

Preliminary Report on
"A Survey Study of the Language Centers in Five Continents"

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Introduction

In October 1971 W. Grauberg of University of Nottingham presented his research paper entitled *The Role and Structure of University Language Centres in Europe* to the Council of Europe. The aim of the study was to examine the common and divergent features of university language centers in Europe. In this paper Grauberg traced the history and the rationale for the development of European university language centers which emerged in response to the failures of language departments to effectively conduct the teaching and learning of modern languages. According to Grauberg, language centers could be classified into five types.¹ They were :

1. *Comprehensive Centers* which were responsible for all the language teaching in their university. This type included the Language Center at Essex which had a strong interest in applied linguistics and the centers at Bochum, Erlangen and Konstanz in the German Federal Republic.

2. *Centers mainly devoted to the teaching of non-language students* which organised courses to meet the need for a knowledge of foreign languages of students in science and technology. The Belgian Centers at Liege, Brussels, Leuven and Louvain were examples of this type.

3. *Multi-purpose Centers* which provided courses and facilities for non-language students. They were composed of former language laboratory units that had developed their own teaching and research function. They had closer links with the language departments and often contributed to the teaching of linguistics in the university. Most of them were small with few staff members. They, however, constituted the largest group of language centers in Grauberg's study.

¹ W. Grauberg, *The Role and Structure of University Language Centres in Europe*, paper presented to the Council of Europe on 14th October, 1971, the Council of Europe, Strasbourg.

4. *Centers oriented towards research and the teaching of applied linguistics.* Most of the centers of this type conducted research on the problems of language teaching and learning at school and university. More than a third provided courses in applied linguistics, mainly for student teachers. The French centers in Besancon, Nancy and the University of Vincennes in Paris, and the British Center at Birkbeck College were examples of this type.

5. *Centers oriented towards the training of teachers* Linguistics, methodology, psychology of learning, and language acquisition were subject-matter areas offered by the centers of this type. Their clientele were would-be teachers who needed in-service training. The Center for Applied Linguistics at Neuchâtel and the Language Teaching Centre at York were examples of this type. These two centers also provided language courses for non-language students.

The Chulalongkorn University Language Institute (CULI) which was established in November, 1977 has the following responsibilities :

1. The provision of the following courses :
 - a) Foundation English (1 st year students)
 - b) English for academic purposes (2 nd year students)
 - c) Advanced English (3 rd/4th year students)
 - d) Optional elective courses
 - e) Intensive summer courses.
2. The preparation of instructional materials for the above courses.
3. The promotion of research into Applied Linguistics and English language teaching.
4. National-level activities including :
 - a) running professional conferences, seminars, and in-service teacher training courses
 - b) publishing PASAA and research papers on language teaching
 - c) developing and administering language tests
 - d) providing an ELT consuetancy and information service
 - e) opening a Linguistics and ELT reference library.

The present survey was begun in 1977 with the purposes to :

1. follow up an expand on Brauberg's study by including language centers in other continents,
2. find out about statuses, structures and roles of language centers,
3. establish types of language centers according to their roles, structures or statuses, and
4. to disseminate the information obtained from the survey by publishing the results in the PASAA Journal of the Chulalongkorn University Language Institute.

The responsibilities of the Institute are of similar scope as that of the comprehensive centers described in Grauberg's study. This points to the fact that language centers across the continents exhibit similar features.

In this preliminary report some major quantitative findings are presented. The qualitative findings such as the relationships among types of language centers, their roles, and functions will be presented in the final report by the end of 1980.

1. Data Collection

A set of questionnaires asking for details about a language center was prepared and sent to 307 language centers in 6 continents—Asia, Africa, Australia, North America, South America and Europe—at the beginning of 1978. However, since very few replies to the questionnaire were received from South America, these were combined with those from North America and "Americas" was used to include both continents. In this study, the term "language center" was defined to be either (i) an existing center which could be either autonomous or affiliated to a university or other agency or (ii) a language department within a faculty or a university which teaches a language/languages to students from various faculties of the university.

The questionnaires sent out and the replies received from abroad were classified as shown in Table I.

TABLE I
The Data Sent and Received

Continent	Sent	Received	% Received
Asia	82	49	37.40%
Africa	31	14	45.16%
Australia	14	8	57.14%
Americas	131	44	33.58%
Europe	49	33	67.34%
TOTAL	307	148	48.20%

2. Data Analysis

When the questionnaires were returned, the data was coded on computer coding sheets, percentages calculated and then ranked manually. The data was analysed and comparisons were made among each aspect of the centers in all the continents.

3. Findings

From the study information about

- 1) the objectives and functions
- 2) the organization
- 3) the facilities
- 4) the issues and problems

of the language centers was obtained.

3.1 Objectives and Functions

In general, the main objectives of the language centers in the study was teaching to the degree level. However this was not true with the centers in Africa where the emphasis was on services and research, the teaching being primarily up to certificate level. The centers in Europe too, grant certificates more often than degrees.

TABLE II
Objectives and Functions of the Centers

Continent	teaching		research		services	
	Yes	No	Yes	No	Yes	No
Asia ** *	93.87 1	8.16	12.24 3	26.53	85.71 2	14.13
Africa	57.14 3	21.42	71.42 2	7.14	85.71 1	—
Australia	100.00 1	—	87.50 2	—	75.0 3	12.50
Americas	95.45 1	—	77.27 3	13.63	81.81 2	9.09
Europe	96.96 1	3.03	78.78 3	12.12	84.84 2	9.09
TOTAL	91.89 1	5.40	72.97 3	17.56	83.78 2	10.13

Note : * percentage
** rank order

TABLE III
Objectives and Functions of the Centers : Teaching
1. Granting

Continent	degree	diploma	certificate
Asia ** *	53.06 1	36.73 2	26.53 3
Africa	14.28 2	14.28 2	21.42 1
Australia	50.00 1	50.00 1	37.50 3
Americas	79.54 1	18.18 3	20.45 2
Europe	42.42 2	39.39 3	45.45 1
TOTAL	54.72 1	30.40 2	29.05 3

Note : * percentage
 ** rank order

The subject areas most commonly offered by the centers were language, linguistics, literature and methodology in that order. However in Asia, Africa and the Americas more emphasis was put on literature than on linguistics. Out of the five continents, the Americas put most emphasis on methodology.

TABLE IV
Objectives and Functions of the Centers: Teaching
2. Subject areas

Continent	language	literature	linguistics	methodology	others
Asia *	95.21	61.91	57.14	46.93	8.16
	1	2	3	4	5
Africa **	64.28	35.71	21.42	28.57	14.28
	1	2	4	3	5
Australia	100.00	25.00	62.50	25.00	12.50
	1	3	2	4	5
Americas	90.90	68.18	59.09	63.64	29.54
	1	2	4	3	5
Europe	90.90	36.36	54.54	51.51	30.30
	1	4	2	3	5
TOTAL . .	90.54	53.37	54.05	50.00	20.27
	1	3	2	4	5

Note : * percentage
 ** rank order

Of all the languages taught, English was the most popular except in the Americas where French, Spanish and German were the preferred languages. The ranking of the languages offered at the centers varied. In Europe and Asia, for example, more emphasis was placed on English, French and German whereas English, Italian and German were more popular in Australia. Generally speaking, among the fifteen leading modern and classical European languages, the most common ones being taught in centers all over the world were: English (62.80%), French (41.89%), German (39.86%), Spanish (30.40%), Italian (23.64%) and Russian (20.94%).

TABLE V
Objectives and Functions of the Centers: Teaching
3. European Languages Taught

Continent	English	Italian	French	Portugese	Rumanian	Spanish	German
Asia *	100.00	14.28	34.69	4.08	-	20.40	34.69
Asia **	1	6	2	4	-	4	2
Africa	57.14	-	7.14	-	-	-	7.14
Africa	1	-	2	-	-	-	2
Australia	63.50	37.50	25.00	37.50	-	-	37.50
Australia	1	2	5	2	-	-	2
Americas	27.27	38.63	54.54	25.00	4.54	52.27	50.50
Americas	6	4	1	7	13	2	3
Europe	57.57	24.24	54.54	12.12	6.06	36.36	48.48
Europe	1	6	2	8	4	3	3
TOTAL	62.83	23.64	41.89	10.81	2.70	30.40	39.86
TOTAL	1	5	2	7	13	4	3

Note: * percentage
** rank order

TABLE V (cont.)
Objectives and Functions of the Centers: Teaching
3. European Languages Taught

