

**English Department**  
**Timetable & Course Descriptions**  
**Sommersemester 2010**

**BENJAMIN ADE-THUROW, M.A.**

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**Developing Media and Discourse Literacy: Using Computers in English Language Teaching (Module 3a)**

The aim of this course is to explore the many ways in which computers and the internet can be used to help with the teaching and learning of the English language. We will take a look at some examples of working with standard and special software in the classroom. Participants will also get a chance to work with software intended for creating various types of exercises for students. This course is primarily intended for beginners and intermediates with little experience in the use of computers in the English classroom.

**Requirements:** Participants need an account for the PH computer network – please apply for one a.s.a.p. if you do not have one yet.

**Credit:** Your mark for this course will be based on the presentation to the group of a teaching unit incorporating computer based content as presented during the course.

**Registration:** The number of participants is limited to 20 due to the number of computers available in the multimedia lab. Enrolment for the course is by e-mail to adethurow@ph-ludwigsburg.de on a “first past the post” basis.

**DR. STUART AMOR**

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### **Acquisition of English Language and Culture (Module 1b)**

This course consists of two parts running parallel: First, some work on culture in the widest sense e.g. aspects of education, aspects of British society, the English sense of humour, class and social groups in Britain, etc. However, the emphasis will be on revision of tenses and aspect in English (present, past and future), including sequence of tenses (indirect speech), use of the passive, auxiliary verbs and conditionals. The course, which is not obligatory but highly recommended, is intended mainly as a preparation for the AZ/AT exams

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### **Developing and Assessing Language Competence: Translation and Comprehension (Module 3c)**

Here the emphasis is on expanding the student's knowledge of English vocabulary and expression. First we look at one or several texts on the topic, or do some related language work. Then we translate a text from German into English. The aim is to cover some important areas of language related to teaching and education, for example: opportunities for education; teaching without grades/marks; the "pernicious" influence of examinations; students' views of their teachers; the importance of teaching/learning languages; the media in education, etc. These topics will also be discussed in class.

**The end-of-semester requirement:** an easy translation and writing a comment on a quotation about education. No prior registration necessary.

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### **Developing Advanced Writing Skills (Module 2a)**

We will be practising fairly formal essay writing on topics such as education, the environment, ideas of national identity, tourism, vegetarianism, democracy, causes of crime, pollution, road accidents, etc. The essay is seen as a well-argued piece of writing that aims to persuade the reader of your own personal views and convictions. The course will include quite a large amount of language work (grammar, expanding vocabulary, false friends, also brainstorming and discussion) that is relevant for and preparatory to written work.

**The requirement for a *Testat*:** An end-of-semester essay of three pages written under exam conditions.

No prior registration necessary.

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### **Literaturwissenschaftliches Hauptseminar: Children's Literature**

Children's Literature" (CL) is used here as an abbreviation for children's literature and literature for young adults. The course will look at the historical origins of CL. We will work out a basic typology (genres) and discuss the functions of CL. In order to understand these functions fully, we will have to take a look at language development in children. The first half of the course will concentrate on looking at examples of and excerpts from various genres: rhymes and amusements for the very young; the folk tale and modern fairy tale; nonsense and nonsense verse; animals stories; fantasy; adventures stories; realistic stories for young adults.

Students will be required to have read and be able to discuss the following set texts:

- Lewis Carroll, Alice's Adventures in Wonderland and Through the Looking Glass
- Kenneth Grahame, The Wind in the Willows
- A.A. Milne, Winnie-the-Pooh (version with ten chapters)
- Judith Kerr, When Hitler Stole Pink Rabbit

**Requirements** for a Hauptseminarschein: an end-of-semester written exam and a term paper written in English or German.

**PROF. DAVID AXELROD**

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**Compact course: Developing Media and Discourse Literacy: American Popular Music**

Dates: 18<sup>th</sup>, 25<sup>th</sup>, June, 2<sup>nd</sup>, 9<sup>th</sup>, 16<sup>th</sup> July; Times 13.00-18.00

This class looks at Jazz, Blues, and Hip Hop (the music and the lyrics), and the infusion of those influences on art and literature, American life and culture.

**Credits** can be gained by presentation and/or essay.

**RACHELLE RENÉE BREUER, M.A.**

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**Developing Advanced Writing Skills (Module 2a)**

This course emphasizes techniques for developing advanced writing skills such as paragraph and essay construction, vocabulary development, structural and transitional devices, conventions of punctuation and quotation, editing and proofreading strategies, and more. Students will be given various reading assignments and should be prepared for class discussions and writing tasks based on these reading assignments. Students will be required to produce several pieces of writing over the course of the semester.

**Requirements:** Active class participation, timely completion of homework assignments, online component

**Credit:** Your grade for this course will be based on the following: regular attendance and an end-of-term examination.

**Registration:** Please register by e-mail to [r.breuer@ph-ludwigsburg.de](mailto:r.breuer@ph-ludwigsburg.de) by April 15, 2010.

**Background Reading:** Participants should read the following before the course begins: Siepmann, Dirk, et al. *Writing in English: A Guide for Advanced Learners*. Tübingen: Narr Francke Attempto Verlag, 2008. Print.

