

Acta Academiae Beregsasiensis

2013/1



A II. Rákóczi Ferenc
Károli Gáspár Főiskola
tudományos évkönyve

Acta Academiae Beregsasiensis

A II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola
tudományos évkönyve

Науковий вісник
Закарпатського угорського інституту ім. Ф. Ракоці ІІ

A Scholarly Annual
of Ferenc Rákóczi II. Transcarpathian Hungarian Institute

2013
XII. évfolyam, 1. kötet
Том XII, № 1
Volume XII, № 1



2013
Ужгород: Поліграфцентр «Ліра»

УДК 001.2

ББК 72

A-19

Az *Acta Academiae Beregsasiensis* a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola tudományos kiadványa. Jelen kötet a 2013-as év első felének magyar, ukrán és angol nyelvű tanulmányait foglalja magába. Az intézmény tanárainak, hallgatóinak, valamint külföldi tudósok munkáit publikáló kötet a nyelvészet, irodalom, biológia, történelem, turizmus és matematika tudományágainak különböző területeit öleli fel.

www.kmf.uz.ua/hun114/index.php/kiadvanyaink/110-a-ii-rakoczi-ferenc-karpataljai-magyar-fiskola-tudomanyos-evkoenyve

SZERKESZTÉS: *Kohut Attila, Penckófer János*

KORREKTÚRA: *G. Varcaba Ildikó*

TÖRDELÉS: *Kohut Attila*

BORÍTÓ: *K&P*

A KIADÁSÉRT FELEL: *dr. Orosz Ildikó, dr. Szikura József*

A KÖTET TANULMÁNYAIBAN ELŐFORDULÓ ÁLLÍTÁSOKÉRT MINDEN ESETBEN A SZERZŐ FELEL.

A kiadvány megjelenését a



BETHLEN GÁBOR

Alapkezelő Nonprofit Zrt.

támogatta

Készült: Kálvin Nyomda, Beregszász, Kossuth tér 4. Felelős vezető: Lacz Csilla

ISBN: 978-617-596-115-5

© A szerzők, 2013

Tartalom

*

KOSZTYÓ GYULA: Szovjet ideológiai munka Kárpátalján (1944–1950). Személyi kultusz és mítoszteremtés	7
LUKÁCS ATTILA: A kárpátaljai és a magyarországi magyarság kapcsolattartásának interetnikus vonatkozásai az Antall-kormány időszakában.....	17
BODNÁR ALEXANDRA: Kolhozosítás Mezőkaszonyban.....	29
SZAMBOROVSKYKYNÉ NAGY IBOLYA: Mire használható valójában az iskolai történelemtankönyv? (Elismert és látens szerepmeghatározások az ukrajnai történelemtankönyvekben)	39
SZENDREY ANITA: A közösségi élet felvirágzása Beregszászban Pásztor Ferenc ideérkezésével (1932–1944)	51

**

АНІСІМОВА ГАЛІНА МИКОЛАЇВНА: Вузівська лекція	63
MOLNÁR BÉLA: A magyar alapfokú képzés története	73
ILONA HUSZTI: Teaching English to Young Learners (TEYL): Insights and practical tips from a diary study	91
NYEGRE MARIANNA: Transcarpathian multilingualism.....	105
KOMONYI ÉVA – LÉTAI BÉLA: A kémia oktatásának feltételei Kárpátalján	115
SZALAI BERNADETT: A középiskolás történelemtankönyvek vizsgálatáról tananyag és szocializációs dimenziókban.....	131

NAGYNÉ PAKSI MARGIT: Fogyasztói attitűdök kutatása a reklámokkal, ezen belül kiemelten a humoros reklámokkal kapcsolatban.....	149
SZABOLCS PASZTOR: Special Rural and Borderland Issues in the Peripheries of Central and Eastern Europe	177
TARPAI JÓZSEF: A határ menti turisztikai együttműködések fejlődése Kárpátalja részvételével az Európai Unió keleti határán.....	191

THOMAS RUDOLF GERHARD Wiese: Notes on Biodiversity Conservation and Declining Discount Rates	211
--	-----

SEBESTYÉN ZSOLT: Földrajzi köznevek Csopey László ruszin–magyar szótárában	221
--	-----

GAZDAG VILMOS: Nyelvhasználati sajátosságok a Beregszászi Járási Kórházban.....	229
---	-----

BRENZOVICS MARIANNA: A <i>Tükör</i> című film elbeszélőszervezete	239
---	-----

HÁJAS CSILLA: A kárpátaljai magyar gyermekirodalom vázlatos története a XX. század második felétől napjainkig	245
---	-----

