

Appendix D

Mr Kupka's Ph.D. proposal

DPHIL THESIS PROPOSAL

(1) TITLE OF PROPOSED RESEARCH:

GERMAN IN NEW ZEALAND

(Zur Stellung der deutschen Sprache in Neuseeland)

(2) OUTLINE AND OBJECTIVES OF STUDY:

The roles which countries and languages play change over time. German, once one of the most important languages in the world, has increasingly come under pressure, in spite of Germany's continuing leadership role in science and technology, commerce and tourism. A number of factors contribute to this: They range from the wide-spread use of English as the lingua franca of the latter part of the 20th century, a time of ever accelerating globalisation in trade, communication and travel, to the emergence of new powers like China, Japan or the Latin Americas.

Germany, as a leading member of the European Union with its currently 15 member states and more than 370 million citizens, continues to be one of New Zealand's important global partners, in business, science as well as international organisations. It appears therefore appropriate and of interest to take stock of the role the German language plays in contemporary New Zealand. While major studies have been undertaken on the international situation of the German language (cf. Ammon, Thierfelder, Ross, Glück) and while area specific investigations do exist for Eastern and Central Asia (cf. Fluck), Europe (cf. Ammon) and Australia (cf. Clyne), no comparable study is available for New Zealand. The proposed research hopes to close this gap. In doing so it aims to shed some light on one specific strand of New Zealand's ever more complex and rich social, economic and cultural texture: Her "German Connection"¹. Our research, it is hoped, will furthermore prove valuable to language policy planners, teachers and government departments and agencies, both in New Zealand as well as German speaking countries: It should provide, through its

¹ James N. Bade: The German Connection, New Zealand and German-speaking Europe in the Nineteenth Century, Oxford Press, 1993.

collection of data and analyses, a clearer focus for the development of cultural policies and co-operative projects in science, commerce and trade, in as far as the German language and awareness of German 'culture' impact on them.

The proposed research will be structured as follows:

1. Theoretical context

Section 1 will place our study in the context of research undertaken in recent years on the subject of the use of German internationally as well as in specific geographical regions (cf. Clyne, Fluck, Hess). Following a review and evaluation of scholarly literature, Section 2.

2. Methodological parameters

will define the scope of our research topic as well as methodological aspects. It will provide a definition of "German Language" to include various regional and national variants of German (i.e. Swiss, Austrian) as well as a justification of specific areas included (e.g. national languages policies, German in education, business, culture and immigration).

3. National languages policies

will consist of two subsections: Part one will establish some international reference points by investigating national languages policies in Japan, Australia and Germany, while part two will look at New Zealand's own languages policy, its parameters, history and implementation.

4. The main body of my proposed study will proceed from here to investigate the role of German in

- a) education (Schools, Universities, Adult Education, Languages Schools, Goethe-Institute),
- b) business

- c) culture (radio, Television, theatre)
- d) immigration

5. Cultural policy of German speaking countries in New Zealand

will finally look at the role assumed by Germany, Austria and Switzerland in promoting their respective interest in New Zealand and in furthering New Zealand-German/Austrian/Swiss co-operation in a range of fields (culture, science, trade).

(3) **BRIEF DESCRIPTION OF RESEARCH**

METHODOLOGY / THEORETICAL FRAMEWORK:

1. Research Methodology

Following a comprehensive analysis of literature, I shall proceed to collect extensive statistical data, held by the Ministry of Education, Embassies, the Chamber of Commerce, the New Zealand-German Business Association, the Goethe-Institute and other relevant institutions.

2. Theoretical Framework

Within the field of Applied Linguistics, the proposed Thesis will be placed in the context of the works of Ammon, Clyne and Fluck. Ammon provides the scientific framework as he researches the comparative ranking of German in an international setting: He identifies relevant areas of research and discusses the political and methodological problems of such research. In establishing useful criteria to measure the relative importance of German against other languages, he determines

- (a) the parameters of German versus Germanic languages,
- (b) the numerical distribution of speakers of German in the world,
- (c) countries in which German is an official language,
- (d) minority groups speaking German,
- (e) the relevance and actual use of German in

- (i) economic and trade partnerships,
- (ii) scholarly communications,
- (iii) diplomacy,
- (iv) tourism,
- (v) the media and the arts,
- (vi) education.

