COLLABORATION AND INNOVATION
IN THE PROVISION OF
LANGUAGES OTHER THAN ENGLISH
IN
AUSTRALIAN UNIVERSITIES

Joseph Lo Bianco and Inna Gvozdenko

Faculty of Education
University of Melbourne
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**TERMS OF REFERENCE**

The consultancy is intended to review, synthesise, and analyse recent local, national, and international assessments and reports on the provision and delivery of Languages other than English [LOTEs] in the higher education in Australia and overseas.

This review must include:

- A synthesis of recent national and international research and reviews on the models of LOTE provision in higher education sectors in Australia and overseas;
- Description, identification and prioritisation of factors that can be applied to the assessment of models adopted in the collaboration of LOTE delivery in the higher education sector in Australia;
- Comparisons between collaborative models and arrangements for LOTE provision in Australia and other English language countries;
- Assessment of the strengths and weakness of the various national and international models of collaboration in the delivery of LOTEs in higher education from pedagogical and financial perspectives.

The aim of this report is to inform research and policy options for the provision of minority languages in the higher education sector and to identify collaborative models that may be useful to trial in the CASR-LOTE project. The review will provide an important base upon which the design of collaborative models to be trialled will be developed.

It is critical that the desktop archival research provides a comprehensive overview of the types, range and effectiveness of collaborative language delivery models across the higher education sector in Australia and other key countries.
GUIDE FOR THE READER AND REPORT SUMMARY

The bulk of the present report summarises, compares, contrasts and describes studies, evaluations, policy documents and other material on innovation and collaboration in the provision and delivery of higher education languages programs.

University Submissions

Six submissions were received from Australian universities. Queensland University of Technology, Deakin University, University of Tasmania, University of Western Australia, University of New England and University of Melbourne. THE QUT submission describes a 2001 report examining Language Learning Online, among other matters. Deakin University provided a self-study review of its languages programs and specific information about Arabic, Chinese and Indonesian. The University of Tasmania supplied a review of its School of Asian Languages and Studies conducted in 2003. The University of Western Australia discussed two reviews, first a review of Classical Languages and Ancient History, conducted in 2001 and then a review of its European Languages program. The University of New England supplied a self-study of its Master of Arts Program in 2004 in relation to languages and also a self study of the School of Languages, Cultures and Linguistics, conducted in 2004, with focus on various language specific collaborations.

These submissions are valuable in documenting the insider experience of recent attempts, both successful and less so, at various kinds of innovation and collaboration. Highlighted are intra-institutional and inter-institutional collaborations, extensive and often extremely creative use of new Information and Communications Technologies and very many administrative, funding and scheduling issues that impact on delivery and programming of languages.

Australian Research

Sixty separate documents are then analysed that trace discussion relevant to innovation and collaboration in Australian higher education from the Aucmuty report of 1970 to today. These are listed chronologically. The final three, AIATSIS-DCITA, University of South Australia and Charles Darwin University relate to Indigenous languages specifically. There is great variety among these documents. Some are policy reports, others are research studies, while still others document, evaluate and describe innovations and collaborations. We have written these in such a way as to treat each on its merits and have not made evaluate comments but we have provided linking remarks where relevant.

What is remarkable about the 36 years of documentation that is reviewed here, a factor which distinguishes Australia from the later evidence from the UK and the US, is the tight coordination between policy, sometimes not itself specifically language related, and language innovation in higher education. Another notable feature is the unfortunate ‘wheel reinvention’ that comes through strongly. This is very apparent in more recent years, after the abolition of the NALSAS program in 2002, but traceable to the demise of more comprehensive language policy such as the NPL and the ALLP. Collaborations are described essentially in three ways: University to community links, in which students are connected with speaker communities available locally, cross-institutional links, and international links. Innovations are of many kinds, mostly ICT based, but in some cases curriculum modifications are sufficient to bring about improvement to programs that had not been revised and improved for long periods of time.

There are impressive innovations described here, e.g., the Japanese tertiary immersion scheme at University of Central Queensland, possibly the first full university degree program in the world to be taught using immersion methodology at tertiary level (Baldauf and Djite, 2000). Notable also is the role of the Australian Academy of the Humanities whose various reports (1975, 1998 and 2000) as well as studies it has commissioned have been important in devoting attention to the particular
needs of small candidature languages, including classical languages. The AAH 2000 report summarises in an effective way the broad types of institutional collaboration that are possible. The three final documents in this section which deal with Indigenous languages merit special attention given the particular conditions that characterise these languages: remoteness of speaker communities, scarcity of resource material, low student demand and dispersed provision.

UK and US

The documents from these two countries represent a small number of the vast sources of material that is available, much of it not directly transferable. From the UK the review by Piper is most directly relevant for the reviewers attention to isolating factors that contribute to success and factors that inhibit success in innovation and collaboration. Also significant here is the interesting international benchmarking activity reported in Spöring, McNeil, and Hartley, 2002. The system of funded centres represented by the US universities described is indicative of the increased attention devoted to language in the US today. Nine institutions are described here. A key focus of US initiatives is how to accelerate proficiency improvements, tackled in different ways at different institutions across many different languages.

Following the US material we have synthesised from all the data available the factors that contribute to and those that inhibit successful innovation. There is a section making comparative observations about the US, UK and Australian settings. In the appendices we report on five interviews conducted to enrich the documentary data in the report.
METHODOLOGY AND RESPONSE TO TERMS OF REFERENCE

Identification and selection of “assessments and reports” for inclusion

The material included for discussion in the present Archive followed two broad processes of
determination: first identification of possibly relevant material, and second, reading and discussion
to make selections for inclusion. The identification of ostensibly relevant material came about
through the following processes: the professional judgment and experience of the researchers;
suggestions from members of the project steering committee; nominations of material from
interviews listed in appendix B; subject based library and internet searching and finally, from
submissions received from individuals and institutions.

These processes yielded an extremely large number of publications, websites, experiences and
other material that was nominated for possible relevance. A process of relevance based selection
then followed which reduced the final number incorporated in the Archive substantially. It is clear
from these two processes that there is no readily accessible data base for recording and
documenting such material and that the literature reviews and reference lists of many readily
available publications are both repetitive and incomplete. It is also the case that the particular
subject which we are interested in is rarely the explicit subject of reports, and that relevant material
is embedded within reports whose titles and descriptions do not always indicate clearly their
content. Finally, it is also the case that many studies and reports that claim to assess or evaluate
collaborative and innovative approaches to higher education languages provision in fact do not do
so, nor is there any widely shared notion of what actually constitutes collaboration, much less innovation.

Synthesis of models

The synthesis of models resulted from reading and comparison of the available models. This was
accompanied by the relevant professional judgment of the researchers, interview discussions with
a small number of individuals. A process of classification of types of intervention and notions of
collaboration was also undertaken and is incorporated into the present report. Some submissions
also made reference to types of models and these informed the thinking of the researchers.

Description, identification and prioritisation of factors

These processes were undertaken in relation to the included reports and assessments in the
present Archive. Factors were rarely identified in reports, and indeed very few assessments make
much more than general comments about the contributing factors for successful innovation and
collaboration. Only a very small number attempts to isolate factors that contribute to success in a
systematic way. Partly this appears to be the case because institutional and personal relationships
are often involved in success or failure and in very few reports do researchers feel able, or
sufficiently well informed, to tackle such difficult issues. In the present report we have identified and
described relevant factors, and we have also commented on their level of priority under different
conditions.

Comparisons between Australia and other English language countries

Material from the UK and the US is included in the present report.

Assessment of strengths/weakness of models from pedagogical/financial perspectives

Professional judgments informed by the views and evidence of authors of reports are contained in
the present study.
DISCUSSION OF KEY TERMS

It will be seen in the course of the present research that both in Australia and internationally there has been a great deal of rhetorical attention paid to the need for collaboration and innovation in the provision of teaching of languages other than English. By contrast there has been far less systematic examination of what exactly effective and sustainable collaboration involves and, even worse, what actually constitutes innovation. To some extent innovation is the more abused term. Many changes are called innovation, or innovative, that turn out on closer examination to be nothing of the sort, or only very weakly innovative. Innovation means change for improvement, not mere change.

It also needs to be asked whether many of the claimed innovations are always desirable. It stands to reason that, if teaching languages in higher education institutions is of a high standard then under conditions of constant policy change what required is not always innovation but the retention of the quality of existing programs; sometimes even anti-innovation. Presently languages in high education face a vicious cycle of declining funding, static staffing, widely held views that languages are human resource intensive to unsustainable levels, rigid degree structures and unstable external policy settings, not to management and administration requirements that are modelled on delivery of non-language programs, it is clear that the recent pattern of decline for languages in universities will continue and even accelerate. Despite all this the national importance of languages remains high, public demand is also buoyant if current enrolments, and ab initio programs are any guide, and languages remain unlike many other more clearly content-specifiable university subjects. The distinctive nature of language study compared to learning other subjects has hardly ever been seriously addressed in public policy for higher education and this major strategic omission bedevils efforts for innovation and collaboration.

Of course, in most instances language teaching is in need of pedagogical innovation or at least two broad reasons.

First, changing circumstances, changing policies, changing student groupings, changing technologies, etc. When there is instability in systems, and it is clear from the reports below that this is true of Australian higher education, innovation is required to keep standards high and delivery responsive to student need and policy expectations. Public or learner expectations about proficiency attainments and “relevance” of what is taught are changing and this too will require responsive pedagogical innovation. The evidence from the UK and the US reveal a similar pattern of continual change in policy and administration requirements in recent years. This instability means that innovation has been needed in the UK and US as well.

Second, the term innovation is useful in contexts where teaching is not of an acceptable standard. This use of the term has a more restricted meaning because what might represent pedagogical innovation in a poorly performing program might actually be standard practice in an already more adventurous and effective program.

These two understandings of innovation are reflected in the present report: innovation as response to change and innovation to increase poorly performing programs.

The term collaboration is more straightforward. In the present report it is taken to mean cross-institutional partnerships for delivery (and sometimes for innovation) in language teaching. Two other kinds of collaboration are discussed. Collaboration can sometimes take place within single institutions, across Faculties or even Departments. Collaboration can also involve partnerships
with non-university providers, including community organisations. Instances of all of these are discussed below.

In creating a synthesis and searching for generalisable findings it is important not to lose sight of local contextual factors that can determine the success or failure of innovation and collaboration initiatives. Some examples of these local, small, or contingent factors are personal and interpersonal relationships, issues of geography and ease of transport, social status differentials between institutions which might be geographically close but otherwise very unlike each other and often single-individual inspired innovations. In the latter not enough people are “brought onside” for the innovation or collaboration to have lasting value.

The low sustainability of many innovative and collaborative schemes is a major finding of this present review. While innovations in teaching, technology use or partnerships in immersion etc might leave a residue of lasting effects the unfortunate conclusion that must be reached from the material which follows is that only a minority of innovative and collaborative schemes survives the energy and commitment of key individuals. Since succession planning is the well known crisis point for vast political empires it is hardly surprising that relatively small institutions facing shifting policy settings, unreliable funding, staff changes and rapid changes in technology also find it hard to distribute the skills, enthusiasm and strategic commitments of key individuals.

This is the first conclusion of our synthesis: institutions interested in supporting innovation in pedagogy and delivery of language programs, and also collaborative modes of providing either small candidate languages or widening the range and number of languages available to students; must ensure that they build into their operating arrangements mechanisms for sustaining the innovation or collaboration over time.

In the section of this report entitled Factors we have summarised the key elements that need to guide innovation and collaboration. These factors have emerged directly from the reports, innovations, evaluations, interviews, submissions etc that constitute the body of the present research. The essential aim of the listing of factors is to make innovation and collaboration sustainable. While policy cannot be directly considered either an innovation or a collaboration it is clear that so long as universities remain full or partly publicly funded sympathetic policy and appropriate funding are indispensable to success.

When closely read the material that follows demonstrates conclusively that while innovation and collaboration sometimes, perhaps often, do depend on key and committed individuals these schemes of improvement rarely last very long. Unfortunately the constant chopping and changing that has been characteristic of Australian language education policy has produced a great deal of experimentation, much of which is world class and very worthwhile, promising better learning of more languages to higher levels of skill, such experimentation has also tended to be short-lived. A review of 36 years of Australian public policy for languages education shows commendable aspiration, experimentation, and innovation but far too little constancy. The policy turbulence is less pronounced in the UK and the US and in both of these societies external events have forced national governments and key higher education funding agencies to take languages teaching and learning, and delivery and provision, much more seriously.

Today the US is in the forefront of interesting and important commitments to languages education, with public policy settings that are ambitious, encouraging and well funded. Australia which can truly claim to have pioneered coherent national policy change and which inaugurated a long period of substantial commitment to multiple language competence, far beyond what was typical in English speaking countries, now lags far behind.
Policy is critical to sustainability. Committed individuals typically initiate local innovations, and institutions instigate cross-institutional collaborations, but without consistent and long-term visionary policy which can reward individual and institutional creativity in innovation and collaboration these are likely to languish. Policies depend ultimately on lecturers, professors and administrators to localise and implement the often ambitious national targets for change. In recent years, regrettably, policies have tended to undermine their work by imposing changes in targets, unrealistic co-funding expectations, and excessive expectations as to learning achievements given the typical kinds of commitments that degree structures make possible for languages. Unlike the US, and possibly in this regard the UK as well, private sector investments in higher education languages provision are unlikely to be sufficient.

The clear national and strategic importance of languages however tends towards a discourse of government’s wanting to impose precise language outcomes, nominating particular languages and institutions, and specifying categories of languages and either trade, security or diplomacy purposes. As some of the material below shows, imposing and supervising such precise policy settings is of questionable long-term value, since what is ultimately most beneficial is professionals-led general pedagogical improvement and enhanced institutional capability for the provision of many languages. These are more likely to result from comprehensive language policy, innovation and collaborative schemes than from cherry-picking by non-university based planners.
1 SUBMISSIONS RECEIVED

1.1 QUEENSLAND UNIVERSITY OF TECHNOLOGY


Queensland University of Technology (QUT) currently offers five languages: French, German, Indonesian, Japanese and Mandarin. French, German, Indonesian and Japanese are taught in semesters 1 and 2 with 8 or in certain cases 10 units in each language being available, together with exchange arrangements to allow in-country experience. Mandarin is available in two units offered in the summer program only, with the possibility to spend a half- or full-year in-country program at Qingdao University.

In 2001 a Working Group (WG) reported to the Deputy Vice-Chancellor on:

1. the current role of languages and language teaching at QUT, the appropriate future role of languages and language teaching given QUT’s overall mission and its internationalisation aspirations; and

2. the potential for QUT to leverage the Language Learning Online (LLOL) software in terms of expanding language enrolments via flexible course provision, and the related potential for languages staff to generate additional non-grant income through the commercialisation of their language learning technologies and associated services.

Teaching methodologies

The report of the WG shows that staff teaching French, German, Indonesian and Japanese considered their teaching methodologies to be “functional/communicative, a strong emphasis is placed on intercultural awareness”. The staff see themselves as having “vocationally relevant but culturally rich units, which produce graduates with functional fluency for the global workplace, provided that the students have had sufficient experience in their language”. Languages staff reported to the WG that they were attuned to QUT’s “real world” branding, rather than the “traditional” university orientation of literature studies or philology”. The staff further felt that they employ a collective teaching approach that is uncommon “if not unique” in Australian university language schools.

In-country experiences are available in all the languages, through exchange arrangements with various universities, or in the case of Mandarin, via a course offered at Qingdao University. According to the languages staff these experiences benefit students enormously, with some students choosing to remain ‘in-country’ after the experience.

Funding

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1 The reports here reproduce the bulk of the submissions received from institutions, paraphrased and annotated only where necessary. Some reports have been edited to retain only material strictly relevant to the Terms of Reference of the Desktop Archival Review. The detailed content of the submissions has been retained principally because whether or not innovations and collaborative schemes for LOTE provision and delivery succeed, and especially whether they are sustained over long periods, appears to depend to a considerable degree on the internal circumstances and conditions of individual institutions. In most cases, the submissions are wholly or partially internal reviews of languages departments. We have removed from these submissions material related to performance, issues, problems, recommendations etc that concern the internal operations of language programs or personnel, retaining only comment that is relevant to the present study.
The WG analysis of the financial provision for language teaching at QUT suggests that “at
$5645 per EFTSU it is richly resourced, particularly when compared with the funding rate of
$3060 per EFTSU for QUT Carseldine”. Not included in these figures are one-off project grants
associated with various curriculum initiatives.

There are several factors which bear upon these figures, namely:

1. Teaching styles. At present, teaching is mostly in traditional classroom settings with some
   support through technological means. Traditional teaching consumes four hours per week
   of a lecturer's time.
2. Class sizes. Submissions from the languages staff indicated that for traditional classroom
   teaching, optimum class sizes are 15 to 20.
3. Infrastructure and infrastructure support. The technological teaching approach needs a
   laboratory virtually full-time. Equipment required includes specialised software,
   necessitating ongoing, technical support.
4. Administrative support. Languages staff also made a case for dedicated partial
   administrative support.

Teaching

While the WG noted that there were innovative staff and teaching methods in use it also reported
that the delivery arrangements for some programs were overly traditional, or inconvenient (in the
case of Mandarin). As a result the WG examined the potential for flexible course provision using
the Language Learning On-Line (LLOL) software. The LLOL technology has been incorporated into
teaching since the beginning of 2001, having superseded the previous technology.

Delivery modes

All languages are delivered in face-to-face mode with 2 x 2 hr sessions per week. Activities which
utilise the LLOL computer technologies are integrated into the teaching strategies of a few units in
all languages except Mandarin, which uses older support technology like audio tapes. Students
have access to these technologies both on and off campus and outside of scheduled class times.
Video clips used in LLOL are currently provided by CD ROM.

Further tools have been developed which are language specific, such as a Japanese lesson
template designed by Dr Barbara Bourke, which has animated Kanji stroke order exercises, but
also has a number of exercises similar in design to those in LLOL. "Slide-show" has been
developed for use with Indonesian.

Students using LLOL on-campus need access to computers with Windows 2000 operating system
and software plugins for web browser support of media. The software requirements dictate that this
needs to be a particular, not a general, laboratory (since the latter do not operate Windows 2000 as
yet), fitted with the relevant software.

The issue of laboratory usage also needs to be considered. Languages staff have set up a
language learning laboratory classroom to satisfy the need at present. This laboratory was stated
by languages staff to be used almost continuously. In these kinds of circumstances it would be
usual for most faculties to provide and service their own laboratories rather than rely on general
laboratories.

In respect of technical servicing of the laboratory, after one semester of operation of LLOL, staff
are encountering difficulties in maintaining the systems, and service requirements are not being
fully met by faculty CSOs. Proper servicing of the laboratory is crucial if the laboratory is to remain
functional and if increased enrolments are to be catered for.
The WG argued that language learning laboratory support should be provided by a CSO from QUT Carseldine or outsourced through a maintenance contract, whichever is more efficient and cost effective. It argued for the costing to include ongoing support, ongoing software licensing and hardware rollovers, and general maintenance of equipment. Future needs should be assessed after a curriculum review has been carried out.

The most relevant recommendation of the WG report was Recommendation 7 which states that “the Director QUT Carseldine and the School of Humanities and Human Services initiate discussions with the Directors of Facilities and Information Technology Services to secure the necessary provision of adequate classroom laboratory facilities and associated technical support for language teaching at Gardens Point campus.”

In a further relevant Recommendation 8, the WG advocated that a wider review of curriculum be carried to enhance the flexibility and effectiveness of program delivery and specifically of unit delivery. A priority in curriculum reform should be modularisation (sub-unit study entities) and the fuller integration of technology assisted-learning activities.

**Strategic development**

The WG noted that more effort had been “expended with delivery issues (getting the technology up and running) and examining marketing opportunities than with examining the curriculum design, delivery and pedagogical issues”. Languages staff were requested to respond to concerns expressed in submissions about their overly traditional delivery modes.

The WG noted that a pragmatic point of view was required and this would predict work stress and unsustainability of the present provision of traditional teaching involving a relatively large number of contact hours combined with the creative effort and innovation work required to develop and run LLOL. The upshot was a requirement of the languages group to examine its strategic direction taking into account its capacities to teach, innovate, and develop LLOL together with the other scholarly activities of the academics.

Specifically identified was the design and development of the curriculum to support innovative structures and teaching ideas and then the adaptation and development of the content and technologies. This need led the Working Group to propose that in addition to innovation in LOTE an overall strategic review of the curriculum in conjunction with other stakeholders was required. Specifically the WG considered a “modular approach might be possible, where some of the modules might be useful for other purposes”.

The exploration of "global" communities of learners and supporting the teaching of a range of other subject areas in a foreign language (through modularised activities) would support the internationalisation efforts of many programs. An example proposed was the development of a Virtual Business Community - students from a range of subjects in the Business faculty could elect to use appropriate modules themed around the Virtual Business entity, but delivered in the target language of choice. So students wishing to create a Business Plan for an "international project" with say a Japanese company might be able to construct the Business Plan in Japanese and then the Marketing students might contribute with market research instruments, advertising campaigns and so on in several languages.

The LLOL system could provide learning modules for this type of activity or supporting materials and examples to guide students. LLOL could provide the contact point between local community members and students where feedback and ideas sharing could occur via online dialogue. The WG considered this to be "situated learning" and such an environment “coupled with the current skill oriented activities being developed would provide rich and effective online learning experiences for students from a range of programs".
1.2 DEAKIN UNIVERSITY

LOTE Review: Self-Study (2003), Faculty of Arts

A Self Study Review describes the language programs at Deakin University at the end of 2003 and discusses the way they fit with the goals and aims of the School of Social and International Studies, the Faculty of Arts and the University. Each section of the study relates to languages as a discipline, unless divided into sections specific to the three languages taught, Arabic, Chinese and Indonesian. The nature of these three programs is similar in many respects, but each has certain unique features in their approach, methodology, offerings, location and mode of teaching.

According to the submission from Deakin, University policy requires those units with less than 15 heads to be unfunded or closed from 2004. Level 2 and 3 Arabic and in Indonesian some Level 3 units are under this limit. These units are essential to the integrity of the major sequences in languages. The Review notes that “small enrolments at higher levels are not unusual for languages across the country”. The Review states that strategies explored to date involve closing non-essential small units and exploring the possibility of collaborating with other Melbourne institutions in teaching higher level students. The report notes that this option is considered “poor quality” a recent, unnamed, report and an option not embraced by either Deakin staff or those staff contacted at other Melbourne Universities. More aggressive recruitment strategies in the ethnic press, for example, remain an option not yet explored as does the closure of some elements of the language program.

Although coordination of teaching responsibilities, assessment, teaching syllabus, and related issues are all implemented by the three language programs individually the staff members of the three language programs meet regularly to discuss matters of concern to languages as a discipline. These meeting often centre on overall planning and management, as staff are concerned to keep the three programs comparable and also to learn from the experiences and innovations of other languages.

Honours study and graduate outcomes

Honours study is available in each of the languages taught: Arabic, Chinese and Indonesian. The honours year includes a research unit taken by all honours students in the School, a unit on language research taken by honours students in all three languages, two units that are specific to the language of study, and a thesis in English on a topic of interest to the student in the area of language or language studies.

One of the difficulties in attracting students to Honours in language is that a majority of students are already enrolled in double degrees (especially the BA/BComm and, to a lesser extent, the BTeach (Secondary)/BA). Many of these students are qualified for Honours in their non-Arts degree and choose that option over pursuing Honours study in language. Many students think of their university training in a vocational context, which is encouraged by schools as well as the University itself. Many believe that Honours in language (and language study in general) will be less of an asset in finding employment than in another field, especially commerce or education.

71% of language graduates are in full-time employment earning a median salary of $33,000. For the BA (Arabic)/BComm, 75% of graduates are employed full-time or part time while 25% have proceeded to further study. In 2001, 60% of the Bachelor of Arts (Chinese)/BComm graduates were employed full-time or 20% part time. 88% of 2001 graduates from a double degree course including an Indonesian major with the Faculty of Business and Law are employed full time.

Arabic
Many students who study Arabic are enrolled in the tagged double degree BA (Arabic)/BComm. This four year degree requires students to complete a major in Arabic (8 credit points), two additional credit points of advanced language study, and three credit points of Middle Eastern Studies. These units are the ones noted above that are taught by an Arabic language staff member and are also part of the Asian Studies major. The two additional language credit points are gained by completion of the Arabic for Business Purposes units. In 2003, 18 students were admitted to this double degree. Of these, 16 completed AIB151 - Arabic IA in semester 1, 2003, and 1 completed AIB251 - Arabic 2A in semester 1, 2003. Enrolment in this double degree accounted for 49% of enrolment in first year units and 78% of enrolment in second year units in 2003.

Few students include Arabic as part of an education degree, either the Bachelor of Education or the BTeach (Secondary)/BA. In 2003, enrolment is the double degree accounted for 3% of enrolment in first year units and 0% in second year. No BEd students were enrolled in Arabic language units in 2003.

The Arabic program at Deakin provides professional development training programs to Arabic teachers in secondary schools. These offer theory-driven approaches to teaching practice and curriculum design. Arabic proficiency tests for LOTE teachers who wish to teach Arabic at primary and secondary level are also offered. The Program also makes Arabic available to students who wish to study the language through complementary enrolment. The Arabic program attracts students from Monash, La Trobe and RMIT Universities and from VUT.

Additionally, the Program has strong links with the Australian business community and the Arabic local community in Melbourne. The Arabic program is closely associated with various community events, such as the LOTE Award Program (Arabic); a campaign, launched together with the Australia Arabic Council (AAC), to enhance the status of Arabic language in Victoria; and the playing of an active role in the Joint Victorian Arabic Standing Committee on Educational Cooperation; as well as the VCE (Arabic Examination Panel).

The main language teaching approach used in the Arabic Program at Deakin is communicative method. In fact this involves a variety of teaching approaches that aim to develop communicative competence. The goal of is to give learners the ability to communicate appropriately in given social contexts. The Arabic program at Deakin practices intensive teaching, and staff also organise resources and facilitate interactive communication. As contemporary language teaching is a very complicated discipline, staff must carefully design and redesign each of their classes.

One of the strategies employed by the Deakin language programs to improve and expand the scope of their language teaching activities is to encourage the use of technology (technology-enhanced language learning involving computer-aided language learning) and the development of materials appropriate to the new media. Deakin’s Arabic Program was the first Arabic program in Australia to introduce and utilise the latest technology in language teaching in 1992, when Arabic Computer-Assisted Language Learning (CALL) programs were introduced. Now, through the internet, students are able to access the Arabic Electronic Classroom and many daily Arabic language newspapers. Teaching activities are designed to enable students to achieve a high level of oral competency and to develop an appreciation of a variety of writing styles through practical exercises.

The Arabic staff are working to improve and expand innovation through technology-enhanced language learning comprising computer-aided language learning, World Wide Web, email and multimedia. Deakin Arabic was the first program to offer a fully interactive CALL program (Ahlan wa Sahlan) in 1996 through the University computer network. The program is designed to accommodate true beginners as well as students who have developed certain abilities in the different language skills. Digitised voice and graphics enhance the presentation of material. Drills
are designed to ensure proper listening, pronunciation, word formation, and reading comprehension. Exercises provide further practice with immediate, informative feedback. The program also has a testing component that comprises fifteen Stage Tests. The computer generates a record for each test taker in which answers and scores are recorded.

**Arabic in-country program**

Deakin has current exchange agreements with Damascus and Yarmouk universities covering a wide range of teaching and research interests, including in-country study for Deakin students. The number of students participating in the Arabic in-country program increased from 12 in 2000 to 21 in 2003. The 2001-2002 program was cancelled because of global instability and the concern of parents about the risks involved in overseas travel.

The Deakin Arabic in-country language program was the first of its kind in Australia and has attracted students from other Australian universities over the years (Melbourne University, ANU, University of Sydney and University of Western Sydney). Students undertaking the Arabic Language major or the Middle Eastern Language and Culture major are encouraged to study abroad during the summer semester. Intensive Arabic in-country units, credited towards the Deakin degree, provide opportunities for students to increase their level of linguistic proficiency and cultural understanding.

In Arabic the numbers of contact hours have been reduced over the past 6 years from 6 to 5 to 4 hours in 2002 for the first year, and from 5 to 4 hours for the second year and from 4 to 3 hours in the third year and from 3 to 2 hours in the advanced units. The lost hours have been replaced by self-access computer and language laboratory practice.

**Chinese**

A double degree BA/BComm is offered for Chinese. The Arts component of the degree requires an 8 credit point major in Chinese, an additional two credit points of advanced language study, and two units in Chinese culture. The culture units are taught by a Chinese language staff member and are also part of the Asian Studies major. The two additional credit points in language come from Chinese for Business Purposes A/B. In 2003, 35 entered the double degree with Chinese. Of these 26 completed AIC181 - Chinese IA in semester 1, 2003; 8 completed AIC281 - Chinese 2A; and 3 completed AIC283 - Chinese 2C. Students enrolled in this double degree made up 34% of students enrolled in AIC181 in semester 1, 2003; 52% of students enrolled in AIC281; and 33% of students enrolled.

A number of students enrolled in education degrees, either the Bachelor of Education or the double degree, BTeach (Secondary)/BA, enrol in Chinese units, although this cohort is considerably smaller than that of students doing a double degree with commerce. In semester 1, 2003, students in the BEd accounted for 1% of enrolment in AIC181, 10% in AIC281, and 0% in AIC283.

According to the submission it is important to note that the Chinese Program has been run in line with the University's mission. It has attracted students both domestically and overseas and has offered a broad range of units to cater to the needs of students of different backgrounds. At present, Chinese units are offered on the Melbourne campus, but they also attract a small number of students in Geelong, in which case flexible modes of delivery are arranged to respond to the circumstances and the needs of these students. Chinese has also attracted students from Swinburne University who take Chinese through complementary enrolment. On-line teaching is being explored with the development of a web dependent subject, AIC316 - Advanced Chinese through the Internet.

**Teaching Methodology, In-Country Program & Contact Hours**
The Chinese program uses a communicative approach with an emphasis on interactive learning and student-centred activities. Interactive learning is maximised with supportive interaction between instructor and students as well as among students in the classroom. The teaching methodology seeks to create needs for communication and to require students to address these needs in groups, pairs, and individually in a range of activities designed to encourage natural language use.

The Chinese in-country program is offered at the second and third year level over six weeks during the summer in the southern hemisphere and winter in the northern hemisphere. The program is located at Nanjing Normal University in China.

For Chinese contact hours have been reduced as a result of the new Faculty model for workload calculation. Contact hours for beginners units, Chinese IA, 113, 2A, 2B, 3A and 3B have been reduced from 5 per week to 4 (2 lecture hours and 2 tutorial hours). For Chinese for Business Purposes A and B, contact hours have been reduced from 4 to 2.

**Indonesian**

The tagged double degree, the BA (Indonesian)/BComm, requires students to complete an eight credit point major in Indonesian, an additional two credit points of advanced language study, and two credit points of culture units. Students may complete the two additional credit points of by undertaking Indonesian for Business Purposes A/B or Contemporary Indonesian Language and Society and History and Development of the Indonesian Language. The two required credit points of culture may be drawn from seven units in a range of disciplines.

In 2003, entering students enrolled in this degree accounted for 5% of the enrolment in AIF141 in Melbourne, 0% of the enrolment for AIF141 in Geelong and off campus. Entering students in this degree in 2003 made up 0% of enrolment in AIF241 in Melbourne and off campus and 3% of enrolment in this unit in Geelong. Overall, students in the BA (Indonesian) BComm make up 17% of enrolment in the Indonesian major sequence with students from the BA/BComm accounting for 5%.

Many full fee paying students from Indonesia and Malaysia take Indonesian units as electives. The majority of these students are enrolled in degrees in the Faculty of Business and Law.

Since 1998, when the major was restructured and teaching materials redeveloped, Indonesian has made significant progress towards ensuring equity and access for those interested in language study. Lectures in several on-campus units are team-taught by videoconference, and some advanced units are taught entirely by videoconference to both campuses at once. The majority of marking of Indonesian units is now done automatically on-line, as the entire Indonesian major is offered as part of Deakin Studies Online (DSO). Materials are also presented on-line, with all students, regardless of their mode of enrolment, having the same level of access.

In order to support off campus students, who may have difficulty using the on-line material because of costs or other constraints, efforts have been made to offer materials in duplicated formats. For example, on-line text is produced as a textbook as well; audio recordings are available on-line and also on CD; students can complete required exercises on-line or in the textbook; and submission of written work can be done either by e-mail or regular mail. The only components of Indonesian units that must be completed on-line are quizzes for assessment purposes. The number and duration of these are minimised to allow for easy access and, to date, have not caused difficulty for any student on or off campus, including those located overseas. Students are informed before enrolling that Indonesian language study at Deakin is part of Deakin Studies Online, and access to the Internet is required.
The Indonesian program maintains extensive contact with the language community made up of teachers of Indonesian and individuals interested in Indonesia and its culture. The program arranges and participates in community events, such as review sessions for VCE students, career days and educational fairs at local schools, and VILTA (Victorian Indonesian Language Teachers Association) activities. In 2003, a Language Week, sponsored by the Malaysia Council on Language and Literature (Dewan Bahasa dan Pustaka), was arranged by the program and held in December at the Melbourne campus. This program focused on promotional activities for high school students and offered a professional development seminar for teachers.

**Indonesian in-country program**

The Indonesian in-country program is offered at the second and third year level over six weeks in the summer. A separate class for teachers from the Department of Education program has been offered as well. The program is located at Universitas Negeri Padang in Padang, West Sumatra, and consists of intensive language study in the mornings and an additional two hours of cultural activities three afternoons a week. One afternoon is used for a weekly program meeting to discuss problems that have arisen or issues of importance to students as well as to make announcements, and on another afternoon students are required to conduct an interview with members of the community. Students are hosted by local families for the duration of the program. These families are drawn from the university community and may host only one student per family. This ensures that students have an opportunity to speak Indonesian outside of class and program activities.

In the case of Indonesian, contact hours were first reduced in semester 2, 2002. Staff felt there was no choice but to attempt to replace lost classes with required online activities, which although important, in fact, provide students with practice in different aspects of language use from those of tutorials. First year units were reduced to three contact hours per week (1 lecture and 2 tutorials); second year units to three contact hour per week (1 lecture and two tutorials); third year units to three contact hours per week (1 lecture and two tutorials); and post-third year units to two contact hours per week (1 lecture and 1 tutorial).

**Deakin Discipline Policy and Procedures Review**

In addition to the Self-Study discussed above, in November 2003 Deakin University also conducted a Discipline Review of its Languages other than English programs. The Review Panel appointed to conduct the review, under the Deputy Vice-Chancellor (Academic), commenced by acknowledging the dedication and the skill of the languages staff and their contribution to the University’s strategic goals. It separately identified innovative work in Indonesian and the development of a number of successful in-country programs. The Review Panel noted that support for “pure language studies” will be limited at Deakin and that the viability of the language areas could be enhanced by developing closer links with related academic disciplines. To this end the Review Panel issued some recommendations to the language sections that are directly relevant to the present Archival Review.

In Recommendation 1, the Discipline Review called on staff “within the discipline and the Faculty consider the orientation and nomenclature of the discipline with a view to aligning and highlighting the complementary strengths of languages and area studies”. According to the Review Panel “collaboration of this form will provide an opportunity for a more viable honours program. The Faculty should consider a joint honours program in languages and another area rather than the current standalone programs.

In Recommendation 4, it was proposed that “the Faculty and language staff review the existing and planned course portfolio and teaching practices of the discipline.” The motivation for proposing this review was a concern about differences between area studies units and language units. The
Discipline Review was concerned to “rationalise” area studies units since “many ... have very small enrolments”. Concerned not to bring about “any dilution of its commitment to International Studies and Asian Studies,...the teaching in areas including Middle Eastern history, politics and culture should be mainstreamed into the core disciplines of History, International Relations, Politics and Anthropology.”

The Review panel considered the use of new technologies in the Indonesian program commendable and suggested that the innovations in this program be incorporated into the other language offerings. Other recommendations involved encouragement of the Arabic and Chinese “areas’ aspirations and plans in respect of the flexible, online delivery of courses” (Recommendation 8); “enhancing the attractiveness of courses and units by internationalisation of the curriculum, increasing the on-campus and off-campus enrolment of international students, expanding offshore delivery programs, study abroad and student exchange programs” (Recommendation 9).

Collaboration was a prominent theme in the report of the Discipline Review, with the report calling for greater and more effective collaboration in languages other than English program delivery with other tertiary providers, to seeking collaboration with various DEST schemes. However, the panel was also concerned to caution about the “overall workload” effects of some intended schemes, such as summer delivery for both Deakin and non-Deakin students and teachers of Indonesian units of study. In a section relevant to the aims of the present research the report observed that staff in the language area might “not be fully aware of the overall University funding model and associated costs” and that collaboration might “place further demands on staff in terms of overall workload”.

**External Review of Indonesian, 1997**

Some reflections and findings of a 1997 review of the Indonesian program offer useful and relevant insights into collaboration and innovation in the context of languages delivery. The Head of the School of Australian and International Studies commissioned an external review of the Indonesian language program in 1997. That report of that review made references in general terms to collaboration and innovation in delivery and provision of the language. In summary these were:

1. maintenance of a nationally and internationally competitive role for Deakin University in the delivery of teaching programs through flexible means, in particular the harnessing of new technologies in teaching, so that Deakin “can maintain its comparative advantage in distance education”;

2. development of teaching programs which have their intellectual foundations in core disciplines and are oriented towards vocational and professional training at the undergraduate level and mid-career retraining at the postgraduate;

3. development of various fee paying programs both within Australia and internationally;

4. improvement of Deakin’s research profile nationally and internationally;

5. rationalisation of teaching programs to ensure cost-effective teaching and economies in course production.

The reviewers agreed with the staff that any academically credible Indonesian program must combine the teaching of formal and informal Indonesian with the study of the political and social context of the language. The report also stated that that the curriculum needed integration and cohesion. To achieve this goal there should be a balance of materials in units, an appropriate level of assessment, reasonable expectations regarding student performance, and intellectual progression through the major sequences.
The report noted that while students studying by distance can reach high levels of competence in written and literary studies this is generally not matched by their oral competence. It was argued that while it is useful to be able to provide support for the teaching of a language by distance where it is impossible for students to attend classes, it is not desirable to provide language programs entirely in this mode of delivery. Teleconferencing and the internet can provide good support to students learning at a distance, but generally the teaching of language requires mixed modes of delivery, which includes face-to-face tuition.

1.3 UNIVERSITY OF TASMANIA

Report of the Review Panel of the School of Asian Languages and Studies, 2003

The School of Asian Languages and Studies, Faculty of Arts, at the University of Tasmania submitted its Report of the Review Panel in 2003 a period in which, the report notes, the national media “were full of stories concerned with political, economic, social and historical aspects of a number of countries including Indonesia, Japan and North and South Korea”.

Three languages, Chinese, Indonesian and Japanese, alongside Asian Studies, are taught in the School of Asian Languages and Studies employing a combination of face-to-face teaching, online units and video-linked classes. The Review noted that undergraduate enrolments have remained relatively stable and noted the initiative of staff to increase student numbers and income through the provision of short courses such as those linking the languages to business studies.

The School's core language units are offered on an annual basis. The review recommended semester-based design and delivery more effective educationally and also more appropriate in attracting full fee paying overseas students. The Review reported on several instances of successful opportunities for new combined degrees, graduate certificates and graduate diplomas. Submissions from former students, now working either in Japan or for Japanese companies, highlighted the success of a combined degree (eg, Arts/Law with a major in an Asian Language) or an initial degree in Commerce combined with a Graduate Diploma in Languages.

An innovative proposal is found in the first recommendation of the review which proposed attaching to the School for a fixed term only an in-house, ‘senior adviser’ with the responsibility of working with current staff to improve current offerings, develop grant applications, link the School with other areas of the University, promote the School in key areas of the community, and explore avenues for School to earn outside revenue and other goals. This appointment, and other recommendations, also encourages the School to explore and initiate collaborative teaching arrangements with other University of Tasmania Schools/programs (eg., Government, Journalism, Management, Visual & Performing Arts), and interstate and overseas universities, and agencies through the use of Summer and Winter schools, and the provision of fee-paying short-courses.

A further potentially innovative proposal was made concerning professional development and continuous learning so that “units with small enrolments are included in a regular evaluation cycle so that feedback regarding teaching pedagogies and technologies are linked to the School’s Strategic Plan.

The review specifically nominated some factors that have hindered collaboration within and outside of the School, viz.:

1. Financial. Lack of Government support and outside sources;
2. Organisational or administrative. There is no Strategic Plan for short, medium and long terms. (E.g. Meetings are not held on a regular basis);
3. Staff Development. Training/assistance in working collaboratively and applying for grants were mentioned as particular areas for staff development.

1.4 UNIVERSITY OF WESTERN AUSTRALIA

The Department of Classics and Ancient History was reviewed between 31 July and 2 August 2001. The Department offers a comprehensive program in classical languages and ancient history including archaeology, art and architecture. Despite the review’s conclusion that the department “has an attractive outreach program, which is widely praised by teachers and the general public” it was considered that the Department faced difficult financial circumstances, and needed to conduct strategic planning to “increase attractiveness of subject offerings to a broader audience and by developing links with cognate disciplines in the University”.

Linking more widely, both within the University and outside of it, was seen to promise to make “class sizes ... grow and increase opportunities for shared courses and/or appointments”. As a result, recommendations were made to develop collaborative arrangements with other departments.

The Department of European Languages and Studies was also subjected to review. The Department is a teaching and research department located within the Faculty of Arts. The three language areas conduct essentially independent teaching streams that can lead to degree majors. Teaching within European Studies is almost entirely conducted by staff from Germany.

Despite a clearly successful report card in terms of staff morale, well conducted and appreciated teaching and successful management the Department suffers from financial stringencies. Specific recommendations put forward by the review to address the problems of the Department without damaging its positive character several systemic proposals about course organisation and language skills of graduates and their marketing were put forward, including linking better to other Faculties e.g. through the Diploma in Modern Languages.

Collaborative schemes that were put forward include one that the Department explore with external institutions “including the Chamber of Commerce and the banks formal systems for developing language work experience placements within the framework of Arts Practicum Internships”.

1.5 THE UNIVERSITY OF NEW ENGLAND

Master of Arts: Self-study, 2004

In 2001, The University of New England introduced an online program, the MA (Applied Linguistics) or MAAL, delivered entirely online and designed for students without a linguistics background but who wish to obtain a professionally relevant higher qualification in applied linguistics. Today the program comprises over 150 students from Australia, Japan, Korea, USA, Canada, the Middle East and other countries.

Although this degree is not a course for teaching languages, it is included here because some of its innovative features appear to be eminently applicable to LOTE teaching and delivery in higher education in general.

With the exception of textbooks, all unit materials and all learning activities are delivered and conducted via the worldwide web, using downloadable files, online discussion forums, interactive exercises, sound clips, and drawing on the multifaceted resources of the web. The MALL is taught primarily by the Linguistics staff of the School of Languages, Cultures and Linguistics. The initial phase of unit development was completed in mid-2003.
Collaboration in unit development

Unit development was undertaken via close collaboration with personnel in the School of Education. There were two outcomes: first, a new education unit EDLA 423 ‘Second Language Acquisition: Applications’ was developed for online delivery as part of the MAAL; second, colleagues in both Faculties agreed to "cross-promote" the MAAL and the Master in Education, with its various specialisations including TESOL. The online Master of Arts (Applied Linguistics) fits the University's goals of increasing our numbers of international and fee-paying students, and in maintaining and extending the University's well-deserved reputation for excellence in distance education.

Course objectives state that students who complete the MAAL should be able to demonstrate the following:

1. knowledge of the important concepts of Linguistics that are beneficial for their professional work (eg, in education, health or the legal system), including language structure, how language is learned and factors affecting second language acquisition;
2. understanding of how language is used in different cultural and social contexts;
3. ability to follow and critically analyse current research in applied linguistics, and to apply linguistic research in an area of professional interest;
4. competence and experience in an online learning and teaching environment ("e-learning") and a high level of information literacy.

The MALL consists of 48 credit points of 400-level coursework. There are four 450-level core units, which are offered every year. These can be taken without prior academic background in Linguistics or Applied Linguistics. The 460-level units are electives.

