

KRISZTIÁN VÁRADI

II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola  
varadikrisztian98@gmail.com

Krisztián Váradi: A study of technology-enhanced language teaching based on the perceptions of prospective English teachers

Alkalmazott Nyelvtudomány, XXI. évfolyam, 2021/1. szám, 57–76.  
doi:<http://dx.doi.org/10.18460/ANY.2021.1.004>

## **A study of technology-enhanced language teaching based on the perceptions of prospective English teachers**

Technology-enhanced language teaching (TELT) is one of the latest approaches to teaching English as a foreign language (EFL), which refers to the use of computers, mobile devices and Web 2.0 tools for educational purposes. The importance of research into the benefits of integrating digital technologies in language teaching is underlined by the fact that teachers should make their teaching strategies as effective as possible for 21st century learners. This work is focusing on the investigation of TELT based on the study of the attitudes and classroom experience of prospective English language teachers. A questionnaire-based study was conducted with students of English language and literature at Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. The results show that the participants prefer a combination of traditional and innovative language teaching methods. Although the integration of TELT into the EFL classes in Transcarpathia is hindered by a number of problems, teachers are highly recommended to modernise their teaching methods.

Keywords: English language teaching, digital technologies, Transcarpathia, Web 2.0 tools.

### **Introduction**

Innovation and the increasing use of information and communication technologies (ICT) in education have given new opportunities to language teachers. In the 21st century, a wide range of digital devices and online tools can be used by English teachers to facilitate the process of language acquisition (Yunus, 2018). The present study sets out to investigate the phenomenon of using technology in English language teaching, based on the perceptions of English major students from the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, which is located in Beregszász.

The college is an important teacher training institution in Transcarpathia, providing training for prospective teachers of English language and literature, among many other degrees. Each student is required to complete a set of compulsory teaching practicums, during which they acquire useful experience in relation to the practical processes of language teaching in Transcarpathian secondary schools (Huszti, 2018). The most important aim of this research was to gather and analyse this experience, and to explore students' attitudes towards integrating technology into language teaching. The findings are hoped to provide useful information about the current situation of English language teaching in

Transcarpathia. Furthermore, the paper offers a detailed analysis of the benefits and drawbacks of integrating technology into the foreign language classroom.

As a result of the accelerated technological development, it is becoming increasingly essential for foreign language teachers to adapt to the innovative teaching methods and help their students learn languages through digital technologies. There are a number of opportunities available to both educators and learners to achieve a much more comprehensive and faster development of English language skills than ever before (Mofareh, 2019).

Teaching English as a foreign language is a priority in the educational system of every country around the world, so in recent years several researchers have addressed the possibilities of using different technologies in language teaching. Key areas of technology-based language teaching include computer-assisted language learning (CALL), in which learners develop their language skills using computers (Beatty, 2010); mobile-assisted language learning (MALL), which focuses on the use of wireless devices in the language acquisition process (Kukulska-Hulme & Shield, 2008); and Web 2.0 tools with important features such as personalized online profiles, user-generated content, and social connections (Merchant, 2009).

With the help of computer-assisted language learning, learners are able to work individually, in pairs, in groups, or the whole class can work simultaneously using computers. Several tasks can be performed in computerised environments, including information-gap activities, problem solving exercises, the transfer of information from one source to the other, and practising language accuracy (Gündüz, 2005). There are a lot of resources that learners can use to develop their language skills on the Internet. For instance, audio-visual teaching aids, online exercises, language learning games, translation tools, electronic dictionaries and e-books (Beatty, 2010).

Mobile-assisted language learning is an increasingly popular way of acquiring a foreign language. Language learning is often supported by various mobile devices, including smartphones, MP3 players, laptops, tablet PCs, and other wireless tools. Their biggest advantage is that they allow their users to learn English anywhere and anytime, but due to their portable nature, they have a relatively small screen size (Stockwell & Hubbard, 2013). Mobile phones have a great number of useful features that facilitate language learning. For example: Internet access, voice messaging, text messaging (SMS), video and audio recording possibilities (Chinnery, 2006).

Web 2.0 tools are also an integral part of technology-enhanced language teaching. These tools include blogs that function as online diaries, online video sharing sites (such as YouTube), and wikis that allow collective knowledge sharing. With these applications and websites, teachers can introduce creative and engaging tasks to the foreign language classroom and can promote collaboration among learners (Duffy, 2008). We can even include social networking sites that

help users share information, build friendships, and maintain communication with each other in different forms (Boyd & Ellison, 2007).

According to the research of Park & Son (2009), one of the biggest advantages of the use of information and communication technologies in language teaching is that instead of the previous teacher-centred education, the specific needs and different characteristics of learners come to the fore. Karakas (2011) classifies the benefits of computers as the following: increasing motivation of learners, providing immediate feedback on linguistic errors to users, providing opportunities for both written and oral communication, thus helping to develop communication skills for less confident language learners. Lee (2000) identifies additional benefits, including increased learner confidence, the autonomous nature of the language learning process, authentic learning materials available on the Internet, and plenty of interaction opportunities.

Despite all these benefits, the study of Hew & Brush (2007) reveals that there are a number of barriers to the use of ICT in classrooms. It is often the case that there are simply not enough resources to acquire technological equipment, or that teachers are not adequately qualified to use modern technologies. In addition, an important factor is the attitude of educators towards digital language learning, which is determined by their prior experience and prejudices in connection with technology (Ertmer, 2005).

According to Goundar's (2014) observations, one of the disadvantages of digital technologies is their ability to distract the learner from the educational process. With smartphones and laptops with wireless Internet connection, students can easily perform non-curricular activities for entertainment purposes only. Warschauer & Meskill's (2000) study also considers the need for financial and time expenditures for successful technology integration, and the uncertainty of the desired results to be disadvantages.

By outlining the positive and negative features of technology-based language teaching in this study, and providing a comparison between the innovative and the traditional methods of teaching, we will be able to have a better understanding of the possible benefits that technology might offer to our learners. However, it is important to keep in mind the drawbacks too, in order to successfully integrate digital technologies into the foreign language classroom.

## **Research aims**

The study was conducted with the following objectives:

1. To provide an insight into the present and future state of foreign language education in Transcarpathia through the opinions and career plans of prospective English teachers.
2. To demonstrate the advantages and disadvantages of technology-enhanced language teaching, and to compare its effectiveness with the traditional language teaching methods.

3. To assess how often college students would use certain digital devices in their lessons.
4. To shed light on the problems that make it difficult to modernize education in Transcarpathian schools.
5. To investigate the attitudes of students towards using technology in the foreign language classroom, and how their perceptions are influenced by their previous teaching experiences.

## **Method**

The information gathering process was based on the method of online questionnaires. Two separate questionnaires were designed in English using Google Forms, taking into account the characteristics of the subjects in the research sample. The main distinctive feature between the two sample groups is the previous teaching experience of students.

Questionnaire I (Appendix 1) was administered to year I-II students and it contains more hypothetical questions regarding the use of technology in the English lesson because these students had not participated in any pedagogical practicum yet. Questionnaire II (Appendix 2) was completed by year III-V students who had already taught English in schools at least once during their practice, so this questionnaire was focusing on the experiences rather than on the opinions and prejudices of prospective teachers.

The questions were prepared in connection with the objectives set out above. Some questions contained closed-ended answers, while others were open-ended. The data obtained from the questionnaires are presented and analysed with statistical methods, tables and diagrams. This is followed by a thematic interpretation of the results to highlight the key findings of the research.

## **Analysis**

As the questionnaires were administered online with the help of Google Forms, it was not complicated to count the responses during the process of data analysis. In the case of closed-ended questions, the number of possible answers were limited, while in open-ended questions, students were free to express their own thoughts.

The number of respondents choosing a given option was quantified and indicated both in numerical and percentage forms, showing the statistical importance of each answer in relation to the whole sample. Some questions were included in only one of the questionnaires, and for this reason, the percentages will show how the responses were distributed in relation to the sample in question only. When analysing open-ended questions, the most frequent answers were counted and presented in a table or in a list.

## Participants

Altogether the research was conducted with 104 college students majoring in English language and literature at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. As the college is one of the largest teacher training institutions in Transcarpathia, the English language teachers graduating here are expected to form the supply of foreign language teachers in the local secondary schools.

The English language and literature department of the institution currently offers education on four years for students participating in a Bachelor of Arts course, and two additional years for students who wish to obtain their Master of Arts diploma. At the time when the study was completed, there were only five years of students studying at the English department.

Year I-II students had not yet participated in any pedagogical practice, so in their case, the research mainly presents their own judgments and high school experiences. Year III-V students had already completed at least one pedagogical practice, and some of them are currently working as teachers in addition to their college studies, so they have appropriate teaching experience.

A total of 104 students participated in the study. In terms of gender distribution, 25% of the respondents were male (26 students) and 75% were female (78 students). Considering their age, respondents are in the 17-23 age group. Their distribution by years of study and course type is summarized in Table 1.

Table 1. Distribution of participants (years of study and course type)

	Year I	Year II	Year III	Year IV	Year V
Full-time	25	22	17	21	4
Correspondent	4	5	1	0	5
Altogether	56			48	

In terms of language teaching experience, year I-II students do not have formal teaching experience, but some have already taught English to their siblings or friends. 21,4% of the respondents (12 students out of 56) had already taught English as a private tutor, although most of them worked with only one or two learners.

In recent years, students of the upper years (III-V) have already completed their pedagogical practice in various secondary schools in Transcarpathia. A total of four students currently work as English language teachers in secondary schools, grammar schools and lyceums in Beregszász, Tiszakeresztúr and Munkács. 64,6% of the respondents (31 students out of 48) work as private tutors of English, most of them have already taught at least four students.

## Results

Respondents had to decide whether they would like to work as an English language teacher in a high school in Transcarpathia or not. Out of the 56 students of years I-II, 34 (60,7%) would like to, 16 (28,6%) would not, and 6 (10,7%) had not yet made a decision about this question. Furthermore, out of the 48 students of years III-V, 24 (50%) gave a positive answer, while 19 (39,6%) gave a negative answer to this question, and another 5 people (10,4%) were uncertain about their decision in regard with this possibility. The reasons are given in Table 2. In brackets, the number of students who mentioned each reason in his or her open-ended answer will be indicated.

