Abstract of Bio: Current work in human anatomy and physiology (2018) applies the theory of true narrative representations (TNR-theory) to the etiology of human disorders, diseases, and mortality. Grounded in logico-mathematical proofs the theory shows that all functional representations ride piggy-back on the most ordinary unburdened kind of true reports. Likewise, breakdowns in linguistic, cognitive, emotional, behavioral, and biological communication systems lead to disorders, disease conditions, and mortality. Injurious factors include: toxins, disease agents, radiant energy and force fields, physical injuries, and interactions between them (Kennedy et al., 2016; Gryder et al. 2013; Shaw 2017 on the N axal Dynamics of N eurologial D isease).

Keywords (areas of interest and research): biological signaling systems, etiology of disorders, high stakes communication, immunology, genetics, epigenetics, fractal genomics, intelligence theory, language proficiency, neurological architecture, pragmatic information, systems grammar, theory of abstraction

Narrative: As a student, teacher, and research professor, John W. Oller, Jr. followed in his father's footsteps. The fully-integrated multi-media Spanish as a foreign language program authored by John’s dad, published by Encyclopedia Britannica Films, Inc. (1963-1965), provided the basis for the John Jr.’s developing and fleshing out of the theory of pragmatic mapping. The idea is profoundly simple. Words relate to things. Yet, this idea is so ubiquitously obvious in ordinary uses of language, even by babies as they acquire their first language, that it has often been considered momentarily only to be discarded as too simple to be worthy of close examination. But linguistic forms of all kinds, and all meaningful signs without any exceptions, get initialized with content by signifying (much as proper names do) entities, relations, and events other than themselves. The difficulty of figuring out how the connections are made is in the details that are amazingly abstract, elusive, and so easy to dismiss that many theoreticians have off-handily thrown the idea that “things have names” into the junk pile. The key to unlock the mysteries of pragmatic mapping is contained in the simplicity of a name that refers to something named so that the name comes to signify what is named. Conversely, what is named becomes associated with all other named entities, relations, and events through similar linguistic forms applied to those other entities, relations, and events. The relation between the name and what is named for persons is so intense (the bond is so tight) that the intelligibility of anyone’s history, experience, and identity is absolutely dependent on factual (true) associations between names and the persons named. The comprehension and coherence of all discourse and strings of signs (genomic signs, epigenomic, proteomic signs, and so on) depend on precisely the sorts of associations manifested in the simplest of naming operations. So what’s so difficult about that?

It was Albert Einstein who noted that the gulf between the abstract propositions formed up in words and the material facts from which conventional words get their meanings is logically uncrossable. Yet, somehow, all normal human babies who live to become adults somehow cross what John W. Oller, Jr. has called “Einstein’s gulf.” That crossing is the central problem not only for theories of language acquisition, but also for the genesis of living organisms. Recent theoretical advances of a mathematical and physical kind show that all meaningful sign systems absolutely depend on their being validly, truthfully, and coherently mapped into material states of affairs precisely in the way that a true report of some sequence of events is used by an intelligent person to represent those events. The upshot of this discovery is the theory of true narrative representations. The process of pragmatic mapping that is elaborated in that theory forms the basis for the existence of pragmatic information. Understanding the details leads to some interesting consequences for high stakes communications ranging from fatalities in international aviation and iatrogenic injuries in medicine to the very processes that necessarily lead to disease, disorder, and death. The fact is that life itself and all of its enjoyments depend on true representations correctly understood. The signs of life and living must be faithfully mapped to the facts of experience so that we can keep on keeping on. Every good thing depends ultimately on truth in the most ordinary and simplest sense imaginable.

After defending his PhD dissertation on language acquisition in summer 1969, Oller joined the faculty at UCLA. There he was assigned to administer the English Second Language Placement Examination (ESLPE). In 1972, he moved to the University of New Mexico where he founded the Department of Linguistics and continued his work in the measurement of language proficiency and intelligence. He also contributed to the development of degree programs at the bachelors, masters, and PhD levels. In 1996, Oller was recruited to the University of Louisiana to help create a new PhD there. His works there would include a book in 1999 on marketing, international aviation, and economics and in 2010 “The antithesis of entropy” followed by a special issue of Entropy focused on bio-semantic entropy published from 2012 through 2014. Some mathematical proofs of TNR-theory were published there in 2014 connecting work in ordinary linguistics with those in human physiology and our biochemistry. During the most recent decade, Oller has joined various medical researchers studying how and why modeling articulated movements works in various forms of speech and physical therapies; evidence that the World Health Organization disarmed a birth-control vaccine as a tetanus prophylactic, and administered it in 2013 and 2014 to millions of unsuspecting Kenyan women; the infant mortality rate in the USA as compared against other developed nations; and aluminum-induced entropy in biological systems. Oller also published a simple constructive proof of the surprisingly difficult four-color theorem of map-making.

