



**RE-EXAMINING AUSTRALIA'S TERTIARY LANGUAGE
PROGRAMS**

A Five Year Retrospective on Teaching and Collaboration

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Executive Summary

This report presents the findings of an on-line questionnaire that aimed to provide baseline data about the state of languages in Australian universities. The aim of the survey was to find out what had been done over the last five years in language teaching, particularly in regard to collaborative efforts as the basis for developing and testing models for collaboration. Given the current financial and structural pressures on languages, particularly those of small enrolment, or those needing to maintain units / subjects with small enrolments, developing good collaborative models would appear to be one way to maintain language teaching vitality.

The study has found that all save two of the Australian universities teach languages other than English. While enrolments in languages are relatively stable over the reporting period (2001-2005), there are fewer languages being taught. The staffing base of university language teachers has declined slightly over the five year period, but of more concern is the increasing reliance on casual staff to maintain language programs.

Approximately half the universities have, or intend to, enter into some sort of collaborative arrangements to either maintain their language teaching base, or to develop new language teaching programs in their institutions. Current collaborative arrangements include a number of models, clustered around three major themes: 1) universities in the same urban area teaching languages collaboratively, or adopting each others' courses; 2) universities teaching their language programs in distant or regional universities; and 3) universities with programs linked to overseas universities. There are a number of permutations on these themes.

Of the universities with collaborative arrangements, only a few claim to use private language providers. Universities generally were not in favour of working with private providers except to supplement already existing language programs. Examples given of private collaboration included: the funding of positions through foreign national institutes or foreign governments, provision of teaching resources, and the provision of cultural events and activities to enhance existing courses.

While the survey concentrated on schools or departments of languages in universities, it was fairly common to find other schools, departments or faculties which had a language component in their courses.

1.0 Introduction

This report provides an overview and analysis of the languages' scene in Australian universities as a basis for understanding the current language teaching situation, the types of collaboration that have been tried, and possibilities for future collaboration in language teaching, and in particular in languages of small enrolments. Where possible the data collected for this report has been compared to previous studies that covered some of the same issues (See, Baldauf, 1995; Bettoni and Leal, 1994; White and Baldauf, 1997).

After a brief introduction to this project describing the aims, methodology, project team as well as some data problems encountered, the main section is divided into two parts: part one provides an overview of the languages scene in Australian universities. This includes data on the number of languages taught in Australian universities, language enrolments over a five year period (2001-2005), and issues of staffing in languages. Where possible we provide comparisons with previous surveys. In part two we examine the nature of current and planned collaboration: this includes an overview of current collaborations as well as a discussion of the main issues facilitating or hindering collaborative efforts. We have a specific section dealing with collaboration involving private providers. Furthermore, other issues, including a description of other degrees requiring languages, are explored, before some conclusions are drawn and recommendations are made. The appendices contain a copy of the two electronic surveys, as well as detailed data about languages taught by each university and a list of languages and where they are taught.

1.1 Project Aims

This project was funded by the Deans of Arts, Social Sciences and Humanities (DASSH) under a Collaborative and Structural Reform Fund (CASR) grant from the Department of Education, Science and Training entitled "Innovative Approaches to Provision of Languages other than English in Australian Higher Education". The aim was to advance our understanding of collaborative models of teaching suitable for languages other than English (LOTE), and in particular, for disciplines of small enrolment. The project as a whole examines delivery models and strategies for LOTE in higher education. This survey was designed to provide critical baseline data about the state of languages in universities and the degree of collaboration currently in existence, as one of the bases for selecting and trialling collaborative models.

The project is intended to collect, collate, synthesise, and analyse data related to the national provision and delivery of LOTE in the higher education sector in Australia through the development and administration of an online survey. The on-line survey project included:

- Development and administration of a web-based on-line survey that ensured ease of access, comprehensibility and security for the information gathered and the participants.
- Comprehensive and detailed descriptions, analysis and synthesis of LOTE provision in all 39 Australian Universities facilitating resource-based and pedagogical evaluations.
- Identification and analysis of collaboration arrangements between local, national and international partners for the delivery of LOTE in the Australian higher education sector currently in place as well as past experiences or planned initiatives.

- Identification and prioritisation of financial and pedagogic factors relevant for the evaluation and assessment of course provision and teaching and learning outcomes in collaborative contexts.

1.2 Project Methodology

The project officially commenced in March 2006 with the development of questions for an on-line questionnaire. The questionnaire was divided into two parts. Part A was developed to capture information about the trends in individual language offerings in Australian universities. It sought information on languages that were offered at each institution between 2001 and 2005 and attempted to capture changes regarding the offering of courses, the mode of offering, staff numbers, the number of teaching hours and the collaborative arrangements related to each language. This information was completed individually on-line for each language. The final version of this questionnaire is attached as Appendix E. Part B captured information about collaborative arrangements that each university was currently undertaking, or planning to undertake, the role of private providers of languages and other concerns that related to the teaching of languages in universities. This part only needed to be completed once. The final version of this questionnaire is attached as Appendix F.

1.3 Project Team

The project team consisted of Dr Peter White from the School of Languages and Critical Cultural Studies, and Assoc. Prof. Dick Baldauf from the School of Education, both at the University of Queensland, who were responsible for the initial questionnaire design and the final data write up and analysis. The on-line version of the questionnaire was developed by Mr Matthias Kubler and Mr Warren Laffan from the University of Queensland Social Research Centre, with Matthias doing most of the coding work. Helpful input during the questionnaire development process came from members the DASSH Steering Committee, who commented on several drafts. Additional assistance with data collection was provided by Ms Helen Burns and Dr Joanne Winter. Professor Anne Pauwels and other members of the DASSH Advisory Committee kept the pressure on the Deans and their representatives to provide the data. This was an arduous task for the larger language providers, and we want to thank the Deans and their representatives for their input. Without their considerable cooperation this research would not have been possible. We also want to thank Prof. Anne Pauwels, for her detailed comments and guidance on various drafts of the report.

1.4 Data problems

As with any project of this size and scope, where data is collected across different institutions with different institutional cultures, using a complex data input process, there were some initial problems with the data. These included:

- Mis-keyed or missing data. Where obvious problems were found, these were checked and corrected. Because data was missing, there were difficulties in accurately summarising the data on a common basis across tables.
- There were some missing languages. Although all languages, including classical languages, were clearly meant to be part of the study, as languages are not always taught within “language departments”, they were sometimes overlooked. We believe we have found these languages.

- A failure to report very small subjects or units not offered in “languages or language related departments”. A comprehensive listing of languages by University going back to the 1990, 1994 and 1997 and the data provided in Table 2.1 suggests some of these may still not have been reported. While this should not affect the major findings, it leaves the report less complete than we would have liked at this point in time.

Despite these problems, we believe the data supplied for the report is now fairly complete, comparable, and appears to be of similar quality as that available in studies that we have previously worked on.

2.0 The Languages' Scene in Australian Universities

In this section, data from Part A of the survey which was developed to capture information about the trends in individual language offerings in Australian universities is presented. In particular, summary information about the number of languages taught and the universities at which they were offered is examined. Enrolment data at each institution and the “equivalent full time student load” (EFTSL) for languages between 2001 and 2005 are presented. These figures are then combined to provide equivalent full-time student load by year for each language. Finally, information about staffing and staffing changes is discussed.

To provide a more detailed longitudinal picture of changes that have occurred in programs and language offerings at the university level, detailed information about languages taught in each university is provided in Appendix D. Data available from previous surveys (White and Baldauf, 1997; Baldauf, 1995) is also included in those tables to provide a longitudinal picture of language teaching programs.

2.1 Numbers of languages taught

With the qualifications previously discussed, a listing of the number of languages offered in Australian universities between 1981 and 2005 is provided in Table 1. From this list, four categories of languages emerge: (1) seven languages which are taught widely across the university sector, (2) six languages which are taught moderately in a restricted number of institutions and sometimes with restricted programs in Australia, (3) languages which are taught in only one or two institutions in Australia, and (4) a group of languages offered only on an occasional basis, most of which appear not to have been offered in recent years.

Some generalisations that can be made about this data include:

- For the widely taught and the moderately taught languages, there has been relative stability of numbers of language teaching sites (although not necessarily specific universities) over the last ten years.
- For the widely taught languages, there has been an increase in teaching sites for Spanish from 12 to 17 and a recent decline in sites for Indonesian from 22 to 20.
- While there has been a small decline since the 1990s in the number of sites where moderately taught languages are offered, the number of sites has remained relatively stable over the last five years.
- More than a dozen small languages (in terms of enrolments) have been offered at one or two universities on a regular basis.
- Two strongly promoted regional languages in the 1990s, Vietnamese and Thai, which had 8 and 6 sites respectively, have moved to two sites and the status of lesser taught languages.
- No recent data is available on a number of “specialist” languages, many of which do not appear to have been offered in recent years.
- To provide some historical context, data available from five years and three previous surveys has been provided.

When examining the number of sites comparatively, it is to be noted that, as Bettoni and Leal (1994: 22) point out, the figures from 1981 and 1988 can not be compared with the figures for 1990 “since the number of higher education institutions in Australia declined significantly

between 1981 and 1990 (due to drastic amalgamations imposed by Government), ... That is, a decrease in the number of institutions offering a given language between 1981 and 1990 may simply be due to the amalgamation process. On the other hand, an increase over the same period is, for obvious reasons, very significant.”

Table 2.1: Languages available for tertiary study by number of institutions. (Includes data from Baldauf, 1995; Bettoni and Leal, 1994; White and Baldauf, 1997)

Languages	1981	1988	1990	1994	1997	2001	2002	2003	2004	2005
Widely Taught										
Mandarin (& Class)	11	16	19	22	25	26	26	26	26	26
Chinese (Class)				-	2					
French	26	26	21	23	21	22	22	23	23	23
German	24	25	19	19	13	17	17	18	18	18
Indonesian	19	17	21	21	22	24	23	23	21	20
Italian	29	31	26	22	15	20	20	21	21	21
Japanese	19	19	28	28	33	32	32	32	32	32
Spanish	9	9	12	13	12	15	15	16	16	17
Moderately Taught										
Arabic (MS)	4	5	7	5	4	4	5	5	5	5
Greek (Class)	NA	NA	NA	10	11	5	5	5	5	5
Greek (Mod)	13	12	14	13	10	11	10	10	11	11
Korean	-	1	8	9	9	8	8	8	8	8
Latin	NA	NA	NA	10	10	7	7	7	7	7
Russian	7	6	8	9	6	7	8	8	8	7
Lesser Taught										
Cantonese				1	1	1	-	-	-	-
Croatian	4	2	3	1	1	1	1	1	1	1
Hebrew (Class)	NA	NA	NA	3	2	1	1	1	1	1
Hebrew (Mod)	5	3	3	2	4	2	2	2	2	2
Hindi	2	3	3	4	3	1	1	1	2	2
Lao	-	1	1	1	1	-	-	1	1	1
Macedonian	-	3	2	1	1	1	1	1	1	1
Pali	-	-	-	-	-	-	-	1	1	-
Persian	1	-	-	-	-	1	1	1	1	1
Polish	2	2	2	1	2	2	2	2	2	2
Portuguese	1	1	2	2	2	1	1	-	-	-
Sanskrit	NA	NA	NA	5	4	2	2	2	2	2
Serbian				1	1	1	1	1	1	1
Swedish	3	2	1	1	-	1	1	1	1	1
Tagalog	-	-	-	-	-	1	-	-	-	-
Thai		1	3	4	6	2	2	2	2	2
Turkish	2	2	2	-	-	-	-	1	1	1
Ukrainian	-	2	3	2	2	2	2	2	2	2
Vietnamese	3	7	7	7	8	3	2	2	2	2
Yiddish	-	-	-	-	1	1	1	1	1	1
Not Taught Recently										
Akkadian				1	1					
Aramaic				1	1					
Balinese	-	1	-	-	1					

Bengali	1	-	1	-	-				
Breton	-	1	-	-	-				
Burmese	-	-	-	1	1				
Cambodian				1	1				
Catalan				1	1				
Coptic				1	-				
Czech	-	-	1	-	-				
Dutch	2	2	1	-	-				
Egyptian				1	-				
Galician				1	-				
Icelandic	-	1	-	-	-				
Irish	-	1	1	1	1				
Javanese	1	1	1	2	2				
Javanese (Old)					1				
Kaurna				-	1				
Latvian	-1	1		1	1				
Lithuanian	-	1	1	-	-				
Malay				-	1				
Maltese	2	1	-	-	-				
Minangkabau	-	1	-	-	-				
Occitan-	1	1		1	-				
Pitjantjara				1	1				
Rumanian	1	-	1	1	1				
Scottish	-	1	-	1	-				
Slovenian	-	-	1	1	1				
Sundanese	-	-	1	1	1				
Syriac				-	1				
Tibetan	-	-	1	-	-				
Ugaritic				-	1				
Urdu	2	3	3	1	1				
Welsh	-	-	1	1	1				

2.2 Distribution of languages across states and territories

Table 2.2 breaks down the data from Table 2.1 for languages taught in each State and Territory in the year 2005. The number following the language in the table represents the number of universities teaching that language. Where the languages are taught from beginners to PhD level, those languages are highlighted in bold. Subsequent tables and comments will show the number of languages dropped or begun in the time period 2001-2005.

Table 2.2: Distribution of languages taught across states and territories in 2005 with HDR studies indicated in bold

ACT (HDR=1) ANU	NSW (HDR=1) MU, UNC, UNE, UNSW	NT (HDR=1) CDU	QLD (HDR=3) JCU, QUT, UQ	SA (HDR=3) UA, USA, Flind	TAS (HDR=1) UT	VIC (HDR=3) LaT, Mon, UMel	WA (HDR=3) CUT, Murd, UWA
Arabic (1)	Arabic (2)					Arabic (2)	
French (1)	Croatian (1)		French (3) (1)	French (3)	French (1)	French (1) (3)	French (1) (1)
German (1)	French (4) (4)		German (2) (1)	German (1)	German (1)	German (1) (3)	German (1)
Greek, Clas (1)	German (4) (3)			Greek, Clas (1)		Greek, Clas (2)	Greek Clas (1)
Greek, Mod (1)	Greek, Mod (2) (2)	Greek, Mod (1)		Greek, Mod (1)		Greek, Mod (1) (2)	Greek Mod (1)
	Hebrew, Clas (1)					Hebrew (1)	
	Hebrew, Mod (1)					Hindi (1)	
	Hindi (1)					Indonesian (1) (3)	Indonesian (3)
Indonesian (1)	Indonesian (2) (2)	Indonesian (1)	Indonesian (2) (3)	Indonesian (1)	Indonesian (1)	Italian (3) (3)	Italian (1) (2)
Italian (1) (1)	Italian (2) (5)		Italian (2)	Italian (2)	Japanese (1)	Japanese (1) (7)	Japanese (2) (2)
Japanese (1) (1)	Japanese (3) (5)		Japanese (1) (6)	Japanese (2)		Korean (2)	Korean (1)
Korean (1)	Korean (1) (1)		Korean (2)			Latin (2)	Latin (1)
Latin (1)	Latin (1)		Latin (1)	Latin (1)			
	Macedonian (1)					Mandarin (1) (5)	Mandarin (2) (2)
Mandarin (1) (1)	Mandarin (3) (4)		Mandarin (1) (5)	Mandarin (1)	Mandarin (1)	Polish (1)	
	Polish (1)						
Persian (1)	Russian (2) (1)		Russian (1)			Russian (1) (1)	
Russian (1)	Sanskrit (1)					Sanskrit (1)	
	Serbian (1)						
Spanish (1) (1)	Spanish (1) (4)		Spanish (1) (2)	Spanish (1)		Spanish (3) (2)	Spanish (1)
	Thai (1)		Thai (1)			Swedish (1)	
Turkish (1)							
	Ukrainian (1)					Ukrainian (1)	
	Vietnamese (1)					Vietnamese (1)	
	Yiddish (1)						

Notes:

1. Languages listed in bold are taught from beginners to PhD level. The number of HDR providers is given for each polity.
2. The Australian Catholic University has campuses in different states. For the purposes of this table, ACU& languages (Japanese and Italian) are placed in Victoria.
3. The number in parentheses after each language represents the number of universities teaching the language in that state. PhD level study is in bold.

2.2.1 Increase and decrease of language offerings by universities

In the five year period 2001-2005, language offerings in universities changed with some languages being dropped and others taken up. The following two tables describe those changes. The first table shows languages taken up by universities, followed by those languages dropped by universities.

Table 2.3: Languages taken up by university, 2001-2005 (Code: 2 = Language taught)

University	Language	2001	2002	2003	2004	2005
Australian National University	Arabic	–	2	2	2	2
RMIT	French	–	–	2	2	2
RMIT	German	–	–	2	2	2
La Trobe University	Hindi	–	–	–	2	2
University of New South Wales	Italian	–	–	2	2	2
Charles Darwin University	Mod Greek	–	–	–	2	2
Australian National University	Russian	–	2	2	2	2
Australian National University	Spanish	–	–	–	–	2
RMIT	Spanish	–	–	2	2	2
Australian National University	Turkish	–	–	2	2	2

Spanish has been taken up by two universities; in terms of lesser taught languages, Hindi is now being offered at La Trobe. A total of 10 new language offerings were made available.

Table 2.4: Languages dropped by university, 2001-2005

Code: 2=taught; 3=offered but not taught; 4=taught elsewhere

University	Language	2001	2002	2003	2004	2005
University of Technology Sydney	Cantonese	2	–	–	–	–
Edith Cowan University	Indonesian	2	2	3	–	–
RMIT	Indonesian	2	–	–	–	–
University of Western Sydney	Indonesian	2	2	2	2	–
Victoria University of Technology	Indonesian	2	2	–	–	–
University of Melbourne	Korean	–	2	2	–	–
University of New England	Mod Greek	2	–	–	–	–
University of Sydney	Pali	–	–	2	2	–
Flinders University of SA	Portuguese	2	2	–	–	–
University of Sydney	Russian	4	4	4	4	–
Charles Darwin University	Tagalog	2	–	–	–	–
Griffith University	Vietnamese	2	–	–	–	–

The largest drop in language offerings is in Indonesian, which four universities have dropped. Over the 5 years, 10 languages were dropped, and a further two (Korean and Pali) were added but dropped again after two years.

Another way to look at changes in languages studied is to look at growth and decline in EFTSUs for particular languages over the five year period of this study. There are several things to note in doing this exercise. First, small languages that are offered at one or two universities are often quite variable and small changes in enrolments, e.g. the growth in Yiddish from 0.6 in 2001 to 1.543 in 2005, yields a growth of 157%, are virtually meaningless in the overall sense. Second, a number of programs did not supply EFTSU data, and this could influence both overall averages and trends across years. For example, while it is clear that Thai and Vietnamese have declined, and Latin and Classical Greek have increased in numbers, it is unclear whether the decline in modern Greek or the increase in Italian are due to real overall changes in EFTSUs or to different universities and numbers of universities reporting data. It would appear that there have been real declines in Indonesian and German and real

increases in Spanish, Mandarin and Arabic as languages of study. With these caveats in mind, the larger languages showing growth or loss over the five year period are listed in Table 2.5.

