

mára. Néhány közülük, ahogy említettem, kordokumentumként bizonyára fennmarad.

Az elemzés végére érve, felhívom a figyelmet a lengyel–magyar barátságot kifejező, két nyelven is megjelenő versikére 1865-ből (51.), továbbá egy arabnak vélt, de valójában török közmondásra, amely szintén két nyelven is szerepel (52.).

Ez utóbbi *'A kutya ugat, a karaván halad'* közmondás, melynek ismertté válása Pulszky Ferenc (1814–1897) 19. századi politikusnak, utazónak és régésznek köszönhető, ő idézte az Akadémián tartott egyik beszédében 1888-ban (erről l. még Tóth Béla 1906: 10). Az *It ürür, kervan yürür* mondás benne van a közel-múltban megjelent Török–magyar szótárban is (Benderli–Kakuk–Yilmaz–Tasnádi 2013).

A kultúrtörténeti vonatkozások mellett tehát a gyűjteménynek nyelvekben való gazdagsága az, ami figyelmet érdemlő. Ezért utaltam elsősorban a diákokra, mint a kötetek „felhasználóira”. De természetesen ez nem zárja ki az olvasók szélesebb táborát, a nyelvek és a történelem, a kultúrtörténet vagy éppen a politika iránt érdeklődő nagyközöniséget. Valóban mindenkinek ajánlhatók a kötetek, aki a szállóigékre vonatkozó ismereteit feleleveníteni, gyarapítani szeretné.

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Bodnár Ildikó

Green Planet: teaching sustainability in EFL and HFL classes with CLIL and TBLT approach.

Educational Authority (2023). Green Planet. Textbook on sustainability for 9th-10th grade secondary school students.

The goal of this review is to show the importance of the Green Planet series, which is an innovative and interdisciplinary learning kit for teaching sustainability. At first sight it might be unusual to read about other topics than language learning in this journal, however, Green Planet as a complex learning material can be used effectively in English and Hungarian as a foreign language classes with Content and Language Integrated Learning (CLIL) and Task-based Language Teaching (TBLT) approach.

The Blue Planet Foundation was established in 2016 and as they state it on their website, their goal is to raise social awareness for environmental issues. They believe that in spite of the serious and visible environmental problems, no real actions have been taken so far, although there is a high demand for extensive solutions. The main focus of the Foundation is to design, develop and expand environmental awareness of the society, affect their attitude, behaviour of producer and consumer habits, and to

support new projects and new relationships with nature (Blue Planet Foundation, 2016).

In the Hungarian National Core Curriculum 2020 sustainability appears as a prioritised development goal. Students must learn about global issues and environmental problems at school, so they can adapt the environmental point of view to their everyday life.

A new elective subject was accredited in the secondary education level. If a school decides to add this subject to its Local Curriculum, Sustainability can be taught as a one-year-subject (2 hours/week) or as a 2-year-subject (1 hour/week). At the end of secondary education, students can take a project-based final exam in Sustainability from 2024. Who is eligible to teach this new subject? Of course, teachers of science, but after taking certain additional courses (2x30 hours of training or a 4-semester-long postgraduate specialist training) any teachers of the secondary education level can take the opportunity to develop their students' skills in sustainability with this new elective subject (Matolcsy, 2022). In 2023 new issues were created which are designated to vocational school students (Papp, 2024).

The general goal of the content-creators is to develop a network of enthusiastic teachers inside and outside of Hungary, who implement the complex viewpoint of sustainability to their subject and to the daily life of the school where they work. Teacher training courses are available, and several schools around the country have already decided to teach the subject. The Green Planet Club (Zöld Föld Klub) already exists in the form of a Facebook group. They organize monthly online meetings and annual conferences as well.

How can language teachers use this material? They can help the environment by building a community in their school and being part of the growing Green Planet network, and by implementing the topics to their own language classes. As the Hungarian Framework Curricula for

9-12th grades (2020) determines, there are certain topics that must be covered at given levels of the education. Regarding foreign language classes, the topics covered might be observed with an open, interdisciplinary and complex approach. Based on the Curricula, *Environment and Nature, Science and Technology, Current Topics* (9–10th grade) and *People and Society, Financial Matters* (11–12th grade) are just some of the overlapping areas of language learning and science, economy, and environmental and social sciences.

In 2021 Blue Planet Foundation created the complex learning kit of Zöld Föld (Oktatási Hivatal, 2021). The learning kit was translated to English, so Green Planet (Educational Authority, 2023a, 2023b) and Green Planet for Advanced Learners (Educational Authority, 2023c, 2023d) are available in two languages now. With the Content and Language Integrated Learning (CLIL) and the Task-based Language Teaching (TBLT) approach the topics that are covered in the Green Planet learning kit might be integrated into Hungarian as a foreign language classes, and thanks to the English translation of the books, it can be used with ease in EFL classes as well.

The level of the books is authentic, according to CEFR it is around B2-C1 level. Although, with some modification it can be graded by the teacher to level B1, so some tasks can be used with lower level students as well. In order to use the learning kit properly, no special skills or training is required from the language teacher. The general methodological background which was included in the teacher training programme must be sufficient to use Green Planet in the language class. If the teacher is not familiar with the TBL, PBL or CLIL methods and approaches, or feels insecure to use them, it may be reasonable to read about the methodological background before trying it out in the class. There are well-planned online materials and trainings available, such as the TBLT training of the

expert Neil Anderson at Euroexam, which provides the theoretical background and several good practices to use in the classroom (Euroexam, 2024).

Beside the printed version, the whole kit including a Teacher's Book is available online. The Green Planet (Educational Authority, 2023a, 2023b) is designed for 9-10 graders, so the language, the structure and the topics covered are adapted to their needs, interests and characteristics of age. Green Planet Advanced (Educational Authority, 2023c, 2023d), the second book is designed for more advanced students who want to prepare for the final exam, gain a deeper knowledge in sustainability and know more facts about the complex topics of nature, economy and society.

The topics build on the previous knowledge and experience of the students, although offer new perspectives through an interdisciplinary approach. One of the main organizing aspects of the volumes are the *17 Sustainable Development Goals of the United Nations*. These goals are in the centre of the very first chapter, so students can understand the complexity of sustainability in the world. These goals also appear in the table of contents below the title of each chapter, so before starting a new chapter, students can see the main perspectives with the visual help of the colourful icons. The advanced book covers more specific topics, so only the 3 main goals are marked in the table of contents, however 6 or 7 additional slightly related goals are also added to the topics discussed in the chapters.

Both volumes contain a separate workbook. The purpose of the workbook is to convey general and concrete information regarding the topic of the chapter, catch the interest of the students, and make them think globally. A huge number of good-quality visual input makes the coursebook enjoyable and interesting. The layout and the high quality visual settings make the issues

very professional and beautiful, so to say. The task types and the visualization of the tasks under eye-catching labels (*think! find out! your turn! stop!*) help to involve students in an active way. The complex tasks of the workbook help the students understand the material of the coursebook better. Students have the opportunity to work alone, in pairs or in small groups to solve the activities and projects of the workbook.

Regarding the methods of the course material, Task-Based Learning and Project-Based Learning are the main approaches that can be used to reach the full potential of the students. The Teacher's Book offers several useful pieces of advice and sample lesson plans, so teachers can build their own good practices with some creativity to support their students' needs. Although originally Green Planet was not necessarily designed for language teaching purposes, the freedom and flexibility of the topics and the structure of the book makes it easy to adapt to the language classes.

Green Planet consists of 7 chapters. The first chapter (*Sustainable development? What is that?*, 6–23) offers a brief introduction to the topic and draws attention to the diversity of sustainability. The coursebook elicits the previous knowledge of the students, and throughout expressive and real-life examples they understand that everything is connected. The tasks of the workbook help to raise awareness to the *17 Sustainable Development Goals* and offer an opportunity to create their own connections between these goals based on their experience.

