

**The trees and the roots:
Syntax in the larger ecology of language work**

28th International Lexical Functional Grammar Conference

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American Council of Learned Societies

Syntax in a larger context

Doing syntax with an endangered language requires 'thinking big' about

- The role of syntactic documentation in larger language documentation projects
- How syntacticians can best interact with other linguists (phonologists, sociolinguists, etc.)
- How linguists can interact with Native language workers
- How linguists can interact with scholars from other disciplines.

Linguists and language workers

- Academic linguists and language workers
other professionals who work with language:
 - Native language teachers
 - Legal and medical translators
 - Tribal language staff
- As well as academics whose work relies
crucially on careful language analysis:
 - Literary analysts, historians, anthropologists,
librarians, digital humanists

Trees and roots

My central metaphor:

To study a tree species in depth, it's not enough to focus only on the visible tree.

Much that is essential to the tree lies in the roots and their connections with the environment around them.

Necessity of corpora

To properly document a language for future generations of scholars and descendants, it is not enough to focus just on a list of elicited sentences.

Much that is important about the grammar of the language needs to be grounded in a corpus of material, especially a naturalistic corpus.

Practical and theoretical uses of corpora

Language documentation and language workers need natural corpora for

- Example sentences in dictionaries
- Demonstrations of word senses
- Curriculum development
- Vocabulary frequency data

The corpus problem for small languages

- But a critical problem for smaller languages is the lack of any corpora.
- I have personally been convinced over the last fifteen years that frequency plays a crucial role in syntax, language learning, and historical change.
- But without a corpus, we do not know anything about word or construction frequency.

Endangered language issues

- For many Native American groups, there is a confluence of issues:
 - Diminishing numbers of speakers
 - Low literacy levels among speakers
 - Low status for the Native language
 - Pressure to assimilate to the larger state and its language (e.g. English, Spanish)

Endangered languages and history

- The majority of contemporary language documentation is based on
 - Elicitation/interviews with current speakers
 - Examination of prior documentation (e.g. older dictionaries, grammars, text collections)
- But this approach is largely ahistorical. It does not systematically engage with older texts.

Available historical sources

- In some Native communities, however, there are abundant sources of material written in the local language.
- Historical documents can strengthen documentation and be useful to speech communities.
- Today's examples:
 - Zapotec language material from the Colonial era (ca. 1521-1821)
 - Choctaw language material from the Indian Territory period (ca. 1835-1906)

Users of historical material

- Linguists (natural corpus, data for diachrony)
- Historians (Mexican, Oklahoma, and indigenous history, property transfers, legal system, race and citizenship)
- Native language workers
- Zapotec and Choctaw people (genealogical, language study, history)

Process in historical documentation

- Locate source material
 - Printed material (often in rare book sections of libraries)
 - Handwritten materials (often in archives)
 - Make digital copies of these when not available
- Transcription of material for study
- Interlinear glossing; lexical analysis

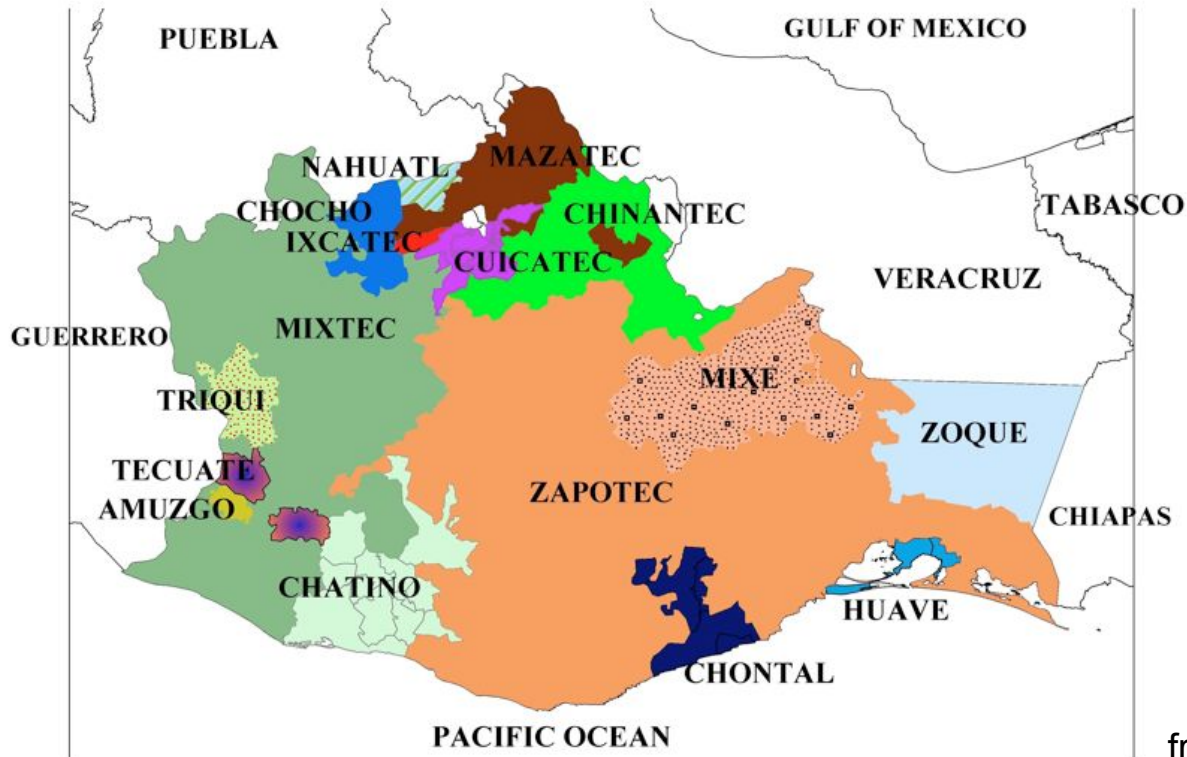
Zapotec

Oaxaca



Google Maps

Oaxaca



from Munro et al 2007

Zapotec languages

- 400,000 - 450,000 speakers of all Zapotec languages
- Communities are shifting to Spanish in more and more contexts
- All Zapotec varieties are endangered
- Zapotec has no de facto official status
- Most speakers of Zapotec do not write their language
- Discrimination against speakers of Zapotec (and other indigenous languages) has a long history and continues today

