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## PROSPECTIVE ENGLISH LANGUAGE AND CULTURE TEACHERS PROFESSIONAL AND METHODOLOGICAL TRAINING AT THE BACHELOR AND MASTER LEVELS AT HIGHER EDUCATION INSTITUTION IN TRANSCARPATHIA

*The paper aims at describing the course of English language and culture teacher training at an establishment of higher education (EHE) in Transcarpathia (Zakarpatska oblast). The Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education was established in 1996 in Berehove on the initiative of local authorities and educationalists from Hungary, Ukraine's neighbouring country. Our goal is to give a detailed description of the educational processes our English major students undergo before they obtain a degree at the college.*

**Key words:** English teacher training; methodology of ELT; teaching practicum.

*опис процесу підготовки, який проходять студенти зі спеціальності «англійська мова і література» за 4 роки навчання в інституті.*

**Ключові слова:** підготовка вчителів англійської мови; методика викладання англійської мови; педагогічна практика.

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### ПРОФЕСІЙНО-МЕТОДИЧНА ПІДГОТОВКА МАЙБУТНІХ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ І КУЛЬТУРИ НА РІВНЯХ БАКАЛАВРА І МАГІСТРА В ОДНОМУ ІЗ ЗАКАРПАТСЬКИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

*У статті описано процес підготовки вчителів англійської мови та культури в закладі вищої освіти (ЗВО) на Закарпатті. Закарпатський угорський інститут імені Ференца Ракоці II був заснований у 1996 році в місті Берегові за ініціативою місцевої влади та освітян з Угорщини, країни, яка межує з Україною. Наша мета – дати детальний*

### ПРОФЕСИОНАЛЬНО-МЕТОДИЧЕСКАЯ ПОДГОТОВКА БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА И КУЛЬТУРЫ НА УРОВНЯХ БАКАЛАВРА И МАГИСТРА В ОДНОМ ИЗ ЗАКАРПАТСКИХ ЗАВЕДЕНИЙ ВЫСШЕГО ОБРАЗОВАНИЯ

*Целью статьи является описание курса подготовки учителей английского языка и культуры в одном из высших учебных заведений на Закарпатье. Закарпатский венгерский институт им. Ференца Ракоци II был основан в 1996 году в городе Берегово по инициативе местных властей и педагогов из Венгрии, страны, которая граничит с Украиной. Нашей целью является детальное описание процесса подготовки студентов специальности «английский язык и литература» за 4 года обучения в институте.*

*Ключевые слова:* подготовка учителей английского языка; методика преподавания английского языка; педагогическая практика.

## 1. The beginnings

1.1 Special Training of the György Bessenyei Teacher Training College of Nyíregyháza, Hungary in Berehove, Ukraine

Higher education started in Berehove in the mid-1990s. In the 1994/1995 academic year, the first students started studying English and History and English and Geography within the framework of the Special Training of the György Bessenyei Teacher Training College of Nyíregyháza, Hungary (now called the University of Nyíregyháza). The education took place at weekends, because at that time only the teachers from Nyíregyháza were involved in teaching our students every week. During weekdays, they worked at their main workplace, the György Bessenyei Teacher Training College of Nyíregyháza, Hungary, and at the weekends the instructors crossed the Ukrainian-Hungarian border at Astei/Beregsurány (only 6 km from Berehove) to teach our students. Initially, in the absence of its own college building, the training took place in various local schools from Friday noon to Sunday noon. The students used the curricula and materials developed and applied at the György Bessenyei Teacher Training College of Nyíregyháza, Hungary. They completed their compulsory school teaching practice first at the Kossuth Lajos Secondary School No. 4 in Berehove, and then at various schools with Hungarian language of instruction in Transcarpathia. At the end of the four-year training, the students who passed the state exam could obtain the English teacher's diploma of the György Bessenyei Teacher Training College of Nyíregyháza. Newly graduated English teachers had to nostrificate their diplomas in Ukraine if they wanted to be employed as an English teacher in a school in Ukraine.

1.2 Hungarian Teacher Training College in Transcarpathia (1996-2003), the legal predecessor of today's Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

In 1996, we enrolled students majoring in English and History and English and Geography already at the Transcarpathian Hungarian Teacher Training College. At that time, teachers from the György Bessenyei Teacher Training College of Nyíregyháza, Hungary, were still involved in the teaching process and came to us to teach our students at the weekends, but at the same time “the formation of our own teaching staff began, partly with Transcarpathian teachers with degrees or appropriate professional experience and qualifications, and young people studying in PhD schools or doing postgraduate studies. The education took place in the building of the Berehove Clothing Vocational High School.”

