University of Oregon in India

By Scott DeLancey

Northeast India—on a map, it’s the odd-shaped part wedged in between Bangladesh and Myanmar—is home to more than 200 languages, mostly Tibeto-Burman, mostly undocumented. I have been visiting this area regularly for several years now, working primarily at Guwahati University in Guwahati, Assam, as the guest of Professors Jyotiprakash and Anita Tamuli, and occasionally at Manipur University in Imphal, Manipur, with Professor Ch. Yashawanta Singh and others.

My PhD student, Linda Konnerth, has been doing fieldwork for several years now in the Karbi Anglong district of Assam, and is nearly finished with her dissertation project, a grammar of the Karbi language. A student from Assam, Krishna Boro, is now in our PhD program, working on a grammar of Hakhun Tangsa (see Krishna’s profile in this newsletter). Another student, Amos Teo, has just completed his MA in Australia on one of the languages of Nagaland, and will join our program next fall to do his PhD research there.

This past December, I returned to Northeast India to visit old friends, teach a few workshops, and turn up new research opportunities for our PhD students. As always, I had a wonderful visit with Jyoti and Anita, and got to interact with old and new graduate students at GU. Lately, some of the more ambitious students have begun fieldwork on undocumented languages of Arunachal Pradesh (see the map). Just taking toddler steps so far, but it’s very exciting to see the fascination with language description taking hold there. The most exciting thing for me about Northeast India is the great enthusiasm for language and linguistics among both university students and community members. Everyone understands the great need for language documentation and community language activism, everyone is eager to get on with the work, and everyone understands that they need outside help to develop the skills for those tasks.

The high point of my trip this time was a visit to Liwa Changning, a Monsang Naga village in Chandel District in Manipur, near the Myanmar border. The Monsang are one of seven allied tribes (Aimol, Anal, Chothe, Lamkhang, Monsang, Moyon, and Tarao) who live in a cluster of villages near Pallel Bazaar in Chandel. These tribes range in size from less than 1,000 (Tarao) to 10,000–20,000 (Lamkhang and Anal). Each tribe has a distinct language, closely related, but not mutually intelligible. All of the communities are concerned about the future of their languages, and very interested in language documentation and development. I went to Chandel at the invitation of the Monsang community, where my friend Koninglee Wanglar is taking the lead in language activism. One highlight of continued on page 3

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Let me introduce myself. I am your new head. Last summer—just after you read the last newsletter—Doris Payne and I took up the reins, and Eric Pederson rode off into the sunrise. Doris and I, because neither of us imagined ourselves capable of taking on the full task that Eric had been doing. In the new arrangement, Doris is in charge of American English Institute (AEI) affairs, and I worry about the Department of Linguistics. So, as the new department head, it’s a pleasure to have this opportunity to fill everyone in on all that has gone on in the past year. The department and its programs continue to expand—we are recruiting new faculty members, enrollments are increasing, the language teaching specialization MA program is growing, the AEI is bursting at the seams. I hope you enjoy reading about what’s going on.

This is our last year in the old Straub Hall, and it’s been an active and exciting one. Our department is expanding. Our almost-newest faculty member, Anna Mikhaylova, joined us in fall 2012, bringing us much-needed expertise in second-language teaching. Anna tells you more about herself and her work in this issue. Our newest soon-to-be faculty member, Melissa Baese-Berk, accepted our offer of a faculty position and will be joining us in Eugene in September. Melissa took her PhD at Northwestern, and joins our faculty after postdoctoral appointments at Michigan State University and the Basque Center on Cognition, Brain, and Language in San Sebastian, Spain. Melissa’s research examines the relation between the perception and production of sound categories in language learning.

Melissa will be moving into new laboratory space in the Center for Medical Education and Research (CMER) building (part of the old Sacred Heart Medical Center complex), joining Melissa Redford, Volya Kapatsinski, and Tyler Kendall, who all have their labs on the same floor of CMER. This is a huge change from my last term as head, when the total lab space available to linguistics was one room in the basement of Straub. We have been working for twenty years to develop a full-fledged program of experimental research in linguistics, and I think at this point we can say that the laboratory research enterprise is fledged indeed.

Maybe the most conspicuous change this year was in the front office, when our much-beloved graduate secretary, Kathy Rasmussen, retired in January. As I write this, Kathy is touring the country by RV with her husband and their dog. The “new Kathy” is Ariel Soegard Andersen, who introduces herself in this newsletter.

And finally, on the winds of change front—the old Straub Hall is to be no more. Despite its charm, the cramped hallways, ninety-year-old plumbing, and lack of earthquake-readiness are just not a good fit for the twenty-first century. To the joy of most of us, the venerable exterior will be preserved, but the inside is to be gutted and completely rebuilt. It’s gonna be one spiffy building when they’re done. But, in the meantime, for academic year 2013–14, and probably a good chunk of the next year, linguistics will be hidden away in temporary quarters in Agate Hall. It’s on the map—come and see us, we’ll probably be getting lonely way over there.
the Netherlands, Russia, Sweden, and Switzerland (I’m sure I’ve missed some). For more on faculty activities, see the News section of our new website.

Once again, our PhD’s have had an excellent job-hunting season. Rosa Vallejos took up a tenure-track faculty position in linguistics and Spanish at the University of New Mexico, and Racquel Yamada took a tenure-track job in anthropology at the University of Oklahoma. (See Rosa’s and Racquel’s stories in this newsletter.) Jung Yao Lu obtained a permanent position at National Minorities University in Beijing, and Chris Doty went to Boston as a visiting lecturer at Northeastern University. Most recently, Irina Shport has accepted a tenure-track assistant professor position at Louisiana State University, where she will take up her duties next September, and Michael Ahland will join the faculty of Houghton College in upstate New York.

