UniDeb Faculty of Humanities Student Researcher Conference at IEAS 2024

English Linguistics and English Language Pedagogy section

03 May 2024, 9:00-13:00

UD main building, library reading room 101

PROGRAMME

9:00 – ENGLISH LANGUAGE PEDAGOGY

Committee: Dr. Attila Cserép, Dr. Erzsébet Balogh, Dr. Péter Szűcs

- **Beáta Oksz - ADHD in Foreign Language Learning** (supervisor: Gabriella Hegedűs)
  In recent years, the field of learning difficulties, including ADHD, has been getting more attention parallel to the growing number of students facing some sort of issue related to learning. In this study, ADHD is examined in the context of foreign language learning while differentiating between its types and examining the occurrence of its main symptoms, inattention and hyperactivity/impulsivity in the classroom. This study employs a literature review to identify the current state of research on ADHD and aims to call attention to gaps related to the research on the effect of ADHD on second language learning. A variety of strategies and classroom modifications need to be taken into account to help and guarantee successful second language acquisition for students struggling with ADHD. Additional research can shed light on further issues and solutions in second language learning such as skills and fluency development, grammar and vocabulary.

- **Klaudia Urrné Bökönyi: Navigating second language anxiety** (supervisor: Dr. Fruzsina Szabó)
  Language anxiety plays a significant role in influencing language acquisition. As a future educator myself, understanding the root causes of anxiety is essential to effectively identify and address issues that arise among students allowing them to implement strategies that

facilitate successful language learning. By understanding the underlying factors contributing to second language anxiety, teachers can tailor their teaching approaches and methods to create a supportive learning environment in which students can flourish and overcome challenges. Hence, in my research, I attempted to gain further knowledge on second language anxiety, focusing on Hungarian students, because in the Hungarian context it is not as acknowledged as it should be. Being an anxious student myself, I sought to get answers and possible solutions from students themselves with the help of semi-structured interviews.

All in all, through my research, I aim to raise awareness about the impacts of language anxiety on language acquisition and provide valuable insights that can aid educators in better supporting their students in the language learning process.

- **Rebeka Karajos – Practices in self- and peer assessment: A case study of first-year English major students at the University of Debrecen** (supervisor: Dr. Ildikó Csépes)
  This study explores the use of self- and peer assessment among first-year English major students at the University of Debrecen. Previous literature on formative assessment methods has revealed that mastering self- and peer assessment is a key factor in developing learner autonomy, which is an essential skill for addressing the evolving technological and social challenges of the 21st century. Within the Hungarian context, little is known about the practices in the use of these methods. The findings of the present study, involving 87 respondents, uncovered some potential challenges within the context under investigation, such as students' difficulty in accurately assessing themselves and their peers, as well as the issue that self-assessments tend to highlight weaknesses more than strengths, contrasted with peer assessments. These insights might contribute to a deeper understanding of assessment dynamics in Hungarian education and prompt further exploration across varied educational settings.

- **Zsófia Dörgő: Motivation and motivational strategies (supervisor: Dr. Fruzsina Szabó)**
  Motivation is a key factor in the language learning process. It is a difficult term to define, and many have researched it in their respective fields of study, which resulted in several theories about motivation. For the language classroom, motivational frameworks and strategies have been around since the 1990s. Zoltán Dörnyei, Williams and Burden have all worked with motivational frameworks, the former creating three categories of learner level, language level and learning situation level. The latter two, divided motivation into external and internal motivation. Dörnyei then created a framework based on the process-oriented approach, which introduced the aspect of time. Based on this framework, he organized motivational strategies into four categories: creating basic motivational conditions, generating initial motivation, maintaining, and protecting motivation, and encouraging positive retrospective evaluation. Within these categories, he provides basic advice to teachers on how to handle the issue of motivation within the classroom, some of which I will illustrate with examples.

BREAK

11:00 – ENGLISH LINGUISTICS

Committee: Andrea Szávó, Dr. Péter Pelyvás, Dr. Péter Szűcs

- **Arina Konstantinova – Determiner and coordinated noun agreement in Russian** (supervisor: Dr. Péter Szűcs)
  Russian is a morphosyntactically rich language in which agreement involves features for number, gender, and case. Therefore, the issue of agreement in the Russian language is quite complex. In my research, I focused on the topic of determiner agreement with conjoined singular nouns. Either a plural determiner or a singular determiner, which is applicable to both nouns, can be used. According to the literature on this topic, the choice of the number of determiners depends on the semantic type of nouns. A plural determiner is more preferable with animate nouns; a singular determiner is more acceptable with inanimate and abstract nouns. Quantitative research was conducted to find out what number of determiners native speakers prefer with the above mentioned semantic types. My presentation includes a literature review, research methodology and its results, and a prospective list of directions for future research.

- **Farah Kassem – A pragmatic analysis of compliment responses in Syrian Arabic** (supervisors: Dr. Enikő Tóth & Dr. Christina Hodeib)
  The aim of this study is to investigate how power relations might affect compliment responses among speakers of Syrian Arabic. The current study collected a sample of 768 compliment responses using a discourse completion task (DCT) based on a modified version of a DCT by Lorenzo-Dus (2001) and was distributed online among 64 speakers of Syrian Arabic. The responses were categorized by applying Nelson et al. (1996) classification scheme and analyzed using Brown and Levinson's (1987) model of politeness, Leech's (1983) Politeness Principle, and Pomerantz's (1978) Principles as frameworks to discuss the results. The findings of this study showed that the most common strategy is acceptance, this strategy was mostly popular when the compliment was offered by someone in a higher power position. Mitigations, on the other hand, were used the most when the complimenter was in a lower power position, while rejections were mainly common with equals. The study also highlights some culturally specific strategies, for example, offering the complimented object to the complimenter, tendencies to use humorous praise upgrades, and the evil eye effect when it comes to compliments.

- **Ramina Mukusheva – Lacunae in English and how non-native speakers fill them** (supervisor: Dr. Erzsébet Balogh)
  This study delves into a fascinating concept in language: lacunae, or missing words that a language could potentially develop. While linguistics traditionally focuses on the vast world of existing vocabulary, these potential words represent intriguing holes within a language's system. Imagine a language as a vast network of interconnected words and concepts. Lexical lacunae are like gaps in this network, where a concept exists but lacks a specific term to

express it. The research explores the origins of this phenomenon, tracing how the definition of lexical gaps has evolved. It delves into how these gaps can be categorized, revealing patterns in the types of concepts that lack specific words across languages. Through a questionnaire, I will analyze the strategies employed by speakers from various backgrounds, including Russian, Hungarian, Italian, Spanish, Vietnamese, and Chinese. Ultimately, I would like to answer key questions about how a person's native language influences the strategies they use to fill these lexical gaps.