In winter 2008, I developed and taught workshops for English as a foreign language (EFL) educators for two weeks in Korea. I worked as an English language specialist through the joint sponsorship of the U.S. Embassy's Office of Public Affairs, the Jeollabuk-do Office of Education in Chonju, and the Jeonnam Teacher Training Institute in Gwangju. As a basis for the workshop, we used the video-based training materials developed by the University of Oregon’s American English Institute and the U.S. Department of State’s Office of English Language Programs.

The demand for English language services and proficiency in the workplace continues to increase in South Korea, as it does worldwide. For better or worse, English widely functions as the current lingua franca in the world of the business, information technology, and academics. In recent workshops for secondary-level (high school) EFL teachers, it was my experience that local educators, now more than ever, face a complex array of challenges. Some of the issues concerned them included the following.

**Shortage of Trained EFL Teachers.** Wide variation in language proficiency and the quality of training available for preservice and in-service language teachers is not uncommon. Public policy seems poised to increase the number of contact hours of English in the curriculum while simultaneously lowering the standards for credentialing EFL teachers at the secondary level, even as universities and other teacher-training entities race to close the gap.

In a further twist, *Korea Beat*, a blog that translates high-interest news articles from Korean into English, reported online in January 2008:

> The provincial government of Gyeongsangbuk-do, dissatisfied with the “insufficient” number of foreign English teachers in its schools, is turning to the growing population of women from Vietnam, the Philippines, and so on who have married Korean men. Watch out, English teachers—Vietnamese women are after your jobs. (koreabeat.com/?p=664)

Public Pressure for Hagwons and for Younger Learners to Study English. In the private sector, there is a growing sense that it’s better to learn English at a young age. The multimillion dollar “hagwon” (cram school) industry, though largely unregulated and run primarily on business models (nathanbauman.com/seoulhero/nfblog/?p=119), is seen as de rigueur for children of parents who can afford the added hours of formal schooling. *The New York Times* reported on the...
hagwon practice as a growing trend more than ten years ago, even when Koreans were in schools in countries where English is spoken as a first language:

“I complain, but my mom says I have to go,” said Jerry, a Stuyvesant High School student from Sunnyside, Queens, who has already scored a 1520 on the Scholastic Assessment Test for college, but is shooting for a perfect 1600. “It’s like a habit now. . . .” Long a tradition in the Far East, where the competition to get into a top university borders on the fanatic, the cram schools of Asia have begun to appear in this country, too, in Queens and New Jersey and Los Angeles and elsewhere, following the migration of many Koreans, Japanese, and Chinese over the last two decades. (query.nytimes.com/gst/fullpage.html?res=990CEFDC103DF93BA15752C0A963958260&sec=&spopn=&pagewanted=all)

Traditional Teaching Methodology. A survey of teaching materials and current practices reveals that public school curriculum in English as a foreign language (EFL) continues to rely on traditional grammar-translation kinds of teaching methods. Teachers in my workshops reported a growing awareness of the need for incorporating productive (speaking and writing) skills as well. They also reported a growing interest in integrating content-based instruction materials and practices, and in piloting dual-immersion classroom programs in public schools. Lack of culturally and contextually appropriate resources remains a challenge, however.

EFL teachers report that complaints from parents about nonnative speaker pronunciation—also pejoratively labeled a “Konglish” (Korean-English) accent—have added another layer of unpleasantness in the workplace for them as well. Furthermore, the use of native-speaker “experts” (experts in speaking the language, perhaps, but not necessarily trained in educational practices) to create these reform materials is unlikely to result in a positive long-term outcome.

Optimistic Outlook. In spite of these many challenges, it was my impression that the local EFL teachers in South Korea who were in my workshops were highly committed to their own professional development and more than willing to work on solutions to those challenges in creative and positive ways. The fact that they were attending twenty-plus hours of training with no additional pay during their vacation time spoke volumes to me. South Korea is lucky to have them in their schools. I feel confident they will endeavor to help successfully pave the way for the future success of language learners in South Korea.

For more on the materials used in the workshops, visit the “Shaping the Way We Teach English” page at the English Language Center website (eelp.uoregon.edu/shaping.html). This site contains an overview of the video-based materials jointly produced by the University of Oregon and the U.S. Department of State in 2007.

UO Linguistics and the Institute on Field Linguistics and Language Documentation (InField)

This summer, the University of California at Santa Barbara will host the inaugural InField, a biennial summer institute on field linguistics and language documentation. In 2010, the University of Hawaii at Manoa will host the second InField, and the University of Oregon is slated to host the third in 2012.

The initial InField will consist of a period of workshops from June 23 to July 3, followed by three parallel sessions of intensive field methods courses from July 7 to August 1. The nineteen workshops cover a broad range of topics related to field linguistics, and are designed to appeal to three different constituencies: language activists (nonlinguists who would like to learn more about how to document and maintain their own endangered ancestral languages), graduate students (in anthropology or in non-field-oriented linguistics departments), and practicing linguists who need to “retool” for modern field work. Spike Gildea will represent Oregon as a copresenter in three workshops: Grant Writing, Life in the Field, and Field Phonetics. For more information, visit the InField website at www.linguistics.ucsb.edu/faculty/infield/.