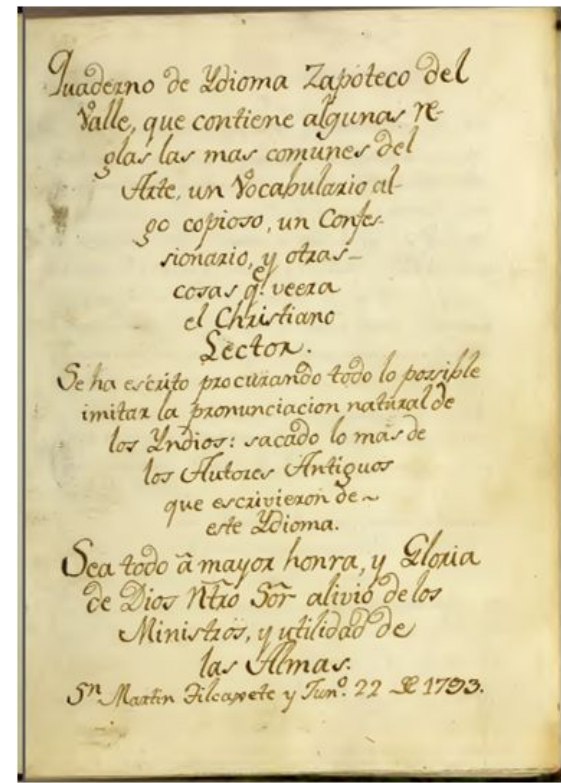
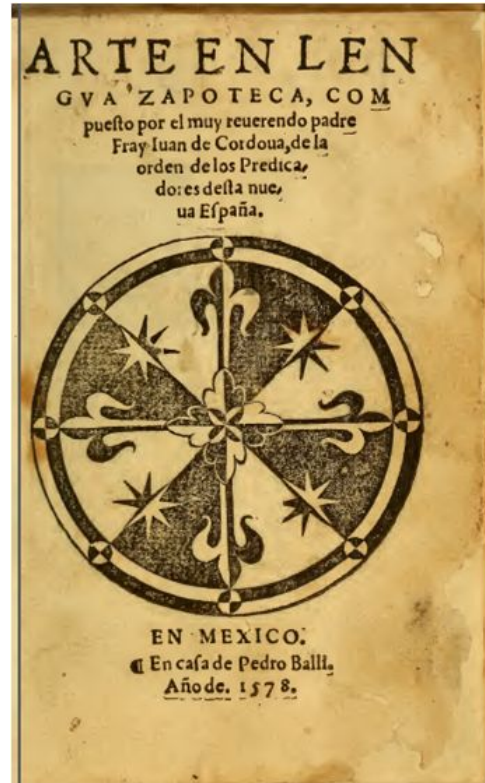
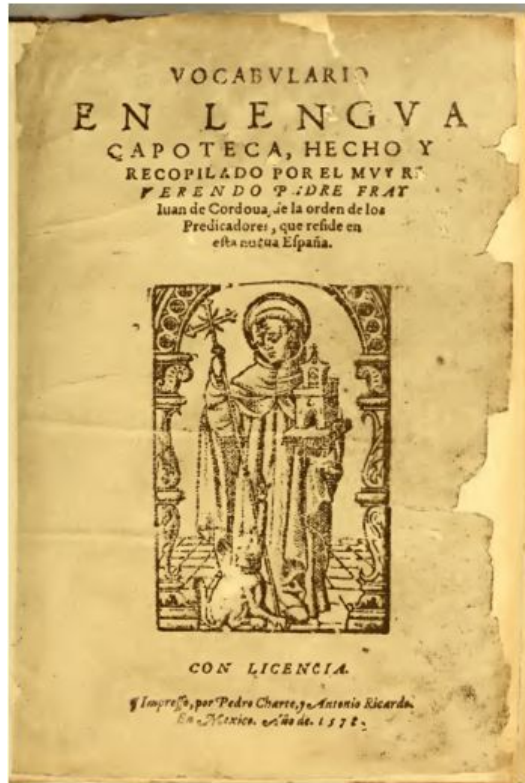
Zapototec writing



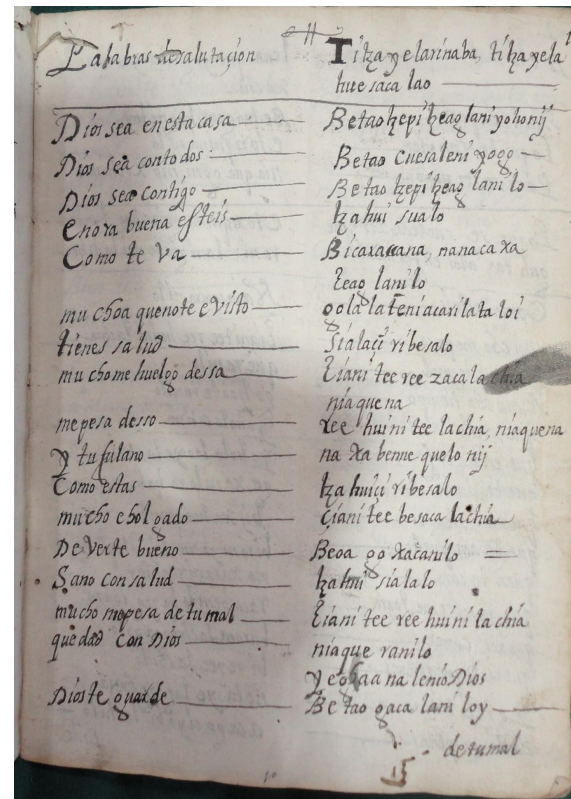
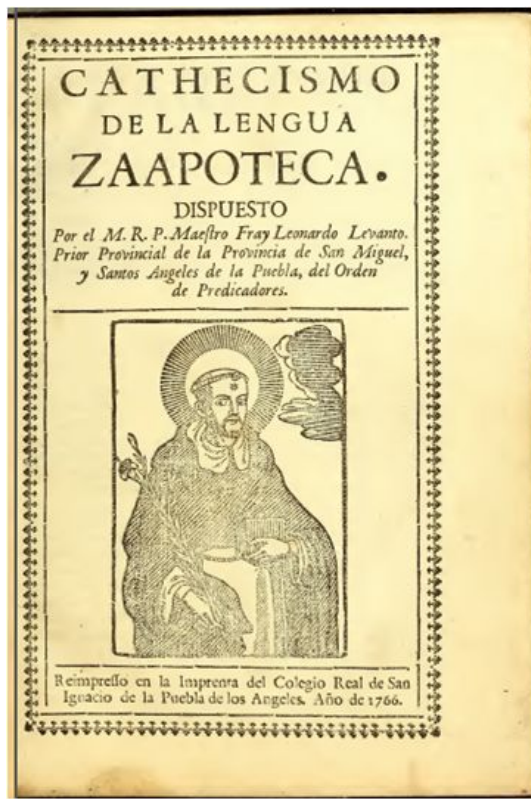
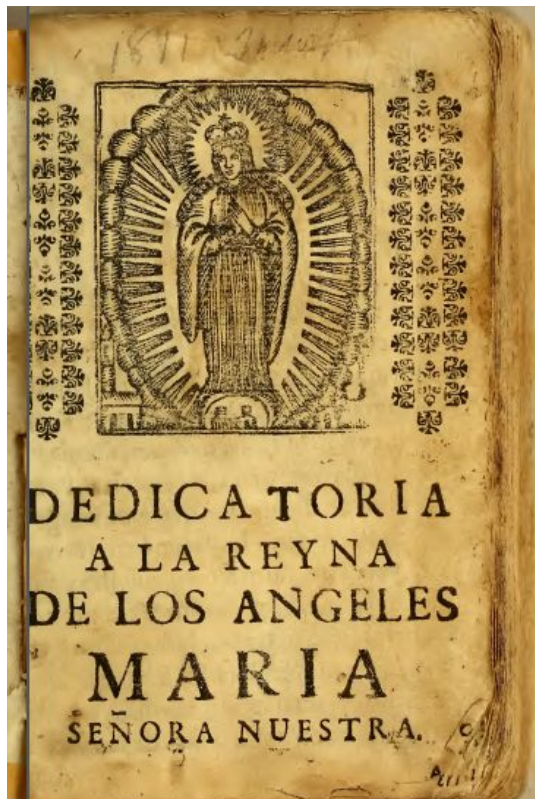
Zapotec alphabetic writing