Continent	Swedish	Russian	Latin	Dutch	Norwegian	Greek	Hungarian	Danish
Asia *	-	16.32	2.04	2.04	2.04	6.12	-	-
Asia **	-	5	7	7	7	6	-	-
Africa	-	-	-	-	-	-	-	-
Australia	-	-	-	-	-	-	-	-
Americas	13.63	31.81	20.45	13.63	6.81	18.18	2.27	2.27
Americas	10	5	8	10	12	9	14	14
Europe	9.09	27.27	3.03	6.06	3.03	-	3.03	3.03
Europe	7	5	10	8	10	-	10	10
TOTAL	6.08	20.94	7.43	6.08	3.37	7.43	1.35	1.35
TOTAL	10	5	8	10	12	8	14	14

Note: * percentage
** rank order

Among the thirteen Asian languages, Chinese and Japanese were the most popular (12.82% and 12.16% respectively), followed by Thai (5.40%), Indonesian (4.05%) and Hindi (2.70%). It should be noted that only 8 centers or 5.40% of the total 148 centers in the analysis offered Thai. However, amongst the thirteen Asian languages, Thai came third overall after Chinese and Japanese, both of which were either first or second choice of Asian language in most of the centers of all but the African continent, where no Asian languages were taught. (see table VI)

Some centers in Africa taught African languages as well as European ones and some in the other continents taught Polish and Slavic languages. (see table VII)

TABLE VI

Objectives and Functions of the Centers : Teaching
4. Asian Languages Taught

Continent	Chinese	Japanese	Indonesian	Korean	Nepali	Hindi	Tamil
Asia ** *	18.36 2	22.44 1	8.16 5	4.08 9	-	6.12 7	2.04 10
Africa	-	-	-	-	-	-	-
Australia	37.50 1	12.50 3	25.00 2	-	-	-	-
Americas	9.09 2	11.36 1	-	2.27 3	2.27 3	2.27 3	2.27 3
Europe	9.09 1	3.03 2	-	-	-	3.03 2	-
TOTAL	12.82 1	12.16 2	4.05 4	2.02 7	0.67 11	2.70 5	1.35 9

Note : * percentage
** rank order

TABLE VI (cont.)
Objectives and Functions of the Centers : Teaching
4. Asian Languages Taught

Continent	Thai	Philipino	Malay	Sanskrit	Hebrew	Assamese
Asia * **	10.20 4	2.04 10	8.16 5	6.12 7	16.32 3	2.04 10
Africa	-	-	-	-	-	-
Australia	12.50 3	-	-	-	-	-
Americas	2.27 3	-	-	-	2.27 3	-
Europe	3.03 2	-	-	-	-	-
TOTAL	5.40 3	0.67 11	2.70 6	2.02 -	1.35 9	0.67 11

Note : * percentage
** rank order

TABLE VII
Objectives and Functions of the Centers : Teaching
5. Other Languages Taught

Continent	Lakota	Poish	African	Slav	other Oriental languages
Asia * **	-	2.04 1	-	2.04 1	-
Africa	-	-	28.57 1	-	-
Australia	-	12.50 1	-	-	-
Americas	2.27 3	6.81 1	2.27 3	4.54 2	2.27 3
Europe	-	3.03 1	-	-	-
TOTAL	0.67 4	4.05 1	3.37 2	2.02 3	0.67 4

Note : * percentage
** rank order

It was also found that 78.37% of all the centers were teaching languages to undergraduate students, 62.16% to postgraduates, 14.18% to "others" and 11.48% and 8.78% to secondary and elementary school students respectively. It was interesting to find that some centers taught foreign or second languages to elementary school students too, but the majority of the centers were catering for undergraduate and postgraduate students.

TABLE VIII
Objectives and Functions of the Centers: Teaching
6. Levels of Students

Continent	post-graduate	under-graduate	secondary	elementary	others
Asia *	48.97	77.55	6.12	4.08	-
Asia **	2	1	3	4	-
Africa	35.71	42.85	21.42	28.57	7.14
Africa	2	1	4	3	5
Australia	75.00	87.50	-	-	-
Australia	2	1	-	-	-
Americas	81.81	86.36	4.45	4.54	13.63
Americas	2	1	4	4	3
Europe	63.63	81.81	27.27	15.15	24.24
Europe	2	1	3	5	4
TOTAL	62.16	78.37	11.48	8.78	14.18
TOTAL	2	1	4	5	3

Note: *percentage

**rank order

Besides teaching languages to the students at many levels, the majority of the centers (72.97%) were also conducting research of some form, mainly applied (64.18%) and basic (52.70%) research. Only 12.16% were involved in action research. Nevertheless, only 17.56% of them did not undertake any form of research at all. The rank of order of research areas in languages, methodology, linguistics, literature and "others" were 1,2,3,4 and 5 respectively. Of these, the first two areas were being investigated in more than 50% of all the centers. Almost half the centers (48.52%) also conducted research in linguistics. The rank order of types of research conducted was the same in all the continents except the Americas where basic research figured more prominently than applied research and their areas of research were concerned more with literature than with linguistics but otherwise were of a similar nature to the centers in the rest of the world.

