Toward Understanding Prosodic Disorder in School-Age Children

By Melissa A. Redford

Although unusual prosody is frequently reported for many populations with speech and language problems, the impact of unusual prosody on communication and on the social evaluation of the speaker is not well understood. Accordingly, there is no principled way to know whether or to what extent prosodic differences equal prosodic deficits. We have begun a project in the Speech and Language Laboratory that will systematically address this problem. Our goal is to define unusual prosody in children receiving speech and language services in the schools and to determine which atypical prosodic features are associated with impaired communication and negative social evaluation. To do this, we plan to document prosodic differences between typically developing native English-speaking children and the population of native English-speaking children perceived by parents, teachers, and speech language pathologists (SLPs) to have the most unusual prosody: namely, children with a special-education eligibility under autism for speech and language services (children with autism spectrum disorder [ASD]). We also plan to assess differences on peer-to-peer and peer-to-adult communication and social evaluation. Finally, we plan to take an initial step toward improving treatment for children with ASD and others with atypical prosody by developing a comprehensive prosodic checklist for SLPs to use during initial evaluations and for measuring response to intervention. Currently, there are no standardized prosodic assessment instruments. The few nonstandard instruments that exist are useful for research purposes but inadequate for clinical use.

The project that I am describing is currently in its infancy. Together with several collaborators, I am actively seeking funding to establish it as another main line of research in the Speech and Language Laboratory on par with our work on the typical acqui-

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With this issue I have the opportunity to summarize the happenings of this past year. It’s been a year of joy and sadness. Let me start with the sad news.

Jacquelyn Schachter passed away October 22, 2011, of idiopathic pulmonary fibrosis. She was 75 years old. Jackie, as she preferred to be called, joined our department in September 1991 with her fame already established in the fields of second-language acquisition, cognitive neuroscience, and psycholinguistics. Her primary publications were in second-language acquisition. In October 2004, Jackie was awarded emeritus status. More information about Jackie’s career is available on page 12.

The other sad news is that Susan Guion Anderson passed away December 24, 2011, of cholangiocarcinoma (bile duct cancer). She was four days shy of her forty-fifth birthday. Susan joined the department September 1999. Her field of experience was phonological (sound) systems, phonological structure, and representation through empirical methods. Susan was committed to the collection of primary language data from a variety of languages to inform our understanding of phonological systems. She was promoted to full professor shortly before her passing, which left a large hole in the program and our hearts. More information about Susan’s career is available on page 12.

I am pleased to announce that the department is establishing a Jacqueline Schachter Memorial Fund to support graduate student research. This has been made possible by the Jackie Schachter’s estate generously bequeathing monies to support the department. On behalf of the faculty and students of the department, we acknowledge and thank her family for their generosity. Also, Susan Guion Anderson has left her extensive book and article collection for the departmental library, which is entirely supported by donations. We will remember them both.

Moving forward, in fall 2012, three linguists will be joining our department. Anna Mikhaylova, filling a new assistant professorship line, Mokaya Bosire, Swahili instructor for the Swahili Program, and Irina Shport, one-year visiting assistant professor. Here’s a bit of information about each new linguist.

Anna Mikhaylova’s research interests lie at the intersection of bilingualism, experimental second-language acquisition, sociolinguistics, and language teaching. The goal of her research is to gain a better understanding of how language works in the case of bilingual acquisition and, as a result, to inform classroom language pedagogy. She is interested in cognitive, social, and pedagogical implications of bilingualism in its broad sense and specifically in the similarities and differences between language development in foreign- or second-language learners and heritage speakers. She is interested in finding which linguistic phenomena are more difficult to acquire and why, and in studying factors that can potentially affect the success of bilingual language acquisition such as the possibility of language transfer from the dominant or first language, processing difficulties and age of onset of bilingualism, as well as effects of literacy, proficiency, type and context of input, and the socioeconomic status of the acquirer.

Mokaya Bosire is fascinated by language in general but is particularly interested in looking at the interplay between language and society, how different languages and varieties of language develop, the differential status accorded them, their maintenance, shift, and, sometimes, death. His primary research interests have concentrated on studying the structure and sociology of language contact outcomes, specifically mixed or hybrid languages, code switching, urban vernaculars, and languages in the diaspora. His most recent research has focused on two areas: the emergence of Sheng, a mixed language in Nairobi, and Kiswahili—its growth and spread as a lingua franca in East Africa and its pedagogy and use in the diaspora. His work in teaching Kiswahili as a foreign language has inevitably led to studies in second-language acquisition and research.
Toward Understanding Prosodic Disorder in School-Age Children (cont.)

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sition of prosody. This research, with its applied emphasis, has emerged from a three-year collaboration with Jolynn Cornell-Fabiano, a practicing SLP in the Eugene school district. Jolynn works at the Title I school from which we are recruiting most of our subjects for our work on the typical acquisition of prosody. The school also has a special program for children with ASD and, in previous years, served almost all of the district’s children with ASD.

