

A KNOWLEDGE MANAGEMENT FRAMEWORK FOR THE DEPARTMENT OF EUROPEAN LANGUAGES (DEL)

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Why A Knowledge Management (KM) Framework for the DEL Intellectual Capital

HOW TO GO ABOUT MANAGING the intellectual capital of the DEL is an issue that should go beyond mere listing of the faculty's completed investigations and research plans. Managing this important asset also goes beyond setting parameters on what areas the faculty can work on, something which concerns itself more with disciplinary turfing than the search for knowledge, which is a fundamental role of a university.

The commemoration of the centennial of the University of the Philippines provides a perfect occasion for problematizing how to cultivate, enrich, and promote the DEL's intellectual capital. It presents the opportunity for much-needed critical assessment and strategic positioning of research output to align it with curricular requirements and disciplinary knowledge demands.

Traditionally, the DEL has operationally defined “research agenda” as a list of topics on which research may be conducted and eventually be credited as department output in the pursuit of knowledge. Practice has defined three broad “L” areas: language teaching/acquisition, linguistics, and literature. A fourth one emerged in the 1990s: translation.

The department’s operational definition of “research agenda” is seen in the topics chosen by its students (in both undergraduate and graduate levels) for theses and dissertations, in topics proposed for professorial chair lectures, and in subjects of the faculty’s papers read in different academic gatherings and articles published in academic journals.

Unfortunately, the existence of an operational definition for “research agenda” has not resulted in a strong research culture. This is evident in the annual ratio of faculty to number of publications, or of the ratio of faculty to number of papers read in conferences.¹ Clearly, the DEL “research agenda” has merely defined which areas are accepted for research work. It has not resulted in an active research environment.²

This situation functions as jump-off point for this proposal for a KM framework for the DEL. Instead of laying out a research agenda for the next few years, this proposal hopes to map a series of strategies aimed not only at determining topics the faculty can and should devote research time on, but also at redefining how the DEL should look at faculty research work.

How the DEL faculty views research is precisely at the core of the apparent failure to establish a lively and fruitful research culture. Research has been seen as an extra activity demanding time above the discharge of teaching duties. It has been perceived largely as a library-oriented task, mostly done by those still doing graduate work. In brief, research has not been viewed as a corollary activity or an enrichment tool for teaching.

This is where a KM framework comes in. It differs from a research agenda by going beyond mere determination of research topics and areas. A KM framework positions research as a key component of teaching activities and views department activities as learning experiences from which to extract insights and information—which normally end up unnoticed—useful in DEL teaching and administrative functions.³

A KM framework is focused on the capture of individual knowledge for conversion into collective knowledge. In so doing, a KM process produces organizational learning and memory.⁴ The center of gravity shifts from the faculty researchers and their output to learning experiences brought about by the three-component process of research, teaching, and administrative and/or committee work.

Operating from a KM perspective, insights acquired while doing research, teaching, and administrative or committee work are discussed,⁵ debated on, and documented. This codification of individual and collective experiences and expertise⁶ should constitute the first step towards strengthening the DEL's position as a teaching organization.

Recorded and easily accessed, these insights constitute organizational memory—the archive of individual expertise and collective know-how.⁷ This codification—aimed at facilitating knowledge transfer⁸—will help create what Japanese management guru Ikujiro Nonaka calls organizational “self-knowledge” or a “shared understanding” of what the organization stands for, and where it is headed (Nonaka 1998, 25)⁹.

Contextualizing the KM Framework for the DEL

Any KM plan for the DEL should be premised on a comprehensive, if not complete, inventory of several factors related to research capabilities, namely: 1) Academic credentials and acquired

experience or training; 2) Research topics covered during a set period; 3) Past and current research thrusts; 4) Research lacuna and knowledge needs; and 5) Research incentive and dissemination mechanisms.

In order to be effective, this plan needs to be designed from a certain operational framework, which in turn, should provide the context for examining the DEL's research environment. The best starting point is naturally, the DEL's mission and vision statement. This vision statement, crafted in 2002, declares the department's aspiration to:

be the center that would provide professional training in European languages, which would enable students to become important human resource assets in a Philippine society actively participating in the political, economic, and cultural exchanges happening in the world.

The strategy to fulfill this vision is laid out in a 9-point mission statement,¹⁰ which can be summarized as follows: transparent and participative management, faculty growth through research output and extension services, improved teaching environment, cooperation with student organizations, support of administrative staff, and strengthening of outside linkages.

The DEL mission and vision statements should in turn be seen as a nuancing of the CAL mission declaration, which states:

The mission of the College of Arts and Letters is to achieve the highest standards of academic integrity and excellence in arts and culture; to foster creative, critical, and innovative culture with a nationalist and humanist orientation; and to serve the Filipino ideals through instruction, research/creative work, and extension.¹¹

Combined, the CAL and DEL mission and vision statements provide half of the context for the formulation of a KM framework. This is the half which represents the campus context. The other half

represents the off-campus context, and this brings to the fore the necessary “market dimension” of the framework.

An important aspect in the training of DEL graduates is the acquisition of language proficiency needed for eventual employment in the so-called sunrise industry of business process outsourcing (BPO). While there is no empirical data on DEL alumni employment in BPO companies, the anecdotal evidence points to preference for work in this sector due to higher pay levels due to command of another language other than English.¹²

Many among those in the B.A. European Languages program come in with zero-level knowledge in their language specializations. Their major language subjects provide only the minimum of professional preparation for the work they eventually carry out. Thirty-six units focus on the acquisition of the language and the development of proficiency. The remaining units provide introductions to specific work skills, like teaching and translation.

While the ideal is to pursue further studies abroad, not everybody gets a scholarship. Some enter the DEL graduate programs. The irony, however, is that DEL graduate studies still follows the traditional mold of training in linguistics, language teaching and literature – the same one established in the 1950s when Antonio Abad, then DEL chair and an award-winning novelist in Spanish, brought together a small group of young teachers to train.¹³

This group would eventually form that generation of faculty members who would run the department in the 1970s and 1980s. All of them belonged to the Spanish section. All of them witnessed the period when Spanish was a mandatory subject for 24 units (reduced to 12 in the late 1960s), a legislative imposition in degree programs. It was thus not surprising that their training orientation would focus on the development of teachers in Spanish.

Inevitably, the M.A. Spanish program was oriented towards teacher training in Spanish, and the curriculum highlighted

instruction in Spanish literature and culture. This tendency towards teacher training would continue until the late 1980s, when the DEL instituted the M.A. French¹⁴ and the Ph.D. Hispanic Literature¹⁵ programs; and the 1990s, when it revised the M.A. Spanish curriculum.¹⁶

Although already quite late in the game, the new degree programs and the curricular revisions at the graduate level in the 1990s recognized the need for a market-oriented view of language skills development and incorporated the necessary changes.¹⁷ The undergraduate program would follow suit early this century, and the last revision imposed former elective subjects in translation (E.L. 170) and teaching methods (E.L. 180) as core subjects.¹⁸

These curricular revisions point to a still-open window of opportunity which the DEL should grab in this era of globalizing economies, where even universities have not remained immune to the pressure to innovate or be left behind¹⁹ —the chance to begin what in business discourse is known as the “second curve.” This idea, introduced in the mid-1990s, has much bearing on the elaboration of a KM plan for the DEL.

The “second curve” is an idea introduced by management consultant Ian Morrison in his bestselling book *The Second Curve* (1996), where the concept of change in companies is seen in the context of challenges posed by emerging trends, technologies, and markets. It differs from the “first curve,” defined as an organization’s “traditional business base” (Morrison 1996, 7). Morrison posed the need for companies to negotiate both curves.²⁰

A year later and without even mentioning Morrison or his book, another bestselling management author, Ken Blanchard,²¹ working together with Terry Waghorn, gave a much friendlier explanation of the “second curve.” In their *Mission Possible: Becoming a World-Class Organization While There’s Still Time* (1997), they defined it as the process of simultaneously working on an organization’s present and future concerns.

To better illustrate the concept, Blanchard and Waghorn employ the figure of two sigmoid curves joined at two points (see Fig. 1 below). The first intersection (where the second curve begins; marked Point “A”) occurs just before the first curve plateaus and drops (Point “B”); the second intersection (Point “C”) is plotted at that point where the first curve, which has begun its downward trajectory, meets the second curve, which has by then begun its ascent.

Representing the first curve as “improvement” and the second as “innovation,” Blanchard and Waghorn signal a clear implication: while organizations should strive to improve their “traditional business,” they should also at the same time begin innovating—adopting a new “business line”—even before the “traditional business” starts to decline.

