



**Technische
Universität
Braunschweig**

INSTITUT FÜR ANGLISTIK UND AMERIKANISTIK

Technische Universität Braunschweig
Geschäftsführung: Prof. Dr. Holger Hopp

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

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Änderungen jederzeit möglich

Lehrveranstaltungen Wintersemester 2025/26

Studiengang MA Lehramt Englisch

Beginn der Lehrveranstaltungen:	Montag,	20.10.25
Reformationstag (Feiertag):	Freitag,	31.10.25
Schließzeit Weihnachten (letzte LVA):	Samstag,	20.12.25
Wiederbeginn LVA:	Montag,	05.01.26
Ende der Lehrveranstaltungen:	Samstag,	07.02.26

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 (MakerSpace) 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 Wintersemester 2025/26!

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Fakultatives Lehrangebot für alle Profile

Dr. M. Marcsek-Fuchs:

TUBS-Players: English Theatre Group – 4412 111

We are working in teams. Time investment ca. 2-3 hrs per week per participant.

First Meetings:

- a) Wednesday, 5th November 2025: via Big Blue Button
- b) Friday, 7th November 2025: BI 80.303/304 (MakerSpace)

The theatre group of the Institut für Anglistik und Amerikanistik (EAS), called the TUBS-Players, has been producing plays for more than 30 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 back-stage, 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 focuses 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 and in-person at the MakerSpace. We shall use our online meetings to find new ways of digital theatre and the rehearsals at the MakerSpace to work on our theatrical and filmic performances. Our projects of the upcoming terms include:

1. NEW PROJECT: *Shakespeare's Midsummer Night's Dream(S)*

Shakespeare's classic performed as a mix between digital, hybrid, participatory, and immersive theatre. Video conference meets green screen, and participatory theatre meets immersive performance...All this will enrich our live theatre version of Shakespeare's comedy...Come and help us bring this magical play to life on the screen and on campus. Furthermore, enjoy creating online games and other learning formats for our production...

2. "*Shakespeare@School*"

As part of our project ***Shakespeare's Midsummer Night's Dream(S)***, we will create material specifically for classroom engagement and uni classes. Another highlight of the year is our school visit, where we help create a theatre centred project week for the EFL classroom. Both projects are a great and creative way of getting practical experience and enhancing your teaching skills in addition to your internships.

3. "*Drama-in-Session*"

Whenever a seminar works on theatre plays (especially Shakespearean ones), the TUBS-Players can be there to add their expertise via dramatized readings, enacted short scenes,

or an entire theatre workshop. With this, we additionally study teaching resources as published by theatre companies and other educational programs.

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 September 23rd, 2025 (4 am/16:00 h).

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

Modul M1 “Teaching English” (Gym)

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: 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	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Autonomous Learning in the Inclusive EFL Classroom – 4412 640

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

The concept of learner autonomy has become a true 'buzzword' in the EFL research community during the last two decades, but has not yet been widely implemented in language classrooms throughout Germany. Nevertheless, teachers face very heterogeneous inclusive classrooms and need to find new ways to challenge and foster students. This could be accomplished by shifting responsibility for learning to individual students and granting them more independence and autonomy. In this course, we will first focus on the theoretical principles behind the concept of learner autonomy and then explore different approaches and materials for autonomous learning in heterogeneous language classrooms. Furthermore, we will develop, implement and evaluate our own materials at one of our partner schools.

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

Literature:

Benson, Phil (2001): *Teaching and Researching Autonomy in Language Learning*. Edinburgh Gate: Longman.

Benson, Phil / Voller, Peter (1997): *Autonomy & Independence in Language Learning*. Edinburgh Gate: Longman.

Little, David (1991): *Learner Autonomy. Definitions, Issues and Problems*. Dublin: Authentik.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Dr. J.-E. Leonhardt:

Teaching Film – 4412 621

SE, Mo 15:00 – 16:30, BI 80.2

Films have become an integral part of young adolescents' lives, with streaming services providing easy access to English films and smartphones allowing faster-than-ever film production. Thus arises the need for competent, autonomous and critical engagement with films. In the context of TEFL, this is captured by the concept of film literacy. In this course, we will discuss how films can be used in English language education. Together, we will define the rationale and key objectives of film-based language teaching and explore up-to-date research findings. Based on various short films, full-length feature films, and documentaries we will try out both film analytical as well as productive teaching methods. We will also engage with various interdisciplinary perspectives, including cultural learning and critical foreign language teaching based on films.

Literature:

A full list of relevant publications will be provided during the course.

Blell, G., Grünewald, A., Kepser, M. & Surkamp, C. (2016). Film in den Fächern Deutsch, Englisch, Französisch, Spanisch: Ein Modell zur sprach- und kulturübergreifenden Filmbildung. In G. Blell, A. Grünewald & M. Kepser (Hrsg.), Film in den Fächern der sprachlichen Bildung (S. 11-62). Baltmannsweiler: Schneider Verlag Hohengehren.

Leonhardt, J.-E. (2024). Film Literacy im Englischunterricht: Eine Mixed-Methods-Studie zur Erhebung der Kompetenzen von Lernenden der Sekundarstufe I. Berlin, Heidelberg: J.B. Metzler.

Römhild, R. (2024). Concepts of film literacies in (English) Language Education: A critical discourse overview. *Arbeiten aus Anglistik und Amerikanistik*, 49(1), 107-137. DOI: 10.24053/AAA-2024-0005

Viebrock, B. (Hrsg.). (2016). *Feature Films in English Language Teaching*. Tübingen: Narr.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Dr. J.-E. Leonhardt:

Teaching Literature – 4412 680

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

In this class, you will get acquainted with a number of novels from various countries about teachers and their educational work (in English resp. translated into English). However, this course will differ from a literature studies class, because we will make a transfer and consider what we can learn from those teachers for our (future) profession. Therefore, important moments in the novel will be in the focus and we will read small sections and transpose them into improvised dialogues or illustrations. We will think about how we are similar/different to those teacher personalities and whether we might adopt their approach.

Literature:

A full list of relevant publications will be provided during the course.

Alter, G. & Ratheiser, U. (2019). A new model of literary competences and the revised CEFR descriptors. *ELT Journal*, 73(4), 377-286. DOI: 10.1093/elt/ccz024

Elsner, D. & Viebrock, B. (2013). Developing Multiliteracies in the 21st Century: Motives for New Approaches of Teaching and Learning Foreign Languages. In D. Elsner, S. Helff & B. Viebrock (Hrsg.), *Films, Graphic Novels & Visuals: Developing Multiliteracies in Foreign Language Education – an Interdisciplinary Approach* (S. 17-32). Münster: Lit.

Frederking, V. & Krommer, A. (2022). Sprachliche, literarische und mediale Bildung in der digitalen Welt. In V. Frederking & R. Romeike (Hrsg.), *Fachliche Bildung in der digitalen Welt. Digitalisierung, Big Data und KI im Forschungsfokus von 15 Fachdidaktiken* (S. 82-120). Münster: Waxmann.

Leonhardt, J.-E. & Viebrock, B. (2020). Ausgewählte Materialien für einen kritisch orientierten Fremdsprachenunterricht: Jugendliteratur mit Transgender-Thematik. In D. Gerlach (Hrsg.), *Kritische Fremdsprachendidaktik* (S. 37-52). Tübingen: Narr.

Paran, A. & Robinson, P. (2016). *Literature*. Oxford: Oxford Univ. Press.

Surkamp, C. & Nünning, A. (2024). *Englische Literatur unterrichten 1: Grundlagen und Methoden* (6. Aufl.). Hannover: Klett.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Dr. T. Gruenbaum:

Picturing the Unimaginable: Visual Holocaust children's literature to inspire unity and hope – 4412 687

Online-SE, Di 16:45 – 18:15, BI 80.303/304 (Online)

This innovative, hybrid course with an online-only option for international students has been designed for a mixed-discipline cohort to explore the contribution visual Holocaust children's literature (picturebooks and graphic novels) can make to supporting global citizenship education and promoting the United Nations Convention on the Rights of the Child (UNCRC). The selected children's literature, combined with story-based pedagogy, human rights pedagogy, and a global citizenship education framework, offers an entry point to take action against not only antisemitism but any kind of discrimination, intolerance, and prejudice. The course has been designed to inform and encourage both text-based (spoken and written) and arts-based interaction.

