



**Technische
Universität
Braunschweig**

INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK

Technische Universität Braunschweig
Geschäftsführung: Prof. Dr. Rüdiger Heinze

Abt. für Literatur- und Kulturwissenschaft
Abt. für Englische Sprachwissenschaft
Abt. für Englische Sprache und ihre Didaktik

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Stand 04.03.2024

Änderungen jederzeit möglich

Lehrveranstaltungen Sommersemester 2024

Studiengang MA English Studies

**gültig für Studierende English Studies Beginn WS 13/14 (alte Prüfungsordnung) und
WS 21/22 (neue Prüfungsordnung)**

Beginn der Lehrveranstaltungen:	Dienstag, 02.04.24
Exkursionswoche:	Sonntag, 19.05.24 bis Sonntag, 26.05.24
Ende der Lehrveranstaltungen:	Samstag, 13.07.24
Feiertage in Niedersachsen:	Mittwoch, 01.05.24 (Tag der Arbeit) Donnerstag, 09.05.24 (Christi Himmelfahrt) Montag, 20.05.24 (Pfingsten)

Das Institut für Anglistik und Amerikanistik ist in drei Abteilungen untergliedert:

- die **Abteilung für Literatur- und Kulturwissenschaft**
(Leiter: Prof. Dr. Rüdiger Heinze),
- die **Abteilung für Englische Sprachwissenschaft**
(Leiter: Prof. Dr. Holger Hopp) sowie
- die **Abteilung für Englische Sprache und ihre Didaktik**
(Leiterin: Prof. Dr. Carmen Becker).

Das Institut für Anglistik und Amerikanistik bildet seit dem WS 2003/2004 im Studiengang BA (Bachelor) aus, der u. a. mit den weiterführenden Lehramts-Masterstudiengängen für G, HR und GYM verknüpft ist. Das Institut für Anglistik und Amerikanistik ist zudem beteiligt an den Master-Studiengängen „Kultur der technisch-wissenschaftlichen Welt“, „Medientechnik und Kommunikation“ und „Medienwissenschaft“ (HBK), sowie am Zertifikatsprogramm „Deutsch als Fremdsprache“ und im Studiengang BA „Integrierte Sozialwissenschaften“.

Studienberatung: siehe Aushänge im Seminar und auf den entsprechenden Internetseiten des Instituts für Anglistik und Amerikanistik.

Für Termine, aktuelle Raumangaben sowie die Öffnungszeiten der Bibliothek, LiKu-Mediathek und des PC-Sprachlabors und Selbstlernzentrums (PCS) sowie aktuelle Ankündigungen beachten Sie bitte die Aushänge an den Anschlagbrettern der Abteilungen und die Internetseiten des Instituts für Anglistik und Amerikanistik.

Um Bücher ausleihen zu können, müssen Studierende einen Erfassungsbogen ausfüllen. Dieser kann während der Semesterferien zu den Ferienöffnungszeiten der Bibliothek oder zu Semesterbeginn ausgefüllt werden. Bitte Personalausweis und Studentenausweis mitbringen.

Merkblätter zum BA-Studiengang bzw. Masterstudiengängen finden Sie auf der Homepage des Instituts und der Fakultät.

Die folgenden Kurskommentare dienen Ihrer Studienplanung und Vorbereitung in der vorlesungsfreien Zeit. Nehmen Sie rechtzeitig Kontakt mit Ihren Dozent/innen und Prüfer/innen auf!

Die meisten Kurse am Institut für Anglistik und Amerikanistik finden mit Online-Unterstützung durch die TU-weite Lernplattform Stud.IP statt und setzen die Nutzung dieser Plattform durch die Studierenden voraus. Anmeldungen zur Teilnahme sowie allgemeine und aktuelle Kursmitteilungen finden Sie dort innerhalb der einzelnen Lehrveranstaltungen. Besuchen Sie auch die Internetseite (u.a. über einen Hotlink von der Homepage des Instituts für Anglistik und Amerikanistik oder direkt unter <https://Stud.IP.tu-braunschweig.de/>).

Um diese Nutzung zu ermöglichen, besorgen Sie sich bitte zu Vorlesungsbeginn im IT-Zentrum einen Benutzer-Account („y-Nummer“) mit zugehörigem Passwort.

Die Lehrenden des Seminars wünschen ein erfolgreiches Sommersemester 2024!

INHALTSVERZEICHNIS

FAKULTATIVES LEHRANGEBOT FÜR ALLE PROFILE	7
TUBS-Players: English Theatre Group – 4412 111.....	7
London Exkursion – 4412 420	8
KURSE FÜR DEN STUDIENGANG „MASTER OF EDUCATION LEHRAMT FÜR GYMNASIUM“	9
MODUL M1 “TEACHING ENGLISH” (GYM)	9
Modulinformation.....	9
Inter-cultural Citizenship Education through Picture Books in Foreign Language Teaching – 4412 658	8
Performative Foreign Language Didactics in the EFL Classroom – 4412 643	8
The updated Common European Framework of Reference for Modern Languages (2020) and related Initiatives – 4412 662	9
Teaching Canonical Literature – 4412 682	10
Transcultural Perspectives on Inclusion and Diversity – 4412 630	10
Scaffolding Language Teaching – 4412 628.....	11
CLIL in der Praxis – 4412 402.....	11
Comparative and Multicultural Education – 4412 663	12
MODUL M2 “ADVANCED ENGLISH STUDIES” (GYM)	14
Modulinformation.....	14
<i>Themenbereich: Advanced English Linguistics</i>	13
Theories of Second Language Acquisition – 4412 025	13
<i>Themenbereich: Advanced Literary and Cultural Studies</i>	13
Horizons of Space Exploration. Imagination, Concepts and Missions. – 444 9000 114	13
MODUL FP “FACHPRAKTIKUM MASTER GYM”	15
Modulinformation.....	15
Fachpraktikum Gymnasium – 4412 800.....	18
DIFFERENZIERUNGSBEREICH	19
AUFBAUMODUL 1 “PERIODS AND GENRES”	19
Modulinformation.....	19
Survey Course II: Irish Literature – 4412 095.....	20
Survey Course II: American Literature II – 4412 091	20
Survey Course II: British Literature – Romanticism to New English Literatures (Group A) – 4412 092	21
Survey Course II: British Literature – Romanticism to New English Literatures (Group B) – 4412 093	21
AUFBAUMODUL 2 “ANALYZING ENGLISH: SYSTEM AND DEVELOPMENT/ VARIATION”	23
Modulinformation	23

<i>Themenbereich: Systems of Language and Communication</i>	24
Contrastive Grammar – 4412 037	24
<i>Themenbereich: Developmental and Linguistic Variation</i>	24
Second Language Acquisition – 4412 023	24
First Language Acquisition – 4412 020	25
Contrastive Grammar – 4412 037	25
AUFBAUMODUL 4 “INTERMEDIATE LANGUAGE SKILLS: READING AND WRITING“	27
Modulinformation.....	27
German-English Translation (Group A) – 4412 442	32
German-English Translation (Group B) – 4412 443	32
Grammar II (Group A) – 4412 166	33
Grammar II (Group B) – 4412 167	33
Writing II (Group A) – 4412 495	33
Writing II (Group B) – 4412 496	34
ERWEITERUNGSMODUL 3 “ADVANCED LITERARY AND CULTURAL STUDIES”	35
Modulinformation.....	35
British Popular Culture of the 1990s – 4412 193.....	36
Literature, Film, Ethics – 4412 243.....	36
American Drama Classics – 4412 210	37
Shakespeare Adapted – 4412 108.....	37
Gender in Science Fiction. From H. G. Wells to District 9. – 4412 466	38
ERWEITERUNGSMODUL 5 “ADVANCED ENGLISH LINGUISTICS: CONTEXTS AND VARIATION”	39
Modulinformation.....	39
Bilingualism: Code-switching – 4412 313.....	39
Varieties of English – 4412 027	39
Instructed Second Language Acquisition – 4412 024.....	40
ERWEITERUNGSMODUL 6 “ADVANCED LANGUAGE SKILLS: READING AND WRITING”	41
Modulinformation neue PO	41
Grammar III – 4412 169	43
Reading (Group A) – 4412 445	43
Reading (Group B) – 4412 444	43
Regional Studies II (Group A): African American Cinema – 4412 453.....	44
Regional Studies II (Group B): Asian Americans in Contemporary America – 4412 451	44
ERWEITERUNGSMODUL 6 “ADVANCED LANGUAGE SKILLS”	46
Modulinformation alte PO	46
Grammar III – 4412 448	47
Reading (Group A) – 4412 445	47
Reading (Group A) – 4412 444	47
Landeskunde II (Group A): African American Cinema – 4412 125	48

Landeskunde II (Group B): Asian Americans in Contemporary America – 4412 129	48
KURSE FÜR DEN STUDIENGANG MASTER G UND HR	50
MODUL “PRAXISPHASE“ G	50
Modulinformation Praxisphase	50
Modulinformation Praxisblock	50
MODUL M1 “TEACHING ENGLISH” (G).....	51
Modulinformation.....	51
Inter-cultural Citizenship Education through Picture Books in Foreign Language Teaching – 4412 658	52
Performative Foreign Language Didactics in the EFL Classroom – 4412 643	52
The updated Common European Framework of Reference for Modern Languages (2020) and related Initiatives – 4412 662	53
Scaffolding Language Teaching – 4412 628.....	54
Storytelling in the EFL Classroom – 4412 645	54
Comparative and Multicultural Education – 4412 663.....	54
MODUL “PRAXISPHASE” (G).....	51
Modulinformationen.....	56
<i>Begleitung Praxisphase</i>	57
Begleitung Praxisphase G Englisch – 4412 807	57
<i>Betreuung der Praxisphase</i>	57
Betreuung Praxisphase G Englisch – 4412 808.....	57
<i>Nachbereitung der Praxisphase</i>	57
Nachbereitung Praxisphase G Englisch – 4412 812.....	57
MODUL “PROJEKT BAND” (G)	58
Modulinformation.....	58
Projektdurchführung Projektband Pro 2 G Englisch – 4412 813	59
MODUL M1 (HR).....	60
Inter-cultural Citizenship Education through Picture Books in Foreign Language Teaching – 4412 658	60
Performative Foreign Language Didactics in the EFL Classroom – 4412 643	60
The updated Common European Framework of Reference for Modern Languages (2020) and related Initiatives – 4412 662	61
Teaching Canonical Literature – 4412 682	61
Transcultural Perspectives on Inclusion and Diversity – 4412 630	62
Scaffolding Language Teaching – 4412 628.....	62
CLIL in der Praxis – 4412 402.....	63
MODUL “PRAXISPHASE” (HR)	64
Modulinformation.....	65

Modulinformation Praxisblock	65
<i>Begleitung der Praxisphase</i>	66
Begleitung Praxisphase HR Englisch – 4412 809	66
<i>Betreuung der Praxisphase</i>	66
Betreuung Praxisphase HR Englisch – 4412 810	66
<i>Nachbereitung der Praxisphase</i>	66
Nachbereitung Praxisphase HR Englisch – 4412 811	66
MODUL “PROJEKT BAND” (HR)	58
Modulinformation	62
Projektdurchführung Projektband Pro 2 HR Englisch – 4412 815	63
DIFFERENZIERUNGSBEREICH MASTER G UND HR	64
MODUL A5 “ADVANCED ENGLISH STUDIES	64
Modulinformation	64
<i>Themenbereich: Literary and Cultural Studies</i>	65
Survey Course II: Irish Literature – 4412 095	65
Survey Course II: American Literature II – 4412 091	65
Survey Course II: British Literature – Romanticism to New English Literatures (Group A) – 4412 092	66
Survey Course II: British Literature – Romanticism to New English Literatures (Group B) – 4412 093	67
<i>Themenbereich: English Linguistics - Systems of Language and Communication</i>	67
Contrastive Grammar – 4412 037	67
<i>Themenbereich: English Linguistics - Developmental and Linguistic Variation</i>	68
Second Language Acquisition – 4412 023	68
Contrastive Grammar – 4412 037	69
First Language Acquisition – 4412 020	69
KOLLOQUIEN	70
Linguistisches Kolloquium – 4412 003	70
Prof. Dr. C. Becker:	70
Kolloquium für Masterstudierende – 4412 001	70
Kolloquium für Masterstudierende (M.Ed.) – 4412 006	70
Colloquium for B.A., M.A. and Ph.D-Theses in Literary and Cultural Studies – 4412 002	70
ÖFFNUNGSZEITEN UND SPRECHSTUNDEN	72
ÖFFNUNGSZEITEN DER ABTEILUNGSGESCHÄFTSZIMMER	72
SPRECHSTUNDEN IN DER VORLESUNGSFREIEN ZEIT (WiSE 2023/24)	72
SPRECHSTUNDEN IN DER VORLESUNGSZEIT (SoSe 2024)	73

Fakultatives Lehrangebot für alle Profile alte und neue PO

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 111

Mi 19:15 – 21:00, BBB (Online)

Fr 16:45 – 18:15, BI 80.303/304 (MakerSpace) oder BBB (Online)

First Meeting: 10.04.2024 (via Big Blue Button)

The theatre group of the *Institut für Anglistik und Amerikanistik*, the **TUBS-Players**, has been producing plays for more than 20 years. We aim to provide quality entertainment in English for students of the TU as well as secondary schools and the general public. Any students (also from other faculties) who are interested in joining the group, whether on stage or backstage, are welcome to join us.

Acting in English gives students an excellent opportunity to improve their language proficiencies and to deepen their interpretative skills in our discussion rounds. The projects help discuss, apply and creatively engage with knowledge acquired in all fields of English Studies: literary/cultural studies, linguistics, didactics, and language skills. Additionally, the students will be introduced to theoretical concepts of performance such as voice, body language, movement analysis (Laban), theatre space, composition/choreography as well as costume and set design. Furthermore, participants will get the opportunity to experience and participate in the making of larger scale cultural events by contributing to such project groups as public relations, programme, finances and backstage management. One of the project groups focusses specifically on creating workshops and preparatory material for schools.

Acting experience is not necessary. Rehearsals and workshops are usually held once or twice a week in the evenings online via Big Blue Button or in the MakerSpace. We shall use our online meetings to find new ways of digital theatre and the rehearsals in-person for both filmed sequences and live performances.

Our projects of the upcoming terms include:

- 1) **NEW PROJECT: A *Midsummer Night's Online Stream*- Continued:**
Shakespeare's classic performed as a Video Conference mixed with other participatory digital formats into a transmedia storytelling experience...come and help us bring this magical comedy to life on the screen and on campus. Furthermore, enjoy creating online games and other learning formats for our MNDOS...
- 2) **“Shakespeare@School” & “Drama in Session”**
Part of our Transmedia Storytelling project: *A Midsummer Night's Online Stream* will be created specifically for classroom engagement, both for school and uni classes.