Asia was the major exception to the pattern for areas of research as, even though the majority of Asian centers (63.26%) conducted research in languages, their work in linguistics and other research projects (each was 48.97%) came before methodology (42.58%) and literature (34.69%). (see table IX)

TABLE IX
Objectives and Functions of the Centers : Research
1. Types and Areas

Continent	Types				Areas				
	basic	applied	action	language	literature	linguistics	methodology	others	
Asia **	46.93 2	75.51 1	16.32 3	63.26 1	34.69 5	48.97 2	42.85 4	48.97 2	
Africa	57.14 2	64.28 1	14.28 3	64.28 1	21.42 4	28.57 3	57.14 2	7.14 5	
Australia	37.50 2	87.50 1	-	75.00 1	37.500 4	50.00 3	62.50 2	-	
Americas	61.36 1	36.36 2	13.63 3	68.18 1	54.54 3	59.00 4	61.36 2	9.09 5	
Europe	51.51 2	78.78 1	6.06 3	60.60 1	21.21 4	24.24 3	51.51 2	21.21 4	
TOTAL	52.70 2	64.18 1	12.16 3	64.86 1	36.48 4	48.52 3	52.70 2	23.64 5	

Note: *percentage
**rank order

In addition, German and Spanish were the two languages that had been investigated most in many research projects (10.81%) around the world, followed by French (8.78%) with Russian and Latin taking equal fourth place (3.37%). However, the ranks of languages in the research projects in each continent were different. Spanish and German for example, were being investigated more than other languages in Europe, Africa, the Americas and Australia, but French and Spanish were more widely recorded in Asia. One interesting point is that most of the research in languages in all the continents was concerned with European languages other than English.

TABLE X
Objectives and Functions of the Centers : Research
2. Languages Investigated

Continent	French	German	Spanish	Russian	Latin
Asia *	12.24	4.08	8.16	2.04	-
**	1	3	2	4	
Africa	-	7.14	-	-	-
		1			
Australia	-	12.50	12.50	-	-
		1	1		
Americas	15.90	22.72	20.45	9.09	9.09
	3	1	2	4	4
Europe	-	6.06	6.06	-	3.03
		1	1		3
TOTAL	8.78	10.18	10.81	3.37	3.37
	3	1	1	4	4

Note: * percentage
** rank order

In addition to the teaching and research work, the majority of the centers (83.78% of them) also gave services to the public, e.g., training (65.54%), seminar, conference or symposium (47.29%), publication (41.21%), consultancy (33.10%) and library services (32.43%). Most of the centers in all the continents put more emphasis on training, seminar and publication services than on library and consultancy services, though in Australia consultancy services were equally as common as training and seminar services. Only in America were publication services more widely offered than training services and Australia was the only continent in which on centers offered library facilities.

TABLE XI
Objectives and Functions of the Centers: Services

Continent	training	seminar	library	publication	consultancy
Asia **	95.91 1	75.51 2	34.69 4	36.73 3	30.61 5
Africa	50.0 1	50.0 1	35.71 5	50.00 1	42.85 4
Australia	37.50 1	37.50 1	-	-	37.50 1
Americas	38.63 2	36.36 3	25.00 5	47.72 1	34.09 4
Europe	69.69 1	51.51 2	42.42 4	45.45 3	39.39 5
TOTAL	65.54 1	47.29 2	32.43 5	41.21 3	33.10 4

Note: *percentage
**rank order

As was to be expected from the main topics of teaching and research, the training provided by the centers as a whole was mainly in languages (64.86% of them), methodology (47.29%) and linguistics (37.16%). This order of emphasis was exactly the same for centers in Europe, the Americas, Africa and Asia, but only linguistics and language training were provided by the Australian centers.