The course consists of asynchronous and asynchronous online-sessions (April - May 2025) as well as two on-site workshop days in June 2025

Literature:

Ribbens et al. (2024). *Picturing the Unimaginable. Ten comic authors. Ten stories about the holocaust and other Nazi crimes*. Scratch.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. J.-E. Leonhardt:

Popular Series in English Language Education – 4412 667

Di 16:45 – 18:15, BI 85.2

Series are immensely popular among pupils; however, this popularity is not yet reflected in current teaching practice (cf. Leonhardt, 2024). In this course, we will investigate how series can be brought to English language education. We will look at the rationale and objectives for including series, understand the specifics of serial narration, and the challenges this entails for teaching practice. We will then discover a plethora of series suitable for intermediate to advanced learners and discuss how they can be employed in English language education. We will draw on the hot off-the-press edited volume by Leonhardt and Viebrock (2025) *Popular Series in English Language Education*, including shows such as *Brooklyn Nine-Nine*, *Sex Education*, *The Handmaid's Tale*, and many more.

Literature:

A more expansive list of relevant publications will be provided in the course.

Leonhardt, J.-E. & Viebrock, B. (Hrsg.). (2025). *Popular Series in English Language Education*. Tübingen: Narr.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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M. Wildhage:

Methods and Materials for CLIL – 4412 404

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

CLIL steht für integriertes Fremdsprachen- und Sachfachlernen. Wer das Potential dieser Unterrichtsform ausschöpfen will, muss beide Elemente systematisch berücksichtigen und aufeinander beziehen. Mit Blick auf die Inhalte des jeweiligen Faches bedeutet dies die gezielte Erschließung der erweiterten fachlichen Perspektiven in der Dimension des interkulturellen Lernens. Der gezielte Aufbau fachsprachlicher Elemente steht im Mittelpunkt der sprachlichen Lernprozesse. Insbesondere im Anfangsunterricht ist dabei aber eine Diskrepanz zwischen kognitiven und den fremdsprachlichen Möglichkeiten der Lernenden einzukalkulieren. Wie kann diese Lücke geschlossen werden und wie sollten Arbeitsmaterialien gestaltet sein, um das fachliche und fremdsprachliche Lernen zu erleichtern?

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

- Eckpunkte einer Didaktik
- Sprachliche Grundlagen inhaltlichen Lernens:
Planungsfelder für die Integration von Sprache und Inhalt: fachlicher Diskurs, Rezeption/Produktion - Fachmethodische Arbeitsweisen im Umgang mit unterschiedlichen Materialien und entsprechende Sprachfunktionen – Systematische Wortschatzarbeit
- Unterrichtsmaterialien:
Unterschiedliche Materialien und ihre Bezugsquellen – Schulbuchvergleich /Materialanalyse –Perspektivwechsel: kontrastive und komplementäre Materialarrangements - Strategien sprachlicher Unterstützung – Scaffolding – Exemplarische Erarbeitung eigener Materialien
- Unterrichtspraxis:
Kriterien für die Planung von CLIL-Unterricht – methodische Fragen der Unterrichtsdurchführung

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.

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Prof. Dr. C. Becker:

Education for Sustainable Development – 4412 582

Blockseminar, 4 synchrone Termine: 23.10./30.10./13.11./27.11.2025, jewells 14:00 – 15:30, Online

As part of the *Global Teachers for a Sustainable Future* (GTSF) project, you will have the opportunity to engage in a transnational, virtual encounter with educators and students from 11 esteemed universities and organizations from Europe, Asia, and Latin America to work on cross-cultural and global issues in the context of education for sustainable development.

Overall, this transnational online course aims at

- equipping students with the knowledge, skills, attitudes, and values they need to become global citizens and agents for change.
- providing future (language) teachers with the tools for integrating sustainable development education and global citizenship in their teaching.
- contributing to sustainability and the 2030 Agenda by promoting lifelong learning and quality education (SDG 4).
- promoting internationalization at home as the most sustainable and accessible way to foster global competence.

Please note that this is a **6-week intensive online course running from 23 October to 27 November 2025** on the learning platform *Moodle*. The course consists of asynchronous, self-organized work phases as well as four live sessions (90 minutes each). These sessions will take place **from 2 p.m. to 3:30 p.m. (outside of the regular class time!)** on the following dates:

Live Session 1: 23.10.25 (opening & onboarding)

Live Session 2: 30.10.25

Live Session 3: 13.11.25

Live Session 4: 27.11.25 (closing conference)

As this seminar is based on close transnational collaboration and exchange, please be aware that your active and consistent participation throughout the six-week period is essential for the successful completion of this course.

Hinweis: Dieser Kurs ist für die Zertifikatslinien *CLIL* (Vertiefungsseminar), *ZiEI* (Vertiefungsseminar) und *Global Learning* (Vertiefungsseminar) geöffnet.

Literature: All readings and materials will be made available on the course platform.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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K. Täger, M.A.:

Differentiation in the EFL Classroom – 4412 654

Blockseminar, Mo-Mi 16.02.-18.02.2026, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

This 3-day seminar aims to analyse and discuss approaches to differentiation at various schooling levels (from primary school up through gymnasium). We will evaluate personal goals for implementing, understanding and evaluating practices of participants while exploring potential teaching pathways to support differentiated learning in the EFL classroom.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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A. Smith, M. A.:

Scaffolding Language Teaching – 4412 628

Blockseminar, Do-Sa 19.02.-21.02.2026, 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.

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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K. Träger, M.A.:

Topics on Teaching/Heterogenous EFL Classroom – 4412 652

Blockseminar, Mo-Mi 23.02.-25.02.2026, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

This block seminar will go into a deeper analysis and application of teaching methods, strategies, and didactic frameworks from the perspectives of learners and teachers in heterogenous EFL classroom settings. Reflecting the true nature of EFL classrooms, the content and topics in this seminar will be based partially on the participants in order to incorporate and reflect the needs, interests, and outcomes of their own goals in teaching English.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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N.N.:

Assessing Language and Literature – 4412 650

Blockseminar, Do-Sa 26.02.-28.02.2026, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

Assessment can support effective teaching by evaluating students' learning progress and providing information for future lesson planning. This course introduces basic principles, quality criteria, and different types of assessment. We will specifically focus on assessing language and literature in the EFLC. We will address the challenges arising from the ambiguous and personal nature of literary texts that do not allow for easy evaluation of answers as 'right' or 'wrong'. We will also discuss current challenges for assessment arising from digital transformation, such as the changing nature of literary texts into multimodal and interactive formats, and the rise of AI for text production. Focusing on teaching practice, we will investigate and reflect on both summative and formative assessment practices based on several literary texts, including multimodal ones (e.g. graphic novels, audiobooks, or films). We will then develop and try out meaningful, innovative, and alternative forms of assessment that do beyond traditional classroom exams.

Literature:

A full list of relevant publications will be provided during the course.

Cheng, L. & Fox, J. (2017). *Assessment in the Language Classroom: Teachers Supporting Student Learning*. Oxford: Macmillan Education Palgrave.

Paran, A. & Sercu, L. (Hrsg.). (2010). *Testing the Untestable in Foreign Language Education*. Bristol: Multilingual Matters.

Vogt, K. & Quetz, J. (2018). *Assessment im Englischunterricht: Kompetenzorientiert beurteilen und bewerten*. Innsbruck: Helbling.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

Modul M2 “Advanced English Studies” Gym

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: PL: veranstaltungsbegleitende englischsprachige Hausarbeit oder Referat*	

* 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

Dr. H. Comes-Koch:

Socio-pragmatic Approaches to Second Language Acquisition – 4412 028

SE, Do 09:45 – 11:15, BI 85.3

Language learning is always situated in social contexts and, in turn, it is affected by social factors. In this class, we will concentrate on various social factors interacting with second language acquisition and deal with central theories and research in this field. Among the topics we will address are: the roles of input (and adjustments of input such as foreigner talk or teacher talk), interaction between learners and with teachers or native speakers, the acquisition/learning context (naturalistic versus instructed, study abroad vs. at home), as well as societal factors (group membership and identity, language socialisation).

We will start by reviewing basic concepts of second language acquisition as well as sociolinguistics. After that, we will proceed to study a selection of social approaches to second language acquisition (Sociocultural Theory, the Identity Approach, the Language Socialisation Approach). We will also look at empirical research on the development of sociolinguistic competence in the second language. Finally, we will address how sociolinguistics can be integrated in the language classroom.

Reading and discussing research papers, as well as practical work will be an integral part of this seminar.

Basic knowledge of second language acquisition (e.g. from module A2) is presupposed.

Literature:

Geeslin, K. L. & Long, A. Y. (2014). *Sociolinguistics and second language acquisition*. Routledge.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Themenbereich: Advanced Literary and Cultural Studies

Prof. Dr. R. Heinze:

Contemporary US-American Poetry – 4412 214

SE, Fr 11:30 – 13:00, BI 97.11

This course will introduce you to the diversity (themes, forms, traditions) of contemporary US-American poetry.

Please note: You will get to choose which poems we will read in class at the beginning of the course. For this reason, it is an absolute and non-negotiable precondition for participation that (1) you come to the first session and (2) you have obtained the book below **by the beginning of class**. No exceptions!

