Language Pedagogy Doctoral Programme

Topics for the Complex Examination

Please discuss your topic choices with your supervisor and the Director of Studies.

The following is a list topics of previous examinations. Please note that this list serves the purposes of illustration only, the actual topics, questions and reading lists will depend on the course content and readings of the particular seminars that you had taken.

Make sure to discuss your choice of topics with your supervisor and the Director of Studies at least three weeks before registering for the Complex Examination. Note that the topics cannot be directly related to your research topic.

Topics in Language Pedagogy

Topics in Research Methodology

Topics in Language Pedagogy

1. Focus on the foreign language learner
   1. Give an overview of the development of the term ‘communicative competence’.
   2. In what ways do sociological factors interact in language acquisition?
   3. How do psycholinguistic factors influence language acquisition?
   4. What is the role of language instruction in language acquisition?
   5. The Acquisition/Learning Hypothesis: Weak and Strong Versions
   6. The concepts of grammaticality and acceptability in SLA research from theoretical perspectives and relying on empirical studies
   7. How can the Lexical Approach facilitate fluency in a foreign language?

2. Focus on the foreign language teacher
   1. Researching teachers and teaching effectiveness
   2. Teacher knowledge and the reflective teacher
   3. Planning and decision-making processes
   4. Programme design, curriculum components, and programme evaluation
   5. Methods, approaches, and the post-method condition
   6. Communicative language teaching, humanism, and learner-centredness
   7. Classroom contexts and teacher roles
   8. Teacher development
   9. Teaching as a political act
   10. The ownership of English: native and non-native speaker teachers

3. Syllabus and course design in foreign language teaching
   1. What makes a communicative syllabus?
   2. The nature and feasibility of the recent trend of focus on form in the EFL classroom
   3. How does one go about designing a structural syllabus?
   4. Areas of application for a notional/functional syllabus
   5. Needs analysis: what is it? How do you do it?
   6. Justifications (psycholinguistic and otherwise) for a task-based component to teaching

4. Foreign language test construction and evaluation
   1. Recent views of construct validity
   2. Validating a test of English for teaching purposes
   3. The Modern Language Aptitude Test and the construct of language aptitude
   4. Washback and the notion of consequential validity
   5. Theories of specific purpose testing
   6. Qualitative approaches to understanding language tests
   7. Problems in the measurement of test reliability
   8. What may impact on candidates’ performance in the paired speaking test format?
5. The role of culture in foreign language teaching  Valid in 2019

1. Facets of culture to incorporate in language education


2. Intercultural communicative competence


3. The awareness of cultural dimensions in developing intercultural competence

http://books.google.hu/books?id=pfnjAgAAQBAJ&pg=PA133&source=gbs_toc_r&cad=3#v=onepage&q&f=false

4. Culture learning

Enyedi, Á. (2000). Culture shock in the classroom. novELTy 7(1), 4-16. (12 pages)

5. Applications: language teaching and discourse structures


6. Teacher roles in teaching language and culture

7. Culture and English as a lingua franca


8. Testing cultural learning


1. Aptitude

2. Anxiety

3. Self-efficacy beliefs

4. Dyslexic learners

5. Deaf learners

6. Self-regulation and autonomy

7. Motivation

8. Learning styles and personality

9. Willingness to communicate

7. Foreign language vocabulary acquisition
1. The organisation of the mental lexicon
2. Formulaic language
3. The influence of L1 vocabulary on L2 vocabulary acquisition
4. Memorising words: context vs. lists, the keyword method, incidental learning, vocabulary size
5. Word difficulty and lexical errors
6. L1 vocabulary acquisition
7. Vocabulary and communicative strategies
8. Vocabulary and reading
9. Vocabulary and LSP: terminology and subtechnical vocabulary
10. Testing vocabulary knowledge

8. Discourse analysis and foreign language pedagogy
Approaches to cohesion and coherence, the relationship of the two concepts

The analysis of speech and writing

**Conversation analysis**

**Variables in the analysis of genres**

**Discourse analysis and phonology**

**Discourse analysis and language teaching**

**Institutional discourse and critical discourse analysis**

**9. Research models in the analysis of foreign language written discourse and translation**

**Research on writing: an overview**

**Analysis of academic discourse**

**Analysis of discourse structure**

**Analysis of propositions and relational propositions**

**Assessment of writing**
Contrastive rhetoric
Historical evolution of contrastive rhetoric: from Kaplan’s 1966 study to diversification in
languages, genres, and authors. pp. 28-55.)

