

Department of Linguistics
Memorial University

Academic Program Review
Self-Study

October 15, 2008

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1 Strategic Objectives of the Linguistics program

The goals of the Department of Linguistics closely intersect with those outlined in the Mission statement of the Strategic Plan: “*Memorial University is an inclusive community dedicated to creativity, innovation and excellence in teaching and learning, research and scholarship, and to public engagement and service. We recognize our special obligation to the people of Newfoundland and Labrador.*” Our research and curriculum streams in Aboriginal languages, language variation (synchronic and diachronic) and language acquisition, are immediately relevant to the cultures and populations of Newfoundland and Labrador. Other research provides both faculty and students with academic dialogue, and a depth of comparative and typological knowledge and perspective which informs all of our research. (See Appendix 11 for a copy of the Strategic Framework).

The nature of the department is overviewed below.

1.1 Theoretical and Applied Expertise

The department has expertise in the core areas of theoretical linguistics (including syntax, phonology, sociolinguistics / language variation) as well as in more functional linguistic frameworks. The research interests of individual faculty members are outlined below.

Jim Black's scholarly contributions prior to an extensive period of administrative responsibility were in editing the journal *Linguistica Atlantica* and two conference volumes on microparametric syntax for Benjamins. Dr. Black plans to retire in August 2009.

Phil Branigan specializes in Minimalist syntactic theory. His research has focused on two areas: the nature of clause structure, with particular emphasis on comparative studies of A-bar movement in Germanic languages, and the morphosyntax of Innu-aimun (Algonquian), including in particular the role played by agreement and valency morphology in the expression of notions of focus, topicalisation, and argument prominence. Recent joint work with Jonathan Bobaljik (Univ. of Connecticut) has allowed him to extend his research areas to include the syntax of ergative languages, a family of languages which includes the Inuktitut/Innuttut (Eskimo-Aleut) languages of Labrador.

Julie Brittain's research interests include theoretical models of syntax and morphology, with a focus on Algonquian languages. Other research interests include first language acquisition (Cree), the oral literatures of native North America, and strategies to maintain and revitalize indigenous languages. She is director of the Chisasibi Child Language Acquisition Study (CCLAS, www.mun.ca/cclas), an SSHRC-funded research project begun in 2004 (with co-investigators Dyck, MacKenzie and Rose).

Vit Bubenik has published extensively on the morphology and syntax of Indo-Aryan, Hellenic, Semitic and Slavic. He collaborated with John Hewson to work on tense and aspect in Indo-European languages within a Cognitive and Functionalist framework. More recently they have been working on a SSHRC-funded project dealing with adverbials and prepositional phrases in Indo-European languages resulting in a major publication in 2006. Dr. Bubenik is currently working on a SSHRC-funded project dealing with the tense and aspect systems of Afrasian languages (Semitic, Berber, Old Egyptian) and the reconstruction of the Proto-Semitic. He is eligible for retirement but has chosen to continue teaching.

Paul DeDecker, who joined the department this fall, specializes in Socio-phonetics and Sociolinguistics. His research deals with social and cognitive mechanisms behind acoustic, articulatory and perceptual change in dialects of English. He has worked on the relationship between non-urban adolescent social

identities and phonetic variation and on perception of vowel categories involved in change.

Christophe dos Santos began teaching in the Linguistics department in September 2008, and will remain in this position for the duration of Yvan Rose's sabbatical leave. He specializes in first language acquisition, and more specifically, phonological development in children. His research deals with consonant harmony and metathesis across French, Dutch, German and English. He studies the influences of articulatory and cognitive factors on these processes cross-linguistically. He also has an interest in sub-phonemic influences on reading.

Carrie Dyck specializes in generative phonology and in First Nations languages. She works with Cayuga speakers to document and maintain Cayuga (an Iroquoian language); this work involves fieldwork, linguistic analysis, the production of a dictionary, and work on a grammar. She also collaborates with Julie Brittain, Marguerite MacKenzie, and Yvan Rose on documenting and analysing prosody (specifically, accent and vowel deletion processes) in East Cree (Algonquian). She has also collaborated with Jean Briggs (professor emerita, Anthropology) on describing aspects of Utkuhiksalingmiutitut, an endangered dialect of Inuktitut.

Marguerite MacKenzie's research focuses on the Algonquian dialects of Cree, Montagnais (Innu) and Naskapi spoken in Northern Québec, Labrador and Ontario. She studies dialect variation, verbal morphology, and the publication of lexicons. She works with communities to train teachers in mother-tongue literacy, curriculum development and the grammatical structures of their language.

Yvan Rose specializes in theoretical phonology (Optimality Theory, Prosodic Phonology and Government Phonology), as well as in first language phonological acquisition (across languages such as English, French, Dutch and European Portuguese), bilingual development and loanword phonology. His research focuses on the role that prosodic and segmental representations play in constraining explanations of the phonological patterns observed in developing phonologies as well as in loanword adaptation. Over the past three years, he has also focused on the development of Phon, a software program that facilitates research in phonology and phonological development based on speech production. In collaboration with Brian MacWhinney, Carnegie-Mellon University, he is also spearheading the PhonBank initiative within the CHILDES project, which aims at the creation of a publicly-accessible data repository in phonological development.