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**Politics, Education, and Contemporary American Culture (Module 3c)**

This course provides an introduction to politics, education, and contemporary culture in the United States of America. In this course, we will discuss various aspects of the “American Way of Life,” and we will review the structure of the U.S. government, the major U.S. political parties, the election process, and the differences between federal and state governments. Additionally, we will review the sequence of education in the U.S. (pre-school – university) and discuss current educational policies and how they affect the educational system. Students will be required to read U.S. newspapers and magazines and report their findings to the class.

**Requirements:** Active class participation, timely completion of homework assignments, online component

**Credit:** Your grade for this course will be based on the following: regular attendance, a presentation, and an end-of-term essay (*Hausarbeit*).

**Registration:** Please register by e-mail to [r.breuer@ph-ludwigsburg.de](mailto:r.breuer@ph-ludwigsburg.de) by April 15, 2010.

**Background Reading:** Participants should read the following before the course begins: Kearny Datesman, Maryanne, JoAnn Crandall, and Edward N. Kearny. *American Ways: An Introduction to American Culture*. 3<sup>rd</sup> ed. White Plains: Pearson Education, 2005. Print.

**DR. PETER DINES**

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**Cultural Studies (Module 2b)**

This introduction to cultural studies and the analysis of literary texts will give a survey of the history and genres of English and to a lesser degree American Literature and the New Literatures in English. It will also include a survey of theoretical approaches to reading and interpreting literature, such as New Criticism, Psychoanalytical Criticism, Feminism, New Historicism and Post-Structuralism.

**Credit** will be given for regular attendance, written exam (Klausur). Every participant will have to read John Fowles' *The French Lieutenant's Woman*.

**Registration:** at the first meeting of the class.

**Background Reading:** the latest edition of Michael Meyer. *English and American Literatures*. Tübingen: UTB.

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**Literaturwissenschaftliches-landeskundliches Hauptseminar: Selected Novels of the 20<sup>th</sup> Century**

This advanced seminar will be looking at a selection of classic novels of the 20<sup>th</sup> century:

- James Joyce: *A Portrait of the Artist as a Young Man*
- Virginia Woolfe: *Mrs Dalloway*
- E.M. Forster: *A Room with a View*
- Graham Greene: *The Heart of the Matter*

The seminar will concentrate on formal and thematic aspects of the novels and also look at the historical-cultural context in which they were written.

There is **no official registration** for this class; the condition for participation is knowledge of *A Portrait of the Artist as a Young Man* by the first session.

**Credit** (4-6 ECTS points) will be given on the basis of regular attendance and an extended essay. For a recognised audit (Testat) students will be required to participate in a colloquium at the end of term.

**LENA EGER, M.A.**

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### **Music in the EFL Classroom (Module 3a)**

This course focuses on the use of music in the English classroom as one way of involving learners in enjoyable and motivating classroom tasks. What impact does music have on learning the English language? How can you relate music and language in the EFL classroom? You will get an overview about different approaches and ideas, for example, we will have a look at possible music openings, jazz chants, nursery rhymes, and pop songs. We will also test some songs if they are appropriate. The course will deal with bilingual aspects as well.

**Registration:** no prior registration necessary, at the first meeting of class

**Credit:** regular attendance, a short presentation, and an end-of-term essay

**DR. PETER FENN**

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### **Acquisition of English Language and Culture (Module 1b)**

Target groups: All students in all courses of study in Module 1. Relevant to Zwischenprüfung. This class is an integrated language course with two principle components: a basic grammar review of didactically relevant areas of everyday English structure leading to a written test as part of the Zwischenprüfung. And secondly, an oral component aimed at furthering more general use of the language in spoken fields, and including certain cultural aspects of target-language communities

**Registration:** consult notice board

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### **Introduction to the English language (Module 1a)**

The course gives an introduction to the study and analysis of the character of language, both in a general sense and as applied to English. It will provide orientation in the basic categories of the discipline: phonetics and phonology (sound production and sound system), morphology and syntax (grammatical forms and their meanings), semantics (meaning on the level of individual words and phrases), pragmatics (meaning in the context of social discourse), and will also deal with questions of language variation (e.g. geographical and social).

#### **Literature:**

- Yule, George, *The Study of Language*, Cambridge University Press

(This set book must be bought by students before the course begins and brought to the first)

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### **Linguistics and its Relevance for Language Teaching (Syntax) (Module 3c)**

Target groups: Students in Module 3, students doing exam revision (special topic, oral).

This course provides insights into the theoretical analysis of English phrase and sentence structure. Its approach is functional-structural and its aim is to deepen understanding of English syntax in linguistic, applied linguistic and pedagogical senses.

Grading through end-of-semester test.

