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**МЕТА, ПЕРСПЕКТИВИ МОВНОЇ ШКОЛИ ТА МЕТОДИ НАВЧАННЯ В НІЙ
(НА ОСНОВІ СИТУАТИВНОГО АНАЛІЗУ В ЗАКАРПАТСЬКІЙ ОБЛАСТІ)**

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Студентки IV-го курсу

Спеціальність 014 Середня освіта. Мова і література (англійська)

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Department of Philology

**AIM, PERSPECTIVES AND TEACHING METHODS OF A LANGUAGE SCHOOL
IN TRANSCARPATIA: A CASE STUDY**

Bachelor's Thesis

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Speciality 014 Secondary Education
Language and Literature (English)

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Introduction

Learning a foreign language is not an easy thing. It is a long process that takes a lot of time and efforts. Nowadays it is especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third category of people studying languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read works by foreign writers in the original, which makes their worldview wider. It is not surprising that many intellectuals and well-educated people are polyglots. Nowadays English has become the world's most important language in politics, science, trade and cultural relations. Over 300 million people speak it as a mother tongue. To know English today is absolutely necessary for every educated person, for every qualified specialist. The English language is a world language. It is the language of the great literature. It is the language of William Shakespeare, Jonathan Swift, Walter Scott, Charles Dickens. The great German poet Goethe once said, "Who knows no foreign language, does not know his own one". That is why in order to understand oneself and one's environment one has to study and master foreign languages. The process of language learning came a long way in the past years, but there is certainly a lot further for it to go. The essential place in teaching the foreign language occupies language schools. In modern society language schools, or language centers are created to help people to study and master languages. These language schools offer different courses, which are focusing on foreign language teaching. There are language schools all over the world. We can also find them in Ukraine. These language schools give an opportunity for learners to study different foreign languages.

The task of the bachelor thesis is to investigate the language schools in our own locality, the Transcarpathian region, and in Beregszasz, in particular. In Beregszasz there is only one language school, which is called "Start Language Center". This language center gives an opportunity for young learners to study foreign languages (English, German and Ukrainian languages). Pupils have a chance to learn these languages from their childhood. The language center has a direct orientation on language exams. Teachers of the language center have a high level of knowledge. Educators use innovative methods of teaching foreign languages. The lessons in the language center are mainly held in a playful way.

The object of the thesis is the "Start Language Center". The subject matter of the Bachelor thesis is the characteristics and features of the language centre which provide the effective teaching and mastering of the English language.

Part 1 deals specifically with the structure of the language schools in general in Ukraine. Nowadays language schools play an important role in education all over the world. There are huge possibilities, because people of different age can learn a foreign language online, with a tutor or in language schools. Language schools offer different courses which are connected with foreign language learning. Special methods of teaching are worked out in the language schools by the educators. Effective learning is led by skilled and experienced methodologists. The lessons are held in well-equipped classrooms, what makes the learning effective.

Part 2 gives a detailed analysis of functioning of the “Start Language Center”. With the help of an empirical piece of research, questionnaires, pupils of the “Start Language Center ” were tested to find out how they like learning in the language center. Teachers were also included in the research. Scientific questionnaires were prepared beforehand in English and Hungarian languages. The pupils in the language center are more motivated than the pupils in the state school. Learning foreign languages is very important among young learners.

Part 3 of the Bachelor thesis presents the findings of document analysis and investigates the role of books, which are used during the teaching process. “Happy house 2” is a set of books which is useful and appropriate due to the context for the children with whom they are being used (beginners). The set includes a class book, activity book and the book for teachers. The set of books contains different useful exercises, which develop the knowledge of pupils.

Due to the fact that the Transcarpathian society is not quite homogenous, but a melting pot of both Ukrainian and Hungarian cultures of the Ukrainian territory, different foreign languages are taught in the language center. One of the main goals of the investigation is to find out the role of language schools and language centers while foreign language learning. The results of each pupil are given separately and then a detailed analysis about “Start Language Center” is conducted.

The thesis concentrates on the study of causes and characteristic features of “Start Language Center”. Many scholars like Cunningsworth and Ur contribute with their viewpoints and theories about the importance of language learning.

English language teaching, coursebooks usually serve for different purposes, such as a resource of activities for learner and practice and communicative exercises.

The theoretical value lies in the fact of investigating those methods and techniques which are used by the teachers in the language school for teaching English language. It focuses on the type of course book and additional material used for teaching English.

The practical value of the thesis is in its results. It gives the opportunity to ascertain the attitude of pupils toward foreign language learning in the language center. A clear vision appears whether the young generation understands the importance of learning foreign languages from childhood. The results that are elicited during the research procedure may be used in further research.

Part 1

1. Language schools in Ukraine in general

English language schools and courses are represented in the market today. The level of teaching varies, but the goals of teaching are not the same. In order not to be mistaken and to understand exactly how to choose the right English courses, learners should clearly set priorities and determine for themselves what goals they pursue and what they expect from studying. To begin with, people can learn a foreign language on their own, at school, university, with a tutor, in language schools or abroad. If the person is busy with studying or working, and needs a foreign language for general development or professional development, then the best option is to study it at a language school. [1; 38]

First of all, beginners need to make sure that there is a state license for the right of the language school. Next they need to find out about this educational centre in more detail, how long there are courses, where they are, the duration of future study, the size of groups in class, what document is issued after graduation and most importantly - who teaches the courses, by what methodology and by what tutorials. In Ukraine the system of language schools is very new because earlier there were not any language schools here. The system of language schools in Ukraine is not so developed to this moment. [1; 38]

Basic training is sufficient for travel purposes, but it will clearly not be sufficient if the person is planning to get a job or education in an English-speaking country. In the case that the career is entirely tied to English and the learner is interested in the maximum effect of studying, he or she can immediately place in the last places in the list of priorities such selection criteria as distance of courses or cost. [1] The use of language in the work is also not equivalent. Some employees of foreign companies or joint ventures conduct business correspondence, prepare documentation, working materials. They need a thorough knowledge of grammar. [1; 38] Other specialists are in business negotiations, perform simultaneous translation. Broad vocabulary and communication skills are important to them. There are positions in which a person needs a knowledge of the language, close to the knowledge of its native speaker in a particular field of business. Obviously, quality training cannot be cheap. It will not be difficult for this person to travel a few extra miles from his or her home or office. However, these parameters cannot be completely ruled out, since for many students they play an important role. If it is necessary to obtain deep knowledge, it is better to prefer methodological centres. They work at universities, international language schools, and

institutions where serious foreign language departments are represented. In the following centers:

- special methods are trained, which are worked out and balanced;
- skilled methodologists and educators with extensive experience;
- classes are held not only in classrooms but in well-equipped classrooms;
- used modern audio, video equipment, presentation equipment, modern technologies.
- Stability of the institution is also important, as serious training will take not 2-3

months but several years. A foreign language teaching license is not always required. It is definitely necessary if the learners' plans include obtaining a national or international certificate after completing a foreign language course, i.e. teachers must be eligible to take the TOEFL or IELTS exams. [38]

In case that there is no opportunity to get a serious language education in teaching centers, students have an opportunity to find courses taught by university or international school staff. Teaching staff is a very important selection criterion. [1; 38]

Language schools in Ukraine are not evaluated. So, based on the evaluation, you can't choose a language school. In Hungary, language schools have been evaluated since they began to function. In 1992, the Association of Language Schools was established. The work of the organization was developed by such professionals who have a language school experience. Professionals set up a professional evaluation system that is specifically designed to evaluate training provided by language schools. The Association evaluates the quality of the training provided by the language schools. If the school fully meets quality expectations it gains the qualification of "Qualified and Recommended Language School". The qualification criteria must be fulfilled individually for each language taught. The organization defines the following criteria which are expected from a "Qualified and Recommended Language School"

- high quality education with efficient, up-to-date, communicative methods, qualified teachers;

- the system of courses, based on the level of courses, the choice of courses;
- regular professional supervision and professional development;
- competent professional guidance, regular teacher training;
- existence of cultured material-technical conditions necessary for modern teaching;
- accurate, complete information for students and teachers; efficient organization,

precise administration

2. Language schools in Transcarpathia, in Uzhhorod and in Mukachevo in particular

“Leader Language School in Uzhhorod”

(L'va Tolstoho St, 3B, Uzhhorod, Zakarpattia Oblast, 88000,

Mobile phone number:095 380 4160)

This language school is special in that the teachers try to make it as comfortable as possible: Teachers put their soul and great love into their work. It is very important for them, in addition to learning a language, that a person always wants to come to lessons so that students feel at home. As for the educational material itself, the teachers always try to explain the school material through games or interesting books. [3]

Leader Language School has both individual and group classes; foreign language courses for children and adults; learning levels from Elementary (A1-A2) to Advanced (C1); morning and evening classes; preparation for admission to university; preparation for the Hungarian language exams. Each of the teachers has not only experience of teaching but also living abroad in a native-speaking country. Teachers have professional contacts abroad. They focus on lessons and language practice: pupils communicate, listen to audio files, and watch videos. Thus, students get used not only to the pronunciation of the teacher, but also before they speak the native speakers directly. [3]

The language school says that their main strengths are experienced teachers; reasonable prices; modern teaching methods and means; a balanced combination of lexical and grammatical topics to gain conversational skills; textbooks with current topics and modern everyday vocabulary; provision of books and training materials; rapid overcoming of the language barrier. [3]

Quality of work is a very important aspect of this language school. Leader Language School is a family business. Julia is an English teacher and her husband Yuri is a teacher of German. Each of these areas they do as carefully as possible and well. Another important aspect is that the teacher of Hungarian has a diploma of Hungarian education. Most often, Hungarian is taught by native speakers who do not have appropriate professional training. This is a very important point. The difference is that the philologist will explain why the learner need to say one way or another, and the native speaker will tell to the learner that they say so. [3]

Now the school is completing the arrangement of a study room, which will host movie screenings in foreign languages, as well as meetings with native speakers. So, in addition to the lessons, the learners will be able to come to more informal events. [3]

In addition to communicative methods, the teachers pay great attention to grammar, because it is important that students do not only speak intuitively and use some speech forms and conversations, but also understand why say it this way and not otherwise. Learners should not be afraid of the word "grammar". The teachers are trying to explain grammar in the form of games, different exercises and based on real life situations. [3]

Leader Language School explains that their mission is to teach them to speak foreign languages, to open up more opportunities to achieve goals and dreams, and to make life easier and more fun.

List of languages which are taught:

- English language courses
- Hungarian language courses
- German language courses
- Slovakian language courses

"Primeschool in Uzhhorod"

(Kyivs'ka embankment, 17, Uzhhorod, Zakarpattia Oblast, 88000,

Mobile phone number:050 740 0700)

PRIMESCHOOL's foreign language courses, developed by specialists, are easily adapted to each student's individual needs. [33] Teachers actively use modern computer technologies in the educational process, which makes the lessons rich and interesting. The number of students in each group does not exceed seven people, which allows the teacher to interact with each student. Study groups are formed taking into account the age and level of foreign language proficiency:

Children

Teens

Adults

Initial knowledge of the language

Basic knowledge

Initial level of written and oral proficiency

Intermediate level of writing and speaking

High level of written and oral skills

This language schools offers:

General English courses

English courses for business

English language courses in economics

English courses in Law

English courses in Medicine

English courses in other fields (if required)

General courses in German, French, Italian, Spanish, Polish, Czech, Slovak, Romanian and Hungarian

Specially designed foreign language courses for children, teens and adults

IELTS is the internationally recognized English language testing system. [33] Each year, this test is selected by about 1.4 million people seeking an international education, a job in an English-speaking country, or simply improving their English skills. In this language schools people can also find this system of testing. [33] Pupils have the choice of two types of IELTS test: Academic or General. [33] The academic module is intended for those who wish to study in higher education institutions with English language teaching. The general module is more suitable for those who want to complete secondary education or find employment in English speaking countries. Both modules consist of four parts – listening, reading, writing and speaking. IELTS scores are rated on a unique 9-point scale. In addition, it should be noted that there is no limit to the number of attempts by an individual candidate to take the IELTS exam. The validity of the IELTS certificate is confirmed by the fact that this testing system is a joint project of reputable international organizations: the British Council, IDP: IELTS Australia and Cambridge ESOL. [33]

“LIK language center”

(Fedyntsya St, 39, Uzhhorod, Zakarpattia Oblast, 88000,

Mobile phone number:050 432 4583)

LIK has been the leader in language education since 1992. The language center has more than 25 years of practice in communicative methodology, thousands of grateful students, hundreds of certificates received and many opportunities for educational and professional growth. Different European languages are taught in the language center such as: English, German, Slovakian, Czech and Italian. Moreover, classes are provided for foreigners wishing to learn Ukrainian or Russian. [4] LIK is an official accredited center for the Cambridge Exams, whose certificates are recognized in more than 130 countries. Not only does LIK register and take the international exam, it provides preparatory courses that impress

even the most demanding students with quality and professionalism. The lessons are held twice a week and they last for 1.5 hours. [4] Advantages:

- Over 25 years of experience tested teacher qualification,
- In addition to state, teachers have international diplomas such as CELTA, IHS, TKT, Großes Deutsches Sprachdiplom, Grünes Diplom and others.

In 2015, this school became the Cambridge Educational Center for English Language Learning and International Exam Preparation - the Official Cambridge Assessment English Training Center. The school works on a communicative methodology. Teachers use proven educational materials and supplement them with their own expertise (which are many, thanks to a strong methodological base). [4]

In addition to almost weekly internal courses, trainings are provided for teachers and tutors from other schools and language centers; Teachers should not only have a great command of the language, but also be able to effectively and interestingly present material, explain, control the learning process. Teacher Development Courses from LIK are aimed specifically at different teaching skills and teaching methods. [4] The seminars are conducted by Cambridge University-certified teachers who primarily have experience working in a language school with both children and adults. [4] Teachers' development courses at LIK are intended to increase the level of foreign language teaching in the city and broaden the outlook of teachers in the field of teaching. The topics of the seminars are due to the most pressing difficulties faced by language teaching. Each seminar is a combination of theory and practice in such areas as lesson planning, application of teaching methods, sources and etc. Every teacher who attends the seminar leaves the walls of the LIC with invaluable luggage, as he can apply the information and materials he has received today in his lesson. This project brings many new ideas for the lesson and the quality of its content. [4]

LIK offers language courses:

- Studying English for young learners age 5-6 (basic level)
- A recruitment group is opened for children (6-10 years old) with a serious perspective: obtaining an International Cambridge Certificate.
- Preparing pupils for ZNO Independent Assessment
- Courses for initial groups (+16)
- Teaching Hungarian for young mothers and their children
- Teaching French of different levels
- Courses of business German language
- Courses of German language in medical field

- Courses of German language of hotel and restaurant business

“Ingrid Turis”

(Muzikalyna St. 2, Mukachevo, Zakarpattia Oblast 89600,

Mobile phone number:050 507 0559)

The Language School, established in 2009, has about 150 students wishing to learn a variety of foreign languages, and after each language level has been completed students have successfully passed the internal exam (written and oral examinations), this institution is issued a certificate of proficiency or other foreign language, indicating the acquired language level according to European standards. [2] This Studio is the official center for the preparation and passing of international English exams by the British Council. In addition, it successfully prepares for the German exams at the Goethe-Institut. The teaching staff consists of six people: oneteacher ofHungarian; oneteacher of Slovakian and Czech languages; one teacher of German; threeteachers of English. [2] The language school accepts school children (6-7 years old) and anyone without age restrictions. Training takes the form of group lessons. The groups are formed according to the age and the level of knowledge of the participants (the level of foreign language proficiency is determined by a placement test). The number of participants in the group is a maximum of 6-7 people. The school recommends attending classes at least twice a week. Duration of one lesson is one hour and ten minutes. [2]

One language level for mastering a foreign language is approximately 6-8 months (at the higher recommended frequency of visit). [2] Regardless of the foreign language chosen by the participant, the literature is selected by the appropriate methodologist, who will directly carry out the educational process for certain participants of a particular group. These are usually the most up-to-date original textbooks of foreign publishers of various levels recommended by the Council of Europe for the study of foreign languages. [2] The following sets of textbooks include: a training book (including grammar theory), a workbook for practical tasks, audio and video accompaniment, test tasks, a list of lexical units, cliches and expressions. They are also rich in a lot of adapted texts of ideological character. Educational support of this type can lead the participant to international certification, which is also available at the Ingrid Turis Language Center. For language school participants, it is possible to purchase a set of textbooks for their own use, or the teacher can provide them with the necessary study material, along with homework, before the lesson. [2]

- Cambridge Language Assessment is a system of English language exams conducted by a unit of the University of Cambridge Examinations Board (UCLES). Ingrid Turis

Linguistics Studio is the official representative center at Cambridge University for the preparation and passing of international English exams. [2]

- Along with general oral and written speaking skills, it is possible to deepen your knowledge at the desired professional level. [2]

“Language center - LINGUA”

(Henerala Petrova St., 33B, Mukachevo, Zakarpattia Oblast, 89600,

Mobile phone number: 050 673 7842)

The Lingua Center of Foreign Languages and Translation opened its doors in 2003 in Munkachevo. The main goal of this center is to provide high quality and effective teaching of English, German, Hungarian, Czech, Polish and Italian, as well as teaching Ukrainian and Russian to foreigners. The training is based on a communicative methodology that allows students of any age to overcome the language barrier, learn to perceive the language by ear and speak fluently with foreigners. [25]

Types of courses, which are provided:

- Courses for preschool children
- Courses for teens
- Courses for elementary school children
- Courses for adults
- Courses for foreigners
- Courses of preparation for the Independent testing (ZNO)
- Foreign language business courses
- Courses of preparation for the international language exams
- International certification in English language (IELTS, TOEFL, Pearson Test of English General and Young Learners International English Language Exams)
- Translation agency
- Bookstore