Table 2.5: Languages with EFTSL growth or loss between 2001 and 2005

Language / # with EFTSL	EFTSL 2001	EFTSL 2002	EFTSL 2003	EFTSL 2004	EFTSL 2005	2001 to 2005 %
Vietnamese	35.475 3/3	15.275 2/3	15.425 2/3	15.825 2/3	13.3 2/2	-166.73
Thai	13.26 2/2	9.56 2/2	10.26 2/2	4.56 2/2	5.06 2/2	-162.06
Indonesian	641.628 23/24	600.042 21/24	603.75 21/23	580.015 20/22	539.695 19/20	*-11.89
Greek, Mod	167.494 11/11	159.393 9/11	150.583 9/11	146.242 10/11	146.244 10/11	*-11.45
German	578.969 15/17	557.845 15/17	548.265 16/18	529.205 16/18	557.517 17/18	*-3.85
Japanese	2081.473 30/32	2278.954 31/32	2236.616 31/32	2261.387 31/32	2183.687 31/32	*4.47
Italian	698.339 19/20	675.636 19/21	743.898 20/21	709.766 20/21	806.278 21/21	*13.38
Russian	33.52 3/7	48.085 4/7	37.52 4/7	40.32 4/7	40.11 4/7	*16.43
Korean	95.8 7/8	103.144 8/8	133.701 8/8	120.28 7/8	123.06 7/8	*22.16
Spanish	675.995 13/15	738.055 13/16	775.183 13/16	781.717 15/17	924.465 17/17	*36.67
Greek, Clas	41.475 5/5	59.07 5/5	42.73 5/5	53.33 5/5	68.99 5/5	39.89
Latin	104.275 7/7	122.35 7/7	103.7 7/7	143.62 7.7	150.98 6/7	*40.94
Arabic	77.65 3/4	78.1 4/5	120.05 4/5	123.325 4/5	121.375 4/5	*46.03
French	902.378 19/22	1053.104 19/22	1075.592 20/22	1075.603 21/23	1413.829 22/23	*46.18
Mandarin	1031.255 22/26	1340.172 22/26	1493.102 22/26	1582.305 23/26	1663.474 23/26	*61.99

Note: The table does not include languages which were dropped or not taught in 2005.

**Estimates of EFTSU based on incomplete reporting.*

In order to get a better idea of the current state of languages in Australian universities, the data in Table 2.6 lists all of the language giving their mean EFTSL and the EFTSL of the smallest and largest programs for 2005 to create a comparative scale. Universities not reporting EFTSL are also listed in an attempt to indicate the scale of the programs probably missing. The tables below include only those programs where the institution provided EFTSL figures for 2005. Based on these incomplete figures, Mandarin and Japanese have the largest average size programs (in the low 70s EFTSLs) followed by French (mid 60s) and Spanish (mid 40s). We realise that programs often described in terms of staff / student ratios. The staffing data was not available to us to make the comparisons, nor would the incomplete EFTSL data have allowed them to be calculated.

Table 2.6: Program size: Smallest, largest and mean EFTSLs by languages in 2005

Language & (no of programs)	Smallest program	Largest program	Mean size by EFTSL	Universities with no EFTSL data
Mandarin (23)	0.16	302.00	72.32	Murdoch,

				Melbourne
Japanese (31)	0.16	232.38	70.44	Melbourne
French (22)	0.16	302.75	64.26	Monash
Spanish (17)	0.16	105.73	54.38	
Italian (21)	0.16	92.80	38.39	
German (17)	0.16	96.83	32.80	Tasmania
Arabic (4)	17.3	58.70	30.34	Melbourne
Indonesian (19)	0.16	144.00	28.41	Melbourne
Korean (7)	9.00	24.30	17.58	Melbourne
Croatian (1)			15.97	
Greek, Mod (10)	0.16	45.08	14.62	Melbourne
Greek, Clas (5)	5.00	37.00	13.80	
Hebrew (1)			12.65	
Latin (6)	2.00	17.00	10.76	La Trobe
Russian (4)	0.16	29.60	10.03	Melbourne UNSW Monash
Hebrew, Mod (1)			9.17	
Polish (1)			7.40	Monash
Vietnamese (2)	2.5	10.8	6.65	
Hebrew, Clas (1)			6.00	
Persian (1)			3.80	
Sanskrit (2)	2.8	3.75	3.28	
Macedonian (1)			3.06	
Ukrainian (2)	2.58	2.75	2.67	
Thai (2)	0.16	4.9	2.53	
Hindi (2)	0.99	3.96	2.48	
Yiddish (1)			1.54	
Serbian (1)			0.53	
Turkish (1)			0.5	
Swedish (0)				Melbourne

2.3 Equivalent Full-Time Student Load Studying Languages

The equivalent full-time student load (EFTSL, formally EFTSU) is provided in Table 2.7. The following points must be taken into account when reading this table:

- There is a degree of instability in enrolments, so small variation needs to be disregarded.
- The degree of change depends on the comparison point taken. The French data entry needs to be checked as the 2005 figures seem high.
- Between 2001 and 2005 there are increases for Latin, Arabic, French, Classical Greek, Spanish, Korean and Mandarin.
- Between 2001 and 2005 there are decreases for Vietnamese, Russian, Indonesian, and Modern Greek.
- German and Italian have remained relatively stable.
- The caveats mentioned in the previous section apply. As the data in Tables 3.5 indicates, there is still quite a bit of missing EFTSL data. Therefore, almost all comparisons are estimates and some may even prove to be misleading. It is unfortunate that several key players did not complete the EFTSL survey.

Table 2.7: Equivalent Full-Time Student Load for Languages Available for Australian Tertiary Study (Includes data from Baldauf, 1995; Bettoni and Leal, 1994; White

and Baldauf, 1997) Key: NA= Data not available; NT = Not taught; - = languages split apart in ensuing years, e.g. Croatian/Serbian split into Serbian and Croatian.

Languages	1990	1994	2001	2002	2003	2004	2005
Widely Taught							
Mandarin (+Class)	587	880	1,031	1,340	1,493	1,582	1,663
French	1,295	1,375	902	1,053	1,076	1,076	1,414
German	764	840	579	558	548	529	558
Indonesian	408	690	641	600	603	580	540
Italian	885	875	698	676	744	710	806
Japanese	2,185	2,670	2,081	2,278	2,236	2,261	2,183
Spanish	428	520	676	738	775	782	924
Moderately Taught							
Arabic (MS)	58	95	77.6	78.1	120.0	123.3	121.4
Greek (Class)	NA	130	41.5	59.1	42.7	53.5	69.0
Greek (Mod)	392	305	168	159.4	150.6	146.2	146.2
Korean	48	100	95.8	103.1	133.7	120.3	123.1
Latin	NA	176	104.3	122.4	103.7	143.6	151.0
Russian	168	177	33.5	48.1	37.5	40.3	40.1
Vietnamese	72	78.5	35.5	15.3	15.4	15.8	13.3
Lesser Taught							
Cantonese	NR	NR	0.2	NT	NT	NT	NT
Croatian/Serbian	25	-	-	-	-	-	-
*Croatian	-	18.4	10.6	14.0	11.3	11.9	16.0
*Serbian	-	3.4	3.7	3.9	4.6	0.9	0.5
Hebrew (Cl&Mod)	55	75	-	-	-	-	-
Hebrew (Class)	-	-	11.1	5.0	6.6	5.8	6.0
Hebrew (Mod)	-	-	4.9	3.6	5.3	11.1	21.8
Hindi/Bengali/Urdu	16	-	-	-	-	-	-
*Hindi	-	24.4	3.1	3.4	2.9	6.6	5.0
Macedonian	7.9	10.1	1.6	2.1	3.1	3.2	3.1
Pali	NT	NT	NT	NT	0.2	0.2	NT
Persian	NT	NT	NR	2.5	2.4	4.3	3.8
Polish	14.4	7.7	4.6	6.7	7.4	8.4	7.4
Portuguese	2.6	NR	1.5	3.3	NT	NT	NT
Sanskrit	NR	2.3	9.2	9.2	6.8	3.8	6.6
Swedish	10	NR	NR	NR	NR	NR	NR
Tagalog	NT	NT	1.0	NT	NT	NT	NT
Thai	19	26.8	13.3	9.6	10.3	4.6	5.1
Turkish	12.7	12.2	NT	NT	0.3	0.3	0.5
Ukrainian	13	6.9	4.6	3.4	5.5	6.8	5.3
Yiddish	NT	NT	0.6	0.8	0.7	0.5	1.5

3.0 Changes in Staffing Levels

The quality and availability of language programs depends on its staffing. In White and Baldauf (1997), staffing levels were reported to have fallen, making it more difficult to teach language programs. This issue was again investigated in this survey. In Tables 3.1 FTE staff losses are tabled by language whereas in Table 3.2 additions are presented.

Table 3.1: Number of staff positions lost: 2001-2005

Language	Reduc 2001	Reduc 2002	Reduc 2003	Reduc 2004	Reduc 2005	Total Reductions
Arabic	0	0	1	0	0	1
French	1.25	0.5	6	4.7	0	12.45
German	2.5	4.5	5.8	3	4	19.8
Greek, Clas	1	1	0.75	0	0	2.75
Greek, Mod	0	3	0	0	0	3
Indonesian	0	3.2	6.1	4.3	0.25	13.85
Italian	2.5	1	3	1	1.5	9
Japanese	1	3.5	4.5	1.5	4.5	15
Korean	1	0	0	1	0	2
Latin	2	0	0.75	0	0	2.75
Mandarin	2	4	3	3	0	12
Portuguese	1	0	1	0	0	2
Russian	0	0	0	1	1	2
Spanish	1	0	3.1	0	1	5.1
Vietnamese	0	1	0	0	0	1
TOTALS	15.25	21.7	35	19.5	12.25	103.7

Table 3.2: Number of staff positions gained: 2001-2005

Language	Additions 2001	Additions 2002	Additions 2003	Additions 2004	Additions 2005	Total Additions
Arabic	0	1.5	1	1	0	3.5
French	0	0	2.5	3	2.3	7.8
German	1	3	0	2	4	10
Greek, Clas	0	0.75	2	0	1	3.75
Greek, Mod	0	0.25	1	0	0.4	1.65
Hindi	0	0	0	1	0	1
Indonesian	0	0.5	1.5	0.5	3.9	6.4
Italian	6	7.875	6.25	5	4.25	29.375
Japanese	2	2.375	2	2.7	3.75	12.825
Korean	0	0	0	1	0	1
Latin	0	0.75	2	0	1	3.75
Mandarin	1	1	0	3	2.5	7.5
Portuguese	1	0	0	0	0	1
Russian	0	1	0	0	0	1
Spanish	2	0	2	3	4	11
Turkish	0	0	1	0	0	1
TOTAL	13	19	21.25	22.2	27.1	102.55

There was a net loss of 1.15 staff overall over the period 2001 – 2005, with the largest losses coming from German, Japanese, Indonesian and French in that order, and the greatest gains come from Italian and Japanese in that order. Table 3.3 provides a comparison of gains and losses by language over the period 2001-2005. In some respects, the changes reflect the kinds of natural variation found in University employment, as well as the changes in the patterns of offerings (the loss of a position in Vietnamese and the gain of one in Turkish; the need to staff new programs in Spanish). However, the gains come predominantly in Italian where the Cassamarca Foundation has recently been funding a number of on-going lectureships in Italian. When this unusual activity is taken into consideration, it becomes clear that there has been some erosion of staffing – beyond Indonesian where there has been a drop in programs and student numbers. This seems to have come at the expense of the major languages being taught (German -9.8, French -4.65, Mandarin -4.5, and Japanese -2.18), perhaps because this is where full-time staffing exists in the languages area.

Table 3.3: Net losses and gains of staff positions, 2001-2005

Language	Gains	Losses	Net loss/gain
Arabic	3.5	-1	+2.5
French	7.8	-12.45	-4.65
German	10	-19.8	-9.8
Greek, Classical	3.75	-2.75	+1
Greek, Modern	1.65	-3	-1.35
Hindi	1	0	+1
Indonesian	6.4	113.85	-7.45
Italian	29.375	-9	+20.375
Japanese	12.825	-15	-2.18
Korean	1	-2	-1
Latin	3.75	-2.75	+1
Mandarin	7.5	-12	-4.5
Portuguese	1	-2	-1
Russian	1	-2	-1
Spanish	11	-5.1	+5.9
Turkish	1	0	+1
Vietnamese	0	-1	-1

3.1 Casual Staffing

The survey found that there was an overall increase in the use of casual staff to teach languages. Table 3.4 indicates the change between 2001 and 2005 by language. Please note that data were not available for all languages from all universities; hence, this table provides a less than total portrait of casualisation. Casualisation clearly works in different ways for different languages. Croatian and Classical Greek, and most of the group of major languages (French German, Japanese, Mandarin and Spanish) have had significant (i.e. greater than 5%) increases in casual staffing. With the exception of Spanish among the major languages, there has been an overall cut in staffing, suggesting that casualisation is occurring. In Spanish the growth is probably due to increases in student numbers as staffing overall grew.

Arabic, Italian, Latin and Ukrainian had small increases in casual teaching hours, while casual hours fell significantly for Indonesian and Vietnamese, perhaps because of declining teaching of the languages. Some of the lesser taught language programs (Macedonian, Polish, Serbian and Thai) are only taught using casual staffing, while several other programs (Sanskrit, Turkish and Yiddish) are taught using only full-time staffing.

Table 3.4: Percentage of casual teaching hours by language, 2001 and 2005.

Language	2001 Total	2001 Casual	% Casual	2005 Total	2005 Casual	% Casual
Programs with increased use of casual staffing (+5%)						
Croatian	572	52.00	9.09	638.00	118.00	18.50
French	117,965	37,15.00	31.49	21,969.00	8,990.00	40.92
German	8,665	1,541.00	17.78	13,251.00	4,560.00	34.41
Greek, Clas	998	104.00	10.42	1,128.00	205.00	18.17
Japanese	25,552.5	8,906.00	34.85	30,318.00	13,525.50	44.61
Mandarin	12,258	5,114.00	41.72	13,515.00	7,058.00	52.22
Spanish	9,822	28,38.00	28.89	15,318.00	8,648.00	56.46
Programs with stable use of casual staffing (-5% to +5%)						
Arabic	592	160.00	27.03	1,850.00	558.00	30.16
Italian	10,567	3,315.00	31.37	17,448.00	6,319.00	36.22
Latin	2,256	480.00	21.28	2,246.00	560.00	24.93
Ukrainian	338	104.00	30.77	338.00	112.00	33.14
Programs with decreased use of casual staffing (-5%)						
Indonesian	7,344	2,476.00	33.71	6,669.00	1,356.00	20.33
Korean	1,294	438.00	33.85	1,653.00	428.00	25.89
Greek, Mod	2,559	561.00	21.92	3,769.00	463.00	12.28
Russian	1,368	524.00	38.30	1,730.00	540.00	31.21
Vietnamese	827	251.00	30.35	384.00	96.00	25.00
Programs taught using only casual staffing						
Macedonian	85	85.00	100.00	85.00	85.00	100.00
Polish	440	440.00	100.00	663.00	663.00	100.00
Serbian	85	85.00	100.00	20.00	20.00	100.00
Thai	160	160.00	100.00	160.00	160.00	100.00
Programs taught using full-time staff only						
Sanskrit	312	0.00	0.00	524.00	0.00	0.00
Turkish	0	0.00		104.00	0.00	
Yiddish				360.00		
Programs with no data for 2001 or 2005						
Hebrew	0	0.00		668.00	224.00	33.53
Hebrew, Clas	0	0.00		922.00	52.00	5.64
Hebrew, Mod	0	0.00		606.00	400.00	66.01
Swedish	0	0.00		240.00	130.00	54.17
Tagalog	80	0.38	0.47	0.00	0.00	
Total All Langs	196,038	63,542.06	32.41	272,792.00	111,604.81	40.91

4.0 Current and Planned Collaborative Arrangements in the Teaching of LOTE

The on line survey sought detailed information from universities on their current and planned collaborations in the teaching of languages. Questions were asked about current arrangements, and perceived issues relating to any future collaborations.

This part of the survey began with instructions to the respondents and an explanation of what the survey is trying to achieve. It stated in part: “This questionnaire (Part B) captures information about collaborative arrangements your university is currently undertaking, or planning to undertake, the roles of private providers of languages and other concerns that relate to the teaching of languages in universities.”

Thus the survey explored the following issues concerning current and future collaborative arrangements:

- the number of universities with collaborative arrangements on languages;
- the problems and challenges facing universities with collaborative arrangements;
- the nature of these arrangements including the role of private or non-university providers in these collaborations; and
- the provision of university credit for non-university language courses.

In addition some related issues were explored such as the provision of other courses at universities that require a language component. Respondents were also able to add open comments on these matters. This section of the report elaborates on these areas, which are presented under the following headings:

- Overview of collaborative arrangements;
- Establishing arrangements;
- Issues involving current collaborative arrangements;
- Administering and maintaining arrangements;
- Issues identified for future/planned collaborative arrangements; and
- Issues identified in collaborations with private providers.

In some instances in this report, comments from respondents are used to reinforce themes that emerge from comments and other data gleaned from the survey. Some additional details related to particular issues are provided in appendices.

4.1 Overview of collaborative arrangements

4.1.1 Current state of play

For this survey, 38 of the 39 universities responded. The only university which did not respond was Southern Cross University, which teaches no LOTEs. Charles Sturt University teaches no LOTEs, but offered a response. There were twenty-two collaborations reported by 21 universities. Table 4.1 presents those universities who have current collaborative arrangements in place as at the end of 2005, providing details on the languages involved as well as their partners. The arrow indicates the home university. Table A1 in Appendix A indicates collaborative arrangements available in the five year period 2001-2005.

Table 4.1: Collaborative arrangements in Australian universities, 2005

University	Languages involved	Collaborative partners
Australian National University → (Courses taught by distant-mode, with a tutor on ANU campus sponsored by the Greek Embassy)	Modern Greek	Macquarie University (Real time video teaching ANUs Greek Beginners class)
Bond University → (students can study year 3 (level 5 and 6) only there, not at Bond U)	French	Robert Schuman University, Strasbourg, France
Bond University → (students do year 3 (level 5 and 6) only there)	Spanish	Academia Mester, Salamanca and Granada University
Bond University	Japanese	Arrangements terminated 2003
Bond University → (students can do level 5 and 6 (year 3) only there)	Mandarin	Suzhou University, China
Charles Darwin University	Indonesian	University of Mataram in partnership now with the University of the Sunshine Coast and the Australian Consortium for In-Country Indonesian Studies (ACICIS)
Charles Darwin University (unit coordination and provided weekly video conference lecture)	Mod. Greek	← Flinders University
Flinders University of SA → (Students at U.Ad. and Uni.S.A. enrol cross-institutionally in first, second and third year Spanish to complete majors at their own institutions. In 2005, U. Adel. students enrolled in First year Spanish at U. Adelaide).	Spanish	University of Adelaide and University of South Australia
Flinders University of SA → (There is a reciprocal arrangement in place for Honours students enrolled in either Flinders or Adelaide universities to attend seminars at either uni.)	French	University of Adelaide and University of South Australia
Flinders University of SA → (Adelaide Uni students can enrol in all Flinders Indo language subjects taught by Flinders staff at Adelaide uni to complete a major in Indonesian at Adelaide Uni under Language Outreach Programme.)	Indonesian	University of Adelaide and University of South Australia
Flinders University of SA → (Adelaide Uni, Uni of SA and Charles Darwin Uni students choose to enrol in Modern Greek at Flinders in order to complete the requirements of their undergraduate degree)	Mod. Greek	Adelaide Uni, Uni of South Australia and Charles Darwin Uni
Griffith University → (Students spend a year in-country studying Thai intensively in order to receive credit towards a Thai major)	Thai	Chulalongkorn University, Thailand

University	Languages involved	Collaborative partners
La Trobe University (all units taught at LTU by Melbourne Uni staff)	French	←University of Melbourne
La Trobe University (all units taught at LTU by Melbourne Uni staff)	German	←University of Melbourne
Monash University →	Mandarin	Shanghai International Studies University
Monash University → (Melbourne university students enrol in Monash first year subjects only)	Korean	University of Melbourne
Monash University →	Ukrainian	Lviv University, Ukraine
Murdoch University →	Indonesian	ACICIS
Queensland University of Technology →	Mandarin	Qingdao University
Sunshine Coast University →	Indonesian	Partner with UNE, CDU and UTAS in an anticipated project, the Regional Universities Indonesian Language Initiative with UNE as lead institution.
The University of Newcastle (Courses in German are taught by UNE)	German	←University of New England
University of Adelaide (Remaining Latin 3 student enrolled in distance unit to complete 2nd semester Latin major)	Latin	←University of New England
University of Melbourne (Melbourne University students study beginners Spanish at Latrobe city campus)	Spanish	← La Trobe University
University of New South Wales (Upper level courses (Year 2 and 3))	Italian	← University of Sydney
University of Notre Dame (Delivery of LOTE units by ITALO with funding from Italian Govt)	Italian	ITALO
University of Sydney (ANU offered Hindi to USYD students and USYD offered Sanskrit to ANU students.)	Hindi	← ANU
University of Sydney (staff from USYD taught Beginner Italian 1 & 2)	Italian	← University of New South Wales
University of Tasmania	Indonesian	Collaboration between UTAS, UNE, CDU and U of Sunshine Coast just beginning. (from Part B, R4_1)
University of Technology Sydney (Students enrol at UTS / taught at other unis for a fee)	French	Sydney Uni & Macquarie Uni
UTS (As previous)	Mandarin	Sydney Uni & Macquarie Uni
UTS (As previous)	Mod. Greek	Sydney Uni & Macquarie Uni
UTS (As previous)	German	Sydney Uni & Macquarie Uni
UTS (As previous)	Italian	Sydney Uni & Macquarie Uni
UTS (As previous)	Spanish	Sydney Uni & Macquarie Uni
UTS (As previous)	Indonesian	Sydney Uni

University	Languages involved	Collaborative partners
UTS (As previous)	Thai	Sydney Uni
UTS (As previous)	Russian	Macquarie Uni
UTS (As previous)	Japanese	Sydney Uni & Macquarie Uni
University of Western Australia → (UWA German Studies offer a 1st year elective to Curtin Engineering students)	German	Curtin University
University of Wollongong → (teach UoWs in-country immersion subject JAPA 271)	Japanese	Senshu University, Kawasaki

Table data from Part A, R2_1, R100_1. Table indicates 2005 data only.

