Recent U graduate Jeffrey Green shares his experience at the University of Alberta Phonetics Lab

In the first two weeks of March 2013, I participated in a lab exchange at the University of Alberta Phonetics Lab. Dr. Rachel Hayes-Harb sent me to collaborate on a project she has started with Ben Tucker. Most of my time in Edmonton was spent running participants in Rachel and Ben’s experiment, based on an earlier study by Escudero, Hayes-Harb, and Mitterer (2008). This study looked at advanced L2 learners of English with L1 Dutch. The results suggested that orthography allows learners to encode a phonemic vowel contrast, even when the learners could not consciously discriminate between the two vowels. I won’t go into the details of the study here, but it is pretty cool how this was determined. Please contact Rachel Hayes-Harb or me through the Department of Linguistics if you are interested in learning more. Suffice it to say that the study used eye-tracking, and I was sent to run a study to see if the same effect could be produced using a completely novel orthography. The participants I ran in Edmonton
Congratulations Graduates!

**Fall 2012**
- Fotima Hasanovna Braithwaite
- Jordan Scott Hoyt
- Matthew McTeer
- Sean Monaco
- Aaron Michael Pitts
- Minkyung Song

**Spring 2013**
- Rachel Aaron
- Brittany Nicole Alleman Ayers
- Natalie Elaine Allen
- Amanda Anderson
- Katelyn Nicole Brenner
- Chloe Valentine Brent
- Lane Raymond Brown
- Bradley Glen Call
- Michael John Carter
- Elizabeth Lael Cheney
- Nathaniel William Clair
- Dallen Bryce Cook
- Sarah Jane Derricott

- Brianna Faren Famiglietta-Schultz
- Carter James Geyerman
- Jeffrey Jack Green
- Brett James Hashimoto
- Katie Lynn Hathaway
- Sarah Howard
- Jessica A Lykins
- Preston Clark Roper
- Devin Scott Ross
- Bergen Khrystenne Sandberg
- Yachin Alma Tischner
- Sarah Anne Tucker
- Andrew Lee Zupon
were native English speakers, and they were presented with a novel contrast in Arabic that is fairly indistinguishable for native English speakers (velar and uvular voiceless stops).

Participating in the lab exchange was great. I loved learning how to use an eye-tracking device for acquisition experiments. This was one of the main reasons I wanted to go to Alberta in the first place. It is a really fun tool that I hope to be able to use in future studies of my own. It was also good to meet a new department, especially as I was finishing my time at the U and preparing for grad school. I interacted mostly with members of the Phonetics Lab, and their lab meetings were one of the most beneficial parts of my stay. Students in the Alberta Phonetics Lab have research projects that are completely different from what we do at the U, and I loved hearing about them. For example, one student is investigating the differences in vowel space between present and past tense verbs and how that might relate to the amount of information speakers need to convey. They are asking questions I would never have thought of. I also had the chance to present some of my own research. All of this was a great reminder to me of how much I enjoy experimental research (although I still do love theory as well), which was crucial for me as I made decisions about grad school. In addition, I learned that Edmonton is still pretty cold in the middle of March, and that instead of plowing their streets, they find it effective to put down gravel.

The lab exchange to Edmonton was an excellent experience. I hope that many other students will receive similar opportunities, and I know Rachel and others are working hard to make this possible.

Jeffrey Green graduated from the University of Utah with a BA in Linguistics in May 2013. He will be attending the University of Maryland beginning Fall 2013.

Share your experience!

Our Alumni Spotlights focus on people just like you, diligent go-getters who have worked, found, and sometimes stumbled their way into jobs they love.

Whether you ended up in a Linguistics career or built a different road for yourself, we would love to hear and share your story.

Send us your experience at linguistics@linguistics.utah.edu.

If you have questions, please call 801-581-8047.
Kristen Lindahl  
*Spring 2013 PhD Graduate*

I became interested in linguistics because, as a high school ESL teacher, I was motivated to further understand how people learn and conceptualize language. I am fascinated by linguistics and am particularly drawn to the way that applied linguistics can help inform the solution of real-world language issues, such as the way that public schools and teachers present and teach language for L2 learners. Linguistics has helped me learn not only about languages, but about human behavior, culture, cognition, and philosophy. All of the professors at the U have been helpful to me, but none more so than my committee chair, Dr. MaryAnn Christison. The International Research Foundation for English Language Education (TIRF) provided me with a doctoral dissertation grant, for which I am also grateful. If you are ever in San Antonio, look me up in the Department of Bicultural-Bilingual Studies at UTSA!

*Title: Exploring an 'Invisible Medium:' Teacher Language Awareness among K-12 Preservice Educators of English Learners*

Abstract: This study investigates the construct of Teacher Language Awareness (TLA) in a group of pre-service mainstream K-12 teachers who are developing skills to work with English Language Learners (ELLs) in United States (US) public school contexts. Specifically, the study seeks to explore how pre-service teachers’ participation in directed university coursework about second language (L2) instruction affects the development of TLA. Participants in this quasi-experimental study (n=116) derive from two groups: one group enrolled in a course that adopted an implicit approach to the development of TLA, and the other enrolled in a course that adopted an explicit approach. The study established a descriptive baseline for the participants’ TLA via pre-test tasks in the Analyst and Teacher Domains, and then explored how that baseline changed over time.

