

***A Guide to Applying for Funding for  
Research, Travel, and Language Study  
for Linguistics Graduate Students***

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## Objective

The objective of this report is to provide detailed information about the process of applying for grants, research awards, and fellowships for linguistic research of all types. It includes a list of pre-dissertation, travel, language study, dissertation, postdoctoral, and general UC awards and funding organizations. A timeline for dissertation funding is provided to aid you in your planning when considering dissertation funding opportunities. Literature and references for grant and budget proposal preparation are also included. A very useful component of this report is a set of successful proposals for various awards, including successful award applications from two prestigious dissertation funding sources—the National Science Foundation and the Wenner-Gren Foundation.

To many, applying and receiving funding is an arduous but necessary process. During this era of budget crisis, government funding for education and research is on the decline, and graduate programs are encouraging students to seek outside funding. Besides potentially securing you research funds, grant preparation has the added benefit of forcing you to meet deadlines in your proposal preparation process, to frame your research for different audiences, to whittle down your writing to meet page length requirements, and to refine your research goals. Being a successful grant writer is also very important in the current job market. When applying for academic jobs, evidence of successful grants will work in your favor.

Applying for grants is one aspect of an academic career and graduate school is the time to get started in your quest for research monies. It need not be an arduous process, but planning is vital. Good luck!

## Suggested timeline for applying for dissertation funding

### Spring

Begin researching funding opportunities.  
Discuss your options with your advisor and decide which fellowships you plan to apply for.

### Summer

Create or update your CV.    Begin drafting all components of applications.    Contact funding agencies with your questions.    Join organizations which offer funding you plan to apply for

### September

Submit drafts of your funding applications to your advisor and other mentors for their feedback. This will aid them in writing a strong letter of recommendation for you.

### October- February

Most dissertation funding applications are due during this period.    Send emails verifying that your application and letters of recommendation have been received.

### February

Congratulate yourself for submitting funding applications! Then promptly forget about your applications for a while.

### April

Funding announcements begin to be made.

### June - September

Award funding will likely cover research expenses beginning during this period.

## Selected List of Fellowships and Grants

### UC Davis Travel Grants

**Description:** Presenting at conferences is an important aspect of your graduate study allowing you to network with fellow linguists, present and receive feedback on your work, and generally to socialize you into life as an academic. A number of awards are available for travel to conferences. Many require that you present your work in order to be eligible. Most awards are given on a reimbursement basis. Save all your original receipts for flights, lodging, conference fees, gas, local transportation, even meals. Alongside the awards listed here, check to see if the specific conference you are attending offers any travel grants.

Consortium for Women and Research Travel Award: This award provides funds for conference travel to graduate students whose research matches the goals of the Consortium. Awards vary in amount from \$600 for domestic travel to \$800 for international travel. **Applications for travel between December 15 of the previous year and June 30 of the current year are due in October. Applications for travel between May 1 and December 14 of the same year are due in March.**

Department of Linguistics: The Department of Linguistics may make funds available for the reimbursement of conference travel expenses to graduate students. Check with the Department Chair, Professor Patrick O'Farrell. Save your receipts.

Graduate Student Association Travel Award: This award is intended for students attending "either professional meetings or any professional development meetings that deal with topics affecting graduate students' future goals (e.g. leadership, community service)." Presentation of original scholarly work at the meeting is not required, but does increase your chances for funding. Awards range from \$50-\$500 and are contingent on submission of receipts. **Applications are due in May for travel between January 1 and December 1 of the same year, and in January for travel between July of the previous year and June of the following year.**

Graduate Studies Travel Award: This award is intended for travel to conferences in or outside of the U.S. Graduate students nearing the completion of their studies, who have not yet received the award, and who are presenting at a conference are eligible. Students must have a minimum GPA of 3.0. **Applicants submit their applications to their graduate program chair.** Awards are given as reimbursements and thus require submission of receipts. Awards range from \$500 for domestic travel to \$1,000 for international travel. **Applications for travel during January 1 through December 31 are due by March 15. Applications for travel during July 1 (current calendar year) through June 30 (following calendar year) are due to the graduate programs by October 15.**

Steven G. Lapointe Award: This is an endowed award through the Department of Linguistics in honor of Steven Lapointe, a former faculty member who passed away in 1992. A call for proposals is sent to all graduate students during the Winter quarter of each year. "The purpose of the award is to recognize high academic promise and accomplishment by granting \$500 to a

graduate student who has presented or will present at a professional conference a paper based on original research that a faculty award committee judges to be of outstanding quality.”

### [Awards for Foreign Language Study](#)

[Foreign Language and Area Studies \(FLAS\) Fellowship](#): The purpose of this award is to provide support for extensive language study with language acquisition as the central goal. This award provides summer or academic year support for language study through UC Berkeley. Awardees who are non-UC Berkeley students are expected to complete their language study at UC Berkeley. The award covers registration fees and a stipend. **Applications are due in January.**

[National Security Education Program \(NSEP\) David L. Boren Graduate Fellowship](#): This award provides from one semester to two years of funding for language and area studies, of languages and cultures deemed critical to U.S. national security to individuals who are interested in working in the federal government. Post-Ph.D. service obligations are attached to this award. Applicants must be U.S. citizens and enrolled in or applying to a graduate program. Awards are made for international and domestic study up to \$30,000. **Applications are due late January.**

[U.S. Department of State, Bureau of Educational and Cultural Affairs Critical Language Scholarship](#): This award provides support for summer intensive language study in one of the following “critical” languages: Arabic, Bangla/Bengali, Hindi, Punjabi, Turkish, Urdu, Chinese, Korean, Persian and Russian. This award is intended to expand the number of Americans studying and mastering critical need foreign languages. Applicants must be U.S. citizens and Master's and Ph.D. students, or recent graduates. The award provides funding for beginning, intermediate and advanced level summer language programs at American Overseas Research Centers. Recipients are expected to continue their language study beyond the scholarship period and later apply their critical language skills in their professional careers. The award includes travel to the program location, pre-departure orientation costs, applicable visa fees, room, board, travel within country and all entrance fees for program activities. **Applications are due in late January.**

### [Pre-Dissertation Awards](#)

Description: While you may think that research funding is not something to consider applying for until you are about to embark on your dissertation research, think again. A number of pre-dissertation awards are available to linguistics graduate students. These are sometimes called exploratory research awards. Some of these awards are only available to recent undergraduates who have not yet begun graduate school. Other pre-dissertation awards are available to students in their first years of graduate study.

[The Council for European Studies Fellowship Program](#): This award is intended for students with research focused on Europe who are preparing to undertake their first major research project in Europe. The award provides students with three months of support of up to \$4,000 for research exploration in Europe, additional travel support for participation in a CES conference, and publication of a report in the CES journal. **Applications are due February 1 for fellowships available to begin immediately.**

[Jacob K. Javits Fellowship Program](#): This program provides fellowships to students on the basis of superior academic ability to undertake study in the fields of arts, humanities, and social sciences. This award provides up to 48 months of support to U.S. citizens, nationals, permanent residents, or citizens of any one of the Freely Associated States who will pursue a doctoral or master's degree. Applicants must be undergraduates who are about to enter graduate school or graduate students who have not yet completed their first year of graduate school. The award includes an institutional payment (\$12, 627 in 2007) and a maximum stipend of \$30,000. **Applications are due in October.** Awards received are for the following fiscal year.

[The Jack Kent Cooke Foundation Graduate Scholarship Program](#): This award provides support to recent undergraduate degree recipients who will begin a graduate degree in the fall after award application submission. Interested applicants must be nominated by their undergraduate institution representative, who can be found on the foundation website. This award covers a portion of educational expenses, including tuition, living expenses, fees, and books. The amount varies by student and is renewable for up to six years. **Applications are due mid-March.**

[Lewis and Clark Fund for Exploration and Field Research](#): This award supports exploratory field studies for "the collection of specimens and data and to provide the imaginative stimulus that accompanies direct observation." Doctoral students in Linguistics are eligible to apply. The award provides up to \$5,000 of support. **Applications are due in mid-February.**

[Microsoft Graduate Fellowship](#): This award is intended for computer science Ph.D. students, but those involved in computational linguistic research may wish to apply. Applicants must be nominated by their department chair. This award provides two years of support, preferably to second or third year Ph.D students, and includes 100% payment of tuition and fees, an annual stipend (\$20,000 in 2007), and a conference travel allowance. **Applications are due in early October.**

[National Academies Ford Diversity Predoctoral Fellowship](#): This award provides three years of support to U.S. citizens or nationals pursuing a Ph.D. The objective of this award is to support students who are committed to achieving excellence in college and university teaching, with a particular emphasis on students of ethnic and racial backgrounds traditionally underrepresented within university faculties, especially: Alaska Natives (Eskimo/Aleut); Black/African-Americans; Mexican Americans / Chicanas/Chicanos; Native American Indians; Native Pacific Islanders (Polynesian/ Micronesian); Puerto Ricans. The awardee receives an annual stipend of \$20,000. **Applications are due November 15.** Announcement of Awards: April

[National Science Foundation's Graduate Research Fellowship Program](#): This program provides three years of support for graduate students in the early stages of their graduate study. The goal of the program is "to ensure the vitality of the human resource base of science, technology, engineering, and mathematics in the United States and to reinforce its diversity." Applicants must be U.S. citizens or nationals. **Applications are due in November.**

[Paul and Daisy Soros Fellowship for New Americans](#): This award is available to New Americans pursuing graduate and professional degrees. “New American” is defined as a resident alien, i.e., a Green Card holder; a resident who has been naturalized as a U.S. citizen or is the child of two parents who are both naturalized citizens. Undergraduate applicants about to enter graduate school are preferred but graduate students in their first or second years of study are also considered. This award includes one-half the tuition cost of the U.S. graduate program and a yearly maintenance grant of \$20,000. **Applications are due November 1.** Announcement of Awards: February for graduate study beginning the following September.

[Social Sciences and Humanities Research Council of Canada](#): This award is available to Canadian students applying to or enrolled in a Ph.D. program in humanities or social sciences in universities both in and outside of Canada. Applicants must be citizens or permanent residents of Canada, have completed or are about to complete a Master's degree or a Bachelor's degree in the humanities or social sciences, or are already pursuing a Ph.D. or equivalent or a combined M.A./Ph.D. This award provides up to four years of support ranging from \$20,000 to \$35,000 per annum. **Applications are due November 15.**

### [Dissertation Fellowships](#)

Description: Applying for dissertation funding takes a lot of time. Applications are long and complicated and generally include an extensive research proposal, a detailed budget, letters of recommendation, transcripts, curriculum vitae, and more. IRB approval is generally required by the time the research will begin, but some awards require IRB approval upon applying for funds. Funding applications begin to be due in the Fall, for funding which generally begins the following Summer or Fall. Thus, plan accordingly. If you want funding in your fourth year of graduate school, you need to apply early in your third year.

[American Anthropological Association \(AAA\) Minority Dissertation Writing Fellowship](#): This award is intended for minority doctoral candidates in anthropology to aid completion of the dissertation. Applicants must be members of an ethnic minority, a U.S. citizen, and a member of AAA. The award is in the amount of \$10,000. **Applications are due on February 15.**

[American Association of University Women \(AAUW\) American Dissertation Fellowship](#): This award supports women completing doctoral degrees. Applicants are evaluated on the basis of scholarly excellence, teaching experience, and active commitment to helping women and girls through service in their communities, professions, or fields of research. Applicants must be U.S. citizens or permanent residents and women. This award provides up to \$20,000 for dissertation work. **Applications are due in mid-November of each year for fellowships beginning the following July.**

[American Council of Learned Societies Dissertation Fellowship in Southeast European Studies](#): This award is intended for dissertation research focusing on Southeastern Europe. Applicants apply for one of three categories of awards: developmental, research, or writing. Awardees receive up to \$17,000 of support. **Applications are due in mid-November.**

[American Institute of Indian Studies Junior Research Fellowship](#): This award provides support for graduate students who wish to pursue their dissertation research in India. This award funds recipients for up to eleven months. Applicants receive a maintenance stipend of Rs 29,400 per month, and research and travel funds totaling Rs 12,600 per month. **Applications are due July 1.**

[Charlotte W. Newcombe Doctoral Dissertation Fellowship](#): This award provides support for research on ethical or religious values in all fields of the humanities and social sciences. This award is generally intended for Ph.D. candidates who are in the dissertation writing phase, and provides twelve months of support in the amount of \$23,000 maximum. **Applications are due in early November.**

[Maurice and Marilyn Cohen Fund Doctoral Dissertation Fellowship](#): This award from the Foundation for Jewish Culture provides support for one academic year, for doctoral candidates in the final stages of completing a dissertation, typically in the fifth year of study. Applicants must have completed all doctoral requirements except the dissertation, and should show evidence of being able to complete the dissertation within the fellowship year. The award provides \$16,000-\$20,000 of support. **Applications are due in late November for the following academic year.**

[Fulbright-Hays Doctoral Dissertation Research Abroad](#): This program provides grants to colleges and universities to fund individual doctoral students who conduct research abroad in modern foreign languages and area studies. Applicants must apply through their university (contact UC Davis Office of Research for more information). This award includes travel and living expenses for a period of six to twelve months. Projects focusing on Western Europe are not supported. **Applications are due in early-November.**

[The John Hope Franklin Dissertation Fellowship](#): This award is intended for minority students or other students who are committed to the eradication of racial disparities and the underrepresentation of minorities in academic positions. Applicants should be pursuing dissertation topics which would benefit greatly from use of the American Philosophical Society Library in Philadelphia, including American Indian linguistics. This award provides one year of support in the amount of \$30,000 to doctoral students. Awardees are required to spend a minimum of three months in Philadelphia. **Applications are due April 1.**

[The Josephine de Kármán Fellowship Trust](#): This award is intended to support and recognize Ph.D. students who will defend their dissertation in the academic year in which the award is received. The award is intended for applicants whose scholastic goals match that of de Kármán. The award provides \$20,000 of support. **Applications are due in late January.**

[The Mabelle McLeod Lewis Memorial Fund](#): This award provides grants to advanced doctoral candidates at Northern California universities conducting research in the humanistic disciplines. This award includes a one-year stipend and payment of tuition fees. Applications are made

available at the Office of Graduate Studies in Mrak Hall. Contact [mmcleodlewis@yahoo.com](mailto:mmcleodlewis@yahoo.com) or the Executive Secretary at 408-293-9952 for information. **Applications are due in mid-January.**

**Mellon/American Council of Learned Societies Dissertation Completion Fellowship:** This award provides one year of support for graduate students in the humanities and related social sciences in the last year of Ph.D. dissertation writing. This award includes a \$25,000 stipend plus an additional stipend for research and university fees. **Applications are due in mid-November of each year for fellowships beginning the following summer.**

**Mellon Fellowship for Dissertation Research in Original Sources:** This award provides up to one year of support to advanced doctoral students at American universities in the humanities or related fields, who are using original sources in their research. Research can be carried out at multiple sites both in the U.S. and abroad. The award provides up to \$20,000 of support. **Applications are due in late November of each year for fellowships beginning from June to September.**

**National Academies Ford Diversity Dissertation Fellowship:** This award provides one year of support to doctoral students who are U.S. citizens or nationals, with particular consideration of applicants from the following ethnic and racial backgrounds: Alaska Natives (Eskimo or Aleut); Black/African Americans; Mexican Americans/ Chicanas/ Chicanos; Native American Indians; Native Pacific Islanders (Polynesian/Micronesian); Puerto Ricans. This award is intended to fund students who are committed to using diversity in their research and teaching. **Applications are due in late November.**

**National Science Foundation (NSF) Doctoral Dissertation Improvement Grant:** This dissertation award supports scientific research of all types which focuses on human language as an object of investigation. The award amount varies and does not exceed \$12,000. The award application has multiple components, including a 15-page proposal. Applications are reviewed and submitted by the UC Davis Office of Research, which also has its own set of forms and required signatures. **Applications are due to NSF on January 15<sup>th</sup> and July 15<sup>th</sup>, however, it is necessary to allow additional time for review by UC Davis Office of Research.**

**The Phi Beta Kappa Mary Isabel Sibley Fellowship:** This award is intended for women studying Greek language, literature, history, or archaeology, or French language or literature. Applicants must be unmarried women between the age of 25 and 35 who are in the dissertation phase. Applicants need not be Phi Beta Kappa members. The award includes a stipend of up to \$20,000. **Applications are due in mid-January.**

**Phillips Fund Grant for Native American Research:** This award is intended for research in Native American linguistics, ethnohistory, and the history of studies of Native Americans in the continental United States and Canada. Applicants may be graduate students undertaking dissertation research. Average awards are \$2,500 and do not exceed \$3,500. **Applications are due by March 1.**

[Smithsonian Institution Predoctoral Fellowship](#): This award is intended for students who will conduct research for 3-12 months at the Smithsonian. Applicants must have completed coursework and preliminary examinations for the doctoral degree, and must be engaged in dissertation research. The award provides a stipend of \$25,000. **Applications are due January 15.**

[Spencer Foundation Dissertation Fellowship Program](#): This award is intended to support research relevant to the improvement of education. Fellowships are in the amount of \$25,000 and support individuals whose dissertations “show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world.” **Applications are due in early November.**

[Social Science Research Council \(SSRC\) International Dissertation Research Fellowship](#): This award is intended for graduate students wishing to pursue dissertation research abroad. The organization favors site specific interdisciplinary research with ramifications beyond the local context. The award provides nine to twelve months of support in the field with a maximum award of \$20,000. **Applications are due in early November; announcements are made in April of the following year.**

[Wenner-Gren Foundation Dissertation Fieldwork Fellowship](#): This award supports doctoral students engaged in dissertation fieldwork with a clear anthropological focus. The award is for the maximum amount of \$25,000. **Applications are due May 1 and November 1.** Awards are announced six months later.

