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

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

**Keywords:** digital technologies, Web 2.0, foreign language teaching

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

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

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

**Kulcsszavak:** digitális technológiák, Web 2.0, idegennyelv-tanítás

### 1. Introduction

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

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

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

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

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

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

### ***1.1. Computer-Assisted Language Learning***

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

**Table 1. Characteristics of CALL Methodology**

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

Resource: Gündüz, 2005

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

### **1.2. Mobile-Assisted Language Learning**

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

**Table 2. Examples of MALL Activities**

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

Resource: Sharples, 2000

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

## ***2. Web 2.0 Tools in Teaching English***

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

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

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

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

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

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

### ***3. Methodology of the Research***

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

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

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

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

#### ***3.1. Participants of the Research***

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

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

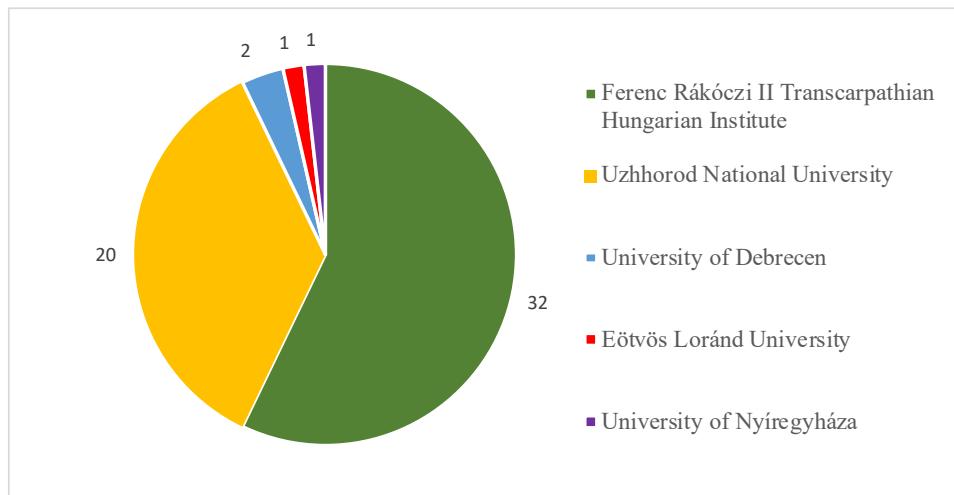
secondary education, in this way producing a relatively homogeneous sample for the study. The case of 11<sup>th</sup> class students is particularly important, as they are ahead of obtaining their general certificate of secondary education.

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

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

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

**Figure 1. Higher Education Institutions of Students (Respondents)**



*Resource: by author*

### **3.2. Results of the Interviews**

#### **1) Supply of technology in Transcarpathian secondary schools**

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

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

Support of the Hungarian government;

School twinning programmes and connections with Hungarian schools;

Teachers bring their own laptops or speakers to the lesson;

Support of the Ukrainian state.

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

#### **2) Teachers' perceptions of using technology**

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

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

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

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

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

### 3) The future of foreign language teaching

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

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

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

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

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

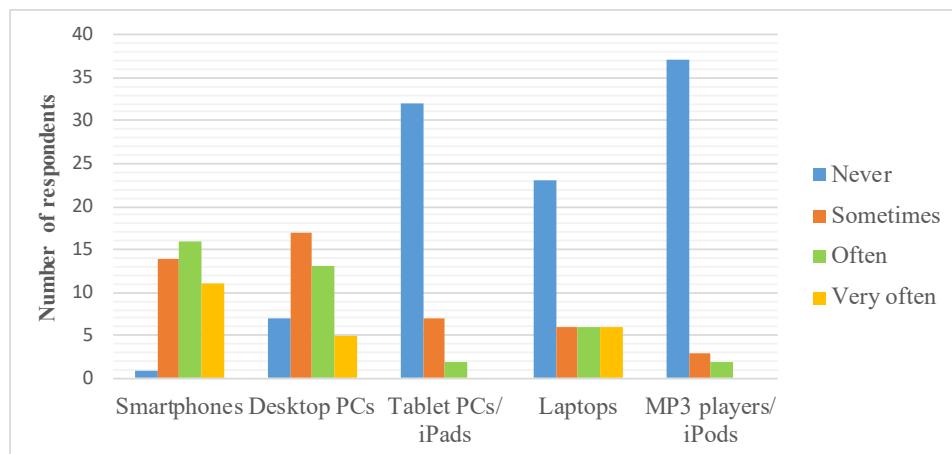
### **3.3. Results of the Questionnaires**

