

# Language Development Study with a Thematic Approach, Using Corpus Linguistics Tools Study on the Word *család* (family)

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## *Abstract*

The article analyzes the language development of students learning Hungarian as a foreign language, between the beginners' level and the B2 level, on a thematic basis using corpus linguistic tools. The language development analysis examines the individual development of the learners focusing on two topics: the family and human relations. It studies the subject's essential basic vocabulary and its use in two language corpora: the *MagyarOK open pedagogical corpus*, and the *KorSzak learner corpus* containing students' language products. The study aims to investigate the most frequent words of the topic, to explore the context of the words, the patterns of their use, and the similarities and differences between patterns and language levels based on the data of the different corpora. The general goal is to analyze the specificities of individual language development in a thematic approach and to integrate the results into teaching and methodological practice.

## *Keywords*

corpus linguistics; Hungarian as a foreign language; language development; learner corpus; thematic approach

## 1. Introduction

Hungarian has been taught to foreign students for several decades at the International Studies Center of the University of Pécs Medical School. One of the most important programs in our educational portfolio is the Hungarian



Language Program. Written and oral samples gathered and recorded from preparatory program students provide the opportunity to collect research material and build a learner corpus. The building of this corpus began in February 2020, and the project is currently a work in process. Thus, through the point of view and examining strategies of corpus linguistics, one can monitor and analyze the students' language development during the two-semester learning process from the complete beginner level to the B2 level. This study aims to show how to observe and examine language development in the students' written Hungarian language products with corpus linguistic tools. The example is the representation of the family because introducing and describing our family, the members of that, and our closest relationships has specific significance in the education, learning, and use of a given language.

## 2. Language development study

In general, pedagogy always deals with the changes that take place in individuals, i.e., through their development, so it is of fundamental importance that we can conclude these processes from data collected using authentic methods. One can only describe the individual process through studies that continuously follow the changes of the given person (Csapó 2007). Several terms are commonly used as synonyms to name development studies. «Follow-up study» refers to the data collection method: monitoring of the development over time. This method is also called «longitudinal», especially if we want to compare it with the other development study, the cross-sectional method, or to distinguish it from this technique. The procedure of some social sciences, in particular economics and econometrics, for collecting data from individuals on successive occasions is called «panel study».

Longitudinal studies provide the opportunity to achieve results that are not replaceable by any other means. The development of specific individuals cannot be described through more reliable data.

The follow-up of students can draw attention to many significant correlations of development. This knowledge is also necessary for the development of the educational system. Longitudinal studies are being conducted more

frequently, as only such data can provide a sufficient basis for assessing the educational process. Therefore, there is no doubt on which direction the practice of evaluation will continue in the upcoming years. To establish the basis for further changes, it is of great necessity to carry out studies with scientific sophistication.

Since the Hungarian Language Program takes students from beginner to B2 level in a specific time, particularly over one university year (two semesters), it is therefore worth following and documenting this intensive language development based on the language products of the students.

### 3. Hungarian Language Program at the International Studies Center of the University of Pécs Medical School

University language preparatory programs are a particular area of language education where the language learner must acquire the general and academic language within a defined time (one school year, two semesters, i.e., 30 weeks) from beginner level with the specific aim of making the student able to continue university studies in the target language, among native speakers (students and teachers) (for more information, see Erdősi 2021). The groups are linguistically, ethnically, and culturally heterogeneous, and students choose Hungary for different reasons. But the main aim is common: everyone must reach a specific language level and acquire the language skills necessary for studying in the Hungarian higher education system, and they have to be able to complete their studies and gain a diploma. Of course, particular goals and circumstances require a specific program and methodology.

The backbone of the curriculum of the preparatory program is provided by the *MagyarOK* textbook series, whose approach, objectives, and principles are also parallel with the goals of the university's language program. These basic principles were developed by Szilvia Szita and Katalin Pelcz, and they can also be read in the introduction of the textbook series (Szita, Pelcz 2013, 2014, 2016, 2019). During the learning process, we use the target language in all phases of its acquisition in the same way as any other language: to acquire and pass on new information and to communicate meaningfully and effectively with others.

The Hungarian Language Program has a two-stage program with 800 contact hours. In the first semester, the goal is to reach the B1 level from the complete beginner language level with 6 hours of study per day. In the first semester, the most important thing is to build general language skills, pronunciation, and academic learning techniques. In the second semester, students reach the B2 level through 4 hours of language acquisition a day and begin their professional language studies in one of the three specializations (humanities, medicine, or engineering) in 12 hours a week. At the end of the second semester, an accredited ECL B2 language exam takes place.

Firstly, a central element of education is to teach students how to learn by making our working method natural. During the classes, we build on flipped classroom methods (for details, see Chilingaryan, Zvereva 2017), which, in our case, primarily means that students are asked to prepare the material for the given class at home in advance. For the course material, we make the syllabus available to the students beforehand in the form of a PowerPoint presentation. This approach has remained an important part, and, in fact, it has gained particular importance in our online methodology (Pelcz 2020, 124-126).

After this preparatory year, the students have to speak Hungarian among native classmates. It is therefore particularly justified in this case that the preparatory program follows the method of model-based language education developed by Szilvia Szita and Katalin Pelcz. Students must develop the skill of processing information independently, passing it on, and communicating meaningfully. During language acquisition, the goal for the student is to become a competent language user capable of participating in communication processes as an equal partner with a native speaker. The starting point of the method is that adequate language skills can only be gained through the use of the language. Model-based language education in every phase of learning provides the student with a pattern, a model, which draws from the language use of the native speaker. The model-based language education method

interprets textbook texts, the expressions of the language teacher and native speakers as language patterns (models) that help the student to achieve this goal. It checks every element of the curriculum, and the written and audio texts that appear during teaching to see if it meets the expectations of serving as a model. (Szita, Pelcz 2017, 262-263)

Following the models during effective learning makes it possible to achieve a high level of language skills. (For more on the topic, see the first and second parts of the interview on methodology on the *Pont HU* website, conducted with Szilvia Szita and Katalin Pelcz «*MagyarOK: A1-től B2-ig*». Part 1 and Part 2). In the case of a university language preparatory program, the chief goal of the students is no less than getting ready for the next academic year because they will continue their studies in Hungarian with native classmates, they will need to understand Hungarian lectures and textbooks and pass Hungarian written and oral exams.

#### 4. The development of writing skills and the importance of text generating tasks during language acquisition

During their studies, written homework are given to students each day so they can return to a specific topic once more, express their thoughts, and improve their writing skills. However, the central question is which type of texts are primarily necessary to be written and what genres and text characteristics we need to know to create a good and natural text in everyday life or in the case of special needs such as in the case of a language learner preparing for university studies. According to Michael McCarthy (1999, 148-149), it is still difficult to assess exactly what types of written texts are the most useful in language education. In terms of writing, different types of letters will always be useful, but in addition, syllabi and exams often involve writing essays or compositions, be it narrative, descriptive, or argumentative texts, thus generating the greatest challenge for teachers to create an interesting and authentic writing task for the students. McCarthy questions how the results of discourse analysis can help students to develop such writing skills. He also draws attention to the fact that discourse analysis is not a language teaching method, nor does it want to be it. However, language teaching methods can be reconsidered and supplemented in light of the lessons learned from discourse analysis regarding the relationships between language forms, contexts, and language users. It is relevant to mention that discourse research is not only the field of applied linguistics study but can provide significant help and contribution to the preparation and application of teaching materials, as well as to the practical field of

classroom activities (ivi, 170-171). We also know that written text-generating tasks are not always related to natural life situations for the language learner. And the reverse is also true: we have to find a way to accurately know and be able to teach the operation and rules of each less natural (but still necessary for a language exam) text type and context. Textual and discourse analysis studies can significantly help to ensure that students acquire actual, practical language skills, can use natural language even in the case of written texts, and that language teachers and language exam test developers use and account for as natural and proper texts as possible both during classes and in language exams (Erdősi 2011, 97-100).

They have to learn the rules of text generation: how sentences are connected grammatically, content-wise, and logically, how we can build a complete text instead of a set of sentences one after the other, how to divide our text into several thematic parts and how to change the topic, how to argue for and against something, what the genre and format requirements are of the different text types (private or official letters, request, invitation, complaint, etc.). Similarly, to the tests, homework also provides excellent feedback for teachers to check problems and mistakes and to see what needs to be discussed and revised.

Teachers collect and archive the homework, so a nice collection of essays is gathered for each student and group, by which one can track the development of individual students, detect typical mistakes, and compare compositions on texts with similar topics recurring at different levels. The building of the learner corpus begin with the collection and archiving of homework (Antal 2021).

