

**Abstracts**

<https://doi.org/10.48040/PL.2021.18>

Eszter Bakó

**Adult migrants' progress in a German as a foreign language and literacy course in Germany**

The present study investigates the language learning process of adult illiterate migrants in Germany. The author has been teaching German as a foreign language to adult learners in Baden Württemberg since October, 2015. The year 2015 saw the great migration wave, when the German government launched countless numbers of courses facilitating language learning and integration including better orientation in the labour market and job finding. As a language instructor, the author of the present study has acquired wide-ranging experiences of which those with a literacy course for illiterate adults (=Alphabetisierungskurs) will be presented here. The official title of the course was BEF Alpha – Bildungsjahr für Erwachsene Flüchtlinge zwischen 20 und 35 Jahren ohne oder mit geringen Sprach- und Schriftkenntnissen. Data collection was carried out in three phases aiming at the investigation of the input, the procedural and the output factors. The assessment of the input factors included the results of a streaming test (Goethe Institut 2010) administered prior to launching the course. The investigation of the procedural factors was carried out on six grammatical structures, phoneme-grapheme correspondence, level of syllables, level of words, level of sentences, dialogues consisting of a few replies and a form which the participants were supposed to fill in with their own personal data. These structure-related tests were repeated after each month of the course. Finally, the investigation of the output factors was carried out using a TELC A1 language test closing the course.

*Keywords: literacy course, teaching migrants, illiterate adults, integration, teaching German*

Mária Bakti – Tamás Erdei – Valéria Juhász

**Students' perception of CLIL in higher education. Preliminary results of the CLIL HET project**

There has been a growing research interest into the implementation of Content and Language Integrated Learning (CLIL) in higher education, however, limited research attention has been devoted to the investigation of the situation in the Visegrad countries. These countries have seen an increasing pressure on higher education institutions to provide courses taught through English in order to enhance teacher and student mobility, to share knowledge and to network. Still, disciplinary teachers are not always prepared for this task. The aim of this paper is twofold.

First, it introduces the Visegrad 4+ Project CLIL-HET (Content and Language Integrated Learning – Higher Education Teacher). In the course of the project, a special platform for CLIL, ESP, and disciplinary teachers has been created. Disciplinary teachers can complete a course on CLIL methodology at the website, and the project also aims to assess the linguistic weaknesses of disciplinary teachers who teach their subject through English. The second aim is to report on international students' expectations on courses taught through English at the Hungarian partner institution of the project, the Faculty of Education of the University of Szeged.

*Keywords: CLIL, CLIL in higher education, CLIL HET project, EMI, students' expectations*

Mátyás Bánhegyi – Balázs Fajt

**Motivations of choosing a higher education institution and language learning motivation: A survey among Budapest Business School's first-year students**

In September 2020, Budapest Business School University of Applied Sciences' Institute of Foreign Language and Communication conducted a large-scale questionnaire study among newly-admitted students of the University. Its purpose was to gather data on why students choose our institution for pursuing their higher education studies and what motivations and expectations they have when they start their foreign language studies at our University. The present paper discusses the results of this survey and its implications. The paper discusses the following: the factors that motivate first-year students to choose an institution of higher education in Hungary, how important it is for them to have the opportunity to learn foreign languages at our University, what goals they have concerning their foreign-language learning during and after their studies, and which foreign languages are the most popular with them. Through the presentation of the research data – which focus on an institution offering business education in Hungary and are thus inevitably institution-specific –, the study offers a valuable insight for policy makers of foreign language education in Hungarian and at international higher education institutions.

