

English Department
Timetable & Course Descriptions
Wintersemester 2009/10

BENJAMIN ADE-THUROW, M.A.

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

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.

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 similar text from German into English. The aim is to cover some important areas of language that you will need for teaching, and also to include some topics of general interest: People and their Characteristics; University and Student Life; The Language of Politics/Elections; The World of Nature and our Environment; Crime, Law and Detection; The Press and the Media; Artists and the Arts; Literature and Literary Criticism; Teaching and Learning; Texts on Language, etc.

The end-of-semester requirement: a translation similar to those dealt with during the semester. No prior registration necessary.

Developing Advanced Writing Skills (Module 2a)

We will be practising fairly formal essay writing; other types of composition (book or film review, short biography, etc.); and shorter forms such as advertising slogans and summaries. Writing will be developed, for instance, by listing (qualities of a good teacher), examples (educational alternatives), comparison and contrast (Christianity and Islam), by definition (art, postmodernism, machismo), classification (subjects at university), space and time (biography or autobiography), cause and effect (causes of crime, pollution, road accidents), etc. The

course will include quite a large amount of language work (grammar, expanding vocabulary, false friends, brainstorming, discussion) that is relevant for written work.

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

No prior registration necessary.

Also as Blockseminar: Monday 8th Feb – Friday 12th February 2010

Literaturwissenschaftliches Hauptseminar: Children's Literature (Module 6)

The aim is to work out a basic typology (genres) and discuss the functions of children's literature and literature for young adults. We will look 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 must have read **before the course** 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: registration in advance (list on my office door); an end-of-course written exam **or** a paper (11-12 pages) written in English or German.

RACHELLE RENÉE BREUER, M.A.

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 by October 8, 2009.

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 by October 8, 2009.

U.S. History to 1877 (Module 3c)

This course provides an overview of U.S. history beginning with the birth of a new nation and ending with the Reconstruction Era. Over the course of the semester, we will examine the major issues, events, people, and places of this period, including the American Revolution, the U.S. Constitution, the Civil War, Reconstruction and the New South, and more. Students will be expected to understand these historical events, analyze various reading assignments, participate in class discussions, and develop an understanding of the cultural, social, and political development of the United States of America to 1877.

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 examination.

Registration: Please register by e-mail to r.breuer@ph-ludwigsburg.de by October 8, 2009.

DR. PETER DINES

Literaturwissenschaftliches Hauptseminar Seminar: The Elizabethan Age - Shakespeare and his Contemporaries (Module,

This advanced seminar will be looking at a selection of the work of William Shakespeare, Christopher Marlowe, Ben Jonson and John Donne within the historical and cultural context of the second half of the 16th and the first part of the 17th centuries. Works to be discussed:

- Christopher Marlowe: *Dr. Faustus*
- William Shakespeare: *Midsummer Night's Dream, Hamlet*
- Ben Jonson: *Volpone*
- John Donne: *Poems*

These texts can be purchased separately, or you might wish to buy inexpensive collections of the works on the market. Individual books, however, have the advantage of containing detailed commentaries, for example, the Arden or Oxford Shakespeare series.

There is **no official registration** for this class; the **condition for participation** is detailed knowledge of *Dr. Faustus* to be tested during the first session 16th October.

Credit (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.

Cultural Studies (Module 2)

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 Charles Dickens' *Oliver Twist*.

Registration: at the first meeting of the class – 12th October 2009.

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

LENA EGER, M.A.

Teaching Christmas Carols and Traditional Ballads

Do you know what the secret anthem of Scotland is? Do you want to get an idea about how Christmas is musically celebrated in Great Britain? This course will focus on these questions. We will have a look at many different Scottish and Irish Ballads, discuss their texts and of course will sing them. You will achieve a wide cultural background concerning famous and traditional songs that you can use at school as well. In the weeks before Christmas we will also sing Christmas carols. Good singers are very welcomed, but don't feel shy if you think you are not talented! Just join the chorus!

No prior registration necessary.

