

ABSTRACTS

URBÁN, PÉTER: Memoriter as knowledge in the school of the 21st century

The study examines the learning of a school task of special status in many aspects, namely that of memoriter and in particular learning of literature memoriter. The work aiming at highlighting the problem points to aspects of the memoriter that have not been given sufficient literary attention so far, and the possibilities of the interdisciplinary nature of the subject have hardly prevailed even today. First of all, the thesis attempts to answer the question of what knowledge (and for what purpose) the literature memoriter can be considered, and concludes that, although in the first approach the memorized literary text can be integrated into several types of knowledge concepts, more thorough analysis also shows a specific distinction of this type of knowledge, the ability of the memoriter to be classified in a comforting way into one of the categories set up to typologize the types of knowledge. Examining the mostly rare literature comments on memoriter, dealing mainly

with other topics, two major concepts are drawn up, which legitimize this type of task in its own way. One expects memoriter to gradually integrate the constructive thoughts they embody into the learner's personality, stretched over time through memorization. This thought is called the theory of delayed interiorization. The other concept highlights the development effect of memoriter, for example, in the field of memory, creativity, or language skills. However, both concepts raise unaddressed questions, where the expectation or effectiveness of memorization itself, or the need for the literary nature of the memorized text is problematic. The conceptualization of the memoriter as state-of-the-art school knowledge makes it possible to draw conclusions that will fill gaps and be considered further about the curriculum regulation of the bookless people and the memorization of non-literature texts.

Keywords: *memoriter, knowledge concepts, creativity, language skills*



Peresztegi Mirkó (13): *Magyar, mint én* – animációs kisfilm

P. MÁRKUS, KATALIN – FAJT, BALÁZS: EFL Majors' Dictionary Use Habits: Findings of an Interview Study

Dictionaries play an important role in both foreign language learning and foreign language teaching, as they are typically present from the beginning of the foreign language learning process and assist the learner even at higher levels of proficiency. Therefore, dictionary use research is particularly important, as it can support practicing language teachers who can develop more effective dictionary use habits for language learners. Most research on the subject examined the attitudes and habits of dictionary users in a quantitative way, typically adopting the questionnaire method; however, only few studies using a qualitative method have been conducted in

Hungary so far. For this reason, and because of the exploratory nature of the present research project, the qualitative research paradigm was used in order to explore the dictionary-related habits of EFL majors (N=10) using the interview research method. During the analysis of the interviews, content analysis was used. The results show that language teachers do not place sufficient emphasis on dictionary didactics in foreign language lessons at school, so it may be concluded that participants have typically acquired the most important skill related to dictionary use in a self-taught way.

Keywords: *dictionary, dictionary use, lexicography, dictionary didactics, reference works*