*Key words: first-year students, language learning goals, large-scale survey, motivation, popular foreign languages*

Krisztina Cseppentő

**Changes in students' foreign language degree program preferences in light of the Bologna Process**

The motivation of the students in the humanities who chose to apply for foreign language degree programs has distinctly shifted in recent years: it is clear that students who choose programs in lesser-spoken languages do not do so due to an interest in pursuing a humanities career, but seemingly because they envisage better

prospects on the labour market with high language proficiency. This process is of course closely connected to the expansion of education (the appearance of new groups in higher education who traditionally were not included in it), changes in the market following the change of regime in Hungary (the appearance of international companies and international employment agencies on the Hungarian labour market), as well as the process in which education is becoming a service, a tendency which is observable in both Hungary and internationally. As part of these processes, the planning and organization of higher education in the European Higher Education Area is mostly guided by the Bologna Process, whose stated goal is to more closely align higher education and labour markets. Overall, it is clear that higher education is currently undergoing fundamental tectonic changes. The aim of this paper is to provide an overview of these processes and their relationships to each other, and to draw conclusions about the motivations of students who chose foreign language degree programs since the implementation of the Bologna Process.

*Keywords: Bologna Process, education policy, higher education, humanities, student motivation*

Anna Dávidovics

### **Gamification in Languages for Specific Purposes Classes**

The Medical School of the University of Pécs enjoys great popularity with both Hungarian and international students, the latter population coming to the institution from many countries around the world. Students, regardless of nationality, begin their studies with high expectations, and have their defined ideas and perceptions of teaching and learning, based on their previous experiences. These can be quite various, given that many different nations and cultures meet in the groups formed by international students. Thus, it is often not an easy task for teachers of languages for specific purposes to select and apply the most effective methods possible in the international or Hungarian student groups.

The aim of this study was to present and compare the results of two online questionnaires aimed at collecting and evaluating the methods considered most effective by international and Hungarian medical students. There were no stark differences between the choices of the two student groups, and quite similar answers were received for most of the questions. Positive perception and support of gamification among students was outstandingly high, so it can be said that gamifying languages for specific purposes lessons can have a positive effect on the learning process.

*Keywords: gamification, motivation, languages for specific purposes, Hungarian medical students, international medical students*

Deli Zsolt Pál

**The lexical analysis of two works by Ernest Hemingway and F. Scott Fitzgerald**

The scientific field of computational linguistics can significantly contribute to the analysis of literary texts from a variety of perspectives, including educational ones. The purpose of the present study is to investigate and analyze literary texts with the help of computational linguistics devices, with special focus on the difficulty level of vocabulary items, the general vocabulary profile analysis regarding the frequency of occurrence, and the sentence length of selected texts, on which research questions of the present study are based. Ernest Hemingway's work *Big Two-Hearted River – Part I.*, and F. Scott Fitzgerald's *The Great Gatsby*, were analyzed. It is hypothesized, based on previous research, that the words used in Hemingway's prose will fall into a lower reading difficulty range than that of Fitzgerald's, and that Hemingway's style will generally be simpler than that of Fitzgerald's in terms of syntactic structures and sentence length. Their writings were analyzed with the help of computational linguistics tools. Comparing the text profiles of Hemingway and Fitzgerald for the level of difficulty, it can be concluded that the vocabulary level of their writings is not significantly different. Yet, Fitzgerald's prose contains significantly longer and more elaborate sentences. Language technology appliances may contribute to the critical, detailed and effective analysis of literary works, contributing to other benefits, including language teaching.

*Keywords: computational linguistics, difficulty level, frequency occurrence, sentence length, vocabulary profile*

Ágnes Einhorn

**Developing teacher competencies in LSP teaching**

The recent necessity of implementing online teaching on a mass scale showed a rather incomplete state of pedagogical modernization. The first part of my paper is a review of the current principles of teaching and the necessary pedagogical skills based on literature and relevant regulations, followed by a short summary of methodological change of teachers' competency development. My conclusion argues that even though the field of modern pedagogical competency development is supported by a broad variety of research and theoretical knowledge, the progression of modernization in practice is facing challenges. Modernized (LSP) teaching aims to prepare students for rapidly changing environment that cannot be attained without teachers who can adapt to this new challenge of modern times. The concept of flexibility and change required is opposed by the constancy still being deeply valued in pedagogical practice. My conclusion at last is that

modernization in pedagogy has all the theoretical resources needed for change so for further understanding of the lack of success we must look at other aspects: expectations in society, environmental support and motivation and the personal motivation of teachers are all promising research areas to find answers.