JEVCSÁK MELINDA: A Kárpátalján fokozottan védett <i>Narcissus poeticus</i> ssp. radiiflorus area botanikai értékelése és mikroszaporítása.....	253
--	-----

DEMETER LÁSZLÓ: A Szernye-csatorna menti Seleszta kiserdő cönológiai vizsgálata	263
---	-----

ПЕТЕНЬКО В.О. – ПЕЧОРА О.О.: Теорема про фінальні ймовірності для одного класу неоднорідних ланцюгів Маркова	273
--	-----

PÉCSI ANDREA: Recenzió. Navracsics Judit – Szabó Dániel: <i>A mentális folyamatok a nyelvi feldolgozásban</i> . Pszicholingvisztikai tanulmányok III. Budapest, 2012, Tinta Könyvkiadó, 402 p.	279
---	-----

ESEMÉNYNAPTÁR (2012/2013. tanév I. félév).....	284
--	-----

Teaching English to Young Learners (TEYL): Insights and practical tips from a diary study

Rezümé A jelen tanulmányban egy napló-kutatás eredményeit adjuk közre. A nyelvtanár (maga a cikk szerzője) a reflektív tanítási módszert alkalmazta, és saját megfigyeléseit a tanításával kapcsolatban naplóban rögzítette. A tanítás, és így a naplóvezetés is, öt éven át tartott (2006–2011). A naplóbejegyzéseket tartalmuk szerint csoportosítottuk, így kaptunk öt kategóriát (motiváció, tanítási módszerek és eljárások, tanulás feladatvégzés és játék által, hangtani tréning, a tanulók tudásának értékelése). A tanulmány a felsorolt csoportokban született legfontosabb tanulságokat vonja le.

Kulcsszavak: kiskorú nyelvtanulók, kiskorú nyelvtanulókkal alkalmazandó nyelvtanítási eljárások, reflektív tanítás, naplókutatás

Резюме У статті розглядаються результати аналізу щоденника викладача англійської мови. Викладач, яка є автором статті, використала рефлексивний метод, і зробила помітки про свої спостереження у щоденнику. Викладання мови, а також ведення журналу чи щоденника тривало п'ять років (2006-2011). Помітки були класифіковані і таким чином виникли наступні категорії: мотивація, форми і методи навчання, вивчення англійської мови з використанням ігор, фонетичний тренінг учнів, контроль знань учнів. Стаття подає найважливіші результати аналізу.

Ключові слова: учні молодшого шкільного віку, форми і методи навчання, рефлексивне навчання, дослідження щоденників.

Abstract. The article presents the findings of a diary study. The English teacher was the author of the article who followed the reflective teaching approach, and recorded her experiences about her own teaching in a teaching journal or diary. The process of English teaching, and diary keeping as well, lasted for five years (2006-2011). The diary entries were classified according to their content, thus five categories emerged (motivation, teaching methods and techniques, learning by doing and learning by playing, phonetic training, and evaluating learners' knowledge). The paper discusses the most crucial outcomes of the analysis of the reflective diary: the relevance and contribution of the categories to the general knowledge about teaching foreign languages to young learners, and the values of teaching journals in conducting qualitative research on foreign or second language acquisition.

Key terms: young learners, techniques in TEYL, reflective teaching, diary study

1. Background to 'the English course'

1.1 Rationale for the course

The idea of a group of young learners learning English privately with my guidance came from the need of knowing a foreign language on parents' initiatives. My colleagues' daughters and my own niece were in the elementary school just about to start learning English institutionally as part of their school curriculum.

* PhD; II. Rákóczi Ferenc Transcarpathian Hungarian Institute, Department of Philology (English Language and Literature).

The mothers wanted their children to get deeper and more detailed instruction than the school could provide.

1.2 Time

That is why we started in June, 2006 and have been working together since that time. First we held two lessons a week usually lasting for two hours with a short eating and drinking break (needed for socializing of young learners) after the first hour. The children brought juice and biscuits with them for their break every time they came. Later, after three years of study, when the children had other engagements during the week (like dance classes or private tutorials in other school subjects), we formulated a regular basis for our tutorials: every week we had a one and a half hours long class on Saturday mornings.

1.3 Participants

Seven years ago we started with five girls out of whom one studied in a Hungarian school and the others in a Ukrainian one. Their age at the start of the study ranged between 6-8 years. Two girls (sisters) come from a Hungarian-Ukrainian bilingual family background where the parents talk to each other in Russian, so these girls hear a lot of languages around them. About four years ago a sixth girl joined the group. She is the oldest among the girls, attending a Hungarian school. Five girls study English as the compulsory foreign language in their schools, and one girl has been studying German since Form 2 (age 7). Now she is in the third class in a Ukrainian school where she started learning English three years ago.

