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## Authorizing the Foreign Language Student

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**ABSTRACT.** This paper begins by reviewing the current practices in foreign language teaching in light of Bourdieu's theories of language and power to show how failing to assess discursive intent prevents students from understanding the strategic use of language. Bourdieu's model is then proposed as the basis for a pedagogy that authorizes students to use their existing cognitive skills in order to assess a text's discourse and uncover its verbal and nonverbal strategies. To illustrate this alternative pedagogy, pedagogical techniques used to teach a short video segment from German television in a third-semester Business German course will be discussed. Each of the techniques encourages students to look for the significance of the video's visual as well as verbal discourse. To help exemplify both the authorizing process and the pedagogical effectiveness of this new approach, these techniques will also be compared with input exercises that ask students to register information without assessing discursive intent. As a final point, this paper will discuss oral and written exercises that build on students' insights from their analysis of the video's visual and acoustic features.

### Introduction

Modern language departments in the United States have traditionally been marked by a strong division between language teaching at the lower level and cultural and literary study at the upper level.<sup>1</sup> One of the many consequences of this split is that critical theory, which plays such a central role in upper-division and especially graduate-level courses, has not been applied to lower-division language teaching. Only recently have scholars started to address this situation and suggest ways to integrate critical theory into the teaching of foreign languages (Bernan 1994, 1996; Hopper 1988; Kramsch 1993; Kramsch and Nolden 1994; Peck 1992; Swaffar et al. 1991; von Hoene 1995). Despite these notable and important steps, the initial emphasis in foreign language instruction remains on developing linguistic fluency and accuracy rather than comprehending and analyzing the discourse of an authentic text. Such an emphasis not only disadvantages the foreign language learner by privileging the native speaker, but it

also ignores the interrelationship between foreign language proficiency and the learner's grasp of foreign language discourse. Discourse or language use, defined as the speaker or writer's verbal and nonverbal strategies, renders messages significant in their social and political contexts. Unless actively aware of the discursive systems that motivate language use, foreign language learners will miss out on learning how and to what end language is actually used.

This paper begins by reviewing the current practices in foreign language teaching in light of Bourdieu's theories of language and power. Bourdieu's insights reveal that registering language use without assessing discursive intent relegates students to a subaltern position from which they may learn to identify foreign language use but not the significance of foreign language as discourse. To illustrate an alternative practice that would encourage students to look for the significance of the visual as well as verbal discourse, pedagogical techniques and accompanying exercises used to teach a short video segment from German television in a

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gogy's connection to the *Standards for Foreign Language Learning* (1996). Based on student results and reactions to this approach, this paper will close with a discussion of the pedagogy's suitability for lower-division instruction, especially within a pedagogical framework that has traditionally not stressed critical analysis of authentic discourse.

#### Learning Theory and Bourdieu

In *Language and Symbolic Power* (1994), Bourdieu suggests that all language use is strategic, that it is calculated to achieve a particular speaker objective. To apply the terms of his analysis to language pedagogy, the foreign language classroom might be viewed as a market in which linguistic products are subject to certain laws of exchange. In addition, this market is characterized by a high degree of formality due to a variety of factors ranging from the emphasis on linguistic accuracy to the organized, hierarchical nature of mainstream education. Students contribute to the market's formality as well by accepting its structure, rules, and participants. This acceptance, in turn, grants the market a legitimacy that serves to reinforce its power structure. A market's legitimacy lies on a continuum that can increase the more formal it becomes and the more recognition consumers, i.e., students, grant "to the legitimate language and legitimate competence" (69). For Bourdieu, the term legitimate competence is "the statutorily recognized capacity of an authorized person—an authority—to use, on formal occasions, the legitimate (i.e., formal) language, the authorized, authoritative language, speech that is accredited, worthy of being believed" (69). Resulting from this formal situation, therefore, is a market "dominated by the dominant, i.e., by the holders of the legitimate competence, authorized to speak with authority" (69). Teachers and teaching materials thus assume the position of authority in the foreign language classroom and possess the "linguistic capital capable of imposing the law of price formation which is the most favorable to its products and of procuring the corresponding symbolic profit"

(70). The beginning language student, meanwhile, lacking equivalent linguistic capital, remains ensconced in a subservient position. Right from the very first class day, therefore, most language learners lack the currency to interact in the market and tacitly acquiesce in their loss of intellectual agency.

In addition, Bourdieu asserts that an authority achieves its importance when there is a "convergence of the social conditions which enable it to secure from others a recognition of the importance which it attributes to itself" (1994, 72). Teachers and the materials they authorize thus attain their level of authority and importance because students, among others, recognize them as such. By uncritically accepting the information presented by the teacher or the teacher-authorized text, students affirm the teacher's and text's preeminence as well as their subaltern status. As Bourdieu notes, "What creates the power of words and slogans, a power capable of maintaining or subverting the social order, is the belief in the legitimacy of words and of those who utter them" (170). In effect, foreign language students collaborate in maintaining the text's and teacher's authority in the classroom.

This act of collaboration and uncritical acceptance grants authority that Bourdieu calls "symbolic power." He writes that "symbolic power... is defined in and through a given relation between those who exercise power and those who submit to it, i.e., in the very structure of the field in which *habitus* is produced and reproduced" (1994, 170). That is, by acknowledging a discourse's legitimacy and believing in its objectivity, members of that discourse community fail to recognize or misrecognize its subjectivity and thereby validate its authority and perspective. Validating a particular discourse's authority then has the effect of granting that discourse status and influence within the discourse community. In other words, that discourse now has and exercises symbolic power.

As an example, the discourse surrounding the "Contract with America" exercised symbolic power by using phrases such as "cutting government waste," "balancing the budget,"

"lobby reform," and "welfare reform." The primary supporters of the "Contract," being based in the formal, legitimized political arena in Washington, enjoyed a high level of political and symbolic capital with which they pushed their programs. At the same time, the common themes of "change" and "reform" appealed to a broad cross section of the population and thus lent further legitimacy and symbolic power to the people and actions associated with the "Contract." After all, in order for symbolic power to exist, there needs to be not only those wielding power but also those believing in and subjecting themselves to it.

