

CHAPTER ELEVEN
DIMENSIONS OF LEARNING GERMAN
AT AUSTRALIAN UNIVERSITIES
GABRIELE SCHMIDT

1. Introduction

In 2007, Jäger and Jasny reported that between 2000 and 2005 the number of Australian tertiary students learning German declined by 18%. Some of the reasons for this development are:

- The abolition of language requirements at matriculation and graduation level in the 1960s and 70s (Barako 1996).
- The decline in language learning at secondary level (Mehigan 2008).
- The introduction of economic rationalism into higher education (Mehigan 2008).
- The still widespread monolingual mindset in the Australian society (Clyne 2007) which, in general, does not encourage and reward language learning.
- A worldwide decline (-27%) in learning German at tertiary level with some countries recording much worse figures than Australia (Jäger and Jasny 2007).

A decline in student numbers is a dangerous development, especially in times when university funding is linked to enrolments. In order to respond to this development, it is important to understand why students choose to learn German as part of their undergraduate degree and what their expectations are. Several surveys on the motivation of German Studies students in Australia were published in the early 1990s (Ammon 1991; Leal et al. 1991; Petersen 1993). Most of the data was collected in the late 1980s or early 90s and, hence, does not reflect more recent developments. To fill this gap, the author conducted a new survey in 2005. This article will present the study and its principal results. After a general overview of the student profile, the article will explore the reasons for learning German, whether these reasons have changed over the last two decades,

and whether they differ between various sub-groups, for example with regard to gender and degrees being undertaken.

2. Objectives of the study

According to Dörnyei (2001, 7) "the term 'motivation' presents a real mystery", because many people use it, but with very different meanings attached to it. This study focussed on what Dörnyei and Otto (1998) refer to in their process model as "the preactional phase". The aim was to investigate what reasons, goals and attitudes influence students in their initial choice of studying German at university. Although it is widely acknowledged that a learner's initial motives change during the learning process, Oxford and Shearin (1994, 15) emphasise that

quite possibly the source of motivation is very important in a practical sense to teachers who want to stimulate students' motivation. Without knowing where the roots of motivation lie, how can teachers water those roots?

3. Instruments

To find those roots, a nation-wide cross-sectional survey was conducted among undergraduates enrolled in German courses. Following Dörnyei (2001, 193) in his argument that questionnaires are "precise", and produce "reliable and replicable data", and that "statistically significant results are readily generalisable, thus revealing broader tendencies", a questionnaire (Appendix A) was used for the data collection. The questionnaire was structured into five sections:

1. The student's language learning history:

The main objective of the first section was to uncover whether the respondent had learnt some German before entering university, and if so, where and for how long, and whether he or she had already visited a German-speaking country. One question also asked about knowledge of other languages.

2. General information about the student's university study:

The second section was designed to reveal information about the participant's degree enrolment, his or her majors, and whether language study was a degree requirement.

3. The student's reasons for learning German at university:

The third part of the questionnaire contained a list of twenty-six potential reasons for learning German at university. The reasons were listed on a five-point Likert scale and there was additional space for adding other reasons.

4. The student's preferred topics in his/her German courses:

The fourth section had two questions. The first question asked students to rank the four language skills with regard to importance, while the second asked them to indicate the level of interest in eleven potential topics/areas. The eleven topics were also listed on a Likert scale and, again, there was space given to add additional topics.

5. General demographic information about the student and his/her

ancestry:

The last section focussed on demographic information. Respondents were asked to provide information about their age, gender, country of birth, and their first language. In order to gain some ancestral information, participants were also asked to list their parents' and grandparents' country of birth and first language.

4. Participants and data collection

In 2005, fifteen Australian universities offered German, of which ten agreed to participate, including six of the Group of Eight universities. Each institution distributed the questionnaire to two different groups; first, to students learning German at beginners level, and second, to students learning German at intermediate level. These two levels were chosen in order to include students who began their language study at university with little or no previous knowledge as well as students who had already learnt German at secondary level. The two levels were also selected by the two former surveys focussing on German Studies in Australia (Ammon 1991; Petersen 1993), and therefore allowed comparisons. Nearly all data was collected in group administration during class time. The overall response rates were high and the total number of returned questionnaires was 520. Table 1 provides an overview of the participating universities and the response rates.

The third stage of data analysis explored relationships between the various variables, investigating for example, whether there is a relationship between "wanting to study in a German-speaking country" and "being interested in German-speaking people and their culture". Correlation tests were performed.

