Ohio’s LATINO COMMUNITIES as a Teaching and Learning Resource

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CLASS SUMMER INSTITUTE ON LATIN AMERICAN MIGRATION
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OVERVIEW
- Who I am and why I’m here
- Experiential learning in Spanish at OSU
- The course prototype
- Ohio’s Hispanic communities
- The role of service learning
- Examples of student journals & “products”
- Using real people as a resource

WHO I AM AND WHY I’M HERE
- Monolingual, monocultural white kid from Tidewater Virginia
- Phonologist and dialectologist
- “Real-world” research
- “Hands-on” teaching
- …con especial referencia a la vida real

EXPERIENTIAL LEARNING IN SPANISH AT OSU

Voiceless stops: /p/, /t/, /k/
- Nahuatl words ending in -tl

Voiceless stops: /p/, /t/, /k/
- Tomate
- Chocolate
- Coyote
- Ocelote
- Cacahuate
- Zacate

Tú or vos vs. usted

• Popote
• Petate
• Papalote
• Ocelote
• Chayote
• Coyote
• Metate
• Molcajete
• Zopilote

• Guajolote
• Cacahuate
• Cuate
• Jicote
• Zacate
• Tecolote
• Ejote
• Totopo
• Cenote

Nahuatl has voiceless stops /p/, /t/, /k/ but not voiced stops /b/, /d/, /g/.
Pepsi vs. Pecsi

THE COURSE PROTOTYPE

- “Spanish in Ohio: An Experiential Course for Selected Majors”
- 35 hours of class in 5 weeks
- 100 hours outside of class in 10 weeks
- Journal, “product”
- “Study abroad” in Franklin County, Ohio
- Required of all who don’t study abroad

OHIO’S HISPANIC COMMUNITIES

- Maps & census figures
- Comparisons with rest of U.S.
- Two “historical” communities in Ohio
- Latinos in Columbus
- Ethnolinguistic diversity

EXPERIENTIAL LEARNING IN SPANISH AT OSU

- Proposal for new Spanish major, 1994
- Study-abroad requirement
- Public university
- Very small Hispanic community in Central Ohio

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U.S. Hispanic population as percent of total, by county

Ohio Hispanic population as percent of total, by county

Ohio Hispanic Population

- Mexican 41.8%
- Puerto Rican 30.5%
- Other Hispanic 16.6%
- South American 3.5%
- Central American 3.6%
- Cuban 2.4%
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TWO COMMUNITIES

- Northwest Ohio
  - From Mexico, 1950s
  - Rural counties
  - Migration to Toledo
- Northeast Ohio
  - From Puerto Rico, 1940s
  - Lorain (and other urban centers)

21st-CENTURY TRENDS

- Immigrant overlay
  - Central & Southern Mexico
  - Guatemala, Honduras, El Salvador
- Strong Mexican influence
  - Press, entrepreneurship, consular office
- Dialects in contact

U.S. Hispanic Population

Ohio Hispanic Population

Percent by Origin of Ohio Hispanic or Latino Population

Ohio Hispanic Population U.S. Hispanic Population

Size of Circle Determined by Hispanic or Latino Population per County

Size of Circle Determined by Hispanic or Latino Population per County
Traditional “Core Countries” of The Spanish-Speaking World

Google search: la michoacana columbus oh

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NORTHWEST OHIO SPANISH

Some Characteristic Features

- **Phonology**
  - Consonant-heavy
  - Inter-vocalic /y/ weakening and loss: ella, millas, ladrillo
  - Leveling of tap/trill distinction: Sierra, temeno

- **Morphology**
  - Regularization and overgeneralization: la idioma
  - Loss of (especially verb) morphology: nosotros usara, somos bilingüe
  - Gender agreement: muchos experiencias
  - -ábamos > -ábanos

- **Semantics**
  - Leveling of mood & aspect distinctions

- **Lexicon**
  - Asina, pos
  - Treilita, minesora
  - Limited Spanish vocabulary

