DOCTORAL SCHOOL OF LINGUISTICS

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

PÁZMÁNY PÉTER CATHOLIC UNIVERSITY

PROGRAMME PLAN

Budapest, 2023

Contents

PLAN OF INSTRUCTION

A. COURSE WORK

In each of the first two semesters at least four examination or seminar grades are to be collected, in addition to the consultation seminar grades. All the prescribed course credits are to be collected in the first four semesters.
Compulsory courses are printed bold below.
Elective courses can be taken in any of the first four semesters.

SEMESTER 1

Applied track (in English); grade achieved through	Credits
1. Syntax; examination (Semester 1 or 2)	**8**
2. Introduction to applied linguistics; examination	**8**
3. Phonology; examination (Semester 1 or 2)	**8**
4. One of compulsory electives A; seminar grade	**8**
5. Consultation; seminar grade	**4**
6. Elective course	8

SEMESTER 2

1. One of compulsory electives A; seminar grade	**8**
2. One of compulsory electives B: Semantics OR Morphology; examination (Semester 1 or 2)	**8**
3. Research design 1; seminar grade	**8**
4. Consultation; seminar grade	**4**
5. Elective course	8
6. Elective course	8

Compulsory electives A (choose any TWO; 8 credits each):
-- Introduction to language pedagogy
-- Psycholinguistics 1
-- Sociolinguistics 1
-- Pragmatics 1
-- Introduction to language technology
-- Corpus linguistics

SEMESTER 3

1. Research design 2; seminar grade	**8**
2. Consultation; seminar grade	**4**
3. Elective course	8
4. Elective course	8

SEMESTER 4

1. Consultation, seminar grade	**4**
2. Elective course	8

Complex examination	**16**

Elective courses (Semesters 1-4)

1. Academic English 1; seminar grade	8
2. Academic English 2; seminar grade	8
3. Phonology in first and second language acquisition	8
4. First language acquisition	8
5. Second language acquisition	8
6. Psycholinguistics 2	8
7. Sociolinguistics 2; seminar grade	8
8. Phonetics; examination	8
9. Statistics; seminar grade	8
10. Pragmatics 2	8
11. Research on the foreign language learner	8
12. Language policy, language teaching policy; seminar grade	8
13. Language testing and assessment; seminar grade	8
14. Corpus linguistics: analysing learner text	8
15-20. Research workshops 1-6	8
21-24. Electives in Hungarian 1-4	8

All credits to collect through course work in Semesters 1-4:
Compulsory courses, including the compulsory electives, the consultations and the complex
examination: 96 credits
Elective courses   48 credits
                                                                Altogether in Semesters 1-4:   144 credits

SEMESTERS 5-8
Consultation in each semester; seminar grade   4 credits, altogether: **16 credits**

All credits to collect through course work: **160 credits**

B. RESEARCH AND PUBLICATION

The Doctoral School is committed to maintaining the highest ethical standards of academic
research and publication as detailed in the recommendations of the British Association for
Applied Linguistics and the Committee on Publication Ethics (COPE). Credits are only
assigned to academic publications and presentations that conform to these standards.

Lifting and plagiarism

Lifting is stretches of non-technical content words in your text taken from another text written
by somebody else, without the indication with quotation marks that it comes from another
source. This is not allowed in academic writing. It is considered plagiarism even if the sources
are cited in-text and end-text. Plagiarism is unacceptable in applied linguistics in general and is
penalised in this Doctoral School in particular.

Please, avoid lifting at all costs, not only in the courses of this Doctoral School and your
dissertation but also in general in your academic life. Instead, use (1) direct quotation: quoting
word-for-word from a source indicated by both quotation marks and citation data (author, year,

page number, following the APA routine) — but use it sparingly, only for definitions. In every other case, use (2) summarising / paraphrasing to present an idea from a source (citation data are still to be indicated). Effective summarising / paraphrasing is a skill that needs to be practised so that you could become a successful writer of academic papers.

On the other hand, the use of other authors' texts under your name will have consequences in this Doctoral School: depending on its gravity, you may get a warning, a 'fail' grade for the task, a 'fail' grade for the course, and ultimately, you may even be expelled from the School (thus also losing your scholarship if you are on one). Repeated plagiarism will result in the graver penalties. Professors are expected to report every such incident to the Doctoral Board.