Clyne focuses his research on German as a native language ("Muttersprache") for immigrants and their descendants in Australia. The cultural setting of his investigation is similar to that in New Zealand. At the centre of Clyne's investigation are mainly factors which positively or negatively impact on the retention of German, such as urban versus rural living conditions or the use of German in specific contexts. Thanks to Clyne's work an extensive catalogue of factors influencing language preservation has been defined.

The most recent research into the position of German in specific geographical regions was carried out between 1994 and 1996, and has been documented in volume "Deutsch als Fach- und Fremdsprache in Ost- und Zentralasien" by Fluck (ed.) et al. In this volume the contributors describe the situation of German as a foreign language in Eastern and Central Asian countries. While German continues to be of major significance in the People's Republic of China, its decline in Taiwan and in Hong Kong is noticeable. Following their account of the present situation of German in East and Central Asia, the researchers suggest various models to improve the teaching of German at the tertiary.

(4) **LITERATURE RESEARCHED TO DATE:**

To date, significant research into critical literature has already been undertaken. My reading so far concentrated on the following areas:

I. **Language History and Language Theory:**

Frederick Bodmer: Die Sprachen der Welt, Parkland Verlag, Köln, 1997.

Muriel Saville-Troike: The Ethnography of Communication, Basil Blackwell, Cambridge, 1990.

Wilhelm Schmidt: Geschichte der deutschen Sprache, S. Hirzel wissenschaftliche Verlagsgesellschaft Stuttgart, 1996.

II. **Philosophy of Language:**

Wilhelm von Humboldt: Über die Sprache, Francke Verlag, Tübingen und Basel, 1994.

Karl Jaspers: Nachlaß zur Philosophischen Logik, Piper Verlag, München, 1991.

Jürgen Trabant: Sprache denken, Positionen aktueller sprachenphilosophie, Fischer Verlag, Frankfurt am Main, 1995.

III. **National Language Policies:**

Bausch/Christ/Krumm: Fremdsprachenunterricht und Sprachenpolitik als Gegenstand der Forschung, Universitätsverlag Dr. N. Brockmeyer, Bochum 1992.

Brigitte Müller: KOYOBUN, Ein Beitrag zur japanischen Sprachenpolitik, Helmut Buske Verlag, Hamburg, 1975.

Rolf Schärer: *Sprache, Markt und Politik – Sprachenpolitik in Europa*, in: Sprache zwischen Markt und Politik, Loccumer Protokolle 1/94.

IV. **The Situation of German in Foreign Countries:**

Ulrich Ammon: Die internationale Stellung der deutschen Sprache, Walter de Gruyter & Co., Berlin, 1991.

Michael Clyne: Deutsch als Muttersprache in Australien, Zur Ökologie einer Einwanderersprache, Franz Steiner Verlag, Wiesbaden, 1981.

Fluck, Saarbeck, Zhu, Zimmer (ed.), Deutsch als Fach- und Fremdsprache in Ost- und Zentralasien, Julius Groos Verlag, Heidelberg 1996.

Hans W. Hess: Die Kunst des Drachentötens, Zur Situation von Deutsch als Fremdsprache in der Volksrepublik China, Idudicium Verlag, München, 1992.

V. **German Immigration to New Zealand:**

James N. Bade: The German Connection, New Zealand and German-speaking Europe in the Nineteenth Century, Oxford Press, 1993.

VI. **Language Issues in New Zealand:**

Jeffrey Waite: Aotearoa: Speaking for Ourselves, The Ministry of Education, Wellington, 1997.

VII. **Intercultural Language Issues:**

Iain Chambers: Migration, Kultur, Identität, Stauffenburg Verlag, Tübingen, 1996.

Volker Hinnenkamp: Interkulturelle Kommunikation, Julius Groos Verlag, Heidelberg, 1994.