The third stage of data analysis explored relationships between the various variables, investigating for example, whether there is a relationship between "wanting to study in a German-speaking country" and "being interested in German-speaking people and their culture". Correlation tests were performed.

The second stage focused on exploring differences between sub-groups. The data file allowed the forming of various groups. The main groups used in the analysis were: gender, first language, German ancestry, university, language level (beginners or intermediate), degree, language study as a degree requirement, previous language study before university, and majoring in German.

All data was statistically analysed using SPSS. The first analyses described the data by calculating frequencies, percentages, means, etc. For those two variables on a Likert scale, reliability checks were conducted by calculating the Cronbach's alpha coefficients (Pallant 2005). Both scales had a good internal consistency, with both Cronbach alpha coefficients above the .7 level.

5. Data analysis

Table 1: Participating universities and response rates

University	Response	Inter.	Response	Total
Adelaide	55	100 %	2	57
ANU	40	98 %	25	65
Macquarie	33	100 %	27	60
UNSW	39	100 %	18	57
UQ	57	80 %	28	85
USQ	28	100 %	5	33
Sydney	66	?	18	84
UTAS	8	?	9	17
UTS	19	100 %	12	31
UWA	16	100 %	15	31
Total:	361		159	520

6. Demographic background

As Figure 1 shows, the age of the 520 participants ranged from 16 to 64 with over three quarters (76.7%) between 18 and 22 years old. The average age was 21.58 years (mean) with 19 the most frequent age (mode). In comparison with 1987 (Ammon 1991, 18-19) the age distribution was similar and the mode the same.¹

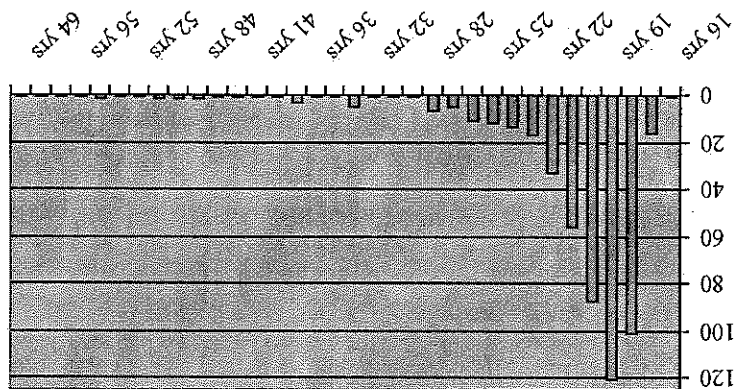


Figure 1: Age distribution

With regard to gender, the overall percentage of male students learning German increased between 1987 and 2005 from 28.5% to 36.5%, which is a positive trend in light of a general underrepresentation of boys in language classes at secondary level (see for example Carr and Pauwels 2006; Barton 2006). There was however a highly significant difference between the two language levels with the beginners level recording a percentage of over 40% of male students versus only 27.7% at the intermediate level ($\chi^2=7.459$, $df=1$, $p=.006$). One explanation appears to be that more female than male students begin their university language study with some previous knowledge of German and, hence, seem to start at a higher language level. The data reveals a highly significant difference between the two genders with regard to previous language learning at secondary school ($\chi^2=7.505$, $df=1$, $p=.006$). While only 34.7% of all male

¹ All comparisons with 1987 refer to Ammon's (1991) survey.

respondents had learnt German at secondary school, the comparable figure for female students was 46.8%.

Engineering/IT was the only degree with a very highly significant larger percentage of male students (76%) than females ($\chi^2=25.688$, $df=1$, $p=.000$), while in contrast, Arts had with 68% a very highly significant higher proportion of female students ($\chi^2=12.468$, $df=1$, $p=.000$).

The responses to the country of birth item uncover a very multicultural student population coming from over forty countries. While only 1% were born in Germany, there was still a solid German-speaking family background among students learning German with 16% of all respondents having at least one parent or grandparent born in Germany, Austria or Switzerland. Great Britain was the largest overseas country of birth, followed by Asian countries led by China, Hong Kong, Indonesia and Malaysia. However, the percentage of overseas born students varied significantly among the ten universities. For example, 89.2% of ANU German Studies students were born in Australia, while the figure for UNSW was only 47.4%.

The responses with regard to the students' first language align with those about country of birth. The data reveals that nearly 80% (79.6%) regarded English as their first language followed by Chinese with 5.8%, Indonesian with 1.7%, Japanese and Croatian each with 1.3%, and German and Russian each with 1.0%. With the exception of UTAS, Chinese was the second most frequent first language at all universities, which is consistent with official figures for 2005 (Commonwealth of Australia 2007). Twenty-six other first languages were listed, but all counting for less than 1%. For that reason, all languages were grouped into language families. Table 2 provides an overview of the distribution of the language families.

