



**German Studies in Australia: A Statistical Overview,
1995 – 2010**

Heinz L. Kretzenbacher, Melbourne, Australia

ISSN 1470 – 9570

German Studies in Australia: A Statistical Overview, 1995 – 2010

Heinz L. Kretzenbacher, Melbourne, Australia

The new *Netzwerk Deutsch* survey on German as a Foreign Language world-wide, following two previous surveys, provides a unique (if not entirely complete and comprehensive) overview of the development of the numbers of students of German internationally. This article discusses the numbers indicated for tertiary students of German in Australia and sets them in relation to the world-wide average, as well as to the numbers indicated for the other English-speaking OECD countries. The decline in student numbers has been less dramatic in the Anglophone OECD countries than in the world on average. Australian German Studies programs in particular have proved resilient in the face of the world-wide trend.

1. Introduction

The teaching of German as a Foreign Language (GFL) has declined dramatically world-wide over the last 15 years. Tertiary teaching of GFL, and even more so German Studies/*Germanistik* proper, appears to have been particularly vulnerable in this respect. While the negative development is not uniform across the globe, and there are some regions where GFL was able to hold its place more or less, the decline has been described as particularly steep in Anglophone countries. In those countries, foreign language teaching in general has been said to have taken a nosedive due to their increasing monolingualisation.¹

Australia is no exception in respect of the decrease in teaching foreign languages. In the 1960s, when a foreign language was a prerequisite for tertiary studies in Australia, 40% of Australian secondary students took a Language Other than English (LOTE) in their final year of secondary school. In the first decade of the new millennium this percentage had shrunk to 15%, in some states even below 6%, as a study sponsored by the association of Australian top research universities shows (Group of Eight 2007: 2). Only about half of Australian school students are learning any LOTE during their schooling (MCEETYA 2005: 4), and this percentage shrinks radically over the last years of secondary school. The development is no less alarming in the tertiary sector: in 1997, 66

¹ Cf. e.g., in regards to the US, Rickels 2005, for descriptions of the situation in the UK, Grix & Jaworska 2002 or Carroll 2007.

different LOTES were taught at Australian universities, a number that decreased to 29 in 2007 (Group of Eight 2007: 4) and further to 24 in 2008 (Nettelbeck et al. 2008: 8), a quarter of which were only taught at one particular university (Nettelbeck et al. 2008: 30).

The two trends, the world-wide decline of GFL teaching, in particular at tertiary institutions on the one hand, and the decline in LOTE teaching in Australia, especially at tertiary level, on the other, appear not to bode too well for the discipline of German Studies at Australian universities. However, recent studies have shown that German Studies seems astonishingly innovative and adaptable in qualitative respect and resilient in quantitative respect at Australian universities.² The recent publication of 2010 statistics on the teaching of GFL world-wide provides some statistical evidence to test this impression.

2. The statistical basis

A co-operative enterprise of the Foreign Office of the Federal Republic of Germany, the German Academic Exchange Service (*Deutscher Akademischer Austauschdienst, DAAD*), the Goethe Institute and the Central Institution for German Schools outside Germany (*Zentralstelle für das Auslandsschulwesen, ZfA*), the *Ständige Arbeitsgruppe Deutsch als Fremdsprache (StADaF, recently renamed Netzwerk Deutsch)* has published three world-wide statistical surveys on GFL teaching, giving a quantitative overview of the situation in 2000, in 2005 and in 2010.³ Given that the 2000 survey also has information on the statistics for 1995 for many countries, the three surveys give the most accurate statistics available on the teaching of GFL outside German-speaking countries over the last fifteen years.⁴

While the effort of StADaF/Netzwerk Deutsch is certainly laudable, the three surveys show several weaknesses – some inevitable in statistic surveys of the massive scale

² Cf. Jäger & Jasny 2007; Kretzenbacher 2006, 2010a, 2010b, 2010c; Veit 2003, 2009.

³ StADaF 2003, 2006; Netzwerk Deutsch 2010.

⁴ The three surveys exclude the following European countries where German has the status of a national language: Austria, Germany, Liechtenstein, Luxemburg and Switzerland. Accordingly, all corresponding statistics referring to the population of the whole world have been adapted by subtracting the population of these five countries.

involved, but others caused by inconsistencies in statistic parameters over the three surveys that could easily have been avoided – which make it necessary to use the data provided by the three surveys with some caution. Amongst those weaknesses are the following:

