At the University of Oregon, faculty members and students involved in work with under-studied languages pursue field research in a variety of venues: collaborating with speakers and communities indigenous to Oregon and the Northwest, collaborating with speakers in Oregon who are either temporarily or long-term displaced from their geographical homes, and travelling to sometimes far-flung locations for extended field stays in communities. An additional crucial component of “fieldwork” involves the intensive processing of data. Data left in the form that it is first written down (whether with pen in a data notebook, or in electronic form on a computer) is not of much use to anyone—neither to the initial researcher (it can take hours to pour through a notebook and not find that particular sentence you kind of remembered writing down three months ago—and easily forget that you even wrote something down); nor to the community that speaks the language; nor to other linguists or nonlinguists who might find much value in the content or structure of the data.

Thus, it is imperative to structure and analyze the data into a user-friendly format. Increasingly, this means creating organized, searchable electronic databases of the material, which will eventually be added to professional archives.

This data-processing may take place “in the field” (wherever that may be) shortly after the data is first written down, but it often at least partially takes place in the offices of Straub Hall on the Eugene, Oregon, campus. Here, faculty members often are able to provide guided research opportunities for undergraduate and graduate students to also get involved in the research process.

Linguistics researchers at the UO may create many different types of databases, depending on the nature of the material collected, and depending on the intended uses of the material. This article is a brief introduction to some of the databases that have been created in the process of working on the Maa (Maasai, il-Chamus, Samburu) language, and some ways that material from these databases has so far been made available to the general public. Quite a number of people (including, but not limited to, Doris Payne, Leonard Ole-Kotikash, Sarah Tukuoo, Keswe Ole-Mapena, and Kent Rasmussen) have worked with speakers of the Maa language(s) to record and write down extended monologue and conversational speech events (often referred to as “texts”), as well as hundreds of stand-alone sentences and inflected words. There is also visual data (e.g. pictures) that go along with various speech events.

We have created five kinds of databases. All of these were started using a linguistics software program called The Field Linguist’s Toolbox (available for free download from www.sil.org/computing/catalog/show_software.asp?id=79). The types of Toolbox databases we have are:

- A cross-dialect lexicography database. This database is organized around word stems and grammatical morphemes. It is the underlying database for developing dictionaries. Because this is a cross-dialect database (and part of the project aim is, in fact, to collect data that will help us understand the dialect situation better), the database is reasonably complicated: we have to...
Data Archiving  continued from page 1

keep track of where each item of data came from, variations in form of the same basic “lexeme,” and variations in senses. We also try to collect examples of how each lexeme is used (in phrases or sentences), and sometimes we attach pictures and sound files to the lexeme.

The end result is that the database has lots of well-organized information in it, but only the die-hard linguist will find it very user-friendly. To get an idea of what the database—that-only-a-linguist-could-love looks like (and which can be easily converted into an XML archival form), we’ve copied part of the record for “path” below.

We all agree that’s not very pretty. But we can open up exactly this same database in another program, called Lexique Pro, which “miraculously”

turns it into something that an end-user can enjoy, including being able to view associated pictures (linked via the .G.

\cx óítóí
\vc enk-óítóí
\vs MaaSounds\enkoitoi\path'LK.wav
\vo en-koitoi
\vdi K Pk W S C
\vds lk st km ms kk mk Camus1.086
\vdiv SR W P DM OT K SKI SKII OD D KP M AT A KS B PK
\vds V91
\vcm CHECK ‘road, path, way’ senses
\vcs enk-óitolí
\vpl Dnk-óitolí
\vso st
\vcp Dnk-óitoí
\vso ms
\vIN n-koitiei, nk-óitεí
\vcm CHECK tone
\vdi 2nd is SN
\vds sl 50.022
\vdi S
\vds mk
\vIN kóitεí
\vdi SN
\vds sl
\vdiv S C
\vds V91

\vN en-koitóí
\vdi C
\vds Camus 1.048
\vcm V91 gives fvk-óitéí for S, C. He’s probably cutting the morpheme wrong – gives the lex for both dialects as beginning with /k/
\vps n
\vsn 1
\vdi K Pk W S
\vds lk km kk mk
\vdiv SR W P DM OT K SKI SKII OD D KP M AT A KS B PK S C
\vds V91
\vcm: For the meaning ‘road’, V lists just W KP A B K PK S. But for ‘path’, he gives all the preceding dialects.
\vge path,ACC
\vre road
\vre path
\vpc.G\pcx\koitoi-path.jpg
\vde Path, road
\vxc D mbĐĐá Đná \ucóítεí amĐ nĐnyĐ někříčk enetí ilótorok.
\vxe Follow this path because it leads you to where the bees are. (W)
\vxs kk 54.125
\vcf Dl-bárĐ bára, Dl-gûĐ [West], mĐnyDrĐ rĐ
\vce Road

You can see a sample of the FieldWorks web-output of an analyzed historical text called “Ol-Disi” at uoregon.edu/~maasai/Maa%20Texts/oldisi.htm. The “Ol-Disi” text tells a story about a quarrel between a young Maasai warrior and a British district commissioner, dating from the British colonial period in Kenya. (Can you guess where the Maa word Ol-disi came from?)