“Lingua” is an authorized center for the Pearson Test of English General and Young Learners International English Language Exam. [25] The main interesting feature of this place that “Lingua” center teaches foreign language for preschoolers. It is built in a game form. For example, the children can learn rhymes, solve puzzles, collect words and pictures, and watch special educational cartoons. [25] It is crucial to give to a child a break for example, by performing any exercise. For better memorization of new information, the teachers provide children with the necessary auditory and visual supports, which include videos, songs,

pictures, play items, puzzles and more. [25] The textbooks and all teaching materials are bright, exciting and easy to read. All situations and stories are presented in the form of fairy tales, with the participation of mythical or cartoon characters. As for grammar, it should wait up to 6-7 years - young children are not ready to perceive abstract grammatical constructions, but, nevertheless, master them intuitively in the process of memorizing persistent word forms and expressions. [25] The courses for children are based on communicative techniques that provide, first and foremost, the understanding and development of oral language. The lessons are not only fun and interesting learning a foreign language, but also, very important! - its active use. Fairy tales, songs, mini-performances are very popular among young students. Also, modern children do not think without a computer, so not only traditional audio, video materials, but also educational computer programs and the Internet are organically included in the training. The course includes work with thematic content, repetition and consolidation of passed material. [25]

In addition to educational goals, the personal, creative abilities of the child are developed. Educators know the importance of developing fine motor skills of children. They directly link the level of these skills to the further development of language, the ability to read, focus on intellectual activity, the development of other higher brain functions. The Lingua Language Center clearly understands the needs of adults. Learners can find courses of all language levels. [25] The language center will help learners not only to learn certain set of words and expressions, but to speak fluently English, German, Hungarian, Polish and Czech languages, to express thoughts clearly and to understand native speakers. Everything is easy, fast, reliable and in high quality. [25] Adults can choose what type of foreign language they need: Business or General. There are many things in common in these two areas of language learning: grammar, pronunciation, phonetics, and hearing skills. This is important to know because the only difference is vocabulary and persistent phrases. [25] The General Adult Course is a versatile program that is equally suitable for beginners as well as those who wish to improve their previously acquired skills. [25] The focus is on the vocabulary of everyday communication to allow you to feel as comfortable as possible in different life situations. Studying the program develops four abilities - speaking, reading, writing and listening. [25]

The Language Center offers effective Russian and Ukrainian language courses for foreigners. All Russian and Ukrainian language courses are tailored to the goals and wishes of the learners so that students can feel the freedom of communication in a foreign language environment as quickly as possible. Educators strive to develop students' ability to understand Russian and Ukrainian with carefully selected interesting and high quality materials. At

Center, teachers encourage students to apply their theoretical knowledge of language to everyday communication. [25] Together with classroom training, the teachers give hands-on lessons in real-world situations - on the street, in the shop, in cafes, etc. [25] Such immersion in the language environment is not only extremely effective, but also brings pleasure and joy. The educators teach foreigners of different nationalities at levels from beginner to professional. Ukrainian and Russian with these teachers is not difficult, it's interesting. [25]

“LT Language SCHOOL in Uzhhorod”

(Korzo St. 4, Uzhhorod, Zakarpattia Oblast, 88000,

Mobile phone number:050 687 7552)

LT Language SCHOOL was built as an innovative space that facilitates the learning and development of spoken language [5] The methodology of the school includes various elements aimed at achieving a common goal - to communicate in a foreign language. During the first years of school activity, this technique has proven effective and has helped to communicate to hundreds of people who are now in different parts of the world. [5] Having developed a high quality spoken language program the language school had undertaken the development of preparation for international testing, corporate training and teaching a narrow profile plan. [5] At the heart of the conversational approach, which is 80% of any program, the teachers are also working on individual proposals. The language school grows daily, offering new methods and opportunities for students, opening up new perspectives and stepping forward in the future. [5]

The language school provides two types of courses:

- for older people
- for children

The LT speaking course does not provide a purposeful study of grammar and rules, they are only an auxiliary element for conversational practice. [5] The teacher is not a key figure in the lesson, his role is to provide information in a simplified version, engage students in conversational practice, guide them in the process, observe, encourage and monitor the use of the material provided. The course also provides ongoing lessons in repetition. After completing the three-month course, the teacher evaluates the student's readiness to move to a higher level. [5] The purpose of the conversational course is to make sure that the student not only knows, but above all uses certain language structures and vocabulary at the level at which he or she is studying. The teacher is responsible for the student's results within the material submitted by him. [5] The conversational course works in the following variations:

spoken English, spoken Hungarian (preparation for the interview), spoken German. The following training formats are available: group (6-8 people), mini-group (4-5 people), trio, drop and individual lessons. Group classes are an effective way of learning spoken language, as students practice pairing, small group discussions, and discussion, which promotes communication and speaking skills. [5]

Communication is what the language is for. LT Language SCHOOL specializes in developing conversational skills for students of all ages, from toddler to adult. [5]

LION CUBS courses for children from the age of 3 are aimed at developing conversational skills. The program consists of daily topics that the child learns in the form of active interaction, movements, images and acquires basic communication skills after the end of the 3-month course. The course does not involve the development of writing and reading skills. [5]

3. Content and structure of language school

Language classes have been around for decades in Ukraine. It takes place in a group setting where eight to twenty students are put in a room with a dedicated teacher. There is a standard curriculum that everyone is expected to follow, and the learners receive a test and grade at the end of the program. Programs normally last one to three months, depending on the language program the student has enrolled into. Different age categories can enter the language schools. [1; 38]

As a general rule, new students take a placement test which enables teachers to determine which the most appropriate level for the student is. Courses can be organized in groups or for individuals (one-to-one or face-to-face lessons). Since language learning can be a long process, the curriculum is divided into smaller units (levels). Following the levels will facilitate the acquisition of the required language knowledge. [1; 38] One level of a general language course can be completed in 40 lessons. Individual language courses are always built on a given language level and aim to improve specific skills. Private language schools are generally open year-round and are equipped with pedagogical material (books, tape recorders, videos, language laboratories, a library, etc.) There are some books and workbooks which students should buy for themselves. [1; 38] Learners need to make sure that there is a state license for the right to engage in educational activities in the organization, since, if not, finding out something else is pointless. Next people need to find out about this educational center in more detail, how long there are courses, where they are, the duration of future study,

the size of groups in class, what document is issued after graduation and most importantly - who teaches the courses, by what methodology and by what tutorials. [1; 38]

Language schools can be quite expensive. If the learner plans to continue onto the next course level (i.e. Beginner A1 to Beginner A2), he or she has to pay again. A lot of students will receive an internationally recognized qualification. [38] Most language schools are private and for-profit. Fees vary depending on a multitude of factors, including local cost of living, exchange rates, and demand for the language in the area where a school is located. Language schools are either independent entities or corporate franchises.

Time required:

a. Commuting – The time to commute to the physical location of the language school can take 15-30 minutes each way on average. This depends of course if the person is driving, biking, or taking public transit.

b. Scheduling – The major downside of learning with a language school is the inflexible scheduling. Classes are based on fixed schedules, and usually last 3-5 hours per day. This means that the students likely need time off to learn the language or they will need to learn during the evenings. [1; 38]

Teachers:

a. Qualifications – Most language teachers that are selected to teach for the language school should have a minimum of three to five years of experience. People should know that this is not always the case, especially if the school is not well branded. Teachers are expected to possess native speakerfluency or acquired competence in their target languages; formal qualifications to become a language teacher, however, vary by school, region or country. This ensures the quality of the language school and provides students with a richer experience. Teachers may have graduated with a B. A., Master's degree or a Ph.D. Pedagogy, experience and strong teaching skills are the principal criteria during the recruitment of the language school's teachers. [1; 38]

b. Teacher to student ratio – A group usually contains from 8 to 20 students.. This could be good and bad. Learning with a group of individuals will allow the learner to practice and socialize amongst each other. The drawback to this is that a learner only learn as fast as the slowest student in the classroom. [1; 38]

If a student struggles to understand a topic or lesson, the teacher is unlikely to move on until the student is ready.

c. Optionality – Lastly, the teacher the student assigned to is the one he or she will be learning with her.

Due to the lack of teachers on staff, it is unlikely that a learner can just swap teachers because he or she feels like it. If a learner really dislike the teacher that he or she assigned to, they will have to switch the level of the language the students are learning. [1; 38] If learning with a group of other students and socializing with them is the main priority, then language schools may work for these students.

Part 2

*“You are as many times a man,
as many languages you speak.” (Slavic proverb)*

2.1 “Start Language Center in Beregszász” – background to the study

The situation of the people living in Transcarpathia is unique, as people of different nationalities are living together during centuries. [6] During this time, people are able to draw on each other's customs and traditions, thereby enriching their own community and personality. However, knowledge of different foreign language is essential to build relationships and take advantage of opportunities. A research was made by Marta Fabian, where she found out that the learners of Hungarian schools learn better a foreign language like English, rather Hungarian language. [14]

With this language center for children, teachers want to give to children multilingualism. The practice and benefits of this are well known to the people of Transcarpathia, as many are absorbed in mother's milk for multilingualism, which is the basis for their curiosity, tolerance and love for other cultures. [6]

If one learns how to pronounce when he is a child, he will grab that language. If the child gets a solid foundation, he can build on that.

