

## РОЗДІЛ 2 ГЕРМАНСЬКІ МОВИ

УДК 811.111'243:373.5(477.87)

DOI <https://doi.org/10.32782/tps2663-4880/2025.42.3.16>

### TEACHING ENGLISH TO TRANSCARPATHIAN HUNGARIAN STUDENTS: INSIGHTS FROM RESULTS OF EMPIRICAL RESEARCH CONDUCTED BETWEEN 2004 AND 2024

### ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ УГОРСЬКОМОВНИМ СТУДЕНТАМ ЗАКАРПАТТЯ: РЕЗУЛЬТАТИ ЕМПІРИЧНИХ ДОСЛІДЖЕНЬ, ПРОВЕДЕНИХ У 2004–2024 РОКАХ

Husti I.I.,

[orcid.org/0000-0002-1900-8112](https://orcid.org/0000-0002-1900-8112)PhD in Language Pedagogy, Associate Professor,  
Associate Professor at the Department of Philology

Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

This article provides a thorough review of major research studies on English language teaching and learning in Transcarpathian Hungarian schools from 2004 to 2024. The primary aim is to describe key findings, inform about the significant language pedagogy research results, and synthesize a cohesive overview of the field. Early, foundational research in 2004 identified important issues with outdated, unsuitable textbooks that failed to promote communicative skills, as well as persistent problems with large class sizes and low student motivation in rural areas. Subsequent studies revealed a perplexing paradox: while students were highly motivated by the communicative approach used in English classes, their proficiency in grammar-focused Ukrainian often surpassed their English test scores. This highlighted a notable discrepancy between teaching methods and measurable outcomes.

The review also depicts the profound impact of recent, disruptive crises, including the COVID-19 pandemic and the ongoing war in Ukraine. These events forced a rapid, unexpected transition to online learning, which, despite fostering digital literacy and resilience, also severely limited the development of crucial speaking skills due to a lack of in-person interaction. War-time studies further underscored the critical need for educators to provide emotional support and adopt flexible teaching methods to address students' challenging circumstances.

The research reviewed provides a clear framework for future efforts, advocating for the development of culturally relevant teaching materials and continuous professional training for teachers in both digital and socio-emotional support skills. It also calls for the integration of diverse teaching methods that blend the best of both traditional and communicative approaches. This will be crucial for ensuring students not only achieve higher test scores but also acquire the practical language skills essential for their future. This synthesis of two decades of research offers a valuable contribution to the academic literature, providing a nuanced understanding of the challenges and opportunities in this unique educational context.

**Key words:** English language learning, Hungarian schools, motivation, language pedagogy research results, Transcarpathia.

Ця стаття містить ґрунтовний огляд основних наукових досліджень, що стосуються викладання та вивчення англійської мови в угорських школах Закарпаття у період з 2004 по 2024 роки. Основною метою є опис ключових висновків, інформування про значущі результати досліджень з мовної педагогіки та узагальнення цілісного огляду цієї галузі.

Ранні дослідження, проведені у 2004 році, виявили важливі проблеми із застарілими, невідповідними підручниками, які не сприяли розвитку комунікативних навичок. Виявлено постійні проблеми, пов'язані з великою наповненістю класів та низькою мотивацією учнів у сільській місцевості. Також підкреслено вражаючий парадокс: хоча учні були високо мотивовані комунікативним підходом, що використовувався на уроках англійської мови, їхній рівень володіння українською мовою, яку викладали граматично-орієнтовано, часто перевершував результати тестів з англійської. Це вказує на помітну невідповідність між методами навчання та вимірюваними результатами.

Крім того, огляд відображає глибокий вплив нещодавніх, деструктивних криз, включаючи пандемію COVID-19 та триваючу війну в Україні. Ці події спричинили стрімкий, несподіваний перехід до онлайн-навчання, що, незважаючи на сприяння розвитку цифрової грамотності та стійкості, також суттєво обмежувало розвиток ключових розмовних навичок через брак особистої взаємодії. Дослідження воєнного часу додатково підкреслили критичну потребу в тому, щоб педагоги надавали емоційну підтримку та застосовували гнучкі методи викладання для вирішення складних обставин, в яких перебувають студенти.