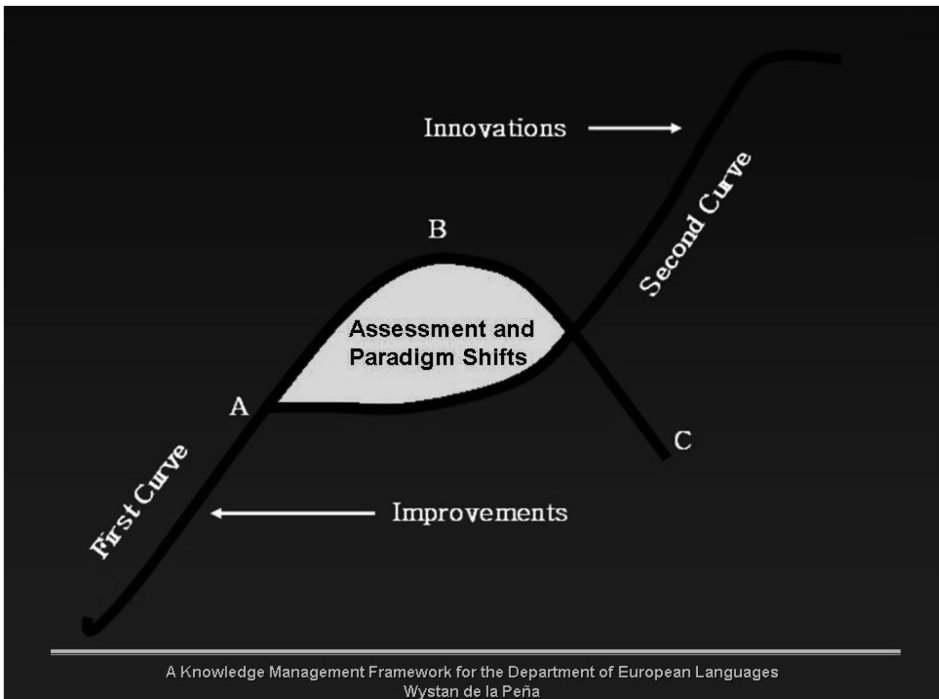


Figure 1.

The implication for a DEL KM plan is not difficult to deduce: while the DEL should continue with and improve on its current “business” (in this context, research), it should already be on the look out for innovations to carry out in response to the demands emerging outside the campus.

An initial step to working out a KM-based strategy that highlights improvement and innovation entails the appreciation of two factors: the “where we are now” and the “where we want to be” conditions. These are best viewed from two perspectives: “what we have done” and “what we still need to do.” In this juncture, two things need to be done: a survey of DEL research output (“what we have done”) and an inventory of research lacunae and knowledge needs (“what we still need to do”).

Where We Are Now: Surveying the DEL Research Output

Prior to this survey, no records are available of an earlier effort to create an inventory of the DEL faculty’s research output except for Erwin Thaddeus Bautista’s “Status of Research in the Department of European Languages” (2004b). This narrative—prepared for the CAL-wide forum “Saliksik sa Saliksik: Talakayan sa Pagbuo ng Research Agenda ng KAL” held in 2004—listed research and translation output, both published and unpublished.

The earliest extant collective publication effort at the department level is the *University College Journal* (UCJ) issue for the second half of AY 1963-1964. Edited by Antolina Antonio, this issue is a gem in department history. Aside from faculty research on then prevailing language teaching concepts and Hispanic literature, it also carried an article in Spanish by Carlos P. Romulo, dean of post-war Philippine diplomacy-turned-U.P. president.

As much as can be determined from DEL administrative files and holdings of the DEL library in the Biblioteca Pablo K. Botor²² (BPKB), no similar publication attempt of faculty research work

would follow until the 1990s. The next significant publication effort after the 1963-1964 UCJ would come in 1976, midway into the term of Dr. Lilia Laurel (1970-1979), when the DEL would publish textbooks for the then obligatory 12 units of Spanish.²³

The separation of the then College of Arts and Sciences (CAS) into three units—the CAL, the College of Social Sciences and Philosophy (CSSP), and the College of Science (CS)—made the DEL the lone foreign language teaching department (offering basic classes) in the CAL. While European languages made their home in CAL, classes in Asian languages were offered by the Department of Linguistics of CSSP.

The division of CAS into three units also meant the creation of journals for each of the new colleges. This meant better publication chances for DEL faculty, given the difficulty in seeing one's research see print in the CAS' *Philippine Social Sciences and Humanities Review* (PSSHR) due to the size of its faculty.

However, CAL's *Philippine Humanities Review* (PHR) saw no article from a DEL faculty until Wystan de la Peña's work on Philippine novels in English and Erwin Thaddeus Bautista's article on Fil-hispanic writer Manuel Bernabé appeared in the belatedly-released 1996-1999 issue.²⁴ Only Elvin Ebreo, Teodoro Maranan and Herman Bognot have followed since with translation contributions.

The 1990s would open with a new chair at the helm—Maria Elinora Peralta-Imson (1990-1993), herself a product of the DEL's undergraduate and graduate programs—who would push for the launching of a much-needed department journal, *Linguae et Litterae*.²⁵ Edited by Salvador Malig Jr.,²⁶ the maiden issue was launched with much funfair in a program which featured readings of creative work appearing in the issue.

The enthusiastic response is evident in the involvement of twenty-three (23) DEL faculty who submitted either critical

or creative work. The issue contained articles, literary pieces, and translations in Filipino, English, Spanish, French, German, and Russian.

An important aspect of the DEL's research output since the 1963-1964 OCJ issue can be seen in this maiden publication: the preponderance of studies on Fil-hispanic and Latin American letters. Historically significant is the inclusion of two award-winning works (one of them in abridged form) on Fil-hispanic literature: Edgardo Tiamson's "The Metamorphosis of Maria Clara" and Erwin Bautista's "Reflections of Impressionism in the Poetry of Manuel Bernabe."²⁷

The Manuel Bernabé Research Writing Contest, until its disappearance in the mid-1990s,²⁸ provided a venue for DEL Spanish section faculty to publicize their output and gain monetary rewards and public recognition. Tiamson and Bautista's wins, occurring in two straight years (1987-1988) were not to be the only ones for the DEL faculty.

For three years in a row (1990-1992), DEL faculty would score wins in the Manuel Bernabé Research Writing Contest. Tiamson grabbed first prize for two straight years: in 1990, with his "Los Conquistadores de Filipinas Ante los Ojos de Claro M. Recto y Manuel Bernabé;" and in 1991, with his "Filipinas a Cristobal Colon."

The first, a study on Recto and Bernabé's poetry, focused on their imaging of the country's colonizers; the second, riding on the wave of celebrations to commemorate the 500th anniversary of Christopher Columbus' landing in the New World, detailed activities organized in the Philippines in honor of the Genoese explorer. Both studies were funded by DEL-based professorial chair lecture grants.

In 1992, it was Maria Elinora Peralta-Imson's turn for the top prize with her doctoral dissertation "The Poetry of Manuel Bernabe: Prologomena to Reading a Cultural Text." Despite its insightful discussion, the work has remained unpublished. A

summary of Tiamson's Recto-Bernabé study broke into an issue of the *Cuadernos del Centro Cultural de la Embajada de España*. His Colon work, however, remains unpublished.

In 1993, de la Peña's M.A. thesis "La Fémima en Transición: La Mujer en Lecturas Feministas de los Cuentos de Evangelina Guerrero-Zacarias (1928-1939)," would share the accésit prize with historian Ambeth Ocampo's *Makamisa: The Search for Rizal's Third Novel*.²⁹ A shortened and translated version of de la Peña's work would appear in the *Linguae et Litterae's* 1999 issue as "Extracting the Narrative of Woman in the Stories of Evangelina Guerrero Zacarias."

The *Linguae's* second issue, delayed for one reason or the other, came out only in 1997. It was edited by Emmanuel Luis Romanillos during the third chairmanship stint of Edgardo Tiamson (1996-1999).³⁰ Unlike in the first issue, contributions came only from nine faculty members of the DEL's Spanish section, where the bulk of DEL research output has traditionally come from.

What can be considered the most important article in that issue is Peralta-Imson's "Philippine Literature: Spanish; Evolving a National Literature" (Imson 1997). Her work can be said to be the first significant exposition on Fil-hispanic literary history since 1967, when the landmark book *Brown Heritage: Essays on Philippine Cultural Tradition and Literature* came out. It was edited by Antonio Manuud who himself wrote a chapter on Fil-hispanic poetry.