(<http://kmf.uz.ua/hu/a-foiskola-tortenetebol/1993-2004/>) Until the 1999/2000 academic year, it was possible to study English two majors at the college, but from the 2000/2001 academic year, based on a ministerial decision, the English and Geography pair ceased to exist in Ukraine. Therefore, until 2004, our students could only study English in the English and History pairing at the college.

## 2. The expansion of English majors in the mid-2000s

In 2003 a new course started at the college: a primary school teacher and an English language teacher in primary school classes. By opening this new programme, the college met the need for primary school English teachers caused by the compulsory introduction of foreign language learning in the lower grades of the school from the 2003/2004 school year onwards. Due to this ministerial decree, more foreign language teachers were needed in the schools with the Hungarian language of instruction in Transcarpathia. The programme proved successful because the prospective teachers were thus given a thorough qualification in how to teach a foreign language to 6-10 year old lower grade children, which is very different from primary or secondary school language teaching.<sup>1</sup>

Recognizing the need, the college launched new pairs of major subjects in 2004, so students could enrol in English and Hungarian, Hungarian and English and History and English in addition to the original English and History course. From 2006, our students can obtain a bachelor's degree at the end of the 4th year (8th semester). In 2007, we last awarded a “Specialist” degree in English at the end of a five-year course (Huszti, 2010).

In 2008, the first advanced level matriculation examination was held in Ukraine at independent test centres, the so-called External Independent Testing (Zovnyishnye Nezalezhne Otsiniuvannia – ZNO). With the scores obtained there, secondary school leavers were able to get into higher education. At the same time, entrance examinations were abolished, as the applicants were admitted to colleges and universities on the basis of the scores obtained at the External Independent Testing. From this year onwards, the applicants no longer applied for specialization courses, but for individual courses, although they could study in two separate courses at the same time, one as a full-time course and the other as a correspondent one. This is still the case today.

## 3. Innovations of the 2010s

The whole of Ukrainian higher education underwent major changes in the 2010s. It was then that we switched to a system at the college that became known as “the Bologna process,” which made the path clear and open to students if they wanted to continue their studies at an institution other than the one in which they began their higher education. This has been made possible by the

<sup>1</sup>Unfortunately, however, this course later was closed, as pairs of majors were abolished throughout Ukraine in 2008.

European Credit Transfer System (ECTS). Accordingly, students’ knowledge is assessed on a 100-point scale, according to which the student must achieve at least 60% to complete a subject (See Table 1).

Table 1

**ECTS values and grades at the college**

The total score based on all academic performance	Grade according to ECTS	Rating based on the national scale	
		evaluation of exams, course paper, practice	evaluation of pass-and-fail exams
90-100	<b>A</b>	<b>excellent</b>	<b>5</b>
82-89	<b>B</b>	<b>good</b>	<b>4</b>
75-81	<b>C</b>		
64-74	<b>D</b>	<b>satisfactory</b>	<b>3</b>
60-63	<b>E</b>		
35-59	<b>FX</b>	<b>fail</b> , with a possibility of resitting the exam	<b>2</b>
1-34	<b>F</b>	<b>fail</b> , with an obligation to re-take the discipline	<b>2</b>

Between 2007 and 2019, education in English took place only at the Bachelor level. However, it is gratifying that our two-year Master’s course in English started in 2019, and hopefully next year, in 2021, we will be able to award our first Master’s degrees in English.

4. The new Master’s degree course in English

Our Specialist Training Programme was conducted until 2007 when we last issued a Specialist degree of an English teacher. It took about 12 years from the idea to launching in 2019 the Master’s course in English philology. The course is a standard one in terms of length and content: it comprises four semesters of study after the basic eight-semester long Bachelor course. Students can apply to this course having obtained a Bachelor degree of an English teacher.

On completing all the requirements of the Master’s course, students obtain the degree of MA in philology.

5. Methodological training at the college

Methodological training is one of the cornerstones of our English programme. Our students start studying the subject “Methodology of English Language Teaching in the Upper Primary School” in Semester 4 of their studies, which ends with a final exam in Semester 5. This subject forms the basis of English methodological training. The main goal of the subject is to provide an opportunity for our students to acquire appropriate theoretical knowledge and to apply the theory already acquired in practice.

Theoretical education takes place within the framework of lectures, while during seminars or practical classes, students have the opportunity to put the acquired theoretical knowledge into practice.

For this, the so-called microteaching is best suited. “The microteaching simulation, in which novice teachers plan and teach ‘minilessons’ in front of their peers as a component of a methodology course, has been a common practice for bridging the theory/practice divide in teacher education programs... Novice teachers were asked to move through a cycle of plan-teach-observe-critique until a particular instructional behavior was mastered” (Johnson, 2013, p. 76). Microteaching in our context is a short teaching unit in which students first plan and then hold 15-minute sessions on a topic of their choice, and within their academic groups, students teach each other short classes in which they can practise the application of teaching skills. Students are expected to create lesson outlines based on which they hold mini-sessions or lesson fragments.

The session is usually followed by a ten-minute discussion: first, the student doing the microteaching tells their peers what their goals were, how they achieved them, and if they failed to achieve all of their goals, what the possible reasons were. “The classmates then share their views on the lesson seen, highlighting the positive and negative features of the lesson, and perhaps what could have been taught differently. At the end of the discussion, the teacher who teaches the subject of the ‘Methodology of English Language Teaching in the Upper Primary School’ evaluates what has been said and issues a grade to the student presenting the lesson, providing detailed reasons. The evaluation is performed on the Ukrainian national four-item evaluation scale: excellent (5), good (4), sufficient (3), and insufficient (2)” (Huszti, 2010, p. 85). By the end of these minilessons within the frame of microteaching the ultimate goal is hopefully achieved, namely, to move our student-teachers “toward greater self-regulation of theoretically and pedagogically sound instructional practices” (Johnson, 2013, p. 77).

In addition, our trainees are involved in reflective teaching activities during their methodology training via doing observation tasks (Huszti, 2018, 2019a, 2019b). Classroom observation is a compulsory element of the methodology programme much in the same way as Johnson (2013) described a Second Language Teacher Education (SLTE) university programme for her students. Furthermore, the English major trainees at our college have to fulfil the tutoring assignment. It means that every trainee has to select a first-year English major student, map their skills, learn about their strengths and weaknesses in terms of knowledge of English grammar, vocabulary or pronunciation and plan a 45-minute tutoring session according to the needs of the tutee. Our trainee-tutors are encouraged to apply various teaching strategies

during these tutoring sessions, accompanied with proper illustrations, didactic materials, audio and visual aids, etc. This is an extremely useful activity for the trainees as it creates an informal tutor-tutee interaction in which trainees provide assistance to EFL students in problematic areas of study. The benefit is two-fold: on the one hand, EFL students obtain extra help with their studies from fellow-students; on the other hand, trainee teachers have the chance of developing their teaching skills within an informal context. As a formal course requirement, trainees have to report orally on the task at the seminars of the methodology course, as well as submit a written account of the assignment in which they are expected to reflect (Farrell, 2008) on EFL learning and tutoring, based on their own experiences. Most often, trainees write about the decisions they make in the course of tutoring, because they need to alter or adjust their planned activities depending on how the tutees responded to teacher-initiated questions and/or engaged in certain instructional activities.

The part of the professional methodology training is the practice that our students do during the annual English study competition organized for schoolchildren by the Transcarpathian Hungarian Pedagogical Association. Their task is to supervise the course and fairness of the competition, and at the same time to observe the organizational moments of the out-of-school event or competition in order to gain important knowledge about organizational questions.

6a The compulsory teaching practice: Bachelor level

Another important element of our English teacher training programme is the pedagogical practice. Students have been doing different types of teaching practicum since 2000, including group teaching practice, as well as individual practice. In the early years of our training programme, the compulsory teaching practicum was significantly different from the structure and procedures that are valid at present.

There were two types of pedagogical practice like it is the case today, but they were considerably longer and more intense. Tables 2a and 2b introduce the structure of the pedagogical practice before its reform in 2017.

Table 2a

**Pedagogical practice at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher education (2000-2007)**

Type of teaching practice	Length of teaching practice					
	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8	Semester 9
Group	2 weeks	2 weeks	2 weeks	2 weeks	–	–
Individual	–	–	–	–	4 weeks	12 weeks

Table 2b

**Pedagogical practice at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher education (2007-2017)**

Type of teaching practice	Length of teaching practice			
	Semester 4	Semester 5	Semester 6	Semester 7
Group	2 weeks	2 weeks	2 weeks	–
Individual	–	–	–	6 weeks

If one compares Tables 2a and 2b, one can immediately see the main difference: the length of the teaching practice was noticeably shortened. This change also related to the alteration of the requirements that trainee teachers had to fulfil.

