Another longterm electronic research project by the faculty and students in the UO linguistics department (see also “Data Archiving” by Professor Doris Payne in the summer 2009 newsletter issue) is the development of a searchable online corpus of the texts of mostly unpublished calendars of saints in eleventh through fifteenth-century Slavic, Greek, and Latin manuscripts. Since 1998, when the project was launched, five UO undergraduate and graduate students have participated in the electronic encoding and researching of the texts, including, from the linguistics department, former graduate student Heather Pankl and, currently, second-year PhD student Lakey. Undergraduate and graduate students who have completed my Old Church Slavonic historical linguistics course (to be taught again in spring 2010) are eligible to work as research assistants on the project for course credit. Holly Lakey’s research assistantship in 2008–9 was sponsored by an American Council of Learned Societies Digital Fellowship awarded for the project.

The purpose of the project is to establish a typology of medieval Eastern Orthodox calendars of saints, and to identify the relations among individual manuscripts in the corpus, on the basis of variations and correspondences in the saints they assign to specific dates, their textual formulae, and their lexical, morphological, and orthographic characteristics. Medieval Eastern Orthodox calendars of saints are extremely diverse in their commemorations for most calendar days of the year because the Eastern Orthodox Church had no canonization or beatification process. Thus, with the exception of the major feast days, local monasteries and priests were free to assign saints, including locally venerated saints, to whichever calendar date they deemed appropriate. As a result, the content of calendars of saints varied wildly according to chronological era, country, and local tradition. Moreover, manuscripts containing calendars continued on page 2
of saints travelled from country to country, so that some early Russian calendars are actually Bulgarian or Serbian in origin, and vice versa, and, even more importantly, the earliest Slavic menologies were also heavily influenced by archaic Greek calendars and Latin martyrologies—influence that extends to the inclusion of untranslated lexical Graecisms, Cyrillic-alphabet spellings that reflect Greek phonological influence, and orthographic manglings of Greek and Latin saints’ names, sometimes beyond recognition, making it impossible to determine who is commemorated on a given date in a given manuscript without comparison with a large number of other calendars. The lack of consistency among calendars, the sheer number of calendars, and the fact that most medieval Slavic calendars of saints are unpublished have made it notoriously difficult to access and organize the data from such a large corpus, and to identify many of the saints who appear in calendars on more minor feast days.

The free-use Internet database and search program under development in the department are intended to provide eventually a large corpus of medieval Slavic, Greek, and other Eastern Orthodox calendars of saints that can be searched according to (a) specific attributes of the manuscripts themselves, including linguistic features, and (b) the commemorations they contain. The goal is to provide linguists, Byzantinists, medievalists, and other scholars with a large but manageable corpus of data for comparative study of calendar traditions, determination of the relationships between and among calendars, and close analysis of the textual and linguistic features of any other individual medieval calendar of saints.

The schema for the electronic calendar files and the search program were created by Professor David J. Birnbaum, chair of the Department of Slavic Languages and Literatures at the University of Pittsburgh. The calendars are being text-encoded using the </oXygen> XML editing and development program. The electronic files in the corpus consist of the saints’ entries, or commemorations, from medieval calendars; that is, they do not contain the entire calendar text, instructions for Scriptural readings, services, or hymns, or other liturgical instructions. Where the original text of a calendar’s saints’ entries is available, it has been included in the file. The Church Slavonic and Greek texts are transcribed in Unicode Old Cyrillic and polyphonic Greek fonts so that they can be readable on the Internet by any computer without special fonts or software.

Searches of the online corpus of calendars can be conducted currently according to the following attributes of the manuscripts that contain the calendars:

- manuscript genre (e.g., Gospels, Acts and Epistles, Psaltir, menaion, prologue)
- century
- date, if known
- title, if the manuscript is known by one
- archive signature number, or shelfmark, of the manuscript
- the repository where the manuscript is kept

- the manuscript’s original country of provenance

Any two or more calendars in the corpus can be searched together for shared saints’ entries or other textual features. The search program will bring up all matching entries and will indicate the percentage of entries in the calendars that correspond. We also plan to facilitate searches by linguistic features, including searches by lexical Graecisms and dialect words, by dative-for-genitive and other historically significant morphosyntactic constructions, and by specific phonological features reflected orthographically. Because the encoding by linguistic features will be more complex, as a consequence of the wide variety of orthographic systems used in the corpus, which can affect the shape of morphemes in the text, this stage of the encoding will take place after encoding of the more straightforward textual attributes.

