Swahili at the University of Oregon

A Niger-Congo, Bantu language, Swahili is said to have been present on the East coast of Africa since the first century AD. Today, it is spoken in parts of Somalia, down the coast to Mozambique, Kenya, Uganda, Tanzania, Rwanda, Burundi, Congo DRC, some parts of Zambia and Malawi, South Sudan, the Comoros and Seychelles islands. Swahili is also spoken in the East African diaspora and is taught in over 100 universities outside of Africa. It’s one of the field languages of the UN, an official language of the African Union (AU), national and official language of Kenya, Uganda, and Tanzania in addition to being declared the official language of the new East African Community.

The number of Swahili speakers is unknown but exceeds 100 million in most estimates. Not only is it the first language of millions of speakers, but it is the dominant second language for many other ethnic or language groups (e.g. the Maasai, the Kamba, the Datooga) throughout East Africa.

Swahili at the UO
Swahili has been taught at the UO for more than 15 years now. Students started taking it as a self-study, non-credit course in 1998. Through the efforts of faculty in the African Studies Program and Yamada Language Center, Swahili was then offered more regularly through the World Languages Academy (WLA). As interest continued to grow in Swahili, since 2012 the language has been offered as a regular course through the Department of Linguistics at three levels (beginners, intermediate and advanced). In the first two years, learners focus on learning Swahili in context and get to be comfortable using and creating with the language. The third-year advanced Swahili sequence teaches advanced grammar in the Fall, and in the Winter term students apply their skills to learning the rich East African literature (the Ushairi poetry and oral literature are especially famous). In the Spring, students get to tackle contemporary topical issues of the Swahili “Nation”. The first and second year of Swahili allow students to fulfill their foreign language requirements and core African Studies minor requirements. In addition, third-year Swahili satisfies the multi-cultural requirements.

Swahili presence and popularity is set to grow rapidly on campus. Since 2012 we have partnered with the Center for Applied Second Language Studies (CASLS) to offer a Swahili Startalk residential summer program to high school students across the nation and, together with Yamada Language Center (YLC), we engage with Oregon high school students at the annual Foreign Languages & International Studies (FLIS) Day through activities on Campus so they might consider taking Swahili when they enroll at the UO. Because the emphasis on learning Swahili is to use it to communicate, every Friday, students from all levels come together for coffee to talk and hang out with native Swahili speakers from the community in informal Swahili circle conversation sessions. Students get to practice and improve their speaking skills through a variety of activities like word games, songs, videos, skits and stories.

We will offer an intensive Study Abroad program in Zanzibar starting this summer, where UO students will be exposed to native speakers of Swahili, be taught by native speakers and get to spend two months on the idyllic and historic island of Zanzibar. Students can

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The Talking Head
By Scott DeLancey

This will be my last Talking Head column ever. I expect I’ll continue to talk, from time to time, but my term as Department Head is up in September. It’s been swell, but I don’t anticipate being in this chair again – this has been my third rodeo, and I’m getting too old for it. Your new Head (undoubtedly talking) will be Spike Gildea, who will be back this summer, fed and rested, from his sabbatical year in Lyon. This will be Spike’s second time in the chair.

It’s been a very eventful year. The first big news of the year was our migration back to the newly-furbished Straub Hall. For the first time in many years we have enough office space for all our GTF’s, and even for visitors. All our off-campus friends and associates, stop by for a tour next time you’re in Eugene!

Another huge change for Linguistics is that, after years of discussion, the University finally decided to move the American English Institute out of Linguistics and establish it as an independent unit reporting directly to the Dean of Arts and Sciences. AEI has been part of Linguistics since before I joined the Department in 1982, so this is a pretty historic event. Eric Pederson has been serving as interim Director of the AEI this year and overseeing the process.

And in other big news, Volya Kapatsinski and Tyler Kendall are now Associate Professors with tenure. With the amazing records of accomplishment that both Volya and Tyler presented, these have to have been the easiest tenure cases on campus this year.

Linguistics faculty and graduate students have been active in grant writing. Tyler Kendall was awarded a National Science Foundation grant for “Enhancing Data and Tools for Research and Education on African American English”. NSF is also funding my project, “Documenting the “Old Kuki” Languages of Manipur”. Richard Griscom received a grant from the Hans Raising Endangered Languages Documentation Programme for his dissertation research on the Isimjeeg Datooga language of Tanzania, and Krishna Boro was awarded a NSF Dissertation Improvement award for dissertation research on Hakhun Tangsa in Assam, India. Both languages are highly endangered and virtually undocumented, so these grants will add to the contributions which our program continues to make to language documentation around the world.

This spring is conference season around Straub. The 46th Annual Conference on African Linguistics was held at the University of Oregon, March 26-28, co-chaired by Prof. Doris Payne and Mokaya Bosire (see a full report on the Conference on p. 14). Coming up toward the end of the year: on the experimental side, our faculty are organizing the inaugural “Phon[Etics;Ology] in the Northwest” (NoWPhon) conference June 4 & 5. And through the generosity of our friends and Newsletter readers we will hold the first Oregon Empirical Field Methods Workshop, June 12-13. Invited speakers James Stanford of Dartmouth, Mark Turner of the University of British Columbia, and Kristine Hildebrandt of Southern Illinois University will bring innovative ideas for fieldwork to present to us.

In a great coup for our program, Dr. Linda Konnerth, Ph.D. ’14 and currently postdoc on my NSF Kuki-Chin project, was awarded the Association for Linguistic Typology’s Pāṇini Award for her dissertation. A Grammar of Karbi. Dr. Michael Ahland, Ph.D. ’12, took honorable mention for his Grammar of Northern Mao. The Award is given every four years for the best grammar dissertation submitted during that time. There were four honorable mentions, so if you’re keeping track at home, this means that of the five best grammar dissertations submitted anywhere in the world over the last four years, two were done in our department. I have to say we’re pretty pleased.

Last year I mentioned that Mokaya Bosire would be travelling to Tanzania in hopes of establishing a study abroad program for Swahili. The trip was successful and productive, and this coming summer (2015) the first UO study abroad cohort will spend two months in our new Intensive Swahili Study Abroad program at the State University of Zanzibar (SUZA).

As always, please keep in touch; we’re always eager for news of our many friends and former students around the world.

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Swahili at the University of Oregon

get a year’s worth of Swahili instruction in just two months! In this way, we hope to continue nurturing interest in Swahili and, at the same time, give students the opportunity not just to have a foreign language on their transcript, but gain deeply satisfying knowledge and a meaningful appreciation of the language that can be functionally used in real life situations and in future careers.