By no means is this a constant or static relationship, however. Particular phrases begin to be associated with specific people or groups within a society, and those groups' discourses are then read differently depending on one's position vis a vis each group. Moreover, the symbolic power of each group's discourse is subject to market forces. When the products "less government" and "balancing the budget" resulted in "shutting down the government," for example, those products lost some of their symbolic power and eventual chance for profit in the market. In short, consumers were no longer as willing to accept and recognize the legitimacy of such discourse.

Despite the presence of symbolic power in almost all forms of interaction, foreign language students often do not read texts to identify and define it. Beginning language instruction, with its emphasis on linguistic accuracy and fluency, combined with beginning language students' with their eagerness for and dependence on input to increase their linguistic skills, typically results in little opportunity to critically evaluate the linguistic input. In the effort and desire to improve initial language skills, teachers and students alike often do not challenge the input's authority or read a text to see how linguistic and cultural facts are assembled and weighted. When students or teachers view any given presentation only as objective "truth" (facts rather than facts assembled to express a particular viewpoint), then they fail to examine its symbolic power. Students' uncritical reception of input is fur-

ther compounded by their lack of expressive capability with which to voice criticism.

Bourdieu's model is proposed, therefore, as the basis for a pedagogy that authorizes students by enabling them to use their existing cognitive skills in order to assess a text's discourse and examine its symbolic power. Through a sequence of tasks described in the following pages, students learn to apply their insights as critical thinkers to assess the visual and verbal input they receive. They also continue to attend to linguistic fluency and accuracy, but always in conjunction with their assessment of the text's particular discourse strategy. This shift in emphasis, I argue, enables students to assemble the input they receive and attribute significance to it by virtue of their selection strategies that are, in part but not exclusively, dependent on their command of particular language details. Authorized to employ skills that they, as cognitively mature and reflective adults, already possess, students can then be in charge of their own learning.

#### Supplementing Input with a Pedagogy That Authorizes Student Analysis

An authentic video segment from German TV was chosen to illustrate the authorizing process. The juxtaposition of images and words in most authentic video excerpts provides a wealth of nonlinguistic and linguistic clues about symbolic power. In addition, as several empirical studies of foreign language learners indicate, video viewing seems to noticeably increase comprehension and retention among learners (Hanley, Herron, and Cole 1995; Mueller 1980; Rubin 1990; Secules, Herron, and Tomaseo 1992). First language acquisition research also documents the power of visual stimuli to enhance comprehension and retention (Drew and Reese 1984; Hayes and Birnbaum 1980; Meyer and Sims 1994; Merrifield 1980; Reese 1984).

Furthermore, though limited, most second language research strongly supports popular belief that foreign language video is an excellent medium for exposing students to authentic materials, a wide range of cultural input,

and different registers and dialects (e.g., Allan 1989; Cambre et al. 1992; Cook et al. 1988; Dahl and Luckau 1985; Lurcavage 1990; 1992; Svensson 1985; Tufts and Tudor 1990; Wildner-Bassett 1990). Moreover, as Stempliski and Tomalin (1990) stress, video attracts students and motivates them. Providing both pedagogical advantages and student appeal, video therefore serves as a logical choice as the input for authorizing students.

Comparing a pedagogy based purely on registering input with one that authorizes students to assemble a video's message reveals how the approaches differ. The task sequence (pre-viewing, silent viewing, listening) is that recommended by research and instructional materials (Loneragan 1984; Moryl-Mudretzky and Whiteman 1995; Stempliski and Tomalin 1990; Swaffar and Vlatlen 1997). At the pre-view stage, an input pedagogy would stress describing the text's topic (i.e., what it is). An authorizing pedagogy, in contrast, would emphasize the implications of said topic (i.e., what it implies). These strategies are expanded in the silent viewing stage. In the input pedagogy, students identify people, places, and objects in the scenes—a recognition task. In contrast, the authorizing pedagogy asks students to characterize those people, places, and objects as strategically arranged message systems—an analytical task.

Depending on the text, those message systems will emerge as students assess, for example, which people viewed in a sequence are stationary or moving, whether speakers initiate speech or respond, and if their audience is seen or implied. As Swaffar and Vlatlen (1997) suggest, examining camera angle and distance can assist students in their assessment of what is deemed important in a particular scene. The text itself also influences how students approach a text: A voiceover news cast generally presents rapid-fire commentary. Beginning students will need to listen for isolated phrases that identify and characterize the visual scene in that sequence. An on-site interview, however, tends to be verbally repetitive and visually less informative than news scenes. In interview segments, then, beginners

can probably focus on language as developed ideas rather than only as references to people, places, and events. In all cases, the analytical schema a teacher authorizes students to employ must be a central thread, not an incidental observation, that reveals the video's statement about a particular society or a group within that society.

If pre-viewing and silent viewing remain ways to increase only the students' understanding of the video's content, they will do no more than help students register what is denoted by the video's words and actions. Activities designed to decipher the video's connotation, however, serve a double function (denotative and connotative): students register *what/what happens* in terms of *how* those events are presented. In other words, authorizing students to assess how the video's images are constructed and juxtaposed (the connotative system) involves registering *who* and *what* is depicted (the denotative system) as well.