- A third Toolbox database contains elicited sentences.
- A fourth Toolbox database contains about 3,800 verb forms, all tagged for their morphological contents and properties. This database was largely developed by a graduate student, Kent Rasmussen, along with the work of Sarah Tukuoo and others. Kent and Sarah worked on this data in order to explore the behavior of Maasai tone in verb prefixes. There is a lot of tonal and other morphological data in this database that was not particularly reflected in Kent’s 2000 M.A. thesis—just waiting for someone to use it for more research on Maasai tone and morphology.
- A fifth Toolbox database contains summarized information on the morphological potential of about 270 verb roots—that is, what kinds of aspectual and derivational morphemes can a given root take, and which ones can’t that root take.
Welcome to the summer 2009 issue of the UO Linguistics Newsletter!

Our department continues to grow and develop in exciting ways, and this column provides an opportunity to give a brief synopsis of the various developments in and around the linguistics scene at the University of Oregon.

We have now successfully concluded our search for an experimental linguist and Vsevolod “Volja” Kapatsinski has accepted our preliminary offer. Pending anticipated final approval from the provost, he should be joining us in the fall. Expect a faculty profile in one of next year’s newsletters, but for the time being, know that we are excited to have him joining our faculty as an experimentalist with particular expertise in artificial language learning paradigms, eye tracking research, and much much more. We look forward to his greatly expanding the expertise of our department and working closely with us on a number of new projects.

Pending final budgetary approval (and everything budgetary is uncertain these days!), we also anticipate searching this coming year for a sociolinguist to join our faculty as well. With more than 100 majors and far more qualified graduate student applicants than we could afford to accept, having a couple more professors will greatly improve our ability to meet the needs of the students as well as broaden the research profile of the department.

Also next fall term, Scott DeLancey and Cynthia Vakareliyska will be returning from their sabbatical leaves, just in time for Lisa Redford and Doris Payne to leave for their one-year sabbaticals! Doris’ sabbatical is long overdue (she kindly agreed to postpone until this year) and she will mostly be based in Tanzania (the visa has come through!). Lisa’s sabbatical comes on the wonderful, but scarcely surprising, news that she has been promoted to associate professor with indefinite tenure! The evaluations of her work were truly glowing, and it was a pleasure to submit her tenure file to the college for consideration. Just this month, Lisa has also received a large multiyear National Institutes of Health grant, Acquisition of Temporal Patterns in Child Speech and Language, on which she expects to begin work this July.

To accommodate the expanding research space needs of the department, we are currently seeking additional laboratory space in the Oregon Medical Laboratories building in the Peace Health hospital complex just to the west of the UO campus. The primary Peace Health healthcare operations have moved away from downtown Eugene, which presents marvelous opportunities for the UO to work with Peace Health to develop the older spaces in exciting and potentially collaborative ways. In 2012, a number of psychology labs will be moved to one of the new science buildings from our venerable Straub Hall, so we are hoping to have some more flexibility with much needed on-campus workspace as well. Stay tuned!

After fifteen notably successful years of service, the UO president, Dave Frohnmayer, is retiring at the end of June. Perhaps the greatest of his accomplishments has been in the area of charitable development, which has allowed the UO to weather a rollercoaster ride of economic cycles and ever-diminishing state support (the State of Oregon’s contribution to the UO operating budget is expected to fall to no more than 10 percent in the next biennium). Dave has been a great supporter of linguistics at the UO and we will dearly miss him. That said, we are also keen to welcome the incoming president, Richard Lariviere, the former provost at the University of Kansas. He has a reputation for first-rate scholarship in the classical languages and traditions of North India as well as for his history of administrative leadership (see newpres.uoregon.edu/), so we are very much looking forward to working with him over the next many years!

Proving that there is life after retirement in Colorado, Tom Givón returned last winter term to donate his time and energy to running a seminar on language evolution. It was good to see him (and Adie his dog!) back again.

The department is in the midst of a ten-year program review this year. We anticipate having a committee visiting our campus and interviewing us in October 2009. Preparing our report for this committee has provided us with an opportunity to reflect on our last decade and to plan out our goals for the next decade(s). I hope to summarize the highlights of their report as early as the next newsletter.

As a final note, I have agreed to serve another “tour of duty” as department head. The last three years shot by so fast, that it felt as though it could have just been a year—but calendars don’t lie! With so many developments anticipated in the next few years, I look forward to continuing to have much to report in this column for many issues to come. As always, we greatly appreciate your contributions, from financial support for graduate studies to encouraging letters. Feel free to drop us a note anytime at lingnews@uoregon.edu.

Linguistically speaking (is there any other way?),

Eric Pederson
I was born the December 31, 1965, in Kaédi, Mauritania. My father was a farmer and my mother helped him and also bore the children.

My birth was normal; in fact, I was a strong and beautiful baby, according to my mom. At the age of one-and-one-half years old, because of poliomyelitis, I lost the ability to move, becoming disabled.

