In the past year, the Department of Linguistics has acquired research space a short five-minute walk from campus. The space now hosts two research laboratories, one headed by Melissa Redford and one by Vsevolod Kapatsinski, and is soon to host a third, headed by our new sociolinguist, Tyler Kendall.

The Redford lab is a fun, kid-friendly environment designed to run experiments on first-language acquisition and is the primary research space for work funded by Melissa Redford’s NIH grant on the acquisition of linguistic timing by five- to seven-year-old children. The study of timing development has major clinical and educational implications for diagnosis of delays and disorders in language development, especially at that crucial time when children start schooling. Yet little has been done in either studying the phenomenon of speech timing development or language development in five- to seven-year-olds in general. This groundbreaking project has the potential not only for moving forward the theoretical understanding of language development but also for significantly improving the quality of life for children through timely intervention in correcting atypical timing patterns that are a major source of ridicule by the children’s peers.

Other projects in the lab include an investigation into the units involved in speech production through careful analysis of speech errors (by graduate student Wook Kyung Choe), a cross-linguistic study of adult speech timing (Hema Sirsa), and the acquisition of Japanese pitch and timing patterns by second-language learners (Irina Shport).

The Kapatsinski lab is primarily designed to investigate language processing and learning in adults and allows for recording speech, reaction times, and eye fixations in real time. A particularly exciting piece of new equipment in the lab is a state-of-the-art eye tracker, which allows us to track where a person is looking as he or she is hearing or producing speech. In recent years, eye tracking has seen explosive growth as an experimental methodology in studying spoken language due to several major advantages over traditional methods, most of which involve measurement of reaction times in various button-pushing tasks. One major advantage is that the participant does not have to do any special task that they do not normally do while hearing speech: listeners naturally look at the things they are thinking about. The Kapatsinski lab is currently using the eye tracker to investigate how listeners process and understand speech.

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New Lab Facilities Expand Opportunities for Research

continued from page 1

they hear mentioned and speakers naturally look at the things they are about to mention. This makes the data more ecologically valid and allows for collection of data from populations that are not adept at taking tests.

Another major advantage is that eye movements are unconscious and low-cost for the speaker-hearer. So a listener hearing the word “cap” would look at both a picture of a cat and a picture of a cap (but not a picture of a dog) until they hear the final consonant. This allows us to track what words and concepts the listener accesses as she or he hears speech in real time and provides us with a window into very early, automatic stages of speech processing. Since eye tracking does not interfere with speech perception or production, it can be used to study language processing during natural conversation and has been shown to provide a sensitive measure of conversational inference.

The eyetracker is now being put to use in studying morphology and phonology learning as an incidental byproduct of word learning (Kapatsinski), the nature of the output of speech perception (Kapatsinski), the interplay between semantics and phonology during word recognition in Japanese (Hideko Teruya), and online semantic interpretation of classifiers in Thai (Prakalwan Vajrabhaya). We anticipate the labs to provide research opportunities for students and faculty members alike and be a fertile source of discoveries for years to come.

In Memoriam: Desrey Fox

By Spike Gildea

Our colleague from 2002 to 2006, Desrey Fox, died December 2009 in Georgetown, Guyana, following a car accident. She was born Desrey Caesar in 1955 in Waramadong, an Akawaio village in Region 7 of Guyana. Her father was Kamarakoto, her mother Akawaio. She was the eldest of a large family, raised trilingual (Akawaio, Arekuna, English) between the worlds of her parents, strict Seventh-Day Adventists, and her grandmother, a traditional Akawaio shaman. At seventeen, she left to study nursing in Georgetown, left school to raise a family, then in the mid-1970s began her work in language and culture.

Desrey provided much of the data and labor for the trilingual Akawaio-Arekuna-English dictionary (Edwards, 1980). She began conducting her own fieldwork, visiting Amerindian communities throughout Guyana, studying languages, ethno-medicine, social integration, impacts of development, and many other topics. In 1988, she completed her BS in sociology (University of Guyana), in 1997, her MA in environmental anthropology (University of Kent), and in 2003, her PhD dissertation, “Zauro’nödok Agawaio Yau: Variants of Akawaio Spoken at Waramadong” (Rice University). She wrote that dissertation in 2002–3 at the little table in Spike Gildea’s office, where she returned as a research associate in 2003 and 2006 on a project funded by the National Science Foundation to describe the grammar of Akawaio.

In 2003, Desrey returned to Guyana, lectured at the University of Guyana, and directed the Amerindian Research Unit. In 2005, she became rector of the Walter Roth Museum of Anthropology, expanding the Amerindian exhibits and working to help Amerindian communities document their languages and cultures. In 2006, the president of Guyana asked Desrey to stand for election to Parliament. She wanted to continue her research and teaching about the languages and cultures of “her people” (broadly defined); in the end, she could not refuse the opportunity to make a bigger difference for more people in need. She was elected, then named minister of education, and she served honorably until her death.

Desrey’s life was not always easy—at times it was excruciatingly hard—but through it all, she maintained her grace and her unique personal power. She was a force for connection, for caring about those less fortunate, for living well despite everything that life might throw at her. Guyana will miss the good she could have done; linguistics will miss the unique contributions she had yet to make; all of us will miss her love and friendship.
With this issue, we have decided that it would be most practical to send out our newsletters annually rather than semiannually. This issue is a bit fatter than previous issues since it needs to last us for the whole year.

The bubble of increased linguistics enrollment turns out not to be a bubble at all—rather, we just have a steady stream of students interested in linguistics at the University of Oregon. As of press time, we have 135 undergraduate majors, despite having graduated nineteen this last spring. The number will probably climb to about 150 majors by the time graduation in June 2011 rolls around. Our language teaching specialization MA program now has a whopping forty-one students and is pretty much at full capacity. Trish Pashby is now in her fifth year as the director of that program. Thanks, thanks, and more thanks to Trish for her tireless work in developing this program into its current splendor! Keli Yerian has kindly agreed to take over as director in summer 2011. Keli has worked intimately with the program and with Trish for many years, so the transition should be relatively seamless.