- The 2000 survey has a list of errata (StADaF 2003: 33). The amended numbers have been used for my statistics. Neither the 2005 nor the 2010 survey has a list of errata.
- There are no data available for some countries. In particular, data for 1995 contained in the 2000 survey are not available for many countries.
- The differing number and type of statistical parameters used in the three surveys make it difficult to compare some parameters: while the 2000 survey is divided into three statistical sections (schools, universities and institutions of further and continuing education) with 9, 11 and 6 parameters in each section respectively, the 2005 survey comes in one statistical section with 11 parameters and the 2010 survey has 12 parameters in its single statistical section.
- Particularly regrettable for a comparison of German Studies at universities is the unclear definition of categories among tertiary students of German: whilst the 2000 survey has three categories of tertiary students of German (*Germanistik-/D[deutsch]l[ehrer]ausbildung*, *Deutschstudien* and tertiary *DaF-Sprachkurse*), the 2005 survey distinguishes only between all tertiary students of German (*Deutschstudierende gesamt*) on the one hand, and students aiming for a German Studies degree (*Germanistikstudierende*) on the other. The 2010 survey again only counts tertiary students of German in general (*deutschlernende Studierende gesamt*). In order to at least make the numbers for 1995, 2000 and 2005 comparable, the three categories *Germanistik-/D[deutsch]l[ehrer]ausbildung*, *Deutschstudien* and tertiary *DaF-Sprachkurse* in the 2000 survey have been added together and juxtaposed to the 2005 survey category *Deutschstudierende gesamt*, while the two categories *Germanistik-/D[deutsch]l[ehrer]ausbildung* and *Deutschstudien* in the 2000 survey have been juxtaposed with what the 2005 survey calls *Germanistikstudierende*. The comparison between 1995 and 2000 in the 2000 survey and between 2000 and 2005 in the 2005 survey suggests that this is what happened in the categorisation of the 2005 survey anyway.

- In some cases, the development of data within the same parameter between surveys appears unlikely. So the 2000 survey indicates the unlikely high number of 90,100 tertiary students of German for 1995 (of which it is claimed that 90,000 were aiming for a German Studies degree) with a reduction of 91% in 5 years, to a much more likely number of 8,000 tertiary students of German in 2000 (of which 2,800 were aiming for a German Studies degree). The numbers for 1995 appear highly doubtful. Notwithstanding, the survey for 2010 shows no change from the numbers for 2005 in Ireland, which is also rather unlikely, given the development between 2000 and 2005 and the trend in other Anglophone countries. Similarly, no change is indicated for both the numbers of universities offering German Studies and of tertiary students of German in Australia between 2005 and 2010. Anecdotal evidence makes this equally unlikely (cf. Veit 2009: 337).

In the few cases where it was possible, additional data have been used to amend some apparently faulty data of the three surveys. Of course, use of additional sources is signaled in every case. Wherever the number of tertiary students of German is compared to the total population of countries, the latter numbers are taken from the Wikipedia “List of countries by past and future population”.⁵

3. GFL and German Studies in Australia: the absolute numbers

The numbers indicated by the three surveys (and amended by other available data where it seemed necessary and was possible) show a slight increase in the total number of GFL learners in Australia from 1995 to 2005 and then a strong decline between 2005 and 2010, mostly caused by a reduced number of school students of German. Of course the overall numbers hide very strong differences in the number of school students learning German between the Australian states and territories. Of the total number of 142,300 for 2005, for example, 37,225 (26.16%) are students of government schools in the state of

⁵ http://en.wikipedia.org/wiki/List_of_countries_by_past_and_future_population and http://en.wikipedia.org/wiki/World_population (both last accessed 13/10/2010). In order to achieve comparable data, this is also done for Australia, although the estimates of the Australian Bureau of Statistics differ slightly from the ones Wikipedia indicates for Australia.

Victoria (cf. DEECD 2009: 20). German students in private and denominational schools – which play a considerable role in the Australian school education system, schooling almost one in three Australian children – are not counted in that number (only Victorian government schools publish relevant statistics). Their inclusion would push the percentage of Victorian school students of German in the total number for Australia probably over 35%. Since Victoria's population was only 24.71% of the total population of Australia in 2005,⁶ this illustrates the uneven distribution of school students of German across Australia.

The trend for tertiary students of German in Australia is not parallel to the development in schools, stabilising or even slightly increasing from the middle of the last decade on, despite an ongoing reduction of German Studies Programs at Australian universities which saw their number almost halved since 2000:

	GFL learners total	Schools offering German	School students of GFL	Universities offering Germ. Studies	Tertiary students of German total	Tert. students doing a Germ. Stud. degree
1995	138,676	no data	133,000	no data	4,080	2,280
2000	147,231	1,211	142,300	21	3,655	1,305
2005	150,300	1,600	142,300	14	3,000	1,500
2010	107,000	1,300	98,000	13 ⁷	3,000(?) ⁸	no data

⁶ Cf. "Population by Age and Sex, Australia – Electronic Delivery, Jun 2005" <http://www.abs.gov.au/ausstats/abs@.nsf/mf/3235.0.55.001> (last accessed 13/10/2010) and "Population by Age and Sex, Victoria – Electronic Delivery, Jun 2005" <http://www.abs.gov.au/ausstats/abs@.nsf/mf/3235.2.55.001> (last accessed 13/10/2010).

