The Impact of Higher Education on Linguistic Culture in Senegal and the Midwest United States

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The Impact of Higher Education on Linguistic Culture in Senegal and the Midwest United States

Lee Honors College Thesis

Kelsey Gough

April 19, 2017

Western Michigan University
Abstract

The Impact of Higher Education on Linguistic Culture in Senegal and the Midwest United States

The purpose of this study is to investigate the effects of globalization on linguistic culture in populations of people from both Senegal and the Midwest United States. This study will also specifically highlight any similarities and differences present between those who have a higher education and those that do not. These similarities and differences were revealed by asking the research question: How has the process of globalization impacted beliefs about language held by people from various educational levels in Senegal and the U.S. Midwest?

Data regarding globalization’s effect on the attitudes people have about language, linguistic culture, were retrieved from twenty-four voluntary participants using critical ethnography. This data collection was done in the form of in-person interviews, where open-ended, umbrella-like questions were asked. These open-ended questions allowed the interviewees to determine and guide the interview towards what they viewed as the most pertinent, relevant, and personalized answer. The data from twelve of the twenty-four participants in this study were used from a study by Kearney in 2015, while data from the other twelve participants were collected in person by the author during the summer of 2016.

The results of this study concluded that higher education did influence differences in linguistic culture. However, globalization seemed to be a larger force acting upon those who participated within this study. Globalization contributes to one’s ability to have the means, financial means and support system to be able to obtain a higher education. Globalization also influences those to feel as if one must obtain a higher education to achieve success.

Keywords: Globalization, Linguistic Culture, Higher Education, Age, National Identity, Senegal, Midwest United States.
Acknowledgements

Dr. Hyter, thank you for your guidance through the writing of my first thesis. To say that I could not have completed this project without you would be the understatement of the year. Through our many meetings as well as during our time together abroad, you have shown me just a glimpse into the life of a professor who truly loves her work and what it means to be globally informed. You remained patient with me while I experienced, for the first time, the stress associated with the preparation of a project of this magnitude, something experience has taught you to take in stride. I do not know when I will complete my next study or what it will focus on, but because of you, I will be prepared.

Dr. Summy and Mrs. Hillenbrand, thank you both for agreeing to be on my committee. I appreciate your time spent providing feedback more than you know. You each provide unique insights from different backgrounds; your input is invaluable to me.

The grandest acknowledgement is dedicated to the participants of this study. The people I had the opportunity to meet through this study have become a part of cherished memories I reminisce over daily and will not soon forget. Without their dedicated time and opinions, this thesis would not have been possible. Each of the twelve participants I had the opportunity to get to know taught me much about the world and the magnitude of similarities present between individuals, worldwide. Realizing our similarities makes the world seem much smaller a place.

Lastly, a thank you to the Study Abroad Office, the Haenicke Institute for Global Education and the Lee Honors College for financially supporting my participation in the study abroad trip, making this research possible. This hands-on, long-term experience has taught me about perseverance. I thank you all for pushing me beyond my educational comfort zone, something I look forward to continuing for the rest of my career.
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Literature Review

“Learning the words [of a language] is not enough, you must understand first why the words exist.”

-Participant #3, a Bell man, Dakar, Senegal in July 2016.

The focus of this study is to outline and identify the effects of globalization on linguistic culture. Linguistic culture can be defined as “the totality of ideas, values and beliefs… and all other cultural baggage speakers bring to their cultural dealings with language from their culture” (Schiffman, 1998, p. 14). It is the goal of this study to examine whether there are differences in linguistic culture among persons from different age groups, educational backgrounds, and geographical locations.

This study highlights the life choices some individuals choose to or are forced to make based on their circumstances or attitudes toward certain issues due to the interconnectivity existing between globalization and linguistic culture. The author believes it is pertinent for the reader to understand why the findings of this research study are relevant. Understanding this interconnectivity is important because it highlights one effect globalization has had on the world. To best explain this relevance, the topic of linguistic culture will be defined, as well as globalization, and additional terms in the context they were used for this study. The seven key concepts: Globalization, Language, Linguistic culture, Older Adult, Younger Adult, Higher Education, and National Identity, are defined in the next section and are briefly stated in Table 1.

Key Concepts

Globalization is defined as interdependencies between nations that cause an unequal distribution of resources, resulting in beneficial outcomes for a few people and problems for many (McLaren, 2001). Globalization influences every aspect of life for people in every region of the world,
it is a worldwide phenomenon. Globalization is evident in multiple domains of daily life, including social, cultural, economic, political, physical, and technological realms. Globalization does not happen evenly across domains (McLaren, 2001). This results in the ability to pinpoint areas that are more or less responsible for the effects of globalization.

Globalization processes facilitate the exchange of challenges, like diseases, the unequal distribution of wealth and labor across the world, and often the unwanted sharing of government (Guscina, 2006), such as decisions about foreign trade policy made by one country that directly affect another. Globalization can also promote the exchange of benefits. In the form of medical
aid, disaster relief, industrial opportunities, sharing of resources such as knowledge, access to clean water, and agricultural advances, and the exchange of culture to and from different areas of the world. These shared resources are considered to be benefits of globalization, because they can lead to advancing the education of others, better medical treatment for those in need, and more effective business economic models. The advantageous side of globalization perpetuates a more rapid flow of income and employment across national borders (Mourdoukoutas, 2013).

Culture, described as a benefit of globalization, includes language, food, traditions, and heritage present within a specific population (Mourdoukoutas, 2013). The spread of culture, through the benefit of globalization, allows for the sharing of many entities, one of which is language. The interplay between different languages results in the opening of communication channels between regions of the world that otherwise would not be possible. As with any sharing of information, globalization is an exchange in which two or more parties give and receive commodities. This research study will focus on how globalization has impacted linguistic culture. Specifically, this study examines how an individual’s level of education affects his or her thoughts, attitudes, and beliefs about language.

Language, for this study, is defined by the American Speech-Language and Hearing Association (ASHA) as a system for communication which requires a set of socially-shared rules (ASHA, 1982). This definition excludes forms of communication that are not rule-based or generative, such as Pidgin (Siegel, 2008). Because Pidgins are constantly evolving in an area like Senegal, where many languages are spoken, it is important to make the distinction of generative languages from pidgins. This is because these small, new sets of communicative abilities would not have been subject to globalization, because these languages have not had the opportunity to be affected by globalization the inclusion of Pidgins contradicts the focus of this study. This
study aims to examine globalization’s effect on linguistic culture, so attitudes and thoughts regarding the new or young languages, such as those developed by people who do not share a common language, must be excluded from this study. This addition to the definition of language was necessary and will be considered in conjunction with the definition given by ASHA.

Language includes a variety of modalities speech, sign language, auditory reception, gestures, reading, and written word. These aspects of language together form an idea the speaker wishes to communicate to the listener or audience. Using multiple modalities, speakers are able to adapt their communication to their audience and environment, to help the listener better understand what they are trying to say. Whether speaking slower and increased use of gestures to a person who has a hearing loss or whispering to someone in a quiet classroom, speakers can use a variety of language modalities to communicate. Communication encompasses more than just what specific language a person is able speak. For example, people who speak French, English, or the African language, Wolof, all use language to convey meaning. Every language has a word for the sun, just as every language has rules for grammar. People tend to forget that all people have and use language, and that it is the single trait that makes us human.

**Linguistic culture**, the main topic of interest in this study, is defined as the way in which a person thinks about, uses, and feels about language (Schiffman, 1998, p. 14). The ideas held by individuals can be influenced by a wide variety of variables, including age, heritage, upbringing, specific life events, socio-economic status, nationality, and education level. These variables come together to form a central, deeply rooted emotion that influences the way the individual views the world around him or her. The variables, including linguistic culture, are directly influenced by globalization in both positive and negative ways. This study will investigate the effects of education level on linguistic culture by comparing attitudes individuals hold about
language from different areas of the world, different age groups, and different educational backgrounds.

The six variables used in this study were those with a higher education, those without a higher education, older adults, younger adults, Senegalese, and people from the United States. To investigate the effects of educational level on linguistic culture, higher education must be defined. For this research study, *higher education* is defined as “a long-term cultural commitment to an institution with its own foundational rules of appropriate practices, causal and normative beliefs, and resources, yet validated by the political and social system” (Maassen, 2014, pg. 32). This study aims to compare groups from different populations using the variable of education. The constant variables of age and nationality will also be taken into consideration.

Steger (2013) in, *Globalization: A very short introduction*, defines two periods of globalization. One period, coined the Modern Period of Globalization, occurred between 1750-1980 (Steger, 2013). This definition will be used to define the term *older adult*, in that a person who was born before 1980 would be considered an older adult for the purposes of this study. The second period, the Contemporary Period of Globalization, began in 1980 and extends to the present day (Steger, 2013). Participants in this study born after 1980 will be considered *younger adults*.

Nationality, either Senegalese or people from the United States, was determined by the participant’s national identity. *National identity* can be defined as, “a collective sentiment based on the belief of belonging to the same nation and of sharing most of the attributes, like belief in a common culture, history, kinship, language, and religion, that make it distinct from other nations” (Montserrat, 2011, pg. 11).
Background

This literature review was done to outline and incorporate a review of the current literature relevant to the topics described earlier in this manuscript. This review will address the findings of the extant literature regarding attitudes about language held by people of different ages from different areas of the world. The literature review will outline the tension present between local and colonial languages, and how this tension could come to influence people’s opinions about these languages.

Birgit Brock-Utne, a professor of Educational Sciences at the University of Oslo and Social Linguist, has spent her life examining linguistic culture in South Africa and published works examining the language of education on the continent of Africa. In “Language policies and practices in Tanzania and South Africa: problems and challenges,” (2003) Brock-Utne highlights the divide between the believed benefits of teaching in a widely-known language (colonial language), such as English or French, and the reality of students’ ability to comprehend and achieve more if educational content was taught in their local language. Her research points out that “No society in the world has developed in a sustained and democratic fashion on the basis of a borrowed or colonial language… Underdeveloped countries in Africa remain under-developed partly on account of the cultural alienation which is structured in the context of the use of colonial languages” (Brock-Utne & Holmarsdottir, 2004, pg. 80; Rodney, 1973).

