

LINGUISTICS

D I G E S T

University of Florida

Spring 2002

Linguistics at the University of Florida

by Dr. Diana Boxer

The beginning of a new century has proven to be an exciting time for UF's linguistics department. We have long been the only linguistics doctoral program in Florida, and one of the few in the South. We are now ready to become the only linguistics department between Chapel Hill and Austin.

The goal of the program in its early days was to train graduate students in descriptive linguistics, linguistic theory, psycholinguistics, experimental phonetics and historical linguistics. The unit remains strong in these areas and has added courses in semantics as well as strong teaching and research foci in discourse analysis, sociolinguistics, second language acquisition (SLA) and phonetics/phonology. With five affiliated faculty members forming a strong SLA base as well as four faculty members doing research in sociolinguistics and related areas, UF's linguistics department is clearly exceptional. Linguistics at UF is both theoretical and applied, rendering the program a most unusual one in the US. With some 100 undergraduate majors and minors, 46 graduate students and a score of others seeking



to obtain our Teaching of English as a Second Language (TESL) graduate certificate, the nascent linguistics department is also clearly robust.

TESL has been important from the beginning due to the strong presence of the English Language Institute (ELI), which teaches intensive English as a second language to 500-600 international applicants each year. In addition, the Academic Spoken English program (ASE) helps international graduate students and teach-

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The English Language Institute

by J.C. Casagrande

After years of tweaking the curriculum and the Cultural Immersion Program, the English Language Institute (ELI) can boast well-integrated, high-quality academic and activities programs. Student placement in levels of instruction is carried out in three areas — listening/speaking, reading/writing and grammar usage — which facilitates learning by yielding classes of students with very similar backgrounds. Our “yin-yang” teaching philosophy, which we also call “work-play,” is rooted in the notion that extensive intellectual effort is best complemented by related extensive recreational activity. This concept is implemented within the classroom and from the classroom to the conversation tables, to the after-class activities, to weekend trips. Student satisfaction with our offerings is at an all-time high.

The two concerns that have occupied the leadership for the past four-to-five years have been 1) the need for additional instructional space and 2) recovering from the drop in revenue caused by the Asian economic collapse of 1996-97. The former is being addressed through conferencing and planning with campus leaders and should be resolved within the year. The latter had reached nearly total correction through extensive recruitment when the tragedy of 9/11 shocked the world. The ESL profession is currently in the throes of a nationwide effort to responsibly address the fears that students and their families throughout the world are experiencing. Still the ELI has not had to cut back on staff and is respecting all contracts. The teaching, administrative and support staff are upbeat and strongly united. We are currently focused on the nomination of one of our faculty members for the campus-wide Superior Accomplishment Awards and on improving services to students.

The Linguistics Club

by Mohamed Al-Khairy

The Linguistics Club provides a forum for students to explore and debate concepts and issues related to linguistics as well as promote linguistics among UF undergraduate students by participating in campus events. Also, the club helps incoming graduate students adjust to Gainesville life through a buddy list given to students prior to their arrival here. Academically speaking, students in the club have an informal discussion group in which they share information and critique their own research. The club is also trying to reissue FOCUS, our working papers in linguistics, which will be published online starting in Spring 2002. The club also organizes social events and gatherings throughout the year, including picnics, sports and other activities. In order to maintain involvement in campus events and to elevate the academic level of the students in linguistics, we in the Linguistics Club need your support. GO LINGUISTS!!

The Graduate Program

by Caroline R. Wiltshire

The linguistics graduate program offers three degrees (MA, MAT and PhD). We currently have 45 graduate students (17 MA, 28 PhD), up from 39 last Fall. In the past year, we graduated four students with PhDs and five with MAs; this semester, three more PhDs and two MAs plan to finish. Our students have had great success in finding work despite the difficult job climate. Recent PhDs are now working as assistant professors at San Diego State, Georgia State and UNC Fayetteville; one recent MA will work for the NSA and three others have opted to continue for PhDs with us.

This Fall, fourteen new students began the graduate program. We were able to secure funding for new Teaching Assistant Traineeships, which will support six of our new students while they learn the skills to become teaching assistants for linguistics, the Scholarly Writing Program, ASE and the ELI. Four other students are supported by teaching assistantships in French, Japanese and Zulu, and two received fellowships through their home countries. One of our major goals for the future is to be able to provide support for all qualified graduate students, through teaching assistantships, grants and fellowships.

The Scholarly Writing Program

by Anne Wyatt-Brown

The Scholarly Writing Program was established at UF in 1983 and has been directed by Anne Wyatt-Brown ever since. It is composed of two graduate courses, both involving extensive conferencing about writing. In the first, ENS 5449, we teach writing with an emphasis on form and content and with close attention to problems encountered by international students. This course is normally taken in the first term of an international student's graduate career. The graduate school identifies those who need to be tested and the test determines who must take the course. The second course, ENS 5450, focuses on more advanced writing. We help the student identify the style preferences of their field and edit their multiple drafts of actual papers. Often students take the course about the time they are writing a thesis or dissertation. We are pleased to report that the Scholarly Writing Program is thriving.

