THE TECHNOLOGY EXPLOSION - THE TEACHER'S DILEMMA

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I shall conduct this talk by relating a series of anecdotes, all of which are literally true, I assure you, and all of which illustrate the teacher's dilemma when confronted with new technology, namely the knowledge on the one hand that he has before him a new means to attack his problems, a splendid opportunity to innovate and to further, on the other, the sure knowledge that he will be found wanting in this endeavor: wanting in material things such as equipment and software, wanting in expertise, wanting in support, wanting in vision.

My first encounter with the problems of the new technology came early in my career. I was teaching at Howard College, a small southern institution in Birmingham, Alabama. I had heard of and even seen a tape recorder, but we did not have one. It was exciting to think of recording, playing back, playing programs recorded by real Frenchmen, editing such programs, etc., but we had no such machine. Finally, I could stand it no longer and went to the president of the college to ask for funds to buy a tape recorder. To my surprise, the president acquiesced to demands made by me, an assistant professor with an M.A., the lowest man on the totem pole of Howard's academia, but who had an uncle-in-law highly placed in church circles. About a week later, it appeared; there had been no consultation on what brand or model to buy; no one had asked me, presumably the person most familiar with the new technology, what might be the parameters to be looked for in a tape recorder for language teaching. I <u>was</u> asked, however, to install and see after the new machine, without compensation other than the favor or, alas, the disfavor of the president. During the first week, the machine developed a number of mysterious maladies which I had to repair, and these maladies continued. An important professor from chemistry wanted to borrow it to use as a dictation machine. Everyone wanted a key to the closet in which it was stored. One day I was passing by a classroom and happened to look into the open door. An Italian professor, a veritable Luddite, who swore that he hated machines of any kind, was trying to make "my" machine stop by kicking it. I rushed into the room and turned the machine off and demanded an explanation. "I tried to make it stop," he said, "and it would not stop, so I kicked it."

This is our dilemma in a nutshell. Those with expertise in grantsmanship obtain machines. People with no expertise acquire technology and place it in the teacher's hands. The teacher is required to use and administer this technology with no training, no compensation. Everyone, even those who decry the use of machines, wants a piece of the action. Among the language teachers at my institution, it is almost a necessity to have a computer, whether one needs it or not, or, indeed whether one intends to

use it. Everyone wants a key to the computer room, to the laser printer. The computer lab is open to all, and misuse is rampant; no one leaves the equipment as it is found, and no one accepts any responsibility for it. Those who procured the equipment feel a proprietary interest in it, and a dog-in-the-manger attitude is standard.

1. Procurement.

There is no more frustrating feeling than that of knowing surely that there is available a piece of equipment or of software which will handle a problem, but that one cannot obtain that piece of equipment, because of budget considerations, because of incompatibility, because of lack of expertise, etc. One may have decided, for example, that a CAD-CAM or interactive video program would make it possible to have the student get into a plane, cross the Atlantic, land in Frankfurt, go into the airport restaurant, order a meal, read a Litfaßsäule, etc. The CAD-CAM program needed to make this work costs $3000.00, and the department's budget is $500. If the budget problem is solved, one may find that the 256K machine available does not have enough memory to load the program, that a hard disk is necessary also, that a graphics card is necessary, and that some kind of special card is necessary in order to make the thing work on the screen properly, not to mention a plotter if one is to obtain workable hard copy. Finally, all these things are made available, through appropriate grantsmanship. No one knows how to make it work; no one has ever done line drawings; no one has ever worked with a pad; no one even knows how to install the equipment; no one has ever slipped the case off a PC with the ease announced in the manuals. One professor is found who is known to have the expertise needed, but his availability is curtailed by the demands made on his time by the fact that he is a living BBS (Bulletin Board Service). Procurement does not stop at the obtaining of equipment or software. We must have a means of procuring expertise, procuring support, procuring vision.

2. Balkanization.

At my institution, as I mentioned, every professor in languages feels the necessity to own a computer, es gehört zum guten Ton, as we Germans put it. Each professor works diligently at the computer, at learning DOS and BASIC, at creating fonts, etc., and espouses a particular word processing program, e.g. Volkswriter, WordStar, Microsoft Word, or WordPerfect. Each professor replicates the work of each other professor. There is some sharing of programs, but for the most part, no one can tell you even what is available on our campus, not to mention on other campuses. No one has even heard of the Rutgers clearinghouse,[1] and one hears daily of grand projects to enter the Vulgate by using the Kurzweil. In fact, Kurzweil, like Kleenex and Xerox before it, has become the name for a whole field. If one possesses a scanner, it is a Kurzweil. There being no central clearing-house on our campus for computer information, particularly in the humanities, each goes his own way, with accompanying

loss. This is, of course, even more true of the country at large. One receives daily phone calls from colleagues looking for a way of displaying Cyrillic characters on the screen, for help in setting up a printer to get it to print β (on which more later), for help in choosing a laser printer, a computer, etc. We have become a desperately seeking profession, vaguely realizing that there is a technology out there which can help with our problem.

3. Naïveté.

In 1973, James Martin published one of the truly prophetic books in computer study, The Design of Man-Computer Dialogues. In it he said:

> An outstanding CAI program is a work of great art...
> (but) programmers, hurriedly attempting to demonstrate
> the new machines and infatuated by the ease with which
> they can make their words appear on the screen, are
> producing programs as bad as the home movies of an
> amateur with his first 8-millimeter, zoom-lens, motion-
> picture camera. Such programs often lack the thorough-
> ness which the medium demands....It is much more dif-
> ficult to write a worthy CAI program on a subject than
> to write a textbook on it. Nevertheless, programmers
> who would not dream of writing a textbook are gaily
> wading into CAI programming.[2]

He felt that this was "probably a temporary dilemma," but he was wrong. I have a strong feeling that we have progressed but little since 1973. One is so fascinated with one's ability to put words and pictures on the screen that the demands of good textbook writing, use of word counts, psychology of the student, staging, etc., are all forgotten. One does not have to motivate students when it comes to the computer; it is a self-motivating artifact. *for a while.*

Second anecdote: When I was at Vanderbilt University in the early sixties, we purchased an excellent language laboratory facility and installed it, appropriately enough, in the basement of the Math Building. I was making a tour with a visiting fireman, and we went into the language lab. A French professor, also a Luddite who professed hatred for machines, was sitting in the booth, carrying on la dictée to a group of about 20 students, who were diligently listening through their earphones and copying onto pads. One could have waved a magic wand and made the lab disappear and nothing would have changed; no use was being made at all of the equipment. He had, of course, no training in the use of the lab, none was available. In those days, one thought that Stack's book on the use of the language lab was as complicated as the DOS technical manual is for us today.

4. Compatibility.

One of the great shames of the computer explosion is incompatibility. If one goes to give a talk on computers, one has to be sure to carry both BASICA and GWBasic with one. You cannot even depend on compatibility in display, printer, anything. We do have _de facto_ standards, IBM, Hayes, Epson, HP, Hercules compatibility, but these cannot be trusted. IBM is not always compatible with IBM, and certainly not all Epsons are compatible as to the extended character set. Perhaps symptomatic of all of them is the trouble encountered in trying to exit an unfamiliar program. The _Escape key_ is practically never used, _Ctrl-Break_ rarely, _Ctrl-C_ has disappeared; one now looks desperately for a function key, _F-7_, _F-10_, _F-1_, or some mnemonic, _x_ for exit, _e_ for exit, _Ctrl-e_ for exit; I haven't seen _t_ for terminate, but it is coming; after all, FancyFont uses _Ctrl-Z_.

Third anecdote: Recently, it was decided at my university that a computer would be made available for loan to any professor of the humanities who wanted one. On the face of it a noble decision and one which redounds to the greater glory of our institution. No training or little training was made available; a lunchtime course now and then. Although most of the units involved were heavily committed to the IBM PC or clones thereof, this program involved the Macintosh. What we now have is another incompatibility added to the others; the felony is compounded, so to speak. We have a mouse-driven, menu-driven, user-friendly machine inserted into a different environment. Symptomatic of the whole situation is the fact that one machine uses 5 1/4" diskettes, the other 3 1/2" diskettes. One can find a reader which will convert one to the other, and there are interfaces which permit the Mac to talk to the PC, but one does not always know where to find them and the people who own them are not always too friendly, but they are there. As far as I know, however, we do not have a facility which will convert HD 5 1/4" diskettes to the 3 1/2" diskettes, even for the IBM PC and the System 2. The head of my department uses a Mac and cannot type a disk and have the secretary print it off, since she works with a PC. We have a number of printers, and I need not tell you what a problem it is to get people to use the right printer driver.