Joan Metge and Patricia Kinloch: Talking Past Each Other, Victoria University Press, Wellington, 1989.

Richard E. Porter: Intercultural Communication: A Reader,

Thum/Fink: Praxis interkultureller Germanistik, Forschung-Bildung-

Politik, Iudicium Verlag, München, 1993.

Wadsworth, Inc., Belmont (California), 1991.

VIII. **Research on Second Language Teaching:**

Wolfgang Butzkamm: Psycholinguistik des Fremdsprachenunterrichts, Francke Verlag, Tübingen und Basel, 1993.

David Crystal: Child Language, Learning and Linguistics, Edward Arnold, New York, 1993.

Günther L. Karcher: Das Lesen in der Erst- und Fremdsprache, Julius Groos Verlag, Heidelberg, 1994.

William Littlewood: Foreign and Second Language Learning, Cambridge University Press, 1992.

Ute Rampillon: Deutsch als Fremdsprache, Max Hueber Verlag, Ismaning (München), 1995.

IX. **Language and its Societal Implications:**

Ronald Wardhaugh: Sociolinguistics, Basil Blackwell, Oxford, 1989.

The following list represents publications to be utilised in the proposed Thesis:

LIST OF RELEVANT LITERATURE

Abderazak, Mourad Ben, Fremdsprachenunterricht und interkulturelle Bewußtseinsbildung. Zur besonderen Bedeutung der Landeskunde im fremdsprachlichen Unterricht, in: Thum, Bernd and Fink, Gonthier-Louis (ed.), *Praxis interkultureller Germanistik: Forschung – Bildung – Politik*, Iudicium Verlag, München 1993.

Ahlzweig, Claus, Muttersprache – Vaterland. Die deutsche Nation und ihre Sprache, Westdeutscher Verlag, Opladen 1994.

Alsijabhana, S. Takdir (ed.), The Problem of Minority Languages in the Overall Linguistic Problems of Our Times, in: F. Coulmas (ed.), *Linguistic Minorities and Literacy. Language Policy Issues in Developing Countries*, Berlin, Amsterdam, New York 1984.

Ammer, R., Das Deutschlandbild in Lehrwerken für Deutsch als Fremdsprache, München 1988.

Ammon, Ulrich, Die internationale Stellung der deutschen Sprache, Walter de Gruyter & Co., Berlin 1991.

Ammon, Ulrich, Die internationale Stellung der deutschen Sprache in Europa I: Deutsch als internationale Verkehrssprache in Wirtschaft, Wissenschaft und Politik, in: Ermert, Karl (ed.) *Sprache zwischen Markt und Politik: Über die internationale Stellung der deutschen Sprache und die Sprachenpolitik in Europa*, Evangelische Akademie Loccum 1994.

Ammon, Ulrich, Die internationale Stellung der deutschen Sprache in Europa II: Deutsch in den internationalen Medien und im Kulturaustausch sowie im Unterricht als Fremdsprache, in: Ermert, Karl (ed.) *Sprache zwischen Markt und Politik: Über die internationale Stellung der deutschen Sprache und die Sprachenpolitik in Europa*, Evangelische Akademie Loccum 1994.

Ammon, Ulrich, Die deutsche Sprache in Japan - Verwendung und Studium, Iudicium Verlag, München 1994.

Arntzen, Helmut, Zur Sprache kommen – Studien zur Literatur- und Sprachreflexion, zur deutschen Literatur und zum öffentlichen Sprachgebrauch, Aschendorff Verlag, Münster 1983.

Bade, James N. (ed.), The German Connection, Oxford University Press, Auckland 1993.

Bancroft, David, Second Languages in New Zealand Education, University of Canterbury.

Batts, Michael S., Fremdsprachenphilologie und 'Nationalphilologie' in einer multikulturellen Gesellschaft: Das Beispiel Kanada, in: Thum, Bernd and Fink, Gonthier-Louis (ed.), *Praxis interkultureller Germanistik: Forschung – Bildung – Politik*, Iudicium Verlag, München 1993.