Proving immediately popular with our undergraduates and graduate students alike is our newest colleague, Tyler Kendall, who joined us last fall (see his short biography on page 5). We are excited to have a full-time sociolinguist among us. His interest in corpus linguistics and his expertise in the use of computers for language-related issues greatly strengthen our program. Plus, he’s an all-around great guy to have around! Come by and introduce yourself to him next time you can.

The UO research office did a splendid job setting up lab space off-campus for Redford’s and Kapatsinski’s laboratories (see separate article, page 1), and we are in the process of designing space for Kendall on the same floor of that building. The department as a whole is now scattered in eight locations in and around campus and just finding everyone is becoming a challenge. If anyone would like to help us get a new building so we can all work together with room to put our books on the shelves and for students to gather without blocking the hallways, please contact me!

The American English Institute (AEI) has grown to an almost groaning level: 612 full-time Intensive English Program (IEP) students last fall and even more expected winter term. The credit-bearing Academic English for International Students program (into which most IEP students feed) is also growing by leaps and bounds. Office space is at a premium with nearing eighty mostly full-time AEI faculty members. It gets pretty crazy as classes begin with testing and students looking for their instructors!

Last, I must mention that InField 2010 (the Institute on Field Linguistics and Language Documentation) was a roaring success. It was simply wonderful to see so many dedicated and soon-to-be-dedicated field workers and community activists gathered together on campus last summer. Have a look at the article on page 13 for an insider’s perspective.

There are a lot of words in this issue, so I’ll keep this column short today. As always, we greatly appreciate your financial support and your words of encouragement. Drop us a note at lingnews@uoregon.edu with any questions, queries, or just to say hello!

Linguistically speaking (is there any other way?),

**Eric Pederson**
Bringing AEI Expertise to Gaza and the West Bank

The American English Institute (AEI) is well-known on the UO campus as a provider of English education to about 1,000 students from more than forty countries, but its reputation abroad hinges just as much on its teacher-training efforts. In addition to offering more than twenty online courses to educators in English as a foreign language (EFL) around the world, AEI faculty members also regularly travel abroad to offer teacher-training workshops and lead sessions at conferences. Recently, the AEI has become involved in reaching a group of teachers who otherwise would have very little opportunity to receive such training: those in the West Bank and Gaza.

Educators in these disputed, Palestinian-controlled territories face numerous obstacles. Because their movement is severely limited by travel restrictions and checkpoints, educators have few opportunities for face-to-face conferences and workshops, said Leslie Opp-Beckman, the AEI’s distance education coordinator. With few fresh ideas circulating in such an environment, it is very difficult for teachers to improve their skills. In cooperation with the U.S. Department of State and the nonprofit group America-Mideast Educational and Training Services (AMIDEAST), the AEI is trying to make these physical barriers irrelevant.

The first efforts to offer professional development opportunities to the English teachers of the territories were in the form of face-to-face workshops. In January 2009, Opp-Beckman traveled to the West Bank as an English-language specialist for the U.S. Department of State to lead a workshop for teachers of students from any level, from kindergarten to university. Encouraged by the AEI’s ability to provide high-quality training even in this hard-to-reach area, AMIDEAST contacted the AEI with another opportunity to lead a series of workshops in the West Bank and Gaza. This time, AEI instructors Kay Westerfield and Deborah Healey made trips in April and July of 2010 to share their knowledge on English for specific purposes and computer-assisted language learning in a program titled Collaborative Projects in Teaching.

Healey and Westerfield’s workshops focused on local university courses related to specific disciplines, such as business, law, and journalism, but the principles addressed were applicable to any blended-learning or English for specific purposes class. In the process of redesigning their curricula, participants identified common issues, created intended learning outcomes, effectively integrated technology, and planned evaluation and assessment.

While in the area, Healey and Westerfield conducted a workshop in cooperation with the U.S. Department of State to train teachers who work with the English Access Microscholarship Program, which offers foundational English language courses to underprivileged fourteen- to eighteen-year-old students in afterschool programs. Seven of the thirteen teachers who were invited to the event by the U.S. Consulate in Jerusalem were given permission to travel from Gaza to the West Bank to attend. This was unprecedented under the current political circumstances. The other teachers participated via videoconference. For the Gaza teachers, the morning workshops provided practical advice on using authentic materials for reading and other skills, while afternoon sessions featured some hands-on work where participants applied what they learned. They have limited access to technology in their schools, so the workshops focused on using readily available resources.

“The Access program is one of the most cost-effective things the State Department does,” Healey said. She added that the teachers in the program work without sufficient resources and are not well-compensated for their work, but nonetheless bring a great deal of motivation and resourcefulness to their work.

In July, Westerfield and another English-language specialist led four teacher-training workshops throughout the West Bank on a variety of topics including learning strategies, authentic materials, and student
motivation to read. Due to the successful workshop precedent set in April, eight of thirteen invited teachers from Gaza were given permission to travel to the West Bank to attend a three-day workshop in Ramallah, again a rare opportunity for Gaza teachers.

The April and July trips laid the foundation for what Opp-Beckman hopes is a “long-term partnership.” With ties now strengthened between AEI and AMIDEAST, the entities have recently agreed to partner on the Model Schools Network Program (MSN), scheduled to begin November 2010. According to its website, the MSN project “is focused on developing a school improvement network that will serve as a model for basic education in grades 1–9 in Palestine.” MSN will focus on helping schools to apply more updated, student-centered pedagogy to English, science, and mathematics curriculum in fifty-seven public and private K–12 schools in the West Bank. “This network will serve as the foundation for replicating lessons learned and best practices among other Palestinian schools,” the AMIDEAST website reports.