We users need to insist on at least a minimum of uniformity where it has nothing to do with the design features of a program. Furthermore, each installation needs to have conversion software and hardware available: to convert hard copy to disk, disk to hard copy, disk to disk, program to program (to get WP to read Microsoft files and vice versa; to convert VW to WP), tape to disk, disk to tape, etc., etc.

5. Psychology.

We have spoken of the strange mentality of the Luddite, who feels he must confront the technology. There is, however, a deeper psychological

problem confronting the computer user. The computer is an algorithmic device (some even define the computer as an algorithm) and the digital computer, at least, is a discrete-state device, whereas the human being is a continuum device and an _epieikeia_ device.[3] Aesthetics and closeness of fit play a great role for the human, even in such abstract sciences as mathematics. In CAI, we must recognize the nature of the human being and try to use the algorithmic device, the computer, to set up a situation for the human which appeals to his _epieikeia_.

Joseph Weizenbaum and Heinz von Förster have pointed out the danger inherent in the use of computers with human beings.[4] To cite a commonplace, "The danger is not that machines may learn to think like human beings, the danger is that human beings may learn to think like machines." One already notices this in the humanities, where we have been more accustomed to _maybe_ than _yes/no_, but where the necessity to computerize things has led to such monstrous notions as computer aesthetics and computer stylistics, and where "the computer" threatens to replace taste. Von Förster has pointed out the danger of the metaphors we use in speaking of computers.

Fourth anecdote: At Vanderbilt University, we voted to allow the substitution of a computer language for the PhD language requirement, on the grounds that it was a language. Jerry Mander has spoken eloquently of the problem of the total environment imposed by television and, _mutatis mutandis_, by the computer.[5]

6. Further considerations.

We need badly to look into the ergonomics of the computer, not just into the keyboard, but into the environment imposed by the computer lab, the monitor, etc., etc. We need careful studies of such things as optimum feedback time;[6] I have the definite feeling that on some systems the answers come back too soon, but without studies, who can say? We need studies of logistics. Where should the technology be placed? What are the advantages of the portable, the schleppable, the laptop, the handheld? Should each student have a handheld for library work? Should each student have a modem with which to call the library or database? How about fixed databases, such as the _Thesaurus Linguae Graecae_, which offers Greek literature to 400 A.D. on one CD Rom?[7] The new CD Rom technology faces us with enormous possibilities and responsibilities. The individual scholar could be able to consult whole libraries, such as Migne's _Patrologiae_, without leaving his desk at home.[8] Should not every student and every faculty member have access to databases such as _Dialog_ and _BRS_?

Who pays for all this? My university has begun charging a computer fee of every student and using the revenues thus generated to develop the computer and its use. It is obvious, however, that much larger amounts will be necessary. So far, we have not paid for many of the hidden costs

involved in computer use. The man-hours put in by students and teachers alike on developing course materials have not been accounted for. Many programs are now available free, in spite of the cost to the individual developer. There are hidden costs also incurred by lack of information. No more anecdotes, but there are many documentable examples of people paying many times more than is necessary because of ignorance, e.g., the professor who pays $150 for a program which is available under a site license for $35.

This brings me to availability and information. We are involved in an information explosion of massive proportions. We need strategies to handle it. We need to worry about the fact that the computer almost exclusively deals with the cognitive side of things; what happens to the affective domain and the psychomotor domain if we stress the cognitive?[9] We need to try to put the technology into the hands which can do the most with it. Even in the great multiversities of America, it is possible to live in poverty as to technology, especially in the humanities. In part, this is because of the costs involved, but to a great extent it is due to lack of information. Few of us know where to go to find information on the new technologies. Few of us know how to go about it or have the time to find out. Great tools such as CD Rom and interactive video go unused because the potential users do not know about them and those administering funds lack foresight. Thus, we need availability both of technology and information about the technology.

The story I told at the beginning of this presentation included a Luddite, and I do not want to end without returning to him. The fear of the new technology is almost as strong as is the desire to possess it. This fear also leads to a pococurante attitude towards technology and an accompanying lack of understanding of the input of time and effort necessary to do good work.

Two anecdotes: A student of mine made a concordance, both forward and backwards, of a difficult Old High German text, including a word-count and a number of other computer-generated indices.[10] One of our professors remarked to him, ignoring his hard work, "Isn't it marvelous what the computer can do?" I worked very hard at getting the computer to bit-map images of the Gothic alphabet and Gothic manuscripts on the screen and the printer, and was justifiably proud (cf. Martin's remarks, above).[11] One of our administrators remarked, "Oh, yes, I can do that with my Macintosh."

The need for a computer ombudsman and for a clearinghouse is felt on every campus. This can easily be seen by the fact that most universities have a number of computer gurus who work for no compensation other than that of being known as gurus and the receipt of an occasional izzat from a kind colleague. This is surely a passing fancy, though the need for such gurus will increase. Many of my colleagues have spoken to me of the need of a bulletin board service, but it is difficult to get granting

agencies to see the need or, indeed, to even understand the nature of the problem.

To end this jeremiad and to sum up: We are in a desperate situation, a dilemma like that of Tantalus. We are surrounded by a technological explosion, by a new papyrus, by a revolution as radical as that brought in by the printing press. Even our ways of thinking and experiencing are changing because of technology. Our challenge is to make use of the new technology without losing the old man. What does all this have to do with the central theme of this conference? Everything. A great deal of what needs to be done involves the governance of universities. We cannot plead for enlightened administrators; they will not be forthcoming; but we can structure things in a better way. We need:

1. Careful procurement practices. The end-users above all need to be brought into the dialogue early on; there must be an ongoing dialogue between the suprastructure and the lower nodes, and procurement agencies need to concern themselves with compatibility.

2. All entities need to concern themselves with compatibility. The huge number of printer drivers which must be sent out with each piece of software, for example, is a scandal and should not be tolerated. We in languages need to insist on uniformity in the extended character set and on the availability of fonts and font-generating capabilities.[12]

Last anecdote: Buried deep in the German soul is a love of the character β. Many printers have difficulty with this letter. The Epson FX-80 can print it, if the software one is using has the capability of embedding the escape code to enter the German character set (an entire chapter in itself,) enter 126, and return to the ASCII set. For most printers, one can use the character gotten by typing 225, but the HP Series II insists on 217. This means that an inordinate amount of energy is being spent in every German department, trying to get a printer to print β.

no - not in every department, & this should have been clear at the time of writing

3. We need ready support. We cannot depend upon the manufacturers for it. There should be a BBS on each campus, or perhaps even a national BBS to answer questions. It could be done with a toll-free number. Such a BBS could have attached to it experts or a list of experts for nonroutine questions, but the routine questions, such as DOS commands, printer drivers, what to try when a file has been "lost", etc., could simply be automatized.

4. We need training. There needs to be ongoing, in-service training at each institution, but summer institutes, particularly for language teachers, need to be organized. People need to be trained in CAI techniques, in interactive video preparation, in screen handling, font generation and availability, etc.

5. We need computer-literate, language-literate administrators. Nothing is more frustrating than trying to convince an administrator of the need for a device (e.g., a font generator) when he cannot understand: 1. computer jargon; 2. what it is to teach a foreign language.

6. We need cooperation. We need to re-create SHARE. There should be less duplication of effort. If the Vulgate is available in machine readable form from CETEDOC, it should be shared. Clearinghouses, such as the Rutgers effort, need to be encouraged. It is imperative that the individual researcher know what is available, so that we do not continue to reinvent the wheel in each office.

7. We need philosophy. We must address ourselves to the question of computer compatibility with us. DOS and the like do not represent the only way to go. We must avoid having the computer bend us to its will. We need to ask if the computer lab is the best design for our work. We have just escaped from the tyranny of the mainframe; we must not fall under the tyranny of the computer designer. We need to learn more about the computer from the ground up. Not only must we escape the shackles of using cookbook software, we must realize the dangers inherent in using a programmer also. Language teachers need in general to move away from their splendid isolation; in the case of the computer, this is not just a frivolous matter. _Se non è ben trovato, è vero_.