Gerard Van Herk, Canada Research Chair (CRC) in Regional Language and Oral Text, specializes in Sociolinguistics, focusing on morphosyntactic variation in non-standard varieties of English from North America and the Caribbean, especially African-American and Newfoundland Englishes. He studies language and dialect contact, comparative Sociolinguistics, language change in written historical documents, and the effects of rapid social change on language variation.

Douglas Wharram, a contractual professor, specializes in formal semantics and the morphosyntax-semantics interface. His research focuses on the eastern Canadian dialects of Inuktitut, particularly Labrador Inuktitut. He also currently works with two of the three remaining speakers of Rigolet Inuktitut in recording and documenting some of the language before its imminent disappearance.

While the Department's composition has changed considerably since the last APR, faculty members continue to maintain strong research and teaching commitments both to the people and languages of the province, and to their individual research interests. This academic year we are fortunate to have a 12-month sabbatical replacement (Christophe dos Santos) to teach the popular child language acquisition courses normally offered by Yvan Rose. In addition, we have been able to employ per course instructors

offer courses in Japanese on a regular basis, and in Irish Gaelic on an occasional basis, as well as one of our own graduates (Sarah Rose) to teach an introductory course.

Retired Faculty

Three retired faculty members have maintained strong programs of research within the department.

Sandra Clarke has expertise in sociolinguistics and variation theory. Her work in this area has included the study of variation in Canadian varieties of English, in particular those spoken in Newfoundland and Labrador, as well as in several dialects of the Cree-Montagnais-Naskapi (Algonquian) language group. Her research focuses on socially-based and regionally-based linguistic variation, from both synchronic and diachronic perspectives. She has also worked in the area of language and gender.

Derek Nurse is co-author of the first linguistic history of Swahili, as well as numerous other studies of the grammar and history of languages of the Bantu family, including a recent (2008) examination of tense and aspect across Bantu. He, John Hewson, and Sarah Rose are currently extending this survey to other Niger-Congo languages.

John Hewson continues to publish on Mi'kmaq, and to work on Beothuk, both Algonquian languages as well as on Guillaumian linguistics. He collaborates with Vit Bubenik on aspects of Indo-European grammar, with Derek Nurse on the topic of tense and aspect in the Niger-Congo languages of Africa.

The research interests of faculty intersect to create various strengths, which are described below.

1.1.1 Aboriginal languages

Members of the Linguistics department have displayed a long-standing commitment to research in languages of the province. Research into Aboriginal languages has focused particularly on the Algonquian language family (Cree-Montagnais (Innu-aimun)-Naskapi and Mi'kmaq), and has resulted in numerous publications. These include grammars of Innu-aimun (Sandra Clarke) and of Mi'kmaq (John Hewson), as well as dictionaries of East Cree, Naskapi, and Montagnais (all coordinated by Marguerite MacKenzie, who is actively engaged in linguistic training programs for Aboriginal teachers). In recent years, collaborative work by Phil Branigan, Julie Brittain, Carrie Dyck and Marguerite MacKenzie has attempted to incorporate theoretical linguistics into Algonquian grammatical studies. Julie Brittain heads a collaborative project, with Yvan Rose, Carrie Dyck and Marguerite MacKenzie, on the acquisition of Northern East Cree. Doug Wharram carries out work on Labrador Inuktitut and Carrie Dyck and Jean Briggs (Anthropology) collaborate to work on Utku, a dialect related to Labrador Inuktitut.

1.1.2 Language Variation, Change and Contact

Many members of the department have expertise in the area of language and dialect contact, with applications ranging from Bantu (Derek Nurse) to Indo-European (Vit Bubenik), and from Algonquian (Marguerite MacKenzie, Sandra Clarke) to non-standard varieties of English (Gerard Van Herk, Paul DeDecker, Sandra Clarke). Language variation likewise is closely linked to the topics of language and dialect contact and change, and constitutes a primary research target of the department. To date, the investigation of variation has focused primarily on both socially- and regionally-conditioned variation in local languages and dialects: this includes morphosyntactic variation in Newfoundland English (Gerard Van Herk), phonological variation in St. John's English (Sandra Clarke), and both phonological and morphological variation in Cree-Innu-Naskapi dialect (Marguerite MacKenzie). Collaborative work is

ongoing between Sandra Clarke and members of the departments of English and Folklore for varieties of English.

1.1.3 Theoretical Linguistics

The department has always offered specializations in syntax and morphosyntax (Phil Branigan, Julie Brittain, Jim Black), semantics (Vit Bubenik, Phil Branigan, Doug Wharram) and phonology (Carrie Dyck, Yvan Rose). Departmental research in morphosyntax takes place in the minimalist generative framework. Our semanticists range from both cognitive-functional or to formal model-theoretic in their orientations. Our phonologists are comfortable with both optimality theoretic and alternative contemporary models. Yvan Rose, and now Paul De Decker, bring expertise in phonetics to the core disciplines which we can cover.

1.1.4 Language acquisition

Yvan Rose brings a depth of expertise on first language acquisition, providing exciting opportunities for primary and interdisciplinary faculty and graduate research. His main empirical focus is on the variation observed in normally-developing phonologies, as well as on the potential sources of this variation. This research program is based on comparative studies of several longitudinal corpora (monolingual English and Québec French, phonological development in twins, as well as bilingual Spanish-French children). He is currently collaborating with Julie Brittain on the acquisition of Northern East Cree. Julie Brittain brings her expertise on morphology and Algonquian languages to bear on the acquisition of Northern East Cree, an aboriginal language spoken in eastern Québec.

