## **Table of Contents**

List of 7	Tables	13
List of F	Figures	15
List of A	List of Abbreviations	
Chapter	1	
Introduc	ction	19
1.1	The rationale for this thesis	19
1.2	Overview of chapters	21
Chapter	2	
German	Studies in Australian Universities:	
From its	Beginnings to the 21st Century	25
2.1	Introduction	25
2.2	The beginnings of German in Australian universities	25
2.3	The first half of the 20th century	27
2.4	From 1945 until the 1960s	27
2.5	The 1970s and 1980s	29
2.6	The 1990s	30
2.7	The new millennium	31
2.8	German Studies at the beginning of the 21st century	33
2.8.1	Amalgamations of disciplines	33
2.8.2	Beginners' courses	33
2.8.3	Electives: from 'Language and Literature' to German Studies	34
2.8.4	Alliances with other disciplines	36
2.9	Summary	36
Chapter	3	
A Revie	ew of Former Surveys on German Studies Students in Australia	
and Rel	evant Models of Language Learning Motivation	39
3.1	Introduction	39
3.2	A review of former surveys on the profile and language learning	
	motivation of Australian university students learning German	40
3.2.1	A general overview of the three studies	40

3.2.1.1	Objectives 4
3.2.1.2	Survey instruments
3.2.1.3	Participants, data collection and analysis4
3.2.2	The main results of the three studies
3.2.2.1	Demographic information
3.2.2.2	German ancestry4
3.2.2.3	Previous language study 4
3.2.2.4	Previous visits to a German-speaking country
3.2.2.5	Career objectives4
3.2.2.6	Preferred language skills
3.2.2.7	Motives for studying German
3.2.3	Critique of the three studies4
3.3	A review of relevant models of motivation in language learning 4
3.3.1	What is language learning motivation?4
3.3.2	The concept of integrative and instrumental motivation
3.3.3	Critique of Gardner's model5
3.3.3.1	Confusing terminology
3.3.3.2	Dominance of integrative and instrumental orientation
3.3.3.3	Ambiguity of integrative and instrumental orientation
3.3.3.4	Too much focus on the role of integrative orientation
3.3.3.5	Second language vs. foreign language learning
3.3.3.6	Integrative motivation in a global world5
3.3.3.7	Motivation is important, not orientations 5
3.3.3.8	Motivation is not static but dynamic
3.3.4	The process model of language learning motivation
3.3.5	Critique summary
3.4	Scope for a new theoretically informed study
3.4.1	What is the profile of the current population of Australian Ger-
	man Studies students?
3.4.2	What are the reasons of Australian university students for study-
	ing German?
3.4.3	What expectations do Australian university students have with
	regard to their German courses?
3.5	Summary
Chapter	· A
-	ology
4.1	Introduction
4.1	Methodological approach 6
4.2 4.3	O 11
4.3	Questionnaire design

4.4	Participants and data collection
4.5	Data analysis
4.6	Summary
Chapter	
	file of Australian German Studies Students
5.1	Introduction
5.2	Demographic data
5.2.1	Age
5.2.2	Gender 80
5.2.3	Ethnicity
5.2.4	Native language
5.3	Language learning history
5.3.1	Pre-university learning of German
5.3.1.1	German at school
5.3.1.2	Learning German outside school
5.3.1.3	Visits to German-speaking countries
5.3.2	Languages other than German
5.4	University study
5.4.1	Degree overview
5.4.2	Respondents' study of German at university
5.4.3	Other languages at university
5.5	Summary and discussion
Chapter	
The Mo	tivation of Australian University Students to Learn German 105
6.1	Introduction
6.2	The reasons for studying German
6.2.1	A general overview of Australian undergraduates' motives for
	studying German
6.2.2	The fundamental reasons of Australian undergraduates for
	studying German
6.2.3	Changes in student motivation since 1987 111
6.3	Relationships between the reasons
6.3.1	Correlations between the three fundamental reasons
6.3.2	Correlations between the twenty-six reasons 114
6.3.3	Correlation changes since 1987 118
6.4	Differences in the motivation of the various sub-groups
6.4.1	Gender
6.4.2	First language

6.4.3	German-speaking family background	121
6.4.4	Visits to a German-speaking country	121
6.4.5	Universities	122
6.4.6	Language levels	122
6.4.7	Complete beginner at university	122
6.4.8	Degrees	123
6.4.9	German major	124
6.5	Links between learning German and career plans	124
6.6	Additional motives for studying German	126
6.7	Summary	127
Chapte	er 7	
The M	fain Interests of Australian University Students with regard to their	
Germa	an Courses	131
7.1	Introduction	131
7.2	The main areas of interest with regard to course topics	131
7.2.1	Preferred language skills	13
7.2.2	Topics and areas of interest	132
7.3	Relationships between the areas of interest	133
7.3.1	Relationships with the fundamental motives for learning German	134
7.3.2	Relationships between the areas of interest	135
7.4	Differences in areas of interest between the various subgroups	137
7.4.1	Gender	137
7.4.2	First language	138
7.4.3	German at secondary school	138
7.4.4	Visits to a German-speaking country	138
7.4.5	Universities	138
7.4.6	Language levels	139
7.4.7	Degrees	139
7.4.8	Compulsory language study	140
7.4.9	German major	14
7.5	Additional areas of interest	141
7.6	Summary	142
Chapte	er 8	
	ssion of the Motivation of Australian University Students to Learn	
	ın	143
8.1	Introduction	143
8.2	Three motivational factors versus Gardner's dichotomy	143
8.3	The three motivational factors	148

8.3.1	Factor 1: A general interest in the German language and culture	
	paired with a joy and an appreciation of learning languages	148
8.3.2	Factor 2: The wish to communicate in a German-speaking coun-	
	try while working, studying or travelling	150
8.3.3	Factor 3: German is an important (business) language that could	
	bring professional advantages	150
8.3.4	The dominance of factor 1	151
8.3.5	The diverse motivation of Australian university students learning	
	German	152
8.4	A strong relationship between language and culture	153
8.5	The relationship between the student profile and the motives for	
	studying German	155
8.5.1	Motivation in relation to language level	155
8.5.2	Motivation in relation to first language	156
8.5.3	Motivation in relation to degrees	157
8.5.4	Other differences	159
8.6	Students' preferred areas of interest	159
8.7	Summary	160
Chapter	9	
	ion	163
9.1	Introduction	163
9.2	New and comprehensive data	163
9.3	New representative data on the German Studies student popula-	
	tion	164
9.4	More than two motivational factors for studying German	165
9.5	An increasingly diverse student population	166
9.6	Challenges and opportunities for future course design	168
9.7	Future research	173
Append	ices	175
	Questionnaire	175
	Letter to German Studies programs	179
	Information letter to students	180
Bibliog	raphy	181