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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.

NATIONAL LANGUAGES
AND
THE FRENCH OF NIGER

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The French spoken in francophone Africa by speakers of local languages is fascinating to examine and document, particularly in Niger and its capital, Niamey. The inhabitants, as in any large city, are not all native to the area.

The Republic of Niger lies on the southern fringe of the Sahara desert. It is a francophone country with an estimated population of over four million inhabitants. Because the north is largely mountainous or desert, ninety per cent of the people are concentrated in a narrow band along the southern border. The tribe forming over 50% of Niger's total population is Hausa. This is the tribe that also comprises the major ethnic group of Nigeria, which lies to the south of Niger and borders on it. The numbers of speakers of Hausa on the African continent is difficult to calculate with any certainty, but it is without doubt the second vehicular language of Africa after Swahili. The Djerma-Songhai constitute the second largest group, with about 23% of the population. The balance of the population of Niger is either largely nomadic or semi-nomadic livestock-raising peoples: the Peuhls, Tuaregs, and Toubous. French is the official language of the country, but Hausa and Djerma (Zarma) are the principal local tongues. The other languages spoken are Tamacheq, Kanouri, and Peuhl. Due to its geographical location and its history, the languages spoken in Niger have themselves been influenced greatly by Arabic, English, and French.

We shall limit the scope of our study to the influence and interference of Hausa and Djerma on French as spoken by Nigeriens (from Niger) in the capital city. Hausa is spoken by 80% of the population. It must be noted, first of all, that French, when spoken at all, is a third language for Nigeriens. Children begin to learn it as they study it in school, as the language of instruction. Adults with limited formal instruction have learned French in their work and social relations. An analysis of the relationship that exists between French and the national languages enables us to understand why, although it is the official language, French has exercised less than profound influence on these languages, except in borrowings. However, a study of the interference from Hausa and Djerma on the French spoken in Niger reveals that the language of the colonizers is spoken and understood by less than 10% of the population, according to a

recent report from a colloquy held in Dakar on Negro-African languages and French.¹

A poll taken in eight francophone African capitals, using two thousand subjects of both sexes, ranging in age from fifteen to thirty, revealed some facts that are not surprising to the casual observer.² Men, in general, use French more than women; functionaries, teachers, and students use French more than merchants, craftsmen, and laborers. French is spoken more at work than within the family, where the African tongue naturally prevails. French, then, is used for speaking of professional, cultural, and political activities, as well as for sports. Local languages find their place in the daily life of the home, in forms of courtesy, and in leisure activities. One detail not reported by the poll, but which is revealing, is that in Africa one may listen to a radio broadcast or view a television program or a film spoken in French, but if one has a comment to make on what was heard or seen, that comment is made in the African language.

The earliest influence on the languages of West Africa came from Arabic. It exercised the kind of influence that Latin did in Europe. Perhaps a fourth of the Hausa vocabulary is of Arabic derivation, and many terms for basic institutions and skills are of Kanouri origin, the Kanouri of Bornu, west of Chad, having dominated the Hausa politically from the 15th to the 18th century. The long solid tradition of Islam in Niger has kept Arabic alive among an increasing fraction of the population. Since 1900 the Hausas have acquired yet another layer of loan words from English. Its influence is explained by seasonal immigration of Ghanaians and Nigerians (from Nigeria), whose official language is English (along with Hausa). This also explains the existence of an important body of new terms expressing new realities.³

The influence of French is to be found principally in the cities, in the technical and socio-professional areas. Although French is the official language, its influence is scarcely very profound. The contrary is true, as I shall demonstrate through random examples gathered informally during a two-year stay in Niger as a Fulbright professor. Hausa and Djerma seem to have enriched the French language as it is spoken by Nigeriens. For example, I heard repeatedly in French the expression "se laver la main," as in "Je vais me laver la main." Why use the singular noun when normally one washes both hands? Many of my informants were surprised by the revelation but knew not why until I asked them how it was said in Hausa and Djerma. Here too the noun was used in the singular. The left hand in the Moslem religion is a "bad" hand, used for certain things and not others. Sinks and running water in the homes of Niger are not everywhere in evidence, and my observation is that one holds the tin can or other receptacle with one hand and pours water over it with the other, one at a time. Consequently, "Il se lave la main."

An English teacher friend in one of the "collèges" was not paid at the end of a particular month just before a holiday. I asked him how he was going to manage. "Je serai obligé de prêter" was his reply. "Il y avait huit invités," I heard a Nigerienne say, "et j'ai prêté des assiettes." Would that it were possible in such circumstances to "lend" rather than borrow. Prêter is commonly used for both meanings, for both borrowing

¹ Conference held in Dakar, March 24-26, 1976 on the theme: "Relations entre les langues négro-africaines et le français."

² "La Vérité sur la Francophonie," Jeune Afrique, 30 avril 1976, no. 799, pp. 58-59.

³ A. Moumouni, "Culture et Société: la contribution du Niger à la civilisation de l'universel," Le Sahel, 2 avril 1976, p. 3.

and lending, but emprunter exists as passive vocabulary.

A similar phenomenon exists with savoir and connaître. One frequently hears one for the other: "Tu connais faire ça?" The official term used in francophone Africa to designate a domestic helper is "le boy-cuisinier." I was teaching mine on one occasion to prepare a particular dish. Faced with the finished product, his compliment to me was, "Patron, tu connais faire beaucoup de quelque chose dans la cuisine." This was disarming. Moussa was a young illiterate who had learned French working as a domestic.

The use of ellipsis is common in at least two everyday expressions. One hears merchants in the market place and door-to-door salesmen of Africana use the expressions to interest their clients in bargaining and making a purchase. "Je vends moins cher" or "Monsieur, c'est moins cher." At first I wanted to ask: "Moins cher que quoi?--Finish the comparison."