The AEI’s primary role in this project will be to provide a series of online courses that will guide in-service teachers to make better decisions on curriculum and materials design, to gain perspective on best practices worldwide, and, perhaps most important, to give them a forum to interact on a day-to-day basis. AMIDEAST will provide tuition scholarships for K–12 teachers in Gaza and the West Bank to participate in the program. “This is an opportunity to connect to educators who have very little access to training,” Opp-Beckman said. She explained that 99 percent of the time, distance education is the only opportunity they have for professional development. “This is about building bridges,” Healey said. “I’m not expecting peace in the Middle East to come about as a result of these workshops, but it’s a way of connecting people, and that’s part of the reason why we do what we do.”

The bridges connecting teachers will be made of electrons rather than concrete and steel, but the AEI's fourteen years of experience in delivering teacher training programs through e-learning has proven that it can be just as effective as face-to-face workshops, and without all those pesky checkpoints.

Faculty Profile

Tyler Kendall

Tyler Kendall has been interested in language for as long as he can remember, but he took a fairly meandering path to his position as the new assistant professor in the UO linguistics department. As an undergraduate at Cornell University, Tyler majored in classics and archaeology and spent two summers working on a Neolithic dig in Greece. He also studied Old Norse and Old English at Cornell, and he credits this experience for leading him—after a (very) brief stint in law school, a rollercoaster ride through the first Internet start-up boom (and bust), and a position in information technology and disability services at North Carolina State University—to enroll in the PhD program in linguistics at Duke University in 2003.

Tyler quickly learned in graduate school that the place he had grown up was the birthplace of modern sociolinguistics. It was on Martha’s Vineyard, an island off the coast of Massachusetts, where William Labov, the founding father of modern sociolinguistics, conducted his first study in 1961 establishing that social factors influenced the realization of language features and that the relationship between social factors and linguistic outcomes could be productively and systematically studied. Tyler’s family moved to Martha’s Vineyard in the mid-1970s, when he was still an infant, and he lived there year-round until going to college. Tyler obtained his PhD from Duke in 2009 and from there went to Northwestern University, where he held a postdoctoral position until coming to the UO in fall 2010.

Along with interests in many substantive sociolinguistic questions (such as social and cognitive influences and processes in language variation and change, language and identity, African American English and other ethnic varieties of English), much of Tyler’s work is focused on how language researchers treat speech as data. Tyler has developed several research-oriented speech databases and software tool sets, including SLAAP, the Sociolinguistic Archive and Analysis Project (ncslaap.lib.ncsu.edu); OSCAAR, the Online Speech/Corpora Archive and Analysis Resource (oscaar.ling.northwestern.edu); and vowels.R, a library for plotting and manipulating acoustic data for the open-source statistical programming language R.

Tyler’s work on SLAAP and OSCAAR, and his larger interest in developing and working with corpora, has influenced much of his recent research and writing. He has published extensively on transcription and data management in sociolinguistics and on the relationship between sociolinguistic and corpus linguistic research. Tyler’s other recent research has investigated core sociolinguistic questions in communities throughout North America, including Princeville, North Carolina—the oldest town in the United States incorporated by African Americans—and places ranging from Newfoundland to southern Texas. The Pacific Northwest has been a region massively underexamined in sociolinguistic studies in the United States. Tyler is very excited to be at the University of Oregon and to have the opportunity to examine language embedded in its full social richness in Oregon and the surrounding areas.

You can see more about Tyler’s research and writing at his webpage, pages.uoregon.edu/tsk.
Graduate Profile

Irina Shport

Irina grew up at 54°N 83°E, the geographic coordinates of Novosibirsk, the third largest city in Russia. Yes, it gets cold in Siberia, but it is, for the most part, comparable to winters in Wyoming or Minnesota. And no, she does not really like vodka on its own, contrary to popular belief.

Irina received her BA in Russian language and literature at Novosibirsk State University, where she also became involved in Japanese language studies (don’t ask her why Japanese—she has a new answer for it every year). Studying Japanese in both Russia and Japan, as well as trying to escape a secretary job at the Export-Import Bank of Japan, led her to seek an MA in Japanese language and pedagogy at the University of Oregon. The linguistics program had even more to offer, and Irina pursued her PhD under the guidance of Susan Guion Anderson, specializing in experimental and field phonetics and second-language learning.

Her research interests lie in perception, production, and acquisition of language prosody, which is an umbrella term for prominence relations and grouping of subunits in an utterance. During her time in the department, Irina has had a chance to explore on her own and was also fortunate to work in collaboration with others on such topics as Japanese pitch patterns and rhythm, tone-bearing nasals in Kihehe (a Bantu language of Tanzania), tonogenesis in Balsas Nahuatl (an Uto-Aztecan language of Mexico), lexical stress shifting in English, and cross-language emotional prosody. Her dissertation project examines the perceptual processing and learning of Japanese lexical pitch accents, which are notoriously difficult for learners of Japanese and surprisingly variable even among native speakers.

Irina would like to continue her research on prosody in the future, but this exploration hopefully allows for some camping, traveling, reading, and hanging out with family and friends!

Undergraduate Profile

Nina Rinaldi

My name is Nina Rinaldi, and I’m entering my second year as a linguistics major. I just completed my second year of Arabic here at the UO, a linguistic pursuit marked by my perpetual attempts to jump ship from my native English phonology. One of my widest areas of interest at this point is how speakers acquire their L1 and L2 phonologies, and I’m also curious about morphological storage and retrieval in first and second languages.

