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Volume VIII, Number 2 Winter 1976

THE INFORMANT

An interdisciplinary newsletter distributed by the Department of Linguistics at Western Michigan University to provide information about developments in linguistics to students, staff, and friends in the field.

THE USE OF PARA-LINGUISTIC FEATURES IN THE TEACHING OF SPANISH TO ENGLISH SPEAKERS*

Pam Johnson
Undergraduate Linguistics Minor (Alumna)

"It wasn't what he said, it was how he said it."

Whatever a speaker may say is carried in words and in the logic imposed by sentence structure upon these words, while how he may feel about what is being said is carried by style, tone of voice, gesture, facial expression, tempo of speech, and more. Since men use such para-linguistic features (those things which go along with language to form the total context of communication) to explain ideas, sentiments, and attitudes, one person's understanding of another is many times based upon the message imparted by these forms. Ray L. Birdwhistell has defined communication in the broadest sense as "a structural system of significant symbols (from all sensory based modalities) which permit ordered human interaction."[1] By raising the pitch at the end of an utterance instead of letting it fade away, it is possible (in English) to change a statement of fact to a question. Use of touch by Americans characterizes a moment of intimacy. In order to give directions, Americans basically make use of their hands, arms, and head. In North America the "proper" distance to stand when talking to another adult you do not know well is about two feet. To United States citizens, discussion is used as a means to an end, and these same citizens are also acutely aware that they should not be a minute early or late for a business engagement. These are all parts of man's behavior that he takes for granted and assumes are universal.

However, the aforementioned para-linguistic features are not intuitive human behavior, but rather learned systems of behavior which differ from culture to culture. Americans who travel overseas undoubtedly experience "culture shock," which is the removal or distortion of those familiar cues one encounters at home and the substitution for them of other cues which are viewed as strange. Unfortunately, insofar as it is known, there is no body motion or gesture that can be regarded as a universal symbol. Those who point with the index finger consider it a matter of course and are startled to encounter those who point with the lower lip or chin. The Spanish-speaking world regards discussion as part of the spice

*A very special thank you to Dr. Mercedes Cárdenas of Western Michigan University, whose help, interest, and experience made much of this paper possible.

[1]Ray L. Birdwhistell, Kinesics and Context: Essays on Body Motion Communication (New York: Ballantine Books, Inc., 1972), p. 121.

of life and tends to make a social event out of what Americans consider strictly business. Behavior exhibited by men in one culture may be classed as feminine in another, and when we say that some foreigners are "pushy" it means that their handling of space releases this association in our minds. Generally speaking, speech is reinforced by tone of voice and gesture, and nonverbal messages can come from body motion, physical characteristics, touching behavior, vocal cues, social and personal space, objects, and environmental factors.

Now, just what does this mean to the second language learner, and, perhaps more importantly, how is this relevant to the language teacher? As any number of foreign language teachers will confirm, a student may learn a great many words of a foreign language but still use the sounds of his native language in class, which gives him an accent. Without realization, he may also fit the foreign words into the syntactical patterns of his mother tongue, which can render his thoughts unintelligible. A similar phenomenon can occur within the actual communicative context. It can be assumed that an individual in culture A trying to learn culture B will observe a form in a particular distribution spot and assign the meaning from his native culture. Similarly, when engaging in behavior in culture B, this individual will choose the form he would choose in his native culture to achieve meaning.[2] Edward T. Hall states that "like the computer, man's mind will structure and register external reality only in accordance with the program."[3] It seems logical, however, that two languages may program the same event quite differently.

In his "Developmental Hypothesis of Linguistic Relativity," John Carroll states that "when two languages are compared, some instances will usually be found in which the codification of a given range of experience differs as between the two languages, one language having a more highly differentiated codification than the other."[4] Carroll assumes that a second language learner must be taught to observe and codify experience as nearly as possible in the same way as native speakers. As an example, the English speaker learning Spanish should be sensitized to the potential differences between the English verb "to be" and the Spanish verbs "ser" and "estar," which both translate "to be." Educators have known for some time that by contrasting and comparing the native and target languages, trouble spots can be predicted. Similarly, by comparing and contrasting the two culture systems, the student can avoid transferring his native cultural habits to the foreign culture. The question then becomes: Should analysis and subsequent teaching methods be confined solely to sound, syntactical, vocabulary, writing, and overall language systems? Is it not possible that adequate knowledge of these areas is not all that is needed to fully interact with others while communicating? Can a teacher of foreign language truly feel he has accomplished his task if students find themselves faltering because they have misused gesture, expression, or touch, although sentence structure appears grammatically correct?

We will assume at this point that para-linguistic features are an integral part of the teaching and learning experience. To clarify, the science dealing with gesture and facial expressions is called kinesics. Here, "para-linguistic features" will refer to gesture, facial expression, touch, distance, and voice quality. The specific learning setting will be the American public secondary school, where study of foreign language is recommended but not normally required. It must be kept in

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[2]Robert Lado, Linguistics Across Cultures (Ann Arbor: University of Michigan Press, 1963), p. 114.

[3]Edward T. Hall, The Hidden Dimension (Garden City: Doubleday and Company, Inc., 1966), p. 2.

