

Limes – 2020

*A II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola
tudományos évkönyve*

*Науковий вісник
Закарпатського угорського інституту ім. Ференца Ракоці II*

*Scientific Bulletin
of Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education*



KÉSZÜLT A MAGYAR KORMÁNY
TÁMOGATÁSÁVAL



MINISZTERELNÖKSÉG
NEMZETPOLITIKAI ÁLLAMTITKÁRSÁG



BETHLEN GÁBOR
Alap



ISSN 2411-4081

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЗАКАРПАТСЬКИЙ УГОРСЬКИЙ ІНСТИТУТ ІМЕНІ ФЕРЕНЦА РАКОЦІ ІІ

LIMES

Науковий вісник
Закарпатського угорського інституту ім. Ф.Ракоці ІІ

2020
Випуск VII
Том 2



Берегове–Ужгород
2020

Науковий вісник «LIMES» засновано у 2014 році та видається за рішенням Вченої ради Закарпатського угорського інституту ім. Ф.Ракоці ІІ. У науковому віснику публікуються наукові статті викладачів та студентів Закарпатського угорського інституту ім. Ф.Ракоці ІІ, а також дослідження українських та іноземних учених угорською, українською та англійською мовами. Цей том об'єднує праці з історії, етнографії, мовознавства, педагогіки та соціальної географії.

Свідцтво про державну реєстрацію друкованого засобу масової інформації

Серія КВ №20762-10562Р від 08.05.2014 р.

Рекомендовано до друку Вченою радою Закарпатського угорського інституту ім. Ф.Ракоці ІІ (протокол №1 від 10.02.2020 р.)

ГОЛОВНИЙ РЕДАКТОР:

Льдіко Орос, кандидат педагогічних наук (кафедра педагогіки та психології, ЗУІ ім. Ф.Ракоці ІІ)

ВІДПОВІДАЛЬНІ РЕДАКТОРИ:

Мелінда Орбан та Олександр Добош (видавничий відділ, ЗУІ ім. Ф.Ракоці ІІ)

РЕДАКЦІЙНА КОЛЕГІЯ:

Адальберт Бовді, доктор фізико-математичних наук, професор (кафедра математики та інформатики, ЗУІ ім. Ф.Ракоці ІІ), Адальберт Рац, доктор філософії з природничих наук (кафедра історії та суспільних дисциплін, ЗУІ ім. Ф.Ракоці ІІ), Бейла Надь, кандидат біологічних наук, доцент (кафедра біології та хімії, ЗУІ ім. Ф.Ракоці ІІ), Віра Протопопова, доктор біологічних наук, професор (кафедра біології та хімії, ЗУІ ім. Ф.Ракоці ІІ), Емьовке Бергхауер-Олас, доктор філософії з галузі соціальні та поведінкові науки (кафедра педагогіки та психології, ЗУІ ім. Ф.Ракоці ІІ), Золтан Кормочі, доктор філософії з галузі філологічні науки (відділення угорської філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Золтан-Шандор Варга, доктор біологічних наук, професор-емерит (кафедра еволюційної зоології та біології людини, Дебреценський університет), Ібоя Самборовскі-Нодь, кандидат історичних наук (кафедра історії та суспільних дисциплін, ЗУІ ім. Ф.Ракоці ІІ), Ілона Лехнер, доктор філософії з галузі філологічні науки (відділення англійської філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Йосип Молнар, кандидат географічних наук (кафедра географії та туризму, ЗУІ ім. Ф.Ракоці ІІ), Катерина Дудич, доктор філософії з галузі філологічні науки (відділення угорської філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Лорант-Денеши Давід, габілітований доктор у галузі «регіональні науки», професор (Інститут економіки та розвитку регіонів, Університет ім. Святого Іштвана), Маргарета Кейс, кандидат історичних наук (відділення угорської філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Марія Ген, кандидат біологічних наук, габілітований доктор у галузі «науки про довкілля» (кафедра ботаніки, Університет ім. Святого Іштвана), Олександр Бергхауер, кандидат географічних наук (кафедра географії та туризму, ЗУІ ім. Ф.Ракоці ІІ), Олена Біда, доктор педагогічних наук, професор (кафедра педагогіки та психології, ЗУІ ім. Ф.Ракоці ІІ), Роберт Бачо, доктор економічних наук, професор (кафедра обліку і аудиту, ЗУІ ім. Ф.Ракоці ІІ), Тетяна Чонка, кандидат філологічних наук (відділення української філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Томаш Врабель, кандидат філологічних наук, доцент (відділення англійської філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Юдіта Павлович, кандидат педагогічних наук (відділення української філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Юрій Жиуці, доктор технічних наук, професор (кафедра математики та інформатики, ЗУІ ім. Ф.Ракоці ІІ), Юрій Чотарі, кандидат історичних наук (кафедра історії та суспільних дисциплін, ЗУІ ім. Ф.Ракоці ІІ)

ВІДПОВІДАЛЬНИЙ ЗА ВИПУСК:

Василь Брензович, кандидат історичних наук (Благодійний фонд за ЗУІ)

ТЕХНІЧНЕ РЕДАГУВАННЯ: *Мелінда Орбан та Олександр Добош*

ВЕРСТКА: *Вікторія Товтін*

КОРЕКТУРА: *Льдіко Гріца-Варцаба, Олександр Кордонець та Томаш Врабель*

ДИЗАЙН ОБКЛАДКИ: *Ласло Везждед*

УДК: *Бібліотечно-інформаційний центр «Опацої Черє Янош» при ЗУІ ім. Ф.Ракоці ІІ*

За зміст опублікованих статей відповідальність несуть автори.

Друк наукового вісника здійснено за підтримки уряду Угорщини.

Засновник: Благодійний фонд Закарпатського угорського педагогічного інституту (від 2016 року Благодійний фонд За Закарпатський угорський інститут)

Видавництво: Закарпатський угорський інститут імені Ференца Ракоці ІІ (Адреса: пл. Кошута 6, м. Берегове, 90202. Веб-сторінка: www.kmf.uz.ua Електронна пошта: foiskola@kmf.uz.ua Тел.: (00 380-3141) 4-28-29) та ТОВ «РІК-У» (Адреса: вул. Гагаріна 36, м. Ужгород, 88000. Електронна пошта: print@rik.com.ua)

Поліграфічні послуги: ТОВ «РІК-У»

© Автори, 2020

© Редактори, 2020

ISSN 2411-4081

UKRAJNA OKTATÁSI ÉS TUDOMÁNYOS MINISZTERIUMA
II. RÁKÓCZI FERENC KÁRPÁTALJAI MAGYAR FŐISKOLA

LIMES

A II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola
tudományos évkönyve

2020
VII. évfolyam
2. kötet



Beregszász–Ungvár
2020

A LIMES című tudományos évkönyv 2014-ben alapított és a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola Tudományos Tanácsának határozata alapján jelenik meg. A tudományos évkönyv a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola tanárainak, hallgatóinak munkáit, valamint ukrainjai és külföldi tudósok magyar, ukrán és angol nyelvű tanulmányait adja közre. A LIMES jelen kötete a történet-, a néprajz-, a nyelv- és a neveléstudomány, valamint a társadalomföldrajz különböző területeit öleli fel.

Nyomatott tömegtájékoztatási eszközök állami nyilvántartásának igazolása:

széria: KB № 20762-10562P; kiadta: Ukrajna Állami Nyilvántartási Szolgálat 2014.05.08-án.

Kiadásra javasolta a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola Tudományos Tanácsa (2020.02.10., 1. számú jegyzőkönyv).

