Developments in German Studies in the Asia-Pacific Region

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Particularly during the past two decades education systems have been confronted by globalisation and internationalisation, resulting diversification and integration of foreign and trading relations, increasingly multicultural societies, rapidly advancing technological developments and the dominance of the English language internationally as the language of international trade, and political and cultural communication. These changes have led to a process of ongoing restructuring in education internationally, the 'marketisation' of the education system and the determination of academic programmes according to the principle of consumer demand. This article summarises the key innovations that have occurred within the Germanistik or German Studies discipline in five Asian-Pacific countries in response to these changing national and international parameters. It is intended to contribute to the international debate about the future structure and development of the discipline.

1. Introduction: International trends affecting foreign languages in five Asian-Pacific countries[2]

1.1 Globalisation, internationalisation and the dominance of English

The overriding international trends during the past two decades of globalisation and internationalisation have impacted on the teaching and learning of the foreign language (FL) disciplines around the world. Using examples from Australia, China, Japan, New Zealand and South Korea, this paper outlines the key developments and trends in German Studies in the Asia-Pacific region.

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[1] This article comprises part of the research undertaken towards my PhD: *Towards a Functional Definition of German Studies: New Zealand and the International Context*, University of Waikato (in prep.).

[2] This contribution on the development of German Studies in selected Asian-Pacific countries can be seen as part of the ongoing discussion in *GFL* on the changing context in which the discipline functions internationally and the responses to these challenges. It follows articles about the development of Germanistik and German Studies in Great Britain by N. Reeves (*GFL* 1/2000), N. Pachler (*GFL* 2/2001), G. Reershemius (*GFL* 3/2001) and J. Grix and S. Jaworska (*GFL* 3/2002).

Key characteristics of globalisation and internationalisation are the diversification and integration of foreign and trading relations, global networking, cultural dialogue and flexibility. These trends have changed the world dramatically.

Political and economic changes have had a major impact on the process of globalisation and internationalisation. These changes include the formation of trading blocs such as the European Union (EU), the Asia Pacific Economic Cooperation (APEC) and the North American Free Trade Agreement (NAFTA); the collapse of the communist regimes in the former Eastern bloc countries and the subsequent democratisation and liberalisation of many of these countries; the re-orientation of the countries included in this study, towards the Asia-Pacific region; the liberalisation of China's economic relations and markets and the rapid industrial and technological development of Japan and Korea.

Market-oriented reforms have changed trading relations. Most parts of the world are now (inter)linked by open trade, convertible currencies, foreign investment flows and a commitment by governments to private ownership as the stimulus of economic growth. Even in China, which is still governed by a Socialist system, less than twenty percent of the labour force works in state-owned enterprises (Sachs 1997: 39). The international employment market is characterised by global networking and information sharing, career and spacial mobility, life-long learning, upskilling, adaptation and flexibility.

Combined with these developments has been an explosion of communications technology internationally. This has increased and the sharing of information worldwide. As telecommunications, trade and tourism have advanced internationally, English has become the international lingua franca, the international language of communication in practically all domains, while many other languages have been marginalised.

The processes of globalisation and internationalisation have led to this dominance of English. It has become entrenched as the language of choice for academia, business, science and popular culture and is the "unbestritten interkontinentale internationale Sprache, die Hauptsprache des Welthandels, der EDV, das Identitätssymbol der Jugendlichen" (Clyne 1999: 121).

Because of its significance as the language of international trade, political and cultural communication, English has become the compulsory first FL in Japan and Korea and de

facto in China. It is also one of the two official languages in New Zealand and de facto the official language in Australia. All other languages have been forced to compete with the status of English.

1.2 The 'marketisation' of education systems

Education systems have also been confronted with the challenges of globalisation and internationalisation, the resulting diversification and integration of foreign and trading relations, increasingly multicultural societies, rapidly advancing economic and technological developments and the dominance of the English language These changes have led to a process of ongoing restructuring in education as industrial societies become information societies. This process has resulted in reforms based on the principles of user-pays (with the introduction of tuition fees, for instance), rationalisation, efficiency, competition, accountability and orientation towards consumer demand. These reforms could be described as the 'marketisation' of education.

During the past two decades there have been pronounced moves in this direction in Australia, Korea and New Zealand.[3] Key characteristics have been a move towards the principle of 'user-pays' and the determination of academic programmes according to the principle of consumer demand. Academics are now increasingly concerned with recruitment, budgetary and administrative issues. Once students have to pay for a significant proportion of their education, it is understandable that their choice of subject(s) cannot depend solely on personal interest, but rather must be strongly influenced by the marketability of their qualifications, or the perceived 'usefulness' of their discipline(s). The reforms associated with the 'marketisation' of the education system (which have been closely related international reforms and changes) have led to a situation of competition between educational institutions and between subjects within these institutions. This has posed major challenges for a number of disciplines, particularly the FL disciplines.

[3] For a detailed discussion of the effects of these trends, such as the marketisation and reform of the education systems in the countries included in this study and a comprehensive list of references, see McGuiness-King (in prep.).

1.3 The vocational focus

Associated with these reforms has been a trend towards vocational or market-oriented programmes in order to prepare graduates for the dynamic demands of the employment market, a trend that has led to a lesser emphasis on the humanities disciplines. The determination of academic programmes according to the principle of consumer demand, and the vocational focus associated with 'marketisation' have led many to question the 'usefulness' of FLs, particularly the European languages. Asian languages are in a relatively stronger position because they are regarded as applicable to later employment in these Asian-Pacific countries.

Historically FL disciplines have been primarily literature-based. Germanistik in the German-speaking countries, for instance, has traditionally fulfilled a cultural function, and this model (with literary studies as the dominant component) was essentially adopted by the countries in this study. During the past two decades, however, the question of 'general' or 'cultural' education versus career-oriented education has become more acute. All FL disciplines have been forced to adapt the courses and programmes offered to reflect the diversification of career options and the trend towards vocational courses.

German Studies has responded to these challenges in a number of ways. In China, for instance, the discipline has actively sought to benefit from the increasing economic cooperation and links between China and Germany. This has given German graduates new employment opportunities in tourism, foreign affairs and as intermediaries between the two markets and cultures in joint ventures, in addition to becoming translators, interpreters and university teachers as was traditionally the case (Zhao 1999: 582). In Australia it is argued that there is considerable potential for growth and development in relations between German-speaking Europe and Australia, particularly as an intermediary and as a base for German and European companies wishing to expand into the Asian markets (Stanley et al. 1989: 18, 25; Brooking 1995; Wabenhorst 1997). The same is true to a degree in the case of New Zealand. Despite these opportunities, FL programmes are not considered by students, parents, the general public and the business sector to be highly relevant in obtaining employment. This is heightened in New Zealand and Australia by a rather indifferent attitude on the part of most business people towards foreign languages other than the Asian

languages, which are given more attention in the media and via government funding (Ingram 1986: 6-7, 23; Grant 1996: 5).

