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Introduction

The use of multimedia technologies and games in language learning has gained popularity in recent years, but there is still a need for further research to determine their effectiveness and best practices for implementation. This research is especially relevant as the COVID-19 pandemic has accelerated the shift towards online and remote learning, making technology-based language learning more important than ever before.

The actuality of the work is that In today's interconnected world, English language proficiency has become increasingly important for communication, education, and career opportunities. The integration of multimedia technology in language learning has emerged as a promising approach to enhance the effectiveness and efficiency of English language acquisition.

The aim of this study is to explore and analyze the impact of multimedia technology on English language learning. The purpose is to assess the theoretical and practical value of integrating multimedia tools and techniques into language instruction.

The subject matter of this research is the use of multimedia technology as a means of facilitating English language learning. It encompasses the various multimedia tools, platforms, and resources utilized in language education.

The object of this study is to examine the effects of multimedia technology on English language proficiency, learners' engagement, motivation, and overall learning outcomes. It focuses on both formal and informal language learning contexts.

This research contributes to the existing body of knowledge by exploring the theoretical foundations and pedagogical principles underlying the use of multimedia technology in English language instruction. It aims to provide insights into the cognitive and affective processes involved in multimedia-assisted language learning.

The practical significance of this study lies in its potential to inform educators, language practitioners, and policymakers about the benefits and challenges of integrating multimedia technology in English language teaching. The findings can guide the development of effective instructional strategies and inform the design and implementation of multimedia-based language learning programs.:

Prominent researchers in the field of multimedia-assisted language learning include Richard Mayer, Elizabeth Hanson-Smith, and Sanjoy Sanyal. Their work has contributed to understanding the cognitive processes, instructional design principles, and technological affordances relevant to the topic.

This study employs a variety of research methods, including statistical analysis to examine the quantitative data and comparisons to evaluate the effectiveness of multimedia technology in

comparison to traditional language learning approaches. These methods allow for a comprehensive examination of the impact of multimedia technology on English language learning outcomes

The bachelor thesis consists of 3 parts, the first part of the bachelor thesis delves into the realm of multimedia technology and games, focusing on their advantages and disadvantages in educational settings. This part provides an introduction to multimedia technology and its significance in education. It explores the various elements of multimedia, such as text, images, audio, video, and interactive features, highlighting how they can enhance the learning experience

The second part of the thesis focuses on exploring various games designed to enhance vocabulary, listening, and grammatical skills among students. This chapter highlights the effectiveness of gamified learning approaches in language acquisition and proficiency development. This part discusses different types of vocabulary games that can be used to expand students' word knowledge and improve their language skills. It explores games like word puzzles, word association games, flashcards, and digital platforms designed specifically for vocabulary building.

The third part of the bachelor thesis involves conducting research to investigate the connection between pupils and multimedia technology and games in their school environment. This chapter provides insights into how students interact with and perceive the role of multimedia technology and games in their educational journey. This part outlines the research methodology employed to gather data regarding students' engagement with multimedia technology and games. It describes the research design, data collection techniques

Chapter 1. Multimedia technology and games. Its advantages and disadvantages

1. Multimedia technology as a breakthrough in the field of education

Multimedia technology has been a significant breakthrough in education, providing new and innovative ways for educators to engage with students and enhance their learning experience. Here are some ways multimedia technology has been a breakthrough in education:

1. **Enhanced engagement:** Multimedia technology provides a dynamic and engaging learning experience that captures students' attention and helps them stay focused on the material. It allows students to interact with the material in a way that is not possible with traditional teaching methods, such as lectures and textbooks.
2. **Improved retention:** Studies have shown that multimedia technology can help students retain information better than traditional teaching methods. This is because multimedia technology allows students to engage with the material in different ways, such as through visual and auditory cues.
3. **Personalized learning:** Multimedia technology allows educators to provide personalized learning experiences tailored to individual students' needs. For example, adaptive learning software can adjust the pace and difficulty of the material to match each student's learning style and progress.
4. **Accessible learning:** Multimedia technology has made education more accessible to students with disabilities. For example, text-to-speech software can help students with visual impairments access written material, while closed captions can help students with hearing impairments access audiovisual material.
5. **Collaborative learning:** Multimedia technology has enabled collaborative learning, allowing students to work together on projects and assignments regardless of their physical location. This has opened up new opportunities for international and cross-cultural collaboration.
6. **Real-world application:** Multimedia technology allows students to apply what they have learned in real-world scenarios. For example, virtual reality simulations can allow students to practice complex tasks in a safe and controlled environment before applying them in real-life situations.

In conclusion, multimedia technology has been a significant breakthrough in education, providing new and innovative ways for educators to engage with students and enhance their learning experience. With its many benefits, multimedia technology is likely to continue playing a crucial role in education for years to come.

Teaching with multimedia technology can be an effective way to engage students and enhance their learning experience. Multimedia technology refers to the use of different types of media, such as videos, images, audio, and animations, to convey information.

Here are some general tips for teaching with multimedia technology:

1. Define the learning objectives: Before using multimedia technology, it's essential to define the learning objectives you want to achieve. Multimedia technology should support your teaching goals, not replace them.
2. Use a variety of media: Using a variety of media can help to keep students engaged and accommodate different learning styles. For example, you could use videos, images, animations, and interactive simulations.
3. Make it accessible: Ensure that the multimedia technology you use is accessible to all students. This may mean providing captions or transcripts for videos, using images with alt-text, and ensuring that interactive elements can be used with assistive technology.
4. Keep it relevant: Use multimedia technology that is relevant to the topic you are teaching. Avoid using technology just for the sake of it, and make sure that it enhances the learning experience.
5. Use multimedia technology to support active learning: Use multimedia technology to support active learning by encouraging students to engage with the material. For example, you could use interactive simulations or games that allow students to explore concepts in a hands-on way.
6. Provide guidance and support: Provide guidance and support to students as they engage with multimedia technology. This may mean providing instructions on how to use interactive elements or providing additional resources to support their learning.