To illustrate, I will review pedagogical strategies for an authorizing pedagogy used in a third-semester Business German class of thirteen students at the University of Texas at Austin in the fall of 1996. This third-semester course is part of a larger Business German program covering the first six semesters of instruction. The authorizing pedagogy outlined in this paper, however, is unique to the third-semester course. In this course students continue to use the same standard textbook, *Deutsch zusammen* (Donahue and Watzinger 1990), as the other third-semester sections, but the course content is supplemented by seven videos, each with a business content that relates to readings and themes in the textbook. The video chosen to introduce students to the authorizing pedagogy is a segment titled "The German Role in the European Union" that runs three minutes and twelve seconds in length. The entire program was first shown in June 1994 on the German TV station *Deutschliche Welle*, a German network that broadcasts via satellite and serves as the primary form of business input in the six-semester Business German sequence at the University of Texas at Austin. The video itself outlines the four major

goals that Germany aims to accomplish during its term as President of the European Union (EU). The film clip selected has six topical sequences:

1. Celebration on the day of German Unity (1990).
2. Discussion of the extensive regulations that govern the EU.
3. First goal: lowering unemployment.
4. Second goal: fostering environmental protection.
5. Third goal: fighting crime.
6. Fourth goal: maintaining national security.

In the authorizing pedagogy, the teaching unit involving this video clip lasted five class days (Appendix A). It began with a preview stage during which students not only defined the EU but also considered the implications of a unified Europe. Because all but one of the thirteen students had never heard of the EU before, their first exercise was to find out basic information about the EU. Using the *World Wide Web*, they worked with a partner to locate the EU home page and to become acquainted with the history, general premise, and future of the EU. They then were asked to think about the possible advantages and disadvantages of joining the EU from both Germany's and the United States' perspective. Despite their limited exposure to the EU, they were able to think of basic consequences, both positive and negative, that the EU would have for Germany and the United States. One characteristic of each group's list of consequences at this early stage in the teaching unit was that they typically held a one-sided view of each consequence. For instance, they viewed reduced tariffs among EU-member countries as being either positive or negative for Germany. They typically did not consider the potential that there might be two or more sides to each argument. This represents to some degree the students' inexperience with such an exercise, but it also highlights what Shumway correctly identifies as students' difficulty with "seeing the world through the eyes of others" (1995, 255). By comparing its first

ings with those from the rest of the class, however, each group began to see the broader range of issues associated with each topic. They recognized, for example, that the effects of reduced tariffs now varied depending on the economic, political, and social capital gained or lost from such policy. Considering the perspective from which one views a particular situation started to resonate with them as a necessary component of textual interpretation.

During the silent viewing, students saw the video for the first time and noted not only the images comprising the video but also how those images were juxtaposed (Appendix B, Exercise 1). Before this task could be adequately completed, however, the students' limited exposure to European and German affairs required that two of the images (the celebration at the Reichstag and foreign minister Klaus Kinkel) be briefly explained. Once students were familiar with all the images, they had little difficulty placing them in the proper chronological order (Appendix B, Exercise 1a). The next exercise (Appendix B, Exercise 1b) also posed no problems for them, as they were quickly able to group the images into logical pairs. Interestingly, the last exercise (Appendix B, Exercise 1c), which was the unit's first exercise to ask students to assess the video's connotative system, caused some initial confusion among the students. Although they understood the directions, the task itself remained unclear to them. Up until this point in their previous two semesters of video viewing, these students had not been asked to examine a video's visual discourse, and they understandably had some questions about how to proceed. Once they realized that the task called for them to determine *their own* the implications of this video's sequencing of its images, however, their confusion waned, and they warmed to the task. Once empowered to look for visual information as a message system, the students were quick to observe that in the video's section on fighting crime, a pile of confiscated narcotics along with some drug dealers—a problem for society—is followed immediately

by a shot of a German police station, a potential solution to this problem. They drew similar conclusions from the sequence introduced by the image of many people standing in line behind a service counter at a government agency. On the other side of the counter and responsible for providing assistance, two or three bureaucrats attempt to process applicants. These images are then juxtaposed with German Foreign Minister Klaus Kinkel delivering a speech. One student characterized this juxtaposition as a contrast between the "unemployed" and the "employed." Another described it as the "problem" followed by the "answer." At this early stage students made very few specific references to Germany or Europe; they kept their analyses country-neutral by using characterizations such as "bad/good", "problem/solution", "unemployed/working." The one exception occurred in their description of the very first pair of images: the flag of the EU followed by the celebration at the Reichstag. Several pairs of students characterized this juxtaposition as "Europhism/Nationalism." This really was the first indication that they were beginning to recognize that the video was presenting more than just generic problems and solutions.

Most importantly, though, students had the chance to perform their own particular analysis. For teachers and students, this means no longer viewing the input as value-neutral data to be noted, but rather recognizing its subjective ability to exercise symbolic power. They were not yet at the stage of realizing that this power differs depending on whether the viewers are, for example, German, French, or American, but they had crossed the important threshold of recognizing the text's inherent subjectivity.

Students' awareness of the text's subjectivity increased when they observed the "hexis" of people in the video. Hexis is a term Bourdieu uses to refer to the physical or bodily manifestation of peoples socially-learned predispositions. The hexis reflects an individual's relationship to society in dress, demeanor, and body language. By "reading" the hexis of people in the video, students can speculate

about how society and the social relations of power have affected these people. In this teaching unit, for example, students were asked to identify the different figures they saw during the silent viewing, noting which ones appeared self-assured and which showed signs of being depondent.

The video "The German Role in the EU" is particularly well-suited toward having students analyze bodily hexis because it presents a wide range of people, all with different ways of carrying themselves. For instance, a shot of unemployed workers depicts about fifteen men in jeans and ragged jackets huddled together on a cold gloomy day. This scene is then juxtaposed with a German office where well-dressed office personnel in a well-lit, bright and warm-looking room work industriously at their desks. The sequence later in the video that juxtaposes shots of refugees at a government office with German Foreign Minister Klaus Kinkel presents a real contrast between the crowded, casually-dressed refugees and the confident, comfortable Kinkel.