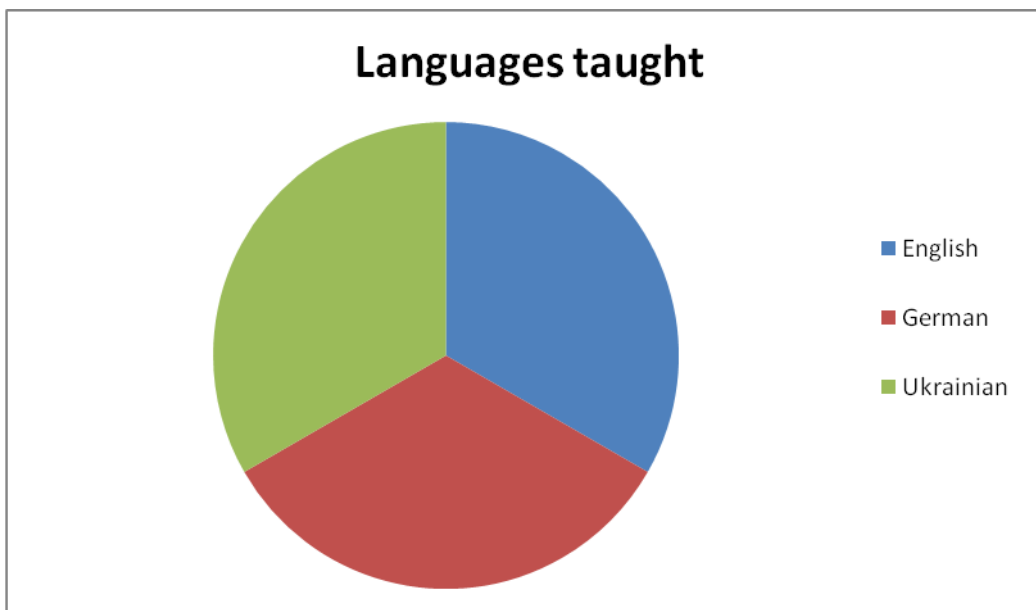
The language center offers:

- Courses, which are organized for children aged 4 to 14 in English, German, Ukrainian and Hungarian languages.
- Teachers deal with children in small groups (4-9 people).
- Teachers work with the best curriculum available today (Oxford, Cambridge, Hueber and others),
- Teachers prepare interesting activities and also tasks which develop the knowledge of children.
- Teachers are always trying to make the lessons more exciting with interactive whiteboards and audio materials.
- The aim of the language school is to give a good basic knowledge of the English language, as well as that of German and Ukrainian. [6]

The aim of the language center is to help to children to discover the beauty of learning a language. In a playful and cheerful atmosphere, the teachers pass on knowledge that can be

easily acquired in childhood. It is the heart of the qualified educators that the child will have a good time acquiring and developing solid foundations. [6] Educators work on the basis of professionally selected, excellent curricula that allow children to learn the vocabulary used in everyday situations. At the same time, the goal of the language center is to prepare children for the language exams, that educators have chosen the curriculum according to this aspect.

Diagram 1 Languages taught in the language center

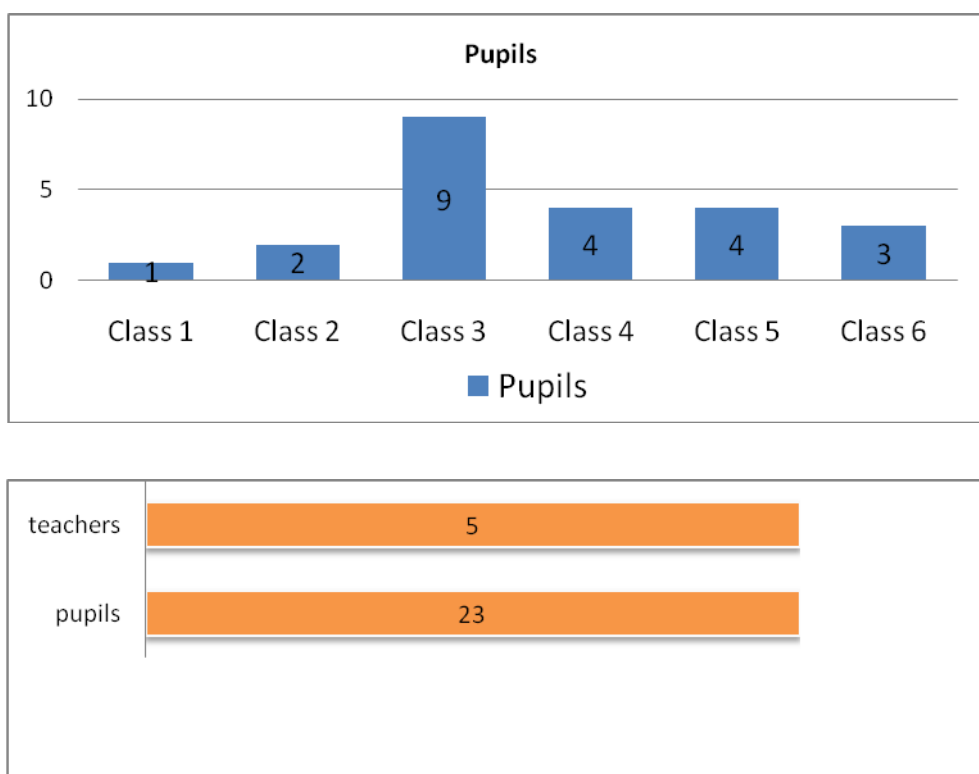


2.2 Participants

The participants of the research were the pupils from 2nd to 6th forms of “Start Language Center” in Beregszász. It was an empirical piece of research. There was one pupil from 1st form, four pupils from 4th form, nine pupils from 3rd form, two pupils from 2nd form, four pupils from 5th form and three pupils from 6th form. The pupils were asked to fill in the questionnaires prepared beforehand. Therefore, 23 pupils were asked in total. The age of the pupils was between 7-12 years. Each class was heterogeneous. Both genders (males and females) were represented by the respondents. The pupils were attentive and hard-working. The teacher encouraged the pupils to read the questions attentively and to answer correctly. According to pupils’ opinions all of them like English in the language school very much. Pupils find the English lessons interesting and exciting.

There were also five other participants of the research. These were five teachers, who are working in the language center. The participants were females. The teachers were asked to fill in the questionnaire prepared beforehand.

Diagram 2. Participants



2.3 Research instruments

The first instrument that helped with the empirical research was a questionnaire for language learners. The questionnaire was based on questions about English language learning.

It consisted of 13 questions. There were closed-ended and open-ended questions. The pupils' task was to share their thoughts and opinions. There was a space left after each question for the pupils to express their own points of view. The questionnaire was prepared in both Hungarian and English. (See Appendix 1 for the English version.)

The second instrument was a questionnaire for language teachers. (See Appendix 2) This questionnaire intends to collect data about teachers' ways, attitudes and future perspectives of teaching the English language. The purpose of the questionnaire was to find out how teachers feel about teaching English, and how they perceive their own perspectives in teaching English while working at a non-state governed language school. The questionnaire was anonymous.

The teachers' questionnaire contained 25 questions. There were closed-ended and open-ended questions. The teachers' task was to share their thoughts and opinions. There was a space left after each question for the teachers to express their own points of view. The questionnaire was prepared in both Hungarian and English.

2.4 Procedures of the research

The research was conducted in spring, 2019 in “Start Language Center” in Beregszász, Transcarpathian region, Ukraine. The research took place in the institution successfully. The leadership of the institutions and the parents of children agreed on the pupils’ participating in the research. In the language center the research was conducted without any specific issues that would harm the process of the learning. In total, 23 pupils and five teachers were successfully tested during the procedure.

2.5 Research results

The aim is to find out through questionnaires how pupils are studying the English language at “Start Language Center” in Beregszász. Teachers are also included in the research.

The participants of the research were the pupils from 2nd to 6th forms of “Start Language SCHOOL in Beregszász”.

Nowadays the knowlegde of foreign languages plays a big role in our life. There are various innovative methods of learning languages. Pupils can learn languages by using books, or online, they can learn with a tutor during private lessons, but probably the most popular method is learning in a language center. There is a huge importance of the “Start Language Center in Beregszász”. Teachers who work in this language center are trained by special courses. Teachers have an opportunity to learn methods of teaching English for young learners. Educators are prepared for various learning situations and know how to deal with students and different learning approaches. Teachers have the knowledge which is necessary to clearly explain grammar and language structures. It will be easier for the learners to learn pronunciation and they can pick up on the accent. Pupils are working in small groups and they have an opportunity to talk with each other. The conversations are based on exercises. This is one of the most important benefits of the language center. The lessons are held in playful way, what is very exciting for the pupils. The language center offers the latest books (Oxford, Cambridge) which are useful during the learning process. A lot of attention is paid to each learner, because they work in small groups. The state schools in Beregszász can not offer such kind of circumstances for effective learning. There are some cases when the parents buy different books and gadgets for English lessons. The language center has modern equipment, what is necessary for a good language center (good books, interactive materials with the proper electronic devices: interactive board and CD player).

Another benefit of learning a language in a language center is that lessons are organized only for the learners. Learners need to be prepared for each lesson and participate in the class. If the pupils are active and they collect points during the classes, they are awarded by a present. This takes away the pressure of having to plan your own lessons and lets just enjoy the language. The learning program is planned by the teachers, who are working in the language center, not by the state. People need languages everywhere, so encourage each other and study together.

