

# A NEW DEVICE FOR GLOBAL ENGLISH LITERACY ?



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### A PRACTICAL AND “ PHONETICALLY REGULAR ”

### WRITTEN ENGLISH ?

**This is not an impossibility ...** Read the **details** and judge for **yô**urself.

“ As a truly ignorant young teacher of English in the early 1960s, I got the idea ... at the beginning of the May school vacation ... that if I worked flat out on this project I'd actually finish it before school recommenced.

Nearly 60 years later I'm still  
working on it. ”

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Since around the 14<sup>th</sup> century an uncountable number of writers have been frustrated by the unpredictable **sounding out** or **pronunciation** rules that jointly underpin our English spelling system. But until the arrival of the computer based app that is described in this paper, no-one on the planet seems to have done anything that is practical toward a simple solution. And as this paper explains, this app is indeed instantly simple and practical :

**Simplicity wise** the app involves either a 1 MG or a 55 MG program.

**Availability wise** the app is currently ready for download to computers and mobiles.

**Money wise** : the app will come in at literally cents per student.

**And without changing the spellings of any English words** the app ( as explained in the next few pages ) reduces the number of English **“sounding out”** rules by **83%** : a useful servant in the hands of any student of basic English literacy.

### THIS IS HOW THE APP WORKS ON **HIGHLIGHTED** TEXTS

The **10** märks of the app's **“ phonetic English ”** script reduce the complexity of our English 'sounding out' or 'spelling' rule system down from near **360** rules to **60** and **this without changing** the spelling of the words.

The app is based upon a ( diacritical marking ) method for the teaching of basic reading that ... at its very basics ... almost certainly first originated with the teaching of Hebrew in the time of Moşes some **3,400** years ago.

**FOR MORE TECHNICAL DETAILS IMMEDIATELY** : See page 6 of this paper

**FOR COMPLETE MANUAL** : [www.phoneticenglishbible.com](http://www.phoneticenglishbible.com)

## A SAMPLE AUSTRALIAN ABORIGINAL STORY

### A NOTE ABOUT HIGH FREQUENCY 'CONNECTOR' WORDS

A total of 20 very high frequency 'connector' words occupy a disproportionate volume of the word count on any page. To avoid an unnecessary amount of visual clutter throughout ... the PHONETICALLY REGULAR WRITTEN ENGLISH script in this publication has chosen **not** to encode the following 20 words:  
*he she me be so no as or for you her his to into of the is are was were*

### THE WEEOOM-BEENS AND THE PIGGIE-BILLAH

Author: Catherine Langloh Parker : Australia circa 1880

**PIGGIE-BILLA** = ant eater    **WEE-OOM-BEEN** = small red breasted bird

TWO Weeeoom-been bróthers went out hunting. One bróther was much younger than the óther and smáller, so when they sighted an emu, the elder one said to the younger: "You stay quietly here and do not make a noişe, or Piggie-billah, whesę camp we pásseđ just now, will hear you and steal the emu if I kill it. He is so strong. I'll go on and try to kill the emu with this stone." The little Weeeoom-been wátchđ his big bróther sneak up to the emu, cráwling along, álmost flat, on the ground.

He sáw him get quite cloşe to the emu, then spring up quickly and throw the stone with such an accurate aim as to kill the bîrd on the spot. The little bróther was so rejoiced that he forgot his bróther's cáution, and he cálled aloud in his joy. The big Weeeoom-been loóked round and gave him a wáarning sign, but too late, Piggie-billah, had hêard the cry and was hastening towárdş them. Quickly big Weeeoom-been left the emu and joined hiş little bróther.

Piggie-billah, when he came up, said: "Whát have you found?"

"Nóthing," said the big Weeeoom-been, "nóthing but sóme mistletoe berries."

"It must have been sómething móre than that, or yóur little bróther wóuld not have cálled out so loudly."

