



Beszámoló a 8. Hallgatói Poszter Prezentációs napról.

Az esemény 2018. február 21-28-a között zajlott a BTK Rákóczi 5 sz. épület 3. emeleti előcsarnokában. Összesen 22 poszter érkezett, ebből 5 volt csoportos bemutató és 17 egyéni. Így összesen 25 bemutató résztvevője volt az eseménynek. 13 poszter készült az ELTE hallgatóinak közreműködésével és 9 külsős pályázó volt, a Pannon Egyetem nemzetközi hallgatói. A poszterek készítőinek megoszlása: 7 alapszakos hallgató (1 alkalmazott nyelvészet, 1 kultúra és nyelvpedagógia, 1 elméleti nyelvészet, 1 amerikai kultúra, történelem és nyelvészet, 3 irodalom és történelem kategória), 9 mesterszakos hallgató (6 alkalmazott nyelvészet, 1 elméleti nyelvészet, 1 nyelvpedagógia, 1 irodalom és történelem kategória), 2 osztatlan tanár szakos hallgató (1 alkalmazott nyelvészet, 1 nyelvpedagógia) és 4 PhD hallgató (1 alkalmazott nyelvészet, 3 nyelvpedagógia) A Tehetséggondozási Tanács támogatásából könyvutalványokat vásároltunk a Libra Books könyvesboltban, ez képezte a pályázók jutalmát.

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Közönségdíj:

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Budapest, 2018. február 28.