Two years later, in 1999, during Erwin Thaddeus Bautista's first year as department chair (1999-2004), the third issue—with de la Peña as editor—came out. Standing out among the articles was the speech delivered by Spanish novelist Camilo Jose Cela, 1989 Nobel Prize for Literature awardee, when he accepted the Doctor of Philosophy *honoris causa* given to him by the university earlier that year.³¹

The fourth issue of *Linguae et Litterae* carried two significant pieces from the perspective of DEL history: Lourdes Brillantes' entry for the 1998 Premio Zobel "Discurso de Aceptación,"³² and de la Peña's "The Spanish-English Language War," a shortened version of his study on the discourse of the Fil-hispanic newspaper *El Renacimiento* submitted for the inaugural Fundación Fernando Rielo Professorial Chair Lecture.³³

Prior to the appearance of *Linguae et Litterae* and the *Philippine Humanities Review*, professorial chair grants and the requisite thesis/dissertation output for graduate studies were the main motors of the department's research culture. As the Spanish section had the most number of faculty and graduate students (a lot of whom were also faculty members), bulk of the research output has been either written in Spanish or about Hispanic culture and literature.

The presence in the 1980s of two professorial chair grants—the Metro Manila Diamond Jubilee and the Eusebio Tanco Professorial Chairs (the Fundación Fernando Rielo Professorial Chair would be added only in the late 1990s) did not translate into publication of the research output until 1991, during Peralta-Imson's term (1990-1993), when the DEL launched *Linguae et Litterae*.

In the 1990s, professorial chair lectures were mostly on Fil-hispanic and Latin American literature.³⁴ Most of them, including Tiamson's winning works in the Manuel Bernabé Research Writing Contest, are yet to be published. Studies on Fil-hispanic literature dominated the lecture awards and a partial list includes the following:³⁵

- Reynaldo Coronel's "La Imagen de España ante los Principales Poetas Filipinohispanos de la Edad de Oro" (1992)³⁶
- Teodoro Maranan's "Damdamin at Kaisipang Rizalino sa Pentélicas ni Cecilio Apóstol" (1996)³⁷
- Erwin Thaddeus Bautista's "Lorenzo Perez Tuells: Joya Modernista de la Poesía Hispanofilipina" (2002)

- Erwin Thaddeus Bautista's *Elements of French Literature in Fil-
hispanic Poetry* (2003)
- Wystan de la Peña's "The Paradigm Shift in the Early Philippine
Novels in Spanish: From Jose Rizal's 'Noli Me Tángere' and
'El Filibusterismo' to Jesus Balmori's 'Bancarrota de Almas'
and 'Se Deshojó la Flor'" (2002) ³⁸
- María Luna's "El Doctor Trinidad Hermenegildo Pardo de
Tavera y Su Contribución a Algunos de los Orígenes y la
Forma Actual de Escribir la Lengua Tagala" (2004) ³⁹
- María Luna's "Traducción de la Obra de Jaime de Veyra Sobre
'Mi Ultimo Adios'" (2007)

In recent years, two lectures covered topics on Philippine history. Both were delivered by church historian and Chabacano researcher ⁴⁰ Emmanuel Luis Romanillos: "Unpublished Letters of Father Pedro Pelaez (1812-1863) on the Secularization Controversy" (2000) and "Fray José Celis of Santa Cruz, Manila: The Creole Friar Who Almost Ignited A Revolution in [the] Late 1820s" (2004).

Faculty from the other language sections seldom presented candidacies to the professorial chair lecture grants. One from the German section in the last five years did, Nina Rachel Agcaoili, ⁴¹ and was given two lecture grants. In 2003, she delivered her first lecture, "German for Specific Purposes Course Design," an insightful exposition based on work to design a German language training module for medical practitioners. ⁴²

This interest in language teaching/acquisition is seen in the graduate terminal output of some faculty members from the other language sections. ⁴³ Cecilia Chan, the only one outside the Spanish section with a Ph.D. degree, focused on that area in both her master's and doctoral studies. ⁴⁴ Chris Evonne Leyritana-Javier studied the teaching of Italian to Filipino migrant workers for her M.A. degree obtained at the Università di Stranieri in Perugia, Italy. ⁴⁵

The study of linguistics in relation to language teaching has also been a research interest. Priscilla Neri, the first graduate of the M.A. German program, did a comparative study of Filipino and

German phonological systems for her thesis (2006). Gisella Aceremo-Marunge obtained her *Maitrise* (M.A. degree) from the Université de Besançon (France) with a *mémoire* on the sociolinguistic aspects of French radio advertising.⁴⁶

A seldom-used research initiative is the faculty grant, which is specifically aimed at promoting output from untenured faculty. Only one such grant has been awarded since 1994—the U.P. Diliman Diamond Jubilee Faculty Grant, to Erwin Thaddeus Bautista. The result was the study “Cosmopolitanism and Eroticism: Modernist Characteristics in the Poetry of Manuel Bernabé” which appeared in the *Philippine Humanities Review* years later.

Much research in DEL is done in the course of graduate studies, although not many of the output eventually gets published. The presence of three M.A. programs and one doctoral program (Ph.D. Hispanic Literature)⁴⁷ can be considered an important engine for the DEL academic output.

The M.A. Spanish has produced the most research, being the oldest program. Unfortunately, preference during the mid-1990s for special projects⁴⁸ (usually translations) did not add to the list of critical studies done by faculty graduate students. Since 2000, with the elimination of the special projects option in practice, thesis/dissertation outputs have focused mostly on translation studies.⁴⁹

The doctoral Hispanic Literature program, established in the late 1980s, has produced five Ph.D. holders among the faculty since the 1990s and their dissertations have contributed much to the knowledge pool in this area.⁵⁰ However, no faculty member has graduated from the program since 2002.⁵¹

Three Ph.D. holders among the current faculty—Teresita Alcantara,⁵² Cecilia Chan, and Teodoro Maranan⁵³—obtained their doctorates outside the department. Their graduate terminal output topics ranged from language teaching to sociolinguistics and from Spanish to Filipino literature.

As a last source of information on DEL research output, one has to look at papers read by faculty in different local and international conferences. Unfortunately, the output, which is not a short list, has remained largely unpublished. Again, most of the papers deal with Hispanic topics since most of the paper presenters are from the Spanish section. Other topics include various aspects of Filipiniana.

During the last ten years (1999-2008), DEL faculty read the following papers in international academic gatherings:

- Teresita Alcantara's "Los Léxicos Hispánicos en el Filipino Moderno" (1999a)
- Teresita Alcantara's "Los Hispanismos y los Anglicismos en el filipino moderno" (2007)
- Cecilia Chan's "Debut des Mouvements Feminins Aux Philippines" (2001)
- Wystan de la Peña's "Spain's 'Sanidad Pública' vs. America's 'Public Health' in Colonial Philippines" (2001c)
- Wystan de la Peña's "The Thomasites and the Defense of Filhispania" (2001e)
- Wystan de la Peña's "America in Philippine Poetry in Spanish" (2003a)
- Wystan de la Peña's "The Hispanista Discourse in Philippine Poetry in Spanish" (2004d)
- Wystan de la Peña's "The Paradigm Shift in Early Filhispanic Novels: Re-reading the Works of Jesús Balmori" (2008)
- Emmanuel Luis Romanillos' "The Chabacano of the Philippines" (1999b)
- Emmanuel Luis Romanillos' "Is the Chabacano an Endangered Language?" (2000b)

Where We Want to Be: Research Lacunae and Knowledge Needs

The DEL research output pinpoints four general areas where research is done—literature, ⁵⁴ linguistics, translation, and

language study and teaching. However, the bibliography highlights the paucity of sustained work on specific themes, except for Fil-hispanic literature in the Spanish section. The German section seems to focus on language teaching, but the output is still small.⁵⁵ The French section's output is principally on translation.

Taken altogether, the output does confirm the DEL's "proprietary positions."⁵⁶ The output also indicates the areas where the faculty particularly has trained in.⁵⁷ At the same time, it shows the research lacunae that represents the department's knowledge needs.

Seen from a KM perspective, the research lacunae and knowledge needs are found at two levels: from the side of acquired practical knowledge to run a language-teaching department, and from that of knowledge demands from students, especially those doing graduate work, who look at advanced studies as a ticket to enhanced employment opportunities.

The DEL, together with other CAL units—the Department of English and Comparative Literature and the Department of Filipino and Philippine Literature—and the CSSP's Department of Linguistics and Asian Languages, possesses a set of knowledge and skills unique to discharging functions of language departments. But that collective knowledge constitute a corpus that has remained largely uncoded.

Much of this knowledge is administrative in nature, but with repercussions that are academic in character. This knowledge covers a wide range of topics—from building criteria for admission by transfer/shifting to the B.A. European Languages program, to standardizing same-level syllabi in the different languages;⁵⁸ or from formulating Language Proficiency Exam (LPE) policies⁵⁹ to running an extramural program.⁶⁰

This tacit knowledge of DEL administrative procedures and practices is usually transferred through a personalization strategy, usually through committee work.⁶¹ But this kind of strategy, when seen from the long run, is a poor strategy due to the constant exodus

of faculty to the private sector or migration abroad.⁶² Inevitably, some key faculty have left without transferring their insights and know-how of procedures and processes.⁶³

Codification and archiving of know-how, relevant data, and policy documents should be part of DEL's KM framework. This facilitates what is called evidence-based management.⁶⁴ Because policy decisions have long-term repercussions, the deliberation process should tackle hard data, with discussions not limited to knee-jerk reactions or opinions, or this-is-how-we-do-things/I-did-it-this-way thinking.⁶⁵

While work documentation as research practice needs more encouraging in the department,⁶⁶ the list of titles has been growing, although unsurprisingly limited to language teaching/acquisition and translation.