- **Discourse/other**
  - Code mixing, circumlocution
  - Linguistic insecurity

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Buenas tardes. Mi nombre es Juanita Gutiérrez. Uf, tengo 43 años. Estoy casada; mi esposo se llama Manuel y tengo cuatro hijos—tres que están casados y tengo un hijo de 14 años que me queda en casa. Tengo tres nietos, y otro que viene por camino. Este, yo eh nací aquí en Fremont, Ohio. Nací y fui criada aquí en Fremont. Fui a la escuela en Bettsville, un pueblo del sur de aquí, que es como unos trece millas de aquí.
Me llamo Jaime Sierra. Nací en el año 1963 en un pueblito en Ohio llamado Defiance, Ohio. Mis padres se mudaron ahí en los años 50 de este siglo pasado, y ahí criaron ocho hijos, somos cuatro hombres y tengo cuatro hermanas. Yo soy la seis, el septo hijo de los ocho. Desde niña estaba muy importante hablar español en la casa. Como mis padres son de México es la idioma de ellos y era muy importante que nosotros pudamos hablar ese idioma y inglés. Pues, así estuve impuesta a hablar español en la casa, y por eso también no hablo diariamente, y por eso a veces no me siento muy, no tengo mucha confianza cuando hablo en español.

Pues yo soy, yo nací en Fremont, Ohio. Y por un tiempo vivimos en Fremont. Desde cuando nací hasta los seis años, porque fuimos a Head Start en Fremont, y fui a Ashlandtown. Y luego después de eso nos húmos a vivir en Gibsonburg, que es una, un pueblo chiquito, y ahí vivo mi abuela, mi abuelito y mi tío. Y en un año mayor que yo, y compartimos una reunión-- Is that how you say it? Is that how you say it? Mi abuela, mi abuelito y mi bisabuelito hablamos solamente en español, es ahí en donde ah aprendí el español, que mi abuela no nos dejó que habláramos en inglés, (---amos) que usar el español. Y a mí me enseñó a leer y escribir en español. Y también me, también me recordó que en las noches, cuando, por vivirnos allí en el en el en el, en el country, no sé cómo se dice country en español, pero ahí, no vivíamos ahí en la ciudad, vivimos en el country, y por las noches nos pasábamos platicando, y mi abuela nos platicaba de México y de Texas y mi abuela nos, nos hablaba de, de religioso, de Dios y los santos y animas.

Mi español ya no está tan, no, no lo hablo diariamente. Y por eso a veces no me siento muy, no tengo mucha confianza cuando hablo en español.

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ONE CASE OF COMPETING LANGUAGES:
Bilingual language acquisition

(Documentation of language development of my sons Caleb and Ruben)

CALEBISMS
Whoever arregla el árbol puede ser el árbol’s friend. (7.VII.97)
Shut up means que be quiet. (15.XI.98)
El agua’s gonna be fría if you don’t hurry up, Rubén. (24.X.00)

RUBENISMS
I let my brother my dump truck for play he. (24.XII.98, to his English-speaking grandparents)
Cuando la mamá taked me a la escuela, he taked mi almohada. (2.IX.99)
Do you think que sí? I think que no. (7.IX.99)

THE ROLE OF SERVICE LEARNING
• What is “Service Learning”? http://service-learning.osu.edu/
• Benefits
  – Gives us all purpose
  – Addresses community needs
  – Learning increases exponentially
    • language skills • retention • excitement

SERVICE LEARNING
• community partners (including schools)
• training (professionalization)
• opportunities for extra-curricular service and learning, even jobs
• outcomes include tangible products

Volunteer Opportunities
SERVICE LEARNING

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EXAMPLES OF STUDENT JOURNALS & PROJECTS

JOURNALS

- Identification
- Documentation
- Reflection
- Correction
- Elaboration

EXAMPLES OF STUDENT JOURNALS & PROJECTS
Good Food for Buena Salud
Reframing the concept of cooking and eating

artifact box
**TEACHING SUGGESTIONS**

**World History and Spanish class:**

The quinua can be used as a representation of the livelihood of the South American civilization of the Inca. It can be a point of departure to discuss the cultural legacies of food, farming and language of the Inca to modern Latin American civilization. Also, quinua is a representation of the fact that Spanish colonialism could not completely eradicate the culture of the great Incan civilization in South America.

In a Spanish class, the products can exemplify the fact that the Latin@ presence is stronger than ever in Columbus and it is of great significance to learn Spanish. The proof? — The frijoles and quinua were purchased at the Giant Eagle grocery store in Grandview Heights.

