

LINGUA-Final Report Summary

May 30, 2007

3.1 - Outcomes and results

The original set of goals with the project were the following: 1) to create a state of the art, multimedial language-learning package of Hungarian on two levels, beginner and intermediate; 2) to try out and test these learning/teaching materials; 3) to disseminate and popularize the educational product.

See below the itemized outcomes according to the mentioned three goal-elements.

1) By April 2007 all the components of the planned MULTIHUN learning/teaching package have been published under the collective title: *Hungarian Step By Step*:

- coursebook for beginners (Péter Durst)
- coursebook for intermediate learners (Péter Durst)
- audio materials for the beginners' coursebook (Péter Durst and Nóra Péter)
- audio materials for the intermediate coursebook (Péter Durst and Nóra Péter)
- video (DVD) materials for the beginners' coursebook (Péter Durst and Nóra Péter)
- video (DVD) materials for the intermediate coursebook (Péter Durst and Nóra Péter)
- computerized exercises accompanying the beginners' coursebook (CD-ROM) (Péter Durst and Nóra Péter)
- computerized exercises accompanying the intermediate coursebook (CD-ROM) (Péter Durst and Nóra Péter)
- a comprehensive grammar of Hungarian for teachers and learners of Hungarian as a foreign language (Valéria M. Korchmáros)
- a comprehensive grammar of Hungarian for teachers and learners of Hungarian as a foreign language (Valéria M. Korchmáros) – English translation
- a comprehensive grammar of Hungarian for teachers and learners of Hungarian as a foreign language (Valéria M. Korchmáros) – German translation
- a comprehensive grammar of Hungarian for teachers and learners of Hungarian as a foreign language (Valéria M. Korchmáros) – Finnish translation
- a comprehensive grammar of Hungarian for teachers and learners of Hungarian as a foreign language (Valéria M. Korchmáros) – Italian translation

2) Extensive testing of the materials: a/ regular year-long courses of Hungarian as a Foreign Language, University of Szeged; b/ two summer universities of Hungarian Studies, Szeged (2005, 2006); c/ several foreign universities.

A scholarly conference on discussing the merits and possible shortages of our product.

3) Important elements of dissemination: a/ The "Teaching HFL/Hungarian Culture" international conference organized by our department in December 2006; b/ the package has been on sale via a major Hungarian book trading company (Libri Trade); c/ copies have been distributed worldwide by the Bálint Balassi Institute of Budapest.

3.2 - Project achievements

Before everything else we can claim that the project has been fully realized, although goals 2 and 3 are still in progress. In the followings we are detailing the realization and the results of the mentioned three goal-elements.

The thirteen components of the MULTIHUN language learning/teaching package have been published in an uniform design and format and now can be purchased in set or one by one. The beginners' coursebook which was the first publication two years ago has already been a success, during this period we had two reprints.

Over the years we had extensive testing of the materials and we also had a scholarly conference on discussing the merits and possible shortages of our product. The package has been tried out in our regular year-long courses of Hungarian as a foreign language (hereafter HFL) offered to international students of the University of Szeged; in two summer universities of Hungarian Studies held in Szeged (2005, 2006); and the coursebooks have already been in use at several foreign universities, primarily at our partners in the project (Hamburg, Turku, Verona), but also at other places where Hungarian lektors work representing the Balassi Bálint Institute (a gestor agency of HFL sponsored by the Hungarian State).

The "Teaching HFL/Hungarian Culture" international conference organized by our department in December 2006 greatly helped in making our product known among Hungarian and foreign experts of HFL. There were over 50 participants at the conference, representing a number of countries (England, Germany, Finland, France, Italy, Serbia, Slovakia).

The package has been on sale via a major Hungarian book trading company (Libri Trade) and there has been such a great demand for the first coursebook that over the last two years we have had to order two additional impressions.

The package has also been distributed to Hungarian Departments at non-Hungarian universities by the Bálint Balassi Institute of Budapest.

To sum up: the targets of the project have been fully achieved. 1) We have produced the entire multimedial learning/teaching kit of MULTIHUN, under the general title: "Hungarian Step by Step". 2) We have tried out and tested the materials in various format and among various circumstances. In addition, we have discussed the merits of the product in the framework of a scholarly conference. 3) We have started the dissemination of the product. The coursebooks and the audiovisual materials have already been sold in an unexpectedly great number. Presently we are promoting the grammar books (published in Hungarian, English, Finnish, German and Italian) among teachers of HFL in Hungary and abroad.

3.2(b) - What was the added value of the project?

As we have stated in our original application, at that time no state-of-the-art multimedial language learning/teaching kit was available for learners and teachers of Hungarian as a foreign language. HFL materials were mostly outdated and were built mostly on traditional teaching methodologies. The added value of our project is that we have managed to create the projected, up to date language toolkit, thus providing foreign learners of Hungarian with a new and user-friendly material.

The production and the dissemination of MULTIHUN have also resulted in new scholarly contacts between us, the coordinating department and many academic and commercial units where HFL is practised.

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3.2(c) - What was the overall contribution of the transnational work? Please comment on the value of transnational activities to the achievements of your project objectives at national and transnational level. Include any unanticipated benefits.

The transnational work has proved to be indispensable. To be precise: without our international cooperating partners we would not have been able to realise our goals. Cooperating colleagues from three foreign universities where HFL is taught acted as reviewers of the coursebooks as well as the grammar book; they were also taking part in the testing of the teaching materials.

Furthermore: the cooperating partners were instrumental in realising the translations of the grammar book into German, Finnish and Italian. Because we had no partner from an English speaking country, the English translation and its proofing was accomplished in Szeged.

The transnational cooperation was all the time very smooth. We regularly met our partners both in Szeged and at their university base. Beyond this, we had a continuous and productive email connection which also helped transferring the reviewed textual materials across borders.

3.2.(d) - How will the project partnership and project network or activities/results be sustained beyond the Community grant?

We are determined to continue the cooperation with our partners. With two of them we already have Erasmus links (teacher and student exchange). We offer compressed courses to each other and our students regularly engage in Erasmus exchanges. The University of Szeged continues to organize the Summer Universities of Hungarian Studies where already several students from our partner institutions have taken part.

One should not forget about the fact that MULTIHUN – according to the present LINGUA project – at the moment exists only on beginner and intermediate level. We plan to develop an advanced coursebook and corresponding audiovisual materials, too. In this work we also plan to rely on the assistance of our partners.