The requirements during the two-week long group teaching practicum included the observation of five lessons by every student, as well as teaching two lessons by every student. Trainees were expected to document their teaching practicum and submit the required materials of the practice in a folder to the Department of Philology. These materials usually contained observation journals, visual aids, etc.

The requirements of the individual practice differed from those of the group practicum. On the one hand, students had to observe five English lessons and complete observation tasks based on them; on the other hand they were expected to teach 25 lessons in the school where they were doing their individual practice. Besides, to conduct form master's lessons was another requirement. In addition, they had to organize an extra-curricular activity in the form of a competition, or a literary event/contest, etc. All this had to be thoroughly documented.

Then came the change in 2017. The whole teaching practicum was drastically altered in terms of length and intensity. Table 3 gives information on the types and length of teaching practice at the college after 2017.

Table 3

**Pedagogical practice at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher education (2017-up to present)**

Type of teaching practice	Length of teaching practice	
	Semester 5	Semester 7
Group	2 weeks	–
Individual	–	4 weeks

In accordance with the decision of the Ministry of Education and Science of Ukraine, the structure and course of the pedagogical practice of college students have changed since 2017. There was no change in the



content, but formally almost the whole practice was transformed. It all started with a significant reduction in the time spent on student teaching practice: while before 2017 our students spent 3x2 weeks in group practice in Berehove, then 1x6 weeks in individual external school practice, after the 2017 reform our students spent 1x2 weeks with group practicum in Semester 5 of their studies and participate in 1x4 weeks of individual external school practicum in Semester 7.

The group practicum takes place in the schools of Berehove with Hungarian language of instruction, where the students do their teaching practice in the morning and then take classes in the afternoon at college. Our students apply for the individual external school practice in a school with Hungarian language of instruction in Transcarpathia, where they can provide them under conditions necessary for the teaching practice (e.g., a mentor teacher with no less than five years of English language teaching experience).

All of our students work together with an experienced English teacher (i.e. a mentor teacher) who is appointed to be the student's mentor, from whom they can learn the ins and outs of the language teaching profession. These are the teachers whose task is to support our students in everything during the practicum (either group or individual), to provide them with professional advice, to answer the students' questions related to the teaching profession (Huszti, 2011).

Requirements of the individual practice that the trainees have to meet in order to complete the teaching practicum include the following:

- Observation and analysis of ten English lessons conducted by the school mentor,
- Teaching forty English lessons individually with properly prepared and accepted by the mentor lesson plans to all the forty lessons,
- Teaching three form-master lessons (topics and lesson plans negotiated and accepted by the form-master),
- Organizing and conducting an extra-curriculum event related to English. This can be a quiz, an educational lecture e.g. “About English-speaking countries”, literary evening, English-language acting, etc.

The compulsory documentation pack of the individual teaching practicum should include:

1. observation journal (containing curricula excerpts for the time of the practicum, notes taken during observing the lessons by the students, list of taught lessons by the trainees, etc.),
2. 40 English lesson plans approved by the mentor,
3. miniature copy of demonstration tools used in the English lessons (attached to the lesson plans),
4. lesson plans of 3 form-master lessons approved by the form-master,
5. scenario for the extra-curricular event.

Mentors make a proposal to evaluate students' practice, which they must justify. In addition, students must submit

detailed documentation, which is carefully examined and analysed by a colleague from the Philology Department at the college. Finally, the departmental instructor responsible for students' pedagogical practice makes the final decision based on the evaluation of the school mentors and the analysis of the written documentation submitted by the students to the department, and issues the students' grades. In the case of a group practice, this is the two-option grade “pass / fail”, while the individual practice is assessed on the basis of the local four-point scale (2-3-4-5) valid in higher education, along with the appropriate ECTS grade.

#### 6b The compulsory practices: Master level

At the Master level, students have to do two types of practice: pedagogical practice at the secondary school for two weeks and scientific-pedagogical practice at a higher educational establishment, also lasting for two weeks. The following two subsections intend to discuss these types of practicum in some detail.

