Hello
My name is

The Department of Linguistics

In this world of email, online classes, video conferencing, and texting, it is possible to work with someone every day for years and never actually meet them face to face. While working with cyber colleagues is an efficient way to get things done, it does not often leave time for getting to know people.

Even as the Department of Linguistics joins the movement to take our classes and events into the cyber realm, we are still very interested in building relationships with our students, alumni, and other members of our Linguistics community on a personal level. For that reason, we would like to introduce you to a cross section of the people who make up the Linguistics community here at the University of Utah. Some of us you may know, some of us may be complete strangers, but either way, we’re pleased to make your acquaintance.

For more information, or to be added to the Ling email list, please contact us at 801-581-8047 or linguistics@linguistics.utah.edu.
Edward Rubin  
Department of Linguistics Chair

As Linguistics Department Chair, Dr. Edward Rubin has a full plate of responsibilities on top of his teaching schedule. In addition to the normal duties involved in keeping the department running smoothly, Rubin spent the last several years leading the department in its efforts to adapt to the massive growth it has experienced. Over the course of his two terms as chair, the Department of Linguistics staff has grown from two people to eight people in order to meet the demands of the department expansion. In that same time, Rubin has spearheaded movements to promote the welfare of the department students, staff, faculty, and alumni; improve department efficiency; and create a welcoming community of Linguistic exploration and discussion.

“We are continually striving to create an atmosphere that encourages and facilitates faculty/student interaction. We seek to inspire the exchange of ideas both among community members and with members of other communities so that learning and producing new knowledge will flourish. Plus, as we linguists know, nothing is more fun than chatting about Language.”

As a member of the faculty, Rubin also has research responsibilities. His research is in Theoretical Syntax and its connection to Semantics, focusing on modifier and adjunct structure. "Syntax is, for me, the most intriguing part of our inner life as humans. It highlights the hidden similarities among specific languages that people might consider very different and uncovers profound universals of Language structure and meaning. As a core sub-discipline, it is interconnected with all the other sorts of great work being done here and elsewhere.”

Rubin first discovered his passion for linguistics at the University of Pennsylvania as he was double-majoring in Classics and Italian Studies. As part of his Classics major, Rubin took a Historical Linguistics class that caught his interest and eventually lead him to graduate school in Linguistics at Cornell University. After teaching in Linguistics at Syracuse University and time as a Post-Doctoral Researcher in the Psychology Department at UMass Amherst, Rubin has been a faculty member at the U since 1996.

Dr. Patricia Hanna  
Faculty

Dr. Patricia Hanna studies Linguistics from a perspective that most people never consider. As a philosopher who works on the philosophy of language, Hanna combines her two great loves into one discipline: the theoretical foundations of linguistics and its implications for philosophy of language. She just finished a paper on the limits of biolinguistics in the analysis of meaning. She is currently working on a critique Chomsky's claim that Linguistics is a natural science and language can be studied using the same principles as those used in the other natural sciences.

Hanna originally became interested in Linguistics when she was working on her
Philosophy degree. Her supervisor at the University of Cincinnati introduced her to the works of Noam Chomsky. She had several opportunities to attend lectures at the Ohio State University where she heard presentations by Jerry Fodor, Gerald Katz, Richard Cartwright, and Morris Halle (among others). As Hanna delved more deeply into the philosophy of language, she found herself moving away from the “rationalist” approach of Chomsky as the counter to the rampant “empiricism” of the period. At the same time, her fascination with and admiration for Chomsky's work continued to deepen. Her study of Wittgenstein helped her develop her own take on the central questions of theoretical linguistics and the question of how to study language.

She has been a member of the Department of Philosophy for 40 years, and a member of Linguistics for 13 years. During this time she has been able to focus on all the things she considers important and avoid most of the unimportant. When she is not doing research or teaching Hanna enjoys traveling, spending time with family, walking, and cooking—actually, it's the eating that she likes best.