Table 2. Working as English teachers in a secondary school in Transcarpathia

Reasons for	Reasons against
Staying in the homeland (13)	Interest in another profession, e.g. translator or interpreter (17)
Gaining experience, passing knowledge (11)	Low salaries for teachers (11)
Improving learners' language skills (9)	Living abroad is better (8)
Good opportunities for starting a career (7)	Lack of teachers' authority (5)
Solving the problem of teacher shortage (6)	Bad behaviour of children (3)
Knowledge about local customs and circumstances (5)	Too much patience is required (2)

The next question examined the same phenomenon, but in connection with secondary schools in Hungary. From students of years I-II, 28 (50%) respondents would teach English in Hungary, 21 (37,5%) would not use this option, while 7 (12,5%) might try it for experience. From students of years III-V, 14 (29,2%) participants would work, while 30 (62,5%) of them would not work in a Hungarian secondary school as an English language teacher, and 4 (8,3%) students have not decided it yet. The reasons are summarised in Table 3, together with the number of mentions in brackets.

Table 3. Working as English teachers in a secondary school in Hungary

Reasons for	Reasons against
Higher teacher salaries (7)	Problems with moving abroad (14)
Better work conditions (6)	No interest in the teaching profession (12)
Better career and professional opportunities (6)	Relatives and friends in the homeland (7)
Higher level of education (5)	Poor command of the Hungarian language (for Ukrainian students) (5)
More modern equipment (4)	Refusal to work with children (4)
Greater expectations and challenges (3)	Teacher shortage in Transcarpathia (4)

Respondents also had to specify the purposes for which they would like to graduate as teachers of English. The most important reason for studying English is obviously achieving better job opportunities, as it can be seen in Table 4.

Table 4. Main reasons for obtaining the diploma in the faculty of English language and literature

Reason	Number of respondents
Better job opportunities	81
Living abroad in the future	37
Teaching in the homeland	33
Giving private lessons at home	30

Participants from years I-II had to choose which technological tools they would like to use in their future pedagogical practicum. Most respondents would use laptops, projectors, and speakers in English lessons. Figure 1 contains the detailed results.

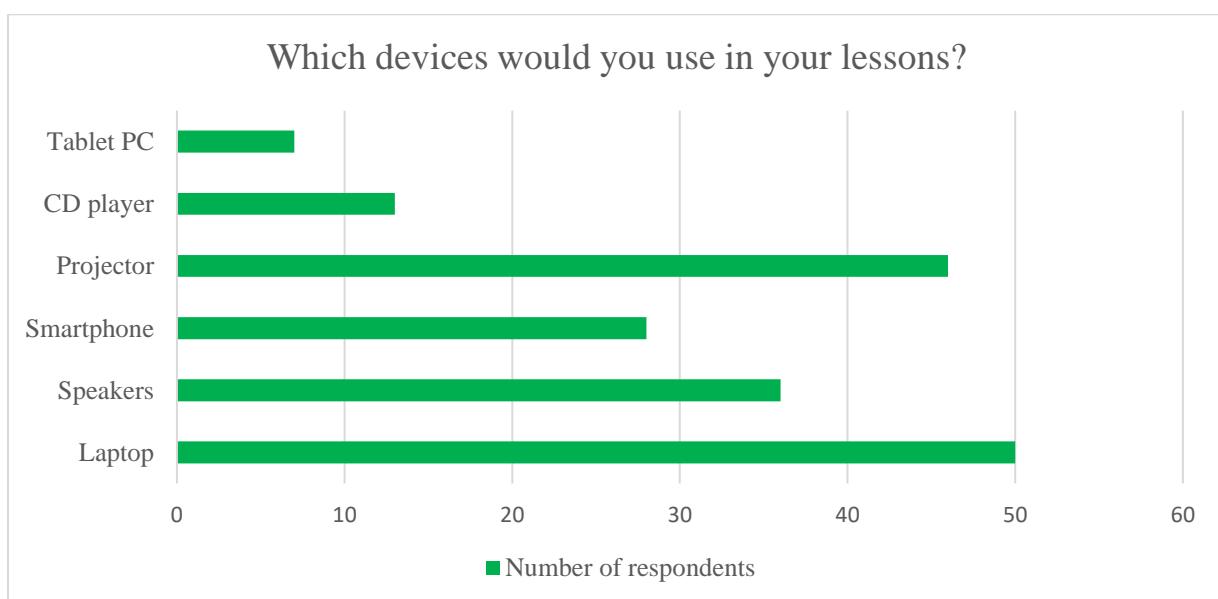


Figure 1. Devices students would use during their pedagogical practicum

Year III-V students had already participated in at least one pedagogical practicum, so they had to declare from their own experiences which technological tools they and their teachers had used during the lessons. The comparison is illustrated in Figure 2.