Possible cooperation within the university in future can be achieved by introducing a joint degree or cross-institutional arrangements and creating a TESGL qualification stream. This would require careful negotiations with colleagues in the Faculty of Education, Health and Professional Studies. From the MAAL point of view, the requirement for teaching accreditation which causes the most difficulty is the necessity for a teaching Practicum. This could possibly be overcome by an "outsourcing" arrangement with a partner university which already has systems in place for distance supervision.

Progression vs. rapid completion

A significant minority of students wish to complete the degree full-time in a single year, and, perhaps more significantly, the potential to do this is apparently a big draw-card for initial inquiries and applications, though the students often decide in the end to go ahead on a part-time basis. When the MAAL was first introduced, it was conceived of as a part-time degree, but in response to student demand adjustments were made to enable completion in one year. These adjustments included:

1. relaxing the requirement that the descriptive linguistics units LING 450 arid LING 453 were prerequisites for 460-level units, allowing them to be done concurrently;
2. promoting the option, which was always possible under the degree rules, for up to 12 cp of non-Linguistics 400-level units to be credited to the degree.

Components of online materials comprised:

3. study guide
4. resources materials
5. discussion tool
6. quiz
Pastoral issues and privacy

All distance learning puts students at risk of isolation and feelings of being unsupported. To counter this possibility the MAAL uses the Discussion tool to foster a sense of being part of a learning community, and students evidently gain both academic and social support from participating in online discussion. Lecturers use a 'Message of the Day' on the home page not only to make important announcements, but also to offer encouragement, spur students on, congratulate them for completing work and generally present a human face. Experience has shown that frequent contact, a personal touch and rapid response to problems raised tends to elicit positive reactions from students. Privacy is dealt with through use of the Mail tool for students to discuss issues of a personal or sensitive nature directly with lecturers.

Learning strategies and assessment

All units place strong emphasis on interactivity, problem-based assignments, and project work. There are no exams as such though most units include online tests, implemented with the WebCT Quiz tool, as assignments. Discussions (Bulletin Board) participation, with clear guidelines and protocols, is an assessable part of all units.

Self-Study of the School of Languages, Cultures & Linguistics, 2004

The School (LCL) consists of seven disciplines, six languages plus Linguistics. The languages are: Chinese, French, German, Indonesian, Italian and Japanese. In line with University policy, there is a unitary structure, with the Head of School, selected as a nominal 50% appointment for a three-year (renewable) term. The School provides units which are taught primarily in the following undergraduate awards: Bachelor of Arts, Bachelor of General Studies, Bachelor of Languages; Bachelor of Arts/Bachelor of Laws, Bachelor of Arts/Bachelor of Teaching, Bachelor of General Studies/ Bachelor of Teaching, Bachelor of Arts (Honours).

Until 2004, languages were the principal area in the Faculty of Arts to retain a large number of year-long units, defended on pedagogical grounds. Now, however, such units have been semesterised providing added flexibility to students, to staff, especially in the context of study and other leave, and to colleagues in other Faculties who may now find it easier to offer combined or double degrees or to integrate languages into their single degrees. Two new awards which include a language component have recently started: the Bachelor of International Studies and Bachelor of Languages and International Business.

In-country study programs through formal arrangements exist for five of UNE's six modern languages. Chinese has exchange agreements with universities in Guilin, Tianjin, and Xi'an, French in Angers, Quebec City and Saint-Etienne, German in Oldenburg, Trier, Graz and Klagenfurt and Japanese in Hiroshima, Kagoshima, Nagoya and Tokyo, with a new agreement being negotiated with Kobe. Indonesian at present uses the services of the Perth-based ACICIS consortium to place its students in Indonesia but is contemplating an agreement with one or both of the Universities of Bengkulu and Jakarta. Italian currently sends its students mostly to the University of Milan or the University of Siena and is in the process of completing an agreement with the former.
Combined degrees

Languages have benefited from the creation of certain degree combinations, particularly e.g. the Bachelor of Arts/Bachelor of Teaching, the Bachelor of Arts/Bachelor of General Studies, although over-enrolments in Education and the need for severe pruning will reduce the importance of that source of students. The Faculty of Economics, Business and Law has now announced that it wishes no more combined or double degrees for the moment (e.g. a Bachelor of Commerce/Bachelor of Languages, first mooted by the School in 2001 and discussed with Economics, Business and Law then and again in 2003), but a perhaps equally attractive Bachelor of Languages and International Business is currently going through the approval process. A combined Bachelor of Arts/Bachelor of Science was only introduced in 2003, while the double degree Bachelor of Arts/ Bachelor of Laws attracts a number of students to both languages and Linguistics.

Honours programs exist in all seven School disciplines, although the three Asian languages are only now receiving their first, small enrolments.

The Faculty of Arts offers a number of awards for those who already hold a first degree: the Graduate Certificate in Arts; Graduate Diploma in Humanities; the Advanced Diploma in Arts, and the MA by coursework, including the badged Master of Arts (Applied Linguistics). The first three of these awards are made-up of units at 100 or 200 to 400 level not previously completed by the student.

Institutional Collaboration

The School has discussed cooperative arrangements, to date with universities elsewhere in Australia although collaboration with overseas institutions, inside and outside the university sector, is also under consideration. An important aim of the latter strategy would be to increase the amount of non-Commonwealth funding coming into the School as well as improve both student and staff mobility. For example, from 2005 a certain number of students from Chubu University in Japan participate in a dedicated, fee-paying semester unit to be offered on campus by Linguistics.

In August 2002, a delegation of senior officers from the University of Newcastle visited UNE to seek possible cooperation for the mutual benefit. Music and languages were identified as possible first learning areas for collaborative delivery. A visit by the Dean and Head of LCL to Newcastle in April 2003 coincided with the release of a report recommending closure of at least two and possibly three of Newcastle’s modern languages. A decision was taken to push for the maintenance of all four, in conjunction with collaboration with UNE.

Since August 2003, an NIOU has been signed by the two universities and some practical cooperation between disciplines has either started in a small way or is being discussed. Eventually partial or full secondment of one or two staff members, with or without physical relocation, is among the proposals currently being examined. Indonesian and Italian, not offered at Newcastle, will be advertised to Newcastle students as available through cross institutional arrangements.

Language specific collaborations: Indonesian, Modern Greek, Italian

On the initiative of Stephen Miller (UNE), a group of six Indonesianists - three at the University of Tasmania, one at Charles Darwin University, and the two within LCL - have agreed to collaborate on producing a set of six advanced culture units, one per person, in a format suitable for students attached to the three institutions. The result should be that each program can offer a coherent and comprehensive set of culture units without the need for small staff complements to prepare more than one or two units appropriate to their expertise. Whether this initiative results in higher enrolments or greater retention remains to be seen.
The closure of Modern Greek led to UNE students enrolled in that discipline being offered enrolment in units at the University of New South Wales, which undertook to convert some of its program to external mode to cater for this small market. As a quid pro quo, UNSW would advertise to its students UNE’s external program in Italian, not offered at UNSW. It is instructive in the light of the aims of the present Archival Review to consider the eventual failure of this initiative. According to the UNE submission “…what appeared to be a workable solution to a contentious issue in 2000 did not succeed, given UNSW’s lack of experience in distance education and perhaps lack of commitment, while it had little motivation to sell a UNE subject to its own student body.”

Although it is commonly thought that direct subject-to-subject exchanges of this type offer the best chance of cooperation, the relative failure of the scheme, proposed by a previous Dean, underlines the difficulties inherent in certain types of collaboration, given that capital-city based universities have the opportunity, and increasingly the need, to work to their mutual benefit with other institutions in the same metropolitan area. Thus La Trobe provides Melbourne with Spanish, while Melbourne offers La Trobe French and German in return, or Melbourne provides Monash with Latin and Greek, while Monash teaches Russian to Melbourne students. Such cross-institutional cooperation works well in enlarging the range of offerings to undergraduates but it detracts from similar collaboration between city-based universities and their regional counterparts.

Discussions are at the early stage with James Cook University to explore and possibly offer Italian within a languages program which currently offers only French and Japanese, each taught by just two staff across two widely-separated campuses.

1.6 THE UNIVERSITY OF MELBOURNE

The Diploma in Modern Languages (DML) is an innovative 100-point concurrent diploma, allowing undergraduate students the study of a language in addition to their academic degree. According to the undergraduate handbook, the DML aims to provide students with a mastery of reading, writing, listening, and speaking skills equivalent to students who have completed a major in the language. It is also intended to give them basic familiarity with some aspects of the target language culture. The DML adds a year to a student's course, and the diploma is awarded together with the student’s Bachelor degree. The DML is available in 11 languages: Arabic, Chinese, French, German, Hebrew, Indonesian, Italian, Japanese, Russian, Spanish and Swedish.

In Semester 2 2004, 684 students were enrolled in the DML at various stages of completion. 25 (3.6%) of these were overseas full-fee paying students, 16 (2.3%) were Australian full-fee paying students, while the vast majority, 643 students (94.1%), were Australian students on Commonwealth Sponsored Places. During this semester a review of the DML was commissioned by the Head of the School of Languages in 2004 and undertaken by Dr. Carsten Roever and Dr. Loretta Duffy from the Department of Linguistics and Applied Linguistics. The aims of their study were to:

1. investigate discontinuations in the DML, specifically to understand the reasons why students might discontinue;
2. provide a snapshot of the state of DML, including its strengths and weakness, and opportunities for improvement.

The Roever/Duffy study combines interviews with staff and current as well as former DML students with quantitative data provided by The University Planning Office. DML enrolments and discontinuations for the 2000-2004 cohorts was drawn from the Merlin student administration database. Of the 50 interviewed students, only one was an international student. Thirty-three students were undertaking single degrees (23 of these were Arts Bachelors), while 17 were
Completing double degrees. The Review focused on languages with significant enrolments, viz. Chinese, French, German, Indonesian, Italian and Japanese.

Looking at cohorts of students commencing from 2000 to 2004, the Review found that French was the most popular language with 40 to 70 new enrolments, accounting for up to a third of new enrolments, followed by Chinese, German and Japanese with between 20 and 40 new enrolments per year. Italian had 15 to 25 new enrolments, and Indonesian had six to 15. New enrolments for the other languages never exceeded 4 students per year, with the exception of Spanish, which only became available in 2004 but proved as popular as Italian.

The data revealed that the discontinuation rate for the DML is around 60%. It was noticeable that the three European languages (French, German, and Italian) have higher discontinuation rates than the three Asian languages (Japanese, Chinese, and Indonesian). Explanations for discontinuations were varied but those most cited were daunting DML workloads; being in classes that were at too high a level and moving too quickly; personal reasons of various kinds (e.g., "lack of motivation, lack of interest, no desire to finish diploma, preference for in-country studies, wrong course"); teaching and content (e.g., 'boring', over-emphasis on translation or grammar at the expense of spoken language), timetables incompatible with other studies or the more positive reason of students upgrading to a major in the language. The review also uncovered information flow problem, problems with the advertising of the DML, excessive class sizes, and uneven teaching quality.

The review stated that reasons for discontinuation should be viewed in conjunction with the characteristics of this singular student cohort. One critical difference between DML and other language students is that the DML is an additional and non-essential program for students whose main focus is on degree studies. This supplementary nature of the DML makes it vulnerable when study pressures become significant, though on the other hand some students found the "less vital" nature of the Diploma offered "a pleasant change" from their "real" subjects. Students tend to persist with the extra demands of the DML until the extra demands of studying a concurrent course threatens the mainstream study program through timetable clashes, heavy workloads or poor marks the Diploma is seen as expendable. The essential reason therefore for discontinuations are interrelated and mostly derive from the desire to 'protect' majors (Roever & Duffy, 2005:11).

The review commented that the overall rate of discontinuation is too high and that overall enrolments should be increased proposing some 'urgently needed improvements'. Essential to achieving these inter-related objectives is the appointment of a dedicated coordinator for the Diploma, improved information flows, better advertising, creation of a DML website, introduction of placement testing as a basis of assigning students to levels, and an effort at professionalising the language teaching staff.

Other improvements that were proposed included introducing flexibility in course structure and in timetabling. The reviewers also proposed a clearer and greater focus on conversational skills and fluency in teaching, alongside the definition of measurable outcomes.
2  AUSTRALIA: 36 YEARS OF POLICY AND RESEARCH

As a context for the discussion on the provision of LOTE in Australian higher education it is valuable to review briefly major national reports relating to language policy, which have appeared over the past thirty-six years.

Auchmuty, 1970
Teaching of Asian Languages and Cultures in Australia: Report of the Commonwealth Advisory Committee

In 1970, the Commonwealth Government appointed a committee, known after its Chairperson, Professor Auchmuty to provide advise on the teaching of Asian languages and cultures. The Auchmuty investigation’s final report was entitled The Teaching of Asian Language and Cultures in Australia. Auchmuty is the earliest wide-ranging investigation of the position of Asian languages and cultures in Australian education.

Aim

The report of the investigation aimed to:

1. gather information on the extent to which Asian languages and other aspects of Asian life and cultures are studied in Australian schools and other educational institutions;
2. suggest what deficiency exist in the current arrangements in schools and other educational institutions;
3. determine the factors which tend to give rise to these deficiencies in the teaching of Asian languages and associated studies.

The report noted that since 1945 there had been a reorientation of Australia’s relations with Asian countries and a reappraisal of Australia’s traditional attitudes towards Asia. An increasing awareness of Australia’s geographical situation and the resulting need to relate more directly with Asia had led to a considerable shift in political attitudes. Auchmuty also made the point that Australia ought to have its own independent relationship with countries in Asia rather than have such relations mediated through other societies. According to the report Australia’s contribution to Asia needed to be expanded beyond the dominant basis of political and economic interests, incorporating cultural and social contacts, business and public attitudes and study of Asian languages. In addition Asian language studies at Australian universities were seen to be oriented toward the development of reading skills and to the study of literature, reflected in the types of courses available at undergraduate level. Three states offered Asian languages at university level, Victoria, Queensland and the Australian Capital Territory. Chinese, Japanese and Indonesian/Malay dominated the Asian language offerings, and the scope of connections made to Asian societies was seen to be narrow and restrictive.

The Teaching of Asian Language and Cultures in Australia called for co-ordination of Asian studies between schools and universities, and other higher education institutions within each state. The Committee was of the view that expansion of Asian studies was highly desirable and required the following: additional teachers with adequate training, attractive scholarships for local and overseas studies, adequate and appropriate equipment, books, materials and aids to teaching.

The report briefly outlined existing language courses offered at universities and teachers colleges and stated that there was a need for increasing course provision at tertiary level but they were found to rely too much on audio-lingual teaching methods. Pedagogical innovations were strongly recommended and specifically proposed were the use of “electronic equipment” and the “possession by the teacher of great oral skills”.

29
Relevance

Auchmuty is relevant to the current project because it calls for innovative approaches in teaching languages, contains a section on the provision of language courses at tertiary level and deals with activities and facilities for informal ways in which Australia could become better educated about Asian societies and cultures (pp.38-46 and also pp. 63-71).

Australian Academy of the Humanities, 1975
Survey of Foreign Language Teaching in the Australian Universities (1965-1973)

In 1975, the Committee on Foreign Languages of the Australian Academy of the Humanities published a report entitled *Survey of Foreign Language Teaching in Australian Universities (1965-1973)*. This survey is based on information derived from a variety of sources, including state education departments, public examination boards and various published and unpublished reports and studies.

Aim

The report aimed to identify trends in what was seen to be a changing pattern of enrolments and to examine possible reasons for the changes. It also reviewed changes occurring in the structure and orientation of university language courses, the relationship between these and area study courses and some specific issues associated with the teaching of language subjects in universities.

Findings

The Survey covered undergraduate, honours and postgraduate levels across Australia. It noted a considerable diversity in the trends shown by classical, modern European and Asian language groups. The survey of undergraduate enrolments showed that Classical languages, Latin and Greek, had lost more students than other language categories. In the modern European category, overall enrolments in French had dropped the most while five other languages showed a total higher enrolment in 1973. Two languages, Russian and Spanish, recorded their highest enrolments during that period. Russian gained 84.5% over the whole period, while Spanish gained 46.5% on the enrolment recoded in 1968. In contrast to the Classical and Modern European languages, enrolments in Asian languages, such as Chinese and Japanese, showed steady advancement, on the other hand, Indonesian markedly reduced enrolments between 1967 and 1970 (p.10).

The survey confirmed that a crisis in demand for language studies had developed in Australian universities during the period 1965-1973. The crisis started in South Australia and Victoria, and reached other states during 1970. The committee stated that monolingualism constitutes a serious deficiency in Australian culture and called for greater promotion of contacts with other nations and cultures. The report linked international communication issues with improved communication within Australia with migrant communities. The Committee argued that a balanced range of language learning options should be available to all students including the languages of migrant groups and the major European and Asian languages.

The special problems of language teaching in the Australian universities are addressed in the report. Some are administrative problems specific to the teaching foreign language disciplines. The most crucial problem was seen to be in the organisation of basic teaching. All departments believed it necessary to have smaller class groups and a greater number of contact hours per student than was considered possible or acceptable in other disciplines. The report argued that the marking of a literary essay written in a foreign language calls for detailed constructive correction of the syntax and style as well as critical assessment of its content and thus demands a great deal of patient application on the part of the marker. Student-staff ratios were also discussed in a similar vein, with the special status and demands of languages being paramount.
The Committee made the following recommendations to the Academy:

The Academy should take positive steps to counteract the present trend in the attitude of the Australian public towards foreign language study by promoting a program of information intended to make the public more fully aware of its cultural and practical value:

1. It should, in particular, urge those who determine the educational policies of schools to make adequate provision in their programs for the study of foreign languages, and reinstate these studies as a normal part of the secondary curriculum irrespective of whether or not they are a requirement for admission to a university;

2. It should ask the universities to recognise the special budgetary and staffing needs of the language departments referred to above so that the quality of their language teaching can be maintained and improved with adequate provision for broadening the scope of the cultural areas studied;

3. It should invite the language departments of the university to examine their own course structures in the light of present-day student interests and expectations with a view to enabling students to integrate their practical language studies with a great variety of cultural studies as has been customary in the past;

4. It should propose to the appropriate faculties, boards and departments, that a scheme be established, on the basis of inter-university collaboration, to enable students of foreign languages, as part of their course, to spend a significant period of time working or studying in a foreign country in which the relevant language is spoken;

5. It should ask the universities in those cities where courses in the major Asian or migrant languages are not available at university level to give serious consideration to their introduction in accordance with an agreed plan, and propose to other universities that the range of migrant languages be broadened to include some of those not represented at all: Polish, Czech, Serbo-Croat, Latvian, Lithuanian, Estonian, Hungarian and Turkish (p.42).

Relevance

In the section entitled Changes in range, structure and orientation of university language courses, the report covers issues related to expanding the range of languages taught in universities, new structures in language courses and the special problems of the delivery of language programs in Australian universities (p.32-41). For the most part these are dated and most are of little direct application to our needs today.

Australian Universities Commission, 1976

Languages and Linguistics in Australian Universities

In 1973, the Commonwealth Minister for Education established a Working Party on Languages and Linguistics to advise the Australian Universities Commission on matters relating to the study of languages, cultures, and linguistics in Australian universities.

Aim

The Commission was requested to report on:

1. the desirability and feasibility of the Australian Government taking steps to encourage the wider development of studies in universities in the language and cultures of people who represent a significant component of Australia’s migrant intake, including studies in Modern Greek; and
2. the present state of linguistics in Australian universities, particularly Aboriginal linguistics, and any steps that might be desirable to take in order to develop such studies further.

Findings
The Working Party undertook a full review of existing offerings in these learning areas and issued the report, Languages and Linguistics in Australian Universities in 1976. The Working Party collected statistical information from universities on language and linguistics teaching and held meetings with or sought information from individuals with particular expertise in matters connected with its work. As a result of its investigations, the Working Party on Languages and Linguistics concluded that:

1. There is no evidence of any significant unsatisfied demand for enrolment in language courses offered by Australian universities;
2. There are significant migrant groups whose languages and cultures are not available for study at the tertiary level (“the cultures of the following countries are not represented”: Czechoslovakia, Hungary, Latvia, Lebanon, Malta, Poland, Turkey and Yugoslavia);
3. There is a real danger of duplication of effort and diminution of standards in language teaching if a large number of small language departments are developed by universities and colleges of advanced education;
4. There should be periods of overseas experience for senior language students and an expansion of language teaching through continuing and adult education programs (p.8).

Relevance
The report contains sections on the nature of university teaching in languages, co-operative arrangements between universities and alternative patterns of teaching (p.30-40) but these are principally of historical interest, though the sentiments, and driving impulse, for collaborative arrangements are not unlike those universities face today. It is notable that the report strikes a note of caution about the possible proliferation of languages of small candidature anticipating the need for overarching policy to guide the provision and delivery of languages programs at state, if not national level.

Committee on the Teaching of Migrant Languages, 1976

Report of the Committee on the Teaching of Migrant Languages in Schools

The Report of the Committee on the Teaching of Migrant Languages in Schools is a wide ranging investigation of the then current situation regarding the teaching of migrant languages in primary and secondary schools.

Aim
The aims of the inquiry were to:

1. bring together up-to-date information about the extent of the teaching of languages of migrant groups in government and non-government schools, with some details of the compositions of the groups and levels of primary and secondary education at which teaching is done;
2. seek and collect views about desirable courses; and
3. make suggestions about possible lines of action.

An introductory chapter describes the background to the enquiry while Chapters 2-5 contain in detail the results of the inquiry on primary, secondary and “ethnic” schools. The recommendations appear at the end of each chapter. The main conclusions are embodied in the final chapter.

One of the most important factors inhibiting the expansion of the teaching of migrant languages and cultures was seen to be the availability of appropriately qualified teachers. The Committee
made suggestions to encourage the teaching of migrant languages and teaching about migrant cultures:

1. Education authorities should seek to expand the supply of teachers of migrant languages and cultures, for both primary and secondary schools;
2. All teachers of migrant languages and cultures should have received at least part of their pedagogical training in Australia;
3. In order to help bring about an increase in the supply of teachers of migrant languages and cultures, special financial provision should be made to enable tertiary institutions to offer appropriate teacher education and retraining program;
4. Tertiary institutions should cooperate in the provision of expansion of special language centres or facilities in order to meet the needs of the smaller language groups.

Specific suggestions were made about teacher education and tertiary institutions in general:

1. Courses for language teachers should emphasize oral fluency;
2. Language courses should have a cultural as well as a literary orientation;
3. Courses relevant to intercultural education should be an essential element in the preparation of primary and secondary teachers. Many current courses are inadequate or not available to teacher education students;
4. Teachers and trainees in English as a second language should have the opportunity of studying a migrant language, in addition to the study of migrant cultures;
5. Diploma or degree courses in migrant studies should have a substantial language component (pp.100-101).

Relevance

The relevance of this report to the present review is in its discussion on the provision of teachers, (pp 80-101), in its recommendations (pp.100-101) and in its conclusions (pp.114-115). In addition, the Committee reflects on university level languages teaching emphasising its connection with contemporary social issues, especially multiculturalism and multilingualism and argues that by connecting languages teaching to contemporary social issues university language teaching becomes more relevant and attractive to students and more esteemed in the wider community.

Galbally, 1978

Migrant Services and Programs: Report of the Review of Post-arrival Programs and Services for Migrants

In September 1977 an important Review of immigrant services was commissioned by the government of Malcolm Fraser under the chairmanship of Mr Frank Galbally, QC.

Aim

The remit of the review was to examine and report on the effectiveness of the Commonwealth’s programs and services for those who have migrated to Australia, including programs and services provided by non-government organisations which receive Commonwealth assistance and to identify any areas of need or duplication of program services.

The committee collected submissions from individuals and organisations before presenting its report Review of Post-Arrival Programs and Services to Migrants in 1978. The full adoption of the recommendations of the Galbally review mean that the report represents a watershed in public policy in critical areas of Commonwealth government responsibility, including specific funding for University level language provision.
Findings

Communication was identified as one of the major problems confronting newly arrived and longer term immigrants. The need for migrants to learn English was recognised as a critical factor in enabling their successful settlement in Australia. Other needs common to all areas of program and service delivery included health, welfare, education, employment and law. A summary of major recommendations follows:

1. establish a comprehensive initial settlement program to include classes in English and other formal education courses;
2. extend the availability of full-time courses of instruction and replace continuation classes by certificate courses at different levels of difficulty;
3. extend a range of advanced courses available to use ‘on-the-job’ English instruction;
4. introduce a home tutor scheme;
5. introduce intensive English courses for enable migrants with overseas professional qualifications to have them recognised and help in obtaining knowledge in other cultures and languages;
6. provide support for self-help activities through Good Neighbour Councils in delivering services to migrants;
7. extend ethnic radio through the Special Broadcasting Service to all States (pp.7-13).

Specific funding for ethnic schools and immigrant languages in university departments was provided. The funding basis was informed by a “self-help” ethos so that funding would be temporary only, i.e. that only 3 years of seed money would be allocated for university languages provision after which time individual universities, and ethnic communities, or other funding providers would come to arrangements so that courses could continue beyond the period of initial Commonwealth funding.

Relevance

This report is relevant to the current project because it was issued during a critical stage for Australia in “the development of a cohesive, united, multicultural nation” and also because both conservative and labour parties now endorsed multicultural principles. Galbally stressed the need for the Commonwealth Government to change direction in its involvement in the provision of programs and services for migrants. In taking steps to encourage multiculturalism, the closer involvement of ethnic communities themselves and of other levels of government was seen as crucial. A number of examples of how migrant communities have and can contribute to the provision of languages in higher education is provided throughout the body of this research, an activity stimulated initially by Galbally.

Hawley, 1981

Foreign Language Study in Australian Tertiary Institutions 1974-1981; University of Wollongong

This study of foreign language provision documents the extent, range and types of second language study in Australian tertiary institutions and is therefore a valuable record of the performance and trends in second language education during this time.

Aim

The report seeks to provide statistics for the period of 1974-1981 and to establish enrolment patterns for all languages studied.
Findings

The statistics for the period 1974 -1981 establish the enrolment patterns for all languages studied in what proves to be a turbulent time. After 1968, when secondary school languages study was removed as a requirement for university entrance the enrolment in school language study, and relatively in university enrolment, changed dramatically, mostly declining.

During the period surveyed by Hawley thirty languages were offered in Australian universities, including eight which had not previously been taught at universities being introduced. The latter were Polish, Serbo-Croatian, Korean, Norse, Tibetan, Urdu, Literary Persian and Thai. The position of language studies indicated an overall increase of 13 percent for 1975 to 1980.

The expansion of Italian and Modern Greek accounted for a large part of the increase in overall enrolments while only a modest growth was found for Asian language enrolments: Chinese, Japanese and Indonesian. In 1980, French, German and Italian accounted for 59% of all language students. Japanese, Indonesian, Chinese and Modern Greek, French, German, Italian accounted for 82% of all language students. The percentage of language students represented by French and German declined during this period from 52% to 46%. The steady decline from 1969 to 1973 in the number of secondary students studying languages levelled off between 1974 and 1975 and the number of students expressed as a percentage of total matriculants remained at a rate of 14-15% from 1975. In 1968, French, German and Italian accounted for 83% of all enrolments. In 1980, they represented 70%.

In 1968, French students represented 66% of all language enrolments, in 1980 French only accounted for 39%. German enrolments had remained fairly constant since 1971. The pattern in Italian was one of steady increase from 1971. In the period from 1975 to 1980, Italian enrolments increased by a total of 47%. Of the major languages studied, Modern Greek showed the most dramatic increase: 251% in the period from 1975 to 1980. Asian languages (Japanese, Chinese and Malay) also posted impressive gains, but still in 1981 represented a fairly small percentage (8%) of overall enrolments.

Relevance

Although the Hawley study contains no information on delivery modes in higher education its findings are very relevant to the present research in two ways. First, policy innovations at the Federal levels are responsible, directly and in demonstrable ways, for the increases in some languages’ enrolments (migrant languages in particular, from the Committee on the Teaching of Migrant Languages through to Galbally) and Asian languages, though to a lesser extent, and in particular the Auchmuty recommendations. On the other hand, contrasting the fortunes of Modern Greek with Italian, demonstrates that unless public policy is sustained by public demand, absent in the former case, present in the latter, the language is unlikely to maintain its presence in higher education languages offerings beyond the period of dedicated funding.

Senate Standing Committee on Education and the Arts, 1984

A National Language Policy

Following pressure from ethnic communities (FECCA, Federation of Ethnic Communities Councils of Australia) for a nationally coordinated language policy the Fraser, and then the Hawke, Governments during the mid 1980s embarked on a series of explicitly language planning measures. In 1983, FECCA had demanded in a series of conferences across Australia that languages education delivery be placed on a secure footing. Between 1982 and 1984 the desirability of a national language policy was considered by the Senate Standing Committee on
Education and the Arts whose 1984 report A National Language Policy, provided a stimulus to the discussion language policies that should be developed and coordinated at the national level (p.4).

The Senate’s enquiry received 241 submissions and 179 documents from all over Australia, including an important and influential proposal from the combined professional associations of language professionals, called the PlanLangPol submission. The Senate also conducted hearings and took evidence from 94 witnesses and visited schools teaching Modern Greek, Tiwi and ESL.

A number of submissions stressed the importance of ‘major world languages’ or ‘languages of wider communication’. This group of languages was argued in several submissions to comprise Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. Professor R. Johnson of the Australian National University argued that these languages are significant for Australia through both their ‘extensive and rich literatures’ and because they are spoken by large populations’ (p.160).

An analysis of the evidence received by the Committee indicates that the languages mentioned above along with Bahasa, Indonesian/Malay, Croatian, Portuguese, Serbian, Thai and Vietnamese were also nominated as useful for Australia’s international relationships (p.127). Chapter 11 focuses on the teaching of languages at all levels of education. It shows enrolment trends, approaches to language teaching and documents teacher education issues. This section of the report also provides proposals for change in universities and colleges of advanced education. The decline evident in student enrolment numbers since the late 1960s and earlier 1970s was seen to have been arrested.

Two different views were presented with regard to the language teaching approach in higher education. It was argued that universities exhibit an emphasis on a literary approach to language studies that has prevented them from meeting the communication needs of students. The submission from universities claimed that the concept of culture associated with a language had broadened beyond works of literature to embrace topics in politics, society and economics. A stronger emphasis was therefore advocated for fluency required in actual communication in employment and leisure related areas.

To illustrate this idea an example from the University of Western Australia was provided (p.172). This idea, of stressing communicative language uses, was the principal claim for reform in higher education languages delivery of the Senate report (p. 172-177). Despite having a level of bipartisanship the Senate’s report languished; with no response to its many recommendations ever being issued by either side of politics.

Relevance

A National Language Policy is included here because it was an open, bi-partisan and long-term effort to devise a national regime of language planning influenced by the views of practitioners, the wider community and various interest groups. That the process failed is also instructive, showing the crucial importance of the fundamental reasoning contained within policy documents and its links to essential priorities of government. Despite its many advantages the Senate’s report remains a document of historical interest rather than policy status. I

Bowden, Starss and Quinn, 1987

Modern Language Teaching in Australian Universities, University of Melbourne

A report entitled Modern Language Teaching in Australian Universities, published in 1987, is a study of language teaching departments in Australian universities and colleges of advanced education.
**Aim**

The study investigated the social and organisational factors associated with the introduction of new technology into teaching and learning of languages.

Part of the project required an extensive analysis of language departments, their structures, objectives, staff and students, and many of their activities. Visits were conducted to 30 language departments in five Australian states, a survey of their staff, interviews and informal observations.

**Findings**

Bowden, Starrs and Quinn found that forty-seven languages were being taught at higher education institutions across Australia. Addressing some of the issues of teaching specialisation, language teaching methodologies including communicative vs. traditional approaches, use of audio-visual media, language laboratories and computers the report concluded that language teaching in Australian universities was in a period of acute stress and departments were under pressure to perform at levels of efficiency which given the resources and standing of languages could be considered unattainable. It was emphasised that teaching staff in Australian universities were found to have a commitment to the intrinsic value and social importance of language learning rather than to more instrumental goals or objectives.

Information on the provision of languages in higher education is discussed in detail in the section *Language Teaching Methodologies* (pp 20-34). In particular, questions about different approaches to language learning are explored from students’ points of views, who advocate the use of a communicative method and the adoption of the target language as the medium of instruction. Specific attention was paid to the role of language laboratory sessions and factors that become important in the efficient use of language laboratories which may stimulate classes or make them dull. These factors included: familiarity with the operation of the equipment, presence of skilled teaching staff and using audio and visual aids to create communication situations.

**Relevance**

*Modern Language Teaching in Australian Universities* is valuable as it identifies factors which are significant in languages teaching and learning, especially, when audio-visual media, language laboratories and computers are employed and because of the wide-ranging nature of its review.

**Lo Bianco, 1987**

**National Policy on Languages**

Two years after the Senate report, it was clear that its approach to bringing about a national language plan had failed. Public agitation for a comprehensive national language policy had continued unabated and in 1986 the Federal government commissioned the writing of a formal national language policy. The Prime Minister, RJ Hawke formally announced adoption of the *National Policy on Languages* in March 1987 and in June 1987 Federal cabinet debated and formally proclaimed Australia’s first language policy, voting a four year budget for its implementation.

The NPL declares that the principal purpose of Australia’s languages policy is “to make the nation’s choices about language issues in as rational, comprehensive, just and balanced a way as possible” with serious attention given to the importance of bilingual skills for the economic, social and cultural prosperity of Australia (p.3).
Relevance

While all of the NPL recommendations were funded, specifically relevant for the present study were the initiatives in promoting innovation and collaboration in higher education. First, were the bases of what became from 1989 to 2004 the National Languages and Literacy Institute of Australia (later Language Australia), which during its 15 year duration was the principal funding source for applied linguistics across Australia. From 1992 32 specialist centres in language research, teaching and innovation, several of which continue today were funded, coordinated, and stimulated by NLLIA/LA. These centres supported curriculum research, curriculum writing, technology innovations, inter-institutional collaborations and many other initiatives in collaboration and innovation in preparation, research and delivery in higher education languages, including assessment and testing, minor and small languages, policy reviews, resource sharing, degree collaborations among others.

The initial NPL report contains types of possible programs and variables contributing to successful learning (pp.152-155), which were elaborated in the 1990 review of its programs, entrusted to its implementing arm, the Australian Advisory Council on Languages and Multicultural Education, which in turn commissioned languages reviews (eg, see Leal et al below). Among the collaborative schemes supported and initiated by NPL was a national collaboration on the assessment of languages of small candidature.

Asian Studies Council, 1988

A National Strategy for the Study of Asia in Australia

Established in 1986 by the Commonwealth Minister for Education the Asian Studies Council, was given the task of advising on what it came to call “Asia literacy” at all levels of education and promoting an interest in Asian studies in industry and the wider community. In 1988, the Council produced its main report, A National Strategy for the Study of Asia in Australia. This document incorporated programs of the NPL, provided a rationale for Australian education to learn Asian languages and to study Asian societies in a more systematic and extensive way than was generally the case.

Findings

The report argued that Asia is central to Australian trade and foreign relations; study of Asia should be an essential component of the mainstream curriculum in public education in Australia and that the proper study of Asia and its languages is a matter of “survival in a competitive world”. The report lamented the very low rate of take up of Asian languages, and the domination of language enrolments by French, German and other European languages. It reported that in 1986, 9.5% of Australian year 12 students took European languages while only 2.2% of students studied Asian languages. The report identified objectives for the study of Asia and Asian languages. To achieve these objectives the report set out its justification in terms of political, economic, foreign, strategic and cultural factors that support “take off” in Asian studies. The essential aim was to make sure that Australians would be well informed with analysis of events in Asia, better able to interpret responses from Asian countries and to understand their context.

At the tertiary level, Asian studies were viewed as exotic offerings which attracted few students. Only 2% of undergraduates enrol in the study of an Asian language. In 1986, tertiary students successfully completing courses in Asian languages studied mostly Japanese (50.3%), Chinese (23.6%) and Indonesian/Malay (21.7%). The document calls for continuity between primary, secondary and tertiary learning opportunities for Asian languages and for Asian languages to be a “mandatory requirement” in certain tertiary disciplines such as economics, commerce, accounting,
finance, politics, law, science and engineering and an Asian language should be a requirement for admission to some disciplines in higher education.

Relevance

Although there is no specific reference to higher education languages delivery and provision, the report announced NPL-sourced funding for a national inquiry into higher education Asian languages provision, the Ingleson report of 1989.

Ingleson, 1989
Asia in Australian Higher Education: Report of the Inquiry into the Teaching of Asian Studies and Languages in Higher Education

Entitled Asia in Australian Higher Education the Ingleson report is a direct successor of the Auchmuty investigation of 29 years earlier.

Aim

Its chief aim was to review the current situation of Asian languages and studies in higher education and define necessary changes to meet Australia’s requirement in these areas into the next century. Some of the specific issues which were considered:

1. language and studies availability by geographic region throughout Australia;
2. whether there is currently an adequate balance between graduates, post-graduates and non-degree students;
3. the role of the research on Asian Studies in tertiary institutions;
4. whether higher education is contributing adequately to the curriculum and materials development needs in Asian studies and languages at all levels of education;
5. integration of Asian studies/languages with other disciplines;
6. appropriate aural/oral/written balance;
7. the development of courses and programs;
8. the most effective means of handling character-based languages;
9. the effectiveness of current Asian studies/language programs. Criteria for measuring effectiveness were thought to include standard of language skills attained in a given time and language retention, student retention rates and utility of products of courses in terms of employer needs and adequacy of in-country training provisions.

Findings

The inquiry considered universities and colleges where Asian studies/languages were taught as a major component in full-time, part-time or distance studies courses and also some institutions where Asian studies/languages were not taught as a major component. The report stated that if Australians were to come to terms with their geopolitical location, and to manage their future as part of the Asian region, Asia literacy must be widespread. For this to be achieved, reform and restructuring of the whole Australian education system, from primary schools through to Universities, was seen as essential.

Curricular should be more relevant to Australia’s needs and conditions, and employer demand. A call was made for a review of pre-service teacher education and a recommendation for detailed investigation of Asian content in all courses and the assessment of the provision for Asian language training and teaching methodology.

Some specific areas where higher education was thought to have responsibility in pre-service teacher education of teachers of Asian languages included: language acquisition, curriculum and resource support, establishment and maintenance of nationally recognised standards for teacher
qualifications and supply, demand and recruitment of teachers (p.179). Recommendations 14, 16 and 18 address pre-service teacher education.

The report suggests several options for improving proficiency, including greater emphasis on language study at the pre-tertiary level, teaching more intensively, giving credit for vacation courses, increasing the number of Asian language courses offered in the external mode, encouraging more students to study to honours level, supporting more in-country training and increasing the length of courses. In 1988, less than 2% of the total undergraduate student load in universities and colleges of advanced education was engaged in Asian languages and Asia-related subjects.

The report argues that there is a need for moving Asian languages from the periphery of language teaching to become an essential part of language programs at every higher education institution. To reach this goal, it was thought that there must be an increase in the proportions of the student load in the faculties of commerce, arts, education and law studying Asian languages or Asia-related subjects to at least 10% by 1995 and at least 20% by 2000.

Relevance

The sections that relate most closely to languages provision in higher education are the special innovative programs and their effectiveness (pp.149-170), and teacher education (pp.171-200) contributed to this project.

Garnaut, 1989

Australia and the Northeast Asian Ascendancy

This report, *Australia and the Northeast Asian Ascendancy*, was commissioned by the Prime Minister and the Minister for Foreign Affairs and Trade, and produced by ANU economics professor Ross Garnaut. The report analyses economic change in Northeast Asia to assess its implications for Australia. Garnaut focuses on broad tendencies and major issues of policy and management in the Northeast Asian region (China, Japan and Korea).

A section of the report devoted to education, *Knowing Asia and being Australian*, deals with languages at all levels, course content and employer demand. This report endorses the recommendations of the Ingelson report “…that higher education institutions devise policies to ensure the integration of Asian studies into the mainstream of humanities and social sciences faculties and [other] disciplines*. Garnaut concluded that “Australia's long-term success in getting the most out of its relationships with Asia depends more than anything else on the scale and quality of its investment in education.” The recommendation for higher education stated:

Tertiary institutions must expand the quantity, quality and variety of teaching, analytic and research output on Asia:

1. within the perspective that it would be desirable for 5 per cent of tertiary students to be studying an Asian language by the year 1995;
2. but giving higher priority to facilitating this outcome through improving pre-tertiary training and increasing flexibility in teaching structures;
3. testing proficiency through standard testing on a nationwide basis;
4. seeking to integrate understanding Asia into mainstream courses in the humanities, social and other sciences, and those professional courses for which they are relevant;
5. and having the national importance of research on East Asia reflected in the Australian Research Council's priorities.
Relevance

The report is included in the present review because the tone and argumentation of Garnaut epitomise what came to dominate public rhetoric about the economic basis of language education during the 1990s, and also because it provides information on languages other than English provision in higher education though much of this is based on the Ingelson report (pp. 304 -307, 311-314).

Lo Bianco, 1989
Languages Action Plan Victoria

In 1989, the Ministers for Education and Higher Education in Victoria commissioned an external review, published under the title of Languages Action Plan, by J. Lo Bianco.

Aim

The study examined the state and future of language learning opportunities for young people in the public system in Victoria and proposed an action plan that was adopted for the period 1988 to 1992 for the government language education sector.

The report sets long and medium term goals, outlines principles and specific commitments of action plan including English as a second language and other languages. It argues that language learning and bilingualism retain their traditional justifications of cultural enrichment and substantial intellectual benefits accrue from bilingual skills of a higher order. This argument is endorsed by the fact that Australia’s population is multilingual and increasing awareness of geographical closeness to non-English speaking Asian neighbours lend characteristics for languages and the priorities they might contain. The report provides a languages database on primary and post-primary, high, vocational and community schools as well as tertiary institutions.

It proposed that the state government sponsor collaborative and innovative approaches in higher education delivery though convening a state wide representative council of higher education faculties and departments concerned with languages teaching and teacher preparation to coordinate school and post-school languages offerings in geographically relevant sites. This proposal was implemented and the state-wide collaborative network facilitated cross-institutional collaboration and communication between institutions and education ministries until it ceased to meet around 2000.

Relevance

The report includes case studies of a wide range of programs to demonstrate some excellent work which had been taken place in Victorian education in regard to languages. Case Study 10 describes the Italian course which was set up to be undertaken as part of the Bachelor of Education (Primary). This innovative community-supported course in tertiary language studies aimed to extend, develop and increase the skills students have in Italian and to bridge between dialect varieties and standard forms for some learners with Italian language backgrounds; prepare students to become competent teachers and to make them aware of the history, culture of the country in which the particular language is spoken (pp.70-71). The most innovative outcome was the state-wide inter-institutional collaboration body to coordinate languages delivery and to facilitate interaction with teacher employment agencies.
Dixon and Martin, 1990

Review of the Australian Second Language Learning Program

This review of the Australian Second Language Learning Program (ASLLP) of the NPL was conducted by Adelaide researchers Moss Dixon and Anne Martin to assess the initial effects of NPL funding in schools and higher education for improved second language teaching, including innovative and collaborative initiatives, and to identify needed adjustments. Although targeted to on-going national-level and system level activities funded under Commonwealth allocations, specifically the ASLLP; in fact the study ranged more widely.

The review was based on briefings, document and materials analysis, interviews, focus group discussions and school and university visits. A particular focus of the inquiry concerned transition between second language learning at primary and secondary levels in government and non-government schools; and between school and post-school providers of languages; essentially addressing issues of program continuity.

Findings

The review noted that the range of initiatives funded was extremely diverse and that both NPL and ASLLP had contributed to raising the profile of languages in Australian education. Some of the achievements demonstrated an increase in the number of classes conducted, the number of languages taught and the number of students learning a second language. General recommendations are presented in three major areas: continuation of the ASLLP program, dissemination of effectively exemplary practices and materials, and administration.

Collaborations

The Language Teacher Professional Development Program was a collaborative program of teacher training and development which linked schools and training institutions South Australia. It focused on four facets: on-going data collection, research and information dissemination; planning and preparation course of professional development for language teachers; implementation of the course; and evaluation of the program. The program provided a model for the development of a potential post-graduate pre-service award for the training of future teachers. The report stated that teachers found the course ‘exciting’ and ‘stimulating’ and that it was ‘fruitful collaboration between schools and the tertiary sector’ which can be a valuable basis for future teacher development programs.