At some point I would love to do research contributing to Arabic pedagogy, since it’s such a new field for many American universities, and Arabic is so different from many other languages widely studied at the college level. Teaching techniques for pronunciation could be shaped by the results of empirical research discovering what language learners ignore or overlook about Arabic phonology or what characteristics of their L1 phonology they latch onto and refuse to let go of when speaking Arabic. I would also enjoy the chance to investigate Arabic speech production and do my own phonetic measurements.

New Book

Eric Pederson’s new book, Event Representation in Language and Cognition, coedited with Jürgen Bohnemeyer, examines new research into how the mind deals with the experience of events. Empirical research into the cognitive processes involved when people view events and talk about them is still a young field. The chapters by leading experts draw on data from the description of events in spoken and signed languages, first- and second-language acquisition, cospeech gesture and eye movements during language production, and from nonlinguistic categorization and other tasks. The book highlights new evidence for how perception, thought, and language constrain each other in the experience of events. It will be of particular interest to linguists, psychologists, and philosophers, as well as to anyone interested in the representation and processing of events.

In Linguistics, you can't stifle creativity because that's what language is, a creative force.

–ERIC PEDERSON ON SEMANTICS, FALL 2009
Gwang-Yoon Go

Gwang-Yoon Go, a Fulbright visiting scholar at the UO starting fall 2010, is an associate professor of linguistics in the English department at Yonsei University, Korea. He received his BA and MA in English from Seoul National University, Korea, and his PhD in linguistics from Ohio State University, with his dissertation entitled “Synchrony and Diachrony of the English Prepositional Passive: Form, Meaning, and Function,” an effort to show how form, meaning, and function interact with one another in the synchrony and diachrony of language. After finishing his PhD in 2000, he went back to Korea and has taught various courses, mainly in corpus linguistics and (English) syntax.

His research interests center on corpus-based (English) linguistics, and his research has been focused on empirical studies of the English language from both synchronic and diachronic standpoints. His recent publications include “The Use of the To-infinitive in the Language of Korean English Newspapers” (Comparative Korean Studies, 2009), “A Corpus-Based Analysis of the Language of English News in Korea” (The Journal of Studies in Language, 2008), and “A Pragmatic Meaning of the Tough-Subject in English” (English Language and Linguistics, 2007). He is currently working on an introductory textbook on corpus linguistics and several research papers including “choosing the ‘right’ reference corpus for computation of key words” and “a corpus-based, comparative analysis of the newspaper English of Korea, China, and Japan.”

He has served on the editorial board of journals including the Korean Journal of English Language and Linguistics and English Language and Linguistics, and he has been the organizer of the annual Corpus Linguistics Workshop, which is cohosted by Yonsei University and the English Linguistics Society of Korea.

He is now enjoying every single day here in Eugene with his wife and four children, appreciating the beauty of nature and its inspiration, and giving thanks for all things to God, who granted this opportunity.

Tan Ye-sheng

Tan Ye-sheng is editor of the Journal of Foreign Languages, a prestigious journal of linguistics in China, and associate professor in the College of English Language, Shanghai International Studies University.

He got his PhD in linguistics from Fudan University (Shanghai) in 2004. His research interests have been focused on cross-language and cross-cultural issues. He is especially interested in the approaches that cognitive science offers for contrastive linguistic studies. His present project at the UO (funded by the China Scholarship Council) is “Theoretical Framework of Contrastive Cognitive Linguistics,” in which he will look at the invariants and variants across languages at different levels of linguistic patterning (lexical, grammatical, and discourse) from the cognitive linguistics perspective.

He is not only interested in systematic differences but also in preferences that may be quantifiable to some degree based on parallel corpus. His basic assumption is that in spite of the differences across languages, there are always crossover points on certain schematic levels.

He has written about thirty publications, including a monograph in English, “Construal across Languages: A Cognitive Linguistic Approach to Translation,” and some recent articles in Chinese linguistic journals, such as “Schema-Instance Hierarchy of Metonymy and Mental Paths of Translation,” “Differences in Linguistic Empathy between English and Chinese Languages,”

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THIS IS NOT A REFLECTION OF THE WAY THE WORLD IS; IT'S A REFLECTION OF US AS ENGLISH SPEAKERS AND THE WAY WE THINK THINGS ARE.

–SCOTT DELANCEY
ON SYNTAX, FALL 2009
Study Abroad In Japan

By Grant Smith

Most study-abroad experiences, from what I’ve heard, are in a country that the student has either never been to or in which they have little to no experience living. Neither was the case for my fall semester spent at Waseda University in Tokyo. I’ve been to Japan multiple times, staying for a minimum of two months each time. While very helpful in navigation and dampening the culture shock most experience when moving to another country, my previous experience only served me in a limited capacity. Taking classes, going on trips, and meeting up with Japanese friends for cultural activities like Mochitsuki (New Year’s rice cake pounding) was an unforgettable experience.

One other fortunate bonus to this trip was the unexpected start to my amateur modeling career (see picture), which came about in a completely right-place-at-the-right-time situation. The best way I’ve found to learn a language is to spend time making new friends and exploring in the country that speaks it; Japanese is no exception. The classes I took were very interesting and involving, but nothing that I couldn’t handle with a study trip to my favorite late night doughnut and coffee shop, Mister Donut, which has unlimited refills and delicious Japanese-style doughnuts.

One of the most interesting classes available to me was a typological perspective of the Ainu language, where I was able to study the morphology and syntax of an indigenous Japanese language with one of the leading researchers specializing in Ainu. Anna Bugaeva is a functional linguist who was trained in England and Japan. The coincidence that she studies functional typologies was especially nice for me. All the knowledge I’ve gained of functional linguistics from my UO linguistics professors turned out to be very useful in studying her typological study of the Ainu language, and it gave my classmate Taylor Meizlish (also a UO linguistics undergrad) quite a bit to discuss with Professor Bugaeva.