Literatur:

Pinsky, Robert, and David Lehman, eds. *The Best of The Best American Poetry*. New York: Scribner, 2013. ISBN: 978-1451658880

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

Modul FP “Fachpraktikum Master Gym”

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

Modul FP „Fachpraktikum Master Gym“

K. Fricke-Dietrich:

Fachpraktikum Gym – 4412 800

PR Mo 18:30 – 20:00, BI 85.3

This course aims at combining theoretical concepts with practical information for EFL teaching. It serves to prepare students for their six-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 the teacher). 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).

All of you will prepare and present warm-ups as well as an English lesson plan (45 or 90 mins) and present it in class. Additionally you will take part in a “language village” in school with year 7 pupils on two mornings from approximately 8 – 12 am. If you want to do your internship in English, please contact me before the start of term to talk about possible schools. To enrol, please sign up in Stud.IP.

Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Differenzierungsbereich

Aufbaumodul 1 “Periods and Genres”

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: PL englischsprachige mündliche Prüfung	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

A. Walder, M.A.:

Survey Course I: American Literature I (Group A) – 4412 050

SE, Mo 11:30 – 13:00, BI 97.11

This survey course provides an overview of the major periods and writers of modern Irish literature. 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 Postmodernism, and, finally, to contemporary times. 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.

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.

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 September 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. R. Heinze:

Survey Course I: American Literature I (Group B) – 4412 051

SE, Fr 15:00 – 16:30, BI 97.11

This survey course provides an overview of the major periods and writers of modern Irish literature. 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 Postmodernism, and, finally, to contemporary times. 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.

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.

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 September 23rd, 2025 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Survey Course I: British Literature – Beginnings to Romanticism (Group A) – 4412 055

SE, Do 11:30 – 13:00, BI 85.1

This course (the first in a two-part sequence) aims at providing a rough (and necessarily sketchy) overview over the key texts and periods of English literature from the Renaissance to Romanticism. Our starting point will be the merits, pitfalls and governing principles of writing literary histories. We will then focus on Medieval, Renaissance (Elizabethan, Jacobean, 1500 to 1660), Classicist Restoration, Augustan (1660 to 1789), up to Romantic literature (1790 to 1830).

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 (e.g. Seeber, *Englische Literaturgeschichte*; 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*).

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.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Survey Course I: British Literature – Beginnings to Romanticism (Group B) – 4412 056

SE, Fr 13:15 – 14:45, BI 85.1

This survey course is designed as a rough overview over the literary history(ies) ranging from Medieval Literature to early Romanticism. Our literary as well as cultural journey will encompass poetry, drama, narrative fiction, essays, and culturally relevant critical texts. By discussing selected works ranging from the Middle Ages and the Renaissance to Pre-Romanticism, from Beowulf and William Shakespeare to Thomas Gray, we will trace lines of development and place these texts into their literary, as well as cultural contexts. This course will provide an opportunity to deepen analytical skills and to further an awareness of literature as a crucial part of rapidly changing times.

Literature:

The Norton Anthology of English Literature (9th ed., vol. 1)

Secondary literature:

For orientation in the field, please consult the standard literary histories (Seeber, *Englische Literaturgeschichte*; 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 September 23rd, 2025 (4 am/16:00 h).

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

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
Zwei Seminare (2 x 2 SWS) sind zu belegen, die die folgenden Bereiche abdecken (werden im Sommer- und Wintersemester angeboten): Bereich: Systems of Language and Communication (empfohlen im WS) Synchrone Betrachtung des englischen Sprachsystems als System der Kommunikation 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). Leistung: PL: Projekt mit Praxisanteil oder Klausur; SL: Präsentation oder Hausaufgabe	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Systems of Language and Communication

Dr. F. Zenker:

Morphology – 4412 043

SE, Di 15:00 – 16:30, BI 80.1

This course will introduce the participants to the study of the structure of words and the formation of new complex words in contemporary English. After a review of relevant basic linguistic terms for morphological analysis (word, lexeme, morpheme, prefix, suffix, root, stem, base), we will consider inflection as well as productive types of English word formation:

- a) derivational suffixation (*unfriendly*, *yuppiedom*) incl. conversion/zero derivation (*to tango*, *to email*) and
- b) compounding (*teapot*, *couch potato*).

The particular status of non-syntagmatic processes of abbreviation like blending (*brunch*), initialism (*BBC*), acronyms (*NATO*), or clipping (*flu*) will be discussed as a contrast to compounding and derivation. We will use current theoretical frameworks to describe:

- (a) the regular word-internal structures,
- (b) their rule-based semantic interpretation,
- (c) general semantic changes as effects of word formation, and
- (d) pragmatic and other extra-linguistic blockings of word creation.

We will also address the following questions:

- a) How do children acquire knowledge of word-formation processes and the meaning of complex words?,
- b) How are (complex) words represented and stored in the monolingual mental lexicon?

Literature:

Lieber, R. (2021). *Introducing morphology* (3 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. R. Carroll:

Phonetics & Phonology – 4412 041

SE, Mi 08:00 – 09:30, BI 97.11

Phonetics and phonology are concerned with the ways in which humans produce and hear speech. They thus represent the science of speech sounds and the theory behind phonological rules. Languages vary widely in their sound structures: their number and type of phonemes, the shape of syllable structure, use of tonal contrasts, stress patterns, and so on. At the same time, all languages show striking similarities in the way they structure their sound systems. Phonology strives to understand the structure behind these differences across different speech systems. This seminar introduces the science of speech sounds and the theory behind phonological rules.

- How can we describe the pronunciation of a language?
- What do people do when they play language games?
- Why do loanwords sound so utterly differently from the way they sound in the donor language?
- How does the mind represent the phonological form of words?

We will revisit the concepts of phonetics and phonology that were introduced in the B2 module but focus on rules and theoretical models that go beyond the descriptions of surface phenomena. Topics include acoustic, articulatory, and perceptual phonetics, distinctive feature theory, tones, suprasegmental phenomena, word stress, phonology above the word, as well as different theoretical approaches to explaining and predicting underlying structures.

Literature: t. b. a.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. H. Hopp:

Syntax – 4412 040

SE, Do 16:45 – 18:15, BI 80.1

This course will discuss the central semantic and pragmatic approaches to meaning in language, introducing the main concepts and methods of the study of context-free (semantic) and contextually dependent (pragmatic) meaning. We will consider meaning at several levels (lexical, sentential, discourse) and discuss the relationship between grammar and meaning. In the first part of the course we will discuss a) the theory of lexical fields and sense relations, b) prototypical properties of lexical items and c) the theory of semantic components. We will then investigate the contextually dependent meaning based on culturally or situationally embedded frameworks of understanding words by their function, use and background knowledge. Finally, we will focus on a principle-governed interpretation of meaning based on discourse implicatures that accounts for the ambiguous and dynamic status of meaning caused by linguistic interactions.

Literature:

Saeed, J. I. (2016). *Semantics*. (4 ed.). Oxford: Blackwell.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Themenbereich: Developmental and Linguistic Variation

Dr. H. Comes-Koch:

Second Language Acquisition – 4412 023

SE, Do 11:30 – 13:00, BI 85.3

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.

Literature:

Hawkins, R. (2019). *How Second Languages Are Learned. An introduction.* (4 ed.). Cambridge University Press.

Plus selected videos on LingTutor.

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Aufbaumodul 4 “Intermediate Language Skills: Reading and Writing”

Modulinformation

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 II (2 SWS) Leistung: PL: 12 englischsprachige Hausaufgaben (je 1 Seite)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. K. E. Barnes:

German-English Translation (Group A) – 4412 442

UE, Mi 11:30 – 13:00, BI 85.3

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 September 23rd, 2025 (4 am/16:00 h).

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Dr. K.-E. Barnes:

German-English Translation (Group B) – 4412 443

UE, Fr 15:00 – 16:30, BI 85.9

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 September 23rd, 2025 (4 am/16:00 h).

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Dr. K. E. Barnes:

Grammar II (Group A) – 4412 166

UE, Mi 15:00 – 16:30, BI 80.2

Grammar 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 Exercises 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 September 23rd, 2025 (4 am/16:00 h).

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H. Elstad, M.A.:

Grammar II (Group B) – 4412 167

UE, Fr 11:30 – 13:00, BI 80.2

Grammar 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 Exercises 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 September 23rd, 2025 (4 am/16:00 h).

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H. Elstad, M.A.:

Writing II (Group A) – 4412 495

UE, Mi 09:45 – 11:15, BI 82.002

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 discursial sophistication.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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H. Elstad, M.A.:

Writing II (Group B) – 4412 496

UE, Fr 13:15 – 14:45, BI 80.2

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 discursial sophistication.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Erweiterungsmodul 3 “Advanced Literary and Cultural Studies”

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)	
PL: Referat mit schriftlicher Ausarbeitung oder Hausarbeit (ggf. mit Präsentation)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunde

Erweiterungsmodul 3 “Advanced Literary and Cultural Studies”

Prof. Dr. E. Voigts:

Future-War Narratives – 4412 178

SE, Mo 13:15 – 14:45, BI 80.1

This seminar traces how a wave of speculative fiction about wars yet to come in 19th-century Britain imagined future conflicts and how those narratives reflected real-world anxieties about technology, national security, and social order. We will read a number of texts – from “invasion” fictions to proto-sci-fi “scientific romances” – and situate them alongside period military and political commentary, as well as more contemporary visions of future-war during the cold war (Clancy) and the 21st-century rivalry between the US and China (Singer/Cole). Be warned: the texts we will read may be bellicose, jingoist, patriarchal, xenophobic, and racist.

Key texts (mostly available online)

- George Tomkyns Chesney, *The Battle of Dorking: Reminiscences of a Volunteer* (1871)
- Edward Bulwer-Lytton, *The Coming Race* (1871)
- H. G. Wells, *The War of the Worlds* (1898)
- George Griffith, *The Angel of the Revolution* (1893)
- William Le Queux, *The Great War in England in 1897* (1894)
- M. P. Shiel, *The Yellow Danger* (1898)
- Erskine Childers, *The Riddle of the Sands. A Record of Secret Service* (1903)
- H. G. Wells, *Little Wars* (1913)
- Tom Clancy, *The Hunt for Red October* (1984)
- P.W. Singer and August Cole. *Ghost Fleet—A Novel of the Next World War* (2015).

Secondary Literature:

- Clarke, Ignatius F. *Voices Prophesying War: Future Wars 1763-3749*. 2nd ed. Oxford: Oxford UP, 1992.
- Eby, Cecil Degrotte. *The Road to Armageddon: The Martial Spirit in English Popular Literature, 1870-1914*. Durham, NC: Duke UP, 1987. Print.
- Gannon, Charles E. *Rumors of War and Infernal Machines: Technomilitary Agenda-Setting in American and British Speculative Fiction*. Liverpool: Liverpool UP, 2003. Print.
- Bulfin, Ailise Book. *Gothic Invasions. Imperialism, War and Fin-de-Siècle Popular Fiction*. University of Wales Press, 2018.
- Voigts, Eckart. "Literary Events and Real Policies: The Transmedia Cases of Walter Besant's *All Sorts and Conditions of Men* (1882) and George Chesney's *The Battle of Dorking* (1871)." Christina Meyer, Monika Pietrzak-Franger (eds.): *Transmedia Practices in the Long Nineteenth Century*. London and New York: Routledge, 2022, 25-44. Online: <https://doi.org/10.4324/9781003222941>.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. R. Heinze / Prof. Dr. S. Heuser:

Bibel im Film: Ästhetik – Theologie – Interkulturalität – 4412 137

(Kooperationsangebot mit dem Institut für Evangelische Theologie und Religionspädagogik)
SE, Do 11:30 – 13:00, BI 97.11

In diesem Seminar untersuchen wir das Zusammenspiel biblischer Erzählstoffe und filmischer Adaptionen und Inszenierungen. Dabei legen wir drei Schwerpunkte:

1. Verfilmung biblischer Erzählungen anhand von Fallstudien klassischer und aktueller Verfilmungen
2. Filmische Verarbeitung biblischer und religiöser Themen mit Blick auf deren ästhetische, symbolische und theologische Dimensionen
3. Interkultureller Vergleich von filmischen Verarbeitungen biblischer Narrative und Motive mit besonderer Perspektive auf deren politische und kulturelle Kontextualisierung

Arbeitsweisen: Lektüre ausgewählter theologischer, film- und kulturwissenschaftlicher Texte; Projektbezogene Auseinandersetzung mit exemplarischen Filmen in Kleingruppen, moderierte Plenumsdiskussionen. Die Filme werden zu Beginn des Seminars bekannt gegeben bzw. gemeinsam ausgesucht.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Shakespeare Adapted – Adapting Shakespeare – 4412 108

SE, Fr 11:30 – 13:00, 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. One special example will be *The TUBS-Players'* recent rewriting entitled *Shakespeare's Midsummer Night's Dream(S)*, where members of our class can become adapters, dramaturges and exhibition curators themselves. As a special treat, we will devise teaching resources, games and workshop material that will help school students to prepare for their visit of the TUBS-Players' production.

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..

Primary Literature:

Shakespeare, W.: *A Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, and some more...

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 Literature: (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 September 23rd, 2025 (4 am/16:00 h).

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L. Cristea, M.A.:

Environmental Imaginaries in Anglophone Postcolonial Fiction – 4412 544

SE, Fr 15:00 – 16:30, BI 80.1

Anthropogenic climate change can be considered one of the defining discourses of the 21st century. It is not surprising then, that not only the scientific but also the literary world has tried to come to terms with the complex challenges climate change poses for the planet. As Indian author Amitav Ghosh has famously argued: "[T]he climate crisis is also a crisis of culture, and thus of the imagination" (*The Great Derangement* 9). Ghosh thereby points to the difficulties of portraying and negotiating this complex phenomenon in contemporary literature(s). The genre of 'climate fiction' has been firmly established in the Global North, especially in the Anglo-American sphere, and can arguably be seen as a response to this 'crisis of imagination'. Yet in recent years, a growing body of fiction from the Global South has started to challenge the dominance of 'Western' narratives about climate change by imagining the entanglement between 'environmental' crises and colonial and neo-colonial discourses.

In this seminar, we will look at such 'environmental' imaginaries in contemporary postcolonial literatures. Students will be familiarised with the critical framework of postcolonial ecocriticism, as well as with key theories from the Environmental Humanities. We will then primarily read works from India, but also from Australia or Africa, and look at how these texts envision the relationship between the 'human' and the non-human, as well as how they negotiate the impact of ecological crises on identity categories, such as class, race, and gender.

Literature:

Ghosh, Amitav. *The Hungry Tide*. London: HarperCollins, 2004.

Sinha, Indra. *Animal's People*. London: Simon & Schuster, 2007.

Texts from Australia and/or Africa will be chosen in the first sessions of the seminar, depending on preferences and interests.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Erweiterungsmodul 5 “Advanced English Linguistics: Contexts and Variation”

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)	
PL Referat mit schriftlicher Ausarbeitung oder Hausarbeit (ggf. mit Präsentation)	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. K. Von Holzen:
Sociolinguistics – 4412 315
SE, Mo 15:00 – 16:30, BI 80.1

In this seminar we will take a look at English from a sociolinguistic point of view. Sociolinguistics is the study of the relationship between language and society, and sociolinguists study how different social contexts affect language use. In this class, we will focus on social factors at the level of the individual, examining ascribed vs. acquired characteristics (social class, sex, ethnicity), but also at the level of the community in that we examine linguistic practice in different linguistic networks. Specifically, we review classical areas of sociolinguistic study, such as regional and social variation, politeness, gender and sexuality, ethnicity, and multilingualism and language contact. We will also consider our attitudes and beliefs about linguistic variation and how this information is perceived and represented. Finally, we will consider the study of sociolinguistics in light of new technology, such as social media and Artificial Intelligence.

Literature:

Holmes, J., & Wilson, N. (2022). *An introduction to sociolinguistics*. Routledge.
Meyerhoff, M. (2011). *Introducing Sociolinguistics*. London and New York: Routledge.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. H. Hopp:
The Grammar of Englishes – 4412 035
SE, Do 11:30 – 13:00, BI 80.1

This course will survey core grammatical properties across different varieties of current Englishes. The purpose of this course is to investigate the variation in English grammars in typological perspective. After a general introduction to variationist linguistics, we will look at variation in the noun phrase, in the verb phrase and at the clause and sentence levels. Taking a functional approach, we systematically describe differences in the grammars of Englishes around the world, and we chart commonalities across varieties. We will compare English to other languages in typological perspective. On top of introducing you to variation among Englishes, this course also serves as a refresher of core grammatical concepts and terms, and it will sharpen your skills in grammatical description and analysis.

Literature:

Siemund, P. (2013). *Varieties of English: A typological approach*. Cambridge: Cambridge University Press.
Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. H. Comes-Koch:
Bilingual First Language Acquisition – 4412 311
SE, Fr 11:30 – 13:00, BI 85.3

In this seminar we will explore how children growing up with two languages from birth acquire the two languages simultaneously and how they learn to use the two languages appropriately

when communicating with other people. A recurrent question in research on bilingual first language acquisition is whether the children acquire the two languages separately (i.e. their acquisition patterns are identical to monolingual patterns) or whether there is some kind of interaction/interdependence in the development of the two languages. We will address this question looking at the levels of phonology, morpho-syntax and vocabulary. We will also discuss which factors influence the development of the two languages (e.g. type and amount of input in the two languages) and will discuss possible explanations for different rates of development (unequal development) or different outcomes (e.g. receptive bilingualism). Apart from acquiring the lexical and structural aspects of the two languages children also have to learn how to use the two languages in accordance with socio-pragmatic norms. So we will also address the acquisition of language choice patterns of simultaneous bilingual children. Finally, we will focus on code-switching, a typically bilingual phenomenon that requires linguistic and socio-pragmatic competence on the part of the speaker. We will look at how bilingual children acquire this competence and whether / how this is related to the general development in the two languages.