I. Academic publications

1. Academic publications based on the doctoral student's own research (min. 26 credits):
Peer-reviewed book in the student's non-first language: 18 credits
Peer-reviewed book in the student's first language: 14 credits
Paper in the student's non-first language, in an international peer-reviewed periodical, 1: 12 credits
Paper in the student's non-first language, in an international peer-reviewed periodical, 2: 12 credits
Paper in the student's non-first language, in an international peer-reviewed periodical, 3: 12 credits
Paper in the student's non-first language, in an international peer-reviewed periodical, 4: 12 credits
Paper in the student's non-first language, in a peer-reviewed periodical or in a peer-reviewed book volume, 1: 9 credits
Paper in the student's non-first language, in a peer-reviewed periodical or in a peer-reviewed book volume, 2: 9 credits
Paper in the student's non-first language, in a peer-reviewed periodical or in a peer-reviewed book volume, 3: 9 credits
Paper in the student's first language, in a peer-reviewed periodical or in a peer-reviewed book volume, 1: 8 credits
Paper in the student's first language, in a peer-reviewed periodical or in a peer-reviewed book volume, 2: 8 credits
Paper in the student's first language, in a peer-reviewed periodical or in a peer-reviewed book volume, 3: 8 credits
Paper in the student's non-first language, in an international academic conference proceedings, based on competitive anonymous abstract or paper selection, 1: 6 credits
Paper in the student's non-first language, in an international academic conference proceedings, based on competitive anonymous abstract or paper selection, 2: 6 credits
Paper in an academic conference proceedings, based on competitive anonymous abstract or paper selection, 1: 4 credits
Paper in an academic conference proceedings, based on competitive anonymous abstract or paper selection, 2: 4 credits

2. Academic reviews:
Review of a book, published in an academic journal and written in the student's non-first language: 6 credits
Review of a book, published in an academic journal and written in the student's first language: 4 credits

3. Editorial activity (max. 12 credits):
Editing a peer-reviewed publication in the student's non-first language: 7 credits
Editing a peer-reviewed publication in the student's first language: 5 credits
Editing a publication in the student's non-first language: 4 credits
Editing a publication in the student's first language: 3 credits

4. Academic publications based on the research of others (max. 8 credits)
Review article in the student's non-first language, in a peer-reviewed periodical: 5 credits
Review article in the student's first language, in a peer-reviewed periodical: 4 credits
Peer-reviewed encyclopedia entry, in the student's non-first language: 3 credits
Peer-reviewed encyclopedia entry, in the student's first language: 2 credits

5. Publications popularising linguistics (max. 5 credits):
Publication popularising linguistics, min. 10 pages: 3 credits
Publication popularising linguistics, 3 to 10 pages, 1: 2 credits
Publication popularising linguistics, 3 to 10 pages, 2: 2 credits
Publication popularising linguistics, shorter than 3 pages, 1: 1 credit
Publication popularising linguistics, shorter than 3 pages, 2: 1 credit

The above number of credits are granted for a minimum of 10 pages per paper or review (2,000 characters per page). Count two-thirds of the points prescribed for the category for texts shorter than that, unless the Linguistics Doctoral Board decides otherwise. Round up to a whole number.

For the purposes of the current Programme Plan, *international journal* and *international conference proceedings* are defined as an academic journal or academic conference proceedings volume whose authors (and, in the case of journals, whose editorial board) are sufficiently varied in terms of nationality and their academic affiliation.

To earn credits for a publication, the doctoral student is to inform the Doctoral Office in writing, including all the necessary bibliographic data, possible online access, and the supervisor's confirmation of acceptance for credit. In certain cases the credits can be granted prior to actual appearance of the published work, provided that editorial acceptance is duly confirmed.