##### 5. *KorSzak tanulói korpusz* (*KorSzak* learner corpus) and *MagyarOK nyílt pedagógiai korpusz* (*MagyarOK* open pedagogical corpus).

Work Group for Corpus Linguistics and Didactics (*KorSzak*) and the *KorSzak* learner corpus

The Work Group for Corpus Linguistics and Didactics established in February 2020, intends to link corpus linguistics research results with the didactics of Hungarian as a foreign language (see more in Baumann *et al.* 2020, 32-33). Here, we primarily talk about pedagogical corpora, which

means databases that are created with the students' needs and language level in mind. Since *KorSzak* Work Group aims to develop the methodology of the Hungarian as a Foreign Language (HFL) major, we also want to incorporate the information obtained from the corpora into developing new materials (for a more detailed account on using corpora in pedagogy see O'Keefe, McCarthy, Carter 2007).

The Hungarian as Foreign Language/HFL language learner corpus is an electronic database that consists of two parts: the written text generation of the language learners and the oral utterances of the students. The first part contains the written texts (homework submitted as essays) of students learning Hungarian as a Foreign Language (Baumann *et al.* 2020, 35). Its sub-corpus is a collection containing texts written by students of the Hungarian Language Program. We want to follow the language development of 9 students from the Hungarian Language Program of the International Studies Center from the beginning to the end of their studies, so the collection containing the written works of these students is examined as a separate unit, as a sub-corpus of the learner corpus. As the coordinator of the Hungarian program informed us, 98% of the students successfully got admitted to Hungarian universities. Thus, this study follows the language developments of 9 of these students, who were averagely skillful but assiduously and diligently cooperated with teachers and the teaching methods. They worked hard to struggle with the difficulties of the intensive studying and the target language environment but were not exceptional among the students who passed the program. At the time of writing this essay, this preparatory sub-corpus within the learner corpus has not yet been available on the Sketch Engine interface, so we examined the collection manually.

#### MagyarOK open pedagogical corpus

The *MagyarOK open pedagogical corpus* is created for the *MagyarOK* textbook series, which, in its final state, will consist of at least one and a half million tokens and is constantly expanding since some parts of the materials are still being processed. It is available through the Sketch Engine interface divided into four levels (A1, A2, B1, and B2). The first part of the corpus

contains the texts of the *MagyarOK* textbooks that basically are based on authentic linguistic input. In the second sub-corpus, we find semi-authentic texts by native speakers. The third sub-corpus is currently under development, expected to be available by the end of 2022, and planned to consist of authentic texts of various genres (newspaper articles, blog, and forum posts) and personal texts in the future (Szita 2021). So, the *MagyarOK open pedagogical corpus*, as a whole, contains the curriculum that provides the model for language learners, and with this linguistic input, we compare the students' written compositions.

#### 6. Corpus linguistics study on the word *család* 'family'

We would like to monitor the students' language development by examining the products on a specific topic in detail. My topic to analyze is the presentation and description of the word *család* 'family'. The Common European Framework of Reference for Languages (CEFR) and its addition, the Companion Volume with New Descriptors, describe given language levels and the skills to be expected. The ECL international language exam system, built onto this, also characterizes the requirements of each level. Thus, we can use their detailed and extensive descriptions to define thematically the requirements of each level. One can see, for example, how to get from a simplistic depiction of people to a detailed representation of their relations, or, from a morphological viewpoint, how to get from using the simplest suffixes to knowing all of them and using their sophisticated combinations, or from verbal structures describing elementary statements to more complex ones expressing more complicated functions and case endings of the complement of the verb. By defining these requirements in the topic of family in each language level, one can compare, with the help of the tools of corporal linguistics, the products of students with the language model provided during the learning process and the requirements of the levels.

The *MagyarOK* beginner textbook discusses this topic early, already in the second chapter, in one of the first classes taught, and returns to it several times at higher levels with expanded language tools and vocabulary.

While examining texts on this topic, the most frequent noun that we come across is, of course, the family itself. With corpus linguistic tools, we



can examine the circumstances of the occurrence and statistical data of the word *család*. We can observe what changes occur in the use of the word *család* in the products of language learners from A1 to B2 levels, and for this, we examine the data of the sub-corpus containing the written texts of preparatory students, found in the sub-corpus containing the written texts of the *KorSzak learner corpus*. It is worth comparing the occurrence and statistical data of the word *család* with the data of *MagyarOK open pedagogical corpus*, which collects the data set of the teaching material that serves as the primary model of language learning and provides an opportunity to compare language levels. Corporal linguistic examination of the word *család* gives significant information about its use as well. As Hoey wrote:

As a word is acquired through encounters with it in speech and writing, it becomes cumulatively loaded with the contexts and co-texts in which it is encountered, and our knowledge of it includes the fact that it co-occurs with certain other words in certain kinds of context. (2005, 8)

In *MagyarOK open pedagogical corpus*, it is the 21<sup>st</sup> most frequent noun and the 145<sup>th</sup> most frequent lemma of the entire corpus.

By scanning the data of the preparatory sub-corpus of *KorSzak learner corpus*, selected previously to meet particular criteria (containing one-year written products of 9 preparatory students), we find 91 occurrences of the word *család*. It is important to distinguish and compare the results of different language levels of the same learners because our corpus linguistic analysis is related to a language development study. Examining the environment of the word *család* offers many possibilities. In the following, I will analyze the role of the word *család* in sentences and the verbs occurring in its context.

I have collected all the occurrences of the word *család* from the preparatory sub-corpus of *KorSzak learner corpus* in order to determine in what form, with what suffix, i.e., in what function it occurs in the sentence. Furthermore, I have also examined which verbs occur with which case ending as the complement of the verb in the context of the word *család*. As an example, I will show those sentences where a verb predicate also occurs in the context of the word *család*, i.e., within the same sentence, the examination of nominal predicates will be one of the next steps of the research. There are several options available on the website of Sketch Engine if we would

like to search the corpus. With the help of Word Sketch, one can search linguistic units consisting of several elements. Concordance lines found with Concordancer are a collection of examples regarding the use of a given linguistic element in the corpus. Although the study focuses on the verb connecting with the word *család* and the case ending of the complement of the verb, the entire sentence (or at least the clause) provides a fuller picture from the viewpoint of the development study and the thematic approach. Consequently, I have expanded to present the concordances to the level of the sentence (or at least the whole clause) (on the topic of concordances see Sinclair 2003).

I have also collected all occurrences of the word *család* from the results of the *MagyarOK open pedagogical corpus*, and I present the most frequently occurring examples of sentences containing verb predicates at the given level.

The agglutinative languages have particular problems from the viewpoint of corpus linguistic examination. For example, Brunni *et al.* (2015) analyzed the annotation difficulties of the agglutinative languages and the questions of categorizing errors in the language products of students learning Finnish as a foreign language. In connection with the student corpora of learning Hungarian as a foreign language, an important essay studied the morphology of nouns and definite verb conjugation (see Durst *et al.* 2013). In this essay, I cannot analyze the problems of categorizing errors and the morphological aspects, but these topics will show one of the main directions of my research.

#### Examining the word *család* 'family' at A1 level

In the preparatory sub-corpus of *KorSzak learner corpus*, the word *család* occurs 25 times at the A1 level (see Table 5). The word *család* is seen in all cases with first-person singular possessive, in 13 cases in the subject position, without additional endings (in 1 case, we find the word *család* in the company of a postposition), in 12 cases with *-val/-vel* 'with'. In 1 case, we find the word *család* with the postposition *szerint* 'according to'.

If we observe which verbs occur most often in the context of the word *család* (see Table 1), it can be seen that it appears most often together with the verb *él* (*valahol*) 'live (somewhere)', 5 times altogether. Its other frequent

counterpart is the verb *utazik* 'travel', with 4 occurrences. The verbs *beszél* 'speak', *szeret* 'like/love' and *jár* 'walk' are also found in much limited numbers (2 times), and we also find 1 example for the verbs *van* 'be/have', *tölt* (*időt*) 'spend (time)', *megy* 'go', *néz* 'look', *ünnepel* 'celebrate' and *hiányzik* 'miss'. It is worth mentioning that in 1 case the verb occurs in the structure of auxiliary verb + infinitive.

In the following, all the examples with verbs from the preparatory learner sub-corpus of the students included in the study are presented.