Огляд досліджених робіт пропонує чітку основу для майбутніх зусиль, активно виступаючи за розробку культурно-реlevantних навчальних матеріалів та постійне підвищення кваліфікації вчителів у сфері цифрових і соціально-емоційних навичок підтримки. Також він закликає до інтеграції різноманітних методів викладання, які поєднують найкращі елементи як традиційних, так і комунікативних підходів. Це буде вирішальним для забезпечення того, щоб учні не тільки досягали вищих результатів у тестах, але й здобували практичні мовні навички, необхідні для їхнього майбутнього. Такий синтез двох десятиліть досліджень робить цінний внесок в академічну літературу, надаючи глибоке розуміння проблем та можливостей у цьому унікальному освітньому контексті.

**Ключові слова:** вивчення англійської мови, угорські школи, мотивація, результати досліджень мовної педагогіки, Закарпаття.

**Problem statement.** Transcarpathian Hungarian schools have faced persistent challenges in English language teaching and learning for over two decades. A 2004 survey first revealed issues with outdated, unsuitable textbooks that failed to promote communicative skills, as well as problems with large class sizes and low student motivation in rural areas. While later studies confirmed that students are highly motivated by the communicative approach used in English classes, they still scored better on grammar-focused Ukrainian tests, highlighting a disconnect between teaching methods and measurable outcomes. The COVID-19 pandemic and the ongoing war further complicated the situation, forcing a shift to online learning that, while fostering digital skills and resilience, also limited crucial in-person interaction and speaking practice. The war-time studies also revealed a need for emotional support and flexible teaching methods to address students' mental well-being. Despite some progress, like the increased use of technology, persistent problems remain, including a lack of appropriate, culturally relevant teaching materials and a gap between students' motivations and the ability of teachers to create a clear, inspiring vision for them. The available academic literature on this topic is limited and highlights the need for continued research and practical pedagogical solutions, especially in the context of recent and ongoing crises.

**Analysis of recent research and publications.** During the time that is in the focus of the present study (2004–2024), numerous research papers appeared that dealt with various aspects of English language teaching and learning in Transcarpathian Hungarian schools. A wide range of topics related to language education were investigated in Hungarian schools in Transcarpathia between 2004 and 2014. Researchers focused on the foundational aspects of language teaching and learning, exploring issues such as bilingualism and multilingualism [1], identity and language learning [2], and motivation [3; 4]. They also examined pedagogical methods and materials, including curriculum [5]. This involved looking at the role of literature in language teaching and learning [6], and the use of technology in the English classroom. Other areas of inquiry included language skills development, with a focus on all four skills, and assessment and evaluation, which covered topics like error correction and the English school-leaving exam [7]. Finally, the research considered sociocultural aspects and contexts by looking at factors such as learner variables [8] and the specific needs of young learners.

**The aim of this study** is to describe the major research studies and projects that were carried out

between 2004 and 2024 investigating the ongoing English language teaching and learning processes in Transcarpathian Hungarian schools, to inform about the significant findings of the language pedagogy research, and finally, summarize the most crucial implications that have been concluded on empirical basis.

**Presentation of the main material.** The first comprehensive language pedagogy survey on English language teaching and learning in Transcarpathian Hungarian schools was conducted twenty-one years ago [9]. In 2004, my colleagues Márta Fábián and Katalin Lizák and I felt it was time to use a questionnaire survey to map out the situation of English language teaching in the region's Hungarian schools. Our questionnaire reached 50 English teachers in 38 schools. We asked about topics such as the availability of textbooks in the schools, what types of exercises colleagues used most in their English classes, teachers' opinions on various teaching materials, the most common problems teachers faced in their work, and how these problems could be remedied.

The most important results showed that teachers criticized the quality of the textbooks and did not find them suitable. The textbook in use at the time was the series edited by Plakhotnyk. The book was based on the grammar-translation method, did not develop language skills, and mainly taught vocabulary and grammar. Furthermore, it was printed on poor-quality paper and mostly contained black-and-white illustrations, so it did not meet the requirements of the time because it did not follow the guidelines of the communicative language teaching method [10]. The other textbook used at the time was a new type of book edited by Oksana Karpiuk [11]. This book was already in colour and was based on the communicative method, focusing on developing language skills. However, our survey revealed that the teachers were still not completely satisfied with the book because it was not made for Hungarian-speaking children (e.g., the appendix contained an English-Ukrainian glossary). The teachers complained that eight-year-old Hungarian children could not use the glossary because they did not understand the Ukrainian words fully.

Recognizing the need and demand, Emőke Hires and Márta Fábián [12] wrote an English textbook for the second grade of Hungarian schools. It was piloted in Hungarian schools in our region during the 2004/2005 school year. Due to its interactive nature, it was very popular among the children. Positive reviews were prepared, but due to bureaucratic procedures, they did not reach the relevant expert committee of the Ministry of Education and Science for approval, so it could not be used as an official textbook.