Jolynn and I met because she was very interested in our prosody research. Jolynn’s interest was based on the fact that she was struggling to address prosodic deficits in many of her students. She and I initially attempted to adequately characterize a number of the students’ unusual prosody profiles. But these attempts merely led to larger questions about prosodic disorder in children with ASD. We began addressing these larger questions last year by trying to understand why naïve listeners rated some children’s speech as more prosodically disordered than other children’s speech. We turned to my colleague, Volya Kapatsinski, for help in statistically modeling the relationship between the perceptual judgments and a number of acoustic measures. Peer review of a paper based on this work provided us with significant critical feedback on our study methods and assumptions, leading us to run additional subjects and listening conditions. The feedback has also been useful for further developing a project proposal that we plan to submit to the National Institute on Deafness and Other Communication Disorders this coming June. Benjamin Munson at the University of Minnesota, Twin Cities in Minneapolis has also joined our team as another coprincipal investigator. Ben will be contributing his expertise on child phonological disorders and sociophonetics. We look forward to further strengthening our team by recruiting current and future graduate and undergraduate students in the Departments of Linguistics and Communication Disorders and Sciences at the University of Oregon to help us with the project.

Irina Shport, a PhD from this department, has research interests in speech prosody as it relates to phonological structure and language learning. In particular, she explores how patterns of lexical prosody, intonation, and rhythm are coded in difference languages, and how individuals with different language experience learn the patterns.

And finally, all good things must come to an end. After six years as department head, I am stepping down and plan to take a much-needed and delayed sabbatical research leave. We have enjoyed the ups and downs of remarkable growth during my time as department head. Our undergraduate population grew from eighty students to 150. Our graduate students have been quite successful in presenting papers at conferences around the world and securing ever more dissertation grants to fund their research. The administration of the American English Institute has been completely restructured and the number of instructors has grown to 120 from fifty instructors six years ago. We are still straining for space and budget accommodations, but despite our challenges, I feel that we remain a strong community.

With the reality that the department has, overall, more than doubled in size since I began as department head, my duties are being split into two positions: Scott DeLancey will be the next department head in charge of the linguistics degree program affairs. The associate department head will be Doris Payne, responsible for the American English Institute. As for me, next year I’m off to the Swedish Collegium for Advanced Study in Uppsala to conduct research on the meanings of logical connective words like “or” and “if/then” cross-linguistically. Good luck to all of us, and thank you for reading our newsletter and remaining part of the worldwide UO linguistics network!

Linguistically speaking (is there any other way?),

Eric Pederson

ME?ME?MTI:Y? (OLUTEC)

“SPEAK A FOREIGN LANGUAGE; SPEAK AS A BABY”

–R. ZAVALA
AEI Works to Diversify International Student Enrollment

The American English Institute (AEI) is housed under the Department of Linguistics at the University of Oregon. Since 1978, the AEI has been a leader in English language teaching, research, and service on the University of Oregon campus and around the world. The AEI is fully accredited by the Commission on English Language Program Accreditation and is a member of the American Association of Intensive English Programs and University and College Intensive English Programs.

The mission of the American English Institute encompasses leadership in English language teaching and research on the University of Oregon campus, on-site around the globe, and via distance education. Our core focus is to prepare undergraduate students for academic success at the university level—and, of course, we hope that most decide to matriculate into our own University of Oregon to continue their studies.

The AEI has grown tremendously in the past few years and now hosts more than 700 students each term in its Intensive English Program. It also provides opportunities in ESL training for hundreds of additional students and teachers each term through ongoing Special Programs and Distance Education Programs.

As the AEI continues to grow, we are putting a special emphasis on diversifying student enrollment by country and first-language orientation. This is important for a number of reasons:

1. AEI enrollment numbers need to withstand unforeseen global socioeconomic shifts. For example, a large percentage of our students now hail from China and Saudi Arabia—the former due to a booming Chinese economy over the past decade and the latter due to a generous scholarship program supported by the Saudi Arabian government. If circumstances in either country were to suddenly change and the number of Chinese or Saudi Arabian students studying abroad were to drop, we want to know that our AEI enrollment numbers could hold firm over time—and that our comprehensive marketing and outreach efforts could attract students from other parts of the globe.

2. A more diverse ESL student body is in line with the University of Oregon’s larger vision for internationalization. One of the core components to the University of Oregon mission is “a commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society.” We understand the value of a more internationalized academic culture on campus, and the AEI’s efforts to diversify its student population—a large percentage of which move directly into the University of Oregon system upon completing their ESL requirements—directly supports that big-picture goal.

3. Diversity in the ESL classroom provides a richer language-learning experience for our students. The benefits and advantages of learning a second language in classrooms that are composed of multilingual and multicultural learners are well known. A diverse classroom can serve as a sort of microcosm of the real world for our students, some of whom will later study or have jobs in international settings where English is spoken by people of various nationalities and linguistics backgrounds, and with differing pronunciation styles. The AEI will be even better suited to prepare its students for their academic and real world futures as its classrooms continue to diversify.

If you have ideas, comments, or questions about the AEI’s current efforts to diversify its international student enrollment, please contact Wendy Ames, director of marketing and alumni relations, at goaei@uoregon.edu.

Want to know more about what’s happening at the AEI? Check out Inside Oregon’s recent article on the AEI’s recruiting efforts in Brazil! insideoregon.uoregon.edu/content/uo%E2%80%99s-american-english-institute-recruits-brazil
I was invited to spend the fall 2011 term at the Language Change in Real Time (LANCHART) Center at the University of Copenhagen in Denmark. Despite that, I was just starting to feel like I was settling into life in Oregon and I was sad to miss the term on campus (not to mention that jeg taler meget lidt dansk, as I might say in Danish, the phrase being one of the few in my limited repertoire), it was an opportunity that I could not pass up.