The saints’ entries and other commemorative entries contained in the manuscripts can be searched at present according to any of the following features, either alone or in any combination:

- sex (male, female, mixed, unknown)
- event
- archaic (for entries from the archaic tenth-century Constantinople Typikon tradition)
- nationality (general Slavic, Serbian, Bulgarian, Russian, Latin, or “general” for the earlier saints)
- calendar date
- generic saint’s name (e.g., “John,” which will bring up all entries for saints named “John”) string from the Fully Qualified Name (FQN) of the saint’s entry (e.g., “John the Baptist”)

The generic names and FQNs for saints or events by which the corpus or any individual manuscript(s) therein can be searched are English name variants, based on the variants given in Holweck’s A Biographical Dictionary of the Saints (1924). A full list of the generic names and
Welcome again to the typically belated newsletter of the linguistics department here at the University of Oregon! Spring is already upon us with cherry blossoms cheering up the city after another gray winter. The UO campus, a stunning arboretum at any time of year, has become awash with colors, and students are walking along the paths with a little spring in their steps as well.

It has been a busy time here as we continue our unprecedented growth as a department and as a community. We are in the final stages of hiring a new assistant professor of sociolinguistics. I can’t yet release the name as of the press date, so expect more information in a later newsletter. We are excited as this is a new tenure-line position in the department, filling a much noted gap in the sociological side of our field. Sociolinguistics has long been one of the more popular topics for our undergraduates and since we have 126 linguistics majors at last count (up from around 50–60 just a few years ago), having the ability to offer multiple and advanced courses in sociolinguistics will prove invaluable. We are also in the process of negotiating for additional lab space to meet increasing graduate student and faculty needs.

Also on the topic of growth, the American English Institute, the largest portion of our department, is growing at an almost alarming rate. Finding office space and classrooms is a perennial problem as we anticipate having 500–600 incoming English learners next fall and an instructional faculty of over sixty. With growth comes opportunity, so we are exploring ways to offer greater variety to our offerings as well as to continually improve on our high quality of teaching and assessment. The faculty governance within the AEI has been restructured into a director plus four standing special coordinators making up an executive committee. This should create an administration that can be more responsive to the current growth and its accompanying challenges. We are also expecting to add about 2,000 square feet (200 square meters) of office and student space in the fall. Many thanks to the College of Arts and Sciences for their continuing efforts to find us space on an increasingly crowded campus.

The role of the AEI as gateway for international students coming to the University of Oregon is increasingly appreciated across campus and beyond. The university is aiming for about 8 percent international enrollment in the coming years and this will only be possible through the concentrated efforts of the many dedicated folk at the AEI.

Zhuo Jing-Schmidt, who many know from her joining the department as a visiting assistant professor for the past two years will be leaving our department at the end of this academic year. However, she is only going as far as the next building, as she has accepted an assistant professorship in the UO East Asian languages and literatures (EALL) department. We are looking forward to working closely with her over the next years including an involvement with our Language Teaching Specialization MA program that is coordinated with the EALL.

As mentioned in the last newsletter, the department has undergone its ten-year program review (only ten years after the last one too!). Overall the report was quite positive. Many thanks to the external reviewers John Kingston (UMass) and Pamela Munro (UCLA) for their efforts on this, as well as for all the local UO people who helped make this possible. We are pleased with the outcome of the report that can best be summed up by this sentence from the reviewers’ introduction: “We were impressed with the impression of a healthy, vibrant department whose members work well together and respect each other, despite numerous challenges.” The identified challenges, unsurprisingly, concerned funding for graduate students and the need for more administrative and faculty staffing to better meet student needs. We are trying to squeeze a living-wage salary for our working graduate students from our meager budget and are making some strides in that direction. Our salaries are below the norms for our comparator universities and this always makes it a challenge to attract students. As always, the donations we receive to the department are used for graduate student professional development support, and we are most appreciative of all gifts that our readers are able to contribute!

Questions, comments, and queries are always welcome at lingnews@uoregon.edu.
Growth at the American English Institute

The AEI began its fall 2009 term with more students, programs, and faculty members than ever before in its thirty-two-year history. In the Intensive English Program, fall enrollment numbers have doubled over the last few years (See Figure 1), the Academic English for International Students (AEIS) program is offering 50 percent more class spaces, distance education has increased from seven classes in 2007–2008 to twenty-five in 2009–2010, and special programs now run throughout the year instead of primarily in the summer.

In the Intensive English Program (IEP), the increase is due primarily to the growing number of Chinese students coming to study at the UO. International undergraduate students can be conditionally admitted to the UO. This means their records are reviewed, and if they meet all qualifications except English they can be admitted on the condition they attend classes at the AEI until they meet language requirements. Chinese students can more easily obtain visas if they are admitted to a U.S. university, not simply a language program. Language institutes across the country are showing similar jumps in Chinese student populations due to conditional admission.