More than half of Australian universities are involved in some sort of collaborative arrangement, and these range from a 'one on one' type of arrangement, to consortia with a number of partners. Several themes stand out. The first theme is the proposed collaboration between Tasmania, New England, Charles Darwin and Sunshine Coast universities to develop the Regional Universities Language Consortium for Indonesian. Another is that of organising collaborative arrangements with overseas institutions for in-country study of the language. A third approach is developing arrangements with another university in the same urban area, such as the liaison between Melbourne and La Trobe, or between the universities in Adelaide. A final approach is that of UTS, through its policy to farm out all of its language studies to other Sydney universities.

The overall picture, then, indicates that Australian universities see collaborative arrangements as being able to resolve short and longer-term issues. The key seems to be able to negotiate a win-win position for both partners, or in the case of more than one other institution, a mutually satisfactory arrangement for all. As will be shown in the following sections, establishing collaborative arrangements, and managing them over a period of time, is not a simple process. Respondents to the survey have provided a number of issues and points that will need to be considered for future enduring partnerships.

4.1.2 Issues involved in establishing collaborative arrangements

Part B of the survey explored collaborative arrangements from a number of different perspectives. This section of the report discusses issues that universities encountered when establishing collaborative arrangements. The survey asked respondents to prioritise a number of issues, on a scale of 1 to 8, and then to comment on these in terms of their relevance. Respondents were also asked to supply further comments, and many did so in some detail.

The issues that were specifically mentioned as options in the survey were:

- *aligning timetables* – differences between organisations;
- *different credit points* – issues relating to credit to students for various courses;
- *poor support from partners* – includes access to ICT resources, liaison and reports;
- *poor flexible delivery* – difficulties students have in accessing other partner's resources;
- *unknown financial arrangements* – confusion in how the finances of the arrangements are to be established and administered;
- *monitoring the quality of written work* – quality control by staff of the parent university;

- *monitoring the quality of verbal work* – quality control by staff of the parent university, and
- *Issues with DEST* – problems of reporting and finances.

Table 4.2 indicates these issues as prioritised by the respondents, based on the responses of 21 of the 22 respondents.

Table 4.2: Priority issues in collaborative arrangements

Priority	Aligning timetabs	diff. credit pts.	bad supp other uni	bad flex del.	unknown fin. Arr.	mon qual. Written	mon qual. Verbal	DEST
Priority 1	4	5	2	2	1	1	0	0
Priority 2	2	4	1	0	0	1	1	0
Priority 3	1	1	0	1	2	0	0	0
Priority 4	0	0	0	1	0	2	1	0
Priority 5	0	0	1	0	0	0	1	0
Priority 6	0	1	1	0	1	0	0	1
Priority 7	2	0	0	1	0	0	0	0
Priority 8	0	1	0	0	0	0	0	2
Total responses	9	12	5	5	4	4	3	3

Respondents stated that the major issue for them in establishing collaborative arrangements was that of different credit points between collaborative partners. A second major issue is the alignment of timetables. Other issues that emerged related to poor support between universities. One comment illustrating the latter was: “Other university does not advertise our courses appropriately on its pages”.

In terms of other issues that arose, ten respondents provided the following comments:

- High level institutional support lacking
- Other university does not advertise our courses appropriately on its pages
- Enrolment problems
- Since enrolments have gone on-line, it has become difficult for students to find info on Indonesian
- Uncertainty of arrangements if and when enrolments fall below contractual cut-off
- Potential problems finding capable tutors in a relatively lowly populated distant centre
- Arrangements are currently informal only; distance between institutions
- Lack of understanding about how such a project could be set up effectively.
- Aligning times for examinations
- Finding suitable on-campus tutors for supervising
- Establishing equitable financial arrangements with the providing institution
- Administrative issues of students not following instructions re this arrangement creating enrolment

The two main themes arising from these comments were: 1) problems with enrolment arrangements from administrative and student points of view; and 2) finding competent tutors locally. Additional concerns were raised about funding arrangements and issues about institutional support.

More detailed comments on establishing collaborative issues were provided by 13 respondents. On the one hand, a number of respondents stated that there was good will from staff and faculty heads to set up collaborative arrangements, as is illustrated by the following quote:

There is a lot of interest and good will from language lecturers and school or faculty heads to set up collaborative arrangements between regional universities with low student and staff numbers. The problem is not enough support in terms of funds and time release for staff to meet, discuss and develop the various formal administrative and teaching arrangements needed.

In other instances, respondents stated that they had long-standing collaborative arrangements that were very successful, but also stressed that staffing this sort of arrangement can become problematic. There are arrangements that have been extant for up to 15 years.

The collaborative arrangement has been established for over 10 years. The major problem has been movement of staff who know about the collaboration. There hasn't been a year go by when an explanation of the arrangement hasn't had to be re-explained to the collaborative partner!

Issues that relate to establishing collaborative arrangements often relate to the understanding and the support of senior administrators in the relevant institutions, with the knowledge that standard operating procedures must of necessity be altered to accommodate the new arrangements. The issues raised in Table 4.2 indicate elements of this problem. Certainly very concrete issues relating to enrolments, timetabling, credit point allocations, staffing and resources support are all inter-related issues as one respondent stated:

When the outreach program was established there were problems with aligning timetables and differences in credit points, and there have been ongoing problems with division of load and enrolment procedures.

Another point raised by respondents was the necessity of ensuring that there was adequate access to ICT facilities to be used by the students across campuses and universities; this was often difficult to organise. On a related topic, there was concern expressed that some students were averse to using ICT facilities in terms of flexible delivery of courses.

We find some students are averse to computer mediated or distance mode learning and this needs to be considered in collaborative arrangements.

A salient point raised by one respondent was that of concerns of staff about job loss through collaborative arrangements. The respondent stated:

The fact that all institutions are contributing actively, and that we are geographically scattered, removes the potential disincentive to collaborative teaching that of threatened job security as another institution takes over ones role.

Other points of concern were raised when respondents were asked about managing and maintaining collaborative arrangements. The next section addresses these points.

4.1.3 Issues involving current collaborative arrangements; administering arrangements

Universities were asked to provide information on issues relating to administering their current collaborative arrangements. 20 respondents gave answers to this set of questions, indicating the priority of issues relating to the administration of their current arrangements.

The survey asked respondents to prioritise five issues that were deemed to be problems. The rest of the questions in the set asked respondents to comment on these and other issues they have found. The first five issues in terms of priority (see Table 4.3) were:

- *Allocation of EFTSL* – between different institutions;

- *Enrolment and student procedures* – variances between institutions;
- *Assessment procedures* – variances between institutions;
- *Interactions with partners* – issues in liaison, communication, maintaining agreements; and
- *Logistic problems* – relating principally to students and staff movements between institutions.

Table 4.3: Priority issues in collaboration (20 respondents)

Priority	Allocation of EFTSL	Enrol/student procedures	Assessment. procedures	Interaction with partners	Logistic problems
Priority 1	2	10	0	1	3
Priority 2	1	2	0	3	6
Priority 3	0	2	1	2	2
Priority 4	0	0	2	0	1
Priority 5	2				
Totals	5	14	4	6	12

The two major issues that emerged about managing current collaborative arrangements relate to enrolment and student procedures, followed by logistical difficulties, e.g. timetables and transportation. Interactions with partners were seen as something of an issue as well, as were allocation of EFTSL and assessment procedures. It would seem from these rankings that the main issues revolve around students' needs, such as differing procedures for enrolment and transport difficulties. These issues also need to be seen in relation to those raised above in the establishment of collaborative arrangements. Six respondents provided further details when asked to discuss issues, and can be summarised as follows:

- Information about availability of [language] is not easily accessible on [university] web site.
- We are at the end of our first semester; retention has been disappointing.
- [Univ] Classical Studies is still growing so we cannot be very ambitious in pursuing such agreements.
- International students can breach visa conditions if enrolled at 2 different institutions.
- Cross-institutional students do not have access to all facilities of their other institution.
- Processing of results is currently more complex for cross-institutional students.
- Reaching an agreement on the minimum number of students which makes the outreach program viable.
- Difficulties in using the online learning & teaching facilities of another university.
- Student confusion over what is required.

A key theme from these comments relates to issues students face in coping with collaborative arrangements, such as availability and ease of access of on-line information and confusion as to what is required. Of interest is also the concern of international students breaching their visa conditions. This latter point should be cleared up with DIMIA, particularly if further and future collaborations are to include international students.

Other points raised make important administrative points, which may be specific to a particular arrangement, but which may well have implications for other institutions aiming to develop collaborative arrangements, such as the level at which the arrangement will cease to be viable. Generally these comments related to administrative issues and again, logistics. Consortia (more than two institutions in an agreement) have particular difficulties in finalising administrative arrangements, particularly if one of the partners is an out-of-country institution. One respondent stated:

With the in-country program [university], [University] and [University] need a more centralised enrolment and fees arrangement. At present each university has its own separate arrangements which can lead to confusion, extra work and delays affecting staff and students. A centralised arrangement would also give the program more stability and integrity and allow for expansion with other universities coming on board.

With more and more university administration and publicity being directly linked to ICT, particularly the use of the Web from everything to advertising to payment of fees, it is critical that collaborative arrangements include the necessary access permissions, and cross-hyperlinks between organizations. To summarise what universities said on this issue:

It is extremely frustrating that ... *WebCT* managers will not provide a link to their Language Outreach programme page. So when students search for Indonesian the Website they are told it doesn't exist at [this university]. The *WebCT* managers say they will not provide a link because the topic (subject) is not a [university] subject. This means we are losing students. Italian Spanish and Greek have the same problem.

Another issue is one of staffing the collaborative arrangement. Specific concerns that were raised about staffing include the need for tutors in one university getting used to materials and instructions from the partner university; or, alternatively, the stationing of a staff member at the partner university for a period of time during semesters. Attrition of staff members also can make collaborative arrangements difficult to maintain if vacant positions are not filled. This in turn has a flow-on effect creating loss of language student numbers; in the case of low candidature languages, leading to the demise of the language altogether from the university curriculum.

Staff numbers and student numbers are an issue. The outreach program is a very sensible way of avoiding duplication of language courses at different institutions but universities must ensure that they are properly funded and that there are enough staff to run them successfully. They do create additional strains on already limited resources in terms of additional administration, travel time and staff availability for teaching at the home institution

Our local tutor will work with new materials and instructions from other university which may take time to understand and adapt to. Hopefully, no great challenge but quantity and style of work may be different and so present the students with a change and challenge also. Australian students are apt to abandon language studies for so many reasons already – we do not want disorientation because of cross-institutional collaboration to add more disincentive. Time for joint planning needed.

A DEST-related issue was raised by one institution; federal regulations have at times made collaborative arrangements more complicated. One respondent stated:

In fact the original Language Outreach Programme was supposed to facilitate cross institutional enrolment at both institutions, but this was found to be illegal under the Federal Education Act. So now they have to enrol as cross institutional students. This can only be solved by negotiation between respective Executive Deans.

The responses to the survey questions on collaborative arrangements suggest issues that must be addressed in a structured manner if future collaborative arrangements are not to be forced to reinvent the wheel. Issues relating to credit points; sharing of ICT access and cross-advertising; central administrative arrangements for payment and allocation of funds; and very clear and simple advice to prospective and continuing students about enrolments and timetables are critical areas that need to be addressed in any agreement. The survey also asked respondents if they had any plans for future collaboration. Their comments on this question are discussed in the next section of this report.

4.2 Issues identified for future/planned collaborative arrangements

A total of 16 respondents provided details when asked if they had any future or planned collaborative arrangements. Table A2 in Appendix A provides complete details of respondents' comments. There were five themes that arose from the comments.

The first was the desire to organise more in-country study with overseas universities. One comment that highlighted this wanted to:

Develop more options for students studying a language in the countries where the language is spoken (e.g. 2006, new arrangements for French).

A second theme related to the development of Australian-wide consortia to foster a specific language, such as the ACICIS project now underway. Comments included:

We would like to establish an Australia-wide consortium for provision of Sanskrit, then spread internationally.

USC is a partner with UNE, CDU and UTAS in an anticipated project, the Regional Universities Indonesian Language Initiative with UNE as lead institution. We expect, if funded, major benefits for all Australian universities, not just the four. Also, USC and CDU have an in-country collaboration in Lombok which UNE and UTAS are invited to join. This will fortify our viability, our strength for such demanding work as curriculum design and renewal, and sharing of summer supervision in situ.

A third theme was the enhancement of student exchanges with overseas universities, as one respondent stated:

Possibly collaborative arrangements with other Universities (e.g., Macquarie) or reinforcing existing exchange programs with Russian Universities to allow UNSW students of Russian to complete the 3rd year in a Moscow or St Petersburg University – in order to complete their Major.

A fourth theme was the development of a national approach to teach a variety of languages. Respondents stated:

We would like to find partner universities in Australia, especially the Univ of Sydney but also others, who would collaborate in our web-based course Reading Russian for Academic Purposes I and II.

As we are the only university in Victoria (and, indeed, possibly also nationally) that offers a full undergraduate program in Vietnamese (from beginners level and a full post- Year 12 major) we would like to formalise arrangements with other institutions in our state and also to participate in any initiatives to enable flexible/online delivery of Vietnamese to prospective students nationally.

And a fifth theme that emerged was the desire to share study materials.

We would like to formalise and expand collaboration between UNE, CDU and UTAS and USC in pooling advanced language units, relief teaching, running the in-country program, online delivery and internet conferencing and working on national curriculum and standards. Such collaboration is vital in maintaining the integrity of existing language programs and introducing new ones where staff and student numbers are low in regional campuses. There is good will and enthusiasm amongst language lecturers, and heads of schools and faculties have also shown their in principle support. However, we do not have the time release and seeding funds to move beyond some tentative informal arrangements.

However, considering the numerous legal and administrative issues that face the development of effective and ongoing collaborative arrangements, as discussed in the previous section, there is a need for a concerted approach by universities to DEST, and with each other, to firstly develop an overall policy position about the furtherance of collaborative arrangements, and to remove the obstacles which make such cooperation unnecessarily difficult.

5.0 Issues Identified in Collaborations with Private Providers

As the basis for the survey, the following description of ‘private provider’ was given:

A private or non-University provider in this instance is an organisation that could be legitimately considered to partner with a University. Such organisations could include, but are not limited to:

- (1) Registered training organisations;
- (2) University affiliated commercial schools;
- (3) Foreign government cultural institutes and associations;
- (4) Commercial language schools;
- (5) Australian government supported commercial language schools; and
- (6) Independent cultural agencies.

This section of the report discusses the respondents’ use of private providers in relation to the description provided, and also their comments on the use of private providers. In short, as respondents’ comments show, there was less than universal acclamation for the whole issue of private providers in tertiary language teaching. A reading of the report *Private and Adult Community Education Providers of Languages Other than English (LOTE): Interest in Collaboration with Australian Universities* (De Riva O’Phelan, 2006) suggests there is a greater interest from the private provider side than this report finds from the university sector. De Riva O’Phelan’s report makes it clear that the commercial viability of demand for languages drives commercial providers. TAFE providers have some collaboration already in place with some universities, but the market for the learning of languages is diminishing, with little or no incentives from national or state governments for students to take up a language, making provision less commercially viable. The respondents’ comments in this section show the overall opinions of private provider collaborations from a university perspective.

The questions asked of respondents included:

- Do private providers play a role in assisting with undergraduate provision of language teaching?
- What roles do they play?

In a further section, the survey asked respondents about the provision of credit from courses offered by private providers, and the credentials that both private organisations (non-university), and individual language teachers would need to have in order for the university to consider using them, or granting credit for their courses.

5.1 Roles of private providers in assisting with undergraduate provision of language teaching

Eleven universities stated that they use private providers in assisting with undergraduate language teaching, however, only seven provided any further details. Table B1 in Appendix B provides the breakdown of how these seven respondents prioritised the provision of courses by private providers. In summary, respondents considered the provision of year 1 equivalent courses as most significant, followed closely by year 2+ equivalent courses, or specialised courses. The details of what sort of private providers the respondents used were not indicated in the survey questions. However, six respondents provided details as to the relevance of *other* roles that private providers could play.

The dominant theme in the comments relates to cultural activities and language related events. When asked to provide additional comments on using private providers, seven respondents provided comments which mostly related to funding by foreign governments or national institutes such as the Cassamarca Foundation of Italy, or the Goethe Institute of Germany. A second theme is the development of arrangements with overseas universities to provide in-country study for language students. A third, rather more trenchant concern is that of control of the language curriculum and quality control needs to rest with the universities.

In regard to the issue of outside funding, De Riva O'Phelan's report (2006, p. 9-10) notes that the Camões Institute attempted to establish a program of Portuguese at a number of universities, with only one university actually entering into negotiations. To date there has been an apparent reluctance by this university to take up the offer, even with financial support from the Institute. The report also notes that there is some apparent reluctance for universities to enter into any new languages program agreements, even when there is outside support for staffing, perhaps because of the long term funding commitments involved.

Additional comments on the issues surrounding the use of private providers were given by respondents in their responses to questions around the provision of university credit for non-university language courses and teachers, which are discussed in the next section.

5.2 University credit and credentials for non-university language courses and teachers

This part of the report provides responses to questions on issues relating to credit for courses outside the university and what standing these courses and the teachers would require, to be accepted by the university. There were 17 respondents who claimed that they give credit for courses taken with non-university providers. (See Appendix B, Table B2.)

Six respondents stated that they will give credit for TAFE courses in various languages. Another five respondents stated that credit is also given to students who have studied in recognised institutions abroad. However, there does not appear to be any uniform way of dealing with either of these approaches; rather, they work mostly on a 'case by case' basis.

When asked what credentials non-University organisations would need to have in order to give credit or advanced standing towards university language programs, 27 respondents replied. Only two options were provided in the survey question: Registered training organization (14) or accredited institution (25). Most respondents (25) noted that they would only accept accredited institutions' grades to give credit or advanced standing to students. Only two indicated that they would accept registered training organisations' grades. The vast majority, however, believe that institutions must be properly accredited in order for universities to grant credit or advanced standing.

Ten respondents replied to the question regarding what other credentials would non-university organizations require in order for their courses to be considered for credit. Their responses indicated that non-university provided courses must essentially be of university quality, with an appropriate curriculum, assessment and run by competent and qualified staff. A second element that came through is that the other organisation could be a TAFE, where there was appropriate agreement and course articulation, or an in-country institution, where arrangements have been made between the organisations involved.

Respondents stated that the main credential they would look for is that the course was based on university language study, with equivalent university accreditation. In-country organisations may be acceptable, depending, presumably, on prior negotiations.

Fifteen respondents provided additional comments on this issue. The comments indicate that universities are not very willing to grant credit to non-accredited, non-university institutions, exceptions being for TAFE or for overseas institutions with which prior arrangements as previously mentioned. The main issue that arose is the ability to judge quality. Some examples of their concerns included:

Case-by-case assessment is the most practical and reliable basis for granting credit or advanced standing.

I am unsympathetic to non-government, non-University organisations being involved in the University sector, including the offering of LOTE. The exception would be when students are given credit for studies undertaken in the country the language of which they are studying.

Accreditation should be based on quality. Quality learning and teaching is a matter of time spent on task, quality of interaction and standards achieved and demonstrated (although there is little data for comparison across universities themselves at present). TAFE Certificates and Diplomas are already recognised for credit in many degree programs. I believe TAFE language modules can be matched with university courses, especially foundation or elementary courses. Since TAFE tends to be cheaper, less pressured, units can be re-taken if competence is not reached, it could be an excellent way to get more Australians past the intimidating early hurdles of beginning a language as an adult.

Non-University providers' courses would need to be comparable to what is already offered at university level.

The next several questions asked about credentials that non-university-based language teachers should have to teach language courses for credit. Most universities (34 of 38) indicated that teachers must have as a minimum a university undergraduate degree, followed by 22 of 38 stating that a teaching qualification should also be included. Other credentials that attracted minor support were "RTO or provider" (8), "NAATI Level III" (4), and "HSC or equivalent" (3). Thus, the respondents basically expect language teachers to be able to perform as if they were part of university staff.

Respondents were also asked about what other credentials and/or experience should individuals from outside the university have. Respondents could list up to three additional credentials requirements, and 23 respondents provided details for this question. Their comments could clearly be divided into three major areas:

- relevant higher degree (15 responses)
- experience in teaching the language (11 responses)
- near-native fluency in the language (6 responses)

In some instances, most likely where there is a shortage of skilled language teachers in a particular language, universities would settle for native speakers with some teaching experience.

A total of 10 respondents provided further comments on the issue of credentials and experience for individuals. Responses related to teachers requiring academic credentials as well as credentials as a teacher, and some teaching experience in the language. Comments included:

Native speaker language alone is not enough. Degree in the language is not enough. Teacher certificate alone is not enough. Language teaching calls for advanced language proficiency, pedagogical training, cultural knowledge and experience, intercultural awareness and classroom experience. Just as language learning is a multi-dimensional undertaking, so a language teacher must be a multi-skilled and empathic person. For university lecturers specialist areas such as literature, pure linguistics, anthropology or politics, add depth and application.

Experience teaching LOTEs in Australia, within the Australian education system, and/or post-graduate qualification in teaching a LOTE or TESOL.

Ideally all teaching staff should have teaching qualifications but this is not a requirement. NAATI level 3 qualifications are required for staff teaching in postgraduate interpreting and translation coursework programs.

The next question in the survey, for which there were 25 respondents, asked for the kinds of language learning programs from a non-University organisation that respondents would give credit for. The respondents indicated beginners courses (19), specialised language courses (18), Intermediate courses (16), historical or cultural courses (11) and literature (8). While there is a spread across the options provided in the question, the least likely to gain credit from a non-university organisation are historical or cultural courses and literature courses. Respondents were also asked about what other kinds of language learning programs they would give credit for with six responses being received, ranging from none, to only TAFE, immersion programs, programs must be at a tertiary level, advanced (honours level), to no credit for programs, just credit for competence assessed on entry.

In addition, 18 respondents provided further details on this topic. In the main, comments indicated that first, there was a need for proper assessment of the non-university course before credit might be granted. Credit from out of country institutions may be granted, and in some cases articulation from TAFEs to university courses is accepted. In general though, the tenor of the comments was that respondents would much prefer to not deal with private providers outside of the university in terms of credit for their courses. Comments from respondents indicate their overall concerns in this area:

Credits for language courses should only be given from tertiary institutions or associated language centres.

Credit must be based on proof of attainment. Therefore some national instrument like the ISLPR (formerly ASLPR) adapted and implemented in tests for various levels for various languages ... would be of great utility for movement by students up and across institutions and sectors. The Europeans have been working on a pan-Europe system of staged and accredited language learning: Common European Framework of Reference for Languages.

All levels and types (language/culture/literature) provided that the medium of instruction is in the target language. As stated previously, in most cases only very limited credit would be given (up to one subject, i.e. 25% of one semesters load).

Non-university programs unlikely to offer programs in literature, culture etc.

Externally provided historical/cultural programs are frequently too superficial, conducted by staff without access to research literature and expertise etc. May consider granting credit for specialised language courses depending on the curriculum and learning contexts.

Applications for credit are considered on an individual basis regardless of the kind of language learning program. Generally only university level courses are given credit because of the difficulties in assessing equivalence.

Following the questions about private providers and assessment for credit, further questions were asked about how non-university providers could assist in language provision. As in other sections of the survey, there was a structured question which provided set responses, and then a free text question where respondents could list up to three additional ways that non-university providers could assist.

Twenty-four respondents provided answers to these questions. In the first, structured question, two alternatives were offered: provision of *ab initio* teaching, and immersion teaching. Respondents clearly believed that non-university providers would be best suited to provide immersion teaching (20) leaving the *ab initio* courses in the purview of the universities (4 responses).

In a following question, six respondents provided answers to other ways that private providers could provide assistance, which included several themes:

- financial assistance to support language courses (3 responses);
- tuition courses as adjuncts to university language courses (2 responses); and
- local in-country placements and help with culture clubs (1 response).

Overall, respondents suggested that language teaching for university credit should be left to the universities, but that there were a number of roles that non-university providers could play. These include language tuition, additional language courses and financial assistance. In-country placements were also seen as desirable.

Finally, in the section on the use of private providers and credit, respondents were asked to provide any further comments in these areas, and 17 respondents did so, emphasising five key points.

- 1) Many respondents are opposed outright to using private providers:
 - I do not believe that external providers in Australia can assist in language provision.
 - I am highly sceptical of private commercial providers and would be very disinclined to give credit for any non-university courses.
 - Would be reluctant to use non-university providers
 - I disagree totally with the notion.
 - We would definitely be opposed to any arrangement for non-University providers to take over *ab initio* courses. These are the bread and butter of our language programs as this is the areas where we have larger enrolment numbers and thus the base of income generation that funds staffing positions and which can to some extent also cross-subsidise for higher level classes which may in some instances be quite small. We organise immersion and in-country experience using established arrangements for annual study tours and through the University's student exchange program (which provides comparatively generous financial support for students who apply and are accepted for exchange).
- 2) University control of standards
 - Non-University providers would need to align their curriculum to what a university requires. Standardise language learning?
 - The university must control the standards.
- 3) Financial assistance, e.g. endowment of chairs or scholarships.
 - financial assistance by foundations or foreign governments (or their representatives, eg the Swedish Institute, Alliance Française) to set up lectureships/language assistance positions for longer or shorter contract periods -- best way to strengthening the role of languages in Australian universities according to Heads/language co-ordinators we have talked to. Also funding for scholarships and prizes to deserving students.
- 4) Non-university provision of 'safe' options:

- Non-University providers like TAFE, Dante Alighieri, etc and private tutors, offer a motivating and non-threatening introduction, extra hours of exposure and different kinds of activity (e.g. film evenings), places to meet the community of speakers. When these alternatives are complementary and not competition, we welcome them. BUT some university programs are struggling to attract languages candidates. Sometimes we actually export our clients to other providers and then are pointed to as a small candidature area not pulling its weight.

5) Threat to viability

- We would definitely be opposed to any arrangement for non-University providers to take over *ab initio* courses. These are the bread and butter of our language programs as this is the areas where we have larger enrolment numbers and thus the base of income generation that funds staffing positions and which can to some extent also cross-subsidise for higher level classes which may in some instances be quite small. We organise immersion and in-country experience using established arrangements for annual study tours and through the University's student exchange program (which provides comparatively generous financial support for students who apply and are accepted for exchange).
 - * The main value of non-university providers are in two areas:
 - * - providing taster/introductory courses that stimulate a student's interest and may then lead to them considering taking up tertiary level study if they want to proceed to more formal, credentialed recognition and learning
 - * - providing an access mechanism for languages not offered at tertiary level in our state. We offer student exchange to many countries, including many that are origin countries for our culturally and linguistically diverse student body. In many cases students choosing to go to a university in one of these countries (eg. Turkey, Malta, Slovenia etc) may already have knowledge of the language of the country, but sometimes they do not and/or want to further build their skills before departure. In these cases we would refer them to any local provider of the language in question - this could be the local community council or ethnic school, Victorian School of Languages, or one of the TAFEs or private providers.

Respondents are consistent in the concerns they express about non-university language providers. While some see definite roles for non-university providers, they see themselves as the mainstays of proper language teaching, and should control the access and the standards relating to language teaching.

In summary, the provision of university accredited language courses belongs to the universities. Other organisations may be able to assist in a number of roles, but not at the expense of either degrading the quality of language teaching, or taking programs over from the universities. Where universities have worked with private providers (i.e., non university providers), it has been very much on university terms.

Universities are more inclined to work with each other in terms of developing collaborative language teaching arrangements. They are also willing to enter into formal agreements with overseas institutions for in-country study for their respective language students. They are basically averse to working with other organisations, private or otherwise, who they see as lower quality competition to their already beleaguered languages programs.

6.0 Other Concerns

This section of the report provides the findings from questions relating to what other university degrees require language study, additional points or advanced placement for year 12 students who studied a language, other university faculties or schools who teach languages, and other comments. The structure of this section will include the specific questions asked in the survey, followed specific discussion of the responses to each question. More detailed tables related to the data provided can be found in Appendix C.

6.1 Degrees requiring the study of a foreign language, other than a BA (Language)

The survey offered a place for respondents to list four degrees and then an “other” for additional degrees requiring the study of a foreign language. A total of 21 respondents provided details in this section of the survey. In Appendix C, Tables C1 to C4 provide details of all the degrees mentioned, while Table C5 provides the comments made on other degrees.

Year 3 seems to be the highest level for most programs in bachelor degrees other than language degrees. This is consistent across all the degrees mentioned in this section of the survey. There is a general trend that business degrees and international relations degrees pre-dominate in requiring language study, generally up to year 3, and in some cases, even more.

There are a variety of approaches which are taken in the degrees requiring a foreign language. It is noteworthy that a number of programs offer language study to Diploma and Graduate Diploma levels. Respondents’ comments related to these programs include:

The BA (International Studies) is offered in double degree mode with BAs in Marketing, International Business, Management, Social Work and Journalism. Other double degree are in the planning stages e.g. with Education, Communication Studies, Computer Science. In all these cases students are required to do at least 4 courses (level 2) or up to a three year major.

It is possible in most UG degrees offered at UTS to do some study in a language either as a sub-major (3 semesters of a language) or as an elective. The MA in International Studies also requires the study of one language. The BA in International Studies at UTS may only be done with another degree thus internationalising the student’s experience in the language and culture of another country.

The Language Program offers a Graduate Diploma of Arts (Languages) and a Graduate Diploma of Arts (Japanese)

6.2 Additional points for students for completing the study of a LOTE at Year 12

A total of 7 respondents provided details universities offering additional entry marks for students who have successfully completed the study of a LOTE at year 12. (See, Table C6 in Appendix C for details.) In summary, Victoria is the main state where universities offer additional points to students for tertiary entry. The Northern Territory and Western Australia also offer some incentives in this regard.

6.3 Advanced placement for students for completing the study of a LOTE at Year 12

Universities also offer advanced placement for previous language study and 18 respondents provided comments on this question. (See Table C7 in Appendix C for details.) Respondents stated that in the main, students with a successful Year 12 LOTE were able to go directly to Level 2 or 3 in their university language studies, often after being assessed at the commence-

ment of their studies. Universities across the nation responded; there is no particular governmental bias to what universities' policies are in regard to advanced placement. As an illustration, respondents replied:

Japanese. Students enter the sequence at the second-year level.

French students go immediately into Level 2 French, and study at Level 3 in both their second and third years.

The most advanced Japanese students do likewise; others are permitted to skip Level 1 Foundation Japanese and enter the next stage, Basic, also at Level 1.

6.4 Other comments concerning language teaching in universities

Given the chance to comment more generally on language teaching in universities, a total of 15 respondents provided comments on this question, which can be summarised under four main themes related to 1) languages under threat, 2) improved recruiting and selling of languages, 3) the structure of language programs, and 4) the enhancement of language studies. These comments are provided in each of the following sections:

- languages are under threat
 - LOTE is under threat right across the Australian University system. One suspects this is exacerbated by having government ministers and DEST (and university) bureaucrats who are monolingual with little appreciation of the value of multi-lingualism – i.e., either its cultural or its economic value.
 - This Anglo-centric culture, now hyped with 1. xenophobia and 2. an obsession with vocational utility, will not naturally commit to sustained languages study. Much school and TAFE instruction produces only very basic knowledge or proficiency. For university language programs to meet national and cultural needs, we need strong advocacy and development of rich on-campus, online and in-country study opportunities
- universities need to do more to recruit language students and to 'sell' languages to the community and within universities:
 - Encouragement of the continuation of the teaching languages in high schools is necessary to channel students into the university.
 - Australia needs to find ways of increasing the prestige and legitimacy of languages.
 - The university should actively encourage and provide access for students from all disciplines to pick up a language. First, this should be part of the university vision and strategic plan, relevant to 'internationalisation'.
 - There should also be incentives for students to take on languages. For example, a reduction in the combined total number of units if a student undertakes a combined Bachelor degree and Diploma in Languages
- structuring of language programs in universities
 - It has been difficult to schedule higher level courses as they are often very low in numbers, this leads to uncertainty as to enrolments and consequently staff requirements. This, in turn, has an impact on the type of contracts issued to language teaching staff (hence a high quantity of casual staff appointments). Impossible to plan forward and determine the number of teaching time required.
 - There should be different approaches to the teaching of modern and ancient languages. It is now quite common to have degrees which have an international focus but do not include languages as a core unit. The decision seems primarily based on concern about how popular the program can be made rather than needs or directions they believe students may take. It is a very time intensive occupation; strict language teaching could be taught by non-academic but suitably qualified staff.
 - Placing language programs together in a language school not a positive move. Much better to teach languages in association with other units which provide the context for language learning, as in the case of Asian languages and Asian Studies. The studies units provide cultural/ social/ political knowledge, and boost enrolments, as they typically have larger numbers than language units.
 - The biggest problem is that language departments are unfortunately identified as language acquisition departments. Treating language programs – as does even this questionnaire, perhaps? – as the principal

if not only rationale of language departments is dangerous, and can lead to facile solutions such as that alluded to above, the setting up of Language Institutes to get the language acquisition out of the way. We need to reassert that our prime function is in sophisticated teaching of a whole language/culture/society/history complex, and that you can't really have any of those properly out of the context of all the others. But that is not helped by the fact that we have many students who have had no exposure to language in the secondary system, and who come to us with the laudable but ill-informed notion that it would be good for me to do a year of French or Swahili or whatever. We take them on, and so – despite wanting to assert that we're about much more than language acquisition – we have in fact developed a nasty dependence on these birds of passage, because their load that can be taught cheaply (and enable us to cross-subsidise to sustain smaller groups higher up the food chain). And then because of these big first year numbers we get type-cast as just language acquisition departments or service departments, and pilloried for our low retention rates into second year.

- **Enhancing language studies at university:**
 - Since almost all university graduates from around the world can speak fluent English nowadays, being a native English speaker is no longer an advantage. Australian graduates will have to compete for jobs on the world market, in a global economy, with equally qualified foreign graduates who will have far more impressive CVs, being fluent in two or more languages, and having studied in more than one country. How can you NOT include the study of at least one language in ANY degree, and pretend that you are offering students the best preparation for their chosen career?
 - Although Internationalisation of universities is a national and government priority, language teaching is considered peripheral and additional to the courses which are perceived as mainstream. Student exchange is strongly encouraged in universities, but there is no emphasis placed on the importance of language learning and appreciation of different cultures. Internationalisation is not understood nor promoted correctly...!! Funding for Internationalisation should include COMPULSORY study of a second language. We are far behind the initiatives which are occurring in other parts of the world such as the EU. Most of the world is at least bilingual. Australia remains sadly monolingual...
 - Considering the growing international nature of Universities and future career opportunities, it is essential for University students to have some command of foreign languages. Some amount of compulsory language tuition would be strongly recommended.

Respondents indicated that they believe languages at university level are under-valued and under-resourced, such that it is becoming a serious national problem. A number of respondents indicated that they felt language study should be compulsory at university level.

6.5 Other organisational units that administer languages within universities

A total of 17 universities have more than one organisational unit that administers the teaching of languages. These additional units are frequently centres, such as the Centre for Arab and Islamic Studies at the ANU, and New South Wales' Institute of Languages. In other instances the teaching of languages is split between two faculties or two schools, such as the Faculty of Arts and the School of Education. Murdoch University's School of Business teaches Mandarin Chinese at the beginner's level. Table C8 in Appendix C provides details on the various arrangements respondents reported.

6.6 Summary of issues relating to collaborative arrangements and use of private providers

Slightly more than half of the universities in Australia (22 of 39) are involved in some sort of collaborative arrangements in the teaching of languages. This ranges from member universities from the "Group of 8" and Macquarie University, most of whom have extensive language programs and who do the majority of language teaching – both in terms of numbers of students taught and the variety of languages, to the smaller, regional institutions, who spread language teaching nation wide. There is a clear interest among most universities in exploring ways in which they might productively undertake a collaborative approach to languages.

In analysing the comments offered by the respondents in Part B of the survey, 5 key themes have emerged, many of which are apparent across a number of questions in the survey. Each of these themes is now briefly summarised.

6.6.1 Collaborations

The seven themes which emerged from questions relating to collaborations included: 1) impact on students, 2) formalising arrangements, 3) differing administrations and institutional ‘cultures’, 4) cross-institutional assessment, 5) enrolment and fee structures, 6) ICT access across institutions, and 7) issues relating specifically to consortia, including language-specific consortia – e.g., Sanskrit, Russian, in-country liaison, relief teaching across-institutions, and joint curriculum design work.

Overall, a major concern in terms of establishing and then administering collaborative arrangements was the *impact on students*. The concerns raised were administrative and financial in nature, with concerns related to timetabling and logistics, getting students from one campus to another where the collaborating partners are in the same city.

Another major issue is the sheer administrative load that is required to make a collaborative arrangement work. This includes the *formalisation of arrangements*, and trying to fit differing processes and institutional cultures together as seamlessly as possible. There is also the perennial issue of fee structures and enrolment procedures, relating both to students and to administration.