Literature:

De Houwer, A. (2009). *Bilingual first language acquisition*. Multilingual Matters.
Plus selected videos on LingTutor.

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Erweiterungsmodul 6 “Advanced Language Skills: Reading and Writing”

Modulinformation

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

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Dr. K. E. Barnes:

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

SE, Mo 18:30 – 20:00, 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 *Lilies 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 September 23rd, 2025 (4 am/16:00 h).

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A. Rose:

Regional Studies II (Group B): Great Britain: Britain's Place in Europe – 4412 457

SE, Do 15:00 – 16:30, BI 82.006

This course examines the sometimes-vexed subject of Britain's relationship with Europe. How similar has Britain been to other European countries, and in what respects? Do Brits feel European, and have they taken an interest in events on the continent, or has the distance from Europe led to insularity and xenophobia? Finally, how involved in European affairs has Britain been over the last several hundred years?

Starting with the Iron Age (c.1200 – c. 550 BC), the Reformation (16th Century) and the Glorious Revolution (1688), the course will examine Britain's relationship with Europe in the 18th, 19th and 20th Centuries, culminating in more recent events, such as the Brexit referendum (2016) and the United Kingdom and Europe's ongoing support for Ukraine.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. K. E. Barnes:

Grammar III (Group A) – 4412 168

UE, Mo 16:45 – 18:15, BI 80.1

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 is available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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A. Rose:

Grammar III (Group B) – 4412 169

UE, Do 11:30 – 13:00, BI 85.9

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 is available at the Copythek, Mühlenpfordtstr. 1, 38106 Braunschweig.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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A. Rose:

Reading (Group A) – 4412 444

UE, Di 15:00 – 16:30, BI 97.1

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.

Literatur:

Titus Andronicus: Third Series (The Arden Shakespeare) Band 3, ISBN: 978-1350030916.
Other Texts: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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S. Kingsbury:

Reading (Group B) – 4412 445

UE, Do 13:15 – 14:45, BI 85.2

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.

Literatur: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Kurse für den Studiengang Master G und HR

Modul M1 “Teaching English” G

Modulinformation

Art und Bezeichnung des Moduls	Teaching English G
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1. + 3. Sem.
Credits	9 LP

Modulaufbau

Winter (1. Sem)	Winter (3. Sem.)
Verteilt auf 1. und 3. Semester	
3 LV Advanced English Language Teaching/Didaktik (6 SWS)	
Leistung: a) SL: Präsentation oder schriftliche Arbeit b) PL: Eine veranstaltungsbegleitende Hausarbeit (ggf. mit Präsentation) oder Multimediale Produktion	

LP: Leistungspunkte
PL: Prüfungsleistung
SL: Studienleistung

LV: Lehrveranstaltung
SE: Seminar
SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Autonomous Learning in the Inclusive EFL Classroom – 4412 640

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

The concept of learner autonomy has become a true 'buzzword' in the EFL research community during the last two decades, but has not yet been widely implemented in language classrooms throughout Germany. Nevertheless, teachers face very heterogeneous inclusive classrooms and need to find new ways to challenge and foster students. This could be accomplished by shifting responsibility for learning to individual students and granting them more independence and autonomy. In this course, we will first focus on the theoretical principles behind the concept of learner autonomy and then explore different approaches and materials for autonomous learning in heterogeneous language classrooms. Furthermore, we will develop, implement and evaluate our own materials at one of our partner schools.

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

Literature:

Benson, Phil (2001): *Teaching and Researching Autonomy in Language Learning*. Edinburgh Gate: Longman.

Benson, Phil / Voller, Peter (1997): *Autonomy & Independence in Language Learning*. Edinburgh Gate: Longman.

Little, David (1991): *Learner Autonomy. Definitions, Issues and Problems*. Dublin: Authentik.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Dr. J.-E. Leonhardt:

Teaching Literature – 4412 680

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

In this class, you will get acquainted with a number of novels from various countries about teachers and their educational work (in English resp. translated into English). However, this course will differ from a literature studies class, because we will make a transfer and consider what we can learn from those teachers for our (future) profession. Therefore, important moments in the novel will be in the focus and we will read small sections and transpose them into improvised dialogues or illustrations. We will think about how we are similar/different to those teacher personalities and whether we might adopt their approach.

Literature:

A full list of relevant publications will be provided during the course.

Alter, G. & Ratheiser, U. (2019). A new model of literary competences and the revised CEFR descriptors. *ELT Journal*, 73(4), 377-286. DOI: 10.1093/elt/ccz024

Elsner, D. & Viebrock, B. (2013). Developing Multiliteracies in the 21st Century: Motives for New Approaches of Teaching and Learning Foreign Languages. In D. Elsner, S. Helff & B. Viebrock (Hrsg.), *Films, Graphic Novels & Visuals: Developing Multiliteracies in Foreign Language Education – an Interdisciplinary Approach* (S. 17-32). Münster: Lit.

Frederking, V. & Krommer, A. (2022). Sprachliche, literarische und mediale Bildung in der digitalen Welt. In V. Frederking & R. Romeike (Hrsg.), *Fachliche Bildung in der digitalen Welt. Digitalisierung, Big Data und KI im Forschungsfokus von 15 Fachdidaktiken* (S. 82-120). Münster: Waxmann.

Leonhardt, J.-E. & Viebrock, B. (2020). Ausgewählte Materialien für einen kritisch orientierten Fremdsprachenunterricht: Jugendliteratur mit Transgender-Thematik. In D. Gerlach (Hrsg.), *Kritische Fremdsprachendidaktik* (S. 37-52). Tübingen: Narr.

Paran, A. & Robinson, P. (2016). *Literature*. Oxford: Oxford Univ. Press.

Surkamp, C. & Nünning, A. (2024). *Englische Literatur unterrichten 1: Grundlagen und Methoden* (6. Aufl.). Hannover: Klett.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Prof. Dr. C. Becker:

Education for Sustainable Development – 4412 582

Blockseminar, 4 synchrone Termine: 23.10./30.10./13.11./27.11.2025, jeweils 14:00 – 15:30, Online

As part of the *Global Teachers for a Sustainable Future* (GTSF) project, you will have the opportunity to engage in a transnational, virtual encounter with educators and students from 11 esteemed universities and organizations from Europe, Asia, and Latin America to work on cross-cultural and global issues in the context of education for sustainable development.

Overall, this transnational online course aims at

- equipping students with the knowledge, skills, attitudes, and values they need to become global citizens and agents for change.
- providing future (language) teachers with the tools for integrating sustainable development education and global citizenship in their teaching.
- contributing to sustainability and the 2030 Agenda by promoting lifelong learning and quality education (SDG 4).
- promoting internationalization at home as the most sustainable and accessible way to foster global competence.

Please note that this is a **6-week intensive online course running from 23 October to 27 November 2025** on the learning platform *Moodle*. The course consists of asynchronous, self-organized work phases as well as four live sessions (90 minutes each). These sessions will take place **from 2 p.m. to 3:30 p.m. (outside of the regular class time!)** on the following dates:

Live Session 1: 23.10.25 (opening & onboarding)

Live Session 2: 30.10.25

Live Session 3: 13.11.25

Live Session 4: 27.11.25 (closing conference)

As this seminar is based on close transnational collaboration and exchange, please be aware that your active and consistent participation throughout the six-week period is essential for the successful completion of this course.

Hinweis: Dieser Kurs ist für die Zertifikatslinien *CLIL* (Vertiefungsseminar), *ZiEI* (Vertiefungsseminar) und *Global Learning* (Vertiefungsseminar) geöffnet.

Literature: All readings and materials will be made available on the course platform.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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A. Smith, M. A.:

Storytelling in the EFL Classroom – 4412 645

Blockseminar, Do-Sa 12.02.-14.02.2025, 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: A literature list will be provided in the course.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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K. Täger, M.A.:

Differentiation in the EFL Classroom – 4412 654

Blockseminar, Mo-Mi 16.02.-18.02.2026, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

This 3-day seminar aims to analyse and discuss approaches to differentiation at various schooling levels (from primary school up through gymnasium). We will evaluate personal goals for implementing, understanding and evaluating practices of participants while exploring potential teaching pathways to support differentiated learning in the EFL classroom.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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A. Smith, M. A.:

Scaffolding Language Teaching – 4412 628

Blockseminar, Do-Sa 19.02.-21.02.2026, 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.

