

List of Subject Areas for the *BA/BEEd-Arbeit*

The following list of subject areas for the *BA/BEEd-Arbeit* covered by members of staff at the English Department is provided to help students locate a suitable supervisor (*Betreuer*) for their own potential fields of interest. It is not, however an exclusive list: students are welcome to consult potential supervisors with ideas for topics of their own interest.

Formal procedure for registering and submitting the *BA/BEEd-Arbeit*:

Students in the fifth semester can consult staff informally to discuss a potential topic for the *BA/BEEd-Arbeit* before they have reached the necessary level of 100 LP. However, only when they have accumulated 100 LP can they officially register and write the *BA/BEEd-Arbeit*. The procedure is then as follows:

1. Obtain the official registration form (*Antrag zur Anmeldung einer Bachelorarbeit*) from the *Hochschulprüfungsamt*.
2. Fill in your details in the first box at the top of the form.
3. Submit the form to the *Hochschulprüfungsamt*, who will then officially confirm (in the second box on the form) that you are in at least your fifth semester and have accumulated at least 100 LP.
4. When you are ready to start writing your thesis, take the form to the supervisor who has agreed to supervise it. He or she will fill in the topic and date it. **The date that he or she enters is the starting date for the time you have to write your thesis (*Bearbeitungszeit*);** this is 4 months for a *BA-Arbeit* and 3 months for a *BEEd-Arbeit*.
5. Your supervisor will also allocate you a second examiner (2. Prüfer*in). You should then also obtain his or her signature before taking the form back to the *Hochschulprüfungsamt* (but the date entered when your supervisor [*Betreuer*] signs the form is the decisive one for your *Bearbeitungszeit*).
6. Submit the form to the *Hochschulprüfungsamt* who will then officially confirm your title and the latest possible date of submission.
7. The thesis should be submitted to the *Hochschulprüfungsamt* by the due date.

For any further questions relating to the submission of the BA/BEEd-thesis, please consult the *Hochschulprüfungsamt* and read their online information here:

<http://www.uni-trier.de/index.php?id=36127>

Themenbereiche für BA-/BEd-Arbeiten

Prof. Dr. Sabine Arndt-Lappe (Engl. Sprachwissenschaft)

All topics will require active research on the basis of (authentic) language data rather than purely summarising the research findings of other people. If you are writing your BA thesis with me, this will usually mean that you will either work with a corpus (in a wider sense) or conduct an experimental or an elicitation study.

I'm happy to supervise a wide range of topics for BA theses that may cover a structural aspect of the English language (e.g. its phonology/pronunciation, phonetics, morphology, syntax), its pragmatics, or aspects related to language processing (psycholinguistics), (second) language acquisition, and bilingualism.

Here are some examples of topics from past BA theses:

- Phonological variation: Intrusive /r/ in the spoken BNC
- The dative alternation in English as an L2
- Gender, Profession and Politeness in Scripted Dialogue: A Corpus Study
- Do phonological constraints affect the preferred ordering of binomials? A nonsense word study
- Interpreting Compounds In and Out of Context: An Empirical Study

Prof. Dr. Hilary Duffield (Engl. Literaturwissenschaft)

1. The British Novel

Example: "Character development in the *Bildungsroman*: a comparison of *Jane Eyre* and *Great Expectations*"

2. Contemporary British Television and Film

Example: "Traditions and innovation in contemporary television situation comedy"

3. Postwar British Drama

Example: "The representation of the working classes in Osborne's *Look Back in Anger* and Delaney's *A Taste of Honey*."

4. Postcolonial Fiction and Film

Example: "The representation of postimperial Britain from multiple perspectives in Levy's *Small Island*"

Example: “A comparison of the representation of character in Levy’s novel *Small Island* and its television dramatization”

5. Literature of the English Renaissance

Example: “A comparison of the representation of the theme of time in Shakespeare and Spenser’s sonnets”

Prof. Dr. Ralf Hertel (Engl. Literaturwissenschaft)

If you plan to write your thesis with me, I expect you to obtain a firm grasp of the secondary literature available on the chosen subject, but also crucially to go beyond what you find in these sources in order to develop your own perspective and come up with an original piece of writing. Apart from discussing possible topics with me in a first meeting, I also strongly advise you to see me in my office hours at least twice before you hand in your thesis; once, to discuss the structure of your paper as well as your research; once to discuss formal conventions. Please also make sure that your thesis is thoroughly proofread – ideally by a native speaker – before handing it in.