The procedure students followed in reading the hexis of people in the video consisted of three steps. First, students merely listed the different people who appeared in the video (Appendix B, Exercise 2a). Second, just as they juxtaposed scenes in the previous set of exercises (Appendix B, Exercise 1b), in this task they juxtaposed people and characterized their respective outward appearance and posture (Appendix B, Exercise 2b). Last, based on their description of the people's outward appearance, students characterized the people's disposition (Appendix B, Exercise 2c). The goal in analyzing the hexis in the video is to have students consider how their reading confirms or rejects the symbolic power of the various icons or images they have already analyzed.

Students had no difficulty with the first exercise, a strictly denotative task, but just as on the last task of the previous set of exercises, students were unsure about how to complete the next two exercises aimed specifically at analyzing the various people's bodily hexis. It became clear right away that these students

had not performed such a task before and were not used to analyzing body language. With the help of the phrases provided, however, students had very little difficulty characterizing each juxtaposed pair of people. In addition, they began to see how their reading of the hexis confirmed their earlier reading of the video's images. For instance, some of the students observed that just as the juxtaposition of the unemployed with the German office workers presented something "bad" followed by something "good" about society, so too did the contrasting hexes of these two groups of people. Students noted the cold, bitter atmosphere of the scene with the unemployed workers and contrasted that with the sunny, warm surroundings of the office workers enjoyed. They also pointed out that the unemployed workers had a slouched posture compared with the office workers' upright, firm posture. They went on to say as well that the unemployed workers' outward appearance reflected a sense of "desperation" and "hopelessness."

Students reached similar findings in their analysis of the refugees' and Foreign Minister Kinkel's hexes. They noted the refugees' tired, disheveled appearance and contrasted that with Kinkel's polished appearance coupled with his confident posture. This analysis complemented their earlier assessment of the refugees as the "problem" and Kinkel as the "answer." Juxtaposing the icons with the hexis in the film, therefore, enables students to begin to grasp the video's nonverbal discourse. Thus prepared, students are ready to hear acoustic and verbal clues that expand or alter these initial impressions.

At this juncture, the students listened for assertions that confirmed or rejected their initial analysis of their visual impressions. Here the techniques suggested by Moly-Mudretzky and Whiteman (1995), Stemplecki and Tomalin (1990), and Swaffar and Valten (1997) were adopted. Students matched statements to specific speakers in particular visual scenes (Appendix B, Exercise 3). In contrast with a language- or data-driven pedagogy, however, these tasks were motivated by the students' own prior analysis of the video's icons and hexes conducted during their silent viewing. Students investigated the video's language to see whether the verbal discourse reinforced or negated their assessment of the film's visual implications. In other words, did the video's language exercise the same symbolic power as the visual images?

An example of conflating visual and verbal discourse occurred during the sequence that juxtaposed refugees waiting in line with Foreign Minister Kinkel. Students who identified the statement attributable to the section on refugees waiting in line from a list prepared by the instructor saw a very close connection between that language and their analysis of the hexis in the different people depicted. Right as the refugees are shown all crowded and anxious behind the counter at a government office, the video's narrator states, "Kinkel's problem remains the migration from east to west." For those students who had characterized the refugees as "the problem," they now heard that same word being used by the narrator to describe the situation.

Similarly, students noted that the language attributable to the section on fighting unemployment in Europe coincided with their analysis of the unemployed workers' hexis. Right at the moment when the image of the unemployed workers appears, the words "Europe's bad disease" are heard. Here, as in the segment with the refugees and Foreign Minister Kinkel, the visual and the verbal discourses conflate. The idle unemployed workers whom students contrasted with the busy personnel in a German office are explicitly designated as persons infected with the disease.

These examples illustrate a consistent pattern that characterizes the entire video segment. All but one of the students in this third-semester class were able to recognize these two examples of the visual and verbal discourse conflating. Seven of the students noted one other example, and four of those seven students identified yet another example. Although unable to identify all of the examples, a subsequent class discussion revealed that the students did note a pattern in

those examples that portrayed Germany as the preeminent leader of Europe and the EU. Therefore, in that process of aligning their critical acumen with their nascent language skills, the students achieved agency with which to reflect on how visual and verbal language is constructed. In effect, an authorizing pedagogy provides students with the "strategic orientation," as described by Shook (1996, 212), to approach authentic language texts and better understand language as discourse.

#### Attending to Linguistic Accuracy While Authorizing Student Verbal and Written Analyses

Now that students had activated their individual agency by assembling a pattern from the video's key concepts, they were prepared to move gradually from recognition to production of textual language. A central tenet of the verbal and written exercises in an authorizing pedagogy is to guard against the tendency of many exercise types to move directly from input confirmation to "discussion questions." For most foreign language students, the gap between controlled recognition and free production is cognitively immense. Just because students comprehend the words and phrases of the written or spoken text, there is no guarantee they will apply them in their own language production. Consequently, in most "discussions" students resort to previously learned language with frequent recourse to translation from their native language. To encourage students to use textual language accurately and appropriately and to ease the transition from input to output, language learners need an intermediary stage that raises their cognitively authorized input to the status of linguistically confirmed intake (VanPatten 1993; VanPatten and Caderno 1993).

Such transitions build on students' own insights about the grey zone of usage they understand but have never used or fully "mastered." Often, that language has not been learned for production because the student has never been asked, first, to recognize its role in the text's overall discursive strategy

and, then, to apply it in a meaningful context. When aware of a text's coherent discourse strategy, students can begin to register distinctions in form and word choice as features of that strategy rather than as isolated information. Students become sensitized to the fact that not all language is equal, that extralinguistic contextual factors can modify word meanings. In turn, their capacity to reflect on how language is used facilitates and renders more memorable the actual language usage in the video text (Lightbown 1992). Unless actually assuming the role of a businessperson, for example, students remain unlikely to use language such as "marketing strategies" or "short-term cash flow" even though they understand it in context. Thus, the verbal and written exercise types in an authorizing pedagogy follow the pattern of first attending to the connection between language usage and discursive intent and then moving toward applying the textual language accurately in a sequence of role-playing exercises that gradually increase in cognitive complexity.

