

# 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 of 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**

Bennett, M. J. (1997). How not to be a fluent fool. In A.E. Fantini (Ed.). *New ways in teaching culture*. Alexandria, VA: TESOL.

Damen, L. (1987). *Culture learning: The fifth dimension in the language classroom*. Reading, MA: Addison-Wesley Publishing Company. Ch. 5, The Communication and Culture Riddle.

### **2. Intercultural communicative competence**

Byram, M. (1997). Teaching and assessing intercultural communicative competence. Clevedon: Multilingual Matters. Chapter 2. A model for intercultural communicative competence + pages 70-73.

Fantini, A. E. (1997). Language: Its cultural and intercultural dimensions. In A. E. Fantini (Ed.). *New ways in teaching culture*. Alexandria, VA: TESOL.

### **3. The awareness of cultural dimensions in developing intercultural competence**

Holló, D. (2014). Cultural Dimensions and Foreign Language Teaching. In Horváth J. & Medgyes P. (Eds.). *Studies in Honour of Marianne Nikolov*. Pécs: Lingua Franca Csoport. pp. 133-148.

[http://books.google.hu/books?id=pfmjAgAAQBAJ&pg=PA133&source=gbs\\_toc\\_r&cad=3#v=onepage&q&f=false](http://books.google.hu/books?id=pfmjAgAAQBAJ&pg=PA133&source=gbs_toc_r&cad=3#v=onepage&q&f=false)

### **4. Culture learning**

Acton, W.R., & Walker de Felix, J. (1986) Acculturation and mind. In J.M. Valdes (Ed.), *Culture bound*. Cambridge: Cambridge University Press.

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

### **5. Applications: language teaching and discourse structures**

Kaplan, R.B. (1966). Cultural thought patterns in inter-cultural education. *Language Learning* 16(1&2), 1-20.

Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press. Ch 7, Teaching language along the cultural faultline

### **6. Teacher roles in teaching language and culture**

Damen, L. (1987). *Culture learning: The fifth dimension in the language classroom*. Reading, MA: Addison-Wesley Publishing Company. Ch 16, Mediation is the Message

### **7. Culture and English as a lingua franca**

Horibe, H. (2008). The Place of Culture in Teaching English as an International Language (EIL) *JALT Journal*, 30 (2). 241-253.

McKay, S.L. (2002). Teaching English as an international language. Oxford, Oxford University Press. Ch 4. Culture in teaching English as an international language

### **8. Testing cultural learning**

Byram M., C. Morgan et al. (1994). *Teaching-and-learning language-and-culture*. Clevedon: Multilingual Matters. Ch5, Assessing Cultural Learning

Valette, R. (1986). The culture test. In J. M. Valdes (Ed.), *Culture bound*. Cambridge: Cambridge University Press.

## **6. Individual Differences in Second Language Learning** Valid in 2019

### **1., Aptitude**

Robinson, P. (2012). Individual differences, aptitude complexes, SLA processes, and aptitude test development. In M. Pawlak (Ed.), *New perspectives on individual differences in language learning and teaching* (pp. 57-76). Berlin, Germany: Springer.

### **2., Anxiety**

MacIntyre, P., & Gregersen, T. (2012). Affect: The role of anxiety and other emotions. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning: Insights from research, theory and practice* (pp. 103-118). Houndmills, UK: Palgrave Macmillan.

Thompson, A. S. & Lee, J. (2012). Anxiety and EFL: Does multilingualism matter? *International Journal of Bilingual education and Bilingualism*, 16(6), 730-746.

### **3., Self-efficacy beliefs**

Mills, N. (2014). Self-efficacy in second language acquisition. In S. Mercer, & M. Williams (Eds.), *Multiple perspectives on the self in SLA* (pp. 6-22). Bristol, UK: Multilingual Matters.

### **4., Dyslexic learners**

Csizér, K., Kormos, J., & Sarkadi, Á. (2010). The dynamics of language learning attitudes and motivation : lessons from an interview study of dyslexic language learners. *The Modern Language Journal*, 94(3), 470-487.

### **5., Deaf learners**

Kontra, E.H., Csizér, K., & Piniel, K. (2015). The challenge for Deaf students to learn foreign languages in special needs schools. *European Journal of Special Needs Education* 30(2). 141-155.

