

UNIVERSITY OF PANNONIA



MULTILINGUALISM DOCTORAL SCHOOL

*CURRICULUM DESIGN*

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## **Aims of the Doctoral School of Multilingualism Linguistics (TNYDI)**

One of the main aims of establishing the Doctoral School of Multilingualism Linguistics is to provide space for research that presents multilingualism as a natural process. Hungary shows a lag behind in multilingualism even in a European comparison.

Multilingualism is a fundamental principle laid down in the founding treaties of the EU. In Recommendation No. R (82) 18, the Committee of Ministers of the Council of Europe called upon the governments of EU Member States to:

take the necessary steps to establish an effective European information exchange system covering all aspects of language learning, language teaching, and research;

ensure, as far as possible, that individuals become capable of a broader and deeper understanding of other people's lives, ways of thinking, and cultural heritage;

support research and development programs that contribute to the introduction of methods and teaching materials at all levels of education which enable learners to acquire communicative competence appropriate to their needs.

The Committee of Ministers emphasized “the present and future political importance of concrete measures such as expanding the range of languages offered and increasing the intensity of language learning in order to promote pan-European multilingualism,” and highlighted the importance of further developing academic links and exchanges and fully exploiting the opportunities offered by new communication and information technologies.”

The special Eurobarometer surveys entitled “EUROPEANS AND THEIR LANGUAGES” (Eurobarometer 386 and Eurobarometer 540), prepared on behalf of the Council of Europe, were published in June 2014 and May 2024 (repeated survey results), respectively. The research indicates that the European Union's key objectives are to preserve Europe's linguistic diversity, to promote the acquisition of European languages as mother tongues, and to ensure that every EU citizen can communicate in at least two languages in addition to their mother tongue to strengthen European integration.

The survey shows that European citizens agree with these objectives: in 2014, 84% of Europeans, and in 2024, 86%, believed that knowledge of at least one foreign language in addition to the mother tongue is necessary. 77% of respondents (76% in 2024) consider language education and the development of language skills a language policy priority. However, the long-term EU objective that every European citizen should know at least two foreign languages has so far been achieved in only eight EU Member States — and unfortunately, Hungary is not among them.

The aim of our doctoral program is to increase — both in Hungary and internationally — the number of highly qualified professionals in the economy, industry, and higher education who understand the foundations, characteristics, modes, and effectiveness of functioning in multiple languages. This can make workplace communication in multinational companies more successful and efficient, which may also be a key to economic success.

Our further aim is to train researchers and practitioners who understand the complex phenomenon of multilingualism in its social, cognitive, and educational dimensions and are capable of investigating it scientifically. We welcome applicants who wish to conduct research on multilingual individuals and multilingual communities, as well as language teachers who wish to contribute to the renewal, attractiveness, and effectiveness of language teaching and learning through scientific research.

In our program, multilingualism appears as a scientific discipline; languages are not restricted to language families or specific languages. Research topics may only be conducted in languages spoken by both the doctoral student and the supervisor. A supervisor may undertake research supervision without knowledge of the given language only if the study concerns

societal multilingualism (e.g., language policy, language rights, language planning, language maintenance, language shift), and therefore does not require linguistic analyses.

## The Program

### Structure and Profile

The doctoral program consists of a training and research phase (4 semesters) and a research and dissertation phase (4 semesters). The training and research phase is followed by a comprehensive examination.

Our program is characterized by three main profiles, from which applicants may choose:

- Individual multilingualism (Head: Dr. Judit Navracsics): neuro- and psycholinguistics of multilingualism (language acquisition, language development, multilingual processing, language loss, language acquisition and age);
- Social multilingualism (Head: Dr. Andrea Parapatics): sociolinguistics of multilingualism (linguistic minorities, identity, code-switching, language varieties, dialectology, language attitudes);
- Instructed multilingualism (Head: Dr. Szilvia Bátyi): achieving multilingualism in instructed settings (teaching second, third, etc. languages, learner variability, metalinguistic awareness).
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Completion of the chosen profile is possible by selecting courses from the offered modules. The selection of courses is made jointly by the doctoral student and the supervisor. The key objective is that the doctoral student acquires the theoretical foundations most suitable for their research topic and research goals, leading to a successful doctoral dissertation containing novel results.

In the first semester, the doctoral student prepares a research plan with the assistance of the supervisor, based on the template available on the MDS website. The plan is approved by signature of the doctoral student, the supervisor, and the Head of the Doctoral School. In each subsequent semester, the student documents current tasks in a progress document, which is reviewed by the supervisor and forms the basis for evaluating the student's semester performance. Both the research plan and the semester progress template are available on the MDS website.