1.1.4 Historical-comparative linguistics

A number of members of the department have as their research focus historical and comparative linguistics. Gerard Van Herk has researched the historical origins of African American, Barbadian, and Canadian Englishes from a variationist perspective. The research of Vit Bubenik, John Hewson and Derek Nurse includes the historical morphology and syntax of various Indo-European language families. Outside of the Indo-European family, the research of Derek Nurse has focused on Bantu languages, in particular the history of Swahili, as well as language contact in East Africa.

2 Student Enrollment / Program Outcomes

Overall enrollment in our department has been steady since the last APR, with an increase in registered Majors. Despite the fact that high school students have not heard of our discipline, we have not declined significantly in numbers over the past five years, despite a general decline in the Faculty of Arts in recent years. Data for Arts to 2007-08 shows a modest increase, which we feel is partly/somewhat due to the recent hiring of new faculty, who are popular teachers. Although the university as a whole and the Faculty of Arts suffered a major decline this fall, our department showed a small increase in enrolment (see Appendix 12).

2.1 Current faculty complement

Using permanent faculty, the Linguistics Department is able to offer on average, and optimistically speaking, between 26-30 three-credit course sections per year, or the equivalent of 6 full time faculty members teaching 5 courses per year, the Arts norm. Our current complement of 9.5 may seem relatively

high but one retirement is imminent and another anticipated. James Black holds a joint appointment with French and consequently is only able to contribute 2.5 sections to the department per year. The department Head receives two course remissions per year, and would normally teach three sections per year; for the past three years, because of research remissions, she has taught only individual course *pro bono*. Gerard Van Herk, CRC, teaches only two courses per year; new faculty receive one course remission for the first two years and thus teach 4, rather than 5 courses (Rose in 2003-04 & 2004-05; Brittain in 2004-05 & 2005-06; De Decker in 2008-09 and 2009-10). In addition, success in obtaining research grants with, credit for graduate supervision and service on national SSHRC committees has resulted in less than a full teaching load for each faculty member in most years. Sabbaticals have been covered so far by the 3-year appointment of Doug Wharram. Dr. Black will retire in August 2009, which is also when Wharram's appointment comes to an end.

In 2008-09, remissions reduced our potential course offerings by 20+ sections. Nevertheless, the department continues to ensure the provision of B.A. Major, Minor and Honours programs in the discipline, as well as the provision of a Focus area (six courses) for students enrolled in undergraduate degrees in Primary/Elementary Education. See section 3.2 for details. Information on faculty and staff, teaching load and departmental budget can be found in Appendices 14 through 17.

2.2 Student enrollment

During the past few years our enrolment in undergraduate Linguistics courses has fluctuated from 946 in 2002-03 through 807 in 2005-06, 999 in 2006-07 to 898 in 2007-08 (Appendix E12). The Linguistics undergraduate program currently has 98 majors (who require a total of 12 one-semester courses in Linguistics, including three at the 4th year level); and approximately 45 minors, (eight Linguistics course credits). In 2006, 2007 and 2008, 17, 17 and 13 students graduated with linguistics majors (see Appendix 13 for six year figures). Further, as Linguistics is a discipline not taught at the high school level, and, consequently, unfamiliar to the vast majority of undergraduate students, an important component of the department's undergraduate level teaching is to ensure general Arts elective courses which serve to introduce the subject area to a wide range of students.

Our graduate program currently includes 6 MA candidates 'in program' (with two on leave), 5 registered as continuing (two to complete soon) and 4 PhD candidates (a fourth international student will join us in January, after a visa is issued). We have an excellent completion rate: of the 17 MA students who entered 2000-2005, 14 have successfully completed their MA degrees, one is close to completion and 3 are stalled. In the same period, two doctoral students were admitted; one withdrew after successful completion of course work and two comprehensive papers; the other has only the dissertation to complete.

3. Curriculum and Teaching

We share Memorial's commitment, as expressed in the Strategic Plan, to excellence in teaching, supported by research and scholarship. The extent to which we have achieved this excellence can be seen by the fact that we regularly have a substantial number of our major and minor students on the Dean's list, this past year two undergraduate students were recipients of the prestigious Heaslip scholarship and one graduate student the University medal for a Master's program with thesis (see Appendices 6 & 9) for other students awards). The strength of our undergraduate and MA program appears to be recognized elsewhere in Canada and the United States, to judge by the high levels of success that our graduates have had in gaining entrance to graduate programs at other institutions. As well, we have a good record of completion, with MA students finishing in two years (see Appendix 9).

3.1 Opportunities for student research

The Department of Linguistics offers graduate students a number of domains of research expertise which are not readily available elsewhere. These include research, from a range of theoretical and empirical perspectives, into the languages and dialects of the local area and of eastern Canada. Among these are the Aboriginal languages of Atlantic Canada and Labrador (Innu-aimun or Montagnais/Naskapi, Mi'kmaq, and Inuktitut), as well as East Cree and Iroquoian; varieties of Newfoundland English, and their historical relationships to British/Irish English. Many of these languages are undergoing serious attrition as a result of contact with English, enabling research into issues of language contact and change, language attrition, and language revitalization. Linguistics faculty view both student-held internal grants and student-directed external grant and fellowship funding as valuable tools for student career training, and as a means of enriching the student experience in general and have been successful in being awarded these on a regular basis.