[Woodrow Wilson Doctoral Dissertation Fellowship in Women’s Studies](#): This award is intended for women with a commitment to women’s issues and scholarship on women. Applicants must be doctoral candidates who will complete their dissertation in the year for which they apply. This award provides recipients with \$3000 to be used for dissertation expenses. **Applications are due in early October.**

### [Postdoctoral Fellowships](#)

Description: Postdoctoral Awards provide one year or more of support following the completion of the doctorate. Award amounts tend to be greater than a dissertation year fellowship and many times require the applicant to locate a faculty mentor at a(nother) university.

[American Association of University Women \(AAUW\) American Postdoctoral Fellowship](#): This award provides one-year of support of \$30,000 for women who will have earned a doctoral degree by Nov. 15 of the year in which they apply. This award is open to women in the arts and humanities, social sciences, and natural sciences; one award is designated for a woman from an underrepresented group in any field. Limited additional funds may be available when matched by the fellow’s institution. **Applications are due in mid-November of each year for fellowships beginning the following July.**

[Ford Foundation Postdoctoral Diversity Fellowship](#): The purpose of this award is to provide postdoctoral support for one year to individuals who wish to pursue a career in college or university teaching and research. The award provides a \$40,000 stipend. **Applications are due in late November.**

[Mellon/American Council of Learned Societies Recent Doctoral Recipients Fellowship](#): This award provides support for one year following the completion of the doctorate for scholars to advance their research. This fellowship is limited to scholars awarded the Mellon/ACLS Dissertation Completion Fellowships in the prior year, the Alternates selected in the prior year Mellon/ACLS competition, and those awarded other dissertation fellowships of national stature that require applicants to complete their dissertations within a specified period. This award provides \$30,000 of support. **Applications are due in early December for fellowships beginning the following June-September.**

[National Academy of Education/Spencer Foundation Postdoctoral Fellowship](#): This fellowship is intended for Ph.D recipients working in critical areas of education research. In addition to research support, this fellowship provides professional development activities. This award is in the amount of \$55,000 and can be spread over one or two years. Applications are due in early November.

[Stanford University Humanities Fellow Program](#): This postdoctoral award provides a two-year position at Stanford for recent Ph.D. recipients in the Humanities. Postdoctoral award recipients teach and do research in residence at Stanford. The 2009-2010 competition will be open to linguistics Ph.D. recipients. Applications are due in early December for positions beginning the following academic year.

[UC Linguistic Minority Research Institute Grant](#): The purpose of this grant is to provide support for research that improves the schooling conditions and academic achievement of language minority youth by increasing understanding of the challenges they face, as well as the resources they represent for the state. Proposals focused on bi-literacy, educational achievement and/or California are especially encouraged. Award provides support for tuition and fees, living stipend, and research expenses. **Applications are due twice a year, on February 1 and October 1.**

[UC President's Postdoctoral Fellowship Program](#): This award provides one year of support to doctoral degree recipients whose research focuses on diversity and multiculturalism. Applicants must obtain the sponsorship of a University of California faculty member who is not their Ph.D. dissertation advisor. The award is for a period of twelve months and for up to \$50,000. **Applications are due in November.**

#### [Additional UC Davis Research Awards](#)

[Chancellor's Teaching Fellowship](#): This fellowship is intended as a collaborative project between a graduate student and a faculty member in order to provide the fellow an opportunity "to develop skills and gain experience in a variety of teaching activities (e.g., lecturing, leading labs

and discussions, constructing and grading exams).” The award provides one quarter of fee remission and a salary equivalent to a 50% Associate-In position. **Applications are due in early January.**

**Nancy Webb Scholarship:** This is an endowed scholarship available specifically for Linguistics graduate students at UC Davis. All students who submit the standard fellowship application through Graduate Studies (due on January 15) are automatically considered for this award.

**Second Language Acquisition Institute Mini-Grant:** This award is open to UC students whose research focuses on second language acquisition. Recipients receive one quarter of fee remission and a GSR Level I stipend, either in the Spring Quarter of the year in which you apply or the following Fall Quarter. **Applications are due in March.**

**UC Institute on Global Conflict and Cooperation Dissertation Fellowship:** This award is open to graduate students from all disciplines whose dissertation research addresses causes of international conflict and opportunities for international cooperation. Applicants must be advanced to candidacy before June of the year they apply. **Applications are due in early February.**

**UC Davis Graduate Washington Program:** This program offers summer or academic year support for graduate students to work as a TA and conduct research in Washington D.C. Preference is given to applicants with strong teaching backgrounds and whose research would benefit from living in Washington D.C. **Applications are due in early March.**

#### **General Non-UC Davis Awards**

**Phi Beta Kappa of Northern California Scholarship:** This award is available to Phi Beta Kappa members enrolled in graduate programs in Northern Californian universities. Applicants must apply through their university coordinator. Current UC Davis coordinator is Professor D. Kern Holoman; Department of Music; (530) 752-9041; [dkholoman@ucdavis.edu](mailto:dkholoman@ucdavis.edu). Awards in 2007 were in the amount of \$5,000. **Check with campus coordinator for application due date.**

**Philanthropic, Educational Organization (P.E.O) Awards for California women:** The following awards are available through the P.E.O.: [Ethel O. Gardner P.E.O. Scholarship](#), [Janet H. Griswold Scholarship](#) and [Dorothy Halleck Scholarship](#). Applicants must be California residents and women. Award amounts range from \$400 to \$1100. Contact the organization early to request an application packet. **Applications are due February 10.**

## Tips on writing grant proposals (and other research proposals) <sup>1</sup>

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1. **Start early.** Proposal writing is extremely time-consuming, especially when you're first starting out. Know exactly what you need to supply, and line things up well in advance. For an external granting agency such as NSF or the SSRC, allow three months or more to develop and revise your proposal. For shorter applications allow at least a month.

2. **Know your granting agency.** Read guidelines carefully and follow them. Use the appropriate specialist terminology (i.e., jargon) for the agency, which may be different from the jargon of your discipline. You need to be able to speak the language reviewers understand—never force them to adapt to your worldview. Most granting agencies for the social sciences have a strong science orientation, so you're usually safe in framing your proposal scientifically, with discussion of hypotheses, methodology, data, and analysis. This style is more challenging for interpretive and qualitative projects, but not impossible; just make clear that your methods are sound, appropriate, and illuminating for your research question. Be aware that some granting agencies (e.g., Wenner-Gren) may reject science-style proposals, so read the guidelines carefully to ensure you're framing your project appropriately.

3. **Be original, but not too original.** Granting agencies are almost always a bit conservative by nature; they want to be sure that their money will be well spent. Your work should either use new theories/methods to investigate a familiar issue or should use familiar theories/methods to investigate a new issue, but if your proposal is either too new or too familiar, it won't be a good candidate for funding. Advisors can help you frame the project early on so you can develop an effective proposal.

4. **Tell a good story.** Design your proposal so that it's clear that your project is the crucial next step in advancing knowledge: start broadly, foregrounding why the issue is important, highlight gaps or weaknesses in the existing literature (but do so cautiously; see item 10 below), and explain what new approach is needed and why. This approach, of course, should be the one you're taking. But avoid building suspense: within the first sentence or paragraph you should explicitly and briefly state the goals of the proposed study. This will help the reviewers to follow the discussion.

5. **Put your project at the center of your proposal.** This is your opportunity to offer your perspective on the field. Don't let other researchers' agendas drive your discussion: focus on what matters for your study. In particular, one common mistake in grant proposals is to survey previous literature without clearly stating its relevance to the proposed study. Every detail you

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<sup>1</sup> This has been edited by Lisa Bonnici so as to be applicable to UC Davis linguistics graduate students.

include should be explicitly tied to your project one way or another. And don't forget to cite your own previous research (e.g., a master's thesis) if appropriate.

**6. Sound more confident than you (probably) are.** You should aim for an authoritative scholarly voice, not the voice of a tentative beginner (even if you feel like one). State your research plans with as much certainty as you reasonably can without hedging or qualifying, but never misrepresent the facts. Don't worry that you're promising to do a study that may turn out quite differently from your description. Reviewers know that proposals are just that, not guarantees of what will emerge from the research once you actually undertake it. It's expected that things may turn out a bit differently, and often such surprises lead to the most important new ideas. Finally, don't undermine your proposal by confessing what you see as weaknesses in your plan; present the details in the most positive light possible and let the reviewers decide for themselves.

**7. Be specific.** The best way to convince reviewers of your competence is to incorporate as many specific details as you can about all aspects of the project. Your aim should be to offer support or evidence for everything you say. Since space is limited, each sentence should carry a great deal of information. Your proposal should be extremely information rich; inevitably, this means it will be very dense reading, but that's the nature of the genre. To save space and keep the focus on your own research, introduce others' work mainly through parenthetical references (or footnotes for humanities funding); strings of multiple citations help show the depth of your familiarity with the field. You should also cite several bodies of relevant literature, not just one. When describing your research context and design, include as many specific facts as possible: dates, numbers, locations, a detailed and realistic timeline for your plan of work, and a clear justification for each of your budget items (the latter is often a separate document, but if not, part of the proposal narrative should mention the resources needed for the study). These details help reviewers to see that you know your research situation very well and have anticipated what you need to do to carry out the project successfully.

**8. Tell the reviewers who you are.** The proposal should demonstrate—not assert—that you're the best person to carry out this research. You should describe your qualifications for doing the proposed work in depth, but do so objectively and leave evaluation to the reviewers. Don't be modest about your accomplishments, even if you don't feel that they amount to much (see item 6 above). Mention any special skills or experience you have that help prepare you to carry out the research (e.g., language skills, technical training). Selectively cite and briefly describe your own previous research and make clear how the proposed project contributes to a coherent research agenda.

**9. Be explicit and redundant.** Reviewers often read quickly and cursorily; make sure they see the key information repeatedly and that it's clearly explained and defined. Don't assume that your proposal will be read by a specialist in exactly your field, so define terms briefly. Don't assume that readers will find key information buried in one paragraph of the proposal, but don't just repeat yourself mechanically, or it will look as though you don't have much to say

about your ideas. The best way to lay out key information is to introduce it briefly early in the proposal, develop it at length in the body of the proposal, and then refer back to it in a later section. Come up with a few varied ways to refer to your core idea or issue, but with similar enough wording (e.g., a shared keyword) that readers will easily recognize it as the same concept.

**10. Be gentle in your critiques.** You never know who will read your proposal, so don't say anything in the proposal that you wouldn't want the target of your critique to see. In general, avoid any explicit negative evaluation and describe any gaps or weaknesses in a way that you think the author would view as a fair reading of their work. If anything, you should understate your criticism. Academics are adept at reading between the lines; they'll understand when you consider a particular study to be problematic.

**11. Connect up to big issues and current trends.** Granting agencies understand the value of basic research (i.e., scholarship with no immediate applications to pressing problems), but they still want the research they fund to have some connection to current issues, not only in your field, but in academia broadly. Some agencies (e.g., NSF) also ask you to specify the broader impacts that your work will have on society in general. You should state some plausible ways that your research contributes to both knowledge and the betterment of humanity, even if the benefits are somewhat tenuous or speculative. And if you can adjust your research plan to achieve such benefits more directly, this will often enhance the project's fundability.

**12. Look at some examples.** The best way to learn to write a proposal is to look closely at a few successful ones for the funding source to which you're applying. A number of funding sources make sample proposals available to applicants and some books on grant writing offer examples. Alternatively, you can ask peers or advisors to share their own proposals.

**13. Get feedback from experienced grant writers/reviewers.** This is not the time to call on your peers; faculty will be most helpful. Give them plenty of lead time (at least a month for a major proposal) in order to get detailed and high-quality feedback. Ask them to read it as a reviewer and to be as critical as possible. Then incorporate their suggestions.

**14. Submit to as many sources as you can, but adapt your proposal accordingly.** Once you've done one grant proposal, it's much easier to write the next one for the same project (as well as for other projects). Since grant funding is very competitive, it's well worth applying to several funding agencies, but you should always adapt your proposal to the specific guidelines and concerns of each agency. This may mean reframing your project a bit, including different references, highlighting different angles, but the heart of the proposal—the actual research plan—should not change.

## Resources for grant writing

### UC Davis Resources for grant preparation

#### **Anthropology 206: Research Design and Method in Social Anthropology**

*In this course, which is usually offered in the Spring, you will be guided through the development of a research proposal. See course description below:*

Course Description: Seminar—4 hours; individual student-instructor session (in-depth work on proposal writing). Prerequisite: consent of instructor. Formulation of research problems and preparation of research proposals; relationships between theory and method, funding, pre-fieldwork preparations, entering the community, field research techniques, and problems of ethics; intensive work on proposal writing. May be repeated once for credit. Limited enrollment.

#### **Office of Graduate Studies:**

*The Office of Graduate Studies offers grant writing workshops throughout the year as part of their Professional Development Series. View the list of workshops at: <http://qsps.ucdavis.edu/pds/>*

### Books

Chapin, Paul G. (2004). *Research projects and research proposals: A guide for scientists seeking funding*. Cambridge: Cambridge University Press.

*Despite the title, the book is aimed at researchers in the social sciences as well as the sciences. The author is a former program director for the National Science Foundation.*

Locke, Lawrence F., Waneen Wyrick Spirduso, & Stephen J. Silverman (2000). *Proposals that work: A guide for planning dissertations and grant proposals*. 4th ed. Newbury Park, CA: Sage.

*Specifically aimed at graduate students and scholars beginning their career. Gives special attention to qualitative and more humanistic research.*

### Websites

[http://www.ssrc.org/fellowships/art\\_of\\_writing\\_proposals.page](http://www.ssrc.org/fellowships/art_of_writing_proposals.page)

Przeworski, Adam, & Frank Salomon (1995). "The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions."