Bausch, K.-Richard, Christ, Herbert, Krumm, Hans-Jürgen (ed.), Fremdsprachenunterricht und Sprachenpolitik als Gegenstand der Forschung, Universitätsverlag Dr. N. Brockmeyer, Bochum 1992.

Bodmer, Frederick, Die Sprachen der Welt, Parkland Verlag, Köln 1997.

Born, Joachim, Sprache, Markt und Politik: Diskussion zu den zukünftigen Entwicklungen, in: Ermert, Karl (ed.) *Sprache zwischen Markt und Politik: Über die internationale Stellung*

der deutschen Sprache und die Sprachenpolitik in Europa, Evangelische Akademie Loccum 1994.

Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie, Grund- und Strukturdaten, p. 234, Karl Heinrich Bock Verlag, Bad Honnef 1994.

Burger, G., Was das Fernsehen noch für das Fremdsprachenlernen tun könnte..., in: *Neusprachliche Mitteilungen 1* 1992.

Butzkamm, Wolfgang, Psycholinguistik des Fremdsprachenunterrichts, Francke Verlag, Tübingen und Basel 1993.

Chambers, Iain, Migration, Kultur, Identität, Stauffenburg Verlag, Tübingen 1996.

Christ, H., Fremdsprachenunterricht und Sprachenpolitik, Stuttgart 1980.

Clyne, Michael, Deutsch als Muttersprache in Australien, p. 1, Franz Steiner Verlag, Wiesbaden 1981.

Coulmas, Florian, Sprache und Staat: Studien zur Sprachplanung, Walter de Gruyter & Co., Berlin 1985.

Crystal, David, Child Language, Learning and Linguistics, Edward Arnold, New York 1993.

Die Stellung der deutschen Sprache in der Welt. Bericht der Bundesregierung, Bonn 1985.

Enderwick, Peter and Akoorie, Michele, E.M., The Employment of Foreign Language Specialists and Export Success – The Case of New Zealand, *International Marketing Review*, Vol. 11(4), 1994..

Enderwick, Peter and Gray, Denise., Foreign Languages in International Business: The Case of New Zealand, *International Marketing Review*, Vol. 4(1), 1992.

Fischer, Gudrun, Persönlichkeitsentwicklung durch Kulturvergleich. Erfahrungen mit studentischen Beleg- und Diplomarbeiten, in: Thum, Bernd and Fink, Gonthier-Louis (ed.), *Praxis interkultureller Germanistik: Forschung – Bildung – Politik*, Iudicium Verlag, München 1993.

Fluck, Saarbeck, Zhu, Zimmer (ed.), Deutsch als Fach- und Fremdsprache in Ost- und Zentralasien, Julius Groos Verlag, Heidelberg 1996.

Funk, Hermann von / Neuner, Gerhard (Hrsg.), Verstehen und Verständigung in Europa. Konzepte von Sprachenpolitik und Sprachdidaktik unter besonderer Berücksichtigung des Deutschen als Fremdsprache, Cornelsen Verlag 1994.

Goethe-Institut, 25 Thesen zur Sprach- und Kulturvermittlung, in: Ermert, Karl (ed.) *Sprache zwischen Markt und Politik: Über die internationale Stellung der deutschen Sprache und die Sprachenpolitik in Europa*, Evangelische Akademie Loccum 1994.

Hahn, Hans-Joachim, Das Studienprojekt 'Deutschlandbild der Engländer' als Einführung in die Methodik der interkulturellen Germanistik, in: Thum, Bernd and Fink, Gonthier-Louis

(ed.), Praxis interkultureller Germanistik: Forschung – Bildung – Politik, Iudicium Verlag, München 1993.

Haugen, E., Bilingualism, Language Contact and Immigrant Languages in the United States: A Research Report, in: T.A. Sebeok (ed.), *Current Trends in Linguistics*, Den Haag 1973.