1.4 Reforms in the tertiary education system impacting on FL disciplines

The countries included in this study have undergone significant reforms in the tertiary education sector that have, in turn, impacted on the teaching and learning of FLs. In Japan, reforms of the tertiary sector have removed the institutionalised position of German in general education by abolishing the division between general and major study. Historically FLs were a compulsory part of the general education component of a Bachelor's degree in Japan. While these reforms have facilitated the establishment both of new departments and new programmes of study, many have incorporated the German departments and their offerings thus reducing their visibility. Consequently there has been a decrease in demand for German. Similar reforms in the tertiary sector in Korea have abolished the traditional institutionalised status of German by increasing student choice and reducing the number of credits necessary for a major (Ammon 1992: 213, 1994: 10; Schmidt 1996: 36; Giersberg 1998: 468-469; Mandelartz 1999: 6; Wollert 1999: 9).

Foreign languages in the Asian education systems were historically often one of the 'additional' yet de facto compulsory subjects, so reforms of the regulatory framework of degrees have led to fewer opportunities for students to learn German (and other FLs) and have removed the element of compulsion. It is no longer compulsory to learn a second FL in Japan and Korea, but is rather a matter of student choice. In China the study of *one* FL is compulsory and English is usually the language chosen. In New Zealand FLs are not regarded as vital and are not compulsory at any level of education (except where individual schools decide to make FLs a compulsory part of their curriculum).

A major factor impacting on the importance placed on the study of FLs is the role they play in the university entrance examinations or the requirements for entry to university level study. FLs play little part in these examinations in Korea and Japan, so are not considered important (Takayama-Wichter 1989: 45-46; Koch 1996: 107-108). In Australia, on the other hand, FLs are included as examinable subjects in the Tertiary Education Rank (TER) (and similar) examinations. Despite this and despite promotion of the learning of languages

other than English (LOTE) in recent years languages have only been afforded a marginal place in the Australian curriculum (Schauer 1990: 7-8).

Australia is somewhat of a special case in comparison to the other countries in this study, primarily as it is the only one to have developed and implemented an explicit *National Policy on Languages* (NPL) as well as policies recognising and promoting multiculturalism, as compared to New Zealand's emphasis on biculturalism in the curriculum and elsewhere (Clyne 1981: 2; 1985: 1-4; 1991; Lo Bianco 1990: 51; Booth-Whiting 1993: 60-65). These policies were regarded as necessary given the number of community languages regularly spoken in Australia and the impact of immigration over the past two centuries, particularly the post-war immigration scheme, which increased the diversity of languages spoken in Australia and eventually led to moves towards multiculturalism. In addition, there has been an overall increase in the non-English speaking population (especially in the Chinese, Arabic, Spanish, Indonesian/Malay and Japanese language communities) during the 1980s and 1990s (Djité 1994: 109).

However, while the NPL emphasised the teaching of nine key FLs (Chinese, Arabic, French, German, Italian, Japanese, Spanish, Greek and Indonesian/Malay) in addition to English and Aboriginal languages, the *Australian Languages And Literacy Policy* (ALLP) emphasised those languages considered economically beneficial. This was a significant move away from the cultural significance of learning languages and the emphasis on multiculturalism, as it resulted in an increasing emphasis on those languages considered economically important, i.e. the Asian languages (Booth-Whiting 1993: 53-63, 77-81; Fernandez et al. 1993: 33, 64-65; Djité 1994: 21-28, 73-90; Truckenbrodt 1997: 18-20).

As in Australia, a languages policy document was developed in New Zealand in 1991/1992 in response to political, economic and cultural factors (Waite 1992). However, the recommendations contained in this report have not been implemented, despite the need for a coherent and comprehensive approach to language issues. Such a policy is clearly required given that the complexity of language teaching and learning issues raises the question as to whether these can be left to be regulated by market forces, particularly given the time and resources required to learn a language fluently.

The globalisation process that has led to the dominance of English as the international language of communication has also led to the pragmatic diversification of language options. This, in turn, has led to increased competition for students and resource allocations between the different FLs offered.

Despite the dominance of English in this context, 'niche' markets for other languages do exist, given the increasing diversification of world trade, increasing world travel and the worldwide networking of information. Often these have developed for purely pragmatic reasons, i.e. a perceived market for languages such as Spanish, Russian or Japanese. What could be regarded as a positive development for languages other than English actually exposes each language to increasing competition and the need to justify its existence.

This diversification of the FL offerings is clearly evident in New Zealand, where the numbers of secondary school students learning German remained relatively constant at approximately 8500 to 9000 from 1987 to 1996, while the numbers learning Japanese and Spanish, two languages introduced more recently, increased dramatically, mainly at the expense of French. The diversification of languages taught at New Zealand secondary schools was paralleled by a similar diversification in the courses in FLs offered at the universities. In 1965 New Zealand universities offered programmes in French, German, Greek, Hebrew, Italian, Latin, Maori, Russian, Swedish and Spanish, although not all were offered at all universities. By 1980, Maori was offered at five universities, as was Latin. German and French remained on offer at all six universities, while Japanese had been introduced at Auckland, Massey, Canterbury and Waikato. Russian was offered at four universities. Auckland had also introduced Chinese and Indonesian to its offerings, Victoria had added Indonesian, Chinese and Spanish, and Canterbury had added Chinese to the languages offered. Parallel to the trends at the secondary school level, as the range of languages diversified, the enrolments in French dropped and the number enrolling in Maori and Japanese increased significantly. By the 1990s enrolments in the 'traditional' languages of French and Latin had declined further, while enrolments in Japanese and Spanish had increased considerably (Bancroft 1980: 212-219; Ministry of Education 1998; Johnson 2000: 68, 71).

The diversification process and the competition between languages have led to a change in the status of German in the countries included in this study. German has been overtaken by Japanese in virtually all these countries, a direct reflection of the increased emphasis on the Asian languages as part of the reorientation towards the Asia-Pacific region. German remained the dominant second FL after English in Korea until the early 1990s, despite the reintroduction of and increasing popularity of Japanese and Chinese. German is now one of a group of five second FLs offered at most universities in Korea and is, after English and Japanese, the third most popular. It remains an important language for Law students but English is now the most important language for the Medical and Science professions. Japanese and Chinese are increasingly popular because of the linguistic similarities between these languages and Korean, and more importantly for pragmatic considerations, such as more opportunities for using the language(s) in trade or other employment.