DR. PETER FENN

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

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)

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 (GHS- und RS-prüfungsrelevant)**(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

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

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.

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

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.

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.

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

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

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.

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.

Leistungsnachweis: group presentations + end-of-term-test

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

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.

Classroom Research in the Primary School (Module 4b): Storytelling in the Primary Classroom

Blockseminar 22.2.-26.2.2010, 09:00-13:00

Stories offer great potential for teaching young learners. This seminar aims to improve students' practical skills in using stories in the primary classroom. Starting from the theoretical background we will then focus on authentic children's picture books and the opportunities they offer for meaningful classroom interaction. An example of how books can be used will be offered and discussed before the students themselves, working together in groups, plan and present a story-telling lesson. Furthermore, they will also have the chance to carry out the lesson in a primary school, which can be recorded on video and discussed afterwards in the plenary.

Registration: **Please register by e-mail to haudeck@ph-ludwigsburg.de with *Compact Course Storytelling in the subject line***

Classroom Research: CHILITEX-Projects in Children's Literature and Experiments in the Primary Classroom

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.

PROF. DR. JAN HOLLM

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 Post-Structuralism.

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, written exam (Klausur). Every participant will have to read Joseph Conrad's *Heart of Darkness*.

Compulsory set book: Michael Meyer. English and American Literatures. Tübingen: UTB, 2004

Registration: at the first meeting of the class.

Hauptseminar Fachdidaktik: Content and Language Integrated Learning: "bilingualer Sachfachunterricht"

This seminar intends to provide a basis in the field of teaching subjects like history, geography, politics, music, art but also sciences and physical education in English. Since the 1990s this approach to teaching regular school subjects in English has become ever more important at schools in Germany.

This seminar will be the first course every student at the PH Ludwigsburg has to take in order to acquire the "**Zusatzzertifikat bilingualer Sachfachunterricht**". Further details about this certificate will be given during the first meeting.

Hauptseminarschein: short paper (*Kurzreferat*) and *Hauptseminararbeit*, regular attendance

Registration: at the first meeting of the class

Hauptseminar Literatur- und Kulturwissenschaft: 17th Century English Poetry and Culture

The 17th century represents a time of fundamental political, philosophical and religious transition in England. Flamboyant Metaphysical poetry and educational and political treatises by writers such as John Milton are diverse literary expressions of an age which saw a civil war that led to the execution of the English king. This seminar wants to focus on the interplay between cultural and literary discourses.

Hauptseminarschein: short paper (*Kurzreferat*) and *Hauptseminararbeit*, regular attendance

Registration: at the first meeting of the class

Examenscolloquium

This optional course intends to help with the preparation for the oral part of the state exam.

ALMUTH JOSEFY, M. A.

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: To enrol for the seminar please send an e-mail to josefy@ph-ludwigsburg.de

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

In this seminar we will look at principles and methods of teaching English in Secondary School, especially Realschule. We will focus on the new curriculum RS, teaching aims, the introduction of grammar topics, the teaching of vocabulary, 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 the

folder “Handapparat Josefy (193)” in the library. Please check the English notice board for further information concerning this seminar.

Registration: Please send an e-mail to 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.

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 curriculum of Primary 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 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/GHS, Kl. 3-6, 2 -3 lessons) who offers classroom observation and is prepared to give an interview.

A list of recommended reference literature will be found in the folder “Handapparat Josefy,A.”. Please check the English notice board for further information concerning this seminar.

Registration: To enrol for the seminar please send an e-mail to josefy@ph-ludwigsburg.de and look for a teacher (RS/GHS, Kl. 3-6, 2-3 lessons) who offers classroom observation *before* the term begins. Regular participation is required. In order to receive a credit, students have to do a small research project, a presentation and a colloquium at the end of the seminar.

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 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 the folder “Handapparat Josefy, A.”. Please check the English notice board for further information concerning this seminar.