Our departmental involvement with InField begins with the person who had the initial idea, our alumna Carol Genetti. In 2005, she and Spike met in Cambridge at a conference on best practices in language documentation and we agreed that we should work together to create a new kind of summer institute, alternating summers with the Linguistic Society of America summer institute. Then in spring 2006, the University of Hawaii at Manoa received a grant to establish a center for language documentation and invited a group (among them, Carol and Spike) to a three-day meeting to brainstorm about how best to structure their new program. Carol floated the idea of InField at that meeting as well, and the entire group wanted to adopt it immediately. Hawaii requested the honor of hosting the 2010 InField as a part of launching their new documentation program, and the UO will host the summer of 2012. Although InField is designed quite differently from the successful program in language documentation we offered last summer (see Linguistics News Vol. 1 No. 2, Fall 2007, at logos.uoregon.edu/newsletter/index.shtml), surely that experience (and possibly other summer programs between now and then) will further develop the program when we host InField!
Welcome to the Spring 2008 issue of our department newsletter. As always, this is an opportunity for us to share some of our excitement: The excitement of discovery. The excitement of learning, teaching, and research. The excitement of linguistics at the UO. But most of all the excitement of belonging to this ever-growing community!

By growing, I don’t just mean the occasional waistline. We have record numbers of undergraduate majors and steadily climbing. From fifty majors in fall 2002, we have grown to more than 100 today. Undergraduate classes are at capacity and interest in our graduate programs is skyrocketing. While this does mean that we struggle a bit to meet everyone’s needs, it does give us bragging rights. We must be doing something right!

Of course, interest in language issues is growing internationally. The American English Institute is in ever-greater demand for its teacher training expertise (see our lead story in this issue for one example).

In the U.S. public-education system, interest in foreign languages continues to grow. According to a survey of 1,010 adults conducted by Scripps Howard News Service and Ohio University last year, “nearly two-thirds of Americans wish they’d taken more foreign language instruction while they were in high school. . . . Adults are generally satisfied with the amount of mathematics and science they received, but the survey found a fairly widespread longing for more foreign language skills” (www.newspolls.org/story_id=65).

Eugene alone has three second-language immersion elementary schools and is considering a fourth, despite a shrinking student demographic. Moreover, students are starting to recognize language study is fun! Witness as part of this interest the North American Computational Linguistics Olympiad—a language puzzle competition for high school students. I attended the local competition last winter and was struck by the diversity of students who were participating. Tom Payne describes the event on page 12 and even provides a sample puzzle. The first correct answer received at our e-mail address (lingnews@uoregon.edu) gets special mention in the next newsletter (we might have offered a large cash prize, but that would probably be illegal).

Speaking of cash, GLOSS (the UO linguistics student organization) is having a fundraising sale of some pretty nice looking T-shirts. If you know of a deserving torso, send your browser on over to www.flickr.com/photos/happyhalloween07/sets/72157604775451728.

As always, the Department of Linguistics greatly appreciates your charitable donations. They enable our students to represent all our goodness at professional conferences, they fund research projects, and they generally help out with our educational and research mission. Please enjoy reading about our current activities. As always, comments and requests for future issues are most welcome.

I’ll close by mentioning some comings and goings among our faculty. Mieko Ueno, who has been a visiting assistant professor with us for the last four terms, is moving back to San Diego after contributing greatly to our program and psycholinguistics curriculum. Zhuo Jing-Schmidt, a specialist in cognitive linguistics and an expert in Mandarin linguistics, is expected to be joining us from Germany next academic year. Expect a profile in the next newsletter. Scott DeLancey will be on sabbatical next winter and spring, including a further trip to the northeast territories of India (see page 17 for the associated story on that project). Cynthia Vakareliyska will be taking a full year’s sabbatical leave having received a well deserved promotion to Full Professor. She has been awarded an American Council of Learned Societies Digital Innovation Fellowship from the Andrew W. Mellon Foundation for next year and will be developing an electronic database for a typology of medieval Slavic calendars of saints. Beyond our department, we are excited to welcome a new dean of the College of Arts and Sciences: Scott Coltrane, coming north from the University of California, Riverside. Linda Brady is resigning from UO Provost to become chancellor at the University of North Carolina at Greensboro. Replacing her for the next two years is James Bean of the Lundquist College of Business. Also, UO President Dave Frohnmayer has announced his impending retirement, effective the end of June 2009. He is one of the longest-serving presidents in UO history, and it will be quite a change no longer having him “at the helm.” We will miss him.

Linguistically speaking (is there any other way?),
Eric Pederson
Cynthia Vakareliyska

Cynthia Vakareliyska received her Ph.D. in Slavic linguistics from Harvard in 1990. Her doctoral dissertation was a clinical study of semantic error patterns in dative-accusative case-marking by Bulgarian, Russian, and Latvian native speakers with acoustico-mnestic aphasia, which she conducted over eighteen months with patients in neurological clinics and hospitals in the USSR and Bulgaria. After teaching for four years at Georgetown, she came to the UO in 1994. She taught Old Church Slavonic and other Slavic linguistics courses for the M.A. program in the former UO Russian department, then transferred to linguistics in 1998. She teaches LING 160, 290, 435, 552, and the seminars in pathological language, language and gender, and Lithuanian and Proto-Indo European, in addition to Slavic linguistics courses listed under REESC prefixes, including Old Church Slavonic, and REES 315 on minority languages and language policy in Eastern Europe and Russia.

Vakareliyska’s primary research focus is on modern Bulgarian and Middle Bulgarian (Bulgarian Church Slavonic). Her research areas are historical Slavic phonology and medieval Slavic manuscript studies, which includes paleography, the relationship between orthography and phonology, and the identification of related manuscripts based on their linguistic and textual features. Her secondary research is on multiple-language and cultural identities among minority language-confessional communities, in particular Russian citizens of German descent in nineteenth and early twentieth-century Russian Poland (currently part of Lithuania). Since 2002, when she spent seven months in Lithuania on a Fulbright sabbatical fellowship, she has regularly spent summers in Lithuania working on this project and trying to get beyond first-year-level speaking ability in Lithuanian.

Her recent publications include a two-volume edition and commentary on the Curzon Gospel, a previously unstudied Bulgarian gospel manuscript datable to 1354, which will be published by Oxford University Press later this year. She will be on sabbatical in 2008-9 under an American Council of Learned Societies Digital Innovation Fellowship, developing an electronic corpus of medieval Slavic calendars of saints that currently contains over 120 mostly unpublished texts that she transcribed in archives in Bulgaria and Russia, plus about 500 published Slavic, Greek, and Latin calendars.

Because of the wide variety of saints listed for most calendar dates in the medieval Eastern Orthodox tradition, a large part of the project involves researching medieval Greek and Latin calendars. This helps identify the individuals listed in individual Bulgarian, Serbian, Macedonian, and Russian calendars for specific dates. Once the calendars of saints have been electronically encoded, the corpus search program should eventually yield a typology of medieval Slavic calendar traditions and identify related pairs and groups of calendars based on their linguistic features and textual formulae.

In February 2008, Vakareliyska participated in a conference on digital libraries of medieval Slavic texts in Sofia, Bulgaria, at which the electronic project was shown and demonstrated to an international audience. She will be giving papers on the features of individual calendars in the collation this summer at a conference in Bulgaria and at the International Congress of Slavists in Ohrid, Macedonia.

Emily Hayes

Emily Hayes’ interest in linguistics began in earnest as an undergraduate at St. John’s College in Santa Fe, New Mexico, while learning Ancient Greek. The Greek word “logos” captured for her what was so fascinating about language—its function as a bridge between the individual mind and the outer world. Although she later withdrew from St. John’s (after honoring its greatest inspiration in the form of a tattoo), her interest in language led her to explore the field of linguistics at the UO. The Department of Linguistics has exposed her to a wide variety of possible specializations, but she was always drawn back to the relationship between language and cognition. Consequently, she added cognitive science to her fields of study a decision that has been endlessly rewarding.

The Department of Linguistics’ semantics course inspired Emily’s choice of project in the McNair Scholars Program: conceptual metaphor in political discourse. She recently presented the results of the study, which was undertaken with adviser Associate Professor Eric Pederson, at the annual McNair Symposium. Her future plans include research in first-language acquisition and neural models of language processes. She also has an emerging interest in computational linguistics. With the strong foundation in linguistics provided by the UO, Emily is joining the Ph.D. program in cognitive science at the University of California, San Diego, this coming fall.
Beth Shephard

After growing up—kindergarten through college—in the absurd and wonderful city of Berkeley (ask her about it sometime), Beth Sheppard spent several years living in Germany and Latin America. Among a variety of experiences, she taught English in southern Mexico and northern Peru before settling down in the countryside outside of Eugene.

Beth was excited to learn about the Language Teaching Specialization (LTS) master’s program during the fall of 2006, and after a cursory look at other universities’ offerings, she decided it was a perfect fit. She has been fortunate to have the opportunity to fund her studies by teaching in the Department of German and Scandinavian this year.

Beth is excited about bilingualism and the preservation of heritage languages. She has a song about it for you: “Learn new languages and keep the old / One is silver and the other gold” (please sing often and teach others). She is currently working on a project with the Northwest Indian Language Institute (NILI), creating curriculum and materials to support families in bringing their languages from the classroom into the home.

Beth’s ideas for the future include going abroad again, furthering studies and working with NILI, to teaching at a community-college English as a second language department.

Ted Slautterback

After working for a number of years as an instructor in rhetoric-composition and literature, Ted Slautterback was recruited by a mission organization in 1997 for service in Seoul, Korea. While teaching English as a foreign language in Seoul, he studied applied linguistics, specializing in language education, and earned his Ph.D. from Hanyang University in 2003. His research in Korea dealt largely with applying cognitive grammar accounts of English and Korean to the EFL context. Following an extended period working in teacher training, he entered the Ph.D. program at Oregon. His research centers on the acquisition, processing, and pragmatics of complex syntax. He is interested in the distribution patterns of complex syntactic forms in natural language discourse, and in theoretical models of acquisition and processing that take such data into account. He is currently working with information structure and construction grammar accounts of extraction in English, specifically with relative clauses and wh-questions. As a student, his primary goals are developing skills in experiment design and implementation, in statistical data analysis, and in the use of corpora. As an experienced language teacher and teacher trainer, he remains interested in translating research in syntax, semantics, and discourse into practical pedagogical models that benefit both language learners and teachers.

Ted Slautterback in Hong Kong

2007–8
Department of Linguistics
Fulbright Scholars

ANKE WALDAU
University of Konstanz, Germany

ANNA VOKOVA
Institute of Linguistics, Russian Academy of Sciences, Russia

PAVEL GLAZUNOV
Tomsk State Pedagogical University, Russia

NATALIYA PERUN
Lviv Juan Franko State University, Russia

MAGUETTE DIAME
Cheikh Anta Diop University, Senegal

KAHYE CHUNG
Korea University, South Korea

Visiting Speakers

LYLE CAMPBELL
University of Utah

CAROL GENETTI
University of California, Santa Barbara

SUN-AH JUN
University of California, Los Angeles

LTS Student Profile

Beth Shephard

Ted Slautterback in Hong Kong

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LTS Student Profile

Beth Shephard

Ted Slautterback in Hong Kong
The Northwest Indian Language Institute (NILI) has had an exciting past few months!

First off, we’re very pleased to announce that the Yakima Sahaptin language will be taught at the UO’s World Languages Academy next year. The course will be taught by Yakama elder Virginia Beavert. It’s going to be great to have her on campus next year, and we’re very excited to have a native Northwest language being taught at Oregon. This course will give native students a chance to mentor with an elder, and give all students a chance to learn more about the Sahaptin language and culture.