The decision to teach in a common or colonial language rather than teaching in a local language is based on public opinions about which language should be used to teach the youth of the country. These acts contradict current research (Brock-Utne & Holmarsdottir, 2004). This is an example of how attitudes, beliefs, and values about language (i.e., linguistic culture) can influence decisions, regardless of what the research states.
There is historical reference as to why local individuals’ beliefs shifted to viewing the widely-known language as more elite than their own. This change in thinking occurred after colonialization of the country had taken place. Local people who had learned the colonial language and could speak fluently were considered a very valuable interpreter of sorts by both parties. Knowing the colonial language became an asset to the local people because they were highly sought after by the colonial elite. The locals’ knowledge of the colonial language “… set them apart from the vast majority of their African compatriots and which keeps them and their offspring in the privileged middle and upper classes” (Alexander, 2000, pg. 11). This is one example, dating back to the 1600s, as to how linguistic culture changes because of globalization (Alexander, 2000).

Kathleen Heugh, an Associate Professor in Applied Linguistics in the School of Communication, International Studies, and Languages at the University of South Australia, has published about the divide between the proven research and the linguistic culture of the locals that hinders the next generation of students from progressing further in their education. Heugh’s (1999) study titled, *Languages, development, and reconstructing education in South Africa*, elaborate on the divide between what has been proven to be the most effective and efficient language to teach young students versus the idealized best language to teach young students. These idealisms exist from the period of colonialization beginning over four hundred years ago. Remnants of colonialism remain prominent in Senegal regarding linguistic culture. Colonial languages are viewed as more opportunistic, and thus, better.

Studies show that students are able to achieve more academically when they are taught in a language that is most familiar to them (Heugh, 1999; Brock-Utne & Holmarsdottir, 2004). However, because English and other major languages are viewed as an “invisible, God-given
asset” students’ education continues to be taught in said languages (Brock-Utne & Holmarsdottir, 2004). This idealism creates a problem that is holding back the students of these nations; what presents as a learning difficulty or poor grades is, in actuality, a language-based problem.

Recent research completed by Kearney, explored the impact of globalization on linguistic culture, focusing specifically on its relationship to obtaining access to public services. Kearney’s interviewed university employees and students, who ranged in age and global location. Her study found that, age and environmental background may affect linguistic culture (Kearney, 2016). Age was shown to be a misguided prejudice in how the populations viewed one other; older adults in Senegal were much more open to learning new languages than the younger population thought they would be. “It seems that despite growing up in different periods of globalization, all Senegalese participants value their knowledge of a variety of languages, and enjoy the fact that their flexibility of their linguistic culture allows them to connect with a variety of people by making them, “… fish that can swim in all waters’ (statement 64, older adult, Senegal)” (Kearney, 2015, pg. 23). Conversely, older participants from the United States stated that their language changes over time only to become more politically correct, professional and grammatically correct. Globalization could be the cause of this difference. “Where Senegalese participants report having to learn and adapt to a diverse range of languages in order to achieve a high level of academic or professional success, reaching that same level of achievement in the United States can be done with the knowledge of a single language” (Kearney, 2015, pg. 24). This is a result of the uneven distribution of linguistic culture, highlighted by McLaren (2001), that is globalization.
One gap within Kearney’s study was the limited information about the effect of educational level on linguistic culture. This variable is an element that has been added to the current study. Using Kearney’s raw data that zeroed in on age and environment, and combining it with additional data, for this study, provided examination of the variable of interest: level of education. This project focuses on the effect educational level had on the attitudes people of different ages and environmental backgrounds held about language.

Research Questions

The objective of this study is to recognize the impact globalization has on linguistic culture in individuals from educational and non-educational backgrounds in Senegal and the Midwest United States. This study intends to answer the following research question:

R: How has the process of globalization impacted beliefs about language held by people from various educational levels in Senegal and the Midwest U.S.?

Analysis will help identify how, in the current globalized world, linguistic culture varies between education level and across generations. Critical ethnography was used to help facilitate an understanding of the historical aspect of the relationship between linguistic culture and formalized higher education.

Methodology

The research question being analyzed and the purpose of this study is to understand how the process of globalization has impacted beliefs about language held by people from various educational levels in Senegal and the Midwest U.S. This section provides information on the
research questions, theoretical framework, study participants, verification of findings, data analysis, literature review, and ethnographic interviews and observations.

The methodology used to obtain data was ethnography. The methodology was selected for this project as it employs observational and interviewing techniques to gathering data. The ethnographic interviewing framework allows the interviewee to guide the topics towards what he or she deems relevant under a given broad question. An ethnographic interview structure was utilized to better create an environment that facilitated personal information being shared by the interviewees. The data collected then were analyzed critically, seeking out information as to why the interviewed populations reported such attitudes regarding linguistic culture.

**Theoretical Framework**

“Social theory can be defined as the study of scientific ways of thinking about social life. It encompasses ideas about how societies change and develop, about methods of explaining social behaviour, about power and social structure, class, gender and ethnicity, modernity and civilization, revolutions and utopias, and numerous other concepts and problems in social life” (Harrington, 2005, p. 27).

This definition of social theory by Harrington (2005), is a broad definition of the social theories that exist today and why they are necessary for conducting research. Of all social theories, critical ethnography was chosen for this study as the most relevant means of analyzing activities of everyday life as well as the individuals involved in those activities. Using critical ethnography allowed the collected data to be situated within a historical context (Hilbert, 1992).
Data Collection

Data for this study were collected using a framework described by Sangasubana (2011). Research questions were based on the topics thought to be interesting and important by the author, as well as topics deemed relevant in a preliminary review of the literature. A methodology was selected that offered the most appropriate means to answer the research question. Literature review was conducted again, more extensively looking at linguistic culture and globalization. Themes were then pulled from the review of the literature and used as the foundation for ethnographic interviews. Ethnographic interviews and participant observations were conducted and recorded in both Senegal and the Midwest U.S. The information from those interviews and observations were verified. The final step was analysis of the data and forming conclusions.

In, Social Research Methods: Qualitative and Quantitative Approaches, Neuman describes the importance of understanding the role of common sense when conducting interviews and collecting data from different locations (Neuman, 2014). However, what is common sense for one situation in America could mean something much different in another country, such as Senegal. For example, when crossing the street in America, a pedestrian may not heed to an oncoming car. That person realizes that in America traffic laws regulate that the pedestrian has the right of way, and this law is common knowledge to all people in the United States, both pedestrians and drivers. This is not true in Senegal. In the city of Dakar, it was observed that traffic rules are more of a suggestion; the notion of traffic rules is something every person from Dakar knows. Understanding the pragmatics of a social situation before recording an observation is important to accurately interpret the data being collected.
Participants

Twenty-four ethnographic interview transcripts from 24 participants were evaluated. Twelve interviewees participated in the author’s study, while the other twelve participated in a previous study completed by Keanery in 2015. For this current study, the Kearney transcripts were analyzed, representing the population of participants with a higher education. In the Kearney study, six young adults without a higher education from both the United States and Senegal all born in the contemporary period of globalization, defined by Steger (2013) as 1980 to the present, were interviewed.

Another six young adults were interviewed from the United States and Senegal, differing only in that they held a higher education. The next six participants were older adults without access to higher education, born into the modern period of globalization, defined by Steger as 1750-1980. There were six additional older adults with a higher education from the United States and Senegal. Participants in these groups were interviewed to understand linguistic culture from the perspectives of people from different age groups, different educational backgrounds, and those from different geographical regions.

In both countries, older adults without a higher education who were interviewed held professional positions that included hotel staff, taxi drivers, and cooks, while younger adults without a higher education who were interviewed worked as housekeepers and janitors. Older adults with a higher education from Senegal and the United States who were interviewed included a school principal, a service manager, and a professor of linguistics culture, while younger adults with a higher education interviewed were current university students.

All interview transcripts of individuals who had a higher education were not personally retrieved by the author; the twelve transcripts came from the Kearney study (2015). Kearney
interviewed people from both Senegal and from the United States who had a degree in higher education. The current study interviewed the same population who were without formalized higher education. The same umbrella questions were asked of all interviewees, to ensure validity across the studies. The focus of this study is on how formalized education affects perceptions of linguistic cultures.

**Ethnographic Interviews and Observations**

Ethnographic interviews were used for this study as the context of the interviews asked for the interviewees to share personal information about their lives. Using ethnographic interviewing techniques allowed the interviewer use open-ended questions which permitted the interviewee to answer in a way that he or she deemed relevant. The themes that the interviewee chose to talk about exemplified what they considered to be important. The themes of the interviews were then compared to identify trends.

For this study, ethnographic interviews were conducted to confirm the findings of the literature review and to answer the research question. Twelve interviewees were asked to provide background information about themselves and their lives including career, hometown, family, lifestyle and living conditions. They also answered four umbrella-like questions asked by the author. This mirrored the methodology of Kearney (2015). The following are the four original questions asked of all the interviewees by both Kearney and the current author:

1. Tell me about a situation that prompted you to learn another language.
2. Tell me about a time that knowing another language would have benefitted you.
3. Tell me a little bit about how your use of language has changed since you were a little girl/boy, into young adulthood and now in your later years.
4. Tell me about the role language plays in your everyday life.
Follow-up questions were asked by the interviewer to clarify the interviewees’ initial responses to the interview questions. The amount of detail provided in responses was different for each participant; therefore, the follow-up questions differed for each person interviewed. Follow-up questions consisted of examples like the following presented in Table 2:

Table 2: Examples of Follow-up Questions

<table>
<thead>
<tr>
<th>Primary Question</th>
<th>Examples of follow up questions asked</th>
</tr>
</thead>
</table>
| 1. Tell me about a situation that prompted you to learn another language. | “Why is that?”  
“So, you moved from an area where only Jolaa was spoken, what prompted you to learn Wolof?”  
“What languages do you understand?”  
“Which language do you use more?”  
“Do both Wolof and French come to you just as easily?”  
“Do you think knowing five different languages helped you get your job here at Al Afifa?”  
“Why do you think that is?”  
“Did your courses [in high school] seem to be more of a privilege or a requirement you had to fill?” |
| 2. Tell me about a time that knowing another language would have benefitted you. | “Do you think that if you would have known another language it would have benefitted your taxi business?”  
“Do you think you would make travel more of a priority in your life if you knew another language?” |
| 3. Could you tell me a little bit about how your use of language has changed since you were a little girl/boy, into young adulthood and now in your later years. | “What languages do you know?”  
“You attended a Quranic school and spoke Arabic for a short period, are you able to speak and understand Arabic fluently now?”  
“What prompted you to move from your home village to Dakar?”  
“Could you tell me a little bit more about the work-specific language you use with your co-workers while at work?” |
| 4. Tell me about the role language plays in your everyday life. |
All follow-up questions aided in developing and furthering the conversation about language and the interviewee’s view of the role language plays in his/her culture. The total of twenty-four interview transcripts yielded 600 relevant utterances. These utterances were later analyzed by the author.