II. Academic presentations

1. Academic conference presentation based on the student's own dissertation-related research (min. 14 credits)
Conference talk in the student's non-first language, 1: 6 credits
Conference talk in the student's non-first language, 2: 6 credits
Conference talk in the student's non-first language, 3: 6 credits
Poster presentation in the student's non-first language: 3 credits
Conference talk in the student's first language, 1: 4 credits

Conference talk in the student's first language, 2: 4 credits
Conference talk in the student's first language, 3: 4 credits
Poster presentation in the student's first language: 2 credits

2. Talks popularising linguistics
Talk popularising linguistics 1: 2 credits
Talk popularising linguistics, 2: 2 credits
Talk popularising linguistics, 3: 2 credits
To earn credits for a conference presentation and popular talks, the doctoral student is to inform the Doctoral Office in writing, including all the necessary data (the event's name, venue, date, the title and type of the presentation: talk or poster) and the supervisor's signature.

3. Talks at the doctoral school's workshop conference

SEMESTERS 1-4 (min. 8 credits to collect)
Talk at the workshop conference of the doctoral school 1: 4 credits
Talk at the workshop conference of the doctoral school 2: 4 credits
Talk at the workshop conference of the doctoral school 3: 4 credits

SEMESTERS 5-8 (min. 8 credits to collect)
Talk at the workshop conference of the doctoral school 4: 4 credits
Talk at the workshop conference of the doctoral school 5: 4 credits
Talk at the workshop conference of the doctoral school 6: 4 credits
Talk at the workshop conference of the doctoral school 7: 4 credits

Multi-author publications and presentations:
In the case of multi-author publications and presentations, calculate the credit points for the category divided by the number of co-authors, unless the Linguistics Doctoral Board decides otherwise. Round up for a whole number.

III. Other academic and popular linguistic activities (max. 12 credits)

Event (conference) organisation, academic or popular, 1: 3 credits
Event (conference) organisation, academic or popular, 2: 3 credits
Other academic activity (e.g. research assistance) or activity popularising linguistics, 1: 3 credits (or fewer, depending on the decision by the Linguistics Doctoral Board)
Other academic activity (e.g. research assistance) or activity popularising linguistics, 2: 3 credits (or fewer, depending on the decision by the Linguistics Doctoral Board)

The above activities are to be confirmed towards the Doctoral Office by the supervisor.

IV. Teaching/ teaching assistance (max. 20 credits)

Teaching a university course, 1: 6 credits
Teaching a university course, 2: 6 credits
Mentored preparation for the teaching of a university course, 1: 4 credits
Mentored preparation for the teaching of a university course, 2: 4 credits
Teaching assistance (organisation, support), 1: 4 credits
Teaching assistance (organisation, support), 2: 3 credits
Producing teaching material, 1: 4 credits

Producing teaching material, 2: 3 credits

This category refers mainly to teaching or teaching assistance at Pazmany Peter Catholic University under the supervision of the supervisor or a member of the Linguistics Doctoral Board, unless the Linguistics Doctoral Board decides otherwise.

All credits to collect through research and publication: **min. 80 credits**

TOTAL NUMBER OF CREDITS TO COLLECT: **240 CREDITS**

Head of the Doctoral School of Linguistics: Balázs Surányi, suranyi.balazs (at) btk.ppke.hu
Head of the Doctoral Office: Kornélia Kiss, kiss.kornelia (at) btk.ppke.hu
Coordinator: Katalin Subicz, subicz.katalin (at) btk.ppke.hu

COURSE DESCRIPTIONS

Consultation (supervision) credits

As a condition of obtaining credit for consultation in semesters II, IV, VI and VIII, students are required to hand in to their supervisor in written form:

Consultation II: min. 5 pages long review of the student's scholarly work in the first two semesters

Consultation IV: min. 10 pages long review of the student's scholarly work in the second two semesters and a statement of the progress made in the preparations for the dissertation

Consultation VI: min. 15 pages long review of the student's scholarly work in the third two semesters and a statement of the progress made in the preparations for the dissertation, or min. 15 pages of the dissertation draft

Consultation VIII: the dissertation manuscript submitted for the in-house defence, or else min. 20 (additional) pages of the dissertation draft

SAMPLE COURSES

GENERAL TRACK (IN HUNGARIAN, SOME COURSES ALSO IN ENGLISH)

Syntax 1
This course is an introduction to the core concepts and principles of the analysis of sentence structure. It provides an overview of word classes, constituent structure, grammatical functions, the internal structure of phrases, the structure of main and subordinate clauses, unpronounced syntactic elements, thematic relations and case, and the role of displacement in shaping word order. The linguistic material we analyze comes mostly from English, but also from other languages. While aiming to cover the basic notions of both descriptive and formal syntax, the intellectual emphasis of the course is on understanding the reasoning that guides syntactic analysis.