Studying abroad in Japan was a great decision for my academic career and my learning of the Japanese language. However, it wouldn’t have been possible if I hadn’t been awarded the Gilman International Scholarship. The Gilman International Scholarship is awarded yearly to students who study abroad for at least one full semester, and I would encourage anyone considering a session abroad to check out their website for more information: www.iie.org/en/Programs/Gilman-Scholarship-Program.

Early Language Learners

Carrick Nevan Ahland was born January 31, 2010, to PhD candidates Colleen and Michael Ahland. While quite vocal even on his first day, during the early months, Carrick produced very few recognizably English sounds. By four months, his consonant repertoire included |ʃ, ʃ, ʃ, ʃ, ʃ, ʃ, ʃ, ç | (most of which are not in any language his parents speak), punctuated by the vowels [a] and [ʊ]. By around six months, however, Carrick’s babbling changed dramatically with a sharp increase in consonants found in English, still punctuated by the vowels [a] and [ʊ]. This shift toward an English consonant inventory corresponded with a decrease in the more interesting, largely fricative-based inventory of the first four months. By nine months, only the bilabial fricatives and the lateral click were maintained (perhaps partly due to the wild encouragement of the parents).

While Carrick says [mamá] and [dDdá] at times, the exact meaning of these utterances is not clear. Both forms frequently exhibit reduplication with an increase in intensity. The form [mamá] is generally used when he is unhappy and seeking comfort while [dDdá] appears to be directed at major points of interest: ceiling fans, lights, and his father. Carrick keeps his parents entertained with his fearless furniture surfing and pull-up/chin-up attempts on the stereo. He finds his parents’ Amharic to be ridiculously funny. Maybe it’s the American accents.
Undergraduate Linguistic Students at the UO

By Jessie Erikson

Many parents of linguistics students (or even linguistics students themselves) struggle to answer when approached with the common question of “What is linguistics?” Wikipedia will tell you that linguistics is the scientific study of human language, but the life of an undergraduate linguistics major encompasses a variety of subfields. At the UO, he or she is required to take courses in a variety of different areas, such as syntax, phonetics, and sociolinguistics—but what do these actually mean?

Students are introduced to the study of syntax through a series of two terms in Functional Syntax I and II in which they explore how words and phrases can be constructed in clauses. These classes are data-intensive and require students to learn how to sort out large masses of information, with homework problems that sometimes take over an entire Sunday, even when working in groups. With examples from languages reaching from the Amazon to Tibet, syntax students are exposed to languages and ways of thinking drastically different from English.

In Phonetics, linguistics students get a little more scientific as they learn about how humans produce and perceive sounds used in speech. Later, in Linguistic Theory: Phonology, students can use this knowledge to analyze data and solve problems involving speech sounds and how they are used in language. Someone sitting in on a phonetics class could expect to hear a chorus (admittedly not usually in sync) of students attempting to make sounds often unfamiliar to them.

Introduction to Sociolinguistics, now taught by Tyler Kendall, gives students a chance to investigate the multifaceted relationship between society and language. Students can cover a variety of topics such as multilingualism, language loss, expressions of politeness, and language variation. Relating language issues to society can be a reminder of how important language is in our everyday lives, and many students find this class fun and interesting.

The courses described above are only a small sampling of the topics studied by linguistics students. Studying a variety of linguistic disciplines enables students to develop an array of different skills and also discover new ideas and questions that they want to pursue. For more on where linguistics can take students after graduation, see the following article, “What Can I Do with a Linguistics Degree?”

What Can I Do with a Linguistics Degree?

There’s really more than one answer to this question, depending on how the question is framed. So, let us answer this question by putting it into proper context:

**Answer 1.** For many students, and often their parents, the choice of what to study is linked to beliefs about the suitability of the major for finding initial employment after graduation. This focus—something we can call an instrumental focus—on finding a concrete link between major and employment in the end is neither essential nor a good predictor of professional or personal success. We’ll take that up in a minute. For now, it is possible to answer the instrumental question concretely: students who major in linguistics can pursue opportunities in a variety of fields tied to language: education, especially second-language and English as a second language teaching; computer program and human-computer interface design; publishing; writing; advertising; research and staff positions in nonprofit or for-profit enterprises; administrative positions requiring analysis and writing; museum or library work; and grant writing or technical writing, among others. Plus, the focus on analysis, argumentation and reasoning, and communication found in a linguistics major is of particular value in pursuing professional degrees in law, business, or government.

**Answer 2.** This answer is the one that matters most: the completion of a strong program anywhere in the liberal arts represents the best long-term investment of resources and energy a student can make. This preparation, the combination of the breadth of knowledge found in one’s general-education courses coupled with the intellectual discipline and depth found in a serious major fosters the intellectual abilities most in demand from employers: written and oral communications skills, critical thinking and problem solving, international perspectives, teamwork, as well as creativity, moral and ethical judgment, and intellectual courage. It is not an accident that the deans of major law schools and schools of business consistently indicate a preference for students with strong liberal arts degrees as their candidates of choice for admission. It is the liberal arts degree that develops most deeply the intellectual abilities critical to professional success, and there is considerable empirical evidence to support this view.
LTS Partners with Centro LatinoAmericano for Community English Instruction

The language teaching specialization (LTS) MA program has been offering free English classes at Centro LatinoAmericano since spring 2008. Currently the classes meet four evenings per week and serve dozens of students, most of whom are recent immigrants and native speakers of Spanish. The volunteer teachers are LTS students who are building their teaching skills and receiving credit for the work toward their degree. This term, Marc Arndt is teaching the Basic English Skills course that meets Tuesdays and Thursdays, and Neva Nicolato is teaching the English Conversation course on Mondays and Wednesdays.