To this end, I see the task ahead as two-fold: attracting students to the theatre of Swahili and then having them play the role of committed learners. I believe that my role will then be finding and applying language teaching materials, methods and applications that engage and inspire my students. The newly formed Language Council at the UO is actively working to boost interest, visibility and enrollment in language programs across campus including efforts to let students understand that the required competencies of the future ranks language as an integral part of those skills. At the classroom level, we continue to review and improve our teaching materials, methods, curriculum and stated outcomes to reflect research and best practices in the academy including a standards-based instruction. On the Swahili stage, it is open season...
The Graduate Student Corner  Why I Came to the University of Oregon

**Sara Pacchiarotti** Before enrolling in the PhD in linguistics at U of O, I worked for several years on a Central American language called Bribri. I am interested in typology, syntax, morphology, syntactic reconstruction, language change, and in external explanations for why language has the shape it has. My decision to come to the Department of Linguistics at U of O is based on two reasons.

The first reason is the world-wide reputation of the Linguistic Department at U of O as one of the cradles of modern functionalism. This theoretical approach considers language as a biological organism which evolves in time, rather than a static set of rules similar to physics laws. The immersion in the functionalist approach has enabled me to depart from forcedly synchronic-only descriptions of language and to discover the explanatory power of diachrony. The Linguistic Department is formed, among others, by professors who are lifelong experts in very diverse language families, such as Tibeto-Burman, Nilo-Saharan, Peba-Yaguan, Cariban (both from South America) and Indo-European. This provides fieldwork students interested in typology with a unique opportunity to expand their knowledge in a wide variety of linguistic domains. This side of the department is complemented by a strong experimental side.

The second reason is that a PhD program in the US allows full academic development of the student. In particular, I took courses which taught me new things and significantly expanded my previous knowledge. They equipped me with the necessary tools to improve my analytical skills and gain a deeper understanding of the data I had collected. In addition to this, I have had the opportunity of sharing research with my peers and learning from their own research in a constructive and intellectually stimulating environment. Finally, I was able to develop projects with different professors who showed true interest in my research topics and were extremely approachable to me. They have put great effort in guiding me and helping me in challenging moments. In my experience, this program has helped me grow as a scholar but also as a human being.

**Jeffrey Kallay** My name is Jeffrey Kallay and I am currently in my second year as a graduate student in the Linguistics Department. I grew up in Columbus, Ohio, and received my BA in linguistics from the Ohio State University in 2012.

As an undergraduate, my main research interests were in phonetics and phonological acquisition, and I had the opportunity to work on several research projects that were primarily concerned with the second-language and bilingual acquisition of sibilant fricatives by East Asian-language speakers. Given my interests, I was familiar with Melissa Redford’s research as an undergrad, and the opportunity to work with and learn from her played a role in my decision to choose Oregon as the place to continue my study. In addition, I also wanted to join a department that took a functional approach to the study of language, so this was a good fit. Since coming to Oregon, my interests have shifted toward a more general focus on first-language acquisition, and I have worked with Dr. Redford on research related to the acquisition of rhythm by school-aged children. I am currently investigating the acquisition of complex sentence production by children, and more specifically in how they understand the syntactic, semantic and pragmatic properties of connectives, and how this understanding changes throughout their development. I have also had the chance to pursue an interest in computational methods and programming, and in the future I hope to direct more attention toward the computational modeling of language acquisition as these skills develop further.

**Hideko Teruya** I came to the University of Oregon with interests of language perception and production, specifically mental word representation. I was interested in how words and sound systems are represented in mind in both the first language and the second language. Interests expanded to investigation of word processing and form learning by computational modeling.

I knew that the strength of phonetics/phonology in both the first and the second language in the UO Linguistics Department would be able to aid me to achieve my goal. Particularly, it seemed to be promising that expertise of my advisor, Dr. Vsevolod Kapatsinski, would help me pursue my goal even further. He has guided me to research my own ideas and provided insightful advise whenever possible. I could not ask more for an advisor who represents a great role model as a researcher as well as a great advisor.

On top of experimental research aspect at Oregon, I thought the other strength, language analysis of history, variation and development, would widen my knowledge as a linguist which indeed opened up my mind to observe a language from other aspects.

I strongly believe that I made a perfect decision to come to the UO to achieve my goal and the experiences and the support I have been receiving will always encourage me to get through any new journey.

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The Graduate Student Corner  Continued from page 3

Amos Teo  My background is in linguistic fieldwork, documenting and describing Tibeto-Burman languages of North-East India and Nepal. My research interests include the tonal phonetics and phonology of these languages, as well as more general typological issues in Tibeto-Burman and other language families of the region. I am particularly interested in doing experimental work in the field, and so I count myself fortunate that I’m in a department that provides excellent training in both field and experimental linguistics (even if not every graduate student takes advantage of this).

The events that led me to the UO are numerous, though some are more mundane than others. Let’s just say it started in January 2009. I was in the middle of my MA program at the University of Melbourne and was visiting North-east India for the first time. On that trip, I met Linda Konnerth, then a PhD student at the UO. She had just started work on Karbi, a Tibeto-Burman language spoken in Assam. I was working on the phonetics and phonology of Sumi, a language spoken in neighboring Nagaland. She introduced me to her advisor, Scott DeLancey. Sadly, I don’t remember much of that first encounter, since I was barely functioning due to a bout of food poisoning.

After I completed my MA in 2010, it took me a long time to decide if a PhD program was the right choice for me. I spent the years after my MA working on projects with other graduate students, including Linda, and even got a grant to document Sumi. It became obvious that a PhD was the next step, and Scott was the most obvious choice as an advisor.

Five years later, and I’m in my 2nd year of the PhD program in the UO Linguistics Department. I really couldn’t be happier.

Undergraduate Student Profile

My name is Stephanie Evers, and I am a senior majoring in linguistics and minoring in Spanish at the University of Oregon. I’m an alternative student and originally studied art before taking a break for several years, eventually choosing to study linguistics and return to school. In March, I completed an honors thesis on argument marking and verb stem selection in Takelma (an indigenous language of Oregon) that explored affixes used for subject and object marking and valence shifts. It also examined the use of realis and irrealis verb stems and how these pair with specific argument affixes to express tense and mood. After graduation, my partner and I plan to move to New York, where I will be pursuing my PhD in linguistics at SUNY Buffalo. When I’m not studying, my hobbies include solving puzzles, playing games, and practicing the violin.