The second chapter (*Naturally is the best! Conscious nature conservation*, pp. 24–51) deals with the main issues of the ecosystem. Starting with parts of the environment, the main topics are the food supply system, green tourism, traveling and hiking applications, types of natural habitats, forest preservation and grasslands, plant and animal species, wild flowers and pollinators, local ecosystem

and ecosystem services and microplastic as a global problem. The complex tasks at the end of the chapter provide possibilities to use the new knowledge in a creative way, such as creating projects, posters or maps. The workbook offers a guideline to create a bottle garden, prepare a municipal action plan, plan an ecotourism programme, do a fieldwork of surveying a natural habitat, and build a birdhouse or a bee hotel.

The third chapter (*On the road? The price of transport*, p. 52–75) gives an overview of transportation issues. The main topics are the emission of carbon-dioxide and carbon footprint, teleworking, traditional and local food supply chains, sustainable traveling, electric cars, alternative means of transport, geocaching, DIY, animals at risk, animal trails, bike sharing and car sharing. In the workbook students can calculate their carbon dioxide emission, carbon footprint and price of different transportation based on given templates. They can design a sustainable street, do a project about shared electricity, organize a social media campaign, and perform other tasks about ecotourism, animal trails, rubbish map, smart cities, geocache and food supply chains.

The fourth chapter (*Looking good! Fashion and environment*, p. 76–99) shows the phenomenon of overshooting, water footprint and fair trade products. The coursebook compares fair trade products with non-fair-trade goods and offers good practices that students can use as a compass while shopping, so they can become conscious consumers. The use and mining of rare elements and the effects on the environment is illustrated by the production of mobile phones. Other important topics are well-being, zero waste, eco-design, waste management, types of customers and everyday habits. In the workbook they can solve various tasks about overconsumption, advertising, consumption habits, zero waste solutions, charity shops and global footprint.

The fifth chapter (*I feel at home in my home. Apartment, building, municipality*, p. 100–121) draws attention to problems at home. The main topics are recyclable pieces of furniture, eco-mapping, biomimicry in architecture, urbanization, rural development, passive houses, illegal dumping, solar farms, smart cities and smart communities, saving water, natural building materials and building materials of the future. The workbook offers a project about installing solar systems, observing and evaluating animal structures, conducting a field inspection about waste management, debating about the city of the future, monitoring family water usage and creating a water efficiency guide. With some helpful guidelines students can design an ecovillage, a passive or a carbon neutral house, a community house or a school building and create their own building classification system, and collect local good practices of the circular economy model.

The sixth chapter (*In top form. Eco-conscious healthy lifestyle*, p. 122–143) helps to understand the complexity of health. After presenting different ways of being healthy, the concept of a smart plate is shown. There are topics such as farming with family, natural plant protection, making compost, thermal waters, air quality, healthiest cuisines of the world, superfoods, sustainable restaurants, digital diet, heatwaves and palm oil. At the end of the chapters several project ideas are presented, such as creating leaflets, brochures, presentations about the covered topics. With the tasks of the workbook, students can evaluate their own health using a spider web chart, design a small garden, collect arguments to change bad habits, and design a logo for palm oil free products. Complex tasks are presented to deepen their knowledge about water footprint, mineral and medical water, compost and household rubbish. Hungarian cuisine is also discussed, and students can try to make their favourite recipes more healthy. They can plan the menu

of a sustainable restaurant and a health-conscious Sunday lunch menu for a family. Analysing air pollution maps, preparing action plans to reduce air pollution also belongs to the sixth chapter.

The last chapter of the first Green Planet book (*Building a vision*, p. 144–163) offers some already existing good practices that can inspire students. The experiences of the pandemic, global warming, corporate and social responsibility, 3D printing, robotics and AI, urban planning, water hazard and green jobs are all included in this chapter. The workbook offers a wide range of possibilities: to collect advantages and disadvantages of working from home, think about the greatest challenges of the future, raise awareness to climate change and water consumptions of the family, design green maps, understand the energy industry, write a motivation letter for volunteering, to make interviews about green jobs, and to perform some creative writing about future tendencies.

After the 7 chapters of the book, there is a glossary (p. 164–169) with the definitions of the most important terms that were used in the coursebook. It is important to mention the Green Planet e-learning platform and the application (Matolcsy, 2022) that can be also useful in the classes.

Regarding the tasks, there are variable task types that can make the class diverse and interesting for the students. As Green Planet was not designated for language learning originally, we cannot find the traditional gap-filling tasks to practice grammar or vocabulary. Although, there are creative tasks where students can practice planning, cooperation, observation, creative thinking, research and communication. Teachers should use these task in a creative way, and some modifications must be implemented in order to adapt the material to the students' needs and language level in the best way.

Overall, the Green Planet and the Green Planet Advanced learning kit helps students

to develop their knowledge in sustainability. Thanks to the Task-Based, Project-Based and CLIL approaches and the complex interdisciplinary viewpoint, this modern and innovative learning kit can be used well in the EFL and HFL classes as a supporting material. Why not try it out in your next classes?

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Eszenyi Réka

Humán fordító és gépi fordítás 8 leckében. Változások a 21. századi nyelvi közvetítő szerepében

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Eszenyi Réka *Humán fordító és gépi fordítás 8 leckében. Változások a 21. századi nyelvi közvetítő szerepében* című könyve a legjobb időben született. 2017 óta, amióta, a fordítók és nemcsak a fordítók, de a szakmán kívüliek is szabadon használhatják a neurális gépi fordítás előnyeit, teljes a bizonytalanság a fordítói szakmában (meddig lesz még szükség humán fordítókra?), a fordítóképzésben (tűrjük, tiltsuk vagy támogassuk a gépi fordítómotorok használatát az oktatásban?), és ez a bizonytalanság természetesen kihat a fordítástudományra is. Érdemes-e még a ha-

gyományos témákat kutatni, nem is beszélve a hagyományos kutatási módszerekről és eszközökről? Van-e még tere a manuális elemzésnek, mikor a nyelvtechnológia fejlődése (pl. az óriási méretű automatikusan lekérdeszhető korpuszok létrejötte és gyakran nyilvános hozzáférhetősége) óriási lehetőségeket kínál a fordításkutatók számára is.

Eszenyi Réka könyve lépésről-lépésre szisztematikusan végigmegy ezeken a problémákon, és rögzíti a jelenlegi állapotot. A jövőt természetesen nem tudja megjósolni, mert a nyelvtechnológiai eszközök rohamos fejlődése következtében a témával foglalkozó tanulmányok már gyakran akkor elavulnak, amikor megjelennek, de így is nagyon fontos eredmény a pillanatnyi helyzetkép sokoldalú, szakszerű, indulatoktól mentes rögzítése, a fordítástudomány szempontjából való megközelítése, valamint saját empirikus kutatási eredményeivel való kiegészítése.

A könyv 195 oldalas, nyolc fejezetből áll, a kilencedik fejezet rövid konklúzió, ezt szintén rövid terminusjegyzék követi, amelyben 22 alapfogalmat definiál a szerző. A hetedik és a kilencedik fejezet kivételével mindegyik fejezet kérdésekkel kezdődik, amelyek megkönnyítik az olvasónak a tartalom feldolgozását, és összefoglalással zárul. A téma jellegeből fakadóan majdnem teljes egészében 21. századi műveket tartalmazó irodalomjegyzék a fejezetek végén található. Nagyon találó a könyv borítóján a fekete alapon lila színnel ábrázolt végtelenül bonyolult idegsejt-hálózat ábrázolása, ha egy ilyen elképesztően bonyolult rendszert a mesterséges intelligencia segítségével működtetni lehet, az egyszerre csodálatraméltó és riasztó.

Az első fejezet az ALPAC-jelentéstől a csevegőrobotokig tekinti át a gépi fordítás fejlődésének mérföldköveit. A hét elismert tudósból álló ALPAC-bizottságot (Automatic Language Processing Advisory Committee) 1964-ben állította fel az Egyesült Államok kormánya, hogy tanulmányozzák a gépi fordítás (a továbbiakban GF) fejlesztésének