

INTRODUCTION: USING FIELD METHODS CLASSES FOR COMMUNITY OUTREACH

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- 4 – Senderos



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Field methods classes in linguistics

Newman (1992) critiqued US Linguistics programs, as they shifted away from offering field methods as part of crucial training for linguists

Conversations about language endangerment were gaining attention among linguists and communities (Hale et al. 1992)

Increased prominence of the subfield of language documentation (Himmelman 1998; Woodbury 2003)

California

linguistics

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Notes

Fieldwork and Field Methods in Linguistics'
Paul Newman
Indiana University

This note is in two parts. In Part I, I discuss issues relating to the human dimension of fieldwork in linguistics. In Part II, I describe the results of a small study on the

point out that although the orientation of the books mentioned is anthropological and thus the unspoken assumption is that the fieldwork is being done far away in some exotic place, most of the issues apply equally to

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Tsikewa (2021) current praxis of U.S. field methods classes

- Anonymous survey of field methods instructors
- Programs' public-facing stances toward their classes and training
- Fieldwork and language documentation textbooks and handbooks

Tsikewa finds that

- “programs are still training their students in a linguist-focused model” (e312)
- with insufficient consideration of ethics in language work

Recommends that training involve explicit engagement with

- linguistics as rooted in colonialism,
- the research frameworks used, including Indigenous research methodologies
- Indigenous epistemologies and decolonizing language research (Leonard 2017), e.g., using Indigenous definitions of language as a starting point

One evolving approach: field methods at UCSB

UCSB Field methods is offered every other year, for 3 quarters (30 weeks)

Community language experts are recruited through partnership with MICOP (Mixteco/Indigena Community Organizing Project) of central coastal California

- One of many components of MILPA - Mex. Indigenous Lg. Promotion / Advoc.

Class foci (Campbell, Reyes Basurto & Carmen Hernández Martínez 2021)

- Cultural and usage-based approaches to understanding *not just* language
- Discourse-focus for grammar; Lexicography, in general and domain-based;
- Multidirectional training, joint assignment planning, co-presenting/authorship
- Leveraging institutional resources for local community-based language work
- Materials (multilingual) for community: urgent (COVID), long-term social justice (legal)

UCSB 2019/20: Community despite COVID19

- Our Field Methods class got disrupted by COVID-19 just when we started to have a clearer understanding of the language
- After about ten weeks, we moved from purely documentation to envision and develop community outcomes (games, illustrated stories, posters...)
- We built a nice community in class, and I felt very supported when taking the lead in activities.
- The presence of Griselda (who led the field methods class in 2015/16) as well as Gabriel (a Mixtec speaker & an undergraduate at the time) was very important for me as it helped me center the class around **more than just language**



UCSB 2019/20: Shift to language justice

- COVID19 was like a wake up call,
 - From stories and games to health information
 - Lack of information in Mixtec languages
 - Lack of access to health care for Indigenous workers



- We focused on translating materials into Mixtec and creating audios accompanying those materials
- From 2021, Talleres para intérpretes indígenas / Glosario Indígena (Santa María)

<http://glosarioindigena.atwebpages.com/>



UCSB 2019/20: We're still here

- Zoom / Online workflow for online and remote fieldwork
 - We continue working online since I am in Oaxaca
 - We do 10 to 12 hours a week of zoom language work (including transcription!)
 - Moving to whatsapp when zoom does not work
- We've received lots of positive feedback from the community in Mixtepec, and many already knew our work before we finally went there to work last summer.
- Others have worked in the area, but they came, recorded, and left, never sharing their work with the community.
- We arrived with many things to share already, and that was something they really liked. <https://sites.google.com/view/saansavi-yucunani>

