

**ZÁRÓ SZAKMAI JELENTÉS**  
**MECENATÚRA (MEC\_21) pályázat**  
**4. ALPROGRAM (MEC\_K\_21)**

**Tudományos kiadványok, szakkönyvek papíralapú és egyidejűleg nyílt hozzáférésű elektronikus formátumban történő megjelenésének támogatása**

EPR pályázat azonosító: 141379

Pályázó kutató: Dr. Márkus Éva

Befogadó intézmény: Eötvös Loránd Tudományegyetem

1. A megjelent kiadvány címe: LANGUAGES, INCLUSION, CULTURES AND PEDAGOGY: RESEARCH AND GOOD PRACTICES 1. Cultures and Languages, 2. Integration in Practice
2. A kiadvány műfaja és nyelve: angol nyelvű, lektorált, tudományos ismeretterjesztő tanulmánykötet
3. A kiadvány megjelenésének időpontja (év, hónap): 2022. 07.
4. A papíralapú kiadvány megjelent példányszáma: 120 pld.
5. A papíralapú kiadvány terjesztésének módja: A nyomtatott kiadványokat tudományos körben terjesztésre, az ELTE tudományos tevékenységének prezentációjára szántuk, elsősorban más tudományos műhelyek és könyvtárak részére. Ennek megfelelően a szerzők kaptak a nyomtatott példányokból szerzői tiszteletpéldányokat, illetve egyetemi, kari könyvtárak részére küldtünk példányokat – a kötelespéldányok beküldése mellett, valamint külföldi felsőoktatási partnerintézményeink részére is juttatunk el tiszteletpéldányokat.
6. A nyílt hozzáférésű (Open Access) elektronikus kiadvány formátuma: pdf
7. A nyílt hozzáférésű (Open Access) elektronikus kiadvány elérhetősége: [https://www.eltereader.hu/kiadvanyok/https-www-eltereader-hu-media-2022-10-languages\\_inclusion\\_cultures\\_and\\_pedagogy\\_1-pdf/](https://www.eltereader.hu/kiadvanyok/https-www-eltereader-hu-media-2022-10-languages_inclusion_cultures_and_pedagogy_1-pdf/) és [https://www.eltereader.hu/kiadvanyok/https-www-eltereader-hu-media-2022-10-languages\\_inclusion\\_cultures\\_and\\_pedagogy\\_2-pdf/](https://www.eltereader.hu/kiadvanyok/https-www-eltereader-hu-media-2022-10-languages_inclusion_cultures_and_pedagogy_2-pdf/)
8. A papíralapú kiadvány igényes, magas színvonalú és minőségű nyomdai megjelenése tekintetében tett vállalások mennyiben teljesültek (max. 1000 karakter): A kötetet jó minőségű ofszet papíron, matt nyomtatásban, magas felbontású színes és szürkearányos képeket, ábrákat tartalmazó belívvel nyomtattuk ki, a környezeti fenntarthatóság elveinek érvényesítésével. A papírkiadásban (és a pdf-ben is) igényes grafikai megoldásokat, illusztratív ábrákat használtunk, hiszen a küllem befolyásolja a hatékony olvasást.

9. A nyílt hozzáférésű (Open Access) elektronikus kiadvány korszerű technológiát képviselő, felhasználóbarát, magas minőségű kiadása tekintetében tett vállalások mennyiben teljesültek (max. 1000 karakter): Vállaltuk és megvalósítottuk a kötet DOI-számmal történő ellátását, az online példány ELTE-szerverre történő elhelyezését, olyan oldalra, ahol más tudományos publikációk is megjelennek, ügyelve a korszerű SEO-elvekre és láthatóságra. Így online elérhetővé vált a kutató- és oktatókollégák, valamint a hallgatók számára is, nyílt hozzáféréssel bárki érdeklődő számára ingyenesen letölthető.

10. A benyújtott projekttervben vállalt és a teljesített célok közötti eltérések bemutatása, indoklása (pl. a terjesztés módja, példányszám, elektronikus kiadvány formátuma stb.) (max. 1000 karakter): 120 nyomtatott példány készült a vállalt 100 példány helyett. 2022. júliusban került ki az ELTE honlapjára, 2022. június helyett. Hallgatói alkalmazásra végül nem került sor.