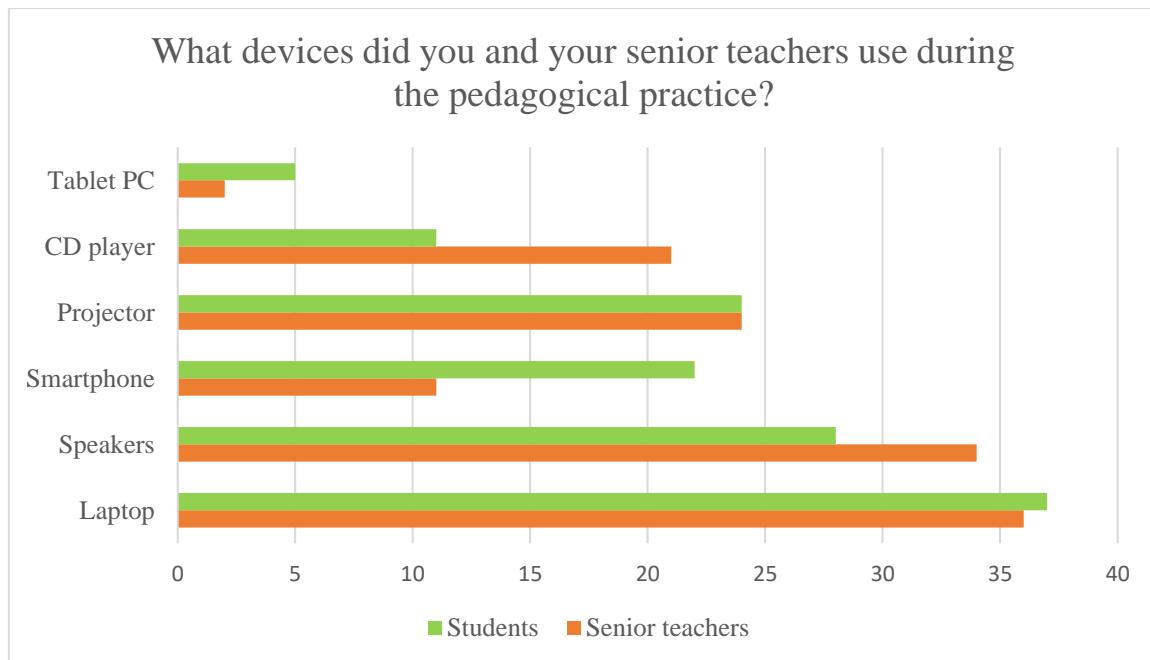


Figure 2. Devices used by senior teachers and students during their practice

Furthermore, respondents were asked to determine which Web 2.0 tools were the most effective in teaching English. It can be said that video sharing websites, online dictionaries and translation tools seem to offer the most advantages for foreign language learners. The detailed results are shown in Figure 3.

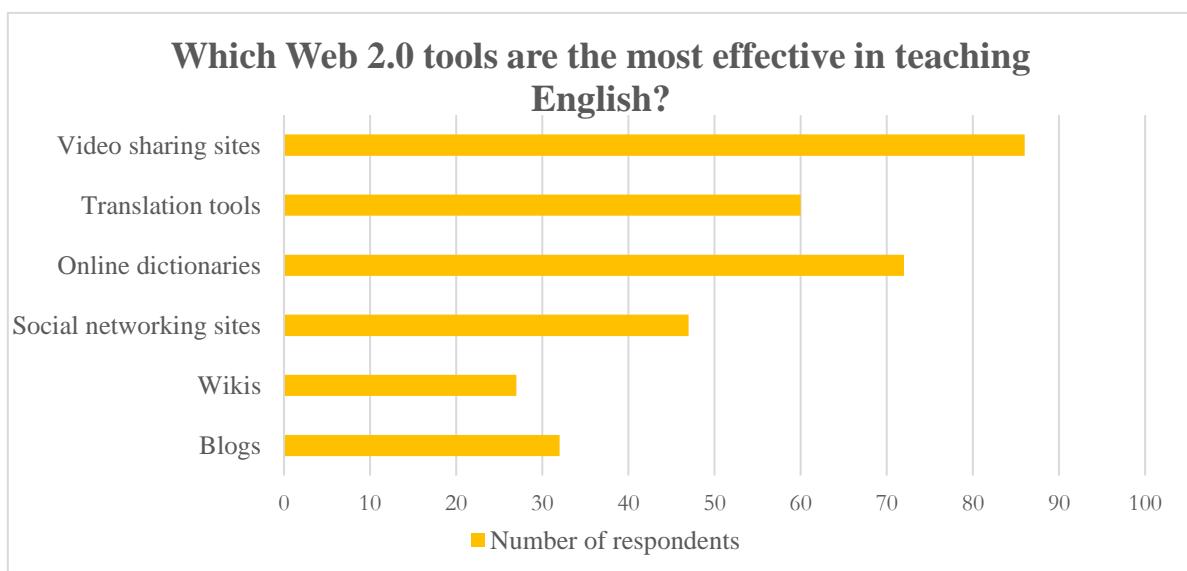


Figure 3. The efficiency of Web 2.0 tools in teaching English

Year I-II students had to define the concept of technology-enhanced language teaching to see how well they were aware of the essence of the method. Based on the definitions obtained, technology-centred language teaching is a modern teaching method based on the use of digital tools in lessons for the purpose of providing high-quality presentation of information. If the teacher makes good use of its benefits, it can increase learners' motivation, interest in language acquisition, and the efficiency of the educational process.