- Szabadidőmben szeretek olvasni, főzni és utazni a **családommal**. / 'In my spare time I like to read, cook and travel **with my family**.'
- Ha van egy kis szabadidőm, általában rajzok vagy festek, és a **családommal** töltöm. / 'If I have some free time, I usually spend it drawing or painting and spending it **with my family**.'
- A **családom** az Egyesült Arab Emírségekben, Dubaiban él. / 'My family lives in Dubai, United Arab Emirates.'
- Én Magyarországon, Pécsen élek, az egész **családom** Törökországban él. / 'I live in Pécs, Hungary, and **my whole family** lives in Turkey.'
- Egy órát töltök az asztalnál, mert szeretek beszélni a **családommal**. / 'I spend an hour at the table because I like to talk **to my family**.'
- A **családom** most Törökországban él. / 'My family lives in Turkey now.'
- A **családom** autóval jár piacra, mert a **családom** Orduban él. / 'My family goes to the market by car because **my family** lives in Ordu.'
- Néha a **családommal** megyek moziba. / 'Sometimes I go to the cinema **with my family**.'
- A **családom** szerint félénk ember vagyok. / 'My family thinks I am a shy person.'
- Ulánbátorban élek **családommal**. / 'I live in Ulaanbaatar **with my family**.'
- **Családommal** autómmal járok, mert ez nagyon gyors és kényelmes. / 'I go **with my family** by car because it is very fast and comfortable.'
- Ha nincs kedvem dolgozni, akkor filmet nézek **családommal**. / 'If I don't feel like working, I watch a movie **with my family**.'
- Minden nyáron háromszor utazom **családommal**. / 'Every summer I travel three times **with my family**.'
- Általában utazik **családommal** Mongóliában. / 'I usually travel **with my family** in Mongolia.'
- Kínában utaztam **családommal**. / 'I traveled in China **with my family**.'
- Tavaly a **családommal** ünnepeltem a születésnapomon. / 'Last year I celebrated my birthday **with my family**.'
- Tavaly Én és a **családom** Svájcban voltunk. / 'Last year Me and **my family** went to Switzerland.'

- Mindennap beszélek **családom**. / ‘Every day I talk **with my family**.’
- Nekem nagyon hiányzik a családom és a barátnőm. / ‘I miss **my family** and my girlfriend very much.’

The word *család* occurs in 41 cases (see Table 5) in the A1 level material of the *MagyarOK* corpus (in the language model provided to students, in the curriculum). In 3 cases, the word *család* appears as the subject, without any ending, in 2 cases only in the plural form, in 1 case with an object suffix, in 1 case with the suffix *-ban/-ben* ‘in’, in 3 cases with the suffix *-val/-vel* ‘with’, in 23 cases together with first-person singular possessive in the texts, out of which 10 times without an additional ending, 2 times with an object suffix, 1 time with the suffix *-ban/-ben* ‘in’, 7 times with the suffix *-val/-vel* ‘with’, 2 times with the suffix *-nak/-nek* ‘for/to’ (once in the dative case, once in the possessive), and 1 time with the suffix *-ról/-ről* ‘about’. In 2 cases with the second-person singular possessive and 1 time with an object suffix, and 1 time with the suffix *-ról/-ről* ‘about’; in 2 cases with the third-person singular possessive, in 2 cases with the third-person singular possessive and 1 time with the suffix *-val/-vel* ‘with’, and 1 time with the dative suffix of *-nak/-nek* ‘for/to’. In 2 cases, we find it with the second person plural possessive.

If we look at the verbs with which we find it most often, we see the following results (see Table 1). It appears most often together with the verb *van* ‘be/have’; we find 7 examples of it. The second most common verb here is also *él* (*valahol*) ‘live (somewhere)’, it occurs 5 times. The next most common verb is *szeret* ‘love/like’, with 3 occurrences. We find 2 examples each for the verbs *meghív* ‘invite’ and *lakik* (*valahol*) ‘live (somewhere)’, with 1 example each for the verbs *ünnepel* ‘celebrate’, *vacsorázik* ‘have dinner’, *mutat* ‘show’, *készít* ‘prepare’, *főz* ‘cook’, *hoz* ‘bring’, *beszélget* ‘talk’, *lát* ‘see’, *tölt* (*időt*) ‘spend (time)’, *kirándul* ‘go on a trip’, *elfér* ‘fit’ *nyaral* ‘go on holiday’ and *piknikezik* ‘have a picnic’.

In the context of the word *család*, in 3 cases the verb can be found in the structure of auxiliary verb+noun, as an infinitive, these are the verbs *lát* ‘see’, *nyaral* ‘go on holiday’, *készít* ‘prepare’ and the verb *van* ‘be’ in 1 case, the only example of the conditional mood learned at A1 level is the participle *szeretne* ‘would like to’ + infinitive, in 2 cases the past form of the verb *van* ‘be/have’, in 1 case the verb *meghív* ‘invite’ occurs with the suffix

*-lak/-lek* (the ending *-lak/-lek* is used when the subject of the sentence is *én* 'I' and the direct object is *téged* or *titeket/benneteket* 'you as direct object').

- De szeretek itthon dolgozni, mert nyugalom van, és itt van a **családom** is. / 'But I like working at home because it's quiet and I have **my family** here.'
- Sok ember szeret barátokkal vagy a **családjával** lenni. / 'Many people like to be **with** friends or **family**.'
- Legutóbb Nápolyban voltunk a **családdal**. / 'The last time I was in Naples **with my family**.'
- Két gyerekem van, ezért nagyon kevés a szabadidőm, de nagyon boldog vagyok a **családommal**. / 'I have two children, so I have very little free time, but I'm very happy **with my family**.'
- A **családommal** egyszer voltunk Cádizban, Spanyolországban. / 'I went to Cadiz, Spain, once **with my family**.'
- Nem is tudtam, hogy ilyen nagy **családotok** van. / 'I didn't know you had such a big **family**.'
- Nagy **családotok** van? / 'Do you have a big **family**?'
- A **családom** Magyarországon él. / '**My family** lives in Hungary.'
- A **családom** Martfűn, Magyarországon él. / '**My family** lives in Martfű, Hungary.'
- Már régóta nem ott lakom, de gyakran járok ott, mert ott él a **családom**. / 'I haven't lived there for a long time, but I go there often because **my family** lives there.'
- A **családja** Budapesten él. / '**His family** lives in Budapest.'

KorSzak preparatory learner sub-corpus A1		MagyarOK open pedagogical corpus A1	
Verb	Number of occurrences	Verb	Number of occurrences
<i>él (valahol valakivel)</i> 'to live (somewhere with someone)'	5	<i>van (valaki); (valakivel); (valakinek van valamije)</i> 'to be; to be with (someone); to have (something)'	7
<i>utazik (valakivel valahova)</i> 'to travel (somewhere with someone)'	4	<i>él (valahol)</i> 'live (somewhere)'	5
<i>beszél (valakivel)</i> 'speak (with someone)'	2	<i>szeret (valamit csinálni)</i> 'like (to do something)'	4
<i>jár (valamivel valahova)</i> 'walk/travel (somewhere with something)'	2	<i>meghív (valakit)</i> 'invite (someone)'	2
<i>szeret (valamit csinálni)</i> 'like (to do something)'	2	<i>lakik (valahol)</i> 'live (somewhere)'	2
<i>van (valahol)</i> 'be (somewhere)'	1	<i>ünnepel (valakivel)</i> 'celebrate (with someone)'	1
<i>megy (valahova)</i> 'go (somewhere)'	1	<i>vacsorázik (valakivel valahol)</i> 'have a dinner (somewhere with someone)'	1

<i>néz (valamit valakivel)</i> 'watch (something with someone)'	1	<i>mutat (valamit)</i> 'show (something)'	1
<i>ünnepel (valakivel)</i> 'celebrate (with someone)'	1	<i>készít (valamit)</i> 'prepare (something)'	1
<i>tölt (időt valakivel)</i> 'spend (time with someone)'	1	<i>főz (valamit valakinek)</i> 'cook (something for someone)'	1
<i>hiányzik (valaki)</i> 'miss (somebody)'	1	<i>hoz (valamit)</i> 'bring (something)'	1
		<i>beszélget (valakivel)</i> 'talk (with somebody)'	1
		<i>lát (valamit)</i> 'see (something)'	1
		<i>tölt (időt valakivel)</i> 'spend (time with somebody)'	1
		<i>kirándul</i> 'go on a trip'	1
		<i>elfér (valahol)</i> 'fit (somewhere)'	1
		<i>piknikezik (valahol)</i> 'have a picnic (somewhere)'	1
		<i>nyaral (valakivel)</i> 'go on holiday (with someone)'	1

Table 1 – Occurrence of verbs in the *KorSzak* preparatory learner sub-corpus and the *MagyarOK open pedagogical corpus* at A1 level.

Thus, at the A1 level, both in the model and in the students' texts, basic information about the family appears with the immediate environment, living conditions, and the most basic habits, activities, and preferences connected with that.