NOTES

1 Rutgers University Libraries are making an international inventory of available materials (funded by the Council on Library Resources and Mellon), available on the R)esearch L)ibraries I)nformation N)etwork. Person to contact: Marianne I. Gaunt, Alexander Library, Rutgers University, New Brunswick, NJ 08903 (201-932-7851). There are other large databases at Oxford, at CETEDOC in Louvain, Belgium, at the ARRAS project at Chicago, etc.

2 James Martin, _Design of Man-Computer Dialogues_ (Englewood, NJ: Prentice-Hall, 1973), 413.

3 On the terms _algorithm_ and _epieikeia_, see Harry Haile, "Algorithm and Epieikeia: Martin Luther's Experience with the Law," _Soundings_ 61 (1978), 500-514.

4 Joseph Weizenbaum, _Computer Power and Human Reason_ (San Francisco: W. H. Freeman and Company, 1976); Heinz von Förster, "Thoughts and notes on cognition," in Paul L. Garvin, ed., _Cognition: A Multiple View_ (New York: Spartan Books, 1970), 25-48.

5 Jerry Mander, _Four Arguments for the Elimination of Television_ (New York: William Morrow and Co., 1978).

6   Cf. Robert B. Miller, "Response Time in Man-Computer Conversational Transactions," Proceedings of the Fall Joint Computer Conference (1968), 267-77; Jaime R. Carbonell, J. I. Elkind, and R. S. Nickerson, "On the Psychological Importance of Time in a Time Sharing System," Human Factors (April, 1968), 135-42.

7   For a catalog, see Luci Berkowitz and Karl A. Squitier, Thesaurus Linguae Graecae, Canon of Greek Authors and Works, 2d ed. (Oxford: Oxford University Press, 1986).

8   Steve Lambert and Suzanne Ropiequet, CD ROM: The New Papyrus (Redmond, WA: Microsoft Press, 1986); Suzanne Ropiequet, with John Einberger and Bill Zoellick, CD ROM Volume Two (Redmond, WA:Microsoft Press, 1986).

9   For a discussion of these domains, a study by a national committee, and a survey, see Benjamin S. Bloom, ed., Taxonomy of Educational Objectives. Handbook I: Cognitive Domain (New York: David McKay, 1956); idem, Taxonomy of Educational Objectives. Handbook II: Affective Domain (New York: David McKay, 1956). The committee could not agree on a taxonomy for the psychomotor domain, but see Robert N. Singer, ed., The Psychomotor Domain (Philadelphia: Lea and Febiger, 1972).

10   Christopher J. Meyer, "The 'Expositio in Cantica Canticorum' of Williram of Ebersberg. An Edition and Translation with Forward and Backward Concordances to the German Text," (Dissertation, University of Illinois, 1985).

11   James W. Marchand, "The Use of the Personal Computer in the Humanities," Ideal 2 (1987), 17-32.

12   I should point out that things are getting better in the font generation and display area. Programs such as Multi-Lingual Scholar from Gamma and SLED from VS Software permit one to scan in and display almost any alphabet, and the Hercules GraphicsCard Plus offers the possibility of displaying 3,072 programmable characters. More is needed.

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NEW DIRECTIONS IN THE STUDY OF FOREIGN LANGUAGES

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To administrators, the governance of foreign languages might seem to be a purely administrative issue. Unlike history, English, or music departments, foreign language departments often seem to be inordinately unmanageable. Moreover, there is frequently a politicized air about them that makes administrators suspicious: foreign languages smell of "ideology" and have to be kept in check. Yet our President himself gave the issue political dimensions. After all, didn't President Carter's Commission target foreign languages as partially responsible for our economic and military setbacks abroad? Didn't it urge schools and colleges around the country to "shape up" in the teaching of foreign languages, since nothing less was at stake than our national security?[1] Pragmatism in education and an increasing demand for accountability in education have placed the foreign language teaching profession in the cross fire of multiple needs and expectations. Caught between pressing political demands and the more timeless groves of academe, foreign language departments pose governance problems that touch the core of academic learning. This paper will place these problems into their broader philosophical, pedagogical, and professional contexts and show how the issue touches fundamental questions on the role of academia in transmitting and furthering knowledge.

I will first examine the recent broadening of the definition of foreign language study. I will then explore the repercussions of this broader view of language study on foreign and second language acquisition, on research, and on the teaching of foreign languages and literatures. Finally, looking abroad for similar developments in the philosophy and the administration of foreign languages, I will examine the particular case of West Germany, for it has been in the unique position in the last twenty years to think anew about the role of language and literature in its democratic post-war society.

1. Broadening the Definition of Language Study

The current national interest in languages is not born from a resurgence of interest in the timeless goals of a humanistic education. Rather, it is economic and political pressure that has made foreign languages the talk of the day. Hence, the current push for a pragmatic, functional language proficiency that enables its users to communicate with their foreign counterparts in authentic cultural settings. This push for communicative competence, i.e., the use of language in its social context, has opened up the notion of language competence to include, besides a knowledge and a mastery of grammar and vocabulary at the sentence level, also a general

discourse competence, as well as a strategic and sociolinguistic competence that go far beyond the traditional syllabus of a foreign language class.2

Currently, the foreign language teaching profession is explicitly or implicitly basing its efforts on a new definition of language that could be expressed as follows:

> Language is the symbolic representation of a social reality that enables its users to distance themselves from it and thus to create, shape and change it. This constructed reality is given social truth and validity through the interactional efforts of speakers and hearers, readers and writers who negotiate their own and each other's intended meanings.3

Thus the concept of foreign language competency is exploding to include multiple linguistic, functional, cultural, and esthetic competencies.4

Yet the old institutional demarcation lines still exist. Language teachers are often in a province separate from their colleagues teaching literature. There is nowadays quite a split between those who focus on the purely pragmatic uses of language (functional proficiency) and those who emphasize as well its esthetic, literary, and cultural dimensions, as well as between those engaged in language for special purposes and those who teach language for general education. The fronts are drawn between the proponents of a foreign language requirement for everyone and those who advocate foreign languages only for the best and brightest, and there is a prestige differential between modern language study and the study of dead languages. However, recent developments in research, in pedagogy, and in the profession show signs of a dialectic resolution to these dichotomies. This dialectic resolution is often referred to as the study of discourse.

Once the goal is no longer philological competence, as in Greek and Latin,5 and one expects students actually to be able to use the language in communicative situations in natural settings, one has to teach the full range of abilities for comprehending and interpreting, for communicating and expressing meanings according to unpredictable scripts. These meanings might be intended literally or figuratively, by interlocutors who are concerned about saving their own and each other's face in interactional encounters, and by writers and readers who are trying to convey and reconstruct socially and historically determined universes of meaning. It is this expression, interpretation, and exchange of intended meanings that linguists call discourse.6

Thus, what needs to be taught is no longer the structure of language but foreign discourse in its cognitive and social dimensions. Studies in sociolinguistics confirm everyone's anecdotal experience that it is not enough

to know the grammar, syntax, and vocabulary, or even to speak fluently, if one wants to "function appropriately" in the foreign environment with native speakers of the language. It is not enough to read fluently if one wishes to "understand" the intentions and implications of a written text, be it a newspaper article or, a fortiori, a work of literature. Indeed the acquisition of foreign discourse overlaps with the acquisition of many other skills, namely, discourse ability and communicative ability, literacy and sociolinguistic competence.

Discourse ability in a foreign language is linked not only to context-embedded but also to context-reduced skills acquired in the native language. For example, foreign language competency in conducting small talk with short turns-at-talk relies heavily on the ability to make maximal use of contextual clues in face-to-face situations (e.g., interlocutors' gestures, facial expressions, listeners' feedback), but telling a story or presenting a report with long, uninterrupted turns requires the ability to adopt a "recipient design" that can operate in a much more context-reduced situation.[7] Similarly, the ability to write consistent and coherent essays or reports in the foreign language is determined by one's ability to use the language in a manner that expects minimal contextual knowledge of the reader. As linguists have shown, these are basic literacy skills that foreign language instruction has either to build upon or provide if they have not been developed in the native language[8]. They do not emerge automatically with the acquisition of grammar and vocabulary.