The Undergraduate Program

by Anne Wyatt-Brown

For most of the last century, linguistics has been a graduate discipline. It started as such at UF in 1970. It was not until 1985 that we asked for and received approval from the Board of Regents to offer an undergraduate degree. It is still the stepchild of the graduate degree and will continue to be until additional faculty lines enable faculty to offer more courses. The curriculum of the linguistics BA has been fairly traditional and has made use of courses in related fields. Its past strength has unquestionably come from good teaching. We offer both a major and a minor in linguistics. The minor attracts an unusual number of students working on a BS in speech pathology. This mirrors a growing interest in linguistics on the part of speech pathologists. We also have a minor in TESL, which is a favorite of English majors wishing to travel after graduation and gain experience in teaching overseas. The curriculum committee is currently preparing a proposal for the faculty's approval that it hopes will strengthen the core elements of the curriculum.

news from Component Programs

The Academic Spoken English Program (ASE)

by Gordon Tapper

ASE is the International Teaching Assistant program at UF. It administers the oral proficiency screening (SPEAK test) required of international teaching assistants and provides advanced English-language instruction for international graduate students who wish to participate more confidently in their research, classroom activities and as teachers. All ASE courses include practice in pronunciation, in various language tasks (explaining, questioning, negotiating) and in forms of academic discourse (participating in and leading discussions, giving prepared and extemporaneous oral presentations). Courses also focus on cultural information, especially in the ways in which culture is reflected in language. To combat the cultural and linguistic isolation which many international students experience during demanding graduate studies and research, participants are given tasks that force them to interact with native speakers. They learn to relate to English speakers in culturally appropriate ways. They also learn how to continue their language development after the ASE class by practicing techniques which will enable them to monitor and evaluate their own speech and that of native speakers. Finally, ASE is committed to a program of research into issues related to English as a second language (ESL) and cross-cultural communication and pedagogy with the aim of continuing to improve our ability to address the language and culture needs of our changing population of international graduate students.

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Programs
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more news from Component Programs

Introduction to Linguistics (LIN 3010)

by Eric Potsdam

Introduction to Linguistics (LIN 3010) is the department's core course. It is a prerequisite for most other courses in the department and it introduces non-majors to the central sub-fields of linguistics. The goal of the course is to get students to think about their language, and language in general, as an organized system, and to ask how the system is used, acquired and stored. LIN 3010 is offered every semester, including the summer. It currently accommodates approximately 350 students each year and we are revising the course structure in hopes of being able to reach more undergraduates. We would like to both attract more majors and make the study of linguistics more visible on campus. For the first time in a number of years, in Fall 2001 the course is being taught as a large lecture course with linguistics graduate students leading weekly discussion groups so students can engage the material in small classes. In addition, advanced graduate students are teaching small sections of the course and gaining valuable teaching experience. The goal of offering the varied formats is to make linguistics more visible on campus and give the department's graduate students necessary teaching experience.

Introduction to Language (LIN 2000)

by Anne Wyatt-Brown

We linguists feel that language permeates our lives. Others seem to take language for granted, remaining mostly unaware that in all activities they make use of this marvelous tool for a variety of purposes beyond mere communication. One of our service courses to the university community is LIN 2000, where we point this and other "linguistics truths" out to students through readings, class and external activities, fieldwork and contact with speakers of other languages. It is an introduction to language — language structure and language use. Some sections also include a writing component, affording the student an occasion to write about language. Most students say that they had not thought about writing about language before this course. It has been a popular undergraduate course for years.

The Linguistics Seminar

by Ann Wehmeyer, Coordinator

The Linguistics Seminar is a series of talks, held every other Thursday afternoon, that provide a forum for the presentation of research in progress. Each semester, seminar speakers may include UF faculty, UF graduate students and guest speakers from other institutions. This venue allows all of us to gather, share our work and offer critical perspectives.

Through generous support from the Humanities Council, we were able to co-sponsor two talks by the distinguished American linguists William Labov and Frederick Newmeyer during the Spring 2001 program.

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| January 18 | Caroline Wiltshire and Russell Moon (UF)
Phonetic Correlates of Stress in Indian English |
| February 6 | Steven McCafferty (University of Nevada, Las Vegas)
Sociocultural Theory and Second Language Learning |
| February 13 | Carsten Roever (University of Hawaii)
Validation of a Web-Based Test of ESL Pragmalinguistic Knowledge |
| February 20 | Helena Halmari (Sam Houston State University)
Bilingual Codeswitching as an Interactional Strategy: Persuasion, Alignment and Language Choice |
| March 1 | David Bogdan (Matsuyama University, Japan)
Using Internet Forms to Conduct Linguistic Surveys: A Case in Japanese Politeness |
| March 22 | William Labov (University of Pennsylvania)
Linguistic Divergence in America: The Growing Separation of Dialects and its Consequences for American Society |
| April 5 | Frederick Newmeyer (University of Washington)
Formal Linguistics and Functional Explanation: Bridging the Gap |
| April 19 | Jodi Bray (UF)
Relative Duration of English Coda Consonants at Three Speaking Rates |