The list of research on language teaching/acquisition using work data includes the following:

Nina Rachel Agcaoili's "German for Specific Purposes Course Design" (2003)

Erwin Thaddeus Bautista's "The Italian Section of the Department of European Languages, University of the Philippines, Diliman, Quezon City" (2002c)

Cecilia Chan's "Non-Language Components, Entrance Test Scores, English Proficiency and Reading Comprehension Subtest Scores as Predictors of Success in Basic Foreign Language Courses of Undergraduate Students at the University of the Philippines, SY 1989-1990" (1991)

Cecilia Chan' "Le français des Affaires: L'Expérience à l'Université des Philippines" (1992)

Cecilia Chan's "Achievement in Foreign Language Learning Among Students at the U.P." (1999)

Cecilia Chan's "Learning Strategies and Personality Traits: Their Relationships to Foreign Language Achievement (2000a)

- Wystan de la Peña's "La Universidad de Filipinas Como Defensora del Español" (2003d)
- Roorke del Rosario-Ong's "The Grammar of Themen 1" (1993b)
- Febe Soledad Luntao's "O Ensino e a Divulgaçao da Lingua e Cultura Portuguesas na Universidade das Filipinas" (2001)
- Priscilla Neri's "Eine kontrastive Analyse der deutschen nd philippinischen Phonologie in Hinblick auf den Kurs German 45 an der University of the Philippines" (2006)
- Jose Teodoro Vera Cruz' "Analyse du discours d'une Rédaction d'un Apprenant Japonais" (1992a)
- Jose Teodoro Vera Cruz' "Analyse Contrastive des Stratégies Argumentatives dans des Productions Ecrites d'Apprenants Philippins" (1995)
- Jose Teodoro Vera Cruz' "Estudo do Público-Alvo do Português Língua-Estrangeira na Universidade das Filipinas" (No date)

The list for translation work documentation includes:

- Teresita Alcantara's "Ang Pagsasaling-wika sa Kolehiyo ng Arte at Literatura sa U.P." (1997a) ⁶⁷
- Teresita Alcantara's "The U.P. Translation Program" (1998b)
- Teresita Alcantara's "Ang Pagsasaling-Wika: Mga Balakin at Gawa sa Kolehiyo ng Arte at Literatura" (2000)
- Erwin Thaddeus Bautista's "Teaching Translation: The DEL Experience" (2004c)
- Wystan de la Peña's "Rewriting or Translating: Cross-cultural Perspectives in Dealing with Spanish-Language News for an English-Speaking Market" (1997c) ⁶⁸
- Wystan de la Peña's "Translation as a Real-Time Activity: The Case for the Media" (1997d)
- Wystan de la Peña's "The Bilingual (Spanish/English) Electronic Newsroom" (2001a)
- Wystan de la Peña's "Translation as a Corporate Activity: A Case Study of the Spanish News Agency's English Language Service, 1994-1999" (2004e)

Another vantage point from which to view research lacunae and knowledge needs is from knowledge demands from students and their subsequent pressure on teaching expertise. Before the advent of

the BPO phenomenon, graduates who landed jobs which required use of their language training went into teaching, the diplomatic service, the tourism industry, and law. The language expertise acquired was just a part of the job expertise required.

In the last few years however, feedback from graduates employed in companies handling technical (usually engineering) and financial data indicate one particular reality in DEL training: satisfactory proficiency of foreign language skills still has to be accompanied by a specific content expertise, especially when doing technical translation. This is confirmed by the experience of faculty involved in consultancy or teaching services in their companies.

This is an area the graduate programs have to respond to, as students get into the M.A. programs to obtain further credentials of expertise. The DEL should evaluate current curricula and examine the extent of its meeting students' expectations. This is particularly true for the M.A. Spanish program, which has the biggest enrollment. Its curriculum—still biased towards academic rather than applied knowledge—is still teacher training oriented.⁶⁹

Research involving applied knowledge is one area for innovation. The DEL should continue with its traditional orientation of teaching and research on academic areas like literature and linguistics. But to maintain its leadership position in language training (in the European languages), it should already engage in investigations on topics which would respond to knowledge needs of industry/BPO sector.

Many among the younger DEL faculty have industry/BPO experience. They should be encouraged to write about their experiences and explore how these can be examined against available theoretical perspectives. These explorations can lead to fresh insights. For example, most of the literature in language teaching is basically premised on a diploma-earning setting. But a company-organized language class (usually with employees having different proficiency levels and training backgrounds) is a different context, with different

implications for classroom management, student motivation, and teaching methods. What has been the teaching experience of DEL faculty in a BPO setting?

Those who have been involved in corporate translation work can discuss the specific training requirements and process dynamics of market-driven translation. By contrasting this to the usual academic training in translation (which is usually publication-oriented) valuable perspectives in understanding translation as an industry can emerge, and translation can be appreciated beyond its being an academic exercise.

While the DEL offers no training program in interpretation, whether simultaneous or consecutive, some of its faculty have had hands-on interpretation experience and limited training abroad.⁷⁰ However, none has so far produced any work documentation where they share insights about their work. Their experiences and knowledge—which can be the start of academic discourse—have yet to be written to provide learning experiences for everyone.

Whether in language teaching/acquisition or translation, industry-related studies constitute the second curve—the innovation curve—for the department. It is an area the faculty, especially the younger ones, should invest in. The rewards, to name a couple in business terms, are market leadership and more client-attuned training. In academic jargon: teaching competitiveness and programs with real-world relevance.

Research Dissemination Schemes and Conceptual Anchors

The essence of research does not end with the discovery of new knowledge. The next step is dissemination. This process is envisioned to lead to discovery of more knowledge and the widening of the knowledge pool and current discourse. That is

precisely the reason why “research” is bundled with “development,” even in a university setting.⁷¹

The ultimate—much-coveted and most handsomely-rewarded—dissemination scheme in the university is publication in an international peer-reviewed journal. For DEL faculty, this still remains a goal. In the meantime, other mechanisms should also be explored because the DEL research audience—or “clientele” in business terms—is not principally an international, but a local one. Emphasis should therefore be placed on local dissemination.⁷²

Prioritization of local dissemination should not limit publication venues to only college and university outlets. The faculty should contribute as well to academic journals from other universities, here and abroad. What is important is not the publication per se but the development of discourse. This will ensure that the faculty will participate, even lead, in that discourse.

At the department level, the junior faculty lecture series should be strengthened, with more frequency of lectures from instructors and new assistant professors. The series should not be viewed as merely a framework for earning promotion points or credits for tenure application. It should be primarily seen as a stage for the sharing of ideas.

Other lecture series or academic discussion forums can also be instituted: a visiting professors lecture series, where foreign faculty can share recent research or findings they have come up with and still undisseminated in the country; a graduate students’ work-in-progress discussion, where M.A. and Ph.D. students can present current projects; and a research dissemination lecture series, where faculty can talk about newly-finished work.

Another medium that needs exploring is the electronic media. The DEL can run a monthly electronic newsletter-cum-journal to serve as a platform where faculty can report on teaching situations and strategies, write book reviews, and share instructional

materials (especially electronic and internet-based ones). There, translations, critical essays, book reviews, and any kind of work documentation can be initially “published” and disseminated.

Such a measure, accompanied by administrative and collegial incentives, should produce stimulus for the sharing of knowledge and research findings. Electronic publishing, even at the department level, can be the answer to the perennial fund-sourcing dilemma for producing publications, the preferred and better-rewarded mode of research dissemination. However, the talk should not end at the department level. The DEL faculty should leave their comfort zones and participate more in national and international conferences. In discussions during these forums, ideas can be tested, recrafted, and improved. Moreover, faculty can network with other institutions and individuals.

Maximization of the output from graduate programs, and professorial chair and faculty research grants should be done by requiring that findings be disseminated through a public lecture. These should also be published. Publication will ensure the output’s enrichment through the peer-review process carried out prior to the research seeing print.

Like in the proposed electronic newsletter-cum-journal, publication in local or foreign electronic/internet-based journals should also be encouraged. Here is where networking can prove useful.

Related to the thrust for local dissemination is the idea of conceptual anchors. It is an important factor in the selection and cultivation of the research audience. This is where the CAL and DEL mission statements are operationalized in the KM framework.