TABLE XII
Objectives and Functions of the Centers: Services
1. Training

Continent	language	linguistic	methodology	others
Asia *	67.34	32.65	61.22	26.53
**	1	3	2	4
Africa	50.00	14.28	28.57	14.28
	1	3	2	3
Australia	12.50	37.50	-	-
	1	1		
Americas	70.450	50.00	61.36	13.63
	1	3	2	4
Europe	66.66	42.42	48.48	18.18
	1	3	2	4
TOTAL	64.86	37.16	47.29	18.24
	1	3	2	4

Note: * percentage
** rank order

In general, the topics of seminars, conferences and symposiums organised by the centers were concerning languages (41.21%), methodology (33.10%), literature (31.08%), linguistics (29.71%) and "others" (12.16%). However, the order of emphasis varied from one continent to another. In Asia, for example, the ranks of emphasis on languages, linguistics and literature were 1,2 and 3 respectively. In other words, the majority of topics were about languages. However, literature was emphasized most in the Americas and Africa whereas in Europe and Australia, methodology was their first choice. The 2nd and 3rd most popular topics were also different. Hence, the majority of topics for seminars in the centers in different continents varied considerably.

TABLE XIII

Objectives and Functions of the Centers : Services
2. Topics in the Seminars/Conferences/Symposiums

Continent	language	linguistics	literature	methodology	others
Asia	65.70	44.89	40.81	26.53	12.24
	1	2	3	4	5
Africa	7.14	7.14	21.42	7.14	14.28
	3	3	1	3	2
Australia	37.50	37.50	25.00	37.50	12.50
	1	1	4	1	5
Americas	36.36	25.10	45.45	27.27	11.36
	2	4	1	3	5
Europe	27.27	21.21	3.03	30.30	12.12
	2	3	5	1	4
TOTAL	41.21	29.71	31.08	33.10	12.16
	1	4	3	2	5

Note : * percentage
** rank order

Finally, the library services provided by most of the centers in all the continents were primarily for the benefit of staff and students with the general public and "others" taking second or third places.

TABLE XIV
Objectives and Functions of the Centers : Services
3. Library Services

Continent	general public	staff and students	others
Asia *	10.20	97.95	8.16
	2	1	3
Africa **	35.71	57.14	42.85
	3	1	2
Australia	37.50	50.00	25.00
	2	1	3
Americas	2	61.36	18.18
	29.54	1	3
Europe	6.06	57.57	9.09
	3	1	2
TOTAL	18.91	71.62	15.54
	2	1	3

Note : * percentage
** rank order

Not many centers published journals, bulletins or any other publications as a kind of public service. Generally speaking, this was true for all centers in all the continents, but it should be noted that publishing journals was always the first choice if this type of service was provided.

TABLE XV
Objectives and Functions of the Centers : Services
4. Publications and Special Services

Continent	journal	bulletin	others	special services
Asia *	28.57	18.36	16.32	32.65
**	1	2	3	
Africa	28.57	14.28	21.42	14.28
**	1	3	2	
Australia	-	-	-	37.50
Americas	34.09	15.90	15.90	13.63
**	1	2	2	
Europe	30.30	12.12	18.18	27.27
**	1	3	2	
TOTAL	29.05	14.86	16.21	24.32
**	1	3	2	

Note : * percentage
 ** rank order

3.2 Organization

The majority of the centers were departments in universities (68.24%) or affiliated to a university (27.70%). 9.45% were autonomous institutes. The remainder were affiliated to the Ministry of Education or to a private agency or had some other kind of affiliation. The rank orders of the statuses of the centers in Asia, the Americas and Europe tended to correspond with the above order but no centers in Australia were affiliated to the Government and only 12.5% of them were autonomous. Also, in Africa, centers were more often affiliated to a university rather than being a department within a university.

TABLE XVI
Organization
I. Status

Continent	autonomous	affiliated to a Univ	department in a Univ	affiliated to M.E.	affiliated to OGA	affiliated to PA	others affiliations
Asia *	12.24 3	24.48 2	89.79 1	4.08 4	2.04 6	4.08 4	2.04 7
Africa **	7.14 5	28.57 1	21.42 2	14.28 3	-	7.14 5	14.28 3
Australia	12.50 2	-	50.00 1	-	-	-	-
Americas	9.09 3	43.18 2	72.72 1	2.27 4	-	2.27 4	2.27 4
Europe	6.06 4	18.18 2	54.54 1	6.06 4	-	9.09 3	6.06 4
TOTAL	9.45 3	27.70 2	68.24 1	4.72 4	0.67 7	4.27 4	4.72 4

Note: * percentage
** rank order

M.E. = The Ministry of Education

OGA = Other Government Agency

PA = Private Agency

It was also found that, on average, each center was comprised of 3.47 persons as a management staff headed by the Director, 16.81 persons as a professional staff and 6.72 persons as a supporting staff, in other words, an average of 27 persons in each center. The ranks of order of numbers of the above-mentioned types of staff were 3, 1 and 2 respectively. This order was exactly the same in all 5 continents but the total number of staff working at the centers varied from one continent to another. There were, for example, about 33 persons in a center in Europe, 9 in Africa, 11 in Australia, 28 in the Americas and 27 in Asia. Therefore, generally speaking, the centers in Europe were the biggest and those in Africa were the smallest. The centers in Asia and the Americas tended to be of average size.