Chinese students now make up 50 percent of the students in the IEP, and Saudi Arabian, Japanese, Korean, Taiwanese, and United Arab Emirates (UAE) students make up most of the other 50 percent. (See Figure 2 for student breakdown.) The “Other” category has one or two students from Bhutan, Burkina Faso, Chile, Colombia, Czech Republic, Dominican Republic, France, Hong Kong, Kuwait, Libya, Mexico, Qatar, Thailand, and Vietnam.

While 50 percent Chinese is high, it is not an unusual phenomenon in international education for different language groups to peak over time. For example, in the late 80s here at AEI, more than 50 percent of the students were Japanese. In 2006–7 more than 50 percent of the students were Saudis. Korean student numbers have greatly fluctuated up and down over the last few years. Shifts can be due to many factors such as government scholarships, economic shifts, changes in universities’ internationalization programs, and immigration policies. In reaction to these shifts, faculty members need to be creative and ready to adapt teaching methods when they face classes where there may suddenly be a majority of students from one language group.

The overall number of students transferring to the UO from the AEI is another impressive increase, from only forty five students in 2004 to 185 students in 2009. AEI works closely with international admissions to ensure a smooth transition into the university. This transfer increase is also a direct result of the conditional admission program and has an impact on the size of the AEIS program. All students transferring out of the Intensive English program are still required to take the AEIS placement tests to determine if credit English courses are still needed during their first year of matriculation.

A final word about numbers: Distance Education courses continue to grow, with more and more requests for the popular teacher training courses—Shaping the Way We Teach English and Critical Thinking—offered through State Department funding. A new training course for teachers in Iraq has also been developed. These courses are attracting teachers in such diverse countries as India, Iraq, the Levant, and Indonesia.

With such growth in numbers and programs, AEI has hired many more faculty members. AEI welcomed two new faculty members in national searches last year—Deborah Healey, who had been the director of the English Language Institute at Oregon State University, and Korey Rice, who had been teaching for the last three years at Kwansei Gakuin University in Nishinomiya, Japan. In addition, more than ten new adjunct faculty members have been hired, making a total of over fifty faculty members now teaching in the AEI.

It is difficult to predict what numbers will look like over the next few terms but all indications suggest that the big numbers are here to stay for a while.
Faculty Profile

By Vsevolod (Volya) Kapatsinski

Volya Kapatsinski was born in Nizhny Novgorod on the Volga River in central Russia. His enjoyment of the usually dreaded morphological analysis exercises in middle school made it apparent that, for better or worse, he had inherited the linguist gene from his mother and grandmother.

He immigrated to the U.S. with his grandfather in 1999, and after a year of high school, entered Simon’s Rock College in the woods of southwestern Massachusetts. There he took several classes on linguistics from Nancy Bonvillain, who grew his enthusiasm for linguistics. His interest in psycholinguistics and experimental approaches to language began in 2000 when he took a class in cognitive psychology with David Laberge.

In 2002, he received his associate of arts degree and moved to the University of New Mexico, where he received a BA and an MA in linguistics under the direction of Joan Bybee. Bybee has been interested in frequency effects since the time when no one else had yet seen the light of emergentism. After arriving in New Mexico, Volya too became excited about how human learners, with their remarkable pattern-matching abilities and sometimes subtle innate biases, interact with statistical patterns in their linguistic environment. His master’s thesis examined morphological productivity in Russian and the factors influencing affix choice, and developed an exemplar model of productivity and priming effects based on Bybee’s Network Theory. Parts of the thesis have been published in the proceedings of the Berkeley Linguistics Society, the Chicago Linguistics Society, Formal Approaches to Slavic Linguistics, the High Desert Linguistics Society, and the Linguistic Association of Canada and the United States (yes, he does attend a lot of conferences). During his time in New Mexico, he also took two formative courses on variationist sociolinguistics with Rena Torres-Cacoullos. The course project for one of the courses, a corpus study of conjunction choice, has since been published in Language Variation and Change.

Having defended his thesis, he moved to Indiana University in Bloomington, famous for exemplar models and research on speech perception, to pursue a double PhD in linguistics and cognitive science. In the summer preceding the move, he attended his second LSA Summer Institute where he became interested in testing learning biases of language learners using miniature artificial languages, which allow for total control over all aspects of the linguistic data presented to the learner. After four