FŐSZERKESZTŐ:

dr. Orosz Ildikó, PhD (Pedagógia és Pszichológia Tanszék, II. RF KMF)

FELELŐS SZERKESZTŐK:

Dobos Sándor és Orbán Melinda (Kiadói Részleg, II. RF KMF)

SZERKESZTŐBIZOTTSÁG:

prof. dr. Bacsó Róbert, a közgazdaság-tudományok doktora (Számvitel és Auditálás Tanszék, II. RF KMF), dr. Berghauer Sándor, PhD (Földtudományi és Turizmus Tanszék, II. RF KMF), dr. Berghauer-Olasz Emőke, PhD (Pedagógia és Pszichológia Tanszék, II. RF KMF), prof. dr. Bódi Béla, a fizika- és matematikatudományok doktora (Matematika és Informatika Tanszék, II. RF KMF), prof. dr. Bida Olena, a neveléstudományok doktora (Pedagógia és Pszichológia Tanszék, II. RF KMF), dr. Csatáry György, PhD (Történelem- és Társadalomtudományi Tanszék, II. RF KMF), dr. Csonka Tetyána, a nyelv- és kommunikáció-tudományok kandidátusa (Ukrán Tanszéki Csoport, Filológia Tanszék, II. RF KMF), prof. dr. habil. Dávid Lóránt Dénes (Regionális Gazdaságtani és Vidékfejlesztési Intézet, Szent István Egyetem), dr. Dudics Katalin, PhD (Magyar Tanszéki Csoport, Filológia Tanszék, II. RF KMF), dr. habil. Höhn Mária, a biológiai tudományok kandidátusa (Növénytan Tanszék, Szent István Egyetem), dr. Karmacs Zoltán, PhD (Magyar Tanszéki Csoport, Filológia Tanszék, II. RF KMF), dr. Kész Margit, PhD (Magyar Tanszéki Csoport, Filológia Tanszék, II. RF KMF), dr. Lechner Ilona, PhD (Angol Tanszéki Csoport, Filológia Tanszék, II. RF KMF), dr. Molnár József, PhD (Földtudományi és Turizmus Tanszék, II. RF KMF), dr. Nagy Béla, a biológiai tudományok kandidátusa, docens (Biológia és Kémia Tanszék, II. RF KMF), dr. Pavlovics Judit, a neveléstudományok kandidátusa (Ukrán Tanszéki Csoport, Filológia Tanszék, II. RF KMF), prof. dr. Protopopova Vira, a biológiai tudományok doktora (Biológia és Kémia Tanszék, II. RF KMF), dr. Rác Béla, PhD (Történelem- és Társadalomtudományi Tanszék, II. RF KMF), Szamborovszkyné dr. Nagy Ibolya, PhD (Történelem- és Társadalomtudományi Tanszék, II. RF KMF), prof. dr. Varga Zoltán Sándor, a biológiai tudományok doktora, professor emeritus (Evolúciós Állattani és Humánbiológiai Tanszék, Debreceni Egyetem), dr. Vrabély Tamás, a nyelvtudományok kandidátusa, docens (Angol Tanszéki Csoport, Filológia Tanszék, II. RF KMF), prof. dr. Zsigic György, a műszaki tudományok doktora (Matematika és Informatika Tanszék, II. RF KMF)

A KIADÁSÉRT FELEL:

dr. Brenzovics László, PhD (Kárpátaljai Magyar Főiskoláért Jótékonyági Alapítvány)

MŰSZAKI SZERKESZTÉS: *Dobos Sándor és Orbán Melinda*

TÖRDELÉS: *Tótin Viktória*

KORREKTÚRA: *Gricza-Varcaba Ildikó, Kordonec Olekszandr és Vrabély Tamás*

BORÍTÓTERV: *Vezsdel László*

ETO-BESOROLÁS: *a II. RF KMF Apáczai Csere János Könyvtára*

A közölt tanulmányok tartalmáért a szerzők a felelősek.

A tudományos évkönyv megjelenését Magyarország Kormánya támogatta.

Alapító: Kárpátaljai Magyar Tanárképző Főiskola Jótékonyági Alapítványa (2016-tól Kárpátaljai Magyar Főiskoláért Jótékonyági Alapítvány)

Kiadó: a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola (Cím: 90 202 Beregszász, Kossuth tér 6. Honlap: www.kmf.uz.ua E-mail: foiskola@kmf.uz.ua Tel.: (00 380-3141) 4-28-29) és a „RIK-U” Kft. (Cím: 88 000 Ungvár, Gagarin u. 36. E-mail: print@rik.com.ua)

Nyomdai munkák: „RIK-U” Kft.

© A szerzők, 2020

© A szerkesztők, 2020

ISSN 2411-4081

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
FERENC RÁKÓCZI II TRANSCARPATHIAN HUNGARIAN COLLEGE
OF HIGHER EDUCATION

LIMES

Scientific Bulletin
of Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

2020
Issue VII
Volume 2



Berehove–Uzhhorod
2020

UDC 001.89(058)

L 67

The scientific bulletin "LIMES" was established in 2014 and is published according to the resolution of the Academic Council of Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. The scientific bulletin publishes the academic studies of students and teachers of Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, as well as academic articles of researchers from Ukraine and abroad in Hungarian, Ukrainian and English languages. The given volume of "LIMES" contains academic studies and articles in History, Ethnography, Philology, Pedagogy and Human Geography.

**Certificate of State Registration of Printed Mass Media, Series KB, No. 20762-10562P,
Issued by the State Registration Service of Ukraine on the 8th of May, 2014**

*Recommended to publication by the Academic Council of Ferenc Rákóczi II Transcarpathian
Hungarian College of Higher Education, record No.1 of February 10, 2020*

EDITOR-IN-CHIEF:

Ildikó Orosz, PhD (Department of Pedagogy and Psychology, Transcarpathian Hungarian College)

MANAGING EDITORS:

Melinda Orbán and Sándor Dobos (Publishing Department, Transcarpathian Hungarian College)

EDITORIAL BOARD:

Béla Bódi, D.Sc. in Physics and Mathematics, professor (Department of Mathematics and Computer Science, Transcarpathian Hungarian College), *Béla Nagy, C.Sc. in Biology, associate professor* (Department of Biology and Chemistry, Transcarpathian Hungarian College), *Béla Rácz, PhD* (Department of History and Social Sciences, Transcarpathian Hungarian College), *Emőke Berghauer-Olasz, PhD* (Department of Pedagogy and Psychology, Transcarpathian Hungarian College), *György Csatóry, PhD* (Department of History and Social Sciences, Transcarpathian Hungarian College), *Ibolya Szamborovszky-Nagy, PhD* (Department of History and Social Sciences, Transcarpathian Hungarian College), *Ilona Lechner, PhD* (English Language and Literature Branch, Philology Department, Transcarpathian Hungarian College), *József Molnár, PhD* (Department of Geography and Tourism, Transcarpathian Hungarian College), *Judit Pavlovics, C.Sc. in Pedagogy* (Ukrainian Language and Literature Branch, Philology Department, Transcarpathian Hungarian College), *Katalin Dudics, PhD* (Hungarian Language and Literature Branch, Philology Department, Transcarpathian Hungarian College), *Lóránt Dénes Dávid, PhD, Dr. habil, professor* (Institute of Regional Economics and Rural Development, Szent István University), *Margit Kész, PhD* (Hungarian Language and Literature Branch, Philology Department, Transcarpathian Hungarian College), *Mária Höhn, C.Sc. in Biology, Dr. habil* (Department of Botany, Szent István University), *Olena Bida, D.Sc. in Pedagogy, professor* (Department of Pedagogy and Psychology, Transcarpathian Hungarian College), *Róbert Bacsó, D.Sc. in Economics, professor* (Department of Accounting and Auditing, Transcarpathian Hungarian College), *Sándor Berghauer, PhD* (Department of Geography and Tourism, Transcarpathian Hungarian College), *Tamás Vrabely, C.Sc. in Philology, associate professor* (English Language and Literature Branch, Philology Department, Transcarpathian Hungarian College), *Tetyána Csonka, C.Sc. in Philology* (Ukrainian Language and Literature Branch, Philology Department, Transcarpathian Hungarian College), *Vira Protopopova, D.Sc. in Biology, professor* (Department of Biology and Chemistry, Transcarpathian Hungarian College), *Yurij Zhiguts, D.Sc. in Technical Sciences, professor* (Department of Mathematics and Computer Science, Transcarpathian Hungarian College), *Zoltán Sándor Varga, D.Sc. in Biology, professor emeritus* (Department of Evolutionary Zoology and Human Biology, University of Debrecen), *Zoltán Karmacs, PhD* (Hungarian Language and Literature Branch, Philology Department, Transcarpathian Hungarian College)

RESPONSIBLE FOR PUBLISHING:

László Brenzovics, PhD (Charitable Foundation "In support of the Transcarpathian Hungarian College")

TECHNICAL EDITING: *Melinda Orbán and Sándor Dobos*

PAGE PROOF: *Viktória Tótin*

PROOF-READING: *Ildikó Gricza-Varcaba, Oleksandr Kordonec and Tamás Vrabely*

COVER DESIGN: *László Vezsdel*

UNIVERSAL DECIMAL CLASSIFICATION (UDC): *Apáczai Csere János Library of Transcarpathian Hungarian College*

Authors are responsible for the content of academic studies and articles.

The publication of the scientific bulletin is sponsored by the government of Hungary.

Founder: Charitable Foundation of Transcarpathian Hungarian Pedagogical College (after 2016 Charitable Foundation "In support of the Transcarpathian Hungarian College")

Publishing: Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education (Address: Kossuth square 6, 90202 Berehove, Ukraine. Website: www.kmf.uz.ua E-mail: foiskola@kmf.uz.ua Tel.: (00 380-3141) 4-28-29) and "RIK-U" LLC (Address: Gagarin Street 36, 88000 Uzhhorod, Ukraine. E-mail: print@rik.com.ua)

Printing: „RIK-U” LLC.