TABLE XVII

Organization :

2. No of the Center's Personnel

Continent	management staff	Professional staff	supporting staff
Asia *	3.85	16.67	6.24
Asia **	3	1	2
Africa	0.18	6.66	1.90
Africa	3	1	2
Australia	2.00	6.37	2.25
Australia	3	1	2
Americas	4.31	16.54	6.70
Americas	3	1	2
Europe	3.15	20.36	9.48
Europe	3	1	2
TOTAL	3.47	16.81	6.72
TOTAL	3	1	2

Note : * mean

** rank order

Next it was found that the Directors' main responsibilities were management (87.16% of them) and teaching (76.35%). Only 25.67% of them had other functions. This order was the same for all the centers in 4 of the continents, the exception being Australia where the order of their Directors' duties was teaching (100.00% of them), management (62.50%) and "other functions" (37.50%).

TABLE XVIII

Organization :

3. Director's Responsibilities

Continent	manage- ment	teaching	other functions
Asia *	100.00 1	85.71 2	8.16 3
Africa **	85.71 1	57.14 2	42.85 3
Australia	62.50 2	100.00 1	37.50 3
Americas	88.63 1	79.54 2	29.54 3
Europe	72.72 1	60.60 2	36.36 3
TOTAL	87.16 1	76.35 2	25.67 3

Note : * percentage
** rank order

The qualifications of the professional staff in the centers in each continent were different. Overall, the majority of the members of staff (41.75% of them) held master's degrees, 28.64% of staff held doctoral degrees and, of the remainder, 24.44% held bachelor's degrees, only 5.14% holding none of these 3 qualifications. In Europe and Asia, a master's degree was the most common, followed by a bachelor's degree and then a doctoral degree. However, it was interesting to note that the majority of the members of staff in the centers in Africa and Australia held only bachelor's degrees (47.25% and 49.18% respectively) whereas in the Americas, the majority of them (53.85%) held doctoral degrees, 32.34% held master's degrees and only 13.34% held bachelor's degrees.

TABLE XIX

Organization :

4. Qualifications of the Professional Staff

Continent	number					percentage			
	doctoral	master's	bachelor's	others	doctoral	master's	bachelor's	others	
Asia *	2.93 3	9.91 1	4.81 2	0.95 4	15.77% 3	53.23% 1	28.84% 2	5.14% 4	
Africa **	0.48 4	1.18 2	2.60 1	1.24 3	8.79% 4	21.42% 2	47.25% 1	25.52% 3	
Australia	2.00 2	1.50 3	3.75 1	0.37 4	26.22% 5	19.67% 3	49.18% 1	4.91% 4	
Americas	9.04 1	5.43 2	22.5 3	0.06 4	53.85% 1	32.34% 2	13.39% 3	0.40% 4	
Europe	2.66 3	5.72 1	3.45 2	0.75 4	21.15% 3	45.43% 1	27.40% 2	6.01% 4	
TOTAL	4.47 2	6.52 1	3.81 3	0.80 4	28.64% 2	41.75% 1	24.44% 3	5.14% 4	

Note : * mean

** rank order

A large proportion of the centers in all the continents were government-funded. The next most common method of financing the centers was from their own incomes. Additionally, in all the continents but Australia, some centers were subsidised by donations and special funds. Hence the ranks of order of sources of income for the centers was 1, 2, 3 and 4 for government, own income, special funds and donations, respectively.