Table 2: Respondents' L1 family

Respondents' L1 family	Frequency	Percent
English	414	79.6%
German	5	1.0%
Other Germanic languages (w/o English and German)	6	1.2%
Other Indo-European languages (w/o Germanic languages)	36	6.9%
All non-Indo-European languages	54	10.4%
No response	5	1.0%
Total	520	100.0%

Only five students (1%) listed German as their first language, which, in comparison with 7.1% in 1987, is a very highly significant decline ($\chi^2=31.95$, $df=1$, $p<.001$). At the same time, the number of native speakers of non-Indo-European languages had nearly doubled from 5.5% to 10.4% (Ammon 1991, 92).

There were again large differences between the ten universities. The percentage of students with English as their first language ranges from 93.8% at ANU to only 54.4% at UNSW. This indicates that universities need to take different approaches with regard to their course offerings. For example, the data shows that 85% of all students with a non-Indo-European language as their first language attended the beginners level. Accordingly they had the lowest percentage of studying German as one of their majors and showed a much lower interest in wanting to read German literature than students from an Indo-European language background.

Furthermore, the data clearly shows an interesting difference with regard to having been exposed to German before university in relation to the respondents' first language. Of those who listed an Indo-European language as their native language, only 38% had had no previous experience with German before university. In comparison, this figure was 70.4% for students from a non-Indo-European language background. This is a very highly significant difference ($\chi^2=23.602$, $df=1$, $p<.001$) and explains why native speakers of a non-Indo-European language were largely overrepresented in the beginners level and might have a stronger interest in acquiring language skills instead of other content such as literature.

7. Degrees

The data shows a very diverse and interdisciplinary student body and supports Pauwels' (2002) observation, that languages have become more accessible to a wider range of students including those not majoring in a language. About a quarter of all respondents were enrolled in a combined or double degree, which explains why the overall percentages in Table 3 add up to more than 100%.

The centrepiece of the survey was the question about students' reasons for studying German. Participants were given a list of twenty-six potential motives and were asked to mark on a five-point Likert scale how strongly they agreed or disagreed with each motive. Table 4 provides an overview

8. Reasons

Nearly a fifth of all respondents claimed that they had to learn a language for their degree. They were mainly Arts students, who were enrolled in an International Studies degree. But with only 20% of students required to learn a language, the good news is that 80% were enrolled in German for other reasons than "being forced to".

Another interesting result is that more than half of all respondents combined with an Arts degree). Among the non-Arts disciplines, Science (53.4%) were enrolled in a non-Arts degree (although sometimes followed by Law (5.6%) and Education (5.0%).

Combined degree students came over proportionally from Arts, Economics, Education and Law. While 68.7% of all students studying German were enrolled in an Arts degree (first or second degree), - this percentage is slightly smaller than the 71.5% in the table, because some students had both their first and second degree in the Arts category - it is important to notice that about 30% were enrolled in German without studying towards an Arts degree. It will later be examined whether those latter students differ in their reasons and expectations towards their study of German.

Table 3: Degree distribution (first and second degree)

Degrees	Students	Percent
Arts & Social Sciences	371	71.5%
Science	78	15.0%
Business/Economics/Commerce	73	14.1%
Engineering/IT	46	8.9%
Law	29	5.6%
Education (Bachelor/Dip.)	26	5.0%
Architecture	6	1.2%
Creative Arts (Music, Fine Arts)	15	2.9%
Other	7	1.3%
No response	1	0.2%
Total	652	125.4

of all reasons, ordered according to their means. (The lower the mean, the stronger the level of agreement.)

Given motives	Mean
1. Because I enjoy learning languages.	1.82
2. Because I want to travel to a German-speaking country as a tourist.	1.84 ²
3. Because I want to communicate with German-speaking people abroad.	1.84
4. Because I am interested in German-speaking people and their culture.	1.84
5. Because learning German broadens my world view.	1.85
6. Because I liked learning German at school.	1.88
7. Because I spent some time in a German-speaking country.	1.90
8. Because learning German is a challenge.	2.02
9. Because I have a German-speaking family background.	2.04
10. Because the knowledge of German improves my career prospects.	2.06
11. Because learning German is fun.	2.11
12. Because I love the German language.	2.12
13. Because I want to work in a German-speaking country.	2.14
14. Because my partner speaks German.	2.18
15. Because German is a language of culture.	2.24
16. Because I was good at German at school.	2.26
17. Because I want to understand German films or videos.	2.27
18. Because German is an international language.	2.47
19. Because I want to study in a German-speaking country.	2.52
20. Because I want to read German literature.	2.68
21. Because German is an important business language.	2.70
22. Because I want to communicate with German-speaking people in Australia.	2.75
23. Because I have to learn a language for my degree.	2.76
24. Because German is important for Australia.	3.27
25. Because German is easy to learn.	3.29
26. Because I want to become a German teacher.	3.93

Table 4: Respondents' level of agreement to given motives

² The three reasons with the same mean have been put into this order according to the frequency of "strongly agree".