*Keywords: modernization of pedagogy, pedagogical culture, teachers' competencies, in-service teacher training, pedagogy for change*

Balázs Fajt – Klára Bereczky

### **Blended learning in EFL teaching: presenting the online curriculum of a textbook**

The growing popularity of blended learning is due to the fact that online educational materials and the online educational formats themselves are accessible to an increasing range of language learners and that blended learning funnels online educational materials and the online form of education into the traditional learning environment. Relevant literature shows a varied picture of exactly what we mean by blended learning and what makes a course one of blended learning. On the one hand, in a sense, it can already be called blended learning when traditional classroom assignments are supplemented with online assignments, or when part of the language course takes place through online materials while the other part takes place within the traditional educational framework. The purpose of our presentation is to present a blended learning course, in particular the textbook used during the course and the related online learning materials. At the beginning of the study, we briefly define the concept and elucidate the concept of blended learning and the theoretical background associated with it, then we present the online materials of a blended learning language course.

*Keywords: blended learning, COVID-19, Business English, online teaching materials, course material analysis*

Katalin Fogarasi - Rita Kránicz - Renáta Halász – Andrea Barta - Anikó  
Hambuch

### **Practical training of patient-centred diagnosis communication**

One of the treating physician's important tasks is to properly inform patients. This is both a legal and a moral obligation. In order to provide information in "a language comprehensible to the patient", the physician must consciously switch from the professional medical jargon to everyday language. Starting from the autumn semester of the 2020/21 academic year, the Department of Languages for

Specific Purposes of Semmelweis University in cooperation with the Department of Languages for Biomedical Purposes and Communication at the University of Pécs Medical School launched a new LSP subject. Tailored to the clinical subjects, the elective course is designed to allow senior students to practice the terminological code switching and communication strategies required when communicating the diagnoses related to the major medical fields, based on authentic, anonymized hospital discharge reports. The medical part of the course has been prepared with the help of a doctor, and the practical classes involve terminologists and communication specialists as well as a psychologist. Patient roles are performed by pre-trained undergraduate teaching assistants, who support the practical implementation of code-switching skills and patient information in a relevant way based on their knowledge of the medical history. The present study aims to publish the preliminary results of a questionnaire survey conducted among the course participants. The teaching assistants trained as simulated patients and the students acting in the role of the physician were asked about their experience related to diagnosis communication, including proper use of terminology in code switching, the communication skills of the participants, student satisfaction, and increase in self-confidence.

*Keywords: diagnosis communication, code switching, physician–patient communication, educational development, tutor instructor (trained as a simulated patient)*

Enikő Fodorné Balthazár – Tímea Tiboldi

**Overview of a project: diplomatic handbooks in six languages**

After thorough and lengthy preparations on behalf of the Hungarian Ministry of Foreign Affairs and Trade, a large-scale EU funded project was carried out between 2019 and 2020, the outcome of which were two diplomatic handbooks in English, French, German, Italian, Russian and Spanish languages, respectively. The aim of the project was to provide users with professional materials that contribute to the acquisition and development of language competencies necessary for the high level provision of long term foreign service, and for the preparation for the Diplomatic Professional Language Examination provided by the Hungarian Ministry of Foreign Affairs and Trade. The structure of the handbooks, which are available in digital format only, follow the same pattern in every language. The first handbook focuses on updating already existing knowledge and acquiring new ones, with the presentation and elaboration of various text genres and vocabulary extension. The second handbook aims to develop spoken communication and comprehension skills, written comprehension and writing skills as well as information transfer and socio-cultural competencies. A glossary is attached to both handbooks. In the first handbook, the glossary contains the Hungarian equivalent of the target language words and phrases used in the units, while in the second handbook,

the glossary is a collection of Hungarian and target language expression and lexicons, independent of the main texts, yet vital for diplomacy and international relations. In our article, we present a detailed overview of the background, method and results of the project work as well as our experiences.