Overall, teaching with multimedia technology can be an effective way to engage students and enhance their learning experience. By following these general tips, you can use multimedia technology in a way that supports your teaching goals and helps students to achieve their learning objectives.

1.2 Advantages of using multimedia technology

As multimedia technology becomes more readily available to all of us, it is appropriate for language teachers to incorporate it into their lessons and exam plans in the same way that video, film, and computer-based learning strategies are. It seems that students are surrounded by technology, and this technology can offer interesting new approaches to language teaching. Because “the use of technology in teaching and learning moves educational institutions in the right direction” (Healey et al. 17). This allows English teachers to take full advantage of technology to

teach English in non-native countries. Below are some of the key benefits of using multimedia technology.

Motivating students to learn English

Traditional teaching methods are unpopular and not very effective in English-speaking classrooms. Today, multimedia technology with the help of audio, visual and animation effects motivates students to learn English quickly and effectively. In this regard, Rana said: "Who here prefers lectures to presentations?" (12). Easy access to information about the culture of the target language. Multimedia technologies, which are information-rich and transcend time and space, create real-world or native-language contexts for teaching English, significantly increasing students' interest and motivation in language learning. increase to develop students' communication skills. Achieving English learning goals is difficult because conventional teaching interferes with a student's ability to understand the structure, meaning and function of English. Such teaching methods turn students into passive recipients of knowledge. But now, multimedia technology can greatly help integrate teaching and learning, provide students with greater incentives, and improve "students' future competitiveness in the workplace" (Healey et al. 11). The teacher's instructions connect to the student's thought patterns and arouse the student's emotions. For Suleyman Nihat Sad, "the use of multimedia technology breaks the monotony of traditional classroom teaching and is fun and stimulating" (35). For example, PowerPoint templates activate students' thinking and language comprehension skills. Its audio and visual effects help turn English learning into skill development. It creates a positive environment for classroom activities such as group discussions, subject discussions, and debates, and increases opportunities for communication between students and teachers. Multimedia technology thus facilitates students' positive thinking and communication skills while learning the language.

Expand students' knowledge of English culture

The use of multimedia technology is 'relevant to the target culture' (qtd. in Ren et al. 235), provides students with more information than textbooks, and provides cultural backgrounds and real-world experiences to which students are attracted. help you familiarize yourself with the language materials. learning. The learner not only improves her listening skills, but also learns about the culture of the target language. A wealth of information using multimedia technology allows students to acquire knowledge of the culture of the target language. This creates opportunities for information sharing among students, encourages active participation in classroom activities, and helps students learn the language faster and more effectively.

Improve educational efficiency

The use of multimedia technology in language teaching enhances class content and maximizes class time. Break through the traditional teacher-centered teaching method and fundamentally improve the teaching efficiency of teachers. It became a "center of language practice" (Motteram 5). For large classes, Verbal communication between students can be difficult, but the Multimedia Sound Lab makes face-to-face instruction possible. Traditional teaching methods only emphasize the teacher's instructions and provide students with limited information. However, multimedia technology transcends time and space to create a more realistic environment for teaching English. Stimulate student initiative and save class time by providing students with more information.

Improves interaction between students and between teachers and students

Gary Motteram is one of those scholars studying the effectiveness of using technology in language teaching. "It is still true that most teachers work in physical classrooms, and finding ways to expand those spaces with digital technology is a very good place to start," he said. Indeed, in the classroom, multimedia technology focuses on active student participation and reinforces the importance of student-student and teacher-student interaction. One of the main uses of multimedia technology in the classroom is to improve a student's listening and speaking skills and thereby improve her communication skills. The role of the teacher as moderator is particularly important in this process. Multimedia technology can be used to provide context for the exchange of information between students and between teachers and students. This emphasizes 'student engagement in authentic and meaningful interactions' (Warschauer 2). This feature enhances the traditional classroom teaching model. Classroom teachers no longer force students to passively absorb information.

Creates a conducive educational environment in the classroom

The use of multimedia technology in the classroom creates a favorable environment for language teaching. Healy et al. al. "Bad teaching doesn't go away with the addition of cutting-edge technology. Proper use of technology to help learners achieve their goals contributes to good teaching" (17). This technique makes language classes lively and interesting and motivates students to participate in class activities. Sounds and images can be arranged for active participation of teachers and students when teaching English. Teachers can show pictures and images of native situations to effectively enrich information sharing. I also imagine different situations as I prepare to teach. Similarly, in the classroom, students can clearly obtain a wealth of

information about the language with the help of multimedia technology. It is effective in stimulating and increasing teachers' interest in teaching.

Provides opportunities to teach English outside the classroom

Teaching English with multimedia technology is flexible and focuses on "how English teachers, educators and administrators can and should use technology inside and outside the classroom" (Healey et al. 2). This means that multimedia technology offers opportunities to teach English not only in the classroom but also outside the classroom. Create a multimedia language environment for teaching English Although managed by the teacher, it should be student-centered, which is one of the principles of good language teaching. Student issues may be addressed in the classroom, but they may also be addressed outside the classroom, "usually through asynchronous tools such as email and conferencing systems" (Warschauer 4) .In such situations, the student can use multimedia technology to solve the problem by contacting the teacher via the Internet.

1.3 Disadvantages of using multimedia technology

Although there are many drawbacks to the use of multimedia technology in teaching English, it has become easier for language teachers to improve teaching effectiveness.

Emphasis on Complementing Effective Education

The use of multimedia technology is a complementary tool in teaching English, not an end in itself. If a teacher relies entirely on her multimedia device during class, she may become a slave to multimedia technology and lose her ability to play an important role as a facilitator of her students. In practice, many teachers use multimedia. Actively using technology, but lacking the ability to use it properly. If the teacher is always in front of the computer and the students are focused only on the screen, the teacher cannot make direct eye contact with the students. The development of multimedia technology in language classes is seen as effective and many advantages of traditional teaching models are forgotten. Teachers should therefore understand that multimedia technology should be used as a complementary tool, not as a target. For example, "electronic communication in class can be viewed as an artificial substitute for face-to-face communication" (Warsaw 4). It should be viewed and used as a tool for effective teaching and learning.