1.4 Methods used

At the very beginning of our work I used the Total Physical Response (TPR) method (CHASTAIN 1988) so popular with YLs extensively (RICHARDS & RODGERS 2001). Then elements of the Reading Method (CELCE-MURCIA 1991) came. I applied the Whole Word method to teaching reading (ALTWERGER, EDELSKY, & FLORES 1987) not the phonic one used in schools. This Look-and-Say method was used in the textbook that we followed (see Section 1.5 for an introduction). The method was new to the learners but they got accustomed to it very quickly. After the girls had acquired the basics of English, we could continue with the Communicative Method (RICHARDS 2006) and we have been using it ever since.

1.5 Textbook

From the very beginning of our study we have been using a textbook series, 'Get, set – go!' (LAWDAY 1996 / Levels 1, 2, 3; DRISCOLL 1998 / Levels 4, 5; McLEAN 2000 / Level 6). The study pack at each level consists of a Pupil's Book, a Workbook, an

Audio cassette, and a Teacher's Book. Starting from the second level, the Pupil's Book is divided into units. The audio cassette contains the recordings of the texts and tasks in the Pupil's Book. The workbooks for each level provide revision possibilities for the children after every fourth unit to summarize, review, and consolidate the material studied. The Teacher's Book at every level contains tests based on the material of the textbooks.

The series applies the Communicative Method of English language teaching ensuring a lot of practice opportunities for the pupils. It develops the four language skills in an equal manner; also, the books are appropriate for learners aged 7-13, their content coincides with the interest and needs of children of this age group.

2. Brief description of the teaching journal/diary

Richards and Lockhart (1996, p.6) define a teaching journal as "written or recorded accounts of teaching experiences". They claim that a teaching journal has got two main purposes: first, they record events or ideas to be reflected on at a later point of time; second, "the process of writing itself helps trigger insights about teaching" (*ibid.*, p. 7).

I started writing a teaching diary from the very beginning of my YLs English course. I have been keeping it since 2006. After each class I recall the activities and experiences during the lesson and write them down together with my reflections. In fact, I try to follow the suggestions of reflective teaching (Richards & Lockhart, 1996; Pollard, 2005) and I work with this group along the reflective cycle (Scrivener, 1994): DO → RECALL → REFLECT → CONCLUDE → PLAN (and start again with DO, etc.). This is a very effective method for understanding the processes in our lessons and getting answers to our why-questions, e.g. why one technique worked with the learners while another one did not, etc. Based on our reflections, we conclude the essence for our future teaching, i.e. we usually keep the issues that were successful and drop or simply try to avoid the ones that proved to be less popular with the learners. Taking into consideration these conclusions, we can plan our further lessons. (HUSZTI, 2010)

After every class I wrote down my reflections, thoughts about the class and experiences in a separate A5 notebook in Hungarian, my mother tongue (that seemed to be quicker). The pages in the diary had two columns: in the first one I put down everything that I had recalled about the lesson, and in the second one I labeled these reflections in terms of language pedagogical issues. That is how ten categories emerged, all relating to the methodology of teaching English to YLs. The categories included teaching techniques and methods, lesson planning, learner attitudes/reactions to the teaching-learning process and techniques, learning by doing, phonetic training, teaching the target culture, evaluating learners'

knowledge, the role of homework and its checking, handling discipline problems, and motivation. In the present article, I am going to introduce the findings of the analysis of the five most outstanding categories of my teaching diary that have the largest number of entries.

3. Methodological topics revealed in the diary (2006-2011)

All the activities that I am going to speak about are simple ones needing not too much preparation / aids. A lot of them can be done orally.

3.1 Motivation

- 1) **The importance of feeling success** – the most important thing that we, teachers, must understand is that our learners will be motivated to learn English or anything else only in case they have the feeling of success. Otherwise, I think motivation is simply impossible. For example, we see that a child is not interested in an activity that the other group members are doing. The learner's disinterest might stem from his being unsuccessful first at the activity. We can give this child a different, maybe more complicated task. When the child understands that the first task is easier and simpler than the second one he has to fulfill alone, he will want to join his group mates again with new energy and will not give up the second time because he will have success. We can also help learners' success by praising them.
- 2) **The system of "red points"** – learners can get a lot of motivating red points during the lesson if they answer from the new material as well. When they collect 10 or 12 points we can give them a corresponding mark. Opponents of this system say that it lays a 'burden' on the teacher because s/he always has to be up-to-date with the points (i.e. who has got how many). This is true to some extent; however, a devoted teacher is always ready to 'sacrifice' for the sake of their learners when they become motivated and want to achieve more.
- 3) **Competitions** – learners at the ages of 7-10 have the feeling of competition. They like to compete with each other and see who the best is. Of course, everybody wants to be the best. This inner characteristic makes the children motivated and moves them forward to reaching their main aim, i.e. winning. With the help of the feeling of competitiveness the learners do not only motivate themselves but also their peers.
- 4) **Bringing reality into the classroom by creating realistic and real situations** – drinking juice from glasses with drawings of fruits on them (learners were allowed to drink when they were able to say the name of the fruit on the