11. A kiadvány tartalmának ismertetése (max. 2000 karakter):

A sokszínűség elfogadásának képessége az együttélés egyik leglényegesebb alapja. Függetlenül attól, hogy milyen nézőpontból vagy irányból közelítjük meg az inklúziót, azonnal akadályokba ütközünk, ha a megvalósítás lépéseit fontolgatjuk. Legyen szó nyelvi, kulturális vagy képességbeli különbségekről, nem könnyű kielégíteni az eltérő igényeket. E cél eléréséhez az első lépés tehát egy toleráns gondolkodásmód kölcsönös kialakítása és terjesztése, amelynek végső célja a teljes elfogadás. Ennek a nemes feladatnak a megvalósítása elsősorban jelenlegi és leendő pedagógusainkon múlik. Az inkluzív értékrendszer létrehozásán végzett közös munka lehetővé teszi számunkra, hogy céljainkat tényleges cselekvésekké alakítsuk. Ebből a célból inspirációként jelen kötet egy sor integratív kezdeményezést mutat be, amelyek figyelmet érdemelnek, mert képesek megnyitni az oktatási gyakorlatokat olyan multikulturális megközelítések felé, amelyek a teljes befogadáshoz vezetnek.

Budapesten, az ELTE kiadásában megjelentetett angol nyelvű kiadvány több tudományterületet összefogó tématerületen Magyarországon egyedülálló kezdeményezés, melynek célja a magyarországi kutatási eredmények nemzetközi szinten való népszerűsítése, bemutatása és ezáltal lehetséges kutatási kapcsolatok kezdeményezése volt. A magyarországi kutatásokat, jógyakorlatokat bemutató interdiszciplináris kiadvány több tudományterületen nemzetközileg is elismert nyelvész, pedagógus, pszichológus, gyógypedagógus, szociológus, egészség tudományok szakembere munkáját vonultatja fel. Hasonlóan átfogó kötet a pedagógiai gyakorlatban már működő, kiemelt figyelmet igénylő és a multikulturális társadalom felé nyitó integratív kezdeményezésekről angol nyelven még nem jelent meg hazánkban.

A mellékletben található az angol nyelvű köteteket röviden bemutató fülszövegek, valamint a mindkét kötetben lévő összes cikket tartalmilag is pár szóban összegző bevezető.

---

Kelt: Budapest, 2023. 01. 06.

.....  
Pályázó kutató aláírása (vagy fokozott biztonságú elektronikus aláírás és időbélyegző)

Mellékletek:

Fülszövegek:

From a wealth of perspectives and approaches, the authors of this volume have devoted their research and experience to addressing the question of how and when a word such as “diversity” enters our vocabularies—and in which language? How does an individual’s cultural background influence the creation and maintenance of a linguistically diverse environment? What happens when this said individual can lay claim to multiple cultural backgrounds? Whether discussing how language and culture can be “translated” and conveyed within a nursery, kindergarten, school, or non-academic setting, these studies provide both a map and a toolkit for rendering inclusive practices an essential element of any individual’s journey along the path to lifelong learning.

Culture in language learning is sometimes regarded as the fifth skill, generally looming large. The significance of learning about culture and the development of an intercultural attitude have been extensively researched, and the results of research findings have been harnessed in modern language teaching practices.

With the ever-increasing mobility of the population across European countries and beyond, the issues of culture and, more importantly, intercultural competencies have gained momentum. The editors hope that the studies in this volume will serve as a source of inspiration for further research and innovative practice.

One of the biggest challenges for the pedagogical society is to adapt to the different needs of children. The aim of the study volume is to present the integrative initiatives already operating in pedagogical practice, which require special attention and open up to a multicultural society, their operation and their path to full inclusion. Among other things, it provides insight into research and sensitization events where we can learn about the disadvantages and integration solutions of different socioeconomic status. It draws attention to the importance of intervention, but also to embracing talent. Through several studies, we present the behavioural and learning problems that can result from sensory modulation and nervous system integration disorders.

We treat spatial orientation as a priority area, the different operation of which hinders the acquisition of cultural techniques. The results of research focusing on the areas of reading and counting clearly shed light on the importance and direction of prevention and development. The regular therapeutic activities and a supportive attitude are important parts of rehabilitation processes. With this approach, we recommend a wide range of studies in pedagogy to all professionals, educators, prospective educators and anyone who is meant to represent this approach.