Katona László
szervező

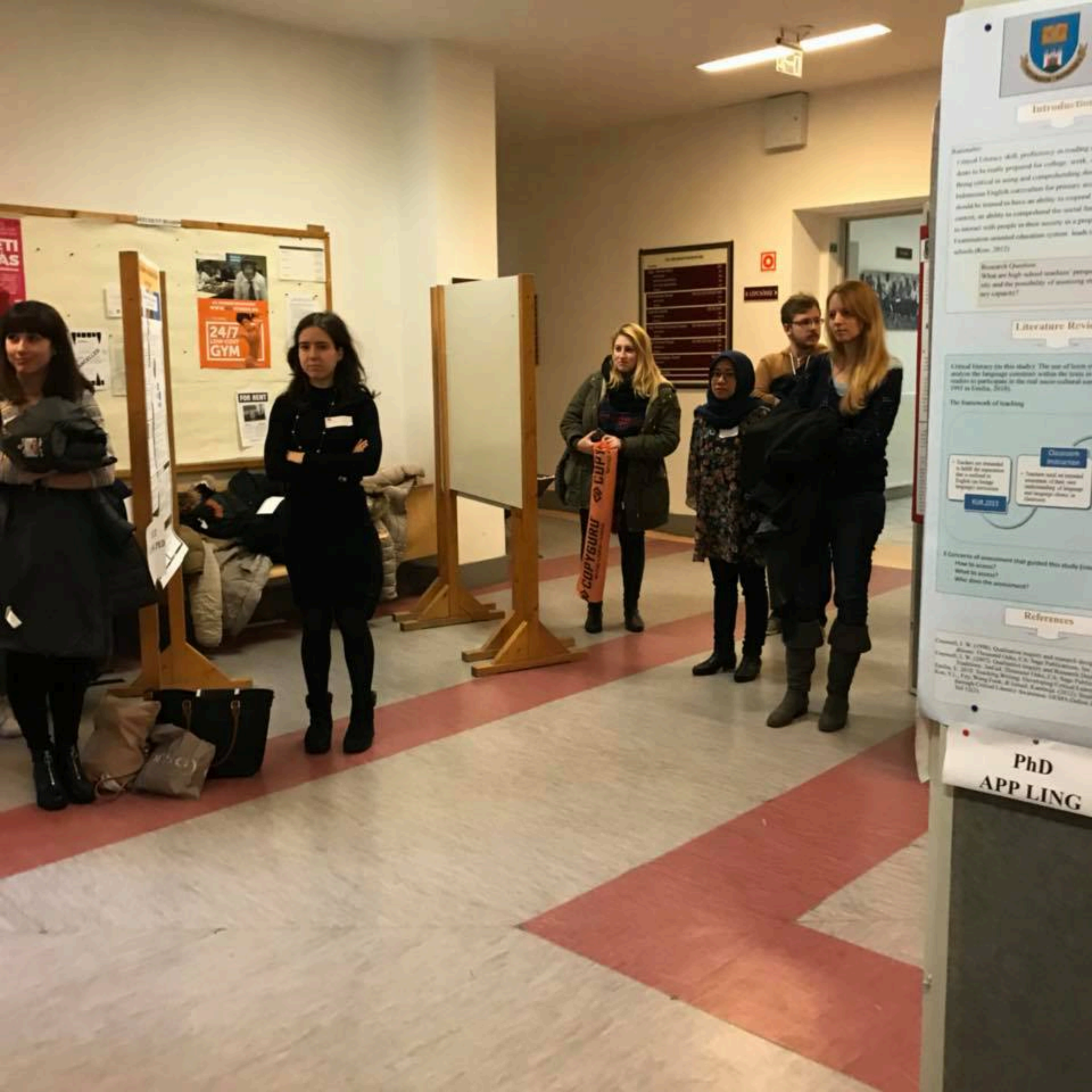




ENGLISH APPLIED LINGUISTICS

FALSE
beginners and unsuccessful learners of English
BY LANGNER

Verbal and visual recall in diverse...
Introduction Findings
Original text & illustrations



Introduction

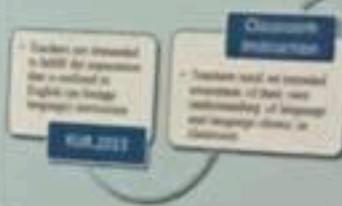
Rationale:
Critical Literacy skills proficiency in reading is
deemed to be really prepared for college work.
Being critical in using and comprehending the
Indonesian English curriculum for primary
school should be viewed to have an ability to interpret
content, an ability to comprehend the social
context, an ability to comprehend the social
to interact with people in their society in a proper
a constructive societal education system leads to
schools (Kusni, 2012)

Research Question:
What are high school teachers' percep-
tions and the possibility of assessing the
very aspects?

Literature Review

A critical literacy for this study: The use of form of
analysis the language construct within the texts to
enable to participate in the real socio-cultural con-
text (Lindita, 2018)

The framework of teaching

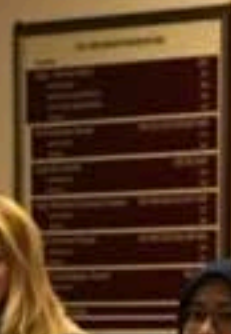


A concern of assessment that guided this study from
How to assess?
What to assess?
What does the assessment?

References

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Albany: Elsevier/FAU, S.A. Sage Publications, Inc.
Creswell, J. W. (2007). *Qualitative inquiry and research design*
Qualitative, Quantitative, Mixed Methods, and Multi-Method
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Gardle, S. (2012). *Teaching Writing: Developing Critical Literacy*
New York, NY: Peter Lang Publishing, 2012. ISBN: 978-3-03910-
101-2.

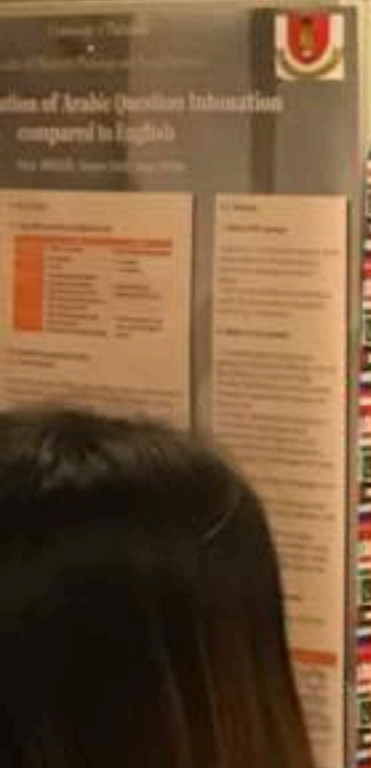
**PhD
APPLING**



DEPARTMENT OF LINGUISTICS

Acquisition of Arabic Question Intonation compared to English

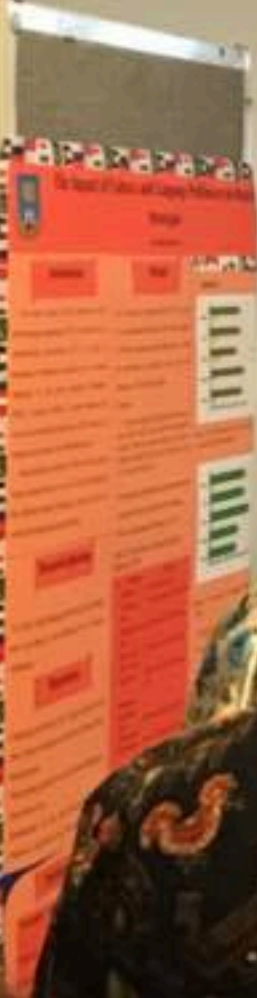
by [Name]



This poster discusses the acquisition of Arabic question intonation compared to English. It includes a table with columns for 'Arabic' and 'English' and rows for 'Intonation', 'Pitch', 'Duration', and 'Rhythm'. The text explains that Arabic questions use a rising intonation pattern, while English questions use a falling intonation pattern.