Communicative ability in the foreign language, by contrast with the mastery of grammatical or lexical structures, is linked to the conceptual level acquired in the mother tongue. Research suggests that whereas foreign language aptitude is related to linguistic competence, communicative competence is related to cognitive complexity and interpersonal maturity developed in the native language.[9] A study from the Ontario Institute for Studies in Education (OISE) seems to indicate that the ability to understand figurative uses of language and indirectness of speech is linked to age and nonverbal mental capacity rather than to linguistic ability.[10]

Literacy in the foreign language, like literacy in the native tongue, is of various types, only one of which, namely the analytic and logical that is characteristic of mainstream white middle class, is accepted in academic settings.[11] What about the others (e.g., the analogical) that are characteristic of learners from other social and economic backgrounds? Should they not be taught in the foreign language? Moreover, language proficiency results are strongly affected by the testing method, which is usually of an academic type, whether it be a reading test or an oral proficiency interview. They do not automatically reflect what a subject can do in natural settings.[12]

As long as we were only teaching students how to acquire the forms of the language, as we do for Greek and Latin, one could argue that modern

108

language learning was but "remedial" work on one's mother tongue, and that "(languages) cannot be learned by intellectual effort," but only by "drill and other forms of repetitive practice."[13] But now that foreign language teaching in academic settings is targeted for performance in foreign social settings, the field is encroaching on a variety of other disciplines. A broader definition of language competence now includes the general education skills developed in the rest of the curriculum. Furthermore, because they are to be put to use in foreign cultural contexts, these skills have to be taught within a foreign world view, on the interactional grid of foreign discourse. Thus, knowledge of a foreign language can no longer be seen as a linear extension of knowledge acquired in other subjects, as an academic schedule would want students to see it -- English Literature at 9:00, History at 10:00, German at 11:00 -- for in fact what students are taught is English literary discourse at 9:00, English historical discourse at 10:00, and German forms of everyday, literary, and historical discourse, studied both from an English and from a German comparative perspective, at 11:00.

2. Results of a Broader Definition

The broader definition given to the study of language by the communicative approaches of the last fifteen years calls for thinking about what foreign language teachers are in the business of doing and what they should be educated for. This rethinking is visible in recent developments in research, pedagogy, and technology.

2.1 Research

Foreign Language Learning Research: Besides second language acquisition research, concerned with the linguistic and psycholinguistic conditions of second language learning (mostly ESL) in and out of classrooms, and besides foreign language pedagogy, concerned with the development of techniques and materials for the instruction of foreign languages in classrooms, a new area of inquiry, foreign language learning research, is emerging, whose object is all those phenomena of discourse that pertain to language learning in classroom settings.[14] FLL research was represented at the first SLA/FLL Conference at the University of Illinois in the spring of 1987. It explores such questions as: What is the impact of classroom discourse on the acquisition of foreign discourse patterns? What is the relationship between literacy skills, especially decontextualization skills, and the ability to manipulate symbols in a variety of cultural and social contexts? How do learners acquire lexical meanings and develop concepts from the foreign lexical and grammatical structures they learn? What are the differences in learning strategies at different levels of proficiency? What is the nature of textbook-mediated language acquisition? Through these and other questions, foreign language learning research attempts to provide an overarching theoretical framework for all the teaching done in foreign language and literature classes.

Research on Proficiency: The Proficiency Movement, based on the ACTFL Guidelines as both a tool for testing language proficiency and as an organizing principle for syllabus and curriculum design, has been under serious fire from second and foreign language acquisition research. However, in its boldness, it has served as a catalyst for new developments in basic research: Lyle Bachman (U. of Illinois) and John Clark (FSI) are conducting a detailed and systematic investigation of proficiency-based testing issues. This is the single largest-scale research program on the testing of proficiency, under whose auspices a number of individuals and institutions will combine their efforts in an attempt to provide reliable and detailed information on each of the issues involved. Parallel to these efforts, OISE continues to research the development of bilingual proficiency and to refine the definition of the general concept of proficiency. At the Development of Bilingual Proficiency Symposium on Nov. 19-21, 1987, OISE will look into problems of the acquisition of dual literacy and dual cultural competence through the acquisition of a foreign language.

Instructional Research: Developments in instructional research include the foundation of a National Foreign Language Center at John Hopkins University to assist in the development of empirical research on the outcomes of foreign language instruction. A special planning committee on the teaching of culture is trying to define those abilities necessary to understand foreign cultures and to behave in a foreign country according to what is expected of foreigners at different levels of linguistic competence. There are also recent initiatives from the Modern Language Association. The MLA is planning a three-week model summer institute for supervisors of high school district language programs in Texas in the summer of 1988. In particular, a course entitled "Language Learning in its Cultural Context" will link research and practice in language teaching, the study of literature, and the study of culture, and will bring together representatives of state agencies with school language program administrators. This institute will be conducted again in the summer of 1989 at the University of Arizona for language teachers and teaching assistants at the college and university levels in conjunction with the Linguistic Society of America.

2.2 Pedagogy

Linguists and foreign language educators are reassessing the traditional foreign language curriculum to take into account the task of developing both socialization and discourse literacy in the foreign language.[15] Recent functional approaches have stressed the socialization aspect of language teaching: structuring social encounters, negotiation of context and meaning, and teaching spoken language through a variety of interaction types.[16] Now the paradigm must be broadened, and metalinguistic and metadiscursive awareness included. That means including a reflection on the rhetorical notions necessary to communicate in social interactions and to interpret texts, both literary and nonliterary. These notions in-

clude, for example, distance to one's utterance, truth vs. non-truth, degree of reality in discourse situation, indirectness of speech, etc. The teaching of such notions might not be appropriate for the beginning learner, who needs to be given the security of obligatory phenomena of referentiality, and more or less standardized meanings, but at the latest in the second year, grammar review should include new ways of organizing the structure of language, namely on the discourse level.[17] It should introduce the optional features of speech that vary with the situation and the interlocutor: social distance, relative power, and degree of sociocultural imposition.[18] Variational features should be explained within a discourse framework, for example, the power and solidarity differential between the tu and the vous in French,[19] the point of view differential between puisque/car/parce que,[20] the degree of reality between a future proche and a future tense in French, the degree of saliency in German word order,[21] or the foregrounding/backgrounding principle in the choice of aspect in Russian,[22] the degree of responsibility assumed by the speaker when using the active vs. the passive voice, or a personal vs. an impersonal phrase.[23]

Teachers of literature, concerned about the type of preparation students receive in language classes, should insist that language teachers and textbooks teach discourse, not grammar: students would then learn how to express time relationships in the language rather than how to use the present and past tenses, they would learn how to build a logical argument rather than how to insert subordinate conjunctions, how to maintain the attention of one's reader or interlocutor through cohesion and coherence devices rather than how to use adverbs and pronouns. The teaching of literature would be linked, much more than is currently done, to the teaching of the language structures themselves. This is not to advocate a return to the French "explication de texte" but it is a plea to educate our students into an "interpretation du discours," which alone can provide a solution to the divorce between language and literature, "cette patrie désunie en deuil de la langue."[24] The recent attention given to Mikhail Bakhtin by literary scholars seems to indicate that they are ready to redefine their art in discourse terms.

2.3 Technology

The language lab has been underused because it has failed to investigate the theoretical issues and societal assumptions in the application of technology to education. The advent of the computer, the word processor, satellite TV receptions of foreign broadcasts, and the VCR is occurring at the same time as foreign language learning is emerging as a research field. Computer and video technology force the practitioner of the classroom to also become its theoretician. It reconnects second and foreign language acquisition to theory and empirical research. It also reconnects foreign language acquisition theory and pedagogy.

111

The computer can provide new theoretical information about the psycholinguistic nature of language learning, the specific computer capability of delivering instruction, and how this ability affects or interacts with the learning process. It potentially can identify learner differences in learning style, aptitude, and perception of learning task, and bring to light learner processing strategies. It is a source of heretofore totally unavailable data on foreign language acquisition.