Prospective teachers also had to determine how often they would use technology in English lessons as a teacher. Year I-II students would mostly use technology in every lesson, while their older peers, who already have some kind of teaching experience, would prefer to use technologies a few times a month. The comparison is summarised in Table 5. The number of students who chose a given option is indicated, together with the percentages in brackets, showing the frequency of each answer option within the two groups of students.

Table 5. Frequency of using technologies in the English lesson

<b>Frequency of using technologies in the lesson</b>	<b>Year I-II students</b>	<b>Year III-V students</b>
Never	0 (0%)	0 (0%)
Once in a month	2 (3,6%)	3 (6,3%)
A few times in a month	16 (28,6%)	27 (56,2%)
In every lesson	38 (67,8%)	18 (37,5%)

Students of years I-II decided which teaching method is more efficient in teaching and developing different language skills. Technology-based language teaching is more efficient in developing listening skills and vocabulary knowledge, while reading and writing skills are better developed with traditional methods, according to the students. Speaking skills can be equally improved with both methods.

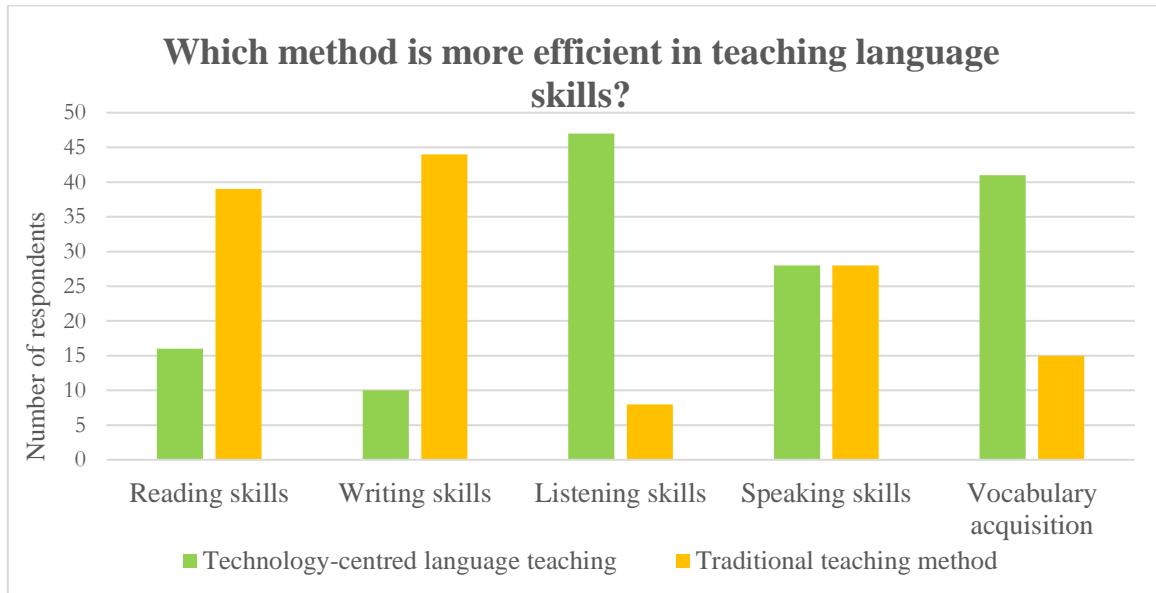


Figure 4. The efficiency of teaching methods

Another question focused on whether the older generation of teachers is more concerned with the traditional language teaching methods than younger teachers, and if so, for what reasons. In summary, the following results were obtained:

- Yes, because they are afraid of the unknown (33 students; 31,7%);
- Yes, because they did not receive appropriate teacher training to use newer technologies (64 students; 61,5%);
- Yes, because there are not enough digital tools in schools (31 students; 29,8%);
- No, older teachers use digital devices as often as their younger colleagues (18 students; 17,3%).

As prospective teachers, respondents had to identify the reasons why technology-based language teaching is more effective than traditional language teaching methods:

- Teachers can tailor lessons to the needs of learners through interesting videos, presentations and language-focused games;
- Audio materials, videos and subtitled films made with native speakers facilitate language acquisition, develop pronunciation and listening skills;
- Audio-visual teaching materials make it easier to memorise the topic of the lesson;
- Technology captures students' attention and motivates them to learn the language;
- As technology advances, traditional teaching methods become increasingly outdated;
- The repository of the Internet and digital tools provide many opportunities for the teacher to transfer information to learners;

- Both methods have their advantages, as it is not always necessary to use the technology during lessons;
- It would be advisable to use a combination of the modern and the traditional teaching methods that could be used depending on the situation.