An interesting concern raised periodically is the *impact of ICT* on language teaching, and hence the need for collaborative partners to liaise with their respective ICT units to ensure that there is student and staff access on each campus, where this is required. This is an area that will become more important as universities and their collaborative partners begin to use more distance learning approaches, as well as the use of these new technologies to develop new pedagogies in language learning.

There are *several consortia*, where a number of universities are working together, e.g. in the Indonesian consortium, which have their own unique issues. Two specifically were mentioned: relief teaching across institutions, and joint curriculum design, where this is of mutual advantage to all partners. Additionally, some universities expressed an interest in establishing consortia that will enable them to offer low candidature languages such as Sanskrit and Russian, as well as developing more in-country liaisons that would benefit all members of the consortia.

The difficulties in establishing and then *administering collaborative arrangements* is rather like a complex set of treaties between nation states. Universities are independent entities, accredited by the respective States and Territories, each with their own requirements and regulations. In order for collaborative arrangements to work, there must be a firm commitment on both (or many) sides to make the arrangements work, which will entail negotiation, ongoing liaison, and relaxation of hitherto rigid rules and requirements. Specifics will be different for each collaborative enterprise, but a common set of basic agreed upon principles would make such arrangements easier to set up and administer.

While there was some scepticism from respondents about the value of collaborative efforts, these were outweighed substantially by universities who have successfully generated these arrangements, even with ongoing problems related as part of this report. The story is much different, however, when it comes to the use of private providers in the delivery of languages education.

6.6.2 *Private providers*

Respondents were much more concerned about the use of private providers for language education. They saw that there was some scope to use non-university providers for undergraduate language teaching, mainly years 1-3, and the teaching of special courses. However, respondents were adamant that any such teaching must be under the control of the respective universities, with proper assessment, and with suitably qualified staff.

There was, however, seen to be good scope for private providers to assist universities in related areas, such as providing funding for lectures and tutors. National governments and language institutes such as the *Goethe Institut*, *Alliance Française*, or the *Dante Alleghieri Association*, have been instrumental in these sorts of provisions. Additionally, respondents believed that non-university providers could also provide extra language tuition, and sponsor and promote specific cultural events. In terms of in-country institutions, immersion courses and formalised agreements with their Australian partners were considered as positive steps. A major caveat expressed by respondents was that any non-university organisation would need to be properly accredited, with an appropriate curriculum and assessment capabilities. The quality of the teaching and assessment must be of university standard.

In terms of granting credit to students from a private provider, many respondents stated that it would be judged on a case-by-case situation. Some respondents have arrangements in place, where TAFE language courses are articulated with the university's offerings.

In the main, however, the largest concern of the respondents appears to be that of quality of teaching and learning, and quality control, which the universities insist on retaining. These same concerns also hold true for individual providers. Respondents stated that non-university language teachers must have, as a bare minimum, a proper undergraduate degree, and in some instances, a teaching qualification as well. A number of respondents also stated that these teachers should have native or near-native proficiency in the language. Still others would insist on a postgraduate degree. In essence, any outside language provider, whether institutional or individual – must meet university standards.

6.6.3 *Other university degrees requiring a language component*

A total of 21 universities stated that there were a number of degrees that contained a language requirement. These included: 1) business degrees, 2) language studies, e.g. European languages, Asian languages, 3) political science and international relations, 4) education (B.Ed, Dip.Ed), 5) interpreting and translating, and 6) journalism.

A number of respondents stated that there are more than four such degrees in their institution that require a language component. Most of these courses require 3 years of study or a major in the language. The strictest requirements were the interpreting/translation courses, which require a very high level of competency.

This data suggests that language study in universities is far broader than is normally believed, particularly as more institutions appear to be requiring language studies in order to complete specific degrees. A number of respondents have stated that this trend needs to be expanded to include many more degrees, particularly in the sciences and engineering disciplines.

6.6.4 *Credit or placement for Year 12 students with a language*

Each university presents a different pattern of dealing with the placement of students with a foreign language studied up to year 12. Victoria and Western Australia give credit points for entry, whereas most universities across Australia offer advance placement in university courses, based on assessment upon entry into the university. While these practices have been occurring for some time, there does not appear to be a well developed pattern of credit or accreditation.

6.6.5 Final comments by respondents

Universities are increasingly cost recovery driven. In this climate, respondents see languages as being under threat. In many instances they contain programs or subjects of low enrolments, making it difficult to justify retaining them if only the bottom line is examined. There has been reluctance to 'sell', or simply a lack of marketing of languages to prospective students and to the community at large.

There is a dichotomy that seems to be emerging, which is that universities see themselves as the gatekeepers for language learning in Australia, but at the same time find it more difficult to maintain them. There is the perceived threat of losing languages altogether, which has prompted serious concerns in relation to the roles of private language providers.

In addition, languages are essential for many other university degrees, with these other degrees requiring a high competency in the second language. It would be of interest to survey the schools who offer these other degrees, particularly to see what is required of their graduates. There is a major need across the whole tertiary spectrum to look at simply explaining to governments, prospective students and their families, and to the community at large, the need for language studies.

7.0 Conclusion

This report has offered details of a survey related to languages taught in Australia's 39 universities, based on what respondents stated in the survey, and has provided an overall analysis of these findings. From this data it is evident that there are active and successful collaborative arrangements currently in place, with other universities interested in pursuing new collaborative ventures, both within Australia and with overseas institutions. There are difficulties in establishing, and then administering these arrangements, and as long as there are 37 institutions with different sets of procedures (two universities do not teach languages), these difficulties will remain. The key question is whether overcoming these difficulties will enhance language teaching in this country, and thus preserve a rich academic and linguistic heritage that is under increasing pressure and in some places perilously close to disappearing. Some of the issues which we believe have come out of the data collected from this report include the following:

- There is a need to establish and trial some common agreed upon structures across universities that will facilitate cooperative work. The need to establish procedures anew for each bit of cooperative work, and the dependence on specific individuals have been difficult problems in the establishment and maintenance of current collaborative arrangements. DASSH itself could be a principal leader in working out cross-institutional arrangements to facilitate future collaborative endeavours.
- There is a tacit assumption throughout respondents' comments that while languages education is maintaining enrolments and in fact increasing them in a number of languages, there is little encouragement at senior levels in universities or at governmental policy levels for languages education, and this has made good quality programs more or less invisible, and hence more subject to attrition and eventual demise.
- Languages are not doing well across the nation because there is little incentive for educational institutions to take any innovative or new approaches in language offerings. Without a strong national policy with corresponding resource support, universities and schools systems overall are finding the maintenance of existing programs more difficult. Thus, in order to make best use of Australia's languages resources, leadership and policies must be pursued.
- The difficulties that the project team encountered in data collection for this survey was principally due to the fact that there has been no consistent collection of these data for nearly a decade. DASSH might wish to consider an annual collection of key data as outlined in Part A of the survey, which would:
 - Enhance a consistent data set over time which would enable future planning and budgeting;
 - Provide evidence for future liaison and discussions with government and other funding sources;
 - Provide a sound basis for future campaigns in languages studies.

8.0 References

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APPENDIX A: University Collaborative Arrangements

Table A1: Details of all collaborative arrangements, 2001-2005

University	Language	Years reported	Partner	Type of collaboration
Adelaide	Latin	2005	UNE	Remaining Latin 3 student enrolled in distance unit to complete 2nd semester Latin major
Adelaide	Clas Greek	2004	UNE	Two students completed their major in Greek 3 in second semester through the distance learning unit with New England
Adelaide	Japanese	2001-2005	Outreach program with Flinders	No comments
ANU	Mod Greek	2001-2005	Sydney; Macquarie (2004-2005)	Courses taught by distant-mode, with a tutor on ANU campus sponsored by the Greek Embassy
Bond	French	2001-2005	Robert Schuman , Strasbourg, France	students can study year 3 (level 5 and 6) only there, not at Bond U
Bond	Spanish	2001-2005	Academia Mester, Salamanca and Granada	students do year 3 (level 5 and 6) only there
Bond	Japanese	2001-2002	Obirin , Tokyo, Japan (2001) Aichi Gakuin , Nagoya, Japan (2002)	students can study year 3 Japanese (level 5/6) there if they want (option)
Bond	Mandarin	2002-2005	Suzhou , China	students can do level 5 and 6 (year3) only there
Canberra	Spanish	2001-2004	ANU	ANU students enrol at UC as cross-institutional students to do a major in Spanish
Canberra	Spanish	2001-2004	ANU	ANU students enrol at UC as cross-institutional students to do a major in Spanish
Charles Darwin	Indonesian	2001-2005	Mataram and the Australian Consortium for In-Country Indonesian Studies	Provided intensive and semester long in country study for CDU enrolled students
Charles Darwin	Mod Greek	2004-2005	Flinders	Unit coordination and Provided weekly video conference lecture
Flinders	Spanish	2001-2005	Adelaide and South Australia	Students at U. Adelaide. and Uni.S.A. enrol cross-institutionally in first, second and third year Spanish to complete majors at their own institutions.
Flinders	French	2001-2005	Adelaide	There is a reciprocal arrangement in place for Honours students enrolled in either Flinders or Adelaide universities to attend seminars at either universities
Flinders	Indonesian	2001-2005	Adelaide	Adelaide Uni students can enrol in all Flinders Indo language subjects taught by Flinders staff at Adelaide uni to complete a major in Indonesian at Adelaide Uni under Language Outreach Programme.
Flinders	Mod Greek	2001-2005	Adelaide South Australia (+ Charles Darwin from 2004)	Adelaide Uni and Uni of SA students choose to enrol in Modern Greek at Flinders in order to complete the requirements of their undergraduate degree
Griffith	Mandarin	2001-2002	(QUT)	Griffith students complete in-country Chinese studies at Qingdao University via an agreement QUT had with Qingdao
Griffith	Thai	2001-2005	Chulalongkorn and Chiang Mai Universities, Thailand	Students spend a year in-country studying Thai intensively in order to receive credit towards a Thai major
Griffith	Vietnamese	2001	Hanoi Foreign Studies	Students spend a year in-country studying Vietnamese intensively in order

University	Language	Years reported	Partner	Type of collaboration
				to receive credit towards a Vietnamese major
La Trobe	French, German	2001-2005	Melbourne	All units taught at LTU by Melbourne Uni staff
Macquarie	Mod Greek	2002-2004	ANU	Real time video teaching ANUs Greek Beginners class
Macquarie	Russian	2001-2002	Sydney	Macquarie staff going to USYD to teach 1st and 2nd year students, 3rd year students coming to Macquarie to complete their USYD major
Melbourne	Spanish	1	La Trobe	Melbourne University students study Spanish at Latrobe city campus
Melbourne	French	2001-2002	La Trobe	La Trobe students enrol in Melbourne 1st, 2nd year and Intermediate subjects to complete a major at La Trobe
Monash	Japanese	2001-2003	Obirin	Adjunct supervisor for Monash PhD candidate
Monash	Mandarin	2002-2005	Shanghai International Studies	Language Study Abroad Program
Monash	Spanish	2003-2005	UNSW	co-supervision of PhD degree from Monash
Monash	Korean	2001-2005	Melbourne	Melbourne university students enrol in Monash first year subjects only
Monash	Ukrainian	(A)2001 (B)2005	(A) of Melbourne (B) Lviv , Ukraine	(A)Melbourne University students enrolled under Melbourne UKR codes for Melbourne U credit under a Melbourne-Monash agreement. Melbourne-enrolled and Monash-enrolled students taught in one class. (B) Monash students enrol at Lviv (any appropriate language level) for credit toward a Monash major
Murdoch	Indonesian	2001-2005	Australian Consortium for in-country Indonesian Studies(ACICIS)	Murdoch students can do 2 semesters in-country with ACICIS
New England	German	2005	Newcastle	UNE offered German units (8 language units) at University of Newcastle
New South Wales	Russian	2001-2004	UNSW School of History	Shared teaching of History course with the School of History at UNSW
New South Wales	Italian	2003-2005	Sydney	Upper level courses (Year 2 and 3)
Newcastle	German	1	UNE	Courses in German are taught by UNE
Notre Dame	Italian	2004-2005	ITALO	Delivery of LOTE units by ITALO with funding from Italian Govt
QUT	French	2001-2004	UQ	Reciprocal enrolment of students in advanced subjects not offered by other university (Now discontinued)
QUT	Mandarin	2001-2005	Qingdao China	Students undertake intensive in-country study in China to complete intermediate and advanced units
Sydney	Russian	2001-2004	Macquarie	Enrolment was at USYD and Macquarie University provided to teachers
Sydney	Spanish	2001-2004	UNSW	Students enrolled at USYD and UNSW provided the language program
UTS	French, Mandarin, Mod. Greek, German, Italian, Spanish, Japanese, Indonesian	2001-2005	Sydney & Macquarie Uni (Japanese & Indonesian @ Sydney only)	Students enrol at UTS in subjects / taught at other uni for a fee
VUT	Indonesian	2001-2003	La Trobe	Staff members were employed by La

University	Language	Years reported	Partner	Type of collaboration
				Trobe and taught VU units under a negotiated arrangement
Western Australia	German	2001-2005	Curtin	UWA German Studies offer a 1st year elective to Curtin Engineering students
Western Australia	Mandarin	2003	Murdoch	UWA Chinese Studies staff taught on Murdoch campus in Sem I; plan for Murdoch staff to teach students on UWA campus in Sem II did not eventuate
Wollongong	Japanese	2004-2005	Senshu , Kawasaki	teach UoWs in country immersion subject JAPA 271
Wollongong	Spanish	2001-2002	Embassy of Spain	Spanish Lecturer who filled in where casual hours required. (6-9 hrs/wk)

From part A of the survey, R95_1 – 100_2

Table A2: Comments on future collaborative arrangements by respondents (N=15)

University	Details
ANU	We would like to establish an Australia-wide consortium for provision of Sanskrit, then spread internationally
ANU	We would like to find partner universities in Australia, especially U of Sydney but also others, who would collaborate in our web-based course Reading Russian for Academic Purposes I and II.
Bond	developing more options for students studying a language in the countries where the language is spoken (e.g. 2006, new arrangements for French)
Charles Darwin	We would like to formalise and expand collaboration between UNE, CDU and UTAS and USC in pooling advanced language units, relief teaching, running the in-country program, online delivery and internet conferencing and working on national curriculum and standards. Such collaboration is vital in maintaining the integrity of existing language programs and introducing new ones where staff and student numbers are low in regional campuses. There is good will and enthusiasm amongst language lecturers, and heads of schools and faculties have also shown their in principle support. However, we do not have the time release and seeding funds to move beyond some tentative informal arrangements.
Charles Sturt	Nothing concrete at present, but ... interested in models that might emerge from this project. We abandoned language teaching in our BA in the late 1990s because of low demand, but if there are viable collaborative options, these would be of interest.
Deakin	Discussions with Uni of SA for cross listing off campus courses Indonesian for Italian in the first instance
James Cook	We are presently negotiating with a view to offering Chinese and Italian at the Cairns campus in 2007.
Monash	<ul style="list-style-type: none"> • Formalising student exchanges with another university in Ukraine that have been on an ad hoc basis hitherto [Ukrainian Studies]. * We are working on different agreements that can be achieved both with UK universities (Kings College London in particular) and also Asian universities that show a renewed interest in the classical languages. These agreements will be primarily concerned with studies at Honours level and higher. [Classical Studies] * We have proposed that some universities that cannot offer a full major in Indonesian integrate our off campus 3rd/4th level units with weekend workshops at the home university [Indonesian Studies]. * Possible future offerings of electives in translation studies at Chinese host institution (Shanghai International Studies University) [Chinese Studies].
QUT	We have previously had collaborative arrangements with UQ for the teaching of advanced French units. We each have offerings that the other does not. These are currently in abeyance, due to UQ's decision to withdraw from the arrangement. We hope this will be temporary and that the arrangement will resume in the future.
Sunshine Coast	USC is a partner with UNE, CDU and UTAS in an anticipated project, the Regional Universities Indonesian Language Initiative with UNE as lead institution. We expect, if funded, major benefits for all Australian universities, not just the four. Also, USC and CDU

University	Details
	have an in-country collaboration in Lombok which UNE and UTAS are invited to join. This will fortify our viability, our strength for such demanding work as curriculum design and renewal, and sharing of summer supervision in situ.
Melbourne	1st yr post-VCE French from 2007 (to be offered by University of Melbourne at La Trobe
New England	The teaching of German at JCU (Townsville) will expand to second year in 2007, and to third-year in 2008. * In addition we have almost finalised negotiations with JCU to teach Chinese and Italian at the Cairns campus only, starting with beginners only in 2007, and proceeding to second and third years in 2008 and 2009. * We also expect to teach French at JCU (both Townsville and Cairns) from 2007 at beginners level. At this stage we are only teaching beginners level, as the other levels will continue be taught by JCU staff members. * From Semester 2, 2006 only, we are teaching first and second year level Indonesian at USC. This is to replace a staff member on study leave. * We will be looking a to work similar 'blended mode' arrangement with partner universities who are interested in any one or combination of our language offerings.
New South Wales	Possibly collaborative arrangements with other Universities (eg, Macquarie) or reinforcing existing exchange programs with Russian Universities to allow UNSW students of Russian to complete the 3rd year in a Moscow of St Petersburg University - in order to complete their Major.
Southern Queensland	We will consider collaboration with Arts - UNE if (a) our enrolments continue to decline (b) current staff resign/retire and (c) if UNE gets a CASR grant
Western Australia	1. Examining collaboration possibilities for delivery of Indonesian (possible partner - Murdoch). Investigating models - staff movement?; student movement? summer school model. 2. Interested in pursuing collaboration for higher level students and the desire to ensure Honours students (in languages with small enrolment numbers) for example have a rich and satisfying learning experience that includes intensive interaction with other students, staff, mentors etc. While at the same time ensuring staff and colleagues have opportunities to maintain their research activities and professional development. 3. Potential collaboration with Notre Dame University in relation to delivery of French. 4. Collaboration and innovation in the development of shared curriculum materials etc for Japanese (UWA Japanese Studies and Murdoch)
VUT	As we are the only university in Victoria (and, indeed, possibly also nationally) that offers a full undergraduate program in Vietnamese (from beginners level and a full post- Year 12 major) we would like to formalise arrangements with other institutions in our state and also to participate in any initiatives to enable flexible/online delivery of Vietnamese to prospective students nationally.

