

# **ASIA IN AUSTRALIAN HIGHER EDUCATION**

**Report of the Inquiry Into the Teaching of Asian Studies  
and Languages in Higher Education**

**Submitted to the Asian Studies Council  
January 1989**

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29 December 1988

Dr Stephen FitzGerald  
Chair  
Asian Studies Council  
P O Box 826  
WODEN ACT 2606

Dear Dr FitzGerald,

On behalf of the Steering Committee, appointed by the Asian Studies Council, I have pleasure in enclosing the Report of the Inquiry Into the Teaching of Asian Studies and Languages in Higher Education.

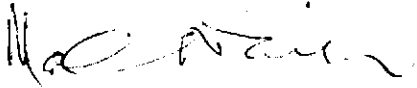
The Report was produced by the Research Directorate which was very ably lead by Professor John Ingleson based at The University of New South Wales, under the guidance of the Steering Committee. Appropriate acknowledgements of the research team have been included in the Report.

The Steering Committee met on four separate occasions in Sydney between April and November of this year and in addition communicated once by teleconference. It needs to be said that the Report was produced to an extremely tight time schedule and restricted budget and because of this a number of issues of interest to the Steering Committee could not be adequately pursued. Nevertheless, I believe the Report contains valuable recommendations which will prove extremely important for policy formulation by government, higher education institutions and business in the years to come. In view of the current restructuring of higher education it is timely for the Report to be released for comment and discussions as soon as possible.

Some members of the Steering Committee would have preferred a different emphasis to some sections of the Report. However, the balance of the Report as produced has the support of the majority of the Steering Committee. I have suggested that if any member of the Steering Committee feels their views on any issue have not been properly represented in the report I would be prepared to forward their statements to allow the Asian Studies Council to take these views into account in making their own assessment of the Report.

The Report is currently being printed at The University of New South Wales and I expect 500 copies to be available to the Asian Studies Council by the end of January.

Yours sincerely,



PROFESSOR M E NAIRN  
Chair,  
Steering Committee

**Steering Committee Members:**

Professor John Ingleson (Research Director)

Mr John Menadue

Professor Jiri Neustupny

Professor Alan Rix

Dr Michael Sawyer

Professor Nancy Viviani

## ACKNOWLEDGEMENTS

I would like to thank the many people who contributed to this Inquiry. Steering Committee Members contributed greatly to the progress of the Inquiry, were tolerant of the need to read drafts quickly, responsive in their comments and supportive in the criticisms. I am also appreciative of the assistance of Dr Peter Drysdale, Dr Ross Garnaut and Professor Nancy Viviani in the writing of chapter 2. Qantas, through its Chief Executive Mr John Menadue, generously contributed to the research commissioned on job advertisements. Dr John Bowden and Dr John Quinn were commissioned to report on language teaching and their work is much appreciated.

The cooperation of higher education institutions was essential to this Inquiry. The preparation of submissions and the organisation of consultations were time-consuming. I am grateful to many individuals for assistance at various points in the eight-month Inquiry.

I would especially like to thank Dr Virginia Matheson for the enormous contribution she made to the Inquiry. As senior researcher, she was a constant source of energy, enthusiasm and ideas, without which the Inquiry could not have been completed. Mark Hutchinson worked as research assistant, contributing his own intellectual and numerical skills. He was primarily responsible for the Inquiry database and most of the statistics. Sue Nile worked as secretary: her patience, good humour, organisational ability and word processing skills were essential for the completion of this report. All three members of the research team contributed far more than was formally required.

Finally, I would like to thank the School of History at the University of New South Wales, for housing the Inquiry and for tolerating demands on resources, and the Educational Testing Centre at the University of New South Wales for work on the language student survey.

John Ingleson  
Research Director  
University of New South Wales

This Report was commissioned by the Asian Studies Council on 18 April 1988. A Steering Committee was established by the Asian Studies Council, and a Research Director and Senior Researcher appointed, and a contract was entered into with the University of New South Wales requiring completion of the Report within eight months.

## TERMS OF REFERENCE

### Inquiry into the Teaching of Asian Studies and Languages in Higher Education

#### Background

The Asian Studies Council (ASC) was established in 1986 to foster Asian studies and provide advice on Asian studies at all levels of education and in industry. The Government recognised in establishing the Council that Australia would need to acquire the skills to operate effectively in the Asian milieu if it is to benefit from economic developments in our region.

To date the Council has concentrated primarily on Asian studies and languages in schools. A number of surveys relating to schools have been initiated and projects on curriculum and materials development are being discussed with State Governments.

There is now an urgent need to relate the activities of the Council to higher education (universities and colleges - a separate inquiry will be conducted into TAFE colleges).

The present inquiry has been initiated during a time of debate and possible change in higher education generated by the Government's green paper. Any resulting changes to the way universities are run, for example in the areas of cost recovery, will have an immediate impact on the way in which Asian studies are conducted and on the recommendations of this report. In seeking to review Asian studies, the Council welcomes the debate surrounding the green paper as opening out distinct possibilities for a more flexible and responsive structure in the area of Asian studies.

#### Purpose

The purpose of the inquiry will be to review the current situation in higher education and define what changes are necessary in order to meet Australia's requirement for Asian studies into the next century. Emphasis should be placed on needs of industry in the area of Asian studies as well as higher education's role in creating an 'Asia literate' society in Australia.

The Council would like to see a situation in which 5% of higher education students at any one time are involved in close study of Asian languages and cultures; in which those studies are primarily associated with studies in functional areas such as law, economics, engineering, etc., except where there is a clear necessity to produce Asian specialists such as for teaching and academic purposes; and in which higher education plays a leading role in informing the Australian public about Asia.

The inquiry has the support of the Minister for Employment, Education and Training and is expected to be the seminal work on Asian studies in higher education requirements for a considerable period to come.

#### Scope

The inquiry will consider:

- \*Universities and colleges where Asian studies/languages are taught as a major component;  
-in full-time, part-time or distance studies courses.
  
- \*At least some institutions where Asian studies/languages are not taught as a major component, but where it might be argued they should be taught either to give adequate coverage or because other subjects are taught which should ideally be associated with Asian studies;



\*All relevant background material, including:

- the ASC National Strategy on Asian Studies
- the ASC Industry Survey
- the ASC Teacher Supply Survey
- the ASC Survey on Curriculum Materials in Schools
- previous reports such as the 1981 ASAA Survey and Auchmuty Report.

While the scope of the inquiry does not cover TAFE colleges there are a number of instances in which there is a clear relationship between TAFE courses and higher education courses. This relationship should be taken into consideration.

### Consultation

Besides extensive consultation with educational institutions (including their students), the inquiry members will consult with:

- Commonwealth Department of Employment, Education and Training;
- Australian Vice-Chancellors Committee (AVCC) and Australian Committee of Directors and Principals in Advanced Education (ACDP);
- Asian Studies Council;
- Asian Studies Association of Australia (ASAA);
- Australian Teachers Federation (AFT);
- Federation of Modern Language Teachers Association (FMLTA);
- Confederation of Australian Industry (CAI);
- Federation of Australian University Staff Association (FAUSA);
- National Board on Employment, Education and Training (NBEET);
- Business Council of Australia (BCA);
- Federation of College Academics (FCA);
- Bodies responsible for higher education in the States

and any other relevant organisation.

### Issues

The inquiry will consider the following issues in the context of its wider purpose (namely to define what changes are necessary to emphasise functional and economic needs as well as higher education's role in creating an Asia-literate society):

- \*language and studies availability by geographic region throughout Australia and whether Asian languages of economic and strategic importance (defined by the ASC as Mandarin Chinese, Japanese and Indonesian/Malay in the first place, and secondarily Thai, Korean and Vietnamese) are adequately covered;
- \*whether there is currently an adequate balance between graduates, post-graduates and non-degree students;
- \*the role of research on Asian studies in tertiary institutions;
- \*whether higher education is contributing adequately to the curriculum and materials development needs in Asian studies and languages at all levels of education;
- \*integration of Asian studies/languages with other disciplines, and particularly whether there is currently scope for individuals to develop professional skills in areas such as business studies, law, economics, engineering, technology research and development, accountancy and natural sciences, while at the same time acquiring Asia-related skills, and if there is not currently sufficient scope, what arrangements would be most appropriate in order to provide such flexibility;
- \*appropriate aural/oral/written balance, ie. proportion of teaching of various skills such as listening,

speaking, reading, writing, with special reference to the practical needs of industry and other users in day to day conversational dealings with Asians. This would involve examination of a range of approaches to language teaching including the communicative approach and a critical examination of teaching methods and recommendations as to what is most appropriate regarding the range of circumstances that might be required (eg. full courses for language specialists, short courses for business people etc.).

\*whether there needs to be a short-term skills development program based on intensive methods of language teaching, and if so, how best this might be done, including through cost-recovery approaches;

\*specific purpose language education, including pre and in-service teacher training, purpose-designed intensive courses and distance education;

\*whether it is desirable and practical for tertiary institutions:

-to return to a system whereby languages are mandatory for entrance to certain faculties; or

-to have Asian languages as part of a common first year course for all university and college students.

\*whether it is desirable to establish a national languages institute to serve the immediate needs of government and industry, and if so, what should be the nature of the institution, including:

-based on an existing or a new institution

-single or multi-campus

-Asian studies as well as languages

-degree of cost recovery

-effect on existing institutions;

(Note: the Council envisages that such an institute might have the following functions: production of language specialists to meet the needs of government and industry, master language teachers, interpreters carrying out research into teaching methodology and curriculum/materials development, formulation and maintenance of standards.)

\*ways of tapping, during the development of courses and programs, the existing language and culture skills of those Australians with Asian backgrounds;

\*the most effective means of handling character-based languages;

\*effectiveness of current Asian studies/language programs. Criteria for measuring effectiveness might include some or all of the following:

-standard of language skills attained in a given time and language retention

-student retention rates

-where appropriate, utility of products of courses in terms of employer needs as defined, for example, in the ASC's survey of employer requirements

-adequacy of in-country training provisions (the "language environment");

\*any other issues which the Steering Committee considers relevant to the purpose of the study as set down above.

### Arrangements

The study team will consist of a Steering Committee and a Research Directorate.

The Research Directorate will consist of a Research Director who should be a senior academic and several research workers, plus secretarial support. In addition, it is envisaged that the Research Director could commission additional research from specialists as required (this would be particularly relevant in

the area of linguistics). Support services will be provided and would include:

- \*secretarial and office services
- \*office accommodation
- \*financial management
- \*travel support
- \*provision of meeting venues
- \*document acquisition and library assistance
- \*report preparation and publication

The Steering Committee will consist of eight persons, including the Research Director and a member of the ASC. The Executive Director of the ASC or his nominee and the Research officer will be invited to attend all meetings of the Steering Committee as observers.

It will be the responsibility of the ASC member of the Steering Committee and the ASC observer to liaise between the ASC and the Steering Committee in order to ensure that the views of the ASC are known to the Committee.

The Steering Committee will be responsible for the final document. The Committee will meet at least three times: - at the commencement of the study for briefing and to set the general direction; after six months to consider an interim report; and after eight months to consider a final report.

The Final Report will be submitted by the Steering Committee in draft to the ASC for comment by the ASC. The Steering Committee should be prepared to consider any views put forward by the ASC. Final responsibility for the Report will, however, rest with the Steering Committee.

The role of the Research Director and Research Workers will be fully acknowledged within the Report, but copyright will be vested in the Crown. Similarly, copyright relating to any individual research commissioned by the Research Directorate will be vested in the Crown.

## ABBREVIATIONS

AACLAME	Australian Advisory Council on Languages and Multicultural Education
ABN	Australian Bibliographic Network
ACIAR	Australian Centre for International Agricultural Research
ALL Guidelines	Australian Language Levels Guidelines (4 vols, Australian Curriculum Development Centre, Canberra, 1988)
ASLPR	Australian Second Language Proficiency Rating
ASAA	Asian Studies Association of Australia
ATIA	Australian Tourism Industry Association
BCA	Business Council of Australia
CAE	College of Advanced Education
CAI	Confederation of Australian Industry
CPRA	Commonwealth Postgraduate Research Award
CTEC	Commonwealth Tertiary Education Commission
EALRG	East Asian Library Resources Group
EFTSU	Effective Full Time Student Unit
LOTE	Language Other Than English
LSP	Language for Specific Purposes
NAATI	National Accreditation Authority for Translators and Interpreters
NLA	National Library of Australia
PG1	One year postgraduate programs
RAAF	Royal Australian Airforce
SEARMG	Southeast Asian Research Materials Group
SEASSI	Southeast Asian Studies Summer Institute (USA)
TAFE	Technical and Further Education

## EXECUTIVE SUMMARY

### 1 THE NATIONAL CONTEXT

Proficiency in Asian languages and knowledge of the history, political and social cultures, economic systems and business practices of Asian countries is no longer a luxury for the few. If Australians are 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, is essential.

Teaching about Asia and its languages is part of the Australianisation of curricula in higher education institutions: that is, making the curricula more relevant to Australia's needs and condition. Humanities, Social Science, Education and Law Faculties are still predominantly Euro-centric. Asian studies is the obverse side of the coin to Australian Studies. It is vital that in teaching about Asia and its languages we constantly seek ways of relating this to our own society. The study of Asia and its languages matters because we are Australians, located in a specific geopolitical environment and linked through trade, migration, investment and tourism to Asia in a way profoundly different from any other western country.

### 2 EMPLOYER DEMAND

Employers have clearly indicated their support for changes to the curricula at all levels of the education system to include much more study of Asia than currently occurs. Economic projections indicate a continued growth in tourism from Asia and that the growing importance of Asian countries in recent investment trends will continue. Japan will be the prominent country, as a major source of tourists, a provider of capital for manufacturing and service industries and as a market for Australian products. Other Asian countries, particularly in East and Southeast Asia, will be increasingly important markets for Australian products and services and, in some cases, will also be providers of capital. If Australians are to take full advantage of the opportunities presented by these developments, including employment and career opportunities, there will need to be sustained growth in Asian language skills and knowledge of Asian countries.

All the evidence points to a growing demand for graduates who are Asia-conscious or Asia-centred. Australian graduates who are Asia-centred will be aware of the recent history of one or more regions of Asia, able to understand different political systems and cultural values and aware that there are patterns of thought other than those of their own culture. Increasing numbers will have command of an Asian language. They will be comfortable in Asia, sensitive to different social mores and business customs and able to relate to people in Asia with ease. Such graduates will be familiar enough with some part of Asia to be able to regard doing business there as no more unusual than doing business in Britain, Europe or the United States. The challenge for the higher education system is to make the necessary structural and curricula changes to ensure that all graduates are Asia-literate and increasing numbers have a sound knowledge of Asia and proficiency in an Asian language.

### 3 THE STATE OF ASIAN STUDIES AND LANGUAGES

Asian studies and Asian languages are still at the margins of the teaching programs of almost all higher education institutions. In 1988, approximately 1.66 percent of the total undergraduate student load in Universities and Colleges of Advanced Education was in Asian languages and Asia-related subjects. This is far short of the targets set out in the *National Strategy* of the Asian Studies Council. Its objectives are for 5 percent of the higher education population to be studying an Asian language by 1995 and for Asia content to be an element in all appropriate degrees.

It is important that the study of Asian countries not be confined to area studies or language departments, but be fully integrated into discipline departments. Studying Asian countries needs to be 'de-mystified', and needs to become part of the mainstream activities of all disciplines and professional faculties. It is equally important, however, that discipline departments encourage students of, say, history, politics, sociology or economics, to include the serious study of an Asian languages in their programs. Structured programs which combine, for example, a sociology or politics major with a major in Japanese or Indonesian, must become the norm rather than the rare exception. Faculties such as Arts, Law, Economics and Education must accept as a priority the need to create 'double major' programs, which include an Asian language, to encourage students to enrol in them and to lower institutional barriers to undertaking them.

In 1988 most students in economics, commerce or business-related courses have no Asian content at all in their degree programs. If they are to be introduced to some material on any part of Asia in their undergraduate programs, it is likely to be through subjects taught by discipline departments rather than language study. Only a small percentage is likely to enrol in language study, even in five or ten years time. It is, therefore, most important that opportunities for them to enrol in Asia-related subjects are considerably improved. Most commerce or business courses are very tightly structured, leaving little room for students to include optional subjects on Asia, whether in politics, history, sociology or even economics. This is particularly the case in accountancy streams, in which the majority of business and commerce students are enrolled.

### 4 THE TEACHING OF ASIAN LANGUAGES

Under the present system of a three year undergraduate degree it is very difficult to achieve fluency in an Asian language. We suggest 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.

The effectiveness of Asian language teaching is also discussed. If programs are effective, and produce quality graduates, Asian language study will be more attractive to students. It will also go some way to meeting the expectations of employers, although we suggest that they have a responsibility to continue the training of their

employees, particularly by providing them with the opportunity to work and study in the target country.

We recommend the establishment of a National Centre for Applied Linguistics, as a positive step to improving language teaching methodology in Australia, at both tertiary and pre-tertiary level. The Centre should have a national policy base, but operate as a decentralised organization working closely at the local level with practising teachers and academics.

We recommend also the formulation of common measures of proficiency. These common measures will establish proficiency levels for individual students, allowing them flexibility of movement between programs and institutions. Employers will also have yardsticks by which to measure the skills of employees and potential employees. As well, common proficiency measures will enable controlled research into the effectiveness of different teaching methodologies. This will be a further step towards improving the quality of graduates in Asian languages by determining the most effective teaching methodologies for particular languages, at particular levels, and for particular purposes.

## 5 TEACHER EDUCATION

Teaching about Asia or its languages is largely absent from the curricula of most primary teacher education courses. The result is that the vast majority of primary education students graduate without any formal study of Asia. It will require a major effort and some earmarked funding to make Asian Studies and Asian language programs available to all education students.

If the current situation for pre-service education of primary teachers is totally inadequate, the situation for secondary school teachers is only a little better. Only a minority have any formal study of Asia at the tertiary level. This is as true for teachers of history and geography as it is for teachers of economics or literature. Secondary school curricula have only a small amount of Asia content, but even when teachers have a choice to include the study of Asia in, for example, history or geography subjects, few do so. This is largely because their own education ignored Asia.

The preparation of Asian language teachers for the classroom is inadequate. Training in specific language teaching methodology must be significantly improved. Moreover, young graduates with three years language study are expected to be able to teach communicative skills in the classroom without adequate training, support structures or curriculum materials. We have made recommendations in this chapter, and again in chapter 7, for major improvements in this area.

A more fundamental problem is that too few Asian language graduates wish to become teachers. The reasons are many and complex. A large part of the problem is the low status and rewards of the teaching profession, the stress of teaching and, for language teachers in general and Asian language teachers in particular, the lack of satisfying career paths. There are a number of factors specific to Asian languages themselves which we have addressed in this chapter and in chapter 7, the major policy chapter of this Report. However, the broader

problems must be faced if there is to be any hope of recruiting and keeping the considerably increased numbers of Asian language teachers needed over the next decade.

One source of recruitment, hitherto either ignored or inadequately catered for, is the large number of Australians bilingual in an Asian language as well as English. If this important source of potential Asian language teachers is to be fully utilised, new ways must be found to train them for the classroom.

There is little integration of the study of Asia into teacher education curricula. Where subjects on Asia are offered, they are optional and generally regarded as rather exotic. Asia-literate teachers are a pre-requisite for the creation of an Asia-literate society. Teacher education programs at the moment are inadequate for the task. Radical restructuring must occur with the study of Asia integrated into primary teacher education curricula. It must become part of the core and not simply one of many options. In recruiting teachers for secondary schools, education departments must give some priority to those who have included some study of Asia in their undergraduate programs.

## 6 LIBRARIES AND OTHER INFORMATION RESOURCES

Tertiary education and research are inconceivable without library support. We argue that for Asian studies and languages there are enormous advantages for Australian libraries to participate in a cooperative acquisitions policy. Asian collections are expensive to establish, maintain and catalogue. We see a systematic rationalisation of collection development as the most efficient means of providing tertiary education with resources of international standard. With a cooperative and rationalised acquisitions policy must go an efficient and inexpensive system of access and distribution.

A national collection development policy requires coordination and direction. We support the proposal for the establishment of a National Bibliographic Network for Asian studies, which would have as its major function the rationalisation and coordination of Asian collections. The Network would need only a small administrative staff and would be directed by a board of librarians, academics, teachers and representatives of business, industry and government. Because the major Asian collections are in Canberra, and because the National Library of Australia must play a pivotal role in the dissemination of bibliographic information, we suggest that the Network be located in Canberra.

## 7 A STRATEGY FOR ASIAN STUDIES AND LANGUAGES IN HIGHER EDUCATION

Asian languages must move from the periphery of language teaching to become an essential part of language programs at every higher education institutions. A tertiary level Asian language policy for Australia in the 1990s must focus on both broadening the base of language study and on improving the language skills of students at the 'top end' of language training. In practise, this entails more Universities and Colleges offering three-year sequences in Asian languages and an increase in the number and quality of intensive courses. It also entails specialist in-country provisions for talented and motivated graduates to bring their language



proficiency to a level impossible to achieve in undergraduate education.

We recommend more extensive access for undergraduate students to the three major Asian languages of Chinese, Japanese and Indonesian, the establishment of a national distance education provider in Asian languages, the provision of summer intensive courses for credit towards degrees as well as for non-award purposes, the creation of a National Asian Languages Fellowship Scheme, the establishment of a National Languages Testing Unit and the creation of a National Centre for Applied Linguistics.

Increasing Asian content in tertiary courses is as important as strengthening the study of Asian languages. The percentage of Arts, Commerce, Law or Education students including even one year of study of an Asian language is very small. Hopefully, a far larger number of tertiary students will include the study of an Asian language in their degree in the next decade. Nevertheless, the proportion of tertiary students studying an Asian language in ten or even twenty years from now will still be small. If Australian industry, commerce, government and the community generally are to become Asia-centred or Asia-literate in the decades to come, then an equal emphasis must be placed on incorporating the systematic study of Asia into the tertiary curricula of a far greater percentage of students than currently occurs.

We recommend ways to increase the number of integrated and combined degree courses, where one component is the study of an Asian country or an Asian language. We suggest ways in which Economics/Commerce and Law Faculties can introduce more Asian content into their core subjects. We also recommend the creation of an Asian Studies Postgraduate Fellowship Scheme in order to ensure the future provision of adequate numbers of Australians with high level postgraduate qualifications in Asia-related areas.

One of the objectives of the National Strategy of the Asian Studies Council is that "Asian content is an element in all appropriate subjects in all years of education from the beginning of primary to the end of tertiary education, by 1995."<sup>1</sup> In order for this to be achieved, there must be a concerted effort by higher education institutions to increase the percentage of the student load in the faculties of commerce, arts, education and law (the humanities, social sciences, education and law groupings) studying Asian languages or Asia-related subjects to at least 10 percent by 1995 and at least 20 percent by the year 2000.

The key to creating Asia-literate Australians lies in the schools. We support recommendations by earlier inquiries for a major review of teacher education programs and recommend that the review have as one of its terms of reference the pre-service training of primary and secondary teachers in Asian studies and Asian languages. We make specific recommendations for increasing Asian content in teacher education programs.

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1. *National Strategy*, Asian Studies Council, 1988, p.4.



## RECOMMENDATIONS

[Grouped by implementation body]

### INDUSTRY

- We recommend that industry associations make specific studies on the likely demand for people with Asia-related skills and that they confer with government and higher education about these needs, with a view to advising higher education on specific training needs. At the same time, higher education should be ready to assist employers with training programs in a way that maximizes the benefits for both parties. [Recommendation 2 : paragraph 2.57]

- We recommend that the government closely monitor the Skills Transfer Scheme to ensure that employers who recruit nationals from Asia because of their language skills have a program to develop the Asian language skills of their Australian employees. [Recommendation 1 : paragraph 2.49]

### COMMONWEALTH GOVERNMENT

#### (i) Asian languages

- We recommend that an immediate goal should be to broaden the base of Japanese, Chinese and Indonesian language study in higher education institutions by making them more extensively available on tertiary campuses. Within five years, by 1993, they should be available to students on every campus in every state. [Recommendation 31 : paragraph 7.12]

- We recommend that in Brisbane, Korean be introduced at Griffith and Queensland Universities through a common course jointly administered.

We recommend that in Melbourne, Monash University, Swinburne Institute of Technology and the Victorian College combine resources to sustain a Korean language program on their respective campuses.

We recommend that in Sydney, Korean be introduced at the University of New South Wales and be integrated into the Bachelor of Economics (Asian Studies) and the Bachelor of Commerce (Marketing and Hospitality Management) programs to be introduced from 1989. [Recommendation 33 : paragraph 7.54]

- We recommend that in Melbourne, Thai be introduced at Monash University, where it can build on existing expertise on Thailand, in particular, and Southeast Asia in general.

We recommend that in Sydney, Thai be introduced at Sydney University, where it can build on existing Thai expertise in the Faculty of Arts. [Recommendation 34 : paragraph 7.54]

- We recommend that one institution be nominated as the external provider of Asian languages and that smaller institutions which cannot offer Japanese, Chinese or Indonesian on their campuses, as well as larger institutions, very few of which will be able to offer all of the Asian languages of lesser demand in an internal mode, allow their students to enrol in an external course for credit towards their degrees. [Recommendation 36 : paragraph 7.57]

- We recommend that the University of New England be the national external provider of Asian languages, in cooperation with other institutions with particular expertise in teaching Asian languages, and especially with those with experience in teaching Asian languages externally. [Recommendation 37 : paragraph 7.61]

- We recommend that for an initial period of three years commencing in 1989/90, 150 sponsored places be provided annually by the Commonwealth government for summer intensive courses in Asian languages organized by higher education institutions, of which 90 should be for Japanese language courses and 30 each for Chinese and Indonesian language courses. [Recommendation 39 : paragraph 7.71]

- We recommend that the Asian language policy detailed above be supported by short-term funding:
  - \* \$500,000 per annum be made available for the three years 1990-92 to support growth in student demand for Japanese language courses in institutions where the language is currently taught. The objective is to reduce staff/student ratios to the norm for foreign language study in Australian Universities of not more than 1:11. This reduction is necessary to maintain high quality teaching and high proficiency levels in students. Institutions should be invited to compete for up to three years funding and should have to demonstrate that they have taken all possible steps in their internal budgeting to shift funds to Japanese language teaching. The positions funded should be at the tutor/senior tutor or instructor/senior instructor level. We estimate that at 1988 costs this will provide 17 additional tutors or language instructors.
  - \* \$500,000 per annum be made available for the three years 1990-92 to support the introduction of additional Asian languages in institutions as recommended above. Grants should be conditional on institutions themselves providing matching funds.
  - \* \$150,000 per annum be made available for the provision of 150 scholarships for summer intensive courses in Japanese, Chinese and Indonesian along the lines mentioned above. Each scholarship should be worth \$1000, to cover tuition costs and make a small contribution to living costs. The most cost effective way of implementing this could be to make a number of scholarships available to individual institutions on a competitive basis. This program should be supported for three years and then reviewed in order to gauge its effectiveness, in terms of its production of students at levels of proficiency at least as good as normal undergraduate programs.
  - \* for a three year period, where institutions nominate the development of Asian languages and Asian Studies in their expansion profiles, the funds supplied to the institutions for these extra student places should be earmarked funds. [Recommendation 40 : paragraph 7.78]
- We recommend that DEET advise institutions of the funding rate used for language teaching within their overall budgets and the staff/student ratio used to arrive at the figure. [Recommendation 41 : paragraph 7.79]
- We recommend the establishment of a National Asian Languages Fellowships Scheme:
  - \* open to those who have completed 3 years of study of any Asian language at a tertiary institution or can demonstrate an equivalent level of proficiency.
  - \* giving preference to those who have combined three years of language study with a discipline major or who are currently in the workforce and wish to build on their undergraduate language studies.
  - \* awarded competitively, taking into account the level of attainment in all subjects in the degree, not only language subjects, or taking into account subsequent work experience.
  - \* tenurable for up to 12 months, but generally not less than 6 months
  - \* available for advanced language study or for advanced study taught in the national language of the country in which the Fellowship is held in an approved institution. [Recommendation 42 : paragraph 7.86]
- We recommend that in 1989, a total of 50 National Asian Languages Fellowships be offered for taking up in 1990 ( total cost about \$1 million), rising to 80 in 1990 and 100 in 1991 and subsequent years (total annual cost about \$2 million). [Recommendation 43 : paragraph 7.88]
- We recommend that where students have an AUSTUDY allowance this allowance continue to be paid for the duration of approved credit-earning language or Asia-related courses in an Asian country. [Recommendation 45 : paragraph 7.99]
- We recommend the creation of an Asian Studies Postgraduate Fellowship Scheme with up to 20 Fellowships awarded annually. [Recommendation 59 : paragraph 7.160]

- We recommend that the establishment of a National Centre for Applied Linguistics under the Key Centre for Teaching and Research Scheme. [Recommendation 49 : paragraph 7.116]
- We recommend an expansion of the role of NAATI to include a National Languages Testing Unit. [Recommendation 50 : paragraph 7.116]
- We recommend that there be a feasibility study of the cost of providing ongoing language maintenance and fluency classes for students during their DipEd year. [Recommendation 17 : paragraph 5.75]
- We recommend that interpreting and translating programs be funded at a more favourable rate than undergraduate language programs and that DEET inform programs of the funding formulae, to ensure that institutions pass on to them the correct funding. [Recommendation 48 : paragraph 7.105]

#### (ii) Teacher education

- We endorse earlier reports which have called for a review of pre-service teacher education. We recommend that the terms of reference of such a review include an examination of whether the structure of teacher education courses permits sufficient specialisation of content, particularly with reference to foreign language acquisition. We also recommend consideration of ways to integrate Asian material into all aspects of teacher education courses, with the aim of ensuring that all future teachers are Asia-literate on graduation. [Recommendation 12 : paragraph 5.75]
- We recommend that more teachers receive in-country language training. This could take the form of exchange arrangements. An Australian teacher could work in an Asian institution while a counterpart worked in an Australian institution. [Recommendation 14 : paragraph 5.75]
- We recommend that primary teachers of Asian languages receive language training which is at least the equivalent of a three year sequence in an undergraduate degree. This will require a restructuring of primary teacher education programs. [Recommendation 15 : paragraph 5.75]
- We support the recommendation of the Teacher Supply Survey commissioned by the Asian Studies Council concerning the establishment of a system of bursaries for training Asian language teachers. [Recommendation 18 : paragraph 5.75]
- We recommend that the government immediately fund 10 lectureships in Asia-related disciplines, earmarked for primary teacher education programs in Colleges of Advanced Education. [Recommendation 65 : paragraph 7.171]

#### (iii) Other

- We recommend that the government closely monitor the Skills Transfer Scheme to ensure that employers who recruit nationals from Asia because of their language skills have a program to develop the Asian language skills of their Australian employees. [Recommendation 1 : paragraph 2.49]
- We recommend that in the area of interpreting/translating, State and Commonwealth governments should lead by example. Unless there are exceptional circumstances, translation and interpreting work should be given to Australian employees or Australian-based companies. [Recommendation 3 : paragraph 2.61]
- We recommend that Australia establish a Japanese Language for Science and Technology Project, in order to provide intensive language training for professionals in scientific and technological areas. [Recommendation 8 : paragraph 4.191]
- We recommend a national system of student exchanges with Asian countries. [Recommendation 10 : paragraph 4.213]
- We recommend that DEET initiate an investigation of the higher education library system, with special attention to improving document delivery services and to improving cooperation in collecting and cataloguing in the area of Asian studies. [Recommendation 26 : paragraph 6.64]

- We recommend that the Australian Research Council guidelines be changed to permit it to fund research projects designed to improve language teaching methodology and its application, including the development of curriculum materials. [Recommendation 51 : paragraph 7.116]
- We recommend that DEET maintain a database on Asian language availability at post-secondary level, including combined degrees, and that this be published on an annual or biennial basis. [Recommendation 52 : paragraph 7.116]
- We recommend that the government discuss with the Asian Studies Association of Australia the possibility of that organization establishing committees to negotiate the placement of research students in China and Indonesia and that the committees work in cooperation with and be supported by government. [Recommendation 60 : paragraph 7.162]

## STATE GOVERNMENTS

- We recommend that in the area of interpreting/translating, State and Commonwealth governments should lead by example. Unless there are exceptional circumstances, translation and interpreting work should be given to Australian employees or Australian-based companies. [Recommendation 3 : paragraph 2.61]
- We recommend that Asian language departments in tertiary institutions design language maintenance and refresher courses for teachers of Asian languages in schools. Such courses should be designed in close cooperation with State Education Departments. [Recommendation 9 : paragraph 4.194]
- We recommend that more teachers receive in-country language training. This could take the form of exchange arrangements. An Australian teacher could work in an Asian institution while a counterpart worked in an Australian institution. [Recommendation 14 : paragraph 5.75]
- We recommend that primary teachers of Asian languages receive language training which is at least the equivalent of a three year sequence in an undergraduate degree. This will require a restructuring of primary teacher education programs. [Recommendation 15 : paragraph 5.75]
- We support the recommendation of the Teacher Supply Survey commissioned by the Asian Studies Council concerning the establishment of a system of bursaries for training Asian language teachers. [Recommendation 18 : paragraph 5.75]
- We recommend that funding of in-service courses be immediately examined in the light of the Joint Review of Teacher Education [*Improving Education*, p. 40, sections 5.33 and 5.34], with a view to increasing the number of courses directed towards incorporating the study of Asian countries in school curricula. [Recommendation 24 : paragraph 5.105]
- We recommend that State Education Departments require a minimum number of hours of study on Asia-related subjects for primary teacher registration. [Recommendation 64 : paragraph 7.170]
- We recommend that higher education institutions cooperate with State Education Departments in creating in-service courses in subject areas such as history, geography, politics, economics and sociology, focussed on Asia and that these subjects be the equivalent in standard to a semester length subject in a postgraduate coursework degree. [Recommendation 66 : paragraph 7.174]

## ASIAN STUDIES COUNCIL

- We recommend that the Asian Studies Council appoint a committee immediately to examine the most effective way to establish a National Bibliographic Network for Asian Studies.

We suggest that the Centre be located in Canberra and that it work very closely with the National Library of Australia. We see the work of the Network as including:

- co-ordinating a national survey of all Asian material in Canberra.

- developing a national co-operative acquisitions policy for Asian material.
  - investigating how to include vernacular scripts on ABN.
  - supporting full cataloguing of Asian entries on ABN.
  - disseminating information on Asian collections in Australia, through such publications as the SEARMG Newsletter and the EALG Newsletter.
  - acting as a central reference point and clearing house for queries about Asian material in Australia.
  - liaising with overseas libraries about Asian material.
  - co-ordinating short specialist training programs for librarians who work with Asian materials.
- [Recommendation 25 : paragraph 6.64]

- We recommend that the Asian Studies Council discuss with State Departments of Education the provision and funding of in-service courses on the lines outlined above. [Recommendation 67 : paragraph 7.174]

#### **NATIONAL ACCREDITATION AUTHORITY FOR TRANSLATORS AND INTERPRETERS**

- We recommend that a Level 3 Centre for Interpreting and Translating be established in the Northern Territory and in the ACT. [Recommendation 46 : paragraph 7.104]
- We recommend that where possible interpreting and translating courses be offered as one year postgraduate courses. [Recommendation 47 : paragraph 7.104]
- We recommend an expansion of the role of NAATI to include a National Languages Testing Unit. [Recommendation 50 : paragraph 7.116]
- We recommend that higher education institutions be encouraged to review and self-assess all language teaching programs on a regular basis, in cooperation with NAATI. [Recommendation 53 : paragraph 7.116]
- We recommend that institutions of higher education work in conjunction with the proposed National Centre for Applied Linguistics and NAATI to prepare language programs which will enable teachers to reach and maintain high levels of proficiency. These might take the form of in-service courses or vacation courses and could be booster programs or refresher courses. [Recommendation 13 : paragraph 5.75]

#### **HIGHER EDUCATION INSTITUTIONS**

- We recommend that Universities and Colleges of Advanced Education monitor the progress and outcome of the national curricula program in Asian languages, with a view to assessing the impact on higher education language curricula. [Recommendation 4 : paragraph 4.24]
- We recommend that one tertiary institution in each state provide courses which extend students with bilingual skills in Asian languages. [Recommendation 5 : paragraph 4.26]
- We recommend that humanities and social science faculties in higher education give a high priority to considerably improving coordination between Asian language programs and programs in other disciplines and that Asian language departments give a high priority to designing specialized courses in consultation with relevant professional programs. [Recommendation 6 : paragraph 4.27]
- We recommend that teaching capacity in languages of lesser demand be maintained:

- (i) At the tertiary level:

The ANU currently offers Lao, Tibetan, Sanskrit, Pali, Prakrit and Sinhala. The capacity to teach these languages at the ANU should be maintained. The Faculty of

Asian Studies has the expertise to teach and supervise students in these areas. No extra staffing costs are involved in maintaining these languages.

If there is a demand for Tagalog or Burmese, both languages would be well-placed at the ANU, where Thai, Lao and Indonesian/Malay are now taught.

Only small numbers of students will be involved in the learning of languages of lesser demand. Some of the people who wish to learn them will be postgraduate students. The proposed Asian Languages Fellowships Scheme would assist them to move to Canberra to study at the ANU.

(ii) At the pre-tertiary level:

It is important that speakers of languages in lesser demand be taught how to write these languages and master them in their formal, as well as informal modes. We therefore support the availability of matriculation/HSC examinations for native speakers of 'smaller' or minority languages in every state. [Recommendation 7 : paragraph 4.118]

- We recommend that Asian language departments in tertiary institutions design language maintenance and refresher courses for teachers of Asian languages in schools. Such courses should be designed in close cooperation with State Education Departments. [Recommendation 9 : paragraph 4.194]

- We recommend that all Asian language departments engage in a process of self-review, with a view to devising ways of improving the effectiveness of teaching methods and raising the proficiency levels of graduates. [Recommendation 11 : paragraph 4.223]

- We recommend that institutions of higher education work in conjunction with the proposed National Centre for Applied Linguistics and NAATI to prepare language programs which will enable teachers to reach and maintain high levels of proficiency. These might take the form of in-service courses or vacation courses and could be booster programs or refresher courses. [Recommendation 13 : paragraph 5.75]

- We recommend that primary teachers of Asian languages receive language training which is at least the equivalent of a three year sequence in an undergraduate degree. This will require a restructuring of primary teacher education programs. [Recommendation 15 : paragraph 5.75]

- We recommend that higher education assume responsibility for producing graduates in Asian languages who have achieved basic levels of fluency, so that a follow-up period of in-country training would result in confident fluency. [Recommendation 16 : paragraph 5.75]

- We recommend that Universities provide special funds to their libraries or the employment of staff who can speed up the processing of the large backlog of Asian material. [Recommendation 27 : paragraph 6.64]

- We recommend that a special short-term project be funded to devise a system for automated cataloguing of Asian material in non-roman scripts. This project should work in collaboration with the National Bibliographic Network for Asian Studies which can keep libraries informed of progress. [Recommendation 28 : paragraph 6.64]

- We recommend that a system of reciprocal personal borrowing rights be introduced between all tertiary institutions in the same state. [Recommendation 29 : paragraph 6.64]

- We recommend that, in order to achieve better access to resources on Asia for students and staff in institutions whose libraries have only minimal collections, state network of libraries be established. We see this as operating within states, where an established Asian collection at one higher education institution is linked with several less-established collections at higher education institutions in the same state. [Recommendation 30 : paragraph 6.64]

- We recommend that an immediate goal should be to broaden the base of Japanese, Chinese and



Indonesian language study in higher education institutions by making them more extensively available on tertiary campuses. Within five years, by 1993, they should be available to students on every campus in every state. [Recommendation 31 : paragraph 7.12]

- We recommend that institutions commencing the teaching of Asian languages create Language Centres to teach these languages for credit purposes to students from a wide range of faculties and disciplines. We envisage Language Centres as units dedicated to teaching Asian languages to the highest possible standard and conducting research into applied linguistics, language teaching methodology and curriculum development. [Recommendation 32 : paragraph 7.14]

- We recommend that in Brisbane, Korean be introduced at Griffith and Queensland Universities through a common course jointly administered.

We recommend that in Melbourne, Monash University, Swinburne Institute of Technology and the Victorian College combine resources to sustain a Korean language program on their respective campuses.

We recommend that in Sydney, Korean be introduced at the University of New South Wales and be integrated into the Bachelor of Economics (Asian Studies) and the Bachelor of Commerce (Marketing and Hospitality Management) programs to be introduced from 1989. [Recommendation 33 : paragraph 7.54]

- We recommend that in Melbourne, Thai be introduced at Monash University, where it can build on existing expertise on Thailand, in particular, and Southeast Asia in general.

We recommend that in Sydney, Thai be introduced at Sydney University, where it can build on existing Thai expertise in the Faculty of Arts. [Recommendation 34 : paragraph 7.54]

- We recommend that Melbourne University review its teaching of Hindi, with a view either to integrating it into a strong Indian studies program or transferring it to La Trobe University, where it can be integrated into that University's Indian studies program. [Recommendation 35 : paragraph 7.55]

- We recommend that institutions support an expansion in summer intensive courses in Asian languages and that these courses be recognized by the host institution as credit earning for degree purposes. [Recommendation 38 : paragraph 7.67]

- We recommend that higher education institutions involved in teaching Asian languages enter into closer cooperation with each other for the provision of in-country experience for undergraduate and honours level language students. [Recommendation 44 : paragraph 7.98]

- We recommend that where possible interpreting and translating courses be offered as one year postgraduate courses. [Recommendation 47 : paragraph 7.104]

- We recommend that higher education institutions be encouraged to review and self-assess all language teaching programs on a regular basis, in cooperation with NAATI. [Recommendation 53 : paragraph 7.116]

- We recommend that higher education institutions increase the proportion of staff with research and teaching expertise on Asia in humanities and social science faculties (Arts, Economics/Commerce, Law and Education) so that by 1995, at least 10 percent of the total student load of these faculties is enrolled in Asian languages and Asia-related subjects, rising to at least 20 percent by the year 2000. [Recommendation 54 : paragraph 7.152]

- We recommend that higher education institutions increase the range of combined degrees where one of the components is a focus on Asian studies and that DEET support new initiatives in this area in its funding. [Recommendation 55 : paragraph 7.152]

- We recommend that higher education institutions seek ways of broadening the curricula of accountancy courses to enable students to include the study of an Asian language and/or Asia-related subjects. [Recommendation 56 : paragraph 7.152]

- We recommend that higher education institutions devise policies to ensure the integration of Asian

studies into the mainstream of humanities and social science faculties and disciplines. [Recommendation 57 : paragraph 7.152]

- We recommend that Law Schools introduce subjects on the legal systems of Asian countries and international law within undergraduate curricula as quickly as possible. [Recommendation 58 : paragraph 7.152]
- We recommend that higher education institutions review their Master by coursework programs in the humanities, social sciences (including economics and commerce) education and law, in order to increase the proportion of subjects taught on Asia or in an Asia context. [Recommendation 61 : paragraph 7.165]
- We recommend that higher education institutions with well established Asian language programs develop Master by coursework programs in languages and applied linguistics, with special reference to one or more Asian language. [Recommendation 62 : paragraph 7.165]
- We recommend that higher education institutions develop Master and Postgraduate Diploma courses in Asian studies, designed specifically for graduates who wish to develop their knowledge of contemporary Asia in a general rather than a research oriented way. [Recommendation 63 : paragraph 7.165]
- We recommend that higher education institutions cooperate with State Education Departments in creating in-service courses in subject areas such as history, geography, politics, economics and sociology, focussed on Asia and that these subjects be the equivalent in standard to a semester length subject in a postgraduate coursework degree. [Recommendation 66 : paragraph 7.174]
- We recommend that approved in-service courses be eligible for credit towards a recognized qualification (e.g. a graduate diploma) [ Recommendation 23 : paragraph 5.105]
- We recommend that Melbourne University review its teaching of Hindi, with a view either to integrating it into a strong Indian studies program or transferring it to La Trobe University, where it can be integrated into that University's Indian studies program. [ Recommendation 35 : paragraph 7.55]

#### **NATIONAL CENTRE FOR APPLIED LINGUISTICS**

- We recommend that the proposed National Council for Applied Linguistics coordinate professional development programs for teachers of Asian languages. Academics should play a consultative and active role in development programs, with their contribution recognized by their institutions. [Recommendation 19 : paragraph 5.105]
- We recommend that the proposed National Centre for Applied Linguistics design professional development programs to be used at local centres. [Recommendation 20 : paragraph 5.105]
- We recommend that higher education institutions that wish to offer professional development programs for teachers be able to apply to the proposed National Centre for Applied Linguistics for funding support. [Recommendation 21 : paragraph 5.105]
- We recommend that, in order to encourage networking of Asian language teachers, part of the budget of the proposed National Centre for Applied Linguistics be designated for the support of conferences, workshops and newsletters which teachers of Asian languages wish to organize. Teachers should also actively seek financial support from business and industry, both within Australia and overseas. [Recommendation 22 : paragraph 5.105]
- We recommend that institutions of higher education work in conjunction with the proposed National Centre for Applied Linguistics and NAATI to prepare language programs which will enable teachers to reach and maintain high levels of proficiency. These might take the form of in-service courses or vacation courses and could be booster programs or refresher courses. [Recommendation 13 : paragraph 5.75]

## COST OF RECOMMENDATIONS

Many of the above recommendations can be funded by higher education institutions adjusting their internal allocations to reflect a higher priority for Asian studies and Asian languages. Other recommendations can be funded by individual institutions within the educational profiles negotiated with the Commonwealth government.

However, there are important areas where additional funding from the Commonwealth government is essential for the implementation of recommendations. These have been costed in broad terms and listed in order of priority:

- 1 Recommendation 40: short-term funding for implementation of an Asian language policy in higher education.  
cost: \$1.15 million per year for three years
- 2 Recommendations 42 and 43: Asian Languages Fellowship Scheme  
cost: \$1 million in 1989, rising to \$2 million annually by 1991
- 3 Recommendation 59: Asian Studies Postgraduate Fellowship Scheme  
cost: \$250,000 per year
- 4 Recommendation 49: National Centre for Applied Linguistics  
cost: at least \$250,000 per year
- 5 Recommendation 65: earmarked funding for primary teacher education program  
cost: \$500,000 per year
- 6 Recommendation 39: sponsored places in summer intensive Asian languages courses  
cost: \$150,000 per year
- 7 Recommendation 52: maintenance of a database on Asian languages and studies in higher education  
cost: \$8,000 per year

**ESTIMATED TOTAL COST** \$3.308 million in 1989, rising to \$4.308 million in 1991

Four other recommendations will involve significant funding by the Commonwealth (and perhaps State) government:

- 8 Recommendation 50: expansion of the role of NAATI to include a National Languages Testing Unit
- 9 Recommendation 45: extension of AUSTUDY for approved credit-earning language or Asia-related courses in an Asian country.
- 10 Recommendation 8: establishment of a Japanese Language for Science and Technology Project.
- 11 Recommendation 17: provision of on-going language maintenance and fluency classes for students during their Dip Ed year.

One further recommendation concerns the pre-tertiary sector, but will require specific Commonwealth or State government funding:

- 12 Recommendation 18: provision of bursaries for training Asian language teachers. Estimated cost: \$670,000 per year.



## METHODOLOGY OF THE INQUIRY

The Inquiry sent copies of the Terms of Reference to all higher education institutions, as well as peak employer and union bodies, inviting submissions. Advertisements were placed in the national press inviting submissions from any interested person or organization. All higher education institutions which made a submission were visited by Professor Ingleson or Dr Matheson, and consultations held with a wide range of people. During most of the visits, an open seminar was held to which all interested staff and students were invited and where the aims and progress of the Inquiry were discussed. Consultations were also held with individual companies, employer groups and government departments. A full list of submissions received and consultations made is included at the end of this Report.

The Inquiry conducted surveys of every University and College of Advanced Education in order to gain accurate information on student enrolments in Asia-related subjects. Information was also sought on staff members teaching Asia-related subjects as well as on honours and postgraduate students. The 1988 Student Handbook for each institution was the basis for creating a datafile on each Asia-related subject. Department Heads were sent forms for each Asia-related subject in the Handbook and asked to complete details of student enrolments, staffing and subject descriptions. They were also sent blank forms to be used to provide information on subjects taught in 1988 but not listed in the Handbook. Department Heads were also asked to complete a survey on staffing in their department. Finally, Registrars were sent a complete listing of Asia-related subjects, with a request for student enrolments at 30 April 1988, expressed as subject enrolments and Effective Full-Time Student Units (EFTSU). Total enrolments for each department which taught Asia-related subjects were also requested. EFTSU are units calculated to take account of the proportion of a year's full-time study which each subject constitutes. They reflect more accurately than do raw student enrolment figures the extent of study of Asian countries because they give greater weight to enrolments in full-year than in semester-length subjects. We have therefore used the EFTSU figures in all tables and figures for both Universities and Colleges of Advanced Education.

The Inquiry created a computer-based datafile on Asia-related subjects in all tertiary institutions, using the information obtained from institutions. The figures are as accurate as the information supplied allows. However, some departments failed to respond to requests for information or supplied information in non-standard forms. Most errors or areas of lack of information were minor. While affecting the absolute accuracy of the figures, they do not affect the analysis of trends in the higher education sector.

The Inquiry datafile is the basis for most of the statistical material throughout the Report. In collecting the information we distinguished between Asian language subjects and Asia-related subjects, taught in discipline departments or otherwise. We also distinguished between subjects whose content was drawn entirely from Asia and subjects where the Asia content was over 25 percent but less than total.

In creating the datafile we endeavoured to collect information on categories as far as possible comparable with the data collected by committees of the Asian Studies Association of Australia, which published reports in

1980 and 1984. The first report was titled *Asia in Australian Education* (3 volumes: ASAA, Sydney, 1980) and the second report titled *Report of the Asian Studies Committee to the Fifth Conference of the Asian Studies Association of Australia* (ASAA: Sydney, 1984). We are grateful to the Asian Studies Association of Australia for permission to draw freely upon material in these two reports. The comparability of the structure of the datafile with these earlier reports enables important analysis of trends over 16 years.

In reading the tables in this Report it is important to note:

1 Student loads in 1988 are calculated in EFTSU. The Department of Employment, Education and Training measures student loads in terms of Equivalent Full-Time Student Units (EFTSU), which is a value representing the student load from a unit of study expressed as a proportion of the workload for a standard annual program for students undertaking a full year of study in a course. A student undertaking a standard annual program for a course generates one EFTSU.

The comparative figures for the earlier ASAA reports published in 1980 and 1984 were expressed in WSU (Weighted Student Units). The difference is that a WSU weights postgraduate enrolments greater than undergraduate enrolments, whereas EFTSU treat all enrolments identically.

2 The relationship between an EFTSU figure and subject enrolment is variable, depending on the proportion of a full time student's annual load taken up by that subject. An EFTSU figure would have to be multiplied by from 2 to 8, depending on the department and the institution, to convert into subject enrolments.

3 The global EFTSU figures need to be treated carefully when they are expressed in percentage terms. If, for example, 2.7 percent of the EFTSU in a particular Faculty are in Asia-related subjects, a considerably higher proportion of students would have taken some Asia-related subjects that year. Moreover, an even higher proportion of students would have taken one or more Asia-related subject during their degree programs.

4 All figures have been rounded to the nearest decimal point.

The Inquiry also conducted a survey of first year students of Chinese, Japanese and Indonesian in higher education institutions. The results are primarily incorporated into chapter 4.

Drafts of the Report were prepared by the Research Director for consideration by the Steering committee. The Steering Committee met on four separate occasions in Sydney between April and November 1988 and in addition communicated once by teleconference.

**THE NATIONAL CONTEXT**





1.1 In its *National Strategy for the Study of Asia in Australia*, released in November 1988, the Asian Studies Council called for a revolution in Australian education and in Australia's employment practice, arguing that: "The proper study of Asia and its languages is about national survival in an intensely competitive world."<sup>1</sup> Proficiency in Asian languages and knowledge of the history, political and social cultures, economic systems and business practices of Asian countries is no longer a luxury for the few. If Australians are 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, reforms and restructuring of the whole Australian education system, from primary schools through to Universities, is essential.

1.2 The premises are simple. Australia is located at the foot of Asia. Asia contains the fastest growing economies in the world. Asian countries are increasingly prosperous and are increasingly large importers of commodities, manufactured goods and services. Australia's share of that import trade has steadily declined over the past decade. Australia's future economic prosperity is inexorably connected to Asia.

1.3 If Australia's economic health is linked to trading with Asia, its political health, its social cohesion and its cultural development is also tied up with a deeper understanding of Asia. Australians must throw off inherited fears and prejudices about Asia and welcome the opportunities provided by closer understanding of, and economic and political ties with, Asian countries. Our social and cultural creativity depend upon us becoming at ease with our geographical place in the world. An Australian community ill at ease with Asian people, and ignorant of the social, political and economic forces rapidly re-shaping the region, will become inward looking and defensive. Such a society will not be able to relate, or trade, successfully with Asia.

1.4 Hitherto, Australians have had little in common with the peoples of Asia. We do not share a common historical experience, social mores, or religious values. The cultural baggage we have inherited, and in which most of us were educated, by and large excluded such things as Asian literatures, music and philosophies. Few Australians can speak an Asian language and, despite the era of mass travel, few are really comfortable outside the tourist enclaves of Asia.

1.5 Teaching about Asia and its languages is part of the Australianization of curricula in higher education institutions, that is, making the curricula more relevant to Australia's needs and condition. Humanities, Social Science, Education and Law Faculties are still predominantly Euro-centric. Asian studies is the obverse side of the coin to Australian Studies. It is vital that in teaching about Asia and its languages we constantly seek ways of relating this to our own society. The study of Asia and its languages matters because we are Australians, located in a specific geopolitical environment and linked through trade, migration, investment and tourism to Asia in a way profoundly different from any other western country.

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1 *A National Strategy for the Study of Asia in Australia*, Asian Studies Council, 1988, p.2.

1.6 Before 1939, Australian efforts to introduce Asian languages into educational curricula were minimal. Some Japanese was taught in a few elite schools: Japanese and Chinese were taught at Melbourne and Sydney Universities and at the Royal Military College, Duntroon, but to few students and with little support from either institutions or community. School curricula were little different from those in England. Australians were eager readers of Kipling, but knowledge of Asia was more or less confined to the exploits of British Empire builders or the activities of missionaries.

1.7 The Pacific War was the turning-point, not only in Australia's relations with Asia, but also in the way Australians thought about Asia. No longer could Australians ignore their geographic location. Australia emerged from the war with the realization that its future lay with Asia, but unsure whether this future was to be welcomed or feared.

1.8 The post-war years saw teaching about Asia in Universities enter a new stage of development. A number of departments of history and politics began teaching subjects on Asian countries. In 1945, Melbourne University established a Department of Middle Eastern Studies and Sydney University a Department of Semitic Studies, to add to the Department of Oriental Studies established in 1918 to teach Japanese. In 1948, the Canberra College created a Department of Far Eastern History and in 1952 a School of Oriental Languages was established, becoming by 1962 the Faculty of Oriental Studies, and later the Faculty of Asian Studies. In 1956, concerned that Indonesian was not taught in Australia, the Commonwealth government funded Departments of Indonesian and Malayan Studies at Sydney and Melbourne Universities, and at the Canberra College. In 1963, Melbourne University established a Department of Indian Studies and, in 1965, the University of Queensland created a Department of Japanese Language and Literature. Two features are noteworthy of this early stage in the development of the study of Asian countries and Asian languages in Australia. First, most developments were the result of direct Commonwealth government funding. Second, few students were attracted to them, and they were generally peripheral to the teaching and research activities of the institutions in which they were located.

1.9 A major expansion in the study of Asian countries occurred in the 1960s, spurred on by perceived threats from China, conflicts in Southeast Asia, particularly the Vietnam war, and by growing community awareness of the closeness of Asia. There was considerable expansion in subject offerings and discipline coverage, but still the study of Asia remained on the margins of University life. The Auchmuty Report into Asian studies reported in 1970 that there were the equivalent of only 63 semester length courses on Asian countries in all Universities, outside of Asian studies and Asian language departments.<sup>2</sup> The study of Asia was not part of the mainstream teaching and research of discipline departments.

1.10 By 1978, the era of expansion of Asian studies in Universities (and, by now, Colleges of Advanced Education) had ended. The 1978 study by the Asian studies Association of Australia reported that there were about four times as many courses on Asia in discipline departments as there had been in 1970. But it also

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2 *The Teaching of Asian Languages and Cultures in Australia*, Report of the Commonwealth Advisory Committee (the 'Auchmuty Report'), Commonwealth of Australia, 1970.

reported a leveling off in the growth: it feared that in many institutions Asian studies was far short of the 'critical mass' necessary for it to be self-sustaining. It clearly saw basic problems:

While [there has been] a steady growth in the study of Asia in Australian universities in the last 25 years, the Committee's investigations point to a recent flattening out or decline in enrolments in many courses on Asia, and to the conclusion that it is still only a small proportion of university students who are exposed to the study of Asia either in depth or as part of a general education. For example, enrolments in Asian studies departments and Asian language courses in universities have never risen above 3% of total enrolments in university humanities and social science departments. While many important courses about Asia are now offered in discipline-based departments, enrolments in these courses are often small and in some cases declining. A number of the discipline-based departments still give very scant attention to Asian countries in their courses. Meanwhile some of the newer Asian studies courses and programmes are highly vulnerable to contraction, or even abolition, because they have been set up too late to establish a 'critical mass' of student support before the present period of reductions in educational spending began<sup>3</sup>

1.11 A further study by the Asian Studies Association of Australia in 1984 confirmed many of these fears, but concluded that the worst fears of overall decline had not occurred:

...in certain respects, the position is not as bad as the earlier committee believed it might become, in that there does not seem to have been actual decline in the study of Asia in Universities and Colleges. Nevertheless, the attention given to Asia is still at a level far below that which we would regard as appropriate.<sup>4</sup>

1.12 It found that in Universities, teaching about Asia had stood still since 1978, but that in Colleges of Advanced Education it had been badly affected by amalgamations and rationalizations in the early 1980s. Asian languages had disappeared from a number of Colleges, and concern was expressed that Asian content in teacher education courses, which had never been very great, had begun to wither away entirely. Its broad findings were that the study of Asian countries and Asian languages was still not part of the mainstream teaching of most Universities and Colleges, and in times of economic difficulty was one of the first areas targeted for retrenchment. It was especially concerned about the situation in Colleges of Advanced Education in New South Wales:

Nationally there has not been a decline in the number of subjects offered....

Conceding the constraints on the college sector during the survey period, this was a considerable achievement. However - and this must be stressed - Asian Studies has also suffered some severe setbacks. The most critical has been in the area of teacher education programmes, the college activity most severely reduced over the survey period. In New South Wales, particularly, a dismaying loss of Asian studies content in teacher education programmes has resulted....The drastic reductions of offerings in this sector must eventually have an impact on all levels of the New South Wales education system.<sup>5</sup>

1.13 While regretting the lost opportunities in Australia over the past forty years, it is also important to recognize the achievements. No other country outside Asia teaches the three major Asian languages of Japanese, Chinese and Indonesian in schools as extensively as Australia. Australian tertiary institutions as

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<sup>3</sup> *Asia in Australian Education*, Sydney: Asian Studies Association of Australia, 1980, volume 2, p. 4-5.

<sup>4</sup> *Report of the Asian Studies Committee*, Sydney: Asian Studies Association of Australia, 1984, p. 8.

<sup>5</sup> *Ibid*, pp. 14-15

a whole teach a far higher percentage of subjects with reference to Asian countries than any other western country. Australian Universities have developed an enviable international reputation for their scholarship on Asia across a broad range of disciplines. Most importantly, there is a sense of commitment to teaching about Asia among Asian studies specialists. Most understand that, for Australians, knowledge of Asia really does matter.

1.14 The recent renewed commitment of Australian governments - both Commonwealth and State - to developing the study of Asia and its languages at all levels of the education system has already had a profound effect on tertiary institutions. The establishment of the Asian Studies Council, the support expressed by key people in business, and clear affirmations of the importance of the study of Asia by the Prime Minister, the Minister for Employment, Education and Training and other senior politicians, have all contributed to important changes in tertiary institutions.

1.15 The 1988 White Paper on Higher Education was crucial to the process of encouraging institutions to re-think their priorities. Asian studies was clearly stated to be one of the four areas of national priority in higher education. It has already provided powerful support within institutions for those who teach about Asia. Long-standing arguments about the importance of teaching about Asia and its languages, and the need for tertiary institutions to divert more of their resources for it, have been given an enormous impetus. The arguments of advocates inside individual institutions are now beginning to be listened to more carefully, because the Commonwealth government has expressly stated that teaching about Asia and its languages is a national priority.

1.16 Most importantly, there are signs in 1988 that increasing numbers of students are beginning to want to include some study of Asia in their degrees. The signs are still tentative in many institutions, and are stronger in some disciplines than others. The rush to study Japanese in 1987 and 1988 - with first year enrolments more than doubling in 1988 - is indicative of significant changes in community perceptions of the value of studying about Asia and its languages. This is an important change, because since the mid-1970s the study of Asia and its languages has suffered from declining student interest, with consequent decisions in many institutions not to replace Asia experts on retirement or resignation.

1.17 We are now at a crucial stage in the development of the study of Asia and its languages in Australian higher education. Government encouragement - expressed in policy statements in the White Paper and in speeches by senior ministers - is being complemented by support from some leading companies and by signs that student demand for courses with Asia content is beginning to grow again. The number of new courses and individual subjects on Asia already in student handbooks for 1989 is indicative of the speedy response of many institutions.

1.18 It is important that short-term enthusiasm be transformed into long-term commitments to teaching about Asia and its languages. The education system is littered with the remnants of short-term programs, funded enthusiastically for a few years but quickly abandoned as soon as external funding dried up. They were

never successfully incorporated into the mainstream of the curricula. We argue in this Report that there are no quick and easy solutions to the problems we have identified in teaching about Asia and its languages. Policies must be developed for the long-term transformation of Asian studies in educational institutions. Asia will not go away. Australia cannot sail away from it. In twenty, fifty, a hundred years from now, Asia will be even more important to Australia than it is today, because of the pressure of trade, investment, population and security issues.

1.19 In the next decade we must go beyond simply doing things as we have always done them in the past forty years. If the study of Asia and its languages is to move into a new phase of sustained growth, institutions and departments teaching about Asia must critically review the aims and objectives of subjects, make a concerted effort to extend the range of courses which include some Asia content and, in some areas, improve the quality of teaching. Above all, there must be structural changes in tertiary institutions to allow new combined degrees and to free up the curricula of professional courses in order to permit a sustained study of Asia, or one of its languages, alongside vocational or professional study.

1.20 All of this will require a commitment by tertiary institutions to ensure that the study of Asia and its languages becomes part of mainstream teaching and research activities. It requires institutions in their internal budgeting to allocate adequate resources for Asian studies and Asian languages. It requires that those who teach about Asia refuse to either want, or accept, being relegated to an Asian studies ghetto. They must closely relate to their discipline colleagues if the study of Asia is to be accepted as a normal part of the teaching programs of discipline departments.

1.21 Achievement of the objectives laid out in the *National Strategy for the Study of Asia in Australia* will cost money. Higher Education institutions will have to give Asian studies and languages a far higher priority than they have in the past, beginning by allocating more resources to them. Government will have to support initiatives with substantial earmarked funds. Business will have to demonstrate real commitment by supporting Asian studies and languages in higher education institutions. Above all, higher education institutions, governments and business must accept that significant measurable changes will only occur through a combined effort over the medium to long term.



**EMPLOYER DEMAND**





2.1. The Inquiry's Terms of Reference stated that, in recommending changes needed to meet Australia's requirements into the next century, the Committee should emphasize the needs of industry in Asian studies and languages. In this, the Inquiry was concerned with the demand for Asian language and other skills across the entire occupational spectrum, because of higher education's role in preparing the teachers, instructors and trainers needed to impart their skills in all occupational areas.

2.2. In February 1988, leading Australian peak business and industry joined Qantas in issuing a Joint Statement supporting a major expansion of Asian languages and studies. The Statement by the BCA, CAI and ATIA (and Qantas) said, among other things, that:

Expanding commercial links with Asia is fundamental to our national interests, but not enough Australians are equipped for the task. Asian language skills and knowledge (are) urgently required in Australian business, industry and the wider community.

Employers need Australians with commercially relevant skills combined with Asian language skills and knowledge, from senior management to front-line staff. But the education system has tended to produce "specialists" in Asian languages without other marketable skills and language proficiency standards are below the standards needed by employers.

2.3. These industry views indicate concisely the nature of the problem. Trade and investment opportunities are expanding rapidly in Asia because of the pattern of economic growth in the region. Australia, through its industry, business and commercial sectors, needs to increase its share of those expanding opportunities. Too few Australians are equipped with the skills for this task, the existing range of skills is too narrow for the diversity of industrial and commercial needs both in Australia and in trading and investing in Asia, and the kind of skills generally available is appropriate only in part for the nature and range of commercial tasks that need to be carried out.

2.4. These problems of the inadequate volume of existing skills, the inadequate range of skills and the inappropriate nature of the skills relative to the market demand are central to deciding how Asian studies in higher education should be directed in future decades.