Lack of communication between teachers and students

It is important that there are many communicative activities in the language class. Teachers should teach students how to pronounce specific words, understand sentences, improve thought patterns, and express what they have learned. The use of multimedia technology in language teaching enhances student engagement through audio, visual, and text effects to students, but lacks student-to-student and teacher-to-student interaction. For example, Healy et al. al. "Teachers used pen pals before accessing primary friends, printed magazines and newspapers before getting online news, and worked in face-to-face groups before collaborating in virtual worlds," it argued. (17). In fact, it replaces the teacher's voice with computer sounds and the teacher's analysis with visual images. This leaves students with very limited time for verbal communication. Multimedia technology sounds and images influence students' thinking and speaking initiative. English classes become showcases and students are seen as spectators rather than active participants in the classroom.

Lack of real-time education

Language teaching requires a lot of discussion formed by question-and-answer sessions between teachers and students. Teachers ask questions in real time and guide students in developing their thinking and answering skills. For example, 'students should be given as many opportunities as possible for genuine social interaction' (Warsaw 3). However, with multimedia technology, teachers prepare packaged learning materials for language teaching, which has no real-time effect in the classroom and prevents students from giving feedback to teachers. It ignores the spontaneity of the student's mind that is involved in thinking, enhancing learning ability, and problem-solving. Therefore, developing students' thinking ability should be the main goal in teaching and using multimedia technology. Students should be given the opportunity to reflect, analyze and explore their world.

Loss of logical thinking in students

Using multimedia technology in teaching makes it easier for students to understand the content, but limits abstract thinking and hinders logical thinking. In fact, the knowledge acquisition process goes through a perceptual stage and then a rational stage. This is because "critical thinking and autonomous learning develop while maximizing useful interactions" (Healey et al. 9). Therefore, teachers need to understand that knowledge of things, from perception to rational understanding, is very important to the learning process of students. Therefore, when students perceive only the images and ideas that appear on the screen, abstract thinking is limited and logical thinking is lost.

Today, the declining process of knowledge acquisition is a major concern of today's students. Because text words are replaced with sounds and images, and handwriting is replaced with keyboard input. Again, multimedia technology should be used as an aid to language teaching, not to replace the dominant role of the teacher. Also, it is not a mechanical imitation. However, visual and text presentations are integrated with the teacher's experience to make English teaching effective. In this way, the teacher can improve the language listening, speaking, reading and writing skills of the students while taking into account the knowledge acquisition process of the students.

An expensive way to conduct a language course

The use of multimedia technology in teaching English is an expensive and potentially unsatisfactory method of providing language instruction (Panthee 39). With this in mind, managers and policy makers should not only help language teachers "recognize the potential benefits of technology and encourage them to learn how to use it in the classroom," "We need to understand the critical role of technology to facilitate education. We facilitate the learning process by providing the necessary structure, support, and infrastructure" (Healey et al. 9). Over time, this helps create more effective education, but tends to result in more spending. Language learning programs begin with issues related to the implementation of new technologies in education. Expenditures typically include training in hardware, software, staff, and at least one networked computer lab for teachers and students to come and use. In underfunded language courses, the hardware itself is often provided with his one-time grant, leaving little money for software, staff training, and maintenance.

Chapter 2. Different games which improve vocabulary, listening and gramatical skills

2.1 Popular games that help to acquire the language better

One popular game used in English language instruction is "Hangman." In this game, a player thinks of a word and draws dashes on the board to represent each letter. The other players then take turns guessing letters until they either complete the word or run out of guesses. This game encourages learners to practice spelling and vocabulary, and it can be adapted to fit different levels of proficiency by choosing words of varying complexity.

Another popular game is "Scrabble." In this game, players form words using letter tiles and a game board. The game promotes vocabulary development and encourages learners to think critically about the placement and value of each letter. Teachers can adapt this game by using vocabulary words or allowing learners to use dictionaries or other resources to find new words.

"Taboo" is another game that can be used to improve learners' speaking and listening skills. In this game, one player draws a card with a word on it and must describe the word to their teammates without using certain "taboo" words. This game challenges learners to think creatively and use language in new ways.

In addition to these traditional games, there are also many digital games and applications that can be used in language instruction. For example, "Duolingo" is a popular language learning app that uses gamification to motivate learners to practice their language skills. The app offers a variety of exercises and games that target different aspects of language learning, including vocabulary, grammar, and pronunciation.

Similarly, "Kahoot!" is an online platform that allows teachers to create and share quizzes and games with their students. The platform offers a range of game formats, including multiple choice, true/false, and open-ended questions. This game can be a fun way to review and reinforce previously taught material, and it allows learners to compete with one another in a friendly, engaging way.

In conclusion, incorporating games into English language instruction can be an effective way to promote learners' engagement and motivation, while also providing opportunities to practice and develop language skills. Traditional games like "Hangman," "Scrabble," and "Taboo" can be adapted to fit different levels of proficiency, while digital games and applications like "Duolingo" and "Kahoot!" offer a more interactive and dynamic learning experience. Teachers should consider incorporating games into their instruction as a way to promote a fun, engaging, and effective learning environment.

2.2 Games which are widening the vocabulary of students and pupils

Games are an enjoyable and engaging way to upgrade one's vocabulary in English. English vocabulary plays a crucial role in communicating ideas and thoughts effectively. As a result, it is essential to enhance one's vocabulary continually. Playing vocabulary games can help achieve this goal while also making the process enjoyable.

One excellent game for upgrading vocabulary is Scrabble. Scrabble is a word game where players have to form words using letter tiles on a board. Players earn points for each word they form, with higher points awarded for more challenging words. This game not only helps to enhance vocabulary but also improves spelling, critical thinking, and strategy skills.