Speakers in the Fall 2001 line-up were:

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| September 13 | Philip Monahan (UF)
Reduplicative Alignment Variation: Extending Multiple IO Faithfulness Relations to ALIGN |
| September 27 | M.J. Hardman (UF)
Bilingual Education in the Andes: By Whom, for Whom and to What End? |
| October 11 | Addie Sayers (UF)
Denial of Agency through Presupposition: Directives and Commissives in Adolescent Magazines |
| October 25 | D. Gary Miller (UF)
Distributed Morphology: An Overview |
| November 8 | Mohssen Esseezy (UF)
Arabic Numerals: A System with Universal Properties |

New Faculty

By Diana Boxer



Dr. Mohssen Esseesy joined the Department of African and Asian Languages and Literatures this semester as an assistant professor. Before coming to UF, he was Visiting Assistant Professor at Georgetown University and a language consultant at the Center for Applied Linguistics in Washington, DC. He holds a PhD from the Department of Arabic Language, Linguistics and Literature at Georgetown University and an MA from the Center of Near Eastern and North African Studies at the University of Michigan, Ann Arbor. In 1992, he was awarded the Mitchell Prize as the top-ranking graduate student from the Middle East from the Center of Near Eastern and North African Studies. Esseesy has also studied in Egypt and the Netherlands. After graduating from the Faculty of Archaeology at Cairo University, his interest in Pharonic languages and material culture brought him to the Department of Egyptology at Leiden University, where he pursued his academic studies for six years.

Currently, Esseesy is modifying his doctoral dissertation, "Morphological and Syntactic Properties of Arabic Numerals as Evidence of Their Diachronic Evolution," for publication as a book. His research interests lie in learning more about the relationship between nounhood and



arithmetic value in Arabic numerals, universal properties and diachronic development of numeral systems, and design and development of tests for less-commonly-taught languages according to ACTFL Guidelines.

Dr. Helena Halmari joined our faculty in August 2001 as assistant professor and director of ASE. She comes to us from Finland, via a 1994 PhD in linguistics from the University of Southern California and after a six-year stint as assistant professor in the English department of Sam Houston State University in Huntsville, Texas. She has been a visiting professor in the department of linguistics at Rice University and at the University of California, San Diego. Halmari is an internationally recognized scholar in the area of bilingualism, with the bulk of her research concentrating on both syntactic and sociolinguistic aspects of codeswitching. She has also published in the area of discourse analysis and pragmatics. She is the author of *Govern-ment and Codeswitching: Explaining American Finnish* (1997), John Benjamins, and is co-editor of a forthcoming volume entitled *Persuasion Across Genres: A Linguistic Approach*. Halmari is teaching TESL I this semester as well as supervising new graduate students who are



training to be TAs in ASE. In Spring 2002 she will teach the graduate version of Second Language Acquisition as well as TESL II.

Dr. Gillian Lord joined the linguistics and Romance languages and literatures faculty this semester. She received her PhD this past August from the Department of Spanish, Italian and Portuguese at Pennsylvania State University.

Lord began working in SLA syntax, but soon discovered that her true interests lay in second-language phonology. To that end, Lord's dissertation research investigated the acquisition of Spanish stress patterns by native English speakers. She studied the factors that affect second language speech, an area that has been virtually neglected to date in the area of SLA. She is continuing this line of research; specifically, studying factors that aid phonological acquisition (studying abroad, instruction) and processes involved in the production of second language sounds (lexical knowledge, analogy, etc.) This is an area that has been little investigated in SLA research and holds promise for much interesting future research.

Lord is also interested in the role of technology in pedagogy in general and in second/foreign language class-



rooms in particular. She will present two workshops at this year's ACTFL conference on that topic. Lord will teach for the linguistics department in the Spring of 2003.

Dr. Andrew Lynch joined the linguistics and Romance languages and literatures faculty this semester. He received his PhD in Hispanic linguistics with concentrations in sociolinguistics and SLA from the University of Minnesota in 1999. He subsequently spent two years at University of Miami (1999-2001) as Visiting Assistant Professor of Spanish Linguistics and Coordinator of the Spanish for Native Speakers Program.

Lynch's research focuses on language variation and language contact, language in Spanish-speaking societies, heritage and second language acquisition and pedagogy. His current principal project is a book manuscript dealing with Spanish language variation and the use of Spanish and English in social, familial and commercial domains in metropolitan Miami. Migrations, global economics and cultural and dialectal leveling are particular theoretical interests for Lynch in the study of socially motivated language variation and change. Lynch will be teaching the Seminar on Language Variation (LIN 7641) in Spring 2002.