glass in English, and they could choose the glasses themselves); once after the class I treated the children to some apples and plums, we were standing on the balcony and eating the fruit when one girl suddenly said in English 'I'm eating apples' and another one said 'And I'm eating plums'. The conclusion from this is that it is the teacher's task to create motivating situations in the lessons in which learners will feel free and secure to start conversing in English.

- 5) **The motivating force or challenge of the workbook** – it is crucial that language learners like their course book and the corresponding extra materials including workbooks. If the workbook is full of exciting tasks and activities, they will catch the learners' attention. After the 38th class my teaching diary contained a note that the learners were so enthusiastic that they did a lot of tasks beforehand in the workbook. This happened after they had learned to read and write in an adequate manner: they understood the instructions and were familiar with the task types as well. When I asked why they did this, the answer was very simple: 'Because the tasks in the workbook are so tempting and interesting and funny and very easy that we cannot but do them'. Certainly, I did not want the learners to work that hard at home and do all the tasks that I planned to be done in class. The consequence was that I collected the workbooks and have been keeping the ones in use since that time (31/03/2007).
- 6) **Correcting the teachers** (when the learner plays the role of the teacher) – Little children like to play the role of the teacher. Also, if we let them correct us, they will feel satisfaction and some kind of 'triumph' because 'they know something better than the teacher'. At the early age of 7-10, they will not even notice that the teacher makes mistakes deliberately in order to see whether the learners are alert to them and are able to correct them.
- 7) It is always rewarding to prepare interesting and useful tasks on separate **task sheets** for the learners. If they are appropriate for the learners' level, they will find it fun to do the tasks. The teacher says that one or two exercises are compulsory to do at a time and they do not have to do the rest on the task sheet. Most children, however, will try their hands at the rest of the tasks, too, because children always do things that are not compulsory or that are forbidden with more pleasure and enthusiasm. These kinds of task sheets maintain the learners' facilitating anxiety and motivation.
- 8) **A personal Phrase Book** as a motivating factor to help learners speak English – I prepared a phrase book for the learners (a kind of vocabulary where they put down English phrases and their Hungarian equivalents – without a column for transcription in order to avoid the resemblance with their compulsory school vocabulary notebook). All the important phrases, word combinations,

collocations, and speech patterns are put down into it. Children do not only learn words, but they memorize ready-made phrases so that whenever they need them, they could use them. Whenever the children do not remember a phrase, they just very quickly look it up in their Phrase Books. By now they have been accustomed to the ‘rule’ in the class to use as much English as possible. The Phrase Book helps them in keeping this rule all the time.

- 9) **Extensive reading program** with *Let's Go 4* readers (NAKATA 2008) – there are 8 graded readers in this level. Every child has read all the eight readers. They have exchanged the readers in the classes. After everybody has read all the eight readers, a follow-up worksheet was given to them to fill in based on the readers’ content. This worksheet contained exercises on vocabulary, grammar and the four language skills, even listening, because the set of readers also has an audio CD.
- 10) Last but not least we should never forget that the **marks** have the greatest motivating force in teaching young learners. Therefore I suggest that the teachers give good marks to those students as well who show willingness to participate and are very active indeed.

3.2 *Teaching techniques and methods*

- 1) **Vocabulary reviewing technique: from parts to the whole** – it is very interesting for the learners when the teacher draws a small part of an object and they have to guess it. If they cannot guess the word from one element, the teacher continues drawing more and more parts of the same object till the children can guess the word. This is always great fun because children are curious in nature and this task is based on their curiosity.
- 2) **Task for reviewing vocabulary and developing learners’ memory** – the teacher should collect objects the names of which she has already taught to the learners and put about 7-10 of them on the table in a place where all the children in the group can see them well. Then the objects have to be covered with a big piece of cloth. Before being covered, the teacher gives 1 minute for the children to memorize what is on the table. After the objects are covered, the children have to recall the objects and name them. The child who can recall most or all of the objects gets a positive mark or wins a red point. A variant of this activity is when the learners can already write and spell well. Then the teacher can ask them to make a list in writing of the objects they can recall after they were covered.