Requirements: Before the seminar begins every student should look for a teacher (HS/RS) who offers classroom observation (grammar revision or introduction) *before* the term begins. In order to receive a credit, students have to participate at the research project and do a presentation a presentation and a colloquium at the end of the seminar. Regular participation is required.

Registration: To enrol for the seminar please send an e-mail to josefy@ph-ludwigsburg.de

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 the folder “Handapparat Josefy, A.”. Please check the English notice board for further information concerning this seminar.

Requirements: Before the seminar begins every student should look for a teacher (HS/RS) who offers classroom observation (grammar revision or introduction) *before* the term begins. In order to receive a credit, students have to participate at the research project and do a presentation a presentation and a colloquium at the end of the seminar. Regular participation is required.

Registration: To enrol for the seminar please send an e-mail to josefy@ph-ludwigsburg.de

PROF. DR. JÖRG-U. KEßLER

Hauptseminar Linguistik: Processability Theory (Module 7/8)

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.

Hauptseminar Fachdidaktik: Teaching Grammar (prüfungsrelevant RS) (Module 5/6)

Although teaching grammar in the EFL classroom is likely to become an important every day activity for future teachers of English, it is often regarded with apprehension: all too often, grammar is viewed in a negative way among students and, unfortunately, sometimes by teachers as well. This may be due to the fact that the study of grammar is often considered to be a boring necessity which distracts the learner from the seemingly more important goals of EFL teaching such as the furtherance of communicative skills. What we need to admit, however, is that even in the communicative language classroom the teaching of grammar does, and should, play an important role. Communication without grammar would not be feasible at all.

The stereotypical image of grammar in the EFL classroom is often based on traditional beliefs about grammar itself and traditional ways of teaching grammar. This, in turn, is perpetuated by many current textbooks, which neglect decisive insights from research in such areas as second language acquisition, psycholinguistics and cognitive neuroscience.

In this seminar we will query some “common” beliefs about grammar and its teaching. We will discuss the question of why grammar should be taught from a learner centred perspective. In other words: by addressing some of the most common misunderstandings about how grammar is learned, this seminar will provide an insight in an SLA-based approach to grammar teaching based on major empirical findings in international studies.

A detailed bibliography will be available in advance at Moodle.

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 winter term.

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.

Englischerwerb in der Grundschule und darüber hinaus; Modul 4 und Fächerverbund (Mehrsprachigkeit) G, HS und RS

Mit dem Schuljahr 2004/2005 wurde in ganz Deutschland der flächendeckende Frühbeginn einer Fremdsprache ab der dritten Klasse eingeführt. Seit dem Schuljahr 2003/2004 hat Baden-Württemberg sogar als erstes Bundesland das Frühe Fremdsprachenlernen flächendeckend auf das erste Schuljahr vorverlegt. In den allermeisten Fällen ist diese erste Fremdsprache Englisch.

Die Vorverlegung des Fremdsprachenlernens in die dritte Klasse der Grundschule wirft eine Vielzahl von Fragen auf:

- Können Kinder in zwei Stunden pro Woche Englisch erwerben?
- Welches Lernniveau können sie nach dem 3. und 4. Schuljahr erreichen?
- Wie kann der Übergang zur Sekundarstufe auf dieser Basis gestaltet werden?
- Wie ist dieser Erwerb mit dem in Immersionsklassen vergleichbar?
- Wie ist er mit dem Erwerb in ausländischen Schulen vergleichbar?
- Erwerben die Kinder verschiedene Varianten in den unterschiedlichen Beschulungsmodellen und hat dies Konsequenzen für den weiteren Spracherwerb?
- Welchen Einfluss zeigt die Muttersprache beim Erwerb des Englischen?
- Wie ist das Verhältnis von 1., 2. und 3. Sprache bei bilingualen Kindern?