TABLE XX

Organization

5. Sources of Funds for Operating the Centers

Continent	government	own incomes	donations	others
Asia *	77.95	22.44	12.24	12.24
**	1	2	3	3
Africa	64.28	28.57	21.42	28.57
	1	2	4	2
Australia	87.50	12.50	—	—
	1	2		
Americas	47.72	34.09	11.36	34.09
	1	2	4	2
Europe	63.63	39.39	18.18	12.12
	1	2	3	4
TOTAL	71.62	29.72	13.51	19.59
	1	2	3	3

Note : * percentage
 ** rank order

3.3 Facilities

On average, each center had 4.12 language laboratories, 0.30 auditoriums, 0.79 lecture halls, 5.43 classrooms, 0.40 residence halls/apartments for the staff, 0.95 student dormitories and 0.11 cafeterias. This indicated that each center seemed to have its own language laboratories and classrooms, but only some of them had the other mentioned facilities. Besides, it also indicated that in running a center, the ranks of importance of the various facilities were classrooms, language laboratories, student dormitories, a lecture hall, accommodation for staff, auditoriums and finally, cafeterias. Classrooms were the first choice of facility for the centers in three of continents while in Australia and Asia, language laboratories came first instead. However, classrooms, language laboratories and a lecture hall were always amongst the first four priorities of centers in all the continents except for those in Australia which provided only the first two out of these three facilities. Only Asia placed more importance on student dormitories than on a lecture hall and Africa was the only continent where a language laboratory was not one of the top two priorities.

TABLE XXI
Facilities

Continent	language lab	auditorium	lecture hall	classroom	residence halls	student dormitory	cafeteria	other facilities
Asia * **	8.85 1	0.32 6	1.34 4	6.71 2	1.08 5	2.73 3	0.20 7	0.16 8
Africa	0.12 4	0.03 5	0.18 2	1.27 1	0.03 5	-	0.03 5	0.18 2
Australia	5.12 1	-	-	0.12 2	-	-	-	-
Americas	1.81 2	0.29 4	0.61 3	7.40 1	0.13 5	0.13 5	0.09 7	0.06 8
Europe	1.54 2	0.45 4	0.54 3	9.82 1	-	0.03 6	0.06 5	0.03 6
TOTAL	4.12 2	0.30 7	0.79 4	5.43 1	0.40 6	0.95 3	0.11 8	0.52 5

Note: * mean

** rank order

3.4 Issues and Problems

It was found that 45.94% of all the centers thought that their objectives could be improved on but 25.00% asserted that theirs were sound. In addition, 70.27% of them also thought they could improve their functions in teaching, doing research, training and provision of services. It is interesting to find that only 29.05% of all centers thought that they could improve their management.

TABLE XXII

Issues and Problems

1. Aspects to be Improved

Continent	objectives		functions		management		others	
	Yes	No	Yes	No	Yes	No	Yes	No
Asia*	59.18 2	22.44	87.75 1	6.12	38.77 4	18.36	42.85 3	28.57
Africa**	42.85 2	21.42	57.14 1	14.28	35.71 3	35.71	7.14 4	14.28
Australia	25.00 3	50.00	75.00 1	-	37.50 3	12.50	-	-
Americas	43.18 2	31.81	61.36 1	6.81	18.18 3	27.27	6.81 4	13.68
Europe	36.36 2	15.15	60.60 1	-	24.24 3	18.18	-	3.03
TOTAL	45.94 2	25.00	70.27 1	5.40	29.05 3	22.29	16.89 4	15.54

Note: * percentage
** rank order

Over half the centers thought that they could either offer new, or increase their current, teaching activities and about half of them would like to become involved in more research. Training and then services followed in the order of priority for improvements.

However, the priorities for improvements of activities for centers in Europe, Africa and Australia were different from those in the Americas and Asia. The latter had the same priorities as those mentioned above but the former each had their own list of priorities. In Europe and Australia, for example, more of the centers hoped to increase their research activities before improving their teaching while in Africa, improvements in both areas were thought to be of equal importance.

TABLE XXIII

Issues and Problems

2. Functions to be Improved

Continent	teaching	training	research	services	others
Asia *	69.30	55.10	61.22	44.89	4.08
**	1	3	2	4	5
Africa	50.00	35.71	50.00	42.85	7.14
	1	4	1	3	5
Australia	62.50	25.00	75.00	25.00	-
	2	3	1	3	
Americas	47.72	34.09	36.36	25.00	6.81
	1	3	2	4	5
Europe	39.39	33.33	45.45	30.30	-
	2	3	1	4	
TOTAL	54.05	40.54	50.00	34.45	4.05
	1	3	2	4	5

Note : * percentage

** rank order

On average about half the centers thought they could use more funding. In the different continents the main variations were that nearly three quarters of the Asian centers needed more money while, in Europe, less than a quarter thought that money was a major problem. Improvements in staffing, staff development and teaching were the other main areas where improvements were suggested. Some of the centers in each continent also thought that advances could be made in data collection and analysis and in information dissemination.