Faculty Dispatches

Theresa A. Antes

I have been at UF since August 2000, having served on the faculty of Wayne State University prior to being hired here. My areas of specialization include

French linguistics and applied linguistics/second language acquisition. I am currently researching second language reading as well as in students' acquisition of verbal, nominal and adjectival morphology in French. I have published articles in *Foreign Language Annals* and in the annual volume of the *Report of the Central States Conference*, and I have an article forthcoming in a special volume of the *PMLA*. In addition, I currently have a manuscript in French linguistics in submission.



Diana Boxer

This past year I completed the manuscript of my new book, *Applying Sociolinguistics: Domains and Face-to-Face Interaction*, which is now in press with John Benjamins Publishing, Amsterdam. The book is due out in late Spring 2002. Three



articles are also in press, due out in Spring: 1) "Discourse Issues in Cross-Cultural Pragmatics" is an invited contribution to the *Annual Review of Applied Linguistics*, a yearly volume that overviews the state of the art of various sub-fields of applied linguistics; 2) "Nagging: The Familial Conflict Area" is due to appear in *The Journal of Pragmatics* January 2002. 3) "Bilingual Word Play in Literary Dialogue," co-authored with Florencia Cortes-Conde, will appear in *Linguistics and Literature*. "Identity and Ideology: Culture and Pragmatics in Content-Based ESL," also co-authored with Cortes-Conde, appeared last Spring in *Second and Foreign Language Learning Through Classroom Interaction*, Joan Kelly Hall and Lorrie Verplaste, eds., published by Lawrence Erlbaum.

I presented the paper "The Discourse of Gatekeeping in Higher Education" to the St. Louis meeting of the American Association of Applied Linguistics this past Spring. This was co-presented with Christina Overstreet of UF's Department of German and Slavic Studies. My next major project is the book *Studying Speaking to Inform Second Language Learning*, co-edited with Andrew D. Cohen of the University of Minnesota.

John Bro

A lecturer in ASE since Fall 1999, I

am currently teaching sections of ASE3 and ASE2, our ITA-supervised teaching seminar. In addition to my teaching responsibilities, I develop Internet applications for ASE administration as well as Web-based teaching tools — also known as Computer-Assisted Language Learning (CALL). In concert with our new director, Dr. Helena Halmari, and my colleague Gordon Tapper, I am also helping to organize and equip a new ASE research lab, particularly a digital video component. The use of digital video is expected to greatly facilitate the use of video data in our teaching, as well as researchers' access to the large amounts of data we accumulate when videotaping our students.

Joaquim Camps

I am a SLA specialist and I coordinate the First-Year Spanish program in the Department of Romance Languages and Literatures. I am a member of several supervisory committees in linguistics. My professional activities during the past year include writing the paper "Aspectual Distinctions in Spanish: The Early Stages of Oral Production," presented at the 4th Hispanic Linguistics Symposium in Bloomington, Indiana in November 2000. In



March 2001, I gave an invited paper at the University of South Carolina entitled "Processing Form and Meaning in the Input: Pronominal Reference in Spanish as a Foreign Language." In October 2001, I presented the paper "The Analysis of Oral Self-Correction as a Window into the Development of Past Time Reference" at the 4th Conference on the Acquisition of

Spanish and Portuguese. My article "Preterit and Imperfect in Spanish: The Early Stages of Development" (2000) appeared in *Spanish Applied Linguistics at the Turn of the Millennium*, edited by Ron Leow & Cristina Sanz. *Romance Syntax, Semantics and L2 Acquisition*, one of the two volumes that represent the selected papers of the 30th Linguistics Symposium on Romance Languages held in Gainesville in 2000 has just been published by John Benjamins. I co-edited it with Caroline Wiltshire.

Jean "J.C." Casagrande

This year's teaching assignment involves a course on how to pronounce French. With Juanita

Casagrande, I authored the self-paced workbook used with pre-recorded materials in the Language Learning Center. Students learn to enunciate segments, transcribe phonetically, assign metrical patterns, transform word structure into syllable structure, and produce complete sentences with proper rhythm and intonation. I am also teaching French phonology. For the first time, I am not using my *Sound System of French*, but have replaced it by *Les sons dans tous les sens*, my latest manuscript.



In recent years, most of my service and administrative responsibilities have focused largely on linguistics — directorships in the Linguistics and the ELI for 13 and 16 years, respectively, mentoring faculty, and promoting the teaching of linguistics and ESL in the state and the nation. I am an active participant in two consortia of Intensive English

program directors. I also greatly enjoy advising students, a number of whom have garnered prestigious scholarships.

As for my research, in addition to writing for my classes, I am interested in assessing productivity in language. I delight in finding apparent conflicts among language processes and uncovering primacy relations between those processes. I have called that integrative linguistics. There is no direct application for these findings... not just yet.