Because of the fascination exerted on students and teachers by computers and the motivation to learn associated with them, the incentive for exploring the pedagogical possibilities of the new medium is much greater than it was with the advent of the audio cassette. The computer makes possible a kind of exploratory pedagogy that has already revolutionized the teaching of math[25] and writing.[26] Innovations in interactive video discs for foreign language teaching are particularly important in linking language and culture. They include, among others, Eleanor Jorden's training of Japanese learners into socially appropriate behavorial patterns,[27] and MIT's French and Spanish prototypes for the retrieval and exploitation of information from rich, culturally authentic contexts of fiction or of everyday life.[28] Satellite reception of live foreign television broadcasts makes the teaching of cultural sensitivity and the ability to read foreign cultural signs and texts more urgent than ever.

2.4 Teacher Preparation

Ten years ago, Todorov deplored the fragmentation of the disciplines of language.

> A coherent field of study, still mercilessly cut up between semanticists and literary scholars, socio- and ethnolinguists, philosophers of language and psychologists, needs to be urgently recognized, a field where poetics will be replaced by a theory of discourse and the analysis of its different genres.[29]

Todorov's plea requires a redefinition of our discipline, but also our thinking of what it is to be a foreign language teacher. For, indeed, all the new developments mentioned above in research, pedagogy, and technology call for new types of teachers: teachers who have the near-native linguistic and cultural competence in the language necessary for them to serve as models of native speaker discourse in the classroom; teachers who are distanced enough from both the target culture and the native culture to be able to conceptualize and interpret the target culture both from a native and a target cultural perspective; teachers who have a knowledge of how language and language acquisition works, how communication takes place, who have a critical understanding of the particular world view espoused by natives of the target culture AND of the native culture, that is, who have a reflected knowledge of the society, the history, and the literature of both cultures. Finally, we need teachers who

understand the nature of schooling in general and the dynamics of the foreign language classroom in particular. In short, we need teachers of intercultural communication.

As of now, foreign language education programs put greater emphasis on education than on subject matter. Language and literature programs are still heavily dominated by literary scholarship or theoretical linguistics research. Yet, both prepare graduate students for teaching loads that will contain a heavy dose of language teaching. An uncoupling of language programs from their natural cultural environment -- literature, civilization, area studies -- may solve administrative problems, but it doesn't solve issues of governance. Within the foreign language education programs and the traditional linguistics or literature programs we must find a way to integrate the theory and the teaching of intercultural communication. This requires informing the teaching of foreign languages with all the theoretical insights gained in sociology, anthropology, psychology, political science, and even hermeneutics as they relate to the "total verbal experience of the foreign language learner."[30]

3. A View from Abroad : Teaching Foreign Languages in West Germany

The broadening of the concept of language study, mentioned above, and the emphasis on the interconnectedness of foreign languages and those disciplines dealing with man in his environment have elicited new intellectual and academic developments abroad, which are worth describing as a source of inspiration, if not of emulation.

3.1 The first development in Germany was the founding of the new university at Constance in 1966/67 in the spirit of the Berlin university founded by Wilhelm von Humboldt in 1809/10. It has only recently been brought to the attention of the American public.[31] As Peck points out, in Germany in the late 1960's and early 1970's the politicizing of Germanistik in particular and Literaturwissenschaft in general forced universities to reevaluate the concept of literary studies within a reformed institution. They remembered Humboldt's link between language and literature, "his faith in the infinite possibility of understanding shaped through dialogue."[32] The five literary scholars who constituted the core group of the Constance School -- Iser (English), Jauss (Romance), Wolfgang Preisendanz (German), Manfred Fuhrmann (Classics), and Jurij Striedter (Slavic) -- understood literature not "as object of a pure intellectual history, but as a dynamic process, production and reception, of author, work and readership."[33] Jauss attempted to reinstate the original humanistic tenets of the university in general and literary study in particular:

> The technocratic educational ideal leads to a knowledge
> of things that gains its strength from the capacity and
> power to do things, not however from an understanding
> of other men (sic), without which all social action must

113

decay into the egoism of power and profit. The hermen-
eutic sciences can -- especially today -- take up a new
educational task insofar as they begin to become practi-
cal or, in my terminology, bring together understanding,
interpretation, and application in order to win back, for
self-experience, the knowledge of that which has become
alien.[34]

Peck suggests that American universities might be inspired by the example
of Constance to find a legitimate place in German literary studies for
both Bildung and pedagogy. He advocates:

an historically-grounded relationship between her-
meneutics and pedagogy that is intellectually and socially
responsible. It helps students to understand how their
acquisition of knowledge, as well as they themselves,
have been shaped and conditioned by their own histories
and by institutions such as their schools and universi-
ties.[35]

3.2   Two other interesting events have taken place in the Federal
Republic of Germany for two particular historic reasons. The massive
immigration of foreign workers and their integration into German society
has given rise to the large scale development of German as a second lan-
guage (DaF). Unlike ESL, which was developed both as the world's lin-
gua franca and as a means of integration into British or North American
society, and therefore was less linked to the teaching of a particular
culture and literature, DaF was meant primarily to facilitate the social
and cultural integration of immigrant workers into West German society.
Whereas Anglo-Saxon and Anglo-Saxon-influenced second language acquisi-
tion research has had a mainly linguistic and psychological orientation,
the genuinely German Sprachlehr-und-lernforschung (SLLF), or language
learning and teaching research, founded in 1970 by the German Science
Foundation, has a sociolinguistic basis.[36] It is particularly interested in
the cultural, political, social, and, of course, linguistic context of learning
foreign languages in classrooms. Its researchers come from a variety of
disciplines: education, history, linguistics, literature, and sociology. As
its research agenda is broader than current American foreign language
learning research, we could profit from its insights. The research, done in
the Federal Republic of Germany, helps clarify all aspects of a communic-
ative approach to language teaching, which is actively promoted abroad
via the Goethe Institutes.

3.3   Parallel to the rise of the German SLLF on the language side of
German Studies, the last five years have witnessed the success of a Soci-
ety for Intercultural Germanistics, followed by the founding last year of
the Institute for Intercultural Germanistics in Bayreuth under the direc-
tion of Alois Wierlacher. This new field deals with the phenomenon of
foreign cultural literature or fremdkulturelle Literatur. Again born out of

114

the particular historical setup of an ideologically divided, albeit more or less linguistically unified Germany, it is understandable that the problems of teaching and understanding a literature that is foreign would be in the forefront of the concerns of a generation of Germans particularly anxious not to repeat the failures of the past, when true understanding of foreignness on German soil lagged far behind technological progress.

Alois Wierlacher defines interkulturelle Germanistik as follows:

> Under intercultural German studies we mean a science that takes seriously the multiple aspects of a global understanding of German-speaking cultures. This science neither establishes a hierarchy among various culturally-determined perspectives on German literature, nor considers these various perspectives as a handicap, but rather, views them and respects them as the source of a better, because multidimensional, hermeneutics.[37]

Interkulturelle Germanistik thematizes "foreignness," not the metaphysical or poetic alienation and exile that poets and writers thrive on, nor that exoticism that fosters tourism, but the real, experienced difficulties of writers and readers in a cultural context which is not their own, whether they are East German exiles in West Germany, West German strangers to their own consumer society, or African, American, or Japanese readers of works of German literature. It postulates, of course, that the goal of reading German literature for non-Germans is not only to introduce them to the treasures of the German literary tradition (das kulturelle Erbe), but to use German literature as a catalyst for discovering their own cultural identity. Intercultural German Studies are intent on supplementing traditional hermeneutics and reader-response theories with an intercultural hermeneutics of German literature.

The Institut für Interkulturelle Germanistik -- the former Department of German as a Second Language -- at the University of Bayreuth currently counts three full-time faculty members and offers in cooperation with other disciplines a full range of courses towards a masters or a doctorate degree. The program consists of six areas of study: 1. German Literature as a Foreign Literature (subjects in German literature, intercultural hermeneutics, comparative literature, literature and media, pedagogy of literature); 2. German Language (subjects in German linguistics, German language pedagogy, intercultural communication, German for special purposes); 3. Germany as a Foreign Country (subjects in German culture, history, and politics, in particular foreign policy, etc.); 4. Xenology (subjects on colonialism, history of missions, the concept of foreignness, etc.); 5. Comparative Anthropology and Literature (topics include German literature as world literature, issues of bilingualism and biculturalism); 6. Independent Interdisciplinary Studies.