APPENDIX B: Private Provider Collaborative Arrangements

Table B1: Universities use of private providers

Universities who use private providers	Intro courses	yr 1 equiv courses	yr 2+ equiv courses	Specialised courses
Bond			1	
Central Queensland	4	3	2	1
Charles Darwin		1	2	
Flinders		1	2	3
Monash	4	1	2	3
Notre Dame	1	2		3
New England				1
Priority 1	1	3	1	2
Priority 2	0	1	4	0
Priority 3	0	1	0	3
Priority 4	2	0	0	0
Total responses	3	5	5	5

Table B2: Comments on issues related to credit for courses

University	Comments
Australian Catholic University	As for the Australian Qualifications Framework
Charles Darwin University	A Central TAFE Perth Certificate IV in Indonesian can gain 20 cpts towards a BA * Will look at Recognised Prior Learning for any formal studies in Indonesian on case by case basis
Charles Sturt University	Considered on a case-by-case basis by relevant course coordinator
Curtin University of Technology	Recognition of prior learning can be given to students with higher education (i.e. TAFE, College) learning in this area. This decision is made at the discretion of the Course Coordinator
Edith Cowan University	This is being answered in an 'in-principle' sense. We would look at each application for credit on a case-by case basis, though it is not possible to cite specific examples at present.
Flinders University of SA	French, Italian, Modern Greek, Italian: Only occasionally and only in the case of approved language courses taken in the country of the target language.
Macquarie University	Only for courses approved by the Department before the students departure on a study abroad program
Monash University	• Credit of 24 points is allowed for those with VCEs [Classical Studies] * • First year units studied at TAFE may be accredited for first year units at university provided similar hours and assignments are undertaken [Indonesian Studies] * • Assessed on an individual basis subject to provision by student of appropriate documentation and course details [Chinese Studies]
Murdoch University	Only TAFE courses in Indonesian

University	Comments
Sunshine Coast University	<p>We accept courses provided at certain universities in Indonesia, Italy and Japan which are all vetted by our staff or USC International Office. USC's Global Opportunities (GO) Program usually gives 'general elective credit' towards their home degree for eg a unit of Spanish in Mexico, a full semester of Mandarin in Fujien Normal University, etc Others have done Thai, Korean, etc at over 70 partner institutions. One student of Italian is attending a private 4 week intensive course in Italy and will apply for one semester credit on return. We also accept school language studies at Year 12 level as equivalent to our first year and allow students to enter second year Italian, Indonesian or Japanese if they wish (it can, in fact, mean they 'run short' of options later if they want a Major on campus). Some choose not to.</p> <p>* We have no collaborative arrangements with TAFE and are in process of setting up our own 'community languages' short courses.</p>
University of Ballarat	It depends on the course that has been done and how long ago it was done.
University of Melbourne	<p>To a very limited extent and only in relation to overseas study.</p> <p>French/Italian/Spanish: students can get credit for one subject studied overseas at a language school, but up to the course co-ordinator;</p> <p>Indonesian: if we know credibility of the private institution and arrangement has been made beforehand for a student to take the subject we give one semester credit of one subject; in other languages no direct credit given but courses studied in private institutions might result in a better score on placement tests and hence let the student start at a more advanced level.</p>
University of New England	UNE provides students with the possibility of getting 6 credit points for such courses in overseas institutes. However while they count towards the degree they do not count towards a major sequence.
University of Sydney	In country language schools; occasionally Continuing Education courses
University of Tasmania	<p>Credit is given for units undertaken by our students at language teaching schools in Indonesia, such as Realia in Yogya, during the summer break.</p> <p>We are not currently permitted to offer intensive programs in Indonesia because of travel warnings, so those students who wish to study in-country have to make their own arrangements.</p>
University of Western Australia	Asian Studies - Mandarin, Japanese, Indonesian - grant credit to students who have completed recognised courses at TAFE.
Victoria University of Technology	<p>We have a documented and approved pathway from TAFE Certificates in Applied Language Studies offered by TAFE colleges in Victoria, and particularly, by the Council of Adult Education into our language majors.</p> <p>This pathway gives some credit for completed TAFE studies into the relevant language major.</p>

Appendix C: Other Concerns

Table C1: Degrees requiring foreign language study (Other degree #1, N=21)

Universities	Name of program	Highest level of program	Levels: 1=yr1; 2=yr2; 3=yr3; 4=hons; 5=pgcert 6=pgdip; 7=MA; 8=Mphil; 9=PhD; 10=other
Australian National University	Bachelor of Asian Studies	major (8 semesters) in an Asian language	
Bond University	Chinese Studies	three levels (could be higher if they come at a higher level)	2
Central Queensland University	Bachelor of Learning Management (Japanese)	Japanese Education on-line	
Charles Darwin University	Graduate Diploma in Indonesian Studies	Students enter at level commensurate with their current comp	6
Deakin University	Graduate Certificate of Language (proposed)		5
Macquarie University	Bachelor of International Studies	3 year of language study, including a semester in-country	3
Queensland University of Technology	Business - international business major (optional)	No specific level - suite of 4-6 units taken	3
Swinburne University of Technology	Bachelor of Business/Bachelor of Arts (Italian/Japanese)	Major in Italian/Japanese	10
University of Adelaide	BA (Asian Studies)	3 year of language study	3
University of Ballarat	Bachelor of Arts (International studies) and Bachelor of Bus	Japanese 3	
University of Canberra	International Studies	full major in a language	3
University of Melbourne	European Studies	Intermediate level of a European lang offered at Melb Uni	
University of New England	BLang	3rd year language	3
University of New South Wales	BA (International Studies)	Language III	3
University of South Australia	International Relations	anything between 1 and 3	3
University of Southern Queensland	B International Studies	Any language to Year 2	3
University of Sydney	Bachelor of Liberal Studies	Minimum 24 cp, i.e. 4 semesters	4
University of Technology Sydney	B Business - sub-majors in a language	level 3 in any language	2
University of Western Australia	BA (European Studies)	Major (3rd Year level) for pass degree; 4th/Honours level	10
University of Wollongong	BA (European Studies)	one year of language (2 semesters)	
Victoria University of Technology	International Studies	Normally at least submajor	

Table C2: Degrees requiring foreign language study (Other degree #2, N=15)

Universities	Second degree #1	Second degree #2	Levels: 1=yr1; 2=yr2; 3=yr3; 4=hons; 5=pgcer 6=pgdip; 7=MA; 8=Mphil; 9=PhD; 10=other
Australian National University	Bachelor of International Business	3 years of a language	
Bond University	Japanese Studies	three levels (could be higher if they come at a higher level)	2
Deakin University	Graduate Diploma of Language (proposed)		6
Macquarie University	Bachelor of Business Administration/ BA in European Studies	3 years of language study, including a semester in-country	3
Queensland University of Technology	Education - required for language teachers	Level 8	3
Swinburne University of Technology	B.Bus(Int. Bus)/B.A(Italian/Japanese)	Major in Italian/Japanese	10
University of Ballarat	Bachelor of Arts /Bachelor of Business	Japanese 4	
University of New England	BLangIntBus	3rd year language	3
University of New South Wales	MA in Interpreting and Translation Studies (MAITS) and Chinese	very advanced, near-native	7
University of South Australia	B. Marketing	anything between 1 and 3	3
University of Sydney	Bachelor of Global Studies	Minimum 24 cp, i.e. 4 semesters	4
University of Technology Sydney	Other degrees at UTS offer sub-majors in a language	or as electives	2
University of Western Australia	BA (Asian Studies)	Major (3rd Year level) for pass degree; 4th/Honours level	10
University of Wollongong	BA (Asia-Pacific Studies)	one year of Japanese (2 semesters)	
Victoria University of Technology	Modern Languages	Major	6

Table C3: Degrees requiring foreign language study (Other degree #3, N=10)

Universities	3rd degree #1	3rd degree #2	Levels: 1=yr1; 2=yr2; 3=yr3; 4=hons; 5=pgcer 6=pgdip; 7=MA; 8=Mphil; 9=PhD; 10=other
Australian National	Bachelor of Arts (International	2 years of a language	

University	Relations)		
Bond University	Spanish Studies	three levels (could be higher if they come at a higher level)	
Macquarie University	Bachelor of Business Administration (International)	2 years of language study	
Swinburne University of Technology	B.Bus.	allows language study to major level	3
University of New England	BIntStudies Advanced	3rd year language	3
University of New South Wales	Interpreting and Translation Graduate Diploma	very advanced, near-native	6
University of South Australia	B International Business	anything between 1 and 3	3
University of Technology Sydney	BA in International Studies	level 4 and above + in-country experience	3
University of Western Australia			10
University of Wollongong	BA(Languages)/BComm	a major in either Japanese, French or Italian	

Table C4: Degrees requiring foreign language study (Other degree #4, N=5)

Universities	4th degree #1	4th degree #2	Levels: 1=yr1; 2=yr2; 3=yr3; 4=hons; 5=pgcer 6=pgdip; 7=MA; 8=Mphil; 9=PhD; 10=other
Bond University	French Studies	three levels (could be higher if they come at a higher level)	
University of New England	DipModLang	3rd year language	3
University of New South Wales	Interpreting and Translation Graduate Certificate	very advanced	5
University of South Australia	B. Journalism	anything between 1 and 3	
University of Wollongong	B Comm (International Business & Languages)	36 credit points in a language (2- 2.5 yrs of study)	

Table C5: Comments on other degrees

Universities	Details/comments
Deakin University	Undergraduate Certificate and Diploma of Language (proposed)
University of South Australia	The BA (International Studies) is offered in double degree mode with BAs in Marketing, International Business, Management, Social Work and Journalism. Other double degree are in the planning stages e.g. with Education, Communication Studies, Computer Science. In all these cases students are required to do at least 4 courses (level 2) or up to a three year major.
University of Technology Sydney	It is possible in most UG degrees offered at UTS to do some study in a language either as a sub-major (3 semesters of a language) or as an elective. The MA in International Studies also requires the study of one language. The BA in International Studies at UTS may only be done with another degree thus

	internationalising the student's experience in the language and culture of another country.
University of Western Australia	BA(European Studies) & BA (Asian Studies) can be undergraduate pass degrees or taken at Hons. * Note: BSc(Europe) requires a major in a modern European Language offered through * 1. BA(European Studies) & BA (Asian Studies) require a major in either a modern European or Asian language and are offered as a 3 year pass degree or 4year Hons. * 2. BSc(Europe) requires a major in a Modern European language - French, German, Italian.
University of Wollongong	The Language Program offers a Graduate Diploma of Arts (Languages) and a Graduate Diploma of Arts (Japanese)

Table C6: Additional points for secondary LOTE study

Universities	Details
Australian Catholic University	Completing LOTE (any)= an aggregate 1 point higher in Victoria only
Charles Darwin University	Students can apply for RPL for year 12 Indonesian of 20 cpts equivalents to first and second semester first year.
Edith Cowan University	Tertiary Entrance Score increased by 10% of final scaled mark in a language subject other than English and this enhanced TES used to calculate TER. If more than one LOTE subject completed the one with the highest scaled score used to calculate bonus.
Swinburne University of Technology	The double degrees B.Bus/BA (Italian/Japanese) and the double degrees B.Bus(International Business)/BA (Italian/Japanese) award students 3-5 extra bonus points to their ENTER score
University of Adelaide	Haven't been able to contact anyone who can give me exact details but can send them on when I find out.
University of Ballarat	Middle Band: Completion of any LOTE (excluding Japanese) = an ENTER 1 point higher; Completion of LOTE (Japanese) = an ENTER 3 points higher; to a maximum of 3 points.
Victoria University of Technology	For Victorian selection processes we offer bonus points to those in the middle band for certain VCE studies and LOTE are included in those subjects attracting the bonus points.

Table C7: Advanced placement

Respondents indicated that in general students with a Year 12 language credit can progress directly to level 2 (second year), with qualifications unique to each institution. Many respondents indicated they use a placement test.

Universities	Details
Australian Catholic University	Japanese. Students enter the sequence at the second-year level
Australian National University	Placement tests determine the proper level of study for all European languages.
Bond University	Students are assessed at the entry to each language course and are placed accordingly
Central Queensland University	Students can enrol in the 2nd year course.

Charles Darwin University	Students enrolled in either semester 3 or semester 4 (second year) Indonesian
Flinders University of SA	Such students are placed in the Advanced Stream
James Cook University	French students go immediately into Level 2 French, and study at Level 3 in both their second and third years. * The most advanced Japanese students do likewise; others are permitted to skip Level 1 Foundation Japanese and enter the next stage, Basic, also at Level 1.
Monash University	Entry to post-VCE first year language study
Murdoch University	Students entering with a good (relevant) Year 12 LOTE pass may enter Indonesian 2nd year and get advanced placement in Japanese also.
Queensland University of Technology	Students who have successfully completed the study of a LOTE at Year 12 begin with Level 3 in the language at QUT.
The University of Notre Dame	Advanced standing (without credit towards degree) may be granted to those students with a high grade in LOTE at Year 12, subject to assessment by the lecturer of the language competence of the student
University of Ballarat	Based on the successful completion of a placement test.
University of New England	Students are permitted/required to enter language studies at the second year level. They can go onto a full major because we provide generally for two levels of study at third year level. (Students starting at beginners level only require the first of the third year level for a major, however, they may go on if they wish, giving them in fact a four year sequence.)
University of Queensland	All language programs provide entry points that match the proficiency levels of students with Year 12 LOTE. In most cases this is a dedicated course
University of Sydney	Students with LOTE to year 12 start at a higher level (intermediate or advanced rather than beginners), depending on how much language they have done at secondary level.
University of Technology Sydney	Students with a year 12 background generally start at level 3 or above. No point making them repeat what they already know.
University of Wollongong	Students who have successfully completed the 2u or 3u language courses in French, Italian, Japanese, or Spanish are allowed entry into 200 level
Victoria University of Technology	We have post-Year 12 LOTE entry levels for all languages. Students are then required to complete a full 3 year major in the language (NB: a post Year 12 LOTE major or equivalent is a requirement for any students wanting to qualify for LOTE teacher training and teacher registration in Victoria)

Table C8: Other languages administrative units

Universities	Details
Australian National University	Centre for Arab and Islamic Studies * Faculty of Asian Studies
Central Queensland University	Language Centre
Charles Darwin University	School of Australian and Indigenous Knowledge Systems teaches Yolngu language and culture.
Curtin University of Technology	Curtin International College
Flinders University of SA	Faculty of Social Sciences - Flinders Asia Centre (Indonesian)
Flinders University of SA	Department of Languages in the School of Humanities, Faculty of Education, Humanities, Law and Theology
Macquarie University	Department of Asian Languages
Murdoch University	School of Business teaches Chinese language at beginners level.

Swinburne University of Technology	Faculty of Life Sciences
The University of Newcastle	The Language Centre runs courses in English for international students.
The University of Notre Dame	School of Education
University of Adelaide	School of Humanities, HUMSS
University of New England	The School of Classics, History and Religion offer Latin and Ancient Greek. The School has participated in the survey, sending off responses under Part A for Latin and Ancient Greek and the Head of LCL has consulted with the sought input from the Head of Classics, History and Religion in filling in Part B.
University of New South Wales	Institute of Languages
University of Tasmania	School of English, European Languages and Journalism
University of Wollongong	Graduate School of Business
Victoria University of Technology	We are a dual sector university and our TAFE sector offers introductory/hobby short language courses in a number of languages through the University's short course centre. However, relatively few of these short courses actually run as there are minimum numbers required and often the required quota is not achieved.

Appendix D: Languages Taught by University

Key for all years except 1997: **1** = 1st year only; **2** = up to 2nd year; **3** = up to 3rd year; **4** = up to honours; **5** = Up to Masters; **6** = Up to PhD; **8** = Up to Grad. Diploma; **9** = Other; **0** = Not Taught; **?** = Unknown.

Key for 1997: **x** = language taught. **?** = Unknown. **0** = not taught.

University / Language	1990	1994	1997	2001	2002	2003	2004	2005
Australian Catholic University								
Italian	3	4	x	3	3	3	3	3
Japanese	3	3	x	3	3	3	3	3
Greek (Clas)	0	0	0	0	0	0	0	0
Vietnamese	1	0	0	0	0	0	0	0
University of Adelaide								
Arabic	1	1	0	0	0	0	0	0
French	6	6	0	6	6	6	6	6
German	6	6	x	6	6	6	6	6
Greek (Clas)	6	6	x	4	4	4	4	4
Greek (Modern)	0	3	0	0	0	0	0	0
Indonesian	0	0	x	0	0	0	0	0
Italian	0	3	0	0	0	0	0	0
Japanese	6	6	x	4	4	4	4	4
Kaurna	0	0	x	0	0	0	0	0
Latin	6	6	x	4	4	4	4	4
Mandarin	6	6	0	9	9	9	3	9
Spanish	1	?	0	0	0	0	0	0
Ukrainian	3	0	0	0	0	0	0	0
Russian	2	3	0	0	0	0	0	0
Vietnamese	4	3	x	0	0	0	0	0
Australian National University								
Arabic	6	6	x	0	5	5	5	5
Cantonese	0	6	x	0	0	0	0	0
Chinese (Clas)	0	0	x	0	0	0	0	0
French	6	6	x	6	6	6	6	6
German	6	6	x	6	6	6	6	6
Greek (Mod)	0	0	0	1	1	1	1	1
Greek (Clas)	6	6	x	6	6	6	6	6
Hindi	6	6	x	0	0	0	0	0
Indonesian	6	6	x	6	6	6	6	6
Italian	6	6	x	6	6	6	6	6
Japanese	6	6	x	6	6	6	6	6
Javanese	0	2	0	0	0	0	0	0
Korean	6	6	x	6	6	6	6	6
Lao	6	6	x	0	0	0	0	0
Latin	6	6	x	6	6	6	6	6
Malay	0	0	x	0	0	0	0	0
Mandarin	6	6	0	6	6	6	6	6
Persian	0	0	0	5	5	0	0	5
Russian	6	6	x	0	1	5	5	6
Sanskrit	0	6	x	0	0	0	0	0
Spanish	0	0	0	0	0	6	6	6
Thai	6	6	x	0	0	0	0	0
Tibetan	6	0	0	0	0	0	0	0
Turkish	0	0	0	0	0	0	1	5
Urdu	6	6	x	0	0	0	0	0
Vietnamese	6	6	x	0	0	0	0	0
University of Ballarat								
Chinese	0	2	x	0	0	0	0	0
Indonesian	3	0	0	0	0	0	0	0
Japanese	0	2	x	4	4	4	4	4
Bond University								
French	0	3	x	3	3	3	3	3
Japanese	3	3	x	3	3	3	3	3
Korean	0	3	0	0	0	0	0	0
Mandarin	0	3	x	3	3	3	3	3
Spanish	0	3	x	3	3	3	3	3
University of Canberra								

Japanese	3	3	x	9	9	9	9	9
Mandarin	3	3	x	9	9	9	9	9
Russian	1	0	0	0	0	0	0	0
Spanish	3	3	x	9	9	9	9	9
Thai	0	0	x	0	0	0	0	0
Charles Darwin University								
Greek (Mod)	0	0	0	0	0	0	1	2
Indonesian	3	3	x	6	6	6	6	6
Tagalog	0	0	0	1	0	0	0	0
Charles Sturt University								
German	1	1	0	0	0	0	0	0
Greek (Clas)	0	0	x	0	0	0	0	0
Greek (Modern)	2	2	0	0	0	0	0	0
Hebrew (Clas)	0	0	x	0	0	0	0	0
Indonesian	2	1	x	0	0	0	0	0
Japanese	1	1	x	0	0	0	0	0
Central Queensland University								
Japanese	4	4	x	3	3	3	3	3
Curtin University of Technology								
Chinese	0	0	x	6	6	6	6	6
Indonesian	6	6	x	6	6	6	6	6
Japanese	6	6	x	6	6	6	6	6
Korean	0	2	x	6	6	6	6	6
Thai	0	1	x	0	0	0	0	0
Deakin University								
Arabic	4	4	x	4	4	4	4	4
Croatian	8	8	0	0	0	0	0	0
Greek (Modern)	8	8	0	0	0	0	0	0
Hebrew (Modern)	3	4	0	0	0	0	0	0
Indonesian	4	4	x	4	4	4	4	4
Italian	4	4	0	0	0	0	0	0
Japanese	8	8	x	0	0	0	0	0
Korean	8	8	0	0	0	0	0	0
Mandarin	8	8	x	4	4	4	4	4
Serbian	8	8	0	0	0	0	0	0
Spanish	8	8	x	0	0	0	0	0
Turkish	3	3	0	0	0	0	0	0
Vietnamese	8	8	0	0	0	0	0	0
Edith Cowan University								
French	8	4	x	4	4	4	4	5
German	2	2	0	0	0	0	0	0
Greek (Modern)	3	0	0	0	0	0	0	0
Indonesian	0	0	x	1	1	1	0	0
Italian	4	4	0	2	2	2	1	1
Japanese	3	4	x	5	5	5	5	5
Mandarin	8	4	x	1	1	1	1	1
Portuguese	2	0	0	0	0	0	0	0
Spanish	4	4	x	3	3	3	1	1
Vietnamese	3	0	0	0	0	0	0	0
Flinders University of SA								
French	6	?	x	6	6	6	6	6
Greek (Mod)	6	6	x	6	6	6	6	6
Indonesian	6	?	0	4	4	4	4	4
Italian	6	6	x	6	6	0	0	0
Japanese	0	2	0	0	0	0	0	0
Latvian	6	?	x	0	0	0	0	0
Mandarin	0	1	x	0	0	0	0	0
Occitan	6	?	?	0	0	0	0	0
Rumanian	6	3	0	0	0	0	0	0
Russian	1	3	?	0	0	0	0	0
Spanish	6	?	x	6	6	6	6	6
Griffith University								
French	2	0	0	0	0	0	0	0
Indonesian	6	?	x	5	5	5	5	5
Italian	6	6	x	5	5	5	5	5
Japanese	6	4	x	5	5	5	5	5
Korean	1	1	x	5	5	5	5	5
Mandarin	6	5	x	5	5	5	5	5
Spanish	0	1	x	5	5	5	5	5
Thai	0	0	x	3	3	3	3	5

