

Language Pedagogy and English Applied Linguistics Doctoral Programme

Topics for the Complex/Comprehensive Examination

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

The following is a list of topics – with subtopics and readings – for the complex/comprehensive examination. The topics updated for the current examination appear in black, while older topics appear in grey. Please note that the list of past topics serves the purposes of illustration only, the actual topics, questions and reading lists depend on the course content and readings of the particular seminars that were run in the past few semesters.

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/Comprehensive Examination. Please note that one of the topics should be related to your research topic.

List of topics

All the topics chosen so far are listed here. The topics updated for and valid in 2024 appear as hyperlinks in blue that lead to the questions in the given topic:

[Advanced Statistics](#)

Aspects of vocabulary acquisition and teaching

Discourse analysis: An overview

[English as a lingua franca and English language teaching](#)

[Focus on the language learner and learner language](#)

Foreign language test construction and evaluation

Individual Differences in Second Language Learning

Intergated language assessment

Language education for intercultural competence

Language planning and the ELT curriculum

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

Psycholinguistics and foreign language pedagogy

[Qualitative research design](#)

Recent Initiatives in Hungarian Foreign Language Education

[Research design and statistics in foreign language pedagogy research](#)

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

Researching discourse in English for specific purposes

Researching English for Academic Purposes

Researching task-based language teaching and learning

[Second language motivation: theories and the classroom](#)

Sociolinguistics and foreign language pedagogy

Syllabus and course design in foreign language teaching

Teaching culture through language

[The teacher's role in L2 motivation](#)

[Training the trainers](#)

Advanced statistics

Valid in 2024

- 1) The qualitative vs quantitative research debate: the role of multivariate quantitative techniques in applied linguistics
- 2) Prerequisites and data collection instruments in multivariate quantitative research
- 3) Quality control issues in multivariate quantitative research: reliability and validity
- 4) Construct evaluation: strengths and weaknesses of Cronbach Alpha and PCA
- 5) Exploration and confirmation: The role of factor analysis in applied linguistics research

6) Testing relationships and cause-and-effect hypotheses: Correlation and regression analysis

Dancey, C. P., & Reidy, J. (2003). *Statistics without maths for psychology*. London, UK: Prentice Hall.

Pallan, J. (2010). *SPSS survival manual*. Maidenhead, UK: Open University Press.

Salkind, N. J. (2008). *Statistics for people who think they hate statistics*. 3rd edition. Thousand Oaks, C.A: Sage.

Aspects of vocabulary acquisition and teaching

1., The mental lexicon of L1 and bilingual learners; lexical storage and lexical access, the role of memory

- An Overview of Conceptual Models and Theories of Lexical Representation in the Mental Lexicon, Brigitta Dóczy, p. 46

in: Webb, S. (Ed.) (2020). *The Routledge Handbook of Vocabulary Studies*, London, New York (NY): Routledge.

2., How many words – vocabulary size, lexical coverage and frequency

- L1 and L2 Vocabulary Size and Growth, Imma Miralpeix, p. 189

- Frequency as a Guide for Vocabulary Usefulness: High-, Mid-, and Low-Frequency Words, Laura Vilkaitė-Lozdienė and Norbert Schmitt, p. 81

in: Webb, S. (Ed.) (2020). *The Routledge Handbook of Vocabulary Studies*, London, New York (NY): Routledge.

3., Vocabulary knowledge & depth of vocabulary

- The Different Aspects of Vocabulary Knowledge Paul Nation, p. 15

- Measuring Depth of Vocabulary Knowledge, Akifumi Yanagisawa and Stuart Webb, p. 371

in: Webb, S. (Ed.) (2020). *The Routledge Handbook of Vocabulary Studies*, London, New York (NY): Routledge.

4., Incidental vocabulary learning vs. intentional / explicit teaching

- Incidental Vocabulary Learning, Stuart Webb, p. 225

- Intentional L2 Vocabulary Learning, Seth Lindstromberg, p. 240

in: Webb, S. (Ed.) (2020). *The Routledge Handbook of Vocabulary Studies*, London, New York (NY): Routledge.

5., Vocabulary in the context of SLA

- How Does Vocabulary Fit Into Theories of Second Language Learning?, Judit Kormos, p. 207

- Measuring the Ability to Learn Words, Yosuke Sasao, p. 419

in: Webb, S. (Ed.) (2020). *The Routledge Handbook of Vocabulary Studies*, London, New York (NY): Routledge.

6., Vocabulary learning and formulaic language: lexical phrases and chunks

- Classifying and Identifying Formulaic Language, David Wood, p. 30

- Factors Affecting the Learning of Multiword Items, Frank Boers, p. 143

Key Issues in Researching Multiword Items, Anna Siyanova-Chanturia and Taha Omidian, p. 529

in: Webb, S. (Ed.) (2020). *The Routledge Handbook of Vocabulary Studies*, London, New York (NY): Routledge.