<http://globetrotter.berkeley.edu/DissPropWorkshop/>:

*An excellent free website designed to shed light on the dissertation proposal writing and funding process. Includes sample budgets, style suggestions, and poignant essays.*

[http://sjooseph.ucdavis.edu/Faculty\\_Workshop/Helpful\\_Links\\_and\\_Resources\\_for\\_Research\\_Funding.htm](http://sjooseph.ucdavis.edu/Faculty_Workshop/Helpful_Links_and_Resources_for_Research_Funding.htm)

*This website was created by Suad Joseph, UC Davis Anthropologist, who here has compiled a list of resources for research funding.*

## Sample Proposals

- See Appendix A for examples of successful proposals from UC Davis linguistics graduate students.
- The Linguistic Minority Research Institution has two successful proposals—one qualitative, on quantitative, available on their website at <http://www.lmri.ucsb.edu/research/lmri-grants/call.php>
- Check the funding agency website for sample proposals or proposal guides. If none are available, email the award administrator and ask if any successful proposals are available to potential applicants.

# Funding Budget Preparation Guide

## General Tips for Budget Preparation

- Some funding agencies provide you with their own forms, others do not. Ensure you have all appropriate forms needed.
- Some funding agencies ask for a separate document in which you explain details of all items listed on your budget, sometimes called a 'budget justification'. Make sure you are clear on what you need for each application.
- Be specific and detailed when listing expenses. Provide a brief explanation of every item listed on the budget.
- Some awards, such as NSF, require you to use U.S. flag ship carriers (i.e., particular U.S. owned airlines) for travel to the research site(s). Make sure to check your funding agency's policy on travel. On your budget, list airfare estimates with airlines which meet the funding criteria. (E.g., if you find KLM or Alitalia have very low fares, be aware that you may not be able to fly with them with award money).
- Check local newspapers and housing advertisements for average rents and include this reference information in your budget.
- Contact your funding agency and ask if conference travel for dissemination of research funding is a permissible use of award funds.
- If you are including tuition and/or university fees in your budget, verify that your funding agency considers this a permissible use of award funds. Many awards have restrictions on use of funds towards payment of school tuition and fees.
- If you request internet and/or a cell phone, explain why they are essential for your research. For example, in field research, a cell phone may be necessary for scheduling appointments with participants.
- Look up the per diem rates for the country in which you will be conducting research on the following websites: <http://perdiem.hqda.pentagon.mil/perdiem/> or <http://travel.ucdavis.edu/links.cfm>. If your requested amount is less than the per diem rates, gently point this out.
- For local transportation, choosing the more economical option, e.g., buses instead of taxis, will show the funding agency you are willing to stretch their dollar, euro, yen, rupee or frank.
- For equipment, list the model, product name and number for each piece of equipment you intend to purchase with award money. Instead of simply 'Dell Laptop', you should be very specific and go for 'Dell Inspiron 1525 Laptop'. You should also explain why you need the particular model over others, and what it is to be used for.
- For consultant fees, detail how much you intend to pay consultants and how you arrived at the rate you did (e.g. local standard for transcription services)
- Present your budget in an easy-to-read format.
- Check your math! Make sure it all adds up and that you are not over budget.

## Components of Budget

Below is a list of common components which you can include in your funding budget. Each award has different restrictions as to allowable expenses; thus, it is important to read the application information closely, and check with your funding agency if you have any remaining questions.

- **TUITION AND REGISTRATION FEES**
- **HEALTH INSURANCE**
- **LIVING EXPENSES**
  - Lodging
  - Gas, Electricity, Water, etc.
  - (Cell) Phone
  - Internet Access
  - Groceries
  - Personal Care Items
- **TRAVEL AND TRANSPORTATION**
  - To research site (i.e., airfare)
  - While at research site (i.e. taxis, bus/train fare)
  - Conference travel to disseminate your result (flight, accommodation, meals and incidentals)
- **VISA AND PASSPORT EXPENSES**
- **EQUIPMENT**
  - Laptop
  - Software, especially for data coding and analysis
  - Recording devices
  - Microphones
  - Data storage device (e.g. thumb drive, blank cds/dvds)
- **INFORMANT GIFTS**
  - In lieu of payment to participants for their time, some researchers purchase small locally-acceptable gifts for participants. e.g. a small box of baked goods in Malta; a bag of nuts in India.
- **CONSULTANT FEES**
  - Payment to research consultants for transcription, data coding, translation services, etc.
- **BOOKS**
  - Funds for research publications, especially those which are unavailable in the university library system.
- **OTHER MATERIALS AND SUPPLIES**
  - Miscellaneous items such as paper, printing cartridges, photocopies, blank cds, etc.

### SAMPLE BUDGET (SEE APPENDIX A)

See successful NSF Proposal in Appendix A for examples of budgets and budget justification documents.

## Appendix A: Successful Funding Proposals from UC Davis students

### SLAI Mini-Grant Proposal: Ann Kelleher

Ann Kelleher  
Ph.D. Student  
Department of Linguistics

March 2, 2007

**Summary:** This proposal is for the first part of a three-part project that will explore the language learning experiences of the large and heterogeneous group of Cantonese/English bilingual students who elect to enroll in Mandarin classes at U.C. Davis. The three phases of the project will focus on Mandarin learners, the Cantonese/English bilingual community, and Mandarin program and university administration. The overarching research question I will address is: what is the relationship between language ideologies and language development for heritage language learners in the formal, instructed setting of a university? I will undertake data collection during Fall Quarter, 2007 for the first phase of the project.

**Previous Research:** A major thread of research in SLA has focused on individual differences in language learning (Ellis, 1994). Until recently this area of research dealt almost exclusively with considerations of the personal characteristics of learners extracted away from the social and historical situations of language learning. Dörnyei's (2007) review of recent SLA literature on individual differences emphasizes that there is, as he calls it, a "transformation" going on in the field. Across the main areas of research (personality, aptitude, motivation, learning styles and learning strategies, as he identifies them) Dörnyei says, there is a move toward considering how context is a factor in understanding individual differences. Further he acknowledges that more complex theoretical models are required to examine research question that propose to deal with context.

Within the current SLA literature, Norton (2000) has empirically examined and theorized how context relates to motivation; she captures the relationship between learners and language in the notion of "investment" and ties outcomes, in part, to learners' "imagined communities" (Norton, 2001). These theoretical constructs are particularly applicable to heritage language learners, whom Valdés (2001) defines (for purposes of university instruction) as students with a cultural connection and some bilingual ability in a language of study. For these learners, the language of study is not foreign, and while this will offer some advantages, connections also brings with them a host of complexities on both the affective and linguistics levels (Peyton, Ranard and McGinnis, 2001).

He (2004) makes the case for the relevance of findings based on Conversation Analysis to SLA. Her field of research is also Chinese as a heritage language and she points to the benefits of a combined CA/ethnomethodological approach. I have also taken a similar approach in prior research. Kelleher (2006, unpublished M.A. thesis) uses surveys, interviews and discourse analysis to examine questions of heritage learner placement in a university Chinese program. A portion of the study is currently under review for publication as a book chapter in a volume tentatively titled "Chinese as a Heritage Language".

**Research questions:** Given that the study of heritage language learners is relatively new, and that research in SLA is just beginning to consider the effects of context on instructed language development, this study will focus on the micro-level decision-making processes of learners and relate their perspectives to the larger social, historical and institutional dynamics in which they find themselves. To begin, I will address the following questions in the first phase of the study: 1) How do Cantonese/English bilingual students frame their decisions to study Mandarin? What are the underlying beliefs (i.e. ideologies) about language that drive their decisions to study Mandarin? 2) How do these students relate their choice to study Mandarin to being Cantonese/English bilingual? What underlying beliefs about language are highlighted in the connections they draw? And, 3) How do the students view their learning outcomes in Mandarin classes (positive or negative) relative to being bilingual in Cantonese and English?

**Setting, Participants and Methodology:** The setting for this study will be U.C. Davis. The participants in the first phase of the study will be eight (four female/four male) Cantonese/English bilingual students enrolled in one of two classes during Fall Quarter '07, CHN 1CN or CHN 111. I plan to administer a language background survey early in the quarter to the two classes and ask for volunteers to be interviewed.

Sociolinguistic interview techniques (Tagliamonte, 2006) will be used to collect information from participants. Analysis for the first part of the study will be primarily Systemic-Functional Linguistic analysis (Martin and Rose, 2003) of the student interviews combined with Critical Discourse Analysis (Fairclough, 1995) to place the students' comments within a larger social framework.

**Significance of this project:** This project comes at a critical time in terms of Mandarin teaching in the U.S. One visible effect of China's economic expansion is an increasingly popular focus on Mandarin as a language of study in the U.S. through both internal and external processes. The Chinese government is expanding its support of Chinese teaching in the U.S., opening additional facilities, providing textbooks and materials to schools, and sending scores of new teachers. Internal to the U.S., there is a pressure to increase the number of civil servants proficient in Mandarin, and within this context, heritage language learners have become an "object" of focus. As Ricento (2005) points out, the discourses around heritage learners focus on the "tapping of a national resource." Rather than examining the potential for students with early exposure to a variety of Chinese (but without significant ability in Mandarin) to become high-proficiency Mandarin users, this project seeks to tease apart the complex web of social and linguistic processes surrounding the difficult decision heritage learners face when considering whether they will become a learner of a language they are at times 'expected' to know and once in the classroom, how their background affects the "L2" acquisition process—when the L2 is a "heritage" language.

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## SLAI Mini-Grant Proposal: Yuriko Miyamoto Caltabiano

Yuriko Miyamoto Caltabiano  
Ph.D. Candidate  
Department of Linguistics

**Summary:** In this project, the relationships between Japanese language development, heritage language maintenance, learners' multicultural and multilingual identities, and language attitudes in Japan are explored. Specifically, this project seeks to understand how diverse learners construct, perform and negotiate their multiple identities in different contexts with numerous people expressing various language attitudes, and how it affects their Japanese language development and heritage language maintenance. As identity and language studies of adults in western contexts claim that identities have a great influence on multilingual language use, and consequently influence language maintenance and learning (Norton, 1995), is such claim relevant for multilingual children growing up in 'monolingual' Japan? By ethnographic longitudinal observation of four multilingual families, this project aims to offer a view of second language acquisition and development, negotiation of multiple identities, and language attitudes.

**Background and Previous Research:** With the sudden increase of foreign residents and immigrants in Japan, the country has turned into a more culturally and linguistically diverse community than ever. A few reasons can be cited for this sudden change (Kanno; 2007); influx of South Americans of Japanese descent, repatriation of war orphans from China and Sakhalin (Russia), recognition of refugees from Southeast Asia. These are only a few reasons among others. They are all supporting the aging population with low birth rates in Japan, sometimes on the expense of their children's quality of education and their healthy language and identity development. A growing body of research on language minority education in Japan has reported that once multilingual children start attending school, some become reluctant to speak their

heritage language possibly becoming monolinguals, or for better or worse, become ‘double-limited’ bilinguals (Nakajima, 1998). If that is the case, how does it affect their multicultural and multilingual identities, growing up in a country where it is accustomed to viewing itself as homogeneous with one language and one ethnicity?

**Research Questions:** The following questions will be addressed in this study. 1) How and to what extent do multilingual children construct, perform, and negotiate their multiple identities? Are there opportunities for them to express their multilingual identities and use their heritage language in Japanese society? 2) How do Japanese people’s attitudes influence multilingual children’s identities and language development? What kind of attitude can encourage them to perform their multiple identities and use their heritage language? 3) What roles do student volunteer tutors play on multicultural families’ experiences living and growing up in Japan?

**Setting, Participants, and Methodology:** The four families are registered in the ‘Volunteer Home Tutoring’ program run by Kanagawa Junior College (all names are pseudonyms) located in the suburbs of Tokyo. The program offers help to children with homework and studying for school as well as teaching Japanese to their family members at their homes, and currently they are serving over 200 members in the community. The junior college students are the tutors, and the researcher is participating as a tutor to four families. The four families, two Peruvian, one Vietnamese, and one Cambodian, have two to four children each. The age range of the seven focal participants is from six to nineteen. All of them were born in Japan, and their first language appears to be Japanese with different levels of heritage language proficiency. Data being collected for this study are fieldnotes and a few recordings of weekly tutoring sessions, interviews with children and family members, children’s school classroom observations, interviews with school teachers, student tutors’ weekly journals, interviews with student tutors and staffs of the ‘Volunteer Home Tutoring’ program, and relevant documents. This project started in the fall 2007, and may continue onto the fall 2008 with the support of this grant.

**Significance of this Project:** Most of the previous studies in Japan conduct only a one-time survey and are limited in context. The findings of this ethnographic project will provide valuable information on what should be considered when providing an effective and fair education for all children with diverse cultural and language background in Japan. It is also important, or more important, to educate Japanese people to accept diversity and promote equality. The findings of this study will help raise cultural and linguistic awareness among the people in Japan and help the community to work together to achieve a true multicultural and multilingual society without discrimination where children can grow up to speak their heritage language with pride. This has implications to diverse societies not only in current Japan but in other parts of the world.

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## Washington Program Graduate Fellowship: Tammy Gales

### Personal Essay

My reasons for applying for the Washington Program Graduate Fellowship are twofold. First, as a doctoral student who will be starting her dissertation research next fall, an extended stay in the Washington DC area will not only be of great import to my upcoming doctoral research, but an actual physical presence in DC will be vital to my proposed work with the Federal Bureau of Investigation's Behavioral Analysis Unit. Second, as a trained teacher with over 10 years of experience in guiding students through the various stages of the writing process, I believe that I can be an invaluable asset to the undergraduate students who participate in your program.

As a linguist whose research interests focus on discourse analysis, I see the many benefits that a close study of language can provide. Fortunately, so too does the FBI, as demonstrated through their groundbreaking work in criminal cases involving the intricacies of language. Their most recent success story, for example, occurred between 1978 and 1996, when the FBI conducted what would be their largest and most expensive criminal investigation to date—the case of the Unabomber. It encompassed nearly eighteen years, several hundred local and federal law enforcement agents, and an estimated \$50 million in investigative costs. What most people do not know, however, is that the Unabomber was eventually found and caught not through fingerprint or DNA evidence, but through the largest textual analysis project in the history of the U.S. criminal justice system (Fitzgerald, 2005). Soon afterwards, with so much prominence being placed on the fine-grained analysis of language, the FBI began to understand the need to increase their knowledge of and ability to analyze language in a scientifically-acceptable manner—i.e. through a corpus of authentic language texts. However, like most federal organizations that discover a valuable resource deemed to be outside immediate connections to national security, the goal of creating an electronic database of all threatening communications, which could be used in future cases to aid agents in analyzing and assessing new threats, has been buried in a pile of paperwork. After discussing this amazing resource at a recent language and the law conference with those in charge of the Behavioral Analysis division, an opportunity was presented to me that will allow their goal of creating and analyzing a corpus of threatening communications to move forward while offering me a wealth of new material in which to immerse myself for the purpose of researching and writing my dissertation. What the FBI has requested is for me to lead this project by organizing and shaping the database, analyzing the nuances that exist in the genre of threatening communications, and developing and teaching a seminar that explicates the findings, all of which will offer the fields of linguistics and law enforcement a more complete and well-defined system for using language as a tool for justice.