Although the number of languages offered at the tertiary level in these countries has increased and diversified (significantly in Australia) since World War Two, a relatively small number of FLs are offered at universities in China, Japan, Korea and New Zealand. Somewhat paradoxically it appears that globalisation and internationalisation have reduced the amount and status of FL learning in these countries, in particular in Japan and Korea. Further evidence of this is that German courses are now often taught in Japanese, Korean or Chinese in the three Asian countries and in English in Australia and New Zealand in order to appeal to a broader range of students and thus keep enrolments at an acceptable level. This measure, however, lowers the overall linguistic competence of graduates.

2. Key Developments within the Discipline of German Studies in Asia-Pacific

These diverse, interrelated and changing regional and international parameters as well as the framework, context and national parameters (historical, political, economic, educational and social) have impacted on the context and concept of the FL disciplines, including German Studies, in the countries included in this study: Australia, China, Japan, New Zealand and South Korea. The recent changes in the parameters under which the discipline operates reflect the international economic and political reality. In response to the changing

parameters there are a number of identifiable responses common to the five countries included in this study, although to differing degrees.

In New Zealand, Japan and Korea the discipline has been relatively slow to respond to the changing parameters. In China the situation of the discipline is relatively positive with potential for further expansion given the large population base and the increasing political, economic and cultural relations between Germany and China and increasing cooperation with German companies in joint ventures. German also remains a compulsory FL for students of other disciplines at some Chinese universities. In general, German departments in Australia have reacted quicker and more decisively than those in the other countries, introducing interdisciplinary programmes at Queensland and Monash universities in the late 1980s. In contrast to the development in other countries, several Australian universities, such as Monash and Melbourne, increased their student enrolments during the 1990s, due partially to the historical links with German in Victoria, the organised and strong promotion of the subject, and the innovative range of programmes and courses offered.

The following depicts the key developments in German Studies using examples from the selected five Asian-Pacific countries.

2.1 Amalgamation of German departments into larger units

One such response has been the amalgamation or incorporation of the German departments into larger administrative and curricular units, such as European Studies Departments or Schools of Languages and Cultures. Often the individual departments had little choice about this as the level of available resources and student demand essentially forced them to either amalgamate or face dissolution, particularly in New Zealand.

In Australia, administrative rationalisation has prompted a distinct move back to the larger departments or schools of European or Modern Languages, Literatures and Cultures, etc. One such example is the amalgamation in 1992 of the Germanic Studies Department at Melbourne with Russian to become the Department of Germanic Studies and Russian. Further redefinition occurred at Melbourne in 1993 with the establishment of the School of Languages comprising the departments of French and Italian Studies, Germanic Studies and Russian, Japanese and Chinese, Applied Linguistics and Language Studies and the

Horwood Language Centre "in order to provide for greater interaction and sharing of expertise in the field of languages within the University" (Gassin 1992: 21).

Another example is that of the University of New England, where German became part of the School of Modern Languages in the early 1990s, then part of the Department of European Languages and Cultures in 1996 and has now become part of the School of Languages, Cultures and Linguistics.

In Korea, the restructuring of faculties has led in most cases to the amalgamation of departments. In some instances the languages were amalgamated according to geographical areas into European Studies departments (French and German) as opposed to Pacific Studies (English and Japanese). In other cases FL faculties were established with English being the clear favourite as a major subject and the less popular languages (French, German and Chinese) becoming mainly supporting subjects (Wollert 1999: 10).

Structural changes have occurred in five of the six German departments/sections in New Zealand in response to the institutional reforms and restructuring during the past two decades. These five departments have amalgamated with other (mainly European) language, literature and linguistics departments. At the University of Auckland, the School of European Languages and Literatures was formed in February 1995 and comprises the former French, Germanic Languages & Literature, Italian, Russian and Spanish departments. A similar development has occurred at Victoria University in Wellington. At Massey University, the Department of European Languages was established in 1993 and comprised French and German. Spanish was introduced in 1996. At Otago University, the German Department became part of the School of Languages in 1994 and now has become part of the School of Language, Literature and Performing Arts. The German Department at the University of Waikato became part of the Department of European and Hispanic Studies along with French and Spanish in 1997.

2.2 Diversification of the German courses and programmes offered

The diversification of the German courses and programmes offered to include components such as film and media, political history, the study of literature in context or in translation, practical applications of German, contemporary German and European issues and

linguistics is another such response. In some cases in New Zealand, such as at Auckland University, this has led to the diversification of the 'major' in German from language and literature to language, literature and linguistics. Courses in linguistics were introduced at Auckland in the late 1980s and diversified during the early 1990s, primarily due to the appointment of a staff member with expertise in German Linguistics. By 1996/1997, students could opt to major in language, literature and linguistics or could include the 'Language in Society' course at the second year level, the 'Lexicology and Lexicography' at the third year level and the graduate level courses, 'German Lexicography', the 'Linguistic Analysis of Contemporary Written German', language history and 'Contemporary German', in their programme of study.

German at the University of Waikato moved from a major focused primarily on language, literature and culture in 1986/1987 (whereby the cultural studies courses offered encompassed at least in part the issues facing 'modern' Germany) to a major in language, literature and contemporary social, political, economic and educational German and European issues. And at Victoria University, students majoring in German were encouraged to enrol in both the literature and the 'Economy, Society & Culture' streams as a means of broadening the scope of their study of German and of determining what the main focus of their later studies should be. Graduate study, however, was only possible as an extension of the literature stream. At Canterbury University, the Department attempted to adapt and strengthen the cultural component of its offerings in order to attract and retain students by offering literature and society courses in English (Lopdell 1995: 147).

In China Germanistik has developed into a diverse and inclusive subject that combines 'traditional' Germanistik, *Deutsch als Fremdsprache* (*DaF*), German Studies and translation and interpretation training. In order to diversify the programmes offered for students majoring in German courses in Foreign Economics, Business German, German Politics and International Cultural Relations, for instance, were introduced (Timmermann 1999: 484-485; Hernig 2000: 157-158). Similarly at Keimyung University in Taegu, South Korea, the department is no longer oriented merely towards language and literary studies, but also offers a programme in German Studies (Wollert 1999: 10).