Students have already learned most of the suffixes connected with the word *család* in level A1, and they use these suffixes later with more complex functions added to them. There are only two exceptions: the first is a formula indicating more than one possession, the *-i* form, learned on level A2. The ending *-nként* (in the context of the sentence 'per family') appears firstly on level B1 with the function of repeating and regularity, and the 'standing for something' function is added later to that.

At the A1 level of the CEFR it is assumed that learners can present their environment and the people living there with simple sentences and phrases. This aim appeared in the curriculum used as a model and was the expectation for the students' productions for which these texts are appropriate.

Examining the word *család* 'family' at A2 level

In the sub-corpus of the preparatory sub-corpus in the learner corpus, the word *család* occurs in 38 cases at the A2 level (see Table 5). The word

*család* is seen 1 time as a subject without any suffix, in 1 case with an object suffix, and 1 time with the suffix *-tól/-től* 'from'. In 20 cases we find it with the first-person singular possessive, in 11 cases without additional suffix, in 11 cases with the suffix *-val/-vel* 'with', 2 times with the suffix *-ban/-ben* 'in', in 1 case with the suffix *-nak/-nek* 'for/to', in 1 case with the suffix *-tól/-től* 'from'. In 7 cases, we find the word *család* with the third-person singular possessive, in all cases with the suffix *-val/-vel* 'with' and in 1 case, the third-person plural possessive also occurs (incorrectly). In 1 case, the word *család* also occurs as a compound word, with a possessive plural ending, with first-person singular possessive.

The verbs *lakik* (*valahol*) 'live (somewhere)' (6), *él* (*valahol*) 'live (somewhere)' (5) and *van* 'be/have' (5) occur most often (see Table 2). The verb *szkájpol* 'talk on skype' (4) is also often used, the verb *megy* 'go' is seen 2 times. We can observe 1-time occurrences of the verbs *vesz* 'buy', *talál* 'find', *jár* 'walk', *tart* (*kapcsolatot*) 'keep (contact)', *kezd* 'begin', *beszél* 'speak', *utazik* 'travel', *áll* (*költségeket*) 'cover (expenses)', *szeret* 'love/like', *beszélget* 'talk' and *hiányzik* 'miss'. The verbs *megy* 'go', *van* 'be/have' and *hiányzik* 'miss' also occur in past tense, *van* 'be/have' is also seen in future tense, and we also find the verbs *vesz* 'buy', *él* (*valahol*) 'live (somewhere)' and *beszél* 'speak' as infinitives with auxiliaries.

- Nagyon szeretek pihenni, általában a **családommal** megyek a tengerpartra vagy egy jó kirándulóhelyre. / 'I like to relax, usually going to the beach or somewhere nice **with my family**.'
- Este szkájpoltam a **családommal** és megint főztem. / 'In the evening I Skyped **with my family** and cooked again.'
- A kollégiumban vagyok, először a **családommal** szkájpolok, ez 15 perc lesz. / 'I'm in the dormitory, first I Skype **with my family**, it will be 15 minutes.'
- Másnap magyarórára megyek, utána Sparba, mert ajándékot kell venni a **családomnak**. / 'Next day I go to Hungarian class, then to Spar because I have to buy a present **for my family**.'
- Itt egy ötszintes házban, a harmadik emeleten laktam a **családommal**. / 'Here I lived **with my family** in a five-storey house on the third floor.'
- A **családom** és én is boldog vagyok. / '**My family** and I are happy.'
- A nagynéném Japánban lakik a **családjával**. / 'My aunt lives in Japan **with her family**.'
- Most a **családommal** Isztambulban lakom. / 'Now I live **with my family** in Istanbul.'

- Találtunk egy **családot** couchsurfingon, és ott maradtunk 2 napot. / ‘We found a **family** on couchsurfing and stayed there for 2 days.’
- A **családom** szerint szerencsés ember vagyok. / ‘**My family** thinks I am a lucky person.’
- Mellettünk balra egy **család** lakik. / ‘There is a **family** living next to us on the left.’
- Gyermekkoromban sokat jártam ott a **családommal**. / ‘I used to go there a lot as a child **with my family**.’
- Ezenkívül a **családom** Magyarországon fog élni. / ‘Also, **my family** will live in Hungary.’
- Utoljára egy szállodában voltam Egyesült Arab Emírségekben a **családommal**. / ‘The last time I stayed in a hotel in the United Arab Emirates **with my family**.’
- Azért tanulok magyarul, mert szeretnék az ő **családjával** és a barátjaival jó kapcsolatokat tartani. / ‘I am learning Hungarian because I want to keep good relations **with his family** and friends.’
- Az anyai nagybátyaim és a **családjai** Törökországban, Isztambulban él. / ‘My maternal uncles and **their families** live in Istanbul, Turkey.’
- Kétezer tizenöt óta nem csak török, hanem magyar **családom** is van. / ‘Since 2015 I have a Hungarian **family** as well as a Turkish **family**.’
- A férjem magyar, vele és a **családjával**, a barátjaival kezdtem magyarul beszélni, sok új szót kellett tanulni, nem volt könnyű, de nagyon érdekes volt. / ‘My husband is Hungarian, I started to speak Hungarian with him and **his family** and friends, I had to learn a lot of new words, it was not easy, but it was very interesting.’
- A **családommal** szájpolok és beszélünk mit történt az nap. / ‘**My family** and I Skype and talk about what happened that day.’
- Amikor a **családjával** szájpol, hangosan beszélgetni tilos. / ‘When he Skype **with his family**, talking loudly is forbidden.’
- 2 évvel ezelőtt vidéken utaztam a **családommal** Mongóliában. / ‘2 years ago, I was travelling in the countryside **with my family** in Mongolia.’
- Egy nagyon szép tóhoz mentem a **családommal**. / ‘I went to a very beautiful lake **with my family**.’
- A **családomból** áll nyolc ember. / ‘**My family** consists of eight people.’
- Néhány házas fiatal inkább a **családtól** függetlenül él, ezért ők lakást bérelnek, ha nekik nincs elég pénzük lakást venni. / ‘Some young people who are married prefer to live independently **of the family**, so they rent an apartment if they don’t have enough money to buy an apartment.’
- Beszélgettem a **családommal** az interneten. / ‘I talked **to my family** on the internet.’
- A **családom** Angolában él. / ‘**My family** lives in Angola.’
- Szerencsére négy testvérem már élnek a **családjával**. / ‘Fortunately, four of my siblings are already living **with their families**.’



- Az egyetemista legtöbbször **családjával** lakik, azért nem kell fizetni a kiadásokat. / 'The university student lives **with his family** most of the time, so he doesn't have to pay expenses.'
- Szinte mindenki a **családjával** lakik. / 'Almost everyone lives **with their family**.'
- Precíz kellene lenni és messze a **családaimtól** leszek. / 'I should be precise, and I will be far away **from my family**.'
- Hiányzott a **családom**. / 'I missed **my family**.'

At A2 level of the *MagyarOK open pedagogical corpus*, the word *család* is found 40 times (see Table 5). Out of the 40 occurrences, it appears as the subject in 3 cases, without an additional suffix, in 7 cases with the suffix *-ban/-ben* 'in', 1 time with the suffix *-ból/-ből* 'from', in 3 cases with the suffix *-nak/-nek* 'for/to', in 2 cases with the suffix *-nál/-nél* 'at', in 1 case with the suffix *-ról/-ről* 'about', and 1 time with the combination of plural + *-nak/-nek* 'for/to'. It is found in 13 cases with the first-person singular possessive, of which 3 times without an additional suffix, twice with an object suffix, in 5 cases with the suffix *-val/-vel* 'with', and in 1 case with the suffix *-től/-től* 'from'. In 8 cases, we find the word *család* with the third-person singular possessive, once with an object suffix, in 4 cases with the suffix *-nek/-nek* 'for/to', and in 3 cases with the suffix *-val/-vel* 'with'.

In the context of the word *család*, the verb *van* 'be' occurs most often (8), the next most common verb is *mesél* 'tell' (4), then the verbs *jön* 'come', *lakik* (*valahol*) 'live (somewhere)' and *szeret* 'like/love' (3 occurrences) (see Table 2). The verbs *gondolkodik* 'think about', *érdekel* 'be interested', *hasonlít* 'be similar to', *bérel* 'rent', *szervez* 'organize', *főz* 'cook', *tölt* (*időt*) 'spend (time)', *leül* 'sit down', *meghív* 'invite' and *érdekel* 'be interested' occur 1 case each. In the case of verbs, the verbs *leül* 'sit', *van* 'be/have', *meghív* 'invite', *főz* 'cook', *lakik* (*valahol*) 'live somewhere', *bérel* 'rent', *tölt* (*időt*) 'spend (time)', and *jön* 'come' also occur in past tense.