Early Language Learners

Alexander Kondratiev  was born in Eugene in September 2014. He is currently 7 months old, sporting 7 teeth, a contagious smile, and half a dozen nicknames. At home, where he most often goes by Sasha, Sashka or Sanya, he is learning Russian from his parents, the baby-sitter and daily Skype visits with grandparents. Known as Alex or Alexander to the English-speaking world, he is picking up English elsewhere in Eugene and is no longer surprised to hear his parents switch to it while talking to others. He loves listening to Mom sing Russian songs to him, even if out of tune and with la-la-la substituting the forgotten lyrics, and enjoys listening to stories, preferably while banging on the pages of the book.

Besides babbling, belly laughing and yelling, Alex is usually busy bouncing, crawling and gnawing on anything he can get into his little hands.

Joah Boone McLarty  was born here in Eugene on New Years Day. He is now three and a half months old and having a ball. He has just learned about blowing raspberries and loves imitating his Papa; he’s also a big fan of intonation (like his Papa) and loves making tonal contours. When not blowing raspberries, or trying out different tonal combinations, he loves to hangout with his Mama, tummy time, and playing with his monkey and lion. He has spent a lot of time with his Grandma and her southern dialect over the last three months, which seems to be his favorite dialect for now. He’s doing his best to try and crawl, though we haven’t gotten quite there, at least not yet. Joah also likes to go for walks around the neighborhood and in parks around town. When it’s time to wind down for the night, he loves to cuddle with his Mama, while she reads him his favorite book, Giraffes Can’t Dance.
The project is developing a contribution by creating collaborative activities with the Formosan communities, with which I have already established connections. The project will provide an opportunity to evaluate the linguistic vitality of Nivacle language, while carrying out research to strengthen language use with materials related to the language. In addition, the project will enable language strengthening with materials produced in Argentina. There is still enough everyday use of the Nivacle language to produce documentation materials, which can serve educational purposes. In addition, the project will provide an opportunity to evaluate the degree of Nivacle language vitality, while carrying out collaborative activities with the Formosan communities with which I have already established connections.

The project is developing a contribution by creating high quality audio recordings and videotapes of performances in Pilagá and Nivacle. As for Nivacle, this project is generating digitized audio and video recordings of the language in the most endangered communities in Paraguay (San José de Esteros y San Leonardo) and in Formosa, Argentina, in varieties with very little previous study and where the language is undergoing rapid attrition. As for Pilagá, the project has contributed to our scientific knowledge of clause combining mechanisms. For both languages and related Chaco languages, the project has added new information on proper name construction. Lexical material collected to date does not support some earlier ideas of genetic relatedness between Mataguayan and Guaycuruan languages, as there does not appear to be cognate morphemes (nor massive lexical borrowings). However, project research shows that there are still some strong structural similarities, suggesting contact-related convergence. Though this needs much more investigation, we have seen identical structures across the languages for Demonstrative Phrases, Possession structures, and Genitive Classifiers. Work on personal names reveals that many Pilagá personal names don’t have what seem like typical Pilagá word structure. Further, the Pilagá language (Guaycuruan family) has both a closed system of personal names, and a system of descriptive personal names (“white heron”, “dog shit”, “straight posture”, “gossip”, “always bathing self”, “badly-eaten mango”, etc.) The Nivacle language (Mataguayan family) has only the second system of descriptive names (e.g. “bitten by wasps”). The Nivacle language (also Mataguayan) has a double system like Pilagá with both a closed set of names and descriptive names. Altogether, the naming system patterns suggest close contact between especially Pilagá and Nivacle. The texts being collected from both Nivacle and Pilagá include indigenous oral histories reflecting contact, e.g. stories of wars, kidnapping of women and children, places where peace agreements were made, and many modern Nivacle have some Pilagá ancestors, and vice-versa, for one reason or another. Work is in process triangulating information from the oral texts with historical documents by European travelers and ethnographers who made sometimes very fragmentary references to encounters among indigenous peoples in particular times and places. Altogether, so far project research suggests that, most likely, a prior period of bilingualism between Pilagá and Nivacle peoples will account for the structural convergences (even though modernly the greatest bilingualism is between each of these languages and Spanish).

The production of scientific research and language materials in Nivacle and Pilagá, will be done with the help of graduate student research assistants from the University of Formosa and the University of Oregon. Manuel Otero from the Department of Linguistics at the UofO is joining the project by going the field in June 2015.

I was able to spend six weeks at the Department this winter, attend the LSA Conference and give a talk at the Colloquium Series. I met great people during Winter 2015 among graduate students and faculty members. I was also impressed with the improvements of the “Old Straub Hall” building!
I found my way to linguistics as an undergraduate via an interest in psychology, and still approach the study of language through the lens of human cognition. My main research questions have to do with what kinds of information listeners make use of in the process of speech perception. In particular, I’m interested in how listeners build up knowledge about speech by different groups of speakers (e.g. the speech of bilinguals/non-native speakers, speakers with different dialects, etc.), and how listeners use that knowledge when recognizing speech.

After my undergraduate studies at Duke University (in my home state of North Carolina) in linguistics, Italian, and psychology, I spent several years working as the outreach coordinator and in-house designer at a non-profit based in the Linguistics Program at North Carolina State University, called the North Carolina Language and Life Project. A core mission of the NCLLP is to give back to communities where sociolinguistic fieldwork had been conducted. Among my favorite projects there were: designing several museum exhibits (including one about an island in North Carolina where a Freedman’s Colony had been set up by former slaves after the Civil War), working on a dialect awareness curriculum taught to 8th graders in NC, and producing a documentary film called “Spanish Voices” about the changing role of Spanish in the American South. This work gave me an opportunity to share academic research with the general public, which remains an interest of mine. While at NCSU, I also received training in sociophonetics, and conducted a study of intra-speaker variation in rhythm timing across dialects of English.

I received my PhD in Linguistics at Northwestern University in Evanston, Illinois. My dissertation investigated the processing of indexical information (those parts of the speech signal that convey information about the context of the speech, e.g. the identity or gender of the talker) by bilingual and monolingual listeners. Since the speech signal always contains cues for many types of indexical information at once, it is important to know how these different types of information are processed in relation to each other. Therefore, I asked participants to focus on one indexical dimension at a time (e.g. talker identity or talker gender), while the speech either varied or didn’t vary along another dimension (e.g. “is this English or Mandarin Chinese?”). Then I tracked how hard it was for listeners to ignore the variability in the dimension they weren’t focusing on. I particularly targeted the language being spoken as an indexical dimension, since it is likely to be highly relevant for bilinguals. I found that all pairs of tested dimensions recruited similar resources in processing, but each pairings had a somewhat different relationship. For example, some types of indexical information are integrated in a symmetrical way (e.g. it is just as hard to ignore what language is being spoken when trying to pay attention to the gender of the talker as it is to ignore gender when paying attention to language), but others are integrated asymmetrically (e.g. it is harder to ignore what language is being spoken when trying to pay attention to the identity of the talker than vice versa). Interestingly, bilinguals and monolinguals show similar behavior in processing these indexical dimensions.

