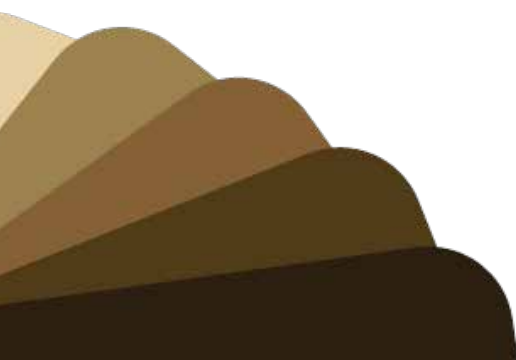


An Outline of the Standard Written Form for Cornish

Appendix C: Variants and traditional graphs

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1. Alternate graphs

The SWF includes some alternate graphs and usages. They exist so that speakers of different varieties of Revived Cornish may use the same orthography and so that they can reliably predict pronunciation from the written form. As the CLP will not be able to provide two versions of every document it produces, and since doing so would also defeat the purpose of a Standard Written Form, the number of these equal-status variants should be kept to a manageable minimum. The general aim is to have no more variation in the writing system than is needed in Welsh orthography to account for northern and southern dialects, or in Breton to accommodate KLT and Gwenedeg forms. It is essential that users of all varieties should be able to understand one another's written Cornish.

1.1 Recommendations for Teaching

Learners – particularly schoolchildren – will learn to pronounce Cornish as their teacher does, while understanding other varieties of Revived Cornish. Speakers of RMC should not be expected to teach primarily through the medium of RLC or vice versa. Instead, the forms the teacher is less familiar with can be presented in the teaching materials, as part of the speech of characters in dialogues. This approach has several benefits:

- Learners will be exposed to the degree of variation which actually exists in spoken Revived Cornish, and will easily learn to understand different varieties, while they concentrate on learning to speak one variety. Without any conscious effort, they will recognise that the same orthography may be applied to several possible pronunciations – a situation which naturally arises in every living language.
- This approach will lead to the production of teaching materials that focus on spoken everyday communication, thus helping to present Cornish as a vibrant, living language with several dialects rather than an esoteric academic exercise or hobby.
- As the different varieties of Revived Cornish make use of a wide range of stylistic features, these can be presented as variants within a single overarching system, which will enrich the stylistic range of the whole language.
- The approach suggested here has been used with considerable success in the Welsh and Breton Wlpan/Oulpan courses, and has helped defuse the decades-old debate about orthography and the representation of dialects in the two countries.

Consequences for the SWF:

- Alternate spellings which represent regular phonological developments, although not strictly necessary from a purely linguistic point of view, have been requested in a number of very prominent cases:

RMC	RLC	Examples
<mm>	<bm>	tamm ~ tabm
<nn>	<dn>	penn ~ pedn
<s>	<j>	wosa ~ woja
<-i>	<-ei>	ki ~ kei
<y> (stressed, long)	<e>	bys ~ bes

- In some other cases, the SWF uses ‘umbrella graphs,’ which consistently represent one sound for RMC speakers and another for RLC speakers:

RMC	RLC	Examples
<eu> [œ:]	<eu> [ɛ:]	meur [mœ:r] ~ [mɛ:r]
<oo> [o:]	<oo> [u:]	koos [ko:z] ~ [ku:z]
<u> [y:]	<u> [i:, iʊ]	tus [ty:z] ~ [ti:z]

1.2 Official use by Public Bodies

The written representations of RMC and RLC must be kept sufficiently close to one another to enable Language Officers and others who are using Cornish in an official capacity to produce texts in the variety of Cornish they know best, without hindering comprehensibility for users of other varieties.

2. Traditional graphs

Traditional graphs are a small number of permitted spelling variants which, from an orthographic standpoint, are considered to be just as correct as their Main Form equivalents. Individual writers and publishers are free to decide for themselves whether and to what extent they wish to use these graphs in their own writing. As traditional graphs do not represent differences in pronunciation, but rather reflect users' aesthetic preferences, they are not supported by official bodies or in education in the same way that Alternate graphs are. The term 'traditional graph' refers to an alternative spelling for a particular sound or word, and so publications which aim to present these alternative spellings as a separate orthographic system - 'a Side Form' of Cornish, with 'Side-Form-only' dictionaries and textbooks - will not be officially endorsed by the CLP.

Generally, traditional graphs reflect more historical spellings, particularly for the phonemes /k/ and /w/ (or /hw/), which in the past have often proven a source of conflict between language groups. While <k kw> and <hw> will be preferred in formal education and official use, individual writers and publishers are free to use <c k qw> and <wh> in publications outside the domains of formal education, administration, and – with the possible exception of traditional place-names - public signage.

Within school and beginner's dictionaries, it is recommended that the rules for using traditional graphs will be explained in a preface and not listed under individual entries.

The SWF accommodates the following traditional graphs

Main	Side	Examples
<k> [k]	<c> before <a o u l r>	<i>cath</i> 'cat'
	<q> before <w>	<i>qwilkyn</i> 'frog'
	<x> instead of <ks>	<i>taxi</i> 'taxi'
<hw> [w]	<wh>	<i>wheg</i> 'sweet'
<-i> [ɪ i]	<-y> in unstressed syllables	<i>gwary</i> 'play'

2.1 Recommendations for Teaching

Traditional graphs will not feature in basic school dictionaries or textbooks. Their place in teaching will be in literary texts – both new and traditional – which may be presented to pupils at the discretion of the teacher. However, use of these traditional graphs by a student in written work and examinations shall be accepted as correct.

If not included before, at the discretion of the teacher, traditional graphs will be introduced within the syllabus at the point where students have already mastered the basics of Cornish in order to equip them with the necessary skills to read literature from all periods and to understand the recent history of Cornish. Another obvious domain of traditional graphs is in the study of place-names.

2.2 Official Use by Public Bodies

Traditional graphs will not be used in administrative correspondence from public bodies. Individuals are, of course, free to use them in correspondence with public authorities.

2.3 Signage

Further guidance will be drawn up on the use of the SWF in public signage and the treatment of historic placenames.