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STUDIES

Balázs Szalay – Tildikó Szepesi

3 On teaching mathematics and physics as school subjects – TIMSS 2007

The TIMSS 2007 survey has been assessing the mathematics and science knowledge of 4th-year and 8th-year learners since 1995. Findings of the 2007 survey were disclosed on December 6, 2008. The achievement of Hungarian learners turned out to be higher than the average of the participating countries in all fields. 8th-year Hungarian learners are among the best ones in Europe. How does that comply with the rather poor performance on the PISA survey? The authors seek the answers to this question and a great many others.

Mária Csernoch – Gyöngyi Bujdosó

19 Typographical errors in the task sheets of written examinations and school contests

The authors analyse the text of tasks in application contests and ECDL examinations, pointing out characteristic mistakes in task sheets that are supposed to be impeccable. The innocent-looking typos are in fact serious syntactic, semantic and layout errors: spelling and punctuation mistakes that may hinder interpretation. The authors intend to raise a sense of responsibility in editors of the task sheets, which may in fact serve as exemplary teaching material for students also instructed in word processing.

Ferenc Erdős – Lajos Nyéki

41 Informatics as a school subject taught to secondary students in a foreign language

More and more secondary schools realise the importance of language skills. By offering school subjects in a foreign language, schools find a way to teach professional jargon, for example that of computer technology. Informatics is typically taught in a foreign language in bilingual schools, where students may take the school-leaving examination in the foreign language. The present study set out to study the teaching circumstances and status of informatics as a school subject taught in a foreign language, in comparison to other school subjects and also in a regional dimension.

Noémi Naprauszky – Judit Tánczos – Katalin Mónos

50 A comparative study of the learning styles and strategies of dyslexic and non-dyslexic primary school students

The study compares and analyses the foreign language (FL) learning styles and strategies of dyslexic and non-dyslexic primary school students by the use of questionnaires (LCPC, SILL) developed specifically for FL learning contexts. In the first section the authors survey the characteristic features and difficulties of dyslexic learners when learning an FL, then they briefly review the research into learning styles and strategies that has become rather popular in recent years. The second section discusses the aim of the study; the methods and procedures; the characteristic features of the subjects and the circumstances of the research. By analysing and interpreting the data they highlight the particular methods and strategies applied by dyslexic and non-dyslexic children in their approach to studying an FL – in this case German and English.

Edit Hegyhíró-Kontra – Kata Csizér – Anna Sáfár

72 Foreign language learning among the Deaf and hard of-hearing

Our study reports on an investigation conducted among a national sample of Deaf and hard of hearing adults regarding their language learning experiences and attitudes. Our findings confirm that hearing-impaired individuals are interested in foreign languages and consider themselves capable of learning at least one foreign language. The fact that in our present educational system several Deaf and hard of hearing learners are excluded from foreign language education is a problem that requires to be dealt with and solved by schools and language teacher education in the nearest future.

MULTICULTURAL FORUM

84 A selection of presentations at the conference of the Slovak-Hungarian teachers' team, May 2008

The Slovak-Hungarian Teacher Team of the National Institute for Public Education held two international conferences supported by the Szülőföld Fund in May, 2008. Talks at the first conference mainly focused on the historical background of a Hungarian–Slovak history textbook in preparation. The second conference presented the general properties and practical experiences of multiperspective education, based on an example of French–German cooperation and the current Slovakian–Hungarian history textbook project. In the next two issues of the present journal we intend to publish edited and extended versions of presentations delivered at the two conferences (Iván Halász: The making of a nation: Slovaks as a modern nation in the context of 19th-century Hungary; Barnabás Vajda: Multiperspectivity as basis for the joint Hungarian–Slovak history book).

WORLD VIEW

Kathryn T. Matthew – Emese Felvégi

102 *Trends in reading teaching and reading development*

Whose responsibility is it to teach and develop one's literacy skills that enable life long learning? The answer seems evident, the individual, the family, the school, the workplace and the community. The authors provide an overview of the trends in literacy development in public education systems around the world based on the documents and publications of national education authorities, international organizations, comparative student assessments, colleges and universities responsible for training teachers as well as pedagogic journals and magazines.

EDUCATIONAL HISTORY

Júlia Papp

114 *Architecture and design of apartments and schools in the early 20th century. An exhibition of photographs from the Mór Erdélyi collection*

Under the leadership of Budapest Mayor István Bárczy (1866-1943), a large-scale construction project was carried out in Budapest in the years between 1909 and 1912, yielding apartment buildings and schools. They built 6,000 new apartments, 55 new schools (with a total of nearly 1,000 classrooms) and two public institutions for cultural purposes. The schools were furnished to suit the latest pedagogical research findings of the era: besides gymnasiums and school libraries, there were rooms specifically built for handicraft and housework practice. The current exhibition at Kiscelli Museum, Budapest, displays photos taken by photographer Mór Erdélyi (1866–1934), who was specifically commissioned to document the results of public construction works. The photos capture not only the buildings but also moments of school life: among others, an arts lesson and a PE lesson.