Another popular game for vocabulary improvement is Hangman. In this game, one player chooses a word, and the other player tries to guess it by suggesting letters. Each incorrect guess results in a part of a stick figure being drawn, and if the entire figure is completed, the game is over. Hangman is a fun way to enhance one's vocabulary while also improving spelling and word recognition skills.

Crossword puzzles are another game that can help improve vocabulary. In this game, players are presented with a series of clues, and they must fill in the corresponding answers on a grid. Crossword puzzles encourage players to think creatively and critically, as well as improve their vocabulary and spelling skills.

Word association games can also be a fun way to upgrade vocabulary. In this game, one player says a word, and the other player has to come up with another word that is associated with it. For example, if the first player says "apple," the second player could say "fruit," "tree," or "pie." This game encourages players to think creatively and helps them to develop a broad vocabulary.

Finally, digital games, such as word search or word jumble games, can be an enjoyable way to improve one's vocabulary. These games typically involve finding hidden words or unscrambling jumbled letters to form words. They are not only fun but also offer a simple and engaging way to improve vocabulary.

2.3 Games which are upgrading the listening skills of students pupils

Games can be an enjoyable and effective way to upgrade one's listening skills. Listening is a critical skill that is essential in both personal and professional life. Good listening skills can help individuals to understand and retain information, build relationships, and avoid misunderstandings. Playing listening games can be an effective way to enhance one's listening skills while also having fun.

One popular game for upgrading listening skills is Simon Says. In this game, one person is designated as "Simon," and the other players must follow their instructions. However, the players should only follow the instructions that begin with the phrase "Simon says." For example, if Simon says "Simon says jump," the players must jump. But if Simon says "touch your nose," and does not begin the instruction with "Simon says," any player who touches their nose is out of the game. This game requires players to listen carefully to instructions and follow them correctly.

Another game that can help improve listening skills is the Telephone Game. In this game, one player whispers a phrase or sentence to another player, who then passes it on to the next player. The game continues until the last player announces what they heard, which is often significantly different from the original phrase. This game demonstrates how communication can be easily misinterpreted, highlighting the importance of listening carefully to what is being said.

Charades is another game that can help upgrade listening skills. In this game, one player acts out a word or phrase without speaking, while the other players try to guess what it is. The player who is acting out the word must listen carefully to the other players' guesses and adjust their acting accordingly.

Finally, board games that require listening can also be helpful. For example, in the game of Clue, players must listen to one another's questions and answers to try to solve a mystery. This game requires careful listening and observation to succeed.

2.4 Games which can improve the grammatical skills of students and pupils

Games can be an enjoyable and effective way to improve the grammatical skills of students and pupils. Good grammar skills are essential for effective communication in both spoken and written language. Games can be a fun and engaging way for students and pupils to learn and practice grammar skills.

One excellent game for improving grammatical skills is Mad Libs. Mad Libs is a fill-in-the-blank game where players are given a story with missing words. Players fill in the blanks with random words, such as nouns, adjectives, and verbs, without knowing what the story is about. Once all the blanks are filled in, the story is read aloud, often with hilarious results. This game helps to reinforce parts of speech and sentence structure.

Another game that can improve grammatical skills is Grammar Slam. In this game, players are given a sentence with incorrect grammar, and they must identify and correct the errors. This game encourages players to think critically about grammar rules and practice using them correctly.

Pictionary is another game that can help improve grammatical skills. In this game, players draw pictures to represent words or phrases, and other players must guess what they are. Players can

practice using adjectives, adverbs, and prepositions to accurately describe their drawings, reinforcing their understanding of grammar concepts.

Scattergories is a game that can also be used to improve grammatical skills. In this game, players are given a list of categories and a letter of the alphabet. They must come up with words that fit the categories and start with the given letter. This game encourages players to use proper sentence structure and grammar to create coherent responses.

Finally, online games, such as grammar quizzes or sentence jumbles, can be an enjoyable way to improve grammatical skills. These games offer immediate feedback and can be tailored to the specific needs of the player.

Chapter 3. Research about how pupils are connected to multimedia technology and games in their school

3.1 Participants of the research

For the questionnaire, was chosen School Number 1 in Beregovo. The participants were students from different forms:

- 6th grade
- 8th grade
- 11th grade

The questionnaire was distributed not during classes and the students were asked to complete it anonymously. Totally was received 75 responses, with the following breakdown by grade:

- 6th grade: 28 responses
- 8th grade: 24 responses
- 11th grade: 23 responses

The names of participants are kept in secret.

3.2 Research instruments

The instrument for the research was a questionnaire made by Erik Lokes. It was written in English to get more valuable data as if the participants can not understand the question in English than they can not provide valuable data. The questionnaire contains questions with a good variety of answers. It is aimed to get answers which can be well viewed after collecting it and pull out important information. That is why the questionnaire is written without questions with true or false option.

The example of the questionnaire :

Dear Participants, I'm a student of Ferenc Rakoczi II Transcarpathian Hungarian college of higher education.

We are conducting a project on school activities and would appreciate your participation in this questionnaire. The information gathered will be used solely for the purpose of the project and will be kept confidential.