**Linguistisches Hauptseminar: Pragmatics (Module 5/6)**

The seminar will provide an introduction to the general field of pragmatics in language studies, then selecting certain areas for special focus, e.g. the role of time, space and other factors of context, referential and inferential types of meaning, types of speaker relation, other specific features of discourse analysis, etc. A second direction of thrust will be to isolate and analyse modal features in discourse, in particular the role played by modal verbs and their contribution to broader categories of pragmatic interaction. Basis for the seminar will be the following works, which participants are asked to acquire beforehand and bring to the first session (selections from further literature on the topic will be recommended and/or distributed in the course of the seminar):

- Yule, George, *Pragmatics*, OUP, Oxford 1996/2003
- Fenn, Peter, *Modality* (Handout), 2006, available at Kopierladen Cohn (on the premises)
- Leech, G./Svartvik, J., *A Communicative Grammar of English*, Longman, London 1975

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**Developing Media and Discourse Literacy: Film Discussion (Module 3a)**

Various feature films from the English-speaking world (mainly British and American) will be viewed and discussed, with emphasis not only on personal viewing reactions, but also on film-analytical dimensions, production techniques and historical styles of portrayal. Films are selected mainly according to the cultural significance of their themes (literary films, historical portraits, political and social topics, etc.).

Grading through end-of-term essay (Hausarbeit)/ post-course essay

**Registration:** Attendance limited to 35 participants. Sign the list for registration

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**Language and its Relevance for Language Teaching: Translation and Comprehension (Module 3c)**

Target groups: All students in all courses of study post-Zwischenprüfung (Module 4, ERASMUS)

"Translation" here is understood as translation from German into English. It is not done as an exercise in its own right, but is used as a technique to examine key areas of English vocabulary, idiom and grammar, comparing and contrasting them with the equivalent German phenomena. The purpose of the course is not only to improve students' everyday command of

the language, but also to increase their awareness of language issues in areas relevant to teaching. Attention is also paid, in a broader sense, to selected cultural aspects of target-language communities.

Grading through end-of-semester test.

**Registration:** Attendance limited to 30 participants. List for registration.

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### **Pronunciation Practice**

A structured programme of reading and pronunciation exercises in small groups (maximum 19 participants) with individual coaching. Strongly recommended in semesters 1-4. Participation attested solely on attendance.

**Registration** for the course is required in a special registration session held by the Fachschaft Englisch on the first day of the semester.

**DR. HELGA HAUDECK**

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**Introduction to the Teaching of English (Module 1c)**

This course is designed to give an overall view of the theoretical foundations of language learning and teaching. We will also discuss pedagogical applications and implications and take a retrospective look at our previous foreign language learning experience. We thus hope to increase our awareness not only of what we do and how we do it, but also what effect it will have on our learners. The following issues will be dealt with: beliefs about teaching and learning, learning strategies, theories of second language acquisition, the history of language teaching, teaching receptive and productive skills, teaching and learning a foreign language in primary school, teaching vocabulary and grammar, practical considerations in the classroom (planning, evaluationg, classroom management). Regular attendance and active participation are expected.

The following books are recommended as preliminary or follow-up reading to the issues dealt with in the course:

- Scrivener, J. (1994): Learning Teaching. A guidebook for English language teachers. Oxford: The Bath Press.
- Ur, P. (1996): A course in language teaching. Practice and theory. Cambridge: Cambridge University Press.

**Registration:** Please register via LSF if available, if not by e-mail to [haudeck@ph-ludwigsburg.de](mailto:haudeck@ph-ludwigsburg.de) by 15<sup>th</sup> April 2010.

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**Primary-Specific Ways of Teaching (GS) (Module 3b)**

Mo. 8.15 - 9.45 h

Nur für

- a) Studierende mit Englisch als affinem Fach, die keine AT in Modul 3 absolvieren, sondern lediglich ein Testat für den blauen Schulpraxisschein benötigen, und
- b) Studierende im Fächerverbund Sprachen, Rubrik "Methoden der Vermittlung einer Zweitsprache, Mehrsprachigkeit")

Starting from the theoretical foundations of early foreign language learning and the key principles of teaching English to young learners aged 6 to 10 this seminar will then focus on the following methodological aspects: learning words and grammar, storytelling, acquiring literacy, the use of hand-puppets and other teaching materials, testing and assessment and the transition from the primary to the secondary level.

We will also be dealing with the question of how we should plan, organise, carry out and evaluate our lessons. Video recordings will offer valuable insights into 'real' classroom interaction that will then be analysed and discussed. Furthermore, the sessions will involve demonstrations, discussions and presentations in small groups.

**Credit:** Group presentations + short teaching lesson (~ 15 minutes) incl. detailed lesson plan

**Recommended text-books:**

- Bleyhl, W. (Hrsg.) (2000). *Fremdsprachen in der Grundschule. Grundlagen und Praxisbeispiele*. Hannover: Schroedel.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: CUP.
- Legutke, M. K.; Müller-Hartmann, A. & Schocker-v. Ditfurth, M. (2009). *Teaching English in the Primary School*. Stuttgart: Klett.

**Registration:** Please sign up on the list on my notice board.

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**Primary-Specific Ways of Teaching (GS) (Module 3b)**

Mo. 10.15 - 11.45 h

Für Studierende mit Englisch als HF, LF und AF im Rahmen der AT 2 für Modul 3

Starting from the theoretical foundations of early foreign language learning and the key principles of teaching English to young learners aged 6 to 10 this seminar will then focus on the following methodological aspects: learning words and grammar, storytelling, acquiring literacy, the use of hand-puppets and other teaching materials, testing and assessment and the transition from the primary to the secondary level.