I am happy to supervise theses on various subjects – please discuss with me during my office hours (please reserve a slot on the list next to my office door). Possible topics include:

1. Early Modern Literature and Culture
Examples: The Negotiation of National Identity in Shakespeare’s *Henry V*, Otherness in Marlowe’s *Tamburlaine Plays*
2. New English Literatures
Example: Negotiating Hybrid Identities in Salman Rushdie’s *Midnight’s Children*
3. The Contemporary Novel
Example: Representing Non-Human Identity in Kazuo Ishiguro’s *Never Let Me Go*
4. Canadian Literature and Culture
Example: Negotiating Indianness in E. Pauline Johnson’s Poetry, Depicting Diversity in Michael Ondaatje’s *The English Patient*
5. Travel Writing
Example: Sir Walter Raleigh’s Description of the New World, Negotiating Englishness in Auden and Isherwood’s *Journey to a War*
6. English Modernism
Example: Androgynous Perspectives in Virginia Woolf’s *Mrs Dalloway*, The Asian Influence on Ezra Pound’s Imagism

Prof. Dr. Sebastian Hoffmann (Engl. Sprachwissenschaft)

All topics will require active research on the basis of authentic language data rather than purely summarising the research findings of other people.

1. Language and the Internet

Students working in this area will be expected to investigate a specific feature of language use on the Internet (e.g. chat-rooms, blogs, newsgroups, twitter, etc.). One option would be to compare Internet-derived data with more traditional modes of communication (e.g. letters to the editor vs. comments written by readers on a news website; chat-room interaction vs. spontaneous conversations, etc.), but this is not a requirement. This topic may require you to compile your own corpus of Internet-derived data – help on how to do this will be provided.

2. The making of modern English grammar

Students choosing this topic will be expected to trace one feature of grammatical change (e.g. the use of the progressive, *do*-support, etc.) over time. The actual time period under investigation of course depends on the selected feature, but many topics are likely to deal with Early and Late Modern English (and a comparison with Present-Day English data). You will be expected to compare your results to previous work and ideally, your findings complement/test the work of others on the basis of different data.

3. English vs. another language

Using your knowledge of English and one other language, compare and contrast some characteristics(s) of both languages, choosing from the following general areas of linguistic structure: (1) grammatical constructions and/or morphology (e.g. tenses, modal verbs, conditional sentences...) (2) lexical domains such as colour terms, spatial prepositions, verbs expressing movement and manner of movement, verbs expressing emotions.... (3) patterns of politeness usage.

4. (Im)politeness analysis of confrontational interactions on TV

You will need to collect confrontational episodes from television (e.g. Wife swap, Pop Idol, To be a Soldier, Airplane) (I am open to suggestions about other sources of confrontational data). The aim of the project will be to explain how (im)politeness is achieved and to assess how well (im)politeness theory accounts of the interaction in the chosen data. You will need to be familiar with politeness theory (e.g. Leech 1983; Brown and Levinson 1987), as well as Culpeper's work extending it (e.g. Culpeper 1996, 2003, 2005). It would help, as with any BA dissertation, to give your project a particular focus (e.g. to focus on prosodic aspects, responses to 'impolite' attacks, discursal patterns).

5. Speech acts in the history of English

You will choose one or two speech acts (e.g. apologising, thanking) and use historical data to trace its/their development over a time-span of several centuries. Your investigation can be restricted to the actual speech act itself; alternatively, you can also extend it to include an analysis of the way communicative partners respond to the speech act under consideration. For an extensive bibliography in historical pragmatics, see <http://es-jucker.uzh.ch/HistPrag.htm>.

Prof. Dr. Gerd Hurm (Engl. Literaturwissenschaft)

1. American Urban Fiction

(Example: "The Uses of Skyscrapers in John Dos Passos, *Manhattan Transfer*." For available topics and authors, send mail to hurm@uni-trier.de)

2. Postwar American Literary and Cultural Discourses

(Example: "Postwar Discourses in Hubert Selby's *Last Exit to Brooklyn*." For available topics and authors, send mail to hurm@uni-trier.de)

3. Modernisms in Twentieth-Century American Poetry

(Example: "Functions of Cubism in E. E. Cummings's Poetry." For available topics and authors, send mail to hurm@uni-trier.de)

4. Negotiations of Orality and Literacy in American Culture

(Example for topic: "Jeremiad Rhetoric in Paul Laurence Dunbar's Dialect Writings." For available topics and authors, send mail to hurm@uni-trier.de)

5. Colonial and Revolutionary Rhetoric in the Early American Republic

(Example for topic: "The Uses of Scientific Discourse in Thomas Paine's *Common Sense*." For available topics and authors, send mail to hurm@uni-trier.de)

Dr. Uli Jung (Engl. Literaturwissenschaft)

1. Victorianism/Gothic Novel

Example: „Vampirism as a Sexual Metaphor”

Example: “Reason and the Uncanny in Ann Radcliff’s *The Mysteries of Udolpho*”

2. British and American Modernist Literature

Example: “F. Scot Fitzgerald’s View on ‘The American Dream’ in *The Great Gatsby*”

Example: “Edith Norton’s New York”

3. Issues of Colonialism/Imperialism in British and American Fiction

Example: “Jean Ryhs’s Amendment of Charlotte Brontë’s *Jane Eyre*”

Example: “Racial Images in Joseph Conrad’s *Lord Jim*”

4. American Film History

Example: „Oliver Stone’s Examination of Recent American Politics”

Example: “Self-Reflexivity in BILLY WILDER’S *SUNSET BLVD.*”

5. American Romantics

Example: “Nathaniel Hawthorne’s Opinion of Puritanism”

Example: “Narrational Aspects in Edgar Allan Poe’s “*The Narrative of Arthur Gordon Pym of Nantucket*”

Dr. Daniela Kolbe-Hanna (Engl. Sprachwissenschaft)

Both empirical and theoretical Bachelor-dissertations are welcome. In theoretical dissertations, though, you have to make sure not to hand in a mere summary of previous research. My favourite topics to supervise are in sociolinguistics, conversation analysis and the history of English and dealing with of phonetics & phonology and grammar, e.g.

1. Varieties of English

Examples “Dialect levelling -- are the traditional dialects of Britain dying out?”
“The use of multiple negation in Englishes around the world”

2. Language in the media and in literature

Examples “The use of features of African American Vernacular English in hip hop songs”
“How realistic is language on TV? A comparison of apologies in TV series and in natural speech”

3. Language and gender

Examples “The role of women in language variation and change”
“Aren't there women on Mars and men on Venus? A critical assessment of men's and women's communicative behaviour”

4. The historical development of English

Examples “The development of the continuous in English”
“When does spelling variation become a sound change? Evidence from Old, Middle and Early Modern English”

5. Comparing English with another language

Examples “The tense systems of English and German”
“A comparison the English and German phoneme inventories”

Dr. Bettina Kraft (Engl. Sprachwissenschaft/Fachdidaktik)

With me, students have the choice of writing a theoretical term paper or an empirical term paper which uses theoretical approaches AND authentic data, covering the following topic areas:

1. CALL - Computer Assisted Language Learning

Modern media play a very important role in language teaching nowadays. In their term papers students can discuss the various media and their applications in the foreign language classroom.

2. Teaching English as a foreign language

Topics include didactic theories, learning and teaching methods, cognitive approaches to learning and other aspects related to the teaching of English as a foreign language.

3. Linguistics for L2 Teachers

Students are invited to link concepts from linguistics (such as phonetics, phonology, syntax, lexis) with practical applications in the foreign language classroom.

4. Lexical Semantics

Major areas of lexical semantics (such as word formation, morphology, prototype theory, script semantics, etc.) should be linked with applications for the foreign language classroom.

5. Cross-cultural pragmatics (and language teaching)

Notions of cultural differences and similarities and identity should be the focus of discussion, ideally discussing theoretical approaches and practical applications for foreign language teaching.

Dr. Markus M. Müller (Engl. Literaturwissenschaft)

1. Modernist Literature from Great Britain

Working on modernist literature will mean identifying and contextualizing central characteristics, e.g. inward movement and innovative narrative techniques such as stream-of-consciousness, figural point of view, and collage; you will have to base this on research into the historical-cultural background (including major technological and scientific developments, and related 'isms', e.g., cubism, futurism, imagism, naturalism, symbolism, etc.) from the Victorian age to the interwar years. Authors include Conrad, Eliot, (Hardy), Joyce, Lawrence, Lewis, Pound, (Wells), Woolf, Yeats.