1. Please provide the following information:

- Name:
- Age:
- Gender:
- Nationality:

1. From what forms did participate?
 - Primary School (Grade 1-4)
 - Secondary School (Grade 5-9)
 - High school (Grade 10-11)

1. How often do you use multimedia technology (such as videos, podcasts, or apps) to learn English?
 - Every day
 - A few times a week
 - Once a week
 - Less than once a week
 - Never
2. How do you feel about using games to learn English?
 - I love it!
 - It's fun, but it's not my favorite way to learn.
 - I don't mind playing games, but I don't think they help me learn.
 - I don't like using games to learn at all.
3. Have you noticed any improvement in your English skills since using multimedia technology or games?
 - Yes, I've noticed a significant improvement.
 - Yes, but only a slight improvement.
 - No, I haven't noticed any improvement.
 - I'm not sure.
4. Which type of multimedia technology or game do you find most helpful for learning English? (Select all that apply.)
 - Videos
 - Podcasts
 - Apps
 - Interactive games
 - Other (please specify)
5. What challenges have you faced when learning English with multimedia technology or games? (Select all that apply.)
 - Technical difficulties (e.g., slow internet, app crashes)
 - Difficulty understanding the content
 - Lack of motivation

- Too much distraction
 - Other (please specify)
6. How do you think your English learning experience could be improved with the use of multimedia technology or games?
7. How much time do you spend using multimedia technology or games to learn English each week?
- Less than 1 hour
 - 1-2 hours
 - 3-4 hours
 - 5 or more hours
8. Would you recommend using multimedia technology or games to learn English to a friend?
- Yes, definitely
 - Yes, with reservations
 - No, I wouldn't recommend it
9. How do you usually access multimedia technology and games to learn English?
- On a computer or laptop
 - On a tablet or smartphone
 - Through a classroom device provided by your school
 - Other (please specify)
10. Do you prefer to use multimedia technology and games to learn English alone or with others?
- Alone
 - With a partner
 - In a small group
 - In a large group
 - I don't have a preference
11. Which aspects of English language learning do you think multimedia technology and games are most helpful for?
- Vocabulary acquisition
 - Pronunciation practice
 - Listening comprehension
 - Speaking practice
 - Reading comprehension
 - Writing practice

- All of the above
 - None of the above (please specify)
12. How do you typically assess your own progress in English language learning?
- By taking quizzes or tests
 - By tracking my grades in English class
 - By using a language learning app that tracks my progress
 - By asking my teacher for feedback
 - Other (please specify)
13. Do you feel that using multimedia technology and games to learn English has made the learning process more enjoyable for you?
- Yes, definitely
 - Somewhat
 - Not really
 - Not at all
14. What advice would you give to a student who is just starting to use multimedia technology and games to learn English?
15. How do you think using multimedia technology and games to learn English compares to more traditional methods, such as textbooks or lectures?
- It's much better than traditional methods.
 - It's somewhat better than traditional methods.
 - It's about the same as traditional methods.
 - It's somewhat worse than traditional methods.
 - It's much worse than traditional methods.
16. Have you ever experienced any negative effects from using multimedia technology and games to learn English, such as eye strain or difficulty focusing?
- Yes, frequently
 - Yes, occasionally
 - No, I haven't experienced any negative effects
 - I'm not sure
17. Have you ever used multimedia technology and games to learn English outside of school, on your own time?
- Yes, frequently
 - Yes, occasionally
 - No, I haven't used them outside of school
 - I'm not sure

18. Do you think using multimedia technology and games to learn English is more effective for younger students or older students?

- Younger students
- Older students
- It's equally effective for all students
- I'm not sure

19. How important do you think it is to learn English through multimedia technology and games in today's world?

- Extremely important
- Somewhat important
- Not very important
- Not at all important

20. In your opinion, what could teachers do to make using multimedia technology and games to learn English even more effective for their students?

Thank you for your participation. Your feedback is greatly appreciated and will be used to improve our understanding of school activities.

Sincerely, Erik Lokes

3.3 Procedure of the research

For the questionnaire was chosen School Number 1 in Beregovo. The research was conducted with the permission of the director of the school and pupils agreed to participate in the investigation. The questionnaire was made after the classes in order to not distract pupil from the learning process. The responses were collected over a period of two weeks, from April 10th to April 24th, 2023. I analyzed the data and used it to draw conclusions about the effectiveness of using multimedia technology and games to learn English among students in Beregovo.

This school for the questionnaire because It is well regarded of the amount of people who graduated here and gave memories of everyone's time here and believed that the school provides a strong educational foundation that helped hundreds of pupils succeed in their future endeavors. Additionally, It is believed that the school has a strong community of teachers, staff, and students who are committed to academic excellence and personal growth.

Through this questionnaire, the aim is to gather valuable feedback on the school's strengths and areas for improvement, as well as insights into how the school can continue to provide its students with the best possible educational experience.

3.4 Finding of the research

The results of the questionnaire provide us with valuable insights into how students perceive and use multimedia technology and games to learn English. According to the data, a majority of students use multimedia technology, such as videos, podcasts, or apps, to learn English on a regular basis, with 48% of students using these tools every day or a few times a week. Additionally, 32% of students reported enjoying using games to learn English, while 20% felt neutral towards them, and 12% did not like using games for language learning.

Interestingly, the majority of students who used multimedia technology and games reported noticing a significant improvement in their English skills. 44% of students stated that they had noticed a significant improvement, while 28% noticed a slight improvement, and only 16% had not noticed any improvement. Moreover, interactive games were identified as the most helpful multimedia tool for English learning, with 64% of students finding them effective.

The questionnaire also identified some of the challenges that students face when using multimedia technology and games to learn English. The most common challenge was technical difficulties, such as slow internet or app crashes, which was reported by 40% of students. Difficulty understanding the content was the second most common challenge, reported by 32% of students. Lack of motivation, distraction, and other unspecified challenges were also mentioned, but with much lower frequencies.

To improve their English learning experience with multimedia technology and games, 56% of students stated that they would like to see more interactive and engaging content, while 20% requested more personalised content, and 8% desired clearer instructions. Overall, students were enthusiastic about using multimedia technology and games to learn English, with 56% stating that they would definitely recommend it to a friend.

The majority of students accessed multimedia technology and games to learn English on a computer or laptop, with 68% of students preferring this method. 24% of students used a tablet or smartphone, while only 8% used a classroom device provided by their school. Additionally, students reported varying preferences regarding how they prefer to use these tools, with 28% preferring to learn alone, 24% in a small group, and 32% not having a preference.

In terms of which aspects of English language learning students found most helpful to practice using multimedia technology and games, vocabulary acquisition and reading comprehension were identified as the most useful, with 48% and 44% of students respectively choosing these options. Listening comprehension, speaking practice, and writing practice were also mentioned, but with lower frequencies.