To enable DEL students to become human resource assets actively participating in the political, economic and cultural exchanges in a globalizing world, their training—which would highlight creativity, critical thinking, and innovation—should be

tempered by a nationalist and humanist bent. This orientation comes with a particular impartiality to affairs of the country and to the global region where it belongs.

Hence, research should be guided by two perspectives: Filipino and Southeast Asian.⁷³ These anchors affirm identities and affiliations—the first with a nation, the other with a world region—in a planet being culturally homogenized (also known as “McDonaldization”).

There is no reason why Miguel Cervantes’ *Don Quijote de la Mancha* should be read in the Philippines the same way it is in Spain, or in any part of the world. A Filipino/Southeast Asian perspective would enrich appreciation of this important text—or any other text for that matter—because of the differentiation it introduces.⁷⁴

With this differentiation, translation theories—coming mostly from the West—can be problematized and examined in the light of Philippine/Southeast Asian linguistic conditions. Even educational theories—mostly manufactured in the West and exported to the country—can be analyzed with particular attention to needed nuancing when applied to Philippine/Southeast Asian circumstances.

Affirming Filipino/Southeast Asian identities should also mean looking at research from a much wider, and richer viewpoint: a literary inquiry becomes more than an analysis of a particular work—it becomes a study of the culture which serves as habitat of that particular writing; and a translation research becomes more than just a discussion of linguistic and historico-cultural meaning transfer—it becomes a dialogue between cultures and languages.

Similarly, investigations on language teaching/acquisition should go beyond established disciplinary parameters. It should be seen from the bigger context of cross-cultural communication and even language politics.

At the end of the day, what is to be done is to operationally link the DEL and CAL missions: articulate a nationalist position and participate in the cosmopolitan intellectual exchange.

Notes

- 1 For the period 1999-2008, DEL records show that the faculty only logged in 40 paper presentations in local, national, and international seminars and conferences, 19 of them by just one individual. This translates into a 10-year faculty-to-conference ratio of 1:1.11, or only one conference paper presentation per faculty for the entire decade. The faculty-to-publication ratio is slightly better, but hardly to be happy about: 1.5 publications (critical work, not translations) per faculty for the entire period. DEL faculty published 54 titles (paper and internet publications) during the 1999-2008 period (ending June 2008), but they are the work of just 15 individuals. Almost a third of the total is by just one person.
- 2 In March 2008, when this paper was first presented to the DEL faculty, Emmanuel Luis Romanillos cited the need for stronger research infrastructure support. He mentioned the fact that the traditional professorial chair grants, once taxes are deducted, hardly provided adequate financial resources for research. He suggested the installation of a computer unit in the office of any faculty awarded a research grant, on loan during the duration of the award period. Jose Teodoro Vera Cruz wondered whether the receipt of a research grant could be taken as grounds for a lesser teaching load, instead of it being treated as additional work load. Former DEL chair Erwin Thaddeus Bautista and Richard Karl Deang affirmed the sentiment that the combined teaching and committee work load of faculty hampers research.
- 3 Because Knowledge Management is linked to organizational management, this KM framework will inevitably appropriate concepts from organizational development discourse.

- 4 In what may be considered one of the early texts on KM, popular management expert Tom Peters--who sounded a return-to-the-basics cry in business management discourse with emphasis on clients in his first bestseller, *In Search of Excellence: Lessons from America's Best-Run Companies* (1982)--links the concepts "learning organization" and "knowledge management" together as one idea in his discussion of consulting companies in another bestseller, his *Liberation Management* book (1992). Peters emphasizes learning in an organization in his idea of "organization-as-university"/"corporation-as-university" (1992, 405-407).
- 5 Peters (1992) identifies four "learning processes" areas (clients, outsiders, inside the organization, long-term level/strategic level) which can easily be adapted in the academic setting. Management scholars Art Kleiner and George Roth (1998) provide one way to operationalize the "learning organization" concept with their "learning histories" strategy. They define this strategy as the elaboration of written narratives of a "companies' recent set of critical episodes... relevant events are described by the people who took part in them, were affected by them, or observed them close-up" (1998, 142). These narratives become a venue for group discussions of issues and provide opportunities for collective reflection and discussion of especially "undiscussable" ideas, which, under normal circumstances, are left unraised due to a sense of awkwardness.
- 6 This refers to the codified (explicit) and non-codified (tacit) knowledge and skills found in an organization, and which should be tapped for purposes of innovation. Nonaka (1998) discusses this dichotomy of knowledge in depth.
- 7 Organizational theorists James Brian Quinn, Philip Anderson, and Sydney Finkelstein (1998) call this collective know-how as "professional intellect" and dissect it at four levels: cognitive knowledge ("know-what"), advanced skills ("know-how"), systems understanding ("know-why"), and self-motivated creativity ("know-why").

- 8 While Nonaka (1998) does not use the term “codification,”—he calls the process “articulation”—he refers to it as only one of four patterns of knowledge transfer. The three others he identifies as socialization, combination, and internalization. Harvard business professors Morten Hansen, Nitin Nohria, and Thomas Thierney (1998) simplify the knowledge transfer process into the “codification” (capturing individual knowledge by documenting it) and “personalization” (knowledge transfer through person-to-person contacts) strategies. For an in-depth discussion of knowledge transfer in the context of organizational development, see Harvard business professor David Garvin’s article “Building a Learning Organization.” In Garvin 1998.

- 9 It can also be added, at this point, that the “shared understanding” can help reshape the DEL from a traditional teaching organization to a new model of knowledge-oriented organization: the so-called “community of practice” introduced in the organizational development literature by Etienne Wenger and William Snyder in 2000. Wenger and Snyder (2001, 1) define a “community of practice” as “a group of people informally bound together by shared expertise and passion for a joint enterprise....their members inevitably share knowledge in free-flowing, creative ways that foster new approaches to problems.” Interestingly, they trace their idea to the “corporations of...craftsmen” in ancient Greece and to the guilds in the Europe of the Middle Ages.
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- 10 The nine points of the DEL mission are: 1) Department management involving the twin principles of planning and organization, and transparency; 2) Department organization through its language sections for better coordination of activities; 3) Encouragement of the faculty’s professional growth and development; 4) Encouragement for more research, publications, and creative output from the faculty; 5) Addressing the need for better learning environments; 6) Promotion of a balance between cultural and academic activities by cooperating with DEL-based student organizations; 7) Delivery of extension services by interested and available faculty; 8) Giving of additional technical and

manpower support for the administrative staff for improve office operations; and 9) Strengthening of DEL's outside linkages.

During the 2002 selection for the DEL chair, Erwin Thaddeus Bautista, then running for a second 3-year term, presented a candidacy paper further nuancing the DEL mission, "Fulfilling a Commitment to Excellence in Foreign Language Education: the 2002-205 Challenge." He earned a second term till 2005.

- 11 As stated in the CAL-issued "Guidelines for the Creation of the CAL-CASAF Centennial Research Grant and Lecture Series / CAL Research Agenda, June 2007.
- 12 The evidence also covers former DEL faculty. A significant number of those who have left in the last few years are now employed in the sector. Only a handful has taken up employment in other universities or language-teaching institutions.
- 13 These young faculty members were Lilia Laurel, Antolina Antonio, Lourdes Arrespacochaga, Pacita Martinez (the youngest at 18), and Pablo Botor (information about Abad forming this group was volunteered by Arrespacochaga in the early 1980s). Martinez would go to Spain in the early 1960s to train in the use of the language laboratory, then a fashionable educational technology. Laurel (1970-1979), Antonio, and Botor (1980-1983) would eventually sit as DEL chairpersons; Botor, the last chairperson under the College of Arts and Sciences set-up, would become the first CAL dean in 1983. All the four women would co-author the textbooks for Spanish classes used from the mid-1970s till the mid-1980s, when the Spanish section shifted to the textbooks written by Edgardo Tiamson.
- 14 Before the institution of the M.A. French program, the DEL had a Diploma in Modern French. It only produced one graduate, Ma. Regina Irene Sarmiento, who was then also an instructor in French. The diploma program has since been abolished.

- 15 Several faculty members from the Spanish section enrolled in this program, apparently created to provide a department-based Ph.D. program tailored to specific professional needs of the DEL faculty. Unfortunately, from the pioneering batches of the 1980s, only Reynaldo Coronel (1993) and Ma. Paz Hidalgo (1997) would finish the program. Later, in an effort to attract students, the program offered a track which allowed B.A. graduates to enter it without first earning a master's degree. Before the abolition of this track, it only produced one graduate, Mignette Garvida, then an instructor in Spanish and Russian. She would later leave the DEL to migrate to Canada. There has been no new Ph.D. graduate among the faculty since 2000, a situation aggravated by the retirement of Verano and Hidalgo during the last five years.
- 16 The revision added a Rizal Studies track, which produced only one graduate so far, Jose Ricardo Manapat Jr. (2004), who studied the results of more than a century of Rizal biography writing. The revision also added a Translation track, and this has been the track that produced the most graduates since the curricular changes took effect.
- 17 Among these changes involve emphasis in subjects on business/economic and scientific languages, and literary and non-literary translations.
- 18 One inevitable consequence of this curricular revision was the change of status of the two offerings on Fil-hispanic literature, Spanish 115 (Philippine prose in Spanish) and Spanish 117 (Philippine poetry in Spanish) from required major language course to major language elective. As a result, those who would later go into graduate studies in Spanish and did not take any one of the two courses had no introductory class in Fil-hispanic literature when they take Español 251 (Fil-hispanic literary tradition).
- 19 Management expert Peter Drucker continually mentioned universities in his writings about innovation and change, whether in the context of business management or non-profit organization management (2004, 2005).