[4]John Carroll, "Linguistic Relativity, Contrastive Linguistics and Language Learning," International Review of Applied Linguistics in Language Teaching, I, No. 1 (1963), p. 15.

mind that most of the available textbooks use Castilian Spanish as the model, and cultural activities refer, on the average, to Spain and Mexico. Therefore, to be as practical as possible, examples and suggestions included will pertain to this particular situation, with the hope that variations and modifications can be adapted to the needs of individual classes. It must also be assumed that the ultimate goal of these classes is verbal ability, the ability to converse with native speakers. If translation and reading abilities are priorities, the introduction of such para-linguistic features is obviously not as necessary. To agree with Birdwhistell: hopefully, through future investigation, body motions and vocalic behaviors now designated as "para" to the more structured kinesic and linguistic material will be seen as inseparable at the interactional level.[5]

Let us begin with gesture, perhaps the most common of body motions.[6] Gesture itself is characterized by the fact that informants can easily recall it and attach a general meaning to it. Gestures are nonverbal acts, learned informally through the imitation of others, which many times are directly tied to or accompany speech, serving to reinforce and illustrate what is being said verbally. They are movements which sketch a path of thought, point to present objects, or depict a spacial relationship or bodily action. Birdwhistell says that "the kinesic system structures body behavior into forms comparable to the way the linguistic system structures the speech strain in sounds, words, phrases, sentences, and even paragraphs."[7] Through ignorance of the use of gestures in a given society, communication may be hampered. Missionaries have even lost their lives by using gestures that had different meanings in another social group.[8]

Most Americans notice an overabundance of gestures being used by Spanish speakers. They appear to be much more animated, verbally and nonverbally, than Americans. However, although hands are used to punctuate what is verbalized, specific gestures do not differ markedly. A slight nod of the head to greet an acquaintance on passing, and a wink of the eye used as a greeting at a distance, are forms used in both Spanish and American cultures. Similarly, the handshake is the most common gesture of farewell, especially among men. However, the gestures of greeting and leavetaking are much more frequent in Spain and Mexico, and their improper use or omission is a sign of discourtesy. The farewell is given only at the termination of a conversation: one will excuse himself by saying "con permiso" and looking at each individual as he leaves. When pointing out an object, most Latin Americans use the index finger as do most Americans. Those from Spain often use the middle finger instead. Both cultures use the open hand extended before the body with the palm up as a sign to "págueme" (pay me) or "démelo" (give it to me). The same hand, palm up, extended in the direction of a seat signifies "siéntese, por favor" (sit down, please). However, if a gesture is used in reference to a very short period of time, the Mexican will curl the last three fingers of the hand towards the palm while the extended index and thumb are held horizontally about half an inch apart, "momentito." In contrast, the American will extend the index finger vertically to signify "just a second." Two common gestures of the Spanish-speaking world which seem to be totally neglected by Americans are those used in reference to drinking and eating. A gesture used in reference to

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[5]Kinesics and Context, p. 148.

[6]Direct examples of gestures are taken from Joan M. Van Deusen and James Gunn, "An Inventory of Mexican Gestures," in Harold Harris et al, eds., Three-Dimension (Kalamazoo, Mich.: Kalamazoo College, 1965), pp. 47-56. They are too numerous to be footnoted invidivually.

[7]Kinesics and Context, p. 147.

[8]Winfred P. Lehmann, Descriptive Linguistics: An Introduction (New York: Random House, 1972), p. 17.

drinking alcoholic beverages, to getting drunk, or to an inebriated person is one where the hand forms a fist, with the thumb and little finger extended. The hand is held in front of the face and rocked back and forth with the thumb pointing toward the mouth, usually accompanied by "Vamos a tomar un trago." The same gesture, with the thumb pointed downward as if into a glass, signifies "Pour me a drink." In reference to eating, one forms a cone-like shape with the thumb and four fingers of the hand placed together at the tips. Short, quick movements are made directly before and in the direction of the mouth, accompanied by "Vamos a comer" (let's eat). In both cultures, "¿Qué hora es?" (What time is it?) is accompanied by glancing at the back of the wrist or tapping the wrist where a watch would be; "¿Qué dijo usted?" (What did you say?) is followed by the open hand held behind the ear, pushing it out slightly; and "¡No hagas eso!" (Don't do that!) is accompanied by the index finger held vertically in front of the body and moved from side to side several times in the space of about two inches.

It seems apparent from these examples that many common American gestures can be used by the student throughout a conversation without causing gross misunderstanding. Although the Spanish speaker uses mainly the fingers, whereas an American uses the entire hand in waving "goodbye" or "come here," the gesture could hardly be interpreted as anything else by either party. One should realize, however, that much more spontaneous movements of the hand and head will be made by the Spanish speaker, which may require the use of patience on the part of the American. Fortunately, expressions used verbally to accompany gestures (like those previously cited) will serve to clear up any misunderstanding. While introducing such common phrases, teachers can reinforce those behaviors already utilized by the students and make note of the more subtle differences. Animation of any sort can only aid in a foreign language classroom, and if students are learning a second language as a means to interact within a second social setting, it is necessary to be aware that one's gestures may or may not differ from those of others. Where gestures do not differ, students can feel relatively secure with their customary habits. Where they do differ, informed students will be at least more apt to notice them--with the chance that the more observant student may notice that some Latin Americans will cross the middle finger with the index finger when wishing good luck!