The LANCHART Center—or, på dansk, Danmarks Grundforskningsfond Center for Sociolinguistiske Sprogforandringstudier (DGCSS)—is a unique and remarkable organization in the world of sociolinguistic research. Founded in 2005 with impressive funding from the Danish National Research Foundation, LANCHART has gathered the data from seven sociolinguistic surveys that were conducted in the past. These original studies—or S1 studies in the LANCHART terminology—were conducted in locations across Denmark, ranging from Copenhagen, the country’s urban center, to several smaller communities throughout the country beginning in the early 1970s. LANCHART then reinterviewed residents of these same communities, most often the same residents who had been interviewed earlier, in a series of so-called S2 studies. This has resulted in a huge collection of sociolinguistic data on Danish—more than 1,000 hours of recorded speech—representing the Danish language across the country and over the past forty years. This in itself presents a great opportunity for studying how language changes over time and across space, but the fact that LANCHART has so many recordings conducted with the same people after the passage of a few decades is absolutely unprecedented. How much does a person’s language (their vowel productions, use of grammatical structures) change between when they are, say, twenty and forty? Conventional sociolinguistic wisdom has argued “not much,” but in truth very little work has been able to look at this (due to that fact that well-designed, comparable data from the same speakers over time is quite rare), and the little work that has been done indicates that the reality is more complicated. In short, exciting!

The center is an absolutely thriving place—a true “center” for research and researchers. A large part of my time at the center was spent on what I might call “aggressive brainstorming” with colleagues, like Nicolai Pharao, a sociophonetician, and Frans Gregersen, the director of the center. Pharao and I

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My name is SARAH MCCAULEY, and I grew up in Montana with a love of mountains and snow. I am currently in the third year of a double major in linguistics and Spanish here at the University of Oregon. I have also recently begun studying Portuguese and hope to continue with it in the future. I am interested in three broad sociolinguistic issues: contact language, the formation of creoles, and language death and disappearance. Within each of these issues, I am interested in the relationships that form between Spanish, English, and indigenous languages. That being said, as a next step in my education, I would like to investigate the causes of language death due to contact language, to see if there are ways to slow or prevent this from occurring, and identifying potential methods of reviving dying languages.

VIRGINIA BEAVERT has worked with almost every linguist who has studied the Ichishkíin language, at first in the role of language expert or consultant, later as a fellow linguist. In addition, both her mother and stepfather were involved in language preservation work. She is one of the remaining fluent speakers of Ichishkíin. Other elders of Ichishkíin tribes live in what is now Oregon, Idaho, and Washington.

Virginia has successfully defended her dissertation, titled “Wantwínt inmi tiínáwit: A Reflection of What I Have Learned,” and graduated with a PhD from the UO linguistics department. The previous work done on her language is by researchers from outside the community and is inevitably seen and presented through the lens of the English language. She plans to present the research on her language as a contribution to academic scholarship but from a very different perspective—that of a native speaker and scholar.

In her previous work with linguists, Virginia was a resource person to contribute cultural knowledge. The household she grew up in was Indian-speaking only and traditional. In her childhood, she was surrounded by people who spoke three or four dialects and languages: Nez Perce, and the Umatilla, Klikitat and Yakima dialects of Ichishkíin. Until she went to the Mission, a boarding school for children, and then public day schools at age eight, her life centered on learning survival ways of life: mainly food gathering, medicine plants, and wildlife. From that point on, her traditional education was coupled with formal western education: attending school for a year, then taking off a year to continue traditional learning, going back and forth like that until tenth grade.

Virginia’s work on the language began at age fourteen—seventy-six years ago. She met linguist and anthropologist Melville Jacobs. She was the liaison, interpreter, and contact person for Jacobs and his student because she spoke many of the dialects of the area. Jacobs was impressed when he discovered Virginia was a fluent speaker of the Klikitat language, and he taught her to read and write the orthography he developed. Little did she know this was the beginning of her linguistics career.

She hopes that by documenting lost traditions, she will provide a resource to Ichishkíin-speaking communities from which they may learn the ancestors’ ways and language.
TAEHO JANG has been a visiting scholar at the UO since fall 2010. He is affiliated with the Asia Research Institute of Language and Culture of Handong Global University, South Korea. He is currently conducting typological research on Xibe (also Romanized as Sibe), an endangered Manchu-Tungus language spoken in northwestern China.

Jang received his BS in computer science and statistics and MS in computer science from Seoul National University, South Korea. After he received his MA in linguistics from the University of Texas at Arlington, he and his family went to China to work with Summer Institute of Linguistics (SIL) East Asia Group, where they have done fieldwork on Xibe and written Manchu for eleven years.

Jang received his PhD from the Central University for Nationalities, China, in 2003. His dissertation was titled “Sibe Grammar,” and the research results were revised and published in China. He has also written several papers on Xibe, including two co-authored with Tom Payne of the UO. Jang and Payne continue to collaborate on research together. They are currently working together on a typological grammar of Xibe. The interim results of this project were presented at a colloquium of the Department of Linguistics in May 2011 with the title “Aspects of the Xibe Verb System: Synchrony and Diachrony.”

In the field, Jang and his wife, Kyungsook, have been involved in Xibe language documentation, preservation, and revitalization work. They developed a Romanized writing system for Xibe and implemented a small-scale literacy project. This part of the project was presented at the International Poster Session of the UO in April 2011, and the poster is exhibited now outside the linguistics office on the second floor of Straub Hall.

Jang and his family first visited Eugene in 1996, when he took a summer course at the UO from Tom Payne. Ever since, Tom and Doris Payne have been close coworkers and friends. He feels that Eugene has a special charm that makes people want to revisit. He is now enjoying his research, surrounded by the natural beauty of Eugene with his wife and three children.