As a teacher, who was very recently nominated for an outstanding teaching assistant award at the University of California, Davis, I have lived with the philosophy that every experience in life provides a teachable moment—that is everything one does provides a chance for learning. What I see in this opportunity is not only a chance to use the theoretical knowledge I have acquired through my academic training in an applied manner that will be beneficial to the

larger social community, but also a chance to take the knowledge I have attained through all of my life's work and give it back to those who can directly benefit from it. This means using everything I have gained personally as well as professionally from my former teaching, researching, and editing experiences. As a trained teacher, I have worked with and mentored a diverse range of students—from working with adults and children to improve literacy skills on the Navajo reservation to working with native and non-native speakers of English in various undergraduate composition classes at Northern Arizona University and the University of California, Davis, and from working to increase the literacy skills of at risk high school students in an inner city school in Houston, Texas to working with students of all ages in Greece in preparation for their national reading and writing exam in English language skills. Each group of students has brought a new set of challenges from which to learn as well as a new source of joy, which continues to motivate me. Furthermore, as an avid researcher interested in the inner-workings of language, I have collaborated and worked independently on a variety of projects in the fields of social sciences and humanities from the fine-grained analysis of several Native languages of California to a large scale study of genre in Navajo texts. Other projects involved the creation of an authentic English language corpus and a detailed analysis of the ideology of diversity in political and legal language in the U.S. Each project required a thorough knowledge of grant-writing, investigative researching, and proposal-writing, and concluded with a presentation at a professional conference. Finally, as an experienced editor, who worked closely with more than 50 authors on the acquisition, contract, proposal, draft, revision, and final editing stages of their non-fiction manuscripts, I know that writing and research are a process—a process exactly like that required of the undergraduate students who participate in the Washington Program.

In my experiences, then, of teaching, researching, and mentoring writers of all levels from professional writers to young impressionable students, I have successfully guided students through the difficult stages of narrowing down a concept into a workable thesis, brainstorming research questions to help frame their work, writing up a proposal that will eventually take shape as a rough draft, supplying countless substantive comments of a constructive nature to help guide them through the difficult revision phase, and finally walking them through the final editing process whereby they see their own work through a fresh pair of eyes. The completion of this lengthy process results in a final, polished project of which each writer can be proud.

Not everyone finds that their personal passions and professional skills intersect in life, but in this case, I have found the perfect fit. Thank you for providing the opportunity to seek a new challenge, a way to grow, and an avenue for pursuing my goals. I am greatly appreciative of the chance to be considered for this fellowship.

## Project Summary

### Doctoral Dissertation Research: Variation in Maltese English

**Intellectual Merit:** In sociolinguistics, the utility of the speech community construct has long been criticized as propagating a monolingual language ideology (Patrick 2004). Particularly in language contact settings, the Labovian conception of a speech community as sharing norms of acceptability of language use as evidenced by uniform patterns of language variation and evaluation of speech, has yet to be successfully applied to bilingual, language contact settings (Labov 1972). The current state of knowledge in the field has yet to resolve the debate as to whether the various instantiations of “speech community” can successfully model a bilingual context.

The proposed project aims to describe linguistic variation in *Maltese English* (“Malte”), a postcolonial variety of English spoken in Malta – a bilingual island-nation south of Italy in the Mediterranean (Mazzon 1993; Vella 1995). Variation in the linguistic features of high-level English-Maltese bilinguals and in participants’ attitudes towards English will be examined through informal sociolinguistic interviews with participants from three age groups and two genders. By focusing on the minute micro-level patterns of language use in Malta, this project will examine the nature of this highly bilingual setting through an empirical, variationist study of language in use. The widespread yet heterogeneous character of Maltese-English bilingualism provides the ideal setting with which to engage and better understand the nature and diversity of bilingual communities. Malta offers an understudied distinctive case of stable societal bilingualism with English in both a postcolonial and a Western context and provides a sound opportunity to elevate linguists’ current understanding of the utility of the speech community construct for cases of societal bilingualism and of established as well as newly emerging theories of postcolonial Englishes. In bilingual settings, especially postcolonial settings, English language use is embedded in conflicting tensions of participation in an increasingly globalizing economy on the one hand and rejection of former colonial powers on the other (Canagarajah 1999; Kachru 1986; Krishnaswamy and Burde 1998; Mair 2003; Schneider 2007). While research into post-colonial Englishes is burgeoning, the majority of the work in this area focuses on non-Western contexts where colonial powers entered a given place against the wishes of the indigenous residents (Kachru 1986; Kachru 1985; Schneider 2007). The case of Malta differs; the British took control over the islands at the request of the Maltese indigenous population and Malta’s miniscule size and economic reliance on foreigners (Malta’s largest industry is tourism) has historically resulted in large-scale multilingualism (Camilleri 1992; Cassar 2001). This research will investigate the local ways people mitigate these tensions and conflicting desires of a) participating in an increasingly globalizing economy and culture on the one hand, and b) maintaining distance from colonial pasts on the other, through an examination of participants’ language attitudes towards Malte as collected during the interviews. The sometimes tense and conflicting roles of Malta as both a postcolonial nation—which traditionally have been characterized as distancing themselves from the colonizers through the development of endonormative linguistic practices (Schneider 2007)—and as a recent E.U. member state desiring integration with Europe will be investigated through a focus on the linguistic variants used by English-dominant individuals in Malta in comparison to their expressed ideologies of language

**Broader Impacts:** Undertaking this research on MaltE will benefit Maltese and American researchers and linguists interested in postcolonial Englishes, language contact, and bilingual communities. Malta is a rich, bilingual context yet one of the most understudied linguistic contexts in Europe. The proposed project will forge long-term international partnerships between U.S. linguists and the local Maltese linguistics community and foster dialogue and collaboration with both Maltese linguists and students of linguistics through future collaborative research projects. Additionally, the proposed project will introduce quantitative methods to Maltese linguistics researchers and students. This project marks the first quantitative study of linguistic variation in Malta, and Co-PI Bonnici intends to deliver a talk about the quantitative paradigm at the Institute of Linguistics at the University of Malta during her research trip. In addition, she will employ and mentor two Maltese linguistics students in the transcription phase of the research, thereby augmenting their ability to conduct original research in the future,

A significant impact of the proposed research will be to expand the database on bilingual communities, which, as we know, include most of the world's population. As Romaine (1995) has argued, the study of bilingualism should be the prime task of modern linguistics. The proposed project contributes substantially toward this goal.

## **Project Proposal**

### **Doctoral Dissertation Research: Variation in Maltese English**

#### **1.0 Introduction**

In sociolinguistics, the utility of the speech community construct has long been criticized as propagating a monolingual language ideology (Patrick 2004). Particularly in language contact settings, the Labovian conception of a speech community as sharing norms of acceptability of language use as evidenced by uniform patterns of language variation and evaluation of speech, has yet to be successfully applied to bilingual, language contact settings (Labov 1972). The difficulty of applying this widespread construct to bilingual contexts has led some scholars to abandon the speech community model altogether and begin engaging with a new model — the *bilingual language setting* (Santa Ana 1993). Other scholars, notwithstanding these debates, continue to utilize the construct without an engagement in these theoretical issues, while a third cohort has shifted focus away from the speech community model altogether in favor of more ethnographic, small scale studies of communities of practice (Eckert 2000; Mendoza-Denton 1997; Zhang 2005). The current state of knowledge in the field has yet to resolve the debate as to whether the various instantiations of “speech community” can successfully model a bilingual context.

The proposed project aims to describe linguistic variation in *Maltese English* (“MaltE”), a postcolonial variety of English spoken in Malta – a bilingual island-nation located south of Italy in the Mediterranean – which has been shown to exhibit deviations from the British standard (Mazzon 1993; Vella 1995). Variation 1) in the linguistic features of high-level English-Maltese bilinguals, i.e., individuals who have used English *or* English and Maltese at home from a young age and for whom English is the most dominant language, and 2) in participants’ attitudes towards English will be examined through informal sociolinguistic interviews with participants from three age groups and two genders. By focusing on the minute micro-level patterns of language use in Malta, this project proposes to examine the nature of this highly bilingual setting through an empirical, variationist study of language in use. The

widespread yet heterogeneous nature of Maltese-English bilingualism in Malta, discussed below, provides the ideal setting with which to engage and better understand the nature and diversity of bilingual communities. Malta offers an understudied distinctive case of stable societal bilingualism with English in both a postcolonial and a Western context which provides a sound opportunity to elevate linguists' current understanding of the utility of the speech community construct for cases of societal bilingualism and of established as well as newly emerging theories of postcolonial Englishes.

In bilingual settings, especially postcolonial settings, English language use is embedded in conflicting tensions of participation in an increasingly globalizing economy on the one hand and rejection of former colonial powers on the other (Canagarajah 1999; Kachru 1986; Krishnaswamy and Burde 1998; Mair 2003; Schneider 2007). While research into post-colonial Englishes is burgeoning, the majority of the work in this area focuses on non-Western contexts where colonial powers entered a given place against the wishes of the indigenous residents (Kachru 1986; Kachru 1985; Schneider 2007). The case of Malta differs in this and many regards including that the British took control over the islands at the request of the Maltese indigenous population and that the miniscule size of Malta as well as its economic reliance on foreigners (Malta's largest industry is tourism) has historically resulted in large-scale multilingualism (Camilleri 1992; Cassar 2001). This research will investigate the local ways people mitigate these tensions and conflicting desires of a) participating in an increasingly globalizing economy and culture on the one hand, and b) maintaining distance from colonial pasts on the other, through an examination of participants' language attitudes towards MaltE as collected during the interviews. The sometimes tense and conflicting roles of Malta as both a postcolonial nation—which traditionally have been characterized as distancing themselves from the colonizers through the development of endonormative linguistic practices (Schneider 2007)—and as a recent E.U. member state desiring integration with Europe will be investigated through a focus on the linguistic variants used by English-dominant individuals in Malta in comparison to their expressed ideologies of language.

Malta clearly differs from other postcolonial and bilingual settings, and hence provides the opportunity to a) examine the utility of the speech community construct for a unique and understudied bilingual setting b) test and enhance the dominant models of postcolonial Englishes (most notably, that of Schneider [2007] and Kachru [1986]), and c) enrich our understanding of the process by which linguistic forms acquire social meanings, how linguistic forms are entrenched in larger socio-political occurrences such as globalization and postcolonialism. The results of the proposed research will be disseminated so as to raise awareness both locally, in Malta, and on an international level of the local tensions and negotiations surrounding the spread of English. In order to achieve these aims, this project will utilize a micro-level variationist framework based on sociolinguistic interviews with speakers of Maltese English.

## **2.0 Proposed Research**

These theoretical and methodological issues motivate this first variationist study of English in Malta. The proposed project will investigate variation in Maltese English (MaltE) through an examination of the linguistic, social and stylistic factors conditioning variation in the English of English-dominant Maltese/English bilinguals. Data will be collected by means of sociolinguistic interviews which will be designed to meet the following two objectives: a) eliciting casual, unmonitored speech to capture naturalistic MaltE features, b) eliciting speech on speakers'

linguistic awareness of and language attitudes towards MaltE, language change, and the role and status of English in Malta. Our research questions are as follows:

1. **Linguistic Variation:** Which features of MaltE vary? Can the linguistic features of MaltE be modeled quantitatively? If so, what linguistic, social, and stylistic factors are conditioning variation in MaltE?
2. **Stylistic Variation:** How do the linguistic variables under study pattern across speech styles? Specifically, in more careful speech, do speakers tend to use features of the former colonizers standard variety, British RP, or are local forms utilized even in the most careful speech styles?
3. **Social Factors and Variation:** In the three generations of speakers under study, how is MaltE changing over time? Are new, local linguistic norms being valorized as has been noted in other postcolonial varieties (Schneider 2007) or are speakers continuing to aspire towards a foreign standard, namely British RP, the variety of their former colonizers? Has globalization and increased access to American media resulted in the introduction of American English features into MaltE? Does American English offer a more neutral English alternative than British English?
4. **Language attitudes:** What are participants' attitudes towards MaltE and Maltese? What is the relationship between participants' language attitudes and the features of their MaltE?

Sociolinguistic research in Malta is still in its infancy. The few scholars working in this area have thus far undertaken largely macro-sociolinguistic research projects which have focused on two main areas: a) language attitudes and b) language use in the classroom. The micro-linguistic research on English in Malta is both extremely limited and plagued with a lack of systematicity, a reliance on speaker intuitions and a failure to consider and/or disclose the language background of informants. This research, while advancing our understanding of the speech community as relevant to postcolonial and bilingual, language contact settings, will also advance the field of Maltese sociolinguistics, a small, yet rich linguistic area.

### **3.0 Relation to the present state of knowledge in the field**

“World Englishes” emerged as a field of inquiry which sought to recognize and describe localized, institutionalized varieties of English spoken around the world. Developed by Kachru (1986; 1985) and dispersed largely through the journal *World Englishes*, the World Englishes (“WE”) model consists of three “circles” of English—the inner, outer and expanding circles—which correspond to different historical trajectories of the rise of English around the world (Crystal 2003). Inner circle Englishes denote the “traditional bases of English”, i.e. the United States, Canada, the United Kingdom, Ireland, Australia and New Zealand (Crystal 2003:59). Outer circle English-speaking nations are those with a history of British and American colonization and in which English has become institutionalized. Traditionally cited as outer circle English nations are India, Singapore and Nigeria. Expanding circle English nations are those without a history of colonization by inner circle nations and where English is learned as an additional, foreign language. Expanding circle English nations “...recognize the importance of English as an international language” (Crystal 2003:59). Given these definitions, English in

Malta would be said to belong to the outer circle of Kachru's World Englishes model—it has a history of British colonization and the language has become institutionalized in many domains, as discussed later in this proposal. Malta stands apart from other nations characterized as outer circle, however, because of its geographic location in Western Europe, its affinity to European culture and administrative bodies, its more amicable history of (de)colonization, and its position as a modern European culture and nation. Therefore, while the way in which English came to be spoken in Malta was through British colonization, Malta is a unique 'outer English' case of high-levels of societal bilingualism in a modern state.

In this way, Malta raises some issues for Kachru's model. Namely, because it assumes that nations belonging to the same circle share similar patterns of use and ideologies towards English, the World Englishes model homogenizes English speakers. Since much work on post-colonial Englishes has focused on non-Western contexts (Kachru 1986; Kachru 1985; Krishnaswamy and Burde 1998; Schneider 2007) and little empirical research has examined institutionalized forms of English in Western contexts, the proposed research will fill this theoretical gap in the World English literature. Second, because it is a state-based model, World Englishes assumes the patterns of use and ideologies of English within a given nation are uniform, while in reality a vast array of English fluency levels do exist as do a range of attitudes towards English. For example, the model erases the possibility of English functioning as both an L1 and a foreign language in a given nation. This is because the model is set up to describe *nations* rather than speech communities (see Gumperz 1968; Hymes 1986; Labov 1972), communities of practice (see Eckert 2000; Lave and Wenger 1991), or intra-speaker variation and style (see Schilling-Estes 2002).

More recently, Edgar Schneider proposed a typology of postcolonial Englishes, i.e. varieties of English which in Kachru's model would be largely characterized as outer circle varieties, arguing that all postcolonial Englishes follow the same stages of development as they are essentially contact varieties with colonial pasts (2007). Synchronic differences across postcolonial varieties are explained in terms of varieties being more or less further along the five stages of variety development proposed: foundation, exonormative stabilization, nativization, endonormative stabilization, and differentiation (Schneider 2007). Schneider provides countless case study examples tracing the development of postcolonial varieties, yet the fact remains that these case studies focus largely on settler colonies and non-Western contexts, and thus, do not account for a case similar to the Malta context. Researching MaltE, then, serves as a powerful test to this novel perspective on postcolonial, contact varieties of English.