Reports from the students' teaching practice and video recordings will offer valuable insights into 'real' classroom interaction that will then be analysed and discussed. Furthermore, the sessions will involve demonstrations, discussions and presentations in small groups.

**Credit:** group presentations + end-of-term-test

**Recommended text-books:**

- Bleyhl, W. (Hrsg.) (2000). *Fremdsprachen in der Grundschule. Grundlagen und Praxisbeispiele*. Hannover: Schroedel.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: CUP.
- Legutke, M. K.; Müller-Hartmann, A. & Schocker-v. Ditfurth, M. (2009). *Teaching English in the Primary School*. Stuttgart: Klett.

**Registration:** Please sign up on the list on my notice board.

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### **Classroom Research: CHILITEX-Projects in Children's Literature and Experiments in the Primary Classroom (Module 4b)**

This seminar aims to link children's picture books with simple science experiments and thus fulfil the affordances of *Bilinguales Lehren und Lernen* in a primary school. After an introduction into the theoretical issues of *Content and Language Integrated Learning (CLIL)* students will select appropriate stories/picture books and work out teaching units which display the main three steps of a storytelling lesson (pre-, while- and post-listening phases) including basic hands-on science activities. Some of these teaching units will be carried out with a primary school class and evaluated by the students themselves. This seminar cooperates with Dr. Aristov, Institut für Naturwissenschaften und Technik, who can give helpful suggestions about "Experimentieren mit Kindern" (Sachunterrichtsmodul B oder naturwissenschaftliches Fächerverbundmodul 1 oder 2).

**Registration:** Please sign up on the list on my notice board.

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### **Planning English Lessons for the Primary School**

#### **Compact Course 7.5. + 11.6. (8-15 h)**

This seminar will be dealing with the question of how we should plan, organise and carry out the teaching of English to young learners aged 6 to 10 according to the Baden-Württemberg syllabus. We will look at the topics thoroughly and work in groups on options for the "Sachanalyse" and "didaktische Analyse", methodological considerations and suitable

materials. In the end all participants get a compilation of the group work results which can be of great help for the teaching practice later.

**Registration:** Please register by e-mail to [haudeck@ph-ludwigsburg.de](mailto:haudeck@ph-ludwigsburg.de) (with *Compact Course: Lesson planning* in the subject line) **by April 23, 2010.**

**PROF. DR. JAN HOLLM**

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**Cultural Studies (Module 2b)**

This introduction to cultural studies and the analysis of literary texts will give a survey of the history and genres of English and American Literature and the New Literatures in English. It will also include a survey of theoretical approaches to reading and interpreting literature, such as New Criticism, Psychoanalytical Criticism, Feminism, New Historicism and Cultural Materialism.

You will also learn how to use the library of the *Pädagogische Hochschule* effectively, how to create bibliographies and how to quote from secondary sources.

**Credit** (4 ECTS points) will be given for regular attendance and the written exam (Klausur). Every participant will have to read John Fowles' *The French Lieutenant's Woman*. (Any edition will do. Preferable edition: London: Vintage Books, 2004.)

**Compulsory set book:**

- Michael Meyer. *English and American Literatures*. 3<sup>rd</sup> Edition. Tübingen: UTB, 2008.

**Registration:** at the first meeting of the class

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**Hauptseminar: Teaching Reading and Literature**

This seminar intends to address basic issues of how to teach reading and literature in the EFL classroom at secondary schools in German-speaking countries. The major focus will be put on teaching prose texts in class. As a preparation for the first meeting of the seminar, Liesel Hermes' article in the set book (cf. below) for the course should be read.

**Mandatory text:**

- Jan Hollm (ed.). *Literaturdidaktik und Literaturvermittlung im Englischunterricht der Sekundarstufe I*. Trier: Wissenschaftlicher Verlag Trier, 2009.

**Registration:** at the first meeting of the class.

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**Hauptseminar: The Literary Canon**

This course intends to reach advanced students who enjoy reading literature. The seminar will cover classic and widely known literary texts from English-speaking countries. Anyone who has studied literature at an American or British university will have noticed the differences

compared to German universities as far as the quantity of texts is concerned. This seminar tries to copy the Anglo-American approach in order to widen the participants` knowledge of canonic literature in English.

The books which are going to be read during the course will be chosen in the seminar according to the participants` interests.

**Registration:** at the first meeting of the class.

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### **Forschungscolloquium für Doktoranden, Magister- und Masterkandidaten**

Vorstellung und Diskussion laufender wissenschaftlicher Projekte im Rahmen von Qualifikationsarbeiten bzw. Forschungsprojekten an der Abteilung Englisch der PH-LB.

**Persönliche Anmeldung in der Sprechstunde erforderlich.** Teilnahme in der Regel nur für den o. g. Personenkreis möglich.

**ALMUTH JOSEFY, M.A.**

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**Introduction to the Teaching of English (Module 1c)**

This course is designed to give an overall view of the theoretical foundations of language learning and teaching. We will also discuss pedagogical applications and implications and take a retrospective look at our previous foreign language learning experience. We thus hope to increase our awareness not only of what we do and how we do it, but also what effect it will have on our learners. The following issues will be dealt with: beliefs about teaching and learning, learning strategies, theories of second language acquisition, the history of language teaching, teaching receptive and productive skills, teaching and learning a foreign language in primary school, teaching vocabulary and grammar, practical considerations in the classroom (planning, evaluating, classroom management). Regular attendance and active participation are expected.

The following books are recommended as preliminary or follow-up reading to the issues dealt with in the course:

- Scrivener, J. (1994): *Learning Teaching*. A guidebook for English language teachers. Oxford: The Bath Press.
- Ur, P. (1996): *A course in language teaching. Practice and theory*. Cambridge: Cambridge University Press.

**Registration:** Please register via LSF if available, if not by e-mail to josefy@ph-ludwigsburg.de by 15<sup>th</sup> April 2010.

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**Secondary-Specific Ways of Teaching English (Module 3b)**

In this seminar we will look at principles and methods of teaching English in secondary school. We will focus on the new curriculum, teaching aims, the introduction of grammar topics, the teaching of vocabulary, speaking, writing, listening and reading comprehension and other topics. Therefore we will analyse different teaching materials. Furthermore we will create, present and analyse specific lessons, also developed by the students. This seminar should be attended if possible before or at the same time as the Tagespraktikum English. A list of recommended reference literature will be found in *moodle*. Please check the English notice board for further information concerning this seminar.

**Registration:** Please send an e-mail to [josefy@ph-ludwigsburg.de](mailto:josefy@ph-ludwigsburg.de) before the beginning of the term. Regular participation is required. In order to receive a credit, students have to give a presentation (with handout) and do a colloquium at the end of the seminar.

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### **Classroom Research: Transfer from Primary to Secondary School (Module 4b)**

This seminar offers an introduction to the principles and methods of teaching English at the primary school classroom. We will focus on the curriculums of primary and secondary school and present and analyse practical examples to illustrate the theory. Its second part will focus on differences between learning English at primary and secondary school. Therefore we will analyse different teaching materials and specific lessons. A research project in the field of classroom observation with a presentation will be done by the students. Therefore every student has to look for a teacher (see *requirements*) who offers classroom observation and is prepared to give an interview.

A list of recommended reference literature will be found in *moodle*. Please check the English notice board for further information concerning this seminar.

**Requirements/Registration:** To enrol for the seminar please send an e-mail to [josefy@ph-ludwigsburg.de](mailto:josefy@ph-ludwigsburg.de) and look for a teacher before the term begins who offers classroom observation (RS/GHS, Kl. 3-6, 2-3 lessons) and is prepared to give an interview.

In order to receive a **credit**, students have to do a research project (classroom observation/interview), a presentation and a colloquium at the end of the seminar. Regular participation is required.

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### **Classroom Research: Teaching Grammar in Second Language Classroom (Module 4b)**

This seminar offers an introduction to the teaching of grammar in second language classroom. We will focus on the principles and methods of grammar teaching and analyse practical examples to illustrate the theory. We will also analyse teaching materials and student books. During the seminar a research project in the field of classroom observation with a presentation will be done by the students. Therefore every student has to look for a teacher (see *requirements*) who offers classroom observation and is prepared to give an interview.

A list of recommended reference literature will be found in *moodle*. Please check the English notice board for further information concerning this seminar.

**Requirements/Registration:** To enrol for the seminar please send an e-mail to [josefy@ph-ludwigsburg.de](mailto:josefy@ph-ludwigsburg.de) and look for a teacher before the term begins who offers classroom observation (RS/HS; grammar revision or introduction lessons) and is prepared to give an interview.

In order to receive a **credit**, students have to do a small research project (classroom observation/interview), a presentation and a colloquium at the end of the seminar. Regular participation is required.

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### **Developing and Assessing Language Competence: What's going on in the English Classroom? How to analyse classroom interaction and teaching materials (Module 4c)**

This seminar will focus on the communicative process that takes place in the English language classroom. Teachers have to talk about a lot of things during the lesson, e.g. to “explain” new grammatical structures or vocabulary to their students. But how do they explain or introduce new contents to their students? What do they say or do exactly to navigate the students through the discourse? We will explore discourse strategies that occur, especially when grammar or vocabulary is taught. We will deal with the question, what kind of discourse strategies a teacher has got to guide the discursive interaction, e.g. to represent information, to construct meaning, to organize and relate ideas, to monitor understanding, to deal with errors. A small research project in the field of classroom observation with a presentation will be done by the students. Therefore every student should look for a teacher (RS/HS, 2 -3 lessons) who offers classroom observation and is prepared to give an interview.

A list of recommended reference literature will be found in *moodle*. Please check the English notice board for further information concerning this seminar.

**Requirements/Registration:** To enrol for the seminar please send an e-mail to [josefy@ph-ludwigsburg.de](mailto:josefy@ph-ludwigsburg.de) and look for a teacher before the term begins who offers classroom observation (RS/HS) and is prepared to give an interview.

In order to receive a **credit**, students have to do a small research project (classroom observation), a presentation and a colloquium at the end of the seminar. Regular participation is required.