Perhaps even more noticeable than gestures to students who find themselves in such a second social setting will be touching behaviors, including the concept and appropriateness of touching. Lawrence K. Frank, in his article "Tactile Communication," states that "cultures differ in kind, amount, and duration of tactile experience people give an infant."[9] Any tactile communication (those things transmitted through touch) is therefore provided through patterns prescribed or permitted by tradition. Americans, for example, have a pattern which discourages touching except during intimate moments; they have been taught to avoid bodily contact between strangers. This "holding in" many times carries over to close friendships also. However, this is not the case throughout the Spanish-speaking world. Just as there is, generally speaking, an overall greater use of gesture, there is also greater use of touch. The "abrazo," a common gesture throughout Latin America, is one of the more obvious examples. Two women who know each other well will embrace, touch cheeks, and perhaps kiss when they meet. Men will usually omit the kiss and instead pat each other vigorously on the back and shake hands. These touching behaviors are used in greeting and farewell among members of the same sex, rarely between a man and a woman unless their relationship is very close. Because of distrust of such physical contact with members of the same sex, the American will undoubtedly feel uncomfortable when confronted with such actions. Americans may also notice more

[9]Lawrence K. Frank, "Tactile Communication," in Alfred G. Smith, ed., Communication and Culture (New York: Holt, Rinehart and Winston, Inc., 1966), p. 206.

handshaking between men and women than in the United States. A woman especially should realize that, upon introduction, she should offer her hand to the man. In addition to structured situations such as these, touching behavior will occur more frequently in any conversational setting. Touch tends to accompany emotional expressions of excitement, anger, joy, etc. Obviously, it would be difficult to teach these behaviors (apart from customary gestures, including touch), but an informed student will hopefully feel more comfortable in such a situation. Use of touch, like gesture, will differ from culture to culture, and it becomes necessary to realize that such behaviors do not carry the same connotation in each. Once this is established, the student's individual personality may be adjusted accordingly.

The theory that body motion behavior, like vocalic behavior, is composed of distinctive elements which are combinable in an infinite number of combinations that order the communicative aspects of human behavior[10] is illustrated repeatedly by Hall. Just as tactile communication varies between individuals of the same society, so may distance vary. How people feel about each other is a decisive factor in determining the distance used. Verbal emphasis can be accompanied by individuals moving in close, just as they "turn up the volume" by shouting. Similarly, a man feeling amorous may move much closer to his female companion. Thus, there is what Hall coins the "personal distance," which an organism maintains between itself and others, and there is also a "social distance," which is somewhat definable from culture to culture.

Throughout the Spanish-speaking world, interaction distance is less than in the United States. People cannot talk comfortably unless they are quite close to the distance that evokes either hostile or sexual feelings in the United States. North Americans will usually remain at a distance of two feet, with anything under eight to ten inches provoking an apology or an attempt to back up. Latin Americans, on the other hand, interpret these two feet as North Americans would five feet. The North American appears distant and cold, and the Latin American appears "pushy." American businessmen working in a Spanish culture sometimes barricade themselves behind desks or chairs, with the result that Latin Americans may even climb over these obstacles until close enough to speak comfortably. Obviously, this may cause serious problems concerning business transactions as well as in other more familiar conversational situations. The difficulty of expressing oneself through use of a second language can be intensified if individuals are experiencing such an additional strain.

Fortunately, the next two para-linguistic features to be discussed are not as crucial to successful communication, although they very definitely play an important role. Voice quality and facial expression add additional dimensions to the communication act. Similar to gestures, these features highlight and color whatever may be said verbally. The tone of voice of an individual acting as a leader can differ markedly from one acting as a follower. Whispers can characterize secrecy or embarrassment. Conversely, shouting emphasizes excitement or anger. In addition, many times what a person says seems to be almost written upon his face, with smiles a signal of happiness and frowns symbols of disdain. Through voice quality (pitch, tone, tempo of speech, stress) and facial expression (eye behavior, gaze, smiles, frowns, furrowed brows), the speaker simultaneously verbalizes and illustrates his thoughts. On the whole, differences between American and Spanish use of voice quality and facial expression are not major.

Facial expressions, particularly, are quite similar. For example, smiles, frowns, furrowed brows indicating consternation or interest are used in, basically, the same situations. Prolonged gaze indicates concentration and interest during a discussion, surprise is shown by uplifted brows, and a wrinkled nose can be used

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[10] Kinesics and Context, p. 123.

whenever an American would normally use it. Whatever differences there are may have to be discerned by the individual within a particular setting. Voice quality, however, is a somewhat different story. For example, although a hissing sound is used by either an American or a person of Spanish origin, the sounds themselves will differ somewhat. The American will make a /s̆/ sound, whereas the Spanish use a /s/ sound, resembling much more of a hiss. In addition, the Spanish speaker will use this hiss to attract a waiter's attention (which is quite acceptable in restaurants) or as a way of attracting someone's attention from a distance. Americans, in contrast, usually refrain from hissing in public places and use a shout as a means of attracting attention. This sound is used by both parties to ask for silence. Whispering and shouting are comparable in both cultures, although pitch, stress, emphasis, and rhythm differ. Spanish has two forms of stress (strong and weak), whereas English has three (strong, medial, and weak); Spanish has three pitch levels, whereas English has four. When pointing out a contrast, Americans will choose to emphasize that which will be most illustrative, even if this means changing the normal pattern of accent. In contrast, Spanish will not alter the accent of a word as a means of emphasis. Concerning rhythm, the unit of tempo in Spanish is the syllable and will remain basically the same length throughout an utterance. In English, however, the unit of tempo is a particular stress group, and syllables may be shortened or elongated as the situation requires. This unit of tempo discrepancy may account for the machine-gun-like sound of Spanish to American ears.

