

LINDA B. FORREST

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EDUCATION

- Ph.D. Department of Linguistics, University of Oregon, Eugene, OR, June, 1999.
Dissertation: *The Role of Attention and Activation in Language Production: A Neurocognitive Linguistic Approach*
Committee: Dr. Russell S. Tomlin, chair; Dr. Scott DeLancey;
Dr. Eric W. Pederson; Dr. Michael I. Posner
- M.A. Department of Linguistics, University of Oregon, Eugene, OR, September, 1992.
Thesis: *How grammar codes cognition: Syntactic subject and focus of attention*
Advisor: Dr. Russell S. Tomlin
- B.A. School of Journalism, University of Oregon, Eugene, OR, September, 1987.

PROFESSIONAL EXPERIENCE

Research Director. Center for Applied Second Language Studies, University of Oregon, 2005 - present.

Responsible for the design, implementation, and management of the Center's program of research on second language learning and assessment. Served as Project Director for various grant-funded activities. Provided expertise in the design and interpretation of research results for Center projects using a variety of statistical and assessment models. Made recommendations based upon analysis of research data. Established formats for research in varying degrees of depth to suit a variety of purposes. Established and maintained standards of quality, accuracy, and timeliness for all work. Developed new research programs in collaboration with other academic and business associates. Represented the Center at conferences, workshops, and other professional meetings. Presented the outcomes of Center research to both academic and non-academic audiences.

Responsible for the business and operations management of research projects. Hired, trained, and managed a team of student workers and other personnel to carry out research projects. Prioritized and assigned research projects. Evaluated performance of staff members and conducted regular staff evaluations. Worked with the Director and Assistant Director in budget development and allocation of personnel and financial resources. Worked closely with planning staff to provide data required in confirming progress toward project goals.

Statistician/Data Analyst. Center for Applied Second Language Studies, University of Oregon, 2000 - 2005.

Provided general statistical advice and assistance to project members for developing criterion-referenced language assessment instruments. Developed trial designs and data analysis plans for validation of reading and listening items and determination of inter-rater reliability for graded writing and speaking responses. Conducted analyses, summarized and presented results, and made detailed recommendations based on findings. Evaluated and recommended improvements to specific assessment items and grading rubrics. Developed statistical models of learner performance on proficiency tests, designed simulations of learner performance, and assessed the theoretical models in terms of empirical data. Provided project members with relevant data, graphs, charts, tables, and written reports.

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Instructor. University of Oregon, 1989 - 1997, 1999 to 2003.

Planned course content, prepared class assignments, delivered lectures, evaluated student performance, and supervised teaching assistants. Courses include: *English Grammar*; *The Structure of English Words*; *Introduction to Linguistics*; *Language and Cognition*; and *Psycholinguistics*.

Internet Course Developer. University of Oregon, 1997 - 1998.

Web site address: <http://darkwing.uoregon.edu/~l150web/>

Designed and constructed web site to deliver an electronic version of *The Structure of English Words* course. Developed text and graphics documents. Interacted with other University departments to coordinate resources and meet requirements for course materials, test proctoring, copyright issues, and distance education requirements. Conducted beta test of course with enrolled students.

Teaching Assistant. University of Oregon, 1990 - 1997.

Conducted discussion sessions, supervised student research projects, assisted course instructor with grading student assignments and preparation of course materials, maintained regular office hours to work with students individually. Courses taught include: *Syntax and Semantics II*; *Language, Culture, and Society*; *Language and Cognition*; *Language, Mind, and Culture*; and *English Grammar*.

GRADUATE COURSEWORK

- *Data Analysis I, II, III*
- *Empirical Methods in Linguistics*
- *Advanced Second-Language Acquisition*
- *Linguistic Theory: Phonology*
- *Linguistic Theory: Syntax*
- *Linguistic Theory: Semantics*
- *Cognition*
- *Cognitive Science with Laboratory*
- *Human Neuropsychology*
- *Discourse Analysis*
- *Seminar: Voice And Transitivity*
- *Seminar: Issues in Syntax*

RESEARCH INTERESTS AND EXPERIENCE

- Extensive experience in experimental design (on-line and questionnaire methods) and statistical analysis of data.
- Areas of interest include cognitive processes in language comprehension and production, language acquisition, and assessment of language proficiency.
- Participated in projects investigating a variety of languages including English, Japanese, Korean, Indonesian, Russian, and Bella Coola.

OTHER ACADEMIC PREPARATION

First International Summer Institute in Cognitive Science, University at Buffalo, Buffalo, New York, July, 1994.