Participants’ degree of TLA before directed coursework was low, based on their pre-test scores on Analyst and Teacher Domain tasks, as well as analysis of written reflections. Yet, participants enrolled in the experimental group who received treatment in the form of an explicit approach to the development of TLA exhibited a significant improvement in the Analyst Domain over those enrolled in the implicit TLA course. Neither group demonstrated significant improvement in the Teacher Domain. Focus group interviews were conducted with participants from both groups to determine how their attitudes, perceptions, and experiences might have influenced their TLA development during the semester. The results suggest that explicit approaches to developing knowledge about language (KAL) are necessary for K-12 mainstream teachers of ELLs. Results also suggest that teacher educators may need to adopt an explicit approach to developing TLA in L2 methods classes in order to help pre-service teachers integrate TLA as a critical component of their pedagogical content knowledge.

Kevin Kau  
*Spring 2013 MA Graduate*

If I could travel back in time and talk to myself before I began my graduate studies here, I would have told myself many things, first of which would be to have as active a social life as you can now, because once graduate school starts, the only thing you will be doing on a Friday night is falling asleep into your textbook. I would tell myself that unlike your time as an undergraduate, energy drinks, coffee, and watching the sun rise as you cram for exams and write papers will only end in folly.
Graduate school is not undergraduate+; it’s a whole different beast. However, I would also tell myself that there are many things to look forward to: learning about things that fascinate and blow your mind, discovering your intellectual self, meeting incredible people, developing deep friendships, and finding your purpose in life. I would tell myself “Naïve, foolish, Kevin. You are about to go on the most challenging ride of your life, but whatever happens in the future, it will have been worth it. Oh, and bet big on Spain for the 2010 World Cup.”

Title: Teaching Beliefs and Practices of Language Teaching Assistants

Abstract: Teaching assistantships were originally based on an apprenticeship model, where teaching assistants (TAs) would work with a professor by performing tasks such as grading papers, leading discussion groups, or preparing class materials (Tulane & Beckert, 2011). However, in the field of second language education, more and more novice and inexperienced TA find themselves teaching and managing an entire course themselves due to increased demand of second language (L2) teachers at U.S. universities (Open Doors, 2011). This study reports on the results of teachers beliefs and practices of two distinct populations of L2 TAs: those who self-identify as TAs who plan on making language teaching part of their future career, and TAs who do not plan on teaching language as part of their future career. Previous research has shown that teaching beliefs have a significant impact on how teachers teach (Borg, 2003). Given the self-identification of students into groups, it is hypothesized that there will be differences between the teaching beliefs and practices between these two groups. Little research has looked specifically at these two populations.

This study looked at the teaching beliefs and practices of these two populations through the use of a survey. A four-point, likert scale survey with matched teaching belief and teacher practice statements was used to compare the self-reported beliefs and practices of the study populations. Classroom observations were conducted on two of the TAs. Following this, any observed inconsistencies between survey data and actual observation were addressed in an interview.

Results of this study showed that there was no significant difference between the self-reported beliefs and practices of the two groups. However, the career group had higher rates of correlation than the non-career group, indicating that the career group was developing and growing, while the non-career group may not be. Classroom observations and interviews revealed that there were many inconsistencies between the self-reported beliefs and practices of TAs, and actual classroom practices, indicating that while the career group is questioning their teaching beliefs and practices more than the non-career group, both groups are still novice teachers.

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New Faculty Profiles

Benjamin Slade
Semantics

Schools attended:
University of Illinois (Urbana/Champaign)
North Eastern Hill University (Meghalaya, India)
Johns Hopkins University

Degrees Earned:
PhD (Linguistics), Illinois
MA (Linguistics), Illinois
MA (Cognitive Science), Johns Hopkins
BA (English), Johns Hopkins

Dissertation Title: Formal and philological inquiries into the nature of interrogatives, indefinites, disjunction, and focus in Sinhala and other languages

Teaching Experience:
Semantics, Historical Linguistics, Morphology, Phonology/Phonetics, Non-Western Languages (Indo-Aryan), various intro ling courses

Mac or PC? or Linux ☑

iPhone or Android? Android

Favorite Quote: "[F]ree flow of information is the only safeguard against tyranny. ...Beware of he who would deny you access to information, for in his heart he dreams himself your master."
--Commissioner Pravin Lal, "U.N. Declaration of Rights" (2099)

Share one life goal: to see the Mirror Wall and gardens at Sigirya, Sri Lanka

Hobbies: baking, antique & modern khukuris & other S. Asian blades, reading fiction, listening to early blues & folk & reggae/ska/rocksteady, Linux and free/open software

Are you a Prefix, Infix, Suffix, or Circumfix? Infix

First day of class. Carrot or stick? Stick made out of carrots

Shannon Barrios
Second Language Acquisition

Hometown(s):
Ellicottville, NY

Schools attended:
Ellicottville Central School (K-12), SUNY Geneseo (BA in Spanish, Certification in Secondary Education (7-12)), Syracuse University (MA in Linguistics), University of Maryland (Ph.D. in Linguistics)

Dissertation Title: Similarity in L2 Phonology

Teaching Experience:
LING 200: Introduction to Linguistics,
LING240: Language and Mind,
LING322: Phonology II
LING499A: Psycholinguistic approaches to bilingual speech perception

Mac or PC? MAC

iPhone or Android? Android

Favorite Quote: “If you’re not having fun, you’re doing something wrong” -Groucho Marx

Share one life goal: To bike through the Loire Valley.

Hobbies: Traveling, photography, hiking, biking, knitting, making beaded jewelry, watching movies and baking.

Are you a Prefix, Infix, Suffix, or Circumfix? Infix

First day of class. Carrot or stick? Both

What else would you like the UofU Linguistics community to know about you? I am extremely excited to be joining the University of Utah Linguistics community and I look forward to meeting you all!