

INTERIM REPORT: DTF ON LANGUAGES AND OVERSEAS PROGRAMS

OVERSEAS PROGRAMS

- I. Reasons for offering overseas study programs (objectives):
 - A. Meeting evident student demand for an overseas study experience. This is a known desire for a specific experience and probably would not be included in the following two points.
 - B. To provide a direct curricular vehicle for educating students about areas of the world of considerable present and future economic and political importance to the state of Washington and/or to the country as a whole. Training here opens up possibilities of career opportunities.
 - C. To help, or even force, students to break through their ethnocentricity. Overseas study programs should be a prime method of enlarging student horizons and experience, to help students develop their grasp of the world. Evergreen's announced goal of trying to develop "educated" human beings capable of informed and rational thinking will be difficult to achieve as long as those human beings remain unaware of and apathetic to the cultures and problems of the larger world community.
- II. Overseas programs can be random efforts, or they can be directed toward specific areas. Several alternatives are open to Evergreen:
 - A. Western and southern Europe and Latin America. These are the traditionally most popular areas for international study and observation. Most "evident student demand" will probably center on these areas. A great number of various types of programs are already available through other universities and private and governmental institutions.
 - B. Emphasis on "neglected areas" - countries or areas where little is presently being done in the way of international study by anybody. This suggested by Merv Cadwallader. Possible countries and regions:
 - 1. North Europe (Scandinavia)
 - 2. East Europe
 - 3. Africa
 - 4. India
 - 5. Southeast Asia
 - 6. Japan

C. The Pacific Rim region, the preference of President McCann. Would probably include Russia, China, Southeast Asia, Japan, Australia/New Zealand, the South Pacific and Latin America. There are several reasons for this emphasis:

1. For the most part, these are truly neglected areas in terms of existing overseas study programs.
2. With something like one-half the world's population, and largely under-developed, the Pacific Rim region represents an area of considerable present and future economic, political and social importance.
3. Evergreen is strategically located to deal with this region.
4. Although very large and diverse, the Pacific Rim countries have many problems in common and many political, economic and cultural interrelationships. Efforts would be better concentrated in such an area, rather than scattered throughout the world.

III. There are several ways through which a student (and faculty member) might gain international study experience at Evergreen:

A. A student or group of students can join the program of some other institution. Two possibilities exist here:

1. Many universities and other types of organizations have regular, organized programs of overseas study, mostly in western and southern Europe and Latin America. The biggest problems with these programs is financial. The student would have to pay the program costs as well as the costs attendant to being registered at Evergreen (to gain credit for his work).
2. The AASCU (American Association of State Colleges and Universities) is in the process of developing International Study Abroad Centers, each supported by all the institutions and directed by one of the institutions of the Association. The planned hope for these centers is that students will be able to go abroad at much lower cost since their tuition paid to the home institution (and, hopefully, some of the state funds used to support him if he were in attendance at the home institution) would be used to help pay for the program.

B. Independent overseas study under the Evergreen contracted study option. Differs from the preceding in that the student is independent of all programs and is responsible only to the supervising faculty member. Would probably be the exceptional situation.

C. As part of an organized program of study at Evergreen. Several alternatives are possible:

1. Evergreen sets up an ongoing relationship with a foreign university or other institution. Most organizational details would be handled by the foreign institution. Students would work in the institution, probably under the supervision of its faculty. Independent work in the country would be possible, but not a major part of the program. This option would require an "institutional commitment" from Evergreen for financial and faculty support.
2. Evergreen sets up its own center in the foreign country to organize and supervise student work such that students get the maximum exposure to the culture and people of the country and the maximum opportunity to pursue their own interests. The center would be independent of any foreign institution. It would require a more expensive commitment on the part of Evergreen and would be more difficult and complicated to organize, particularly in those countries where there is little or no precedent.
3. Small group seminar-workshops that make short, intensive visits to specific places (cities, areas) to study specific things with everyone following more or less the same schedule. Would not involve Evergreen-supported overseas study centers. Support would come from the general curricular budget.
4. Exposure to foreign students and faculty on the Evergreen campus. Best accomplished by establishing exchange agreements/relationships with foreign universities, most likely (but not necessarily) those connected with Evergreen overseas study programs.

IV. Many problems can be foreseen in the establishment of overseas study programs:

- A. Student interest. To attain the objective of "breaking ethnocentricity" and emphasizing programs in "neglected areas" will probably take something on the order of a missionary effort to create the interest that will make possible viable, effective programs.
- B. Relating overseas study programs to the educational programs of Evergreen.
- C. Financing. Federal support for international study continues to decline. The International Education Act is virtually a lost cause. The competition for available funds is intense. The hope for state support, in these times, would be most forlorn. But certain things should be possible through Federal funding and through the work of the AASCU.