Diese Fragen werden derzeit sowohl in der Fachdidaktik als auch in den Medien diskutiert. In der Diskussion um den Unterricht „Englisch in der Grundschule“ wird immer wieder auf den Zweitspracherwerb verwiesen. Dies ist sowohl in Dokumenten um die Richtlinien als auch in didaktischen Publikationen der Fall. Es geht auch tatsächlich beim Unterricht des Englischen

in der Grundschule vor allem um den mündlichen Spracherwerb. Daher ist es von zentraler Bedeutung zu wissen, nach welchen Prinzipien Schulkinder die Zweitsprache Englisch erwerben. Dies ist der zentrale interne Bedingungsfaktor für die Vermittlung des Englischen an diese Kinder.

Darüber hinaus werden zentrale Aspekte zur Gestaltung des Übergangs in die weiterführenden Schulen thematisiert, damit Lehrkräfte der Sek. I wissen, wo sie die Lerner nach der Grundschule im Unterrichtsfach Englisch abholen können.

Die Teilnehmerinnen und Teilnehmer werden gebeten, ein Exemplar des untenstehenden Buches anzuschaffen und vorbereitend (ab Januar 2009) Kapitel 3 zu lesen.

In einem obligatorischen Vorbesprechungstermin im Januar werden die Veranstaltungsthemen genauer vorgestellt und Gruppenreferate vergeben.

Eine detaillierte Bibliographie wird vorab auf Moodle verfügbar sein.

- Pienemann, M., J.-U. Keßler & E. Roos (Hrsg.) (2006): Englischerwerb in der Grundschule. Ein Studien- und Arbeitsbuch. Paderborn: Schöningh/UTB.

MARGIT KÜNZEL, LEHRBEAUFTRAGTE

Classroom Research: Developing Teaching Materials (Module 4b)

In this seminar we will explore the potential of course books specifically designed for junior learners of English in a variety of ways. How does the material engage learners of English at an early stage and enhance the language learning process?

Last but not least, everybody will be given an opportunity to develop their own teaching materials. Motto: Helping young learners to make progress!

Registration: at the first meeting of the class

Further information: at the first meeting of the class (e.g. requirements...)

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

American Art History (Colonial-Present)

This course will acquaint students with the evolution of art in the United States from Colonial times to the present. Specific study of United States painting, sculpture, architecture, craft and design from Colonial to the present, with an emphasis on 20th Century Art. This course will place emphasis on American artists such as: Copley, West, Cole, Eakins, Homer, Bellows, Wood, Hopper, and Pollock. Individual student visits to the Städtgalerie and/or Kunstmuseum Stuttgart, active class participation, a presentation (Referat), and an end-of-term essay (Hausarbeit) are expected during this course.

Registration: Please register by email to gspittman@gmail.com with American Art History in the subject line.

“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 (Referat), and an end-of-term essay (Hausarbeit).

Registration: Please register by e-mail to gspittman@gmail.com with Contemporary American Culture in the subject line.

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/American); Education (UK/American); Lifestyles; Friendship; Literature/Reading. The final examination will consist of a written test (use of phonemic transcription) and an oral test in pairs.

DIPL.-PÄD. MARION RODGERS

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.

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.

Secondary-Specific Ways of Teaching (RS, HS) (Module 3b)

The course is based on a series of teacher training modules which aim to develop practical skills in teaching English as a foreign language. The training sessions will involve demonstrations, discussions and pair/group work. We will focus on the following areas of methodology: planning a lesson, presenting and practising vocabulary, presenting and practising structures, using a reading text, reading/writing/listening activities, asking questions, giving instructions and communicative activities etc. I would strongly recommend the students on school practice at the Realschule Korntal-Münchingen to join this course since it will offer the opportunity to try out the principles of teaching that we have discussed during the course. A series of articles offering theoretical and practical background knowledge will be presented and discussed in small groups on a weekly basis (continuous assessment). There will also be a written end-of-term test.

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

- Timm, Johannes P. (1998): Englisch lernen und lehren. Didaktik des Englischunterrichts. Berlin: Cornelsen.
- Müller-Hartmann, Andreas & Schocker-von Ditfurth, Marita (2004): Introduction to the English Language Teaching. Stuttgart: Klett.