2.5. The major purpose of this chapter is to give some indication of the labour market implications for particular industries of the changing economic relationship between Australia and Asia. A second purpose is to try to say what these implications mean for the development of the study of Asian countries and Asian languages in the higher education sector.

2.6. There are problems in measuring demand, current let alone projected, for any occupational grouping or skill. These include the availability of data, conceptual problems in defining the occupation or skill for which demand is being measured, and data interpretation issues. Assessments of future demand for any particular occupations or skills area raise a set of complex issues, which provide temptation enough to many

to avoid the question entirely. These issues include “forecasts” versus “projections”, the assumptions underlying projections, and the confidence levels that can be attached to projections.

2.7. Nevertheless, informed judgements must be made about the future level and pattern of demand as a basis for educational planning decisions. The aim here is that the judgement, in this case by the Inquiry, should be as “informed” as possible and its limitations be made explicit.

2.8. Before setting out and interpreting the information available to the Inquiry on future demand for Asia-related skills, it is important to say something about how these skills can improve the private sector’s capacity to do business, and to set this in the context of the massive changes now under way in Australia’s economic relations with particular Asian countries.

2.9. First, some of the most important links between the possession of Asia-related skills (language and a knowledge of Asian countries) and doing business better are complex and subtle, rather than direct and obvious. Very few occupations specifically require language as the core skill of the individual employee (for example, interpreters). General language skills confer a specific advantage across a wide range of occupations, because, together with the cultural insights with which they are associated, they expand comprehension of opportunities and the effectiveness with which they are pursued.

2.10. When language skills are added to functional skills (as, for example, for negotiators and lawyers or for staff in the tourist industry) this adds significantly to the capacity of the individual to perform well, particularly in picking up information, in monitoring progress, in assessing a range of problems. The result is a higher skill input.

2.11. With the higher proportion of economic opportunities available in Asia, and in Australia as a result of investment from Asian countries, these Asian language skills confer significant benefits in a very competitive environment.

2.12. There is a good deal of evidence that a close association exists between investment and trade flows on the one hand and information flows and cultural affiliations on the other. For example, investment relationships between Australia, Europe and the United States show this, as do the economic relationships between Hong Kong, Taiwan and China.

2.13. While it is not possible to relate this general observation to saying, in advance, that a particular person can capture a particular advantage in a particular market, it is clear, from the literature on international trade, that geographic proximity creates opportunities in which these communicative and cultural skills can operate to economic benefit. Conversely, the full advantages of proximity between countries (as say between Australia and Indonesia) cannot be reaped in the absence of these skills.

2.14. Australians, in seeking investment opportunities, are going to Europe and North America as do many

Australian tourists. In this case, the advantage of communication and culture can help to overcome the distance factor which would be otherwise inhibiting. If we conceive of the opposite case, in which proximity is joined with the communication and cultural skills, we can see that if only ten percent of Australians were familiar with Japan, then this would make a significant difference to the ways in which Japanese tourists, investors and traders viewed Australia in ways that could be expected to affect decisions with substantial economic implications for Australia. The example of Qantas in helping to open up the Japanese tourist market illustrates this point. Given growing Japanese propensity to travel abroad, and Australia's proximity to Japan, Qantas has moved to surmount the communication and cultural barriers to opening the Japanese market. Its strategy in this made a critical difference not only for Qantas but in opening up other commercial and cultural connections with Japan. This required an understanding of the relationship between economic opportunity, communication, culture and marketing.

2.15. If it is the upgrading of the communication skills of language and culture generally that helps make a difference in being able to do business better and to take advantage of our proximity to the economic strength of Asia, then we need also to look at the context in which the skills have to operate.

2.16. Australia is located in a regional economic system which is growing faster than Europe and North America. This regional economy is steadily becoming more integrated as the intensity of trade and investment flows within the region increases relative to the flows between the Asian region and other non-regional traders. Japan is the core of this regional economic system. Japan is the world's largest creditor, it is the third, and will soon be the second, largest trader in the world, and the volume of its foreign investment and aid is growing rapidly. Currency changes, uncertainties about the future of the GATT trading system, concerns about US protectionist sentiment and the prospect of further European integration in 1992, have encouraged Japan, the Newly Industrializing Economies (NIEs) of Korea, Taiwan, Hong Kong, and Singapore, as well as other ASEAN economies and China, to concentrate their trade and investment efforts on the Asian region. This has meant a transformation of regional economic relations, one in which Japan's trade and investment role is further expanding, one where Korea, Taiwan and Hong Kong are now investing across the region and one in which ASEAN and China will benefit from increased capital and steadily opening markets for their manufacturing exports.

2.17. There are some uncertainties attached to this process of regional transformation deriving from global problems of currency change and protectionism, and from the prospect of opening import markets sufficiently to absorb the increased flow of exports, including those diverted from American markets. Nevertheless, this transformation is under way and it raises some acute questions for Australia's future trade relations and the management of foreign investment in Australia.

2.18. First, Australia's share of expanding Asian import markets has been in decline over the last decade. This, together with the decline of Australia's share of world trade more generally, has developed alongside our trade deficit and our balance of payments deficit. The government has moved to tackle these problems with a range of measures: the liberalization of the Australian economy, fiscal policy, the lowering of

protection, industrial restructuring, skills upgrading and a major export drive.

2.19. Second, the government has recognized, in both policy and practice, that the Asian market holds the key to long term growth in Australian exports. To exploit Australia's natural advantage in these markets requires the upgrading, and restructuring, not only of production but of marketing skills, and within these the communication and cultural skills referred to above.<sup>1</sup>

2.20. The transformation of the regional economy just described has implications for these policy objectives, and, in particular, in employment and skill formation. In specific terms, the rapidity of this regional economic transformation requires the training of a corps of people with high level language and cultural skills to enhance Australia's ability to monitor economic and political developments, particularly in Northeast Asia. Among these, we need for example, business strategic planners, high level diplomats, defence strategic analysts. But, just as importantly, we need a much larger number of people with these communication skills and cultural knowledge who will be able to take advantage of the rapidly expanding range of commercial opportunities resulting from this economic transformation.

2.21. It is difficult to be precise about numbers in specific industries, but we can say that in the commodity trades, which remain crucial in our overall trade, we will continue to need a relatively few highly skilled people operating over long distances. However, the major expansion for Australia is taking place in new trades: in financial markets, in the services business (which includes, for example, tourism, education, technology), in the investment relationship (principally with Japan but also with other Asian countries) and in the export of manufactures.

2.22. These communication skills are much more important in the finance, other services and investment areas than in goods production, since success in these depends in large part on personal contact. This is also the case in the requirement for these skills in the monitoring of commercial, and more general economic, change. In general, these new trades in finance, services and investment require large numbers of people with these communication skills. We illustrate this with examples later in the chapter. There is a general picture of strongly rising demand for a range of skills in the tourism industry, from front-desk to the managerial level, of demand for accountants, lawyers, real estate brokers, bankers, and those who staff finance and brokerage houses. In this there are some examples of spectacular demand where, in financial markets, recent graduates with Japanese language skills have been able to command extremely high salaries.

2.23. Given this context of a degree of excess demand for these skills, in a situation of relative decline in Australian export performance over time and development of new trading opportunities deriving from the economic transformation taking place in Asia, the Inquiry saw its task as requiring an investigation of the current and future demand for these skills and the need to relate this to change in Asian studies in higher

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<sup>1</sup> See: Speech by the Prime Minister, the Right Honourable R J Hawke, delivered to the Asian Studies Association Bicentennial Conference, Canberra, 11 February 1988; Australia Day Statement, by the Minister for Employment, Education and Training, the Honourable John Dawkins, 26 January 1988.

education.

2.24. In forming its own judgement and conclusions, the Inquiry considered evidence and views from several sources. These include:

- \* Policy statements from peak organizations of Australian business and industry, especially the BCA/CAI/ATIA Joint Statement of February 1988.

- \* Analysis of data from recent surveys of the employer community, conducted by the Asian Studies Council in 1987, and several State Government Reports.

- \* New research commissioned by the Inquiry, specifically a Survey of Trends in Recruitment Advertising for Professional, Technical and Managerial Occupations.

- \* Analysis of data showing trends in foreign nationals issued temporary residence visas for work in Australia.

- \* Interviews with individual employers, recruitment or "headhunting agencies", peak industry bodies, heads of professional faculties in Universities and Colleges, and careers/employment counsellors in these institutions.

2.25. As a firmer basis for assessing likely future demand, the Inquiry also consulted with the Inquiry into Structural Change in East Asia, announced by the Prime Minister in the 1988 Budget, examined the tourism industry as a case study, and attempted to form a view of the major directions of change for the next decade and beyond.

2.26. One of the major objectives of the tertiary education sector is the development of lively, analytical and imaginative graduates who are skilled in the methodological and analytical base of their chosen discipline. But there is little point in producing graduates who are unable to obtain satisfying careers. Tertiary institutions must always maintain a close eye on the employment requirements of industry, commerce and government in order to ensure that graduates not only have broad skills but also employable skills. In the long term Asian languages and Asian studies will only prosper when those who study them do so in ways which are both personally satisfying and career enhancing.

2.27. The National Strategy released in late 1988 by the Asian Studies Council, argues that there is an urgent need for increased numbers of Australians to study Asian languages and acquire knowledge of Asia at the tertiary level. Its analysis is based in part on current employer demand but to a greater extent on what is seen as employer needs through the 1990s and into the twenty-first century. Asia, it argues, is central to our trade, our foreign relations and our future: "The study of Asia and its languages is not a panacea for our foreign economic and political problems. It is a necessary, but not sufficient, condition for their resolution."<sup>2</sup> While

this Inquiry was concerned with the nature of actual employer demand we were also concerned with what employers 'ought' to require in graduates if Australian companies are to re-orient themselves towards trading with Asia in the decades ahead.

2.28. One recent study commissioned by the Asian Studies Council surveyed export companies, import companies, politicians, trade union officials and employers of teachers.<sup>3</sup> It aimed to assess these people's perceptions of the importance of Asian language skills and knowledge of Asia. On the one hand, 50 percent of respondents in all groups gave high or medium priority to a *basic* knowledge of an Asian language. On the other hand, exporters and importers placed a far lower weight on language skills than did politicians and career advisers. The survey also revealed that a large proportion of companies employed staff with a command of an Asian language but that these people were often not used in company dealings with Asia. A large proportion of these were in production jobs, indicating that they were probably recent migrants from Asia.

2.29. Other important conclusions included: between 50 and 70 percent of the main company groups said that Asian knowledge and skills and work experience in Asia were an advantage in gaining advancement in their organizations; 90 percent of respondents said that it was important for Australians to have 'Asia-related' skills. Respondents emphasized the importance of 'knowledge skills' as well as Asian language skills. There was strong and widespread support for the tertiary education system including Asian material in its courses.<sup>4</sup>

2.30. One significant aspect of the Report was its identification of significant employer recognition that Asian language skills and knowledge of Asia are valuable parts of Australians' education. As yet, the perception is vague and unfocused, and for most yet to be translated into recruitment policies. Yet its very existence - highly unlikely only a few years ago - provides an opportunity for higher education institutions to 'sell' graduates who have Asian language skills or a knowledge of Asia. Higher education institutions have an opportunity to provide considerable input into a clearer definition of what at the moment is little more than a general belief that this kind of education is a good thing.

2.31. A further report was prepared for the Asian Studies Council in December 1987, under the title *Future Asian Skill Requirements*.<sup>5</sup> This Report made four major findings:<sup>6</sup>

- \* Nineteen percent of the organizations surveyed will be seeking to have present employees trained in Asian skills. The largest numbers to be trained will be in the management and machine operating areas;

- \* Seventy six percent of the organizations surveyed will not be seeking new employees trained in Asian skills.

<sup>2</sup> *National Strategy*, Asian Studies Council, 1988, p. 7.

<sup>3</sup> *Survey of Skills required for Australia's Economic Development*, Asian Studies Council, April 1987 (unpublished).

<sup>4</sup> *Ibid*, p.20

<sup>5</sup> *Demand for People with Asian Skills in Industry, Commerce and the Public Service*, TAFE National Centre for Research and Development, December 1987 (unpublished).

<sup>6</sup> *ibid*, p.9.

\* Over the next five years, about 100,000 formally trained people are likely to be required by industry. Most will be Australian residents. Most will need training at the bachelor/diploma level.

\* Training will predominate in the manufacturing, trade and finance industries, with spoken language being the most important skill and formal studies of Asia being the least important.

2.32. A detailed reading of the report reveals some variations in the relative importance to employers of language and Asia-related skills. Sometimes employers indicated a clear preference for people with language skills; on other occasions they indicated that they rank knowledge and understanding of one or more Asian cultures even more highly than language. An important implication for higher education is that there is a demand for two different kinds of graduates with Asia-related skills. First, for graduates combining professional qualifications with a high level of proficiency in an Asian language. Second, for graduates in all disciplines who have a general knowledge of the business culture, economic structures, sociology, politics and recent history of one or more Asian country.

2.33. Survey respondents were asked to indicate the countries of most interest to their organization. They rated them in the order: Japan, Malaysia and Singapore, Indonesia and China. The significance of this ordering is in the implicit demand for people with Indonesian/Malay language skills at a time when the number of students studying these languages at tertiary (and secondary) level is very low. One final conclusion is most significant. It reported that of the major companies surveyed:

All employ people with Asian language skills, but do not necessarily seek Australians (even Asian ethnic Australians), often preferring to employ Asian nationals for economic reasons. It was claimed that well qualified Asians were readily available and that it was uneconomic to seek Australians and train them'.<sup>7</sup>

We return to this problem later in this chapter.

2.34. Finally, the surveys clearly showed that employers were predominantly concerned about the professional qualifications of potential employees (for example, were they good engineers, accountants or economists) and about personal characteristics. The possession of Asian language skills or knowledge of Asia were seen as bonuses, but in very few cases did they influence decisions on appointment. This is a point to which we will return, for it has significant implications for the types of Asian studies courses which should be offered in higher education.

2.35. We had extensive discussions with employers, ranging from legal and accounting firms, to major resource companies and importers/exporters. We also had discussions with employers in the public sector

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<sup>7</sup> *ibid.*, p.40.

and with peak employer groups. While they differed on many issues, they all agreed that knowledge of an Asian language, no matter how proficient, was on its own not enough to gain employment. Employers' primary concern was the professional qualifications of applicants or, in the case of humanities recruits, the overall discipline combination and level of achievement. However, there is no doubt that for many employers the command of an Asian language is highly regarded and does give the graduate a competitive edge. Employers were generally strongly in favour of combined degrees, where one component was Asia-related and Asian language study.

2.36. One accountancy firm stated that such was the shortage of accountants that it was unimportant whether or not a graduate had studied an Asian language or had Asia-related knowledge. But it went on to indicate that a graduate with Asia-related skills should quickly rise in the company and become a highly valued and much sought after person. A law firm stated that it would employ the best ten percent of law graduates irrespective of what they had studied, but for the next 20 percent it would favour those who had command of an Asian language. Other companies made it clear that they were as much interested in employing graduates who had studied Asia through a discipline - any discipline - as those who had command of a Asian language. All other things being equal, a graduate who had completed subjects on Asian history, politics or economics, for example, would often have an advantage when applying for a job. A number of graduates now employed in both the public and private sectors also stated that their study of Asia during their undergraduate degree had been an important factor in obtaining their current jobs.

2.37. The Inquiry's discussions with employers confirm the findings of earlier studies that where employers want a graduate with an Asian language skill they require that person to be highly proficient in it. Many were critical of the proficiency level of graduates, arguing that they were unable to do the kind of work for which they were recruited. One prominent accounting firm stated that when it advertised for people to work with business migrants it was rare to get an Australian applicant who had the requisite combination of skills in commerce or accountancy, two or three years practical experience in the business world and real fluency in an Asian language. Respondents to advertisements were overwhelmingly native speakers, usually recent migrants from Asia. That firm's experience is that the level of fluency required for the job is not available in Australian graduates.

2.38. There are weaknesses in the present system of language teaching at the tertiary level, which we address in chapter 7. These weaknesses are not unique to Australia. Recent reports on tertiary language programs in the United States and Britain point to similar problems. They are problems of English speaking societies. However, employers are often unrealistic in their expectations of recent graduates who have studied an Asian language for three years. They often expect a level of fluency which new graduates will rarely, if ever, possess. These unrealistic expectations reflect a lack of understanding of just how difficult it is to become fluent in a second language in Australia, particularly in languages such as Japanese and Chinese. When new graduate engineers, lawyers or accountants are recruited, employers expect that it will be two or three years before they are fully and independently functional in their profession. In-house training and carefully constructed career development programs are common. Employers must adopt a similar approach to the further development



of the language skills of recent graduates. Some companies are already doing this, with placements in overseas offices or with affiliates in Asia. The Qantas Asian language cadetships, which include work opportunities in Asia during vacations, and the policies of a number of large legal firms, which ensure that young graduates with an Asian language have an opportunity to develop language skills in Asia in a legal environment, are two examples. The nurturing of language skills needs to become more commonplace. The development of a language policy by Australian companies will not only improve the status of languages, thereby encouraging young Australians to make the effort to learn them, but will have the added advantage of heightening the international awareness of companies and their employees.

2.39. In some specialized areas employers and academics told us that demand exceeded supply. Legal firms specializing in international law, or having among their clients Australian firms trading with Asia, and Asian companies trading with or in Australia, see a continuing need for lawyers who also have an Asian language. Strongest demand is for law graduates with Japanese, but law graduates with Chinese or Indonesian also appear to have no difficulty in finding suitable jobs. We were told, for example, of a recent law graduate who also had an honours degree in Indonesian who was swamped with job offers on graduation. We were also told that there will be a demand for lawyers who speak Korean and have knowledge of Korea. Such people are very rare at the moment. One major accountancy firm also stated it had been unable to recruit a person who combined accountancy qualifications with Korean and knowledge of Korean business. In chapters 4 and 7 we have analysed the structural changes needed in higher education in order to enable more students to combine studies in areas such as commerce or law with the study of an Asian language.

2.40. The Inquiry commissioned a survey of professional and managerial recruitment advertisements in Australia during the second quarters of 1987 and 1988.<sup>8</sup> The full study is included as an appendix in the second volume of this Report. The survey is of job advertisements, not job vacancies. It was designed to identify advertisements in over 70 publications which included some mention of the need for either an Asian language(s) or a knowledge of Asia. The consultants stressed the limitations of the study: "The data can only legitimately be used to point out directions and possible areas for further analysis. The quantity of overall data is not significant enough to infer any more than broad indications of need."

2.41. The survey of recruitment advertising in 1987 and 1988 needs to be considered in the light of the Australian government's policy changes in November 1987 (and again in March 1988) in the Skills Transfer Scheme. These changes waived the requirements of 'labour market testing' on employers seeking to recruit certain categories of labour overseas. This testing generally required national advertising of the vacancy. Consequently, the number of vacancies actually advertised in the second quarter of 1988 (the period surveyed) would be expected to be less in 1987. The small increase in job advertisements revealed by the survey, despite the changes in government policy, probably can be seen as a much larger increase in real terms.

2.42. One of the most significant findings was that in the second quarter of 1988 the demand for language

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<sup>8</sup> *A Report Prepared for the Inquiry into the Teaching of Asian Studies and Languages in Higher Education*, Australian Employment Monitors, Sydney, October 1988 (unpublished)

teachers (at all levels) was 37 percent of the total professional and managerial job advertisements requiring an Asian language or knowledge of Asia. This was an increase from 15 percent in the same quarter of the previous year. Over the two quarters surveyed, 44 percent of the teacher demand was for Japanese language, 15 percent for Indonesian and 8 percent for Chinese (Mandarin). Interestingly, the demand for Cantonese teachers (9 percent) was higher than for Chinese (Mandarin). If the demand for language teachers at all levels in the second quarter of 1988 is extrapolated for the whole year, there are approximately 460 job advertisements in this area across all Asian languages. Even allowing for double counting (the same job advertised, not filled and advertised again), it is clear that the demand for Asian language teachers at all levels is strong and growing quickly.

2.43. The predominance of job advertisements requiring Japanese language (37 percent) over the two quarters surveyed in 1987 and 1988 was expected, as was its dominance of job requests in the retail, hospitality and tourism vacancies (92 percent). Requests for Cantonese were surprisingly high (13 percent). A number of these were in the chef category, or linked to a demand for a second and even a third Asian language or dialect, which is a clear indication that the job was designed for a national from Asia. However, given that no Australian tertiary institution teaches Cantonese, the genuine vacancies were presumably filled by native speakers, or by Australians of Cantonese origin. The level of requests for Cantonese (13 percent) was considerably higher than for Mandarin (9 percent) which may indicate a need for one or more tertiary institution to teach Cantonese. The level of requests for Indonesian (8 percent) was also higher than anticipated. This confirms an earlier study of employer demand which also indicated that the demand for Indonesian/Malay speakers was second only to the demand for Japanese speakers.<sup>9</sup> The decline in Indonesian in schools and tertiary institutions has been considerable in the past decade. This evidence of relatively strong employer demand for graduates with Indonesian language skills needs to be made known to potential students, and, equally importantly, to parents.

2.44. The dominant demand for people with Japanese was evident in all employment classifications. But there were also reasonable levels of job advertisements requiring Chinese (Mandarin or Cantonese) or Indonesian in the categories of general management, financial management services, all other technical vacancies and creative art, writing and design vacancies. The demand for engineers (20 positions over the two quarters surveyed - 3.27 percent of the job advertisements), information and computer management (13 advertisements - 2.12 percent) and science and technology managements (11 advertisements - 1.80 percent) is an important indicator to the tertiary education sector. Clearly, there is a demand for graduates in engineering, science, computer science and information technology who also have competency in an Asian language or knowledge of Asia.

2.45. One of the major problems in the Australian education system is the over-specialization from Year 11, when students almost always have to choose between science and humanities subjects. As a humanities subject, languages are routinely 'dropped' by students opting for the science stream. Language study in Year

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<sup>9</sup> *Demand for People with Asian Skills in Industry, Commerce and the Public Service*, p.40.

11 and 12 and at tertiary level is female dominated. Girls tend to opt for, or are steered into, humanities subjects in Year 11 while boys opt for, or are steered into, science subjects. Specialization is further concentrated at tertiary level, where not only science/engineering/technology students find it very difficult to include serious language study in their degree programs but commerce and business students are also generally locked out. These are the very areas where males predominate - males who, because of earlier decisions at school, have only rarely acquired any second language competency. Asian languages in higher education are predominantly studied by females, as we show in our profile of Asian language students in chapter 4. While significant changes in the gender/specialization mix will depend on changes at the secondary school level, higher education does need to devise strategies whereby more male students will be encouraged to enrol in Asian languages.

2.46. The consultants distinguished between job advertisements requesting Asian language competency and those requiring a knowledge of Asia, Asian business or Asian culture. If language teaching advertisements are removed (115 out of 310), then in the second quarter of 1988, 61 out of 195 other job advertisements required a knowledge of Asia rather than language proficiency. The two largest occupational groups requiring a knowledge of Asia were building, construction and mining (18 advertisements) and insurance, legal and property management (15 advertisements). The important implication for tertiary institutions is that as well as there being a demand for graduates from professional faculties who have proficiency in an Asian language there is a parallel demand for graduates from professional faculties who have some knowledge of Asia.

2.47. The Inquiry received particular advice on the demand for people with Asian languages skills in the tourist industry. The rapid growth of the tourist industry in the last three years, with the number of tourists from Japan trebling, has created a surge in demand for people with Japanese language skills. The growth in demand for graduates with Japanese language proficiency has been considerable; the growth in demand for non-graduates even greater.

2.48. The speed of the change in demand for Japanese language speakers has outpaced the capacity of the education system to produce people with the required skills. The result has been a strong increase in the number of Japanese nationals issued temporary employment visas in the last two years. Between 1986/87 and 1987/88 there was:

- \* a 38 percent increase in the total number of Japanese nationals issued temporary residence visas (to nearly 17,000)
- \* a 19 percent increase in the number of 'specialists' issued visas (to over 6,000)
- \* a 54 percent increase in the number of 'working holiday makers' (to almost 5,700)

2.49. A high proportion of these Japanese nationals were employed in the expanding tourist industry, though financial and other service companies were also major employers. The presence of so many Japanese

nationals working in the tourist industry in the short-term reduces the bottleneck which would otherwise occur in the industry and, by enabling the industry to grow quickly, assists in the overall provision of employment for Australians across a range of occupations, some of which require a language skill. However, while in general economic terms the system of issuing temporary work visas to Japanese nationals in order to fill skill shortages serves the Australian economy, it needs to be part of a long-term endeavour to increase the number of Australians with the required Japanese languages and cultural skills. This requires a strategy for all levels of the educational system. It also requires that the scheme be managed in such a way as to put pressure on employers to take seriously their obligation to raise skill levels in Australia, as well as to avoid possible political problems in the future.

### **Recommendation 1**

*We recommend that the government closely monitor the Skills Transfer Scheme to ensure that employers who recruit nationals from Asia because of their language skills have a program to develop the Asian language skills of their Australian employees.*

2.50. Tourist industry projections are for a three-fold increase in the level of Japanese tourism to Australia by the year 2000. The demand for people with Japanese language and cultural skills will increase by about the same proportion. Issuing temporary work visas for Japanese nationals should be seen, in a majority of cases, as a short-term solution only. The long-term solution is to train Australians with the required Japanese language and cultural skills.

2.51. There is also a projected growth in the next decade of tourism from Asian countries other than Japan, which will lead to a demand for Australians with a range of Asian language skills. In particular, there will be a growing demand for Australians with Korean and Chinese language and cultural skills

2.52. Some of the new jobs provided in the tourist industry requiring Japanese and other Asian language skills will be for graduates, and higher education must re-structure its courses to ensure that the demand is met. Higher education also has the important role of training the large numbers of teachers of Asian languages, particularly Japanese, who will be required by the schools, TAFEs and private institutions which will provide language instruction to the thousands of non-graduates required by the tourist industry. We focus on this issue in chapter 6, on teacher education, and in chapter 7, the major policy chapter of this report.

2.53. A further indicator of employer demand for people with Asian language skills is the enormous growth in private language schools and specific purpose courses commissioned by industry for their staff in recent years. These are predominantly in Japanese. We located eight private Japanese language schools in Brisbane alone and are aware that private language schools are operating at similar levels in Sydney, Melbourne and other capital cities. Moreover, the Japanese language courses offered on a fee-paying basis by University-owned companies are filled to capacity. The Institute of Modern Languages at the University of Queensland, the Institute of Languages at the University of New South Wales and Insearch at the University of Technology, Sydney are three such companies. Many are operating special purpose courses in Japanese for individual

companies or industries. The Institute of Languages at James Cook University in Townsville provides an extensive course in Indonesian for the Department of Defence, attended by members of the PNG armed services. TAFE courses in Japanese across the country in 1987 and 1988 have been over-subscribed and a number of TAFEs have designed special purpose courses for specific industries. In chapter 4, we stress the importance of the special purpose Asian language courses offered by higher education. One of the responsibilities of higher education is not only to help meet the immediate demand for special purpose courses but, through the quality of their courses, set standards for other institutions, both private and public. We focus in chapter 6 on the role of higher education in training new language teachers and in offering advanced language and teaching methodology courses for existing teachers.

2.54. A recent British study addressed the problem of second language competence in British companies.<sup>10</sup> The context was Britain's membership of the EEC and the growing importance of international trade with non-English speaking countries. Most of the findings of the study are applicable to Australia, for we share the same reluctance to learn other languages and the same indifference to different social, political and business cultures in the countries with which we trade. The study stressed the low esteem in which languages were held by British industry up to 1979, and the slow pace of change since. It referred to a number of studies carried out in the late 1970s and the 1980s which found a clear correlation between companies' commitment to languages and export success. It concluded that, "British companies are losing valuable trading opportunities for lack of the right skills in the right languages, and many without realizing it."<sup>11</sup>

2.55. Asian languages are as important to Australian companies as European languages to British companies. The range of languages in all sectors of Australian education must reflect recent and projected patterns of Australian international trade far more than they do at present. If Australian industry and commerce is to remain competitive in the Asian region there is a need for people in marketing, technical and scientific areas as well as for people in management to know an Asian language. Even some knowledge of an Asian language will, at the very least, lead to greater sensitivity to another culture, and therefore, in the long term, to more effective personal contact and business relationships.

2.56. Australian companies operating in Asia with which we spoke (including legal and financial services firms), were very conscious of the need to know not only Asian languages but also the history, culture and ambience, legal and business systems of each country in which they operated. Many, while acknowledging the importance of students studying an Asian language or Asia-related subjects, were unsure of how to capitalize on graduates with these skills. There was strong support for in-country training, with a number of large companies indicating that they would be willing to assist tertiary institutions in placing senior students. We have addressed this in chapter 7, with recommendations on expanding the business/higher education co-operative links scheme to cover courses which include the study of an Asian language and Asia-related subjects. One major advantage of this scheme is that it enables close cooperation between higher education

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<sup>10</sup> Stephen Hagen (ed), *Languages in British Business*, The Centre for Information on Language Teaching and Research, London, 1988.

<sup>11</sup> *Ibid*, p.xxv.

and business in the design of courses and the provision of practical experience during the undergraduate years.

2.57. We have referred earlier to the problem that many Australian companies are unsure of their precise requirements for people with Asian language skills or knowledge of one or more Asian country. A good example is found in higher education itself. In the last two years, increasing numbers of higher education institutions have rushed into recruiting fee paying students from Asia. Most have done so with little understanding of the Asian countries from which they hope to obtain students and have not seen it necessary to employ people with knowledge of the countries, let alone one of the languages, to design the marketing of courses or to be involved in the recruitment itself. Considerable damage has been done by cultural insensitivity and badly researched marketing. Yet most of these institutions had Asia specialists in their own organizations, on whom they could have drawn for training of those involved in marketing and recruiting. It should be quite possible for higher education to determine the number of administrative staff needed with an Asian language or Asia-related knowledge in order to place the recruitment of students from Asia on a sound long-term basis. If higher education itself could do no better than this, little wonder that there is a wider problem in Australian commerce and industry. It is important that business itself endeavour to determine its requirements for people with Asia-related skills and that the higher education sector works with them.

## **Recommendation 2**

*We recommend that industry associations make specific studies on the likely demand for people with Asia-related skills and that they confer with government and higher education about these needs, with a view to advising higher education on specific training needs. At the same time, higher education should be ready to assist employers with training programs in a way that maximizes the benefits for both parties.*

2.57 The Cooperative Education Program, which links employers (through the Business Council of Australia), governments and educational institutions, is an excellent model which might be extended to Asian languages and Asian studies. In our discussions with employers, some indicated strong interest in this idea. Another successful model is the Victorian Education Foundation, which is funded by companies nominating the diversion of a set proportion of payroll tax. In its first eighteen months of operation this Foundation has funded a number of Asian language programs in Universities and Colleges of Advanced Education in Victoria. The New South Wales government recently established a similar body for that state. All of these schemes offer opportunities for employers to work together with higher education institutions in developing new programs in areas of national need.

## **Public Sector Demand**

2.58 Our analysis of employer demand has focussed on the private sector, in part because the private sector employs around three-quarters of the Australian workforce and in part because of the difficulties in analysing its diverse needs. However, about half of all graduates work in the public sector and it is to this area that we now turn.

2.59 The State and Commonwealth public services are large employers of graduates, ranging from specialists to general trainees. Defence Services needs in the area of Asian languages are met either through the RAAF School of Languages - for intensive and specific purpose courses - or through the University College of the Australian Defence Forces Academy. Students at the University College in Canberra who wish to study an Asian language currently do so at the ANU in a cross-accreditation arrangement. Other Commonwealth departments with particular Asian language or Asian studies requirements include the Department of Immigration, Local Government and Ethnic Affairs and the Department of Foreign Affairs and Trade, as well as various intelligence agencies. The recent report on Immigration (*Immigration, A Commitment to Australia*), for example, recommended that the Department of Immigration, Local Government and Ethnic Affairs increase its recruitment of graduates with Asian language skills. In the public sector, as in the private sector, the demand is for graduates who combine proficiency in an Asian language with a social science, law or science discipline.

2.60 If the National Strategy recommendations on public service recruitment of graduates with a knowledge of Asia are implemented, there will be a further demand for people who have included Asia-related study in their degree programs. Demand in this area could increase quickly if State and Commonwealth governments decide, as a matter of policy, to favour graduates who have included some study of Asia in their undergraduate degrees.

2.61 In a number of discussions our attention was drawn to the need for Commonwealth and State government departments to do more than they are currently doing to employ graduates with Asian language and Asia-related skills. In particular, it was pointed out that it is quite common for government departments and instrumentalities to send material overseas for translation rather than using local translators. As well, in many of their own transactions overseas it is common practise for State and Commonwealth governments to use local staff in overseas missions or locally recruited staff.

### **Recommendation 3**

*We recommend that in the area of interpreting/translating, State and Commonwealth governments should lead by example. Unless there are exceptional circumstances, translation and interpreting work should be given to Australian employees or Australian-based companies.*

2.62 State education departments are major public sector employers. Universities and Colleges of Advanced Education have a crucial role in the education of teachers, as we discuss in chapter 5. Short-intensive courses offered by TAFEs and specific purpose courses designed with a particular industry will be important for meeting much of the current demand for Asian language proficiency at different levels. Universities and Colleges of Advanced Education are central to long-term general and professional education, at both undergraduate and graduate levels. Universities and Colleges of Advanced Education will also have to meet the demand for training Asian language teachers for all levels of the educational system.

2.63 There is currently a shortage of Japanese and Chinese language teachers for schools, an acute shortage

in the case of Japanese. There is also a severe shortage of Japanese language teachers for higher education and for TAFEs. As we show in chapters 4 and 5, current rates of graduation of Asian language teachers are inadequate for present demand let alone for the increased demand in the next few years.

2.64 The research commissioned by the Asian Studies Council from Nicholas Clark and Associates, published in December 1987, concluded that the only real shortages of Asian language teachers were in Western Australia and Queensland, where the growth of Japanese languages in schools had outstripped the supply of teachers.<sup>12</sup> All other states had qualified teachers of Asian languages on waiting lists for employment - and many more were employed teaching other subjects. Even in Western Australia and Queensland teachers capable of teaching Japanese were teaching other subjects. This is a problem currently being addressed by State Education Departments.

2.65 The job vacancy research commissioned by the Inquiry showed a significant increase in advertisements for language teachers in 1988: the second quarter 1988 figure (115) was an increase of 140 percent on the second quarter 1987 figure (48). As we have seen, 43 percent of these language teacher vacancies advertised in the second quarters of 1987 and 1988 were for Japanese; 15 percent were for Indonesian, 9 percent for Cantonese and 8 percent for Mandarin. The strong increase in demand for Asian language teachers since the Nicholas Clark study of late 1987 is most important. As State Education Departments begin to implement the major goals of the National Strategy of the Asian Studies Council - namely, to increase the number of students studying an Asian language to 15 percent of the total primary, secondary and TAFE student populations and 5 percent of the University and College of Advanced Education student population by 1995 (25 percent and 10 percent respectively by 2000) - the demand for qualified Asian language teachers will grow enormously.

2.66 It is impossible to provide precise figures for the number of new Asian language teachers required at all levels of the education system. The Nicholas Clark study estimated that in order to meet the National Strategy targets in the Asian language area at the secondary school level, the number of Asian language teachers would need to be increased from the 1987 level of under 400 to over 1100 by 1995. In the tertiary sector, it has been estimated that Melbourne institutions alone will require 10 additional Japanese language teachers each year for the next decade. None of this takes account of the teachers required to staff TAFE's or non-award, special purpose and intensive courses. The commissioned study of job vacancies if extrapolated to full year demand would indicate a demand for Asian language teachers at all levels in excess of 400 in 1988. Even allowing for double counting (the same job not filled and re-advertised) and the dangers of extrapolating second quarter figures for the whole year, the gap between demand and supply of Asian language teachers is large. It has been estimated that in 1987 there were 12 students trained in Asian languages completing a Diploma of Education in New South Wales and 20 in Victoria.<sup>13</sup> These are levels far short of the 115 job vacancies advertised for Asian language teachers in the second quarter of 1988 alone, of which

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<sup>12</sup> *Teacher Supply for Asian Languages and Studies*, Nicholas Clark and Associates, December 1987, (unpublished).

<sup>13</sup> *Ibid*, pp.27 & 40.



probably more than half were in New South Wales and Victoria. Not all, of course, would be at the secondary level, but a reasonable proportion would. The Inquiry's survey of first year students of Japanese, Chinese and Indonesian show that 16 percent intend to pursue a teaching career at primary, secondary or tertiary level - a total of about 400.<sup>14</sup> These are potential graduates at the end of 1990 or potentially available to teach (after completing teaching qualifications) in 1992. Allowing for attrition rates, and for the fact that students are more inclined to a teaching career in their first year of tertiary education (because it is within their experience) than at the end of the degree program, it is clear that the supply of Asian language teachers will remain far short of demand for some years. We will address some of the problems involved in recruitment, training and maintaining good language teachers in the schools in chapter 5.

2.67 The objective of creating an Asia-literate Australia will primarily be achieved through the primary and secondary schools. The Nicholas Clark study referred to above concluded that there was a serious shortage of teachers able to include Asian content in history, geography and other areas of the school curriculum. The problem is not a shortage of history, geography or other social science teachers as such, rather that the education of existing teachers in these areas exposed them to little or no study of Asia. Teachers tend to teach their disciplines in an area context with which they feel comfortable. Given that most teachers themselves studied their discipline in a British or European context, it is not surprising that this is the context in which they now teach in schools. Few feel comfortable with Asia-related material. We address this problem in chapters 5 and 7, and recommend some ways in which Universities and Colleges of Advanced Education should assist with in-service or postgraduate courses focussed on Asia for teachers. In addition, the future demand for secondary school teachers in the social sciences and humanities area should be for graduates who have included a study of some aspects of one or more Asian countries in their discipline study.

## Conclusion

2.68 Employers have clearly indicated their support for changes to the curricula at all levels of the education system to include much more study of Asia than currently occurs. Economic projections indicate a continued growth in tourism from Asia and that the growing importance of Asian countries in recent investment trends will continue. Japan will be the prominent country, as a major source of tourists, a provider of capital for manufacturing and service industries and as a market for Australian products. Other Asian countries, particularly in East and Southeast Asia, will be increasingly important markets for Australian products and services and, in some cases, will also be providers of capital. If Australians are to take full advantage of the opportunities presented by these developments, including employment and career opportunities, there will need to be sustained growth in Asian language skills and knowledge of Asian countries.

2.69 All the evidence points to a growing demand for graduates who are Asia-conscious or Asia-centred. Australian graduates who are Asia-centred will be aware of the recent history of one or more regions of Asia, able to understand different political systems and cultural values and aware that there are patterns of thought other than those of their own culture. Increasing numbers will have command of an Asian language. They

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<sup>14</sup> See, chapter 4, 'Profile of first year students of Asian languages'.

will be comfortable in Asia, sensitive to different social mores and business customs and able to relate to people in Asia with ease. Such graduates will be familiar enough with some part of Asia to be able to regard doing business there as no more unusual than doing business in Britain, Europe or the United States. The challenge for the higher education system is to make the necessary structural and curricula changes to ensure that all graduates are Asia-literate and increasing numbers have a sound knowledge of Asia and proficiency in an Asian language.

## **THE STATE OF ASIAN STUDIES AND LANGUAGES**

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## OVERVIEW

3.1 Asian studies and Asian languages are still at the margins of the teaching programs of almost all higher education institutions. In the last decade there has been a strong growth in the number of higher education students studying Japanese, a small increase in the number studying Chinese and a considerable decline in the number studying Indonesian. The number of students enrolled in Asia-related subjects has been stationary. If the objectives of the *National Strategy* are to be achieved, there must be a very substantial expansion of the teaching of Asian studies and languages in all higher education institutions. However, it is not simply a question of pouring more money into Asian studies. Extra resources will be needed in many areas, but there are also areas where the problem is not resources but a lack of student interest. Important structural changes are needed in institutions in order to enable more students to include some study of Asia in their degree programs. There must also be significant changes in the content of many Asia-related and Asian language subjects and changes also in teaching methods. Subjects with Asia content must be made more attractive to students.

3.2 This chapter is an analysis of the state of Asian studies and languages in higher education in 1988. A detailed assessment of individual institutions is contained in an appendix to this chapter. The Tables at the end of this chapter contain statistical details of the state of Asian studies and Asian languages in higher education in 1988. The analysis here draws broad conclusions from the data in these Tables. In chapter 4 we analyse the teaching of Asian languages in depth, and in chapter 5 focus on teacher education. In chapter 7 we have made recommendations designed to both broaden the base and improve skills at the top end of the teaching of Asian languages and Asian studies.

3.3 We are uneasy about using the term 'Asian studies'. It has an esoteric ring and, given the enormous diversity of Asia, can be quite meaningless. In Australian higher education institutions it is normally used to describe a faculty or area study unit or a program, where integrated study of Asia is pursued, sometimes, but not always, in conjunction with a language. The other major use of the term is as a 'Centre of Asian Studies', usually a coordinating body bringing together staff and postgraduate students interested in Asia from a variety of disciplines. Less frequently, Centres of Asian Studies have a small teaching function, usually in languages. Unfortunately, we could find no alternative term which is not unnecessarily cumbersome. In this Report, the term 'Asian studies' is a shorthand term for the discipline-based study of Asia, the teaching of a discipline within the context of one or more Asian countries, or the inclusion of examples drawn from the experience of one or more Asian country in a discipline course. It also includes area-based programs.

3.4 There is considerable diversity in the higher education sector in the teaching of Asian studies and languages. Some stress area studies, with an inter-disciplinary approach, while others stress discipline-based study in an Asian context. Some departments and faculties aim to produce specialists on one or more Asian language and country. Others concentrate on developing a general awareness of Asia to a broad range of students. Some institutions are more successful than others in integrating Asian content into a

wide range of disciplines and professional faculties. Whatever the differences in approach across the country, there is a greater awareness than ever before of the importance of combined degrees, where one component is an Asian language or Asia-related study. Considerable efforts are also being made to find ways of including some study of Asia more widely in professional or science degrees. While the number of students including some study of Asia in degree programs is still very small, and is lower in percentage terms than ten years ago, individuals and groups in many institutions are showing considerable enthusiasm and creativity in accepting the challenge to reverse this trend in the years ahead. We were impressed by the large number of institutions which have already developed new programs and degrees for introduction in 1989. We have discussed individual institutional plans for 1989, and beyond, in the 'Profiles' in volume 2 of this Report.

3.5 The overall statistical picture needs to be painted at the outset. In 1988, approximately 1.07 percent of the total undergraduate student load in Universities and Colleges of Advanced Education was in Asia-related subjects. A further 0.59 percent was in Asian languages. Together this is 1.66 percent of the total undergraduate student load in Universities and Colleges of Advanced Education. This is far short of the targets set out in the *National Strategy* of the Asian Studies Council. Its objectives are for 5 percent of the higher education population to be studying an Asian language by 1995 and for Asian content to be an element in all appropriate degrees.

3.6 These figures include the student load for subjects wholly on Asia and subjects with more than 25 percent Asia content. The variations by State were considerable. The highest percentage was in the ACT, where 3.65 percent of the total undergraduate student load in Universities and Colleges of Advanced Education was in Asia-related subjects or Asian languages. In Queensland the figure was 2.11 percent, in Tasmania 2.02 percent, in Victoria 1.88 percent, in South Australia 1.60 percent, in New South Wales 1.18 percent and in Western Australia 1.15 percent. The low figures for New South Wales reflects the almost complete absence of subjects on Asia or Asian languages in the Colleges of Advanced Education and at Wollongong University, and the low proportion of total undergraduate student load at the University of New South Wales. In chapter 7 we have addressed the urgent need to alter priorities in many New South Wales institutions. Detailed statistics on the teaching of Asian languages and Asia-related subjects in 1988 are contained in the tables at the end of this chapter.

#### **Subjects wholly concerned with Asia**

3.7 In 1988 there were 765 individual subjects wholly on Asia taught by tertiary institutions at the undergraduate level. Of these, 628 were taught in Universities and 137 in Colleges of Advanced Education. Tables 1, 4, 5, 7, 9-11 and 13 contain detailed figures on these subjects, student enrolments and student loads.

3.8 Of the 628 individual subjects wholly on Asia taught at the undergraduate level in Universities, 255

were language subjects, 145 were non-language subjects taught by Asian studies departments or schools (Asian studies, regional studies or country specific studies), and 228 subjects were taught by discipline departments.

3.9 Of the 137 individual subjects wholly on Asia taught at the undergraduate level in Colleges of Advanced Education, 55 were language subjects, 27 were non-language subjects taught by Asian studies departments, programs or schools (Asian studies, regional studies or country specific studies), and 55 subjects were taught by discipline departments.

3.10 In 1988, approximately 1.27 percent of the total undergraduate student load in Universities and Colleges of Advanced Education was in Asian languages, Asian studies or subjects *wholly* on Asia taught by discipline departments.

### **Language Study**

3.11 In 1988 the total undergraduate student load in Asian languages in Universities and Colleges of Advanced Education was 1653.1 EFTSU<sup>1</sup>. Of this 1452.5 EFTSU was in Universities and 200.6 EFTSU in Colleges of Advanced Education. Tables 1-3 and Tables 9-10 contain details of these languages, by institution and by state. Japanese language study was dominant with 64.48 percent of the undergraduate student load in Asian languages. This was followed by Chinese (21.98 percent) and Indonesian (9.59 percent). Table 3 provides a breakdown of Asian language loads at the undergraduate level as a percentage of the total undergraduate load in each State. The ACT had the highest percentage (1.81 percent), followed by Queensland (1.09 percent), Tasmania (0.6 percent), South Australia (0.58 percent), Victoria (0.46 percent), Western Australia (0.43 percent) and New South Wales (0.37 percent).

3.12 One of the goals of the *National Strategy* of the Asian Studies Council is that, by 1995, 5 percent of the Higher Education student population should be studying an Asian language. In 1988 approximately 0.59 percent of the national undergraduate student load in Universities and Colleges of Advanced Education was attributable to Asian languages.

### **Subjects with 25-99% Asia content:**

3.13 In 1988 there were 163 individual subjects with 25-99% Asia content taught by Universities and Colleges of Advanced Education at the undergraduate level. Of these, 135 were taught in Universities and 28 in Colleges of Advanced Education. Almost all of these subjects were taught in discipline departments. They had a total of 1299.6 EFTSU, of which 1180 was in Universities and 119.6 in Colleges of Advanced Education. Tables 8 and 12 contain details of these subjects by institution and by discipline.

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1. The Department of Employment, Education and Training measures student loads in terms of Equivalent Full-Time Student Units [EFTSU] which is a value representing the student load for a unit of study expressed as a proportion of the workload for a standard annual program for students undertaking a full year of study in a course. A student undertaking a standard annual program for a course generates one EFTSU.

## UNIVERSITIES

3.14 A comparison of the state of Asian studies in Australian universities in 1988 with the earlier ASAA studies of 1980 and 1984 indicates that, language study aside, the overall level of undergraduate study of Asia-related subjects has remained stationary.

3.15 In 1988, approximately 2.9 percent of the total undergraduate student load in Universities was attributable to Asian languages, Asian studies and subjects in discipline departments with over 25 percent Asia content. The breakdown between the three categories was: languages 0.97 percent, Asian studies 0.34 percent and subjects in discipline departments 1.6 percent. There are significant variations between States. The highest percentage was in the ACT (6.39 percent): then followed Victoria (3.88 percent), Queensland (3.35 percent), South Australia (1.31 percent), New South Wales (1.13 percent), Tasmania (0.97 percent) and Western Australia (0.57 percent). Table 6 provides statistics by University and by State. We have addressed the imbalance between states in chapter 7.

3.16 Comparisons with 1979 and 1982 are only possible for the discipline-based subjects because the earlier surveys aggregated undergraduate and postgraduate loads and language and Asian studies loads. For comparison purposes, the 1988 figures need to be adjusted by deleting figures for Sydney, Melbourne and Flinders Universities because in 1979 and 1982 accurate figures were not available for their student loads. The 1988 student loads for the University College of the Northern Territory, Curtin University of Technology and the University of Technology, Sydney also must be deleted because comparable figures for 1979 and 1982 are unavailable.

3.17 The comparison shows that total student load in subjects wholly on Asia in Discipline departments, expressed in EFTSU, has increased slightly on the 1982 figure but is still about 10 percent lower than in 1979. This at a time when there has been a significant increase in total undergraduate enrolments in Universities, which is extremely worrying, given the government's current priority emphasis on Asian studies and the need for higher education to respond to that demand. There is some compensation in the steady growth in the total student load on subjects with more than 25 percent Asia content in discipline departments: the 1988 figure is about 58 percent higher than the 1979 figure (or about 15.5 percent higher than the 1982 figure). However, this increase is attributed almost entirely to developments at Monash University, where the student load in subjects with between 25 and 99 percent Asia content increased from 101 in 1979, to 282 in 1982 and to 448.65 in 1988. Apart from Monash, where the rise was very large, only Newcastle, LaTrobe, James Cook, Adelaide and Tasmania showed increases. All other Universities saw decreases, in many places substantially so.



### **Discipline concentration**

3.18 History is the discipline with by far the highest proportion of Asia-related subjects [see Table 7]. Of the total undergraduate student load in discipline-based subjects wholly on Asia, 39.5 percent was in History departments. A long way behind history was politics and anthropology (18.7 percent and 15.9 percent respectively), followed by religious studies (7.4 percent), economics (4.9 percent), geography (4.5 percent) and economic history (3.2 percent).

3.19 The pattern of discipline concentration in non-language subjects taught in Asian Studies Faculties/Schools/Departments is very similar to that in discipline departments. History is still the dominant discipline, with about 34 percent of the total undergraduate student load. This is followed by Politics (12 percent), Sociology (9 percent) and Economics (9 percent). General subjects, usually Asia-wide survey subjects, accounted for about 16 percent of the total student load. The widely expressed view that Asian language departments and Asian Studies faculties or schools concentrate too much on the study of literature is clearly inaccurate. Literature subjects accounted for less than 7 percent of the total undergraduate student load.

3.20 It is important to note the relatively high percentage of enrolments in economics subjects offered by area studies faculties, schools or programs. The total student load (37.8 EFTSU) is small, but compares favourably with the student load of only 57.9 EFTSU in subjects with Asia content taught by economics or commerce faculties.

### **Area concentration**

3.21 When the statistics on discipline departments and Asian studies programs and faculties are combined, they provide an overall picture of the number and student load of subjects wholly on Asia taught at the undergraduate level in Universities in 1988 (excluding language subjects). The largest student load was in East Asia (42.3 percent of the student load), followed by Southeast Asia (24.25 percent), Asia general (18.4 percent), South Asia (9.18 percent) and West Asia (5.8 percent).

The following table compares subjects wholly on Asia taught by discipline departments by region in 1979, 1982 and 1988.

Region	1988 Percentage of student load on Asian subjects	1982 Percentage of student load on Asian subjects	1979 Percentage of student load on Asian subjects
East Asia	35.01	37.8	32.5
Southeast Asia	24.44	22.7	20.7
South Asia	11.82	17.6	17.8
West Asia	8.07	5	8.7
Asia General	20.66	16.6	21.25

3.22 The decline in teaching on South Asia is very noticeable - it is both relative (32 percent since 1982) and absolute (25 percent fewer subjects in 1988 compared to 1982). Teaching on Southeast Asia has steadily increased. Teaching on East Asia has also steadily increased, though between 1982 and 1988 there was a slight reduction. This probably reflects the difficulty that discipline departments have experienced in recruiting staff in this area. Teaching on West Asia, having slumped between 1979 and 1982 has picked up significantly since then. In Asian language departments and Asian Studies Faculties/Departments or programs there was even greater concentration on East Asia, with about 61 percent of total student enrolments in non-language subjects. This reflects, of course, the considerable growth in Japanese language study, with students complementing study of Japanese with area studies subjects on Japan, in particular, and on East Asia in general. Subjects on Southeast Asia had the next strongest enrolments, with about 23.8 percent of the total. There was a small enrolment in subjects on South Asia (about 2.4 percent) and enrolments in Asia wide subjects accounted for about 12.6 percent.

### Honours Programs

3.23 The number of students proceeding to a fourth, or honours, year in Australian Universities is quite small. Some Asian language departments were particularly concerned that the proportion of Asian language graduates proceeding to a fourth, honours, year was even lower than that for universities as a whole. Honours programs in Australian universities typically require a student to complete one or more advanced level courses and prepare a research thesis. Asian studies in discipline departments are well represented at the honours level, in part because it tends to attract a good proportion of the best and most motivated students in discipline departments. Almost all Universities have departments which include some optional Asian content in their fourth year honours program. Some are better than others and, as at the undergraduate level, Asia content is more common in disciplines such as history, anthropology and politics than in disciplines such as law or economics.

3.24 Honours programs are a vital part of the University system. Honours graduates in all disciplines

are much sought after by industry, commerce and governments, where their high level skills in research and analysis are put to good use. Many graduates also become teachers, others become postgraduate research students and eventually provide the next generation of research staff in industry, commerce and government, as well as becoming teachers and researchers on Asia in Universities and Colleges of Advanced Education. The maintenance of strong programs in Asian studies and languages must be a high priority for both institutions and government. Honours graduates with advanced language skills and strong discipline or professional skills will be of growing importance for all sections of the Australian economy.

3.25 There was considerable concern in most universities about the possible effects on honours programs of the Higher Education Contribution Scheme to be introduced in 1989. It is important that the numbers of students entering honours courses not be further reduced. The honours programs in Asian languages and Asia related study should be closely monitored in 1989 and 1990, with a view to modifying the Higher Education Contribution Scheme if it does indeed prove to have a serious impact on the number of students proceeding to an honours year.

3.26 In 1987 there were at least 62 fourth year honours theses written on Asian topics: in 1986 the figure was at least 66.<sup>2</sup> Discipline departments which have specialists on Asian countries invariably offer one or more course options on Asia to honours students. We believe that the honours level provisions in the area of Asian studies are generally very good. However, one problem that does need to be addressed is the division between discipline departments and Asian language departments. It is still rare for a student completing a fourth year honours program in a discipline department to be proficient in an Asian language. Almost all theses on Asia written in discipline departments rely exclusively on English language sources. Universities have not yet found ways of integrating language study with discipline study at the honours level.

3.27 It is important that the study of Asian countries not be confined to area studies or language departments, but be fully integrated into discipline departments. Studying Asian countries needs to be 'demystified', and needs to become part of the mainstream activities of all disciplines and professional faculties. It is equally important, however, that discipline departments encourage students of, say, history, politics, sociology or economics, to include the serious study of an Asian languages in their programs. Structured programs which combine, for example, a sociology or politics major with a major in Japanese or Indonesian, must become the norm rather than the rare exception. Faculties such as Arts, Law, Economics and Education must accept as a priority the need to create 'double major' programs, which include an Asian language, to encourage students to enrol in them and to lower institutional barriers to undertaking them. We address this issue in detail in chapter 7.

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2. These figures are compiled from the annual survey of honours theses on Asia published in the *ASAA Review*. As they depend upon returns from individuals in higher education institutions, they are an underestimate and should be regarded as the minimum figures only. Of the 62 identified honours theses completed in 1987, 5 were on Asia-wide topics, 1 on East Asia generally, 9 on China, 8 on Japan, 10 on South Asia, 4 on Southeast Asia generally, 13 on Indonesia, 6 on Malaysia, 1 on the Philippines, 3 on Vietnam and 2 on West Asia.

3.28 Most honours theses which use Asian language materials are written in Asian language departments or Asian studies faculties. Most Asian language departments offer a fourth year honours program, though, in general, student numbers are very low. The major Japanese language departments have a strong focus on advanced language development, with students offered opportunities to move into specialised language areas. Almost all Asian language departments make considerable efforts to obtain scholarships for students to study for a few months in the target country. These in-country programs are a vital part of language study. We have addressed this in chapter 7 and made recommendations for a national system of scholarships and support. Some language departments felt that the structure of fourth year honours programs, with their emphasis on a research thesis, made it difficult to create advanced language and applied linguistics programs. We believe that there needs to be some flexibility in fourth year honours programs. Universities should restructure these programs in order to allow Asian language departments to offer a coursework honours year, concentrating on advanced (and specialised) language development as well as on applied linguistics. Asian language departments, for their part, must be more clear as to the objectives of their honours programs. Existing rules in most Universities would not prevent a focus on language and linguistic skills. Where rules need to be changed, Asian language departments should be clear as to the reasons for change, and firm in the arguments to their faculties.

#### Economics and Commerce Faculties

3.29 There are only 13 undergraduate subjects *wholly* on Asia taught by economics departments in Australian Universities, with a total load of 57.9 EFTSU. This is a negligible percentage of total undergraduate student load. Economic history departments offered a further 11 undergraduate subjects wholly on Asia, with 37.6 EFTSU.

3.30 This pattern is identical to that noted in a recent report on area studies in the US<sup>3</sup>. Undergraduate economics courses, like undergraduate sociology or law courses, are essentially methodological and theoretical. Students are required to master the essentials of the discipline, which is not area specific.

3.31 Even when subjects with some Asia-related content are included (see Table 8) there remains only a small number of economics subjects taught in an Asian context. In 1988, there were 12 economics subjects with *some* Asian content, with a total of 109.6 EFTSU. Given the number of options available to students - other than the core theory subjects - this should be a matter of some concern. Few economics or commerce graduates are introduced to Asia within their discipline study, although an increasing number study Asia-related subjects outside of their major discipline.

3.32 The Inquiry conducted a survey of first year students of Chinese, Japanese and Indonesian. The survey showed that 16 percent of the total of 1311 returned questionnaires were from students enrolled in commerce/economics majors as well as one of the three languages. There were considerable differences

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3. See, Richard Lambert, et al, *Beyond Growth. The Next Stage in Language and Area Studies*, Association of American Universities, 1984

between languages: 19 percent of first year Japanese students and 19 percent of first year Chinese students were enrolled in commerce/or economics majors compared to only 9 percent of first year Indonesian students. A detailed analysis of this survey is contained in chapter 4 and the full study is included in volume 2 of this Report.

3.33 In 1988 most students in economics, commerce or business-related courses have no Asian content at all in their degree programs. If they are to be introduced to some material on any part of Asia in their undergraduate programs, it is likely to be through subjects taught by discipline departments rather than language study. Only a small percentage is likely to enrol in language study, even in five or ten years time. It is, therefore, most important that opportunities for them to enrol in Asia-related subjects are considerably improved. Most commerce or business courses are very tightly structured, leaving little room for students to include optional subjects on Asia, whether in politics, history, sociology or even economics. This is particularly the case in accountancy streams, in which the majority of business and commerce students are enrolled. In chapter 7 we have recommended significant changes in the priorities of Economics and Commerce Faculties to accommodate more Asian studies and Asian language subjects.

#### **Law**

3.34 It is noteworthy that only Melbourne University offered options in the law of an Asian country at undergraduate level in 1988. Even there, only 4 subjects were offered, with a total enrolment of 69. The subjects were on Japanese law (2) and Chinese law (2). There were 30 students in the third year Japanese law subject, of whom 5 had completed a major sequence in Japanese, including 4 who were cross-registered from Monash University. One of the valuable features of this is that there is close cooperation between the Law Faculties at Melbourne and Monash Universities, with Monash students encouraged to enrol at Melbourne for one or more optional subject on Asian law. However, the small number of Monash law students choosing to avail themselves of this option illustrates the problem of persuading students to commute between institutions, at least in the large cities. We have addressed this issue in chapter 7.

3.35 Only three other University Law Schools offered any optional subjects with Asian material. The ANU offers a subject on International Business Transactions which is heavily weighted towards Japan. This is partly taught by partners from Sydney Law firms. About 30 students, spread over four years of this course, are enrolled in the LLB/BA (Asian Studies) at the ANU. Sydney University offers a law subject partly on China and the University of New South Wales offers a subject on Human Rights, which focuses on Asia. We refer to this situation in chapter 7. Suffice to say here that the option program available to all Australian undergraduate law students should include many more offerings relating to Asia, as do United State universities.

3.36 The Inquiry survey of first year students of Chinese, Japanese and Indonesian showed that 6 percent of these language students intended to complete law degrees. The highest percentage was among students of Japanese, with 10 percent of the total number of students in first year Japanese. For first year students of Chinese and Indonesian the comparable figures were 6 percent and 2 percent respectively. In student

numbers, of the 1311 returned questionnaires, 99 students of Japanese stated that they intended to become lawyers, 12 students of Chinese and 2 students of Indonesian.

3.37 The existing structure of law programs in most Universities requires a combined Arts/Law, Science/Law, Commerce/Law or some other similar combined degree. It will be easier, therefore, to include serious study of an Asian language or discipline major which focuses on Asia in these combined law degrees than in degrees in most other professional faculties, where combined degrees are rare. Social Science and Humanities faculties need to work closely with Law Faculties in a concerted effort to promote combined law degrees with a focus on the study of Asia and/or an Asian language.

### **Language study**

3.38 We discuss Asian languages in tertiary education in depth in chapter 4. It is important here to emphasise the prominence of language study within the overall study of Asia in universities. In 1988 the total student load in all Asian languages was 1452.5 EFTSU. This represented 46.2 percent of the total student load in languages, area studies and discipline-based subjects wholly on Asia, or 33.7 percent of the total student load in languages, area studies and discipline-based subjects with over 25 percent Asia content. Comparisons with earlier years are not possible because of the different method of collecting data. While the percentage of all tertiary students studying Asia-related subjects or Asian languages is low, the percentage of those attracted to Asia-related subjects who study an Asian language is high.

## **COLLEGES OF ADVANCED EDUCATION**

3.39 It is difficult to make a comparative analysis of the situation in Colleges of Advanced Education between 1979 and 1988 because of the incompleteness of earlier data and the considerable rationalisations that occurred in the late 1970s and early 1980s. Our discussions with institutions and analysis of their submissions to the Inquiry quite clearly indicates that overall there has been a considerable decline in the teaching of Asian languages and subjects with Asian content.

3.40 In 1988 the largest centres for the study of Asia were Swinburne Institute of Technology (94.9 EFTSU - 41.5 in Japanese language, 46.4 in discipline departments and 7 in area studies), Darling Downs Institute of Advanced education (80.3 EFTSU - 18.5 in Indonesian language, 5.8 in discipline departments and 56 in area studies) and Canberra College of Advanced Education (62.5 EFTSU - 51 in Chinese and Japanese languages and 11.5 in discipline departments).

### **Discipline concentration**

3.41 History is the discipline with by far the highest proportion of subjects wholly on Asia (see Tables 11 and 12). Of the total undergraduate student load in discipline-based subjects wholly on Asia, 57 percent was in History subjects. This was followed by 16.7 percent in Politics subjects, 15.1 percent in Social

Studies subjects, 7 percent in Economics subjects and 3.1 percent in Sociology subjects.

3.42 History remains the discipline with the highest proportion of subjects either wholly on Asia or with more than 25 percent Asia content. Of the total undergraduate student load in discipline-based subjects with more than 25 percent Asia content, 35.3 percent was in History subjects, 15.3 percent in Politics subjects, 13.5 percent in the Arts (Fine Arts, Textiles, Ceramic Design), 9.4 percent in Education subjects, 9 percent in Economics subjects and 4.1 percent in Anthropology subjects.

#### **Area concentration**

3.43 Colleges of Advanced Education teach a greater proportion of area-specific courses on China and Indonesia, though in recent years a number have increased their teaching on Japan. There is also a significant number of general or thematic courses on Asia, particularly taught for teacher education or general education programs. In institutions where an Asian language is taught, programs have been developed on the relevant Asian country.

#### **Language study**

3.44 A study published in 1982 noted that while in 1981 only 1 percent of College of Advanced Education students studied a language (compared to 7 percent of University students), a larger proportion of College of Advanced Education language study is devoted to Asian languages. Over 30 percent of College language students studied an Asian language whereas only 15 percent of University language students studied an Asian language. We do not have accurate figures for 1988, but from our database and discussions with institutions we estimate that the percentages have increased in both Colleges of Advanced Education and Universities but that the relativity has not changed. The changes are almost entirely caused by the expansion in the number of students studying Japanese, particularly in the last two years (1987 and 1988).

3.45 We discuss Asian languages in Colleges of Advanced Education in depth in chapter 4. The prominence of language study within the overall study of Asia in Colleges of Advanced Education is very similar to that in Universities. In 1988 the total student load in all Asian languages at Colleges was 200.6 EFTSU. This represented 40.63 percent of the total student load in languages, area studies and discipline-based subjects on Asia, or 32.38 percent of the total student load in languages, area studies and discipline-based subjects with over 25 percent Asia content. As in the case of Universities, comparisons with earlier years are not possible because of incomplete data. Again as in Universities, while the percentage of all College of Advanced Education students studying Asia-related subjects or Asian languages is low, the percentage of those attracted to Asia-related subjects who study as Asian language is high.

## EXCHANGES AND LINKS WITH ASIAN INSTITUTIONS

3.46 There are a large number of exchange agreements between Australian tertiary institutions and tertiary institutions in Asia. Almost every University has at least one exchange agreement and the large institutions have significantly more than this. The Australian Vice-Chancellors' Committee recently compiled a list of these exchanges, by no means all of which were active. An increasing number of Colleges of Advanced Education have established, or are in the process of establishing, exchange agreements with institutions in Asia. There are also consortium arrangements, such as the Victorian Vice-Chancellors' exchange agreements with Chinese institutions.