While in the United States interviews were conducted in English, five of which were done in person and one was completed over the phone. In Senegal, all interviews were completed face-to-face with the help of the same interpreter. The interviewees from Senegal all spoke Wolof. Wolof is main local language spoken in Dakar, Senegal and was the native language of the interpreter. The reliability and validity of his interpreting was important to the authenticity of the interpretation.

**Verification of Findings**

To ensure the validity of the information collected, data were verified through a triangulation of sources (Sangasubana, 2011). This method of included verification of the data between the author, the interpreter, and the interviewee, to ensure the accuracy of the transcription of responses by the interviewee, the translation given by the interpreter, and the audio recording. Triangulation of the data ensured its reliability and reduced bias.

**Data Analysis**

The purpose of this study was to understand how globalization affects the linguistic culture of individuals whose educational backgrounds and periods of globalization vary. Data were presented for analysis using steps outlined by Sangsaubana (2011) and Newman (2014), using a content analysis process by completing multiple readings of each of the twenty-four
transcripts (12 transcripts from Kearney [2015] and 12 transcripts collected from the author).

After reading each interview four times, the author felt that she understood the data well enough to begin to identify common themes. Themes were derived from interview transcripts from both Senegal and the Midwest United States. Many themes were present within the twenty-four interviews analyzed, but only themes that had significant reoccurring tendencies were analyzed in this study. There were six themes that reoccurred frequently within the data; these themes were used to sort the utterances within each transcript into categories.

The initial identification of relevant utterances and sorting by reoccurring theme was first done by the author. To do this, the author read through all the data with one theme in mind, highlighting the utterances that matched that theme. Each theme was identified with its own color for highlighting purposes, to ease the process of analyzing later. The author then reviewed transcripts for each of the six identified themes, highlighting only the utterances that matched that theme.

Once initial sorting of the utterances was complete, the author developed a random list of utterances to be sorted by a peer, to ensure inter-rater reliability of the coding. The author randomized the sorted utterances using a feature in Microsoft Excel, Version 15.32 (170309), the random number generator (RAND). The randomized list of six-hundred numbers was assigned to the list of utterances. Utterance numbers one through sixty were selected as the data set to be analyzed by the author’s peer. This randomly selected data set represented 10% of the data the author had reviewed. The data set of 60 utterances, was then presented to the author’s peer for analyzing, but not before the peer was given background information regarding the topic presented in the literature review. The author selected a peer who had a similar educational background to the author.
Results

Six-hundred utterances were analyzed for this study. Six reoccurring themes emerged regarding the interviewees’ attitudes about linguistic culture. These six-hundred utterances were collected from the interview transcripts of the twenty-four participants in Senegal and the United States Midwest.

Recurring Themes

The reoccurring themes identified by the author are listed in Table 3 (an example of part of a coded transcript is available in Appendix A):
Table 3: Color coding for data and reoccurring themes

<table>
<thead>
<tr>
<th>Color Code</th>
<th>Reoccurring Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BLUE</td>
<td>Language has helped to aid me or others.</td>
</tr>
<tr>
<td>2. GREEN</td>
<td>I cannot learn another language/I did not continue learning another language</td>
</tr>
<tr>
<td>3. RED</td>
<td>If I knew another language, ___________ would be possible</td>
</tr>
<tr>
<td>4. ORANGE</td>
<td>I learned another language because ___________.</td>
</tr>
<tr>
<td>5. PINK</td>
<td>Language and culture are related</td>
</tr>
<tr>
<td>6. YELLOW</td>
<td>I know another language, which makes ___________ possible.</td>
</tr>
</tbody>
</table>

These themes reveal how the participants perceived that language has helped them in their lives, why they may have discontinued learning another language (if applicable), what the alternative outcome would have been if they had learned another language, why they may know another language, how they think language and culture are related, and what they understand as possible because of their knowledge of another language.

**Inter-rater Reliability**

The sorting was then repeated with 92% accuracy, 100% accuracy with consensus, by a peer who had background knowledge on the topic and overall context of this study. The original utterances, sorted by number, can be found in Appendix 2. Four were not coded in agreement by both sorters; they are listed below with a brief description:
1. “The only teachings of another language I’ve had was in high school. We had to take 2 years of foreign language in order to graduate. I did not want to do this and goofed off in class. I do not remember any of it.” (Utterance #388, United States older adult without a higher education participant 11).

The peer and author came to the agreement to place this utterance within the “I cannot learn another language/I did not continue learning another language” theme because it highlights the interviewee’s reluctance to learn another language. He may have been in the class but, but he reportedly did not learn the language.

2. “I knew it would help me and my marriage if I understood what my husband’s love language was.” (Utterance #420, United States older adult without a higher education participant 12).

This utterance was labeled with the theme “I learned another language because __________.” After explaining the concept surrounding the book the interviewee is referencing, The Five Love Languages: The secret to love that lasts by Gary Chapman (2015), the two sorters were able to come to agreement. The peer had never heard of this book which lead to her confusion.

3. “My career doesn't present a high demand for a larger vocabulary, it’s because of this that my language I can use and understand hasn't evolved.” (Utterance #433, United States older adult without a higher education participant 12).

This disagreement was between the themes “Language and culture are related” and “If I knew another language, __________ would be possible.” The author and peer decided the utterance best fit with the “Language and culture are related” theme, due to the relationship between language used in different work settings, the culture that surrounds careers, and the possible diversity, or lack thereof, of careers within a culture.
4. “Whenever we have a guest who speaks something other than Wolof I am usually the first person who is called to help them.” (Utterance #134, Senegalese older adult without a higher education participant 4). This utterance was first thought to best fit with the theme “I know another language, which makes __________ possible.” After discussion between the sorters, “Language has helped to aid me or others” has a better fitting theme because the interviewee’s language capabilities aid her in her career, as well as making communication possible.

**Reporting of the Results**

These data were not evenly distributed across the six reoccurring themes within those from Senegal or the United States, young or older adult, with or without a higher education. The theme with the most utterances (N = 56) was “Language and culture are related.” The theme with the fewest utterances (N = 16) was “I cannot learn another language/I did not continue learning another language.” Many themes, however, did have populations that did not address the theme at all.

Within the theme “I know another language, which makes __________ possible,” the three populations who did not address the theme were people of all ages and educational backgrounds, from the United States. The young adults from the United States with a higher education interviewed in this study did not address the theme “I cannot learn another language/I did not continue learning another language.” The theme “If I knew another language, __________ would be possible,” was not addressed by older adults from Senegal who did have a higher education.
The quantity of data within each theme varied greatly. The themes and populations are represented in the table below:

Table 4: Populations that did not mention the reoccurring theme.

<table>
<thead>
<tr>
<th>Reoccurring Theme Not Addressed</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>GREEN: I cannot learn another language/I did not continue learning another language.</td>
<td>Young Adult, United States, Higher Education</td>
</tr>
<tr>
<td>RED: If I knew another language, __________ would be possible.</td>
<td>Older Adult, Senegalese, Higher Education</td>
</tr>
<tr>
<td>YELLOW: I know another language, which makes __________ possible.</td>
<td>Young Adult, United States, No Higher Education</td>
</tr>
<tr>
<td></td>
<td>Young Adult, United States, Higher Education</td>
</tr>
<tr>
<td></td>
<td>Older Adult, United States, Higher Education</td>
</tr>
</tbody>
</table>

Trends were present in the data. Within the theme “I cannot learn another language/I did not continue learning another language,” young adults from the United States with a higher education did not mention this theme and no utterances were recorded for this theme.

Only one of the four populations interviewed from the United States had utterances sorted into the theme “I know another language, which makes __________ possible.” This is a difference when compared to the nineteen identified utterances from the Senegalese participants. This was a large discrepancy present between the utterances produced by older participants from the United States and Senegal without a higher education.

More participants from the United States than those from Senegal voiced their interest in what could have been possible in their lives if they had learned another language. This inconsistency was present under the theme “If I knew another language, __________ would be possible.” Curiously, Senegalese older adults with a higher education also did not provide
utterances to be sorted in this theme, while older adults of the same nationality without a higher education voiced this theme.

There was a spike in related utterances that were sorted into the theme “Language and culture are related.” Fifty-five utterances fell into this category, thirty-four from Senegalese participants and twenty-two utterances from the United States. Each of the eight populations outlined shared about how they thought language and culture were related, if at all. A representation of the utterance count is displayed in Table 5:

Table 5: Quantity of Utterances per Theme

<table>
<thead>
<tr>
<th>Reoccurring Theme</th>
<th>Number of Utterances</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BLUE: Language has helped to aid me or others.</strong></td>
<td></td>
</tr>
<tr>
<td>Total Utterances</td>
<td>12+7=19</td>
</tr>
<tr>
<td>Older Adult, Senegalese, Higher Education</td>
<td>Older Adult, United States, Higher Education</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Older Adult, Senegalese, No Higher Education</td>
<td>Older Adult, United States, No Higher Education</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Young Adult, Senegalese, Higher Education</td>
<td>Young Adult, United States, Higher Education</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Young Adult, Senegalese, No Higher Education</td>
<td>Young Adult, United States, No Higher Education</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td><strong>GREEN: I cannot learn another language/I did not continue learning</strong></td>
<td></td>
</tr>
<tr>
<td>Total Utterances</td>
<td>11+5=16</td>
</tr>
<tr>
<td>Older Adult, Senegalese, Higher Education</td>
<td>Older Adult, United States, Higher Education</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Older Adult, Senegalese, No Higher Education</td>
<td>Older Adult, United States, No Higher Education</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Question Type</td>
<td>Young Adult, Senegalese, Higher Education</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>another language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Young Adult, Senegalese, No</td>
<td></td>
</tr>
<tr>
<td>Higher Education</td>
<td>4</td>
</tr>
<tr>
<td>RED: If I knew another language, would be possible.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Utterances</td>
</tr>
<tr>
<td></td>
<td>Older Adult, Senegalese, Higher Education</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Older Adult, Senegalese, No Higher Education</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Young Adult, Senegalese, Higher Education</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Young Adult, Senegalese, No Higher Education</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>ORANGE: I learned another language because</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Utterances</td>
</tr>
<tr>
<td></td>
<td>Older Adult, Senegalese, Higher Education</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Older Adult, Senegalese, No Higher Education</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Young Adult, Senegalese, Higher Education</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Young Adult, Senegalese, No Higher Education</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>PINK: Language and culture are related.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Utterances</td>
</tr>
<tr>
<td></td>
<td>Older Adult, Senegalese, Higher Education</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Age Group</td>
<td>Country</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Older Adult, Senegalese</td>
<td>United States</td>
</tr>
<tr>
<td>Young Adult, Senegalese</td>
<td>United States</td>
</tr>
<tr>
<td>Young Adult, Senegalese</td>
<td>United States</td>
</tr>
<tr>
<td>Yellow: I know another</td>
<td></td>
</tr>
<tr>
<td>language, which makes</td>
<td></td>
</tr>
<tr>
<td>possible.</td>
<td></td>
</tr>
<tr>
<td>Nineteen utterances were</td>
<td></td>
</tr>
</tbody>
</table>

There was a notable difference in the data, in that the younger Senegalese participants without a higher education had four more utterances aligning with this theme than the same population from the United States. This greater number of responses from Senegalese participants was consistent for every population in this theme, when comparing for national identity.