NILI was also fortunate enough to receive its first endowment from Professor Taylor Fithian and family (the Fithian Family Scholarship Fund). These funds will help to provide scholarships for those attending our Summer Institute.

Speaking of the Summer Institute, this year’s title is “From the Classroom to the Family: Language in the Home” and will focus on the ways in which parents and teachers can be allies in the language-learning process. We’re honored that Zalmai (Zeke) Zahir, a scholar of the Lushootseed language and culture, will attend to give a weekend workshop on this topic.

NILI also received a donation of sixty deluxe copies of the software program Comic Life by Plasq (valued at almost $1,500!). During the Summer Institute, NILI will teach participants to use this software program to produce storybooks using their own photos and language, which can then be used both in classrooms and in the home.

NILI has also continued working on the development place-based curriculum with the Confederated Tribes of Grand Ronde. We piloted curriculum at the tribe’s Chinuk Wawa Immersion Preschool and Kindergarten and their afterschool program, which has given us many things to think about. The goal is to write curriculum with the community so it will reflect the values, knowledge, and language of the Grand Ronde people and their ancestors.

Finally, NILI is proud to announce that is will be hosting an unprecedented symposium during June 2010, the Western Symposium on Language Issues: Linking Theory and Practice. It will combine the seventeenth annual Stabilizing Indigenous Languages Symposium, the forty-fifth annual International Conference on Salish and Neighboring Languages, the Athabascan/Dene Languages Conference, and the (revived) Hokan-Penutian Languages Conference.

These conferences will allow community members and linguists to come together to share ideas, successes, and problems, leading to a more constructive dialogue among everyone involved in language issues.

In conjunction with the symposium, we also plan on offering several other avenues of learning and sharing, including a series of poster sessions with presentations from language programs as well as several short courses (through the UO) focusing on issues of language policy, documentation, and best practices during the week preceding the conference.

To keep up with NILI’s activities, visit our blog, We Are Speaking Together, at nili.vox.com.

The American English Institute (AEI) faculty was extremely active this year, giving papers and workshops at conferences throughout the world. TESOL (Teachers of English to Speakers of Other Languages) New York was the most attended conference with more than twelve AEI faculty members giving presentations, while TESOL Arabia in Dubai, TESOL Laos in Vientienne, and Thai TESOL in Bangkok also welcomed AEI presenters. The following list of research and classroom-application topics at these conferences reveals the wide variety of faculty interests:

Tom Delaney, Extraversion and Participation in Japanese EFL Classes


Alison Evans, Information Overload and Critical Evaluation

Cindy Kieffer, Instructional Strategies to Develop Critical Thinking Skills and Values and Instructional Strategies for Developing Critical Thinking Using Bloom’s Taxonomy

Stephen Kramer, An Introduction to the Chinese Spelling System (Pinyin)—How to Pronounce Chinese Names

Leslie Opp-Beckman, EFL Educators and E-mentoring; E-Teacher Programs; and Thai-UO Video-Conference

Sueanne Parker, Robin Rogers, Rachel Drummond Sardell, Podcasting by Level: Practical Applications for Teachers

Trish Pashby, Peer Evaluation of ITA (International Teaching Assistants) Microteaching

Elizabeth Root, Cultural Adjustment from the Student Perspective and The Ideology of English in South Korea

Bonny Tibbits, Trish Pashby, Exploring Vocabulary through Authentic Materials

Bill Walker, First Principles of Beginning Reading and Spelling and
Peru, the Palestinian National Authority (West Bank), Senegal, Tajikistan, Tunisia, Turkmenistan, Ukraine, Uganda, and Yemen. As midcareer professionals, they work on social issues in their countries in areas of resource management, education, HIV, substance abuse, medicine, law and human rights, and economics. After language, culture, and professional communication training at the AEI, they head for major U.S. universities across the country for nine months of study and practical training. Robert Elliott is overseeing this program as well as teaching specialized courses for both groups.

In April, the World Affairs Council in Portland asked the AEI to host a fifteen-member delegation of Russian language educators who were traveling to six states around the U.S. and attending the TESOL conference in New York. Workshops by AEI faculty members and the Yamada Language Center emphasized incorporating technology and culture into language teaching. Jeff Magoto, Cindy Kieffer, Robert Elliott, Sueanne Parker, Rachel Drummond Sardell, Robin Robins, Kay Westerfield, and Sarah Klinghammer all presented.

The Korean National University of Education is once again sending and South America. These participants, future leaders in disabilities rights, were attending Mobility International’s leadership training program. Pat Bryan, Bruno Kamps, and Char Heitman led discussions and conducted teaching demonstrations using multiple sensory methodologies to meet the needs of participants with auditory, visual, and mobility disabilities. And finally, from Argentina, four law students from the National University of Rosario attended a specially designed AEI program with the UO School of Law in English, legal writing, and oral argumentation. Their stay culminated with the Public Interest Environmental Law Conference, in its twenty-sixth year at Oregon. The National University of Rosario hosts one of the largest programs for UO students who want to study Spanish abroad.

Understanding Cultural Differences in the Learning Styles of IEP Students

Kay Westerfield, Empowering West African Women through ESP (English for Specific Purposes)

In addition to presentations at conferences, Cindy Kieffer, Leslie Opp-Beckman, and Kay Westerfield were U.S. Department of State English language specialists conducting workshops at various international sites. Cindy conducted teacher training workshops, titled Critical Thinking, in Burma, Laos, and Thailand. Leslie conducted workshops, titled Shaping the Way We Teach English, in Southeast Asia and Riyadh, Saudia Arabia. She also did multiple workshops with these materials in Korea (see lead article in this newsletter). Shaping the Way We Teach English is the popular, web-based teacher training program Leslie and Sarah Klinghammer completed in 2006. Kay Westerfield was a specialist in Togo and copresented with Leslie in Riyadh.