I went from a lovely little girl, smiling and running the whole day (my mom told me), to being sickly, sad, and weak. Crawling was the only way I could move around. My parents visited many witchdoctors, but they could not heal my sickness. This disease is considered an evil sickness, occurring as a punishment, bad luck, a disgrace, and so forth.

I became a big burden for my family, but fortunately, they decided not to let me die, as occurs in some situations. What a tragedy and a shame it was for my parents to have a child with disability!!!

As a consequence, I was sent to my grandmother’s house, far from my parents, to be hidden there. I did not have the right to play with other children. Punishment, shame, and a big burden—these words were always repeated to me.

At the age of eight, after my younger sister went to school, I decided to be a schoolchild. I came to this decision partly because my younger sister would sometimes come to visit my grandparents. She was so nice, and she liked to talk about her school. In the beginning, it was very difficult, because I was beaten every time I tried to go out, and people outside treated me very badly.

But, I was so determined to go to school, that the punishment could not stop me from going out. I was punished by my grandparents who did not want people to know about me. I was treated badly by people who did not want to meet a child with disability, which they see as a bad spirit and an unlucky day.

“You are less than half a person; you cannot do anything,” were the sentences I had the right to hear.

I finally found a way to get to school, but not one without many obstacles. It was very hard to crawl the long way to school. The road was full of physical obstacles, and people were without pity toward children with disabilities.

I would go to my sister’s class and wait outside. I was waiting for the teacher to ask me to come in. One day, he asked me this question: What is your name? The teacher then asked me about my father’s name. I was happy that somebody was talking to me, and I told him: My name is Diariata, and I need to learn.

After three months of negotiations, he had convinced my father to send me officially (I had been going each day without official authorization) to school. Only a father has the right to determine a child’s destiny. My mother could not do anything.

My first day as a schoolgirl was, of course, one of the happiest days in my life, because of two important things:

1) I was allowed to learn; and
2) The teacher called me my by my name, Diariata, not by the name I used to hear, a “half person.”

Starting this day, I promised myself to be a good pupil, so that my parents would be proud of me, and forget about the shame of my disability.

“Yes, I was a schoolgirl pupil! What a wonderful day! I will learn how to read books, and how to write letters for my parents, and they will forgive me for the shame I brought to them,” were my thoughts.

In the classroom, the teacher told me to sit at the back, because he did not want me to disturb the children. I also had to keep quiet and not try to respond to questions. Children enjoyed playing with me as if I were an animal or a toy, so I had to be discreet. But, I was happy to be able to learn.

Very quickly, I realized that I was able to understand everything well; I was an intelligent pupil. At this point the teacher decided to let me sit near the other pupils. During recreation time, I could not go out to play with the children. I had to stay in the classroom.

Eventually, I moved to my parent’s house, which was a little closer (1 kilometer) to my school: My grandparents’ house was very far from my school, but from my parents’ house I had to climb a hill. I stayed at the school the whole day outside under the trees. It was difficult to go back at noon at home: the temperature was very high, 40 degrees Celsius, and the hill was a big problem.

What a struggle to get anything!!!

I was very strong, despite my disability: I could go all day without eating. I think human beings can develop abilities in difficult circumstances!!

After acquiring my high school diploma, I moved to Nouakchott to study law at the university. I was so happy to study law, to fight for women and disabled people’s rights and dignities. I helped the Mauritanian association for people with disabilities from time to time.

After four years, I got my master’s degree in private law. A master’s degree was the latest university diploma in Mauritania in this time. I applied to be a lawyer, but my disability was
considered an obstacle.

I was so angry about this. I tried to find other work, without success.

As an unemployed person, I had time to work with our association. I was working in Mauritania and in West Africa for human rights for women, children, and people with disabilities. Being an activist, and outspoken, was not without difficulties.

One day, I was presented with the possibility of moving to France to look for an opportunity to work with an organization based in central or austral Africa.

After arriving in France I heard about Soeur Emmanuelle, a nun who worked in Egypt, Sudan, and Senegal, and who loved helping women and children go to school. I wrote to her explaining my history and my project. (Sister Emmanuelle, who died in October 2008, was a famous nun who spent her life helping very poor people, women, and children, in odalisque countries (having concubines), in Africa, and in France.)

When Sister Emmanuelle received my letter, she immediately called and talked to me. Sister Emmanuelle became the mother that I did not have, the teacher encouraging me toward learning about western life, the friend that I could trust and with whom I could share my feelings, and my observer. She helped me with my university studies in France, and my collaboration with Mobility International USA (MIUSA), to go to Eugene to study English at AEI.

I moved to Eugene to study English in 1997, after having been invited by MIUSA in 1994. When I came to AEI, I could not write and read English correctly. Also, I wasn’t any good at using computers. After nine months of intensive studies, I improved my English skill and was able to use the computer, and e-mail.

The ability to use English, the certificates I got from the U.S. and the high university diploma I had helped me apply for a position at the United Nations Educational Scientific and Cultural Organization (UNESCO) in an education program. English is necessary to apply for a position at the United Nations.

Since 1998, I’ve worked at UNESCO, taking responsibility for inclusive education in Africa (from 1998 to 2004), and for the effectiveness of the U.N. conventions in the field of nondiscrimination in education, for African countries, among other duties.