continued on page 6

Hanyang Visit By Spike Gildea

In August 2009, with support from the Korea Studies Committee, the College of Arts and Sciences, and the Office of the President, the Department of Linguistics hosted seven linguists from Hanyang University in an eventful week. The visitors arrived on August 10 and, after a night to begin the process of adjusting to the new time zone, went white-water rafting on the upper McKenzie. Between the ample sunshine (clinically proven to speed recovery from jet lag) and the bracing effects of multiple waves of frigid McKenzie River water coming into the rafts, everyone was fully prepared for the intensive two days of talks that followed. The schedule was composed of six talks from Hanyang faculty members, seven from UO faculty members, and two from UO graduate students. Topics focused on psycholinguistic studies of all domains of language (phonetics, phonology, morphology, syntax, and semantics), supplemented by studies of language and culture, writing systems, language teaching, and historical syntax. In addition to sharing our intellectual concerns, we were also able to show our Korean guests some of the best local traditions in cuisine: the opening banquet for the symposium was held at the King Estates Winery restaurant, the symposium banquet was hosted by outgoing President Dave Frohnmayer at the Valley River Inn, and we bid our guests farewell with a departmental potluck and party at Spike Gildea’s house. Like the first Hanyang-Oregon symposium, this symposium offered confirmation of the deeply satisfying connection that exists between linguists at our two universities.

One of two Hanyang-Oregon boats on the McKenzie River
Staff Profile

Linda Campbell

Linda Campbell joined the linguistics department in July 2002 as the office and budget manager. Over the years she has seen continued growth in the department in all areas; undergraduates from fifty to over 100 students, a new graduate program in language training with more than twenty-five students, increase of one faculty member, and going from two grants almost eight years ago to twenty-two grants today. All of this makes for lots of work and exciting happenings in the department.

A question she was asked recently was, “How do you like working in the linguistics department?” It was such an easy question to answer, she said, because this is simply a great place to work. Don’t get her wrong, the workload is tremendous, but it’s much easier to do when working with great faculty members.

In her off hours she enjoys reading, traveling, and Walt Disney World.

Undergraduate Profile

Julia Trippe

In September 2008, after a thirty-year hiatus, I resumed pursuit of my undergraduate degree – this time in Linguistics, a subject that caught my interest in the intervening years. In my previous careers as bakery owner, carpenter and pilot, I was always interested in communication and culture.

The Linguistics Department at UO has opened doors to areas of study I hadn’t known existed. Every class from Gesture to Field Phonetics has increased my interest in this multi-layered field.

This year, with the help of Professor Susan Guion Anderson, I received an Undergraduate Research Fellowship and will be assisting her with a speech production/language change study. I am enjoying getting my hands on some actual data and doing interpretation and analysis.

I will graduate in spring 2010 and plan to pursue my PhD in Linguistics. I am excited about the many possibilities in the field and look forward to wherever this fascinating path leads me.

I also have to mention my loving partner of 18 years, Ker, and recognize her constant support and insight. I would have left this dream untested without her encouragement.

Faculty Profile

continued from page 5

Yes, she’s a major Disney fan. So much so even her license plates have Disney on it. Every chance she gets, she heads to Orlando, the land of Mickey Mouse. Linda is married with two daughters; Jeannie (seventeen) and Cathy (sixteen). Being the mother of two teenagers, she’s busy with their activities (translation: boys). She and her husband also have two dogs: a rescued Greyhound from the track and an abandoned Finnish Spitz. An important lesson was learned to never leave the backyard gate open. Linda learned the hard way that it’s impossible to run down a Greyhound. In her spare time (what’s that?), she organizes the annual family reunion for 100-plus people. One of her favorite pastimes is spending the weekend at the Oregon coast. With wine glass in hand and watching the waves, it’s the perfect way to relax. And when she’s there she hits the casino slot machines. The penny slots, that is.

years in the dungeons of David Pisoni’s Speech Research Lab deep in the Psychology building, he emerged with a PhD dissertation investigating the types of generalizations learners are biased to make in acquiring phonology when exposed to a miniature artificial language in the lab or when growing up learning Russian. Part of the dissertation research is being published in Laboratory Phonology and the proceedings of the Chicago Linguistic Society. During his time at Indiana he also worked on examining the nature of constituency in phonology and syntax (published in Language, Chicago Linguistic Society proceedings, and Formulaic Language, an edited volume in the Typological Studies in Language series). He continued his work on frequency effects, examining the effect of word frequency on automaticity of production (to be published in Language and Speech) and the effect of phrase frequency on detectability of words composing the phrase (published in the Formulaic Language volume).

Volya’s current research focuses on investigating the units and generalizations language learners extract from linguistic data, the statistical patterns in the input they use or ignore due to the biases they bring to the task, and the way the units and generalizations interact during perception and production. He taught Theory of Phonology during fall and taught a seminar on Mechanisms and Biases in Language Learning in the winter. In his spare time Volya enjoys exploring the beauty of Oregon.
**Graduate Profile**

**Greg Sutterlict**

My name is Gregory Sutterlict, and I am from the Yakama nation in Washington state, and this is my first year living here in Eugene, Oregon. I started school at Heritage University and then went on to the University of Washington before coming to Oregon. Years ago, I made learning Ichishkin (Yakama language) a goal in my life, and that is how I ended up meeting Tuxamshish (Virginia Beavert).