Part 2 of the report contains a number of projects that contributed to the development of language teaching. For instance, Language Teaching in a Distance Education Mode is discussed specifically in relation to meeting the needs of offering small candidature or under-represented languages (pp. 39-44). The project targeted Japanese, Chinese, Indonesian and Italian languages at P-12 levels.

Barriers or inhibitors to success

Several urgent issues of success and concerns of the Distance Education and Languages project were addressed. This project demonstrated a potential for ‘developing into a cohesive, national initiative’. However, the expressed concerns were:

1. projects are in ‘great need of direction’;
2. delays in receipt of funding;
3. a need for policy guidelines; and
4. a need for in-service and professional development.
Relevance

This report was included for the review because it describes an interesting collaborative model between schools and tertiary institutions in the delivery of a teacher development program.

The Language Challenge, 1990

Tertiary Languages Planning: A Policy for South Australia

Aim

This report specifically aimed to:

1. assess the range of languages that should be provided at the post-secondary level;
2. indicate the extent and level to which each language should be offered;
3. identify the preferred institutional locus for each language;
4. identify desirable mechanisms for cooperation and collaboration between institutions to ensure maximum opportunities for South Australian students whilst minimising duplication of effort; and
5. provide a blueprint for institutions in the development of their own language programs for future.

Produced by the South Australian Institute of Languages and specifically addressing both policy and provision at the university level the findings of this state-specific study is relevant nation-wide. The report suggests that development of language education at the post-secondary level in the state needs an explicit and ambitious policy underpinning.

The report noted that all nine languages named in the National Policy on Languages (1987) had been established in SA, and that a matching state policy should aim to reinforce national initiatives in a coordinated way and maintain staffing levels at constant and appropriate levels. The authors point out while maintaining the “national nine” attention should be given to the introduction of Korean and Thai. Languages of world importance like Arabic and Russian which SA institutions were then offering in hosting mode from eastern seaboard universities should be secured and made permanent and local offerings, although the hosting arrangements were not regarded negatively.

The report proposed to increase proficiency by elevating the number of contact hours, introducing new types of programs and by integrating innovative learning components into new or existing programs. A noteworthy feature of this report is the discussion about distance education and its specific relevance to the demographic and geographic characteristics of South Australia, and its confident belief that distance education provision possibilities are enhanced by use of emerging or new language learning technologies, such as electronic networking, videoconferencing, electronic classroom, DUCT system, interactive TV/voice technology and satellite links.

The Language Challenge included sections concerning the state of language education, tertiary languages planning, diversity in course delivery formats, language teacher education and training and language teaching resources. The most important contexts, viz, the economic, the political and the academic, are outlined as a set of guidelines for future actions in tertiary language policy for South Australia. Four general and fourteen specific recommendations are visualised in a “spirit of realism” about specifically South Australian conditions. Much of this realism is relevant nation-wide.

Cooperation

Examples of co-operation between institutions with respect to language teaching are provided in the report. In particular, the University of Adelaide ‘hosted’ an Arabic beginner course from the
University of Sydney, while Flinders University taught Italian and Spanish on the University of Adelaide campus. Some specific proposals for co-operation are suggested:

1. Co-ordination of undergraduate and postgraduate courses in languages which are represented at more than one institution;
2. The establishment of joint honours programs and shared teaching in those programs;
3. The Distance education centre could negotiate with language departments with a view to buying programs for which there was a clearly identified demand;
4. The sharing of responsibility and funding for costly and complex initiatives intended to improve proficiency in language education.

**Barriers or inhibitors to success**

It was noted that transfer of credit across courses and institutions in the field of languages has been overwhelmed by practical problems. Practices, when each case is considered on its merits on application following completion of the subject, have restricted the access of students to language courses in different institutions. Another barrier for collaboration between institutions was named as different weightings of language units at various institutions. It was stressed that there was a need to establish credit arrangements between institutions and these arrangements should be known in advance “in order to overcome the ‘case-by-case’ approach, and to ensure that students are informed about the language availability to them and the credit they will receive”.

**Relevance**

This report is significant to the current research not only because of the issues discussed above but also because it provided examples of diverse methods of increasing access to language courses such as tentative outreach programs that should be extended, as well as an extensive discussion on “importing languages” on a hosting basis from institutions specialising in them (pp. 47-49), forms of restructuring language courses (p.51) and staffing issues related to language courses (p 57).

**Leal, Bettoni and Malcolm, 1991**

**Widening our Horizons: Report of the Review of the Teaching of Modern Languages in Higher Education**

The Australian Advisory Council on Languages and Multicultural Education, charged with implementing the NPL, commissioned a review of languages in higher education under the title of *Widening Our Horizons*.

**Aim**

This report is aimed to “investigate the current situation of modern language teaching in higher education with a view to identifying or developing models for best practice and defining what pedagogical and other changes may be necessary in order to meet Australia’s language requirements”.

Published in 1991, *Widening Our Horizons* comprises two volumes. Volume 1 includes the general report and recommendations addressed to organisations, persons and subjects; Languages in the Community: a survey of needs, Modern Languages in Higher Education in 1990 and Planning for the Future. Chapter 12 focuses on teaching structures in language departments. Remarks on mode of study lead to discussion of the value of intensive courses and of problems related to the length of study. Volume 2 includes 12 appendices of each institution of higher education that offers language units.
The report contains a useful summary of major reviews of modern languages conducted over the previous 25 years. *Widening our Horizons* expresses concern for the declining numbers in some languages and the problems this poses for universities and stresses the value, for cultural, trade, tourism, equity, access reasons of ensuring that interested Australians are able to pursue study in a wide range of languages. The report provided a solid and comprehensive analysis of the linkage between language competence and economic performance which was a dominating area of public debate in the early 1990s. The report takes a forthright advocacy position on languages, exemplified by its strong concluding remark that “there is a whole generation of monolingual Australians in management positions who have had minimal contact with a foreign language and culture and who in consequence are culturally and linguistically inept when dealing with another culture” (p166).

*Widening Our Horizons* identifies 40 languages throughout Australia within higher education institutions and reports “...an increasing public perception” that languages should be widely available to all students and that states have developed a variety of provider mechanisms. The Report surveyed 84 relevant departments noting that the majority teach language, literature and cultural units and many also offer linguistics, area studies and vocationally-oriented components. According to the report, three languages, Arabic, Spanish and Russian, are “grossly under-represented” in higher education. The report argues that maintaining an adequate supply of language teachers is one of the key strategies required to meet present and future language delivery needs in Australia and in redressing this problem three strategies are required: attracting appropriate and sufficient people into language teaching; training them within the teaching service as a rewarding and worthwhile career and retraining them so they remain confident and competent teachers.

Modes of study for languages such as internal, distance, combined, non-intensive, semi-intensive, intensive are described with many illustrations of instances of each, based on submissions made to the report. The Report contains 58 recommendations to various organisations. Some are concerned with innovative and collaborative forms of provision. The provision of languages study by distance education is characterised as being in a state of crisis. The report proposes that all of the NPL identified ‘languages of wider teaching’ should be available by distance education in at least three institutions of higher education throughout Australia (Recommendation 7), and that each of the lesser demand languages (Recommendation 6) is offered on a continuing basis.

Recommendations 19-24 encourage universities and colleges to offer a variety of courses: non-award, fee-paying, full-time, part-time, double degree, post graduate, special purpose, intensive, summer, and ‘fast-tracking’. Language availability by distance education (pp. 68, 171, 172), modes of study (pp. 98-102), course duration and student grouping (pp.103-105) and diverse methodologies including immersion, communicative, combined and others (pp.108-114) are all considered. Regrettably not a single recommendation of *Widening Our Horizons* was adopted.

**Relevance**

Widening our Horizons is an important study from several points of view, not least being its wide ranging analysis and its close examination of various modes of language delivery and their values. Its failure to attract government support reflects policy priorities at the time which had moved away from comprehensive and multilingually oriented policy towards a more targeted specifying of a narrow range of languages of priority.

**The Australian Language and Literacy Policy, 1990-1992**

The Federal Government Green Paper of 1990 and the subsequent policy, or White Paper, of 1991-1992 are considered together here. In 1990, the Minister for Employment, Education and
Training released a Discussion Paper on an Australian Literacy and Language Policy that proposed a national strategy for literacy and language learning. Seeking essentially to sharpen the focus of existing national language policy it was widely interpreted by language professionals and the wider community as weakening the multicultural and multilingual character of existing policy.

The Discussion Paper reported that in higher education less than 1% of all students successfully completed study in at least one language unit in 1988 and that in that same year, 54 languages were available throughout the higher education sector. Students of French, Japanese, German and Italian comprised 67.2% of the total while students of Chinese and Indonesian comprised 10.7%. While in 1990, the numbers for French, German and Italian were reported as being maintained, numbers for Japanese had increased. The report discusses in a favourable light various strategies for languages in higher education sector suggesting additional modes of delivery, including external multi-mode delivery among other measures.

The White Paper, The Language of Australia was issued following consultations, and strong criticism, of the Green Paper’s perceived intention to restrict language offerings. Although billed “as an extension and continuation of the NPL” (p 7 ALLP, Companion Volume), the Australian Language and Literacy Policy was perceived as weakening the wide-ranging approach of the existing NPL. The ALLP identified needs for languages and literacy education, proposed national goals and objectives, strategic directions and options for implementation and announced a funding scheme for four years from 1992.

Although the NPL through its funding and programs addressed fields outside of education, and training, such as interpreting and translating, media and public libraries, the ALLP was a portfolio policy, addressing only the education and training domains. Commonwealth assistance was provided to states and territories on the basis of a selection of eight languages from a list of fourteen. Little was said about different delivery models but funding was provided for national initiatives such as distance education and improved teaching methodologies. A brief description of modes of the LOTE delivery is presented at (p.79). The ALLP was adopted as official policy and was implemented from 1992, but already by 1994 many of its languages proposals had been overtaken by the NALSAS, see below.

**Changing patterns of teaching and learning, 1992**

Also in 1992, the National Board of Employment, Education and Training issued a report relevant to innovative design and delivery of language programs. Entitled *Changing patterns of teaching and learning: the use and potential of distance education materials and methods in Australian Higher Education*, this document was commissioned by the peak advisory body in education nationally in response to the dramatic growth of the higher education sector and the increasingly diverse nature of the student population.

Innovation in technology enhanced delivery of courses was seen to offer the possibility of increasing flexibility in the higher education system to the benefit of all students. In the preparation of the report, visits to Distance Education Centres and communication with major non-distance universities were undertaken. The visits revealed a high level of education enterprise in universities and also showed a considerable potential for use of resources and skills already in place. The report incorporated sections on current statistics, government policy, advantages of distance education, present usage and potential of distance materials and methods, mixed mode teaching and delivery of education to learners located overseas. The two educational trends commonly used in all institutions were noted, a move towards resource-based learning and an open approach, and increasing use of computers for management of learning, communication and instruction.
It was noted that institutions employed a large quantity of distance materials, the quality of which ranged from adequate to excellent. The technology allowed inexpensive interactive television tuition, where both teacher and students can see each other on a national or international scale. Overseas experience of distance education represented by Europe, Canada, the USA and Thailand is briefly discussed in this report. Findings relevant to Australia from “best practice” in overseas patterns are dealt under organisational, technological and courseware issues. Although there is no discussion of the provision of languages in this report, it was significant and relevant to the present research from two points of view. First, the report stimulated major growth in the consideration of alternative and innovative delivery of programs in general, and supported innovation in languages indirectly, and second, the report contains useful and widely applicable explanations of principles, delivery modes and experimentation in delivery in higher education programming in general principals.

Malcolm, 1992

LOTE in Higher Education: Possibilities for intensive and immersion approaches

The 1992 paper, LOTE in Higher Education: Possibilities for intensive and immersion approaches, by Ian Malcolm reports on a joint research project between Edith Cowan University and the Guangzhou Foreign Language University in China. This documentation of an innovative and international collaboration begins with the formal document that made possible the innovation, viz, The Universities’ Language Teaching Research Agreement Project. Setting out the cooperation framework for the two universities the Agreement seeks to promote possibilities of employing intensive and immersion approaches in their courses toward achieving “an exceeding of what is common”.

The paper compares the relative effectiveness in relation to communicative proficiency outcomes of intensive, as opposed to non-intensive instruction, and of immersion, as opposed to non-immersion, teaching approaches. This research is positioned within the context of both intensive and immersion language education provision at higher education level, particularly in the US and Canada. Intensive and immersion language teaching are defined, classified and described.

The first phase of the project concerned the teaching and evaluation of intensive and non-intensive courses. Two groups of students participated in the project, a non intensive cohort which consisted of students enrolled in the B.A program in Chinese who were offered 8 contact hours per week over the whole year, comprising 240 hours over 30 weeks. The intensive group consisted of selected volunteers who undertook evening classes over 15 weeks with the same amount of instruction hours. A team of five lecturers was teaching both groups. Oral and written fortnightly assessment was carried out throughout the semester. It was found that the intensive course was particularly effective and students evaluated the intensive mode of learning very favourably. The second phase of the project will be discussed later.

Relevance

Malcom’s papers (1992 and 1995 below) are included in the review because of their evaluation of innovative international collaboration between two universities in intensive and immersion language teaching programs.
Nicholas, 1993
Languages at the Crossroads: The Report of the National Enquiry into the Employment and Supply of Teachers of Languages Other than English

Commissioned by the Australian Advisory Council on Languages and Multicultural Education and the NLLIA in 1993 The Report of the National Enquiry into the Employment and Supply of Teachers of Languages Other than English (Crossroads) was a major national investigation of languages teacher provision and planning. The inquiry undertook:

1. a survey of language teachers in employment, with particular regard to the languages they teach and their level of training and competence in the language; and
2. a survey of current language teacher employment policies and practices, with particular reference to existing registration and recruitment requirements, career structures and professional development opportunities.

Crossroads used a combination of interviews, consultation and questionnaire to obtain relevant information. There had been a call for developing innovative courses which combine language study with other areas of study, for example, Engineering, Education, Business studies, Social Work, Speech Pathology, to provide encouragement for a wider range of students to seek to study languages. One example that was offered involved the Horwood Language Centre at the University of Melbourne which had developed a successful way of overcoming timetabling problems through use of summer schools. The program relied on sessional and casual staff. Language departments in a number of Queensland universities were also reported to have developed innovative programs for language teacher preparation, which combined language development with methodology preparation. La Trobe University was also reported to have combined Italian through a purpose designed Graduate Diploma in Contemporary Italian in co-operation with the school of education, targeting dialect speakers and offering accelerated progress to standard language mastery required for teaching the language.

The Crossroads report made proposals for innovative information exchange through the widespread network of Centres affiliated to the NLLIA, for example, “folios of exemplary practices in language teaching for language proficiency”, to be distributed to all language departments. The Crossroads report is notable for the level of its socio-linguistic sensitivity to dialect, background and other communicative complexities such as language standards, related to spoken language range in a multilingual society and its innovative and collaborative proposals build on this insight and evidence.

Crossroads also promoted special priority for encouraging language teaching and learning in rural and remote areas, delivered via “innovative uses of new technologies; “distance education”; the development of curricula which reflect the rural context of the language learning experience; pairing arrangements with city institutions, and in-country experiences/exchange for students.

Languages other than English: Strategy Plan, LOTE, 1993

This is a document issued by the Victorian Government through its Directorate of School Education in 1993. It aimed to raise awareness of the Government's languages policy, to provide assistance to schools in their planning and to achieve an expansion in language enrolments. The Strategy Plan was concerned with key languages in schools, languages for priority development, teacher supply, catering for country students, retention rates and specific language issues.

The eight languages with the highest Victorian Year 12 enrolments, Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Vietnamese, reflecting a balance of Asian and European languages, were specifically selected for attention.
The document states that in catering for country students’ needs it was crucial to set out a plan for the integrated delivery of language education based on interactive television, telematics, visiting teacher support, materials and enrichment activities; essential for the ongoing viability of programs in country areas. This therefore is an explicit plan for languages provision via innovative means, though its focus is schools rather than the higher education sector. The comments on university provision and the systematic catering to the needs of remote students via innovative methods make the report of direct relevance to the current study.

The report notes that teacher supply is a major problem for many languages, especially high demand languages such as Japanese. Teacher supply is also, however, a significant problem for languages of low enrolment. The report notes that programs in these languages remain fragile, no matter how long they have been established, because there are so few qualified teachers available to fill vacancies. Universities were criticised for not providing courses for the wide range of languages offered in Victorian schools leading to insufficient numbers of students to keep university language departments viable. According to the report, some languages required in schools, specifically nominated is Macedonian, which had previously been offered through Victoria University, are no longer available at higher education level at all. Recommendations 4-14 of the report regarding the provision and promotion of languages programs and teacher supply issues are provided below:

4. That new language teachers be provided mainly through retraining of currently employed teachers to a high standard of language proficiency;

5. That the Directorate of School Education gives employment priority to teachers with language qualifications from 1994;

6. That the language and education faculties of universities be encouraged to coordinate their language offerings and types of program to facilitate planning, maximise efficiency and avoid duplication of courses;

7. That negotiations be undertaken with universities to meet Directorate of School Education needs for the delivery of training, retraining and professional development courses to teachers and trainee teachers through a combination of modes, including interactive television, audiographics and other technologies;

8. That negotiations be undertaken with universities for the provision of high quality, short-term language and method upgrading and refresher courses;

9. That the provision of university language courses for languages of low enrolment be coordinated at the national level to avoid duplication of effort and allow for viable language departments;

13. That professional development be provided for language teachers currently employed in schools who are or will be using interactive television, audiographics and other technologies (i.e. telematics, interactive books, CD-ROM) to enable them to develop skills in delivering languages through these modes.

14. That all language teachers be encouraged to undertake a minimum amount of professional development in the language and teaching method during school vacation period (p.10).
Mitchell, 1993

Video-Conferencing in higher education in Australia

The report entitled *Video-Conferencing in Higher Education in Australia* was produced by a team under the leadership of John Mitchell for the Evaluations and Investigations Program of DEET in 1993.

**Aim**

This report aimed “to evaluate the use made within Australia of video-conferencing facilities for the delivery of higher education, to enhance access to higher education and to enhance links with TAFE and industry, and make recommendations about the future potential of video-conferencing in the light of Australian and overseas experience”.

The evaluation included a number of methodology instruments: an internal literature search; consultation with eight Distance Education Centres; a survey of thirty-six higher education institutions and surveys of industry, TAFE and school sectors, including a public advertisement in a national daily paper.

**Findings**

One of the major findings was that the Commonwealth Government’s investment in compressed digital video-conferencing has placed Australia in advance of any other country in relation to establishing an infrastructure, fostering practice and developing an understanding of video-conferencing. The report proposed developing a national strategy for video-conferencing in higher education that:

1. would be based on a collaborative approach to sharing experiences and expertise regarding the implementation and management of videoconferencing networks;
2. would integrate both regional and national approaches to video-conferencing;
3. is urgently needed to minimize duplication of effort and to shorten the learning curve of users;
4. would improve greater co-operation between institutions, between sectors and between users and suppliers;
5. would ensure that the higher education sector maximizes the potential of this powerful, new delivery and administration tool.

It was stressed that management and educational issues should be considered with video-conferencing. Management issues comprise inter connectivity, equipment reliability, balancing quality with cost, expending from small to elaborate networks. Educational issues included development of appropriate instructional design for the new medium, understanding how the medium mediates interaction, managing the educational program effectively and inducting and supporting staff and students.

**Collaborations**

The University of New England was one of nine universities founded by the Commonwealth’s NPRF that pioneered compressed digital video-conferencing facilities in Australia. It had sites at Armidale, Coffs Harbour, Orange, Lismore and the University Centre in Sydney. The University of New England has been a model for implementing a strong management and support structure. It has made considerable use of video-conferencing for a range of teaching purposes and to facilitate administrative processes within the network university. The study found that video-conferencing is
a new means for universities to collaborate with TAFE, schools and industry. Examples of such collaboration are listed in the report (p.88-89). One example concerns a draft policy manual which was prepared for shared use of facilities between Northern Territory University and NTU Institute of TAFE; NT Department of Education and the NT College of TAFE.

Innovations

This research revealed that nineteen out of thirty-six institutions have video-conferencing facilities and thirteen institutions plan to install facilities. It was noted that video-conferencing fills an important niche for those who want a real time, interactive, visual and oral medium. It also provides an important quality of education for rural and isolated areas.

Factors which facilitated success

This study showed that access to higher education would increase through use of video-conferencing, enabling institutions to offer programs which had never been offered before. Examples were presented when video-conference facilities being shared by TAFE, industry and school sectors. In addition, State governments integrate video-conferencing as a value-added service for providing support for educational institutions. Private companies have installed videoconferencing networks and developing links to higher education.

Barriers or inhibitors to success

A number of higher education intuitions stated that the hardest part was to use the technology effectively and to develop appropriate staff development programs that are designed to encourage staff members to modify their teaching methodologies to adapt to this new medium. Another barrier is the cost effectiveness of video-conferencing for administrative purposes which are seen very high compared to other technological delivery tools such as audio-conferencing and broadband television. Video-conferencing is particularly cost-effective compared to a traditional face-to-face sessions. Chapter 5 gives an evaluation of the past usage of video-conferencing in relation to educational efficacy, cost, effectiveness and access.

This report issued nine recommendations; some of them are concerned with collaboration. It was recommended that:

6. as part of this collaborative, national approach, a users’ group of higher education staff involved with video-conferencing be established, to enable the sharing of good practices, particularly with regard to staff development strategies, evaluation, cost effectiveness studies and educational and technological management.

7. suppliers of video-conferencing equipment and the providers of transmission be brought into a more co-ordinated relationship with the higher education users’ of conferencing, so that providers can respond more effectively to users’ requirements.

8. an updated national register of videoconferencing sites technology and courses be maintained.

9. information about the benefits of shared – use video-conferencing facilities be widely disseminated.

Relevance

The study demonstrated a growing number of instances of good practice in the use of video-conferencing around Australia. In particular, Chapter 4, Video-conferencing networks in practice, focuses on initiatives and developments of video-conferencing in nine universities that were funded form the Commonwealth’ National Priority Reserve Fund (pp.47-72). These instances of co-operation between intuitions and sectors revealed the potential to improve access and the quality of higher education.
Rudd, 1994

Asian Languages and Australia’s Economic Future: A report prepared for COAG on a proposed National Languages/Studies Strategy for Australian Schools

The Council of Australian Governments commissioned a working group to prepare a report on a National Asian Languages and Studies of Asia Strategy for Australian Schools with the purpose of enhancing the economic interest of Australia in the Asia-Pacific region. The report, entitled Asian Languages and Australia’s Economic Future was presented to the COAG in 1994. The scope of the report was Asian languages and complementary Asian studies education in schools.

Four East Asian languages, Japanese, Chinese, Indonesian and Korean were nominated as priority languages for future expansion through the Australian school system. The reported noted that the proportion of Year 12 students studying a second language has fallen significantly. In 1994, less than 4% of Year 12 students studied an Asian language. One of the main reasons for the low levels of provision and participation in second language courses was seen to be the shortage of adequately skilled teachers. NALSAS argued that Universities are not providing the required number of graduates, nor necessarily the appropriate levels of skills to meet demand.

According to NALSAS, this issue can be addressed only via long term solutions and by the development of standards and in the implementation of a teacher supply and development strategy. First, nationally agreed standards will need to be developed for teachers of Asian languages and Asian studies. Second, a national teacher supply strategy for Asian languages and Asian studies based on minimum levels of teacher competence will need to be developed and implemented (p.128).

Special attention was paid to the development of distance learning for Asian languages and Asian studies programs by means of traditional distance delivery models, telematics, interactive television and computer based teaching techniques. Other modes of language delivery in schools were discussed. They included regular schools programs, immersion, full or partial immersion. The report suggested a range of other long term implications for the Australian universities. The starting point for these was seen to be the need to adjust university level language courses and review the relationship between higher level languages studies and other university disciplines. Introduction of inter-disciplinary models of teaching Asian languages and cultures delivery was advocated and the extension of these into the mainstream disciplines was seen as one of the option. Examples were:

1. in addition to the core units of a Bachelor of Laws degree (LLB), each year of an LLB might offer a full or half unit in Chinese, Japanese or Korean law taught in the relevant language and drawing on appropriate legal documentation from their respective legal systems;

2. in engineering courses, additional units might be offered in the relevant language outlining the practice of the discipline in priority countries including the operation of the relevant professional bodies and introduction to professional literature and journals used in those countries; and

3. mainstream economics students would have similar exposure to relevant economic history, current schools of economic thought in the various academic institutions of the countries concerned in addition to mainstream journal literature (p.132).

NALSAS superseded the ALLP as the basis of Commonwealth language policy, though some NPL programs which had been taken up under ALLP continued. NALSAS was abolished in 2002 despite its having been reviewed and recommendations made for its continuation. Despite falling well short of its key enrolment targets the NALSAS plan and its funding stimulated substantial
growth in Asian languages teaching and school and higher education level, though not really in Korean.

Relevance

The Rudd report was included on the grounds of its implications for adjusting university level language courses and also because of the variety of language delivery models such as regular, immersion and partial immersion programs (pp.124-126,145-147) that it supported.

Rawson and Johnson, 1994

Alternative ways of teaching languages of small enrolment


Aim

This report aimed “to investigate the feasibility of maintaining teaching and learning of languages of small enrolment in ways more economical of staff time”. It is concerned with teaching Classical Greek, Latin and Korean and their maintenance in Australian universities. This odd pairing of the dead Classical European languages and the very much alive language of trade relevance for Australia itself tells an important story of the way in which language education was taken over by justifications from trade and commerce, following previous policy reports, ASC, Garnaut and Rudd.

The enquiry claims that main principles and processes involved in teaching Classical languages, such as a national group to coordinate course development and a shift to resource-based learning and teamwork in creating materials could be applied to other foreign languages. The report made a call for urgent improvements in ways of teaching languages and their literatures with less pressure on staff time and by improved learning methods. Rawson and Johnson proposed a model of teaching languages that moves towards resource-based learning, where high quality materials are varied and used by students working mostly independently. The authors believe that the resource-based learning “places more responsibility and more power in the hand of the individual student”, “enhances learning” and “makes better use of academic staff”.

The report proposed a model of “Resource-Based or Mixed Mode Learning” of LOTE delivery in higher education. Three steps must be undertaken in adopting this model:

1. evaluation of existing materials;
2. devising the materials by formation of small course teams and secondment of academic staff; and
3. evaluation of courses and student learning.

In creating such materials for national use collaborative engagement by several parties would need to be secured. The report recommends that DEET fund some pilot projects for implementation and evaluation of such innovative teaching. The authors argued for the creation of a national body to oversee such a project in each language, so that language teachers, scholars and experts in instructional design and media could collaborate.

Appendix A includes best examples of teaching classical languages in New Zealand, UK and USA. The British and American traditions of Computer-Directed studies are discussed with a view to how to achieve improvement in the quality of teaching languages by using CDs, interactive TV courses, tutorial programs and Hypercard systems.
Relevance
This report is relevant to the current project because of its proposal for a resource-based model for the study of low candidature languages and its calls for collaboration in devising new instructional materials.

Djite, 1994
From language policy to language planning
From language policy to language planning (1994) is an overview of the NLLIA’s Nine Key Languages project aiming to make policy suggestions from these socio-linguistic profiles, published progressively through the early 1990s. The stated purpose was to examine Australia’s language policies and resultant language planning decisions at Commonwealth and State/Territory levels. Djite argues that ‘a new course of action requires an understanding of the state of play of LOTE provision and delivery in Australia’ in order to meet its social, intellectual, strategic and economic needs.

The book provides an overview of language policy development by the Commonwealth of Australia and discusses the Federal Government’s interest in language policy making, critically looks at what has been done over the previous decade in relation to language provision, teaching and learning of LOTE, compares and contrasts the situation of key languages in Australia. The issues of students’ motivation to study languages were explored. Quantitative and qualitative data were used for discussion of these issues. The quantitative data showed a pattern of growth in teaching and learning Chinese and Japanese at tertiary level while French, German and Indonesian/Malay appeared to have recovered from a decline in enrolments, while enrolments in Arabic and Spanish continued to be under-represented.

The overview volume includes recommendations and suggestions to improve teaching of the nine languages. Two main concerns were raised with regard to teaching methodologies: the lack of basic training in language teaching methodology for a number of teachers and the lack of continuity from primary to post-primary level. A shift from grammar-translation teaching methodology to audio-lingual and then to post-audio-lingual teaching methodologies was noted. A number of language programs claimed to use ‘functional/notional’, ‘communicative’ or ‘eclectic’ teaching methodologies. Brief examples of good practice of in-country study are described (pp.145-146).

Australian Language and Literacy Council, 1994
Speaking of business: the needs of business and industry for language skills
In 1992, the Minister for Employment, Education and Training, requested the Australian Language and Literacy Council which had replaced the Asian Studies Council and the Australian Advisory Council on Languages and Multicultural Education, to review business and industry needs for languages other than English. The terms of the review follow:

“A collation and further development of existing information on business and industry needs for languages other than English, and, in collaboration with business and industry, creation of a clearer definition of vocational language needs. This information will:

1. inform strategic activities in language education and training programs in all education and training sectors;
2. assist Government education and training institutions and employers to develop appropriate incentives and publicity;
3. (ensure) a sufficient number of secondary, tertiary and adult education students are undertaking language studies;
4. (ensure) clear guidelines relating to occupation-specific language proficiency requirements are produced; and
5. (mean that) employers recognise, utilise as appropriate and adequately reward existing language skills”.

The Advice provided an overview of existing information on the needs of business and industry for skills in languages other than English and “contemplated” the parallel need to acquire knowledge and understanding of other cultures. It assessed the economic value attached to languages and claimed to clarify the meaning of vocational language and culture. The language needs of business and industry were seen to include overseas trade, servicing the needs of clients who come to Australia and the ability to communicate with their own workforces.

The Council did not find evidence of a demand by business and industry for large numbers of people skilled in languages. It noted that the reasons for studying language go beyond the economic, however, relating to the enrichment of the individual. The report stated:

“Most people in business and industry are not proficient in another language, even at the most basic level. They believe that the absence of such proficiency has not inhibited their trade in foreign markets. The reverse may be that business people with language skills may have done even better; both assertions are non-refutable and non-provable. Yet, it has suited some to claim that industry would not recognise the opportunities that it is missing. (p.4)”

There were some indications within industry of an increasing need for language and culture skills. Appendix 3 provided interesting information in relation to the positions which required language skills from 1980 till 1992. The survey of newspaper advertisements showed a 4000% increase of jobs with language requirements, excluding teaching. In 1980, the total number of such advertisements comprised 12, while in 1992 over 500 advertisements with requirements in language skills were published. The survey identified 54 languages that were so nominated. The languages of most demand were Japanese, English, Mandarin, Cantonese, Chinese, German, French and Italian. The occupational categories with the highest demand for language skills were managerial or administrative, followed by sales personnel, secretarial personnel and tour operators.

One of the main concerns of the Council was that schools and universities produce few graduates with high proficiency in languages. Therefore, detailed advice on teacher quality and supply in languages other than English was prepared. Fifteen recommendations were issued by the Council. Some of these recommendations are addressed to language education.

Recommendation 4: “...greater dialogue between industry and the language education systems. The relevant national professional and research bodies...should be involved in the work of advisory committees for language and business”.

Recommendation 7: “...(Appropriate bodies to)... commission a major study to accumulate, analyse and publish data on the rate of progress of different language learners through different proficiency levels in different course types for the national priority languages.”

Recommendation 9: “The Department of Employment, Education and Training give due attention to the specification of competencies for language and culture skills, where these are vocationally relevant, as it continues to oversee and develop a vocational certificate training system for Australia (p.95).” While the report does not deal provision or delivery the issues it raises have implications for these areas.
Baldauf, 1995

Viability of Low Candidature LOTE Courses in Universities

The NLLIA was commissioned to produce a study on low candidature languages for the then Federal Department of Employment, Education and Training. The resultant report was entitled *Viability of Low Candidature LOTE Courses in Universities.*

Aim

The aim of this review was to:

1. explore the extent to which low candidature languages are under threat of disappearing from higher education institutions in Australia; and
2. determine the feasibility of maintaining, on a national level, the teaching and learning of languages of small enrolment – the consideration of options should include examination of whether universities/language centres/institutes could engage in planning provision collaboratively on a national basis.

A survey sent to all universities equesting information on a) programs of language study, b) EFTSU for languages and c) responses to a questionnaire on issues related to the teaching of low candidature languages was the main methodology of the study. The information on 37 small and low candidature languages is presented in the report. Two-thirds of low candidature languages are taught at only one site. Since 1990, eleven new low candidature languages had been made available while four were no longer taught at all in Australia.

Collaborations

Several promising examples of ‘good practice’ are described in the report. These include collaborative complementary course arrangements between the University of Melbourne and La Trobe University, distance education programs of a traditional kind amongst the University of New England and Macquarie University, teaching in the video-conferencing mode between ANU and the University of Melbourne, computer-aided language teaching projects in both Victoria and New South Wales, using authentic topical LOTE television material and creative use of the Internet (pp.71-77).

Factors which facilitated success

This report notes that certain conditions need to be met in providing complementary course arrangements:

1. One of the participating institutions is prepared to carry the bulk of the responsibility for the program;
2. The participating institutions enjoy a good working relationship and share the same program objectives;
3. The participating institutions are located at a reasonable physical distance from each other;
4. Appropriate facilities are provided by the host institutions to both staff and students, including adequate library and other resource facilities; and
5. The course-providing institution is content with an EFTSU transfer accounting system and does not insist on money changing hands.

The report suggests ways in which low candidature languages could be strengthened and provides 26 recommendations. Some are listed below:

It is recommended:
1. that inter-institutional negotiation occur to facilitate credit transfer and inter-institutional complementary course arrangements for low candidature language programs;
2. that universities examine the possibility of providing exchange places for students for reciprocal language study;
3. that universities re-examine their procedures for cross crediting and transferring language studies;
4. to encourage to offer a variety of modes of language delivery;
5. to create a database with current distance modes of delivery, program teaching materials;
6. to encourage course-providing institutions to make use of local ethnic associations;
7. that universities explore new approaches in making languages accessible to a wider range of students;
8. that universities recognize the real cost of effective language teaching by providing more realistic internal funding for language subjects;
9. that universities develop more cooperative links with communities and business;
10. that special consideration be given to staff development;
11. that better collaboration between universities and secondary schools be developed through joint teaching, research and cross crediting projects.

Relevance

This review was included in the current project for its illustration of collaboration in language provision and also because it describes the situations in British and American universities in relation to lesser taught languages as well as outlining a variety of language practices which address ever-changing needs and costs of developing teachers, materials, tests, etc.

Malcolm, 1995

Innovation in University Language Teaching: Intensity and Immersion

Published as *Innovation in university language teaching: intensity and immersion*, this paper reports on the second phase of the project funded by the Department of Employment, Education and Training and the Committee on the Advancement of University Teaching reported above. The research attempts to provide input to university level language teaching by comparing the “standard approach” with two types of innovation: intensive and immersion. The comparison is between the achievement of proficiency by language learners in higher education who were learning by intensive or immersion approaches with those who were learning in standard classes.

Learners of Chinese at Edith Cowan University and learners of English at the Guangzhou Foreign Language University, China, were involved in the project. A team-teaching approach was applied and students were examined by a common oral and written test. The Australian results show that there is a statistically significant difference in favour of the intensive group. It was observed that while a majority of learners might succeed in language learning under intensive approaches, a minority might not be able to cope with the pressure of this type of learning.

Another interesting finding was that the benefits of intensive learning were to be found in oral performance rather than in other aspects of learning. Some findings were revealed in respect to the immersion course. Pre-and post-test proficiency scores conducted in oral and written forms, showed a significantly greater improvement of the immersion group compared to the non-immersion course participants. The results on the proficiency test indicated that in speaking the non-intensive immersion group performed significantly better that both the intensive immersion and control groups. In listening the non-intensive immersion group performed significantly better than the control group. In writing the control group performed significantly better than the non-intensive group.
There were no significant differences found in reading between the three groups. The study suggests that immersion modes of learning used for beginning language learners do not produce comparable gains in the four macro-skills. In terms of student attitudes, it was found that in the immersion course students were more motivated and demonstrated a desire to continue to study Chinese.

**Australian Language and Literacy Council, 1996**

**Language Teachers, The Pivot of Policy: The Supply and Quality of Teachers of Languages other than English**

The Minister for Employment, Education, Training and Youth Affairs requested the National Board of Employment, Education and Training to provide advice on policy and implementation in the areas of Languages Other Than English teacher quality and supply. *Language Teachers, the Pivot of Policy*, published in 1996 is the result of the enquiry conducted by the ALLC in response. The study aimed to establish a picture of the current situation of demand for language teachers and to project future needs, describing current practice in language teacher education, raising aspects of teacher quality and offering recommendations that could contribute to solving problems of teacher quality and supply. The Council sought information from two sources: the statistical data available in the reports, commissioned from the NLLIA and from the Department of Employment, Education and Training as well as the relevant organisations in the States and Territories.

The main finding of the investigation was that Australia’s education systems are “constantly failing to deliver any worthwhile proficiency in languages”. The report argued that the main responsibility for this failure rests with the policies of Commonwealth, State and Territory governments. The Council drew attention to the characteristics of quality language teaching that include:

1. a minimum language equivalent to ‘basic vocational proficiency’ or ASLPR Level 3;
2. a sound understanding of the linguistic sciences;
3. an appreciation of intercultural issues; and
4. a proficient knowledge of language teaching methodologies.

The report stressed the importance of providing in-country experience for language teachers and strongly supported establishing exchange programs. It made several recommendations of relevance to the present study, particularly, Recommendation 11, paraphrased below:

“...That the Commonwealth Minister... negotiate with the higher education sector and (state and territory Ministers) to agree upon providing financial and other support for activities that will improve the quality of language teacher education...with particular attention to activities such as in-country credit-bearing courses, and immersion and partial immersion programs in language teacher education” (p.177).

A total of 14 recommendations were proposed in this Advice to give effect to “achievable goals in the language education”. The report concluded that “Commonwealth and State and Territory governments have no responsible option but to repudiate exaggerated formulations of targets and to address urgently the crisis...in the quality and supply of language teachers.” Immersion teacher education programs (p.131) and overseas teacher experience (p.141) are described. The report provoked controversy through some of its claims and it appears that few if any of its proposals were implemented.
Staddon, 1996

Engineering French: The Origins, Development of a French for Special Purposes Subject, Monash University

In 1996, the Occasional Papers of the Applied Linguistics Association of Australia published conference proceedings of the Second Annual Conference of the Australian Society for French Studies, held at the University of Melbourne. This volume includes Staddon’s paper under the title Engineering French: The Origins, Development of a French for Special Purposes Subject that describes why and how the Faculty of Engineering and Arts at Monash University introduce a combined degree in Arts and Engineering. The paper looks at the practical problems related to the organisation and teaching of a low student enrolment subject and pedagogical problems connected with the subject design and implementation that requires both linguistic and technical expertise of students and teachers. This paper describes and evaluates Engineering French and considers the future of this subject. Engineering French was developed and taught through interdisciplinary collaboration of two academics from linguistics and Civil Engineering fields. Engineering French aimed to:

1. “...further the students’ professional development by helping them acquire some of the skills and knowledge required to use French effectively in the engineering workplace and in related social situations, showing an understanding of French engineering practices;
2. draw on and develop their general French language skills and the business communication skills acquired previously in Business French;
3. help the students acquire an understanding of the historical and present day contribution of French engineers to the profession; and
4. introduce the students to a small number of current, important engineering projects in France” (p.129).

In Semester II 1994, four students, three of whom were civil engineers and one a materials engineer took Engineering French. Staff met with the students for one hour per week and marked five projects, most of which involved oral and written assignments. Having a small number of students, the group worked in a flexible format that allowed students to negotiate dates for completion of their work. The major concerns noted in the research were the academics’ lack of expertise in each other’s discipline, the ongoing need for development of appropriate teaching material, and the mix of engineering disciplines from which students might be drawn (pp.130-131).

Realistic task-based learning activities might include office-based written and oral tasks involving faxes, reports, design briefs, meetings, etc and site-based oral tasks involving explaining procedures, dealing with human and technical problems, translating technical documents into oral instructions. Learning activities were developed to cover a historical perspective of the profession; the structure of the profession in France; talking about engineering in professional and related social settings; understanding technical documents and developing an awareness of potential translation problems; and the use of French in engineering in Australia (p.133).

Findings

Evaluation of the Engineering French subject was based on a survey of the students. The results revealed that on the whole students were very satisfied with the more technical application of the language and the subject met students’ expectations. Two criticisms were made; first about project assessment deadlines and second about the lack of projects focussing on material engineering.
**Collaboration**

Two academics one from linguistics and one from engineering backgrounds collaborated in developing and teaching Engineering French. These academics also collaborated with colleagues in the UK teaching in engineering degrees with a language component.

**Factors which facilitated success**

1. A flexible format in language delivery;
2. Negotiating of the timetable and deadlines;
3. Small number of students;
4. Flexibility and a willingness to learn on part of the teachers and students.

**Barriers or inhibitors to success**

1. A concern of the teaching staff was their lack of expertise in the other’s discipline;
2. Mix of engineering disciplines from which students are drawn;
3. Unrealistically heavy student workload.

**Relevance**

This study represents a micro-analysis of an innovative and adaptive collaboration for targeted second language teaching in universities.

**Lo Bianco, Bryant and Baldauf, 1997**

The Australian Research Council commissioned a series of Discipline Reviews, of which this one devoted to Applied Linguistics, appeared in 1997. Based on a series of interviews, site visits, questionnaire responses and document reviews the report surveys and critiques the state of applied linguistics, including the teaching of languages other than English, in higher education. The report is unusual in that for the most part studies of languages other than English education had not been previously tied as closely as occurs here to both policy and to the intellectual discipline of applied linguistics.

The report explores the effectiveness and interest in collaborative and innovative languages delivery noting that experimentation in these areas could be better guided if the principles of successful collaboration were studied, described and made more widely known.

The review notes that Australian language policy has generally responded to community demands, that there should be a wide rather than a very narrow selection of languages available for learning, and for a wide range of personal, social, national and other purposes. In the light of this guiding commitment to pluralism in delivery of language learning and provision, a wider understanding of language in society is warranted and innovation in delivery, so that the policy goals can be realistically pursued is needed.

**Relevance**

The report is useful to the present review not so much because it documents individual cases of innovation and collaboration (although several are described), but because it discusses the principles and some of the forces that support or hinder collaboration and innovation.
McMeniman and Viviani, 1997
The Role of Technology in the Learning of Asian Languages, Griffith University

Aim

This document describes and analyses languages innovation supported under a National Priority Reserve Fund project entitled *The role of technology in the learning of Asian languages*. The program was coordinated through the cross faculty School of Languages and Applied Linguistics at Griffith University and aimed to:

1. address the problem of low level proficiency outcomes;
2. harness technology to assist in the self-management of student learning;
3. explore ‘smart’ technology whereby communicative acts can be stimulated and where interaction can occur in relatively authentic contexts;
4. examine teachers’ technologies of the best communicative practice;
5. investigate the extent to which teacher classroom practices encourage the development of high level of proficiency in students.

The report consists of three parts: Planning for Language Teaching and Technological Change (Part 1), Teacher Practice and Technological Change (Part 2) and Meeting the Needs of the Community (Part 3). Part 1 describes the Australian context, reviews the literature on language teachers and technology and covers the issue of proficiency. Part 2 is devoted to a range of LOTE delivery models in universities. Part 3 draws the main conclusions and recommendations.

Findings

The report argues that language learning and teaching in Australia is in a state of transition characterised by the broad dynamics:

1. the culture of teaching and language learning is changing;
2. the nature of demands for language skills is changing;
3. the place of languages in Australian society is changing.

It was also found that ensuring that changes to teaching and learning cultures become more effective and productive requires a multi-dimensional approach, particularly focusing on provision of opportunities for teachers to:

1. experience different teaching cultures in order to critically explore their own practices;
2. develop innovations in curricular practice.

Innovations

This report contains valuable information on innovation in languages provision which are incorporated in Chapters 5, 6, 7, 8 and 9 (pp. 55-101). These chapters provide examples of best practice in language delivery that include the use of multimedia studios, design and production of a template for multimedia computers, the use of Wida Software, development of CALL for Korean, using the electronic mail pilot project with Japan, videoconferencing and the use of satellite materials and multimedia in the Chinese classroom.