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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K. Täger, M.A.:

Topics on Teaching/Heterogenous EFL Classroom – 4412 652

Blockseminar, Mo-Mi 23.02.-25.02.2026, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

This block seminar will go into a deeper analysis and application of teaching methods, strategies, and didactic frameworks from the perspectives of learners and teachers in heterogenous EFL classroom settings. Reflecting the true nature of EFL classrooms, the content and topics in this seminar will be based partially on the participants in order to incorporate and reflect the needs, interests, and outcomes of their own goals in teaching English.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Modul "Praxisphase" G

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

Vorbereitung Praxisphase

K. Täger, M. A. / B. Müller:

Vorbereitung Praxisphase G Englisch: Planung und Analyse von Englischunterricht (G) – 4412 802

SE, Fr 13:15 – 14:45, BI 80.303/304, MakerSpace

This course serves to prepare for the so-called “Praxisblock” of the GHR 300 Master program. It is structured to utilize two aspects of didactic approaches in teaching and learning within the setting of English Foreign Language classes at primary school level. One will focus on teaching from the theoretical perspective, the other will situate them in a practical context. The course will be jointly planned and taught by a university teacher and a Fachseminarleiter/leiterin, as specified in the GHR outline.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Modul “Projektband” G

Modulinformation

Modul		Projektmodul 2: Projektdurchführung	
Veranstaltungen	Credits	Modulprüfung	Teilnahmevoraussetzung/en
2 SWS: a) LV 1	7	Dokumentation des Projektab- laufs (SL)	Prüfungsleistung Pro1 muss vorliegen
Semester	Dauer	Häufigkeit	
2. Sem.	1. Sem.	Jedes Sommersemester	
Qualifikationsziele:			
- 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. C. Becker:

Vorbereitung Projektband Pro 1 G Englisch: Researching English Teaching and Learning – 4412 804

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

We will look at selected research projects in the field of foreign language teaching and learning, ranging from large scale studies to case studies. We will look at certain topics of special interest for EFL, we will look at methods which have been used rather often by the GHR 300 students who do the Projekt in the subject of English. You will get guidance how to plan and do the research project.

Literature:

Literature will be announced during the course.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Prof. Dr. C. Becker:

Nachbereitung Projektband Pro 3 G Englisch – 4412 815

SE, nach individueller Absprache

In this seminar, the students are given support to write their research report. The research report can be transformed into a part of the Master thesis later, if the students considered their school research topic to be interesting and worth expanding. The seminar partly consists of individual support sessions which are to be arranged. The structure of the Pro 3 Bericht (which includes a summary of Pro 1 and a survey of the activities done to arrive at the stage of writing the report (logbook style)) will be explained.

Literature:

Depends on the topic of their research.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Modul M1 “Teaching English” HR

Modulinformation

Art und Bezeichnung des Moduls	Teaching English HR
Pflicht-/Wahlpflichtmodul	Pflichtmodul
Semester/Studienjahr laut Studienplan	Master 1. + 3. Sem.
Credits	9 LP

Modulaufbau

Winter (1. Sem)	Winter (3. Sem.)
Verteilt auf 1. und 3. Semester	
3 LV Advanced English Language Teaching/Didaktik (6 SWS)	
Leistung: a) SL: Präsentation oder schriftliche Arbeit b) PL: Eine veranstaltungsbegleitende Hausarbeit (ggf. mit Präsentation) oder Multimediale Produktion	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Prof. Dr. C. Becker:

Autonomous Learning in the Inclusive EFL Classroom – 4412 640

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

The concept of learner autonomy has become a true 'buzzword' in the EFL research community during the last two decades, but has not yet been widely implemented in language classrooms throughout Germany. Nevertheless, teachers face very heterogeneous inclusive classrooms and need to find new ways to challenge and foster students. This could be accomplished by shifting responsibility for learning to individual students and granting them more independence and autonomy. In this course, we will first focus on the theoretical principles behind the concept of learner autonomy and then explore different approaches and materials for autonomous learning in heterogeneous language classrooms. Furthermore, we will develop, implement and evaluate our own materials at one of our partner schools.

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

Literature:

Benson, Phil (2001): *Teaching and Researching Autonomy in Language Learning*. Edinburgh Gate: Longman.

Benson, Phil / Voller, Peter (1997): *Autonomy & Independence in Language Learning*. Edinburgh Gate: Longman.

Little, David (1991): *Learner Autonomy. Definitions, Issues and Problems*. Dublin: Authentik.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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Dr. J.-E. Leonhardt:

Teaching Film – 4412 621

SE, Mo 15:00 – 16:30, BI 80.2

Films have become an integral part of young adolescents' lives, with streaming services providing easy access to English films and smartphones allowing faster-than-ever film production. Thus arises the need for competent, autonomous and critical engagement with films. In the context of TEFL, this is captured by the concept of *film literacy*. In this course, we will discuss how films can be used in English language education. Together, we will define the rationale and key objectives of film-based language teaching and explore up-to-date research findings. Based on various short films, full-length feature films, and documentaries we will try out both film analytical as well as productive teaching methods. We will also engage with various interdisciplinary perspectives, including cultural learning and critical foreign language teaching based on films.

Literature: t. b. a.

A full list of relevant publications will be provided during the course.

Blell, G., Grünewald, A., Kepser, M. & Surkamp, C. (2016). Film in den Fächern Deutsch, Englisch, Französisch, Spanisch: Ein Modell zur sprach- und kulturübergreifenden Filmbildung. In G. Blell, A. Grünewald & M. Kepser (Hrsg.), Film in den Fächern der sprachlichen Bildung (S. 11-62). Baltmannsweiler: Schneider Verlag Hohengehren.

Leonhardt, J.-E. (2024). Film Literacy im Englischunterricht: Eine Mixed-Methods-Studie zur Erhebung der Kompetenzen von Lernenden der Sekundarstufe I. Berlin, Heidelberg: J.B. Metzler.

Römhild, R. (2024). Concepts of film literacies in (English) Language Education: A critical discourse overview. *Arbeiten aus Anglistik und Amerikanistik*, 49(1), 107-137. DOI: 10.24053/AAA-2024-0005

Viebrock, B. (Hrsg.). (2016). *Feature Films in English Language Teaching*. Tübingen: Narr.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Dr. J.-E. Leonhardt:

Teaching Literature – 4412 680

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

In this class, you will get acquainted with a number of novels from various countries about teachers and their educational work (in English resp. translated into English). However, this course will differ from a literature studies class, because we will make a transfer and consider what we can learn from those teachers for our (future) profession. Therefore, important moments in the novel will be in the focus and we will read small sections and transpose them into improvised dialogues or illustrations. We will think about how we are similar/different to those teacher personalities and whether we might adopt their approach.

Literature:

A full list of relevant publications will be provided during the course.

Alter, G. & Ratheiser, U. (2019). A new model of literary competences and the revised CEFR descriptors. *ELT Journal*, 73(4), 377-286. DOI: 10.1093/elt/ccz024

Elsner, D. & Viebrock, B. (2013). Developing Multiliteracies in the 21st Century: Motives for New Approaches of Teaching and Learning Foreign Languages. In D. Elsner, S. Helff & B. Viebrock (Hrsg.), *Films, Graphic Novels & Visuals: Developing Multiliteracies in Foreign Language Education – an Interdisciplinary Approach* (S. 17-32). Münster: Lit.

Frederking, V. & Krommer, A. (2022). Sprachliche, literarische und mediale Bildung in der digitalen Welt. In V. Frederking & R. Romeike (Hrsg.), *Fachliche Bildung in der digitalen Welt. Digitalisierung, Big Data und KI im Forschungsfokus von 15 Fachdidaktiken* (S. 82-120). Münster: Waxmann.

Leonhardt, J.-E. & Viebrock, B. (2020). Ausgewählte Materialien für einen kritisch orientierten Fremdsprachenunterricht: Jugendliteratur mit Transgender-Thematik. In D. Gerlach (Hrsg.), *Kritische Fremdsprachendidaktik* (S. 37-52). Tübingen: Narr.

Paran, A. & Robinson, P. (2016). *Literature*. Oxford: Oxford Univ. Press.

Surkamp, C. & Nünning, A. (2024). *Englische Literatur unterrichten 1: Grundlagen und Methoden* (6. Aufl.). Hannover: Klett.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Dr. T. Gruenbaum:

Picturing the Unimaginable: Visual Holocaust children's literature to inspire unity and hope – 4412 687

Online-SE, Di 16:45 – 18:15, BI 80.303/304 (Online)

This innovative, hybrid course with an online-only option for international students has been designed for a mixed-discipline cohort to explore the contribution visual Holocaust children's literature (picturebooks and graphic novels) can make to supporting global citizenship education and promoting the United Nations Convention on the Rights of the Child (UNCRC). The selected children's literature, combined with story-based pedagogy, human rights pedagogy, and a global citizenship education framework, offers an entry point to take action against not only antisemitism but any kind of discrimination, intolerance, and prejudice. The course has been designed to inform and encourage both text-based (spoken and written) and arts-based interaction.

