

<b>Veranstalter:</b>	<b>Prof. Dr. Peter Siemund</b>
<b>Modul:</b>	<b>Multilingual Development</b> [ENG-10, ENG-11, AA7, AA9, LAA8, LAA11, ENGAGE-M4, ENGAGE-M6]
<b>Art der Veranstaltung:</b>	<b>Seminar III</b>
<b>Veranstaltungsnummer:</b>	<b>53-517</b>
<b>Zeit:</b>	<b>2st. Do 10-12</b>
<b>Raum:</b>	<b>Ü35-01054</b>
<b>Beginn:</b>	<b>18.10.18</b>

Even though migration has been a hallmark of the human species from its very beginnings, there has been an unprecedented increase in global traffic and migration during the recent decades. The reasons are obvious and include, inter alia, a sharp increase in human population, political developments such as the fall of Iron Curtain, fast and cheap air traffic, economic and demographic imbalances, labor shortages in boom regions, as well as warfare and related crises. Generally speaking, the source areas of population movements are characterized by economic and human hardship, while migration moves to areas of economic prosperity and stability. An important concomitant of these migration processes is an increase in individual and societal multilingualism, as languages travel with people and migrants face the need to learn new languages in the respective target areas of migration. Home language and majority language come to differ, a complex fabric of heritage languages develops, diglossic or triglossic situations arise, language vitality and attrition become an issue, educational challenges develop as students with diverse language repertoires enter the school system, with similar challenges also developing for administration, the legal system, and the health system. Urban areas clearly lead the trend, with several hundreds of languages being present in certain cities (London, Toronto, Melbourne, etc.). These developments tend to clash with traditional monolingual policies for which different world regions (Europe, North America, Asia, Australia) offer different solutions. Non-English speaking areas face the additional challenge of developing English proficiencies, as this is the current world language. Bilingual students learn English as their third or additional languages. Super-diversity is currently a widely used term to capture the resulting linguistic, ethnic, and social complexity.

In this course, we will investigate issues of multilingual development from a variety of perspectives – linguistic, social, and educational. The course is both theoretical and empirical, and offers many opportunities for hands-on practical work.

Course requirements: Presentation + term paper

Bonnet, Andreas and Peter Siemund (eds.) (2018) *Foreign Language Education in Multilingual Classrooms*. Amsterdam: Benjamins.

Siemund, Peter, Ingrid Gogolin, Monika Schulz and Julia Davydova (eds.) (2013) *Multilingualism and Language Contact in Urban Areas. Acquisition – Identities – Space – Education*. Amsterdam: Benjamins.

<b>Sprechstunden im Semester:</b>	<b>s. Sprechstundenliste</b>
<b>Sprechstunden in der vorlesungsfreien Zeit:</b>	<b>s. Sprechstundenliste</b>