This year saw the department’s first formal foray into language teaching (after decades of teaching about language teaching), as the UO Swahili program moved from the World Language Academy (WLA) at the Yamada Language Center to a new home in linguistics, under the inspired and inspiring leadership of Mokaya Bosire. Next year will see an expansion of our language-teaching activities, as the teaching of Sahaptin (Ichiskin), a native language of Oregon and Washington, also moves from the WLA to linguistics. Virginia Beavert, a Yakama Sahaptin elder and the inspiration and guiding light of the Sahaptin program, is now Dr. Beavert, as she successfully defended her PhD dissertation in linguistics last July—at the age of ninety!

To all of our alumni and well-wishers, please keep in touch! Nothing makes us happier than to hear news from all our old friends and former students around the globe. Send us something juicy and we’ll put it in the next newsletter.

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**The Talking Head continued**

The visit was a day long meeting of the Monsang Literary Society to discuss writing and spelling issues. Another day was spent with the languages, walking from village to village with Koni and collecting data from Tarao, Chothe, Lamkhang, and Monsang. Now I’m looking for a PhD student to work on Monsang for a dissertation project.

The tribes of Chandel are mostly Baptist, with a few Roman Catholics, and they tell me that Christmas is the biggest celebration of the year these days. Everybody pressed me to come back and have Christmas with them, Christmas being kind of an afterthought in primarily Hindu and Moslem Guwahati—but alas, it was not to be. The day before Christmas Eve, when I was scheduled to fly back to Manipur, an outbreak of political-ethnic tension (not an uncommon thing in Manipur) closed down the main city and all the highways, so there was no way for me to get to Chandel. So, a quiet Christmas in Guwahati—but I did see a few shops with somebody out front in a Santa Claus costume handing out candy to passersby.

Northeast India is a wonderful place for a linguist, and a delightful place to visit. I’m looking forward to going back next winter, when my Monsang friends are eager to take me to the yearly Naga cultural festival. I’ll be sure and tell you all about it.

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**Linda Konnerth wins First Three-Minute Thesis Contest**

The UO Graduate School sponsored the inaugural Three-Minute Thesis Challenge. Participants were required to present many years of their own work in just 180 seconds or three minutes. The short time allotted for the presentation meant every word had to count. The presentation was delivered to a diverse audience whose specialty area wasn’t necessarily linguistics. And, going over the three-minute time limit meant disqualification.

Linda Konnerth accepted the challenge. She spent weeks preparing for the presentation. Quite often she said her speech over and over while she rode her bike. She had to get her ideas across to her audience while staying within the time limit. This meant practicing—a lot—whenever she was and whatever else she was doing. She knew she had to make her words precise and concise.

Competing against ten other speakers, Konnerth presented her research on “A Descriptive Grammar of Karbi.” She has been studying the Karbi language of Northeast India, recording folk stories, songs, conversations, and interviews. She has been to this region of India six times for a total of fifteen months.

Konnerth’s effort paid off. As for the first winner of the Three-Minute Thesis Challenge, she received a $500 check.

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**UO in India**

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By Janne Underriner Director, Northwest Indian Language Institute (NILI)
With credit to Ed Dorsch, Development Communications

We would like to express our gratitude and heartfelt thanks to the Fithian family for including NILI in their vision of the University of Oregon. Taylor Fithian ’66 and his family generously gave the Northwest Indian Language Institute a gift of $250,000 this fall (2012) to honor the work and contributions of Virginia Beavert, PhD ’12. Their gift is furthering NILI’s work in Ichishkiin, distance learning, and teacher training.

Taylor Fithian and Virginia Beavert share many interests. Foremost is a love of horses, both training and riding quarter horses and thoroughbreds. Beavert was a member of the Women’s Army Corps in World War II, where she helped land airplanes. Fithian is a pilot. Both love to fly. They also share a passion for cultural restoration—both are contributing to ensuring that their family’s history remains alive in our country’s fabric.

Fithian’s interest in Native American issues began in the 1970s, when he was a resident working in the emergency room at Holy Cross Hospital in Taos, New Mexico. Fithian worked with many Taos Pueblo and Navajo patients. It was Beavert’s commitment to preserving Yakima Ichishkiin that inspired Fithian’s gift. “Languages are national treasures,” says Fithian. “Once lost, you can never get a language back. It’s like a species.”

The Fithian gift has already made a substantial impact on NILI’s ability to further our projects and to reach out to tribal language learners and teachers. This year, NILI is in the initial stages of developing and implementing a distance-learning model to teach Ichishkiin to UO students and Ichishkiin-speaking tribes, a dream of Virginia’s for more than twenty years. The project is headed by Robert Elliott, NILI’s distance-learning specialist and an instructor at the UO’s American English Institute. Beavert and Elliott have created videos and other Ichishkiin materials for learners, and—together with Joana Jansen, MA ’04, PhD ’10, and Regan Anderson—are designing the course to meet the needs of the Ichishkiin-speaking communities.

The Fithian family gift has also provided support this year to assist Beavert in transforming her dissertation into a book. In addition, it will provide scholarship support for NILI Summer Institute participants and elders, and it will provide the salary for a graduate research position to develop teacher-training resource materials at NILI in 2013–14.

The Fithian family gift is allowing those of us at NILI to realize our dreams and it enables us to give back to the tribes that have supported us for so many years. Thank you, Taylor and Margie and family.
This past year, the Northwest Indian Language Institute (NILI) has expanded its community projects working in Mississippi and Florida. Also, in developing its distance-learning capabilities, NILI is able to include learners from many communities in its language and teacher-training courses. Here are updates on a few of NILI’s staff members and projects.