“I cannot learn another language/I did not continue learning another language” was the next theme sorted by relevant utterances. This theme had the fewest sorted utterances of the six themes. Senegalese participants had much more to say regarding this topic than their related United States participants by a ratio of 11:5. However, this was not the most intriguing quality of
this data set. The theme, “I cannot learn another language/I did not continue learning another language” also had the most similar responses from each nation investigated. With a difference of four utterances, with United States participants contributing five utterances and Senegal’s participants contributing eleven utterances, this theme was the most similar in frequency and occurrence of the six themes studied.

The third theme analyzed was “If I knew another language, __________ would be possible.” Older adults without a higher education from the United States and from Senegal had the same number utterances in this theme. This differed from the five-utterance spread within the young adult population without a higher education. This difference in the number of responses between Senegal and the United States (2:7) which highlighted a lack of agreement present between the two nations is much different than what was present in the older adults for this same population of Senegalese and United States participants without a higher education. This inconsistency was not present in those who had a higher education.

The fourth theme identified by this study was “I learned another language because __________.” The data revealed interesting patterns in that Senegalese participants consistently reported more often why they learned another language, outnumbering the United States participants on average by four utterances. Another interesting note was the more frequent expression of this theme in older United States participants when compared to the younger adults, regardless of educational background.

“Language and culture are related,” theme five, was the highest addressed in number of utterances. A seventeen-utterance spike, the highest spike in utterances within one population throughout the entire study, was present for the population of young adults with a higher
education in Senegal. When comparing for age, younger adults from both countries reported more utterances than older adults from those populations.

Within the theme “I know another language, which makes ___________ possible,” Senegalese participants consistently generated more utterances than the United States participants. The largest discrepancy occurred between the older adults without higher education from the United States and those from Senegal, with a difference of seven utterances. When looking at the data presented by the Senegalese population older adults consistently offered more utterances on this theme than the younger population. This theme had the highest number of populations that did not contribute to the conversation surrounding this theme. Those without an utterance in this theme were populations from the United States. The utterances sorted by theme results are reported in Table 6:

Table 6: Presentation of Sorted Data by Reoccurring Theme

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Identified Reoccurring Theme</th>
<th>Age Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLUE</td>
<td>Language has helped to aid me or others.</td>
<td></td>
</tr>
<tr>
<td>Older Senegalese adult without a higher education</td>
<td>134- Whenever we have a guest who speaks something other than Wolof I am usually the first person who is called to help them. 155- I am teaching my kids to use as many languages as I can because I believe it has helped me in life and will do the same for them. 174- If the client is French, he will be more likely to use my taxi company if the driver can also speak French. The same idea goes</td>
<td>564-English is the language of work. It is the only place I use it. 565-When I hire employees, there are many positions where knowledge of English is required.</td>
</tr>
</tbody>
</table>

1 Numbers indicate line of interview transcription quote occurred on.
for all common languages of people that pass through this hotel: Portuguese, French, Wolof, English, and sometimes Spanish.

225- I speak French. But because Wolof is my native language I choose to better myself in it [Wolof].

| Younger Senegalese adult without a higher education | 75- I send money learn things in the city and bring my knowledge back with me. |
| University professors say that if we keep our local languages Senegal will be able to function better in the globalized world. |
| 466- Looking towards the future, English is most helpful. |
| 477- We need to change our entire way of thinking about language. |
| 494- Foreign languages are more important to me than they are to many older adults. |

| Older Midwestern American adult without a higher education | 377- Language plays a key role in my everyday life as I deal with the public from customer service to client retention to managing people. |
| 401- Obviously, you get more educated and can carry on more sophisticated conversations but it is still English. |
| 577- It is important to know your audience and tailor your language to that. |

Older Midwestern American adult with a higher education
<table>
<thead>
<tr>
<th>Younger Midwestern American adult without a higher education</th>
<th>272- I struggled communicating with the people who came in and never knew what they wanted to order, so my buddy had to take their orders (my boss didn’t like that, so I got yelled at often.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>501- Now, I use language to understand what others want.</td>
<td>511- In certain jobs, it can be detrimental if you only know one language.</td>
</tr>
<tr>
<td>523- In the past, how I use language was not important but now it is thought about and stressed. Political correctness is a huge thing now.</td>
<td></td>
</tr>
</tbody>
</table>

**GREEN**

_I cannot learn another language/I did not continue learning another language._

<table>
<thead>
<tr>
<th>Older Senegalese adult without a higher education</th>
<th>214- Then I gave up school very early. Even though I wanted to learn English unfortunately I did not have the opportunity to because I had to leave school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>234- I realize the fact I gave up school early because if I hadn’t given it up so early today I would maybe be in a better position than I am today.</td>
<td>235- If I could do it all again, I would go back in time and learn many other languages. 236- I really did want to further my studies but unfortunately my parents didn’t allow me to.</td>
</tr>
<tr>
<td>543- At this stage in my life, it would be difficult to learn another language.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Younger Senegalese adult without a higher education</th>
<th>11- my father does not like or support me learning French. 14- In my village and to my father there really isn’t a French school that we were allowed to attend, all of the schooling is done in Wolof by one of your family members or in Arabic at a Quranic school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>445- There is no government support in learning non-native languages.</td>
<td>457- If Wolof was used, more people would be able to access public services.</td>
</tr>
</tbody>
</table>

| Younger Senegalese adult with a higher education |  |  |
55- No, I have not attended school because I was born into the Jolaa community. I did not go to school, my aunt raised me and taught me everything I needed to know.

59- I feel sad given that I was not given the opportunity to go to school and learn other languages.

<table>
<thead>
<tr>
<th><strong>Older Midwestern American adult without a higher education</strong></th>
<th><strong>Older Midwestern American adult with a higher education</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>388- The only teachings of another language I’ve had was in high school. We had to take 2 years of foreign language in order to graduate. I did not want to do this and goofed off in class. I do not remember any of it.</td>
<td>587- If I was going to live longer I would learn Mandarin.</td>
</tr>
<tr>
<td>392- I abandoned my studies because they seemed like more of a burden and a hassle and did not seem relevant at the time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Younger Midwestern American adult without a higher education</strong></th>
<th><strong>Younger Midwestern American adult with a higher education</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>294- Maria thinks that I should use my bilingualism to get an education and better my job, but I actually like where I work; I am a manager so I get paid more than other workers.</td>
<td></td>
</tr>
<tr>
<td>308- Learning another language is a challenge and I give credit to those who have no choice but to learn another language.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>RED</strong></th>
<th><strong>If I knew another language, would be possible.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Older Senegalese adult without a higher education</strong></td>
<td><strong>Older Senegalese adult with a higher education</strong></td>
</tr>
<tr>
<td>185-When I was first starting out, sure. When I came into contact with white people maybe I could have been their guide instead of passing their fares off to someone else.</td>
<td>186-I could have been more resourceful to them</td>
</tr>
</tbody>
</table>
228- I could gain a lot if I had ever learned another language when doing trading for instance.
229- I may be in another town where those around me do not speak any of the languages I speak, all while knowing that if I spoke their language I could communicate easily with them.

**Younger Senegalese adult without a higher education**

22- I think if I would have studied French more thoroughly or learned the two languages side by side I may not be faced with this problem now. 
60- If I had gone to school I would maybe be able to speak at least one of those languages fluently and I may not be working where I am today. I might have been a teacher in this school or the principle, not cleaning it… I could have been in a higher more respected position. I am here because I did not go to school. Because I do not know how to speak those other languages, I am a janitor.

**Older Midwestern American adult without a higher education**

359- Working in employment staffing nationwide, being able to speak Spanish would have greatly benefited me.
365- interpreter to accompany them in interviews [if I were bi-lingual]
395- I really haven't traveled much out of the states and when I have they've always known how to speak English
426- I could have spoken to her in her native tongue.

442- Language is an impediment or blockage in obtaining a job.

**Younger Senegalese adult with a higher education**

574- I only speak one language, but in our area it would be best to know Spanish so that I could communicate with a greater number of parents.
**Younger Midwestern American adult without a higher education**

- 276- Growing up in southern Florida, my schools had lots of Spanish kids and I could never understand them. I missed out on lots of friends I think.
- 311- Knowing Korean would have benefitted me a lot more growing up. It was hard for my mom to understand and to respond in English to us or anyone else. If I knew Korean I could have told her what they were saying but translate it in Korean since I knew English very well.
- 336- I’ve always wanted to experience Germany. I feel like I would have a better experience there if I was fluent in the language and could talk with others while I’m there.
- 341- It would benefit me on my resume for jobs.

- 498- I wanted to learn another language when I was on a mini bus in Cape Town. The radio was playing in Xhosa and it sounded very rhythmic so I wanted to understand.

**Older Senegalese adult without a higher education**

- 130- I learned all of my languages I can speak in school.
- 143- When I was a girl I was taught French.
- 144- my mother and grandmother spoke Jolaa and my father spoke Pulaar along with French.
- 195- Because I am Muslim I went to Quranic school when I was 12 years old.
- 215- I have only studied the French language while I was in primary school.
- 241- I attended an Arabic school.

**ORANGE**

*I learned another language because __________________."

- 538- School is the biggest reason I know the languages that I do.
- 542- I learned Spanish and English to become a better teacher.
- 547- I learn languages to communicate and be understood, as well as to understand.
- 557- Globalization is a reason that people learn English.