Oller has appeared in national internet webinars, YouTube, television, and radio programs and has traveled and lectured in Mainland China, England, Denmark, Spain, Germany, Egypt, Israel, Japan, Korea, Taiwan, Thailand, Singapore, Mexico, Quebec, Cyprus, and Canada. He has mentored 43 doctoral students, served on 84 doctoral dissertations, and has published technical work with 97 students and faculty colleagues. At UCLA he was accelerated to tenure and the Associate Professorship in 1971. He founded the Linguistics Department at the University of New Mexico in 1972; was a member of the Examiner's Committee for the Test of English as a Foreign Language (TOEFL) 1971-1976; received the MLA Mildenhanger Medal in 1984; and was one of “100 Stars” honored at the Fresno City College Centennial in 2010. His doctoral students occupy positions at universities in California, Georgia, Hawaii, Louisiana, Pennsylvania, and Texas as well as Thailand, Korea, Japan, and Germany. Oller is a regular reviewer for technical journals in communication disorders, assessment, linguistics, language teaching, and medicine including the prestigious Paediatrics. He reviews grant proposals for such agencies as the National Science Foundation, the Department of Education, and the Social Sciences and Humanities Research Council of Canada.

Curriculum Vitae Updated October 4, 2018 (8:51am)
Personal Data
Born October 22, 1943 in Las Vegas, New Mexico
Married to Mary Anne Chavez; children, Mark Louis, 1964,
Present Residence: Lafayette, Louisiana
Phone 337-482-6722 office 337-962-4649 cell
e-mail: joller@louisiana.edu

Education
Xfer, Fresno City College; Fresno, California; concentrations in Spanish and wrestling, 1963.

B. A., California State University; Fresno, California; majors in Spanish and French, minor in education, 1965 (Magna Cum Laude, Phi Beta Kappa).

G. S. C., General Secondary Teaching Credential, California State University; Fresno, California, 1966.

M. A., University of Rochester; Rochester, New York; General Linguistics, 1968.

Ph. D., University of Rochester; General Linguistics, 1969.

Grants and Contracts
1. Perpetual grant from the Board of Regents of the State of Louisiana, Departmental Excellence Through Faculty Excellence (DEFE) grant to Oller $1.28 million in 2016, aiming to ensure National Pre-eminence for the Department of Communicative Disorders and Its Applied Language and Speech Sciences Ph.D. Program ($80,000 from the year 2000 forward, renewed each year in perpetuity).

2. Sertoma Club of Lafayette granted $30,000 supplemented by an additional $2,000 from UL Lafayette and $1,000 from the Lafayette Convention and Visitors Commission to host the Sertoma International Conference on Autism Spectrum Disorders April 12-14, 2007 (see comments from participants at http://www.ucslouisiana.edu/~jxo1721/Autism07.html).

3. Matching Grant of $17,260 from Sertoma International and the Sertoma Club of Lafayette to conduct research on biomedical protocols for the treatment of autism spectrum disorders (approved April 23, 2007; initiated October 6, 2008).

4. Seoul National University, Development of 1,000 items for the Criterion Referenced English Placement Test, $13,500, 1996.


Honors and Awards
1. October 9, 2017 won a cash Settlement and certain guarantees in perpetuity in Oller v. the Board of Trustees, Board of Supervisors for the University of Louisiana System, Nancye Roussel, Martin Ball and Jack Damico.

2. 2017 received an Outstanding Advisor Award presented by Dean Jordan Kellman and President E. Joseph Savoie at UL Lafayette.

3. Fresno City College “100 Stars for 100 Years” on August 11, 2010; a hundred individuals were selected for the FCC Centennial from approximately 1.5 million former faculty, alumni, and staff. Politicians, athletes, coaches, and a few academics were honored for their achievements. Oller was one of two academics honored.

4. Community Service Award for 2009 from the Autism Society of Acadiana.

5. Sertoman of the Year 2006 for outstanding service to the Cajun community and the Sertoma Club of Lafayette.

6. 2014 awarded the Doris B. Hawthorne/Board of Regents Support Fund Endowed Professorship III at UL Lafayette.

7. 2004 awarded the Doris B. Hawthorne/Board of Regents Support Fund Endowed Professorship IV at UL Lafayette.


11. NDEA Title IV Fellowship, University of Rochester 1966-1969.
Dissertation
The coding of information in natural languages: a psycholinguistic theory. Advisor, Professor Dean H. Obrecht (Department of Languages and Linguistics; University of Rochester; Rochester, New York).