Chauncey C. Chu

I have been interested in functional and discourse grammar. Since 1998, I have published 3 books: one in English (*A Discourse Grammar of*

Mandarin Chinese), one in Chinese (*A Cognitive-Functional Grammar of Mandarin Chinese*) and a

third that is a bilingual handbook for teachers and students of Chinese as a foreign language. In 1999, I was conferred an honorary visiting professorship by Helongjiang University in China.



Haig Der-Houssikian

I am a member of the Department of African & Asian Languages & Literatures and Linguistics. I have an affiliation with the Center for African Studies as well. I have been a member of PIL since its inception in 1970. My area of instruction and research in the core of linguistics is



morphology. I conduct my fieldwork in sub-Saharan Africa, specifically aimed at Swahili and generally at the Bantu family of languages. I have worked on Tem in Togo, West Africa. Periodically I present papers and publish on Armenian linguistics. Since the languages I work with are spoken in highly multilingual and multicultural contexts, I am inevitably engaged in issues of language acquisition, bilingualism, code switching, and creolization. Also as a result of my professional circumstances, I have developed a serious interest in the sociology of language, and have developed a course entitled *Sociology of Language in African Society*.

M.J. Hardman

I spent Spring semester of 2001 on sabbatical. I finished my book *Aymara*, a reference grammar of the language, which will be published in June by Lincom Europa. I then spent several months in Perú, Bolivia and Chile. In Perú I worked again on the dying language Kawki. In all three countries I met with former students and new colleagues and gave numerous lectures as well as radio and television interviews. In Perú there are now arrangements by a publisher from Tupe, where Jaqaru is spoken, to bring out linguistics materials relevant to Jaqaru at a popular level for teachers and the general reading public of Tupe origin. One such book, *Alfabeto de Idiomas Jaqaru, Kawki, Aymara* came out in April. I am also continuing my research work in the intersection of language/linguistics with gender, violence and/or science fiction. This



year I have given national workshops involving all three. Teaching each semester involves one technical linguistics course — phonetics, morphology — and one course on the intersection of language/linguistics with other cultural aspects.

Galia Hatav

The most exciting thing in my professional life these days is my moving to linguistics next academic year. This, I hope, will regulate and enhance the study of semantics in our school.

Last Spring, I spent a sabbatical in Israel. I was affiliated with the Hebrew University in



Jerusalem, working with colleagues in the linguistics program of the English department and advising students studying issues in my areas of research. I also approached a colleague at Tel-Aviv University and got her interested in co-authoring an article with me dealing with the tense system in modern Hebrew. Another project I managed to pursue, which I had initiated in the summer of 2000, was a book of articles in Hebrew about Hebrew within the approach of generative grammar. Since Israel is a small country, I was able to participate in the linguistic activity around the country, attending conferences and giving talks in different universities. One talk was about some phenomenon in Biblical Hebrew and Arabic, which resulted in an article. I was also invited to deliver a talk in the Israeli Academic Center in Cairo about the impact of Biblical Hebrew on modern Hebrew, which also gave me the opportunity to meet with the academic community in Egypt.

D. Gary Miller

I am a recent transfer from classics to linguistics. Currently I have a 500-page book, *Nonfinite Structures in Theory and Change*, published by Oxford University Press. In the past year I have presented four papers, two of which were invited for international conferences (one a workshop in Amsterdam on grammatical relations). Of the other two presentations, one was titled "Development of the Welsh Conjugated Infinitive" and was presented to the Linguistics Association of Great Britain. Three papers and a solicited review have appeared in print. The three papers are "Gerund and Gerundive in Latin" (*Diachronica* 17.293-349 [2000]), "Subject and Object in Old English and Latin Copular Deontics" (*Historical Linguistics* 1999, 223-239 [2001]) and "Innovation of the Indirect Reflexive in Old French" (*Grammatical Relations in Change*, 223-239 [2001]).



Marie Nelson

Having completed a five-year term as Director of Linguistics in Fall 2000, I returned to work on the following interface projects: 1) a textbook, *Writing About Language*, for Advanced Exposition (ENC 3310), 2) a set of readings for the course Chaucer (ENL 4311) (also offered as a women's studies course titled Chaucer's Women), and 3) a set of



Faculty, continued from page 7

readings for Studies in Old English (ENL 6206). ENC 3310 can be used to satisfy an undergraduate composition requirement or as an elective for the linguistics BA. ENL 4311 focuses on Middle English texts and makes particular use of speech act theory with respect to marriage promises made in the *Canterbury Tales* and to performance of acts of accusation and defense in *Canterbury Tales* trial scenes and in *The Book of Margery Kempe*. The readings for ENL 6206 provide opportunity for analysis of strategies employed by Seamus Heaney and other translators of *Beowulf*. In addition, provided the opportunity to offer summer courses presents itself, I will teach the course Old English (LIN 4127) a lit-lang course that relates John Gardner's *Grendel* to *Beowulf*; a charm or two from Rowland's Harry Potter series to the Old English charms and riddles from Tolkien's *Lord of the Rings* to selections from the *Old English Exeter Book*.