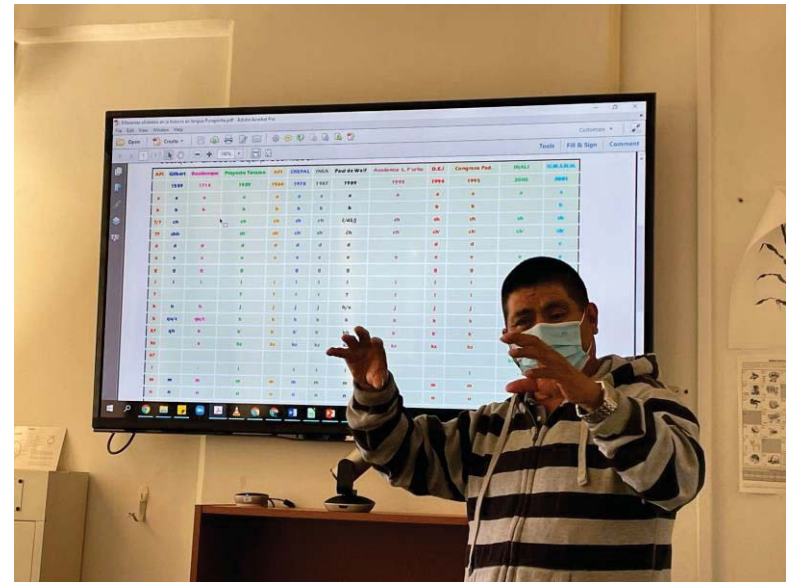


UCSB 2021/22: Not just language

- Work that involves all aspects not just language
- We are documenting the language, but contextualized!
 - Community
 - History
 - Geography
 - Worldview
 - Traditional Science & Knowledge
 - Philosophy
 - Systems of governance
 - Traditional songs
 - Traditional games and toys
 - Myths, legends...

Male Consuelito

Los Chapas de Comachuén



UCSB 2021/22: Diverse backgrounds, huge skill set

- Diverse group of students
 - Trained in linguistic work
 - But different backgrounds!
 - Skill set in the class is very diverse and helps cover all types of work
- Interest in responding to community needs
 - Resources for interpretation
 - Legal
 - Education
 - Medical



UCSB 2021/22: Continuing the work

- Ongoing projects to create materials that try to respond to community needs
 - Information about health issues
 - Trilingual glossary of legal terminology

Kararakuecha ka Uandakuecha Kuajperakuecheri

Palabras de usos legales

Legal Terminology

en la lengua Purhépecha

Martín Gabriel Ruiz

<https://sites.google.com/view/uandakuapurhepecha/uenakua-inicio-home>



Another developing approach: field methods at UCSC

Field Methods at UC Santa Cruz is offered every other year for one quarter (10 weeks). Since 2016, class activities have been integrated into two continuing interest groups:

- **Workshop on the Languages of Meso-America:** a weekly working group
- **Nido de Lenguas:** a partnership with local nonprofit organization **Senderos**

Language teachers have participated in Nido de Lenguas activities, and students have gotten involved in Senderos' services and cultural offerings (e.g., tutoring, *banda*).

These evolving institutional and personal relationships have led — through a bottom-up process of consultation — to several outcomes:

- **research products:** theses, journal articles, conference presentations (many co-authored with community members)
- **online dictionary and text database** (*zapotec.ucsc.edu*)
- **community materials:** games, books, posters (language and public health related)
- **public-facing events:** workshops, booths at Senderos' cultural events, language classes

UCSC Field Methods classes (2016–2022)

Students have varied interests in theoretical linguistics (phonetics, phonology, psycholinguistics, syntax, semantics); many are not fieldworkers and do not have any experience with Oto-Manguean.

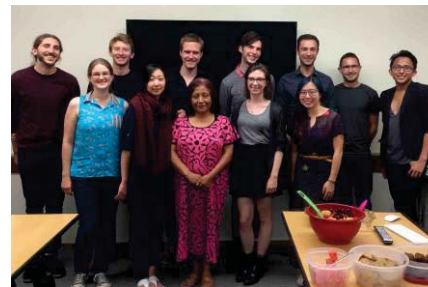
Classes include **training** in:

- grammatical investigation
- language material development to meet community goals and needs

Each iteration has grown the **students' and language teachers'** understandings of:

- the languages themselves
- the needs and goals of the language communities (in the US and in Oaxaca)
- how linguistic tools might be used to advance community goals

Santiago Laxopa Zapotec
taught by Fe Silva Robles



2016

San Martín Peras Mixtec
taught by Natalia Gracida Cruz



2018



2020



2022

Senderos

Senderos was founded in 2001 as an after-school dance club, to create a **positive cultural anchor for Mexican immigrant youth**.