Employment History (Retrospective from the Present)
2017- present Professor of Communicative Disorders at UL Lafayette

2014-2017 Doris B. Hawthorne/ Board of Regents Support Fund Endowed Professor III at UL Lafayette

2012-2014 Professor of Communicative Disorders at UL Lafayette

2004 -2012 Doris B. Hawthorne/ Board of Regents Support Fund Endowed Professor IV at UL Lafayette

2004 -1997 Head of Department of Communicative Disorders, and Director, Doris B. Hawthorne Center for Special Education and Communicative Disorders, at the University of Louisiana.

July 1997-1980 Professor of Linguistics (with cross appointment in the Department of Educational Foundations), University of New Mexico, Albuquerque.

Summer 1995 Professor at the Linguistic Society of America Summer Linguistic Institute in Albuquerque, New Mexico; taught courses on semiotic theory and applications of semiotic theory (assisted by former doctoral student Jack S. Damico).


Spring 1984: Visiting Professor at the University of California at Los Angeles (UCLA); taught advanced seminar in language testing.

Summer 1980: Associate Director for TESOL of the LSA/TESOL Summer Institutes at the University of New Mexico; and Professor in language assessment and intelligence.

Summer 1979: Visiting Professor; First Annual TESOL Summer Institute, UCLA.

1979-1977: Associate Professor of Linguistics and Educational Foundations, University of New Mexico, Albuquerque, New Mexico.

Summer 1977: Visiting Professor, Department of English as a Second Language, Concordia University; Montreal, Province of Québec, Canada.


1976-1972: Chairman, Department of Linguistics, and Associate Professor of Linguistics and Educational Foundations, University of New Mexico, Albuquerque, New Mexico.

Spring 1972: Director of the Communication Arts Program II; Southwestern Cooperative Educational Laboratory; Albuquerque, New Mexico.

Winter 1971: Associate Professor of English, UCLA.

Summer, Fall, Winter, Spring 1969-1971: Assistant Professor of English, and Director of the UCLA English as a Second Language Placement Examination.

Fall & Summer 1968: Graduate Assistant, Conversational Spanish, Summer Language Institute, University of Rochester.

Summer 1967: Research Assistant, Foreign Language Learning Project, Phonetics Laboratory, University of Rochester.

1966-69: NDEA Title IV Fellow; University of Rochester.

1965-66: Instructor in Spanish, Fort Miller Junior High School; Fresno, California.

Grant Proposals

2. Piloting the Scale of Autism Spectrum Disorders. $121,000 (not funded but eligible for resubmission) requested in direct and indirect costs over a two-year period. Submitted to the National Institute of Mental Health.

Published Books & Monographs

CV of J. W. Oller, Jr.


67. Oller, J. W., Jr. (1996). Semiotic theory applied to free will, relativity, and determinacy: or why the unified field theory sought by Einstein could not be found. Semiotica, 108 (3/4), 199-244.


29. April 12, 2006. Key milestones in language development from conception to maturity. Lecture presented to the Staff Development Committee of the Edith Garland Duryea Library at the University of Louisiana at Lafayette.
34. July 20, 2006. The Comprehensibility of the Universe and the Language Capacity. Invited lecture presented at the national Graduate Mentorship Workshop for Ph.D. candidates in the sciences held at Mississippi State University in Starkville, Mississippi.
43. May 28, 2003. Episodic organization and valid measurement. Paper presented at the Quantitative Linguistics Conference in Athens, GA (co-


52. May 19, 2000. Verbal and non-verbal abilities in language minorities: Studies with children and adults. Invited keynote address for the Midwest Association of Language Testers in Iowa City, Iowa, at the Iowa Memorial Union, University of Iowa, Iowa City.

53. May 12-June 2, 2000. Theory and research in second language acquisition to launch new Ph.D. program at the University of Iowa, in Iowa City.


59. Toward improved diagnosis of autistic disorders: Indices as the key. Short course (three-hours, peer reviewed) presented with Dr. Jack S. Damico at the annual meeting of the American Speech-Language-Hearing Association in Boston, Massachusetts, on November 21, 1998.

60. Teaching and testing through authentic episodes. Invited workshop (following up the lecture) presented at the 24th Annual Illinois TESOL-BE Annual State Convention, Chicago, Illinois at Navy Pier; April 4, 1998.

61. The logic of true narratives. Paper presented with Dr. Steven Collins at the Meeting of the Evangelical Theological Society in Santa Clara, California on November 20, 1998.


68. Word and icon: The indispensable connection as seen from a general theory of signs. Invited lecture presented at the Third Graduate School Symposium at the University of Southwestern Louisiana, November 18, 1997.


72. Strategies for Improving Communicative Competence in a Second Language. Invited lecture at the International Conference on Efforts of Asian Countries to Enhance ESL Learner’s Communicative Competence at Soong Sil University in Seoul, Korea (Jaehyeon Han, Director of the Institute of Humanities at Soong Sil, and his colleague Jun Yeon Park organized the conference) presented on October 12, 1996.