Today, with my doctorate in international law, I have many responsibilities, and I am a very busy woman at UNESCO. Thanks to my education, I am today able to help states of UNESCO members in Africa and in Arabic countries to improve their legislations for girls, women, and vulnerable children in education.

Diariata Coulibaly

Research Profile

By Linda Konnerth

Karbi is a Tibeto-Burman language spoken in the autonomous Karbi Anglong District in Assam, Northeast India. There are about half a million speakers, most of them also fluent in Assamese, and able to speak Hindi and English to different degrees.

My Karbi documentation project was initiated in spring 2007 when Mr. Teron, affiliated with the Karbi Lammet Amei (KLA—Karbi literary organization), sent an e-mail to professor Scott DeLancey. Teron was asking for linguistic support to work out a proper description of the language to serve as the basis for the development of practical language materials to be used in schools and for literary work. As I had already started studying a Karbi grammar written in German by Karl-Heinz Gruessner, I was offered the chance to pursue this project and agreed without hesitation as this seemed like a great opportunity: to be able to do fieldwork with the full support of members of the community. The KLA has even been collecting donations from the (not very wealthy) Karbi community in order to be able to fund a large part of the project including costs for my accommodation as well as providing me with a language consultant and a research assistant.

I met Teron and other KLA people in January 2008 after attending the North East Indian Linguistic Society (NEILS) conference in Guwahati, the capital city in Assam. I then went to Diphu for a few days, the capital of the Karbi Anglong District and the place where I spent my winter term 2009, pursuing my first couple of months of fieldwork.

During my short stay in winter 2008, I was hosted by a Karbi family (the Kros), who, again helped me more than I could express, especially my friend Rasinza. Anybody who has stayed in a place where you don’t speak the language (yet) and many are seeing a foreigner for the first time, knows how important other people’s help can be. In that respect, I am very lucky; Rasinza and her family made my life there enjoyable.

My winter 2009 fieldwork started in late January after attending this year’s NEILS conference in Shillong. I stayed continued on page 8
Staff Profile

Jacque Albert

Jacque Albert has been the accountant for the Department of Linguistics and the American English Institute since 2006. In addition to payroll and accounts payable, she is also the administrator for the NILI grants, and helps faculty members and graduate students with their travel and grant reimbursements. Jacque enjoys solving the accounting challenges that come with the department’s travel to remote parts of the world.

Jacque is also the accountant for a local synagogue, Temple Beth Israel. She has more than twenty years of accounting experience. “I always think of accounting like a puzzle. All the pieces are there, you just have to find them,” she says.

Jacque was born and raised in Utica, New York. She lived in Florida for many years and received her college education there. She moved to Eugene in 1993 to buy the Monster Cookie Company and quickly fell in love with the town’s culture and Oregon’s natural environment.

A long time animal lover, Jacque spends much of her free time with her pets. She has several birds, including an African Grey named Wally. She also has a horse and a Uromastyx lizard, and likes to take walks with her two basset hounds, Aiden and Annie. Jacque has one nineteen-year-old daughter, Nicole, whom she home-schooled until entering college. Nicole is now a senior at the UO.

Jacque loves working at the university and says the atmosphere is different than any other place she’s worked. She enjoys the relaxed, welcoming environment of the linguistics department and likes that everyone is willing to help each other out.

Undergraduate Profile

Vanessa Hoffman

I ended up looking into linguistics because somewhere along the line I realized that I loved languages. Spanish was always my favorite class growing up, so I assumed that language and culture were my passions. My senior year I took French as well and loved it, so I decided to look into studying language as a whole in college. I took my first linguistics class (290) my first term, and I found it extremely fascinating.

I think that my favorite part of linguistics is morphology, specifically when you are given a list of words in another language and their translations and you have to figure out which morpheme is the subject, verb, and so on. It seems like a big puzzle and when I figure it out I get an amazing sense of satisfaction.

I’m considering translation or the reduction of dying languages into written form as a possible career, but for starters I’m going to also get a second-language acquisition and teaching (SLAT) certificate as well as a linguistics degree, so that if I decide I want to teach English for a bit I can do that. There are so many resources and opportunities for linguistics majors here at the UO, I was pleasantly surprised.

So for now I am mostly studying Spanish, linguistics, and I took up Arabic this year. I am currently double-majoring with Spanish—I can’t forget my first love—and am planning to study abroad in Ecuador this fall. I will probably only take Spanish classes while I’m there, but I hope to pick up a bit of Quechua as well—it could be useful for my future to get a taste of indigenous culture.

Linguistics Electronic Archiving Project

For the past three years Linda Campbell with the assistance of Grant Smith has been electronically archiving office documents. No longer are documents boxed and sent to central archives to be housed on a shelf in the deepest recesses of the Baker Building. Instead the documents are scanned, verified, and electronically archived. The originals are then destroyed in accordance with State of Oregon regulations. In the past when a document had to be retrieved someone would have to climb a ladder, hang precariously many feet above the floor, and find the document. Nowadays we get our cup of coffee, settle comfortably in our chairs and turn to the computer to locate the document. Acrobatics are no longer necessary to find a file, only good finger dexterity and organization. To date we have electronically archived hundreds of documents, moving us into the fold of the digital age.