**Younger Midwestern American adult with a higher education**

- 518- Yesterday on the bus, two guys behind me were speaking Arabic. It sounded really beautiful and I wanted to understand.
- 520- It would have been a great benefit to know multiple languages when traveling through Europe. Often, road signs were not in English and it was very confusing.
242- I also attended a French speaking school
243- Another wife of my father spoke Seereer, so I became fluent in Seereer as well.

| Younger Senegalese adult without a higher education | 29- Before I could learn French I had to learn Arabic because of my religion. I then learned French because I wanted to move to the city to find a job and I think it is a beautiful language. |
| | 67- When I was a child in the Jolaa community, I couldn't speak anything but Jolaa. But once I moved to Dakar, a community that speaks Wolof, I learned Wolof rather quickly. I needed to learn fast in order to survive and work. |
| | 70- I have learned to communicate briefly with the students here using sign. |
| | 89- It is because English is the language of the best books, the best writings, and the best education is done in English. English is the language of business of power. |
| | 110- This is said to be the language of God so it is important to learn this language first before French, English, etc. |

| Younger Senegalese adult with a higher education | 446- Having a cultural background in a language helps to motivate you to learn said language. |
| | 447- Accepting English as a dominant language motivated me to learn it. |
| | 465- We will be perceived as less intelligent if we speak our local language. |
| | 478- If you are not bilingual at least, you will have less access to jobs. |
| | 484-I was prompted to learn another language in school. I didn’t have a choice. |
| | 485-Learning English is a huge benefit, it will help me get a job. |
| | 486-My decision to learn English gave me power in it. |

| Younger Senegalese adult with a higher education | 486-My decision to learn English gave me power in it. |
**Older Midwestern American adult without a higher education**

406- In that way, then yes, I do speak another language if you will. I need it to effectively do my job.

420- I knew it would help me and my marriage if I understood what my husband’s love language was.

583- Learning a lot in the fields of math and science prompted me to learn other languages.

584- In the 1990’s, I read that soon 25% of the U.S would be fluent in Spanish. Because of this I purchased Rosetta Stone to learn with my daughter.

586- In the last ten years, the pressure to learn another language has been greatest.

---

**Younger Midwestern American adult without a higher education**

271- We got lots of Spanish customers and some employees that didn’t speak any English, so I knew that I needed to learn in order to make more money.

510- My family speaks Spanish so I had to learn it to converse with them.

---

**Older Midwestern American adult with a higher education**

252- language does not influence my culture

252- I can learn language in one part and do my culture in another part but language does have a role to play in culture

253- Meaning that if I learn the French language and recognize the history Senegal shares with them I will realize that Senegal was colonized by the French and we, to this day, are imitating them.

256- Language plays also a role in culture, for example in Senegal certain people with certain heritage dress a certain way.

531- Language is the mirror of culture; it is difficult to disassociate the two.

532- Although there are many language cultures in Senegal we try to learn from one another.

548- The more languages you know, the more keys you have to culture.

550- Language is the vehicle of culture. It reflects the world’s view of individuals and symbolizes identity and history.

552- Younger people learn English to get jobs or for culture or music. Younger Midwestern American adult with a higher education

---

**Younger Senegalese adult with a higher education**

252- language does not influence my culture

252- I can learn language in one part and do my culture in another part but language does have a role to play in culture

253- Meaning that if I learn the French language and recognize the history Senegal shares with them I will realize that Senegal was colonized by the French and we, to this day, are imitating them.

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552- Younger people learn English to get jobs or for culture or music. Younger Senegalese adult with a higher education

---

**PINK**

*Language and culture are related.*

**Older Senegalese adult without a higher education**

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---

**Older Senegalese adult with a higher education**

531- Language is the mirror of culture; it is difficult to disassociate the two.

532- Although there are many language cultures in Senegal we try to learn from one another.

548- The more languages you know, the more keys you have to culture.
258- I can tell looking across a market what your heritage is and infer from that most likely what language you speak. The languages we speak in Senegal are quite different, but when it comes to culture we all come together.

42- Language for me switches easily and frequently, it is just part of me and the Senegalese people. When applying for the job here I actually hid the fact that I could speak English. It is because in Africa if you show all of your strengths at one time the employer will be worried about your salary and if it will be enough to keep you at your job for some time.

96- When applying for the job here I actually hid the fact that I could speak English. It is because in Africa if you show all of your strengths at one time the employer will be worried about your salary and if it will be enough to keep you at your job for some time.

101- Getting a new language is like getting a new heart. It is a process; it is to be in another life. People are happy to share information with you, if you fully dedicate yourself to learning every aspect of the life that surrounds the language.

102- People are happy to share information with you, if you fully dedicate yourself to learning every aspect of the life that surrounds the language. She says learning the words is not enough you must understand first why the words exist.

451-Language is similar to an identity. 452-You are not educated if you do not know English and French. 453-The positive of speaking a local language is that it gains you cultural support. 454-You are refusing yourself if you do not know the local language. 455-Because of globalization, we no longer learn in Wolof. 456-If the government continues to suppress Wolof the culture becomes repressed.

461- The best way to dominate a culture is to dominate the language. 467-To be successful, Africa needs to get back their local language. 468-The benefit of learning other languages is to communicate with others. 469-When I say culture, I mean language. They go hand in hand.
470-Older adults believe that people who learn other languages lose their culture.
474-We need to promote local languages in education and community.
474-We need to get rid of the way of thinking that local languages aren’t good enough.
487-Language is a very important component of culture. Language is how you become part of a group.
489-The best way to show your culture is through your language.
490-People need to be open to learning many things.
493-Older people today believe that learning other languages is recolonization.
**Older Midwestern American adult without a higher education**

401 - It really hasn't changed a whole lot since English is the only language I know.

431 - As a young adult I remember using many slang terms that were popular at that time in my life.

433 - my career doesn't present a high demand for a larger vocabulary, it's because of this that my language I can use and understand hasn't evolved.

578 - I have become more aware of when person first language is appreciated and when it is not. This is related to culture

588 - All of my Grandparents came to the U.S not knowing English. Because of their struggles English was encouraged from a young age. My kids were raised the same.

590 - We work and access different cultures every day. Work, Family, Friends, and technical cultures need you to change the way you speak to get into that culture.

592 - I change my language based on what culture I am in.

**Younger Midwestern American adult without a higher education**

286 - Maria and I plan to have kids and raise them speaking both Spanish and English to keep them in touch with Maria’s roots.

317 - my language was learned from watching tv and repeating whatever I heard, to going to school and getting taught.

324 - I have to read everything and tell her what it says or I have to pay the bills because she cannot read the credit card machine or write checks.

342 - I spent my whole life learning English

346 - I have to talk more professionally

502 - Language is a representation of the culture you grew up in.

503 - When we learn English, we also learn the culture and values that come with it.

504 - I anticipate that many misunderstandings in culture will occur for me when myself and another person do not speak the same language.

506 - Languages are used to pass on values and traditions.
346- make sure I don’t say the wrong things around the wrong people, people are easily offended by words these days.
349- I have to talk every day and make myself sound like a professional.

512-Language is a big deal in culture.
513-Hopefully the U.S will change one day to value other languages more.
522- It is stressful being in a place where you don’t know the language.
525- In the U.S. English represents different things for different people. The U.S is a giant raging pool of culture with different subcultures within it.

<table>
<thead>
<tr>
<th>YELLOW</th>
<th>I know another language, which makes possible.</th>
</tr>
</thead>
</table>
| Older Senegalese adult without a higher education | 133- I think my knowledge of other languages makes me an asset to this hotel.
135- I am in high demand haha.
139- I pride myself on knowing some way to communicate with those around me at all times.
146- Now at work I regularly use every language I know because we accommodate so many different guests at this hotel.
171- Language is money.
173- when someone needs a taxi they prefer that their driver speaks a language familiar to them.
177- Knowing how to speak the client’s language makes communication easier and can get a person to their destination faster, this allows the driver to get in more fares in throughout one work day. |
| Older Senegalese adult with a higher education | 534-Knowing many languages allows us to learn about other cultures.
535-In my mind, language has changed. It has allowed me to know more things about others.
544-Because I know many languages, I am a fish that can swim in all waters.
546-You cannot hate when you know many languages.
549- Knowledge of many languages is key to getting a job. |
| **Younger Senegalese adult without a higher education** | 179- Being multilingual benefits not only the client and the driver, but me as the business owner as well. Today I hire or award more credit to drivers based on their language abilities not their driving… this is something that has changed since I first started in the taxi business. 203- language is a part of my business but not a part of my everyday life. |
| **Younger Senegalese adult with a higher education** | 9- I was offered a job here in Mama Soda’s home under the assumption that I could speak French. 38- I find the knowing French right now is more important than knowing any of the other language I speak because the majority of the people here all have that language in common. 94- I can easily communicate with most guests and have created many lasting relationships with them. |
| **Older Midwestern American adult without a higher education** | 422- discovered his love language and started applying it in our lives. It has done wonders for our relationship as it helps me know how to love him the best way I can. 436- I try to use my words to build others up rather than tear them down. The power of our words can be amazing. |
| **Older Midwestern American adult with a higher education** | 746- English connects people; it is the language of connection. 491- Learning languages is a gift because it allows you to share with others and it creates opportunities. |
without a higher education

Discussion

The data collected by sorting the six-hundred utterances by theme, were not evenly distributed across the populations of participants from the United States, Senegal, those who were older or younger adults, and those with or without a higher education. This uneven distribution across themes revealed different traits present within the data. The theme “Language and culture are related” was found in the most utterances. All participants mentioned this theme, especially the young adults from Senegal with a higher education. These young adults had seventeen utterances sorted within this theme, the highest number of utterances by population per theme in this study. The data revealed an unequal understanding of the relationship between language and culture across the populations examined, with a higher number of utterances from Senegal participants. The difference in utterance count in the population of young adults who have a higher education supports the fact that higher education influences a person’s view of the relationship between culture and language.

Within the theme “I know another language, which makes ___________ possible,” those who did not address the topic were people of all ages and educational background and were citizens of the United States. One explanation for this trend could be due to the effect of language policy in the country. In the United States, there is a laissez faire policy regarding language, where the central government does not set an official language for the country. In
Senegal, the official language of the country is French, and is set by the federal government (Schiffman, 2012).

This centrist language policy may explain why more people in Senegal are multilingual than people from the United States. Senegalese participants produced nineteen related utterances within this theme. Those in Senegal are required to learn French, leaving little room for local languages. If someone from Senegal wishes to respect his or her heritage and linguistic culture, he or she learns the local language. However, if that person also wishes to become a highly-functioning, successful citizen, he or she must become bilingual.