Students of the upper years were asked to select what kind of problems they observed during their practice connected to Transcarpathian educational institutions that make teachers' work more problematic. The most common problems are listed in Table 6.

Table 6. The most frequently observed problems in Transcarpathian schools

Problems	Number of respondents
Limited availability of digital devices	34
Lack of financial resources	26
Overcrowded curriculum	24
Insufficient number of English lessons	19
Lack of skills in using the newest technologies	14
Poor command of the Ukrainian language	6

As respondents form the supply of foreign language teachers, it was important to rate their own computer knowledge and skills on a scale from 1 (very bad) to 10 (very good). According to their opinions, they can handle digital devices without any serious problems as the most frequently chosen options were 7 (16 students), 8 (28 students) and 9 (34 students).

In the next question, students had to list what problems might occur in a technology-enhanced language lesson. The results were collected in Table 7.

Table 7. Possible problems connected to technology-enhanced language teaching

Technological problems	Organisational problems	Behavioural problems
Power outage	Lengthy preparations	Decreased concentration
Disappearance of websites	Exceeding the time frame of the lesson	Divided attention of learners
Malfunction of devices	The necessity of plan B	Lack of discipline
Slow Internet speed	Lack of IT skills	Noises in the classroom
Software-related issues	Limited availability of tools	Technology = entertainment

83,3% of students studying on years III-V (40 respondents) were adequately prepared for the difficulties and hardships of technology-centred language teaching, as a result of their methodological knowledge acquired in the college. Most of the students did not encounter any problems during their pedagogical practicum, but a few respondents mentioned the following difficulties:

- There are not enough digital devices in schools, so students and teachers often have to use their own technological tools in the classroom;
- Projectors can hardly be found in schools, so it is difficult to adequately illustrate the material;
- Speakers are not available everywhere either, sometimes you have to play audio files on your own smartphone which is not very effective;
- Problems with the speed and the availability of Internet connection.

In the two questions that followed, students were asked to list the advantages and disadvantages of technology-enhanced language teaching. The results can be read in Table 8.

Table 8. Advantages and disadvantages of using technology in English teaching

Advantages	Disadvantages
More motivated learners	Plan B is necessary if technology fails
Better perception of information	The investment of money
Audio-visual teaching materials	Learners may be distracted
It can save time for the teacher (it is easier to share the material)	Time-consuming preparation of the equipment
Wider range of opportunities	Problems related to eyesight
Interesting online quizzes, videos, ideas	Children can get used to easy access of information
Lessons are more varied and colourful	New challenges for teachers
Learners are more willing to actively participate in classroom discussions	Constant monitoring of learners' behaviour is required
Authentic teaching materials with native speakers (listening tasks)	Unforeseen issues (blackout, slow Internet speed, Windows update)
More interactivity and collaboration	

In the last question, respondents had to decide how much they agreed with certain statements on a scale from 1 (strongly disagree) to 5 (strongly agree). The statements that resulted in the most agreement (values 4 and 5) were the following:

- Transcarpathian schools are not as well-equipped as schools in Hungary (85 students);
- Teachers often use technology in foreign language lessons in higher education (82 students);
- Technology-centred language teaching is more popular in private lessons than in regular school lessons (63 students);
- Students graduating from college can easily find a job at a secondary school in Transcarpathia (61 students).

## Discussion

### Future plans of college students

The availability of appropriately qualified foreign language teachers in educational institutions is crucial for the supply of teachers in Transcarpathia. In general, instead of going abroad or working in a secondary school in Hungary, the majority of college students would rather stay in their homeland and teach in a high school in Transcarpathia. Although the respondents say that the Hungarian educational system is more developed, provides more professional opportunities and better working conditions, they still consider it more important to address the problem of teacher shortage in Transcarpathia and to pass on knowledge to local children.

In addition, it should be mentioned that many students are not interested in the teaching profession at all, so they would rather be employed as translators or interpreters, as teacher salaries are considerably low and teachers' work is not properly valued. For these reasons, most respondents want to graduate with a degree in English language and literature for better job opportunities.

### Technologies used in language teaching

The most commonly used digital devices are speakers, laptops and projectors, while smartphones and CD players are used in a relatively narrower range. Senior teachers prefer the combination of a CD player and speakers. In contrast, students prefer to use a smartphone or a laptop together with speakers. In connection with Web 2.0 tools, video sharing sites, online dictionaries, and translation tools have proven to be the most effective in terms of foreign language learning.

It is an interesting fact that year I-II students would mostly use technology in every lesson as a teacher, whereas year III-V students who had already taught in schools would prefer to use the opportunities provided by technology only a few times in a month during their lessons. It is important to note that students have the technological skills needed to manage devices appropriately, based on their own opinions.

### Technology-enhanced vs. traditional language teaching methods

Based on the results, it would be advised for teachers to use an appropriate combination of the modern and the traditional teaching methods during their lessons. Reading and writing skills can be better developed using traditional methods, while listening comprehension and vocabulary acquisition can be improved more easily using digital technologies. Speaking skills can be developed at the same level with both methods, according to students.