Centro LatinoAmericano is a nonprofit organization whose mission is to serve the Latino community of Lane County through classes and one-on-one consultations that help clients with employment, health, and family issues. Located on Fifth Avenue near Blair in downtown Eugene, the center provides a welcoming environment where all employees are bilingual. According to Liora Sponko, program development manager, the English language program, which consists of the courses provided by the LTS program and one-on-one tutoring by community volunteers, is central to this mission. Many of the Centro Latino clients find language to be a barrier in finding housing and employment and accessing health care and other resources.

Developing English skills “helps them build confidence to move forward in their lives.”

The courses offered by the LTS program are specifically designed for Centro Latino clients. The main goal is to provide a supportive classroom environment in which all students feel welcome and able to learn. Many of the students have not been in a class setting for years and feel anxious about their abilities. Although they use little Spanish in class, the instructors are bilingual, which many students find comforting. The hope is that students will realize they can indeed handle language classes and eventually feel confident enough to enroll in programs offered by Downtown Languages and Lane Community College. The LTS classes serve as a bridge to the larger programs.

The content of the Centro LatinoEnglish courses has evolved over the last two years. LTS student Emily Mathis designed the original curriculum in winter 2008 for the LT 448/548 course Curriculum and Materials Development. She worked closely with Centro Latino administration to develop an English component for their jobs program. Lessons were built around language skills needed for various work settings. She piloted the course at Centro Latino the following term and found that her approach—short grammar and vocabulary lessons followed by very interactive oral practice, usually in the form of competitive games—worked well. The course was later opened to all Centro Latino clients, at which point Emily shifted the language focus to more general needs while using the same classroom approach. Emily loved the work and continued to teach the course until she graduated the following year.

In summer 2010, two new LTS students replaced Emily. Sura Cox took on Emily’s Basic English Skills course, basing her class on Emily’s curriculum, and Neva Nicolato started teaching the new Oral Communication course. Marc Arndt came on board in fall to teach Basic English Skills.

The classroom facilities are modest but adequate: a table around which twelve to fifteen students can comfortably sit and a large whiteboard mounted on the wall. Teachers bring
With the help of a $50,000 donation from Hanyang University in Seoul, the Department of Linguistics was able to remodel a classroom designated for courses in language teaching specialization and second-language acquisition and teaching. Room 106 in Friendly Hall was chosen because of its appropriate size and convenient location. The project included removing a raised portion of the floor, soundproofing the room, and replacing all classroom equipment and furniture with those that meet the specific needs of language instruction (and teacher training in this field): seating that allows for multiple configurations of student groupings for interaction; plenty of board space for student work; and a document camera. The most unique aspect of this remodel was the decision to go with the new Steelcase Node desks, which feature wheels, swivel seats, and adjustable table tops for maximum flexibility in the classroom.

New LTS Classroom: 106 Friendly

By Trish Pashby
Kulpash Koptleuova

Kulpash Koptleuova was a visiting scholar from the Aktobe State Pedagogical Institute of the Republic of Kazakhstan, from September through December 2010.


My language interests include Kazakh, Russian, German, and English. I teach courses in linguistics, sociolinguistics, and language contacts. My current research project, which I have been conducting at the UO, deals with trilingualism. More specifically, I have been investigating the English language as a component of Kazakh-Russian-English trilingualism in the polylingual educational system in the Republic of Kazakhstan. Our country has given English special priority. In 2007 the president of the Republic of Kazakhstan, Nursultan Nazarbayev, proposed to begin a step-by-step realization of a cultural project, “The Unity of Three Languages.” This cultural project focuses on developing three main languages used in the Republic of Kazakhstan: Kazakh as the national language, Russian as the language of interethnic communication, and English as the language of successful integration in the global economy.

Upon arriving at the University of Oregon, I was struck by the kindness and generosity of people as well as the beauty of the campus. I would like to thank everyone involved in the linguistics department, the American English Institute, and the International Student and Scholar Services office for being so helpful and for making my four months here a great experience.
InField 2010: A Student’s Perspective

By Jessie Erikson

This summer, the UO linguistics department hosted the second occurrence of InField, an opportunity for linguists, language activists, language teachers, and members of minority language communities to come together and practice the skills they need to document, maintain, and revitalize language. For students such as myself, this was an extraordinary opportunity to get a glimpse of what linguistic fieldwork is about.

First, we all learned that field linguistics is exhausting business—even with all the comforts of life at the university—as for six weeks we devoted our time to nearly nothing other than InField. For two weeks, from 8:00 a.m. to 5:00 p.m., we were immersed in a variety of workshops, with titles ranging (at least in my schedule) from Database Management and Archiving to Transcription to Blurring the Lines, a workshop on building respectful relationships with the people you work with.

The most rewarding part of InField, though, was the four weeks of field training. While many people went home when workshops were over, small groups remained to work on one of three languages: Uyghur (Turkic), Northern Paiute (Uto-Aztec), or Wapishana (Arawakan).

Each group worked with at least one speaker of the language being studied and was guided by a professor experienced in fieldwork, often in that language.

My experience studying Wapishana—recording it, reading it, reading about it, listening to it over and over—was wonderful, and only enriched by our speaker, Adrian Gomes, who warmly did his best to help us understand the place and people Wapishana comes from. The Wapishana group also consisted of Ian Lunger, another student like myself; Sérgio Meira, our simultaneously goofy and brilliant teacher; Ana Paula Brandão, who brought knowledge of another Arawakan language, Paresi, to our classroom; and three Kari’nja Indians, who better understood the plants, animals, and way of life familiar to Adrian.