⁷ Netzwerk Deutsch (2010) indicates 15 (one more than in 2005). This would equal the number of 20 universities offering German in 2007 according to Nettelbeck et al. (2008: 29-30), minus the five universities indicated there as teaching German "by collaborative agreement", i.e. whose students need to cross-enrol at other universities if they want to study German. Since 2007, some universities have abolished or all but abolished the tertiary teaching of German, such as the Royal Melbourne Institute of Technology (RMIT) which now only offers a beginners level German course taught by the Goethe Institute Melbourne. Since the GI uses sessional teachers who, unlike sessional teaching staff at universities, do not have to have a tertiary qualification in German Studies, the GI course at RMIT hardly qualifies as a tertiary German subject. According to university websites, the number of 11 given by Veit (2009: 357) appears a little too low. The thirteen Australian universities offering their own German program are: Australian National University, Macquarie University, Monash University, University of Adelaide, University of Melbourne, University of Southern Queensland, University of Sydney, University of Tasmania, University of New

Since the data given by the 2010 survey for Australian universities are rather doubtful and an increase in both the number of tertiary students of German in total and of tertiary students aiming for a German Studies degree appears likely, the development of tertiary student numbers is probably even better than indicated by the three surveys. The decrease in secondary students of German, of course, means a change in the tertiary student population, insofar as first year university students with a high school leaving certificate level of German become scarcer, while the number of tertiary students of German with a beginners or intermediate entry level of the language increases. Given that the contact hours for language studies have been cut at all Australian universities, this puts lecturers in a Catch 22 situation of having to provide a larger percentage than ever of their students with the necessary linguistic skills to do serious undergraduate and graduate German Studies in the target language, within fewer contact hours than ever.

4. German Studies in Australia in comparison

So while the number of German Studies departments and programs at Australian universities (and consequently the number of full time German Studies lecturers) has declined sharply over the last decade, student numbers appear to have recovered at universities, as opposed to student numbers in schools. But how does the discipline of German Studies in Australia compare with the development world-wide, and particularly in other comparable Anglophone countries? In the following section, the

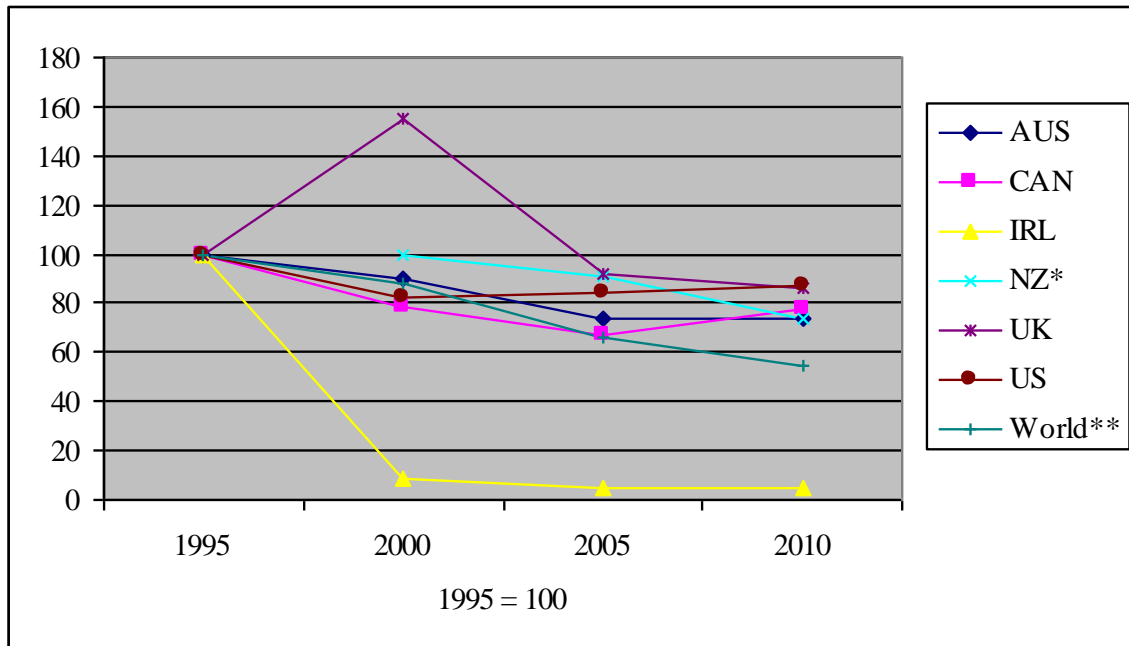
England, University of New South Wales, University of Queensland, University of Technology Sydney and University of Western Australia.

⁸ According to a study of beginners level language students' enrolments between 2005 and 2007 at a cross-section of nine Australian universities, German showed signs of recovery after a period of decline with an increase of 11.9% over the period (Nettelbeck et al. 2008: 12). The numbers for my own university, the University of Melbourne, suggest that from a low in the mid-2000s, the number of tertiary students of German has recovered quite a bit, as have the numbers of students who are aiming for a German Studies degree (i.e. a major or minor in German Studies or a concurrent Diploma in Languages equivalent to a major in German Studies). The change in undergraduate studies organisation with the introduction of the "Melbourne Model" at our university in 2008 has advantaged languages very much, but from conversations with colleagues at other Australian German Studies departments I get the impression that an unchanged number of 3000 tertiary students of German for the whole of Australia is probably rather too low an estimate. If we accept that number, the German Studies Program at the University of Melbourne – the largest one nationwide – teaches more than one in eight Australian tertiary students of German (12.83%) with a total number of 385 students in 2010.

