

# Department of Applied Linguistics

2008 Fall Newsletter  
www.ling.pdx.edu

## PSU Applied Linguistics around the World

*Working and studying in the Applied Linguistics Department at Portland State University offers students a bevy of opportunities to explore the world and work with people with wide and varied experiences. In this issue of the newsletter, we hope to highlight some current and former students' experiences at home and abroad, and ask them how Applied Linguistics helped them get to where they are today.*



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## Departmental Connections Lead to Mexico

*Interview with Chip Gardes, MA TESOL, who recently began a teaching position in Valladolid, Yucatan, Mexico*

*What are your expectations for your new position?*

This fall, I'm teaching at a brand new university in Valladolid, Yucatan, Mexico. It was built by the government to offer the indigenous Mayan population a meaningful, and potentially profitable, post-secondary education. The degrees being offered include Mayan Language and Culture preservation, Tourism Management, and Gastronomy (that's the one I'm looking forward to!). For many of our students, English is their third language, after Mayan and Spanish. I'm really excited about the opportunity to teach at the entry level... to see just how much we can accomplish in a two-year program. It is also going to be a great opportunity to incorporate some of my corpus linguistics training. *(continued on page 3)*

## Letter from the Chair



This issue highlights a very significant dimension of the Department of Applied Linguistics – its rich and varied engagement in linguistic and applied linguistic issues around the world. There are varied features about our students and faculty: participating in an English language summer camp for schoolchildren in Jeollanamdo, Korea; a new professor in the department who hails from Stuttgart, Germany; and the linguistic research of this year's James Nattinger fellowship recipient, Sarah Braun Hamilton; and one of our MA TESOL alumni, Chip Gardes, teaching in an English language program in a new college in Yucatan, Mexico – where the program was started by another of our MA TESOL alumni, Betsy Kraft

In addition to these articles, let me highlight here a few other significant activities that illustrate the breadth of the department's international engagement. Our Intensive English Language Program (IELP) is serving a record number (465) of international students this term. These students come from numerous countries around the world and bring a very vital dimension of internationalization to the PSU campus as well as to Portland and the region. Alisha Bronk, a graduate student in our MA Program, recently

returned from a research trip to Suriname, South America this past summer where she investigated language and culture in Suriname's deaf communities and schools for the deaf. Professor Keith Walters is preparing for a summer trip to Tunisia, where he will conduct archival research on girls' education in the 19<sup>th</sup> century. Professor Tucker Childs is in Sierra Leone, documenting endangered languages. Finally, our department is designing a language education and language support program for a new project just announced by Intel Corporation. This exciting new project will send cohorts of Vietnamese engineering students to Portland State on Intel-sponsored scholarships to complete their undergraduate education at PSU. These cohorts will pass through special intensive English language courses offered by our IELP in summers. There may also be language support components developed to support the students' language needs during their first full-time quarter as engineering students.

-Steve Reder, Department Chair



## Report from Jeollanamdo English camp: A student's experience

By Kristi Kang



*Kristi Kang and her students in Jeollanamdo, South Korea*

This summer I had the opportunity to travel to South Korea to teach English through the Education Abroad Program. It was a five-week program that consisted of teaching two 10-day English language “camps” for sixth and eighth graders in Jeollanamdo, the southwest province of the country.

As one of the group leaders for PSU, I also became the head teacher for the Haenam campsite. In this role, I had additional duties that included being the liaison between the American teachers and the camp principal, teachers, and staff. It was interesting to observe how those who had never taught and/or been abroad navigated this experience.

For me, this was a great way to refresh my memory of what I have learned in the MA TESOL program and apply this knowledge to a real-world situation. I want to thank Kim Brown for her invaluable lessons on cultural sensitivity, tolerance of ambiguity, and remembering not to judge or make assumptions based on my own cultural values. This helped guide me through the challenges I faced and enabled me to be a better leader.

This program was a great, but challenging experience for me. It's not for everyone, but it can give you valuable experience teaching overseas. If you are an adventurous individual that likes to explore on your own, this is not the program for you. However, if you have limited or no teaching experience and like things planned out for you, this could be a great opportunity. The program can also be taken for credit. Overall, I am glad that I participated in this program and feel that I have learned from the experience.

*For more information about the program, please see the back page.*

## Mexico (continued from page 1)

We are being encouraged to develop our own materials to maximize degree-specific vocabulary acquisition from the beginning of their studies... sort of combining K1 vocabulary items with those from the academic and career-specific vocabulary lists to maximize the student's communicative ability in their chosen field in the shortest period of time possible.