Hopefully, the areas of pitch, stress, emphasis, and rhythm will be included in a study of the sound system of Spanish. These areas serve as examples of a list of many things that can and should be included in the classroom. These particular forms seem to overlap the areas of sound systems and para-linguistic features, and as the sound system is studied it seems probable that in addition to these the hiss, for example, could also be included, perhaps even practiced. Second language study is a prime opportunity to learn not only another language but a second culture, life style, and thought pattern. Almost all school districts have listening, speaking, reading, and writing abilities as objectives of foreign language study. Cultural understanding is then added under the assumption that certain cultural facts are necessary to merely understand and use the language correctly. Cultural study from the very beginning of language study allows students to gain immediate benefits, since many students tend to drop out of language classes after the first or second year. Even more importantly, by learning how different peoples earn a living, amuse themselves, choose a husband or wife, or define virtue or vice, ethnocentrism can hopefully be decreased. At present, educators are realizing more fully the value of culture study, but, unfortunately, available textbooks do not have sufficient cultural material to offer students. Subsequently, many teachers feel inadequately prepared and almost afraid to deal with the subject.

Such is the case with the para-linguistic features previously discussed. Textbooks rarely make reference to them, and, although para-linguistics and paralanguage are being researched, specific contrasts and comparisons have not been made for an adequate number of languages. Material has been accumulated almost haphazardly, especially in the case of American English and Spanish. As both languages are members of the Indo-European family and both cultures are Western cultures, differences between world view and life style are not as great as in other cases. However, where differences do occur, should students not also be informed that correct syntax may lose its effect if accompanied by American para-linguistic features? Obviously, from the given examples, differences are not of major proportions, but they do exist. Foreigners can and are usually accepted if they make attempts to interact and learn, but how long does one want to be merely tolerated? It must be remembered, also, that there are many similarities to be capitalized upon. Those gestures, touching behaviors, and facial expressions that are similar can be reinforced, and by reinforcing such things a teacher is also reinforcing the idea that there will be areas of difference.

Obviously, this paper is not a complete handbook of para-linguistic contrast. It was not intended to be one. Purposely avoided were such areas of social interaction as humor, complimenting, insulting, profanity, games, and a host of others. These areas can be included under the catch-all title of para-linguistic features used here in that they, too, are often avoided in second language study. Once again, if students are to learn a second language for purposes of communication and interaction, knowledge of syntax and vocabulary does not appear to be sufficient. Then, too, at the high school level most students only barely understand that learning a foreign language does not constitute a simple substitution of different words. If, perhaps, gesture is discussed and studied along with historical and geographical facts, the task at hand will become clearer in the student's mind. Role playing has long been accepted as a teaching method and could be utilized quite beneficially in this area.

Conveniently, these features are directly related to vocabulary, idioms, and grammatical patterns. It seems logical, then, that, when studying forms of greeting and leave taking, the "abrazo" and concept of handshaking could be introduced; when practicing dialogues, the distance between the participants could be lessened and students could be encouraged to illustrate what they are saying with their hands and faces. Command forms of verbs could be accompanied by appropriate gestures which can easily be found in the article "An Inventory of Mexican Gestures." A unit on time should not be completed without reference to the fact that to judge a Latin American by a North American's scale of time values is to risk a major error. The clock on the wall may look the same, but it tells a different sort of time. The list can become endless if a teacher chooses to integrate these features into his classroom. Hopefully, further investigation of this type will provide more concrete examples and teaching methods. At present, it is a somewhat virgin field waiting for an inquisitive teacher.

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Bicentennial Project

The Linguistics Department is looking for an appropriate Bicentennial project. Without a two-hundred year-old informant, that's not easy. And some people feel that they wouldn't give two cents for a Bicentennial project anyway. But we're as patriotic as the next department, so here we go with some ideas:

1. "The Effect of False Teeth on George Washington's Articulation of Dental Consonants"

2. "The Revolutionary Techniques Employed in the Separation of British and American English"

3. "ie → ei/c—: An Attempt to Formalize the Rules in Noah Webster's Blue-Backed Speller"

4. "An Investigation into the Early Methods of Teaching English as a Second Language to Native Americans"

5. "A Sociolinguistic Study of the Spanish-Surnamed Signers of the Declaration of Independence"

6. "A Further Attempt to Break Paul Revere's Code: $\frac{1F}{L\&}$, $\frac{2F}{C}$ "

7. "The Role of Women in the Acquisition of the Broad A in Colonial New England"

8. "Oui, the People: A Study of the Influence of French Vocabulary on the Preamble to the Constitution"□

THE EXPRESSION OF GENITIVE IN ARDAINIAN

Gerald McCarthy

Ardainian is a caseless language. It indicates subject, object, and sometimes indirect object by means of syntax, and its genitive by means of the genitive particles. These particles are determined by the "gender" or class of the noun possessed, so therefore it is best to begin this discussion with a brief description of these classes and how they work.