Newcomers are welcome!! For more information please contact Dr. Maria Marcsek-Fuchs (m.marcsek@tu-bs.de) or just come by our first meeting.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. M. Marcsek-Fuchs:

London Exkursion – 4412 420

EX, Do 18:30 – 20:00 (1x monatlich), BI 80.1 oder online (Big Blue Button)

First Meeting, only for the already enrolled group of the past winter term: 04.04.2024

The excursion “Literary London” is on its way. From 19.05.-24.05.2024, a group of 23 students will be exploring Great Britain’s capital with the focus on its literary and cultural heritage. We will enjoy self-guided tours, visit exhibitions, experience a day at the Globe Theatre, venture on a daytrip to the University of Cambridge, and celebrate with an evening out at the theatre. For this, we have formed project groups that lead us through our literary/cultural quest. Further highlights of our trip are our Shakespeare day at the Globe Theatre and the visit to Girton College at Cambridge University.

The excursion is already fully booked, so unfortunately no new applicants are accepted in the summer term. If you wish to join the next London excursion, please enrol in the winter term 2024/25.

Literature:

Dailey, Donna, and John Tomedi. *Bloom’s Literary Guide to London*. New York: Checkmark Books, 2007.

Fairman, Richard, ed. *London: A Literary Anthology*. London: The British Library, 2014.

Glinert, Ed. *Literary London: A Street by Street Exploration of the Capital’s Literary Heritage*. London: Penguin, 2007.

Kilian, Eveline. *London: eine literarische Entdeckungsreise*. Darmstadt: Wissenschaftliche Buchgesellschaft, 2008.

Talgholm, Roger. *Walking Literary London*. 3rd. Ed. London: New Holland, 2012.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Kurse für den Studiengang „Master of Education Lehramt für Gymnasium“

gültig für Studierende English Studies Beginn WS 13/14 (alte PO) und WS 21/22 (neue PO)

Modul M1 “Teaching English” (Gym) alte und neue PO

Modulinformation

Art und Bezeichnung des Moduls	Teaching English (Gym)
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. + 2. Sem. Nebenfach: 1. + 2. Sem.
Credits	9 LP

Modulaufbau:

Winter	Sommer
Verteilt auf zwei Semester	
3 LV Advanced English Language Teaching/Didaktik (6 SWS)	
<p>Leistung:</p> <p>Neue PO:</p> <p>a) SL: Präsentation (10-15 Min.) oder schriftliche Arbeit (ca. 2-3 Seiten)</p> <p>b) PL: Eine veranstaltungsbegleitende Hausarbeit (ca. 10 - 12 Seiten), ggf. mit Präsentation oder Multimediale Produktion</p> <p>Alte PO:</p> <p>PL: Veranstaltungsbegleitende englischsprachige Hausarbeit (mit Präsentation)</p>	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Inter-cultural Citizenship Education through Picture Books in Foreign Language Teaching – 4412 658

SE, Mo 09:45 – 11:15, BI 80.303/304 (MakerSpace)

Intercultural citizenship education integrates two critical components: foreign-language education, which broadens perspectives beyond the classroom, and citizenship education, which typically focuses on local or national contexts within school communities. This approach emphasizes the development of intercultural communicative competence within foreign language education and encourages civic engagement within local communities or on a national level (Byram, Golubeva, Hui & Wagner, 2016; Porto, 2016). By fostering connections with a broader, more globalized world, such as on a European scale, this educational framework aims to bridge local and global perspectives.

Within this seminar, participants will explore the theoretical foundations of Intercultural Citizenship Education, with a specific focus on using picturebooks as a vehicle for promoting intercultural citizenship. The seminar will delve into the significance of picturebooks as aesthetic objects, discussing techniques such as read-alouds and mediation to enhance learning experiences. Through interactive sessions, participants will engage in hands-on activities centered around picturebooks that address intercultural and citizenship themes.

The seminar aims to deepen participants' understanding of intercultural citizenship education and to explore innovative strategies for promoting intercultural competence and active citizenship within educational contexts. Towards the end of the term, participants will collaborate to create a set of teacher resources centered around a selected picturebook, thereby integrating theoretical knowledge with practical application.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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R. Freytag, M. Ed.:

Performative Foreign Language Didactics in the EFL Classroom – 4412 643

SE, Di 11:30 – 13:00, BI 80.303/304 (MakerSpace)



Performative Didactics is inspired by performative arts (e.g., theatre, dance, musical, storytelling, circus, artistry, walking acts etc.) and uses their aesthetic methods and procedures for teaching and learning. Performativity has a tradition of more than fifty years in the artistic context and has now officially arrived in Foreign Language Didactics / Pedagogy. Thus, Performative Foreign Language Didactics not only deals with the scientific perspective of teaching and learning, but also with the artistic perspective and its discourses about performativity in order to teach and to learn a foreign language. The awareness that only learning with all senses is meaningful learning has already been recognized for a long time in several pedagogical fields. Therefore, advocates of drama and theatre pedagogical approaches in the FL classroom have already realised the enormous potential of combining theatre (pedagogy) as well as drama (pedagogy) with the acquisition of a foreign language. Through learning not only with one's own head, heart and hands, but also with one's own feet, students will be led and guided towards the English language.

In this seminar, participants will get to know the theoretical, methodological as well as didactic foundations of Performative Foreign Language Didactics and will deepen their knowledge through getting to know as well as trying a variety of performative methods and techniques. By looking at Performative Foreign Language Didactics' history, research, principles, goals, competencies and didactical foundations (requirements, structure and phases, correction and assessment, issues and obstacles and ways of implementation), the participants will get an insight into performative teaching and learning and will learn how to apply it to the EFL classroom. All participants will receive a metaphorical performative tool suitcase that can be taken from classroom to classroom as well as from institution to institution.

With this in mind: Clear the stage for the EFL classroom!

Course requirements will be announced in the first session of the semester.

Hinweis: This course is open for the ZiEL-certificate. (Vertiefungsbereich).

Hinweis: Dieser Kurs ist fast identisch zu dem Kurs „Performative Fremdsprachendidaktik im DaF/DaZ-Unterricht“ im Rahmen des Vertiefungsbereichs (D2) des Studienprogramms DaF/DaZ am Institut für Germanistik. Bitte beachten Sie, dass Sie diesen Kurs nur im Rahmen eines Moduls (M1 in Englisch oder D2 in DaF/DaZ) absolvieren können.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Prof. Dr. A. Kubanek:

The updated Common European Framework of Reference for Modern Languages (2020) and related Initiatives – 4412 662

SE, Di 13:15 – 14:45, BI 80.303/304 (MakerSpace)

All across Europe, people communicate in many languages, English plays a special role because it is so widespread. They communicate about feelings, day to day tasks, ideas, projects, pass on knowledge, take part in intercultural communication. The Common European Framework of Reference for Modern Languages is an abstract correlate of that communication. The authors intend to describe communication levels and patterns for all those languages in a general way that can be used all across educational institutions and the workplace. It has a huge impact on the classification (grading) of competences. Almost 20 years after the first publication in 2001, a massive update was published, based on the experiences of educational institutions, test makers, users, teachers, didactic experts, linguists. We will look at the new version. We will also look at other language-related initiatives of the Council of Europe and initiatives of the European Commission, e.g. entwining, the database about European education systems, exchange programmes. And we will discuss some critical evaluations of the concepts of competence, when applied to the learning of languages.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. B. Wege:

Teaching Canonical Literature – 4412 682

SE, Do 15:00 – 16:30, BI 80.1

In this course we will read, analyze, and consider various teaching approaches to English-language novels, short stories, and poetry belonging to the (new) literary canon of British and American Literature, primarily from the 19th- and 20th Century (authors will include Edgar Allan Poe, Virginia Woolf, Toni Morrison, and others). We will consider the texts in their respective historical contexts, and develop approaches for maintaining their relevance in the 21st-century classroom, creating tasks and lesson plans centered on our findings.

The focus will be on texts commonly found in school curricula, but also include other interesting works particularly conducive to teaching issues of cultural and social significance, in particular with regards to race and gender.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

A. Beck, M. Ed.:

Transcultural Perspectives on Inclusion and Diversity – 4412 630

SE, Fr 15:00 – 16:30, BI 80.303/304 (MakerSpace)



In view of growing socio-political tensions, such as the virulence of anti-democratic discourses and practices across contexts, teachers face complex challenges and responsibilities to act as reflective practitioners and promote equity in their classrooms. As language is inextricably linked to power dynamics and cultural influences, English language teachers in particular play a pivotal role in raising students' critical understanding of the political dimension of language use.

In this seminar, we will critically engage with educational discourses and developments related to inclusion, diversity and social justice in English language teaching across contexts. To initiate transcultural dialogue, you will be provided with theoretical input and insights by guest speakers from Purdue University (Indiana, USA), which help us to contrast and compare 'glocal' perspectives and to situate both context-specific as well as shared challenges. In particular, we will focus on the tensions between inclusion, exclusion and the impact of (missing) representation on teaching in times of (increasing) censorship across contexts. Following frameworks of critical literacy (e.g. Lewison et al. 2006), we will examine (de)constructions of *dis/ability*, *gender* and *race* in everyday cultural practices and engage with modes of (missing) representation of diversity in children's literature. Based on our discussions, students will be required to develop and present a social justice teaching scenario in form of a digital product. Overall, this seminar will support you in becoming more critically aware of future challenges and opportunities in English language teaching as well as in developing concrete approaches to address inequity from an intersectional perspective and to promote inclusion, diversity, and social justice.

Hinweis: This course is open for the ZiEL-certificate TUBS (Zertifikat inklusiv Englisch lehren und lernen) im Vertiefungsbereich.

All texts and materials will be provided in class.

Literature:

Gerlach, David. *Kritischer Fremdsprachenunterricht: Grundlagen, Ziele, Beispiele*. Narr, 2020.

Lewis, Mitzi, Van Sluys, Katie, and Amy Seely Flint. "Researching critical literacy: A critical study of analysis of classroom discourse". *Journal of Literacy Research*, 38, 2, 2006, pp. 197-233.

Nagy, Boldizsár M. *A Fairytale for Everyone*. Harper Collins Publishers, 2022.

Ortaçtepe Hart, Deniz. *Social Justice and the Language Classroom: Reflection, Action, and Transformation*. Edinburgh University Press, 2023.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

A. Smith:

Scaffolding Language Teaching – 4412 628

SE, Blockseminar, Do – Sa, 21.03. – 23.03.2024, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

The seminar will focus upon scaffolding languages competencies for the EFL classroom. We will look at methods useful for speaking, reading, listening and writing competencies. Furthermore, strategies for teaching grammar and lexis in the EFL will be covered.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

M. Wildhage:

CLIL in der Praxis – 4412 402

SE, Blockseminar vom 25.-28.03.2024, 09:00-17:00 Uhr, BI 80.303/304 (N



Ausgehend von einem didaktisch-methodischen Bezugsrahmen stehen praxisrelevante Fragen der Planung und Durchführung von CLIL-Unterricht im Mittelpunkt des Seminars. Folgende Schwerpunkte sind dabei geplant:

- **Eckpunkte einer Didaktik:**
Begründungszusammenhänge und übergeordnete Zielsetzungen – fachliches und sprachliches Lernen – interkulturelles Lernen
- **Curriculare Vorgaben und Organisation:**
Fächer und Sprachen – Organisationsformen – schulpraktische Umsetzung
- **Sprachliche Grundlagen inhaltlichen Lernens:**
Planungsfelder für die Integration von Sprache und Inhalt: fachlicher Diskurs- fachmethodische Arbeitsweisen – systematische Wortschatzarbeit
- **Unterrichtsmaterialien:**
Unterschiedliche Materialien und ihre Bezugsquellen – Schulbuchvergleich /Materialanalyse – Strategien sprachlicher Unterstützung – Scaffolding – exemplarische Erarbeitung eigener Materialien
- **Methodische Aspekte:**

Anschaulichkeit/Visualisierung – Schüleraktivierung – Individualisierung und Differenzierung

- **Qualitätskriterien für CLIL:**

Analyseraster: sachfachliche, sprachliche und methodische Ebene

- **Unterrichtspraxis:**

Kriterien für die Planung von CLIL-Unterricht - Unterrichtssprache/Erschließungssprache – funktionale Zweisprachigkeit – Videoanalyse

- **Aspekte der Leistungsmessung und -beurteilung:**

Assessment and Feedback – Bewertungskriterien - Korrekturpraxis

Hinweis: film

Die einzelnen Aspekte werden anhand konkreter Beispiele aus der *CLIL*-Unterrichtspraxis erarbeitet. Sekundärliteratur und Material werden rechtzeitig über StudIP bekanntgegeben bzw. im Rahmen des Seminars zur Verfügung gestellt.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Prof. Dr. C. Becker:

Comparative and Multicultural Education – 4412 663

SE, Online (asynchron, 5 Termine ab dem 27.05.2024) und

Blockseminar, Mo – Fr, 03.- 07.06.2024, 09:00 – 17:00, BI 80.303/304 (MakerSpace)



Hybrid Course in collaboration with the University of Rhode Island

Based on a collaboration with the Feinstein College of Education of the University of Rhode Island, this course focuses on identifying and teaching to the literacy strengths and needs of children and adults from diverse socioeconomic, cultural, and linguistic backgrounds. Through readings, class discussions, and fieldwork, students from both university contexts will explore comparative education between Germany and the U.S. as it pertains to teaching multicultural populations.

Overall, this course aims at

- examining comparative education; international education; race, class, gender, and inclusion in various contexts; culture and cultural exchange; teacher education in different countries; conflict, poverty, access and mobility in education across different regions of the world.
- discussing and realizing own perceptions of learners of different backgrounds and understand of political, contextual, social, and individual influences on literacy learning.
- developing cultural and global competence in communications with students, parents, teachers, and other professionals.
- exploring culturally relevant pedagogy for teaching literacy to language learners and children and young adults from diverse cultural, linguistic, and socioeconomic backgrounds.

Please note that this is a 5-week course running from May 27th to June 28th. The course work will mostly take place online on the learning platform *Brightspace* provided by the University of Rhode Island. Through various formats (e.g. weekly discussion forums), you will interact with students and faculty from the University of Rhode Island, who will also be visiting us at the TU during the semester (June 3rd – 7th). Please note that during this intensive block week, course attendance is mandatory, as you will participate actively in an intercultural encounter with students from the University of Rhode Island (e.g., in the context of a school visit, community walk, etc.).

As this seminar is based on close (international) collaboration and exchange, please be aware that the course proceedings and outcomes strongly rely on your regular attendance and active participation.

