Indigenous Inquiry: Understanding language ideologies through story from individuals who attended Santo Domingo Pueblo’s BIA Day School

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Language, Literacy, & Sociocultural Studies

This study focuses on Indigenous inquiry using the method of story as a holistic approach to gather information through the spoken word and movement. The project is to understand the dynamics of ancestral language ideologies through the ‘voice’ print of the elders through their BIA day school experiences of western schooling. Four participants, two males and two females, former students who attended the Santo Domingo Day School as children in the early 1900s will be interviewed, using two techniques based on Santo Domingo Pueblo Epistemology to convey information; semi-structured questions incorporating movement to express themselves using story to contextualize Santo Domingo Pueblo at a specific time and space. This should be able to give insight to cultural, communal, familial and individual perspectives of ancestral language ideologies towards Keres, as well as, contributing and assisting in answering the question, “How the Santo Domingo Day School left an impression on their Keres language ideology throughout their lives and how those ideologies affect language transmission within their children, grandchildren and or great-grandchildren(s) generation?” The goal is to have the participants’ voice inform present and future Santo Domingo children, and community members of how their western schooling experience looked like in the early 1900’s and how family, community or schooling may or may not have impacted their ancestral language ideologies within their familial, communal and individual lives impacting language transmission in their successive familial generations.