2. Forms and Functions of Poetry

Debating and analysing forms and functions of poetry will require a bit of a practical experience – for you need to understand and outline the motivations and mechanisms behind *poesia* (the making of poetry), hearing and seeing the evocative-mimetic dimensions, including the major poetic / literary devices (much more than just metaphor and alliteration ...). You can choose from the main forms (such as sonnet, ballad, ode, villanelle, limerick), but also from all kinds of free verse; major representatives worth discussing are, for instance, Atwood, Auden, Blake, Cooley, Cummings, Dickinson, Donne, Eliot, Frost, Heaney, Keats, Kroetsch, Ondaatje, Plath, Pound, Shakespeare, Shelley, Walcott, Wordsworth.

3. Postcolonial Writing from Australia and New Zealand

This topic area necessitates basic knowledge of postcolonial theories – in other words, you will need to look at the respective histories of colonization and (literary) emancipation in Australia and/or New Zealand, with a focus on the Aborigines and/or Maoris, on the roles of cultural traditions and mythologies and mutual appropriations, on populations and ethnic distribution, on land claims and treaty rights. Among the eligible authors are Carey, Duff, Grace, Grenville, Hulme, Ihimaera, Malouf, Mudrooroo, Turner, Hospital, White.

4. British Historiographic (Meta)Fiction

Working on historiographic fiction (which often has a self-mirroring level built in) requires questioning the nature of writing history (and ways of critically reflecting upon it). You should discover and interpret how and why human beings are defined in these con-texts by environments and events, through the act of narration; this in turn asks you to outline the respective text's methods of researching, of presenting 'story', of engaging audience. Notable authors of British historiographic fiction are Ackroyd, Barker, Barnes, Carter, Fowles, Ishiguro, McEwan, Swift, Winterson.

5. Postmodern and Multicultural Canadian Writing

Postmodern and multicultural (Canadian) texts often overlap in their orientations – they can be seen as (playful, subversive) treatments and rewritings of cultural constructions such as the nation, notions of race and identity, history and mythology (often with a regional focus). To discuss these texts critically, you will need to access related concepts and theories (e.g., reader-response; how the postmodern re-accentuates modern stances in a new context) and / or to concentrate on the heritage and political interdependence – in relation to the cultural mainstream – of Natives and many other groups of different ethnic backgrounds, such as African, Caribbean, Chinese, Japanese, Jewish, etc. Eligible writers would be Bissoondath, Clarke, Cohen, Goto, Hill, King, Kogawa, Kroetsch, Lai, Lee, Mayr, Ondaatje, Richler, van Herk, Wah, Wiebe.

Prof. Dr. Henning Rossa (TEFL, *Fachdidaktik Englisch*)

B.Ed. candidates are invited to explore a wide range of topics within the scope of *Fachdidaktik*, a few central areas are specified below. The thesis must be based on one (or more) research question(s), which implies that a discussion of the particular method of inquiry (e.g. action research, introspection, meta-analysis, experiment, measurement instruments) employed in the paper is also necessary.

Central research areas within TEFL, *Fachdidaktik Englisch*

- How language teachers come to know what they know and do what they do in the classroom – Research on teacher cognition and professional development
- Analysing L2 development / Learner Language
- Language Assessment, including Classroom-based Approaches (*Leistungsmessung, Diagnose, Förderung*)
- Interaction in ISLA (Instructed Second Language Acquisition)
- Providing Corrective Feedback in the EFL-Classroom
- The Intercultural Dimension of Language Learning
- Task-based Language Learning and Assessment in Inclusive Education
- Designing and Evaluating Tasks and Materials for the EFL-Classroom
- Teaching Literature
- Teaching Culture
- Teaching Film
- Learning Objectives: e.g. (Intercultural) Communicative Competence, Language Awareness, Mediation, Metacognition, Learning Strategies)

- Making use of media in the EFL-Classroom
- Bilingual Education: Content and Language Integrated Learning
- History of Language Teaching and Learning
- Early Foreign Language Learning
- Language Policy, Educational Standards, the Common European Framework of Reference for Languages (CEFR)

Prof. Dr. Andrea Sand (Engl. Sprachwissenschaft)

All topics will require active research on the basis of (authentic) language data rather than purely summarising the research findings of other people.