Phonology
The course is an introduction to current phonological theory. The subjects discussed include the areas of phonology, alternations, phonotactics, prosody; theories of phonological representations, features, elements, suprasegmental organization, autosegmental phonology; theories of phonological derivations, questions of rule ordering; declarative phonologies, and optimality theory.

Morphology
The course aims at acquainting students with the concept of morphological structure, including the properties of inflection, derivation, and compounding, as well as the functions of morphology and the types of morphemes, etc. The course devotes special attention to morphological theory and the interfaces between morphology and phonology on the one hand, and morphology and syntax on the other. Students are also introduced to the chief problems regarding productivity. Morphological systems of different types will also be compared, and students will also learn about the diachronic aspects of the field, paying special attention to lexicalization and grammaticalization. The central topic of the course provides an opportunity to study certain morphological phenomena from a range of theoretical perspectives, comparing and analyzing the theories under scrutiny.

Semantics
This course offers an informal, intuitive introduction to the logical core of natural semantics (connectives, predicate—argument structure, quantification), followed by an introduction to an array of empirically significant phenomena (genericity, plurals, tense and aspect, modality), and the problem of the division of labour at the semantics—pragmatics interface (entailment versus presupposition versus implicature).

Sociolinguistics 1
This seminar course will provide an introduction to the basic concepts and current theoretical frameworks of sociolinguistics, the study of language in its social context. It will overview the basic concepts and some current problems of language variation (language/dialect/speech community/community of practice), interactional aspects (spoken interaction, addressing, conversation analysis), cultural aspects (ethnography of communication, first language acquisition and literacy), political aspects (language planning, language policy, language teaching policy, critical approaches) and bilingualism (types, code choice). We will pay some attention to both the social (individual, geographical, global, virtual) and linguistic dimensions (phonology, grammar, conversational and discourse structures). The course will concentrate on studies on English, with some glimpses into Hungarian and the possible other first language(s) of the participants. The understanding of sociolinguistic research methods will be supported by the discussion of problems of data collection and analysis.

APPLIED TRACK (IN ENGLISH)

Introduction to applied linguistics
With the help of this survey course, based on interactive lectures, doctoral students will be introduced to some of the major areas of applied linguistics, defined here not as 'hyphenated linguistics', but as a problem-based approach to language-related issues in life: education, society, etc. Discussions will introduce topics in psycholinguistics, first and second language acquisition, sociolinguistics, bilingualism, language (teaching) policy, pragmatics, language pedagogy, language testing, corpus linguistics, language technology, etc. In each area, theoretical basics will be laid, and theory-practice connections will be emphasised with the help of examples. Some attention will be paid to research design and methodology.

Introduction to language pedagogy
This course aims to enable the participants to develop a better understanding of the theoretical underpinnings of current principles and practices of language pedagogy. Based on current research, different topic areas will be discussed and analysed, including a variety of teaching

contexts and learning objectives. As a result, this course also aims to raise an awareness of why language teachers are special agents of change, who should be constantly challenging paradigms and be able to change perspectives in a reflective way.

Psycholinguistics 1

The course provides an introduction into the field of psycholinguistics by summarizing its key findings regarding language perception, comprehension, and production. Special attention will be given to the various methods of psycholinguistic research and their role in testing competing theoretical accounts.

Pragmatics 1

The course offers an overview of key concepts, theories and approaches to linguistic pragmatics, the study of language use and meaning in context. The first part of the course focuses on theoretical issues of linguistic pragmatics while the second part concentrates on socio-pragmatic, cultural and applied aspects of pragmatic research. The key topics and areas include speech acts theory, conversational implicature, linguistic im/politeness and conversation analysis as well as cross-cultural/variational, interlanguage and intercultural/ELF pragmatics. The course addresses methodological questions regarding research design, data collection methods and data analysis, helping students develop their own research skills and plan individual research.