Australian situation is compared with the data indicated in the three surveys for the whole world (excluding the German speaking area of Europe) and for the other English-speaking OECD member countries, Canada, Ireland, New Zealand, the UK and the US.

Figure 1: Tertiary students of German in total, 1995 - 2010

* 2000 = 100⁹ ** except German speaking area of Europe



Throughout the world, the number of tertiary students of German in total has declined to less than 55% of what it was in 1995. No English-speaking OECD country has as many tertiary students in 2010 as it had in 1995, although the total number of tertiary German students has declined less in most of the English-speaking OECD countries than world-wide. The particularly dramatic decline of more than 91% between 1995 and 2000 in Ireland is probably the consequence of a mistakenly inflated number for 1995.

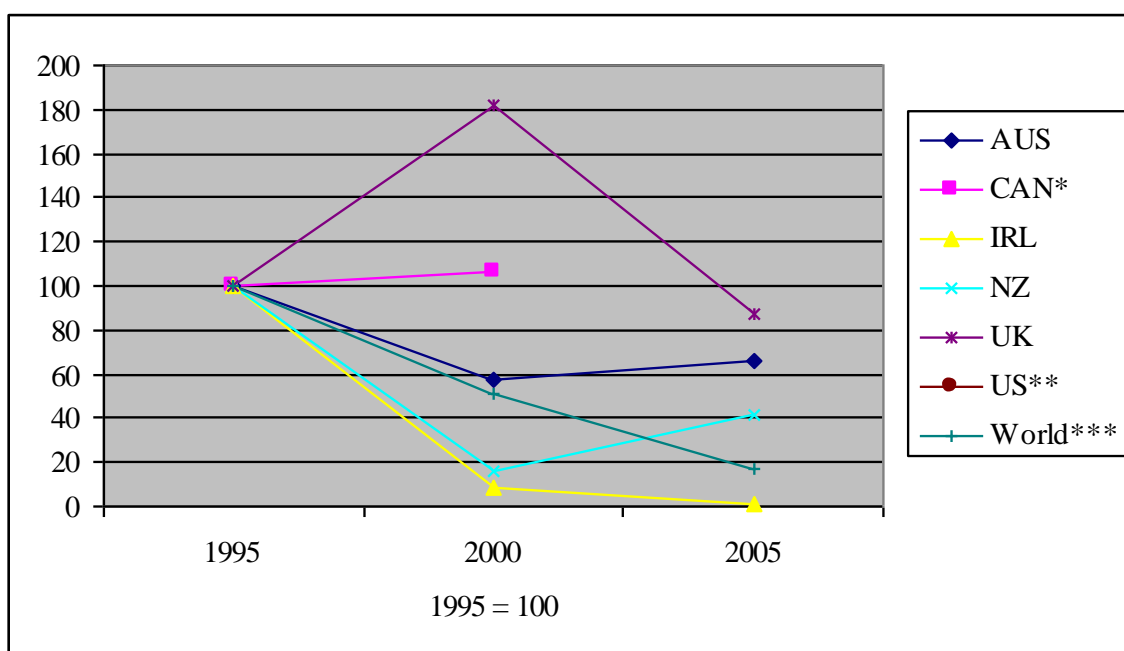
The numbers fluctuate in the UK and recover slightly after 2000 in both Canada and the US, while in Australia they end up at 73% of what they were in 1995 and in New Zealand at 64% of what they were in 2000,¹⁰ in both cases slightly below where the numbers end up in the other English-speaking OECD countries, with the exception of Ireland.

⁹ No data were available for New Zealand in 1995, therefore in this case, the number for 2000 was set as 100.

¹⁰ No data were available for New Zealand in 1995, therefore in this case, the number for 2000 was set as 100.

The 2010 survey does not indicate the numbers of those students who aim for a German Studies degree rather than just doing a GFL course at a university. But the development from 1995 to 2005 shows that while the English-speaking OECD countries do not fare quite as badly as the world on average, the decline of *Germanistik* students proper is worse than that of tertiary students of German in general, even if in 2005 (the last year when *Germanistik* students proper were counted separately) all English-speaking OECD countries except Ireland show a better position relative to the one in 1995 than the world average does.