Schneider's work is the first to bring together contact linguistics and research on postcolonial varieties of English. In aiming to describe postcolonial varieties, however, a demarcation of "the speech community" has often times been overlooked, with researchers failing to provide sufficient information about participants' linguistic histories. Work on ethnic varieties of English in the U.S. has established the heterogeneity of speakers' language fluencies in bilingual contexts in detail (Mendoza-Denton 1997; Santa Ana 1993; Santa Ana and Bayley 2004; Zentella 1997); thus by failing to characterize the language backgrounds of participants, much of the work on postcolonial varieties of English is undermined. As was the case at the genesis of research on Chicano English, for example, where the existence of Chicano English as a distinct variety of English was questioned and explained as the result of interference

phenomena and improper second language acquisition (Santa Ana 1993)<sup>2</sup>, postcolonial English research is at a critical point, in needing to carefully delimit the group under study. These two bodies of research—literature on postcolonial varieties and bilingual contact settings—have shaped the design of the proposed research in such a way as to avoid earlier arguments against the existence of distinct new English varieties. By delimiting study participants and first focusing on variation in L1 MaltE speakers, the proposed research will avoid the problems which plagued early research on Chicano English (see Sawyer 1970), while also advancing methodological techniques in the study of new English varieties.

## **4.0 Background**

### ***4.1 Historical Background: Malta***

English in Malta, a small Mediterranean island-republic located sixty miles south of Sicily, is rooted in a history of British colonialism. Maltese and English are spoken by its populace with Italian as a third language of many Maltese people. Maltese is historically a Semitic language which has been influenced tremendously by Romance languages and dialects, especially Italian and Sicilian, and more recently, English. While Italian held a position of prestige in Malta in the past, English is now the predominant and major language alongside Maltese on the islands, sharing co-official status with Maltese. Effects of language contact between Maltese and Italian characterize the majority of research in Maltese linguistics. Far less documented is the history and development of English on the island, the bi-directional influence of Maltese and English on each other and the structure and social positions of this post-colonial variety of English in Europe.

### ***4.2 English in Malta***

English came to Malta in 1800 when British forces aided in removing Napoleon from the island. Malta became a colony of Britain and remained so until its independence in 1964 (Sciriha 2001). However, for a long period of British rule, Italian retained official status on the islands, as it was the preferred language of the Maltese elite as well as many religious Maltese Catholics. As Berdichevsky writes “Many conservative and devoutly Catholic Maltese saw in Italian their link with European civilization and a truer expression of historic Maltese identity with its links to the church and Latin than English” (2004:71). The lower classes used Maltese, which was derisively called *lingwa tal-keċina* (‘language of the kitchen’), while Italian was widespread among the upper classes. That Italian remained prominent among the upper and middle classes until the beginning of the twentieth century serves to explain why English spread slowly on the islands.

Beginning in the late 19<sup>th</sup> century, the British sought to replace Italian with English as the official language of the islands as the high position of Italian was found to be logistically unfavorable— all official documents had to be made available in Italian – and destabilizing to the central government. It was not until 1934 that the British government successfully replaced Italian with English by appealing to Maltese citizens, calling for the promotion of Maltese to national language status, while English became an official language alongside Maltese, as well as the language of education, administration and civil service (Mazzon 1993). Thus, from 1934

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<sup>2</sup> In her work in San Antonio, for instance, Sawyer (1970) claimed that a Mexican American variety of English does not exist; rather English spoken by Mexican Americans is “a transitory result of incomplete acquisition of English by adolescent and adult immigrants” (Bayley 1999:120).

onwards, English use grew rapidly on the islands. The international role of English was growing, and "...the Maltese recognized its importance and allowed it to infiltrate their society, as Italian had done before it" (Mifsud 1995). English steadily acquired domains previously held by Italian, which is now exclusively a foreign language on the islands.

#### **4.3 Domains of Language Use: English**

English is extremely widespread in all domains in Maltese society. Today, English is still the dominant language of education. The medium of instruction is largely English in private schools, while extensive English-Maltese codeswitching by both teachers and pupils has been documented in public schools (Camilleri 1991). Textbooks are in English as Maltese materials are still limited in their availability, major exams are administered in English and English is the official language of the Royal University of Malta, Malta's sole university (Camilleri 1991; Micheli 2001). Regarding the media, of the four daily newspapers, two are published in English (*The Times* and *The Independent*). While the majority of Malta's 19 local radio stations broadcast in Maltese, music is largely in English, and international stations alongside three local stations broadcast in English. Malta's local television stations broadcast a few locally produced programs in Maltese, yet all English language films and foreign programming are shown in English without subtitles or dubbing (Camilleri 1992). Satellite television service is widespread and principally in English.

English is used for written correspondence in many domains including the Civil Service. Also, because English is almost exclusive in its role as "the linguistic source of new terminology connected with modern life, such as in the fields of science, technology and sport," and because of the international nature of Malta's economy, English tends to be the preferred language of economy and trade (Camilleri-Grima 2000:4). Maltese is the official language of the Parliament and the judiciary; however, most legal documents are made available in both languages. In her earlier work, Camilleri provides a useful schematic of language use by domain, reproduced below (1995).

	MALTESE		ENGLISH	
	spoken	written	spoken	written
<b>administration</b>				
parliament	+	+		
courts	+	+		+
church	+	+		+
<b>broadcasting</b>				
t.v.	+		+	
radio	+		+	
theatre	+		+	
cinema			+	
newspapers		+		+
publications		+		+
<b>work</b>	+	+	+	+
<b>home</b>	+	+	+	+
<b>education</b>	+	+	+	+

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**Table 1: Domains of language use in Malta (Camilleri, 1995)**

The outline of languages across domains in Table 1 is meant as a broad characterization of language use in Malta. In reality, virtually all oral speech events involve some degree of English-Maltese code-switching. Malta has been described as a situation of bilingualism without diglossia, “where two languages compete for use in the same domains” (Camilleri-Grima 2000; Fishman 1967).

At the level of the individual, levels of English and Maltese fluency and use have best been described in terms of family language background. In her work on the sociolinguistic status of English in Malta, Camilleri divides Maltese families into five language types, shown in Table 2. In Family Type A, both English and Standard Maltese are acquired at school; the child’s first language is a nonstandard dialect (“dialect”) of Maltese. Families of this type tend to live in smaller villages and especially on Gozo, Malta’s second largest island. In Family Type B, Standard Maltese is the mother tongue of both parents and it is the first language of a child. English is acquired at school, akin to children in family type A. In Type C families, the child is raised in a household where codeswitching is the norm, and contentiously, Camilleri argues that these children’s first language is neither English nor Maltese, but rather a variety of mixed Maltese and English. In type D families, English is the first language of the child with Maltese being learned in school and through socialization with other Maltese speakers. At the recent Maltese Linguistics conference in Bremen, Germany, Camilleri announced a new family type (Type E), where the L1 is dialect Maltese and the L2 is English (Camilleri-Grima 2007). The assertion is that Standard Maltese is not acquired by individuals in this family type.

While Camilleri’s family type model is a useful heuristic in identifying the major types of language backgrounds that exist in Malta today, it is too simplistic in some ways including its failure to consider comprehension versus production abilities. There are, for example, individuals who are exposed to Maltese at home, but tend towards responding in English. Also, real time changes in patterns of language use are not captured in this static model. Mazzon notes instances of families using solely English when their children are young and only after a child has acquired a good level of English do parents begin to speak to the child in Maltese (1993)<sup>3</sup>. Lastly, as in any typology, the process of erasure occurs in which families who do not fit neatly into one specific category are rendered invisible (Irvine and Gal 2000).

<b>Family Type</b>	<b>Languages acquired (in chronological order)</b>
A	1. Dialect; 2. Standard Maltese; 3. English
B	1. Standard Maltese 2. English
C	1. Standard Maltese and English
D	1. English 2. Standard Maltese
E	1. Dialect Maltese 2. English

**Table 2:** Order of language acquisition in different Maltese families. (from Camilleri, 1992).

Despite the widespread use of English in Malta in all domains, the majority rate of bilingualism, the evidence of an emerging ethnic variety of English, and the increasing number of individuals for whom English is an L1 to the exclusion of Maltese, English in Malta is still

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<sup>3</sup> This is, of course, tied to the social status of English in Malta and its predominance in education.

described as a foreign language by some Maltese scholars. Because the proposed research aims to examine L1 MaltE features which cannot be attributed to transfer or interference phenomena and to investigate the societal attitudes towards this English variety by L1 English speakers, the proposed project will focus on individuals from family types C and D.

## **5.0 Description of Methods**

In order to answer the proposed research questions, this project will employ a linguistic variationist framework and carry out a micro-level analysis of language-in-use in order to document the structure, variation, and change over time of MaltE across three generations, four speech styles and two genders. Sociolinguistic interviews, a research standard in variationist work, will be the primary source of data collection and will be structured in order to meet the following two goals: a) eliciting casual, unmonitored speech on a range of non-linguistic topics, b) eliciting speech concerning participants' views on language including linguistic awareness of and language attitudes towards MaltE, language change, and the role of English in Malta. In order to avoid the influence of language-based questions on the unmonitored speech of participants, language focused questions will be restricted to the latter half of each interview. Additionally, with the goal of collecting speech from a range of speech styles, interviews will be supplemented with a narrative retell task, a reading passage, and a word list task.

### ***5.1 Participants***

Participants in the proposed study will be forty-eight individuals from a single region—Sliema, an English dominant community on the northeast of the main island—who share homogenous educational backgrounds and socioeconomic statuses: upper middle class individuals educated in private, English medium schools. Participants will be from three age groups and both genders and will be individuals who self-identify as high-level English-Maltese bilinguals, i.e., who report using English *or* English and Maltese at home from a young age, and for whom English is the most dominant language. The proposed research is the first to begin to investigate the nature of the bilingual community in Malta empirically, and thus, necessitates a restriction of participants to L1 English speakers for two principle reasons: 1) to avoid claims of interference or incomplete second language acquisition of English which have plagued earlier research on English varieties in bilingual contexts (Santa Ana 1993; Santa Ana and Bayley 2004) and 2) to provide a comprehensive description of the range of linguistic choices available in MaltE, whose previous descriptions are plagued with a lack of systematicity, a reliance on speaker intuitions and a failure to consider and/or disclose the language background of informants.

Participants will be selected using the 'friend of a friend' approach standard in ethnographic sociolinguistic work (Milroy 1980). The use of this technique can facilitate access into the community and lessen the outsider status of the researcher resulting in a more comfortable interview and use of more unmonitored speech (Tagliamonte 2006). Coupled with the friend-of-a-friend approach, a stratified sample, widely used in sociolinguistic work, will be employed (Tagliamonte 2006; 2002). In this study, participants from three age groups and two genders will be selected with the goal of investigating both gendered features of MaltE and language change in apparent-time. Held constant will be participants' family language background, region/hometown, and educational level.

### ***5.2 Data***

The primary source of data, forty-eight sociolinguistic interviews, will aim to be conversational in tone, so as to elicit relatively unmonitored naturalistic MaltE speech data. While an interview setting is never fully informal, interviewing techniques which have shown to facilitate a casual interview tone will be used including designing culture-specific, locally significant questions (Tagliamonte 2006) and open-ended questions which tend to elicit longer responses (Carspeken 1996). Interviews will first cover a range of non-linguistic topics in order to capture unmonitored naturalistic MaltE data. The latter half of the interview will contain language focused questions geared to collecting information about participants' family language background, language use, language attitudes and ideologies, and experiences with language-based discrimination. Interviews will be audio recorded using an Olympus Digital Voice Recorder WS-100 and two clip-on, small microphones, one for the researcher, one for the interviewee.

In addition to sociolinguistic interviews, each participant will fill out a language background questionnaire, which will be used to triangulate responses about language use and language attitudes with participants' discussion of language in the interviews. To capture the influence of speech style on the dependent variables, participants' will be asked to 1) read a portion of the *Rainbow Passage*, a short text representing the sounds of English in most of their phonological contexts 2) read a wordlist aloud which will contain tokens of the variables under study here, and 3) watch and orally recount a short film clip from *Modern Times*, a 1936 Charlie Chaplin silent film which has been used previously to elicit narratives by the European Science Foundation in their investigations of second language acquisition (Perdue 1993).

These three supplementary tasks provide a parallel task across all participants; they differ in the amount of attention paid to one's speech. The word-list task yields the most attention paid to speech followed by the reading passage and finally, the narrative retell. The narrative task is a less controlled speech event than the two reading tasks, yet similar to the reading passage, the narrative retell fosters more unconscious speech than the word list where "the requirement of maintaining coherence ...deflects some attention away from speech" (Chambers 2003:5-6). These additional oral speech data will allow a comparison of MaltE variation based on degree of attention paid to speech, which may reveal underlying attitudes regarding the prestige forms of language.

### **5.2.1 Structural Variables**

Three structural variables will be extracted from the sociolinguistic interviews and modeled using the quantitative paradigm (Bayley 2002): realization of postvocalic [r], (lack of) stopping of interdental fricatives, and lexical stress patterns. Selection of structural variables follows Labov (1966), who stresses that a variable should be frequent, structured and socially meaningful, and Santa Ana (1993), who argues for the need to examine linguistic variables which have been studied in other language contact settings to facilitate our understanding of the processes at work in contact settings and in the formation of new language varieties.

According to Vella, MaltE is a rhotic variety, with postvocalic-[r] realized as a palatalized liquid (1995). Mazzon provides the only other description of MaltE [r]: MaltE [r] is realized as a flap. In these descriptions no discussion of variation in the English of Maltese individuals is present. Post-vocalic [r] deletion is well-attested in sociolinguistics, both in the United States (Labov 1966) and in the United Kingdom (Trudgill 2004; Trudgill and Hannah 1994). While [r] deletion is generally viewed as non-standard and stigmatized in dialects of American English (Labov 1966), [r] deletion in the United Kingdom is associated with RP, the

standard and prestigious variety (Trudgill and Hannah 1994). Thus, the selection of this variable is governed by the aim to investigate the prestige form in MaltE. Are MaltE speakers aspiring to a foreign RP pronunciation or are new norms of acceptability and prestige emerging?

Scholars agree that the replacement of interdental fricatives with stops is a feature of MaltE ((Camilleri 1991; Mazzon 1993; Vella 1995), and that stops are aspirated in all positions in MaltE (Vella 1995). Yet, as no variationist studies of English in Malta have been conducted, the linguistic factors conditioning this variable as well as its potential social meanings and uses have yet to be examined. Additionally, because of the prevalence of stopping of interdental fricatives across varieties of English, the selection of this variable will allow a comparison of our findings to other English varieties, especially post-colonial and European varieties of English, as called for by Santa Ana (1993).

Lexical stress variation is another common characteristic of varieties of English, yet one which has not been examined by many researchers. Vella concludes that a preference for penultimate stress and a disfavoring of stress before the antepenultimate syllable occurs in MaltE (1995). Examining lexical stress variation in MaltE will further our sparse understanding of variation in suprasegmental features in both its social and linguistic factors. Similar to the two linguistic variables listed above, analyzing lexical stress variation will allow us to determine whether MaltE speakers are following the path of other postcolonial varieties and developing new norms of correctness and prestige or whether an affinity to the foreign standard of the former colonizers is being maintained.