- 20 To better illustrate the difference between these two curves, Morrison analyzes the “market.” A first-curve market focuses on capital management, with an orientation towards producers, Atlantic countries, traditional international trade, and computers. In contrast, the second-curve market is geared towards knowledge management and oriented towards consumers, Pacific Rim countries, electronic commerce, and the Internet. In Morrison 1996, 15.
- 21 Blanchard’s *The One Minute Manager* (1982) sold nine million copies. His other books include the now classic *Management of Organizational Behavior* and *The Power of Ethical Management*, co-authored with veteran inspirational writer Norman Vincent Peale.
- 22 The DEL library is named after the last department chair under the former College of Arts and Sciences, which split into three colleges in December 1983, and the first CAL dean who served until his death in December 1987.
- 23 This series of textbooks would be replaced in the mid-1980s during Prof. Edgardo Tiamson’s first stint as department chair (1983-1989). He was the first person to assume the position under the newly-created College of Arts and Letters (CAL).
- 24 Bautista’s article was his 1994 U.P. Diliman Diamond Jubilee Faculty Grant study, “Cosmopolitanism and Eroticism: Modernist Characteristics in the Poetry of Manuel Bernabé.” De la Peña’s “Writing As An Instrument for Empowerment As Seen In Four Philippine Novels in English,” (1996-1999) would be followed by a series of articles on Fil-hispanic culture and literature appearing in subsequent issues: “Fil-hispanic Literary Studies: Current Trends and Challenges in the 21st Century,” (2000); “The Filipino Teacher as Agent in the Preservation of Linguistic Identities,” (2001); “The Filhispanic Newspaper El Renacimiento and the Early American Historical Discourse on the Philippines,” (2002); “‘Filipino’ vs. ‘Fil-hispanic’: The Politics of Appropriation and Assimilation in Philippine Cultural Identity Construction,”

(2004); and “Battlefield and Booty: The Early American Period Filipina in Jesus Balmori’s Novels *Bancarrota de Almas* and *Se Deshojó la Flor*” (2007).

- 25 Latin for “languages and letters.”
- 26 Malig returned in 1989 from a 15-year residence in Madrid, went on to teach Spanish, French, and Portuguese in DEL, and pursued doctoral studies in Hispanic literature. He, however, did not stay long enough to apply for tenure.
- 27 Both won *accésit* prizes (2nd prize) in the now-defunct Manuel Bernabe Research Writing Contest organized by the then Centro Cultural de la Embajada de España (the precursor of the Instituto Cervantes). Tiamson’s Maria Clara entry was apparently a spin-off of his professorial chair lecture entitled “The Tragic Vision in Rizal’s Novels,” delivered in 1987. Bautista’s work on Bernabé was originally submitted as a thesis—entitled *Influencias Modernistas en la Poesía de Manuel Bernabé*—in 1986 for the Curso Iberoamericano program of the Instituto de Cooperación Iberoamericana (formerly the Instituto de Cultura Hispánica) in Madrid. Upon his return home, he entered the contest and won second prize (the judges left the first prize vacant), a year after Tiamson did with his Maria Clara study.
- 28 This coincided with the abolition of Spanish embassies’ *centros culturales* after the creation of the Instituto Cervantes, which was later to be designated as the institution that would administer the official Spanish government certification of language proficiency, the Diploma de Español Lengua Extranjera (DELE).
- 29 Ocampo’s book, published the year before by Anvil Publishing, would also win the 1993 National Book Award given by the Manila Critics Circle.
- 30 It was also during this term as DEL chair that Tiamson would be awarded the Gawad Chancellor for Most Outstanding Administrator. After this term, he would serve as CAL Associate Dean for Research and Publication.

- 31 The awarding also provided the occasion for the launching of *Ang Pamilya ni Pascual Duarte*, the translation into Filipino of Cela's novel set in post-civil war Spain. The translation was part of the dissertation submitted seven years earlier by Salvador Malig Jr. (1992), who had since left the university to work at the Instituto Cervantes. In conversations with this researcher, Malig said he had written Cela shortly after completing his dissertation to ask for permission to publish his translation. Cela wrote back, giving his permission. Years later, according to Malig, Cela would inquire from the Spanish *Ministerio de Asuntos Exteriores* about what had happened to the request of a certain Filipino to publish the translation of his *La Familia de Pascual Duarte* novel. That apparently triggered the moves to bring him to the Philippines for the honoris causa degree grant and the launch of Malig's translation. Early this century, another proposal to grant a similar honorary degree for another Spaniard linguist—the late Antonio Quilis, Chabacano scholar and member of the *Real Academia de la Lengua*—was presented to the university. It did not, however, prosper.
- 32 In winning the Premio Zobel, Brillantes—who would be commissioned to write the history of the award *80 Años del Premio Zobel*, published by the Instituto Cervantes and the Fundación Santiago in 2000 (her English translation would come out in 2007)—became the first DEL faculty to do so after nearly two decades. In the early 1980s, Leilia Fernández, wife of Fil-hispanic writer Enrique Fernández (better known in Fil-hispanic circles as Enrique Fernández Lumba), would be awarded the Premio Zobel. Her husband was also a Premio Zobel awardee. The Premio Zobel, created in 1924, had been for decades considered the highest literary award in Fil-hispanic letters. But during its last years (it was last awarded in 2000), in the light of the absence of significant literary output for decades, the Zobel-Padilla family decided to give the prize to individuals who had exerted much efforts in promoting the Spanish language and Fil-hispanic culture. It is within this framework that Brillantes was given the prize, undoubtedly in recognition of her work as first editor of *Crónica de Manila*. This Spanish-language four-page Sunday

section of the now defunct *Manila Chronicle* would also engage other DEL faculty: Salvador Malig Jr. as its second editor; and Emmanuel Luis Romanillos, Erwin Thaddeus Bautista and Wystan de la Peña as contributors. All four—together with two female colleagues, Trinidad Regala (who retired in June 2007) and Daisy Lopez—have since become *académicos*, members of the Academia Filipina, a correspondent of the Real Academia Española (RAE), the royal academy for the Spanish Language.

- 33 In 2000, in what was a change in the selection process for professorial chair grants, then DEL chair Erwin Thaddeus Bautista asked officials of the Madrid-based Fundación Fernando Rielo to select from two proposals for the inaugural lecture of the Fundación Fernando Rielo Professorial Chair. They chose de la Peña's proposal.
- 34 This remains true up to the present time. Only Daisy Lopez has delivered a lecture on Spanish literature—"Voces femeninas de la Narrativa Española Contemporánea"—for a Metro Manila Diamond Jubilee lecture grant delivered in 2002.
- 35 The years in parenthesis are either the grant years or the years when lectures were delivered.
- 36 This work was funded by the now-defunct Cátedra Fil-hispánica Professorial Chair.
- 37 This is the first professorial chair lecture at the DEL known to have been delivered in Filipino.
- 38 This work was publicly presented as the second Fundación Fernando Rielo Professorial Chair Lecture.
- 39 Luna later worked on a translation of Pardo de Tavera's writings on linguistics with a grant from the Spanish Program for Cultural Cooperation in 2007.
- 40 Romanillos is the only one in DEL who actively lectures, and publishes on print and on the worldwide web, studies

on Chabacano. He was the brains behind the Festival de Chabacano held in February 2008 at the Vargas Museum.

