

Course title: Integrated skills	Neptun code: BTMTAN101
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Láng Viktória	
Optimal semester: 1	Preconditions:
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits:3	Course format (underline): full-time, <u>part-time</u>
<p>Course objectives:</p> <p>The basic aim of the course is to improve the language skills of the student in an integrated, complex way. The course is built on 4 moduls, each concentrating on one of the four main speaking skills ( i.e. speaking , listening, reading, writing). While the speaking and listening moduls are to improve the general communicative skills of the student, reading and writing helps in vocabulary extension , creative writing, reading comprehension etc. The course runs for two semesters and is a requirement for the ‘filter examination’ at the end of the first year.</p>	
<p>Detailed course programme:</p> <p>1-2: .Unit 1 : <i>Circus life</i>,/ Grammar: Verb patterns (transitive and intransitive)  3-4: Unit 2: <i>Arts</i> / Grammar: Word formation: suffixes  5: Project work : Presentation on modern art  6. Test paper (1)  7.-8 : Unit 3: <i>Rich kids</i> / Grammar: Adverbs of manner and noun phrases  9-10 : Unit 4: ‘<i>An alien?</i>’/ Grammar:: Modals</p>	
<p>Course requirements:</p> <p>The condition of getting the signature is an active participation during the lessons as well as pass a test with a minimum of 60% result.</p>	
<p>Evaluation:</p> <ul style="list-style-type: none"> <li>- test (50%)</li> <li>- project work (20%)</li> <li>- participation during the lessons ( 30%)</li> </ul> <p>Missing more than 3 sessions means no signature.</p>	
<p>Compulsory literature:</p> <p>Acklam, R. 2001. <i>Gold Advanced</i>. Harlow: Longman  Jones, Leo: 2000. <i>Progress to proficiency</i> . CUP  Swan, Michael: 1995. <i>Practical English Usage</i>.OUP</p>	
<p>Recommended literature:</p> <p>Thomson, A. J. &amp; Martinet, A.V. 1986. <i>A Practical English Grammar</i>. Oxford: Oxford University Press.  Pelyvás,I- Szabó, Cs,- Rovny F: 1993. <i>What...horror! Or perhaps delight</i>.Debrecen: Panoráma nyelvtudió</p>	

Course title: Syntax	Neptun code: BTMTAN102
	Institute hosting the course: Institute of

	Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Judit Szabóné Papp, associate professor	
Optimal semester: 1	Preconditions: -
No. of lessons/week: 1	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 1	Course format (underline): full-time, <u>part-time</u>
<p>Course objectives:</p> <p>The course starts with the survey of the students' previous studies and level of knowledge. Depending on the result of this survey, the course covers the following topics: types of simple and composite sentences, the central role of the verb in sentence structure, verb subcategorisation, the structure of phrases (e.g. NP), subordination and coordination, clause types, negation, topic and focus in the English sentence, the possibilities of breaking up strict English word order, possible movements in the sentence, sentence transformations, basic concepts of generative theories (as formal, syntax-based linguistic theories). The objective is that students preparing for the teaching profession will be able to use sophisticated sentence structures consciously and with confidence and will be able to explain them to their own students in the future.</p>	
<p>Detailed course programme:</p> <p>1-2. The structure of the simple sentence: constituents. Constituent structure trees.  3. The central role of the verb in the English sentence, verb subcategories.  4-5. Structure of phrases, the noun phrase.  6. Subordination and coordination in phrases and clauses.  7-8. Types of subordinate clauses.  9. Topic and focus in the English sentence, structures to break up strict word order.  10. The emergence and basic concepts of generative grammar: competence and performance, levels of adequacy of grammar. Chomsky's views on native language acquisition.</p>	
<p>Course requirements:</p> <p>To pass an oral examination.</p>	
<p>Evaluation:</p> <p>Oral examination grading scale: 0-59%: 1  60-69%: 2  70-79%: 3  80-89%: 4  90-100%: 5</p>	
<p>Compulsory literature:</p> <p>Graver, B.D. 1986. <i>Advanced English Practice</i>. Oxford: OUP.  Horrocks, G. 1987. <i>Generative Grammar</i>. London, New York: Longman.  Kenesei, I. 1995. <i>A Textbook in English Syntax. A Selection of Readings</i>. Budapest: Nemzeti Tankönyvkiadó.  Quirk, R. , Greenbaum, S. 1985. <i>A Student's Grammar of the English Language</i>. London, New York: Longman.</p>	
<p>Recommended literature:</p> <p>Haegeman, L.1991. <i>Introduction to Government and Binding Theory</i>. Oxford: Blackwell.</p>	

Radford, A. 1988. *Transformational Grammar*. Cambridge: CUP.

Course title: Syntax	Neptun code: BTMTAN103
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Judit Szabóné Papp, associate professor	
Optimal semester: 1	Preconditions: -
No. of lessons/week: 2	Requirements of accomplishment (underline): signature, <u>seminar grade</u> , exam, report
Credits:2	Course format (underline): full-time, <u>part-time</u>
Course objectives: The course starts with the survey of the students' previous studies and level of knowledge. Depending on the result of this survey, the course covers the following topics: types of simple and composite sentences, the central role of the verb in sentence structure, verb subcategorisation, the structure of phrases (e.g. NP), subordination and coordination, clause types, negation, topic and focus in the English sentence, the possibilities of breaking up strict English word order, possible movements in the sentence, sentence transformations, basic concepts of generative theories (as formal, syntax-based linguistic theories). The objective is that students preparing for the teaching profession will be able to use sophisticated sentence structures consciously and with confidence and will be able to explain them to their own students in the future.	
Detailed course programme: 1-2.The structure of the simple sentence: constituents. Constituent structure trees. 3. The central role of the verb in the English sentence, verb subcategories. 4-5. Structure of phrases, the noun phrase. 6. Subordination and coordination in phrases and clauses. 7-8. Types of subordinate clauses. 9. Topic and focus in the English sentence, structures to break up strict word order. 10. The emergence and basic concepts of generative grammar: competence and performance, levels of adequacy of grammar. Chomsky's views on native language acquisition.	
Course requirements: To pass two tests, do home assignments.	
Evaluation: Written test grading scale:       0-50%: 1 51-64%: 2 65-79%:3 80-89%:4 90-100%: 5	
Compulsory literature: Graver, B.D. 1986. <i>Advanced English Practice</i> . Oxford: OUP. Horrocks, G. (1987). <i>Generative Grammar</i> . London, New York: Longman.	

Kenesei, I. 1995. *A Textbook in English Syntax. A Selection of Readings*. Budapest: Nemzeti Tankönyvkiadó.

Quirk, R. , Greenbaum, S. 1985. *A Student's Grammar of the English Language*. London, New York: Longman.

Recommended literature:

Biber, D., Conrad, S., Leech, G. 2002. *Longman Student Grammar of Spoken and Written English*. Harlow: Pearson Education Limited

Haegeman, L.1991. *Introduction to Government and Binding Theory*. Oxford: Blackwell.

Radford, A. 1988. *Transformational Grammar*. Cambridge: CUP.

Course title: Tradition and Innovation in Contemporary British Prose Fiction I	Neptun code: BTMTAN104
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Attila Dósa, senior lecturer	
Optimal semester: 1	Preconditions: -
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 2	Course format (underline): full-time, <u>part-time</u>
Course objectives: This module introduces you to the general development of British fiction in the second half of the 20 <sup>th</sup> century up to now. The course aims to illustrate a variety of thematic, stylistic and linguistic concerns of prose fiction written in the British Isles after the war. Rather than giving a detailed analysis of the period, the course will encourage students to explore the period further and open up their own perspectives to other texts and art works. By the end of the course you will have gained knowledge of several important writers including Evelyn Waugh, Graham Greene, Kingsley Amis and Anthony Burgess, and will be familiar with the major theoretical and critical terms of the period. You will get an insight into problems related to language and class consciousness, regional and national identities, and discriminations based on gender or racial origins in contemporary literature written in the British Isles.	
Detailed course programme: 1 Introduction: Background, terms and definitions 2 After the War: George Orwell 3 After the War: J.R.R. Tolkien 4 After the War: Ian Fleming 5 Fifties: Kingsley Amis, John Wain, John Braine, Alan Sillitoe 6 Catholic Fiction: Evelyn Waugh, Graham Greene 7 Catholic Fiction: Muriel Spark 8 Mid-term Paper 9 Parables and Allegories: William Golding	

10 Parables and Allegories: George Mackay Brown	
Course requirements: Below please find a list of the set texts as well as a bibliography of recommended readings. Moreover, you will be able to access and download most of the primary sources from the course homepage indicated above and in the Course Reader. It is strongly advised that you regularly visit the course homepage, where you will also find updated links to relevant articles, criticism, images, lecture notes on some occasion, and other sources. It will be taken for granted that you will have familiarised yourselves with the online material before you come to class. The online material as well as the secondary reading will be regarded as part of the course material.	
Evaluation: Assessment will be based on: presentations; handouts; other written submissions; in-class tests; and finally your participation and an exam. More than three missed classes may result in denying your signature at the end of the course.	
Compulsory literature: Bényei, Tamás, <i>Az ártatlan ország: Az angol regény 1945 után</i> (Debrecen: DE Kossuth Egyetemi Kiadó, 2003) Bradbury, Malcolm, <i>The Modern British Novel</i> (London: Penguin, 1993)	
Recommended literature: Báti, László and Kristó-Nagy István (eds), <i>Az angol irodalom a huszadik században</i> (Bp.: Gondolat, 1970) Blamires, H., <i>Twentieth-Century English Literature</i> (London: Macmillan, 1991) Watson, Roderick, <i>The Literature of Scotland</i> (London, Macmillan, 1984) AIT Williams, Linda R. (ed.), <i>The Twentieth Century: A Guide to Literature from 1900 to the Present Day</i> (London: Bloomsbury, 1992)	
<a href="http://www.mfi.uni-miskolc.hu/angol/index.php/tradition-innovation-in-cont-british-prose">http://www.mfi.uni-miskolc.hu/angol/index.php/tradition-innovation-in-cont-british-prose</a>	