© The Authors, 2020

© The Editors, 2020

ISSN 2411-4081

© Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, 2020

Зміст

<i>Ганга Андраш</i> : Делікатна мрія (від)будови угорської нації	15
<i>Чобо Б. Штенге</i> : Доля оператора. Смерть Петра Лисюка в Хусті 14 березня 1939 року	27
<i>Чобо Б. Штенге</i> : Джерела про концентраційний табір «Думен», що функціонував за режиму А.Волошина в 1938-1939 роках	39
<i>Роберт Бачо</i> : Орден Василян на Закарпатті з початку появи до початку ХХ століття.....	49
<i>Олександра Боднар – Жужанна Варга</i> : Жінки-селянки після колективізації (перші результати порівняльних досліджень Закарпаття та Угорщини).....	63
<i>Оксана Ферков</i> : До питання про локалізацію середньовічних монастирів паулінів на території сучасного Закарпаття (за матеріалами писемних джерел та топоніміки).....	81
<i>Іштван Шандор</i> : Зображення репресивної радянської системи у новелі Ласла Балли «Осінні берези»	99
<i>Роберт Варга</i> : Жандармерія Ужанського комітату у 1881–1914 роках.....	111
* * *	
<i>Адель Гал</i> : Диктування пісень та їх тексти на відспівуваннях (заупокійних молитвах) та похоронах.....	137
* * *	
<i>Іштван Янк</i> : Мовна дискримінація і упередження стосовно угорських вчителів Закарпаття	143
<i>Аніта Марку</i> : Думка педагогів, що викладають угорську як іноземну мову, про стан викладання угорської мови на Закарпатті.....	171
<i>Габрієлла Томазі – Тімеа Томазі</i> : Вплив налагоджених зв'язків та наданої підтримки на вивчення та збереження в діаспорі угорської мови: приклади Бразилії та Чилі.....	183
<i>Еніке Товт-Орос</i> : Віртуальний мовний ландшафт органів місцевого самоврядування Берегівського району	199
<i>Крістіан Вароді</i> : Можливі способи використання цифрових технологій та Інтернету при вивченні англійської мови	209

* * *

Елек Густі: Вплив мультимедійних засобів на культуру навчання студентів 225

Ілона Густі: Використання завдань з моніторингу у процесі підготовки вчителів англійської мови 237

Бейло Нодь – Крістіан Берец – Тібор Нодь – Бейло Балог: Вплив науково-дослідної роботи на розвиток природознавчої компетентності учнів 249

* * *

Мирослав Дністряньський – Наталія Дністряньська: Вплив різноспрямованих міграційних рухів на формування етнографічних відмінностей населення Українських Карпат 267

* * *

Календар подій (2019/2020 навчальний рік) 279

Tartalom

<i>András Hanga: A magyar nemzet(újja)építés kényes ábrándja.....</i>	15
<i>B. Stenge Csaba: Az operatőr végzete. Peter Liszjuk halála Huszton 1939. március 14-én.....</i>	27
<i>B. Stenge Csaba: Források a Volosin-rezsim 1938–1939-ben működő Dumenhegyi koncentrációs táboráról.....</i>	39
<i>Bacsó Róbert: A bazilita szerzetesrend tevékenysége Kárpátalján a kezdetektől a XX. század elejéig</i>	49
<i>Bodnár Alexandra – Varga Zsuzsanna: Falusi nők a kollektivizálás után (Egy kárpátaljai és magyarországi összehasonlítás első eredményei)</i>	63
<i>Ferkó Okszána: A mai Kárpátalja területén egykor működő középkori pálos kolostorok lokalizálásának kérdéséhez (írott források és helynevek alapján).....</i>	81
<i>Sándor István: A szovjet megtorló hatalom ábrázolása Balla László „Őszi nyárfák” című művében.....</i>	99
<i>Varga Róbert: Ung vármegye csendőrsége 1881–1914 között.....</i>	111
* * *	
<i>Gál Adél: Az énekdiktálás és annak szövegei temetések és virrasztások alkalmával.....</i>	137
* * *	
<i>Jánk István: Nyelvi diszkrimináció és előítéletesség kárpátaljai magyartanároknál.....</i>	143
<i>Márku Anita: A magyart mint idegen nyelvet oktató tanárok véleménye a MID-oktatásról Kárpátalján.....</i>	171
<i>Thomázy Gabriella – Thomázy Timea: A kapcsolattartás és a támogatás hatása a diaszpórában élők magyar nyelvoktatására és nyelvmegőrzésére – Brazília és Chile. Esettanulmány.....</i>	183
<i>Tóth-Orosz Enikő: A beregszászi járási önkormányzatok virtuális nyelvi tájképe</i>	199
<i>Várad Krisztián: A digitális technológiák és az internet használatának lehetséges módjai az angol nyelv oktatásában.....</i>	209
* * *	
<i>Huszi Elek: A multimédiás eszközök hatása a diákok tanulási kultúrájára</i>	225
<i>Huszi Ilona: Megfigyelési feladatok használata az angoltanárképzésben.....</i>	237

Nagy Béla – Berecz Krisztián – Nagy Tibor – Balogh Béla: A diákkutatás és kísérletezés hatása a tanulók természettudományos érdeklődésének és kompetenciájának fejlődésére 249

* * *

Dnyisztrjanszkij Miroszlav – Dnyisztrjanszka Natalija: A többirányú migrációs mozgások hatása az Ukrán-Kárpátok etnográfiai különbségeinek kialakulására 267

* * *

Eseménynaptár (2019/2020-as tanév)..... 279

Contents

<i>Hanga András: A Dangerous Dream in (Re)building the Hungarian Nation</i>	15
<i>Csaba B. Stenge: Demise of the Cameraman. The Death of Peter Lysiuk in Khust on 14 March 1939</i>	27
<i>Csaba B. Stenge: Sources about the Voloshyn Regime's Concentration Camp at Dumen Hill in 1938–1939</i>	39
<i>Róbert Bacsó: The Basilite Monastic Order in Transcarpathia from the Beginning to the Beginning of the 20th Century</i>	49
<i>Alexandra Bodnár – Zsuzsanna Varga: Village Women after Collectivisation (The First Results of Comparative Research between Transcarpathia and Hungary)</i>	63
<i>Oksana Ferkov: On the Issue of Localization of the Medieval Monasteries of Pauline Order on the Territory of Modern Zakarpattia Region (Based on the Materials of Written Sources and Toponymics)</i>	81
<i>István Sándor: The Depiction of Soviet Retaliatory Power in László Balla's “Autumn Poplar Trees”</i>	99
<i>Róbert Varga: Ung County Gendarmerie in 1881–1914</i>	111
* * *	
<i>Adél Gál: The Texts of Funerals and Vigilances – the Song-Dictation</i>	137
* * *	
<i>István Jánk: Language Discrimination and Prejudice of Teachers of Hungarian in Transcarpathia</i>	143
<i>Anita Márku: The Opinion of In-Service Teachers of Hungarian as a Foreign Language on Teaching Hungarian as a FL in Transcarpathia</i>	171
<i>Gabriella Thomázy – Timea Thomázy: The Impact of Liaison and Support on the Teaching of Hungarian and Language Maintenance in the Diaspora: A Case Study of Brazil and Chile</i>	183
<i>Enikő Tóth-Orosz: The Virtual Linguistic Landscape of Local Self-Governments in Berehove District</i>	199
<i>Krisztián Váradi: Possible Ways of Integrating Digital Technologies and the Internet into EFL Instruction</i>	209

* * *

Elek Huszti: The Influence of Multimedia Devices on the Students' Study Culture.....	225
Ilona Huszti: Using Observation Tasks in English Teacher Training	237
Béla Nagy – Krisztián Berecz – Tibor Nagy – Béla Balogh: The Impact of Student Research and Experiments on the Improvement of Their Scientific Interest and Competence.....	249

* * *

Miroslav Dnistryanskyi – Nataliya Dnistryanska: Effects of Multidirectional Migra- tion Movements in the Formation of Ethnographic Differences of the Popula- tion of the Ukrainian Carpathians	267
---	-----

* * *

Events Calendar (2019/2020 academic year)	279
---	-----

KRISZTIÁN VÁRADI*

Possible Ways of Integrating Digital Technologies and the Internet into EFL Instruction

Abstract. Teaching English as a foreign language (EFL) has undergone various changes in the last decades (smartphones, notebooks, tablet PCs, Web 2.0 technologies, online dictionaries). In the given research, foreign language teaching and learning were studied with the help of three different methods: interviews with secondary school teachers, questionnaires with secondary school pupils in Beregszász, and online questionnaires among institute and university students. We can observe from the research findings that teachers should consider using technology more often in their lessons, so the process of teaching would be more successful. The situation is further complicated by the fact that Transcarpathian secondary schools lack the necessary amount of digital devices, because they do not receive enough financial support from the state.