##### 6b.1 Pedagogical practice at the secondary school

The main aim and task of the practicum is to form professional skills of future teachers of the English language and literature, as well as prepare prospective teachers for professional pedagogical activity. The basic tasks of the practicum include:

1. Formation of professional and pedagogical orientation of students,
2. Formation of integral, system-structural professional knowledge of students,
3. Formation of professional and creative independence of students,
4. Formation of the culture of professional and pedagogical communication of students,
5. Formation of pedagogical reflection of students.

In the course of practice, students have to acquire predictive and projective skills (e.g. the ability to independently plan and prepare lessons of different types, the ability to independently plan and organize educational extra-curricular activities); operating skills (e.g. the ability to conduct lessons of different types, the ability to conduct educational extra-curricular activities independently); communicative skills; reflective skills.

All the activities carried out by the students during their teaching practice have to be properly documented. The materials of the practice to be submitted to the Department of Philology must include a teaching journal with all the crucial notes made by the students during the practice, lesson plans of three English lessons, report and analysis of the mentor teacher about the work of the students during the teaching practice, student self-analysis report, and presentation (photos) of the lessons.

Students are evaluated for the systematic keeping of the diary of the educational pedagogical practice, notes

of observed English lessons conducted by the mentor teachers, three plans of English lessons conducted by the students, conducting three English lessons, student self-analysis report, and photo presentation of lessons. Students are assessed according to the Ukrainian assessment scale, as well as the ECTS.

#### 6b.2 Scientific-pedagogical practice at an establishment of higher education (EHE)

The purpose of scientific-pedagogical practice at an EHE is to deepen and improve the complex of professional knowledge, skills, abilities, development of personal skills of future teachers of English and literature, practical skills and abilities of research work, gaining experience of teaching as a professional activity.

The main tasks of this type of practice are:

- deepening and improvement of theoretical knowledge of philological and pedagogical disciplines and establishing their connection with practical activities;
- stimulating the desire to improve pedagogical skills in order to creatively solve the problems of teaching and education;
- development of personal qualities necessary for a teacher of the English language and literature in professional activities;
- formation of professional skills and abilities: communicative, organizational, diagnostic, design, analytical, didactic, etc.;
- familiarizing students with features of professional activity of the teacher in tertiary education, and also developing students' practical skills to observe and analyse educational work;
- conducting by student-trainees different types of educational classes at the EHE (seminars, practical, laboratory) with the use of various methods and teaching methods that activate the cognitive activity of students;
- creating conditions for the development of abilities and self-realization of students in future teaching activities, the formation of teaching style and the need for self-improvement;
- formation of students' creative and research approaches to professional activity, development of skills of professional reflection;
- formation of skills in student-trainees of analysis of the results of their pedagogical work;
- development of creative potential, research approach to solving professional problems and performance of professional duties.

The scientific-pedagogical practice takes place in three stages.

##### I. Instructive and motivational stage

On the eve of the beginning of pedagogical practice, an introductory conference is held, at which subject methodologists acquaint undergraduates with the purpose, content, tasks and responsibilities of interns.

##### II. Operational stage

1. The undergraduate gets acquainted:
  - with the specifics of the work of the higher educational institution, philological faculty or department, department of philology, academic groups;
  - with the specifics of the work of teachers and tutors of academic groups;
  - educational-methodical and scientific work of the department (department), for which the master-trainee is assigned;
  - with the departmental documentation (educational and methodical working programs of the discipline, in which lectures, practical, seminar and laboratory classes will be conducted; work plan of the curator of the academic group; plan of educational work of the tutor of the academic group; journal of the academic group, etc.);
  - with the content of the work of section associations, creative and problem groups of teachers in the specialty;
  - with the student body of the academic group, to which it is assigned, determines the anatomical-physiological, psychological, age and individual characteristics of the students of the group, the state of their success;
  - with software and methodological support of the discipline, classes in which will be conducted by undergraduate trainees;
  - with the funds of the institute library.
2. The undergraduate attends lectures, practical, seminar, laboratory classes in philological disciplines, conducted by the head of practice or a teacher of a related subject, tutoring or curatorial hours in the academic group, which is assigned to the graduate student.
3. The undergraduate makes a methodical analysis of attended lectures, practical, seminar, laboratory classes (5 in total) in philological disciplines.
4. The undergraduate makes an individual plan in the following directions: educational work, which includes conducting credit lectures (total 1) classes, practical (total 1), seminar (total 1); methodical work, which involves the implementation of individual tasks, participation in the work of pedagogical councils, methodical associations, methodical seminars, creative and problem groups, etc.; research work involving experimental work on the topic of master's research; educational work, which consists of conducting a tutoring hour in an academic group, classes of a student group (club, section), having previously agreed with teachers of relevant disciplines, tutor, curator of the academic group, and then submits it for approval to the department tutor responsible for the pedagogical practice.
5. The undergraduate gets individual tasks.
6. The undergraduate receives recommendations for keeping a diary of pedagogical practice. The diary is a daily record of the content of the work done at the EHE, its analysis, results.