Course title: Postcolonial British History	Neptun code: BTMTAN105
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Láng Viktória assistant lecturer	
Optimal semester: 1	Preconditions:
No. of lessons/week: 2(seminar)	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits:2	Course format (underline): full-time, <u>part-time</u>
Course objectives: The aim of the course is to make students understand the political and social changes of Britain after 1945 mostly with the help of authentic material ( e.g. newspaper articles, legal texts etc).	
Detailed course programme: 1. Introduction 2. Victory of the Labour Party	

<ol style="list-style-type: none"> <li>3. Return of Churchill</li> <li>4. 'Special Relationship' Between the US and Great Britain</li> <li>5. Britain and the outside world I. – The British Commonwealth</li> <li>6. Britain and the outside world II. Britain and the European Union</li> <li>7. Decolonization and its effect on the British Society</li> <li>8. The Falkland War</li> <li>9. Changing role of Britain</li> <li>10. Changes of the British Society – DINKS and the role of Women</li> </ol>
<p>Course requirements: The condition of getting the signature is a presentation on a chosen topic as well as to pass a tests with minimum 60% results</p>
<p>Evaluation: The final grade is the composite of</p> <ul style="list-style-type: none"> <li>- presentation 40%</li> <li>- test papers 40%</li> <li>- participation 20%</li> </ul>
<p>Compulsory literature: Charmley, J. John Charmley, <i>A History of Conservative Politics 1900-1996</i> London: MacMillan, 1996 Kenneth O. Morgan, 1999 <i>People's Peace</i>. British History since 1945. Oxford Urbán A. 2002. <i>Modern British History</i>. Miskolc: Bíbor Kiadó. 104 pp.</p>
<p>Recommended literature: Kenneth O. Morgan, 2001 <i>The Twentieth Century</i>. Oxford Marsh, D. 2001. <i>Changing Patterns of Governance in the UK: Reinventing Whitehall?</i> London: Palgrave On-line forrás: The Economist</p>

<p>Course title: Language Pedagogy I</p>	<p>Neptun code: BTMTAN106</p>
	<p>Institute hosting the course: Department of English Language and Literature</p>
	<p>Course type (underline): <u>Compulsory</u>, compulsory optional, optional</p>
<p>Course coordinator (name, position): Dr. Molnár Erzsébet senior lecturer</p>	
<p>Optimal semester: 1</p>	<p>Preconditions:</p>
<p>No. of lessons/week:2</p>	<p>Requirements of accomplishment (underline): <u>signature, seminar grade</u>, exam, report</p>
<p>Credits:2</p>	<p>Course format (underline): full-time, <u>part-time</u></p>
<p>Course objectives: By the end of the term trainees will be expected to have reached a satisfactory knowledge of: how to introduce new material; stages in language learning/teaching; forms of practice; command of basic skills and knowledge of techniques; ability to plan lessons; command of some basic classroom management skills; understanding possible alternative directions in</p>	

teaching; necessary terminology; setting up interaction activities.
Detailed course programme: 1. Introduction; requirements, compulsory and suggested literature, 2. Warmers, ice-breakers 3. Teaching Vocabulary; The Importance of Dictionaries; Teaching Phonetic Transcription; 4. Presenting Structures; Inductive Versus Deductive Ways; Correction; Stages of practice 5. Classroom Management. The Role of the Teacher 6. Teaching comprehension 7. Teaching listening 8. Teaching communication 9. Teaching reading 10. Teaching writing 11. Test-writing 12. Closing
Course requirements: (presentation, test, essay etc.) test, presentation
Evaluation: 1-5 (representation of assignments and participation in the final grade, grading scale)
Compulsory literature: (min. 3) Brown, H.D. (2007): <i>Teaching by Principles</i> . Longman. Harmer, J. (2001). (3rd ed.). <i>The Practice of English Language Teaching</i> . Harlow: Longman Ur, P. (2001): <i>A Course in Language Teaching</i> . CUP.
Recommended literature: (min. 3) Allwright, D. & Bailey, K.M. (1991): <i>Focus on the Language Classroom</i> . CUP. Cohen, L., Manion, L. and Morrison, K. (1998). (4th ed.). <i>A Guide to Teaching Practice</i> . London: Routledge. Cook, V. (2001): <i>Second Language Learning and Language Teaching</i> . Hodder Education. Harmer, J. (2007). (2nd ed.). <i>How to Teach English</i> . Harlow: Longman Sárosdy, J., Farczádi, B. T., Poór, Z. and Vadnay, M. (2006) <i>Applied Linguistics I. for BA Students in English</i> . Budapest: Bölcsész Konzorcium

Course title: Essay Writing	Neptun code: BTMTAN201
	Institute hosting the course: MFI
	Course type: <u>Compulsory</u> , compulsory optional, optional
Course coordinator: Dr. Harry Bailey, Assistant Lecturer	
Optimal semester: 2/S	Preconditions: --
No. of lessons/week: 2 (seminar)	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 3	Course format (underline): full-time, <u>part-</u>

	<u>time</u>
Course objectives: The course is designed to teach students how to plan a writing strategy, proofread their own and others' essays, and to write a variety of different types of essays. The skills learned here are applicable to ESL teaching and should assist the future teacher in communicating to students later the cultural expectations of native speakers in reading essays.	
Detailed course programme: Week 1: Introduction Week 2: Paragraphing / topic sentences Week 3: Thesis statements Week 4: Editing skills Week 5: Essay types: Definition essay Week 6: Essay types: Descriptive essay Week 7: Essay types: Evaluation essay Week 8: Essay types: Deductive essay Week 9: Essay types: Inductive essay Week 10: Proofreading	
Course requirements: Class participation, short homework assignments, one final at-home essay.	
Evaluation: At-home essay (50%), homework (25%), class participation (25%). 100%-88% = 5; 87-75 = 4; 74-63 = 3; 62-50 = 2; 49-0 = 1. Missing more than 3 sessions means no signature.	
Compulsory literature: Bullock, Richard. <i>The Norton Field Guide to Writing</i> . 2 <sup>nd</sup> ed. New York: Norton, 2009. Evans, V. <i>Successful Writing: Proficiency</i> . Swansea, GB: Express Publishing, 1998. Strunk, William. <a href="#"><i>The Elements of Style</i></a> .	
Recommended literature: Farrell, T. J. <i>Developing Writing Skills</i> . Boston: Owin Publishing, 1985. Heffernan, J.A.W. & Lincoln, J.E.. 1986. <i>Writing. A College Handbook</i> . New York, London: W.W Norton & Company. Stephens, M. <i>Practice Writing</i> . Harlow, GB: Longman, 1996.	

Course title: British Civilisation	Neptun code: BTMTAN202
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Láng Viktória assistant lecturer	
Optimal semester: 1	Preconditions:
No. of lessons/week: 1 (lecture)	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits:1	Course format (underline): full-time, <u>part-time</u>
Course objectives: The main objective of the course is to give a broad overview on the History of the British Isles from the prehistoric time till the turn of the 20 <sup>th</sup> century. Although England seems to be	



the most influential country with rich history, special attention is also placed on the history of Scotland, Ireland as well as Wales.

Detailed course programme:

1. The Pre-history of the British Isles /The Celts and the Roman invasion
2. The Anglo-Saxon kingdoms
3. The Norman Conquest – William the Conqueror
4. The dark Middle Ages / The Conflict between the English and the Scottish kingdoms
5. The Tudors / The English way of reformation
6. Road to the Civil War
7. The Civil War and the Glorious revolution
8. Great Britain during the Industrial revolution
9. Building an Empire / Victorian England
10. The collapse of the Empire

Course requirements:

To pass an oral examination.

Evaluation:

Written examination grading scale: 0-59%: 1  
60-69%: 2  
70-79%:3  
80-89%:4  
90-100%: 5

Compulsory literature:

Kearney,H. *The British Isles*. Cambridge: CUP, 1989.

Lyndon,J. *The Making of Ireland*. Routledge.London, 1998

Morgan,K. *Oxford History of Britain*. Oxford: OUP, 1993

Recommended literature:

Lee, S.J. *Aspects of British Political History 1914-1995*. 1996.

