

ABSTRACTS

HELTAI, JÁNOS IMRE – JANI-DEMETRIOU, BERNADETT – KEREKESNÉ
LÉVAI, ERIKA – OLEXA, GERGELY: „I was given a bunch of children and I
assumed they weren't capable enough” – Translanguaging Classrooms
in Tiszavasvári

In Hungary, many roma children are brought up by frequently having Romani language practices at home and even when they speak in Hungarian, it is not the same as it is expected at school. Starting Kindergarten and later first grade of elementary school, these children have to (or should) speak according to the language practices linked to Hungarian Standard. Due to this condition they face great difficulties at school.

Our paper introduces a project that is determined by the statements of the critical sociolinguistic approach. It focuses on building the children's home

language practices – e.g. the availability of Romani utterances – into the teaching process and by this, it motivates children and ameliorates their educational achievements.

The project is named as 'The Pedagogy of Translingual Communication' and it is carried out in an elementary school in Tiszavasvári, Hungary. The project is based on a multi-sited ethnolinguistic fieldwork that is conducted in the community living in this town in North-Eastern-Hungary. They define themselves as Vlax Roma and use both Hungarian and Romani language resources when speaking.

Keywords: *language resources, translanguaging, language pedagogy, school success, Roma, Romani*

JUHÁSZ, VALÉRIA – RADICS, MÁRTA: Finger gnosis in arithmetic development at preschool and early school years – Practices to develop finger perception and finger gnosis

In this recent study we present finger perception and finger gnostic related elemental arithmetic practices that develop numeracy in a combined and playful way with children in the preschool and early school years. According to research, if the finger practices are taught playfully together with several representations, it can increase more significantly the development of numeracy skills than if any other aspect is used on its own (Jay–Betenson 2017). A combination of

activities helps the students connect the different number representations. In the first part of the study those factors and findings are shown that were used and mean the basis for creating the practices. As the skill areas and cognitive components to be used in the practices and their development is rather diversified, the main emphasis was put on the description of the finger gnostic research, while at the same time we did our best to keep the most necessary other components as well.

Keywords: *finger gnosis, arithmetic development, basic math skills*