SHINWOONG LEE, a visiting scholar at the UO, is an associate professor at the Department of English Language and Literature at Hanyang University, South Korea. He received his BA in English education from Hanyang University and earned his MA and PhD in teaching English as a foreign language at the University of Texas at Austin in 1999 and 2003, respectively. The title of his dissertation was “Computer-Assisted Classroom Discussion in Three ESL Classrooms,” and in this case study he tried to explore the learners’ and teachers’ experiences in using a synchronous chatting tool in English as a second language classrooms, and sought out the way of enhancing the effectiveness of English teaching and learning.

Since then, his research interest has focused on the use of computer-aided tools in English teaching, particularly the use of corpora in teaching academic English. Recently, he has been collecting academic essay writings of the university students in South Korea and the United States and constructing a native and a learner corpus of academic English. He believes that these two corpora will be valuable resources for the curriculum and material development in academic English instruction in South Korea. His recent publications include “Challenges of Using Corpora in Language Teaching and Learning: Implications for Secondary Education” (Linguistic Research, 2011) and “Semantic Prosody in Bilingual Dictionaries and EFL Learners’ Sentence Writings” (English Education, 2011). He has just begun new research on semantic prosody of near synonyms from a cross-linguistic perspective (English versus Korean), and thinks that the findings of the research would provide important implications for teaching English vocabulary in South Korea. He has served as an editorial board member for a number of academic associations in South Korea including the Association for Teachers of English in Korea and the Korean Journal of Applied Linguistics.

He and his family are enjoying life in Eugene and love its beautiful nature. He believes that Eugene is a great place to raise kids because its surrounding areas offer an abundance of outdoor activities for them. He said that after traveling through many cities of the country last summer, he came to realize that Eugene had a lot more to offer than most other cities or towns in the U.S. He also mentioned that since Eugene is home to the Oregon Ducks football team, living in Eugene gives him another great way to have fun on a Saturday in the fall months.
Nam’s speaking has been interesting to his parents, who are native speakers of Vietnamese. When sounds first came out without any associated meanings, they were [ŋ], [č], [ɲ], and so forth, in which the first one, [ŋ], is a native Vietnamese sound that is hard to pronounce for English native speakers. Later, when he was a year old, he, like other kids, can say “mama” and “papa,” because these are easier sounds in early childhood.

When he went to a child-care facility, he started to speak English, learning from his friends and teachers. He knows how to request “more” if he wants to, such as in eating or drinking. However, interestingly, for him “more” is not only “more” but also things he wants to continue to happen. For example, if we read a book to him, when we finish one page and he wants us to go to the next page, he says “more.”

At this point, he not only can call his toy animals’ names, such as Teddy, Piggy,
Mickey, but also knows when to say “hi” and “bye-bye” and give a hug to someone (who he knows well) that goes away from him.

Nam also understands Vietnamese, as he has heard it since he was born. However, for speaking Vietnamese, he can only say “ba” (father) and “ma” (mother). It is understandable for his case, in which he is not around with other Vietnamese-speaking kids.

We also welcome Nam’s new baby sister, Minh-Anh D., who was born on May 3 at 7:46 a.m. At birth she weighed five pounds, fifteen ounces, and was 18.75 inches long. Congratulations to the proud parents, Tam and Luom!

It was a good term abroad, but I’m excited to be back in Oregon. Along with the other excitements of getting to work again with students and colleagues here at the UO, I am setting up the newest of the linguistics labs on campus: the Language Variation and Computation lab (on the second floor for the Center for Medical Research and Education building, near Melissa Redford’s and Vsevolod Kapatsinski’s labs). Come by and visit! There will be plenty of opportunities for students to use the new facilities—including a new video recording room—and to work with me on research on language variation and change in Oregon, or maybe even on Danish.

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The Language Teaching Specialization MA Program is now in its tenth year, and as the number of LTS graduates grows, so do the number of graduates who are now holding professional language-teaching positions, both in the U.S. and abroad. We are proud of these alumni accomplishments, and would like to highlight some of them here (graduation dates are given after their names). Please note that this list is far from exhaustive!

Quite a few LTS graduates have found full or part-time teaching positions here at the University of Oregon. Many are at the American English Institute, such as Kelley McMinn (2007), Beth Sheppard (2008), Nate Soelberg (2009), Emily Mathis (2010), Misti Williamson (2010), Marc Arndt (2011), Sean McClelland (2011), Ilsa Trummer (2011) and Neva Nicolato (2011). The classes they teach include Oral Skills, Reading, Writing, and Grammar, and various electives in the Intensive English Program, with students’ levels ranging from complete beginners through advanced. Nate Soelberg comments, “Teaching at AEI after finishing the LTS program has been great. I continue to learn from the great teachers here, and now, in my third year teaching, I’ve been able to watch students who were once beginners start attending university classes. It is quite rewarding.” Beth Sheppard, who now also teaches Distance Education courses for English teachers around the world, writes, “I love teaching EFL educators because of their passion for the language and because of the sharing of ideas that enriches my own teaching as well.”