The “Disappearing objects” works on a similar basis. The purpose of this activity is also reviewing vocabulary items and developing the learners’ memory. The teacher collects the objects, puts them on the table for everybody to

see, gives one minute to memorize the objects, but instead of covering them the teacher asks the learners to close their eyes. When children do not see, the teacher removes an object and hides it. The learners' task is to name the object that has 'disappeared' from the table. Both activities described above are useful for making learners alert and attentive to the lesson. They can be played any time, but especially as end-of-lesson activities.

- 3) **Odd-one-out tasks** – they are effective not only in teaching/developing/practising learners' vocabulary, but they also develop the learners' abstract thinking in categories. The task is challenging for the learners in that they have to find one word out of four that does not belong to the other three. The learners have to guess why the word is different from the others, what distinguishes it from them. In my experience, learners like to solve such exercises as well as create them on their own. It is never a problem if the learners indicate an odd one out different from the teacher's. The essence is that the learners be able to give reasons why they think the word is an odd one out.
- 4) **Matching** – all of us know a lot of matching activities when the learners' task is to match words with definitions, phrases with translations, pictures with word families, etc. There is a wide range of matching activities that we are all familiar with. Now I would like to introduce a kind of matching that my learners described as 'very enjoyable and extremely tricky'. I prepared ten sentence cards and hid them in the room where we studied. The sentences were English statements about the animals we had learned at the previous class, e.g. *It is a big grey animal that has got two big ears and a very long nose*. The learners had to guess the animal (in this case, the elephant) and then match the statements with pictures of the animals that were laid on the table. For every correct matching the children scored one point. The ones with the most points got good marks. The learners were willing to participate, collect statements and match them to the pictures. A sense of competitiveness was also involved in this task that made it funny and exciting.
- 5) **Paper doll for practising clothes vocabulary** – this is the best methods I like using for teaching and practising clothes vocabulary. One can find such paper dolls on sale. They are sold with different items of clothing. The teacher can give the task to the children to dress their dolls for a birthday party, or a day-off in the park or on the beach, or a school opening ceremony on the first of September, etc. When the learners are ready with the task, they always have to describe what their dolls are wearing for certain occasions. Besides the items of clothing, the learners have to describe all the colours of the clothes, too. This activity's objectives are twofold. On the one hand, as a linguistic aim, we develop the learners' vocabulary and practise grammar (present progressive); on the other hand, the educational aim is also achieved in that we

can teach the learners some rules of etiquette: what is acceptable to wear at formal or informal occasions. In addition, the element of fun is also present and it can be stated that children do not even notice that they are learning something new. They perceive the whole situation as an exciting game.

- 6) **Colour and Shape Bingo** – this is a board game that children adore playing. With its help different colours and four shapes can be taught and reviewed. The winner is the player who can cover his card of shapes the earliest. The game is great fun and challenge for the children. The teacher can prepare it easily as well (paper, colours, and scissors are needed).
- 7) **Numbers Bingo** – reviewing the numbers. We need to prepare cards (as many as the number of learners/players in the group) with 9 squares on each (3 down and 3 across), then write the numbers in the squares. The teacher calls out a number. If learners have it in their grid, they cross it out. The first student to have three numbers in a line crossed out wins the game. The winner can get a red point. This activity trains the learners' ears for active listening.
- 8) **'Listen and make/do/draw/colour' activities** – these kinds of activities develop learners' listening skills and are very popular with the children. The teacher usually gives instructions in English to which the learners listen attentively and then they perform the required task of making or doing or drawing something or colouring a picture. As a follow-up task, the children can be asked to speak on the result of their activity, e.g. they can describe their drawing or speak about the different colours in their pictures, etc.
- 9) Another very popular activity for **developing the learners' listening skills** is the **'True/false'**. The teacher makes different statements about a given topic (always using vocabulary that is familiar to the children), e.g. *The weather is windy and cold today*. The children have to say if the statement is TRUE or FALSE. To make the activity even more interesting, we can use green cards with the notice YES or TRUE on them and red cards with the notice NO or FALSE on them. When the learners hear the teacher's statement, they raise either the green or the red card to indicate whether the statement is true or false.
- 10) **Learners' own sketches for practising and developing reading skills** – it is very rewarding and fills learners with pride to know that everybody reads their own story in the group. Based on this assumption, I decided to ask the children to write a story they like in Hungarian (because at that time the learners' knowledge of English was quite limited). I collected these and translated them into English applying mainly the vocabulary we had covered till that time. I also prepared brief vocabulary notes to the texts. Before reading the texts I introduced the unfamiliar words or phrases, and then learners practised

them. We read everybody's text, and it was exciting to see how proud and satisfied the learners were when the group was reading their stories. (See the stories in HUSZTI 2010, p. 145-146)