3.47 Many of the exchange agreements are in the language training area. Most Asian language departments have at least one institutional exchange arrangement for sending undergraduate students overseas. We have referred to these in chapter 7 and recommended government support in order to maximise the educational benefits they provide. Student exchanges with institutions in Asia are vital to the further development of proficiency levels in the study of Asian languages in Australian higher education.

3.48 There are many other exchanges and agreements between Australian and Asian institutions outside of the Asian studies area. Many Universities have cooperative or exchange agreements in science and technology areas, for both staff and postgraduate students. Most Universities and many Colleges of Advanced Education have some involvement with the International Development Program of Australian Universities and Colleges (IDP). IDP is involved in a wide range of Australian foreign aid-funded development projects in higher education, primarily in Southeast Asia. There is a strong focus on support for basic sciences, English language training and library development. Finally, many academics in the science and technology areas, as well as in the area of teaching English as a second language, are involved in cooperation projects in China funded through various bilateral agreements.

3.49 These educational projects involving cooperative links between Australian academics and academics in Asia are an important way through which science and technology students in Australia are exposed to some teaching in an Asian context. Many academics, who are in no sense 'Asianists' or Asia experts, told us how their direct experience of working with colleagues in Asia had influenced the content of their courses on their return home. Involvement in solving scientific problems in an Asian context - whether it be agricultural economics or the design of bridges - had affected the way they subsequently taught courses to Australian students. It became natural to draw examples from Asia in illustrating theoretical points.

3.50 It was also pointed out by many scientists that the presence of postgraduate students from Asia in their departments had a considerable influence on Australian students. Most Australian Universities have some postgraduate students from Asia enrolled in science and engineering faculties. Some have hundreds. Some institutions have also organised regular staff exchanges on a two-way basis, which have an



important impact on the Australian staff working in Asia and the Asian staff researching or teaching in Australia.

3.51 Finally, the growing number of fee-paying overseas students - and the desire of higher education institutions to attract still more - is having an impact on the content of subjects. Many senior academics in Economics and Commerce Faculties acknowledged that these students would expect to be able to study their discipline in an Asian context as much as in a European, American or Australian context. Some Economics and Commerce Faculties are responding by developing more options on Asia. We believe that the presence of growing numbers of fee-paying overseas students from Asia in business, economics and commerce courses will lead these faculties to move more quickly than they would otherwise have done to include more Asia-related content in the curricula, to the benefit of both Australian and Asian students

## POSTGRADUATE STUDY

### Research Degrees

3.52 Australia's higher education institutions as a whole have performed well in the area of postgraduate research. The external examining process and the close collaboration between individual academics have ensured that standards remain high. The diversity of disciplines and countries covered is impressive.

3.53 All of this has been achieved on very small budgets. In international terms, postgraduate research students working on Asia in Australian institutions are badly under-resourced. They have to a large extent got by on shoestring budgets for more than three decades. The growing complexity of research, and the ever increasing skill requirements, make it imperative that additional resources be provided in future. For example, the level of linguistic proficiency for postgraduate research is higher now than it was twenty years ago. Often students need to work with materials not just in a national language but in a regional language as well. Furthermore, the intersection of research in the humanities and social sciences places greater emphasis than previously on skills such as statistical, demographic and economic analysis, to name just a few. The basic problem at the institutional level is that postgraduate students are not given enough attention by departments. This is becoming more serious as teaching loads and other demands of undergraduate teaching increase. Few institutions, for example, are able to provide even the basic accommodation of a desk and chair in the department for all postgraduate research students. It is accepted that a postgraduate student in a science or technology discipline must be provided with laboratory space within the department in which he/she is enrolled. It is yet to be accepted that in the humanities and social sciences, postgraduate students also need space in the departments in which they are working. If the long term needs of staffing and research are to be met, this situation must improve dramatically.

3.54 Supervision of postgraduate students is very variable. Often supervisors provide strong intellectual and personal support, but this is not always the case. Postgraduate supervision in the area of Asian studies probably differs little from that in other social science and humanities areas. There is a need, however, to constantly monitor, and for supervisors to self-critically assess, the quality of supervision.

3.55 One further major problem goes beyond individual institutions. Students working on aspects of Asia need support for language acquisition/development, for fieldwork and for document acquisition from overseas. No Australian University provides adequate support in these areas. In part, it is an assumption that humanities and social science research is always cheap. In part also, it is a reflection of the weakness in Australia of funding bodies outside Universities, such as foundations or humanities/social science research councils, which in other countries help fund essential fieldwork. Postgraduate research on Asia is not cheap and, for some parts of Asia, is in fact becoming very expensive as fieldwork costs escalate. We have addressed these problems in chapter 7, where we recommend a significant improvement in the level of support available to postgraduate students working on Asia-related topics.

3.56 Tables 14-18 contain detailed figures on the number of doctoral and masters degrees on Asian topics awarded by Australian Universities and Colleges of Advanced Education between 1983 and 1987. These figures are compiled from the Union list of theses, issued annually by the University of Tasmania Library. It should be noted that theses completed in 1987 will take up to two years to be examined, awarded and recorded in the Union list. The figures for 1987 are, therefore, considerably lower than they will be in two years time. In the four years 1983 to 1986, Australian Universities and Colleges of Advanced Education awarded 456 doctoral and masters degrees (by research) where the thesis related to Asia; of these 174 were doctoral degrees and 282 masters degrees. Four Universities accounted for 69.5 percent of the doctoral degrees (121 out of 174): ANU (33 percent), Monash University (14.9 percent), Sydney University (12.6 percent) and Queensland University (8.6 percent). Three institutions accounted for 63.1 percent of the master degrees: ANU (36.8 percent), University of New England (15.6 percent) and Canberra College of Advanced Education (10.6 percent). Overall the ANU awarded 35.5 percent of all doctorates and masters by research degrees on Asia in the four years 1983 to 1986, indicating the prominent place of the ANU in postgraduate research on Asia. This is in large part an outcome of the role of the ANU's Research School of Pacific Studies, which does not undertake undergraduate teaching.

3.57 Details of the doctoral and masters theses awarded between 1983 and 1987 are contained in Tables 16 and 17, divided by country and by discipline. The largest numbers were on Indonesia (71), India (64), China (63), Japan (38), Bangladesh (33), Malaysia (31) and Thailand (30). The major discipline categories were in Economics (117 or 24.2 percent), Education (51 or 10.6 percent), History (42 or 8.7 percent), Demography (41 or 8.5 percent) and Politics (33 or 6.8 percent). A more detailed breakdown of these theses by type (doctoral or masters), region/country, discipline and year is contained in Table 18.

3.58 In analysing this postgraduate research, it is important to note that a high proportion of postgraduate research students working on topics related to Asia are overseas students. Most are themselves from Asia. In the last thirty years Australian tertiary institutions have had a major role in postgraduate education for students from Asia in almost all disciplines. Asian studies is no exception. The Centre of Southeast Asia Studies at Monash University, for example, has 46 postgraduate research students in 1988, of whom half are from Asia. This would be the general pattern in all Universities and Colleges of Advanced Education.

## Coursework Degrees

3.59 In the last decade Australian higher education institutions have developed a diverse range of postgraduate degrees and diplomas undertaken by coursework or by coursework and minor thesis. Most of these programs have been geared to part-time study. Graduates have been encouraged to develop and extend their education while remaining in the workforce.

3.60 There are a wide range of these programs which to a greater or lesser extent include the study of Asia. A number of faculties of arts have masters by coursework degrees in individual disciplines, and within these students can make a major concentration on one or more Asian country. These are strongest in History, Politics, Anthropology and International Relations. As well, there are at least two MA (Asian Studies) programs: a specialised one at the ANU, which requires considerable competency in an Asian language, and a broad-based one at the University of New South Wales geared towards graduates from any discipline whose work involves them in some way with Asia, and who require a non-specialist course on Asia at an advanced level. In addition, Griffith University offers a masters by coursework in Australian-Asian Relations. Monash University intends to offer a broad-based masters by coursework program in 1989.

3.61 There are many other postgraduate programs with significant Asia content. Armidale College of Advanced Education, for example, offers a Graduate Diploma in Asian Studies specifically designed for school teachers. The ANU has a Master of International Laws course with a strong emphasis on Asia. Melbourne University's Asia Law Centre also provides specialised courses on Asia at the Masters level. A number of Universities offer Masters of Commerce degrees with some Asia content and some MBA courses also include subjects on Japan or China.

3.62 There is clearly an urgent need for all MBA and MCom courses to offer a larger range of subjects on Asia or with Asia-related material. This was widely acknowledged by Deans of Commerce and Economics Faculties and by senior academics responsible for MBA programs. Many of these programs are seeking fee-paying overseas students, most of whom will be from Asia. The academics to whom we spoke acknowledged that in order to attract students from Asia they will have to include many more options taught in an Asian context. Changes in curricula brought about by a desire to attract students from Asia will have enormous benefits for Australian students. We expect that within the next four years MBA, MCom and similar postgraduate programs will pay far more attention to Asia and Australia's commercial relations with Asia.

3.63 There are also a growing number of coursework postgraduate courses specifically on an Asian language and/or applied linguistics. The ANU, Monash and Queensland Universities have all offered specialist Master of Arts courses in applied linguistics and Japanese language for many years. A number of institutions offer specialist interpreter/translator programs in Asian languages. Some, like those at

RMIT, the South Australian College of Advanced Education, Victoria College, the Darwin Institute of Technology and the Western Australian College of Advanced Education, offer postgraduate diploma courses. Queensland University also offers a Master of Arts course in Japanese interpreting/translating. These postgraduate language courses are important for the development of people with advanced language skills.

3.64 Submissions from and discussions with institutions revealed that many have firm plans for the introduction in 1989 of new postgraduate coursework programs with a strong focus on Asia. Victoria College, Monash University and the University of Queensland all indicated firm proposals. The institutional profiles in volume 2 of this Report provide details of new courses on offer in 1989 as well as more long-term plans of individual institutions.

## RESEARCH

3.65 Research on Asia in Universities and Colleges of Advanced Education underpins Australia's understanding of contemporary Asian societies. Australia needs academic researchers on Asia in all disciplines. They are a pool of expertise that is regularly drawn on by industry and commerce, the media and government. High quality research on Asia is essential not only to the wider contribution of academics but also to the education system itself. Without it the Asia content at all levels would be considerably poorer and eventually would collapse. The best teachers on Asia at the tertiary level are those who have an up-to-date and expert understanding of one or more Asian country and who regularly carry out research in Asia. The quality of honours and postgraduate study is totally dependent on the research quality of academics.

3.66 Australian higher education has an excellent reputation for its research on Asia in a broad range of disciplines. The catalogues of overseas publishers regularly contain a high proportion of books written by academics in Australia. International scholarly journals and news magazines devoted to Asia also contain a high proportion of articles written by Australians. The *ASAA Review* publishes an annual list of publications written by Australian-based academics. The list is impressive in both quality and quantity.

3.67 Two major problems have been regularly identified by researchers working on Asia. First, is the inadequacy of Australian libraries. There is no single collection on Asia in Australia to rival the major collections in Britain, Europe or the United States. Of course, these countries have been building collections far longer than have Australian libraries. However, the problem is not confined to retrospective materials, which increasingly can be purchased on microfiche if libraries have the money to do so. A more serious part of the problem is the inadequacy of University and College of Advanced Education Library collections on *contemporary* Asia. Contemporary newspapers and magazines are essential for understanding Asia, yet are seriously lacking in all tertiary institution libraries. Few institutions can afford more than one or two newspapers and magazines - a newspaper can cost \$1,000 a year or more. Even the National Library's collection of contemporary newspapers on Asia is poor. The problem is compounded

because, unlike books, newspapers and magazines cannot be borrowed through the inter-library loan system. They have to be obtained by airmail and they have to be available immediately in institution libraries. Their absence from University and College libraries is not only a serious restriction on research and teaching but also seriously affects the quality of up-to-date advice that can be given to business or government. We have addressed the problems of libraries in greater depth in chapter 6 and have made a number of recommendations designed to improve the collection of, and access to, material on contemporary Asia.

3.68 The second major problem is the increasing cost of fieldwork and research visits to Asian countries. Regular research visits to Asia are essential for Australian scholars to maintain their expertise and linguistic skills. Universities and Colleges of Advanced Education have study leave provisions whereby staff may work outside their institutions for six months every three years. This is an important provision for all academics, but most scholars working on Asia, particularly those working on contemporary problems, need to visit Asia far more frequently than this. It is becoming increasingly difficult for them to do so because of the increasing costs involved. No higher education institution can adequately support regular study visits to Asia, and outside funds are available from a very limited number of bodies. Europe and the United States have more extensive foundations and publicly funded bodies than Australia, which assist scholars to spend long periods in Asia. The recent Ministerial guidelines to the Australian Research Council, to note the high priority of research on Asia, is an important step in ensuring the provision of better funding for good researchers. In chapter 7, we recommend other ways of ensuring that small-scale funding is available for scholars to make regular visits to Asia. It is important that government recognition of the importance of research on Asia is also recognised at institutional level in research management plans. Ongoing support is needed in order to maintain and improve the excellent levels of research achieved in past decades.

3.69 Research on Asia carried out in higher education institutions has a wide impact on Australian society. Many academics are involved in consultancy work with Australian companies - from economic analysis on Asian markets to political risk assessments of particular countries. Others are regularly asked by Australian companies to organise the translation of important commercial documents or to act as interpreters. Government departments and newspapers, television, radio and the film industry regularly call on expert advice or consultancies from academic specialists on Asia. Others are involved in curriculum committees for secondary schools, are examiners of Asian languages or are involved with teachers in the production of textbooks and teaching materials for schools. The academic who specialises on Buddhism in early Thailand, for example, is also likely to be advising business on doing business with Thailand or contributing to discussion of contemporary Thai politics in the media. The public functions of academics with expertise on Asia builds on, and is dependent upon, their specialist research activities, which provide them with understanding and insights into one or more Asian country.

## Appendix

### ANALYSIS OF INDIVIDUAL INSTITUTIONS

In volume 2 of this Report, there are detailed profiles of each tertiary institution, focusing on teaching about Asia at both undergraduate and postgraduate levels. The profiles also contain a brief description of each institution's expansion plans in the Asian studies area. The information in these profiles is drawn from submissions made to the Inquiry by institutions, supplemented by statistical information drawn from the Inquiry datafile, and by personal discussions with institutions. This appendix is confined to brief overviews of each institution, with basic statistics on teaching about Asia and Asian languages.

#### UNIVERSITIES

The University of Queensland had the largest student load in Asian languages of any University or College of Advanced Education. It teaches Japanese, Chinese and Sanskrit, though the latter has only 2 enrolments in 1988. Of the 234.2 EFTSU in Asian languages, 200.5 were in Japanese and 34 in Chinese. The University of Queensland teaches more students Japanese than any other institution in the country. It has a small Asian studies enrolment, reflecting the fact that its Department of Japanese and Chinese Studies has an overwhelming focus on language teaching.

In 1988, Queensland University and Griffith University were jointly awarded a Key Centre for Asian Languages and Studies.

Teaching on Asia in discipline departments is concentrated in the Department of History, which has about 50 percent of the total enrolments in subjects with more than 25 percent Asia content. Other departments teaching on Asia are Studies in Religion, Government and Geographical Sciences, with a small amount in Sociology and Anthropology, Economics and English. Student load in Asia-related subjects in discipline departments is about 1 percent of the total University undergraduate load, compared to the average of approximately 1.6 percent for all universities.

The University of Queensland has approximately 1.87 percent of its total undergraduate student load in Asian languages, approximately 1 percent in subjects taught by discipline departments with more than 25 percent Asia content and 0.14 percent in Asian studies subjects. Of the total undergraduate student load in the University, approximately 3 percent is in Asian languages and Asia-related subjects. This is about the same as the average for all universities of approximately 2.9 percent.

Griffith University is one of the two Universities which have large specialised Asian studies units - the School of Modern Asian Studies within the Division of Asian and International Studies. It teaches Japanese, Chinese and Indonesian. In 1988 there was a total language load of 160.6 EFTSU, of which 54.4 percent was in Japanese, 27.6 percent in Chinese and 18 percent in Indonesian.

The student load in Asian studies was 122.5 EFTSU, giving Griffith the largest area studies department in the country. The University has 8 percent of its total undergraduate student load in Asian languages and Asia-related subjects with more than 25 percent Asia content (average for all universities is 2.9 percent). This is the highest percentage of any university or college of advanced education, though because Griffith has a relatively small student load, in absolute numbers it is only the sixth largest in the country.

James Cook University has 1 percent of its total undergraduate student load in Asian languages and Asia-related subjects with more than 25 percent Asia content. It teaches Indonesian, but in 1988 there were only 8.9 EFTSU in this language. This represented 0.27 percent of the total undergraduate student load in the University (0.97 is the universities average). Only the departments of history and politics taught subjects wholly on Asia (18 EFTSU or 0.55 percent of the total undergraduate student load). The Geography department taught 2 subjects with more than 25 percent Asia content (0.25 percent of the total university undergraduate student load).

Sydney University has the second largest student load of all the universities in Asian languages and Asia-related subjects with more than 25 percent Asia content (459.6 EFTSU), though in percentage terms it is only the sixth largest in the country. It teaches Japanese (132.1 EFTSU), Chinese (8.2 EFTSU), Indonesian (no figures), Arabic (13.3 EFTSU), Hindi (4.75 EFTSU), Javanese and Balinese ( 6 and 2 enrolments only).

Teaching on Asia in the discipline departments is greatest in Anthropology (162.6 EFTSU), with significant numbers in History (42.7 EFTSU), Religious Studies (33.6 EFTSU) and Geography (31.5 EFTSU). The student load in Asia-related subjects in discipline departments is approximately 2 percent of the total undergraduate student load in the University (average for all universities is 1.6 percent).

Sydney University has approximately 1.37 percent of its total undergraduate student load in Asian languages and approximately 2 percent in subjects taught by discipline departments. Of the total undergraduate student load in the University, approximately 3.4 percent is in Asian languages and Asia-related subjects, which places the University above the university average of 2.9 percent.

Macquarie University is the smallest of the Sydney metropolitan universities but has a student load in Asian languages and Asia-related subjects of approximately 2.4 percent of its total undergraduate student load, a figure not far below the average for all universities. It teaches a full three-year sequence of Chinese and in 1988 introduced one year of Japanese, with the expressed intention of adding a second and third year later. The student load in Chinese was 41.7 EFTSU, or 0.62 percent of the total undergraduate student load. It has a small Asian studies program, linked to the Chinese language subjects, with 9.5 EFTSU, or 0.14 percent of the total undergraduate student load.

Teaching on Asia in the discipline departments is concentrated in History and Politics, but it also has a student load of 11 EFTSU in Economics, the second largest in the country (after the University of Western Australia). Student load in Asia-related subjects in discipline departments with more than 25 percent Asia

content is 1.7 percent of the total university undergraduate student load.

The University of New South Wales has the third largest undergraduate student load in the country (after Sydney and Queensland Universities) but is well below the average of universities in student loads for Asian languages and Asia-related subjects. In 1988, approximately 1.2 percent of the total undergraduate student load in the University was in Asian languages and Asia-related subjects (2.9 percent university average).

Japanese is the only Asian language taught - in 1988 it was taught in a two-year sequence with a total student load of 36.2 EFTSU, or 0.29 percent of its total undergraduate student load. It will offer a third year of Japanese from 1989.

Teaching on Asia in discipline departments is concentrated in History, with a student load of 70 EFTSU or 62.6 percent of the total enrolments in subjects with more than 25 percent Asia content. Only La Trobe University has a higher student load in history subjects wholly on Asia. There are also relatively strong loads in economic history and economics. Student load in Asia-related subjects in discipline departments is about 0.9 percent of the total university undergraduate student load, compared to the average of 1.6 percent for all universities.

The University of New England is a major regional university with a large enrolment in distance education courses. It does not teach any Asian languages. Teaching on Asia is exclusively in discipline departments, with approximately 1.7 percent of the University's total undergraduate student load in Asia-related subjects. The major departments teaching on Asia are History (31.9 EFTSU), Economics (15.8 EFTSU) and Economic History (12.4 EFTSU), with lesser concentrations in Politics and Sociology.

Wollongong University has a very small student load in Asia-related subjects - 0.5 percent of its total undergraduate student load. Almost all (21.5 out of 26.2 EFTSU) are enrolments in the department of History and all of these are in subjects on Southeast Asia. No Asian languages are taught.

University of Technology, Sydney also has a very small student load on Asia-related subjects - 0.4 percent of its total undergraduate student load.

Melbourne University has 2.72 percent of its total undergraduate student load in Asian languages and Asian-related subjects with more than 25 percent Asian content. It teaches Japanese, Chinese, Indonesian, Hindi, Arabic and Sanskrit. 89 percent of its Asian language study load is in Japanese (41.8 percent - 59.5 EFTSU), Chinese (37.2 percent - 52.9 EFTSU) and Indonesian (10.2 percent - 14.5 EFTSU). Asian language teaching represented 1.22 percent of the total university undergraduate student load (compared to the average for all universities of 0.97 percent).

Melbourne University teaches more students of China than any other institution in the country. Teaching



on Asia in discipline departments, is concentrated in Politics (62.3 EFTSU or 14.1 percent of the total undergraduate load in the discipline), Anthropology (11.2 EFTSU) and Law (11.9 EFTSU). Although teaching on Asia in the Faculty of Law is only a small proportion of the total, nevertheless it is by far the most significant in any law faculty in the country. Student load in Asia-related subjects in discipline departments with more than 25 percent Asian content is 1.04 percent of the total undergraduate student load.

Monash University has the largest student load of any tertiary institution in Asian languages and Asia-related subjects with more than 25 percent Asian content. Its strength here is in its discipline departments, where 5.6 percent of the university's total undergraduate student load is enrolled in subjects with more than 25 percent Asian content. Of the total undergraduate student load in Monash University, 7.48 percent is in Asian-related subjects. Only Griffith University is higher, with 8 percent.

Monash teaches Japanese, Chinese and Indonesian. Asian language load is 1.44 percent of the total undergraduate load (average 0.97 percent for all universities). Japanese is the dominant language (108.3 EFTSU - 72.9 percent of total Asian languages at Monash); Indonesian has 20.5 EFTSU (13.8 percent) and Chinese has 19.83 EFTSU (13.35 percent).

Teaching in the discipline departments is widespread: subjects with over 25 percent Asian content are taught in 9 departments. The strongest is Politics (2.34.5 EFTSU - 6 percent of its student load in subjects wholly on Asia and 50 percent of its student load in subjects with between 25 and 99 percent Asian content), with strengths also in Anthropology (132.4 EFTSU), Economic History (84.4 EFTSU), Geography (47.8 EFTSU) and History (49.1 EFTSU).

La Trobe University has the second highest percentage of all tertiary institutions in Victoria of its undergraduate student load in Asian-related subjects (3.36 percent). Almost all of this is in discipline departments (3.2 percent) making it the second largest in the country in this area (after Monash). The only Asian language taught in 1988 was Sanskrit. It is particularly strong on teaching about India.

Asia-related subject were taught in 5 discipline departments: Economics (84.1 EFTSU); Politics (79 EFTSU); History (69.2 EFTSU); Religious Studies (56 EFTSU) and Cinema Studies (9 EFTSU). The History department has the second largest student load in subjects with more than 25 percent Asian content of any tertiary institution.

Deakin University has no subjects with more than 25 percent Asia content. It is the only University to be in this situation.

Adelaide University has 4.5 percent of its total undergraduate student load in Asian language and Asian-related subjects with more than 25 percent Asia content. It has a strong language load of 1.8 percent of the total undergraduate student load in the university (average in all universities is 0.97 percent). Two

Asian languages are taught: Japanese has a load of 72.5 EFTSU, Chinese has a load of 43.5 EFTSU. Adelaide University is the third largest teacher of Chinese in the country, just behind Griffith University (43.89 EFTSU) and Melbourne University (52.9 EFTSU). Students from Flinders University are permitted to study Chinese and Japanese at Adelaide University and Adelaide University students are permitted to study Indonesian at Flinders University.

The student load in discipline departments is 2.13 percent of the total university undergraduate student load. There is a very small load in subjects wholly on Asia (18.5 EFTSU) but a relatively large load in subjects with between 25 and 99 percent Asian content (119.2 EFTSU). Of the subjects wholly on Asia, 74.5 percent (13.8 EFTSU) are in the the Department of History. The Departments of History and Politics dominate the teaching of subjects partially on Asia (54.5 percent and 38.7 percent of the total respectively.) The student load in Asian studies is 0.57 percent of the total university undergraduate student load (36.5 EFTSU).

Flinders University has 2.1 percent of its total undergraduate student load in Asian languages and Asia-related subjects with more than 25 percent Asian content. The undergraduate student load in Asian languages is 23.6 EFTSU, but this includes 7-8 EFTSU in Japanese, which is taught at Adelaide University under a cross-accreditation arrangement. Flinders teaches Indonesian, which had a total undergraduate load of 15.8 EFTSU, 0.38 percent of the total undergraduate load at the University.

Flinders University had a small student load in Asian studies (15.3 EFTSU - 0.36 percent of the total undergraduate load in the University).

Teaching in the discipline departments is concentrated in Politics (13.7 EFTSU - 3.4 percent of its total load), History (12.7 EFTSU - 6 percent of its total load), and Geography (10.5 EFTSU - 5.6 percent of its total load). Of the total Flinders University undergraduate student load, 1.18 percent is in subjects with more than 25 percent Asian content in discipline departments.

The University of Western Australia has 1.35 percent of its total undergraduate student load in Asian language and Asia-related subjects with more than 25 percent Asian content (average for all universities is 2.9 percent). Japanese is taught at the University in a Japanese Studies Unit within the Faculty of Commerce. It had 37.7 EFTSU, or 0.51 percent of the total university student load.

Teaching in the disciplines is restricted to three departments: History (28.8 EFTSU), Economics (17.2 EFTSU) and Anthropology (15.1 EFTSU). The undergraduate student load in Economics subjects wholly on Asia is the highest in any Economics department in the country.

In comparison to the universities average, the University of Western Australia is below the averages in Asian language teaching (average 0.97 percent) and discipline-based teaching on Asia (average 1.6 percent).

Murdoch University is the smallest of the Western Australian tertiary institutions but has the highest percentage of its undergraduate student load in Asian language and Asia-related subjects (3.57 percent). In absolute terms it is higher than that of UWA and only marginally less than Curtin University of Technology (109.4 EFTSU, compared to 98.7 EFTSU and 112 EFTSU respectively).

Malay and Chinese are taught at Murdoch - the total Asian language undergraduate load is 1.01 percent of the total university undergraduate load. Malay has 12.1 EFTSU and Chinese 21.4.

Murdoch has a strong Asian studies program, with 59.6 EFTSU (2.01 percent of total university undergraduate load). It has the third largest Asian studies load in the tertiary sector; after Griffith (122.5 EFTSU) and ANU (99.7 EFTSU).

Discipline-based teaching on Asia is only small - a total of 16.3 EFTSU (0.55 percent of the total university student load) located in 4 disciplines: Economics (5.1 EFTSU), Politics (5 EFTSU), Theatre and Drama (4.8 EFTSU) and Literature (1.4 EFTSU).

Curtin University of Technology has 1.2 percent of its total undergraduate student load in Asian languages and Asia-related studies. Curtin teaches Indonesian (8.5 EFTSU) and Japanese (31.3 EFTSU) with a total load equivalent to 0.43 percent of the total university student load.

Discipline-based teaching of Asia-related subjects represents 0.75 percent of the total university student load (universities average 1.6 percent). Teaching in Asia is located in 4 disciplines: Anthropology (27.6 EFTSU), History (26.8 EFTSU), Politics (10.3 EFTSU) and Geography (5.5 EFTSU). There is also a very small enrolment in Asian studies subjects (0.01 percent of the total university undergraduate load).

University of Tasmania has a total student load in Asian languages and Asia-related subjects of 3.21 percent of the total University undergraduate load, slightly above the universities average of 2.9 percent. It has 0.97 percent of its total undergraduate student load in Asian languages, 0.14 percent in Asian studies and 2.1 percent in subjects with more than 25 percent Asian content.

Japanese is the only language taught at the University - it has 37 EFTSU (0.97 percent of the total university student load).

Teaching in the disciplines takes place in 7 departments. The largest is Fine Arts (25.2 EFTSU), followed by History (18.9 EFTSU), Politics (11 EFTSU), Music (10.9 EFTSU), Geography (7.5 EFTSU), Religious Studies (5.8 EFTSU) and Education (1.4 EFTSU).

University College, Northern Territory has a total student load in Asian studies of 33.8 EFTSU, of which 24.3 EFTSU are in Politics subjects, 9 EFTSU in History subjects and 0.5 EFTSU in Literature subjects.

Australian National University has a relatively high proportion of its total student load in Asian languages and Asia-related subjects (6.44 percent). In 1988, it taught 11 Asian languages, considerably more than any other university. Of the total undergraduate student load on Asian languages and Asia-related subjects, 2.87 percent was in languages, 2.27 percent in Asian studies and 1.3 percent in discipline departments.

The distinguishing feature of the University's teaching about Asia is that it is concentrated in the Faculty of Asian Studies. Indeed, the ANU has the second largest Asian studies unit in the country, after Griffith University, with 99.7 EFTSU. Consideration is currently being given to an amalgamation of the Faculty of Asian Studies with the Faculty of Arts. It is important that, whatever structural decision is finally made, the University continues to recognise the important place of Asian studies in the institution.

### COLLEGES OF ADVANCED EDUCATION

Canberra College of Advanced Education has 1.85 percent of its total undergraduate student load in Asian languages and Asia-related subjects in 1988. Languages were 1.27 percent and discipline departments 0.58 percent. The CCAE teaches Chinese (15.3 EFTSU) and Japanese (35.8 EFTSU) in the largest Asian languages program in the College of Advanced Education Sector. In the discipline areas, it concentrated its teaching about Asia in three departments: history, politics and economics.

Capricornia College of Advanced Education has a Japanese language and culture program with a relatively high student load of 48 EFTSU, or 1.99 percent of its total undergraduate student load.

Darling Downs Institute of Advanced Education has the highest percentage of its undergraduate student load on Asian languages and Asia-related subjects (3.42 percent) in the College sector. Of this, 0.77 percent is in Indonesian language, 2.32 percent in Asian studies and 0.33 percent in discipline departments.

Brisbane College of Advanced Education teaches no Asian languages or area studies, but has 0.65 percent of its total undergraduate student load in discipline departments teaching Asia-related subjects, primarily social studies and education.

Gold Coast College of Advanced Education has a Japanese language program with 2.8 EFTSU, or 0.8 percent of its total undergraduate student load.

Swinburne Institute has the largest percentage of its total undergraduate student load in Asian languages and Asian studies of any College of Advanced Education in Victoria (2.43 percent). Of this, 0.98 percent was in languages, and 1.43 percent was in discipline departments. Swinburne teaches Japanese (41.5 EFTSU), with concentration in its departments of economics, history and politics.

Bendigo College of Advanced Education teaches Indonesian (4.7 EFTSU) and has 1.44 percent of its total undergraduate student load in Asian languages and Asian studies.

Footscray Institute of Technology teaches Vietnamese and has a relatively high percentage (1.03 percent) of its total undergraduate student load in Asia-related subjects. These are in history and sociology.

Victoria College teaches Chinese (14 EFTSU) and Indonesian (12.3 EFTSU), which comprises 0.46 percent of its total undergraduate student load. Another 0.32 percent was in the department of history.

Ballarat College of Advanced Education has 0.34 percent of its total undergraduate student load in education and politics subjects relating to Asia.

Chisholm Institute has 0.69 percent of its total undergraduate student load in Asia-related subjects - in its politics and ceramic design departments.

Gippsland College of Advanced Education has 0.43 percent of its total undergraduate student load in History subjects with Asian content.

Melbourne College of Advanced Education has 0.25 percent of its total undergraduate student load in Asia-related subjects in history and politics.

Mitchell College of Advanced Education has 0.87 percent of its total undergraduate student load in Asia-related subjects.

Armidale College of Advanced Education has 0.81 percent of its total undergraduate student load in Asia-related subjects, located in the discipline of education.

The Catholic College of Education has 0.24 percent of its total undergraduate student load in Asia-related subjects, located in the discipline of education

**TABLE I Undergraduate subjects wholly on Asia: Universities 1988**

**Note on headings:** A = total number of subjects: each subject is recorded as 1, irrespective of whether it is a full-year subject or a half-year subject  
 B = total number of students enrolled in these subjects  
 C = EFTSU for these subjects

\*Where there were no enrolments recorded for a subject in a handbook this subject was treated as not offered in 1988 and excluded from the figures.

\*4th year honours thesis, where recorded as an EFTSU, not included

	Area Studies			Languages			Discipline Departments			Total		
	A	B:	C:	A:	B:	C:	A:	B:	C:	A:	B:	C:
Sydney*	13	119	5.5	28	646	183.6	17	565	190.4	58	1330	379.6
Queensland	7	151	18.7	44	1897	234.2	29	587	90.2	80	2635	343.1
Monash	13	211	45.6	17	498	148.5	16	679	136	46	1388	330.1
Griffith	30	1119	122.5	25	734	160.6	0	0	0	55	1853	283.1
Melbourne	19	216	53.4	28	414	142.2	12	347	71.9	59	977	267.4
ANU	19	344	99.7	36	465	125.8	10	230	38.6	65	1039	263.9
Adelaide	7	111	36.5	6	404	116	5	88	18.5	18	603	171
La Trobe	0	0	0	3	16	5.3	27	534	144.2	30	550	149.5
Macquarie	3	75	9.5	10	215	41.7	17	449	66.8	30	739	118
New South Wales		0		4	250	36.2	17	428	78.6	21	678	114.8
Newcastle	1	17	5.6	4	268	77.7	6	76	23.4	11	361	106.7
Curtin UniTech	4	21	1.8	25	308	40	12	568	62.9	41	897	104.7
Western Australia		0		4	135	37.7	6	211	61.1	10	346	98.7
Murdoch	12	475	59.6	7	234	33.5	2	52	6.5	21	761	99.6
Flinders	9	81	15.3	7	79	23.6	12	204	34.1	28	364	73
Tasmania	6	73	6	4	119	37	6	168	29.9	16	360	72.9
New England		0		0			7	293	62.5	7	293	62.4
Uni College, NT							9	97	33.8	9	97	33.8
James Cook	2	32	5.3	3	34	8.9	4	47	18	9	113	32.2
Wollongong	0			0			7	135	24.9	7	135	24.9
Uni of Technology, Syd							7	74	15.6	7	74	15.6
Deakin	0	0	0	0	0	0	0	0	0	=	=	=
Totals	145	3045	485	255	6716	1452.5	228	5832	1207.9	628	15593	3145.4

- \* (a) Sydney figures do not include EFTSU for Indonesian language
- (b) Sydney figures do not include EFTSU figures for Department of Indonesian area studies

**TABLE 2 Universities by Undergraduate Student Load in Asian Languages 1988**

	<b>EFTSU</b>	<b>Number of languages</b>
Queensland	234.2	3
Sydney *	183.6	7
Griffith	160.6	3
Monash	148.5	3
Melbourne	142.2	6
ANU	125.8	11
Adelaide	116	2
Newcastle	77.7	1
Curtin	40	2
Macquarie	41.7	1
Western Australia	37.7	1
Tasmania	37	1
New South Wales	36.2	1
Murdoch	33.5	2
Flinders	23.6	1
James Cook	8.9	1
La Trobe	5.3	1

\* excludes EFTSU for Indonesian

**TABLE 3: Undergraduate Student Loads in Languages in Universities and Colleges of Advanced Education in 1988**

	<b>EFTSU</b>	<b>Percentage of Higher Ed Undergraduate Load in Universities &amp; Colleges of Advanced Education in each State</b>
ACT	176.9	1.81
Queensland	470.2	1.09
Tasmania	37	0.60
South Australia	139.6	0.58
Victoria	388.5	0.46
Western Australia	119.2	0.43
New South Wales*	339.2	0.37
Northern Territory	no figures	

\* excludes EFTSU figure for Indonesian language at Sydney University.

**Table 4: Universities by Undergraduate Student load in subjects wholly on Asia taught in discipline departments 1988**

	<b>EFTSU</b>	<b>Enrolments</b>	<b>Subjects</b>
Sydney	190.5	565	17
La Trobe	144	534	27
Monash	132	679	16
Queensland	90.9	587	29
New South Wales	78.6	428	17
Melbourne	71.8	347	12
Macquarie	66.8	449	17
Curtin Univ of Tech	62.9	568	12
New England	62.4	293	7
Western Australia	61.1	211	6
ANU	38.4	230	10
Flinders	34.1	204	12
Uni College, NT	33.8	97	9
Tasmania	29.9	168	6
Wollongong	24.9	135	7
Newcastle	23.4	76	6
Adelaide	18.5	88	5
James Cook	18	47	4
Uni. of Tech., Syd.	15.6	74	7
Murdoch	6.5	52	2
Deakin	0	0	0

**Table 5: Universities by Undergraduate Student Load in Asian Studies 1988**

	<b>EFTSU</b>	<b>Enrolments</b>	<b>Subjects</b>
Griffith	122.52	1119	30
ANU	99.7	344	19
Murdoch	59.6	475	12
Melbourne	53.4	216	19
Monash	45.6	211	13
Adelaide	36.5	111	7
Queensland	18.7	151	7
Flinders	15.3	81	9
Macquarie	9.5	75	3
Tasmania	6	73	6
Newcastle	5.6	17	1
James Cook	5.3	32	2

*Sydney figures exclude the Department of Indonesian and Malayan Studies.*



**TABLE 6: Undergraduate student load subjects over 25 percent Asian content (expressed as EFTSU) as a percentage of total undergraduate student load: Universities 1988**

	<u>Percentage Total</u>	<u>Percentage Language</u>	<u>Percentage Asian studies</u>	<u>Percentage Discipline</u>
Sydney	3.43	1.37	0.04	2.02
Newcastle	3.03	1.71	0.12	1.2
Macquarie	2.46	0.62	0.14	1.7
New England	1.7	-	-	1.7
New South Wales	1.19	0.29	-	0.9
Wollongong	0.48	-	-	0.48
Uni Tech. Syd	0.37	-	-	0.37
Monash	7.48	1.44	0.44	5.6
La Trobe	3.36	0.16	-	3.2
Melbourne	2.72	1.22	0.45	1.04
Deakin	0.37	0	0	0.37
Griffith	8	4.07	3.11	0.8
Queensland	3.01	1.87	0.15	1
James Cook	1.24	0.27	0.16	0.8
Murdoch	3.57	1.01	2.01	0.55
Western Aust	1.35	0.51	-	0.84
Curtin	1.2	0.43	0.01	0.75
Adelaide	4.5	1.80	0.57	2.13
Flinders	2.1	0.56	0.36	1.18
Tasmania	3.21	0.97	0.14	2.1
ANU	6.44	2.87	2.27	1.3

**TABLE 7: Undergraduate Subject Wholly on Asia: Universities by Discipline**

**Note on headings:**

A = total number of subjects

B = total number of students enrolled in these subjects

C = EFTSU for these subjects

		A	B	C	Total EFTSU
Adelaide	History	1	35	13.8	
	Music	3	33	1.7	
	Economics	1	20	3	18.5
ANU	Geography	1	15	2.5	
	Political Science	4	142	23.9	
	Pre-history & Anthropol	4	43	7.2	
	Economics	1	30	5	38.6
Curtin	Anthropology	5	264	27.6	
	Geography	2	35	4.6	
	History	3	264	26.8	
	Politics	2	26	3.9	62.9
Flinders	Philosophy	1	22	3.2	
	Economics	1	24	4	
	Geography	1	3	0.5	
	History	5	73	12.7	
	Politics	4	82	13.7	34.1
James Cook	History	3	14	7	
	Politics	1	33	11	18
La Trobe	Economics	2	18	2	
	Education	5	24	**	
	Cinema Studies	1	27	9	
	History	10	242	56.5	
	Religious Studies	7	131	43.7	
	Politics	2	99	33	144.2
Macquarie	Anthropology	1	66	6.8	
	Economics	2	66	11	
	Geography	2	69	2.5	
	Literature	1	11	1	
	History	6	141	25.5	
	Politics	4	106	20	66.8
Melbourne	Economic History	1	21	5.3	
	Fine Arts	3	31	9	
	History	2	53	17.5	
	Politics	3	191	31.8	
	Law	3	51	8.3	71.9
		90			

Monash	Anthropology	3	259	42.6	
	Geography	1	7	1.8	
	History	7	171	49.1	
	Economic History	1	55	8.2	
	Politics	3	155	25	
	Visual Arts	1	32	5.3	
	Education	1	-	4	136
Murdoch	Economics	1	41	5.1	
	English & Comparative Lit	1	1	1.4	6.5
Newcastle	History	3	49	11.9	
	Sociology	2	25	10.5	
	Economic History	1	2	1	23.4
New England	History	3	133	31.9	
	Politics	1	43	9.1	
	Sociology	1	50	9.1	
	Economic History	2	67	12.4	62.5
Queensland	Government	10	95	14.4	
	History	14	296	51.5	
	Studies in Religion	2	88	10.9	
	Economics	1	26	3.2	
	Geography	2	82	10.2	90.2
Sydney	Anthropology	6	272	89.8	
	Fine Arts				
	Politics				
	History	6	144	35.5	
	Religious Studies	3	69	33.6	
	Economic History	3	50	**	
	Education				
	Geography	2	80	31.5	190.4
Tasmania	History	3	103	18.9	
	Politics	3	65	11	29.9
UNSW	Economic History	3	69	10.7	
	Economics	2	54	7.4	
	History	6	245	52.2	
	Politics	3	18	1.8	
	Science & Technology Stud	1	19	2.7	
	Sociology	1	14	2.3	
	Theatre Studies	1	9	1.5	78.6

Uni of Tech, Syd	7	74	15.6		15.6
University Coll, NT					
	History	3	56	9	
	Literature	1	4	0.5	
	Politics	4	37	24.3	
					33.8
Western Aust	Anthropology	2	44	15.1	
	History	2	100	28.8	
	Economics	2	67	17.2	
					61.1
Wollongong	History	5	91	21.5	
	Education	1	4	0.5	
	English	1	40	2.9	
					24.9

**TABLE 8: Undergraduate Subjects 25-99% on Asia: Universities**

Note on headings:

A = total number of subjects

B = total number of students enrolled in these subjects

C = EFTSU for these subjects

		A	B	C	Total
Adelaide	Anthropology	1	16	8	119.2
	History	2	224	65	
	Politics	1	120	46.2	
ANU	Pre-history & Anthropology	4	110	18.5	18.5
Curtin	Geography	1	8	0.9	7.3
	Politics	2	49	6.4	
Deakin	Religious Studies	2	200	**	14
	Social Sciences	2	55	14	
Flinders	Asian Studies	1	1	0.2	15.4
	Economics	1	1	0.2	
	Geography	6	65	10	
	Sociology	4	37	5	
Griffith	Australian Environmental Studies	1	47	4.6	32.5
	Modern Asian Studies	4	195	27.9	
James Cook	Geography	2	38	8.3	8.3
La Trobe	History	1	38	12.7	153.1
	Economics	4	495	82.1	
	Religious Studies	1	37	12.3	
	Politics	2	138	46	
Macquarie	Anthropology	5	128	15.9	46.2
	Geography	1	37	4.9	
	Economics	2	29	2.6	
	Demography	2	30	5	
	Education	3	64	8.3	
	History	2	70	9.5	
Melbourne	Anthropology	2	67	11.2	49.3
	Political Science	2	61	30.5	
	Music	1	4	4	
	Law	1	18	3.6	

Monash	Anthropology	4	443	89.8	
	Geography	3	184	46	
	Music	6	61	11.9	
	Economic History	3	306	76.2	
	Economics	3	49	7	
	Politics	6	923	209.5	
	Education	1	4	1	
		2	44	7.25	448.6
Murdoch	Theatre & Drama	2	35	4.8	
	Politics	1	40	5	9.8
Newcastle	Sociology	1	**	6.7	
	Economic History	1	84	21	
	Economics	1	5	1.9	29.6
Queensland	Anthropology	2	58	7.3	
	English	1	43	5.3	
	Education	1	15	3	
	History	2	71	18.2	33.8
Sydney	Anthropology	7	508	72.8	
	History	1	16	7.2	
	Religious Studies	1	**	**	
	Education	6	**	**	
	Geography	1	**	**	80
Tasmania	Music	2	41	10.9	
	Geography	1	40	7.5	
	Religious Studies	1	34	5.8	
	Fine Arts	1	133	25.2	
	Education	1	7	1.4	50.8
Uni of Technol	English	1	4	0.9	
	Politics	1	17	13.5	14.4
UNE	Economics	1	50	15.8	15.8
UNSW	History	2	108	17.8	
	Science & Technology Studies	1	21	2.7	
	Politics	1	10	3.3	
	Psychology	1	28	9.3	33.1
Wollongong	Sociology	1	1	0.2	
	Education	1	1	0.1	0.3
TOTAL			1180 EFTSU		

**TABLE 9: Undergraduate subjects wholly on Asia:  
Colleges of Advanced Education**

**Note on headings:** A = total number of subjects  
B = total number of students enrolled in these subjects  
C = EFTSU for these subjects

	Area Studies			Languages			Discipline Departments			Total		
	A	B:	C:	A:	B:	C:	A:	B:	C:	A:	B:	C:
Swinburne	1	54	7	5	201	41.5	8	380	46.4	14	635	94.9
Darling Downs	14	774	56	4	103	18.5	3	82	5.8	21	959	80.3
Canberra				21	355	51.1	3	79	11.5	24	434	62.6
Capricornia				6	180	48				6	180	48
Victoria College	3	21	2.8	6	138	26.3	1	75	18.8	10	234	47.9
Footscray							4	83	36.5	4	83	36.5
Brisbane							9	332	29.5	9	332	29.5
Mitchell							2	79	20.5	2	79	20.5
Bendigo				6	28	4.7	4	31	8.1	10	59	12.8
Gippsland							2	74	9.3	2	74	9.3
Chisholm							2	52	8.7	2	52	8.7
WACAE				6	31	7.7				9	31	7.7
Melbourne							4	54	7.2	4	54	7.2
Gold Coast				1	29	2.8				1	29	2.8
Ballarat							1	14	2	1	14	2
Armidale							2	17	1.3	2	17	1.3
Northern Rivers							1	10	1.3	1	10	1.3
SAIT							3	207	0.3	3	207	0.3
Catholic CAE							2	23	NA	2	23	NA
Macarthur	9	220	NA							9	220	NA
Nepean							1	17	NA	1	17	NA
Philip							3	22	NA	3	22	NA
<b>Totals</b>	<b>27</b>	<b>1069</b>	<b>65.8</b>	<b>55</b>	<b>1065</b>	<b>200.6</b>	<b>55</b>	<b>1631</b>	<b>207.2</b>	<b>137</b>	<b>3765</b>	<b>493.7</b>

**Table 10: Colleges of Advanced Education  
by Undergraduate Student Load in Asian Languages 1988**

	Language	Enrolment	EFTSU	Total EFTSU
Canberra	Chinese	107	15.3	51.1
	Japanese	248	35.8	
Capricornia	Japanese	180	48	48
Victoria College	Chinese	40	14	26.3
	Indonesian	98	12.3	
Swinburne	Japanese	201	41.5	41.5
Darling Downs	Indonesian	103	18.5	18.5
WACAE	Vietnamese	31	7.7	7.7
	Vietnamese (Interp)	4	1	

<b>Bendigo</b>	<b>Indonesian</b>	<b>28</b>	<b>4.7</b>	<b>4.7</b>
<b>Gold Coast</b>	<b>Japanese</b>	<b>29</b>	<b>2.8</b>	<b>2.8</b>
<b>Footscray</b>	<b>Vietnamese</b>		<b>No figures</b>	
<b>Macarthur</b>	<b>Vietnamese</b>		<b>No figures</b>	
<b>Phillip</b>	<b>Vietnamese</b>		<b>No figures</b>	
<hr/>				
<b>Totals</b>		<b>1065</b>	<b>200.6</b>	



**TABLE 11: Undergraduate Subjects wholly on Asia: Colleges of Advanced Education by Discipline**

**Note on headings:**

A = total number of subjects  
 B = total number of students enrolled in these subjects  
 C = EFTSU for these subjects

		A	B	C	Total
Ballarat	Politics	1	14	1.98	1.98
Bendigo	History	2	17	2.43	
	Politics	1	2	0.33	2.76
Brisbane	Social Studies	9	332	29.5	29.5
Chisholm	Politics	2	52	8.7	8.7
Canberra	History	2	61	8.46	
	Politics	1	18	3	11.5
Darling Downs	Fine Arts	1	25	0.75	
	History	2	57	5.08	5.8
Gippsland	History	2	74	9.3	9.3
Footscray	History	2	46	30.43	
	Sociology	1	37	6.1	36.5
Melbourne	History	2	33	2	
	Politics	1	1	0.167	2.17
Mitchell	History	2	79	20.5	20.5
Northern Rivers	Education	1	10	1.25	1.25
Swinburne	Economics	3	123	13.77	
	History	3	110	14.31	
	Politics	4	149	18.4	46.4
Victoria College	History	1	75	18.75	18.75

**TABLE 12: Undergraduate Subjects 25-99% Asian Content: Colleges of Advanced Education**

Note on headings:

A = total number of subjects

B = total number of students enrolled in these subjects

C = EFTSU for these subjects

		A	B	C	Total
Armidale	Education	2	106	8.2	8.2
Ballarat	Education	1	20	6.7	6.7
Bendigo	Economics	1	14	1.7	
	Anthropology	3	158	13	
	Education	2	12	2.5	17.2
Brisbane	Social Studies	2	63	5.1	
	Textile	1	21	2.6	
	Education	1	51	6.4	14.1
Canberra	Economics	2	54	11.7	11.7
Catholic C of Ed	Social Sciences	1	29	**	
	Education	1	40	4.6	4.6
Chisholm	Ceramic Design	1	38	38	38
Darling Downs	Arts	1	22	1.2	
	Business	1	8	0.9	2.1
Footscray	Sociology	1	37	6.1	6.1
Kuringgai	Economics	1	13	1.3	1.3
Macarthur	Asian Studies	1	37		
Melbourne	Business Studies	1	20	na	
	History & Politics	1	9	1.5	1.5
SAIT	Social Studies	2	37	0.2	0.2
Swinburne	Politics	2	109	14	14
		29	914	125.7	125.7

\*\* excludes figures from Darwin Institute of Technology

**Table 13: Undergraduate student load subjects with over 25 percent Asian content (expressed as EFTSU) as a percentage of total undergraduate student load: Colleges of Advanced Education**

	Percentage Total	Percentage Language	Percentage Asian studies	Percentage Discipline
Armidale	0.81			0.81
Catholic Coll of Ed	0.24			0.24
Kuringgai	0.05			0.05
Mitchell	0.87			0.87
Northern Rivers	0.07			0.07
Macarthur		no figures provided		
Nepean		no figures provided		
Bendigo	1.44	0.21		1.13
Ballarat	0.34			0.34
Chisholm	0.69			0.69
Footscray	1.03			1.03
Gippsland	0.43			0.43
Melbourne	0.25			0.25
Swinburne	2.43	0.98	0.02	1.43
Victoria College	0.83	0.46	0.05	0.32
Philip		no figures provided		
Brisbane	0.65			0.65
Capricornia	1.99	1.99		
Darling Downs	3.42	0.77	2.32	0.33
Gold Coast	0.8	0.8		
WACAE	0.09	0.09		
Canberra	1.85	1.27		0.58
Darwin		no figures provided		

**Table 14: Doctoral Theses on Asia: by Year and Institution 1983-1987**

	1983	1984	1985	1986	1987	Totals
ACAE	0	0	0	0	0	0
ANU	17	18	7	16	10	68
NACT	0	0	0	0	0	0
NMU	3	1	3	3	0	10
NNcU	1	0	2	0	0	3
NU	3	2	8	9	0	22
NUN	1	0	1	1	0	3
NUNE	0	0	4	2	0	6
NWU	0	0	0	0	0	0
QGU	0	2	0	0	0	2
QJCU	1	0	0	0	0	1
QU	6	0	4	5	1	16
SFU	2	1	0	0	0	3
SU	0	1	0	0	0	1
TU	1	1	0	3	1	6
VLU	3	2	3	1	0	9
VMoU	6	6	4	10	0	26
VU	4	1	0	1	0	6
VUCA	0	0	0	0	0	0
WU	3	1	0	0	0	4
WIT	0	0	0	0	0	0
	51	36	36	51	12	186

**Table 15: Masters Theses on Asia:  
by Year and Institution 1983-1987**

	1983	1984	1985	1986	1987	Totals
ACAE	14	0	16	0	0	30
ANU	24	19	33	28	6	110
NACT	0	0	1	0	0	1
NMU	0	0	1	0	0	1
NNcU	0	0	0	0	0	0
NU	5	4	8	6	0	23
NUN	2	1	0	1	0	4
NUNE	9	12	16	7	0	44
NWU	0	0	1	0	0	1
QGU	3	1	0	0	0	4
QJCU	0	0	0	0	0	0
QU	3	2	10	0	3	18
SFU	1	1	2	1	0	5
SU	0	0	0	0	0	0
TU	0	2	1	0	3	6
VLU	0	1	2	3	2	8
VMoU	7	3	9	3	0	22
VU	2	5	4	4	1	16
VUCA	0	0	1	0	0	1
WU	0	0	1	1	0	2
WIT	0	1	0	0	0	1
	70	52	106	54	15	297

**Table 16: Theses (Masters and Doctoral)  
by Country or Region 1983-7**

Asia	9
Bangladesh	33
Burma	9
China	63
East Asia	1
Hong Kong	2
India	54
Indonesia	71
Japan	38
Kampuchea	2
Korea	8
Laos	2
Malaysia	31
Nepal	11
Pakistan	10
Philippines	24
Singapore	4
Southeast Asia	2
Southern Asia	2
Sri Lanka	20
Thailand	30
Vietnam	20
West Asia	8

**Table 17: Number of Theses (Masters and Doctoral)  
by discipline 1983-7**

Major Discipline:

Humanities	75
Social Sciences	163
Commerce	133
Education	51
Planning etc	9
Technical	16
Natural Science	1

Specific Discipline:

Accounting	1
Administration	1
Agriculture	13
Anthropology	13
Architecture & Planning	6
Archaeology	1
Art and Crafts	1
Demography	41
Economic History	7
Economics	117
Education	51
Engineering	1
Environmental Science	1
Ethnicity	1
Forestry	1
Geography	2
Geology	7
Health and Medicine	7
History	42
International Relations	7
Law	4
Libr'ship and Info Sci.	4
Linguistics	23
Literature	21
Music	2
Philosophy	2
Politics	33
Prehistory	1
Psychology	0
Religious Studies	22
Science	0
Social Work	2
Sociology	19
Surveying etc	3
Theatre	1
Transportation	1

**Table 18: Theses on Asia by Type, Region and Year.**

*Key:*

D            Doctoral Thesis  
M            Masters Thesis  
'83...       Year Submitted

	D'83	M'83	D'84	M'84	D'85	M'85	D'86	M'86	D'87	M'87	Sums
<b>Asia</b>											
Anthrop.				1							1
Comparative											0
Demography		1		1							2
Economics					1	1					2
Politics			1				1	1			3
Sociology							1				1
<b>Bangladesh</b>											
Agriculture		1									1
Demography			1	1		1		2			5
Economics	3	6		1	1	8	1	1			21
Engineering						1					1
Politics	2										2
Health and M						1					1
Sociology						2					2
<b>Burma</b>											
Demography				2			1				3
Economics		2				2					4
Health & M									1		1
History			1								1
<b>China</b>											
Archaeology					1						1
Demography					1		1	1			3
Economic H			1					1			2
Economics						1	1	1			3
Education		12				1		2			15
Geography											0
History	2	1	2	1	5	2	1				14
Law						1					1
Lib. & Info					1			1			2
Linguistics	1	2				1		1	1		6
Literature	2	2				2		1			7
Music			1								1
Philosophy			1								1
Politics	2		1			1					4
Religious St					1						1
Science											0
Sociology						2					2
<b>East Asia</b>											
Internat. R.											0
History	1										1
<b>Hong Kong</b>											
Education								1			1
Sociology				1							1

<b>India</b>										
Anthrop	1		1				1	1		4
Arch & Pl'g		1			1					2
Art and Crafts						1				1
Demography			2					1		3
Economics				1	1	1				3
Economic H					1					1
Geology				1						1
History	7		2	1		2	1	1		14
Law				1						1
Literature		1		1		2				4
Philosophy						1				1
Politics				3	2					5
Psychology										0
Religious St	1		2			2	1	2	1	10
Sociology			1							1
Social Work						1		1		2
Transportn	1									1
<b>Indonesia</b>										
Anthrop	1	1			2				1	5
Agriculture		1					3	1		5
Arch & Plan					1					1
Demography	1	2				2		2		7
Economics	2	5			2	3	1	2		16
Economic H						1				1
Education	2				1		2	1		6
Geography										0
Geology	1			1					1	3
History		2	1				1			4
Law		1								1
Linguistics	1		1							2
Literature						1	1			2
Music					1					1
Other	1									1
Politics	1	2					2			5
Religious St		1			2				1	4
Sociology	1				1		1			3
Surveying etc		2							1	3
Theatre							1			1
<b>Japan</b>										
Accounting			1							1
Art and Crafts										0
Demography								1		1
Education		2		1					1	4
Economics					2	3	1	1		7
Economic H										0
History		1					2			3
Internat.R								1	1	2
Linguistics	1	2		2		2	1	1		9
Literature	2	1			1					4
Politics					1	1		1		3
Religious St					1					1
Sociology			1			2				3
<b>Kampuchea</b>										
History	1									1
Politics						1				1



<b>Korea</b>							
Demography							0
Economics		1		1	1	1	4
Geology	1						1
History		2					2
Literature		1					1
<b>Laos</b>							
Sociology	1						1
Politics			1				1
<b>Malaysia</b>							
Anthrop				1			1
Demography	2	1		2		2	7
Economics		2	2	4	2	4	14
Education							0
Geography				1			1
Geology	1						1
Health & M				1	1		2
Internat. R						1	1
Law	1						1
Lib & InfoSc				1			1
Linguistics							0
Politics				1			1
Sociology	1						1
<b>Nepal</b>							
Demography		2					2
Economics	1		1	2		2	6
Education							0
Forestry				1			1
Health and M				1			1
Religious St				1			1
<b>Pakistan</b>							
Agriculture		2			1		3
Anthrop							0
Demography	1					2	3
Economics		1		2	1		4
Internat. R							0
Politics							0
<b>Philippines</b>							
Administ.				1			1
Agriculture	2						2
Anthrop	1						1
Arch & Plan					1		1
Demography		1		1			2
Economics	2	1		3		1	7
Education	1		1		1		3
Economic H	1						1
History							0
Politics			1		1	1	4
Religious St				1			1
Sociology		1					1

<b>Singapore</b>									
Anthropol.									0
Architecture			1						1
Economics							1	1	2
Linguistics									0
Sociology							1		1
<b>Sri Lanka</b>									
Agriculture	1		1						2
Anthrop									0
Economics	2			1	2	3	1		9
Education	1						1		2
Ethnicity							1		1
Geography					1				1
Lib & Info Sc					1				1
Politics			1						1
Religious St					1				1
Sociology		1			1				2
<b>Singapore</b>									
Arch & Pl.									0
Economics						2			2
History									0
Linguistics						1			1
<b>SE Asia</b>									
Economics		1					1	1	3
Education		1							1
Internat. R							1		1
Politics						1			1
<b>Southern Asia</b>									
Economics			1						1
Education									0
Politics							1		1
<b>Thailand</b>									
Anthrop				1					1
Arch & Pl.					1				1
Demography					1		1		2
Education	2	1	1	1	2				7
Economics	1			1		4	2	1	9
Ec. History							2		2
Env.l Sc				1					1
Demography	1								1
Geology			1						1
Health & M								1	1
Internat.l R									0
Linguistics				1					1
Literature							1		1
Politics							1		1
Religious St						1			1
<b>Vietnam</b>									
Education						12			12
History				1					1
Internat R		1				1		1	3
Linguistics						4			4

<b>West Asia</b>											
Anthrop											0
Demography			1								1
Health and M	1										1
History				1							1
Linguistics											0
Literature			1	1							2
Politics						1					1
Prehistory									1		1
Religious St									1		1
<b>Totals</b>	<b>50</b>	<b>67</b>	<b>34</b>	<b>39</b>	<b>39</b>	<b>102</b>	<b>50</b>	<b>53</b>	<b>12</b>	<b>15</b>	<b>461</b>



## THE TEACHING OF ASIAN LANGUAGES

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4.1 This chapter is an overview of the teaching of Asian languages in higher education. It analyses the major problems, discusses possible solutions and investigates alternative methods of language teaching. There is also a profile of first year students of Asian languages and a discussion of Asian language teaching experience in other countries.

4.2 In interviews and submissions, and in response to questionnaires, students and employers alike made it clear that they expect fluency at the end of a tertiary degree in an Asian language. Under the present system of a three year undergraduate degree this is very difficult to achieve in the time currently allotted to language classes. We suggest 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.

4.3 The effectiveness of Asian language teaching is also discussed. If programs are effective, and produce quality graduates, Asian language study will be more attractive to students. It will also go some way to meeting the expectations of employers, although we suggest that they have a responsibility to continue the training of their employees, particularly by providing them with the opportunity to work and study in the target country.

4.4 We recommend the establishment of a National Centre for Applied Linguistics, as a positive step to improving language teaching methodology in Australia, at both tertiary and pre-tertiary level. The Centre should have a national policy base, but operate as a decentralized organization working closely at the local level with practicing teachers and academics.

4.5 We recommend also the formulation of common measures of proficiency in Asian languages. These measures of proficiency will need to be established through research and consultation by the proposed National Centre for Applied Linguistics and the National Accreditation Authority for Translators and Interpreters (NAATI). We recommend that NAATI administer the proficiency measures. These common measures will establish proficiency levels for individual students, allowing them flexibility of movement between programs and institutions. Employers will also have yardsticks by which to measure the skills of employees and potential employees. As well, common proficiency measures will enable controlled research into the effectiveness of different teaching methodologies. This will be a further step towards improving the quality of graduates in Asian languages by determining the most effective teaching methodologies for particular languages, at particular levels, and for particular purposes. This must be established if teachers are to be properly trained and if the number of Australians fluent in an Asian language is to be substantially increased.

## MAJOR PROBLEMS

4.6 An Inquiry such as this necessarily focuses on problems and weaknesses in the education system. It is important, though, to state at the outset that much has been achieved over the past thirty years in Asian language teaching in higher education. Thousands of graduates have been produced, many of them fluent in one or more Asian language. Some have gone on to use their Asian language skills in making major contributions to Australia's economic, social and political life. Business, government, education and the legal profession, as well as Universities themselves, have all benefited from high quality graduates who obtained their first experience of an Asian language in an Australian University or College of Advanced Education. Until the last year or two, few people in business, government or the wider university community greatly valued the work of teachers of Asian languages. They were frequently confined to the margins of institutional and government priorities.

4.7 The wider context in which Asian language teachers work has changed dramatically in recent years. Asian languages are now seen as of national importance. There are signs that the work of Asian language teachers at all levels is beginning to be more highly valued. Governments have placed on record their convictions that the study of Asia and its languages is a national priority. Students are attracted to Japanese in record numbers, with every prospect that this will flow over into considerably increased student demand for Chinese, Indonesian and other Asian languages. In this changed climate of government, business and public opinion, it is timely to review critically the strengths and weaknesses of the teaching of Asian languages.

4.8 The central proposition of this chapter is that the number of students studying an Asian language in higher education must increase substantially and that the quality of language skills acquired at graduation must be improved. It is important to maintain the highest possible standards at the same time as enrolling greatly increased numbers of students. There is no point in proliferating language courses unless they are of the highest quality. We strongly support the view of the Australian Advisory Council on Languages and Multicultural Education (AACLAME), which in its submission stated that:

It is better for the higher education sector to maintain high quality language programs which attract well-motivated students, and which may produce comparatively small numbers of graduates who nevertheless have high level skills which are of real use to the individuals concerned and to Australia, than to allow the uncontrolled proliferation of courses whose products may have only a rudimentary and effectively inadequate knowledge of the language.

4.9 Increasing both quality and quantity of language graduates is possible. It is to this end that the analysis in this chapter is directed. This first section focuses on major problems needing urgent attention in order to raise the proficiency of graduates



## Contact hours of teaching

4.10 The normal undergraduate language subject has between 5 and 8 teaching hours each week. This is inadequate if the aim of the program is to achieve basic fluency. If we take as a mean 6 teaching hours a week for 28 weeks of the year, a student attends 168 hours of lectures and tutorials in one academic year. Over a 3 year period, the average student receives about 504 hours of language teaching.

4.11 US government estimates recommend an average of 840 hours for European languages, 1,140 hours for Indonesian/Hindi, 1,800 hours for Thai/Vietnamese and 2,400 hours for Arabic/Chinese/Japanese/Korean. These are estimates for time taken to achieve basic proficiency. The estimate for learning Indonesian/Hindi is more than double the time Australian students receive, and for Japanese, Chinese, Korean and Arabic it is almost five times more than our undergraduates can expect.

