
ABSTRACTS

SCHMIDT, KATALIN ÁGNES: Literary Texts in Language Education: Expectations, Prejudices and a Crucial Shift in Perception

Whether literary works ought to have a place in language learning was treated as a fundamental question in the major trends of language education of the past, and even in today's modern approaches it remains a central aspect, which all learners and educators have to face. As evidenced by the existence of numerous theoretical publications and practical resources, as well as the expectations expressed by official language education documents, the issue is unsolved and unavoidable even in the 21st century. In this essay, by examining key publications and documents, I point out prevailing attitudes that continue to hinder the purposeful and successful use of literary texts. In addition, I propose a fundamental shift of perception that no longer sees the reading of works in the target language as a distant goal only available beyond a certain level of language proficiency, but begins to treat literary texts as integral tools of the whole language learning process.

Keywords: *language education, literary texts, methodology*

DOMBI, JUDIT – SIPOS, NORBERT – VÖRÖS, ZOLTÁN: Digital tools of the changing learning environment - Student experiences at the University of Pécs

In this study, we seek to answer what technical or digital device-related problems the students of the University of Pécs encountered during the digital education of 2020-2021. The study provides a statistical and content analysis of data collected in a comprehensive, large-scale (N=2999) survey, and investigates what digital devices were available for students, and in their opinion, what is the most suitable device to rely on in digital learning. In a broader sense, we are also looking for the answer to which digital tools the students can or want to rely on during face-to-face education.

According to the answers, the technical problems students perceived were insignificant, and were mostly related to old devices or poor Internet connection. A far more significant source of problem for them was instructors' lack of digital competences and modern methodological knowledge.

Based on the results, it can be stated that the most common devices among students are smartphones and laptops, but it also turned out that their devices were sometimes outdated. Another important finding is that although the smartphone is available to almost everyone, it is not considered a suitable tool for participating in digital education. The study ends with useful conclusions and implications for higher educational institutions.

Keywords: *higher education, digital education, COVID-19, digital devices, mobile learning, student opinions*