Course title: British Civilisation	Neptun code: BTMTAN203
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Láng Viktória assistant researcher	
Optimal semester: 1	Preconditions:
No. of lessons/week: 2 (seminar)	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits:2	Course format (underline): full-time, <u>part-time</u>
Course objectives: The main objective of the course is to give a broad overview on the History of the British Isles from the prehistoric time till the turn of the 20 <sup>th</sup> century. Although England seems to be the most influential country with rich history, special attention is also placed on the history of Scotland, Ireland as well as Wales.	
Detailed course programme: 1. The Pre-history of the British Isles	

<ol style="list-style-type: none"> <li>2. The Celts and the Roman invasion</li> <li>3. The Anglo-Saxon kingdoms</li> <li>4. The Norman Conquest – William the Conqueror</li> <li>5. The dark Middle Ages / The Conflict between the English and the Scottish kingdoms</li> <li>6. The Tudors / The English way of reformation</li> <li>7. Test(1)</li> <li>8. Road to the Civil War</li> <li>9. The Civil War and the Glorious revolution</li> <li>10. Great Britain during the Industrial revolution/ Building an Empire / Victorian England</li> </ol>
<p>Course requirements: The condition of getting the signature is an active participation during the lessons, presentation on a chosen topic as well as pass a test with a minimum of 60% result.</p>
<p>Evaluation:</p> <ul style="list-style-type: none"> <li>- Test (50%)</li> <li>- presentation (20%)</li> <li>- participation during the lessons ( 30%)</li> </ul> <p>Missing more than 3 sessions means no signature.</p>
<p>Compulsory literature:</p> <p>Kearney,H. <i>The British Isles</i>. Cambridge: CUP, 1989. Lyndon,J. <i>The Making of Ireland</i>. Routledge.London, 1998 Morgan,K. <i>Oxford History of Britain</i>. Oxford: OUP, 1993</p>
<p>Recommended literature:</p> <p>Lee, S.J. <i>Aspects of British Political History 1914-1995</i>. 1996.</p>

<p>Course title: Advanced English phonetics</p>	Neptun code: BTMTAN204
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
<p>Course coordinator (name, position): Töltéssy Zoltán research fellow</p>	
<p>Optimal semester:2</p>	<p>Preconditions: ---</p>
<p>No. of lessons/week: 2 lessons/week</p>	<p>Requirements of accomplishment (underline): <u>signature</u>, <u>seminar grade</u>, exam, report</p>
<p>Credits: 2</p>	<p>Course format (underline): full-time, <u>part-time</u></p>
<p>Course objectives: A kurzus célja, hogy tudatosabbá tegye a kiejtést. Elsősorban minimális párok segítségével figyeljük meg a hangok képzésének a különbségeit. A hangok leírásánál, illetve összehasonlításánál a szakirodalom adta szempontokat vesszük figyelembe. Homonímák, homográfok, homofonok. A különböző beszéddallamokat megfigyeljük, jellemzőiket elemezzük The course is based on experience and practice. Minimal pairs are compared and contrasted. Approach from a lexicological viewpoint; diachronic approach.</p>	
<p>Detailed course programme:</p>	

- 1 Minimal pairs in which vowels are contrasted
- 2 Minimal pairs in which vowels are contrasted
- 3 Minimal pairs in which consonants are contrasted
- 4 Minimal pairs in which consonants are contrasted
- 5 Homonyms
- 6 Homographs
- 7 Homophones
- 8 Umlaut (apophony) in English
- 9 Tongue twisters
- 10 Intonation

Course requirements:  
regular attendance, essay

Evaluation:  
participation 20 %  
essay 80 %

Compulsory literature:

Roach, Peter. *English Phonetics and phonology*. 4th edition. Cambridge : Cambridge University Press, 2009. 242 p.  
ISBN-10: 0-521-71740-X

Kovács János és Siptár Péter. *Újra angolra hangolva : az angol kiejtés könyve*. Budapest : Helikon Nyelviskola, 2000. 407 p. : ill. ; 23,9 cm ISBN 963-208-569-8

Nádasdy, Tamás. *Background to English pronunciation*. Budapest : Nemzeti Tankönyvkiadó, 2006.

Recommended literature:

Wells, J. C. *Longman pronunciation dictionary*. Harlow : Longman, cop. 1990. 802 p.  
ISBN 0-582-05383-8

Jones, Daniel. *English pronouncing dictionary*. 15<sup>th</sup> ed. Ed. by Peter Roach and James Hartman. Cambridge : Cambridge University Press, 1999. 578 p. ISBN 0-521-45903-6

Trask, R. L. *A dictionary of phonetics and phonology*. Reprinted. London ; New York : Routledge, 1996. xiv, 424 p. : ill. ; 23.3 cm  
ISBN 0-415-11261-3

Clark, John and Yallop, Colin. *An introduction to phonetics and phonology*. 2<sup>nd</sup> ed. Oxford (UK) ; Cambridge (Mass.) : Blackwell, 1995. [xvi], 468 p. : ill. ; 25 cm (Blackwell textbooks in linguistics, ISSN --- ; 9)  
ISBN 0-631-19452-5

Course title: Tradition and Innovation in  
Contemporary British Prose Fiction II

Neptun code: BTMTAN205

Institute hosting the course: Institute of

	Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Attila Dósa, senior lecturer	
Optimal semester: 2	Preconditions: -
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): full-time, <u>part-time</u>
<p>Course objectives:</p> <p>This is a continuation to the course in Tradition and Innovation in Contemporary British Prose Fiction I. This module introduces you to the general development of British fiction in the second half of the 20<sup>th</sup> century up to now. The course aims to illustrate a variety of thematic, stylistic and linguistic concerns of prose fiction written in the British Isles after the war. Rather than giving a detailed analysis of the period, the course will encourage students to explore the period further and open up their own perspectives to other texts and art works. By the end of the course you will have gained knowledge of several important writers including Evelyn Waugh, Graham Greene, Kingsley Amis and Anthony Burgess, and will be familiar with the major theoretical and critical terms of the period. You will get an insight into problems related to language and class consciousness, regional and national identities, and discriminations based on gender or racial origins in contemporary literature written in the British Isles.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1 Introduction and revision</li> <li>2 Post-modern (contd): Julian Barnes</li> <li>3 Post-colonial: Salman Rushdie</li> <li>4 Post-colonial: Kazuo Ishiguro</li> <li>5 Post-colonial: Derek Walcott</li> <li>6 Popular Fiction: Helen Fielding</li> <li>7 Popular Fiction: J.K. Rowling</li> <li>8 Mid-term Paper</li> <li>9 Scottish Fiction: Alasdair Gray</li> <li>10 Scottish Fiction: James Kelman</li> <li>11 Scottish Fiction: Irvine Welsh, Iain Banks</li> <li>12 Scottish Fiction: A.L. Kennedy, John Burnside</li> <li>13 End-term Paper</li> <li>14 Conclusions and Evaluation</li> </ol>	
<p>Course requirements:</p> <p>Below please find a list of the set texts as well as a bibliography of recommended readings. Moreover, you will be able to access and download most of the primary sources from the course homepage indicated above and in the Course Reader. It is strongly advised that you regularly visit the course homepage, where you will also find updated links to relevant articles, criticism, images, lecture notes on some occasion, and other sources. It will be taken for granted that you will have familiarised yourselves with the online material before you come to class. The online material as well as the secondary reading will be regarded as part of the course material.</p>	
Evaluation:	

Assessment will be based on: presentations; handouts; other written submissions; in-class tests; and finally your participation and attendance. More than three missed classes may result in denying your signature at the end of the course.
Compulsory literature: Bényei, Tamás, <i>Az ártatlan ország: Az angol regény 1945 után</i> (Debrecen: DE Kossuth Egyetemi Kiadó, 2003) Bradbury, Malcolm, <i>The Modern British Novel</i> (London: Penguin, 1993)
Recommended literature: Báti, László and Kristó-Nagy István (eds), <i>Az angol irodalom a huszadik században</i> (Bp.: Gondolat, 1970) Blamires, H., <i>Twentieth-Century English Literature</i> (London: Macmillan, 1991) Watson, Roderick, <i>The Literature of Scotland</i> (London, Macmillan, 1984) AIT Williams, Linda R. (ed.), <i>The Twentieth Century: A Guide to Literature from 1900 to the Present Day</i> (London: Bloomsbury, 1992)
<a href="http://www.mfi.uni-miskolc.hu/angol/index.php/tradition-innovation-in-cont-british-prose">http://www.mfi.uni-miskolc.hu/angol/index.php/tradition-innovation-in-cont-british-prose</a>

Course title: Age factor	Neptun code: BTMTAN206
	Institute hosting the course: MFI
	Course type (underline): <u>Compulsory, compulsory optional, optional</u>
Course coordinator (name, position): Dr. Lénárt Levente Assistant Professor	
Optimal semester: 2	Preconditions:
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time, part-time</u>
Course objectives: The aim of the course is to provide an overview of the age related factors (neurological, psychomotor, cognitive, affective, linguistic and contextual) that influence first and second language acquisition and learning. The central and widely debated theory of the topic is the Critical Period Hypothesis, which will be examined on the basis of different research projects and results. An important aspect of the approach applied in the course is for the students to recognise that age-related developments mean advantages and disadvantages for all age groups, which should be taken into account in language teaching.	
Detailed course programme: <ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. The critical period hypothesis – overview</li> <li>3. Research on young learners - overview</li> <li>4. Individual variation in young learners</li> <li>5. Effective teaching practices</li> <li>6. The role of cognitive variables</li> <li>7. Success and failure in adult FLA</li> <li>8. Helping late starters</li> <li>9. Test</li> <li>10. Closing</li> </ol>	
Course requirements:	

(presentation, test, essay etc.) Attendance (max. 2 absences) and participation, 1 test
Evaluation: The final grade is the composite of - participation (10%) 1)
Compulsory literature: (min. 3) 1. Brown, H.D. 2000. <i>Principles of Language Learning and Teaching</i> . White Plains, NY: Addison Wesley Longman. 2. Ellis, R. 1996. <i>The Study of Second Language Acquisition</i> . Oxford: Oxford University Press. 3. Nikolov, M. (Ed.). 2009. <i>The age factor and early language learning</i> . Mouton de Gruyter.
Recommended literature: (min. 3) 1. Csapó, B. 2003. <i>Cognitive factors of the development of foreign language skills</i> . Paper presented at the 10th Biennial Conference of the European Association for Research on Learning and Instruction, Padova, Italy, August, 26-30. 2. Ioup, G., Boustagui, E., Tigi, M. E. & Moselle, M. 1994. Reexamining the Critical Period Hypothesis: A Case Study of Successful Adult SLA in a Naturalistic Environment. <i>Studies in Second Language Acquisition</i> , 16, 1, 73-98. 3. Jacobs, B. & Schumann, J. 1992. Language Acquisition and the Neurosciences: Towards a More Integrative Perspective. <i>Applied Linguistics</i> , 13, 3, 282-301. 4. Nikolov, M. & Horváth, J. (2006). <i>UPRT 2006. Empirical studies in English applied linguistics</i> . Pécs: Lingua Franca Csoport. 5. Schleppegrell, M. 1987. The older language learner. <i>The National Teaching and Learning Forum</i> . <a href="http://www.ntlf.com/html/lib/bib/87-9dig.htm">http://www.ntlf.com/html/lib/bib/87-9dig.htm</a>