Keywords: digital technologies, Web 2.0, foreign language teaching

Резюме. За останні десятиліття вивчення англійської мови пройшло через значні зміни (смартфони, ноутбуки, планшети, Веб 2.0 технології, он-лайн словники). За допомогою трьох дослідницьких методів ми проаналізували можливості вивчення та викладання іноземної мови: інтерв'ю із вчителями закарпатських шкіл, опитування берегівських старшокласників, он-лайн анкетування студентів інституту та університету. Результати дослідження свідчать, що процес викладання був би успішнішим, якби вчителі частіше використовували на уроках сучасні технології. Ситуацію ускладнює те, що державне фінансування закарпатських шкіл недостатнє для закупівлі всього необхідного цифрового обладнання.

Ключові слова: цифрові технології, Веб 2.0, викладання іноземної мови

Rezümė. Az angol mint idegen nyelv tanítása folyamatos változásokon ment át az utóbbi évtizedekben (okostelefonok, notebookok, táblagépek, Web 2.0 technológiák, online szótárak). Három kutatási módszer segítségével vizsgáltam meg az idegennyelvtanítás és -tanulás jelenségét: középiskolai tanárokkal készített interjúk, kérdőíves felmérés beregszászi középiskolásokkal, valamint online kérdőíves felmérés főiskolai és egyetemi hallgatókkal. A kutatás eredményeit figyelembe véve az oktatási folyamat sikeresebben valósulna meg, ha a tanárok a technológiai eszközöket gyakrabban alkalmaznák. A jelen helyzetet nehezíti, hogy a kárpátaljai középiskolákban hiány van a technológiai eszközökből, mivel nem részesülnek megfelelő anyagi támogatásban az állam részéről.

Kulcsszavak: digitális technológiák, Web 2.0, idegennyelv-tanítás

1. Introduction

The present study focuses on the investigation of the connection between technology and English language teaching and learning. Special attention has been paid to describe the situation in Transcarpathian secondary schools and higher education institutions. Taking into consideration the theoretical material and the academic literature, the following hypotheses were formulated: 1) the use of technology in language teaching is capable of improving language skills of learners, making language learning easier and more interesting; 2) teachers of English in

* English Language and Literature student, Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. * Студент спеціальності «Англійська мова та література», Закарпатський угорський інститут ім. Ференца Ракоці ІІ. * Angol nyelv és irodalom szakos hallgató, II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola. E-mail: varadikrisztian98@gmail.com

Transcarpathia should use the advantages offered by digital devices and the Internet to motivate their pupils and students.

The Internet today functions as an inevitable medium for communication and source of information. Classroom environments had been changed because of the extensive use of computers in education. Technology-enhanced learning environments such as computer labs, digital libraries and ICT (Information and Communication Technologies) equipped classrooms are common parts of schools and universities nowadays (Park – Son 2009).

Using technology in language teaching has many benefits for the pupils. They tend to enjoy using devices and computers during their learning, because using the latest technology is much easier for the young generation than it is for the teachers. Pupils are able to practise their language skills without being embarrassed of making mistakes. Learning anxiety can be reduced with the help of technology (Al-Mahrooqi – Troudi 2014).

As Hockly (2011) reports, pupils increasingly use technology and they expect teachers to integrate it to their teaching styles. Pupils bring their mobile phones into the classroom, but teachers need to consider eight questions to effectively adapt technology in their teaching. Firstly, teachers have to know clearly what the outcomes of their lesson will be, what the aims they want to achieve are, with the use of any kind of technology. Secondly, we have to make sure that using the technology will enhance the learning process. The next questions deal with the effectiveness of the technology, how much time and effort it costs to use, if it is able to fit in the syllabus, because we cannot use technology randomly (Hockly 2011).

Teachers' attitudes and personal beliefs concerning technology have a great influence on the use of computers and other devices in the classroom. This means that using such types of equipment can function as a facilitating or inhibiting factor, depending on the teachers' opinions. Teachers often have a fear of trying something different and they do not feel so confident using technologies, these are the main reasons why they tend to use ICT technologies not so often in the classroom (Park – Son 2009).

1.1. Computer-Assisted Language Learning

One of the most important forms of teaching English as a foreign language (EFL) with Information Technology is known as CALL (Computer-Assisted Language Learning). Computers brought many advantages to the teachers and learners of EFL in the 1960s when they were introduced to the language teaching field. E-learning is about to become more and more popular for many reasons, for instance, the convenience and the amount of information that is accessible from different sources on the World Wide Web (Al-Mahrooqi – Troudi 2014).

Table 1. Characteristics of CALL Methodology

Computer-Assisted Language Learning	
Characteristics	Description
Different interaction patterns	Students can work individually, in pairs, in groups or the whole class together.
Information-transfer activities	Students transfer information from one source to another. For example, listening to a story and putting the events in chronological order.
Information-gap activities	Students need information that can be stored in the computer in order to complete a task.
The importance of accuracy	CALL programs can accept only the grammatically correct answer, so students have to focus to be very accurate.
Opinion-gap activities	The process of finding the best solution for a problem in a computerised environment.

Resource: Gündüz, 2005

Pedagogical implications of CALL include the use of individual computers in the classroom or at home, language labs with adapted computer functions, distance and networked learning through the use of interactive World Wide Web sites and services such as blogs, wikis, email and social networking (Beatty 2010).

1.2. Mobile-Assisted Language Learning

With the development of mobile technology, the opportunity is given to teachers and students to practise their target language nearly anywhere and any-time. Portable devices can help the learners acquire a second language outside the classroom. “The term ‘mobile technology’ refers to any device that is designed to provide access to information in any location, or while on the move. Specifically, this would include, but not be limited to mobile phones, personal digital assistants (PDA), tablet computers and laptops” (Geddes 2004, p. 214).

Table 2. Examples of MALL Activities

Mobile-Assisted Language Learning	
Learner Activities	Description
Keep an audio record of their studies	Learners are able to make audio diaries about their progress as a way of reflective learning.
Record the speech of native speakers	Learners can listen to such recordings in order to be more motivated in learning.
Upload multimedia materials (pictures, video recordings) to a personal blog	Other learners can access these recordings and use them in gap-filling activities.
Keep a record of new vocabulary items	Vocabulary lists can be created with transcriptions.
Download files that help learning ESL	Voice recordings, grammar exercises and dictionaries can be downloaded to mobile phones alongside with other materials.

Resource: Sharples, 2000

Mobile-Assisted Language Learning contributes to the acquiring of the different skills of a foreign language, including vocabulary, grammar, pronunciation and reading comprehension. As mobile phones became an essential part of our lives, they also became more and more popular and important in learning, especially when learning a second language like English. Thanks to the many advantages of wireless learning and the different functions of the devices, learning not necessarily has to be done in a classroom (Miangah – Nezarat 2012).

2. Web 2.0 Tools in Teaching English

Web 2.0 technology can improve learners' skills in various fields such as writing, reading, listening and speaking. A more learner-centred environment, new opportunities, increasing motivation and interaction is established by using these tools. With these technologies, learners can interact and communicate with each other and with native speakers. Language learning is much more comfortable and autonomous in this way. Web 2.0 technologies include different types of blogs, wikis, social networking websites like Facebook and Twitter. Their potential can be seen especially in blended learning environments, where classes meet both online and offline, or in distance learning, where classes meet only online with their teachers (Jee 2011).

The four main characteristics of Web 2.0 technology are the following:

- 1) Presence (using this type of technology, pupils will be encouraged to create an online identity or profile, through which they can publish regular updates and interact with others);
- 2) Modification (users can personalise their profiles with pictures and in other ways);
- 3) User-generated content (the content upon which Web 2.0 is based is generated by the community and other learners, like the videos on YouTube);
- 4) Social participation (Web 2.0 users are producers and consumers) (Merchant 2009).

It is essential for teachers and pupils in this technological era to have knowledge in the latest technical developments. Social networking services allow users to establish relations among individuals and to share their ideas, interests and opinions on the web. Using these services, pupils can acquire information in a comfortable way, their writing skills are also being developed, a larger audience is provided for the pupils' works, and of course, the social benefits are also important. Furthermore, pupils can make brainstorming groups to share information with each other on Facebook (Yunus et al. 2012).