**Shantel Arraiz**  
**Administrative Assistant**

Administrative Assistant Shantel Arraiz is the beating heart of all things procedural in the Department of Linguistics. When she started at the department in June 2004, Arraiz was one of only two staff members for the department. Starting her job as Admin. Assistant after her predecessor had left, Arraiz was plunged into her job with no one to train her. After only a few weeks of work, the only other member of the staff also moved on, leaving Arraiz to find her own way through not one, but two jobs.

After a turbulent first year of discovering what needed to be done only when deadlines hit and teaching herself all of the procedures and processes of her new job, Arraiz managed to turn the department around. Now, she oversees a department of eight busy staff members who, under her leadership, are constantly striving to increase the efficiency, accuracy, and ease of the department processes. In addition to coordinating the running of the department, Arraiz handles all of the accounting, payroll, faculty review, and administrative paperwork for the department. One chief task is to help keep the Department Chair, Edward Rubin, on task and on time to his numerous meetings.

About her job, Arraiz said, “I love my job all the way around. I am glad I have a boss who gives me the space to organize, plan, and get things done. I like having staff who don’t cause drama, who are able to come up with ideas and bring them to life. We all work well together.”

In her spare time, Arraiz enjoys being a mom to her nine-year-old daughter, dancing, hanging out with family, and doing indexing on the FamilySearch.org website.

**Andrew Bayles**  
**MA Graduate Student**

By Andrew & Greg Bayles

The first inklings that MA student Andrew Bayles would one day be a linguist appeared in his early childhood. He was fascinated to find out that dinosaur names actually mean things — like his childhood favorite *deinonychus*, ‘terrible claw.’ Later, he jumped at the opportunity to study foreign languages and expressed particular interest in
what he would one day learn to call morphology.

Despite his early proclivity for all things language, 18-year-old Andrew chose to major in psychology, largely because of the $200K starting salary his high school counselor had hinted toward. But after taking an anthropology course, he decided that psychology just wasn’t as interesting—even if it did pay more—and changed his major to anthropology, all the time still taking foreign language classes and even reading a few books about linguistics on the side. Eventually, a course in linguistic anthropology and two years in Quebec, Canada, led him back to his childhood passion, language. After bouncing back and forth between BYU and colleges in his hometown of Las Vegas, Andrew finally finished off his undergraduate career, splitting his last few semesters between BYU’s independent study program and the University of Utah. This introduced Andrew to the U’s Department of Linguistics and, when the time came, led him to apply to the M.A. program here.

Andrew’s current research deals with a sound shift occurring in some varieties of Quebec French, in which the French \( j \), normally \([\acute{z}]\), is becoming more and more similar to Spanish \( \jota \) \([x]\). What interests him most about this is that Quebec French seems to be undergoing a number of the same lexical, syntactic, and phonological shifts that occurred in Spanish hundreds of years ago. This points to a larger trend in which languages that are members of the same language family appear to undergo some of the same changes over time—even when the two languages are separated geographically and the changes occur at very different times.

Andrew’s eventual goal is to become a full professor of linguistics, studying and teaching things like diachronic intra-family morpho-phonological trends. He especially likes the idea of having a TA to help with grading so he’ll have more time to do the things he really enjoys, like furthering his linguistic research and spending time with his two boys and his lovely wife. Andrew has already begun inculcating his boys with a love of language: A favorite family activity is to go to the zoo and read the animals’ Latin names—like \( \text{lama glama} \). “I don’t know if they even listen,” he says, “but I think it’s interesting and fun. I’m just hoping to get them interested.”

**Jeffrey Green**
*Undergraduate Student*

Undergraduate Student Advisory Committee co-chair Jeffrey Green started out at the University of Utah as a pre-med student. The Utah native was well on his way in the program, working in a Biology lab on campus, when he realized it was not the right path for him. He had heard of Linguistics from a friend a couple years earlier, and before taking a single Linguistics course, Green already felt strongly that his future lay...
in Linguistics rather than medicine. His excellent experience in Randy Eggert’s LING 1200 class cemented his desire to become a linguist.