To the question, "Tu le connais depuis longtemps?" the answer might be: "Ah, oui, je le connais depuis..." and the hand traces in the air a gesture indicating a period of time, presumably long. "Est-ce qu'il est déjà parti?" "Oui, le chauffeur est en route depuis..." and the time element is omitted.

The preposition devant is frequently used as an adverb in giving directions. "Est-ce que je tourne à droite ici?" "Non, c'est devant," or "devant, devant." Again, I was tempted to ask: "Devant quoi?" After many experiences with devant used this way, I learned to read "plus loin" or "tout droit."

A number of common French locutions are confused with others that are similar, such as "Je l'ai vu tout de suite," once correct in French but now archaic for "Je l'ai vu tout à l'heure." And "Il n'est pas duré," which is readily understood to mean "Il n'est pas resté très longtemps." The latter sample is a direct translation from Hausa and Djerma. Similar examples require no explanations. "Il n'est pas arrivé d'abord." "Il ne dit pas la vérité aussi." Over the phone: "Est-ce que Monsieur le Directeur est là?" "Non, il a voyagé," for "Il est parti" or "Il est sorti un instant; il n'est pas à son bureau."

My favorite of all picturesque expressions is the one using faire: "Faire quelque chose jusqu'à fatigué." "Je l'ai fait jusqu'à fatigué." Finally, there are a few Nigerien expressions in French now in use by long-time French residents themselves. After many years of residence in francophone Africa, French natives may be heard saying, for example, "Je vais à l'aviation" for "Je vais à l'aéroport." When one returns from a period of absence, or from a trip, the welcome in Niger and surrounding countries is: "Bonne arrivée."

The phenomenon of a living language is that it must undergo change, be it in phonology, lexicon, or syntax. The laymen or untutored speakers of other languages may be unaware of the contributions involved as they create new forms of language for communication. "Ce qui n'est pas clair n'est pas français" wrote Rivarol in his "Discours sur l'universalité de la langue française." In Niger, some of the French reaching the outsider's ear may not seem clear at first, but it is French, and the kind which opens up a new linguistic horizon to anyone interested in this rich field of research.

DEFINING IMPERATIVES

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Traditionally, the imperative forms of sentences have been defined as being synonymous with commands, and, when defining commands, reference is made to their grammatical classification as being the same as imperatives. For instance, the Advanced Learners Dictionary of Correct English defines a command as "urgent; essential; needing immediate attention...; not to be disobeyed; done, given with authority...." Finally, it indicates that, in grammar, it is "the form of the verb expressing commands." Longmans English Larousse: The New Encyclopaedia Dictionary defines a command as "that which must at all costs be obeyed or which cannot in any way be ignored." Then it explains that in grammar it is "the Imperative mood." Does a language teacher who uses these definitions unquestioningly, or without modification, do his/her class a favour? Or, of all these definitions of the same term, which one should one use in teaching?

Lyons (1971:307) states that there is a class of sentences which do not make statements at all, but express commands or instructions--e.g. "Come here!" "Put your coat down!" (This implies that there is more than just one kind of imperative.) He even warns, "In any case the distinction between giving commands and making statements cannot be sharply drawn." To elaborate this, he declares that the sentence "I want you to come here" would normally be classed as a declarative; and yet the same utterance, in the right context, might be understood to express a command no less peremptory or authoritative than "Come here!" This reveals one characteristic of the imperative mood. As a mood, the imperative construction bears the psychological attitude of the speaker, an indication of the speaker's attitude toward the action he is referring to. In this case, to identify an utterance as being imperative may be as problematic as to define it. Thus, care should be taken on this topic.

After saying that a lot of sentence patterns can be transformed to make them commands, Herrington (1969:67) gives such examples as:

- (1) Do drive slowly.
- (2) Be at the bank soon.
- (3) Be happy.
- (4) Don't appear to be a fool.
- (5) Close your desks.

and I add:

- (6) Take it easy.
- (7) Have fun at the party.

When we say commands, we imply that such utterances have an underlying form which could be syntactically paraphrased to accommodate the modal auxiliaries of compulsion, like must and ought to. But "Be happy" is not the same as "You must be happy." Nor is "Take it easy" the same as "You must take it easy." And wishing your honey to have fun at the party would not be expressed as "You must have fun at the party." (No compulsion implied.) At the same time, the compulsion modal auxiliaries do not make an utterance a command unless that is "the attitude of the speaker." Moreover, there are some utterances for which the speaker would use such auxiliaries without an attitude of commanding, such as "You must be hungry, Honey" and "You ought to be tired by now." It is impossible to transform these two sentences into imperative forms, because it just cannot be done where the verb be is used as a linking verb, and also because the speaker

cannot order a person to be hungry or to be tired.

Herrington's examples above reveal what Quirk and Greenbaum (1973:200-201) say about the most common category of commands--that a command differs from a statement in that:

- (1) It has no subject; and
- (2) It has an "imperative finite verb."

Syntactically, "It is implied in the meaning of a command that the omitted subject of the imperative is the 2nd person you." (Ibid) Two tests can prove this:

- (1) The Tag Question Test: "Be quiet, will you?"; and
- (2) The Reflexivization Test: "Behave yourself!"

Even where it appears as if we are using the third Person, the implied person is the second person, as in:

- (1) Jack and Sue (you two) stand over there!
- (2) Jack (you) stand over there!
- (3) Somebody (one of you) open the door!
- (4) Everybody (all of you) lie down!