- 11) **Grammar structures: the practice of *there was/were*** – the teacher draws a table on the blackboard with a lot of various fruits on it. Learners get 1 minute to memorize the fruits, also the number of certain fruits. It is helpful if the learners describe orally what there is on the table. Then the teacher cleans the table and asks the learners to say what there was on the table a minute ago. Learners can also do this task in writing. Then their spelling can also be checked, as well as the grammatical knowledge of past simple of *to be* and *singular* and *plural*. Besides, the learners' memory also develops this way.
- 12) **Ordinal numerals through birthday dates** – after the teacher has introduced the formation of ordinal numerals to learners, they have to prepare a calendar of family and friends' birthdays. When they are ready with their calendars, the children speak about the birthdays by using ordinal numerals. This is a more interesting technique to practise these numerals than simply add the ending -th to the stem of cardinal numerals.
- 13) **Spelling skills development by 'Letter snakes' and 'Silent dictation'** – with these two tasks the teacher can develop as well as check the learners' spelling skills. Both are favoured by the children. In the first one, the teacher draws a long snake on the blackboard, and then writes words in block capitals in the snakes. The learners' task is to find the words and circle them. The teacher can make the learners' task more difficult by adding extra letters between the words.
 'Silent dictation' (LAWDAY 1996) is an uncommon way of checking learners' spelling by a kind of 'dictation': the teacher has pictures or photos or drawings of those things/words the spelling of which she intends to check. The process is called silent because the teacher only points to the pictures one by one without uttering a sound. The children must pay great attention to the teacher, so besides checking the learners' spelling, this activity is also excellent for keeping discipline in the classroom.
- 14) **A team game for developing the learners' spelling skills** – The instruction is: Look for the Letter ... – the learners have to come up with words that start with the given letter. The teacher can limit the topic, i.e. say that words starting with the given letter from one particular word set will be accepted, e.g. the topic 'School object', the given letter 'P' (e.g. pen, pencil, pencil case, paper, etc.). To make this a team game, the teacher divides the learners into two teams. Here the topic again can be given by the teacher (e.g. kinds of shops). One team mentions a word to spell orally for the other team. If the spelling was correct, the team scores one point. If not, then the point will be won by

the team who gave the task, provided they can spell the word correctly themselves. The first team to achieve the score of five or ten points (depending on how much time we have in the lesson for the activity) wins the game.

- 15) It is of utmost importance that we teach the foreign language with the help of **visual aids**. Such extremely useful aids can be some soft toy animals. Their role in the classroom can be twofold: first, they can serve as visual aids to teach vocabulary items (e.g. animals); second, they can be personified by the learners, i.e. we can ask the children to give them names and be their “English voices” and speak in English instead of them or in their names. This is a good technique when developing children’s speaking skills because if children make mistakes they do not perceive them as their own ones but look on the mistakes as the ones made by the characters they play. This way they will feel free and will be willing to speak in the lessons.
- 16) With children it is important to use **the techniques they know well**. They will not get bored because of using them so frequently. Of course, sometimes it is necessary to apply new techniques that are unfamiliar with the children. These will have the effect of a big surprise on children until they get accustomed to it.
- 17) **Project work** – the essence of projects is for the learners to produce something new. Children like this type of work because they create a new thing. For example, when the topic is Food and Drinks, the teacher can ask the learners to produce a menu. Certainly, first the teacher has to describe the situation in a restaurant for the children as they might have never been to a restaurant before and thus not possess the schema of a restaurant. The teacher should speak about waiters and menus. Also, learners can be asked to think they are restaurant owners; they can even give names to their restaurants. When the menus are ready, a whole restaurant scene can be played. Children can change roles being guests and waiters/waitresses. Again, the activity has teaching and educational aims, the first one being to practise food and drinks vocabulary, while the second one is to introduce learners to restaurant etiquette, i.e. what to do and how. Children adore acting out situations like the restaurant scene, and they like both roles of the guest and the waiter.

3.3 Learning by doing and learning by playing

Whenever one wants to learn how to do something, it is best to learn the process by trying it out doing immediately. The personal experience helps us remember things better. With this assumption in mind, we should teach English to our learners.