4.12 Finding more hours for contact time in crowded undergraduate schedules is not going to be easy, especially for students in law, commerce or education faculties or in programs requiring laboratory-based subjects, such as science or engineering. Later in this section we suggest some alternatives for increasing the intensity of language teaching.

## Teaching methodologies for Asian languages

4.13 Teaching methodologies for Asian languages must be updated, made more flexible and more innovative, and common measures of proficiency established and implemented. Since the early 1970s language teaching theory has focussed increasingly on the needs of learners. Often referred to as the "learner centred approach", there is concern to define the range of competences a learner must have to be an effective communicator. These include linguistic and socio-linguistic, discourse, strategic, socio-cultural and social competence. Many of the current concerns in Asian language teaching are being addressed in Australian institutions and overseas. The Council of Europe's project *Learning and Teaching Modern Languages for Communication*, dealt with concerns very similar to ours, particularly the need to encourage teachers to achieve a more communicative approach to language teaching.<sup>1</sup>

4.14 Our language consultants stressed the importance of using a teaching style or methodology which facilitates the achievement of defined goals. They quoted one educator who observed that, "...there has been a gradual recognition of the need to balance precision in planning objectives and content with close attention to the entailed development of classroom implementation." They also cite the work of Marton, a renowned applied linguist, who explains that no single teaching methodology is inherently superior to others, "...rather, it is a matter of choosing the method most appropriate for a particular language teaching situation". Marton's work goes on to explore the possibilities of methodological combinations or sequences, where a program can

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<sup>1</sup> See, *Consolidated report on the school interaction network*, Council of Europe, Strasbourg, 1987, pp. 17-19.

use several types of teaching strategy if these will help learners achieve the program's goals. A program designed in this way might use set periods of very intensive teaching combined with less intensive methods in combination with a period of immersion experience. We see this kind of flexibility and innovation as being one way of raising proficiency levels. We stress, however, that choice of teaching method is a very individual matter, and teachers are most effective when they have confidence in their teaching style and feel comfortable in the teaching situation.

4.15 The language profession is unable to agree on the 'best' teaching methodology. Diverse positions are strongly held by people who are equally recognized as fine language teachers. For this reason, we have not sought to establish guidelines for more effective language teaching methodology. Indeed, methodologies vary not only according to the convictions of individual teachers but also according to the language being taught. In the final analysis, what matters is the level of proficiency achieved by students. In the absence of criterion-based measures of proficiency, arguments over methodology are irresolvable. The adoption of common measures of proficiency, as recommended below, will greatly assist in assessment of the effectiveness of different approaches.

#### **Structure of degree courses**

4.16 Courses must be structured more flexibly in order to allow for more contact hours or more intensive teaching. It is not necessary to remain locked into the traditional structure of sequential majors and minors. The proposed accelerated Chinese and Japanese programs at ANU illustrate one form of variation. The Department of Modern Languages at the Western Australian CAE is considering increasing the viability of its language programs by offering students a choice of vertical or horizontal course structuring. The vertical intensive pattern seems very similar to the ANU accelerated program, where a heavy language load will be carried in the first and second years.

4.17 The horizontal structure is based on rate of learning (whereas the vertical structuring is according to content). The variables in rates of learning are intensive, semi-intensive and non-intensive. The intensive rate would be 4 language units per semester, semi-intensive should be 2 units per semester and one unit per semester is non-intensive. Students can vary their rates and, for example, begin with an intensive rate and move later to a less intensive rate. The opportunity for interchanging units in Years 2 and 3 provides flexibility for students and improves unit viability for departments.

4.18 The Department of East Asian Studies at Melbourne University has re-designed its courses for 1989 so that 5 levels of Japanese language subjects are offered. All are offered in the normal 6 hours per week pattern, but the advantage is that students with some Japanese language experience on entering the University can commence at the appropriate level (determined by a placement test) and progress sequentially throughout their degree program. It is conceivable that an intensive summer course might enable a sixth or even a seventh level to be created, thereby further increasing opportunities for students to improve proficiency.

4.19 The advantages of different degree structures would be acknowledged by most Asian language teachers in tertiary institutions. The major difficulty is that additional hours for language teaching can be obtained only in one of three ways. First, degrees could be lengthened by a year - an option we discuss below. Second, language subjects could be increased from 6 hours per week to, say, 10 hours per week. This would be costly, but even assuming the extra resources could be provided, unless other changes are made to degree structures it would simply result in intolerable loads on students. Many students are finding it difficult coping with Asian language subjects as presently structured, given the demands of other subjects. Third, language content in courses could be increased at the expense of other subjects. This would satisfy those students wanting to study a language and nothing else, but would not lead to balanced degrees nor to a more employable student. We believe that the only viable options are lengthening a degree that contains a language major by one year, or offering intensive advanced level courses during summer vacations which students could take outside their degree structure. These must be linked sequentially to normal credit earning courses so that after completing an intensive course a student could immediately proceed to a more advanced course in the next academic year.

#### **Goals of courses**

4.20 The goals and objectives of Asian languages courses should be more explicitly stated at the departmental and course level. Teaching methodology should match these aims. At the moment, many students - and, indeed, many employers as well - have unrealistic expectations of what can be achieved in one or two years study of an Asian language. An explicit statement about the goals of a course enables student to have realistic expectations about the outcome of their course.

4.21 It may be helpful to undertake a needs analysis before defining the goals of a program. Such an analysis would consider objective needs (for example, the situation of the language use, the level of language proficiency required by the student) and subjective needs (related to the learners: for example, aptitude, motivation, preferred learning style and pace).

#### **Coordination of Language Programs**

4.22 There must be greater coordination between language courses at primary, secondary and tertiary levels than is currently being achieved. The tertiary system must be prepared to pick-up and further extend language students from the secondary system. At present there are too few programs specifically designed to continue and build on the knowledge of matriculants. Most often they are given credit for their secondary studies by being placed in a second year, rather than a first year, tertiary course. This is rarely satisfactory. Departments claim that they cannot offer streamed courses which extend the skills of advanced students because they lack the staffing resources. Resources must be provided by institutions in order that Asian language departments can capitalize on the years of pre-tertiary language training increasing numbers of

students have on commencing a degree.

4.23 The ALL Guidelines present a structured track of progression through the pre-tertiary levels. Mr Lo Bianco, Chairman of AACLAME, is convinced that the success of secondary programs depends on the strength of primary programs. He is designing a pilot project in selected Victorian primary and secondary schools to teach foreign languages, including Asian languages. He will use the concept of cluster schools (several primary schools cooperating with and feeding into a "hub" secondary school), creative teachers and intensive teaching for brief periods such as language camps. These are lighthouse projects which it is hoped, other schools will seek to emulate. In Queensland a similar system is already operating for Chinese.

4.24 It is extremely important to create a more effective nexus between secondary and tertiary education for Asian language students. Japanese, Chinese and Indonesian Departments already face the problem of deciding where to place students who have studied these languages at school. We acknowledge that institutions should have flexibility in their approach to individual student placement. However, we strongly urge that the real situation be addressed and that credit be given to students with proven language skills, so that their knowledge may be developed and their full potential realized. Good secondary students are one of our richest resources for increasing the number of Australians with advanced language skills. The Asian Studies Council is currently supporting the development of national curricula, from primary to secondary level, in a range of Asian languages, based on the ALL guidelines. This will place direct demands and expectations on tertiary language teaching methodology.

#### **Recommendation 4**

*We recommend that Universities and Colleges of Advanced Education monitor the progress and outcome of the national curricula program in Asian languages, with a view to assessing the impact on higher education language curricula.*

#### **Skills of bilingual students**

4.25 Institutions must stop including native or near-native speakers in the same classes as beginners or non-native advanced students. The problem is quite common for Asian language programs in higher education. Classes which contain native and non-native speakers are unsatisfactory. Including native or near-native speakers in courses designed to teach a language as a second language is demoralizing to those who are struggling to learn the language. This is a particular problem in Chinese and Indonesian language courses, where the levels of native or near-native speakers in many programs is quite high, sometimes as high as fifty percent. Their presence boosts the student load of the department teaching the language but does nothing for the effectiveness of the learning process.

4.26 However, the language skills of bilingual students should be recognized and extended. Courses to develop the skills of bilingual students must be developed. Vietnamese is one of the few Asian languages taught at advanced level in Australia which builds on the knowledge of native speakers. Bilingual students

are a very important asset. Given advanced language courses and teacher education, they could become an important source of Asian language teachers in schools, TAFE Institutions, Universities and Colleges of Advanced Education. ACLAME has focussed on this problem in its submission. It suggested to the Inquiry that:

At least one institution offering each language should have sufficiently flexible course offerings to allow entry points for first year study and a full degree program for native-speaking students and students who have completed a full high school program or a partial high school program in the language, as well as beginning students.

#### **Recommendation 5**

*We recommend that one tertiary institution in each state provide courses which cater for students with bilingual skills in Asian languages.*

#### **Integration of languages with other courses**

4.27 There must be considerably improved coordination between language programs and programs in other disciplines. Senior staff in Economics and Business Faculties frequently stated that there could be improved coordination across disciplines. Re-examination of language programs and consultation with colleagues in other disciplines will greatly enhance the usefulness of language courses for students enrolled in combined degrees or cross discipline courses. This is not a problem of timetabling or degree rules. It is a question of offering Asian courses to professional disciplines which will complement their professional training and equip them with language skills which will enable them to communicate with their Asian counterparts. Language departments cannot design these specialized courses without consultation with the relevant professional programs. Many Asian language departments have tended to be inward looking in the past decade, partly as a defensive reaction at a time of declining resources and student numbers. This must be reversed if they are to capture and maintain the interest of increasing numbers of students who will be viewing the study of Asia and its languages in a much more positive way.

#### **Recommendation 6**

*We recommend that humanities and social science faculties in higher education give a high priority to considerably improving coordination between Asian language programs and programs in other disciplines and that Asian language departments give a high priority to designing specialized courses in consultation with relevant professional programs.*

#### **Literature subjects**

4.28 The study of culture and literature has come under criticism in recent years. Defensive reactions have been widely publicized but the more thoughtful and wise reflections have received less attention. There is now tending to be an acknowledgement that the best education is a combination of humanist and non-humanist approaches.

4.29 The current reputation of literature departments in higher education is not strong. The perception is that they are irrelevant and lack rigour. There is obviously a need for review and self-assessment by literature departments, and their courses do need strengthening and revitalizing. However, we have shown in chapter 3 that literature subjects are only a very minor part of the curricula of Asian language departments and Asian studies programs, schools or faculties. Whatever criticism might be directed at Asian language departments or Asian studies schools/faculties, it is simply inaccurate to accuse most of them of an over-emphasis on the study of literature.

4.30 Literature is language and neither stand alone. Literature teaching should make this evident to all students. As an integral part of language study it provides the opportunity to pause and reflect on the function of language. The study of literature is essential for monitoring language change and for socio-cultural research. The art of translation faces its greatest challenge in the transposition of literature from one culture and thought world to another. An exciting and challenging area of research is the analysis of literature using the concepts developed by linguistics. Semiotics is only one aspect of this approach. Those who teach literature subjects in Asian studies or language departments should take heart from the current educational debate and use the opportunity to promote their teaching and research and reinvigorate their programs.

#### **Special purpose and short courses**

4.31 There is a great need for special purpose and short courses, including courses on language maintenance. The demand for such courses is likely to increase substantially in the next decade. The National Strategy of the Asian Studies Council referred to the need for higher education to be "...drawn into a national effort to provide catch-up adult education and external courses, particularly for people in employment, and parents who have missed out on Asia education..."<sup>2</sup>. It is vital that such courses be exceptionally well designed and taught. We have discussed this in some detail later in this chapter and suggest that institutions offering short courses for the first time seek advice from institutions which have some experience of the problems involved in course design and teaching. Advisory bodies can ensure that these special purpose and short courses maintain high standards and fulfil the expectations of both learners and employers.

### **THE FOREIGN LANGUAGE CONTEXT IN AUSTRALIA**

4.32 Despite years of teaching and promoting the study of languages other than English, Australia remains basically a monolingual nation - at least for those Australian-born and educated. Most of the older generation of Australians were taught a European language for part of their schooling, some studied for five years, yet few were able to speak the language at the end of high school. Our isolation from Europe, and our ability to get by without knowing a second language has resulted in language acquisition being regarded as an option rather than a necessity. But changes in the composition of our population to a mix which is increasingly of non-British origins, and the shift of international trade to the countries of the Pacific rim has

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<sup>2</sup> *National Strategy*, p 28

led gradually to a recognition that we remain monolingual at a substantial cost.

4.33 At the same time, educators, politicians and business people have been concerned that Australia see itself in a global context.

...it is no longer tenable for Australians to compare themselves only with other Australians. Across a wide range of public, educational, and occupational activities, Australians now compete internationally, especially in the Asian and Pacific region...It does not seem to have been understood yet, or the practical consequences acknowledged, that what is taught and learnt in Japan, China, Canada, New Zealand, Fiji or Brazil by the same age-grade cohort is of enormous relevance to Australian students. It is those overseas students with whom progressively Australia's own students will be competing, especially since Australia is a country with such a comparatively small population.<sup>3</sup>

4.34 In economic terms we are increasingly dependent on trade with Asia, particularly East Asia. Although our trade with the countries of the Western Pacific has increased, our share of that trade actually declined from 11.8 percent in 1971 to 6.5 percent in 1984.<sup>4</sup> It has been argued by many that Australia could improve its participation in that trade if we had a better understanding of socio-political and economic systems of the western Pacific and, in particular, if we became better able to communicate in those languages.

4.35 At the local and national level, Australia's migrant communities have pressed for the education system to recognize the benefits of a bilingual population by supporting community languages in pre-tertiary education. The education system has responded to this call and many programs have been initiated in secondary and primary schools in languages other than the traditional duo of French and German.

4.36 In 1987, the Government supported the formulation of a National Policy on Languages. The policy recommended government support for languages of geo-political significance to Australia:

Australia's economic, trade, diplomatic, intellectual, cultural, political and security interests require that a large pool of Australians gain skilled and proficient knowledge of the languages of our region and world languages...<sup>5</sup>

4.37 Renewed interest in foreign language learning in Australia has stimulated self-reflection and produced well-based rationales for studying a language other than English. The National Policy on Languages stressed that since most education systems in the world give a prominent place to language learning, Australian children are disadvantaged if they do not have the opportunity to learn a second language.<sup>6</sup> It is also now clear that those who have already learnt a second language will learn a third (and subsequent) language more effectively than monolinguals who attempt a second language for the first time.<sup>7</sup> If second language acquisition begins in primary schools, as foundation learning, the machinery for mastering further languages will be in place.

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<sup>3</sup> *Skilling the Australian Community: Futures for Public Education*, ed. Hedley Beare and Ross H. Millikan, Univ of Melbourne, 1988, p.6.

<sup>4</sup> *A National Strategy for the Study of Asia in Australia*.

<sup>5</sup> *National Policy on Languages* p.7.

<sup>6</sup> *National Policy on Languages* p.191.

<sup>7</sup> *Australian Language Levels Guidelines*, book 1, p.18.

4.38 Despite the changes at government level, the intellectual and cultural rationales for foreign language study have either not been taken on board by the majority of Australians, or are found unconvincing. Many have the opportunity to study a foreign language, but very few present for matriculation level or tertiary training. The National Policy on Languages notes that twenty years ago, 40 percent of students at matriculation level studied a second language, but that the current figure is only 12 percent. Of course, some universities still had a compulsory language requirement for matriculation twenty years ago. But the decline has continued many years after compulsory language requirements were abandoned.

4.39 Recent research has stressed that success in language learning has much to do with societal attitudes<sup>8</sup> and that the languages offered must be relevant to learners' needs and interests.<sup>9</sup> Until very recently, there was almost no motivation and little reward for Australians to achieve reasonable levels of proficiency in a foreign language. The teaching profession was one of the few careers open to linguists, but the rewards were modest and status within the teaching profession itself not high.

4.40 In the last few years we have witnessed a reversal of the 'typical' Australian attitude to foreign language. The rush across Australia in 1988 to learn Japanese has been overwhelming and has severely strained resources. The critical factor in this reversal seems to be a widespread appreciation of the importance of the Japanese language by the Australian community in general, and by employers in particular. There is an expectation that knowledge of Japanese (even in small amounts) will enhance employment prospects and that acquiring this knowledge will bring rewards. Status is now attached to studying Japanese. The importance of this for retention rates in tertiary language classes seems crucial, according to the research of Farquhar, McMeniman and Zuber-Skerrit.<sup>10</sup> The perceived need for Japanese language skills in the professional or vocational areas of law, commerce, economics and even engineering is resulting in the inclusion of special Japanese language units in these degrees. There are also opportunities for combined degrees in Japanese (and Chinese) and professional areas. The linking of prestigious degrees such as law and engineering with a language is beginning to make language study acceptable and even respected more widely in the professions.

4.41 In 1988, for perhaps the first time in Australia, there are signs of a strong motivation for the study of a foreign tongue. With the increased demand for Japanese (and to a lesser extent Chinese) a growth period has begun for Asian language teaching in Australia. In order to sustain this new interest in language, and for the future credibility of foreign language programs, the quality of our teaching must be exceptional and able to satisfy the expectations of learners.

4.42 The current demand for Japanese language courses is largely driven by the perceptions of students (and, equally importantly, of parents and teachers) that learning Japanese is worthwhile for their career. This

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<sup>8</sup> Bowden and Quinn, *Approaches to the Teaching of Asian Languages in Australia*, p.22.

<sup>9</sup> *ALL Guidelines*, p.9.

<sup>10</sup> "Attrition for Second Languages at the Tertiary Level. A Pilot Study of Asian Languages", forthcoming.



generates a strong motivation to succeed. Educators have the opportunity to create programs which will not only lead to proficiency, but which may also achieve attitudinal changes in learners towards the target culture. Learning a foreign language is not a question of mirroring English forms in a foreign vocabulary. It is the ability to acquire and express new cultural patterns not just vocabulary items. In the socio-cultural approach to Japanese language teaching "... the target cultural patterns are taught as explicitly as the formal features of the target language."<sup>11</sup>

4.43 There are four aspects of language which must be taught in all programs:

- \* how to act in accordance with the socio-cultural conventions of the target language speech community

- \* how to mean (that is, how to interpret, express, and negotiate meanings, and combine them to create coherent text, according to the conventions of the target language community)

- \* how to say (that is, which lexical and grammatical forms to use to express meanings)

- \* how to sound (that is, which phonological and graphological forms to use in speech and in writing)<sup>12</sup>

4.44 Although the emphasis on each element may be varied to meet demands of time or circumstance, all must be included.

4.45 The desire of some (both educators and students) to view language purely as a commercial aid has led to the creation of 'special purpose' language courses. These will be discussed below, but it is worth noting in this context that if such courses teach only a list of 'useful' phrases, and omit any of the four aspects listed above, they will be counter-productive. Our discussions with employers indicate that a majority of those we met are as interested in the socio-cultural context of the target language as in the "useful phrases". Many would rather support a detailed briefing course for their staff about the political, economic and socio-cultural aspects of an Asian country rather than a rushed and limited crash language program.

4.46 The present interest in Japanese underlines the difficulty of predicting with any great precision language demand in Australia. In the 1960s and early 1970s Indonesian, not Japanese, was in fashion and experienced a similar upswing. New programs in Indonesian were launched in schools and tertiary institutions and enrolments were impressive. But interest was not sustained in all areas of Australia at the initial high level. In 1972, for example, 977 candidates presented for the New South Wales matriculation examination in Indonesian, but this number steadily declined to 564 in 1979. In Victoria however, the numbers rose from 93 in 1972 to 362 in 1979.<sup>13</sup> In the late 1970s, 13 Colleges of Advanced Education offered Indonesian language, but by 1988 only 4 were still teaching it. In the early 1980s, 4 of them had discontinued their teaching of Indonesian.<sup>14</sup> The conclusion must be that demand for individual languages will not remain constant, consistent, or evenly spread across states. There is no reason to expect that enrolments in Japanese

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<sup>11</sup> See Bowden and Quinn, pp.15-16.

<sup>12</sup> Halliday 1973, 1975, 1976 and 1978), cited in *ALL Guidelines*, p.21.

<sup>13</sup> *Asia in Australian Education*, vol.2, p.46.

<sup>14</sup> *Op cit*, vol.2, p.32.

will remain at the current levels (they could go up or down). It is also quite possible that another language (Chinese or Korean, for example) may become "fashionable" in five or ten years time.

4.47 It follows from this that the only effective long-term strategy for the tertiary sector to address the peaks and troughs of language demand is to focus not on particular languages, but on the mechanisms for delivering language courses and on language teaching methodology, which provides the actual basis for managing shifts in demand. Over-reaction to the specific case of one language is detrimental to longer term language planning and leaves Australia vulnerable to changes in world interests.

4.48 We believe that foreign language learning can be attractive if we fulfil the expectations of learners and employers about the outcomes of language programs. We have heard repeatedly from students and from employers that they desire fluency in contemporary language from graduates. To date, too few programs, particularly in character based languages, achieve the levels of fluency required by graduates or employers.

#### ASIAN LANGUAGE TEACHING IN 1988

4.49 The following overview of Asian language courses currently offered is based on information from the Inquiry's database, submissions from individual institutions and personal visits to institutions. The information is presented for each language by state and by institution.

4.50 The overview of each language is followed by a section of general comments on particular programs. Not every program or every institution is mentioned. The intention is to highlight particular issues which came to our attention from submissions and interviews, and which might be of general interest to those concerned with the development of Asian language teaching in Australia.

4.51 The 1980s have seen a decline in the number of students who study a foreign language in higher education. The decline has been most noticeable in European languages. The numbers studying Japanese have increased steadily since 1984 (and dramatically in 1988), the numbers studying Chinese have increased a little, while the numbers studying Indonesian have declined. In 1980, about 7 percent of university students and 1 percent of College of Advanced Education students studied languages, but by 1987 the percentages have dropped to about 2 percent and 0.75 percent respectively. The lower percentage in Colleges of Advanced Education reflects the generally smaller number of language courses compared with universities. This is a matter for concern because a high percentage of teachers receive their BEd and DipEd training in Colleges of Advanced Education. The increased enrolments in Japanese in 1988 has increased the percentage of students studying an Asian language, but, as we have seen in chapter 3, only to about 0.6 percent of total undergraduate student load.

4.52 The terms of reference for this Inquiry specified that we address the status in higher education of two tiers of Asian languages: firstly, Chinese, Japanese and Indonesian; secondly, Thai, Korean and Vietnamese. Since the formulation of the terms of reference Hindi has been added to the second tier of languages.

4.53 Arabic has not been nominated by the Asian Studies Council as a language to be included in the Inquiry. The National Policy on Languages, however, has listed Arabic as one of the 9 languages of "wider teaching" which it recommends be provided for in our education system. There is some disagreement as to whether Arabic is properly included as an Asian language, but because of its importance as the language of Islam, as well as its importance for Australia's trade with the Middle East, we have included a brief discussion in this overview. There is a need to maintain our current offerings in Arabic at tertiary institutions and to be prepared for an increase in demand which will probably occur in the next decade.

#### Overview of language courses: Chinese

Thirteen institutions currently offer Chinese, 9 universities and 4 colleges, distributed across Australia as follows:-

NSW	VIC	QLD	WA	SA	TAS	ACT	TOTAL
Macq U	Melb U	Griffith U	WACAE	Adel U	-	CCA	
Sydney U	Vic Coll	Qld U	Murdoch U			ANU	
	Monash U	Dring Dwns					12

Tasmania remains the only state where Chinese is not available at any tertiary institution.

**Table 1**

#### Undergraduate enrolments in Chinese language: Universities and Colleges of Advanced Education 1988 (expressed in EFTSU)

	Yr 1	Other	Total
<u>NSW</u>			
Macquarie	12.4	26.9	41.7
Sydney	18.5	19.7	38.2
<u>VICTORIA</u>			
Melbourne	15.25	37.65	52.9
Monash	7.5	12.33	19.83
Victoria College	8.65	5.38	14.03
<u>QUEENSLAND</u>			
Griffith	8.88	35.01	43.89
Queensland	17.51	16.47	33.98
Darling Downs	No figures provided		

<b><u>WESTERN AUSTRALIA</u></b>			
Murdoch	13.3	8.1	21.4
WACAE			
Interpreting/Translating		2.75	2.75
<b><u>SOUTH AUSTRALIA</u></b>			
Adelaide	22	21.5	43.5
Flinders (taught at Adelaide University)	26		6.5
<b><u>ACT</u></b>			
ANU	8.5	19.2	27.7
CCAE	5.01	10.29	15.3
<b>TOTAL EFTSU CHINESE 361.68</b>			

### General Comments

#### 4.54 New South Wales

Macquarie University offers training in DipEd for students of Chinese. Teacher training for all other Asian languages in NSW is provided by the Sydney Institute of Education. Chinese at Macquarie is strongly linked to the economics program.

Sydney University offers a full four-year honours program as well as postgraduate degrees. It is closely linked to programs in literature

#### 4.55 Victoria

Monash is only able to offer a major on a rotation basis, though it hopes to develop a full major and an Honours course. The only postgraduate degree available in Chinese is an MA in linguistics.

Victoria College offers a 'practical' course where students are taught to read newspapers and contemporary language. The College would like to be involved in a pilot project to teach Chinese at a primary school in Victoria.

#### 4.56 Queensland

Darling Downs offered Chinese for the first time in 1988.

#### 4.57 South Australia

University of Adelaide organizes an annual 8 week summer intensive course in China. It has an agreement with Flinders University whereby students from Flinders may enrol for Chinese (and Japanese) at Adelaide, while students at Adelaide may enrol for Indonesian at Flinders.

#### 4.58 Australian Capital Territory

Canberra College of Advanced Education offers 4-6 weeks summer intensive courses, intermediate courses and refresher courses, all of which are currently non-accredited courses. The College also organizes an annual 4 week study tour to China where 3 weeks are spent at the Beijing Second Foreign Language Institute.

ANU has reorganized its course and from 1989 will offer an intensive first year so that by the end of year 2, the work previously done in three years will be completed. The new year 3 will concentrate on making use of language skills already acquired. It hopes to include a period in China as part of the undergraduate course.

#### **Overview of language courses: Indonesian**

Indonesian is offered at 9 universities and 4 CAEs.

NSW	VIC	QLD	WA	SA	TAS	ACT	TOTAL
Sydney Armidale	Bendigo Melbourne Monash	Darling Downs Griffith James Cook	Curtin Murdoch	Flinders SACAE	-	ANU	13

Tasmania is the only state which does not offer Indonesian at tertiary level, despite the fact that Indonesian is widely taught in Tasmanian secondary schools.

4.59 The Northern Territory supports an active Indonesian program in primary and secondary schools. The Darwin Institute of Technology offers Indonesian language teaching methodology in its BED and DipTeach. The Institute is also planning upgrading programs for teachers of Indonesian, as well as other inservice courses. There is provision for a major strand of Indonesian (Indonesian for Business Purposes) in the BBus in Tourism and Hospitality which will be introduced in 1989.

Table 2

Undergraduate enrolments in Indonesian language subjects: Universities and Colleges of Advanced Education  
1988 (expressed in EFTSU)

	Yr 1	Other	Total
<u>NSW</u>			
Sydney U	no figures provided		
<u>VICTORIA</u>			
Bendigo CAE			4.7
Melbourne U	7	7.5	14.5
Monash U	12.25	8.25	20.5
<u>QUEENSLAND</u>			
Darling Downs CAE			18.5
Griffith U	8	20.51	28.51
James Cook U	8.9		8.9
<u>WESTERN AUSTRALIA</u>			
Curtin U	3.9	4.6	8.5
Murdoch U	5.6	6.5	12.1
<u>SOUTH AUSTRALIA</u>			
Flinders U	8.8	7	15.82
SACAE	no figures provided		
<u>ACT</u>			
ANU	12.3	13.6	25.9
<b>TOTAL EFTSU INDONESIAN</b>		<b>157.9</b>	

4.60 Enrolments in Indonesian have declined dramatically from their peak in the late 1960s. The image of Indonesia in Australia has not been positive and, until recently, there has been little commercial demand for graduates with Indonesian language skills. Both factors have badly affected student interest in studying Indonesian. The strength of Southeast Asian studies in Australia and the current interest in the Asian region provides a perfect climate for Indonesian courses to attract new students. There are hardly any 'special purpose' courses in Indonesian, and, outside the Northern Territory, almost no in-service/refresher courses for teachers. Indonesian is 'established' in schools, though some programs have lapsed. Every effort must be made to build on the skills of matriculation students at the tertiary level. With high quality programs, and in-country training, Australian students of Indonesian have an opportunity rare in Asian languages - to achieve near native-speaker proficiency by the end of an honours degree. It is with Indonesian that we can boost the 'top end' of our Asian language expertise most readily and tertiary programs must design their courses to achieve this.

General Comments

4.61 New South Wales

As the only provider of Indonesian language teaching in the metropolitan area, Sydney University's total enrolments are very low. The warning contained in the 1984 Asian Studies Association of Australia Report, that the severe decline of Asian studies in teacher education courses in New South Wales would eventually have a serious impact on all levels of the New South Wales education system, have been borne out. A further important factor in the case of Indonesian is that for many years native and near-native speakers were permitted to sit for the same matriculation examination as those who were learning Indonesian as a second language. This had a disastrous impact on the scaled marks of the latter group. In the competitive environment of matriculation, students and schools responded by abandoning Indonesian. Native and near native speakers are now forced to enrol in a separate subject, but it will be many years before Indonesian recovers the ground lost in schools.

#### 4.62 Victoria

Monash University's Department of Indonesian and Malay recently became the Department of Indonesian and Chinese Studies. Student enrolments in Indonesian have declined considerably; first year enrolments in 1988 were about 30 percent lower than in 1978. Monash was the sole tertiary institution in Victoria with a Chair of Indonesian and Malay but after the death of the foundation Professor in December 1986, the position has remained vacant. The Department has built up a good reputation for its undergraduate and postgraduate programs and has worked closely with secondary teachers of Indonesian in Victoria. The loss of prestige and status which has resulted from the chair remaining vacant is not advantageous to Monash, which has a strong Centre for Southeast Asian Studies, nor to the teaching of Indonesian in Victoria. Internal re-structuring is not of concern to this Inquiry, but, whatever structure it adopts, it is important that Monash sustains a strong Indonesian program. Indonesian at Monash caters for advanced and beginner streams and offers the only honours program in Victoria.

La Trobe University will introduce Indonesian in 1989.

Bendigo College of Advanced Education has a long established Indonesian program and is the only regional college in Victoria to offer a language major. The staff maintains close contact with secondary teachers in the region. Cooperative ventures and collaboration with the Department of Indonesian and Chinese Studies at Monash University should be encouraged.

#### 4.63 Queensland

Darling Downs has many more external than internal students. Indonesian has a high profile in the popular Associate Diploma of Asian Studies. It would be worthwhile considering a conversion course whereby the Associate Diploma could be credited towards a BA. With the addition of a DipEd, students who initially began with an Associate Diploma, could end up with a professional teaching qualification. The quality of the Associate Diploma is impressive and would provide an excellent basis for a teaching career.

Every two years, Darling Downs provides a 10 week maintenance course in Indonesian for a local Army establishment.

James Cook University offer a 30 week intensive course for the PNG military which might also be adapted for teaching Indonesian to other interested groups.

Griffith University is the only institution in Australia which pays the fares for two of its students to spend 6 months in Indonesia studying courses for which they will receive credit towards their degree.

Brisbane College of Advanced Education (Carseeldine Campus) mounts an elective in Indonesian Studies in the BEd degree. Although only 1.5 hours per week is devoted to Indonesian language study, the students learn sufficient to conduct basic conversations. The course is regarded as a very successful introductory exercise.

#### 4.64 Western Australia

Murdoch University is the only institution in Australia which focuses on standard Malay, as spoken in Malaysia, rather than Indonesian, though reference is made to the latter in the program. The course is also offered externally.

#### 4.65 South Australia

Flinders University, with only 2 full time staff, runs a three year Indonesian program (and an honours year), with three streams in the first year. These streams are for beginners, for matriculants and for native speakers (usually Malaysian students). Resources do not allow the streams to be maintained beyond first year. Assessment at the end of the first year is entirely based on oral/aural proficiency. Staff of the department have succeeded in attracting considerable financial support from the private sector, which currently funds a tutor. The program is a strong one with particular expertise on contemporary literature and history and urgently needs the support of one more full-time staff member.

#### 4.66 Australian Capital Territory



ANU's Southeast Asia Centre offers Indonesian as a 4 week intensive summer course when staff resources permit. There is a focus on 'standard' Indonesian which could be extended into colloquial usage. The Centre has a strong research record in the traditional as well as the modern spheres. This places it in an excellent position to train postgraduates.

#### 4.67 Northern Territory

The Darwin Institute of Technology offers Indonesian strands in several pre-service programs for teachers and there are plans to introduce upgrading courses for those already teaching Indonesian. Within the BA degree, units are being developed in Indonesian language and culture as well as in "Indonesian for Business Purposes" which is designed for students with intermediate proficiency. The new Northern Territory University, which will emerge in 1989 from an amalgamation of Darwin Institute of Technology and the University College of the Northern Territory, will enable the existing Indonesian language program at the Institute of Technology to be linked to the Southeast Asian studies program at the University College.

#### Overview of language courses: Japanese

Japanese is currently taught at 12 universities and 7 CAEs.

NSW	VIC	QLD	WA	SA	TAS	ACT	TOTAL
Newcastle Sydney Armidale UNSW	Melb Monash Swinburne RMIT	Capricornia Griffith Qld QIT Gold Coast	Curtin UWA	Adelaide	Tasmania	ANU CCAE	19

Japanese is available in every state except the Northern Territory.

Table 3

Undergraduate enrolments in Japanese language subjects: Universities and Colleges of Advanced Education 1988 (expressed as EFTSU)

	Yr 1	Other	Total
<b><u>NSW</u></b>			
Newcastle U	49.3	28.4	77.7
Sydney U	72	60.1	132.1
UNSW	33.9	2.3	36.2
<b><u>VICTORIA</u></b>			
Melbourne U	37.3	22.16	59.5
Monash U	60.3	48	108.3
Swinburne	22.6	18.9	41.5
<b><u>QUEENSLAND</u></b>			
Capricornia	48		48
Griffith U	40	46.3	86.3
Queensland U	132.1	68.4	200.5
Gold Coast CAE	2.9		2.9

**WESTERN AUSTRALIA**

Curtin U	14.6	16.7	31.3
UWA	22	15.7	37.7

**SOUTH AUSTRALIA**

Adelaide U	39	33.5	72.5
Flinders	5		1.25

**TASMANIA**

Tasmania U	18.5	18.5	37
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**ACT**

ANU	25.3	27	52.3
CCAE	15.88	19.92	35.8

**TOTAL EFTSU JAPANESE 1060.85**

4.68 Enrolments in Japanese language courses were steady, at low levels, until about 1984. Between 1984 and 1987, there was a significant annual increases in enrolments. For example, at Monash University first year enrolments doubled between 1984 and 1987. In 1988 there was a sudden surge in student interest, with enrolments more than doubling. The situation was similar throughout the country. The steady increases between 1984 and 1987 were manageable, but the sudden upsurge in 1988 has placed a severe strain on all Japanese language departments, because institutions have had great difficulty in shifting resources quickly enough.

4.69 It has been suggested that one way of overcoming the present staffing difficulties would be to seek outside funds for short-term appointments from Japan. Short-term appointments however, are not ideal, and if there are constant changes of staff, can be detrimental to programs. These should be regarded as a temporary measure to be in place while individual institutions adjust their internal budgetary mechanisms of resource allocation to recognize the particular problems of Japanese departments. In chapter 7 we make recommendations to alleviate the present high student/staff ratios in departments of Japanese. The question of the recruitment and training of teachers of Japanese to work in schools is discussed in chapter 5.

4.70 Efforts to respond to the current needs of the Australian community for Japanese language skills have been rapid and diverse. As one academic has noted:

The general trend in the field is indubitably for a further weakening of the classical, literary and culture-based orientation, for history, sociology and politics to hold their own but for business studies, tourism, law, science and other "professionally" oriented combination courses with Japanese ('Technology and Business Japanese' and 'Professional Spoken Japanese' at University of Tasmania and Arts (Japanese) with Engineering at Monash being representative examples) to increase rapidly.

4.71 However, there is a questioning of whether limited, or specific purpose courses, particularly those designed for the tourism and hospitality sector, are best offered by universities and colleges. Some have argued that the most cost effective way of delivering these brief and very specific courses is through the TAFE network.

4.72 The TAFE system has already mounted a large number of specific purpose courses in Japanese,

and is under pressure to continue to do so. Sometimes the staff are insufficiently qualified or experienced to design and teach these pioneering courses. In Victoria the Japanese Studies Centre has established a 'Japanese Language and Culture Advisory Committee' to provide advice to institutions needing expert guidance in this area. We consider that Universities and Colleges of Advanced Education do have a responsibility to assist in the preparation of special purpose courses. Where these courses are delivered through the TAFE system, Universities and Colleges of Advanced Education can contribute as the educators of TAFE teachers, and as a resource for the development of materials and course design. This has occurred, for example, with the development of a Japanese language and culture course for the tourist industry by Queensland and Griffith Universities. The course will be mainly offered through the TAFE sector.

### General Comments

#### 4.73 New South Wales

The University of Sydney has had the same large increase in first year enrolments in Japanese in 1988 as all other Japanese language departments. It is considering imposing quotas on first year enrolments, giving priority to Arts students.

At the University of New South Wales units in Japanese are offered in first and second year, and in 1989 will be extended to a three year sequence. The course is located in the Faculty of Commerce, and in its second year focuses on business Japanese, but is open to students from the Faculties of Arts, Law, Science and Engineering.

#### 4.74 Victoria

Melbourne University Department of East Asian Studies has re-structured its Japanese courses for 1989. Courses will be offered at 5 levels - each level being one academic year of language study.

Monash University's Department of Japanese Studies offers a diploma and an MA degree (both usually by coursework), in three areas: Japanese Studies, Japanese Business Communication and Applied Japanese Linguistics (for teacher training). Summer programs are held every year and in 1989 for the first time an 8 week intensive course will be offered which covers the normal full university year of Japanese. In 1990 Monash will offer Japanese 3 as a summer intensive course so that it will be possible to obtain a major in Japanese in two years through a mix of intensive and normal courses.

La Trobe University has applied to the Japan Foundation for funding to help establish a Japanese program in 1989.

Swinburne Institute of Technology offers a full major in Japanese and a Graduate Diploma in Japanese as an advanced course in contemporary Japanese. In 1989 an intensive course in Japanese for Professionals

(designed for teachers and business people) will be offered as a Graduate Diploma. Also in 1989 Swinburne plans special purpose courses for the tourism and hospitality industry, which will be funded by the Victorian Education Foundation. There are plans to offer an MA by coursework in Japanese technical translation and political studies.

Royal Melbourne Institute of Technology offers short courses in Japanese as well as Japanese language and culture for the hospitality industry. RMIT TAFE teaches Japanese interpreting/translating at NAATI level 2, and is developing an Associate Diploma in Business Language Practice which will include a 50 percent Asian language component.

#### 4.75 Queensland

University of Queensland has the highest enrolments in Japanese language study of all tertiary institutions. If first year numbers increase dramatically again in 1989, it will consider enforcing a quota on the numbers who may proceed to second semester. The Department of Japanese and Chinese Studies has a Japanese language proficiency unit and an MA by coursework which graduates a small number of highly trained students, some of whom are accredited as level 4 interpreters and translators (see below). The Department has been designated by NAATI as the Level 4 centre in Australia for Asian languages, and was awarded a Key Centre for Asian Languages and Studies with Griffith University in 1988, to develop its interpreting and translating programs in other languages.

Capricornia College of Advanced Education offers a major in Japanese, and Japanese units to the Schools of Business and Science. At the end of second year, some students go to Japan for intensive courses. Capricornia will offer Japanese in the external mode in 1990, possibly in conjunction with Darling Downs.

Gold Coast College of Advanced Education introduced Japanese studies in 1988. There is only one full-time staff member.

#### 4.76 Western Australia

The Japanese Studies Unit at the University of Western Australia is located in the Economics Department and teaches Japanese language and Japanese economic history to students from any Faculty. The Unit is aiming for more serious integration of Japanese Studies with professional discipline courses. It would like to establish programs for training and retraining Japanese language teachers in Western Australia.

#### 4.77 South Australia

Adelaide University's Japanese program has been severely stretched by increased enrolments. If they have to impose quotas this may affect access for Flinders University students to Japanese. The program services two universities and should be guaranteed the necessary staffing resources from the University to continue to do so. At present there is no Honours program, and extra financial support for this should be allocated by the University as soon as possible. This is the core program for Japanese in South Australia and it must be adequately funded.

The South Australian Institute of Technology has a Japan-Australia Business Program in the Elton Mayo School of Management. It offers a 15 week Business Japanese course every year.

#### 4.78 Tasmania

At the University of Tasmania there is a full Japanese language program to postgraduate level. In the third and fourth year units in Technical and Business Japanese and Professional Spoken Japanese are offered.

#### 4.79 Australian Capital Territory

Canberra College of Advanced Education supports a Japanese major in a BA program and an Associate Diploma in Modern Languages (for part-time students with a tertiary qualification who wish to study Japanese).

The Japan Centre at the Australian National University has reorganized its undergraduate program to offer an intensive first two years which will cover the work of three years. Under the new system, students in third year will be able to use their Japanese to study in specialist areas. It is anticipated that staffing resources will allow the reoffering of the MA in applied linguistics in 1989.

#### **Asian Languages of lesser demand**

**Table 4**

**Asian languages of lesser demand: Undergraduate enrolments in Universities and Colleges of Advanced Education 1988**

	Enrolments	EFTSU
<u>KOREAN</u>		
ANU	15	4.0
<u>THAI</u>		
ANU	21	5.2

<b><u>VIETNAMESE</u></b>		
ANU	11	2
Macarthur IAE	no figures provided	
WACAE	35	8.7
Phillip Inst	no figures provided	
Footscray	no figures provided	
SACAE	no figures provided	
<b><u>HINDI</u></b>		
ANU	13	3.3
Melbourne	15	4.75
Sydney	no figures provided	
<b><u>SANSKRIT</u></b>		
ANU	6	1.7
Melbourne	5	*
La Trobe	16	5.3
Queensland	2	0.2
<b><u>PALI</u></b>		
ANU	1	0.3
<b><u>URDU</u></b>		
ANU	2	0.3
<b><u>JAVANESE</u></b>		
Sydney	6	*
<b><u>BALINESE</u></b>		
Sydney	2	*
<b><u>ARABIC</u></b>		
ANU	14	4.1
Sydney	38	13.3
Melbourne	31	11.6
Macarthur	no figures provided	
<b>TOTAL EFTSU LANGUAGES OF LESSER DEMAND</b>		<b>64.75</b>

### **Korean**

4.80 Korean is currently offered only at the ANU, where a full major is available. Long term funding is not guaranteed, with a consequence that the future of the course after 1990 is uncertain. Enrolments are very small: in 1988 there were 13 enrolments at first year, none at second year and 2 at third year. The situation at present is that, as one submission points out, "... in Australia there is no regular or permanent course on Korean language, history or culture in any institution of higher learning". Anyone in Australia who wishes to pursue a career in Korean studies has been forced to go overseas.

4.81 The situation is on the verge of change. Many institutions, reacting largely to the fact that Korea is becoming a major trading partner of Australia, want to teach Korean. Victoria is in the lead here, with Swinburne Institute of Technology and Monash University launching programs in 1989. The Key Centre for Asian Languages and Studies at the Universities of Queensland and Griffith is exploring the possibility of establishing Korean studies on a national basis. The University of Adelaide has prepared a case for the development of Korean studies, arguing that their Centre of East/Northeast Asian Studies is diminished if they cannot include Korean. Other institutions are presenting similar proposals.

4.82 To coordinate and monitor the introduction of Korean courses, the International Development Program of Australian Universities and Colleges (IDP) recently established a Consultative Group of Universities and Colleges on Korea. The demand for Korean language courses is not yet fully known. The experience of the University of New South Wales Institute of Languages is instructive. They offered Korean for several years, but in 1988 demand was so low that classes were no longer viable and it has been withdrawn.

4.83 It would also be extremely unwise to mount Korean language courses without supporting courses on the Northeast Asia situation in general. As with all Asian languages, the most successful programs are supported by relevant area studies. Korean would thus be most favourably located in institutions which already have a strong North Asia focus.

### Thai

4.84 As with Korean, Thai is currently offered only at ANU, where a full program has been operating for 15 years. Canberra has become a centre for Thai studies in Australia with 10 senior ANU staff members engaged in Thai projects and research. A measure of the activity in Thai studies is the successful completion rate of postgraduate work. A total of over 35 MA and PhD theses have been completed during the past ten years. At present there are more than 30 postgraduates working towards degrees with major Thai-related content.

4.85 The creator of the Thai language program, Dr A Diller, attributes its viability to the "... critical mass" of Thai studies in the various disciplines at ANU. Dr Diller and his staff also provide Thai language training for members of the Commonwealth Public Service, particularly the Department of Foreign Affairs and Trade. The number of students studying Thai in 1988 was not large. There were 12 in first year, 5 in second year and 4 in third year.

4.86 If there is increasing demand elsewhere in Australia for Thai language courses, the ANU is willing to provide distance courses in Thai. Dr Diller has prepared a proposal for "an integrated first-year university equivalency course", involving a total of 150 contact hours and 4 weeks in-country training at a Thai university. This type of course will be discussed in volume 2 because it provides a good model for effective distance teaching.

4.87 Phillip Institute of Technology in Melbourne already operates a summer course on Thai Business Management. Students undertake preliminary lectures at Phillip for one month, then spend one month in Thailand attending lectures at Thai universities and writing an assignment on a business topic. Students of this course who require language training could either take the ANU external course, or enrol at Monash, which will offer a course in Thai in 1989.

## Vietnamese

Vietnamese is taught at one university and 5 Colleges of Advanced Education, as follows:

NSW	VIC	WA	SA	ACT	TOTAL
Macarthur	Phillip Footscray	WACAE	SACAE	ANU	6

4.88 The ANU full degree program has been operating since 1982 and has guaranteed external funding by the Federal Government only to the end of 1990. It is the only course in Australia at present which offers a major in Vietnamese to beginning students. In 1988 there was only 1 student enrolled in first year, 4 in second year and 6 in third year.

4.89 In NSW, Vietnamese was also established in 1982, under the same Federal Government funding arrangement as ANU, at Macarthur Institute of Higher Education. The language units may be included towards the Associate Diploma of Community Languages, the BA in Interpreting and Translation, the BA in Community Languages or the BA (Community Languages)/DipEd. The interpreter/translator strand will be discussed below.

4.90 Phillip Institute of Technology in Victoria has a strong language program for native speakers, with a sub-major open to beginners. Phillip has experimented with a conversion course to a DipEd for native speakers. Their experience was that an intensive ESL program was a necessary pre-requisite, for without the support of English language training the conversion program would fail.

4.91 Footscray Institute also has an advanced and beginner program, and demand for the course greatly outstrips the allotted quota. In 1988 120 students applied for 12 places in Advanced Vietnamese, and 24 beginners applied for 8 places. In the BEng (Mechanical) at Footscray it is possible to take units of Vietnamese language. There are plans to offer a summer school in Vietnamese for Engineers (Mechanical) in 1990. This would enable them to work with Vietnamese engineers or business people.

4.92 The Catholic CAE in Melbourne is interested in training Vietnamese to teach their language in Catholic schools but has not yet implemented a program.

4.93 There is a very active Vietnamese community in SA where the language is now taught in 31 primary schools. Two secondary schools offer Vietnamese and, in 1988, 128 students were studying Vietnamese at HSC level. The South Australian Secondary School of Languages offers evening classes as well. In 1988 the Vietnamese Ethnic Schools Association provided courses for 145 pre-school children, 708 primary students, 374 secondary students and 25 adults.



4.94 There is an increasing demand for qualified teachers of Vietnamese to work in these programs. In 1987 SACAE introduced Vietnamese language as part of the BEd course. To date the SACAE Vietnamese language program is only for Advanced students, but it is hoped to introduce a beginners course very soon.

4.95 The Western Australian College of Advanced Education offered a Vietnamese (interpreting/translating) course, open to fluent Vietnamese speakers who wanted to develop skills in interpreting/translating into English.

### Hindi

4.96 Hindi is taught at ANU, Melbourne University (in collaboration with ANU) and at Sydney University. The National Policy on Languages listed Hindi as one of the languages spoken by less than 1 percent of the Australian population, and did not include it as one of the languages of wider teaching in Australia. It did however recommend that Hindi be taught 'if possible.' In its submission to this Inquiry, AACLAME suggested as a 'desirable goal' that Hindi (with Thai and Korean) be made available in at least two Eastern state institutions and one in SA or WA. Since the publication of the terms of reference for this Inquiry, the Asian Studies Council has included Hindi in the second tier of languages of national interest.

4.97 The case for the expansion of Hindi and South Asian studies has been forcefully stated by Dr Marika Vicziany of Monash University. She argued that economically and strategically India is becoming of increasing importance, a situation which has long been recognized by the United States, the Soviet Union and Sweden. India, Pakistan, Bangladesh and Sri Lanka have a combined population of 900 million, a population matched only by China. Over the next decade India will probably have an increasing impact on Australia.

4.98 The relationship between English and Hindi in India was described in one submission as follows:

Since India was ruled by the British for over a century and a half until 1947, the English language has a substantial role in India. Nevertheless, a combination of feelings of nationalism and the rapid spread of education and a middle class life style to a deeper social level than before has meant that Hindi has tended to replace English as the language of practical intercommunication in India. English is slipping into a more restricted role as a language of elite and ceremonial use with continuing dominance in some technical and scientific fields and in international communication. At the same time, only Hindi among Indian languages can serve as the common language for the country because no other Indian language is used throughout India. Consequently, Hindi, since independence the legal official language of India, has become increasingly stronger and more pervasive as the actual national language of India. As a result any economic, political or cultural interest in India now requires a reasonable knowledge of Hindi.

4.99 Hindi is also a basis from which to learn other Indian languages, for example Gujarati, Marathi and Marwari. Spoken Hindi is virtually indistinguishable from spoken Urdu, the official language of Pakistan. Bengali, the official language of Bangladesh, and Nepali, the official language of Nepal, are closely related to Hindi and a knowledge of Hindi can be built upon to learn those languages.

4.100 Enrolments in Hindi are small. At the ANU, 9 students are enrolled in first year, 3 in second year, and 1 in third year. At Melbourne University, 7 students are enrolled in first year, 6 in second year and 2 in third year.

4.101 Sydney University has recently established a Centre for Indian Studies. It will offer Bengali, Hindi and Sanskrit, and may offer Tamil in the future. But again, enrolments in Hindi are small and non-existent in Bengali in 1988.

4.102 The ANU is currently trying to develop a Hindi language course which will be attractive to part-time students in business and government as well as to University students. Among the options being examined is the provision of an accredited summer course in India for Hindi students and a distance course for external students. Another possibility is a twelve months' course which could include three months in India and six weeks of intensive conversational instruction and would give credit equivalent to two years of normal study. All of these ideas are being explored jointly by those teaching Hindi at the ANU and Melbourne University.

#### Sanskrit

4.103 The demand for Sanskrit will never be great, but its role as a sacred language and its continued use in India as a scholarly second language mean that its influence remains very strong throughout South Asia. Specialized research into many aspects of Indian religious, social, philosophical and cultural life would be superficial without an appreciation of Sanskrit. Sanskrit is taught at the ANU, Sydney, Newcastle, Melbourne, Queensland, New England and La Trobe Universities.

4.104 ANU should continue as a 'mother' of Sanskrit courses and nurture others which are established elsewhere. Sanskrit can be taught in an external course, and ANU is preparing a distance program. The holdings of the Australian National University Library are considerable for Sanskrit and should be more widely used.

#### Arabic

4.105 The National Policy on Languages described the case for wider teaching of Arabic as follows:

The first language of over 100,000 Australians (in 1986, 106,038 speakers); over 100,000,000 people in many countries use a form of Arabic as their first language; on present population projections the total number of speakers of Arabic as a first language may exceed English first language speakers by the first decade of next century; of economic, political and community importance.<sup>15</sup>

4.106 In its submission to the Inquiry, the Australian Advisory Council on Languages and Multicultural

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<sup>15</sup> *National Policy on Languages*, p.148.

Education (AACLAME) proposed that Arabic be included as a priority Asian language ‘...probably ranking ahead of Thai and Vietnamese’. Further, it argued that Arabic should be available at at least one higher education institution in each state. This view was also supported by the Asian Studies Association of Australia, which submitted that the languages of South and West Asia be given more emphasis. They placed Arabic and Hindi/Urdu “... at least on a level with Thai, Korean and Vietnamese”.

4.107 The Middle East is, and will remain, an area of critical global importance. As well as the obvious strategic, economic, religious and cultural influence of Middle Eastern countries, Australia is developing specialist trade links with many countries in the region. English and French provide alternatives for communication with some Middle Eastern states, but the increasing emphasis on nationalism already evident will require a knowledge of Arabic in order accurately to assess and interpret developments at the local level.

4.108 The demand for specialists in Arabic language is currently minimal, although the need for area specialists in Middle Eastern affairs is acute in Australia. Existing Arabic programs should be supported to provide the take-off point for future expansion. We recommend that the demand for Arabic be closely monitored by both institutions and government.

4.109 Currently Arabic is taught only at Sydney University, Macarthur Institute of Higher Education, Melbourne University and the ANU. None of these language programs is strongly integrated with supporting discipline studies, nor are they focussed on the contemporary Arab world. Graduates do not emerge with expertise in Middle Eastern politics, economy or society. This is a major weakness and may explain the low enrolment figures. In 1988, Sydney enrolled 36 students (including 22 in first year), Melbourne 31 (including 5 in first year) and the ANU 14 (including 7 at first year). Area studies and discipline studies of the Middle East have reached an all-time low in Australian higher education.

4.110 Finally, but of crucial significance, Arabic is the international language of Islam. With a knowledge of Arabic, the Islamic writings of any Islamic country are accessible. In this age of resurgent Islam, independent assessment of much of this literature is vital to the formulation of informed policy. The University of Sydney is the only institution in Australia which offers a three year program of courses in Arab and Islamic cultures. The University of Melbourne teaches Arabic from the Department of Middle Eastern Studies, but from 1989 will teach it from the School of Asian Studies and Anthropology. The Arabic program at ANU is a full 3 year major with an honours year and a postgraduate degree program. Students are encouraged to take courses from other disciplines such as political science, religious studies, and history.

4.111 The demand for Arabic will grow as more attention is given to discipline studies of the Middle East and as the study of Islam is consolidated in Australia. We suggest that Sydney University and ANU consolidate their Arabic programs by building up supporting units in discipline and area studies. Sydney and Macquarie Universities, and Macarthur Institute, could explore ways of collaborating and sharing their expertise. ANU could examine how it might develop its resources on Islam with the possibility of offering external courses in both Arabic and Islamic Studies. The latter should encompass the whole Islamic world.

Monash University, recognizing the weakness of Modern Islamic and Arabic Studies in Australia, is interested in establishing a new Department. At present Monash would be unable to fund this new initiative and would seek Government support. It would seem more practical to review the program at Melbourne University, and if necessary, restructure and revitalize its courses, so that Melbourne has a centre for contemporary, as well as traditional, Middle Eastern Studies.

#### Other Asian Languages

4.112 The first and second tier languages targeted by the Asian Studies Council are official national languages. There are other national Asian languages such as those of mainland Southeast Asia which are not formally offered at any Australian institution, e.g. Khmer and Burmese. Tagalog, the national language of the Philippines, is not taught at any Australian institution.

4.113 The National Accreditation Authority for Translators and Interpreters conducts accreditation tests for Khmer and 6 people are listed in the 1988 NAATI report as having gained Level 3 status. If Australia needed to call on those with professional interpreting or translation skills in Khmer, the pool would be very small. Khmer is offered as a matriculation subject in South Australia where 28 students were examined in 1987. It is in the national interest to maintain as wide a linguistic diversity as possible in the Australian population. Khmer is one language whose native speakers have succeeded in gaining recognition for its status at matriculation level. While languages such as Khmer, Lao and Burmese cannot be offered generally at tertiary level, encouragement should be given to those groups who can support language programs at the pre-tertiary level. The 'Saturday School' system is one model of what can be achieved by motivated and dedicated parents.

4.114 Other Asian languages, such as Tamil, Bengali, Turkish, Farsi and Javanese are not national languages, but have numbers of speakers which far exceed the total Australian population and which support rich literary traditions. We have received compelling submissions to have the teaching of Javanese guaranteed in at least one institution. In a practical sense a knowledge of spoken Javanese is essential for serious interaction (business or research) with the more than 60 million peoples of Central and East Java. As one of the submissions noted, '...the Asian civilization closest geographically to Australia is the Javanese'.

4.115 For any research into the traditional culture of Java, students must be familiar with Old Javanese. Increasingly, all aspects of Javanese culture and many aspects of Javanese language are influencing the Indonesian national culture and Bahasa Indonesia. Australia has an established international reputation for Southeast Asian studies. It could also be the leader in Indonesian Studies, but this would require an ongoing commitment to Modern and Old Javanese. Both these languages are currently offered at ANU, though not every year due to lack of resources. The guarantee of ongoing resources for Javanese at ANU would do much to strengthen Indonesian and Southeast Asian studies in Australia.

4.116 Tamil, Bengali, Farsi and Turkish are all languages which are spoken in Australia. They are each

important languages in their original homelands and Australia would be diminished by their loss. As with Khmer, we suggest that efforts to maintain these languages to at least matriculation level be supported. In this way, if Australia needed to call on the linguistic skills of these speakers they would have been developed in some formal way by our education system and knowledge of the written, as well as spoken, language would be preserved.

4.117 Finally there are Asian languages such as Pali and literary Persian which, like Latin, are no longer spoken, but which are the keys to ancient texts which literally hold 'the wisdom of the East'. With the recent retirement of a staff member, ANU has lost literary Persian and it is not taught formally elsewhere in Australia. Pali is taught at ANU, and the University of Queensland, and it could be offered in the external mode if necessary.

4.118 Obviously these literary or sacred languages will not be directly useful to business people or tourists. But productive research of any depth on the Indian subcontinent, into countries which are heirs to the medieval Islamic empire and for most of the Buddhist world, requires scholars who can read these languages. The demand for such specialists will not be great, but their skills underpin the more contemporary work of their colleagues. Those unusual postgraduates who wish to devote themselves to mastering these languages should, if their excellence warrants it, be enabled to perpetuate these studies. In chapter 7 we propose the establishment of an Asian Languages Fellowship Scheme, one of whose functions would be to enable postgraduate students to learn languages not taught in Australia by funding attendance at intensive courses overseas.

#### **Recommendation 7**

*We recommend that teaching capacity in languages of lesser demand be maintained:*

*(i) At the tertiary level:*

*The ANU currently offers Lao, Tibetan, Sanskrit, Pali, Prakrit and Sinhala. The capacity to teach these languages at the ANU should be maintained. The Faculty of Asian Studies has the expertise to teach and supervise students in these areas. No extra staffing costs are involved in maintaining these languages.*

*If there is a demand for Tagalog or Burmese, both languages would be well-placed at the ANU, where Thai, Lao and Indonesian/Malay are now taught.*

*Only small numbers of students will be involved in the learning of languages of lesser demand. Some of the people who wish to learn them will be postgraduate students. The proposed Asian Languages Fellowships Scheme would assist them to move to Canberra to study at the ANU.*

(ii) *At the pre-tertiary level:*

*It is important that speakers of languages in lesser demand be taught how to write these languages and master them in their formal, as well as informal modes. We therefore support the availability of matriculation/HSC examinations for native speakers of 'smaller' or minority languages in every state.*

## PROFILE OF FIRST YEAR STUDENTS OF ASIAN LANGUAGES

4.119 The Inquiry decided to develop a profile of Asian language students in higher education. The aim was to try to understand student motivations for studying an Asian language, to gain a better understanding of the disciplines most commonly combined with Asian language study and to find out the intended occupations of language students. We decided to make a detailed analysis of first year students in the three major Asian languages: Japanese, Chinese and Indonesian. Questionnaires were developed and sent to most Asian language teaching departments or units in Universities and Colleges of Advanced Education.<sup>16</sup> There were minor differences in the questionnaire sent to Japanese language students from that sent to Indonesian and Chinese students. Samples of the questionnaires are included in volume 2 of this Report.

4.120 The questionnaires were sent to Heads of Asian language departments or units, who agreed to distribute them to students. Most asked students to complete the questionnaire in class, but some asked them to take the questionnaire home and return it later. Needless to say, we got a higher percentage response from institutions which requested students to complete them in class. Completed questionnaires from 1311 students were returned in time to be processed. This represented 43 percent of our estimate of about 3000 individual students enrolled in first year Japanese, Chinese and Indonesian subjects in all tertiary institutions in 1988. Of the 1311 returned questionnaires, 991 were from first year students of Japanese, 200 from first year students of Chinese, and 120 from first year students of Indonesian. There are two major gaps in the survey returns: there were no returns from Sydney or Murdoch Universities for Indonesian/Malay, no returns

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<sup>16</sup> Institutions included in the survey were: Sydney University (Japanese, Chinese and Indonesian), University of New South Wales (Japanese), Macquarie University (Chinese), Monash University (Japanese, Chinese and Indonesian), Melbourne University (Japanese, Chinese and Indonesian), Swinburne Institute of Technology (Japanese), Queensland University (Japanese and Chinese), Griffith University (Japanese, Chinese and Indonesian), Darling Downs Institute of Advanced Education (Indonesian), Adelaide University (Chinese and Japanese), Flinders University (Indonesian), University of Western Australia (Japanese), Murdoch University (Chinese and Indonesian), Curtin University of Technology (Japanese and Indonesian), University of Tasmania (Japanese), Australian National University (Japanese, Chinese and Indonesian) and Canberra College of Advanced Education (Chinese and Japanese). Returns were not received from Sydney University (Indonesian), Melbourne University (Japanese, Chinese and Indonesian), Murdoch University (Indonesian) and received too late for processing from the Australian National University (Chinese).

from Melbourne University and the returns from the ANU for Chinese arrived too late to be processed. Nor did we include Chinese and Indonesian language students at Victoria College in the survey.

#### **Age distribution**

4.121 There are significant differences between languages. Nearly 65 percent of first year Japanese students were in the 17-20 age group, with over 85 percent under 26 years of age. In contrast, only 43.5 percent of Chinese and Indonesian students were in the 17-20 age group and only 67.6 percent under 26 years of age. The dominance of students direct from school into Japanese is confirmed by the fact that 87 percent were full-time students. Among students of Chinese, 82 percent were full-time, while only 70 percent of students of Indonesian were full-time.

#### **Gender distribution**

4.122 Japanese and Indonesian are female dominated subjects, with 71.7 percent and 65.8 percent respectively made up of female enrolments. In contrast, only 49 percent of first year Chinese students were female.

#### **Broad discipline of study**

4.123 95 percent of first year students of Japanese and Chinese and 91 percent of first year students of Indonesian were enrolled in Bachelor degrees. The 9 percent of students of Indonesian not enrolled for Bachelors degrees were predominantly enrolled in Associate Diplomas.

4.124 All language groups had approximately equal proportions enrolled in Humanities subjects or majors (Japanese 58 percent, Indonesian 55 percent, Chinese 52 percent), with an average of 55 percent. The next highest average groups are Social Sciences (which includes law) at 19 percent and Commerce/Economics at 16 percent, with Engineering/Computing at 4 percent and Physics at 3 percent. Students of Indonesian are enrolled in Social Science subjects/majors at twice the proportion of students of Chinese and Japanese (Indonesian 29 percent, Chinese 14 percent, Japanese 13 percent). This situation was reversed in the area of Commerce/Economics (Japanese 19 percent, Chinese 19 percent, Indonesian 9 percent). Students of Chinese were consistently more widely represented in Biological Sciences, Engineering and Physics than students of Japanese or Indonesian. This may well be the result of native and near native speakers in faculties other than Arts taking Chinese.

## **School experience**

4.125 Students were asked the type of school they had attended before entering a tertiary institution. 52 percent attended a State High School, 24 percent attended a private (non-Catholic) school and 17 percent attended a Catholic School. The remaining 7 percent entered a tertiary institution through 'other' systems - TAFE, mature age entry or directly from overseas. Students of Indonesian tended to have a higher percentage from State High Schools (Indonesian 57 percent, Chinese 50 percent, Japanese 49 percent) while students of Japanese had a higher proportion from Catholic Schools (Japanese 21 percent, Chinese 16 percent, Indonesian 15 percent). Relatively fewer students of Japanese entered a tertiary institution through the 'other' route (Japanese 3 percent, Indonesian 9 percent, Chinese 10 percent). This is consistent with the fact that first year students of Japanese are significantly younger on average than first year students of Chinese or Indonesian, entering tertiary institutions direct from school and overwhelmingly as full-time students.