73. Toward a Theory of Technologically Assisted Language Learning/InSTRUCTION. Invited Banquet Lecture presented at the CALICO (Computer Assisted Language Instruction Consortium) ’96 on Distance Learning; The 13th Annual Symposium at the Sheraton Old Town in Albuquerque, New Mexico May 30, 1996.

74. Invited lecture on emotion in discourse at the International Conference of the Society for Text and Discourse, held at the University of New Mexico Humanist Society at UNM School of Law, April 26, 1997.


76. Presented a series of lectures (48 hours over 8 days) to specialists in language education and measurement from Lebanon, Jordan, Saudi Arabia, and Palestine, in Cyprus (sponsored by the American University of Beirut, host Dr. Kasim Shaaban), August 22-30, 1995.
77. Interview with Marvin McElvany and Noah Patrick Hutchings for Southwest Church of the Air, Radio Network. 9:00 a.m. Central Time from San Antonio, Texas on “Language and Babel”, August 10, 1995.
80. Autism, Asperger’s Syndrome, and Williams Syndrome from a Semiotic Point of View. Invited lecture sponsored by the Doris B. Hawthorne Center for Special Education and Communicative Disorders and by Project Minds presented at the University of Southwestern Louisiana in Lafayette, Louisiana at 10:00-11:30a.m, April 10, 1995.
81. Assessing culturally and linguistically different children in educational contexts. Symposium of the Bilingual Special Education Special Interest Group of the National Association of Bilingual Education, meeting at the Civic Center in Phoenix, Arizona (organized and chaired by Dr. Virginia Gonzalez), February 17, 1995.
82. Theoretical and Experimental Breakthroughs in Literacy. Invited lecture sponsored by the Doris B. Hawthorne Center for Special Education and Communicative Disorders and by Project Minds presented at the University of Southwestern Louisiana in Lafayette, Louisiana at 3:00-4:30pm, April 10, 1995.
83. On the significance of episodic organization. Invited talk presented at the Native Literacy and Language Round Table sponsored jointly by the National Center on Adult Literacy and the Native Education Initiative of the U.S. Department of Education Regional Education Laboratory, May 5-7, 1994.
87. Theoretical proof that meaning (coherence) makes all the difference: Part 1. Invited plenary lecture presented at the Korean Association of Teachers of English at Incheon Hall of Korea University in Seoul, Korea, July 22, 1994.
88. Autism in the context of semantic disorders. Invited two hour lecture presented with Dana Rascón at the Third Annual Spring Southwest Conference on Communicative Disorders, by the University of New Mexico Chapter of the National Student Speech-Language-Heating Association and the Department of Communicative Disorders, Albuquerque, New Mexico (La Posada Inn) April 9, 1994.
89. Why true stories are crucial to language acquisition. Invited plenary address presented at the Arizona TESOL State Conference, at the Thunderbird American Graduate School of International Management in Glendale, Arizona, April 23, 1994.
90. Fetal poly-drug use syndrome. Invited two hour lecture presented with Teresa Meehan at the Third Annual Spring Southwest Conference on Communicative Disorders, by the University of New Mexico Chapter of the National Student Speech-Language-Heating Association and the Department of Communicative Disorders, Albuquerque, New Mexico (La Posada Inn) April 9, 1994.
92. Invited appearance at Founders Breakfast Seminar, Annual Meeting of the International TESOL organization in Atlanta, Georgia, April 15, 1993.
100. Language testing for the 1990s. Public lecture at the University of Ottawa, May 22, 1990.
103. Pragmatic mapping as key to methods that work. Plenary lecture presented at 8:30 am, at the International Language Training Conference sponsored by Summer Institute of Linguistics and Wycliffe Bible Translators in Dallas, Texas, November 29, 1989.


121. The multicultural child: Diagnosis of language disorders through deep and surface criteria. Invited plenary lecture for the New Mexico Speech, Language, and Hearing Association, Santa Fe, New Mexico, April 4, 1986.


128. Which cloze items are sensitive to discourse constraints. Additional lecture for Texas TESOL V, Fall Conference, Arlington, Texas, October 12, 1985.


130. The linguistics and psychology of language tests. Invited lecture presented at East State Texas University sponsored by the Departments of Literature and Languages, Elementary Education, and Psychology, October 14, 1985.


139. Experience as text. Invited paper presented at the Second University of Texas Arlington Conference: The Text as Convergence of Concerns, organized by Dr. Robert Longacre and Dr. Lenore Langsdorf, March 14-16, 1985.


