

Whether you need to complete section B depends on your scheme. One of the following paragraphs should apply:

1. *Section A associates each phoneme with just one grapheme, and each grapheme with just one phoneme. Table A has graphemes in column <>1 only, and they are all different. Your scheme may or may not have signwords.*

— **If this fits your scheme, do not complete section B. Just tick the box at the top of section B and go to section C.**

2. Section A associates at least one phoneme with more than one grapheme, or at least one grapheme with more than one phoneme. Your scheme has rules to say which grapheme or phoneme to use in most or all cases. Your scheme may or may not have signwords.

— **If this fits your scheme, complete section B.**

3. Your scheme consists of nothing but signwords, with no general rules at all.

— **If this fits your scheme, do not complete section B. Just tick the box at the top and go to section C.**

If none or more than one of the above paragraphs applies, contact the Society.

8.1 Rules

A reader needs to know which phoneme to use for each grapheme sequence; a writer needs to know which grapheme to use for each phoneme sequence. This requires rules for reading and writing.

The simplest type of rule applies when there is no choice. If /eɪ/ is always represented by <ae> and vice versa, then we have a *general unconditional rule*. This shows up in section A. If each row in tables A1 and A2 has only one entry, and all of the entries are different, then you do not need to complete section B, though you may have some signwords in section C.

If the same grapheme can represent more than one phoneme, or if the same phoneme can be written in more than one way, we need rules to say what to do.

There are two kinds of rule: *general conditional rules* and *signword rules*. For example:

1. <y> at the end of a word represents /i/. Otherwise <y> represents /aɪ/.
2. <eight> and <neigh> represent /eɪt/ and /neɪ/ respectively.

#1 is a general conditional rule. The rule is general because it is not restricted to specific words. It has a condition — *that <y> is at the end of a word*. If this condition is met, then <y> represents the phoneme /i/. In fact this is two conditional rules, since *otherwise* is just the condition that <y> does *not* appear at the end of a word. Between them, these two general conditional rules cover every possible situation for <y> and they do not overlap, which is the ideal form of rule we hope for.

#2 is a signword rule. It applies only to specific words — *eight* and *neigh*. The words have to be listed because no reasonable rule can be used to identify them. The grapheme <eigh> may be used in other rules of any type. Signword rules are exceptions to, and override, any general rule that would otherwise apply. Signwords, if any, appear in section C, not in section B.

8.2 Table B1: Reading — one grapheme, several phonemes

Use table B1 for your general conditional rules for reading.

You need entries in table B1 for any grapheme in section A that corresponds to more than one phoneme.

The example entries in B1 are needed because tables A1 and A2 show that <y> can represent three different phonemes. Although it is not evident from these entries, in this example, <eigh> is only used in signwords, so it does not figure in section B.

The columns in table B1 are as follows:

Column 1 (#) is filled for reference.

Column 2 (<_>) shows which grapheme the rule applies to.

Column 3 (/_/) shows which of the several phonemes that this grapheme can represent is being dealt with in this table row.

Column 4 (Condition) gives the condition which this general conditional rule requires to be met in order to be applicable. Note that "otherwise" is a default rule for this grapheme.

Column 5 (Scheme example) gives an example of this rule in action in your spelling scheme.

Column 6 (TS equivalent) gives the corresponding word in TS.

8.3 Table B2: Writing — one phoneme, several graphemes

Use table B2 for your general conditional rules for writing.

You need entries in table B2 for any phoneme in section A that corresponds to more than one grapheme.

The example entries in B2 are needed because tables A1 and A2 show that <eɪ> can represent two different graphemes. Although it is not evident from these entries, in this example, <eigh> is only used in signwords, so it does not figure in section B.

The columns in table B2 are as follows:

Column 1 (#) is filled for reference.

Column 2 (/_/) shows which phoneme the rule applies to.

Column 3 (<_#) shows which of the several graphemes that this phoneme can represent is being dealt with in this table row.

Column 4 (Condition) gives the condition which this general conditional rule requires to be met in order to be applicable. Note that "otherwise" is a default rule for this phoneme.

Column 5 (Scheme example) gives an example of this rule in action in your spelling scheme.

Column 6 (TS equivalent) gives the corresponding word in TS.

9 Section C: Signwords

Use section C to list signwords, ie exceptions to the rules given in tables A and B.

You may choose to keep signwords with their TS spelling, or change their spelling to a more regular form, or a mix of the two.

After completing section C, go to section D.

9.1 Table C1: Proper nouns

Often it is left to the owners of proper nouns to decide whether to adopt a new spelling scheme. Indicate whether:

- **None:** Your scheme would not change any proper nouns.
- **All:** Your scheme would change all proper nouns that did not conform.
- **Owners:** Your scheme would leave the decision to the owners or appropriate authority.

9.2 Table C2: Other TS spellings retained as rule exceptions

Use table C2 to list a selection of over 200 signwords which are retained as in TS. If the table is too small, estimate the percentage of common words which your scheme will treat as signwords. See Note 3 for common words.

The example in table C2 completes the illustration that runs through tables A1, A2, B1, B2 and C2.

10 Section D: Stress

Use section D to describe any special indications to mark stress in words.

The default stress lies on the penultimate syllable as in "nation," "presumption," "deferment."

Examples of exceptions: "defer," "misplace," "prorogue," "necessary," "multitude."

After completing section D, go to section E.

11 Section E: Homophones

Form is self explanatory.

12 Section F: Accents

Form is self explanatory.

13 Section G: Implementation

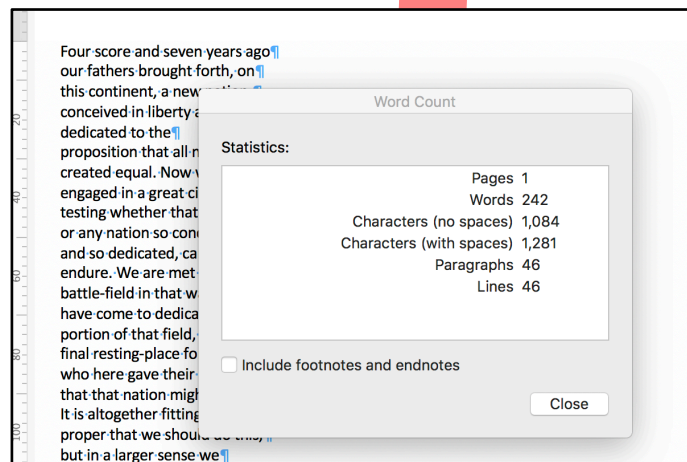
Form is self explanatory.

14 Section H: Transcriptions

Enter your transcription of the TS in each table. Maintain the line breaks, punctuation and single spacing appropriately for your scheme. At the end, count the characters.

To get a fair comparison of the character count of each proposed spelling scheme, it is essential to use the same counting criteria. Use the following method:

1. Select and copy the entire column of text.
2. Use **Edit / Paste Special... / Unformatted Text** to paste it into an empty Word document. It should appear with the same line breaks and spacing.
3. Use **Tools / Word Count...** and count **Characters (with spaces)**.



Word Count

Every letter, punctuation or space, but not line breaks, counts towards the total.

15 Section I: Additional

Form is self explanatory.

16 Section J: Declaration

Form is self explanatory.