Little Weeeoom-been was so afraid that Piggie-billah, wóuld find their emu and take it, that he said: "I hit a little bîrd with a stone, and I was glad I cúld throw so stráight."

"It **was** no **cry** for the killing of a little **bird** or for the **finding** of **mistletoe** berries **that** I **heard**. It was for **something** much **more** **than** **either**, or you **would** not have **called** **out** so **joyfully**. If you **do** not tell me at **once** I will kill you **both**."

The **Weeeem-been** **brothers** were **frightened**, for **Piggie-billah** was a **great** **fighter** and very strong, so **when** **they** **saw** he was **really** angry, **they** **showed** him the dead **emu**.

"Just **what** I **want** for my supper," he said, and so **saying**, **dragged** it away to his **own** camp. The **Weeeem-beens** followed him and **even** **helped** him to **make** a **fire** to **cook** the **emu**, **hoping** **by** so **doing** to get a **share** given to **them**. But **Piggie-billah**, **would** not give **them** any; he said he must have it **all** for himself.

Angry and disappointed, the **Weeeem-beens** **marched** **straight** off and **told** **some** black fellows **who** lived **near**, **that** **Piggie-billah**, had a **fine** fat **emu** just **cooked** for supper.

Up **jumped** the black fellows, **seized** **their** spears, and **bade** the **Weeeem-beens** to **quickly** lead **them** to **Piggiebillah's** camp, promising **them** for so **doing** a **share** of the **emu**.

**When** **they** were **within** range of spear **shot**, the black fellows **formed** a **circle**, **took** aim, and **threw** **their** spears at **Piggie-billah**. As the spears fell **thick** on him, sticking **out** **all** over him, **Piggie-billah**, **cried** **aloud**: "Bingehlah, Bingehlah. You can have it, you can have it." But the black fellows did not **desist** until **Piggie-billah**, was **too** **wounded** **even** to **cry** **out**; **then** **they** left him a mass of spears and **turned** to **look** for the **emu**. But to **their** **surprise** **they** **found** it not. **Then** for the **first** time **they** **missed** the **Weeeem-beens**.

**Looking** **round** **they** **saw** **their** tracks **going** to **where** the **emu** had evidently **been**; **then** **they** **saw** **that** **they** had **dragged** the **emu** to **their** **nyunnee**, **which** was a humpy **made** of grass.

**When** the **Weeeem-beens** **saw** the black fellows **coming**, **they** **caught** hold of the **emu** and **dragged** it to a big **hole** **they** **knew** of, **with** a big **stone** at its **entrance**, **which** **stone** **only** **they** **knew** the **secret** of **moving**. **They** **moved** the **stone**, got the **emu** and **themselves** **into** the **hole**, and the **stone** in **place** again **before** the black fellows **reached** the **place**.

The black fellows tried to move the stone, but could not. Yet they knew that the Weeem-beens must have done so, for they had tracked them right up to it, and they could hear the sound of their voices on the other side of it. They saw there was a crevice on either side of the stone, between it and the ground. Through these crevices they, drove in their spears, thinking they must surely kill the brothers. But the Weeem-beens too had seen these crevices and the spears, so they had placed the dead emu before them to act as a shield. And into its body were driven the spears of the black fellows extended for the Weeem-beens

Having driven the spears well in, the black fellows went off to get help to move the stone, but when they had gone a little way they heard the Weeem-beens laughing. Back they came and speared again, and again started for help, only as they left to hear once more the laughter of the brothers.

The Weeem-beens finding their laughter only brought back the black fellows to a fresh attack, determined to keep quiet, which, after the next spearing, they did.

Quite sure, when they heard their spear shots followed by neither conversation nor laughter, that they had killed the Weeem-beens at last, the black fellows hurried away to bring back the strength and cunning of the camp, to remove the stone.

The Weeem-beens hurriedly discussed what plan they had better adopt to elude the black fellows, for well they knew that should they ever meet any of them again they would be killed without mercy. And as they talked they satisfied their hunger by eating some of the emu flesh.

After a while the black fellows returned, and seen was the stone removed from the entrance. Some of them crept into the hole, where, to their surprise, they found only the remains of the emu and no trace of the Weeem-beens. As those who had gone in first crept out and told of the disappearance of the Weeem-been, others, incredulous of such a story, crept in to find it confirmed. They searched round for tracks; seeing that their spears were all in the emu it seemed to them probable the Weeem-beens had escaped alive, but if so, whither they had gone their tracks would show.

But **s**earch as **t**hey wo**u**ld no tracks co**u**ld **t**hey find. **a**ll **t**hey co**u**ld **s**ee were tw**o** little b**i**rd**s** **w**h**i**ch sat on a **b**ush near the **h**ole, **w**atch**i**ng the black **f**ello**w**s **a**ll the **t**ime. The little b**i**rd**s** flew **r**ound the **h**ole **s**ome**t**ime**s**, but never away, **a**l**w**ay**s** **r**et**u**rn**i**ng to **t**heir **b**ush and **s**eem**i**ng to **b**e discussing the **w**hole **a**ffair; but **w**h**a**t **t**hey said the black **f**ello**w**s co**u**ld not understand. But as **t**ime went on and **n**o **s**ign was ever **f**ound of the **W**ee**e**e**m**-**b**ee**n**s, the black **f**ello**w**s became **s**ure **t**hat the **b**ro**t**he**r**s had **t**u**r**ned into the little **w**hite-**t**hroated b**i**rd**s** **w**h**i**ch had sat on the **b**ush **b**y the **h**ole, so, **t**hey **s**uppo**s**ed, to escape **t**heir **v**eng**e**an**c**e. And ever **a**fterward**s** the little **w**hite-**t**hroats were **c**alled **W**ee**e**e**m**-**b**ee**n**s. And the memory of Piggie-billah **i**s **p**erpetuated by a **s**o**r**t of **p**o**r**cupine ant-**e**ater, **w**h**i**ch bears **h**is **n**ame, and **w**h**e**s**e** skin is **c**overed **c**losely **w**ith **t**iny **s**pear**s** sticking in **a**ll **o**ver it.

### **MORE EXTENSIVE WORKS ARE AVAILABLE TO INSPECT**

More extensive works with this app are available for inspection on my

**WEBSITE** [www.phoneticenglishbible.com](http://www.phoneticenglishbible.com)

These works include (1) a comprehensive manual for teachers (2) a specialised *word/work* book for students and teachers (3) the transliteration of around 50% of an English Bible and (4) a complete Teaching English as a Second Language program.

## A PLEA FOR AN ORGANISATION TO TAKE OVER AND PROMOTE

No-one can seriously doubt that *global school based literacy levels* will continue to fall under the influence of the continuing *COVID 19* pandemic. In this light especially, an official evaluation of this simple and *near cost free* app seems warranted.

The script that is produced by the app was first designed in 1994 and named as the VIRTUAL PHONETICS™ script. It is the only script of its type in the world. To date, my presentations of this app to various authorities in English education and in government have failed to impress. They were first offered to all Australian Government education departments and to our Departments for Aboriginal Affairs in 2020.

Both current forms of the app ... a ‘plug in’ for MS Word and a ‘free standing’ version ... will be downloadable from [www.anewcode.com](http://www.anewcode.com) which will likely be managed by the organisation ... hopefully a Government organisation ... that takes control of its distribution.

### “ PHONETIC ” WRITTEN ENGLISH : SUMMARY FEATURES

Below are the **59** letter designs used by the phonetically regular written English text in the program. These **59** new ‘letters’, when combined with the silent (*smaller and slanted*) letters, make up the **60** sounding out ‘rules’ that are taught by the **Virtual Phonetics**™ script. This new script of **60** sounding out ‘rules’ replaces the well over **360** sounding-out ‘rules’ that all children have to learn on their way to normal adult reading skill.

The script does not change the **spelling** of any words yet it goes almost **99%** of the way in converting normal English words into ‘**phonetically regular**’ ones.

The app contains a total of 15,500 different words in its coded word bank

a	<b>a</b>	<b>á</b>	<b>ä</b>	<b>â</b>	b	c	<b>ç</b>	<b>ch</b>		
d	<b>d</b>	e	<b>e</b>	<b>ê</b>	<b>ë</b>	f	g	<b>g</b>	<b>gh</b>	
h	i	<b>i</b>	<b>î</b>	j	k	l	m	n	o	<b>o</b>
<b>ô</b>	<b>ó</b>	<b>ò</b>	<b>ó</b>	<b>œ</b>	<b>ø</b>	p	<b>ph</b>			
q	<b>qu</b>	r	s	<b>ş</b>	<b>sh</b>	t	<b>th</b>	<b>th</b>		
u	<b>u</b>	<b>û</b>	<b>ü</b>	v	w	x	y	y <sup>2</sup>	<b>y</b>	z

# "PHONETIC WRITTEN ENGLISH" KEY TO PRONUNCIATIONS

## 10 MARKS AROUND THE LETTERS: HOW THEY WORK

- SIGN 1.** Faint and smaller letters are not to be sounded out. They are silent:  
 knob writ wrestle trouble debt
- SIGN 2.** **BOLDED** pairs of consonant letters make one common English sound unit:  
**gh** as in rough **ph** as in philosophy  
**ch** as in chin **sh** as in shut **qu** as in quit
- SIGN 3.** **BOLDED** single vowels **a e i o u** changes their sounds from short to long:  
 apron even icon oval unit  
 straight though **th**rough ghost
- SIGN 4.** A vertical line under the letters **ç g ş đ** changes their sounds to s j z and t respectively:  
 çell gem rubş jumped cruışe
- SIGN 5.** A vertical line over the letters **a** and **o** changes their sounds to short **o** and **u** sounds respectively:  
 waş watch quads quality yacht  
 come front among wonder mother
- SIGN 6.** A dot over the letters **o** and **u** changes their sounds to *hard u* sound :  
 pull butcher bosome woman took
- SIGN 7.** Two dots over a letter tells you that there is an **ah** sound below:  
 heärt stär läugh spärse sërgeant
- SIGN 8.** A horizontal curved line over a letter tells you that there is **er** sound below:  
 bîrd têrn bûrn wôrthy lêarn
- SIGN 9.** A vertical <sup>c</sup> shape over a letter tells you that there is an **or** sound below:  
 châlk bôught bâld bôrn dâughter
- SIGN 10.** A slanted line through a letter tells you about the sound of **ow** as in 'now' sound:  
 bouñce allowiñg scrouñge plouñgh



# "PHONETIC WRITTEN ENGLISH" KEY TO PRONUNCIATIONS

## VOWELS

a apple ant rabbit  
**a** ac**o**rn gre**a**tly vac**a**nt  
**á** w**á**nt sw**á**t qu**á**rrel y**á**cht  
**ä** ä**ä**rt pä**m** c**ä**rnag**e**  
**â** â**â**ll rá**w** há**u**l

e egg empty entic**e**  
**e** even **e**vil secret  
**ê** h**ê**r v**ê**rg**e** **ê**arly  
**ë** cl**ë**r**k** s**ë**rg**e**ant

i ink igl**ee** it**ch**y  
 y yet yonder yellow  
**i** id**le** del**igh**t ic**o**n

**y** my**se**lf pig**st**y den**y**  
**î** î**r**k g**î**rder b**î**r**th**

o orang**e** oct**o**p**u**s odd  
**o** **o**mit **o**ver eskimo  
 s**o**n m**o**th**e**r **o**n**í**o**n**