Stoljar (1998: 110, 1993: 387-389) describes the introduction of new aspects, such as film and media studies, the arts and theatre, politics, history and the study of literature and language in context, into undergraduate courses as the development of 'area' or 'German Studies' in Australia. These changes, aimed at increasing the attractiveness of the subject and the level of student satisfaction and interest, are unlikely to be reversed given the amalgamations of German into larger units.

At the University of Western Australia, the staffing levels in German were reduced in the early 1990s primarily as a result of the steady decrease in students studying German at school. This led to a reduction in the funding and to the reduction and rationalisation of the German courses offered, including:

- a reduction in the number of classes and increased class sizes with a corresponding decrease in teaching time;
- a focus on language work before students tackle literature and cultural studies; and
- increased emphasis on 20th century literature in the second and third years while the older literature and culture is taken in third year or honours.

These changes formed part of a significant change of orientation within the department, which included an increase in the variety of offerings, an emphasis on language acquisition, the introduction of European Studies and the introduction of culture courses in English for language students. In the mid 1980s courses offered focused on the study of German language, literature and civilisation. The department now regards its priorities as (i) contemporary written and spoken German language, (ii) contemporary German culture, including film and internet, and (iii) historical German culture, including literature and film. The teaching programme was redesigned in 1995 and 1996 to reflect this reorientation.

2.3 Development of vocationally-oriented courses and programmes

The development of vocationally-oriented courses and programmes has been one significant innovation within the discipline in the Asia-Pacific region. One example is the four-semester programme in Business German introduced at the University of Queensland in 1992 as part of a strategic decision to broaden the range of departmental offerings to

include those with a vocationally-orientation. An increasing number of students are enrolling from other business and management disciplines and from those already employed, who would not otherwise have studied German. The success of this programme is apparently due to its practical orientation (with students being prepared for the internationally recognised certificate, *Prüfung Wirtschaftsdeutsch International*), the communicative and interactive teaching methods and the optional three-month stay in Germany comprising a one-month intensive Business German and German-European business practices course at the Carl Duisberg Centre in Munich and a two-month placement in a German company (Fernandez et al. 1993: 38-40; Horst 1998).

Another example of vocationally-oriented courses are the in-service courses, including the intensive live-in courses in German language and LOTE methodology offered by the German Department at the University of Queensland in conjunction with the Queensland Department of Education (Fernandez et al. 1993: 43-52; Tisdell 1999).

Education in China has, in general, a more vocational or practical (as opposed to a purely academic) focus. The development of German in China is closely linked with the transfer of expertise and technology and cooperation between China and the German-speaking countries (Neuner 1986; Hess 1992a: 352-358; 1996: 29-36; 2000: 3, 9; Steinmetz 1995: 537-538). There has been and is no clear division between Germanistik and *DaF* (in its widest sense) in China because of this historical functional emphasis on the use of German (i.e. as an instrument of importing and assimilating scientific and technological knowledge) as compared with the traditional educational and cultural emphasis in Japan and Korea. Many German programmes now offered in China are based on the principle of combining the study of German with a vocational or professional subject.

German as a FL courses are offered parallel to the major subject, particularly for students from the scientific and technical disciplines. One such programme is the *Diplomteilstudiengang Fachdeutsch Technik* developed in 1991 by the German Language Centre at Zhejiang University (Hess 1992a: 437-464; 1992b: 353-367; Steinmetz 1995: 532). The objective of this programme is to train Chinese engineering students so they can communicate competently in the technical fields necessary for their careers and academic study without requiring a translator or interpreter, who does not have subject specific

knowledge. In the three-year programme, which runs parallel to the students' second through fourth years of study in their major subject, students are taught the skills that the employment market demands, such as the ability to write business correspondence, a high degree of flexibility and the ability to network with other cultures. Students also undertake an industry internship during the summer holidays between years three and four.

One fundamental characteristic is the three-phase model of language learning incorporated in this programme, that is, (i) the attainment of basic German language skills; (ii) the introduction to technical and scientific terminology along with continued tuition in general German; and (iii) the transition to the learning of technical terminology in German (Steinmetz 1995: 544).

The postgraduate level programme for specialist translators and interpreters at Tongji University is another example of the vocational programmes introduced by the discipline in China during the past two decades (Fluck & Liang 1989: 97-101). This programme is designed for graduates of technical subjects who have at least some basic German skills, and includes a *Praktikum*. Courses in Modern German, an introduction to specialist or technical language, mechanical engineering or electronics, translation and interpretation, Chinese-German contrastive linguistics and English are compulsory. Optional courses include economics, business correspondence and conferencing techniques in foreign trade.

There have also been a number of innovations in New Zealand that have increased the vocational offerings of the German programmes. At the University of Waikato, the German Department was involved in the development of the International Management Programme (IMP) in the early 1990s (Knüfermann 1993: 514). Students undertaking the IMP major in Management Studies are required to take at least eight courses from those offered by the (European or Asian) language departments/sections (usually those papers required for the major in that particular discipline). At Otago University a major in International Business Studies was introduced in 2000 (within the Management offerings), of which FL and culture courses form an integral component.[4]

[4] Cf. http://www.otago.ac.nz/german/German/GermanDept/Skills.html (6 March 2001).

2.4 Development of interdisciplinary and integrated programmes

The development of interdisciplinary and integrated programmes, such as German Studies or European Studies, has been perhaps the most significant response within the discipline during the past two decades.[5] The development of such programmes is a direct reflection of the changing situation in Europe, the need to diversify and adapt given decreases in the numbers of student enrolling in German, the increase in popularity of Asian languages and the demand for vocationally-oriented programmes. These also address the financial problems facing the smaller FL departments given the recent reforms in the tertiary sector.

When defining a programme as 'integrated' one must clarify whether it is simply a modified major comprising diverse components or whether it is a fully integrated one, where all papers within the degree form part of the designated programme. There are clearly a number of difficulties associated with diverse components being included in a major, including the limited number of hours that can be allocated to the different components given the total number of papers (= courses, normally the equivalent of eight) required for a major in New Zealand, for instance.

A major in European Studies as part of the Bachelor of Arts degree (B.A.) or as part of the B.A. in European Studies was introduced at the University of Western Australia in 1995. In the former, a European language is not required. In the latter, however, at least two years of a European language must be studied concurrently. The first-year units focus on the societies and cultures of contemporary Europe, are taught from an interdisciplinary perspective and provide a comparative framework for units on European history, politics, literature, languages and culture taught in various departments of the faculty. Units in years two and three deal with central aspects of European civilisation on the basis of literature, film, social theory and historical texts. The introduction of this programme was part of a significant reorientation within the department and the School of European Languages at the University of Western Australia in recent years.[6]

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[5] In South Korea, however, despite the discussions about Intercultural German Studies, very few (if any) such programmes or courses have been developed during the past two decades.