**PROF. DR. JÖRG-U. KEßLER**

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**HS Linguistik: Processability Theory (Module 5/6)**

Processability Theory (PT; Pienemann 1998, 2005) is one of the most prominent theories of second language acquisition. It features in all major handbooks relating to second language acquisition and bilingualism (e.g. Doughty & Long 2003, Kroll & de Groot 2005, Auer & Wei 2007, Gass and Mackey forthcoming) and features prominently in many introductory textbooks (Mitchell and Myles 2004, Van Patten & Williams 2007, Kormos 2006, Braidt 1999). It is also covered in an edited volume dedicated to the development and application of PT (Keßler 2008). For more than 10 years, PT has served – and continues to serve - as a framework for a wide range of research covering issues such as

- L1 transfer
- L2 processing,
- Interlanguage variation
- Typological effects on SLA
- Linguistic profiling and L2 assessment
- Stabilisation/ fossilisation
- Teachability

More recently, PT has also been utilised in the context of creole genesis (Bhatt & Plag 2006, Field 2004), aphasia (Bettoni et al. 2008) and L2 writing (Håkansson & Norrby 2007, Rahkonen & Håkansson 2008). There is an active community of PT researchers that has been holding annual international conferences for the past 10 years. The latest one took place at PH Ludwigsburg in July 2009.

This work has ensured that the theoretical framework and the empirical basis have been constantly extended over the past 10 years, including the addition of a discourse component, extensive research on a wide range of typologically diverse L2s and the application of PT to bilingual language acquisition.

In this seminar we will cover central aspects of Processability Theory as well as current issues in Second Language Development from a PT perspective.

- Keßler, Jörg-U. (ed.) (2008): *Processability Approaches to Second Language Development and Second Language Learning*. Newcastle upon Tyne: Cambridge Scholars Publishing.

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### **HS Fachdidaktik: Institutionalisierte Fremdsprachenerwerb (Module 5/6)**

In diesem forschungsbasierten Hauptseminar geht es in erster Linie darum, durch eigene kleinere Forschungsprojekte in verschiedenen Schulen und Schulformen zu ermitteln, zu welchen Ergebnissen im Englischerwerb schulisches Englischlernen kommt. Daher werden die Teilnehmerinnen und Teilnehmer dieses Seminars nach einer theoretischen Einarbeitung in Fragen und Methoden der Zweitsprachenerwerbsforschung selbst in kleinen Gruppen Englischunterricht erforschen. Dabei können u.a. Videoanalysen erstellt werden, aber auch Studien zum Hörverstehen und spontanen Sprechen können unter Anleitung angefertigt werden. Bei günstiger Datenlage können die erhobenen Ergebnisse auch im Rahmen von Zulassungs- oder Magisterarbeiten vertiefend ausgewertet werden.

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### **HS Fachdidaktik: Linguistic Profiling – Blockseminar in der Exkursionswoche (Module 5/6)**

Language testing is one of the corner stones of successful language teaching. Only if one knows the exact profile of a learner can one determine what to teach, and only if one knows the input provided through teaching has been converted into “intake”, can one move on in teaching. While these principles are rather obvious, it is far less clear as to how units of language should be defined in a test. Proponents of the proficiency movement see language from a holistic and all encompassing perspective which has little space for detail. The other extreme is a detailed linguistic description of the learner’s language. In the practice of language teaching both perspectives are required.

This course will provide a hands-on introduction to the detailed analysis of linguistic skills in language learners. Authentic linguistic materials will be used throughout the course.

A detailed bibliography will be available in advance at Moodle.

**Pre-registration** via LSF by 30/04/2010 is requested.

**KOL: Examenskandidaten-Kolloquium (Fachdidaktik und Linguistik) (Module 7/8)**

This seminar will discuss current issues in applied linguistics that might be relevant for your exams. Candidates who want to be examined by me are encouraged to join this seminar. Weekly readings will be discussed in this seminar. Participants may also introduce and discuss topics relevant for their exams in Fachdidaktik as well as linguistics. Candidates who write their Wissenschaftliche Hausarbeit (ZULA) with me are requested to join this seminar. This seminar addresses those students in particular who will take their oral exam with me after the summer term.

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**KOL: Forschungskolloquium für Doktoranden und Magisterkandidaten (Fachdidaktik und Linguistik) (Module 7/8)**

This seminar will focus on research methodology and discuss current research in Applied Linguistics. PhD students and Magister students will introduce and discuss their own research.

Personal registration during office hours is requested.

**MARGIT KÜNZEL, LEHRBEAUFTRAGTE**

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**Classroom Research: Providing your learners with WORDpower (Module 4b)**

In coursebooks, vocabulary is usually introduced in sets and carefully contextualized. However, constraints of space often do not allow enough practice or extension of new vocabulary items that come up. This seminar focuses on ideas for working with vocabulary sets in an enjoyable and creative way and looking at activities to get learners to revise and store effectively what they already know.

**GENEA PITTMAN, M.A.**

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**Contemporary Studies: North American Indian Art and Ritual (Module 4a)**

This course will present an overview of major Pre-Columbian North American cultures and how visual arts created by native artists were part of their ritual, religious, and everyday lives. The course will cover paintings, sculpture, types of habitation, crafts, and ceremonial arts. We will also discuss cultural changes due to European impact.

**Registration:** Students must register on LSF (if available) or to [pittman@ph-ludwigsburg.de](mailto:pittman@ph-ludwigsburg.de) by 12.04.2010.

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**Developing Advanced Oral Skills (Module 2c) (*Two sections of this seminar.*)**

This course aims to improve your skills in spoken English, including background phonetic and phonological theory and the active and passive use of phonemic transcriptions. As an accompaniment to classes you will spend some time in the multi-media lab where you can work individually with a variety of audio/audio-visual materials. You will also have five small-group discussion sessions with native-speaker tutors. Topics will be Languages/Dialects (UK); Education (UK); Lifestyles; Friendship; Literature/Reading. The final examination will consist of a written test (use of phonemic transcription) and an oral test in pairs.

**Registration:** Students must register to [pittman@ph-ludwigsburg.de](mailto:pittman@ph-ludwigsburg.de) by 12.04.2010. Space is limited to 20 students per seminar.

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**Culture and its Relevance for Teaching: Education, Politics, and Contemporary American Culture (Module 3c)**

This course provides an introduction to politics, education, and contemporary culture in the United States of America. In this course, we will discuss various aspects of the “American Way of Life,” and we will review the structure of the U.S. government, the major U.S. political parties, the election process, and the differences between federal and state governments. Additionally, we will review the sequence of education in the U.S. (pre-school – university) and discuss current educational policies and how they affect the educational system. Students will be required to read U.S. newspapers and magazines and report their findings to the class. By the end of this course, students should be able to analyze and to

discuss various aspects in relation to U.S. culture in English and should have the ability to implement knowledge obtained through this course in their future lessons.

**Credit:** Your grade for this course will be based on the following: regular attendance, a presentation, and an end-of-term essay (*Hausarbeit*).

**Registration:** Students must register on LSF (if available) or to [pittman@ph-ludwigsburg.de](mailto:pittman@ph-ludwigsburg.de) by 12.04.2010.

**Background Reading:** Participants should read the following before the course begins: Kearny Datesman, Maryanne, JoAnn Crandall, and Edward N. Kearny. *American Ways: An Introduction to American Culture*. 3<sup>rd</sup> ed. White Plains: Pearson Education, 2005. Print.

**NICHOLAS REYNOLDS, M.A., M.A.**

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**20<sup>th</sup> Century American Literature (Module 4a)**

This course will explore themes in 20<sup>th</sup> Century American literature in its broadest sense. This means we will focus on fictional works (e.g. novels and poetry) but also the context in which these works appear: the music of the time, the political scene, and the general cultural backdrop. The course will be synthetic in the sense that we will bring together a variety of media in order to improve understanding of the culture, including films that depict literary works (e.g. from Kurt Vonnegut, Jr. and Hunter S. Thompson), recordings of speeches on matters of race and civil rights (e.g. Malcolm X, James Baldwin), and music videos and films from contemporary lyricists like Common, Outkast, and Talib Kweli.

**Requirements:** Active class participation and timely completion of homework assignments.

**Credit:** Your grade for this course will be based on regular attendance and an end-of-term examination or written assignment.

## **DIPL.-PÄD. MARION RODGERS**

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### **Introduction to the Teaching of English (Module 1c)**

This course is designed to give an overall view of the theoretical foundations of language learning and teaching. We will also discuss pedagogical applications and implications and take a retrospective look at our previous foreign language learning experience. We thus hope to increase our awareness not only of what we do and how we do it, but also what effect it will have on our learners. The following issues will be dealt with: beliefs about teaching and learning, learning strategies, theories of second language acquisition, the history of language teaching, teaching receptive and productive skills, teaching and learning a foreign language in primary school, teaching vocabulary and grammar, practical considerations in the classroom (planning, evaluation, classroom management). Regular attendance and active participation are expected.

The following books are recommended as preliminary or follow-up reading to the issues dealt with in the course:

- Scrivener, J. (1994): *Learning Teaching. A guidebook for English language teachers.* Oxford: The Bath Press.
- Ur, P. (1996): *A course in language teaching. Practice and theory.* Cambridge: Cambridge University Press.

**Registration:** Please register via LSF if available, if not by e-mail to [rodgers@ph-ludwigsburg.de](mailto:rodgers@ph-ludwigsburg.de) by 15<sup>th</sup> April 2010.

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### **Developing Advanced Oral Skills (Module 2c)**

This course aims to improve your skills in spoken English, including background phonetic and phonological theory and the active and passive use of phonemic transcriptions. As an accompaniment to classes you will spend some time in the multi-media lab where you can work individually with a variety of audio/audio-visual materials. You will also have five small-group discussion sessions with native-speaker tutors. Topics will be Languages/Dialects (UK); Education (UK); Lifestyles; Friendship; Literature/Reading. The final examination will consist of a written test (use of phonemic transcription) and an oral test in pairs.

### **Language in Classroom Interaction (RS, HS) (Module 4c)**

The aim of this practically-oriented course is to equip the future teacher of English for secondary schools with the necessary authentic classroom language skills. These are indispensable since the giving of instructions and asking questions are some of the few genuinely communicative acts which take place in the foreign language classroom. The various units of classroom phrases will be grouped around key situations and activities in the classroom. Previous knowledge is of minor importance but regular attendance and active participation are expected.