**PRACTICE**

Quinoa is a representation of the fact that Spanish colonialism could not completely eradicate the culture of the great Incan civilization in South America. It can be a point of departure to discuss the cultural legacies of food, farming and language of the Inca to modern Latin American civilization. Also, quinua is a representation of the fact that Spanish colonialism could not completely eradicate the culture of the great Incan civilization in South America.

**QUIPUS**

The quipu was used by the Inca civilization in South America as a system of recording information. It was a collection of knotted threads used for counting, measuring, and communicating information. These threads were tied in a specific way to represent numbers and other data.

**Quinua as a food product**

*Goya® quinua seeds, 12 oz, a product of Peru and Goya® heat and serve sopas de frijoles negros, 15 oz. The black bean soup contains water, black beans, vinegar, corn oil, salt, olive oil, dehydrated onion, bell peppers, garlic, monosodium glutamate, spices and sugar.*

Quinua means the “mother grain” in Quechua the language of the Inca, but it is also called the “gold of the Incas” or “vegetable caviar,” and it is one of the oldest cultivated plants on Earth. Quinua, as the product is labeled by Goya®, is the seed of the Quinoa grass.
PRACTICES

Fresh tropical fruits such as mango, coconut and tamarind are hard to come by and very expensive in the northern regions of the U.S., such as Ohio. The meaning of fresh fruit to a Latin@ includes species not native to our latitude. Latin@'s in Ohio can purchase an alternative as Mi Costenita offers a dried version of the coconut, mango and tamarind. The dried fruit candies are also a healthy alternative to Snickers® or M&M's® chocolate candies.

Mazapan, a candy eaten quite often in Europe, is easily formed and used frequently to decorate cakes or made into animal shapes. In Spain, mazapan is eaten during Christmas time and is said to have originated in Toledo.

PERSPECTIVES

Packaged candies make up a billion dollar industry in the United States. When Americans eat candy it is usually made with chocolate or artificially flavored corn starch. In Latin markets and tiendas in the U.S. the candy for sale is primarily made from tropical fruit and nuts. One can purchase single servings of both the Latin candy and candy manufactured for the U.S. The packages are perfect for the American consumer “on the go.”

World culture unit:

Visit a Latin American market and pick up some dried fruit candy to allow the students a chance to taste and compare with their perspectives of what constitutes candy. What does this tell us about the culture of Latin America?

From Prof. Terrell A. Morgan, OSU:
The names of the fruits might make for an interesting lesson, especially in Spanish class. To begin with, the fact that more than one word is used to name a fruit (e.g., maracuyá and parchita) ought to remind us of differences in British vs. American English, and even differences within the U.S. One example is that of hazelnuts, which are also known as filberts. In some dialects, peanuts are called goobers or ground peas. Can your students think of other foods, animals, etc. that have two names in English?

Hispanic directory

nutritious foods from Ohio Latinos
lesson plan: los hispanos y la comida
lesson plan: menu of possibilities
lesson plan: web quest
parent-teacher conferences
bed bugs & tenants’ rights
oral histories
What all projects have in common

- They require input from the local Hispanic community
- They cannot be done sitting in the library
- They address a need
- They serve to bring Hispanic and Anglo (mainstream) communities closer together

Some tips (first approximation) for English-speaking students in a Spanish immersion context

- Be observant
- Don’t believe everything native speakers say about language, but appreciate their perspective
- Don’t expect native speakers to be linguists—or even language learners
- Be sensitive to social factors that condition language form and use (not to mention worldviews)
- Pay attention to paralinguistic details

USING REAL PEOPLE AS A RESOURCE

- Ethical considerations
- Preparing students for intercultural communication
- Issues of race, class, language, …

- Appreciate the role of every single native speaker of the language, “native speaker” being widely construed to include all members of a speech community who are tacitly seen by others as forming a part of that community.
- Approach correctness in a new light: consider appropriateness (to language variety, the situation, the relationship between interlocutors, the content, and the intended impact)
- Approach correction in a new light: don’t attempt to create a teacher-student relationship
- Be sincere; be humble; be courteous.
Where to go from here

• At the very least, language learners need to know how to approach the issues of correctness and correction, how to learn that something is right or wrong without being a burden, and how to appreciate and validate their informant’s language variety no matter how humble their background or limited their linguistic exposure.