Hence, the priority of choices for improvement were different from one continent to another - the centers in Europe wanted to have their staff development improved first, but those in the Americas wanted to improve their funding and budgeting first instead

TABLE XXIV

Issues and Problems

3. Areas to be Improved

Continent	staffing	staff development	funding	data collection	data analysis	information dissemination	teaching	others
Asia * **	81.63 2	81.63 2	73.46 3	44.89 4	28.57 6	42.85 5	87.75 1	8.16 7
Africa	64.28 1	42.85 3	57.14 2	42.85 3	35.71 5	21.42 7	35.71 5	7.14 8
Australia	50.00 1	12.50 5	50.00 1	12.5 5	37.50 3	37.50 3	-	-
Americas	27.27 3	25.00 5	54.54 1	18.18 6	18.18 6	27.27 3	29.54 2	4.54 8
Europe	39.39 2	45.45 1	24.24 4	15.15 5	12.12 7	15.15 5	36.36 3	3.03 8
TOTAL	51.35 2	49.32 3	52.05 1	28.37 5	22.97 6	21.72 7	49.32 3	5.40 8

Note : * percentage

** rank order

On the organizational side, 70.00% of the autonomous centers thought they should remain so and 87.71% of those affiliated to other agencies also wanted to remain as they were.

TABLE XXV

Issues and Problems

4. Organization to be Improved

Continent	If autonomous			If affiliated	
	remain	affiliated to a univ.	affiliated to ME	remain	be autonomous
Asia * **	42.85 1	42.85 1	21.42 2	86.90 1	13.10 2
Africa	80.00 1	20.00 2	-	-	100.00
Australia	-	-	-	100.00	-
Americas	100.00	-	-	100.00	-
Europe	100.00	-	-	60.00 1	40.00 3
TOTAL	70.00 1	25.33 2	6.67 3	87.71 1	3.50 2

Note: * percentage
** rank order

Nevertheless many centers wanted to improve their facilities in some way. In general, the centers in all the continents placed most importance on improving their office and teaching accommodation but Australian and Asian centers especially, also wanted to improve their cafeterias and living accommodation for staff and students. Finally, several centers in most of the continents had other suggestions for improvements.

TABLE XXVI
Issues and Problems
5. Facilities to be Improved

Continent	office	language lab	auditorium	lecture hall	classroom	apartment	dormitory	cafeteria	others
Asia *	59.18 1	42.85 4	34.69 5	51.02 2	51.02 2	22.44 6	14.28 8	20.40 7	10.20 9
Africa **	14.28 2	21.42 1	7.14 4	-	-	-	-	7.14 4	14.28 2
Australia	50.00 1	50.00 1	-	-	25.00 3	12.50 4	-	12.50 4	-
Americas	40.09 1	38.63 2	6.81 5	9.09 4	22.72 3	4.54 6	4.54 6	4.54 6	4.54 6
Europe	39.39 1	21.21 2	3.03 7	9.09 3	6.06 5	6.06 5	3.03 7	9.09 3	3.03 7
TOTAL	43.24 1	35.13 2	14.86 5	21.62 4	26.35 3	10.81 7	6.75 9	11.48 6	7.43 8

Note: * percentage
** rank order

Conclusion

It was found that the main objectives of the centers all over the world were :

- 1) to teach languages (chiefly English, French and German), linguistics, literature and methodology at degree levels to undergraduate and postgraduate students
- 2) to conduct applied and basic researches on languages (mainly German, Spanish and French), methodology, linguistics and literature
- 3) to provide training services and seminars, conferences and symposiums in the areas mentioned above.

Although many centers provided a library service of some description for their own staff and students, very few provided any such service for the general public. Few centers published journals or bulletins. The great majority of the language centers were either departments of a university or affiliated to a university and there were, on average, 27 members of staff in each center most of whom were professional people holding masters degrees. The Directors' responsibilities were mainly in management and teaching. The majority of the centers were government funded. The main facilities of each center were classrooms, language laboratories, lecture halls and student dormitories. However, about half of them thought that their objectives and functions could be improved. They hoped to improve their activities in teaching, research and training, and also to improve their funding and budgeting, staffing, teaching and staff development. Interestingly, the majority of both autonomous and affiliated centers wanted to remain as they were. Finally about half of them wanted to improve their office accommodation and many felt that their cafeterias and other facilities were inadequate.

APPENDIX

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