Chomsky (1966:46) clarifies this when he says that an imperative is "an elliptical transform of an underlying sentence of the type, 'I order you...'" Also Katz and Postal (1964:78) call it "A sentence derived syntactically from a sentence of the form 'I request that you...' or a sentence with the underlying form 'You will...'-e.g. 'You will bring the coffee' transformed to 'You bring the coffee!' or most often, 'Bring the coffee!'"

By "imperative finite verb," Quirk and Greenbaum mean a verb that has no inflectional modifications like -ing or -en. This is true of imperatives, because the verbs are not inflected for aspect. The person addressed intuitively knows whether the action denoted by the verb is instantaneous or enduring. The speaker may, if he/she pleases, use an adverb of time for emphatic reasons--e.g. "Go home right now!" Otherwise there is no need for the speaker to specify the time of the action, relative to that of his utterance..

A lot of damage would be done if the foregoing idea of the "underlying second person" were left as an absolute characteristic of imperative sentences. This cannot be true for those imperative sentences which involve the speaker as well. For these, McCawley (1968:160) remarks: "The first person plural imperative with Let's (e.g. 'Let's go fishing') requires an inclusive first person and does not have an underlying you will." But again, this idea of inclusiveness must be clarified: otherwise it will create misgivings. For instance, "Let us enjoy ourselves" is either inclusive or exclusive. It can mean "Let us (together with you) enjoy ourselves" or "Let us (without you)...," in the sense of "Permit us" or "Give us a chance to enjoy ourselves." In either case, the sentence is syntactically imperative.

At this point it should be clarified that if we maintain that an imperative sentence generally is the one that is used to make a request or to give an order, we are overlooking the simple fact that "...there are numerous ways of expressing requests or orders that are not, strictly speaking, imperatives, if imperative is restricted to a certain syntactic characteristic." (Culicover, 1976:147). Thus, for instance, the

following sentences

- (1) I order you to take me to Ngong.
- (2) I request that you take me to Ngong.
- (3) I suggest that you take me to Ngong.
- (4) I would advise you to take me to Ngong.
- (5) I wish you would take me to Ngong.
- (6) How about taking me to Ngong?
- (7) Why won't you take me to Ngong?

are not considered as imperative sentences unless they are transformed to "Take me to Ngong!"

So when defining imperatives it should be carefully noted that:

- (1) A sentence is considered imperative if it maintains certain syntactic characteristics (i.e. Subject you deletion, or Let's + Verb.)
- (2) The imperative mood (itself) is often expressed without the syntactic characteristics of the imperative sentence.
- (3) Commands are imperatives, but not all imperatives are commands.
- (4) Not all imperatives have the underlying (understood) you.

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FACULTY/STAFF NEWS

Dr. Daniel P. Hendriksen, Associate Professor of Linguistics, is entering his fourth year as Academic Director of the Career English Program, where he is head of the Curriculum Committee and member of the Advisory Committee. In the Department of Linguistics, Dr. Hendriksen is a member of the Executive Committee and Faculty Senator through 1979-80. In 1978-79 he served as a member of the Dean's Faculty Advisory Panel and substituted for Dr. Dwarikesh on the Arts and Sciences Promotion Committee (Humanities).

Since the last issue of The Informant, Dr. Hendriksen has attended the National Convention of TESOL (Teachers of English to Speakers of Other Languages) in Boston in February-March 1979, the Annual Convention of MAFSA (Michigan Association of Foreign Student Affairs) at Shanty Creek in May 1979, the Spring Meeting of MITESOL (Michigan TESOL) at Wayne State University in May 1979, and the Annual Meeting of the Michigan Linguistic Society at Michigan State University in October 1979.

Dr. Hendriksen will be on Sabbatical Leave in the Winter semester of 1980. Following is his description of the research that he plans to conduct during this period:

"The sabbatical will be spent on a project involving extensive study of miscues in all modes of communication (listening, speaking, reading, writing). From all this, inference will be made as to how language functions under normal conditions. Sources of miscues will include investigations of mishearings, malapropisms, spoonerisms, bloopers, bidialectal integrations, immature (child) language, and wit. Reflection on these miscues will illuminate the degree to which tacit functioning of sounds/letters, syntax, sense, and situation takes place in all modes of communication. Thus, while remedying miscues can be important for reasons of clarity (communicative competence) and effective expression, what they reveal about language function should underlie our approach to the problem. As such, correction will be seen as 'building from' an elaborate set of cues, rather than 'starting from' scratch to eradicate random error."

Dr. D. P. S. Dwarikesh, Associate Professor of Linguistics, spent the 1978-79 year (May to July) on Sabbatical Leave in India. His research work consisted of selecting 400 poems by the Hindi Poet Surdas for an upcoming critical anthology (with English translation), collecting material for a paper on "The Concept of Time and Space in Indian Thinking," studying archeology for three months at the Institute of Advanced Studies in Archeology at Deccan College (Poona), visiting five archeological sites from as early as the 5th century B. C., and discovering a new cluster of five caves in Madhyapradesh which date from 100,000 B.C. to 10,000 B.C. His discovery of these caves (which he named "Likhicchaj" because they are rich in rock paintings) has been acknowledged in Indian Archeology.

Dr. Dwarikesh also travelled to Dharmshala, where he had a three-hour audience with His Holiness the Dalai Lama, plus long discussions with the Director of the Cultural Center and with Cabinet Ministers of the Tibetan Government in exile. He also visited the K. M. Hindi Institute of Linguistics, where he advised the Director, Professor V. N. Mishra, on their linguistics program. Dr. Dwarikesh also chaired panels in Agra at the National Rotary Club Convention (Sept. 18, 1978) and the Dinkar Anniversary Celebration (Oct. 30), presided over and recited two of his poems at the Hindi Poetry Recitation ("Kavi Sammelan") in Agra (Oct. 30), reported on his newly-discovered archeological site at the American Club in Delhi (June 18, 1979), and served as an elected member of the Board of Trustees of the Officer's Colony in Agra (1978-79).