Introduction to language technology

This course covers the basic concepts and methods of the field of human language technology. The topics we discuss include the following: Introduction, definition, historical background. Character encoding of text files. Detecting, converting, Unicode. Using Unix shells; the main commands. Regular expressions; regular languages and automata. Finite state automata and transducers; the Chomsky-hierarchy of languages; two-level morphology. Corpus building; what is a corpus; corpus typology; corpus design; corpus size. Corpus annotation, annotation tools; evaluation. Annotation levels; tokenization; sentence segmentation; morphological analysis and disambiguation; sequential tagging tasks; syntactic analysis. Machine learning; supervised and unsupervised learning; feature engineering. Specific tasks of HLT: machine translation, computational lexicography, information extraction, ontologies etc.

Phonology in first and second language acquisition

A brief overview of the emergence of phonological structures in first language acquisition; phonological markedness and language typology; representations of universals and acquisition in current phonological theory; the Critical Age Hypothesis (CAH) and its role in first and second language acquisition; the "foreign accent"; factors influencing pronunciation in second versus foreign language acquisition; issues in pronunciation teaching: intelligibility, the "target accent", standard vs non-standard varieties, phonetic vs phonological vs lexical components in pronunciation and their teachability in light of the CAH.

Sociolinguistics 2

Based on the overview of the field in the *Sociolinguistics 1* course, here we will study recent trends in sociolinguistics, depending on the students' dissertation topic and interest, for example, cognitive sociolinguistics, language ideologies, interactional sociolinguistics, variation in English as a lingua franca, critical sociolinguistics, language and gender, etc.

Academic English 1

This is a practical language development course for B2 and above level learners of English, with the following aims: 1. to develop doctoral students' presentation skills, 2. to expand their academic vocabulary, 3. to help them develop their academic writing, including hands-on help with a paper of theirs. Emphasis in the latter will be on text structuring, length and style modification (in terms of both lexis and grammar), plus citation and referencing.

Pragmatics 2

In this advanced course students gains both practical and theoretical insight into doing pragmatics on an advanced level. Ultimately, pragmatics is the theory of how language is used to build up and maintain interpersonal relationships, and studying this relational aspect in practice – beyond single utterances – raises a range of noteworthy issues, and also it requires the analyst to develop certain skills, such as self-reflexive thinking. During the course, we overview this deep layer of pragmatic research by combining theoretical training with guided data analysis.

Research on the foreign language learner

This course equips participants with a basic understanding of the processes of foreign/second language learning. Second language acquisition is its interdisciplinary character and research on this field is concerned with the general question: How are second languages learnt? A range of theoretical models of second language acquisition and multidisciplinary perspectives are examined and evaluated in relation to recent empirical findings, enabling students to develop the ability to think critically about findings in foreign language research.

Second language acquisition

This course seeks to give an overview about the research on second language acquisition (SLA). In the past 50 years, the field of SLA has developed into an independent and autonomous discipline, with its own research agenda investigating the human capacity to learn languages other than the first language. In this course models of bilingual representation and processing will be reviewed and evaluated in relation to empirical findings, in terms of shared or separated representation of languages, furthermore, issues in comprehension and production in two or more languages.

Psycholinguistics 2

In the advanced course of psycholinguistics, typical and *atypical* developmental paths will be compared to each other. When investigating language disorders, such as Aphasia or Specific Language Impairment, students will also get a chance to learn more sophisticated experimental techniques.

First Language Acquisition

The course provides a basic overview of the theories of first language learning, as well as of the essential stages of its developmental trajectory. The acquisition of the lexicon, the emergence of syntax, and the problems of disambiguation will be discussed in detail.

Phonetics

The course deals with basic questions of speech research. Main topics are: (1) functions of the articulatory organs and their physiological background (production), (2) acoustic cues of linguistically relevant articulatory differences and their analysis based on speech samples (acoustics), (3) perception of information encoded in the acoustic signal and the relationship between acoustics and human perception (perception). Students get introduced to the freely

available Praat software for acoustic analysis. The results of experiments carried out in groups will be interpreted using this software.