**VIRGINIA BEAVERT**

Since graduating last spring with her PhD in linguistics, Virginia Beavert has been keeping busy while staying on at the UO. In addition to celebrating her ninety-first birthday, Beavert has been working on transforming her dissertation into a book, supported in part by the Office of Research, Innovation, and Graduate Education and a gift from Taylor Fithian and family. Beavert continues to co-teach the UO Ichishkíin language course with Joana Jansen, assisted by Regan Anderson. She has also been involved in piloting a distance education collaboration between the UO and Heritage University in Toppenish, Washington, her home on the Yakama Nation Reservation.

In March, Beavert was presented the Distinguished Researcher Award at the University of Oregon. Kimberly Espy, vice president for research and innovation and dean of the Graduate School, presented the award at a reception held at the Institute.

**THE TAKELMA LANGUAGE RESTORATION PROJECT**

Takelma is a first language of southwest Oregon, studied in 1906 by linguist Edward Sapir as part of his graduate student thesis. Sapir worked with Frances Johnson, a Takelma speaker, and his work was intended purely as a basis for linguistic research, with no thought that anyone might ever want to use it as a practical guide to the language.

The extended project will result in materials for learning basic Takelma vocabulary and grammar, specifically for members of the Cow Creek Band of Umpqua Tribe of Indians. Up to this point, the only materials available were publications and notes from more than a century ago. The materials recently developed in the project’s first phase include creating a usable spelling system for the language; converting Takelma words, sentences, and stories in Sapir’s materials into the usable orthography; entering them into Toolbox and preparing a draft lexicon. In addition, NILI staff prepared sample teaching modules for language learning.

**CHALHTA ANNO PA ISHT A YA**

NILI staff members have begun working with team members from the Mississippi Band of Choctaw Indians language program on their Administration for Native Americans project, Chalhta Anno Pa Isht A Ya. The project goal is to train and certify Choctaw language instructors and produce language-learning materials for teaching Choctaw language-learning standards, with a focus on prekindergarten and elementary school learners in Choctaw Tribal Schools. NILI is partnering with the language program to provide trainings in developing language-learning curriculum and teaching materials, and training language teachers. NILI will also work with the project team in evaluating the project. Teachers in the project plan to attend NILI’s Summer Institute.

**NILI DISTANCE EDUCATION INITIATIVE**

With few fluent speakers, a limited base of potential learners, and large geographic distances, speakers and learners of Native American languages of the Pacific Northwest are a perfect fit for distance education and online learning. A survey and report compiled by Jesse Blackburn (MA ’06) in summer 2012 showed that the native communities served by NILI are strongly interested in developing a working model.

With this insight, and support from the Office of Academic Affairs, Yamada Language Center, and College of Arts and Sciences, NILI launched a distance education initiative starting fall 2012. One of the pilot classes is taught by UO linguistics PhD student Zalmai Zahir, and includes Lushootseed speakers and learners from the Puget Sound area of Washington. In the Sahaptin distance education project, Ichishkíin speakers from three different communities—Yakama, Warm Springs, and Umatilla—are being united with undergraduate students at the University of Oregon.

The main goals of this project are 1) to foster a community of speakers and learners from a broad swath of geographic locales ultimately benefitting our UO language learners; 2) to experiment with several technology platforms to establish which work best for language learning at all locations; and 3) to experiment with ways of integrating teaching and learning for groups with divergent needs. The Sahaptin distance education project, in particular, is addressing the long-held vision of Virginia Beavert, bridging the great distances between Ichishkíin-speaking communities.

**LANGUAGE NESTS**

How do you say hello in different languages from the Pacific Northwest? If you come to a language nest meeting, you are bound to hear some of these greetings:

Dv-laa-ha~?
ShiX Klaawit
LaXayam
?es xid c^exW
haka niyu eh?

A language nest is a successful immersion model of language revitalization that was developed by continued on page 9
Graduate Student Profile

My name is KRISHNA BORO. I grew up in a village named Gondhmow in the valley of Assam, Northeast India. I received my primary and secondary education at a local school. I left for Guwahati, the capital city of Assam, for college. I majored in English literature and graduated from Cotton College in 2005. By the end of the final year, I found myself attracted more toward morphology and syntax than the sonnets and the tragedies or the literary criticisms. I guess that was a sign. I pursued linguistics at the Guwahati University by joining the MA program in the Department of Linguistics in 2006. I wrote a thesis on the classifier system of Boro, my native language, and got the MA degree in 2008.

While I was in the MA program, I got the first chance to encounter a language that I had never heard of before. I was very excited to travel overnight on a bus to meet the speakers of this language. I arrived at this beautiful place on a beautiful December morning, and I found myself walking through huge tea gardens covered in light fog at the foot of the Patkai Mountain range. It was Cholim, one of the couple dozen varieties of Tangsa, a Tibeto-Burman language, which was under documentation by one of the DOBES (Documentation of Endangered Languages) projects titled “The Traditional Songs and Poetry of Upper Assam: A Multifaceted Linguistic and Ethnographic Documentation of the Tangsa, Tai, and Singpho Communities in Margherita, Northeast India.” My first fieldwork started with the team of this project, especially Stephen Morey, La Trobe University.

Today, I work on another variety of Tangsa, called Hakhun Tangsa. The speakers of this variety have recently migrated from Myanmar and settled at the foot of the Patkai Mountains in Assam and Arunachal. Like all other Tangsa varieties, Hakhun is an undocumented, undescribed endangered language, which has a very beautiful verb agreement system, by the way. My immediate future plan is to document and describe this language, and produce digital and written materials in this language, such that they may be passed down to the generations to come. They may or may not be able to pass down the language itself in the long run.

Tangsa is only one out of around 150 to 200 languages spoken in Northeast India that need attention from linguists and other activists. Only a few languages have a proper description. For most of the languages, all we have is the names and some sketches.