### **6., Self-regulation and autonomy**

Benson, P. (2009). Making sense of autonomy. In R. Pemberton, S. Toogood, & A. Barfield (Eds.), *Maintaining control: Autonomy and language learning* (pp. 13-26). Hong Kong: Hong Kong University Press.

Kormos, J., & Csizér, K. (2014). The interaction of motivation, self-regulatory strategies, and autonomous learning behavior in different learner groups. *TESOL Quarterly*, 48(2), 275-299.

### **7., Motivation**

Dörnyei, Z. (2005). The psychology of the language learner: Individual differences in second language acquisition. Mahwah, NJ: Lawrence Erlbaum. Chapter 4

### **8., Learning styles and personality**

Griffiths, C. (2012). Learning styles: Traversing the quagmire. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning: Insights from research, theory and practice* (pp. 151-168). Houndmills, UK: Palgrave Macmillan.

### **9., Willingness to communicate**

MacIntyre, P., Burns, C., & Jessome, A. (2011). Ambivalence about communicating in a second language: A qualitative study of French immersion students' willingness to communicate. *The Modern Language Journal*, 95, 81-96.

Yashima, T. (2012). Willingness to communicate: Momentary volition that results in L2 behaviour. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning: Insights from research, theory and practice* (pp. 119-135). Houndmills, UK: Palgrave Macmillan.

## **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**

Beaugrande, R.d. & Dressler, W.U. (1983). *Introduction to text linguistics*. London: Longman. (Chapters 1-2, pp. 1-29).

Enkvist, N.E. (1990). Seven problems in the study of coherence and interpretability. In U. Connor & A.M. Johns (Eds.), *Coherence in writing: Research and pedagogical perspectives* (pp. 9-28). Washington, DC: TESOL.

Halliday, M.A.K. (1985). *An introduction to functional grammar*. London: Edward Arnold. (pp. 287-309 and pp. 310-318).

Hasan, R. (1984). Coherence and cohesive harmony. In J. Flood (Ed.), *Understanding reading comprehension* (pp. 181-219). Delaware: International Reading Association.

### **The analysis of speech and writing**

Hatch, E. (1992). *Discourse and language education*. Cambridge: Cambridge University Press. (pp. 164-206).

McCarthy, M. & Carter, R. (1994). *Language as discourse. Perspectives for language teaching*. London: Longman. (pp. 1-38).

### **Conversation analysis**

Hoey, M. (1992). Some properties of spoken discourse. *Applied Linguistics and English Language Learning*, 65-84.

Grice, H.P. (1975). Logic and conversation. In P. Cole & J. Morgan (Eds.), *Speech acts* (pp. 41-58). New York: Academic Press.

Schiffirin, D. (1994). *Approaches to discourse*. Oxford: Blackwell. (Chapter 3: pp. 49-89).

### **Variables in the analysis of genres**

Lux, P. & Grabe, W. (1991). Multivariate approaches to contrastive rhetoric. *Linguas Modernas*, 18, 133-160.

Schneider, M. & Connor, U. (1990). Analyzing topical structure in ESL essays. Not all topics are equal. *SSLA*, 12, 411-427.

### **Discourse analysis and phonology**

McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press. (pp. 88-115).

Coulthard, M. (1985). *An introduction to discourse analysis*. London: Longman. (pp. 97-119).

### **Discourse analysis and language teaching**

McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.

Coulthard, M. (1985). *An introduction to discourse analysis*. London: Longman. (pp. 146-178).

### **Institutional discourse and critical discourse analysis**

Agar, M. (1985). Institutional discourse. *Text*, 5, 147-168.

van Leeuwen, T. (1995). Representing social action. *Discourse and Society*, 6/1, 81-106.

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

### **Research on writing: an overview**

Connor, U. (1987). Research frontiers in writing analysis. *TESOL Quarterly*, 21(4), 677-796.

Grabe, W., & Kaplan, R.B. (1996). *Theory and practice of writing*. London: Longman. Chapter 2: Textlinguistic research (pp. 36-59).