### **5.2.2 Attitudes/Ideologies**

Although English-Maltese bilingualism is widespread in Malta, the levels of fluency in both languages are wide-ranging. As a result, tensions between L1 English (and L1 English-Maltese bilinguals) on the hand and L1 Maltese speakers on the other have been noted through research utilizing written questionnaires and Likert-scale surveys. Camilleri reported “Speakers of Maltese as L1 stigmatize speakers with Maltese and English or English as their L1 as the latter are perceived to be snobs” (Camilleri, 1992: 19). A more negative characterization of predominately English-speaking individuals is evident in the label *tas-Sliema*, non-literally translated as ‘snobbish’ and literally meaning ‘from Sliema,’ an affluent area in Malta associated with more English spoken and where this proposed research will be conducted. A more recent language attitudes study found statements to the effect of English being a snobbish or elitist language to be surprisingly infrequent, which suggests that today, attitudes to MaltE are in flux and more positive than have been previously reported (Caruana 2006). Our move towards incorporating qualitative language attitudes data into quantitative variationist analyses is motivated by these conflicting claims in the Maltese sociolinguistic literature and mirrors a recent shift in variationist work towards more ethnographic-quantitative linguistics pioneered by Penny Eckert (see [Eckert 2000]). We will aim to quantitatively model the language attitudes data, collected in the latter half of the sociolinguistic interviews, in order to investigate correlations between speakers’ attitudes and features of their MaltE speech across style. Do those who report favorable attitudes towards English, for example, draw upon more RP features in their speech?

### **5.3 Analysis**

The analysis will be largely quantitative, with qualitative analysis undertaken for the coding of language attitudes data. VARBRUL, a specialized application of logistic regression

and the most widely used multivariate analysis software in variationist research will be employed. Because of the naturalistic data used in variationist analysis as well as the multiple independent variables which favor/disfavor the choice of a particular linguistic variant, traditionalist statistical methods do not suffice (Bayley 2002; Tagliamonte 2006). VARBRUL easily handles both the *Principle of Quantitative Modeling* and the *Principle of Multiple Causes* important to variationist research (Young and Bayley 1996). These principles allow for an examination of “the forms that a linguistic variable takes, and... what features of the context co-occur with these forms” and suggest “it is unlikely that any single contextual factor can explain the variability observed in natural language data” (Bayley 2002:118).

The process of analysis will begin with transcription of the sociolinguistic interviews. If selected for funding, we will hire local, native MaltE speakers to transcribe the data so as to capture features of MaltE that might be overlooked by non-native transcribers as well as to allow for codeswitching to Maltese to be easily included in the transcriptions. Transcription reliability checks will be performed and a 95% agreement rate across transcribers will be sought. Language attitudes data will then be coded qualitatively using the program Atlas TI, a highly useful tool common in qualitative research. Following, the structural data will be coded for linguistic, social, and stylistic factors which may be conditioning the variation in the realization of the two segmental variables and one suprasegmental variable under study. Linguistic factors will vary across variables and acoustic analyses will be used to verify coding of variant; social factors coded will be age, gender, language attitudes, and any additional locally salient social variables that emerge, while stylistic independent variables will be the four different speech types detailed above.

## **6.0 Researcher Competence**

Because of her extensive familiarity and living experiences in Malta, her high level of Maltese and MaltE fluency, and her large Maltese social network, Co-PI Bonnici is in an optimal position to carry out the proposed project. Bonnici, a Maltese-American born in Malta to two Maltese parents, immigrated with her family to the U.S. at a young age. As a result, she is intimately familiar with the Maltese language and culture and maintains an impressive social network of over one hundred family members and friends throughout the islands. She has lived in Malta for three months at a time seven times in her life and has made multiple shorter visits to the islands as well.

Furthermore, her extensive research experience and training in a) ethnographic, sociolinguistic field methods under UC Davis Anthropologist Karen Watson-Gegeo, b) quantitative, variationist methods under UC Davis Professor, Advisor and PI of this project, Dr. Robert Bayley, and c) acoustic phonetics under UC Davis Professor, Orhan Orgun, have amply prepared her for carrying out the data collection and analysis for the proposed project. This project does not mark the first step of Bonnici into Maltese sociolinguistic research. In her first project, she conducted sociolinguistic interviews with Maltese youth and examined their patterns of language use and ideologies towards Maltese and English (Bonnici 2006). Under Watson-Gegeo, she conducted life history interviews with elderly Maltese-American immigrant women (Bonnici 2007b). Additionally, Bonnici has conducted a number of quantitative research projects including: a variationist analysis of non-traditional *like* and a project on listener’s attitudes and sensitivity to distinct functions of non-traditional *like* (Bonnici 2007a).

PI Bayley will be readily available to Bonnici for guidance and mentorship support throughout the entirety of the proposed project, from the preparation stage until the final

dissemination stage. Bonnici also has had the support and guidance of two additional UC Davis faculty whose work is aligned with her own: Lenora Timm, Professor of Linguistics, whose work focuses on bilingualism and lesser spoken languages in Europe and Janet Shibamoto-Smith Linguistic Anthropologist who mentored Bonnici in the preparation of the proposed research and will continue to be a rich resource and mentor throughout the proposed project.

As a founding member of the newly formed International Society of Maltese Linguistics, Bonnici has gained access and fostered relationships with Maltese linguists in Malta and abroad, most notably Alexandra Vella, Researcher at the Institute of Linguistics at the University of Malta, Antoinette Camilleri-Grima, Sociolinguist in the Department of Education at the University of Malta, and Thomas Stolz, Founder of the Maltese Linguistics society and Professor of Linguistics at the University of Bremen, Germany. These scholars will be available to Bonnici throughout the project, especially during the field work/data collection stage. This work builds upon the existing sociolinguistic work in Malta with a move for introducing quantitative variationist methods to the existing qualitative work which has characterized Maltese sociolinguistics thus far.

## **7.0 Expected Outcomes**

The socio-political circumstances of the spread of English in Malta suggest two possibilities for the structural trajectory of English in Malta: 1) a parallel trajectory as other postcolonial varieties with MaltE emerging as its own rule-governed systematic variety 2) a maintenance of and affinity to the foreign RP standard. Malta's proximity to the U.K., its location in Europe, and its cultural and political affinity to Europe renders the situation more complex than other postcolonial contexts. This project will test empirically the systematicity of this variety on its own terms, as a variety rooted in a situation of language contact, British colonialism, and the current sociopolitical atmosphere as a recent E.U. member, and will investigate if MaltE has emerged as a variety with its own patterns of variation, norms of appropriateness and correctness, and social meanings.

Contrary to previous descriptions of MaltE, we expect the MaltE of L1 speakers will reveal itself as a rule-governed systematic variety of English with features found in both Maltese and RP. We hypothesize that L1 bilingual speakers of MaltE will have access to the full range of linguistic choices, whereas post-adolescent learners of English might have a more limited set of MaltE options to draw from. The aspired to norm may still be RP, but this needs to be tested empirically by looking at the features of more formal situations; if participants' speech contains more standard RP structural features in formal speech, then we can tentatively assume that RP is still an aspired to norm. If this is the case, then in less formal situations, participants will likely exhibit more local features.

We expect some American English features might emerge, given the predominance of American English popular culture in Malta/Europe and participants' accommodation to the researcher, a Maltese-American. Across the age span, we hypothesize that MaltE is becoming less like RP as younger speakers are learning English from MaltE teachers rather than British English teachers. We suppose that a V-shaped pattern may emerge, akin to Dubois and Hovarth's work on Cajun English (1998), with older and younger speakers patterning similarly and using more local, MaltE features, whereas middle aged speakers may have more RP-like patterns. We hypothesize that there will be gender differences because of the connection between Maltese and masculinity and observations that men use more Maltese than women (Portelli 2006).





## References

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- . "'I Think It's Important to Speak Both': An Examination of Language Practices and Attitudes in Malta." In *Georgetown University Round Table (GURT) on Languages and Linguistics*. Washington, D.C., 2006.
- . "Listener Sensitivity to Function: The Case of Two Likes." Paper presented at the New Ways of Analyzing Variation, Philadelphia, PA 2007a.
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**SUMMARY PROPOSAL BUDGET**

**FOR NSF USE ONLY**

ORGANIZATION University of California, Davis				PROPOSAL NO.		DURATION (MONTHS)	
PRINCIPAL INVESTIGATOR/PROJECT DIRECTOR Robert J. Bayley				AWARD NO.		Proposed	Granted
A. SENIOR PERSONNEL: PI/PD, Co-PIs, Faculty and Other Senior List each separately with name and title. (A.7. Show number in				NSF-Funded Person-months		Funds Requested Proposer	Funds Granted (If
				CA	ACA	SUM	
1. Robert J. Bayley				0	0	0	\$ 0.00
2. Lisa Bonnici				0	0	0	\$ 0.00
3.							
4.							
5.							
6. (0) OTHERS (LIST INDIVIDUALLY ON BUDGET EXPLANATION PAGE)				0	0	0	\$ 0.00
7. (2) TOTAL SENIOR PERSONNEL (1-6)				0	0	0	\$ 0.00
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)							
1. (0) POSTDOCTORAL ASSOCIATES				0	0	0	0
2. (0) OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)				0	0	0	0
3. (0) GRADUATE STUDENTS							0
4. (0) UNDERGRADUATE STUDENTS							0
5. (0) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)							0
6. ( ) OTHER							0
TOTAL SALARIES AND WAGES (A + B)							0
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)							0
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)							0
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING				0			
TOTAL EQUIPMENT							0
E. TRAVEL 1. DOMESTIC (INCL. CANADA, MEXICO AND U.S. POSSESSIONS)							525
2. FOREIGN							6,244
F. PARTICIPANT SUPPORT							
1. STIPENDS \$ 0							
2. TRAVEL 0							
3. 0							
SUBSISTENCE							
4. OTHER 0							
TOTAL NUMBER OF PARTICIPANTS ( 0 )				TOTAL		0	
PARTICIPANT COSTS							
G. OTHER DIRECT COSTS							
1. MATERIALS AND SUPPLIES							400
2. PUBLICATION/DOCUMENTATION/DISSEMINATION							
3. CONSULTANT SERVICES							1,400
4. COMPUTER SERVICES							0

5. SUBAWARDS		0	
6. OTHER		2,264	
TOTAL OTHER DIRECT COSTS		4,064	
H. TOTAL DIRECT COSTS (A THROUGH G)		10,833	
I. INDIRECT COSTS (F&A) (SPECIFY RATE AND BASE)			
TOTAL INDIRECT COSTS (F&A)		0	
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)		10,833	
K. RESIDUAL FUNDS (IF FOR FURTHER SUPPORT OF CURRENT PROJECT SEE GPG II.D.7.j.)		0	
L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K)		\$10,833	\$
M. COST SHARING: PROPOSED LEVEL \$		AGREED LEVEL IF DIFFERENT: \$	
PI/PD TYPED NAME AND SIGNATURE*	DATE	<b>FOR NSF USE ONLY</b>	
Robert I. Bayley	12/26/07	<b>INDIRECT COST RATE VERIFICATION</b>	
ORG. REP. TYPED NAME & SIGNATURE*	DATE	Date Checked	Date of Rate Sheet
			Initials-ORG

**NSF Form 1030 (10/99) Supersedes All Previous Editions**

\*SIGNATURES REQUIRED ONLY FOR REVISED BUDGET (GPG III.C)

**Budget Justification**  
**Doctoral Dissertation Research: Variation in Maltese English**  
 Doctoral Dissertation Research Budget for Field Research in Malta

**TRAVEL (LINE E):** **\$6769**

Funding for two trips are requested, one related to data collection and one for disseminating results

- **Data Collection trip, April – August, 2008, SFO, CA to Malta** **TOTAL \$6244**
  - 1x Roundtrip Airfare between San Francisco and Malta** **\$1100**
    - San Francisco – London on American Airlines \$816
    - London – Malta on Air Malta \$284

This fare is based on current pricing of advanced booking economy fares with a four-month stay. Although Air Malta is not a U.S. flag carrier, this itinerary is in compliance with the Fly America Act as no U.S. flag carrier service is available to Malta.
  - RT taxi between Malta airport and Sliema area** **\$50**

Taxi service is the most secure way to travel to and from the airport. Bus service is not available at all hours and will be difficult given the amount of equipment and personal items required for this extended trip.
  - Taxis and bus fares** **\$200**

Co-PI Bonnici will primarily use the bus service to get to and from interview appointments. Taxi service will only be used at night when bus services are unavailable.
  - Living expenses (April 1 to August 1 = 122 days)** **\$4894**
    - Meals and incidental expenses (\$27/day \* 122 days) \$3294

This amount represents one third of the daily maximum Federal meals and incidental rates for Malta (\$80). Co-PI Bonnici will realize these savings by cooking for herself in her rented flat.
    - Lodging (rental of 1 bedroom apartment \$400 \* 4 months) \$1600

Rental rates are based on available apartments found on <http://www.choose.malta.com> and <http://www.timesofmalta.com/classifieds>
- **Conference travel** **TOTAL \$525**
  - Roundtrip Airfare between San Francisco and Portland** **\$200**
  - Accommodation (3 nights \* \$75 per night in a shared room)** **\$225**
  - Meals and incidentals** **\$100**

Preliminary findings from the proposed research will be presented at the Linguistic Society of America's Annual Meeting in January, 2009 in Portland Oregon. Approximate travel costs are based on current fares on American Airlines and discounted shared hotel room rates. The small meals and incidentals budget will go towards transportation to and from the airport as well as meals.

**OTHER DIRECT COSTS (LINE G):** **\$4064**

Funds requested below are for direct costs associated with data collection and analysis.

- **Materials and Supplies (Line G1)** **\$200**

Photocopies, batteries for recording equipment, blank cds for backing up sound files.

- **Consultant Services (Line G3)** **\$1400**  
Funds are requested for two consultants who are native bilingual speakers of both Maltese and Maltese English and linguistics students at the University of Malta who have been trained in transcription methods. We anticipate 100 hours of transcription service, which allots each one hour interview approximately two hours of paid transcription service. The compensation rate we will use will be \$14 per hour. No additional costs, such as travel or subsistence costs, will be incurred by participants, as Co-PI will deliver and collect all transcription materials to the participant.
- **Participant Compensation (Line G6)** **\$480**  
We do not anticipate paying participants (48), as this may be considered inappropriate. Instead, co-PI Bonnici plans to bring a \$10 gift for each informant, consisting of Maltese pastries and small cakes which are considered both reasonable and acceptable gifts.

Funds are requested for portable recording equipment, qualitative transcription software, and a laptop for portable data collection and analysis (**Line G6**).

- **Dell Inspiron 1520 Laptop** **\$1390**  
The laptop will be used to store audio recordings of interviews, to conduct narrative retell data collection task, to analyze data using Atlas TI qualitative coding software and VARBRUL quantitative analysis software, and to write up the analysis and prepare presentations for dissemination using Microsoft Office.
- **Microsoft Office Home and Students 2007** **\$66**  
This software will be used for preparation of all project documents, for write up of the analysis and for preparation of conference presentations for dissemination. The cost of the software reported here is reduced by purchasing the software at the same time as the laptop.
- **Portable Notebook Security Lock** **\$20**  
This security lock will serve to protect all data when traveling to and from research site and conferences.
- **3-Prong C6 International Notebook Plug Adapter** **\$28**  
The adaptor will be used for the laptop while at the research site.
- **Atlas TI** **\$150**  
This coding software is necessary for the qualitative analysis portion of this project. The rate is significantly reduced as it is a student rate.
- **Olympus Digital Voice Recorder WS-100** **\$80**  
The sound quality of this digital recorder is adequate for the accurate transcription of data and the quantitative variationist analysis of the phonological variables. It is small and not intrusive, important for sociolinguistic interviews, and allows up to 27 hours of recording.
- **2 Clip-On Microphones** **\$50**  
These microphones are small and non-intrusive which is important for sociolinguistic interviews. They are also noise reducing which is ideal for recording natural speech data outside of a lab, and are intended for use with Olympus Digital Voice Recorders.