Translation research

Translation into the second language
translation competence? pp.1-21; Chapter 4: Translation into a second language and
second language competence. pp. 56-71; Chapter 8: Towards a model of translation

10. Researching discourse in English for specific purposes

1. Definition and classification of ESP; research directions for ESP pedagogy
24, 165-186.

2. Approaches to analyzing ESP: context, needs and discourse analysis
Ramanathan, V., & Kaplan, R.B. (2000). Genres, authors, discourse communities: Theory and application for (L1
Cambridge University Press. Chapter 7: Needs analysis and evaluation (pp.121-140).
Flowerdew, L. (2005). An integration of corpus-based and genre-based approaches to text analysis in EAP/ESP:
Countering criticisms against corpus-based methodologies. English for Specific Purposes, 24, 321-332.

3. English for Academic Purposes
Cambridge University Press. Chapter 3: English for Academic Purposes (pp.34-52).
7: Researching and teaching academic writing (pp.132-154).
in blind manuscript review. English for Specific Purposes, 26, 235-249.

4. English for Medical Purposes
Hoekje, B.J. (2007). Medical discourse and ESP courses for international medical graduates (IMGs). English for
Specific Purposes, 26, 327-343.
181.

5. English for Legal Purposes
discourse in professional settings (pp.101-144).

6. English for Business Purposes
Cambridge University Press. Chapter 4: English for Business Purposes (pp.53-73).
24, 367-380.
7. English for Management, Finance and Economics

8. English in politics and in the EU

11. Language education for intercultural competence Valid in 2019
1. Compositional models of intercultural competence and definitions of related concepts

2. Foreign language textbooks from the intercultural perspective

3. Materials in intercultural competence-oriented language courses

4. Intercultural competence development through online collaboration

5. The role of stereotypes in intercultural communication

6. Challenges of assessment in intercultural competence-oriented language education

12. Psycholinguistics and foreign language pedagogy
1. First language acquisition

2. Psychological theories of second language acquisition

3. The role of memory in language learning
4. The role of attention in language learning

5. Speech production in L1 and L2

6. Speech comprehension in L1 and L2

7. Forgetting a second language

8. Automaticity, fluency and formulaic language

9. Anxiety in language learning

10. Personality in language learning

13. Sociolinguistics and foreign language pedagogy

1. Language politics, language policy; motivation: language ideologies
a., Language politics, language policy, motivation
Textbook: a major part of Wiley (Ch. 4 in McKay-Hornberger (1996): 103-113, 122-147)

b., Language ideologies
Textbook: McGroarty (Ch. 1 in McKay-Hornberger (1996): 3-46)
2. Bilingualism
Textbook: Sridhar (Ch. 2 in McKay-Hornberger (1996): 47-70)

3. Ethnography, identity
Textbook: Saville-Troike (Ch. 11 in McKay-Hornberger (1996): 351-382)

4. Constructivism, interaction

5. Gender, Critical Discourse Analysis

6. Variationist sociolinguistics
Textbook: Rickford (Ch. 5 in McKay-Hornberger (1996): 151-194)

14. Recent Initiatives in Hungarian Foreign Language Education

1. Provide a critical review of Kontra’s article on the ups and downs in English language teacher education in Hungary.
3. Based on Medgyes and Nikolov’s review, give an overview of the main areas of applied linguistic research in Hungary up to 2012.
4. By surveying research papers written in the past five years describe the main foci of interest in applied linguistic and language pedagogy research.
5. Considering Medgyes’s arguments, offer your views on the relevance of research for language teachers.

Topics in Research Methodology:

1. Research design and statistics in foreign language pedagogy research

Valid in 2019

1., Quantitative research: data collection and quality control
2., Qualitative research: data collection and quality control
3., Interview study
4., Case study
5., Questionnaire study
6., Descriptive and inferential statistics


2. Processes in researching foreign language teaching and learning (known in the curriculum as 'Research Seminar')

1., Issues in the process of research design and the theoretical underpinning

2., The ethics of research in language pedagogy

3., Issues of quality verification in second language research: validity, reliability and trustworthiness (credibility, transferability, dependability, confirmability)

4., Methods of data collection and analysis: Questionnaires, Interviews, Observation

5., Action research and language pedagogy

6., Research types: Case studies, Ethnography and Discourse analysis Choose one to discuss: