

**Thank you for using the
University at Albany's
Interlibrary Loan Service**

NOTICE WARNING CONCERNING COPYRIGHT RESTRICTIONS

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Questions?

Call 442-3613 from 10:00 ~ 4:30 (weekdays)

or

Send email to libill@albany.edu

ODYSSEY |

Call #: P53.28 .C665 1991
Location:
ANDERSON/GENERAL
COLLECTION IN LIBRARY

ILL Number: -14293805



Journal Title: Computers in applied linguistics
and language teaching /

Volume: Issue:
Month/Year: 1988 Pages: 324-329

Article Author:
Article Title: CALL in Hungary

Patron:

NOTES:

**Thank You for Using Our
Services!**



2/11/2019 9:57:34 AM
(Please update within 24 hours.)

ILLiad TN: 1157868



Borrower: RAPID:NAM

SUNY AT ALBANY LIBRARY - ILL

ODYSSEY : 169.226.11.203

EMAIL: LIBILL@ALBANY.EDU

Lending String:

University of Houston
ILL Office Hours: Monday - Friday, 8 a.m. - 5 p.m.
Phone: (713) 743-9720
E-Mail: ill@uh.edu
<http://info.lib.uh.edu/p/ill>

NOTICE:
This material may be protected by
copyright law
(Title 17, U.S. Code).
For more information, visit
<http://www.copyright.gov>.

This material is to be provided directly to the patron for research
purposes and must not be archived by the borrowing institution beyond
the time required to complete a normal transaction.



CALL IN HUNGARY

István Kecskés

University of Debrecen

1. The beginnings

Work on computational linguistics in Hungary dates back to the early 1960s, when Professor Ferenc Papp and his colleagues started to deal with machine translation, concordances and a tergo concordances on Russian language materials in the Institute of Slavic Philology, Kossuth University, Debrecen. The first instructional program was also developed here on a mainframe computer in 1969. It teaches the learner how to form the imperative of Russian verbs.

Real work on CALL started in 1983, when the hardware situation improved with the advent of the microcomputer in schools and universities. There was a group formed within the Institute of Slavic Philology, which consisted of linguists and mathematicians. They started to develop instructional programs for teaching Russian, English, German, French and Hungarian as a second language, with the aim of supplying schools and universities with the necessary software.

By 1984 CALL ceased to be the pursuit of a handful of academics. More and more language teachers all over the country became interested in the new technology and started to develop their own programs, the best of which became commercially available later.

2. Tendencies in CALL developments: the first period

The first period of software development was dominated by drill-and-practice exercises on the microcomputer. As a result, CALL was associated with the behaviourist rather than the communicative/functional approach to language teaching, and therefore these materials were usually given a rather cool reception by many teachers.

But the microcomputer may offer new perspectives in forming grammatical competence if its technological capabilities are combined with appropriate pedagogical principles. So complex, cyclical, generative programs (developed at Kossuth University) based on real, goal-oriented functional language use have been favourably received by language teachers. These programs alleviate the boredom of drills by involving the user in meaningful interaction and giving him the opportunity to organize his learning according to his needs. They are based on larger grammatical units, for example the passive voice (PAS-SIVE), conditional sentences (CON), the use of tenses (TENSER) in English, agreement of adjectives and nouns (MESTOPRI), negation (OTRITSANIE), word-order (POJMAJ SLOVO) in Russian. One of their greatest advantages is that they are equip-

ped with a lexicon and an inbuilt grammar, which enable the computer to generate the language material for demonstration, practice and testing.

According to our surveys, language teachers in Hungary prefer generative programs to authoring ones because they don't want to bother themselves with constructing their own data.

The other production type of the first period is *the program with game-like elements*. Pupils especially like this kind of program very much because they contain a lot of motion and coloured graphics.

Some of these programs were developed by International House Budapest. One example operating at sentence level is BARNEY THE ELF, in which scrambled letters and words must be rearranged, and missing words have to be filled in. In SNAP, the user has to decide whether the word-groups appearing on the screen are correct or not.

The representatives of the Debrecen group combine the game-like elements with generation techniques, thereby making the programs more varied and amusing. One example is GLADVI, which deals with verbs of motion in Russian, demonstrating the use of these verbs with graphics.

SATZDORF allows sentence-building in German to be practised. SIGGIS BRÜCK-CHEN aims to develop grammatical competence in German. The user has to build up a bridge, the parts of which are represented by words, that must be used in the appropriate form so that the bridge (the sentence) can be constructed.

In CATCH THE WORD scrambled words ("fish") appear on the screen and the "angler" (the user) has to catch them one by one so as to build up a correct sentence in English.