144. Reflections on methods that work. Invited plenary address for TESOL-Italy, Rome, Italy, October 26, 1984.


146. Methods that work. Invited plenary at the English Language Development Conference/Workshop, Albuquerque, New Mexico, sponsored by the Cultural Awareness Bilingual Assistance Center of the University of New Mexico, May 18, 1984.
149. Language acquisition theory, methods of teaching, pragmatic testing procedures and communication, relating teaching to testing, the broader perspective of language in education, and pragmatics theoretical perspective and practical solution. Series of six invited plenary lectures at the 18th Japan Association of College English Teachers Seminar, in Kyoto, Japan, July 23-28, 1984.
152. Story-writing and ESL teaching. Lecture presented at the University of California, Los Angeles, California, May 13, 1983.
154. The importance of the world of experience. Invited lecture presented at National Taiwan Normal University, Taipei, Taiwan, May 24, 1983.
156. Language testing: Where to from here? Keynote address at the Third Annual Conference of the Wisconsin Bilingual and TESOL Association, April 15, 1983.
159. Writing principles in ESL teaching. Invited address presented at the University of Utah, April 6, 1983.
165. Episodic organization in artificial intelligence and language acquisition. Keynote address at the Fourth Annual Delaware Symposium on Language Studies, Newark, Delaware, October 14, 1982.
166. Are we testing for language or intelligence? Plenary address at the Second Annual Language Assessment Institute, National College, Chicago, Illinois, June 1982.
171. The roots of intelligence? Invited paper presented at New Mexico State University, Las Cruces, New Mexico, April 24, 1981.
172. Pragmatics and language testing. Invited keynote address at the Fifteenth Regional Language Center Seminar sponsored by the Southeast Asian Ministers of Education Organization in Singapore, April 1980.
174. What is language proficiency? Invited keynote address at the Tenth Annual Fall Conference of the New York ESOL and Bilingual Education Association at Teacher’s College, Columbia University, New York, New York, October, 1980.
175. Determination of language learning difficulties in bilingual children: Pragmatic or surface oriented criteria. Presented at the LSA/ TESOL Summer Institutes, TESOL Summer Meeting, held at the University of New Mexico (with Jack S. Damico), June, 1980.
178. How do we know when tests are the same or different? Invited paper presented at the Second International Language Testing Symposium, Darmstadt, Germany, May 1980.
221. Cloze, discourse, and approximations to English. Invited paper presented at the session on Applied Linguistics at the Ninth Annual Convention for Teachers of English to Speakers of Other Languages, Los Angeles, California, March 1975.

Professional Organizations

3. The Linguistic Society of America.
4. The International Organization of Teachers of English to Speakers of Other Languages.
5. American Council of Teachers of Foreign Languages.
8. The Linguistic Association of the Southwest.
11. Phi Kappa Phi Honor Society.

CV of J. W. Oller, Jr.
Memberships on Boards of Editors, Directors, and Advisors

3. Reader/reviewer for Lippincott Williams and Wilkins in neurosciences.
5. Reviewer for Clinical Linguistics and Phonetics.
7. Reader/reviewer for Allyn & Bacon in Communication Disorders.
17. International Linguistics Advisor to Summer Institute of Linguistics and Wycliffe Bible Translators, Dallas, Texas from 1984. Also, International Sociolinguistics Advisor to SIL.

Professional Consultancies and Participation

2. Dallas Meeting of the Canary Party December 3-4, 2011. Met with Mark Blaxill, Andrew Wakefield, Robert M. Davidson, Bill Rae, and others at the Hyatt in suburb of Dallas, Texas.
5. Reviewed and evaluated proposals for the New Century Scholars Doctoral Scholarship Program for the American Speech-Language Hearing Foundation for 10 awards in the amount of $10,000 each in October, 2004.
10. Arkansas Board of Higher Education to review the consortium for a proposed Ph.D. program in communication sciences and disorders. Site visit November 20-21, 2003 at the University of Central Arkansas in Conway, Arkansas and Review of the Proposal to the Arkansas Department of Higher Education for a New Doctor of Philosophy (Ph.D.) in Communication Sciences and Disorders offered by a Consortium of the University of Arkansas at Little Rock (UALR)/ The University of Arkansas for Medical Sciences (UAMS) and the University of Central Arkansas (UCA) submitted with Nancy Creaghead, University of Cincinnati.
15. Read and ranked 9 dissertation abstracts concerning bilingualism for the American Educational Research Association competition (for awards to be given at the subsequent meeting in New Orleans), December 14, 1999.
16. Promotion review for Dr. Janet Patterson at the University of New Mexico, Department of Communicative Disorders, at the request of Dr. Kenneth Frandsen, November 1999.
17. Wrote a review of the Applied Linguistics Ph.D. program at UCLA for Dr. John Schumann in connection with their periodic (six-year) review.
18. Provided a promotion review for professor Abdoljavad Jafarpur at Universiti Brunei Darussalam at the request of Sulaiman Latip, February, 1999.
21. Consulted with Dr. Gary Marotta, Dr. A. David Barry, Dr. Jack Damico, and others at the University of Southwestern Louisiana concerning the possibility of a doctoral program there in Communicative Disorders (Dr. Peter Payne, Head of Department, Dr. Lloyd Augustine, Dr. Shalini Areshole, Dr. Linda Badon, Ms. Frances Billeaud, Dr. Thomas Rigo, Dr. Nancye Roussell, Ms. Diane Whittington, Ms. Bonnie, and Ms. Charlotte). Met with faculty and staff of the Department of Communicative Disorders, also Dr. Daniel Povinelli at the UL.