At Northwestern I also taught ESL classes and received certificates in Cognitive Science and from the Graduate Teaching Certificate Program. I spent one term during graduate school as a visiting scholar at LANCHART Centre at the University of Copenhagen in 2011, where I began collaborations with colleagues at the Centre investigating the role of the salience of particular Danish linguistic features in listeners’ mental representations. Some of my other previous projects include: exploring the interface between phonetics and pragmatics, using text mining and machine learning tools to identify the native language of L2 speakers based on transcribed spoken English, and investigating the role of lexical competition (as measured by neighborhood density) on coda consonant production.

Since joining the department in the fall of 2014, I have had the pleasure of teaching undergraduate students in LING 101: Introduction to Language in the Fall and Spring terms, and in an upper level seminar in Winter term called Language Variation, Cognition, and Acquisition. I enjoy attending the Cognitive Linguistics work group, departmental colloquia, and chatting with my new colleagues about research.

In my spare time, I enjoy hiking around Oregon with my husband Tyler Kendall (who you may already know as a member of the UO Linguistics Department) and our dog Artie, reading (favorite genres include: literary fiction, astronaut autobiographies, young adult fiction, and British spy novels), yoga, making art of all sorts, and playing and listening to music.
Newly Minted PhDs

My name is Hema Sirsa and I defended my dissertation, “First Language and Sociolinguistic Influences on the Sound Patterns of Indian English” in Fall 2014. As the title of my dissertation shows that my research interests are in the areas of second language acquisition, phonetic, phonology, and sociolinguistics. Indian English is spoken by over 200 million speakers as second or third language along with other indigenous languages. Study of Indian English is considered to be one of the most complex area due to the multilingual and social situation of India.

My dissertation project started in 2008 as a result of casual conversation with my advisor, Melissa Redford, regarding the rhythm of Indian English; it being sing-song and how it is different from American English. Project started as an analysis of rhythm of Indian English spoken by native speakers of Hindi and Telugu. Over the time it expanded from being a comparison of rhythm of Indian English to that of an extensive analysis of Indian English in the context of sociolinguistic and second language acquisition. During the course of my Ph.D., I got married in 2011 and moved to Portland to work for a speech technology company (Sensory Inc.) as a senior linguist in July 2012 after advancing to candidacy. Even though I was away from UO campus and the Speech and Language lab, my advisor Melissa Redford always supported me. By end of the course I was blessed with a baby boy “Aadhav” who witnessed my graduation walk and defense. I still can’t believe that I could complete my Ph.D. along with full time job and a baby, however, it was possible because I had Melissa Redford as my advisor who has been a great support and my parents who took care of Aadhav while I was writing my dissertation.

As of now I am happy being a busy mom and also working for Sensory Inc. since the company has been providing all the support and flexibility.

My name is Ying Chen. I am a native speaker of Southern Min and Mandarin. Before I moved to the US in 2005 when my husband was an NIH postdoctoral fellow at the University of Rochester, I received my MA in English and linguistics at Southwest University of China in 2002. I was a lecturer of English at Quanzhou Normal University in China and mostly taught English pronunciation and Mandarin pronunciation to English major. At the University of Rochester, I studied a series of courses of linguistics and psycholinguistics and started doing phonetic experiments as a visiting scholar in the Department of Linguistics.

I was admitted to the PhD program in the Linguistics Department at the University of Oregon in Fall 2007. Then my husband finished his postdoctoral program and moved back to China. We have been involved in an international long-distance marriage for almost eight years. Initially, no one was sure if I could complete my PhD in such a tough situation for a married woman. However, with my great interest in linguistics and phonetics, I graduated after seven years’ study.

I came to the University of Oregon to pursue the doctoral degree under the direction of Professor Susan Guion Anderson. I still remember I was so excited to find Professor Guion’s webpage with such a good match of her research interests and mine when I was applying for the PhD program. I had four years of happy academic life to work with Susan on teaching the phonetics course and doing research in sound change and second language speech perception and production before Susan was diagnosed with cancer. In the winter of 2011, we lost Susan and I felt it was the winter of my academic life.

I was actually very lucky. When the department was surrounded with the grief of the loss of Susan, I was surrounded with the love from other professors, colleagues and fellow graduate students. I still don’t have enough good words to express my gratitude to Professor Melissa (Lisa) Redford, who took over as my PhD advisor and directed the completion of my dissertation with the topic that Susan and I set up. With a common research interest in prosody, I learned a lot from Lisa when I was writing my dissertation, “Prosodic Realization of Focus in Second Language Speech: Effects of Language Experience”. I hope my academic style will be influenced by Lisa’s— creative, enthusiastic and perseverant.

My first qualifying paper “The Mandarin LVS construction: verb lexical semantics and grammatical aspect” was published in Cognitive Linguistics and my second qualifying paper “Prosodic realization of focus in bilingual production of Southern Min and Mandarin” in Phonetica. I also published several conference papers, a review article and a book chapter during my PhD program. Without the help and encouragement of my dissertation committee and other mentors, these accomplishments would not have been able to come true. I thank Professors Melissa Baese-Berk, Kaori Idemaru, Zhuo Jing-Schmidt, Volya Kapatsinski and Eric Pederson from the bottom of my heart. I am still collaborating on Continued on page 8
Newly Minted PhDs

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several projects with these professors.

I have accepted a tenure-track job offer from Nanjing University of Science and Technology in China. There I will establish and direct a phonetics and language acquisition lab and teach linguistics courses to the English majors of the undergraduate program and the linguistics and applied linguistics majors of the MA program.

AEI in Transition

This year brings two major transitions to the American English Institute. The first of these is that the AEI is no longer a sub-unit of the Linguistics Department. As the AEI was many times larger in budget and personnel than the rest of Linguistics, having the AEI nestled within Linguistics was making less and less administrative sense with each passing year. The AEI now reports directly to the Associate Dean for Undergraduate Education (currently Ian McNeely) within the College of Arts and Science. This retains our academic housing and affirms the College’s commitment to high quality education and professional opportunities within the unit. It also has the effect of greatly enhancing the visibility of the AEI across campus as it is no longer a sub part of a department, but a free-standing institute – the AEI is currently roughly the same size of many of the UO professional schools! (As the accompanying picture of the AEI faculty and staff demonstrates!) Critically, the working and intellectual relationship with the Linguistics Department will continue. The MA Language Teaching and Specialization program will continue to be staffed jointly by the AEI and Linguistics. We are continuing collaborations between the AEI’s eLearning program and the Linguistics Department. We continue to have Graduate Teaching Fellows opportunities for Linguistics’ graduate students for their support and on-the-job professional training as language professionals. The internship opportunities at the AEI for students pursuing the Certificate in Second Language Acquisition (SLAT) will also continue. Last but certainly not least, we expect to not only maintain, but enhance, the joint research opportunities for faculty and students.