Factors which facilitated success

1. Students’ self-management of language learning has increased in motivation to learn and the time spent on language learning without teacher’s presence.
2. A variety of technology enhanced language teacher encouragement to experiment in teaching.

**Barriers or inhibitors to success**

Most language teachers are limited in using new technologies due to lack of proper training. Therefore, a significant investment in staff development is required.

**Relevance**

This report emphasises the need to include new technologies and innovative language programs in language teaching and learning methodology to enhance interactive communication methods and improve the quality of language learning.

Diller, White and Baldauf, 1997

**Language and Universities: Under Siege**

This survey of the state of languages in universities is sub-titled *Under Siege* which conveys the nature of its findings very succinctly. Commissioned by the Australian Academy of the Humanities the study surveyed 36 university language departments and programs across Australia asking five questions whose answers are presented in five sections of the reports. These are briefly overviewed below.

Changes occurring in language programs were of considerable concern to many academics who believed that there was a threat to institutional capacity to teach some languages at all without sacrificing the essential quality of these programs. Not all respondents were as concerned as this, with others arguing that institutional and market based restructuring that was underway from changes in university wide funding would not have a significant impact on languages.

The section Language Offerings is based on answers to the question, ‘*What languages are currently offered (potentially) and taught (actually) in your department, faculty or school in 1997?’* The results revealed that the most commonly taught languages were: Japanese, Chinese, Indonesian, French, Italian, German, Classical Greek and Latin. It was also noted that there had been a steady shift towards Asian languages between 1981 and 1997. Chinese, Indonesian, Japanese, Spanish, Thai and Vietnamese had increased in their number of university offerings. On the contrary, other languages, specifically Arabic, Croatian, French, German, Modern Greek, Hindi, Italian and Russian had considerably decreased in student enrolments.

The section Methods of Offering is based on answers to the question, ‘*Have any courses been shifted from a normal credit stream to other methods of offering?’*

Summary of the results demonstrated that:

1. No university reported language courses being moved to non-credit streams;
2. A number of universities are charging full fees for post-graduate coursework courses;
3. Several universities reported that there would be major changes in the way languages are offered from 1998, following restructuring in response to Commonwealth Government funding reductions;
4. Overseas students are charged full fees for undergraduate and post-graduate courses (p.15).

The section Program Changes is based on answers to the question, “*What language courses (programs) have been cut or added in 1996-1997?”* The results show that although 24 additional
courses were offered in 1996-1997, 44 courses were cut. Offerings of Thai, Chinese, and Indonesian were additions, while some classical and European languages were eliminated.

The section Staffing Changes is based on answers to the question, ‘What staff reduction or additions have been in 1996-1997, or have been put in place for future years?’ Total gains in staffing were 26.1 while total losses comprised 68.5. It was reported that student contact hours had been reduced from 6 to 4 hours (a reduction of 33%).

The section Discussions of language issues is based on answers to the question, “What other comments do you have about the state of languages in universities?” It was reported that enrolments in languages were increasing. Asian languages appear to be in a better position than European or other languages. Also it was stated that universities are forced to become “corporations” with economic rationalist approaches to higher education. A number of comments were made about university restructuring, staff student ratio, staff workloads, relationship between LOTE in primary schools and high schools to university enrolments.

Some positive suggestions were made in the report in relation to cooperation between universities within a capital city: ‘A city-wide or region-wide perspective on language provision could be an advantage’ (p24).

The report concludes that “languages are in a somewhat parlous state”. The actual offerings relating to specific degrees or courses have had a net loss of 22. The most affected languages were European and Classical. One of the main concerns was the staff attrition rate that encompasses many language departments in all universities. Language departments in a number of universities were found to offer full fee paying post-graduate courses, ranging from Graduate certificates to MAs by coursework.

**Academy of the Social Sciences in Australia, 1998**

**Challenges for the Social Sciences and Australia**

In 1998, the National Board of Employment Education and Training issued a report Challenges for the Social Sciences and Australia, the eleventh research and research training strategy produced.

It presents evidence of the quality of social science research in Australia and its contribution to the nation. The report covers a number of disciplines in the form of reviews and essays commissioned. The study focuses on social sciences research in universities by mapping the present, the short term-term future and projecting the medium to long term- future. In the report chapter Linguistics, it was noted that compared with other English-speaking countries such as the US and Britain, linguistics in Australia is in a very healthy state. This was attributed to the language awareness created by the National Policy on Languages, the continuing challenge to the discipline from Aboriginal and Pacific languages and the availability of jobs for students in applied areas including ESL teaching, language maintenance and language policy work (p.173).

Like other disciplines, linguistics was seen to be coming under greater pressure to demonstrate relevance to the problems of the ‘real’ world. Such pressures have been answered, the report argued, in part by the emergence of a range of applied branches including second language teaching, speech pathology, language planning and forensic and geronto-linguistics. Research in linguistics concentrated on a very small number of core-linguistics parameters, grammar rather than languages. It was considered to need to further expand its research and become more applied in character.

The chapter on Education states that most education research is conducted at universities. In 1994-95, research in higher education comprised 87.3% of all education research expenditure. In contrast to research in linguistics, educational research reflected its multidisciplinary context and
included such approaches as philosophy of education, educational psychology, sociology and anthropology of education, educational policy and administration and economics of education.

The social sciences account for more than 30% of full-time equivalent academic staff in Australia and nearly 20% of total expenditure on research and development in the higher education sector. The report contains thirty-two recommendations directed to the research community and various organisations. None relates specifically to languages education.

**Australian Academy of the Humanities, 1998**

**Knowing Ourselves and Others: The Humanities in Australia into the 21st Century**

*Knowing Ourselves and Others: The Humanities in Australia into the 21st Century* is a report prepared by a Reference Group for the Australian Academy of the Humanities. *Knowing Ourselves and Others* was the first major review of Humanities in Australia conducted since 1959. The purpose of the Report was “to map where Humanities research is now, indicate the impact of the Humanities and Humanities research in the short, medium, and long-term future, and articulate the case for the value of the study of the Humanities in our society”.

The report contains three main parts, Volumes 1, 2 and 3. Volume 1 consists of the context in which the review was conducted, tables and analysis of relevant statistics and spelling out the principal issues on which the review proceeds to make its recommendations. Volume 2 includes the 27 Discipline and Area Studies Surveys that constitute the core of the Review and sketch out the development, present state and future prospects of the many fields of Humanities. Volume 3 incorporates a range of “Reflective essays” on research in the Humanities and Humanities training.

The Report exposes a crisis in the area of languages other than English and the culture associated with them. It noted that in spite of the fact that on the whole student numbers in languages had recently increased because of growth in Asian languages, the number of staff in language departments of universities had recently been reduced by 10%. The case of Russian was dramatically illustrative of this trend. While in the 1970s there were five Chairs of Russian in Australia, in 1997 there were none. The report noted that the impetus for language revival that had come from the adoption of the NPL during the late 1980s appeared to have dissipated, even though the policy has not been formally repudiated.

Universities were found to have been cutting their language offerings in the face of reducing funding. Although some Asian languages had increased enrolments, many European languages other than French and Spanish had suffered serious losses. Sixteen languages of small enrolment had been discontinued in the last few years and this had resulted in a significant loss of diversity (p.46). Using statistics from the NLLIA the study revealed that European languages were taught at 26 of the 37 Australian universities, many of which however offer only one or two years’ instruction and have no provision for honours or postgraduate work (p.111).

The report identified programs in languages other than English as an area where new collaborative arrangements needed to be instituted (p.64). Considerable attention was given to “Programs of Small Enrolment” (p.66-68) and to “Languages Other Than English” (p.68-70). The report calls for the establishment of an Australian Council for Humanities and the Arts (ACHA) to provide policy advice to government, the community and tertiary sector on Australia’s need for the Humanities and Humanities research. Recommendation 1 proposes “the enhancement of research training opportunities in Area Studies and the provision for foreign language immersion”. Recommendation 13 proposes that “... Department of Employment, Education, Training and Youth Affairs should support programs of small enrolments”. Recommendation 14 specifically refers to languages other than English issues. It calls for setting up a National Language Strategy board as a sub-group of
Australian Council for Humanities and the Arts empowered to ensure that there is sufficient provision for languages delivery programs in many institutions in suitable locations and at appropriate levels. These programs need to:

1. equip with adequate language and cultural skills a number of graduates consonant with nationally determined objectives, in order to meet the challenge of the globalisation of the economy and the internationalisation of society and culture;
2. equip researchers and future researchers in non-language areas to train language based disciplines with the language and cultural skills they need in their own specialisation;
3. train teachers for the present and future needs of primary and secondary education;
4. form researchers in languages other than English and in the cultures associated with those languages.

Specific language connected fields of study were also considered. These were, African studies (pp. 9-14), Asian languages and literatures (pp. 29-37), Classical studies (pp.68-69), Japanese and Korean studies (pp.151-159) and (pp.161-163), Latin-American studies (pp.167 -169), and Southeast Asian studies (pp.251-259).

**NALSAS Taskforce, 1998**

**Partnerships for Change: the NALSAS Strategy**

In 1998, the National Asian Languages and Studies in Australian Schools (NALSAS Taskforce) issued Partnerships for Change: the NALSAS Strategy, an interim progress report of the first quadrennium of the NALSAS strategy, viz. 1995-1998. The essential tasks of NALSAS strategy had been to resource and promote the teaching and learning of Asian languages and Studies of Asia in Australian schools. This task was seen as being of the highest national importance for two reasons. The first because Australia’s geographic and strategic position in the world requires that Australians develop some knowledge and understanding of Asia and its languages for the purpose of engaging with it and communicating with its people. The second because of the imperative for national cohesion in an Australia which is “proudly multicultural and multilingual”. The four languages identified as the most benefit to Australia’s economic future were Chinese (Mandarin), Japanese, Indonesian and Korean.

The report draws attention to the “noteworthy activities and achievements” that have happened during the first four years of the NALSAS strategy. The outcomes of the NALSAS strategy are outlined:

1. increased student participation nationally;
2. increased numbers of schools offering the four priority NALSAS languages and studies of Asia; and
3. increased numbers of teachers trained or retrained in the four priority NALSAS languages, and undergoing significant professional development in Asian languages and studies of Asia.

The report describes the main activities the partners are involved in as a result of NALSAS funding and the collaborative achievements of the strategy in the following areas: teacher training; teacher professional development; program delivery; curriculum resources; and international and co-operative partnerships. During this period the Taskforce had managed collaborative initiatives as follows:

1. Distance-mode courses in Indonesian and Japanese;
2. A Graduate Certificate course for Korean, focusing on language development and appropriate teaching methodology delivered through CD-ROM with support from print materials;

3. An Internet-based distance-mode course in Modern Standard Chinese;

4. A project investigating the issue of national proficiency standards for teachers of Asian languages;

5. Teacher Professional Development Modules at a Graduate Certificate level in studies of Asia, also to be available through distance mode;

6. Professional development packages to support NALSAS-developed curriculum titles for studies of Asia programs;

7. New electronic communication facilities to support those teaching studies of Asia (p.12);

Partnership activities in teacher training and professional development focused on the following areas:

1. Teacher training and retraining programs at tertiary level to upgrade skills in the four priority languages;

2. Professional development via in-country fellowships;

3. Conferences on Asian languages and studies of Asia;

4. Languages Other Than English methodology training courses;

5. The establishing of support networks for new teachers;

6. Teacher training courses via distance mode;

7. Provision of professional development via satellite and teleconferencing;

8. Design and implementation of professional development programs (p.13-14).

The report concludes by viewing the progress made towards the stated targets for the year 2006. Models of LOTE delivery in schools are described (p.34-40).

**NALSAS Taskforce, 1999**

**Pathways for Australian school students to achieve High Levels of Proficiency in Asian Languages, Murdoch University and Simpson Norris International**

*Pathways for Australian school students to achieve High Levels of Proficiency in Asian Languages* is a report prepared for the NALSAS Taskforce in 1999. This research explores the notion of proficiency potential as it relates to different languages programs existing in Australian educational system at primary, secondary and tertiary level. It also examines the conception of 'pathway' as it relates to the achievement of high levels of language proficiency. The data from the research are rich in information about the teaching and learning of languages in Australia. The report synthesises this information and, within the context of the provision of pathways for the achievement of language proficiency, is able to present significant insights into best practice in languages teaching and learning.

The research examined 27 language programs in all States and Territories across Australia. It is qualitative in nature. Data about the different dimensions of "best practice" were collected from a wide range of sources, in the form of case studies, individual and focus group interviews and various forms of documentation collected from programs. A comparative analysis was used as data were collected from each State and Territory.
Study abroad/in-country study, a section of the report, deals with languages provision in universities. It includes short intensive and extended language courses. Next the role of technology in supporting language learning is considered. Examples of interactive technologies such as Computer Assisted Language Learning, interactive multimedia, video, internet, email, the World Wide Web, and the ways they have been incorporated into LOTE programs at primary, secondary and tertiary levels are provided.

The evidence in the report suggests that attempts to offer second language learning pathways through continuous study from primary through to secondary education and beyond have been largely unsuccessful. It is suggested that a pathway to proficiency may better be facilitated by focusing on enhancing language learning through the use of a number of interventions that can be applied at different phases of learning to speed and enrich the process of language acquisition. Three interventions in particular emerged from the research as having significant potential to enhance second language learning at program level. They are:

1. Improved access to, and utilisation of, information technology to provide second language learners with opportunities to interact with text, and with real target language users in overseas target language speaking communities;

2. The utilisation of multiple target language speakers within a single formal learning context, particularly in large class contexts, in order to enhance the interactional opportunities and resources made available to classroom second language learners;

3. The provision of in-country experiences that are designed for older school learners and that require actual language learning, rather than "sightseeing" and the application of language previously learnt.

There is some evidence to suggest that school programs are less likely to provide a deployment orientation than tertiary programs. One finding from this research is that if the context in which a language program is situated does not totally support that program and its students, then the potential for proficiency being attained is seriously inhibited. The research findings point to the need for learners to develop all the output elements in order to maximise their potential to be proficient.

There appears to be a strong link between class size, interaction patterns and proficiency potential. It was evident that "good learners" recognised the need to go beyond the classroom for language deployment and that they are not necessarily daunted by challenging tasks or non-roman script languages. Examples of language provision at higher education level in Australia and other countries are provided (pp.36, 37, 39-42, 44, 45)

Australian Academy of the Humanities, 2000

Subjects of Small Enrolment in the Humanities: Enhancing Their Future

In 2000, the Australian Academy of the Humanities published *Subjects of small enrolment in the Humanities: Enhancing their Future*.

Aim

The aim of the research was to explore how ‘to ensure that postgraduate training and research strengths [in the Humanities] ... be continued’ and how ‘to protect or advance subjects at research level’.
Collaborations

The main argument of the report is that each university should periodically reconsider its provision of Humanities subjects, and be mindful of the distinctive contribution the Humanities make to the university system as a whole. In this report, considerable attention was given to Collaborative Schemes between Universities for Subjects of Small Enrolment. In order to provide for face-to-face teaching in a subject of small enrolment, three types of collaboration were identified and described:

1. Type 1 in which the **student moves** to another university which can provide teaching in a subject that cannot be provided by the student's own university. Where universities are reasonably adjacent to each other, eg Sydney, UNSW and UTS, there is considerable provision and opportunity for this;

2. Type 2 in which the **teacher moves** to another university to teach students of that university. There are long-standing arrangements of this kind between Flinders and Adelaide and between La Trobe and Melbourne. Recently there have been some further such developments. There can be combinations of Types 1 and 2;

3. Type 3 where (ordinarily) **neither teacher nor student moves** but the principal teaching is conducted by videoconferencing. This has been in train since late 1999 between the ANU which teaches Hindi in Sydney, and Sydney which teaches Sanskrit at the ANU. While the capital cost of videoconferencing is not negligible, the user costs have lately been substantially reduced now that AARnet is being used in preference to telephone lines.

To illustrate all three types of collaborative schemes examples of exciting practices were presented.

The Type 1 scheme operates among universities in Sydney. The University of New South Wales takes third year students in Spanish from The University of Sydney and also from the University of Technology, Sydney. UNSW students can reciprocally take Italian, Arabic, Thai and Ancient History at Sydney. UTS students can take any of the languages which UNSW offers (p.22).

The Type 2 scheme operates between La Trobe University and the University of Melbourne. La Trobe staff has taught Spanish to students at Melbourne University for more than 20 years. Additionally, La Trobe now teaches Modern Greek at Melbourne, while Melbourne teaches French and German at La Trobe. Melbourne, moreover, now teaches Classical Languages at Monash, while Monash teaches Russian at Melbourne.

The Type 3 scheme operates between the University of Sydney and ANU. Sydney offers Sanskrit by videoconferencing to ANU students, while the ANU teaches Hindi by videoconferencing to Sydney students - on both sides; it seems, with considerably increased satisfaction.

**Barriers or inhibitors to success**

The enquiry identifies various caveats and cautions in relation to collaborations of this kind:

1. semester lengths may vary;
2. semester dates may differ;
3. non-instruction periods may differ;
4. different (entry) scores may prevail;
5. differing student catchment areas may affect the capabilities of different classes;
6. different fees may be levied;
7. different EFTSU weightings may be found;
8. different marking rubrics may exist;
9. different credit point systems may apply;
10. ‘majors’ and ‘sequences’ may not be compatible;
11. examination times may be fixed without attention being paid to the implications for those involved in collaborative schemes;
12. reporting to students of their grades may not run smoothly;
13. different course approval procedures, and their time-scales, may exist (p 30).

The report utilised the concept of ‘nodes’. A node is a concentration of scholarly and teaching resources that can deliver programs in fields of study that students enrolled in different universities can draw on by means of an overarching arrangement. Under this arrangement one or more of the above types of collaboration can feature order to maintain teaching in subjects at risk of elimination.

The report then presented information about language provision in universities in 1999 and compared this data with the earlier report by Diller, White and Baldauf (1997) which gave data on the provision of language teaching in universities up to 1996-1997. The evidence suggests that there has been a net loss of at least 100 language teaching positions in the four years between 1996-1999. Fifteen universities reported that they had no collaborative arrangements in place while some 53 languages were being taught at Australian universities, down from the 66 recorded in Diller, White and Baldauf.

To maintain key elements in the national intellectual infrastructure in the Humanities, the report issued 35 recommendations to universities, DETYA and various professional organisations, viz:

1. That universities explore whether they might enter into collaborative arrangements with another university for the teaching of subjects of small enrolment which they cannot themselves sustain;
2. That DETYA make innovation funds available in appropriate selected cases to universities instituting such collaborative arrangements for subjects of small enrolment, along the lines of its Higher Education Innovation Program ‘Maintaining Student Choice Initiative’ in 1998.

Relevance

The report spells out three models of collaboration that are possible and illustrates how these operate and what challenges they might face. The Appendixes include a number of examples that demonstrate the arrangements between the University of Melbourne and Monash University in teaching Ancient Greek, Latin, and Russian (Appendix A); online multimedia Hindi language learning established by the Australian National University (Appendix C); and videoconferencing services available at the University of Sydney (Appendix D).

Baldauf and Djité, 2000

An Australian Perspective: Second Language Teaching and Learning in the University

The chapter An Australian perspective: second language teaching and learning in the university appears in a volume edited by Rosenthal entitled Handbook of Undergraduate Second Language Education. The chapter deals with the socio-linguistic situation in Australia and the impact of government language policy decisions (NPL, ALLP, NALSA) on second language instruction at school and tertiary levels. The paper argues that universities have not developed their
own complementary holistic language policies but have set up various specific problem oriented solutions.

Two major factors were identified that resulted changes in languages provision in higher education. The first factor relates to language demands. Due to government initiatives, the demand for Asian languages has generally increased while demand for European languages has declined. The second factor is the reduction in funding to tertiary education. This fact forced universities to become ‘more efficient’ and reduce staff as well as contact hours.

Innovations

A case study of Japanese immersion for teacher education was selected to illustrate an innovation approach to LOTE provision in Australian universities.

In response to the language policy of introducing mandatory Asian languages teaching for all primary and beginning secondary students, the Faculty of Education at the University of Central Queensland set up a 4-year Japanese language Bachelor of Education program offering teaching degrees to English speakers through immersion (Erben, Cox, & Phillips, 1993). This Languages and Cultures Initial Teacher Education Program (LACITEP) claims to be the first full university degree program in the world to be taught using immersion methodology at tertiary level.

The program comprised eight semesters of coursework in 32 subjects. Eight subjects were taught in English (such as psychology, sociology and English language and literacy subjects) and 10 by means of partial immersion or in a mixed-mode with, for example, lectures in English and tutorials in Japanese and 14 by full immersion in Japanese. In the Bachelor of Education program 75% of the subject contact hours taken by students were taught partially or fully through the medium of Japanese. About 20 students graduated from the program each year, not only with substantial proficiency in Japanese but also with a wide range of relevant cultural knowledge and social skills. It was noted that graduates normally achieved proficiency at Levels 3 or 4 in speaking whereas written proficiency is about 3 according to the Australian Second Language Proficiency Rating. This program commenced in 1993 and for its results in 1998 it won its developers the education section of the Commonwealth government’s Australian Awards for Excellence in University Teaching (Spenser, 1999).

Parts of the program were delivered through mediated teaching using audigraphics technology. Audiographics is a system that includes a two-way interactive synchronous whiteboard, chat window, audio connection plus a slide show, and word-processing facilities. It is seen as "a network based media tool that facilitates multimedia conferencing, data conferencing and visual conferencing in the classroom" (Erben & Bartlett, 1998, p. 1). By using this approach students can learn interactively and collaboratively at a number of linked remote sites using two-way audio and virtual-visual links to share information such as still video images, documents or pictures, CD-ROM images, and compressed audio or video clips (Erben & Bartlett, 1998). An activity-based resource manual with model computer lessons and a video were designed "to uncover and explain [to the reader] best practices of managing teaching through audigraphics technology in an initial teacher education program delivered through Japanese immersion" (Erben & Bartlett, 1998, p. 2). This use of technology proved to be not only a good teaching tool but also to develop literacy in the use of electronic media, a particularly important practical preparation for teacher education students who, on graduation, may need to teach Japanese in schools in a distance education mode.

Another distinct feature of the 4-year program was that most students got to visit Japan for up to 5 months, often sponsored by the Commonwealth government (Marriott & Enomoto, 1995). This study abroad experience took place in Year 2 of the program and included an intensive language course, a practicum teaching experience, and home stay with a Japanese family. Overseas
experience is seen essential because in-country residence has traditionally played an important role in helping students develop "professional fluency".

The 4-year Japanese language Bachelor of Education program appears to have given students the maximum opportunity to use their Japanese in a realistic way to build good second language skills and also to teach students about the use of multimedia and computer-based technology while preparing them to be teachers. The one hindering factors is that there were few native speakers able to be trained as teachers-i.e., a lack of qualified language staff for such a demanding and ambitious innovation in university languages teaching.

Relevance

This chapter deals with changes in languages provision in higher education and provides examples of second language programs which are currently in place at Australian universities.

Clyne, 2001

Micro Language Policy as a Barometer of Change

*Micro language policy as a barometer of change* by Michael Clyne reports on the process and experience, and ultimate failure, of a University language policy. Referring to Monash University in the middle 1990s the chapter discusses how a university language policy, built on the involvement of the whole institution faltered in a context of financial cuts, corporatisation, economic rationalism, and a realignment of power structures. The chapter draws implications for micro language policy in general and is relevant for considerations of innovation in university languages education delivery.

In the climate of active national language policy development the University’s Language and Society Centre affiliated with the NLLIA, the Department of Linguistics and the author, initiated a research project on language policy in 1993 which moved on to become a proposal to develop an actual policy on language for the institution. The project objectives were to examine the University’s present position and make recommendations on the following issues:

1. training for effective communication;
2. provision of support for English and academic discourse of students from both English- and non-English speaking backgrounds;
3. multilingual and intercultural resources of the University;
4. preparation of students in all faculties to be proficient in languages other than English;
5. non-discriminatory language;
6. facilities for sign language;
7. status of languages and language issues within the University.

Data for the language policy was obtained through interviews with Deans, Heads of Department, academic staff and students, and also through questionnaires, feasibility studies on the introduction of courses in languages of limited enrolment and archival work.

The results of the enquiry indicated that University’s language resources comprised 300 academic staff members in 57 departments who had expertise in about 50 languages. The results of the enquiry were presented under the headings of effective communication, the role of English and supporting Monash as an international university, multilingual and intercultural resources of the University and the teaching of languages other than English.

A considerable number of students were enrolled in combined degrees in Engineering and Arts, majoring in languages. In light of this a recommendation to pilot a program involving one or more
Engineering lectures, the relevant language department and the Language and Society Centre for course development, design and evaluation. Another suggested initiative was to develop short courses for overseas professionals in Business and Engineering in appropriate languages other than English. There was a strong support for the establishment of a specialist Bachelor of Arts (Languages) with a minor sequence in two languages and Linguistics and a major in two of these subjects, and a Diploma of Languages that could be taken concurrently with a degree course in any other faculty.

At the time eight Asian languages were taught at Monash. Of these only Japanese, Mandarin, and Indonesian had strong participation rates while Korean appeared to be moving in that direction, but enrolments in Malay, Thai, Vietnamese and Khmer were low. The report put forward recommendations to conduct a study over three years to make these languages more viable. In addition the proposed language policy also addressed the provision of primary and secondary language teachers. Three measures were recommended to increase the provision of language teachers:

1. a combined degree in languages and teaching on the campus that offers primary teacher training with timetabling to facilitate this combination;
2. a follow-on Diploma of Education for language graduates wishing to teach languages at primary school;
3. a postgraduate certificate in LOTE Education for primary and secondary teachers without a LOTE qualification, involving advanced language (including classroom discourse), LOTE methodology, and second language acquisition.

Some measures were implemented:

1. Support for low-candidature Asian languages and the development of some programs through distance education and cooperation with other universities;
2. Approval for two subjects in the Aboriginal language Bandjalang in 1996;
3. Opportunity Monash students to take Auslan at LaTrobe University under a general cooperative arrangement.

The principles that were to guide the University language policy were the following:

“In adopting a University Language Policy, Monash University recognises the centrality of language in academic, professional and social life, the rich linguistic resources available within the institution, and the language needs generated by globalisation. The Policy establishes that:

1. Monash University accepts the responsibility of encouraging effective and efficient communication in all its operations;
2. The University recognises that communication is a two-way process, equally the responsibility of students, teachers, and administrators;
3. The University accepts its responsibility to assist students of all backgrounds in improving their communication skills;
4. Monash is a multicultural community operating on equitable principles in an international setting. Communication in the University should be inclusive of race, ethnicity, and also gender, age and disability;
5. Facilities should be available to assist members of the University who have any kind of communication impairment.”

The proposed principles were not adopted by the university and the specific measures put forward were also disregarded. Clyne’s analysis attributes these changes to “new arrangements in the chief executive positions”.

The chapter also discusses a separate Language Consortium that had been organised by the Deans of Arts at the various universities in Victoria during 1996. The Language Consortium was to
manage offerings in languages so that students enrolled at any of the universities could take at any other university a language not offered at their own. The essential aim was to facilitate rationalization of language offerings, especially those with low or declining enrolments. It was intended, for example, that from 1999 Russian at the University of Melbourne would be taught by staff from Monash, while Melbourne staff would teach Latin at Monash. However, left unresolved were critically important problems such as time allocations and the monetary cost of travel as well timetable clashes. If the cooperative arrangement was intended to prevent universities from dropping languages it did not succeed. Monash discontinued teaching Hindi because it was offered at LaTrobe, which in turn abandoned its program. Also, no Monash student has taken advantage of the opportunity to study Auslan as a complementary subject at LaTrobe.

Clyne’s closing reflection on these experiences sees the micro language policy failures he documents as an index of what was underway at a national level with the Commonwealth government retreating from its national language planning commitments:

“Our journey through the development and fate of a micro language policy has demonstrated the importance of the general context of enabling or disabling changes for the policy of opportunities. The emphasis on starting afresh frustrates ongoing policy implementation. Corporatisation and managerialisation detract from the collegiality that enables cooperative policy implementation as well as the utilisation of expertise within the academic staff of the institution. Moreover, the overwhelming importance of short-term economic profitability as a key criterion in decision making changes the parameters of the intended policy. These are changes that have resulted from the way in which the entire country is running, something that is also reflected in the diminution in national language policy initiatives, so that the fate of our micro policy can indeed serve as a barometer of general change” (p233).

**Felix, 2001**

**Beyond Babel: Language Learning Online**

*Beyond Babel: Language Learning Online*, edited by Uschi Felix and published by Language Australia in 2001, provides an analysis and valuable snapshot of what is occurring in the field of online language learning from three important themes: the development of online resources, a wide range of approaches to LLO and research findings into student responses to this mode of learning. Felix notes that the purpose of including a number of examples of approaches to the task was “…to discourage the reinvention of the wheel and to encourage global cooperation. In many cases desired materials may already exist, so there should be more to gain from developing complementary resources than duplicating what is already available.” (p. 7).

Felix calls for novice developers to be encouraged and for more collaborative work in building and researching online language learning. The volume contains examples of online language courses in Chinese, English, French, German, Japanese and Korean.

In her reflections on the pedagogical approaches used online, Felix states that these vary widely from traditional grammar-based teaching to innovative goal-oriented quests. She continues that:

“… it can be difficult to determine the overall teaching approach of any site because what is freely accessible on the Web is often only part of a larger package that also invariably includes face-to-face teaching. It is likely that the most exciting learning takes place off-line in the creative processes negotiated between teachers and learners, sometimes across continents, in which the Web features as a tool rather than instructor.” (pp. 190-191)

The author argues instead for the following uses of the potential of the Web: “meaningful, realistic activities, to rethink (the) teaching approach, and to exploit the various communication resources available in the most motivating way” (p.191).

Notwithstanding the “fickleness” of the Web environment Felix offers a wide-ranging list of language learning sites. These sites are from diverse sources and kinds of providers: free and user-pays, stand-alone courses, sites that focus on particular elements of language learning, online magazines and writing sites.
Relevance

The volume presents many worthwhile contributions from educators and researchers who shared their experiences and information. It also presents a variety of innovative approaches to virtual language learning.

Cho, 2001

A Resource Centre on the Net: A Model for Less Commonly Taught Languages, Monash University

Injung Cho’s paper explains how a resource centre on the Internet was developed at Monash University. Korean Studies at Monash is characterized by the classic problems that beset many Less Commonly Taught Languages (LCTCs) such as insufficient number of staff, few teaching and learning resources, and a low exposure to the target language outside class.

Aim

The aim of the project was “to develop a resources centre which will progressively increase the time and place independence of the courses”.

In order to secure the future viability of the Korean Studies program at the university, the development of the Virtual Centre for Learning and Teaching Korean was commenced in 1999. It was initially funded by the Faculty of Arts’ Teaching Initiative Fund. The Centre includes materials for beginners, Computer-Mediated Communication (CMC) tools such as a Web Bulletin Board System and mailing list (http://www.arts.monash.edu.au/korean/centre/).

From 1996, CALL programs had been incorporated into mainstream language courses: Korean, Thai and Vietnamese. The Korean program used CD-ROM Korean Through English with the first and second year students. The program faced challenges because of the lack of advanced CALL materials; and as a result it was decided to move to developing Korean III Web-based courseware. The Korean III course includes authentic newspaper articles, video clips, vocabulary, grammar explanations, and background information in English. Cho’s report of this process notes that CALL classes were successful since they:

1. increased autonomous learning;
2. increased flexibility in class time but reduced contact hours for the program;
3. provided more personal attention to learners;
4. encouraged peer learning; and
5. fostered worldwide promotion of Monash Korean.

Innovations

It was expected that the Virtual Centre would support multi-site delivery and growth in resources. Created learning activities were based on the constructivist theories of Piaget (1959, 1980), Vygotsky (1962, 1978) and Parpet (1980) who believe in students’ motivation and ability to construct learning for themselves. In the constructivist approach, students create their own learning path and choose what they want to learn in response to their individual needs.

First, second and third year Korean course subjects were created. A Website for the first year students provided guidance for beginners who usually lack experience with CALL materials. At this stage, CMC tools were not used because the students were novice learners and it was premature to expose them to such digital learning tools. Second year students used CALL materials available in the resource centre and were encouraged to create their own learning path using internal and
external resources. CALL classes for third year students focused basically on their weekly presentations and classroom discussions. Mailing List was used for intermediate and advanced level students for two main purposes: to distribute students’ oral presentations before these presentations were due; and to provide opportunities to elaborate on what they had discussed in class. Overall, the students’ responses to CALL classes were very positive and encouraging.

The paper argues that the Korean resource centre as well as asynchronous/synchronous CMC tools created both a better learning environment and a better development environment. The resource centre operates therefore for three main reasons, to:

1. obtain feedback on new learning materials;
2. provide a wide range of reading materials; and
3. encourage collaboration with other developers and teachers.

The Korean Resource Centre was designed in the expectation that it would evolve and grow, and that an increasing number of teachers and developers would subscribe to it. Cho, like Uschi Felix above, calls for collaboration and cooperation with those within and outside of Monash University “to overcome the problem of limited human and learning resources from which LCTLs suffer”.

Relevance

Cho’s paper is especially relevant for this study because it is drawn from practitioners involved in developing and implementing online language resources.

Orton, 2001

Building “Bridges”: Design issues for a Web-based Chinese course, University of Melbourne

The paper Building “Bridges”: Design issues for a Web-based Chinese course written by Jane Orton also appeared in Felix's volume Beyond Babel. This project opened opportunities for its members “to stretch and entertain their mind” and “provided scope for satisfying achievement.” In the collaborative process of developing Bridges to China Orton notes that: “there was strong commitment to decisions made, and among members there developed relationships of sufficient mutual respect and understanding to sustain communication across the various divides, even under pressure”(p.139).

Innovations

The course concept was based on specific parameters, general pedagogical requirements, technical and practical considerations and sound principles of language learning. The developers of Bridges to China used a key learning principle in designing of the course. This critically important principle is that “acquisition requires frequency of contact with (a) new language in an alert state of mind”. The developers avoid repetition of texts and sentences already known by providing various situations aimed at thinking and decision making.

Bridges to China presents a comprehensive and interactive course in Modern Standard Chinese language and culture. It is oriented to intermediate level learners and is structured into four topics: About China, Being in China, Chinese Society and Debates. Two sets are available for students. The first is presented through phases of Warm Up, Text/Vocabulary, Text/Characters, Comprehension, Vocabulary List, Notes, Practice Exercises and Quiz. Exercises are created at various levels. The second set is presented in the following modules: Story, Amusement, What’s On, Letters to the Editor and Super Highway. Each module concludes with an assessed activity and a reward that may be a picture of something interesting in Chinese culture. Students are able
to develop their listening, speaking, reading and writing skills in Chinese. The study group is maintained by the teacher who can choose different modes of interaction: as a class, as a group, in pairs and individually. *Bridges to China* also contains six films about China. These films are considered from three aspects: genre, story and artefact.

**Factors which facilitated success**

In the evaluation of the course, positive comments were made with regard to linguistic and pedagogical coherence. Students, who participated in the course trail, identified strengths of the materials as follows:

1. (There are) new angles on learning, memorising, understanding and using Chinese; learned and applied in different situations (p.155).

Orton notes in the concluding remarks that *Bridges to China* precedes teaching Chinese in the following ways:

1. It is designed to provide an educational experience to students through its choice of content and activities, information about China and Chinese language, understanding cultural conditioning, and the nature of language;
2. It contains a number of integrated resources at the intermediate level which realises in practice current theories of language and language acquisition; and
3. It provides an opportunity for research into learners’ behaviour with online material and comparative paths of development and success.

**Relevance**

This paper reports on the collaborative work of instructional, interface and graphic design teams who came from “widely separated ethnic cultures”. The URL for the Building Bridges site is: http://www2.meu.unimelb.edu.au/b2c

**Asian Studies Association of Australia, 2002**

**Maximizing Australia’s Asia Knowledge: Repositioning and Renewal of a National Asset**

The Asian Studies Association of Australia commissioned a review entitled *Maximizing Australia’s Asia Knowledge* issued in 2002. This report reflects similar sentiments to those already encountered in research over the previous few years, documenting a retreat from the more energetic and ambitious policy of the late 1980s and early 1990s. The ASAA report provides a snapshot of what it terms “Australia’s Asia Knowledge” in the early years of the new millennium. The survey grew from a sense of crisis that was being felt generally in universities, and acutely in the Humanities and Social Sciences, and, despite the immense growth in Asian language study during the 1990s Asian languages appeared now to be encountering a similar state of policy neglect to European languages. Most specifically the termination of the NALSAS focused attention on the special role of policy-led change that had characterised Australian languages teaching and how vulnerable institutional provision was in its absence.

The report estimates that less than 5% of the undergraduate load in Australian universities was either a subject devoted to Asia or an Asian language. This was seen to have fallen far short of the targets called for by the Asia Studies Council in 1988, the Ingelson report in 1989 and NALSAS in 1994, which had set targets of 20% by the year 2000 from a base level of 3% in 1989.

The report is sensitive to integrated languages teaching, exemplified in the following suggestion from Dennis Altman, President, International Congress on AIDS in Asia Pacific. Altman advocates a four-year Bachelor of Asian Studies which combines an extensive language immersion course
(including time in country) with the equivalent of a year’s study of related disciplines (e.g. history, politics, anthropology, economics). He argues:

“I would see the specialists trained through such a system then going on to do graduate work in particular disciplines, where they would bring in their extensive country/language skills to bear on particular problems which we “new Asianists” may be aware of in aggregate, but don’t have the skills necessary to pursue in particular cases. There is a national security interest in developing such skills, which is as important as the old arguments about trade and investment, which have never seemed all that convincing to me - easier to trade with people without knowing their language than to come to a real understanding of, say, the potential for the disintegration of the Indonesian state or the likely political balance in a post-SLORC Burma (p.8).”

Basing its claims on the premise that Australia’s Asia knowledge is a national asset (p.2) the report laments the loss of momentum in policy and the inability to establish innovations such as that proposed by Altman. The report argues that “repositioning and renewal are essential to exploit this asset effectively” in the period of globalisation. In order to achieve this goal, the report calls for the establishment of a Council for Maximizing Australia’s Asia Knowledge and Skills (C-MAAKS) to oversee and guide this processes of repositioning and renewal. A package of 15 recommendations is issued to achieve “critical mass and stability” in the teaching of Asia languages of lower demand. The report also puts forward measures to enhance the quality of language teaching in Australia. It calls for more energy, time and money spent on language study that leads to “meaningful levels” of language ability. The report also emphasises that there are many examples of ‘best practice’ in attempting to deal with these issues which are scattered around Australia. A number of recommendations specifically for the higher education sector and for languages of lower demand are offered. These are:

Recommendation 4: Asia knowledge for those who need it

That the C-MAAKS draw on units of study and scholars from around Australia to develop an ensemble of Web-based subjects to allow people working with Asia to deepen and extend their knowledge; and that

1. these subjects be available for appropriate academic credit at various levels of accreditation from Certificate to Masters by coursework;

2. this method of promoting broadly based life-long learning be monitored for its potential as a model for other branches of knowledge.

Recommendation 5: Undergraduate pathways

That C-MAAKS identify best-practice and actively encourage universities to create degree structures and "pathways" that enable students easily to incorporate study of Asia, and international experience, in their courses of study.

Recommendation 6: Securing strategically important languages

1. That the C-MAAKS designate up to five languages (which might include Arabic, Burmese, Hindi-Urdu, Khmer, Korean, Pashto, Persian, Tagalog, Thai, Vietnamese, etc) as "Asian Languages of Lesser Demand" (ALLDs); and that the C-MAAKS offer, by tender, the teaching of these languages to universities;

2. That the terms of the offer include:

- funding for the equivalent of two fulltime positions at a minimum of Level B for a period of four years in the first instance;

- developmental, infrastructure and administrative expenses;
• the requirement that successful institutions teach the language face-to-face in the city of location and to Australians and international fee-paying students by all appropriate technologies, including the World Wide Web;
• vigorously promote awareness of these languages to Australians (not merely conventional students) and internationally to fee payers;
• achieve recognition from Australian universities to credit these language courses towards a student's degree; and
• that the program be reviewed regularly and re-evaluated by the end of the third year.

Recommendation 8: Careers for language teachers

“That C-MAAKS survey universities and identify the most practical methods, either currently in place or capable of being implemented, for providing attractive career paths and conditions for dedicated language teachers at universities”.

Recommendation 11: Experimental language degree structure

“That the C-MAAKS call for tenders and subsidise for four years an experimental four-year undergraduate degree in Asian languages, which will provide sufficient funds for intensive teaching and for one-year of in-country study for a total of 80 students over four years; and that this initiative be carefully monitored to provide a model for future policy”.

Recommendation 12: Inter-university cooperation in language teaching

“That C-MAAKS invite universities to make proposals for city-wide, or region-wide, teaching of a language to maximise and ensure long-term effectiveness and that C-MAAKS fund at least three such proposals for up to $180,000 over three years”.

The report points out that three sets of interconnected reasons, in particular economic, security and cultural, dictate Australia’s need to preserve, widen and deepen its knowledge of the countries of Asia.

These proposals, and most others, are ambitious, innovative and depend on inter-institutional collaboration to achieve their goals. However, despite the specificity, costing and powerful discourse of the report, and its prominent reception among some key private sector and government officials, none of its major proposals has been adopted and implemented.

**Erebus Consulting Partners, 2002**

**Review of the Commonwealth Languages other than English Program**

In 2002, the Commonwealth Department of Education, Science and Training published a report *Review of the Commonwealth Languages Other than English Program*. The Review investigated the role of the Commonwealth in language education in schools with particular focus on current provision in day in after-hours ethnic schools; issues related to the successful implementation of language programs, work on languages education being undertaken through the Ministerial Council on Education, Employment, Training and Youth Affairs; and recommendations for future national strategic directions for the Commonwealth School Program.

Although languages in the higher education sector were beyond the strict scope of the review, a number of issues that impinge on languages in the university domain were raised. Most directly these concern teacher education. The *Erebus* report notes that current provision of languages in the tertiary sector as a cause for concern since language programs are increasingly able to
provide the number, levels of proficiency and range of languages that school education systems require. In keeping with a large number of preceding reports and studies Erebus characterised languages teaching in the tertiary sector as follows:

1. overall erosion of languages teaching programs;
2. overall erosion of languages teacher education programs;
3. overall erosion of languages-based research;
4. overall erosion of the resource base for languages teaching and research;
5. (pursuit of a) policy focus on internationalisation without clarity about what this means in terms of curriculum, research and graduate outcomes.

The Erebus report serves to document the immense loss of momentum, already noted above, that departure from coherent national language policy principles had brought about. In the middle of the 1990s there was a loss of some 22 languages in Australian universities. The core reason for the loss was a crisis in funding for languages teaching, itself derived from a loss of commitment to securing language skills as a national investment. Erebus notes that language learning requires more contact hours than other Arts subjects as levels of achievement in languages are directly related to exposure to comprehensible input in the target language. Staff-student ratios in Arts Faculties on average represent gross understaffing in languages programs. Existing funding regimes for tertiary institutions do not take into account the nature of teaching when allocating funds to Arts areas for languages teaching.

Citing the findings of previous research studies the report notes that tertiary institutions have typically responded to funding problems in the following ways:

1. reduction in the number of contact hours;
2. replacement of face-to-face teaching with technology-based delivery;
3. replacement of permanent teaching staff with sessional teaching staff;
4. reduction in elective units;
5. increases in staff teaching loads;
6. provision of languages units subject to demand.

The Erebus report expressed the view that the supply of qualified language teachers for primary and secondary levels is currently one of the key problems confronting the implementation of languages programs. Because language teacher education programs have been increasingly staffed by sessional appointments they have, in many cases, lost the research basis which would allow cutting edge, well-informed professional development for practicing teachers and their appropriate and high level pre-service preparation.