Undergraduate Profile

My name is SHIREEN FARAHANI, and I’m in my fourth year studying linguistics at the University of Oregon, with minors in economics and German. I’ve also taken two years of Finnish, which I had wanted to learn for years before coming to Eugene.

I am interested in sociolinguistics, particularly in stylistic variation as well as perceptual dialectology in the United States, especially on the West Coast. I am interested in examining nonlinguists’ perceptions of dialect boundaries in California and Oregon, and in studying which variables are most salient in shaping attitudes toward particular varieties of English and the individuals who speak them.

At some point, I also hope to study sociolinguistic variation in Swiss German, including the effects of recent waves of immigration from the former Yugoslavia on the Zurich dialect(s) and public attitudes toward these varieties of Swiss German.

While most people are busy drawing tree diagrams, some people are trying hard to study these languages. But most local scholars are limited by their inadequate linguistic training and the lack of knowledge in using proper methodology for this purpose. Professor Scott DeLancey has taken a special interest to bring a change to this situation by actively collaborating with the local universities and by sending his students to study these languages. Likewise, Professor Jyotiprakash Tamuli at Guwahati University is facilitating proper training to his students by collaborating with international scholars. As for me, I would like to see these collaborations grow, with local, national, and international scholars working together to document and describe these languages before they disappear.
My name is JORGE EMILIO ROSÉS LABRADA. I am a PhD candidate with a Vanier Canada Graduate Scholarship in the Department of French Studies (linguistics stream) at the University of Western Ontario, and currently a visiting scholar at the UO linguistics department working with Spike Gildea.

For my dissertation research, I am working on the documentation and description of Mako, a Sáliban language spoken in the Venezuelan Amazon by about 2,000 people, for which the only accessible published material to date amounts to thirty-eight words. The main goal of the project is to create an annotated text collection and, ultimately, a grammar that can serve as a starting point for both language maintenance in the community and for further linguistic research. My project also aims at producing pedagogical materials with the aid of the community that may help implement bilingual education in the Mako schools.

I am also interested in the reconstruction of Proto-Sáliban and the prehistory of this small language family. I am currently exploring sound and grammatical correspondences between Mako and the other putative members of the Sáliban language family, i.e., Piaroa, Sáliba and Jodi using my own fieldwork data as well as data for the other three languages from published and unpublished sources and some legacy materials.

I came to Eugene the first time in summer 2010 to participate in the Institute in Field Linguistics and Language Documentation (InField 2010) and it was then that I learned about the department’s focus on descriptive linguistics and its long tradition of work on South American languages. That summer, I also got to explore the mountains and the pine forests around Eugene. So when Spike suggested last year that I visit again, I immediately said yes, knowing that here I would be able to combine my love for linguistics and hiking.

Since my arrival at the University of Oregon in January 2013, I have enjoyed taking part in the department’s intellectual and social life, particularly in the weekly FieldLing meetings and the Friday colloquia, and working alongside other South Americanists.

ARIEL SOEGAARD ANDERSEN began work in the linguistics department as the graduate-undergraduate coordinator on January 15, and got off to a running start, as that was also the deadline for theoretical graduate applicants. She only had a week to train with Kathy, but she felt comfortable right away due to Kathy’s guidance and direction.

Before January 15, Ariel took a year off of work and school after she received her BA in sociology from Portland State University. She moved to Denmark for six months during the spring and summer of 2012 to live with her husband, Claus. Then, she moved back to the States to search for work. She began in Albuquerque, New Mexico, where her grandmother lives, and made her way back to her birthplace here in Eugene, Oregon. Claus remains in Denmark but they are working on getting him a green card.

Her favorite things include laughing, making other people laugh, and burying her nose in a book. She likes eating locally, collecting vinyl records, and all dogs, especially flat-faced, googly-eyed ones.

She looks forward to getting to know all of the faculty members and graduate students, and encourages everyone to stop by and have a piece of candy.
My name is **ANNA MIKHAYLOVA**. I joined the Department of Linguistics in fall 2012 soon after completing my PhD in linguistics at the University of South Carolina. I have always been fascinated—first as a foreign-language learner, then as a foreign-language teacher and now as a language researcher—by the variability of second-language development, which is simultaneously coupled with a certain amount of uniformity in some types of challenges adult language learners face in both naturalistic and instructed contexts. Only much later, as a member of a bilingual community in the U.S., I realized that first-language development and maintenance may also be challenging and variable if the first language is not the dominant language of the speaker or the larger community. Since that realization, my own research program has focused on gaining a better understanding of the representations and processing strategies second-, foreign-language, and heritage-language speakers develop in their first and additional languages, and how or whether language dominance, proficiency, and age of onset of bilingualism and other learner-internal and learner-external factors affect access and processing of the weaker language.

A large research project expanded from my dissertation study focuses on Russian functional morphology and aspectual semantics in the context of early and late bilingualism, i.e., heritage-, second-, or foreign-language acquisition. From the applied standpoint, my research findings can help Russian-language educators to teach the semantics and morphology of Russian verbal aspect, taking into account the different type of challenges lexical and grammatical aspect and different types of tasks (offline or online, comprehension or production) present to language learners. At the same time, the different comprehension and production patterns heritage- and foreign-language speakers in my study exhibit with respect to the semantic, morphological, and working memory challenges are informative to teachers of other languages, including those less commonly taught than Russian.

More recently, since one of my goals is to find what aspects of language are more difficult to acquire and use and why, I am developing a series of experiments looking beyond aspectual morphology, but still targeting the two types of bilinguals. In the future, I would also like to research the interaction of the dominant language and the native language within the community, focusing on child heritage speakers and their parents. To understand how adult heritage speakers arrive at linguistic behaviors that are similar, yet nonconvergent, with both monolingual and foreign-language speakers of the same language, we need to look into their linguistic behavior prior to puberty and at the type of linguistic input they receive from the main source of their target language in the bilingual community.

To research all these fascinating issues, in fall 2012 I established the Second-Language Acquisition and Bilingualism (SLAB) Laboratory (currently in 25 Straub Hall, to be moved to 121 Agate Hall in June 2013). The lab’s mission is to be a research base for faculty members and graduate and undergraduate students interested in empirical research on second-language acquisition and bilingual development in adults and children, i.e., acquisition of the second and additional languages and maintenance of the first or heritage language. For example, Mi-Ryoung Kim, a visiting scholar from Korea Soongsil Cyber University, is currently working in the SLAB Lab on a study of phonetic characteristics of Korean heritage speakers dominant in English. Other faculty members and students interested in collaboration are welcome to contact me with their ideas!

The SLAB Lab utilizes a range of research methods, i.e., oral and written elicitation, self-paced reading and listening tasks, reaction time measurements, picture naming or matching, truth value judgments, and lexical decision tasks, among others. The lab is equipped with four computers for behavioral studies, including one laptop for out-of-lab data collection. All computers have E-Prime 2.0 Professional experiment design and presentation software, Qualtrix survey-building software, and R & SPSS statistical packages. Marantz portable solid-state recorders, headsets, and a desk-mounted microphone are available for speech processing and recording.

Since joining the department, I have also been very happy teaching courses in second-language acquisition theory and research, bilingualism, and language teaching to a diverse audience of graduate and undergraduate students specializing in general linguistics, language teaching specialization, and those working on their second-language acquisition and teaching certificates. This opportunity to work with both students specializing in research and theory and those working toward professional teaching degrees is very rewarding and a logical application of my firm belief that the two worlds of theory and practice must enrich each other and are necessarily interdependent.
Northwest Indian Language Institute News continued from page 5

the Maori people in New Zealand and has been replicated in Hawaii. Currently, several NILI staff members and friends are involved in creating successful language nests in their homes here in Eugene. Languages of the project include Lushootseed, Tolowa-Dee-ni’, Chinuk Wawa, and Ichishkíin. It is the goal of learners to become speakers of each other’s languages, to create a multilingual environment in the native languages of NILI’s students, staff members, and their families.

If you attend one of the Sunday meetings you can expect good food, great company, and plenty of multilingual communication. The meetings are also places where language nesters can share support, learning and teaching tips, frustrations and triumphs.

SPRING 2013
As experts in the teaching of English as a second language, American English Institute faculty members know how an international classroom works. By definition, English-language classrooms are composed of a diverse group of students from various countries around the globe. This presents challenges and opportunities around how to effectively understand and communicate information, deal with issues regarding student conduct and success, and build intercultural intelligence for all participants.

As the University of Oregon continues to grow, so does its international student population. There are currently more than 2,500 international students enrolled in various programs across the UO campus. That’s nearly double the total number of students enrolled five years ago. What does this mean for UO faculty members who are working to accommodate the growth and globalization of their classrooms? How do courses that have not traditionally been grounded in a discussion of internationalism—in subjects such as mathematics or chemistry, for example—keep pace with the new global dynamics brought into the classroom by a more diverse student population? What can AEI faculty members do to support colleagues across the disciplines to best prepare for these shifts?

In winter term, AEI senior instructors Alison Evans, Keli Yerian, and others joined panelists from the Lundquist College of Business, the Office of International Affairs, the Department of Religious Studies, and the dean’s office in the College of Arts and Sciences (CAS) to create a workshop, titled “International Classroom Workshop: Institutional Recommendations and Teaching Tips.” The brainchild of Evans and Lee Rumbarger, director of the UO’s Teaching Effectiveness Program, the international classroom workshop was attended by nearly fifty UO faculty members, GTFs, and administrators. Panelists voiced recommendations for customized teaching and institutional management practices that could work in tandem to support international student success. After the panel discussion, faculty members from the American English Institute facilitated small-group discussions with audience participants in order to further brainstorm on pressing questions or issues related to supporting international students in the classroom. The audience and panelists then converged as a full group to debrief and share strategies.

During spring term, a delegation of five people from the University of Oregon, including American English Institute senior instructor Trish Pashby, led a two-day faculty development workshop at Nagoya University in Japan, sponsored by the Japanese Ministry of Education’s Global 30 initiative. The aim of the initiative is to internationalize Japanese higher-education institutions, and the delegation worked with Nagoya University to determine specific steps that could help the campus reach its goals.

As the University of Oregon and its partner universities around the world ramp up their focus on campus internationalization, the American English Institute hopes to play a central role. Already there are plans in the works for CAS to pilot two 4-credit AEI courses linked to general-education courses with high international student enrollment. In addition, AEI faculty member Tom Delaney will work with international studies associate professor Kathie Carpenter to design a fall 2013 freshman interest group (FIG) for international students that will offer them the opportunity to build knowledge in American cultural understanding and classroom integration. These are just two examples of how the AEI continues to share its expertise on internationalizing the UO classroom and works to support international students with academic success.

Browse the AEI website: http://aei.uoregon.edu
Follow the AEI on Twitter: http://twitter.com/UO_AEI
Like the AEI on Facebook: http://www.facebook.com/
Bulgarian Studies Conference

By Cynthia Vakareliyska

The Linguistics department hosted the Ninth Joint Meeting of Bulgarian and North American Scholars at the UO on May 31–June 2, 2012. This quadrennial conference, which was first held in the 1970s and is devoted to Bulgarian studies, covers a wide variety of social science and humanities disciplines, among which linguistics is always well represented. Cosponsors with the Department of Linguistics were the Russian, Eastern European, and Eurasian Studies Program, the Medieval Studies Program, the Oregon Humanities Center, the College of Arts and Sciences, the Office of Academic Affairs, the Bulgarian Studies Association, and the American Research Center in Sofia.