Vietnamese	0	0	x	3	0	0	0	5
James Cook University								
French	6	6	x	6	6	6	6	6
German	3	3	0	0	0	0	0	0
Indonesian	3	8	0	0	0	0	0	0
Italian	6	6	0	0	0	0	0	0
Japanese	2	3	x	3	3	3	3	3
Mandarin	0	3	x	0	0	0	0	0
La Trobe University								
Burmese	0	3	x	0	0	0	0	0
Catalan	0	2	x	0	0	0	0	0
French	6	6	x	2	2	2	2	2
Galician	0	2	0	0	0	0	0	0
German	1	4	x	2	1	1	1	1
Greek (Classical)	0	4	x	1	?	?	?	?
Greek (Modern)	6	6	x	6	6	6	6	6
Hindi	0	6	x	0	0	0	1	1
Indonesian	3	6	x	6	6	6	6	6
Italian	6	6	x	6	6	6	6	6
Japanese	3	6	x	6	6	6	6	6
Latin	0	3	x	1	1	1	1	0
Mandarin	3	6	x	5	5	5	5	5
Portuguese	6	6	0	0	0	0	0	0
Sanskrit	0	6	x	3	3	3	3	3
Spanish	6	6	x	6	6	6	6	6
Macquarie University								
Croatian	6	6	x	6	6	6	6	6
French	6	6	x	6	6	6	6	6
German	6	6	x	6	6	6	6	6
Greek (Mod)	2	8	x	6	6	6	6	6
Italian	3	8	x	6	6	6	6	6
Japanese	4	6	x	8	8	8	8	8
Macedonian	6	6	x	8	8	8	8	8
Mandarin	6	6	x	6	6	6	6	6
Polish	6	6	x	8	8	3	8	8
Russian	6	6	x	6	6	6	6	6
Serbian	6	6	x	8	8	8	8	8
Slovenian	6	6	x	0	0	0	0	0
Thai	0	8	x	0	0	0	0	0
Ukrainian	6	6	x	6	6	4	6	6
Monash University								
French	6	6	x	0	0	0	0	0
German	6	6	x	6	6	6	6	6
Greek (Clas)	6	6	x	1	2	1	1	1
Greek (Mod)	6	6	?	0	0	0	0	0
Hindi	0	3	?	?	0	0	0	0
Indonesian	6	6	x	8	8	8	8	8
Italian	6	6	x	6	6	6	6	6
Japanese	6	6	x	5	5	5	5	5
Khmer	0	3	?	0	0	0	0	0
Korean	9	3	x	8	8	8	8	8
Latin	6	6	x	3	1	2	3	3
Mandarin	6	6	x	6	6	5	6	6
Polish	2	0	?	0	0	0	0	0
Russian	6	6	?	?	?	?	?	?
Sanskrit	0	2	?	0	0	0	0	0
Serbo-Croatian	6	0	0	0	0	0	0	0
Spanish	6	6	x	6	6	8	6	6
Ukrainian	6	6	x	6	6	6	6	6
Vietnamese	0	3	?	0	0	0	0	0
Murdoch University								
Indonesian	6	6	x	6	6	6	6	6
Japanese	6	6	x	3	3	3	3	3
Mandarin	6	6	x	8	8	8	8	8
Russian	0	2	?	0	0	0	0	0
Queensland University of Technology								
French	1	3	x	6	6	6	6	6
German	1	3	x	6	6	6	6	6
Indonesian	0	3	x	6	6	6	6	6
Japanese	0	3	x	6	6	6	6	6

Mandarin	0	0	?	3	3	3	3	3
Royal Melbourne Institute of Technology								
Arabic	3	0						
French*	0	0						
German*	0	0						
Spanish*	0	0						
Indonesian*	0	0						
Italian*	3	3						
Japanese*	0	3						
Mandarin*	0	1						
Greek (Mod)*	3	3						
Vietnamese	3	?						
Southern Cross University								
Japanese	3	5	?	0	0	0	0	0
Mandarin	0	3	?	0	0	0	0	0
Sunshine Coast University								
Indonesian	0	0	0	3	3	3	3	3
Italian	0	0	0	2	3	3	3	3
Japanese	0	0	0	3	3	3	3	3
Swinburne University of Technology								
Italian	3	6	?	5	5	5	5	5
Japanese	3	?	?	4	4	4	4	4
Korean	2	?	?	?	?	?	?	?
University of Newcastle								
French	6	6	x	6	6	6	6	6
German	6	6	x	6	6	6	6	6
Greek (Clas)	6	6	x	0	0	0	0	0
Japanese	6	6	x	6	6	6	6	6
Latin	6	6	?	?	?	?	?	?
Mandarin	3	3	x	3	3	3	3	3
Sanskrit	1	2	0	0	0	0	0	0
Notre Dame University								
Greek (Mod)	?	?		8	8	3	3	3
Italian	**	**		2	1	2	3	3
University of Melbourne								
Akkadian	5	5	x	0	0	0	0	0
Arabic	6	6	x	8	8	8	8	8
Aramaic	2	2	?	?	?	?	?	?
Dutch	6	0	?	0	0	0	0	0
French	6	6	x	6	6	6	6	6
German	6	6	x	6	6	6	6	6
Greek (Clas)	6	6	x	?	?	?	?	?
Greek (Mod)	6	6	x	6	6	6	6	6
Hebrew (Clas)	2	2	?	?	?	?	?	?
Hebrew (Mod)	6	6	?	6	6	6	6	6
Indonesian	6	6	x	8	8	8	8	8
Italian	6	6	x	6	6	6	6	6
Japanese	6	6	x	8	8	8	8	8
Korean	0	0	x	1	1	1	1	0
Latin	6	6	x	6	6	6	6	6
Mandarin	6	6	x	8	8	8	8	8
Russian	6	6	x	6	6	6	6	6
Spanish	0	0	x	0	0	0	6	6
Swedish	6	6	x	6	6	6	6	6
University of New England								
French	6	6	x	5	6	6	6	6
German	6	6	x	6	6	6	6	6
Greek (Clas)	6	6	?	?	?	?	?	?
Indonesian	9	8	x	6	6	6	6	6
Italian	6	6	x	5	6	6	6	6
Japanese	6	6	x	6	6	6	6	6
Latin	6	6	?	?	?	?	?	?
Mandarin	8	8	x	6	6	6	6	6
Mod Greek	6	6	x	5	0	0	0	0
University of New South Wales								
French	6	6	x	6	6	6	6	6
German	6	6	x	6	6	6	6	6
Indonesian	0	3	x	6	6	6	6	6
Italian	0	0	x	0	0	1	1	1
Japanese	4	5	x	6	6	6	6	6

Korean	0	3	x	6	6	6	6	6
Latin	0	0	?	2	2	2	2	2
Mandarin	3	3	x	6	6	6	6	6
Mod Greek	3	3	x	6	6	6	6	6
Russian	6	6	x	6	6	6	6	6
Spanish	6	6	x	6	6	6	6	6
University of Queensland								
French	6	6	x	6	6	6	6	6
German	6	6	x	6	6	6	6	6
Greek (Clas)	6	6	?	?	?	?	?	?
Indonesian	0	0	x	6	6	6	6	6
Japanese	6	6	x	6	6	6	6	6
Korean	1	3	x	3	3	3	3	3
Latin	6	6	x	4	4	4	4	4
Mandarin	6	6	x	6	6	6	6	6
Russian	6	6	x	6	6	6	6	6
Spanish	0	3	x	6	6	6	6	6
University of South Australia								
French	9	9	x	8	8	8	8	8
Greek (Mod)	8	0	x	?	?	?	?	?
Indonesian	3	2	x	?	?	?	?	?
Italian	8	6	x	8	8	8	8	8
Japanese	9	0	x	8	8	8	8	8
Pitjantjatjara	0	2	0	0	0	0	0	0
University of Southern Queensland								
German	0	0	x	3	3	3	3	3
Indonesian	3	3	x	3	3	3	3	3
Mandarin	3	3	x	3	3	3	3	3
University of Sydney								
Arabic	6	6	x	6	6	6	6	6
Bengali	2	0	0	0	0	0	0	0
Breton	0	3	?	0	0	0	0	0
French	6	6	x	6	6	6	6	6
German	6	6	x	6	6	6	6	6
Greek (Clas)	4	4	?	?	?	?	?	?
Greek (Mod)	6	4	x	6	6	6	6	6
Hebrew (CL)	0	0	x	4	4	4	4	3
Hebrew (Mod)	6	4	x	4	4	4	4	4
Hindi	2	3	x	3	3	3	3	3
Indonesian	6	6	x	4	4	3	4	4
Irish	2	3	?	0	0	0	0	0
Italian	6	6	x	6	6	6	6	6
Japanese	6	6	x	4	6	6	6	6
Korean	9	6	x	4	4	4	4	4
Latin	4	5	?	?	?	?	?	?
Mandarin & Cl	6	6	x	6	6	6	6	6
Pali	0	0	0	0	0	1	1	0
Russian	0	0	x	2	2	2	2	0
Sanskrit	0	0	x	4	4	4	4	4
Scottish	0	3	?	0	0	0	0	0
Spanish	0	2	x	2	2	2	3	3
Thai	0	3	?	0	0	0	0	0
Welsh	2	3	?	0	0	0	0	0
Yiddish	0	0	x	8	8	8	8	8
University of Tasmania								
French	6	6	x	6	6	6	6	6
German	6	6	x	6	6	6	6	6
Indonesian	2	3	x	6	6	6	6	6
Italian	6	6	?	0	0	0	0	0
Japanese	6	6	x	8	8	8	8	6
Mandarin	0	0	x	6	6	6	6	6
University of Technology, Sydney								
Cantonese	0	0	0	2	0	0	0	0
French	0	0	0	5	5	5	5	5
German	0	0	0	5	5	5	5	5
Italian	0	0	0	5	5	5	5	5
Japanese	0	0	0	5	5	5	5	5
Mandarin	0	0	0	5	5	5	5	5
Indonesian	0	0	0	5	5	5	5	5
Mod Greek	0	0	0	5	5	5	5	5

Russian	0	0	0	5	5	5	5	5
Spanish	0	0	0	5	5	5	5	5
Thai	0	0	0	5	5	5	5	5
University of Western Australia								
French	6	6	x	6	6	6	6	6
German	6	6	x	6	6	6	6	6
Greek (Clas)	6	6	x	6	6	6	6	6
Indonesian	0	0	x	6	6	6	6	6
Italian	6	6	x	6	6	6	6	6
Japanese	6	4	x	6	8	6	6	6
Latin	6	6	x	6	6	6	6	6
Mandarin	0	0	x	6	6	6	6	6
University of Western Sydney								
Arabic	3	3	x	8	8	8	4	4
French	3	3	x	6	8	8	2	2
German	3	3	x	6	8	8	4	2
Indonesian	0	3	x	8	8	8	2	0
Italian	3	3	x	8	8	8	4	8
Japanese	0	3	?	0	0	0	0	0
Mandarin	0	0	x	8	8	8	8	8
Spanish	3	3	x	8	8	8	8	8
Vietnamese	3	3	x	8	4	8	3	3
University of Wollongong								
French	6	6	x	6	6	6	6	6
German	9	9	0	0	0	0	0	0
Greek (Mod)	0	1	?	0	0	0	0	0
Indonesian	9	9	0	0	0	0	0	0
Italian	6	6	x	6	6	6	6	6
Japanese	0	4	x	6	6	6	6	6
Mandarin	0	3	?	0	0	0	0	0
Spanish	1	2	x	6	6	6	6	6
Victoria University of Technology								
Greek	3	3	?	0	0	0	0	0
Indonesian	0	0	x	3	8	3	0	0
Italian	3	3	?	0	0	0	0	0
Japanese	?	3	x	8	8	8	8	8
Macedonian	3	0	0	0	0	0	0	0
Mandarin	?	3	x	8	8	3	8	8
Spanish	?	3	x	8	8	4	8	8
Thai	3	0	0	0	0	0	0	0
Vietnamese	1	3	x	8	8	8	8	8

* RMIT did not provide any indication other than that they taught the languages mentioned.

(Sources: For 1990 and 1994: Baldauf, 1995; For 1997: White & Baldauf with Diller, 1997; For 2001-2005: White & Baldauf, 2006)

APPENDIX E: On-line Survey Questionnaire

Part A and Part B of the Online Survey follow

0% complete

Welcome to the CASR Project's Online Survey - **Part A!** This page provides an overview of the CASR Project and the Online Survey.

Overview of CASR Project

The Deans of Arts and Social Sciences (DASSH) have been awarded funds from the Collaborative and Structural Reform Fund (CASR) to undertake a national project on languages other than English (LOTE) in the Australian higher education sector. The aim is to advance our understanding of collaborative models of teaching suitable for LOTE and in particular for small enrolment disciplines. The project will examine delivery models and strategies for LOTE in higher education. This survey has been designed to provide critical baseline data about the state of languages in universities and the degree of collaboration currently in existence, as one of the bases for selecting and trialling collaborative models.

Overview of Online Survey

The survey consists of two questionnaires, Part A and Part B. This questionnaire (Part A) captures information about trends in individual language offerings in Australian universities. The questionnaire should be completed for each language that was offered at your university between 2001 and 2005. The other questionnaire (Part B) captures information about collaborative arrangements your university is currently undertaking, or planning to undertake, the roles of private providers of languages and other concerns that relate to the teaching of languages in universities. The Part B questionnaire only needs to be completed once for each organisational unit within your university.

Overview of Part A Questionnaire

This questionnaire seeks information on one language that was offered at your institution between 2001 and 2005. It attempts to capture changes regarding the offering of courses, the mode of offering, staff numbers, the number of teaching hours and collaborative agreements surrounding this language.

Instructions

The survey requires detailed information that you may need to obtain elsewhere.

If some languages are taught outside your Faculty we would appreciate it if you would include details of such arrangements and programs in this survey.

You will need to respond to questions in different ways. For some questions, you will be required to type your response in the space provided. For others you can simply click inside the appropriate radio buttons or check boxes, or select your response from a drop down list.

To begin, click on the "CONTINUE" button at the bottom of this page. To progress through the survey, click on the "CONTINUE" button at the bottom of each page. You may be skipped to certain questions as not all questions will apply to everyone. In these cases you will progress without needing to click the "CONTINUE" button. At the end of the questionnaire you will be asked to submit the survey by clicking on the "SUBMIT" button.

If you need to revisit a page or section of the survey, click the **Back** button on the toolbar.

If you run out of time you can exit the questionnaire and log back in and continue later. If you continue later you will enter the questionnaire from the beginning. You will see your previous responses in the response fields. Your responses will be saved automatically when you click "CONTINUE". You can click through to the page where you left off (usually where you cannot see any responses in the response fields) and continue your participation there.

If you have any difficulties or queries in completing this survey please contact:

Ms Helen Burns

Tel: (07) 3346 9389

Email: h.burns@uq.edu.au

Thank you very much for your assistance.

continue

0% complete

Question 1 - Please select your university.

	Choose...
--	-----------

Question 2 - Please select a language that was offered at your university in any of the years between 2001 and 2005.

	Choose...
--	-----------

Please specify if selected "other language"

continue

3% complete

Question 3 - Please specify in which mode Burmese was offered at your university in 2001.

not offered	taught	available but not taught	taught by other provider
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 4 - At which levels was Burmese offered at in 2001?

Please click all that apply.

<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 3
<input type="checkbox"/> Honours	<input type="checkbox"/> PG Certificate	<input type="checkbox"/> PG Diploma
<input type="checkbox"/> MA by coursework	<input type="checkbox"/> M.Phil	<input type="checkbox"/> PhD
<input type="checkbox"/> other		

Please specify up to three "other"	<input type="text"/>	<input type="text"/>	<input type="text"/>
------------------------------------	----------------------	----------------------	----------------------

Question 5 - What was the equivalent full-time student load in 2001?

<input type="text"/>

continue

7% complete

Question 6 - Please specify in which mode Burmese was offered at your university in [2002](#).

not offered	taught	available but not taught	taught by other provider
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 7 - At which levels was Burmese offered at in 2002?

Please click all that apply.

<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 3
<input type="checkbox"/> Honours	<input type="checkbox"/> PG Certificate	<input type="checkbox"/> PG Diploma
<input type="checkbox"/> MA by coursework	<input type="checkbox"/> M.Phil	<input type="checkbox"/> PhD
<input type="checkbox"/> other		

Please specify up to three "other"	<input type="text"/>	<input type="text"/>	<input type="text"/>
------------------------------------	----------------------	----------------------	----------------------

Question 8 - What was the equivalent full-time student load in 2002?

<input type="text"/>

continue

11% complete

Question 9 - Please specify in which mode Burmese was offered at your university in 2003.

not offered	taught	available but not taught	taught by other provider
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 10 - At which levels was Burmese offered at in 2003?

Please click all that apply.

<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 3
<input type="checkbox"/> Honours	<input type="checkbox"/> PG Certificate	<input type="checkbox"/> PG Diploma
<input type="checkbox"/> MA by coursework	<input type="checkbox"/> M.Phil	<input type="checkbox"/> PhD
<input type="checkbox"/> other		

Please specify up to three "other"	<input type="text"/>	<input type="text"/>	<input type="text"/>
------------------------------------	----------------------	----------------------	----------------------

Question 11 - What was the equivalent full-time student load in 2003?

<input type="text"/>

continue

15% complete

Question 12 - Please specify in which mode Burmese was offered at your university in [2004](#).

not offered	taught	available but not taught	taught by other provider
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 13 - At which levels was Burmese offered at in 2004?

Please click all that apply.

<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 3
<input type="checkbox"/> Honours	<input type="checkbox"/> PG Certificate	<input type="checkbox"/> PG Diploma
<input type="checkbox"/> MA by coursework	<input type="checkbox"/> M.Phil	<input type="checkbox"/> PhD
<input type="checkbox"/> other		

Please specify up to three "other"	<input type="text"/>	<input type="text"/>	<input type="text"/>
------------------------------------	----------------------	----------------------	----------------------

Question 14 - What was the equivalent full-time student load in 2004?

<input type="text"/>

continue

19% complete

Question 15 - Please specify in which mode Burmese was offered at your university in 2005.

not offered	taught	available but not taught	taught by other provider
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 16 - At which levels was Burmese offered at in 2005?

Please click all that apply.