7., How to research and measure vocabulary

- Measuring Vocabulary Learning Progress, Benjamin Kremmel, p. 406

- Key Issues in Measuring Vocabulary Knowledge, John Read, p. 545

in: Webb, S. (Ed.) (2020). *The Routledge Handbook of Vocabulary Studies*, London, New York (NY): Routledge.

[Back to "List of topics"](#)

Discourse analysis: An overview

1. Basic concepts, the evolution of DA, major areas of research (cohesion and coherence)

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

Martin, J. R. (2001). Cohesion and texture. In D. Schiffrin, D. Tannen, & H. E. Hamilton (Eds.), *The handbook of discourse analysis* (pp.35-53). Blackwell.

2. Discourse structure: thematic/topical structure

Renkema, J. (2004). Introduction to discourse studies. John Benjamins. Chapter 5: Structured content (pp.87-102).

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

3. Discourse connections: grammatical and lexical cohesion

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

Renkema, J. (2004). Introduction to discourse studies. John Benjamins. Chapter 6: Discourse connections (pp.103-115).

4. Coherence relations: rhetorical structure theory

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

Károly K. (2013). Translating rhetoric: Relational propositional shifts in the Hungarian-English translations of news stories. *The Translator*, 19(2), 245-273.

5. Speech and writing; register and rhetorical analyses

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

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

6. Genre analysis

Hyland, K. (2004). *Genre and second language writing*. The University of Michigan Press. Chapter 2: Perspectives on genre.

Swales, J. M. (1990). *Genre analysis. English in academic and research settings*. Cambridge University Press. p.58: Genre defined; pp.137-166: 7.4. Introductions.

7. Conversational analysis

Coulthard, M. (1985). *An introduction to discourse analysis*. Longman. (pp.59-95).

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

8. Discourse analysis in language teaching

Olshtain, E., & Celce-Murcia, M. (2001). *Discourse analysis and language teaching*. In D. Schiffrin, D. Tannen, & H. E. Hamilton (Eds.), *The handbook of discourse analysis* (pp.707-724). Blackwell.

9. Institutional, classroom discourse and critical DA

Leeuwen, van T. (2009). *Critical discourse analysis*. In J. Renkema (Ed.), *Discourse, of course* (pp.277-292; Chapter 18). John Benjamins.

English as a lingua franca (ELF) and English language teaching (ELT)

Valid in 2024

1. English as a lingua franca and World Englishes

Jenkins, J. (2009). *World Englishes* (2nd ed.). London: Routledge. (Read: pp. 17-24)

Kachru, B. B. (1992). *Teaching World Englishes*. In B. B. Kachru (Ed.), *The other tongue. English across cultures* (2nd ed.) (pp. 355-365). Urbana and Chicago: University of Illinois Press. (Read: pp. 355-359).

Widdowson, H. G. (2003). *Defining issues in English language pedagogy*. Oxford: Oxford University Press. (Read: pp. 35-43 The ownership of English)

2. Defining ELF

Jenkins, J., Modiano, M., & Seidlhofer, B. (2001). *Euro-English*. *English Today*, 17(4), 13-19.

Illés, É. (2020). *Understanding context in language use and teaching: An ELF perspective*. New York and London: Routledge. (Read: Chapter One)

Jenkins, J. (2009). *English as a lingua franca: Interpretations and attitudes*. *World Englishes*, 28(2), 200-207.

3. ELF communication

Illés, É. (2020). *Understanding context in language use and teaching: An ELF perspective*. Routledge. (Read Chapter 6 Context in ELF pp. 99-110)

Pözl, U., & Seidlhofer, B. (2008). *In and on their own terms: The “habitat” factor in English as a lingua franca interactions*. *International Journal of the Sociology of Language*, 177, 151-176.

4. Researching ELF

Seidlhofer, B. (2010). *Orientation in ELF research: Form and function*. In A. Mauranen & E. Ranta (Eds.), *English as a lingua franca: Studies and findings* (pp. 37-59). Newcastle upon Tyne: Cambridge Scholars Publishing.

Widdowson, H. G. (2021). Research perspectives on ELF: Linguistic usage and communicative use. In Murata, K. (Ed.), *ELF research methods and approaches to data and analyses: Theoretical and methodological underpinnings* (pp. 21-28). New York and London: Routledge.

5. ELF and ELT

Illés, É. (2011a). Communicative language teaching and English as a lingua franca. *Vienna English Working PaperS*, 20(1), 3-16.

Seidlhofer, B. (2012). The challenge of English as a lingua franca. *Anglistik: International Journal of English Studies*, 23(1), 73-86.