[6] Cf. http://www.arts.uwa.edu.au/EuropeanWWW/es/UnderPost.html (5 July 2001).

At the University of New South Wales, an integrated Bachelor of Arts (European Studies) degree programme combining the study of European languages (one of French, German, Modern Greek, Russian or Spanish), European Studies (including courses on European integration, central and eastern Europe since 1989 and developments in divided Europe and Germany from 1945 to 1989) and a Social Science discipline was introduced during the mid 1990s.

A further example of an interdisciplinary programme introduced in the region during the past two decades is the multidisciplinary European Studies (B.A.) programme at the Hong Kong Baptist University (Widera 1992; Hess 1996: 50-56; 1999a). This has two primary aims: (i) to give students knowledge of the basic features of the European world, and (ii) to prepare them for future employment in the fields of European-Asian relations. This is primarily a Social Sciences programme with Political Science as the core discipline around which the other subjects (including language studies) are grouped. The first four semesters of the German stream are spent in Hong Kong, the next two in Germany or Switzerland and the final two in Hong Kong. Students are required to research and write a final dissertation or Honours project, which is the synthesis of all these elements, to complete the programme.

The first four semesters consist of language training using *Themen neu 1*, *2* and *3*, German business training using *dialog beruf 1* and *2* and European readings, complemented by computer studies papers and other papers from the university's business school. The paid internship in Germany (mainly in private enterprise) is preceded by six months at the *Institut für Internationale Kommunikation* (*IIK*) at the Heinrich Heine University in Düsseldorf. The *IIK* programme comprises intensive language preparation for the internship phase and courses in European integration, European economic and trade policies, and industrial, commerce and public administration in Germany.

After returning from the internship, language training is not separated artificially. Students undertake German study modules, which introduce them to basic concepts of economic and industrial activity, such as organisational models of management and production, sales, distribution and marketing, legal structures, and human resource management, business correspondence and presentation training. Practice and theory are combined and references

to internship experiences made throughout. An additional business elective subject taught in English may also be included.

The cultural studies segment includes papers such as 'The German-speaking Area of Europe' (which discusses topics such as denazification, the economic miracle, the generation of 1968 and German unification), 'Europe: unity and diversity', 'Foundations of Political Science', 'Government and Politics of France/Germany, the UK', 'Contemporary Problems of Eastern Europe', 'Nineteenth/Twentieth Century European History' and 'Growth and Structure of the European Union'.

To bridge the gap between the more practical industrial management courses and the theoretical political science component, a course on 'The political economy of modern Germany' is compulsory. This includes discussion of the social market economy, the social security system, and the future of the industrial society in Germany. These issues are followed up in a special topic course, where German domestic issues are put into perspective by discussing their relevance to Hong Kong's trade patterns and the parallels with local social trends (Hess 1999a: 88):

> the study of Germany (or Europe, for that matter) has therefore both a practical function within the framework of trade relations and an exemplary, educational function – its contribution to the training of critical thinking and the application (transfer) of academic knowledge to development issues of society at large.

The Honours project can be written in German or English. To date students in the German stream have written about topics such as contemporary youth culture and the 1968 student movement, foreign guest workers, domestic and international reunification issues, Germany's holocaust legacy, the German welfare state, the dual education system, information technology policies, environmental issues and case studies of their internships There are three distinct groups of topics: economic and or political, social sciences and those based on internships, all central characteristics of this programme.

In Japan, a programme in German for students majoring in Law or Political Science in the Law Faculty at Keio University was introduced after the effects of the 1991 reforms and the curriculum changes in 1993 at Keio began to become evident (Sambe 1996; 197-206; Mandelartz & Yamamoto 1999: 11-12; Richter 1999). This programme comprises the major subject (Law or Political Science), FLs, Humanities and Social Science subjects and

a number of elective papers, (including FLs, Law, Political Science, Science, subjects from other faculties and sport).

Characteristics of this programme include intensive language classes for three years (four double periods, each 90 minutes long per week); the use of computers and audiovisual equipment in classes, cooperation between the lecturers from different disciplines; an 'Introduction to Area and Culture Studies' course, small classes, more freedom of choice for students in designing their own programme of study and the opportunity to visit a German-speaking country in the summer (comprising a four-week language course and an individual research project). The overall aim is to ensure that the students are competent to use their language and cultural skills in their later careers and to be able to act as intermediaries between the two cultures.

A number of New Zealand universities have also introduced programmes or majors in European Studies during the past decade. The major in European Studies within the B.A. at Victoria University comprises three language courses up to the third year level (in one of French, German, Italian or Russian) plus three other non-language papers with a European component (for instance, in History, Geography, Politics or literature). Core courses include 'Introduction to European Studies' at the first year level and 'The Making of Modern Europe' at the third year level (Smith 1997: 70-71). Victoria University also introduced a major in Modern Languages comprising two or more languages and linguistics in the early 1990s.

At the University of Waikato students could undertake a programme in European Studies within the existing regulatory framework of the B.A. degree during the 1990s. This continues with minor modifications. This interdisciplinary programme comprised courses in four different areas: European languages, History or Politics, Management Studies and 'Culture'.[7] The programme was designed to familiarise New Zealand students with the complex cultural, historical, political and social facets of one of the world's major regions. It was promoted as an integrated programme of study, not a major in European Studies as is the case at the other New Zealand universities. A student might major in History with

[7] 'Culture' includes areas such as Screen and Media Studies, Linguistics, Philosophy, English, Drama, Art History, Music, Religious Studies.

Spanish as their first support, Management Studies as the second support and Linguistics as their third, a combination which could be useful when seeking employment in the diplomatic or foreign affairs and trade sectors.

Another aspect of the shift towards German Studies in the European context by the German Section at Waikato has been the recent development of applied research projects at the graduate level. The emphasis of these is to research issues where New Zealand and Germany are interconnected in the business, tourism, education and cultural sectors, and to make use of the language, area and cultural knowledge acquired by language students. Through these projects students gain insights which enhance employment opportunities, while at the same time furthering their academic studies. Examples of such projects include: a study of the marketing of New Zealand language schools in Germany; an investigation into the language support and education given to new migrants in New Zealand and Germany; and research into the work of New Zealand and German trade and affiliated organisations.