*Keywords: Ministry of Foreign Affairs and Trade, diplomatic language, Diplomatic Professional Language Exam, project work, digital handbook*

Ildikó Furka

### **Planning needs analysis research for international students in higher education**

Research-informed language education has been a valued trend in English for Academic Purposes (EAP) around the world (Hyland, 2014; Purpura – Graziano-King 2004; Akyel — Ozek, 2010; Rao, 2014) and in Hungary (Sárdi, 1997; Édes, 2008; Doró, 2011; Prescott, 2008). EAP instruction for international students in higher education in Hungary, however, is a fairly new phenomenon (Lannert, 2018). Due to the growing number of international students studying in Hungarian higher education institutions, faculties have started to feel the need for systematic attention to students' skills development. As part of a larger research effort to provide course design, materials development and recommendations for language teachers and subject matter instructors, an inquiry into the current situation at the Budapest University of Technology and Economics (BME) was initiated recommended by previous practice (Hyland, 2014, Purpura – Graziano-King, 2004). The paper describes the stakeholders and the background of EAP instruction at BME, the initial identification of data sources, methods of data collection, and preliminary data analysis to inform the next step of the larger research effort. Results will inform the needs analysis instruments to be used to identify the required learning outcomes, the respective language content for the course design and materials development, and the recommendations for teachers involved.

*Keywords: EAP, needs analysis, international students, higher education, research-based language education*

Monika Gyuró

### **Temporal references in pain narratives: The cognitive perspective**

The present study investigates how pain experience affects the cognitive representation of time and viewpoint in a particular genre or narrative. In patients' reports, temporality of pain experience does not follow the objectively measurable time. The ongoing character of pain contains not only the present issues but also retains the preceding aspects of the here-and-now moment and anticipates the future notes as time unfolds. To describe this particular experience, I employ the cognitive

-linguistic model of mental spaces and blending (Fauconnier and Turner, 2002). I analyze blog posts of patients with chronic diseases on the use of temporal deixis and tense focusing on the shifts realized between the Narrative Space embedding the Event Space in which the past events occurred and the Here-and -Now Space which comprises the narrator's viewpoint as an Origo. Moreover, I presuppose the Intermediate Space between the Event Space and the Reality Space, providing a transition between the aforementioned spaces and legitimization of the reconstruction of the events (Van Krieken et al.2016). Temporal overlapping proves that subjective experience steers tenses and temporal deixis which govern the construal of viewpoint and time in the narratives; therefore, time and viewpoint are immediately connected in the cognitive representation of the narratives.

*Keywords: temporal referencing, narrative, mental spaces, blending, temporal deixis*

Gabriella Hild – Alexandra Csongor – Tímea Németh

**Boosting Hungarian medical students' willingness to communicate in English for Medical Purposes classes**

The aim of the present qualitative, exploratory study was to elicit Hungarian medical students' views and impressions on the use of undergraduate teaching assistants (UTAs) in doctor- patient role-play activities in English for Medical Purposes (EMP) classes. The UTAs were either native speakers of English or had a good command of English and attended the English medium programme of the same university. Our main objective was to boost the Hungarian students' willingness to communicate in English in their EMP classes and to provide a more motivating and natural language learning environment in which the target language was the lingua franca. In addition, we wanted to improve the participants' intercultural competence by providing a platform where the Hungarian and the international students could study together and socialize. At the end of the courses, the Hungarian students' views were elicited with semi-structured, focus-group interviews. The data was thematically analysed; and the findings showed that the Hungarian medical students enjoyed and were motivated to participate and interact with the UTAs in English during the role-plays. The interviews also demonstrated that the role-play activities succeeded in bringing the Hungarian and foreign students closer and weakening or even removing the invisible cultural wall between them.