First of all, it is notable that the motive with the strongest level of support was "Because I enjoy learning languages", which came well ahead of pragmatic reasons such as "Because German is an important business language". This is important to keep in mind, because too often the promotion of learning German focuses on choosing it for pragmatic reasons as does, for example, one of the websites of the Goethe-Institut Kanada (2008): "With knowledge of German, you improve your employment opportunities - Germany has the largest economy in the European Union and the third largest in the world."

The second, third and fourth motives, all with the same mean, express a strong interest in travelling and communicating with speakers of German. Other motives ranked in the top half of the table emphasise the intellectual benefits of learning German, for example "broadens my world view" and "is a challenge".

At the same time, the more instrumental and pragmatic reasons, such as "to study in a German-speaking country", "an important business language", "have to learn a language for my degree", "important for Australia" and "to become a German teacher", can all be found at the bottom of the list. There are two exceptions to this. It appears that there was some interest in working in a German-speaking country, a reason which came thirteenth on the list and had a mode of 1. And second, the "working" motive goes along with the "improves my career prospects" motive which is listed tenth.

While the general attitude towards learning German appears to have been positive, there was also a high level of agreement that German is difficult to learn. The motive "German is easy to learn" came second last with a high mean of 3.29 and a mode of 4. The only motive even lower on the list is "to become a German teacher" with a mean of 3.93. It is the only motive with a mode of 5 (strongly disagree) which confirms that the career prospect of becoming a German teacher was nearly unanimously unpopular, even among Arts students, who recorded only a slightly lower mean of 3.88.

Since the twenty-six reasons on the list could not anticipate all reasons participants might have had for their decision of studying German at university, respondents were given the opportunity to add other reasons in an open-ended section. Altogether seventy-six students (15%) added additional responses can be grouped together under five new reasons which were not covered by the list.

First, there appears to be a strong feeling about not losing the language skills acquired at school or overseas before university ("a shame to stop

now"). Second, for some students the "trigger" to learn German was "to do something different". This reason was mainly listed by non-Arts students studying Engineering/IT or Economics/Commerce. Third, since language students come from various disciplines, language courses are regarded as an opportunity to meet people from other areas. Fourth, the interactive and communicative character of the language classroom with its small groups seems to be appealing to students and a motive to enrol in German. There were quite a few comments that there is "lots of laughter in language classes" and "you get to know people more". And last, in particular postgraduate students from other disciplines want to gain reading skills for their research.

9. Changes since 1987

Twelve of the twenty-six motives from the 2005 questionnaire were repeated from Armon's 1987 questionnaire (Armon 1991, 32-33), which listed altogether twenty motives. Independent-samples t-tests were conducted to compare the means of the level of agreement scores of the twelve repeated reasons, and Table 5 provides an overview of the twelve motives with their old and new means and p-values.

	Mean 1987	Mean 2005	p
I want to communicate with German-speaking people abroad.	1.53	1.84	<.001
I want to travel to a German-speaking country as a tourist.	1.64	1.84	<.001
The knowledge of German improves my career prospects.	2.19	2.06	=.05
I want to work in a German-speaking country.	2.29	2.14	=.05
I want to read German literature.	2.32	2.68	<.001
German is an international language.	2.33	2.47	=.05
I want to understand German films or videos.	2.38	2.27	>.05
German is a language of culture.	2.40	2.24	=.01
I want to communicate with German-speaking people in Australia.	2.42	2.75	<.001
I want to study in a German-speaking country.	2.48	2.52	>.10
Learning German is a challenge.	2.98	2.02	<.001
German is easy to learn.	3.37	3.29	>.10

Table 5: Comparison of means from 1987 and 2005

Five of the twelve reasons have experienced very highly significant changes in their level of agreement. While the reasons "to communicate with German-speaking people abroad", "to travel to a German-speaking country as a tourist", "to read German literature" and "to communicate with German-speaking people in Australia" all lost in their level of agreement (increased means), the reason "learning German is a challenge" has experienced the biggest change with the 2005 mean lower by nearly 1, which means that in 2005 many more students than in 1987 agreed with this statement, which might reflect an increased perception of German being difficult to learn.