**Barriers or inhibitors to success**

Reflecting on the erosion of collaborative or cooperative endeavours Erebus comment that current funding arrangements which encourage competition between faculties and departments within universities, and the resulting structural barriers, work to prevent collaboration between teacher educators (usually located in Education faculties), and language teachers (usually located in Arts faculties). These barriers particularly impact on the collaborative teaching needed and the kinds of cross-Faculty programs that research has shown to be most productive for good language proficiency outcomes and for teacher preparation. Current funding arrangements based on load also work to create internal competition between faculties and departments which in turn serves to
discourage cross-faculty courses which would otherwise allow for the language development for primary B.Ed students (p.106).

As a result of these internal structural problems, brought about by external funding arrangements, the higher education sector needs to be included in a holistic approach to addressing Australian language learning needs. In this vein the report calls for collaboration at different levels:

“It is imperative that collaboration in the delivery of language programs be nationwide, to ensure economies of scale and the attainment of the best possible student outcomes from available resources. In terms of language teaching, there remains an argument for more strategic course provision in both schools and higher education institutions as well as greater collaboration between the country's education providers. Such collaboration requires national-level strategic planning and resourcing, and would be aided by the creation of an autonomous central body (p.107).”

It is ironic indeed that at precisely the time this reflection was being penned the National Languages and Literacy Institute of Australia/Language Australia, precisely the autonomous central body that was considered essential, and that had operated since 1989 and since 1996 without dedicated public funding, was about to close its doors. In the light of Clyne’s analysis of micro-language policy failure, and this documentation of macro-language policy failure, it is clear that it is not possible to sensibly consider “innovation and collaboration” outside of the context of language policy.

It is therefore doubly ironic that the Erebus report goes on to recommend, in relation to the higher education sector dependence on a report whose focus ends up being completely on schools:

“The new National Languages Policy Statement recognise the centrality of languages and cultures in higher education and in graduate outcomes and the nature of the learning which the study languages contributes to graduates in all discipline areas.” The Statement is discussed below.

Relevance

The Erebus report reflects on issues of teacher education and raises concerns about policy and funding links for supporting language teaching in the higher education sector.

Clyne, 2002

The Use of Community Resources in Immersion

Clyne’s The Use of Community Resources in Immersion deals with immersion principles, objectives of immersion and their relationship to the wider social context of multilingualism. Immersion programs have a long history, usually in the form of bilingual education that goes back to the 1850s in Victoria.

The chapter deals with immersion programs in primary schools where Chinese (Mandarin), German, Greek and Italian are offered and continues the discussion of immersion programs to the tertiary level. In a university context, there are rare attempts to reproduce immersion program (an outstanding exception is LACITEP (see Baldauf & Djite, 2000). Some international examples of immersion at tertiary level are illustrated, such as the bilingual University of Ottawa in Canada, or institutions in Turkey where entire faculties operate in English or German.

Innovations

To maximise opportunities to develop competency in target languages, some initiatives undertaken by universities in Australia are also reported, such as that within the German Department at Monash University commenced in 1981. Clyne discusses the Deutsche Woche (German Week) which aims at giving students increased input and output opportunities in everyday registers of German, across the national and regional varieties of the language, putting them in touch with individual German speakers in other faculties of the University and with German-speaking
organisations in Melbourne which can provide them with integrative motivation and occasions to use German. Many students enhance their knowledge of the cultures of German-speaking countries during the German Week. During Deutsche Woche all other lectures and classes in the department are cancelled, no work is submitted, and all students are required to participate in at least seven functions during the week from a choice of about 20-24.

Relevance

The Use of Community Resources in Immersion describes some low cost innovative teaching practices in multilingual contexts.

Felix, 2003

Language learning online: Towards best practice

The volume Language learning online: Towards best practice, edited by Uschi Felix in 2003 presents work of experts in the field of learning technologies from around the world. This book aimed to identify crucial elements in the quest for best practice in online endeavours, and to discuss these in an accessible, constructively critical and realistic manner. The contributors of the volume approach their work from various perspectives: design, tools and pedagogy, however they share a belief that the technology is used to improve the quality and power of online language learning.

Felix argues that the most important consideration in achieving best practice is the distinction between delivering static content and creating interactivity and connectivity. It was acknowledged that ‘we need teachers who understand both what the technology can do, and what learners need’.

Language learning online disseminates examples of best practice of employing new technologies and innovations in e-learning with the stated purpose that “teachers need to be able to build on each others’ work, to use and re-use, and re-model and re-create, and share the results”.

Though the whole book is significant for the present review, we selected three chapters that reflect best practices in three countries which are of particular interest for this study: Australia (Felix, 2003), UK (Davies, 2003) and USA (Godwin-Jones, 2003). The latter two are reviewed in their respective national sections, the Australian chapter is discussed immediately below.

Felix, 2003

Pedagogy on the line: identifying and closing the missing links, Monash University

This chapter opens with the debate about what is ‘good’ and ‘bad’ news about digital technologies and their potential for use in various approaches to language learning. The chapter makes a basic point that different education institutions produce “radically different courses depending on which educational theory they favour”. Felix then outlines the main theories of pedagogy that were used or have been used in computer based learning.

According to the author, new technologies offer the potential to improve on even what currently counts as best practice of classroom teaching. She notes that current stand-alone online language learning programs have improved very greatly over the last two years, particularly through the recognition and adoption of constructivist approaches to learning and to the technical capability the new technologies now contain for increased interactivity.

Felix deals with three vital elements: providing personalized and meaningful feedback, creating a sense of community and belonging, and catering for the development of oral language skills. Discussion of the instrumental features for best pedagogical practice in automated online feedback included using structural and personal hints, structural and personal graphics, scoring or games.
Further Felix argues that it is a powerful learning incentive to include collaborative work in any curriculum and suggests two ways of how a sense of community and belonging can be generated. The author highlights points of social dilemma, the importance of creating a balance between learner control and instructor control in online learning, as well as distinct features of authentic assessment and time management in the process of assessment.

This last issue, speaking on line, is found to be crucial for distant language teaching and the author uses an example of Wimba, a voiced threaded bulletin board, which involves students in listening, speaking, reading and writing, to illustrate that it might be greatly beneficial for students to develop speaking skills.

One of the important author’s observations which seems central to the present discussion of evaluating the merits of different kinds of innovation is that ‘the technology does not dominate the learning experience but remains in the background in the shape of one of many tools at the disposal of both teachers and students, used for the unique potential it offers in different settings and in catering for different learning needs’ (p.164)

Ingram and Wylie, 2003

Taking ‘foreignness’ out of languages other than English: the community as a resource for improving proficiency outcomes, Griffith University

In a related approach based at Griffith University, Ingram and Wylie undertook a project Taking ‘foreignness’ out of languages other than English: the community as a resource for improving proficiency outcomes funded by the Committee for University Teaching and Staff Development (CUTSD) in 1999. The project ran between 2000 and 2002 with the final report submitted in January 2003.

Aim

This project aimed to improve proficiency outcomes for students of languages other than English and their attitudes to language learning and themselves as learners; to improve students’ understanding of and sensitivity to the target culture, and their cross-cultural attitudes in general; to develop models for the incorporation of community involvement (CI) into the University’s programs that address the implications of CI for teaching, learning and assessment.

Collaboration

Students were required to use their target language (languages involved were Chinese, Indonesian, Italian, Japanese, Korean and Spanish), to interact face-to-face and negotiate meaning with native speakers of the language in the local community. Significant interaction with a native speaker was a new experience for many of the participating students. Students performed a range of tasks that involved bridging gaps in their knowledge and attitudes. These tasks included interviews with their community counterpart about their perceptions of differences between life in their country of origin and Australia and written interaction. Students used scaffolding for the tasks in terms of para-linguistic and linguistic forms, communication strategies, and sociolinguistic and socio-cultural knowledge. They discussed their new knowledge and feelings about the communication and learning processes with their peers. Data was collected by means of students’ self-assessments on the ISLPR, responses to a questionnaire and interviews.

Findings

The results showed that students’ improved performance in course assessment and CI added considerable value to learning in terms of proficiency gains, particularly, in speaking and listening. In addition, the students reported increases in confidence and improved attitudes to language
learning, as well as increases in cultural knowledge and sensitivity. The report argues that CI is applicable to any language taught in any university in Australia. The report predicts that this community involvement practice is likely to be maintained at Griffith University because most languages will be involved; there is a high level of staff commitment to it; because a further investigation of CI to reduce students’ nervousness in spontaneous oral interaction in the target language is being undertaken, and because volunteers can be drawn several sources, such as Australian residents and medium to long-term visitors.

However, the amount of time needed to recruit appropriate volunteers and some of the physical distances involved represented obstacles to the full development of the CI approach. Nevertheless, the outcomes of the project were substantial. In one language the whole program was revised so that entry levels and expected outcomes for the various courses are now articulated in terms of the ISLPR. The CI approach has since been implemented in individual languages in two other Queensland universities.

Relevance

Taking ‘foreignness’ out of languages other than English was included in the review because it describes relatively low cost collaboration between the university and local communities with the purpose of improving target language proficiency and develops a model of incorporating community involvement in language learning.

Wiggelesworth, 2004
Marking our differences, Melbourne University

Marking our differences is the Proceedings of a conference on Language Education in Australian and New Zealand Universities held in 2003. The volume incorporates papers offered at the conference organised by the School of Languages of the University of Melbourne. The papers are organised into three parts. The first part is concerned with issues in language teaching and learning in the two countries. The second part deals with issues in cross-cultural communication and pragmatics. The third part addresses issues of computer assisted language learning (CALL) and the IT implications of the teaching and learning of languages. The papers collected in the Proceedings provide evidence of a wide variety of approaches currently adopted by language teachers in Australia and New Zealand. These approaches demonstrate teacher-led innovations, undertaken on a small but often very effective scale, directly in language classroom in terms of teaching methodologies, a range of technologies and a breadth of approaches taken to improve students’ learning. Some papers from this volume are discussed in greater detail below.

Relevance

This volume contains a number of papers that reflect innovative practices in Australian and overseas universities at the pedagogical end of university language education.

Gilead, 2004
Revival strategies: Modern Hebrew, University of Sydney

Gilead’s Revival Strategies: Modern Hebrew discusses positive changes in Modern Hebrew teaching at the University of Sydney since 2001. Two main goals motivated the changes that are reported by Gilead. First, to bring the teaching of Modern Hebrew into line with pedagogy used in other international tertiary institutions in Israel and the United States; and second to ensure that the Modern Hebrew program is relevant and interesting to students, therefore assisting the continued existence of this small enrolment language.

Collaborations
A Department of Semitic Studies has developed as the centre of Modern Hebrew in metropolitan Sydney, attracting students from all other New South Wales universities, through cross-institutional enrolments. In 2003 students enrolled in the Modern Hebrew program comprised 26 from the University of Sydney (70%); 5 from the University of New South Wales (14%); and one from the University of Technology Sydney (3%). In addition a further 4 students were enrolled in the University of Sydney's Continuing Education Program (11%).

Innovations

The paper describes the history of the Modern Hebrew program at Sydney, looks at the various facets of the innovation, deals with the process of implementation of the innovation and reports on current results. Teaching and learning of Modern Hebrew at Sydney drew on the pedagogical traditions of classical languages rather then on the pedagogy of modern languages. Programs were based on reading from literature. Little attention was paid to the development of communicative skills, such as acquisition of new vocabulary and the development of new language structures, covered in each theme-topic. Gilead notes that the most important of the university changes in the process of renovating and revitalising Modern Hebrew has been to move from pedagogy based on locally designed programs and norms, which included thematic-topic-based teaching, to adopting a graded and sequenced language-based curriculum with a communicative focus. This was initially devised in the Rothberg International School for Overseas Students at The Hebrew University in Israel. The Rothberg International School curriculum advocates teaching the language in the socio-cultural context of Jewish-Israeli culture.

In the period 1998-2000 a written curriculum for the various Modern Hebrew units of study developed pedagogical principles from the Rothberg School approach. A new spiral curriculum based on six levels of instruction and an effective placement test was inaugurated. The themes covered a range of topics such as interpersonal relationships, personal experiences, the Israeli experience, the Israeli-Arab conflict and the Holocaust. In each theme-topic a number of literary texts, usually Modern Hebrew poems and short stories were studied. Studies of vocabulary, grammar and syntax were incorporated into these themes-topics.

The process of change has brought about a major shift in the way Modern Hebrew is taught not only at the University of Sydney, but also in local secondary schools that teach the language. The changes have been significant to the degree that they are viewed as an innovation in Modern Hebrew teaching at the University of Sydney. Prior to 2001 there had been little contact between the Modern Hebrew academic staff and academics of other language programs at the University of Sydney. This lack of contact resulted in the relative isolation of Modern Hebrew. The paper argues that the changes that have been implemented have improved the quality of the pedagogical materials, approaches and values, and, while these are not new in themselves, they are newly adopted in the local Australian context.

Factors which facilitated success

Gilead notes many positive outcomes from the innovation in Modern Hebrew, including:

1. growth in student numbers;
2. employment of an extra casual teacher;
3. consistent improvement in students’ Hebrew proficiency in speaking and writing;
4. increased students satisfaction across all Modern Hebrew units of study;
5. facilitated cross-institutional enrolment;
6. exchange programs for staff and students;
7. formal and personal contacts established with the Rothberg School;
8. great satisfaction of the staff with students’ improved performance;
9. development of a Modern Hebrew pilot program for secondary schools; and
10. the re-design and re-writing of a professional development program for Modern Hebrew K-12 teachers.

Relevance
This paper is important for the current project because it describes in detail how a successful program of innovation in pedagogy and curriculum has resulted in improved student numbers. The experience of the department has shown the beneficial effects of adaptation of successful external programs designed by language experts.

Barrett, 2004
Collaborating with offshore partners: a shift in perspective, University of Southern Queensland
In the same Proceedings is a paper from Barrett Collaborating with offshore partners which reports on a very different model of innovation but with some interesting parallels concerning international collaborations. The paper reports on the first delivery of a semester unit preparatory program offshore, to a group of students with English as a foreign language. It examines the concept of offering a program with materials primarily written for a multi-national audience operating within an English-speaking environment, to a monolingual audience operation within a non-English speaking environment.

The paper notes that Australian universities are looking at entrepreneurial approaches to education provision. Moving beyond national boundaries to provision of trans-national educational programs has become an accepted way for universities to 'do business' in a context of increasing globalisation.

In this regard Barrett cites DEST to the effect that:
"New alliances between Australian universities and national and international partners have been forged in order to lead developments in the new expanding international education market" (DEST, 2002, p. 6).

Collaborations
Specifically Barrett's paper examines a licensed offshore educational partners’ model. It limits the scope of the examination to a contractual arrangement between the University of Southern Queensland (USQ) and an East-Asian educational partner to provide a university preparatory program to students with English as a Foreign Language (EFL), conscious of the caution contained within the Australian Vice Chancellors' Principles for the Provision of Education by Australian Universities:

"Whenever or wherever universities are involved in a partnership management for the delivery of educational services to international students the universities should ensure that these services of the partner are of the same standard as offered by the university itself." (2002, p. 36).

Innovations
The implications of monitoring the offshore delivery of the program from a home academic perspective are discussed in relation to study materials, teaching staff and moderation procedures. The university preparatory program is a four-course integrated program that is designed to induct students into the university academic environment, and raise their English proficiency levels to
meet the literacy and oracy demands of their undergraduate programs. The program sets specific objectives for students on its completion. The students should be able to demonstrate:

1. understanding of and adjustment to, the academic cultural context of the university;
2. capacity to take control of their own learning by using appropriate learning strategies;
3. confidence and ability to think critically and to analyse an argument;
4. competence in accessing and communicating concepts and ideas in spoken and written form as appropriate to the higher education context; and
5. capacity to establish working relationships with lecturers and other students.

Modules or module segments of the program were rewritten specially to address offshore students’ needs and meet the university’s commitments to the internationalisation of curriculum and content was revised to increase its relevance to students. Teaching/testing methodology needs were also considered.

**Barriers or inhibitors to success**

There was evidence that a mismatch between offshore students and teacher expectations and the methodology, especially in relation to self-management strategy, self-paced learning, self selected testing and that these “do not transfer well offshore”. The academics and students offshore were found to feel more comfortable with traditional class structured learning, formal testing and end course examination. The paper argues that there is a need for the home academic to rethink the more traditional curriculum and materials. There is also evidence that course duration needs extending to provide further development of English macro skills in an EFL context. The second key area noted in this research concerned teaching staff and their role in programming curriculum, material usage and assessment procedures. Teaching staff training included a 3- day orientation and teacher training workshop. After this initial establishment of contacts with academic staff, development of frequent email dialogues was put in place to guide and support the offshore academics in program delivery.

However, for two main reasons there was failure to establish regular communication. First, was “lack of ownership” of the program due to the contractual and sessional basis of the partner’s teaching staff and, second there was a hierarchical tension at the offshore institution between the managers of the program and the teaching academics. The third key area noted in the research involved the moderation procedures which are part of quality assurance process. Moderation procedures are well documented between the home institution and its offshore partner. Home institution rights and offshore partner’s rights were outlined in a procedural document covering the size requirements of the sample, the timelines of submitting samples of work, and outcomes of the moderation process, such as possible mark adjustments. The steps in teaching of the partner were to collect; mark and return marked and notated assignment items to students, having retained copies to make up a sample of work to send to the home institution.

**Factors which facilitated success**

Barrett argues that making explicit the teaching/learning principles of the Australian university culture through the development of a lecturer’s manual and video as a form of staff development can promote better understanding of differences in pedagogy at a conceptual level. Successful implementation of such innovative international language education program delivery relies on:

1. commitment of both partners to follow documented procedural guidance;
2. preparedness to negotiate terms of the program;
3. offshore partner’s commitment to academic teaching workload, adequate marking, feedback and consultation time with students;

4. seeking ways to enhance the outcomes for students through a successful program delivery.

Relevance

Collaborating with offshore partners is included here because it conveys both innovation and international collaboration in the delivery of the trans-national educational program.

Norrby, Debski and Nicholas, 2004

Saving small languages: Swedish goes on line, University of Melbourne

Also appearing in the Proceedings is a paper on innovative practices in language education by Norrby, Debski and Nicholas and addressed to the fortunes of Swedish. Entitled Saving small languages: Swedish goes on line, this paper reports on a collaborative project entitled Intermediate Online Swedish.

Aim

The aim of the project was developing a parallel subject to Intermediate Swedish A-B delivered in a distance mode in Semester 1 2004 at the University of Melbourne, with three specific objectives:

1. to provide the possibility for students in Australia or overseas to study Swedish by distance mode;

2. to integrate parts of this Web-based Subject into the existing curriculum for campus-based delivery; and

3. to make the templates developed for this particular subject available for other languages at the home University.

The paper reports on the general design of the Subject as well as the various activities created for the subject. The project has been supported by two grants from a Faculty of Arts, TaLMET Multimedia Priming Grant, that supported a pilot study and an Arts Faculty ITMM Project that allowed development of all aspects of Online Intermediate Swedish. The paper overviews core components of the subjects including texts, exercises, interactive web-tasks along with demonstration of how learner support features such as portfolio and the bulletin board/classroom environment were applied.

Innovations

Online Intermediate Swedish is build around twelve topics covering Swedish culture and society. The topics are Travel, Childhood, Life in the Past and Present, Sports and Leisure, Tales and Myths and Sweden Now. One week of study covers one unit that corresponds to six hours of tuition plus 3 or 4 hours study out of class. Activities such as texts, reading and listening exercises, grammar and vocabulary exercises and various web tasks are planned for each week of study. These components constitute not only the core of the subject but also facilitate discussion and further group or individual work. Only students enrolled in the course are able to log on to the subject site via WebRaft, which is the University of Melbourne online course delivery platform. Students can find a page that outlines the contents week by week and gives a quick overview of study.

The distance online mode of delivery requires a stricter structure than traditional delivery since there is no support from face-to-face contact. These structural requirements concern subject matter
and general design of the web pages. It is imperative that icons or symbols are readily understood and that navigation on the pages is straightforward. The web interface has been developed in accordance with recent findings in CALL research to guarantee easy navigation, clear structure and easy to follow instructions.

Two types of communication are available for students: asynchronous and synchronous. In asynchronous discussions and chats with peers and teachers, students use a Bulletin Board where they can publish their work, receive and provide feedback while the synchronous mode occurs via chat at a designated time every week. The class and teacher meet to chat in Swedish about a topic related to the theme of the week. Each student has a portfolio that consists of a range of texts written by the student. This is stored on the server in a database.

Students' assessment happens continuously and the teacher closely monitors students' progress. Assessment details consist of:

1. Submission of exploratory tasks equal to 1,000 words;
2. Submission of reading comprehension exercises with open-ended answers;
3. A two-hour online final written exam;
4. Online listening comprehension tests;
5. Discussion and negotiation tasks with evidence of posting and discussion on the Bulletin Board and chat participation;
6. A 10-minute oral exam on the telephone with tutor.

It is imperative for the online subject to provide comprehensive information about technical requirements and URLs where students can download needed software. The Swedish course requires JavaScript, for the Hot Potatoes exercises, and QuickTime, for the AuthorWiz exercises and the image map-based Listening Comprehension exercises. The back-end of the Course website uses software that is either freeware or free for educational use: this has helped keep the project within its limited budget. The course was put together from a different range of 'found' software which has ensured its high quality.

The paper raises issues two which are important for course design. The first is how to include real oral component, within budgetary constraints. Wimba is software which, according to the producer's web site, "offers advanced, scalable, web-based voice software for better synchronous and asynchronous communication... specially designed for language learning and higher education, and it enables voice communication anytime, anywhere participants have access to their courses" (http://www.wimba.com).

This means that teacher and students can exchange real voice messages, either by synchronous chat or in asynchronous mode where the spoken messages are stored in a database for others to access at a later time. The second issue was implementing the Virtual Scandinavia component where students explore various aspects of Scandinavian culture in the form of a gallery with images, music and aural messages. Virtual Scandinavia offers opportunities for target language immersion through tasks, projects and creating a 3D virtual community that designed and developed with Adobe Atmosphere.

Relevance
The paper is interesting for the high level explorative and innovative character of the innovation which is evident in the linking of second language acquisition principles with appropriate technologies.
Mollering and Binder, 2004

German for academic purposes: Developing a corpus-based approach for specialist learners, Macquarie University

Mollering and Binder report an innovative second language acquisition practice in a paper entitled German for academic purposes: Developing a corpus-based approach for specialist learners. This paper discusses an approach to teaching German for students who wish to acquire a reading knowledge of the language, specifically for research purposes.

Aim

The aim was to develop a course that would take a learner-centred approach to reading knowledge based on authentic texts from the subject area and supported by an online component.

Innovations

The paper focuses on the collection of a corpus of German academic texts that could serve as a foundation for the linguistic analysis of semantic, morphological and syntactic patterns. The paper argues that creating a specialised corpus provides a database for researching and teaching the linguistic structures particular to academic texts in German. Students in the German reading courses, postgraduate students and academic staff in Ancient History, were requested to identify texts that they used in their teaching and research. Eleven categories of possible texts were included in a questionnaire: specialist journals, standard reference books, introductions, monographs, site reports, catalogues, edited works/collection of articles, dictionaries (ancient language into German), grammar books, translations and commentaries of ancient texts, and travel guides.

The questionnaires were evaluated according to text type and content categories and an assessment of the online availability of texts was carried out. Examples of concordances that are provided in the paper are drawn from a 30,000 word sample of the corpus gathered in this project. These examples illustrate various association patterns that may be elucidated by a corpus-based linguistic analysis. The detailed examples include lexical and grammatical associations. The paper includes pedagogical implications of studying concordances. They can be used as explorative tasks where learners discover lexical or grammatical collocations or they can be turned into gap-exercises where learners try to find missing key words.

Relevance

This report is discussed here because of the corpus-based teaching approach and proposed language corpora for the purpose of creating authentic teaching materials in the area of German for Academic Purposes.

McCarthy, 2004

‘Translator Choice’: A fresh use of the web in teaching translation, University of Wollongong

A contribution by McCarthy ‘Translator Choice’: A fresh use of the web in teaching translation extends the examples of innovative practice to translation. This paper reports and analyses a web-based activity ‘Translator Choice’ that employs information technology as a tool of fostering the cognitive skills needed by second language learners in their mastery of translation processes. The paper deals with the pedagogical considerations that drove development of the web site. These considerations were to add a new dimension to translating activities for foreign language students.

Teacher preparation of data for an activity is spelt out in steps and computer enhancement in the activity is provided. The activity is said to involve:
1. minimal administration;
2. seamless coordination of an activity which although technically possible and genuinely useful in its on-paper version, is so labour and materials intensive in that format as to render it impracticable;
3. online access to instructions as required;
4. random display of translation alternatives;
5. automatic scoring:
6. a means of ensuring that students devote additional out-of-class time to translation throughout the session;
7. opportunities for students to work unsupervised, and at times that suit them and in 'Select One' activity, Practice mode...;
8. online access to ‘View your translation so far' triptych;
9. the option of immediate access to feedback on the deficiencies of 'non-recommended' translations (p.215).

The paper takes into account a number of economies in design, data entry, administration, class time, scale, reserve economy of scale. Students' comments regarding the web site were generally very positive. They found the activities helpful, appreciated the accessibility and were eagerly awaiting the creation of linguistic feedback. Advantages of “Translator Choice” activities were complemented by weekly lectures on stylistics and translation, students' thinking about the language and their own acquisition of linguistic skills was enhanced and there was opportunity to work on translation in a new and structured way outside the classroom.

Relevance

“Translator Choice” is of particular interest for this review as it reports on collaboration of experts from various fields in the development of the web-based activity that has considerable potential to extend traditional translation exercises.

Bourke, 2005

Innovative practice in Japanese language education, Queensland University of Technology

Innovative practice in Japanese language education, a volume edited by Barbara Bourke, includes a collection of eight papers delivered at the Japanese Studies Association of Australia conference held at the Queensland University of Technology in 2003. This collection presents innovative initiatives being undertaken by Japanese language teachers at university level in Australia, New Zealand and Japan. The volume incorporates a variety of themes. Five papers are focused on some aspect of technology, while others are focused on the community involvement in language learning, the use of systemic functional linguistics in curriculum design and the use of systemic functional linguistics model to evaluate curriculum innovation. Language educators share their ideas about interesting and new things that are occurring in higher education institutions. Five papers relevant to the present project will be briefly discussed further.

Beyond right and wrong: An innovative approach to teaching Japanese particles using animation, Macquarie University

Megumi Sata Khan and Mio Bryce reported on the project Beyond right and wrong that aimed to provide support for university students in overcoming difficulties associated with handling Japanese particles. This paper reports on three aspects: the conceptualisation of the study and development
and implementation of three prototype online exercises and evaluation of the prototype from the users’ point of view. It was noted that students’ understanding of particles remains shallow and that the teaching of particles is an area that conventional pedagogy has not covered yet. Therefore, the authors suggested enriching students’ knowledge through reinforcement of their perception of particles by developing their sense of the language through their imagination. Animation was employed to provide a visualisation of students’ responses, whether or not the responses were contextually correct. Khan and Bryce used interactive animation as a means of removing inhibitions and encouraging experimentation by the user. In evaluating this pilot project, students’ and teachers’ comments related to technical issues and to content and conceptual matters. Overall, the students were enthusiastic in their feedback stating that animation-based exercises seem to be interesting and fun. On the other hand, teachers’ comments were more reserved, though they noted that animations helped students to motivate their language learning. Animation-based exercises enabled students “to cultivate the ‘feel’ for or development implicit knowledge of the use of particles in self learning mode at their own pace and in privacy”.

Informing curriculum design using genre analysis: A study of three genres in Japanese, University of Wollongong

Thomson’s paper *Informing curriculum design using genre analysis* aims to contribute to the development of learning/teaching resources for the teaching of reading and writing in Japanese. It describes three genres in Japanese: the factual news commentary, the hard news story and the soft news story. These written texts are selected because they are, or have been, taught in the Japanese language curriculum at the University of Wollongong. Each text was analysed and described. The descriptions were based on systemic functional linguistics, thematic patterns of progression and generic structure potential. Thomson argues that having knowledge of the differences between realisation of the three genres in English and Japanese allows teachers of Japanese as a second language to develop sensibility graded and sequenced reading and writing curricula. A sample curriculum statement for teaching of reading and writing of news stories is presented in the paper (p.35). Thomson advocates for introducing the Japanese language from ‘an informed position based on appropriate linguistic research on the nature of contemporary, authentic language use’.

Interactive software to accompany Yookoso: Has it all been worthwhile? Queensland University of Technology

In their paper, *Interactive software to accompany Yookoso*, Bourke and Parry reports on how they use technology in the first two years of Japanese language program that combines traditional face-to-face teaching with in-house developed CALL resource. This is an example of ‘blended learning’, which takes advantage of the power of technology and of a comprehensive program – an addition to the overall language learning process. The authors describe the development of interactive software. The Japanese template was modified from the English version in use at Miyagi Gakuin Women’s University. It was developed using Authorware: text, audio, video, graphics, animations and allowed students to input their answers and receive immediate feedback. The program contents are based on the Yookoso textbook package using dialogues and vocabulary lists from the textbook, audio track from CDs and a selection of exercises from the workbook.

QUT has been using multimedia applications in Japanese language program since 1992. The computer lab sessions are used as an extension of the classroom lessons and activities. A number of advantages for students using the software are highlighted. They include ease of navigation, multiple scaffolding features including the hint function and the use of animation for the presentation of hiragana, katakana and kanji. The software is perceived by students as an essential part of their learning. Yookoso serves as a valuable tool to help students to practice what
they have learned in the classroom. One out of four hours of face-to-face Japanese language classes is spent in the language lab. Students are also encouraged to use the lab in self-access mode outside class time. Bourke and Parry make a fairy convincing argument that the investment in the development of CALL resources is justifiable. QUT adopted a model that integrates CALL into the curriculum and provides one compulsory hour in the computer lab. Bourke and Parry argue that ‘if CALL materials are related to the ‘main’ coursework and examinable content, students value the opportunity to use the software as an aid in their learning’.

Internet chat as collaborative CALL: Language learning strategies in an internet Chat class, University of Wollongong

Saito’s paper Internet chat as collaborative CALL deals with an internet Chat class in a compulsory Japanese language subject at the University of Wollongong. It aims to seek evidence of the use of language strategies relating to social interaction in Chat classes and to examine the importance of strategy use in this form of Collaborative CALL. Eleven third year students of Japanese participated in a simultaneous Chat program as part of their compulsory language subject, which consisted of one-hour lesson of kanji and four hours of grammar per week. One hour of grammar was replaced by one hour of a Chat session. Collaborative CALL was used in the curriculum as a means of fostering student collaboration. Students communicated interactively with their ‘Chat buddies’, students of English at Doshisha University in Japan during six sessions. Students were required to conduct a Chat logbook including a summary report of each Chat session written in Japanese and self-evaluation of what they learned, how they prepared each Chat session and how they planned the next one. A Chat strategies survey was administered in class. The survey results revealed that when students saw an unknown word or expression in their buddy’s message, they asked the Chat buddy what it means and how to say it on the spot. The second most frequently strategy was to ask a classmate. In the situation, when the students did not know how to say a particular word or expression, they were more inclined to ask their classmates or a teacher. This study indicated that students practice social strategies that are necessary for collaborative learning. Saito advocates that understanding students' learning behaviour in internet chat sessions empower teachers “to better prepare students for participation in Collaborative CALL and better position internet Chat as a pedagogical tool, leading to more effective use of the medium in foreign language education”.

Meeting with Japanese professionals: Bridging classrooms and the community, University of New South Wales

The paper entitled Meeting with Japanese professionals was written by Chihiro Kinoshita Thompson. Its purposes are threefold: to describe the preparation and administration for a Japanese language learning event named ‘Hataraku Nihonjin no Tsudoi’ (gathering of working Japanese people), to discusses the event in the light of constructivist pedagogy and syllabus design, and to evaluate this event from the point of view learners, teachers and the Japanese professional community. The Intermediate Japanese Communication course is the core Japanese language sequence that runs for 14 weeks at UNSW. It aimed to equip students with Japanese linguistic, sociolinguistic and socio-cultural skills, positive attitudes towards intercultural communication with Japanese people and autonomous language learning skills. The course comprised 133 students who were taught by a team of four teachers. The course utilises extensive course notes, video programs, audiotapes, web resources to enhance students’ understanding and acquisition of skills. The students are provided with clear goals about different tasks they have to perform in Japanese. Preparations for the Tsudoi are multifaceted and involve the students and the course coordinator. Preparations provide students with:

1. knowledge of Japanese working life and corporate structures;
2. knowledge of the Sydney Japanese business and professional community;
3. vocabulary and language content;
4. grammar structures;
5. communication and discourse strategies and skills;
6. knowledge of the different responses people may give them in contact situations.

This course was designed as a combination of a systematic approach and experience which has been accumulated for many years in the university. Neustupny’s (1989) cycle of Explanation, Understanding, Practice and Performance was used as a framework and then Reflection was added to this cycle. It was found that the event provided students with “an ideal opportunity to observe and participate in authentic varieties of the Japanese language, behaviours, knowledge, beliefs and experiences”. The author suggests that “when the 'performance' phase is the main focus of learning, and course content is structured accordingly, learning is enhanced”. Further, Kinoshita Thompson noted that the Tsudoi was extremely successful and meaningful for students, guests and teachers. The event also raised the profile of students of Japanese and UNSW in the Sydney Japanese business and professional community.

The National Statement for Languages Education in Australian Schools, 2005

In 2005, the Ministerial Council on Education, Employment Training and Youth Affairs (MCEETYA 2005) issued the National Statement for Languages Education in Australian Schools and the accompanying National Plan for Languages Education in Australian Schools, 2005-2008. The National Statement is a declaration from state and territory ministers of education affirming the importance of languages other than English, describing broad goals for language education, tracing briefly some recent history in language education policy at the national level, and marking some implications for "jurisdictions and schools".

The Statement affirms the importance of quality in program design and delivery and diversity in provision. Following the Statement is the National Plan. This claims to represent the national blueprint for languages for the years 2005-2008 and discusses the need for long term directions in language policy into six “nationally agreed inter-dependent strategic areas” (p. 11). These are Teaching and Learning, Teacher Supply and Retention, Professional Learning, Program Development, Quality Assurance and Advocacy and Promotion of Languages Learning. For each of these six areas there is specified an objective, an underpinning principle and a series of actions.

Teacher Supply refers to teacher education but manages not to mention universities. During 2006 under the auspices of the National Statement and Plan a series of national investigations into teacher training, intercultural language teaching, Indigenous languages and a study of the “state and nature” of languages education in Australians schools have been advertised.

Relevance

The National Statement is discussed here because of its calls for “stronger collaboration at the national level … needed to further enhance the quality of the language learning experience and to make it a reality for all learners”.

Lo Bianco, 2005

Melbourne Asia Policy Papers

Melbourne Asia Policy Papers Number 7, part of a series of policy papers accompanied by an invitational workshop, is entitled Asian Languages in Australian Schools: Policy Options. This paper briefly provides a history of recent national language planning, data on language enrolments, and comparisons of recent policy developments in Australia with the UK and the US. On the basis of these considerations the paper considers four available policy options for advocates:
1. accept the status quo;
2. re-focus on Asia;
3. Asian and European languages and cultural studies; and
4. comprehensive languages and cultural studies.

In discussing the options and how they might contribute to lifting the current inertia in effective national language planning, arrest the decline in languages provision and re-activate innovation and collaboration and responsiveness in language education the paper considers several strategies and considerations in terms of what policy to advocate. These are: Ride the Tigers of Opportunity; Importance of Cultural Studies; Community and Foreign Perspectives; English as an Asian language. Noting that language policy is “much more than a process of planning” the paper argues that “experiences show that language policies often fail” (p 13). It attributes policy failure to a complex set of issues, such as the mistake of imagining that language policy and planning are essentially technical activities.

Relevance

The paper is relevant to the current project because it advocates a return to a “comprehensive and collaborative” basis to policy, in which different categories of language are represented, and in which community and foreign perspectives are addressed and incorporated.

AIATSIS and DCITA, 2005

National Indigenous Languages Survey Report

National Indigenous Languages Survey (NILS) Report 2005 was commissioned by the former Broadcasting Languages and Arts and Culture Branch of Aboriginal and Torres Strait Islander Services (ATSIS). The report was compiled by the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) and the Federation of Aboriginal and Torres Strait Islander Languages for the Department of Communications, Information Technology and the Arts (DCITA).

Aim

The purpose of this report is to provide solid evidence about the current state of indigenous languages in Australia.

NILS Report 2005 provides a summary and analysis of the results from a survey of Indigenous languages vitality status and resources that was carried out in 2004. It was an Internet survey with respondents providing online answers to a questionnaire, with assessments able to be processed as numbers or free text commentary. Telephone interviews and meetings supplemented the information gained from the questionnaire. A separate survey questionnaire was circulated to collecting institutions, and assessment of the AIATSIS audio-visual collection was also conducted.

Findings

One of the main findings of the report was that the situation of Australia’s languages is very grave and requires urgent action. Of an original number of over 250 known Australian Indigenous languages, only about 145 Indigenous languages are still spoken and the vast majority of these, about 110, are in the severely and critically endangered categories. This critically endangered category indicates languages that are spoken only by small groups of people mostly, over 40 years old.

Eighteen languages are strong in the sense of being spoken by all age groups, but three or four of these are showing some signs of moving into endangerment.
Many other languages are not fully spoken by anybody, but words and phrases are used, and there is great community support in many parts of the country for reclamation and heritage learning programs for such languages.

This report presents recommended ways of tackling the preservation and maintenance of Indigenous languages and methods of targeting areas and types of programs that require urgent action and support. These programs are listed from local to regional, state and national levels and are outlined below.

Collaborations

The report calls for overcoming the division between ‘community’ and ‘school’ language programs that is causing persistent difficulties.

Language Nests

These are pre-schools/crèches run by local Indigenous people where there is immersion in the local language and culture.

Community Language Teams

In order to have Language Nests and other programs which function well, it is necessary to have a support team resourcing and backing up the effort. These teams would include elders, who typically might know more of a language. It is also necessary for younger Indigenous adults to be involved to learn from the elders, to take responsibility for administration and be part of the teaching, care and production of resources on the languages.

Regional Indigenous Language Centres

These already exist in many, but not all, parts of Australia, and generate and conduct valuable community language programs.

A National Indigenous Languages Centre

Beyond the regional and state language centre levels there is a need for some higher functions to be carried out, to assist regional and community initiatives and to provide policy advice to government (p.42).

NILS highlighted the urgency of addressing the looming loss of languages as the prime need to be met, and the provision of programs for children as the most effective way of meeting that need. It provided the following recommendations in terms of community, regional and national initiatives:

1. A pilot program of Language Nests, which are Indigenous language programs for early childhood, should be established following consultation and a scoping report.
2. A pilot scheme of Community Language Teams should be established in a range of communities involving younger and older people.
3. Regional Indigenous Language Centres (RILCs) should operate in all areas of need to provide infrastructure and technical support to Community Language Teams.
4. A feasibility study should be undertaken in 2005–06 to evaluate the merits of establishing a National Indigenous Languages Centre.

Quality control of language programs are reflected in the following recommendations:

1. Language programs must be tailored to the type of language situation in the local community.
2. The goals of language programs should be based on specific desired outcomes and be built around achieving:
1. Increased knowledge of the language by members of the community;
2. Increased use of the language by members of the community;
3. Development of material products on the languages and knowledge systems;
4. More positive feelings in the wider Australian community and other agencies towards Indigenous languages.

3. The performance of Regional Indigenous Language Centres and Community Language Teams should be evaluated over three-year periods, starting in 2006, to determine outcomes and set priorities based on the recommendations of this report.

Relevance

*National Indigenous Languages Survey* is included here because it reports on the current situation of Australian Indigenous languages and suggests steps that need to be taken to stop the process of these languages disappearing and increasing the role of the communities in the use of Indigenous languages and development of various materials.

**UNIVERSITY OF SOUTH AUSTRALIA**

The University of South Australia was the first university in Australia to identify a commitment to Aboriginal and Torres Strait Islander education in its charter. The Unaipon School was established in January 1996 as a result of the amalgamation of the Aboriginal Studies and Teacher Education Centre (est 1968) and the School of Aboriginal and Islander Administration.

The Unaipon School is a multi-disciplinary school offering programs in Aboriginal Studies, Aboriginal Policy and Management and Australian Studies in awards ranging from Undergraduate Degrees through to Post-Graduate qualifications by coursework and by research. The School also offers majors, sub-majors and minors and individual courses as BUGE (broadening undergraduate education) or Elective courses to students studying in programs across the University or through cross-institutional study links with other Australian Universities. Majors, sub-majors and minors are Aboriginal Policy and Management, Aboriginal Studies, Australian Studies. Elective courses are Pitjantjatjara and Kaurna Languages.

The material that follows describes the innovative and collaborative nature of indigenous language education offerings, unique to UniSA. Material from 2003 to 2005 is included.

**Pitjantjatjara Language Summer School**

The University of South Australia and its antecedents have a history of teaching the Pitjantjatjara language since 1975. Before then, students enrolled in Aboriginal Studies subjects could attend Pitjantjatjara Summer Schools conducted by the University of Adelaide. Since 1975, Pitjantjatjara Language subjects have been available for students enrolled in Aboriginal Studies and other University Programs. One week Summer Schools were commenced in January 1983. They have been conducted annually. In 1998 the Summer School was then extended to a two week course. With an emphasis in the teaching on a situational method, the Magill Campus has proved ideal with access to the river, open spaces, trees and birdlife (http://www.unisa.edu.au/unaipon/pit-langualage.asp).

The Pitjantjatjara Language Summer School will benefit people who have contact with Pitjantjatjara people in the course of their work. People completing the summer school should be able to enter into elementary conversations with Pitjantjatjara people. There will be also historical and cross-cultural information within the curriculum. Consisting of oral practice, elementary vocabulary, basic grammar and written exercises the School will be conducted with sessions of role play with an emphasis on oral fluency, small group sessions for revision and practice or oral language and
grammar sessions. It will provide structures on which students can build their progress in the language.

By the end of the school, students should be familiar with a basic vocabulary of approximately 300 words, be familiar with the sounds of the language and able to reproduce them, and have a basic grammatical knowledge with an understanding of the four noun and four verb classes and four or five tenses of the verbs in each class, and should be able to converse in simple sentences. (This is reproduced from the pamphlet of the Pitjantjatjara Language Summer School 2006).

The Unaipon School has a strong commitment to the development of International Indigenous Studies and has established close teaching and research relationships with Indigenous Studies programs in universities in New Zealand, Mexico, Canada and the United States. These relationships are reflected in the teaching programs of the School, which increasingly are incorporating global perspectives on Indigenous knowledge and Indigenous issues.

Indigenous Education Statement, 2003

To ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services the University of South Australia has issued an Indigenous Education Statement. The Statement offers alternative modes of delivery; use of learning technologies; mixed modes of education and residential provision for its programs. The Statement reads:

"The University uses a variety of modes of delivery including on-campus, distance education provided through paper based resources, on-line technology as well as on-campus workshops for some programs to further assist students studying by correspondence. The Aboriginal and Islander Support Unit has study centres in regional areas which are connected to the University’s on-line learning system, allowing all of these modes of learning to be employed at each of its off-campus Study Centres. As well, staff are regularly linked by teleconferencing at monthly staff meetings, to ensure that all staff are kept up to date with all services (p.4)."

To ensure participation of Aboriginal and Torres Strait Islander students in education and training the University also offers a range of other programs that affirm Indigenous identity, self-value and capacity to succeed in the culture of the institution.

The University offers some 17 programs with an Indigenous component to promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students in the areas of Arts, Policy Management, Social Sciences, Social Work, Education, Teaching, Nursing, Midwifery and Applied Science. In addition courses from Aboriginal Studies and Aboriginal Policy and Management are available for students to enrol in as electives, minors and majors where their programs allow. The University also teaches two Aboriginal language courses: Kaurna and Pitjantjatjara (p.5).

Describing the constraints it faces in progressing Indigenous higher education the University makes the following comments in relation to the teaching of Aboriginal culture and language.

"These important fields do not attract sufficiently large numbers of students to be economically viable without additional funding. New university funding model should acknowledge that teaching an Indigenous language is a higher cost than a mainstream language like (say) Italian, both because of the small numbers of students and the need to create learning resources. Indigenous studies and languages should be in a higher funding band (p.7)."