Other LTS graduates are teaching languages other than English at the University of Oregon, such as Bomi Oh, MA ’06, and Hyunmo Koo, MA ’11, in the Korean language program, Yukari Furikado, MA ’10, in Japanese, and Roger Jacob, MA ’10, at the World Languages Academy (WLA). Bomi Oh, in fact, taught the first Korean language class offered at the UO through the WLA six years ago as a graduate teaching fellow, and now both teaches and develops curriculum from the 100 to 400 level in the Department of East Asian Languages and Literatures. Roger Jacob has been team-teaching Ichishkin-Sahaptin (Yakama language) through the WLA with his mentor, Virginia Beavert. This course has an especially important role as one of the several WLA courses dedicated to revitalizing indigenous Pacific Northwest languages. Roger has also taught Ichishkin-Sahaptin in two high schools on the Yakama Reservation in Washington state, and will be returning there for the upcoming school year. Note that this list of LTS alumni does not include the many current graduate teaching fellows who are also teaching across language programs.

Not all locally employed graduates are strictly teachers, however; Li-Hsien Yang ’10, MA ’11, for example, is now working as a Chinese special projects assistant at the Center for Applied Second Language Studies. She coordinates the Oregon International Internship Program, designs online Mandarin Chinese curricula for high school- and university-level students, and participates in language assessment efforts with K–12 Chinese instructors in the Pacific Northwest.

A number of graduates have taken positions elsewhere in the U.S. and the world. Natsumi Ueno, MA ’09, is an instructor at the University of Vermont, where she teaches Japanese at the 100, 300, and 400 levels. She says her department is “small and homey, and everyone is nice and helpful.” She adds, “I enjoy teaching and am hoping to continue my career here and contribute as much as I can to the development of the program.” Marcella Crawford, MA ’10, after teaching for a year locally at the American English Institute, spent last summer teaching English at a summer camp for children in Switzerland, and is planning to return next summer. During the academic year she teaches in the American English and Culture Program at Arizona State University,
and is “loving it so far.” Melanie Letai, MA ’11, returned to her homeland in Germany after graduating, and is now teaching various levels of English courses to business professionals at the international company Bosch. Most of these courses she designed herself. She notes, “I heard so many stories during my LTS times from people having to make up a curriculum and selecting books on their own when they worked as English instructors. I could therefore use my knowledge from various LTS courses when preparing my classes.” Paul Bournhonesque, MA ’08, not only teaches English but also is curriculum development committee leader at Seoul National University of Science and Technology in Korea. He is also in charge of much of the hiring of new teachers. He writes, “It is a tremendous amount of work and responsibility . . . but this type of problem-solving seems to suit me.”

It is not uncommon for teachers who already have had teaching positions to take leave from their jobs to obtain their MA degree with a language teaching specialization, then return to their positions afterwards with new experiences and perspectives to bring to their teaching. Sojung Cho, MA ’11, for example, taught English for four years at an academic high school in Suwon, Korea, before coming to Oregon, and has returned there with renewed ambition and expertise. She writes, “Before I went to the UO, English teachers [in Korea] had to mainly focus on reading, listening, and grammar. But now it is changing and teaching communication skills (listening and speaking, in some cases writing as well) is gaining considerable importance.”

Although language teaching is a fast-growing field, the teaching positions these graduates have found require a high level of competence and professionalism, and are often quite competitive. Their success reflects their high qualifications, hard work, and enthusiasm for their students and their teaching. We hope to see many more such graduates in the future.

Early Language Learners: Joaquín and Nicolás Peña Da-Silva

By Jaime Peña

I have two sons, Joaquín (age two) and Nicolás (nine months). Their first language is Spanish. Joaquin also speaks English (though he is readapting to English after our summer in Peru).

Despite my great efforts to teach my boys to say papá (I would even point to his mother and call her “¡papá!” every time I could), Nicolás and Joaquín’s first word was mamá. Nicolás began babbling since he was very young. His signature sound when he was bored or frustrated was brrrrrr, which he then changed to the more complex bunbunrun-bunbunrun-bunbun run-bunbunrun-buru buu buuu. Now he is learning new words like hola [oa], “hi,” and más, “more,” usually pronounced [ma’mam] and used in special occasions, e.g. when he’s eating—some would say we have a neat reduplication morpheme there. Words like Joaquín and dame, “give me,” are also in his inventory. He also says ¡bravo! and claps (I’m afraid I taught him this in a Pavlovian way, as he salivates and waits for his cookie when he does it—just a joke!).

As for Joaquin, here’s some quick trivia: 1) his pronunciation of banana [banæนม] sounded like veneno [beneno] (“poison”) to Spanish ears—our relatives in Peru found it very funny; 2) he used to mix Spanish and English to coin words: cheeso (“cheese+queso”), mio-mine (“mio+mine”), café (“café+coffee”); 3) his word for “sheep,” in English and Spanish, was/is baa-baa-black-sheep; 4) his masterful command of Spanish now includes the use of the diminutive—he even tries to bribe me by calling me “Jaimito” whenever he does something he’s not supposed to do!
We lost Susan just before the new year, just before her forty-fifth birthday, just after Gus’s twelfth birthday, and not too long after Jane Bruce’s tenth. We lost Susan just as she was being promoted to full professor, and long before any of us were ready to say goodbye.

I met Susan in her home state of Texas in the fall of 1993. I was a new graduate student in the linguistics program at the University of Texas at Austin, and Susan was a senior one. My first vivid memory of her was a meeting we had in my assigned “cubicle.” These were exceptionally small rooms, maybe three feet by three feet, which two people shared. A cubicle committee of graduate students determined who was assigned where. Junior people had doors that opened to the main hall and a lunch table, more senior students were off the main hall where it was quieter. The most desirable spots were near the exterior walls because there, if you opened your door, you had access to natural light. Susan had one of those cubicles. No doubt she was a key member of the cubicle committee. She was a key member of most committees, and that started in grad school.