The course consists of asynchronous and asynchronous online-sessions (April - May 2025) as well as two on-site workshop days in June 2025

Literature:

Ribbens et al. (2024). *Picturing the Unimaginable. Ten comic authors. Ten stories about the holocaust and other Nazi crimes*. Scratch.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. J.-E. Leonhardt:

Popular Series in English Language Education – 4412 667

Di 16:45 – 18:15, BI 85.2

Series are immensely popular among pupils; however, this popularity is not yet reflected in current teaching practice (cf. Leonhardt, 2024). In this course, we will investigate how series can be brought to English language education. We will look at the rationale and objectives for including series, understand the specifics of serial narration, and the challenges this entails for teaching practice. We will then discover a plethora of series suitable for intermediate to advanced learners and discuss how they can be employed in English language education. We will draw on the hot off-the-press edited volume by Leonhardt and Viebrock (2025) *Popular Series in English Language Education*, including shows such as *Brooklyn Nine-Nine*, *Sex Education*, *The Handmaid's Tale*, and many more.

Literature:

A more expansive list of relevant publications will be provided in the course.

Leonhardt, J.-E. & Viebrock, B. (Hrsg.). (2025). *Popular Series in English Language Education*. Tübingen: Narr.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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M. Wildhage:

Methods and Materials for CLIL – 4412 404

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

CLIL steht für integriertes Fremdsprachen- und Sachfachlernen. Wer das Potential dieser Unterrichtsform ausschöpfen will, muss beide Elemente systematisch berücksichtigen und aufeinander beziehen. Mit Blick auf die Inhalte des jeweiligen Faches bedeutet dies die gezielte Erschließung der erweiterten fachlichen Perspektiven in der Dimension des interkulturellen Lernens. Der gezielte Aufbau fachsprachlicher Elemente steht im Mittelpunkt der sprachlichen Lernprozesse. Insbesondere im Anfangsunterricht ist dabei aber eine Diskrepanz zwischen kognitiven und den fremdsprachlichen Möglichkeiten der Lernenden einzukalkulieren. Wie kann diese Lücke geschlossen werden und wie sollten Arbeitsmaterialien gestaltet sein, um das fachliche und fremdsprachliche Lernen zu erleichtern?

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

- Eckpunkte einer Didaktik
- Sprachliche Grundlagen inhaltlichen Lernens:
Planungsfelder für die Integration von Sprache und Inhalt: fachlicher Diskurs, Rezeption/Produktion - Fachmethodische Arbeitsweisen im Umgang mit unterschiedlichen Materialien und entsprechende Sprachfunktionen – Systematische Wortschatzarbeit
- Unterrichtsmaterialien:
Unterschiedliche Materialien und ihre Bezugsquellen – Schulbuchvergleich /Materialanalyse –Perspektivwechsel: kontrastive und komplementäre Materialarrangements - Strategien sprachlicher Unterstützung – Scaffolding – Exemplarische Erarbeitung eigener Materialien
- Unterrichtspraxis:
Kriterien für die Planung von CLIL-Unterricht – methodische Fragen der Unterrichtsdurchführung

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.

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 17th, 2024 (4 p.m./16:00).

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K. Täger, M.A.:

Differentiation in the EFL Classroom – 4412 654

Blockseminar, Mo-Mi 16.02.-18.02.2026, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

This 3-day seminar aims to analyse and discuss approaches to differentiation at various schooling levels (from primary school up through gymnasium). We will evaluate personal

goals for implementing, understanding and evaluating practices of participants while exploring potential teaching pathways to support differentiated learning in the EFL classroom.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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A. Smith, M. A.:

Scaffolding Language Teaching – 4412 628

Blockseminar, Do-Sa 19.02.-21.02.2026, 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.

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

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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K. Träger, M.A.:

Topics on Teaching/Heterogenous EFL Classroom – 4412 652

Blockseminar, Mo-Mi 23.02.-25.02.2026, 09:00 – 17:00, BI 80.303/304 (MakerSpace)

This block seminar will go into a deeper analysis and application of teaching methods, strategies, and didactic frameworks from the perspectives of learners and teachers in heterogenous EFL classroom settings. Reflecting the true nature of EFL classrooms, the content and topics in this seminar will be based partially on the participants in order to incorporate and reflect the needs, interests, and outcomes of their own goals in teaching English.

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Prof. Dr. C. Becker:

Education for Sustainable Development – 4412 582

Blockseminar, 4 synchrone Termine: 23.10./30.10./13.11./27.11.2025, jeweils 14:00 – 15:30, Online

As part of the *Global Teachers for a Sustainable Future* (GTSF) project, you will have the opportunity to engage in a transnational, virtual encounter with educators and students from 11 esteemed universities and organizations from Europe, Asia, and Latin America to work on cross-cultural and global issues in the context of education for sustainable development.

Overall, this transnational online course aims at

- equipping students with the knowledge, skills, attitudes, and values they need to become global citizens and agents for change.
- providing future (language) teachers with the tools for integrating sustainable development education and global citizenship in their teaching.
- contributing to sustainability and the 2030 Agenda by promoting lifelong learning and quality education (SDG 4).
- promoting internationalization at home as the most sustainable and accessible way to foster global competence.

Please note that this is a **6-week intensive online course running from 23 October to 27 November 2025** on the learning platform *Moodle*. The course consists of asynchronous, self-organized work phases as well as four live sessions (90 minutes each). These sessions will take place **from 2 p.m. to 3:30 p.m. (outside of the regular class time!)** on the following dates:

Live Session 1: 23.10.25 (opening & onboarding)

Live Session 2: 30.10.25

Live Session 3: 13.11.25

Live Session 4: 27.11.25 (closing conference)

As this seminar is based on close transnational collaboration and exchange, please be aware that your active and consistent participation throughout the six-week period is essential for the successful completion of this course.

Hinweis: Dieser Kurs ist für die Zertifikatslinien *CLIL* (Vertiefungsseminar), *ZiEI* (Vertiefungsseminar) und *Global Learning* (Vertiefungsseminar) geöffnet.

Literature: All readings and materials will be made available on the course platform.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Modul “Praxisphase” HR

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

Vorbereitung Praxisphase

A. Smith, M. A. / K. Walsh

Vorbereitung Praxisphase HR Englisch: Planung und Analyse von Englischunterricht – 4412 803

SE, Mo 16:45 – 21:00, BI 80.303/304 (MakerSpace)

This course serves to prepare students for the school internship. It focuses upon important aspects of teaching practice in the language learning school classroom. In addition, we will deal with lesson planning and procedure, as well as classroom management and differentiation.

Termine:

Termine: 10.11.2025, 17.11.2025, 24.11.2025, 05.01.2026, 12.01.2026

Literature: t. b. a.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Modul “Projektband” HR

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:			
• 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. C. Becker:

Vorbereitung Projektband Pro 1 HR Englisch: Researching English Teaching and Learning – 4412 805

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

We will look at selected research projects in the field of foreign language teaching and learning, ranging from large scale studies to case studies. We will look at certain topics of special interest for EFL, we will look at methods which have been used rather often by the GHR 300 students who do the Projekt in the subject of English. You will get guidance how to plan and do the research project.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Prof. Dr. Carmen Becker:

Nachbereitung Projektband Pro 3 HR Englisch – 4412 816

SE, nach individueller Absprache

In this seminar, the students are given support to write their research report. The research report can be transformed into a part of the Master thesis later, if the students considered their school research topic to be interesting and worth expanding. The seminar partly consists of individual support sessions which are to be arranged. The structure of the Pro 3 Bericht (which includes a summary of Pro 1 and a survey of the activities done to arrive at the stage of writing the report (logbook style) will be explained.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 p.m./16:00).

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Differenzierungsbereich Master G und HR

Modul A5 “Advanced English Studies

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
Zwei Seminare (2 x 2 SWS) sind zu belegen, - 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)	
Leistung: PL: Mündliche Prüfung	

LP: Leistungspunkte
LV: Lehrveranstaltung
PL: Prüfungsleistung

SE: Seminar
SL: Studienleistung
SWS: Semesterwochenstunden

Themenbereich: Literary and Cultural Studies

A. Walder, M.A.:

Survey Course I: American Literature I (Group A) – 4412 050

SE, Mo 11:30 – 13:00, BI 97.11

In this course, students will learn about the history of American literature, from Native American oral literature to the turn of the 20th century, while being introduced to the many voices of the Americas. Reading assignments and presentations on historical backgrounds will enable plenary discussions on what it means to be American – the key question that guides this survey course, taking us on a cultural journey through literary history that encompasses creation stories, historical documents, poetry, political speeches, fiction, and essays. Through discussions of works ranging from the precolonial and early national periods to the Civil War and postbellum era, from author Anne Bradstreet and Washington Irving to W.E.B. Du Bois, students will trace the construction of American identities and develop their analytical skills and understanding of American cultural history.