3. Tendencies in CALL developments: the second period

Since 1985 there has been a tendency in CALL development in Hungary to be more in line with communicative language teaching methodology. Recently several attempts have been made at Kossuth University to use natural language processing techniques in CALL materials, which could be one of the ways out of the narrow constraints at present evident in computer teaching of foreign languages. We have been developing *exploratory and task-oriented programs* which can be used as a stimulus in group activities. Teachers seem to be more in favour of these programs, not only because this approach is closer to the principles of communicative language teaching, but also because of the shortage of micros in schools, where there are usually only two or three computers available. But if teachers have a program with which they can stimulate group activities, they do not need more than one machine in the classroom. Based on a semantic approach to natural language processing, *a framework for situational dialogues* has been developed, which has

been applied to a series of programs called SIDI within the project MSZP/86-88 at Kosuth University. In these programs, simple purpose-oriented dialogue structures are used, which always consist of four parts; two utterances for the user and two for the computer. They are based on commonly occurring functions (asking the way; booking a hotel room; ordering dinner; introducing people etc.). The Russian program, called VUPRO, deals with how to express requests in various life-like situations.

Another series of programs, called STOBI, represents the other line of development within the project. They are based on *text processing*. A topic has to be chosen from the menu on the screen, and then the computer generates a text. It is never the same because the program can build up the text from various blocks containing synonymous words, phrases and sentences. The flexible use of the sentence-generator, which works as a parser, too, when student's input is needed, makes it possible to involve the user in interesting activities:

- (1) text comprehension exercises
- (2) using antonyms and synonyms
- (3) rebuilding some part/parts of the text
- (4) reconstructing an omitted chunk
- (5) reordering a scrambled chunk
- (6) grammatical correction
- (7) abridgement

4. Hardware and software in elementary and secondary schools

Since 1983 every elementary and secondary school in Hungary has acquired at least one or two microcomputers. There are schools which have computer laboratories with 7-10 machines. But usually the micros are of different types, namely HT-1080Z (home-made); Commodore 64; Commodore 16; Commodore plus/4; Sinclair Spectrum 48; Videoton (home-made). As they are not compatible, it is very difficult to develop programs for schools. Most of the software available so far has been written on Commodore machines and rewritten on one of the above-mentioned types.

The situation is the same at colleges and universities. There seems to be little hope of improvement, due to shortage of money. IBM clones are very expensive and only a few institutions have them. In spite of this, several programs have already been rewritten on IBM compatible machines so that they can be available for export. There are plans to standardize the hardware and to supply schools with the necessary software, but a definite decision has not been made yet.

As there is no national centre for CALL, work in this field has not been centralized.

Mostly private firms, like OKTA GM, LINGUASOFT, DELTASOFT and NOVO-TRADE, deal with developing and distributing software in the country. All the programs that have been developed at Kossuth University are distributed by OKTA GM, which is a small firm consisting of linguists, language teachers and programmers.

5. Teacher training

Since 1985 all the students who study Russian language and literature at Kossuth University, Debrecen, have received training in CALL, because it is part of the curriculum. They take part in seminars and listen to lectures on CALL. Some of them also write their diploma papers on the teaching of languages with computers. Other language departments have not yet introduced CALL in their curriculum but their students also get a chance to participate in facultative seminars. Dissertations for PhD's in CALL can be defended at Kossuth University.

At Eötvös University, Budapest, students can get acquainted with CALL in seminars on educational technology. At other universities not much is being done in this field.

In recent years interest in CALL has been increasing among language teachers. They take part in special courses organized by the local educational centres and many of them try to use the available programs. There are experiments going on in various elementary and secondary schools all over the country. These are organized by Kossuth University, the National Centre for Educational Technology and local educational centres. The aim of these experiments is twofold: firstly, the effectiveness of existing CALL programs is being measured, and, secondly, teachers try to work out methods of using these materials in classroom circumstances.

6. International cooperation

CALL enthusiasts try to do their best to learn as much as possible about what is happening in the world of CALL. In 1985 there was an international symposium held at Kossuth University in which many well-known CALLers took part and read papers. The second Kossuth University international symposium will be held in 1988.

REFERENCES

- Kecskés, I. & Papp, F. (eds.) (1986). *Linguistics and methodology in computer assisted language learning*. Budapest, Számalk.
- Kecskés, I. (1987). *Mikroszámítógépek használata az idegennyelv oktatásban*. (The use of microcomputers in foreign language teaching). Budapest, Tankönyvkiadó.

ADDRESSES

Institute of Slavic Philology
Kossuth University
PO Box 53
H-4010 Debrecen
Hungary

OKTA GM
PO Box 44
H-1476 Budapest
Hungary

IHB Számítástechnikai részleg
Városmajor u. 26/c
H-1122 Budapest
Hungary

*National Centre for
Educational Technology*
Szabadság u. 15
H-8201 Veszprém
Hungary