**Methodology**

**List of Recommended[[1]](#footnote-1) Readings for**

**2016/2017**

1. **Learners, teachers and methods**

Antier, M. (1976). Language teaching as a form of witchcraft. English Language Teaching Journal, 31 (1), 1-10.

Brown, H.D. (1994). Principles of language learning and teaching (pp. 128-132). Englewood Cliffs, NJ: Prentice Hall LP/A451

Van 2001-es kiadás is: LP/A451

Kumaravadivelu, B. (2001). Toward a postmethod pedagogy. TESOL Quarterly, 35(4), 537-560.

Savignon, S. (2001). Communicative language teaching for the twenty-first century. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language, Third edition (pp. 13-28). Boston, MA: Heinle & Heinle. LP/A74

Skehan, P. (2003). Task-based instruction. Language Teaching, 36, 1-14.

1. **Classroom management**

Appel, J. (1995). Coping with discipline, Chapter 2. In *Diary of a language*

*teacher* (pp. 23-36). Oxford: Heinemann. LP/A594

Dörnyei, Z. & Malderez, A. (1997). Group dynamics and foreign language

teaching. *System, 25,* 65-81.

Hadfield, J. (1992). Introduction. In *Classroom dynamics* (pp. 7-14). Oxford:

Oxford University Press. LP/A293

1. **Lesson planning and coursebook use**

Cunningsworth, A. (1995).Chapter 12: Adapting published materials. In *Choosing your coursebook* (pp. 137-148). Oxford: Heinemann. LP/A868

Ellis, R. (1997). The empirical evaluation of language teaching materials. *ELT Journal, 51*(1), 36-42.cd-rom

Harmer, J. (2001). Coursebooks. A human, cultural and linguistic disaster? *Modern English Teacher, 10*(3), 5-10.

Harmer, J. (2007). Chapter 11-12: Planning lessons. In *How to teach English, Second edition* (pp. 146-165)Harlow:Longman. LP/A28

(2015) LP/A28 és DVD

Scrivener, J. (2005.Chapter 6: Planning lessons and courses. In *Learning teaching, Second edition* (pp. 109-145). London: Macmillan. LP/A414

2011-es 3. ed. LP/A414 és DVD

Thornbury, S.& Meddings, L. (2001). Coursebooks. The roaring in the chimney. *Modern English Teacher, 10*(3), 11-13.

1. **Teaching receptive skills**

Brown, H. D. (1994). *Teaching by principles. An interactive approach to language pedagogy* (pp. 233-252). Englewood Cliffs, NJ: Prentice Hall.

Grellet, F. (1981). *Developing Reading Skills* (pp. 3-26). Cambridge: Cambridge University Press. LP/A18

Underwood, M. (1989). *Teaching Listening Comprehension, Part 2* ( pp. 30-93). Cambridge: Cambridge University Press. LP/A31

[Amos Paran](http://eltj.oxfordjournals.org/search?author1=Amos+Paran&sortspec=date&submit=Submit) (2012). Language skills: questions for teaching and learning. ELT J. *66 (4)* (pp. *450-458).*

1. **Teaching productive skills**

Hedge, T. (1988). *Writing.* Oxford: Oxford University Press. (pp. 5-14, 19-26, 61-64, 89-101, 145-153). LP/A80

Maley, A., & Duff, A. (2005). *Drama techniques, Third edition.* Cambridge: Cambridge University Press. (pp. 6-23). LP/A10

Ur, P. (1981). *Discussions that work.* Cambridge: Cambridge University Press. (pp. 1-24.)

LP/A12

1. **Teaching young learners**

Brown, H. D. (1994). Chapter 3: Age and acquisition. In *Principles of language learning and teaching,* (pp. 49-78). Harlow: Longman.

Brumfit, C.J., Moon, J. & Tongue, R. (Eds.) (1991). *Teaching English to children.* London: Collins.

\*Halliwell, S. (1992). *Teaching English in the primary classroom* (pp. 3-38). Harlow: Longman.