I don’t remember why Susan was in my cubicle that day. I just remember how crammed into that room we were. I remember her infectious laugh, her charm, her turquoise-colored sleeveless silk blouse, and the clear contradiction in her self-presentation. She was by-the-book and completely wild. That laugh was the give away. As for the content of what was probably a very conventional conversation, Susan was maybe orienting me to the department: its social and intellectual dynamics. And she was likely trying to convey to me implicitly my place in whatever hierarchy had emerged. I probably looked to her like I needed to be told. Or maybe she was explaining how to write an abstract—I definitely remember her doing that for me at least once—or maybe it was something else. There was an agenda, though. Susan’s interactions were purposeful if she was at work, and graduate school was no exception. She was in charge, and mostly we enjoyed the social-intellectual structures she built. To me, she was always the big sister, the teacher, and the master planner. I owe at least some of whatever success I’ve managed to her—to her support and to her vision.

Susan also brought a superabundance of grit and determination to her job, as well as a protestant work ethic the likes of which is hard to overstate. The result was a record at her tenure review that documented a stunningly large quantity of peer-reviewed journal publications.

Jacqueline Schachter, professor emerita of linguistics, died on October 22, 2011, of idiopathic pulmonary fibrosis. She was born in Honolulu, Hawaii, received her PhD in 1971 from UCLA, and taught at USC from 1971 to 1991 before coming to the UO in 1991. At Oregon she was the director of the American English Institute and a linguistics department faculty member until she retired in 1999.

Schachter’s primary research fields were second-language acquisition and applied linguistics; she also had research interests in cognitive neuroscience and psycholinguistics. Her seminal articles include “An Error in Error Analysis” (Language Learning 24(2): 205–14 [1974]). In addition to her other publications, she coedited with Susan Gass Linguistics Perspectives on Second-Language Acquisition (Cambridge University Press, 1989) and Second-Language Classroom Research: Issues and Opportunities (Mahwah, New Jersey: Lawrence Erlbaum Associates, 1996).

She is survived by her daughter, Leslie DeMeire, and three grandchildren, Katharine, Michael, and Dylan, and was predeceased by her daughter Jana DeMeire, who was lost in the crash of Swissair Flight 111 in 1998.

Susan had many gifts. Her intellectual gift was that she was an exceptionally clear thinker. This was evident in her writing, in her questions at talks, and in her critiques of other’s papers. She also simply loved sound, at least of the human communication variety. And she loved sound change. This love, and her all-around irrepressible joie de vivre, was evident in her work: studying Sanskrit with fellow graduate student Michael Reese at that lunch table I mentioned; relieving intraoral pressure during prolonged trills to test ideas about tonogenesis in a hotel room in Barcelona with collaborator and friend Ratree Wayland; puzzling out the Korean writing system on hole-in-the-wall menus at restaurants in Seoul under the tutelage, no doubt, of her many Korean collaborators and friends; revelling in the Korean three-way stop contrast in phonology workgroup, inspired by her student, Kyoung-ho Kang’s work; and working through the details of the Southern Min phonemic inventory for the benefit of her students in field phonetics, with devoted assistance from Ying Chen.

Susan also brought a superabundance of grit and determination to her job, as well as a protestant work ethic the likes of which is hard to overstate. The result was a record at her tenure review that documented a stunningly large quantity of peer-reviewed journal publications,
atypical for a linguistics professor. Where is the grit and determination in this accomplishment? How many journal articles have you published lately? Did you do this while bearing two children during your pretenure review period?

Finally, Susan brought vision to the department. Although a strong proponent and tireless advocate for our hallmark functional approach to linguistics, perhaps her more important contribution to the department was in her vision of community. She brought this vision with her from Texas, where she had been instrumental in building some sense of cohesion amongst a graduate student populace that the Texas program—with its stark policies designed to induce hypercompetitiveness—was constantly trying to render. At Oregon she provided moral support for the nascent and fragile student community that was still developing when I first arrived. The early architects of the UO graduate student community (organizers of Gloss) recognized Susan’s contributions in providing inspiration and access to the faculty. She was one of the first to build a communication bridge between graduate students and faculty members, and she worked to maintain this bridge. Susan also helped to mastermind a sense of cohesion among a gable of introverts and/or eccentrics, i.e., the faculty. She was a masterful behind-the-scenes worker. And she schemed. But mostly for the greater good. She helped institute and develop programs and policies to benefit the linguistics student and departmental community. For example, following Eric Pederson’s lead, Susan created and led a work group in phonetics and phonology. This group became the cornerstone of what later evolved into a strong phonetics-phonology program. She was also one of the principal architects of the language teaching specialization program, as well as an advocate and contributor to its success.

It is cliche to say that I could go on, but who could not? How does one sum up the vibrancy of a well-loved, complicated person in a page? Did I mention that Susan was a fabulous cook? A homemaker in a 1950s apron? An infuriating, strong-willed, and often-times reckless person? I did mention the laugh, though. It was spectacular. Maybe I should leave it at that.
Hawaiian Model for Language Revitalization

In October, the Northwest Indian Language Institute (NILI), the University of Oregon, and the Americas Big Ideas project were pleased to host Kauanoe Kamana and Pila Wilson for a week of events highlighting their work in the Hawaiian Model for Language Revitalization project for building speakers of endangered indigenous languages.