## **Previous experience of a foreign language**

4.126 There was a significant difference between students of Japanese and students of Chinese or Indonesian. Only 30 percent of first year students of Japanese had previously studied a foreign language (European or Asian), whereas 69 percent of first year students of Indonesian and 78 percent of first year students of Chinese had done so. For most students, that previous experience of learning another language other than English was in Australia (Japanese 76 percent, Chinese 60 percent, Indonesian 59 percent). We can then calculate that 7 percent of all first year students of Japanese had learnt a language other than English outside Australia, 28 percent of all first year students of Chinese and 31 percent of all first year students of Indonesian. Some of these would be Australian students who have studied a second language overseas (on exchange or by other means), others would be Australian residents or citizens born in Asia. But the majority would be overseas students. Discussions with individual institutions indicated that these figures underestimate the percentage of native or near-native speakers enrolled in Chinese language programs. Taking Chinese is regarded as a 'soft option' by many students from Southeast Asia, a situation permitted by Chinese language departments in order to maintain student numbers.

4.127 There was less of a difference between students of different languages who had previously studied a language other than English where this other language was an Asian language. For most students (67 percent) that previous language experience was a European language. The highest experience of an Asian language was among students of Chinese (39 percent), followed by students of Indonesian (32 percent) and then students of Japanese (27 percent).

## **Travel to the country**

4.128 A high proportion of students had visited the country whose language they are studying (Indonesian 44 percent, Chinese 25 percent, Japanese 24 percent). Most students of Chinese who had visited China had done so for periods between a few days and 4 weeks, while most students of Indonesian who had visited



Indonesia had done so for between 1 and 8 weeks. This probably reflected the greater ease and lower expense in visiting Indonesia. While there are numbers of students of Japanese who have visited Japan for similar lengths of time to students of Chinese and Indonesian, about 30 percent of those who had visited Japan had stayed there for 31 weeks or more, compared to 8 percent of those who had visited Indonesia and 2 percent of those who had visited China. It can probably be inferred from this that most of the students of Chinese and Indonesian who had visited China or Indonesia had done so on tourist visas, whereas a significant proportion of the students of Japanese who had visited Japan had done so on scholarships, exchanges or family stays.

4.129 Students were also asked if they were planning to visit the target country within the next five years: 94 percent of students of Indonesian responded affirmatively, 85 percent of students of Japanese and 80 percent of students of Chinese

#### **Reasons for choosing the language**

4.130 This question asked students to indicate, from a range of choices, their major reasons for studying one of the languages. For all languages, 20 percent gave career/work as the major reason, 15 percent gave interest/curiosity, 12 percent the importance of the country whose language they were learning, 9 percent attraction to the country or culture, 6 percent for use in traveling overseas and 5 percent because of previous knowledge of the language. In all, there were 21 factors nominated by students, of which these first 6 factors comprised 67 percent of the total number of responses.

4.131 Answers to this question must be treated with care. Respondents had the choice of multiple answers and interpretation of categories could have varied widely. The categories themselves are not mutually exclusive. For example, students stating that they studied a particular Asian language because of the importance of that country, may at the same time have been making a statement about how studying the language of a country important to Australia is also important for their future career plans. Interest/curiosity and attraction to a country and its culture also do not exclude more pragmatic considerations.

4.132 There are significant differences between languages. Students of Japanese, for example, tend to weight 'career' as a more important influence on their choice than either students of Indonesian or Chinese (Japanese 25 percent, Indonesian 17 percent, Chinese 17 percent). Five percent of students of Chinese and 4 percent of students of Indonesian stated that they were studying the language because of their inherent interest in the language, whereas no student of Japanese nominated this answer. A small proportion indicated that language choice was influenced by Australia's position in Asia (Indonesian 11 percent, Chinese 3 percent, Japanese 0 percent).

#### **Information sources**

4.133 Most students seem to have obtained their information about the target country first from the media (29 percent average), followed by information obtained from friends who are from or have been to the target

country (20 percent average), then general reading (15 percent average), school (14 percent average), travel (9 percent average) and family relations (8 percent average).

#### **Proposed length of language study**

4.134 Students were asked to indicate how many years they *intended* to study the Asian language in which they were enrolled. A majority of respondents stated that they intended to major in the language (Japanese 63 percent, Indonesian 61 percent, Chinese 57 percent). An even higher proportion indicated that they intended to complete two years of study (Japanese 89 percent, Chinese 89 percent, Indonesian 86 percent). These responses need to be treated with some caution, as priorities frequently change after the receipt of end of the year results. However, they do indicate that a higher proportion of first year Asian language students *intend*, half way through first year, to proceed to two or three years of study than we know from previous years actually do proceed. Herein lies a challenge for Asian language teachers to convert obvious interest into a long-term commitment to language study.

4.135 Of the respondents who said that they would not be continuing with language study, over 50 percent gave no identifiable reason. Of those that did give a reason for not continuing, more than 20 percent suggested it was because they had sufficient knowledge for their purpose. A much greater percentage of Japanese students, however, were ending language study either because the course was too difficult (Japanese 17 percent, Indonesian 9 percent, Chinese 7 percent) or because they could not find time for the course (Japanese 8 percent, Chinese 4 percent, Indonesian 0 percent).

#### **Career plans**

4.136 Students on average nominated the following categories for their future career:

Business	36%	[Japanese 54%, Chinese 34%, Indonesian 20%]
Government	14%	[Chinese 19%, Indonesian 15%, Japanese 9%]
Teaching	14%	[Indonesian 30%, Chinese 10%, Japanese 10%]
Interpreting & translating	7%	[Japanese 11%, Chinese 4%, Indonesian 5%]
Lawyer	6%	[Japanese 10%, Chinese 6%, Indonesian 2%]
Research worker	5%	[Indonesian, 6%, Chinese 7%, Japanese 3%]
Tertiary teaching	3%	[Indonesian 7%, Chinese 3%, Japanese 0%]
Journalism	2%	[Chinese 3%, Indonesian 2%, Japanese 1%]

4.137 The strong preference of students of Japanese for careers in business is noticeable, as is the strong proportion of students of Indonesian who are intending a teaching career. Those seeking a career in law are dominated by students of Japanese, with a strong proportion of students of Chinese. The low percentage of students of Japanese seeking a teaching career is most disturbing, given the high and growing demand for teachers of Japanese in the school system. We have commented earlier that this figure will tend to be highest at first year (because teaching lies within the experience of students), and to decrease as students proceed

through later stages of their courses, but if only 10 percent of first year Japanese students intend to consider teaching as a career, Australia faces a severe crisis in Japanese language teacher supply.

#### **Degree of difficulty in subject**

4.138 Japanese was rated by the largest proportion of its own students as 'harder than expected' (Japanese 42 percent, Chinese 30 percent, Indonesian 29 percent). Due to a difference between questionnaires, only students of Chinese and Indonesian were asked about their perceptions of workloads. From answers to this question we conclude that students of Chinese were finding their subject hard, but not harder than originally expected, while students of Indonesian were finding their subject satisfactory, but still harder than originally expected.

4.139 Students in all three languages were asked about the pace of their subject. The great majority answered that the pace was satisfactory. Since the only other choices were 'too fast' and 'easy', however, it is likely that the 'heavy' and 'satisfactory' categories in the previous question on workloads were largely conflated here, with students shying away from the 'too heavy' alternative. The number of students who considered the pace of the subject too fast was much greater than the number who considered it "too hard". This indicates that the content of language subjects is not the problem so much as the speed with which they must be completed. This is particularly so among students of Chinese and Japanese, with 35 percent of Japanese, 20 percent of Chinese and only 7 percent of Indonesian suggesting that the pace of the subject was too fast.

#### **Opinions on the language subjects**

4.140 The overwhelming majority of students thought that the balance between oral and written work was satisfactory. There is some difference between languages, though not as large as some other measures. Japanese students were least satisfied with the balance (Chinese 86 percent, Indonesian 82 percent, Japanese 79 percent).

4.141 Students were asked whether the language they were studying was relevant to their expectations. The question was not well phrased, as it could be taken to be asking either about 'relevance to career' or 'relevance to pre-course expectations'. Most students did think that the subject was relevant to their expectations (64 percent), though the ambiguity of the question may have caused a lot to opt for the middle response, indicating that the subject was 'moderately relevant' (34 percent). Students of Japanese were least prominent in suggesting that the subject was 'definitely relevant' to their expectations (Indonesian 68 percent, Chinese 66 percent, Japanese 57 percent).

4.142 We also asked students to state whether contact with lecturers was satisfactory. Students of Japanese were the least satisfied (Chinese 95 percent, Indonesian 91 percent, Japanese 73 percent), which may well reflect the abnormally high student/staff ratios in almost all Japanese language subjects in 1988.

4.143 Students were asked to indicate the level of command of the language they desired to achieve.

Averages were:

near native	28%
translator	22%
research	9%
basic communication	28%
specialist (eg tourism)	13%

4.144 The near native category is relatively evenly split among languages (Indonesian 29 percent, Japanese 28 percent, Chinese 27 percent), as is the basic communication category (Japanese 30 percent, Chinese 27 percent, Indonesian 26 percent). By contrast, students of Chinese and Indonesian showed a marked preference over students of Japanese for translator level (Chinese 26 percent, Indonesian 24 percent, Japanese 16 percent), while students of Japanese showed a marked preference for the specialist knowledge level (Japanese 23 percent, Chinese 9 percent, Indonesian 8 percent). The percentage of students of Japanese seeking a research level of command of the language was also much lower than for students of Chinese or Indonesian (Indonesian 14 percent, Chinese 11 percent, Japanese 4 percent).

#### **Textbooks and tapes**

4.145 Only 54 percent of students thought that textbooks were adequate. Students of Chinese indicated a greater degree of satisfaction with their course materials generally than students of the other two languages: 63 percent of student of Chinese but only 51 percent of students of Japanese and 50 percent of students of Indonesian considered their textbook material adequate.

4.146 Further, students of Chinese were also happier with the provision of tape materials and Japanese students the least satisfied : Chinese 52 percent, Indonesian 49 percent, Japanese 43 percent.

4.147 When asked their opinions on other teaching materials, Japanese students were more polarized than students of Chinese or Indonesian, with the highest 'adequate' score (Japanese 63 percent, Chinese 59 percent, Indonesian 44 percent), the second highest 'inadequate' score (Indonesian 31 percent, Japanese 23 percent, Chinese 18 percent) and the lowest 'mostly inadequate' score (Indonesian 25 percent, Chinese 24 percent, Japanese 13 percent).

#### **Conclusion**

4.148 The survey data for individual institutions has been returned to them. When analysed and compared with the national results, it will provide individual institutions with useful information on their

student body which should assist in planning future directions in the teaching of Asian languages. Three parts of the survey need emphasizing. First, the gender imbalance. The problem begins at school, where excessive specialization occurs, but it must be addressed as a matter of urgency. Second, the length of time students propose to study an Asian language. It is encouraging that over 60 percent intend to major in the language. The quality of courses will be vital if student interest is to be maintained and intentions turned into reality. Third, the range of intended careers. The percentage intending a teaching career is disturbingly low and indicates serious teacher supply problems in the future, particularly for Japanese. The percentages wanting a business or legal career are relatively high for all three languages. The percentage wanting an interpreting/translating career appears to be highly optimistic given the lack of full-time work in this field.

## SPECIAL PROGRAMS

4.149 Recent interest in Asian languages, particularly Japanese, has resulted in a diversity of language programs which has revolutionized language teaching departments. Imaginative and innovative programs have been designed, and flexibility in the way courses are offered is gradually being accepted by institutions. The Inquiry was asked to address some of these new types of programs.

### Accelerated Programs

4.150 A submission from the Deputy Head of the Institute of Applied Language Studies at WACAE, Mr W W Frick, made the following observation about the value of accelerated programs.

Language training at tertiary institutions has so far yielded very few capable language professionals. We all know the answer to that problem. The exposure to the spoken and written language is simply not adequate. To overcome this problem we must free ourselves from the present tertiary course structure when speaking of "language education" and Asian languages in particular. At WACAE we have tackled the issue by offering an intensive starter programme which takes up all the electives in a given major. This year, four intensive introductory language units are offered in one semester, bringing the students' language skills up to TEE level. It has been found that one can build upon those intensively acquired language skills more rapidly. The advantages over a two unit per semester language course are obvious.

4.151 It is becoming accepted that character based and tonal languages require much longer to achieve fluency than in other languages. It is virtually impossible for a beginner to achieve even reasonable oral proficiency in the traditional three year undergraduate course with 4-6 contact hours per week, and a 26 or 28 week academic year. Students of Chinese and Japanese have the added burden of learning ideographs as well as learning to speak the language, and there is little relationship between the structure and grammar of those two languages and European languages with which Anglo-Australian students would be familiar.

4.152 The Japan and China Centres at ANU will be starting accelerated programs in 1989. The present three year course will be taught in two years, leaving the third year for consolidation and more work in the

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<sup>17</sup> The first year will be 2 semesters of 6 hours a week spoken Japanese and 2 hours a week written Japanese. In the second year, first semester is 5 hours spoken Japanese and 3 hours written with 4 hours each of spoken and written in second semester.

target language.<sup>17</sup> Ideally, accelerated programs are combined with a period of study in the target country. Accelerated programs place more demands on staff and students, but a common complaint about tertiary language courses is that they are not sufficiently intensive. To maintain interest in Asian languages, students must achieve a working degree of fluency by the end of their courses. Accelerated programs offer one method for achieving this.

### **Intensive Courses and Summer Programs**

4.153 There are various levels (and lengths) of intensive program. The RAAF Languages School, Point Cook is the only Australian Government intensive language training establishment. Its "long" courses are of 44 weeks plus two weeks in the target country. Intensive courses organized by higher education institutions vary in length between 4 and 9 weeks, and these are usually held during vacations, particularly during January and February. We will discuss the longer and shorter types of intensive courses separately. In addition, we will discuss some overseas intensive and summer language programs which might serve as models for Australian institutions.

#### Extended intensive courses

#### Point Cook, RAAF Languages School

4.154 This school has been teaching Asian languages continuously since the 1960s. It has been said that because of the School's training programs in Asian languages the Defence Forces, more than any other section of the community, can communicate effectively with the people of neighbouring countries.

Features of the Point Cook system are:

- \* on-site living
- \* rigorous selection testing and screening
- \* evaluation of English competency
- \* continuous assessment
- \* high motivation (promotion and language bonus)
- \* small classes
- \* high staff-student ratio (often 3:1)
- \* native speaking staff
- \* modern language laboratories
- \* intensive instruction, 5 days a week, 6-9 hours of lessons per day, 3-5 hours of private study each night
- \* constant repetition
- \* a period of in-country study

4.155 The staff of Point Cook stress that each of these features must be present in order for the aims of the program to be realized. The aim of the course is to achieve effective oral communication. Theoretically,

each of the macroskills is given equal weight, but in practice oral fluency has top priority. Refresher courses of two weeks are available for graduates who wish to maintain their proficiency qualifications.

4.156 The Point Cook course sets conditions which are very hard to replicate elsewhere, particularly on-site living. It is also very expensive - we estimate it costs between \$20,000 and \$30,000 per graduate for the 44 week course, which makes it uneconomic as a widely available system.

4.157 Criticisms of the system are that it fails to give sufficient cultural depth, or sufficient contextual information; that the material is heavily oriented towards military topics and that students are inadequately prepared to translate unseen material. There is no doubt, however, that this intensive, audio-lingual method, combined with strong student motivation, does achieve an impressive level of fluency for the particular purposes of the Defence Forces and Government.

#### Twelve month intensive Japanese course at the ANU

4.158 Between 1979 and 1981 at the ANU, the Japan Foundation and the Australia-Japan Foundation funded a one year intensive course which covered in twelve months the content of a 3 year undergraduate degree. Ten months of the course were at ANU and two months were spent in Japan. Three Japanese teachers were brought to Australia to run the course and 20 students were selected to attend. The course was successful in producing in one year graduates who had mastered a normal three year course, but it did not succeed in attracting businesspeople, for whom a 12 month course is too long. The course was discontinued because ANU could not continue to fund it.

#### Cornell FALCON Programs

4.159 As an example of overseas extended intensive courses, we mention the FALCON (Full-year Asian Language Concentration) program at Cornell University in the United States. This is held annually for Chinese, Japanese and Indonesian. Classes are held for 6 hours a day, 5 days a week for two semesters. Chinese and Japanese begin with an extra 9 week course which precedes the normal 2 semesters. The program must be taken full-time, with no other enrolments. Native speakers conduct the drill sessions which are restricted in size. Some scholarships are available for students to attend the course.

#### Shorter intensive courses.

4.160 Tertiary institutions have increasingly offered intensive courses in Asian languages during the January and February vacation months. In 1988, the ANU, the Canberra College of Advanced Education, the University of Queensland (through its Institute of Modern Languages) and the University of New South Wales (through its Institute of Languages) all offered a range of languages at different levels, usually over a 4-6 week period. All were taught on a fee paying basis and all were non-award programs. In addition, Monash University Department of Japanese has since 1986 organized an intensive course in Japanese from

November to February, again on a cost-recovery and non-award basis. Finally, Sydney University's Department of Indonesian and Malayan Studies has for many years cooperated with Satya Wacana University at Salatiga, Indonesia in organizing a 4 week intensive Indonesian language course for Australian students, taught at Salatiga in December/January each year. In 1988 about 50 Australians will go to Salatiga for this course.

4.161 These summer intensive courses have clearly met a real need: they are regularly filled with people willing to pay the tuition fees (and sometimes accommodation costs) involved. However, we have heard complaints from students who have attended some of these courses that not all are of a high standard: or at least not all always meet the expectations of those enrolling. In the future greater attention must be devoted to the quality of summer intensive courses.

4.162 The next stage in Asian language acquisition in Australia demands a different model. One commendable model is that of the Summer Intensive Languages School at Monash University. In January and February 1989 it will make available the full first year Japanese and Indonesian courses in 8 weeks of intensive study (which can be credited by Monash students towards their degree). These intensive courses will involve 4 hours of teaching per day, five days per week over 8 weeks (a total of 160 hours of tuition). Tuition costs are \$680 per student for each of the 8 week courses.

4.163 The United States has considerable experience in programs of this kind and two in particular are of interest to Australia. One is a total immersion course, the other, the SEASSI Language Program, is slightly longer and very intensive but not total immersion.

#### The Middlebury (Vermont) summer intensive courses.

4.164 These are considered very successful in reducing the work of one academic year to 9 weeks. The 9 week period is considered the optimum period for an intensive course of this kind. In Australia it is not possible to get an uninterrupted period of 9 weeks in summer, because of the holiday period Christmas/New Year. Middlebury has produced its own materials for the beginners course but uses Japanese textbooks for the intermediate level. It is a total immersion course: students and staff live together for the entire 9 weeks. The staff student ratio is 4-5 instructors to 25-30 students in the beginners course, with a better staff-student ratio at the advanced level where there may only be 10 enrolments. Spoken language is ahead of written skills, eg 500 characters can be recognized and 150 reproduced. Middlebury exacts a "language pledge" from each student. Students sign a formal statement agreeing to use the language of study as the only means of communication for the entire session - even off campus. Violation of the pledge means expulsion. Beginners sign a modified version and are expected to use as little English as possible. During the 9 weeks, the equivalent of 1 academic year's work is covered. Fees for 9 week period (in 1986), including tuition, board and accommodation were US\$3,225.



The SEASSI (Southeast Asian Studies Summer Institute) Language Program.

4.165 There is a 10 week course which rotates around American campuses, staying two years on each site so that the experience gained from one year can be used during the second year. The burden of organization is thus shared by all participating organizations. The program offers Indonesian, Javanese, Thai, Hmong, Burmese, Lao, Tagalog, Vietnamese and Khmer, at beginning, intermediate and advanced levels.

4.166 The program emphasizes spoken proficiency, and its high-pressure, high workload, highly demanding classes are often a shock to students who are used to the more passive experience of sitting in a lecture theatre and taking notes. The program admits that not all students can benefit from this type of intensive teaching and it is considering administering the Modern Language Aptitude Test to prospective candidates. Students are assessed weekly with interviews and written tests.

4.167 The program is considering developing a maintenance program which students can use between summers, which would consist of a home reading and writing course combined with a listening and viewing comprehension regimen of video and audio cassettes of authentic broadcasts. There is also concern to develop the skills of advanced students. One method being considered is a combination of in-class language instruction with a foreign "externship", ie. learning the language through job experience in the target country.

4.168 The SEASSI Program has considerable difficulty recruiting suitable staff. It has instituted a special scheme of fellowships to bring teachers from overseas to America. The SEASSI Program concluded that "... the languages that now appear to be achieving excellent results are the ones supervised by experienced staff who have accumulated a wealth of ideas and techniques in teaching skilfully".

4.169 Summer schools in Australia might have problems recruiting overseas staff because our vacation period does not coincide with that of the northern hemisphere. One advantage of our summer holiday is that Australian students could attend sessions in Asian universities during the November-March period. Longer and shorter intensive courses have come of age as effective ways of language teaching. Total immersion courses are perhaps better suited to younger, rather than mature age students, but experimentation and innovation should be encouraged.

4.170 Intensive teaching offers the following possibilities:

- \* rapid language acquisition, which can be used as a booster to accelerate progress through a normal degree
- \* in the longer mode (eg a 12 month course) intensive programs can replace an undergraduate language major
- \* refresher courses
- \* maintenance courses

\* language extension for advanced students

4.171 All these possibilities should be explored by tertiary institutions and used to improve the quality of language programs and the proficiency of students. We have made some recommendations in this area in chapter 7.

### **Distance Education**

4.172 New technologies and experience in designing and delivering courses have made distance education in foreign languages a feasible option for language learning. Several centres in Australia are now regarded as leaders in this method of teaching and television may be used in the near future as yet another aid in distance education. In chapter 7 we suggest that the external mode is an effective and economical way to teach Asian languages in lesser demand.

4.173 It has also been pointed out to us that internal students sometimes find it convenient or even preferable to take some of their subjects externally. This allows them greater flexibility in their timetable and for some, the opportunity to learn and review at their own pace is an advantage. This can be particularly useful in language learning which is supplemented by audio and visual tapes.

### **Specific Purpose Courses, Business Programs and Science Programs**

4.174 These are most usefully discussed as award and non-award courses, which address the needs of undergraduate students who are not yet in full employment and graduates, or those who are already in professional employment (including teachers).

#### Award courses

4.175 It is now acknowledged that foreign language skills are extremely useful in a wide range of careers, including business, science, technology, medicine, computing, tourism, law, social work and so on. To cater for these needs some institutions are offering specialized language courses to equip students for their professions. One example is the growing number of business language courses, such as Business Japanese in the Faculty of Commerce, University of New South Wales.

4.176 This is one approach to meeting the specialized needs of a profession. It may not be suitable for all institutional structures, and there are alternatives. Intensive summer programs and external courses offer considerable flexibility to those who want language training and cannot accommodate it in their course structure. But another alternative would be possible if accelerated programs were widely accepted in higher education. If three-year language programs are condensed into two years, the third and fourth years may be used for courses which develop vocabulary and register in a specialized subject area such as business, science, economics, law or literature.

### Non-award courses

4.177 These are most often taken by professional people in full time employment. The courses may take the form of existing units in full degrees (taken on a single subject fee paying basis) or special courses which are mounted from time to time.

4.178 Where suitable single subjects of interest to the wider community are offered, they should be timetabled to enable professional people to attend after hours. Units which are already attracting enrolments from professional people are those like Business and Society in Japan and Japanese Trade and Business Overseas, both of which are taught at Victoria College.

4.179 Two factors which will enhance opportunities to take single subjects are (i) accelerated language acquisition through intensive programs and (ii) the growth of specialist electives in third and fourth years.

4.180 Specific purpose courses are already being offered. The Language Centre at La Trobe University advertised a full-time seven week course for late 1988 on Introduction to Chinese Language and Business Practice - aimed at the business community. This type of course should be encouraged, but where full time higher education language teachers are involved it is important that this teaching be accepted as part of their normal workload, not as an additional task. Full-time higher education staff, particularly language teachers, are stretched by the demands of normal classes, and as language teaching becomes more intensive and material has to be prepared for distance education and in-service courses (particularly for teachers), there will be even less time for special courses.

4.181 One good example of a special purpose Asian language course is the one designed by Griffith University and the University of Queensland on Japanese for the Tourist Industry. This course is now published and has had a wide impact, not just on the tourist industry but as a model for other special purpose courses.

4.182 Qantas commissioned two intensive special purpose Japanese courses in 1988. One was designed for ground staff, by the Insearch Languages Centre (University of Technology, Sydney) and the other was for cabin crew designed by the University of New South Wales Institute of Languages. The cabin crew were taught 6 hours a day for 5 weeks (a total of 150 hours) and the ground staff for 3 weeks (a total of 90 hours).

4.183 Qantas has prepared an evaluative report on the programs and has supplied the Inquiry with the following information. There was keen interest in attending the course, with 900 staff applying for 120 places. Applicants were selected by a language learning aptitude test, interviews and a questionnaire. There were no drop outs and group solidarity (peer support) was very strong, a factor which was seen as having a positive effect on motivation.

4.184 A language proficiency test was held at the completion of the courses with a minimum pass being set at ASLPR Level 1 for the 150 hour course. Only 9 percent of trainees failed to achieve the required proficiency levels in both courses. Trainees were given opportunities to use their Japanese after completing the course and two months later reported that they felt generally confident about speaking Japanese.

4.185 Qantas considers the program achieved its objectives and will repeat the courses with minor modifications. It will develop similar programs for other Asian languages. Qantas has offered the courses to the TAFE sector, free of charge, in return for guarantees of quality control.

4.186 About 80 percent of those who took the courses say they intend to continue with further language study, and some have already enrolled for further Japanese study in their own time. Qantas provides up to \$1000 towards the cost of language courses in Australia for its staff. Both Insearch and the Institute of Languages will follow up the initial special purpose courses with programs designed to consolidate and extend the trainees' language skills.

4.187 The Qantas programs are examples of carefully designed and controlled courses delivered to selected trainees for very specific purposes. The success of this program should encourage other firms and companies to experiment with language training for their employees. Specific purpose courses will probably become highly valued by business over the next 3-5 years. It is noteworthy that Qantas trainees were motivated to continue further language study after their initial introduction. This follow-on effect is also evident after summer intensive courses. This is one of the positive values of short courses which is often not sufficiently recognized.

4.188 Although delivery of these courses is probably best suited to the TAFE system and language institutes or centres, higher education will need to train teachers in their normal courses for these other institutions. As well as language teaching methodology these teachers will also need to know how to design courses for particular needs, how to evaluate the success of courses and the proficiency of students, and how to design follow-up courses. We consider that this training, although specialized, is a part of general pedagogical training, and can already be addressed in existing language teaching methodology courses in departments of education. The reality is, though, that in 1988 language teaching methodology courses in most states and most institutions include very little specifically on Asian languages. We address this problem in chapter 5. We discuss below two recommendations for the improvement of language teaching, a National Centre for Applied Linguistics and common measures of proficiency. Each of these is relevant to the training of teachers who can deliver specialized courses.

#### Science Programs

4.189 While some Australian institutions are designing Asian language courses for the purpose of particular professions, none are doing so specifically for scientists and those working in high-technology

areas. Japan has become a major research centre, and increasingly Australian scientists will need to be able to read the technical material produced there and to collaborate with Japanese colleagues.

4.190 The United States has developed a special Japanese program for scientists. In 1981 the Massachusetts Institute of Technology established the MIT-Japan Science and Technology Program to foster closer relationships between scientists, engineers and industrial managers in the US and Japan. A key feature is the provision of internships in Japan for up to 20 MIT science and engineering students each year. They participate in research in Japanese industry and universities, developing skills and contacts which will be ongoing in their future work. The Program has a wide range of activities, including intensive language courses for scientists and engineers, briefing sessions for government and industry on Japanese scientific and technical developments and advanced reading courses in science, engineering and computing. The centre is developing a curriculum and textbooks for technical language training. The Program receives funding from government, industry and private sources (including sponsors in Japan).<sup>18</sup>

4.191 The Multifunction Polis project, which is currently being discussed as a cooperative venture between Australia and Japan, raises some of the issues associated with technology transfer and research cooperation between Australia and Japan. There does not seem, however, to be an explicit language training project envisaged, such as the MIT-Japan Science and Technology Program. The Australia-Japan Foundation is currently considering a scholarship scheme aimed at providing professional people who have some Japanese with an opportunity to spend time in Japan in order to improve their language and gain access to professional experience in Japan. The scheme is still at the planning stage and might well evolve along the lines recommended here. Moreover, the Key Centre for Asian Languages and Studies at Griffith and Queensland Universities is planning programs to cater for language needs in science and technology relations with Japan.

#### **Recommendation 8**

*We recommend that Australia establish a Japanese Language for Science and Technology Project in order to provide intensive language training for professionals in scientific and technological areas.*

4.192 The Project would ideally be located within a tertiary institution and must be created after full collaboration between government, industry and tertiary language teachers. The MIT-Japan Science and Technology Program should be closely studied as a possible model for this Project. Clearly, a mix of language training in Australia and immersion experience in Japan is essential to its success, as is cooperation with Japanese industry for the organization of secondments.

#### **Refresher and Maintenance Courses**

4.193 As Asian languages are changing rapidly, there is an urgent need for language programs designed to bring language skills up to date, and to keep an active, rather than a passive, knowledge of a language.

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<sup>18</sup> *The MIT Report*, July/August 1985.

Intensive programs are ideal if they are specifically designed for this purpose. The Point Cook School of Languages regularly runs refresher courses and could be consulted about its methods.

4.194 We see the main demand for refresher and maintenance courses coming from teachers of Asian languages. Both Monash University and Darwin Institute of Technology have plans for upgrading courses for teachers in Japanese and Indonesian respectively.

#### **Recommendation 9**

*We recommend that Asian language departments in higher education institutions design language maintenance and refresher courses for teachers of Asian languages in schools. Such courses should be designed in close cooperation with State Education Departments.*

4.195 Distance education also offers possibilities for maintenance and refresher programs. However, the most effective way of maintaining fluency is using the language in its country of origin. Periods spent in the target country are beneficial to both teachers and students. Our recommendations in chapter 7 give strong support to in-country experience through travel-assistance scholarships, fellowships and the Tertiary Education Consortium.

#### **Interpreter and Translator Courses**

4.196 The past decade has witnessed the establishment of programs in interpreting and translation in institutions of higher education which provide graduates with formal qualifications in these areas. Trained interpreters and translators are now available for employment with business, industry and government agencies, particularly in the area of community welfare and social services. However, professional interpreters and translators are well aware that their services and skills are not being fully or properly used. Few of them derive a livelihood from interpreting or translating. The professionals have responded by forming a professional association, known as the Australian Institute of Interpreters and Translators (AUSIT). Although only formed in 1987 it already has nearly 700 members. It is giving priority to establishing a registration board for interpreters and translators, aimed at raising standards within the profession.

4.197 In 1987, the Victorian Ethnic Affairs Commission published the results of a survey it conducted into the requirements for Japanese and Chinese interpreting and translation services from business people in Victoria. One of its major findings was that many firms and companies' appreciation of formal interpreting/ translating skills is limited, and that there is an assumption that Chinese or Japanese speakers are automatically competent in this respect. This points to the need for education about the complexity of the communication process and the advantages of using only qualified interpreters and translators. The analysis concluded that "... potential demand outstrips current supply". This is difficult to accept when so few members of the profession earn a full-time income from interpreting and translating. A more likely explanation is that there are insufficient numbers of expert interpreters in particular languages, notably Chinese and Japanese.

Table 5

Accredited Interpreting and Translating Courses

	NAATI Level	Degree	Language
<u>NSW</u>			
Macarthur Institute	2	Assoc Dip	Arabic/Vietnamese
	3	BA(Int/Transl)	Arabic/Vietnamese
<u>VIC</u>			
RMIT	2		Vietnamese/Cantonese/
Khmer/Japanese Victoria College	3	Grad Dip in	Vietnamese/Japanese/ Int/Transl: Mandarin/Arabic[and for 1989 Korean]
<u>QLD</u>			
University of Qld	4	MA	Japanese
<u>WA</u>			
WACAE	3	Int/Transl Int/Transl (p/g)	Vietnamese Mandarin
<u>SA</u>			
SACAE	2	Assoc Dip Grad Dip	Vietnamese Vietnamese/Cantonese/ Mandarin/Indonesian-Malay
<u>NT</u>			
Darwin Institute of Tech	2		Vietnamese/Mandarin

4.198 The levels of accreditation have been established by the National Accreditation Authority for Translators and Interpreters (NAATI). There are five levels, but only levels 2, 3 and 4 are relevant to higher education language programs. Level 2 represents a competence for the ordinary purposes of general business. It is not of a sufficiently high level to be a professional interpreter/translator, but would enable people to use language skills on an occasional basis perhaps as an adjunct to their principal duties. Level 3 is the basic level for those who, by profession, are interpreters or translators. A high standard of general education and special training is required to achieve competence at this level. Levels 4 and 5 are advanced professional levels. Level 4 is the first professional level for specialist translating and interpreting. Interpreters working at this level are expected to be capable of both consecutive and simultaneous interpreting at international economic, scientific and political meetings and conferences. Translators working at this level are expected to be capable of translating highly complex economic, scientific, legal and political documents. Level 4 interpreters and translators are expected to operate, under supervision, at high levels of proficiency, compatible with general international standards.

4.199 The Inquiry supports the role of NAATI as the national accrediting agency for interpreting and translating. Educators who train interpreters and translators have the opportunity (through state advisory bodies) to participate in the formulation of NAATI policy. The network NAATI has established through its state bodies with higher education and with government agencies, as well as with the community at large, has taken considerable time to establish and is extremely valuable. The panels of examiners which assess all NAATI tests have similarly been built up over an extended period and provide a large pool of language skills

and experience.

4.200 NAATI is planning to phase out its mass-scale testing program of individual candidates and to work towards accreditation through NAATI approved courses. NAATI provides detailed guidelines for educators who wish to establish a NAATI approved course. The majority of level 2 courses, and all level 3 and 4 courses, are offered in institutions of higher education.

4.201 We quote here from the NAATI submission to the Inquiry regarding its plan for training courses in interpreting and translating in Australia.

Objectives: NAATI advocates the following objectives:

To encourage existing Level 3 courses to increase the number of languages they offer, either by more flexible rotation at the undergraduate level, or by the introduction of (shorter) postgraduate awards, or both.

To discourage the proliferation of Level 3 courses.

To discourage the incorporation of interpreting/translating courses into existing language courses.

To discourage the teaching of Level 4 courses together with Level 3 courses. Institutions should not assume ipso facto that progression to Level 4 is logical and automatic.

To urge the establishment of only one, or at the most two, Level 4 centres throughout Australia; one for European languages, the other for Asian languages.

#### Distribution of Courses

Given that there is at present a considerable discrepancy of course provision from State to State, institutions and approving bodies should consider the following as and where appropriate:

##### Level 3 courses

The present approved pattern of interpreting/translating course distribution, should be continued, although with each responsible institution providing a wider range of languages.

Those States with no Level 3 course (eg. ACT, Northern Territory, Queensland and Tasmania) should be encouraged to establish at least one Level 3 centre in appropriate languages [sic].

In states where Level 3 courses already exist, the introduction of new language streams or of new types of interpreting/translating award should be encouraged at institutions where expertise and facilities already exist, rather than in additional institutions.

Since Level 3 courses should be reasonably accessible, the major languages of need and demand should be offered in each state. However, due to a very small pool of potential students in the ideographic languages, provision of training in each state may not be practical.

Institutions are to be encouraged to conduct PG1 courses, at least in the short term, to meet existing demand, PG1 courses are both more cost-effective and more readily adaptable for offering the flexible language programs which have been advocated. Moreover, they can meet the demand, hitherto unprovided for, of language graduates or graduates of other awards with sufficient knowledge of a second language who want to achieve a postgraduate award and an interpreting/translating qualification. The Western Australian College of Advanced Education has introduced courses in translation in the external mode. This is an interesting development



and warrants careful scrutiny. However, NAATI is not prepared to support external interpreting courses.

4.202 NAATI suggests that although Level 3 courses should be reasonably accessible, the number of people wishing to train at Level 4 will remain very small, especially in Asian languages. Students at this level must be prepared to travel to a national centre. NAATI has already supported the University of Queensland as the national centre for Level 4 training in Asian languages.

4.203 In 1988 the University of Queensland, in conjunction with Griffith University, was awarded a Key Centre for Asian Languages and Studies. One of its highest priorities is to train conference interpreters and translators in Japanese/Chinese/English to the highest levels. It hopes to add Korean in a few years time. The Department of Japanese and Chinese Studies at the University of Queensland, together with the Key Centre for Asian Languages and Studies will provide the focus and facilities for Level 4 training in Asian languages. It is important that sufficient postgraduate scholarships be made available for the small number of students who will undertake the Level 4 training in Asian languages at the University of Queensland.

**Table 6**

**Number of NAATI-Accredited Translators and Interpreters**

	Level 2	Level 3	Level 4	Level 5
<u>All Languages</u>				
Translators	1498	1826	89	0
Interpreters	2753	831	37	5
<u>Western European Languages*</u>				
Translators	779	816	79	0
Interpreters	804	342	24	5
*Includes: French, German, Italian, Portuguese, Spanish				
<u>Key Asian Languages*</u>				
Translators	208	152	5	0
Interpreters	251	45	9	0
*Includes: Japanese, Korean, Mandarin, Cantonese				
<u>Other Asian Languages*</u>				
Translators	216	179	0	0
Interpreters	402	66	0	0

\*Includes: Khmer, Lao, Thai, Vietnamese, Indonesian and Malay.

Note: approximately 70% of those accredited in these languages are represented by the Vietnamese language.

4.204 Commenting on these figures NAATI noted that:

As of 25 August 1988, there were 5 interpreters accredited at Level 5, all in the European languages. At Level 4, there were 89 translators (79 in the major European languages, 5 in the Asian languages) and 37 interpreters, (24 in the major European languages and 9 in the Asian languages). The majority of Level 4 Interpreters and Translators in the Asian languages are graduates of the NAATI approved course in Japanese at the University of Queensland. A very small number of interpreters and translators

began their career in Japan but are now operating in Australia. There are only two Level 4 accredited interpreters in the Chinese languages (Cantonese and Mandarin).

Most of the work for Level 4 and 5 accredited translators and interpreters in the Asian languages relates to trade negotiations and business interviews, particularly in Japanese. There is also some demand which relates to tourism, but not as Tour Guides. There is almost no demand for freelance interpreters and translators to work in the area of diplomacy. Governments tend to rely on their own employees for this type of work. The language of greatest demand, for those top-level tasks is Japanese and there is a small but growing demand for Korean and Chinese. The supply of Level 4 interpreters and translators in the East Asian languages can be guaranteed by graduates from the University of Queensland's course.

4.205 The supply of Level 3 graduates in Asian languages, is less assured. Many level 3 graduates work in ethnic community areas in languages such as Arabic, Vietnamese and Khmer. Here there is a local need as well as an international one. The level 3 Graduate Diploma at Victoria College started only in the second half of 1988 and graduation figures will not be available until 1989. There is a high attrition rate in interpreter/translator courses at levels 2 and 3.

4.206 We support NAATI's suggestion that every state should have one level 3 centre for languages of greater need and demand. Tasmania, the Northern Territory and the ACT are states which do not yet have such a centre. Tasmania may not require a centre for some time, but the NT and the ACT should be considering establishing one each. The proposed amalgamation of CCAE and ANU may provide the opportunity for setting up a level 3 centre in the ACT.

4.207 We also support the NAATI recommendation that interpreting/translating training is most effectively accomplished in a one year post-graduate course. Training requires (i) considerable language proficiency (ii) a depth of general knowledge - both of which are best acquired during an undergraduate degree. This can then be followed by specialist training.

4.208 It should be noted that interpreting and translating courses place high demands upon staff/student ratios and upon the technical facilities required in language laboratories. Further, student numbers tend to be small, since few people in Australia are able to meet the tertiary entry requirements for these courses. As a result, interpreting and translating courses may need to be considered differently in terms of viability criteria and in terms of the funding arrangements. In planning for the establishment or maintenance of interpreting/translating courses in Australia, efforts should be made to build upon existing resources in order to provide an adequate number and a reasonable distribution of courses.

4.209 NAATI makes the following comments about funding politics for interpreting and translating courses:

Whereas reports have recommended, and governments have accepted, the need for nationwide interpreting/translating service provision and have acknowledged the concomitant need for interpreting/translating training courses, there has been neither similar formal recommendations nor

acceptance of the need for funding for such courses. Governments have in fact given neither encouragement nor direct funding for such courses in post-secondary institutions. The resulting funding constraints have obviously had an impact both on the quality and on the quantity of courses offered, and continue to do so. Moreover, it should be noted that whereas interpreting/translating training courses are at present funded according to the Humanities/Social Science field of study weightings, this does not reflect the intensive nature of interpreting/translating training, which demands that interpreting/translating training courses should be recognized for staffing at formulae considerably less than those operating for other Humanities awards.

Thus, the ability of the education sector to produce sufficient numbers of graduates, in all the languages required, is severely restricted by financial considerations. Until additional and more flexible resources are allocated to the provision of interpreting/translating training courses, the situation is not likely to improve.

4.210 Our interview with educators in charge of training courses showed that all found the existing funding formulae to be unrealistic for this type of specialist program. In Chapter 7 we recommend increased funding for interpreting/translating programs.

### In-Country Training

4.211 Many institutions noted that they support arrangements which enable their language students to spend a period in the target country improving their languages skills. The difficulty of arranging this in-country experience and its cost varies considerably. All institutions enthusiastically supported the suggestion of a tertiary education consortium which we discuss in detail in Chapter 7.

4.212 A submission from Mr Colin Freestone of the Macarthur Institute of Higher Education drew our attention to the fact that trainee primary teachers from Macarthur may now undertake their practical teaching experience in Indonesia. In order to extend this Asian work experience and to improve the knowledge about Asia of Australia's professional workforce, he suggested that all tertiary courses should have within them the possibility of doing at least one unit/subject on Asia, at an Asian institution. These units should be given the same credit as a similar unit in Australia.

4.213 There are interesting possibilities arising out of Mr Freestone's suggestion. Australian institutions have not yet developed a national system of cross-crediting, but in arriving at such a system principles will be involved which could equally apply to cross-crediting internationally. Though such arrangements may be several years away in implementation, they should be borne in mind when arranging for students to study in Asia.

### **Recommendation 10**

*We recommend a national system of student exchanges with Asian countries.*

4.214 Australian students studying in Asian institutions can be replaced in Australian ones with Asian students. The benefits to students, staff and institutions should outweigh any difficulties and effort associated with implementing such a scheme. The Department of Foreign Affairs and Trade, IDP, DEET and bodies such as the Australia-China Council could greatly assist such a student exchange scheme.

## EFFECTIVENESS OF ASIAN LANGUAGE PROGRAMS

4.215 There are many excellent features of Asian language teaching in Australia, with innovative courses and enthusiastic and talented teachers at all levels of the education system. Australia is teaching Asian languages far more extensively than any other western country. Nevertheless, there are also weaknesses in language teaching methodology in Australian education, many of which we have already discussed. While we can be proud of our achievements, these weaknesses must be addressed if we are to attract much greater numbers of students and if we are to develop higher levels of proficiency. One important problem is that the results of applied linguistic research in the 1980s (and earlier) are not readily available to practising teachers in either the pre-tertiary or the tertiary sphere. Pre-service programs for teachers in language methodology are too brief and usually not up to date. Tertiary language teachers only rarely have specific training in methodology. This situation has been recognized to some extent in the Australian Language Level Guidelines published by the Curriculum Development Centre in 1988. Attention is given to the principles of the teaching/learning process and the most recent theories of language acquisition are discussed. But this is still not adequate to bring about changes in classroom practice. The final section of the ALL Guidelines (Book 4), stresses the need for inservice development programs for language teachers. We fully support this and urge that opportunities for improving teaching skills be available to tertiary, as well as pre-tertiary, teachers.

4.216 We can capitalize on the current interest in Japanese and attract students to study other languages if the proficiency levels of graduating students are raised. If students achieve a high level of fluency by the end of a course on-going motivation will be built into language programs. As the status and quality of language graduates is recognized, the status of language teachers will improve and more attractive career prospects should result.

4.217 It follows that if status and employment opportunities are linked with language study there should be no need to make language compulsory for university entrance, or mandatory as a matriculation subject.

### **National Centre for Applied Linguistics**

4.218 We consider that the most effective way to improve the quality of language programs in Australia is through more effective language teaching. A new body, to be called the National Centre for Applied Linguistics, should be established to revitalize language programs by updating and supplementing the skills of language teachers, both in schools and in higher education. This body should also be responsible for research into the effectiveness of language programs. Chapter 7 contains a detailed argument and recommendation to this effect.

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<sup>19</sup> Paul Bourke, *Quality Measures in Universities*, CTEC, 1986.

## **How to Measure Effectiveness**

4.219 The British University Grants Council has explicitly stated that teaching is not amenable to quality or efficiency measures given the present state of development of indicators. This is not encouraging. Professor Paul Bourke, Director of the Research School of Social Sciences at the Australian National University, was commissioned by the former Commonwealth Tertiary Education Commission to report on procedures that might be used as quality measures in Australian higher education. His report was published by CTEC in 1986.<sup>19</sup>

4.220 Bourke noted the move away from cost effective estimates to more complex measures which identify effectiveness in the delivery of particular objectives. The culture of evaluation is not well developed in Australian higher education, but he suggested that it be practised and implemented in terms which institutions themselves define. He argued that the practice of evaluation is itself a prime quality indicator of an institution or a department.

4.221 For the departmental level, Professor Bourke has compiled a list of items for self-evaluation:

- \* a statement of the educational goals of departments in a form which would lend itself to developing some idea of whether they are being met;
- \* annual self-profiles of research and publication by individual members of the department performance, lodged with the central administration following comment by the head of department;
- \* an analysis, after the fashion of the University of Leiden, of where a department's research output stands in the international community of its field using properly specified and controlled citation indices for volume and impact;
- \* annual peer evaluation of teaching performance including classroom visitation and the preparation of a report to be lodged centrally following comment by the head of department and the member of staff;
- \* systematic student feedback on teaching performance for the confidential use of staff only;
- \* periodic - ie. at least at five year intervals - review by a department of all courses offered;
- \* the production and maintenance of student records which would provide routinely generated data on student background and educational history;
- \* appraisals of student learning.<sup>20</sup>

Central to this process of self-evaluation is the need to specify goals in such a way that effects and outcomes can be clearly assessed.

4.222 If we are truly committed to the notion of measuring effectiveness in quantifiable terms, we must encourage language departments to develop a system of self-evaluation and apply it regularly. Bourke's list

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<sup>20</sup> *ibid.*, pp.26-7

provides a starting point for this exercise, but as he himself stressed, there is an urgent need for research into performance indicators at all levels.

4.223 Self-evaluation is a matter for individual departments to implement, and as Bourke indicated, the decision to conduct such evaluation in itself constitutes a major quality indicator.

### **Recommendation 11**

*We recommend that all Asian language departments engage in a process of self-review, with a view to devising ways of improving the effectiveness of teaching methods and raising the proficiency levels of graduates.*

4.224 In conducting self-reviews, Asian languages departments should as a first priority consult the Bourke report published by CTEC. The following paragraphs suggest some starting points for self review procedures. The establishment of national measures of proficiency will provide an extremely valuable tool for the evaluation of the effectiveness of various teaching methodologies. Language departments should use these proficiency measures to assess their own programs.

### **Defining the Aims of a Language Program**

4.225 Effectiveness cannot be measured until goals are defined. An evaluation must then be made of the extent to which these goals are being achieved. It is important that students know and understand these goals in order that their expectations of a particular course are realistically based. It may be appropriate to discuss aims with students and through consultation negotiate a final formulation.

4.226 The ALL Project identified five broad categories of goals that are relevant to all language programs at all stages of language learning:

- \* communication goals
- \* socio-cultural goals
- \* learning-how-to-learn goals
- \* language and cultural awareness goals
- \* general knowledge goals

4.227 This list is a useful starting point for closer definition of the aims of programs. Language departments should explore ways of formulating their goals in order that their direction and purpose is evident to students and in order that they can monitor achievement.

### **Attrition and retention rates**

4.228 The wastage rate of programs is one indication of the effectiveness of teaching. The rate of retention of students of Asian languages, especially students of character-based languages, is quite high. There is, of course, a difference between students who fail courses and students who pass but do not continue

on with a higher sequence of the course. Our statistics on language courses do not make this separation clear. It is obvious, however, that we do need to consider why less than one quarter of students who enrol in first year Japanese or Chinese eventually proceed to the third year course. This is an area which this Inquiry has been unable to address.

### **Student feedback**

4.229 One of the criteria listed by Paul Bourke as a measure of effectiveness of departmental programs is systematic feedback from students on the teaching performance of staff. This type of accountability, though sometimes painful, is becoming an accepted activity in our higher education system, particularly since teaching performance is increasingly being considered during promotion procedures. We commend it to teachers of languages as a helpful indication of student perceptions of a course.

4.230 Our survey of first year Chinese, Japanese and Indonesian students did not seek information about teaching performance, though we asked about: the pace of teaching; the balance between oral and written work; whether there was sufficient contact with lecturers and tutors. The results of this survey have been analysed earlier in this chapter.

### **Achieving satisfactory levels of proficiency**

4.231 The question of standards is extremely complex. It was earlier noted that students and employers considered fluency as the main objective of a language program. A United States report on Asian languages quotes a survey of learners of French which demonstrated that time spent learning the language was the aspect which surpassed all others in importance in determining the skill of the speaker: "...Many academics do not realize that the time and effort required to bring to near-fluency one's knowledge of the difficult languages is very great, and the proficiency required to move up each step on the Foreign Service Institute (FSI) scale increases geometrically". The report pointed out that for Japanese, Chinese, Arabic and Korean there is a question as to whether basic competency could ever be achieved in the time allotted to language teaching in a typical university program. These estimates of the time required to achieve competency have implications for the way courses are structured and language teaching timetables organized. It is obvious that 4 or even 6 hours a week for 3 years for a language like Japanese is totally unrealistic if proficiency is the aim of the course.

4.232 The *National Strategy* of the Asian Studies Council calls for more Australians to study Asian languages, and we refer to this in chapter 7 as 'Broadening the base'. This is only the first step. We must also raise the level of competency of graduates. This requires more time and greater intensive teaching methods. If we are to achieve more with Asian language programs than establish a tokenistic system of language acquisition, more time has to be found in undergraduate programs for language study. Some institutions are already seeking ways of doing this - accelerated programs are one example. The combination of booster intensive courses in vacations with normal tuition during the academic year is another. A third is in-country

training. A fourth is lengthening courses beyond the present three years. We have discussed ways of achieving greater proficiency in chapter 7.

4.233 We have also specifically addressed in chapter 7 ways of improving language skills at the top end. In Australia, the only advanced language training centre for Interpreting and Translating is the Japanese Level 4 course at the University of Queensland. Having carefully considered the most economical and effective way of increasing language training for upper-level language skills, especially ways of achieving very high levels of fluency we have recommended the establishment of an Asian Language Fellowships Scheme. These fellowships are for advanced language study in the target country, to be awarded competitively to students who have completed 3 years of study in any Asian language at a tertiary institution.

4.234 We are well aware of the major difficulties in the way of lengthening Asian language courses. Government policy for some years has been to resist attempts to lengthen a number of professional degrees. There would also be problems in adding yet another year to combined degrees - and everything should be done to encourage, rather than discourage, combined degrees. We cannot be sure of student response to a four year degree course or to a five or more years combined degree. Yet, five years is the norm in engineering and law - even longer in medicine - with most law faculties requiring students to enrol in a combined degree. Despite the obvious difficulties, a longer first degree should remain as one option. The cost may be substantial, but equally may be necessary if Australia is to be really serious about the need for greater proficiency in Asian languages.

4.235 We have argued above for other options such as accelerated programs and other forms of intensive teaching, vacation programs, and more opportunities for in-country experience.

4.236 The most effective way of improving proficiency at the tertiary level is to start earlier, rather than end later. If students enter higher education with previous knowledge of Asian languages and are extended with tertiary programs, the quality of graduates will improve dramatically. We stress again the critical importance of pre-tertiary training in Asian languages.

4.237 A further contribution to improved proficiency can be made by employers. The point is often made that doctors, engineers, lawyers and graduates with accountancy skills, all receive further training after they leave the tertiary sector. The community accepts that a period of apprenticeship is necessary before entering full practice. The same is true of language graduates. They have the raw knowledge, but usually have not applied it in a practical situation. Employers must understand this and support new graduates with a period of in-country or on the job training. The investment will return high dividends.

### **Measuring levels of proficiency**

4.238 The question of standards has repeatedly been mentioned in this Report. The definition of standards is crucial to efforts to improve the quality of language programs and language graduates. In his



report on Asian languages and studies in Britain, Sir Peter Parker suggested that "...universities provide a touchstone of quality for the system as a whole. They are the ultimate source of many of the trained personnel who run the middle ground organizations. Many university staff contribute directly to the work of the middle ground organizations. The universities therefore play an often unrecognized role at the heart of this network. If the source of supply in the universities dries up, the whole network will suffer".

4.239 Besides providing language training for the majority of graduates in Asian languages, the staff of tertiary institutions play a large part in determining the standard and type of language taught. Through the textbooks, grammars and dictionaries they compile, tertiary teachers can establish and define not only the standard of language, but standard language. This influence reaches throughout the community, through the TAFE system and the school system.

4.240 It is one thing to set standards, it is quite another to measure them. It is the actual skills that must be measured, not the number of years spent studying a language. At present the usual measure of language proficiency awarded officially by tertiary institutions is expressed in subject grades and the number of subjects or years a language has been studied.

4.241 The ALL Project has developed a proposal for a "'National Assessment Framework for Languages at Senior Secondary Level', which is designed to cater for a broad spectrum of learners entering year 12 with different levels of language proficiency. It is currently being considered by authorities in all states and territories, but if accepted will apply only to the pre-tertiary level.

4.242 NAATI is also considering running proficiency tests. At present its testing program examines interpreting and translating only. It is hoped that NAATI proficiency testing will be in place by late 1989. The proficiency scale to be used has not yet been announced.

#### **Common measures of proficiency**

4.243 We recognize the need for standardised measures to evaluate the language skills of each individual. The benefits of such measures are:

- \*improved opportunities for student/native speakers to move between institutions and programs
- \*more accurate assessment of an employee's language skills by employers
- \*benchmarks for differentiating the effectiveness of different language teaching methods and different curriculum materials.

4.244 The last feature is extremely important to improving the quality of language programs. Common measures of proficiency will provide the basis for controlled research into the appropriateness of various teaching methods. This information is urgently needed to improve the quality of language programs.

## CONCLUSION

4.245 In teaching Asian languages, as in all teaching about Asia, it is vitally important that the academics involved critically review what it is that they are teaching and how they are doing it, with a strong awareness of the expectations of students and the requirements of the labour market. One theme recurring throughout this Report is that the days of orientalism, or the mystification of Asia, must be over. Asian language departments must be outward-looking in their approach to teaching methodologies, in their relations with other departments in their institutions and, above all, in the ways in which they teach students. Studying an Asian language has been seen as exotic for far too long, and academics have not been entirely blameless in the creation and maintenance of this image. Studying Asia and its languages must become commonplace in the future. For this to happen, language teachers, as well as those who teach about Asia in discipline or area studies departments, must abandon any last vestiges of the ghetto mentality which has often been present in the past.

4.246 Tertiary institutions are beginning to respond to the needs of students and the community by establishing new structures for the more efficient delivery of language programs. It is very important that Asian studies programs are based on a mixture of the three crucial elements of language, culture and a discipline. While individual institutions will vary the emphasis they give to each of the elements, it is vital that all elements be present in order that the program is balanced and students well equipped for future careers. It is clear that language programs which attract students have close links with area studies programs or with discipline programs.

4.247 The structure of language courses should be sufficiently flexible to allow various tap-in points. Multiskilling will be a characteristic of our education system for the foreseeable future. In the next decade higher education will be serving a wider variety of student groups with more diverse education backgrounds. There will be a greater demand for continuing education and intensive courses, and distance teaching will be important in delivery language services. There will also be an increasing demand for maintenance and refresher courses. It is important that higher education institutions become involved in these areas.

**TEACHER EDUCATION**

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5.1 The teaching profession has a central role in creating an Asia-literate Australia. Basic images of, and attitudes towards, Asia are formed when people are young. These images and attitudes are difficult to shift in adulthood. Schools play a crucial role: what is not taught is often as important as what is taught. Teachers tend to teach what they are comfortable with, which usually reflects their own education, particularly what they studied at tertiary level. The education of teachers about Asia and its languages is vital to any hope of creating an Asia-literate society.

### MAJOR PROBLEMS

5.2 Teaching about Asia or its languages is largely absent from the curricula of most primary teacher education courses. Colleges of Advanced Education are the principal primary teacher education institutions. In chapter 3 we showed that courses on Asian studies and Asian languages in Colleges of Advanced Education are very few and enrolments in them very low. The result is that the vast majority of primary education students graduate without any formal study of Asia. Some Colleges of Advanced Education which taught Asian languages to education students in the 1970s lost the resources to do so in the 1980s. It will require a major effort and some earmarked funding to make Asian studies and Asian language programs available to all education students.

5.3 Teacher education faculties made it clear that they are well aware of Commonwealth and State government interest in increasing the number of teachers with a knowledge of Asia and its languages. However, in the last decade they have been called upon to make numerous changes to their courses: for example, in the areas of mathematics, science, women's studies, Australian studies, Aboriginal studies and teaching methodology. Now Asian studies. Many of them view the latest call as an added burden to an already over-crowded syllabus and they are sceptical that they will receive adequate resources to do it.

5.4 There are mixed feelings about the 'best' way to teach teachers about Asia. Some considered that until 'Asian studies' is a nominated subject in state curricula it will not be included in teacher education programs and will not be allocated real resources. Other noted the success with which Asian examples and case studies are included in social science and business syllabuses and claimed that the interest they aroused in teachers stimulated them to study Asia in more depth in postgraduate courses. A major difficulty remains, as it has for the last thirty years, of the paucity of suitable teaching materials on Asia for use by teachers and school students. The production of high quality textbooks and other curriculum materials must be encouraged and rewarded.

5.5 If the current situation for pre-service education of primary teachers is totally inadequate, the situation for secondary school teachers is only a little better. It is very difficult to obtain precise information on the subject backgrounds of those who enter secondary teaching, but the clear impression is that only a minority

have any formal study of Asia at the tertiary level. This would be as true for teachers of history and geography as it is for teachers of economics or literature. Secondary school curricula have only a small amount of Asia content, but even when teachers have a choice to include the study of Asia in, for example, history or geography subjects, few do so. This is largely because their own education ignored Asia.

5.6 The preparation of Asian language teachers for the classroom is inadequate. In chapter 4 we discussed some of the major problems at the undergraduate level. Only a very few education faculties offer specialised Asian language teaching methodologies for Diploma of Education students. Generally, training in specific language teaching methodology must be significantly improved. Moreover, young graduates with three years (or even two years in some states) language study are expected to be able to teach communicative skills in the classroom without adequate training, support structures or curriculum materials. We have made recommendations in this chapter, and again in chapter 7, for major improvements in this area.

5.7 A more fundamental problem is that too few Asian language graduates wish to become teachers. The reasons are many and complex. A large part of the problem is the low status and rewards of the teaching profession, the stress of teaching and, for language teachers in general and Asian language teachers in particular, the lack of satisfying career paths. There are a number of factors specific to Asian languages themselves which we have addressed in this chapter and in chapter 7, the major policy chapter of this Report. However, the broader problems must be faced if there is to be any hope of recruiting and keeping the considerably increased numbers of Asian language teachers needed over the next decade.

5.8 One source of recruitment, hitherto either ignored or inadequately catered for, is the large number of Australians bilingual in an Asian language as well as English. Most states currently require potential language teachers from this group to undertake one or two formal language subjects at tertiary level, as well as complete a full diploma of education course. Apart from Vietnamese, no higher education institution offers advanced level language development courses for native or near native speakers. If this important source of potential Asian language teachers is to be fully utilised, new ways must be found to train them for the classroom.

5.9 There is little integration of the study of Asia into teacher education curricula. Where subjects on Asia are offered, they are optional and generally regarded as rather exotic. Asia-literate teachers are a pre-requisite for the creation of an Asia-literate society. Teacher education programs at the moment are inadequate for the task. Radical restructuring must occur with the study of Asia integrated into primary teacher education curricula. It must become part of the core and not simply one of many options. In recruiting teachers for secondary schools, education departments must give some priority to those who have included some study of Asia in their undergraduate programs.

## THE SCHOOL SITUATION

5.10 The Asian Studies Council commissioned two recent surveys which examined Asian language

teaching in primary and secondary schools.<sup>1</sup> These studies considered factors which affect student demand for languages, State Government policies on Languages Other Than English (LOTE), the decision at school level whether or not to initiate or continue Asian language programs and the lack of a rewarding career structure for teachers who specialise in Asian languages.

5.11 The focus of this Inquiry is higher education and the contribution it can make to providing competent and confident teachers. It is not possible here to examine in depth the situation in schools, but we stress that the following issues must be addressed and resolved if availability and demand for languages is to be dramatically increased in pre-tertiary education.

- \* parents and students must see the benefits and advantages of studying Asian languages and insist on their inclusion in curricula.<sup>2</sup> If there is an expressed demand for Asian language courses, principals can be persuaded to run them.
- \* courses on Asia or its languages must be guaranteed a period of stability and continuity to enable them to become established and not be under constant threat of being withdrawn.<sup>3</sup>
- \* the present career structure for teachers in every state disadvantages teachers of small-demand subjects, including Asian studies and Asian language subjects. There are few material or promotion incentives for teachers to develop a career in teaching and promoting Asia in our schools.<sup>4</sup>
- \* there must be closer liaison and consultation between higher education and secondary schools to capitalise on students' pre-tertiary language acquisition and extend it at the tertiary level.

5.12 This Inquiry's survey of first year students of Chinese, Indonesian and Japanese emphasised the importance of foreign language study at secondary level. Of those first year language students, 78 percent of Japanese students, 61 percent of Chinese and 54 percent of Indonesian had studied a language other than English at high school. Clearly an increase in the number of students studying a foreign language at high school should result in increased numbers at the tertiary level.

5.13 At present very few Australians study any language at school: the number studying an Asian language is minimal. A major objective in the next decade must be to increase the number of children learning an Asian language. In chapter 4 it was stressed that three years study of an Asian language at tertiary level is insufficient to achieve proficiency in the language. The obvious solution is for Asian languages to be more widely taught in schools so that they can be built on in higher education. The very low base of Asian language teaching in

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<sup>1</sup> *Asia and its Languages*, Schools Project, Centre for Education, University of Tasmania December 1987 and *Teacher Supply for Asian Languages and Studies*, Nicholas Clark and Associates, December 1987.

<sup>2</sup> See further *Teacher Supply* 101-2 and *Asia and its Languages*:138. This is a specific issue in the *National Strategy*.

<sup>3</sup> See *Asia and its Languages* 4(a) and *Teacher Supply* 101 and 109.

<sup>4</sup> See *Asia and its Languages* 139 and 153 and *Teacher Supply* 37 and 91.

schools make this a long term objective. But a start must be made immediately. The *National Strategy for the Study of Asia in Australia* sets goals which are achievable by the turn of the century if a start is made now:

The number of students studying an Asian language as a mainstream subject to nationally agreed standards is 15 percent of each of the total primary, secondary and TAFE student populations and 5 percent of the university and college student populations, by 1995, and 25 percent and 10 percent respectively, by 2000.<sup>5</sup>

5.14 The National Strategy calculates the number of teachers needed to meet the demand for Asian languages as:

For secondary schools in order to reach 15 percent of students by 1995, for the Study of Asian languages raise the current 500 teachers by 100 new teachers per year to a total requirement of 1,100 by 1995;

For primary schools for languages, raise progressively the current figure of 0.1 percent of all teachers with language skills to a total of five percent.

5.15 Past experience with teaching Asian languages in schools proves that it is crucial that teachers are trained to the highest possible standards, otherwise students are turned off languages for life. As our language consultants commented, Australia is a nation littered with failed language learners. The recent publication of the *Australian Language Levels Guidelines* presents a coordinated framework for foreign language teaching in schools. The widespread adoption of the *Guidelines* will improve the quality of language teaching and learning at the pre-tertiary level. It is essential, however, that in-service programs in language teaching methodology be available for teachers. The report of our language consultants, Dr Bowden and Dr Quinn, commented on the relationship between teachers and higher education:

Many of the teachers and Heads we interviewed in various states expressed strong convictions that the quality of Asian language teaching in the schools needed to be significantly improved as a matter of urgency. Only one was involved directly with a teacher education institution in such a quest. Clearly there is a substantial opportunity for Asian language departments to play a greater role in this area.

5.16 There must be radical changes in the next decade if the quality of Asian language teaching in schools is to be improved. Asian language departments in Universities and Colleges of Advanced Education must accept a wider role in the promotion of Asian languages, the provision of in-service courses and collaboration with school teachers in the preparation of curriculum materials. Some are already active in this area, but others have not hitherto seen this as part of their responsibility. All Asian language departments in Universities and Colleges of Advanced Education must be outward-looking and must actively work with language teachers in schools. It must be a cooperative effort, with academics listening to teachers in order to understand their problems and their needs. Institutions must accept this as part of the professional responsibilities of Asian language teachers and must ensure that adequate time and resources are available for them to do it well.