Online video sharing sites, such as YouTube, have great educational potential because of the fact that video is a really good educational tool and it can also motivate pupils. Different kinds of videos are being used by teachers as an aid for their English courses. Instructional video is just one example, but the pupils can also make their own videos. There are some strategies for playing YouTube videos to the learners in classes. They can take notes, then watch the video again and check

their notes. Teachers can stop the video and ask the pupils to make predictions what will come next. Similar to this is when pupils have to guess what happens in the video by hearing only the audio of it (Duffy 2008).

3. Methodology of the Research

In the first part of the research, qualitative research was conducted in forms of interviews. Secondary school teachers expressed their opinions on several topics connected to the use of technology in teaching English as a second language. First of all, personal information was collected about the participants, including how many years they have been working as teachers, what types of academic qualifications they have acquired, etc.

Furthermore, questions were also aiming at finding out teachers' own experiences with technologies and how well it can be used in foreign language teaching. The obstructions and disadvantages of using technology were also discussed, alongside with the conditions in Transcarpathian schools. An important aspect of the research is to investigate how well-equipped schools are in Transcarpathia with technology and what support teachers get from the state or other sources.

The second part of this study deals with the attitudes of learners of English as a foreign language, in order to provide an insight into the methods used by pupils and students to achieve a better language proficiency in the English language. The process of acquiring a second language is different in the case of pupils who are studying in secondary education, and in the case of students who are studying in tertiary education.

For this reason, the research connected to the role of technology in foreign language acquisition (FLA) was divided into two different parts. Firstly, the viewpoints of pupils studying in two classes of a secondary school in Beregszász were investigated in the form of a traditional questionnaire. Secondly, the ideas and attitudes of students studying in higher education were examined in the form of an online questionnaire.

3.1. Participants of the Research

Interviews were conducted with 5 teachers of the English language. The main criterion was that participants had to teach in Transcarpathian secondary schools. Out of the 5 participants, 4 were females and 1 person was male. The participant teachers have been working as secondary school teachers for 15–19 years, except for one, who has been teaching only for 1 year (novice teacher). The research will include the opinions of these experienced teachers and one who just started her teaching career, so the answers of a bit more varied sample will be analysed.

As it was stated previously, the traditional questionnaire was given out in paper form with the purpose of getting an insight into the learning strategies of pupils in the case of English as a second language. The paper form of the research was conducted in a secondary school in Beregszász. Respondents were selected from two classes of the school, namely the 9th class and the 11th class. The reason for this was to focus the centre of the research on pupils of the upper classes in

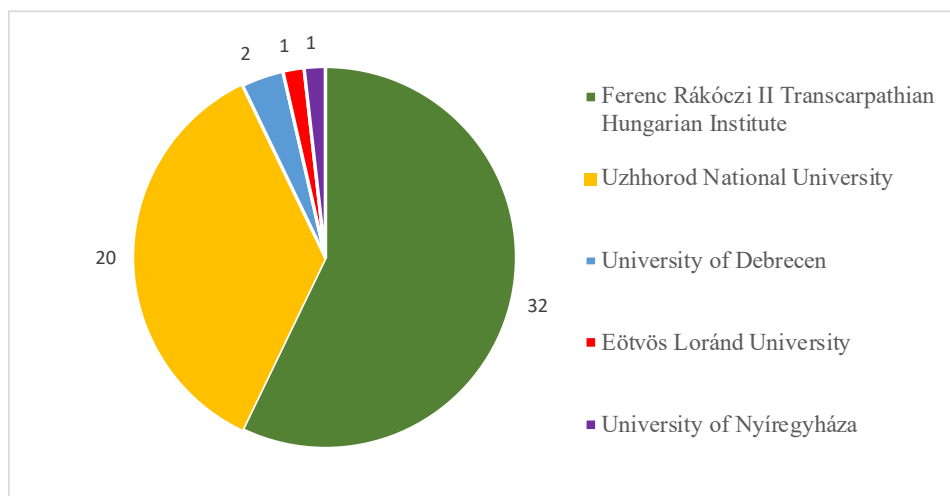
secondary education, in this way producing a relatively homogeneous sample for the study. The case of 11th class students is particularly important, as they are ahead of obtaining their general certificate of secondary education.

Altogether, 42 pupils completed the questionnaire, out of which 20 pupils (47,6%) were from the 9th grade and 22 pupils (52,4%) were from the 11th grade. According to their gender, the number of males and females is nearly identical. 23 of the respondents (54,8%) were females or girls, while 19 respondents (45,2%) were males or boys. In respect of the age of the respondents, the sample shows greater variety. Pupils that answered the questionnaire are between the age of 14 and 18: 11 respondents (26,2%) were 14 years old, 9 respondents (21,4%) were 15 years old, 12 respondents (28,6%) were 16 years old, 9 respondents (21,4%) were 17 years old and only 1 respondent (2,4%) was 18 years old when they filled out the question papers.

The online form of the questionnaire was published on the Internet with the purpose of reaching as many students of higher education as possible. The opinions and strategies of university and college students are especially important in order to investigate the role of using technology in foreign language acquisition from every aspect.

In fact, 56 answers were collected from the respondents. The gender of the respondents was dominated mainly by females. Out of the 56 students who filled out the questionnaire, 40 were females (71,4%) and 16 were males (28,6%). The greatest part of the respondents is between the age of 17 and 26 years. However, 2 of the respondents indicated that their age was above 30 years (34 and 39). This can be explained with the fact that older adults also participate in higher education, obtaining a degree at an older age.

Figure 1. Higher Education Institutions of Students (Respondents)



Resource: by author

3.2. Results of the Interviews

1) Supply of technology in Transcarpathian secondary schools

The general assumption about Transcarpathian schools is that these institutions are not well-equipped with technology. The degree of availability of technology varies according to teachers from school to school. Some are provided with the necessary devices, while others are not. Special schools like lyceums or grammar schools are provided with better technological equipment than simple state schools.

The main problem is that even if the digital devices are provided, there is not enough for the teachers. For instance, there is only one interactive whiteboard for the whole school and the situation is even worse because it is in a classroom where usual lessons are being held for the 11th class and teachers cannot use the whiteboard for this reason. Those technologies that are used by teachers are mainly from the following sources:

- Support of the Hungarian government;
- School twinning programmes and connections with Hungarian schools;
- Teachers bring their own laptops or speakers to the lesson;
- Support of the Ukrainian state.

Generally speaking, the state does not help schools to be better equipped, but with the start of the New Ukrainian School last year, the first classes have been given laptops, printers and projectors. The main purpose of the new system is to provide young pupils with the necessary values and skills they are required to have in order to become intellectual citizens of Ukraine. It is part of the new educational reform in the country.

2) Teachers' perceptions of using technology

All the teachers use some kind of digital technology in the English lessons to facilitate the teaching process. The most widely used devices are laptops and audio players or speakers, but some teachers bring their own smartphones or laptops to school and play the listening tasks with the help of speakers.

Lessons in which teachers use some types of technology are called interactive. Both teachers and pupils feel it necessary to have at least one of these lessons in a month. Teachers are not against using technology in the classroom, but because of problems like not enough lessons or too crowded curriculum, they cannot use digital devices too often.

The Internet also serves as a source of ideas for teachers: useful classroom activities can be found on websites and social networking sites. Additional teaching materials may be viewed as engaging tasks for pupils. Teachers know the advantages of the Internet as a powerful source of information and they make use of it in their lessons. They have a positive perception of using technology because the effects are clearly visible on pupils. By using audio-visual teaching aids, the teaching process of foreign language can be more successful.

Another important aspect of technology usage is the possession of the required skills from teachers to use the modern digital devices and the Internet in general. Some teachers (especially those belonging to the older generation) are

technophobes: they do not like technology and are even afraid to use such devices. However, teachers in Transcarpathia are generally familiar with technologies. Although they are not experts of the latest developments, but they perfectly know the basic things which are necessary for teaching.

3) The future of foreign language teaching

The future of language teaching is one of the most important questions connected to education. The need of speaking foreign languages will be even more necessary in the future, especially English which is a world language. Teachers hope that language teaching will change positively and new interactive methodologies are going to appear on the horizon of secondary education.

It is possible that technological developments in the next 10–15 years will make language teaching much more digitalised. Instead of using a pen and a copy-book, pupils may use tablet PCs or smartphones and do their homework online instead of writing it down. Even if this does not happen too soon in Ukraine, it is for sure that more and more schools will have digital technologies that facilitate the teaching process.