Course title: Language Teaching Planning	Neptun code: BTMTAN301
	Institute hosting the course: Department of English Language and Literature
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Dr. Molnár Erzsébet, senior lecturer	
Optimal semester: 3	Preconditions
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): full-time, <u>part-</u>

	<u>time</u>
<p>Course objectives:  This course introduces basic concepts, findings, issues and research methods in organising and planning language teaching. The course will examine topics that are relevant to learning/teaching, such as the role of competences in teaching and learning of languages, the relationship between identity and language learning, the role of power and privilege in language teaching/learning/use,</p>	
<p>Detailed course programme/week:  1. Planning pedagogical processes  2-3. Developing students language skills and competences.  4-5. Curriculum development.  6-7. Coursebook and language teaching material evaluation.  8-9. Organising the language learning process.  10-11. Pedagogical assessment.  12. Closing.</p>	
<p>Course requirements:  (presentation, test, essay etc.)  Test, essay, presentation</p>	
<p>Evaluation: 1-5  (representation of assignments and participation in the final grade, grading scale)</p>	
<p>Compulsory literature:  (min. 3)  Bárdos, J. (2004). <i>Nyelvpedagógiai tanulmányok</i>. Pécs: Iskolakultúra.  Bárdos, J. (2005). <i>Élő nyelvtanítás-történet</i>. Budapest: Nemzeti Tankönyvkiadó  Harmer, J. (2007). (2nd ed.). <i>How to Teach English</i>. Harlow: Longman</p>	
<p>Recommended literature:  (min. 3)  Kárpáti, E. és Szücs, T. (2002). <i>Nyelvpedagógia</i>. Pécs: Iskolakultúra.  Medgyes, P. (1997). <i>A nyelvtanár</i>. Budapest: Corvina.  Brown, H. D. (2001). <i>Teaching by Principles. An Interactive Approach to Language Pedagogy</i>. Longman: White Plains, NY.  Brown, H. D. (2000). <i>Principles of Language Learning and Teaching</i>. Longman: White Plains, NY.  Ellis, R. (1996). <i>The Study of Second Language Acquisition</i>. Oxford: OUP.  Wardhaugh, R. (1994). <i>Investigating Language. Central Problems in Linguistics</i>. Blackwell: Oxford</p>	

<p>Course title:  English Applied Linguistics</p>	<p>Neptun code: BTMTAN302</p>
	<p>Institute hosting the course:  Department of English Language and Literature</p>
	<p>Course type (underline):  <u>Compulsory</u>, compulsory optional, optional</p>
<p>Course coordinator (name, position): Dr. Molnár Erzsébet senior lecturer</p>	
<p>Optimal semester: 3</p>	<p>Preconditions:</p>
<p>No. of lessons/week: 1</p>	<p>Requirements of accomplishment</p>

	(underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 1	Course format (underline): full-time, <u>part-time</u>
<p>Course objectives:</p> <p>The aims of the course are to show applied linguistics as an interdisciplinary science that can provide a framework to create an integrative theory and methodology of language learning and acquisition. The course includes and offers a wide variety of topics: The psychology of teaching foreign languages; The theory and practice of selecting, grading, and communicating language content in the language learning process; The development of simple and complex language skills; Error correction and feedback; Language testing and examination techniques; Curriculum design and evaluation; The interpretation and evaluation of teaching materials; Materials design and pedagogical technology; Personality factors; Motivation; Learning styles and strategies; Non-verbal communication; A historical progression of language teaching methods.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. The psychology of teaching foreign languages;</li> <li>2. The theory and practice of selecting, grading,</li> <li>3. The development of simple and complex language skills;</li> <li>4. Error correction and feedback;</li> <li>5. Language testing and examination techniques;</li> <li>6. Curriculum design and evaluation;</li> <li>7. The interpretation and evaluation of teaching materials;</li> <li>8. Materials design and pedagogical technology;</li> <li>9. Personality factors; Motivation; Learning styles and strategies;</li> <li>10. Test.</li> </ol>	
<p>Course requirements: (presentation, test, essay etc.) test, presentation</p>	
<p>Evaluation: 1-5 (representation of assignments and participation in the final grade, grading scale)</p>	
<p>Compulsory literature: (min. 3)</p> <p>Brown, H.D. (2007): <i>Teaching by Principles</i>. Longman.  Harmer, J. (2001). (3rd ed.). <i>The Practice of English Language Teaching</i>. Harlow: Longman  Ur, P. (2001): <i>A Course in Language Teaching</i>. CUP.</p>	
<p>Recommended literature: (min. 3)</p> <p>Allwright, D. &amp; Bailey, K.M. (1991): <i>Focus on the Language Classroom</i>. CUP.  Cohen, L., Manion, L. and Morrison, K. (1998). (4th ed.). <i>A Guide to Teaching Practice</i>. London: Routledge.  Cook, V. (2001): <i>Second Language Learning and Language Teaching</i>. Hodder Education.  Harmer, J. (2007). (2nd ed.). <i>How to Teach English</i>. Harlow: Longman  Sárosdy, J., Farczádi, B. T., Poór, Z. and Vadnay, M. (2006) <i>Applied Linguistics I. for BA Students in English</i>. Budapest: Bölcsész Konzorcium</p>	



Course title: English Applied Linguistics	Neptun code: BTMTAN303
	Institute hosting the course: Department of English Language and Literature
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Dr. Molnár Erzsébet senior lecturer	
Optimal semester: 3	Preconditions:
No. of lessons/week:1	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits:1	Course format (underline): full-time, <u>part-time</u>
<p>Course objectives:</p> <p>The aims of the course are to show applied linguistics as an interdisciplinary science that can provide a framework to create an integrative theory and methodology of language learning and acquisition. The course includes and offers a wide variety of topics: The psychology of teaching foreign languages; The theory and practice of selecting, grading, and communicating language content in the language learning process; The development of simple and complex language skills; Error correction and feedback; Language testing and examination techniques; Curriculum design and evaluation; The interpretation and evaluation of teaching materials; Materials design and pedagogical technology; Personality factors; Motivation; Learning styles and strategies; Non-verbal communication; A historical progression of language teaching methods.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. The psychology of teaching foreign languages;</li> <li>2. The theory and practice of selecting, grading,</li> <li>3. The development of simple and complex language skills;</li> <li>4. Error correction and feedback;</li> <li>5. Language testing and examination techniques;</li> <li>6. Curriculum design and evaluation;</li> <li>7. The interpretation and evaluation of teaching materials;</li> <li>8. Materials design and pedagogical technology;</li> <li>9. Personality factors; Motivation; Learning styles and strategies;</li> <li>10. Test.</li> </ol>	
<p>Course requirements: (presentation, test, essay etc.) test, presentation</p>	
<p>Evaluation: 1-5 (representation of assignments and participation in the final grade, grading scale)</p>	
<p>Compulsory literature: (min. 3)</p> <p>Brown, H.D. (2007): Teaching by Principles. Longman. Harmer, J. (2001). (3rd ed.). <i>The Practice of English Language Teaching</i>. Harlow: Longman Ur, P. (2001): A Course in Language Teaching. CUP.</p>	

<p>Recommended literature: (min. 3) Allwright, D. &amp; Bailey, K.M. (1991): <i>Focus on the Language Classroom</i>. CUP. Cohen, L., Manion, L. and Morrison, K. (1998). (4th ed.). <i>A Guide to Teaching Practice</i>. London: Routledge. Cook, V. (2001): <i>Second Language Learning and Language Teaching</i>. Hodder Education. Harmer, J. (2007). (2nd ed.). <i>How to Teach English</i>. Harlow: Longman Sárosdy, J., Farczádi, B. T., Poór, Z. and Vadnay, M. (2006) <i>Applied Linguistics I. for BA Students in English</i>. Budapest: Bölcsész Konzorcium</p>
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<p>Course title: Contrastive Error Analysis</p>	<p>Neptun code: BTMTAN304</p>
	<p>Institute hosting the course: Institute of Modern Philology</p>
	<p>Course type (underline): <u>Compulsory</u>, compulsory optional, optional</p>
<p>Course coordinator (name, position): Töltéssy Zoltán research fellow</p>	
<p>Optimal semester: 3</p>	<p>Preconditions: ---</p>
<p>No. of lessons/week: 2 lessons/week</p>	<p>Requirements of accomplishment (underline): <u>signature</u>, <u>seminar grade</u>, exam, report</p>
<p>Credits: 2</p>	<p>Course format (underline): full-time, <u>part-time</u></p>
<p>Course objectives: The course is based on experience and practice. Lists of ungrammatical sentences are drawn up, mistakes are focussed upon, motivation is explored. Teaching methods with the help of which mistakes can be corrected.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1 Verb forms; tenses</li> <li>2 Aspects</li> <li>3 Modal auxiliaries</li> <li>4 Word order; relative clauses, verbal clauses</li> <li>5 Reported speech</li> <li>6 Reported speech and the sequence of tenses</li> <li>7 Countable and uncountable nouns, determiners</li> <li>8 Adjectives, adverbs</li> <li>9 False friends</li> <li>10 Pronunciation and spelling</li> </ol>	
<p>Course requirements: regular participation, compilation of mistakes, essay</p>	
<p>Evaluation: participation 20 % essay 80 %</p>	
<p>Compulsory literature:</p>	

Bognár, Joseph G. *Contrastive study of Hungarian and English languages : with particular attention to some conflict-points Hungarian students of English face : tenses, sequence of tenses and different verbal structures*. [Pécs] : Pro Pannónia Kiadói Alapítvány, 2000. 170 p. (Pannónia tankönyvek, ISSN 1417-6637)  
ISBN 963-9079-59-6

