

Doctoral Programme in Intercultural Linguistics

An Overview of the elective courses

BTKD-NY-NYKK-5	Optional specific course 1.	10	P	2	O	3	N
BTKD-NY-NYKK-6	Optional specific course 2.	10	P	2	O	3	N
BTKD-NY-NYKK-7	Optional specific course 3.	10	P	2	O	4	N
BTKD-NY-NYKK-8	Optional specific course 4.	10	P	2	O	4	N

Course descriptions of elective courses

The course outlines are presented alphabetically.

Cognitive corpus linguistics

Gábor Simon

Aims and content:

The course provides an introduction to how corpus linguistic methods support cognitive linguistic research. After discussing the core notions of corpus linguistics (token, type, lemma, frequency, distribution, dispersion, and association patterns), a methodological overview of the basic data types (concordances, frequency patterns, word associations), and analyzing techniques (collocation analysis, keyword analysis) help the students in how they can design the corpus linguistic methodological framework of their cognitive linguistic investigation. The course also contributes to improving technical skills in using corpus query platforms and corpus analyzers.

Requirements:

- active participation in the discussion about the reading materials,
- carrying out a small-scale (or pilot) analysis on one aspect of the individual research adapting at least one method from the repertoire of corpus linguistics,
- delivering a presentation about the results of the analysis,
- reporting the results in a term paper.

Readings:

Ädel, Annelie 2020. Corpus Compilation. In: Paquot, Magali – Gries, Stefan H. (eds.): A Practical Handbook of Corpus Linguistics. Cham: Springer. 3–24.

Culpeper, Jonathan 2009. Keyness. Words, part-of-speech and semantic categories in the character-talk of Shakespeare's Romeo and Juliet. International Journal of Corpus Linguistics 14 [1]: 29–59.

Gries, Stefan H. 2006. Introduction. In: Gries, Stefan Th. – Stefanowitsch, Anatol (eds.): Corpora in Cognitive Linguistics. Corpus-Based Approaches to Syntax and Lexis. Berlin, New York: Mouton de Gruyter. 1–6.

Gries, Stefan H. – Durrant, Philip 2020. Analyzing Co-occurrence Data. In: Paquot, Magali – Gries, Stefan H. (eds.): A Practical Handbook of Corpus Linguistics. Cham: Springer. 141–159.

Hunston, Susan 2001. Colligation, lexis, pattern, and text. In: Scott, Mike – Thompson, Geoff (eds.): *Patterns of Text*. In honour of Michael Hoey.

Miller, Don 2020. Analyzing Frequency Lists. In: Paquot, Magali – Gries, Stefan H. (eds.): *A Practical Handbook of Corpus Linguistics*. Cham: Springer. 77–97.

Sass, Bálint 2022. Principles of corpus querying: A discussion note. *Acta Linguistica Academia* 69: 599–614. (<https://akjournals.com/view/journals/2062/69/4/article-p599.xml>)

Tribble, Christopher 2010. What are concordances and how are they used? In: O’Keeffe, Anne – McCarthy, Michael (eds.): *The Routledge Handbook of Corpus Linguistics*. London, New York: Routledge. 167–183.

Individual differences in second/foreign language learning

Ágnes Albert

The aim of this course is to give in-depth treatment to various individual difference variables that are known to influence second/foreign language learning. Besides familiarizing students with the theoretical aspects of this field, the course also attempts to acquaint them with up-to-date empirical research and the main research methods and tools applied. Students will be assigned a theoretical reading on each topic, and they will be required think of three questions in connection with them. Besides the assigned theoretical papers, students will also be required to read empirical articles, (some of which will be selected by the students). Although there will not be individual article presentations, students will be expected to discuss the relevance of their chosen empirical article and share information about their own research project (handouts, ppts can be used, but not a must). The major assignment for the course is a paper on a small-scale empirical study carried out by the participant or a literature review. Readings will be made available via Moodle (<https://moodle4.elte.hu>)

Requirements and grading

- Attendance and participation, coming up with questions about the readings: 25%
- Commenting on the relevance of the chosen empirical article to your research topic, sharing details about your planned research (the use of visual aids is optional): 15%
- Writing a paper of publishable quality (approx. 3,000 words in length, i.e. 12 double-spaced pages), it can either be a literature review or the methods/results/discussion sections of an empirical paper: 60%

Readings:

Al-Hoorie, A. H. (2018). The L2 motivational self system: A meta-analysis. *Studies in Second Language Learning and Teaching*, 8(4), 721-754.

Csizér, K., & Albert, Á. (2021). Trait and state perspectives of individual difference research. In T. Gregersen & S. Mercer (Eds.), *The Routledge handbook of the psychology of language learning and teaching* (pp. 339-349). Routledge.

Csizér, K., & Albert, Á. (2024). The relationship of emotions, motivation and language learning autonomy: Differences in Hungarian secondary schools. *Porta Linguarum Revista Interuniversitaria de Didáctica de las Lenguas Extranjeras*, (IX), 31-47.