Green has immersed himself in the Linguistics community at the U, spending hours in his position as SAC co-chair and dedicating a large portion of his time to working in the Speech Acquisition Lab. His continued dedication to learning and researching has earned him the opportunity to attend the University of Alberta this Spring on a short exchange arranged by Dr. Rachel Hayes-Harb. While there, Green will help set up a study using technology that tracks eye movement to determine how new sounds and words are encoded by second language learners. Green’s stay will allow him to run subjects in the study, attend classes and lectures at the university, and discuss research methods and topics with numerous faculty. Upon his return to the U of U, Green will give a presentation to report on his experiences. Watch for the Fall issue of “The Ling Letter” to discover the results of the study and read about Green’s time in Alberta.

Though he works mainly with second language acquisition in the lab, Green admits that his true passion is syntax. “I’m a nerd at heart,” he joked, explaining that his goal is to become a professor at a research university where he can immerse himself in expanding our knowledge of syntax and in passing that knowledge to the eager minds of the future.

Karen Marsh
ESL Program Supervisor

As ESL Program Supervisor for the Department of Linguistics, Karen Marsh has had quite the challenge the last two years adapting the program on the fly to accommodate the incredible growth the ESL Program has experienced. With enrollment exploding by nearly 200% each year, Marsh has had to hire, train, manage, and counsel dozens of Teaching Assistants and Instructors over just a few short semesters. Luckily, Marsh loves a challenge and is excited to be a part of the program as it grows and improves. Indeed, her love for interesting and difficult puzzles is what brought her to Linguistics.

Marsh has been a linguist since she was 13, though at the time she was convinced she would play professional soccer. Taking first German, then Spanish in junior high, Marsh was constantly comparing the two with English. When the time came to decide on a major, her love of language and challenges made Linguistics a natural fit for her.

Marsh recently graduated from the University of Utah with her Master’s degree. For her thesis, Marsh looked at how English language classes helped the parents of L2 learners in school. She discovered that the children of parents who learn English do better in school and have fewer behavioral issues because they have a stronger support system at home. These parents are better able to help their children with their homework and can maintain a better parent-child relationship because their children cannot take advantage of the language barrier. Marsh’s research was featured on local television news and will hopefully result in more English classes for parents throughout the Salt Lake valley.

A parent herself, Marsh takes a great interest in the lives of her two children and enjoys hanging out with them and her husband and doing the things they like. As a family they bike, hike, attend concerts and plays, travel, and play with their dog. Marsh also enjoys reading, playing soccer, and taking hot baths in her fantastic bathtub.
Kacey Campbell  
Academic Coordinator  

For the past two and a half years, Kacey Campbell has advised the undergraduate and graduate students for the entire Linguistics department. Though she often has her hands full with advising appointments, Campbell is also responsible for assisting the Graduate Director in coordinating the Graduate program, helping out with creating the class offerings for upcoming semesters, updating the program information on the Linguistics website, and working with the Graduate and Undergraduate Student Advisory Committees and the Linguistics Club for Undergraduates. Luckily for Campbell, she enjoys being busy and thrives on the variety that her position offers.

Campbell started working in the Department of Linguistics over 5 years ago, originally serving the role of an office assistant on work study funding. Her competence and knowledge of the internal workings of the department made her the ideal candidate for Executive Secretary when the position became available. Over the next year, general growth and an influx of international students necessitated the splitting of the existing advisor job into two positions, one to advise Linguistics students and one to advise ESL students. Having newly graduated with a double Bachelor’s in Communication and Russian, Campbell applied for the Linguistics Advisor job and was hired.

In her role as advisor, Campbell has taken great steps to improve students’ education and experience in the program. Through her efforts, students now enjoy more focused programs of study, where the sequence of classes is arranged to better fit busy student schedules. She also has improved the process by which students apply for scholarships and awards and has been foremost in the movement to get as much of the department administration digitized as possible.

Campbell is a world-traveler, having visited or lived in 8 countries abroad in as many years. In addition to travel, Campbell enjoys taking pictures, watching movies, baking gourmet cupcakes, and spending time with friends and family.