6. Teaching the pronunciation of ELF

Jenkins, J. (2000). *The phonology of English as an international language*. Oxford University Press. (Read Chapter 5)

Walker (2010). *Teaching the pronunciation of English as a lingua franca*. Oxford University Press. (Read Chapter 3)

[Back to "List of topics"](#)

Focus on the language learner and learner language

Valid in 2024

1. Key concepts in SLA

Larsen-Freeman, D. (2011). Key concepts in language learning and language education. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 155-170). Routledge.

Ortega, L. (2011). Second language acquisition. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 171-184). Routledge.

2. Instructed second language acquisition

Loewen S., & Sato M. (2019) *Instructed second language acquisition and English language teaching: Theory, research, and pedagogy*. In Gao X. (Ed.), *Second handbook of English language teaching* (pp. 1131-1148). Springer International Handbooks of Education.

3. L2 performance and proficiency in TBLT

Housen, A., Kuiken, F. & Vedder, I. (2012). Complexity, accuracy and fluency: Definitions, measurement and research In A. Housen, F. Kuiken, & I. Vedder (Eds.), *Dimensions of L2 performance and proficiency: Complexity, accuracy and fluency in SLA* (pp. 1-20). John Benjamins.

4. Assessing learner language

Chapelle, C. A., Kremmel, B., & Brindley, G. (2020). Chapter 17: Assessment. In N. Schmitt & N. P. H. Rodgers (Eds.), *An introduction to applied linguistics* (3rd edition). (pp. 294-316). Routledge.

5. Learner's affect

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). Palgrave Macmillan.

6. Learner beliefs

Mercer, S., & Ryan, S. (2009). A mindset for EFL: learners' beliefs about the role of natural talent. *ELT Journal*, 64(4), 436-444. doi:10.1093/elt/ccp083

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

Foreign language test construction and evaluation

1. Recent views of construct validity
2. Validating a test of English for teaching purposes
3. Washback and the notion of consequential validity
4. Qualitative approaches to understanding language tests
5. Problems in the measurement of test reliability
6. What may impact on candidates' performance in the paired speaking test format?

Individual Differences in Second Language Learning

1. Age

Singleton, D. (2012). Ultimate attainment and the CPH: Some thorny issues. In M. Watorek, S. Benazzo, & M. Hickmann (Eds.), *Comparative perspectives on language acquisition* (pp. 188-203). Bristol, UK: Multilingual Matters.

Muñoz, C., & Singleton, D. (2011). A critical review of age-related research on L2 ultimate attainment. *Language Teaching*, 44, 1-35.

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.

Kim, D., Wang, C., Ahn, H. S., & Bong, M. (2015). English language learners' self-efficacy profiles and relationship with self-regulated learning strategies. *Individual differences*. doi:10.1016/j.lindif.2015.01.016

4. 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.

Kontra, E.H., Csizér, K., & Piniel, K. (2017). Deaf and hard-of-hearing university students' dispositions towards and experiences in foreign language learning. *Proceedings of the IATEFL Hungary Conference*.

5. 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.

Griffiths, C., & Oxford, R. (2014). The twenty-first century landscape of language learning strategies: Introduction to this special issue. *System*, 43, 1-10.

6. Willingness to communicate

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.

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.

7. 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.

Dewaele, J-M. (2013). The link between foreign language classroom anxiety and psychoticism, extraversion, and neuroticism among adult bi- and multilinguals. *The Modern Language Journal*, 97(3), 670-684.

Intergated language assessment

1. Assessment use justification

Bachman, L., & Palmer, A. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford University Press. Ch. 5 (pp. 85–104)

2. Assessment use arguments

Bachman, L., & Palmer, A. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford University Press. Ch. 5 (pp. 105–136)

3. Integrated assessment

Gebriel, A. (2018). Integrated-skills assessment. In S. Abrar-ul-Hassan et al. (Eds.), *The TESOL Encyclopedia of English Language Teaching* (pp. 1–7). <https://doi.org/10.1002/9781118784235.eelt0544>

Plakans, L. (2013). Assessment of integrated skills. *Encyclopedia of applied linguistics*. Wiley-Blackwell. <https://doi.org/10.1002/9781405198431.wbeal0046>

Plakans, L., Liao, J. T., & Wang, F. (2018). Integrated assessment research: Writing-into-reading. *Language Teaching*, 51(3), 430–434. <https://doi.org/10.1017/S0261444818000149>

4. Integrated assessment of reading and writing

Gebriel, A., & Plakans, L. (2013). Toward a transparent construct of reading-to-write tasks: The interface between discourse features and proficiency. *Language Assessment Quarterly*, 10(1), 9–27. <https://doi.org/10.1080/15434303.2011.642040>

Knoch, U., & Sitajalabhorn, W. (2013). A closer look at integrated writing tasks: Towards a more focused definition for assessment purposes. *Assessing Writing*, 18(4), 300–308. <https://doi.org/10.1016/j.asw.2013.09.003>