Dr. Dwarikesh made several formal presentations while he was in India:

"Indus Valley Culture and Writing" (at St. Patrick's College, Agra, July 27, 1978)

"Prehistoric and Historic India" (at the National Convention of Rotary Clubs of India, Agra, Sept. 18, 1978)

"Applied Aspects of Sociolinguistics" (at the Central Hindi Institute of India, Agra, Oct. 6, 1978)

"Ramahari Singh Dinkar: A Great National Poet" (at the anniversary celebration of Dinkar's birth, Agra, Oct. 30, 1978)

"Geography of Ancient India" (inaugural lecture for the Geographical Society, Ambah, Nov. 27, 1978)

Two of Dr. Dwarikesh's works will soon be published in India: a collection of 32 of his poems in Hindi (Academic Publishing House, Delhi) and the paper "Metaphorical Usages in Poems of Surdas" (in the proceedings of the conference on the poet's fifth centenary celebration, Methura).

Dr. Robert A. Palmatier, Professor and Chair of the Department of Linguistics, is supervising all of the Critical Languages but Basic Arabic and Persian (Dwarikesh) this year and is continuing his supervision of our Visiting Tibetan Scholar, Mr. Ngawang Thondup Narkyid, and his Graduate Research Assistant, Mrs. Carol Savvas Bennett. Last March he edited the Winter 1979 issue of The Informant, which was mailed to all community/junior colleges in Michigan and all neighboring high schools. In the Spring and Summer he served on the Search Committee for the new Associate Dean of Programs for the College of Arts and Sciences. Also in the Spring, he teamed with his partner, Dr. Phillip D. Adams, College of General Studies (Humanities), to win the White Division Championship of the Faculty/Staff Golf League.

In May 1979 Dr. Palmatier chaired two sessions at the 14th International Congress on Medieval Studies at WMU: a regular section on "Old English Poetry" and a special section on "Negation in Middle English." Now he is reviewing abstracts on "Old English Poetry" and "Beowulf" for the 15th Congress next May (1980). On October 5, 1979 Dr. Palmatier attended the Annual Meeting of the Michigan Linguistic Society at Michigan State University and then travelled to the University of Michigan, on October 7, to see the Dalai Lama. He has just been named to a doctoral committee in the Department of Psychology and has been reappointed by the Dean as Building Coordinator of the Brown/Sprau Complex.

Mrs. Lalita Muiznieks, Part-Time Instructor in the Department of Linguistics, received a "Candidate in Philosophy" degree from the Horace H. Rackham School of Graduate Studies at the University of Michigan in January 1979. She will be taking the Winter semester off to conduct research on her dissertation topic, "Linguistic Analysis of Latvian Folk Poetry." On April 4, 1979 Mrs. Muiznieks lectured at the Language and Linguistics Forum on the topic, "Want to Shed Responsibility? Use the Dative." In the Summer of 1979 she taught--for the tenth consecutive time--in the Latvian Studies Program at Western.

When the Summer session ended, Mrs. Muiznieks travelled to Montreal to participate in the Latvian Language, Culture, and Heritage Seminars, August 22-30. She gave the following six lectures there: "The 'Impressionists' in Latvian Literature"; "Language Variation and Adaptability"; "Means and Methods for Improving One's Second Language (Latvian)"; "Bilingualism: A Second Generation Asset or Problem?"; "Linguistic and Stylistic Analysis of a Variety of Samples of Written Language"; and "Analysis of and Comments on Two Latvian 'Historical' Novels." This Fall she is teaching "Syntax and

Semantics" and "Standard American English--Intermediate" and serving on the Steering Committee that is planning the 1980 Latvian Studies Program.

Mr. Robert J. Dlouhy, Part-Time Instructor of Linguistics, is continuing his coursework for the Ph.D. in Linguistics at Michigan State University while teaching one course, The Nature of Language, for our Department. This year he has written papers on "Tibetan Phonology," "Swahili Discourse," and "Swahili Root Transformations" as part of his graduate work. He also retains his ties with the Career English Program, where he is a Language Specialist, and with the Language and Linguistics Forum, of which he is the Coordinator.

Since our last report, Mr. Dlouhy has coordinated two Forum lectures--by Mrs. Lalita Muiznieks in April 1979 and by Dr. Ernest Stech in October 1979--and is organizing the Program for the rest of the year (starting with Mark Sundberg on December 4). He has attended three conferences since March 1: the conference on Approaches to Syntax, in Milwaukee (March 1979); the Metatheory Conference at Michigan State University (May 1979); and the Annual Meeting of the Michigan Linguistic Society, also at MSU (October 5, 1979).

Ms. Lisa LeBlanc, Part-Time Instructor of Linguistics, completed her Graduate Major in Linguistics in Fall 1978 and received her MA-TCC degree in December 1978. This semester she is teaching two sections of Ling. 112, Standard American English--Advanced, for the Department of Linguistics, one class for the Career English Program, and Psych. 597, Sign Language for the Deaf, for the Division of Continuing Education. Ms. LeBlanc has been a member of the CEP staff since Summer 1978, she has taught Sign Language since Fall 1978, and she joined the Linguistics Department as a Part-Time Instructor in Fall 1979.