Student funding for field work into local varieties available, on a competitive basis, through the Faculty of Art's Institute for Social and Economic Research (ISER) and the J.R. Smallwood Foundation has been used for support of both undergraduate and graduate students; field work on Aboriginal varieties is also eligible for support from the Northern Scientific Training program. The Labrador Institute is an additional resource of the department which has been advantageous to students conducting research into local languages. There are currently three SSHRC Standard Research grants, one SSHRC CURA grant, one SSHRC Aboriginal Strategic grant and one NIH grant held within the department, each of which provides substantial funding for undergraduate and graduate students. Finally, the department frequently obtains grants for student research, including the MUCPEP (Memorial University Career Education Programme), the SWASP (Student Work and Service Programme), the CJS (Canada Summer Jobs, formerly Summer Career Placement) and the GRADSWEP (Graduate Student Work Experience Program). Students funded by these grants have carried out original research and research-oriented tasks, including lexicography, data entry, and experimental design and administration.

3.2 The undergraduate curriculum

Linguistics is by its nature a technical discipline, which requires of its practitioners an ability to manipulate a range of abstract concepts. At the same time, linguists must be able to relate the technical analysis to real linguistic data. On the one hand, therefore, linguistics requires the development of demanding formal skills, including areas of mathematics and philosophy; on the other hand, linguists must be able to function in the cultural realm of language, where sociology, history, ethnology and education become relevant. Besides the formal and social aspects of language, there is also a physical component to the actual sounds of speech. Some understanding of those areas of physics which are relevant to speech is therefore essential for this discipline. Human physiology and psychology are also important to the study of language, for obvious reasons. Languages grow and change, in part because they must be learned by children and adults from other linguistic backgrounds. The study of how language acquisition takes place involves areas of psychology, computational theory, and physiology. Students must have access to all these areas of knowledge to gain a full understanding of the nature of language.

In general, our undergraduate linguistics curriculum is designed to provide Major students with a thorough understanding of the goals and methodology of linguistic research, together with an understanding of where such knowledge and techniques can be applied to practical problems. Major students must complete the introductory core courses (2103, 2104) along with the more advanced core courses, and they have some latitude in selecting non-core courses to complete their programs. (see

Appendices 3, 4 & 13). In contrast, the curriculum is designed to provide Minor students with a general understanding of the core tools of linguistics, with some understanding of how these techniques are relevant to other disciplines and applications. Minor students must complete the two introductory core courses; they may then select their remaining linguistics courses to suit their interests and goals. Many of our Majors and Minors take Linguistics, usually with Psychology, in order to prepare for a graduate program in Speech Language Pathology (SLP). While those with high grades are accepted immediately a portion of the remainder go on to enter our MA program, where our training in this area is invariably successful: of the 15 MA students who entered 2002-2007, all four who were interested in SLP have gone on to Speech Pathology degrees. This does, however, have the unfortunate affect that we are 'Plan B' for the excellent undergraduate students headed for SLP, so that their success is our loss for graduate enrolment.

Following the last APR, we reduced the Major requirements from 14 to 12, but six 2000 and 3000 courses are still required, producing a more tightly structured program than in the humanities and other social sciences, due to the need for students to master technical skills and content. We have tried to cross-list our courses with those of other departments, and intend to continue this effort, but few appropriate courses are available. This year we will examine the possibility of cross-listing two Philosophy courses, Ling 2710 (Language and Mind) and 3120 (Philosophy of Language). We recognize the need to revise the introductory course (Ling 1100/2100) to be more accessible and interesting, as this is the 'hook' course for incoming students, most of whom have never heard of our discipline. Copies of course outlines are found in Appendix 19.

Academic and personal support for students has always been excellent, as faculty members are easily accessible and the Head, who is also the Undergraduate Advisor, has an open door policy. We have been pro-active in meeting the needs of special needs learners, every fall we invite professional from SLP and Audiology to speak to students and we recently held a 'meet and greet' for undergraduates. The student society Student Linguists at MUN (SLAM) is active and has a good relationship with the faculty and staff of the department.

Research and teaching are closely intertwined in our department so that undergraduate students may become involved in research projects for sociolinguistics, language acquisition and aboriginal languages through work in the three labs. As well, the fourth year courses have a substantial research component; this has been recognized by a faculty member at Dalhousie who has commented that a students who have completed Ling 4150 (acquisition) or 4700 (acoustic phonetics) are very well prepared for their program in Speech-Language Pathology. Recent hirings have raised interest in the sociolinguistic stream, so that we have added a methodology course at the third year level (Ling 3210). The third and fourth year language acquisition course give students significant training in experimental methodology. Our program fosters problem solving skills that are of use in a wide range of work areas after graduation.

Undergraduates may also take linguistics courses as part of a range of interdisciplinary undergraduate programs, including the Diploma Program in English as a Second Language, as well as Minor programs in Canadian Studies, Newfoundland Studies, Women's Studies, Law and Society, and the Minor in Aboriginal Studies. Although we do not offer distance courses, Doug Wharram, has been offering courses on site in Labrador.

