# INFORMATION ON THE MODULE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>INFORMATION ON THE MODULE</strong></td>
</tr>
<tr>
<td><strong>1a</strong></td>
<td>module code</td>
</tr>
<tr>
<td><strong>1b</strong></td>
<td>module title (German title)</td>
</tr>
<tr>
<td><strong>1c</strong></td>
<td>module title (English title)</td>
</tr>
<tr>
<td><strong>1d</strong></td>
<td>credit points</td>
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<tr>
<td><strong>1e</strong></td>
<td>responsible for the module</td>
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<tr>
<td><strong>1f</strong></td>
<td>type of module</td>
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<td><strong>1g</strong></td>
<td>programs using the module</td>
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<tr>
<td><strong>1h</strong></td>
<td>organizational unit offering the module</td>
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<td><strong>1i</strong></td>
<td>content-related prior knowledge or skills</td>
</tr>
</tbody>
</table>
| **1j** | learning contents | • cognitive, psychological and communicative determinants of the use of first and second languages  
• links between cognitive-psychological foundations of language acquisition and general learning mechanisms  
• special characteristics of advanced learner varieties |
- relevance and pedagogical implications of the spread and diversification of the English language for language teaching, esp. with a view to World Englishes and their structural and socio-linguistic characteristics
- competencies for the use of (electronic) dictionaries and computer corpora, also with a view to their use in language teaching

Learning outcomes/competencies/targeted competencies

The students

- can read the research literature on select linguistic topics critically, summarise and reflect on its content and evaluate its relevance for teaching practice
- can use various (online) dictionaries purposefully (e.g. for reference and error correction), esp. with a view to using them in language teaching
- know how to apply corpus linguistic expertise ("corpus literacy") to use computer corpora in language teaching in two ways: 1) using corpora for independent verification of hypotheses about language use (i.e. for the assessment of the wellformedness, idiomaticity and register-adequacy of linguistic structures); (2) using corpora or corpus-derived material for Data-Driven Learning in scenarios of research-based learning, for the preparation of teaching and for the development of teaching material
- develop insights into subject-specific questions and problems of cognitive research, psycholinguistics, language acquisition research and so-called "multiliteracies"
- can identify linguistic-psychological differences between first and second language acquisition
- are familiar with the specific characteristics of different stages of language acquisition, in particular the specifics of advanced learner varieties
- are aware of the broad regional, social and functional variation in the English language and its implications for ELT; they can identify and analyse select forms of World Englishes as independent and equivalent, also with a view to their integration into the curriculum
- can distinguish between variety-specific language use and (performance) errors, and can take this into account when assessing their students
- can evaluate existing teaching and learning materials on World Englishes as to their suitability for ELT, and can create their own materials.

Calculation of student workload (part a: calculation of presence time and working hours)

The total amount of the presence time and working hours of the module has to be calculated additionally in the detailed calculation a) to c).

a) Detailed calculation:

\[ \text{SWS/lecture(s) with contact hours} \times 14 = \text{hours of presence time} \]

\[ \text{SWS/seminar(s) with contact hours} \times 2 = \text{hours of presence time} \]

<table>
<thead>
<tr>
<th>number</th>
<th>lecture(s) with number</th>
<th>SWS/ contact hours</th>
<th>number</th>
<th>hours of presence time</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ 1</td>
<td>seminar(s) with</td>
<td>2</td>
<td>SWS/</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>contact hours</td>
<td></td>
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</tbody>
</table>

Seite 2 | 5
| ☐ | exercise(s) with SWS/ contact hours | hours of presence time |
| ☐ | internship(s) with | sum of working hours |
| ☐ | seminar(s) with SWS/ contact hours | total hours of presence time |
| ☐ | laboratory/laboratories with SWS/ contact hours | total hours of presence time |
| ☐ | tutorial(s) with SWS/ contact hours |
| ☐ | excursion(s) with SWS contact hours in total working hours |

☐ other form of course (e.g. block seminar), namely this:

with SWS / with totaly contact hours □ presence time □ working hours

= sum of presence time and working hours:

28

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**calculation of student workload**

(part b: preparation time and follow-up work/self-study)

**b) working hours for preparation/follow-up work of the course(s) and/or self-study**

= sum of working hours:

31

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**calculation of student workload**

(part c: exam preparation etc.)

**c) exam preparation (incl. examination)**

= sum of working hours:

31

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**calculation of student workload**

(total amount of hours including a) - c))

**Total amount of the presence time and working hours a) to c):**

90
### 1m description of possible optional courses in the module

*Can a student choose between different courses within the module?*

**YES**

*Short description of selection option*

### 1n language(s) of instruction

- ☐ German
- ☒ English
- ☐ Spanish
- ☐ French
- ☐ Other, namely this:

### 1o frequency

*(regular cycle module is offered)* e.g.: winter semester, yearly or summer semester, yearly or each semester

- winter semester yearly

### 1p duration

- one semester module

### 1q Literature (optional)

- Course materials will be announced in the online course catalogue and in class.

### 1r more information on the module (optional)

### 2 INFORMATION ON THE MODULE EXAMINATION (see also AT Art. 5 section 8)

<table>
<thead>
<tr>
<th>2a type of examination</th>
<th>☒ module exam; i.e. exam with only one component (MP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ combination exam, i.e. exam with several components (administered by instructors) (KP)</td>
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<tr>
<td></td>
<td>☐ partial exam; i.e. exam with several components (administered by registrar) (TP)</td>
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</table>

*PL = graded component of the examination*  
*SL = ungraded component of the examination, coursework*  
*PVL = prerequisite of the examination (see AT Art. 5 Section 10)*

<table>
<thead>
<tr>
<th>2b exam components or prerequisites (type, number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ PL</td>
</tr>
</tbody>
</table>

If necessary, further explanations:
### 2c
Give this information for combination examinations only:
Weights (in percentage) of component grades

<table>
<thead>
<tr>
<th>PL 1:</th>
<th>PL 2:</th>
<th>PL 3:</th>
<th>PL 4:</th>
</tr>
</thead>
</table>

If necessary, further comments:

### 2d
form of examination
(see AT BPO/AT MPO Art. 8, 9 and 10)

- [ ] Assignment
- [ ] Written examination
- ☒ Portfolio
- [ ] Internship report
- ☒ Other (concrete definition is given in the examination regulations): research-based term paper
- [ ] Group examination, oral
- [ ] Project report
- [ ] Colloquium
- [ ] Presentation, oral
- [ ] Presentation and written assignment
- [ ] Bachelor Thesis
- [ ] Master Thesis

### 2e
language(s) of instruction

- [ ] German
- ☒ English
- [ ] Spanish
- [ ] French
- [ ] Other, namely this: