

Japanese studies department, that housed, amongst its staff, scholars with Japan-related expertise were encouraged to offer Japan-specific courses. These faculties were also encouraged to make inter-faculty/department collaboration with the Japanese studies department. Many universities now allow students to count the credit points gained in Japan-specific subjects towards their major in Japanese studies, or in any other discipline, such as economics, law and so forth.

'Mainstreaming', however, is not progressing evenly across disciplines. In the disciplines of economics, commerce and financial studies, most Australian universities now offer Japan-specific subjects. On the other hand, in the field of political science, for example, very few Japan-specific courses are available in any of the Australian universities. The uneven spread of 'mainstreaming' is mostly caused by the shortage of, sometimes a total absence of Japan expertise in the specific disciplines in Australian universities. Even if a Japan expert does exist in a discipline and a Japan-specific course is offered by that discipline, the situation will not always continue. When the particular scholar retires or moves to another university, the position is often filled by a scholar with expertise other than Japan. In such cases the Japan-specific study in that discipline is lost.

Many Japanese studies departments are, however, developing collaborative arrangements with other faculties/departments, so that students will be offered Japanese education in a broader spectrum. A significant number of combined degrees or parallel degrees involving Japanese studies have been introduced in recent years.

5.3 Inter-institutional Collaborations

In addition to intra-institutional arrangements, inter-institutional collaboration between Australian universities has been progressing across the country. It appears that these inter-institutional collaborations can be roughly divided into two major categories. The first is a smaller scale collaboration, perhaps two universities in relatively close locations. They collaborate to fill the gap of expertise which exists in each university and, as a result, make the academic offering more comprehensive. The

collaboration between the University of Adelaide and Flinders University of South Australia is a good example in this category.

The second category is larger scale collaborations, involving a number of universities. They often operate on a state-wide scale. They go beyond simply filling the gaps of expertise in each of the member universities. Their major function is often to initiate and develop a substantial project that one university alone cannot normally undertake. A large-scale teacher training program is one example, development of innovative curriculum and new-age teaching materials is another. The newest teaching often involves IT (Information Technology) based materials and requires considerable resources both in academic input and technology.

An example of the second category of collaborations is, in Queensland, the Key Centre for Asian Languages and Studies jointly operated by the University of Queensland and Griffith University. In Victoria, the Japanese Studies Centre located at Monash University promotes cooperation between the major universities involved in Japanese studies in the Melbourne region. In addition three major centres have been established since 1994 by a significant endowment from the Nippon Foundation. The three are located in New South Wales, Victoria and Queensland.

The Key Centre for Asian Languages and Studies in Queensland has been in operation since 1988. The Australian Research Council funded the Centre, which conducts extensive activities in the promotion of Asian studies. In the Japan-related area, the Centre's activities are particularly recognised in the areas of teacher training and publishing of textbooks. The Centre hosted a National Forum on Japanese language- teacher education in 1992 and a National Workshop in 1993. In 1994, the Centre organised a series of ten in-service workshops for primary and secondary school teachers. It was conducted in cooperation with the Queensland Department of Education, Catholic Education and the Association of Independent Schools.

The Japanese Studies Centre in Melbourne hosted in 1997 the Tenth Biennial Conference of the Japanese Studies Association of Australia

(JSAA). The Centre maintains three series of publications, all of which involve Japan-related subjects. The Centre also offers a number of courses in which the general public can enrol. The Centre's premises at Monash University boasts a traditional Japanese garden.

In 1994, an initiative was taken by the Nippon Foundation (then the Sasakawa Foundation) towards supporting the teaching of Japanese language and culture in a number of countries overseas. The scheme was introduced in the context of the Foundation's global activities. As a result, since 1994, eight universities around the world have received a substantial sum of endowment. The endowment was to provide support in such activities as promotion of quality teaching of Japanese language and culture, training of teachers of Japanese, curriculum development and offering of scholarships.

