

STUDIES

Ildikó Balázs – Péter Balkányi

3 *Comparison of Hungarian Results of PIRLS and PISA Studies*

Based on the findings of two surveys, PIRLS and PISA in Hungary, the reading ability of Hungarian students develops differently from international trends between the age of 10 and 15 – Hungarian students usually perform remarkably well on PIRLS studies while in the case of PISA they fail to attain the OECD average. The question arises, then, what is it that works well in lower primary school and what is to be done between grade 4 and age 15 so that the general reading ability of Hungarian students would reach at least the average level of that of OECD countries. By comparing the findings of two surveys of reading competence, the article attempts to find out the causes of the differences and clarify the overall situation.

Ágnes Sarkadi

12 *The Rights of Dyslexic Students in Higher Education*

Three important issues are addressed in the article concerning the situation of higher education students living with dyslexia. Firstly, their general rights to education. Secondly, the regulations on foreign language exams, which is a particularly challenging task for these students, although it is a prerequisite of a degree and is highly expected by the job market. Thirdly, it focuses on the problems of a particularly challenged group from a language learning perspective: those not diagnosed as dyslexic at a young age.

Édit Hegybíró-Kontra – Judit Kormos

23 *Methods and Recommendations for the Effective Teaching of Dyslexic Learners*

The authors have carried out focus group interviews in five different schools on the work methods of language teachers and explored what support they get from school psychologists, speech therapists and remedial teachers in a programme aimed at dyslexic students. The article highlights methods and techniques deemed effective by those using them in practice. On the basis of the findings, the final conclusion is that under proper conditions and with the help of enthusiastic and qualified teachers there are ways of effective language teaching for dyslexic learners.

Helga Dorner

40 *Authentic E-mail Communication in Foreign Language Teaching and Learning*

This study discusses how electronic mail communication (from teacher–student messages to group interaction) can be used in the foreign language class. In a brief review of the literature the author characterises the nature of electronic messages, defines e-mail literacy as a competence, explores its role in the communication of our age, and considers the communicative value of

e-mail communication as well as its impact on language teaching and learning. By presenting actual suggestions for the language teacher in lesson planning and task design, the article presents ways to integrate this wide-spread means of communication into the language teaching and language learning process in an effective way.

Judit Pazonyi

51 Reflections on a Foreign Language Teaching Method for Young Learners

The article outlines an early foreign language learning project: 'Early Foreign Language Learning: Meeting Multicultural and Multilingual Europe through National Stories'. The title refers to the important features of the methodology pack: it highlights the new circumstances in Europe, the multilingual, multicultural environment to which the storyline approach is adapted. The objectives were to select a series of national stories (well-known fairy tales and legends in the participating countries), in order to develop an openness towards foreign languages and other cultures, as well as the pupils' linguistic and communicative competences in foreign languages.

FORUM

Gabriella Mezei

57 Motivating Teaching Practice or Motivation Methods of a Non-qualified EFL Teacher

This case study describes an experienced teacher of English as a foreign language who, although has no qualifications, is an exemplary model. The study focuses on the so-called motivating teaching practice, with particular emphasis laid on motivational strategies and their effect on learners. Means and methods: interview with the teacher and the learners as well as classroom observation. Findings show that qualifications do not appear as necessary for motivation methods in the practice of teaching – motivation strategies can be defined as (partly) instinctive. Further questions: how to develop motivation strategies in teachers; how to promote self-motivation and autonomous learning in learners.

Jenő Mátyás – Terézia Boros-Szűcs:

71 Experiences of School-Based Art Education

Much talked-about interdisciplinary approaches are not always put into practice when teaching certain school subjects. A good example is Art and visual education, which is often neglected and upstaged as a peripheral school subject of little importance. In most schools teaching drawing and visual culture is considered to be of no importance in comparison to modern languages and natural sciences. Although aesthetic education is „a high priority” of educational policy, educational programmes to this end are largely ignored. In fact, in the 11th and 12th year of secondary schools it is an elective subject and primary schools are not much better, with Art given two sessions per week at most.

THE HISTORY OF EDUCATION

Tibor Péter Nagy

80 *Researching School Elite and Educated Elite*

In any given point of time it is easy to decide who belong to the school elite. Depending on the period and the size of the population aimed at, it can be those with a doctorate, or those with at least a college degree. When researching a particular historical period, however, sociological databases are to be taken with a pinch of salt. The dilemma is the following: can we apply the same criteria in a historical context?

The present study attempts to address the following dilemmas of method. How do we go about (1) comparing the population of two, rather distant, historical periods from the point of view of educational attainment, when the school system in one period was rather different from that of the other; (2) the fact that a certain level of schooling means something else for the different generations even in the same historical period; (3) deciding the eliteness of ethnic groups (or groups of various origin) scattered through a number of school levels, despite the fact that they lived in different periods with different levels of educational attainment on the average; (4) comparing two periods, only one of which has documented levels of education (thus having to compare a profession hierarchy with a school hierarchy) and (5) the problem of being unable to rank professions.

Viktor Karády

96 *Multicultural Professionals in the Austro-Hungarian Empire? I. Religious and Ethnic Identity among Medical Students and the Admittance Policy of the Kolozsvár University (1872-1918)*

The article is one of the first products of prosopographical research on Hungarian professionals, as it sets out to capture historico-sociological facts from an alphabetically ordered list of names. The social selection of medical students of the second Hungarian University, statistically researched by the author on the basis of a full-scale published set of data, is a rather flopsided cross-section of late 19th century Transylvanian society, itself highly heterogenous religiously as well as ethnically. The admittance policy of the medical school was controlled by „Western Christian” groups, besides a not insignificant Jewish and Rumanian presence. History Professor Karády gives a detailed analysis and connections of religious, ethnic and class background of the students, which in part reflect national trends, in part, however, bear characteristic traces of post-feudalistic training of professionals in Transylvania.

BOOKMARK

121 *Metamorphoses of Comparative and International Education*

A review of *Comparative and International Education: an introduction to theory, method and practice* by D. Phillips and M. Schweisfurth (Éva Szolár)