Participated in seminars on the anthropology of knowledge, semantics, philosophy for cognitive science, language and spatial cognition, language deficit, connectionism, language and conceptual structure.

PRESENTATIONS AND PUBLICATIONS

- Forrest, L. (2008). *Assessment 101*. Paper presented at MALT 2008 Spring Conference, Ft. Benton, MT, April 18, 2008.
- Forrest, L. (2008). *Exploring the ACTFL Guidelines*. Paper presented at MALT 2008 Spring Conference, Ft. Benton, MT, April 18, 2008.
- Forrest, L. (2008). *Comparing Foreign Language Program Models: Lessons from New Jersey*. Paper presented at MALT 2008 Spring Conference, Ft. Benton, MT, April 18, 2008.
- Forrest, L. (2008). *A Look at LinguaFolio*. Paper presented at MALT 2008 Spring Conference, Ft. Benton, MT, April 18, 2008.
- Forrest, L. (2007). *K-12 Foreign Language Program Models: Comparing Learning Outcomes*. Paper presented at ACTFL 2007 41st Annual Meeting & Exposition, San Antonio, TX, November 16-18, 2007.
- Quinlan, C., & Forrest, L. (2007). *Policy, Assessment, and Professional Development: Results from a Statewide Study (Year 2)*. Paper presented at ACTFL 2007 41st Annual Meeting & Exposition, San Antonio, TX, November 16-18, 2007.
- Forrest, L., & Hopper-Moore, G. (2007). *Experience NOELLA—A New Assessment for Young Spanish and French Learners*. Paper presented at COFLT 2007 Fall Conference, Corvallis, OR, October 13, 2007.
- Forrest, L. (2006). *Getting to Novice-High: Characteristics and Attitudes of Successful Learners*. Paper presented at ACTFL 2006 40th Annual Meeting & Exposition, Nashville, TN, November 16-19, 2006.
- Jensen, J., & Forrest, L. (2006). *Performance-based Policy and Professional Development: A Statewide Model*. Paper presented at ACTFL 2006 40th Annual Meeting & Exposition, Nashville, TN, November 16-19, 2006.
- Forrest, L. (2006). *Student Attitudes, Language Learning Experiences, and L2 Proficiency*. Paper presented at the Second Language Research Forum (SLRF) 2006, University of Washington, Seattle, WA, October 6-8, 2006.
- Forrest, L., & Hopper-Moore, G. (2005). *Factors affecting learning: investigating program models and belief*. Paper presented at ACTFL 2005 39th Annual Meeting & Exposition, Baltimore, MD.
- Tomlin, R., Forrest, L., Pu, M., & Kim, M. (1997). Discourse semantics. In T. A. van Dijk (Ed.), *Discourse as structure and process* (pp. 63-111). London: Sage.
- Forrest, L. (1996). Discourse goals and attentional processes in sentence production: The dynamic construal of events. In A. E. Goldberg (Ed.), *Conceptual Structure, Discourse and Language* (pp. 149-162). Stanford, CA: CSLI Publications.
- Forrest, L. (1994). Detransitive voice constructions in Bella Coola: Passive or inverse. In T. Givón (Ed.), *The pragmatics of voice: Active, passive, inverse* (pp. 147-168). Amsterdam: J. Benjamins.
- Forrest, L. (1994, November). *Discourse goals and attentional processes in sentence production: The dynamic construal of events*. Paper presented at the conference on Conceptual Structure, Discourse and Language, University of California, San Diego, California.
- Forrest, L. (1994, July). *Syntactic subject and focus of attention in language production*. Paper presented at the Workshop on Language and Space, First International Summer Institute in Cognitive Science, University at Buffalo, New York.

ACADEMIC SERVICE

Outreach. Yamada Language Center, University of Oregon, May, 1997 & May, 1996.

Presented lectures on introductory linguistic topics for students from Oregon high schools as part of the Foreign Language & International Studies Day activities.

Conference Assistant. International Conference on Functional Approaches to Grammar, Albuquerque, NM, Spring, 1995.

Organized abstract review process: Coordinated communication between submitters and the review committee, and kept participants informed of conference changes.

REFERENCES

Carl Falsgraf, Director, Center for Applied Second Language Studies,
University of Oregon, Eugene, OR, (541) 346-5715, falsgraf@uoregon.edu

Russell Tomlin, Department of Linguistics, University of Oregon,
Eugene, OR, (541) 346-3902, tomlin@uoregon.edu

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