Abstracts are organized by session, then by first presenter's last name.

SESSION 2 • SATURDAY 11:30 AM-1:00 PM • WAILANA ROOM

The implications of language education policy for language endangerment: A cross-cultural study of Bangladesh and China
Zahid Akter, University of Colorado at Boulder (Zahid.Akter@Colorado.edu)

Against the backdrop of nation state's growing influence on their peoples' lives, I will investigate how their language education policies impact on their small languages. I will specifically consider the cases of Bangladesh and China and will rely on field investigations and the existing literature to interpret the situation.

Ethno-mathematics in Amarasi: How to count 400 ears of corn in 80 seconds
Heronimus Bani, Language & Culture Unit, GMIT, Kupang (chuck_grimes@sil.org)
Charles Grimes, ANU & SIL (chuck_grimes@sil.org)

Corn has become so important in the Amarasi culture and economy that they have developed several overlapping systems for counting it. One rean can refer to 384 ears of corn, or 400, or 480, depending on which counting system is used. The poster is illustrated with photos and video clips.

Indigenous youth negotiate language acquisition – An exercise in stewardship, sovereignty, and sustainability
Jodi Burshia, University of New Mexico (jburshia@unm.edu)

Indigenous youth negotiate the ideological constructs of “responsibility” and “accountability” relating to how heritage language and culture instruction takes place in their schools and communities. Interpretations and definitions of these constructs frame the approaches to heritage language revitalization and maintenance in and outside of the classroom.

Development of practical orthographies: an objective and a tool
Michael Daniel, Moscow State University (misha.daniel@gmail.com)
Anna Khoroshkina, Moscow State University (annakhor@gmail.com)
Alexandre Arkhipov, Moscow State University (sarkipo@mail.ru)
Alexandr Kibrik, Moscow State University
Sandro Kodzasov, Moscow State University
Nina Dobrushina, State University Higher School of Economics

Developing orthographies for native speakers of unwritten languages is usually associated with linguistic issues, while their value is often considered to be extralinguistic (‘giving-back’ to the community). Based on our field work with two East Caucasian languages, we will focus on the opposite: extralinguistic factors in orthography building and academic advantages of having a practical orthography for projects involving native speakers.
Language, music and place: Building a foundation for governance in Déline, NWT, Canada
Ingeborg Swanhild Fink, University of Cologne (ingeborg.fink@gmx.at)
Edith Mackeinzo (edith_mackeinzo@gov.deline.ca)
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Déline is a small community in the north of Canada moving towards self-government. It is believed that true Dene self-government can only be built in the Dene language and be build on Dene traditional knowledge. The vision is to build self-government policy from the traditional stories, and to ground governance processes in Dene concepts and language.

Community-based approaches to student training: Service-learning in a language revitalization course
Colleen Fitzgerald, The University of Texas at Arlington (cmfitz@uta.edu)

This talk presents the model of service-learning and how to integrate it into training courses on documentation and revitalization methods. We present a case study drawing from a recent course on language revitalization that used service-learning. We outline benefits of this pedagogy as they pertain to communities, students, and instructors.

Moving beyond beliefs: The influence of language ideologies on endangered language documentation
Erin Haynes, Second Language Testing, Inc. (EHaynes@2LTI.com)
Wesley Leonard, Miami Tribe of Oklahoma Language Committee (wesley.leonard@gmail.com)

A common belief about endangered languages is that they always undergo simplification, an assumption that guides many linguistic descriptions. We will examine the ideologies behind this assumption and discuss two counterexamples in which endangered languages are developing complexity in form and function analogous to what is expected in “healthy” languages.

An evaluation of the orthographic systems in Paiwan
Wei-chen Huang, National Tsing Hua University, Taiwan (ohbuii@gmail.com)

This poster aims at evaluating current orthographic systems in Paiwan, with special focuses on the missionary writing system and the orthography developed by linguists and the central government of Taiwan. This poster also offers various thoughts on the decision of an ideal orthography in areas with high linguistic complexity.

Language documentation and revitalization on Rapa Nui
Miki Makihara, Queens College & the Graduate Center, City University of New York (miki.makihara@qc.cuny.edu)
Ivonne Calderón Haoa, The Rapa Nui Language Academy

This poster presents an ethnographic and linguistic analysis of the sociolinguistic situation on Rapa Nui (Easter Island) focusing particular attention on recent community supported language
documentation and revitalization efforts. We highlight how the observed diversity of bilingual competences and practices and competing language ideologies affect language revitalization efforts.

Variation in endangered language research: N’kep, Vanuatu
Miriam Meyerhoff, University of Auckland (M.Meyerhoff@auckland.ac.nz)

Social dialectology methods are seldom used in endangered language research. A new project on N’kep (northern Vanuatu) uses sociolinguistic methods to explore variation, fostering an appreciation of variation as a natural reflex of a living, changing language, and providing an alternate narrative to variation as an indicator of language loss.

Ups and downs: Bringing students and language communities together
Sarah Moeller, Graduate Institute of Applied Linguistics (sarah_moeller@gial.edu)

Students may have skills and a desire to collaborate with communities working to maintain their language. However, obstacles such as lack of contacts and class work may hinder students from engaging communities. A group of students learned to deal with these issues while developing a relationship with a Choctaw community.

On defining language development
Gary Simons, SIL International (gary_simons@sil.org)

With the call for greater language activism, language development is a term that is entering the vocabulary of the language documentation and conservation movement. However, the term has yet to appear in any dictionary of linguistics. This poster reviews its use in the literature and proposes a three-sense definition.

“I am proud to speak a language once banned in school” Community-based initiatives to document Dela-Oenale in eastern Indonesia
Thersia Tamelan, Language & Culture Unit, GMIT, Kupang (theresiatamelan@yahoo.com)

Dela-Oenale was once banned from schools as inhibiting the learning of Indonesian. While new policies make space for vernaculars, the government does nothing to promote or develop them. It is up to the D-O community to do so. This poster documents efforts to date and describes plans for moving forward.

Understanding and conserving a rural Chinese dialect
Jing Zhang, University of Hawai‘i at Mānoa (jzhan2@hawaii.edu)

This presentation discusses special features of Balingshan dialect in comparison to Mandarin Chinese. The presenter will examine reasons why the young generation avoids speaking this rural dialect and propose ways to conserve Balingshan dialect.