Miranda McCarvel  
PhD Graduate Student  

PhD student Miranda McCarvel was working on her Masters before she ever took a Linguistics course. While earning her double Bachelor’s degree in Native American Studies and Liberal Studies at the University of Montana, her friends in the Anthropology Department had warned her away from anything to do with Linguistics because it was so “difficult.” Thus, when the time came for her to take a Graduate Linguistics Seminar in Blackfoot, McCarvel was apprehensive.

Fortunately, McCarvel did not let her fear deter her and after completing the class, applied to the Master’s program in Linguistics at Montana. Her interest in endangered
languages would lead her to attend the Conference on the Endangered Languages and Cultures of Native America (CELCNA) events a few times, and eventually to apply to the University of Utah PhD program.

McCarvel’s research also will focus on endangered languages, specifically on Jèrriais, Jersey Norman French, which has fewer than 2000 speakers today. McCarvel is the only Theoretical Linguist in the world currently working on this language, and there are only three other linguists who have or are studying it. McCarvel has another reason though to be excited about Jèrriais; her ancestors came from the island where it is spoken. Indeed, her future informant lives on what previous to World War II was her ancestral family’s farm. McCarvel spent part of last summer there doing research into the life and language of her third-great-grandfather.

In her limited spare time, McCarvel enjoys a wide range of hobbies, including genealogy, baking, cooking, reading, traveling, hiking, cross-country skiing, fostering dogs, and watching “Dr. Who” and zombie movies. In the future, McCarvel would like to pursue her Post-Doctorate work in Europe, and holds dear the dream of teaching a light course load at a community college in Oregon, which would leave her time to raise a child and a German Shepherd with her husband.

Hui-Wen Cheng
Postdoctoral Fellow

“I was a weird kid,” Postdoctoral fellow, Hui-Wen Cheng says when asked about how she got into Linguistics. “My first language is Taiwanese, but I learned Mandarin in Kindergarten. I would compare the two languages in elementary school and wonder, ‘Why do some compound words in these languages have a different order?’”

Her fascination with languages led Cheng to major in English in college. As part of her degree, she took Introduction to Linguistics. “I got lucky,” she remembers. “I got a good teacher.” That teacher helped encourage Cheng to get her MA and later to attend Boston University to get her PhD. Cheng has since lived in the United States for seven years.

Currently in her role as a post doc in the Department of Linguistics and the Second Language Teaching and Researching Center (L2 TReC) at University of Utah, Cheng has been busy giving talks and applying for fellowships to fund her research. In the last five months, Cheng has given eight talks on campus and at two conferences. Her dissertation concerns the reading process in different orthographies. The world’s orthographies fall into two categories, shallow or deep, depending on the transparency and consistency of symbol-sound correspondence. For example, Chinese characters carry very little reliable phonological information, so Chinese is a deep orthography. Spanish, on the other hand, is very shallow or transparent because the mapping between a letter and a sound is very regular. Cheng studied how L2 reading is affected by L1 literary experience. To do this she compared native Spanish speakers reading in English with native Chinese speakers reading in English. The result showed that the two groups of
advanced L2 learners brought their L1 reading habits to their L2 reading, implying that the influence of L1 orthography on L2 reading is deep and long lasting. Cheng hopes that someday her research will be able to better millions of students’ language learning experiences. She mentions that while she would like to teach, she feels that through research she can reach more people.

“I don’t want to be a researcher sitting in my own lab thinking ‘My research is really interesting.’ I want to help people.” Cheng hopes that her research will expand beyond the lab to benefit the L2 learning community, particularly in areas with limited access to quality education.

Currently, Cheng is collaborating with Prof. Rachel Hayes-Harb on a new project. They are investigating how the two sets of Chinese phonetic scripts, Pinyin and Zhuyin, facilitate and interfere with native English speakers’ perception of Chinese words. The results will be informative for Chinese L2 learners and educators. Cheng is also working with Prof. Anne Cook to extend her dissertation research with another experimental paradigm called change direction.