It has grown since then:

- offering after-school Oaxacan music and dance training for children of all ages
- organizing the **Vive Oaxaca Guelaguetza**, the largest Indigenous festival in northern California, alongside other cultural festivals
- adding the **Latino Role Models** conference, **Plaza Comunitaria** (a center for adult learning and youth tutoring), **Corre la Voz** (educational mentoring for middle schoolers), and other programs



DÍA DE LOS MUERTOS CELEBRATION
 Join us for this annual community celebration of traditional music, dance, and art at Evergreen Cemetery

Details
 Saturday, October 29, 2022, 12pm - 4pm
 Evergreen Cemetery
 261 Evergreen St
 Santa Cruz, CA 95060

Performances Schedule
 12:30 pm Dance: Senderos Centro
 2:00 pm Music: Ensemble de Senderos

On view at the MAH, Oct 27 - 31
 Día de los Muertos Tapete, a colorful sand, by Oaxacan artist Sergio
Would you like to volunteer?
 Contact oscar@santacruzma.org



LOGRE SUS SUEÑOS UNIVERSITARIOS Y PROFESIONALES CONFERENCIA 2019

LATINOS MODELOS
 MOTIVACION • INFORMACION • INSPIRACION

SABADO, 9 DE MARZO • 9AM-1:30PM
 Cabrillo College Crocker Theater, 6500 Soquel Drive, Edificio 4000, Aptos

ORADOR PRINCIPAL: JOSÉ M. HERNÁNDEZ
 Ingeniero galardonado y anteriormente astronauta de la NASA

ADMISSION GRATUITA para estudiantes 12º grado hasta la universidad y sus familias.
 Se ofrece almuerzo • Serenata • Mesa de información.
 Esta conferencia será en español con interpretación al inglés.

(831) 854-7740 • info@SCSenderos.org • SCSenderos.org

VIVE OAXACA GUELAGUETZA
 SANTA CRUZ CALIFORNIA
 Authentic Oaxacan Cultural Festival

MONDAY/DOMINGO MAY 21 9 AM - 5 PM

Enjoy food, dance, music and crafts
 Featuring the Oaxacan Dance & Music and Banda de Música del CER No. 9 de San Bartolomé Zoquiábal, Oaxaca, México

Harbor High School, 300 La Piedad Avenue
 Admission \$10 - Free under age 5 - Mayores de 5 años gratis
 Bring your own chairs and enjoy the day!

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Evolution of Nido de Lenguas

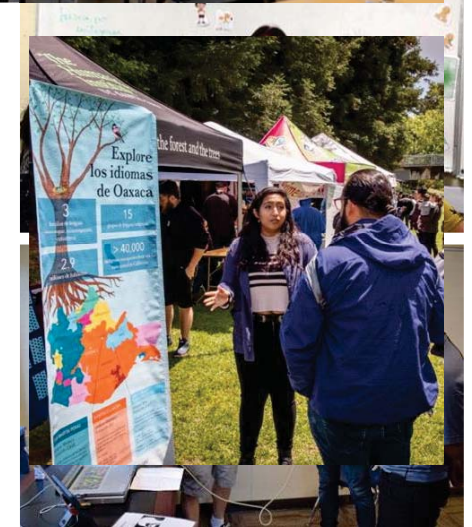
Nido de Lenguas — a collaboration between Senderos and UCSC linguists — was inaugurated with a two-day language workshop (**Camp**). Aimed primarily at Oaxacan community members (speakers and language learners), it featured:

- games and lessons on salient linguistic features of two Oto-Manguean languages
- community discussions about language attitudes, as well as goals and needs
- cultural activities (music and food)

These conversations, within the community and with linguists, oriented Nido de Lenguas toward more public-facing events, like the **Pop-Ups** at Senderos' cultural festivals:

- for the **general public and wider Latinx community**: highlighting linguistic diversity within Oaxaca and its significance for Indigenous identity
- for **teachers, social workers, and medical professionals**: increasing basic understanding of, and awareness about variation within, Mixtec and Zapotec

These events are all led by language teachers, supported by UCSC linguists.