### **Analysis of academic discourse**

Hyland, K. (2000). *Disciplinary discourses. Social interaction in academic writing*. London: Longman. (Chapter 7: Researching and teaching academic writing).

Swales, J.M. (1990). *Genre analysis*. Cambridge: Cambridge University Press. (Genre defined: pp. 58; Introductions: 137-166).

### **Analysis of discourse structure**

Bell, A. (1998). The discourse structure of news stories. In A. Bell., & P. Garrett (Eds.), *Approaches to media discourse* (pp. 64-104). Oxford: Blackwell Publishers.

Hoey, M. (1994). Signalling in discourse: a functional analysis of a common discourse pattern in written and spoken English. In M. Coulthard (Ed.), *Advances in written text analysis* (pp. 26-46). London: Routledge.

### **Analysis of propositions and relational propositions**

Kintsch, W., & van Dijk, T.A. (1978). Toward a model of text comprehension and production. *Psychological Review*, 85 (5), 363-393.

Mann, W.C., & Thompson, S.A. (1988). Rhetorical structure theory: Toward a functional theory of text organization. *Text*, 8 (3), 243-281.

### **Assessment of writing**

Connor, U. (1993). Linguistic/rhetorical measures for evaluating ESL writing. In L. Hamp-Lyons (Ed.), *Assessing second language writing in academic contexts* (pp. 215-225). Norwood, New Jersey: Ablex Publishing Corporation.

Hamp-Lyons, L. (1990). Second language writing: assessment issues. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 69-87). Cambridge: Cambridge University Press.

### **Contrastive rhetoric**

- Connor, U. (2002). New directions in contrastive rhetoric. *TESOL Quarterly*, 36 (4), 493-510.
- Connor, U. (1996). *Contrastive rhetoric*. Cambridge: Cambridge University Press. (Chapter 3: Historical evolution of contrastive rhetoric: from Kaplan's 1966 study to diversification in languages, genres, and authors. pp. 28-55.)
- Kaplan, R.B. (1966). Cultural thought patterns in inter-cultural education. *Language Learning*, 16(1-2), 1-19.

### **Translation research**

- Baker, M. (1998). Translation studies. In M. Baker (Ed.), *Routledge encyclopedia of translation studies* (pp. 277-280). London: Routledge.
- Baker, M. (1992). *In other words*. London and New York: Routledge. Chapter 6: Textual equivalence: cohesion. pp. 180-221.
- Connor, U. (1996). *Contrastive rhetoric*. Cambridge: Cambridge University Press. Chapter 7: Contrastive rhetoric and translation studies. pp. 117-125.
- Olohan, M. (2004). *Introducing corpora in translation studies*. London: Routledge. (Chapters 1 and 2)

### **Translation into the second language**

- Campbell, S. (1998). *Translation into the second language*. London: Longman. Chapter 1: What is 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 competence. pp.152-176.

## **10. Researching discourse in English for specific purposes**

### **1. Definition and classification of ESP; research directions for ESP pedagogy**

- Dudley-Evans, T., & St John, M.J. (1998). *Developments in ESP. A multi-disciplinary approach*. Cambridge: Cambridge University Press. Chapters 1-2: 1. Introduction; 2. A historical perspective on ESP (pp.1-33).
- Belcher, D.D. (2004). Trends in teaching English for Specific Purposes. *Annual Review of Applied Linguistics*, 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 and) L2 writing instructors. *Journal of Second Language Writing*, 9(2), 171-191.
- Dudley-Evans, T., & St John, M.J. (1998). *Developments in ESP. A multi-disciplinary approach*. Cambridge: 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**

- Dudley-Evans, T., & St John, M.J. (1998). *Developments in ESP. A multi-disciplinary approach*. Cambridge: Cambridge University Press. Chapter 3: English for Academic Purposes (pp.34-52).
- Hyland, K. (2000). *Disciplinary discourse: Social interactions in academic writing*. London: Longman. Chapter 7: Researching and teaching academic writing (pp.132-154).
- Matsuada, P.K., & Tardy, Ch.M. (2007). Voice in academic writing: The rhetorical construction of author identity 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.
- Webber, P. (2005). Interactive features in medical conference monologue. *English for Specific Purposes*, 24, 157-181.