Bevezetések:

## **Foreword**

The role of culture in language education has been long recognised and acknowledged. Languages and cultures are intertwined, and when learning a new language, one will come into contact with the related culture(s). The language learner, whose learning experience is complete with discovering, processing, understanding and accepting the other culture(s), will be able to proceed further into understanding the new language and hopefully develop a culturally aware

personality. Intercultural competencies help one better understand the new cultures and one's own culture. Taking a step back and looking at one's own cultural background from a distance can help relate to 'otherness' in a more accepting way.

Recently there has been a stronger emphasis on the role of learning about culture in early childhood language development. Language educators working with young children in nurseries, kindergarten and lower primary classes integrate elements of culture and cultural awareness-raising in their classroom work and syllabuses.

The studies published in this volume are arranged around three main themes. First, the role of cultures in teacher education is investigated. In the next section, the studies explore various perspectives of cultures and languages in the pre-school context. The final section examines the role of literature in linguistic and intercultural dimensions.

### **Section 1: Languages and Cultures in Teacher Education**

In Furcsa and Szaszó's study, pre-service primary school teachers' attitudes and relations toward the cultures of English-speaking countries and learning English as a foreign language are investigated through spontaneous metaphor research. Their study focuses on the role of cultural beliefs in language teaching. Kisné Bernhardt and Furcsa's article describes the theoretical background of implementing an intercultural sensitivity training programme designed for international students at Eszterházy Károly University (EKU). This topic has great relevance at a time when internationalisation is of utmost importance in higher education. Árva and Trentinné Benkó's paper gives an account of the rationale and development of an event called 'Drop everything and learn/teach languages' for teacher trainees at ELTE TÓK. The ultimate aim of the annual programme is to increase student teachers' motivation to study languages and cultures and promote the linguistic and cultural diversity of Europe. Gulyás and Déri's study concentrates on developing the intercultural competencies of Hungarian and Erasmus primary and pre-school teacher trainees through non-formal learning in a higher educational context (ELTE TÓK). Lipóczy Csabai and Molnár's report is about pre-EU and EU intercultural projects that involved primary pre-service and in-service teachers at a teacher training college. Next, from Bajzáth et al.'s study we can learn about a European collaboration project run by early childhood institutions, whose goal was to increase the intercultural competencies of professionals working in this field. This section concludes with a study by Fenyődi on how primary children's cultural awareness is developed in Hungarian Ethics classes.

### **Section 2: Languages and Cultures in Early Childhood**

The studies in the second section are connected by the relatively novel field of intercultural issues in pre-primary foreign language education. According to the survey by Marton, Kovács and Czachesz, the inclusive approach of bilingual early years education is supported by the Reggio Emilia Approach: the authors give an account of the research project in support of this statement. Two further studies are included, which both report on multicultural education in daycare institutions in Hungary. The first one by Czirmai and Lo Bello argues in favour of showing children basic concepts of multiculturalism, acceptance and tolerance. The second one by Czövek, Endrődy and Árva reports the implementation of multicultural education in two Budapest nurseries. Both of these studies demonstrate positive experiences among the participants. Another empirical research is presented on the Third-Culture Kid (TCK) phenomenon by Kőrös and Trentinné Benkó, discussing both the positive and negative consequences of growing up in a multicultural environment, which is becoming increasingly common these days. The next article by Kruppa and Gáspár examines how young children who

live in their own L1 environment, are able to acquire languages through participating in cultural learning in a 10-month-long programme. By the end of this course, the children are expected to learn to respect other cultures and accept diversity. Noé and Kovács present the results of a study examining the efficacy of preschool children's language learning. The concluding piece in this section by Nemes investigates a topic that has recently gained considerable significance in Hungary: the author reports on her research about the advantages of being bilingual and the difficulties multilingual families might face.