5.17 This problem is much wider than Asian languages. Some teachers do not want to include Asian material in their humanities, social studies or science classes. This resistance will be difficult to overcome

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<sup>5</sup> A *National Strategy for the Study of Asia in Australia*, p.4.



because many are in senior positions in schools, where they strongly influence what is taught. However, many acknowledge the need to make Australians Asia-literate, but lack confidence in their ability to include Asian material in their teaching because they have themselves experienced a Euro-centric education. Even if all teachers entering the profession from 1988 were Asia-literate - and we have argued that this is far from the case - it would take one or two decades before they were the majority of teachers. If there is to be major progress towards making Australians Asia-literate, there must be extensive and well designed programs of in-service and postgraduate education for experienced teachers. Past experience is that putting Asian content into subject curricula as one of many options is not enough. Teachers too frequently opt not to teach it. Curricula changes are certainly needed to include more, and better designed, Asian content, but this must be accompanied by extensive provision for professional development for teachers.

5.18 Those who teach about Asia in higher education - whether it be history, geography, literature, economics or any other discipline - must accept their responsibility to be involved in the professional development of school teachers. At the moment, this involvement is intermittent and limited to a few enthusiastic individuals. In this chapter we stress the importance of in-service courses for teachers. The involvement of academics in this in-service education is crucial. It is equally crucial that courses are designed which meet the needs of teachers. This has often not been the case in the past. Asianists in higher education must develop better skills of communicating their expertise to teachers in ways which meet their needs and expectations.

#### PRE-SERVICE EDUCATION

5.19 Teacher education courses are offered at both undergraduate and postgraduate levels. The undergraduate Bachelor of Education is an integrated four year course which encompasses both content and method units and qualifies a teacher for work in secondary schools.<sup>6</sup> The Diploma of Teaching is a two year course for primary teachers who are then qualified to work in primary schools but must continue studying part-time for a further two years in order to gain a Diploma of Education. Students who have obtained an undergraduate degree at a University or a College of Advanced Education may enter the teaching profession by studying for a Diploma of Education. This is a one year course, mainly in method and with practical teaching experience. Teachers of Asian languages are usually trained for the profession in this way, because Asian languages are offered as full majors outside Education Faculties.

5.20 If the number of primary teachers with an Asian language is to be increased, a reconsideration of the language training of primary teachers is necessary. The current two year Diploma of Teaching course is inadequate for the task. There is simply not enough time in courses to develop language competency as well as teaching skills. The majority of graduates who choose a teaching career and study for a DipEd go into secondary teaching. It may be possible to attract some of these graduates to a career in primary teaching if incentives and status were attached to foreign language teaching in primary schools.

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<sup>6</sup> In some Universities the Bachelor of Education degree is a postgraduate qualification.

5.21 In Australia, 7 multi-campus institutions are responsible for 50 percent of the current output of qualified teachers. A significantly higher proportion of primary teachers receive their pre-service training at the same institutions. Their principals meet regularly and, in the words of a recent review committee, "... much of the initiative for the improvement of quality in teacher education comes from this group of institutions".<sup>7</sup> The seven institutions are: Sydney CAE, Melbourne CAE, Victoria College, Phillip Institute of Technology, Brisbane CAE, Western Australian CAE, and South Australian CAE. We have visited each of these institutions and held discussions with representatives from their teacher training sections. This group of institutions must take the major responsibility for the reforms that we recommend in Asia-related education of teachers.

5.22 It must be noted that a feature of the Advanced Education sector is the high proportion of students enrolled in part-time and external courses. In 1986 it was 50 percent. Similarly between 1975 and 1986 there was an eight fold increase in enrolments in Masters degrees, and a trebling of enrolments in postgraduate diplomas.<sup>8</sup> Advanced Education is providing a diversity of modes of study and access not generally available in Universities. It caters particularly for students seeking courses with a specific vocational emphasis, many of whom are teachers upgrading their qualifications. We return to this feature of Advanced Education below.

5.23 Because of the large numbers involved<sup>9</sup> (twice as many as nursing and four times as many as accountancy) the education of teachers is of an order of magnitude greater than any other professional group. In addition, as has been noted by a recent report, "...the training differs in terms of the complexity and diversity of course content when compared with other areas of professional training, particularly in respect to secondary teaching."<sup>10</sup> We have already indicated that there is little Asian studies content in teacher education courses. This is a problem which must be addressed immediately but the scale of the enterprise of teacher education means that the situation must be dealt with at the national level.

5.24 There have been several recent calls for a review of pre-service teacher education. This Inquiry supports the need for such a review and recommends that one of the terms of reference be a detailed investigation of Asian content in all courses and an assessment of the provision for Asian language training and teaching methodology. It is crucial that the study of Asia and its languages is fully integrated into teacher education programs. All teacher education programs must include some study of Asia as part of the core curriculum. Some programs must specialise in Asian languages and language teaching methodologies.

### Asian Languages

5.25 The National Language Policy recognised the situation of foreign language learning in Australia and

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<sup>7</sup> *Improving Teacher Education Report of the Joint Review of Teacher Education*, CTEC 1986:18.

<sup>8</sup> *Advice of Advanced Education Advisory Council*, CTEC 1987, vol. 1, pt.4:12-15.

<sup>9</sup> The latest figures on teacher numbers are based on the 1984 census where there were just over 193,000 full time teachers in both primary and secondary schools, with approximately 50% in each. Government schools had 148,560 teachers (76.8%) and non-Government schools 44,797 (23.2%) New South Wales and Victoria had 60% of all teachers and Queensland 15%.

described it as follows:

There is a malaise in language education in Australia which is deep and pervasive. Yet Australia's needs and the intrinsic benefits to students of language study are substantial. Only long-term planning accompanied by specific actions which are well founded and sensible can permanently reverse the declining status of second language proficiency in Australia.<sup>11</sup>

5.26 We believe there are specific areas where higher education has responsibilities in the pre-service education of teachers of Asian languages.

- \* language acquisition
- \* language teaching methodology
- \* curriculum and resource support
- \* establishment and maintenance of nationally recognized standards for teacher qualifications
- \* supply, demand and recruitment of teachers

#### Language acquisition

5.27 The non-intensive type of language courses offered by higher education institutions in a three-year undergraduate degree have frequently been criticised as inadequate for the achievement of verbal fluency. Without this competence, teachers cannot confidently conduct the orally focussed classes needed at primary and secondary level. The Nicholas Clark *Teacher Supply* survey concluded that:

In most instances language training in tertiary institutions is not appropriate for the training of teachers who will be required to follow the communicative approach that is taken in school language programs. The more literary emphasis in tertiary programs produces graduates who are often lacking in verbal fluency.<sup>12</sup>

5.28 The problem is also addressed in the *National Language Policy* which suggested that a detailed CTEC study be conducted on the question of the balance between literature studies and more practically-oriented content in tertiary language teaching. Although it recognised both were highly desirable, it argued that the latter focus appears to be inadequately met at present.<sup>13</sup>

5.29 The conclusions of the Nicholas Clark survey and the National Languages Policy report are too sweeping in their generalisations. Many of the Universities and Colleges of Advanced Education with the largest Asian language enrolments do focus strongly on verbal fluency. We have argued in chapters 3 and 4 that literary studies are only a small part of the teaching of most Asian language departments, although in some institutions they do still have a significant role. Some Asian language departments do, therefore, need

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<sup>10</sup> *Improving Teacher Education*:12.

<sup>11</sup> *National Policy on Languages*: 38

<sup>12</sup> *Teacher Supply*:104.

<sup>13</sup> *National Policy on Languages*:137.

to change their teaching priorities and alter curricula in order to ensure that their graduates have better verbal fluency.

5.30 However, the major problem remains the length of time needed to achieve fluency in an Asian language, especially in Chinese and Japanese. We have argued in chapter 4 that current programs fall short of the required time and suggested that more intensive teaching and a combination of modes (for example, external and intensive vacation programs) be explored as ways of raising proficiency. We have argued that a period of in-country training is essential for achieving fluency and for exposure to the socio-cultural context of a language.

5.31 During our visits to institutions, teacher educators were asked why so few language graduates chose to undertake a Diploma of Education. A common response was that graduates recognised that they needed fluency to teach communicatively and lacked the confidence to conduct classes effectively. While this may be one explanation, we believe there are more important reasons, many of which have been identified by the studies commissioned by the Asian Studies Council. Teaching is simply not an attractive career option for Asian language graduates. Moreover, often too little language is required as a basis for Diploma of Education study in an Asian language. Students with only two years of, say, Japanese, are allowed to enrol in some Diploma of Education curriculum studies on Japanese. A three-year sequence must be regarded as the absolute minimum qualification for teaching an Asian language.

5.32 Under earlier systems of language teaching, teachers could control the classroom situation so that spontaneous interchange and free conversation were not part of the lesson. Material was restricted to particular grammatical rules and examples. Contemporary approaches to teaching methodology, as exemplified in the *ALL Guidelines*, require learner-centred and activity-centred teaching with as much communication in the target language as possible. This is extremely demanding on the teacher and ideally requires bilingual skills. Teachers who are not confident in their own fluency cannot develop fluency in their pupils.

5.33 We therefore caution against expecting teachers to conduct classes in Asian languages after only brief intensive courses. This was tried with Indonesian in the 1970s and was not successful. Teachers deserve to be more than a term ahead of their pupils (or, in some cases we heard of, a week ahead). It is difficult to define the exact length of time required for a teacher to be trained, or retrained, to teach an Asian language. The *ALL Guidelines* suggest a proficiency equivalent to level 5 on their scale. We support this. We suggest a twelve month intensive course is the minimum preparation for retraining a teacher who has had little or no experience of an Asian language.

5.34 Language graduates who have done a three year degree and majored in an Asian language, may still need booster courses to achieve fluency, in addition to in-country training. As currently structured, a three year undergraduate degree in an Asian language rarely results in a fluent graduate. Graduates are well grounded in a basic competency, but have not had the opportunity to actually practise and develop their

language skills. They may be compared with graduates in medicine who know the theory, but still require supervision as they begin to work with patients. Language graduates are sent out to teach before their skills have matured, or before they have had a chance to consolidate their knowledge by working with native speakers. We are particularly concerned about the myth that the lower the school level the less the teacher has to know. In language teaching the opposite is true. To teach a foreign language to children at primary level requires a teacher to be very proficient. It is at primary level that children's spontaneity is greatest, their questions crucially important, and where teaching styles must be extremely flexible. Those who teach Asian languages at the primary level need as much training as secondary teachers. Training courses must be restructured to achieve this.

5.35 The success of Asian language programs in our schools depends on the ability of our teachers. The present system of language acquisition for teachers does not equip them to teach communicatively and with flexibility in the classroom. The Western Australian Ministry of Education compiled a report in March 1988 entitled *Languages for West Australians*. It recommended the following *minimum* number of hours of tertiary language study for teachers:

For Secondary teacher with no prior knowledge:

- 800-1000 hours if major teaching area
- 300-500 hours if minor teaching area

For Secondary teachers who have completed the Tertiary Entrance Examination

- 600-800 hours if major teaching area
- 200-400 hours if minor teaching area

For Primary teachers:

- as for Secondary teacher in minor teaching area

The report further specified that teacher preparation should include study of linguistics and language teaching methodology.

5.36 Character-based languages (for example, Japanese and Chinese) require more time than the minimum hours suggested above. However, as argued in chapter 4, it is not the length of time spent studying a language, but the proficiency levels attained, which are relevant to language competency.

#### Language teaching methodology

5.37 The *Teacher Supply* survey found there was little specialist training in teaching methodology for Asian languages because class sizes were too small to warrant the provision of specialist staff.

This means that in their teacher training, prospective teachers of Asian languages get general LOTE training and are too reliant upon what they can pick up for themselves in the schools and from their supervising teachers about specific Asian language methods.<sup>14</sup>

5.38 The Survey suggested that centres which specialise in Asian language teaching should be identified

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<sup>14</sup> *Teacher Supply*: 104.

and supported with additional funds.<sup>15</sup> The only centres we know of which currently offer specialised training in Asian language teaching methodology as part of a Dip ED are at the University of Queensland and at Monash University. Mr Jim Wheeler, at Monash University's Faculty of Education, has been offering a unit in the DipEd for the last 10 years for students of Indonesian and Japanese methods. Special teaching materials have been produced and students work with tutors who are outstanding practising teachers of those languages. The key to the success of this unit has been the use of skilled practising teachers as tutors. This system could be used by any teacher training course which prepares teachers of foreign languages. The University of Queensland has special curriculum classes in each language in its Diploma of Education, with a strong Japanese program which has been operating for at least a decade.

### Curriculum and resource support

5.39 All surveys of Asian studies and languages since the Auchmuty report in 1970, have reported the lack of suitable teaching materials for schools. Some progress was made through the Curriculum Development Centre, and projects initiated and supported by the Asian Studies Council will eventually have considerable impact. The *Asia and its Languages* survey addressed the current situation of textbooks and teaching materials and concluded that there are still basic inadequacies in particular areas for each language, especially in material for early primary and late secondary work.<sup>16</sup> Most interesting is the Survey's finding that:

... in schools visited, the most successful teachers devised much of their own material to meet the needs of their particular classes. The *ALL Guidelines* recognise this as a feature of successful language teaching and emphasises that language learning must be based on *activities*. This means that in communicative teaching, the personal and material resources of the teacher will be much more important than his/her textbook. The aim is to produce not simply resources but the resourceful teacher<sup>17</sup>

5.40 Higher Education clearly has a responsibility to equip trainee teachers with skills which will enable them to devise appropriate supplementary teaching materials. Projects have recently been initiated to prepare teaching materials for school use under the Asian Studies Council National Languages program. This is not the same as training teachers to prepare their own materials. Both activities are necessary. One centre which is having particular success in working with teachers to prepare materials for teaching Indonesian in primary and secondary schools is Phillip Institute of Technology's materials development laboratory. Teachers and student teachers learn to prepare books, charts, posters, games and computer activities for use in the classroom. We commend the work of centres such as this and recommend that each teacher training program establish a centre which performs these functions.

5.41 The *Teacher Supply* survey criticized the lack of support services for teachers which was compounded by "...inadequacy or lack of availability of suitable materials." Suggested solutions included:

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<sup>15</sup> Op cit 106.

<sup>16</sup> *Asia and its Languages*: 149-152 gives teachers comments on the suitability of particular texts.

<sup>17</sup> *ibid*: 143

...curriculum development projects which would involve teachers from other schools and so establish information networks with clearing houses for exchange of materials.

The small number of teachers of Asian studies and Languages makes networking systems both feasible and imperative.<sup>18</sup>

5.42 Many of the textbooks used in schools are prepared by academics and many of them could be revised and updated. Cooperation between higher education and the teachers who use the materials should be strongly encouraged. It was recently noted that “many of the largest Asian language programs in universities around the country have little or nothing to do with primary and secondary education. Tertiary bodies should be given incentives to put their expertise to use in devising syllabuses and curriculum, competitions, providing guest speakers and other extra-curricular activities to promote Asian languages and studies in the classroom”.<sup>19</sup> The *National Strategy* recommends also that employers be involved in both the development of curricula and curriculum materials in order to ensure their relevance to employment needs.

5.43 A recommendation for the centralisation, production and evaluation of resources and curricula has been formulated in the *Asia and its Languages* report. Recommendation 12 reads:

The Asian Studies Council should sponsor the establishment of a representative National Resources Project for Asian Languages and Studies to collect data on available material, evaluate, trial and reproduce such material, produce new material in areas of need and disseminate material and information nationwide. To this end the committee would determine a curriculum strategy for each Asian language and relevant discipline with short and long term priorities which could be used to evaluate curriculum proposals put to the committee.

5.44 We endorse this recommendation and suggest the committee include representatives of universities, advanced education and employers, as well as the appropriate teaching bodies. There must also be liaison with the Australian Second Language Learning Program when established.<sup>20</sup> We repeat the advice of the National Language Policy:

only soundly conceived programs can offer realistic prospects for attaining success.... whatever other characteristics language programs for any target group of students have, they must always be soundly conceived, intellectually demanding and rigorous. This will require the development of clear statements about purposes, goals and means.<sup>21</sup>

Establishment and maintenance of nationally recognised standards for teacher qualifications.

5.45 As yet there is no clear definition of what formal qualifications (besides general teaching qualifications) are necessary for teachers of Asian languages. The *Teacher Supply* survey notes particular instances where demand has forced some teachers to teach before they are adequately trained in language - for example, in Queensland many are teaching Japanese in upper secondary levels with less than an

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<sup>18</sup> *Teacher Supply*: 112-113

<sup>19</sup> *Asia and its Languages*:163.

<sup>20</sup> As recommended in the National Language Policy on Languages, p. 155.

<sup>21</sup> *National Language Policy*, pp. 153-4.

undergraduate major in that language.<sup>22</sup>

5.46 To ensure the success of existing and proposed language programs, not only must curricula and materials be carefully and rigorously designed, but teachers must be proficient in their language and confident in teaching method. Present data indicates that satisfactory levels of proficiency are not being achieved by many teachers who are offering programs. It is necessary to rectify this so that programs are not jeopardized and students disillusioned.

5.47 *Asia and its Languages* urged the adoption of a nationally accredited standard of communicative competence. We have recommended that these proficiency standards be established by NAATI working in conjunction with the proposed National Centre for Applied Linguistics. Financial and moral support must be available to teachers so that they are encouraged to upgrade their qualifications and attend regular refresher courses.

#### Supply, demand and recruitment of teachers

##### (a) Supply

5.48 There will be no shortage of students entering higher education over the next decade. Demographic projections indicate that the 17-19 year groups (which forms 30 percent of higher education students) will peak in 1990 and decline in 1999. CTEC recommended retaining at least a 40 percent transfer rate of Year 12 students to tertiary education.<sup>23</sup> The 30-39, 40-49 and 50-64 year old groups will increase their participation in higher education. These figures mean planning for an overall growth of 2-3 percent across the university system, with Western Australia and Queensland being given preference in high levels of unmet demand.<sup>24</sup>

5.49 A large number of tertiary students enter teacher training, though the number has declined since the 1970s when nearly half the student load in Advanced Education was in teacher training. The proportion is now about one-third of the total student load. It has been argued that the nature of teacher education trains people who can not only teach but also move into a broad spectrum of occupations. For this reason, it is argued, it is not a bad thing if teacher supply occasionally outstrips demand because teachers should be so broadly educated that they can be employed outside the profession.<sup>25</sup>

5.50 Despite the large numbers entering the teaching profession only a small proportion specialise in the teaching of Asian languages.<sup>26</sup> The present situation of students enrolled in the DipEd specialising in Asian languages is:

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<sup>22</sup> *Teacher Supply*:49.

<sup>23</sup> *CTEC Report for 1988-90 Triennium AGPS*, Canberra 1987, vol. 1, pt. 1:90-92.

<sup>24</sup> *Advice of Universities Advisory Council Report for 1988-90 Triennium*, vol.1, pt.3, 1987:xi.

<sup>25</sup> *Op.cit.*:46-47.

<sup>26</sup> See further *Teacher Supply*:27.



**Table 1****Dip Ed students who will teach Asian languages in 1988<sup>27</sup>**  
(most to enter secondary level)

<u>State</u>	<u>Arabic</u>	<u>Chinese</u>	<u>Indonesian</u>	<u>Japanese</u>
NSW	-	2	3	7
VIC	2	2	9	7
QLD	-	2	1	10 (only 3 to enter state schools)
SA		no figures		
TAS	-	-	-	(By 1995 will need 3-6 more teachers)
NT	-	-	-	(By 1990, 5 teachers will be available)
ACT	-	2	2	1
<b>TOTAL</b>	<b>2</b>	<b>8</b>	<b>15</b>	<b>25</b>

The current number of teachers, said to be between 400-500 are distributed as follows:

**Table 2****Teachers of Asian Languages in Government Schools (1987)**

Language	Primary	Secondary
Arabic	16	7
Chinese	15	27
Indonesian	17	137
Japanese	24	191
Thai	-	-
Vietnamese	17	10
<b>TOTAL</b>	<b>89</b>	<b>372</b>

(data based on information in *Teacher Supply*)

**Table 3****Teachers of Asian Languages in non-Government Schools (1987)**

	Primary		Secondary	
	Catholic	Independent	Catholic	Independent
Indonesian	-	-	14	26
Japanese	-	9	12	41
Chinese	4	6	3	29
<b>TOTALS</b>	<b>4</b>	<b>15</b>	<b>29</b>	<b>96</b>

(Data based on information in *Teacher Supply*)

5.51 The data indicates that there is no shortage of students undertaking teacher education. However, very few of them choose to specialise in the teaching of Asian languages. Teaching is a hard and low status job,

<sup>27</sup> Figures taken from data supplied in *Teacher Supply*.

increasingly unattractive to graduates who can use their skills elsewhere. Any effort to improve teacher supply in Asian languages will have to confront this broader problem.

5.52 The Inquiry's survey of first year students of Japanese, Indonesian and Chinese asked students if they intended to become language teachers. The average response of 17 percent was surprisingly low, and is broken down into 16 percent for Japanese, 13 percent for Chinese and 21 percent for Indonesian. Of those who expressed an interest in becoming teachers, the majority preferred secondary teaching (Indonesian 61 percent; Chinese 45 percent; Japanese 59 percent), while 15 percent of Japanese; 17 percent of Chinese and 11 percent of Indonesian students indicated an interest in primary teaching. The percentages of those wishing to become tertiary teachers were Japanese 18 percent; Chinese 21 percent and Indonesian 7 percent. As we have explained in chapter 2, student interest in a teaching career is at its peak in the first year of tertiary study, thereafter gradually declining. Between first year and the DipEd many prospective teachers are lost.

5.53 The low percentage of first year students who are interested in primary teaching is also a matter for concern if the targets of the *National Strategy* are to be achieved. Unless a specific campaign is mounted to increase the numbers of Asian language graduates who become primary teachers, Asian language programs will not be able to be implemented at the primary level.

5.54 The Asian Language Working Party which prepared a report in 1987 for the Victorian Ministry of Education, recommended that there be greater flexibility in registration requirements and recruitment procedures for teachers if existing expertise in the community is to be fully used. The Working Party recognised that a number of teachers trained overseas did not meet the requirements for teacher registration in Victoria for a variety of reasons. It was suggested that supplementary training be provided where necessary and recruitment procedures reviewed "... to ensure that potential teachers are not lost to the system". Other states are also investigating ways of bringing people who have expertise in Asian languages into the teaching profession. A special effort should be made to attract Australians who are bilingual in an Asian language to a career in primary or secondary teaching. Asia-born Australians who have native or near-native competency in one or more Asian language, are an important resource which hitherto has been under-utilised. We have already made a recommendation in chapter 4 for one institution in each state to offer advanced Asian language courses for native or near native speakers.

5.55 The submission of AACLAME emphasised the importance of bilingual speakers in the Australian community and suggested that they be encouraged to train as teachers. It is difficult to obtain accurate statistics for the number of bilingual speakers of Asian languages living in Australia, but from the 1986 census we know there were 130,769 speakers of Chinese, 106,038 speakers of Arabic and 59,408 speakers of Vietnamese.

5.56 The Sydney Institute of Education advertised in 1987 for Arabic speakers who wanted to study for a DipEd and become teachers. The response was excellent, but very few applicants met the requirements for

DipEd entry of a tertiary qualification in Arabic along with a subject which could be used as a second method. This is just one example of difficulties which will have to be overcome if bilingual people are to be trained as teachers. The advantages of having teachers with native speaker competency and strong English far outweigh any difficulties of adjusting our teacher education system so that they can be properly trained.

5.57 The evidence suggests that the potential supply of people who could be trained as teachers of Asian languages is considerable. Various factors are inhibiting them entering the teaching profession. For non-native speakers one of these factors may be inadequate fluency, another is certainly the poor career track for teachers of foreign languages in the Australian education system, to which we return below. For native speakers the opportunities for re-training or for gaining recognised qualifications are few. State Departments of Education should continue to explore ways of drawing these people into the system.

#### (b) Demand for Teachers of Asian Languages

5.58 In chapter 2 (Employer Demand for Asian Studies) we discussed current and future demand for teachers of Asian languages. We reiterate the conclusion that, if the National Strategy of the Asian Studies Council on language learning is implemented, there will be a strong and continuing demand for Asian language teachers.

5.59 We are cautious about predicting future demands, particularly in the education sector which is very complex. Teacher requirements are dependent on a variety of factors which are difficult to determine, such as enrolment projections, wastage rates and pupil/teacher ratios.<sup>28</sup> The trend, though, is for greater demand for Asian language teachers, which will escalate when the National Strategy goals for Asian languages are implemented. The demand for specific purpose language courses is also likely to increase sharply over the next five years as businesses begin to train their staff to work with Asian clients. This area and TAFE language courses are already beginning to boom. More teachers will be required in both these areas, and they will have to be trained by higher education. We discuss this further below.

#### (c) Recruitment

5.60 If there is to be an increase in the proportion of teachers who choose to specialise in Asian languages a number of factors need to be addressed.

- \* the career structure for teachers of small-enrolment subjects must be improved.<sup>29</sup>
- \* there must be incentives to attract people to teaching in the medium and the short-term. The *Teacher Supply* survey made specific recommendations:

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<sup>28</sup> See further, *Improving Teacher Education*, Report of the Joint Review of Teacher Education, CTEC, August 1986.

<sup>29</sup> See further *Asia and its Languages*:154.

short term

20 bursaries a year for 4 years for qualified teachers to be retrained to teach Asian languages.

Cost: \$160,000 p.a.

If these teachers do a 12 month intensive course they can enter the system in one year.

The retraining of teachers with overseas qualifications to teach in Australian schools. The National Policy on Languages (p.137) notes that programs of this type have had varying degrees of success in the past. To be successful, retraining and supplementary training programs must be carefully designed and adequately supported by English language training where necessary.

long term

20 bursaries a year until 1995 for final year students of selected tertiary language programs to undergo teacher training.

Cost: \$180,000 p.a.

These students will enter the system after one year of teacher training.

20 bursaries to undergraduate students to undergo 4 years of teacher training in the language of their choice, with a guarantee of employment after their training, and a period of immersion experience in the target country.

Cost: \$330,000 p.a.

5.61 We support the above recommendations of the Teacher Supply survey and recommend that the system of bursaries be implemented immediately. We would also add two further recommendations.

- \* ways must be found to enable bilingual Australians to train as teachers.
- \* a national publicity campaign promoting careers in Asian language teaching, particularly at the primary level.

**Asian Studies**

5.62 The *National Strategy* quotes surveys of teachers in which they overwhelmingly supported the importance of Asia in education. At present Asian content is minimal in school curricula and the *National Strategy* plans to redress this by training all teachers to include Asian material in economics, social studies, history, geography and English in primary and secondary schools and in natural sciences and mathematics in upper secondary schools. It argues that the quality of teaching about Asia must be "...informed and contemporary, and above all in an Australian context".

### The present situation.

5.63 Surveys in 1970, 1976 and 1980 all reported that few teachers in Australian primary schools had sufficient knowledge or experience of Asian countries and cultures successfully to incorporate Asian materials into their curricula.<sup>30</sup> In New South Wales secondary schools, at least 35 percent of Asian Social Studies teachers had not studied anything about Asia in their pre-service education.<sup>31</sup> In 1987, the Teacher Supply survey concluded that, "The background of generalist teachers in Asian Studies is very poor. Both primary and secondary teachers can complete their undergraduate degrees and teacher training without any substantial Asian Studies content or Asian experience".<sup>32</sup>

5.64 The *Teacher Supply* survey reported on the status of Asian studies in the curriculum of each Australian state. In Western Australia there are discrete units in history for Japan, China, Indonesia and India, but 60 percent of students choose Japan.<sup>33</sup> In the Northern Territory Asian studies is part of the core curriculum, but in all other states Asian studies is not an identifiable subject. However, Asian examples and material may be included in Social Science units, such as history and geography. The initiative to teach about Asia is left to individual teachers. While this theoretically allows ample scope for the infusion of Asian studies material in all subjects, in practice, even dedicated teachers find it difficult.

### Problems

5.65 There is currently no official commitment at the state or national level (except in NT) to include Asian studies content in primary and secondary courses. The *Teacher Supply* survey suggested that Asian studies be made a requirement in both primary and secondary schools,<sup>34</sup> but further direction must be given to how the requirement is implemented. At present Asian material seems confined to Social Science subjects. It is important that Asian material be infused into all courses, particularly science and economics.

5.66 There are few opportunities for specialised training in Asian studies in teacher education courses and as noted above, a considerable proportion of teachers have not "encountered Asia" in their preservice training. Finally, there is an overall lack of suitable texts and teaching materials. What is available is often out of date.

5.67 There seems general agreement amongst teacher educators that, theoretically, Asian material is best integrated into content subjects for teacher training courses. If teachers wish to specialise in particular aspects of Asian studies they may do so in post-experience programs. We are a long way from integrating Asian content into tertiary courses, and even if this is accomplished, there is still a place for courses which

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<sup>30</sup> *Teacher Supply*, p. 10.

<sup>31</sup> Vernon Turner, 'The Teaching of Asian Social Studies in Schools', unpublished survey, Armidale College of Advanced Education, 1976, pp. 1 and 3.

<sup>32</sup> *Teacher Supply*:104.

<sup>33</sup> Op.cit.:69.

<sup>34</sup> Op.cit.:103.

“introduce” Asia and establish the context for studying Asian material within subject curricula.

5.68 We discovered during our visits to institutions that many people were surprised to find how much Asian material, mainly used as examples and case studies, was actually already being taught at their institution. In teacher education courses there were three areas where Asian material was being increasingly included in courses: comparative education courses (which often include a study tour of an Asian country); courses in multiculturalism; and as a component of Australian Studies.

5.69 This kind of integration is laudable, but it will not provide teachers with sufficient material to teach courses specifically on Asia. If the intention is that teachers use postgraduate or post experience programs to deepen their knowledge of Asia, then new programs will have to be devised.

### Syllabi

5.70 As part of their preservice training teachers who wish to specialise in Asian studies should be offered courses in syllabus design and shown how to integrate Asian material into all their courses. The advice of teachers already experienced in Asian studies teaching should be sought.

### Textbooks and teaching materials

5.71 Teachers currently lack adequate resources and materials with which to teach Asian studies. This was highlighted in the *National Strategy* which urged that a massive reform campaign begin immediately to develop “... sufficient and appropriate curriculum and learning materials”. Academics should collaborate with teachers in updating existing and designing new ones. At the moment too little of this happens, in part because preparing curriculum materials for schools or writing schools textbooks carries little status or rewards in the higher education system. It is not classed as ‘research’ and is not funded by outside peer-review research bodies. It is therefore unlikely to receive much support from within institutions.

5.72 One important way of increasing the status and rewards for academics working with teachers in curriculum development and textbook projects would be to change the rules of the Australian Research Council to enable excellent projects in these areas to be funded. At the moment they are specifically excluded from ARC funding support. We recommend in chapter 7 that the ARC permit funding of curriculum research and teaching materials development. Higher education should also recognize and reward the work of academics who develop curriculum and teaching materials for pre-tertiary education. We agree with a recent report which argued that:

If tertiary teachers see that research alone is rewarded, and teaching underemphasized when appointments and promotions are made, there is less likelihood they will give their time to reshaping curriculum and improving teaching practices.<sup>35</sup>

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<sup>35</sup> *Window Onto Worlds: Studying Australia at Tertiary Level*, Canberra 1987:235.

## Conclusion

5.73 The beginning of this chapter contained a description of pre-service education for primary and secondary teachers. We argued that the two year Diploma of Teaching by itself was inadequate for the preparation of teachers of foreign languages in primary schools. Indeed, because current registration requirements for both the Diploma of Teaching and the Bachelor of Education(primary) are increasingly method rather than content oriented, they are equally inadequate for the preparation of Asia-literate teachers able to incorporate Asian material into everyday classroom teaching.

5.74 Several submissions from teacher educators raised this issue. One wrote that although his institution recognised the importance of Asia, "...it is not possible within the time constraints of a Dip Teach (primary) and a BEd (primary) to present a separate subject at any year level of the course." Another agreed that the preparation of language teachers was an increasingly important part of teacher education. However, "...with the declining provision for content studies within the Diploma of Teaching, the burden for language teacher preparation on the content side will initially fall to the BA." Another wrote stating frankly that, "...with our emphasis on the professional studies component of courses in Education, any future teaching about Asian culture is likely to continue on the relatively incidental and comparative basis outlined above [in the submission]." Specialisation, the submission continued, could be developed through professional development studies,

5.75 In 1987, the *National Policy on Languages* suggested that CTEC examine proposals for "...the inclusion within generalist pre-service teacher training of language specialisations with pedagogy", and suggested that earmarked funds be provided for the development of such courses during the 1988/1990 triennium. In the same year, the Advanced Education Advisory Council in their Advice for the 1988-90 Triennium urged CTEC to prepare a proposal for the Minister to take to the Australian Education Council seeking the cooperation of State and Territory Ministers for a major discipline assessment of pre-service teacher education in higher education institutions. The Report of the Joint Review of Teacher Education had earlier called for an examination of pre-service teacher education courses. The present Inquiry fully endorses calls for a national review of pre-service teacher education. The terms of reference should include an examination of whether the structure of teacher education courses permits sufficient specialisation of content, with particular reference to foreign language acquisition. Moreover, the integration of Asian material into all aspects of training must also be examined, with the aim of ensuring that all future teachers are Asia-literate on graduation. Consideration should be given to a radical restructuring of the BEd and DipTeach courses so that more "content" units can be included in programs. This may necessitate a re-evaluation of the way methodology units are presented. Some teacher educators strongly believe that the four year BEd course produces better quality teachers than an undergraduate degree with an end-on Dip Ed. Any inquiry into pre-service education must also address this fundamental issue. There is also the possibility of regarding the Dip Ed as a specialist training qualification, so that students study for a DipEd(Asian Language Teaching). Monash University will be introducing a DipEd (Asian Languages Teaching) in 1989. The success of this program should be monitored and evaluated.

## **Recommendations**

### **Recommendation 12**

*We endorse earlier reports which have called for a review of pre-service teacher education. We recommend that the terms of reference of such a review include an examination of whether the structure of teacher education courses permits sufficient specialisation of content, particularly with reference to foreign language acquisition. We also recommend consideration of ways to integrate Asian material into all aspects of teacher education courses, with the aim of ensuring that all future teachers are Asia-literate on graduation.*

### **Recommendation 13**

*We recommend that institutions of higher education work in conjunction with the proposed National Centre for Applied Linguistics and NAATI to prepare language programs which will enable teachers to reach and maintain high levels of proficiency. These might take the form of in-service courses or vacation courses and could be booster programs or refresher courses.*

### **Recommendation 14**

*We recommend that more teachers receive in-country language training. This could take the form of exchange arrangements. An Australian teacher could work in an Asian institution while a counterpart worked in an Australian institution.*

### **Recommendation 15**

*We recommend that primary teachers of Asian languages receive language training which is at least the equivalent of a three-year sequence in an undergraduate degree. This will require a restructuring of primary teacher education programs.*

### **Recommendation 16**

*We recommend that higher education assume responsibility for producing graduates in Asian languages who have achieved basic levels of fluency, so that a follow-up period of in-country training would result in confident fluency.*

### **Recommendation 17**

*We recommend that DEET make a feasibility study of the cost of providing ongoing language maintenance and fluency classes for students during their DipEd year.*

### **Recommendation 18**

*We support the recommendation of the Teacher Supply survey commissioned by the Asian Studies Council concerning the establishment of a system of bursaries for training Asian language teachers.*

## **IN-SERVICE EDUCATION**

### **Professional development**

5.76 While it is increasingly recognized that the enhancement of teacher quality through programs of



professional development is of fundamental importance to the quality of education,<sup>36</sup> there is minimal consultative support for teachers of Asian subjects. Recommendation 14 of the *Asia and its Languages* report calls for the funding of trial collaborative projects between tertiary institutions and schools to provide professional development for teachers in Asian studies and languages.

5.77 Major reviews of teacher education have stressed that professional development must be a central commitment in our education system. The Commonwealth Schools Commission outlined the following criteria which should guide the development of the Professional Development Program for 1987-88.<sup>37</sup> These are:

- \* professional development should be a high national priority, critical to improved educational outcomes for all students;
- \* professional development should be a shared responsibility between the Commonwealth, employing authorities and the profession itself;
- \* the Commonwealth should have a responsibility to support general professional development for all teachers; this obligation is recurrent in nature. It also has an obligation to support professional development in relation to Commonwealth and national priorities in education. Parents should continue to participate in the program;
- \* as a general rule, there should be specific professional development provision in Commonwealth specific purpose programs; and
- \* the approach to professional development adopted should be towards increased support for school level activities.

5.78 Recognising the value of such programs, individuals and departments in higher education institutions must be prepared to give support and resources when required. The *Teacher Supply* report outlined various solutions for increasing professional support for teachers.<sup>38</sup> It suggests that Higher Education institutions establish channels of communication with teachers' professional groups so that dialogue is possible. It would be valuable if a data-base or register of sources of help/advice for teachers could be established with considerable input from relevant areas of Higher Education. The *Teacher Supply* report<sup>39</sup> recommended that language teachers' associations regularly mount in-service or refresher courses. The role of Higher Education in these courses is discussed further below.

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<sup>36</sup> *Improving Teacher Education*:33.

<sup>37</sup> *Op.cit.*:29.

<sup>38</sup> *Teacher Supply*:112ff.

<sup>39</sup> *Op.cit.*:130.

5.79 Some measures are already being taken by education authorities. In May 1988, the NSW Minister of Education announced legislation to introduce a new high-school position of "leading teacher" who would be responsible for the professional development of staff and curriculum development. These "leading teachers" should be urged to pay particular attention to the condition of Asian studies and languages in their schools.

5.80 We see the proposed National Centre for Applied Linguistics playing a crucial role in professional development programs for teachers. We have discussed this in chapter 7, along with recommendations for priorities in this area.

5.81 Attempts have been made previously to draw together teachers about Asia and its languages in primary and secondary schools. Projects such as newsletters and associations are initially enthusiastically supported, but support gradually wanes. In large measure this is because much of the work for these activities was performed on a voluntary basis and with minimal back-up or professional help. Individuals and departments in Universities and Colleges of Advanced Education have not always contributed to these activities in a sustained way. In order to be taken seriously, and to reach large numbers of teachers, professional development programs for teachers should be held during school hours, or alternatively, some form of official recognition by the relevant Education authorities given for participation in such programs. We stress that these are *professional* programs, not low-key, ad hoc, discussion groups.

#### **Post-experience education**

5.82 This takes the form of formal award courses undertaken full or part-time by qualified teachers for a minimum of one year. They are funded by the Commonwealth through the tertiary system. The Joint Review of Teacher Education (1986, p.64) made the following recommendations about this type of program:

An examination should be undertaken of the need to rationalize the development, provision and opportunities for post-experience study by practising teachers (paragraph 5.43).

The feasibility of allowing specified courses for practising teachers offered by higher education institutions to be used to gain credit towards formal post-experience awards should be investigated, with particular reference to the possibility of introducing more flexible funding arrangements to support such developments (paragraph 5.45).

5.83 We were often told during our visits to institutions that graduate, or post-experience programs for teachers would increase in importance. Teachers are recognising that they need additional training if they are to specialise in the Asian area. The community needs their expertise. We endorse the report of the Joint Review of Teacher Education which called for more opportunities and more flexible funding arrangements to enable teachers to undertake these programs.

5.84 In recent years there has been a growth of Diplomas and Masters courses in Applied Linguistics designed for teachers of foreign languages. Such courses, at Darwin Institute of Technology (Indonesian), Monash (Japanese) and ANU (Japanese), are specifically tailored for teachers of Asian languages. These

courses are ideal for improving teaching methodology. If they cannot be supported at other institutions, it should be possible for one centre to offer them externally. In 1989, for the first time, the Monash Summer School will offer 4 courses for teachers of Japanese, which if taken together will lead to a Diploma in Applied Japanese Linguistics. If this type of program, and the time it is offered (summer vacation), proves popular ways should be sought to enable more teachers to attend in following years.

5.85 Current provisions for the training of teachers who specialise in adult education is inadequate. In this category we include tertiary teachers, TAFE teachers, and fee-paying, non-award course teachers, such as Language Institute instructors. This matter was raised in chapter 4, in relation to the training of tertiary teachers of language, and it was suggested that courses in methodology be available to them through the proposed National Centre for Applied Linguistics. The same argument applies to TAFE teachers.

5.86 The business sector has indicated to this Inquiry that short Language for Specific Purposes courses (LSP) are "...a top priority for Australian industry, and Australians seeking employment opportunities in the growth industries". In chapter 4 we have discussed the role of Universities and Colleges of Advanced Education in providing these special courses. Here we stress their important role in training teachers for adult education. There is an opportunity here for applied linguists and academics who specialise in Asian languages to collaborate and design courses for specific purposes which can be marketed and distributed widely. We stress here, as we did in chapter 4, the necessity to teach the socio-cultural elements of the language together with the language itself.

5.87 There is the potential for one tertiary institution to take the initiative and specialise in the design of LSP courses, the training of teachers, ways of assessing students who undertake LSP programs and the designing and implementation of follow-up language programs to LSP beginners courses. We believe that funding support from business and industry would soon be forthcoming.

5.88 There seems to be an overlap between courses which can be classified as post-experience and in-service courses. The major difference is that post-experience courses are formal award courses, and in-service programs are non-award courses. This distinction tends to diminish the value of in-service training. If in-service programs have non-award status, they should subsequently be able to be credited towards an award course. Without this, there is little incentive for teachers to attend in-service training sessions. Of course, it follows that in-service courses must be of the highest quality so that they are acceptable to tertiary institutions for credit towards postgradutae qualifications.

#### **In-service programs**

5.89 These are non-award courses provided by education authorities for practising teachers and funded by State Governments. This type of program offers an ideal format for improving the quality of Asian language teaching by offering:

- \* short-term updating or refresher language courses, particularly to upgrade spoken language skills;
- \* modules in teaching methodology to update language teaching skills;
- \* workshops on how to integrate Asian material across the curriculum.

5.90 The Quality of Education Review Committee reported that:

Inservice education for teachers is the most effective means of professional development to change and improve outcomes for those students currently attending, or about to begin school.<sup>40</sup>

5.91 The Advice of the Advanced Education Advisory Council on the 1988-90 triennium Report urges Higher Education to introduce more flexibility into shorter duration (less than one year) postgraduate award courses and so increase their contribution to inservice education.<sup>41</sup>

5.92 Recent research on inservice programs lists the following as essential characteristics of effective inservice education:

- \* close attention to the stage of development of each teacher participating, and the way each prefers to learn
- \* clear definition of the purpose of the program, including the placement of an individual activity in an overall plan of in-service education
- \* an incremental process which requires continuing follow-up and feedback. One-off activities have not proved effective in changing teaching methods and approaches
- \* emphasis on direct relevance to classroom teaching. Participants must be able to see that a particular activity has the potential to make a significant difference to them both, professionally and personally
- \* provision of support structures and personnel, because these are often critical to success.

This can involve the provision of:

- release from classroom responsibilities and replacement to attend inservice programs.
- pupil-free days for school-wide inservice, follow-up and extension activities
- advisory and consultancy services to provide reinforcement and feedback in the classroom
- strong indications to individual teachers of the commitment of schools and education authorities to the objectives of an overall staff development strategy and plan.

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<sup>40</sup> *Improving Teacher Education*:11.

<sup>41</sup> *Advice of Advanced Education Advisory Council* CTEC 1987:34.

\* the involvement of potential participants in the planning and implementation of activities, whenever practicable. This encourages commitment among teachers for their professional development and ensures that content maintains its classroom relevance. It is also an essential basis for school-level professional development.<sup>42</sup>

5.93 The *ALL Guidelines* also see in-service training as crucial to the success of language programs.<sup>43</sup> The Report of the Joint Review of Teacher Education (1986) urged that successful completion of inservice courses be recognised as credit towards a formal award. The Joint Review went further and suggested that an investigation be made of how new forms of inservice education, “including those directly related to Commonwealth priority areas” (our emphasis), might be developed on a contractual basis with higher education institutions as providers. As a starting point the Joint Review suggested that up to 20 percent of resources currently spent by higher education institutions to provide award courses for practising teachers should be made available for specialised inservice activities in conjunction with employers and schools. The method of funding in-service courses suggested by the Joint Review should be investigated as soon as possible.

5.94 While there may be others, we were informed of only two in-service courses specifically designed for teachers of Asian studies and languages. They are referred to here because they seem to have proved popular with teachers. One course is offered by the Mt Gravatt campus of Brisbane CAE, under the title “New Directions in Social Studies”. The course is held over 5 Saturday mornings, with 2 of these devoted to Asian topics. Teachers are able to use the material from this course in their classes. The other is an Indonesian language upgrading course which is being planned by the Darwin Institute of Technology. The course, which will be marketed Australia wide, will focus not only on increasing proficiency, but also on introducing teachers to recent developments in Indonesian language teaching methodologies and curriculum design.

5.95 In-service courses are the key to improving the quality of both language teaching and teaching about Asia generally in schools. Experienced teachers need to be given every assistance to improve their own Asia-literacy or to become more proficient in an Asian language. For in-service courses to be of the highest quality they will need to involve the best Asia specialists in University and Colleges of Advanced Education. Clearly, many of these people are already heavily committed. It is vital that Universities and Colleges of Advanced Education support them in this important work by recognising the commitment in the allocation of resources.

### **Retraining programs**

5.96 There have been suggestions that practising teachers of non-Asian languages, who already have skills in teaching methodology could be retrained to teach Asian languages. We understand that some states are beginning to retrain teachers, but the results are not yet available. In Queensland, for example, there is a

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<sup>42</sup> *Improving Teacher Education*:46-47.

<sup>43</sup> *Book 1*, p.10 and *Book 4*, p.16ff

program in 1988 for re-training teachers, with funding from the Asian Studies Council.

5.97 The Victorian Education Department is offering scholarships (of up to \$7,400) in 1989 which will enable people with some teacher training and some knowledge of Japanese or Mandarin, to complete or upgrade their qualifications. Similar scholarships will be offered for people with Indonesian language skills. Other scholarships, funded by the Asian studies Component of the National Policy on Languages and administered by the Asian Studies Council, will support teachers with some knowledge of Japanese or Chinese, to visit the target country and attend intensive language courses.

5.98 The effectiveness of these programs, and procedures for the selection of candidates will need to be constantly monitored and reviewed. If successful, the schemes should be expanded.

#### **Exchange schemes and Immersion programs**

5.99 In its description of the successful Asian language teacher, the *Asia and its Languages* survey noted that he/she had probably spent a considerable time in the target country. Full fluency comes only from living in the target country and having to operate totally in the target language. Research is lacking on the length of time in the target country needed to improve oral skills, but two to three months seems to be beneficial. A two month immersion experience immediately following a ten month intensive language course significantly boosts proficiency levels.

5.100 Exchange schemes serve a similar purpose. The Northern Territory has an exchange program for teachers of Indonesian. It is vital, however, that after their return, Australian teachers with improved fluency be employed where their language skills can be used. Both the *Asia and its Languages* and the *Teacher Supply* reports recommended strengthening exchange schemes.<sup>44</sup>

5.101 In chapter 7 we discuss ways of facilitating and implementing exchanges and periods of in-country experience. We recommend an Asian Language Fellowships Scheme and we argue that teachers should be eligible to apply for these Fellowships. The Scheme should be widely advertised and brought to the attention of teachers.

#### **External studies programs**

5.102 External studies courses were originally a facility for school teachers in distant locations to improve their qualifications. In 1981, 19.3 percent of the external students in Universities were enrolled in Education courses, and the proportion in CAE's was 44.6 percent. One of the reasons for the dramatic rise in external studies enrolments is teachers wishing to upgrade their qualifications. They form a very large proportion of enrolments.<sup>45</sup>

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<sup>44</sup> *Teacher Supply*:126.

<sup>45</sup> Richard Johnson *The Provision of External Studies in Australian Higher Education* CTEC 1983:5, 8, 15.

5.103 The Commonwealth government's recent document, *Higher Education. a policy statement* stated that it will fund about six Distance Education Centres from 1990.<sup>46</sup> Some institutions with specialist expertise or a specialist relationship with a client group will be able to cooperate as specialist providers in conjunction with principal providers. Other institutions will be required to phase out their provision of external studies.

5.104 In chapter 4 we argued that external courses offered choice and flexibility to tertiary language learners. Teachers have traditionally formed the major clientele of distance courses. We do not see this changing, and consider external courses a very useful mode whereby teachers can supplement their qualifications and update and upgrade their skills.

5.105 There are courses in Asian studies and Asian languages available externally. But there are not enough designed specifically for teachers. There are also more available in Asian studies than in Asian languages. Clearly there is a need for a published inventory of all external courses on Asian languages and Asian studies to which prospective students (including teachers) have access. One centre should be designated as principal provider for courses on Asia. In chapter 7 we treat Distance Education in more detail and suggest there should be one national external studies provider for Asian languages and Asian studies, which would work with other external studies providers to develop integrated packages combining Asian languages with disciplines.

## **Recommendations**

### **Recommendation 19**

*We recommend that the proposed National Centre for Applied Linguistics coordinate professional development programs for teachers of Asian languages. Academics should play a consultative and active role in development programs, with their contributions recognised by their institutions.*

### **Recommendation 20**

*We recommend that the proposed National Centre for Applied Linguistics design professional development programs to be used at local centres.*

### **Recommendation 21**

*We recommend that higher education institutions that wish to offer professional development programs for teachers be able to apply to the proposed National Centre for Applied Linguistics for funding support.*

### **Recommendation 22**

*We recommend that, in order to encourage networking by Asian language teachers, part of the budget of the proposed National Centre for Applied Linguistics be designated for the support of conferences, workshops and newsletters which teachers of Asian languages wish to organise. Teachers should also actively seek financial support from business and industry, both within Australia and overseas.*

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<sup>46</sup> *Higher Education. a policy statement*, Canberra: AGPS, 1988, p. 51.

**Recommendation 23**

*We recommend that approved in-service courses be eligible for credit towards a recognised qualification (eg. a graduate diploma)*

**Recommendation 24**

*We recommend that funding of in-service courses be immediately examined in the light of the Joint Review of Teacher Education [*Improving Teacher Education*, p. 48, sections 5.33 and 5.34], with a view to increasing the number of courses directed towards incorporating the study of Asian countries in school curricula.*



**LIBRARIES AND OTHER INFORMATION RESOURCES**

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## LIBRARIES

6.1 Libraries are the basic resource which underpins all teaching and research. Whether in the sciences, social sciences or humanities, the international world of scholarship communicates its findings through monographs, serials, microforms and databases. The majority of these can be identified and located by an ever-expanding system of computerised bibliographical services.

6.2 Tertiary education and research are inconceivable without library support. Two basic aspects of library management which are relevant to this Inquiry are collection development policies and methods of document delivery. We argue that for Asian studies and languages there are enormous advantages for Australian libraries to participate in a cooperative acquisitions policy. Asian collections are expensive to establish, maintain and catalogue. We see a systematic rationalisation of collection development as the most efficient means of providing tertiary education with resources of international standard.

6.3 With a cooperative and rationalised acquisitions policy must go an efficient and inexpensive system of access and distribution. We believe library administrators are sympathetic to both these proposals, which are in the spirit of recommendations from the Australian Libraries Summit held in October 1988.

6.4 A national collection development policy requires coordination and direction. We support the proposal submitted to the Inquiry, that a National Bibliographic Network for Asian studies be established, which would have as its major function the rationalisation and coordination of Asian collections. The Network would need only a small administrative staff and would be directed by a board of librarians, academics, teachers and representatives of business, industry and government. Because the major Asian collections are in Canberra, and because the National Library of Australia must play a pivotal role in the dissemination of bibliographic information, we suggest that the Network be located in Canberra.

6.5 Document delivery, through various forms of inter-library loan services, is a vast undertaking in a country the size of Australia. Nevertheless it is an increasingly important function of our libraries. There are problems with the present system of document delivery. We support Resolution EE1 of the Australian Libraries Summit (October 1988) which sets out detailed national requirements for an improved document delivery system for Australian libraries.

### **Dependence on Library Resources**

6.6 Australians researching topics relating to an Asian country are heavily dependent on libraries for information, because material is just not available from sources within Australia. Local specialist bookshops may keep a limited stock of general titles in western languages, but the majority of these are from overseas and are very expensive. Material in vernacular languages is virtually unobtainable in Australia and very difficult, and costly, to purchase directly from Asia. Some scholars resort to visiting the areas concerned

personally, but few can afford to do this regularly and, in any case, the material obtained is not available for wider use. Teaching and research which is properly informed and up to date must have access to the best information currently available.

6.7 In Australia, there are basically two kinds of Asian collections in higher education institutions: libraries for undergraduate needs and libraries for research and language extension. Previously it was thought that non-Roman script material was of restricted use to undergraduates, with undergraduate collections holding less vernacular material than research collections. Recently, there has been an increasing emphasis on the early use of vernacular material in undergraduate language programs. The library needs of undergraduate language students should thus be re-assessed. Strong research collections play an important role in attracting and holding teaching staff and researchers.

6.8 The National Library of Australia and the Australian National University have developed substantial research collections on Asia, largely as a result of deliberate policy and funding by the Australian government.<sup>1</sup> The National Library of Australia gives a high priority to Southeast Asian publications,<sup>2</sup> and it is particularly strong in Chinese and Japanese material. There are also extensive collections on India, Pakistan and Sri Lanka,<sup>3</sup> Korea and the Middle East. These vernacular collections are housed together in a special Asian Collection, which is an open collection where readers may browse. The Library of the Australian National University has also specialised in East Asia and Southeast Asia and to this extent this collection can also be described as a "national" collection. The National Library and Australian National University Library drew up an acquisitions agreement in 1956 to cover Japanese and Chinese material, with each taking responsibility for acquisitions in particular subject areas. The two East Asian collections are therefore complementary. Access to the material of the National Library by those outside Canberra is available through the Inter-Library Loan service. The Australian National University Library, because of financial constraints, is now less able to offer full services to borrowers from other institutions. ANU members are now considered the Library's first priority.

### Special Problems of Collections on Asia

#### Asian languages in non-Roman script.

6.9 The particular nature of Asian collections was summed up by one librarian as "everything takes longer". A major factor is that Australia does not yet have an automated system for the cataloguing of non-Roman scripts. Materials in non-Roman script are being added to ABN, but in transliterated form. This is unsatisfactory because only experts with special training in the system transliteration can identify materials.

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<sup>1</sup> Enid Bishop *Library Resources on Asia for Tertiary Education and Research, Asia in Australian Education* vol 11 1980. Asian Studies Association of Australia, 63.

<sup>2</sup> *National Library of Australia Selection Policy*. Development of Resource Sharing Networks: Networks Study No.17, 1981. National Library of Australia: Canberra, 6.

<sup>3</sup> These are described by P Haldane, *South Asian Resources in the National Library of Australia: Scope, acquisition and bibliographical research with a word on other major collections in the country*. 1985, National Library of Australia.

We have been advised that it would be possible to develop a module to add to ABN, which would make possible the display of vernacular scripts. We consider this a top priority for improving access to Asian collections throughout Australia.

### Staff

6.10 General staffing formulae and the usual economies of scale are unsuitable for the servicing of Asian vernacular collections. Unless there are trained librarians who have mastered more than one Asian language, each Asian area requires its own specialist in, for example, Japanese, Chinese, Korean, Indonesian, Burmese, Hindi. The most recent survey of Australian tertiary libraries with Asian material shows that the staffing of the collections is totally inadequate. We are underutilising existing resources through lack of staff. The benefits of specialised collections in non-Roman scripts can only be fully realised if there are sufficient knowledgeable and skilled staff to direct readers. Investment in professionally trained staff is the only way to realise the potential of Asian collections.

### Training of librarians with Asian expertise

6.11 There are no special courses in Australian schools of librarianship which teach skills and techniques particularly directed to the management of Asian materials. At present many Australian librarians who specialise in Asian materials have taken a degree in an Asian language and then studied librarianship. Asian nationals working in Australian libraries have language skills but sometimes no library training. Cooperation between both groups has enabled Australian collections to reach their present level but for the future development of these collections more staff must be trained. The training and staffing of Asian vernacular collections must be reviewed so that material is effectively processed and used. In 1973, Enid Bishop, an experienced Asian librarian, suggested that special courses of a month's duration be mounted for librarians working in this field to cover all aspects of Southeast Asian librarianship. This would be useful to overseas librarians, as well as those working in Australia. We suggest that this concept be explored and extended to cover all areas of Asia, and that a series of such courses be organised and held in Canberra to take advantage of the collections of the National Library of Australia.

### Acquisition of Asian material

6.12 Identifying and purchasing Asian material is time consuming, difficult and increasingly expensive. Each region of Asia has its own characteristics. For example, China prohibits the export of many of its publications, Burmese material cannot be purchased but may only be obtained by exchange with the University Central Library in Rangoon,<sup>4</sup> and Korean and Japanese publications are very expensive, and becoming more so with devaluation and inflation of the Australian currency. Librarians have to spend time scanning difficult, Asian language, catalogues and then arrange orders through a variety of sources. Blanket

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<sup>4</sup> Some of these problems are outlined in Enid Bishop, Y.S Chan & W.G Miller "Recent Australian Experience with China and Southeast Asia" (1982) 6 *Library Acquisitions: Practice and Theory* 149-160.

order are not always satisfactory. The demand in Australia for publications from Asian governments, particularly sets of official statistics and changes in government regulations, can only be reliably met by local acquisitions officers. At present the only Australian acquisitions office in Asia is in Jakarta, and this is currently under review. In 1982, Asian librarians from ANU, called for "renewed efforts in the area of inter-library cooperation in Asian acquisitions"<sup>5</sup> We consider that the National Bibliographical Network for Asian Studies would act as the focus, not only for the rationalisation of collection development, but also for a cooperative acquisitions policy.

### Cataloguing Asian material

6.13 The cataloguing of all non-English language material lags well behind cataloguing in general "... and has been seen as too difficult and less important".<sup>6</sup> In the case of titles in non-Roman scripts the situation is desperate. There is no automated system in Australia for cataloguing these scripts and ABN (Australian Bibliographic Network) has dropped schemes for developing this capability as one of its priorities.<sup>7</sup> Recent figures on the effect of the cataloguing backlog are difficult to find, but in 1979 it was estimated that 30 percent (128,000 volumes) of the total Australian holdings on East Asia were uncatalogued due to lack of funds for skilled staff. This seriously affected access to those materials. By 1983, there was no improvement, in fact the number of uncatalogued East Asian works had risen to 184,000 volumes.<sup>8</sup> As mentioned above, some non-Roman material, including East Asian, is being entered on ABN in transliterated form. The difficulties with this were noted above. One of our submissions made the point that there are two types of cataloguing on ABN: (i) full cataloguing which includes subject classification and therefore allows subject retrieval and (ii) partial cataloguing, which on ABN is indicated by the term "interim record". Partial cataloguing does not give any subject classification and so cannot be retrieved by subject, only author or title. It is essential that full cataloguing be provided for ABN entries so that users have better access to Asian collections. This will require more funding and more staff.

### Funding

6.14 A discussion paper at the recent Australian Libraries Summit stated that "...the real purchasing power of Australian libraries has been falling in recent years and seems likely to fall further over the medium term".<sup>9</sup> The general climate of economic restraint in Australia, which has affected most areas of government spending, has also been felt in the libraries of tertiary institutions. But added to this have been further cutbacks made by individual institutions which have also hit university and college libraries. None of the funding cuts have been directed specifically at Asian collections, but as small sections of much larger collections, they are particularly vulnerable. There is a real danger that areas with larger numbers, such as science, law and

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<sup>5</sup> *ibid.*, 159.

<sup>6</sup> *Australian Libraries Summit*, Discussion Papers, 80.

<sup>7</sup> George Miller "Aspects of Southeast Asian Collection Development in Australia" *The Library in the Information Revolution* 1983. Maruzen:Singapore, 604.

<sup>8</sup> Wang, S W "East Asian Languages Collections in Australian Libraries: Report of a Survey" (1979) *Australian Academic and Research Libraries* 29-35, p.10.

<sup>9</sup> *Australian Libraries Summit*, Discussion Papers, 16.

economics, will have a higher priority. There is also a tension between the administrative policy of tertiary libraries and the needs of users with special interests. This has been well expressed by one Asian Studies librarian: "The dilemma for research libraries covering our field is that while the academics and the researchers require more specialized, 'difficult', non-Western language material of an irregular nature, library administrators are under pressure by the introduction of automated systems to develop general collections of standardised publications for which there are readily available machine-readable records".<sup>10</sup> Cutbacks have already taken place which have affected specialised staffing levels and acquisitions of materials on Asia. Decisions to cut subscriptions to serials and newspapers are false economies. The acquisition of backsets in the future will be difficult and very expensive. Just as short-sighted, are interruptions to established buying programs which operate through networks which have taken years of work and trust to establish. The long term effect of these cutbacks on this significant national resource will be serious.

### **Collections of Asian materials**

6.15 The descriptions which follow present an overall impression, by area, of holdings of material on Asian countries in the libraries of tertiary institutions and in the National Library of Australia (NLA). From this, the strengths, weaknesses and gaps in collections will be apparent, which can then be assessed in the light of the priorities of the National Strategy for Asian Studies. Information for the descriptions is based largely on published reports and material prepared by the NLA, supplemented by comments from individual users and librarians. Mr Colin Steele, the University Librarian, ANU, has generously allowed us to use the findings of a survey he undertook in 1987.

6.16 This impressionistic account is in no way intended as a substitute for a detailed and comprehensive survey of Asian collections, in tertiary and public libraries, which must be carried out by professional librarians, as recommended below.

6.17 It is not always possible to determine whether published accounts of collections refer to holdings of purely vernacular material, material in western languages, or a mixture of the two. These distinctions must be made evident in any future national survey. It has not been possible to include in this survey material on microforms. There are important and extensive microform collections in Australian libraries of older, especially archival, material about Asia. This material must also be included in any future national surveys.

### **East Asia**

6.18 Two recent national surveys<sup>11</sup> of East Asian vernacular material, in 1979 and 1983, provide a picture of the development of holdings in this area. There was a 43 percent increase in monographs and a 90 percent increase in the number of serial titles acquired (8,124 titles in 1983).<sup>12</sup> A breakdown into areas showed that

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<sup>10</sup> Miller, *loc.cit.*, 607.

<sup>11</sup> Wang, *loc.cit.*, (see 9 & 10 above).

<sup>12</sup> Wang 1986, 27.

of the monographs 66.08 percent were Chinese, 31.16 percent were Japanese, 2.26 percent were Korean, and 0.31 percent were Manchu, Mongolian and Tibetan. The greatest concentration of East Asian material is in Canberra, at the National Library and the library of the ANU. Between them they hold 62.8 percent of the overall total of East Asian collections in Australian libraries.<sup>13</sup>

6.19 The 1983 survey judged that with the exception of collections in the National Library, the ANU, the University of Sydney and the University of Melbourne, all other East Asian collections were generally poor.

6.20 The rate of cataloguing East Asian material is particularly slow, as discussed above. About half of the National Library's East Asia collection had only preliminary records, with 40 percent at the University of Sydney, 27 percent at the University of Melbourne and 25 percent at the ANU library uncatalogued.<sup>14</sup> There has been some improvement in reducing the backlog because of the policy since 1985 of entering material on ABN in transliterated form. The best solution would be an automated system whereby non-Roman script could be entered on ABN.

6.21 The 1983 survey revealed a staffing crisis in the East Asia area. All libraries were seriously understaffed and many claimed they had no specialist librarians working on their East Asia collections. This is reflected in the cataloguing backlog in all the collections.

6.22 Between 1977 and 1983, collections of East Asian material had increased significantly in Canberra, Melbourne, Sydney, Brisbane and Adelaide, but there was only slow growth in Perth, Hobart and Darwin. Both the NLA and the ANU collections are particularly good on Chinese material published since 1949. It is this kind of material which must be made more accessible to users in the lesser developed libraries.

6.23 The only viable collection of Korean material is held by the National Library, though there are small collections at the ANU, the University of Sydney and La Trobe University. The National Library's collecting intentions for Korea include the Korean economy, politics, sociology and technology.

6.24 Cause for concern. As mentioned above, inflation and the devaluation of the Australian dollar is having a serious effect on the purchasing power of libraries. For Japanese acquisitions, the situation is acute as the value of the yen continues to strengthen. The National Library of Australia carried the responsibility for Australia's most expensive purchases of Japanese material. It is now no longer able to buy large and costly multi-volume sets. This leaves a gap in our national resources of reference material. Of immediate concern as well, is the situation with Japanese serials and monographs.

6.25 The Japanese serial collection in the National Library is particularly strong in statistical materials, government reports and science and technology. According to a 1985 survey 42 percent of Japanese inter-library loan photocopies were for science and technology materials and 36 percent were for medical

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<sup>13</sup>     ibid.