5. Integrated assessment of reading, listening, speaking, and summarisation

Frost, K., Elder, C., & Wiggleswon, G. (2011). Investigating the validity of an integrated listening-speaking task: A discourse-based analysis of test takers' oral performances. *Language Testing*, 29(3), 345–369. <https://doi.org/10.1177/0265532211424479>

Plakans, L., & Gebriel, A. (2017). Exploring the relationship of organization and connection with scores in integrated writing assessment. *Assessing Writing*, 31, 98–112. <https://doi.org/10.1016/j.asw.2016.08.005>

Sawaki, Y. (2020). Developing summary content scoring criteria for university L2 writing instruction in Japan. In G. J. Ockey & B. A. Green (Eds.), *Another generation of fundamental considerations in language assessment* (pp. 153–171). Springer. https://doi.org/10.1007/978-981-15-8952-2_10

6. An integrated assessment of academic reading and writing: The guided summary writing task

Tankó, Gy. (2020). Eliciting written academic performance: An investigation of task effect on the written production of EFL students. In Cs. Kálmán (Ed.), *DEAL 2020: A snapshot of diversity in applied linguistics* (pp. 1–37). DEAL, ELTE. https://www.eltereader.hu/media/2020/12/K%C3%A1lm%C3%A1n-Csaba_WEB.pdf

Tankó, Gy. (2021). *Paraphrasing, summarising and synthesising skills for academic writers: Theory and practice* (2nd rev. ed.). Eötvös University Press. Chs. 1, 2, 3

Language education for intercultural competence

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., Mompoint-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.

[Back to “List of topics”](#)

Language planning and the ELT curriculum

1. The language curriculum

Graves, K. (2016). Language curriculum design: Possibilities and realities. In G. Hall (Ed.), *The Routledge handbook of English language teaching* (pp. 79–94). Oxford/New York: Routledge.

Anderson, J. (2020). The TATE model: A curriculum design framework for language teaching. *ELT Journal*, 74, 175–184.

Ellis, R. (2020). In defence of a modular curriculum for tasks. *ELT Journal*, 74, 185–194.

Anderson, J. (2020). A response to Ellis: The dangers of a narrowly focused SLA Canon. *ELT Journal*, 74, 195–197.

2. The three types of curriculum approaches

Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal*, 44, 5–33.

Thanh, N. T. (2020). A case study of curriculum development: Backward or forward/central design? *Ho Chi Minh City Open University Journal of Science*, 10, 18–28.

3. Curriculum and politics

Pennycook, A. (2016). Politics, power relationships and ELT. In G. Hall (Ed.), *The Routledge handbook of English language teaching* (pp. 26–37). Oxford/New York: Routledge.

Johnston, B. (1999). Putting critical pedagogy in its place: A personal account. *TESOL Quarterly*, 33, 557–565.

Akbari, R. (2008). Transforming lives: Introducing critical pedagogy into ELT classrooms. *ELT Journal*, 62, 276–283.

Sowden, C. (2008). There's more to life than politics. *ELT Journal*, 62, 284–291.

Akbari, R. (2008). Education is filled with politics. *ELT Journal*, 62, 292–293.

4. English as a lingua franca

Widdowson, H. G. (1994). The ownership of English. *TESOL Quarterly*, 29, 377–389.

Sowden, C. (2012). ELF on a mushroom: The overnight growth in English as a lingua franca. *ELT Journal*, 66, 89–96.

Cogo, A. (2012). English as a lingua franca: Concepts, use, and implications. *ELT Journal*, 66, 97–105.

Sowden, C. (2012). A reply to Alessia Cogo. *ELT Journal*, 66, 106–107.

5. Curriculum and innovation

Waters, A. (2014). Managing innovation in English language education: A research agenda. *Language Teaching*, 47, 92–110.

- Ryan, C. (1996). The delights and dangers of curricular revolution. In P. Medgyes, & A. Malderez (Eds.) *Changing perspectives in teacher education* (pp. 12–24). Oxford: Macmillan Heinemann.
- Öveges, E (2017). Year of Intensive Language Learning – A special programme to rocket Hungarian students’ language proficiency: A success story? *Sustainable Multilingualism*, 10, 150–174.

6. The Common European Framework

- Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors (2018). Strasbourg: Council of Europe.
- Little, D. (2006). The Common European Framework of Reference for Languages: Content, purpose, origin, reception and impact. *Language Teaching*, 39, 167–190.

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

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.

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.

[Back to “List of topics”](#)

1. The qualitative paradigm and an overview of qualitative research

- Maykut, P. & Morehouse, R. (1994). *Beginning qualitative research*. The Falmer Press. Chapters 1 & 2, pp. 1-24.
- Fraenkel, J. R., Wallen, N.E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill Inc. Chapter 18: The nature of qualitative research, pp. 424-443.
- Crocker, R. (2009). An introduction to qualitative research. In J. Heigham & R. Crocker, (Eds.). *Qualitative research in applied linguistics: A practical introduction* (pp. 3-24). Palgrave MacMillan.