For the reason "German is a language of culture" the change has been highly significant with more students agreeing in 2005 with this statement than in 1987.

Three other reasons recorded significant changes. The two pragmatic reasons "improves my career prospects" and "to work in a German-speaking country" both received higher levels of agreement while fewer students agreed with the motive "German is an international language".

10. Differences between sub-groups

The next stage of the data analysis investigated whether the various sub-groups of the 520 participants differed in their level of agreement with the twenty-six motives that were given. For example, whether learners from a German-speaking background have other reasons for studying German than those without a German-speaking link in their family, or whether Arts students differ from non-Arts students. There were many significant differences between the various groups, and the following provides some examples with regard to gender, ancestry and degrees.

With regard to gender, there were eight statistically significant differences. In seven of the eight cases, female students expressed a stronger level of agreement with the reasons. Only one reason recorded a significantly stronger level of agreement from male students and that was "Because German is an important business language". The gender variation is supported by other research, see for example Dömyei and Clement (2001).

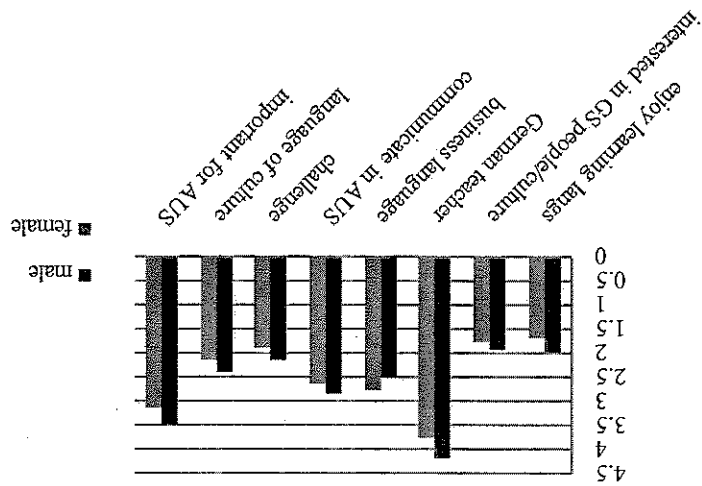


Figure 2: Significant differences between male and female students

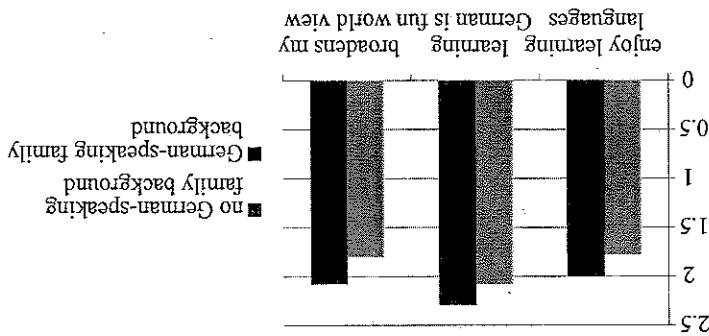
However, it is important to keep in mind that these differences do not mean that they were caused by gender. Other factors might play a role. For example, it was earlier reported that female students had learnt German at secondary school for a longer period of time than their male counterparts. There were three statistically significant differences between respondents with at least one parent or grandparent born in a German-speaking country and those without. Interestingly, those students from a German-speaking family background appear to be less enjoying learning languages, seem to think less that learning German is fun, and expressed less support for the statement that "learning German broadens my world view".

Again, the data only report differences and not their causes. Other variables might also play a role. For example, Arts had a significantly larger percentage of female students and a very high number of students with an Indo-European first language. On the other hand, Engineering/IT recorded not only a significantly larger number of male students, but, with 22%, also the highest percentage of students with a non-Indo-European first language. And over 90% of Engineering/IT students attended the beginners level, reflecting that they were the group with the least previous knowledge of German before university (39%).

The degree with the highest number of significant differences was Arts, which recorded eleven differences. In ten cases, Arts students expressed an above-average level of agreement. There was only one reason where Arts students scored below the average, and that was with regard to "Because German is an important business language". The degree with the second highest number of differences was Engineering/IT with eight significant differences. However, this time, students enrolled in an Engineering/IT degree had seven below-average mean scores and only one, "Because German is an important business language", above-average. In many cases, their scores were the opposite of those of Arts students.