E-learning has expanded and AEI is now teaching several online courses to participants from all over the world. In fall 2007, two Critical Thinking courses and one Shaping course were taught; this spring, two Critical Thinking courses (taught by Deanna Hochstein and Agnieszka Alboza) and two Shaping courses (one for Syria, Jordan and Lebanon; the other for Iraq) were taught by Leslie and Alicia Going.

More attention has been focused on Central and South America this year. Leslie offered an e-course, Shaping the Way We Teach English in the Andes, and traveled to Peru to present certificates to participants and conduct follow-up workshops at the end of the course. Deanna Hochstein will be giving a plenary session at the Association of Binational Centers of Latin America convention in Bolivia this summer on English language program accreditation. The regional English language officers working with the state department are interested in the issue of quality assurance of language programs and accreditation.

AEI hosted a multisensory language workshop for Mobility International USA participants from Central Grade school English class in Cairo, Egypt

The Hubert H. Humphrey Fellowship Program continues to provide a very diverse group of students to the AEI with twelve fellows attending intensive AEI classes for two terms in spring and summer, and sixteen additional fellows coming for a shorter-term program this summer. The countries they represent are Armenia, Azerbaijan, Bahrain, Brazil, Burkina Faso, Burma, China, the Czech Republic, Haiti, Indonesia, Iraq, South Korea, Laos, Pakistan, Peru, the Palestinian National Authority (West Bank), Senegal, Tajikistan, Tunisia, Turkmenistan, Ukraine, Uganda, and Yemen. As midcareer professionals, they work on social issues in their countries in areas of resource management, education, HIV, substance abuse, medicine, law and human rights, and economics. After language, culture, and professional communication training at the AEI, they head for major U.S. universities across the country for nine months of study and practical training. Robert Elliott is overseeing this program as well as teaching specialized courses for both groups.

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LTS Terminal Projects Lead to Future Opportunities

Because of the accelerated pace and the applied nature of the Language Teaching Specialization (LTS) M.A. program, our students complete a terminal project instead of a traditional thesis. These projects usually take the form of a materials or teaching portfolio, a course design, or action research. Students select topics that match their particular interests and/or future plans in the field of language learning and teaching. Many find their terminal projects instrumental in landing jobs or opening other doors after graduation.

Bruno Kamps performed a needs analysis and designed a course for his 2006 project “Safer Hispanic Construction Workers through English for Specific Purposes.” Three weeks after he graduated from the program, the Department of Linguistics got a call from a local construction company seeking an English instructor for their non-English-speaking employees. Bruno arrived at Ram Jack of Oregon for an interview with his terminal project in hand and was hired on the spot. He is now teaching his third cycle of language classes, which focus on low-level general English skills with some attention to language specific to construction work. Bruno’s students have been teaching him, too, especially in the area of construction vocabulary: “crib” for “beam,” for example, and a more graphic term used by the workers for “port-a-potty.” Because of the uniqueness of this teaching situation, Bruno has developed many materials and activities to meet the needs of his students. His chants and raps for practicing vocabulary and grammar proved so successful that he has presented them as a workshop (“Energizing Rap Dialogues for Workplace ESP (English for Specific Purposes)”) at teaching conferences in Puerto Vallarta and New York. According to Bruno, who also teaches ESL at the American English Institute, Ram Jack is where he recognized a transformation in himself “from a student, who needs permission, to a professional trainer, who gives recommendations.”

For her 2006 terminal project, Bomi Oh wrote part of a textbook for Korean learners of English. Although the materials were designed for English instruction, Bomi has managed to adapt 25 percent of them for use in the popular Korean courses she now teaches at the World Languages Academy at Oregon. The Korean courses strongly reinforced her belief that “native speakers who are trained” make strong language teachers.

Rie Yamasaki completed her action-research project, “The Effectiveness of Teacher-Written Feedback on Students’ Writing,” in 2006. Now teaching English at a private high school in Saitama prefecture, Japan, Rie reports that much of what she learned in the LTS program supports her “directly and indirectly” in her teaching. Although somewhat constrained by the set curriculum at her school, she gets “confidence from the knowledge and resources developed and collected” in her studies in the LTS program. And, of course, her research on feedback influences the way she responds to her students’ writing.

Emiko Yamada’s 2006 terminal project, “Teacher Training Workshops for In-Service Japanese Teachers of English: Implementing CLT (Communicative Language Teaching) in English Classes in Japan,” proved highly useful after graduation. She was hired to develop curriculum and train teachers at Westgate Corporation, a company providing English programs to fifty-five university campuses around Japan. Not only pleased to have gotten a job where she is able to apply much of what she studied in her LTS courses, she was particularly thankful for the work she had done in curriculum development: As part of the rigorous application process for this position, she had to design five courses.

Norman Kerr focused on computer-assisted language learning (CALL) for his 2007 project, “Preparing University Students for Self-Directed Study:
An Online Chinese Course.” He is now teaching English at Chinese Culture University in Taiwan. He explains, “The terminal project was a factor in getting this job, particularly because of my CALL focus. Also, they consider the terminal project the same as a thesis here in Taiwan, which is good because this university now only hires teachers who are either published or have a master’s degree that included a thesis.” Next term, Norman will be taking over management of their e-learning program.

A few of our students go on to Ph.D. programs. Heeyoung Jung completed her action-research project, “Pronunciation Difficulties of English and Japanese Learners of Korean in Terms of Prosodic Features,” in 2007 and has been accepted by the Department of East Asian Languages at the University of Hawaii, where she will be focusing on Korean linguistics. Mi Gyu Kang, who wrote “CALL to Improve EAP (English for Academic Purposes) Reading Comprehension Skills for Korean Undergraduates in Technical Fields” in 2006, entered a doctoral program in secondary education at the University of Illinois.