Another problem was caused by the large, heterogeneous class sizes. According to the regulations in force at the time, splitting classes was only possible if a class had a minimum of 28 children. In such cases, schools could divide the classes into two groups of 14 students for English and Ukrainian lessons. Accordingly, the highest number of students in a class at the time of our research in 2004 was 27. What is even more disheartening is that the situation is still the same in 2025.

Teachers working in rural schools also complained that the level of student motivation in village schools was very low and that it was difficult to motivate them. This can be explained by the fact that in 2004, the internet was not yet widespread, especially not in rural Hungarian schools. It is therefore natural that those children did not yet feel the need for English skills, which they could, for example, use when surfing the internet. (The situation has completely changed now, as even the smallest or most remote village Hungarian school has internet access.)

In 2006, a research team from the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education studied the differences in how students in Hungarian schools in Berehove, Ukraine learned English and Ukrainian [11]. Their initial hypothesis was that students would perform better in English than in Ukrainian, despite the fact that Ukrainian is the national language and is more frequently encountered in daily life.

In the first phase of the study [11], 76 third-grade students completed language proficiency tests in both languages. The researchers also interviewed the students' teachers and analysed the curricula and textbooks.

They found that the students' overall test scores showed that they performed better in Ukrainian than in English, contradicting the initial hypothesis. The largest difference was in speaking, where Ukrainian scores were significantly higher. English proficiency was only slightly better than Ukrainian in writing.

The English curriculum and textbooks were found to be communicative and student-centred. In contrast, the Ukrainian curriculum was heavily grammar-focused, leading to less development of speaking skills.

The second phase of the study, conducted three years later with 92 fifth-grade students (76 of whom had participated in the first phase), aimed to see if these trends continued [13].

Findings proved that students enjoyed writing the most in both subjects. However, they preferred communicative activities like games, singing, and speaking in English classes, while in Ukrainian class,

they favoured more traditional activities like reading and memorization.

Overall test scores for the fifth graders were higher in Ukrainian than in English, confirming the trend from the first phase. Students had better vocabulary, grammar, and listening comprehension in Ukrainian. English was slightly better in writing. Reading comprehension in both languages was very low.

In conclusion, the longitudinal study revealed that while Hungarian students in Berehove showed higher test scores in Ukrainian, they had a more positive attitude toward learning English. The study highlights that the communicative approach used for teaching English was more engaging for students, whereas the grammar-focused method for Ukrainian, though producing higher scores in some areas, resulted in lower motivation. The researchers noted that higher test scores in grammar and vocabulary do not necessarily lead to strong overall language skills, especially in speaking.

In 2012, Beatrix Henkel's [14] research examined the attitudes and motivation of Hungarian-speaking high school students in Transcarpathia, Ukraine, who were learning English as a foreign language. The study sought to identify the key components influencing students' English language motivation and to understand how educational professionals viewed the students' motivation for learning both English and Ukrainian.

The research used a multi-stage process, including a motivational questionnaire administered to students across three regions with varying Hungarian populations (from over 25% to 1–10%), and semi-structured interviews with seven education professionals. The study's aim was to see if motivational patterns differed based on the student's geographic location and to gain a deeper perspective from those involved in the educational system.

The study identified several key factors influencing students' motivation to learn English:

- The Ideal L2 Self was the most significant factor, representing students' desire to become part of a global community or achieve future goals through English proficiency.
- The "Ought-to L2 Self" (what students feel they should do) was also a strong motivator. Students were driven by practical benefits like getting better grades, understanding video games, and using online services. This was a surprising finding for English since it is not a mandatory exam subject for graduation in Ukraine.

The study found a strong link between students' motivation and their friends' opinions, as well as the opportunities for written communication online

through chats and social media. This reflected a growing trend of students engaging with virtual communities.

For Ukrainian language learning, the motivation was primarily pragmatic. Students were motivated by the need to pass compulsory exams for higher education, navigate state institutions, or obtain a driver's license. The "Ought-to L2 Self" was a powerful factor here, driven by parental and societal expectations to avoid failure. A desire for social and professional integration was also a motivating factor for learning Ukrainian, a motive that was absent for English.