There are two noun classes which are indicated by the use of the definite articles RAS and TRI. RAS class nouns are generally animate (alive) things, parts of the body, weather-specifying words, abstract nouns, and personified natural phenomena. TRI nouns are generally nouns pertaining to dead things (that would normally take RAS) and to concrete nouns. To give some examples:

RAS Nouns	TRI Nouns
Ras cespod ('the tree')	Tri cespod ('the dead tree')
Ras wapesh ('the twig')	Tri wapesh ('the cigarette')
Ras koie ('the hand')	Tri toiun ('the stone')
Rah sufwoa ('the wind')	Tri cefer ('the book')
Ras eau ('the idea')	Tri cgati ('the block')

The noun classes can also be identified by endings on adjectives in both singular and plural, and in the plural on the noun itself, but this is superfluous to the discussion.

Genitive Particles

The discussion of these forms is being split into sections on nouns and personal pronouns, because two different sets of particles are used.

Noun Particles

For nouns other than personal pronouns, the particle A is used when the noun possessed is a RAS noun, and NU is used when the noun possessed is a TRI noun. These particles generally follow the noun that acts as the possesser, but one may precede the possesser, a syntactic arrangement which implies emphasis. For example:

Ras inwis nu awi ('the horse's house')
Ras inwis a set ('the horse's leg')
Ras cidr a ria ('the bird's head')
Tri ditaw nu set ('the chair's leg')
Tri ditaw nu cun ('the chair's back')
Ras kuo a cun ('the man's back')

The particles do not change to indicate plurality of either the possessor or the possessed. For example:

Ras inwisai nu awi ('the horses' house')
Ras inwis nu awiø ('the horse's houses')
Ras kuorai a uetsi ('the mens' arms')
Ras kuo a setsi ('the man's legs')

Personal Pronouns

Unlike nouns, pronouns do not use particles to indicate the genitive state. Instead the definite article of the noun possessed is placed immediately before the possessing pronoun to indicate the genitive. The Ardainian pronouns are:

First person singular	E
First person plural inclusive	Wi

First person plural exclusive	Waus
First person plural endearment	Jai
Second person singular familiar	Ky
Second person singular diminutive	Shir
Second person singular formal	Ieus
Second person plural familiar	Ieus
Second person plural diminutive	Shrai
Second person plural formal	Ieus
Third person singular human	Ieia
Third person singular animate	Ed
Third person singular inanimate	Et
Third person plural human, few	Drui
Third person plural animate, few	Drui
Third person plural inanimate, few	Troi
Third person plural human, many	Dai
Third person plural animate, many	Dai
Third person plural inanimate, many	Tiei

To form the genitive condition with any of these, as was previously stated, the definite article of the same class of the noun possessed (RAS, TRI) must be placed before them. For example:

Ras ieia uek ('his or her arm')
Tri ieia ditaw ('his or her chair')
Ras drui shatinai koits ('their dirty hands')
Rad ed jykyd ('its bad breath')
Ras ed resnai enuts ('its bright eyes')
Tri e awi ('my house')
Tri e woauwø ('my windows')

The two other definite articles, KO (the emphatic article) and NAI (the diminutive article), do not serve this function, and therefore will not be dealt with here.

Unfortunately, due to limitations of time and space, this is only a very rough outline of this grammatical feature. However, anyone wishing further information on Ardainian is encouraged to call Cgiei at 349-8209.□

Tutors Needed

Tutors are needed for foreign students in the Career English Program and for foreign students and Chicano students in Linguistics 110, Introduction to American English. If you are interested in helping a foreign student in the intensive Career English Program, get in touch with Dr. Daniel P. Hendriksen, Director, at 2070 Friedmann or call him at 383-8024. That program continues year-around: Winter, Spring-Summer, and Fall. A small amount of credit can be arranged in Linguistics 598.

If you want to help a foreign student in Linguistics 110, Introduction to American English, in the Winter, contact Mrs. Lalita Muiznieks (411 Sprau, phone 383-0958) or Dr. William McGranahan (520 Sprau, phone 383-4048). For 110 classes this Spring, see or call Mrs. Ellen Chang (411 Sprau, phone 383-0958) or Mr. Robert Dlouhy (412 Sprau, phone 383-0958). For 110 in the Fall, get in touch with Mrs. Chang or Dr. McGranahan.