LANGUAGE IS THE MEANS OF GETTING AN IDEA FROM MY BRAIN INTO YOURS WITHOUT SURGERY.
-MARK AMIDON
Kyoung-Ho Kang

Kyoung-Ho Kang is from Busan, South Korea. He loved learning English so much and this brought him to America. After getting a B.A. in English language and literature, he worked at a bank. However, before long, he realized his passion for English and linguistics, and he decided to come to America.

The place where he started his study in America was the scorching desert of Arizona. After the two years of strenuous work at Arizona State University for a master’s degree in TESL, he found that he loved the life in America, especially the school life in American colleges. Then, after a short stay in South Carolina, he moved to Oregon to pursue a Ph.D. in linguistics. He did not have a sense of what life would be like when he drove to Oregon from the southeast by himself. However, since he settled down in Oregon in 2001, he has never missed the previous places he lived. Kyoung-Ho is in love with Oregon, not to mention his studies, his colleagues, and his professors in the linguistics department.

Having previous experience in teaching and researching in the department, Kyoung-Ho is now finishing his doctoral dissertation. His experience in the department includes teaching undergraduate classes of different sub-fields of linguistics and publishing two journal articles through work with associate professor Susan Guion. His interests are in the acquisition of phonetic-phonological systems by bilingual speakers, improvement of speech intelligibility, especially for second language learners of English. For future research, he is extending his interest into the issues, such as intelligibility of English for Korean learners of English and first language acquisition in Korean. Through research in these areas, he hopes to further our understanding in language acquisition.

Anna Pucilowski

Anna got her B.A. in linguistics and French some years ago but had no intention of completing a graduate degree at that time. She escaped from New Zealand and spent the next few years in Europe, travelling and exploring a variety of jobs. After teaching English in Warsaw, Madrid, and Cairo, she decided she needed to go home and enroll in school. She completed her master’s degree in 2006 with a thesis on split-ergativity in Maori.

Through her research, Anna became interested in languages that aren’t very well studied and decided to come to the UO to learn more about documentary linguistics. After coming to Oregon, Anna became interested in Munda languages, and in fall term of 2008 she had the opportunity to travel to Jharkhand, India, to work on an online dictionary of Ho, a North Munda language. This was a good introduction to the language and region. She plans to return to India in 2010 so she can begin to understand more of Ho’s interesting morphology and syntax for her dissertation research.

Workshops

April 7-8, 2009
Gildea, Spike
Tipologia diacrônia: Para uma explicação de padrões comuns. A 4-hour course on Diachronic Typology, in which both common and uncommon typological patterns are explained with reference to their etymology. Typologically common patterns are the result of functionally motivated (and therefore frequent) changes, whereas typologically uncommon patterns are the result of historical “accidents” that preserve archaism.

May 14, 2009
Gildea, Spike and Álves, Flávia Castro

THE MARVELOUS THING IS THAT EVEN IN STUDYING LINGUISTICS, WE FIND THAT THE UNIVERSE AS A WHOLE IS PATTERNED, ORDERED, AND TO SOME DEGREE INTELLIGIBLE TO US.
—KENNETH L. PIKE
The Northwest Indian Language Institute is preparing for the twelfth annual NILI Summer Institute at the University of Oregon, June 22–July 3, 2009. The program brings together Native language teachers and learners, community members, UO students, and faculty and staff members. Participants say that the Summer Institute gives them the opportunity to connect and share with other teachers, explore their languages, and create materials to use in teaching.

Full time Summer Institute students enroll in four classes. Courses include Northwest Native languages, linguistics, materials and technology, and teaching methods. This year, students will choose one of four Northwest languages. Linguistics courses introduce students to the grammar and “inner workings” of their languages. A teaching methods course will focus on language immersion. Participants will experience daily immersion sessions as students, and focus on specific elements of immersion teaching. The day ends with materials development courses.

UO community members can enroll for the language courses separately from the rest of the institute through the Community Education Program—a great opportunity to get a snapshot of a Northwest language from a respected and fluent instructor. These one-credit courses meet 9:30–11:15 a.m. daily. The courses offered this year are:

**Chinuk Wawa** (Instructor: Tony Johnson) The focus of the class is on learning Chinuk Wawa, a language spoken throughout the Pacific Northwest, and learning the history and culture of the tribal people who spoke it. Students will (1) learn the sound system of Chinuk Wawa to be able to (2) converse in a variety of common everyday settings using vocabulary and structures presented in class.

**Sahaptin** (Instructor: Virginia Beavert) As long as the American Indian natives can remember, their language has never been written. The stories and teachings were passed down orally throughout each generation. Now, the elders have passed away and their wisdom died with them. There are few fluent speakers left, and the young generation is becoming alarmed that their culture and language are dwindling away. They believe whatever is left should be preserved and are asking colleges and universities for help. This course will teach an introduction to a practical writing system and the sounds of Sahaptin. Students learn words and phrases in the Sahaptin language.