Course participation is limited to 10 students.

To strengthen international relationships and collaboration among faculty and students, this course might potentially be linked to a funded one-week visit (of 7 students) to Rhode Island University's Feinstein College of Education in September 2024.

Hinweis: Dieser Kurs ist für das ZiEl-Zertifikat (Vertiefungsbereich) geöffnet.

Literature:

All readings and materials will be made available on *Brightspace*.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Modul M2 “Advanced English Studies” (Gym)

alte und neue PO

Modulinformation

Art und Bezeichnung des Moduls	Advanced English Studies (Gym)
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. Sem. Nebenfach: 1. Sem.
Credits	6 LP

Modulaufbau:

Winter	Sommer
Die LV können wahlweise im Winter oder Sommer besucht werden. 1 LV Linguistics (2 SWS) 1 LV Literary Studies (2 SWS)	
Leistung: Neue PO: PL: veranstaltungsbegleitende englischsprachige Hausarbeit oder Referat* Alte PO: PL: Veranstaltungsbegleitende Hausarbeit (mit Präsentation) oder eine englischsprachige mündliche Prüfung*	

* in einem der beiden LV wird die Prüfungsleistung erbracht

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Advanced English Linguistics

Prof. Dr. Holger Hopp:

Theories of Second Language Acquisition – 4412 025

SE, Mo 16:45 – 18:15, BI 80.1

This course will give an overview of current theories of second language acquisition (SLA). We will survey the predominant approaches and discuss empirical studies conducted within these frameworks. In comparative perspective, we distil factors and features in SLA that determine development, individual differences between learners and outcomes in SLA. We will discuss the implications of SLA for the classroom and explore connections and commonalities between approaches. This course will involve student presentations and "fact files" on Stud.IP, so active participation is required from everyone attending. Participants should have prior knowledge of linguistic approaches to second language acquisition, e. g. by having taken courses on SLA in their BA studies.

Literature:

Reading: VanPatten, B. & Williams, J. (2014). *Theories in second language acquisition: An introduction*. London: Routledge.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Themenbereich: Advanced Literary and Cultural Studies

Prof. Dr. R. Heinze / Hon.-Prof. Dr. J. Beck / Prof. Dr. Chr. Kehrt:

Horizons of Space Exploration. Imagination, Concepts and Missions. – 444 9000 114

SE, Do 11:30 – 13:00, RR 58.1

Anmeldung erfolgt bitte über das Institut für Geschichtswissenschaft/Kooperationsprojekt

Visions and utopias are crucial for an understanding of space exploration. The interdisciplinary seminar will look at different visions and forms of imagination in the history of space flight in the 20th century. What kind of ideas, concepts and images about outer space, earth, man and its future were articulated in science and popular culture, literature and movies? What kind of limits as well as new horizons were discussed within the public and scientific discourses on space exploration about technology, extra terrestrial life, life on mars and the outer solar system? The seminar will be held in English and explicitly addresses international as well as German speaking students from all scientific disciplines – students of engineering, history, English Studies or the Master Kultur der Technisch Wissenschaftlichen Welt (KTW) as well as students from the general pool section (« überfachlicher Poolbereich »). Active participation, the reading of the basic texts, and the presentation of a little group work at the end of the seminar are required.

Literature:

Alexander C.T. Geppert (Hrsg.), *Imagining Outer Space. European Astroculture in the Twentieth Century*. (Palgrave studies in the history of science and technology). London 2018.

Alexander C. T. Geppert (Hrsg.), *Limiting Outer Space. Astroculture After Apollo*. (European astroculture, volume 2). Basingstoke 2018.

Alexander C.T. Geppert/Daniel Brandau/Tilman Siebeneichner (Hrsg.), *Militarizing Outer Space. Astroculture, Dystopia and the Cold War*. (Springer eBook Collection). London 2021.

Michael J. Neufeld, *The Rocket and the Reich: Peenemünde and the Coming of the Ballistic Missile Era*. New York 1995.

Michael J. Neufeld, *Spaceflight. A concise history*. (The MIT Press essential knowledge series). Cambridge, MA 2018.

Michael J. Neufeld, Von Braun. *Dreamer of space, engineer of war*. (A Barzoi book). 2. Aufl. New York 2007.

Michael J. Neufeld, *Spacefarers. Images of Astronauts and Cosmonauts in the Heroic Era of Spaceflight*. Erscheinungsort nicht ermittelbar 2013.

Steven J. Dick, *Life on other worlds. The 20th-century extraterrestrial life debate*. 1. Aufl. Cambridge 2001.

Claude Piantadosi, Mankind Beyond Earth. *The History, Science, and Future of Human Space Exploration*. New York 2013.

David P. D. Munns/Kärin Nickelsen, *Far beyond the moon. A history of life support systems in the space age*. (INTERSECTIONS). Pittsburgh 2021.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Modul FP “Fachpraktikum Master Gym”

(alte und neue PO)

Modulinformation

Art und Bezeichnung des Moduls	Fachpraktikum Master Gym
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 2./3. Sem. Nebenfach: 2./3. Sem.
Credits	9 LP

Modulaufbau:

Winter	Sommer
Fachspezifisch jährlich im SoSe oder jährlich im WS. 2x2 SWS: a) S: Fach 1 b) S: Fach 2	
Leistung: SL: Portfolio	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

K. Fricke-Dietrich:

Fachpraktikum Gym – 4412 800

SE Di 18:30 – 20:00, BI 80.303/304 (MakerSpace)

This course aims at combining theoretical concepts with practical information for EFL teaching. It serves to prepare students for their **four-week** internship. We will look at relevant documents for teaching English in Lower Saxony and deal with topics such as competence-oriented teaching, lesson planning, and teacher identity. Participants will have various options to engage in practical activities. We will also plan lessons together and evaluate them. Depending on your choice, there are two options for achieving credit:

1. The internship is done in English (meaning that you will mostly teach English and be accompanied by K. Fricke-Dietrich). You will write a portfolio (FP1).
2. The internship is done in the other subject (meaning that your other subject is responsible for its organization). You will plan a novel English lesson (45 mins) and present it in class (FP2).

If you want to do your internship in English, please contact me before the start of term to talk about possible schools.

Literature:

Thaler, Engelbert (2012). *Englisch unterrichten: Grundlagen, Kompetenzen, Methoden*. Berlin: Cornelsen.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Differenzierungsbereich

Aufbaumodul 1 “Periods and Genres”

(alte und neue PO)

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 1: Periods and Genres
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	1. Sem.
Credits	6 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind zu belegen (auf Winter und Sommer zu verteilen):	
Survey Course I (WiSe)	
Survey Course II (SoSe)	
(2 x 2 SWS)	
Leistung:	
Beide POs: PL englischsprachige mündliche Prüfung	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. E. Voigts:

Survey Course II: Irish Literature – 4412 095

SE, Mo 18:30 – 20:00, BI 85.1

This survey course will introduce you to key texts and periods of Anglo-Irish literature and its cultural contexts. After a brief introduction to writing prior to the nineteenth century, we will turn to the literature of Irish Romanticism, the Irish Literary Revival, Modernism and Post-modernism, and, finally, to contemporary times. Our starting point will be the governing principles of literary histories.

We will not only discuss the aesthetic qualities of Irish poetry, drama, fiction, and other prose written in English but also take into account its political and cultural contexts. This involves, above all, Ireland's journey towards independence from Britain and its cultural and linguistic heritage as a Celtic nation.

The syllabus will be available on Stud.IP in advance of the semester.

Caveat: the course has a heavy reading load, so start reading early.

Literature:

Please purchase our textbook:

Regan, Stephen, ed. *Irish Writing: An Anthology of Irish Literature in English 1789-1939*. Oxford World's Classics. Oxford: Oxford UP, 2008.

Additional reading material will be announced at the beginning of the semester. I suggest work by Samuel Beckett, Sally Rooney, Martin Mc Donagh, Roddy Doyle, John Banville, Enda Walsh, and Seamus Heaney, Anne Enright or Anna Burns.

Suggested secondary literature for orientation in the field:

Deane, Seamus. *A Short History of Irish Literature*. London: Hutchinson, 1986.

Welch, Robert, ed. *The Oxford Companion to Irish Literature*. New York: Clarendon, 1996.

Wright, Julia M., ed. *A Companion to Irish Literature*. 2 Vols. Chichester: Wiley-Blackwell, 2010.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Prof. Dr. R. Heinze:

Survey Course II: American Literature II – 4412 091

SE, Di 09:45 – 11:15, BI 85.3

This course will introduce you to US-American literature and its cultural contexts from the beginning of the 20th century to the present. You need not have taken the first survey course of US-American literature to attend this one; however, it helps. Caveat: the course has a heavy reading load, so start reading early. The syllabus will be available on Stud.IP in advance of the semester. All of the texts will be taken from the **last two volumes** (D&E) of the 2017 (9th ed.) **five-volume edition** of the *Norton Anthology of American Literature*.

Primary Literature:

Baym, N. *The Norton Anthology of American Literature*. 9th Edition. New York: Norton, 2017.

Secondary Literature:

Zapf, H. *Amerikanische Literaturgeschichte*. Stuttgart: Metzler, 2010.

Marcus, G, and Sollors, W. *A New Literary History of America*. 2009.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. M. Marcsek-Fuchs:

**Survey Course II: British Literature – Romanticism to New English Literatures
(Group A) – 4412 092**

SE, Do 11:30 – 13:00, BI 97.9

“*We have been living, as it were, the life of three hundred years in thirty.*” These were the impressions Thomas Arnold had of the early stages of industrialism. Both the 19th and 20th centuries were times of accelerating technological, economic, and social change, much of which was mirrored in constantly shifting artistic aesthetics.

This course is designed as a rough overview of British literary and cultural history from the late 18th century to the present day. We shall discuss the impact of the French Revolution on the writers of the early 19th century, compare the first and second generations of Romantic poets, and witness different stages of development in gothic fiction. Furthermore, we will analyse literary debates on crucial issues of the Victorian era, discuss textual reactions to both World Wars, and witness the change of discourses from Modernism to Post-modernism. Authors will range from William Blake to Lord Byron, from Matthew Arnold to Dante Gabriel Rossetti, from Oscar Wilde to Tom Stoppard, and from Virginia Woolf to Salman Rushdie. Such concepts as metafictionality and postcolonialism(s) will close our out-look into present day fiction. By reading and analysing a wide selection of works, students will also deepen their analytical skills of both literary and cultural texts. With a wide notion of ‘text’ in mind, we shall compare literary works to filmic adaptations as well as intermedial encounters between texts and visual arts, like in the works of the Pre-Raphaelites.

The syllabus will be available on Stud.IP in advance of the semester.

Caveat: the course has a heavy reading load, so start reading early.

Primary literature:

Textbook: *The Norton Anthology of English Literature*. Eds. Stephen Greenblatt et al., 8th or 9th ed. New York: Norton.

Secondary literature:

For orientation in the field, please consult the standard literary histories

- Sampson, *Cambridge Guide to English Literature*;
- *Bloomsbury Guide to English Literature*;
- Peck/Coyle, *A Brief History of English Literature*;
- Sanders, *The Short Oxford History of English Literature*).

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. M. Marcsek-Fuchs:

**Survey Course II: British Literature – Romanticism to New English Literatures
(Group B) – 4412 093**

SE, Fr 13:15 – 14:45, BI 85.1

"We have been living, as it were, the life of three hundred years in thirty." These were the impressions Thomas Arnold had of the early stages of industrialism. Both the 19th and 20th centuries were times of accelerating technological, economic, and social change, much of which was mirrored in constantly shifting artistic aesthetics.

This course is designed as a rough overview of British literary and cultural history from the late 18th century to the present day. We shall discuss the impact of the French Revolution on the writers of the early 19th century, compare the first and second generations of Romantic poets, and witness different stages of development in gothic fiction. Furthermore, we will analyse literary debates on crucial issues of the Victorian era, discuss textual reactions to both World Wars, and witness the change of discourses from Modernism to Post-modernism. Authors will range from William Blake to Lord Byron, from Matthew Arnold to Dante Gabriel Rossetti, from Oscar Wilde to Tom Stoppard, and from Virginia Woolf to Salman Rushdie. Such concepts as metafictionality and postcolonialism(s) will close our out-look into present day fiction. By reading and analysing a wide selection of works, students will also deepen their analytical skills of both literary and cultural texts. With a wide notion of 'text' in mind, we shall compare literary works to filmic adaptations as well as intermedial encounters between texts and visual arts, like in the works of the Pre-Raphaelites.

The syllabus will be available on Stud.IP in advance of the semester.
Caveat: the course has a heavy reading load, so start reading early.

Primary literature:

Textbook: *The Norton Anthology of English Literature*. Eds. Stephen Greenblatt et al., 8th or 9th ed. New York: Norton.

Secondary literature:

For orientation in the field, please consult the standard literary histories

- Sampson, *Cambridge Guide to English Literature*;
- Bloomsbury *Guide to English Literature*;
- Peck/Coyle, *A Brief History of English Literature*;
- Sanders, *The Short Oxford History of English Literature*).

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Aufbaumodul 2 “Analyzing English: System and Development/ Variation”

(alte und neue PO)

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 2 Analyzing English: System and Variability
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	1. Sem.
Credits	6 LP

Modulaufbau

Wintersemester	Sommersemester
<p>Zwei Seminare (2 x 2 SWS) sind zu belegen, die die folgenden Bereiche abdecken (werden im Sommer- und Wintersemester angeboten):</p> <p>Bereich: Systems of Language and Communication (empfohlen im WS) Synchrone Betrachtung des englischen Sprachsystems als System der Kommunikation</p> <p>Bereich: Developmental and Linguistic Variation (empfohlen im SoSe) Sprachvariation aus Sicht der (sprachlichen) Entwicklung eines Menschen (Spracherwerb), einer Sprachgemeinschaft (Sprachgeschichte), sowie Entwicklung sprachlicher Diversität (Sprachkontraste).</p> <p>Leistung: Neue PO: PL: Projekt mit Praxisanteil oder Klausur; SL: Präsentation oder Hausaufgabe Alte PO: PL: Hausarbeit mit Präsentation</p>	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Systems of Language and Communication

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 037

SE, Do 11:30 – 13:00, BI 85.3

The purpose of this course is to give an insight into language comparison with a clear focus on English-German contrasts. Starting with an introduction to Contrastive Linguistics (i.e. its major goals, methodology, findings and fields of application) we will go on to compare German and English sentence structure (as well as related morphological aspects) from two perspectives, the descriptive as well as the generative syntactic perspective. Building up on students' knowledge of sentence structure gained in the introductory course, we will look at categories, sentence structure and syntactic movement in more detail, including underlying theoretical principles postulated in generative syntactic theory. Lectures will include practical work in the form of exercises.