If you are available to help a Chicano student in Linguistics 110, Introduction to American English, now or in the Fall, contact Miss Judy Ivanson, Coordinator for Chicano Students (B3 Hillside, 383-4957, or 411 Sprau, 383-0958). Tutors for the Chicano students are more qualified if they speak Spanish, and a small amount of money is available to pay them (Fall only).□

Hendriksen Publishes Article

An article by Dr. Daniel P. Hendriksen, Associate Professor of Linguistics and Director of the Career English Program, entitled "Reshaping Inquiry into the Perception of Sounds: A Lab to Life Comparison of Contextual Constraints," first read at the October 5, 1973 meeting of the Michigan Linguistic Society at Western, will be published on February 28 in the Michigan Linguistic Society Papers, Volume II (Ann Arbor: University Microfilms, 1976). This 86-page clothbound volume, which sells for $10.00 ($9.00 before February 29), can be ordered from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 by the following identifying numbers: ISBN 0-8357-0160-3, LC 76-1372, IS-00004.□

New Students (18)
(Since the Fall 1975 issue)

Critical Language Minors (4)

Donald Agne (Ele. Ed., Ling. minor) Vietnamese
William Hatfield (B.A., non-teaching) Hebrew
Hagos Kafil (Graduate Economics) Swahili
Patricia Kirkbride (Ele. Ed.) Swahili

Minors (6)

Donald Agne (Ele. Ed.)
Gerald Elmore (Librar., Russian major)
Eileen Evans (Sec. Ed., French major)
Robert Haight (Sec. Ed., English major)
Laura Hinkley (Sec. Ed., Spanish major)
John Pharms (Sec. Ed., Communication major)

UG Majors (3)

Mary Hornak (Librar., Libr. minor)
Deborah Jevons (Also French & Spanish majors)
Maria Wright (A & S, Bus. Man. minor)

GR Majors (5)

Hazel Askin (Second M.A.)
Diane Bolton (B.S. Central Mich. U.)
Cecilia Martinez (Teaching ESL in Gr. R.)
Larry Mikle (B.B.A. WMU)
Yoshinori Ogasawara (Second M.A.)□

Winter Enrollment

The Linguistics Department enrollment for Winter 1976 is 19% higher than last Fall (1975) and 9% higher than last Winter (1975). It is our largest enrollment since Fall 1974, it is our fourth largest ever, and it is only the second time in our history that the Winter enrollment has exceeded the Fall's. The Critical Language enrollment is the second highest in our history for Winter semesters and 80% higher than a year ago (Winter 1975). The English as a Second Language enrollment is also the second highest in our history for Winter semesters, it is the third highest for any semester, and it is 21% over last Winter. The General Linguistics enrollment is 27% higher than last semester (Fall 1975). Incidentally, the Linguistics Department is one of only three departments in the College of Arts & Sciences not to show a drop in number of majors between Fall 1973 and Fall 1975.□

Alumna/Student News

Toni Garvey, nee Prokuda (alumna minor, April 1975, Honors College), now a graduate student in Librarianship at WMU, recently co-authored, with Dr. Mary Cordier and fellow student Alice Murphy, a booklet published by the WMU Career Education Center entitled "Career Education: A Bibliography and Mediography of the Holdings of the Western Michigan University Libraries, 1970-April 1975." Janet Sarkett, nee Barazu (alumna minor, August 1971), has moved from snowy Grand Rapids, where she taught ESL at the St. Joseph Center, to sunny Yuba City, Arizona (on the desert near Flagstaff), where she is teaching ESL to Navajo first graders at a "BIA" Boarding School, using a linguistic program specially designed for Navajo children. She is working on her M.A. in TESL in the summers.

Janet Fagerburg, nee Lowry (alumna major, April 1972, Honors College), will soon be moving back to her home town, Ann Arbor, Michigan, where her husband will be interning at one of the Ann Arbor hospitals. Jan, who worked in an office in Chicago while her husband was finishing medical school, intends to return to graduate work in French/Linguistics at the University of Michigan. In April, Caroline Houston (alumna major, December 1972) will be receiving her M.A. in Teaching (Linguistics) in the Community College, resigning her position as an instructor in the Career English Program, moving to State College, Pennsylvania, enrolling in the Ph.D. Program in Linguistics at Pennsylvania State University, and getting married--to Fred Van Antwerp--in May. It's going to be a busy spring.

Ann Sexton (UG senior minor) was selected for "Who's Who Among American Colleges and Universities" on November 3, 1975. On December 10 she and her parents attended a "Who's Who" recognition banquet at the Student Center. (She was Mortar Board in her junior year.) This semester Ann is doing her student teaching in France. Karen Juday (UG junior major) has been nominated for Mortar Board by the Chairman of the Department. She has an excellent academic record and has been active at the University. Currently, Karen is serving as Undergraduate Student Representative to the Executive Committee of the Linguistics Department. Already she has sent out more memos to her constituents than all of the earlier representatives combined.