**PRIMARY/SECONDARY-SPECIFIC WAYS OF TEACHING (GS, HS, RS),
MODULE 3B, FACHDIDAKTISCHES HAUPSEMINAR MODULE 5, 6, 7, 8**

UNC Charlotte – LB teaching cooperation

This course is quite unique since it will be done in cooperation with Stephen Hancock, a lecturer and his eighteen students from the University of North Carolina, Charlotte. The structure will be similar to the courses Secondary- and Primary-Specific Ways of Teaching but in our joint classes (American + German students) we will focus on reading comprehension strategies and their relevance to teaching in the mother tongue and the foreign language. We will take a closer look at some of these strategies and will use them ourselves. Apart from that a series of articles offering theoretical and practical background knowledge for primary and secondary school teaching will be presented and discussed in small groups.

In order to receive a credit (module 3b or module 5, 6, 7, 8: fachdidaktisches Hauptseminar), students will have to give presentations, provide handouts and take part in a colloquium at the end of the course.

In case there are still vacancies, last minute registrations are possible until 7th August 09.

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.

Intensive course in Classroom English (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.

Begleitübung zum Tagespraktikum (RS)

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

English Writing Lab (Rodgers /American tutor)

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 are offered by appointment. The location of the English Writing Lab, its notice boards, as well as the sign-up sheets, are at room 4.208 or 11.105. For further information:

<http://www.ph-ludwigsburg.de/1832.html>

Tutorial Oral English (Rodgers & American tutor)

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.

Revision course (prüfungsrelevant 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

Hauptseminar Fachdidaktik: Language Learning in Interaction (Module 5/6)

The seminar is a preparation for one of the Staatsexamen options (GHS).

This course addresses questions of the relationship between language and interaction in the foreign language classroom and its relevance for the process of language learning. It will cover issues like prominent theories of SLA/FL language learning, the role of interaction in these theories, appropriate research methods for studying interaction, relevant findings from different studies or its consequences for teachers and learners in the FL classroom. A considerable part of the seminar will be devoted to dealing with authentic material from the language classroom and different ways of analysing such data.

Registration: Send an e-mail to schwab@ph-ludwigsburg.de with 'Language learning interaction' in the subject line.

Leistungsnachweis: HS-Schein: paper and/or presentation

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 (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): *The Study of Language*. 3rd Edition. Cambridge: CUP

MARGARET WINCK, BA HONS

Developing Advanced Writing Skills (Module 2a)

Aspects of developing writing skills will include: essay planning; vocabulary extension; reporting what others have said/written; using relative clauses; conventions of punctuation and quotation; structural/ transitional devices; style of formal academic writing; recognition of common mistakes. The course will cover a variety of content topics, using original texts/films to introduce contemporary discussions or cultural themes. You will produce several 500-word essays on set themes; these will be corrected but not graded. Your grade for this course will be awarded on the basis of the end-of-term examination, consisting of grammar and vocabulary items and an essay.

Application for places: by email to emwinck@hotmail.com Betreff: DAWS Monday *or* DAWS Wednesday

Developing Advanced Oral Skills (Module 2c)

This course aims to develop 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, Education (UK); Books/the book market; Lifestyles of young people. The final examination will consist of a written test (use of phonemic transcription) and an individual oral test.

Application for places: via LSF system if available. If not, email emwinck@hotmail.com, Betreff: DAOS Monday OR DAOS Wednesday.

Developing and Assessing Language Competence: Progression and Assessment of English Language Skills in the Primary School (Module 4c)

Blockseminar/Spring School 2010

This course lays special emphasis on ways of ensuring progression of skills and on testing FL-skills in classes three and four (ie after the introduction of written English), including the specific repertoire of vocabulary and instructions in the teacher language needed for this.

We shall also be looking at some films for children (*Percy the Park keeper*, *Charlie and Lola*, *Peter Rabbit*) and considering their potential for use in the later stages of primary EFL.

Regular attendance and active participation, including presenting short teaching sequences, is expected.

Registration: please sign the list on my notice board towards end of winter term.