1. Language and Literature

Literary texts offer a rich source of data for linguistic analysis, which may provide new insights into the text. For example, you could examine the representation and function of non-standard varieties of English in one or several texts or analyse the style of an individual authors, possibly in comparison to his or her contemporaries.

Examples: “The Language of Caribbean Immigrants in Andrea Levy’s *Small Island*”
 “Jane Austen’s Style”
 “Jamaican Creole, Dread Talk in Rasta and Dancehall Lyrics”

2. Varieties of English

The likelihood of a learner of English to encounter a native speaker of Standard British English with an RP accent is becoming less and less, as more speakers of second-language varieties, such as Indian English, Nigerian English or Jamaican English are entering the scene. But there are also many distinctive first-language varieties in the English-speaking world, such as African American English, Irish English or Australian English, as well as differences between different social groups (e.g. men/women, middle-class/working-class). If you would like to explore one of the many Englishes worldwide, you will have to identify a suitable source of data and a focus for your analysis.

Examples: “Codeswitching between Jamaican English and Jamaican Creole in Phone-In Radio Shows”
 “Lexical Differences between Male and Female Speakers in Britain”
 “Lexico-syntactic Patterns in Canadian English”

3. The Politics of English as a World Language

English is used as an official language in many countries of the world. What are the consequences for the indigenous languages? For the country’s education system? For those who do not speak English? These are some of the questions you can research in this context. The analysis will involve looking at official policy statements, government reports or statistics, as well as the coverage of language-related topics in the media.

Examples: “The Three-Language-Formula in the Indian Education System”
 “The Status of English in Today’s South Africa”
 “English as Medium of Instruction in Kenya”

4. Corpora and Language Teaching

The advent of huge computer-readable text corpora has changed the tools of language teaching: corpus-based dictionaries and grammars are giving teachers and learners immediate access to authentic language use. But there is much more that we can do with corpora in the classroom, e.g. make worksheets based on concordances to encourage students to find out about language patterns on their own.

Examples: “Prepositions in a German Learner Corpus”
 “Using Concordances in the Classroom”
 “The Present Perfect: Textbook Presentation and Corpus Evidence”

5. Text Types

You will have noticed that the English used in news broadcasts is very different from that used in informal conversations. The genre, or text type, is a very important factor determining language use and norms may vary between different varieties of English.

Examples: “The Syntax of Conversations”
 “Job Applications from India”
 “The Language of Singaporean Weblogs”

These are only some examples of what you can do. If you have a different idea for a topic, please feel free to come and talk to me about it. I am also willing to supervise theses on topics similar to those suggested by my colleagues in linguistics.

Dr. Linda Weiland (Fachdidaktik)

For their B.Ed. theses, students choose a methodological approach (e.g. Teaching Literature) and a topic/example (e.g. *To Kill a Mockingbird*). They combine both by planning a unit or a set of sample lessons for a certain grade (e.g. *To Kill a Mockingbird* – Teaching Literature in Grades 11-13). Besides introducing the approach theoretically and applying it in the unit / sample lessons, B.Ed. theses typically include writing detailed lessons plans, coming up with objectives, and designing the material used in the lesson, as well as analysing and reflecting on chosen sub-topics, texts, and activities.

Examples:

1. Teaching Literature:

„*To Kill a Mockingbird* – Teaching Literature in Grades 11-13“

2. Teaching Film:

„Films in the ELT classroom – *Forrest Gump* in Grades 11-13“

3. Teaching Intercultural (Communicative) Competence:

„The Super Bowl – Intercultural Communicative Competence in Grades 9-10“

4. Teaching Language:

„Teaching Vocabulary via Literature – A Reading Project in Grades 7-8“

5. Content and Language Integrated Learning (CLIL / Bilingualer Sachfachunterricht):

„The Industrial Revolution – CLIL in Grades 9-10“

Dr. Karoline Wirbatz (Fachdidaktik)

Students can either write a theoretical term paper or an empirical term paper which uses theoretical approaches AND authentic data.

1. Teaching English as a Foreign Language

Topics include learning and teaching methods, cognitive approaches to learning, school book / teaching material analysis, as well as other aspects related to the teaching of English as a foreign language.

2. Bilingual Education

Topics include, but are not limited to, different Bilingual Education Programs, such as CLIL and Immersion, First Language versus Second Language Acquisition, Bilingualism & Biculturalism.