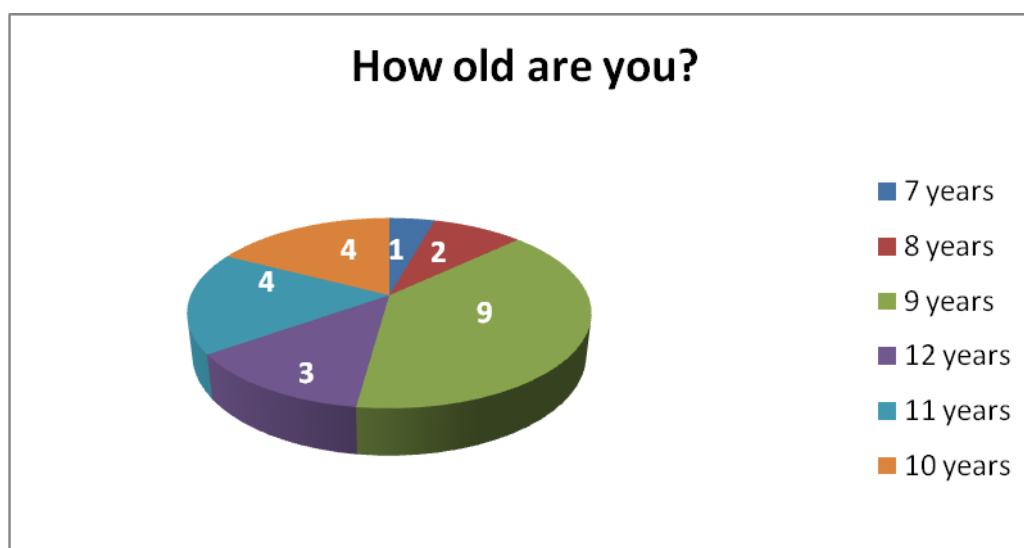
2.6 Student questionnaires

Most of the pupils find the English language very important. Pupils like the English lessons in the language center very much. Pupils also study different other foreign or second languages like German and Ukrainian. A great percentage of pupils like subjects which are connected with languages. Nowadays there are a lot of possibilities to improve language skills with the help of the mass media (films, music, TV, newspapers, magazines).

According to the results of the research Transcarpathian pupils enjoy the lessons of English.

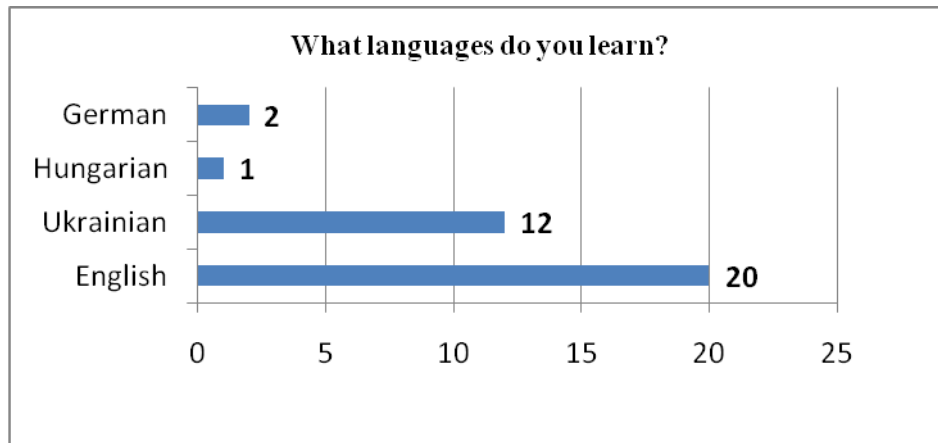
For question 2 (How old are you?) pupils have different answers.

Diagram 3. The age of the participants



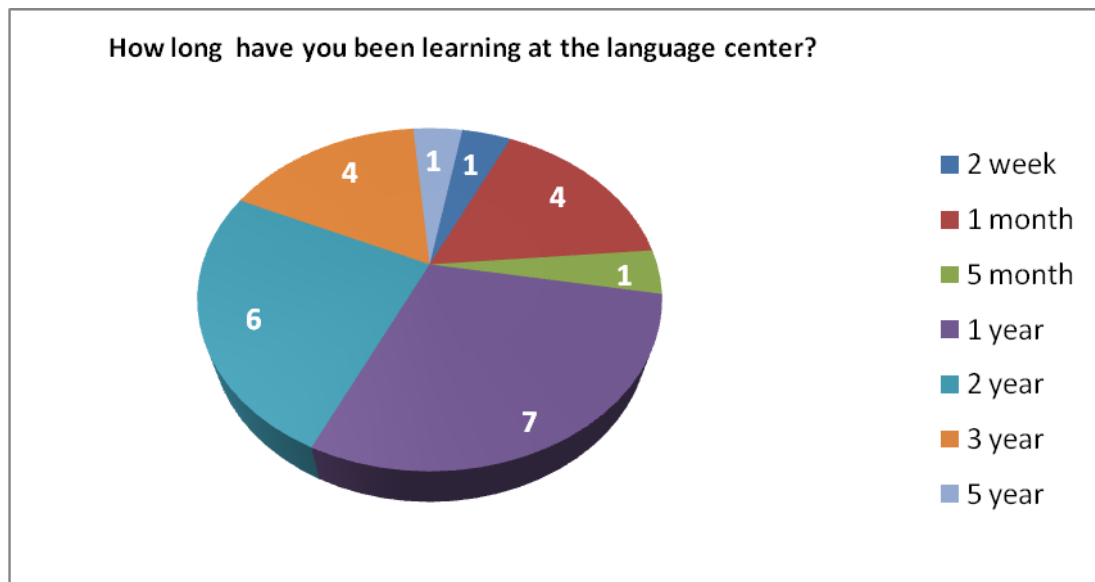
For question 2 (What languages do you learn?) pupils have different answers. There are 20 pupils who learn only English, 12 pupils learn Ukrainian language, one pupil learns Hungarian language, two pupils learn German language.

Diagram 4. Languages which are taught in the language center



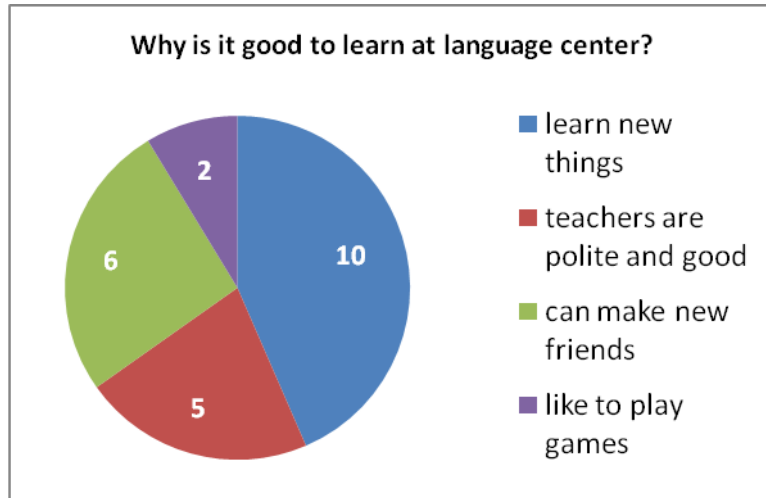
For question 3 (How long do you study at Start language Center?) pupils have different answers. There are seven pupils who study at the language center for one year, six pupils study for two years, four pupils study for one month, four pupils study for three years, one pupil for five years, one pupil for five month, one pupil for two weeks.

Diagram 5.Length of learning in the language center.



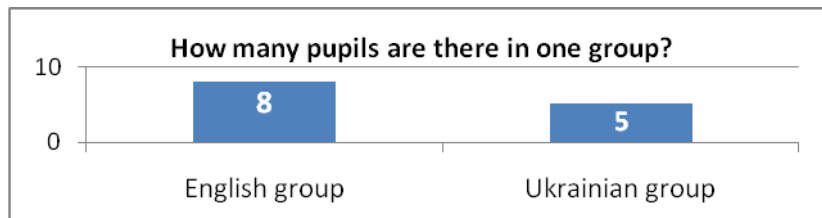
For question 4 (Why is it good to learn at Start Language Center?) all pupils have the same answers. Pupils like the language center, because they can learn a lot of new things in English, the teachers are good, polite and cheerful, the material is taught in playful way, what makes the lesson more exciting, pupils can make new friends and learn together, they enjoy the interesting and useful lessons.

Diagram 6. The cause why pupils like the language center



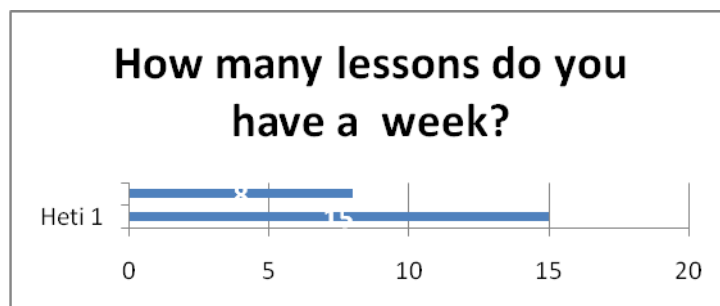
For question 5 (How many pupils are there in one group?) pupils have mainly same answers. There are 21 pupils, whose English group contains from six to eight pupils. There are two pupils whose Ukrainian group contains five pupils.