These applied projects were developed partially due to the demand placed on language departments internationally to realise the "relevance of their discipline[s] to the 'real world'" (Victoria 1996: 9). Another reason behind the introduction of graduate research projects has been the realisation that language students tend to be more culturally aware and, therefore, have greater 'access' to and interaction with other people and cultures. Research projects, which extend the students' knowledge of a culture are a positive addition to integrated language studies and should give a competitive advantage both in the employment market and in further research or study (Knüfermann 1998).

The Research Centre for Germanic Connections with New Zealand and the Pacific was established at Auckland University in September 1999 to encourage "research into the links, both contemporary and historical, between Northern and Central Europe on the one hand and New Zealand and the Pacific on the other."[8] This is an interdisciplinary body closely associated with the Department of Germanic Languages and Literatures and the

[8] http://www.arts.auckland.ac.nz/sell/germanic/ (6 March 2001).

School of European Languages and Literatures and gives students, primarily at the graduate level, the opportunity to undertake and publish interdisciplinary research.

2.5 The focus on offering key programmes or components

Another response adopted by many of the German departments or sections in the Asia-Pacific region has been to focus on key programmes or components, such as language teaching at the University of New England in Australia (due mainly to the staffing cuts this department suffered during the 1990s).

In China, the Foreign Languages University Beijing offers Germanistik or German as a Foreign Language in several streams after the students' basic studies. The streams offered are Foreign Policy and Foreign Affairs, Economic Relations with Foreign Countries and Foreign Trade and Language and Literature. All courses are taught in German and concerned primarily with German-Chinese relations. Students must complete a number of courses in the other streams and thus gain an insight into the broader discipline. In addition there are common language courses for all students. Another such example in China is that of the German department at the Foreign Languages University Tianjin, which focuses on training translators and interpreters (Kaufmann 1998: 499-500; Hernig 2000: 157-158).

The German department at Dokkyo University, one of the largest German departments in Japan, offers students three possible study programmes: the traditional literature, language and linguistics, or German art history and philosophy or German history, politics and sociology (Takahashi 1990: 65-66; Beißwenger 2000: 77-78).

The Department of German at the University of Canterbury in New Zealand has offered courses in three areas: German language acquisition, German literary texts, and literature and society during the past two decades.[9] In the 1990s, however, due to the reduced numbers of students enrolling in German and an apparent reduction in demand for the literature papers, the Department felt that it had to concentrate on language courses as the central part of its teaching programme. In addition to focusing on the teaching of the language, the department has attempted in recent years to adapt and strengthen the cultural

[9] Courses in the third area were (and are) taught entirely in English.

component of its offerings (for which no knowledge of German is necessary) in order to attract and retain students (Bartholomae 1990: 403-409; Lopdell 1995: 147).

2.6 Introduction of *DaF* or *Interkulturelle Germanistik* programmes

The introduction of *DaF* or *Interkulturelle Germanistik* programmes is another response of the discipline to the changing parameters. In China, for instance, the Department for Intercultural German Studies was founded in 1994 at Qingdao University in conjunction with the University of Bayreuth. The programme offered is based on Wierlacher's model of Intercultural German Studies (Wierlacher 1985, 1987, 1990, 1994, Wierlacher & Stötzel 1996) and emphasises many elements of comparative cultural studies, including *Landeskunde* (*LK*) courses and courses aimed at giving students an understanding of the two cultures, such as 'Comparison of Chinese and German everyday culture', 'Cultural exchange between China and Germany', 'Comparison of Chinese and German communication behaviour' and 'Culturally specified patterns of behaviour'. Other courses include 'Modern German language studies', 'German literary studies', 'Introduction to the *LK* of German-speaking countries', interpretation and translation courses and 'German in Business and Science' (Liu 1999: 787-790; Hernig 2000: 223-246). The students are also given the opportunity to utilise their German skills in intercultural situations and in a workplace setting during a *Praktikum*.

Tenri University in Japan (where the Foreign Languages Faculty was restructured into a Faculty for Intercultural Studies) offers a further example of the development of intercultural courses. The German department has four streams: Everyday culture, Language culture, German History and German Society. Each study programme comprises subject specific seminars and lectures, and an interdisciplinary course 'German Communication' is offered for those students majoring in the subject (Wakisaka 2000: 124-125).

In New Zealand, only the University of Waikato has introduced courses in *DaF* for graduate students and for German students of *DaF* who come to New Zealand for a semester or a year abroad and or to complete the *Praktikum* component of their degree programme (Knüfermann 2000: 513-514). These courses include '*Rahmenbedingungen des Fachs Deutsch in Neuseeland. Zur Situation des Deutschlehrers im Ausland (DaF)*',

'*Praktikum DaF*', '*Spracherwerb und Literatur an neuseeländischen Schulen und Hochschulen (DaF)*' and '*Deutschsprachige Einwanderer in Neuseeland (DaF)*'. The introduction of these courses has been part of the overall re-orientation in Waikato's German Studies programme and primarily due to the research and teaching interests of the then Chairperson of Department/Head of the German Section.

2.7 Changes in the language courses offered

Another discernable trend within the discipline in these five countries has been changes in the language courses offered, including the use of modern media (particularly in Australia), the inclusion of internationally recognised certificates of language competency and an increased communicative emphasis. These include introducing German communication methods into teaching in Japan, for example, as a means of introducing the Japanese students to the German way of greeting others by shaking hands when the students enter the classroom (Gunske von Kölln 2000: 122). In Australia, courses for near-native speakers have been introduced at a number of universities due to the high number of descendents of German-speaking immigrants. Australia has also increased its investment in and development of technology in German programmes significantly during the past two decades (Morgan 1998: 120; Schmidt 1998: 475).

In an attempt to standardise the language programme offerings in China a nationwide curriculum for the basic language competencies of students majoring in German was introduced in the late 1990s. Some departments have introduced or experimented with projects using the internet in *LK* courses. In the past teachers had limited opportunities to include up-to-date information and topics in *LK* courses in China because of the difficulties with the postal system and newspaper subscriptions. However, in the age of the internet, this is becoming less of a problem (Saarbeck et al. 1994: 592). Although the German department at the Foreign Languages University in Guangzhou introduced computer and internet work in 1998/1999 (Thelen-von Damnitz 2000), the pilot project had to be stopped because of high costs.

At Hokkaido University in Japan there has been a move to reduce the number of teachers in the various parts of the courses and to increase the cooperation and coordination of textbooks, teaching materials, etc. between those teachers. Other initiatives introduced in

Japan include the use of international language proficiency examinations (such as the *Österreichische Sprachdiplom Deutsch*) and certificates to increase the motivation and resulting communicative competencies of the students; the use of various forms of media to and the introduction of the *Diplom Deutsch in Japan* (*DDJ*), a nationally recognised certificate of attainment (Reinelt 1996: 79-87; Mandelartz 1999: 8; Richter 1999: 113-123).