The twenty-eight conference participants came from Bulgaria, the U.S., Canada, Norway, and Sweden. The Bulgarian delegation to the conference consisted of members of the Bulgarian Academy of Sciences and faculty members from Sofia University; the other participants were members of the Bulgarian Studies Association. This was the first time the conference was held on the West Coast.

The conference was organized by linguistics department faculty member Cynthia Vakareliyska, who was currently president of the Bulgarian Studies Association, together with Linda Campbell, the Linguistics Department budget manager. Linda’s extraordinary organizational skills made the conference a model of streamlined efficiency, and this did not go unnoticed by the conference participants: they cheered and applauded her en masse on multiple occasions. The volunteer conference guides were graduate student Holly Lakey and undergraduate Ryan Perkins from linguistics, Petur Iliev from the law school, and Yuliya Dimitrova-Ilieva. The volunteers’ services were also crucial to the success of the conference: they picked up participants from the airport and were available to dispense information to participants and assist in technical emergencies during the conference sessions. Thanks to Linda and the conference volunteers, many individual participants commented that this was the best-run conference they had ever attended.

Department Head Eric Pederson opened the conference with a welcoming address. Linguistics papers were presented on these topics:

• “Syntactic and Typological Aspects of Universal Concessive Conditionals in Bulgarian,” Steven Franks, Indiana University, and Catherine Rudin, Wayne State University
• “Natural Language Processing in Bulgaria,” Svetla Koeva, Bulgarian Language Institute, Sofia
• “The Use of Passive Voice Constructions in Bulgarian,” John Leaflgren, University of Arizona
• “The Bulgarian Appositional Discourse Marker de,” Kjetil Rå Hauge, University of Oslo
• “Verticality and Metaphor: The Bulgarian Verbal Prefixes nad- and pod-,” Ivelina Tchizmarova, Simon Fraser University, British Columbia
• “Ekṣyn geroi i internet bankirane: Cognitive Factors behind the Adoption of the English Noun+Noun Construction into Bulgarian,” Cynthia Vakareliyska, University of Oregon
• “A Maple Tree from an Oak Stump”: On the Use of English by Bulgarian Youth,” Dena Fehrenbacher, Harvard University, and Kate Maley, University of Iowa


Professor Carol Silverman of the UO anthropology department gave a presentation, “Bulgarian Wedding Music: A Forty-Year Trajectory,” and Kalin Kirilov of Towson University, who holds a PhD from the UO School of Music and Dance, presented “Modal Harmony in Bulgarian Choral Music: Analysis of Trend-Setting Obrabotki from the 1950s to the 1980s.”


The conference ended with a banquet in the Jordan Schnitzer Museum of Art, featuring Pacific Northwest cuisine. Bulgarian folk music was performed before and during the banquet by the UO-associated group Trio Slavei (Kalin Kirilov, Mark Levy of the UO School of Music and Dance, Carol Silverman, and friends).
My name is **Rosa Vallejos**. If I would have to summarize my life the last year, perhaps hectic could capture it all. In February 2012, I moved to Lyon, France, to start a two-year postdoctoral position. A week after arriving in Lyon, I received the offer for an assistant professor position at the University of New Mexico. Since then, everything happened very quickly. I can hardly remember the details except the endless packing and the painful goodbyes. In August 2012, my family and I finally moved from Eugene to Albuquerque to be welcomed by summer in the desert. However, there was not much time to think about such a dramatic change as I had to attend my first faculty meeting ever just a couple of days after arrival.

At UNM, I hold a joint position in the Departments of Linguistics and of Spanish and Portuguese. In general, the people from both departments are very supportive. In linguistics, I am one of the two junior faculty members, which means I can have access to mentorship from several professors. In Spanish and Portuguese, I’m part of the Hispanic linguistic team that consists of five junior linguists with very different research interests and expertise (phonology with emphasis in Colombian Spanish, sociolinguistics and southwest Spanish, child language acquisition in migrant worker communities, methods and technology in second-language pedagogy, and morphosyntax and Spanish in contact with Amazonian languages). The five of us have developed an excellent relationship, which is remarkable given our diverse interests and backgrounds. This year, one of our tasks has been the redesign of the Hispanic linguistic program. Although that might sound scary, it actually turned out to be an exciting undertaking.

Teaching-wise, my first semester I offered a seminar in language contact. Throughout the semester I did enjoy interacting with my students and having invited speakers via Skype (one of which was our own Scott DeLancey). When the students presented their final research projects, it was clear that all the effort put into this seminar was totally worth it. Their research topics ranged from code switching in New Mexico, dialect leveling in Spanish in the Northwest, the Garifuna creole hypothesis, language decay and structural change in Ainu, the (im) permeability of tense and aspect in the Vaupés region, and methods of areal linguistics, among others. This semester, I’m developing an advanced course called Spanish Morphosyntax, with an emphasis on how Spanish grammar fits in current typologies. Eventually, this course will be a prerequisite for a graduate seminar, Spanish Functional Syntax.

Of course, there have been also some challenging moments during my first year as an instructor, but they are overshadowed by the amazing learning experiences… like the one when a student asked me to be a mentor for her honor’s thesis on the influences of indigenous languages in the poetry of Nicaragua; or when a colleague asked me to work jointly on the prosody of Amazonian Spanish; or when I was invited by students to participate together with very prominent linguists in a panel on typology and diachrony because they wanted to hear the fieldworker’s perspective. Yes, the UO linguistics program did not prepare me for all of that, and no program could have. But the UO did equip me with more than enough to start my own path.

**Racquel-María Yamada** earned her PhD in linguistics from the University of Oregon in 2010. After holding visiting positions at Hanyang University in Seoul, Korea, and the University of Central Arkansas in Conway, she accepted a tenure-track position in the Department of Anthropology at the University of Oklahoma in fall 2012. Racquel likes to say she went from UO to OU—a palindrome!