- 1) The best way of learning is when **the learners do not notice or perceive the process as learning**. For example, one such technique is the ‘Spelling shark’ (Strange, 1989) where the learners’ task is to “save the man from the shark”, i.e. spell words correctly. This is very similar to the well-known ‘Hangman’. In the very middle of playing, the learners do not even notice that they are practising spelling, i.e. they learn by doing.
- 2) **Integrated tasks** like *Draw and write* are always very effective and if they concern the **learners’ own lives**, they are also very motivating. For example, when practising the structure *there is/are* the teacher can ask the learners to draw their lunch boxes and then describe in writing what there is in them. Children adore talking about themselves, so this task is creative, enjoyable and very useful for them at the same time.
- 3) **In the teashop: learning by doing in real situation** – when the topic was dishes and cutlery, I decided to hold the lesson in an authentic way in that we went to one of the teashops in Beregszász. I used realia in the teashop as visual aids to illustrate the new vocabulary (teacup, saucer, tray, teaspoon, kettle, etc.). We had a wonderful time learning English while drinking a nice cup of tea. It is clear that because of objective reasons, one cannot afford and organize such a lesson too frequently. However, it is very easy to organize a similar, realistic situation in the classroom. We need to rearrange the desks and chairs a little and bring plastic objects to the lesson, which can sometimes be problematic and stressful. Nonetheless, it is worth the teacher’s fatigue it requires and the children will no doubt be grateful for an extra-ordinary English lesson in the school.
- 4) Teaching imperatives – certainly, children do not understand the linguistic term ‘imperative’ and they also need not do it. We simply explain what structure to use when they want to give instructions. The easiest and most effective way to do it, in my view, is to ask the learners to write **rules of behaviour** (positive and negative) for the English lessons. Of course, the teacher should always be alert and monitor what the children are writing. Such rules as *Do not shout in the lesson. / Don’t drop litter.* are acceptable. It is also easier to discipline the learners if they write behavioural rules to keep themselves. Another positive feature is that the learners can feel some kind of authority, as well as responsibility for their own behaviour and learning.
- 5) **Hide and seek for practising prepositions of place** – this is a very well-known game that children like to play in their free time in their mother tongue. This can be adapted to the process of learning English as well. The teacher sends out one learner from the room. While the child is away, the other children hide an object in the room. Then the child comes back and has to find the

hidden object. His classmates can help him find the object with the help of the phrases adapted from the popular original Hungarian game: COLD, COOL, WARM, HOT – indicate whether the player is close to the object. When he has found it, everybody shouts HOT. The child has to say where he has found it, e.g. *It is in/on/under/between/next to the* The classmates can help the player/seeker in a different way: they can also use places of preposition to direct the player towards the hidden object.

- 6) **Creative ‘treasure hunt’: telling the way** – the teacher draws a map of an imaginary city. Learners can give it a name. Also, they name all the streets in the city on the map (here, they can use their imagination and come up with as creative street names as they can – this is nice thinking together and lots of fun). The frame story is that one child wants to find the long lost treasure (drawing in the top right corner of the map). The other learners have the map to the treasure and they give instructions to the first child who is hunting for the treasure by telling him the way to it. This is a fun activity during which the learners practise unconsciously the language function of asking and telling the way.
- 7) **Diary writing for practising past simple** – another creative writing task is to ask the learners to recall what they did the previous week and write diary entries about ‘My last week’. This way they can purposefully practise the use of past simple to express actions that happened in the past. Certainly, this activity is more challenging for the learners than doing a past simple gap-filling exercise.
- 8) The teacher can ask **learners** to prepare their **own visual aids** that the teacher can later use in the teaching process to illustrate vocabulary. Because they made these things on their own, the children will be more willing to learn with the visuals. This way, the teacher can help learners learn and teacher the same time she also motivates them for the learning process.

3.4 Phonetic training

- 1) **Sound-spelling correspondence** – it is not enough to teach our learners how to produce speech sounds; we also have to explain that there is no regular sound-spelling correspondence in English like in Hungarian or Ukrainian. Learners must be made aware of this fact. A simple example is when we teach which sound the letter clusters ‘ee’ and ‘ea’ give us, this is sound [i:].
- 2) **Tongue-twisters** – they are an extremely effective way of practicing correct sound production and pronunciation. However, teachers have to keep

in mind that children adore tongue-twisters and are apt to pronounce them quickly rather than correctly. Teachers should make the learners understand the essence of tongue-twisters (i.e. they are firstly used for practice and only secondly for fun). (There is a collection of tongue-twisters categorized by the sound they practice in HUSZTI 2004 and HUSZTI 2010.)

- 3) **Practising intonation** – in my experience, a lot of learners tend to use Hungarian intonation patterns when speaking in English. The different reasons for this might include the fact that learners have little opportunity to hear and practice proper English intonation, though this is equally important as sound production. In my view, learners very often use Hungarian intonation patterns in wh-questions and in yes/no-questions. To eliminate this practice, teachers have to provide learners with exercises that practice English intonation use. When doing this, one should always remember that only one type of intonation pattern be taught and practiced in a lesson in order not to ‘overburden’ the learners.
- 4) **Pronunciation of regular past simple ending** – it is common knowledge for us that whenever the learners are acquainted with the pronunciation of regular past simple endings, they tend to pronounce all of them as [id]. Children must be introduced to the three ways of pronouncing the ending (i.e. when to use [t], [d] or [id]) and provided with ample opportunities to practice saying the ending.