- Az Ön országában általában hány gyerek van egy **családban**? / 'How many children are there **in a family** in your country in general?'
- Régebben több, kevesebb vagy ugyanennyi gyerek volt egy **családban**? / 'Did you have more, fewer or the same number of children **in a family** in the past?'
- Nem vagyok benne biztos, de szerintem régen több volt egy **családban**, mint most. / 'I am not sure, but I think there used to be more children **in a family** than there are now.'

- Azt hiszem, régen több gyerek volt egy **családban**. / ‘I think there used to be more children **in a family**.’
- Régen egy **családnak** három, négy vagy még több gyermeke volt. / ‘A **family** used to have three, four or more children.’
- Ma már ritka, hogy egy **családban** ilyen sok gyermek van. / ‘Today it is rare to have so many children **in a family**.’
- Az viszont nem volt olyan jó, hogy távol voltam a **családomtól**. / ‘But it was not so good to be away **from my family**.’
- Nem, augusztusban otthon voltam a **családommal**. / ‘No, I was at home **with my family** in August.’
- A nyaralásáról mesél a **családjának**. / ‘He tells **his family** about his holiday.’
- A **családjának** mesél a nyaralásáról. / ‘He tells **his family** about his holiday.’
- Mesél a **családjának** a nyaralásról. / ‘He tells **his family** about his holiday.’
- Mesél a nyaralásról a **családjának**. / ‘He tells **his family** about his holiday.’

KorSzak preparatory learner sub-corpus A2		MagyarOK open pedagogical corpus A2	
Verb	Number of occurrences	Verb	Number of occurrences
<i>lakik (valahol valakivel)</i> ‘live (somewhere with somebody)’	6	<i>van (valahol); (valakinek valamije); (valakivel)</i> ‘be (somewhere); (somebody) have (something); be (with somebody)’	8 ( <i>valahol</i> ‘somewhere’ 6) ( <i>valakinek valamije</i> ‘(somebody) have (something)’ 1); ( <i>valakivel</i> ‘with someone’ 1)
<i>él (valahol valakivel)</i> ‘live (somewhere with somebody)’	5	<i>mesél (valakinek valamiről)</i> ‘talk (to somebody about something)’	4
<i>van (valakinek valamije); (valahol valakivel)</i> ‘(somebody) have (something); be (somewhere with somebody)’	5	<i>jön (valakivel valahova)</i> ‘come (with somebody to somewhere)’	3
<i>szkájpol (valakivel)</i> ‘talk on Skype (with somebody)’	4	<i>lakik (valakivel); (valahol)</i> ‘live (with someone); (somewhere)’	3 ( <i>valakivel</i> ‘with someone’ 2); ( <i>valahol</i> ‘somewhere’ 2)
<i>megy (valahova valakivel)</i> ‘go (somewhere with somebody)’	2	<i>szeret (valakit/valamit); (valakit/valamit valahol/valahonnan)</i> ‘love/like (somebody/something); (somebody/something somewhere/from somewhere)’	3 ( <i>valakit/valamit</i> ‘somebody/something’ 1); ( <i>valakit/valamit valahol/valahonnan</i> ‘somebody/something somewhere/from somewhere’ 2)
<i>vesz (valakinek valamit)</i> ‘buy (something for somebody)’	1	<i>gondolkodik (valamiről)</i> ‘thinking (about something)’	1
<i>talál (valamit valahol)</i> ‘find (something somewhere)’	1	<i>érdekel (valakit valami)</i> ‘to be interested in (something)’	1

<i>jár (valahol valakivel)</i> 'walk somewhere with'	1	<i>hasonlít (valakire)</i> 'similar to (somebody)'	1
<i>tart (valamit valakivel)</i> 'contact (with somebody)'	1	<i>bérel (valahol)</i> 'rent somewhere'	1
<i>kezd (valamit csinálni)</i> 'begin (to do something)'	1	<i>szervez (valakivel valamit)</i> 'organize (something with somebody)'	1
<i>beszél (valakivel valamilyen nyelven)</i> 'speak (with someone in some language)'	1	<i>főz (valamit valakinek)</i> 'cook (something for somebody)'	1
<i>utazik (valahol valakivel)</i> 'travel (somewhere with somebody)'	1	<i>tölt (időt valakivel)</i> 'spend (time with somebody)'	1
<i>áll (valamiből)</i> consist (of something)'	1	<i>leül</i> 'sit down'	1
<i>szeret (valamit csinálni)</i> 'like to do something'	1	<i>meghív (valakit)</i> 'invite (somebody)'	1
<i>beszélget (valakivel)</i> 'talk (with somebody)'	1		
<i>hiányzik (valaki)</i> 'miss (somebody)'	1		

Table 2 – Occurrence of verbs in the *KorSzak* preparatory learner sub-corpus and the *MagyarOK open pedagogical corpus* at A2 level.

In the case of the language model and the students' texts at the A2 level, one can observe the expansion and level-up of the topics. The family already arises as part of a broader environment (residential setting, neighbors), and the presentation of human relations and communication between people appear at a higher linguistic level. Since the preparatory students learn far from their home, some prominent topics appear as the absence of family, online forms of contact (the verb *szkálpol* 'talk on Skype'), similarities and differences between their home and the target language environment, family memories and events from the past. Among the grammatical structures, the use of past tense and the expansion of auxiliary verb structures are significant.

The ECL language exam, which is based on the CEFR's level description, expects to present people, depict personal affinities (to like or love, praise,

etc.), make simple comparisons, and narrate events. The curriculum focuses on introducing the family, its members, and the family celebrations. These topics appeared in the analyzed texts, too.

#### Examining the word *család* 'family' at B1 level

At B1 level, in the sub-corpus of the preparatory sub-corpus of the learner corpus of 9 students observed in the development assessment, the students used the word *család* 18 times (see Table 5). It is used as a subject in 1 case without any additional suffix. It is found in 11 cases with the first-person singular possessive, out of which 2 times without additional suffixes, in 8 cases with the suffix *-val/-vel* 'with', and in 2 cases with the suffix *-nak/-nek* 'for/to'. In 1 case, we find the word *család* with the third person singular possessive and with the suffix *-val/-vel* 'with'. In 4 cases it is also found in a compound word related to the topic (*családtag* 'family member'), in 1 case in the plural, with the suffix *-ról/-ről* 'about', in 1 case with possessive plural (incorrectly) + first-person singular possessive and as a mistake, with a missing object suffix, once with possessive plural (incorrectly) + first-person plural possessive and object suffix.

In the context of the word *család*, the verbs *él* (*valahol*) 'live (somewhere)' and *kommunikál* 'communicate' occurred 2 times, as well as in 1 case each the verbs *tart* (*kapcsolatot*) 'keep (contact)', *beszélget* 'talk', *utazik* 'travel', *megy* 'go', *bemutat* 'introduce', *képes* 'be able to', *tud* 'can', *tölt* (*időt*) 'spend (time)', *van* 'be/have', *telefonál* 'make a phone call', *marad* 'stay', *beleszámít* 'include' and *beszél* 'speak' (see Table 3). Among the verbs used, *utazik* 'travel', *tölt* (*időt*) 'spend (time)', and *van* 'be/have' occurs in the past tense. The verb *kommunikál* 'communicate' appears 2 times as an infinitive in the auxiliary verb+infinitive structure, the verbs *tart* (*kapcsolatot*) 'keep (contact)' and *beszél* 'speak' are seen in the imperative mood, in the adverbial construction of purpose structure, and the verb *beleszámít* 'include' is observed as an adverbial participle.

- Tavaly a **családommal** Görögországba utaztam. / 'Last year I travelled to Greece **with my family**.'
- Minden évben a **családommal** elmegyek oda. / 'I go there every year **with my family**.'
- Este bemutatom a barátomat a **családomnak**. / 'In the evening I introduce my boyfriend **to my family**.'