Phonological Awareness

by [Name]



This poster discusses the concept of phonological awareness, which is the ability to hear and manipulate the sounds in spoken words. It includes a diagram showing the breakdown of the word 'cat' into its constituent sounds: /k/, /æ/, and /t/.



[Name]
[Name]

The Power of Phonology

Ver
University

INTRODUCTION

The focus of the language teaching and learning literature has not received much attention and acknowledgment, but rather was long "regarded as a passive role" or "often that would develop without assistance" (Gada, 2000). However, listening is considered to be one of the most difficult skills. This is because the fluency and immutability of the oral message makes retrospective processing impossible and the transferred information may be corrupted.

Phonological awareness is influenced by individual differences (e.g. age), tempo and rhythm of the speech message and the level of development of phonemic awareness. Phonemic awareness is the ability to hear and manipulate the sounds in spoken words and to understand that spoken words and syllables are made up of sequences of speech sounds (Hall, 2002).

Understanding the importance and necessity of this factor, the following question arises: "If phonemic awareness is purposefully developed, then it will have a positive impact on listening comprehension and affect the depth and effectiveness of perception of the foreign language speech sounds?"

It has been noted in a (2004) that the integration of musical and phonemic awareness. They state that music can make an impact on foreign language training, because people who study music often extrinsically receive subconsciously, focusing on the general rhythm and the main sounds. This ability is vital for correct listening comprehension (Jumari, 2013).

METHODS AND MATERIAL

The purpose of this statement an experiment was carried out with a group of 12 students (5 girls and 7 boys) in the 8th and 9th grades learning German as the foreign language in high school No. 17 (Suva, Petrusawada).

Choosing the participants' phonemic awareness by a self-created individual test consisting of 4 tasks, with a total attainable score of 18 points:

1. They will hear 12 real and pseudo-words (e.g. [k] [k] [k] [k]).
2. They will hear 12 real and pseudo-words (e.g. [k] [k] [k] [k]).
3. They will hear 12 real and pseudo-words (e.g. [k] [k] [k] [k]).
4. They will hear 12 real and pseudo-words (e.g. [k] [k] [k] [k]).

The results were counted and the following information was obtained:

Group	Score
1st grade	10
2nd grade	12
3rd grade	14

Phonological awareness is a key factor in the acquisition of a second language. It is the ability to hear and manipulate the sounds in spoken words. This ability is vital for correct listening comprehension. The purpose of this statement an experiment was carried out with a group of 12 students (5 girls and 7 boys) in the 8th and 9th grades learning German as the foreign language in high school No. 17 (Suva, Petrusawada). Choosing the participants' phonemic awareness by a self-created individual test consisting of 4 tasks, with a total attainable score of 18 points: 1. They will hear 12 real and pseudo-words (e.g. [k] [k] [k] [k]). 2. They will hear 12 real and pseudo-words (e.g. [k] [k] [k] [k]). 3. They will hear 12 real and pseudo-words (e.g. [k] [k] [k] [k]). 4. They will hear 12 real and pseudo-words (e.g. [k] [k] [k] [k]). The results were counted and the following information was obtained: Group Score 1st grade 10 2nd grade 12 3rd grade 14 Phonological awareness is a key factor in the acquisition of a second language. It is the ability to hear and manipulate the sounds in spoken words. This ability is vital for correct listening comprehension. The purpose of this statement an experiment was carried out with a group of 12 students (5 girls and 7 boys) in the 8th and 9th grades learning German as the foreign language in high school No. 17 (Suva, Petrusawada). Choosing the participants' phonemic awareness by a self-created individual test consisting of 4 tasks, with a total attainable score of 18 points: 1. They will hear 12 real and pseudo-words (e.g. [k] [k] [k] [k]). 2. They will hear 12 real and pseudo-words (e.g. [k] [k] [k] [k]). 3. They will hear 12 real and pseudo-words (e.g. [k] [k] [k] [k]). 4. They will hear 12 real and pseudo-words (e.g. [k] [k] [k] [k]). The results were counted and the following information was obtained: Group Score 1st grade 10 2nd grade 12 3rd grade 14