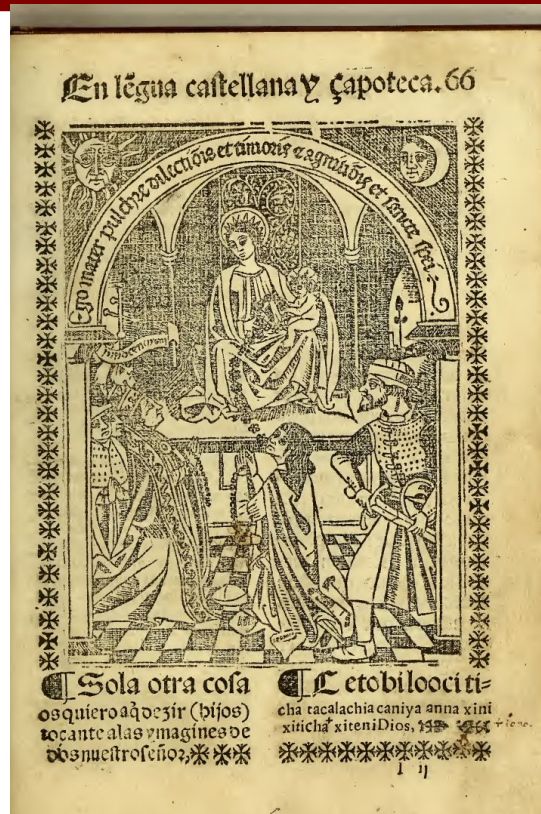
Meta-linguistic texts



Religious texts



Example -- Feria Doctrina 1567



Legal texts

Wills / testaments

Bills of sale



Archives



Initial stages of our project

- Brook Lillehaugen and I began to collaborate on a corpus of Colonial Valley Zapotec texts around 2010. We jointly and separately published on CVZ morphosyntax along with students.
- For several years, this was primarily a scholarly database shared between us.

Adding material to the corpus

- Both Brook and I train undergraduates to transcribe documents.
- Handwritten material requires special training in paleography; Brook has been training students to read old handwriting.
- Our current corpus is about 165,000 words

Making a digital humanities project

- In about 2012, we began efforts to make our database available over the web. We named the project **Ticha**, which means 'language' or 'word'.
- Much of the programming and web infrastructure was provided by librarians at Haverford College. We launched the site in 2013.
- We also began to assemble an advisory board of Zapotec people for advice on how to make the site useful and useable.

Trees and roots -- Zapotec

- Our initial interest in the texts was mostly scholarly. We were focused on Zapotec morphosyntax.
- Initiation of a DH project made us begin to think much more carefully about how our these documents could be useful to the community and to other scholars.
- In particular, we found that we needed to work with Zapotec communities and scholars outside linguistics.



Image published with permission from the Archivo General del Poder Ejecutivo de Oaxacan

Welcome to Ticha

A collection of Colonial Zapotec resources including transcribed texts, translations, and linguistic analyses.

Arte en Lengua Zapoteca

Examine Friar Juan de Cordova's 16th century grammar of Colonial Valley Zapotec.

[Explore](#)

Handwritten Manuscripts

Examine manuscripts in Colonial Valley Zapotec.

[Explore](#)

Bibliography

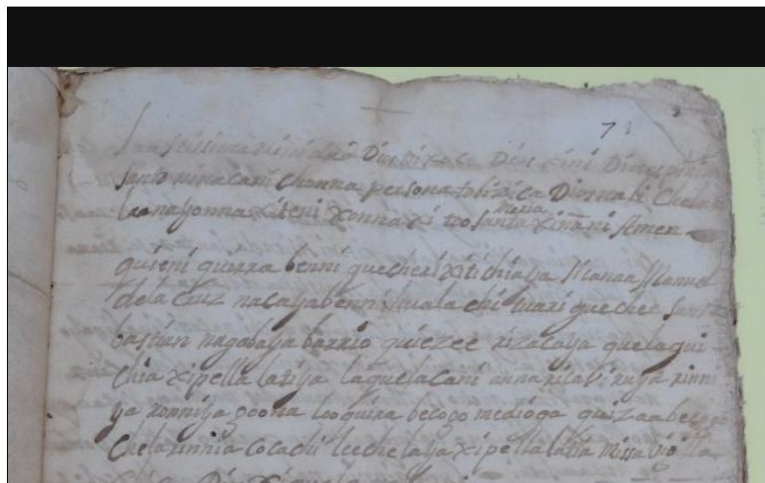
Look for related works on Colonial Valley Zapotec and its cultural context.

[Explore](#)

TICHA

Texts

- Manuscripts
- Teitipac Testament ▾
- Macuilxochitl Testament ▾
- Aguero, Miscelaneo ▾
- Cordova, Arte ▾
- Feria, Doctrina ▾
- Levanto, Arte ▾
- Levanto, Cathecismo ▾



- Metadata
- Transcribe
- Analysis/Translation
- PDF**

TITLE
 Testament from San Sebastián Teitipac, 1744

PERCENT NEEDS REVIEW
 20

SCRIBE
 Manuel Valencia

DOCUMENT TYPE
 Testament

ARCHIVE
 Archivo Histórico de Tlacolula de Matamoros Oaxaca, Mexico

File Send/Receive Edit View Data Insert Format Tools Parser Window Help

Default Paragraph

Texts & Texts

Interlinear Te
Concordance
Complex Con
Word List Co
Word Analyse
Bulk Edit Wo
Statistics

teitipac

Te744 San Sebastian Teitipac, Testament of Manuel de la Cruz (1744)

Text

Title Wes

en Te744 San Sebastian Teitipac, Testament of Manuel de la Cruz (1744)

Info Baseline Gloss Analyze Tagging Print View Text Chart

1 Word [1-1] **Laa** **stissima** trinidad **Dios** **bixoce** **Dios** **xini** **Dios** **espiritu** [

Morphemes **Laa** **Dios** **bixoce** **Dios** **xini** **Dios** **Espiritu**

Lex. Gloss name God father God child God spirit

1-2] Santo ni nacani **chonna** **persona** **tobizica**

Santo ni n- aca = **ni chonna** **persona** **tobi =zi =ca**

holy REL STA be(not-PERF/PRF) 3 3 person 1 only EMPH

Dios nali

Dios li

God straight/true

Free en In the name of the most holy Trinity, God the Father, God the Son, God the Holy Spirit. Three distinct persons and only one true God.

es En el nombre de la Santissima Trinidad, Dios Padre: Dios Hijo: Dios Spiritu santo: tres Personas distintas y vn solo Dios verdadero,

Lit [In] the name of the most holy trinity God the father, God the child and God the Holy Spirit who are three persons but only one true God.

Lexicon
Texts &
Grammar
Notebook
Lists



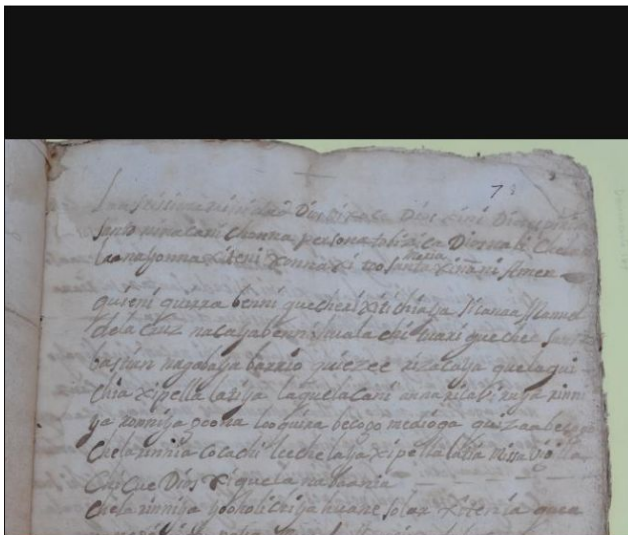
Jump to page



Transcription

English translation

Analysis



Laa stissima trinidad Dios bixoce Dios xini Dios espiritu

Santo ninacani chonna persona tobizica Dios nali Chela
Laa nayonna xiteni xonna xi too Santa Maria xinani Amen
quieni quirra benni quecheri xiti chiaya sicanaa Manuel
dela Cruz nacaya benn[i] huala chi tuari guechee Sans
bastian nagabaya barrio quezee rizacaya quelagui
chia xipella latiya laquelacani anna ricaviruya rinni
ya ronniya goona Loo quira becogo medioga quiza becogo
Chela rinnia cocachi leeche laya xipella latia missa vigilla
Chi Cue Dios xiquela na baania ---
Chela rinniya yoololichiya huane solar xitenia quea
Nane xini chapaya Manuela Agustina dela Cruz
Chela rinnia napaya tobi cue layoo teche taani quiebichi na
Chaga viza Miguel ernandes nezaa sosilla sochi nachaga
Viza Jayo Cunun Jayo ni beto phololonia chinia bixonna