In addition, schools in Transcarpathia have to take part in international school programmes. Developing school twinning relations might enable pupils to travel to foreign countries and acquire knowledge of foreign languages. With the beginning of the New Ukrainian School, the state began promoting Ukrainian language as the only language that could be used to communicate with pupils. English lessons will not be affected by this law, as during these lessons pupils have to communicate in English.

There are several obstructions or problems that have to be solved first, in order to make the use of technology in foreign language teaching more popular in Transcarpathia:

1. Lack of financial support: most of the devices that schools have are from the Hungarian state because institutions in Ukraine do not have enough financial resources.
2. Too few digital devices in schools: only a limited number of technologies are available for teachers, like one whiteboard for the whole school.
3. Technophobe teachers: English teachers belonging to the older generation do not have the necessary skills to use modern devices and they do not want to change their teaching strategies in any way.
4. Too crowded classes: smaller groups should be made in large classes, because in Ukraine only those classes are divided into groups which have at least 28 pupils.

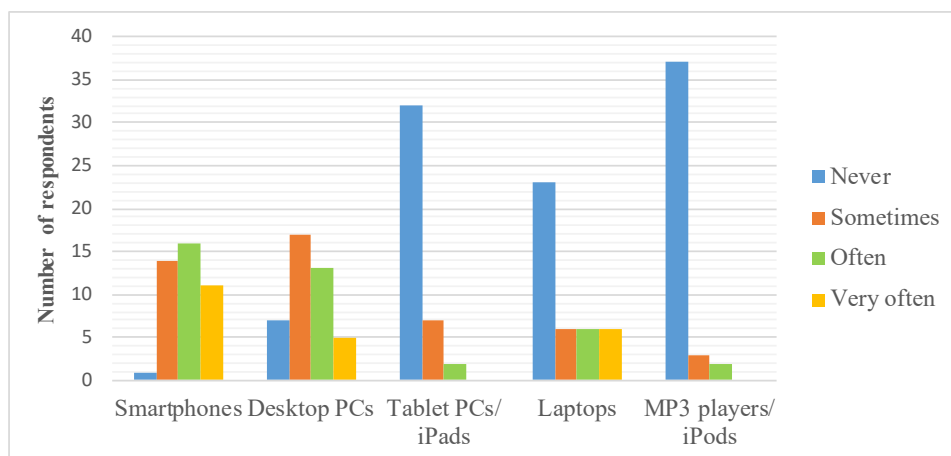
3.3. Results of the Questionnaires

1) Main devices used by pupils and students for language learning

According to the statements of pupils, the most often used devices in the territory of schools are smartphones. Desktop PCs are another type of digital technology com-

monly used by pupils in school, mainly because of IT lessons. MP3 players were used only by 14,3% of the respondents, while Tablet PCs and laptops received even more negative responses. The main finding in this case is that pupils use smartphones and desktop PCs in school, so these devices can be mainly involved in language learning.

Figure 2. Frequency of Using Devices in Language Learning by Pupils



Resource: by author

In the case of higher education students, it is no surprising that smartphones are used by almost all the respondents in school (96,4%). Furthermore, a big difference from pupils is that students also often use laptops in school (76,8%). 78,6% of students use these devices often or very often to learn a foreign language. Laptops are the second most often used wireless media, while desktop PCs are also widely used for language learning. The same cannot be said about tablet PCs or MP3 players. In conclusion, the main idea is that language learning in the case of university students is mainly manifested with the help of smartphones and laptops.

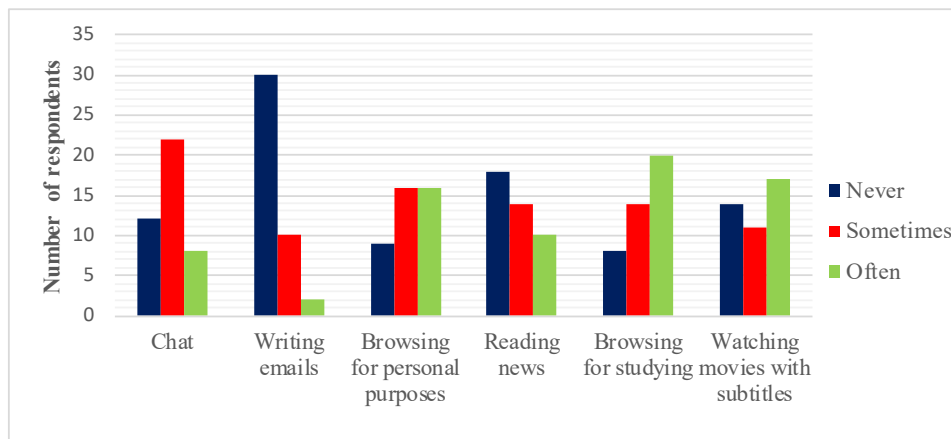
2) The role of the Internet in learning English

First of all, pupils usually spend at least 2 hours using the Internet on a regular weekday, but 45,2% of the respondents spend more the 3 hours on the net. This opportunity of frequent Internet usage should be turned into an advantage by giving pupils homework that involves using the online world. For example, reading English news and summarising them on the lesson, or writing an email in English to be submitted as an extra task for better marks.

With the help of the Internet, pupils mostly develop their pronunciation and vocabulary knowledge. Spelling and communication skills were also improved by most of the respondents online. Pupils sometimes perform several acts on the Internet with the help of the English language, like chatting with foreigners or reading news on international websites. Also, they often search for information in English to do their homework or to entertain themselves, and watch movies or series with sub-

titles quite often. What they almost never do is writing emails in English, so teachers can give them such tasks that involve both the Internet and the use of the English language. Most of the pupils only communicate on the Internet using English for 1 or 2 times a month, as it was indicated by 40,5% of the respondents. Results also show that 33,3% of the pupils never communicate in any ways in English.

Figure 3. Reasons for Using English on the Internet by Pupils

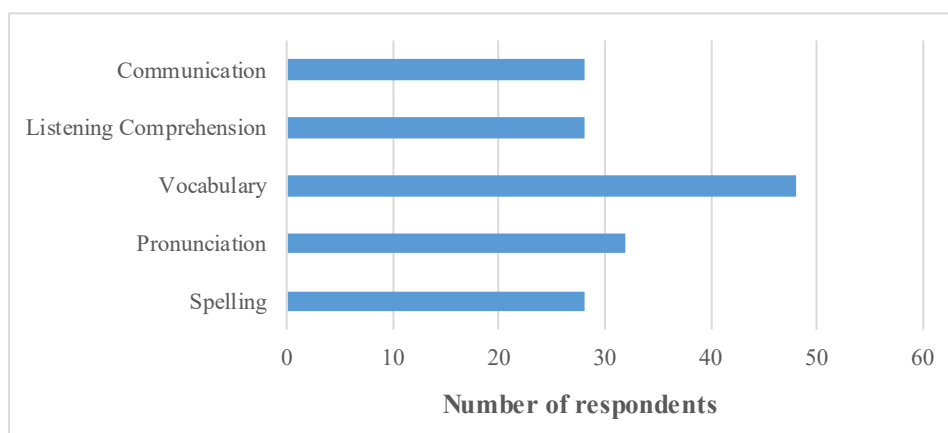


Resource: by author

Results show that students spend nearly the same amount of time on surfing on the Internet as pupils. Most of them use the Internet for more than 3 hours in a regular weekday, but 2 hours in a day minimum. On weekend days, students surf on the Internet more than 3 hours mostly, but sometimes even 7 or 8 hours.

Reasons for using the English language on the Internet for students included browsing either for personal purposes or for studying. Students also often watch movies or series with subtitles, in this way developing their English language skills. Reading news and chatting with others on the web by using English were also common reasons among students, performed sometimes or often by most of them. Sending emails are not too popular, but more than half of the respondents at least sometimes write emails in English.

Students communicate in English on the Internet only a few times (42,9% of the respondents), but also many of them never do it (21,4%). Only a small number of students communicate regularly in English, but quite many of the respondents have foreign friends. We can draw the conclusion that communication skills should be improved in real-life situations rather than on the Internet, although everybody can be reached through the web and there are developed technologies that enable us to transmit not only text messages but voice chat with cameras are also possible. Students mostly improve their vocabulary knowledge on the Internet, as it was marked by 85,7% of the respondents.

Figure 4. Language Skills Improved on the Internet by Students

Resource: by author

3) Web technologies used by pupils and students

Wikis were by far the most often used web tools that assist pupils in their studies. They can get a great amount of information from these websites, where almost anything can be found from biographies to descriptions in many languages. YouTube is used by 40% of the pupils for studying, and many of them also use social networking sites like Facebook and others. Social networking sites can be beneficial in terms of learning English when pupils have foreign friends to chat with and actively communicate with in English to improve their abilities by using the language.