A four-field department, OU anthropology offers BA, MA, and PhD degrees in anthropology as well as an MA in applied linguistic anthropology. Students receive training in the four subdisciplines of anthropology: sociocultural, archaeological, biological, and linguistic. Racquel’s teaching duties to date have included undergraduate courses such as general Linguistics and Language across Cultures, as well as a new course she designed in support of the applied linguistic anthropology degree: Curriculum Development for Endangered Indigenous Languages.

In addition to teaching, Racquel has the privilege of supporting teachers in the Native American Language Program, also housed in the department. When interviewing for the position, Racquel was delighted to see OU’s commitment to Oklahoma languages as reflected in this program. Students at OU—regardless of ethnic heritage—have the unique option of satisfying university language-proficiency requirements with three levels of Creek, Choctaw, Cherokee, or Kiowa. Racquel is currently working with Choctaw teachers to develop a more unified curriculum across levels. In fact, one of the teachers she works with will attend NILI this year.

Although she is only in her second
**New Book**

**TYLER KENDALL**'s first book, *Speech Rate, Pause, and Sociolinguistic Variation: Studies in Corpus Sociophonetics*, was published in March. It covers the topic of variation of speech rate and pause in English dialects pulling from many interviews across a variety of dialects, region, and sex in the United States of America. These interviews point toward a correlation between articulation rate and social factors (such as region and sex). A book based on the principles of sociophonetics, an area in which phonetics, phonology, and sociolinguistics converge, it is intended not only to examine and explain the findings but also to provide its readers with the background and tools to develop their own research in this field.

**Linguistics Is Moving to Agate Hall**

*by Linda Campbell*

John Straub Memorial Hall, home of the UO psychology and linguistics departments, will undergo a much needed remodel starting June 2013 and slated to finish in 2014. During the remodel, the linguistics department will be housed in Agate Hall. Next year, it will move back into a much-improved Straub Hall.

The remodel will implement seismic upgrades, retrofit or replace heating, ventilation, electrical, plumbing, and lighting systems, and improve accessibility—in other words, make all structural elements of the building work. As is the case with older buildings, Straub Hall has its quirks, to put it mildly. As this article is being written, campus operations workers are taking care of the flooding that happened in a small portion of the second floor, resulting in the first floor ceiling dripping water. Industrial fans and large vacuums are operating to remove the water. While others may be astounded by this problem, the occupants of Straub Hall just call it another normal day in the building.

Here’s a bit of history about the building: Straub Hall’s construction began February 1928 and ended in September the same year. The hall was designed as a men’s dormitory holding about 300 occupants, replacing Friendly Hall as the main men’s housing facility. This was the first building to make use of a legislative act that enabled the Board of Regents to issue bonds for construction. In 1933, the dorm was named in honor of John Straub, professor of Greek (1879–1934) and dean of men (1920–32). In 1955, Earl Hall, a dormitory, was added to the rear (east) of the building. In 1975, Straub Hall became home to the psychology department. The linguistics department was housed in Straub Hall starting in 1982. The latest addition and renovation was in 2002, when the Lewis Center for Neuroimaging was added. And now, in 2013, comes the Straub remodel.

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semester at OU, Racquel has already agreed to serve on thesis committees for one MA student and three PhD students (two of whom are working with their own heritage languages). She is excited about getting to help advise and mentor the next generation of linguistic anthropologists.

Teaching and service represent only a portion of her responsibilities. She continues her research with speakers of Kari’na in Suriname, and presented a poster at the Committee on Endangered Languages and Their Preservation workshop at the Linguistic Society of America meeting in January. She will be in South America in May to document Kari’na as spoken by purportedly monolingual speakers in Baramitra, Guyana.

Racquel continues to run in her spare time, and, along with her husband and two of her three children, has recently taken up Krav Maga.
It has been a full and exciting year in the Language Teaching Specialization MA Program. We have an energetic 2012–13 cohort of students who are specializing in a variety of languages, including English as a second or foreign language, Chinese, Korean, Persian, Spanish, Russian, and Japanese as foreign languages, and Chinook Wawa as an indigenous language of the Northwest. Joining LTS this year and contributing her own energy and expertise as an assistant professor and advisor in the program is new faculty member Anna Mikhailova (see separate column for her faculty profile). Because LTS students have been fortunate to have had so many opportunities to teach and tutor languages both on and off the UO campus this year, I would like to simply share the range of these experiences in this column.

Alongside the many professional instructors at the American English Institute (AEI), Gail Schwendeman, Fernanda Nunes, Brandon Bigelow, Andy Carmicheal, Isaac Gaines, and Kodiak Atwood have been teaching intermediate levels of Oral Skills as Graduate Teaching Fellows (GTFs). Brandon and Andy have made a further commitment throughout this year to teaching novice adult learners at Centro Latino Americano, a community nonprofit organization in Eugene.

Kai Liu, Zijing Tan, and Xiaoxuan Ji have been teaching and tutoring intermediate- and advanced-level Chinese learners in the prestigious Chinese Flagship Program at the Center for Applied Second Language Studies (CASLS). Xinjia Peng and Jing-Yun Chen, as concurrent degree students and GTFs in the Department of East Asian Languages and Literatures (EALL), have been teaching first- and second-year Chinese to UO students.

Yoko Hasegawa and Misaki Kato have been teaching first-year Japanese, and Eun Young Lee has been teaching first-year Korean, to UO students as GTFs in EALL as well. Eun Young has additionally been teaching two levels of Korean at Lane Community College (LCC). Mihee Park, Sangheon Kim, Minjung Kim, Ahyeong Kim, and Hojin Kim have been teaching Korean language and culture to eager first through fifth graders at Willagillespie Community School, while Haeseong Shim taught young teens at the Korean School of Oregon in Portland.