- Mivel az okostelefonom nélkül nem lennék képes kommunikálni a barátaimmal és a **családommal**, erről nem tudnék lemondani. / ‘Because without my smartphone, I wouldn’t be able to communicate **with my** friends and **family**, I couldn’t give it up.’
- És azt szeretném, hogy ne legyenek hangosak este, mert mellettünk él egy kisgyerekes **család**. / ‘And I would like them not to be loud in the evening because we have a **family** with small children living next door.’
- 2012 nyarán Japánban töltöttem a nyári szünetet a **családommal**. / ‘In the summer of 2012, I spent the summer holidays in Japan **with my family**.’
- Amikor Atatürk a **családjával** volt, akkor alapította a folyóiratot. / ‘When Atatürk was **with his family**, he founded the newspaper.’
- Az okostelefonról nem tudnék lemondani, mert az okostelefon nélkül nem tudnék kommunikálni a **családommal**, a barátaimmal vagy a kollegaimmal (amikor dolgoztam). / ‘I could not give up my smartphone because without it I could not communicate **with my family**, friends or colleagues (when I was working).’
- Tulajdonképpen, a **családom** a mindenhol a világon él. / ‘Actually, **my family** lives in everywhere in the world.’
- Így, gyakran a szkájp on vagy botimon beszélgetek a **családommal**. / ‘So, I often talk **to my family** on Skype or Botim.’
- Szeretek a szkájpot, mert olcsóbb, mint telefonálok a **családomnak**. / ‘I like using Skype because it’s cheaper than phoning **my family**.’
- Mivel külföldön élek, a közösségi oldalak segítenek arra, hogy kapcsolatban maradjuk a **családtagaimmal** és a barátaimmal. / ‘Since I live abroad, social networking sites help me to stay in touch **with my family** and friends.’
- Én öt embert tartok számon igazi barátként, a **családtagaim** beleszámítva, körülbelül nyolc-kilenc emberrel rendszeresen beszélgetek vagy cseletek, és legfeljebb tizenöt emberrel tartok lazább személyes kapcsolatot. / ‘I count five people as real friends, counting **my family members**, I talk or chat with about eight to nine people regularly, and I keep in touch with up to fifteen people on a more casual personal basis.’
- Arra használhatjuk, hogy kapcsolatot tartsunk a **családommal**, amikor külföldön élünk. / ‘It can be used to keep in touch **with my family** when we live abroad.’
- Én arra használom a közösségi oldalakat, hogy beszéljek a **családommal**. / ‘I use social networking sites to talk **to my family**.’

At B1 level of the *MagyarOK open pedagogical corpus*, we find the word *család* 17 times (see Table 5). Out of the 17 occurrences, it appears as the subject in 4 cases, without any additional suffix, and once in the plural. In 7 cases, it is found with the first-person singular possessive, in 4 cases it appears without an additional suffix, and 3 times with the suffix *-val/-vel*

'with'. In 1 case, we find it with the second-person singular possessive, combined with the suffix *-nak/-nek* 'for/to'. In 2 cases, we find the word *család* with the third-person singular possessive, without any additional suffix. In 1 case, there is a plural with a first-person possessive, without any additional suffix, and in 1 case, a plural with a second-person possessive and with the suffix *-val/-vel* 'with'.

Next to the word *család*, the verb *imád* 'adore' occurs most often, 2 times, and in some cases, the verbs *megismerkedik* 'get to know', *találkozik* 'meet', *ideköltözik* 'move here', *felfedez* 'discover', *él* (*valahol*) 'live (somewhere)', *elpusztít* 'destroy', *tölt* (*időt*) 'spend (time)', *szétszóródik* 'disperse', *képes* 'be able to' and *kommunikál* 'communicate' are seen (see Table 3). The verbs *ideköltözik* 'move here', *szétszóródik* 'disperse', and *megismerkedik* 'get to know' appear in the past tense. The verb *túrázik* 'hike' occurs 2 times and the verb *kommunikál* 'communicate' 1 time as an infinitive in the auxiliary verb+ infinitive structure, and *tölt* (*időt*) 'spend (time)' 1 time as a conjugated infinitive. The verbs *találkozik* 'meet' and *van* 'be/have' are found in the imperative mood and the adverbial construction of purpose structure. The structures *tud* 'can' and *képes valamire* 'be able to' occur in the conditional mood.

– Tudod, az egész **családom** imád túrázni. / 'You know, **my** whole **family** loves hiking.'

– Nálunk az egész **család** imád túrázni. / 'My whole **family** loves hiking.'

– Titeket zavar, hogy több időt kell a kollégáitokkal töltenetek, mint a **családodotokkal**? / 'Does it bother you that you have to spend more time with your colleagues than **with your family**?''

– Az elbeszélő egy kilencéves kisfiú, akinek a **családja** egy 20 négyzetméteres szobában él. / 'The narrator is a nine-year-old boy whose **family** lives in a 20-square-metre room.'

– Az a legfontosabb, hogy egészséges legyen a **családom**. / 'The most important thing is to have a healthy **family**.'

– Többször jöttem haza, de két utazás között csak annyi időm volt, hogy találkozak a **családommal** és a barátaimmal. / 'I came home several times, but between two trips I only had enough time to meet **my family** and friends.'

– Amikor a svéd barátom apukája megismerkedett a **családommal**, mindenkit végigpusztított. / 'When my Swedish friend's dad met **my family**, he kissed everyone.'

– A főszereplő egy harminc és negyven közötti férfi, aki **családja** történetét fedezi fel. / 'The main character is a man between thirty and forty who is discovering the history of **his family**.'

- 2006-ban Budapesten érettségiztem, mert közben ideköltözött a **család**. / ‘In 2006 I graduated from high school in Budapest, because **the family** moved here in the meantime.’
- Az elmúlt ötven évben teljesen szétszóródott a **családunk**. / ‘**Our family** has been completely dispersed for the last fifty years.’

KorSzak preparatory learner sub-corpus B1		MagyarOK open pedagogical corpus B1	
Verb	Number of occurrences	Verb	Number of occurrences
<i>él (valahol)</i> ‘live (somewhere)’	2	<i>imád (valamit csinálni)</i> ‘adore (to do something)’	2
<i>kommunikál (valakivel)</i> ‘communicate (with somebody)’	2	<i>túrázik</i> ‘hike’	2
<i>tart (valamit valakivel)</i> ‘contact (with somebody)’	1	<i>találkozik (valakivel)</i> ‘meet (with somebody)’	1
<i>beszélget (valakivel)</i> ‘talk (with somebody)’	1	<i>ideköltözik (valaki)</i> ‘(somebody) move here’	1
<i>utazik (valakivel valahova)</i> ‘travel (with somebody to somewhere)’	1	<i>felfedez (valamit)</i> ‘discover (something)’	1
<i>megy (valakivel valahova)</i> ‘walk (somewhere with somebody)’	1	<i>él (valahol -ban/-ben)</i> ‘live (in somewhere)’	1
<i>bemutat (valakit valakinek)</i> ‘introduce (somebody to someone else)’	1	<i>elpusztít (valamit)</i> ‘destroy (something)’	1
<i>képes (valamit csinálni)</i> ‘be able to (do something)’	1	<i>tölt (időt valakivel)</i> ‘spend (time with somebody)’	1
<i>tud (valamit csinálni)</i> ‘can (do something)’	1	<i>szétszóródik (valami)</i> ‘disperse (something)’	1
<i>tölt (időt valahol valakivel)</i> ‘spend (time somewhere with somebody)’	1	<i>képes (valamit csinálni)</i> ‘be able to (do something)’	1
<i>van (valakivel)</i> ‘be (with somebody)’	1	<i>van (valaki)</i> ‘be (somebody)’	1
<i>telefonál (valakinek)</i> ‘call (somebody) on phone’	1	<i>kommunikál</i> ‘communicate’	1
<i>marad (kapcsolatban valakivel)</i> ‘stay (in touch with somebody)’	1	<i>megismerkedik (valakivel)</i> ‘get to know (with somebody)’	1
<i>beleszámít (valakit valahova)</i> ‘include (somebody)’	1		
<i>beszél (valakivel)</i> ‘speak (with somebody)’	1		

Table 3 – Occurrence of verbs in the *KorSzak* preparatory learner sub-corpus and the *MagyarOK open pedagogical corpus* at B1 level.

At B1 level, with the examples of the model and learner corpus, it is possible to follow the expansion of the topics, as part of which family appears. The relationship between people, communication, and keeping contact becomes particularly emphasized, which also appears in the verbs (*beszél* 'speak', *beszélget* 'talk', *kommunikál* 'communicate', *találkozik* 'meet', *időt tölt valakivel* 'spend time with someone', *kapcsolatot tart* 'keep contact' and *kapcsolatban marad* 'stay in touch', etc.). In addition to the narration of events in the past and the auxiliary verb+infinitive structures, the use of the imperative mood in the purpose-determining function appears, as well as the adverbial participle. At this level, the integration of the model into the language use of the students appears particularly good, both at the level of vocabulary and grammar.

On level B1, the former expectations are broadened by the skill of expressing various emotions, needs, opinions, and intentions, announcing information about past experiences and happenings. Besides the general description of the family, more detailed depiction of inner and outer characteristics appeared, presenting the broader context of the family (homework, division of the labor among the family, etc.). One can notice these subjects both in the model and texts. More sophisticated case endings of the complement of the verb structures also appeared.