Indigenous Education Statement, 2004

In 2004, the University Indigenous Education Statement was re-issued. It aims to “ensure equitable access of Aboriginal and Torres Strait Islander students to education and training services” and offers the following principles:

1. Engaging the Indigenous communities in the planning, delivery and evaluation of higher education provision
2. The 20 year old Anangu teacher education program (AnTEP), based on the Anangu-Pitjantjatjara Lands, is one of the longest running remote Indigenous teacher education program in Australia. Delivered in cooperation with the Department of Education and Children’s Services (DECS) staff through Anangu school sites on the AP Lands, the program is a collaboration with the Pitjantjatjara Yankunya Education Committee (PYEC), (DECS and Indigenous members (p.3).

To promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students the University undertakes to provide Indigenous studies and languages through the Unaipon School within the Division of Education, Arts and Social Sciences currently teaches two Aboriginal language courses; Pitjantjatjara Language 1A and Kaurna Language and Culture (p.6).

**Indigenous Education Statement, 2005**

The University of South Australia is strongly committed to equity and Indigenous education and has been so since its foundation in January 1991. This commitment is enshrined in the Act of Establishment which states in part that ‘the University will provide tertiary education programs as the University thinks appropriate to meet the needs of Aboriginal people.’

In 2001, the University undertook a review of its Indigenous Education Strategy objectives, setting the goal *to contribute to the achievement of national reconciliation between Indigenous and non-Indigenous Australians through achieving equality of access, participation and outcomes for Indigenous students at the University and the inclusion of Indigenous perspectives across a wide range of University programs*. Objectives supporting this goal and forming the foundation of this strategy include:

1. Extending the range of programs offered across the University to attract and support Aboriginal and Torres Strait Islanders as students and employees;
2. Ensuring that UniSA’s curricula are inclusive of the experience of Indigenous Australians;
3. Raising retention and completion rates for Aboriginal and Torres Strait Islander students towards University-wide average rates;
4. Promoting and supporting programs to heighten the research profile of Aboriginal and Torres Strait Islander staff and students within the University (p.1).

Increasing the proportion of students undertaking professional and higher level award courses and courses in areas of current and potential employment opportunities. Indigenous students at the University are enrolled in over eighty-two programs. The majority of those students are enrolled in degree level courses. Indigenous students enrolled in Higher Degree courses have increased from 22 in 2003 to 31 in 2004 which represents a 29% increase. The number of Indigenous students who are enrolling in Diploma level (that is, sub-professional programs of study) is declining. Commencing students (2005) have enrolled in forty four different programs of study across all divisions (p.8). To promote, maintain and support the teaching of Aboriginal and Torres Strait Islander studies, cultures and languages to all Indigenous and non-Indigenous students the University offers.

** Provision of Indigenous studies, languages, is continued through the Unaipon School.**

1. The Unaipon School within the Division of Education, Arts and Social Sciences currently teaches two Aboriginal language courses; Pitjantjatjara Language 1A and Kaurna Language and Culture;
2. Sponsorship from the Teaching & Learning Unit provided funds for guest lecturers and several field trips to Indigenous sites in Adelaide in the context of the Indigenous Tourism course in collaboration with Tauondi College (for Aboriginal adults) as part of an ongoing program to provide access to the Tauondi resources in order to broaden awareness and appreciation of Aboriginal culture and history. Conversely, this collaboration is an opportunity to introduce the students of the College to university culture and study in order to increase access, retention and success rates of the Indigenous cohort in the University of South Australia (p.10).

CHARLES DARWIN UNIVERSITY

The text which follows describes CDU’s Indigenous programs, philosophy and planning.

Indigenous knowledge is a cultural, environmental and intellectual resource for the wider community and can help provide both Indigenous and non-Indigenous people with an understanding, appreciation and respect for Aboriginal tradition and contemporary cultures. With Australia’s largest Indigenous population, the Northern Territory is the ideal place to study Indigenous issues. The content of courses is not limited to Australia’s Indigenous peoples alone as it extends to understanding and awareness of international Indigenous communities.

Students can choose to study Aboriginal and Torres Strait Islander Studies at VET, undergraduate and postgraduate level. Double degrees are also available. Indigenous studies are part of the School of Australian Indigenous Knowledge Systems. The School of Australian Indigenous Knowledge Systems offers a wide range of courses in Aboriginal and Torres Strait Islander studies, Indigenous governance and natural and cultural resource management.

The objective is to share key elements of Indigenous knowledge within the guidelines of Indigenous protocols both nationally and globally to ensure and safeguard the advancement, transmission and preservation of Indigenous knowledge systems.

The aspiration is to be a national and international focal point for research and consultancy. We forge partnerships with Indigenous communities and governments and encourage and support you to study and undertake research in Indigenous issues of importance. These include governance and capacity building, natural and cultural resource management, protection of Indigenous knowledge systems, Yolngu languages and culture and cultural heritage management. The courses offer a range from VET through to undergraduate and study Yolngu languages and culture at CDU. We work with the guidance and approval of advisors in Yolngu communities. They include Djuwandayngu, Banyawarra, Nirrparandji, Dayngumbu, Djirrimbilpilwuy, and Raymattja. Students learn culture and kinship as well as language. Non-Yolngu students start by studying Dhuvala people and language. Later they learn about the life, land and language of other groups of people, like those who speak Dhangu, Djangu, Dhay'yi, Djinba and Dhuwal. Yolngu study their own languages and connections in the Yolngu world.

Yolngu studies can be studied face to face at Casuarina campus, and some units will be available externally. All the online units are available at undergraduate and postgraduate levels. The pages are password protected. Students need to be an enrolled with CDU or OUA to access the learning online materials. If someone is already enrolled at another university, and would like to study Yolngu Languages and Culture and credit it towards a degree, can contact a course coordinator and ask about cross-institutional study from the CDU website in current students’ forms.
3   UNITED KINGDOM: RECENT WORK ON LANGUAGES IN UNIVERSITIES

The Nuffield Foundation, 1975

The Drift of Change

The report *The Drift of Change*, published in 1975, is an interim report of the Group for Research and Innovation in Higher Education which was funded by the Nuffield Foundation. It sets out to locate, study and document new developments in higher education. The changes the group has been interested in are at the local level of the day-to-day practices of teaching, organising curricula, and seeking to improve students' learning. Although there has been a lot of change at this level, however, the emerging new patterns are almost certainly not widely known.

The report sketches an outline of recent developments: what they are; how they began; their range, scope, and rationale; the problems that they were designed to combat; the difficulties they have run into; and the benefits that seem to have accrued. It also looks at how institutions foster and promote new approaches and at the countervailing forces within the academic world that make the instituting of changes in teaching.

It has been noted in Part 3 *Why and how do innovations occur?* (p.31) that some departments are unable to meet their quota of students, as is sometimes the case in modern languages. A variety of new plans that could be traced in this way to falling intakes or falling growth rates were emphasised. They often involved broadening a specialist discipline by laying out a wider range of options in the third year; by redefining the emphasis of the course (French into French studies, German into German studies); or where joint honours are the pattern by increasing possible combinations of subjects. Other changes, such as the introduction of small group teaching, new-style laboratory work, modified assessment procedures, were often introduced to render the degree course more interesting and engaging for the student - presumably with the hope that thereby 'the word would get around' and numbers would edge upwards again. In some instances entry requirements themselves have been altered with the prospect of attracting a different kind of student.

One target group has been those potential students who have not studied the specialist subject (Greek, for example) at 'A' level. To attract such group has involved reducing the degree of specialisation required and has signalled the introduction of new first-year courses.

The Nuffield Foundation, 1976

Making the Best of It: Reconciling Ends, Means and Resources in Higher Education

Continuing its interest in higher education, and languages, is a later Nuffield Foundation report: *Making the best of it: Reconciling ends, means and resources in higher education*. This is a general study of undergraduate teaching in universities and polytechnics in the United Kingdom. Teaching is interpreted in its broad sense and includes curricula, assessment and advising as well as teaching methods. It is the final report of the Group for Research and Innovation in Higher Education.

The study was completed in September 1976. During the project 65 universities and 20 polytechnics were visited. The report stated that the climate for higher education had changed. Capital expenditure has been reduced; and many universities and polytechnics are either pooling vacant posts or freezing all new appointments. There is pressure on the staff-student ratio; less money for research; and a serious graduate employment problem. The three sections of this report
are concerned with three aspects of teaching and learning: resources, people, and ideas. The report’s main recommendations relate to the main emerged themes:

**Resources**

1. Students can and should be given greater responsibility for their own learning. This entails giving them more information about all aspects of their courses, better access to learning materials of all kinds, and more detailed comments on their work. Optional courses on study skills can help them to become more effective learners;
2. Staff time can often be used to better advantage. Delegation of some activities may redress the overemphasis on universal participation in all decisions. The ‘quality of time’ could be improved by arranging blocks of time for certain activities, including teaching, so as to minimise the frustrating fragmentation of work (p.32).

**People**

1. Universities and polytechnics should admit more mature students and encourage part-time modular courses. Adults might well be supported by increased grants or interest-free loans, repayable by a surcharge on income tax;
2. More opportunities should be given to staff for their professional development as teachers, for example by arranging for academic exchanges between institutions, and by helping interested individuals to re-train in related fields.

**Ideas**

1. All degree programs should be formally reviewed every five years; there should be informal discussion of individual courses each year; and mid-courses feedback should be a regular feature of all teaching;
2. Innovations in curricula and teaching should be institutionally approved and given experimental protection for an agreed period (p.33).

**Evans, 1988**

*Language People: The Experience of Teaching and Learning Modern Languages in British Universities*

In 1988 Colin Evans published *Language people: the experience of teaching and learning modern languages in British universities* funded by the ESRC. The study is based on a qualitative approach, the validity of which depends on the author’s subjective effort to understand the whole through close attention to individuals. This is an exploratory study of the lived experience of the group of people linked by the choice of a particular subject.

The study is based on 20 years of author’s personal experience of working with Modern Language students. Fifty students and fifty university teachers were interviewed. The book consists of four chapters: Students, Staff, The Staff-Student Relation and The Discipline. The study is concerned with how students chose the subject, students’ and teachers’ experiences in it and their reflection. Students’ experiences of studying modern languages in integrated programs of European Community, Salford, Cardiff and Southampton universities are described. The researcher discussed issues of language teaching, a year living in the country where the language is spoken, and provides examples of staff and students at work.

There is a criticism of language pedagogy used in university and suggestions for improving the situation. The book finishes with the author’s view of the future of modern languages.

Several sections are somewhat relevant to languages delivery (pp. 13-21, 22-50, 102-108 and 186-193).
The Nuffield Foundation, 2000
Languages: the Next Generation

The Nuffield Languages Inquiry (1998-2000) was established to review the UK’s capability in languages. It was asked to consider the following questions and to make recommendations:

1. What capability in languages will the UK need in the next twenty years if it is to fulfil its economic, strategic, social and cultural aims and responsibilities, and the aspirations of its citizens?
2. To what extent do present policies and arrangements meet these needs?
3. What strategic planning and initiatives will be required in the light of the present position?

The Inquiry reviewed a current position of language teaching and learning in Higher Education with the focus on the following issues:

1. Continuity of teaching and learning in a language across high school (or post-compulsory secondary education) and tertiary education;
2. Provisions for language diversity and range of available languages offered by higher institutions;
3. Weaknesses and strengths of language teacher education;
4. State of national language research;
5. National language policies.

A set of recommendations was offered in each of the areas. A brief description of the finding of the Inquiry in regard to these issues will follow.

The question of continuity of teaching and learning in a language across high school and tertiary education is very important because most tertiary students would expect to have an option to continue and they would actually prefer to advance in the language that they had studied before (p. 55). Therefore the range of languages that are taught at school would mainly determine the demand in languages for offer at higher institutions.

The Inquiry found that the range of languages in secondary schools is unbalanced. French remains the dominant language taught, despite legislation which allows great freedom of choice. More pupils are learning German and Spanish, but not in sufficient numbers to meet the nation’s needs. French, German and Spanish account for nearly 90% of the total. Apart from initiatives in Language Colleges, the number of schools teaching non-European languages is tiny.

The National Curriculum for England and Wales allows schools to teach any foreign language or languages, provided they offer all pupils the possibility of studying an official EU language. Apart from the limitations of the National Curriculum there is no national policy to control or direct either the availability of specific languages or the numbers of pupils learning them. Schools are guided primarily by tradition, the availability of specialist teachers and teaching materials, and parental preference. There is no overall government strategy to achieve a wider mix of languages.

The organisation of language teaching on tertiary level varies widely. Most universities and colleges provide free-standing language options for students of other disciplines. These are often provided in various ways, often via a separate unit, such as a languages centre, or identified as an institution-wide language program (IWLP). Teaching is provided in response to demand, and such programs are effective. They have been at the forefront of innovation: they exploit information technology, pioneer open learning approaches and develop transferable skills. But the free-
standing and flexible nature of such courses often leads to their having low status and being under-
resourced. Typically, languages centres and IWLPS comprise a small core of full-time staff and an
extensive cadre of part-time temporary staff, usually employed on an hourly basis. They are
vulnerable to annual fluctuations in funding and may have difficulties in maintaining a stable level of
high quality provision. (p.55)

Over half of institutions organise language teaching across several departments. Languages
centres and institution-wide language programs may be incorporated with or separate from
specialist languages departments.

The funding bodies have launched a number of initiatives in recent years to strengthen and
develop teaching and learning across higher education in the UK. The Inquiry believes that
integrated provision for languages is the most advantageous approach and welcomes the
establishment of a national subject centre in languages, linguistics and area studies, with the task
of promoting innovation, good practices and cooperation in these areas.

The inquiry recommends formulating a national strategy to plan the range of languages taught in
higher education, to manage the integration of languages into all subject areas and to maintain a
sufficient supply of language specialists. It should involve the funding bodies, subject centres and
professional associations concerned with languages in higher education.

Other suggestions of the Inquiry include adopting a national “language for all” policy that would
announce languages as a key skill for graduates. All students should be entitled to learn a
language as an optional part of their degree. Universities should specify their requirements and
expectations for student participation. A target of 10% of study time is suggested and universities
and accrediting bodies should be invited to consider how this may best be achieved. National and
institutional funding increases should reflect such a policy. In addition, all students should be
encouraged to extend their portfolio of languages through supported independent learning, whether
or not it forms part of their degree program.

Introduction of a language requirement for university entrance is suggested. All students should expect
to be able to consult foreign language materials as part of their studies, and should be
expected to develop their language skills. Accredited post-16 language study, or equivalent
language learning experience, should be a stated requirement for entry into all degree programs.
The government and higher education institutions should consult widely and decide how to
introduce this over a five-year period.

The Inquiry stresses the potential of ICT as a very efficient instrument for language learning.
Organisations such as the Open University Language Centre and BBC Languages have pioneered
mixed media approaches to language learning, and their development of supported self-study
using distance teaching approaches has demonstrated how effective a well managed combination.

The Internet allows offering languages that would not otherwise be available. The Internet can offer
professional networking for teachers Through the Internet, teachers have immediate access not
only to up-to-date resources but also to direct exchange of experience with other teachers. This
sort of facility is particularly important to teachers in the adult sector where so many work part-time
and have no access to local or national support structures.

Special attention was paid to language teacher education.

The Inquiry concluded that the UK desperately needs more language teachers. To resolve the
shortage, it is suggested to make improve the situation with community language teachers, create
more opportunities for speakers of community languages to get training as teachers.
Another way could be raising qualification and language awareness of school teachers by reintroduction of language requirement for new entrants in the profession and by an ongoing program of retraining and incentives for existing teachers. Language teachers should continue to develop the use of information and communications technology for language learning, with the aim that it should become a central part of their course planning and materials development.

The Inquiry identified some strengths of the policy. Language Colleges raise the profile of languages and facilitate innovation support by CILT for the teaching and learning of languages. The establishment of a Languages National Training Organisation to promote occupational language standards is positive. Funding for a national subject centre in higher education for languages, linguistics and area studies is likely to have flow on effects throughout languages and was welcomed. There is also successful recruitment of teachers from other countries and commitment by the DTI to promoting languages, including business/education links such as the launch of European Languages Awards with joint UK and European funding.

The Inquiry also discussed weaknesses of the policy. Specifically it identified no strategic management of languages in the education system and no match between national needs and provision. Furthermore there is no rational and consistent path of learning from primary through to higher education and beyond and this means that investments made in one sector is not built on in others. The absence of a national approach to achieving a better balance of languages taught is registered as a concern as is the poor continuity between qualifications in languages at different points in the education system and inadequate opportunities for language learning beyond 16, with no agenda for increasing the numbers continuing languages. Compounding this is the absence of a national agenda for languages in higher education and inadequate opportunities for adults to learn languages. There is no concerted strategy to adjust teacher recruitment and training to achieve a better balance of languages in schools worsening what is a chronic shortage of teachers despite measures to encourage recruitment.

Spöring, McNeil, and Hartley, 2002

Modern language benchmarking in the post-compulsory sector, University of Dundee

This innovative project undertook some international benchmarking of post-compulsory modern languages teaching. Entitled Modern language benchmarking in the post-compulsory sector, this study was a cooperative and collaborative research project conducted by Spöring, McNeil and Hartley, funded by Scottish CILT through its SCOTLANG and published by the Centre For Applied Language Studies, University of Dundee in August 2002. The project aimed to compare institutions’ approaches to describing the outcomes of their language courses and to identify practical and theoretical issues applying to national language standards and benchmarks. The project continued for three years and consisted of four phases. The following research questions were investigated:

1. How homogeneous is the provision of MFL programs in the HE sector?
2. What factors make it difficult to produce a single framework for benchmarking MFL programs in the HE sector?
3. What concerns does teaching staff have about the proposed benchmarking of MFL?
4. What approaches to benchmarking are preferred by language-teaching staff?
5. Which approach to creating a benchmarking framework is most likely to be successful?

In order to answer these questions document analysis, personal communication, focus group discussions and a questionnaire were employed.
Focus group discussions were conducted with Heads of Department, professors, lecturers and language tutors and the languages represented were French, German, Spanish, Italian, Russian and English as a foreign language. Focus group data was analysed by means of a systematic coding of the data and content analysis. Sixteen institutions of higher education in Scotland were involved in the benchmarking of modern language research. These institutions incorporated three types of Scottish universities: ancient, old and new or post-1992. All Scottish universities offer some kind of modern languages provision.

The results of the focus groups discussions revealed eleven main concerns expressed by language teaching staff regarding to the proposed Quality Assurance Agency (QAA) benchmarking of modern foreign languages in higher education. The main concerns were identified as follows:

1. Benchmarking (BM) systems are politically driven;
2. Languages are essentially different from other subjects;
3. To reduce ML to countable features is dangerous/simplistic;
4. There are negative consequences of a prescriptive BM system;
5. There is a need to distinguish (a) internal and (b) external use of BMs;
6. There is tension between the different purposes of language studies;
7. There are substantial limitations of BMs as generic descriptors;
8. BMs are associated with a lowering of standards;
9. There is a marginalisation of non-specialist language provision;
10. There is tension between language and culture in programs;

There is a lack of transparency concerning ‘value-added’ and ‘distance travelled’ dimensions.

The results also showed nine “positive aspects” that were identified in the group discussions relating to benchmarking. They are summarised below:

1. Creating BM statements at institutional level is beneficial to staff;
2. BMs provide for common terms of reference;
3. There has been an identifiable impact of the Common European Framework (CEF);
4. BMs are linked to external examining and can help with this;
5. BMs have assisted some to focus on International Perspectives: looking beyond the UK;
6. BMs have created a discourse community of HE language teachers;
7. BMs can provide meaningful reference points for employers/students.

The authors classified benchmarking systems according to their intended social purpose and underlying values. They created the following categories of intended social purpose from the approaches they studied:

1. public accountability and control;
2. integration into the community/society;
3. promotion/ support of citizenship;
4. restricted access to/preservation of professional standards;
5. comparability within the system/society;
6. policy and standards improvement (general purpose);
7. diagnostic purpose aimed at individuals.

The researchers argue that:

“social purpose descriptors need to be added as an additional dimension when looking at benchmarking systems in order to understand their function within the social system in which they are used. They are essential to rendering benchmarking framework transparent” (p.46).

The research project has drawn the following conclusions:

1. “…The provision of MFL programs within the Scottish HE sector is diverse. There is variation in terms of types of students and programs, future professional orientation, size and scope of programs, entry and exit points. Provision for non-standard languages outside the trio of French, German and Spanish at degree level is getting smaller especially at higher language learning levels;

2. There are a variety of factors which make it extremely difficult to produce a single framework for benchmarking modern languages programs: the diversity of programs, outcomes, orientation and the needs of students with different language learning backgrounds. The QAA has contributed significantly to the introduction of HE ML benchmark standards;

3. Based on our findings in the literature and from the web search of international benchmarking approaches and standards, we propose that the conceptual frameworks which have been developed need to be analysed and developed further to include social purpose descriptors, which spell out clearly the role of benchmarks for different users;

4. When comparing benchmark standards and systems at an international level, certain common factors can be determined. There is a strong reliance on a dialogical and collaborative model of benchmarking processes, involving academics, teaching staff and policy makers. However, without exception, students – the ‘targets’ of these standards - are not involved in the process other than as subjects of study….”

CILT, 2002

Collaboration Programme in Modern Languages

Various collaboration projects described in the CILT bulletin illustrate ways of coping with limited markets or resources for smaller subjects by working together to develop joint programs or integrate shared resources. The Collaboration Program in Modern Languages was funded under the Higher Education Funding Council’s Collaboration and Restructuring Fund and managed by the University Council of Modern Languages and the Subject Centre for Languages, Linguistics and Area Studies. The design of the program of Cooperative and Collaborative Developments in Modern Languages is to:

1. involve a broad range of languages, types of institution and forms of academic activity;
2. be embedded as long-term institutional activities and resources after the end of the funding period;
3. provide strengthening of less widely taught disciplines;
4. serve as pilots and examples, to test illustrate and promote the different possibilities of inter-institutional collaboration and co-operation in the subject.
10 project details are outlined in the bulletin. They include:

Teaching Collaboration in a Virtual Department of Dutch. Total four universities, in particular, University College London, Universities of Hull, Cambridge, and Sheffield, collaborate in the project aimed at sharing resources and expertise teaching of Dutch.

URL of site: http://www.ucl.ac.uk/dutch/virtualdutch/new_pages/main_menu.html

Gruppo 62 Undergraduate Collaboration in Italian Studies. Two universities Hull and Leeds collaborate in providing material and learning resources in Italian studies. The project aims:

1. to create a new model for C&IT-supported undergraduate collaboration between two HEIs in terms of learning and teaching, accreditation and mutual recognition of academic standards, and quality assurance procedures;

2. to produce a set of sophisticated web-based resources for Italian Studies, and a shell for further development, which may be extended to other fields. Thus it will provide a sound footing on which to develop stimulating and attractive courses for distance learning, part-time provision, lifelong learning, and promotion of the e-University.

The information about this collaboration is on the website http://www.hull.ac.uk/G62/g62home/g62index.htm

University teaching database in French Studies

The Supply teaching database includes information on teaching strengths in the French departments. It will provide opportunities for research students to search outside of their own university. URL of site: http://www.extra.rdg.ac.uk/2001group/

Web materials in European area studies

This project builds on the ‘Contemporary France on Line’, the website is http://www.well.ac.uk/wasp.htm

MA in Italian studies: culture and communication

Collaboration of two Universities of Birmingham and Warwick on a MA program using face-to- face and online teaching with students registered at both universities.

http://www.italian.bham.ac.uk/pg/ma.htm

MA in Soviet and post-Soviet studies

The University of Bath and Surrey are collaborating on a jointly taught and administered MA

URL of site: http://www.surrey.ac.uk/lcts/russian

North West Centre for Research Training in Languages and Linguistics

A consortium led by the University of Salford is developing a course for postgraduate students across the UK.http://www.nwcl.salford.ac.uk/research.htm

Selwyn and Smalley, 2003

An Evaluation of the BBC/Nuffield Prototype Hybrid Courses

In 2002, The Nuffield Language Program and BBC Factual & Learning conducted an action research project to explore the potential of e-learning in enhancing the opportunities for adults to learn languages. The project was set up to develop an innovative language learning model for
adult beginners, combining the flexibility of online material with opportunities for learners to interact with a tutor and with other learners.

The model was tested by running a prototype course in four areas with learners who want to learn Spanish with support but without committing to a traditional weekly course. Neil Selwyn and Nina Smalley provided an evaluation of the effectiveness of the prototype and published a report An Evaluation of the BBC/Nuffield Prototype Hybrid Courses in 2003. The pre-existing online course for beginner learners of Spanish was created by BBC Spanish Steps and offered to learners in conjunction with three face-to-face classroom sessions.

The hybrid learners employed the website, classroom sessions, email and telephone support from a designated tutor and fellow learners, online learning materials and resources specifically developed for them. Four different sites were examined according to established criteria of educational, technological and social effectiveness of the prototype. The evaluation aimed to explore the areas as follows:

1. The nature of the learning experience for participants, how this was mediated by prior experience of learning, prior technological experience;
2. Pedagogical issues associated with the online/offline hybrid delivery, ease-of-fit of online and offline modes for learners and tutors;
3. Example of ‘best practice’ from the group.

Thirty two learners were recruited for the hybrid group and 32 volunteers participated in the ‘online’ group. The evaluation of the Spanish Steps package found that the ‘e-learning for adults’ prototype was a qualified success. Aside from the technical problems experienced, those learners who followed the hybrid courses through the third session were impressed with the course and the classroom sessions offered alongside them.

It was clear that the hybrid courses were attracting learners who, it is likely, would not be using the Spanish Step website in a purely online capacity. When compared to the autonomous online learners, the hybrid learners were older, less well educated and with less extensive technological background. The hybrid learners who followed the course through to the final classroom session were also more successful than the autonomous learners in completing the six stages of the Spanish website. It was found that e-learning work best with highly motivated learners. Individual and technological issues were also discussed. The importance of getting institutional factors in the ‘e-learning’ model proved to be crucial. These factors are organisational, the recruitment of learners to the course, the time of the day the sessions were provided, conditions of learning during the sessions.

Duncan, Munro, Penman, Conacher, Low and Holtzer, 2003

Stirling-Besançon telephone partnership, Stirling University and de Franche-Comté, Besançon University

The Stirling-Besançon telephone partnership is a qualitative study, conducted in 2000-2002 at two universities: University of Stirling in Scotland and de Franche-Comté in Besançon France. The study examined the linguistic and socio-cultural experience of university language students linked by telephone with native speakers of that language. It aimed to show the impact of that experience on three consecutive cohorts of university students.

The Scottish learners of French were second and third year students of French at Stirling University. The French students from the University of Besançon were learners of English who were undertaking a study to become teachers of French as a foreign language. The students from
both universities were partnered individually for one semester. During 12 weeks each pair conducted eight weekly 20 minutes conversations. These conversations were in equal time in both French and English. The students discussed topics related to their life in France and Scotland as well as to cultural differences between these two countries. The data for this study was collected by means of student questionnaires and semi-structured interviews conducted at the beginning and at the end of the semester. The Stirling students also made a weekly evaluation of their telephone conversations.

Conversation analysis, accommodation theory and intercultural competence were used for data analysis. The results revealed that the main gains for the students were:

1. their linguistic competence was validated,
2. their cultural knowledge legitimised,
3. they gained in confidence; and
4. felt that they had established relationships with their French partners.

Davies, 2003
Perspectives on offline and online training initiatives, Thames Valley University, UK

Davies’ Perspectives on offline and online training initiatives, is a chapter in the volume Language learning online: Towards best practice, edited by Uschi Felix in 2003 which was introduced in the review of Australian documents above. Davies’ chapter considers issues of training for language teachers in making the best use of technologies.

Due to extensive pressure on teachers to keep up with the latest technology Davies notes that those who lack such skills often feel inferior. The author emphasizes the importance of complementary training and content for language teachers, and suggests two central matters that need to be considered:

1. The content of the course must reflect the state of development of the technology to which the trainees have access or to which they are likely to have excess in the near future;
2. The content of the source should be subject-specific.

In the provision of subject specific content in an ICT course four topics are named:

1. Using generic software in language learning and teaching;
2. Exploiting the World Wide Web;
3. CALL pedagogy and methodology; and
4. CALL authoring tools.

A description of each topic proceeds in greater detail and a number of examples relevant to the main points are illustrated. In the section Some solutions to training issues an overview of important contributions made to the understanding and designing of ICT training materials for language teachers are included. These are: The New Opportunities Fund Training Initiative, CILT-NOF, The ICT for Language Teachers Project and TALENT.

Davies argues that high-quality training is an essential element in the process introducing ICT into language learning and teaching and that this process should be seen as ongoing, requiring regular updates. He concludes that “training is not cheap, but it is more expensive in the long term not to invest in training”.
Piper, 2004

**Final Evaluation of the Programme. What Lessons Have Been Learned About Collaboration?**

Alison Piper published a report entitled *Final evaluation of the program. What lessons have been learned about collaboration?* in 2004. This report deals with the Collaboration program for Modern Languages which set up 10 pilot projects that have brought about a series of collaborative and cooperative developments in modern languages. The project was funded by the Higher Education Funding Council’s Restructuring and Collaboration Fund of the University Council of Modern Languages and the Subject Centre for Languages, Linguistics and Area Studies. It involved 24 higher education institutions which included staff from 39 departments.

**Aim**

The purpose of the report was to assess how far the Program achieved its four strategic aims and to report on overall lessons that have been learned about collaboration in higher education in general and in Modern Languages in particular. The four strategic aims incorporated ten examples of collaboration and their relevance to other subject areas; specialist provision in Modern Languages; the embedding of collaboration; and a culture and understanding of collaboration.

**Methodology**

Evidence for the evaluation report was collected from project annual and final reports together with 18 interviews with project participants and associates. It was noted in the report that projects and interviewees reflected on the interaction between collaboration and other factors, such as the future of Modern Languages, competition, identity, research paradigms in the humanities, and the impetus towards regional, global and cross-sectoral relationships.

With regard to the prospects of Modern Languages that face a challenging future, the interviewees used bright metaphors to describe collaboration:

"...anything that gets people to jump out of their boxes...; collaboration is a powerful tool; it promotes Modern Languages beyond the micro-life of individual departments; it will keep small languages alive; if you don’t grow, you go; it makes academics and RAs less insular; there’s nothing sacrosanct about boundaries; anything that rejects parochiality and spreads innovation and good practice...; it provides reflective space for action; I’m for it at all levels; collaboration needs to be a vision; what you need is a cadre of people with clout and time who act as collaboration champions; if everyone pulls together...; we need to stop fighting over a diminishing pool; you get a knowledge spillover (p.29)."

Although the threat to identities is a theme in the collaboration literature, it was rarely mentioned by projects and interviewees. The research database project was an unusual example, where there were a lot of delicate sensibilities and people were not able to find a way through wanting a joint resource while clinging on to their own territory. There was also a sense in which the separate language partners did not engage with the notion of ‘Modern Languages’ research and the broad remit of a generically-titled resource. The other nine projects were discipline based, with a co-operative structure which maintained the partners’ individuality. Some partnerships seemed to thrive on plural identities, acknowledging the value of the collaboration but maintaining a strong sense of their own department and institution.

A more business oriented interviewee was dismissive of anxieties about local identities disappearing. Cloning is counter-productive because you lose competitive advantage if you become so hybridised that you don’t have unique selling points. Others emphasised a niche approach and the need to emphasise and build on particular strengths (p.30).

There was ambiguity about the pressures to collaborate in research. This was felt to have resulted in its politicisation and bureaucratisation and threatens the future of the traditional humanities scholar working independently, delving deeply into the subject and making an individualised
response to the sources. However, views varied from it’s not clear why the AHRB has this (collaborative) agenda, it’s based on the sciences to the alternative point that it’s the only way to do research now because we’re all dependent on other people’s skills. The fact of moving away from the single scholar as the only mode does not render the two perspectives mutually exclusive. There is a lot of collaborative exchange that goes on around individual research, and Modern Languages nowadays is quite interdisciplinary. Moreover though the big money at the AHRB goes to collaborative projects, the most awards are still for single scholars and they’re relatively easy to get. One problem is that Modern Languages and the Humanities aren’t used to really big money, it’s a culture thing. We need to learn from the scientists who play the collaboration game successfully (p.30).

Findings

The report presented the following findings. The benefits of collaboration were the development of new shared courses and enhanced resources for small academic groups and disciplines as well as enrichment for students and significant personal satisfaction and morale-building and Continuing Professional Development (CPD) for staff; the strengthening of Modern Languages and inter-institutional networks between linguists; and providing models of collaborative work for other discipline areas and for the future.

Facilitators

Piper identifies several factors that helped collaboration as follows:

1. sound and strategic conceptualisation of a project and the amenability of its goals to collaborative achievement;
2. institutional support;
3. good institutional administrative and technical back-up;
4. feel-good factors such as motivation, enjoyment, mutual encouragement, intellectual rewards;
5. positive attitudes such as energy, good team work, interpersonal skills, valuing others;
6. willingness to experiment, to negotiate, to abandon territorial attitudes, to cut through barriers;
7. strong leadership, effective management and communication; and
8. HEFCE funding and other finance where it was sought and available.

Barriers

Also some factors that inhibited or hindered collaboration were identified, viz:

1. flaws in a project’s concept and design;
2. failure to anticipate the true costs and administrative demands of the collaboration;
3. strategic, procedural and cultural incompatibilities and conflicts between institutions and, occasionally, partners;
4. staff deployment policies;
5. intensive administration;
6. long management supply chains;
7. poor communication; and
8. problems with the design, execution or up-loading of online resources.

Outcomes of cooperative collaboration

Positive outcomes of successful collaborations advocate that collaborations which involve face-to-face teaching, collaborative learning and research training are particularly productive at
postgraduate level, and enhance the students' experience. At undergraduate level, collaborations may be more viable and more valuable for students if they focus on the production of learning resources and collaborative staff activity, with a minimum of joint teaching and assessment or none at all. Collaborations which purposefully bring together staff and students working in minority and lesser taught languages can create critical mass and may significantly strengthen those discipline areas.

The outcomes of cooperative collaboration presented as follows: collaboration creates critical mass for small enterprises and motivates staff and students to acquire new knowledge and try new ways of doing things. Collaboration is likely to enrich the students’ experience, particularly by increasing the range and quality of staff, fellow students and learning activities they encounter. Collaboration can build staff confidence. A successful collaboration may create both the environment and the impetus for other projects to cluster around it. Collaboration can enhance and diversify provision, creative discord can lead to new concepts. Successful collaborations add value to their achievements and produce more than the sum of their parts. Collaboration may create valuable outcomes which were not anticipated. The benefits of collaboration will be different for different participants: students, staff and institutions. Collaborations may take a long time to deliver their outcomes. For individuals, collaboration can be motivating, cheering, productive and even fun. (p.35)

Recommendations

Overall, the report suggests nine recommendations that are addressed to those who are arranging a co-operative collaboration project:

1. In drawing up the budget for a collaborative project, the full costs must be included. These must be based on a comprehensive model of the predicted resources demanded by the project;

2. A collaborative project or program should have clear and realistic aims that meet a genuine need and for whose achievement collaboration is an appropriate means:

3. In proposing a collaborative project the partners should be able to demonstrate:
   - some degree of strategic convergence;
   - a willingness to share, or at least to sign up to, a common culture in pursuance of the project’s goals;
   - an understanding of any risks to the collaboration;

4. A collaborative project involving the joint delivery of a course should assess what aspects of the course—teaching, learning, assessment or resources—should most effectively be shared and which should remain within the ownership of the individual institutions;

5. Any bid for funding a collaborative project must be signed off in all the partner Institutions at least at deputy/pro vice chancellor level. Evidence must be provided that all senior staff whose support is necessary to the success of the project are committed to its implementation;

6. In submitting proposals for collaborative projects, bidders should be able to demonstrate that
   - they have a business plan which anticipates and budgets for the management of the whole administrative supply chain of the collaboration, including if necessary the appointment of a project officer;
   - they have negotiated the management needs of the project with the key participants;
   - they can ensure that the administration of students can be efficiently maintained.

7. Any project involving collaboration should have a staffing plan which ensures as far as possible that
   - the project is sustainable throughout its operation
• staff are deployed at a level which is most effective.

8. In submitting proposals for collaborative projects, bidders should be able to demonstrate that
• they have anticipated and made appropriate provision for the ICT requirements of the project in terms of how, where and by whom these should be supplied
• they have the expertise to manage and monitor the ICT elements of the project
• they can assure the pedagogical quality of new e-Learning resources.

9. In setting up a new collaboration, partners should be able to demonstrate
• that the choice of goals and partners relates to the strategic context of the project
• how, if the collaboration is a potentially long term one, this strategic context relates to the likelihood of its being sustainable beyond the initial funding period (pp.6 & 7 Executive summary).

Relevance

Piper’s report is a “golden egg” for the current project since it evaluates existing collaborative programs in higher education, identifies facilitating and inhibiting factors for these programs and presents the outcomes of cooperative collaboration. Also addressed recommendations of the report are found valuable for those who are interested in organizing co-operative collaborations.

Jones, Duggan and Huggins, 2005

Strategic Review of Modern Language Provision in HEFCW-funded Higher Education Institutions

Aim

The Higher Education Funding Council for Wales (HEFCW) conducted a review of modern language provision in the higher education sector in 2005. The broad aims of the review were set out as follows:

1. to investigate the current state of modern language provision in the higher education sector in Wales, including student recruitment and funding support issues. This should include modern language initial teacher training (ITT) provision in Higher Education Institutions (HEIs);

2. to consider past and future projected trends in the supply of, and demand for, such provision over a period of years and in comparison with similar provision across the UK and more widely;

3. to identify options for the maintenance and development of modern language provision in Higher Education Institutions (HEIs) in Wales, taking account of the remit of the Welsh Assembly Government, focusing on the period up to 2010.

Methodology

The first stage of the review involved undertaking a desk-based quantitative review of currently available data sources. Quantitative information has been obtained from a range of sources, including the Higher Education Statistics Agency (HESA), HEFCW publications, the National Assembly for Wales Statistical Directorate, the University and Colleges Admissions Service (UCAS) and CILT, the National Centre for Languages. This data was complemented by data collected from individual institutions during the course of the study.

Research methods included the development and dissemination of a detailed review of individual MFL departments in Welsh HEIs. In addition face to face interviews and telephone consultations were conducted with HEI staff, representatives of public sector agencies and other individuals with
a professional interest in modern languages. The study team also invited written submissions from individuals and organisations with whom it had not been possible to arrange interviews. Further literature reviews, including publications by the National Centre for Languages (CILT) and the Higher Education Academy (HEA) Subject Centre for Languages, Linguistics and Area Studies (LLAS) were also conducted.

Findings

Results of the quantitative data are presented in the table below.

Table 1: MFL full-time equivalents (FTEs) by constituent part of UK, 1998/99 to 2001/02

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<td>Wales</td>
<td>2328.4</td>
<td>2115.2</td>
<td>2089.4</td>
<td>2150.8</td>
<td>-7.6</td>
</tr>
<tr>
<td>UK</td>
<td>46944.9</td>
<td>44874.9</td>
<td>42368.2</td>
<td>41318.6</td>
<td>-12.0</td>
</tr>
</tbody>
</table>

These data include all higher education enrolments active at any point in the academic year in question except (i) dormant students (those who have ceased studying but have not formally deregistered), (ii) postdoctoral students and (iii) students studying for the whole of their program of study outside of the UK. The data is based upon a sum of full-time equivalents (FTEs), using a proportion of FTE values recorded for each student enrolment on MFL courses.

The table above reveals that all four constituent parts of the UK recorded a fall in modern language students between 1998/99 and 2001/02. This marks the continuation of the downward trend in modern language FTEs since the early 1990s. As can be seen from the table above, MFL full-time equivalents at Welsh HEIs in Wales fell by 7.6 per cent between 1998/99 and 2001/02 from 2,328 to 2,151. This is considerably lower than the 12 per cent decline in FTEs across the UK as a whole over the same period (p.7).

Table 2: All enrolments on MFL modules, 1998/99 to 2001/02

|----------|---------|-----------|---------|---------|----------------|
This reveals a conspicuous difference in patterns between Wales and Scotland on the one hand, and England and Northern Ireland on the other. Whilst England experienced a drop of almost 20 per cent in enrolments on MFL modules over the 4 year period, Wales saw an increase of 7.6 per cent. This data can be seen to highlight the growth of new joint honours courses and in non-specialist provision across Welsh HEIs (p.10).

In line with patterns across all subject areas, there has been a gradual increase in the proportion of MFL students who are studying on a part-time basis in recent years. By 2001/02, one quarter of all FTE MFL students at HEIs in Wales were studying on a part-time basis.

Analysis of enrolments on all MFL modules reveals that Wales saw an increase in overall take-up of 7.6 per cent in contrast to a substantial decline in England of 20 per cent. This can be seen to highlight the growth of new joint honours courses and in non-specialist provision across Welsh HEIs.

First, destination data shows that MFL graduates enter a wide range of careers, with teaching the most common first step on the career ladder for graduates. However, Future Skills Wales data shows that employers consider languages to be a low priority skill area (p.62).

The review has also examined a range of qualitative themes that explore the nature of provision, funding, levels of innovation and partnership and future options and strategies for MFL provision in Wales. These key themes also reflect the changes in demand for MFL at HE level and the measures that MFL departments have taken in order to maintain and foster demand. These have ranged from the introduction of new courses and modules, flexible approaches to delivery, course duration and structure, and an increase in non-specialist provision.

MFL departments, like all departments in HEIs, have had to innovate to survive and to stimulate demand from potential students.

The introduction of new courses and modules, more vocational elements within courses, and the development of further joint honours courses can be seen to have helped to arrest the long term decline in MFL learning. In addition to flexible provision and delivery (i.e. part-time courses and courses tailored to individuals’ language levels), the expansion of non-specialist provision and the use of new technologies have also played a role in ensuring MFL departments can continue to meet demand. It is interesting to note that all institutions have introduced changes to course content and structure but that distance learning has not been seen to be an opportunity to further sustain or develop demand.
Example of innovation in provision of new courses

There are examples at most HEIs in Wales of new specialist courses and innovative modules being offered by MFL departments in order to stimulate demand. At one institution the 3 language Joint Honours degree is recruiting strongly with its innovative one and a half years abroad (6 months in each country). This course is undoubtedly meeting the needs of a niche market of students who want to specialise in languages for future careers as diverse as MFL teaching to international banking. The introduction of a new law degree with European languages is an innovation that has also proved a useful recruiting tool for the same institution (p.69).

Example of innovation in new provision with overseas partners

A major innovation at one institution has been the development of a joint honours degree with the Insitut D’étude Politiques in Bordeaux. This has been developed through the close relations between the institutions and is now successfully marketed at an EU level. It encourages students to spend two years in each country. Further accreditation is sought through institutions such as the French chambers of commerce. This is undertaken in order to market courses and provide students with professional as well as academic qualifications (p.70).

Example of innovation in provision at postgraduate level

At postgraduate level, one institution has developed an MA in Translation and also offers modules such as terminology management, machine translation and interpreting. These translation courses have also allowed provision in Russian to be continued and it is now the only institution in Wales providing this language coverage. The MA in Translation has proved a strong recruiting tool and is subsequently to be introduced as a single honours degree aiming to attract between them 50-60 FTEs in a few years. The department is, therefore, promoting and marketing this course heavily and sees it as an opportunity to increase their market share.

There has been substantial development in terms of joint honours provision and innovative new courses, subjects and modules designed to increase demand and raise the profile of MFL provision at Welsh HEIs. The further promotion and development of these courses should be encouraged to allow for wider choice for students and encourage further inter-departmental co-operation. However MFL provision at Welsh HEIs currently focuses on too small a range of languages. Provision could therefore be rationalised and linked to a development of distance learning and more use of new technologies in order to free up resources for the provision of other foreign and community languages.

Collaborations

Partnership will be the key focus of any strategies to sustain and increase MFL provision. Cooperation and partnership is needed at an inter-institutional level and also at an inter-departmental level to encourage further joint honours courses and joint marketing strategies and innovative new modular options. There has thus far been little evidence of any joint co-operation in this respect to maintain and increase demand and critical mass. Therefore other measures, notably regarding a consideration of funding, collaboration and a re-evaluation of the national strategy for languages at HE and other educational levels is necessary. These measures also need to embrace the needs, status and future planning of individual schools, departments and languages.