The ultimate objectives of Intercultural German Studies as those of second language learning and teaching research, are peace education and intercultural understanding. They echo in this regard recent declarations of UNESCO in Helsinki. *[handwritten: Whatever that is]*

4. Conclusion

The new directions in the study of foreign languages in the US and abroad seem to stem from a desire to recapture the essential relevance of foreign languages and all aspects of foreign cultures to international peace and understanding. Learners of foreign languages have become much more demanding. They want to be able to "understand" other cultures, even if they cannot always go the country. Institutions put increasing demands on their foreign language departments and conversely, both the general public and the users put increasing demands on academia to show its relevancy to "international understanding."

The broadened view on language currently espoused by the profession has far-reaching consequences for the governance of foreign languages at colleges and universities. I will mention three in particular: 1. We can expect more funding to become available for any type of research that promotes the full range of abilities needed to bring about intercultural understanding via a foreign language. 2. A growing number of researchers are applying their energies to questions of foreign language acquisition and to the application of technology to both Bildung and pedagogy. Demands on institutions to recognize that type of research cannot but increase. 3. We need more flexible, interdisciplinary curricula. In particular, foreign language and literature departments have to expand their horizons along two axes: The first is horizontal. Teachers, scholars, and textbook writers cannot afford to ignore the insights to be gained "laterally," namely, through familiarization with social, cultural, and literary theories, and through cooperation with other departments at their institution: English, ESL, political science, anthropology and sociology, international studies; business and management; linguistics and artificial intelligence. The second axis is vertical. Without maybe going as far as the University of Bayreuth in thematizing "foreignness," foreign language programs can no longer ignore their native language counterparts (e.g., Français langue étrangère in France, Deutsch als Fremdsprache in Germany) and the scholarly and pedagogical perspectives developed there. The same applies to English departments and ESL departments in this country. The governance of foreign languages includes them, too.

Some will ask: But how are we to train the new teachers? How can we stretch the already bursting curricula? The answer lies not in the quantity but in the quality of our programs and in the way we define what we are in the business of doing. The governance crisis we are facing is not unique to foreign languages. It is a general epistemological crisis. It forces us to rethink those principles of conversational, cultural, and literary discourse that will give our knowledge intercultural meaning. This

116

can only be done through the cooperation of scholars with a variety of personal, professional, intellectual, and national perspectives. The governance of foreign languages begins and ends with a willingness to cross disciplinary and national boundaries.

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EXCERPTS FROM THE TRANSCRIPT

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The following comments are drawn from the transcript of the discussions during the Symposium on the Governance of Foreign Language Programs and are offered in order to illustrate the range of concerns discussed in the course of the Symposium. These selections have been edited to clarify references but also to remove allusions to specific individuals or programs wherever possible.

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It appears that the reason for wanting to establish it [a center for foreign language study] is that the governance problems we are having are not coming from the administration but from the departments themselves, where language teachers in some departments were clearly second-class citizens -- they didn't have a chance of getting tenure -- they felt not part of the system, and we wanted to establish a place where they could at least begin to feel like they have some commonality and common home.

As far as recommendations for tenure are concerned, we can write a letter saying that we think this person does responsible work within the university, and we think that would be taken seriously. But it would be very difficult if the department did not also recommend tenure.

Governance can have built into it all kinds of prejudice.

The argument on behalf of senior professors in language departments not participating is always that they would be donkeys in the classroom. Some senior people will, however, participate in the basic math and writing programs. The ironic thing is that your governance structure may be protecting you from precisely that problem. A lot of people don't want any language classes.

Adjunct at Penn is for people who have graduate degrees but are not in tenure-slot positions. The position is voted on by departments, and it requires external review, departmental recommendation, and the same committee that grants tenure also reviews that position, but it is not a tenured position. If I am not reappointed, I don't know whether I could go back as an adjunct professor of Romance Literature -- the whole thing is new.

About the Stanford "Professor (teaching)" tenured position: Sometimes the position is defined as being a tenure-track but a teaching only position, and you just start that way; you can be an associate professor or a

full professor, and I wondered if the definitions of those might be useful. These professors do tend to continue to do research, but it's not required of them, although the standards by which they are measured remain very high. They are not viewed as second-class citizens. They have all the perks and almost all the status of the regular tenure line. It's a clear upgrading.

The continuity of language training is not well addressed, and that's a problem. Another problem with "caste" is not just adjunct faculty, but that a lot of these institutions have a caste problem between pedagogues and people who do literature. What does one do to address that problem? Is it a governance problem? That is, is there anything in our present governance setup that would prevent you from doing that?

Some of the questions in the Consortium's survey of last year wouldn't be answered because of the different terminology within the institution. We have to peel some of that away and get down to issues such as: should senior faculty be teaching languages? who is leading? who is governing the profession? and who is in charge?

Nontenure-track positions are a huge and important issue, concerning a whole underclass, the casuals, the migrant workers.

There are two ways of organizing a course to teach grad students how to teach. The first way is to prepare TA's for doing whatever the head instructor wants, repeat what he does, so that you have model classes for TA's. Then you have a nice clone, but if the teaching system is changed, then you have to throw away the clone or recycle it. The other approach is much harder; you don't see the results right away, but in the long run it's a far better preparation for TA's. It prepares them for facing and solving problems down the road. You approach this the same way you would train somebody for lit crit or linguistics analysis -- finding solutions rather than absorbing ready-made solutions.

Many cultures make a sharp distinction in their lexicon between training and education, and we don't.

I'm offering visions, no solutions.

If people could view foreign language acquisition as the acquisition of discourse, it could be that there would be some feeling of unity between literary types and language teachers.

I think we're speaking of literature and language people as if they're not the same people. So it's sometimes a rhetorical problem to say "language teachers and literature teachers" as if there were a real dichotomy.

Even those who teach both language and literature have a hard time conceptualizing what they're doing when they teach literature.

The beauty of the work of lit is that it contains in condensed form a lot of the values and attitudes that are prevalent in the culture. And through their emotional impact they appeal to the emotional world view of the students.

One disturbing thing about what's going on today is that relatively few people have looked at the problem of integrating a language program within a liberal arts curriculum.

We don't shy away from giving students a baggage of grammatical concepts if necessary to speak about the language. I think we could give them equal baggage of discourse and culture to deal conceptually with the culture.

I do think that we need to get in touch with the people who are putting the software out and tell them what we need.

In revising the catalogue, you have to identify the mission of the department, not only describe the course.

It strikes me that this system of casual workers is an assembly line procedure which is taking hold at precisely the time when the business community has decided that it doesn't work terribly well, that more variety and less hierarchy is better.

Even if you don't give people more than three-year contracts because you don't want it to turn into de facto tenure, it's still the idea of how can you can use these people and then get rid of them.

Maybe the kind of contract that goes with the job makes a difference in the way you feel.

I think we're dealing here not just with the problem of structure but with the problem of prestige.

I don't see why we can't use our own colleagues to participate in this. I think the fruits of such a philosophy would be immense, and it would certainly bring an aura of prestige to the instructional enterprise; practitioners thereby become partners, which is almost a necessary result of the collaboration.

We're beginning to get a sense now that the caste system may be totally restructured simply through a notion of collegiality.

It would be good for the health of the profession to abolish these contract jobs. Also, we send a bad signal to administrators when we hire people only because they are native speakers of a foreign language. We

should have some kind of certification for them, and they should have a fixed and permanent job.

As a matter of fact, anything that has to do with nurturing generally is denigrated by the establishment.

Language coordinators seem to be in fashion today since everybody is looking for one. One thing I'm concerned about is that the minute the person comes, the faculty relaxes and washes their hands of all the problems. This shouldn't happen because the faculty must continue to be involved. You would have to be God to do all these things. I'm afraid of this tendency to separate teaching staffs into two groups. Especially if the language coordinator is appointed as assistant professor, then faculty meetings don't involve them, no decisions involve them.

It's a cynical act to create a position which is a problem dump, built as a bait-and-switch routine, where you come in for a career, except that the position wasn't really intended for a career, and that makes for some very hard feelings among the young people. A moral problem creeps in when you staff your lower-division language courses with grad students. If you are hiring enough grad students to meet the requirements of your sections, but not to meet the demands of the profession, you may be creating a situation where you are credentialing many more people than there are jobs for.