Google Translator and online dictionaries are additional web technologies that largely help pupils to learn English. However, when pupils had to rank online translation programmes according to their usefulness, many of them considered these tools as not too useful. Altogether, these technologies are rather useful, but problems can occur with translations.

According to pupils, the most useful web technologies in learning foreign languages are wikis and online dictionaries. They have the most education value for the pupils, while blogs are the most useless tools. Moreover, YouTube videos and social networking sites received mixed responses, as there are useful functions in these web technologies, but they can also be used to spend one's free time on nothing useful.

In the case of students, YouTube is considered to be used by 80,4% of them during their studies. Wikis are also being used by nearly as many students as YouTube. Social networking sites and blogs are not as popular as the previously mentioned tools, but they are still being used by half of the respondents. Online dictionaries provide the opportunity of explaining the meanings of words, idioms, and sometimes even colloquial expressions (Urban Dictionary). Students

in this way can check the meaning of words and phrases very fast and easily, without any problems.

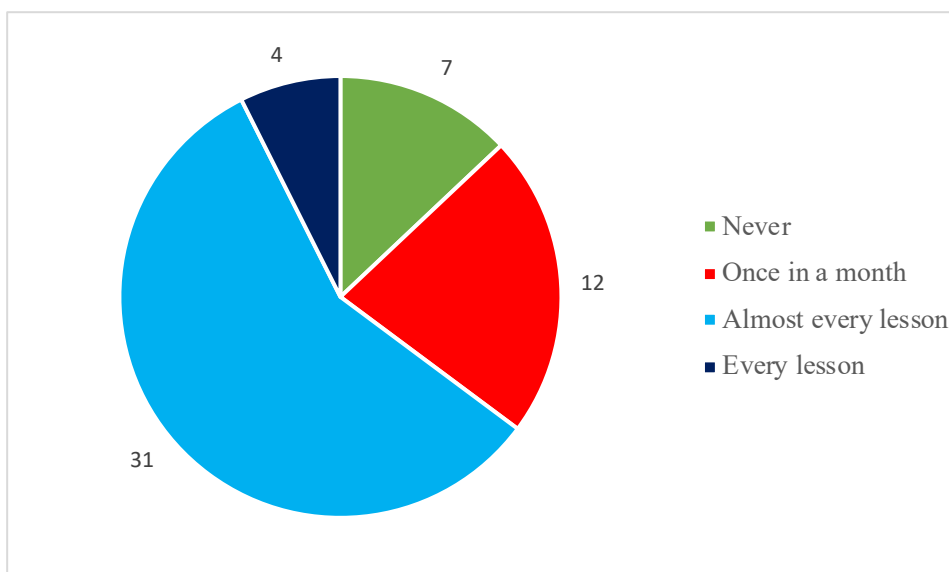
YouTube is used by 91,1% of students for entertainment mainly, but around half the respondents also use it for studying and learning English. The most useful web technologies in foreign language learning are online dictionaries, but wikis are also very useful tools. Translation programmes were generally considered more useful by students than by pupils. YouTube videos are between useful and useless web tools, but they are also widely considered to be useful in language learning. The cases of blogs and social networking sites clearly show that these web technologies are the least useful ones in terms of English learning.

4) Frequency of using technology by English teachers in secondary and tertiary education

Secondary school pupils normally have 2 or 3 English lessons in a week, but the number of lessons when teachers actually use technology is relatively low. Only a small number of the respondents felt that their teachers use technology almost every lesson, but none of the teachers seems to use technologies every lesson. Most teachers use technology during their lessons only once in a month, or in many cases, only once in a semester, which literally means never. According to respondents, it is extremely important to learn English in terms for the future, so teachers must do everything to facilitate the language acquisition process of their pupils.

Despite the fact that 100% of the pupils stated that the Internet and the new digital technologies are capable of making foreign language acquisition much easier and more interesting, teachers still do not like to use them in the school. Pupils also indicated that they strongly agree with the statement that their teachers should use technologies more often and that teaching with technology is much more efficient. Also, teachers have to adapt to the new teaching practices of the age. Schools in Transcarpathia are mainly not provided with technologies that would satisfy the needs of pupils.

The greatest difference between pupils and students is in the frequency of using technology during English lessons. Most students (55,4%) stated that their teachers use technology in almost every lesson, while some teachers also use technology in every English lesson. Results in case of pupils were different as their teachers almost never use technology in class or just once in a month, but students have better opportunities learning English in a technology-enhanced environment. However, some students (12,5%) also indicated that their teachers never use technologies, so we cannot say that all the lessons and teachers are technology-centred in higher education. Students feel that it is extremely important to learn English for the future. They also strongly agreed on the statement that teachers have to adapt new methods and digital technologies into their teaching strategies.

Figure 5. Frequency of Using Technology in English Lessons in Higher Education

Resource: by author

5) Advantages and disadvantages of using technology in learning English

In this section, the advantages and disadvantages of technology-enhanced language learning will be mentioned, according to the answers of pupils and students.

Table 3. Advantages and Disadvantages of Using Technology

Advantages	Disadvantages
Audio and video materials help students memorise the material.	It can be distracting, loss of focus on language learning because of too many possibilities.
More efficient and entertaining way of SLA (second language acquisition).	We cannot practise speaking skills on the Internet.
Increased motivation for learners.	Bad effect on eyesight.
Practising pronunciation, learning new words from movies and music.	Translation programmes are not always reliable, errors occur.
Interesting PowerPoint presentations.	Problems with Internet access or electricity.
Online dictionaries, translation programmes.	Sometimes it is hard to understand listening materials or dialogues in movies.
Learning anywhere, anytime.	Financial resources are needed.
Faster and more convenient.	
Wide range of language learning applications.	

Resource: by author

4. Conclusion

The present study was designed to determine the effects of digital technologies and the Internet on teaching and learning English as a second language. The aim of the research was to assess both teachers' and learners' perceptions on using technology in acquiring language skills and to prove the importance of technology-enhanced language learning, focusing on the description of the situation in Transcarpathia.

Multiple research methods were used based on methodological triangulation, with the aim to gather data from different perspectives regarding the phenomena of technology-enhanced language teaching and learning. Interviews with secondary school teachers, a traditional questionnaire with pupils and an online questionnaire with tertiary education students were all used in order to observe the ways of integrating technology into language teaching.

Secondary schools in Transcarpathia are not well-equipped with digital technologies. It is really hard for teachers to integrate interactive lessons into their teaching strategies because the curriculum is too crowded to perform online activities in the classroom. Although they recognise the importance of using the Internet in teaching English, there are several obstructions that are yet to be overcome. One of the problems is the lack of financial resources.

Another major finding is that teachers recognise the advantages of technology-driven language teaching. They perfectly know that pupils are more motivated and engaged to learn English when the Internet is brought into the lesson. However, teachers should be cautious not to overuse technology because pupils would lose their focus on learning the language.

Findings suggest that teaching learners with the help of the Internet and digital technologies can have many positive effects on children. Both pupils and students use their smartphones in school very often, and students also commonly use laptops in lectures or seminars. They mainly use their mobile phones to improve their language skills in various ways.

Returning to the hypothesis posed at the beginning of this study, we have to examine the fact that teachers in secondary schools hardly ever use technologies in their lessons, or they do so maybe once a month. The situation is better in higher education, where teachers use some kind of technology in almost every lesson, but this cannot be generalized to all the teachers.

Both students and pupils strongly agreed that teachers should use technology more often in their lessons and that they can learn faster and easier with the help of the Internet. Also, they agreed on that Transcarpathian schools are generally not well-equipped with technology. Taken together, these results show that learners of English as a foreign language like to use technology in learning the language; they use many applications and enjoy every lesson when their teachers use technology to facilitate the learning process.