III. Control and evaluation stage

Based on the results of the scientific-pedagogical practice, the undergraduate prepares the documentation, which is submitted to the Department of Philology.

The compulsory documentation of the scientific-pedagogical practice should include the following:

1. Report of the master's student on passing the practice describing their work systematically
2. A detailed methodical analysis of a class in a philological discipline visited by the master-trainee
3. Plans-summaries of classes: lectures (1), practical (1), seminar (1), research consultation (1) on a philological discipline, approved and evaluated by the subject-tutor.
4. The scenario of an educational extra-curriculum event.
5. List of used literature (for each class and subject activity separately).
6. Characteristics of the trainee with the mentor's assessment, signed by the head of the practice base.
7. Certificate from the base of pedagogical practice with the indication of the term of the practice and its assessment by the head of the base (if the practice took place outside the institute).
8. Psychological and pedagogical characteristics of the student, student body.
9. Samples of visual aids, didactic materials made for credit classes (not less than 5 samples).

Table 4 shows the assessment scale of students' work at the practice. They can obtain a maximum of 100 points. Their final score is equivalent to the grades in the ECTS (see Table 1 above).

Table 4

**Evaluation of master-students' scientific-pedagogical practice at an EHE**

	Direction of work					Total score
	teaching	educational	academic research	organizational	methodological	
Points	40	10	30	10	10	<b>100</b>

7. Our alumni

Table 5 shows the number of students who have obtained a diploma in recent years.

Table 5

**Number of graduates of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education (and its legal predecessor, the Transcarpathian Hungarian Teacher Training College) by year of graduation (B = bachelor, S = specialist)<sup>2</sup>**

Graduation year	English - History	English - Geography	Primary teacher - English	English	TOTAL
2002	6 (S)	9 (S)	-	-	15 (S)
2002	3 (S)	11 (S)	-	-	14 (S)
2003	8 (S)	8 (S)	-	-	16 (S)
2004	11 (S)	6 (S)	-	-	17 (S)
2005	10 (S)	1 (S)	-	-	11 (S)
2006	9 (S)	-	-	-	9 (S)
2007	15 (S)	-	-	-	15 (S)
2007	20 (B)	-	6 (B)	-	26 (B)
2008	-	-	-	33 (B)	33 (B)
2009	-	-	-	20 (B)	20 (B)
2010	-	-	-	50 (B)	50 (B)
2011	-	-	-	38 (B)	38 (B)
2012	-	-	-	11 (B)	11 (B)
2013	-	-	-	14 (B)	14 (B)
2014	-	-	-	19 (B)	19 (B)
2015	-	-	-	6 (B)	6 (B)
2016	-	-	-	13 (B)	13 (B)
2017	-	-	-	19 (B)	19 (B)
2018	-	-	-	15 (B)	15 (B)
2019	-	-	-	21 (B)	21 (B)
2020	-	-	-	26 (B)	26 (B)
<b>TOTAL</b>	<b>82 (62 S + 20 B)</b>	<b>35 (S)</b>	<b>6 (B)</b>	<b>285 (B)</b>	<b>408 (97 S + 311 B)</b>

It can be seen from Table 5 that between 2002 and 2020, 408 students graduated as teachers of English at our college. Of these, 97 were awarded a Specialist degree and 311 a Bachelor's degree.

It is a truly commendable achievement by such a young, non-state-run tertiary institution that it has got more than 400 graduated English teachers over the past 18 years. The original goal of the founders of the college in the 1990s was to create a higher education institution for the national minority, where highly qualified teachers would be educated for the Hungarian schools in Transcarpathia (<http://kmf.uz.ua/hu/tajekoztato/>). This idea worked well until 2014, but the events in Ukraine that began at the time, the outbreak of war, the increasingly difficult living conditions, soaring inflation, the general loss of prestige of the teaching profession, etc. all contributed to the result that more and more English teachers who graduated from the Rákóczi College decided to leave the teaching profession and earn some other livelihood.