Helfrich, H., Englisch bereits in der Grundschule – Ein Widerspruch zur erwünschten Sprachenvielfalt?, in: Gompf, G. (ed.), *Kinder lernen europäische Sprachen e.V. Jahrbuch 90*, Stuttgart 1990.

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Hinnenkamp, Volker, Interkulturelle Kommunikation, Julius Groos Verlag, Heidelberg 1994.

Homburger Empfehlungen für eine sprachenteilige Gesellschaft in Deutschland und Europa, in: *Der fremdsprachliche Unterricht* 54 (1980).

Humboldt, W. von, Über die Verschiedenheit des menschlichen Sprachbaus und ihren Einfluß auf die geistige Entwicklung des Menschengeschlechts, in: *Werke. 5 Bde.*, Darmstadt 1963.

Humboldt, W. von, Über die Sprache, A. Franke Verlag, Tübingen und Basel 1994.

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Kaplan, Robert, New Zealand National Languages Policy: Making the Patient More Comfortable, A Report to the Policy Division, Ministry of Education, Wellington 1992.

Karcher, Günther L., Das Lesen in der Erst- und Fremdsprache, Julius Groos Verlag, Heidelberg 1994.

Knüfermann, Volker, Germanistik in Neuseeland. Daten, Konzepte und Projekte im Rahmen der interkulturellen Diskussion, in in: Thum, Bernd and Fink, Gonthier-Louis (ed.), *Praxis interkultureller Germanistik: Forschung – Bildung – Politik*, Iudicium Verlag, München 1993.

Littlewood, William, Foreign and Second Language Learning, Cambridge University Press 1992.

Meißner, F.-J., Wege zur Mehrsprachigkeit. Zur Sprachenberatung, Ratingen 1990.

Metge, Joan and Kinloch, Patricia, Talking Past Each Other, Victoria University Press, Wellington 1989.

Müller, Brigitte, KÖYÖBÜN: Ein Beitrag zur japanischen Sprachpolitik, Helmut Buske Verlag, Hamburg 1975.

Nelde, Peter H., Einsprachigkeit ist heilbar - Überlegungen zur neuen Mehrsprachigkeit Europas, M. Niemeyer Verlag, 1997.

Peddie, Roger, One, Two or Many?: The Development and Implementation of Languages Policy in New Zealand, University of Auckland 1991.

Peddie, Roger, From Policy to Practice: The Implementation of Languages Policy in Victoria, Australia and New Zealand, University of Auckland 1993.

Pelz, M. (ed.), Lerne die Sprache des Nachbarn, Frankfurt am Main 1989.

Pleines, Wolfgang, Die Deutsche Welle als Mittler der deutschen Sprache im Ausland, in: Ermert, Karl (ed.) *Sprache zwischen Markt und Politik: Über die internationale Stellung der deutschen Sprache und die Sprachenpolitik in Europa*, Evangelische Akademie Loccum 1994.

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Sauer, H., Fremdsprachen in der Volksschule. Untersuchungen zur Begründung des Englischunterrichts für alle, Hannover 1968.

Sauer, H., Englisch auf der Primarstufe. Texte und Informationen zum Frühbeginn des Fremdsprachenunterrichts. Paderborn 1975.

Saville-Troike, Muriel, The Ethnography of Communication, Basil Blackwell, Cambridge 1990.

Schmidt, Wilhelm, Geschichte der deutschen Sprache, S. Hirzel wissenschaftliche Verlagsgesellschaft Stuttgart 1996.

Stoljar, Margaret, Der lange Marsch der European Studies. Australische interdisziplinäre Studien zu den deutschsprachigen Ländern im Kontext der europäischen Kulturen, in in: Thum, Bernd and Fink, Gonthier-Louis (ed.), *Praxis interkultureller Germanistik: Forschung – Bildung – Politik*, Iudicium Verlag, München 1993.

The Management Centre: Foreign Language Priorities for the International Management Programme, School of Management Studies and the East Asian Studies Department of the University of Waikato 1995.

The New Zealand Curriculum Framework, Ministry of Education, Wellington 1993.

Trabant, Jürgen (ed.), Sprache denken: Positionen aktueller Sprachphilosophie, Fischer Taschenbuch Verlag GmbH, Frankfurt am Main 1995.

Trabold, Annette, Sprachpolitik, Sprachkritik und Öffentlichkeit. Anforderungen an die Sprachfähigkeit des Bürgers, Deutscher Universitätsverlag 1993.

Waite, Jeffrey, Aotearoa: Speaking for Ourselves: A Discussion on the Development of a New Zealand Languages Policy, Ministry of Education, Wellington 1992.

Witte, Barthold C., Welche Aufgaben stellen sich der internationalen Kulturpolitik und Sprachenförderung nach der Wende in Europa?, in: Thum, Bernd and Fink, Gonthier-Louis (ed.), *Praxis interkultureller Germanistik: Forschung – Bildung – Politik*, Iudicium Verlag, München 1993.

(5) APPROXIMATE TIMETABLE OF STUDY:

September 1998 through June 1999:

- (a) Study and evaluation of critical literature;
- (b) The international context: Research into national language policies in Germany, Australia and Japan;
- (c) Investigation of New Zealand's language policy;
- (d) First draft of chapters (b) and (c).

July 1999 through March 2000:

- (a) Ongoing study and evaluation of critical literature;
- (b) Research into German within the education system of the New Zealand;
- (c) Analysis of the role of German in New Zealand in commerce and culture;
- (d) First draft of (b) and (c).

April 2000 through January 2001:

- (a) Final review of critical literature;
- (b) Analysis of German immigration and language use.;
- (c) Investigation into cultural policies of German speaking countries in New Zealand;
- (d) First draft of (b) and (c).

February 2001 through August 2001:

Revision and final drafting of Thesis.

September 2001:

Submission of Thesis.

N.B.: The above timetable is only an approximation of the anticipated progress as certain elements of the study will inevitably proceed simultaneously.

(6) **ETHICAL ISSUES INVOLVED IN THIS STUDY:**

Please Note that I am aware of the ethical considerations involved in obtaining Information of the kind sought and will inform all participants – prior to their providing any information – of the intended use of that information. Confidentiality, if requested, will also be guaranteed.

A copy of this proposal will be forwarded to the Humanities Research and Ethics Committee.

(7) **RESOURCES REQUIRED:**

- I. **Contact with overseas institutions** will be required. No difficulties can here be foreseen as the German Department of the University of Waikato has the academic resources and contacts necessary. Modern technology such as internet access, e-mail and fax are readily available.
- II. **General library resources** are a part of the Department's resources and available there. Some of the required literature is at hand in my own library, some will have to be obtained during the first year of study.
- III. **Other equipment** required will include computer-access, a telephone and a fax machine, all of which are at my disposal. No special University resources are necessary.
- IV. **Travel expenses** will only be moderate as no overseas travelling will be required.

(8) REQUEST FOR THESIS TO BE SUBMITTED IN GERMAN:

- I. The German section of the Department of European and Hispanic Studies teaches and undertakes research in the area of German language, literature and Contemporary European Issues.
- II. The German section of the Department of European and Hispanic Studies has over recent years developed a strong record in applied research providing a supportive framework for the type of project proposed here.
- III. Important research on the topic of my Dphil proposal has been published in German. A major reason for this is that the results of such research impact predominantly on the "German market", i.e. individuals and organisations which have a professional interest in international processes of communication as far as they affect the German language.
- IV. Examples of such organisations are the Departments of Foreign Affairs of Germany, Switzerland and Austria, the »Goethe-Institut«, the Embassies of German speaking countries, as well as major business organisations and the Universities.
- V. These organisations are either involved in developing policy regarding their international, cultural or business programmes, or they are directly involved in delivering services to international partners (be it in the form of placement of language lecturers, the establishment of »Goethe-Instituts« as practical assistance to trade organisations and chambers of commerce).
- VI. It is on those grounds that I request that permission be granted for me to write my Thesis in German. Appropriate supervision both at the local as well as the international level is readily available.