<sup>14</sup>     ibid., 34.



references (a total of 78 percent of Japanese inter-library loan requests).<sup>15</sup>

### Southeast Asia

6.26 As with East Asian material, the strongest collections for Southeast Asia are in Canberra, Sydney and Melbourne, with Canberra, through the National Library and ANU, having the largest holdings.<sup>16</sup>

6.27 Three important surveys of Southeast Asian material were undertaken in the early 1970s.<sup>17</sup> Two of these recommended strong collection development policies, particularly in vernacular material and in neglected areas, such as the Philippines. A more recent assessment of Southeast Asian collections<sup>18</sup> concludes that few of the 1970s recommendations were implemented, and that material continued to be collected with little system or rationale.

6.28 Emphasis on Indonesia/Malaysia. Collections of Southeast Asian material in Australia generally cover Indonesia, Malaysia and Singapore better than other areas of Southeast Asia. The exception is the collection on Thailand in the NLA which now numbers more than 20,000 titles. There are historical and political reasons for this, but greater attention must now be paid to collecting current material from the Philippines, Burma, Kampuchea and Vietnam.

6.29 The National Library's Indonesian collection is particularly strong in politics, government and current statistical data. This material is largely the result of the far-sighted policies of the National Library's Indonesian Acquisitions Office, which was fully established in Jakarta in 1971. The Acquisitions Office, through energetic searching and carefully established networks, fed rare and valuable data back to eight Australian libraries which supported and participated in the scheme.

6.30 BISA Project. In 1979 the BISA (Bibliographic Information on Southeast Asia) project was established, under the direction of Dr Helen Jarvis, at the University of Sydney. It was the first comprehensive automated bibliographic data base of Australian holdings on Southeast Asia. The BISA project pioneered a national approach to Southeast Asian collections in Australia. The project has now been disbanded, but the BISA entries have been fed into the ABN system and can be accessed by all ABN subscribers.

6.31 Location of Southeast Asian material.

\* Indonesian, Malaysian (and Singapore): National Library, ANU, University of Sydney, UNSW, Monash University, University of Queensland, Griffith University, James Cook University, Flinders

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<sup>15</sup> Gosling, A "Survey of the use of National Library of Australia East Asian collections during 1985" 11 (1986). *East Asian Library Resources Group of Australia Newsletter* 1-5.

<sup>16</sup> See Bishop, *op.cit.*, p.65.

<sup>17</sup> *ibid.*, p. 65.

<sup>18</sup> Miller, *loc.cit.*, pp.600-603.

University, University of Tasmania, Murdoch University.

\* Thai: National Library has the only significant collection in Thai although ANU maintains a small working collection to support its Thai language program. The National Library has over 20,000 volumes and about 700 serial titles.

\* Philippines: NLA, UNSW, Monash University, James Cook University, University of Tasmania. NLA has three large retrospective collections, but current material is patchy.

\* Vietnamese: This is currently a difficult area to purchase from. The National Library was able to acquire material throughout the 1960s and 1970s and thus has a moderate collection. It has an exchange program with Hanoi which covers contemporary material. Other holdings are at the University of Wollongong, Monash University and the University of Queensland.

\* Kampuchea: There is very little material in Australia and it is located at the National Library, Monash University, University of Wollongong and University of Queensland.

\* Burma: It is currently impossible to purchase material from Burma. The only method officially sanctioned is by exchange arrangements with the Universities Central Library, Rangoon. However this does not cover publications of learned societies or government agencies. The National Library has a retrospective collection and the Luce collection, which is invaluable for research on the colonial period.

### South Asia

6.32 The largest collection, of 60,000 monographs, 3,000 serials, 150 newspapers, maps, films, photographs and microfilms, is held by National Library. This covers India, Pakistan, Nepal, Bangladesh and Sri Lanka. Only one third of the monographs are in vernacular languages, mostly Hindi. The National Library also has an extensive microform collection of South Asian art and land settlement records.

6.33 Lack of borrowing. The vernacular collection of Hindi and Sanskrit material in National Library is so rarely used that works in those languages are no longer acquired. There is no subject catalogue of the vernacular collection which makes access to material extremely time consuming. Users have indicated that this is the prime reason why the collection is used so rarely. Full cataloguing with subject classification would undoubtedly open the collection to more readers.

6.34 Most material in Australian collections on South Asia concerns India, rather than countries in the region. There is a dearth of primary sources for research and there is little vernacular material in the regional languages.<sup>19</sup>

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<sup>19</sup> See Haldane, loc.cit., p.10, quoting results of a survey by Ajit Ray, presented in 1978.

6.35 Location of South Asian material. ANU, University of Sydney, UNSW, University of Newcastle, University of Queensland, Flinders University, University of Adelaide, University of Melbourne, La Trobe University and UWA (which attempts to collect all South Asia material in English, published since 1820), all hold substantial South Asia material.

#### West Asia

6.36 National survey. In 1982 a nation wide survey examined the extent and adequacy of library-based information resources in Australia on the Middle East. The results and recommendations were published in 1986.<sup>20</sup> The survey concluded that information resources (as at 1982) were barely adequate to support Australia's present needs and argued that they were "...certainly insufficient to meet the expanding and more complex future needs indicated by the survey".<sup>21</sup>

6.37 Need for more material. The main trend which emerged from the 1982 survey was the need for more information resources from the Middle East be provided in Australia.<sup>22</sup> The need for more newspapers and periodicals was particularly urgent.

6.38 Language difficulties. Librarians with knowledge of Middle Eastern languages and scripts are rare. There is presently no-one in the National Library with these skills. The survey recommended that action should be taken to prepare intending librarians with the skills necessary to deal with foreign languages and scripts.<sup>23</sup> Only when this was done could material in non-Roman script be selected, acquired and serviced in Australia.

6.39 Location of West Asian material. The survey provided a ranking of libraries with holdings on the Middle East, listed according to the size of their monograph collections. We list here only tertiary libraries, and only those with more than 1,000 monographs: University of Sydney (32,570), National Library (8,300), UWA (6,200), University of Melbourne, ANU (3,000), Macquarie University, Bridges Memorial Library Duntroon, University of Newcastle, University of Queensland, University of Adelaide, La Trobe University, Melbourne State College, Flinders University.

#### **Weaknesses and deficiencies in Asian collections.**

6.40 There are specific gaps in our holdings on Asia, but before these can be accurately identified we need to address a more fundamental deficiency. At present, and for some time past, Asian collections have been seriously understaffed. The nature of the material, particularly because much of it in non-Roman script, means that staff need special training to process it. Lack of trained staff as well as lack of staff has resulted

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<sup>20</sup> Richard Stone *Information Resources in Australia on the Middle East*. Development of Resource Sharing Networks, Networks Study No. 27, 1986. National Library of Australia.

<sup>21</sup> *ibid.* p.99.

<sup>22</sup> *ibid.* p.101.

<sup>23</sup> *ibid.* pp.100-101.

in a cataloguing backlog. Before our existing collections can be accurately evaluated and described the cataloguing backlog should be cleared. Staff must be employed to do this, or an automated system devised and introduced.

6.41 It is clear from existing surveys of Asian holdings that there are obvious gaps. Except for the NLA and the ANU, our holdings on East Asia are generally inadequate. Attention must immediately be given to Japanese serials and newspapers, current Chinese material and all Korean material. The most effective way to address this would be through a national cooperative acquisitions policy directed by the proposed National Bibliographic Network.

6.42 Southeast Asian material must be collected for all ASEAN countries. Contemporary economic, political, historical and legal material must reach our collections. Holdings on Thailand, Singapore, the Philippines and Brunei should all be strengthened. There is a serious gap for the Philippines. Vietnam and Kampuchea will be areas of increasing concern to Australia. Although it is difficult to acquire materials, every effort must be made to do so.

6.43 West Asia encompasses a huge geographical area and is of enormous economic and political importance to the rest of the world. This is not reflected in our library resources. Selected libraries must begin now to specialise on areas of the Middle East and build up collections which can be used by business, political scientists, historians and other researchers. Again, a national collection development policy can be formulated by the proposed National Bibliographic Network.

6.44 There is little current material on Burma and Tibet. Again this is difficult to acquire but at least one collection in Australia should hold a strong collection of reference material.

6.45 While there are some good holdings on British India, vernacular collections on all regions of South Asia are weak. There is a growing recognition in many Australian business circles of the importance of South Asia. Holdings of current material should be adequate to supply information which will sustain research into all facets of modern South Asian countries.

6.46 Subscriptions to serials and newspapers in all areas of Asia must be maintained and, in many areas, enlarged. These are crucial for up to date information about developments in the region, yet they are the most vulnerable to cutbacks in the library system.

#### **Optimising existing resources**

6.47 In 1980, it was strongly urged that an intensive study of the provision of resources on Asia be undertaken "...on a national scale in the light of present user needs and projected policies and plans in tertiary education and research".<sup>24</sup> In 1984, the Director-General of the National Library, Mr Harrison Bryan, wrote

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<sup>24</sup> Bishop, *op.cit.*, p.71.

that "The overall limitation of funds available for the development of library resources in Australia renders essential a high degree of co-operation among institutions and a rationalisation of their activities. This is extremely difficult to achieve, even in an environment which has always been characterized by a most commendable degree of cooperation."<sup>25</sup> The Libraries Summit in October 1988 has opened the way for greater cooperation between libraries. Resolution AAI from the Summit proposes:

That the following principles of a national collection be accepted:

- \*Aggregation of all library collections in Australia whether in the public or private sector.
- \*Comprehensive in relation to Australia.
- \*Selective in relation to the rest of the world as present and future needs require.
- \*Adequately recorded and readily accessible.

6.48 We consider that our proposal for a National Bibliographic Network for Asian Studies, outlined below, is a practical and achievable contribution to the recording and aggregation of one section of library collections in Australia.

6.49 Collection development statements and a national survey. Some libraries are already preparing collection development statements which define particular areas in their collections, outline collecting intentions and note points of interest. Together with this is a detailed breakdown of the holdings by class (subject) and collection level. An example of a draft statement is given as Appendix I. Using these collection statements, a national survey of Asian holdings in Australia can be efficiently undertaken. We strongly recommend that this be done immediately. Resolutions AA2 and AA3 of the Libraries Summit give a high priority status to the formulation of collection policy statements and a three year deadline for their completion.

6.50 Collection levels. These levels have been defined by the United States Research Libraries Group for describing the usefulness of collections for particular purposes. The 6 levels are:

Out of scope: the library does not collect this area.

Minimal level: a subject area in which few selections are made beyond basic works.

Basic information level: a collection of up-to-date general reference materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere.

Instructional support level: a collection that is adequate to support most curricular programs or sustain independent study.

Research level: a collection that includes the major published source materials required for dissertations and advanced scholarly research with older material retained for historical research.

Comprehensive level: a collection in which a library endeavours, so far as is reasonably possible, to include all significant works of recorded knowledge in all applicable languages for necessarily defined and limited fields.

6.51 The levels are useful guides for assessing the "depth" of collections and if used in collection development statements will enable a detailed assessment to be made of the nation's information resources on Asia.

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<sup>25</sup> Harrison Bryan "Information resources for Asian Studies: a national perspective", 1984, 1, Asian Studies Association of Australia Fifth National Conference, Adelaide.

6.52 Document delivery. Before resources can be shared, several areas of library services will need to be improved so that material can be identified by users and then delivered to them.

6.53 Australian Bibliographic Network. ABN has been operating for 5 years and is considered successful beyond expectations. It now carries entries from BISA, but at present has several restrictions which affect users of Asian material. Not all tertiary libraries are participants in ABN and non-Roman script material is not able to be entered. These restrictions must be overcome if Asian holdings across Australia are to be fully accessible.

6.54 Cataloguing Backlogs. The backlog of uncatalogued material in large libraries makes cooperation and resource sharing very difficult to achieve. A major effort must be made to make this uncatalogued material nationally accessible. It is impossible to know the extent of our national holdings on Asia if they are not catalogued and entered on a national database.

6.55 Inter-library loans. For effective resource sharing, inter-library loans must be fast and inexpensive. One option is to explore the British system of para-national inter-library loan Networks. A considerable part of the agenda of the Libraries Summit was devoted to problems of document delivery to ensure that library users have efficient access to documents not held by their "home" library. Eight resolutions were passed directed at improving the national system of inter-library loans. One resolution called for continued research into the effect of charges on inter-library loan patterns.

6.56 The role of the National Library of Australia. The National Library has the most extensive collection of material for several areas of Asia, and strong holdings in other areas. Any development of collection policies and resource sharing must determine the status of the National Library in relation to the development of other collections. If the National Library is a "last resort" library, duplicate holdings could be established elsewhere. If it is a "first resort" library, other collections should concentrate on filling gaps in the National Library's holdings. This question must be resolved so that collection strategies can be rationalized. The proposed National Bibliographic Network should address this issue as soon as possible.

6.57 Dissemination of information on resources. Several networks are already operating to inform users of new acquisitions and developments in library resources. Examples of these are the National Library's Current Awareness Bulletins, the East Asian Library Resources Group of Australia Newsletter and the Southeast Asian Research Materials Group Newsletter. These publications should continue to be supported and encouraged to expand their readership.<sup>26</sup>

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<sup>26</sup> We wish to thank the following people for their advice on Asian library material in Australia: Y S Chan, J Drakard, K Foulcher, J Fullerton, G Gosling, P Haldane, H Jarvis, G Miller, S Prentice, I Soegito and N White.

### Comparative Perspectives

6.58 The United States government commissioned report by Richard Lambert et.al., *Beyond Growth: The Next Stage in Language and Area Studies* (Association of American Universities, 1984) devoted one chapter to the problem of library acquisition and development. Most of the problems referred to above in Australian libraries were also found in US libraries. The major difference is that there are a number of significant collections on Asia, or regions of Asia, at major US Universities and, of course, in the Library of Congress. No single University library in Australia has a collection on any one region of Asia anywhere near as broad or deep as in a number of US libraries. Nor is the National Library of Australia's collection of Asia anywhere near as good as that of the Library of Congress, though we appreciate that we make a comparison here with the largest Asian collection in the world, which for many years was generously funded. However, the total proportion of Australian library budgets earmarked for Asian material is not sufficient to keep pace with inflation and thus sustain our collections, let alone expand them. This is a matter of considerable concern. Specialist libraries are the basis for real knowledge about any Asian country: the weakness of Australian libraries on Asia is eventually reflected not just in the academic research areas but in media, government and business analysis as well.

6.59 The Lambert report, *Beyond Growth*, was of the firm opinion that no longer could any one University afford to try to create or maintain a comprehensive or complete collection for research purposes on any one region. It recommended acceleration of moves towards rationalisation, library cooperation and the creation of a national library network. These conclusions also apply to the Australian situation, where the unevenness of collections makes cooperation essential. Australian collections on Asia have had to be assembled from scratch. They can never match the centuries-old retrospective collections of the European colonial nations. Britain, France, the Netherlands and Germany have official archival material which is the legacy of their involvement in Asia. We can, however, obtain much of these archival records on microforms, and a selection of primary source material is already in some of our university libraries and in the NLA. But the fact remains that Australian scholars will still have to travel abroad for much of their primary source material.

6.60 However, some Australian libraries, and the NLA in particular, have been able to start good collections of contemporary Asian material. The Inquiry is concerned that the strengths in our contemporary Asian collections be maintained and considerably enlarged. Expansion in the study of Asia in Australia cannot be achieved without library support. As we have seen, that material is very unevenly distributed. The libraries of Colleges of Advanced Education have almost no research material, which is a cause of grievance to their academic staff who must travel to other institutions to obtain books. Asian collections in Australia will have to be rationalised, cooperative policies are essential and the system of document delivery must be improved.

6.61 It needs to be stated, however, that the national collection as a whole on Asia is inadequate. In some libraries, for some areas, we have considerable strengths. But without positive intervention in the form of

earmarked funding the strengths will not be maintained and the inadequacies will become critical very quickly. This is a matter of grave concern.

### **Future developments**

6.62 National plan. When a national survey of Asian holdings in Australia has been completed a national strategy for future development should be drawn up. This will delineate responsibilities for collecting in particular areas to individual libraries. The national plan should envisage meeting Australia's national needs in the long term, and therefore must be both broad and flexible. It should seek to determine an appropriate balances between retrospective and current material, vernacular and western languages, serials and monographs. It should be drawn up and implemented within the next 5 years.

6.63 Recognition of particular problems of Asian collections. These problems were outlined above. Central administrations and funding sources must be persuaded that Asian collections cannot be maintained, let alone fully used and expanded, if normal funding and staffing policies are applied.

6.64 Funding. Funds will be need for:-

- staff training
- extra staff
- the development of an automated system for cataloguing material in non-Roman script.
- special acquisitions projects, perhaps accomplished most efficiently through acquisitions offices in
- the Asian region.
- the strengthening and development of data bases to facilitate resources sharing.

### **Recommendations**

#### **Recommendation 25**

*We recommend that the Asian Studies Council appoint a committee to examine the most effective way to establish a National Bibliographic Network for Asian Studies.*

*We suggest that the Network be located in Canberra and that it work very closely with the National Library of Australia. We see the work of the Network as including:*

- *co-ordinating a national survey of all Asian material.*
- *developing a national co-operative acquisitions policy for Asian material.*
- *investigating how to include vernacular scripts on ABN.*
- *supporting full cataloguing of Asian entries on ABN.*
- *disseminating information on Asian collections in Australia, through such publications as the SEARMG Newsletter and the EALG Newsletter.*
- *acting as a central reference point and clearing house for queries about Asian material in Australia.*
- *liaising with overseas libraries about Asian material.*
- *co-ordinating short specialist training programs for librarians who work with Asian materials.*



#### **Recommendation 26**

*We recommend that DEET initiate an investigation of the higher education library system, with special attention to improving document delivery services and to improving cooperation in collecting and cataloguing in the area of Asian studies.*

An investigation of higher education libraries was recommended by CTEC in its Report for the 1988-90 Triennium. We support this recommendation and urge that special attention be given to improving document delivery services. Rationalised collection development policies will fail in their intention if access to, and delivery of documents, is slow, expensive and inefficient.

#### **Recommendation 27**

*We recommend that Universities provide special funds to their libraries for the employment of staff who can speed up the processing of the large backlog of uncatalogued Asian material.*

#### **Recommendation 28**

*We recommend that a special short-term project be funded to devise a system for automated cataloguing of Asian material in non-roman scripts. This project should work in collaboration with the National Bibliographic Network for Asian Studies which can keep libraries informed of progress.*

#### **Recommendation 29**

*We recommend that a system of reciprocal personal borrowing rights be introduced between all tertiary institutions in the same state.*

#### **Recommendation 30**

*We recommend that, in order to achieve better access to resources on Asia for students and staff in institutions whose libraries have only minimal collections, state networks of libraries be established. We see this as operating within states, where an established Asian collection at one higher education institution is linked with several less-established collections at higher education institutions in the same state.*

### **TEXTBOOKS AND OTHER TEACHING RESOURCES**

6.65 The commissioned survey *Approaches to the Teaching of Asian Languages in Australia*, by Dr Bowden and Dr Quinn, found that 78 percent of respondents used a textbook in their language classes. There was a strong preference for texts which were written specifically for Australian language classes, but only 30 percent of texts were produced in Australia. Another 30 percent originated from the country where the target language was spoken, and 17 percent were from another Western country.

6.66 There is still a need for high quality, innovative textbooks on Asian countries and for Asian languages. One submission compared basic French and Japanese textbooks to highlight the writer's personal experience with both. In this opinion, Japanese textbooks fell far short of textbooks in European languages in approach,

style, tone and presentation. It was also pointed out that there is no good Japanese-English dictionary designed for students whose native language is English. It is not surprising, then, that many Asian language teachers produce their own materials. Increasingly, for intermediate level classes, language teachers are using textbooks from the target country and adapting material where necessary. It is at the upper, or advanced levels, that scarcity of language texts is most marked. If learners' competency is to be extended, then methods of achieving this need to be examined.

6.67 One submission suggested that tertiary teachers investigate the possibility of adapting curriculum materials from Asian countries for use by Australian students. This raises the issue of support for the development of teaching materials. The 1988 Australian Research Council guidelines for research grant applications specifically excluded the development of textbooks from its grants categories.

Research grants will not be given for the production of teaching materials, even though some research may be involved in their production. Support for the writing of a textbook is unlikely unless the book is aimed at fellow scholars as well as senior students. Support may be given for a genuine educational experiment in which the relative effectiveness of some original material, approach or method is to be compared with traditional materials, approaches or methods. In that case, costs of developing the new materials may be included. There would, of course, have to be some evidence, based either on preliminary pilot work or on some other considerations, suggesting the probable value of the proposed innovation, (p.10).

6.68 It will be necessary to prepare new textbooks for developing areas such as Thai and Korean and for specific purpose language courses. There need to be revisions of existing texts and the expansion of approaches such as the socio-cultural approach, which will need the support of books incorporating a wider variety of material than was previously considered necessary for language courses. The quality of our programs will to a considerable degree depend on the standard of our textbooks.

6.69 The preparation of quality language textbooks is a specialised task, incorporating applied research, experience, creativity, and a deep level of understanding of two languages, the language of the learners and the foreign language. The scarcity of excellent texts reflects the high level of skills, and the years of testing the approach and material, which preparation of a quality textbook demands.

6.70 We do not see the necessity, or advisability of establishing a new source of funding for the production of quality textbooks. We do, however, consider that those who write them deserve financial support as much as those who work in other applied fields. In chapter 7 we have made a recommendation for changes in ARC rules to allow it to fund this research.

## DISTANCE EDUCATION

6.71 In chapters 5 and 7 we have argued that distance education is one means of "broadening the base" of Asian language teaching. We have recommended that distance education be used more widely for courses in the tertiary level study of Asia and its languages.

6.72 There are advances in the technologies which can be used to enhance distance teaching, such as satellite communication. There are also proposals for a national education television network. We urge that research into the use of technology for distance education be supported by government and industry, and that the principal providers of distance education employ the most appropriate technologies for the delivery of particular courses. Any means which allows for interactive teaching between student and teacher in distance education is extremely valuable for language learning.

### LANGUAGE LABORATORIES

6.73 In the survey by Dr Bowden and Dr Quinn, 97 percent of respondents said that their institution had a language laboratory. Most were satisfied with the equipment provided and with technical support (see p.45 of the survey).

6.74 There was general agreement that language laboratory classes are an effective use of teaching time, and 77 percent of respondents used supervised language laboratory sessions as part of the regular classroom work of students. Language laboratories are clearly an accepted and much used resource for Asian language teaching in Australia. With the increasing demand for vacation language courses, language laboratories will be used for most of the calendar year in the near future.

6.75 We have not been able to examine closely the quality and type of language exercises used in the laboratories. We do note, however, that the development of new language programs requires considerable time for the preparation of taped materials. This is yet another demand on language teachers which is rarely recognised or rewarded.

6.76 The training of simultaneous interpreters requires expensive facilities and equipment. The NAATI Level 4 course for Japanese at the University of Queensland has this equipment, and some other interpreter training programs may also. The equipment is essential and its cost is a further reason for rationalising the training of high level interpreters and concentrating resources in one specialist centre.

6.77 While students should be able to work by themselves in language laboratories to reinforce their learning, supervised laboratory practise is essential for real progress in fluency. One teacher can deal effectively with quite a large laboratory class and this is cost-effective and valuable experience for building learner confidence in oral competency.

6.78 Institutions should regularly review and maintain their language laboratories and keep them adequately staffed. They continue to play a vital role in developing oral competency, especially for beginners who may lack the confidence to communicate directly with native speakers.

## COMPUTER RESOURCES

6.79 Computer-Enhanced Language Learning systems are one of the most rapidly developing areas in educational applied technology. Software has already been developed for the teaching of English as a second language and companies are investigating the potential for modifying these programs for Asian language teaching. During our visits to institutions we met several groups who were working on designing teaching material for computer-assisted learning in Asian languages.

6.80 One package which has been developed recently is the compact-disc interactive - a compact disc containing audio, text, graphics, video and control data which can be used either in a library/laboratory, or a private home. It has great potential for distance education. The cost of producing these discs, however, is very high.

6.81 A less expensive package is the "Interactive Audio" where a personal computer is used to deliver text and quality colour graphics in conjunction with audio signals of desired type. The development of the compact Disc - Read Only Memory (DC-ROM) allows up to 5 hours storage of high quality audio material, as well as acting as a large data-base. This Interactive-Audio package enables a teacher, or student, to have computer controlled instant access to information, pictures, and lesson plans, all of which are coupled with normal computer storage mechanisms. The student can stop the program at any time, and interact and respond with the program when cued to do so. The Interactive-Audio has been developed by Dr N Shaw at Footscray Institute of Technology. He is working on Chinese and Japanese programs from the technical angle.

6.82 This type of computer-assisted learning will expand rapidly. It is already being used for the education of nurses and is widely used for training in the private sector. Some of this experience is relevant to Asian Studies.

6.83 First, the computer technology is available for innovative teaching packages. However, there is need for greater collaboration between educators and computer specialists. The symbiosis will be extremely productive, but isolated research, by either side, will result in unsatisfactory programs. Second, educators require guidance on how to effectively use the new programs. There must be links between the production experts and the practitioners. Third, computer-assisted programs face the usual problems of implementation:

- they must incorporate appropriate teaching strategies and methodologies
- they must be meticulously planned and trialled
- they must offer integrated packages, not isolated modules which are difficult to incorporate into existing courses.

6.84 The development of computer-assisted language learning packages is a competitive business and the computer industry is heavily involved with this area. Nevertheless, the separate groups in Australian higher

education institutions currently engaged in this type of research would benefit from collaboration. A joint venture approach would undoubtedly attract greater funding support and yield faster results. It is, of course, important that patent or copyright benefits which might result from this research be safeguarded.

6.85 There are other benefits which computers offer to the Asian Studies field. Programs have been developed, and special print-fonts designed, which can produce Asian scripts. We are aware that Thai, Vietnamese and other Asian scripts can be produced by computer at the ANU, and other institutions may have developed their own programs for different scripts. The value of this facility for producing teaching materials and books is enormous. There also exist programs to convert romanised materials into Chinese characters, and again this eases the burden on teachers for the preparation of texts and enables students to read uniform and regular characters. The full implications of these developments for libraries and for teaching have not been explored. Again cooperation on a national scale should be organised so that the wheel is not reinvented.

6.86 The most obvious advantage of computers is their capacity for information, storage and retrieval. The European Economic Community has established a terminology database, known as EURODICAUTOM, in Luxembourg, which is an up-to-date glossary of technical terms in 8 languages (none of them Asian). This can be accessed, for a small fee, by any authorised user (even from Australia!), and information received instantaneously. The establishment of a similar database for technical terms in Chinese, Japanese, Korean and Indonesian is a project the Asian Studies Council could investigate with tertiary education and the computer industry.

6.87 We are already using computers to compile databases on the availability of curriculum materials for Asian studies.<sup>27</sup> This Inquiry has established a database of courses involving Asian content at tertiary institutions across Australia (for details see volume 2). Updated and maintained, this database can be used to find out where any Asian language or course with substantial Asian content is offered at an Australian university or college.

6.88 Individual researchers are discovering new applications for computer technology. For example, they are devising programs for the conversion of Asian calendars (including the Muslim calendar) to Christian years, and developing concordances for vast quantities of textual material. The use of computers for processing, editing and indexing large amounts of data is beginning to yield valuable data from older, traditional texts, as well as from contemporary writings. Through computers, Australian scholars are also able to contribute to, and participate in international computer networks and databases.

6.89 In Japan, considerable resources are being devoted to developing machine translation systems and

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<sup>27</sup> For example the Centre of Education at the University of Tasmania and the Tasmanian Education Department have established an Asian Data Base, comprising 3 discs, which cover resources for teaching Asian Studies from grades 9-12.

cooperative ventures exist with China, Malaysia, Indonesia and Thailand. Only a few scholars in Australia are currently working in the area of Computer Assisted Translation. This is a further area of growth. It is particularly important that those Australians involved in this work be assisted to travel to other groups involved in machine translation research in order to be informed of current developments.

6.90 In a country as vast as Australia, where it is too expensive to duplicate resources, particularly in specialist areas, cooperation on a national scale is imperative. Computer networks between libraries, between institutions, between projects, and even between individuals, are an efficient and cost-effective means of sharing resources. Computers also link Australian scholars directly with their counterparts in Asia.

6.91 The benefits of computer technology for Asian studies in Australia is great, for teaching, research, and for closer links with business and industry. Institutions and individuals will increasingly need to draw on this technology and develop it for specific purposes. We recommend that creative and innovative projects which involve the application of computer technology to Asian studies be encouraged and receive adequate financial support.

#### FILM AND VIDEO

6.92 There are a growing number of films and videos on Asian subjects being produced, and they are increasingly being used as teaching aids in tertiary institutions. Asian films, particularly feature films, are becoming available on video cassettes. This is a major breakthrough for allowing greater access to Asian film and greater flexibility in the way teachers can use film as a learning resource. The uncertainty of the Australian commercial film market means that television, tertiary, and pre-tertiary education are the main outlets for Asian films.

6.93 As an educational resource, film can be used in several ways: for example, for information, as a research tool, and as an example of visual media. The potential of Asian films and films about Asia as teaching and research resources has not yet been fully explored, though academics in some Australian institutions are offering pioneering courses.

6.94 The National Library of Australia has established the largest collection of Asian films and videos in this country. There are between 600-700 titles, about 100 of which are Asian feature films. A listing of these titles is available from the National Film Lending Collection, from where they may be borrowed free of charge. So far, the collection has been underutilised, but it should be drawn to the attention of educators as a rich source of teaching material. There is a wide selection of Japanese feature films and a growing collection of Chinese material. The library is currently building up its material on the Philippines and Indonesia and is seeking to extend its Indian film holdings.

6.95 The commissioned language survey by Dr Bowden and Dr Quinn noted an increasing use of video material in Asian language teaching. Video film offers the teacher control over authentic, or pseudo-authentic,

presentations of material from the target culture. The video can be stopped, reviewed, and viewed many times. The production of quality videos for teaching purposes is time-consuming and fairly expensive, yet we are told that student response to well designed material is excellent. Its use in interpreter training courses is most valuable.

6.96 Audio-visual aids have long been employed by all foreign language teachers. Language teachers are now working with the producers of educational videos to ensure the best results for classroom purposes. Increasingly, educators are taking the initiative and designing their own video presentations, relying only on technical assistance from resource units. We commend these initiatives by Asian language teachers and recommend that the necessary financial support be forthcoming for the production of teaching material on video.

6.97 We have not mentioned the value of video for recording situational dialogue and other student activities in learning situations. Wherever this can be done, it should be encouraged because the feedback students receive from watching their own, and fellow learners', use of language is very worthwhile.

## CONCLUSION

6.98 Considerable resources already exist for more effective teaching and research in all aspects of Asian studies. Many of these resources, such as books, microforms and computers are expensive. We suggest that consideration be given to establishing national networks where practicable, so that rationalised cooperative development can occur and systems can be expanded rather than duplicated.

6.99 The delivery of education is a growth area in the technologies, and electronic companies are investing heavily in research and development projects. Some of these will greatly enhance our teaching of Asian subjects, particularly in the distance mode. Others will transform the way we teach in the classroom. Institutions and departments will want to bear this in mind when considering budget allocations because the new technologies are generally expensive. However, they have great potential, particularly for intensive language learning, and may be of great assistance in some accelerated programs. This cost should be weighed carefully against the benefits of in-country training and experience which still seems to us to be of prime importance.





**A STRATEGY FOR ASIAN STUDIES AND LANGUAGES IN  
HIGHER EDUCATION**

- \* An Asian Languages Policy 227-51
- \* National Centre for Applied Linguistics 251-58
- \* Asian studies 258-72



7.1 For social, cultural and political reasons as much as for economic development, Australia must create an 'Asia-literate' society. It also needs a much larger number of graduates who combine fluency in an Asian language with first rate discipline expertise and a sound knowledge of one or more Asian countries. These are visionary goals. They can only be achieved by directing considerably more resources in tertiary education towards the teaching of Asian languages and the discipline-based study of Asia. It will be disastrous if the goals are adopted but the resources are not supplied.

7.2 The process of concentration and rationalisation in the past decade has stunted the development of the study of Asia in tertiary institutions. It has been largely at the margins of most institutions' interests. Many institutions have responded to reductions in real funds per student by cutting back on marginal areas. Many Asian scholars who have resigned or retired in the past decade have not been replaced; language programs in some Colleges of Advanced Education have been ended or severely cut back; teaching of Asian languages in lesser demand in Universities has come under real threat. The great upsurge in the teaching of Japanese in the past two years should not blind us to the broader picture in Asian languages and Asian studies teaching in the past decade. Japanese language study aside, the overall level of undergraduate study of Asia has remained static and in some areas actually declined. In the decade ahead this process must be reversed with a considerable broadening of the base at all tertiary institutions.

#### AN ASIAN LANGUAGES POLICY

7.3 Mathematics has a prominent place in our education. Few people really master it, some never comprehend what it is all about while most achieve a level of skill somewhere in between. Language learning is similar. Although only a small percentage of those who start learning another language will ever master it, this does not mean that the rest will have wasted their time. At the very least, providing it is well taught, learning another language should increase sensitivity to another culture - values, ideas, thought processes and accepted codes of conduct - and help in self-critical reflection on our own cultural norms. Through learning another language we also understand more about how languages work and improve English language skills. Yet second language learning is not accorded an important place in our educational system.

7.4 A tertiary level Asian language policy for Australia in the 1990s must focus both on broadening the base of language study and on improving the language skills of students at the 'top end' of language training. In practise, this entails more Universities and Colleges offering three-year sequences in Asian languages and an increase in the number and quality of intensive courses. It also entails specialist in-country provisions for talented and motivated graduates to bring their language proficiency to a level impossible to achieve in undergraduate education.

7.5 There must be two components to an Asian language policy for tertiary education. First, policies to meet immediate and short-term national needs. Second, policies to meet medium and long-term national needs. Each requires a different strategy.

## Broadening the base

7.6 Increasing the proportion of tertiary students who include study of an Asian language in their degree programs must be both an immediate and a long-term goal. The extent of Asian language teaching in tertiary institutions has been discussed in detail in chapter 4. Here we restate the basic data on the most commonly taught foreign languages in tertiary institutions

	French	German	Italian	Greek	Japanese	Indonesian	Chinese
Universities	16	13	12	5	12	9	8
CAEs	3	3	10	8	5	5	4
Total	19	16	22	13	17	14	12

7.7 A number of other institutions plan to introduce one or more Asian languages in 1989: at least two (LaTrobe and James Cook Universities) will introduce Japanese for the first time. There are, however, considerable regional variations. In Tasmania, for example, neither Chinese or Indonesian are taught - only Japanese is taught at the University of Tasmania. Fewer institutions in Sydney offer Asian language courses than in Melbourne: not surprisingly the total number of enrolled students is considerably smaller in Sydney than in Melbourne. In Sydney, Japanese is taught for degree purposes at three institutions (Sydney, Macquarie and New South Wales) - but in 1988 the University of New South Wales only offered it to second year level and Macquarie University at first year level - Chinese at two institutions (Sydney and Macquarie Universities) and Indonesian at only 1 institution (Sydney University). In Melbourne, Japanese, Chinese and Indonesian are each taught at three institutions: Japanese at Melbourne and Monash Universities and Swinburne Institute of Technology; Chinese at Melbourne and Monash Universities and at the Victoria College of Advanced Education; Indonesian at Melbourne and Monash Universities and the Victoria College of Advanced Education. Nationally, only the ANU, Melbourne, Monash, Sydney and Griffith Universities teach all three major Asian languages (Japanese, Chinese and Indonesian).

7.8 The limited range of Asian languages offered by most tertiary institutions reflects in part the modest student demand hitherto, but in part also the deliberate language policy of CTEC in the 1970s, which for more than a decade restricted new languages initiatives in Universities and Colleges of Advanced Education. Cross-accreditation of language courses taught by different institutions in the same city is common but this has not generally led to significant numbers of students including the study of a language offered by another institution in their degree program. Efforts to get students to move between institutions - in non-language as well as language subjects - have had only limited success. Apart from timetabling difficulties - which pose considerable difficulties - the single major obstacle is the travelling time involved in moving from one institution to another, and often back again in the same day. The travel problem explains why students move between institutions more easily in the smaller cities of Perth, Adelaide and Canberra than in the larger cities

of Sydney and Melbourne.

7.9 An Asian languages policy for the tertiary education sector in the 1990s must have four prime concerns:

- \* improvement of student access
- \* cost effective delivery
- \* improvement in course quality
- \* increased graduate proficiency.

It must be based on the premise that students cannot and will not move in significant numbers between institutions in the larger cities. Mobility in Sydney and Melbourne must be confined to the movement of staff between institutions. In some of the smaller cities it is still possible for students to move, though this needs to be carefully addressed on a city by city basis.

7.10 It is difficult to predict demand for Asian languages in the tertiary sector in the next decade with any real accuracy. The enormous increase in Japanese enrolments in the last two years was totally unexpected and certainly was not predicted ten years ago. It reflects a sudden community perception that knowledge of Japanese will enhance employment and career prospects. All the advice we have received indicates that the growth in student numbers will continue for some time, with many predicting that it will eventually stabilise at about the same level as the numbers studying French at its peak in the early 1960s. If these projections are accurate, and we consider they are, then within 5 years the total national student enrolments in Japanese language courses will increase between two and three fold on 1988 figures. At the very least, the huge increase in first year Japanese students in 1988 (nationally about 100% higher than in 1987) will flow through to second year in 1989 and to third year in 1990.

7.11 No other Asian language has at the moment anything like the level of employer-driven demand as Japanese. Employer demand for graduates who have skills in Asian languages other than Japanese is likely to increase in the 1990s but it will be at levels considerably lower than for Japanese. The promotion of Chinese and Indonesian in schools will lead to an increased demand for these languages at the tertiary level: the need for teachers alone will increase demand. As Australian companies invest more in Indonesia and as they trade more with Indonesia and China there should be a steady growth in demand from business for graduates with language skills. Moreover, in the 1990s Malay will become more important as the language of government and commerce in Malaysia, a trend already apparent. Similar arguments can be made for Thailand and Korea, with the added demand from the tourist industry for Korean speakers as Koreans become an important part of in-bound tourists in the 1990s. Korean investment in Australia is also likely to increase sharply, again leading to a greater demand from industry for graduates with Korean language skills. Finally, as Australians become increasingly aware of their geographic location in the world - an awareness stimulated by government, industry and the education system itself - so there should be a steady growth in demand for all Asian language courses at the post-secondary level. As we have indicated earlier, demand for Hindi and Arabic speakers is also likely to increase as India and West Asia become increasingly important to Australia for trade and defence reasons.

7.12 The development of an Asia-literate society and the education of graduates with competency in Asian languages is in the national interest. It follows, then, that the development of Asian language teaching must be encouraged at all tertiary institutions. Asian languages must move from the periphery of language teaching, a position they have long occupied, to become an essential part of language programs at every institution. One of the major objectives of the National Strategy of the Asian Studies Council is to increase the number of students "...studying an Asian language as a mainstream subject to nationally agreed guidelines" to 5 percent of the University and College of Advanced Education student population by 1995 and to 10 percent by the year 2000.<sup>1</sup> In 1988 only 0.59 percent of the University and College of Advanced Education student load was in Asian languages. To achieve this National Strategy objective will require an enormous effort by all tertiary institutions, strongly supported by government.

### Japanese, Chinese and Indonesian

#### **Recommendation 31**

*We recommend that an immediate goal should be to broaden the base of Japanese, Chinese and Indonesian language study in higher education institutions by making them more extensively available on tertiary campuses. Within five years, by 1993, they should be accessible to students on every campus in every state*

7.13 Achieving the immediate goal does not mean that every tertiary institution should teach Japanese, Indonesian and Chinese with its own staff, in the same way or to the same extent. Some contiguous institutions should be encouraged to make joint-appointments with the identical course taught on both campuses. In some smaller cities more active promotion of language courses offered by other institutions would be the cost-effective way of language delivery. In others, especially smaller non-metropolitan institutions, language courses offered through the external mode should be included in institutional handbooks as full credit-earning courses. We will discuss recommendations on establishing Asian languages in the distance mode below.

7.14 It is essential that new programs in Indonesian, Chinese and Japanese be directed at the development of communicative skills and be integrated with discipline-based majors, especially in areas such as law, commerce, business and the social sciences generally. New Asian language programs should be established as adjuncts to existing degree programs: students must major in a discipline-based subject and add to this language courses of the highest possible quality as second majors. Institutions which introduce teaching on Indonesian, Chinese and Japanese must also at the same time develop Asia-related courses in disciplines such as economics, politics, history and sociology.

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<sup>1</sup> *National Strategy*, Asian Studies Council, 1988, p. 4.

### **Recommendation 32**

*We recommend that institutions commencing the teaching of Asian languages create Language Centres to teach these languages for credit purposes to students from a wide range of faculties and disciplines. We envisage Language Centres as units dedicated to teaching Asian languages to the highest possible standard and conducting research into applied linguistics, language teaching methodology and curriculum development.*

7.15 This will require staff of the highest calibre, whose language proficiency, qualifications in applied linguistics or language teaching methodology and practical language teaching skills are recognised and valued by institutions. A dedicated Language Centre will overcome the problem of language teaching often being carried out by people whose real interests lie elsewhere and who have no formal qualifications in applied linguistics or language teaching methodology. The area studies courses which are an essential complement to language study should be provided by discipline departments, not only in Faculties of Arts but also in Faculties such as Commerce, Education and Law.

7.16 In order to realise Recommendation 31 implementation of a national policy for Asian language development at the tertiary level would entail those institutions not currently offering the three languages to make them available to their students in the following ways:

#### **(a) Sydney and Melbourne**

7.17 The major immediate goal should be to increase enrolments in Asian languages in Sydney to a level closer to that in Melbourne. In 1988, 0.43 percent of total undergraduate enrolment in all higher education institutions in Sydney were in Asian languages (at three institutions - 261.5 EFTSU), whereas in Melbourne higher education institutions the figure was 0.54 percent (in five institutions - 383.8 EFTSU). This requires a 25 percent increase in Asian language enrolments in Sydney to catch up with Melbourne in 1988. At the same time growth must be sustained in both Melbourne and Sydney.

7.18 University of New South Wales (Japanese taught - a third year to be introduced from 1989) - a three-year program in Indonesian and Chinese should be introduced as adjuncts to existing discipline majors. Arrangements should be made with Sydney University for the transfer of any student who wishes to complete a fourth, honours, year of language study. As one of the two large Universities in Sydney with the largest Commerce Faculty and a large Faculty of Law, it is essential that the University of New South Wales offer all three major Asian languages if the disparity between Asian language enrolments in Sydney and Melbourne is to be removed. The languages will complement existing courses in the Faculty of Arts and the new BEc (Asian Studies) to be introduced in the Faculty of Commerce in 1989.

7.19 Macquarie University (Chinese taught and one year of Japanese introduced in 1988) - a three-year program in Japanese should be introduced as an adjunct to existing discipline majors and investigation should be made as to whether student demand will support the teaching of Indonesian on the campus, possibly through a cooperative arrangement with Sydney University. If this is not possible, Indonesian should be made

available to Macquarie students through the distance mode or summer intensive courses (see below). A full three-year program in Japanese will contribute considerably to increasing enrolments in Asian languages in Sydney to something like the level in Melbourne.

7.20 University of Technology, Sydney (Japanese taught as a non-award course only through Insearch) - a three-year program in Japanese should be introduced as an adjunct to existing discipline majors. UTS has a large business faculty, as well as journalism and law courses, all of which should be linked to Asian languages. UTS should make arrangements with nearby Sydney University for cross-accreditation of Chinese and Indonesian language courses (including proposed summer intensive courses) and should encourage its students to include them in their degree programs.

7.21 Sydney College of Advanced Education is partly located on the same site as Sydney University and its other campuses are close to that University. It is a major educator of primary and secondary school teachers. It should develop programs in teacher education whereby students can study Indonesian, Chinese or Japanese at Sydney University in a cross-accreditation arrangement.

7.22 We understand that planning discussions for the new University to be established in the western suburbs of Sydney include the introduction of Japanese. This should be a part of the core program of the new University.

7.23 La Trobe University (none of the three major Asian languages taught - but in 1989 Japanese to be introduced on the La Trobe campus under the supervision of Monash University's Department of Japanese and Indonesian to be introduced through the School of Humanities) - a three-year program of Japanese, Indonesian and Chinese should be introduced as adjuncts to existing discipline majors. Agreements should be made with Melbourne and/or Monash Universities for the transfer of any student who wishes to complete a fourth, honours, year of language study.

7.24 The addition of language courses will complement existing strengths on Asia in discipline departments. La Trobe University has one of the largest undergraduate enrolments in Asia related subjects in discipline departments of any university in the country. (see Table 1)

7.25 Swinburne Institute of Technology and Victoria College of Advanced Education will merge in 1989 and as part of the merger intend to establish a Language Centre at the Toorak Campus of Victoria College. This is an excellent development which should strengthen the provision of Asian language courses in the merged institution. Japanese, Chinese and Indonesian will then be available to all students. This will be of particular importance in the area of teacher education because Victoria College is a major teacher education institution in Victoria. The new institution should become a specialist provider of teaching methodology courses for Asian language teachers.

7.26 Melbourne College of Advanced Education is another major teacher education institution in



Melbourne. After its amalgamation with Melbourne University, which comes into effect in January 1989, it should be encouraged to use the Asian language teaching resources of Melbourne University in teacher education courses, especially in the primary teacher education areas.

7.27 Chisholm Institute of Technology has indicated considerable interest in introducing business Japanese. As it currently lacks language teaching facilities and the necessary back-up, if it wishes to proceed in this direction it should do so in cooperation with Monash University.

7.28 In all cases, these new language programs should be integrated with discipline-based programs in as many Faculties as possible and should also be integrated into combined degree programs.

(b) Brisbane Adelaide and Perth

7.29 University of Queensland (Japanese and Chinese taught) - should continue to promote Indonesian to its students (taught at Griffith University) and investigate the feasibility of contracting with Griffith University for Griffith staff to supervise the teaching of Indonesian on the Queensland campus. This would overcome some of the problems of student reluctance to travel between institutions half an hour or more apart.

7.30 Queensland Institute of Technology (Japanese available to students, taught by Queensland and Griffith Universities on cross-accreditation bases) should develop cross-accreditation arrangements with the University of Queensland and Griffith University for Chinese and Indonesian and should actively promote these languages to its students.

7.31 Brisbane College of Advanced Education should introduce Indonesian, Chinese and Japanese language programs, integrated into its teacher education courses (both primary and secondary). It is the major provider of teacher education courses in Queensland and as such will be central to the development of the teaching of Asian languages and Asian studies in primary and secondary schools. At the same time as it introduces Asian languages it must also introduce Asia content into humanities, social science and education courses. In any possible realignment structure in which it is involved, provision of Asian languages and studies programs should be a major priority.

7.32 Adelaide University (Japanese and Chinese taught) - should continue its cross-accreditation arrangements with Flinders University in Indonesian and investigate the feasibility of the Flinders course being taught on the Adelaide campus by Flinders staff.

7.33 Flinders University (Indonesian currently taught) - should continue its cross-accreditation arrangements with Adelaide University in Chinese but should introduce Japanese onto the Flinders campus. We believe that student demand in South Australia will be sufficiently high to support a second institution in Adelaide offering a full program in Japanese language and related study of Japan. The introduction of Japanese should not be allowed to jeopardise the small but successful Indonesian language program.

7.34 The South Australian College of Advanced Education is working towards a one-year postgraduate course in interpreting/translating for Japanese and Vietnamese at NAATI level 3. This should be supported as there is no similar course in South Australia.

7.35 Murdoch University (Indonesian and Chinese taught), the University of Western Australia (Japanese taught), Curtin University of Technology (Japanese and Indonesian taught) and the Western Australian College of Advanced Education should promote the cross accreditation of Asian language courses to their students. Distances between institutions are generally manageable for students. There will probably be enough demand for Murdoch to introduce Japanese in its own right within the next three years. WACAE is a major provider of teacher education and has a growing business program with a thriving Department of Modern and Community languages which provides a post-graduate interpreter/translator program (Chinese, Vietnamese and Indonesian - to English) at NAATI level 3. It should introduce either Japanese and Chinese to its undergraduate program within the next five years - the languages should be integrated into the teacher education and business programs.

7.36 Tasmania is the only State where all three major Asian languages are currently not available. This should be rectified immediately. But the small population base of the State, the existence of two institutions (the University in Hobart and the Institute of Technology in Launceston) and north-south rivalries, necessitate cooperation between the two institutions (whether or not amalgamation or federation proposals come to fruition). The University of Tasmania (Japanese taught) and the Tasmanian State Institute of Technology should enter into a cooperative agreement for the joint-teaching of the three major Asian languages. Joint appointments in Indonesian and Chinese would enable the identical course to be offered at both institutions. The joint-appointees should be expected to travel between Hobart and Launceston. The Japanese course at the University should be taught on the Institute's campus through a cooperative arrangement.

(c) Non-Metropolitan institutions

7.37 It is important to encourage the further provision of Asian languages for students in the non-metropolitan institutions.

7.38 Wollongong University has expressed considerable interest in introducing Indonesian. This should be supported as it has a strong program in Southeast Asian history.

7.39 The Northern Territory University which will emerge in Darwin in 1989 from the amalgamation of the University College of the Northern Territory and the Darwin Institute of Technology should immediately develop a full three-year program in Indonesian and should plan to introduce Japanese within five years. The Indonesian course will support the extensive Indonesian language teaching in Northern Territory schools.

7.40 James Cook University (which already teaches Indonesian) proposes to introduce Japanese as part of

an integrated tourism degree program. This should be supported and the language made available widely within that University's degree programs. It is important, though, that students enrolling in the tourism degree not be restricted to merely one year, or even less, of Japanese or Indonesian. Students should be able to acquire a reasonable level of proficiency - at least two years, with provision for a third year for motivated students.

7.41 Ballarat College of Advanced Education is currently undertaking discussions with a view to introducing Chinese and Japanese. This will complement the Indonesian courses taught at nearby Bendigo College of Advanced Education and should be supported.

7.42 The Gold Coast College of Advanced Education already teaches a unit of Japanese in its business program, and is seeking to widen the role of Japanese in its other programs. Given the high demand for Japanese-speaking graduates from the tourist industry in that area development of his course to a full three-year sequence should be supported.

7.43 The University of New England has discussed the possibility of introducing one or more Asian language. The amalgamated UNE/Armidale CAE/Northern Rivers CAE which will emerge in 1989 will be a relatively large institution, including significant teacher education and business education courses. The existing Department of Modern Languages at UNE should introduce Japanese in the next five years. The Armidale CAE does teach some Indonesian and this should be built on in the new institution into a full three-year sequence. The amalgamated institution would then be able to teach Japanese and Indonesian as full majors.

#### Korean, Thai, Hindi and Vietnamese

7.44 Korean and Thai language course are currently available only at the ANU. In 1988 there are only 15 students studying Korean in all three years and 23 students studying Thai. Vietnamese is currently available to undergraduates at Macarthur Institute of Advanced Education in Sydney (total number of students studying the language at all levels in 1988 is only 11), the ANU (1988 - less than 6 students), and at the Footscray and Phillip Institutes of Technology in Melbourne. Hindi is taught at the ANU (13 enrolments in all years), Melbourne University (15 enrolments in all years) and Sydney University (19 enrolments in all three years)

7.45 Since the release of the draft National Strategy on Asian Studies, a number of institutions have announced the intention of teaching Korean language courses. In Melbourne, for example, Swinburne Institute of Technology and Monash University will both offer Korean language courses in 1989, the former with funding from the Victorian Education Foundation. The Victoria College of Advanced Education will commence an interpreting/translating course in Korean to NAATI level 3 in 1989, along with courses in Japanese, Chinese and Arabic, all of which will be funded by the Victorian Education Foundation. Monash University also intends to teach Thai in 1989. In its submission to the Inquiry the Confederation of Australian Industry expressed concern at the mushrooming of such proposals and argued for national planning. Its prime concern was that the pool of potential students is small - and likely to remain so for the next decade - and that

it is important not to squander scarce resources in a multiplicity of courses each with small enrolments.

7.46 We agree that the likely student demand for Korean language will be small for at least the next few years, with a steady increase in demand in later years. The determining factors will be the development of Australia/Korea trade, increased Korean investment in Australia and the potential growth in Korean tourism to Australia, all of which will affect employer demand for graduates with language proficiency in Korean.

7.47 The demand for Thai language courses is likely to remain small over the next decade, though the growth of the Thai economy and the consequent increased trade and investment opportunities for Australian companies will lead to a limited increase in demand for Thai language courses. It is important to develop some greater Thai language capacity in the immediate future in order to be able to expand quickly if demand increases in the long term.

7.48 In the next decade the demand for Vietnamese language courses is likely to remain very small, confined to a few who wish to learn it for scholarly purposes and a larger number, but still very small, who wish to study it for language maintenance or as a community language.

7.49 The demand for Hindi is also likely to remain small in the next decade, though as South Asia becomes more important to Australia, commercially and strategically, and as Hindi itself becomes increasingly the dominant language of administration and commerce, there will be a steady increase in Australia's need for graduates who speak Hindi.

7.50 The introduction of Korean, Thai, Hindi and Vietnamese in tertiary institutions must therefore be carefully planned in order to ensure adequate student enrolments and cost-effective delivery. The ANU already teaches all four languages and these should be maintained.

### **Korean**

7.51 Korean should be introduced into one institution in each of Sydney, Melbourne and Brisbane within the next 3 years. Korean should be introduced into Adelaide University and into one Perth institution in 5-10 years time, but before commitments are made there should be clear evidence of continuing student demand.

7.52 We are concerned that the planned introduction of Korean at both Monash University and the merged institution that will be created in 1989 from Swinburne Institute of Technology and the Victoria College will result in both courses attracting very small number of students. Until student demand increases considerably - we believe this will be about 3- 5 years - the most cost-effective way of teaching Korean in Melbourne will be for both institutions to pool their resources in a cooperative program.

7.53 In Brisbane, the Key Centre for Asian Languages and Studies jointly awarded to Queensland and Griffith Universities has as one of its priority programs the development of Korean. This should be supported

either as a joint program, with joint appointments and identical courses taught on both campuses, or taught at one University with cross-accreditation provisions. It is likely to be some time before both Universities can sustain viable independent programs.

7.54 The most cost-effective way of introducing Korean, until student demand increases, may be to teach two years of the language only and offer it to students who have successfully completed one year of Japanese.

### **Recommendation 33**

*We recommend that in Brisbane, Korean be introduced at Griffith and Queensland Universities through a common course jointly administered.*

*We recommend that in Melbourne, Monash University, Swinburne Institute of Technology and the Victoria College of Advanced Education combine resources to sustain a common Korean language program, available on their respective campuses.*

*We recommend that in Sydney, Korean be introduced at the University of New South Wales and be closely integrated into the Bachelor of Economics (Asian Studies) and the Bachelor of Commerce (Marketing and Hospitality Management) programs to be introduced from 1989.*

### Thai

### **Recommendation 34**

*We recommend that, in Melbourne, Thai be introduced at Monash University, where it can build on existing expertise on Thailand, in particular, and Southeast Asia in general.*

*We recommend that, in Sydney, Thai be introduced at Sydney University, where it can build on existing Thai expertise in the Faculty of Arts.*

### Hindi

7.55 We have looked closely at the feasibility of increasing the number of institutions teaching Hindi. A strong argument has been made for introducing it in Perth. However, we do not believe that student demand is strong enough to justify any courses additional to the existing three for the next decade. The proposed Asian Languages Fellowships Scheme will be open to postgraduate students working on South Asia theses who need to develop Hindi to an advanced level. For the moment, Hindi courses should be confined to Sydney, Melbourne and Canberra. We believe that in the longer term, in about ten years time, a case might be made for introducing Hindi at Curtin University of Technology where it can be integrated into the Indian Ocean studies program. However, we are concerned that Melbourne University appears to have abandoned any major commitment to Indian studies. Indeed the study of India is stronger at both La Trobe and Monash Universities. La Trobe University has the largest teaching program on India, in terms of attracting student enrolments, and it also has a successful three-year sequence in Sanskrit.

### **Recommendation 35**

*We recommend that Melbourne University review its teaching of Hindi, with a view either to integrating it into a strong Indian studies program or transferring it to La Trobe University, where it can be integrated into that university's Indian studies program.*

## Vietnamese

7.56 Vietnamese is currently available in Melbourne, Sydney and Canberra. We consider that it should be consolidated at the existing institutions and not expanded elsewhere in the next decade.

## **Distance Education**

7.57 In order to achieve the long-term goal of making Japanese, Chinese, Indonesian, Korean, Thai Hindi and Vietnamese available to every student on every campus, a well-developed and properly funded system of distance delivery should be implemented. We are convinced that the availability of new technologies - such as videos, teleconferencing, telephone-tutorials - and likely major advances in computer-assisted learning for languages in the near future make the provision of Asian languages through distance education both academically viable and cost-effective. The University of New England model whereby French, German and Italian are successfully taught in the external mode commends itself to us. Students studying externally sit identical examinations as internal students. The key to this success is the inclusion of intensive residential segments of between 2 and 3 weeks within the course.

## **Recommendation 36**

*We recommend that one institution be nominated as the external provider of Asian languages and that smaller institutions which cannot offer Japanese, Chinese or Indonesian on their campuses, as well as larger institutions, very few of which will be able to offer all of the Asian languages of lesser demand in an internal mode, allow their students to enrol in an external course for credit towards their degrees.*

7.58 For the delivery of Asian languages in the external mode to succeed it is essential that all tertiary institutions include the full descriptions of the courses in their student handbooks (for languages that they themselves do not offer) and that they actively promote their availability to students in the same way they promote languages taught on their own campuses.

7.59 A number of institutions currently offer one Asian language in the external mode. Darling Downs Institute of Advanced Education offers Indonesian, Murdoch University offers Malay and the University of Queensland offers Japanese. No institution has experience in teaching more than one Asian language externally. There will be considerable advantages in one institution offering a full range of Asian languages in the external mode, though this should not prevent other institutions offering one or more Asian language in the external mode should they wish. There are strong disadvantages in any one of the three institutions which currently provide an Asian languages through distance education becoming the national provider. First, Murdoch University and the Darling Downs Institute of Advanced Education are geographically poorly situated for students to have easy access to the residential component which we see as vital to successful distance education in languages. Second, an institution other than one of the major Asian language teaching institutions will be much freer to enter into a range of cooperative agreements with a number of the institutions

that teach Asian languages extensively. We consider that the University of New England is well placed to become the national provider of Asian languages in the external mode. The University of New England has the largest distance education program in the country, with considerable experience in the School of Modern Languages in teaching European languages in the external mode, including a 2-3 week intensive residential component. It is also geographically well placed for people from the three largest states of Queensland, NSW and Victoria to attend the intensive residential component at reasonable cost.

7.60 While UNE should be the deliverer of Asian language courses, it should enter into cooperative arrangements with other institutions. The ANU and UNE have already discussed the delivery of Hindi and Thai in the external mode through a joint arrangement whereby the ANU's expertise in these languages might be linked to UNE's expertise in language delivery in the external mode. Similar arrangements with the ANU should be made for Vietnamese and with either the ANU or Queensland University for Korean, if the latter institution introduces the language. We have already recommended that the UNE introduce Japanese and Indonesian to its internal students. These languages would also be able to be offered in the external mode by its own language staff, though again it should do so in cooperation with existing providers of these languages, at least at the initial stages. External Japanese is under active development at the University of Queensland, with new material being prepared for a second year course. Cooperation with the Department of Japanese and Chinese Studies at Queensland University is strongly recommended.

7.61 The national external studies provider of Asian languages should work with other tertiary institutions in order to develop integrated packages combining an Asian language with another discipline.

#### **Recommendation 37**

*We recommend that the University of New England be the national external provider of Asian languages, in cooperation with other institutions with particular expertise in teaching Asian languages, and especially with those with experience in teaching Asian languages externally.*

7.62 It could be argued that language learning in the external mode is inherently less successful in developing proficiency than normal courses. The UNE model of external language teaching - which has a compulsory intensive residential component, normally of two or three weeks duration - seems to overcome many of these objections. Given the impossibility of making all seven Asian languages of national interest available to all tertiary students through normal courses, let alone other Asian languages of lesser demand at the moment, external courses are the only way significant numbers of students will be able to incorporate a language in their degree. A recent survey by UNE of its external students (over 5000 people) indicated that more than 300 would study Japanese if it were available in the external mode. After completing three years study of an Asian language in the external mode, students could further improve their language proficiency through short-term intensive courses or through in-country study.

## **Intensive Courses**

7.63 While medium and long-term national needs demand a steady expansion in the number of tertiary institutions offering Asian languages, the results will not be seen for at least three to four years. Immediate needs - especially for graduates with proficiency in Japanese - can only be met by the provision of high quality intensive courses.

7.64 Tertiary institutions have increasingly offered intensive courses in Asian languages during the January and February vacation months. In 1988, the ANU, the Canberra College of Advanced Education, the University of Queensland (through its Institute of Modern Languages) and the University of New South Wales (through its Institute of Languages) all offered a range of languages at different levels, usually over a 4-6 week period. All were taught on a fee paying basis and all were non-award programs. In addition, Monash University Department of Japanese has since 1986 organised an intensive course in Japanese from November to February, again on a cost-recovery and non-award basis. Finally, Sydney University's Department of Indonesian and Malayan Studies has for many years cooperated with Satya Wacana University in Salatiga, Indonesia in organising a 4 week intensive Indonesian language course for Australian students, taught at Salatiga in December/January each year. In 1988 about 80 Australians will go to Salatiga for this course.

7.65 These summer intensive courses have clearly met a real need: they are regularly filled with people willing to pay the tuition fees (and sometimes accommodation costs) involved. However, we have heard complaints from students who have attended some of these courses that not all are of a high standard: or at least not all always meet the expectations of those enrolling. In the next decade greater attention must be devoted to the quality of summer intensive courses.

7.66 The next stage in Asian language acquisition in Australia demands a different model. One commendable model is that of the Summer Intensive Languages School at Monash University. In January and February 1989 it will make available the full first year Japanese and Indonesian courses in 8 weeks of intensive study (which can be credited by Monash students towards their degree). These intensive courses will involve 4 hours of teaching per day, five days per week over 8 weeks (a total of 160 hours of tuition). Tuition costs are \$680 per student for each of the 8 week courses.

7.67 Other models can be seen in the United States where summer intensive courses in Asian languages and Asian studies are common. One cooperative venture is the Southeast Asian Studies Summer Institute. This is a 10-week intensive language training program equivalent to a year's coursework. It is sponsored by a consortium of Universities and the Southeast Asia Council of the Association for Asian Studies. The participating institutions provide most of the funds and the personnel for the Institute. There is also considerable support from the US Department of Education, corporate sponsors and private foundations. The Institute is held in a different city from year to year and is hosted by a local University. Beginning, intermediate and advanced level courses are offered. They are credit-earning in students' home institutions.



### **Recommendation 38**

*We recommend that institutions support an expansion in summer intensive courses in Asian languages and that these courses be recognised by the host institution as credit earning for degree purposes.*

7.68 Such courses should meet the following criteria:

- \* be the equivalent of a full year tertiary level language course. That is, have tuition hours of at least 160. The courses could be broken into two self contained but sequential modules, with students able to take one or both.
- \* be recognised by the host institution as credit earning for degree purposes equivalent to the normal full-year language course, where the full course is successfully completed. This will entail an assessment system equivalent to a normal University level course.

7.69 In the first year of a summer intensive language program, the equivalent of first and second year language courses should be taught. Given the high demand for Japanese, one of these summer schools should also offer the equivalent of a third-year course in 1989/90. The major constraint will be a shortage of skilled language teachers. It would be better to alternate second- and third- year intensive courses rather than over-stretch scarce resources with a consequent lowering of the quality of tuition.

7.70 These summer intensive courses could become an important way in which students from professional courses, such as engineering or accountancy, can add language skills to their other vocational qualification. At the moment few are able to include serious study of a language in their degree programs. They could also be an important means of providing initial or advanced Asian language tuition for primary and secondary school teachers who could be sponsored by State Education Department. If these intensive courses were offered in two 80-hour modules school teachers would be able to attend one or other in order to improve language proficiency.

7.71 Summer intensive courses should be operated on a cost-recovery basis. In order to encourage undergraduate and postgraduate students to enrol sponsored places will need to be provided. The provision of sponsored places will also be an incentive for individual institutions to develop high quality summer intensive courses.

### **Recommendation 39**

*We recommend that for an initial period of three years commencing in 1989/90, 150 sponsored places be provided annually by the Commonwealth government for summer intensive courses in Asian languages organised by higher education institutions, of which 90 should be for Japanese language courses and 30 each for Chinese and Indonesian language courses.*

7.72 Each sponsored place should be worth \$1000 (for an 8 week course), which will cover the costs of tuition and provide a small amount for incidental expenses. The cost will be \$150,000 annually. In order to be eligible for sponsored places a summer intensive course should be required to satisfy the two criteria outlined above. Other methods of financing additional sponsored places would be for a coordinated approach to industry and commerce for direct sponsorships or for approaches to the Educational Foundations recently established in Victoria and New South Wales.

