**Other Supplemental Document: Evidence of Variation and Samples of Dictionary Entries**

**I. Grammatical Variation in Use of Numeral Classifiers in Relation to Bilingual Contexts**

During dissertation fieldwork in Quintana Roo, Research Associate Chi Pech (2021) observed variable use of classifiers túul or p’éel in combination with jun ‘one’ and ka’a ‘two’ in contexts of Spanish-Maya contact. Chi Pech recalled, “...I remember a girl who speaks more Spanish than Maya used several classifiers…later, I noticed that she spends a lot of time with her monolingual grandmother.” Another influential factor is the community’s socialization input. Chi Pech’s dissertation revealed that “competence in grammatical structure exists in both languages. There is no change observed in the structural level of Maya, but [in most children] reduced use of the classifiers is evident” (2021: 123). Recognizing these preserved grammatical structures in bilinguals, within a variation-embracing dictionary, can strengthen Maya. The following examples represent everyday speech often overlooked due to institutionalization effects and purism ideologies.

(1a) Ka’a túul máake’ túun t’aano’ob

‘two (animate) persons are talking’ (considered grammatically appropriate form)

\*(1b) Hun p’éel máake’ túun t’aan

‘one (inanimate) person is talking’ (considered grammatically inappropriate form)

\*(1c) Ka’a p’éel máak túun t’aano’ob

‘two (inanimate) persons are talking’ (considered grammatically inappropriate form)

**II. Integration of Spanish Prepositional Grammar “de” with Suffix *-bil***

Speakers create a new type of noun phrase based on integration of the Spanish “de” with adjectivized verbs using *bil* “-ified/-(i)ed” to express a noun or a categorical (essential) adjectival quality that identifies a noun with meaning “-able.” For example, ***deh*** *hats’k’a’abil* refers to a type/quality of event/action ‘the phone is slidable (touch screen: slide-hand-able)’. (Dzidz Yam, fieldnotes)

(2a) Q: *Bix uch u ts’umik le behiigao*’ ‘How did it get disinflated?’ (Petatillo Chan 2020:196)

A:***De*** *lom****bil*** ‘Punctured.’   
‘she/he did it by doing an action of pricking-poking or stabbing’

(2b) *lete’ bu’ul de wa… de bu’ul bisbij [var. bisbil] ken a beete’ex*  (Varela 2017: 161)

this type of bean…the bean to be taken what you will make?

(2c) *…ku ch’ik u poorma de chéen, chéen de chan bey xya’axkach máan*. (Casanova: 2019)

‘it takes the shape of just, just of like a small fly’

**III. Semantic Variation in Verbs “think (about) it” and Phrases “thinking/saying so”**

Lexico-semantic variation in Maya is discarded when using Spanish or English as target languages. One-to-one word translations limit understanding of words and expressions. Example: *Tùukul* (N) ‘thought, reason’ (Bricker et al. 1998:283), is the root for a derived antipassive, *tùukul* ‘think, reason,’ an abstract noun, *tuukulil* ‘logic’, and two derived transitives, *tukl* and *tùukult*, with variable meanings.

**Variant #1**: *tukl* ‘think about it’; *tùukult,* for higher order reasoning like ‘conceptualize’ or ‘theorize’; both in different context are also calques for Spanish *extrañar* for ‘miss, remember, long for, worry about’.

**Variant #2**: In topical phrases or clauses, the verb *a’al* ‘say’ can be used to express ‘thinking it’ in which *a’al* is used with possible contextualized connotations of “think,” “mean,” “suggest,” “argue,” “explain.” I t can be used in recursive and cultural idiomatic expressions such as *míin* that denotes “think/believe so” or cultural idioms using “soul/heart” as a locus of reasoning: *Bey in wóole* ‘Like so [in] my animous/heart [I think/believe]’ (see Casanova 2019:156; Chan Dzul 2023; Gómez 2006:15; Blair & Vermont-Salas 1965:390).

(3a) Ku tuukultik letie’ ts’áab kaano’ u ts’amaj u tuukulil u ja’abil Maayao’ob (Gómez 2006:15)

‘He thinks it is the rattle snake that has given the ‘logic’ [reason] to the Maya year [calendar]’

(3b) Interviewee #51002: *Creo ke teen* Interviewee #51010: *In kreerke teen*

Interviewee #51013: *in tuklike’ ten* Interviewee #51014: *in wa’ake’ teen*

Interviewee #51009: *in kréejtike’ teen* # *míin teen* (Pfeiler et al. 2022, Q123: “I think I…”)

(3c) *Pos, in wa’ake’ míin ma’* ‘Well, I say that I do not think so’ (Chan Dzul, 2023)

(3d) *tun tukliken,* ‘she is thinking of me’; *tun seen tukliken* ‘she is worrying about me’ based on addition of adjective, *seen* ‘very’ (Blair & Vermont-Salas 1965:390)

**Potential Maya dictionary’ entry Lakota Dictionrary’ entry**

A screenshot of a phone

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**Tuukul ; tuukuj**

a meentik jun p’éel ba’al ich a jo’ol yéetel a na’at  
a meentik hun p’ée ba’a ich a ho’oh yéet a na’at

*sus.* (*k’ab’*) IPA

**1 tuukul [tù:kul] think/thought**

**2 tukul [tukul] think/thought**

**3 tuukuj [tù:kux] think/thought**

**4 tukultik [tukultik] thinking/reasoning**

**5 tuklik  [tuklik] thinking/worrying**

**6 kréejtik [kɾéχtik] think/thinking**

**kreertik  [kré:rtik] think/thinking**

**7 míin  in wa’ake’ ; I think/I guess**

**8 bey in wóole’ bey walo’ I think so.**

*adj.* (bixil)

**1 tuukulil 3 ki’ki’ tuukul**

**2 sak-tuukul **

**Ejemplos / Examples**

**Jach ya’ab in tuukul** I think a lot; or, I worry a lot.

**ka kréejtike’ teen ilej** You think I saw it.

**bey in wa’alik xan** I think so.

**‘ilawileh: tuukul**

**ts’íiba’an:** Bricker et al. (1998); Pfeiler et al. (2022, 2023)

**Sus**: noun

**Adj**: adjective

**IPA**: refers to the International Phonetic Alphabet to represent the sounds of variations.

**Numerical** **representations**: 1 Orthographic writing; 2 and 3 show the orthographic variation; 4 and 5 shows the orthographic and morpho-syntactic variation; 6 represents the two loan variations; and 7 demonstrates the associated expressions to *tuukul*.

**Semantic variation**: could be noted under the relevant acceptances observed by scribers and staff.

Examples: lists several examples in which Maya and loans are contextualized as they were elicited.

**Pragmatic variation**: a note can be included about the linguistic ideologies and social effects associated with using *tuukul*/*tukl* versus an acceptation that is not a Mayanization from Spanish as well as for using one of the acceptations that is a loan word.

**Notes**: Speaker notes, sociodemographic, sociolinguistic, or linguistic ideological/ metapragmatic data collected will be included to provide context from data collection and use of the lexical items in this entry. We will list published works that note speakers’ terms.

adj. = adjetiibo (adjective); sus. = sustantiibo, súustantiibo, or súustiibo (noun); k’ab. = k’aaba’ (noun)

An interactive map will be included, with pins   
dropped where acceptations were produced.

Because this will be an web-based tool, the page is not limited to the space restrictions in this sample and will be formatted for ease of interactivity and legibility. This sample is simply intended to illustrate the types of variation the tool can represent. We emphasize that the analysis language for the Maya portion of the dictionary is in Maya (not English or Spanish).