Unfortunately, we cannot provide accurate data on how many teachers left their homes and took up work in the world instead of the schools in Transcarpathia. We believe that those who decided to change their situation in the hope of a better living would once return to their homeland, take up the teaching profession and successfully make use of the knowledge obtained at the Rákóczi College in Berehove.

8. Outstanding events organized at the Department of Philology (English Language and Literature Subsection) of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education in Berehove, Zakarpatska oblast

The extra-curricular activity at the Department of Philology (English Language and Literature Subsection) is manifold. We organise events of different character: educational, cultural, as well as scientific.

<sup>2</sup>Source: Department of Studies and Career Tracking at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

### 8a Competitions for students

There are three permanent study competitions organized annually for our English major students.

The first is the pronunciation competition where students willing to test their English pronunciation can participate. The competition consists of three rounds. In the first one, contestants read out a text of 200 words of their own choice with proper intonation and articulation. In the second round, they are requested to read aloud a text of 200 words totally unfamiliar to them (usually non-fiction), while in Round 3 the participants recite a poem of their own choice again. In all the three rounds students are assessed for their articulation, intonation, and artistic skills. One student can obtain a max. of 90 points (10 in each category in each round – 10x3x3). The contestant with the maximum score is the winner.

The second competition is the annual British English spelling competition. Students generally participate in two categories: 1) Year 1 students and 2) Years 2-4 students. Contestants write a test with usually ten tasks for 90 minutes. They can score max. 100 points for the test. Task types include gap filling, multiple choice and matching activities. Here again, the contestant who has got the highest score is the winner.

The third study competition is actually a team game where students are tested on their knowledge of country studies. These are usually thematic competitions on the UK, the USA, the British and American movie industry, etc. Four students form a team: one student from every year of the bachelor training. The number of teams taking part in the competition is unlimited. However, common practice is to have four to six teams at a time. Participants have to fulfil various tasks requiring either sound knowledge of a certain topic, or creative skills. A jury of three department teachers evaluates the work done by the teams. The team achieving the highest score in the competition is the winner.

In all the three regular competitions of ours, winners are awarded certificates of achievement which they can include in their CVs. In addition, their names and achievements are also announced on the main notice board at the Department of Philology (English Language and Literature Subsection) to advertise the results of the students.

### 8b Cultural events commemorating outstanding British or American personalities or celebrations

In today's ever-changing world, people are fast realizing the importance of learning, understanding and appreciating diverse cultures. In order to prevent cultural misunderstandings with native speakers, the promotion of cultural understanding is vital to language learning. Our department strives to place great emphasis on developing students' cultural knowledge by organizing different commemorations, and cultural events. These events are closely related to the famous literary, historical figures

or current anniversaries of the given academic year. In the following, we would like to highlight a few of the most significant cultural events of the past years.

In 2014, we celebrated the 450th anniversary of the birth of the deservedly world-famous William Shakespeare. In honour of the poet, playwright, actor, our students presented scenes in a stage performance from the greatest dramas, such as King Lear, Macbeth and Othello. The highly successful presentation took place in the original language, bringing our students even closer to the English culture and literature.

Every Halloween, the hallways of the college reflect spooky atmosphere: pumpkin lanterns illuminate, mysterious decorations float, witches, ghosts, terrifying figures appear before us. English major students give a lecture on the celebration of Halloween, from which those present can learn about customs, symbols and superstitions. This is usually followed by a competition of students in scary costumes.

In 2015, during our St. Patrick's Day event, everything turned green when we praised the Christian convert, the patron saint of Ireland, in a playful way with a lot of music. Our students gave an account of their knowledge and creativity in a fun quiz party.

In 2016, "The Age of Charlotte Brontë" quiz night was organized. On the occasion of the 200th anniversary of the birth of the excellent writer, our students were able to take part in an all-afternoon multi-round quiz show. The students gave an account of their knowledge of the life and works of the Brontë-sisters and their age. Image recognition, interesting facts, knowledge of biographical data, and recognition of film excerpts were also among the tasks.

It has now become a tradition that every year at Christmas, our department organizes an institutional ceremony, during which our students try to revive and present the traditions of the English-speaking countries, mixed with the Hungarian and Ukrainian traditions. At such times, we add colour to the show with common dances, carols, poems, plays, and self-made videos to convey the Christmas miracle.