David Pharies

I have maintained a very busy research schedule during the past two years. During the academic year 2000-2001, I had the opportunity to write the greater part of the entries for my *Diccionario etimológico de los sufijos españoles (y de otros elementos finales)* (*Etymological Dictionary of Spanish Suffixes and Other Final Elements*) thanks to a research fellowship from the National Endowment for the Humanities. Work continued on the project in the ensuing months and the manuscript is now complete and in press at the Editorial Gredos of



Madrid. At the same time, I led a team of lexicographers at UF to prepare a new edition of the *University of Chicago Spanish Dictionary*. This is a high-profile dictionary of which tens of thousands of copies are sold each year, but which was in need of updating, both in terms of word-lists and lexicographical technique. The team, Irene Moyna, Gary Baker and Erica Fischer-Dorantes, was able to meet the deadline of Sept. 1, 2001, and we are currently engaged (together with Sonia Wohlmuth) in copy-editing toward a firm publication date of July 15, 2002. The total UF budget for the work was more than \$171,000.

Eric Potsdam

I am in my second year as Assistant Professor of Linguistics at UF. Before coming to UF, I taught at the University of California-Santa Cruz, the University of California-San Diego, the University of Iowa and Yale University. I teach Introduction to Linguistics and a two-course sequence on syntactic theory. The second semester course, Issues in Syntax, will be offered in Spring 2002 for the first time in several years. I like to teach my syntax courses using the Socratic method. Via homework problems and in-class discussions, students are led to "discover" principles of syntactic theory and syntactic analysis. The emphasis in my courses is on hypothesis formation and testing.

My current research focuses on cross-linguistic patterns of raising and control. It seeks to document and understand the different relationships that may exist between the two subjects in clausal complementation configurations. Two constructions of current interest are copy raising and backward control. Copy

raising is found in English and a number of other languages and is illustrated by "Sid seems like he is ill." Backward control is a control construction that I have found in a number of diverse languages in which a higher subject is "deleted" under co-reference with a subject in a lower clause. That is, instead of a normal control structure such as "John wants Δ to go", a backward control looks like " Δ wants John to go." Backward control is claimed to exist in Japanese, Tsez (Nakh-Daghestanian) and Malagasy (Austronesian). Both constructions have implications for modules of the grammar that deal with the distribution and interpretation of arguments and subjects. I have two recent publications on the Nakh-Daghestanian language Tsez and more recently have begun working with a native speaker of the Austronesian language Malagasy here in Gainesville.



Gordon Tapper

Since summer 2001 I have been serving as the coordinator of ASE. In addition to coordination, I am teaching sections of our ITA-supervised teaching seminar and am working with our new ASE director, Helena Halmari and my colleague, John Bro, to organize and equip a new ASE research room on the fourth floor of Turlington. The purpose of the ASE research room will be to stimulate graduate student interest in analyzing authentic ESL language data generated in our program to advance our collective understanding of the characteristics of international teaching assistant

discourse. Also this research should serve the purpose of assisting our ASE program in adapting its course curriculum to more accurately target the language/culture needs of the international graduate student population.

Roger Thompson

I have a joint appointment with UF's Department of English and Department of Linguistics. My research and teaching at UF focuses on two areas: teaching English as a second or foreign language and language contact/language planning. In the area of TESL, I have conducted teacher-training workshops throughout the state of Florida and in Mexico, Hungary and the Philippines on how to use interaction to teach English reading, writing and speaking and how to use the Internet to enrich the English classroom. I have



been a Peace Corps trainer in Guatemala and the Philippines and have also taught in Germany. In addition, I have authored language-teaching materials, including three long-distance education courses. I am the Web-master for Tman's TESOL Page (<http://www.clas.ufl.edu/users/rthompso/tman.html>), a resource for English teachers worldwide, and the Sunshine State TESOL Web site (<http://www.sunshine-tesol.org/>).

My forthcoming book *Making Sense of English: Interaction and Modern English Structure* reflects my interest in promoting the acquisition of English as a second language. In the area of language contact/language planning, I focus on English

as a world language. I have published articles on language planning in 19th century America, Mexican-American language loyalty, English pidgins and creoles and the influence that English has had on other languages and cultures. My forthcoming book *A Day with Taglish: Multiple Perspectives on Language Switching in the Philippines* reflects my interest in new varieties of English that result from language contact in a world setting.

Ratree Wayland

I joined the department in Fall 1999 after graduating from Cornell University in August 1997 and spending one-and-a-half years as a post-doctoral researcher at the University of Alabama at Birmingham's Bio-Communication Laboratory under the supervision of Professor James Flege. My teaching and research are grounded and guided by my view of linguistics as a true interdisciplinary field. With experimental phonetics as my foundation, I have conducted research in other related



areas including second language phonology, phonetics characteristics of breathy and normal voices in both normal and pathological populations. As a mother of two young children, I have recently become very interested in the issue of learning disorders among school-aged children. Previous research suggested that an auditory perceptual deficit may underlie some of these children's learning disabilities. Together with a colleague from the Department of Communication Sciences and Disorders (CSD) and one from the

Department of Electrical Engineering, I have recently submitted a grant proposal to the National Institute of Health to further understand the nature of auditory perceptual deficit among these children. Another grant proposal proposed to investigate the neurophysiological measures of the auditory perceptual deficit among children with learning disorders is under preparation. This research will be carried out in collaboration with another colleague from CSD. Besides teaching and research, I spend most of my time with my two kids and my husband. I also manage to squeeze in a few minutes of fun reading before bedtime every now and then.