Budai László. *Grammatikai kontrasztivitás és hibaelemzés az alap- és középfokú angolnyelv-  
oktatásban*. Budapest : Tankönyvkiadó, 1979. 213 p.  
ISBN 963-17-3950-3

Budai László. *Angol hibaigazító : : segédkönyv az angol nyelvi hibák megelőzéséhez és  
kijavításához*. Budapest : Corvina, cop. 2002. 271 p.  
ISBN 963-13-5218-8

Recommended literature:

Bozai Ágota (szerk.). 1993. *Rendszeres angol nyelvtan = Systematic English grammar*. [Bp.]  
: Ma Könyvkiadó. 952 p. : ill. ; 23.5 cm  
ISBN 963-7554-32-7

Keresztes, László. 1992. *A practical Hungarian grammar*. [Debrecen] : Debreceni Nyári  
Egyetem. 173 p. (Hungaro lingua, ISSN ---)  
ISBN 963-471-841-8

Budai László. *Élő angol nyelvtan : rendszeres kontrasztív grammatika sok példával*.  
Budapest : Osiris Kiadó, 2007. 751 p. (Osiris könyvek, ISSN ---)  
ISBN 978-963-389-968-7

Doughty, Susan and , Geoff. *Problem English = : Angol nyelvi hibakalauz : a practical  
guide for Hungarian learners of English*. 3. kiad. Budapest : Tankönyvkiadó, 1985. 159 p.  
ISBN 963-17-8265-4

Course title: Contemporary British Poetry I	Neptun code: BTMTAN305
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Attila Dósa, senior lecturer	
Optimal semester: 3	Preconditions: -
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): <u>full-time</u> , <u>part-time</u>
Course objectives: The course in Contemporary British Poetry will introduce you to major aspect of post-1945	

and contemporary poetry written in the British Isles. We'll pay special attention to The Movement in the 1950; the social and political predicaments of poets writing in the 1970s and 1980s; and the formal and thematic innovations of the younger generations. By the end of the course you will have gained a thorough understanding of Ted Hughes's thematic concerns and his influences on the work of younger poets. You will be introduced to various schools and groups (such as The Group, the Belfast poets, the Martian School, the Barbarian writers, and the scholarship boys), and we'll examine language and class prejudices in the work of marginal writers.

Detailed course programme:

1 Introduction to the course: Terms and definitions  
2-3 Ted Hughes  
4-5 Philip Larkin  
6-7 Critical Reading: Introduction to Motion and Morrison's Penguin Anthology  
8 Mid-term paper  
9 Introduction to Northern Irish Poetry: The Troubles  
10-12 Seamus Heaney  
13 End-term paper  
14 Conclusions and Evaluation

Course requirements:

Below please find a list of the set texts as well as a bibliography of recommended readings. Moreover, you will be able to access and download most of the primary sources from the course homepage indicated above and in the Course Reader. It is strongly advised that you regularly visit the course homepage, where you will also find updated links to relevant articles, criticism, images, lecture notes on some occasion, and other sources. It will be taken for granted that you will have familiarised yourselves with the online material before you come to class. The online material as well as the secondary reading will be regarded as part of the course material.

Evaluation:

Assessment will be based on: presentations; handouts; other written submissions; in-class tests; and finally your participation and attendance. More than three missed classes may result in denying your signature at the end of the course.

Compulsory literature:

MORRISON, Blake és Andrew MOTION. *The Penguin Book of Contemporary British Poetry*. London: Penguin, 1982.  
D. RÁCZ István. *Költők és maszkok: Identitáskereső versek az 1945 utáni brit költészetben*. Debrecen: Kossuth Egyetemi Kiadó, 1996.  
D. RÁCZ István. *A másik ország: Az angol költészet 1945 után*. Debrecen: Kossuth Egyetemi Kiadó, 2006.

Recommended literature:

CARTER, Ronald és John McRAE. *The Penguin Guide to English Literature: Britain and Ireland*. London: Penguin, 1996.  
— és BÓKAY Antal (szerk.). *Modern sorsok és késő modern poétikák: Tanulmányok Sylvia Plathról és Ted Hughesről*. Budapest: Janus/Gondolat, 2002.  
DAY, Gary és Brian DOCHERTY (szerk.). *British Poetry from the 1950s to the 1990s: Politics and Art*. London: Macmillan, 1997.

DÓSA, Attila. *Beyond Identity: New Horizons in Modern Scottish Poetry*. Amsterdam: Rodopi, 2009.

GREGSON, Ian. *Contemporary Poetry and Postmodernism: Dialogue and Estrangement*. London: Macmillan, 1996.

HAYWARD, John (szerk.). *The Penguin Book of English Verse*. London: Penguin, 1956.

HUGHES, Ted. *New Selected Poems 1957-1994*. London: Faber, 1995.

LUCIE-SMITH, E. (szerk.). *British Poetry Since 1945*. London: Penguin, 1985.

MASSA, Ann és Alistair STEAD (szerk.). *Forked Tongues*. London: Longman, 1994.

RICKS, Christopher. *The Force of Poetry*. Oxford: Clarendon, 2002.

SWARBRICK, Andrew. *Out of Reach: The Poetry of Philip Larkin*. Basingstoke / London: Macmillan, 1995.

<http://www.mfi.uni-miskolc.hu/angol/index.php/contemporary-british-poetry>

Course title: Modern American Society	Neptun code: BTMTAN306
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Láng Viktória assistant lecturer	
Optimal semester: 3	Preconditions:
No. of lessons/week: 1	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits:2	Course format (underline): full-time, <u>part-time</u>
<p>Course objectives:</p> <p>The main objective of the course is to discuss questions in connection with modern American society. After some brainstorming reading the students should be able to share their own opinion on topics like multiculturalism, the controversies of health care or the influence of the press etc.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Government and Politics in the USA</li> <li>3. The legal system</li> <li>4. Education</li> <li>5. Healthcare and the Welfare system</li> <li>6. Immigration – Ethnic and Racial Assimilation in the United States</li> <li>7. The Civil Rights Movements</li> <li>8. The Situation of Women, Traditional American Values and Heritage</li> <li>9. Money and the Economy – The World of American Business</li> <li>10. The Press and the Media</li> </ol>	
<p>Course requirements:</p> <p>The condition of getting the signature is a presentation on a chosen topic as well as to pass a tests with minimum 60% results.</p>	

<p>Evaluation:  (representation of assignments and participation in the final grade, grading scale)  The final grade is the composite of</p> <ul style="list-style-type: none"> <li>- presentation 40%</li> <li>- test papers 40%</li> <li>- participation 20%</li> </ul>
<p>Compulsory literature:  Crothers, Lane. <i>Globalization and Popular American Culture</i>. Lanham, Maryland: Rowman &amp; Littlefield. 2006.  Ehrenreich, Barbara. Nickel and Dimed: On (Not) Getting by in America. New York: Holt, 2001.  Marsden, George M. <i>Fundamentalism and American Culture</i>. New York: Oxford UP, 2006.</p>
<p>Recommended literature:  Schlosser, Eric. <i>Fast Food Nation</i>. New York: Harper Perennial, 2001.  Online resources: The New York Times, The Washington Post, The Los Angeles Times, The Nation, Salon  Zukowski-Faust, J. &amp; Johnston, S.S. (2002). <i>Steps to Academic Reading</i>. Heinle: Boston.MA  Thomson, A. J. &amp; Martinet, A.V. 1986. <i>A Practical English Grammar</i>. Oxford: Oxford University Press.</p>

Course title: Varieties of English	Neptun code: BTMTAN307
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Dr Vraukó Tamás, associate professor	
Optimal semester: 3	Preconditions: -
No. of lessons/week: 1	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 1	Course format (underline): full-time, <u>part-time</u>
<p>Course objectives:  The objective of the course is to give students insight into the major geographical and sociolinguistic varieties of the lingua franca of our age: English so that they will be able to cope with and teach students who use a variety different from Standard British English due to different reasons (staying abroad for a longer period, student exchange programmes, etc.)  Topics to be covered include the major geographical varieties of English with special attention to the phonological, lexical, syntactic and pragmatic features of American English as well as social varieties, the relationship of language and gender and ESP.</p>	
<p>Detailed course programme:  1. Introduction: overview of possible language varieties: regional, temporal, social, etc.  2-3. Geographical varieties: dialects.  4-5. Geographical varieties: American English – British English. Black English.</p>	

<p>6-7. International varieties: Canada, Australia, India, Africa.</p> <p>8. Sociolinguistic varieties: legal English.</p> <p>9. Sociolinguistic varieties: jargon, ESP.</p> <p>10. Language and gender.</p>
<p>Course requirements: To pass an examination.</p>
<p>Evaluation: Oral examination grading scale: 0-59%: 1 60-69%: 2 70-79%:3 80-89%:4 90-100%: 5</p>
<p>Compulsory literature: Crystal, D. 1995. <i>The Cambridge Encyclopedia of the English Language</i>. Cambridge: Cambridge University Press. Jenkins, J. 2009. <i>World Englishes</i>. 2nd edition. London and New York: Routledge. Szabóné, P. J. 2002. <i>English as a World Language. The Language on the Speakers of which the Sun Never Sets. An Advanced English Language Course in British and Irish Cultural Studies</i>. Miskolc: BÍBOR Kiadó.</p>
<p>Recommended literature: Bell, A. 1991. <i>The Language of the News Media</i>. Oxford: Blackwell. Coates, J. 1993. <i>Women, Men and Language</i>. London: Longman. Mascull, B. 1995. <i>Collins Cobuild Key Words in the Media</i>. Collins Cobuild Educational.</p>