#### Examining the word *család* 'family' at B2 level

In the preparatory sub-corpus of the learner corpus, the word *család* was used 10 times in the B2 level texts of the students observed during the language development test (see Table 5). It does not occur by itself without additional suffixes, in 1 case we find it with the suffix *-ban/-ben* 'in'. In 5 cases it is found with the first-person singular possessive, in 2 cases it appears without an additional suffix, 2 times with the suffix *-val/-vel* 'with', and in 1 case with the suffix *-ról/-ről* 'about'. In 3 cases, we find the word *család* with third-person singular possessive, 2 times with the suffix *-val/-vel* 'with', 1 time with the suffix *-tól/-től* 'from'. In 1 case, we find it in a compound word (*családtag* 'family member') accompanied by the plural and the suffix *-val/-vel* 'with'.

In the context of the word *család*, we find the verbs *tart* (*kapcsolatot*) 'keep (contact)' 2 times, and *felnő* 'grow up', *költözik* 'move somewhere', *beszélget*



'talk', *megoszt* 'share', *van* 'be/have', *tanul* 'learn', *kommunikál* 'communicate', *zavar* 'disturb' and *segít* 'help' 1 time each. Among the verbs, the verbs *felnő* 'grow up' and *költözik* 'move somewhere' occur in past tense, the verbs *kommunikál* 'communicate' and *tart* (*kapcsolatot*) 'keep (contact)' appears in the imperative mood with purpose-determining function, and the verb *tart* (*kapcsolatot*) 'keep (contact)' also occurs as an infinitive in the auxiliary verb+infinitive structure, and the verb *zavar* 'disturb' with the suffix *-hat/-het* 'could', appears in conditional mood.

– Egy 14 gyerekes **családban** nőtt fel Szibériában, egy üveggyárban dolgozott, első kémialeckéit egy száműzött politikai fogolytól kapta. / 'He grew up **in a family** of 14 children in Siberia, worked in a glass factory, and got his first chemistry lessons from a political prisoner in exile.'

– Később egész **családjával** Moszkvába költözött. / 'Later he moved **with his whole family** to Moscow.'

– Azért kezdtem tanulni magyarul, hogy kommunikálhassak a férjem **családjával** és barátaival. / 'I started learning Hungarian to communicate **with my husband's family** and friends.'

– Persze, használok a közösségi oldalakat kapcsolattartásra és beszélgetek a barátaimmal és **családommal**. / 'Of course, I use social networking sites to keep in touch and talk **to my** friends and **family**.'

– Gyakran osztottam meg fotókat magamról, a **családomról** és a háziállataimról. / 'I often shared photos **of** myself, **my family** and my pets.'

– A **családom** szerint szorgalmas ember vagyok. / 'My family thinks I am a hardworking person.'

– Zavarhatna is a **családom** a dolgozás során. / 'I could be distracted **by my family** while I work.'

– Elsősorban imitatív tanulótípus vagyok, sokat tanulok az anyanyelvi beszélőktől, Zoli **családjától** és a magyar barátaimtól. / 'I am mainly an imitative learner, I learn a lot **from** native speakers, **Zoli's family** and my Hungarian friends.'

– Majdnem mindig arra használok a Facebookot, hogy kapcsolatot tartsak a **családommal**. / 'I almost always use Facebook to keep in touch **with my family**.'

– Ilyen oldalak sokat segítenek olyan embereknek kapcsolatot tartani barátokkal és **családtagokkal**. / 'Sites like this help a lot to keep in touch **with** friends and **family**.'

The B2 level texts of the *MagyarOK* corpus contains the word *család* 34 times (see Table 5). Out of the 34 occurrences, it appears as the subject in 9 cases, without additional suffixes, in 3 cases only in plural, in 4 cases with an object suffix, in 3 cases with the suffix *-ban/-ben* 'in', in 1 case with

the suffix *-ból/-ből* 'from', 1 time with the ending *-nként* (in the context of the sentence: 'per family'). In 8 cases it is found with first-person singular possessive, in 7 cases it appears without an additional suffix, 1 time with the suffix *-ban/-ben* 'in'. In 1 case, we find it with the second-person singular possessive, with the suffix *-ra/-re* 'on'. In 4 cases we find the word *család* with third-person singular possessive, 2 times with the suffix *-val/-vel* 'with', in 1 case with the suffix *-ban/-ben* 'in', and 1 time with the suffix *-nak/nek* 'for/to'.

In the context of the word *család*, 2 cases each contained the verbs *kiveszi a részét* 'involve', *szétoszt* 'distribute', and *feldolgoz* 'treat, and in 1 case each the verbs *összehív* 'call together', *jóllakik* 'be full', *imád* 'adore', *megteázik* 'have tea', *megtapasztal* 'experience', *származik* 'originate/come from', *alapít* 'found/establish', *felnevel* 'grow up', *meghív* 'invite', *lát* 'see', *szeret* 'like/love', *összejön* 'get together', *áll* 'stand', *néz* 'look', *hazatér* 'return home', *összetart* 'hold together', *tölt (időt)* 'spend (time)', *szétszakad* 'break apart', *szétesik* 'fall apart', *van* 'be/have', *hiányzik* 'miss', *feldíszít* 'decorate', *táncol* 'dance', *ünnepel* 'celebrate', *társasozik* 'play a board game' and *számít* 'count' appear. Among the verbs, the verbs *összehív* 'call together', *megteázik* 'have tea', *felnevel* 'grow up', *összejön* 'get together', *hazatér* 'return home', *szétszakad* 'break apart', *szétoszt* 'distribute', *szétesik* 'fall apart', and *van* 'be/have' appear in past tense. The verb *alapít* 'found/establish' is imperative, the verb *számít* 'count' occurs with the suffix *-hat/-het* 'could', and the verb *társasozik* 'play a board game' is used in the auxiliary verb structure as an infinitive.

– Mivel a háziállatok gondozásából az egész **család** kiveszi a részét, a családtagok közti kapcsolat is megerősödik. / 'As the whole **family** involves of taking care of the pets, the bond between family members is strengthened.'

– Mivel a gondozásból általában az egész **család** kiveszi a részét, a családtagok közti kapcsolat is megerősödhet. / As the whole **family** usually takes part in the care, the bond between family members can be strengthened.'

– Az adományokat szétosztották a rászoruló **családok** között. / 'The donations were distributed **to families** in need.'

– Karácsony este szétosztották az ételt / a téli ruhákat / az adományokat / az összegyűlt pénzt a rászoruló **családok** között. / 'On Christmas Eve, food/winter clothes/donations/money raised was distributed **to families** in need.'

– Igen, elkezdtem írni egy regényt, amelyben a **családom** történetét dolgozom fel... / 'Yes, I have started writing a novel, in which I treat the story **of my family**...'

– A regény egy **család** történetét dolgozza fel. / 'The novel tells the story **of a family**.'

– Ilyen volt például a *Magyar népmesék*, a *Mézga család*, a *Vuk* vagy a *Lúdas Matyi*. / ‘The Hungarian Folk Tales, the Mézga **Family**, Vuk or Mattie the Goose-boy, for example, were like that.’

– Egy embernek egy kisebb gyümölcs elég lesz egy napra, egy dinnyével pedig egy kétgyermekes **család** is jóllakik. / ‘One man can eat a small fruit for a day, and a melon can feed a **family** with two children.’

– A **családom**, az otthoni barátaim is nagyon hiányoznak. / ‘I also miss **my family** and friends back home.’

– A költségeket a két **család** állja. / ‘The costs are covered **by the two families**.’

– A hagyományos esküvőre meghívják a tág **családot** és a barátokat is. / ‘For a traditional wedding, extended **family** and friends are invited.’

– Csak olyan ételt főzök, amit mindenki szeret a **családban**. / ‘I only cook food that everyone **in the family** likes.’