Collaboration is also is a key factor in reversing or at least halting the decline of MFL research students in Wales and a lead should be taken by the larger, more established MFL departments to offer joint provision and sharing of expertise and new bids and markets for funding. Collaborative research ventures are becoming increasingly common. Specific projects could in the future be
undertaken by a team drawn from several institutions, which can be presented by each institution in their Research Assessment Exercise (RAE) submission.

Distance learning offers an additional opportunity for MFL departments to enhance current provision, to offer new courses and to work in tandem with other MFL departments, either as part of a strategic alliance in delivering MFL or through sharing students and delivering joint courses. The majority of MFL departments have not yet engaged in provision through distance learning.

However, this is an element of MFL provision which offers scope for cooperation between individual MFL departments; namely in the collaborative production of learning tools and the potential joint provision of courses and lectures through distance learning. Increased funding for up to date facilities and technical staff for language laboratories could also be seen as a statement of intent, raising the profile of MFL learning in the institution and providing a further marketing tool for promoting courses.

Recommendations

A total of 39 recommendations were included into the final report. Some that relate to ML provision and collaboration are reproduced below.

Recommendation 3: Institutions should encourage the further promotion and development of joint honours provision and innovative new courses across departments. This can be done through a number of initiatives at departmental and institutional level linking to national strategies supporting employability and wider choice for students.

Recommendation 4: The provision of specialist courses is to be encouraged as is the further provision of Welsh medium MFL courses. This again could form part of departmental, institutional and collaborative strategies. The Steering Group on Welsh Medium Provision in Higher Education should examine how existing expertise and skills in Welsh-medium MFL can be brought together to support such provision through networks serving both staff and students.

Recommendation 5: MFL departments should share resources and expertise and explore potential demand for joint institutional provision of niche subjects at specialist level.

Recommendation 7: Institutions should consider the potential for a series of joint institutional initiatives and courses that broaden the range of specialist and non-specialist MFL provision in Welsh HEIs. One mechanism for promoting and formally supporting collaboration is the HEFCW Reconfiguration and Collaboration Fund.

Recommendation 8: Departments currently only providing non-specialist provision should cooperate with other departments to try and increase demand.

Recommendation 30: New marketing strategies need to be put in place to cope with an expected decline in student numbers and to reflect continuing changes in demand and opportunities for future provision. MFL departments must take the lead in this, working in partnership with their institutions’ marketing departments.

Recommendation 39: There is a need to address the trend towards the ‘casualisation’ of labour in MFL departments. Institutions should explore potential staff sharing measures in tandem with development of joint provision.
United States: Recent Work on Languages in Universities

The President's Commission on Foreign Language and International Studies, 1979
Strength through Wisdom: a Critique of US Capability

The President's Commission on Foreign Language and International Studies of the USA published a report *Strength through Wisdom: a Critique of US Capability* in 1979. This document is one year of an intensive evaluation of foreign language and international studies and their impact on the nation's internal and external strength. The Commission discovered and documented weakness in the area of foreign languages and studies that pose threats to America's security and economic viability.

The Presidents' Commission believes that lack of foreign language competence diminishes America's capabilities in diplomacy, trade and citizen comprehension of the world in which they live and compete. It expresses concerns with the fact that only 8 percent of American colleges and universities require a foreign language for admission compared with 34 percent in 1966. Certain serous problems faced by American universities and colleges in international studies and language training are outlined.

These problems include increasing financial difficulties, dropping undergraduates’ enrolments, responding slowly to changing academic, national needs and opportunities. In order to stop the process of shrinking language programs, priority tasks are identified as a necessity to increase specialised international analytic and linguistic skills; to improve ability to deal with “new” international problems of energy, food, space and pollution; to augment the government capacity to meet its international research needs; to provide international business concerns with people who possess the linguistic and cultural skills. Some principal recommendations of the Commission are:

1. Schools, colleges and universities should reinstate foreign language requirements.
2. The National Institute of Education (NIE), National Endowment for the Humanities and Fund for the Improvement of Post Secondary Education should support pedagogical experimentation in foreign language teaching, particularly, in effective methodology.
3. Undergraduates should be given greater insight into foreign societies and international issues.
4. NIE and the Fund should give more support to the improvement of undergraduate studies in international education, including innovative ways to incorporate comparative content, and perspectives in diverse curricula (p17).

The Commission's specific recommendations in the area of business follow:

1. schools of business administration and other institutions offering programs in business and management should require at least one course in international business for the Bachelor's and Master's degrees.
2. schools of business administration should develop curricula and programs cooperatively with the national and regional international studies centres recommended above (Summary of Commission Recommendations).

U.S. Department of Education, 2000
Lessons Learned from FIPSE Projects IV
Lessons Learned from FIPSE Projects IV (2000) is a volume, which summarises some of the best projects that FIPSE have funded in recent years. One of the projects was developed by the Southwest Texas State University. The project entitled Interactive Video Listening Comprehension in Foreign Language Instruction: Development and Evaluation. The goal of the project was to develop multimedia lessons which focus on listening comprehension and match instructors’ and their students' specific requirements.

The faculty created Libra. It consists of a series of templates for basic expository displays, various question formats with feedback, and help features such as scripts and dictionaries. Libra contains several innovative features that allow the creation of multimedia controls, dialog boxes, hyperactive texts, response-sensitive lesson controls, links to graphics, digitised audio and video, and World Wide Web documents. Libra allows faculty to direct students both to developing their general understanding of the text and to processing specific information from it through five kinds of comprehension checks that verify students' understanding of general as well as specific information.

Three sets of multimedia lessons based on authentic video materials in French, German and Spanish were produced and piloted. The project faculty has developed over 50 lessons in French but few in German or Spanish. Data about the impact of Libra on learning came from French and Spanish lessons developed at four institutions. Data on German was collected at the Southwest Texas State University.

The performance of students using Libra-authored lessons was compared to that of peers using more traditional video and computer pedagogies. The students in the experimental groups understood significantly more of the video material, wrote higher quality free-recall protocols, and made fewer interpretation errors than their peers in the control groups. Two tests of improvement of listening comprehension showed that comprehension increased by 73 percent and 86 percent after using the Libra lessons.

The students’ survey showed that students enjoyed using the Libra-authored lessons, and more than three-quarters believed that the lessons had helped them to improve their listening comprehension. Foreign language educators’ survey also revealed that Libra received highly favourable ratings, especially on questions regarding ease of learning and using the system and the degree to which it met the individual instructor’s needs.

Warschauer and Meskill, 2000

Technology and Second Language Teaching


It emphasises that language learners construct a mental model of a language system, based not innate cognitive knowledge interaction with comprehensible, meaningful language. From the sociocognitive perspective, learning language is viewed as a process of apprenticeship or socialisation into particular discourse community.

The chapter deals with several different approaches for using telecommunications to facilitate interaction within and across discourse communities. One way is to use online activities to foster increased opportunities for interaction within a single class. This takes place both through
computer-assisted classroom discussion and through outside-of-class discussion. Computer-assisted classroom discussion makes use of synchronous writing programs. The class meets in a networked computer lab, and students communicate through writing rather than through talking. Students type in their messages and hit a key to instantly send the message to the rest of the class.

All the messages are listed chronologically on the top half of the screen and can be easily scrolled through and reread. The entire session can later be saved and passed on to students, either in electronic form or hard copy. Outside-of-class discussion is usually carried out using asynchronous tools, such as e-mail or conferencing systems. Special lists can be set up so that students' messages get automatically forwarded to either a small group or the whole class.

Computer-mediated communication between long-distance partners offers many of the same advantages. It allows students the opportunity for target language practice in situations where such practice might otherwise be difficult. This is particularly central in foreign language instruction where students might have few other opportunities for authentic target language use. Long-distance exchange projects have been conducted by using e-mail, web-based conferencing systems and different types of software for synchronous chatting.

Advantages and disadvantages of using new technologies in the language classroom are argued. The potential advantages are creating opportunities for authentic and meaningful interaction both within and outside of the class room, and providing learners the tools for their social, cultural and linguistic exploration. The potential disadvantages of using new technologies for language teaching are investment of money, investment of time, and uncertainty of results. Each of these aspects is discussed in turns. Examples of using technologies in three different contexts are provided.

A case study: Foreign language instruction and technology

Yoko Koike teaches undergraduate courses in Japanese language at Haverford, a small liberal arts college founded by the Quakers in Pennsylvania in 1833. Undergraduate courses in Japanese are a part of the colleges' 1-year foreign language requirement. After completing the required year, students may go on to advanced courses, participate in study-abroad programs, and/or continue on as East Asian Studies majors. Yoko perceives new technology as a tool supporting her pedagogical goals and processes and has been using telecommunications into her classrooms for a few years.

Learners in Yoko's Japanese classes come from all three of the community's colleges. The students enrolled in Japanese classes see to be highly motivated and serious learners of Japanese. The teacher's main purpose is to help students to see themselves as skilful communicators in Japanese. To achieve this goal, activities both with and without new technologies are fashioned to support active learner use of the target language. Essential to the course is conversation for meaningful purposes in Japanese. In class, Yoko carefully guides these conversations between and among students to enable as much learner-centered interaction as possible.

To achieve maximum success, the teacher builds in a system of guidance and accountability in assignments. Students are required to systematically report in writing on their discussions following a standard guide. This way students become proficient in reflecting on their experiences and producing written summaries of their Japanese chats. The learners are also assigned to engage in similar conversations with native Japanese-speaking language partners in the community.

Yoko sees technologies as potentially "noisy"; that is, learning to use them can get in the way of and overshadow the true goals and processes of her communicative approach. Initially, she works hard with students to help "quiet down" the technology so that once the technology is mastered;
the students can concentrate instead on communication. One of her main purposes in integrating a technology component is to expand opportunities for her students to interact with the language and culture. She has successfully extended their conversational opportunities to include interaction with Japanese learners and native speakers from around the world.

Preliminary to students' international interchanges, Yoko trains students in the use of word processing in Japanese and in using an online Japanese-English dictionary. These training sessions and subsequent electronic communications sessions are held in the college's Language Learning Centre. The Japanese word-processing program is particularly useful and time saving in that learners can type in the appropriate romanisation and the software will supply an appropriate character. Students can then check that the desired character has been generated by comparing it to online dictionary entries. This speeds up an otherwise time-consuming process and thus facilitates communication.

When students are comfortable in using word processing in Japanese the teacher sets up the students on line chats using the Daedalus Interchange program. She posts questions for discussion and lets the class communicate on the computer by typing in and immediately sending their messages to all students. This method of communication benefit more "reserved" students because it gives them an opportunity to actively participate. Though students are not evaluated on the basis of their contributions to these discussions, Yoko analyzes the record of these conversations to note students' progress and language difficulties, and then uses this information to provide remediation and to tailor future class activities.

As soon as students are comfortable communicating in Japanese via the computer, the teacher introduces her students to language partners in Japan. Japanese and American students first "meet" each other through Internet-based audio/video conferencing. The partners collaborate in doing projects that may include: research on social issues, cultural similarities and differences, and responding to literature.

According to the teacher, advanced learners of Japanese showed more extensive collaborations. Over a 4-week period, learners from the three classes collaborated over the Internet to construct a fictional town that ended up including a bookstore, a restaurant, and an inn. Communication took place synchronously, which presented serious scheduling challenges.

Evaluation of the program showed that that students write much more via computer than they do with pen and paper, and they also paid more attention to the messages they read and write since they are part of meaningful communication. As Yoko noted, the computer-based collaborative activities encourage all four micro skills that are critical for students' learning of Japanese. These activities also support students' integration into the target language and culture.

Dwyer, 2003

Curricular Models for University African Language Programs, Michigan State University

The Center for Applied Linguistics, USA, published a digest Curricular Models for University African Language Programs written by David Dwyer, Michigan State University in 2003. This digest describes features of successful university African Language Programs (ALPs), the students enrolled in these programs, and currently existing program models. It argues that successful language programs need to include the following features: mission statement, designated language coordinator and clearly defined purpose.

It was noted that African language programs attract two types of students; in particular, they are heritage language learners or career learners. Heritage language learners are those who study a language to learn more about the language and culture of their community, relatives, or ancestors.
Career students are those who highly motivated to develop communicative proficiency in an African language to further their career goals.

A number of program models are currently in place in ALPs. Each model entails a diverse level of material support, sound pedagogical training of the personnel involved and commitment from the university. Seven instructional models are described from the point of view advantages and disadvantages they may encompass. These models are provided below.

**Faculty and Teaching Assistant (TA).** A faculty member teaches 2 years of a language, and a graduate student teaching assistant teaches a 3rd year. This approach involves alternating offerings, with the 1st- and 3rd-year courses given during one academic year and the 2nd-year course given during the next. It allows 3 years of study, although the student may have to wait a year before commencing.

Advantages:
1. Provides the 3 years of instruction needed by career language students;
2. Provides support for a graduate student TA.

Disadvantages:
1. Requires the long-term commitment of a tenure-stream faculty position for the teaching of a specific language, making it difficult to respond to changes in learner demand;
2. Requires the periodic replacement and training of a TA.

**Language Coordinator + TA.** A TA teaches 2 years of the language under the supervision of a language coordinator who is familiar with the language. The percentage of the language coordinator position varies with the number of languages supervised. This model has better flexibility than the faculty + TA model because when enrolments are small for a given language, a different language can be taught by a different TA. Using the faculty + TA model, it is more complicated to train the faculty member to teach a different language.

Advantages:
1. Provides 2 years of language study with only modest faculty commitment.

Disadvantages:
1. Requires periodic replacement and training of TAs;
2. Does not provide 3rd year needed by career students

**Supervised Tutorial.** A faculty supervisor who has a structural knowledge of the target language as well as second language acquisition guides instruction by a native speaker. The native speaker teaches a single learner who shares responsibility for developing a successful learning environment. A half-time supervisor can manage about six separate tutorial classes.

Advantages:
1. Works well with career students, who tend to be highly motivated;
2. Can accommodate the specific needs of the learner;
3. Can provide instruction through the advanced level;
4. Engages both the tutor and the learner in the learning process.

Disadvantages:
1. Cost of instruction is high (half-time faculty supervisor plus approximately $2,100 per tutor)
2. Because of its learner-centered emphasis, does not work as well with immature and unmotivated learners
3. Works better for developing oral proficiency than for providing cultural content and thus does not as easily meet the needs of the general education or heritage learner

Instructor. A trained language instructor is hired by the department on an annual basis to teach 2 or 3 years of the language.

Advantages:
1. Allows for a professionally trained language teacher, though not tenure stream;
2. Program can be abandoned when resources are scarce or enrolments low;
3. Provides flexibility for the university.

Disadvantages:
1. Does not provide job security for the instructor.

Self-Instruction. This model allows career students to study a language on their own, with minimum supervision and some exposure to a native speaker. An external evaluator, fluent in the language and trained in learner evaluation, determines learner progress.

Advantages:
1. Can be offered when the university has no other resources for teaching the language

Disadvantages:
1. Lack of formal structure and supervision produce variable results

Summer Institutes. ALPs are committed to offering courses through the Summer Intensive African Language Institute. Most programs collaborate with the Summer Cooperative African Language Institute. These courses are taught by the best teachers of African languages in the country.

Advantages:
1. Provides languages not available at many campuses
2. Provides more advanced levels of language study than are available at many campuses

Disadvantages:
1. Priority for admission to the program and for scholarships given to graduate students who have already had 2 years of study in the language

Group Projects Abroad. Supported by the U.S. Department of Education, two to three language programs for advanced learning operate in Africa. This involves East, West and South African languages.

Advantages:
1. Enables students to learn an African language in its cultural setting;
2. Can augment the offerings of 1- and 2-year programs;
3. Allows students to continue their use of the language outside the classroom.

Disadvantages:
1. Gives priority for admission and scholarships to graduate students who have already had 2 years of study in the language.
It is concluded that success of APLs depends on the development of a realistic program whose mission matches the institution’s resources with its constituents.

Godwin-Jones, 2003
Optimising web course design for language learners, Virginia Commonwealth University, US


This chapter examines web course site creation from the perspective of what is being used for CALL and how it is being adapted for language learning. The fundamental purpose of the study is “to arrive at a set of best practices to recommend in developing course web sites, whether they be created with an Learning Management System (LMS) or not”. The discussion is centered around the following main topics: the course environment, content creation, and communication and interactivity.

The author looks at site organization and navigation which are important in design consideration. Examples of various organization items for a course website are described. In creating content, Godwin-Jones suggests strategies for teachers that such sites should ideally include, namely:

1. provide jumping off point for web-based assignments;
2. provide an integrated resource collection of local and online resources;
3. allow advanced course students to add recommended sites;
4. link websites and instructional materials;
5. annotate briefly links of web pages;
6. create comprehension aid for language materials;
7. create “learning units” for sequential content presentation; and
8. use Web-based multimedia according to available resources.

In the next section Godwin-Jones discusses communication and collaboration opportunities which the web offers for language users and practice. Specifically considered are the relative benefits of synchronous and asynchronous types of communication that present potential for learner-learner and learner-native speaker interactions. Blackboard and WebCT tools that are employed for different interactions are explained.

The author argues that instructors need to keep in mind that “if they expect students to use the website on a regular basis, they themselves need to do so well, keeping the content current and informative”. Further, Godwin-Jones discusses issues that sometimes arise when using LMS, especially cautioning against practices where the student is seen “as a recipient rather than as a seeker of knowledge and skills”. Thus, “the emphasis is on linking and uploading information, not transforming information into learnable knowledge”.

In conclusion, Godwin-Jones offers directions and information about increasing LMS capabilities to create a full range of sound language learning opportunities.

Hile, Fleming and Ning, 2006
Distance Education, Distributed Learning, and Introductory Language Instruction, University of Hawaii

David Hile, Stephen Fleming, & Cynthia Ning have been carrying out a project Distance Education, Distributed Learning, and Introductory Language Instruction during 2002- 2006 The projects was funded by the U.S. Department of Education Office of International Education. Three
advanced on-line courses currently offered at the University of Hawaii, two in Chinese and one in Korean were developed. The third year Chinese and Korean Web-based reading/writing and listening/reading/writing courses feature UH-developed CD-ROMs based on authentic readings and/or video clips as the "core textbook," along with a robust interactive component in an online learning community where students perform role-play tasks, hold discussions, participate in a grammar clinic, and share compositions.

It is noted that instruction delivered exclusively through the Web is most likely not yet appropriate for beginning levels of language study. Web-based delivery is appropriate for skills other than speaking, and is especially suited to higher levels of language study where learners have established a foundation of reading and writing skills they can use independently, but beginning learners have special needs for instruction in the skills of listening and speaking.

It is stated that beginner learners should receive sufficient ongoing, real-time support from an instructor, and currently the Web is unable to facilitate such support. In a few years, it will probably become much easier for on-line learners to send and receive audio and video. However, it cannot be assumed that the Web will be a popular medium for synchronous, or "live," distance instruction. Due to the universal reach of the Web and the need in instructional contexts to archive submitted materials, it is more likely that teachers and learners will interact asynchronously by emailing video and/or audio messages to each other or placing them in discussion forums. Under these circumstances, strong initiative and autonomy will be required from each user as he or she records and posts to the forums; teacher support will be after-the-fact rather than ongoing in real time.

A distributed learning model is suggested. It is a mix of face-to-face and on-line instruction to prepare students for "offline" learning. In this model the instructor focuses on preparing students for independent learning activities and then following up on those activities. Distributed learning is becoming a point of junction between traditional classroom teaching and distance education. In some cases, Web-based activities such as independent or group-based supplant classroom time.

In this model, learners continue to have face-to-face time in the classroom, so there is opportunity for treating listening and speaking skills in a communicative arrangement. As models for distributed learning and distance education expand further, it is to be expected that the advantages of both Web-based instruction and face-to-face contact may be realised even in distance education situations by distributing the face-to-face segment of instruction among several tutors. In such a model, a Web-based course serves as an essential point of contact between students and instructor who are divided by geographic distance.

In order to improve the nation's capacity for teaching and learning foreign languages, the United States Department of Education provides grants under the Language Resource Centers (LRCs) program for establishing, strengthening, and operating centres that serve as resources for improving the nation's capacity for teaching and learning foreign languages through teacher training, research, materials development, and dissemination projects. The LRCs were established by Congress in 1989. Presently there are fourteen Title VI Language Resource Centres nationwide. They are available on the website http://lnfrc.msue.edu/

UNIVERSITY OF HAWAII AT MANOA

In 1990, the University of Hawaii at Manoa was granted funds to develop the National Foreign Language Resource Centre (NFLRC). The NFLRC undertakes projects that focus primarily on the less commonly taught languages of East Asia, Southeast Asia, and the Pacific. Their website is http://www nflrc.hawaii.edu/about.cfm

In the 1996-1999, David Hiple conducted distance education projects in Mandarin Chinese, Filipino, Ilokano, Korean, and Russian. The projects were enhanced by a complementary grant
from National Security Education Program (NSEP) entitled, "Distance Education in Critical Languages: A Model in Mandarin Chinese." The NSEP grant facilitated the creation of a two-year distance-education course sequence in Mandarin Chinese delivered over interactive television (ITV) and culminated with the 1997 Summer Institute, "Foreign Language Instruction via Distance Education," which was jointly sponsored by NFLRC/NSEP.

A second NSEP-funded project, Disseminating Technology-based Models for Distance Education in Critical Languages started in 1999 and aimed to conduct national training in pedagogically effective methodologies for distance education and to create a model for Web-based course delivery via the development and delivery of inter-institutional upper-division Chinese language courses. The support from NSEP enabled the University of Hawai'i NFLRC to develop and conduct two distinct prototype offerings of Chinese for mainland US institutions and UH system campuses over a two-year period. On-line lessons can be viewed on the website http://www.nflrc.hawaii.edu/prodev/si97/lessons/default.htm.

Checklist: Evaluative Criteria for Computer-Delivered Language Learning Systems was developed under a partial grant from the US Department of Education. It was compiled during the Invitational Symposium on Assessing and Advancing Technology Options in Language Learning in 1998. Checklist is a comprehensive 14 pages document that incorporates evaluation criteria for language learning software. It consists of two parts. The first part contains detailed sections on general description of the program such as intended users and use, content, program goals, scope, documentation, customisation, installation, hardware requirements, media, feedback, evaluation/tests, and special features. The second part comprises checklists for listening, speaking, reading, writing, vocabulary learning, teaching pronunciation and script software.

Multimedia language learning Software website was developed as a follow up of the 1998 Invitational Symposium on Assessing and Advancing Technology Option in Language Learning. The goal of the Symposium was to develop a database of multimedia language learning programs. The database contains language learning software in over 100 languages. Checklist: Evaluative Criteria for Computer-Delivered Language Learning Systems can be found at http://www.nflrc.hawaii.edu/NetWorks/NW31/evaluation_checklists.htm

**PENNSYLVANIA STATE UNIVERSITY**

The Centre for Advanced Language Proficiency Education and Research (CALPER) at the Pennsylvania State University is one of fourteen Title VI Language Resource Centres in the United States. CALPER conducts research to inform foreign language pedagogy, it develops language teaching and learning materials and assessment procedures and it provides an array of educational opportunities for language professionals. CALPER focuses on improvement the environment of advanced- level foreign language teaching and learning, and assessment.

Currently eleven projects have being undertaken by the CALPER. A number of these projects are focused on teaching and learning Chinese, Japanese, Korean and Russian languages. Other projects look at advanced language proficiency assessment; project based learning, concept-based grammar teaching, advanced language development and study abroad, computer-mediated intercultural interactions assessing development of advanced proficiency through learner corpora and technologies for advanced foreign language proficiency.

Foreign Language Computer-Mediated Activity Resource Library is an online resource that has been created for language educators. The new web space contains CMC activities, suggestions for using these activities, and a bibliography including links to external online resources, thus stimulating professional involvement in distance education nationwide. There is a glossary that explains common terms and steps to follow. The first step to implementing a CMC activity in the FL
classroom is to do some research, to familiarise yourself with what you already have and what you might be able to use on the Web for free. When the technology is set, one needs to consider how to implement the CMC activity—this involves course integration, planning, actual implementation, and evaluation. The website can be found at http://calper.la.psu.edu/taflp/index.php

SAN DIEGO STATE UNIVERSITY

Language Acquisition Research Centre (LARC) at San Diego State University (SDSU), is one of fourteen Title VI funded Language Resource Centres (LRCs). LARC mission is to develop and support the teaching and learning of foreign languages in the United States through research, technology, and publications. Particular attention is paid to less commonly taught languages, cross-cultural issues, language skills assessment, and teacher training.

LARC is focusing on three thematic project areas that should contribute significantly to American nation's capacity to teach and learn foreign languages and their cultures: Technology and Dissemination, K-Collage Collaboration, Testing and Assessment. LARC's Digital Media Archive (DMS) provides widespread national and international access to the resources for language instruction and linguistic research. The archive supports each of LARC's three thematic areas with digital materials, learning modules, and training for teachers using the materials.

Technology and Dissemination focuses on the acquisition of content-rich interdisciplinary topical language materials to support language instruction and linguistic research. Authentic materials provide learners with linguistic data as input, which has been shown to enhance acquisition processes. The projects include:

1. Digital Media Archive: Language Resources for Teaching and Learning;
2. Baja Literature Project: Every Land Is a Borderland;
3. Human Rights: Human By Any Language; and
4. Speech/Text Databank: Resources for Translation and Interpretation

K-College Collaboration: Creating Learning Communities. Collaboration among K-12 teachers, university language professors, and Colleges of Education, is key in creating new models and materials to use in multi-language enhancement and cultural awareness programs nationwide. Innovative, after school programming in a variety of heritage languages and cultures, particularly those less commonly taught, offers to reinforce literary skills in L1 and/or L2 and heighten interest and competency in foreign languages, area studies, and cultures. Profiled projects for this area include:

1. Center for the Advancement of Distinguished Language Proficiency;
2. Cultures in Conflict;
3. After-School Programs; and
4. Heritage Language Learning Project

Testing and Assessment: Meeting National Needs project involves creating and disseminating proficiency-based tests for several purposes, and training faculty in testing, item analysis, and test theory. The primary objectives are to increase our ability to test language skills, to improve the merit and reach of language programs, and to increase individual language proficiency, by using media-intensive technologies and complex databases to develop online performance and diagnostic assessments. Profiled projects for this area include:

1. CAST (Computer-Assisted Screening Tool);
2. Diagnostic Testing and Materials;
3. BCLAD Certificate Program Spanish Skill Assessment;
4. d-VOCI/EXIGE Exams;
5. LARCStar

UNIVERSITY OF OREGON
The Centre for Applied Second Language Studies (CASLS), The Northwest National Foreign Language resource Centre, the University of Oregon.

CASLS' Mission is a K-16 National Foreign Language Resource Centre promoting international literacy by supporting communities of educators and by partnering with those communities to develop a comprehensive system of proficiency-based tools for lifelong language learning and teaching.

Language Learning Solutions (LLS) is a recognised pioneer in Web-delivered assessment in the foreign language and English-as-a-second-language (ESL) fields. In a unique public-private partnership, LLS works closely with the University of Oregon's Centre for Applied Second Language Studies. This partnership capitalises on the University's research power, coupled with a responsive business entity to deliver grant-developed tools, created by educators, for educators. Over 60 educational partners in 25 states use LLS' Web-based language proficiency assessment and instructional support tools for such diverse purposes as standards review, federal reporting requirements, placement and articulation, credit granting and professional development. URL of site: http://www.onlinells.com/onlinells/news.asp#nj

STAMP
STAndards-based Measurement of Proficiency (STAMP) is an entirely Web-based assessment that can be used for placement or as a summative test. It was developed and statistically validated on over 30,000 students by Centre for Applied Second Language Studies (CASLS) at the University of Oregon. The realia-based STAMP test measures interpretational and presentational modes including reading, writing and speaking proficiencies. STAMP benchmarks are standards-based and measure from Novice-Low through Intermediate-Mid. STAMP is offered in Spanish, French, German Japanese and Chinese. It is a textbook independent test. STAMP is age-appropriate for grades 7 through 16. Since May 2005, United Nations International School began using STAMP as a measure of foreign language proficiency. Using STAMP has certain benefits for teachers, students and their parents.

Benefits for teachers are:
1. External, reliably graded assessment of proficiency levels at any stage in program, based on national standards, and relative to national averages.
2. Delivers empirical data, from a statistically validated test designed by a National Foreign Language Resource Center (CASLS) at the University of Oregon.
3. Facilitates data driven decision-making about foreign language programs. This data is valuable for program evaluation, standards review, curriculum development, staff development, remediation planning, action research, and other purposes.
4. The STAMP reporting Website offers Individualised and aggregated data on a class, school, district and statewide basis, and is easily downloaded for merging with student information systems. Benefits for Students and Parents
Benefits for students and parents are:

1. With engaging realia and online delivery, students say they enjoy taking the STAMP test.
2. STAMP provides students and parents with a clear understanding of what they can DO with the language, not just a letter grade.
3. The STAMP student report is a credential to bring to high school and college for credit/placement, and to the workplace do demonstrate language proficiency based on national standards.

More details are on the website http://www.onlinells.com/onlinells/stamp.asp

Benchmarks are descriptions of proficiency that structure LLS’ assessment and curriculum tools. These Benchmarks are tied to International Language Roundtable (ILR) and American Council on the Teaching of Foreign Languages (ACTFL) Guidelines, but are more detailed as to specific topics and functions which characterise various proficiency levels.

Benchmarks have been developed over ten years with input from teachers at both the K-12 and post-secondary levels through the Centre for Applied Second Language Studies (CASLS) at the University of Oregon. In addition, statistical analysis of assessment data from oral interviews and STAMP data provide empirical support for the validity of these levels. STAMP/PLACE Benchmark Level Descriptions for Reading, Writing and Speaking Proficiencies are provided for Levels I – V (novice, novice mid, novice high, intermediate low, intermediate mid). http://www.onlinells.com/onlinells/files/Benchmarks.pdf

Users’ comments were highly positive about using STAMP. Teachers and administrators found the results and data delivered in a usable manner. The data enabled them to address student placement issues, and local, state, and federal reports with ease. Students liked the graphics and the questions as well as opportunities to repeat speaking again if they did not like it.

THE UNIVERSITY OF WISCONSIN-MADISON

The National African Language Resource Centre, at the University of Wisconsin Madison, was established in September 1999. It is a federally funded, nonprofit national foreign language centre dedicated to the advancement of African language teaching and learning in the United States.

The Centre’s mission is to serve the entire community of African language educators and learners in the United States by sponsoring a wide range of educational and professional activities designed to improve the accessibility and quality of African language instruction in the United States. The Centre encourages a variety of pedagogical approaches to accommodate learner diversity, and advocates the integration of language and culture learning and the acquisition of fluency in these areas. It facilitates dialogue among teachers, learners, and administrators from wide variety cultural and institutional perspectives, and promotes the profession of African language teaching. The following areas are in the focus of the Centre:

1. National African Language Program Coordination;
3. Professional Development for African Language Educators;
4. Research in African Language Pedagogy;

Their website is http://lang.nalrc.wisc.edu/nalrc/home.html
UNIVERSITY OF MARYLAND CENTER FOR ADVANCED STUDY OF LANGUAGES

The University of Maryland Centre for Advanced Study of languages (CASL) is the national laboratory for advanced research and development on language and national security. Founded in 2003 under Department of Defence funding as a University Affiliated Research Centre, CASL represents a unique partnership between the university and the Intelligence Community (IC) and the U.S. Department of Defence. CASL’s mission is to serve the nation by improving the language performance of the IC and DoD workforce. CASL is now the largest language research centre in the United States.

Increasing the country’s foreign language capacity has become a vital national security priority, as well as a key issue in economic competitiveness and social well being. To do so, CASL conducts advanced research, development, and engineering work focused in five core areas:

1. Improving knowledge of critical languages;
2. Acquiring and maintaining professional foreign language skills;
3. Improving language performance in wide variety of stressful and demanding conditions and environments;
4. Improving the use of language technology; and
5. Applying the latest advances in cognitive neuroscience to language use and acquisition.

CASL’s values are excellence, responsiveness, audacity, integrity and comity. The University of Maryland Centre for Advanced Study of languages (CASL). http://www.casl.umd.edu/

The National Flagship Language Initiative (NFLI)

The United States today faces a critical shortage of linguistically competent professionals across federal agencies and departments… the inability of… employees to understand information from foreign sources and to interact with foreign nationals in virtually every country on the globe presents a threat to their mission and well-being of the nation. (Source: Language and National Security, Federal Role in Building Language Capacity in the YS national Foreign Language Centre, 2002).

The National Flagship Language Initiative (NFLI) represents the nation's first major partnership between the federal government and higher education to implement a national system of programs designed to produce advanced language competency in languages critical to the nation's security. Working in partnership with the Centre for Advanced Study of Language at the University of Maryland, the National Security Education Program (NSEP) has established national flagship programs across the U.S. These Flagship Programs, coupled with directed and targeted fellowships for individual students, have begun to produce graduates, many of whom will be candidates for employment with agencies and offices of the federal government, across a broad range of disciplines with advanced levels of proficiency in languages critical to national security. The NFLI focuses initially on the following critical languages: Arabic, Chinese, Hindi, Japanese, Korean, Persian, Russian and Turkish.

The major focus of NFLI is to establish the field-wide and institutional infrastructure that will support the production of advanced language-proficient students in languages critical to U.S. national security. Through a combination of innovative and intensive campus curriculum and overseas immersion, each flagship program offers intermediate to advanced level students a full-time, one- to two-year program of study designed to achieve professional proficiency (superior/level 3) in the targeted language.
Critical to this objective is the recruitment and development of language proficient candidates for employment with the federal government. Flagship programs are developing and implementing plans to attract students from multiple constituencies, including:

1. Matriculated Degree Students at Flagship Institution. Flagship institutions recruit students from their own campus, targeting, among others, professional degree students.
2. Local/Regional Students. Flagship institutions recruit students from the geographically proximate region who wish to benefit from the flagship opportunity.
3. Students from Across the Country. As national and regional resources, flagship institutions recruit qualified students from throughout other U.S. colleges and universities.
4. Federal employees from offices and agencies with foreign language requirements and responsibilities. Current federal employees will be able to register as matriculated or special students, and their expenses will be paid directly to the Flagship institution by the sending federal organisation. (Source: http://www.casl.umd.edu/nflница/mission.html)

**LangNet**

LangNet is a Multilingual Advanced Learning on-Line website that provides a language learning support system with interactive materials designed for those who want to practice and maintain their target language reading and listening skills. It has been created with the support of the US Government, Departments of Defence, Education and State. All learning materials to be found on LangNet are provided at no cost. It is available on subscription to government agencies and select academic institutions.

The project goal is to support a wide range of languages, learner proficiency levels, and learning environments. LangNet is working to create a scalable, cost-effective system that can adapt to changing missions, circumstances, and needs of learners and teachers. LangNet is aimed at both self-directed learners working alone or in classrooms to practice a foreign or second language and language instructors seeking additional materials and activities. LangNet offers:

1. A searchable collection of language learning materials including Arabic (Modern Standard, Egyptian, Iraqi, Levantine), Chechen, Chinese (Traditional and Simplified), Dari, Greek, Hindi, Italian, Korean, Kurdish, Sorani, Pashto, Persian, Spanish, Turkmen, Urdu, Uzbek, and West Punjabi.
2. Self-Assessments, Learning Profiles and Learning Plans to create lists of materials relevant to your needs

LangNet consists of quality language learning and teaching resources created through a collaborative initiative involving many contributors. Quality assurance is accomplished by experts in the specific target languages and in pedagogy or second language acquisition, who are identified through the relevant language teacher associations and programs at major universities. The LangNet website is intended for personal use and in support of language learning. Multilingual Advanced Learning on-Line http://www.langnet.org/

**THE NATIONAL CAPITAL LANGUAGE RESOURCE CENTER**

The National Capital Language Resource Centre (NCLRC) is a joint project of Georgetown University (GU), The George Washington University (GWU), and the Centre for Applied Linguistics (CAL). NCLRC is located in Washington, DC, and is one of fourteen nonprofit Language Resource Centres nationwide, created to improve and strengthen the nation's capacity to teach and learn foreign languages. Funding for the centre comes from the U.S. Department of Education.
Since its inception in 1990, the NCLRC has conducted activities in the areas of testing, learning strategies, materials development & methodology, technology, professional development, and dissemination of information on commonly and less commonly taught languages. Teaching an professional development materials in Arabic, Chinese, French, German, Italian, Japanese, Korean, Norwegian, Portuguese, Russian, Spanish and Swedish could be found on the website of the National Capital Language Resource Centre (NCLRC) http://www.nclrc.org/about.html

Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS) in their Executive Summary noted that on January 5, 2006, the U.S. President announced the National Security Language Initiative (NSLI). This $114 million program has fourteen components intended to “expand the number of Americans mastering critical need languages” starting at an earlier age; “increase the number of advanced-level speakers of foreign languages”; and “increase the number of foreign language teachers and the resources for them”.

In December, Congress finally passed the last of the appropriations bills. In the Department of Education, all programs experienced a one percent across-the board cut. For example, International Education and Foreign Language Studies went from $106.8 million to $105.7 million. A number of programs that were zero-funded by the President and/or the House such as Star Schools, Javits, and Civic Education were preserved but their funding was significantly decreased. One of only a few programs to receive an increase was the Foreign Language Assistance Program (FLAP) which went from $17.8 million to $21.7 million.

Of note, H.R. 609 includes foreign languages in Title IV, Financial Assistance, as an Area of National Need. Under these new provisions, foreign language students are eligible for loan forgiveness if they go to work for the federal government or go into elementary or secondary education teaching.

The National Security Education Program (NSEP) will provide $8 million for undergraduate scholarships and graduate fellowships.


Committee for Economic Development (CED) is an independent research and policy organisation of over 200 business leaders and educators. CED is non-profit, non-partisan, and non-political. Its purpose is to propose policies that bring about steady economic growth at high employment and reasonably stable prices, increased productivity and living standards, greater and more equal opportunity for every citizen, and an improved quality of life for all. The US President George W. Bush calls for

"America’s leadership and national security rest on our commitment to educate and prepare our youth for active engagement in the international community. I call on schools, teachers, students, parents, and community leaders to promote understanding of our nations and cultures by encouraging our young people to participate in activities that increase their knowledge of and appreciation for global issues, languages, history, geography, literature, and the arts of other countries."

Approximately one-third to seventh to twelfth grade students study a foreign language and fewer than one-in-ten college students enrol in a foreign language class. Introductory language courses continue to dominate enrolments. Spanish, the most commonly studied foreign language, accounts for nearly 70 percent of enrolments in secondary schools and just over 50 percent of enrolments in institutions of higher education. Few students study the less-commonly taught "critical languages" that are crucial to national security, such as Arabic, Chinese, Hindi, Japanese,
Korean, Persian/Farsi, Russian, and Turkish. While Arabic is attracting an increasing number of students, it still accounts for just 0.8 percent of foreign-language enrolments in American postsecondary institutions (p.1).

Fewer than one percent of all college students study critical languages, and the number of students in higher education enrolled in any modern foreign language has remained between seven and nine percent for over 25 years. Only 27 percent of four-year colleges and universities had a foreign language requirement for all students in 2001. Another survey, conducted in 2003, found 108 that of 17 business schools that offered MBAs related to international business, only four required a foreign language for graduation.

Historically, study-abroad programs, especially in the junior year of college, have been one of the primary means by which American college students have gained first-hand knowledge of other cultures and languages. Among the benefits of studying abroad are attaining a greater proficiency in a foreign language, gaining an appreciation for and understanding of other cultures, and improving communication skills and the ability to live and work effectively in another culture. The effects of study abroad are felt long after students return, as 95 percent of the Institute for the International Education of Students’ alumni reported that their study abroad experience had a lasting impact on their world view and a majority said that it influenced their career path.

Although the number of students enrolled in study-abroad programs has doubled over the past decade, still, only one percent of undergraduates nation-wide study abroad. In addition, study-abroad programs, while growing in popularity, are becoming shorter in duration. Over 90 percent of American students who studied abroad in the 2003-2004 academic year did so for one semester or less. Only 6 percent studied abroad for a full academic year, compared with 18 percent in 1985-1986. Further, the top five destinations of U.S. students in 2003-2004 were either in Western Europe or Australia. While experiencing these cultures is certainly important, increasing the number of students studying in Africa, Asia, and the Middle East would benefit our national security.

A curriculum review released in 2004 by Harvard University concluded that all of its students must develop “global competence” and be able to function as “global citizens.” To do so, the Harvard review recommends that students increase their international knowledge and skills through, for example, study abroad. Several universities, including Harvard, have announced plans to expand their study abroad programs and even make study abroad a degree requirement. Boston College has created a Global Proficiency Program, and the University of California at Los Angeles now awards degrees in Global Studies.

Internationalizing higher education programs University of Rhode Island’s International Engineering Program (IEP) is built on the philosophy that higher education must be responsive to the needs of global business, and that this can be achieved through partnerships with business and industry. Students devote an extra year to their undergraduate engineering program in order to complete a second degree in a foreign language, and to complete an internship abroad. Partner businesses provide internships, scholarship and programmatic support. IEP’s students can take advantage of internship opportunities with over 40 partner firms in Europe and Latin America (p.19).

The U.S.-China E-Language Learning System is a partnership between the Ministry of Education of the People’s Republic of China and the United States Department of Education to build an innovative internet English and Chinese language learning program, entitled “Chengo” (Chinese and English on the Go). This joint project is the largest educational cooperative project between the two organisations and is intended to test the feasibility of using Internet-based second-language learning in American and Chinese schools for students from ages 12-18. The program uses 35
episodes that are 50 minutes in length to give a lesson in pronunciation and writing around themes related to Chinese culture, with the overarching theme of the 2008 Beijing Olympics. After mastering the lessons, students play games to practice their new skills. The program is targeted to prepare American students for the Chinese SAT II and Advanced Placement exams and is connected to English curriculum standards in China.

The e-Less Commonly Taught Languages Initiative (e-LCTL) is a joint project among the Higher Education Act (HEA) Title VI Centres for African, Asian, Latin American and Caribbean Studies, International Development, and Women in International Development, and in cooperation with Michigan State University’s Title VI Centre for Language Education and Research. The e-LCTL Initiative is a multifaceted approach for developing capacity in the less-commonly taught languages (URL of site: www.elanguage.us, or www.ells.edu.cn, for more information). The website contains data on an array of topics, including enrolments in less-commonly taught languages, as well as the number and locations of universities and training centres that teach such languages and the variety of languages being taught. The project has also set out to develop criteria for determining the highest-priority languages, and has created an international on-line database of internet modules for LCTL learning and course-planning that will allow linguists to coordinate their efforts in teaching Americans less-commonly taught languages.

**MICHIGAN STATE UNIVERSITY and THE UNIVERSITY OF WASHINGTON**

Michigan State University and the University of Washington provide two examples of innovative partnerships between businesses and universities. At Michigan State University, CIBER has developed a web portal, globalEDGE, which provides comprehensive resources on many aspects of global business. It has become the leading online resource for global business knowledge.

At the University of Washington, programs at the undergraduate and graduate school level pair teams of students with local businesses to work on international business projects. The MBA Field Study Program and the International Projects class offer business school students and undergraduates the opportunity to work on projects with local businesses. The teams develop recommendations to increase their competitiveness and to help them take advantage of business opportunities overseas. Some students even conduct research for Washington businesses while they are studying abroad. The University of Washington boasts the participation of over one hundred companies, including Microsoft and Starbucks.

CED recommendations follow as:

1. CED recommends that international content be taught across the curriculum and at all levels of learning, to expand American students’ knowledge of other countries and cultures. Colleges and universities should form partnerships with elementary and secondary schools in order to make available their expertise in international studies.

These collaborations should be substantive, multi-disciplinary, and long-term. Many colleges and universities have moved in recent years to expand their international programs and these institutions should work with elementary and secondary schools to do the same.

2. CED recommends expanding the training pipeline at every level of education to address the paucity of Americans fluent in foreign languages, especially critical, less-commonly taught languages such as Arabic, Chinese, Hindi, Japanese, Korean, Persian/Farsi, Russian, and Turkish.