### **Section 3: Languages, cultures and literature**

The overarching topic of the final section is literature to link language with culture. The first study, written by Poros, introduces a course on teaching literature for undergraduate students. What makes this course framework special is that it has been planned by taking into consideration the various linguistic and cultural backgrounds of the mix of international preschool participants. By including fairy tales, projects, language learning and international cooperation between a British and a Hungarian university, Bethlenfalvyné Streitmann gives an account of how a story-based method can inspire students' creativity, and develop their critical thinking, problem-solving and decision-making skills. While the positive role of authentic children's books in early language development is usually taken for granted, the paper by Palkóné Tabi argues that Hungarian children's books in English can also be used successfully. Kopházi-Molnár in her article examines how rewritten tales are constructed through the example of the fairy tale *Cinderella*, suggesting that these newly created stories are 'redundant' since they are usually formed as an extension of the original tale. Questions of identity are examined in the next two studies. The first one by Kitzinger focuses on the poems of Hungarian-American poets, while the second one by Podlovics explores the use of the Welsh language and the identity of Welsh people. It is claimed that the natural language acquisition in the bilingual region of Wales should also be considered for the reader in the Hungarian context. The last piece of the section by Hoványi reflects on the nature of reading and vision as analysed in a comparison between Caravaggio's work entitled *Narcissus* and a famous narration of the myth describing *Narcissus* and *Echo* as found in Ovid's *Metamorphoses*.

As editors, we can only hope that the reader will find the issues discussed relevant to their professional interest and will enjoy reading the papers in the present volume.

### **Foreword**

The path to inclusion is a major challenge for educators. They can only meet societal expectations if we help them through everyday ordeal with the right methodology and good practices. Sensitization programmes contribute greatly to their ability to perform the special tasks they face, without failure. Several innovative initiatives support the practice of accepting behaviour and the realization of pedagogical aspirations. Last but not least, research whose results open up new avenues for acquiring an integrative approach, also contributes to the mechanisms of integration and inclusion. Our volume provides guidance for this with research in organizational and children's groups and sensitization events that present the disadvantages, solutions and special areas of different development of the different socioeconomic status. Each special subject area is represented by faculty and researchers from ELTE BGGYK, ELTE TÓK, Apor Vilmos Catholic College, and Semmelweis University. The importance of early intervention should be emphasized not only in the case of different development, but also in the case of disadvantaged

and non-Hungarian-speaking children. The authors discuss the effects of neonatal factors and early neurological injuries on children's later development. If the institution and all its staff recognize and take into account the individual needs of children in time, children's development will move in the right direction and they will manage to overcome difficulties at school. We also report on success stories where Roma students are about to obtain a university degree, and the issue of secondary socialization is a key aspect of analysis. The accelerating change in infocommunication technology has an extremely great impact on the socio-intellectual functioning of mankind. The altered cognitive function in the child's nervous system is a response to environmental factors, and is manifested not only in performance disorders, but also in unusual or sometimes exceptional results and talents. Learning and / or behavioural disorders can be caused by disturbances in information acquisition processes, sensory modulation, and nervous system integration. Studies related to this topic comprehensively present the diagnostic process and the relationship between learning and behavioural differences associated with sensory integration disorders. Locomotor behaviour is an integral part of cognitive and social development. Two important factors affect performance: one is the accuracy of spatial and temporal coordination, and the other is the intensity of manipulation skills, reaction time, and speed of movement. The underactivity of these factors, whether in the case of limb paralysis, hearing-vision impairment or other abnormal functioning of the nervous system, has negative effect on the process of acquiring knowledge and achieving healthy self-esteem. The prominent role of spatial and temporal orientation in the learning of mathematics can also be emphasized. Mathematical skills do not develop at the right pace in all children. The primary reasons for this are to be found in the different development of cognitive processes, but at the same time affective factors also have a significant influence on the development of performance. The process of learning to read is very fragile, as it depends on the early development of various cognitive processes. The main questions of the current research are: What characterizes children at risk of reading disorder among Hungarian preschoolers? What are the early language indicators of poor reading development? The results of short-term longitudinal studies clearly provide the answer and indicate directions for improvement. There are a lot of therapeutic options available to us. Their selection requires great care in parallel with the diagnosis. The Story-music method is an alternative pedagogical initiative that builds on knowledge of speech therapy and language therapy, as well as special needs education. Regular music therapy activity is an important part of rehabilitation processes because it regulates cognitive flexibility and deficiencies in control functions, which is caused by, among other things, the autism spectrum disorder. VR systems are also evolving to meet rehabilitation needs, virtual reality therapy is an existing concept, more and more professionals beginning to use it for educational and development purposes, adapting to the development of technology and its professional use. The range of development opportunities is numerous, professional assistance – no matter what area to be developed – increases the efficiency of pedagogical work and knowledge transfer. Timely intervention increases the potential for independent living and a good quality of life which is related to health, thus helping social integration processes.