2. Collecting data with the help of interviews

- Richards, K. (2009). Interviews. In J. Heigham & R. Crocker, (Eds.). *Qualitative research in applied linguistics: A practical introduction* (pp. 182-199). Palgrave MacMillan.
- Howitt, D. (2016). *Introduction to qualitative research methods in psychology* (3rd ed.). Pearson. Chapter 3: Qualitative interviewing, pp. 59-87.
- Patton, M. Q. (2015). *Qualitative research and evaluation methods*. 4th ed. Sage. Chapter 7:4 Qualitative interviewing, pp. 624-702.

3. Collecting data with the help of observation

- Cowie, N. (2009). Observation. In J. Heigham & R. Crocker, (Eds.). *Qualitative research in applied linguistics: A practical introduction* (pp. 165-181). Palgrave MacMillan.
- Howitt, D. (2016). *Introduction to qualitative research methods in psychology* (3rd ed.). Pearson. Chapter 5: Ethnography/participant observation, 108-130.
- Tracy, S. J. (2019). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. John Wiley & Sons. Chapter 6: Field roles, field notes and field focus, pp. 129-154.

4. Analyzing qualitative data: Content analysis, thematic analysis, and grounded theory

- Howitt, D. (2016). *Introduction to qualitative research methods in psychology* (3rd ed.). Pearson. Chapter 7: Thematic analysis, pp. 162-184.
- Fraenkel, J. R., Wallen, N.E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill Inc. Chapter 20: Content analysis. pp. 477-504.
- Howitt, D. (2016). *Introduction to qualitative research methods in psychology* (3rd ed.). Pearson. Chapter 8: Qualitative data analysis: grounded theory development, pp. 185-212.
- Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research*. London: The Falmer Press. Chapter 9, pp. 126-149.
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data*. London: Sage. Chapter 2: Concepts and coding, pp. 26-53.

5. Case studies

- Creswell, J.W. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. 4th ed. Thousand Oaks, CA: Sage. Chapter 4, pp. 152-167. plus Appendix F, pp. 526-555.
- Hood, M. (2009). Case study. In J. Heigham & R. Crocker, (Eds.). *Qualitative research in applied linguistics: A practical introduction* (pp. 66-90). Palgrave MacMillan.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559. Retrieved from <http://www.nova.edu/ssss/OR/QR13-4/baxter.pdf>

6. Mixed methods research

- Ivankova, N. V. & Creswell, J.W. (2009). Mixed methods. In J. Heigham & R. Crocker, (Eds.). *Qualitative research in applied linguistics: A practical introduction* (pp. 135-164). Palgrave MacMillan.
- Fraenkel, J. R., Wallen, N.E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill Inc. Chapter 23: Mixed methods research, pp. 556-586.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Prentice Hall. Chapter 16: Mixed methods designs, pp. 536-577.

7. The trustworthiness of naturalistic inquiries

- Guba, E. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology Journal* 29 (2), 75-91.
- Rallies, S. F., & Rossman, G. B. (2009). Ethics and trustworthiness. In J. Heigham & R. Crocker, (Eds.). *Qualitative research in applied linguistics: A practical introduction* (pp. 263-287). Palgrave MacMillan.
- Howitt, D. (2016). *Introduction to qualitative research methods in psychology* (3rd ed.). Pearson. Chapter 16: Ensuring quality in qualitative research, pp. 425-447.

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/Oveges_Eniko2014_tezisek.pdf

[Back to "List of topics"](#)

Research design and statistics in foreign language pedagogy research

Valid in 2024

- 1., Quantitative research: data collection and quality control
- 2., Qualitative research: data collection and quality control
- 3., Interview study: design, implementation and quality control
- 4., Case study: design, implementation and quality control
- 5., Questionnaire study: design, implementation and quality control
- 6., Mixed methods study: design, implementation and quality control
- 7., 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.

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

1., 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).

2., 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).

3., 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.

4., 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.

5., 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.

6., 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.

7., 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)

8., 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.

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.

[Back to "List of topics"](#)

Researching English for Academic Purposes

1. What is EAP?

Jordan, R. R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge, UK: Cambridge University Press. (pp. 1–19)

Hyland, K. (2016). *General and specific EAP*. In K. Hyland & P. Shaw (Eds.), *The Routledge handbook of English for academic purposes* (pp. 17–29). London, UK: Routledge.

2. What are the main issues in EAP?

Flowerdew, J., & Peacock, M. (2001). Issues in EAP: A preliminary perspective. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 8-24). Cambridge, UK & New York, NY: Cambridge University Press.