As a GTF in the Romance languages department, Hortensia Gutierrez has been teaching first-year Spanish, while in the Yamada Language Center, Sarah Foroughifar has developed and taught two levels of Persian classes. Also at Yamada, Libasse Dia has been teaching Wolof as a nondegree-seeking student in LTS and Fulbright Foreign Language Teaching Assistant (FLTA). Finally, Sara Marruffo will be travelling for part of the summer to teach youths at the Concordia Russian Language Village in Minnesota.

In addition to these teaching experiences, many LTS students have been observing and assisting as interns with cooperating teachers at the AEI, LCC, and in other UO language departments. When fluent in more than one language, students can assist in more than one language classroom, as Eri Hayashi has done in both English and Japanese. Several students, such as Fahima Alshabeeb and Jeongho Park, have worked as writing tutors in the Teaching and Learning Center and Academic English for International Students (AEIS) program, helping matriculated UO students craft and revise their essays and term papers.

Finally, many LTS students chose to enroll in a new “microteaching workshop” this spring, in which participants teach partial lessons to peers (all video-recorded), provide extensive peer-feedback, and engage in impromptu teaching that targets common classroom management challenges.

As the summer term approaches, LTS students are busy preparing their final MA projects, which consist of teaching portfolios or curriculum designs based in current research and their own needs analyses. Many of these projects will undoubtedly benefit from the wide variety of hands-on experiences (and discussions about these experiences) that the students have taken advantage of throughout this year.
Graduate Travel Awards

SPRING 2012
Danielle Barth for Workshop on Languages in Melanesia in Canberra, Australia.


Jaime Pena for Workshop on Indigenous Languages of the Americas in Santa Barbara, California.


SUMMER 2012
Danielle Barth for Twelfth International Conference on Austronesian Linguistics in Denspasar, Bali, Indonesia.

Wook Kyung Choe for International Workshop on Language Production in New York City, New York.


Tam Nguyen for fieldwork in Vietnam.


Zalmai Zahir for Berkeley, Master-Apprentice Program in Berkeley, California.

FALL 2012
Danielle Barth for High Desert Linguistics Society Conference in Albuquerque, New Mexico.

Charles Farrington for New Ways of Analyzing Variation in Bloomington, Indiana.

Linda Konnerth for Berkeley Linguistics Society Conference in Berkeley, California.

Holly Lakey for High Desert Linguistics Society Conference in Albuquerque, New Mexico.

Jaime Pena for High Desert Linguistics Society Conference in Albuquerque, New Mexico.

SPRING 2013
Richard Griscom for Nilo-Saharan Linguistics Colloquium in Cologne, Germany.

Manuel Otero for Nilo-Saharan Linguistics Colloquium in Cologne, Germany.

Zalmai Zahir for Sixteenth Annual Workshop on American Indigenous Languages in Santa Barbara, California.

Hideko Teruya for Eighth International Conference on the Mental Lexicon in Montreal, Canada.

WINTER 2013
Manuel Otero for Forty-fourth Annual Conference on African Languages in Washington, D.C.

Paul Olejarczyk for Linguistics Society of America Conference in Boston, Massachusetts.

Zoe Tribur for International Conference on Language Documentation in Honolulu, Hawaii.

SPRING 2013
Manuel Otero for Nilo-Saharan Linguistics Colloquium in Cologne, Germany.

Zalmai Zahir for Sixteenth Annual Workshop on American Indigenous Languages in Santa Barbara, California.
Publications:


Kapatsinski, V., & C. Vakareliyska. Accepted. [N][N] compounds in Russian: A growing family of constructions. *Constructions & Frames*.


Presentations:


Gildea, Spike. 2013. Historical changes
Accomplishments continued

in part of speech categories. Keynote talk, Workshop on Amerindian Languages (WAIL), University of California, Santa Barbara, April 26–28.


Vakareliyska, C. “Cults and calendars in medieval Bulgaria: To what extent are cults of saints reflected in monologia?” (in Bulgarian), plenary speech, International Conference on Saints and Sacred Places in the Balkans, Sofia University, Bulgaria, June 14, 2012.


Invited lectures:
DeLancey, S. Reconstructing Kuki-Chin Verb Morphology. Department of Linguistics, Manipur University, Imphal, India.

Kendall, T. 2013. Speech Rate, Pause, and Language Variation: Explorations through the Sociolinguistic Archive and Analysis Project. University of California at Davis: Davis, California. May.


Awards:
Vakareliyska, C. Bulgarian Academy of Sciences special award for contributions to the study of the Church Slavonic language and texts, June 1, 2012.


Kendall, T. Faculty Research Award (2013–14) from the University of Oregon: Dialect Diversity in Oregon.

Graduate Accomplishments:


Grants:
American English Institute
Leslie Opp-Beckman and Emily Rine Butler. E-Teacher Scholarship Program and Professional Development Workshop. U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs, $1,440,000, Fall 2012–Fall 2013.

Leslie Opp-Beckman and Emily Rine Butler. E-Teacher Scholarship Program and Professional Development Workshop. U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs, $1,600,000, Fall 2013–Fall 2014.

Emily Rine Butler. Rumaila Education Fund, Short- and Long-Term Programs for Iraq, $3,300,000, Fall 2011–Summer 2014.

Northwest Indian Language Institute


Janne Underriner, “Grande Ronde Chinuk Wawa Kindergarten-First Grade Immersion Project,” awarded by continued on page 19
Grants continued


Linguistics:


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

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


Alejandra Vidal and Doris Payne. Documentation and Comparative Lexicon and Morphosyntax of Nivacle and Pilaga, of Northern Argentina, $184,265, June 2013–November 2016.