### **5. English for Legal Purposes**

- Bhatia, V.K. (1993). *Analysing genre. Language use in professional settings*. London: Longman. Chapter 5: Legal discourse in professional settings (pp.101-144).
- Northcott, J., & Brown, G. (2006). Legal translator training: Partnership between legal teachers of English for legal purposes and legal specialists. *English for Specific Purposes*, 25, 358-373.

### **6. English for Business Purposes**

- Dudley-Evans, T., & St John, M.J. (1998). *Developments in ESP. A multi-disciplinary approach*. Cambridge: Cambridge University Press. Chapter 4: English for Business Purposes (pp.53-73).
- Nickerson, C. (2005). English as a *lingua franca* in international business contexts. *English for Specific Purposes*, 24, 367-380.

## **7. English for Management, Finance and Economics**

- Lim, J.M.H. (2006). Method sections of management research articles: A pedagogically motivated qualitative study. *English for Specific Purposes*, 25, 282-309.
- Flowerdew, J., & Wan, A. (2006). Genre analysis of tax computation letters: How and why tax accountants write the way they do. *English for Specific Purposes*, 25, 133-153.
- Taillefer, G.F. (2007). The professional language needs of Economics graduates: Assessment and perspectives in the French context. *English for Specific Purposes*, 26, 135-155.

## **8. English in politics and in the EU**

- Chilton, P., & Schäffner, Ch. (1997). Discourse and politics. In T. van Dijk (ed.), *Discourse as social interaction* (pp.206-230). London: Sage.
- Trosborg, A. (1997). Translating hybrid political texts. In A. Trosborg (ed.), *Text Typology and Translation* (pp.145-159). Amsterdam, Philadelphia: John Benjamins.

## **11. Language education for intercultural competence** Valid in 2019

### **1. Compositional models of intercultural competence and definitions of related concepts**

- Byram, M. (2014). Twenty-five years on – from cultural studies to intercultural citizenship. *Language, Culture and Curriculum*, 27/3, 209–225.
- Barrett, M., Byram, M., Lázár, I., Mompoin-Gaillard, P. and Philippou, S. (2014). *Developing intercultural competence through education*. Strasbourg: Council of Europe.
- OECD. (2018). *The OECD-PISA Global Competence Framework*. pp. 7-20.

### **2. Foreign language textbooks from the intercultural perspective**

- Sobkowiak, P. (2015). Developing students' intercultural competence in foreign language textbooks. *US-China Education Review*, 5/12, 794-805. DOI: 10.17265/2161-6248/2015.12.003

### **3. Materials in intercultural competence-oriented language courses**

- Porto, M. (2013). A model for describing, analysing and investigating cultural understanding in EFL reading settings. *The Language Learning Journal*, 41/3, 284-296. DOI: 10.1080/09571736.2013.836346
- Hui Yang, L. and Fleming, M. (2013). How Chinese college students make sense of foreign films and TV series: implications for the development of intercultural communicative competence in ELT. *The Language Learning Journal*, 41/3, 297–310.

### **4. Intercultural competence development through online collaboration**

- O'Dowd, R. (2013). The competences of the telecollaborative teacher. *The Language Learning Journal*, 1-14. DOI: 10.1080/09571736.2013.853374
- Godwin-Jones, R. (2013). Emerging Technologies: Integrating Intercultural Competence into Language Learning Through Technology. *Language Learning & Technology*, 17/2.

### **5. The role of stereotypes in intercultural communication**

- Lebedko, M. (2013). The theory and practice of stereotypes in intercultural communication. In S. Houghton, Y. Furumura, M. Lebedko and S. Li (Eds.) *Critical Cultural Awareness: Managing Stereotypes through Intercultural (Language) Education* (Chapter 1). Cambridge Scholars.

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

- Houghton, S. A. (2013). Making intercultural communicative competence and identity-development visible for assessment purposes in foreign language education. *The Language Learning Journal*, 41/3, 311-325.
- Lázár, I. (2015). EFL learners' intercultural competence development in a web collaboration project. *Language Learning Journal*. 43/2, 208–221.

## **12. Psycholinguistics and foreign language pedagogy**

### **1. First language acquisition**

- Gleason, J. B., & Ratner, N. B. (1998). Language acquisition. In J. B. Gleason & N. B. Ratner (Eds.), *Psycholinguistics* (2nd ed., pp. 347–407). Belmont, CA: Wadsworth/Thomson Learning.

### **2. Psychological theories of second language acquisition**

- Snow, C. E. (1998). Bilingualism and second language acquisition. In J. B. Gleason & N. B. Ratner (Eds.), *Psycholinguistics* (2nd ed., pp. 453–481). Belmont, CA: Wadsworth/Thomson Learning.

### **3. The role of memory in language learning**

Ellis, N. C. (2001). Memory for language. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 33–68). Cambridge, UK: Cambridge University Press.

#### **4. The role of attention in language learning**

Schmidt, R. (2001). Attention. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 3–32). Cambridge, UK: Cambridge University Press.

#### **5. Speech production in L1 and L2**

Eysenck, M. W., & Keane, M. T. (2005). Language production. In *Cognitive psychology* (5th ed., pp. 397–416). Hove, UK: Psychology Press.

Kormos, J. (n. d.). Introduction: Speech production and SLA: An overview of issues. In *Speech production and second language acquisition* (pp. 7–33). (An unpublished manuscript of J. Kormos, 2006, *Speech production and second language acquisition*, Mahwah, NJ: Lawrence Erlbaum).

#### **6. Speech comprehension in L1 and L2**

Brown, G. (2006). Second language listening. In K. Brown (Ed.), *Encyclopedia of language and linguistics* (2nd ed., Vol. 11, pp. 81–88). Amsterdam: Elsevier Science.

Eysenck, M. W., & Keane, M. T. (2005). Language comprehension. In *Cognitive psychology* (5th ed., pp. 359–396). Hove, UK: Psychology Press.

#### **7. Forgetting a second language**

Schmid, M. S. (2006). Second language attrition. In K. Brown (Ed.), *Encyclopedia of language and linguistics* (2nd ed., Vol. 11, pp. 74–81). Amsterdam: Elsevier Science.

#### **8. Automaticity, fluency and formulaic language**

DeKeyser, R. M. (2001). Automaticity and automatization. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 125–151). Cambridge, UK: Cambridge University Press.

#### **9. Anxiety in language learning**

Barlow, D. H., Pincus D. B., Heinrichs, N., & Choate, M. L. (2003). Anxiety disorders: Social phobia (social anxiety disorder). In I. B. Weiner (Ed.), G. Stricker & T. A. Widiger (Vol. Eds.), *Handbook of psychology, Vol. 8: Clinical Psychology* (pp. 128–131). Hoboken, NJ: John Wiley & Sons.

Dörnyei, Z. (2005). Other learner characteristics: Anxiety. In *The psychology of the language learner: Individual differences in second language acquisition* (pp. 198–202). Mahwah, NJ: Laurence Erlbaum.

Ellis, R. (1994). Anxiety. In *The study of second language acquisition* (pp. 479–483). Oxford, UK: Oxford University Press.

#### **10. Personality in language learning**

Dörnyei, Z. (2005). Personality, temperament, and mood. In *The psychology of the language learner: Individual differences in second language acquisition* (pp. 10–30). Mahwah, NJ: Laurence Erlbaum.

### **13. Sociolinguistics and foreign language pedagogy**

Textbook: McKay, Sandra L. - Nancy H. Hornberger (eds.) (1996): *Sociolinguistics and language teaching*. Cambridge: Cambridge University Press.

#### **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)

European Commission (2005): *Europeans and*

*languages*. [http://europa.eu.int/comm/public\\_opinion/archives/ebs/ebs\\_237.en.pdf](http://europa.eu.int/comm/public_opinion/archives/ebs/ebs_237.en.pdf)

Nikolov Marianne - Ottó István (2006): A nyelvi előkészítő évfolyam. *Iskolakultúra* 2006/5:49-67.