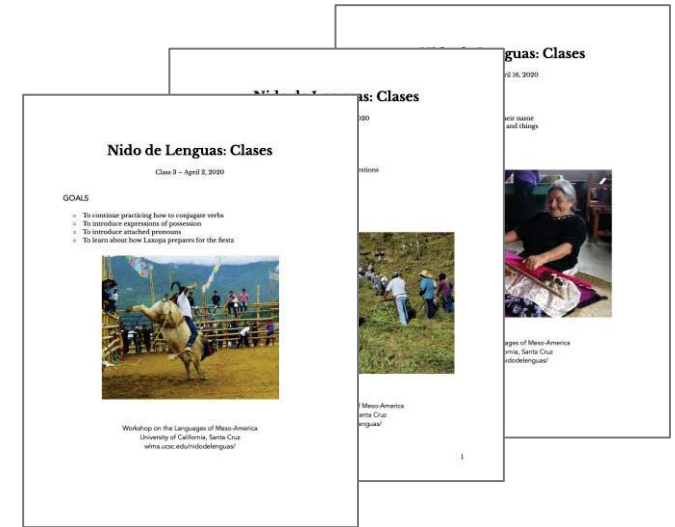


Nido de Lenguas: Clases

For three years, Nido de Lenguas has offered regular language classes (weekly or monthly) on Santiago Laxopa Zapotec:

- each lesson was created by the language teacher and linguists together, determined by **shared pedagogical goals**
- grammatical investigation was carried out together: this informed the lessons as well as served as the springboard for academic research projects
- 1-2 grammatical topics covered each class, alongside **cultural knowledge** on a specific topic, with thematically related dialogues and vocabulary
- attended by community language learners, local teachers and medical professionals, and Latinx members of the campus community

Again, the classes were led entirely by the language teacher, supported by UCSC linguists.



Grammatical topics covered:

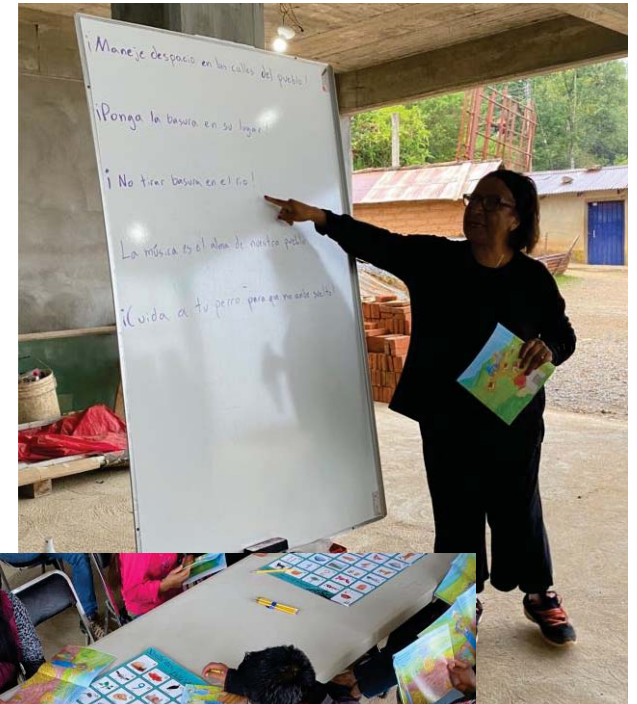
phonation
existential constructions
postural verbs
pronouns and animacy
fortis vs. lenis consonants
possession
relational nouns
question formation
plurality
and others...

Returning expertise to home communities

Santiago Laxopa: around 1,000 people (limited migration to US).

Few children under 10 speak Zapotec, with rising concern among parents:

- the community's focus is on learning how to **read and write** Zapotec
- capacity building in US has supported:
 - introducing a modified version of an existing community **orthography** for Laxopa
 - creation of **story books**
 - **reading/writing workshops**, led by a language teacher



¡Tá tsà'vĩ-kue-ní ñàà cháa sò'o-ní!

¡Kanikua miemukua!

¡Duxklhenhu' lhe'!



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