Her enthusiasm toward preserving the language got me interested in pursuing college, linguistics, and language revitalization. While working with Tuxamshish I learned about the Northwest Indian Language Institute (NILI), where I met Scott DeLancey and Janne Underriner. That is the story of how I ended up here at the University of Oregon as a Xatxat (Duck).

Second, it will serve as an organized database for a monograph I plan to write that will establish for the first time a typology of medieval Slavic calendar traditions. The monograph will analyse patterns in content, textual formulae, and linguistic features among individual calendars in the collation, which I will be able to identify by running the electronic search program over the entire text corpus. A long-term goal of the project is the inclusion in the corpus of the texts of calendars of saints from the Coptic, Syrian, Georgian, Armenian, and other traditions.

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**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 (NILI) hosted its twelfth summer institute, Language in the Home, June 18–July 3, 2009. Twenty-two participants from Northwest tribes attended. The institute offered language classes in Sahaptin, Chinuk Wawa, and Lushootseed. Virginia Beavert, Roger Jacob, and Greg Sutterlict, with Joana Jansen assisting, taught Sahaptin to learners from the Yakama, Coville, and Siletz reservations as well as students from the UO. The central theme of the course was the “longhouse.” The Chinuk Wawa course taught by Tony Johnson focused on everyday topics and texts. Participants included tribal members from the Siletz, Yakama, Grand Ronde, and Chinook tribes. Zalmai Zahir, instructor of Lushootseed, worked with Salish tribal members from Suquamish and Sauk Suiattle.

To make language learning more accessible to participants, linguistics classes focused on Sahaptin grammar, with Joana Jansen as instructor, and on the grammar of the other Northwest languages represented at NILI, taught by Janne Underriner. Linguistic classes directly relate to the structures and grammar of the concepts participants are learning in their language classes as well as general linguistic principles. The pairing of the linguistic and language classes has proven to enhance learners’ overall language learning.

Teaching Methods for Indian Languages: Elements of Language Immersion, created and taught by Lindsay Marean, was the topic of the methods course this year. Participants experienced daily language immersion sessions as students as they learned Chinuk Wawa from Tony Johnson. Each immersion session focused on specific elements of successful language immersion that was applicable to language teachers and learners. Participants had opportunities to practice immersion techniques in a supportive classroom environment.

Racquel Yamada designed and taught a class on computer technology: Classroom Materials and Technology where students explored ways to make materials for classroom to home use. In this hands-on class, students used latest technologies to create learning materials and practice using them as both teachers and learners. Participants also had the opportunity to create storybooks with Judith Fernandes. This hands-on class allowed students to explore imagery using watercolors, pen and ink, and pastel, and all hand-bound their books. The storybooks made this year were exceptional, and are now being used in participants’ communities.

Next summer will be an eventful time for NILI and the Department of Linguistics. We will host the seventeenth Stabilizing Indigenous Languages Symposium (SILS), the forty-fifth International Conference on Salish and Neighboring Languages, the Athabascan-Dene Languages Conference, and the Hokan-Penutian Languages Conference on June 25–27, 2010. The co-occurrence of these conferences will allow community members-language activists and linguists to come together to share ideas, learn from each other, and facilitate contacts between academic linguists and communities that speak endangered languages.

In addition, on June 21, NILI’s Summer Institute and the UO’s Department of Linguistics InField will begin. This will consist of two weeks of classes and workshops offering community members, language activists, and linguists training on a wide range of issues related to language preservation, maintenance and revitalization, linguistic fieldwork, and documentation, followed by InField’s four weeks of intensive field methods courses. For six weeks we will explore issues of language documentation, restoration, revitalization and maintenance. If you are interested, visit NILI’s website at www.uoregon.edu/~nwili.
**LTS Program Welcomes New Faculty Members**

The Language Teaching Specialization M.A. program is benefiting from the talents of two additional faculty members this year, Deborah Healey and Laura Holland.

**Deborah Healey** taught the fall term LT 608 computer-assisted language learning (CALL) course, the first of four CALL courses that students take while in the program. In addition to over thirty years of language teaching and program administration experience, Deborah brings an impressive set of experiences and skills in the application of technology to language learning. She started her career as an English-as-a-second language instructor at Lane Community College and other community colleges around the state before moving on to the English Language Institute at Oregon State University (OSU). While employed at OSU, Deborah was sent to Yemen in the late 1980s to teach and to set up administrative and instructional computers at the Yemen America Language Institute (YALI). The challenges there were many and included basic power; they ended up depending on truck batteries to run their Macintoshes. She is proud of the fact that YALI is still going strong and has been instrumental in introducing technology to education in that country. After three years in Yemen, Deborah returned to her teaching at OSU, eventually serving nine years as director of their English Language Institute.