- 41 She has since left the DEL and now works at the Goethe Institut.
- 42 Agcaoili's interest in research on teaching methods can be seen as early as 2000, when the third *Linguae et Litterae* issue carried her article "Medieneinsatz Im Fremdsprachenunterricht." Another faculty member from the German section, Roorkee del Rosario-Ong, who pursued a master's in education at the U.P., also published on language teaching which focused on testing. See del Rosario-Ong 2000-2001.
- 43 Language teaching as an area of research is also evident in the research among non-faculty graduate students, which are either critical studies or draft textbooks as special projects. Examples are Floridez Tejano's "Podemos hablar español" (M.A. Spanish, 1985), Anacleto Duco's "Aprender y hablar el español" (M.A. Spanish, 1989), and Rosa Orti's "Comparación Fónetica, Diagnóstica y Tratamiento de las Dificultades de los Estudiantes Chinos para Aprender Español" (Ph.D. Hispanic Literature, 1990).
- 44 She wrote "Non-Language Components, Entrance Test Scores, English Proficiency and Reading Comprehension Subtest Scores as Predictors of Success in Basic Foreign Language Courses of Undergraduate Students at the University of the Philippines, SY 1989-1990" (1991) for her M.A. thesis and published her main findings in an article, "Achievement in Foreign Language Learning Among Students at the U.P." (1999). Her dissertation was entitled "Learning Strategies and Personality Traits: Their Relationships to Foreign Language Achievement" (2000).
- 45 Leyritana-Javier, who is currently the coordinator of the Italian section, finished her program in 2007 with high honors and is the first Filipino to obtain a Master's in the teaching of Italian. See Leyritana-Javier (2007b). An earlier

study of hers deals with the difficulties in teaching basic Italian to Filipinos. She presented her findings in a paper, “Le Maggior difficoltà nell’insegnamento/apprendimento della lingua italiana a livello principianti : osservazioni sulle interferenze della L1 nei parlanti filippini” (The Major Difficulties in Italian Teaching and Learning in the Elementary Level: Observations on the L1 Interference among Filipino Learners) (2006).

- 46 Aceremo-Marunge, who has recently applied for retirement following marriage and relocation to Germany and subsequently to the United States, reported her findings in an article (1999) in *Linguae et Litterae* where she published “Exercices de la Correction Phonetique,” nine years earlier.
- 47 While the Ph.D. Hispanic Literature program—touted as the only doctoral program in Spanish in the country—is a source of pride to the U.P. community, it has not assuaged the concern of Spanish officials who lament that Filipinos have not been fully recognizing the economic and cultural value of the Spanish language. This, they say, sharply contrasts with the attitude of neighboring countries which have been showing growing interest in cultivating the language. A case in point: in December 2000, a Chinese government school sponsored a week-long trip to China of five CAL faculty members—U.P. Diliman Registrar Prof. Ludendorffo Decenteceo, then CAL Dean Dr. Rosario Torres-Yu, then DEL chair Prof. Erwin Thaddeus Bautista and his assistants, Prof. Wystan de la Peña, and Mr. Laurence See—to meet with and talk with parents of students aspiring to enter the B.A. European Languages program, a lot of whom would like to major in Spanish. Some 100 students came to U.P. in three batches in the next few years to enroll in the program.
- 48 In an innovation which appears as a bid to facilitate graduate degrees for young instructors on tenure track, the department allowed those in the M.A. Spanish program to take a comprehensive examination as terminal output instead of doing a critical work (thesis) or a special project (usually a translation or an anthology of literary works to help in

the retrieval effort of Fil-hispanic literature, or a language textbook).

- 49 The M.A. terminal output since 2000 are Elvin Ebreo's "Flaquezas de Juan Martín Cucullu: una traducción al filipino" (2001); former faculty member Reden Libo-on's "La traducción No Literaria Como Arte y Ciencia: Una Traducción de 'Consideraciones sobre el origen del nombre de los números en tagalog' de T.H. Pardo de Tavera" (2006); Myra de los Santos' "Una traducción analítica de las cartas, los decretos y los testimonios relacionados con la fundación en 1696 del Beaterio de Santa Catalina de Sena de la Madre Francisca del Espíritu Santo" (2006); and Noel Raagas' "Una Traducción de Obras Seleccionadas de Miguel de Unamuno Donde Se Manifiesta Su Pensamiento Sobre la Muerte" (2008). In the M.A. French program, initial output came in the form of translation studies done by faculty members: Rosalinde Fleur Zapata's "Histoire des Philippines par Gaston Willoquet: une traduction du Français au Filipino" (2002); and Mel Baizas' "Jose Rizal, Philippin 1861-1896: Un Aspect du Nationalisme Moderne" (2005).
- 50 These faculty members and their dissertations are: Reynaldo Coronel Jr.'s "Prolegomena al Estudio Semiótico de la Metáfora: La Poesía Lírica de Jesús Balmori" (1994); Maria Paz Hidalgo's "La Imagen de la Mujer en la Prosa Filhispana" (1997); Daisy Lopez's "El Tema de la Soledad a través del Espacio y Tiempo en la Obra de Carmen Martín Gaité" (1997); Maria Luna's "Investigación Analítica de los Valores Promovidos por el Doctor Trinidad H. Pardo de Tavera en sus Ensayos Dirigidos a la Juventud Filipina y a sus Educadores" (2000); and Mignette Garvida's "Análisis Socio-histórico de la Sociedad Filipina a través del Costumbrismo en las Novelitas de José Felipe del Pan" (2002).
- 51 Erwin Bautista, whose proposed dissertation aims to look at the links between French Parnassian school of poetry to American-period Fil-hispanic poetry through the *modernista* movement created by Nicaraguan poet Ruben Dario, is still in residency but is in the dissertation-writing stage

- 52 In June 2008, Alcantara was named the only DEL professor (and one of 11 from CAL) to be part of the first batch of U.P. Centennial Professorial Chair awardees. In the mid-1980s, she worked with a U.P. Diamond Jubilee research grant on Spanish-derived Filipino lexicons used in the Philippine print media. She continued this investigation for her dissertation submitted to the Universidad Complutense de Madrid (UCM), where two former chairpersons from an earlier generation of DEL faculty—Lilia Laurel and Antolina Antonio—also obtained their doctoral degrees (Laurel wrote a dissertation on the Spanish cultural legacy to the Philippines; Antonio analyzed the *Noli Me Tangere* using structuralist methods in hers. A third faculty member, Elvira Verano, also obtained her Ph.D. at the UCM but never became chair. She ran for the position in 1996 but lost to Edgardo Tiamson).

The U.P. *Sentro ng Wikang Filipino* published Alcantara's dissertation in the original Spanish in 1998 (*Los Hispanismos en los Medios de Comunicación Social Filipinos – Estudio Lingüístico*) and the Filipino translation in 1999 (*Mga Hispanismo sa Filipino Batay sa Komunikasyong Pangmadla: Pag-aaral Linggwistiko*). Alcantara also read a paper with the same title in Spanish at the 1996 *Congreso de Hispanistas de Asia* held in Seoul. The paper was later published in the congress proceedings.

- 53 Maranan holds graduate degrees in Spanish (*Instituto de Cooperación Iberoamericana*, Madrid, 1979) and Filipino (*Centro Escolar University*, 1989). He worked on a poetry anthology (1979) of a Spanish writer who was a member of the *Generación del 98* for his M.A. in Spanish and wrote an images-of-woman study (1985) on short stories by Liwayway Arceo for his M.A. Filipino. He went into Southeast Asian studies for Ph.D. work (1992).
- 54 Fil-hispanic, Spanish, and Latin American literatures.
- 55 In his 19 June 2007 lecture “Rizal’s German Literary Connections,” which preceded the launching of his translation

of the *Noli Me Tángere*, National Artist for Literature and CAL Dean Virgilio Almarino encouraged faculty from the German section to further investigate German literary references found in the novel and thus provide a fresh perspective on scholarship on the two Rizal novels. Almarino, who said he used the facsimile of the novel for his translation, claimed that translations of the novel being sold in the country, even those officially sanctioned by education authorities decades ago, omit these German literary references.

- 56 One such “proprietary position” would be the DEL’s status as the only academic unit in the country offering graduate degrees in European languages. The term “proprietary positions” is an appropriation of a concept elaborated by former IBM CEO Louis V. Gerstner Jr. (2002) to represent advantages of big companies due to the nature of their processes, organization, or market strategy. Gerstner’s concept intersects with the idea of “knowledge advantage” formulated by Quinn, Anderson, and Finkelstein (1998). They defined “knowledge advantage” as the intellectual capital of an organization which gives it an edge over the “competition.”
- 57 What can be considered as an “outlier” case is Emmanuel Luis Romanillos’ output on the history of the Augustinian Recollects in the Philippines.
- 58 For example: Spanish 10, French 10, German 10, Italian 10, Portuguese 10, and Russian 10.
- 59 Until 2003, the DEL has not attempted to institute an implementational framework for the LPE. The LPE, which is a service rendered by the department for graduate students from CAL and CSSP, has traditionally (and unquestioningly) been conducted as a grammar exam or a translation activity. In 2003, the department decided to define the exam as one which tests reading comprehension, a language skill aimed at complementing research skills needed by graduate students.