The interviews with education professionals largely confirmed these findings, highlighting the instrumental nature of motivation for both languages. However, they struggled to articulate a clear "Ideal Self" vision for students learning either English or Ukrainian. They often spoke in generalities and focused on expectations rather than providing inspiring, concrete examples of the long-term benefits of language proficiency.

In conclusion, Henkel's research showed that students' motivation was influenced by both internal desires (Ideal Self) and external pressures (Ought-to Self). For English, the motivation was tied to a global identity and digital engagement, while for Ukrainian, it was driven by practical necessities for academic and civic life in Ukraine. The study also revealed a disconnect between the students' motivations and the teachers' ability to effectively inspire them with a clear vision of their future as multilingual individuals.

### **The impact of the COVID-19 pandemic on English teaching**

A 2020 study by researchers at the Rákóczi College [15] explored how the COVID-19 pandemic and the shift to remote learning affected foreign language education for Hungarian-speaking students in Transcarpathia, Ukraine. The study aimed to understand students' attitudes toward online learning, their challenges, and the effectiveness of this new format.

The researchers used an online questionnaire with open and closed questions to gather data from high school students. Their initial hypotheses were that students would not take remote learning seriously, become demotivated, use limited learning strategies, find online teaching more time-consuming and stressful, and that only some students might benefit from it.

The findings showed that the pandemic pushed teachers and students to quickly adopt new digital tools. During the first lockdown, teachers primarily sent materials via Messenger, email, or Google Classroom, and held very few live online classes. The students' attitudes toward remote learning were more serious than initially hypothesized, and they

actively developed their digital skills. However, some students did experience demotivation.

The study revealed that online learning was more time-consuming and less effective than in-person instruction. The most significant challenge students faced was learning grammar. While the online environment was less stressful for students, it also provided limited feedback and evaluation, which was mostly in a written format.

Ultimately, the study concluded that while students faced difficulties, they also developed valuable skills in learner autonomy and digital literacy. The experience with remote learning prepared them for a future where online education is increasingly common. The study successfully debunked the idea that students would be unserious about online learning and that their strategies would be limited. The hypotheses about time consumption and stress were confirmed, and the ideas about demotivation and positive effects for some students were partially supported.

### **Recent research**

In the wake of Russia's war against Ukraine, a 2023 study by researchers [16] at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education examined the impact of the conflict on students in Transcarpathia. The research, conducted one year into the full-scale invasion, aimed to understand the emotional state of students and the war's effect on their foreign language learning.

Researchers surveyed 194 undergraduate and graduate students using an anonymous online questionnaire. The questions covered personal data, emotional well-being, attitudes toward the war, and its effect on their studies, particularly language learning.

The study revealed that students demonstrated a remarkable resilience and optimism, despite living with daily air raid sirens and frequent power outages lasting 11–16 hours.

A majority of students held a positive outlook on their country's future, believing the war would end soon and their homeland would flourish. While some felt demotivated, a significant portion (52%) maintained their motivation for their studies.

The war and the shift to online education posed significant challenges, especially the lack of in-person interaction with teachers and peers, which nearly half of the students found problematic. This was cited as a major barrier to developing speaking skills.

Remote learning also presented unexpected advantages. Around half of the students found it easier to develop their listening skills, as they could re-listen to audio materials as needed. A majority also said that written feedback from instructors in plat-

forms like Google Classroom positively impacted their writing skills.

The study concluded that students showed great resilience in adapting to difficult circumstances. It highlighted a need for educators to provide emotional support, combine online and in-person teaching methods, and foster personal connections with students, even in a digital environment.

Based on their findings, the researchers offered several key pedagogical recommendations:

Teachers should be trained to recognize and support students' emotional difficulties.

Instructional methods should be flexible, combining online and offline approaches to accommodate students' individual needs and circumstances.

Teachers need to continuously improve their digital skills to effectively use technology for teaching.

Building personal connections with students, even online, is crucial for their motivation and learning outcomes.

The study also pointed to the need for further research, including long-term studies on the war's effects on students' mental health and academic performance, the effectiveness of different teaching strategies in a war context, and the lasting impact of online education on the entire educational system. The researchers emphasized that the effects of war will not disappear quickly, and continuous support and research are essential for students' well-being and success.

The most recent research on English language teaching and learning in Transcarpathian schools with Hungarian language of instruction was conducted by Enikő Nagy-Kolozsvári [17]. She investigated the use of children's literature in teaching English as a foreign language in Hungarian schools in Transcarpathia. Motivation is particularly important in teaching children languages, and interesting teaching content, such as literary texts, can play an extraordinary role in this. Yet, this is an area that has not been studied much in our profession. Nagy-Kolozsvári's study is of utmost importance and a marvellous contribution to the academic literature of the topic.