A survey of Major and Minor students administered in September 2008 indicated a high level of satisfaction with the department (Appendix 5) along with thoughtful comments for improvement.

3.2.1 Course offerings

Our curriculum strives to enable students to become competent in all the core areas of linguistics. Our introductory courses (1100/2100, 1103/2103, 1104/2104, 2210) provide them with both a technical and non-technical overview of the discipline and introduce them to the basic notions and techniques in phonetics, phonology, morphology, syntax and sociolinguistics. From this basis, they normally proceed to more advanced studies of the core sub-disciplines (3000, 3100, 3104, 3201, 3850, 4001, 4201, 4110, 4700), and to courses in sociolinguistics (3210, 4210), historical linguistics (3500, 4400), language acquisition (3105, 3155, 4150), French linguistics (3310, 3311, cross-listed with French), (4210), field methods (4500), and a small number of special topics courses in the structure of specific languages (4050-4059). In general we have not encouraged students to complete an Honours program, preferring them to do an MA, but there has been recent interest in this option.

Linguistics also serves as a home for uncommonly taught languages, offered primarily to allow undergraduate students to fulfill the second language requirements of their program. In recent years, courses have included Japanese, Innu, Inuktitut, Irish Gaelic, Arabic and Sanskrit. Many Majors do these courses out of interest and it enriches their experience as linguistics students.

3.3 The graduate program

A review conducted in 1998 found that our graduate program was a strong one, in which the students were “satisfied with their program and felt the department was intellectually a very lively place”. The review acknowledged the special expertise of this department in local Aboriginal language studies and historical-comparative linguistics.

At the graduate level, a primary aim of the department is to ensure the provision of the Master’s program in Linguistics. The goal of the Master’s program is to provide students with sufficient background in the discipline and independent research skills to continue on to PhD studies, or, alternatively, to enhance their professional capacities. The department also ensures graduate training for a small number of PhD students whose areas of specialization coincide with its particular areas of research expertise.

We currently have MA and PhD programs. As of the fall 2008, there were 12 MA students (3 on leave,) and 3 PhD students enrolled. We offer two MA programs: a non-thesis program (since 1999) and a thesis program. (Prior to 1999, an MPhil degree, which did not require students to write a thesis, was granted.) We accept MA applicants into our program if their record is sufficient to encourage graduate studies. We accept PhD students only if they intend to conduct their studies in an area in which we feel we have the expertise to provide them with guidance. In recent years, we have accepted PhD students interested in Sociolinguistics and in phonology and syntax. MA students have pursued studies in sociolinguistic variation in Newfoundland English and Innu-aimun, in language acquisition, in disordered acquisition, and in Aboriginal languages of the province as well as phonology and syntax.

Details about the normal course of the MA and PhD graduate programs are found in the Linguistics Department Graduate Handbook (Appendix 8). A general outline follows below.

The initial course work for each new graduate student is established at the beginning of his/her program. A supervisor is identified for each student at the same time, although the choice of supervisor may be changed as the student’s plans and interests mature. With MA students in particular, we have found that the students make quicker progress, with less stress, because the programs are highly structured from the beginning. We have had positive feedback about this aspect of the program from the students themselves. The rate of completion in the graduate programs is high, which we attribute in part to the way the graduate program is structured, and in part to persistent attention by student supervisors (Appendix 9).

In general, graduate courses are taught 'piggy-backed' with senior undergraduate courses. Following the previous APR (2003), we added a graduate course in argumentation (Ling 7001), which is taught solely to graduate students. Recently, the evaluation method of the second all-graduate methodology course (Ling 7000), has been changed to pass/fail.

3.3.1 Teaching resources for the graduate program

The last graduate program review, conducted in 1998, pointed out future potential gaps in the graduate program which would largely be due to the lack of faculty renewal over the past 10 years. The review noted a need for extra faculty in the areas of syntax and phonology: with the appointment of Yvan Rose in 2002, we acquired more expertise in phonology and the hiring of Dr. Julie Brittain in 2004 has ensured that we now have sufficient expertise in the area of morpho-syntax. The review recommended as well that new faculty with expertise in Inuktitut (or another local Aboriginal language) should be recruited. The three-year appointment of Douglas Wharram in 2006 temporarily addressed the need for expertise in Inuktitut, as well as providing backup for syntax and semantics, but will end as of August 2009. The appointment of Paul DeDecker in 2008 brings expertise in sociophonetics and adds to the phonetic and sociolinguistic expertise brought by Yvan Rose and Gerard Van Herk, respectively. As Yvan Rose, a specialist in the field of sociophonetics and adds to the phonology and language acquisition, is fully occupied in teaching the latter, along with receiving regular remissions for research, the department would benefit from the appointment of another phonologist in the near future. We would also like to see the position now shared with French and held by Jim Black (to retire in August 2009) filled by someone with expertise in second language acquisition.

With only two exceptions (7000 and 7001), all courses for graduate students in recent years have been taught concurrently with those offered to advanced undergraduate students (ie 4000/6000). There are few teaching resources available in the department which would allow all courses for graduate students alone to be offered; in addition, declining enrolments resulting in the smaller numbers in the fourth year courses make this a sensible course of action. The practice of cross-listing fourth year undergraduate courses as graduate courses was criticized in our 1998 Graduate Program Review, but we have been unable to discontinue it, as have other small Arts departments at Memorial.