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

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

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

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



*Resource: by author*

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

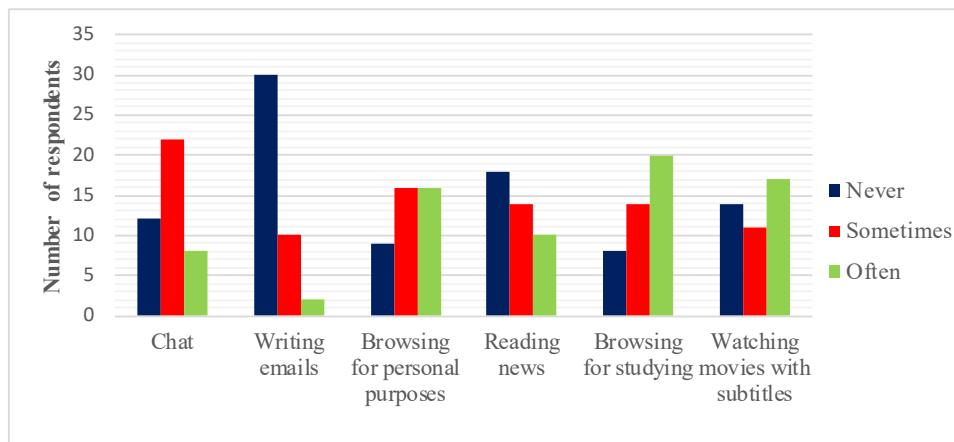
## **2) The role of the Internet in learning English**

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

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

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

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

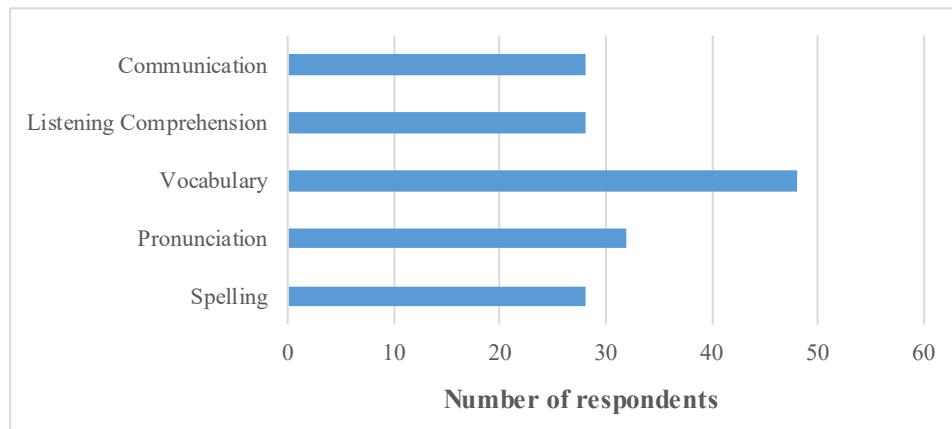


*Resource: by author*

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

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

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

**Figure 4. Language Skills Improved on the Internet by Students**

Resource: by author

### 3) Web technologies used by pupils and students

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

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

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

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

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

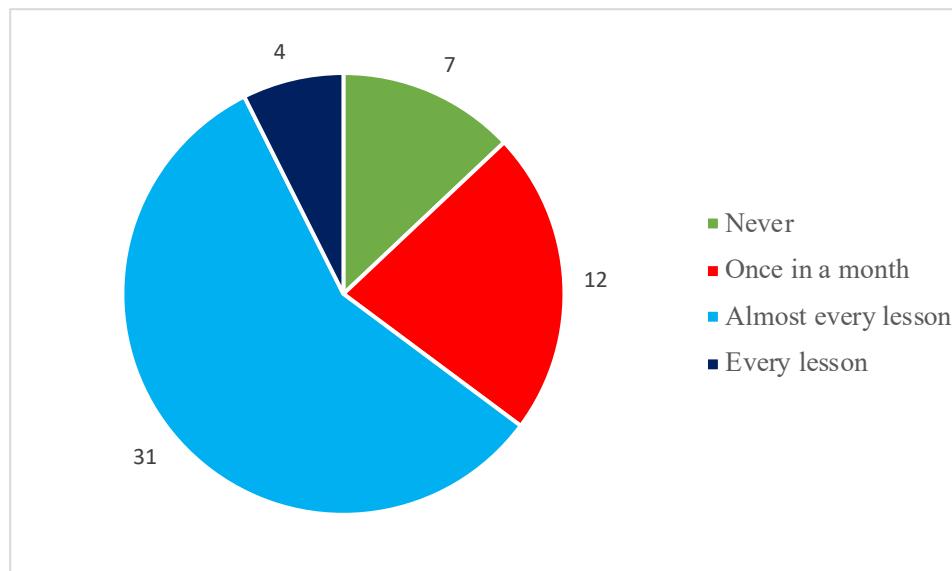
YouTube is used by 91,1% of students for entertainment mainly, but around half the respondents also use it for studying and learning English. The most useful web technologies in foreign language learning are online dictionaries, but wikis are also very useful tools. Translation programmes were generally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

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

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

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

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

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

Resource: by author

### 5) Advantages and disadvantages of using technology in learning English

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

**Table 3. Advantages and Disadvantages of Using Technology**

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

Resource: by author

#### **4. Conclusion**

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

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

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

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

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

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

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

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