The other big change is now on the visible horizon: after years of trying to find a single location to physically house all of our 100+ faculty and staff, we have been given the green light to lightly renovate and occupy Agate Hall. Except for the auditorium space, we will have control and occupancy of the entire building with a slight net increase in office and common space for the AEI and the ability to at long last literally all work together. Currently the move in date is scheduled for late March 2016. There will be a lot of work to do before then and many people will need to be located in temporary locations while the spaces get shuffled about and upgraded, but in the end we should have a fine building worthy of our good name!

Agate Hall was originally built in 1924 as a Theodore Roosevelt Junior High School, was converted to Condon Elementary School decades later, acquired by the University of Oregon in the early 1980s and became Agate Hall in 1984. Since that time, it has been home to many units on campus, both as long-term homes and as surge space while units had their native spaces renovated – for example, the Linguistics Department occupied Agate Hall 2012-14 while Straub Hall was being remodeled. Come on by and see us!

LTS Student Profile

Hello,

My name is Al Ullman and I am an LTS student in the 2014-15 Language Teaching Specialization (LTS) cohort here at the University of Oregon. I received a B. A. in English Literature last spring from the University of Oregon which was accompanied by a linguistics minor. My love of language began with my love of words on the page. I was raised with a strong work ethic which means that on top of the LTS program I work varying service jobs and volunteer in the community. I was born and raised in Eugene and have grown up surrounded by its eclectic culture and unique, caring individuals. It should also go without saying that none of this would be possible without the support of my family.

My undergraduate career was a long one and I met an astounding amount of influential individuals who guided me throughout my studies. I would not have made it here without their care and attention. This commenced with the educators at Lane Community College and continued with those at the University of Oregon. Upon arriving at the University of Oregon I attempted to learn Russian and through that experience I became acquainted with Steven Shankman, member of the UO faculty and the UNESCO chair for Transcultural Studies, Interreligious Dialogue, and Peace. He was attempting to learn Russian as well. It is with his help that I became involved in an Inside-Out classroom. Inside-Out, to put it briefly, is a national program that creates a collaborative classroom experience between college students and individuals who are currently incarcerated within the United States prison system. From here I continued on to design a poetry workshop alongside my partner Anthony Topoleski to be taught inside a state prison in Oregon, which we then implemented.

It is with an eye for social justice that I view my current endeavors within the LTS program. It has been an enjoyable experience to take the knowledge and the tools that are being provided to me and imagine
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What’s it like to dive into designing and teaching a completely new language curriculum, particularly as a relatively inexperienced teacher?

The fun (and fear) involved in such a venture was easy to find in LTS this year, with four new teaching and curriculum development opportunities in the program that involved key cooperation with schools in Thailand, the American English Institute at UO, Edison elementary school, and Lane Community College.

Starting in 2014, three LTS graduate students, Tiffany VanPelt, Al Ullman, and Sarah Murphy, have taught three short courses for visiting groups of middle and high school students from Thailand. While in the U.S., the Thai students have a full schedule of exploring Eugene, the UO, and Oregon, as well as living with host families, but a key element of their experience is the English language instruction.

In consultation with Ake Suebsang (Director of the US-Thai Distance Learning Organization), the LTS student-teachers have incorporated innovative materials and tasks that focus on pronunciation, functional language for exploring the world beyond the classroom, using technology in language learning, and academic presentations. Tiffany taught the first course in Spring 2014, designing the 3-week curriculum from scratch. Al taught the next group using Tiffany’s curriculum, while Tiffany and Sarah co-taught the third. Highlights include the use of Instagram and mobile-assisted language learning scavenger hunts related to class objectives and topics. Tiffany is now completing a full literature review and needs analysis while revising her activities and materials into a portfolio for her MA Project. Reflecting on her experience, Tiffany notes,

“...These courses by nature are challenging, but they are also incredibly rewarding. Being able to be a part of the students’ exchange program gives us a unique opportunity to experience the joys of seeing Oregon through new eyes while sharpening our abilities as teachers. The students sometimes take a bit of time to gain their footing in the new surroundings and confidence in the classroom, but once they do they are an absolute delight. I have learned so much about creativity, flexibility, and building classroom community over the last year being involved in the US-Thai Distance Learning Organization exchanges, and I would highly recommend students wishing to gain experience and perspective to take up the reins and give it a try”.

In another new practicum course initiated in Winter 2015, four LTS graduate students, Kelsey Hertel, Liatris Myers, Ben Pearson, and Wanda Walker, taught a new discussion elective called ‘Talking with Ducks 2’ for American English Institute students in the Intensive English Program. This elective met for two hours a week and included 24 AEI students from levels 4-6 who discussed topics ranging from social media to food and culture. This elective was conceived as a follow-up to the pre-practicum LT 437/537 Teaching Practice class taught and supervised in Fall term by LTS faculty member Laura Holland, in which an entire class of LT students team-teach an AEI elective course called ‘Talking with Ducks’ (‘Ducks’ = ‘UO students’).

For the new ‘part 2’ Winter elective, the LTS students met for several additional hours per week before and after the class to plan and reflect on their teaching under the mentorship of AEI instructor Andy Noonan. Andy attended all the classes and meetings, helping the new teachers develop self-awareness, sensitivity to student needs, and confidence.

As Wanda Walker puts it,

“The co-teaching experience with TWD2 was Continued on page 10
the highlight of my time with the LTS program. Not only was it a valuable teaching experience, but the collaborative lesson planning provided a unique opportunity to fine-tune our teaching skills with immediate feedback and input from peers’.

Ben Pearson acknowledges the hard work of being a new teacher.

“I will be frank; this class was a challenge. But it was a challenge that pushed me beyond the previous misconceptions I had had about my self and my teaching style. By discussing my teaching with my peers, I knew what I did well and what I needed to improve. This class was a lot of work, but I got to teach others about the English language and help them understand the various intricacies of it. That was worth the extra effort.”

And in Kelsey’s words,

“We succeeded a lot. We failed a lot. We laughed a lot. But most of all, we learned a lot. This was a incredible opportunity to gain real teaching experience with adult learners in an academic setting and to work with a teaching team”.