As the graduate students who enter our MA or PhD programs now normally have a full undergraduate degree in linguistics, we must be able to offer them courses the equivalents of which they have not already completed at the undergraduate level. For students who hold an undergraduate Major from our department, this is, however, increasingly difficult to do, since the content of many of the 4000 level courses for undergraduates remains relatively stable from year to year. The Undergraduate Studies committee is currently in the process of re-organizing the 4000-level courses to enable different course content to be offered in alternate years for phonology and sociolinguistics, on the model of the current morpho-syntax courses.

3.3.2 Impact of funding shortfalls on the graduate program

While eligible students within the department have been successful in obtaining SSHRC fellowships, support of graduate students through external funding in the Arts is much more problematic than elsewhere in the university. While faculty SSHRC grants provide support for student as research assistants, the hours that they must work reduce the time spent on their program, as do the hours they are required to work in return for the university internal funding. One MA stipend has so far been offered through the SSHRC grant in Cree language acquisition.

The more serious impact is the decline in the number of applicants to the program, as students may

accept offers from better funded programs. A minimum of four students is needed for a faculty member to receive credit for a full course, and this can be a problem.

4 Faculty contributions

4.1 Effectiveness as researchers

The level of scholarship and research productivity has been consistently high across the linguistics faculty since the establishment of the department, and it remains so today. It is accurate to say that it is as a research department that the department truly excels. The curricula vitae attached to this document (Appendix 1) provide the details on the publication record of the individual faculty members. Each of them has a commendable publication record; several might be regarded as stellar in this respect.

The department has had four University Research Professors, the highest award given for achievements in research by Memorial University. These include John Hewson (1988-1992), Vit Bubenik (1996-2001), Derek Nurse (1998-2003) and Sandra Clarke (1999-2004). In addition, Drs. Hewson and Nurse have been awarded Henrietta Harvey professorships (1997-99 and 2004-07 respectively).

In our areas of research strength (see sections 1.1-1.5), the level of scholarship has proved consistently to be exemplary. Our faculty members' success in this area are reflected in their success in attracting grant funding to support this research. Almost all tenured faculty appointed to the linguistics department have been successful in obtaining SSHRCC funding at the national level; a list of recent grants awarded in linguistics is found in Appendix 2.

Another indicator of the level of scholarship in this department can be seen in the fact that three of our faculty members (past and present) have been inducted into the Royal Society of Canada: John Hewson, Derek Nurse and Vit Bubenik.

4.2 Faculty service to the academic community

The contribution to the discipline as a whole through service on regional and national associations has been high, in proportion to the size of the department: members have served as President, Vice-President, Secretary-Treasurer, Treasurer, archivist, Chair of Aboriginal Languages Committee, webmaster, email list coordinator within both the Canadian Linguistic Association and Atlantic Province Linguistics Association (APLA). *Linguistica Atlantica*, the APLA journal, was edited by members of the Linguistics department for twenty years.

Service on the adjudication committees of the major national funding organization, SSHRC, has also been exemplary; in any given year at least one member of the department is serving on a committee.

Within Memorial, our faculty are all involved in the committee work which is crucial to the functioning of the university. The details of such involvement can be found in Appendix 2a.

4.3 Faculty contributions to the province and to communities

Since the establishment of the department over thirty years ago, faculty have carried out research into the languages of the province and their social and educational applications. This commitment to structuring research to benefit communities and returning the results to these communities continues. More detail is contained in Appendices 20 and 21.

There is a high level of community involvement on the part of faculty members working with Aboriginal languages: with respect to training of Aboriginal interpreters and teachers, four current faculty members work with Aboriginal organizations to promote language retention/revitalization and literacy for many years. Marguerite MacKenzie has been involved with Aboriginal communities for the past thirty years, training and assisting speakers of East Cree, Naskapi and Innu-aimun to establish the teaching of their languages in the local school system. She offers teacher training courses in the structure of the language, has worked on spelling reform, compiled dictionaries and is currently working on grammars for each language, as well as the production of texts designed to promote literacy. Her work is highly collaborative: she is regularly contracted by the Cree School Board of Québec to lead workshops for speakers of East Cree, and also collaborates with Dr. Marie-Odile Junker of Carleton University on the Interactive Cree website ([/www.eastcree.org](http://www.eastcree.org)). She and Julie Brittain are regularly contracted by the Naskapi Development Corporation (NDC) to work with Bill Jancewicz, the on-site linguist and the Naskapi translators. A SSHRC CURA grant (2005-09) has provided funding for a pan-dialect dictionary for Innu-aimun prepared in collaboration with specialists and speakers from Québec, as well Labrador (www.innu-aimun.ca).

As well, MacKenzie is a founding member of the local Native Friendship Centre Association, where she has regularly been elected to the Board of Directors; this position has been of benefit in securing GRADSWEP funding for graduate students in Linguistics.

Carrie Dyck works in partnership with the Woodland Cultural Centre at Six Nations (near Brantford, Ontario), collaborating with speakers on documentation of the Cayuga language. She recently completed a three-year SSHRC-funded Aboriginal Research project (<http://www.mun.ca/cayuga>) which made more language and linguistic resources and ethical guidelines available to the community. Training of youth and other community members in transcription and translation has been a large part of the work.