The language policy allowing citizens of the United States to learn whichever language they chose (Schiffman, 2012), may also explain why more participants from the United States stated that more opportunities could have been available to them if they had learned another language. This shed light on why they did not learn another language. Their lifestyles and surrounding environment did not require this.

The theme “If I knew another language, __________would be possible” was also not addressed by older adults from Senegal with higher educations. As participants in this population spoke multiple languages, making this theme a moot point. Interestingly, older adults from Senegal without a higher education had much to say regarding the theme, “If I knew another language, __________would be possible.” Environmentally speaking, although this population had the same exposure to people, languages, and surroundings than those from Senegal who have a higher education the differences lie in their attitudes of not having learned the right or correct languages. For example, interviewees stated, “I may be in another town where those around me do not speak any of the languages I speak, all while knowing that if I spoke their language I could communicate easily with them” (Utterance 229, Senegalese older adult without a higher
education participant #6) and “… When I came into contact with white people maybe I could have been their guide instead of passing their fares off to someone else (Utterance #185, Senegalese older adult without a higher education participant 5). These utterances reflect how these participants felt about how learning a different language, other than the several they already knew could have benefitted them.

One of the Senegalese participants, participant 1, recalled her father not allowing her to learn French or attend a French speaking school even though her mother was a teacher at a French speaking school in their village. When I asked why she was not allowed to learn French as a girl, Participant 1 replied, “My father did not like or support me learning French, even now as a grown woman!” She chose to learn French, against her father’s wishes, when she moved to a city in Senegal in the hopes that attaining another language would help her find more career opportunities.

Participant 1 was influenced to learn French by the two-century old idea that French is an elite language when compared to that of her local language Wolof. Idealizations like, “by knowing a colonial language of French or English as opposed to my local language, it will take me further in my life” are currently held by young adults in Senegal. By understanding the background knowledge of the attitudes historically held by locals, this participant’s father was possibly well-educated and aware that if his daughter was taught in her local language she would learn more and at a faster rate.

Another possible reason participant 1’s father did not allow her to learn French was in an attempt to preserve the Senegalese culture. There is tension in Senegal between the desire to learn a colonial language and the desire to preserve the linguistic culture that surrounds the local
language of Wolof (Spolsky, 1969). By distancing his daughter from colonial languages, participant 1’s father was promoting Wolof in the upcoming generation.

Participants from Senegal consistently provided, as a group, more utterances than those from the United States under the theme “Language has helped to aid me or others.” The languages of Senegal are very diverse, as are the people who speak them. Although they are not fluent in all local and national languages, the people of Senegal have the ability to communicate with almost anyone using some common language. This ability to communicate with multiple peoples results in more opportunities to aid and connect with others, and expands opportunities for the speaker.

Being able to communicate with those who speak many languages was highlighted within the theme, “I cannot learn another language/I did not continue learning another language.” This theme characterized the fewest utterances of the six themes measured. This lack of responses came mostly from participants from Senegal. This can be explained by the centrist language policy present in Senegal, the official language of the country is set by the government, and all governmental programs and laws are carried out only in that language (Schiffman, 2012). This policy leads to needing multiple languages to both preserve culture and function in society.

Young adults in the United States with a higher education did not mention the theme “I cannot learn another language/I did not continue learning another language.” Foreign language is a requirement of high school education in Michigan, where the United States participants resided (M.I., 2014). This requirement for knowledge of a foreign language, along with higher exposure to additional language courses while obtaining their higher education, may explain why young adults from the United States with a higher education feel that they have had multiple opportunities to learn another language, and thus did not report on this theme.
Older adults without a higher education from the United States and from Senegal presented an equal number of utterances regarding the theme “If I knew another language, ______ would be possible.” This agreement was opposite of data present in the younger comparable population. The overall data showed a difference between age groups on this theme. The younger populations from Senegal and from the United States without a higher education did not have agreement about this theme. Younger participants from Senegal felt as their elders did within the older population, and agreed with the older adults from the United States.

However, young adults without a higher education from the United States voiced many utterances about this theme in their lives. They stated that if they had acquired another language many opportunities would have become possible for them. One participant stated, “If I knew Korean I could have told her what they were saying but translate it in Korean since I knew English very well (Utterance #313, United States older adult without a higher education participant 8).” Another young adult from the United States without a higher education stated, “… like I would have a better experience [in a foreign country] if I was fluent in the language and could talk with others while I’m there (Utterance #337, United States older adult without a higher education participant 9).”

Within the theme, “I learned another language because _________,” Senegalese participants’ utterances outnumbered those of the United States, due to the previously-discussed language acquisition discrepancy as a result of the language policies of the two countries. An interesting trend was present within the United States population. Older adults regardless of their educational background more frequently expressed this theme than those from the younger population. This trend was true for those with and without a higher education. Most younger
adults in the United States speak English, the dominant language of all participants in this study from the United States.

One possible reason younger adults from the United States, regardless of educational background, do not learn an additional language is because of the availability of language translation software in social media. Forms of social media can automatically translate all posts and webpages into the default language set by the user. This translation feature, in a social media hobby that is present within many young adults, makes the English language seem like the only language a person could ever need. When a population is not presented with a problem like a language barrier, that issue seems less pressing and is not addressed.

“Language and culture are related” utterances were more frequent within the variable of age than those from the older populations. Younger adults from both countries described a better understanding of the relationship between language and culture than the older adults in the same population. It is thought that globalization is the reason for this discrepancy between the two age groups. As globalization has progressed, more cultures are being shared, as are their languages. As this occurs more people come to understand the denseness of the relationship between language and culture.

Within the theme “I know another language, which makes __________ possible,” participants from Senegal consistently provided more utterances than those from the United States. Only one population of participants from the United States mentioned this theme at all, leaving three populations without an expressed opinion. The difference between the two countries was the largest present within this study. It again is thought that this difference can be attributed to the difference in language policy between the two countries (Schiffman, 2012).
**Limitations**

This study was limited in that only 24 participants were interviewed from the two countries. This small number of participants cannot be considered representative of the citizens from the two countries sampled. Another limitation present within this study was the use of an interpreter, who interpreted interviews from Wolof to English. The interpreter was only necessary for the participants from Senegal who did not have a higher education. Although the same interpreter was used for all interviews, it distanced the author from the interviewee, and may have changed the dynamics of the personal interview.

**Areas for Further research**

An area for further research that was not investigated in this study, is socio-economic status, defined as “the beliefs and attitudes that help an individual understand the demands of society, develop the behaviors necessary to meet those economic demands, and recognize how classism functions in one’s life” (Liu, W. M., Soleck, G., Hopps, J., Dunston, K., & Pickett Jr., T., 2004, pg. 14). Not analyzing this variable could be a possible contributor as to why people hold the attitudes and beliefs they do regarding language.

As many of one’s life choices can be influenced or even predetermined by resources (i.e., monetary funds) available, socioeconomic status is a relevant variable to be considered when addressing this question. This variable was not investigated for its possible effect on the attitudes people hold about language, because of the focus on higher education’s influence.

Investigation into socio-economic status as a variable that affects linguistic culture would add an additional element to the level of understanding of linguistic culture’s relationship with globalization. Socio-economic status plays a dynamic role in the formation of attitudes held by
people surrounding language (Tsai, 2010). This study aims to identify themes that bring close understanding of linguistic culture and globalization’s effect on it. Results of future studies may reveal a pattern of themes within a specific population of people, when considering socioeconomic status. It may find that an individual’s socio-economic status is a predictor of such themes and attitudes surrounding linguistic culture.

Conclusion

This study was completed to identify globalization’s effect on linguistic culture between individuals of varying age and level of educational background. The individuals’ educational background, age, and nationality were considered alongside globalization as a contributor to the attitudes held by these participants regarding linguistic culture. After analysis, interview transcripts from twenty-four ethnographic interviews, the author was able to speculate why participants held the attitudes they did about language.

The results of this study showed a correlation between the participants’ level of education and the depth of understanding about the relationship between culture and language. However, this trend was shown only in the younger population of educated adults from Senegal and the from United States. The modern period of globalization appears to have influenced this population in the contemporary period did not influence the older populations.

The results from this study will help interested readers understand the effects of globalization and the role higher education may play in influencing the way people think about and use language in their daily lives.
References


Appendix

Appendix A

Part of a Coded Transcript from United States Participant 24

Interview with US P: 24

Interview #4 at Panera on Wednesday Aug. 10, 2016 at 11:00am

Age: ___44___

Job: ___Customer Service Coordinator___

Duration: ___6 months___

Additional Comments:

---

K: Tell me about a situation that prompted you to learn another language.

When I got married I heard about the book “The Five Love Languages”. I knew it would help me and my marriage if I understood what my husband’s love language was. I read the book, discovered his love language and started applying it in our lives. It has done wonders for our relationship as it helps me know how to love him the best way I can.

K: Tell me about a time that knowing another language would have benefitted you.

My sister-in-law is from Korea. When she came to the states almost 30 years ago there was definitely a language barrier between us. It would have been helpful if I could have spoken to her in her native tongue.

K: Could you tell me a little bit about how your use of language has changed since you were a little girl/boy, into young adulthood and now on into your later years.

I’m sure when I was younger I didn’t use “big” words the way I do as an adult in the workforce.

As a young adult I remember using many slang terms that were popular at that time in my life.
Interview with SP#3

Interview #4 at Hotel Al Afifa on June 11, 2016 at 7:30pm

Age: 28

Job: Housekeeper

Duration: 7 years

Additional Comments: [Young]

K: Tell me about a situation that prompted you to learn another language.

M: I have always liked English even while I was in school and afterwards. It is because English is the language of the best books, the best writings, and the best education is done in English. English is the language of business and power. Before I learned in English I didn't want to work in this hotel. I was hoping to become a transmitter of information at the airport. I didn't think English was or would ever be important to me. But then I got the job at Al Afifa. Although I didn't need to know English to be hired here learning it has helped me in my job. I can easily communicate with most guests and have created many lasting relationships with them. I have many friends through the communication of English. When applying for the job here I actually hid the fact that I could speak English. It is because in Africa if you show all of your strengths at one time the employer will be worried about your salary and if it will be enough to keep you at your job for some time.

