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## MISUMALPAN LANGUAGE PROJECTS (PART II)

or...

How's linguistic work relevant for social issues , and viceversa.

### 3. The Mayangna Question: The claim of the Tuahka.

#### 3.1. Background.

The interlocutors: - CIDCA (Centro Investigaciones y Documentación de la Costa Atlántica)  
- URACCAN (Universidad de la Costa Caribe)

#### 3.2. The Issue.

Variation within Unity  
Their claim to difference

#### 3.3. Arguments:

- lexico-statistics (very weak)

(1) Table 1. Body part terms

<i>English</i>	<b>Panamahka</b>	<b>Tawahka</b>	<b>Tuahka</b>
<i>head</i>	tun	tun	tun
<i>hair</i>	bas	bas	bas
<i>tongue</i>	tû	tû	tû
<i>mouth</i>	tapas	tapas	tapas
<i>lip</i>	kungmak	kungmak	kungmak
<i>tooth</i>	an	an	an
<i>nose</i>	nangtak	nangtak	nangtak
<i>ear</i>	tap	tap	tap
<i>elbow</i>	siringmak	siringmak	siringmak
<i>hand</i>	ting	ting	ting
<i>thigh</i>	barahmak	barahmak	<b>yakaimak</b>
<i>rib</i>	sulu	sulu	sulu
<i>chest</i>	pala	pala	pala
<i>stomach, intestines</i>	bâ	bâ	bâ
<i>knee</i>	kalasmak	kalasmak	<b>pangtak</b>
<i>shoulder, arm</i>	salah	salah	<b>pahpah</b>
<i>ankle, .</i>	burimak	burimak	<b>burmak</b>
<i>calf</i>	kalba	<b>silaba</b>	<b>kalsuma</b>

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- morpho(phono)logy

Nominal

- (2) The possessive paradigm.

	<u>Tuahka</u>		<u>Panamahka</u>		<u>Tawahka</u>	
û 'house'	sg	pl	sg	pl	sg	pl
'my/our house'	ûk	ûkana	ûki	ûkina	ûk	ûkina
'your house'	ûm	ûmana	ûma	ûmana	ûma	ûmana
'his/their house'	ûn	ûnana	ûni	ûnina	ûn	ûnina
'our [incl] house'	mâ ûk		mâ ûki		mâ ûk	

- (3) The allophones of the possessive/construct in Tuahka.

- (a) *wah* 'liana, hammock' -> wan**h**  
 (b) pangtak 'knee' -> pang**n**atak  
 (c) ting 'hand' -> ting**n**i  
 (d) bas 'hair' -> bas**n**

Adjectival

- (4) a. pauni 'red' Panamahka, Tawahka  
 b. paun Tuahka

Verbal

- (5) *yulnin*, 'to speak' - Present Tense

	<u>Tuahka</u>	<u>Panamahka / Tawahka</u>
1s (yang)	yulta <b>ing</b> / yult <b>ing</b>	yultayang
2s (man)	yult <b>am</b>	yultaman
3s (witin[g])	yul <b>wi</b>	yulwi
1inc (mâyang)	yult <b>amayang</b>	yultamayang
1p (yangna)	yulta <b>ingna</b> / yult <b>ingna</b>	yultayangna
2p (manna)	yult <b>amana</b>	yultamana
3p (witin[g]na)	yuyul <b>wi</b>	yuyulwi

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### 3.4. The Projects:

☞ The Main Goal: Train a generation of indigenous linguists ☞

- The (General) Dictionary Project
- The Tuahka Project (dictionaries, educational materials):

#### TUYUWAYABA

A group of linguists in training, collecting materials for a dictionary and preparing and revising educational materials

- The Women's Project

A group of 5 women (2 Tuahka, 2 Panamahka and a coordinator) in (linguistic) training, collecting materials (such as women's life stories) and preparing educational materials.

- The (Indigenous) Linguists Project

A group of 5 teacher-students, linguists in training, revising the texts already collected, implementing the standardization of the spelling, revising the existing dictionary and (eventually) writing a grammar in Mayangna!

- The Girls Project  
Fellowships (from linguists) for Mayangna girls' secondary education.

Figure 2. Map of Nicaragua/Honduras