Ms. LeBlanc attended the convention of the Association of Behavior Analysts in Detroit in June; she enrolled in a two-week intensive American Sign Language training session at Gallaudet College, Washington, D.C., in July; she attended the Annual Meeting of the Michigan Linguistic Society at Michigan State University in October; and she is helping to organize a program at Portage Public Library on November 9 concerning "Legal Rights of Persons Who Are Deaf or Hearing Impaired." The feature speaker, Ms. Ora Schub, Staff Attorney with the Legal Advocacy Services of Illinois, was Ms. LeBlanc's classmate at Gallaudet College in July.

Ms. LeBlanc is part of a team that will be presenting a session on "Sign & Singing" at a workshop called "Music Therapy Augmented" that will be conducted by the Music Therapy Program at WMU on November 17, 1979. All colleges and universities with Music Therapy programs have been invited to send representatives. Ms. LeBlanc's Grad. 710 Independent Research paper for her M.A. degree also focused on the subject of "visual language." Her topic was: "Guidelines for Developing an Introductory Course in American Sign Language."

Ms. Sue (for Suzette) Hampton, our Department Secretary and Deputy Building Coordinator since August 1978, has finished sailing for the season and helped her partner, Darlene, move the sailboat from its berth in South Haven to its winter home in Comstock. Sue caught a 12-pound steelhead in Lake Michigan this summer to take home to her three cats and one pregnant dog. (Anybody want a puppy?) Now that the sailing season is over, Sue will concentrate on her classical guitar lessons.

Two of our former secretaries have paid recent visits to the Department. Ms. Jenny Beck, our Secretary in 1977-78, stopped in on October 12. She is now Executive Secretary to a Vice President of the American National Holding Company in Kalamazoo (parent company of the American National Bank and Trust Company). Mrs. Susan Mansfield, our secretary in 1973-76, has returned from California with her husband Deane and is now Director of the Bookstore and Staff Librarian at Nazareth College. She checked in with us last spring.

VISITING SCHOLARS

Professor Sung-chul Shin, Director of the Language Research Institute and Associate Professor of English at Chungnam National University (Korea), has been designated a Visiting Scholar at Western Michigan University for the year 1979-80. Professor Shin-- or "Shin," as he prefers to be called--is participating in the Academic Exchange Program between Chungnam and Western which was signed in 1978. His visit was arranged by Dr. Andrew Nahm, Director of the Center for Korean Studies at WMU, but his study, research, and observation will take place in the Departments of English, Education, and Linguistics. Professor Shin wishes to further his knowledge in the field of English education, particularly as it applies to the teaching of English as a second language to Korean speakers.

Professor Shin was born in Kongju, Chungnam, Korea. He began his college education at Kongju National Teachers' College, where he received a teacher's certificate in 1953. He took his B.A. in English Language and Literature from Dongguk University in 1961 and his M. Ed. in English Education from Korea University in 1976. After military service as an Army Captain from 1953-56, he taught English in secondary schools from 1956-59 and 1961-63 and then served as an Instructor (and later Assistant Professor) of English at Taejon Institute of Technology from 1964-68. From 1969 to the present, he has been associated with Chungnam National University, rising through the ranks of Instructor and Assistant Professor.

At Chungnam, Professor Shin has taught English Phonology, the Teaching of English as a Second Language, and the History of the English Language. He has also served as Faculty Advisor to The Chungdae Post (the CNU Press, 1975), Assistant Dean of the College of General Studies (1976-78), and, since March 1 of this year, Director of the Language Research Institute. Since 1972 he has also been a Part-Time Instructor at Cheongju College (1972-73), Soongjeon University (1974-75), Kongju National Teachers' College (1975-76), and Mokwon Methodist College (1978-present).

Professor Shin's publications include three books and ten articles. The books are:

English Grammar for Freshman Course (Seoul Publishing Company, 1968)

Effective English (Coeditor) (Daehan Publishing Company, 1973)

New Practical English for University Students (Coeditor) (Hyungsul Publishing Company, 1973)

One of his articles is entitled "The Revaluation of the Freshman English Textbooks of the Korean Colleges."

Since he has been in residence at Western, Professor Shin has presented a report to Mrs. Chang's Methods of TESL class on "The Phonemic Contrast Between American English and Korean Sounds" (the trouble spots in American English pronunciation for Korean learners of English as a second language) and has reported to Dr. Dwarikesh's class in Languages of Asia on "Linguistic, Cultural, and Historical Aspects of Korean" (October 16).

Mr. Ngawang Thondup Narkyid, Visiting Tibetan Scholar in the Department of Linguistics since May 1976, received his M.A. degree in Teaching in the Community College, with a Major in Linguistics, last August. Preceding this honor, Mr. Narkyid presented an invited paper entitled "A Typological Comparison of Tibetan with Six Other Asian Languages and English" at the International Seminar on Tibetan Studies at St. John's College, Oxford University, in the first week of July. His trip was supported by a Research Travel Grant from The Graduate College at WMU and by the Department of Linguistics. The paper will be published in the Proceedings of the Seminar, to be entitled Tibetan Studies in Honour of Hugh Edward Richardson.

Following the conference, Mr. Narkyid was elected Vice-Chairman and U. S. A. Tibetan Representative of the newly-organized International Association for Tibetan Studies, which will bring the next Seminar to the United States in the spring of 1982. Mr. Narkyid will be working with Professor Wylie of the State of Washington, the United States Representative to the Association, to examine and recommend a site for the 1982 meeting. Suggestions have been made for Columbia University, Indiana University, and the University of Wisconsin-Madison.