K: Tell me about a time that knowing another language would have benefited you in the past.
Appendix B

Table #7: Inter-rater Reliability, Those with a Higher Education

<table>
<thead>
<tr>
<th>Themes</th>
<th>Language has helped to aid me or others.</th>
<th>I cannot learn another language/I did not continue learning another language.</th>
<th>If I knew another language, ________ __ would be possible.</th>
<th>I learned another language because ________ __.</th>
<th>Language and culture are related.</th>
<th>I know another language, which makes ________ __ possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorter</td>
<td>Statements Sorted into Theme #1</td>
<td>Statements Sorted into Theme #2</td>
<td>Statements Sorted into Theme #3</td>
<td>Statements Sorted into Theme #4</td>
<td>Statements Sorted into Theme #5</td>
<td>Statements Sorted into Theme #6</td>
</tr>
</tbody>
</table>

*Numbers that represent the utterances that were not coded in agreement during the original sorting of the data.
Table #8: Inter-rater Reliability, Those without a Higher Education

<table>
<thead>
<tr>
<th>Themes</th>
<th>Language has helped to aid me or others.</th>
<th>I cannot learn another language/I did not continue learning another language.</th>
<th>If I knew another language, __________ would be possible.</th>
<th>I learned another language because __________.</th>
<th>Language and culture are related.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Sorter</td>
<td>Statements Sorted into Theme #1</td>
<td>Statements Sorted into Theme #2</td>
<td>Statements Sorted into Theme #3</td>
<td>Statements Sorted into Theme #4</td>
<td>Statements Sorted into Theme #5</td>
<td>Statements Sorted into Theme #6</td>
</tr>
</tbody>
</table>
Appendix C

*Human Subjects Institutional Review Board (HSIRB) Form*

**Western Michigan University**

**Date:** May 9, 2016

**To:** Yvette Hyter, Principal Investigator  
W.F. Santiago-Valles, Co-Principal Investigator  
Sarah Summy, Co-Principal Investigator  
Student Investigators: Theresa Bell, Kelley Buc, Nia Evans, Kelsey Gough,  
Anna Mainero, Jesse Marriott, Caitlin Milican, Molly Milstein,  
Amal Mohamed, Alexandra Przewozniak

**From:** Amy Naugle, Ph.D., Chair

**Re:** HSIRB Project Number 12-05-12

This letter will serve as confirmation that the changes to your research project titled “Cultural Connections in Senegal Study Abroad” requested in your memo received May 9, 2016 (to add student investigators Theresa Bell, Kelley Buc, Nia Evans, Kelsey Gough, Anna Mainero, Jesse Marriott, Caitlin Milican, Molly Milstein, Amal Mohamed, and Alexandra Przewozniak; to remove student investigators Amber Huver, Autumn Kearney, Monica Naido, Anna Poggensee, Kellie Ruggles, Madison Russell, and Katherine Williamson) have been approved by the Human Subjects Institutional Review Board.

The conditions and the duration of this approval are specified in the Policies of Western Michigan University.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

**Approval Termination:** May 15, 2017
Western Michigan University
Human Subjects Institutional Review Board
WMU Mail Stop: 5455 Phone: (269) 387-8293

APPLICATION FOR CONTINUING REVIEW OR FINAL REPORT FORM

In compliance with Western Michigan University's policy that "the HSIRB's review of research will be conducted at appropriate intervals but not less than once per year," the HSIRB requests the following information:

<table>
<thead>
<tr>
<th>PROJECT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT TITLE: Cultural Connections in Senegal Study Abroad</td>
</tr>
<tr>
<td>HSIRB Project Number: 12-05-12</td>
</tr>
<tr>
<td>Date of Last Approval (Initial or Continuing Review): 05/15/16</td>
</tr>
<tr>
<td>Previous level of review: □ Full Board Review □ Expedited Review □ Administrative (Exempt) Review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INVESTIGATOR INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL INVESTIGATOR OR ADVISOR</td>
</tr>
<tr>
<td>Name: Yvette Hyter</td>
</tr>
<tr>
<td>Department: SPPA Mail Stop: 5355 Electronic Mail Address: <a href="mailto:yvette.hyter@wmich.edu">yvette.hyter@wmich.edu</a></td>
</tr>
<tr>
<td>CO-PRINCIPAL OR STUDENT INVESTIGATOR</td>
</tr>
<tr>
<td>Name: W.F. Santiago Valles</td>
</tr>
<tr>
<td>Department: RETIRE Mail Stop: Electronic Mail Address: <a href="mailto:santiago-valles@wmich.edu">santiago-valles@wmich.edu</a></td>
</tr>
<tr>
<td>CO-PRINCIPAL OR STUDENT INVESTIGATOR</td>
</tr>
<tr>
<td>Name: Sarah Summy</td>
</tr>
<tr>
<td>Department: SPLS Mail Stop: 5258 Electronic Mail Address: <a href="mailto:sarah.summy@wmich.edu">sarah.summy@wmich.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CURRENT STATUS OF RESEARCH PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please answer questions 1-5 to determine if this project requires continuing review by the HSIRB.</td>
</tr>
<tr>
<td>1. Has subject recruitment begun? If no, please provide an explanation □ Yes □ No</td>
</tr>
<tr>
<td>2. Is the project closed to recruitment of new subjects? □ Yes (Date of last enrollment: ) □ No (Project must be reviewed for renewal.)</td>
</tr>
<tr>
<td>3. Have all subjects completed research related interventions? □ Yes □ No Applicable □ No (Project must be reviewed for renewal.)</td>
</tr>
<tr>
<td>4. Has long-term follow-up of subjects been completed? □ Yes □ No Applicable □ No (Project must be reviewed for renewal.)</td>
</tr>
<tr>
<td>5. Has analysis of data been completed? □ Yes □ No (Project must be reviewed for renewal.)</td>
</tr>
</tbody>
</table>

- If you have answered "No" to ANY of the questions above, you must apply for Continuing Review.
- If you need to make changes in your protocol, please submit a separate memo detailing the changes that you are requesting.
- If you have answered "Yes" or "Not Applicable" to ALL of the above questions, the project may be closed. If the project is closed please use this form for the "Final Report."

- Application for Continuing Review □ Final Report

Revised 06/2013 WMU HSIRB (all other copies obsolete).
HSIRB Project Number:

6. Are there any changes in study personnel (add or remove investigators) not previously reported to the HSIRB? □ Yes □ No
   If you need to add an investigator, provide details on an "Additional Investigator(s) Form" (available at http://www.wmich.edu/research/forms/compliance/forms.html).
   To remove an investigator submit a memo to the HSIRB detailing the change.

7. Since the last approval (initial or continuing review) has there been any modifications or additions to the protocol, not previously reported to the HSIRB to be with respect to the following?
   a. Procedures □ Yes □ No
   b. Subjects □ Yes □ No
   c. Design □ Yes □ No
   d. Data collection □ Yes □ No

8. Has any instrumentation been modified or added to the protocol that has not already been approved by the HSIRB? □ Yes □ No
   If yes, attach new instrumentation and a memo indicating the modifications made.

9. Are there changes to the consent/assent form not previously reported to the HSIRB? □ Yes □ No
   If yes, attach new consent/assent form and a memo indicating changes made.

Verification of Consent Procedure: Provide copies of the whole consent documents signed by the last two subjects enrolled in the project. Cover the signature in such a way that the name is not clear but there is evidence of signature. If subjects are not required to sign the consent document, provide a copy of the most current consent document being used.

SUMMARY OF THE RESEARCH

10. Have there been any adverse events, unexpected or unanticipated study-related problems which have not previously been reported to HSIRB? If yes, provide details on an attached sheet. □ Yes □ No

11. Is there new risk or benefit information not previously reported to the IRB? □ Yes □ No
    If yes, attach a memo indicating the risk or benefit information.

12. Summarize progress of the research using non-technical language that can be easily understood by a reviewer outside the discipline. Please use complete sentences to briefly summarize the research since the last review (initial or continuing). This is a research project for an inter-disciplinary study abroad experience to Senegal. Every year there are new student investigatoirs. Primary and co-investigators (course instructors) remain the same.

13. List and describe any complaints about the research study since the last HSIRB review (initial or continuing review); include action taken to resolve the complaints (If not applicable, type NA). NA

14. List any voluntary withdrawals by participants from the study since the last HSIRB review (initial or continuing review); include action taken as a result of the withdrawals. (If not applicable, type NA). NA

Revised 06/2013 WMU HSIRB (all other copies obsolete).
HSIRB Project Number:

SUBJECT RECRUITMENT

15. Have research subjects been enrolled (or subject records, specimens, etc. obtained)? □ Yes □ No
   Provide a letter of explanation if no research subjects have been enrolled (or subject records, specimens, etc. obtained).
   □ Yes □ No

16. Total number of subjects approved in original protocol: 100

17. Total number of subjects enrolled so far: 80
   If applicable: Number of subjects in experimental group: Number in control group:

18. Estimated number of subjects yet to be enrolled: 20

Please remember to include a clean original of the consent documents to receive a renewed approval stamp.

INVESTIGATOR’S ASSURANCE

I certify that the information contained in this HSIRB Application for Continuing Review and all attachments are true and correct. I certify that the research has been and will continue to be conducted according to the protocol as approved by Human Subjects Institutional Review Board.

I agree that I will not implement any changes in the protocol until such changes have been reviewed and approved by HSIRB. If, during the course of the research, unanticipated risks or harm to subjects are discovered, I will report them to HSIRB immediately. I agree to follow all applicable federal regulations, guidance, state and local laws, and university policies related to the protection of human subjects in research, as well as professional practice standards and generally accepted good research practices for investigators.

If this is a FINAL REPORT you may return the form electronically (signature is not required).

Principal Investigator/Faculty Advisor Signature

Date

Co-Principal or Student Investigator Signature

Date

Co-Principal or Student Investigator Signature

Date

Approved for a one-year extension by the HSIRB:

HSIRB Chair Signature

Date

Revised 06/2013 WMU HSIRB (all other copies obsolete).
Informed Consent Document- United States

Western Michigan University

Principal Investigator: Yvette D. Hyer, Ph.D., Speech Pathology & Audiology
Co-Principal Investigator: W.F. Santiago-Valles, Ph.D., Africana Studies
Co-Principal Investigator: Sarah Summy, Ed.D., Special Education and Literacy Studies

Title of Study: Cultural Connections in Senegal Study Abroad

You have been invited to participate in a research project called “Cultural Connections: In Senegal Study Abroad.” We are doing this research to learn what people in West Africa and the United States think about the consequences of globalization in their daily lives. Please read all of this form. I will also read it out loud. Please ask any questions if something is not clear.