Course title: Varieties of English	Neptun code: BTMTAN308
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Judit Szabóné Papp, associate professor	
Optimal semester: 3	Preconditions: -
No. of lessons/week:2	Requirements of accomplishment (underline): signature, <u>seminar grade</u> , exam, report
Credits:2	Course format (underline): full-time, <u>part-time</u>
<p>Course objectives: The objective of the course is to give students insight into the major geographical and sociolinguistic varieties of the lingua franca of our age: English so that they will be able to cope with and teach students who use a variety different from Standard British English due to different reasons (staying abroad for a longer period, student exchange programmes, etc.) Topics to be covered include the major geographical varieties of English with special attention to the phonological, lexical, syntactic and pragmatic features of American English as well as social varieties, the relationship of language and gender and ESP.</p>	

Detailed course programme: 1.Introduction: overview of possible language varieties: regional, temporal, social, etc. 2-3. Geographical varieties: dialects. 4-5. Geographical varieties: American English – British English. Black English. 6-7. International varieties: Canada, Australia, India, Africa. 8. Sociolinguistic varieties: legal English. 9. Sociolinguistic varieties: jargon, ESP. 10. Language and gender. End term paper.	
Course requirements: Active participation in classes, home assignment, one test.	
Evaluation: Written test grading scale:           0-50%: 1 51-64%: 2 65-79%:3 80-89%:4 90-100%: 5	
Compulsory literature: Crystal, D. 1995. <i>The Cambridge Encyclopedia of the English Language</i> . Cambridge: Cambridge University Press. Jenkins, J. 2009. <i>World Englishes</i> . 2nd edition. London and New York: Routledge. Szabóné, P. J. 2002. <i>English as a World Language. The Language on the Speakers of which the Sun Never Sets. An Advanced English Language Course in British and Irish Cultural Studies</i> . Miskolc: BÍBOR Kiadó.	
Recommended literature: Bell, A. 1991. <i>The Language of the News Media</i> . Oxford: Blackwell. Coates, J. 1993. <i>Women, Men and Language</i> . London: Longman. Mascull, B. 1995. <i>Collins Cobuild Key Words in the Media</i> . Collins Cobuild Educational.	

Course title: Teaching Practice I.	Neptun code: BTMTAN309
	Institute hosting the course: Department of English Language and Literature
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Dr. Molnár Erzsébet senior lecturer	
Optimal semester: 1	Preconditions:
No. of lessons/week:	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits:1	Course format (underline): full-time, <u>part-time</u>
Course objectives: By the end of the term trainees will be expected to have reached a satisfactory knowledge of language teaching approaches and methods.	
Detailed course programme:	



Compulsory teaching practice in partner schools where with the help of mentor teachers students prepare for teaching.
Course requirements: (presentation, test, essay etc.) observation diary
Evaluation: 1-5 (representation of assignments and participation in the final grade, grading scale)
Compulsory literature: (min. 3) Brown, H.D. (2007): <i>Teaching by Principles</i> . Longman. Harmer, J. (2001). (3rd ed.). <i>The Practice of English Language Teaching</i> . Harlow: Longman Ur, P. (2001): <i>A Course in Language Teaching</i> . CUP.
Recommended literature: (min. 3) Allwright, D. & Bailey, K.M. (1991): <i>Focus on the Language Classroom</i> . CUP. Cohen, L., Manion, L. and Morrison, K. (1998). (4th ed.). <i>A Guide to Teaching Practice</i> . London: Routledge. Cook, V. (2001): <i>Second Language Learning and Language Teaching</i> . Hodder Education. Harmer, J. (2007). (2nd ed.). <i>How to Teach English</i> . Harlow: Longman Sárosdy, J., Farczádi, B. T., Poór, Z. and Vadnay, M. (2006) <i>Applied Linguistics I. for BA Students in English</i> . Budapest: Bölcsész Konzorcium

Course title: Language Teaching Perspectives	Neptun code: BTMTAN401
	Institute hosting the course: Department of English Language and Literature
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Dr. Molnár Erzsébet senior lecturer	
Optimal semester: 4	Preconditions:
No. of lessons/week: 1	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 1	Course format (underline): <u>full-time</u> , <u>part-time</u>
Course objectives: The aims of the courses are to show a growing awareness in thinking about language pedagogy as an interdisciplinary applied science that can provide a framework to create an integrative theory and methodology of language learning and acquisition. They include and offer a wide variety of topics: the psychology of teaching foreign languages; the theory and practice of selecting, grading, and communicating language content in the language learning process; the development of simple and complex language skills; error correction and feedback; language testing and examination techniques; curriculum design and evaluation, the interpretation and evaluation of teaching materials, materials design and pedagogical technology; personality factors; motivation; learning styles and strategies; non-verbal communication; a historical progression of language teaching methods.	

Detailed course programme:	
<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Developing students' personality</li> <li>3. Monitoring and aiding students' groups and cooperation</li> <li>4. Planning the pedagogical process</li> <li>5. Improving students' abilities, skills</li> <li>6. Developing the competencies of life-long learning and motivation</li> <li>7. Organising and directing the learning process</li> <li>8. Different tools of the pedagogical assessment</li> <li>9. Pedagogical cooperation and communication</li> <li>10. Closing</li> </ol>	
Course requirements: (presentation, test, essay etc.) Test, presentation	
Evaluation: 1-5 (representation of assignments and participation in the final grade, grading scale)	
Compulsory literature: (min. 3) Brown, H.D. 2000. Principles of language learning and teaching. White Plains, NY: Addison Wesley Longman Cohen, L., Manion, L. and Morrison, K. (1998). (4th ed.). <i>A Guide to Teaching Practice</i> . London: Routledge. Harmer, J. (2001). (3rd ed.). <i>The Practice of English Language Teaching</i> . Harlow: Longman	
Recommended literature: (min. 3) Brown, H.D.(1994): <i>Teaching by Principles</i> . Englewood: Prentice Hall Little, D. (1991): <i>Learner Autonomy</i> . Dublin: Authentic Stern, H.H. 1984. <i>Fundamental concepts of language teaching</i> . (2. kiadás). Oxford: Oxford University Press.	

Course title: Language Teaching Perspectives	Neptun code: BTMTAN402
	Institute hosting the course: Department of English Language and Literature
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Dr. Molnár Erzsébet senior lecturer	
Optimal semester: 4	Preconditions:
No. of lessons/week: 1	Requirements of accomplishment (underline): <u>signature, seminar grade</u> , exam, report
Credits: 1	Course format (underline): full-time, <u>part-time</u>
Course objectives: The aims of the courses are to show a growing awareness in thinking about language pedagogy as an interdisciplinary applied science that can provide a framework to create an	

integrative theory and methodology of language learning and acquisition. They include and offer a wide variety of topics: the psychology of teaching foreign languages; the theory and practice of selecting, grading, and communicating language content in the language learning process; the development of simple and complex language skills; error correction and feedback; language testing and examination techniques; curriculum design and evaluation, the interpretation and evaluation of teaching materials, materials design and pedagogical technology; personality factors; motivation; learning styles and strategies; non-verbal communication; a historical progression of language teaching methods.

Detailed course programme:

1. Orientation
2. Developing students' personality
3. Monitoring and aiding students' groups and cooperation
4. Planning the pedagogical process
5. Improving students' abilities, skills
6. Developing the competencies of life-long learning and motivation
7. Organising and directing the learning process
8. Different tools of the pedagogical assessment
9. Pedagogical cooperation and communication
10. Closing

Course requirements:

(presentation, test, essay etc.)

Test, presentation

Evaluation: 1-5

(representation of assignments and participation in the final grade, grading scale)

Compulsory literature:

(min. 3)

Brown, H.D. 2000. Principles of language learning and teaching. White Plains, NY: Addison Wesley Longman

Cohen, L., Manion, L. and Morrison, K. (1998). (4th ed.). *A Guide to Teaching Practice*. London: Routledge.

Harmer, J. (2001). (3rd ed.). *The Practice of English Language Teaching*. Harlow: Longman

Recommended literature:

(min. 3)

Brown, H.D.(1994): Teaching by Principles. Englewood: Prentice Hall

Little, D. (1991): Learner Autonomy. Dublin: Authentic

Stern, H.H. 1984. Fundamental concepts of language teaching. (2. kiadás). Oxford: Oxford University Press.

Course title: Modern Trends in Linguistics	Neptun code: BTMTAN403
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Judit Szabóné Papp, associate professor	
Optimal semester: 2	Preconditions: -

No. of lessons/week: 1	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits:1	Course format (underline): full-time, <u>part- time</u>
Course objectives: The objective of the course is to give students an insight into the major trends, investigation methods and devices of both generative and non-generative linguistic theories.	
Detailed course programme: 1. Structuralism: the Prague school, structuralism in America. 2. The emergence and basic concepts of generative grammar as a syntax-based linguistic theory: competence and performance, levels of adequacy of grammar, universal grammar. 3. Transformations, deep and surface structure – changes from the Standard Theory model to Government and Binding theory 4. Assumptions about the mental lexicon. 5. Changes in handling meaning in generative grammar. 6. The language model of cognitive linguistics as a semantics-based theory. 7. Prototype theory. 8. Metaphors. 9-10. Treatment of the same language phenomenon in generative and non-generative theories.	
Course requirements: To pass an oral examination.	
Evaluation: Oral examination grading scale: 0-59%: 1 60-69%: 2 70-79%:3 80-89%:4 90-100%: 5	
Compulsory literature: Horrocks, G. 1987. <i>Generative Grammar</i> . London, New York: Longman. Lakoff, G., Johnson, M. 1980. <i>Metaphors We Live By</i> . Chicago: Chicago University Press. Langacker, R. W. 1987, 1991. <i>Foundations of Cognitive Grammar I-II</i> . Stanford: Stanford University Press.	
Recommended literature: Haegeman, L. 1991. <i>Introduction to Government and Binding Theory</i> . Blackwell, Oxford. Radden, G., Panther, K.-U. 2004. <i>Studies in Linguistic Motivation</i> . Berlin, New York: Mouton de Gruyter. Wierzbicka, A. 1996. <i>Semantics: Primes and Universals</i> . Oxford: Oxford University Press.	