Last year, Deborah left Oregon State for the University of Oregon, where she is enjoying a better working environment (not to mention the five-minute bicycle commute). She is currently a full-time instructor at the American English Institute, responsible for teaching a variety of online teacher training courses for students all over the world. One of the most interesting is a course for teachers in Iraq on creating CALL materials. Limited access to technology and low bandwidth Internet connections continue to be a problem for teachers there. Deborah describes the situation as “a constant balancing act for coming up with ways to open the door to what you can do without depending on the need for high-speed access.” One of the rewards for her is working with highly motivated teachers and seeing an immediate effect on the quality of their teaching. In addition to her online instruction, Deborah continues to travel the world for teacher training purposes; recent trips include visits to Tunisia, Egypt, Oman, Qatar, and Thailand.

Deborah’s approach to teaching CALL in the LTS program is very clear: She strives to put tools in the hands of language teachers (that they in turn will put in the hands of their students) that enable learners to be creative. In her words, “when people are being creative, they are learning better.” She focuses on tools that are freely available (and cross-platform) as it is likely many teachers will end up in situations without well-funded technology support. Sites and tools Deborah has introduced this term include Delicious, Nicenet, Hot Potatoes, and Audacity.

**Laura Holland** is also new to the LTS faculty this year. Her early experiences in education were with younger learners in preschool and third grade. A year in Spain piqued her interest in language teaching. While a graduate student and eventually teacher trainer at Columbia University’s Teacher’s College, she taught intensive English classes to immigrants and refugees and supervised teachers in the New York City public schools. She took a ten-year break from teaching to be a stay-at-home mom. Living in San Francisco at the time, she volunteered at the NAMES Project AIDS Memorial Quilt, where she worked on a variety of tasks including serving on the steering committee. A very skilled, creative, and energetic language teacher, Laura began working at the American English Institute at the UO in 2006 and has been teaching mainly oral skills classes in the intensive English program.

The LTS course Laura taught fall term (LT 510 Language Teaching Practicum) and is teaching again in spring term is a new addition to the program designed specifically for students with less than two years classroom teaching experience. Intended as a corequisite for LT 546 (Language Teaching Practices), the course is an opportunity for students to immediately apply concepts from the LT 546 course to the “nuts and bolts” reality of the language classroom. Laura combines mini workshops with plenty of hands-on activities and in-class microteaching practice. In addition, students participate in outside practicum experiences at the American English Institute or other programs on and off campus. Both self-reflection and peer feedback play a strong role in the course.

Laura is passionate about sharing her love for language teaching with the students in the program and helping them prepare for success in the classroom. One of her main goals is to “broaden each student’s teaching toolbox,” which includes giving them plenty of practice not only with designing activities but also with adapting these to a variety of settings. This is just one example of what Laura identifies as an essential skill for any language instructor: knowing how to “get more bang from your buck” with everything you do in class.

The LTS program is fortunate to have these two experienced, talented language educators on board, and we look forward to the positive effect they will have on our students’ careers in language teaching.
10

Early Language Learners

Joaquin Alejandro Peña was born May 12, 2009, to PhD student Jaime Peña and his wife. He is growing quickly, producing all kinds of funny sounds, and already pronounces some vowels and consonants. He has said “mama” since he was very little but not yet “papa,” unfortunately. Joaquin is also a soccer fan and shows a big smile when you yell “gol!” (or “goal!” in English).

Harper Wednesday Blackburn-Morrow was born December 29, 2008, to PhD student Jesse Blackburn-Morrow, who has been enjoying the quirks of her language development. At six weeks, she inexplicably said “alcohol,” and then turned from random multisyllabic, multisegmental utterances to some studied mimicking and a babbling focus on one or two CV combos at a time. Later came vowel and prosody play, then practice with Vt combos and streams of babbling with sentence- and paragraph-esque intonation, before beginning some referential (spoken) usage. . . . She understood several basic ASL signs by three months or so, began babbling signs for “milk” and “all done” by six months (with spoken “Daddy” and “Mommy” around six-seven months), occasionally referentially using those and the “eat” sign by seven months (and spoken “mmm” for “milk”); by about eight months she was talking about (immediate) past events as well as saying “Doggy.” But she is not content to sit and chat about the day—she is entertaining and exhausting Mom and Dad with her constant climbing, wrestling, exploring, object “driving,” and furniture cruising!
The last two days of July and the first of August last year brought scholars from around the world to the fifteenth annual Himalayan Languages Symposium, organized by the Department of Linguistics, University of Oregon. The intimate gathering consisted of two days of talks and stimulating discussion, a conference banquet at the Many Nations Longhouse, and an optional cultural excursion on the first of August (wine-tasting in Lane County).