Pam Johnson (alumna minor, August 1975), the author of the lead article in this issue, is looking for a position as a teacher of English as a second language, eventually, but for the present she is a "very content" employee of the Roseville City Police Department. (Linguistics opens all kinds of doors!) Pam wrote her very timely article last Spring as an Independent Study project. Joanne Hiemstra, nee Kuyvenhoven, graduated summa cum laude, with a major in English and a minor in Linguistics, last December 18. Soon after, she and her husband Marc departed for Nigeria, where they will spend the next three years on a teaching mission. Also graduating in December were Nell Bullock (Critical Language Minor), Sheila Choate (Minor), and Ralph Fitch (Major). □

Conference on Non-Verbal Communication

The Department of Linguistics and the Career English Program were well represented at the Seventh Annual Conference on Applied Linguistics ("Non-Verbal Communication") at the University of Michigan on January 30-31. Attending were: Robert Palmatier (Chairman, Ling.), Daniel Hendriksen (Assoc. Prof., Ling.; Director, CEP), Lalita Muiznieks (Part-Time Instructor, Ling.), Ellen Chang (PTI, Ling.), Robert Dlouhy (PTI, Ling.; Instr., CEP), Caroline Houston (Grad. Stu., Ling.; Instr., CEP), Karen Innes (Grad. Stu., Ling.), Darryl Salisbury (Grad. Stu., Ling.; Instr., CEP), Shelley Gutstein (Instr., CEP), Hera Zalinskis (UG Stu., Ling.), and Cecilia Martinez (Grad. Stu., Ling.). The Friday evening program consisted of a brilliant monolingual demonstration by Kenneth Pike, Chairman of the Linguistics Department at the University of Michigan, who ended his performance with a reference to "my friend Dan" (Dr. Hendriksen, Pike's former student, who was in the audience). □

Musico/a, Maestro/a!

We thought we had a good newsletter until we saw the one published by the Spanish Division of the Department of Modern and Classical Languages, The Western Maestro/a: "A newsletter intended to serve as an information exchange on matters pertaining to the teaching of Spanish language, literature, and culture for Western Michigan University." Edited by Robert Griffin (faculty) and Debby Lueth (student), the December 1975 issue (Volume III, Number 2) was 31 pages long, with a beautifully illustrated front cover and a Snoopy cartoon (in Spanish, we guess) pulling up the rear. Now that's class! We offer our congratulations to the editors and contributors, especially to the latter who are in some way connected with the Linguistics Department. For example, the issue included book reviews by Faith Andrus (Linguistics minor), Armida Pearse (Linguistics minor), and Mari Daggett (secretary in the Career English Program), and a letter from Joan Morningstar (alumna Linguistics minor). Keep up the good work! □

The Last of the Susans

The Linguistics Department is losing its faithful Secretary, Susan Mansfield, on Friday, March 19, just about three years to the day since she replaced Susan Ek in that position. When Susan Ek was here there were two other Susan-Secretaries on the fourth floor of Sprau Tower: Susan (Suzie) Caulkins, in the center office, and Susan (Sue) Timmer in the MCL office. Now only Susan Mansfield and Susan Timmer remain. After all of these Susans on the fourth floor, and after almost four years of Susan-Secretaries in the Linguistics Department, it's going to be difficult to get used to any name other than Susan. The Sue-pervisor has inquired into the possibility of requiring that Susan Mansfield's replacement be named Susan also, but it turns out that that is contrary to the Affirmative Action policy of the University: We could be Sued! So we're just going to have to wait and see what enSues. (Maybe we'll wind up with a boy named Sue!)

Susan Mansfield is leaving to become Housemother at the Kennedy House (part of the Total Living Center) in Kalamazoo, where her husband, Deane, will become Director on April 1. The Kennedy House is a group home for mentally retarded children under eighteen. Susan and Deane will live in the house, and Susan will do the cooking and washing and a certain amount of child care. The Mansfields will be moving into the Kennedy House on the weekend before April 1, along with their three cats: Alfie, Sunny, and Pinky. Deane is a senior at WMU, majoring in Psychology, and has been a Child Care Worker at the Kennedy House since July 1975. Before that he served as a Community School Leader for the Kalamazoo Public Schools, as a Counselor at Gateway Villa (for alcohol rehabilitation), and as a Child Care Worker at Lakeside Residence for Boys and Girls. Susan has a B.A. in English from WMU and an M.L.S. (Library Science), also from WMU. She has been with the Linguistics Department the longest of any of our secretaries, and she has served the Department extremely well. We're going to miss her!

Good luck, Susan and Deane! □

Spring/Summer Schedules

The Spring Schedule once again will list only two sections of Ling. 110, Introduction to American English (for Foreign Students). The only other offering will be Ling. 598, Readings. (Grad. 710, Indep. Research, can be taken through the Graduate College.)

The Summer Schedule will continue the practice of offering only one section of Ling. 500, Introduction to Linguistics, and the usual Ling. 598, Readings. (Grad. 710 will be available also.) In addition, however, the Korean Center will offer Korean at all levels (Ling. 301-2, 501-2, 508-9), and the Latvian Studies Program will offer Latvian at all levels (Ling. 301-2, 501-2, 508-9) as well as a special section of 598: Teaching Latvian. □

Course Changes

Starting in Fall 1976, the Linguistics Department will retire two courses (110 and 510), raise two courses from 3 hours to 4 hours (551 and 552), and add the following new courses:

111 Standard American English: Intermediate 4 hrs.

Intermediate-level instruction in oral and written Standard American English for speakers of other languages or of non-standard American English dialects. An attempt will be made to provide individual tutoring where necessary.

112 Standard American English: Advanced 4 hrs.

Advanced-level instruction in oral and written Standard American English for speakers of other languages or of non-standard American English dialects. A continuation of Ling. 111, with emphasis on advanced reading and writing skills.