**TOTAL DIRECT COSTS (LINE H):** **\$10,633**

**NSF Biographical Sketch**  
**Lisa Bonnici**

**PROFESSIONAL PREPARATION**

University of California, Santa Barbara	Sociocultural Linguistics	B.A., 2002
University of California, Davis	Linguistics	M.A., 2007
University of California, Davis	Linguistics	Ph.D. Candidate

**PROFESSIONAL APPOINTMENTS**

Associate-In, University of California, Davis, Department of Linguistics, (2006-present)  
Graduate Student Teaching Assistant. UC Davis, Department of Linguistics, (2003-2007)  
Lecturer, UC Davis, Department of Linguistics, (2005)  
Spanish and ESL Instructor; Lipman Middle School; Brisbane, CA, (2002-2003)

**PUBLICATIONS AND PRESENTATIONS—PROJECT RELATED**

- 2007 Language variation in bilingual Malta. Invited Speaker at Maltese Linguistics/  
Lingwistika Maltija Conference, University of Bremen, Bremen, Germany.  
October 18, 2007.
- 2007 Listeners' Attitudes and Sensitivity to Function: the case of two LIKEs. Poster  
Presentation at New Ways of Analyzing Variation 36 (NWAV 36), University of  
Pennsylvania, Philadelphia, PA. October 12, 2007.
- 2007 The Discourse of Evaluation: Linguistic and Pragmatic Sources of Evaluation in the Oral  
Histories of Two Maltese American Immigrant Women. Paper Presentation at the  
Annual Conference of the American Association of Applied Linguistics, Costa Mesa,  
CA. April 23, 2007.
- 2006 Language practices and attitudes on the island of Malta. In *Proceedings of the  
Georgetown Round Table on Languages and Linguistics 2006*. Washington, DC.
- 2006 "I think it's important to speak both:" Language use in Malta. In *Proceedings of the  
Hawaii International Conference on Arts and Humanities 2006*. Honolulu, HI, 360.

**ADDITIONAL SIGNIFICANT PUBLICATIONS AND PRESENTATIONS**

- 2007 Language and anthropology in the courtroom: The case of the Special Court of Sierra  
Leone. *Current Anthropology*. 48(4). Co-authored **L. Bonnici** & C. Jurt.
- 2007 Quantifying language degradation in Alzheimer's disease. Paper Presentation at New  
Ways of Analyzing Variation 36 (NWAV 36), University of Pennsylvania, Philadelphia,  
PA. October 14, 2007. Co-authored V. Chand & L. Bonnici
- 2007 When talk becomes .doc: Issues in the clinical analysis of Alzheimer's speech. Paper  
presented at UC Davis Symposium: The Curious Lives of Documents: UC Davis, CA.  
March 1, 2007. Co-authored **L. Bonnici** & V. Chand
- 2007 'Pure' change. Summary of Macaulay, Ronald. 2006. Pure grammaticalization: The  
development of a teenage intensifier. *Current Anthropology*. 48(4).
- 2007 Idea density as a measure of communicative skill in Alzheimer's disease. Paper  
Presentation at the International Neuropsychological Society Mid-year meeting, Bilbao,  
Spain. July 7, 2007. Co Authored: K. Baynes, **L. Bonnici**, V. Chand & S. Farias.

## SYNERGISTIC ACTIVITIES

- Project                    Idea Density in Alzheimer's Patients. Ongoing work with 70 patients developing an assessment tool for Alzheimer's patients' oral speech which measures communicative decline and language change over time, examines the structure and density of information in oral speech and captures degradation of idea density associated with Alzheimer's Disease for clinical diagnoses. In collaboration with researchers from the UC Davis Medical Center and the Neuroscience and Linguistics Departments, UC Davis. 2005-present.
- Project                    JP Harrington Project: Gabrielino, Karok, & Shasta. Documenting and classifying anthropological linguist, J.P. Harrington's research on Indigenous California Languages, under M. J. Macri, PI, Native American Studies Department, UC Davis. 2006-present.
- Editorship                Editorial Associate for *Current Anthropology* journal. Duties included writing and publishing summaries of current linguistic anthropology articles to be disseminated to the anthropological community; conducting and publishing interviews with linguistic anthropologists working outside of academia; nominating books for review. 2006-2007.
- Service                    Linguistics Colloquium Organizer; Organized professional talk series of invited speakers from universities around the country and globe. University of California, Davis; 2005-2007.
- Service                    Graduate Student Representative, Department of Linguistics Faculty Committee. Disseminated information from departmental faculty meetings to graduate students; reported graduate students' issues, ideas and concerns to the faculty. University of California, Davis 2005-2006

## RECENT COLLABORATORS

R. Bayley, Linguistics Department, UC Davis; K. Baynes, Neuroscience Department, UC Davis; V. Chand, Linguistics Department, UC Davis; S. Farias, Department of Neurology, UC Davis Medical Center; T. Stolz, Institute for General and Applied Linguistics, University of Bremen

### Graduate Advisor

Dr. Robert Bayley, University of California, Davis

**NSF Biographical Sketch**  
**Principal Investigator: ROBERT BAYLEY**

**A. PROFESSIONAL PREPARATION**

Columbia University	Comparative Literature	B.S. 1967
University of California, Berkeley	Comparative Literature	M.A. 1969
Stanford University	Language, Literacy, and Culture	Ph.D. 1991

**B. APPOINTMENTS**

Professor, University of California, Davis, Department of Linguistics (2006-present).  
Professor, University of Texas, San Antonio, Division of Bicultural-Bilingual Studies (1991-2006). Tenure awarded, 4/97; promoted to Professor, 4/01.  
Fulbright-York Visiting Chair in Linguistics, York University, Toronto (Sept.-Dec. 2003).  
Fulbright Senior Lecturer in Applied Linguistics/TEFL, Autonomous University of Nuevo León, Monterrey, Mexico (Jan.-June, 1994).  
Teaching Fellow, English for Foreign Students Program, Stanford University (1988-91).  
Fulbright Senior Lecturer, Department of Languages and Linguistics, San Simon University, Cochabamba, Bolivia (June-Sept., 1988).  
Lecturer, Department of Communication Studies, San José State University (1987-88).  
Fulbright Senior Lecturer in TEFL, Binational Centers of Cochabamba, La Paz, and Santa Cruz, Bolivia (June-Sept., 1987).  
Instructor, American Language Program, California State University, Hayward (1986-87).  
Language Teaching Specialist, Department of English, Beijing Institute of Foreign Languages, China (1985-86).  
Language Teaching Specialist, Department of Foreign Languages, Harbin Institute of Technology, Harbin, China (1984-85).  
Instructor, Humanities Division (English, ESL, Latin), Merritt College, Oakland, CA (1974-84).

**C. PUBLICATIONS—PROJECT RELATED**

- 2007      *Sociolinguistic Variation: Theories, Methods, and Applications*. Cambridge: Cambridge U. Press. Co-edited: R. Bayley & C. Lucas.
- 2006      Statistical testing of variation. In K. Brown (ed.) *The Encyclopedia of Language and Linguistics*, 2nd ed. Oxford: Elsevier. Vol. 12, 132-138.
- 2003      Languages other than English in Canada and the United States. In D. R. Preston (ed.), *Needed Research in American Dialects*. Durham, NC: Duke U. Press. 163-229. Co-authored: R. Bayley & R. King.
- 2002      The quantitative paradigm. In J. K. Chambers et al. (eds.), *The Handbook of Language Variation and Change*. Oxford: Blackwell. 117-141.
- 1996      Varbrul analysis for second language acquisition research. In R. Bayley & D. R. Preston (eds.), *Second Language Acquisition and Linguistic Variation*. Amsterdam: John Benjamins. 253-306. Co-authored: R. Young and R. Bayley.

**ADDITIONAL SIGNIFICANT PUBLICATIONS**

- 2004      Two chapters: Chicano English: Morphology and syntax and Chicano English: Phonology. In B. Kortmann et al. (eds.), *A Handbook of Varieties of English*.

- Berlin: Mouton de Gruyter. Co-authored: R. Bayley & O. Santa Ana.
- 2004 *The Acquisition of Sociolinguistic Competence*. Theme issue of the *Journal of Sociolinguistics* 8(3). Co-edited: R. Bayley & V. Regan.
- 2004 Variation in the group and the individual: Evidence from second language acquisition. *IRAL* 42:303-319. Co-authored: R. Bayley & J. Langman.
- 2002 *Language as Cultural Practice: Mexicanos en el norte*. Mahwah, NJ: Lawrence Erlbaum. Co-authored: S. R. Schecter & R. Bayley.
- 2002 Phonological variation in American Sign Language: The case of 1 handshape. *Language Variation and Change* 14:19-53. Co-authored: R. Bayley, C. Lucas, & M. Rose.
- 2000 Variation in American Sign Language: The case of DEAF. *Journal of Sociolinguistics* 4: 81-107. Co-authored: R. Bayley, C. Lucas, & M. Rose.
- 2001 *Sociolinguistic Variation in American Sign Language*. Washington, DC: Gallaudet Univ. Press. Co-authored: C. Lucas, R. Bayley, & C. Valli.
- 1997 Null pronoun variation in Mexican-descent children's narrative discourse. *Language Variation and Change* 9: 349-371. Co-authored: R. Bayley & L. Pease-Alvarez.

#### **D. SYNERGISTIC ACTIVITIES**

- Project The History and Structure of Black ASL in the South (Ceil Lucas, P.I., Robert Bayley & Carolyn McCaskill, co-P.I.s), funding by the Spencer Foundation (May 2007-May 2008). Data collection in progress in five southern sites.
- Project Sociolinguistic Variation in ASL: Materials for Building Community Awareness (Ceil Lucas, P.I., Robert Bayley & Clayton Valli, co-P.I.s), funding by NSF (June 2001-Aug 2004). Duties included writing and editing materials based on previous research for members of the U.S. Deaf community and the lay public. Results published as the book and accompanying video, *What's Your Sign for PIZZA? An Introduction to Variation in ASL* (with C. Lucas & C. Valli, Gallaudet Univ. Press, 2003).
- Project Sociolinguistic Variation in ASL, phase 2 (Ceil Lucas, P.I.), funded by NSF (June 1997-June 2000). Duties included data analysis and dissemination of findings. Findings published in *American Speech*, the *Journal of Sociolinguistics*, *Language Variation and Change*, *Sign Language Studies* and several edited volumes, as well as in the book, *Sociolinguistic Variation in American Sign Language* (Gallaudet Univ. Press, 2001).
- Project Family Language Use, Bilingual Development, and Adaptation to Schooling in Two Mexican-Origin Communities, funded by the National Academy of Education (Sept. 1997-June 1999). Duties included data analysis and dissemination of findings. Findings published as *Language as Cultural Practice: Mexicanos en el norte* (Erlbaum, 2002).
- Project Family Language Environment and Bilingual Development: Toward an Integrated

Maintenance Model (with Sandra Schecter), a 2 year project funded by the Spencer Foundation and the US Department of Education (Sept. 1994-Aug. 1996). Duties included data collection, analysis, dissemination of findings, and administration of Texas site; findings published in *Bilingual Research Journal*, *Linguistics and Education*, *TESOL Quarterly*, and several edited volumes.

**E. RECENT DOCTORAL DISSERTATIONS SUPERVISED** (all at U of Texas, San Antonio):

- 2007 Xiaoshi Li, "The acquisition of sociolinguistic competence in Chinese as a second language: A variationist perspective."
- 2006 Li Jia, "The invisible and the visible: Language socialization in a Chinese heritage language school."
- 2006 Belinda Treviño Schouten, "Working the system: Low income Latino student achievement."
- 2006 Xingsong Shi, "Cultivating cross-cultural communicative competence through second language socialization."

**F. COLLABORATORS:** Co-authors listed above and Gregory Guy (NYU), Dennis Preston (Michigan State), and John Rickford (Stanford).

## Chancellor's Teaching Fellowship: Paul McPherron

### Personal Statement

I am currently working toward a Ph.D in Linguistics at UC Davis in the same program where I received a Master's degree in Linguistics in 2004. In addition, I also work as the Teaching Assistant Consultant Coordinator (TACC) at the Teaching Resources Center (TRC). In this role, I supervise eight consultants who videotape teaching assistants and lead workshops related to issues in college teaching. My graduate work has always focused on applied linguistics with a focus on English Language Teaching (ELT). My master's thesis was entitled "Assumptions in assessment: the role of the teacher in evaluating ESL students" and examined some common assumptions that teachers make of students in ESL classrooms. My interests in TESOL and applied linguistics come primarily from numerous teaching positions in the United States and abroad. Most recently, I taught English and composition at Shantou University in southern China from 2004-2005.

The class that I am proposing to co-teach, Introduction to Applied Linguistics, fits both my teaching and research interests. The class is designed to provide an introduction to language issues and problems in society to undergraduates by covering topics such as language and politics, language taboos, language and sexism, and non-standard dialects of English. Throughout the course, students are encouraged to apply their previous knowledge of linguistic principles such as semantics, discourse analysis, and lexical categories to issues in society. As it is the only undergraduate course that focuses solely on applying linguistic theories and knowledge to society, it is a popular class with undergraduates majoring in linguistics, communication, or other language-related fields.

As the discipline of applied linguistics can bring together ideas and concepts from many diverse fields, the challenge of teaching an introductory course is finding the right balance between exploring some subjects in depth without leaving out important concepts. Second Language Acquisition (SLA) is one topic that students in past quarters have been very interested in exploring more in this course. Because I have a strong background as an ESL teacher and have already completed a master's degree in applied linguistics, Professor Vaidehi Ramanathan and I feel that we could work well together to add an SLA aspect to the course. In particular, we would like to focus on how globalization affects language learning throughout the world. Many of the undergraduate students in the class have an interest in teaching English abroad after finishing at Davis, and we would like to provide them with an introduction to the politics and policies of SLA around the world. Additionally, I will be presenting at a conference this spring in China about how globalization is changing language learning in China, and I plan to use some of my current research on this topic if I am able to co-teach this course.

On a personal note, Professor Ramanathan and I feel that our collaboration in teaching this class would provide a great experience for me as I prepare to look for future teaching positions in higher education. I know that we will work well together as I have taken many classes with her and she supervised my master's thesis. After finishing my Ph.D., I hope to find a position at a university either in the U.S. or abroad where I can split my time between teaching and research. I would particularly like to teach future teachers of ESL who are enrolled in undergraduate or masters programs. I feel that the experience of teaching the applied linguistics course through the Chancellor's Teaching Fellowship would provide a great experience and a useful qualification toward that goal.

## **Teaching Plan for LIN 165- Introduction to Applied Linguistics**

### **Prof. Vai Ramanathan and Paul McPherron**

Introduction to Applied Linguistics is a regularly scheduled upper-division linguistics course taught by Prof. Ramanathan during winter quarters. The course fulfills a G.E. requirement and is the only undergraduate class focused entirely on applied topics and research. The course introduces undergraduate students to language related issues and problems in the world, including language learning and teaching, language and gender, language and race, and language and class. The goal of the course is to introduce a sense of how language functions in the social world, and how an analysis of language can become a tool by which to probe societal concerns. The course encourages students to question and debate current language policies and ideologies through reader's notes and a term project, in which students collect and analyze data through qualitative and discourse analysis methods introduced throughout the quarter. Students in both linguistics and related fields such as education, anthropology, and communications have taken the course in the past. A key component of the course is creating a space in class discussions and through course assignments in which students develop a critical awareness of how language (re)produces patterns of inequality, and what steps we can take to ameliorate disparities, especially given the increasingly diverse world/s we find ourselves operating in.

Professor Ramanathan has taught the course since coming to UC Davis in 2002, and often draws on current issues in applied linguistics raised in her own research as well as work from her colleagues. Recent topics have included accent and discrimination and English language teaching in India. Due to the focus on dialogue and critical thinking, there is a constant need to update the material and find new ways to induce discussion among students. A fellowship would help by offering Prof. Ramanathan and Paul McPherron an opportunity to develop new topics for exploration in the class as well as new avenues to peak student interest and engagement with applied linguistics.