Where Are They Now?

Erik Andvik

Erik Andvik, Ph.D. ’99, wrote his dissertation on a grammar of Tshangla, a Tibeto-Burman language, under the guidance of Professor Scott DeLancey. Since graduation, he has been working with SIL (Summer Institute of Linguistics) International as a linguistics consultant and program coordinator. He oversees a program for training and supporting leaders of local minority communities in Northeast India in their language-development efforts (see the Fall 2007 newsletter). From his home in Norway, Erik commutes several times a year to South Asia.

Erik has also continued his work on Tshangla. He is in the process of publishing his grammar of Tshangla (soon to appear by Brill Publishers), and is now working on a dictionary which he hopes will be useful to the Tshangla-speaking community in developing their language.

Lindsay Maren

Lindsay Jones Maren, M.A. ’04, spent two years as second-language acquisition coordinator for the Nüümü Yadoha Program, based in Bishop, California. Here at Oregon, she is currently working at the Northwest Indian Language Institute and the Center for Applied Second-Language Studies. She is also working as a practical linguist for the Pakañapul language team in Mountain Mesa, California, and she is continuing her studies of Potawatomi and related languages. Married in 2006, Lindsay and her husband, Ben, live in Eugene with her dog, Ellie.

Hanyang-Oregon Linguistics Symposium

By Spike Gildea

Last June, I was among five faculty members of the department who went to Hanyang University in Seoul, South Korea, for the inaugural Hanyang-Oregon Linguistics Symposium. We spent a stimulating two days in the presentation room, where we heard ten lively talks (five faculty members from each university) and took full advantage of the ample time for discussion. The range of topics reflected academic interests at both universities: four presentations on phonetics and phonology, six on the lexicon and morphosyntax; the empirical basis for five of the talks came from experimental work, the other five from elicitation and analysis of discourse. One goal of our symposium was to explore intellectual points of contact between our departments, and these were sufficiently strong that we expect to see future collaboration between the UO and Hanyang faculties.

Outside of the symposium, we were treated to a dizzying array of activities. On our first day in Seoul, we were invited to meet with Hanyang University President Kim. Every evening we ate another fantastic meal at another exquisite restaurant, and several of us enjoyed the pleasures of norebang (better known in the States by the Japanese label, karaoke). In addition, our colleagues took us to some cultural delights of Seoul, including Gyeongbokgung Palace and a concert of traditional music.

Our department has had a special connection to Hanyang University since 2001, when we launched the Hanyang-Oregon Joint TESOL Program in Seoul, in which local students take some of our courses in English, and at the conclusion, receive TESOL certificates and transferrable credit to a master of arts in the Language Teaching Specialization program at Oregon. Many of those students have gone on to study for the M.A. In addition, we have hosted a number of members of the Hanyang linguistics faculty as visiting scholars here in Eugene, and Hanyang has hosted our own Susan Guion, Tom Payne, and Trish Pashby as visiting faculty members.

We are now gearing up to host a reciprocal symposium here at the UO in summer 2009. We are planning to encourage participation from graduate students as well, and to show our visitors some of the delights of Oregon.
Another UO Linguistics Experience

By Jaime Pena

Some years ago, when I was an undergraduate student in Peru, I thought I would take a trip about the country. It would become my first amateurish fieldwork travel. By the end of my summer break I was feeling bored with my life in my city, Lima, capital of Peru. Whenever I feel that boredom of not having anything to do in particular, then it is a good time for me to move around and take to the road. I am really bad with money, so all I had in my pockets at that time was around eighty dollars in Peruvian currency. However, a friend of mine and I finally decided to go for a trip to whichever place we could reach, and so we took a bus to the north.

We stopped in each town we came across, and we decided to get off in Huaral, a small city to the north of Lima. There we bought fruits, and took another bus that was going up to the highlands. We became friends with the driver, who was going home to one little town very high in the mountains. Population and geography in Peru varies when one goes around the country. It would become my first linguistic experience. Population and geography in Peru varies when one goes around the country. We left Lima on a hot, clear summer day; at dusk we arrived to the driver’s town and it was cloudy and cold, there was snow on those mountains’ peaks, and a fine rain was pouring from the sky. They invited us to a local celebration. There was free food, music, and a popular theater play. It was in Quechua, a language that used to be spoken in the area. People did not speak Quechua anymore, but they could understand the play. The mayor of the town showed us old notebooks with many plays hand-written in Quechua and Spanish, copied from even older documents of previous centuries. Such a rich tradition it was.

That night as we were talking, I told my friend different things about languages that I remembered I had read somewhere. Quechua was spoken here, Aimara in a nearby area. And there were more languages. North of where we were and on the coast there was Quingnam, and beyond, Mochica, Tallan, Catacaso were once spoken. I had read an article about Culle, a supposedly extinct language that could be still spoken somewhere in that route. Now, of course, I might have been a bit drunk and might have been exaggerating, but my friend got very excited. He had his own reasons, being an anthropologist and probably knowing more than me about those things, so he convinced me to go on to those places with the little we had. Our idea was to collect names of places and verify colloquial-local vocabulary where one could see the remains of these languages reflected in Spanish.

Next day, we went back to the coast with our new friend, the driver, and he asked some of his friends to take us to the north, and city by city we reached Trujillo, on the northern coast. To go there you have to cross the coastal desert, where once Quingnam, or the “language of the fishermen,” was spoken. From Trujillo we moved to Chiclayo and then to Piura. An ancient, powerful culture once existed here, named Mochica. The (supposedly) last Mochica speaker died in the 1980s. In Piura, different related languages like Catacaso, Olmos, Sec, or Tallan are documented.