Methods in phonetic research

The course provides an introduction to the methodology of experimental research by means of speech data collection and analysis. First, basic concepts of data collection will be discussed and practiced. Then participants will get acquainted with the speech lab, its technical and software tools. In the meantime, they will learn how to use the speech analysis software Praat, along with a brief introduction to acoustic analysis and data presentation. Each participant will carry out an experiment including design, data collection, analysis and presentation throughout the course. This can be done individually or in small groups.

Statistics

Empirical methods have gained considerable importance in today's linguistic research. This course provides an introduction to the methodology of statistical analysis. The course starts with descriptive statistics and distribution types. Based on probability theory, statistical procedures will be discussed for analysing frequency data, scores on a scale and measurable parametric data. For practical work, the freeware software R is used, which is based on a script language but is easy to acquire without programming skills. Statistical methods and the visual presentation of results will be practiced based on empirical data.

EXAMPLES OF COURSES IN THE WORKSHOPS

<u>Theoretical linguistics workshop</u>

Information structure and sentence structure

This course explores how the form of sentences reflects the properties of the communicative context in which they are uttered—a phenomenon often called 'information packaging' or 'information structure'—from the perspective of syntax. We concentrate on the syntactic marking of topic status (what the sentence is "about"), focus status (contrast with alternatives), and given status (prior presence in the discourse). We look at both English and other languages, highlighting aspects of cross-linguistic differences. We also consider what challenges the syntactic marking of information structure poses both in L1 and in L2 acquisition.

Information structure and sentence prosody

This course explores how the form of sentences reflects the properties of the communicative context in which they are uttered—a phenomenon often called 'information packaging' or 'information structure'—from the perspective of sentence prosody, including stress and intonation. We concentrate on the prosodic marking of topic status (what the sentence is "about"), focus status (contrast with alternatives), and given status (prior presence in the discourse). We look at both English and other languages, highlighting aspects of cross-linguistic differences. We also consider what challenges the prosodic marking of information structure poses both in L1 and in L2 acquisition.

The development of European linguistic thought

This course provides a survey of the development of linguistic thinking from Antiquity to the twentieth century. The topics covered are: language, thought and reality in ancient Greece; grammar as an emerging discipline in Rome; reassessing the tradition in the Middle Ages; the study of languages following the Renaissance period; the variety of languages, their description

and competition; the beginnings of vernacular grammar; the issue of artificial languages; universal grammar and the relation between language and the mind; the comparative and typological study of languages; the beginnings of Indo-European and Finno-Ugric linguistics; the growth of historical linguistics; the emergence of the Neogrammarians; Saussure's place in the history of linguistics; early structuralism; mature structuralism in Europe and in America.

English linguistics workshop

Topics in English syntax
Building on Syntax 1, this course provides an overview of key topics in the syntax of present-day English. The topics we consider include the functional structure of clauses, the functional structure of noun phrases, co-reference possibilities of nominal elements, the main classes of displacement operations, logical scope, and the marking of focus. In addition to giving students a detailed picture of English syntax, the course also aims to provide insight into the basic principles of the theoretical framework of generative grammar.

Diachronic phonology and morphology of the English language
The goal of this course is to provide a theoretically oriented survey of the major sound changes and morphological changes in the history of the English language. The typology and modelling of phonological changes is discussed and exemplified through a study of Grimm's Law, Verner's Law, the Great Vowel Shift and various other processes. Theoretical aspects of morphological changes such as reanalysis, analogical change, class reassignment etc. are also given thorough treatment and are exemplified from the history of English.

Language technology workshop

Basics of human language technologies
This course covers the basic concepts and methods of human language technologies. The topics we discuss include the following: Characters, character encoding standards. Research problems in computational representation of natural languages. Applications of formal languages to natural languages. Word analysis and generation. Development methods and application of morphological systems. Structure and representation of sentences. Sentence parsing methods. Knowledge representation, computational semantics, ontologies. Representation of dictionaries, intelligent dictionaries. Computational aids for human translation. Machine translation methods.

Tools and resources of human language technologies
This course provides an overview of the main tools and resources that are commonly employed in human language technologies. The course builds on the material covered in the course titled 'Basics of human language technologies'. The topics we discuss include the following: Regular expressions. Computational lexicography and terminology. Ontologies, WordNet. Methods in corpus linguistics. Tokenization, named entity recognition. Word-sense disambiguation. Translation memories, text alignment. Machine translation techniques. Machine learning methods in NLP. Deep learning, neural models in NLP.