Never sacrificing all fun for work, we also had several InField parties, full of great food—sometimes Oregonian, sometimes Uyghur, sometimes Nepali—dancing, and mingling. Nearly everyone got a chance to take a trip to the Oregon Coast, which was a very unique experience for many, even those who have lived near the ocean. When my Wapishana group spent a day at the coast, Sérgio contrasted it with the bright beaches of Recife while Adrian marveled at how blue the water looked in Oregon, in contrast to coastal regions in Guyana. The small size of our field training classes gave us the opportunity not only to understand the language we studied at a deeper level but also to get to know the people we worked with. With the knowledge that language and linguistic fieldwork are about relationships, this aspect of InField was the most invaluable.

Karma Tshering in the field phonetics workshop at InField.

Opening session on the first day of InField 2010.

[CONVERSATIONS]
MATTER IN THAT THEY’RE CEMENTING SOCIAL BONDS, AND THAT’S IMPORTANT, BUT WHAT MATTERS THERE IS JUST WORDS, IT DOESN’T MATTER AT ALL WHAT WORDS.
–SCOTT DELANCEY ON SYNTAX, FALL 2009
NILI Hosts Summer Institute, InField 2010, Stabilizing Indigenous Languages Symposium

Thirty participants attended this year’s NILI Summer Institute representing twelve tribes from Alaska, Central and Northern California, the Pacific Northwest, and Suriname. Included were speakers from four tribal communities new to NILI—Tilida, Muckleshoot, Picayane Rancheria of the Chukchansi Indians, and the Konomerume community in Suriname. The 2010 theme centered on language and place, focusing on the development of place-based curriculum and materials.

Through generous support from the Fithian Family, Robin Jaqua, and the University of Oregon Office of the Vice President for Research and Graduate Studies as well as the UO Office of Institutional Equity and Diversity, NILI was able to provide four tuition scholarships to students new to the NILI Summer Institute and a scholarship to each participant to attend the Stabilizing Indigenous Languages Symposium.

NILI Summer Institute participants benefited this year in also being a part of InField 2010’s morning workshops to learn about language revitalization efforts around the world. Not including the forty-nine presenters who also attended workshops, a total of eighty-two linguistics students, tribal community members, and linguists participated in InField, representing many countries of the world.

Participants in both trainings— the Summer Institute and InField 2010—were able to spend time together daily, which contributed to a better understanding of the scope of language loss across the world and the immediate need for documentation and revitalization. It was unique to bring speakers of indigenous languages together with students and linguistics faculty members in an environment that allowed each to learn from one another.

The seventeenth annual Stabilizing Indigenous Languages Symposium (SILS), “For Every Place a Language,” hosted June 25–26 by the Northwest Indian Language Institute, drew 338 people from more than twelve countries—from as far away as Australia, Bhutan, and Nigeria, to as near as tribes of the Pacific Northwest. Together, we participated in sixty-three papers, workshops, and presentations on language revitalization, culminating on Saturday evening in a dinner and cultural event, “Voices of Celilo Falls.” President Lariviere welcomed participants, recognizing their efforts with appreciation and encouragement. Patsy Whitefoot, president of the National Indian Education Association and our first keynote speaker, addressed the need for Indian languages to be taught to students in schools as well as at home. She described the need for federal and state policies that address Native language teaching and how we can become involved at these levels. Whitefoot acknowledged NILI’s efforts and the UO’s Ichishkiin language courses.

On Saturday, Helen and Alan Dick, Alaska Native Heritage Center associates, spoke about keeping alive traditional technology and language, and creating place-based curriculum. They expanded their talk with a hands-on afternoon workshop on designing place-based science curriculum and creating videos of science projects for their Deni’ (Athabaskan) students.

Leanne Hinton, University of California, Berkeley, concluded the presentations with a talk on her new book that highlights families who are revitalizing their languages in the home. One of the families discussed in her book is that of Tony Johnson, NILI’s advisory board chair.

The symposium concluded with a dinner and cultural presentations focusing on Celilo Falls, the primary fishing and trading area on the Columbia River for millennia. The event included oral histories of the area before and after its damming; selections from the musical The Ghosts of Celilo; and a closing by Virginia Beavert and Dallas Winishut singing songs of Celilo. The evening brought together the entire conference while teaching our visitors about the significance of Celilo Falls.

To complement SILS, NILI sponsored a photography exhibit of works by SILS participants at the Adell McMillan Gallery in the Erb Memorial Union. The individuals who submitted photos are committed to reversing the loss of their languages. Professional photographer John Bauguess of Dexter printed each photograph for the exhibit.

Adding an element of fun to these events was the Run for Endangered Languages sponsored by GLOSS, the Department of Linguistics student organization. The 5k Fun Run raised more than $1,800 for NILI Summer Institute scholarships. It was a wonderful event that brought local community members together with language activists from across the world. It was also the healthiest thing we did during the two weeks we were together!

NILI would like to thank the following sponsors of the seventeenth annual Stabilizing Indigenous Languages Symposium and the NILI Summer Institute for their valued support: the Fithian Family, Robin Jaqua, The Confederated Tribes of Grand Ronde, Smith River Rancheria, Yakama Nation, Sauk Suiattle, Northwest Indian Language Institute, the University of Oregon Office of the Vice President for Research and Graduate Studies, Office of the President, Graduate School, College of Education, Department of Linguistics, Summer Session, GLOSS, and the National Science Foundation. We extend a heartfelt thanks to the student and community volunteers for their contribution to making these events successful.
Presentations


Kapatsinski, V. July 8–10, 2010. Product-Oriented vs. Source-Oriented Generalization in Miniature Artificial Languages. Laboratory Phonology 12, Albuquerque, New Mexico.


**Awards**

DeLancey, S. Fulbright Foundation Award for one term (winter 2011) of teaching and research in Assam, India, teaching at Gauhati University and working on a grammar of Bodo in Kokrajhar.

Kapatsinski, V. Junior Professorship Award from University of Oregon College of Arts and Sciences.

Payne, D. Fulbright Foundation Award for nine months of research (2009–10) on Eastern Nilotic languages in Tanzania.

**Graduate Accomplishments**


Ahland, C. American Association of University Women (AAUW) 2010–11 American Dissertation Fellowship alternate.

Konnerth, L. 2010. Fellowship to attend SWL IV conference in Lyon, France, SWL IV conference organizing committee, CNRS and Université Lumière Lyon II.

**Publications**


Vakareliyska, C. 2010. “Reflections of the Archaic Constantinopolitan Tradi-
WEATHER TALK IS A PRETEND EXCHANGE OF INFORMATION BECAUSE BOTH PARTIES ALREADY KNOW ALL THE POSSIBLE KNOWLEDGE ABOUT THE TOPIC.

SCOTT DELANCEY
ON SYNTAX, FALL 2009

 tion in the Zograph Trephologion.”


Elliott, Robert, Char Heitman, and Deborah Healey. Presentation: “Transcending Technical Limitations in Distance Learning.” TESOL Convention, Boston, Massachusetts, March 2010.


Workshops


Publications


AEL Accomplishments

Conferences

Linguistics

Tam Nguyen and Scott DeLancey.

Tam Nguyen and Scott DeLancey.

Dan Wood and Scott DeLancey.
Documenting the Miji Languages, National Science Foundation Award, $11,985, December 2009–February 2010.

Dan Wood and Scott DeLancey.
Documenting Miji, an Undocumented Tibeto-Burman Language of India, Hans Rausing Endangered Languages Project Award, $30,387, February 2010–August 2012.

Gwendolyn Hyslop and Scott DeLancey.

Gwendolyn Hyslop and Scott DeLancey.

Linda Konnerth and Scott Delancey.
A Descriptive Grammar of Karbi, National Science Foundation Award, $11,995, February 2010–January 2012.

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

Spike Gildea.

Janne Underriner and Spike Gildea.
InField 2010, National Science Foundation Award, $100,934, September 2009–November 2010.

David Fleck and Spike Gildea.
Documentation of the Mayuruna Languages of Western Amazonia: A Compilation of Recordings of Oral History Narratives, and Other Speech Genres, Hans Rausing Endangered Languages Project Award, $152,261, April 2010–April 2013.

Racquel Yamada and Spike Gildea.

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.

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

Connie Dickinson.

Northwest Indian Language Institute

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

Janne Underriner.
Grande Ronde, Year Two Award, $20,366, September 2009–September 2010.

Janne Underriner.
Spirit Mountain, $10,000, November 2009–November 2010.

Janne Underriner.

Janne Underriner.

Janne Underriner.
Chinuk Wawa Teachers, $1,661, August 2010–September 2010.

Janne Underriner.
Chinuk Wawa Immersion, $8,489, August 2010–September 2010.

American English Institute

Peggy Dame.

Peggy Dame.

Peggy Dame.
Brazilian University Students, Fulbright Commission Award, $208,146, November 2010–June 2011.

Leslie Opp-Beckman and Cindy Kieffer.

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Degrees Awarded, 2009–10

Aldridge, Lauren Elisa, BA, spring 2010
Allen, Dee Ann Louise, BA, spring 2010
Baum, James, BA, winter 2010
Boyd, Shawn Leon, BA, spring 2010
Brochturup, Summer Rose, BA, spring 2010
Buttacavoli, Ryan Daniel, BA, spring 2010, cum laude
Catania, Claire Anne, BA, spring 2010, summa cum laude
Foroughifar, Zahra, MA, winter 2010
Grossnicklaus, Barbi Lee, BA, spring 2010
Hamlin, Caleb Joseph, BA, spring 2010, cum laude
Harpham, Rochelle, BA, spring 2010
Jansen, Joana Worth, PhD, spring 2010
Jordan, Jessica Karryn, BA, spring 2010
Katkus, Kristopher Kiely, BA, spring 2010, cum laude
Lee, Yunkyung, MA, winter 2010
Lohman, Aaron Steiner, BA, spring 2010
Kim, Soo Myung, MA, fall 2009
Mathis, Emily Ann, MA, winter 2010
Michel, Aimee K, BA, spring 2010, cum laude
Moreno-Villamar, Itziri, BA, winter 2010
Morris, Martini Abigail, BA, fall 2009
Olsen, Derek Frank, BA, spring 2010, magna cum laude
Osakabe, Ayaka, BA, spring 2010
Park, Soonyeon, MA, fall 2009
Shaw, Matthew Thomas, BA, spring 2010
Soelberg, Nathan Andrew, MA, fall 2009
Thaut, Maria Roberta, BA, spring 2010
Tooogood, Natalie Anne, MA, winter 2010
Trippe, Julia Elizabeth, BA, spring 2010
Williamsen, Misti Rose Lee, MA, winter 2010
Yang, Li-Hsien, BA, spring 2010
Yue, Kun, PhD, spring 2010

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.

Graduate Travel Awards

FALL 2009
Grace Oh and Irina Shport for Acoustical Society of America in San Antonio, Texas.
Yolanda Valdez-Jara for Congreso de Idiomas Indigenas de Latinoamerica, Austin, Texas.
Anna Pucilowski for International Conference on Austro-Asiatic Linguistics, Bangkok, Thailand.

WINTER 2010
Rosa Vallejos for Society for the Study of Indigenous Languages of the Americas, Baltimore, Maryland.

SPRING 2010
Irina Shport for Acoustical Society of America, Baltimore, Maryland.
Rosa Vallejos for Amazonicas III, Bogotá, Colombia.
Linda Konnerth for TABU Dag, Groningen, Netherlands and Northeast Indian Linguistics Society, Guwahati, Assam, India.
Zahra Foroughifar for National Conference of Less Commonly Taught Languages, Madison, Wisconsin.

Linguistics News

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

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