Course title: Syntax	Neptun code: BTMTAN404
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> ,

	compulsory optional, optional										
Course coordinator (name, position): Judit Szabóné Papp, associate professor											
Optimal semester: 4	Preconditions: -										
No. of lessons/week: 2	Requirements of accomplishment (underline): signature, <u>seminar grade</u> , exam, report										
Credits:2	Course format (underline): full-time, <u>part-time</u>										
<p>Course objectives: The objective of the course is to give students an insight into the major trends, investigation methods and devices of both generative and non-generative linguistic theories through examples and case studies.</p>											
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. Structuralism: the Prague school, structuralism in America.</li> <li>2. The emergence and basic concepts of generative grammar as a syntax-based linguistic theory: competence and performance, levels of adequacy of grammar, universal grammar.</li> <li>3. Transformations, deep and surface structure – changes from the Standard Theory model to Government and Binding theory</li> <li>4. Assumptions about the mental lexicon.</li> <li>5. Changes in handling meaning in generative grammar.</li> <li>6. The language model of cognitive linguistics as a semantics-based theory.</li> <li>7. Prototype theory.</li> <li>8. Metaphors.</li> <li>9. Treatment of the same language phenomenon in generative and non-generative theories.</li> <li>10. Test.</li> </ol>											
<p>Course requirements: One test, home assignments, active participation in classes.</p>											
<p>Evaluation:</p> <p>Written test grading scale:</p> <table style="margin-left: 100px;"> <tr><td>0-50%:</td><td>1</td></tr> <tr><td>51-64%:</td><td>2</td></tr> <tr><td>65-79%:</td><td>3</td></tr> <tr><td>80-89%:</td><td>4</td></tr> <tr><td>90-100%:</td><td>5</td></tr> </table>		0-50%:	1	51-64%:	2	65-79%:	3	80-89%:	4	90-100%:	5
0-50%:	1										
51-64%:	2										
65-79%:	3										
80-89%:	4										
90-100%:	5										
<p>Compulsory literature:</p> <p>Horrocks, G. 1987. <i>Generative Grammar</i>. London, New York: Longman.</p> <p>Lakoff, G., Johnson, M. 1980. <i>Metaphors We Live By</i>. Chicago: Chicago University Press.</p> <p>Langacker, R. W. 1987, 1991. <i>Foundations of Cognitive Grammar I-II</i>. Stanford: Stanford University Press.</p>											
<p>Recommended literature:</p> <p>Haegeman, L. 1991. <i>Introduction to Government and Binding Theory</i>. Blackwell, Oxford.</p> <p>Radden, G., Panther, K.-U. 2004. <i>Studies in Linguistic Motivation</i>. Berlin, New York: Mouton de Gruyter.</p> <p>Wierzbicka, A. 1996. <i>Semantics: Primes and Universals</i>. Oxford: Oxford University Press.</p>											

Course title: Introduction to Teaching ESL	Neptun code: BTMTAN405
	Institute hosting the course: Department of English Language and Literature
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Dr. Molnár Erzsébet senior lecturer	
Optimal semester: 4	Preconditions:
No. of lessons/week: 1	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, <u>exam</u> , report
Credits: 1	Course format (underline): full-time, <u>part-time</u>
<p>Course objectives: The aims of the courses are to show a growing awareness in thinking about language pedagogy as an interdisciplinary applied science that can provide a framework to create an integrative theory and methodology of language learning and teaching ESL. They include and offer a wide variety of topics: the psychology of teaching foreign languages; the theory and practice of selecting, grading, and communicating language content in the language learning process; the development of simple and complex language skills; error correction and feedback; language testing and examination techniques; curriculum design and evaluation, the interpretation and evaluation of teaching materials, materials design and pedagogical technology; personality factors; motivation; learning styles and strategies; non-verbal communication; a historical progression of language teaching methods.</p>	
<p>Detailed course programme:</p> <ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. Developing students' personality</li> <li>3. Monitoring and aiding students' groups and cooperation</li> <li>4. Planning the pedagogical process</li> <li>5. Improving students' abilities, skills</li> <li>6. Developing the competencies of life-long learning and motivation</li> <li>7. Organising and directing the learning process</li> <li>8. Different tools of the pedagogical assessment</li> <li>9. Pedagogical cooperation and communication</li> <li>10. Closing</li> </ol>	
<p>Course requirements: (presentation, test, essay etc.) Test, presentation</p>	
<p>Evaluation: 1-5 (representation of assignments and participation in the final grade, grading scale)</p>	
<p>Compulsory literature: (min. 3) Brown, H.D. 2000. Principles of language learning and teaching. White Plains, NY: Addison Wesley Longman Cohen, L., Manion, L. and Morrison, K. (1998). (4th ed.). <i>A Guide to Teaching Practice</i>. London: Routledge. Harmer, J. (2001). (3rd ed.). <i>The Practice of English Language Teaching</i>. Harlow: Longman</p>	

Recommended literature:  
 (min. 3)  
 Brown, H.D.(1994): Teaching by Principles. Englewood: Prentice Hall  
 Little, D. (1991): Learner Autonomy. Dublin: Authentic  
 Stern, H.H. 1984. Fundamental concepts of language teaching. (2. kiadás). Oxford: Oxford University Press.

Course title: Contemporary British Poetry I	Neptun code: BTMTAN406
	Institute hosting the course: Institute of Modern Philology
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Attila Dósa, senior lecturer	
Optimal semester: 4	Preconditions: -
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): full-time, <u>part-time</u>
<p>Course objectives:</p> <p>This is a continuation to the course in Contemporary British Poetry, which will introduce you to major aspect of post-1945 and contemporary poetry written in the British Isles. We'll pay special attention to The Movement in the 1950; the social and political predicaments of poets writing in the 1970s and 1980s; and the formal and thematic innovations of the younger generations. By the end of the course you will have gained a thorough understanding of Ted Hughes's thematic concerns and his influences on the work of younger poets. You will be introduced to various schools and groups (such as The Group, the Belfast poets, the Martian School, the Barbarian writers, and the scholarship boys), and we'll examine language and class prejudices in the work of marginal writers.</p>	
<p>Detailed course programme:</p> <p>1 Introduction and revision          2 Northern Irish Poets: Derek Mahon and Michael Longley          3 Northern Irish Poets: Tom Paulin and Paul Muldoon          4 Poetry in the North of England: Tony Harrison          5-7 Poetry in Scotland Douglas Dunn          8 Mid-term paper          9 "Women Poets"          10 Poetry in Scotland: The Glasgow Renaissance; Edwin Morgan</p>	
<p>Course requirements:</p> <p>Below please find a list of the set texts as well as a bibliography of recommended readings. Moreover, you will be able to access and download most of the primary sources from the course homepage indicated above and in the Course Reader. It is strongly advised that you regularly visit the course homepage, where you will also find updated links to relevant articles, criticism, images, lecture notes on some occasion, and other sources. It will be taken</p>	

for granted that you will have familiarised yourselves with the online material before you come to class. The online material as well as the secondary reading will be regarded as part of the course material.

**Evaluation:**

Assessment will be based on: presentations; handouts; other written submissions; in-class tests; and finally your participation and attendance. More than three missed classes may result in denying your signature at the end of the course.

**Compulsory literature:**

MORRISON, Blake és Andrew MOTION. *The Penguin Book of Contemporary British Poetry*. London: Penguin, 1982.

D. RÁCZ István. *Költők és maszkok: Identitáskereső versek az 1945 utáni brit költészetben*. Debrecen: Kossuth Egyetemi Kiadó, 1996.

D. RÁCZ István. *A másik ország: Az angol költészet 1945 után*. Debrecen: Kossuth Egyetemi Kiadó, 2006.

**Recommended literature:**

CARTER, Ronald és John McRAE. *The Penguin Guide to English Literature: Britain and Ireland*. London: Penguin, 1996.

— és BÓKAY Antal (szerk.). *Modern sorsok és késő modern poétikák: Tanulmányok Sylvia Plathról és Ted Hughesről*. Budapest: Janus/Gondolat, 2002.

DAY, Gary és Brian DOCHERTY (szerk.). *British Poetry from the 1950s to the 1990s: Politics and Art*. London: Macmillan, 1997.

DÓSA, Attila. *Beyond Identity: New Horizons in Modern Scottish Poetry*. Amsterdam: Rodopi, 2009.

GREGSON, Ian. *Contemporary Poetry and Postmodernism: Dialogue and Estrangement*. London: Macmillan, 1996.

HAYWARD, John (szerk.). *The Penguin Book of English Verse*. London: Penguin, 1956.

HUGHES, Ted. *New Selected Poems 1957-1994*. London: Faber, 1995.

LUCIE-SMITH, E. (szerk.). *British Poetry Since 1945*. London: Penguin, 1985.

MASSA, Ann és Alistair STEAD (szerk.). *Forked Tongues*. London: Longman, 1994.

RICKS, Christopher. *The Force of Poetry*. Oxford: Clarendon, 2002.

SWARBRICK, Andrew. *Out of Reach: The Poetry of Philip Larkin*. Basingstoke / London: Macmillan, 1995.