It can also be said that the older generation of teachers is more adherent to traditional methods as they did not receive adequate training in the professional use of the newest technologies. The biggest advantages of using technologies in language teaching over traditional teaching methods include: adapting to the

needs of 21st century learners, making language learning more interesting and interactive, authentic and audio-visual learning materials facilitate the development of language skills, and learner motivation is increased.

### **Possible problems of the phenomenon**

The most pressing problem in Transcarpathian secondary schools is the limited number of digital devices and lack of available financial resources. In addition, there are problems due to overcrowded curricula, as teachers often do not have enough time to make their lessons more colourful and varied because the necessity of dealing with too much topics in a semester.

Most students are methodologically ready to cope with any difficulties that may arise in relation to technologies. However, many problems stem from the fact that schools in Transcarpathia are not well-equipped with digital tools, so teachers often have to use their own devices in the classroom. Furthermore, problems can occur due to equipment failure, poor quality of Internet connection, power outage, time-consuming preparation, lack of IT skills, inappropriate student behaviour, and decreased concentration.

### **Advantages and disadvantages**

One of the biggest benefits is that if the teacher uses the technology properly in the classroom, it can motivate learners to be more active in the lesson, they can also illustrate the topics more vividly and interestingly, and use audio and video recordings made with native speakers to develop pupils' language skills.

However, it is recommended to use the technology in a careful way, as too frequent use will make it easy for students to get used to an easy access to information, and it will be expected from the teacher to use the technology in every lesson. It is important that the focus should be on the teacher and the topic, and not on the machines or devices. Also, the teacher should constantly monitor the activities of the learners to maintain their attention and prevent any misbehaviour.

### **Conclusions**

The present study was written with the aim of examining the phenomenon of technology-based language teaching, to provide an insight into the situation of educational institutions in Transcarpathia through the experiences of students majoring in English language and literature at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. Based on the results, college students would like to work in a school in Transcarpathia more willingly than in an educational institution in Hungary, as staying in their homeland and the shortage of teachers are among the most significant problems in the region.

The most effective way of teaching English as a foreign language in the digital age is through the combination of technology-enhanced language teaching and the traditional teaching methods. Students would use technologies either in every

lesson or at least a few times in a month. To use the benefits of technological advances, it is essential that teachers have adequate technological skills and schools are able to provide the necessary amount of digital tools.

Keeping in mind the technological, organisational and behavioural problems, English lessons can be more interesting and enjoyable according to the needs of modern students with the help of technologies. Teachers are encouraged to adapt to the changed expectations and try to make the language acquisition process of the young generation as effective as possible. The use of computers, mobile devices and Web 2.0 tools can facilitate language learning both inside and outside the classroom.

The research on the situation of technology-based language teaching in Transcarpathia needs further development from the point of view of teachers who already have several years of teaching experience and are better acquainted with the conditions and opportunities prevailing in local secondary schools.

## References

**Beatty, K.** (2010) *Teaching and Researching Computer-Assisted Language Learning* (2nd ed.). London: Pearson Education.

**Boyd, D. M. & Ellison, N. B.** (2007) Social Network Sites: Definition, History and Scholarship. *Journal of Computer-Mediated Communication* 13/1. pp. 210-230.

**Chinnery, G. M.** (2006) Emerging technologies. Going to the MALL: Mobile-Assisted Language Learning. *Language Learning and Technology* 10/1. pp. 9-16.

**Duffy, P.** (2008) Engaging the YouTube Google-Eyed Generation: Strategies for Using Web 2.0 In Teaching and Learning. *The Electronic Journal of e-Learning* 6/2. pp. 119-130.

**Ertmer, P. A.** (2005) Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research and Development* 53/4. pp. 25-39.

**Goundar, S.** (2014) The Distraction of Technology in the Classroom. *Journal of Education and Human Development* 3/1. pp. 211-229.

**Gündüz, N.** (2005) Computer-Assisted Language Learning. *Journal of Language and Linguistic Studies* 1/2. pp. 193-214.

**Hew, K. F. & Brush, T.** (2007) Integrating Technology into K-12 Teaching and Learning: Current Knowledge Gaps and Recommendations for Future Research. *Educational Technology Research and Development* 55/3. pp. 223-252.

**Huszti, I.** (2018) Realisation of reflective teaching during the teaching practice of English major students. In: Nagy-Kolozsvári, E. & Kovács, Sz. (Eds.) *Multiculturalism and Diversity in the 21st Century*. Uzhhorod: "RIK-U" LLC. 127-131.

**Karakas, A.** (2011) Motivational Attitudes of ELT Students Towards Using Computers for Writing and Communication. *Teaching English with Technology* 11/3. pp. 37-53.

**Kukulska-Hulme, A. & Shield, L.** (2008) An overview of mobile-assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL* 20/3. pp. 271-289.

**Lee, K. W.** (2000) English Teachers' Barriers to the Use of Computer-assisted Language Learning. *The Internet TESL Journal* 6/12. Accessed from: <http://iteslj.org/Articles/Lee-CALLbarriers.html> [2020. 06. 21.]