In a similar team-teaching situation, three LTS graduate students, Sasha Deng, Xiaoshuang Wei, and Weiwai Wu, launched a new Chinese Language and Culture afterschool club in Winter and Spring 2015 at Edison Elementary School, which is just south of the University of Oregon. This club meets for one hour on Fridays, and includes both language instruction and exposure to cultural themes, such as the daily life of students in China (e.g. school uniforms) and what the major cities in China are known for (e.g. the massive ice sculpture festival in Harbin). One special aspect of this club is that some of the children are from Chinese speaking families, so the club has a distinct bilingual flavor and potential for peer-teaching.

The teachers have guidance and feedback from Keli Yerian, LTS Director, as well as visiting mentors such as Edison 4th grade teacher Jenny Vondracek and AEI Instructor Lara Ravitch (who is also Dean of the Russian strand of the well-known Concordia Language Villages Summer camps). The club also has had materials support from the Confucius Institute at UO. This club was modeled after a Korean Language and Culture club that was taught by LTS students from 2005-14 at Willagillespie Community School. The Korean club may be revived again next year in collaboration with the Korean program in the Department of East Asian Languages and Literatures.

In addition to teaching, the Chinese club teachers are using their experience this year to develop and revise an academic year’s worth of curriculum for future teachers of the club, supported by a grant from the Center for Asian Pacific Studies (CAPS). This curriculum will include the ‘daily life in China’ and ‘travel in China’ themes from this inaugural year, as well as a project-based curriculum about the historic Silk Road.

In the words of Weiwai Wu,

“It is an excellent opportunity for us to develop curriculum for Edison elementary school. In addition to Chinese language, we are so proud that that students could learn Chinese culture as well. Very fun and unforgettable!”

Sasha Deng adds,

“I really enjoy this collaborative teaching experience at the Chinese club, as it’s a wonderful opportunity to put into practice the pedagogical principles and techniques that we learn in our courses at LTS. It is both fun and challenging, and it makes me think hard about how to offer classes that are truly student-centered and proficiency-based, as it is indeed easier said than done!”

Xiaoshang echoes these sentiments,

“This has been an enriching experience. It pushes me to think beyond just teaching language. I need to be fun, creative, passionate and cooperative. Designing activities for children makes me think about learning style, culture difference, classroom management more compared with if I were to teach adults. I benefit a lot from working with other teachers as well. I’m very grateful for this opportunity.”

Last but certainly not least, a fourth teaching practicum experience has developed recently at Lane Community College (LCC) through the efforts of LTS student Sarah Murphy. Following on several short digital literacy workshops designed and taught over the past few years by LTS alumna Fahima Alshabeeb and current student Liatris Myers, Sarah is radically expanding these workshops this year to reach many additional LCC students.

Sarah first conducted additional needs analyses at LCC of adult ESL learners and their instructors in Winter 2015, then designed and is teaching a series of eight Digital Literacy Workshops this Spring term that guide learners from basic skills (turning on a computer, using a mouse, etc.) to more advanced skills (Power Point, Skype, etc.). The learners have a variety of first language backgrounds, including Spanish, Chinese, and Russian, and represent a broad spectrum of proficiency
both in terms of English (Level 0-5) and computer skills. They attend workshops in their free time either before their ESL classes or on Saturdays. Sarah works under the supervision of LCC ESL Instructor Indira Bakshi in order to maintain clear objectives that are aligned with current standards of technology education. Like Tiffany VanPelt, Sarah is using this opportunity to design an MA project that will include close work with both this learner population as well as ESL instructors she has come into contact with during this process. Sarah notes, “One of the practical benefits of working in such a challenging context is that I no longer have time to feel nervous in front of the class room! This experience has forced me to let go of my own anxiety in order to focus on the very real needs of these incredibly hard-working learners.”

Chinese language and culture club members March 2015

Northwest Indian Languages Institute—NILI Goes Online By Robert Elliott

For several years, the Northwest Indian Language Institute (NILI) has been asked to explore new ways to deliver more content online. Our language communities are distributed over a wide area throughout the Pacific Northwest and beyond. While gatherings like NILI Summer Institute are an invaluable experience, time, distance and cost are very real hurdles that prevent many from participating. Teachers who are wanting to build community and professional networks while thinking about important issues that affect their job skills are not always able to get the support they need.

NILI Academic Extension Courses

Beginning in September 2014, NILI launched its first online course offering, Lifelong Language Learning, which is part of a series of courses for teacher development. These are 1 unit courses offered through Academic Extension. The classes are fully online (no face to face meetings) and participants work through weekly thematic units, engaging with resources, taking part in discussions, doing tasks and keeping a learning log. While the courses build upon each other, it is not required to take them in sequence.

Students represented six different communities each working with their own language. One of the biggest benefits, many participants say, is the chance to interact with colleagues in far-away places working with the same struggles and concerns.

Winter and Spring term courses, Teaching your Language to Others, and Action Research for Language Revitalization, are of interest to program administrators, classroom teachers, home-schoolers, parents raising children in language and language mentors - basically, anyone involved in the teaching process either formally or informally. Action Research for Language Revitalization offers participants a chance to affect a change in their teaching or language community.

NILI-Choctaw Workshop Series

Another NILI online engagement this year is in collaboration with the Mississippi Band of Choctaw Indians Language Program Friday workshop series. Based on a model first tested in 2013 while NILI was working with the Miccosukee tribe in Florida, we offer live workshops from our offices in Eugene to a group of 50 language teachers gathered in Mississippi. Important to the model is having a facilitator “on the ground” at the location. Jason Lewis from the language program serves that role in the current project; he co-plans the workshops, helps with technology, aids in discussions and orchestrates group work, all serving to make the workshops run more smoothly. Using a live connection through Google Hangouts, we share video feeds, slides and even screens from afar, and the sessions can be recorded for future viewing.

These online workshops are supplemented with a visit to Mississippi for in person workshops. While nothing substitutes for face to face meetings, through the recent improvements in streaming video technology NILI is able to offer options for professional growth from a distance. Stay tuned as NILI works to develop and extend more online models!
In the Field

Richard Griscom – Tanzania

During the Spring term of 2015, I will return to Mang’ola, Tanzania, to work with speakers of the Isimjeeg variety of Datooga (Southern Nilotic family) as part of a research project funded by a grant from the Endangered Languages Documentation Programme. Mang’ola is a small off-grid town situated just southwest of the Rift Valley escarpment and the Serengeti. The Isimjeeg speakers of this area number around five thousand and are traditionally nomadic pastoralists, but at least a few dozen of them have settled in town. Together with these speakers, I will begin to create an archive of audiovisual recordings of Isimjeeg language samples, a tri-lingual dictionary (Isimjeeg-Swahili-English), and an Isimjeeg grammar sketch. During the next two academic years, I will return to Mang’ola to continue this work and complete the archive, which will be deposited at the Endangered Languages Archive (ELAR).