This research, focusing on English teachers in Hungarian schools in Transcarpathia, reveals that while teachers understand the benefits of using children's literature, practical challenges prevent them from doing so. The study recommends several solutions to overcome these obstacles, for example:

1) adding courses to teacher training programs that focus on using children's literature to teach English;

2) organizing workshops for current teachers to introduce them to this teaching method and providing new ideas for those already using it;

3) creating a guide or booklet with recommended children's books, lesson plans, and ready-to-use, photocopiable worksheets. This would be especially helpful if it aligned with the curriculum and featured digitally accessible stories to address the limited availability of physical books.

For future research, the author suggests focusing on how to effectively use digitally accessible children's literature in the classroom. She believes this is the most practical approach, given the limited potential for significant curriculum reform or improvements in book availability in the near future. It also proposes studying the long-term impact of story-based lessons on students' language skills.

**Conclusions.** The body of research conducted between 2004 and 2024 reveals a complex and evolving picture of English language teaching and learning in Transcarpathian Hungarian schools. The studies collectively highlight a persistent set of challenges, including a lack of suitable, culturally relevant textbooks, the impact of large class sizes, and the difficulty of maintaining student motivation in a rapidly changing environment. However, the research also underscores the remarkable resilience of both students and educators in adapting to significant disruptions, from the shift to remote learning during the COVID-19 pandemic to the ongoing challenges posed by the war.

A key finding across multiple studies is the disconnect between teaching methods and learning outcomes. While students demonstrate high motivation and a positive attitude toward English due to its communicative and engaging nature, their test scores in grammar and vocabulary often lag behind those of Ukrainian, which is taught using a more traditional, grammar-focused approach. This suggests that a more balanced pedagogical strategy is needed, one that capitalizes on students' positive attitudes toward English while also strengthening foundational skills.

The research also points to the transformative, albeit challenging, role of technology. The sudden shift to online learning demonstrated that students could develop valuable digital literacy and learner autonomy skills. However, it also exposed a critical need for in-person interaction, as students struggled to develop speaking skills without direct contact with teachers and peers. The emotional and psychological impact of the war further complicated this, emphasizing the need for educators to provide emotional support and build personal connections, even in a digital environment.

In summary, English language education in this region over the past two decades has focused on adap-

tation and resilience. The research provides a clear framework for future efforts, calling for curriculum and resource development that is sensitive to the specific needs of Hungarian-speaking students, ongoing professional development for teachers in both digital and socio-emotional support skills, and the integra-

tion of diverse teaching methods that blend the best of both traditional and communicative approaches. This will be crucial for ensuring that students not only achieve higher test scores but also develop the practical, real-world language skills necessary for their future.