TICHA



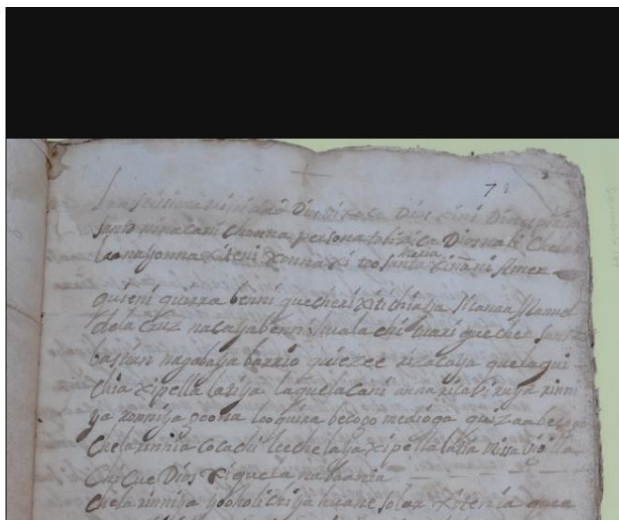
Jump to page



Transcription

English translation

Analysis



1-1. Laa stissima trinidad Dios bixoce Dios xini Dios espiritu¹
 laa s[an]tissima trinidad Dios bixoce Dios xini Dios es
 name most.holy trinity God father God child God sp
 [In] the name of² the most holy trinity God the father, God the child

1-2. Santo ni nacani chonna persona tobi³ca Dios nali Chela
 santo ni n-aca=ni chonna persona tobi=zi=ca Dios n
 holy REL STA-be=3s 3 person 1=only=EMPH God tr
 who are three persons but only one true God. And

1-3. Laa nayonna xiteni xonna xi too Santa Maria⁴ xinani Amen
 laa na-yonna xiteni xonnaxi too⁵ Santa Maria xi-na=ni
 name STA-sacred of Lady great Santa Maria POSS-mot
 [in] the sacred name of the Great Lady Saint Mary, his mother, Am

But are texts on a website really accessible?

- Accessibility is more than making digital surrogates of texts available.
- Accessibility must include community guidance, capacity building, and community engagement
- 2019-2021 ACLS Digital Extension Grant to create an open access educational resource on Colonial Valley Zapotec developed with Zapotec partners and in collaboration with the broader Zapotec community

Caseidyneën Saën – Learning Together

Colonial Valley Zapotec Teaching Materials

Xóchitl Flores-Marcial, Moisés García Guzmán, Felipe H. Lopez, George Aaron Broadwell, Alejandra Dubcovsky, May Helena Plumb, Mike Zarafonetis, and Brook Danielle Lillehaugen

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READ BOOK



Chapters

1. Ticha: an Introduction

2. Colonial Documents and Archives

3. Reading an Interlinear Analysis

4. Numbers

5. Language Shift

6. Twitter and Zapotec Language Activism

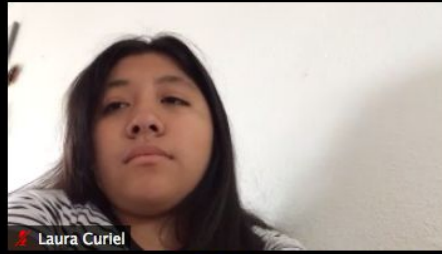
7. The Written and Intellectual Legacy of the Zapotecs

8. Reclaiming our Languages

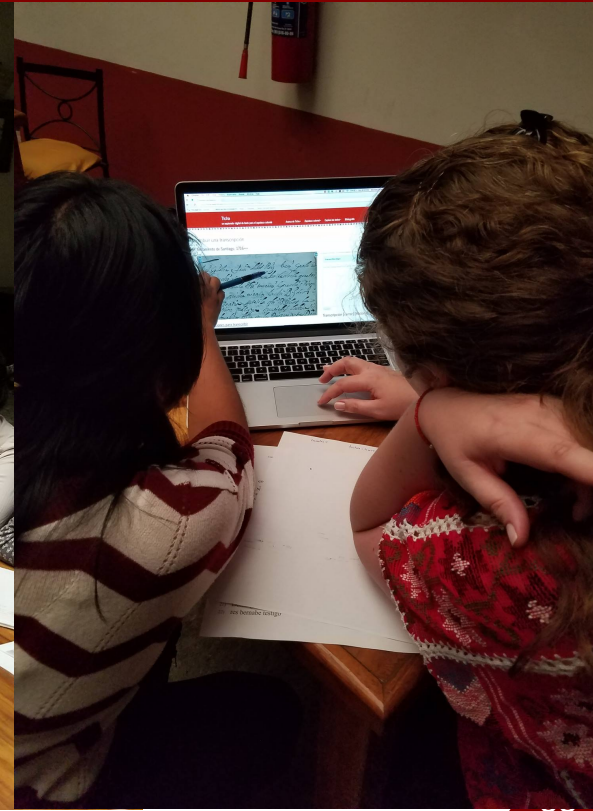
The Conversatorios 2019-2021

- Original planned for collaboration with the broader Zapotec community through in person workshops in California and Oaxaca
- These shifted to online *Conversatorios*, where a draft of each chapter of *Caseidyneën Saën* was work shopped and later revised based on feedback and additional contributions.
- The resulting online, open access resource is available in English and Spanish and developed with high school and undergraduate audiences in mind.