Figure 2: Tertiary students enrolled in a German Studies degree, 1995 – 2005



* no data for 2005

** no data for 1995 and 2000

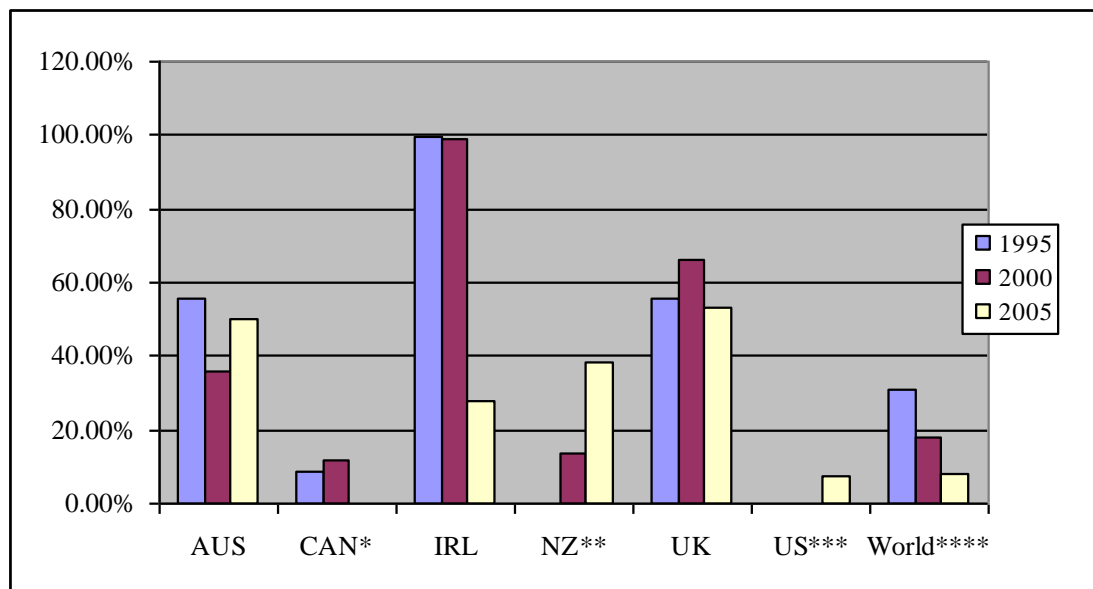
***except German speaking area of Europe

Canada and the UK experienced an increase of tertiary students aiming for a German Studies degree between 1995 and 2000, but while the further development in Canada cannot be determined due to lack of data, the trend in the UK was reversed in the following 5 year period, so that in 2005 almost 13% fewer tertiary students aimed for a German Studies degree than in 1995. No trend can be determined for the US due to lack of data for both 1995 and 2000. In Ireland, the quantitative development of students aiming for a German Studies degree was as dramatically negative as that of tertiary German students in total, whilst the only two countries among the English-speaking OECD countries to experience a positive development from 2000 to 2005 in this area

were in Australasia: New Zealand recovered slightly from a fall in numbers between 1995 and 2000 that was almost as bad as Ireland's, while Australia's development almost mirrored that of the world on average from 1995 to 2000, but in contrast to the world on average recovers between 2000 and 2005. As mentioned above, anecdotal evidence suggests that the recovery in the number of "genuine" *Germanistik* students has continued since 2005.

The percentage of those tertiary students of German who aim for a German Studies degree is not very high world-wide: in 1995, it was almost 31% and it declined to under 18% in 2000 and to under 10% in 2005. With the exception of North America, where data are lacking for Canada for 2005 and for the US for 1995 and 2000, but where this percentage appears to be even smaller than on world average, the English-speaking OECD countries have a higher percentage of "genuine" *Germanistik* students than the world on average. The extremely high percentages for Ireland where almost every single tertiary student in 1995 and 2000 appeared to aim for a German Studies degree, were probably due to faulty basic data, as the more normal percentage for 2005 in Ireland shows. Australia (and in 2005, also New Zealand) performed well with percentages around 50%, only exceeded by the percentages in the UK (if we disregard the irregular numbers for Ireland):

Figure 3: *Germanistik* students in % of tertiary students of German, 1995 – 2005



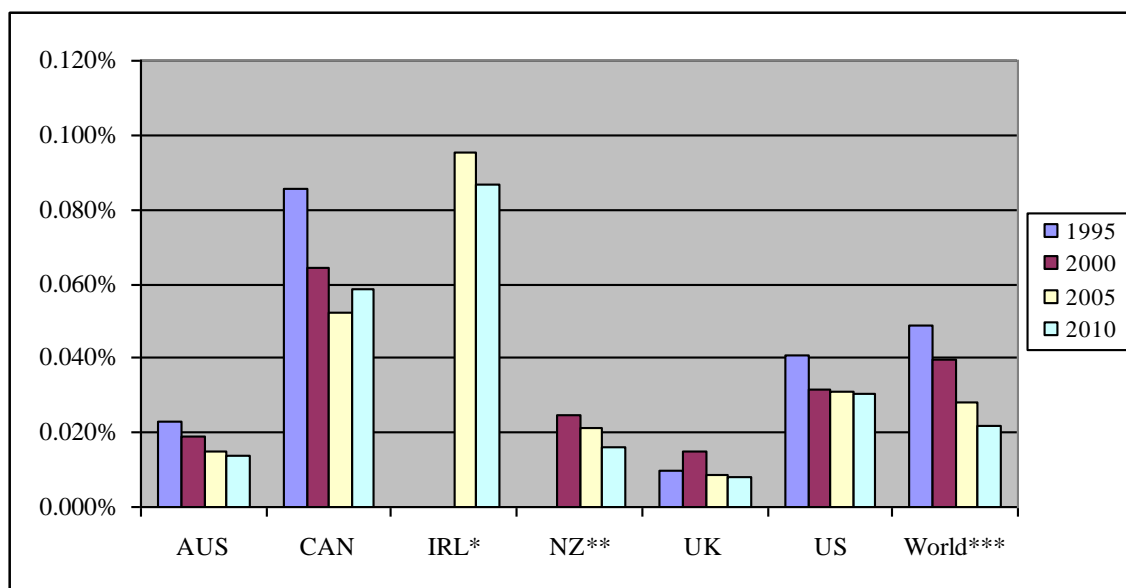
* no data for 2005 ** no data for 1995 *** no data for 1995 and 2000 ****except German speaking area of Europe