Next, we prepared to go from the coast to the Andes Highlands—from zero to almost 13,000 feet—and then down again to the Amazon forest. We went back to Chiclayo, and from there we took a bus to Moyobamba, the oldest city in the Peruvian Amazon. By next morning we had arrived at our destination. Some relatives were already waiting for me. Surrounded by eight valleys, the Mayo River, and a beautiful mountain range reminiscent of the Andes (which appears of a misty blue color from a distance), we had a most joyous time there. After some days in the company of our local friends, great food, the supreme taste of the local coffee, an amazing variety of fruit, and epic battles against mosquitoes at night, we decided to go to Lamas. Near Moyobamba there is the Aguaruna, who speak Aguaruna; and the Lamistas, who speak Quechua. We went to visit the latter first. The configuration of the town was something that I have pondered about ever since: on top there was the modern area, where there were restaurants and hotels; going a bit down by old streets there was the mestizo town (a mestizo is a mix of white and indigenous). But there was a third level at the bottom, where small but well-built traditional huts stood among cultivated farms: the indigenous town. We went down and sat near some trees to contemplate the rain and drink uvachado, a regional alcoholic drink. “Allillanchu,” we heard a man say, his voice from behind us, speaking in Quechua. “Imaynallan. Nuqanchis Limamantam kanchis, vi- ajando nomas kanchis,” said I, using what I could remember of Quechua.
He laughed and switched to Spanish, saying that my pronunciation was horrible. He asked why someone from the capital was sitting there. Then he pointed to the bottle: “Uvachado?” My friend invited him to drink. We said we wanted to see the town and meet people. After a while he invited us to his house, and his wife and children joined us. He was the major in the community, and he said we could stay as long as we “were good.”

We stayed with them for some days, after which we decided to go back to see my relatives in Moyobamba. Days later, we went to see the Aguaruna with my uncle, who knew some of them. We became friends and spent a while there talking to the Apu, or chief-tain, and playing with the children. It seemed so natural just being there with the men and women; their children running barefoot on the fields. They took us into their homes. On the last day, the chief invited us to “cleanse our bodies and spirit” in a ceremony. And then we departed.

Our savings were reduced to something around five dollars by then, but my relatives helped us with some money (I will honor my debt once I get my Ph.D. and a good job) and gave us presents for everyone in Lima, where we returned after this long trip. This trip made me appreciate how variety works at different levels and how much work there is to do.

Ever since that trip I have met and become friends with people from several groups in the Andes and the Amazon. It has been a while since I have seen them, and one misses the opportunity to travel and just be there. But this summer I am heading back to Peru to work with the Aguaruna and their “cousins,” the Wampis.

A Trip to India

By Daniel Wood

From a linguistic standpoint, the northeast region of India is an incredibly rich area. In January 2008, the Third International Conference of the Northeast Indian Linguistics Society (NEILS) was held in Guwahati, Assam, attracting people from all over the world. Presenting at the conference were UO linguistics graduates Erik Anvik, Mark Post, and Thangi Changte, and current Ph.D. student Gwen Hyslop. Scott DeLancey, Linda Konnerth, and Dan Wood made the long trek to Assam to present papers. For these three, however, the real adventure in the subcontinent began when they went their separate ways for their remaining time abroad.

Professor DeLancey was invited to contribute to the Winter School held by the Central Institute of Indian Languages in Shillong, the capital of the neighboring state of Meghalaya. There, he helped members from various linguistic communities in the Northeast who wish to pursue documentation and language development for their languages. Linda Konnerth traveled to Diphu, the capital of the Karbi district within Assam, where she was hosted by a Karbi family who immediately integrated her into the family’s routines. Linda was able to meet with members of the Karbi Lammet Amei (Karbi Literary Organization), with whom she will work in future fieldwork projects. Dan Wood accompanied a local university student to Naharkatia, a rural town close to communities that speak Tai and Tibeto-Burman. He was able to conduct some fieldwork with a few members of the local Nocte village, and watch the local monkey population wreak havoc in people’s back yards.

As part of the trip, Professor DeLancey was profiled in the news (www.telegraphindia.com/1080129/jsp/northeast/story_8834126.jsp).

AEI News
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Korean language teachers to the AEI for a month-long teacher training workshop in the summer. The program has expanded to fifty grade-school English teachers who teach in districts throughout Korea and who were specially selected for this program. Bonny Tibbitts, who organized and taught in the program last summer, will be working with them again this summer.

Peggy Dame and Tiffany Tillman traveled to Egypt after attending the TESOL Arabia Conference. The Northwest Association of Accredited Schools not only accredits K–12 schools throughout the Northwest, but also accredits international K–12 schools, over thirty of which are located in Egypt. Representatives working with the association had inquired whether AEI could assist with teacher training since most of these schools teach content areas in English, and teachers need upgrading of professional skills to meet accreditation requirements. Peggy and Tiffany visited several K–12 schools, observed language classes, and talked with teachers. Possibilities for future work are now being explored.
North American Computational Linguistics Olympiad

By Tom Payne

On February 5, 2008, thirty-one students from two area high schools came to the University of Oregon to compete in the second annual North American Computational Linguistics Olympiad (NACLO). The students competed by solving five linguistics problems in Apinayé (Brazil), Hindi, Babayin (an indigenous writing system from the northern Philippines), Aymara, and a comparative problem involving Swedish, Norwegian, and English. NACLO is a continent-wide event with over 800 students participating in the USA and Canada. Some schools in Mexico and the Caribbean have also shown interest. This year, the program was sponsored nationally by the National Science Foundation, Google, the Linguistic Society of America, and Cambridge University Press. The local competition was supported by the Department of Linguistics and the Yamada Language Center.