#### *Proposed changes*

Focused on the two goals of content enhancement and extended student engagement, we propose the following changes to the course:

1. Developing a new unit on globalization and English language teaching. Many of the students taking this class are planning on careers in teaching and education, often teaching English in a foreign country. Focusing on the multiple local policy and pedagogical aspects of English language teaching is one aspect of the class that we feel would be a valuable contribution for these future teachers. In addition to Prof. Ramanathan's work on English teaching in India, Mr. McPherron will spend the coming spring quarter teaching and research in China, and he could use this course as an opportunity to present some of the data from his ethnography of university English teaching in China. In addition, new reading about post-methodology from leading ESL scholars will also be included.

2. Creating a Smartsite page for student discussion and engagement. In addition to turning in reader's notes, we would like to have students post comments in the chat room of the Smartsite, as well as work on class projects together on the wiki page for the Smartsite. Mr. McPherron created a smartsite when teaching the Seminar on College Teaching during Fall 2006, and in collaboration, we would use this fellowship to explore further functions on the Smartsite, including posting additional readings online and creating a wiki in which students work together to create abstracts of their group projects.

3. Bringing in guest speakers from the community. Each quarter, many linguistics and language experts come to give talks on campus related to issues raised in the course, but often they are not asked to speak or meet with undergraduate students. We intend to use some of the money from the \$500 to invite at least two speakers to come to the campus and present their research or work to the students

during the class, possible speakers include directors of ESL programs at community colleges and former Linguistics students working in language related industries. Since most of the students are upper-division students, we feel that this opportunity to interact with academics and professionals from other campuses could be extremely useful in helping them consider their future career goals.

4. Requiring students to create abstracts and submit them to an undergraduate research conference. Each quarter, students present original and interesting research around a language issue of their choice. As a way to introduce them to the academic research world, we would like to have student groups write an abstract as part of their final project grade and find possible conferences or avenues to submit their project. The wiki on the Smartsite could provide an easy way to revise the abstracts and view other group's projects.

#### *Evaluation of the project*

The response of students to a year-end evaluation of the class will give us some insight into how well these topics were received, and we plan to add questions that specifically target the changes that we proposed. In addition, we plan to use the resources of the TRC and have teaching consultants videotape the class early in the quarter as well as perform a mid-quarter interview. Mr. McPherron has worked as a TAC in the past and has found videotaping and mid-quarter interviews very helpful if done early enough in the quarter.

#### *Topical outline of course*

All materials and lectures will be reviewed and discussed by both instructors prior to each week. In addition, we will each watch the other's lectures to insure continuity between topics. Prof. Ramanathan will begin teaching the first two weeks, but we will alternate weeks for the rest of the quarter. The topics and instructor are listed below.

Week 1: Introducing Applied Linguistics- the nature of language; Ramanathan.

Week 2: "Good" English- standard and "non" standard dialects; McPherron.

Week 3: Language, gender, and sexism- conversation analysis; Ramanathan.

Week 4: Language, communication, and standards- register analysis; McPherron.      Week 5: Language, mass media, and advertising- written analysis; Ramanathan.

Week 6: Language and terrorism- clause structures and semantics; McPherron

Week 7: Second Language Acquisition- methods and theories; McPherron.

Week 8: Globalization and language education- language policies; McPherron.

Week 9: The language of politics- morphology; Ramanathan.

Week 10: Final thoughts- project presentations; Ramanathan and McPherron.

#### *Collaboration and benefits*

We feel that our collaboration in teaching this class would provide a great experience for both Mr. McPherron as he prepares for future teaching positions in higher education and Prof. Ramanathan as she continues to incorporate new topics and technology into the class. Not only is this a class that Mr. McPherron will most likely teach as a professor of Applied Linguistics in the future, but he is also likely to teach future teachers of ESL and the topics in this class center around educational issues. In addition, we know that we will work well together as Mr. McPherron has taken many classes with Prof. Ramanathan and she is supervising his Ph.D. work.

## Chancellor's Teaching Fellowship: Ann Kelleher

### Personal statement

As a graduate student interested in both theory and practice related to multilingual language development, I plan to pursue a career as a professor of Applied Linguistics. The field of Applied Linguistics takes as its focus problems and questions concerning language in society. In my own research, I have examined Mandarin language instruction for home-background speakers ("heritage language learners") who are caught in a paradoxical situation. On the one hand, bilingualism is held up as a valuable resource for participation in an increasingly global society and economy. On the other hand, bilingualism in the U.S. has been vilified as an impediment to full participation in American society and a detriment to education. In the educational arena, heritage language learners rarely receive education in their home language. Such students can benefit a great deal from formal education, yet their presence in foreign language classes is often viewed as illegitimate. Studying the complexity of this situation fuels my desire to pursue a career that will allow me to accomplish three complementary tasks: through research, contribute to the store of basic knowledge about socially-contextualized language development; through teaching, encourage students to think critically about how language beliefs and practices impact people's lives; and through service, apply insights about the role language plays in educational opportunity to real-world matters. While I have been preparing myself for such a career, finding professional development opportunities that will make me a strong candidate on the faculty job market, the Chancellor's Teaching Fellowship offers an opportunity that I would not otherwise have—to teach a course directly related to my area of specialization.

I have had an opportunity to gain experience in teaching through my graduate program, specifically in ESL and structural linguistics. As an M.A. student in the applied track of the Linguistics program, I took a year-long series of courses for professional development in language teaching. Along with classes on language teaching pedagogy, pedagogical grammar and the socio-politics of language teaching, I taught ESL classes each quarter as part of a teaching practicum. This required detailed preparation and reflection, and was a sound grounding in the theory and practice of teaching. I applied this knowledge to additional teaching assignments, both as a T.A. and as an instructor. I believe my teaching record is evidence of my accomplishments. Not only have I been a T.A. for LIN 1, the department's introductory course, I have been selected to T.A. for both of the upper division foundation courses for the major (LIN 103a and 103b) and LIN 163, another upper division course. Further, I was selected to teach a special quarter-long training seminar for new LIN 1 T.A.s, funded through the Teaching Resources Center. I collaborated with a professor to put together the syllabus and select topics, but was solely responsible for teaching the course. I was also selected to teach my own LIN 1 class during Summer Session, a competitive position for graduate students in the program.

While these were all valuable professional development experiences for me, I have not had an opportunity to teach a course that would be of the type I expect to offer in my own area of expertise. The undergraduate major in Linguistics emphasizes coursework in the core structural areas and does not have a strong applied focus. The course I am proposing to co-teach for the CTF is one of a very few undergraduate courses in the area of Applied Linguistics. I anticipate that co-teaching this course will offer me an opportunity to review recent textbooks, select topics and related readings appropriate for an introductory course, gain experience lecturing on this material and design classroom activities and assignments to engage students' interest. I take seriously the need to make learning a collaborative experience for students, but from my own teaching, I know how difficult it can be to find ways to entice students to engage. Prof. Ramanathan is the ideal faculty member for me to work with in this regard. She is someone whose career is dedicated to the study of language and education, and whose own teaching style is highly engaging. Working with her, not only will I learn directly from our collaboration,

but our plan also includes professional development before the course starts, familiarizing myself with SmartSite and planning ways to use it to promote student discussion. Incorporating technology in the classroom is increasingly becoming an expectation, but like any other tool, its effective use must be learned. Co-teaching LIN 165 will give me a unique opportunity to merge content related to language ideologies, policies and education with classroom technology, starting the process of building a repertoire of course materials for future use.

## **Teaching plan**

The plan my collaborating professor, Prof. Vaidehi Ramanathan, and I outline below is intended to take advantage of the Chancellor's Teaching Fellowship (CTF) as both a professional development opportunity for me as an aspiring faculty member, and to expand the types of participation opportunities students have when taking LIN 165. First, this will be an opportunity for me to gain experience designing and teaching an introductory course in Applied Linguistics. Specifically I will review, select and incorporate materials related to my own research into the class syllabus, teach units that focus on both general information in the field and more topically-focused content from my area of specialization, evaluate student work and the success of the project overall. Second, we will transform some of the participation practices of the class to incorporate technologically-mediated student discussions using SmartSite.

LIN 165, Introduction to Applied Linguistics, is a four-unit lecture/discussion course offered annually in Spring Quarter and taught by Prof. Ramanathan. Applied Linguistics is a broad field encompassing topics as diverse as language teaching; second language development; language and gender, race, and class; language and the media; language policies; and language ideologies. In the past, the specific topics covered in the course have been selected by Prof. Ramanathan and adapted to the interests of her students. We plan to collaboratively build on the general structure and content of the course, designing the syllabus to include new topics related to my own areas of research (multilingualism, education and language policies), while planning for some flexibility once the class begins, incorporating materials that address the interests of the enrolled students. We plan to select all of the topics collaboratively, carrying forward areas that are central to the field (e.g. language education) and those that have been popular with students in the past (e.g. language and the media). Prof. Ramanathan is my major professor and we meet on a weekly basis. Beginning in the fall, we plan to use part of the time in our meetings to discuss the new topics and readings I am considering incorporating and how we will modify the syllabus to balance new and existing course content. In designing the syllabus, we will also revise the grading structure, discuss rubrics for evaluating student writing, and will share the responsibility for evaluating students' work.

LIN 165 offers an important complement to the other Linguistics undergraduate course offerings. Unlike the majority of the department's undergraduate courses that focus on the core structural areas of linguistics analysis, LIN 165 addresses social matters of concern involving language, something all students have experienced first-hand. However, for most people, the way language is related to social organization, particularly relations of power and opportunity, are taken for granted and rendered invisible. Ideally this class moves students toward an awareness of how language impacts individuals, structures social systems and can be used as a tool for social change. As Prof. Ramanathan teaches the course, LIN 165 requires that students connect their own experiences of language development and use with the ideas presented in class readings. One of the main advantages I will have in working with her will be observing how she guides students to engage with the course materials, weaving together individual, out-of-class assignments and in-class activities. As a student in graduate courses with Prof. Ramanathan, I have benefited from her teaching approach. Our collaborative teaching of LIN 165 will be an opportunity for me to engage in similar teaching practices and receive regular feedback and

suggestions. We plan to design the syllabus so that we alternate our teaching by topical unit. This will give me an opportunity to iteratively incorporate her feedback, as well as feedback from the students, into each of my successive units. Also, during the cycles of the class when Prof. Ramanathan is taking the lead, I will still be involved in daily classroom activities, participating as needed in small-group discussions and other classroom activities.

Prof. Ramanathan's teaching style is highly interactive, and students participate in and lead discussions throughout the quarter. We plan to introduce a new element to class discussion, incorporating some of the functions of SmartSite into the class structure. We believe that using a discussion board will increase student engagement, giving students an additional opportunity to relate personal experiences and perspectives to the course materials. Adding a new medium for discussion will accommodate a wider range of individual learning styles, and take advantage of a type of communication with which students are familiar and comfortable. Currently, 30 minutes of each class meeting is set aside for consultation with the professor. We have discussed finding ways to change the use of this time to support SmartSite-mediated discussions of course material. Early in the quarter this will involve familiarizing the students with the site itself. Later, the time will be used to discuss some of the issues coming up through the on-line discussion, and receive feedback on the usefulness of the activity itself. I will take the lead in designing the incorporation of this activity into the syllabus. First, I will attend additional workshops on the use of SmartSite in Winter and Spring Quarters, 2008 (I have taken a basic class already), focused on using the site for class discussions. Then I will propose a specific plan for fully incorporating this activity into the course, including writing up a specific set of expectations for the students and determining how their contributions and participation will be incorporated into the grading structure. We will discuss the proposal and revise the syllabus accordingly during Fall Quarter, 2008.

Evaluation of our project will happen on an on-going basis throughout the quarter, through student performance and feedback on course content, activities, and teaching. We will take advantage of the TRC's services to do a mid-quarter student evaluation of the course as a whole and a teaching evaluation for me. Both types of information will help us determine what is working well and what we might change to improve the class. In our weekly meetings, we will discuss the quality of student participation and performance on assignments and the mid-term. At the end of the quarter, we will review the student course evaluations together as a final measure in evaluating the effectiveness of the class.

For the past two years, I have served as the graduate student representative to the Outstanding Graduate Student Teaching Award Committee, sponsored by the Graduate Council, the Office of Graduate Studies, and the Teaching Resources Center. Through this experience I know that I've been fortunate to have supportive mentoring of my teaching through my M.A. program. However, I am also aware that, as a Ph.D. student, I stand to benefit a great deal by teaching in my own area of specialization in close collaboration with an experienced professor. The Chancellor's Teaching Fellowship offers a unique mentoring opportunity that I hope I will be able to take advantage of in my final year as a Ph.D. student.

## UC Washington Program, Graduate Summer Fellowship: Ann Kelleher

Proposal, 2006

I am currently a linguistics Ph.D. student in my third year of graduate study at U.C. Davis. I entered the department as an M.A. student in the fall of 2003 and changed my degree objective one year ago. I am in the process of completing my M.A. thesis—a project that focuses on university-level Chinese language teaching. For this project, I am using qualitative methodologies (critical discourse analysis and ethnography) to examine the tensions that arise in the classroom setting due to two main constituting factors that are in conflict: 1) over-arching language teaching ideologies at work in the university setting, and 2) the language development histories of a majority of the students in the classes; the “majority” I reference here are students who grow up with exposure to a variety of Chinese in the home. Students with this kind of language development background are generally referred to as “heritage” learners in the Applied Linguistics literature and have increasingly become the focus of research in recent years. I plan to focus my continuing research within this general area and the best place for me to gain experience at this point is at the Center for Applied Linguistics (CAL) in Washington D.C.

As a private, non-profit organization, CAL supports research endeavors and programs on issues related to language education, policy, literacy, bilingualism, and social and cultural issues surrounding language in the U.S. Within its Language and Cultural Resources division, there is a particular focus on heritage languages and heritage language learning. As such, this is one of the few places in the U.S. that supports both academic inquiry into Second Language Acquisition as well as administering programs intended to support community and heritage language programs. This is an ideal time to pursue issues about heritage language teaching and learning, as the federal government is now focused on increasing the number of experts in “critical” languages, one of which is Mandarin Chinese. President Bush’s January 5, 2006 announcement of a National Security Language Initiative underscores this focus and a significant part of my interest in going to Washington, D.C. this summer is to see first-hand how this high-level mandate begins to play out within an organization with a long-standing commitment to issues of language development.

At this point in my graduate studies, I have a good grounding in the theory and practice of Applied Linguistics, and I want to work with linguists who are both conducting research and administering programs as professionals in this field. I have been around the university setting for years as both a student and an employee, but I think that interning at CAL would give me a broader perspective on alternate career paths beyond traditional faculty positions. I am very much committed to working in the field of Applied Linguistics after completing my Ph.D., and would like to continue doing research on questions regarding language and society. However, I am interested in finding out more about the applied aspects of this kind of research—for example, developing and administering language development programs. CAL is an organization that both supports research and administers programs, and as such, I think it would be a very valuable experience for me to have first-hand experience working in this kind of setting at this point in my graduate career.

In addition to gaining specific work experience, ideally being involved with an on-going research project, through this internship I would like to find out more about (at a minimum) 1) how the research enterprise is conducted at a university-external organization 2) how research and practice are intertwined in a setting like CAL, and 3) what kind of projects are getting attention and which are not. With my language training, academic background, and recent research experience, I believe I have the skills and knowledge to work on projects regarding heritage languages and am hopeful that I would be accepted by CAL to intern with them this summer. I think it would be a benefit to me in thinking more deeply about the kind of research I will do as a graduate student for my dissertation, and what kind of career path I might pursue after graduate school.