Krishna Boro – Working on Hakhun Tangsa in Northeast India

On the foothills of the Pat-kai mountain range live many small language communities, who speak languages mostly belonging to the Tibeto-Burman family. Hakhun Tangsa, the language community I am working with, is one of these small language communities. Members of the Hakhun community live on both sides of the Indo-Myanmar border. They are mainly found in two states on the Indian side of the border - Arunachal Pradesh and Assam. So far I have worked with the Hakhun people living in the state of Assam in Tinsukia District. Hakhun Tangsa ethnically affiliates themselves with a group of several similar ethnic groups who identify themselves collectively as Tangsa (on Indian side) or Tase (on Myanmar side). Their language, however, varies widely from almost identical to mutually unintelligible varieties.

Hakhun people in Assam live in small villages, three in number; small tea gardens on their yards and piles of dirt dug out from coal mines on their mountain tops, reminds me of “How green was my valley”. There are around fifty to sixty families in each village. They speak multiple varieties of Tangsa, and Assamese and Hindi. I have been doing fieldwork on and off since 2009. I have collected word lists, elicited phrases and sentences, recorded, transcribed and translated stories and other narratives. I can speak and understand Hakhun ʱtʰɤrthrop. I am working on a descriptive grammar of Hakhun Tangsa for my PhD dissertation. I have so far presented two papers in conferences and prepared a grammar sketch. What I find most fascinating about this language is the verb agreement system. It is hierarchical and it has inverse marking, but still allows variation between hierarchical and non-hierarchical (subject) marking. I still do not know what conditions the variation. I am currently working on the phonological description of Hakhun Tangsa and developing an orthography to write the language. The Hakhun community is very enthusiastic about having their own orthography to write down their oral tradition and translate the Bible into their language. I am trying to help them as best as I can to actualize their hopes and aspirations as a linguist.

Krishna Boro
PhD student

Panini Award

Linda Konnerth, currently a postdoctoral researcher in the department, is the winner of this year’s Pāṇini Award of the international Association for Linguistic Typology (ALT). The award is given for the best grammar passed as a dissertation in the last four years (January 1st, 2011 through December 31st, 2014). Konnerth completed her dissertation A Grammar of Karbi under the (most gratefully acknowledged) mentorship of Prof. Scott DeLancey in March 2014. The other members of her dissertation committee were Prof. Spike Gíldéa, Prof. Doris Payne, and Prof. Zhuo Jing-Schmidt from the UO’s East Asian Languages and Literatures (EALL) department. Karbi is a Tibeto-Burman language spoken by half a million people in Karbi Anglong, Assam, Northeast India. Konnerth’s dissertation project was part of the UO Linguistics Department’s ongoing commitment towards the description and documentation of Tibeto-Burman languages of Northeast India.

According to the ALT, “the Panini award was established to encourage and honor achievements in the field of documenting the world’s linguistic diversity through the writing of reference grammars. To be eligible, a grammar must provide a systematic, accessible, comprehensive, original, insightful and typologically well-informed account of the workings of the language being described, generously exemplified with natural data.” This is the third time this prize has been awarded by the ALT. In these three rounds, three UO alumni in addition to Konnerth were honored: Michael Ahland (PhD 2012, A Grammar of northern Mao) and Rosa Vallejos Yopán (PhD 2010, A Grammar of Kokama-Kokamilla) both received honorable mentions, and Mark Post, who received his MA from the UO, was awarded the prize in the last round four years ago. The strong representation of the University of Oregon among the award recipients is testament to the department’s international excellence in the fields of empirical descriptive linguistics, field work, and the functional-typological analysis of grammar.
Many of us in the department (and we really mean many of us!) have spent time these past few years developing new knowledge about the structure and sound system of English in Oregon. The sociolinguistics class, Ling 491, has taken on a class project each of the past four winters, which has sought to better understand a variable feature of English as it is realized in Oregon and the wider Pacific Northwest. In these projects, students, mostly working in small groups, have recorded interviews with friends, family, and strangers in the area and collectively conducted empirical studies of the recordings. The 2012 and 2013 classes examined how Oregonians and others in the Pacific Northwest encode past habituality, focusing on the alternation between used to (e.g. “we used to go to the coast, like every other weekend”), would (e.g. “me and my brother would go hunt birds all the time”), and simple past forms (e.g. “we usually went to Portland twice a year”). The 2014 class examined the most “famous” variable in English sociolinguistics, the –ing ending in polysyllabic words (like talking, walking, something, and morning). Most recently, the 2015 class studied adjective intensification – asking how words like really, very, so, and super are actually used in the speech of Oregonians and how the use of these intensifiers relates to social differences (like differences between males and females). In addition to providing hands on exposure to a wide-range of empirical linguistic and sociolinguistic methods, these projects teach us about how sociolinguists “do sociolinguistics” and they teach us new things about language in Oregon and the patterned variability that is at the heart of all languages. Did you know that very few people use the used to construction in conversational speech, and that older Oregonians favor very for adjective intensification while younger Oregonians favor really? Super cool, right!

These projects have also generated important recordings that are useful to students and faculty for a range of research purposes. While English is a language heavily studied by linguists of all kinds and in particular by sociolinguists, relatively little work has actually examined regional patterns in the Western U.S. and very little work has examined speech in Oregon (little known fact: Oregon is one of the few states in the U.S. not to have been sampled by researchers for the projects of the Linguistic Atlas of the United States and Canada; see http://us.english.uga.edu). In comparison to many parts of the United States, the recency of Western settlement provides a rich area of study for dialectological research. Several of the recordings from Ling 491—together with recordings members of the Language Variation and Computation (LVC) Lab have collected in Junction City (with much appreciated financial support from the UO’s Office of Research and Innovation)—have been used for projects on a range of topics in sociolinguistics. For example, Shireen Farahani (’14) used some of the data she and her classmates collected on past habituality to design a perception survey to better understand the low rates we found for used to forms. Using these data, as well as archival recordings from the Dictionary of American Regional English (see http://www.daredictionary.com), GTF Jason McLarty and Prof. Kendall have been able to track the progress of sound changes in Oregon. Recent work by Jason has shown that some vowel features continue to show incremental change over time, while other vowel patterns in Oregon English appear to have developed earlier in the 20th century and do not show differences between older and younger contemporary speakers. Overall, this work suggests that many changes to the Oregon vowel system occurred among speakers born in the time period between the two World Wars. Altogether these projects are shedding valuable insight into current and past changes in American English, regional patterns in the West, and the speech we hear and use here in Oregon.
46th Annual Conference on African Linguistics (ACAL) held at the University of Oregon