- D. Organization and administration of overseas study programs -- complex and requires experience and background.
- E. Staffing. Who should develop programs, when, and how under the existing financial situation.
- V. Current status, activities and plans:
 - A. Pilot programs that will involve overseas study.
 - 1. Renaissance and Modern Man. In catalog for 71-72, with travel to Italy in 72-73. Could probably take advantage of existing programs and not involve the creation of an Evergreen study center in Italy.
 - 2. Japan and the West. Proposed for 72-73 with travel to Japan in 73-74. Possible Evergreen study center in Japan. Being planned.
 - 3. Southeast Asia. Proposed for 72 73 with travel to that area in 73-74. Possible Evergreen study center in Indonesia or Malaysia/Singapore. Being planned.
 - B. Alexander and Teske took trip to Midwest to gather information about organizing and conducting overseas study programs.
 - C. Wiedemann currently conducting survey of available overseas study programs in other institutions. Will list and set up file.
 - D. Plan to conduct a survey of the Pacific Northwest (Washington, Oregon, Idaho) to determine existing programs in high schools, colleges and universities and to determine interest in new programs in areas of Evergreen interest.
 - E. Require a study of how institutions have organized and conducted overseas study programs. Important items include: financing, contacts, organization, staffing, credit-granting.
 - F. Wiedemann has indicated willingness to serve as Campus International Education Adviser for the AASCU Office of International Programs. (To Teske)

LANGUAGE STUDY

As with Overseas Study, the objectives sometimes advanced are quite various, and so one mode of language study would seem incapable of reaching all of them.

I. Objectives:

- A. Acquiring the ability to converse with citizens of a foreign country in their own language, and to work in that language with some ease and fluency. This objective clearly relates to any proposed Overseas Studies Programs -- except those that might merely approximate a Grand Tour sort of trip.
- B. Acquiring reading knowledge of a language, so as to read primary or secondary texts in the original.
- C. Maintaining a generalized, undefined investment of previous study in a language, or initiating such study for whatever private reasons a student might have.
- D. All the foregoing "objectives" are largely utilitarian and pragmatic -- the student learns the language in order to be able to do something or other. One might see certain immediate and unpragmatic objectives for language study -- objectives deriving from the intellectual discipline involved, and arising from the experience of thinking in a verbal system different from English.

II. Areas:

- A. Standard Languages -- French, German, Spanish; perhaps also Italian and Russian.
- B. "Neglected" Languages -- Japanese, Malay, Hindi, Swahili, Serbo-Croatian, Finnish ...
- C. Classical Languages -- Latin, Greek, Hebrew, Sanskrit ...

At this point it is perhaps wise to interject a comment. We have at present almost no way to ascertain the demand for languages at Evergreen, or the efficiency of alternate methods of language instruction, or our capacity to support various methods to meet possible demands. This seems to produce in everyone's mind a hesitancy and vagueness about language study. We know firmly certain negative things: we will not require any language proficiency, and we do not wish to institute convention course methods of language instruction. But such negative thinking still leaves us in the dark.

III. Methods:

- A. Tutorials--essentially a one-to-one, or small group relationship between and instructor in the language and a student. It could, undoubtedly, use programmed and machine-based materials, but it relies most heavily on personal contact with an instructor. It requires, therefore, hiring people who not only speak the foreign language, but have acquired a method for teaching it.
- B. Auto-tutorials methods--machine-based and programmed materials predominate, but the student is also frequently and regularly in contact with a native speaker, who does not instruct him. This is the method worked out by Peter Boyd-Bowman while at Kalamazoo College, and used so successfully there and elsewhere in the program for "Neglected" Languages. It has been demonstrated to be as efficient as normal courses, but there is some reason to believe it is less efficient than a Tutorials method. In any case, while it requires a director for the program--who manages the machinery and contacts the native speakers--there is no necessity that the director speak any of the languages involved, and no limit to the number of languages that can be taught this way.
- C. Total Immersion--an intensive, full-time immersion in language study, involving classes, auto-tutorials, tutorials, and all and any other method, with heavy doses of cultural experience. This is the most costly method, and also perhaps the only really viable method of language instruction. Unfortunately it requires staff, facilities, and heavy budgeting. We have yet to come across of description of this method adapted to the circumstances of an American College, but we have some possible leads.

IV. Problems

Clearly faculty hiring for next year, the demands generated by our students once here, and the demands generated through programs we have already or are planning will heavily influence the nature of our effort in this area.

We know already that we will undoubtedly have to supply--

- A. Some sort of language study in the basic standard languages--perhaps even in Russian, but obviously in Italian (one of our scheduled programs requires it). This probably means investing in staff with some training in a tutorials mode of language instruction.

- B. Some effort approaching Total Immersion in Malay and Japanese, to be at least organized next year for operation the following year.

Total immersion programs will require, by their nature, full-time participation. But instruction in the standard languages will probably operate concurrently with our planned programs. But this would seem to violate the standing demand for "100% participation in any activity undertaken."

If Evergreen fails to provide some method of language instruction next year, it may stifle demand for it. Then again in the absence of a requirement, there might actually be a surge of interest in foreign language, especially if we scrupulously avoid conventional course methods.

- V. Two concrete proposals have already been made which bear repeating here.

- A. We should hire for next year someone with experience in the sort of language training we want to establish here at Evergreen, and charge him with building a foreign language program capable of meeting the various demands for language training. Without such skill on campus, we fear we will never be able to set up satisfactory programs.
- B. We might investigate the possibility of setting up a Washington State or Pacific Northwest Language Center, devoted to total immersion programs in a wide range of languages. The Center would be funded and staffed cooperatively by all the sponsoring institutions, and would draw its students from the entire area. In this way elaborate language programs in neglected (or even standard) languages, impossible for a single school to sponsor, could operate on a permanent basis.

- VI. Apart from some small discussion on Teske-Alexander Midwestern trip, and the soliciting by mail of information on Army Language School methods, very little has been done so far on Language Study.

We need to contact schools which have used Total Immersion or some version of Total Immersion. Middlebury in Vermont would seem to be a good first try.

But our most important task, in light of the budget announcement, is locating and hiring someone with expertise to design a program for us.

Richard Alexander, Chairman
Alfred Wiedemann
Sid White
Jack Webb