This fall, Mr. Narkyid's graduate student, Mrs. Carol Savvas Bennett, received a \$4,000 Dean's Research Assistantship for 1979-80 to assist Mr. Narkyid in completing four books on the Tibetan language:

A Generative Grammar of Tibetan (based on the research that he has been reporting on in The Informant)

A Traditional Grammar of Tibetan (based on research which he started in India)

A Textbook for English-Speaking Students of Tibetan (based on lesson plans that he uses in his classes at WMU)

Conversations for English-Speaking Students of Tibetan (based on dialogues that he designed for his classes)

Dr. Palmatier will supervise the work, which must be completed by June 1980.

After Mr. Narkyid's presentation at Oxford University, he travelled to Switzerland, where he had private audiences with His Holiness the Dalai Lama on July 18th and July 29th. The Dalai Lama received Mr. Narkyid's proposal for further research work and study and gave Mr. Narkyid his approval and encouragement to pursue them. He also congratulated Mr. Narkyid on the completion of his master's degree and expressed pleasure with the support that he has been given at WMU. Mr. Narkyid attended a public celebration for the Dalai Lama's birthday and a seven-day public teaching by His Holiness on ṣantideva's Bodhicaryāvatāra at Rikon, Switzerland.

During the Dalai Lama's recent visit to the United States, Mr. Narkyid attended a reception in his honor at Madison, Wisconsin on September 15th and was granted another private audience on September 16th. Mr. Narkyid attended a public lecture by His Holiness on "Compassion and the Altruistic Mind" on the 15th and a special Buddhist service on the 16th. He also joined a group of Tibetan visitors who received the Dalai Lama's blessing and advice while at Madison.

On October 7th, Mr. Narkyid attended a public lecture by the Dalai Lama at the University of Michigan on "The Buddhist Way to World Peace." Following the lecture, he joined other members of the Buddhist community to receive His Holiness's introduction to Omaṇipodmehūm and a short discourse on meditation practice. Mr. Narkyid had a final opportunity to have a private audience with the Dalai Lama on the morning of October 8, before he attended a reception and luncheon in honor of His Holiness at the Inglis House in Ann Arbor.

CRITICAL LANGUAGE TEACHING ASSISTANTS

Mr. Reza Assadi is teaching Basic and Intermediate Persian this year. He was born and raised in Iran and took his B.A. at Mashad University. He taught English to Iranians, and Persian to American high school students, at the Iran-American Society in Iran. He was employed as a teacher and Department Head in the Science College of Kermanshah, Iran. He came to Western and took an M.A. in English in 1977 and a second M.A. in Teaching in the Community College, with a Major in Linguistics, in 1978. Now he is working on an

Ed.D. in Educational Leadership, which he expects to complete in 1981. Mr. Assadi enjoys ping pong, tennis, jogging, swimming, and playing chess and--especially--backgammon. He has travelled in England and Canada. Part of his family lives in the United States.

Mr. Nadhim Bakri teaches Basic and Intermediate Arabic for the Department of Linguistics. He is currently completing his M.A. degree in Educational Leadership at Western (Administration of Higher Education) and hopes to pursue a Doctorate at the University of Houston. Mr. Bakri was born in Iraq and educated in that country and in England. He took his B.S. in Business and Administration at the University of Basrah. Since then he has held many positions in the field of administration, ranging from accounting, administering foreign contracting companies, and serving in a diplomatic mission. Mr. Bakri has travelled widely in the Middle East, Europe, and the United States. His wife and three children are waiting for him in Houston, Texas.

Mrs. Nazareth Hayes is teaching Basic and Intermediate Brazilian Portuguese for the Department this year. Mrs. Hayes was born in Cauyso-Grande, Brazil, in the State of Mato Grosso. After finishing high school in Brazil, she studied pre-med for two years and then changed to languages. She worked in the Peace Corps after coming to the United States, teaching Portuguese to volunteers assigned to Brazil. She also taught Spanish to University teachers at New Mexico State who were going to Paraguay. Mrs. Hayes hopes to become a translator or interpreter in the future. She and her husband, an ex-Peace Corps Volunteer who works at Asgrow, have travelled widely in Central and South America. They live in Kalamazoo with their two daughters.

Ms. Chigusa Kondo has taught Basic and Intermediate Japanese for us since last Winter. Ms. Kondo is a senior in the Arts and Sciences Curriculum, majoring in Spanish and minoring in Chinese. She was born and raised in Tokyo, where she attended Waseda University for two years in a Pre-Law Curriculum. She tutored foreign students in Japanese while at Waseda, and she also did some Japanese tutoring here at Western before she started teaching. Ms. Kondo spent the Spring and Summer sessions studying in Spain--first in Gyon and later at Jaca. She is learning to play chess in her spare time.

Mrs. Rachel (Ria) Szmuszkovicz is teaching Intermediate Hebrew this semester and serving as Campus Advisor for the Hillel Foundation. She was born in Danzig, Germany and raised and educated in Israel. After working in an elementary school, teaching English in a Berlitz School, and serving as a translator for German into Hebrew and English, she came to the United States in 1946. Here she has attended Boston University, the University of Wisconsin, and Western Michigan University, where she studied Linguistics and Language Arts through the Honors College. Mrs. Szmuszkovicz has taught Hebrew for the Department of Linguistics since Fall 1973. She lectures frequently on the Jewish faith, the Jewish bible, archeology, etc. and collects Judaica, folk-art, other art, and folklore.

Mr. Yishai (Jesse) Vitkin teaches Basic Hebrew for the Department of Linguistics while completing his undergraduate major in Electrical Engineering and minor in Computer Science. He expects to finish in 1981-82 and to practice in one or both of these fields. Mr. Vitkin was born and raised on a Kibbutz (Ramat Hashofet) in Israel, where his parents and two married sisters still live. He has attended two Olympics (as a visitor) and has travelled widely in Europe--at one time teaching Hebrew in Sweden. He loves sports--both watching and participating--and also likes to work with electronic instruments. Last year Mr. Vitkin received the Russian Award at the Honors Day of the Language Department at WMU.