Diagram7. Amount of pupils in the groups



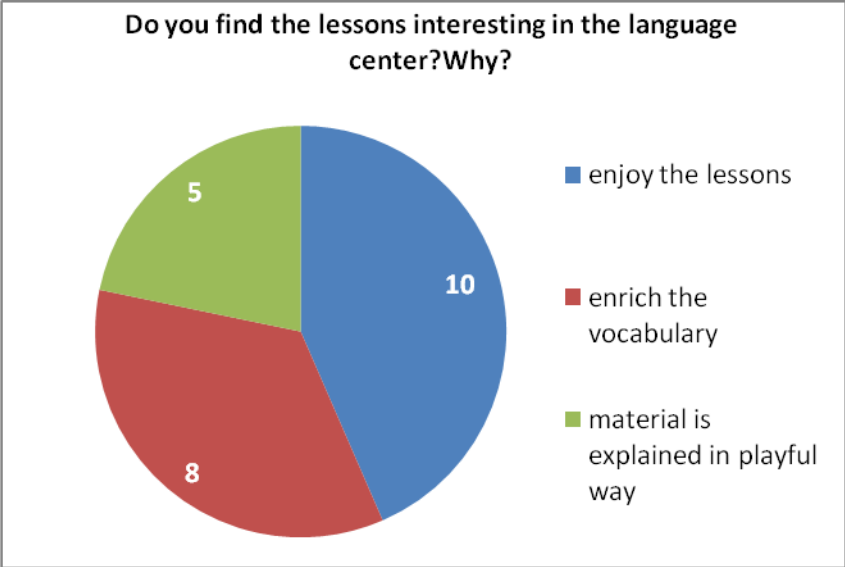
For question 6 (How many lessons do you have a week?) pupils have different answers. There are 15 pupils who have English lessons once in a week. There are eight pupils, who have two lessons a week. These are one English lesson and one Ukrainian lesson.

Diagram 8. Amount of lessons a week.



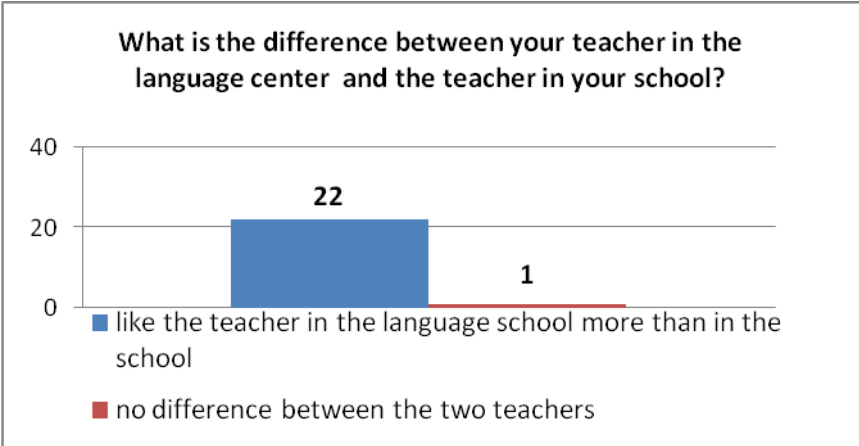
For question 7 (Do you find the lessons interesting in the language center? Why are the lessons useful in the language center?) all of the pupils have positive answers. They like that the material is explained in a playful way. Also, they prefer their vocabulary being enriched.

Diagram 9. The lessons in the language center



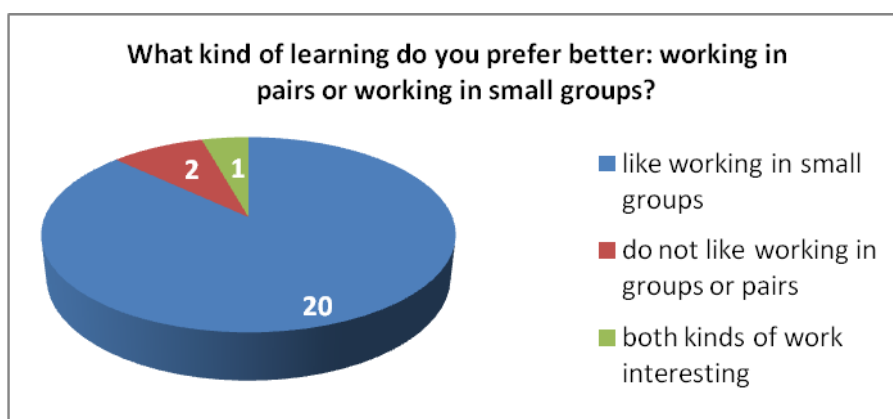
For question 8 (What is the difference between your teacher in the language center and the teacher in your school?) pupils have mainly same answers. There is one pupil who thinks that there is no difference between the two teachers. The other 22 pupils like the teacher in the language center better than the teacher in the school. The teachers in the language center are polite and pay a lot of attention to all pupils. The teacher in the language center explains the material better, than the teacher in the school.

Diagram 10. Teachers in the language center and in the school



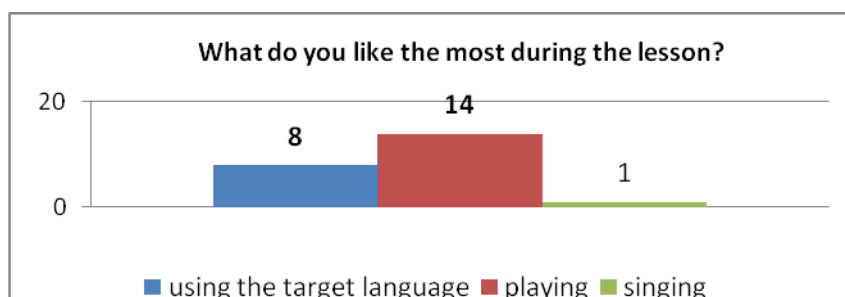
For question 9 (Do you work in pairs?) all of the pupils have the same answers. All of the pupils work in pairs. For question 10 (Do you work in small groups?) all of the pupils have the same answers. All of the pupils work in small groups. For question 11 (What kind of learning do you prefer better: working in pairs or working in small groups? Why?) pupils have different answers. There are 20 pupils who like working in smaller groups. These pupils can get acquainted with each other better. They always help each other and they find this kind of work exciting. There are two pupils who do not like working in groups or pairs, because they compete with each other and they also argue. There is only one pupil who finds both kinds of work interesting.

Diagram 11. Working in groups or in pairs



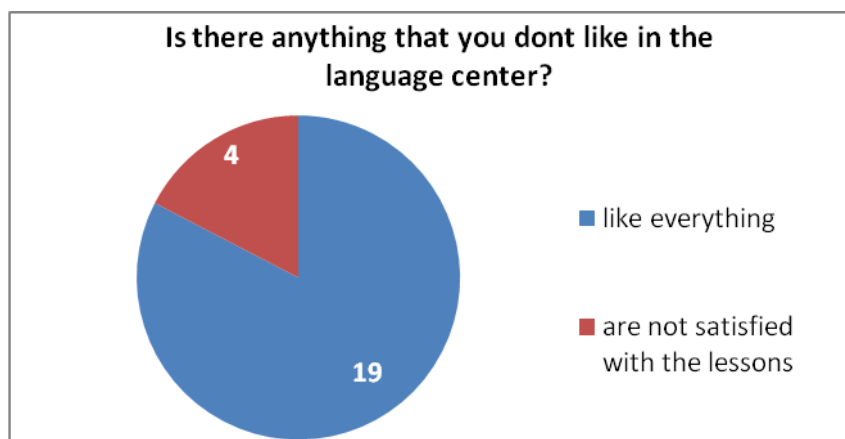
For question 12 (What do you like the most during the lesson?) all of the pupils have the same answers. There are 23 pupils who like everything (reading, learning new words, using the target language, writing in English, singing, working in the workbook, playing, listening to the tape recorder). The pupils enjoy the lessons very much.

Diagram 12. The most interesting things pupils like to do during the lessons



For question 13 (Is there anything that you do not like in the language center?) most of the pupils have the same answers. There are 19 pupils who like everything in the language center. There are four pupils who have another opinions. They consider that 45 minutes for a lesson is not enough, one pupil does not like reading, the language learning is started from the basics. The last problem is that one pupil wants to study alone, not with others.

Diagram 13. Dilikes in the language center



2.7 Teacher questionnaires

The first teacher is 37 years old. She is female. She has been teaching the English language for 16 years. She has been teaching English at the language center for six years. She started to teach English when she was 19 years old. In state school she has no English lessons, but in the language center the teacher has six lessons a week. The highest academic qualification of the teacher is Bachelor's degree. The professional development activities have a positive impact on the teacher's career growth at the institute/school. The teacher very often has the opportunity to have the freedom to try innovative methods for better learning. The school facilities are well looked after and are up to state standards. The current employment status of the teacher is that she is the owner of the language center. The teacher very likely recommends the language center to all her friends and colleagues, because they can develop themselves and their teaching methods. As a kind of feedback the teacher gives a positive reinforcement. In order to communicate with parents, every half year the teacher talks to parents about their children in general and about their progress on English classes. If a person wants to be successful it is very important to know languages. The world is open. If there is a pupil who does not do homework, he / she does not get a point. If pupils collect five points, they get a present. Homework is usually learning new words, no other homework is given.

The school staff has a sense of ownership and responsibility. The language center develops itself every time. The teacher sees a good perspective in this language center in the future. She hopes that it will be present for the kids. Sometimes there is a need to encourage children to learn English and attend language center. The children are not self-confident. To make them believe they can do it, they are good enough to learn a language. The teacher can see differences in results achieved by the students at a language center and students at ordinary state schools during a certain period of time (e.g. two years). In some way it is easier to maintain discipline at a language center than at a state school. Parents have great motivation to choose the language center, because teachers take care about children, about the level they can reach in English. There is a difference between the language center and a state school concerning equipment and teaching material. The best teaching materials by Oxford University Press and Cambridge University Press are grammar books developed for pupils of different ages. The language center mainly concentrates on direct orientation to language exams. There are no weak points of the language center. The language center is professional, because teachers try to give the best they can do. Teachers pursue professional development by doing teacher training courses.

The second teacher is 40 years old. She is female. She has been teaching English generally for 17 years. She has been teaching at the language center for two years. The teacher started to teach the English language when she was 23. She has six lessons a week in the language center and 19 lessons a week in the state school. The teachers has a Specialist degree. The teacher uses innovative methods during the learning process. The educator has been working at the current school/institute for two years. The language center is modern. The teacher has a permanent employee status. The teacher recommends the language center to everyone, who would like to develop in the latest teaching methods. Teachers communicate with parents, about children in general and about their progress in English classes at the end of every half year. It is very important to know languages, because it can give better opportunities in life.

Sometimes it is important to encourage children to learn English and attend language center. Teachers have to show them that if the pupils work on material, it will be better and better. It is a long process, but everybody can do it. The students at language center are more motivated than in the state school. That is why they achieve better results. It is easier to maintain discipline at a language center than at a state school. Parents have great motivation to choose the language center, because teachers are trying to do their best to teach the kids in the best way to achieve a good/useful knowledge. The language center has the latest

equipments, what are necessary for a good language school (good books and interactive materials)

The third teacher is 34 years old. She is female. She has been teaching English generally for 13 years. The teacher has been teaching English at the language center for three years. She started to teach English when she was 21. The teacher has nine English lessons at state school and six lessons at language center. The highest academic qualification of the teacher is Master's degree. The teacher works at the current school/institute for 11-15 years. The teacher is a permanent employee. Teachers are always in touch with the parents. If a person wants to be successful, he/she has to speak different languages. Pupils can highly develop their characters, skills during the lessons. Teachers always explain how important it is to know foreign languages. In the language center the program is not so limited than in the state school. Teachers have a lot of time for teaching different interesting topics. The language center is professional, because teachers can make a calm atmosphere for children. Children like singing and reading during the lessons. The lessons are well-structured.

The fourth teacher is 36 years old. She is female. The teacher has been teaching English generally for 13 years. She has been teaching English in the center for two months. The teacher started to teach English when she was 23. She has 19 English lessons a week at state school and nine lessons at language center. The highest academic qualification of the teacher is Bachelor's degree. The teacher recommends the language center to everybody, because the language center has all the circumstances for the teacher to conduct lessons in the best way. It is very important to know languages, because with this knowledge the person is at home everywhere. Sometimes there pupils who do not make their homework. In this case they do not get a present. The teacher thinks that nowadays more and more people realize the importance of learning languages. Teachers and parents encourage children to learn English and attend language center. Teachers should constantly say that children can do it and praise them for achieving some goals. A lot of local people do not speak any foreign language, but without knowledge of languages the person could not be successful in life. In the state schools the books are not proper for language learning. Teachers do not have a separate room for conducting English lessons. The teacher thinks that the language center is professional, because she always seeks for new techniques to use during her lessons. She feels that she develops herself.

The fifth teacher is a German language teacher. She is 38 years old. She is female. The teacher has been teaching German generally for 15 years and in the language center she has been teaching for two years. She started to teach the German language at the age of 24. The

teacher has 20 lessons in the school and four lessons in the language center. The highest academic qualification of the teacher is Master's degree. The teacher has been working at the current state school for 11-15 years. The teacher disagrees that the school facilities are well looked after and are up to state standards. The teacher is a permanent employee. Children work in small groups, the material is taught in a playful way and the teacher can choose her/his method of teaching. The language center is also a good opportunity for teachers to develop themselves. The teachers can always learn something new. If the pupils see that the teacher is motivated, the children will be also motivated and more attentive. The only weak point of the language center is that there are some pupils who do not attend the lessons regularly. Teachers are trying to solve this problem.

2.8 Discussion and interpretation of the results

The questionnaires were anonymous. All the pupils have positive answers. The attitude of the teacher toward the pupils and the subject plays a very important role during the teaching process. There are pupils who love the subject because the teacher in the language center is kind and polite. Teachers have to appear to like all the pupils equally. Children learning a foreign language or any other subject need to know that the teacher likes them. In the state schools not all the teachers are friendly according to the answers of the pupils. All the pupils enjoy English lessons very much. Most of the students have been attending the language center for 3-5 years. The lessons are held in a playful way, which are very exciting for the young learners. Game is a natural means for children to understand the world around them. Therefore, it should be part and parcel of their learning, including the learning of foreign languages [11]. Intonation, gestures, facial expressions, actions and circumstances all help pupils to tell what the unknown words and phrases probably mean. By understanding the message in this way pupils start to understand the language [36]. All pupils may wish to play games purely for fun. Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or programme and how, more specifically, different games will benefit students in different ways [24]. The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun. According to the answers of the pupils they can learn a lot of new material during the English lessons. According to Vygotsky, the most important moment in child development is that in which the child begins to use the language not only as a social communication system but also a tool for controlling her own actions and cognitive processes [26]. This kind of teaching

makes the learning of the material easier. Different useful games are included in the learning process. Pupils usually work in small groups and in pairs. It helps them to memorize the material better. Working in small groups is a good chance to get to know each other closer. A group usually consists of 5-8 pupils. Pupils can make new friends while learning together. The pupils like using all four language skills (reading, writing, listening and speaking). The learners of the language center like reading, learning new words, communicating and writing in the target language, singing and playing useful games in English and doing exercises from the workbook during the lessons. There is nothing in the language center what pupils do not like.

All the teachers have different answers. The questionnaires were anonymous. Teachers use innovative methods of teaching. The language center has the latest equipment, what is necessary for a good language school (good books, interactive materials with the proper electronic devices: interactive board and CD player). Teaching English due to its global nature has a strongly developed methodology and offers free access to a huge variety of educational materials online [10]. Sometimes there are difficulties which teachers face in the language center. There are cases when pupils are not prepared for the lessons. In such situation the pupil gets a punishment or does not obtain a present for doing well. Every half year all the teachers talk to the parents of the children in general and about their progress in English classes. The knowledge of the English language is very important nowadays. The English language is found in each country of the world [8]. In Ukraine during the Soviet era, teaching different foreign languages (e.g. English, German or Spanish) was not paid much attention to. It was believed that knowing and speaking Russian as a world language was enough for the nation.

After the collapse of Soviet empire it has changed. Later more and more people realized the importance of learning English language [16]. It may be seen that the role of English within a nation's daily life is influenced by geographical, historical, cultural and political factors [15]. According to the answers of the teachers the language center has good perspectives in Beregszász. Hopefully the language center will grow, because more and more people realize the importance of learning languages. English language is spoken by at least a quarter of the world's population [23].

Motivation is another important aspect during the learning process. Ilona Huszti proved in her research, that motivation always helps pupils to do their best [20]. The teachers are motivating the pupils in the language center, because the pupils are not always self-confident. Educational psychologists commonly refer to two types of motivation:

extrinsic/instrumental and intrinsic/integrative. Extrinsic motivation is the drive to do or learn something for an external reward, such as good school grades. Intrinsic motivation is the drive to do or learn something for its own sake [12]. The teachers of the language center are trying to create a perfect atmosphere for learners, to make the learning process effective. The school facilities are well looked after and are up to state standards. All the teachers recommend language center. Educators use the latest methods of teaching which are developed by special trainings. Teachers can see differences in results achieved by students of language center and students at ordinary state school during a certain period of time. In the language center more attention is paid to the learners. The learners at the language center are more motivated and that is why they achieve better results. Learners usually work in small groups and in pairs, which contain of 5-8 pupils. That is why in the language center it is easier to maintain discipline than in a state school. In some way there is a difference between the language center and a state school concerning equipment and teaching material.

The lack of material, books is a huge problem in the state schools. In the schools of transcarpathian region learners have access to English, a foreign language only in the classroom, the focus is more on communication [21]. Not all of the students have the opportunity to buy them. Not all the pupils find studying interesting or useful. The teachers very often have the freedom to try innovative methods for better learning in the language center. The language center develops direct orientation to language exams. Professional development activities have a positive impact on teachers' career at the language center. Most of the teachers are permanent employees at the language center. Some of the teachers have lessons in the language center and also in the state school.