Literature:

König, E. & Gast, V. (2018). *Understanding English-German contrasts* (4th ed.). Erich Schmidt Verlag.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Themenbereich: Developmental and Linguistic Variation

Dr. S. Wulfert:

Second Language Acquisition – 4412 023

SE, Mo 09:45 – 11:15, BI 85.8

This course will provide an overview of the central issues discussed in second language acquisition, e.g.:

- What are the processes underlying language acquisition in general?
- Is there a difference between first and second language acquisition?
- What is the role of the first language?
- Are there individual differences between learners of the same second language?
- How do learners communicate in the second language?
- What is the role of instruction?

Current models / theories of (second) language acquisition, as well as empirical studies will be introduced. Students will also be familiarised with the analysis of language data.

Hinweis: Dieses Seminar ist für das CLIL-Zertifikat TUBS (*Content and Language Integrated Learning an der TU Braunschweig*) geöffnet. Für nähere Informationen besuchen Sie bitte die Internetseite der Didaktik.

Literature:

Hawkins, R. (2019). *How second languages are learned: An introduction*. Cambridge University Press.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. K. Von Holzen:

First Language Acquisition – 4412 020

SE, Do 16:45 – 18:15, BI 85.3

Learning a language is easy – any child can do it! Notwithstanding its apparent ease, acquiring a language is one of the major feats in child development, and it sets humans apart from other species. At the same time, language acquisition does not happen overnight, and children make errors along the way (e.g., **singed*; **No Peter like chocolate*).

What do these errors tell us about language and how children acquire it? We will look at lots of data from children to address this and the following questions:

- What is special about language in relation to other cognitive skills?
- How is language represented in the brain, and how does the brain develop in children?
- Is there an innate component to language acquisition?
- What types of input are necessary for children to acquire language?
- How do children learn language sounds, words and sentences?
- Why do children acquire languages much more easily than adults?

Literature:

Becker, M & Ud Deen, K. (2020). *Language acquisition and development*. MIT Press.

Clark, E. V. (2016). *First language acquisition* (3rd ed.). Cambridge University Press.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. H. Comes-Koch:

Contrastive Grammar – 4412 037

SE, Do 11:30 – 13:00, BI 85.3

The purpose of this course is to give an insight into language comparison with a clear focus on English-German contrasts. Starting with an introduction to Contrastive Linguistics (i.e. its major goals, methodology, findings and fields of application) we will go on to compare German and English sentence structure (as well as related morphological aspects) from two perspectives, the descriptive as well as the generative syntactic perspective. Building up on students' knowledge of sentence structure gained in the introductory course, we will look at categories, sentence structure and syntactic movement in more detail, including underlying theoretical principles postulated in generative syntactic theory. Lectures will include practical work in the form of exercises.

Literature:

König, E. & Gast, V. (2018). *Understanding English-German contrasts* (4th ed.). Erich Schmidt Verlag. Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

Aufbaumodul 4 “Intermediate Language Skills: Reading and Writing“

(neue PO)

Modulinformation neue PO

Art und Bezeichnung des Moduls	Aufbaumodul 4: Intermediate Language Skills: Reading and Writing
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	1./2. Sem.
Credits	8 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: Grammar II (2 SWS) Writing II (2 SWS) German-English Translation (2 SWS)	
Leistung: PL: 12 englischsprachige Hausaufgaben (je 1 Seite)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. T. Schrader:

German-English Translation (Group A) – 4412 442

UE, Do 13:15 – 14:45, BI 85.6

Translation is a skill that demands the highest awareness of equivalence between languages. As a learning medium, it requires that the student give painstaking attention to detail and a careful interpretation of what is being said in the original language. Translation from German into English also allows students to develop their awareness for subtleties in the language such as collocations, style, tone and connotation. Furthermore, the course functions as an exercise in contrastive grammar: how are certain German constructions best rendered in English? In addition, through a combination of readings about translation, group work, and individual projects, students will learn to navigate some of the more detailed concerns of translation that go beyond grammatical features. Going beyond the contrastive features of grammar and syntax, we will also focus on not only understanding the subtleties of the German language, but also on how to reproduce those nuances in English. Finally, we will focus on specific areas of the source language that do not easily transfer to the target language.

At the end of this course, successful students will be able to:

- explain the characteristics of the German tradition of translation
- translate German texts into English while taking cultural and historical considerations into account
- improve their translations with techniques involving voice, wordplay, symbolism, and genre

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. T. Schrader:

German-English Translation (Group B) – 4412 443

UE, Fr 15:00 – 16:30, BI 85.6

Translation is a skill that demands the highest awareness of equivalence between languages. As a learning medium, it requires that the student give painstaking attention to detail and a careful interpretation of what is being said in the original language. Translation from German into English also allows students to develop their awareness for subtleties in the language such as collocations, style, tone and connotation. Furthermore, the course functions as an exercise in contrastive grammar: how are certain German constructions best rendered in English? In addition, through a combination of readings about translation, group work, and individual projects, students will learn to navigate some of the more detailed concerns of translation that go beyond grammatical features. Going beyond the contrastive features of grammar and syntax, we will also focus on not only understanding the subtleties of the German language, but also on how to reproduce those nuances in English. Finally, we will focus on specific areas of the source language that do not easily transfer to the target language.

At the end of this course, successful students will be able to:

- explain the characteristics of the German tradition of translation
- translate German texts into English while taking cultural and historical considerations into account

- improve their translations with techniques involving voice, wordplay, symbolism, and genre

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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S. Kingsbury:

Grammar II (Group A) – 4412 166

UE, Do 09:45 – 11:15, BI 85.2

Grammar Exercises II picks up where Grammar I left off. In this course, the students will round out in the missing gaps in their general English skills. As in Grammar I, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Grammar II Reader is available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. K. E. Barnes:

Grammar II (Group B) – 4412 167

UE, Fr 11:30 – 13:00, BI 85.2

Grammar Exercises II picks up where Grammar I left off. In this course, the students will round out in the missing gaps in their general English skills. As in Grammar I, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Grammar II Reader is available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. T. Schrader:

Writing II (Group A) – 4412 495

UE, Do 15:00 – 16:30, BI 85.6

Students taking this course will already have acquired an advanced level in listening, speaking, reading and writing. This class will help students achieve an advanced level in writing by helping students develop advanced literacy skills and a critical understanding of the nature and function of discourse in the context of research reports. Students will learn to construct texts in a variety of genres.

Upon completion of this course, students will be able to:

- analyze the composition processes;
- understand different models and genres of writing;
- utilize techniques of drafting and revising;
- attend to textual organization, style, correctness, and visual layout according to the needs of different contexts;
- formulate research problems and questions;
- select, organize and present ideas and arguments in a logical and effective manner;
- write academic research papers with appropriate means of argumentation;
- produce texts with appropriate linguistic and discursive sophistication.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. T. Schrader:

Writing II (Group B) – 4412 496

UE, Fr 13:15 – 14:45, BI 85.6

Students taking this course will already have acquired an advanced level in listening, speaking, reading and writing. This class will help students achieve an advanced level in writing by helping students develop advanced literacy skills and a critical understanding of the nature and function of discourse in the context of research reports. Students will learn to construct texts in a variety of genres.

Upon completion of this course, students will be able to:

- analyze the composition processes;
- understand different models and genres of writing;
- utilize techniques of drafting and revising;
- attend to textual organization, style, correctness, and visual layout according to the needs of different contexts;
- formulate research problems and questions;
- select, organize and present ideas and arguments in a logical and effective manner;
- write academic research papers with appropriate means of argumentation;
- produce texts with appropriate linguistic and discursive sophistication.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Erweiterungsmodul 3 “Advanced Literary and Cultural Studies” (alte und neue PO)

Modulinformation

Art und Bezeichnung des Moduls	Erweiterungsmodul 3 Advanced Literary and Cultural Studies
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1. / 2. Semester
Credits	7 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: 2 LV Literary and Cultural Studies (4 SWS)	
Neue PO: PL: Referat mit schriftlicher Ausarbeitung oder Hausarbeit (ggf. mit Präsentation)	
Alte PO: PL: mündl. Prüfung in englischer Sprache	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunde

Erweiterungsmodul 3 “Advanced Literary and Cultural Studies” alte und neue PO

Dr. S. John:

British Popular Culture of the 1990s – 4412 193

SE, Di 09:45 – 11:15, BI 85.1

The last decade of the twentieth century is among the most recognisable eras in British popular culture. It was marked by the global success of boy and girl groups, such as Take That and the Spice Girls, alongside Britpop bands such as Oasis, Blur and Pulp, and popular UK film productions, including *Trainspotting*, *Notting Hill*, and *Bridget Jones' Diary*. The literary market saw the rise of popular 'chicklit' and 'ladlit', while celebrity culture reached new heights – with the death of Princess Diana as one of the defining events of the decade. Meanwhile, fashion trends drew on subcultural styles from grunge to hip hop, and iconic 90s accessories such as choker necklaces and crop tops have since made comebacks. Bookended, politically, by the demise of Thatcherism at one end of the decade and the war on terror at the other, the nineties saw the rise of New Labour and the devolution of Scotland, Wales, and Northern Ireland, among other social developments. In this course, we will critically analyse selected examples of nineties' British pop culture and the hype around 'Cool Britannia' from a Cultural Studies-informed perspective. We will discuss gender performances in the context of post-feminism, and address how literature, the music industry, films, and fashion trends reflected social, national and ethnic identities. Students are expected to actively contribute to the syllabus. Please bear in mind that the course, despite its focus on popular media, will still feature extensive reading assignments of primary and secondary texts.

Literature:

Please read Helen Fielding's *Bridget Jones's Diary* (1996) and Nick Hornby's *High Fidelity* (1995) in advance of the semester. You should furthermore have watched *Trainspotting* (1996) and several British nineties comedies of your choice, such as *Four Weddings and a Funeral* (1994), *The Full Monty* (1997) and sitcoms like *The Vicar of Dibley* (1994-2000).

Recommended secondary literature (available at TU BS library):

Bennett, Andy, and Jon Stratton. *Britpop and the English Music Tradition*. Ashgate, 2010.

Bentley, Nick. *British Fiction of the 1990s*. Routledge, 2005.

Korte, Barbara, ed. *Unity in Diversity Revisited? British Literature and Culture in the 1990s*. Narr, 1998.

Marks, Peter. *Literature of the 1990s: Endings and Beginnings*. Edinburgh UP, 2018.

McRobbie, Angela. *The Aftermath of Feminism: Gender, Culture and Social Change*. Sage, 2009.

Pietrzak-Franger, Monika. *The Male Body and Masculinity: Representations of Men in British Visual Culture of the 1990s*. WVT, 2007.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Prof. Dr. E. Voigts:

Literature, Film, Ethics – 4412 243

SE, Do 11:30 – 13:00, BI 80.1

The relation of narration and ethics has been subject to a wide-ranging and complex research by many disciplines of the Humanities. We will therefore begin with a general survey

of ethics and ethical questions, with a special focus on the ethics of representation in narratives. The narrative medium of film calls for a special set of questions and problems that emerge from the specific semiotics, modalities, and socio-medial contexts of film. Here, we will address specific subsets within the larger field of media ethics.

After the theoretical overviews of general ethics, media ethics, narrative ethics, and film ethics, we will zoom in on case studies. While we will investigate the ethics of representation and also address specifically films that focus on moral dilemmas (from *Sophie's Choice* (1982) and *No Country for Old Men* (2007) to *Oppenheimer* (2023)), we will also address generic questions (war movies, superhero movies, melodrama, crime, bio-pic) and prioritized fields of ethical discussion (violence, colonialism, environmental issues, artificial intelligence, etc.). The films discussed will be determined by the group at the beginning of term.

WARNING: There will be a set of mandatory viewing sessions. If you are not prepared to stay on campus for a number of film viewings, DO NOT TAKE THIS CLASS!

Introductory Reading:

For a first introduction, I recommend:

Christopher Falzon, *Ethics Goes to the Movies* (Routledge 2018).

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Prof. Dr. R. Heinze:

American Drama Classics – 4412 210

SE, Fr 09:45 – 11:15, BI 97.9

It is difficult to exaggerate the significance of (US-)American drama in American literature, history, culture, media, or, in fact, daily life, even if it is not always readily apparent. At the same time, early American drama, and even 19th century American drama, is curiously under-researched. To remedy this at least somewhat, in this **research seminar**, we are going to take a closer look at a selection of (US-)American plays before the 20th century, including their historical, cultural, political, and medial contexts. A substantial part of class will be dedicated to research projects. All texts, including secondary material, will either be made available **or researched & selected** in class.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. M. Marcsek-Fuchs:

Shakespeare Adapted – 4412 108

SE, Fr 13:15 – 14:45, BI 85.1

Shakespeare's plays have been adapted into other media of expression since the Renaissance. Even contemporary stagings can be read as undergoing processes of adaptation, transforming written scripts into multimedial stage events. As Linda Hutcheon observes, adaptations are acts of interpretation (cf. 84). Adapters are consumers and creators at the same time, whose readings of the respective (Shakespearean) works are the inspiration for new

autonomous creations, reflecting not only the playfulness of interpretation but also that of historical and medial contextualization.

In this seminar we will discuss adaptations of several Shakespeare plays and sonnets in a wide range of medial forms, ranging from films, (web-)series, musical- and dance versions to video- and board games, as well as AI experiments. Our examples can also include (meta-)fictional constructions of William Shakespeare's biography and Renaissance stage conventions in films such as John Madden's *Shakespeare in Love* (1998), Roland Emmerich's *Anonymous* (2011), or Jessica Swale's multimodal play *All's Will that Ends Will* (2014). A final selection of examples will be agreed upon together with the course in the first weeks of the term. Please get informed about Shakespeare's life and times, and (re-)read his *A Midsummer Night's Dream*, *Romeo and Juliet*, as well as *Hamlet* before the term.

Literature:

Primary Sources:

Shakespeare, W.: *A Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, and some more as selected by the course...

The Arden or Oxford editions are highly recommended. However, cheaper editions (such as Reclam), as well as online editions by the Folger Shakespeare Library, or anthologies are permitted on the precondition that you also work with critical editions.

Secondary Sources / Recommended Reading:

Brickley, Pamela, and Jenny Stevens. *Studying Shakespeare Adaptation: From Restoration Theatre to YouTube*. London: Bloomsbury Arden Shakespeare, 2021.

Hutcheon, L. *A Theory of Adaptation*. New York: Routledge, 2006.

Iyengar, Sujata, and Evelyn Gajowski. *Shakespeare and Adaptation Theory*. London: Bloomsbury, 2023.

Kinney, Arthur F. *The Oxford Handbook of Shakespeare*. Oxford: OUP, 2012.

Lanier, Douglas. *Shakespeare and Modern Popular Culture*. Oxford: OUP, 2002.

Schabert, I. ed. *Shakespeare Handbuch: Die Zeit - Der Mensch - Das Werk - Die Nachwelt*. 5th rev. ed. Stuttgart: Körner, 2009.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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S. U. Kriegel:

Gender in Science Fiction. From H. G. Wells to District 9. – 4412 466

SE, Blockseminar, Fr 15.03.2024, 10:00 – 18:00, BI 85.8

Sa 16.03.2024, 10:00 – 18:00, BI 85.8

Fr 22.03.2024, 10:00 – 18:00, BI 85.8

What does gender have to do with aliens, monsters or robots?

Since its very beginning, science-fiction has suggested solutions to the threat of “the other”. The genre invites us to think about different solutions to situations of conflict, distress, and crises, which is always a good skill to have. But the genre also plays with society's views of “the other”. That is why the course will explore the changing construction of gender throughout the history of the sci-fi genre. We will look at the development of the common “love interest” trope and how it relates to notions of medieval court romances, the Victorian “angel in the house”, and the ideal of the 1950s housewife. It will become evident that sci-fi narratives not only question (and simultaneously reaffirm) established gender norms but also use gen-

der to racialize (non-human) individuals and collectives. King Kong, anyone? We will ask what sci-fi texts can say about white masculinity, racialized sexuality, and the subject position of racialized women venturing into Afro- and Africanfuturism. Science-fiction not only shows the socio-historic specificity in the construction of gender and race, but it also highlights its intersectional character.

Literature:

The course will draw from a variety of early, genre-defining texts as well as postcolonial works. A reader with relevant primary texts and secondary sources will be made available online in advance. Students are encouraged to watch the following films before the seminar takes place: *Aelita* (1924), *King Kong* (1932), *The Devil Girl from Mars* (1954), *District 9* (2009).

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Erweiterungsmodul 5 “Advanced English Linguistics: Contexts and Variation”

(alte und neue PO)

Modulinformation

Art und Bezeichnung des Moduls	Erweiterungsmodul 5 Advanced English Linguistics: Contexts and Variation
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 2./3. Semester
Leistungspunkte	7 LP

Modulaufbau

Wintersemester	Sommersemester
Folgende LV sind wahlweise im Winter oder Sommer zu belegen: 2 LV Advanced English Linguistics (4 SWS)	
Neue PO: PL Referat mit schriftlicher Ausarbeitung oder Hausarbeit (ggf. mit Präsentation)	
Alte PO: PL: mündl. Prüfung in englischer Sprache	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. H. Comes-Koch:

Bilingualism: Code-switching – 4412 313

SE, Mo 15:00 – 16:30, BI 85.3

In this seminar, we will focus on code-switching, a typical phenomenon of bilingual speech, which is commonly defined as “the ability on the part of bilinguals to alternate effortlessly between their two languages” (Bullock & Toribio, 2012, p.1). Research into code-switching has focused on the linguistic structure of code-switching, on its linguistic and social functions, on its acquisition, as well as cognitive and psycholinguistic processes involved in producing code-switched utterances.

We will start by defining code-switching and differentiating it from related terms, such as code-mixing, code-switching, borrowing. Next, we will look at the properties of code-switching from various perspectives, answering the following questions:

- What are the linguistic properties of code-switching?
- Are there any grammatical constraints in the way we can combine two languages within one utterance?
- What are the socio-pragmatic functions of code-switching?
- What is the role of code-switching in bilingual language acquisition?
- What are the psycholinguistic processes underlying code-switching?

Literature:

Bullock, B.E. & Toribio, A. J. (Eds.) (2012). *The Cambridge Handbook of Linguistic Code-switching*. Cambridge / New York: CUP.

Gardner-Chloros, P. (2009). *Code-switching*. Cambridge / New York: CUP.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Prof Dr. H. Hopp:

Varieties of English – 4412 027

SE, Do 11:30 – 13:00, BI 85.7

This course will survey different varieties of current World Englishes. The purpose of this course is to investigate the spread of English as an international language with a focus on linguistic variation. Using many examples, audio and videoclips, we will describe different varieties, sketch their historical developments and define their phonological, lexical, morphological and syntactic characteristics. We discuss the multitudes of World Englishes and interactions of native and non-native Englishes with reference to models and approaches from language contact and sociolinguistics.

Literature:

Schneider, E. W. (2020). *English around the world: An introduction (2nd ed.)*. Cambridge University Press.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. H. Comes-Koch:

Instructed Second Language Acquisition – 4412 024

SE, Fr 11:30 – 13:00, BI 85.3



Research in Instructed Second Language Acquisition (ISLA) is inspired by the idea that knowledge about the language learning process can be useful for teaching practice. Adopting this integrative view in this seminar, we will approach the topic from a linguistic perspective and then discuss implications for language teaching. We will consider the following core questions:

- (How) is instruction beneficial for second language learning?
- How can the effectiveness of instruction be optimised? (Loewen, 2014).

We will discuss relevant theoretical approaches and empirical findings from second language acquisition research that might have direct applications to classroom teaching. We will also discuss theoretical approaches that are relevant to language teaching, such as types of instruction (e.g. meaning-focused versus form-focused instruction, implicit versus explicit instruction) and discuss empirical findings that relate to the effectiveness of these approaches for language development and learning. We will cover topics such as the difference between instructed and natural second language acquisition, the role of input and the effects of input manipulation, natural versus classroom interaction (and the role of feedback), processing accounts of language learning and their application to the language classroom, as well as different types of instruction and their effect on language development/learning. Participants are required to have solid knowledge of second language acquisition, e.g. by having taken the A2 course on SLA.

Hinweis: Dieser Kurs ist für das CLIL-Zertifikat (Vertiefungsbereich) geöffnet.

Literature:

Loewen, S. (2014). *Introduction to instructed second language acquisition*. New York: Routledge.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Erweiterungsmodul 6 “Advanced Language Skills: Reading and Writing”

(neue PO)

Modulinformation neue PO

Art und Bezeichnung des Moduls	Erweiterungsmodul 6 Advanced English Language Skills
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1./2. Studienjahr
Credits	6 LP

Modulaufbau

Wintersemester	Sommersemester
<p>2 Seminare (2 x 2 SWS) sind zu belegen.</p> <p>1 LV Grammar III 1 LV von folgenden: Reading ODER Regional Studies II</p>	
<p>Leistung: PL: Präsentation</p>	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. K. E. Barnes:
Grammar III – 4412 169
UE, Fr 13:15 – 14:45, BI 80.2

This course, which is designed for third-year students and can be taken in the Winter or the Summer Semester, builds upon the knowledge acquired in Grammar Exercises I and II. As in Grammar Exercises I and II, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

Advanced Language Practice Reader available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. K. E. Barnes:
Reading (Group A) – 4412 445
UE, Di 15:00 – 16:30, BI 85.9

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school – by listening and talking, by listening to books read aloud to them, and by reading widely on their own. It has been proven that reading is important to long-term vocabulary development and that extensive reading provides students with repeated or multiple exposures to words. Thus, reading provides a means by which students see vocabulary in rich contexts. To that end, Vocabulary Expansion II employs a text in combination with a web platform to engage students in actively thinking about word meanings, the relationships among words, and how words can be used in different situations. Different methods will be used to help students extend and master vocabulary: defining words in context, using context clues, word sketching, analyzing word parts, semantic mapping, and creating word consciousness. Students will also create word logs and writing assignments based on the target vocabulary.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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A. Rose:
Reading (Group B) – 4412 444
UE, Mi 15:00 – 16:30, BI 80.2

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school – by listening and talking, by listening to books read aloud to them, and by reading widely on their own. It has been proven that reading is important to long-term vocabulary development and that extensive reading provides students with repeated or multiple exposures to words. Thus, reading provides a means by which students see vocabulary in rich contexts. To that end, Vocabulary Expansion II employs a text in combination with a web

platform to engage students in actively thinking about word meanings, the relationships among words, and how words can be used in different situations. Different methods will be used to help students extend and master vocabulary: defining words in context, using context clues, word sketching, analyzing word parts, semantic mapping, and creating word consciousness. Students are will also create word logs and writing assignments based on the target vocabulary.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. K. E. Barnes:

Regional Studies II (Group A): African American Cinema – 4412 453

SE, Di 08:00 – 09:30, BI 80.1

The history of the African-American Cinema is a harsh timeline of racism, repression and struggle contrasted with film scenes of boundless joy, hope and artistic spirit. Until recently, the study of the “separate cinema” (a phrase used by historians John Kisch and Edward Mapp to describe the segregation of the mainstream, Hollywood film community) was limited, if not totally ignored, by writers and researchers. The uphill battle by black filmmakers and performers, to achieve acceptance and respect, was an ugly blot on the pages of film history. Upon winning his Best Actor Oscar for Lillies of the Field (1963), Sidney Poitier accepted, on behalf of the countless unsung African-American artists, by acknowledging the “long journey to this moment.”

This class will take you on a journey of African American Cinema beginning with the blatant racism of D.W. Griffith's The Birth of a Nation (1915), a film respected as an epic milestone, but reviled as the blueprint for black film stereotypes that would appear throughout the 20th century. We will also look at the much forgotten African American film industry of the early to mid-20th century before moving to the period of “Blacksploitation” or “Blaxploitation” films of the late 1960s and 70s. We will venture into the “New Black Wave”, beginning in the 1980s (led by directors such as Spike Lee and John Singleton).

We will end with the 21st century when Black actors finally found themselves among the major box office stars of the day, and when actors such as Chadwick Boseman, Viola Davis, Colman Domingo and Quvenzhané Wallis win Oscars for serious, high-profile and varied roles, showing that all aspects of the African American film industry were finally earning the respect that was long overdue.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Y. Li:

Regional Studies II (Group B): Asian Americans in Contemporary America – 4412 451

Online-SE, Mo 18:30 – 20:00

Albeit the fastest growing ethnic group in the US, Asian Americans and their impact on contemporary America are often neglected in the US culture classroom. In this course, we will discover personal stories behind the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, Southeast Asian refugees after the Vietnam War, and other historic events. We will also discuss (their impact on) contemporary issues such as the "model minority myth", anti-Asian racism, and Asian American arts, and how current developments in Asian countries affect Asian Americans across the nation.

Literature:

Throughout this course, we will watch videos, listen to podcasts, music, and other audio materials, and read academic and newspaper articles as well as short stories, book excerpts, and poetry. All material and links will be made available through our course site. In preparation for the first class, you are welcome to listen to this 30-minute introduction to Asian American History: <https://asianamericanhistory101.libsyn.com/who-are-asian-americans>

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Erweiterungsmodul 6 “Advanced Language Skills” (alte PO)

Modulinformation alte PO

Art und Bezeichnung des Moduls	Erweiterungsmodul 6 Advanced English Language Skills
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1./2. Studienjahr
Credits	6 LP

Modulaufbau

Wintersemester	Sommersemester
<p>2 Seminare (2 x 2 SWS) sind zu belegen.</p> <p>1 LV German-English Translation 1 LV von folgenden: Advanced Language Practice ODER landeskundliche LV</p>	
<p>Leistung:</p> <p>PL: sprachpraktische Klausur</p>	

LP: Leistungspunkte
 LV: Lehrveranstaltung
 PL: Prüfungsleistung

SE: Seminar
 SL: Studienleistung
 SWS: Semesterwochenstunden

Dr. K. E. Barnes:
Grammar III – 4412 448
UE, Fr 13:15 – 14:45, BI 80.2

This course, which is designed for third-year students and can be taken in the Winter or the Summer Semester, builds upon the knowledge acquired in Grammar Exercises I and II. As in Grammar Exercises I and II, we will often look at grammar and other language points from a contrastive aspect in order to pinpoint and understand the problem areas of English more efficiently.

Literature:

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To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. K. E. Barnes:
Reading (Group A) – 4412 445
UE, Di 15:00 – 16:30, BI 85.9

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Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

- - -

A. Rose:
Reading (Group A) – 4412 444
UE, Mi 15:00 – 16:30, BI 80.2

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platform to engage students in actively thinking about word meanings, the relationships among words, and how words can be used in different situations. Different methods will be used to help students extend and master vocabulary: defining words in context, using context clues, word sketching, analyzing word parts, semantic mapping, and creating word consciousness. Students will also create word logs and writing assignments based on the target vocabulary.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. K. E. Barnes:

Landeskunde II (Group A): African American Cinema – 4412 125

SE, Di 08:00 – 09:30, BI 80.1

The history of the African-American Cinema is a harsh timeline of racism, repression and struggle contrasted with film scenes of boundless joy, hope and artistic spirit. Until recently, the study of the “separate cinema” (a phrase used by historians John Kisch and Edward Mapp to describe the segregation of the mainstream, Hollywood film community) was limited, if not totally ignored, by writers and researchers. The uphill battle by black filmmakers and performers, to achieve acceptance and respect, was an ugly blot on the pages of film history. Upon winning his Best Actor Oscar for Lillies of the Field (1963), Sidney Poitier accepted, on behalf of the countless unsung African-American artists, by acknowledging the “long journey to this moment.”

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We will end with the 21st century when Black actors finally found themselves among the major box office stars of the day, and when actors such as Chadwick Boseman, Viola Davis, Colman Domingo and Quvenzhané Wallis win Oscars for serious, high-profile and varied roles, showing that all aspects of the African American film industry were finally earning the respect that was long overdue.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Y. Li:

Landeskunde II (Group B): Asian Americans in Contemporary America – 4412 129

Online-SE, Mo 18:30 – 20:00

Albeit the fastest growing ethnic group in the US, Asian Americans and their impact on contemporary America are often neglected in the US culture classroom. In this course, we will discover personal stories behind the Chinese Exclusion Act, the incarceration of Japanese Americans during WWII, Southeast Asian refugees after the Vietnam War, and other historic events. We will also discuss (their impact on) contemporary issues such as the "model minority myth", anti-Asian racism, and Asian American arts, and how current developments in Asian countries affect Asian Americans across the nation.

Literature:

Throughout this course, we will watch videos, listen to podcasts, music, and other audio materials, and read academic and newspaper articles as well as short stories, book excerpts, and poetry. All material and links will be made available through our course site. In preparation for the first class, you are welcome to listen to this 30-minute introduction to Asian American History: <https://asianamericanhistory101.libsyn.com/who-are-asian-americans>

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Kurse für den Studiengang Master G und HR

Modul "Praxisphase" G

alte und neue PO

Modulinformation Praxisphase

Art und Bezeichnung des Modul	Winter	Sommer
Praxisphase G Englisch PL: Portfolio (über die gesamte Praxisphase) (15 LP.)	Jährlich im Wintersemester: Dauer: 3 Semester Für das Modul Praxisphase sind insgesamt 6 Lehrveranstaltungen zu besuchen, 3 in jedem Fach: a) 2 SWS Vorbereitung (1. Sem.) b) 1 SWS Begleitung (2. Sem.) c) 1 SWS Nachbereitung (Ende 2. oder 3. Sem.)	

Modulinformation Praxisblock

Modul	Sommer
Praxisblock Grundschule (20 LP)	Jährlich im Sommersemester, Dauer 1 Semester Teilnahmevoraussetzung/en: Teilnahme an praktikumsvorbereitenden Lehrveranstaltungen

Modul M1 "Teaching English" (G)

alte und neue PO

Modulinformation

Art und Bezeichnung des Moduls	Teaching English (Gym)
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Schwerpunktfach: 1. + 2. Sem. Nebenfach: 1. + 2. Sem.
Credits	9 LP

Modulaufbau:

Winter	Sommer
Verteilt auf zwei Semester 3 LV Advanced English Language Teaching/Didaktik (6 SWS)	
Leistung: Neue PO: a) SL: Präsentation (10-15 Min.) oder schriftliche Arbeit (ca. 2-3 Seiten) b) PL: Eine veranstaltungsbegleitende Hausarbeit (ca. 10 - 12 Seiten), ggf. mit Präsentation oder Multimediale Produktion Alte PO: PL: Veranstaltungsbegleitende englischsprachige Hausarbeit (mit Präsentation)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Inter-cultural Citizenship Education through Picture Books in Foreign Language Teaching – 4412 658

SE, Mo 09:45 – 11:15, BI 80.303/304 (MakerSpace)

Intercultural citizenship education integrates two critical components: foreign-language education, which broadens perspectives beyond the classroom, and citizenship education, which typically focuses on local or national contexts within school communities. This approach emphasizes the development of intercultural communicative competence within foreign language education and encourages civic engagement within local communities or on a national level (Byram, Golubeva, Hui & Wagner, 2016; Porto, 2016). By fostering connections with a broader, more globalized world, such as on a European scale, this educational framework aims to bridge local and global perspectives.

Within this seminar, participants will explore the theoretical foundations of Intercultural Citizenship Education, with a specific focus on using picturebooks as a vehicle for promoting intercultural citizenship. The seminar will delve into the significance of picturebooks as aesthetic objects, discussing techniques such as read-alouds and mediation to enhance learning experiences. Through interactive sessions, participants will engage in hands-on activities centered around picturebooks that address intercultural and citizenship themes.

The seminar aims to deepen participants' understanding of intercultural citizenship education and to explore innovative strategies for promoting intercultural competence and active citizenship within educational contexts. Towards the end of the term, participants will collaborate to create a set of teacher resources centered around a selected picturebook, thereby integrating theoretical knowledge with practical application.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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R. Freytag, M. Ed.:

Performative Foreign Language Didactics in the EFL Classroom – 4412 643

SE, Di 11:30 – 13:00, BI 80.303/304 (MakerSpace)



Performative Didactics is inspired by performative arts (e.g., theatre, dance, musical, storytelling, circus, artistry, walking acts etc.) and uses their aesthetic methods and procedures for teaching and learning. Performativity has a tradition of more than fifty years in the artistic context and has now officially arrived in Foreign Language Didactics / Pedagogy. Thus, Performative Foreign Language Didactics not only deals with the scientific perspective of teaching and learning, but also with the artistic perspective and its discourses about performativity in order to teach and to learn a foreign language. The awareness that only learning with all senses is meaningful learning has already been recognized for a long time in several pedagogical fields. Therefore, advocates of drama and theatre pedagogical approaches in the FL classroom have already realised the enormous potential of combining theatre (pedagogy) as well as drama (pedagogy) with the acquisition of a foreign language. Through learning not only with one's own head, heart and hands, but also with one's own feet, students will be led and guided towards the English language.

In this seminar, participants will get to know the theoretical, methodological as well as didactic foundations of Performative Foreign Language Didactics and will deepen their knowledge through getting to know as well as trying a variety of performative methods and techniques. By looking at Performative Foreign Language Didactics' history, research, principles, goals, competencies and didactical foundations (requirements, structure and phases, correction and assessment, issues and obstacles and ways of implementation), the participants will get an insight into performative teaching and learning and will learn how to apply it to the EFL classroom. All participants will receive a metaphorical performative tool suitcase that can be taken from classroom to classroom as well as from institution to institution.

With this in mind: Clear the stage for the EFL classroom!
Course requirements will be announced in the first session of the semester.

Hinweis: This course is open for the ZiEL-certificate. (Vertiefungsbereich).

Hinweis: Dieser Kurs ist fast identisch zu dem Kurs „Performative Fremdsprachendidaktik im DaF/DaZ-Unterricht“ im Rahmen des Vertiefungsbereichs (D2) des Studienprogramms DaF/DaZ am Institut für Germanistik. Bitte beachten Sie, dass Sie diesen Kurs nur im Rahmen eines Moduls (M1 in Englisch oder D2 in DaF/DaZ) absolvieren können.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Prof. Dr. A. Kubanek:

The updated Common European Framework of Reference for Modern Languages (2020) and related Initiatives – 4412 662

SE, Di 13:15 – 14:45, BI 80.303/304 (MakerSpace)

All across Europe, people communicate in many languages, English plays a special role because it is so widespread. They communicate about feelings, day to day tasks, ideas, projects, pass on knowledge, take part in intercultural communication. The Common European Framework of Reference for Modern Languages is an abstract correlate of that communication. The authors intend to describe communication levels and patterns for all those languages in a general way that can be used all across educational institutions and the workplace. It has a huge impact on the classification (grading) of competences. Almost 20 years after the first publication in 2001, a massive update was published, based on the experiences of educational institutions, test makers, users, teachers, didactic experts, linguists. We will look at the new version. We will also look at other language-related initiatives of the Council of Europe and initiatives of the European Commission, e.g. entwining, the database about European education systems, exchange programmes. And we will discuss some critical evaluations of the concepts of competence, when applied to the learning of languages.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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A. Smith:

Scaffolding Language Teaching – 4412 628

SE, Blockseminar, Do – Sa, 21.03. – 23.03.2024, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

The seminar will focus upon scaffolding languages competencies for the EFL classroom. We will look at methods useful for speaking, reading, listening and writing competencies. Furthermore, strategies for teaching grammar and lexis in the EFL will be covered.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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A. Smith:

Storytelling in the EFL Classroom – 4412 645

Blockseminar, Do – Sa, 23.-23.05.2024, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

The course provides information about the theories behind storytelling and how it can be applied in the primary school classroom. Practical examples will be used, and we will look at how to plan and conduct storytelling lessons.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Prof. Dr. C. Becker:

Comparative and Multicultural Education – 4412 663

SE, Online (asynchron, 5 Termine ab dem 27.05.2024) und

Blockseminar, Mo – Fr, 03.- 07.06.2024, 09:00 – 17:00, BI 80.303/304 (MakerSpace)



Hybrid Course in collaboration with the University of Rhode Island

Based on a collaboration with the Feinstein College of Education of the University of Rhode Island, this course focuses on identifying and teaching to the literacy strengths and needs of children and adults from diverse socioeconomic, cultural, and linguistic backgrounds. Through readings, class discussions, and fieldwork, students from both university contexts will explore comparative education between Germany and the U.S. as it pertains to teaching multicultural populations.

Overall, this course aims at

- examining comparative education; international education; race, class, gender, and inclusion in various contexts; culture and cultural exchange; teacher education in different countries; conflict, poverty, access and mobility in education across different regions of the world.
- discussing and realizing own perceptions of learners of different backgrounds and understand of political, contextual, social, and individual influences on literacy learning.
- developing cultural and global competence in communications with students, parents, teachers, and other professionals.

- exploring culturally relevant pedagogy for teaching literacy to language learners and children and young adults from diverse cultural, linguistic, and socioeconomic backgrounds.

Please note that this is a 5-week course running from May 27th to June 28th. The course work will mostly take place online on the learning platform *Brightspace* provided by the University of Rhode Island. Through various formats (e.g. weekly discussion forums), you will interact with students and faculty from the University of Rhode Island, who will also be visiting us at the TU during the semester (June 3rd – 7th). Please note that during this intensive block week, course attendance is mandatory, as you will participate actively in an intercultural encounter with students from the University of Rhode Island (e.g., in the context of a school visit, community walk, etc.).

As this seminar is based on close (international) collaboration and exchange, please be aware that the course proceedings and outcomes strongly rely on your regular attendance and active participation.

Course participation is limited to 10 students.

To strengthen international relationships and collaboration among faculty and students, this course might potentially be linked to a funded one-week visit (of 7 students) to Rhode Island University's Feinstein College of Education in September 2024.

Hinweis: Dieser Kurs ist für das ZIEI-Zertifikat (Vertiefungsbereich) geöffnet.

Literature:

All readings and materials will be made available on *Brightspace*.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Modul „Praxisphase“ G

alte PO (ab WS 2013/14) und neue PO (ab WS 2021/22)

Modulinformation

Modul	Winter	Sommer
Praxisphase G Englisch PL: Portfolio (über die gesamte Praxisphase) (15 LP)	Jährlich im Wintersemester beginnend, Dauer 3 Semester Für das Modul Praxisphase sind insgesamt 6 Lehrveranstaltungen zu besuchen, 3 in jedem Fach: a) 2 SWS Vorbereitung (1. Sem.) b) 1 SWS Begleitung (2. Sem.) c) 1 SWS Nachbereitung (Ende 2. oder 3. Sem.)	

Modulinformation Praxisblock

Modul	Sommer
Praxisblock Grundschule (20 LP)	Jährlich im Sommersemester, Dauer 1 Semester Teilnahmevoraussetzung/en: Teilnahme an praktikumsvorbereitenden Lehrveranstaltungen

Begleitung Praxisphase

K. Taeger / S. Horn:

Begleitung Praxisphase G Englisch – 4412 807

SE, Do 16:45 - 20:00, BI 80.303/304 (MakerSpace)

This course serves to accompany the so called “Praxisblock.” It is a continuation of the Planning and Analysing course. It focuses upon important aspects of teaching practice in the language learning school classroom. In addition, we will deal with lesson planning and procedure.

Literature:

Thaler, Engelbert (2012). Englisch Unterrichten. Berlin: Cornelson.

Harmer, J. (2008). The Practice of English Language Teaching. Harlow: Pearson Longman.

Further literature will be given at the beginning of the semester.

Termine: 29.02.2024

14.03.2024

04.04.2024

18.04.2024

25.04.2024

16.05.2024

06.06.2024

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Betreuung der Praxisphase

K. Taeger / S. Horn:

Betreuung Praxisphase G Englisch – 4412 808

Termin nach Absprache

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Nachbereitung der Praxisphase

K. Taeger / S. Horn:

Nachbereitung Praxisphase G English – 4412 812

SE, Do 16:45 - 20:00, BI 80.303/304 (MakerSpace)

Termin: 13.06.2023

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Modul "Projektband" G

alte und neue PO

Modulinformation

Modul	Projektmodul 2: Projektdurchführung		
Veranstaltungen	Credits	Modulprüfung	Teilnahmevoraussetzung/en
2 SWS: a) LV 1	7	Dokumentation des Projektablaufs (SL)	Prüfungsleistung Pro1 muss vorliegen
Semester	Dauer	Häufigkeit	
2. Sem.	1. Sem.	Jedes Sommersemester	
Qualifikationsziele:			
<ul style="list-style-type: none">• Die Studierenden können ein auf den Englischunterricht bezogenes Projektkonzept in die Untersuchungspraxis umsetzen.• Die Studierenden können ihre Forschungsmethoden entsprechend ihrer Fragestellung anwenden.• Die Studierenden können ihre Erfahrungen und Erkenntnisse in ihrem Forschungsprojekt methodisch und theoretisch fundiert reflektieren.			
Sonstige Anforderungen:			

Prof. Dr. A. Kubanek:

Projektdurchführung Projektband Pro 2 G Englisch – 4412 813

Termin nach Absprache

The participants have already handed in their sketch of their research project. Via email communication we will negotiate who needs coaching in which way. Some students may prefer to be visited in their school, so we can consider the circumstances and their impact on the planned project. Others may prefer advice in the office. Please email me in April when you can see the situation clearly and have discussed your idea for the project with your mentor. Then I will give feedback. If you realise that the project as planned is unrealistic, please consult me about alternatives.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Modul M1 “Teaching English” HR

alte PO und neue PO (ab WS 21/22)

Prof. Dr. C. Becker:

Inter-cultural Citizenship Education through Picture Books in Foreign Language Teaching – 4412 658

SE, Mo 09:45 – 11:15, BI 80.303/304 (MakerSpace)

Intercultural citizenship education integrates two critical components: foreign-language education, which broadens perspectives beyond the classroom, and citizenship education, which typically focuses on local or national contexts within school communities. This approach emphasizes the development of intercultural communicative competence within foreign language education and encourages civic engagement within local communities or on a national level (Byram, Golubeva, Hui & Wagner, 2016; Porto, 2016). By fostering connections with a broader, more globalized world, such as on a European scale, this educational framework aims to bridge local and global perspectives.

Within this seminar, participants will explore the theoretical foundations of Intercultural Citizenship Education, with a specific focus on using picturebooks as a vehicle for promoting intercultural citizenship. The seminar will delve into the significance of picturebooks as aesthetic objects, discussing techniques such as read-alouds and mediation to enhance learning experiences. Through interactive sessions, participants will engage in hands-on activities centered around picturebooks that address intercultural and citizenship themes.

The seminar aims to deepen participants' understanding of intercultural citizenship education and to explore innovative strategies for promoting intercultural competence and active citizenship within educational contexts. Towards the end of the term, participants will collaborate to create a set of teacher resources centered around a selected picturebook, thereby integrating theoretical knowledge with practical application.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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R. Freytag:

Performative Foreign Language Didactics in the EFL Classroom – 4412 643

SE, Di 11:30 – 13:00, BI 80.303/304 (MakerSpace)



Performative Didactics is inspired by performative arts (e.g., theatre, dance, musical, storytelling, circus, artistry, walking acts etc.) and uses their aesthetic methods and procedures for teaching and learning. Performativity has a tradition of more than fifty years in the artistic context and has now officially arrived in Foreign Language Didactics / Pedagogy. Thus, Performative Foreign Language Didactics not only deals with the scientific perspective of teaching and learning, but also with the artistic perspective and its discourses about performativity in order to teach and to learn a foreign language. The awareness that only learning with all senses is meaningful learning has already been recognized for a long time in several pedagogical fields. Therefore, advocates of drama and theatre pedagogical approaches in the FL classroom have already realised the enormous potential of combining theatre (pedagogy) as well as drama (pedagogy) with the acquisition of a foreign language. Through learning not only with one's own

head, heart and hands, but also with one's own feet, students will be led and guided towards the English language.