- 60 The extramural program, in existence since 2000, provides ample opportunities for research and learning opportunities for the faculty: With students mostly professionals coming into the program with different motivations and objectives—unlike more homogenous groups like U.P. students enrolling for language electives or requirements—teaching methods and syllabus preparation take on a different hue. However, faculty members involved in the program have yet to write about their experiences.
- 61 Given the history of the DEL being the only non-General Education (GE) department in CAL prior to the launch of the Revitalized General Education Program (RGEP) during the Francisco Nemenzo U.P. presidency in the late 1990s, the faculty—usually the untenured instructors—has had (and continues to do) to discharge functions done by administrative staff in other departments. Some of these functions include the administration of the Student Evaluation of Teachers (SET) questionnaire and the processing of SET results.
- 62 According to DEL records, the period from 2000 to May 2008 saw the exodus of a large amount of manpower: 23 faculty members, nine of whom were Assistant Professors (four were tenured and five were on the tenure track) and the rest were Instructors. They represented a total of 191.83 service years (with residence in DEL from a low of one semester to a high of 23 years) to the university, or an average per faculty of almost 7.5 years. This represents a loss of enormous intellectual capital on which U.P. has invested no small amount of resources (especially for training abroad) to acquire. Among the reasons for departure were the university's up-or-out rule, industry piracy, and overseas migration.
- 63 Even if faculty temporarily left (on extended leaves like sabbaticals) with documentation of a process, errors have happened due to non-accessing of the documentation. A recent case is the offering of E.L 197—a Special Topics course on contemporary Europe designed to be taught in

English to accommodate all DEL majors—in Spanish. The course should have instead be Spanish 197, the special topics course conducted in Spanish.

- 64 A good introduction to this topic is Pfeffer and Sutton 2007.
- 65 Mindsets that insist on traditional practices in the face of the need for innovative thinking and practice change are not helpful. This is a recent lesson for the faculty. In 2006, ignoring a call to look at increasing student demographics in the context of decreasing number of faculty who could work as thesis advisers (the practice was to assign as advisers only those who have already earned graduate degrees), the department junked a proposal to continue to allow collaborative work among undergraduates doing thesis work in favor of maintaining the traditional one-student-one-thesis practice. A year later, the French section had more than 25 students enrolled in the thesis course (E.L. 200) and only three faculty members were available to be thesis advisers. What had been voted down had to be imposed due to force of circumstances. A problematic students-to-faculty ratio in the Spanish section has been averted as well by allowing collaborative thesis work.

But one successful department decision with positive long-term results is the imposition in 1990 of the need for undergraduates to maintain a GWA of 2.0 in all major language subjects taken at any particular semester. While no documented data is available (data has yet to be mined, especially from AS 101 files), there is anecdotal evidence from faculty pointing to improved quality of performance of students who eventually graduate. Commencement exercises in 2008, the university's centennial year, is a signal event: more than half (around 57%) of the graduating crop of B.A. European Languages students finished with honors, led by Jerome Sanchez, the DEL's third summa cum laude in 30 years, the first in the last ten years.

- 66 Work documentation as sources of learning experiences brings to mind Garvin claim (1998 [1993], 52) that universities—despite being educational institutions—are not necessarily learning organizations as their success in creating or acquiring new knowledge does not necessarily translate into application of that knowledge in their own activities.
- 67 Alcantara was the first coordinator of the CAL Translation Program, established in the mid-1990s by then CAL Dean Josefina Agravante. It was during her tenure that the CAL acquired funding from the Spanish government's Towards a Common Future program (for cultural cooperation with Philippine universities and cultural agencies) and the Toyota Foundation for the translation to English and publication (2002), respectively, of Spanish-language historical texts on the Spanish colonial period. Resulting translations include those of Bautista (2002d), Mapa (1896/2002), Icagasi (1897/2002), Yap (2002), and Fernandez (2002).

Sadly, the CAL Translation Program closed down some time five years ago without producing the envisioned objective of starting a college-based discourse/study program on translation practice in the Philippines. During its last years of existence, it merely served as a center offering translation services, mostly to and from the European languages to individuals, companies, and government agencies. The fees collected—way below the level commensurate to the training and experience of the faculty translators—did not suffice to keep the program's financial status in the black.

- 68 From 1994 to 1997, the English Language Service (ELS) of the Agencia EFE, or the Spanish News Agency, ran, with operations based in Manila, a 24-hr news service parallel to the Spanish-language wire. A lot of the ELS-issued news were translations of Spanish wire stories, but a significant number were “rewritten” stories, their perspectives tailored to the English-speaking market. De la Peña worked (1994-1999) as an editor and then as editor-in-chief of the ELS.

He oversaw overall Manila operations from 1997 to 1998, which ran two of three shifts (the third shift operated in Miami, where the entire operations eventually moved in July 1999). The Manila crew was composed of a lot of U.P. graduates, not a few from the B.A. European Languages program.

- 69 What is interesting to note is the fact that since the 1990s, a significant number of terminal output has been translation studies (Baizas, 2005; Bautista, 1991; Brillantes-Silvestre, 1998; delos Santos, 2006; Ebreo, 2001; Esquela, 2006; Ku, 1994; Libo-on, 2006; Malig, 1992; Palabrica, 1996; Raagas, 2008; Salanguit, 1992; Yap, 1998; and Zapata, 2002). These studies represent close to half of the total M.A. and PhD output in all four graduate programs.
- 70 Sometime during the early part of the first term of Erwin Thaddeus Bautista as DEL chair (1999-2001), the department prepared a proposal for overseas training in interpretation of select faculty. The training, to be done under a proposed European Union sponsorship, envisioned the granting of EU scholarships to some faculty members to interpretation-training centers in Europe and the United States. The idea did not prosper beyond the proposal stage, however.
- 71 While Drucker (2004, 227) calls university-based research as “the search for new knowledge as an end in itself,” its end-product should be no different to R&D output in business organizations; research produces the findings which development has to translate into new products, processes, and services.
- 72 Attaching more importance to the local audience as the principal research “client” calls to mind John Brown’s advice that members of an organization should see themselves as having “external” and “internal” clients. When the learning organization model for businesses is imported into the academe, and members of the

academic community—students, faculty and researchers—are considered scholars’ “internal clients,” research should involve these “clients” to “co-produce” work systems that respond to their future needs (hence the importance of targeting the right kind of “clients” when talking about research dissemination). This kind of research—one which caters to “external clients” (in this context, industry) by attending first to the “internal” clientele—is what Brown calls “research that reinvents the corporation.” In Brown 1998, 156, 170.

- 73 From the DEL output, what comes to mind is Rosario Esguerra’s examination (2000) of a French travel narrative on Southeast Asia, Andre Bellesort’s *De Ceylan aux Philippines* (1927) and Ferdinand Philippe Marie d’Alençon, duc d’Orléans’ *Luçon et Mindanao: Extrait d’un Journal de Voyage en Extrême-Orient* (1870). Using the late cultural theorist Edward Said’s Orientalism perspective, Esguerra exposes the Western racist discourse during the colonization era. This hitherto-unpublished work is a good example of a comparative colonialism study with a Filipino-Southeast Asian setting. Another DEL output on a French travel narrative is Cecilia Chan’s translation to Filipino of *Voyage Aux Philippines et en Malasie* written by French anthropologist Dr. Joseph Montano sometime after 1881. It came out as book with that title in 1886. Prepared as a mission report—Montano was a mission officer of France’s Ministry of Public Education and had spent 20 months (1879-1881) in the country—the narrative had two other versions. One was published in 1884 and serialized in the magazine *Tour de Monde* and the other in 1885, published by the National Printing Press. Chan presented her work—which received in 1997 a Eusebio Tanco Professorial Chair grant—on 17 February 2000. There are other European travel narrative accounts on the Philippines and Southeast Asia which can be scrutinized from an Orientalism framework. Those published in the last ten years, and which should interest DEL faculty, include: the Frenchman Louis de Carné’s *Voyage en Indo-Chine et dans*

l'Empire Chinois (1872), which is an account of the two-year French Commission for the Exploration of the Mekong and published in English translation in 2000; de Carné's colleague in the same Mekong expedition, Francis Garnier's *Voyage d'Explorationen Indo-Chine* (1885) which was published in 1996 with an English translation by Walter E.J. Tips, *Travels in Cambodia and Part of Laos: The Mekong Exploration Commission Report* (1866-1868)—Volume 1; and German Hans Morgenthaller's *Matahari* (1921), English translation of which was published in 1923 and subtitled *Impressions of the Siamese-Malayan Jungle*. A fourth narrative is by a French woman, Marthe Bassenne, *Au Laos et Au Siam in Le Tour de Monde* (1912), with an English translation by Walter E.J. Tips, In *Laos and Siam*, published in 1995.

- 74 Faculty handling graduate courses, especially those in the M.A. Spanish and PhD Hispanic Literature programs, should particularly pay attention to this. The two programs have already graduated 12 foreigners from four nationalities (Spanish, Cuban, Taiwanese/Chinese, Dutch). Promotion of these two degree offerings in Asia can be a possible area of opportunity.

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