<http://www.vega2000.eu/ikultura-folyoirat/index.htm>

Kormos Judit – Csizér Kata (2005): A családi környezet hatása az idegennyelvi motivációra: Egy kvalitatív módszerekkel történő kutatás tanulságai. *Magyar Pedagógia* 105/1:29-40. [http://www.magyarpedagogia.hu/document/Kormos\\_MP1051.pdf](http://www.magyarpedagogia.hu/document/Kormos_MP1051.pdf)

##### **b., Language ideologies**

Textbook: McGroarty (Ch. 1 in McKay-Hornberger (1996): 3-46)

Sándor Klára (2001): “A nyílt társadalmi diszkrimináció utolsó bástyája”: Az emberek nyelvhasználata. *Replika* 45-46: 241-

259. <http://www.c3.hu/scripta/scripta0/replika/honlap/4546/12sandor.htm>

## 2. Bilingualism

*Textbook:* Sridhar (Ch. 2 in McKay-Hornberger (1996): 47-70)

Gal, Susan (1978): Peasant men can't get wives: Language change and sex roles in a bilingual community. *Language in Society* 7: 1-16.

Skutnabb-Kangas, Tove (1990): *Language, literacy and minorities*. London: Minority Rights Group. (Also in Hungarian: (1997). *Nyelv, oktatás és a kisebbségek*. Kisebbségi adattár VIII. Budapest: Teleki László Alapítvány.)

## 3. Ethnography, identity

*Textbook:* Saville-Troike (Ch. 11 in McKay-Hornberger (1996): 351-382)

Johnson, Greer (2006): The discursive construction of teacher identities in a research interview. In: De Fina, Anna – Deborah Schiffrin – Michael Bamberg (eds.): *Discourse and identity*. Cambridge: CUP, pp. 213- 232.

Michaels, Sarah (1981): "Sharing time": Children's narrative styles and differential access to literacy. *Language in Society* 10: 423-443.

## 4. Constructivism, interaction

*Textbook:* Hutchby, Ian - Paul Drew (1995): Conversation analysis. In Verschueren, Jef et al. (eds.): *Handbook of pragmatics: Manual*. Amsterdam: Benjamins, 182-189.

Baxter, Judith (2002): Competing discourses in the classroom: a Post-structuralist Discourse Analysis of girls' and boys' speech in public contexts. *Discourse and Society* 13/6: 827-842.

McGroarty, Mary (1998): Constructive and constructivist challenges for applied linguistics. *Language Learning* 48:4: 591-622.

## 5. Gender, Critical Discourse Analysis

*Textbook:* Kumaravadivelu, B. (1999): Critical Classroom Discourse Analysis. *TESOL Quarterly* 33/3:453-482.

Sunderland, Jane (2000): New understandings of gender and language classroom research: Texts, teacher talk and students talk. *Language Teaching Research* 4/2: 149-173.

Duff, Patricia – Yuko Uchida (1997): The negotiation of teachers' sociocultural identities and practices in postsecondary EFL classrooms. *TESOL Quarterly* 31: 451-486.

## 6. Variationist sociolinguistics

*Textbook:* Rickford (Ch. 5 in McKay-Hornberger (1996): 151-194)

Labov, William (1972): The social stratification of (r) in New York City department stores. In Labov: *Sociolinguistic patterns*. Philadelphia: University of Pennsylvania Press, 43-69. Pp. 43-54 also in Coupland - Jaworski (1997):168-178.

## 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.
2. On the basis of Öveges's dissertation and Medgyes's book, supply a summary of the 'Golden Age' of foreign language 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.

Kontra, M. (2016). Ups and downs in English language teacher education in Hungary in the last half century. *WoPaLP* 10:1-16. Available:

<http://langped.elte.hu/WoPaLParticles/W10KontraM.pdf>

Medgyes, P. (2011). *Aranykor: Nyelvoktatásunk két évtizede 1989–2009 [The*

*golden age of Hungarian foreign language teaching, 1989–2009]*. Budapest: Nemzeti Tankönyvkiadó.

Medgyes, P. (2017). The (ir)relevance of academic research for the language teacher. Unpublished paper. Available upon request from the author.

Medgyes, P. & M. Nikolov (2014). Research in foreign language education in Hungary (2006–2012). *Language Teaching* 47(4): 504-537.

Öveges, E. (2014). Innovation in a complex system framework: School principals' perspectives on the year of intensive language learning. Summary of PhD dissertation.