In this seminar, participants will get to know the theoretical, methodological as well as didactic foundations of Performative Foreign Language Didactics and will deepen their knowledge through getting to know as well as trying a variety of performative methods and techniques. By looking at Performative Foreign Language Didactics' history, research, principles, goals, competencies and didactical foundations (requirements, structure and phases, correction and assessment, issues and obstacles and ways of implementation), the participants will get an insight into performative teaching and learning and will learn how to apply it to the EFL classroom. All participants will receive a metaphorical performative tool suitcase that can be taken from classroom to classroom as well as from institution to institution.

With this in mind: Clear the stage for the EFL classroom!

Course requirements will be announced in the first session of the semester.

Hinweis: This course is open for the ZiEL-certificate. (Vertiefungsbereich).

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Prof. Dr. A. Kubanek:

The updated Common European Framework of Reference for Modern Languages (2020) and related Initiatives – 4412 662

SE, Di 13:15 – 14:45, BI 80.303/304 (MakerSpace)

All across Europe, people communicate in many languages, English plays a special role because it is so widespread. They communicate about feelings, day to day tasks, ideas, projects, pass on knowledge, take part in intercultural communication. The Common European Framework of Reference for Modern Languages is an abstract correlate of that communication. The authors intend to describe communication levels and patterns for all those languages in a general way that can be used all across educational institutions and the workplace. It has a huge impact on the classification (grading) of competences. Almost 20 years after the first publication in 2001, a massive update was published, based on the experiences of educational institutions, test makers, users, teachers, didactic experts, linguists. We will look at the new version. We will also look at other language-related initiatives of the Council of Europe and initiatives of the European Commission, e.g. entwining, the database about European education systems, exchange programmes. And we will discuss some critical evaluations of the concepts of competence, when applied to the learning of languages.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. B. Wege:

Teaching Canonical Literature – 4412 682

SE, Do 15:00 – 16:30, BI 80.1

In this course we will read, analyze, and consider various teaching approaches to English-language novels, short stories, and poetry belonging to the (new) literary canon of British and American Literature, primarily from the 19th- and 20th Century (authors will include Edgar Allan Poe, Virginia Woolf, Toni Morrison, and others). We will consider the texts in their respective historical contexts, and develop approaches for maintaining their relevance in the 21st-century classroom, creating tasks and lesson plans centered on our findings.

The focus will be on texts commonly found in school curricula, but also include other interesting works particularly conducive to teaching issues of cultural and social significance, in particular with regards to race and gender.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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A. Beck:

Transcultural Perspectives on Inclusion and Diversity – 4412 630
SE, Fr 15:00 – 16:30, BI 80.303/304 (MakerSpace)



In view of growing socio-political tensions, such as the virulence of anti-democratic discourses and practices across contexts, teachers face complex challenges and responsibilities to act as reflective practitioners and promote equity in their classrooms. As language is inextricably linked to power dynamics and cultural influences, English language teachers in particular play a pivotal role in raising students' critical understanding of the political dimension of language use.

In this seminar, we will critically engage with educational discourses and developments related to inclusion, diversity and social justice in English language teaching across contexts. To initiate transcultural dialogue, you will be provided with theoretical input and insights by guest speakers from Purdue University (Indiana, USA), which help us to contrast and compare 'glocal' perspectives and to situate both context-specific as well as shared challenges. In particular, we will focus on the tensions between inclusion, exclusion and the impact of (missing) representation on teaching in times of (increasing) censorship across contexts. Following frameworks of critical literacy (e.g. Lewison et al. 2006), we will examine (de)constructions of *dis/ability*, *gender* and *race* in everyday cultural practices and engage with modes of (missing) representation of diversity in children's literature. Based on our discussions, students will be required to develop and present a social justice teaching scenario in form of a digital product. Overall, this seminar will support you in becoming more critically aware of future challenges and opportunities in English language teaching as well as in developing concrete approaches to address inequity from an intersectional perspective and to promote inclusion, diversity, and social justice.

Hinweis: This course is open for the ZiEL-certificate TUBS (Zertifikat inklusiv Englisch lehren und lernen) im Vertiefungsbereich.

All texts and materials will be provided in class.

Literature:

Gerlach, David. *Kritischer Fremdsprachenunterricht: Grundlagen, Ziele, Beispiele*. Narr, 2020.
Lewison, Mitzi, Van Sluys, Katie, and Amy Seely Flint. "Researching critical literacy: A critical study of analysis of classroom discourse". *Journal of Literacy Research*, 38, 2, 2006, pp. 197-233.

Nagy, Boldizsár M. *A Fairytale for Everyone*. Harper Collins Publishers, 2022.

Ortaçtepe Hart, Deniz. *Social Justice and the Language Classroom: Reflection, Action, and Transformation*. Edinburgh University Press, 2023.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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A. Smith:

Scaffolding Language Teaching – 4412 628

SE, Blockseminar, Do – Sa, 21.03. – 23.03.2024, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

The seminar will focus upon scaffolding languages competencies for the EFL classroom. We will look at methods useful for speaking, reading, listening and writing competencies. Furthermore, strategies for teaching grammar and lexis in the EFL will be covered.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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M. Wildhage:

CLIL in der Praxis – 4412 402

SE, Blockseminar vom 25.-28.03.2024, 09:00-17:00 Uhr, BI 80.303/304 (MakerSpace)



Ausgehend von einem didaktisch-methodischen Bezugsrahmen stehen praxisrelevante Fragen der Planung und Durchführung von *CLIL*-Unterricht im Mittelpunkt des Seminars. Folgende Schwerpunkte sind dabei geplant:

- **Eckpunkte einer Didaktik:**
Begründungszusammenhänge und übergeordnete Zielsetzungen – fachliches und sprachliches Lernen – interkulturelles Lernen
- **Curriculare Vorgaben und Organisation:**
Fächer und Sprachen – Organisationsformen – schulpraktische Umsetzung
- **Sprachliche Grundlagen inhaltlichen Lernens:**
Planungsfelder für die Integration von Sprache und Inhalt: fachlicher Diskurs- fachmethodische Arbeitsweisen – systematische Wortschatzarbeit
- **Unterrichtsmaterialien:**
Unterschiedliche Materialien und ihre Bezugsquellen – Schulbuchvergleich /Materialanalyse – Strategien sprachlicher Unterstützung – Scaffolding – exemplarische Erarbeitung eigener Materialien
- **Methodische Aspekte:**
Anschaulichkeit/Visualisierung – Schüleraktivierung – Individualisierung und Differenzierung
- **Qualitätskriterien für CLIL:**
Analyseraster: sachfachliche, sprachliche und methodische Ebene
- **Unterrichtspraxis:**
Kriterien für die Planung von CLIL-Unterricht - Unterrichtssprache/Erschließungssprache – funktionale Zweisprachigkeit – Videoanalyse

- **Aspekte der Leistungsmessung und -beurteilung:**

Assessment and Feedback – Bewertungskriterien - Korrekturpraxis

Hinweis: Dieses Seminar wird sowohl als B3-Vertiefungsseminar anerkannt als auch gleichzeitig als Einführungsseminar im Rahmen des Zertifizierungsprogramms CLIL TUBS (Content and Language Integrated Learning an der TU Braunschweig). Für nähere Informationen besuchen Sie bitte die Internetseite der Didaktik.

Die einzelnen Aspekte werden anhand konkreter Beispiele aus der *CLIL*-Unterrichtspraxis erarbeitet. Sekundärliteratur und Material werden rechtzeitig über StudIP bekanntgegeben bzw. im Rahmen des Seminars zur Verfügung gestellt.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Modul „Praxisphase“ HR

alte PO (ab WS 2013/14) und neue PO (ab WS 2021/22)

Modulinformation

Modul	Winter	Sommer
Praxisphase HR Englisch PL: Portfolio (über die gesamte Praxisphase) (15 LP)	Jährlich im Wintersemester beginnend, Dauer 3 Semester Für das Modul Praxisphase sind insgesamt 6 Lehrveranstaltungen zu besuchen, 3 in jedem Fach: a) 2 SWS Vorbereitung (1. Sem.) b) 1 SWS Begleitung (2. Sem.) c) 1 SWS Nachbereitung (Ende 2. oder 3. Sem.)	

Modulinformation Praxisblock

Modul	Sommer
Praxisblock Grundschule (20 LP)	Jährlich im Sommersemester, Dauer 1 Semester Teilnahmevoraussetzung/en: Teilnahme an praktikumsvorbereitenden Lehrveranstaltungen

Modul “Praxisphase” HR

alte PO und neue PO (ab WS 21/22)

Begleitung der Praxisphase

A. Smith / A. Winter:

Begleitung Praxisphase HR Englisch – 4412 809

SE, Mo 16:45 – 19:15, BI 80.301 (Konferenzraum)

The course serves to accompany the internship phase. It is a continuation of the planning and analysing course. It focuses upon important aspects of teaching practice in the language learning classroom. In addition, we will deal with lesson planning and procedure.

Literature: t. b. a.

Termine: 26.02.2024 / 04.03.2024 / 13.05.2024 / 27.05.2024

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Betreuung der Praxisphase

A. Smith / A. Winter:

Betreuung Praxisphase HR Englisch – 4412 810

Termin nach Absprache

Betreuung der Studierenden in den Schulen im Tandem mit Lehrbeauftragten.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Nachbereitung der Praxisphase

A. Smith / K.-F. Walsh:

Nachbereitung Praxisphase HR Englisch – 4412 811

Blockseminar, Mi, 05.06.2024, 08:30 – 17:00, BI 80.301 (Konferenzraum)

The focus of the course is to reflect upon the internship. Furthermore, structuring and writing the portfolio will be covered.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Modul "Projektband" HR

alte PO (ab WS 2013/14) und neue PO (ab WS 2021/22)

Modulinformation

Modul	Projektmodul 2: Projektdurchführung		
Veranstaltungen	Credits	Modulprüfung	Teilnahmevoraussetzung/en
2 SWS: a) LV 1	7	Dokumentation des Projektablaufs (SL)	Prüfungsleistung Pro1 muss vorliegen
Semester	Dauer	Häufigkeit	
2. Sem.	1. Sem.	Jedes Sommersemester	
Qualifikationsziele:			
<ul style="list-style-type: none">• Die Studierenden können ein auf den Englischunterricht bezogenes Projektkonzept in die Untersuchungspraxis umsetzen.• Die Studierenden können ihre Forschungsmethoden entsprechend ihrer Fragestellung anwenden.• Die Studierenden können ihre Erfahrungen und Erkenntnisse in ihrem Forschungsprojekt methodisch und theoretisch fundiert reflektieren.			
Sonstige Anforderungen:			

Prof. Dr. A. Kubanek:

Projektdurchführung Projektband Pro 2 HR Englisch – 4412 815

Termin nach Absprache

The participants have already handed in their sketch of their research project. Via email communication we will negotiate who needs coaching in which way. Some students may prefer to be visited in their school, so we can consider the circumstances and their impact on the planned project. Others may prefer advice in the office. Please email me in April when you can see the situation clearly and have discussed your idea for the project with your mentor. Then I will give feedback. If you realise that the project as planned is unrealistic, please consult me about alternatives.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Differenzierungsbereich Master G und HR

Modul A5 "Advanced English Studies"

alte und neue PO

Modulinformation

Art und Bezeichnung des Moduls	Aufbaumodul 5 Advanced English Studies
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1. Semester
Credits	LP 6

Modulaufbau

Wintersemester	Sommersemester
<p>Zwei Seminare (2 x 2 SWS) sind zu belegen,</p> <ul style="list-style-type: none">- aus dem Bereich <i>Literary and Cultural Studies</i> (sofern im BA A2 (Linguistics) absolviert wurde)- aus dem Bereich <i>Linguistics</i> (sofern im BA A1 (<i>Literary and Cultural Studies</i>) absolviert wurde)	
<p>Leistung:</p> <p>alte und neue PO:</p> <p>PL: Mündliche Prüfung</p>	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Literary and Cultural Studies

Prof. Dr. E. Voigts:

Survey Course II: Irish Literature – 4412 095

SE, Mo 18:30 – 20:00, BI 85.1

This survey course will introduce you to key texts and periods of Anglo-Irish literature and its cultural contexts. After a brief introduction to writing prior to the nineteenth century, we will turn to the literature of Irish Romanticism, the Irish Literary Revival, Modernism and Post-modernism, and, finally, to contemporary times. Our starting point will be the governing principles of literary histories.

We will not only discuss the aesthetic qualities of Irish poetry, drama, fiction, and other prose written in English but also take into account its political and cultural contexts. This involves, above all, Ireland's journey towards independence from Britain and its cultural and linguistic heritage as a Celtic nation.

The syllabus will be available on Stud.IP in advance of the semester.

Caveat: the course has a heavy reading load, so start reading early.

Literature:

Please purchase our textbook:

Regan, Stephen, ed. *Irish Writing: An Anthology of Irish Literature in English 1789-1939*. Oxford World's Classics. Oxford: Oxford UP, 2008.

Additional reading material will be announced at the beginning of the semester. I suggest work by Samuel Beckett, Sally Rooney, Martin Mc Donagh, Roddy Doyle, John Banville, Enda Walsh, and Seamus Heaney, Anne Enright or Anna Burns.

Suggested secondary literature for orientation in the field:

Deane, Seamus. *A Short History of Irish Literature*. London: Hutchinson, 1986.

Welch, Robert, ed. *The Oxford Companion to Irish Literature*. New York: Clarendon, 1996.

Wright, Julia M., ed. *A Companion to Irish Literature*. 2 Vols. Chichester: Wiley-Blackwell, 2010.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Prof. Dr. R. Heinze:

Survey Course II: American Literature II – 4412 091

SE, Di 09:45 – 11:15, BI 85.3

This course will introduce you to US-American literature and its cultural contexts from the beginning of the 20th century to the present. You need not have taken the first survey course of US-American literature to attend this one; however, it helps. Caveat: the course has a heavy reading load, so start reading early. The syllabus will be available on Stud.IP in advance of the semester. All of the texts will be taken from the **last two volumes** (D&E) of the 2017 (9th ed.) **five-volume edition** of the *Norton Anthology of American Literature*.

Primary Literature:

Baym, N. *The Norton Anthology of American Literature*. 9th Edition. New York: Norton, 2017.

Secondary Literature:

Zapf, H. *Amerikanische Literaturgeschichte*. Stuttgart: Metzler, 2010.