The scholars, from locations as varied as Pakistan, Japan, England, Austria, Australia, the Netherlands, China, and many regions within the U.S., presented papers on the languages and linguistics of languages of the broader Himalayan region, covering languages from Pakistan, Tibet, Nepal, Bhutan, India, Burma, and China. The conference program had speakers organized into sessions of Tibeto-Burman historical linguistics, Indo-Aryan languages, Tibeto-Burman languages of Nepal, Bhutan, Northeast India, sound change, and verbal morphology. Because of the small group size, no sessions were parallel and thus all participants were present for all the talks. The result of this organization was stimulating and fruitful discussion on several topics, including methodologies for historical reconstruction and the placement of Burushaski (a Pakistani language usually considered a language isolate) as an Indo-European language.

In addition to drawing scholars from around the world, current and former students from the University of Oregon Department of Linguistics were well-represented among the list of presenters. The keynote speaker was Carol Genetti, PhD ’90, a former student of Scott DeLancey and now professor of linguistics and associate dean at the University of California, Santa Barbara. Genetti gave the first public presentation on Dzala, an undescribed Tibeto-Burman language from eastern Bhutan. Another former student of DeLancey, Daya Shakya, M.A. ’92, presented a sociolinguistic paper examining the use of the term “Nepali” vs. “Gair-Nepali” in modern day Nepal. Current UO linguistics graduate students Brian Butler, Dan Wood, Linda Konnerth, and Gwendolyn Hyslop also presented papers based on their current research to the audience. DeLancey was the UO faculty representative of the symposium, presenting work on verbal agreement suffixes in the Mizo-Kuki-Chin languages of Tibeto-Burman.

Following two days of interesting talks and discussion, the symposium concluded with a Pacific Northwest–style salmon-bake at the Many Nations Longhouse on campus. Many participants remarked on the delicious food and atmosphere of the Longhouse, which served as the perfect venue for continuing the discussion of the previous days. The final day of the conference was a leisurely tour of Lane County wine country, including memorable stops at King Estate, Chateau Lorane, and Sweet Cheeks wineries. Thanks to the organization of Scott DeLancey, Linda Konnerth, Anna Pucilowski, Dan Wood, Gwendolyn Hyslop, guidance from Linda Campbell, and support from the Department of Linguistics and the Center for Asian and Pacific Studies, the conference was a resounding success.
**Eunjin Oh**

Eunjin Oh is an associate professor in the Department of English Language and Literature at Ewha Womans University in Seoul, South Korea, and currently a visiting scholar in the Department of Linguistics at the University of Oregon. She has taught phonetics, phonology, and the history of English for eight years at Ewha. She received her PhD in linguistics from Stanford University in 2001, and her dissertation dealt with the coarticulation exhibited by nonnative speakers. Since then, her research interests have centered around language-specific phonetic details and their acquisition. Her recent publications include “Voice onset time of Korean stops as a function of speaking rate” (Speech Sciences, 2009); “Coarticulation in non-native speakers of English and French: An acoustic study” (Journal of Phonetics, 2008); “VOT of English voiced stops by place of articulation in native Korean speakers and the universal phonetic component” (Korean Journal of English Language and Linguistics, 2008); “Phonetic vowel reduction conditioned by voicing of adjacent stops in English” (Speech Sciences, 2007); and “V-to-C coarticulation effects in non-native speakers of English and Russian: A locus-equation analysis” (Malsori, 2007). Her current projects include “Effects of speaker gender on voice onset time in Korean stops,” “Language experience and exemplar-based models,” “The high vowel system in Korean-English bilinguals,” and “The coronal stop places of Korean-English bilinguals.” She has served on the editorial board of journals including Speech Sciences (The Korean Association of Speech Sciences); Studies in Phonetics, Phonology, and Morphology (The Phonology-Morphology Circle of Korea); and The Korean Journal of Linguistics (The Linguistic Society of Korea). She and her family are currently enjoying life in the beautiful and peaceful town of Eugene. They especially appreciate the opportunities for regional travel and outdoor recreation (certainly a world apart from the urban fabric of Seoul). Oh is sincerely grateful to the UO linguistics department for allowing her and her family this great opportunity.

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**Haeyeon Kim**

Professor Haeyeon Kim (Chung-Ang University, Seoul, South Korea). Visiting scholar for one year, beginning from the fall quarter, 2009. Kim graduated from Seoul National University, earning BA and MA degrees in English education. He studied at UCLA, majoring in linguistics (MA), and was awarded a PhD degree in linguistics from the University of Hawaii–Manoa in 1992. He taught Korean for about two years at the University of California, Santa Barbara. Since March 1994, he has taught linguistics and English courses at Chung-Ang University. He has been interested in functional linguistics, cognitive linguistics, and English education. More specifically, his areas of research have been discourse analysis, conversation analysis, sociolinguistics, cognitive linguistics, corpus linguistics, linguistic approaches to literature, and English education. He has published many papers in Korean linguistics journals such as the Journal of the Korean Linguistic Society, Journal of the Sociolinguistic Society of Korea, Discourse and Cognition, Journal of English Linguistics, and Textlinguistics. His papers “Turn extensions as Turn-constructional practice: Word Order variability in Korean conversation” and “Single full NPs with Rising Intonation in Korean Conversation” (co-authored with Y. Yim) appeared in Japanese-Korean Linguistics Vol. 13 (2003), and “Retroactive Elaboration in Korean Conversation” in Japanese-Korean Linguistics Vol. 14 (2006).

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“**LANGUAGE IS NOT AN ABSTRACT CONSTRUCTION OF THE LEARNED, OR OF DICTIONARY MAKERS, BUT IS SOMETHING ARISING OUT OF THE WORK, NEEDS, TIES, JOYS, AFFECTIONS, TASTES, OF LONG GENERATIONS OF HUMANITY, AND HAS ITS BASES BROAD AND LOW, CLOSE TO THE GROUND.**”

— NOAH WEBSTER
Awards and Scholarships

Ahland, Colleen. ALT8 scholarship for travel, room, and board in order to present at the eighth Biennial Conference of the Association of Linguistic Typology, Berkeley, California.

Doty, Chris and Jacob, Roger received the 2009 Margaret Wise Graduate Research Award.

Hyslop, Gwendolyn. 2009. Fellowship to attend ALT VIII—Association for Linguistic Typology.

Jing-Schmidt, Zhuo. German Research Foundation (DFG) 195,000; Project: Information Structure in Chinese.


Wood, Daniel. $11,995 Doctoral Dissertation Research Improvement Grant offered by NSF to conduct fieldwork in Arunachal Pradesh, India.

Vakareliyska, Cynthia. The Curzon Gospel has been awarded the 2009 AATSEEL Slavic linguistics book prize by the American Association of Teachers of Slavic and East European Languages. The award was presented in December at the national AATSEEL convention in Philadelphia.

Conference Organization


Editorship

Guion Anderson, Susan. In progress. Guest editor for a special issue of the *Journal of

Phonetics* on cross-language speech perception (co-edited with Cathi Best, Ann Bradlow, and Linda Polka).

Officership

Jing-Schmidt, Zhuo. Research ambassador for German Academic Exchange Service (DAAD).

National Committee Membership


Presentations


Dame, Peggy with Molly Sirois (UO Disabilities Services) and Cerise Roth-Vinson (Mobility International director of administration). September 2009. Yes We Can! Advising Students with Disabilities. Western Hemisphere EducationUSA Adviser Training Program, Mexico City, Mexico.

Healey, Deborah. September 2009. Do’s and Don’ts for Student Success in Online Classes. Western Hemisphere EducationUSA Adviser Training Program, Mexico City, Mexico.

Hyslop, Gwendolyn. 2009. Kurtöp and language documentation in Bhutan: a case study. Presented at the twentieth South Asian Languages Analysis Round Table (SALA 28), Denton, Texas.


continued on page 14

Westerfield, Kay. September 2009. Baranga, an Intercultural Stimulation Game. Western Hemisphere Education/USA Adviser Training Program, Mexico City, Mexico.


Publications


Vakareliyska, Cynthia. Continually augmented electronic collation of medieval Slavic and Greek calendars of saints, together with search program. clover.slavic.pitt.edu:8080/exist/monology/index.html.


AEI Accomplishments
Alhoszta, Agnieszka. “Speaking, Listening, and—oh yes, Thinking!,” presenting at English Language Teachers’ Association of India, Rajasthan: Jaipur, November 2009.

Dame, Peggy and Molly Siros and Cerise Roth-Vinson. “Yes We Can: Advising Students with Disabilities,” presented at 2009 Western Hemisphere Education USA Adviser Training Program Conference, Mexico City, September 2009.


Departmental Grants

Linguistics


Spike Gildea, InField 2010, NSF Award $100,934, September 2009–November 2010.

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

Northwest Indian Language Institute

Janne Underriner, Tolowa, NSF Stimulus Award, $294,573, September 2009–August 2011.

American English Institute


Leslie Opp-Beckman, E-Teacher Scholarship Program and Professional Development Program, Department of State Award.

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Checks can be made out to the **UO Foundation, Department of Linguistics**, and mailed to the UO Foundation, P.O. Box 3346, Eugene OR 97403-3346, 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.

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.

- **Yolanda Valdez-Jara**, fourth-year PhD, Cuarto Congesso de Idiomas Indigenas de Lantino, Austin, Texas, October 2009.
- **Gwendolyn Hyslop**, sixth year PhD, Linguistics Society of America, Baltimore, Maryland, January 2010.