Julie Brittain's work on first language acquisition with Cree speakers in northern Quebec (funded by two successive SSHRC research grants) involves a large amount of training for members of the local community, as well as meetings with educators and health professionals. (www.mun.ca/cclas/)

Douglas Wharram has been offering linguistics courses in Labrador (Inuttit, Aboriginal languages). He and MacKenzie have been working with the Department of Justice on the production of glossaries of legal terminology (criminal, family justice) in Inuttit and Innu-aimun. In addition, Wharram was chosen to deliver the first in a series of lectures by distance to Labrador communities, designed to raise the profile of the Faculty of Arts.

Gerard Van Herk has contributed dialect materials to the community of Petty Harbour - Maddox Cove, will be hosting Change & Variation in Canada (CVC) 4 in Spring 2010, and plans to host the annual meeting of the Atlantic Provinces Linguistic Association (APLA) once in the next three years.

5 Administrative support and effectiveness

5.1 Administrative personnel

The department has been fortunate to enjoy the services of extremely competent administrative secretaries, Ms. Colleen Banfield to December 2006, and currently Ms. Ruby Bishop. As of ?? 2007, we have also had the part-time services of Ms. Juanita Lawrence, intermediate clerk-steno, shared with the department of Political Science (1/3 for Linguistics). With the extra position the workload in our department, rather high because of the active research of faculty members, has become manageable.

There is an excellent relationship between Ms. Bishop and Ms. Lawrence and the faculty and students. Ms. Bishop's current work includes not only regular duties, but also administration of the technical workings of our graduate program and of the various grants to faculty and students. Ms. Lawrence supports Ms. Bishop in compiling the many statistics, charts, list, etc. demanded as more and more administrative work is devolved onto the departments from other university units. A major benefit of this arrangement is that the office can now be staffed during vacations and sick days.

Two projects funded by large research grants have administrative personnel as well, all former students. Ms. Laurel Anne Hasler, MA, is the Project Manager for the CURA grant to Marguerite MacKenzie and is supported by a part-time financial person. Ms. Carla Dunphy, MA, manages of the Speech Sciences Laboratory, under the NIH grant to Yvan Rose. In addition, Jennifer Thorburn, a current doctoral student, manages the Sociolinguistics Lab for CRC Gerard Van Herk.

5.2 Facilities and Equipment

In general, equipment used by the department is adequate. There are sufficient computers and photocopying equipment. Recent grants have allowed the purchase of new recording equipment to be made available to graduate and senior undergraduate students. In addition, the Digital Research Centre for Qualitative Fieldwork, within the Faculty of Arts, provides up-to-date cameras and recorders as well as video editing equipment.

5.2.1 Library and archives

Infrastructure resources such as Memorial's QE II Library are good, with the collection being praised by new and visiting scholars. For example, as a result of consistent ordering (aided by a SSHRCC grant and the Shastri Indo-Canadian Institute), the library houses one of the best collections on the country for research into Indo-Aryan languages (especially Ancient and Medieval stages). A report on the status of the QE II Library's linguistics collection is found in Appendix 18.

The department houses a substantial native language archive (SN 4044), which includes books, journal collections, and other writings on Aboriginal languages of the province (Algonquian, Inuktitut, as well as some Iroquoian materials). The facility also provides a location for storing tapes, field notes and working documents for those working on languages of this type.

An important future goal of the department is to ensure preservation of, and access to, the various irreplaceable tape-recorded and documentary collections of local languages that have been assembled by various members of the department over the course of the past twenty years. These include a dialect survey of the regional Englishes spoken throughout Newfoundland and Labrador (Harold Paddock) and a survey of St. John's English, involving taped interviews with almost 200 residents of the city (Sandra

Clarke), currently stored in far from optimal conditions for preservation. Overcrowding, difficulties of storage (and access) at the Memorial University Folklore and Language Archive (MUNFLA) in the Education Building militate against a transfer of additional materials to that facility. So does the need to have these collections readily accessible for future faculty and graduate student research, including the application of new computerized mapping technologies to the wealth of dialect data which these taped corpora contain. Though these collections represent an extremely valuable aspect of the province's cultural heritage, the department currently has no separate archival space for them, and no means of ready access. Van Herk, however, is more than willing to archive materials in the new Sociolinguistic laboratory, and eventually to digitize it, given that permission can be obtained from the original researchers.

5.2.2 Space

Office space allocated to the department is barely adequate and social space does not exist. One faculty member (Wharram) has been temporarily accommodated in a neighbouring building, but will move closer to us in January. There is one office to be shared by per-course appointees.

Two retired faculty members (Hewson, Nurse) are housed in a single cramped room, and a third (Clarke) shares a room in the department of English. These retired faculty members are active researchers, with recently published books, but the space made available to them is in no way conducive to their continued productivity. The upcoming retirement of Vit Bubenik will put extra strain on these facilities.

There is no common room for students and faculty, although social space has been identified by a recent university-wide architectural survey as being highly desirable. Graduate students have one small room near the department and access to a room in Field Hall across the Parkway but may also work in one of the three labs. There is no space for the very active undergraduate society, SLAM, or for undergraduate students in general, although we realize that the provision of such space is surely as important as space for the graduate students.