Role playing is a central component of these exercises because, by authorizing students to act a part and assume the discursive strategies and objectives of a foreign language speaker, it motivates using the language of that text. The grammatical as well as the affective accuracy with which students apply such language results from their grasp of that language's symbolic power. The significant difference between a phrase such as "we are broke" and more optimistic formulations such as "our company has a short-term cash flow problem" must be abundantly clear before language learners will be motivated to actively acquire and use the more complex, sophisticated discourse. Role playing also exposes students to the different perspectives within a culture as called for in the Cultures Standard of the *Standards for Foreign Language Learning* (1996). A brief explanation of each exercise type used in this teaching unit follows.

Drawing from Swaffar and Vaiten's (1997) sequential model for video viewing, the first exercise is designed to highlight the connec-

tion between language usage and discursive intent. It has students watch the video again and identify from pairs of slightly different sentences which ones they had actually heard (Appendix B, Exercise 4). Since the students already were aware of the video's discursive strategy before attempting this exercise, they were predisposed toward identifying the right sentence and in some cases selected the correct answer even before seeing the video again.

The second exercise moved from recognition to production by providing students with a list of words and phrases from the video's transcript and asking them to include five of them in a brief written summary of the video that reflected its perspective and tone (Appendix B, Exercise 5).<sup>2</sup> This exercise not only encouraged students to articulate the video's point of view but also required them to use words they had seen and associated with particular strategies in a grammatically accurate fashion. Students thus developed both their metalinguistic and metadiscursive abilities. This assignment was graded based on a five-point scale that awarded one point for using five of the phrases, one point for correct usage of the five phrases, one point for grammatical accuracy in the rest of the summary, and two points for satisfactory content. As might be expected, students had the most success with the words and phrases that could be most easily adapted from the vocabulary list (e.g., nouns and prepositional phrases). Their success with more complicated structures varied depending on their own facility with the language. Better students, for example, formed the past participle of *aufräumen* correctly and used the accusative after *dringen auf*, whereas weaker students still struggled with verb-subject agreement and tense. Part of class time after handing back the summaries, was devoted toward increasing metalinguistic awareness by discussing such concepts as forming past participles of verbs with prefixes.

In the third exercise, students practiced their oral production of textual language by drawing from their written summaries to orally summarize certain scenes from the

video (Appendix B, Exercise 6). Having already worked with the language on their written summaries, the students were better prepared to use the textual language in speech.

At a cognitively higher level, the next exercise provided students with several short sentences from the video and asked that they rewrite these from a different perspective other than the one in the video (Appendix B, Exercise 7). Here students had to closely consider the sentences' lexicon and syntax in order to properly reflect the new perspective. Naturally, they also had to be aware of the basic principles of German sentence structure, such as verb-subject agreement, tense, and placement of verbs, adverbs, and objects. While they might lack the appropriate social and cultural schemata to view a text in the same way as a native speaker might, this exercise does allow students to see how a person's socially-constructed position is reflected in language (Kern 1995, 72). When students adopt the perspective of an unemployed worker and rewrite "Europe's bad disease" as "Europe's big problem," they recognize the connotations of "disease" in this context and the video's subjectivity in its portrayal of unemployed workers.

The following exercise emphasized oral production by having students engage in a role-playing debate (Appendix B, Exercise 8). Students were divided into groups of three, and each group was assigned a particular role. Each group first prepared a list of arguments reflecting the role they were playing, a process Oite terms "in-voicing identities" (1995, 151), and then they conducted a debate about the advantages and disadvantages of the EU.

The final exercise was a take-home writing assignment that required them to assume a particular identity and write about the EU from that perspective (Appendix B, Exercise 9). Part of the assignment was to include ten phrases or lexical items from the video in their essay. They were graded on an expanded scale analogous to the one used for evaluating their brief summary.

Students were also tested on the skills these exercises aimed at developing. On the chapter test, which covered this and two other video units along with some grammatical topics from the main textbook, students had to write a twelve-sentence essay in which they adopted a role of their own choosing and responded to the question, "What would Europe be like without the EU?" In addition to being evaluated on such standard factors as grammar, syntax, and style, they were also graded on how effectively they used the vocabulary from the unit to present their particular perspective.

Through this sequence of exercises in which they first assessed the discursive strategies and then actually used them in a variety of contexts and tasks, students began to, as Kranssch calls for, "become the authors of their own words" (1993, 27). In addition, attending to accurate language usage remained an important goal but always in relation to the viewer's perception of the symbolic power conveyed by a video's visual and acoustic features.

In terms of the *Standards for Foreign Language Learning* (1996), this pedagogy provides a framework for developing students' competence in all five goal areas (communication, cultures, connections, comparisons, and communities). First of all, students' assessment of the video's discursive strategies, followed by their oral and written use of these strategies in various contexts, reflects the goals of the Communication Standard. Second, role-playing activities and students' examination of different perspectives throughout the video unit enhance their cultural learning. Third, students' investigation of the EU's economic, social, and political implications for a variety of people and nations connects their language learning experience with other disciplines. Fourth, by critically examining the subjective, strategic nature of the video's discourse, students become aware of the subjectivity of all discourse and can begin to make comparisons between how language is used in various settings and cultures. Finally, students' increased ability to recognize the

symbolic power in discourse provides them with the insight to better understand the communities and cultures they may encounter in the future.