Lots of junior people have said in interviews, "Oh, I love teaching, there is nothing I'd rather do" -- but as time goes on they end up avoiding language teaching.

The point is that when people are being weighed to see whether they're going to make tenure or not, as you know, what people focus on are the lines of publication on their vita; and all these good things like teaching, community service, committee assignments, are given short shrift; and we are falling into the classical managerial error of rewarding A while hoping for B. In the long run you don't get B, you don't get good teaching.

I think we have a serious dilemma which a lot of people are waking up to; and I don't think it's an insoluble one, but we do need to look carefully at our criteria for giving tenure, which will determine the nature of the power structure at the university for many years.

If the practices of the department are not congruent with the long-term values and welfare of the institution, you're going have a crisis. I was pleased to find out that a good number of those who were rewarded by the present criteria are also very worried about our excessive concern with research and our ignoring teaching and service.

I think it's also in the department structure, not just at the administration level, that you hear: "This is a good teacher but he doesn't publish much."

About five years ago they placed the dean of undergraduate education with the school of Humanities and Sciences as a move to try to strengthen the links between evaluation of teaching and the regular academic structure, and that in my observation has made an extraordinary amount of difference. There's been an increasing emphasis on teaching quality at the time of promotion -- certainly when tenured positions from the outside are being considered; and for the merit-pay salary system, evidence of quality teaching must come in from the department chair to the dean.

The issue here that you must be aware of is that we're going to have an unusual number of people retiring in the next twenty years, and that we're going to have lots of junior faculty needed and a relatively small number being produced. The figures show that we've scared lots of people out of the graduate school pipeline.

I think that this [staffing language courses] is an issue that would be best handled by a government policy such as the NEA titled scholarships that increased the number of PhD's in the 60's. It seems to me that it's going to take an intervention from that level rather than an intervention from individual universities, which do not respond to problems of this nature.

I think that maybe we're paying too much attention to tenure as a governance problem when it might lie elsewhere. The fact that in American research universities the ratio of full professors is never below 50% (I'm told by the AAUP) means you've got an awful lot of people who are in midcareer, who are in this one-dimensional track where they're expected to do only one thing. That means that we have all these people who are in the business for the right reasons, and we do not take advantage of them. I think we need a long-term solution to get at that sort of middle-level, midcareer problem.

It appears that this language center does certain things as a model of governance -- but it doesn't seem to do exactly as you were saying, namely that the bottom line is that there is no budget, and there is no power in terms of promotion or tenure, so that while this does respond to your environment at Brown, it may not be something that's translatable into a large state university where the lines of communication are built along budget and tenure.

I wish there were some way we could come up with a collective mission of language and literature or culture, so that it is really a part of humanistic knowledge.

All systems [of governance] fail, in time. It looks as if the energy goes out of the agreements, and the covenant gets weak, and as people turn over, everything goes to some sort of lower energy level.

Another thing about this situation, concerning the philosophy of governance: it leans very strongly towards the social sciences, that is, if teachers straddle a couple of fields, it was always philosophy and linguistics, sociology and linguistics; there wasn't anybody who did literature and linguistics.

To what degree does moving the umbrella to another department of foreign language teaching necessarily mean that there are going to be more specialized, permanent people in the classroom?

It would probably be difficult to make a department sign a document that says "these are our intellectual goals."

What is being raised at this conference is the terrible specter that the present system of governance is a Darwinian creation ideally suited to solving the problems of teaching foreign languages.

There are people who used to be very isolated and are now participating in departmental activities, such as literary theory. It's funny; some people say there's a narrowing of specialization, but in other cases, especially in the humanities, there are some people going the other way.

We have a great deal of trouble talking about a pedagogy course that is going to cross departmental boundaries, because departments do things in different ways.

I have found that there is a tremendous cross-fertilization that goes on when the people in Romance languages suddenly realize that other specializations and approaches exist. It teaches them, when they leave, to adapt methodologies to other objectives.

I was gratified to see that the topic is well-defined enough to be discussable and loosely defined enough for us to enter into a debate on what we should do.

I have observed that when governance works well it is totally transparent, and that's the normal way of things. You do not waste your time sitting around talking about how you should organize.

Governance is not a dichotomy of faculty and administration; it's the dialogue with which faculty and the administration work together toward a common goal.

Trying to fit a foreign language department into the broader context produces the feeling that, unless we can actually do it, the department is

126

always going to be in that little corner and will not have enough inter-relations with the rest of the university.

I think that we are talking too much about skills and lower-level courses. It seems to me that in a department we must develop a proper language curriculum that goes right through to the higher level, because when you do that you have something to defend.

You can't have infrastructure for something when you don't know what it is.

That is how it [the loosely coupled system] is supposed to work [by allowing decisions to be made without necessarily having to match them up with inviolable rules]. But somehow we've begun to think that initiatives don't come out of the loosely coupled system.

I do think that we need to get in touch with the people who are putting the software out and tell them what we need.

What about materials production...textbooks, software, and the like? Who governs that? Marketplace forces right now.

Read your catalogue and see whether, if you were a student, you could figure what all this is about. It needs doing now. I'm sure that neither deans, faculty, nor students can see from that catalogue what's really going on.

In revising the catalogue, you have to identify the mission of the department, not only describe the course.

I think it would be very useful for an organization like the Consortium to get its ideas together and tell the MLA that these ads are not very useful.

Everybody knows these ads are an exercise in fantastic literature. Has anyone ever tried to match them up with reality?

The ADFL says that they receive them from the departments and publish them as they come.

It would be interesting if somebody could do a project comparing what they ask for (the moon) and what they settle for, which is much less, and make a list showing that in fact positions are filled by real people and not by these fantastic creations.

JOB ANNOUNCEMENTS AND GOVERNANCE

In the course of the symposium on the governance of foreign language programs, we circulated a collection of recent job announcements selected from recent professional publications over the past two years. These examples are authentic; we have deleted information that would identify the hiring institution but have retained the specialized language that characterizes advertisements. We have included what we consider to be both good and bad job announcements. We wish to thank the Linguistics Society of America and the Modern Language Assocation of America for their cooperation in furnishing us with the job listings.

We offer these announcements here as further examples of the issues of governance that face colleges and universities today. It would be fair to state that at the symposium on governance the general reaction to most of these announcements was unmitigated outrage and dismay. Many of the announcements are irresponsible, unrealistic, and unethical.

SPANISH ASSISTANT PROFESSOR: one-year contract, possibly leading to a tenure-track appointment in Hispanic Linguistics and/or Medieval Literature. Native or near-native fluency. Willingness to teach technical courses and to share in departmental tasks. Experience in coordinating first-year Spanish classes desirable. Strong commitment to research and publication....

French: 1987-88 only, Asst Prof., salary competitive. To teach under-grad. courses in French lang. and to develop integration of audio and computer elements in elementary and intermed. level lang. courses, PhD in French, three years college level teaching exper. and exper. with audio and computer language labs. req'd....

Italian. Anticipated opening, tentative....Assistant professor, PhD reg-ular tenure-track position; OR instructor, M.A. temporary one-year appointment. Candidates in applied linguistics/language pedagogy with a background for teaching a general education course in the Italian Renaissance are especially invited to apply. Demonstrable excellence in teaching and commitment to research....

Director of Language Instruction.... To develop and coordinate our instruction in the Spanish Language. Experience and fluency in Spanish required; PhD in linguistics with interest in second language acquisition preferred. Multi-year contract; academic rank as lecturer. University has language requirement, highly selective students and outstanding laboratory facilities....

Tenure-track position for Assistant/Associate Professor of GERMAN, PhD, near-native fluency. To teach all levels of German language, literature, culture. Area of specialization open. Experience in one or more of the following: foreign language methodology (supervision of student teachers in French/German/Spanish); international studies; interdisciplinary humanities; Spanish or French.

Asst. Prof. of Spanish, 3-yr. non-tenure track appt. with possible renewal, spec. in language methodology, experience in computer-aided instruction. Ability to teach the literature of post-Civil War Spain. PhD required.

Language Coordinator (asst. prof. or lecturer) to supervise instruction in French at elem. and intermed. levels, w/spec. in applied ling. and/or contemporary civilization. Relevant research interest: FL pedagogy, CAI, proficiency testing. PhD required.

Assistant/Associate Professor of Linguistics, Swahili. Requirements: PhD in Linguistics, significant publications, qualified to teach Swahili and some area of theoretical or applied linguistics. Responsibilities: teaching and coordinating classes in Swahili, teaching undergraduate and graduate courses in linguistics, active participation in the African Studies program.

Language Learning Center Director...to manage new FL learning center, train and direct student tutors, develop audio & video materials, tutor students, teach one FL class. MA or equiv. Strong management & teaching skills & interest in FL pedagogy (esp. oral proficiency development). Near-native fluency req. in one or more FL....

Lecturer in Italian, 2-yr renewable contract. Organizing and teaching Italian language, and the training and supervision of TA's. Gifted teacher with native fluency. Specific post-graduate training and competence (proven by publications) in the field of modern language teaching techniques and pedagogy, experience in teacher training.

Tenure track appointment at the Assistant Professor level. Spanish linguist. Research concentration in second-language acquisition, socio-linguistics and/or any other area of general linguistics. Teaching responsibilities at the undergraduate and graduate level in the department and the Humanities Program in Linguistics. Direction of first-year Spanish program, including training of TA's.

The Department of Romance Languages & Literatures seeks a lecturer in Italian to supervise and direct elementary language instruction; three year contract, renewable. Training in applied linguistics and language teaching methodology desired. Near-native fluency in the target language and in English desired....

Beginning Assistant Professor of Spanish and Portuguese, tenure-track....Highly qualified person with specialization in Language Pedagogy, Applied Hispanic Linguistics and Language Curricular Development, to coordinate and oversee language instruction and overseas programs, and to teach elementary, intermediate and advanced language courses and civilization. Native or near-native fluency in Spanish required; proficiency in Portuguese desirable. Outstanding teaching record and evidence of professional and research activity required....

Full-time position for Foreign Language Lab Director including 1/2 time teaching in French or Spanish. Interest in ESL, linguistics and television instruction would be helpful. Strong possibility for renewal. Rank and salary dependent upon credentials.

Joint appointment in Spanish and Latin; assistant professor, 3-year renewable contract. Candidates must be able to teach both languages. Competence in Romance philology desirable.

Lecturer in Russian to teach intermediate and advanced Russian grammar, composition, conversation, translation, scientific, and/or expository Russian. Position is renewable annually. Full-time salary: $25,560 to $32,184.

French with second field in Latin Lang. and civ. Tenure track position. Demonstrated excellence in teaching and scholarship, and firm commitment to working with students.

3-year Lectureship in Dutch, renewable. Minimum qualifications: PhD, Doktoraal or equiv. in Dutch lang. or lit.; Dutch speaking fluency 4-5 on ILR scale; 2 yrs post-secondary teaching. Desired: post-secondary training in Dutch-speaking Europe; 4 yrs. teaching American undergraduates; ACTFL Tester certification; formal training/demonstrated research capability in language acquisition theory, teaching methods and linguistics.

Language Educ. Dept. seeks individual to provide leadership in FL educ. Post provides important linkage w/various FL depts. as well as w/the schools through the ofc. of the FL School Coordinator. Linkage with Instructional Systems Technology also provides the oppty to apply technology to FL and ESL instruction. Organizes and directs undergrad. & grad. programs in FL educ.; conducts related rsrch. & development efforts w/special emphasis on utilization of technology in FL instruc'n; maintains liaison & joint program efforts between Lang. Educ. Dept. & the FL depts--both Asian and European; direct master and doctoral student rsrch.; teach undergrad. & grad. courses; participate in prof'l assns. & consulting w/gov't agencies & schools. Req's: earned doctorate (or equiv.) in FL educ. w/expertise in one or more FLs which may incl. Chinese, Korean, or Japanese in add'n to more traditional langs. taught in the schools....

Lecturer in Spanish language, 3-yr appointment, possible renewal. Teach elementary and advanced Spanish language courses; ability to supervise TA's and develop curricular materials. Native-level proficiency, university language teaching experience required. Experience in developing computer-assisted language teaching materials desirable.

Lecturer of French, and Foreign Language Laboratory Director....Position may be extended for second year. Teach lower div. French language courses; direct Language Lab. Native-level speaking ability, MA in French, experience in foreign language laboratory required. Knowledge of computer-assisted instruction, multi-media equipment, and second language desirable....

Instructorships in French and Spanish, to teach nine courses of elementary language per year; PhD or ABD near completion; highest level language proficiency required; non tenure-track; possible renewal twice....

Comparative Literature, tenure-track, assistant professor level, competitive salary, specialist in Modern Japanese Language and Literature. Teaching will include 1st or 2nd year language courses, as well as courses in Japanese literature and in Western Masterpieces. PhD in hand, or A.B.D. with early completion date. Native or near-native fluency in Japanese and English required. Preference to those with strong background in Comparative Literature....

Assistant Professor, tenure-track, in Japanese language and culture, pending budgetary approval. Ph.D preferred, ABD considered. To teach and supervise beginning through advanced modern Japanese language courses, including Business Japanese, & courses on Japanese culture. Specialization in either linguistics or lit. Commitment to research and publication expected....

Position at Assistant Professor level in Modern Foreign Language Education, with a proficiency in at least three languages commonly taught in high schl desirable. PhD req'd in Foreign Language Education. Dual appointment in the School of Education and the College of Arts and Sciences, Department of Foreign Languages and Literatures. Strong commitment to teaching, research and publications....

Instructor/Asst. Prof in French and German....non tenure track, renewal possible. Near-native proficiency in French and German. Interest in extra-curricular activities desirable. Full time, 3-4 courses per quarter. Primarily skills building classes in both languages. Possibility of advanced literature courses. ABD, or PhD in one or combination of both languages preferred. Teaching experience required....

Language Coordinator, 3-yr. term appointment. Responsibilities include

131

supervision of language lab, development of curricular materials, training of faculty in computer-assisted instruction. PhD required.

Asst. Prof., continuing post w/teaching resp's in <u>Spanish and French or Italian</u>. PhD req'd. Preferably in Spanish. Teaching exper. pref'd. Native or near-native competency in Spanish req'd as is good command of French or Italian. Knowledge of Chicano literature req'd. Knowledge of teaching methodology pref'd. Publications will be expected....

Experienced teacher of Spanish with German as a second competence; laboratory skills....Doctorate required; tenure track; salary and rank open....

<u>Assistant Professor</u>, PhD, in <u>German and French or Spanish</u> language and literature. Near native proficiency in both languages and teaching required. Tenure earning....

Comparative Literature, tenure-track, assistant professor level, <u>specialist in Chinese Language and Literature</u>....Teaching will include 1st or 2nd year Chinese Language, as well as courses in Chinese literature and in Western Masterpieces....

<u>Full-time, tenure-track Instructor/Asst. Prof. of Foreign Langs</u>. to teach French, German & Spanish. Concentration in one & ability to teach other two. MA req'd/PhD pref....

<u>Full-time lectureship, Spanish</u>....renewable by semester. Teach Beginning and Intermediate Spanish & Latin American Lit...Peninsular Lit....12 semester hours. Other duties: $11,400 per year. Dynamic FL Teaching, good interpersonal skills, strong lit. background....

<u>Lectureship in French</u>; non-tenure track. One-year appointment, renewable upon mutual consent. Minimum qualifications: ABD or PhD and near-native fluency. Salary up to $16,154 depending on qualifications. Beginning and intermediate language training, participation in coordination of language program, proficiency training, and new career language program. Excellent opportunity to acquire experience in future high-demand fields....

Grad school of Int'l Relations, teaching, doing research, & coordinating the lang. program. Asst., assoc., or full prof. depending on exper. & research record. The grad. schl is an interdisciplinary program, focusing on the Pacific region, which draws on such fields as mgmt., econ., poli. sci., int'l relations, public policy and other related areas. The school will provide prof'l training for students wishing careers in int'l affairs and to carry out research on issues confronting nations in the Pacific rim. The school plans to offer a professional master's program--master's in Pacific int'l affairs, a small doctoral program, and a mid-career training program. The first class of master's level students will be admitted for fall '87.

Seek an expert in foreign lang. instruction to design, coordinate, supervise, and implement the lang. component of the school. Req's include a PhD in ling., lang.