RECENT GRADUATES

NEW STUDENTS

Graduate Majors (August '79)

Ahmed Balzaf (MA-TCC)
Susan Mastenbrook (MA-TCC)
Ngawang Thondup Narkyid (MA-TCC)

Undergraduate Majors

Saleh Abojasoom (August '79)
Michael Bogren (April '79)
John McKenzie (cum laude, April '79)
Margaret Houston (summa cum laude,
April '79)
Diane Ortisi (August '79)
Makiko Ueda (August '79)

Undergraduate Minors

Anthony Boggio (April '79)
Henry Bush (August '79)
Barbara Cain (April '79)
Sue Desposato (cum laude, Aug. '79)
Deborah Lowmaster (August '79)
Mark Miles (April '79)

Critical Language Minors

Clifford Anderson (Japanese, magna
cum laude, April '79)
Anne Harper (Chinese, August '79)
Margaret Houston (Arabic, summa
cum laude, April '79)
Jonathan Leader (Hebrew, Aug. '79)
Denny Mark Monroe (Chinese, Aug. '79)

Former CLSTA Graduates

Maria Marques (Portuguese STA, M.A.
Audio-Visual Media, WMU, April '79)
Parviz Omidpanah (Persian STA, M.A.
Geography, WMU, April '79)

* = Not yet counseled

Graduate Majors (MA-TCC)

Kathi Allan (B.A., WMU)
Supa Tantulavanich (B.A., Thailand)
Sarah VanBeckum (B.A., Wisc.-Madison)

Undergraduate Majors

*Lise Black
*Susan Dailey
*Francis Diaz
*Kimberly Drummey
*Thomas Floutz
*Joan Heath
Janet Illeni
Alan Lewis
*Genevieve Mazzola
*Barbara Ross
Patricia Shack
*Donna Smith
*Carlos Urtubey
*Patricia Vanderpool

Undergraduate Minors

William Hubbard (major in Sp. Path.)
Susan MacDonald (Elementary Ed.)
Denise Prouty (major in English)
Takako Uto (major in English)
Leila Zeppetella (major in German)

Critical Language Minors

Kimberly Anderson (Hebrew)
Anjaly Bhansali (Hindi)
Michael Burns (Chinese)
Anita Dzirne (Latvian)
Mara Galens (Latvian)
Janet Illeni (Italian)
Patricia Shack (Persian)
Michelle Weinstock (Hebrew)

ALUMNAE/ALUMNI NEWS

Caroline Houston VanAntwerp (undergraduate major, December 1972; graduate major, MA-TCC, June 1976) has completed her second M.A. (in Linguistics) at Penn State University and moved, with her husband Fred, to Washington, D.C., where she will be pursuing a Ph.D. in Sociolinguistics at Georgetown. Caroline taught in the CEP when it was first established.

James F. (Rick) Penrose III (major, August 1974, with Honors in Linguistics) has received his degree in corporate law from the University of Cambridge, England, and recently returned with his English wife to see his family in Kalamazoo. On a visit to Dr. Dwarikesh, he reported that they have retained a home in London and have not yet decided where to settle.

Jolene Jackson (minor, December 1974; M.A. in Counseling, WMU, April 1977) has recently been named Director of the Office of International Student Services at Western. She replaces Mr. Marlon Gerould, who retired as Director in July after many years of service. Jolene served as chairperson of the Michigan Association of Foreign Student Affairs in 1978-79. She visited the Linguistics Department on October 12.

Cecile LaCombe Robinson (major, April 1975; M. P. A., WMU, December 1976) attended the Grants Workshop at Western on October 2. She is Director of the Tri-County Agency on Aging, which is based in St. Joseph, but she and her husband Greg and son Duncan live in Watervliet. Cece is a former contributor to The Informant ("A Dialect Study of Trenary, Michigan," October 1973).

Ann Sexton Ganz (minor, August 1976, summa cum laude) completed her M. A. in Romance Linguistics at the University of Michigan last Spring and is working on a secondary teaching certificate there. During her M. A. work, she had a Rackham Fellowship and was a Teaching Assistant. Now she teaches one class at the University of Michigan and works as a night manager at the Hilton Inn in Ann Arbor.

Clifford Anderson (minor in Japanese, April 1979, magna cum laude) won two honors in his final semester on campus: the Distinguished Senior Award from the Honors College and the Cornelius Loew Award from the Religion Department. He was also the Keio University Exchange Student in 1977-78. Cliff is now attending Columbia University Graduate School on a Fellowship in Buddhist Studies.

Margaret (Peggy) Houston (major, April 1979, summa cum laude) is continuing her work at Waldo Library in French and German acquisitions and also tutoring a family for the Vietnamese Program at Kalamazoo Valley Community College. The Department Merit Scholar in 1978-79, Peggy is looking around for the right college for her graduate work. It might be Georgetown University.

Anne Harper (minor in Chinese, August 1979) has already started her studies in Japan as the Keio University Exchange Student for 1979-80. She writes that she has been placed in the Elementary B class, which is probably due to her familiarity with Chinese characters. Anne, who was a major in Biology and a minor in Chemistry, took her Medical School Admissions Test soon after she arrived in Japan.

LANGUAGE AND LINGUISTICS FORUM

Mr. Robert J. Dlouhy, Coordinator of the Language and Linguistics Forum, has announced that one more Forum lecture will be given this Fall:

Mr. Mark Sundberg, Graduate Assistant and Ph.D. Candidate in the Department of Psychology, will speak, on a subject to be announced later, on Tuesday, December 4, at 4:00 p.m. in the International Room (205) of the Student Center. Refreshments will also be served before this lecture.