#### Results from the Authorizing Process

At the end of this video unit, it became clear that students did succeed at the various tasks given them and that they did begin to adjust their stance vis-à-vis the text. Most noticeable about their analyses was their gradual recognition of the symbolic power the video grants Germany and its current political and economic system. As noted above, their initial answers were simplistic and relatively country-neutral. For example, during the silent viewing stage, instead of seeing the office workers as *German* office workers who were models of diligence and confidence and who could lead the way toward European unity and progress, students saw them more as generic office workers, not affiliated with any country. The same holds true for the students' initial assessment of the police officers. At first, they did not see the officers as indicative of Germany's strength and leadership; rather, they represented a more general, generic strength. By the time they reached the verbal and written portion of the unit, however, they had begun to recognize the video's specific pro-German bias. This can be attributed in part to the very nature of role-playing activities, that is, being assigned a specific role with a specific national identity. In each written and verbal role-playing task students had to consider the particular perspective of the country they were representing. Their analyses could no longer remain at the abstract, country-neutral level. The students also became more used to this mode of analysis because, with each subsequent video unit, their ability to assess an authentic text's discursive intent improved. In the last unit of the semester on the economic situation in the former East Germany after unification, for example, the students were quick to note from the juxtaposition of images in the video that western Germany was portrayed as the savior of decaying, dilapidated eastern Germany.

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Not only did the students succeed at uncovering the symbolic power inherent in the video's presentation, but they also viewed the course and its pedagogy as a positive experience. This was a concern because, as Schulz (1996) points out, discrepancies can exist between student and teacher beliefs regarding language instruction. Based on the end-of-the-semester course evaluations, that proved not to be the case with this course; all thirteen students gave the course the highest rating possible. Of the eight students who added written comments to the evaluations, seven made general comments about how they enjoyed the course, and one mentioned a specific exercise, citing the take-home essay as being "very helpful" and allowing the students "to think on our own and try new things."

Nevertheless, the students' initial inability to register the video's discursive strategy does raise some important points about implementing an authorizing pedagogy. First of all, the students' lack of familiarity with this type of approach may inhibit their initial analysis. In many ways, this exemplifies what Swaffar and Bacon characterize as a research design not reflecting "dominant learning practices" (1993, 145). Trained on exercises aimed at assessing only the text's denotative system, students are initially unprepared to examine its connotative system as well. Never having done such an assessment, students need some initial guidance if they are to be expected to systematically deconstruct a foreign video's cultural message.

Second, students' initial anxiety about authentic video may lead to the belief that an in-depth analysis of this text is beyond their capabilities, even though the tasks call on cognitive skills independent of their foreign language proficiency. If, however, students can begin to reassess what it means to comprehend a text so that understanding each word is no longer so vital, and if they see they are making real progress with the video, both linguistically and conceptually, they no longer will be as hamstrung by their anxiety.

Third, the students' analysis may reflect the American perspective from which they view

the video. To their American eyes and minds, Germany's preeminent role in Europe may not need any reinforcing. In such a case, a video that continually underscores Germany's leadership role in Europe will not stand out to students. They merely accept its message and believe in its objectivity. As Shumway states, students tend to see what they already know (1995, 254). The role-playing activities that require students to adopt roles different from their own thus take on added importance. They may not be able to ever truly play the role of a native speaker, but they can begin to occupy a "third place," as characterized by Kranssch (1993), where they can consider both their culture and the target culture.

Finally, students may not transfer the skills learned in this class to future classes a point Atkinson (1997) raises in his discussion about the transferability of pedagogies. A question worth investigating is whether students continue to assess a text's discursive strategies, or do they merely adapt to a subsequent course's existing pedagogy? In short, do they remain authorized?

#### Conclusion

The key to the authorizing pedagogy is that it encourages students to assess video discourses as examples of symbolic power. By expanding the definition of comprehension to include discursive intent, the teacher gives students permission to use strategies that examine input critically, that increase their language proficiency, and that support the current National Standards. Thus, although this paper focuses on the application of Bourdieu's discourse model to a pedagogy for viewing authentic video in a foreign language class, it can easily be expanded to apply generally to any authentic material. Examining a text's verbal and nonverbal discourse for its inherent subjectivity, observing the bodily hexis of its characters to better understand these people's relationship to the dominant power structure, viewing textual information as a message system that reveals the holders of the most economic, political, and social capital within a society are all activities that

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can be implemented when reading a novel, viewing a commercial, or examining a Web Site or any other authentic text. My larger goal in this essay has been to propose that foreign language pedagogy expand its approach to teaching input from one of registering language use as neutral data to one in which students assess the symbolic power of input as their key to unlocking linguistic capital. Such an approach gives students a voice with which they can begin to dismantle what Alcott calls "the hierarchical rituals of speaking" (1995, 110). As teachers, we need to give our students more than just input; we must also authorize and grant them agency to interact with, respond to, and evaluate this input. Only if so authorized will they be in a position to understand and use language as discourse.

## NOTES

1. I am very grateful to Janet Swaffar for her extremely helpful guidance and editing throughout this project. I also thank Maria Egbert for her support during the development of this video teaching unit and two anonymous *Foreign Language Annals* reviewers for their comments on this article.
2. The framework for distinguishing between the connotative and denotative system is taken from Roland Barthes, "Rhetoric of the image," in *Image, Music, Text*, translated by S. Heath. New York: Hill and Wang, 1977.
3. All translations of the video's transcript are the author's.
4. Students' lack of familiarity with such a task at this stage of the semester called for these guiding phrases. Later in the semester, when students had become used to this type of analysis, they no longer needed to be provided with phrases to guide their analysis.
5. This exercise was developed in consultation with Katherine Arens and Janet Swaffar at the University of Texas at Austin.
6. At the end of the semester, students completed a standardized course evaluation that is administered in all lower-division foreign language classes at the University of Texas at Austin. In addition to answering eighteen general questions about the course and the instructor, students may also add their own written comments about the course.

Instructors are not able to review the students' responses until well into the next semester after grades have already been turned in. For the question that asked students to give the course a rating from 1 (lowest) to 5 (highest), all students gave the course a 5.