COMPLEX EXAMINATION

The complex examination is to be taken at the end of Semester 4. It consists of a theoretical part followed by a dissertation part, both orally. One re-take, limited to the theoretical part only, is allowed, which must take place in the same semester.

As part of the registration for the complex examination, the candidate is to submit via email to the Doctoral Office:
-- by March 31 (Spring semester)/by October 31 (Autumn semester): having negotiated them with the supervisor, the chosen examination subjects;
-- by the last day of the study period (around mid-May in the Spring semester/around mid-December in the Autumn semester): 1. his/her academic CV, 2. the Research plan about the second, research and dissertation writing, phase of his/her doctoral studies. The CV includes the candidate's documented academic achievements: the academic publications (published or accepted for publication), the academic presentations and other academic achievements. The Research plan, in cca. 5,000 words (10 pages), explains the significance of the research, states the research question(s), the initial hypotheses (if any), and outlines the academic background of the candidate's research for dissertation. The plan details the data to be analysed, the methods of data collection and of analysis, and the time schedule of the envisaged work leading to the completed dissertation. Expected results and possible applications are to be presented if relevant.

Subjects in the first part of the complex examination

In the theoretical part the candidate is examined in two subjects. One of them is chosen by the Linguistics Doctoral Board, based on the recommendation of the supervisor, from Subjects A in the list below. A second subject (A or B) is chosen by the candidate.

Subjects A:
 1. Syntax
 2. Morphology
 3. Phonology
 4. Semantics
 5. Pragmatics
 6. Psycholinguistics
 7. Sociolinguistics
 8. Language pedagogy

Subjects B:
1. Hungarian syntax OR English syntax
2. Hungarian phonology OR English phonology
3. Hungarian morphology OR English morphology
4. Phonetics
5. Historical linguistics
6. Academic discourse
7. Corpus linguistics
8. Computational linguistics
9. Lexicography
10. Bilingualism
11. First language acquisition

12. Second language acquisition
13. Discourse analysis
14. Prosody
15. Dialectology
16. Theory of translation

The second part of the complex examination

In the second part of the examination the candidate reports on his/her familiarity in the research field and the steps already taken. On the basis of the Research plan, s/he gives a 15 minute presentation about the plan and the schedule to follow in the second phase of his/her doctoral studies, with the help of some visual support (e.g., slides). The committee and the candidate discuss that plan, and the committee may suggest modifications and corrections.
The committee evaluates the text, the presentation and the discussion of the Research plan, and either accepts it (with or without suggested modifications) or rejects it if it is found an unsuitable starting point for the research and dissertation work in the following two years. The committee prepares a short written evaluation of the second part of the examination: if the Research plan is accepted, the committee may suggest modifications; if the Research plan is rejected, the committee explains the decision.

FURTHER INFORMATION

General information for international students at Pázmány:
https://btk.ppke.hu/en/international-office

How to use the studies administration site 'Neptun':
https://btk.ppke.hu/storage/tinymce/uploads/old/uploads/articles/414707/file/HWEB_EN_4.6.pdf

How to use the faculty library: https://btk.ppke.hu/library-4
Leaflet: https://btk.ppke.hu/uploads/articles/1016581/file/2019_09_broschure.pdf

On the Doctoral School of Linguistics (DSL):
https://btk.ppke.hu/nyelvtudomanyi-doktori-iskola

On the Doctoral Office, including contact data (in Hungarian):
https://btk.ppke.hu/doktori-kepzesek

On the Applied Linguistics track within the DSL:
https://btk.ppke.hu/nydi-for-prospective-students

Committee on Publication Ethics (COPE): https://publicationethics.org

Recommendations of the British Association for Applied Linguistics:
https://www.baal.org.uk/wp-content/uploads/2017/08/goodpractice_stud.pdf (an abridged version)
https://www.baal.org.uk/wp-content/uploads/2021/03/BAAL-Good-Practice-Guidelines-2021.pdf (the full version)