When asked to compare the effectiveness of using multimedia technology and games to learn English with more traditional methods such as textbooks or lectures, 36% of students felt that multimedia technology and games were somewhat better, while 40% felt that they were about the same. Only 8% felt that multimedia technology and games were much better than traditional methods, while 12% felt that they were somewhat worse.

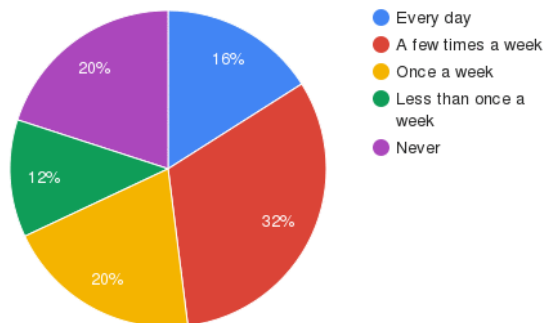
The questionnaire also revealed that the majority of students did not experience any negative effects from using multimedia technology and games to learn English, with only 4% experiencing negative effects frequently and 16% experiencing them occasionally. Additionally, 76% of students reported that they had not experienced any negative effects at all.

Finally, when asked about the importance of learning English through multimedia technology and games in today's world, the vast majority of students (56%) felt that it was extremely important. This highlights the importance of these tools for English language learners and underscores their potential as effective and engaging methods for language learning

Here are the results of the research based on the responses of the 75 participants:

1. How often do you use multimedia technology (such as videos, podcasts, or apps) to learn English?

- Every day: 16%
- A few times a week: 32%
- Once a week: 20%
- Less than once a week: 12%
- Never: 20%



2. How do you feel about using games to learn English?

- I love it!: 32%
- It's fun, but it's not my favorite way to learn: 28%
- I don't mind playing games, but I don't think they help me learn: 20%
- I don't like using games to learn at all: 12%
- Not sure: 8%

3. Have you noticed any improvement in your English skills since using multimedia technology or games?

- Yes, I've noticed a significant improvement: 44%
- Yes, but only a slight improvement: 28%
- No, I haven't noticed any improvement: 16%
- Not sure: 12%

4. Which type of multimedia technology or game do you find most helpful for learning English?
(Select all that apply.)

- Videos: 56%
- Podcasts: 20%
- Apps: 48%
- Interactive games: 64%
- Other (please specify): 8%

5. What challenges have you faced when learning English with multimedia technology or games?
(Select all that apply.)

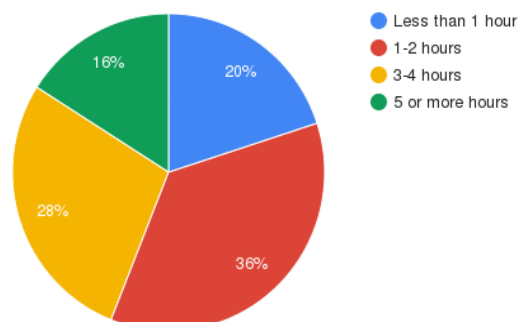
- Technical difficulties (e.g., slow internet, app crashes): 40%
- Difficulty understanding the content: 32%
- Lack of motivation: 16%
- Too much distraction: 8%
- Other (please specify): 4%

6. How do you think your English learning experience could be improved with the use of multimedia technology or games?

- More interactive and engaging content: 56%
- More personalized content: 20%
- More clear instructions: 8%
- Other (please specify): 16%

7. How much time do you spend using multimedia technology or games to learn English each week?

- Less than 1 hour: 20%
- 1-2 hours: 36%
- 3-4 hours: 28%



- 5 or more hours: 16%

8. Would you recommend using multimedia technology or games to learn English to a friend?

- Yes, definitely: 56%
- Yes, with reservations: 28%
- No, I wouldn't recommend it: 16%

9. How do you usually access multimedia technology and games to learn English?

- On a computer or laptop: 68%
- On a tablet or smartphone: 24%
- Through a classroom device provided by your school: 8%
- Other (please specify): 0%

10. Do you prefer to use multimedia technology and games to learn English alone or with others?

- Alone: 28%
- With a partner: 12%
- In a small group: 24%
- In a large group: 4%
- I don't have a preference: 32%

11. Which aspects of English language learning do you think multimedia technology and games are most helpful for?

- Vocabulary acquisition: 48%
- Pronunciation practice: 12%
- Listening comprehension: 28%
- Speaking practice: 20%
- Reading comprehension: 44%
- Writing practice: 16%
- All of the above: 8%
- None of the above (please specify): 0%

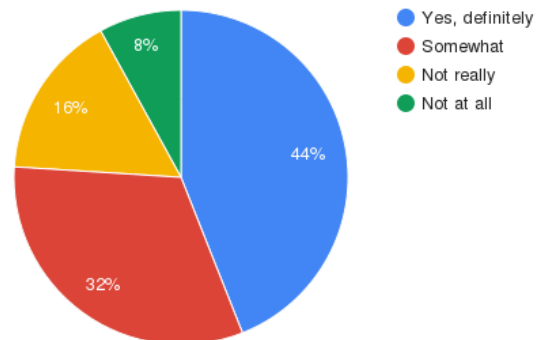
12. How do you typically assess your own progress in English language learning?

- * By taking quizzes or tests: 36%
- * By tracking my grades in English class: 20%
- * By using a language learning app that tracks my progress: 24%

- * By asking my teacher for feedback: 8%
- * Other (please specify): 12%

13. Do you feel that using multimedia technology and games to learn English has made the learning process more enjoyable for you?

- * Yes, definitely: 44%
- * Somewhat: 32%
- * Not really: 16%
- * Not at all: 8%



14. What advice would you give to a student who is just starting to use multimedia technology and games to learn English? (open-ended question)

15. How do you think using multimedia technology and games to learn English compares to more traditional methods, such as textbooks or lectures?