KorSzak preparatory learner sub-corpus B2		MagyarOK open pedagogical corpus B2	
Verb	Number of occurrences	Verb	Number of occurrences
<i>tart (kapcsolatot valakivel)</i> ‘keep (contact with somebody)’	2	<i>kivész (kivészi a részét valamiből)</i> ‘involve (of something)’	2
<i>segít (valamit csinálni)</i> ‘help (to do something)’	1	<i>szétoszt (valamit)</i> ‘distribute (something)’	2
<i>felneő (valahol)</i> ‘grow up (somewhere)’	1	<i>feldolgoz (valamit)</i> ‘treat (something)’	2
<i>költözik (valakivel valahova)</i> ‘move (somewhere with somebody)’	1	<i>jóllakik (valamivel)</i> ‘be full (with something)’	1
<i>beszélget (valakivel)</i> ‘talk (with somebody)’	1	<i>összehív (valakit)</i> ‘call together (somebody)’	1
<i>megoszt (valamit)</i> ‘share (something)’	1	<i>imád (valamit csinálni)</i> ‘adore (to do something)’	1
<i>van</i> ‘be/have’	1	<i>megteázik (valakivel)</i> ‘have tea (with somebody)’	1
<i>zavar (valakit)</i> ‘disturb (somebody)’	1	<i>megtapasztal (valamit)</i> ‘experience (something)’	1
<i>tanul (valakitől)</i> ‘learn (from somebody)’	1	<i>származik (valahonnan, -ből/-ből)</i> ‘come (from somewhere)’	1
<i>kommunikál (valakivel)</i> ‘communicate (with somebody)’	1	<i>alapít (valamit)</i> ‘found (something)’	1
		<i>felneő (valahol, -ban/-ben)</i> ‘grow up (in somewhere)’	1
		<i>meghív (valakit valahova)</i> ‘invite (somebody to somewhere)’	1
		<i>lát (valakit/valamit valahol)</i> ‘see (somebody/ something somewhere)’	1

		<i>szeret (valamit/valakit valahol, -ban/-ben)</i> 'like/love (something/somebody in somewhere)'	1
		<i>összejön (valaki)</i> '(someone) get together'	1
		<i>áll (valamit)</i> 'cover (something)'	1
		<i>néz (valamit/valakit)</i> 'see (something/somebody)'	1
		<i>hazatér (valaki)</i> 'return home (somebody)'	1
		<i>összetart (valaki)</i> '(somebody) hold together'	1

Table 4 – Occurrence of verbs in the *KorSzak* preparatory learner sub-corpus and the *MagyarOK open pedagogical corpus* at B2 level.

At the B2 level, the word *család* and the topic of family in general, were used in lower numbers in the preparatory learner sub-corpus, although a large number of examples of it can be found in the *MagyarOK* corpus. One of the reasons for this is that at the B2 level, students learn the language in a lower number of hours in favor of specialized language classes, and at the B2 level, we especially strive to explain and practice topics that were less common before. However, examining the data related to the word *család* of the preparatory learner sub-corpus, it is clear even from a smaller amount of data that the context of the topic has expanded: famous people, communication, language learning, work, etc., are connected to the the subject of family in the written essays. The theme of joint activities, contact and communication are still emphasized. By examining these examples from a grammatical point of view, we find more complex language structures and functions expected at the B2 level (for example, other functions of the conditional and imperative moods). On level B2, the students have to be able to express in a more complex way emotions, to inform, argue, evaluate, and make sophisticated conclusions. Besides describing family life, the topics of education, the relationship among generations, marriage, and other emotional affinities appeared.

	<i>KorSzak preparatory learner sub-corpus</i>				<i>MagyarOK open pedagogical corpus</i>			
	A1	A2	B1	B2	A1	A2	B1	B2
<i>család</i> 'family'		1	1		3	4	4	9
<i>családok</i> 'families'					2		1	3
<i>családokban</i> 'in the families'								

<i>családoknak</i> 'for the families'		1				1		
<i>családot</i> 'the family (as direct object)'		1			1			4
<i>családban</i> 'in the family'				1	1	7		3
<i>családból</i> 'from the family'						1		1
<i>családdal</i> 'with the family'					3			
<i>családnak</i> 'for the family'						3		
<i>családnál</i> 'in the family'						2		
<i>családról</i> 'about the family'						1		
<i>családtól</i> 'from the family'		1						
<i>családonként</i> 'per families'								1
<i>családom</i> 'my family'	13	11	2	2	10	4	4	7
<i>családomat</i> 'my family (as direct object)'					2	3		
<i>családomban</i> 'in my family'		2			1			1
<i>családommal</i> 'with my family'	12	11	8	2	7	5	3	
<i>családomnak</i> 'for/to my family'		1	2		2			
<i>családomról</i> 'about my family'				1	1			
<i>családomtól</i> 'from my family'		1				1		
<i>családodat</i> 'your family (as direct object)'					1			
<i>családodnak</i> 'for/to your family'							1	
<i>családodra</i> 'for/on your family'								1
<i>családodról</i> 'about/from your family'					1			
<i>családja</i> 'his/her family'					2		2	
<i>családját</i> 'his/her family (as direct object)'						1		
<i>családjában</i> 'in his/her family'								1
<i>családjának</i> 'for/to his/her family'					1	4		1
<i>családjától</i> 'from his/her family'				1				
<i>családjával</i> 'with his/her family'		7	1	2	1	3		2
<i>családunk</i> 'our family'							1	
<i>családotok</i> 'your family'					2			
<i>családotokkal</i> 'with your family'							1	
<i>családjuk</i> 'their family'		1						
<i>családtagokról</i> 'about the family members'			1					
<i>családtagokkal</i> 'with the family members'				1				
<i>családtagjaim</i> 'my family members'		1						
<i>családtagjaimat</i> 'my family members (as direct object)'			1					

<i>családtagjaimmal</i> 'with my family members'			1					
<i>családtagjainkat</i> 'our family members (as direct object)'			1					

Table 5 – Total occurrences of the word *család* at all levels, in both corpora.

Observing all the occurrences of the word *család*, one can notice that, almost regardless of the level, the form with first-person singular is high, as well as its conjugated version with the suffix *-val/-vel* 'with'. The third-person singular possessive and *-val/-vel* 'with' suffixes are similarly common. The suffixes *-nak/-nek* 'for/to' also appear, especially in the *MagyarOK open pedagogical corpus*. The bare form used without suffix also occurred relatively often, but here a difference can already be seen that it occurred much less often in the learner corpus than in *MagyarOK open pedagogical corpus*, the same can be said about *családban* 'in the family', without the possessive *-ban/-ben* 'in'. Concerning the topic, it can be seen that people mostly talk about their own and less often about someone else's family. The frequent use of the suffix *-val/-vel* 'with' indicates that the function of doing something together with someone is often expressed.

## 7. Conclusion

We have examined the language material related to the topic of family in the written products of only 9 preparatory students for a year, limiting our research only to the occurrence of the word *család* in sentences and its context connecting to the verb. The results show that, with corpus linguistic studies, we can examine the usage of a word and its context in the students' language use.

Of course, it was only the first step of the corpus language analysis of the student's written homework and the first result of the empirical study which is very crucial in estimating the language development of given students. This approach concentrates thematically on topics like family and human relationships from the beginning to the end of the learning process. It helps to know the change in the use of the word 'family' and to observe the broadening of the contexts of use. Furthermore, one can

compare a given student's developmental process with others and evaluate the relationship between personal development and the model provided by the curriculum.

The next step, which has already been started, is a detailed analysis of full texts written by a given student. It will help to understand the ways of acquiring patterns, structures, vocabulary, and language rules connected with a given topic. Furthermore, one can see how the student has learned to apply the rules of creating texts and the methods to describe, argue and express oppositions, aims, or cause-and-effect relationships. After that, one can compare these results with other students' developmental results, the model and methodology of the curriculum, and, as an additional step, with data of the corpora gathered from native speaker's texts.

One can use the corpus directly in language teaching. For example, students can map the usage of the word *család*, see what kinds of verbs and case endings of the complement of the verb are connected with the family, and how we can thematically broaden the information expressed with that. Sometimes we can notice in language classes how hard is to define the meaning of some verbs or expressions and the exact rules of their usage (for example, keep contact, maintain contact, or keep in touch). One can create applicable practices for that with the help of the corpus (about this topic, see Tyne 2012, O'Keefe, McCarthy, Carter 2007, Szita 2017, 2018, 2021).

The CEFR and its Companion Volume help to define the requirements of expressing the topic of the family on each level, and the curriculum built on these level descriptions provide an appropriate model to work. It is important to emphasize that students are suited to the requirements of the given level, and the curriculum is an adequate basis for language development. It is also true of the new factors described in the Companion Volume: the multi-language plural competence and the multicultural values. The curriculum is designed with an intercultural approach and allows for the presentation and comparison of learners' cultures. However, we can aid this process by adding other language samples and models since, as we saw in the topic of the family, this viewpoint usually dominates in the texts of students living far from their homeland and original culture. They usually make cultural comparisons, depict the similarities and differences between cultures, and express the problem of living in another culture,

far from their family. For example, we can see the frequency of verbs like to miss, make, and maintain contact, or keep in touch, share, and talk on Skype or the importance of writing about family-related activities and programs can also be observed in the usual occurrence of the word *család* with *-val/-vel* suffixes. Thus, we can provide more authentic language samples, and these conclusions can be built into the curricula to improve students' language development and help them to prepare for the language exams.

Analyzing and categorizing errors and correcting usage can also provide an opportunity to map the system and rules operating in the students' language development. Analysis of the teaching process and the effectiveness of the method can also grant important lessons in terms of the results obtained. Thus, the primary goal of the research is to utilize the results, and the conclusions are drawn in further education and curriculum development.

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