7.73 We have also investigated the Australian and overseas experience of year-long intensive language courses. The FALCON (Full year Asian Language Concentration) program at Cornell University has been discussed earlier in chapter 4. The School of Oriental and African Studies at the University of London also offers year long intensive courses in a number of Asian and African languages. A number of Australian academics have completed a SOAS intensive language course. The closest equivalent in Australia is at the RAAF School of Languages. The only University to have experimented with such a program is the ANU. For three years it offered the normal three-year Japanese program as a full-year intensive course. It was abandoned when external funding ceased. There was some concern that the people attracted to it were not regular undergraduate or postgraduate students.

7.74 We considered the possibility of creating a civilian equivalent of the RAAF School of Languages. The cost per graduate is very high. There would also be considerable staffing problems, especially for Japanese. We believe that at this stage it would be more cost-effective to focus on creating an on-going summer intensive language program, with the necessary subsidies for people from outside the major population centres to attend.

7.75 Finally, we also raise the possibility of including immersion or intensive programs within normal University and College language courses, currently taught between 5 and 6 hours per week for 28 weeks per year. Language weekends or intensive language weeks would offer opportunities for improved skills acquisition. Many of the science disciplines incorporate fieldwork or excursions as compulsory parts of courses - up to a week in duration and often held in the vacation periods. There would be logistic problems for Asian language courses concerned with students' workloads in non-language subjects. There would also be resource problems - fieldwork and excursions are expensive in staff costs. Both of these problems have been managed in scientific disciplines and we see no reason why they could not also be overcome in language teaching.

#### **Funding the expansion**

7.76 The massive increase in student enrolments in existing Japanese courses has placed enormous strains on Japanese language departments. Institutions have moved funds into these departments, often considerable amounts. But it is difficult for them to move funds quickly enough, particularly given competing demands in other areas of urgent need. The consequence in 1988 has been student/staff ratios between 15 and 21:1. The accepted norm for language teaching in Australian Universities is 11:1. Despite the best efforts of institutions, it will be necessary for some additional short-term funding to be made available to them in order

to ease the adjustment period. Without temporary assistance, the flow-on to second and third year of those who started Japanese in 1988 will force many institutions to impose quotas on first-year enrolments. Worse, many may only be able to fund Japanese expansion by cutting down staffing and teaching of other Asian languages.

7.77 Heads of Japanese language departments state that although there is an acute shortage of qualified language teachers in Australia, they can recruit qualified staff in Japan for two or three year contracts. Many of the additional staff needed in the next few years will have to be recruited from Japan.

7.78 It will also be difficult for institutions to introduce new Asian languages as recommended above. There will be a short-term problem of expensive staff costs until student demand is created and funds can be diverted from elsewhere.

#### **Recommendation 40**

*We recommend that the Asian language policy detailed above be supported by short-term funding :*

*\* \$500,000 per annum be made available for the three years 1990-92 to support growth in student demand for Japanese language courses in institutions where the language is currently taught. The objective is to reduce staff/student ratios to the norm for foreign language study in Australian Universities of not more than 1:11. This reduction is necessary to maintain high quality teaching and high proficiency levels in students. Institutions should be invited to compete for up to three year funding and should have to demonstrate that they have taken all possible steps in their internal budgeting to shift funds to Japanese language teaching. The positions funded should be at the tutor/senior tutor or instructor/senior instructor level. We estimate that at 1988 costs this will provide 17 additional tutors or language instructors.*

*\* \$500,000 per annum be made available for the three years 1990-92 to support the introduction of additional Asian languages in institutions as recommended above. Grants should be conditional on institutions themselves providing matching funds.*

*\* \$150,000 per annum be made available for the provision of 150 scholarships for summer intensive courses in Japanese, Chinese and Indonesian along the lines mentioned above. Each scholarship should be worth \$1000, to cover tuition costs and make a small contribution to living costs. The most cost effective way of implementing this could be to make a number of scholarships available to individual institutions on a competitive basis. This program should be supported for three years and then reviewed in order to gauge its effectiveness, in terms of its production of students at levels of proficiency at least as good as normal undergraduate programs.*

*\* for a three year period, where institutions nominate the development of Asian languages and Asian studies in their expansion profiles, the funds supplied to the institutions for these extra student places should be earmarked funds.*

7.79 Short-term funding will help alleviate the pressure caused by the sudden growth in demand for Japanese. It will also help get new Asian language programs off the ground. Long-term funding is far more important, however. If there is an expansion in the number of students studying an Asian language along the lines indicated above, it will be important that institutions adequately fund the programs. This issue will have to be fought within each institution. It is important that in calculating recurrent funding for institutions, DEET allow a generous staff/student ratio and funding rate for Asian languages, certainly no less than 1:11.

## **Recommendation 41**

*We recommend that DEET advise institutions of the funding rate used for language teaching within their overall budgets and the staff/student ratio used to arrive at the figure.*

7.80 Asian language departments and programs will then be in a stronger position to insist that their institutions pass on the funding rate in their internal budgeting and shift resources quickly.

### **Improving skills at the 'top end'**

7.81 We have discussed above in chapter 4 the weaknesses in current Asian language programs. Mr P Davidson, a Japanese language teacher with long experience in an interpreting/translating program at the University of Queensland, submitted that: "Despite the growing popularity in Australia of the Japanese language as an academic subject, the number of Anglo-Australian students with communicative skills in Japanese and English sufficient to satisfy the requirement for entry into an Australian postgraduate interpreting/translating course is disappointingly small." He added that "...to date, no student has been accepted [into the University of Queensland interpreting/translating course] who, in addition to having a degree in Japanese, has not spent more than a year in Japan during which he/she will have followed some formal programme of language training." We were repeatedly told by academics across the country that in the rush to 'do Japanese', because it is seen as 'relevant', there is a great danger of students, employers and governments having unrealistic expectations of what can be achieved in three years of formal study. Indeed, many argued that for the foreseeable future only a small number of Anglo-Australians will have both the motivation and the ability to develop high levels of proficiency in any language, let alone the more complex ones such as Japanese, Chinese or Korean.

7.82 It is clear from our consultations with tertiary language teachers that it is unrealistic to expect graduates who have completed 3 or even 4 years of language study to be fluent in that language unless they have spent a lengthy period in the target country. Australia has not taken language study as seriously as Europeans, or even the British in recent years, with whom we often compare ourselves for our incapacity in foreign languages. It is a normal requirement of European language degree programs in Britain that students spend one year in the country whose language they have studied. For example, there is an agreement between Britain and France for the exchange of language students: British students live in France for 1 year studying at a French University, earning their way by teaching a small number of hours of English each week in local secondary schools; French students do the same in Britain.

7.83 There are also schemes to get language students to Asia. For example, Leeds University has a scheme whereby all students of Chinese go to China for the second year of their four year course. The scheme has operated for seven years and is a compulsory part of the degree program. As a compulsory part of the course it is funded in the usual way by the local authorities, including a means tested allowance and return air-fares.

Leeds University has created an incentive for Chinese institutions to participate by arranging for students to pay a sum of money to the University from their maintenance grants which, combined with students' academic fees paid directly to Leeds by local authorities, forms a trust fund run by Leeds University that the Chinese universities use to support their undergraduate and research students and visiting scholars in Leeds. The Chinese universities provide the English students with free tuition and accommodation and a small living allowance in Chinese currency that suffices for basic expenses.

7.84 There are clearly a lot of frustrated students of Asian languages who feel that they will not be able to achieve a level of real fluency, no matter how hard they work. One respondent to our survey of first year Japanese language students expressed these feelings most forcefully. This student, a mature age woman who has had considerable experience in the computer industry, was undertaking a Bachelor of Arts degree with a combined major in linguistics and Japanese with the intention on graduation of working in management in the computer industry. Clearly, a highly motivated student, who has sacrificed a good income in order to obtain a University education, she commented:

I think that if the tertiary institutions are serious about turning out near native speakers that there had better be a very serious review of the course. I cannot see that, given three years of what we are doing, we will be able to do more than basic communication. Some very intensive process (like a summer school) needs to be created to augment the course. It seems to me that the Japanese language is so full of subtleties, it so badly needs to be interpreted through the background of its idiosyncratic civilisation, that I am fairly pessimistic about my ability to become fluent at 5 hours a week, 8 months a year, 3 years!

We believe that measures to improve the proficiency of serious students of Asian languages are urgently needed.

7.85 A considerable number of Australian Universities and Colleges of Advanced Education have developed schemes whereby serious language students can spend time in the target country. There are a number of innovative schemes for sending students to Japan, China and Indonesia, and in the case of Japan there is considerable cooperation between institutions. In many cases students are given credit for language courses undertaken in Asia. Nevertheless, only a minority are able to take advantage of these schemes - largely for financial reasons. Despite scholarship provision by bodies such as the Australia-Japan Foundation, Australia-China Council, Qantas, and various Asian governments, there are simply not enough funds for current needs, let alone for the projected expansion of students studying Asian languages in the next decade. Nor, with a few exceptions, are the programs able to fund students in an Asian country for more than a few months.

7.86 The single most important way in which language proficiency - particularly spoken language - can be improved is by the establishment of a national system of in-country language fellowships. Language teachers differ about the optimum time for students to study in an Asian country. Clearly, a well developed program in an Asian country would be beneficial at any stage of a student's degree program. For reasons of cost effectiveness, however, we believe that scholarship funding should be directed at the 'top end' of the language learning process - that is directed at serious language students and intended to develop excellence in language

proficiency. Such fellowships would be a powerful incentive for students to continue the study of a language beyond the initial stage.

#### **Recommendation 42**

*We recommend the establishment of a National Asian Languages Fellowship Scheme:*

- \* open to those who have completed 3 years of study of any Asian language at a tertiary institution or can demonstrate an equivalent level of proficiency.*
- \* giving preference to those who have combined three years of language study with a discipline major or who are currently in the workforce and wish to build on their undergraduate language studies.*
- \* awarded competitively, taking into account the level of attainment in all subjects in the degree, not only language subjects, or taking into account subsequent work experience.*
- \* tenurable for up to 12 months, but generally not less than 6 months*
- \* available for advanced language study or for advanced study taught in the national language of the country in which the Fellowship is held in an approved institution.*

7.87 We have only approximately costed such a scheme. Living costs in Japan are considerably higher than in, for example, Indonesia or China and the value of individual fellowships must reflect this. But taking an average allowance at the rate for Commonwealth postgraduate student awards (\$10,000) and adding costs of air-fares (average \$2000) and tuition fees (average \$5,000- 8,000) we arrive at an average cost of each year-long fellowship of about \$20,000.

7.88 The number of Fellowships provided annually is a matter of judgement and, of course, financial feasibility. The money must be found if Australia is to satisfy the demand in the 1990s for people with first-rate language skills in industry and commerce, in government, and, not least, in tertiary institutions themselves. Without an adequate supply of first-rate tertiary teachers Australia cannot hope to improve Asian language learning on a wider scale.

#### **Recommendation 43**

*We recommend that in 1989, a total of 50 National Asian Languages Fellowships be offered for taking up in 1990 (total cost about \$1 million), rising to 80 in 1990 and 100 in 1991 and subsequent years (total annual cost about \$2 million).*

7.89 It is vital that this be an on-going commitment to the nation's long-term need for people with real proficiency in an Asian language. It will be a powerful contributor to the development in the next decade of Asian language proficiency of the highest standard and to the stimulation of a steady growth in expertise on individual Asian countries. The scheme should be reviewed after five years of operation to gauge its effectiveness in raising language proficiency levels.

7.90 It is important that students endeavouring to master Asian languages other than the seven currently designated as Asian languages of national interest also be supported by this proposed Asian Languages Fellowship Scheme. Students of Bengali, Burmese or Arabic, to take just a few examples, should be nurtured by the educational system in order to develop and maintain a core of expertise on most countries in Asia.

7.91 Support also needs to be given to in-country schemes for undergraduate students. Most University and College of Advanced Education Asian language programs have arrangements with institutions in Asia, encouraging advanced undergraduate and honours level students to spend a few months in the target country, usually giving credit for courses undertaken and often subsidising individuals. Griffith University, for example, estimated that it spent \$35,000 in 1987 on in-country language courses for only a small number of undergraduate, honours and postgraduate students.

7.92 One program is operated by Monash University's Department of Japanese Studies. The program gives honours students access to coursework in Japanese Universities and language institutes with considerable benefits not only to their language ability but also to their honours theses. A similar scheme involves participation by Monash and other institutions in a program funded by the Australia-Japan Foundation. At Queensland University's Department of Japanese and Chinese Studies, about 10 students are sent to Japan each year for one year or more on official exchange agreements.

7.93 Two aspects of these programs have been drawn to our attention as causing some concern. The first problem is that the number of fourth year students going to Japan is static. In 1985, 17 student applied for financial support to the Australia-Japan Foundation, only 9 applied in 1986 and 18 in 1987. The cost to the individual student, even when subsidised, is beyond the reach of many. The deterioration of the exchange rate between the Australian dollar and the Japanese yen has badly affected the ability of Australian students to afford study in Japan unless fully funded. A second problem is the cost to individual Universities - Monash University estimated that it spent \$3000 on tuition fees for each honours student studying a five months course in Japan; Griffith University estimated that it spent between \$2500 and \$3000 per person on its exchanges with Japan. The current cost-cutting in Universities greatly restricts the number of students who can be subsidised to study overseas despite special funding from the Australia-Japan Foundation of around \$50,000 in 1987. Unless additional funding is provided, an increasingly lower percentage of the growing numbers of students studying an Asian language will be assisted to undertake in-country courses.

7.94 In a study commissioned by this Inquiry, Dr John Bowden and Dr Terry Quinn investigated more systematically provision for in-country experience for students of Asian languages. They reported:

Eleven departments arrange for undergraduate students to visit countries where the target language is spoken. We know from our conversations with heads that this would in some cases include provision of opportunity to students to apply for whatever foundation grants are available to more comprehensive organisation of study abroad. The numbers indicating such provision appears high but it is important not to overestimate the extent of help provided to students. In our visits, one department reported that it organised a tour of four weeks to China which was taken up by only five of fifty students. Another Japanese department suggested that virtually all their Japanese majors went to Japan at some time, but perhaps for about a month only and at their own expense. That it is at the students' expense limits the

extent to which it can be used adequately to develop language and cultural understanding.

7.95 A major report on languages and area studies in the United States, completed in 1984, also stressed the importance of getting language students into the target country and providing financial support to get them there:

We did not meet a single faculty member of a language and area studies center who did not rank student fellowship support as the highest priority, nor did we meet a single student who had not incurred excessive debt in the course of his specialised training. The marvel is that so many of these students persevered in their training despite their dire financial circumstances.<sup>2</sup>

7.96 The Australian schemes to place language students in-country compare unfavourably with the more organised schemes in the United States and Europe. In the US there are a number of established inter-University consortia for in-country language training - European and Latin American languages as well as Asian languages. The Inter-University Centre for Japanese Language Study in Tokyo is one of these bodies. It is jointly sponsored by twelve of the leading US Universities. It provides intensive ten-month training programs in advanced Japanese for a select number of undergraduate and graduate students. It admits up to 32 students each year. The purpose of the program is: "...to enable students to achieve an independent fluency in conversational Japanese and to improve reading skills needed for academic research or other professional use." The requirements for admissions are:

students who (1) are degree candidates at any university or college either in the United States or abroad or intend to enroll in a graduate program after completing Centre training, (2) have demonstrated outstanding professional promise, as reflected in grades, recommendations and statements of purpose, (3) have finished two years of college-level study of Japanese or the equivalent, and (4) have obtained an acceptable score on the ETS Japanese Proficiency Test.

The course fees were US\$4,000 in 1986/87.

7.97 The Inter-University Centre also runs programs in advanced Japanese for established scholars and professionals in the field of Japanese studies - what amounts to language maintenance and extension programs. It also runs summer intensive courses.

7.98 In discussions with language teachers in tertiary institutions we received strong support for the idea that Australian institutions might emulate their US counterparts in a national cooperative venture. It was seen as one significant way in which scarce resources could be managed and in which students at smaller institutions could obtain access to in-country language programs. We considered recommending the creation of a Higher Education Consortium on Asian Languages, but, in the end, decided against this because of concerns about such a body quickly becoming centralised, bureaucratic and costly. At this stage it would be better for higher education institutions teaching Asian languages to themselves consider ways of cooperating

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<sup>2</sup> Richard Lambert, et al, *Beyond Growth: The Next Stage in Language and Asian Studies*, Association of American Universities, 1984, p. 113.



in the provision of in-country experience for undergraduate students. This cooperation might eventually evolve into Australian Centres in some of the major Asian countries, but, whatever evolves, it is important that administrative costs be minimised.

#### **Recommendation 44**

*We recommend that higher education institutions involved in teaching Asian languages enter into closer cooperation with each other for the provision of in-country experience for undergraduate and honours level language students.*

7.99 Many higher education language teachers told the Inquiry of the financial problems often faced by language students who opt for an in-country language course as part of their degree programs. Under current AUSTUDY regulations, funding is suspended for this period overseas. We believe that this should be altered immediately. Students on AUSTUDY should be permitted to retain their allowances while on approved Asian language or Asian studies programs overseas.

#### **Recommendation 45**

*We recommend that where students have an AUSTUDY allowance this allowance continue to be paid for the duration of approved credit-earning language or Asia-related courses in an Asian country.*

7.100 This will be another important way in which students can be given an incentive to improve their Asian language and Asian studies skills. It will be of low cost to government but of immense assistance to students.

7.101 Our language consultants have argued that certain essential conditions must be in place if in-country study is to represent an acquisition-rich and linguistically-enabling experience. They have reduced such conditions to five:

- \* an appropriate length of time in the foreign country. There is support for periods as short as two months and as long as twelve months, and evidence of problems arising if the stay is either too short or too long. Indications are that optimal length may depend on the language being studied.
- \* an appropriate environment of social interaction. Students must be placed in a situation where they can interact with supportive native speakers and negotiate appropriate input. It also means ensuring that students are protected from the danger of taking refuge in a ghetto of other speakers of English.
- \* an appropriate environment of language use. Many studies support the principle that need determines the limits of language acquisition; people acquire as much language as is necessary to meet their present needs. This principal can be utilised in a stay abroad if the student's time and commitment are structured by specific assignment tasks which must be completed as part of their course, and which involve interaction with native speakers. It may well be appropriate for such assignment tasks to be derived from

the non-language degree subjects students are taking in their course.

\* appropriate supervision and support. This means having academic staff (preferably from an Australian institution) on hand as monitors, counsellors and resource persons. The opposite of this situation - leaving students to fend entirely for themselves - can be of benefit for a very few, but is likely to be disastrous for the majority.

\* provision for the program of study undertaken in the target country to earn credit for the course in the home institution.

7.102 In chapter 4 we discussed the training of interpreters and translators in Australian tertiary education. The equipment and staffing for these courses is expensive and demand for graduates with these skills is limited at present, but is gradually increasing. We need to supply interpreting and translating services to a wide variety of professions (legal, medical, social welfare) as well as to business and industry. We are strongly of the opinion that much of the work now being undertaken for government and business in Asian countries by local native speakers, could and should be done by Australians. The same applies within Australia.

7.103 In view of the cost of training interpreters and translators, we consider that it is more efficient to expand and build on existing facilities than to establish new ones from scratch. We support the recommendation of NAATI that there be only one Level 4 centre for Asian Languages in Australia. The Department of Japanese and Chinese Studies at the University of Queensland has been nominated as this Centre. The Key Centre for Asian Languages and Studies which has been awarded jointly to Griffith University and the University of Queensland will support and extend the work of the Department in high level interpreting and translation in Asian languages.

7.104 Although current demand for the upper levels of interpreting and translating warrants only one Level 4 Centre, the demand for Level 3 skills is such that every state should have a Level 3 Centre where Asian languages are taught. At present there is none in Tasmania, the Northern Territory and the ACT.

#### **Recommendation 46**

*We recommend that a Level 3 Centre for Interpreting and Translating be established in the Northern Territory and in the ACT.*

#### **Recommendation 47**

*We recommend that where possible interpreting and translating training be offered as one year postgraduate courses.*

7.105 The current funding formulae for interpreting and translating courses are calculated at the same rate as other humanities subjects. This is not adequate. The staff-student ratio required for the intensive training of interpreters and translators is different from normal language programs. The viability criteria for

interpreting and translating courses is also different from other courses. Numbers are necessarily limited, but if applicants are rigorously screened the attrition rate should be low. As well, equipment is costly and should be kept well maintained and up to date.

#### **Recommendation 48**

*We recommend that interpreting and translating programs be funded at a more favourable rate than undergraduate language programs and that DEET inform programs of the funding formulae, to ensure that institutions pass on to them the correct funding.*

### **NATIONAL CENTRE FOR APPLIED LINGUISTICS**

7.106 One of the major terms of the reference of this Inquiry was to investigate the desirability and feasibility of establishing a National Language Institute. The idea of creating a National Language Institute has existed since at least 1975. Indeed, the Auchmuty Report on Asian studies commented on the feasibility of establishing such an institution. More recently, the idea has been given a new impetus with the Asian Studies Council and the Australian Advisory Council on Languages and Multicultural Education (AACLAME) further refining the original concept.

7.107 In its submission to the Inquiry, AACLAME saw a National Language Institute in the following terms:

- Based at an existing higher education institution, or perhaps ideally combining a number of relevant key centres under a national coordinating mechanism, a National Institute of Languages could have four principal objectives to replace the current ad hoc or non-existent arrangements. These objective could be:
  - collection and dissemination of recent information on language issues and language teaching and learning;
  - research to improve language teaching methodology and its applications (for example, with artificial intelligence);
  - organisation of specialist intensive language courses of varying lengths and intensities, and with varying focus, to meet the specific needs of the public service, industry, science and business;
  - and possibly, if appropriate, provision of language courses externally in all languages required by the higher education sector, particularly "low demand" languages, with cross-accreditation between institutions.

AACLAME further argued that:

Whether established as a private or government sponsored institution, a National Institute of Languages must meet all Australia's language needs, not just the needs for Asian languages. To establish it to meet sectional interests would not be cost-efficient or rational.

7.108 Submissions from tertiary institutions have generally been very cautious on the issue of the establishment of a National Language Institute. The major concern is the possible duplication of what is already being done in tertiary institutions in all states. Programs in Asian languages have struggled for many

years to remain viable against great odds. Many of these courses have responded to self-review and attuned themselves to student needs. If a National Language Institute had broad teaching functions it could damage these courses and be counter productive in that institutions would be less willing to sustain them.

7.109 The Asian Studies Association of Australia summed up the arguments of many institutions:

The Association can see some advantages in the idea of a national languages institute. There are a number of needs to be addressed and different groups of clients to be served: tertiary students seeking a language for academic credit; teachers requiring refresher courses; business people including those involved in the tourist industry; government personnel including members of the defence forces; travellers; those anxious for mother tongue maintenance; those pursuing language studies for general interest perhaps within an adult education framework.

However, the Association is concerned that such an institution is likely to be expensive and it would not wish to see it developing on such a scale as to draw resources away from the more rounded study of Asian languages and culture. If an institute is to be established within the framework of the National Languages Policy, it should be limited to the promoting and co-ordination of language instruction of a kind to plug existing gaps. The Enquiry should consider whether some of the needs listed above could be satisfied within existing structures, whether some of its activities could be contracted out, whether there is room for innovative methods of delivery etc. The Association believes that these questions should be explored further but it hesitates, at this point, to give its support to the institute idea.

7.110 The Japanese Studies Association in its submission argued:

Japanese studies in Australia has a rich variety of differing viewpoints. This suggests that the country would be best served by support for a variety of centres, rather than by a single centre such as a language or studies institute, or some other key centre.

The development of more expertise on Japan will not be solved by the creation of a single research body....Any notion of a centre, then, is only reasonable if it is applied to the State level there, state centres could be encouraged as a focus for activities within a particular state. In this way, the vital diversity which characterises Japanese studies in Australia can be preserved and even further stimulated.

7.111 The establishment of the South Australian Institute of Languages(SAIL) and the proposed establishment in Victoria of a Commercial Communication Centre and a Commercial Communication Working Group must be taken into account when considering proposals for the creation of a National Language Institute.

7.112 The South Australian Institute of Languages was established as a Statutory body in 1988. It has a small part-time staff and is housed at the University of Adelaide. Its Director is an academic who works two days per week for SAIL. There is also a part-time secretary. Funding is from the South Australian government and is guaranteed until the end of 1990. One third of the funding goes on the two part-time staff, the rest for hiring tutors for language programs, on advertising and on publishing. The intention is that SAIL become self-funding within three years, through course and advice fees supplemented by contributions from business and industry. SAIL is a planning, advisory, broker-type body serving as a point of contact for those needing language services and a clearing house for information on all languages: it does not intend to do any teaching itself. It has just completed a mapping project of the potential demand in South Australia for languages not currently offered at the tertiary level and intends to look for sources to supply these unmet needs. It will act

as a broker between a supplier of language services (interstate institutions if not available within South Australia) and a South Australian tertiary institution which agrees to include the course under its umbrella. Courses will only be offered at tertiary level and as degree courses. SAIL is currently preparing a tertiary language policy statement for South Australia. It sees its role as building on what currently exists in South Australia and persuading institutions to offer courses in more flexible modes.

7.113 The Victorian proposal for a commercial communications centre emerges from a report commissioned by the Victorian Ethnic Affairs Commission and the Department of Industry, Trade and Resources in 1987. Touche Ross Management Consultants were asked to quantify the existing commercial demand for interpreting and translating services in Japanese and Chinese and to quantify the available supply. Based on this report, the Department of Industry, Resources and Technology prepared a document titled *Language Services to Support the Economic Strategy* which called for a "self-financing Commercial Languages Centre to be established in the private sector to provide in-service training programs and language services." Subsequently, in 1988, the Victorian Post-Secondary Education Commission (VIPSEC) drew up a detailed proposal for the Victorian Minister of Education for the creation of a Commercial Communication Centre and Commercial Communication Working Group. Its suggested activities include:

...encourage, support and help coordinate the delivery of intensive business language and culture programs as a central clearing house..

...encourage, support and help coordinate Victoria's interpreting and translating resources and promote training courses...

...develop and implement strategies for effective marketing and promotion of the centre's activities.

...and the creation of a Commercial Communication Working Group ...to bring together service providers, government, business, trade unions and accreditation bodies to coordinate long term strategies, monitor resource requirements, identify market demands, and review and enhance existing education programs. In particular, the role of the Working Group will be to ensure coordinated support for the tertiary and further education institutions which provide language and business culture programs ...

7.114 In assessing the arguments in favour of a National Language Institute and the concerns expressed by academics involved in teaching Asian languages in state institutions, it is important to focus on the *functions* of the proposed National Language Institute. The South Australian Institute of Languages seems an extremely cost-effective body which aims to achieve in that State many of the functions proposed for a National Language Institute. Victoria may create an institution different from that in South Australia but closely attuned to perceived needs in Victoria. It too might perform for that State most of the functions proposed for a national institute. We believe that in a country as large and diverse as Australia state-based initiatives of this kind should be encouraged as probably the most efficient way of achieving the goals in the language area outlined by AACLAME, the Asian Studies Council and other bodies. They are most likely to be attuned to local needs, able to respond flexibly to them and able to involve local business, government and tertiary institutions in the delivery of languages in innovative ways that meet local demands.

7.115 In addition to these state bodies, and AACLAME itself, there is also the National Accreditation

Authority for Translators and Interpreters. NAATI is an independent incorporated company, funded by the Commonwealth, the States and its own earnings. It is responsible for the development and certification of national standards for interpreting and translating in all languages. It is a decentralised institution, operating in all states, with a small secretariat in Canberra. Its certificates - from Level 1 through to Level 5 - are recognised throughout the country by employers and governments.

7.116 We are concerned that the establishment of a National Language Institute, no matter how structured, will eventually become excessively bureaucratic and expensive to operate. We have estimated the minimum administrative costs at \$500,000 per year, excluding capital costs. It is our belief that the functions proposed by its advocates would be more cost-effectively carried out by other means. The essential functions are:

- \* the development of language proficiency levels which build on the ALL project and complement the NAATI interpreting/translating levels of proficiency. Yardsticks for the measurement of the various levels of communicative and linguistic skills should be established, in consultation with tertiary language teachers and relevant language associations. These yardsticks should then be applied against current offerings to determine the current Australian situation and to ascertain where changes in emphasis need to be made.

- \* identification and funding of research programs to improve teaching methodology and its application.

- \* identification of curriculum material needs, funding of appropriate projects and distribution of information on the availability of new curriculum materials. The preparation of textbooks and curriculum materials specifically designed for Australian tertiary students and Australian conditions has been identified by almost all tertiary language teachers as an urgent need.

- \* identification of intensive language course needs and the promotion of intensive courses in all States, as the needs are identified, in association with interested tertiary institutions.

- \* maintenance of a database on language availability at the post-secondary level.

- \* compilation of registers of people qualified as: teachers of low demand languages; interpreters and translators (with their levels of proficiency). These registers should be made easily accessible to inquirers from industry, commerce and government.

- \* creation of a directory for business and others seeking special language courses and providing information on where these courses are offered.

- \* encouragement of the review and self-assessment of all tertiary language programs on a regular basis. Monitoring the qualifications of all pre-tertiary language teachers and translators and interpreters.

#### **Recommendation 49**

*We recommend the establishment of a National Centre for Applied Linguistics under the Key Centres for Teaching and Research Scheme [functions (ii), (iii), (iv) and (viii)]*

#### **Recommendation 50**

*We recommend an expansion of the role of NAATI to include a National Languages Testing Unit [function (i) and function (vi) above]*

#### **Recommendation 51**

*We recommend that the Australian Research Council guidelines be changed to permit it to fund research projects designed to improve language teaching methodology and its application, including the development of curriculum materials [function (iii)]*

#### **Recommendation 52**

*We recommend that DEET maintain a database on Asian language availability at post-secondary level, including combined degrees, and that this be published on an annual or biennial basis [function (v)]*

#### **Recommendation 53**

*We recommend that higher education institutions be encouraged to review and self-assess all language teaching programs on a regular basis, in cooperation with NAATI. [function (viii)].*

7.117 We believe that a wider role for NAATI and the establishment of a National Centre for Applied Linguistics will be the most cost-effective way of improving the quality of language teaching in Australia. We believe that many of the other functions ascribed to the suggested National Language Institute will be more effectively implemented at the State level, through organisations such as the South Australian Institute of Languages and the proposed Commercial Communication Centre in Victoria.

#### **Language proficiency tests**

7.118 Our recommendation for a tertiary language policy will, we believe, go a long way towards both 'broadening the base' and 'improving the top end' of student language skills. A crucial additional factor is the development and application of criteria-based language proficiency tests and the training of tertiary language teachers to administer them. We note that the National Languages Policy recommended establishment of a National Languages Testing Unit. We strongly support this recommendation. In recommending that the Languages Testing Unit be part of NAATI, and that NAATI take a broader role in the language area, we believe that this central recommendation in the National Languages policy can be implemented in a cost-effective manner. Its first priority should be the creation of tests appropriate for tertiary level Asian language teaching.

7.119 Our language consultants reported that there are two specific reasons why language testing is central to improvement in the quality of Asian language teaching in Australia. First, the world of language testing has changed very significantly in recent years and there is little evidence of any awareness of this in Asian

language departments. Such developments have demonstrated that sophisticated language testing is not only possible but can also be an effective aid to teaching and to the improvement of the teaching program. Second, Australia is at the forefront of the language testing field in some areas. For example, the Australian Language Levels project (ALL) is in the process of establishing specific definitions of levels of achievement (and how to access them) at the early stages, applicable to any language; a team of Australian language testing experts is cooperating with the British Council to produce an improved and updated version of the British Council ELTS (English Language Testing Service) for use in Australia.

7.120 Two conditions are crucial to the successful implementation of language proficiency levels at the post-secondary level. First, the creation of them must be a cooperative endeavour of Asian language teachers across the country. Without this cooperation there will be no sense of participation and considerably less likelihood of wide-scale acceptance. Second, the proficiency tests must be internationally comparative. A great deal of work is being done in Britain, Europe and the United States. Australia should not try to go it alone.

7.121 Broadly accepted levels of language proficiency will be able to be used not only for tertiary courses but also for non-award courses operated by public and private institutions. Moreover, they will be of invaluable help to employers who rightly want to know the level of proficiency of people they employ with language skills.

### **National Centre for Applied Linguistics**

In recommendation 49, we have recommended the establishment of a National Centre for Applied Linguistics, under the Key Centres for Teaching and Research Scheme.

The functions of the National Centre for Applied Linguistics should include, in order of priority:

- \* the formulation of national measures of proficiency
- \* a teaching support project in Asian languages (see below)
- \* advice on appropriate teaching methodology for all teachers (pre-tertiary and tertiary) of all foreign languages. The ALL Guidelines<sup>3</sup> emphasises that maximum benefit to teachers occurs when teacher development activities are promoted across languages
- \* advice on texts, teaching materials and curriculum development.
- \* the production of videos
  - for teachers on how to teach languages
  - for students about issues in language learning
- \* advice on the preparation of specialist or specific purpose courses.
  
- \* examining ways of extending to all languages the methodologies developed in Australia for the teaching of English as a second language. These have been highly recommended to us as innovative and successful teaching strategies.

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<sup>3</sup> Book 4, p.15.



- \* research into methods for teaching languages which use tones and ideographs.
- \* advice on the development of programs which are appropriate to the expectations of learners, including programs for distance education.
- \* developing models for the creation of an "enabling linguistic environment" which is a key factor in improving the quality of language teaching.<sup>4</sup>
- \* advice on assessment procedures.
- \* provision of advice on ways of incorporating 'literature' into language programs.

7.122 The Centre must have status and prestige so that teachers will want to participate in its courses. Teachers and academics must be encouraged to consult the Centre, and appropriate recognition should be given for participation in courses. Such recognition could be in the form of certificates or other testimonials which indicate the nature of training received.

7.123 The ALL Guideline's suggestions of key teachers who are able to act as a model for other teachers is one we support<sup>5</sup> Key teachers can train other teachers and also act as trouble-shooters at the local level.

#### Structure of the Centre

7.124 The functions of the proposed National Centre for Applied Linguistics will bring it into close contact with language teachers in all States. It is, therefore, extremely important that it operate as a strongly decentralised centre. While many issues are being tackled at a national level, others are more appropriately tackled at a state or regional level. The National Centre for Applied Linguistics may find that the most appropriate way of operating is to fund Applied Linguistics Centres in a number of tertiary institutions across the country. This approach could combine the advantage of a decentralised operation close to practising language teachers at all levels with a carefully planned national program.

#### Teaching Support Project

7.125 We believe that there should be a major development project for tertiary teaching of Asian languages. This should be a major priority of the proposed National Centre for Applied Linguistics. The project could largely be common to all Asian languages but would have to incorporate a mechanism for allowing separate specialist components at those points where the distinctive problems of a particular language require specialist attention.

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<sup>4</sup> See Bowden and Quinn, 1988, p.20.

<sup>5</sup> Book 3, p.18.

7.126 We are informed that one of the success stories in language teaching in recent times was the series of Teacher Workshops and Summer Institutes funded under the American National Defence Education Act in the late 1950s and early 1960s. Whatever the subsequent fate of the methodology they promoted, these NDEA Institutes and Workshops had very beneficial long-term effects on US language teaching, the results of which are still being seen. In recommending a major teaching development project for Asian languages we are drawing on the best elements of this US experience.

7.127 We stress that the project should not be a curriculum exercise aimed at producing one syllabus or one set of materials to be officially promoted. It must be decentralised, participatory, on-going and process-oriented. It should include at least the following components:

- \* conference events of various sizes, scope and purpose: national level, regional or capital city level, by language group etc; to offer intensive training in such matters as second language acquisition research or classroom-based communicative activities, to hear reports, to set up working groups, to define needs and objectives, to bond the participants etc.
- \* on-going working groups at each of the levels mentioned above.
- \* a regular newsletter and/or journal.
- \* a materials sharing and dissemination data-base.
- \* a mechanism for the specification and commissioning of small and large scale projects.
- \* a secondment scheme to allow a range of outstanding Asian language teachers to have both the time and the facilities necessary for them to contribute to the national program.

## **ASIAN STUDIES**

7.128 Increasing Asian content in tertiary courses is as important as strengthening the study of Asian languages. As we have seen, the percentage of Arts, Commerce, Law or Education students including even one year of study of an Asian language is very small. Hopefully, a far larger number of tertiary students will include the study of an Asian language in their degree in the next decade. Nevertheless, the proportion of tertiary students studying an Asian language in ten or even twenty years from now will still be small. If Australian industry, commerce, government and the community generally are to become Asia-centred or Asia-literate in the decades to come, then an equal emphasis must be placed on incorporating the systematic study of Asia into the tertiary curricula of a far greater percentage of students than currently occurs.

7.129 One of the objectives of the National Strategy of the Asian Studies Council is that "Asian content is an element in all appropriate subjects in all years of education from the beginning of primary to the end of tertiary education, by 1995."<sup>6</sup> In order for this to be achieved, there must be a concerted effort by higher

education institutions to increase the percentage of the student load in the faculties of commerce, arts, education and law (the humanities, social sciences, education and law groupings) studying Asian languages or Asia-related subjects to at least 10 percent by 1995 and at least 20 percent by the year 2000.

7.130 Important as Asian language study is, if the majority of tertiary students are to be brought into contact with Asia during their undergraduate courses, it will be through discipline courses taught in an Asian context, using English language material. The Arts, Commerce, Law and Education graduates of today will be the teachers, managers, politicians and opinion-makers of tomorrow. If their tertiary education continues largely to ignore Asia, they will perpetuate Australia's current ignorance of the region. This will have immense social and political costs as well as economic costs.

7.131 In tertiary institutions expertise on Asia is primarily located in the faculties of humanities and social sciences. Within these faculties, language teaching aside, Asian expertise is concentrated in the disciplines of history, economic history, political science, geography and anthropology. It is considerably less well represented in disciplines such as economics, sociology and law and almost non-existent in disciplines such as philosophy or religious studies. A report on area studies in the United States, prepared in 1984, found similar concentrations of expertise and similar areas of weakness.

7.132 Despite the efforts of Asian specialists over the past twenty years, faculties of humanities and social sciences (including law and commerce) in Australian Universities and Colleges of Advanced Education are still predominantly Eurocentric. This is despite the progress made in expanding teaching about Australian society in the past decade. It is difficult to be precise, but analysis of institutional submissions and discussions with academics indicates that, at best, the proportion of humanities and social science staff with research or teaching expertise on Asia has remained static in the past decade and in some areas may even have declined.

7.133 In submissions and discussions people were critical of a narrow utilitarian approach to the study of Asia. They pointed out that what is really lacking in Australia is a deep understanding of cultures, political systems and patterns of thought very different from our own. In order to create a future generation who can engage in commerce with Asian countries, let alone create an 'Asia-literate' society, Australia needs graduates who are comfortable in and with one or more Asian country. Professor Peter Reeves, Deputy Vice Chancellor of Curtin University of Technology, summed up the argument of many:

It seems to me that the importance of integration of Asian studies and the social sciences has been overlooked. There seems to be a feeling that unless one is in business or law or economics or something of that kind, then integration really does not mean much. This is a fundamental misreading of the situation. We should be in fact very clear that the social sciences (history, political science, geography, anthropology, sociology) have a great deal to offer in this way. All of these areas are vital to the proper development in the long-run of our ability to communicate with and to deal with Asia. It seems to me that it would be a serious misuse of our resources if we were not to ensure that that range of social sciences - which will in fact support a great many of the diplomats, public servants, journalists and other analysts - were not also seen as needing Asian languages and Asian studies. It is precisely in these areas, I would suggest, that the country is deficient at the moment and in which it will have very

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<sup>6</sup> *National Strategy*, Asian Studies Council, 1988, p.4.

considerable needs in the future.

7.134 In submissions and discussions strong views were expressed on the need to stress the study of Asia as much as the study of Asian languages and on the need to make Asian studies discipline-based. Professor Laksiri Jayasuriya, Professor of Social Work at the University of Western Australia, argued:

The long term objectives relating to a proper knowledge and understanding of Asian society and culture are best achieved through the study of Asian philosophical ideas, culture and civilisation than through the study of Asian languages.

7.135 Increasing numbers of people in industry and commerce support this view, as we have indicated in chapter 2. They are interested in employing graduates who have some knowledge of the politics, economics, history, sociology or general business culture of one or more Asian country. These graduates will, over time, re-orient the businesses for which they work towards Asia because their own education will have given them the intellectual breadth to see Australia in relation to Asia and to understand in depth the socio-political culture of one or more Asian country.

7.136 Some years ago, Dr Campbell MacKnight, Reader in History at the Australian National University, wrote of the need to prevent Asia specialists becoming ghettoised. We believe that the next stage of development of the study of Asia in Australian tertiary institutions must be to incorporate Asia specialists in all of the social sciences and humanities disciplines and for mainstream introductory discipline courses naturally and automatically to include examples from Asia as much as from Australia, Europe or the US, in order to illustrate theoretical or methodological issues. This can only be achieved by tertiary institutions adopting a firm policy to increase the proportion of appointments in the social sciences and humanities with research and teaching expertise on Asia. In a broader framework it means Australianising the tertiary education curriculum to reflect the region in which we live.

7.137 We have stressed the need for careful integration of the teaching of Asian languages and area specific courses with full discipline-based majors. The early model for teaching about Asia and its languages in western universities was through specialised Asian studies departments. Australia largely adopted this model. It had many virtues at the time. It was the means by which the study of Asia was introduced into largely disinterested faculties: it probably could not have been introduced in any other way. Departments of Asian studies or country-specific departments played an important role in getting Asia onto the agenda of institutions.

7.138 The major weakness of the model was that it tended to marginalise the study of Asia, by cutting it off from the major disciplines and producing graduates who had a great deal of knowledge of one or more Asian country, and often proficiency in a language as well, but who were inadequately trained in one of the social science disciplines, such as history, politics, sociology or economics. It also acted as an excuse for discipline departments ignoring the study of Asia. Moreover, in trying to do too much - to cover study of an Asian country through various disciplinary approaches - area studies departments have tended to lack a sharp focus and, in

many cases, place a lower priority on language teaching than on teaching other things.

7.139 Over the past decade, there has been a trend in universities towards a closer integration of specialised Asian studies departments with humanities and social science departments. In part, this reflects a realisation by area studies departments of the weaknesses of earlier approaches. All the indications are that this process of integrating the study of Asia into discipline departments instead of concentrating it in area studies departments will continue. Only in this way will the study of Asia become part of the mainstream of humanities and social science disciplines and consequently part of the mainstream of student courses. What are now area studies departments will in most cases become specialised Asian languages departments, highly professional and with research interests in applied linguistics and language teaching methodology. Having said this, it is nevertheless important that diversity be retained in the tertiary education system. There are more ways than one of achieving the goal of integrated courses, which include an Asian language, area specific studies and a full discipline major.

#### **Integrated and combined courses**

7.140 Tertiary institutions have made considerable progress in integrating the study of Asia within disciplines and the study of Asian languages with another discipline. The survey of first year students of Japanese, Chinese and Indonesian showed that only a very small percentage are pursuing degrees through the language and literature combination. Almost all are combining an Asian language with a social science discipline. There has also been some progress in students studying combined degrees, where the Bachelor of Arts component focusses on an Asian language and discipline-based studies in an Asian context.

7.141 Two obvious areas of weakness are in the law and commerce areas. There has been a significant increase in the number of law/commerce students studying an Asian language. Our impression from discussions with Universities is that the percentage of law/commerce students including subjects which focus on Asia has also increased considerably in recent years. This is much more difficult to document. However, it is still the case that discipline-based study of Asia is not yet a significant part of the teaching and research of almost all law and commerce faculties. Where law students are engaging in the study of Asia it is in the Arts component of BA/LLB combined degrees rather than in the law component or in other forms of combined law degrees. The situation is worst in the accountancy area, which comprises as much as 80% of enrolments in commerce/business faculties. Accountancy students have almost no flexibility within their courses. It is impossible for them to include more than 1 year of a language or of a 1 year subject focused on one or more Asian countries. Even where combined degrees are permitted (such as the BA (Asian Studies)/BCom degree at the ANU) accounting students are unable to enrol unless they are prepared to add 1 more year to what is already a 4 year degree. On the economics side of commerce/business faculties most institutions provide few subjects relating to Asia and teach little of their mainstream discipline subjects in an Asian context or by drawing on examples from Asia.

7.142 In law faculties there is an almost total absence of specialists on the law of any Asian country and only

a smattering of courses on international law. Two problems are paramount. First, law faculties are geared to teaching to the demanding requirements of professional registration. Second, lawyers with expertise in Asia or in international law are extremely scarce and almost impossible for Universities to recruit or hold given uncompetitive salaries with law firms. The first problem could be overcome if Law Faculties wished to do so. Already about one third of Law graduates do not practise as solicitors or barristers, working instead in commerce and industry. This percentage will probably increase in the next decade. There are extensive option programs in all undergraduate law degrees and increasing numbers of Law Faculties are introducing coursework Masters and graduate diploma programs. The second problem is far more difficult. We can only suggest that Law Faculties investigate shared appointments with law firms and using international law specialists from law firms as part time lecturers. There are indications that the larger law firms with considerable international business in Asia are prepared to allow staff to teach part-time because it gives them access to the brightest students for recruitment purposes.

7.143 In the commerce/business studies area a number of institutions intend to offer innovative new programs in 1989 incorporating an Asian language (usually Japanese) and area studies with professional subjects. Others intend to introduce new combined degrees with Asian languages and Asia-related subjects. We commend these initiatives - indications are that student demand will be high enough to ensure their success. If properly planned, such combined degree programs can be introduced at little extra cost to the institutions because they use existing subjects in new structures. Institutions should also investigate the feasibility of introducing BA(Asian Studies)/BCom combined degrees specifically geared to students seeking accountancy qualifications. A major drawback is that such a combined degree, if studied on the normal pattern, would take between 4.5 and 5 years to complete. However, if intensive language courses were available in a summer semester this would considerably reduce the time taken to complete the degree - possibly enabling it to be completed in 4 years. It would, though, seriously affect the ability of students in professional faculties gaining the work experience often required in their courses or prevent them earning the income needed to cover living costs for the following year.

7.144 We understand that considerable discussion is taking place within the accountancy profession about the structure and content of accountancy degrees. There is much criticism of the narrow and utilitarian nature of current degree programs. A number of accountancy departments with whom we had discussions are looking at ways in which they might be able to broaden the curriculum. Adelaide University, for example, is considering moving some of its professional education into a fourth year, which would be a professional diploma year not unlike the Diploma of Education. This would enable students to undertake a broader based degree. If this occurred it would create the opportunity for accountancy students to include some Asia-related social science subjects or an Asian language in their degree. Given the importance of accountants in the management structures of Australian companies, all efforts by tertiary institutions to move in this direction should be strongly supported by government in its funding procedures.

7.145 Knowledge of legal processes in Asian countries will become increasingly important to the success of Australian companies trading with Asia, as well as for the Commonwealth and State governments negotiating

with Asian governments. It will also be increasingly important that research expertise on the legal systems of various Asian countries be developed. We believe that it is vital that Law Schools move quickly to remedy the current paucity of staff with research expertise on an Asian country and the paucity of courses on the law of Asian countries in their curricula. The Asian Law Centre at Melbourne University has the potential to become a major research centre. It is important that it be fully supported by the University and by government. The Diploma in International Law Program in the ANU Law School is also an important program which should be fully supported. It is vital that one of the Law Schools in Sydney develop a teaching program on international law or Asian law, at the Master of Laws level as well as within first degree options. In the legal education area, as in the area of Asian language provision, Sydney institutions are considerably behind Melbourne institutions. This should be quickly remedied, given the concentration in Sydney of legal firms with a significant presence in Asia. Similarly, Asian law content in law degrees at the University of Queensland and the Queensland Institute of Technology is essential, given the pressure of Asia-related legal transactions in Queensland.

7.146 There remains the problem of incorporating aspects of the study of Asia into undergraduate courses of other professional degree programs - three of the most obvious are engineering, computer science and information technology. It is simply not feasible for students in these areas to study more than an introductory Asian language subject within a normal undergraduate degree program. There is little point in the study of an Asian language for one year only, nor for students to fail to make progress in language study because of the heavy demands of professional or vocational subjects. As our language consultants argued, "...Australian society is dotted with people who are failed language learners."

7.147 Some Universities already have provision for a BA/BEng combined degree, though hitherto few students have been attracted to it, understandably given that it would add a further two years to what is already a demanding 4 year degree. Monash University intends to offer a BA(Asian Studies)/B Eng combined degree in 1989, which will be able to be completed in five years of normal University study. Initially it will be offered in Japanese and Japanese Studies, but if successful the model could be used for other Asian languages at a later date. This has been achieved by the Faculty of Engineering cutting its requirements to the minimum necessary for recognition by the professional association and the Arts Faculty making greater than usual concessions. It is a model that should be emulated elsewhere.

7.148 The non-compulsory part of normal engineering degrees is at the moment very small. It will be far better for some of this to be used for introducing students to, for example, the politics, economics, history or sociology of one or more Asian country than encouraging them to do a smattering only of a language. Given that the normal career structure for a graduate engineer is to move from project to project, which might over a career involve working on projects in a number of Asian countries, it is probably far more important that undergraduate education includes some introduction to one or more Asian country through the social sciences and through English language materials.

7.149 In the sudden enthusiasm for combined degrees involving a difficult language such as Japanese it is

important to note that there are significant problems. For example, it is not at all clear that the 'double aptitude' assumed for a combined degree is all that common. A student whose primary interest is marketing or law or engineering may not necessarily also have the qualities of mind, personality and stamina needed for successful language study. In a report commissioned by CTEC in 1987, Sir Bruce Williams discussed the pressures for adding more material into technically-oriented degrees. He argued that, "...very few students have the intellectual power and vigour to achieve mastery of several disciplines in the normal time taken for first degrees" and recommended that students use post-graduate courses to acquire wider skills. Heads of Asian language departments indicated that a large proportion of students studying in other areas were having difficulty with their workload in language study, with many completing only first year. The problem is created earlier, in the secondary schools. Few students in the science, technological or even commerce faculties have been exposed to language learning at school.

7.150 A further problem is ensuring that a combined degree graduate is *fully* competent in the vocational area. This is not always easy if some parts of the vocational education have been modified to fit in the language training. If the language training has been the pre-eminent component, will the graduate be able to compete on the job market with peers whose professional/vocational training has been more extensive? Are Australian companies ready to employ language graduates with a level of vocational training that is basic, but capable of development by in-house training? One of the major weaknesses of 'studies' programs which integrate Asian languages and area studies with other disciplines is that frequently graduates fall between two stools. They are often neither as fully competent in the discipline as they would be if they had graduated from a discipline-based faculty, nor as proficient in the language as they would be if they had graduated from a language-focussed department. Future development of Asian languages and Asian studies must ensure that graduates are fully competent in a discipline, professional or vocational area. Increasing tertiary students' understanding of and competence in Asia must not be at the expense of discipline or professional competence.

7.151 We have already expressed the view that some students in professional courses where there is little room for options may be attracted to summer intensive courses in Asian languages. Others may be attracted to a one-year Graduate Diploma in Asian Studies with a significant language component. One possible model could be introductory language at a summer intensive school, followed by the second year language course plus some Asia-related discipline study and concluded by a summer intensive language course at an advanced level.

7.152 In the final analysis, students are likely to enrol in a combined degree in which the study of an Asian language is an important part only if they perceive an employment or career advantage in it. Likewise they will be prepared to put the considerable effort needed into summer intensive language courses or graduate diplomas in Asian studies only if community and employer encouragement is such that they are adequately rewarded.



#### **Recommendation 54**

*We recommend that higher education institutions increase the proportion of staff with research and teaching expertise on Asia in humanities and social science faculties (Arts, Economics/Commerce, Law and Education) so that by 1995, at least 10 percent of the total student load of these faculties is enrolled in Asian languages and Asia-related subjects, rising to at least 20 percent by the year 2000.*

#### **Recommendation 55**

*We recommend that higher education institutions increase the range of combined degrees where one of the components is a focus on Asian studies and that DEET support new initiatives in this area in its funding.*

#### **Recommendation 56**

*We recommend that higher education institutions seek ways of broadening the curricula of accountancy courses to enable students to include the study of an Asian language and/or Asia-related subjects.*

#### **Recommendation 57**

*We recommend that higher education institutions devise policies to ensure the integration of Asian studies into the mainstream of humanities and social science faculties and disciplines.*

#### **Recommendation 58**

*We recommend that Law Schools introduce subjects on the legal systems of Asian countries and international law within undergraduate curricula as quickly as possible.*

#### **Postgraduate Education**

7.153 Postgraduate research is one further stage in the specialised study of a chosen field. Only a small percentage of undergraduates proceed to doctoral research work: an even smaller percentage carry out research relating to Asia. However, postgraduate research programs are vital in the long-term if Australia is to develop greater expertise at all levels and in all areas of society. Postgraduate research students are the next generation of Asia expertise. As University and College of Advanced Education teachers they will exercise a major influence on the future development of an 'Asia literate' society. As researchers on Asia their knowledge and first-hand feel for one or more Asian country will be an important source from which government, industry and commerce can draw.

7.154 Increasing numbers of those who have postgraduate research degrees on some aspect of Asia are working in government, industry and commerce, sometimes in areas far removed from their thesis area but nevertheless often using their research experience in different ways. The proportion will probably increase in the decade ahead and is indeed to be encouraged. People with excellent research skills, discipline knowledge, language proficiency and first-hand expertise on Asia will be of increasing importance to all sectors of Australian society. The success of many doctoral graduates in the 1960s and 1970s in these areas gives confidence that such people will continue to be in demand.

7.155 Australia is not producing sufficient doctoral graduates in many key areas of Asian studies. Indeed, Australia has never been self-sufficient in its production of highly skilled Asian studies expertise. The first major expansion of Asian studies in Australian tertiary institutions occurred from the early 1960s to the mid 1970s. A significant proportion of academic staff were recruited from the United States and Britain, and to a lesser extent Asia itself. We estimate recruitment from overseas in this area to have been as high as 40 percent of all appointments. In recent years, the revived interest in the academic study of Asia in the United States and Britain has made it more difficult to recruit from these countries in areas of high demand. Moreover, in these areas United States and British institutions are recruiting from Australia.

7.156 Higher education institutions have experienced considerable difficulties in recent years in recruiting and retaining highly qualified staff in professional and vocational faculties. The situation is worsening as the number of disciplines affected steadily increases. We have already referred to the critical shortage of Japanese language specialists, with institutions forced to recruit from Japan on short-term contracts. The areas of Asian studies which are most under-developed and which need immediate attention are precisely those areas where recruitment of high quality staff will be most difficult. Principal areas affected at the moment are: Asian law/ international law/ international commercial law in all areas of Asia; Japanese economics; Japanese history; Japanese politics; Japanese economic history; Japanese sociology; Chinese economics; Chinese politics; Japanese language teaching. Some institutions which have advertised lectureships in one or more of these areas in 1988 have reported great difficulties in finding suitable applicants. In some cases they have been unable to make appointments.

7.157 Australian higher education institutions must compete for skilled staff. A major competitor is private industry and commerce. This is particularly acute in the Asia law/ international law and international commercial law areas: the two largest programs, at the ANU and at Melbourne University, both have considerable difficulty in retaining academic staff. There is an equally severe problem in the recruitment of Japanese and Chinese economists, where the financial rewards outside the tertiary education sector are so much greater. United States and British tertiary institutions are another source of competition. Both countries are seeking to expand their Asian studies expertise at the tertiary education level in precisely those areas targeted by Australia. Salaries and conditions in United States Universities are considerably more attractive than in Australian higher education.

7.158 Although Australia has relied on overseas recruitment for a high proportion of its academic staff in Asian studies it has at the same time been remarkably successful in producing a considerable number of Asian studies experts with excellent international reputations in their disciplines. It is fair to comment, though, that we have been stronger in the Southeast and South Asia areas than in the East or West Asian areas. If Australia is to move into a new stage of growth in teaching and research on Asia in the 1990s, then it must produce its own qualified academics in far greater numbers than hitherto. In particular, we must focus on those areas and disciplines where the needs are greatest. We must also look to long-term needs because of the long lead time needed. The average time for a Japan specialist to be produced in the United States is about seven years after the completion of the undergraduate degree. There are no short-cuts if we want to produce creative people

with both a strong discipline base and excellent language proficiency. Postgraduate education has generally been stronger in the discipline of History than in other disciplines and stronger in the area of Southeast Asia than elsewhere in Asia. Areas of greatest need in the 1990s include: Japanese economists, economic historians, political scientists and sociologists; Chinese economists; and language experts/applied linguists on Japanese, in particular, but the other Asian languages of national interest as well. For example, any effort to expand the teaching of Korean language or discipline-based studies on Korea will confront the severe shortage of expertise in Australia. Moreover, while Australia possesses a large proportion of the world's expertise on Indonesia - across a wide range of disciplines from history to economics - there is an acute shortage of expertise on other countries in Southeast Asia, particularly the Philippines, Vietnam, Thailand and Burma.

7.159 If we are to expand Asian studies in the 1990s then an essential and immediate task is to persuade young Australians to undertake postgraduate study on Asia and to properly fund them so that they will be educated to the highest possible standards. One impediment is the Commonwealth Postgraduate Research Award rules which limit the duration of the scholarship for a doctorate to no more than 4 years. The time-scale is geared primarily to scientific and technological doctoral research or to research in the humanities and social sciences which is focussed on Australia or can be completed in English-language materials. A four year scholarship limit has always been unrealistic for most doctoral students working on Asia. Often languages must be either brought to a higher level or new languages learnt, which absorbs a great deal of time. Some of the best postgraduate students working on Asia have graduated through a discipline and developed an interest in a particular Asian country late in their undergraduate study. For them, the first task at the post-graduate level is to learn an Asian language or, indeed, sometimes a European language as well. Working with documents in a language other than one's mother tongue is inevitably slower and more difficult at first. Moreover, study in Asia is an essential component for the research of almost all postgraduate students. In most Asian countries fieldwork is time-consuming.

7.160 It is impractical to alter CPRA rules simply to cater for the small proportion of scholarship holders working on Asia-related topics.

#### **Recommendation 59**

*We recommend the creation of an Asian Studies Postgraduate Fellowship Scheme with up to 20 Fellowships awarded annually.*

7.161 It should be modelled on the highly successful Myer Foundation Asia and Pacific Fellowships and Grants-in-Aid Scheme, which between 1964 and 1975 supported the in-country fieldwork of 133 people. The scheme should be open to all postgraduate research students enrolled at Australian tertiary institutions on Asia-related topics. It should be able to be taken in addition to any other award - though not held simultaneously with a CPRA or a similar University Postgraduate Scholarship. Those awarded Asian Studies Postgraduate Fellowships should be able to suspend their CPRA or University Postgraduate Awards for the

Our analysis of student enrolments in Asian languages and Asia-related subjects in Colleges of Advanced Education (chapter 3: Tables 13-15) showed that they were a very small proportion of the total student load. Our discussions with faculties of education and teacher educators confirmed that there is very little Asian content in primary education programs. Some Colleges offer a few optional subjects on Asia, but only a small percentage of students enrol in them. No teacher education program considered knowledge of Asia to be an essential part of the core curriculum for primary teachers.

7.169 This is a serious situation. There are no easy solutions. But solutions must be found, otherwise the next generation of primary school teachers will simply perpetuate the current neglect of Asia in the classroom. We have already supported recommendations by earlier inquiries for a major review of teacher education programs and recommended that the review have as one of its terms of reference the pre-service training of primary and secondary teachers in Asian languages and Asian studies.

7.170 A review of teacher education is important, but we believe that the only way to break the cycle quickly is for the major employers of the graduates of education faculties - the State departments of education - to demand that there be a minimum number of hours of study of Asia in pre-service courses. Our discussions with teacher educators convinced us that, while many education faculties would not welcome such a requirement, nevertheless they would move quickly to meet it in order not to disadvantage their students. Some objected to intervention of this nature by the major employers. We can understand this, but point out that it is not uncommon in all professional areas. Indeed, state education departments already greatly influence the curricula of primary pre-service training through detailed registration requirements which specify the completion of courses in a number of areas.

#### **Recommendation 64**

*We recommend that State Education Departments require a minimum number of hours of study on Asia-related subjects for primary teacher registration.*

7.171 Education faculties and programs must be provided with the resources to enable them to include Asia-related subjects in the curriculum. Some Colleges of Advanced Education have qualified staff able to offer Asia-related subjects. Others will need to appoint new staff. There is much evidence that teacher education is an underfunded and generally undervalued part of the higher education system. New staff appointments with Asia expertise would be a major boost to the ability of education faculties to offer greater opportunities for their students to incorporate study of Asia in their programs. We believe that it is the only way to make an immediate impact in this area.

#### **Recommendation 65**

*We recommend that the government immediately fund 10 lectureships in Asia-related disciplines, earmarked for primary teacher education programs in Colleges of Advanced Education.*

7.172 Funds should be provided for five-year appointments, offered on a competitive basis to Colleges and on the condition that they continue to fund the position from internal resources at the end of the five year period. The cost is estimated to be about \$500,000 per year at 1988 prices. The positions should be in disciplines, such as history, geography, politics and sociology, not in teaching methodology. In awarding them, DEET should take into account state distribution and the level of involvement in primary teacher education in each institution.

7.173 The amalgamations currently being negotiated between some Colleges of Advanced Education and Universities and the broader range of degrees offered by many Colleges in recent years will enable education students to include some discipline-based subjects from Arts and Commerce faculties. This should be encouraged by those responsible for primary teacher education. One of the weaknesses of many BEd courses (secondary as well as primary) is that students are not sufficiently developed in a discipline base. This is crucial in the area of the study of Asia if we are to move from the 'Asian studies' stage to the more important stage of teaching all subjects with some Asia context or teaching an Asia context as well as European/British or Australian context.

7.174 We have already recommended that teachers of Asian languages should be eligible to apply for Asian Language Fellowships. We have also recommended that teachers be eligible to apply for sponsored places in summer intensive language programs. Resources must also be earmarked for in-service courses for humanities and social science teachers - including teachers of history, sociology, geography and even English. Too few teachers in the humanities and social sciences areas in schools have the knowledge required to include Asian content in their courses. Many would be willing to do so if they could be assisted with teaching materials and curriculum development. We believe that if a major breakthrough in Asia-literacy among Australians is to be achieved by the year 2000, positive measures have to be taken now to ensure that teachers have the confidence to include Asia-related material in their courses. In-service courses specialising on, for example, Asian history, geography, economic systems or sociology, need to be sponsored immediately. These should be courses of the highest quality, which teachers may credit towards postgraduate qualifications. They should be at least the equivalent of a one-semester unit in a postgraduate program. Teachers should be given incentives to attend - either by work release or by financial rewards for successful completion of approved courses.

#### **Recommendation 66**

*We recommend that higher education institutions cooperate with State Education Departments in creating in-service courses in subject areas such as history, geography, politics, economics and sociology, focussed on Asia and that these subjects be the equivalent in standard to a semester length subject in a postgraduate coursework degree.*

#### **Recommendation 67**

*We recommend that the Asian Studies Council discuss with State Departments of Education the provision and funding of in-service courses on the lines outlined above.*

7.175 We are convinced that current Bachelor of Education courses are inadequate for the preparation of Asian language teachers for primary schools. We are also convinced, as we have argued in detail in chapter 5, that Asian languages should be introduced into primary schools only if proficiently trained and linguistically fluent teachers are available. A primary school Asian language teacher must have at least the equivalent of a three-year major in that language at tertiary level. A bursary scheme as outlined in chapter 5, together with guaranteed employment, should succeed in recruiting Asian language graduates into diploma of education courses.

## LIST OF SUBMISSIONS

### Higher Education:

Armidale College of Advanced Education  
Australian National University  
Ballarat College of Advanced Education  
Bendigo College of Advanced Education  
Brisbane College of Advanced Education  
Canberra College of Advanced Education  
Catholic College of Advanced Education  
Capricornia Institute  
Chisholm Institute of Technology  
Curtin University of Technology  
Darling Downs Institute of Advanced Education  
Flinders University  
Footscray Institute of Technology  
Gippsland Institute of Advanced Education  
Gold Coast College of Advanced Education  
Griffith University  
Institute of Catholic Education  
James Cook University of North Queensland  
La Trobe University  
Macarthur Institute of Higher Education  
Macquarie University  
Melbourne College of Advanced Education  
Melbourne University  
Monash University  
Murdoch University  
Phillip Institute of Technology  
South Australian College of Advanced Education  
South Australian Institute of Technology  
Swinburne Institute of Technology  
Sydney College of Advanced Education  
Tasmanian State Institute of Technology  
University of Adelaide  
University of New England  
University of New South Wales  
University of Queensland  
University of Sydney  
University of Tasmania  
University of Technology, Sydney  
University of Western Australia  
University of Wollongong  
University College of the Northern Territory  
Victoria College  
Western Australian College of Advanced Education

### Government Departments and Academic Associations:

AMESA  
Art Gallery of NSW  
Asian Studies Association of Australia  
Australian Advisory Council on Languages and Multicultural Education (DEET)  
Australian Council for Overseas Aid  
Commonwealth Dept of Social Security  
Confederation of Australian Industry  
Department of Industry, Technology and Commerce  
Dept of Immigration, Local Government and Ethnic Affairs

Japanese Studies Association of Australia  
National Library of Australia  
Overseas Service Bureau  
South Asian Studies Association  
State Library of Victoria  
Victorian Ministry of Education

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