Scott, W.A. & Ytreberg, L.H. (1990). *Teaching English to children.* Harlow: Longman.

\*Tough, J(1991). Young Children Learning languages. In C. J. Brumfit, J. Moon,, & R. Tongue, R. (Eds.) *Teaching English to children* (pp. 213-227). London: Collins.

1. **Teaching vocabulary and related skills**

Lewis, M. (1993). *The lexical approach.* Hove: Language Teaching Publications. LP/A358

Scrivener, J. (1994). Chapter 7: Vocabulary. In *Learning teaching* (pp. 73-92). Oxford: Macmillan/Heinemann.

1. **Teaching structures**

Clelce-Murcia, M., Dörnyei, Z. & Thurrell, S. (1997). Direct approaches in L2 instruction: A turning point in communicative language teaching? *TESOL Quarterly 31*(1), 141-152.

Scrivener, J. (1994.) Chapter 9: Working with language. In *Learning teaching* (pp. 114-138). Oxford: Macmillan/Heinemann.

Thornbury, S. (1998). Comments on Marianne Celce-Murcia, Zoltán Dörnyei, and Sarah Thurrell's "Direct approaches in L2 instruction: A turning point in communicative language teaching?". *TESOL Quarterly 32*(1), 109-116.

1. **Evaluation and assessment**

Brown, H.D. (1994). Types of tests and the principles of language testing. In *Principles of language learning and teaching* (pp. 251-260, 270-272). Englewood Cliff, NJ: Prentice Hall.

Brown, H. D. (1994). Teaching By Principles. An Interactive Approach To Language Pedagogy. Englewood Cliffs, NJ: Prentice Hall (pp. 262-265 – error correction, pp. 373-392 – intrinsically motivating tests).

Heaton, J. B. (1990). *Classroom testing.* London: Longman.

1. **Course planning and the Hungarian context**

Alderson, C. (2000). Exploding myths: Does the number of hours per week

matter? In J. C. Alderson, E. Nagy, & E. Öveges (Eds.), *English language education in Hungary, Part II* (pp 248-257). Budapest: The British Council Hungary.

Duff, P. A. (1995). An ethnography of communication in immersion classrooms

in Hungary. *TESOL Quarterly, 29*(3), 505-537.

Einhorn Á. & Major É. (2006). Az idegen nyelvek - Vizsgafejlesztés nemzetközi kontextusban. In Z. Horváth & J. Lukács (Eds.), *Új érettségi Magyarországon. Honnan, hová, hogyan? Egy folyamat állomásai* (pp. 127-139). Budapest: Országos Közoktatási Intézet. 127–139. Available at <http://www.oki.hu/oldal.php?tipus=cikk&kod=Uj_Erettsegi-06_Einhorn_idegen_nyelvek> )

Lukács, K. (2002). Foreign language teaching in present-day Hungary: An EU

perspective. *NovELTy, 9*(1), 4-21.

Medgyes, P. (2005). World – Language: Foreign language policy in Hungary. In

P. Bruthiaux, D. Atkinson, W.G. Eggington, W. Grabe, & V. Ramanathan (Eds.), *Directions in applied linguistics: Essays in honor of Robert B. Kaplan* (pp. 264-278). Clevedon: Multilingual Matters.

Medgyes, P. & Nikolov, M. (2010). Curriculum development in foreign language education:

The interface between political and professional decisions. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics, Second edition* (pp. 263-274). New York: Oxford University Press.

***\*****The Hungarian National Core Curriculum, Abridged version* (2007). Budapest: Ministry of Education and Culture. Available at <http://www.okm.gov.hu/english/hungarian-national-core>

1. 1. In the case of two topics (**6. Teaching Young Learners** and **10. Course planning and the Hungarian context**) the items marked with **\*** are compulsory, since these topics are not dealt with in much detail in the three compulsory resource books. [↑](#footnote-ref-1)