REFERENCES

1. AL-MAHROOQI, RAHMA – TROUDI, SALAH: Using Technology in Foreign Language Teaching. In Rahma Al-Mahrooqi & Salah Troudi (eds.): *Using Technology in Foreign Language Teaching*. Cambridge: Cambridge Scholars Publishing, 2014, pp. 1–7.
2. BEATTY, KEN: *Teaching and Researching Computer-Assisted Language Learning* (Second Edition). London: Routledge Press, 2010
3. DUFFY, PETER: Engaging the YouTube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning. *The Electronic Journal of e-Learning*, 2008, vol. 6. no. 2. pp. 119–130.
4. GEDDES, SIMON: Mobile learning in the 21st century: benefit for learners. *Knowledge Tree e-Journal*, 2004, vol. 30. no. 3. pp. 214–228.
5. GÜNDÜZ, NAZLI: Computer Assisted Language Learning. *Journal of Language and Linguistic Studies*, 2005, vol. 1. no. 2. pp. 193–214.
6. HOCKLY, NICKY: Integrating Technology: Eight Questions to Ask Yourself. *Journal of technology for ELT*, 2011, vol. 1. no. 3. <https://sites.google.com/site/journaloftechnologyforelt/archive/july2011/integrating-technology> (Accessed: 25 February 2019)
7. JEE, MIN JUNG: Web 2.0 Technology Meets Mobile-Assisted Language Learning. *The IALLT Journal of Language Learning Technologies*, 2011, vol. 41. no. 1. pp. 161–175.
8. MERCHANT, GUY: Web 2.0, New Literacies, and the Idea of Learning Through Participation. *English Teaching: Practice and Critique*, 2009, vol. 8. no. 3. pp. 515–525.
9. MIANGAH, TAYEBEH MOSAVI – NEZARAT, AMIN: Mobile-Assisted Language Learning. *International Journal of Distributed and Parallel Systems*, 2012, vol. 3. no. 1. pp. 309–319.
10. PARK, CHAN NIM – SON, JEONG-BAE: Implementing Computer-Assisted Language Learning in the EFL Classroom: Teachers' Perceptions and Perspectives. *International Journal of Pedagogies and Learning*, 2009, vol. 5. no. 2. pp. 80–101.
11. SHARPLES, MIKE: The design of personal mobile technologies for lifelong learning. *Computers & Education*, 2000, vol. 34. 177–193. <https://www.tlu.ee/~kpata/haridustehnoloogiaTLU/technologiesforlifelong.pdf> (Accessed: 14 March 2019)
12. YUNUS, MELOR – SALEHI, HADI – CHENZI, CHEN: Integrating Social Networking Tools into ESL Writing Classroom: Strengths and Weaknesses. *English Language Teaching*, 2012, vol. 5. no. 8. pp. 42–48.

Л 67 **LIMES.** Науковий вісник Закарпатського угорського інституту ім. Ф.Ракоці ІІ. 2020/Випуск VII/Том 2. Редакційна колегія: Ільдико Орос (головний редактор), Мелінда Орбан та Олександр Добош (відповідальні редактори) [та ін.] – Берегове–Ужгород: ЗУІ ім. Ф.Ракоці ІІ – ТОВ «РІК-У», 2020. – 288 с. (угорською, українською та англійською мовами)

ISSN 2411-4081

Науковий вісник «LIMES» засновано у 2014 році та видається за рішенням Вченої ради Закарпатського угорського інституту ім. Ф.Ракоці ІІ. У науковому віснику публікуються наукові статті викладачів та студентів Закарпатського угорського інституту ім. Ф.Ракоці ІІ, а також дослідження українських та іноземних учених угорською, українською та англійською мовами. Цей том об'єднує праці з історії, етнографії, мовознавства, педагогіки та соціальної географії.

УДК 001.89(058)

Наукове періодичне видання

LIMES

Науковий вісник

Закарпатського угорського інституту ім. Ф.Ракоці ІІ

2020 р.

Випуск VII

Том 2

Свідоцтво про державну реєстрацію друкованого засобу масової інформації
Серія КВ №20762-10562Р від 08.05.2014 р.

*Рекомендовано до друку Вченою радою Закарпатського угорського інституту ім. Ф.Ракоці ІІ
(протокол №1 від 10.02.2020 р.)*

Головний редактор:

Льдіко Орос, кандидат педагогічних наук (кафедра педагогіки та психології, ЗУІ ім. Ф.Ракоці ІІ)

Відповідальні редактори:

Мелінда Орбан та Олександр Добош (видавничий відділ, ЗУІ ім. Ф.Ракоці ІІ)

РЕДАКЦІЙНА КОЛЕГІЯ:

Адальберт Бовді, доктор фізико-математичних наук, професор (кафедра математики та інформатики, ЗУІ ім. Ф.Ракоці ІІ), Адальберт Рац, доктор філософії з природничих наук (кафедра історії та суспільних дисциплін, ЗУІ ім. Ф.Ракоці ІІ), Бейла Надь, кандидат біологічних наук, доцент (кафедра біології та хімії, ЗУІ ім. Ф.Ракоці ІІ), Віра Протопова, доктор біологічних наук, професор (кафедра біології та хімії, ЗУІ ім. Ф.Ракоці ІІ), Емьовке Бергхауер-Олас, доктор філософії з галузі соціальні та поведінкові науки (кафедра педагогіки та психології, ЗУІ ім. Ф.Ракоці ІІ), Золтан Кормочі, доктор філософії з галузі філологічні науки (відділення угорської філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Золтан-Шандор Варга, доктор біологічних наук, професор-емерит (кафедра еволюційної зоології та біології людини, Дебреценський університет), Ібоя Самборовскі-Нодь, кандидат історичних наук (кафедра історії та суспільних дисциплін, ЗУІ ім. Ф.Ракоці ІІ), Лона Лехнер, доктор філософії з галузі філологічні науки (відділення англійської філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Йосип Молнар, кандидат географічних наук (кафедра географії та туризму, ЗУІ ім. Ф.Ракоці ІІ), Катерина Дудич, доктор філософії з галузі філологічні науки (відділення угорської філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Лорант-Денеши Давід, забілітований доктор у галузі «регіональні науки», професор (Інститут економіки та розвитку регіонів, Університет ім. Святого Іштвана), Маргарета Кейс, кандидат історичних наук (відділення угорської філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Марія Ген, кандидат біологічних наук, забілітований доктор у галузі «науки про довкілля» (кафедра ботаніки, Університет ім. Святого Іштвана), Олександр Бергхауер, кандидат географічних наук (кафедра географії та туризму, ЗУІ ім. Ф.Ракоці ІІ), Олена Біда, доктор педагогічних наук, професор (кафедра педагогіки та психології, ЗУІ ім. Ф.Ракоці ІІ), Роберт Бачо, доктор економічних наук, професор (кафедра обліку і аудиту, ЗУІ ім. Ф.Ракоці ІІ), Тетяна Чонка, кандидат філологічних наук (відділення української філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Томаш Врabelь, кандидат філологічних наук, доцент (відділення англійської філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Юдіта Павлович, кандидат педагогічних наук (відділення української філології, кафедра філології, ЗУІ ім. Ф.Ракоці ІІ), Юрій Жиуц, доктор технічних наук, професор (кафедра математики та інформатики, ЗУІ ім. Ф.Ракоці ІІ), Юрій Чотарі, кандидат історичних наук (кафедра історії та суспільних дисциплін, ЗУІ ім. Ф.Ракоці ІІ)

Відповідальний за випуск:

Василь Брензович, кандидат історичних наук (Благодійний фонд за ЗУІ)

ТЕХНІЧНЕ РЕДАГУВАННЯ: *Мелінда Орбан та Олександр Добош*

ВЕРСТКА: *Вікторія Товтін*

КОРЕКТУРА: *Льдіко Гріца-Варцаба, Олександр Кордонець та Томаш Врabelь*

ДИЗАЙН ОБКЛАДКИ: *Ласло Веждел*

УДК: *Бібліотечно-інформаційний центр «Опаці Черч Янош» при ЗУІ ім. Ф.Ракоці ІІ*

За зміст опублікованих статей відповідальність несуть автори.

Друк наукового вісника здійснено за підтримки уряду Угорщини.

Засновник: Благодійний фонд Закарпатського угорського педагогічного інституту (від 2016 року Благодійний фонд За Закарпатський угорський інститут)

Видавництво: **Закарпатський угорський інститут ім. Ференца Ракоці ІІ** (адреса: пл. Кошута 6, м. Берегове, 90202. Електронна пошта: foiskola@kmf.uz.ua) *Статут «Закарпатського угорського інституту ім. Ференца Ракоці ІІ» (Затверджено протоколом загальних зборів Благодійного фонду За ЗУІ, протокол №1 від 09.12.2019р., прийнято Загальними зборами ЗУІ ім. Ф.Ракоці ІІ, протокол №2 від 11.11.2019р., зареєстровано Центром надання адміністративних послуг Берегівської міської ради, 12.12.2019р.) та ТОВ «РІК-У» (адреса: вул. Гагаріна 36, м. Ужгород, 88000. Електронна пошта: print@rik.com.ua) *Свідоцтво про внесення суб'єкта видавничої справи до Державного реєстру видавців, виготівників і розповсюджувачів видавничої продукції Серія ДК 5040 від 21 січня 2016 року**

Поліграфічні послуги: ТОВ «РІК-У»

Шрифт «Times New Roman». Папір офсетний, щільністю 80 г/м².
Ум. друк. арк. 23,4. Формат 70x100/16. Замовл. № 2285. Тираж 300.