**ó** w**ó**lf h**ó**o**d** w**ó**man  
**ô** w**ô**rd w**ô**rs**e** w**ô**rk  
**õ** **õ**rder s**õ**rt transp**õ**rt  
**ö** **ö**ut sc**ö**wl l**ö**udly  
**ö** m**ö**ve t**ö**e into t**w**e

u ugly umbrella cut  
**u** **u**n**í**o**n** **u**n**í**ty r**u**de  
**ú** p**ú**t p**ú**ll b**ú**tcher  
**û** **û**rg**e** n**û**rs**e** p**û**rp**le**

## CONSONANTS

c cat cut cot cabbage  
**ç** **ç**ent **ç**ity **ç**ycle  
 g get got gun give  
**g** **g**em **g**entle **g**inger  
 d dig dug dog  
**d** l**ik**e**d** l**ic**k**e**d k**iss**e**d**  
 s sit sat set  
**ş** dig**ş** dog**ş** pre**ş**ent

**ch** **ch**at **ch**in r**ich** m**uch**

**sh** **sh**ed **sh**ut r**ush** r**ash**

**th** **th**at **th**en **th**is **thoş**e

**th** **th**in **th**ick **th**ink **th**ing

**ph** **ph**one graph **ph** nephew **ó**

**gh** t**ough** l**ä**ugh c**ough**

**qu** **qu**ickly **qu**een **qu**it

r

The **TOP** 'r' is spoken **before**  
vowels and

r

the **BOTTOM** 'r' is not usually  
spoken **after** vowels.

## "PHONETIC WRITTEN ENGLISH" KEY TO PRONUNCIATIONS

a apple ant rabbit  
 e egg empty entic~~e~~  
 i ink igl~~ee~~ itchy  
 y typical happy  
 o orang~~e~~ octop~~us~~ oggl~~e~~  
**à** w~~ant~~ sw~~at~~ **qu~~ar~~rel** y~~a~~cht

u ugly umbrella cut  
**ò** s~~on~~ m~~oth~~er **ò**n~~ion~~

**ò** w~~olf~~ h~~oo~~d w~~o~~man  
**ù** p~~ut~~ p~~ull~~ b~~ut~~cher

.....  
**a** ac~~orn~~ gre~~at~~ly vac~~ant~~

**e** even evil secret

**i** ivy ir~~on~~ ic~~on~~

**y** myself pigsty deny

**o** omit over eskimo

**u** un~~ion~~ unity rude

**e** m~~ove~~ t~~ee~~ int~~e~~ tw~~e~~

**e** ~~o~~ut sc~~ow~~l l~~ou~~dly

.....  
**ä** ärt pä~~m~~ cä~~r~~na~~g~~e

**ë** cl~~er~~k s~~er~~g~~e~~ant

.....  
**ê** h~~er~~ v~~er~~g~~e~~ **ê**arly

**î** îrk g~~ir~~der b~~ir~~th

**ô** w~~or~~d w~~or~~s~~e~~ w~~or~~th

**û** ~~ur~~g~~e~~ n~~ur~~s~~e~~ p~~ur~~ple

.....  
**â** âll r~~aw~~ h~~au~~l

**ô** ôrder s~~or~~t transp~~or~~t

### SHORT VOWEL SOUNDS IN ENGLISH

In the teachers' manual, SHORT VOWEL word lists are found on pages 10 through to 21.

### LONG VOWEL SOUNDS IN ENGLISH

In the teachers' manual, LONG VOWEL word lists are found on pages 22 through to 32.

### ENGLISH VOWEL SOUNDS THAT ARE USUALLY INFLUENCED BY THE LETTER 'R'

In the teachers' manual, words whose VOWELS ARE INFLUENCED by the letter 'r' are found on pages 33 to 38.

The final word lists on pages 39 to 44 of the teachers' manual are taken up by words that can best be classified as polysyllabic and phonetically complex.