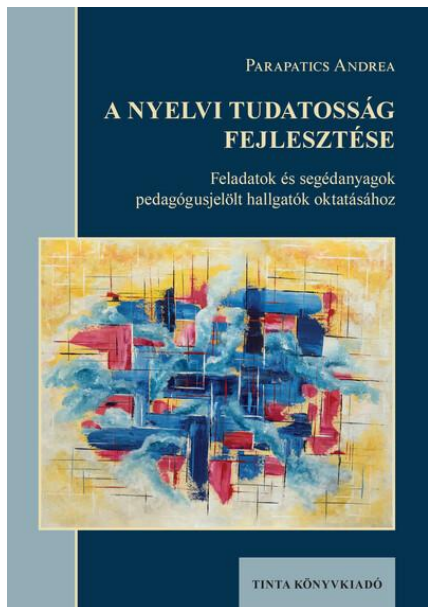


Parapatics, Andrea. *A nyelvi tudatosság fejlesztése. Feladatok és segédanyagok pedagógusjelölt hallgatók oktatásához*. [Developing language awareness. Tasks and supporting materials for teaching student teachers]. Budapest: Tinta Könyvkiadó, 2025. 98 pp.

Reviewed by Tünde Szendi¹, Constantine the Philosopher University Nitra



The author, Andrea Parapatics, is a linguist, associate professor, and director of the Department of Applied Linguistics at the Faculty of Humanities at the University of Pannonia, Veszprém. She is the founding editor of the journal *Anyanyelv-pedagógia* [First Language Pedagogy] and a member of the editorial board of the journals *Alkalmazott Nyelvtudomány* [Applied Linguistics] and *Hungarian Cultural Studies*. Her research focuses on sociolinguistics, specifically attitudes to and awareness of the diversity of the Hungarian language and their implications for first language education in Hungary. In addition to ten years of experience in public education, she also has fifteen years of experience in higher education, during which she has taught courses in sociolinguistics and dialectology to Hungarian and international students at the bachelor's, master's, teacher training, and doctoral levels.

Like many of her previous works, this volume provides practical assistance to student teachers and practicing teachers, enabling them to develop their students' language awareness in an enjoyable way, encouraging (self-)reflection. Based on the author's pedagogical experience, her work is useful not only for teachers of Hungarian as a first language, but also for teachers of Hungarian as a foreign language, foreign language teachers, kindergarten teachers, schoolteachers, university instructors, class teachers, communication professionals, and interested lay readers. The 98-page book draws on national and international research findings to argue that a lack of explicit knowledge and self-reflection often leads to

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misunderstandings in our everyday communication, and that developing these skills can therefore be beneficial for everyone.

The author's basic assumption is that everyday speakers often have low linguistic awareness, even if they have studied language at school for many years. Hungarian language and literature teaching in schools is generally prescriptive and norm-centered: it focuses on the rules of language use and the "correct" norm. However, this rarely leads to an ability to consciously reflect on one's own language use—that is, people do not consider why they use language in a certain way or what alternatives are possible. Language use—including dialects and social and regional varieties—is a real phenomenon that is not characterized by errors or "distortions," but rather by linguistic variation and diversity, which requires conscious acceptance and reflection. According to Parapatics, it is important that teacher candidates are given the tools to recognize and consciously deal with this during their studies. Linguistic awareness is not merely a matter of form and grammar: it also includes pragmatic awareness, awareness of the context of language use, and consideration of the social and cultural background—thus, language is also a matter of social identity, communication, and linguistic ethics. Accordingly, the aim of the volume is to encourage students (and future teachers) to actively work on their linguistic awareness and to strive to view language not as a static set of rules, but as a living, changing phenomenon with social and personal meaning—and to educate teacher candidates to do the same.

The book consists of five chapters: *Mindennapi kommunikáció* [Everyday communication] (pp. 12–21), *Területi és társadalmi sokszínűség* [Regional and social diversity] (pp. 22–34), *Tantermi kommunikáció* [Classroom communication] (pp. 35–37), *Feladatgyűjtemény a pedagógusi munkához* [Activities and tasks for teachers] (pp. 38–65), *Anyanyelvi ismeretterjesztés gyerekeknek és felnőtteknek* [First language education of children and adults] (pp. 66–92), and a very rich list of further reading and reference literature (pp. 93–97).