RECORD ENROLLMENTS

The Department of Linguistics is enjoying a record enrollment this Fall: up 48% from Fall 1978, and 44 enrollments higher than our previous record in 1973. All of the program areas of the Department have registered increases: Critical Language enrollments are up 30% over Fall 1978, ESL/TESL enrollments are up 44%, and General Linguistics enrollments are up a whopping 66%.

Two of these program areas have set new records: General Linguistics is up 8 students from the previous high in 1974, and ESL/TESL is up 16 from the previous record in 1977. Some of the largest course enrollments include 61 students in Ling. 100, The Nature of Language; 46 students in Ling. 301, Basic Critical Languages I; and 43 students in Ling. 112, Standard American English-Advanced.

Both the enrollment and the credit hours have increased steadily in the period 1977-79:

<u>Year</u>	<u>Enrollment</u>	<u>Credit Hours</u>
1977-78 year	310	1238
1978-79 year	327	1306
1979-80	235	934
(Sum. & Fall only)	(Sum. & Fall only)	(Sum. & Fall only)

At this rate, with the year only half over, the Department will certainly set new enrollment and credit-hour records. We may even come close to our goal for 1980-81: 400 enrollments and 1600 credit hours.

LOANS AND SCHOLARSHIPS

Linguistics students are eligible to apply for short-term loans from the Jean G. Malmstrom Fund, a new account in the Office of Student Financial Aid and Scholarships (phone 383-1806). The Fund was established by Dr. Jean Malmstrom, who retired from the English Department in 1978 after thirty years of leadership in local, state, and national activities in English linguistics.

The Center for Korean Studies will offer Korean Language Scholarships to students who enroll in Ling. 301/302, 501/502, and 508/509 in the Winter semester--and future semesters--for the study of the Korean language. Dr. Andrew Nahm, Director of the Korean Center (phone 383-1678), announced in October that these scholarships will cover tuition for these courses.

CORRESPONDENCE

Remember when we were searching for a replacement for our title, The Informant? (Fall 1977 issue: "Name That Tome.") Shortly after that issue appeared, Mrs. Monica Synder, Secretary in the Academic Advising Office of the College of Arts and Sciences, wrote to suggest that we call the newsletter "The Dingalinguist"--named, we presume, after the obscure Dinga dialect spoken on an island in the Indian Ocean. Thanks a lot!

Dr. Hermann Rothfuss, Professor Emeritus of German, agrees with our concern about the pronunciation of "Sprau" (tower) and "Knauss" (Hall) in the Fall 1977 Informant. He notes in a letter of November 15 of that year that he doesn't have any trouble pronouncing such names, but he cited two responses by other people who did: "What about the Colorado Supreme Court Justice who boldly spelled his name Canouse? Or Dr. Kenoyer of our early faculty, whose ancestral name had been Knäuer (with an Umlaut, to boot). Any day now I expect to meet a man by the name of Canickerbocker."

LINGUISTICS DEPARTMENT

Winter 1980

GENERAL LINGUISTICS CLASSES

100 AA	Nature of Language	4 hrs.	8:00- 9:50	T Th	Dlouhy	1114 BRN
321 CA	Phonology & Morphology	4 hrs.	10:00-11:50	T Th	Dwarikesh	4405 BRN
421 HA	History & Dialects	4 hrs.	3:00- 4:50	M W	Palmatier	1128 BRN
512 LA	Principles of TESL*	4 hrs.	7:00- 8:50	M W	Dlouhy	1129 BRN
540 LA	Generative Grammar	4 hrs.	7:00- 8:50	T Th	Palmatier	1129 BRN
552 IA	Sociolinguistics	4 hrs.	4:00- 5:50	T Th	Dwarikesh	1128 BRN
598 AR	Readings in Ling	VAR	(Apprv Appl Reqd)		Palmatier	410 SPR
598 AS	Readings in Ling	VAR	(Apprv Appl Reqd)		Dwarikesh	4021 FRD

CRITICAL LANGUAGES CLASSES

302 AA	Basic Mod Persian	4 hrs.	8:00- 9:50	T Th	Dwarikesh	1129 BRN
302 BA	Basic Korean	4 hrs.	9:00- 9:50	M WThF	Palmatier	1128 BRN
302 FA	Basic Braz Port	4 hrs.	1:00- 1:50	M WThF	Palmatier	1128 BRN
302 GA	Basic Mod Hebrew	4 hrs.	2:00- 2:50	M WThF	Palmatier	1128 BRN
302 HA	Basic Arabic	4 hrs.	3:00- 3:50	MTW F	Dwarikesh	1129 BRN
302 IA	Basic Japanese	4 hrs.	4:00- 4:50	M WThF	Palmatier	1129 BRN
502 AR	Inter Mod Persian	4 hrs.	(Ling. 501)	**	Palmatier	410 SPR
502 AS	Inter Korean	4 hrs.	(Ling. 501)	**	Palmatier	410 SPR
502 AT	Inter Braz Port	4 hrs.	(Ling. 501)	**	Palmatier	410 SPR
502 AU	Inter Mod Hebrew	4 hrs.	(Ling. 501)	**	Palmatier	410 SPR
502 AV	Inter Arabic	4 hrs.	(Ling. 501)	**	Palmatier	410 SPR
502 AW	Inter Japanese	4 hrs.	(Ling. 501)	**	Palmatier	410 SPR
508 AR	Reading Tibetan	4 hrs.	(Ling. 502)	**	Palmatier	420 SPR

*Listed as Tchg Eng Sec Lang in Winter Schedule

**To be arranged

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