Marcus, G, and Sollors, W. *A New Literary History of America*. 2009.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. M. Marcsek-Fuchs:

Survey Course II: British Literature – Romanticism to New English Literatures (Group A) – 4412 092

SE, Do 11:30 – 13:00, BI 97.9

“*We have been living, as it were, the life of three hundred years in thirty.*” These were the impressions Thomas Arnold had of the early stages of industrialism. Both the 19th and 20th centuries were times of accelerating technological, economic, and social change, much of which was mirrored in constantly shifting artistic aesthetics.

This course is designed as a rough overview of British literary and cultural history from the late 18th century to the present day. We shall discuss the impact of the French Revolution on the writers of the early 19th century, compare the first and second generations of Romantic poets, and witness different stages of development in gothic fiction. Furthermore, we will analyse literary debates on crucial issues of the Victorian era, discuss textual reactions to both World Wars, and witness the change of discourses from Modernism to Post-modernism. Authors will range from William Blake to Lord Byron, from Matthew Arnold to Dante Gabriel Rossetti, from Oscar Wilde to Tom Stoppard, and from Virginia Woolf to Salman Rushdie. Such concepts as metafictionality and postcolonialism(s) will close our out-look into present day fiction. By reading and analysing a wide selection of works, students will also deepen their analytical skills of both literary and cultural texts. With a wide notion of ‘text’ in mind, we shall compare literary works to filmic adaptations as well as intermedial encounters between texts and visual arts, like in the works of the Pre-Raphaelites.

The syllabus will be available on Stud.IP in advance of the semester.

Caveat: the course has a heavy reading load, so start reading early.

Primary literature:

Textbook: *The Norton Anthology of English Literature*. Eds. Stephen Greenblatt et al., 8th or 9th ed. New York: Norton.

Secondary literature:

For orientation in the field, please consult the standard literary histories

- Sampson, *Cambridge Guide to English Literature*;
- Bloomsbury *Guide to English Literature*;
- Peck/Coyle, *A Brief History of English Literature*;
- Sanders, *The Short Oxford History of English Literature*).

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. M. Marcsek-Fuchs:

**Survey Course II: British Literature – Romanticism to New English Literatures
(Group B) – 4412 093**
SE, Fr 13:15 – 14:45, BI 85.1

“We have been living, as it were, the life of three hundred years in thirty.” These were the impressions Thomas Arnold had of the early stages of industrialism. Both the 19th and 20th centuries were times of accelerating technological, economic, and social change, much of which was mirrored in constantly shifting artistic aesthetics.

This course is designed as a rough overview of British literary and cultural history from the late 18th century to the present day. We shall discuss the impact of the French Revolution on the writers of the early 19th century, compare the first and second generations of Romantic poets, and witness different stages of development in gothic fiction. Furthermore, we will analyse literary debates on crucial issues of the Victorian era, discuss textual reactions to both World Wars, and witness the change of discourses from Modernism to Post-modernism. Authors will range from William Blake to Lord Byron, from Matthew Arnold to Dante Gabriel Rossetti, from Oscar Wilde to Tom Stoppard, and from Virginia Woolf to Salman Rushdie. Such concepts as metafictionality and postcolonialism(s) will close our out-look into present day fiction. By reading and analysing a wide selection of works, students will also deepen their analytical skills of both literary and cultural texts. With a wide notion of ‘text’ in mind, we shall compare literary works to filmic adaptations as well as intermedial encounters between texts and visual arts, like in the works of the Pre-Raphaelites.

The syllabus will be available on Stud.IP in advance of the semester.
Caveat: the course has a heavy reading load, so start reading early.

Primary literature:

Textbook: *The Norton Anthology of English Literature*. Eds. Stephen Greenblatt et al., 8th or 9th ed. New York: Norton.

Secondary literature:

For orientation in the field, please consult the standard literary histories

- Sampson, *Cambridge Guide to English Literature*;
- *Bloomsbury Guide to English Literature*;
- Peck/Coyle, *A Brief History of English Literature*;
- Sanders, *The Short Oxford History of English Literature*).

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

- - -

Themenbereich: English Linguistics - Systems of Language and Communication

Dr. H. Comes-Koch:

Contrastive Grammar – 4412 037
SE, Do 11:30 – 13:00, BI 85.3

The purpose of this course is to give an insight into language comparison with a clear focus on English-German contrasts. Starting with an introduction to Contrastive Linguistics (i.e. its major goals, methodology, findings and fields of application) we will go on to compare Ger-

man and English sentence structure (as well as related morphological aspects) from two perspectives, the descriptive as well as the generative syntactic perspective. Building up on students' knowledge of sentence structure gained in the introductory course, we will look at categories, sentence structure and syntactic movement in more detail, including underlying theoretical principles postulated in generative syntactic theory. Lectures will include practical work in the form of exercises.

Literature:

König, E. & Gast, V. (2018). *Understanding English-German contrasts* (4th ed.). Erich Schmidt Verlag.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Themenbereich: English Linguistics - Developmental and Linguistic Variation

Dr. S. Wulfert:

Second Language Acquisition – 4412 023

SE, Mo 09:45 – 11:15, BI 85.8

This course will provide an overview of the central issues discussed in second language acquisition, e.g.:

- What are the processes underlying language acquisition in general?
- Is there a difference between first and second language acquisition?
- What is the role of the first language?
- Are there individual differences between learners of the same second language?
- How do learners communicate in the second language?
- What is the role of instruction?

Current models / theories of (second) language acquisition, as well as empirical studies will be introduced. Students will also be familiarised with the analysis of language data.

Hinweis: Dieses Seminar ist für das CLIL-Zertifikat TUBS (*Content and Language Integrated Learning an der TU Braunschweig*) geöffnet. Für nähere Informationen besuchen Sie bitte die Internetseite der Didaktik.

Literature:

Hawkins, R. (2019). *How second languages are learned: An introduction*. Cambridge University Press.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

- - -

Dr. H. Comes-Koch:
Contrastive Grammar – 4412 037
SE, Do 11:30 – 13:00, BI 85.3

The purpose of this course is to give an insight into language comparison with a clear focus on English-German contrasts. Starting with an introduction to Contrastive Linguistics (i.e. its major goals, methodology, findings and fields of application) we will go on to compare German and English sentence structure (as well as related morphological aspects) from two perspectives, the descriptive as well as the generative syntactic perspective. Building up on students' knowledge of sentence structure gained in the introductory course, we will look at categories, sentence structure and syntactic movement in more detail, including underlying theoretical principles postulated in generative syntactic theory. Lectures will include practical work in the form of exercises.

Literature:

König, E. & Gast, V. (2018). *Understanding English-German contrasts* (4th ed.). Erich Schmidt Verlag.
Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. K. Von Holzen:
First Language Acquisition – 4412 020
SE, Do 16:45 – 18:15, BI 85.3

Learning a language is easy – any child can do it! Notwithstanding its apparent ease, acquiring a language is one of the major feats in child development, and it sets humans apart from other species. At the same time, language acquisition does not happen overnight, and children make errors along the way (e.g., *singed; *No Peter like chocolate).

What do these errors tell us about language and how children acquire it? We will look at lots of data from children to address this and the following questions:

- What is special about language in relation to other cognitive skills?
- How is language represented in the brain, and how does the brain develop in children?
- Is there an innate component to language acquisition?
- What types of input are necessary for children to acquire language?
- How do children learn language sounds, words and sentences?
- Why do children acquire languages much more easily than adults?

Literature:

Becker, M & Ud Deen, K. (2020). *Language acquisition and development*. MIT Press.
Clark, E. V. (2016). *First language acquisition* (3rd ed.). Cambridge University Press.
Saxton, M. (2017). *Child language: Acquisition and development* (2nd ed.). Sage.
Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Kolloquien

alte und neue PO

Prof. Dr. H. Hopp:

Linguistisches Kolloquium – 4412 003

KOL, Mo 11:30 – 13:00, BI 80.301 (Konferenzraum)

In the colloquium series, we will have talks by external invited speakers as well as presentations by advanced and graduate students and staff about their current research. We will discuss topical matters in (psycho-)linguistics and brainstorm about new ideas for research and collaborations. Advanced students from English and other departments are welcome to attend.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Prof. Dr. C. Becker:

Kolloquium für Masterstudierende – 4412 001

SE, Mo 14:00 – 15:00, BI 80.303/304 (MakerSpace)

Das Masterkolloquium ist geeignet für alle Studierenden, die nach Absprache eine schriftliche Abschlussarbeit in der Didaktik des Englischen verfassen (Masterarbeit). Die Arbeiten werden konzeptionell beraten und begleitet. Bei Bedarf bereiten sich die KolloquiumsteilnehmerInnen für die mündliche M.Ed.-Prüfung mittels Prüfungssimulation oder Beratung zum Thesenpapier vor.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Prof. Dr. A. Kubanek:

Kolloquium für Masterstudierende (M.Ed.) – 4412 006

KOL, Di 16:45 – 17:15, BI 80.301 (Konferenzraum)

The Kolloquium is for those who are currently working on their master thesis and for those who intend to write it and want to visit one of the sessions to get an idea about the format of the Kolloquium. There is also ongoing advice. We will have a first meeting in the Kolloquium format in week 2 of the summer term, at 11.00 on Monday. We will meet at my office.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Prof. Dr. R. Heinze:

Colloquium for B.A., M.A. and Ph.D-Theses in Literary and Cultural Studies – 4412 002

KOL, Fr 15:00-18:00, BI 97.1

The colloquium is tailor-made for students preparing a thesis (B.A., M.A., PhD) in Literary and Cultural Studies. Times, class sessions, and topics will be arranged with regard to participants' preferences. As an overall theme, we will talk about hands-on and practical advice for

writing a thesis and discuss suitable theories and methodologies. The class offers you a forum to test your hypotheses and present your ideas, but also to ask the "simple" questions the answers to which make writing a thesis manageable. All interested students and colleagues, also from other fields of study, are welcome to engage in our discussions.

To enrol, please sign up in Stud.IP. Registration opens March 5th, 2024 (4p.m./16:00 Uhr).

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Dr. R. Carroll	siehe Ankündigung in Stud.IP
Dr. H. Comes-Koch	siehe Ankündigung in Stud.IP
Prof. Dr. H. Hopp	siehe Ankündigung in Stud.IP
Dr. D. Safak	siehe Ankündigung in Stud.IP
M. Schnieders, M. A.	siehe Ankündigung in Stud.IP
Dr. K. von Holzen	siehe Ankündigung in Stud.IP
Dr. S. Wulfert	siehe Ankündigung in Stud.IP

Lehrbeauftragte

J. Barner	nach Vereinbarung: j.barner@tu-bs.de
A. Böker	nach Vereinbarung: anne-katrin.boeker@tu-bs.de
D. Cattell	nach Vereinbarung: dean.cattell@tu-bs.de
K. Fricke-Dietrich	nach Vereinbarung: katharina.fricke-dietrich-bs.de
S. Kingsbury	nach Vereinbarung: s.kingsbury@tu-bs.de
S. Z. Khan-Owald	nach Vereinbarung: s.khan-owald@tu-bs.de
A. Rose	nach Vereinbarung: andrew-john.rose@tu-bs.de
Dr. T. Schrader	nach Vereinbarung: t.schrader@tu-bs.de
L. Tamas	nach Vereinbarung: l.tamas@tu-bs.de
J. Tavares	nach Vereinbarung: j.tavares@tu-braunschweig.de
M. Wildhage	nach Vereinbarung: m.wildhage@tu-bs.de

Emeriti / im Ruhestand

Prof. i. R. Dr. C. Gnutzmann	nach Vereinbarung: c.gnutzmann@tu-bs.de
Prof. i. R. Dr. H. Janßen	siehe Ankündigung in Stud.IP
Prof. em. Dr. H.-J. Possin	nach Vereinbarung
Prof. i. R. Dr. V. Link	nach Vereinbarung

Sprechstunden in der Vorlesungszeit (SoSe 2024)

Abt. Literatur- und Kulturwissenschaft

Dr. K. E. Barnes	Donnerstag,	14:00 – 16:00 Uhr
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Prof. Dr. R. Heinze	Mittwoch,	10:00 – 11:00 Uhr
Dr. S. John	Dienstag,	15:30 – 17:00 Uhr
Dr. M. Marcsek-Fuchs	Mittwoch,	10:30 – 12:30 Uhr
Prof. Dr. E. Voigts	Dienstag,	11:30 – 13:30 Uhr

Abt. Englische Sprache und ihre Didaktik

A. Beck, M. Ed.	Mittwoch,	15:00 – 16:00 Uhr
	Anmeldung über Stud.IP	
Prof. Dr. C. Becker	nach Vereinbarung: c.becker@tu-bs.de	
Prof. Dr. A. Kubanek	nach Vereinbarung: a.kubanek@tu-bs.de	
R. Freytag, M. Ed.	siehe Ankündigung in Stud.IP	
A. Smith, M. A.	nach Vereinbarung: a.smith@tu-bs.de	
K. Taeger	nach Vereinbarung: k.taeger@tu-bs.de	
Dr. B. Wege	nach Vereinbarung: b.wege@tu-bs.de	

Abt. Englische Sprachwissenschaft

Dr. L. Baker	siehe Ankündigung in Stud.IP	
Dr. R. Carroll	siehe Ankündigung in Stud.IP	
Dr. H. Comes-Koch	siehe Ankündigung in Stud.IP	
Prof. Dr. H. Hopp	Dienstag,	15:00 – 16:30 Uhr
Dr. D. Safak	siehe Ankündigung in Stud.IP	
M. Schnieders, M. A.	siehe Ankündigung in Stud.IP	
Dr. K. von Holzen	siehe Ankündigung in Stud.IP	
Dr. S. Wulfert	siehe Ankündigung in Stud.IP	

Lehrbeauftragte

J. Barner	nach Vereinbarung: j.barner@tu-bs.de	
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D. Cattell	nach Vereinbarung: dean.cattell@tu-bs.de	
S. Kingsbury	nach Vereinbarung: s.kingsbury@tu-bs.de	
S. U. Kriegel	nach Vereinbarung: sophie.kriegel@tu-bs.de	
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A. Rose	nach Vereinbarung: andrew-john.rose@tu-bs.de	
Dr. T. Schrader	nach Vereinbarung: t.schrader@tu-bs.de	
L. Tamas	nach Vereinbarung: l.tamas@tu-bs.de	
J. Tavares	nach Vereinbarung: j.tavares@tu-braunschweig.de	
M. Wildhage	nach Vereinbarung: m.wildhage@tu-bs.de	

Emeriti

Prof. a. D. Dr. C. Gnutzmann	nach Vereinbarung: c.gnutzmann@tu-bs.de
Prof. a. D. Dr. H. Janßen	siehe Termine in Stud.IP
Prof. em. Dr. H.-J. Possin	nach Vereinbarung
Prof. a. D. Dr. V. Link	nach Vereinbarung