*Keywords: willingness to communicate in English, classroom performance, English for Medical Purposes, peer-teaching, intercultural competence*



Erika Meiszter – Ágnes Koppán

**The importance of telemedicine in patient–physician communication skills development in the time of the Covid 19 pandemic**

The Covid 19 pandemic has brought a dramatic drop in personal patient–physician encounters. On evaluating the situation, it turns out that in the long run online health care activities including online consultations and telemedicine would gain increasing importance. Successful patient–physician communication is essential in the process of healing, and medical students need to be properly prepared for it. An effective method for providing this kind of preparation is involving actor-patients in the simulation-based communication skills development, which takes place in simulation labs providing an authentic setting for the activity. As a consequence of the pandemic, several forms of health care communication moved into the online space and online education was introduced, which sheds new light both on the interactions to be taught and the methods to be used in teaching simulated communication. Simulation-based communication skills development involving professional actors has been conducted at the University Medical School of Pécs, Hungary since 2016. As a result of the restrictive measures aiming at slowing down the spread of the pandemic, the training has been conducted in the form of electronic distance learning since 23 March 2020. Simulation-based medical communication training moved to the Microsoft Teams surface, which made it necessary to revisit the syllabus and methods. The aim of this paper is to present the authors' own experience and the international trends by comparing on-site and on-line simulation exercises. Based on students' feedback and the partial assessment of the video-recorded teaching sessions, it seems clear that the simulation exercises performed on-line were successful and could ensure the development of the students' communication skills with regards to telemedicine.

*Keywords: distance learning, e-health, patient–physician communication, simulated medical encounters, telemedicine*

Gabriella Ürmösné Simon – Judit Borszéki – Nóra Barnucz – Erna Uricska

**The role of languages for law enforcement purposes in higher education and the introduction of the new foreign language strategy**

The development of the approach of the Department of Foreign Languages for Specific Purposes at the UPS is confirmed by the fact that colleagues have started to research professional communication of the branches of the different law enforcement services. As we face students of different generations from time to time, presently the “digital natives”, who are able to carry out several tasks simultaneously, it is necessary to apply innovative teaching methods with which the students' attention can be captured more effectively. Our teachers are open to innovative solutions, and besides the classical methodology, they also use different computer-based platforms and mobile applications. Speaking a language is a skill,

therefore our main goal is to develop competencies. This approach is also reflected by the assessment of student performance, whose aim is not to punish mistakes but to support the students' communication and enhance their motivation. The learning habits of 'Generation Z' in higher education have changed. Apart from utilizing the rapidly developing information technology tools, our goal is to improve the students' communication in the target language, for which a research plan has been developed as part of the new language strategy (Barnucz–Uricska, 2020).

Keywords: *experiential learning, information society, mobile devices, law enforcement competencies, law enforcement technical language*

Marianna Válóczi

**The Perception of Failure in Language Learning - challenges faced by students of foreign business languages and the attributions to failure**

The key psychological factors affecting the success of language learning include convictions about language learning and the success and failure attributions belonging to the motivational dimension of convictions. How casual attributions to success and failure are made has a significant impact on the language learner's self-esteem and motivation, and it may determine further language learning experiences and outcomes. The paper presents the findings of empirical research conducted with university students and attempts to explore the perceptions of challenges faced by language learners and their attributions to failure. A total of 141 students participated in the research and reported on their personal difficulties and failures as well as the reasons that they attribute to the challenges they faced. The findings show that the highest number of failure experiences can be related to verbal communication, to self-expression or to the expression of opinions on professional topics and they derive from the lack of foreign language confidence and from the fear to commit mistakes. An analysis of failure attributions reveals that language learners attribute largely to affective factors for their failure, while showing a tendency to blame factors that are less controllable and more open to chance.

Keywords: *success in language learning, motivation in language learning, challenges in language learning, casual attribution, success and failure attributions in language learning*