It concluded that:

“To keep America safe in our rapidly changing world, knowledge of foreign languages and cultures should no longer be considered esoteric skills solely for experts. We cannot allow intelligence information to go months without being translated, our troops overseas to be linguistically isolated, and our cultural diplomacy efforts to be hampered by a lack of foreign-language speakers (p.29)."
FACTORS
Factors identified from the Australian data which facilitate success of innovation and collaboration schemes

1. Partnership with communities and various organizations (Clyne, 2001, 2006 interview Appendix B; Ingram & Wylie, 2003; LOTE Review, 2003; Kinoshita Thomson, 2005);
2. Work opportunities for graduates on completion their degrees/courses (ALLC, 1994; UWA, 2001);
3. Introducing various combinations of double degrees and courses (Staddon, 1996; Roever & Duffy, 2004; LOTE Review, 2003, Deakin University, Tasmania University, 2003; UNE, 2004);
4. Sponsorship of communities, government and other organizations (Clyne, 2006 interview, Appendix B; LOTE Review, 2003, Deakin University);
5. Dedication of staff (Barrett, 2004; Felix, 2003; Orton, 2001; LOTE Review, 2003, Deakin University; Staddon, 1996);
6. Encouragement of students with a background in a language to undertake a language study/promotion of courses (Clyne, 2006 interview Appendix B; Roever & Duffy, 2004);
7. Seeking ways to enhance the outcomes for student through a successful program (Barrett, 2004; Ingrahm & Wylie, 2003);
8. Preparedness to negotiate terms of the program (Barrett, 2004; Staddon, 1996);
9. Mutual respect (Orton, 2001; Felix 2006 interview, Appendix B);
10. Flexible format of language delivery (Staddon, 1996);
11. Increasing students’ motivation in self-management of language learning (Staddon, 1996);
12. Technology enhanced language teacher encouragement to experiment in teaching (Staddon, 1996);
13. Increased access to higher education (Mitchell, 1993);
14. Availability of various programs which had never been previously offered (Mitchell, 1993).

Factors identified from the Australian data which inhibit success of innovation and collaboration schemes

1. Funding arrangements. Lack of government support and outside sources (Erebus, 2002; Felix, 2006, University of Tasmania, 2003; Dixon & Martin, 1990; Norrby, Debski, Nickolas, 2004);
2. Improvement of teacher training preparation (Clyne, 2006 interview, Appendix B; Staddon, 1996; McMeniman & Vivian, 1997; Mitchell, 1993);
3. Lack of resourcing/technical support (hardware & software); (Felix, 2006 interview Appendix B; Mitchell, 1993);
4. Internal competitions between faculties (e.g. Arts and Education) (Erebus, 2002);
5. Reduction of staff contact hours (LOTE Review, 2003, Deakin University);
6. Increase stuff/student ratio (Australian Academy of the Humanities, 1975);
7. Lack of commitment from leadership for future LOTE promotion (Roever & Duffy, 2004);
8. Lack of central policy (Dixon & Martin, 1990; UNE, 2004 p.27);
9. Staff development (Tasmania University, 2003; Roever & Duffy, 2004);
10. Little motivation to sell a subject to student body (UNE, 2004);
11. Lack of experience in distance education (UNE, 2004); 
12. Lack of commitment (UNE, 2004); 
13. Credit transfer (The Language Challenge, 1990); 
14. Different weightings of language units at various institutions (The Language Challenge, 1990); 
15. Mismatch of teacher/student expectation of language programs (Barrett, 2004); 
16. Heavy student load (Staddon, 1996; Roever & Duffy, 2004); 
17. The cost effectiveness of video-conferencing for administrative support (Mitchell, 1993).

From the UK data the study by Piper (2004) most clearly sets out facilitating and inhibiting factors, as follows:

Factors which helped collaboration
1. sound and strategic conceptualisation of a project and the amenability of its goals to collaborative achievement; 
2. institutional support; 
3. good institutional administrative and technical back-up; 
4. feel-good factors such as motivation, enjoyment, mutual encouragement, intellectual rewards; 
5. positive attitudes such as energy, good team work, interpersonal skills, valuing others; 
6. willingness to experiment, to negotiate, to abandon territorial attitudes, to cut through barriers; 
7. strong leadership, effective management and communication; and 
8. HEFCE funding and other finance where it was sought and available.

Factors which inhibited or hindered collaboration
1. flaws in a project’s concept and design; 
2. failure to anticipate the true costs and administrative demands of the collaboration; 
3. strategic, procedural and cultural incompatibilities and conflicts between institutions and, occasionally, partners; 
4. staff deployment policies; 
5. intensive administration; 
6. long management supply chains; 
7. poor communication; and 
8. problems with the design, execution or up-loading of online resources.

SYNTHESIS OF FACILITATING AND INHIBITING FACTORS
The review of Australian experiences as set out in the studies, policy documents, interviews and institutional submissions, compared and contrasted with the UK and US examples we have provided, lead us to identify the following as factors which are critical to the success or failure of innovations.

However, having read this large amount of material and compared and contrasted the claims that are made in various evaluation reports and research studies induces us to make a prior comment, a call for modesty in claims. The expectation that program changes should be ‘innovative’ has
produced the unfortunate consequence that vast numbers of changes, reading this material gives
the impression that it is virtually every change in educational practice, is called ‘innovative’. Some
reports which were considered but ultimately excluded from the present research describe
themselves as innovative but really cannot justify this claim. Calling changes innovative does not
necessarily make them so. We have therefore tried to define the term innovative for our present
purposes, as set out the section entitled Discussion of Key Terms.

With this caution we describe below the facilitating factors that emerge from the study, as well as
the interviews and other sources of input, that seem to influence the success of innovative and
collaborative schemes for delivery and provision of languages other than English in universities.
These factors integrate those identified from the literature and listed above but are expressed in
the positive so that these are proposed as a guide for selecting projects or programs for funding or
trialing.

1. Management, Administration and Implementation Procedures
   1. Identifiable, concrete and specifiable need for the innovation or collaboration;
   2. Clear conceptualisation of project, including specification of all parties’ roles and obligations;
   3. Business-like risk assessment prior to or soon after project commencement, anticipation of
      possible problems and appropriate contingency planning;
   4. Thorough ‘real cost’ assessment, meaning staff cost financial outlays, administrative and
      infrastructure overheads and all resource requirements;
   5. Enrolment planning, market testing and product differentiation; essentially product business
      planning;
   6. Easily contactable dedicated staffing, both academic and administrative, so that project
      participants have appropriate points of reference;
   7. Agreed multi-party explicit management procedures prior to commencement;
   8. Good record keeping systems;
   9. Clear cross-institutional and intra-institutional information flows;
   10. cross-institutional policy checks to identify potential incompatibilities;
   11. Ongoing monitoring and timed or key-stage evaluation and assessment;
   12. Explicit and timed contracts, or heads of agreement, to be negotiated with main parties prior to
      their written enactment to ensure understanding of roles;

2. Pedagogy-led Technology Applications
   Information and Communications technologies are involved in the bulk, though by no means all, of
   innovations in delivery, provision or quality upgrades in languages at higher education in Australia, the UK
   and the US.

   In relation to teaching, it is clear that contemporary ICT offer potentially endless sources of innovative
   practice. Some of these are curriculum diversification, making language inputs contemporary, authentic
   diverse and both in real-time and user-adjusted sequences.

   The technologies, as is clear from several of the instances cited in the present research can allow for
   immense upgrades in quantity, appropriateness, regularity, targeting, personalisation and other
distinguishing features of language-specified input.
What is less clear is that the ICT is driven by appropriate and clear language learning models, but this is essential for effective use, student and lecturer take up, appropriate self, teacher and system evaluation.

All of these dimensions are implicated in success and in failure. The general principle therefore is that of insisting on explicit pedagogical bases being elaborated and negotiated with participants, lecturers, tutors and students, for the introduction or extension of ICT mediated language delivery.

3. **Relationships: interpersonal and inter-institutional**

For the most part relationships, and the related element of identity, are the ‘sleeper factor’, the unspoken and unnamed cause, of many failures of innovation and, much more so, of failed collaborations. Studying cases of attempted innovation and collaboration it quickly becomes clear that relationship management is the high risk component of inter-institutional collaboration and a common cause of failure.

It needs to be stressed that innovative, and especially collaborative schemes demand more than normal working attention. Major change requires extra commitment from all parties. Half-heatedness in implementation, and a refusal to “go the extra mile” because the innovation or collaboration partners are physically, institutionally or site-removed, can be sufficient cause of failure.

While innovative measures have been less impacted than inter-institutional collaborations since, most innovation tends to intra-institutional, relationships management is also relevant.

In successful innovations the building in of incentives, ongoing professional interest and rewards, as well as various measures of stakeholder management and advisory structures can pay great dividends.
BRIEF COMPARATIVE REMARKS

Comparisons made with the US and the UK indicate that Australia has had a particularly active policy led language innovation period from the middle of the 1980s until about 2002. In recent times the US has embraced national security inspired language policymaking more robustly than Australia. The UK has proceeded in fits and starts, lacking a national overall remit in policy. In Australia national policy has derived from various sources, both top-down and bottom-up. Top down policy has been more common, though the some measure of both top-down and bottom-up processes are evident in several policies, especially Galbally and the National Policy on Languages. It is clear that top down policies are broadly ineffective when so much institutional cooperation is essential to make any new policy measures work at the local level. However, bottom up policies need the authority and funding that only the highest levels of policy making can supply.

In the US there have essentially been two Sputnik-moments in language policy making. The 1957 launch by the Soviet Union of the Sputnik spacecraft initiated a major investment in science in US institutions. A component of this massive increase in publicly funded research was also on languages, area studies and cross-cultural education. In the period of time between Sputnik and today US language education oscillated between two broad parameters, on the one hand the classical and literary pattern of traditional university second language study and the second was the Civil Rights inspired delivery of mass bilingual education. This changed when in the aftermath of 9/11 many government agencies in the US reached the conclusion that neglect of languages education had seriously impaired US anticipation and response to the strategic and political crisis of terrorism. As a result in the years since September 2001 there has been major investment in research, innovative teaching and delivery of a wide range of languages considered crucial for the long term strategic interests of the US.

By contrast in the UK there has been far less systematic planning for languages. Devolution in the UK was one stimulus for language planning, mainly in the interests of Welsh and Scottish Gaelic but also for other languages (Lo Bianco 2001). It is not unfair to say that the UK has also been carried along in the slipstream of broader EU commitments to very ambitious language teaching in the context of a sense of EU citizenship, as well as support for minority rights. However, perhaps the most serious impact on university provision has come through the Research Evaluation and Assessment processes that have been implemented since the early and mid-1990s in UK universities. Based on the intention to reward research active personnel and institutions all subjects in UK institutions of higher education have been impacted on by these processes of national monitoring. A final distinguishing factor has been the role of the private foundations, documented above, and in particular Nuffield. Nuffield was persuaded by language advocates to inquire into the state of language teaching and learning in the UK, and its reports represent a current stock take of this field; but have only had a small impact on policy. In recent years the Department for Education and Skills in the UK has been working on several measures of language education policy but these are for schools and do not directly impact on most universities.

It is evident from the above that there are major differences in national policy style and these have produced quite different outcomes for language learning and teaching. Geography and national size are clearly factors too. The Asian context of Australia and that Australia is a relatively small country and principally a supplier of raw materials into large and fast-growing economies in North Asia has had the effect of shaping Australian policy interest in Asian languages during the late
1980s and early 1990s. The US is similarly conscious of its geographical proximity to mainly Spanish-speaking societies but this is principally directed around a single language, the context of immigration rather than trade, and mostly with school rather than higher education consequences. Spanish is however by far the most widely taught and studied language in the US at all education levels. The UK’s European context has impacted on language education planning in two ways: first the EU’s adoption in 1992 of the European Charter of Regional and Minority Languages was ratified in different parts of the UK between 1999 and 2002. The Charter commits member states to active support for “autochthonous” languages, i.e. indigenous languages; though this commitment has had very little direct impact on universities, other than in Wales and Scotland with the delivery of some programs in Welsh and Scottish Gaelic. The other impact of the EU has been its ongoing press for expanded school and university language study and student mobility (Lo Bianco 2001) and while these two have had some impact on UK languages provision it has not been very deeply felt as yet.

Technological and pedagogical innovation is not determined by nationality but rather by individual factors and institutions and as such is discussed in the sections above.
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### APPENDIX A: SUBMISSIONS FROM INDIVIDUALS AND GROUPS

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Anne Pauwels</td>
<td>Professor of Linguistics, Dean, University of Western Australia</td>
</tr>
<tr>
<td>Carston Roever</td>
<td>Department of Linguistics and Applied Linguistics, University of Melbourne</td>
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<tr>
<td>Elaine Wylie</td>
<td>Senior Research Fellow, Centre for Applied Linguistics and Languages, Griffith University</td>
</tr>
<tr>
<td>Elizabeth McClelland</td>
<td>Quality Assurance Officer, Faculty of Arts, Humanities and Social Sciences, University of New England</td>
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<tr>
<td>Jan Pakulski</td>
<td>Professor, Dean, Faculty of Arts, University of Tasmania</td>
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<tr>
<td>Joan Beaumont</td>
<td>Professor, Faculty of Arts, Deakin University</td>
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<tr>
<td>John Rosenberg</td>
<td>Deputy Vice-Chancellor (Academic), Deakin University</td>
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<tr>
<td>Marion Spöring</td>
<td>Senior Lecturer, School of Applied Linguistic and Language Studies, University of Dundee</td>
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<tr>
<td>Michael Macklin</td>
<td>Professor, Executive Dean, Faculty of Arts, Humanities and Social Sciences, University of New England</td>
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<tr>
<td>Oksana King</td>
<td>Lecturer in Linguistics, Department of German and Swedish Studies, University of Melbourne</td>
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<tr>
<td>Richard Baldauf</td>
<td>Associate Professor of TESOL, School of Education, University of Queensland</td>
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<tr>
<td>The Working Group on Languages</td>
<td>Queensland University of Technology</td>
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APPENDIX B: INTERVIEWEES

Face to face interviews were conducted with:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>Ray Mission</td>
<td>Associate Professor, Director of Learning and Teaching, Faculty of Education, University of Melbourne</td>
</tr>
<tr>
<td>Uschi Felix</td>
<td>Professor, Director, Research Centre for New Media in Language Learning, School of Languages, Cultures and Linguistics, Faculty of Arts, Monash University</td>
</tr>
<tr>
<td>Michael Clyne</td>
<td>Professorial Fellow, School of Languages, University of Melbourne</td>
</tr>
<tr>
<td>Colin Nettelbeck</td>
<td>Professor, School of Languages, University of Melbourne</td>
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<tr>
<td>David Ingram</td>
<td>Professorial Fellow, Faculty of Education, University of Melbourne</td>
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Summary of interview, Ray Mission

Inna: What impact do you think the work of the Curriculum Commission will have on language provision within the University, especially for teacher training?

Ray: I actually think that it will not have a lot of impact on the delivery of languages. I think there are a few aspects to this. There certainly was a move earlier on…. that some kind of study of languages might be made compulsory in the so called “breadth” component….the general studies which are out of field of the main degrees…. but very quickly that was stamped upon because… and it was gradually felt that the way to go … would be to retain the Diploma of Modern Languages. So, the people would have the full major within the particular language study. And I think that the reason for that was ….that to get any kind of substantial knowledge of another language, it probably takes more than a few points available within a breadth component. The breadth component is going to be 75 points but I think there will be a certain amount of resistance to having it all in one area, because it becomes just another major, rather than something that keeps general breadth….. although, it could be permitted.

Apparently, the School of Languages has accepted this design…What they are thinking of doing is developing some programmes, clusters, which are on a language in a particular culture. So, that will be a kind of language given with the emphasis on the culture.

I am not sure what it will mean for teacher education and I guess, that is due to the fact that while we have fairly definite plans for what will happen to teacher education here, how it will play itself out is less certain. I would say that there won’t be fewer people studying languages in undergraduate at Melbourne than there are at present. Perhaps even more…. there will be more scope for it within these generic undergraduate degrees. People might be more willing to add a Diploma of Modern Languages, if they are not doing combined degrees….There will be fewer combined degrees or maybe there will be no combined degrees at all under the new model. So, I do not think that there will be any problem in the initial preparation, because if people are doing a Diploma in Modern Languages, from the beginning, they can’t qualify as language teachers because they do not have the major post VCE. It seems to me, it will be much the status quo for those who are committed to a language, have done VCE, coming to do the major…. there will be the same numbers as at present.

For teacher preparation, I imagine that the situation will be pretty much the same as at present, except that the numbers are likely to decrease overall in the number of secondary teachers we produce, in that we are going to a 150 or 200 point course. And since most of the secondary teachers, of course, are in the Dip Ed, which is only a 100 points we will have fewer students because the load won’t increase that much. So, I would say that proportionally the number of secondary language teachers we produce will be probably diminished. It is a bit uncertain how the sub quotas in different areas will play themselves out.

There is a small group of people who do languages in the Bachelor of Teaching and the Bachelor of Education/Primary and presumably there will be also a small number of those who do LOTE in the primary stream classroom teaching. Again, this is one of the things that we want to make sure that is there. But the numbers are always very small. So,
really, I can’t see the Curriculum Commission making a huge change in what is happening within the University at the moment.

Some of the American models for general education components that we looked at, like Harvard, do, in fact, require students to actually have some study in a language. But, as I say, this was mentioned earlier as a possibility, but very quickly was put aside, because… some of the faculties were seeing it as too restrictive. I think, most of people see it as being restrictive. And there was a feeling that… a lot of Australian students did not have background in languages. It would not be particularly popular or useful for them. And there was a feeling… that there are only 75 points at the most of the breadth component. They did not want to constrict too much… make requirements too… narrow. So, there were possibilities to put up breadth in a language or breadth in an international experience or breadth in an online experience or university or something like this. But all of these possibilities were too unpopular to be maintained. That is the way it has been going.

I just think that the difficulties are in some faculties in accepting the breadth component and trying to reduce it from 25 percent, at least at present, have taken the question whether languages might be maintained or even encouraged. It has taken it quite off the agenda. That is more or less what’s been happening.

A case still will be… I do not know what will happen with these classes or subjects of the School of Languages which are not partially language focussed. I guess, they will compete in a market place with all the other subjects. Maybe people from other degrees will be doing them. It is hard to know how attractive that will be.

Inna: Do you have any ideas in regards to Curriculum reform and what is your reflection on that?

Ray: Oh, lots of reflections on that but I am not quite sure how to place it in the context of Modern Languages. I suppose, one of the things that might happen is that… since people doing Arts Degrees will have only 225 points rather than 300 points in the Arts Degree from 2008 and on because of the breadth component, that in fact might have an impact on people doing languages because the languages do have more points than in a standard major. So, there is sort of pressure on the degree to fit in. A major in languages might, in fact, attract a number of people doing it, which could be what the School of Languages is worried about. So, they will have to take up with people from other degrees and programs broadening into more general language type of studies.

Inna: Would you like to reflect on any specific experience?

Ray: Only what I have said already. There are lots of, lots of different agendas running and lots of people with very different priorities, so inevitably …it is considerable juggling of what is getting on agenda. Peter McPhee went into it thinking that it would be probably easier, but it hasn’t been, …that problems could be solved more easily. There has been a lot of movement in the faculties. The Faculties have been obstructive and not wanting to move to a kind of broader undergraduate experience. But there have been a lot of changes. And lots of people say that the problem is that we are trying to grab an American model with a four year undergraduate degree into an Australian three year undergraduate degree. You know, if an undergraduate degree is four years, it makes it so much easier to fit in …because no one wants to give up anything what they have got now. So, what they want is that what they have got now plus a kind of broad general education. You just cannot get everything you have got now in a three year undergraduate degree and had a broad general education….Three years is a standard for Arts, and Science, and Economics and etc in Australia.

Inna: Any ideas or comments to add to this?

Ray: The Diploma in Modern Languages is likely to continue to be successful under a new regime. It was a terrific idea. I am not sure whose it was. It seems, it was Nivan Barcos I do not think that there was a model anywhere when he first proposed it. It was such a lovely way of making language available across the university. Everyone thought languages could be a good idea but no one wanted to give up the space in their courses. The only way to do it, was to add an extra year to do it concurrently. Good idea! Of course, this model has been taken by lots of people to do a concurrent diploma… I do not know whether this idea was taken by other universities.

**Summary of interview, Uschi Felix**

*Advantages of using technology:*

1. producing authenticity;
2. improving communication in languages;
3. using endless resources;

*Disadvantages of using technology:*
1. expensive to use;
2. time consuming in preparation and teaching;
3. not all people computer literate;
4. expensive in development of resources

Problems with collaboration:
1. ownership and intellectual copy write of a course/program
2. using technology in collaboration is expensive;
3. organising collaboration takes 3-5 times of teaching time;
4. one cannot handle more that 10 people at a time. If you have a class of 30 students, you have to teach 3 times.
5. collaboration is based on a gentlemen agreement;
6. a very tight bureaucratic agreement is required;
7. collaboration lasts while it is funded;

So the trend at the moment is to keep going away from developing resources because it is very very expensive and to use the resources already available. To use in the discussion groups. Mobile technologies are available for teaching.

Collaborative projects:
1. such as Martino’s at Macquarie university who has been doing very interesting discussion groups working online together. She also is interested in a simultaneous discussion. She likes discussion with interaction. It is quite impressive.
2. Vietnamese program between Monash and Swinbourne University.

They do not survive at all in a current economic climate. Such language courses as Hindi do not exist. They collapsed. The whole LOTE closed down. They do not survive at all. This is what tends to happen.

We used to have Hindi and others, which do not exist any more. There are two languages that survive at Monash: Korean and Ukrainian. There are many innovative things but only at Monash. There is no collaboration.

Technology is that much expensive. This type of teaching is vastly time consuming. Enormous amount of time requires preparing courses, even just organising that collaboration takes 3-5 times of teaching time. So that is why hardly anybody does it.

One thing is absolutely certain; you will not save money by using technology. That is clear.

The only thing you can do is to produce a lot of online materials for inducing practice that will save you money and time.

You can never eliminate a human effect. People always have to be at work. You need marking. It will not be done automatically.

The better you want to teach using technology the more time you need to spend on it. Nothing can be automatically. It is really bad teaching if you do it automatically. Years ago we did it. The only person who can say that you save money by using technology are administrators.

Language learning cannot be done in groups of 500, if you want to develop all four skills and do it properly

You need a lot of money and a lot of time to do it.

The major area of my research is to test the outcome for how much we learning: we spend this much money and this much time. What is the outcome? Do students actually learning and how much they learn. Are student actually learning more?

And the results are.. I have looked at the last 20 years of the research and I cannot stand up and say: “Unequivocally, we are learning more, or faster, better, or anything at all. There is some evidence for some areas that have been improved but not as much as we nearly wanted.”

My bottom line is: if the technology does not have a significant item of improvement, if it does not make your teaching and learning significantly better, do not use it. So, in my view, what the currently technology can do is produce
authenticity, which we could not do before, we could not before the web and before the internet and before those end up resources we have … We could not communicate in French which now we do that. So that is a huge advantage to have a class that consists of Australian students learning Drama and German students learning English. That is fantastic! You are using technology. But you cannot do it with more than 10 people. So a financial aspect may come or timing aspect. On a realistic and ideal basis it can have a lot of positive, pedagogical tools what we already have. Administrators do not think like that they think it is automatically better.

If you have a tutor in a language, who teaches a class of 30 students, they meet two or three times a week. The tutor comes and teaches and is paid for it. Now imagine that this tutor goes online. He divides the class by three groups and teaches three times. Imagine how much work it involves. The outcome is going to be much better but you have to put up to provide all these resources and to set it up properly, otherwise, people are disillusioned. You have to be prepared for every tangency and everything.

In our world not all people computer literate. Administrators seemed to be forgetting about that.

The environment is problematic and challenging.

The reason why it is so little innovations is because nobody has money to organise that. The academics are so busy. Everybody is giving up. I do not know of any development projects going in universities because everyone discovered that it costs too much money.

In 1997, I have done the first online course in Vietnamese. I was very innovative. You could get a lot of money and support.

You cannot excite people by doing this pieces or bit of German on the web.

You have to be huge innovative now to do anything.

There was a lot of innovative stuff happening in 90s. People were interested, everything was out there and there is nothing that I know people still continuing. Anomous resources but what it takes the project to go on.

In earlier 90s people were doing the same things. Why are you reinventing the wheel? In 1998, I published a book. It looks like incredible duplication of everything. In the book of 2001 there is still a lot of duplication is going on.

People should collaborate. This is the only way to go now too. To collaborate and do one brilliant course but then you have a real problem of ownership and intellectual copy write and

who is going students who are enrolled? Who is going to get money? It is a bureaucratic nightmare. It is problematic. You need to have a very tight bureaucratic agreement to do that Australia wise.

To avoid duplication of courses and programs, people should collaborate. To collaborate and do one brilliant course.

Collaboration in supervising postgraduate students with other universities is based on a gentlemen agreement between people. This is individual arrangements. We are not talking about big numbers on undergraduate level of teaching. It is a PhD, research exercise. It is always the hardest thing to get through all the bureaucracy at a university.

Even on a small scale of collaboration Melbourne and Monash in terms of teaching Russian. A lot of money has been spent. I got the money; I applied for a grant and gave them much money but where it is now? It went in a whole. We did the development and got started. We did have an exchange of lecturers. Russian lectures from Melbourne came to Monash to teach. Now what happened to it? This is the only collaboration I know that had on the ground on undergraduate level.

I published a book in 2003 “Beyond Babel”. It is worth to go and look at these websites to see where they are now. Where did they go? Are they alive? My estimation would be no more than 20 percent are still alive. These are very well funded may be alive like Pennsylvania. It is tragic. We are casualties of technology.

In Europe, the only university who deals with online well is Cambridge.

It is much harder now to find anything because you need to log on into a program. There is no website attached to it. There is no single on line course in anything, for example, 4 years of German online. There are only bits and pieces but not substantial. There are commercial courses you have to pay for it.

**Summary of interview, Michael Clyne**

Important factors in LOTE provision in higher education:

1. properly funded;
2. effective agreements between universities;
3. introduction of simple and effective courses;
4. encouragement of Year 12 students to continue a language program at university level;
5. changing a monolingual mind set of decision makers at secondary and tertiary level;
6. encouragement of students with a background in a language to undertake a language study;
7. make use of community resources;
8. improvement of teacher training preparation

Hindering factors:
1. a fear to open language departments to more people and get “bad” students;
2. lack of teacher in secondary schools;
3. lack of advanced language courses for Year 12 students

Language Policy at Monash University
Monash University has a number of files about the debate on language policy, which languages should be taught and which community languages should be taught. You should look at the Monash University language policy, which in a partial way locked a smaller Asian languages and other languages that become unviable and to what extend one should still keep them going, even if the numbers were not high.

One of the files was on a rationalisation of languages in Melbourne. There was an attempt in the Asians by the Vice-Chancellor of Melbourne and the Deans of Arts at Monash and Melbourne to rationalise languages, so that each language will be taught in one place. This includes some community languages. There was a scheme to teach Russian and Latvian via Flinders University in Adelaide. Latvian was taught during weekends at Monash. It was an earlier attempt to teach across state boundaries. ANU came up with an idea teaching classic languages by distance.

Community funding of languages

Another thing is funding from communities. The Ukrainian community funded two programs in Ukrainian: one at Macquarie and one at Monash. One at Monash still exists. The Greek community founded the Modern Greek at Melbourne and they provided resources. One of the Government grants was to expend teaching Modern Greek across universities and use Melbourne as a harbour and teach it also at La Trobe and Monash… When La Trobe tried to abolish Italian at Monash, they could not do it because the Chair has been founded from outside.

Factors, which are important in LOTE delivery in higher education

They need to be properly funded. Languages traditionally have been advantaged in funding. Only language with considerable number of students can survive. It is a real problem for community languages because the demand is not great enough. It might worth looking at Vietnamese and Greek. Vietnamese was taught in five universities in Melbourne. Now Greek is taught in one and I think it is taught by casuals. Many other languages have gone. Macedonian, Turkish and Croatian are gone from Monash. Russian is hanging on here.

Agreements between universities

Agreements between universities are not always very effective. There was an agreement between Melbourne and Monash. Melbourne would teach classics and Monash would teach Russian. Monash dropped Russian. Monash dropped Hindi because La Trobe was teaching it. Then La Trobe dropped it as well and no one was teaching it. It was then done by distance and then La Trobe re-introduced the language. Dutch was taught for 52 years at Melbourne University. Then it was dropped. Later on, it benefitted very much that it was a community language.

Encouragement of Year 12 students

All children in Victoria would take a second language at some stage in their schools. The number of enrolments in Year 12 is not great. If the language programs become more simple and become more effective, it would have a positive impact. Particularly, if there is more encouragement to children to continue Year 12. Victoria gives more encouragements then other states, such as 10 % bonus.

I think that the attitude to languages has to change. Australia is dominated by a monolingual mind set and that is the case among the people and the decision makers at secondary level and at tertiary level.

Fear to get bad students
There is a little bit of fear in some language departments that if you open up language study to many more people you get bad students, because that is always the case when a possibility of having a compulsory language arises. Years ago everyone has to do languages to get into an Art Faculty. And everyone needed to do a language. This is not the best way of doing it and some of the programs are students with limited aptitude to languages were not really worthwhile. But now the range of languages much greater in schools and the level of proficiency is high. One should not encourage the wrong students to do it.

Encouragement of students with a background in the language
One of the biggest issues is a debate about whether the students with a background in the language have unfair advantage. It has a de-motivating effect. If they were more strongly encouraged to use their backgrounds and become bilingual, this would be a general benefit to a wider community. Not enough has been done to encourage students to make use of community resources, which include all studies at tertiary level.

Teachers and teacher training
A very important factor in secondary schools is teachers and teacher training. There are not enough qualified teachers. If you motivate second generation of native speakers, they know generally the system of education in Australian school, Australian culture, and they also understand the culture they are teaching and they also have the language they are teaching. This is another argument for encouraging rather than discouraging students who have a background in the language to continue on a tertiary level and make tertiary courses available.

Connection between secondary and tertiary levels
One of the problems is a connection between secondary and tertiary levels. If you do not have a university course then Year 12 kids do not have a more advanced course to take after they finish learning the language in the school. If they can’t study the language at the university, so they cannot be trained as language teachers. There is no language and culture course available for them as part of their training.

Summary of interview, Colin Nettlebeck
Comments on the report of the Diploma in Modern Languages:
It was a very valuable report. One of the alarming things that mentioned in the report, which is consistent, is the number of students who actually study languages remains extremely small at the university. 3% of the students studying European languages are coming from the university enrolments not counting international students.

Collaborations between universities in teaching languages of small enrolments
Probably the best successful scheme that I know about is in La Trobe. We teach two years of French and German and they teach couple years of Spanish here. Spanish was not produced in Melbourne University. There is a joint sharing.

Advantages:
For students: language is available
For a receiving university:
1. can offer a wider curriculum;
2. does not pay a cost of infrastructure;
3. does not have to worry about management;
4. does not take a lot of time

Complications in collaboration (teacher moves)
There are all sorts of complications with collaborations. They have to do with moves: who will move? the staff moves? the students move? and when?

Teacher move scheme
For teachers:
1. increase of load;
2. schedule is not working well;
3. lots of effort in coordination of the program;
4. body of students are different at each university

Students move scheme

For students: are not keen in their earlier years to travel that distance

For universities: catastrophic drop-offs in enrolments; loosing money; not independent

Example of not successful collaboration

We tried to deal with Monash with Slavic and classical languages but that was not sort of successful.

There have been attempts in couple of states to set up consortiums with LOTE delivery. The one that was set up here struggled for many years. It was modelled on one which is in Sydney. It could not manage to survive either. This is a gathering of representatives from many universities.

Languages are very expensive to teach. It requires a lot of hours to do it. That is why many universities back away from offering them at all.

Summary of interview, David Ingram

David Ingram has identified different levels of collaborations in language provision:

1. between primary and secondary schools;
2. between secondary schools and universities;
3. between universities and communities; (See report Taking ‘foreignness’ out of languages other than English: the community as a resource for improving proficiency outcomes (2003)
4. a collaborative approach at the policy level when decision is made;
5. collaboration in providing resources and establishing language institutions;
6. between universities in Australia to provide distance mode of language delivery;
7. between Australian and overseas universities;
8. between faculties and various disciplines

At present there is no national policy. I would say that since 1996 basically we are lacking national leadership in the language policy area and one of the effects of that is the state of itself. It seems to me the chance of languages has been progressively running down.

It has been a dry period for languages since Howard came, I am afraid.

National policies were not funded except of NALSAS. It was said that language policies are responsibilities of states. It is very simplistic to say so.

From my perspective, languages have declined dramatically in schools.

He describes the language situation in schools in Queensland as:

1. lacking of contingency;
2. declining in student numbers;
3. focusing more on a cultural component rather than on language skills.

If students cannot start learning languages in primary school and continue through high school they will not get much proficiency by the time they get to the university level.

There is a need for collaboration between school and university systems. There should be continuity.

There were many examples when language classes have started in schools, but they were closing down because they could not get a teacher. In Australia, the reality is to maintain at least 65 languages which are taught in schools.

There is an issue of teacher quality and supply. This can be achieved by a collaborative approach. There is a need for a collaborative approach at the policy level when decision is made. These institutions belong to these languages. But in addition to that there is a need to make language available for students, children, adults, whoever, who cannot access the language they want in a local institution. That raises the need for systematic decisions about what
languages are being provided and in what areas to give access as good as possible to people to learn the language they wish to learn.

*Collaboration in providing resources and establishing language institutions*

This goes against the practicality and the national ability to provide the resources. You need to have places specialised in a large number of languages. Places like Victorian School of Languages that provides languages to small number of students but throughout Victoria.

Collaboration in providing language through distance mode of learning

You need to have systems that people could access languages through distance learning, autonomous learning. It should be possible to provide relatively economical. The technology allows having access to a large number of languages in a distance mode that can be highly effective. It has implication through the whole higher education system.... Some languages are not viable because the numbers are small but these languages could be available in a distance mode across the country. There should be recognition of courses by other universities too.

*International collaboration between Australian and overseas universities*

Many countries encourage students to go abroad and pick the language skills. In European countries they encourage students to go to other countries to develop good language proficiency and cultural understanding. That implies financial support and that university recognising the studies students do in overseas universities. It implies collaboration between Australian and overseas universities.

*Collaboration between faculties and different disciplines*

The other form of collaboration, which is important, is collaboration between faculties and different disciplines. That is happening more but not to the nearly extend like in Europe or Asia. People who are trained to be medical practitioners or business people they want to study in their programs a language. There is a need for collaboration across faculties and across disciplinarians.... If vocational training programs are not providing to develop language skills they are not meeting the demands.
### APPENDIX C: ABBREVIATIONS AND ACRONYMS USED IN THE REPORT

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACLAME</td>
<td>Australian Advisory Council on Languages and Multicultural Education</td>
</tr>
<tr>
<td>ACTFL</td>
<td>American Council on the Teaching of Foreign Languages</td>
</tr>
<tr>
<td>AIATSIS</td>
<td>Australian Institute of Aboriginal and Torres Strait Islander Studies</td>
</tr>
<tr>
<td>ALLC</td>
<td>Australian Language and Literacy Council</td>
</tr>
<tr>
<td>ALLD</td>
<td>Asian Languages of Lesser Demand</td>
</tr>
<tr>
<td>ALLP</td>
<td>Australian Language and Literacy Policy</td>
</tr>
<tr>
<td>ARC</td>
<td>Australian Research Council</td>
</tr>
<tr>
<td>ASAA</td>
<td>Asian Studies Association of Australia</td>
</tr>
<tr>
<td>ASLLP</td>
<td>Australian Second Language Program</td>
</tr>
<tr>
<td>ATSILIP</td>
<td>Aboriginal and Torres Strait Islander Languages Initiatives Program</td>
</tr>
<tr>
<td>ATSIS</td>
<td>Aboriginal and Torres Strait Islander Services</td>
</tr>
<tr>
<td>ANU</td>
<td>Australian National University</td>
</tr>
<tr>
<td>AUSTLANG</td>
<td>Australian Language Online Database</td>
</tr>
<tr>
<td>B/As</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>B/Comm</td>
<td>Bachelor of Commerce</td>
</tr>
<tr>
<td>B/Teach</td>
<td>Bachelor of Teaching</td>
</tr>
<tr>
<td>BM</td>
<td>Benchmarking</td>
</tr>
<tr>
<td>CALL</td>
<td>Computer Assisted Language Learning</td>
</tr>
<tr>
<td>CALPER</td>
<td>Center for Advanced Language Proficiency Education and Research</td>
</tr>
<tr>
<td>CASLS</td>
<td>Center for Applied Second Language Studies</td>
</tr>
<tr>
<td>CASR</td>
<td>Collaborative and Structural Reform Fund</td>
</tr>
<tr>
<td>CD-ROM/CD</td>
<td>Compact Disk Read Only Memory</td>
</tr>
<tr>
<td>CDU</td>
<td>Charles Darwin University</td>
</tr>
<tr>
<td>CED</td>
<td>Committee for Economic Development</td>
</tr>
<tr>
<td>CEF</td>
<td>Common European Framework</td>
</tr>
<tr>
<td>CI</td>
<td>Community Involvement</td>
</tr>
<tr>
<td>CILT</td>
<td>Centre for Language Teaching and Research</td>
</tr>
<tr>
<td>CLs</td>
<td>Community Languages</td>
</tr>
<tr>
<td>C-MAAKS</td>
<td>Council for Maximizing Australia’s Asia Knowledge and Skills</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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</tr>
<tr>
<td>CTML</td>
<td>Committee on the Teaching of Migrant Languages</td>
</tr>
<tr>
<td>CUTSD</td>
<td>Committee for University Teaching and Staff Development</td>
</tr>
<tr>
<td>DASSH</td>
<td>Deans of Arts, Social Sciences and Humanities</td>
</tr>
<tr>
<td>DEETYA</td>
<td>Department of Employment, Education, Training and Youth Affairs</td>
</tr>
<tr>
<td>DEST</td>
<td>Department of Education Science and Training</td>
</tr>
<tr>
<td>DMA</td>
<td>Digital Media Archive</td>
</tr>
<tr>
<td>DML</td>
<td>Diploma in Modern Languages</td>
</tr>
<tr>
<td>ESRC</td>
<td>Economic and Social Research Council</td>
</tr>
<tr>
<td>EFTSU</td>
<td>Equivalent Full-Time Student Unit</td>
</tr>
<tr>
<td>e-LCTL</td>
<td>e-Less Commonly Taught Languages Initiative</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>FATSIL</td>
<td>Federation of Aboriginal and Torres Strait Islander Languages</td>
</tr>
<tr>
<td>FECCA</td>
<td>Federation of Ethnic Communities’ Councils of Australia</td>
</tr>
<tr>
<td>FIPSE</td>
<td>Fund for the Improvement of Postsecondary Education</td>
</tr>
<tr>
<td>FTes</td>
<td>Full-Time Equivalents</td>
</tr>
<tr>
<td>GWU</td>
<td>George Washington University</td>
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<tr>
<td>HE</td>
<td>Higher Education</td>
</tr>
<tr>
<td>HEFCE</td>
<td>Higher Education Funding Council for England</td>
</tr>
<tr>
<td>HEFCW</td>
<td>Higher Education Funding Council for Wales</td>
</tr>
<tr>
<td>ISLPR</td>
<td>International Second Language Proficiency Ratings</td>
</tr>
<tr>
<td>IWLP</td>
<td>Institution-Wide Language Program</td>
</tr>
<tr>
<td>LA</td>
<td>Language Australia</td>
</tr>
<tr>
<td>LCL</td>
<td>Languages, Culture and Linguistics</td>
</tr>
<tr>
<td>LLOL</td>
<td>Language Learning Online</td>
</tr>
<tr>
<td>LLS</td>
<td>Language Learning Solutions</td>
</tr>
<tr>
<td>LOTE</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>LRCs</td>
<td>Language Resource Centres</td>
</tr>
<tr>
<td>MAs</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>MAAL</td>
<td>Master of Arts, Applied Linguistics</td>
</tr>
<tr>
<td>MFL</td>
<td>Modern Foreign Languages</td>
</tr>
<tr>
<td>NALSAS</td>
<td>National Asian Languages and Studies of Asia Strategy</td>
</tr>
<tr>
<td>NCLRC</td>
<td>National Capital Language Resource Centre</td>
</tr>
<tr>
<td>NFLRC</td>
<td>National Foreign Language Resource Centre</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>NLIA/NLLIA</td>
<td>National Languages Institute of Australia/National Languages and Literacy Institute of Australia</td>
</tr>
<tr>
<td>NPL</td>
<td>National Policy on Languages</td>
</tr>
<tr>
<td>NSP</td>
<td>National Security Education Program</td>
</tr>
<tr>
<td>QAA</td>
<td>Quality Assurance Agency</td>
</tr>
<tr>
<td>QUT</td>
<td>Queensland University of Technology</td>
</tr>
<tr>
<td>RMIT</td>
<td>Royal Melbourne Institute of Technology University</td>
</tr>
<tr>
<td>STAMP</td>
<td>STAndards-based Measurement of Proficiency</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UNE</td>
<td>University of New England</td>
</tr>
<tr>
<td>UNSW</td>
<td>University of New South Wales</td>
</tr>
<tr>
<td>USQ</td>
<td>University of Southern Queensland</td>
</tr>
<tr>
<td>US / USA</td>
<td>United States of America</td>
</tr>
<tr>
<td>VCE</td>
<td>Victorian Certificate of Education</td>
</tr>
<tr>
<td>VUT</td>
<td>Victoria University of Technology</td>
</tr>
<tr>
<td>WILD</td>
<td>Web Indigenous Languages Database</td>
</tr>
<tr>
<td>WG</td>
<td>Working Group</td>
</tr>
</tbody>
</table>
**APPENDIX D: DOCUMENTS AND WEBSITES CONSULTED**

**Australia**
Australian Institute of Aboriginal and Torres Straits Islander Studies: http://www.aiatsis.gov.au/
Australian Catholic University: http://www.mystudyaustralia.com/Universities/australian_cath.htm
Australian Vice-Chancellors’ Committee: http://www.avcc.edu.au/
Ballarat University: http://www.ballarat.edu.au/
Charles Darwin University: http://www.cdu.edu.au
Deakin University: http://www.deakin.edu.au/
Federation of Aboriginal and Torres Strait Islander Languages: http://www.fatsil.org/
La Trobe University: http://www.latrobe.edu.au/
Ministerial Council on Education, Employment, Training and Youth Affairs:
http://www.mceetya.edu.au/mceetya/
National Board of Employment, Education and Training:
University of Melbourne: http://www.unimelb.edu.au/
University of South Australia: http://www.unisa.edu.au/
University of Western Australia: http://www.uwa.edu.au/
Victoria University: http://www.vu.edu.au/

**UK**
Nuffield Foundation: http://languages.nuffieldfoundation.org/languages/home/
The Higher education Academy: Subject centre for languages, Linguistics and Area Studies:
http://www.lang.ltsn.ac.uk/resources/resourcesitem.aspx?resourceid=633 on which can be found
the following documents:

1. Bid to HEFCE for funding from the Restructuring and Collaboration Fund for the Collaboration Program in Modern Languages on behalf of the University Council of Modern Languages by Prof David Robey
2. Annual reports 2002 and 2003 by Liz Ashurst
3. External evaluation reports 2002 and 2003
4. Final evaluation of the program: What lessons have been learned about collaboration? by Dr Alison Piper

5. Final report: Collaboration in Strategic Subjects: The lesson of Modern Languages
Scottish CILT: http://www.scilt.stir.ac.uk/Archive/Scotlang/SP5.htm
North West Centre for Linguistics Research Training for Postgraduate students: http://www.nwcl.salford.ac.uk/research.htm
University of Stirling: http://www.external.stir.ac.uk/search/missing.php

USA
Centre for Advanced Language Proficiency Education and Research: http://calper.la.psu.edu/
Michigan State University: http://www.msu.edu/index.html/
Multilingual Advanced Learning on-Line: http://www.langnet.org/
National Capital Language Resource Centre: http://www.ncrlc.org/about.html
National Foreign Language Resource Centre: http://nfrc.hawaii.edu
Pennsylvania State University: http://www.psu.edu/
San Diego State University: http://www.sdsu.edu/
University of Hawaii at Manoa: http://www.uhm.hawaii.edu/
University of Oregon: http://www.uoregon.edu/
University of Maryland Centre for Advanced Study of languages: http://www.casl.umd.edu/
University of Washington: http://www.washington.edu/
University of Wisconsin-Madison: http://www.wisc.edu/