The following book is recommended:

- Hughes, G. S. (2001): A Handbook of Classroom English. 13th impr. Oxford: Oxford University Press.

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### **Begleitübung zum Tagespraktikum (RS)**

Attendance is compulsory for students of my teaching practice group in Korntal-Münchingen.

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### **English Writing Lab (Rodgers /N.N.)**

The English Writing Lab has been designed for PH students, who have an interest in improving their writing skills in the English language. It consists of a native speaker of English to aid and assist in such areas as: essay writing, presentations, lesson plans and worksheets. Sessions between tutor and students are one-on-one and arranged by online appointments in moodle (Language Support Centre). The location of the English Writing Lab is in room 11.105. For further information go to: <http://www.ph-ludwigsburg.de/1832.html>

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### **Tutorial Oral English (Rodgers & Reynolds)**

This is a voluntary support programme for students who wish to improve their oral communication in English. In cooperation with our English Writing Lab tutor, we will design and offer weekly, individualized conversation plans for coaching your language learning process in the following areas: vocabulary, grammar, pronunciation and conversation skills. Further information and registration at the first meeting 19<sup>th</sup> April, 12.00 o'clock in room 11.112.

**Revision course (GHS, RS, SoPä)**

This course will review central areas in grammar, phonetics and phonology as well as background knowledge about the political and educational system in GB and the USA.

**DR. GÖTZ SCHWAB**

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**HS Fachdidaktik: Learners with Basic Needs (Module 5/6)**

This seminar is a preparation for one of the Staatsexamen options (GHS / RS).

Learning a foreign language can sometimes be a tricky issue. Though not a major topic in ELT methodology, serious difficulties with learning English as a foreign language occur frequently in our schools (cf. DESI-Konsortium 2008). In this seminar we will be dealing with reasons for failure and how to overcome them, theoretically and practically. We will mainly refer to secondary level but consider primary school as well, depending on the participants' major field of study and needs.

A considerable part of the seminar will be devoted to dealing with authentic material from the language classroom.

**Registration:** Send an e-mail to [schwab@ph-ludwigsburg.de](mailto:schwab@ph-ludwigsburg.de) with 'Learners with Basic Needs' in the subject line.

**Leistungsnachweis:** HS-Schein: paper and/or presentation

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**HS Fachwissenschaft: Interactional Linguistics (Module 5/6)**

This seminar is a preparation for one of the Staatsexamen options (GHS and RS). Interactional linguistics is a recent interdisciplinary approach to grammar and interaction in the fields of linguistics, the sociology of language, and anthropology. Scholars in interactional linguistics draw from functional linguistics, conversation analysis, and linguistic anthropology in order to describe "the way in which language figures in everyday interaction and cognition." (Ochs / Schegloff / Thompson 1996). The field contrasts with dominant approaches to linguistics during the twentieth century, which tended to focus either on the form of language per se, or on theories of individual language user's linguistic competence.

As introduction to the topic read the following article by Selting and Couper-Kuhlen: <http://www.gespraechsforschung-ozs.de/heft2000/ga-selting.pdf>.

**Literature:**

- Ochs, E., E. Schegloff and S. Thompson. (1996) *Interaction and Grammar*. Cambridge University Press.
- Couper-Kuhlen, E. and M. Selting. (2001) *Studies in Interactional Linguistics*. John Benjamins.

**Registration:** Send an e-mail to [schwab@ph-ludwigsburg.de](mailto:schwab@ph-ludwigsburg.de) with 'Interactional Linguistics' in the subject line.

**Leistungsnachweis:** HS-Schein: paper and/or presentation

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### **Introduction to the English Language (Module 1a)**

This course introduces some of the key issues in linguistics, i.e. the systematic study of language. It is an introduction to the scientific study of language. This introduction provides students with the indispensable basics of linguistic terminology and methodology.

During the course, the major areas of linguistic analysis (e.g. Phonetics/(Phonology, Word-Formation, Morphology, Syntax, Semantics, Pragmatics, Discourse Analysis) will be explored. Other aspects of language study, such as Language Acquisition research, will also be touched upon.

Students are advised to buy their own copy of the set book listed below *before* the beginning of the semester.

#### **Literature:**

- Yule, George (2006/2010): *The Study of Language*. 3<sup>rd</sup> Edition/4<sup>th</sup> Edition. Cambridge: CUP,

**PROF. JODI VARON**

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**Compact course: Contemporary Studies: Immigrant Influences on American Life and Culture**

Dates: 18<sup>th</sup>, 25<sup>th</sup>, June, 2<sup>nd</sup>, 9<sup>th</sup>, 16<sup>th</sup> July; Times 13.00-18.00

The course will look at immigrant influences on American life and culture, and focuses on Ang Lee, the East Indian jazz musician, Rudresh Mahanthappa, as well as selected poets and writers with various ethnic roots. Food, lifestyle and spiritual expropriation will also be mentioned. The course also considers a few of the ways media outlets shape our understanding of world news and contrast the American embrace of some aspects of immigrant culture while the debate over illegal immigration rages on.

Credits can be gained by presentation and/or essay.