<http://www.mfi.uni-miskolc.hu/angol/index.php/contemporary-british-poetry>

Course title: Teaching Practice II.	Neptun code: BTMTAN407
	Institute hosting the course: Department of English Language and Literature
	Course type (underline): <u>Compulsory</u> , compulsory optional, optional
Course coordinator (name, position): Dr. Molnár Erzsébet senior lecturer	
Optimal semester: 4	Preconditions:
No. of lessons/week:	Requirements of accomplishment (underline): <u>signature</u> , seminar grade, exam, report
Credits: 1	Course format (underline): full-time, <u>part-</u>



	<u>time</u>
<p>Course objectives: By the end of the term trainees will be expected to have reached a satisfactory knowledge of language teaching approaches and methods.</p>	
<p>Detailed course programme: Compulsory teaching practice in partner schools where with the help of mentor teachers students prepare for teaching.</p>	
<p>Course requirements: (presentation, test, essay etc.) observation diary, exam-teaching</p>	
<p>Evaluation: 1-5 (representation of assignments and participation in the final grade, grading scale)</p>	
<p>Compulsory literature: (min. 3) Brown, H.D. (2007): <i>Teaching by Principles</i>. Longman. Harmer, J. (2001). (3rd ed.). <i>The Practice of English Language Teaching</i>. Harlow: Longman Ur, P. (2001): <i>A Course in Language Teaching</i>. CUP.</p>	
<p>Recommended literature: (min. 3) Allwright, D. &amp; Bailey, K.M. (1991): <i>Focus on the Language Classroom</i>. CUP. Cohen, L., Manion, L. and Morrison, K. (1998). (4th ed.). <i>A Guide to Teaching Practice</i>. London: Routledge. Cook, V. (2001): <i>Second Language Learning and Language Teaching</i>. Hodder Education. Harmer, J. (2007). (2nd ed.). <i>How to Teach English</i>. Harlow: Longman Sárosdy, J., Farczádi, B. T., Poór, Z. and Vadnay, M. (2006) <i>Applied Linguistics I. for BA Students in English</i>. Budapest: Bölcsész Konzorcium</p>	

<p>Course title: Exam Teaching III.</p>	<p>Neptun code: BTMTAN408</p>
	<p>Institute hosting the course: Department of English Language and Literature</p>
	<p>Course type (underline): <u>Compulsory</u>, compulsory optional, optional</p>
<p>Course coordinator (name, position): Dr. Molnár Erzsébet senior lecturer</p>	
<p>Optimal semester: 2</p>	<p>Preconditions:</p>
<p>No. of lessons/week:</p>	<p>Requirements of accomplishment (underline): <u>signature</u>, <u>seminar grade</u>, exam, report</p>
<p>Credits: 1</p>	<p>Course format (underline): full-time, <u>part-time</u></p>
<p>Course objectives: Trainees have to prepare for and do exam teaching which is evaluated by the mentor teacher and the university methodology teacher.</p>	
<p>Detailed course programme: The date of the exam teaching is set together with the mentor teacher.</p>	
<p>Course requirements: (presentation, test, essay etc.)</p>	

exam-teaching
Evaluation:1-5 (representation of assignments and participation in the final grade, grading scale)
Compulsory literature: (min. 3) Brown, H.D. (2007): Teaching by Principles. Longman. Harmer, J. (2001). (3rd ed.). <i>The Practice of English Language Teaching</i> . Harlow: Longman Ur, P. (2001): A Course in Language Teaching. CUP.
Recommended literature: (min. 3) Allwright,D. & Bailey, K.M. (1991): Focus on the Language Classroom. CUP. Cohen, L., Manion, L. and Morrison, K. (1998). (4th ed.). <i>A Guide to Teaching Practice</i> . London: Routledge. Cook, V. (2001): Second Language Learning and Language Teaching. Hodder Education. Harmer, J. (2007). (2nd ed.). <i>How to Teach English</i> . Harlow: Longman Sárosdy, J., Farczádi, B. T., Poór, Z. and Vadnay, M. (2006) <i>Applied Linguistics I. for BA Students in English</i> . Budapest: Bölcsész Konzorcium

Course title: Linguistic rights in foreign language teaching	Neptun code: BTMTAN409
	Institute hosting the course: MFI
	Course type (underline): Compulsory, <u>compulsory optional</u> , optional
Course coordinator (name, position): Dr. Molnár Erzsébet assistant professor	
Optimal semester: 4	Preconditions:
No. of lessons/week: 2	Requirements of accomplishment (underline): <u>signature</u> , <u>seminar grade</u> , exam, report
Credits: 2	Course format (underline): full-time, <u>part-time</u>
Course objectives: The course provides an overview of the linguistic rights issues raised by teaching English as a Lingua Franca. We shall discuss the question of shaping the language thereby creating a „global English” and the role of native and non-native speakers in this process, and explore the role and validity of cultural, ethical, and rhetorical norms conveyed by ELT in different contexts of international communication. The problem of linguistic discrimination in language teaching and academic life will also be introduced, together with the resulting critical pedagogical approaches. Finally, students will be encouraged to draw conclusions about the relevance of ELF pedagogy in ELT, and make an inventory of new linguistic and interactional strategies that should characterise a competent non-native speaker.	
Detailed course programme:	
<ol style="list-style-type: none"> <li>1. Orientation</li> <li>2. English as a global language <ul style="list-style-type: none"> <li>- Global world – global communication – global language</li> <li>- English as a world language: historical, political, economic and cultural perspectives</li> <li>- Why not Esperanto, Chinese or Spanish?</li> <li>- Who owns the language?</li> </ul> </li> </ol>	

<ol style="list-style-type: none"> <li>3. Native and non-native speakers of English <ul style="list-style-type: none"> <li>- English as a Foreign Language or English as a Lingua Franca?</li> <li>- Kachru's (1988) and Emmerson's (2006) circles</li> </ul> </li> <li>4. ELF features <ul style="list-style-type: none"> <li>- Jenkins's (2007) minimal requirements</li> </ul> </li> <li>- Who owns the language? David Crystal's talks</li> <li>5. Hungarian learners of English: aims, competences and norms</li> <li>6. Different languages – different minds? <ul style="list-style-type: none"> <li>- Linguistic relativism vs. universalism</li> <li>- The role of intellectual traditions and education</li> </ul> </li> <li>7. Linguistic imperialism and alternative pedagogies <ul style="list-style-type: none"> <li>- “Global English” vs. “linguistic ecology” (Phillipson, 2005)</li> <li>- Pedagogical misconceptions (Kontra, 1997)</li> <li>- Alternative pedagogies</li> </ul> </li> <li>8. Linguistic rights <ul style="list-style-type: none"> <li>- Plurilingualism and multilingualism</li> <li>- Changing FLL strategies in Europe</li> </ul> </li> <li>9. The English classroom: a mini Britain/USA, culturally neutral area or the area of fight for equal rights?</li> <li>10. Test</li> </ol>
<p>Course requirements: (presentation, test, essay etc.) Attendance (max. 3 absences) and participation, 2 tests, 1 essay</p>
<p>Evaluation: The final grade is the composite of</p> <ul style="list-style-type: none"> <li>- participation (10%)</li> <li>- tests (30-30%)</li> <li>- essay (30%).</li> </ul>
<p>Compulsory literature: (min. 3)</p> <ol style="list-style-type: none"> <li>1. Seidlehofer, B. (2011). Understanding English as a Lingua Franca. Oxford: OUP.</li> <li>2. Emerson, P. (2006). <u>L3 and the new inner circle</u>. IATEFL circular. <a href="http://associates.iatefl.org/pages/materials/voicespdf/gi11.pdf">associates.iatefl.org/pages/materials/voicespdf/gi11.pdf</a></li> <li>3. Illés, É. (2013). Az angol mint lingua franca – új nyelvpedagógiai kihívás. <u>Modern Nyelvoktatás</u>, 19, 1-2, 5-16.</li> <li>4. Jenifer, J. (2006). Current perspectives on teaching world Englishes and English as a Lingua Franca. <u>TESOL Quarterly</u>, 40, 1, 157-181.</li> </ol>
<p>Recommended literature: (min. 3)</p> <ol style="list-style-type: none"> <li>1. David Crystal on global English <a href="https://www.youtube.com/watch?v=tLYk4vKBdUo">https://www.youtube.com/watch?v=tLYk4vKBdUo</a> <a href="https://www.youtube.com/watch?v=0XT04EO5RSU">https://www.youtube.com/watch?v=0XT04EO5RSU</a> <a href="https://www.youtube.com/watch?v=YJ29zDW9gLI">https://www.youtube.com/watch?v=YJ29zDW9gLI</a> <a href="https://www.youtube.com/watch?v=_IJk5Tzh8jM">https://www.youtube.com/watch?v=_IJk5Tzh8jM</a></li> <li>2. Einhorn, Á. (2012). Nyelvtanításunk eredményességé nemzetközi tükröben. <u>Modern</u></li> </ol>

Nyelvoktatás, 18, 3, 22–34.

3. Kontra, M. (1997). Angol nyelvi és kulturális imperializmus és magyar tanárképzés. Modern Nyelvoktatás, 3, 3, 3-14.  
[http://elteal.ieas-szeged.hu/wp-content/uploads/2010/03/MNYO\\_1997.pdf](http://elteal.ieas-szeged.hu/wp-content/uploads/2010/03/MNYO_1997.pdf)
4. Kontráné, H. E. & Csizér, E. (2011). Az angol mint lingua franca a szaknyelvet tanuló egyetemisták gondolkodásában. Modern Nyelvoktatás, 17, 2-3, 9-25.
5. Krumm, H. J. (2004). Language policies and plurilingualism. In: B. Hufeisen & G. Neuner (Eds.), The Plurilingualism Project: Tertiary Language Learning – German after English. Bacherneegg, Kapfenberg: Council of Europe Publishing (pp. 35-50).  
<http://archive.ecml.at/documents/pub112E2004HufeisenNeuner.pdf>
6. Phillipson, R. (2005). English: a lingua franca or an Anglo-American Frankenstein? 4th Annual Lecture on Language and Human Rights. University of Essex.  
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