COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
German in the Context of Multilingualism	

Academic staff	Core academic unit(s)
Coordinating: Dr. Diana Babušytė **Other:** Dr. Iris Juliane Maria Bäcker	Department of German Philology, Institute for Languages and Cultures of the Baltic, Faculty of Philology

Study cycle	Type of the course unit
BA	optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
classroom	autumn semester	German

Requisites	
Prerequisites: ≥ B1 level German language proficiency	**Co-requisites (if relevant):**

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	125	32	93

Purpose of the course unit
The aim of this course is to gain a comprehensive understanding of the diversity and complexity of the German language n multilingual and multicultural contexts. The seminar examines both historical and contemporary interactions between German and other languages, focusing on how the contacts have influenced the development of German. Students will develop the ability to describe and discuss various phenomena related to language contact and language change, understand multilingual language use in different fields and specific communicative contexts, and engage in discussions on a wide range of topics related to multilingualism, including language policy, language acquisition, digital technologies, and multilingualism in contemporary German-language literature.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
The students will be able to		
- acquire knowledge about the complexity and effects of multilingualism on the German language, culture, and society;	Interactive lectures, seminars, individual work (text analysis, research), group work (project-based learning, discussions), presentations, role plays, excursions, guest lectures; digital media, online resources (language corpora, dictionaries, learning platforms), traditional materials (textbooks, worksheets).	Active participation in seminars (practical and research assignments), oral presentation of the research project on a selected topic, a test during the semester.
- collect information from various sources and work independently with research papers, such as empirical studies in the field of language contact and language change ;	Interactive lectures, seminars, independent work (research-oriented methods, information research, reading and analysis of scientific literature);	Active participation in seminars (practical and research assignments), oral presentation of the research project on a selected topic.
- describe and explain various phenomena of multilingualism in	Interactive lectures, seminars, classical information methods (explanation of main concepts and structures, audio and	Active participation in seminars (practical and research assignments), oral presentation of

the German language applying appropriate terminology, and introduce their research findings to the group;	video materials, presentation of examples, discussion of materials); active learning methods (brainstorming, working in pairs, group work, discussion);	the research project on a selected topic.
- develop discussion and presentation skills on complex linguistic phenomena and their social implications;	Interactive lectures, seminars, group discussions, presentations, digital media and online resources, e.g. (multilingual) learning platforms; creative tasks for independent work and elaboration of the research project;	Active participation in seminars (practical and research assignments), oral presentation of the research project on a selected topic.
- promote intercultural competence and develop a more profound understanding of cultural similarities and differences;	Interactive lectures, seminars, group discussions, role plays, project-based learning, excursions, guest lectures;	Active participation in seminars (practical and research assignments).
- reflect on their own experiences related to multilingualism and critically examine their personal linguistic identities;	Reflection on language biographies, role plays, group discussions;	Active participation in seminars (practical and research assignments).
- critically evaluate their own academic performance and the work of their peers.	Active learning methods (working in pairs, group work, discussion); independent work (research-oriented methods, information research, reading and analysing research papers); creative tasks for independent work and elaboration of the research project.	Active participation in seminars (practical and research assignments).

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Individual and social multilingualism: *Concepts and dimensions of multilingualism, migration, linguistic diversity in multicultural societies, influence on identity, etc.;*	2		0				2	2	Reading and analysing research publications, preparing to discuss theoretical questions, preparing for group discussion, practical tasks (references to specific literature sources, practical tasks in the seminar).
2. Multilingualism and Lingua Franca: *Language contact and language change of German in historical context and today, typology and integration of lexical borrowings;*	2		2				4	8	
3. Multilingualism and youth language(s): *The variety of language contact phenomena, e.g., multiethnolects, Kiezdeutsch, code-switching, code-mixing, etc.;*	1		2				3	6	
4. Multilingualism, media and literature: *Aspects and phenomena of multilingualism in contemporary German-Language literature and other media.*	1		4				5	9	
Test	0		2				2	20	
5. Multilingualism and education:	1		2				3	4	Reading and analysing

									research publications, preparing to discuss theoretical questions, preparing for group discussion, practical tasks (references to specific literature sources, practical tasks in the seminar).
Language policy, promotion of linguistic and cultural diversity, e.g., in schools and other educational institutions (past and present);									
6. Multilingualism and language acquisition: *German as a tertiary language, German after English, language biographies, learning strategies, etc.;*	1		2				3	4	
7. Multilingualism and interaction: *Intercultural sensitivity in everyday life and at work, intercultural competence, cultural transfer, etc.*	1		2				3	4	
8. Multilingualism and digital technologies: *Multilingual dictionaries and corpora in research, multilingual communication (e.g., chatbots and social media).*	1		2				3	6	
Oral presentation of the research project (during the semester).	0		4				4	30	Reading and analyzing research publications for the research project and preparing for its oral presentation.
Total	**10**		**22**				**32**	**93**	

Assessment strategy	Weight %	Deadline	Assessment criteria
Active participation in seminars, including the completion of assignments and tasks.	30%	During the whole semester	100 % completed tasks: 10 points 80 % completed tasks: 8 points, etc.
Test	35%	After topics 1-4	Open and multiple-choice questions. The evaluation will be based on a10-point scale.
Oral presentation of the research project	35 %	During the semester / At the end of the semester	During the semester, students will select their research topics and schedule their presentations. They will be evaluated on a 10-point scale based on the following criteria: **Overall Impression (2 points):** - **2 points:** The main ideas are clear and stand out. The wording is fluent, clear, and easy to understand. The ideas are logically structured and easy to follow. Pronunciation and intonation make comprehension effortless. - **1 point:** The speech flow occasionally falters. The ideas are mostly structured logically and can be followed, though pronunciation and intonation may sometimes require attention. - **0 points:** The ideas are unclear, and the speech flow lacks fluency. The structure is difficult to identify or is fragmented. Pronunciation and intonation issues significantly hinder comprehension. **Task Fulfilment (4 points):** - **4 points:** The presentation demonstrates an excellent understanding of the topic, showing originality and logical coherence. It is distinguished by rich content, original thought, and clear argumentation. The introduction is engaging and effectively opens the thematic discussion, while the conclusion is concise and impactful.

			- **3 points:** The presentation effectively meets the task requirements. The structure (introduction, main body, conclusion) thoroughly addresses all points, with ideas meaningfully interconnected. Relevant and illustrative details are highlighted, and the interaction is appropriate for the context and audience. - **2 points:** The presentation largely meets the task requirements. The structure is evident, with most points thoroughly addressed and interconnected. Relevant details are included, and the interaction is generally appropriate for the context. - **1 point:** The presentation partially meets the task requirements. While the structure is present, most points are addressed but may be treated too briefly or loosely connected. Some relevant details are included, though the interaction may lack engagement. - **0 points:** The presentation fails to meet the task requirements. It may be read aloud, with points treated too briefly or disconnected. Few relevant details are included, and the interaction is inappropriate for the context. **Linguistic Implementation (3 points):** - **3 points:** The choice of linguistic means is appropriate, with a broad range of cohesive elements, syntactic structures, and varied vocabulary. Any morpho-syntactic or lexical errors are minimal and do not affect understanding. - **2 points:** The choice of linguistic means is mostly appropriate, with a limited range of cohesive elements and some variation in syntactic structures, accompanied by a broad vocabulary. Errors occur occasionally but do not significantly affect understanding. - **1 point:** The choice of linguistic means is partially appropriate, with simple cohesive elements, few syntactic variations, and a sufficient vocabulary. Systematic errors occur that may impair understanding. - **0 points:** The linguistic choices are inadequate, with few cohesive elements, no syntactic variation, and limited vocabulary. Numerous errors significantly impair understanding. **Use of Media (1 point):** - **1 point:** Visual aids (e.g., PowerPoint) are used effectively to support the presentation. The introductory slide includes the title and structure, while the concluding slide summarizes key points clearly. Slides are not overloaded with text, making the presentation visually appealing. - **0.5 points:** Visual aids are mostly used effectively, though some slides may be too text-heavy or lack clear connections to the content. - **0 points:** Visual aids are poorly used. The slides are consistently text-heavy, lack labeling, or do not clearly connect to the topic.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
The materials of lectures and seminars will be available to students on Moodle (emokymai.vu.lt) based on following sources:				
Recommended reading				
Bryant, Doreen / Rinker, Tanja	2021	Der Erwerb des Deutschen im Kontext von Mehrsprachigkeit		Tübingen: Narr
Busch, Brigitta	2021	Mehrsprachigkeit	3., vollständig aktualisierte und erweiterte Auflage.	Wien: Facultas
Dembeck, Till / Parr, Rolf	2020	Literatur und Mehrsprachigkeit. Ein Handbuch.		Tübingen: Narr Francke Attempto Verlag
Donalies, Elke	2024	Nachdenken über Sprache		Heidelberg: Winter
Eisenberg, Peter	2018	Das Fremdwort im Deutschen	3., überarbeitete und erweiterte Auflage	Berlin/Boston: de Gruyter
Ekinci, Yüksel / Hoffmann, Ludger	2022	Mehrsprachigkeit und Mehrkulturalität im Konflikt		München: Iudicium Verlag
Freywald, Ulrike / Wiese, Heike et al.	2023	Deutsche Sprache der Gegenwart		Berlin: Metzler
Olga Grjasnowa	2021	Die Macht der Mehrsprachigkeit		Bonn: Bundeszentrale für politische Bildung
Hoinkes, Ulrich / Meyer, Matthias L.G.	2020	Der Einfluss der Migration auf Sprach- und Kulturräume.		Berlin u.a.: Peter Lang
Hünlich, David	2022	Von Gastarbeiterdeutsch zu Kiezdeutsch. Morphosyntax im Wandel.		Heidelberg: Winter Verlag.
Koch, Nikolas/ Riehl, Claudia Maria	2024	Migrationslinguistik: eine Einführung		Tübingen: Narr Francke Attempto
Lobin, Henning et al.	2021	Deutsch in Europa. Sprachpolitisch-grammatisch-methodisch.		Berlin/Boston: De Gruyter
Neuland, Eva	2023	Soziolinguistik der deutschen Sprache: eine Einführung.		Tübingen: Narr Francke Attempto Verlag.
Schnitzer, Katja	2020	Mehrsprachigkeit als Ressource		Münster, New York: Waxmann

Updated: October 7, 2024