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22. Gave a 45 minute radio interview on the world's many languages for SWCA Radio Network on 90 stations with Marvin McElvany and Noah Hutchings, August 10, 1995.

23. Reviewed grant applications for the National Institute of Education, the U.S. Department of Education, and for the Social Sciences and Humanities Research Council of Canada (Program Officer, Gail Cook) 1993-1995.


25. Appeared by invitation and received a fee for participation in a two hour CBS program, "Ancient Secrets", hosted by William Devane at 8-10 PM with an estimated 45 million viewers. Program appeared during "ratings week" in the anchor slot on Friday evening and received higher marks than the programs on either NBC or ABC. Competed with "20/20" and prevailed except of the first half hour. Oller spoke about the multiplicity of languages on the earth relative to the "Babel Myth" aired on May 15, 1992.

26. Presented four workshops for teachers on Methodology of ESL and bilingual education in Broward County, Florida at the request of the Department of Multicultural Education, Fort Lauderdale (Mary O'Blenda was the main contact person), June 17-26, 1991.


28. Presented an all day workshop for teachers of foreign languages, ESL, and related areas for testing and evaluation competency certification on behalf of the North Carolina State Department of Instruction, at Guilford Technical Community College, Greensboro, North Carolina (Organized by Gérard Toussaint), March 1, 1991.

29. Consulted with Margaret DesBrisay, Tahereh Paribakht, Marjorie Wesche, Cecile Champagne, Jean Compain, and others concerning various placement, exit, proficiency and other tests in French and English at the University of Ottawa and in the Province of Ontario, May 14-25, 1990.


32. Spent four days with SIL/Wycliffe people in Dallas reviewing programs for training personnel to be effective language learners in the field--also gave a series of public lectures (see above), November 28-December 1, 1989.

33. Consulted with educators from Spain, Galicia, and the Basque nation re the place of bilingualism and bilingual education there. At the request of the Comité Conjunto Hispano-NorteAmericano in Madrid, Spain, May 15-June 2, 1989.

34. Reader of research projects in linguistics, under Dr. Paul Chapin, for the National Science Foundation, 1985-87.

35. Gave a seminar at UNM for USIA sponsored visitors on context and language testing. Visitors came from France, Poland, and the Middle East, April 29, 1987.

36. Traveled to Arlington, Texas to meet with board members and staff at Summer Institute of Linguistics for invitational conference including Charles Ferguson of Stanford University; G. Richard Tucker, Director of Center for Applied Linguistics in Washington, D.C.; and Ted Ward of Chicago Trinity University, January 16-17, 1987.

37. Consultation with Department of Special Education and Bilingual Education (principally Wayne Holtzman and Alba Ortiz) regarding their federally funded research project investigating language disorder and learning disabilities in children of bilingual or multilingual background, Austin, Texas, August 20-21, 1987.


39. American University Alumni Association, Bangkok, Thailand, met with director and heads of the various levels of English Instruction to discuss placement tests reviewed in interim since previous meeting. December 20, 1986.

40. Presented a keynote address and participated in various consultations with bilingual education specialists at, SUNY Buffalo, New York from May 29-June 1, 1986.


42. Hat Yai Teachers College, Songkhla, Thailand, at the southern tip on the northern part of the Malaysian peninsula, presented a three-day seminar/workshop for 37 college language teachers and administrators, December 18-20, 1986.

43. Ramkamhaeng University, Bangkok, Thailand, met with the Vice Rector and Dr. Uthai Piromruen, Dean of Humanities, to survey language instruction at the largest open university in the world (classes up to 3,000 students) on the outskirts of Bangkok, Thailand, December 13, 1986.

44. Chulalongkorn University Language Institute administrators (esp. Dr. Wangsotorn) and staff, discussed curriculum and tests for English language instruction in Bangkok, Thailand, December 11, 1986.

45. American University Alumni Association English Teaching Program in Bangkok, Thailand, examined relation between English teaching and placement, advancement, and graduation testing at AUA together with Mr. William Royer and others at the expense of USIA, December 9, 1986.

46. Khon Kaen University Teacher's College, presented three days of lectures in a workshop seminar format for 32 college English teachers and administrators from northeastern Thailand near the Cambodian border at the expense of USIA, December 2-4, 1986.