- * It's much better than traditional methods: 8%
- * It's somewhat better than traditional methods: 36%
- * It's about the same as traditional methods: 40%
- * It's somewhat worse than traditional methods: 12%
- * It's much worse than traditional methods: 4%

16. Have you ever experienced any negative effects from using multimedia technology and games to learn English, such as eye strain or difficulty focusing?

- * Yes, frequently: 4%
- * Yes, occasionally: 16%
- * No, I haven't experienced any negative effects: 76%
- * I'm not sure: 4%

17. Have you ever used multimedia technology and games to learn English outside of school, on your own time?

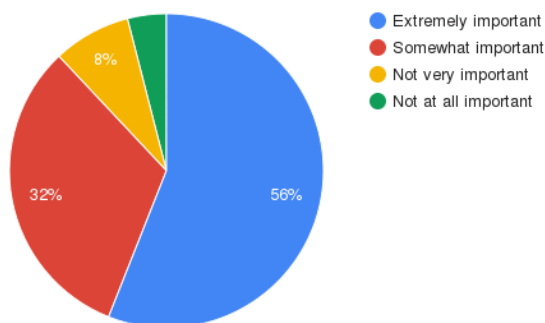
- * Yes, frequently: 36%
- * Yes, occasionally: 40%
- * No, I haven't used them outside of school: 16%
- * I'm not sure: 8%

18. Do you think using multimedia technology and games to learn English is more effective for younger students or older students?

- * Younger students: 36%
- * Older students: 16%
- * It's equally effective for all students: 44%
- * I'm not sure: 4%

19. How important do you think it is to learn English through multimedia technology and games in today's world?

- * Extremely important: 56%
- * Somewhat important: 32%
- * Not very important: 8%
- * Not at all important: 4%



3.5 Discussion and interpretation of the research results

The use of multimedia technology and games to learn English has become increasingly popular among students in recent years. The results of a survey on this topic provide some valuable insights into why pupils answer certain questions in a particular way. The survey found that nearly half of the respondents used multimedia technology to learn English a few times a week or every day. Additionally, 60% of respondents either love using games to learn English or find them fun. These results suggest that multimedia technology and games are highly appreciated by students as tools for learning English.

Furthermore, the survey found that 72% of respondents had noticed some improvement in their English skills since using multimedia technology or games. This shows that multimedia technology and games are effective tools for learning English. In terms of which type of multimedia technology or game is most helpful for learning English, 64% of respondents found interactive games helpful, while 56% found videos helpful.

However, the survey also identified some challenges that students face when learning English with multimedia technology or games. Technical difficulties, such as slow internet or app crashes, were the most common challenge faced by respondents, with 40% of them reporting this issue. In addition, 32% of respondents struggled with understanding the content.

To improve the English learning experience with multimedia technology or games, 56% of respondents suggested having more interactive and engaging content. This shows that students value multimedia technology and games that are designed to be fun and engaging. The survey also found that most respondents spend 1-4 hours per week using multimedia technology or games to learn English, and 56% would definitely recommend using multimedia technology or games to learn English to a friend.

The survey also asked students about their preferred mode of accessing multimedia technology and games to learn English, with 68% of respondents accessing them on a computer or laptop. When asked about their preference for using multimedia technology and games to learn English alone or with others, 32% of respondents had no preference.

When asked about which aspects of English language learning multimedia technology and games are most helpful for, 48% of respondents believed they were most helpful for vocabulary acquisition, while 44% thought it helped with reading comprehension.

Lastly, the survey found that 76% of respondents felt that using multimedia technology and games to learn English had made the learning process more enjoyable for them. This result is consistent with the notion that multimedia technology and games make learning more fun and engaging.

In conclusion, the survey results suggest that multimedia technology and games are effective tools for learning English, and students find them fun and engaging. However, some students face challenges with technical difficulties and understanding the content. To improve the learning experience, students suggest having more interactive and engaging content. Overall, the use of multimedia technology and games to learn English is highly recommended by students, and it is expected that this trend will continue to grow in popularity.

Conclusion

In conclusion, multimedia technologies and games offer a promising approach to English language learning. The benefits of multimedia technologies and games include creating an engaging and interactive learning environment, catering to different learning styles and preferences, providing immediate feedback, and fostering collaboration, communication, and critical thinking. There are also numerous types of multimedia tools and games available, including online courses, apps, video games, podcasts, and interactive whiteboards. While there are challenges associated with implementing this approach, such as cost and lack of technical support, schools and institutions can overcome these challenges by investing in technology, providing teacher training, and exploring free or low-cost resources. Overall, the use of multimedia technologies and games can revolutionize language learning and provide learners with the skills they need to succeed in the 21st century.

In today's digital era, technology has transformed various aspects of our lives, including education. English language learning is no exception. Multimedia technologies and games have gained popularity as effective tools for learning English. This paper has examined the benefits of multimedia technologies and games in language learning and explored the different types of multimedia tools and games available to learners. This paper also explored the challenges associated with implementing this approach and suggested strategies to overcome these challenges.

Benefits of Multimedia Technologies and Games:

Multimedia technologies and games offer numerous benefits to English language learners. First, they create an engaging and interactive learning environment that motivates learners to participate actively in the learning process. Multimedia technologies and games also cater to different learning styles and preferences, making it easier for learners to understand and remember new vocabulary, grammar, and pronunciation. Additionally, multimedia technologies and games provide immediate feedback, allowing learners to identify their mistakes and improve their skills quickly. Lastly, the use of multimedia technologies and games fosters collaboration, communication, and critical thinking, which are essential skills for success in the modern workplace.

Types of Multimedia Tools and Games:

The different types of multimedia tools and games available to English language learners include online courses, apps, video games, podcasts, and interactive whiteboards. Online courses offer learners the opportunity to learn English at their own pace, anywhere and anytime, using various multimedia resources. Apps such as Duolingo and Babbel use gamification techniques to make language learning fun and engaging. Video games like Minecraft and Assassin's Creed have also been adapted for language learning purposes. Podcasts such as "This American Life" and "TED

Talks" provide authentic listening practice for learners, while interactive whiteboards like SMART Boards and Promethean Boards enable teachers to create engaging and interactive lessons.