*How did you come across this position?*

The director, Dr. Mical Brody, studied under Keith Walters at one time. When Brody first put the program in Valladolid together, she advertised for instructors through the Applying list-serve and the TESOL Job website. I was teaching in China at the time and contacted her about a possible position in the future. While I was teaching in Guadalajara, I was contacted and asked if I'd like to apply. It turns out that another PSU graduate, Betsy Kraft, was teaching there. We connected, shared a few stories about PSU, and here I am. The moral of the story, keep in touch with the school and the department!

*How did working in the IELP as a student prepare you for and connect you to this job?*

Working in the IELP was absolutely the best experience a future teacher could possibly have! To have the opportunity to try something, fail, go back and brainstorm with experienced teachers, and then try it all again was invaluable. The instructors in the IELP are the most open, sharing, dedicated teachers that I've ever met. It was a shock to go to China and find that not all faculties are like this. In particular, Lena Koessler, Michael Harvey, Nancy Dollahite, Laura Sheir, John Ambrust, Margaret Young and Darby Smith all spent countless hours helping me in the most direct ways to become a better teacher. I took far more than I could possibly give back.



*Chip Gardes, MA TESOL grad*

## Meet the Professor

By Nike Arnold

Okay, where to start? I am often asked how I ended up in the U.S. so I'll begin there. I was born in Stuttgart, Germany, where I attended university to become an EFL and German high school teacher. That decision grew out of my love of reading and literature. But then I took my first linguistics class and I was hooked! To improve my English, I applied for an exchange program, which brought me to the University of Tennessee. I liked the higher education system in the US a lot better and stayed to get my M.A. in German from the University of Tennessee. Then I attended the other UT, the University of Texas at Austin, where I got my Ph.D. in German with a concentration in applied linguistics. From 2002 until 2008, I held a position in the German Department at the University of Tennessee, where I supervised the 1st and 2nd year language program (including TA training and curriculum development), and taught methods and all levels of German language courses.

Being at PSU is a wonderful opportunity to teach in my area. I will be teaching Methods I and II and Assessment and look forward to offering classes on computer-assisted language learning and individual differences, both research interests of mine. Let me conclude by saying how excited I am to work with the students and colleagues in this department! I look forward to meeting many of you in the next months.



*Latest addition to the applied linguistics department faculty, nike arnold*

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## Nattinger Fellowship Award Recipient

By Natalie Brandt

The Fall 2008 term welcomes Nattinger Fellowship Award recipient Sarah Braun-Hamilton to the Applied Linguistics Department. This Fellowship allows Braun-Hamilton the opportunity to assist a professor with research work while continuing her studies as a graduate student. This year, Braun-Hamilton will be assisting Dr. Nariyo Kono. They will be doing a needs assessment of the Native American community in the Portland metro area with the goal of making recommendations for how Portland State University could respond to those needs.

The James R. Nattinger Fellowship is an honorable award given to those who have the capability and drive to contribute to the fascinating world of Applied Linguistics. Sarah Braun-Hamilton is the student to carry out the name of Professor Nattinger, who created the department of Applied Linguistics here at PSU. When I asked her how it felt to receive this scholarship she simply replied, "It gives me confidence to know that the department believes in my potential as a scholar."

Sarah Braun-Hamilton has a degree in Spanish and has been involved in translation and translation studies for a long time, with a special interest in language documentation by missionaries. This led very easily to linguistics and to her current interest in lexical semantics and lexicography. Braun-Hamilton has worked very closely with the Chinuk Wawa language and most recently has been working on a Chinuk Wawa dictionary.

Braun-Hamilton plans to stay in the area after she completes her studies as a graduate student. She would like to teach English to immigrants at the community college level, continue to work on resources and materials for learning Chinuk Wawa, and wait for the Applied Linguistic department's PhD program to get started.