In New Zealand, the number and type of German language courses offered at the tertiary level have increased and diversified during the past two decades. At the undergraduate level at Auckland, students with advanced oral and writing skills could undertake a *Sprachpraktikum* designed to further develop and extend their skills o as well as a course in 'German in Business' and another on 'Translation in Theory and Practice'. At Otago the German section is emphasising the use of modern technologies including an online 100 level German culture paper, 'Gateway to Germany' (Smith 1997: 68; Alm-Leqeuex 1998).

By the mid 1990s, students at most New Zealand universities were able to sit the internationally recognised certificates of German language proficiency, *Zertifikat Deutsch als Fremdsprache*, *Kleines Deutsches Sprachdiplom* and *Großes Deutsches Sprachdiplom*. Students were prepared for these as part of the core language courses offered or through separate courses offered specifically for this purpose. One requirement of the KDS is the writing of essays based on German fiction.[10] In 1997 two novels, *Jauche und Levkojen* by Christina Brückner and *Das Feuerschiff* by Lenz, were studied as part of the 300 level language course at Canterbury in preparation for the *KDS*.

2.8 Cooperative ventures and programmes

A further response of the discipline in the Asia-Pacific region has been the development and promotion of cooperative ventures with German companies, organisations and institutions in order to add a new dimension to the programmes offered. These dimensions would often otherwise have been unaffordable given the available resources and student demand. At Tongji University in China regular block courses in Business German are taught by visiting *LektorInnen* from University of Marburg as part of the project

[10] Cf. http://www.grmn.canterbury.ac.nz/GRMN301.html (17 September 1997).

'*Wirtschaftsdeutsch*' that was introduced in 1995. Another such partnership is that between Hunan College of International Culture and the *IIK* in Düsseldorf, which offers specialist preparatory courses in China for students with international management as part of their major studies. Additionally in 1989 the Institute of Sino-German Economic Law at Nanjing University was established in conjunction with Göttingen University (Hernig 2000: 247-280).

Another such initiative, established with German financial support in 1985, was the *Ausbildungszentrum für deutsche Sprache Beijing* (*AfdS*) at the University for Foreign Trade and Foreign Relations in Beijing (Schlenker 1996). The *AfdS* specialises in training Chinese managers and experts, who work in the area of economic and technological cooperation, in the language and area studies skills they will require for further education or training programmes in Germany, including the ability to:

- communicate in the workplace and in everyday life in Germany;
- hold simple prepared technical or subject specific conversations;
- follow reports and explanations at normal tempo of speaking speed;
- independently analyse different kinds of texts using appropriate reading techniques;
- explain simple technical processes and plants or describe economic data and facts; and
- write private and official letters in the correct format.

Cheju University in Korea has established a partnership with Bonn University whereby students at Cheju can attend an intensive summer school where *DaF* students from Germany assist with the teaching. Students and academics at Cheju are also encouraged to spend some time researching at Bonn University and since 1997 a four-week language course has been offered in Bonn for students at Cheju. Such ventures are particularly important given the increasing number of Korean, Chinese and Japanese students wishing to study abroad and the fact that Germany is one of the favourite destinations (Deutsch 1997: 63-65).

2.9 Diversification of the opportunities for contact with the target language and cultures

As part of the (re)definition of the discipline's offerings the need to increase and diversify the opportunities for contact with the target language and cultures has been repeatedly expressed. Opportunities for students to study and or work in German-speaking countries continue to be developed and promoted thereby increasing the usefulness of the language and increasing the diversity, attractiveness and market-orientation of the discipline. Links with the *Handelskammer*, other industry and economic associations, social policy organisations and cultural organisations in the German-speaking countries are being developed. The Goethe Institut Melbourne has developed a database of the opportunities, organisations and networks that exist in Australia.[11]

Extramural activities formed an important part of the study of German throughout the period concerned in all five countries, and the range of opportunities for students to utilise their skills outside of formal study increased during the same period. Most departments/ sections offered their students a number of opportunities to live, study and or work in German-speaking countries. The German Section at Waikato, for example, offered its students a Vacation Work Scheme, whereby students work in the Hospitality Industry in the Black Forest. Other activities include the *Deutsche Woche* at Monash University in Australia (Fernandez et al. 1993: 40-42), scholarships and exchange programmes of various tenures (awarded by the *Deutscher Akademischer Austauschdienst* (*DAAD*), *Goethe-Institut* and the German, Swiss and Austrian governments, for instance), teaching assistantships at German high schools or work placements in international firms, *Goethe-Institut* courses, seminars by visiting academics, German, Swiss or Austrian clubs, sports teams, drama groups and choirs, film evenings, performances by visiting German music and theatre groups, German camps, departmental social evenings, dinners and conversation groups and Goethe Society activities.

Some departments have even considered making a period of study abroad a compulsory part of their degree programmes. The National German Summer School offered by *Goethe-*

[11] Cf. http://www.goethe.de/an/mel/network.htm (23 May 2001).

Institut in Australia provides another opportunity for increased exposure to the language, as do the intensive six-week summer school programmes offered by Melbourne and Monash, which can be credited towards students' degrees. At Adelaide, students are encouraged to participate in the four-week Summer School in Germany comprising an intensive language course at the Prolog Language School in Berlin and a cultural programme.[12]

During the past two decades there has been an increasing tendency for departments/sections to emphasise these extramural activities, in particular the opportunities for overseas travel, work and study, as 'drawcards' to students choosing whether or not to study German. In New Zealand the need for public relations and marketing of the programmes has become increasingly evident in recent years, particularly as there has been an increased tendency during the 1990s within the tertiary sector overall to focus on the marketability and applicability of degree programmes. The Humanities disciplines have continued to feel the impact of this trend, particularly given the perceived lack of professional orientation of the language (and indeed most Humanities) degree offerings and students' reluctance to accumulate high debt if they cannot identify the professional value of the qualification. Students at the school level appear poorly informed about tertiary study options including languages. Many of them appear to hold the mistaken view that they must focus on one discipline only (such as Law, Medicine or Management) and subsequently are not aware of the opportunities or value of combining the study of a particular major discipline with that of a language.

As a result there has been an increasing trend towards explicit Public Relations and promotion of the value of FLs overall and, in particular, the European languages (Bartholomae 1990: 409-410; Knüfermann 2000: 508). This has included measures such as:

- promoting the available overseas travel, study and work opportunities;
- promoting the unique characteristics of each university's programme;

[12] Cf. http://www.adelaide.edu.au/cesagl/germhb.html (24 May 2001).