Reinders, H., & Nakamura, S. (2021). Engagement. In T. Gregersen & S. Mercer (Eds.), *The Routledge handbook of the psychology of language learning and teaching* (pp. 137-148). Routledge.

Thompson, A. S. (2021). Attitudes and beliefs. In T. Gregersen & S. Mercer (Eds.), *The Routledge handbook of the psychology of language learning and teaching* (pp. 149-160). Routledge.

Zhang, J., Beckmann, N., & Beckmann, J. F. (2023). More than meets the ear: Individual differences in trait and state willingness to communicate as predictors of language learning performance in a Chinese EFL context. *Language Teaching Research*, 27(3), 593-620.

(Inter)cultural approach to metaphor

Rita Brdar-Szabó & Veronika Jávör-Szelid

This course examines the manifold relationships between metaphor and culture. We take culture to be both a process and a product. It is a product in the sense that groups of human beings share certain understandings of the world and it is a process in the sense that these understandings are created by means of a variety of cognitive processes. One of the main cognitive processes whereby we understand much of our world is metaphor. We take metaphor in the cognitive linguistic sense of “understanding one domain in terms of another.” But it is clear that metaphor is not only and simply a “cognitive” device. Metaphors also function in a context. By context, we will mean both the wider and narrower situation and the cotext (the linguistic environment) in which metaphors are used. Culture can then be seen as part of the context. Context, in this sense, has a double role in the use of metaphor: both in the comprehension and creation of metaphor.

Examining the relationship between metaphor and context, including culture, raises several issues. Among them are the following: (1) How does context facilitate the comprehension of metaphors? (2) How does context facilitate the production (creation) of metaphors? (3) Is it possible that metaphor can actually constitute the physical reality of cultures? (4) How can human beings achieve metaphorical creativity? (5) How do theories of culture square with the cognitive linguistic view of metaphor? We discuss these and additional issues by looking at a variety of specific case studies involving the relationship between metaphor and context (culture). For example, we look at how people can create novel metaphors both in everyday language and in poetry; we explore the cognitive mechanisms of humor; we assess the similarities and differences between the cognitive linguistic view of culture and other theories, especially postmodernism.

Readings:

Kövecses, Zoltán (2005). *Metaphor in Culture. Universality and Variation*. Cambridge and New York: Cambridge University Press.

Kövecses, Zoltán (2010). *Metaphor. A practical introduction*. Oxford: Oxford University Press.

Kövecses, Zoltán (2015). *Where metaphors come from: Reconsidering Context in Metaphor*. Oxford: Oxford University Press.

Kövecses, Zoltán & Benczes, Réka & Szelid, Veronika (eds.) (2025). *Metaphors of anger across languages: Universality and variation*, Mouton De Gruyter Mouton.

(Inter)cultural cognitive approaches to style

Gábor Simon

Aims and content:

The course aims to introduce the cognitive theory of style and the theoretical framework of cognitive poetics. In addition to discussing the central theoretical aspects and methods of cognitive stylistics and poetics, the course focuses on specific phenomena of style and methodological issues of stylistic analysis.

The scope of the course extends to the notions foregrounding and figure/ground alignment, the central tenets of cognitive poetics, the role of schemas and grammatical organization in style attribution, and the analysis of figurative expressions such as metaphor, personification, and simile. The intercultural aspects of style in general, as well as the specific topics within this approach, are also thematized.

Requirements:

- active participation in the discussion about the reading materials,
- carrying out a small-scale (or pilot) analysis on one aspect of the individual research within the framework of cognitive stylistics and/or poetics,
- delivering a presentation about the results of the analysis,
- reporting the results in a term paper.

Readings:

Dorst, Aletta G. 2011. Personification in discourse: Linguistic forms, conceptual structures and communicative functions. *Language and Literature* 20 [2]: 113–135.

Gibbons, Alison – Whiteley, Sara 2018. *Contemporary Stylistics*. Language, Cognition, Interpretation. Edinburgh: Edinburgh University Press. (selected chapters)

McIntyre, Dan – Walker, Brian 2019. *Corpus Stylistics*. Theory and practice. Edinburgh: Edinburgh University Press. (Introduction)

Stockwell, Peter 2002. *Cognitive Poetics*. An Introduction. London, New York: Routledge. (selected chapters)

Tartakovsky, Roi – Shen, Yeshayau 2019. Meek as a milk and large as logic: A corpus study of the non-standard poetic simile. *Language and Literature* 28 [3]: 203–220.

Van Peer, Willie – Zyngier, Sonia – Hakemulder, Jémeljan 2007. Foregrounding: Past, Present, Future. In: Hoover, David L.–Lattig, Sharon (eds.): *Stylistics: Prospect and Retrospect*. Amsterdam, New York: Rodopi, 1–22.

Metonymy from an (inter-)cultural perspective

Rita Brdar-Szabó

The aim of the course is to provide an introduction into the theories of conceptual metonymy and to give an overview of the state of the art and of methodological issues in recent research; to make students aware of the cultural embeddedness of metonymies; to give students a chance to practice recognizing universality and variation; to try to motivate cross-cultural and cross-linguistic differences in the use of metonymies.