**Tolowa** (Instructor: Loren Bommelyn) The focus of the class is on learning Tolowa Dene, a language spoken in southern coastal Oregon and California, and learning the history and culture of its tribal people. Students will (1) learn the sounds system and (2) be able to converse in a variety of common everyday settings using vocabulary and structures presented in class. Emphasis is placed on daily speaking and listening, with some writing and reading exercises.

**Lushootseed Immersion** (Instructor: Zeke (Zalmai) Zahir) Lushootseed is the indigenous language spoken in the Puget Sound area. Its region includes all of Puget Sound, its river tributaries, Whidbey Island, and Skagit Valley. The best way to learn how to conduct a full immersion is to experience one. This course is ideal for beginning as well as advanced students. Teachers who are not Lushootseed speakers may be interested in attending to see how an immersion language class is taught. By the end of the two-week course, the estimated vocabulary exposure is between 200 and 300 words. The course will cover Lushootseed sounds and orthography, introductory phrases and vocabulary, and traditional stories from the Puget Sound region.
LTS News

Language Teaching Specialization Program: For Teachers of Many Languages

Although the Language Teaching Specialization (LTS) program may look similar to many master of arts Teaching English to Speakers of Other Languages (TESOL) programs offered at universities around the country, one significant difference is its flexibility to work with students who plan to teach languages other than English. True, many students in the LTS program are focused on careers in teaching English as a second or foreign language; however, a number of students are working with other languages. Currently enrolled in the program are students with goals of teaching Sahaptin, Turkish, Farsi, Arabic, Chinese, and Japanese.

How does it work? The core courses of the program—Second Language Learning, Culture-Literature, Language Teaching Methods, Language Teaching Practice, Curriculum Design and Materials Development, Testing and Assessment, Computer-Assisted Language Learning, and Terminal Project—are not language specific. When completing their assignments, students apply the concepts and principles covered in the courses to the language instruction setting of their choice.

In addition, these students take courses specifically focused on linguistic, cultural, and pedagogical aspects of the language they plan to teach. For example, those working with Japanese can now enroll in two new courses in the Department of East Asian Languages and Literatures. Assistant Professor Kaori Iademaru, who has been collaborating with the LTS program in her efforts to increase opportunities for Japanese specialists, is offering a seminar in Japanese linguistics this spring and a Japanese pedagogy course in fall.

Another recent development is a hybrid program for teachers of Native languages. Janne Underriner, director of the Northwest Indian Language Institute, and linguistics professor Scott Delancey have designed a version of the LTS MA program that includes morphology and syntax courses from the theoretical program. These provide necessary background for students working with language preservation and revitalization.

Roger Jacob entered the program last summer and has been working on developing materials for teaching Ichishkin (Yakima Sahaptin) to high school students at the Yakama Nation Tribal School in Washington. He hopes these materials will also serve “to improve Yakama natural and cultural resource management.” While here at the UO, he has been assisting instructor Virginia Beavert in her Ichishkin course at the World Languages Academy, an experience he considers invaluable. “Tuxamshish [Virginia Beavert] is the reason I am here at the UO. I have been a student of hers for some time, and jumped at the opportunity to continue my learning from her at Oregon.” One of the benefits of working in the class has been a chance for Roger to overcome some problems with fossilization he had been experiencing with the language.

Nilay Sevinc has worked at Yamada Language Center as a tutor in the self-study Turkish class for eight terms and is now serving as the self-study coordinator there. She was invited this year to join a group of professors from universities in the U.S. to create a series of graded readers for Turkish learners. After graduation this spring, Nilay will be heading to Turkey for the summer to teach Turkish classes (beginning and intermediate level) to American university students in a program established by the Turkish American Association.

Zahra Foroughifar has been busy teaching and working with Farsi instructional materials since her arrival at the UO. As a tutor in the self-study program at Yamada Language Center, her challenges include developing materials that can attract students with different learning needs and interests. At the Center for Applied Second Language Studies (CASLS), she edited Persian reading assessment items and is now a pilot coordinator for less commonly taught languages (LCTL): Arabic, Hindi, Urdu, Persian, Swahili, and Yoruba. She recruits and works with instructors to administer Computerized Assessment of Proficiency (CAP) tests in these languages. Zahra’s future goals? “I plan to teach Persian in the U.S. and be directly involved in developing materials (including books, assessments, and electronic tools) for this beautiful language.”

Nadia Allhusain, who is interested in teaching both English and Arabic, worked at CASLS as a “text finder,” searching for, revising, and editing materials for advanced Arabic learners. This past winter, she observed and assisted in an Arabic course at the World Languages Academy, helpful preparation for her terminal project, a materials portfolio of online Arabic listening materials.

Summer Huo, having enjoyed her experiences as a Chinese language tutor continued on page 10
On February 4, 2009, twelve students from South Eugene High School participated in the third annual North American Computational Linguistics Olympiad (NACLO). South Eugene students Torin Rudeen and Moor Xu, distinguished themselves by qualifying for the next level of competition, held on March 11, 2009. Linguistics students Taylor Meizlish, Derek Olson, and Anna Pucilowski, helped administer the event, which was sponsored locally by the Department of Linguistics and The Duck Store. The National event was supported by the National Science Foundation, through a grant to Carnegie Mellon University, and by several corporate sponsors.

While linguistics is a discipline that is still not well known to the general public in the U.S.A., more and more high school students are beginning to recognize the value of a systematic approach to language. This appreciation is due partially to increasing emphasis on multiculturalism in the schools and a fascination with the works of J.R.R. Tolkien and others in which glimpses of the beauty, complexity, and systematicity of language are portrayed in fantasy languages such as Quenya, Sindarin, Klingon, and others.

Building on a tradition of Linguistics Olympiads begun in Russia in the 1960s, NACLO is tapping some of this energy by challenging North American high school students to test their linguistic aptitudes in a problem-solving competition in linguistics. In 2007, 195 students participated in the U.S.A. and Canada. In 2008, 763 participated. In 2009, 1,020 participated. So obviously, interest is growing.

Each year, top students are invited to represent their home country at the International Linguistic Olympiad (ILO). In 2007, the ILO was held in St. Petersburg, Russia. There, the U.S.A. won the top prize in the individual competition, and tied for first with the Russian team in the team competition. In 2008, the U.S.A. received eleven of the thirty-three prizes at the ILO, held at a Black Sea resort in Bulgaria. More information on the stunning performance of the U.S. teams in these highly competitive international events can be found on the National Science Foundation website, www.nsf.gov/news/news_summ.jsp?cntn_id=112073. The most recent press release, including a video, can be found at www.nsf.gov/news/news_summ.jsp?cnotid=114063&org=NSF&from=news.

To give you an idea of the kinds of problems these amazing young people solve, here is an example from this year’s competition:

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**Fifteenth Annual Himalayan Languages Symposium to be held at the UO**

Local organizers Scott DeLancey, Gwen Hyslop, Linda Konnerth, and Daniel Wood are proud to announce that the fifteenth annual Himalayan Languages Symposium will be held on the UO campus this summer from July 30 to August 1, 2009. HLS is an open scholarly forum, serving as a podium for contributions on any language of the greater Himalayan region, be it Burushaski, Kusunda, a Tibeto-Burman language, or an Indo-Aryan tongue. The organizers encourage those who will be around this summer to participate in the talks, or volunteer to help out in exchange for a waiver of the conference fee. For more information on volunteer opportunities, e-mail the organizers at hls15@uoregon.edu.
Guarani

Guarani is one of the official languages (along with Spanish) of Paraguay, where it is spoken by 94 percent of the population. The following Guarani verb forms are listed along with their English translations.

1. japyhyta  ‘We will be catching’
2. nohyvykoiri  ‘He is not enjoying.’
3. ombokapu  ‘He is shooting.’
4. pemomaitei  ‘You are greeting.’
5. ndokarumo’ai  ‘He will not be eating.’
6. ndapevo’oima  ‘You were not talking.’
7. napekororomo’ai  ‘You will not be crying.’
8. none’ei  ‘He is not talking.’
9. okororo  ‘He is crying.’
10. ndajajupirima  ‘We were not waking up.’
11. ahyvykoima  ‘I was enjoying.’
12. ane’êta  ‘I will be talking.’
13. namomaiteiri  ‘I am not greeting.’
14. japurahei  ‘We are singing.’

A. Translate the following into English:  B. Translate the following into Apinayé:

a) akaruma  f) you are not shooting
b) ojupita  g) he is not singing
c) ndavo’omo’ii  h) we will be eating
d) napekororô  i) I will not be singing
e) ndapyhyima

Notes: “You” is always plural in the sentences above. A squiggle over a vowel indicates that it is nasal (pronounced partly through the nose). The letter ň is pronounced like the sound in the middle of “piñata” or “onion.” The letter y is pronounced like the “u” in “cut.” The letter j and the apostrophe (’) are specific consonants. You don’t need to know how these are pronounced in order to solve this problem.

CONTEST

The first correct answer received through lingnews@uoregon.edu will be rewarded with special mention in the next newsletter.
Visiting Scholars

Jae-Hak Yoon

I am a visiting scholar from Kyung Hee University, South Korea, where I am an associate professor of English. I earned my Ph.D. in linguistics from Ohio State in 1996, with the dissertation titled “Temporal Adverbials and Aktionsart in Korean,” a formal account given to interactions between relative tense, time adverbs, and verb meanings. My subsequent research includes works on verbs of existence, exceptive constructions, possessive meanings, and frequency adverbs. Currently I am working on heaviness requirement in Korean and expletive negation.

Like many other students of linguistics, I was fascinated and drawn to linguistics by the notion of language as a window into the human mind. In fact I still introduce linguistics in this way in my introductory courses. Regrettably though, addressing that issue in my research has had to wait. It was partly because of my educational background in graduate school, where the focus was mainly on formal precision and defeasibility. I was discouraged from pursuing a line of study that would not easily result in the same level of formal rigor and precision found in typical semantic topics, such as generalized quantifiers and scope ambiguities. Furthermore, I could not find time to look back and reassess my directions after I got my degree and landed a job. It was easy to find excuses for not changing courses with publications requirements and administrative duties.