The first four chapters contain new and previously published exercises and teaching ideas aimed at developing (first) language diversity and language and dialect awareness, using a variety of work forms and methods, related to numerous topics in the first language and even topics in other subjects, for members of various age groups. The fifth chapter contains 22 informative articles and a story teaching linguistic tolerance, which have appeared in various non-academic journals, magazines, and newspapers in recent years, catering for the needs of adults without a degree in linguistics and elementary school students. According to the author's recommendation, these can also be used as examples of practicing this type of writing and can even serve as a basis for classroom or homework assignments in the future work of readers of the publication.

In the first chapter, we find tasks that start from everyday communication situations, build on everyday experiences, and focus on question-and-answer, greetings, sentences beginning with "*hát*" [well], everyday idioms, digital language use, ChatGPT, and machine translation. During the varied tasks, users must observe their own language use and that of their environment.

The second chapter is related to sociolinguistic and dialectological approaches to language teaching. From the tasks related to dialects, we can learn about dialectal phenomena with the help of literary works and folk songs, and we are encouraged to observe our own language use, discover

our dialectal background, engage in (self-)reflection, and spread knowledge about dialects. We get a taste of bilingualism and multilingualism through interview excerpts, and we find guidance for gathering our own interview experiences. This section also covers age-related variations, gender stereotypes, the language of professions, hobbies, and slang—a topic in which the author herself is an expert. In addition, the exercises present a wide variety of everyday situations, and the locations of observation are also diverse (university, café, library, familiar high school, etc.).

The third, shorter chapter contains three tasks. The first one aims to develop students' teaching communication skills by observing the microteaching of a classmate and then their own microteaching based on certain criteria (e.g., fluency, slang/colloquialisms), practicing their reflection and self-reflection skills. The second task helps students practice formulating oral and written instructions, among other things, by using a checklist containing various criteria, while the third task aims to develop communication with parents.

In the fourth chapter, we find specific teaching ideas for various topics related to the first language and language awareness in the context of regional linguistic diversity. The first two tasks deal with raising awareness of spelling errors originating from dialects, such as the marking of duration or voicing and devoicing, while the others promote the learning of regional words through memory games, cluster diagrams, vocabulary-building board games, menu planning, and poster or infographic creation. These tasks are also based on the use of dialect and regional dictionaries for the purpose of learning words. Awareness of stereotypes related to dialects is promoted through a task based on watching entertaining and educational videos found on social media and creating your own video with similar content, which can indirectly develop students' linguistic tolerance, sociolinguistic perspective, and, in some cases, linguistic self-awareness. The chapter also includes tasks that develop other important areas such as rhetorical skills and debate culture, and introduces methods such as the project method, which promotes independence or the portfolio method, which this time is used to develop a positive attitude towards dialects. Colorful, varied text processing methods serve to reinforce in students that their stereotypes about dialects are wrong.

The fifth chapter contains informative texts that are interesting in themselves, even without exercises, but most of them refer to one or another of the exercises in the first four chapters or required reading. The texts, which are easy to understand, enjoyable, humorous, and at the same time demonstrate knowledge, sensitivity, and empathy for the subject, deal with topics such as the colorful variations of our native language, the behavior of calques, everyday personifications and metaphors, linguistic value judgments, constant linguistic change, slang, the history and etymology of words, the history of language, machine translation, linguistic superstitions, and our uncertainty about the use of some conjunctions. The articles not only provide answers to questions that arise in relation to a given topic but also allow us to see the phenomenon in question in context. We appreciate that they not only respond to but also offer reassuring answers to widespread and often harmful beliefs, such as how we "should" respond to praise: "[...] *a dicséret elfogadása nem feltétlenül jelent szerénységet, hiszen az egyetértés valójában a társalgást könnyíti meg. Ha pedig attól érezzük jobban magunkat, hogy elutasítjuk a bókot, vagy legalább csökkentjük az értékét, azt is megtehetjük, hiszen ez a magyarok egy közismert stratégiája.*" [...] accepting praise does not necessarily mean immodesty, as agreement actually facilitates conversation. And if we

feel better rejecting the compliment, or at least diminishing its value, we can do so, as this is a well-known strategy among Hungarians.] (p. 90) (Translation by the author.)

Andrea Parapatics' book—although not very long and intended as a teaching aid—is an important reminder that the Hungarian language and its use are not just a matter of norms or grammar, but a living social, regional, identity-related, and pedagogical reality. Developing linguistic awareness—especially among student teachers—is not a luxury but a necessity. The spread of this approach can contribute to the renewal of Hungarian language education, making it more inclusive, diverse, and identity-conscious. At the same time, it provides an important basis for future research: for linking dialectology and sociolinguistics, pedagogy and educational theory, and identity and cultural studies.