Ann Wehmeyer

I served as Chair of the Southern Japan Seminar from 1999-2001, during which time I received two grants from the Japan Foundation to support the group's bi-annual meetings and journal, *The Japan Studies Review*. Both the Fall 2000 meeting in Panama City and the Spring 2001 meeting in Atlanta had panels on linguistics, evidence of a growing community of Japanese linguists in the southeast. I presented a paper on animism and language in archaic Japan, "Tree Spirit, Word Spirit, Crossroads," at the annual meeting of the Southeast Conference of the Association for Asian Studies in January 2001. My entry titled "Chinese and Japanese Traditional Grammar" will appear in the forthcoming *Encyclopedia of Linguistics* (2002, Fitzroy Dearborn). This term I am teaching a new



course I created on writing systems, with a focus on human writing systems from the perspectives of typology and computation.

Caroline R. Wiltshire

My research focus is phonology, i.e. the sound patterns of languages. I also have interests in phonetics and expressive language, specializing in Dravidian (South Indian) and Romance languages and, more recently, Indian English. I am looking forward to a sabbatical next



year, in which I plan to gather data in India and examine the phonological and phonetic differences in the stress systems of Indian English compared to American English. This work has practical applications, because it can be used to improve communication between speakers of the two varieties; for example, between Indian English-speaking teaching assistants and American students.

My primary service commitment has been as graduate coordinator this year and last; this involves overseeing the admissions process, orientation, evaluating the students' progress each year, checking that requirements are fulfilled, securing funding and approving students for graduation.

I teach a series of courses related to phonetics and phonology: Sounds of Human Language (LIN 3201), Introduction to Phonology (LIN 4320/6323), Issues in Phonology (LIN 6341) and Seminar in Phonology (LIN 7342). I also teach the required course Introduction to

Graduate Methods (LIN 6084), which is designed to help first-year students understand the theory, practice and ethics of scientific research and academic life.

Anne Wyatt-Brown

I am currently teaching a graduate course on research writing. This course has been of use to native and non-native speakers of English. My second course is Supervised Teaching, which I do to give a framework and advice to new TAs in both Scholarly Writing and Introduction to Language. I will be away from campus Spring 2002, teaching



American studies at the University of Richmond. I am currently working on a book-length manuscript about late-life memoirs of the Holocaust. My recent work includes: "Holocaust Survival Stories: Change over Time" in the *Journal of Aging and Identity* (2000); "The Future of Literary Gerontology" in the *Handbook of the Humanities and Aging*, 2nd edition, pp. 41-61. New York: Springer Publishing, 2000. Wyatt-Brown, Anne M., and Barbara Frey Waxman. *Brief Bibliography: a Selected Bibliography for Gerontological Instruction. Aging in Literature* (1999). "The Fall of Jerzy Kosinski." *Literature and Psychoanalysis* (2001). In press, I have "Age, Memory, and the Holocaust: Three Case Studies." *Literature and Psychoanalysis*; and "Aging and Literature." *Encyclopedia of Aging*. New York: Macmillan. I also have had a couple of book reviews published.

updates from our Graduates

Kristy Beers (PhD 2000)

has written "A Descriptive Analysis of the Social Functions of Swearing in American English." She is living in Sweden and is the mother of a son born July 2001.

Robert Blue (BA 2001)

graduated in linguistics and statistics and is currently in the UF linguistics MA program.

Leilani Cook (PhD 1995)

is currently teaching for a second year in the UF Germanic and Slavic languages department. Last year she also taught at Appalachia State University in Boone, North Carolina.

Deise Prina Dutra

(PhD 1998) wrote "The Acquisition of English Root Modality by -Non-Native Speakers." She is currently associate chair of the English department at Universidade de Minas Gerais in Belo Horizonte, Brazil.

Erin Eckhouse (BA

2001) is now continuing her linguistics studies at UNC, Chapel Hill on a full scholarship.

Rebecca Hill (MA 2001)

received her linguistics MA in May 2001. Her role as the president of the

Linguistics Club has brought stability and unity to the student body of the PIL. Her interest in forensic phonetics led to her master's thesis on the acoustic and perceptual correlates of authentic and feigned Spanish accent. This work was presented and won an award at the 2001 UF graduate research forum.

Robert M. Hammond (PhD 1976) is a professor of Romance languages at Purdue University. His most recent publication is the 444-page textbook *The Sounds of Spanish: Analysis and Application (with special reference to American English)*.