In Australia, the Nippon Foundation initiative resulted in three significant centres of Japanese, located in Sydney, Melbourne and Brisbane. Macquarie University in Sydney was the first to receive the endowment, the sum of approximately two million dollars (A\$2,000,000). The university responded by establishing in 1995 the Macquarie Japanese Studies Centre for Teaching Development (MJS Centre). The second endowment of a similar size resulted in the establishment of the Melbourne Centre for Japanese Language Education located at Monash University. The third endowment led to the establishment of the Queensland Program for Japanese Language Education, operated jointly by the University of Queensland and Griffith University.

Located strategically in the three main centres of Japanese education in Australia, each Centre has made an undertaking to extend benefits to other parts of Australia beyond each immediate locality. The Melbourne Centre looks after three States, Victoria, South Australia and Tasmania, while the Queensland Program extends the benefits across Queensland and the Northern Territory. Macquarie's Centre develops programs, the benefits of which are designed to reach across the nation, as well as in its own state of New South Wales.

Each of the three Centres undertakes a variety of activities. In an effort to reflect the spirit of the endowment, all three Centres place emphasis on activities in two major areas: support to teachers, including teacher training; and development of innovative and high quality curriculum materials.

In terms of effectively cultivating Japan skills and literacy in pre-tertiary education, it is teachers who hold the vital key. All three Centres are very aware of this fact. Their endeavours are, therefore, focused not only on language training of teachers, but also on their training in other areas such as Japanese culture, history and current issues. Some Centres operate in-country programs so that teachers will have the opportunity to experience Japan at first hand. The curriculum materials development is designed to benefit not only university teaching but also pre-tertiary education.²⁰

In order to give support to the teachers, Macquarie's MJS Centre offers scholarships to teachers or prospective teachers of Japanese who wish to advance their knowledge of Japan and/or to up-grade their language teaching qualifications. Scholarships are designed to encourage teachers to undertake higher degrees and qualifications such as a B.A. with Honours degree in Japanese Studies or Graduate Diploma in Japanese language. Offers are not limited to teachers who undertake courses at Macquarie, but are open to all teachers who are planning to undertake an equivalent course at any university in Australia. In addition, Macquarie's Centre offers purpose-specific in-service courses for teachers, such as Primary teaching workshops.

The Melbourne Centre also provides scholarships to fully qualified teachers of Japanese who wish to further enhance their knowledge of Japanese and/or of teaching methodology. These scholarships are applicable for those who are working towards a Masters degree or a Graduate Diploma in such areas as Japanese linguistics, LOTE methodology, and assessment and reporting procedures. In addition, the Centre provides travel grants for teachers of all three States for such purposes as attending conferences or professional development seminars conducted by the Centre.

The Queensland Centre provides travel grants for Japanese language teachers who wish to undertake study in Japan. The teachers eligible for this scheme are either those who will enrol in an approved Japanese language course in Japan, or visit the country for a specific program which meets the approval of the Centre. The Centre is also planning to offer special-purpose in-service courses in the near future.

The other area of major activities by the three Centres is the development of new curriculum materials. Japanese teaching in the 1990s is increasingly making use of advancing information technology (IT) and computer technology. Reflecting this trend, both the Queensland Program and Macquarie's Centre invest a significant proportion of resources for the research and development of new curriculum materials suitable for IT-based learning.

All three Centres came into being in the latter half of the 1990s. This was indeed very timely, as this coincided with the period when Australia saw an unprecedented growth in Japanese teaching in pre-tertiary education systems. The rapid growth in this sector required much outside support, particularly from universities. All three Centres directed the major thrust of their activities towards providing support to teachers in pre-tertiary education systems, and they were also best placed to do so.

5.4 National Language Policy

Multiple factors contributed towards the enormous growth in pre-tertiary Japanese teaching during the 1990s. A number of factors which caused the increase in student numbers in university Japanese, the *Tsunami* of 1988, must have been also at work behind the pre-tertiary growth. The dedication by pre-tertiary teachers of Japanese cannot be overlooked as another important factor. Growth on this magnitude, however, cannot be explained without taking into account the national policies on languages adopted by successive Australian governments during this period.

Australia's first National Policy on Languages was introduced in 1987 by the Federal Government. This was the first such policy ever adopted in