<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 3
<input type="checkbox"/> Honours	<input type="checkbox"/> PG Certificate	<input type="checkbox"/> PG Diploma
<input type="checkbox"/> MA by coursework	<input type="checkbox"/> M.Phil	<input type="checkbox"/> PhD
<input type="checkbox"/> other		

Please specify up to three "other"	<input type="text"/>	<input type="text"/>	<input type="text"/>
------------------------------------	----------------------	----------------------	----------------------

Question 17 - What was the equivalent full-time student load in 2005?

<input type="text"/>

continue

23% complete

Question 18 - Were there any courses (units) dropped or reduced within Burmese between 2001 and 2005?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Question 19 - Please give details of the courses that were dropped or reduced during this time and comment on the reasons for this.

	Course title (e.g. Japanese Literature 3 A)	Comments (e.g. staff member on leave)
First course dropped	<input type="text"/>	<input type="text"/>
<input type="text" value="Choose..."/>	year dropped	
Second course dropped (if applicable)	<input type="text"/>	<input type="text"/>
<input type="text" value="Choose..."/>	year dropped	
Third course dropped (if applicable)	<input type="text"/>	<input type="text"/>
<input type="text" value="Choose..."/>	year dropped	

Question 20 - Was there any other course in Burmese that was dropped or reduced between 2001 and 2005?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Please type in the details (course title, comments and year) for all other dropped or reduced courses.

continue

32% complete

Question 21 - Were there any courses added to Burmese between 2001 and 2005?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Question 22 - Please give details of the first course that was added during this time.

	Course title (e.g. Introductory Swahili)
First course added	<input type="text"/>
<input type="text" value="Choose..."/> Year added	
Second course added (if applicable)	<input type="text"/>
<input type="text" value="Choose..."/> Year added	
Third course added (if applicable)	<input type="text"/>
<input type="text" value="Choose..."/> Year added	

Question 23 - Was there any other course in Burmese added between 2001 and 2005?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Please type in the details (course title and year) for all other added courses.

continue

41% complete

Question 24 - Were there reductions in staff numbers between 2001 and 2005 affecting Burmese ?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Question 25 - Please list the reductions of staff in the table below and indicate the reason(s).
Only fill in details for the years that are applicable.

	EFT reductions e.g. 1.0	Reasons e.g. Voluntary redundancy
2001 (if applicable)	<input type="text"/>	<input type="text"/>
2002 (if applicable)	<input type="text"/>	<input type="text"/>
2003 (if applicable)	<input type="text"/>	<input type="text"/>
2004 (if applicable)	<input type="text"/>	<input type="text"/>
2005 (if applicable)	<input type="text"/>	<input type="text"/>

continue

47% complete

Question 26 - Were there any staff additions affecting Burmese between 2001 and 2005?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Question 27 - Please list the additions of staff in the table below.

Only fill in details for the years that are applicable.

	EFT additions e.g. 1.0	Internal funding in % e.g. 50%	External funding from where e.g. PRC Government	Part external funding in % e.g. 50%
in 2001 (if applicable)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
in 2002 (if applicable)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
in 2003 (if applicable)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
in 2004 (if applicable)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
in 2005 (if applicable)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

continue

53% complete

Question 28 - What was the total number of teaching hours for Burmese and how many of those were casual staff hours?

Only fill in details for the years that are applicable.

	Number of total teaching hours (e.g. 806)	Number of casual staff teaching hours (e.g. 556)
in 2001 (if applicable)	<input type="text"/>	<input type="text"/>
in 2002 (if applicable)	<input type="text"/>	<input type="text"/>
in 2003 (if applicable)	<input type="text"/>	<input type="text"/>
in 2004 (if applicable)	<input type="text"/>	<input type="text"/>
in 2005 (if applicable)	<input type="text"/>	<input type="text"/>

continue

58% complete

Question 29 - Between 2001 and 2005, were any courses within Burmese been shifted from a normal credit stream to other methods of offering?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Question 30 - Please provide details below.

for 2001 (if applicable)

<input type="checkbox"/> Registered Training Organisations (e.g. TAFE)	<input type="checkbox"/>
<input type="checkbox"/> Foreign Government and Independent Cultural Institutes and Associations (e.g. Japan Foundation)	<input type="checkbox"/>
<input type="checkbox"/> University Affiliated Commercial Schools (e.g. Institute of Modern Languages - UQ)	<input type="checkbox"/>
<input type="checkbox"/> Independent Commercial Languages Schools (e.g. French Centre for Language and Cultural Studies - Sydney)	<input type="checkbox"/>
<input type="checkbox"/> Australian Government Supported Commercial Language Schools (e.g. National Centre for Language Training)	<input type="checkbox"/>
Other	<input type="checkbox"/>

please specify if selected "other"

for 2002 (if applicable)

<input type="checkbox"/> Registered Training Organisations (e.g. TAFE)	<input type="checkbox"/>
<input type="checkbox"/> Foreign Government and Independent Cultural Institutes and Associations (e.g. Japan Foundation)	<input type="checkbox"/>
<input type="checkbox"/> University Affiliated Commercial Schools (e.g. Institute of Modern Languages - UQ)	<input type="checkbox"/>
<input type="checkbox"/> Independent Commercial Languages Schools (e.g. French Centre for Language and Cultural Studies - Sydney)	<input type="checkbox"/>
<input type="checkbox"/> Australian Government Supported Commercial Language Schools (e.g. National Centre for Language Training)	<input type="checkbox"/>
Other	<input type="checkbox"/>

please specify if selected "other"

for 2003 (if applicable)

Registered Training Organisations (e.g. TAFE)	<input type="checkbox"/>
Foreign Government and Independent Cultural Institutes and Associations (e.g. Japan Foundation)	<input type="checkbox"/>
University Affiliated Commercial Schools (e.g. Institute of Modern Languages - UQ)	<input type="checkbox"/>
Independent Commercial Languages Schools (e.g. French Centre for Language and Cultural Studies - Sydney)	<input type="checkbox"/>
Australian Government Supported Commercial Language Schools (e.g. National Centre for Language Training)	<input type="checkbox"/>
Other	<input type="checkbox"/>

please specify if selected "other"

for 2004 (if applicable)

Registered Training Organisations (e.g. TAFE)	<input type="checkbox"/>
Foreign Government and Independent Cultural Institutes and Associations (e.g. Japan Foundation)	<input type="checkbox"/>
University Affiliated Commercial Schools (e.g. Institute of Modern Languages - UQ)	<input type="checkbox"/>
Independent Commercial Languages Schools (e.g. French Centre for Language and Cultural Studies - Sydney)	<input type="checkbox"/>
Australian Government Supported Commercial Language Schools (e.g. National Centre for Language Training)	<input type="checkbox"/>
Other	<input type="checkbox"/>

please specify if selected "other"

for 2005 (if applicable)

Registered Training Organisations (e.g. TAFE)	<input type="checkbox"/>
Foreign Government and Independent Cultural Institutes and Associations (e.g. Japan Foundation)	<input type="checkbox"/>
University Affiliated Commercial Schools (e.g. Institute of Modern Languages - UQ)	<input type="checkbox"/>
Independent Commercial Languages Schools (e.g. French Centre for Language and Cultural Studies - Sydney)	<input type="checkbox"/>
Australian Government Supported Commercial Language Schools (e.g. National Centre for Language Training)	<input type="checkbox"/>
Other	<input type="checkbox"/>

please specify if selected "other"

continue

94% complete

Question 31 - Did you have any collaborative arrangements in place for the teaching of/ or higher degree supervision in Burmese ?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Question 32 - Please give details on these collaborative arrangements.

Only fill in details for the years that are applicable.

	Which organisation did you collaborate with? e.g.UNSW	Description of arrangement e.g.Sydney university students enrol in UNSW 3rd year subjects to complete a major at USYD.
for 2001 (if applicable)		
for 2002 (if applicable)		
for 2003 (if applicable)		
for 2004 (if applicable)		
for 2005 (if applicable)		

continue

100% complete

This is the end of the questionnaire for Part A. Thank you for your participation.

Please submit your responses by clicking the button below.

Submit

0% complete

Welcome to the CASR Project's Online Survey - **Part B!** This page provides an overview of the CASR Project and the Online Survey.

Overview of CASR Project

The Deans of Arts and Social Sciences (DASSH) have been awarded funds from the Collaborative and Structural Reform Fund (CASR) to undertake a national project on languages other than English (LOTE) in the Australian higher education sector. The aim is to advance our understanding of collaborative models of teaching suitable for (LOTE) and in particular for small enrolment disciplines. The project will examine delivery models and strategies for LOTE in higher education. This survey has been designed to provide critical baseline data about the state of languages in universities and the degree of collaboration currently in existence, as one of the bases for selecting and trialling collaborative models.

Overview of Online Survey

The On-line survey consists of two questionnaires, Part A and Part B. This questionnaire (Part B) captures information about collaborative arrangements your university is currently undertaking, or planning to undertake, the roles of private providers of languages and other concerns that relate to the teaching of languages in universities. The other questionnaire (Part A) captures information about trends in individual language offerings in Australian universities. Part A is to be completed for each language separately, whereas this questionnaire only needs to be completed once for each organisational unit within your university.

Instructions

The survey requires detailed information that you may need to obtain elsewhere.

If some languages are taught outside your Faculty we would appreciate it if you would include details of such arrangements and programs in this survey.

You will need to respond to questions in different ways. For some questions, you will be required to type your response in the space provided. For others you can simply click inside the appropriate radio buttons or check boxes, or select your response from a drop down list.

To begin, click on the "CONTINUE" button at the bottom of this page. To progress through the survey, click on the "CONTINUE" button at the bottom of each page. You may be skipped to certain questions as not all questions will apply to everyone. In these cases you will progress without needing to click the "CONTINUE" button. At the end of the questionnaire you will be asked to submit the survey by clicking on the "SUBMIT" button.

If you need to revisit a page or section of the survey, click the **Back** button on the toolbar.

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If you have any difficulties or queries in completing this survey please contact:

Ms Helen Burns

Tel: (07) 3346 9389

Email: h.burns@uq.edu.au

Thank you very much for your assistance.

continue

0% complete

Question 1 - Please type in the name of the organisational unit that you represent.
e.g. Faculty of Asian Studies, School of Social Science (Asian Studies)

fghbfgbh

continue

Section 1 - About your current collaborative arrangements

Question 2 - Do you currently have collaborative arrangements for the delivery of teaching a language?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Question 3 - What major issues are you facing in setting up your collaborative arrangements?

Please rank the issues in order from 1 (being the most important) up to 8 (being the least important). Only rank the issues that apply.

Aligning timetables	<input type="checkbox"/>
Differences in credit points per unit/course	<input type="checkbox"/>
Insufficient support from other university/provider	<input type="checkbox"/>
Insufficient flexible delivery facilities (on-line, multimedia etc.)	<input type="checkbox"/>
Financial arrangements are unknown	<input type="checkbox"/>
Monitoring quality of written work	<input type="checkbox"/>
Monitoring quality of verbal work	<input type="checkbox"/>
Interactions with DEST	<input type="checkbox"/>

Question 4 - Are there any other issues surrounding the establishment of your collaborative arrangements?

Please state these issues according to their relevance.

Higher relevance	<input type="text"/>
Medium relevance	<input type="text"/>
Lower relevance	<input type="text"/>

Question 5 - Please give any further comments about setting up collaborative arrangements you may have in the space provided below.

13% complete

Question 6 - What major issues are you facing in administering your current collaborative arrangements?

Please rank the issues in order from 1 (being the most important) up to 5 (being the least important). Only rank the issues that apply.

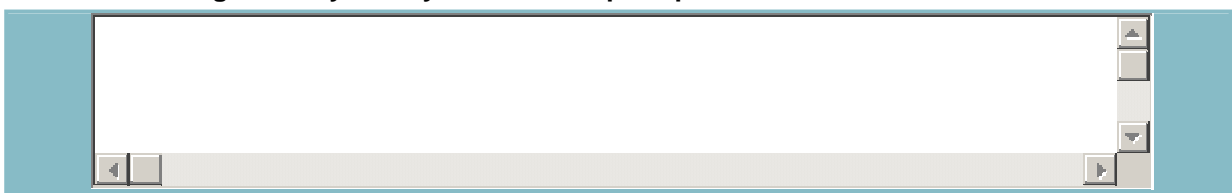
Allocation of EFTSL	<input type="checkbox"/>
Enrolment and student financial procedures	<input type="checkbox"/>
Assessment procedures	<input type="checkbox"/>
Interactions with partners	<input type="checkbox"/>
Logistical difficulties, e.g. timetables, transportation, etc.	<input type="checkbox"/>

Question 7 - Are there any other issues surrounding the administration of your collaborative agreements?

Please state these issues according to their relevance.

Higher relevance	<input type="text"/>
Medium relevance	<input type="text"/>
Lower relevance	<input type="text"/>

Question 8 - Please give any further comments about the administration of your collaborative arrangements you may have in the space provided below.



continue

23% complete

Question 9 - Do you have future plans for establishing collaborative arrangements for language teaching?

Yes	No
<input type="radio"/>	<input type="radio"/>

Question 10 - Please give details below.

continue

Section 2 - Role of private or non-University providers

A private or non-University provider in this instance is an organisation that could be legitimately considered to partner with a University. Such organisations could include, but are not limited to

- (1) Registered training organisations
- (2) University affiliated commercial schools
- (3) Foreign government cultural institutes and associations
- (4) Commercial language schools
- (5) Australian government supported commercial language schools
- (6) independent cultural agencies.

For more information regarding private or non-university providers [click here](#). **Note:** Clicking this link may open a text document as another web page. If so, return to this survey by clicking the "Back" button [left-arrow icon] on your web browser.)

Question 11 - Do private providers play a role in assisting with undergraduate provision of language teaching?

Yes	No
<input type="radio"/>	<input type="radio"/>

Question 12 - What role do they play?

Please rank the issues in order from 1 (being the most important) up to 4 (being the least important). Only rank the issues that apply.

Provision of introductory courses	<input type="text"/>
Provision of Year 1 equivalent courses	<input type="text"/>
Provision of Year 2 or higher equivalent courses	<input type="text"/>
Provision of specialised language courses (e.g. Japanese for Tourism)	<input type="text"/>

Question 13 - Are there any other roles they play?

Please state these roles according to their relevance.

Higher relevance	<input type="text"/>
Medium relevance	<input type="text"/>
Lower relevance	<input type="text"/>

Question 14 - Please give any further comments about the roles that private providers play in assisting with undergraduate provision of language teaching.

continue

38% complete

Question 15 - Do you give credit for courses students have undertaken with non-university providers?

Yes	No
<input type="radio"/>	<input type="radio"/>

Question 16 - Please provide details

continue

42% complete

Question 17 - What credentials would non-University organisations need to have in order to give credit or advanced standing towards university language programs?

Please click all that apply.

Registered training organisation	Accredited institution which offers International-based accredited courses
<input type="checkbox"/>	<input type="checkbox"/>

Question 18 - What other credentials would non-University organisations need?

You can list up to three.

<input type="text"/>	<input type="text"/>	<input type="text"/>

Question 19 - If you would like to comment more on the issue of credentials for non-University organisations, please use the space below.

Question 20 - What credentials and/or experience should individuals from outside your organisational unit have to be qualified to teach language courses for credit at your organisational unit?

Please tick all that apply.

Highschool leaving certificate or equivalent qualification	Teaching qualifications	Registered training organisation/provider	University undergraduate degree	NAATI level 3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 21 - What other credentials and/or experience should individuals from outside your organisational unit have?

You can list up to three.

<input type="text"/>	<input type="text"/>	<input type="text"/>

Question 22 - If you would like to comment more on the issue of credentials and experience for individual persons outside your organisational unit, please use the space below.

continue

54% complete

Question 23 - What kinds of language learning programs would you give credit for from a non-University organisation?

Please tick all that apply.

Beginning	Intermediate	Historical/Cultural	Literature	Specialised language courses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 24 - What other kinds of language learning programs would you give credit for?

List up to three.

Question 25 - If you would like to comment more on the issue of giving credit, please use the space below.

Question 26 - In your opinion, how could non-University providers assist in language provision?

Please tick all that apply.

Teach all <i>ab initio</i> courses	Provide immersion or in-country courses
<input type="checkbox"/>	<input type="checkbox"/>

Question 27 - How else could non-University providers assist in language provision?

List up to three other ways.

Question 28 - If you would like to comment more on the issue of assistance in language provision, please use the space below.

continue

Section 3 - Other concerns

Question 29 - Do current degrees, other than a BA (Language) degree at your university require the study of a foreign language that your organisational unit administrates?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Question 30 - Please state up to three current degrees in your university, other than a BA (Language) degree that requires the study of a foreign language that your organisational unit administrates?

e.g. International Relations, 1 year of language study; International Business studies, 2 years of language study

	Name of program/discipline (e.g. International Relations)	Highest Level language course required (e.g. French II)
First Degree requiring the study of a foreign language	<input type="text"/>	<input type="text"/>
<input type="text" value="Choose..."/> Level of program		
Second Degree (if applicable)	<input type="text"/>	<input type="text"/>
<input type="text" value="Choose..."/> Level of program		
Third Degree (if applicable)	<input type="text"/>	<input type="text"/>
<input type="text" value="Choose..."/> Level of program		
Fourth Degree (if applicable)	<input type="text"/>	<input type="text"/>
<input type="text" value="Choose..."/> Level of program		

Question 31 - Is there any other degree that requires the study of a foreign language that your organisational unit administrates?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Question 32 - Please give details on all other degrees (name of program, level of program and highest level course required) below.

continue

87% complete

Question 33 - Does your organisational unit offer additional points for students who have successfully completed the study of a LOTE at Year 12?

Yes	No
<input type="radio"/>	<input type="radio"/>

Question 34 - Please specify

continue

90% complete

Question 35 - Does your organisational unit offer advanced placement for students who have successfully completed the study of a LOTE at Year 12?

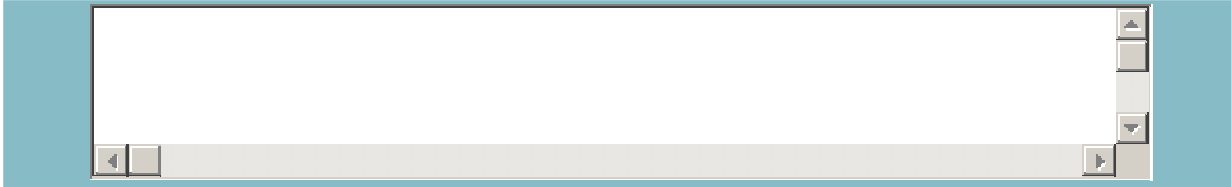
Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Question 36 - Please specify

continue

94% complete

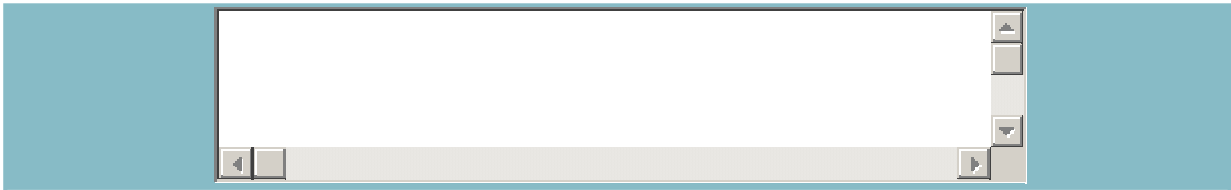
Question 37 - Do you have any other comments you wish to make concerning language teaching in Universities?



Question 38 - Apart from the fghbfgbh is there another organisational unit that administers languages at your university?

Yes	No
<input type="radio"/>	<input type="radio"/>

Question 39 - What other unit(s) administer language curriculum at your university?



continue

100% complete

This is the end of the CASR Part B questionnaire.

Please submit your responses by clicking the button below.

submit