**Merchant, G. H.** (2009) Web 2.0, New Literacies, and the Idea of Learning Through Participation. *English Teaching: Practice and Critique* 8/3. pp. 8-20.

**Mofareh, A.** (2019) The Use of Technology in English Language Teaching. *Frontiers in Education Technology* 2/3. pp. 168-180.

**Park, C. N. & Son, J. B.** (2009) Implementing Computer-Assisted Language Learning in the EFL Classroom: Teachers' Perceptions and Perspectives. *International Journal of Pedagogies and Learning* 5/2. pp. 80-101.

**Stockwell, G. & Hubbard, P.** (2013) Some emerging principles for mobile-assisted language learning. *The International Research Foundation for English Language Education*. Accessed from: [https://www.tirfonline.org/wp-content/uploads/2013/11/TIRF\\_MALL\\_Papers\\_StockwellHubbard.pdf](https://www.tirfonline.org/wp-content/uploads/2013/11/TIRF_MALL_Papers_StockwellHubbard.pdf) [2020. 06. 18.]

**Warschauer, M. & Meskill, C.** (2000) Technology and Second Language Teaching and Learning. In: Rosenthal, J. W. (ed.) *Handbook of Undergraduate Second Language Education*. New Jersey: Lawrence Erlbaum. 303-318.

**Yunus, M. M.** (2018) Innovation in Education and Language Learning in the 21st Century. *Journal of Sustainable Development, Education and Research* 2/1. pp. 33-34.

#### Acknowledgement

The present study was supported by and conducted as a part of the following scholarship: Balassi Béla ösztöndíjprogram – Klebelsberg Kuno Tehetséggondozó ösztöndíj 2020.



d) No, older teachers also use digital devices in their lessons

e) Other reasons:.....

14. As a prospective teacher, do you consider technology-centred language teaching as more efficient than traditional teaching methods? Why?

Reason:.....

15. What are the advantages of using technologies in the English lessons?

## 16. What are the disadvantages of using technologies in the English lessons?

18. What are the disadvantages of using technologies in the English lessons?

17. On a scale from 1 (very bad) to 10 (very good), how would you rate your own IT skills regarding the use of the Internet and digital devices in the lessons?

### 18. How would you define technology-centred language teaching?

19. Which web 2.0 tools are the most efficient in teaching English?

19. Which web 2.0 tools are the most efficient in teaching English?

- a) Blogs
- b) Wikis
- c) Social networking sites
- d) Online dictionaries
- e) Translation tools
- f) Video sharing sites

20. What problems could emerge if the teacher plans to hold a technology-centred language lesson?

20. What problems could emerge if the teacher plans to hold a technology centred language Technological problems:

## Organisational problems:

## Organisational problems..... Behavioural problems:

21. On a scale from 1 (completely disagree) to 5 (completely agree), how much do you agree with the following statements?

Statements	1	2	3	4	5
Transcarpathian schools are not as well-equipped as schools in Hungary.					
English teachers do not receive the necessary training to use digital technologies.					
Students from the college can easily find a job in a Transcarpathian school after graduation.					
Technology-centred language teaching is more popular in private lessons than in schools.					
Teachers often use technologies in the lesson in higher education.					
Behavioural problems are more common in technology-centred lessons among learners.					
Technology-centred language teaching is good for saving time for the teacher.					

## Appendix 2. Questionnaire II (Year III-V students)

### 1. Have you already completed your pedagogical practice?

2. If yes, when and where did you complete your pedagogical practice?

Year of practice:.....

Name of the school:.....

3. Do you work as a teacher currently? If yes, in which school and how much lessons do you have in a week?



d) No, older teachers also use digital devices in their lessons

e) Other reasons:.....

14. As a prospective teacher, do you consider technology-centred language teaching as more efficient than traditional teaching methods? Why?

Reason:.....

15. What are the advantages of using technologies in the English lessons?

Advantages:.....

16. What are the disadvantages of using technologies in the English lessons?

Disadvantages:.....

17. On a scale from 1 (very bad) to 10 (very good), how would you rate your own IT skills regarding the use of the Internet and digital devices in the lessons?

18. Did the methodological knowledge that you received in the college prepared you well to deal with the hardships of technology-centred language teaching?

19. Did you face any difficulties during your teaching practice related to teaching English with technology?

## 20. Which web 2.0 tools are the most efficient in teaching English?

d) Online dictionaries      e) Translation tools      f) Video sharing sites

21. What problems could emerge if the teacher plans to hold a technology-centred language lesson?

Technological problems:.....

Organisational problems:.....

Behavioural problems:.....

22. On a scale from 1 (completely disagree) to 5 (completely agree), how much do you agree with the following statements?

Statements	1	2	3	4	5
Transcarpathian schools are not as well-equipped as schools in Hungary.					
English teachers do not receive the necessary training to use digital technologies.					
Students from the college can easily find a job in a Transcarpathian school after graduation.					
Technology-centred language teaching is more popular in private lessons than in schools.					
Teachers often use technologies in the lesson in higher education.					
Behavioural problems are more common in technology-centred lessons among learners.					
Technology-centred language teaching is good for saving time for the teacher.					