

Reading list

1. Second language acquisition theories

Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford, United Kingdom: Oxford University Press. pp. 34-52.

VanPatten, B., & Williams, J. (2007). The nature of theories. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition: An introduction* (pp. 1–16). Mahwah, NJ: Lawrence Erlbaum.

2. Linguistic analyses in SLA research

Larsen-Freeman, D., & Long, M. H. (1991). *An introduction to second language acquisition research*. London and New York: Longman.
Chapter 3: SLA: Types of data analysis.

Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press. Chapter 3: Interlanguage and the ‘natural’ route of development.

3. Communicative competence and performance

Cook, G. (2003). *Applied linguistics*. Oxford: Oxford University Press. pp. 42-48.

Widdowson, H. G. (2003). *Defining issues in English language teaching*. Oxford: Oxford University Press. pp. 165-175.

4. Discourse analysis: cohesion and coherence

Tankó, Gy. (2005). *Into Europe: The writing handbook*. Budapest: Teleki László Foundation. pp. 175-181.

Cook, G. (1989). *Discourse*. Oxford: Oxford University Press. pp. 14-22.

5. Discourse analysis: text types

Corbett, J.B. (2006). Genre and genre analysis. In E. K. Brown, & A. Anderson (Eds.), *Encyclopedia of language and linguistics* (pp. 26-32). Boston: Elsevier.

Kirszner, L. G., & Mandell, S. R. (1992). *Patterns for college writing: A rhetorical reader and guide* (5th ed.). New York: St. Martin's Press.

Study the first main section (e.g., What is definition? What is classification and division?) of the chapters on narration, description, process, cause and effect, comparison and contrast, classification and division, definition, argumentation.

6. Pragmatics

Cutting, J. (2002). *Pragmatics and discourse*. London: Routledge.

Read: pp. 16-21; 33-39; 44-48.

Illes, E. (2009). An introduction to pragmatics for teachers. In R. Bhanot & E. Illes (Eds.), *Best of Language Issues* (pp. 53-57). London: LLU+ London South Bank University

7. Sociolinguistics

Wardhaugh, R. (2006). *An introduction to sociolinguistics* (5th ed.). Malden: Blackwell. Introduction (pp. 1-22); Languages, dialects, and varieties (pp 23-57).

8. Psycholinguistics

de Bot, K., & Kroll, J. F. (2002). Psycholinguistics. In N. Schmitt (Ed.), *An introduction to applied linguistics* (pp. 133-149). London: Hodder Arnold.

9. Individual differences in SLA

Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford: Oxford University Press. pp. 53-76.

Cohen, A. D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles and strategies. In N. Schmitt (Ed.), *An introduction to applied linguistics* (pp. 170-187). London: Hodder Arnold.

10. Motivation and motivating in the foreign language classroom

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press. pp. 5-30.

Kormos, J., Csizér, K., Menyhárt, A., & Török, D. (2008). "Great expectations": The motivational profile of Hungarian English majors. *Arts & Humanities in Higher Education*, 7(1), 65-82.

11. Learning styles and strategies

Kinsella, K. (1995). Understanding and empowering diverse learners in the ESL classroom. In J. Reid (Ed.), *Learning styles in the ESL/EFL classroom* (pp. 170-194). New York: Heinle & Heinle.

Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In A. Wenden, & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 15-30). New York: Prentice Hall.

12. The assessment of foreign language skills

Csépes, I. (2002). Is testing in pairs disadvantageous for students? A qualitative study of partner effects on oral test scores. *NovELTy*, 9(1), 22-45.
<http://ludens.elte.hu/~deal/pages/novelty/index.htm>

Hughes, A. (1989, 2003). *Testing for language teachers*. Cambridge: Cambridge University Press. Chapters 3-6.