Like many other indigenous languages, Hawaiian is critically endangered. Fluent first-language speakers are elderly and often scattered across the islands. There is now, however, a coordinated community and government effort to save the Hawaiian language and culture.

The Hawaiian Model for Language Revitalization project featured community-family immersion language nests as the most successful model for building speakers of endangered languages. Hawaiian language programs have expanded from these nests into immersion preschools and K–12 schools and the Hawaiian Language College at the University of Hawaii at Hilo. Pila Wilson and Kauanoe Kamana were the first of a number of couples in Hawaii who revived Hawaiian as the first language of their home, and Wilson is founding chairperson of the program that developed into the Hawaiian Language College.

While Kauanoe and Pila were here, they gave three presentations—all aimed at different members of the UO community. Their first presentation, “Hawaiian Language Revitalization and the Role of Schools,” was geared toward the greater UO and Eugene-Springfield communities. A special introduction was given by Tony Johnson, Chinook tribal member, linguist, and artist. He gave an overview of the language work he has done with tribes as well as sharing some history of his family and tribal community. An overview of how the early Hawaiian preschools were established was shared as well as what it took for the small group of Hawaiian language advocates to come together and build their speech communities. The second presentation, “Issues in Hawaiian Language Revitalization,” was geared toward folks who are interested in the study of languages. Many students and faculty members from the UO Department of Linguistics were in attendance. The final presentation, “Hawaiian Insights Regarding Language Nests and Survival Schools,” was held on a Saturday and was a workshop format for local tribes who are working to reclaim their ancestral languages in the home and schools. All presentations were video recorded and will be made available online. To watch any of these presentations, please visit the Northwest Indian Language Institute website at pages.uoregon.edu/nwili.

William H. Wilson (Pila) is professor and chair of the Hawaiian Studies Division at the University of Hawaii at Hilo.

Kauanoe Kamana is a founding member of Aha Punana Leo immersion school and has been very active in developing legislation both on the state and national levels in support of the use of Native American languages in education.

Tony Johnson is a Chinook tribal member, a linguist and an artist. He is NILI’s advisory board chair, Chinuk Wawa instructor, and immersion-language consultant.
Publications


Conference Presentations


Gildea, S. Hierarchical Agreement and Possibilities for Alignment. Keynote lecture for III Congresso Internacional de Estudos Linguísticos e Literários na Amazônia, Universidade Federal do Para, Belém, Brazil, 20 April, 2011.


Invited Lectures

Kapatsinski, V. 2011. Frequency and Constituency. Freiburg Institute of Advanced Studies, University of Freiburg, Freiburg, Germany.


Bulgarian Studies Conference Hosted by Linguistics Department Spring 2012

The Ninth Joint Meeting of Bulgarian and North American Scholars, an interdisciplinary conference held every four years alternately in Bulgaria and the U.S, was recently hosted by the UO Department of Linguistics on May 31–June 1. This was the first time the conference was held on the West Coast. Approximately forty speakers traveled from universities and research institutions in Bulgaria, Spain, Sweden, Norway, Canada, and across the U.S, representing the fields of linguistics (eight speakers), medieval manuscript studies, history, ethnic studies, cultural studies, modern music, ethnomusicology, and literature. A more in-depth account of the conference should appear in next year’s newsletter.
Accomplishments (cont.)

Workshops


GRADUATE ACCOMPLISHMENTS

Publications


Presentations


**Departmental Grants**

**Linguistics**


*Melissa Redford.* Acquisition of Temporal Patterns in Child Speech and Language, National Science Foundation Award, $1,392,746, July 2009–June 2016.


*Rosa Vallejos and Spike Gildea.* Collaborative Research: Kokama-Kokamilla and Omagua: Documentation, Description, and (Non-)Genetic Relationships, National Science Foundation Award, $106,130, September 2010–August 2013.

*Anna Pucilowski and Doris Payne.* Research on Ho Morphophonology and Morphosyntax with Documentation, National Science Foundation, $12,000, November 2010–October 2012.


**Northwest Indian Language Institute**

*Janne Underriner.* Tolowa NSF Stimulus Award, $294,573, September 2009–August 2012.

*Janne Underriner (Roger Jacob, co-principal investigator).* NSF Award, “Ichishkiin-Sahaptin (yak): Language Documentation of Natural and Cultural Resources,” $199,999, September 2011–February 2012.


**American English Institute**


*Leslie Opp-Beckman.* DVD Library, Shaping the Way We Teach English, U.S. Department of State Award, Bureau of Educational and Cultural Affairs, Hawai’i Pacific University, $70,549, December 2011–December 2012.