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## APPENDIX A

## Syllabus for Video Unit "Die Europäische Union (EU)"

- DAY 1**  
In class: WWW project and discussion of EU  
Homework: consider implications of EU for various countries
- DAY 2**  
In class: 1st viewing of video and Exercise 1  
Homework: viewing of video; all exercises in Exercise 1
- DAY 3**  
In class: Exercises 2 - 4  
Homework: compose summary (Exercise 5) and prepare verbal summary (Exercise 6)
- DAY 4**  
In class: verbal summary (Exercise 6)  
Homework: Exercise 7 (rewrite sentences from different perspective); prepare for role-play debate (Exercise 8)
- DAY 5**  
In class: debate; begin draft of essay (Exercise 9)  
Homework: continue working on essay

APPENDIX B

Exercises to Accompany the Viewing of the Video  
"The German Role in the EU"

Exercise 1

Szenen zuordnen

a. Ordnen Sie die folgenden Szenen vom Video richtig zu:

- \_\_\_ Fahne der EU
- \_\_\_ Bundesaußenminister Klaus Kinkel
- \_\_\_ Drogen
- \_\_\_ einige Männer draußen in der Kälte
- \_\_\_ große Feier beim Reichstag
- \_\_\_ ein Bach
- \_\_\_ die Polizeiwache
- \_\_\_ im Büro
- \_\_\_ große Fabrik
- \_\_\_ viele Leute in einer Schlange

b. Welche Szenen kommen gleich vor- oder nacheinander? Ordnen Sie in Paaren zu!  
(Beispiel: große Fabrik // ein Bach)

c. Was passiert, wenn man sich solche Szenen gleich nacheinander sieht? Was rufen solche Paarungen hervor? (Beispiel: große Fabrik : ein Bach :: umweltfreundlich : umweltfreundlich)

Exercise 2

Personen charakterisieren

a. Notieren Sie die verschiedenen Arten von Leuten, die im Video vorkommen. Machen Sie eine Liste!

- Arbeitskollegen
- arme Männer
- 
- 
- 
- 
- 

b. Suchen Sie sich einige gegenübergestellte Szenen und charakterisieren Sie die Personen in den Szenen mit Ausdrücken wie folgendes:

- schon gekleidet ... schlecht gekleidet ... aufrechte Haltung ... schlaffe Haltung ... bleiches Gesicht ... gesundes Gesicht

- einige Männer draußen in der Kälte : Kollegen im Büro ::

- Drogenhändler : Polizisten ::

- viele Leute in einer Schlange : Bundesaußenminister Kinkel ::

c. Fügen Sie jetzt einige Adjektive hinzu, die beschreiben, wie die physischen Eigenschaften der Figuren im Video auf ihre Beziehung zur Gesellschaft hindeuten. (Beispiel: eine aufrechte Haltung = selbstbewußt)  
nervous ... verzweifelt ... ruhig ... selbstbewußt ... ängstlich ... unsicher

## Exercise 3

## Aussagen und Szenen paaren

Sehen Sie sich das Video an und paaren Sie die Aussagen und die Szenen!

## Szenen

- Fahne der EU
- große Feier beim Reichstag in Berlin
- einige Männer draussen in der Kälte
- Arbeitskollegen im Büro
- große Fabrik
- Drogen
- viele Leute in einer Schlange
- Bundesaußenminister Kinkel
- das Eurokorps

## Aussagen

- "Europas schlimme Krankheit"
- "Europa unter deutscher Führung"
- "Kinkels Problem bleibt die Ost-West Wanderung"
- "der große Umwelteind Kohlendioxid"
- "Frankreich, Deutschland und Belgien haben Einheiten bereit gestellt"
- "Es kann nicht richtig sein, daß eben wir in der Bundesrepublik mehr als doppelt so viele . . . Flüchtlinge aufgenommen haben"
- "Deutschland drängt darauf, die Arbeit flexibler zu organisieren, unter anderem durch mehr Teilzeitsellen"
- Musik von Beethoven
- "Wegen des Drogenschmuggels ist bereits eine europäische Polizeieinheit gegründet worden"

## Exercise 4

Was sagt das Video?

- 1a) Deutschland nur noch von Freunden umgeben
- 1b) Deutschland nur noch von Feinden umgeben
- 2a) Fast 20 Millionen sind europaweit ohne Beschäftigung.
- 2b) Fast 2 Millionen sind europaweit ohne Beschäftigung.
- 3a) Nur die zuständigen Minister wollen darüber reden
- 3b) Nicht nur die zuständigen Minister wollen darüber reden
- 4a) Wegen des Drogenschmuggels ist bereits eine deutsche Polizeieinheit gegründet worden.
- 4b) Wegen des Drogenschmuggels ist bereits eine europäische Polizeieinheit gegründet worden.
- 5a) Am ersten Januar 1995 werden aus zwölf EU-Mitgliedsstaaten sechzehn.
- 5b) Am ersten Januar 1995 werden aus zwölf EU-Mitgliedsstaaten fünfzehn.
- 6a) Es kann ja richtig sein, daß eben wir in der Bundesrepublik mehr als doppelt so viel wie alle anderen europäischen Länder, beispielsweise aus der früheren Jugoslawien, Flüchtlinge aufgenommen haben
- 6b) Es kann nicht richtig sein, daß eben wir in der Bundesrepublik mehr als doppelt so viel wie alle anderen europäischen Länder, beispielsweise aus der früheren Jugoslawien, Flüchtlinge aufgenommen haben
- 7a) Das Eurokorps: Frankreich, Deutschland und Belgien haben Einheiten bereit gestellt.
- 7b) Das Eurokorps: Frankreich, Deutschland und Spanien haben Einheiten bereit gestellt.
- 8a) Wohl am leichtesten dürfte der Weg zu einer wirklichen Währungsunion sein
- 8b) Wohl am steinigsten dürfte der Weg zu einer wirklichen Währungsunion sein

Exercise 5

**Übung:** Sehen Sie die Wortschatzliste und das Transkript an und lassen Sie das Video zusammen. Behalten Sie die Perspektive und den Ton des Videos. In Ihrer Zusammenfassung benutzen Sie mindestens 5 Wörter oder Ausdrücke von dieser Liste.