- countering the perception of languages degrees or humanities degree as being non-vocational, by recommending that students enrol in language courses in addition to their Law or Management studies; and
- branding the department/section(s) as being different from the other providers of language studies.

The Department of European and Hispanic Studies at the University of Waikato instigated a proactive public relations campaign and appointed a Public Relations Co-ordinator to implement this in 1999. Promotional activities undertaken included:

- a departmental social evening to which the national language advisors and teachers of European languages in the greater Waikato area were invited;
- a series of academic lectures at the University designed to heighten the Department's profile within the academic community;
- an Information Day where secondary school students visited the Department to obtain information on their chosen subjects;
- a series of school visits;
- a number of magazine articles (both in English and German language papers, including the EU Newsletter published in Canberra);
- an Information Evening for (potential) students of European languages, their parents, teachers and career advisors:
- and in November 1999 the Department hosted a seminar on "New Zealand and its relations with Europe", to which speakers on the international relations between New Zealand and Europe, business, tourism and European languages and European languages in the educational context were invited.

3. Future Developments: The Example of New Zealand

It is evident from the responses of the discipline in the different countries that irrespective of national differences the pressures exerted on the discipline in these five countries by the

process of globalisation and internationalisation are very similar. The discipline of German Studies cannot isolate itself from the developments occurring internationally, such as the increasing dominance of English as the international *lingua franca*, the trend towards vocational subjects and the increasingly pragmatic justification for the learning of foreign languages as opposed to the traditional cultural justification of the study of foreign languages. Nor are these developments reversible in the foreseeable future.

Significant and systematic changes are needed to re-orientate the discipline within the overall internationalisation process and to ensure the discipline is forward-looking and proactive.

The responses outlined illustrate the clear trend internationally towards the development of niche markets and interdisciplinary programmes through which the discipline can contribute productively to the further development of the respective countries. Consistent with this, increasing internationalisation and interdependence place special demands on the development of (intercultural or interdisciplinary) German Studies, in order that students can fully appreciate and relate to the working habits, thought patterns, lifestyle and other aspects of the German-speaking cultures (Picht 1987: 43-44). German Studies within a clearly structured degree programme (such as the Bachelor of Arts), which combines the study of European languages and cultures with the study of economics, history, political science and geography, for instance, opens up new career possibilities for German language students (Knüfermann 1993: 515).

The responses of the discipline in these five countries, however, also show that German Studies in the sense of Germanistik continues to hold an important place. The value of literary studies, language studies and cultural studies in its broadest form continues to be regarded as an essential dimension of the discipline.

The discipline of German Studies in New Zealand cannot remain isolated from these international trends and the necessity to respond. The discipline, therefore, must take cognisance of these developments and respond to the pressures by clearly defining its function and role within the environment of interrelated political, economic and educational parameters. It is not sufficient to point to the cultural value of individual languages. The traditional concept of Germanistik is only one part of the subject. In other words, while the

discipline of German Studies in New Zealand should retain a strong cultural component, it cannot define its role solely on an understanding of its cultural importance, but must respond to the challenge to become relevant to demands of the employment market or '*berufsrelevant*' (Wierlacher 1980: 19; Picht 1987; Waite 1992: 21).

The responses of the discipline to the challenges posed by globalisation and internationalisation show that the development of the applied dimension(s) has been of major significance in recent years. New Zealand requires graduates who are competent foreign language specialists with area specific knowledge and who can apply their skills and competencies to niche markets. The discipline must, therefore, encourage combinations of skills, adaptability, innovation and flexibility, given the ever changing international market, the development of international cooperation and communication and the rapid political and economic reforms. Integrated programmes combining the study of German with other vocationally-oriented disciplines are a logical way forward, and one that would promote the education of future intermediaries between New Zealand and the German-speaking countries (Hess 1999b: 181; Reichert 1999: 824-826).

In order to maximise the effectiveness, attractiveness and potential of the discipline in New Zealand, the discipline needs to develop two clear foci, which would do justice to both its cultural/literary mission and its functional role in the labour market. One would continue to focus on Germanistik proper, that is, the study of language and literature, while the other would specialise in the applied dimensions of German Studies, including specifically targeted language courses and integrated programmes in Intercultural Studies and European Studies. This model reflects recent changes in the political, economic and linguistic environment as well as those in education both nationally and internationally. Such an approach, with increased emphasis on the recognition of the vocational potential of the discipline, would ensure its productive development and greatly enhance the value of the subject from a national perspective. This model could also be adapted by other countries in the region given the similarities in the changing parameters and the challenges faced during the past two decades.

The primary advantages of the creation of two foci or programmes (perhaps housed in two centres) are:

- it would provide a critical mass in terms of student numbers;[13]
- it would allow for the pooling of staffing resources, thereby guaranteeing adequate research and teaching capacity, and with this internationally acceptable levels of professionalisation;
- the model would make the most productive use of limited financial resources in the current context of tertiary education in New Zealand;
- the model would offer students clearly focused study and career perspectives; and
- the model would allow a flexible response to future changes in market demand;

The most significant disadvantage of this model is that it would create a situation where not all students had access to full German Studies programmes at all New Zealand universities. However, this is already the case with other disciplines, such as Medicine, Dentistry, Law, the Fine Arts and Veterinary Science, given the small population base in New Zealand. 'Service' courses in German language and *Landeskunde* should therefore be retained at the other universities in New Zealand. It is important to maintain language and cultural competencies in the major areas of New Zealand's relations with German-speaking Europe in order to expand and diversify access to German-speaking Europe and the Eastern European countries. The retention of service courses would ensure that subjects such as Tourism, Management Studies and the Sciences would continue to benefit from area specific expertise.

This model is, of course, not the only possibility globally, as countries such as the United States, Canada and even China can clearly afford to offer a greater range of programmes both on account of their population size and the financial resources available. This does not, however, obviate the need to identify specific objectives, particularly in small countries such as New Zealand. Global trends in German Studies confirm the view that clear objectives and a concentration of academic and financial resources would unlock the

[13] The concept of 'centres of excellence' or competencies at the tertiary level is favoured by the current New Zealand government, so departments and universities may be forced to implement such 'foci' in the near future. The issue of critical mass of student numbers and teaching and research capabilities is, therefore, an integral factor when considering the future structuring of German programmes in New Zealand.

considerable potential of the discipline of German Studies and enhance its contribution(s) to New Zealand.

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