The issue of space for Sociolinguistics Laboratory, although being resolved, has been very difficult. Gerard Van Herk, the Canada Research Chair in Regional Language and Oral Text was promised that space would be available for a lab and was awarded a substantial Canada Foundation for Innovation (CFI) grant to equip it. Just this August, a full two years since Van Herk took up his appointment, the space was made available and quotes for the renovation have not been prepared, despite constant inquiry. At one point we became very concerned about the effects of this situation on Dr. Van Herk, and on his long-term commitment to this university, fearing that the lack of adequate research space could have a serious negative impact on the Chair's ability to conduct research, to attract graduate students and postdoctoral fellows from outside the province, and to apply for the increased grant funding for which the stamp of an official laboratory would be extremely desirable. There is still a possibility that some of the CFI funding could be lost if not used by the (extended) deadline.

5.2.3 Laboratory facilities

Speech Sciences and Language Acquisition Laboratory

As part of Yvan Rose's appointment, the Faculty of Arts sponsored a new space for research on phonetics and phonology. This space was then expanded through CFI funding obtained by Rose. The Laboratory now includes a sound-proof recording booth, is equipped with high-quality, digital multimedia (sound and video) recording devices, a system for ultrasound-based articulatory research, as well as a computer cluster aimed at both on-line experimentation and data processing and analysis. Given

recent advances in the fields of normal and disordered phonological development, which call for a systematic use computerized methods of investigations based on digital media, this addition is timely and offers high-quality research methodologies as well as excellent training opportunities for the students working in these applied areas.

This facility provides Rose the environment and equipment required to pursue his broad-based research program of normal phonological development. This facility also provides support for funded research by other members of the department, including Carrie Dyck's SSHRC-funded work on Cayuga morpho-phonology and collaborative SSHRC-funded research by Julie Brittain (P.I.), Carrie Dyck, Marguerite Mackenzie and Rose on the morphological and phonological acquisition of Northern East Cree. The Laboratory also hosts the NIH-funded PhonBank collaborative research project (Rose, in collaboration with Brian MacWhinney, P.I., Carnegie Mellon University), which aims at developing a publicly-available database for research in phonological development. The software component of this research is entirely developed at Memorial, a project that involves two full-time employees and a team of research assistants. The research and related activities which take place within the Laboratory provide graduate students with a highly stimulating and compelling training environment. This research also has implications within the local community of St. John's and Newfoundland in general, as it involves collaborations with practitioners in the field of Speech-Language Pathology.

Finally, until the establishment of Gerard Van Herk's own laboratory, this facility was extensively used by him and former colleague Becky Childs for their research on sociolinguistic aspects of Newfoundland English varieties.

Aboriginal Languages Laboratory

This lab, located in SN4044, is home to the CURA project, *Knowledge and Human Resources for Innu Language Development*, a five-year SSHRC Community University Research Alliance project, as well as the Native Language Archive. The CURA project aims to consolidate and extend existing linguistic research, documentation, and applied material on Innu-aimun, making these available to community members, researchers, and the general public. The project seeks to collaborate with and train community members for development in local linguistic research, literacy teaching and development, school teaching, interpreting and translating, media (radio, print), and community leadership in research. Workspace is available for students employed on this project and on other Aboriginal language projects, which currently include research into the acquisition of Northern East Cree as a first language and work on the Cayuga oral tradition. The space currently houses two employees and up to three students working on the digitization of large collection of language tapes

Sociolinguistic Laboratory

Two years after Van Herk began his tenure as Canada Research Chair, his promised CFI-funded laboratory for sociolinguistic research is finally being renovated and furnished. The lab occupies 900 square feet in the Facilities Management building (FM-2006). It contains state of the art equipment for the collection, storage, and analysis of vernacular speech, both in the physical lab space and in cognate research facilities elsewhere on campus. This includes 12 networked Macintosh and PC workstations, 10 digital recorders, 3 analog recorders, 3 laptop computers, sound mixing equipment, and a map-quality printer. In collaboration with Paul De Decker, this laboratory will also conduct sociophonetic research, and house an acoustically-optimized recording space designed specifically for individual and small group sociolinguistic interviews. It will be furnished with equipment for studio-quality sound recording, mixing, and playback for perceptual experiments. We expect that both active research projects and

multimedia training facilities will help attract graduate students, visiting scholars, and conferences, as well as enriching the classroom and research experiences of our current students and faculty.

6 New directions and initiatives

With respect to the research which our department faculty anticipates pursuing in the near future, much of it will be a natural continuation of on-going research projects. In particular, the research programs of the faculty who have been in this the department for a significant length of time have all proved to be successful, so that we can anticipate further success by continuing along the same lines. For instance, there are currently plans to apply for two SSHRC CURA grants.

To the very limited extent that we can support our graduate program with external funding, it is our intention to do so. Our past successes in attracting external funding augur well in this respect. We continue to review the structure of our undergraduate programs but there are natural limits imposed by the nature of our discipline which cannot be ignored in structuring any linguistics teaching program and we do not intend to weaken our program by over-stepping these limits. With the recent rise in the number of Majors we are pleased that Linguistics is becoming a more popular choice for students and with the provision of new research laboratories and facilities, we feel able to face the demand and challenges that follow.

At the moment we do not have any large new changes in mind, as the ones which have occurred since the last APR must be allowed to mature.