Now I am happy to have a year off and a greater perspective on my professional career. It is like resetting to the factory settings, as I can become reacquainted with my first ideas about language. I’m leaving my comfort zone and availing myself of various ideas. I enjoyed sitting in Doris Payne’s focus seminar in fall 2008; I am now having fun in Eric Pederson’s cognitive linguistics workshop during winter 2009. Being on a sabbatical affords me opportunities to explore some of the great adventures of the Pacific Northwest. I enjoy walking along the Willamette River and hiking around Spencer Butte. I once went crabbing in the ocean off Florence, catching twelve big crabs and instantly became a beloved father and husband. Outside the office, as a member of the U.S. Tennis Association, I play home and away matches in a weekend league, competing with teams from Salem and Willow Creek.

Ho Han

Ho Han is an associate professor in the Department of English Language and Literature at Ajou University, Korea. He received his B.A. and M.A. degrees in English from Korea University, Korea, and his second M.A. in linguistics from the University of Connecticut, and finished his Ph.D. in linguistics at the University of South Carolina in 1997. His dissertation, titled “Development of Functional Categories in Child Korean,” was directed by Professor René Schmauder.

At Ajou University since 2000, he has been teaching language acquisition, EFL methodology, applied linguistics, and the history of the English language. He served as the director of the Ajou-Wisconsin TESOL Program through 2002–4, as the head of the Department of English Education at the Graduate School of Education through 2004–6, and as the head of the Department of English Language and Literature through 2006–7. He also has worked on the editorial board of major linguistics- and EFL-related academic associations in Korea such as the Applied Linguistics Association of Korea, The English Linguistics Society of Korea, and The English Teachers Association in Korea.

In recent years, he has done research on L1 and L2 acquisition and learning of functional elements and teaching culture under EFL circumstances. He also published Korean middle school English textbooks with three other authors. He is currently writing a book about the interconnectedness among language, thought, and culture, and also working on articles on the development of negation in child Korean and the process of building lexical knowledge of English by Korean learners.

He expresses his gratitude to the University of Oregon and the Department of Linguistics for giving him opportunities to develop his research ideas and experience a stimulating academic environment, as well as meeting nice people here in Eugene.
Visiting Speakers

Winter-Spring 2009

May 29,
Farrell Ackerman
University of California
at San Diego
“A Construction-Theoretic Approach to Part-Whole Relations in Grammar”

April 17,
Eujin Oh
Ewha Woman’s University, Seoul, Korea
“Effects of Speaker Gender on Voice Onset Time in Korean Stops”

February 27,
Alejandra Vidal
Fulbright scholar currently at University of California at Santa Barbara
“The Chaco Region as a Linguistic Area”

February 20,
Ho Han
Ajou University, Korea
“Development of Negation in Child Language and Learning Principles”

February 12,
Vsevolod Kapatsinksi
Speech Research Laboratory, Indiana University
“The Emergent Hierarchy: Experimental Evidence on the Nature of Linguistic Constituency”

February 5,
Jeremy Boyd
Department of Psychology, Princeton University
“Processing Effects on Grammar”

Presentations


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Accomplishments

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Awards

Gwendolyn Hyslop. $2,000 from the Lewis & Clark Fund for Exploration and Fieldwork, offered by the American Philosophical Society, to classify the unknown “Tasha-Sili” language from Bhutan.

Professor Cynthia Vakareliyska’s 2008 book The Curzon Gospel, vols. I and II, has been awarded the 2009 John D. Bell Memorial Book Prize by the international Bulgarian Studies Association for most outstanding book in any discipline relating to Bulgaria.

Officerships

Cynthia Vakareliyska


Spike Gildea

Appointed Editor in Chief of the John Benjamins book series Typological Studies in Language in 2009. A companion series to the journal Studies in Language. Volumes in this series are functionally and typologically oriented, covering specific topics in language by collecting together data from a wide variety of languages and language typologies. (Description from www.benjamins.com)

Publications


PEOPLE NEED TO SEE THAT, FAR FROM BEING AN OBSTACLE, THE WORLD’S DIVERSITY OF LANGUAGES, RELIGIONS AND TRADITIONS IS A GREAT TREASURE, AFFORDING US PRECIOUS OPPORTUNITIES TO RECOGNIZE OURSELVES IN OTHERS.

-YOSSOU N’DOUR
**Linguistics**


**Northwest Indian Language Institute**


**American English Institute**


**Your Contributions at Work**

Our donors have been generous to us this past year. As a result we have been able to pay for the following graduate students to attend conferences and go on research trips.


Gwen Hyslop, fifth year Ph.D., Association for Linguistics Typology, Berkeley, California, July 2009.


Yong-Taek Kim, seventh year Ph.D., International Conference for Construction Grammar Conference, Austin, Texas, September 2008.


Rosa Vallejos, fifth year Ph.D., Endangered Languages and Cultures Conference, Salt Lake City, Utah, March 2009.

Rosa Vallejos, fifth year Ph.D., 14th Workshop on Structure and Constituency Languages of Americas, West Lafayette, Indiana, April 2009.


Please consider making a gift to the Department of Linguistics

Contributions of any size make a real difference. Here are examples of how your support can help:

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.