It is one of the more annoying faults of the StADaF/Netzwerk statistics that, apart from the slightly more detailed (but equally undefined) column title in the 2000 statistics,

they never properly define what exactly is to be meant by the difference between “Deutschstudierende” overall and “Germanistikstudierende”. It is consistent with this lack of clear distinction, if even more regrettable, that the category of “Germanistikstudierende” has been completely dropped in the 2010 survey. Due to the lack of a proper definition, participants in a beginners level German language course hosted by a university and targeted to tertiary students might have been counted as “Deutschstudierende” or even “Germanistikstudierende”, even though the course might have been neither designed nor taught by anyone with a tertiary qualification in German studies.¹¹ It is quite probable that the disproportionately high numbers of “Germanistikstudierende” indicated for Ireland in 1995 and 2000 are the result of such sloppy categorisation. So the StADaF/Netzwerk statistics details in this regard must be approached with even more caution than the rest. However, until there are more reliable numbers available we will have to live with the extant data.

Similar problems are presented by the total number of tertiary “Deutschstudierende” if we compare them to the total population of the respective country:

Figure 4: Tertiary students of German in % of population, 1995 – 2010



*IRL 1995: 2.493%; 2000: 0.212% ** no data for 1995 ***except German speaking area of Europe

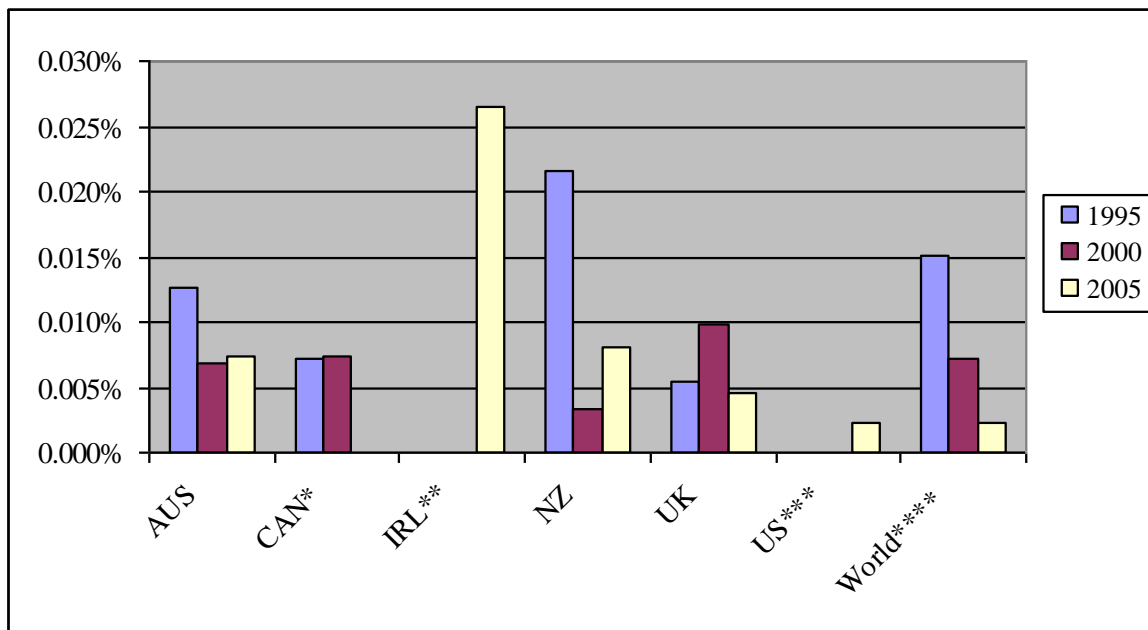
Apart from Ireland whose numbers for 1995 and 2000 were literally off the chart, it is the numbers for Canada that appeared less than likely, given that they also seemed quite

¹¹ As is the case with the German beginners level course offered by the Melbourne Goethe Institute at the RMIT.

out of proportion both with the world average and the average in the English-speaking OECD countries. In all other English-speaking OECD countries, the percentages of tertiary students of German in their respective total populations were lower than the world average in 1995 and 2000, and apart from the US, the same goes for 2005 and 2010, although the decrease from 1995 on (in the US from 2000 on) is less dramatic than the decrease worldwide.