3.5 Evaluating learners’ knowledge

It goes without saying that objectivity is the key factor for consideration when evaluating our learners’ knowledge and achievements. From time to time it is difficult to be objective with those learners who usually perform well. However, it is common that everybody has got ‘bad days’ when they perform poorly. In such cases it is fair to give them the mark they deserve, and not higher. If the teacher is objective in all the situations, this will indicate to the learners that they must always be ready with the tasks and perform well if they want to get good marks. The weaker learners will also understand its importance and usually will respect their teacher for this. Also, this usually leads to the learners becoming more motivated.

Furthermore, there are situations in which the teacher cannot give a good mark to the child because his performance did not deserve. Also, a bad mark might demotivate him to learn English, which is not the teacher’s aim. Anyway, in such cases the teacher can apply the red point system: with a red point the teacher acknowledges the child’s efforts and shows that he must do more for a better mark.

4. Summary

There is only one very important message to keep in mind: we as teachers should first of all love our profession, be devoted to it, and also love our students. If at the end of a long and tiring school day we can answer ‘yes’ to the question ‘Have I done everything today that is in my might to teach English to my students?’, we can be fully satisfied because then our learners’ success will not depend only on us.

REFERENCES

- ALTWERGER, B., EDELSKY, C., & FLORES, B. M.: *Whole language: What's new?* The Reading Teacher, 1987, 41(2), 144–154.
- CELCE-MURCIA, M.: *Language teaching approaches: An overview*. In: M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 3–10). Budapest, Akadémiai Kiadó, 1991.
- CHASTAIN, K.: *Developing second language skills: Theory and practice*. New York, Harcourt Brace Jovanovich, 1988.
- DRISCOLL, L.: *Get, set – go!* Levels 4, 5. Oxford, Oxford University Press, 1998.
- HUSZTI, I.: *English phonetics: Theory and practice (for English major college students)*. Beregszász, KMPSZ, 2004.
- HUSZTI, I.: *Nyelvtanítás: módszerek és eljárások*. Rákóczi-füzetek 72. Ungvár, PoliPrint, 2010.
- LAWDAY, C.: *Get, set – go!* Levels 1, 2, 3. Oxford, Oxford University Press, 1996.
- MCLEAN, A. C.: *Get, set – go!* Level 6. Oxford, Oxford University Press, 2000.
- NAKATA, R.: *Let's go 4*. Readers pack with audio CD. New York, Oxford University Press, 2008.
- POLLARD, A.: *Reflective teaching*. (2nd edition). London, Continuum, 2005.
- RICHARDS, J. C.: *Communicative language teaching today*. New York, Cambridge University Press, 2006.
- RICHARDS, J. C., & LOCKHART, C.: *Reflective teaching in second language classrooms*. Cambridge, Cambridge University Press, 1996.
- RICHARDS, J. C., & RODGERS, T. S.: *Approaches and methods in language teaching*. Cambridge, Cambridge University Press, 2001.
- SCRIVENER, J.: *Learning teaching*. Oxford, Macmillan, 1994.
- STRANGE, D.: *Chatterbox 1*. Pupil's book. Oxford, Oxford University Press, 1989.

A-19 **Acta Academiae Beregsasiensis.** Науковий вісник Закарпатського угорського інституту ім. Ф. Ракоці II. – 2013 – 288 с.
ISBN 978-617-596-115-5

«Acta Academiae Beregsasiensis» є науковим виданням Закарпатського угорського інституту імені Ференца Ракоці II. Даний том вміщує дослідження угорською, українською та англійською мовами за перше півріччя 2013 року. До випуску ввійшли публікації викладачів та студентів інституту, а також закордонних науковців у сфері мовознавства, літератури, біології, історії, туризму та математики.

УДК 001.2
ББК 72

Наукове видання

Acta Academiae Beregsasiensis

Науковий вісник
Закарпатського угорського інституту ім. Ф. Ракоці II

2013/1
Том XII, № 1

РЕДАКЦІЯ: *Козут А., Пенцкофер І.*
КОРЕКТУРА: *Г. Варцаба І.*
ВЕРСТКА: *Козут А.*
ОБКЛАДИНКА: *K&P*
ВІДПОВІДАЛЬНІ ЗА ВИПУСК: *Орос І., Сікура Й.*

Здано до складання 16.04.2013. Підписано до друку 12.06.2013.
Папір офсетний. Формат 70x100/16.
Умовн. друк. арк. 23,2. Тираж 250. Зам. 12.

Видавництво: Поліграфцентр "Ліра"
Друкарня "Кальвін", м. Берегово, пл. Кошута 4.