Unpublished. Available: [http://nydi.btk.pte.hu/sites/nydi.btk.pte.hu/files/doktori\\_vedesek/](http://nydi.btk.pte.hu/sites/nydi.btk.pte.hu/files/doktori_vedesek/)



## 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

- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Dörnyei, Z. (2009). *Questionnaires in second language research*. Hillsdale, N. J.: Lawrence Erlbaum
- Duff, P. A. (2012). How to carry out case study research. In A. Mackey & S. Gass (Eds.), *Research methods in second language acquisition: A practical guide* (pp. 74-94). Malden, MA: Wiley-Blackwell.
- Friedman, D. A. (2012). How to collect and analyze qualitative data. In A. Mackey & S. Gass (Eds.), *Research methods in second language acquisition: A practical guide* (pp. 180-200). Malden, MA: Wiley-Blackwell.
- Hays, P. A. (2004). Case study research. In: de Morris, K. & Lapan, S. D. (Eds), *Foundations for research. Methods of inquiry in education and social sciences* (pp. 217-234). Mahwah: Lawrence Erlbaum.
- Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research. A philosophic and practical guide*. London: The Falmer Press.
- McCracken, G. (1988). *The long interview*. London: Sage.

### 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**

- Cohen, L., L. Manion, K. Morrison. (2000). *Research methods in education*. 5th ed. London, New York: Routledge Falmer. (Chapter 1 - The nature of inquiry pp. 3-45). (or the same chapter in the 6th edition, 2007)
- Creswell, J.W. (2009). *Research Design – Qualitative, Quantitative and Mixed Methods Approaches*. 3rd ed. Los Angeles, London: Sage. (Part 1.1 The selection of a research design pp.3-20) (or the same chapter in the 4th edition, 2014)

#### **2., The ethics of research in language pedagogy**

- Cohen, L., L. Manion, K. Morrison. (2000). *Research methods in education*. 5th ed. London, New York: Routledge Falmer. (Chapter 2 - The ethics of educational and social research pp. 49-72). (or the same chapter in the 6th edition, 2007)
- Kubanyiova, M. (2015). Ethics in research. In J.D. Brown & C. Coombe (Eds.), *The Cambridge guide to research in language teaching and research*. (pp. 176-182.) Cambridge: Cambridge University Press.

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

- Brown, J. D. (2001). *Using Surveys in Language Programs*. Cambridge: Cambridge University Press. (Chapter 5: Analyzing survey data qualitatively pp. 212-251. Sections to read: Conclusion drawing and verification pp. 223-231 and Existing guidelines for qualitative studies & Examples of analysing survey data qualitatively pp. 240-249).
- Cohen, L., L. Manion, K. Morrison (2000). *Research methods in education*. 5th ed. London, New York: Routledge Falmer. (Chapter 5. Validity and reliability. pp105-133). (or the same chapter in the 6th edition, 2007)

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

- Cohen, L., L. Manion, K. Morrison (2000). *Research methods in education*. 5th ed. London, New York: Routledge Falmer. (Chapters 14, 15 and 17 - Questionnaires, Interviews, Observation). (or the same chapters in the 6th edition, 2007)

#### **5., Action research and language pedagogy**

- Burns, A. (2015). Action research. In J.D. Brown & C. Coombe (Eds.), *The Cambridge guide to research in language teaching and research*. (pp. 99-104). Cambridge: Cambridge University Press.

Cohen, L., L. Manion, K. Morrison. (2000). Research methods in education. 5th ed. London, New York: Routledge Falmer. (Chapter 13: Action research pp. 226-241). (or the same chapter in the 6th edition, 2007)

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

Duff, P.A. & Anderson T. (2015). Case-study research In J.D. Brown & C. Coombe (Eds.), The Cambridge guide to research in language teaching and research. (pp. 112-118) Cambridge: Cambridge University Press.

Palfreyman D.M. (2015). Ethnography. In J.D. Brown & C. Coombe (Eds.), The Cambridge guide to research in language teaching and research. (pp. 146-154). Cambridge: Cambridge University Press.

Paltridge, B. (2015). Discourse analysis. In J.D. Brown & C. Coombe (Eds.), The Cambridge guide to research in language teaching and research. (pp. 134-139). Cambridge: Cambridge University Press.