Benesch, S. (2001). *Critical English for academic purposes: Theory, politics, and practice*. Mahwah, NJ & London, UK: Lawrence Erlbaum. (Chapter 1: "A history of English for academic purposes", pp. 3–22)

3. What are the pedagogical implications of EAP?

Paltridge, B. (2001). Linguistic research and EAP pedagogy. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 55-70). Cambridge, UK & New York, NY: Cambridge University Press.

Peacock, M. (2001). Language learning strategies and EAP proficiency: Teacher views, student views, and test results. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 268-285). Cambridge, UK & New York, NY: Cambridge University Press.

4. What are the key assessment issues related to EAP?

- Weigle, S. C., & Malone, M. E. (2016). Assessment of English for academic purposes. In K. Hyland & P. Shaw (Eds.), *The Routledge handbook of English for academic purposes* (pp. 608–620). London, UK: Routledge.
- Brindley, G., & Ross, S. (2001). EAP assessment: Issues, models, and outcomes. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 148–166). Cambridge, UK & New York, NY: Cambridge University Press.

5. What is the relationship between reading and writing in EAP?

- Lillis, T., & Tuck, J. (2016). Academic Literacies: A critical lens on writing and reading in the academy. In Hyland, K. & Shaw, P. (Eds.), *The Routledge handbook of English for academic purposes* (pp. 30–43). London, UK: Routledge.
- Hirvela, A. (2016). Academic reading into writing. In K. Hyland & P. Shaw (Eds.), *The Routledge handbook of English for academic purposes* (pp. 127–138). London, UK: Routledge.

6. What are the history, current research issues and methods of EAP research? What is the history of EAP linguistic research and its current research issues and methods?

- Hyland, K. (2009). *Teaching and researching writing*. London, UK: Longman. (pp. 139–162)
- Swales, J. M. (2001). EAP-related linguistic research: An intellectual history. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 42–54). Cambridge, UK & New York, NY: Cambridge University Press.

Researching task-based language teaching and learning

1. Overview of TBLT, psycholinguistic and sociocultural approaches, future directions

- Ellis, R. (2009). Task-based research and language pedagogy. In K. Van den Branden, M. Bygate, & J. M. Norris (Eds.), *Task-based language teaching: A reader* (Vol. 1) (pp. 109–129). Amsterdam, The Netherlands: John Benjamins Publishers.
- Ellis, R. (2017). Position paper: Moving task-based language teaching forward. *Language Teaching*, 50(4), 507–526.

2. Theoretical background of TBLT

- Skehan, P. (2009). A framework for the implementation of task based instruction. In K. Van den Branden, M. Bygate, & J. M. Norris (Eds.), *Task-based language teaching: A reader* (Vol. 1) (pp. 83–107). Amsterdam, The Netherlands: John Benjamins Publishers.
- Robinson, P. (2001). Task complexity, cognitive resources, and syllabus design: A triadic framework for examining task influences on SLA. In Robinson, P. (Ed.), *Cognition and second language instruction* (pp. 287–318). Cambridge: CUP.

3. Psycholinguistic aspects of TBLT

- Long, M. (2014). *Second language acquisition and task-based language teaching* (pp. 30–61). Chichester, UK: John Wiley & Sons.

4. Researching communication tasks

- Pica, T., Kanagy, R., & Falodun, J. (2009). Choosing and using communication tasks for second language instruction. In K. Van den Branden, M. Bygate, & J. M. Norris (Eds.), *Task-based language teaching: A reader* (Vol. 1, pp. 171–192). John Benjamins Publishers.
- Lambert, C. P., & Engler, S. (2007). Information distribution and goal orientation in second language task design. In M. D. P. Garcia Mayo (Ed.), *Investigating tasks in formal language learning* (pp. 27–43). Multilingual Matters.

5. Effects of planning in TBLT

- Ellis, R. (2009). The differential effects of three types of task planning on the fluency, complexity, and accuracy in L2 oral production. *Applied Linguistics*, 30, 474–509.

6. Measuring task performance: Syntactic complexity, lexical complexity and fluency measures

- Norris, J. M., & Ortega, L. (2009). Towards an organic approach to investigating CAF in instructed SLA: The case of complexity. *Applied Linguistics*, 30, 555–578.
- Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. *Applied Linguistics*, 30, 510–532.

7. Evaluating tasks and principles of task-based language assessment

- Ellis, R. (2018). *Reflections on task-based language teaching* (pp. 232–252). Bristol, UK: Multilingual Matters.
- Norris, J. M. (2016). Current uses for task-based language assessment. *Annual Review of Applied Linguistics*, 36, 230–244.