Even steeper than the decline of tertiary students of German, as a percentage of the total population, is the relative decline of *Germanistik* students proper worldwide:

Figure 5: Tertiary students enrolled in a German Studies degree in % of population, 1995 – 2005



* no data for 2005 ** IRL 1995: 2.490%; 2000: 0.209% *** no data for 1995 and 2000 **** except German speaking area of Europe

As mentioned before, the 2010 survey does not indicate the number of students aiming for a German Studies degree, but the percentage of the world population (minus the population of the German speaking area of Europe) enrolled in a German Studies degree declined by more than half from 0.015% in 1995 to 0,007% in 2000 and even more dramatically by almost three quarters to 0,002% in the following five years. The Irish numbers appear improbable again, and data from North America are incomplete, but compared to the data that we have for Canada and the US, and in particular to the UK data, Australasia seems to perform particularly well, Australia and New Zealand being the only English-speaking OECD countries showing a certain recovery in the

percentage of *Germanistik* students proper in their total populations between 2000 and 2005. Given the evidence from my own university and the anecdotal evidence from other Australian universities, it is highly likely that this increase has continued over the last five years.

4. Conclusions

Numbers rarely tell the whole story. Student numbers are just one indicator for the state of an academic discipline, of course. They do, however, show the performance of tertiary study programs in attracting and retaining students, particularly if the students' choice is usually done with a great deal of consideration, as a consequence of (in most cases hefty) tertiary tuition fees. Since universities in all English-speaking OECD countries charge such fees, student numbers are a comparable indicator for the attractiveness of tertiary studies in a particular discipline across the six countries compared in this paper. Even more significantly so for German Studies, which, alongside other humanities and particularly other languages, often have the image of having little vocational use in Anglophone countries and are consequently not usually on top of the list of tertiary study disciplines secondary school careers advisers work from.

Against this background common to the tertiary studies cultures of the English-speaking OECD countries, the data provided by the StADaF/Netzwerk surveys, incomplete and open to criticism as they are in detail, allow some cautious interpretation and some preliminary conclusions:

- While tertiary studies of German have been in decline since 1995 according to any numerical measure, this shrinking process appears less radical in the English-speaking OECD countries than on average world wide. So even an increasing monolingualism in mainstream academia in those Anglophone countries does not seem to threaten numbers of tertiary German students quite as much as the increasing monopoly that English as a second language has in academia outside the English-speaking countries.
- The percentage of tertiary students of German in the general population has been shrinking in all English-speaking OECD countries since 1995. However, as

opposed to the almost linear shrinkage of this percentage on average world-wide, in the English-speaking OECD countries this process has slowed down since 2000 and even more so since 2005.

- The percentage of genuine *Germanistik* students in the general population which has had an even steeper decline on average world wide between 1995 and 2005, has similarly shrunk less dramatically in most English-speaking OECD countries. In Australasia, there was even a recovery between 2000 and 2005.

Compared to other countries, the crisis that *Germanistik* has been facing in Anglophone OECD countries is astonishingly mild. Within this group of countries, it is not the European or North American countries that are the top performers, but the Australasian countries on the opposite side of the globe from the German-speaking area of Europe. Whilst the small absolute numbers of tertiary students of German, as well as the small number of the total population, lead to a certain fluctuation of statistical data in New Zealand over the period from 1995 to 2010, the Australian data show a more stable trend of slower decline and partial recovery over the same period.

This comparatively good performance of German Studies in Australia, we must remember, has happened despite a strong reduction of German student numbers at school level as well as of the number of Australian universities with their own German Studies programs. It might just be the case that the substantial change in the development of German Studies in Australia, pushed forward by the previous and the present generation of Australian Germanists,¹² might have been successful in guaranteeing a future for the discipline Down Under.

Bibliography

- Carroll, Tessa (2007) Japanese and German language education in the UK: problems, parallels, and prospects. In: Florian Coulmas (ed.) *Language Regimes in Transformation. Future Prospects for German and Japanese in Science, Economy, and Politics*. Berlin: Mouton de Gruyter (Contributions to the Sociology of Language, 93), 71-93.
- DEECD (2009) = Victorian Department of Education and Early Childhood Development *Languages Other Than English in Victorian Government Schools*. Melbourne: DEECD.

¹² Cf. Kretzenbacher 2006; 2010a, 2010b, 2010c; Veit 2003 and 2009.

- <http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/08lotereport.pdf> (last accessed 13/10/2010)
- Grix, Jonathan; Jaworska, Sylwia (2002) Responses to the decline in *Germanistik* in the UK, *German as a Foreign Language* 3, 1–24.
http://www.gfl-journal.de/3-2002/grix_jaworska.html (last accessed 30/10/2010)
- Group of Eight (2007) *Languages in Crisis: A Rescue Plan for Australia*. Manuka, ACT: The Group of Eight.
- Jäger, Andreas; Jasny, Sabine (2007) Zur Lage der Germanistik in Australien 2007. *Informationen Deutsch als Fremdsprache* 34.5, 472-86.
- Kretzenbacher, Heinz L. (2006) Deutsche Sprache und Germanistik in Australien - ein paar vorsichtig-subjektive Perspektiven. *Jahrbuch für Internationale Germanistik* 38.2, 11-33.
- Kretzenbacher, Heinz L. (2010a) Naturgemäß interkulturell? Chancen und Risiken einer antipodischen Germanistik. *Zeitschrift für interkulturelle Germanistik* 1/2010, 115-26.
- Kretzenbacher, Heinz L. (2010b) Deutsch in Australien. In: Hans-Jürgen Krumm; Christian Fandrych; Britta Hufeisen; Claudia Riemer (eds) *Handbuch Deutsch als Fremd- und Zweitsprache: ein internationales Handbuch*. 2. Halbband. Berlin: de Gruyter 2010 (Handbücher zur Sprach- und Kommunikationswissenschaft / Handbooks of Linguistics and Communication Science; 35.2), 1611-1615
- Kretzenbacher, Heinz L. (2010c) „Um eine Germanistik von außen bittend?“ – German Studies und / vs. / oder Germanistik. In: Wolfgang Hackl; Wolfgang Wiesmüller (eds) *Germanistik im Spannungsfeld von Regionalität und Internationalität*. Wien: Präsens Verlag 2010 (STIMULUS. Mitteilungen der Österreichischen Gesellschaft für Germanistik, 18), 54-61.
- MCEETYA (2005) = Ministerial Council on Education, Employment, Training and Youth Affairs *National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005–2008*. Carlton South: MCEETYA.
- Nettelbeck, Colin; Byron, John; Clyne, Michael; Hajek, John; Levy, Mike; Lo Bianco, Joe; McLaren Anne; Wigglesworth, Gillian (2008) *Beginners' LOTE (Languages Other than English) in Australian Universities: An Audit Survey and Analysis. Report to the Council of the Australian Academy of the Humanities*. Canberra: Australian Academy of the Humanities.
<http://www.humanities.org.au/Resources/Downloads/Publications/OccasionalPapers/BeginnersLOTEAudit.pdf> (last accessed 30/10/2010)
- Netzwerk Deutsch (2010) *Die deutsche Sprache in der Welt: Statistische Erhebungen 2010*.
<http://www.goethe.de/uun/pub/de5759780.htm> (last accessed 13/10/2010)
- Rickels, Laurence A. (2005) Rettet die Germanistik / Save German Studies. *Humboldt-Kosmos* 86, 44-45. <http://www.humboldt-foundation.de/web/7718.html> (last accessed 30/10/2010)
- StADaF (2003) = Ständige Arbeitsgruppe Deutsch als Fremdsprache *Deutsch als Fremdsprache weltweit: Datenerhebung 2000*.
<http://www.goethe.de/mmo/priv/60112-STANDARD.pdf> (last accessed 13/10/2010)

- StADaF (2006) = Ständige Arbeitsgruppe Deutsch als Fremdsprache *Deutsch als Fremdsprache weltweit: Datenerhebung 2005*.
<http://www.goethe.de/mmo/priv/1459127-STANDARD.pdf> (last accessed 13/10/2010)
- Veit, Walter F. (2003) Australische Germanistik auf dem Weg zu interkulturellen Deutschland- und Europastudien. In: Alois Wierlacher; Andrea Bogner (eds) *Handbuch Interkulturelle Germanistik*. Stuttgart-Weimar: Metzler, 595-602.
- Veit, Walter F. (2009) Deutsche Studien: Zustand und Zukunft eines australischen Projekts. *Jahrbuch der Deutschen Schillergesellschaft* 53, 352-64.

Bio-bibliographical data

Heinz L. Kretzenbacher is convenor of the German Studies Program at the University of Melbourne. His research interests are sociolinguistics, German and Austrian cultural studies, academic communication and LSP (Languages for Special Purposes)/ *Fachsprache* research, German as a Foreign Language. Recent publications include

- Perceptions of national and regional standards of addressing in Germany and Austria. *Pragmatics* 21.1 (2011), 69-83.
- Naturgemäß interkulturell? Chancen und Risiken einer antipodischen Germanistik. *Zeitschrift für interkulturelle Germanistik* 1/2010, 117-28.
- ‚Man ordnet ja bestimmte Leute irgendwo ein für sich ...‘: Anrede und soziale Deixis. *Deutsche Sprache. Zeitschrift für Theorie, Praxis, Dokumentation* 38.1 (2010), 1-18.

Keywords

Australia – German Studies – statistics – tertiary students – world-wide comparison – English-speaking countries