## Conferences & Events

Linguistic Society of America Annual Meeting  
January 8-11, 2009\*  
San Francisco, California  
\*Deadline for proposals has passed

CALICO (Computer Assisted Language Instruction Consortium) 26th Annual Conference  
March 10-14, 2009\*  
\*Deadline for proposals has passed  
American Association for Applied Linguistics Annual Conference  
March 21-24, 2009\*  
Denver, Colorado  
\*Deadline: for proposals has passed

2009 TESOL Convention  
March 25-28, 2009\*  
Denver, Colorado  
\*Deadline for proposals has passed

SLA Graduate Student Symposium  
April 17-19, 2009\*  
University of Wisconsin-Madison  
\*Deadline for proposals has passed

Language Flagship Fellowships  
Application Deadline: January 16, 2009  
*Fellowship for study of critical languages*  
[http://borenawards.org/the\\_language\\_flagship](http://borenawards.org/the_language_flagship)

David L. Boren Fellowship  
Application Deadline: January 29, 2009  
*Supports international study and research opportunities for graduate students*  
[http://www.borenawards.org/boren\\_fellowship](http://www.borenawards.org/boren_fellowship)

David L. Boren Scholarships  
Application Deadline: February 11, 2009  
*Study abroad awards for undergraduates*  
[http://www.borenawards.org/boren\\_scholarship](http://www.borenawards.org/boren_scholarship)

# Where They Are, What They're Doing

*A conversation with David Franke, MA TESOL 2007, who explains there are jobs outside of academia for TESOL grads*

*Can you explain what your job is?*

Formally, I'm the manager of analytics for Verilogue, a health care market research company in Philadelphia, Pennsylvania. What we do is record, transcribe and analyze doctor-patient interactions across a variety of medical specialties and disease categories. I'm largely responsible for developing linguistic and discourse analyses of our data, looking at things like implicit/explicit values & attitudes, use of metaphor, cooperative vs. unilateral decision-making, etc. I'm also putting together a group of computational linguists to develop linguistic ontologies and heuristics for automated analyses - which makes me really happy I held on to my Syntax book.

*How did you find this position?*

A recruiter found my information online and got in touch. Verilogue signed me on as a consultant initially, brought me out to do a few presentations and to develop a "Linguistics 101" seminar for new analysts, and eventually enticed me into joining full time.

*How did the MA TESOL program prepare you for this position?*

In so many ways. I use the skills (and texts) from sociolinguistics, discourse analysis, and research methods & design every day. Also, the Methods courses refined my group presentation and presentation planning skills and I am often asked to deliver reports and facilitate workshops at client companies. It's the ability to remain calm in front of large groups and breakdown complex information into digestible components - be it language into grammatical structures or communication processes into speech acts and discourse strategies - that has helped me so far. And it's an ability I really developed in the Methods sequence.

*What do you like best about your job?*

I get to be the free radical, in many ways. No one here really knows what to do with an applied linguist, which means I get to cut my own path. And I'm doing it all: delivering conference presentations, writing educational and promotional newsletters, developing analytical reports, internal and external training, etc.

*Do you have any words of wisdom for MA students looking for jobs other than teaching ESL?*

I personally try not to restrict the scope of areas where I can apply my skills. Take inventory of the things you love about teaching and look for other areas where you can use those skills. As I approached graduation, I focused on professional training and market research opportunities, both nationally and internationally. These are areas where, for me, I could apply what I really enjoy: conducting linguistic-oriented research, developing training programs, leading group workshops, and, of course, getting a fair salary.

Check out the following sites to see if these areas appeal to you:

ASTD ([WWW.ASTD.ORG](http://WWW.ASTD.ORG))

MARKETING POWER ([WWW.MARKETINGPOWER.COM](http://WWW.MARKETINGPOWER.COM))

QUIRK'S ([WWW.QUIRKS.COM](http://WWW.QUIRKS.COM))

QRCA ([WWW.QRCA.COM](http://WWW.QRCA.COM))

ALUMNI FEATURE

QUESTIONS FOR

DAVID FRANKE

MA TESOL, 2007

"Take inventory of the things you love about teaching and look for other areas where you can use those skills."

-David Franke on branching out with an MA TESOL



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STEPHEN REDER, DEPARTMENT CHAIR  
CORTNEY NYLEN AND KATIE MCCURDIE,  
EDITORS  
NIKE ARNOLD, CONTRIBUTOR  
KRISTI KANG, CONTRIBUTOR  
DAVID FRANKE, CONTRIBUTOR  
CHIP GARDES, CONTRIBUTOR  
NATALIE BRANDT, CONTRIBUTOR

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What's new? Have you published a book, received an award, launched an exciting research project, found a new job, sold your Subaru? Do you have suggestions for future issues? Whatever the news, we want to hear about it. Share your goings-on with us at [cortneynylen@yahoo.com](mailto:cortneynylen@yahoo.com) or [mck@pdx.edu](mailto:mck@pdx.edu).