Adamic, Benjamin, MA, Fall 2011
Ahland, Colleen, PhD, Summer 2012
Ahland, Michael, PhD, Spring 2012
Al Essa, Abdulaziz Mohammed, MA, Fall 2011
Arndt, Marc, PhD, Summer 2012
Balloun, Emily Kristin, BA, Spring 2012
Beavert, Virginia, PhD, Summer 2012
Bergstrom, Annica Claire, BA, Fall 2011
Bommelyn, Pyuwa James, MA, Summer 2011
Bondurant, James Joseph, BA, Spring 2012
Bosch, Evan William, BA, Spring 2012
Brown, Brendan Michael, BA, Spring 2012
Carson, Aubrianne Mackenzie, BA, Spring 2012
Chan, Michelle Mei Gwen, MA, Summer 2011
Cho, So Jung, MA, Summer 2011
Cho, Hyun Il, MA, Summer 2011
Crist, Rachel Lee, BA, Winter 2012
Davis, Colin West, BA, Summer 2011
Desiervo, Lorraine Norah, BA, Summer 2011
Doty, Christopher, PhD, Spring 2012
Driver, Megan Joelle, BA, Summer 2011
Drotar, Danika Kathleen, BA, Summer 2011, cum laude
Eagan, Jordan Elizabeth, BA, Spring 2012, cum laude
Erikson, Jessie Alise, BA, Spring 2012, cum laude
Flynn, Rowan Connor, BA, Winter 2012, cum laude
Genovese, LeeAnn Marie, MA, Spring 2012
Gubbins, Lucy Schaefer, BA, Spring 2012, magna cum laude
Gu, Yingying, BA, Summer 2011, cum laude
Hendricks-Clark, Alexander Myles, BA, Summer 2011
Heritage, Elizabeth Ann, BA, Fall 2011
Holliday, Faire Ruth, BA, Spring 2012, summa cum laude
Howard, Andrew Crosby, MA, Fall 2011
Imori, Yui, BA, Spring 2012
Jiang, Jiayi, MA, Summer 2011
Johnston, Lamia Haddad, Fall 2011, MA
Juhnke, Dylan A, BA, Spring 2012
Kim, GyeongHui, MA, Summer 2011
Kim, Sun-Young, MA, Spring 2012
Kolwitz, Christine Elisabeth, BA, Spring 2012
Koo, Hyunmo, MA, Summer 2011
Kwan, Pak Wai, BA, Summer 2011
Letai, Melanie, BA, Summer 2011
Lindstrom, Wesley, BA, Spring 2012
Losey, Katherine Marie, BA, Summer 2011, magna cum laude
Lu, Jung-yao, PhD, Summer 2012
Marchant, Robert Joseph, BA, Spring 2012
Masunari, Nathan Karl, BA, Spring 2012
Matsushita, Yuriko, MA, Summer 2011
Matthews, Alexandra Christine, BA, Spring 2012
McClelland, Sean Christiaan, MA, Summer 2011
McCormick, Haley Ann, BA, Spring 2012
Moeller, Leslie Renee, BA, Spring 2012
Moore, Allison Kelsey, BA, Spring 2012
Nicolato, Kelli Lynn, MA, Summer 2011
Oh, Grace Eunhae, PhD, Summer 2011
Orr, Joshua A, BA, Spring 2012
Park, Da Hyun, MA, Summer 2011
Park, Moon Joo, MA, Winter 2012
Park, Seyoung, BA, Spring 2012
Parker, Crystal Felicia, BA, Spring 2012
Perkins, Ryan Scott, BA, Spring 2012
Rinkevich, Galia, BA, Winter 2012
Sarin, Catherine Anne, BA, Spring 2012
Shport, Irina Anatolievna, PhD, Summer 2011
Stine, Jessica N, BA, Fall 2011
Thompson, Katherine Elizabeth, MA, Spring 2012
Trummer, Ilsa Rose, MA, Summer 2011
Vong, Iek In, BA, Spring 2012
Walker, Gary Keith, BA, Summer 2011
Winters, Haley Marie, BA, Spring 2012
Wild, Alexandra Tatiana, Fall 2011, MA
Wiotsky, Athena Marie, BA, Fall 2011
Yan, Renette Tse Jin, BA, Spring 2012
Yang, Li-Hsien, MA, Summer 2011
Yang, Tianqui, BA, Summer 2011, magna cum laude
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.

**GRADUATE TRAVEL AWARDS**

**FALL 2010**
- **Ying Chen** for Acoustical Society of America in Cancun.
- **Irina Shport** for Acoustical Society of America in Cancun.
- **Grace Oh** for Acoustical Society of America in Cancun.

**WINTER 2011**
- **Gwen Hyslop** for Linguistics Society of America in Pittsburgh, Pennsylvania.
- **Gwen Hyslop** for International conference on Language Documentation Conservation in Honolulu, Hawaii.
- **Linda Konnerth** to conduct fieldwork in India.
- **Tam Nguyen** for Northwest Linguistics conference in Victoria, British Columbia.
- **Danielle Barth** for Quantitative Investigations in Theoretical Linguistics in Berlin, Germany.

**SPRING 2011**
- **Danielle Barth** for English Department Symposium on Corpus Linguistics in Tuscaloosa, Florida.
- **Tam Nguyen** for 21st Annual Conference of Southeast Asian Linguistics Society in Bangkok, Thailand.
- **Ying Chen** for Acoustical Society of America in Seattle, Washington.
- **Irina Shport** for Acoustical Society of America in Seattle, Washington.

**SUMMER 2011**
- **Ying Chen** for International Congress of Phonetic Sciences in Hong Kong.
- **Wook Kyung Choe** for International Congress of Phonetic Sciences in Hong Kong.
- **Grace Oh** for International Congress of Phonetic Sciences in Hong Kong.
- **Hema Sirsa** for International Congress of Phonetic Sciences in Hong Kong.
- **Linda Konnerth** for European Linguistics Society in Longrono, Spain.
- **Holly Lakey** for European Linguistics Society in Longrono, Spain.

**FALL 2011**
- **Anna Pucilowski** for Fifth International Conference on Austroasiatic Linguistics in Bangkok, Thailand.
- **Hideko Teruya** for Acoustical Society of America in San Diego, California.

**WINTER 2012**
- **Linda Konnerth** for Berkeley Linguistics Society in Berkeley, California.

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$500 contributes to graduate student research trips and professional conferences.

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