Lillian Huang (PhD 1980) and **Vincent Chang** (PhD 1986) send their warm greetings. Lillian was chair of the English department at Taiwan University from 1996-99 and Vincent took over in 1999. The department is the largest English-teacher training program in Taiwan. It maintains a faculty of 60 full-time professors and 20 part-time teachers. Its graduate program in English language and linguistics has an enrollment of 200 students in the MA and doctoral programs. It publishes two journals, one on the teaching of English (in Chinese) and the other on linguistics and literature (in English).

Dukyoung Kim (PhD

2001) Has written "A Sociolinguistic Analysis of Apologies in Korean and Among Korean Speakers of ESL" and is teaching English and linguistics in Korea.

Ruth Boyd-Kletzander (BA 1982, MA 1985)

completed requirements for her educational linguistics doctorate from Penn University in May 2001. She is currently teaching at the Sprachen und Dolmetscher Institut in Munich, Germany, training translators and interpreters. In 1989, she married German citizen Berko Kletzander. They lived in the U.S. for 8 years before moving to Germany 4 years ago. They have an 8-year-old daughter, who is bilingual.

Philip Monahan (BA

2001) is attending UF and studying linguistics. Philip wrote a BA honors thesis on optimality theory and has developed an interest in syntax.

Ted Lochwyn (MA

2000) has secured a position beginning as Director of Arts in Education with the Michael Mao Dance Company in New York. He is directing the company's ESL teaching project in New York City public schools, a job that combines drama and ESL.

Jodi Nelms (PhD 2001)

has written "A Descriptive Analysis of the Uses and Functions of Sarcasm in the Discourse of Higher Education." She is an assistant professor at the Georgia State University Department of Applied Linguistics.

Eileen Nidever (MA 1997)

is currently living in Bakersfield, CA, teaching high-school level ESL and attending the local university's secondary credential program.

Lucy Pickering (PhD 1999)

wrote "The Analysis of Prosodic Systems in the Classroom Discourse of Native Speaker and Non-Native Speaker Teaching Assistants." She is currently an assistant professor at the University of Alabama, Tuscaloosa English department (TESOL section).

Victor Prieto (MA 2001)

has written "The Language of Prayer as a Speech Event in Spanish-Speaking Communities" and is pursuing a linguistics PhD at UF.

Karen Regn (BA 2001)

is pursuing a linguistics MA at UF. is currently enrolled in the M. A. program at UF Linguistics and teaching beginning level French for the RLL Department. She is also a freelance interpreter in American Sign Language. Her experiences working with ASL students and teachers led to her honors thesis, "An Interactional Analysis of the Signed Communication Proficiency Interview."

Hossein Salimi (PhD 1976)

had not been heard from since he returned to Iran after graduation. He writes, "I'm very glad to have been able to contact you after such a long time. I hope all is well with

you and your loved ones. I have a lot to talk about with you, but for the moment let me not take your time more than this. I've just been able to use the Internet and this is my first attempt at contacting my dear professors. May I request you to give my regards to all whom you're in contact with and might happen to remember me."

Manjula Shinge (MA 2001)

wrote the thesis "Interlocutor Familiarity in Native Speaker/Non-Native Speaker Interaction." Manju is working toward her linguistics PhD at UF.

Tamara Sniad (MA 1998)

wrote a master's thesis called "Games with Face: A Sociolinguistic Analysis of Cosmetic Sales." She is currently pursuing a PhD at the University of Pennsylvania.

Linguistics, continued from page 1

ing assistants in science departments with spoken discourse in their teaching of undergraduate courses at UF. Since the inception of ASE in 1986, the program has virtually quadrupled in size. Our third ESL component, the Scholarly Writing Program, trains international graduate students in the written English of their respective fields for producing papers, theses and dissertations. More and more international students are seeking out our expertise to improve their English speaking and writing skills.

In our move towards becoming a department, we have increased and upgrad-

ed our office staff by hiring our first-ever office manager, Joan Wubbel, who is joined by our new program assistant, Veronica Foreacre. Those of you who haven't visited us since this past summer will now find us located in new, renovated quarters in 4131 Turlington Hall. As for faculty, we have added full lines in linguistics through three new hires and the transfer of several previously "loaned" faculty members into the unit. By the beginning of the next academic year, we will boast ten full-time faculty members and ten other affiliated colleagues. New thrusts in our expertise and offerings

are planned for the near future in areas such as computational linguistics and neurolinguistics.

With the breadth of teaching and research areas that we now have in linguistics at UF, we are most proud of our accomplishments and excited about the good things to come. As we transform ourselves into the newest department in the College of Liberal Arts and Sciences, we are poised to become a true leader, nationally and internationally, in the fields of both theoretical and applied approaches to the study of language.

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The *Linguistics Digest* is a publication by and about UF linguists—faculty and students—dedicated to the furtherance of the field and to a better understanding of language structure, function, and use.

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