1. Brief history of L2 motivation

Dörnyei, Z. (2019). From integrative motivation to directed motivational currents: The evolution of the understanding of L2 motivation over three decades. In M. Lamb, K. Csizér, A. Henry, & S. Ryan (Eds.), *The Palgrave handbook of motivation for language learning* (pp. 39–70). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-28380-3_3

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Pearson Education Limited. [Chapter 3: Motivation to learn a foreign/second language: A historical overview]

2. Traditional theories of L2 motivation

Csizér, K. (2020). *Second language learning motivation in a European context: The case of Hungary*. Springer. [Chapter 2: A summary of theoretical considerations]

Gardner, R. C. (2019). The Socio-educational model of second language acquisition. In M. Lamb, K. Csizér, A. Henry, & S. Ryan (Eds.), *The Palgrave handbook of motivation for language learning* (pp. 21–35). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-28380-3_2

Csizér, K. (2019). The L2 motivational self-system. In M. Lamb, K. Csizér, A. Henry, & S. Ryan (Eds.), *The Palgrave handbook of motivation for language learning* (pp. 71–94). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-28380-3_4

3. Researching L2 motivation

Ushioda, E. (2019). Researching L2 motivation: Past, present and future. In M. Lamb, K. Csizér, A. Henry, & S. Ryan (Eds.), *The Palgrave handbook of motivation for language learning* (pp. 661–682). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-28380-3_32

Vonkova, H., Jones, J., Moore, A., Altinkalp, I., & Selcuk, H. (2021). A review of recent research in EFL motivation: Research trends, emerging methodologies, and diversity of researched populations. *System*, 103, 102622. <https://doi.org/10.1016/j.system.2021.102622>

4. Contextual issues pertaining to L2 motivation

Yim, O., Clément, R., & MacIntyre, P. D. (2019). The contexts of SLA motivation: Linking ideologies to situational variations. In M. Lamb, K. Csizér, A. Henry, & S. Ryan (Eds.), *The Palgrave handbook of motivation for language learning* (pp. 225–244). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-28380-3_11

Thompson, A. S. (2022). Language learning in rural America: Creating an ideal self with limited resources. In A. A. Al-Hoorie & F. Szabó (Eds.), *Language learning motivation: A concise guide* (99–110). Bloomsbury Academic.

5. L2 motivation and its relationship to other ID variables

Ryan, S. (2019). Motivation and individual differences. In M. Lamb, K. Csizér, A. Henry, & S. Ryan (Eds.), *The Palgrave handbook of motivation for language learning* (pp. 163–182). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-28380-3_8

Pawlak, M., Li, C., Zawodniak, J., & Kruk, M. (2024). Examining predictive effects of general grit and L2 grit on motivated behavior: The mediating effect of self-proficiency. *Porta Linguarum Revista Interuniversitaria de Didáctica de las Lenguas Extranjeras*, (9), 93–112. <https://doi.org/10.30827/portalin.viIX.29884>

6. Long-term motivation and other current trends

Dörnyei, Z., & Henry, A. (2022). Chapter Four - Accounting for long-term motivation and sustained motivated learning: Motivational currents, self-concordant vision, and persistence in language learning. *Advances in Motivation Science*, 9, 89–134. <https://doi.org/10.1016/bs.adms.2021.12.003>

Henry, A. (2022). Goal self-concordance and motivational sustainability. In A. A. Al-Hoorie & F. Szabó (Eds.), *Language learning motivation: A concise guide* (61–70). Bloomsbury Academic.

Teimouri, Y., Plonsky, L., & Tabandeh, F. (2022). L2 grit: Passion and perseverance for second-language learning. *Language Teaching Research*, 26(5), 893–918. <https://doi.org/10.1177/1362168820921895>

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

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

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/4546/12sador.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: Hutcbay, 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.

[Back to “List of topics”](#)

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

Teaching culture through language

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=pfnjAgAAQBAJ&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.

[Back to "List of topics"](#)

The Teacher's role in L2 motivation

Valid in 2024

1. The teacher's role in the social-psychological period - The social-psychological period

Dörnyei, Z. & Ushioda, E. (2011). The social-psychological period. In Z. Dörnyei, & E. Ushioda (Eds.), *Teaching and researching motivation* (pp. 39-46). Pearson. - The Socio-Educational Model of second language acquisition

Lamb, M. (2019). The Socio-Educational Model of second language acquisition. In Lamb, M., Csizér, K., Henry, A., & Ryan, S. (Eds.), *The Palgrave Handbook of Motivation for Language Learning* (pp. 21-28). Palgrave Macmillan.

2. The teacher's role in the cognitive-situated period - The cognitive situated period

Dörnyei, Z. & Ushioda, E. (2011). The cognitive situated period. In Z. Dörnyei, & E. Ushioda (Eds.), *Teaching and researching motivation* (pp. 46–60). Pearson. - The teacher's role in L2 motivation Kálmán, Cs. (2014). The teacher's role in L2 motivation. Unpublished PhD seminar paper. Eötvös University.