Europa unter deutscher Führung	Europe under German leadership
wiedervereinigt	reunited
von Freunden umgeben	surrounded by friends
Das Weißbuch für Wachstum, Wettbewerb und Beschäftigung	the manual for growth, competition, and employment
s Flappanziel, -e	a particular goal to be achieved in stages
Arbeitslosigkeit bekämpfen	to combat unemployment
e Arbeitslosigkeit	unemployment
ohne Beschäftigung	without work; unemployed
drängen auf (+acc.)	to insist upon
e Teilzeitsstelle, -n	part-time job
Hemmnisse beseitigen	to overcome obstacles
Umweltschutz (m.) fördern	to foster environmental protection
besteuern	to tax
e Steuer, -n	the tax
Kohlendioxid (CO <sub>2</sub> )	carbon dioxide
Verbrechen bekämpfen	to fight crimes
r Drogenschmuggel (sg. only)	drug smuggling
Geldwäscher, -	money launderer
fest* nehmen	to arrest; take into custody
Außen- und Sicherheitspolitik	foreign and national security policy
r Partnerschaftsvertrag, -e	partnership treaty
einen Vertrag unterschreiben	to sign a treaty
r Flüchtling, -e	refugee
Flüchtlinge auf* nehmen	to admit; receive refugees
e Währungsunion	currency union
steinig (ein steiniger Weg)	rocky (a rocky path, road)

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Exercise 6

Mit Ihrem Partner lassen Sie die folgenden Szenen aus dem Video zusammen.

Thema	Beschreibung aus der Perspektive des Videos
Arbeitslosigkeit	
Umweltschutz	
Drogenschmuggel	
Währungsunion	
Eurokorps	

Exercise 7

Schreiben Sie diese Sätze um, aber aus der Perspektive der in Klammern stehenden Person.

"Europas schlimme Krankheit" (ein Arbeitsloser in Deutschland)

"Eine CO Energiesteuer wäre sein Traum, doch andere Länder haben andere Ziele." (der Umweltminister eines anderen EU-Mitgliedsstaates)

"Wegen des Drogenschmuggels ist bereits eine europäische Polizeieinheit gegründet worden" (ein deutscher LKW-Fahrer, der oft in verschiedene europäische Länder fährt)

"Deutschland muß die Aufnahme Österreichs, Norwegens, Finnlands und Schwedens vorbereiten." (Ein Minister in einem anderen EU-Mitgliedsstaat)

"Außenminister Kinkel's Problem bleibt jedoch die Ost-West-Wanderung." (ein Flüchtling)

"Es kann nicht richtig sein, daß eben wir in der Bundesrepublik mehr als doppelt so viel wie alle anderen europäischen Länder, beispielsweise aus der früheren Jugoslawien, Flüchtlinge aufgenommen haben." (der Außenminister eines anderen EU-Mitgliedsstaates)

Exercise 8

**Rollenspiel - Debatte:**

Was würden diese Personen zu den folgenden Themen sagen? Mit 2 Partnern suchen Sie sich eine Person aus und notieren Sie sich Ihre Meinung. Bereiten Sie sich auf eine Debatte mit Ihren anderen Klassenkollegen.

- a. ein Flüchtling aus der früheren Jugoslawien
- b. eine Besitzer/in eines kleinen Ladens in Deutschland
- c. eine Firmenchef/in einer großen multinationalen Firma
- d. ein Freund der Umwelt
- e. ein Arbeitsloser/-in Deutschland
- f. ein Drogenschmuggler

Thema	Meinung
Arbeitslosigkeit	
Umweltschutz	
Drogenschmuggel	
Währungsunion	
Eurokorps	

## Exercise 9

Aufsatzthema

Schreiben Sie einen Aufsatz über das folgende Thema:

Suchen Sie sich eine Person aus, und beschreiben Sie aus der Perspektive dieser Person, was Sie von der EU halten. Welche Rolle spielt die EU in Ihrem Leben? Sind Sie für die EU, dagegen oder unentschieden (= undecided)? Warum? Welche Vorteile hat die EU für Sie und Ihr Leben, und welche Nachteile? Warum? Sind Sie wegen der EU optimistisch oder skeptisch der Zukunft gegenüber? Warum?

Für diesen Aufsatz müssen Sie mindestens 10 Wörter oder Ausdrücke von der Wortschatzliste benutzen.

## Role Reversal: The Problems of a Spanish-Speaking Anglo Teaching Spanish to English Dominant Puerto Rican Children

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**ABSTRACT.** This article describes the unique situation of an Anglo, Spanish-speaking teacher who is assigned to teach Spanish to a group of non-Spanish-speaking youngsters of Puerto Rican descent. The irony is that the children have been raised in the dominant Anglo culture of the mainland United States and are in Puerto Rico against their wishes. Broken families and relocations have caused horrendous strife and have hindered the children's acceptance of the culture and Spanish language. Successful strategies that overcome the socio- and psycho-linguistic barriers are listed as the teacher describes how she created a non-threatening learning environment.

As a native English-speaking woman fluent in Spanish, I needed to teach Spanish to qualify for certification as a bilingual/Spanish teacher. Since I was already certified and experienced as an elementary school teacher, all I needed to do was to teach Spanish in a school within the jurisdiction of the United States to qualify for my new status. I found the perfect solution in a K-12 bilingual school in Mayaguez, Puerto Rico. What I had not counted on was the magnitude of socio- and psycho-linguistic issues I would encounter in the ensuing process.

I had begun to learn Spanish in Mexico at the late age of 31. After studying at the Universidad Nacional Autónoma de México, I proceeded to make up for lost time and spent the next few years living, studying or traveling in Mexico, Spain, Costa Rica, Colombia, Guatemala, Venezuela, and Ecuador. While experiencing the distinctions and diversity of each country, I was also becoming enamored of the cultures.

Along with the fascination that these countries held for me, I also experienced the unpleasant phenomenon called "culture shock" (Brown 1987; Levine and Adelman 1982) and

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