### 8c Scientific conferences for students and teachers

#### 8c.1 Student conferences

Since 2015, we have been organizing a conference for our most talented students at the department. The goal is for the best students to be able to present their research in public. One of the benefits of this is that they can get to know each other's scientific work and learn from each other. On the other hand, more importantly, they can receive useful advice and suggestions from the expert jury for their future research. By organizing this student conference annually we hope to contribute to the education of the next generation of researchers in Transcarpathia.

Students are requested to submit an application form containing a 200-word abstract of their presentations. An expert jury including department staff evaluates the abstracts and selects the best ten to be presented at the conference. Presenters are given 10 minutes altogether (7 min presentation + 3 min for questions). There are five categories that must be assessed during the presentation of the students' research by the jury. The maximum score a student can get for a category is 20 points (20x5=100).

The categories are the following:

1. **STYLE OF PRESENTATION AND LANGUAGE ACCURACY** – how the student presented their research to the audience, how “listener-friendly” it was, how well the student managed to explain the details of the research to the audience; how accurate the student’s speech was in terms of grammar and style

2. **STRUCTURE OF PRESENTATION** – whether it followed a logical structure, whether the presentation was coherent (i.e. the parts were based on each other). Were the aims (or the hypotheses) of the research clearly stated? Was the novelty/importance of the research accurately identified?

3. **USE OF APPROPRIATE VISUAL AIDS** – the proper use of diagrams, charts, pictures, etc. during the presentation (e.g. are they well-designed and structured? Are they applied in the proper place and time during the presentation? Is the text in the charts legible?)

4. **INTRODUCING, ANALYSING AND INTERPRETING RESEARCH FINDINGS** – Has the presenter introduced the background to the research? Has the presenter depicted and justified the research methods applied during the investigation? Are the findings introduced in detail? Are the results analysed and interpreted correctly? Are the conclusions clearly stated and do they follow from the results directly? Has the presenter defined the future tracks of their research?

5. **PROFESSIONAL COMPETENCE** – can the presenter give professionally / methodologically correct answers to the questions put to them after the presentation?

Are the presenters’ answers convincing? Do the presenters see proper correlations between research issues? Are the presenters self-confident in answering the questions about their own investigations?

Once all the presentations have been given, according to the pre-developed assessed system (which corresponds to the 100-point system used in the college – see Table 1 in this article), the jury will score the presentations. The score obtained will correspond to the grade for the defence of the course paper (in case of Year 2 and Year 3 students). In the case of graduate (Year 4) students, we evidently cannot do this, but for them, this opportunity will definitely be a “main test/rehearsal” before the state exam at the Bachelor level, from which experience they can only benefit.

To our greatest regret, the 6th Academic Student Conference could not be held at the department because of the world-wide COVID-19 pandemic. However, we are optimistic and do believe that the conference will take place in 2021 and will be even more successful than before.

### 8c.2 Teacher conferences

In the course of the past years, the Department of Philology (English Language and Literature Subsection) was the primary organizer of three major academic conferences for English teachers, all of which were international events. The third conference was organized in collaboration with the Department of Multicultural Education and Translation, Faculty of History and International Relations of Uzhhorod National University. Table 6 summarizes the information of our major conferences.

Table 6

### Major international conferences at the Department of Philology (English Language and Literature Subsection) of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Title of conference	Type of conference	Date	Number of presenters	Number of participants	Number of represented countries
Teaching foreign languages in a minority context	academic	8-10 November, 2004	11	50	3 (Hungary, UK, Ukraine)
Modern trends in foreign language teaching and applied linguistics in the twenty-first century: meeting the challenges	academic-practical	11-12 April, 2014	25 (including five plenary speakers)	165	5 (Hungary, Sultanate of Oman, UK, Ukraine, USA)
Multiculturalism and diversity in the 21 <sup>st</sup> century	academic	27-28 March, 2018	105 (including seven plenary speakers)	500	16 (Canada, Czech Republic, Germany, Hungary, Indonesia, Iran, Japan, Jordan, Poland, Romania, Russia, Slovakia, Syria, UK, Ukraine, USA)

The proceedings of the conferences were published in edited volumes (Husztı, 2004; Husztı & Lechner, 2015; Nagy-Kolozsvári & Kovács, 2018).

9. Summer language practice under the supervision of native English speaking teachers

Our department has maintained a very good relationship with the Holy Trinity congregation in Claygate, England, for many years. Members of the congregation travel to Transcarpathia on a volunteer-based mission trip every summer and students of the department provide them help in translation during their stay in our region.

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