### Credits to be earned during the program

During the entire program, students must obtain a total of 240 credits as follows:

- Courses: 60 credits
- Research work: 120 credits
- Publications and conferences: minimum 44 credits
- Teaching and/or scientific organizational activities: maximum 16 credits

Note: 3 credits are awarded for research and study scholarships and participation in international exchange programs. In the training and research phase these count toward course credits; in the dissertation phase toward research credits.

I. Courses (Total: 60 credits)

Core foundation courses: 24 credits

Module courses: 36 credits

## II. Research (Total: 120 credits)

Research seminar: 96 credits

End-of-year research reports: 24 credits

## III. Publications (minimum 44 credits)

Q1/Q2 journal article or study: 30 credits

International peer-reviewed journal article or study: 20 credits

Review article: 10 credits

Presentation at international conference: 20 credits

Presentation at national conference: 15 credits

Poster at international conference: 15 credits

Poster at national conference: 10 credits

## IV. Teaching and Scientific Organization (max. 16 credits)

Teaching: 4 credits

Scientific organization: 4 credits

## Training and Research Phase (Semesters 1–4)

At the beginning of each semester, doctoral students prepare a work plan using the template available on the MDS website, approved by signatures of both the student and the supervisor. This practice supports continuous monitoring of doctoral progress and forms the basis for evaluation in the Research Seminar course.

During this phase, common core courses (4 credits/course) are offered, and each doctoral student may select additional courses (3 per semester, 3 credits each) aligned with their research topic. Course selection is a joint decision of the doctoral student and supervisor.

A total of 120 credits must be completed in the first four semesters.

Both compulsory and elective courses consist of 10 contact hours per semester, delivered in block format over one or two teaching days. Teaching days are scheduled on weekdays, reflecting the full-time nature of the program. The required contact hours per semester: 40 hours.

## Core Courses for All Doctoral Students (4 credits/course)

- Multilingual Development – aspects of new language development from second language acquisition to simultaneous and consecutive bilingualism and multilingualism.
- Multilingualism in Society – Minority Issues – modern and historical multilingualism, role of English, minority language use, identity, language loss.
- Multilingual Approaches to Language Teaching – usage-based approaches and dynamic systems theory in language teaching.
- Multilingual Processing – simultaneous processing of multiple languages, comprehension, production, language selection, code-switching.
- Research Methodology – quantitative, qualitative, cross-sectional, longitudinal and mixed methods in multilingualism research.

- Academic Writing – genre-based approach to scientific writing, structure, referencing, terminology, practical assignments with feedback.

These courses prepare students for the comprehensive examination.

The Research Seminar (12 credits/semester) is conducted by the supervisor and includes consultations and all research- and publication-related activities.

At the end of each academic year, doctoral students present their research progress in a PPT-based report, including literature review, research status, future plans, conference participation, and publications (6 credits/year).

### Comprehensive Examination

Eligibility requires completion of 120 credits in the first four semesters.

The exam is public and conducted before a committee of at least three members; at least one-third must be external to the institution. The supervisor may not serve on the committee.

The exam consists of:

- Theoretical part
  - Main subject: comprehensive, interdisciplinary overview of multilingualism (neuro- and psycholinguistics; societal multilingualism; educational multilingualism).
  - Secondary subject: based on the reading list of the chosen module.
- Dissertation part
 

Presentation of literature review, research results, second-phase research plan, dissertation timeline, and publication plan.

Both parts are evaluated separately. The result (pass/fail) is announced on the day of the exam. One retake is permitted within the same examination period.

The dissertation must be submitted within three years of passing the comprehensive examination.

### Research and Dissertation Phase (Semesters 5–8)

During this phase, students focus intensively on research and dissertation writing.

Credits are earned through:

- Research seminar (12 credits/semester)
- End-of-year research report (6 credits/year)

### Final Certificate (Absolutorium)

Requirements:

- Completion of 240 credits
- Successful comprehensive examination
- Settlement of tuition and other financial obligations

Minimum Publication Requirements for the Doctoral Degree

- 1 English-language, first-author, peer-reviewed book chapter or international journal article (min. 10 pages), or proof of acceptance
- 1 peer-reviewed journal article or book chapter (min. 10 pages), or proof of acceptance
- 3 presentations at national or international conferences

## **Teaching and Scientific Organizational Opportunities**

Teaching activities may be undertaken upon supervisor recommendation. This may include teaching subtopics in BA or MA courses. Students with outstanding language proficiency and excellent pronunciation may teach English language practice, written and oral communication, and lectorate courses for a full semester. All teaching must be registered in Neptun.

Scientific organizational opportunities are available for doctoral students interested in academic organization. Credits may be awarded for conference organization, editing volumes, and compiling bibliographies.