47. Chiang Mai Teachers College, Chiang Mai, Thailand near the Laotian border in the north, presented a three-day seminar workshop for 35 college language teachers and administrators, December 15-17, 1986.


49. Consulted with Dr. Stephen Jackson, University of Texas, Austin, Texas regarding a federally funded project for the study of language disordered bilingual children January 24, 1986.

50. Presented talk and workshop and fielded questions for Learned and Tested, a division of Harcourt, Brace, Jovanovich Publishers, regarding
their new series of computer assisted language programs for English, Spanish, French, and German, Austin, Texas, October 3, 1985.


52. Consulted with Dr. Ted Bergman, Dr. Gary Simons, Dr. Frank Robbins, and others at the Summer Institute of Linguistics and Wycliffe Bible Translators, in Dallas, Texas, concerning the problem of measuring the degree of bilingualism of many of the world's multilingual communities, December 12, 1984.

53. Taught special seminar for advanced graduate students in the Applied Linguistics Program at UCLA, Spring Quarter 1984.

54. Met with leaders of the JACET organization in Kyoto, Japan, especially Professor Ikuo Koike and Professor Minoru Tada, concerning the nationwide English language tests in Japan and also discussed potential alignment of JACET with the International Association of Applied Linguistics, July 1984.

55. Consulted with key administrators at the Missionary Language Training Center of the Mormon organization in Provo, Utah, April 8, 1983.

56. Consulted with faculty and graduate students at the University of California, Los Angeles, program of TESL/TESD, May 13-14, 1983.

57. Gave an invited series of lectures and consulted on testing with Professors Manindra K. Verma and Ashok Kalia of the University of Wisconsin also met with teachers of Linguistics and South Asian languages, April 11-14, 1983.


59. Continued the tour into Japan meeting with officers and members of the Japan Association of Language Teachers and Japan Association of College English Teachers from May 28-30, 1983.

60. Consulted with university teachers at National Taiwan Normal University, Kaohsiung Teacher's College, many school administrators and a couple of publishers in Taipei and elsewhere during a ten day tour from May 19-27, 1983.

61. Reviewed eleven research proposals for the United States Department of Education in the language teaching and testing areas during the summer of 1983.

62. Gave a two hour interview to Mr. Steven Ross on the topic of language testing to be written up for the August issue of the JALT Newsletter, 1983.

63. Served as an invited member of the International Board of Advisors to the Summer institute of Linguistics; Dallas, Texas from 1983.

64. Served as an invited member of the Board of Technical Advisors to the Institute for Creation Research; San Diego, California from 1983.


71. Presented a short course on Teaching the Native Language as a Second Language to American Indian Children for the Bureau of Indian Affairs at Acoma Community School, Acoma, New Mexico, April-May 1982.

72. Series of lectures and informal consultations with school administrators in the Riverside vicinity from several different California districts sponsored by the San Diego Lau Center (contact person and organizer — Marigata Calderón), February 27-28, 1981.

73. Editorial consultation with authors of writing project (Holly Jacobs et al) for Newbury House Publishers at Texas A & M University, College Station, Texas, February 14, 1981.

74. Site visit at Ontario Institute for Studies in Education for the Social Science and Humanities Research Council of Canada to review a proposal from Merrill Swain, J. P. B. Allen, Jim Cummins, Ellen Bialystok, and Raymond Mougeon for over $5,000,000 to SSHRC, February 11-13, 1981.

75. Site visit to the University of Western Ontario in London, Ontario, Canada on behalf of the Social Sciences and Humanities Research Council of Canada to review a proposal from Robert C. Gardner, Wallace E. Lambert, and Alan Paivio in the amount of $3,000,000 to SSHRC, February 20-22, 1980.

76. Workshop on testing and teaching of languages for bilingual teachers at Bozeman, Montana, sponsored by the State University of Montana at Bozeman, July 1980.


78. Consulted with the Ministry of Education in Singapore and at the Regional Language Center, sponsored by the Regional Language Center, in Singapore, April 1980.


81. Consulted on the development of a state-wide testing program for adult immigrants in California with several meetings at Fremont High School in San Jose, and a workshop at Asilomar, California June 1979-September 1980.

82. Many trips to consult with the Resource Development Institute in Austin, Texas about their Measure of Advanced English Proficiency and the Bilingual Vocational Proficiency Test, sponsored by Resource Development Institute, from October 1978-January 1980.

83. Served as the main speaker for the Stage de perfectionnement des Conseillers Pédagogiques sponsored by the Ministry of Education, in Montebello, Province of Québec, Canada, March 29-30, 1979.

84. Series of talks and workshop sessions with the Conseillers Pédagogiques of the Province of Québec in Canada, sponsored by the Ministry of Education, in Quebec City, March 20-21, 1978.