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

Primary Literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. R. Heinze:

Survey Course I: American Literature I (Group B) – 4412 051

SE, Fr 15:00 – 16:30, BI 97.11

This course will introduce you to US-American literature and its cultural contexts from the beginnings to the end of the 19th century.

Caveat: the course has a heavy reading load, so start reading early. The syllabus will be available on StudIP well in advance of the semester. All of the texts will be taken from the first three volumes of the 2017 (9th ed.) five-volume edition of the Norton Anthology of American Literature.

Primary literature:

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

Secondary literature:

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Survey Course I: British Literature – Beginnings to Romanticism (Group A) – 4412 055

SE, Do 11:30 – 13:00, BI 85.1

This course (the first in a two-part sequence) aims at providing a rough (and necessarily sketchy) overview over the key texts and periods of English literature from the Renaissance to Romanticism. Our starting point will be the merits, pitfalls and governing principles of writing literary histories. We will then focus on Medieval, Renaissance (Elizabethan, Jacobean, 1500 to 1660), Classicist Restoration, Augustan (1660 to 1789), up to Romantic literature (1790 to 1830).

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 (e.g. Seeber, *Englische Literaturgeschichte*; 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*).

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.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. M. Marcsek-Fuchs:

Survey Course I: British Literature – Beginnings to Romanticism (Group B) – 4412 056

SE, Fr 13:15 – 14:45, BI 85.1

This survey course is designed as a rough overview over the literary history(ies) ranging from Medieval Literature to early Romanticism. Our literary as well as cultural journey will encompass poetry, drama, narrative fiction, essays, and culturally relevant critical texts. By discussing selected works ranging from the Middle Ages and the Renaissance to Pre-Romanticism, from Beowulf and William Shakespeare to Thomas Gray, we will trace lines of development and place these texts into their literary, as well as cultural contexts. This course will provide an opportunity to deepen analytical skills and to further an awareness of literature as a crucial part of rapidly changing times.

Literature:

The Norton Anthology of English Literature (9th ed., vol. 1)

Secondary literature:

For orientation in the field, please consult the standard literary histories (Seeber, *Englische Literaturgeschichte*; 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 September 23rd, 2025 (4 am/16:00 h).

Themenbereich: English Linguistics / Systems of Language and Communication

F. Zenker:

Morphology – 4412 043

SE, Di 15:00 – 16:30, BI 80.1

This course will introduce the participants to the study of the structure of words and the formation of new complex words in contemporary English. After a review of relevant basic linguistic terms for morphological analysis (word, lexeme, morpheme, prefix, suffix, root, stem, base), we will consider inflection as well as productive types of English word formation:

- a) derivational suffixation (*unfriendly*, *yuppiedom*) incl. conversion/zero derivation (*to tango*, *to email*) and
- b) compounding (*teapot*, *couch potato*).

The particular status of non-syntagmatic processes of abbreviation like blending (*brunch*), initialism (*BBC*), acronyms (*NATO*), or clipping (*flu*) will be discussed as a contrast to compounding and derivation. We will use current theoretical frameworks to describe:

- (a) the regular word-internal structures,
- (b) their rule-based semantic interpretation,
- (c) general semantic changes as effects of word formation, and
- (d) pragmatic and other extra-linguistic blockings of word creation.

We will also address the following questions:

- a) How do children acquire knowledge of word-formation processes and the meaning of complex words?
- b) How are (complex) words represented and stored in the monolingual mental lexicon?

Literature:

Lieber, R. (2021). *Introducing morphology* (3 ed.). Cambridge University Press.

Plus selected videos on LingTUtor.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Dr. R. Carroll:

Phonetics & Phonology – 4412 041

SE, Mi 08:00 – 09:30, BI 97.11

Phonetics and phonology are concerned with the ways in which humans produce and hear speech. They thus represent the science of speech sounds and the theory behind phonological rules. Languages vary widely in their sound structures: their number and type of phonemes, the shape of syllable structure, use of tonal contrasts, stress patterns, and so on. At the same time, all languages show striking similarities in the way they structure their sound systems. Phonology strives to understand the structure behind these differences across different speech systems. This seminar introduces the science of speech sounds and the theory behind phonological rules.

- How can we describe the pronunciation of a language?

- What do people do when they play language games?
- Why do loanwords sound so utterly differently from the way they sound in the donor language?
- How does the mind represent the phonological form of words?

We will revisit the concepts of phonetics and phonology that were introduced in the B2 module but focus on rules and theoretical models that go beyond the descriptions of surface phenomena. Topics include acoustic, articulatory, and perceptual phonetics, distinctive feature theory, tones, suprasegmental phenomena, word stress, phonology above the word, as well as different theoretical approaches to explaining and predicting underlying structures.

Literature: t. b. a.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Prof. Dr. H. Hopp:

Syntax – 4412 040

SE, Do 16:45 – 18:15, BI 80.1

This course is designed as an introduction to the most recent theory of generative syntax, The Minimalist Program (Chomsky 1995). The Minimalist Program explores the fascinating idea that language, in particular, syntax, is optimal and can be reduced to a small set of universal economy principles. The Minimalist Program aims towards a powerful and universal explanation of sentence structure across languages. This course will exemplify the rationale and the implementation of the Minimalist approach to syntax. Using plenty of examples from English and other languages, you will get a step-by-step introduction to syntactic categories and structure, principles of syntactic movement, and parameters of cross-linguistic differences in word order.

This course will provide you with a sound foundation in syntactic theory and analysis; it is ideal for students who enjoyed the syntax part of the Introduction course.

Literature:

Adger, D. (2003). *Core syntax: A Minimalist approach*. Oxford: Oxford University Press.

Plus selected videos on LingTutor.

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Themenbereich: Linguistics / Developmental and Linguistic Variation

Dr. H. Comes-Koch:

Second Language Acquisition – 4412 023

SE, Do 11:30 – 13:00, BI 85.3

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.

Literature:

Hawkins, R. (2019). *How Second Languages Are Learned. An introduction.* (4 ed.). Cambridge University Press.

Plus selected videos on LingTUtor.

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

To enrol, please sign up in Stud.IP. Registration opens September 23rd, 2025 (4 am/16:00 h).

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Kolloquien

Prof. Dr. C. Becker:

Kolloquium für Masterstudierende – 4412 001

KOL, Mo 13:15 – 14:15, 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 September 23rd, 2025 (4 p.m./16:00).

Prof. Dr. E. Voigts:

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

KOL, Termine: Fr 16.01.2026 und 23.01.2026, 15:00-19:00 Uhr, BI 85.2

Sa. 17.01.2026 und 24.01.2026, 10:00-18:00 Uhr, BI 85.2

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 September 23rd, 2025 (4 p.m./16:00).

Prof. Dr. H. Hopp:

Research Colloquium in Linguistics – 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 September 23rd, 2025 (4 p.m./16:00).

Öffnungszeiten der Abteilungsgeschäftszimmer

Dr. H. Comes-Koch	siehe Ankündigung in Stud.IP
Prof. Dr. H. Hopp	siehe Ankündigung in Stud.IP
Dr. K. Von Holzen	siehe Ankündigung in Stud.IP

Lehrbeauftragte

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J. Tavares	nach Vereinbarung: j.tavares@tu-bs.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. i. R. Dr. V. Link	nach Vereinbarung

Sprechstunden in der Vorlesungszeit (WiSe 2025/26)

Barner-Bauer, Jacqueline, M.Ed.	t.b.a.
Dr. K. E. Barnes	Mittwoch, 11:00 – 13:00 Uhr
L. Cristea, M.A.	t.b.a.
Prof. Dr. R. Heinze	Donnerstag, 09:30 – 10:30 Uhr und nach Vereinbarung
Dr. M. Marcsek-Fuchs	Mittwoch, 10:30 – 12:30 Uhr
Prof. Dr. E. Voigts	Dienstag, 11:30 – 13:30 Uhr
A. Walder, M.A.	t.b.a.

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A. Smith, M. A.	nach Vereinbarung: a.smith@tu-bs.de
K. A. Täger, M. A.	nach Vereinbarung: a.taeger@tu-bs.de

Abt. Englische Sprachwissenschaft

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. K. Von Holzen	siehe Ankündigung in Stud.IP
Dr. F. Zenker	siehe Ankündigung in Stud.IP

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