Conceptual metonymy theory was until the 90s primarily focused on the universality of metonymy. One of the main reasons for this was that research centered on English,

another reason was the recognition of universal embodiment underlying metonymies. However it became more and more evident that a theory of metonymy that cannot provide a coherent explanation for cross-linguistic and cross-cultural differences and cannot account for the large-scale specificity and variation in many other metonymies is untenable.

In the present course we consider how these issues arose and discuss current research problems.

Core readings:

Benczes, Réka, Antonio Barcelona, Francisco José Ruiz de Mendoza Ibáñez, eds. (2011). Defining Metonymy in Cognitive Linguistics: Towards a Consensus View. (Human Cognitive Processing 28). Amsterdam; Philadelphia: John Benjamins.

Littlemore, Jeanette (2015). Metonymy: Hidden Shortcuts in Language, Thought and Communication. Cambridge: Cambridge University Press.

Panther, Klaus-Uwe, Günter Radden, eds. (1999). Metonymy in Language and Thought. (Human Cognitive Processing 4). Amsterdam – Philadelphia: John Benjamin.

Psycholinguistics

Judit Bóna

Aim of instruction: The course aims to present the psycholinguistic concepts of speech production, perception, reading and writing, and to systematize their interrelationships. It presents the main investigations and theories of the research fields to underlie linguistic studies (e.g., language development, models of reading comprehension, reading acquisition).

a) knowledge

- The student is able to approach to linguistic phenomena from different theoretical vantage points.
- The student knows the diversity of knowledge about language, the (systematic, social and cultural) variability of language, and is able to interpret this knowledge.

b) skills

- The student is able to express oneself in a professional manner both in speech and writing in terms of language production and processing.
- The student knows the diversity of knowledge about language, the (systematic, social and cultural) variability of language, and is able to interpret this knowledge in an appropriate manner.

c) attitudes

- Considers it important to keep up with and be familiar with the latest scientific literature.
- Consciously represents the professional language and communication norms acquired, authentically conveying the mindset of their profession.

- Recognizes and understands the necessity and usefulness of the scientific foundations of their profession.

d) autonomy and responsibility

- The student is able to educate oneself in her special field in a constant and self-reliant manner; is also able to professionally cooperate in order for her professional growth.
- The student is keen to constantly follow new findings in specialized research and subject methodology.

Contents of education

Topics: Structure of brain, theories of functioning. Process of speech production: models, research possibilities. The process of speech perception and comprehension: assumptions, models, functioning of different levels, experimental approach, perceptual basis. Structure of the mental lexicon, lexical access. Theoretical issues and stages of first language acquisition, general features, and characteristics in various languages. Models of reading and writing. Language disorders.

System of evaluation: written / oral exam

Readings:

Melissa A. Redford (ed.) 2015. The handbook of speech production. John Wiley & Sons, Inc. (selected chapters)

Eva M. Fernández, Helen Smith Cairns (eds.) 2020. The handbook of Psycholinguistics. John Wiley & Sons, Inc.

Ágnes Kuna & Francis Julian Prescott-Pickup

Qualitative methods in linguistics (supported by software)

The course provides an introduction into qualitative research. During the semester we will reflect on some qualitative methods e.g. content analysis, video analysis, grounded theory, mixed method. There will be a strong emphasis on learning the theoretical and practical steps of qualitative research. The main topics are the following: research design, data collection, formulation of research questions, the basics of some qualitative methods. A further field is the qualitative software supported analyses, with particular reference to the MAXQDA program, (developing codes/categories, coding process, validation of coding, documentation of the research, creation of memos, interpretation and visualisation of results). The workshop will also provide an opportunity to discuss methodological issues arising in the student's own research.

Course requirements:

- Regular and active participation in classes
- reading the literature
- a short summary (3-5 pages) of your own project (related to research methods) based on what you have learned in the workshop

Topics:

- 1. Introduction to qualitative research
- 2. Data collection methods
- 3. Content analysis
- 4. Video analysis
- 5. Grounded Theory
- 6. Mixed method
- 7. Qualitative research supported by software

Readings:

- Graneheim, UH. – Lundman, B. 2004. Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today* 24: 105–112.
- Heighma, Juanita Krocke, Robert A. (eds.) 2009. *Qualitative research in applied linguistics. A practical introduction*. Palgrave Macmillan.
- Kuckartz, Udo – Rädiker, Stefan 2019. *Analyzing qualitative data with MAXQDA. Text, audio, and video*. Wiesbaden: Springer.
- Petty, Nicola J. – Thomson, Oliver P. – Stew, Graham 2021. Ready for a paradigm shift? Part 1: Introducing the philosophy of qualitative research. *Manual Therapy* 17: 267–274.
- Rädiker, Stefan – Kuckartz, Udo 2020. *Focused analysis of qualitative interviews with MAXQDA. Step by Step*. Berlin: MAXQDA Press.
- Tracy, Sarah J. 2010. Qualitative Quality: Eight “Big-Tent” Criteria for Excellent Qualitative Research. *Qualitative Inquiry* 16(10): 837–851.
- <https://www.maxqda.com/training>