85. Meeting with school administrators from North Carolina, Mississippi, Florida, and New Jersey in Raleigh, North Carolina to discuss the language factor in educational tests especially competency tests used at the secondary level, sponsored by the Miami Lau Center, October 1978.

CV of J. W. Oller, Jr.
86. Discussions with personnel from the Public Service Commission of Canada, in Ottawa, June 1978.
87. Series of lectures and workshop sessions with teachers at Gallina, New Mexico, sponsored by the University of New Mexico Trilingual Institute, April 15-16, and 22-24, 1978.
88. Workshop on language as a factor in educational tests presented to a group of Bilingual-Multicultural Externists at the Tumbling River Ranch in Colorado, near Denver, February 1978.
89. Workshop for teachers at Long Beach City College, sponsored by Long Beach City College, April 1976.
92. Series of lectures on language testing sponsored by the American University in Cairo, Egypt, April 16-26, 1974.

A Few of Oller’s Outstanding Students
1. Dr. Liang Chen (2002-2006), Associate Professor at the University of Georgia in communication sciences and disorders, Athens, Georgia.
2. Dr. Ruixia Yan (2003-2007), Assistant Professor of Speech Language Pathology at Misericordia University, Pittsburgh, Pennsylvania.
3. Dr. Michael Guerrero (1992-1994), Assistant Professor of Curriculum and Instruction at the University of Texas, Austin, Texas. Specializing in testing of bilingual teachers and bilingual education, second place winner of the NABE award for best dissertation.
5. Dr. Christine Monikowski (1991-1993), Assistant Professor of Interpretation at the Rochester Institute of Technology. Author of several important works of the measurement of sign language proficiency and its relation to first language capacities in interpreters.
7. Dr. Chun Chung Lin (1988-1992), Professor of English at Taiwan Normal University. Author of works on English grammar and the nature of translation.
8. Dr. Sherman Wilcox, Associate Professor of Linguistics at the University of New Mexico (1982-1987). Author of books and articles on signed languages, interpreting for the deaf, and related subject matter. Known the world over for his important contributions in these areas.
9. Dr. Jack S. Damico (1978-1985), Doris B. Hawthorne Eminent Scholar of Special Education and Communicative Disorders at the University of Louisiana since 1991. Editor of various journals and known world-wide as one of the foremost authors on communicative disorders, conversation analysis, aphasiology, and related areas.
10. Dr. Charles F. Derek Hart (1980-1982), awarded the Order of the British Empire for his work abroad as a teacher of English.
11. Dr. Kunok Kim (1982-1987), Dean of Women at Chung-Ang University in Seoul, Korea, and author of various publications about discourse and coherence.
13. Dr. Grover Kuang Shing Yu (1980-1986), Professor at Kaohsiung University in Taiwan and renowned author of English programs used in Asia. Winner of the National Taiwan award for undergraduate teaching, 1989.
14. Dr. Jonathan de Berkeley Wykes (1981-1984), deceased. Author of various works on the neurolinguistics of bilingualism and also on language teaching methods.
15. Dr. Kanchana Prapphal (1979-1982), former President of Thai TESOL and Director of the Chulalongkorn University Language Institute. Author of works on the teaching and testing of languages as well as the measurement of affect.
16. Ms. Toshiko Sakurai (1976-1979), English teacher at Osaka Jogakuin and co-author of an important paper on cultural background as a factor in English language instruction.
17. Dr. Frances Anne Butler Hinofotis (1976-1977, née Butler), Research Professor at the UCLA Center for the Study of Evaluation. Author of many works on language testing.
18. Dr. Jon Jonz (1972-1975), Professor of Education at East Texas State University in Commerce, Texas. Author of many works and winner of the TESOL Research award in 1989. World renowned authority on cloze procedure and related research.
19. Mr. Tetsuro Chihara (1974-1976), English teacher at Osaka Jogakuin and author of several works on cloze procedure, cultural background factors in literacy, and the like. Known for his research on the measurement of affective factors.
20. Professor Ryushi Yorozuya (1973-1974) at Hiroshima University, co-author of an important work on oral language proficiency and its measurement in Language Learning while still an undergraduate student at the University of New Mexico — see above.
21. Dr. Marianne Celce-Murcia (1969-1971), Professor of English and Applied Linguistics in the Department of Applied Linguistics at UCLA. Author of The grammar book, and many other works. Received the Life-Time Achievement Award from the TESOL International Organization.
22. Dr. Stephen D. Krashen (1969-1972), Professor of Education and Linguistics at the University of Southern California. Recognized as the foremost specialist in the world on the theory of second language acquisition and a specialist in literacy. Winner of the Mildenberger Medal offered by the MLA, 1979.

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