3. The teacher's role in the process-oriented period - The process-oriented period

Dörnyei, Z. & Ushioda, E. (2011). The process-oriented period. In Z. Dörnyei, & E. Ushioda (Eds.), *Teaching and researching motivation* (pp. 60–69). Pearson.

4. The teacher's role in the socio-dynamic period - The socio-dynamic period

Dörnyei, Z. & Ushioda, E. (2011). The socio-dynamic period. In Z. Dörnyei, & E. Ushioda (Eds.), *Teaching and researching motivation* (pp. 74–100). Pearson.

5. The teacher's role in current L2 motivation research - The motivational dimension of language teaching (Chapters 4, 5, & 6)

Lamb, M. (2017). State-of-the-Art Article. The motivational dimension of language teaching. *Language teaching*, 50(3), 301–346.

6. Motivational teaching strategies

Lamb, M. (2019). Motivational teaching strategies. In Lamb, M., Csizér, K., Henry, A., & Ryan, S. (Eds.), *The Palgrave Handbook of Motivation for Language Learning* (pp. 287–306). Palgrave Macmillan.

7. The teacher's role in L2 motivation in different contexts

- Henry, A., & Thorsen, C. (2018). Teacher-student relationships and L2 motivation. *The Modern Language Journal*, 102(1), 218–241.

- Kálmán, Cs. (2021). The teacher's role in motivating adult learners of English: A questionnaire study in Hungarian corporate contexts. In Gy. Tankó & K. Csizér (Eds.), *DEAL 2021: Explorations in English applied linguistics* (pp: in press). Eötvös Kiadó.

Training the trainers

Valid in 2024

1. Becoming a trainer

1. The different roles a teacher trainer or mentor are likely to adopt in training.

2. Receptive and proactive key competencies of a trainer.

3. The relationship between teaching and training: similarities and differences

Bodóczky, C. and Malderez, A. (1999). *Mentor Courses: a resource book for trainer trainers*. CUP.

Bolitho, R./T. Wright (2007). *Trainer Development*. Lulu.

Matei, G. et al (2007). *First steps in teacher training: a practical guide*. ECML/Council of Europe Publications. 11-20.

2. Working with experience

1. The experiential learning cycle in theory and practice.

2. Appropriate training methodology

3. The role of *theorising* in an experienced-based model of training

Bolitho, R./T. Wright (1995) Starting from where they are at: toward an appropriate methodology in training.

The Journal of TESOL France. The British Council. 53-64.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

3. Principles and modes of training

1. Key principles in a participant-oriented training approach.

2. Content and process-driven training models.

3. The interaction of approach, methodology and techniques/activities in training.

4. The relationship between training modes and work formats

Matei, G. et al (2007). *First steps in teacher training: a practical guide*. ECML/Council of Europe Publications. 6-9.

Pohl, U. and M. Szesztay (2020). *Let's map it out!* ELT Professional. Issue 129. June. 39-42.

4. Designing workshops and courses

1. Key steps or questions in the process of designing workshops or courses

2. Loop input: uses and potential problems

3. Frequent design mistakes.

Matei, G. et al (2007). *First steps in teacher training: a practical guide*. ECML/Council of Europe Publications. 22-30.
Woodward, T. (2003). *Loop Input*. Key concepts in ELT. *ELT Journal*, Volume 57, Issue 3. 301–304.

5. Facilitating training groups

1. Facilitation and the different roles of a facilitator.
2. Discussion types and functions of a discussion leader
3. Problem incidents in training groups and facilitator interventions.

Auvine, B. et al (2012). *A Manual for group facilitators. The fellowship for intentional community*. Routledge, MO. 1-6.

Jaques, D. (1992). *Learning in Groups*. London: Kogan Page. 181/204.

6. Trainer as mentor

1. The role of observation and feedback in teacher training.
2. Different approaches to observation and their implications for mentoring.
3. Intervention techniques and their effect in providing feedback.

Bentley, T. (1994). *Facilitation. Providing opportunities for learning*. Maidenhead: McGraw-Hill.

Freeman, D (1982). Observing teachers: three approaches to in-service training and development. *TESOL Quarterly* 16/1. 21-28.

Matei, G. et al (2007). *First steps in teacher training: a practical guide*. ECML/Council of Europe Publications. 46-51.

Malderez and C Bodoczky, C. and Malderez, A. (1999). *Mentor Courses: a resource book for trainer trainers*. CUP.

7. Evaluating training

1. The function of evaluation in training.
2. The role of evaluation in the design process.
3. Evaluation, assessment and appraisal and their relevance to teacher training
4. Formative and summative evaluation techniques in training events.

Auvine, B. et al (2012). *A Manual for group facilitators. The fellowship for intentional community*. Routledge, MO. 55-58.

Matei, G. et al (2007). *First steps in teacher training: a practical guide*. ECML/Council of Europe Publications. 52-59.

[Back to "List of topics"](#)