Open Source Digital Content for and by Diverse Audiences



Workshops on using Ticha in Mexico



Workshops on using Ticha in Mexico



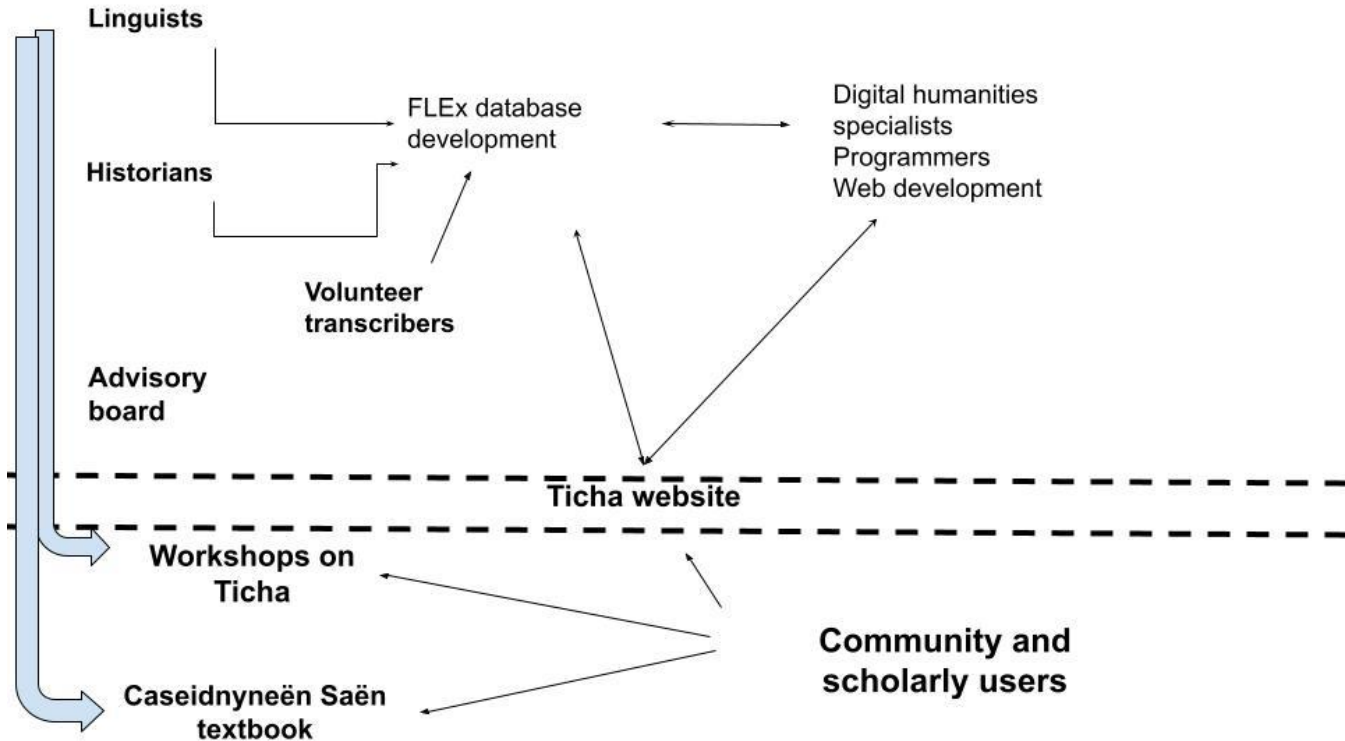
Going beyond linguist expertise

- Understanding these documents requires various kinds of expertise that linguists usually do not have
- For that reason, we need to consult with experts in colonial history, religious history, etc.
- These colleagues can often help us understand the content of the documents.

Community consultation

- Our workshops showed us that our website was not initially as easy to use as we hoped.
- Community members also had multiple requests that we tried to implement at Ticha.
- Thus the site became more collaborative over time.

Behind the scenes development



Public-facing component of the project

Lessons learned

- Some of our scholarly goals (e.g. an analytic dictionary of CVZ; more analysis of morphosyntax) have been put on the back burner while we work on this project.
- We found much more interest among community members in historic documents than we had imagined.
- In general, the set of community members interested in language (for artistic, historic, education, cultural) reasons is much larger than the number interested in linguistics.
- Our current project is much more oriented toward documentation and promotion of written Zapotec from earlier centuries.

Lessons learned, part 2

- We found that many students and community members were eager to volunteer time for the project. Over the last few years, around a dozen students have worked as RAs on the project and 25+ people volunteered to help transcribe.
- Librarians have been an incredibly valuable part of our team. Their expertise in web design and digital humanities has allowed us to do an enormous amount.
- Students with web and/or programming skills worked on the back end to keep the site working.

Work still to be done

- Many of the texts at Ticha do not have an available interlinear analysis. We've found that it takes a fair amount of work to get these on the website, and we'd like to automate more of the process.
- We are not as well integrated with Mexican academics as we would like to be.

Some linguistic topics of investigation

- TAM morphology
- Pronominal systems
- Resumptive pronouns
- Locational verbs
- Valence alternation

- Negation
- Toponyms
- Word order and topicalization
- Conjunctions

Some historical and anthropological issues

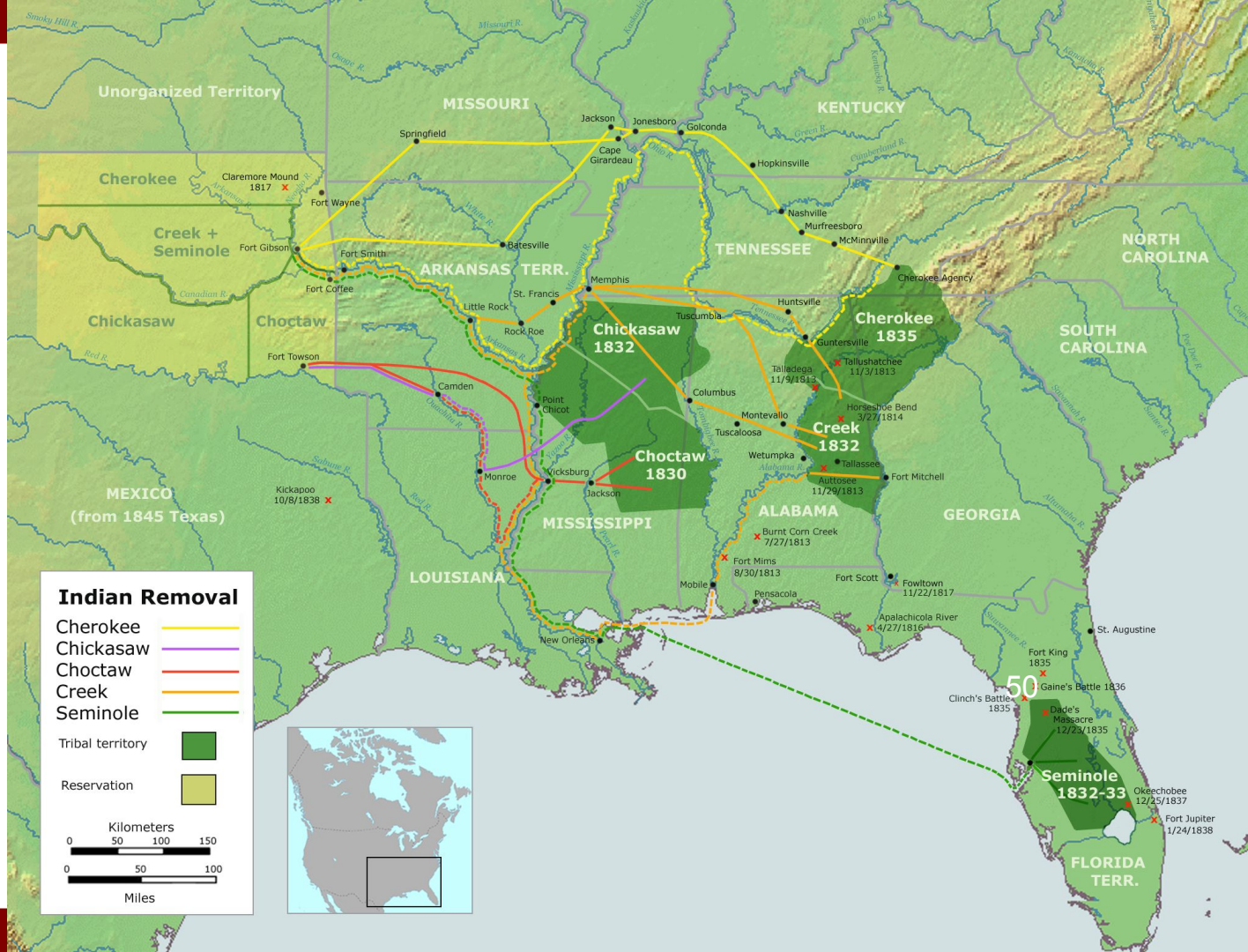
- Land boundaries
- Inheritance practices
- Linguistic deference
- *Guelaguetza* (reciprocal labor debt)

- Gender and property
- Kinship and marriage

Reflections

- Work on this project also led us to reflect on the different levels of privilege and power in our group.
- American professors have considerable power and access to resources that Zapotec people often do not have. We've tried to find ways to use these resources to the benefit of the community.

Choctaw

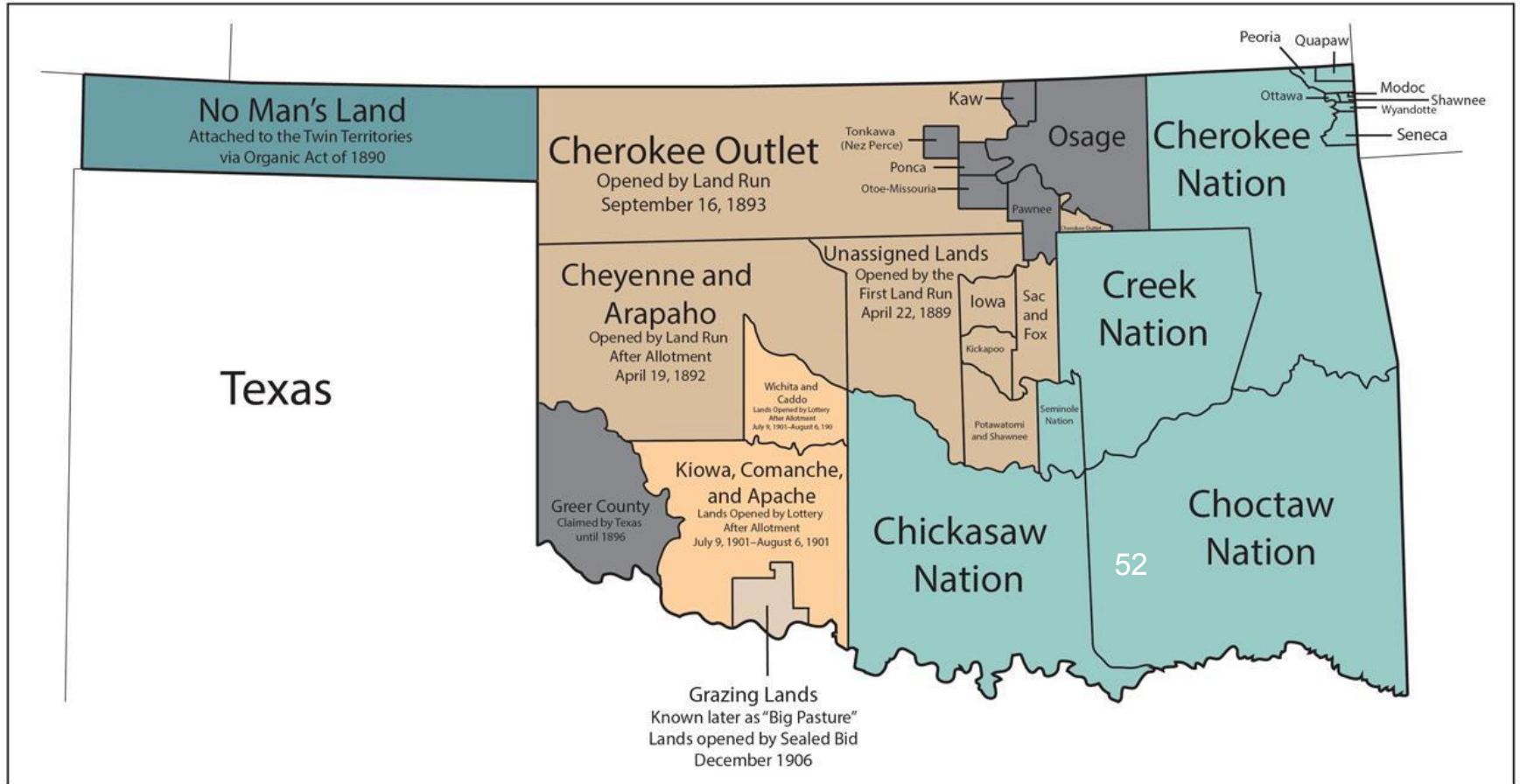




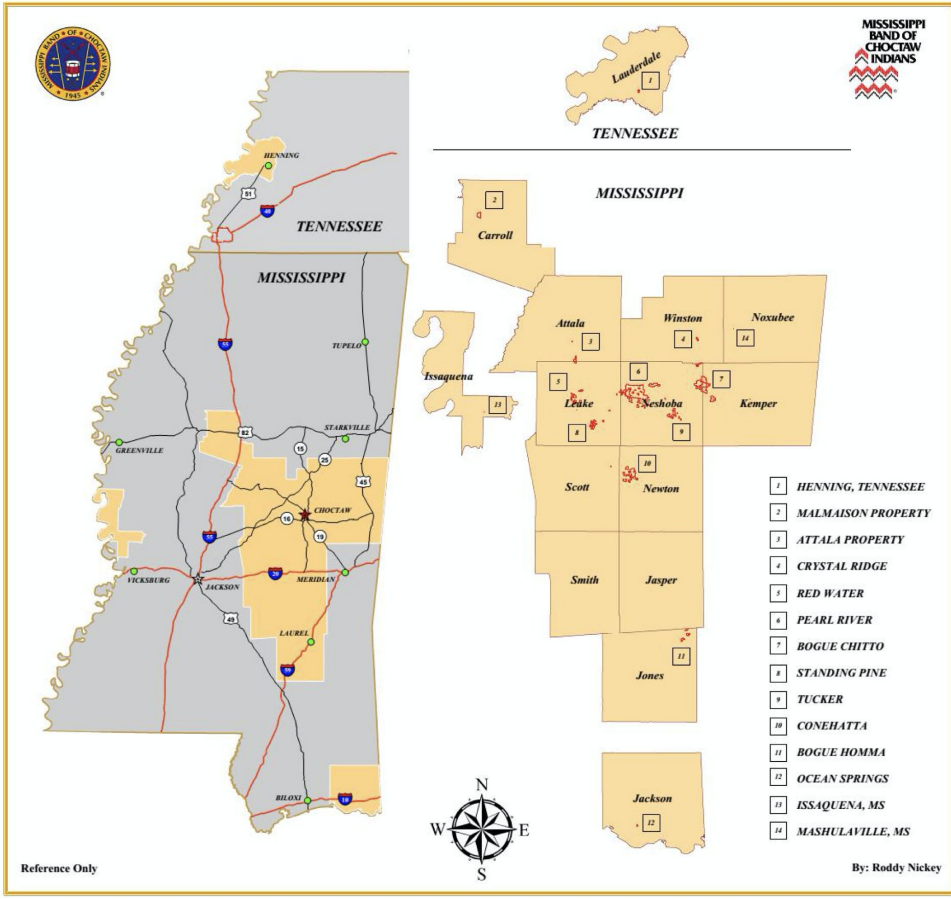
Choctaw Nation of Oklahoma today: 223,279 citizens

Indian Territory Boundaries, 1889

(Pre-Organic Act)



MISSISSIPPI BAND OF CHOCTAW INDIANS



Reference Only

By: Roddy Nickey

Mississippi Choctaws today, 11,000 citizens

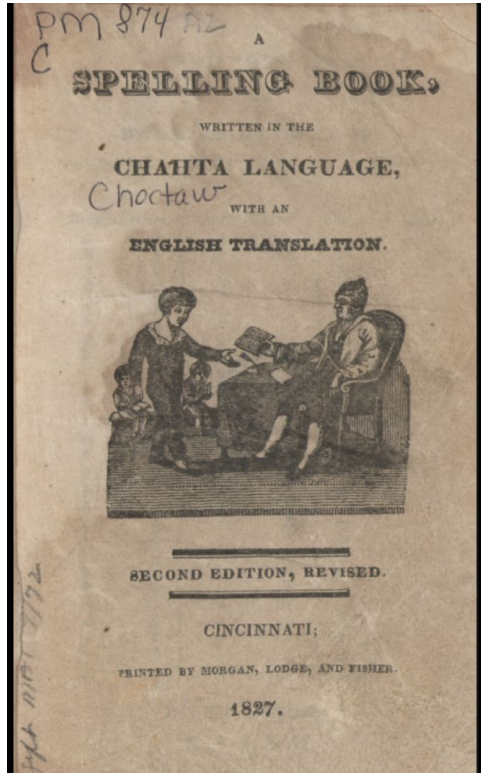
Choctaw history

- The Choctaw people were the largest Native group in Mississippi.
- They were missionized in the 1820s, and Choctaw converts were educated in Choctaw and English beginning in that decade.
- The Indian Removal Acts (1830) forced the majority of the tribe to relocate to Indian Territory (now Oklahoma)

Choctaws in Indian Territory

- After removal, the Choctaw Nation operated a national government with a school system, law enforcement, courts, etc.
- Much of the operation of the Choctaw Nation was recorded in written Choctaw.
- Many literate Choctaws wrote letters during this period and newspapers were published partly or completely in Choctaw.

Examples of printed material



ULLA I KATIKISMA:

OR

CHILD'S CATECHISM IN CHOCTAW:

BEING A TRANSLATION OF

DR. WATT'S SECOND CATECHISM FOR CHILDREN.


Second Edition,
Revised.

BOSTON:

PRINTED FOR THE AMERICAN BOARD OF COMMISSIONERS FOR
FOREIGN MISSIONS, BY CROCKER & BREWSTER.

1835.

Choctaw Intelligencer 1851



INTELLIGENCER.

WEDNESDAY, OCT. 15, 1851.

The Choctaw Intelligencer.—Nan hwoi holisso iluppvt vensta aiyuka kak o toba hoke.

Afemmi achufakma vltoba kut tui-holisso tuklo hoke; tikbauli atobbi hlnla hoke.

Holisso-atoba iluppak o holissa chi mikmut iluppak o huna hosh nan im akaniohmi hokmut, Alsbrook micha Dwight itatuklo kak o i holisso chashke; mikma holisso aya ka pistmo akali hoshil atobba hlnla hoke.

Nanta ho... moma kut a...

Hatak puta kut... hoh kha a...

akaniohmi i ponna, mikmet isht a...

chutuk; yohmi kut inla yosh nana...

isht aya, keyukmet nana ho kanich...

mi puta kono ngksika maya kut nan...

im ithena achukmet, isht anupullit,

i hopoyuka i ponna; itunowa cha...

tuk: yohmi kha hatak moma kut ilap...

nan im akaniohmi ik aiono, iluppak...

o achukmalit akostinuchi ik...

A standing army of Bibles.

Nitak tikba yatuk pilla ha pit a...

nukfillit, nana akaniohmi yatuk puta...

ka ephinsa ka okla il aiyuka ashet...

mihanti kut hatak tonvp, tushka chi...

pota nau isht il otinichi im asha...

bieka tuk ahoba chatuk; okla kani...

mi kut holisso holitopa zimmi, uba...

anupuli okla ha i tonvp kak osh...

hatak tonvp ikbit asha beka tok;

okla kanima ho hatak tonvp yakoh...

mi kut lau, niko kha yakohmi kak...

banq ho anuchieto hosharanta hok...

ma, okla yemma ititakla ya holisso...

holitopa Baibil ut isho, keyukmet...

otopi keyn kanimpo pulla beka tok;

uba Chitokaka yvt okla kenima ho...

ai ititakla ka ilap im apelihehika...

ik ai otinichi kma, nan ai vhpeso...

im antia okla nan im anukilla bieka...

beka tok oke. Amba yakni kenim...

ya okla nana ho yemma ai ititakla...

ka uba Chitokaka yvt ilap im apeli...

ehika aheliehikma Baibil, ut yem...

ma ai otini, ahohopa hatak m...

Chilhowa im atia vltoba ayakohmi...

hosh asha kut nana nushobpa...

keyu, hatak puta kut hoiitobli, yakoh...

mi hatuk osh, hatak tonvp i kha...

felina chatuk keyu hoke. Himonasi...

yak kin yakohmi ka il iteliashe;

nan ik vhpesot ahanta hosh nana ka...

nuktabla pulla hoke.

chatuk oke; yohmicha hatak tekohi...

boli vt hatak bka ya im anuppli...

keyu, nashoka ya pisa keyu hosh it...

im anuppli chatuk oke; si akosti...

tinichi tuk o ahni hokvt yohmicha na...

na moma immaiya Chilhowa, i nau...

vllipisa yash o kobessi tuk okvt, mi...

cha nitak ishtaiopik muno, il anohon...

ia ho trak okvt.

Hatak kanimi kut tekohi ya i noko...

wakma, mallikma, nukshopa hokvt...

fakayvt tui hochito kha isht bolli...

kut asha meya chatuk; hatak katiok...

mi hokvt osh, yohmi kut asha chish...

bn. Himak pilla heno hechik yoh...

mo kashke; anpa hechit tekohi ya...

hosh holitobashke. Yohmikma o...

hoyo hechia ma, hatak vt hechi hul...

lokma ilap na hesh i hullashke.

Ohoyo hesh kanimi kut hatak he...

chi masha kha, hatak vm asha hechik...

ahno hosh, hatak inla ya impa kha...

benoh mayakmt ai impa nuta ai itti...

hehbit hush maya, hesh issashke.

Yohmikma hatak hesh kanimi kut...

ohoyo vm asha hechik ahno hosh,

ohoyo hani itunowa ka hliohlit hesh...

itunohonwa ng, hveli pisa li chatuk...

hesh issashke.

Hatak tekohi boli vt yakohmi cha...

tuk, ahayali tuk a larsh hoklotvt,

hesh kanimi kut tekohi hesh hechia...

but ilap ak osh vltoba ka yemma,

hesh achahy kha asha, yohmi kha...

yemma hesh achi hokoto, hesh hoi...

bi hesh, ohoyo ik sem ikaho hoka...

Tohto Okehgki, sia hoke.

Solmon miko nana akaniohmi...

tok o haktashke.

Himouna ma ohoyo tuklot aboha a...

chufa asha chatuk osh, itatuklot vlla...

Pistukcha akk illa tok. Ques. Joseph
 ut ona mut issaba akkowa cha pih onah.
 Ans. Ah yommoto mishihma ho chukka ut talaya
 tuk u yommako ant hili chi cha ona tuk
 achine chamo? Ques. Akka aya hosh?
 Ans. Ah akka aya hosh. Lewis ak osh oka
 hume sapita ho ishkoli hosh sahaksi
 tuk achine achit am anoli tok Joseph ut.
 Ques. Afomme hulhtina nata ash atoko.

Ans| Keyow Lewis Pistukcha ak illa tok.

Que| Joseph ut ona mut issaba akkowa cha pih onah?

Ans| Ah yommoto mishihma ho chukka ut talaya tuk u yommako ant hili chi cha ona tuk achine chamo?

Ques| Akka aya hosh?

Ans| Ah akka aya hosh. Lewis ak osh oka hume sapita ho ishkoli hosh sahaksi tuk achine achit am anoli tok Joseph ut.

Ques| Afomme hulhtina nata ash atoko.

18 Word	Que	Joseph	vt	ona	mut	<input checked="" type="checkbox"/> issuba	akkowa	cha	pih
Morphemes	***	***	-vto	ona	-hma	-t	akkoa	-cha	pih
Lex. Gloss	***	***	one who	arrive	when:ds	part	dismount	sr:ss	merely

issuba
 issuba
 horse

onah ?
 ona -N
 arrive Q

Free When Joseph, reached the place he got off of his horse and came to the meeting?

Lit. When Joseph arrived, did he dismount his horse and come [on foot]?

19 Word	Ans	Ah	yummto	mishihma	ho	chukka	vt	talaya	tuk	v	
Morphemes	ans	ah	yummv	-to	mishihma	-ho	chukka	-vt	talaya	-tuk	***
Lex. Gloss	***	yes	that	one	beyond	sr:ds	house	nom	stand	past	***

yummak_o ant hili chi cha ona tuk achine chamo ?
 yummak -o ant hili -chi -cha ona -tuk achine chamo
 that acc come and stand:pl causative sr:ss arrive past to seem so past

Free Yes, There is a house at some distance from the Church. He left his horse there.

The Choctaw National Records

The Oklahoma Historical Society has 483 volumes of material related to the Choctaw Nation -- more than half is probably in the Choctaw language.

Opportunities and beginnings

- As we document the Choctaw language spoken today we are compiling a corpus of spoken Choctaw, transcribed from interviews.
- But we think Choctaw language research could benefit from a similarly "thick" and historically rich corpus.

A new cross-disciplinary research group

- Using Ticha as a model, we formed the *Choctaw Language and History Group* in 2020, composed of four linguists and five historians. Our group includes three Native historians.
- We've transcribed 625,000 words of 19th century Choctaw text.
- Each week our group meets to discuss one of the case, focussing on both the linguistic and historical problems raised by the documents.

Early stages and eventual public resources

- We're now in the 'scholarly research' stage as we try to understand the kinds of documents present in these archives.
- Our next steps are to work on a way to share these results with interested people
- A point of sensitivity and discussion for us --
 - Because these are legal texts, some of them discuss crimes committed in the Choctaw Nation, probably by people who have living descendents.

Choctaw trees and roots

- Because we formed as an interdisciplinary group, we have tried to be sensitive to both linguistic and non-linguistic issues from the start.
- We are nevertheless a group of scholars, and our next steps involve connecting our work with the Choctaw community

Ticha as a model

- We've learned a lot about how to work with historical material in indigenous language through Ticha.
- We are attempting to apply this model in other cases. A key component in our current understanding is the inclusion of Native people and historians in the creation and curation of resources.

Conclusions -- Trees and roots

- Training in morphosyntactic analysis is an excellent start for a linguist.
- But today's realities require significant collaboration with others. Those collaborations might include -- lexicography, paleography, digital humanities, history, corpus linguistics, and language teaching.
- Our field does best when we think widely about how our interests fit into the larger scheme of scholarly and community language work.

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Awards for Ticha

2023 Canadian Social Knowledge Institute

Honorable Mention – Open Scholarship Award

2021 Hispanic Digital Humanities Award – Best Teaching Project

2021 Latin American Studies Association Section Award – Best Digital Humanities Project

2021 Library Company of Philadelphia Innovation Award – Honorable Mention

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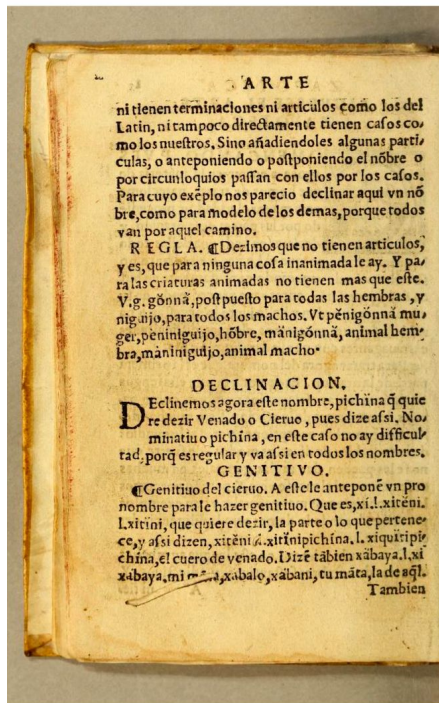
Topics of investigation for Choctaw

- Tense
- Evidentiality and quotation
- Status of freedmen in Indian Territory
- Gender and inheritance
- 'Whooping' as an expression of indigeneity and its suppression in the 19th century
- Adoption and legitimization of children

Xtyoztën yuad - Yakoke -Thank you - Gracias

Never translate Spanish

First Previous Download Next Last



Transcription Modern Spanish

ARTE

ni tienen terminaciones ni artículos como los del Latin, ni tampoco directamente tienen cafos como los nuestros. Sino añadiendoles algunas particulas, o anteponiendo o postponiendo el nõbre o por circunloquios paffan con ellos por los cafos. Para cuyo exẽplo nos parecio declinar aqui vn nõbre, como para modelo de los demas, porque todas van por aquel camino.

REGLA. Dezimos que para las criaturas animadas no tienen mas que este. V. g. gönnã, post puelto para todas las hembras, y niguijo, para todos los machos. Vt pëni gönnã mu ger, pëni niguijo, hõbre, mã nigõnnã, animal hembra, mã niguijo, animal macho.

DECLINACION.

2.2 Declinación

2.2.1 [Nominativo]

Declinemos agora este nombre, *pichina* q̄ quiere dezir Venado o Cieruo, pues dize afsi. No minatiuo *pichina*, en este cafo no ay dificultad, porq̄ es regular y va afsi en todos los nombres.

GENITIVO.

2.2.2 Genitivo

Genitiuo del cieruo. A efte le antepone vn pro

niguijo

niguijo

male, man

[put after] for all the masculine [words]

Lexicon

Texts & Words

Texts

Arte 2.01 Introduction

Agüero, Ros monolingual 021v-22r Glorious mysteries

Agüero, Ros monolingual exemplum III (Demoniac) f32- Al642 San Pedro el Alto bill of sale, Gabriel de Santa Ana selling a field

Al697 San Pedro el Alto testament of Maria Barbula

Al764 San Pedro el Alto, Testament An633 Oaxaca de Juarez Antequera 1633, testament of Juana Hernandez

An670 Testament from Oaxaca de Juárez

An740 Bill of Sale from Antequera Valle de Oaxaca, 1740

Arte 2.01 Introduction

Arte 2.02.1 Declinacion, Nominativo

Arte 2.02.2 Declinacion, Genitivo

Arte 2.02.3 Declinacion, Dativo

Text

Title

Info Baseline Gloss Analyze Tagging Print View Text Chart

1 Word Morphemes Lex. Gloss Word Gloss

gõnnã

gõnnã

female

female

Free Spn postpuelto para todas las hembras

Eng put after for all the female [words]

Lit Eng female

Spn

2 Word niguijo

Morphemes niguijo

Lex. Gloss male, man

Word Gloss male

Free Spn [postpuelto] para todos los machos

Eng [put after] for all the masculine [words]

Lit Eng male

Spn

3 Word pëni gönnã

Morphemes pëni gönnã

Lex. Gloss person female

Word Gloss person female

Free Spn muger

Eng woman

Lit Eng woman

Spn muger

4

Publications and talks from Ticha

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Nash, J. E. (2022). Accounting for toponyms with multiple classifiers in Colonial Valley Zapotec [Undergraduate thesis,