The goals of the Olympiad are to introduce students and the public at large to the fascinating and wonderful field of linguistics, to increase general awareness of the beauty and complexity of the world’s languages, and to identify possible future talent for linguistics, computational linguistics, and natural language technologies. All problems deal with real languages, or formal models of real languages, and all can be solved using natural analytic problem-solving skills possessed by high school students (see the sample on page 13). No special knowledge of linguistics or of the languages represented in the problems is necessary.

The Computational Linguistics Olympiad is the direct descendent of a competition that originated in Russia in 1965. It is currently a major part of educational life in Russia, Bulgaria, and the Czech Republic. There are also national competitions in Sweden, Estonia, the Netherlands, and Spain. In addition, there are dozens of local competitions in many towns and cities across Europe and the USA. In 1998–2000, a local competition was held here in Eugene, and in a very real sense, the current national program grew out of those first local efforts.

The Olympiad is in its second year. We hope to improve and refine the program in future years, to the point where we can accommodate up to 10,000 competitors. Much help is needed, so if you enjoy seeing young people get excited about languages and linguistics, I hope you will consider serving on a NACLO committee. There is no pay and very little glamour, but it’s a lot of fun. If you know a language that is likely to be unfamiliar to the vast majority of U.S. teenagers, please consider submitting a problem or data that can be made into a problem. The program depends on a constant supply of fresh problems to be used in publicity, practice, and the competitions themselves. This year, the following graduate and undergraduate students helped put on the local event: T. Neal Harvey, Taylor Meizlish, Derek Olsen, Bo Young Shin, Rosa Vallejos, and Anna Volkova. Faculty members who participated are Eric Pederson, Doris Payne, and Tom Payne.

Next year, we hope to have even more participation. So watch for further announcements. And please do consider submitting a problem. I have included a sample, but don’t feel you need to follow this pattern. Every problem is different. Please contact Tom Payne (tpayne@uoregon.edu) if you have any questions.

New Faces

Hyunkee Ahn, visiting scholar

Hyunkee Ahn is an associate professor in the Department of English Language Education at Seoul National University, Korea, where he earned his B.A. and M.A. degrees. He received his Ph.D. degree from the Department of Linguistics from the University of Texas at Austin in 1999 by writing a dissertation titled “Post-Release Phonatory Processes in English and Korean: Acoustic Correlates and Implications for Korean Phonology” under the coguidance of Professors Lindblom and Harms. At SNU since 2001, he has been teaching phonetics, phonology, morphology, and the history of the English language. He also has worked on the editorial board of major (applied) linguistics-related academic associations in Korea such as the Phonology-Morphology Circle of Korea, the Korean Association of Speech Sciences, the Korea Association of Teachers of English, and the Korean Association for the Study of English Language and Linguistics. In recent years, he has done research on the topic of the relationship between phonemic awareness and listening comprehension of English in EFL (English as a Foreign Language) circumstances. Together with Professor Hyun-Sook Chung (a specialist in teaching EFL), Ahn published articles
Apinayé

By Ronnie Sim and Tom Payne. Copyright © 2007, University of Oregon Department of Linguistics

Apinayé belongs to the Ge language family of Brazil. Currently it is spoken by less than 800 people, and therefore is seriously endangered. The following are some sentences in Apinayé, along with their English translations. You do not need to know exactly how these letters are pronounced in order to solve this problem:

1. Kukε kokoi. ‘The monkey eats.’
2. Ape kra. ‘The child works.’
3. Ape kokoi ratš. ‘The big monkey works.’
4. Ape mï metš. ‘The good man works.’
5. Ape metš kra. ‘The child works well.’
6. Ape punui mï pijetš. ‘The old man works badly.’

A. Translate the following into English:
7. Ape ratš mï metš.
8. Kukε ratš kokoi punui.

B. Translate the following into Apinayé:
10. ‘The big child works a long time.’
11. ‘The old monkey eats a lot.’

C. Explain the meanings of the following words:
ratš
metš
pijetš

CONTEST
The first correct answer received through lingnews@uoregon.edu will be rewarded with special mention in the next newsletter.
Selected departmental publications and conference presentations in 2008:


Susan G. Guion. “Effects of Learned Acoustic Cue Weighting on Second-Language Perception and Production.” Faculty of Education and Integrated Arts and Sciences, Waseda University.


Doris Payne. “Haciendo una tipología más adecuada para el ‘Orden de Palabras’: El Pápago y otras lenguas de América y el mundo.” Short graduate course for Escuela Nacional de Antropología e Historia, Mexico, April 2008.


The Department of Linguistics and the American English Institute have been awarded a number of grants. Take a look.

**Grants**

**Linguistics**


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**Your Contributions at Work**

Our donors continue their generosity. As a result, we have been able to help the following graduate students to attend conferences and go on research trips.


**Christopher Doty**, Conference on Endangered Languages and Cultures in North America, Salt Lake City, Utah, March 2008.


**Jonathan Banks**, Pilbara Aboriginal Language Center of Port Headland, Australia, June 2008.

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A $25 donation finances school materials.
$100 could help with a visiting lecture or field research equipment.
$500 contributes to graduate student research trips and professional conferences.

Your contribution enhances educational opportunities for our students or research and instructional resources for our faculty. Please consider giving to our established endowment, the Departmental Gift Fund.

Checks can be made out to the UO Foundation, Department of Linguistics, and mailed to the UO Foundation, P.O. Box 3346, Eugene OR 97403, or donations can be made by credit card. If you have questions or would like more information about any of our programs, please feel free to contact Jane Gary, executive director for college advancement at (541) 346-3951, jgary@uoregon.edu.