511 Methods of Teaching English as a Second Language or Dialect 4 hrs.

Study of the application of linguistics and other disciplines to the teaching of Standard American English to speakers of other languages and of non-standard American English dialects, with emphasis on current methods and materials for instruction and testing. Course work will include tutorial experience.

515 Methods of Teaching Critical Languages 4 hrs.

Study of the application of linguistics to the teaching of one or more "critical" languages (e.g. Latvian, Hebrew, Japanese, Arabic, Korean, etc.). Emphasis will be on modern and traditional methods and materials for instruction and testing. Course work will include tutorial experience. May be repeated for credit for a different language.

530 Aspects of Bilingualism 4 hrs.

An examination of the psychological, sociological, historical, and linguistic aspects of bilingualism, including the topics of translation and interpretation. Special attention will be paid to the history and status of bilingualism in the United States, including the current efforts to provide bilingual education in the schools.

573 Languages of the Americas 4 hrs.

A broad survey of the distribution, history, and current status of the languages of the Western Hemisphere. Attention will be paid not only to "immigrant" languages but also to the "native" languages of the Americas--Eskimo and the American Indian languages. Some attention will be paid to the languages spoken in Hawaii.

581 Introduction to Research in Linguistics 4 hrs.

Introduction to the principles and practices of linguistic research. The course will cover techniques of conducting "pure" and "applied" research, of retrieving and utilizing information from the prior research of others, and of preparing research reports, abstracts, and bibliographies.□

GENERAL LINGUISTICS CLASSES

100	GA	Nature of Language	4 hrs.	2:00-2:50	MTWF	Dlouhy	Brown
331	FA	Syntax & Semantics	4 hrs.	1:00-2:50	T Th	Dwarikesh	1129 Brown
430	CA	Dialects of Language	4 hrs.	10:00-11:50	T Th	Dwarikesh	1129 Brown
500	KA	Intro to Linguistics	4 hrs.	6:30-8:20	T Th	Palmatier	1128 Brown
511	AA	Meth Tchg Eng Sec Lg	4 hrs.	8:00-9:50	T Th	Chang	1129 Brown
530	KA	Aspects Bilingualism	4 hrs.	6:30-8:20	M W	Dwarikesh	1129 Brown
551	KA	Psycholinguistics	4 hrs.	6:30-8:20	T Th	Hendriksen	Brown
598	AR	Readings in Ling	VAR	(Apprv Appl Reqd)		Staff	

CRITICAL LANGUAGES CLASSES

301	AA	Basic Chinese-Mandar	4 hrs.	8:00-8:50	MWThF	Li	1128 Brown
301	AR	Basic Critical Langs	4 hrs.	(C-Card)		Palmatier	410 Sprau
301	BA	Basic Japanese	4 hrs.	9:00-9:50	MTWF	Kido	1128 Brown
301	EA	Basic Braz Portugues	4 hrs.	12:00-12:50	MTWF	Staff	1128 Brown
301	HA	Basic Korean	4 hrs.	3:00-3:50	MTThF	Staff	1128 Brown
301	KA	Basic Arabic	4 hrs.	6:30-8:20	M W	Homsi	1128 Brown
301	KB	Basic Modern Hebrew	4 hrs.	6:30-8:20	T Th	Szmuszkovicz	1129 Brown
302	AR	Basic Critical Langs	4 hrs.	(Ling 301 & C-Card)		Palmatier	410 Sprau
501	AR	Inter Critical Langs	4 hrs.	(Ling 302 & C-Card)		Palmatier	410 Sprau
502	AR	Inter Critical Langs	4 hrs.	(Ling 501 & C-Card)		Palmatier	410 Sprau
508	AR	Rdg Critical Langs	4 hrs.	(Ling 502 & C-Card)		Palmatier	410 Sprau
509	AR	Writg Critical Langs	4 hrs.	(Ling 502 & C-Card)		Palmatier	410 Sprau

ENGLISH AS A SECOND LANGUAGE CLASSES

111	CA	Stand Amer Eng-Inter (Foreign Students)	4 hrs.	10:00-10:50	MTThF	McGranahan	1128 Brown
111	FA	Stand Amer Eng-Inter (Chicano Students)	4 hrs.	1:00-1:50	MWThF	Ivanson	1128 Brown
112	DA	Stand Amer Eng-Advan (Foreign Students)	4 hrs.	11:00-11:50	MTThF	Chang	1128 Brown
112	GA	Stand Amer Eng-Advan (Chicano Students)	4 hrs.	2:00-2:50	MWThF	Staff	1128 Brown

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Call for Papers

Hey papers! The Editor invites students, faculty, and other readers to submit papers on language topics for inclusion in the 1976-77 issues of THE INFORMANT. The call is directed not only to persons associated with the Linguistics Department at Western but to any of our readers who are working or studying in a linguistically related area. These areas include Anthropology, Area Studies, Biology, Communication, English, History, Librarianship, Medieval Studies, Modern and Classical Languages, Philosophy, Psychology, Sociology, Social Work, Speech Pathology, and many others. Simply mail a typed (double-spaced) copy of your paper by September 1 to:

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Western Michigan University
Kalamazoo, Michigan 49008

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