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| <b>Veranstalter.....</b>          | <b>Prof. Dr. Peter Siemund</b>   |
| <b>Thema.....</b>                 | <b>The Acquisition of English as an Additional Language</b><br>[AA-A1, ENG-4/a, ENG-5, AA7, AA9, LAA8, LAA11, AA-W, AA-WB] |
| <b>Art der Veranstaltung.....</b> | <b>Seminar II</b>  |
| <b>Veranstaltungsnummer.....</b>  | <b>53-510</b>  |
| <b>Zeit.....</b>                  | <b>2st. Do 10-12</b>   |
| <b>Raum.....</b>                  | <b>Phil 1219</b>   |
| <b>Beginn.....</b>                | <b>07.04.2016</b>  |

**Course description:**

German foreign language classrooms are increasingly populated by students with diverse language backgrounds. Side by side with the monolingual German learner of English as a foreign language we find students for whom German is a second language and whose first language may be Turkish, Russian, Ukrainian, Polish, Spanish, Italian, Greek – to name just a few common languages. In these contexts, English comes to be learnt as a second or third (or fourth) language – or an additional language for short – within the confines of the same classroom.

In this seminar, we will explore the acquisition of English as a second or third language, perhaps even as a fourth or further language, in German multilingual foreign language classrooms. We will take a look at the errors learners typically make, which processes these errors cause, and investigate the influence of previously learnt languages on additional languages. For example, many linguists in the field of L3-acquisition claim that it is mainly your second language that influences your third language, and not your first language. This, at first glance, is certainly surprising. At the same time, there are also linguists who claim that only your first language has an influence, be it positive or negative, on whatever other languages you acquire during your lifespan. Finally, there are also linguists who argue that all previously acquired languages influence your third language.

We will be pursuing three objectives in this seminar. Firstly, we will try to work out what the current state-of-the-art in the field of second and third language acquisition is. We will also look at the concepts of bi- and multilingualism. To this end, we will read and discuss a selection of research papers and book chapters and also take a look at modern multilingual societies. Secondly, the seminar offers you active participation in an on-going research project in which the organizer of the seminar researches learners of English as a third or additional language with the learners coming from highly diverse linguistic backgrounds. Thirdly, we will discuss possible teaching strategies to cope with the increasingly multilingual clientele in German classrooms. We understand multilingualism as a resource that should be made use of.

Course requirements: Presentation + term paper

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| <b>Sprechstunde in der Vorlesungszeit:</b>        | <b>s. Sprechstundenlisten</b> |
| <b>Sprechstunde in der vorlesungsfreien Zeit:</b> | <b>s. Sprechstundenlisten</b> |