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ELT MA: Topics for the English final examination ('zárószigorlat')

BMNAT70000, BMLAT70000

The English final examination serves to evaluate candidates' comprehensive knowledge and achievement in the studied fields to become a Master of Arts in Teaching English as a Foreign Language. Considering the proportion of the courses in the programme, at the examination each candidate will discuss a randomly picked topic in language pedagogy and either one in English linguistics or one in English-American literature and culture, in front of a committee. Before discussing both topics, preparation time will be granted.

Language pedagogy

The discussion of the selected topic will include an overview, the presentation of the main concepts and of a subtopic in detail, and one relevant and up-to-date scholarly article.

1. Second language acquisition theories vs. teaching methods
2. Planning: curricula, course design, lesson planning, materials evaluation and selection
3. Teaching English in Hungary
4. Learner characteristics: aptitude, age, motivation
5. Learning styles and strategies
6. Teaching and learning lexis
7. Teaching and learning pronunciation
8. Teaching and learning grammar and language functions
9. Developing speaking skills
10. Developing listening skills
11. Developing reading skills
12. Developing writing skills
13. Teaching translation
14. Evaluation: testing, feedback and error correction
15. Teaching young learners
16. Teaching English for Specific Purposes

English linguistics

1. Consonants in English and Hungarian [consonantal processes in RP/GA, potential problems for Hungarians, voice assimilation, -ed/-s, syllabic consonants]
2. Vowels in English and Hungarian [segment inventory, potential problems for Hungarians, vowel alternations, schwa, processes affecting unstressed syllables, syllabic consonants]
3. Word stress in English [regularities, the role of neutral vs. non-neutral morphology, strong and weak forms of function words]
4. The relationship between spelling and pronunciation in English [pronunciation of vowel letters (sound values, graphic positions, letter-to-sound rules) and of (selected) consonant letters and digraphs]
5. The morphological system of English and Hungarian [typological difference, inflection vs. derivation, morpheme types, affix types, minor word-formation processes]

6. The morphosyntax of English words [content vs. function words, word classes and subclasses (subcategories of nouns, verbs, pronouns, etc.), paradigms]
7. Aspects of the phrasal syntax of English [NPs (determiners, countability, etc.), VPs, the structure of the verb group (sequencing and combinations of auxiliaries and main verbs), multi-word verbs (“phrasal verbs”), category vs. function]
8. Aspects of clausal syntax [typological differences between English and Hungarian, coordination vs. subordination, formal and functional divisions of clauses, non-finite clauses, empty and dummy subjects, relative clauses, tenses, passivisation & related constructions]

English and American literature and culture

If the candidate has picked a topic in this field, s/he will present the usefulness and application opportunities of the topic’s theoretical considerations in language teaching, on the basis of one or more literary works of his/her choice.

1. Questions of authorship and authority
2. Genres of popular fiction: identify contemporary genres, illustrate your choice with examples
3. Genres, old and new: sources and forerunners of contemporary popular fiction
4. Criteria of quality and faithfulness in adaptations – critical attitudes of reception
5. Differences of media – new contexts and new languages in adaptations
6. High and low culture, and the movement between them
7. Adapting classics – out of reverence or necessity?
8. Means and ways, methodological objectives of using literary works in an EFL classroom: a case study based on an adaptation or a piece of popular fiction