Linguistic Seminar Themes for Diploma Exam

1.THE COGNITIVE APPROACH TO LINGUISTICS

a. Meaning as the central category of linguistic investigation

b. The role of prototypes, construals and metaphors in the process of thinking

2. STRUCTURALIST APPROACH TO LINGUISTICS

a. Structure as the central category of linguistic investigation

b. The role of discrete categories in linguistic description

c. The role of the native speaker in establishing language norms

3.DOING RESEARCH IN PRAGMATICS

a. Developing a viable hypothesis: possible topics for linguistic research

b. Steps necessary to carry out a pragmatic experiment

4. SOCIOLINGUISTIC RESEARCH – FROM IDIOLECT TO SOCIOLECT

a. The advantages and possible generalizations from sociolinguistic research

b. Essence of a corpus-based study

c. Psycholinguistic vs sociolinguistic studies

 5. WORD-SENTENCE-TEXT-CONTEXT RELATIONS IN LINGUISTICS

a. Types of context in linguistics

b. Meaning schema vs actual meaning – examples

c. Ideational, interactional and textual meanings (functional linguistics)

Methodology Seminar Themes for Diploma Exam

1. PRINCIPLES OF LESSON PLANNING IN LANGUAGE TEACHING

a. Present the structure of a PPP and ESA lesson and the role of the particular parts

b. Are lesson plans necessary? Justify your answer.

c. Explain what a syllabus is. Present the major types of syllabi and the criteria of content selection.

d. What criteria would you take into consideration while evaluating a course book or other teaching materials?

2. TEACHING LANGUAGE SKILLS

a. Suggest some basic techniques for teaching listening

b. Suggest some basic techniques for teaching speaking

c. Suggest some basic techniques for teaching writing

d. Suggest some basic techniques for teaching reading

3. APPROACHES TO TEACHING GRAMMAR

a. How to present grammar structures successfully? What aspects need to be covered? What is the role of situational context?

b. Discuss teaching grammar to different age groups.

4. GENERAL RECOMMENDATIONS FOR TEACHING VOCABULARY

a. Suggest some techniques for vocabulary practice

b. What is the role of pre-reading and pre-listening activities? Illustrate your answer with some examples

5. ASSESSING STUDENT PERFORMANCE

a. Discuss common sources of error and principles of error correction.

b. Explain the differences between the following types of tests: proficiency, achievement, progress, placement, diagnostic.

c. What are criteria for good tests?

6. LANGUAGE ACQUISITION:

a. Present the most important factors which influence the process of L2 acquisition.

b. Discuss the role of the age factor in L2 acquisition

c. What are the affective factors in SLA? Present briefly their role.

d. Discuss the role and major typologies of motivation in SLA

e. Present Chomsky's theory of language acquisition and how it contradicted behaviourist theory.

e. Present Krashen's hypotheses of SLA.

7. EARLY LANGUAGE TEACHING.

a. What makes teaching English to young learners different from teaching English to older age learners?

b. Present the major characteristics of pre-primary and early primary children as foreign language learners.

c. Present the principles of planning English lessons for pre-primary and primary children.

d. Why is using stories worthwhile in teaching English to young learners? Present the most popular techniques of teaching English through stories.

8. METHODS AND APPROACHES.

a. What is task-based teaching? Present the framework of the method and types of tasks. Give an example of a TBT lesson.

b. Why is developing learner autonomy important? Present the basic principles of pedagogy for autonomy in English Language Teaching.

9. CLASSROOM MANAGEMENT.

a. Sources of discipline problems. How to prevent and deal with discipline problems.

b. Interaction patterns and student groupings.

c. Pros and cons of lockstep, pairwork and groupwrork.

d. Principles of giving effective instructions

10. CULTURE.

a. Discuss the significance and principles of incorporating culture content in FL teaching.

b. Present five techniques of introducing elements of foreign culture in a language course.

c. Explain the following concepts, relevant to teaching culture in a FL class: enculturation, acculturation, culture shock, ethnocentrism.

11. IT IN ENGLISH LANGUAGE TEACHING.

a. Discuss the principles of lesson planning using the Internet.

b. Discuss pros and cons of using IT (information technology) in language learning.

c. Discuss the advantages and disadvantages of blended learning. What is the role of the teacher in blended learning?

d. Give examples of web sites and applications that can be used in collaborative language learning. Briefly evaluate each.

e. Give examples of interactive language tasks designed with word-processing (Microsoft WORD) and presentation software (Microsoft PowerPoint).