With an increasing number of German Studies students enrolled in non-Arts degrees, this study was in particular interested whether there were relationships between the degrees and the level of agreement with the twenty-six reasons. Altogether, the data revealed thirty-three significant differences.

Figure 3: Significant differences between students with a German-speaking background and those without



11. Correlations

Several of the motives formed relationships. They were correlated with each other by using Kendall's T_b non-parametric Rank Order Correlation test. The reason "interested in German films" formed the largest number of relationships (8)³, which might reflect the increased prominence of film in the area of German Studies. Those respondents who expressed a high level of agreement with "interested in German films" also showed strong support for the following reasons (in descending order according to the strength of their relationship): "to read German literature", "broadens my world view", "to communicate with German-speaking people abroad", "interested in German-speaking people and their culture", "love the German language", "a language of culture", "to communicate with German-speaking people in Australia", and "spent some time in a German-speaking country".

12. Areas of interest

The last section of the questionnaire asked the respondents about the areas and topics they were interested in and would like to learn about in their German courses (e.g. literature, history). They were given a list of eleven potential areas and were asked to mark on a scale how strong their interest was. The scale consisted of three points (strong interest=1, moderate interest=2, no interest=3). Table 6 provides an overview of all areas, ordered according to their means. (The lower the mean, the stronger the interest in the area.)

³ Only those motives with a strong relationship (Kendall's $T_b > .49$) and those with a moderate relationship (Kendall's $T_b > .29$ or $< .5$) were counted.

Areas	Mean	Mode
Learning the Language for Communication	1.21	1 ⊕
Translating and Interpreting	1.53	1 ⊕
Society and Contemporary Culture	1.64	1 ⊕
History	1.69	2 ⊕
Film	1.73	2 ⊕
Linguistics	1.84	2 ⊕
Literature	1.91	2 ⊕
German for Specific Purposes, e.g. Business German	1.94	2 ⊕
Politics	2.19	3 ⊕
Philosophy	2.22	2 ⊕
Business/Economics/Commerce	2.29	3 ⊕

Table 6: Areas of interest

The first and third ranked areas of interest, communication and society/contemporary culture, are coherent with the three reasons ranked second, third and fourth. In order to be able "to travel to a German-speaking country as a tourist", "to communicate with German-speaking people abroad", and to accommodate an interest "in German-speaking people and their culture", one needs to learn "the language for communication" and about "society and contemporary culture". Since most German programs nowadays do not have a focus on translating and interpreting, the second strongest area of interest was unexpected and requires further investigation.

History and film further confirm the interest in German-speaking culture, while the two more traditional areas of linguistics and literature both attract a rather moderate interest. The area ranked eighth, "German for specific purposes", was taken into the list to explore whether this is an important area for students enrolled in non-Arts degrees. The overall mean of 1.94 does not reflect a strong priority for the overall population; however, Economics/Commerce and Engineering/IT students expressed a highly significant stronger interest.

The next two areas, politics and philosophy, have both a mean of more than 2, indicating little interest. The topic ranked last, business, also points towards only a small interest in more vocational-oriented areas. Again, both Economics/Commerce and Engineering/IT students expressed above-average interest.

The eleven given areas of interest covered only the main topic areas generally associated with German Studies. For that reason, respondents were asked to add additional areas of strong interest in case they thought they were not covered by the list. A total of forty-seven students (9%) added mostly new areas which were then grouped into categories:

A large number of responses (16) relate to Music, a category including classical music, pop music, songs and even yodeling. The second largest group (10) relates to Art in a very broad context, i.e. including architecture, design, theatre, art history, etc. A further category carries the label Everyday Culture, and includes food, sport, TV news and the Austrian TV series "Inspector Rex". There was also mention (6) of some specific content with regard to the German language (formal German, colloquial German, German for Science, Germanic languages, punctuation and poetry). Another category, with six additions, refers to (Medical) Science, while the last group, with three entries, has the heading (German for) Tourism. All other additional areas of interest, such as Psychology, Cross-Cultural Communication, International Relations/Human Rights, Ecology or Gender and Sexuality, were mentioned only once or twice.