What are we trying to find out in this study?
We want to learn about the effect that international loans, and the increase of a global economy had on life in Senegal and in the U. S. Midwest. We are interested in several topics. Those topics are public policies about literacy, language use, services for people with disabilities, education, the arts, health systems and policies, and problem solving strategies. The information you share with us may help make the school curriculum better in West Africa and the U.S. We would like to work together with you to develop solutions to shared problems.

Who can participate in this study?
Participants can be any adult of 18 years old or older. We are interested in including adults who are university professors, schoolteachers, speech-language pathologists, audiologists, university students, parents, labor union leaders, government officials, Non-Governmental Organizations (NGOs) Personnel, community organizers, farmers, artisans, or migrants. Adults who do not give their consent to participate in this study will not be included.
Where will this study take place?
This study will take place in a location that is easy for you, such as at your school or at your shop or at your work. The investigators will travel to your location.

What will you be asked to do if you choose to participate in this study?
You will be asked to take part in an informal interview or in a group conversation. Also, you will be asked to have pictures and videos of you taken while you do your daily work.

What is the time commitment for participating in this study?
Taking part in this study will take about one hour of your time.

What information is being measured during the study?
We are interested in learning more about what you think about the effects of globalization on language, literacy, education, structural adjustment, migration, health, food policies, the environment, and problem solving strategies. We will review your interview/conversation to identify themes that focus on some of these topics. We will compare the themes that are found in your interview/conversation with those found in the interviews/conversations of people from Senegal and from the U.S.

What are the risks of participating in this study and how will these risks be minimized?
One risk that you might have for participating in this study is that political concerns might come to your mind. Thinking about the political concerns in your country may be stressful for you. You can make statements that are “off the record,” which means they will not be recorded or written down. You can stop the interview or stop participating in the conversation group at any time without explanation. We will treat the information you share and the pictures/videos that we take with respect. Also, you will have a chance to listen to your interview or conversation. When you listen to it, you can change any part of it. You can correct it. You can ask us to erase parts of it or all of it. There will be no problem. Once the interview or conversation is written out (transcribed) your name will not be on it. We will give you a pretend name, like James or Kathy. No one will be able to know who provided the interview or took part in the conversation group.

Another risk is that pictures and videos could be described without connecting them to your cultural practices. The researchers will work closely with collaborators in Senegal who were born and raised in that country. The collaborators will help us interpret the cultural practices.

All of the information collected from you is confidential. That means that your name will not appear on any papers or transcripts. The forms will all be coded with a number. Santiago, Yvette, and Sarah will keep a separate list with names of participants and their code numbers. Once the
data are collected and analyzed, the master list will be destroyed. The audiotapes will be erased after they are transcribed. The transcripts of the interview will be kept in a locked file drawer in Hyter or Sumny’s office for at least three years. If we write about this study in an academic journal, discuss it in a class or present it at an academic conference; only parts of the transcript and of the videotape will be shown.

**What are the benefits of participating in this study?**
This study does not have direct benefits for you. This interview/conversation may give you the chance to share your ideas about issues that affect your life and your work. The information you share may help students and teachers in the U. S. understand your country and your daily life better. The information you share may be useful for improving school curricula in West Africa and the U. S.

**Are there any costs associated with participating in this study?**
Taking part in this study will not cost money. Taking part in this study will take at least one hour of your time. Also, taking part in this study may increase your memories of some good or bad things that happened at some time in your country or in your life.

**Is there any compensation for participating in this study?**
You will not be paid to take part in this study. You will receive a small gift that shows that we are grateful for your time and for the information you share with us. A small gift may be such useful items as ink pens, pads of papers, or book marks. Also, you can receive a copy of the transcript of your interview/conversation, a copy of the pictures we take of you and a link to the Cultural Connections web page.

**Who will have access to the information collected during this study?**
The investigators and the research team will be able to read the information collected during this study. Also, the information collected during this study may be shared with teachers, students, NGOs, and at professional conferences.

**What if you want to stop participating in this study?**
You can stop taking part in this study at any time and it will be ok. Even if you finish the interview or the conversation and decide later that you do not want us to have it, you can tell us and it will be ok. Even if you decide later that you no longer want us to have your picture and video, you can tell us and we will erase it. It will not be a problem. [Also, the investigator can stop including you in the study.]
You can contact us if you have any questions before or during the study. Our names and email addresses are here:

- Dr. Yvette D. Hyter (yvette.hyter@wmich.edu)
- Dr. Sarah Summy (sarah.summy@wmich.edu)
- Dr. W. F. Santiago-Valles (Santiago.valles@wmich.edu)

You can contact the Chair of the WMU Human Subjects Institutional Review Board if you have questions about the study. She can be called at 00-1-269-387-8293. Also, you can contact the WMU Vice President for Research. He can be called at 00-1-269-387-8298.
Western Michigan University, Haenicke Institute for Global Education. Principal Investigator-Dr. Yvette Hyter, Co-Investigators-Dr. Santiago Valles, Dr. Sarah Summy, Student Investigators Bell, T., Bac, K., Evans, N., Gough, K., Mainero, A., Marriott, J., Milican, C., Miltstein, M., Mohamed, A., Przewozniak., Title of Study-Cultural Connections in Senegal Study Abroad

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Statement 1
I have read this informed consent document to the potential participant. The risks and benefits have been explained to the participant. He/She agreed to take part in an interview or a conversation group.

Researcher Please Print Your Name

____________________________  ________________________
Researcher’s signature Date

Statement 2
I have read this informed consent document to the potential participant. The risks and benefits have been explained to the participant. He/She agreed to let the pictures and videos taken of him/her be compared to pictures and videos taken in Senegal and the U. S.

Researcher Please Print Your Name

____________________________  ________________________
Researcher’s signature Date
Informed Consent Document - United States

Western Michigan University

Principal Investigator: Yvette D. Hyter, Ph.D., Speech Pathology & Audiology
Co-Principal Investigator: W.F. Santiago-Valles, Ph.D., Africana Studies
Co-Principal Investigator: Sarah Summy, Ed.D., Special Education and Literacy Studies

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What are we trying to find out in this study?
We want to learn about the effect that international loans, and the increase of a global economy had on life in Senegal and in the U.S. Midwest. We are interested in several topics. Those topics are public policies about literacy, language use, services for people with disabilities, education, the arts, health systems and policies, and problem solving strategies. The information you share with us may help make the school curriculum better in West Africa and the U.S. We would like to work together with you to develop solutions to shared problems.

Who can participate in this study?
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Where will this study take place?
This study will take place in a location that is easy for you, such as at your school or at your place of business, a location of your choice at your university, your shop or at your work. The investigators will travel to your location.

What will you be asked to do if you choose to participate in this study?
You will be asked to take part in an informal interview or in a group conversation.

What is the time commitment for participating in this study?
Taking part in this study will take about one hour of your time.

What information is being measured during the study?
We are interested in learning more about what you think about the effects of globalization on language, literacy, education, structural adjustment, migration, health, food policies, the environment, arts, health systems, and problem solving strategies. We will review your interview/conversation to identify themes that focus on some of these topics. We will compare the themes that are found in your interview/conversation with those found in interviews/conversations of people from Senegal and from the U.S.

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Another risk is that pictures and videos could be described without connecting them to your cultural context. The researchers will work closely with collaborators in Senegal, who were born and raised in that country and with study participants the United States to make the appropriate cultural connections to any pictures or videos taken. The collaborators and study participants will help us interpret the cultural context.

All of the information collected from you is confidential. That means your name will not appear on any papers or transcripts. The forms will all be coded with a number. Dr. Yvette Hyter
will keep a separate list with names of participants and their code numbers. Once the data are collected and analyzed, the master list will be destroyed. The audiotapes will be erased after they are transcribed. The transcripts of the interview will be kept in a locked file drawer in Dr. Hyet’s language lab for at least three years. If we write about this study in an academic journal, discuss it in a class or present it at an academic conference; only parts of the transcript and of the videotape will be shown, and your name will not be used.

**What are the benefits of participating in this study?**
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**Are there any costs associated with participating in this study?**
Taking part in this study will not cost money. Taking part in this study will take at least one hour of your time. Also, taking part in this study may increase your memories of some good or bad things that happened at some time in your country or in your life.

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Participant Please Print Your Name: ________________________________

Participant’s signature __________________ Date ______________
Western Michigan University, Haenicke Institute for Global Education, Principal Investigator-Dr. Yvette Hyter, Co-Investigators-Dr. Santiago Valles, Dr. Sarah Summy, Student Investigators-Bell, T., Bae, K., Evans, N., Gough, K., Mainero, A., Marriott, J., Milican, C., Milstein, M., Mohamed, A., Przewozniak, A. Title of Study-Cultural Connections in Senegal Study Abroad

Western Michigan University Photo/Video Release Form

I understand that ________________________________ (name of talent) is the subject of a photograph, slide, videotape, and/or audiotape produced by Western Michigan University for the Cultural Connections in Senegal 2016 Study Abroad Project.

I understand that the intended use of the finished production is for the Cultural Connections web page (http://www.cultureconnections.org), to augment classroom discussions about the project, to augment presentations focused on the study abroad project at professional conferences, and to advertise future study abroad opportunities at WMU.

I hereby waive any liability of Western Michigan University, its officers and employees, vendors, or subcontractors and the above-mentioned client and its directors, trustees, employees, or officers regarding the use of my likeness or voice. I further agree not to seek compensation including residual fees or royalties from such use other than that defined in a separate contract.

Signature of talent or legal guardian

Print name of talent ____________________________ Relationship of guardian ____________________________

Address ____________________________________________

Email Address: ____________________________________________

Phone number: ____________________________ Date: ____________________________

Project Title/Description of Photo:

__________________________________________________________________________

I agree that my likeness may be part of the stock files of W.M.U. for use in future production without notification.

__________________________________________ Signature of talent or legal guardian
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Informed Consent Document- United States

Western Michigan University

Principal Investigator: Yvette D. Hyter, Ph.D., Speech Pathology & Audiology
Co-Principal Investigator: W.F. Santiago-Valles, Ph.D., Africana Studies
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Participant’s signature Date
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I hereby waive any liability of Western Michigan University, its officers and employees, vendors, or subcontractors and the above-mentioned client and its directors, trustees, employees, or officers regarding the use of my likeness or voice. I further agree not to seek compensation including residual fees or royalties from such use other than that defined in a separate contract. Signature of talent or legal guardian

Print name of talent

Relationship of guardian

Address

Email Address:

Phone number: Date:

Project Title/Description of Photo:

I agree that my likeness may be part of the stock files of W.M.U. for use in future production without notification.

Signature of talent or legal guardian