#### REFERENCES:

1. Csernicskó I., Huszti I., Bárány E. Kisebbségi kétnyelvűség és integráció: biztos, hogy a két(tan)nyelvű oktatás a megoldás? Kétnyelvűségi szöveggyűjtemény: Oktatási segédlet. Szerk. I. Kozmács. Nyitra: Nyitrai Konstantin Filozófus Egyetem, Közép-európai Tanulmányok Kara, 2015. C. 177–211.
2. Huszti I. Beregszászi magyar tannyelvű iskolába járó ötödikesek identitástudata és a nyelvtanulás közötti összefüggések. Nyelv, identitás és anyanyelvi nevelés a XXI. században. Szerk. Z. Karmacsi, A. Márku. Ungvár: PoliPrint, 2009. C. 54–63.
3. Henkel B. Ukrainian and English motivational self system of minority learners in Transcarpathia. *Working Papers in Language Pedagogy*. 2010. № 4. C. 86–107.
4. Kacsur, A. Motivation to learn English of learners of upper primary forms. *LIMES*. 2018. № 5. C. 139–150.
5. Huszti I. A comparative analysis of foreign language curricula in the independent Ukraine (from 1998 to 2020). *Messenger of Kyiv National Linguistic University. Pedagogy and Psychology Series*. 2020. № 32. C. 30–39. URL: <http://visnyk-pedagogy.knlu.edu.ua/article/view/207753/207904> (дата звернення: 16.08.2025).
6. Motrynets E. O., Nagy-Kolozsvári E. A. Exploiting literature in the EFL classroom: Graded readers as a medium for promoting English language learning to EFL learners. *Вчені записки Таврійського національного університету імені В. І. Вернадського*. 2021. № 32(4). C. 198–206. DOI: 10.32838/2710-4656/2021.4-1/34.
7. Качур А., Густі І. Підготовка до письмового завдання на ЗНО з англійської мови на матеріалах опитування вчителів та студентів англійської філології. *Acta Academiae Beregsasiensis*. 2015. № 15(1). C. 265–284.
8. Lechner I. Altersspezifische Merkmale des Fremdspracherwerbs und Fremdsprachunterrichts. *Acta Beregsasiensis*. 2009. № 8(2). C. 125–135.
9. Fábián M., Huszti I., Lizák K. Az angol nyelv oktatásának helyzete Kárpátalja magyar tannyelvű iskoláiban. *Közoktatás*. 2005. № 12(1). C. 4–8. URL: [https://dspace.kmf.uz.ua/jspui/bitstream/123456789/112/3/Fabian\\_M\\_Husztii\\_Lizak\\_K\\_Az\\_angol nyelv\\_ oktatasanak\\_helyzete\\_2005.pdf](https://dspace.kmf.uz.ua/jspui/bitstream/123456789/112/3/Fabian_M_Husztii_Lizak_K_Az_angol nyelv_ oktatasanak_helyzete_2005.pdf) (дата звернення: 16.08.2025).
10. Huszti I. The use of learner reading aloud in the English lesson: A look at the micro and macro levels of oral reading : monograph. Uzhhorod: PoliPrint, 2009. 191 c.
11. Huszti I., Fábián M., Bárány E. Differences between the processes and outcomes in third graders' learning English and Ukrainian in Hungarian schools of Beregszász. Early learning of modern foreign languages: Processes and outcomes. Ed. M. Nikolov. Bristol: Multilingual Matters, 2009. C. 166–180.
12. Hires E., Fábián M. English with you and me: English textbook for Class 2. Beregszász: Kárpátaljai Magyar Pedagógusszövetség, 2004.
13. Bárány E., Huszti I., Fábián M. Második és idegen nyelv oktatása a beregszászi magyar iskolák 5. osztályában: a motiváció és a nyelvi készség összefüggése az oktatáspolitikai tényezőkkel. Nyelvi mítoszok, ideológiák, nyelvpolitika és nyelvi emberi jogok Közép-Európában elméletben és gyakorlatban. A 16. Élőnyelvi Konferencia anyagai. Szerk. K. Hires-László, Z. Karmacsi, A. Márku. Budapest – Beregszász: Tinta Könyvkiadó – II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola Hodinka Antal Intézete, 2011. C. 145–154.
14. Henkel B. The attitude and motivation of learners of Ukrainian and English in Transcarpathia: Doctoral dissertation. Budapest: ELTE, 2012. 237 c.
15. Bárány E., Fábián M., Lechner I., Huszti I. A 2020. évi tavaszi és őszi távoktatás a Rákóczi-főiskolán: Tapasztalatok, vélemények, tanulságok. Mozaikok a magyar nyelvhasználatból: Tanulmányok a Hodinka Antal Nyelvészeti Kutatóközpont kutatásaiból. Szerk. Z. Karmacsi, A. Márku, E. Tóth-Orosz. Törökbálint: Termini Egyesület, 2022. C. 135–151. URL: [https://hodinkaintezet.uz.ua/wp-content/uploads/2022/05/Mozaikok\\_a\\_magyar\\_ nyelvhasznalatbol.pdf](https://hodinkaintezet.uz.ua/wp-content/uploads/2022/05/Mozaikok_a_magyar_ nyelvhasznalatbol.pdf) (дата звернення: 16.08.2025).
16. Барань А., Густі І., Чотарі Ю. Емоційний стан здобувачів закладу вищої освіти та їхнє ставлення до вивчення іноземних мов (ІМ) у воєнний час. Збірник наукових праць Уманського державного педагогічного університету. 2024. № 4. C. 6–12. DOI: 10.31499/2307-4906.4.2024.316468.
17. Nagy-Kolozsvári E. A gyermekirodalom alkalmazása az angol mint idegen nyelv oktatásában a kárpátaljai magyar tannyelvű iskolákban: Doktori disszertáció. Budapest: ELTE, 2024. 237 c.

Дата першого надходження рукопису до видання: 23.09.2025

Дата прийнятого до друку рукопису після рецензування: 30.10.2025

Дата публікації: 28.11.2025