13. Conclusion

Australian university undergraduates enrolled in German language and culture courses represent a very diverse student body, particularly with regard to their cultural and linguistic background. While 16% of the survey's participants still had a German-speaking family background, the data shows that this does not necessarily lead to a stronger interest to learn the language. Furthermore, students are enrolled in a wide variety of degrees, which confirms, that language programs have opened up to disciplines other than those traditionally associated with Arts and Humanities. About 30% of all respondents were not studying towards an Arts degree, with Science, Business and Engineering/IT leading the non-Arts disciplines. However, as the analysis of the motives for choosing German has shown, this opening-up to other disciplines has not led to an overall increase in the importance of more instrumental and pragmatic reasons. This is in accord with Dörnyei's (1996, 76) observation with regard to school students, that instrumental motivation is only relevant "where relatively short-term pragmatic, utilitarian benefits are actually available to the learners". This is important to keep in mind when German is being advertised to prospective students. Despite some variation depending on the students' gender, first language, degree, etc., the reasons

with the strongest support all express a general interest in learning languages and a strong interest in travelling and communicating with speakers of German.

While these general trends were common across the ten participating universities, there were some significant differences which need to be taken into consideration when curricula are being developed. The differences, most likely caused by different student profiles (degrees, first language, previous knowledge of German, etc.), could, for example, be found with regard to studying German towards a major, or honours. The percentage of students doing a major in German ranged from 16.7% to 47.1%, while the intention to do honours ranged between 0% and 35.3%. However, this diversity of the student population should be seen as an advantage since it gives individual universities their own niche.

Reference List

- Ammon, Ulrich. 1991. *Studienmotive und Deutschenschild australischer Deutschstudienten und -studentinnen*. Stuttgart: Franz Steiner Verlag.
- Barok, Ivan. 1996. A history of language education in universities: the recent past and today. *Australian Language Matters* 4(2): 6-7.
- Barton, Amanda. 2006. Getting the Buggers into Languages. London: Continuum International.
- Cart, Jo and Anne Pauwels. 2006. *Boys and Foreign Language Learning: Real Boys Don't Do Languages*. London: Palgrave.
- Clyne, Michael. 2007. Are we making a difference? On the social responsibility and impact of the linguist/applied linguist in Australia. *Australian Review of Applied Linguistics* 30(1): 1-14.
- Commonwealth of Australia. 2007. *Students 2005: Selected Higher Education Statistics*. Canberra: Commonwealth of Australia.
- Dörnyei, Zoltán. 1996. Moving language learning motivation to a larger platform for theory and practice. In *Language learning motivation: Pathways to the new century*, ed. Rebecca L. Oxford, 71-80. Honolulu: University of Hawaii Press.
- Dörnyei, Zoltán. 2001. *Teaching and researching motivation*. Harlow: Longman.
- Dörnyei, Zoltán and Richard Clement. 2001. Motivational characteristics of learning different target languages: Results of a nationwide survey. In *Motivation and second language acquisition*, ed. Zoltán Dörnyei and Richard Schmidt, 399-432. Honolulu: University of Hawaii Press.

- Goethe-Institut Kanada. 2008. *Why learn German?*
<http://www.goethe.de/ins/ca/lp/prj/wlg/en/index.htm>
 (accessed 15 August 2008)
- Jäger, Andreas, and Sabine Jasný. 2007. Zur Lage der Germanistik in
 Australien. *Info DaF* 34(5): 472-486.
- Leal, Barry, Camilla Bettoni, and Ian Malcolm. 1991. *Widening our
 horizons: report of the review of the teaching of modern languages in
 higher education*. Canberra: Australian Government Publishing
 Service.
- Mehigan, Tim. 2008. How 'user pays' has tied our tongues. The
 Australian, 7 May 2008: 31.
- Oxford, Rebecca L., and Jill Shearin. 1994. *Language learning
 motivation: expanding the theoretical framework*. Modern Language
 Journal 78: 12-28.
- Pallant, Julie. 2005. *SPSS Survival Manual*. Crows Nest: Allen & Unwin.
- Pauwels, Anne. 2002. Languages in the university sector at the beginning
 of the third millennium. *BABEL* 37(2): 16-20.
- Petersen, Karen. 1993. *Zur Situation des Deutschen als Fremdsprache im
 multikulturellen Australien*. Frankfurt a. M.: Peter Lang.

Appendix A: Questionnaire (reformatted)

Why are you studying German?

I. Your language experience

Please tick or fill in the missing information on the dotted lines.

I. Where have you learnt German?

a) I speak German at home with my family. No - Yes

b) I learnt German at primary school. No - Yes

c) I learnt German at secondary school. No - Yes

Please tick in which years:

in year 7 ; in year 8 ; in year 9 ;

in year 10 ; in year 11 ; in year 12

d) I learnt German somewhere else, e.g. ethnic Saturday school, private tutor, in a German-speaking country, using it with relatives/friends.

No - Yes Please specify:

e) I only started to learn German at university. No - Yes

2.

Have you visited a German-speaking country?

No - Yes Please specify:

Germany ; Purpose of visit(s):

Length of visit(s):

Austria ; Purpose of visit(s):

Length of visit(s):

Switzerland ; Purpose of visit(s):
Length of visit(s):

3. Have you learnt languages other than German?
No - Yes
Which language(s)?

II. General information about your university study

Please tick or fill in the missing information on the dotted lines.

1. Which degree program are you enrolled in? E.g. Bachelor of Arts, Bachelor of Law, Bachelor of Arts (International Studies/Relations), Bachelor of International Business (Europe), Bachelor of Tourism, Diploma in Arts.

Please write the official name of your degree program:

2. Which year of this degree are you in at the moment?
1st year ; 2nd year ; 3rd year ; 4th year ; 5th year ;
other:

3. Does your degree require compulsory language study?
No - Yes How many semesters?

4. How many years have you studied German at university including this year?
..... year(s)

5. What is your current language level in German?
 1. Introductory/Elementary 2. Continuing
 3. Intermediate 4. Advanced
 5. (Near) Native 6. Other:
6. How long do you plan to study German at university?
 year(s)
7. What is/are your major(s)?

8. Have you considered doing Honours in German?
 Yes - No - Not sure yet
9. Please list all the German courses you are enrolled in
 this semester.

10. Do you study any other languages at university?
 No - Yes Which language(s)?

III. Why are you learning German?

I. Why are you learning German at university?

Please think carefully about all the following reasons and tick on the scale between "strongly agree=1", "agree=2", "not sure=3", "disagree=4" and "strongly disagree=5". The first six reasons may not be applicable to you ("N/A").

	1	2	3	4	5	N/A
a) Because I was good at German at school.						
b) Because my partner speaks German.						
c) Because I have to learn a language for my degree.						
d) Because I spent some time in a German-speaking country.						
e) Because I have a German-speaking family background.						
f) Because I liked learning German at school.						
g) Because I love the German language.						
h) Because I enjoy learning languages.						
i) Because I am interested in German-speaking people and their culture.						
j) Because I want to become a German teacher.						
k) Because German is an international language.						

										l) Because learning German is fun.
										m) Because I want to study in a German-speaking country.
										n) Because German is easy to learn.
										o) Because I want to travel to a German-speaking country as a tourist.
										p) Because I want to read German literature.
										q) Because German is an important business language.
										r) Because I want to communicate with German-speaking people in Australia.
										s) Because I want to communicate with German-speaking people abroad.
										t) Because I want to work in a German-speaking country.
										u) Because I want to understand German films or videos.
										v) Because learning German broadens my world view.
										w) Because learning German is a challenge.
										x) Because German is a language of culture.

y) Because German is important for Australia.									
z) Because the knowledge of German improves my career prospects.									
For other reasons. Please specify.									
.....									
.....									
.....									

2. For all reasons listed above, which three do you consider as most important?

Please rank your 'top three' reasons in order of importance. (Fill in the three letters.)

1.; 2.; 3.

3. If you "agree" or "strongly agree" with (t) or (z) in which profession do you hope to enter after graduating?

4. Do you expect to use German in this profession?

Yes - No

IV. What would you like to learn about in your German classes?

1. Which skills in German do you want to acquire?

Please number the following skills in order of preference (highest preference = 1). Where you rate skills equally give them the same number.

... ☐ Reading	... ✍ Writing	... 👂 Listening	... ☞ Speaking
------------------	------------------	--------------------	-------------------

2. Which areas/topics are you interested in and would like to learn about in your German courses at university? Please tick.

	Strong interest ☺	Moderate interest ☹	No interest ☹
a) Linguistics			
b) Film			
c) Translating and Interpreting			
d) History			
e) Society and Contemporary Culture			
f) Learning the Language for Communication			
g) German for Specific Purposes e.g. Business German			
h) Politics			
i) Philosophy			
j) Literature			
k) Business/Economics/Commerce			
☺ Strong interest in other areas/topics. Please specify.			
.....			
.....			
.....			

- V. Some information about yourself and your ancestry
- Please tick or fill in the missing information on the dotted lines.
1. How old are you? years
 2. Your gender? male - female
 3. Please state the country of birth, first language and other languages of the following people:

Country of Birth	First Language	Other Languages spoken
You yourself		
Your mother		
Your father		
Your mother's mother		
Your mother's father		
Your father's mother		
Your father's father		

Thank you very much for your assistance!