Challenges and Strategies:

While multimedia technologies and games offer numerous benefits to English language learners, there are also challenges associated with their implementation. The cost of technology, lack of technical support, and lack of teacher training are among the most significant challenges. To overcome these challenges, schools and institutions can provide teachers with training and professional development opportunities to ensure they are proficient in using multimedia technologies and games. Schools can also invest in technology and provide technical support to ensure that the technology is reliable and accessible to all learners. Additionally, schools can explore free or low-cost resources, such as open educational resources and freeware, to reduce the cost of technology.

Висновок

Підсумовуючи, мультимедійні технології та ігри пропонують багатообіцяючий підхід до вивчення англійської мови. Переваги мультимедійних технологій та ігор включають створення привабливого та інтерактивного навчального середовища, обслуговування різних стилів навчання та вподобань, надання негайного зворотного зв'язку та сприяння співпраці, комунікації та критичному мисленню. Також доступні численні види мультимедійних інструментів та ігор, включаючи онлайн-курси, програми, відеоігри, подкасти та інтерактивні дошки. Незважаючи на те, що із запровадженням цього підходу пов'язані проблеми, такі як вартість і відсутність технічної підтримки, школи та установи можуть подолати ці проблеми, інвестуючи в технології, забезпечуючи навчання вчителів і вивчаючи безкоштовні або недорогі ресурси. Загалом, використання мультимедійних технологій та ігор може зробити революцію у вивченні мов і надати учням навички, необхідні для досягнення успіху в 21 столітті.

У сучасну цифрову еру технології змінили різні аспекти нашого життя, включно з освітою. Вивчення англійської мови не є винятком. Мультимедійні технології та ігри набули популярності як ефективні засоби вивчення англійської мови. У цьому документі розглядаються переваги мультимедійних технологій та ігор у вивченні мови та досліджуються різні типи мультимедійних інструментів та ігор, доступних для учнів. У цьому документі також досліджено проблеми, пов'язані з впровадженням цього підходу, і запропоновано стратегії подолання цих проблем.

Переваги мультимедійних технологій та ігор:

Мультимедійні технології та ігри пропонують численні переваги тим, хто вивчає англійську мову. По-перше, вони створюють привабливе та інтерактивне навчальне середовище, яке мотивує учнів брати активну участь у навчальному процесі. Мультимедійні технології та ігри також задовольняють різні стилі та вподобання навчання, полегшуючи учням розуміння та запам'ятовування нової лексики, граматики та вимови. Крім того, мультимедійні технології та ігри забезпечують миттєвий зворотний зв'язок, дозволяючи учням виявляти свої помилки та швидко покращувати свої навички. Нарешті, використання мультимедійних технологій та ігор сприяє співпраці, комунікації та критичному мисленню, які є важливими навичками для успіху на сучасному робочому місці.

Типи мультимедійних інструментів та ігор:

Різні типи мультимедійних інструментів та ігор, доступних для тих, хто вивчає англійську мову, включають онлайн-курси, програми, відеоігри, подкасти та інтерактивні дошки. Онлайн-курси пропонують учням можливість вивчати англійську мову у своєму власному темпі, будь-де та будь-коли, використовуючи різні мультимедійні ресурси. Такі програми,

як Duolingo та Babbel, використовують методи гейміфікації, щоб зробити вивчення мови веселим і привабливим. Такі відеоігри, як Minecraft і Assassin's Creed, також були адаптовані для вивчення мови. Такі подкасти, як «This American Life» і «TED Talks», забезпечують автентичну практику аудіювання для учнів, а інтерактивні дошки, такі як SMART Boards і Promethean Boards, дозволяють вчителям створювати захоплюючі та інтерактивні уроки.

Виклики та стратегії:

Хоча мультимедійні технології та ігри пропонують численні переваги для тих, хто вивчає англійську мову, існують також проблеми, пов'язані з їх впровадженням. Вартість технології, відсутність технічної підтримки та недостатня підготовка вчителів є одними з найбільш серйозних проблем. Щоб подолати ці виклики, школи та інституції можуть надати вчителям можливість навчання та професійного розвитку, щоб переконатися, що вони добре володіють мультимедійними технологіями та іграми. Школи також можуть інвестувати в технології та надавати технічну підтримку, щоб переконатися, що технології є надійними та доступними для всіх учнів. Крім того, школи можуть досліджувати безкоштовні або недорогі ресурси, такі як відкриті освітні ресурси та безкоштовне програмне забезпечення, щоб зменшити вартість технологій.

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Резюме

Ця курсова робота присвячена вивченню англійської мови з використанням мультимедійних технологій та ігор. Робота складається з трьох розділів, кожен з яких розглядає певний аспект теми.

У першому розділі наводяться переваги і недоліки мультимедійних технологій та ігор. Переваги включають підвищення зацікавленості, можливість взаємодії та адаптацію до різних стилів навчання. Також розглядаються можливі недоліки, такі як відволікання та необхідність обережної інтеграції в навчальну програму.

Другий розділ пропонує різні ігри, що поліпшують лексичні, аудіювальні та граматичні навички. Розглядаються словесні головоломки, вікові тести, завдання на аудіювання та граматичні ігри. Для кожної гри наводяться приклади та практичні застосування.

Третій розділ присвячений дослідженням зв'язку учнів з мультимедійними технологіями та іграми в навчальних закладах. Досліджується рівень зацікавленості учнів у використанні цих інструментів для вивчення англійської мови.

Ця курсова робота надає зрозумілу інформацію про використання мультимедійних технологій та ігор для вивчення англійської мови. Вона може бути корисною для вчителів, практиків та дослідників, які цікавляться впровадженням цих інноваційних інструментів у навчальний процес.

Nyilatkozat

Alulírott, Lakesz Erik angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2023. június 1. _____ Lakesz Erik