For the second time within ten years, the Department of Linguistics at the University of Oregon hosted the Annual Conference on African Linguistics (http://blogs.uoregon.edu/acal2015/) in March 2015. It cannot go without saying that the conference was successful – and we know this because of many appreciative comments by participants – due to the tremendous assistance from many members of the Linguistics Department lots and lots and lots of help from Linguistics Department staff (yea Linda Campbell and Ariel Anderson), graduate students (Manuel Otero, Richard Griscom, Sara Pacchiarotti, Becky Paterson, Matt Staves, Thiago Castro, Jaime Peña, Sanna Parikka, Emmalee MacDonald), and undergraduate linguistics majors (Bader Alsaeed, Max Zeryck, Sarah Greene, Hannah Theobold, Brittany Parham). So, thanks lots and lots and lots of help and talk.

Approximately 140 Participants came from about 20 different countries (Australia to South Africa, and Brazil to Japan), including many US states. Regular papers and posters dealt with all aspects of the linguistics of African languages. That ranged from numerous papers on tone and tone systems are found in many languages. That ranged from numerous papers on tone and tone marked as “identifiable”. Rebecca Paterson presented on the associative construction in Ut-Ma’in, a Kainji language of Nigeria, based on her field work data gathered in western Nigeria. Richard Griscom presented a poster on the phonetics and phonology of di- and tri-vocalic sequences in Maa, a language of Kenya and Tanzania. Four papers at the conference were by former UO PhD students, all now associated with other universities. Colleen Ahland (Houghton University) talked about Daats’iin, a “new” language she worked with last year in western Ethiopia, which had not been previously known to exist. Michael Ahland (Houghton University) addressed issues in the development of finite verbs out of nominalized structures in Northern Maa, an endangered Omotic language of Western Ethiopia. Boniface Kawasha (Savannah State University) examined phonological processes and the Remote Past affix in the Bantu language Kaonde. Kwetu Osam (University of Ghana, Legon) came as one of the conference’s featured plenary speakers. Scott Myers (University of Texas at Austin) received his B.A. in Linguistics from the UO, too; his paper addressed “Syllable Structure and F0 Timing in Luganda”.

Four plenary papers featured long-time experts in African Linguistics. It was a special pleasure to have Professor Kwetu Osam, former Pro-Vice Chancellor of the University of Ghana-Legon as one of our featured speakers, as he received his PhD in Linguistics from the University of Oregon in 1994, with a dissertation on Aspects of Akan Grammar: a Functional Perspective. Professor Osam’s plenary talk featured “Valency Changing Processes in Akan” (a Kwa language of Ghana). Professor Rod Casali, from Trinity Western University in Canada presented a paper “Revisiting Markedness and Dominance Relations in Tongue Root Harmony Systems”. These kinds of systems are found across many Niger-Congo and Nil-Saharan languages, especially in what is called the “Macro-Sudan Belt” region. Professor Lee Bickmore Chair of the Department of Anthropology at the University of New York-Albany talked about “Tones Gone Crazy: Adventures of the Melodic Tone in Bantu”. Both Bickmore and Casali’s papers demonstrated – once again – that is it for good reason African languages have figured so prominently into the development of phonological theory. Professor Karstèn Legere from Go köborgs Universitet, Sweden, addressed issues of “Language Endangerment and Documentation in the East African Context”, focusing particularly on Tanzania, and detailing his long history of working with minority (especially Bantu) languages in that region.

The 46th ACAL conference was enthusiastically co-sponsored and supported by the national Association of Contemporary African Linguistics (http://acal.linguistlist.org/), and by the University of Oregon Graduate Linguistics Students (yea GLOSS!!!), undergraduate Linguistics volunteers (yea UNDERLINGS!!), the College of Arts and Sciences, the Office of International Affairs, Global Oregon, African Studies, the Division of Equity and Inclusion, the Yamada Language Center, and the American English Institute.

Grateful Co-chairs: Drs. Mokaya Bosire and Doris Payne
Your Contributions at Work  Graduate Travel Awards

FALL 2014

Zahra Foroughifar for Conceptual Structure Discourse and Language Conference in Santa Barbara California

Zahra Foroughifar for The 40th Annual Boston University Conference on Language Development in Boston Massachusetts

Jeff Kallay for Acoustical Society of America in Indianapolis, Indiana

Jason McLarty for New Ways of Analyzing Variation (NWAV) Conference in Chicago Illinois

Manuel Otero for Information Structure in Africa in Kyoto Japan

Jaime Pena for 11th High Desert Linguistics Society Conference in Albuquerque, New Mexico

WINTER 2015

Thiago Castro for Society; for the Study of Indigenous Languages of America in Portland, Oregon

Zahra Foroughifar for Linguistics Society of America Conference in Portland Oregon

Ogyoung Lee for Linguistics Society of America Conference in Portland Oregon

Manuel Otero for Berkeley Linguistics Society in Berkeley California

Becky Paterson for Fourth International Conference on Language Documentation and Conservation in Honolulu Hawaii

Amos Teo for Fourth International Conference on Language Documentation and Conservation in Honolulu Hawaii

SPRING 2015

Krishina Boro for 31st South Asian Languages Analysis Conference in Lancaster England

Charlie Farrington for Southeastern Conference on Linguistics in Raleigh North Carolina

SUMMER 2015

Manuel Otero for Nilo-Saharan Linguistics Conference in Nairobi Kenya

New Books


The Handbook of Speech Production is the first reference work to provide an overview of this burgeoning area of study. Twenty-four chapters written by an international team of authors examine issues in speech planning, motor control, the physical aspects of speech production, and external factors that impact speech production.

- Contributions bring together behavioral, clinical, computational, developmental, and neuropsychological perspectives on speech production to create a rich and truly interdisciplinary resource.

- Offers a novel and timely contribution to the literature and showcases a broad spectrum of research in speech production, methodological advances, and modeling.

- Coverage of planning, motor control, articulatory coordination, the speech mechanism, and the effect of language on production processes.

Continued on page 16
Linguistics Grants


Melissa Redford. Acquisition of Temporal Patterns in Child Speech and Language, National Institutes of health Award, $1,392,746, July 2009-June 2015.


Alejandra Vidal and Doris Payne. Documentation and Comparative Lexicon and Morphosyntax of Nivacle and Pilaga, or Northern Argentina, National Science Foundation, $184,264, June 2013-November 2016.


NIPI Grants