Pupils also study German and Ukrainian languages apart from English. Language learners living in a heterogeneous environment and having contact in their everyday life with more than one language learn foreign languages more easily [14]. It helps them to improve their communication skills and to enrich their vocabulary. Intonation of the educators plays also an important role during the learning process [13]. For the teacher, methods prescribe what materials and activities should be used, how they should be used and what the role of the teacher should be. For learners, methods prescribe what approach to learning the learner should take and what roles the learner should adopt in the classroom. The most popular is the audiolingual method, because the audio-lingual method advised that pupils should be taught a language directly, without using the pupils' native language to explain new words or grammar in the target language. "Start Language Center" is popular among the young learners in Beregszász. Pupils like visiting the language center. Teachers use innovative methods of

teaching what makes the lessons exciting. Pupils have an opportunity to learn different foreign languages (English, German and Ukrainian) in this language center. Paradoxical, as it may seem, the English language runs like blood through the veins of nations worldwide. To have good communication skills in English is a burning desire for most people. Communicative competence in the target language is more demanded now than ever before [35]. Teachers have high level of education. Teachers are trained by special courses, where they can get acquainted with the latest methods of teaching English for young learners. There is a huge necessity of the language center in Beregszász.

Nowadays more and more parents are realising the importance of learning foreign languages. That is why children are studying the languages from their childhood. There are a lot of parents who do not have any opportunity to study languages when they were young. Educators recommend the language center to everyone. The language center has a direct orientation on English language exams. A lot of attention is paid to each child, because pupils usually work in small groups which consist of 5-8 pupils. The language center is well-equipped what makes the learning process easier and more exciting.

The research shows that the pupils in the language center are more motivated than in the state school. Motivation is a necessary thing during the learning process. Pupils are interested in learning foreign languages and they understand the importance of learning languages. The attitude of the teacher towards the pupils and the subject plays a big role during the teaching process. A piece of empirical research was made by Ilona Huszti with teachers, where she got the following results. Someone may know the language very well, but may not be able to teach it to anyone. A person has to be born to be a teacher [19].

There are cases when pupils are not self confident. Teachers encourage pupils during the lessons. If the pupil has great achievement during the lesson, he/she gets a present and a good point. Teachers always try to create the perfect atmosphere for the pupils.

In Beregszász this language center is so modern. The language school will have huge perspectives in the town. Everyone knows, that if a person wants to be successful, the knowledge of languages is so important. In this case, all of the pupils have to be motivated.

As for me, it is a good idea to educate also adults. Both for children and adults languages are important and useful. Hopefully, the language center will develop itself and there will be more and more possibilities for people. Young teenagers and school-leavers might be in an easier situation, because they learn English since primary classes and have English lessons at least three times a week, while the majority of adults have never learnt English [27]. Teachers who are working in the language center have a high level of English

language knowledge. This plays an important role in successful language learning. The success or failure of learning, mastering and using the grammatical rules and structures is largely determined by the technique and approach used by the teacher. The results of a recent study also have proved it [16]. During her research, Ilona Huszti interviewed 47 English teachers in Transcarpathia about the level of language knowledge in English in Hungarian schools. Based on the respondents' answers, the researcher drew these conclusions: the most effective teacher of English, whose high level of language skills is coupled with excellent methodological skills; the teacher's fluency in the language is a good example for the students, motivating them to learn more diligently in order to achieve the set goal; the better the teacher knows English, the better the work he can do in the field of teaching, the higher the results he can achieve with his students [19]. In this language center, students are in a very lucky position to learn in small groups. In the Ukrainian school, English is taught in large classes. Pupils study English language from Class 2 of primary school [9]. Undoubtedly, English language is one of the most important subjects in the school curriculum [18]. This means that the class can only be divided into two groups with a class size of 28 children. The number of students in a class that does not exceed 27 does not break down into groups. This results in the creation of large classes. However, work in such groups is far from effective, as there is little time to deal with students separately [31; 22]. Based on the research of Réka Máté, the state schools have lack of proper material for language learning. The classes contain a lot of pupils, what make effective language learning difficult [31]. In Ukraine, language schools are not rated. So it is not possible to choose a language school based on the rating. In Hungary, language schools have been certified since the operation of the language school system. In 1992, the Professional Association of Language Schools was established. The work of the organization has been developed by renowned professionals with language school experience. Professionals set up a professional qualification system based on objective criteria, specifically aimed at evaluating the training provided by language schools. The association evaluates the quality of training provided by language schools. The title "Qualified and Recommended Language School" if the school has a full language teaching activity meets quality requirements. The qualification criteria are separate for each must be met for the language taught. According to the organization, these criteria can be expected from a Qualified and Recommended Language School:

- high quality education with effective, modern, communicative methods, trained teachers;
- the overlapping level system of the courses, the choice of courses;

- regular professional supervision and professional development;
- competent professional management, regular in-service teacher training;
- the existence of cultured material and technical conditions necessary for modern teaching;

- accurate, comprehensive information for students and teachers;
- efficient organization, precise administration [32]

Pupils in the schools are increasingly motivated to master a foreign language. Ministry staff is aware that the overall level of English proficiency in our country is still far from ideal. That is why we have something to work on and the future generation is proud to take on this challenge.

The Ministry of Education and Science of Ukraine is aware of the need to speak foreign languages and therefore approved the Concept of English Language Development in Higher Educational Establishments. English proficiency of at least B1 will be a prerequisite for entry to the Higher Educational Establishments, and B2 will be compulsory for graduation from the Higher Educational Establishments. [39]

The plans provide for some of the specialized disciplines to be English-speaking and to conduct regular “screenings of knowledge”, in particular, to introduce a compulsory foreign language test after a bachelor’s degree. Ministry of Education and Science of Ukraine proposes to take part in learning a foreign language by offering a site As we can see, learning foreign languages is a top priority for the Ukrainian government. Pupils and parents are also aware of the need to learn foreign languages.

Part 3

Textbook analysis

Language teaching and learning is very closely connected with the textbook. There is no doubt that no textbook is perfect and every textbook has advantages and disadvantages. The goal of the book is “to maintain a balance between theory and practice”. The book offers, on the one hand, background information about present and past approaches and on the other hand, resources for teachers and useful information for the classroom teacher [28]. The potential to supplement a textbook with certain materials based on their learners’ learning styles and needs is a must for teachers [34]. In English language teaching, coursebooks usually serve for multiple purposes, such as

- a resource for presentation material (spoken/written),
- a source of activities for learner practice and communicative interaction,
- a reference source,
- a syllabus,
- a resource for self-directed learning or self-access work, a support for less experienced teachers.

Pasichnyk in his dissertation examined the content and structure of foreign language textbooks for secondary schools in Ukraine from the 80s of the 20th century to the beginning of the 21th century [40]. Anyway, the choice of course books in different types of schools depends on different factors. In situation where there is considerable professional, social, financial and political investment and support, the selection of a particular book is not a difficult educational decision. But in Ukraine to achieve these favourable conditions still remains in perspective.

Ukrainian scholars analyze the English textbooks for elementary school [41]. Therefore, the thesis aims to highlight such set of books for teaching and learning English which meets the requirements stated by Cunningsworth, as requirements towards the suitable set of books for teaching young learners and is accessible for Transcarpathian learners. In this chapter the descriptive qualitative method was used which focuses on analyzing and interpreting recorded material. The focus is on the set of books (teacher’s book, class book, activity book) “Happy house 2”. It is a set of books which is of an acceptable quality, useful and appropriate due to the context for the children with whom they are being used (beginners). The thesis aims to analyse separately the books for young learners (class book and activity book) and the book for the teachers. The book for learners “Happy house” contains two sets of characters and

they inhabit parallel worlds within the house. These are: the world of everyday family life, which we experience via the 'real' human family – Mum, Dad, the twins (Polly and Jack), and Daisy, the baby; and the fantasy 'mouse world' featuring Spike and Ruby. Although the mice live behind the skirting and under the floors, they often venture into the rooms of the house, particularly to tease the family cat, Otto, who interacts with both sets of characters. As it can be seen the choice of the topic material, which is based on the fairy tale is very suitable for the young learners. This teaching materials can positively influence the quality of learning-teaching procedure, because children like to spend time with the things which in their everyday life, behind the classroom, is a source of entertainment or hobby. Happy House is a two-year course that introduces children to English through listening and speaking and then, in the second level, provides a gentle introduction to the written word. Happy House introduces children to English through an appealing storyline which combines both familiar contexts and a fantasy world. Children can relate to the characters Polly, Jack, and their baby sister, while also enjoying the adventures of a family of mice that live under the floorboards. Each unit follows a very clear pattern which gives children confidence and helps them to learn. The course involves children in a process of language learning which is fun and highly motivating. It includes catchy songs, cognitive puzzles, and colouring and drawing activities. Stickers are used in Level 1 to reinforce vocabulary in an enjoyable way. Level 2 provides revision and reinforcement from Level 1, combined with new material to both consolidate and further children's learning as they work with the written word for the first time.

Happy House 1 Activity Book offers optional extra activities and cut-outs to complement the Happy House Classbook. The Happy Alphabet Book teaches children the Roman alphabet. This set of book is educationally and socially acceptable to target community, it has clear attractive layout, printed easy to read. The book for pupils admires the learner with the number of interesting tasks connected to the topics, like "Welcome to happy house", "Pens and pencils", "Come and play", "Dressing up", "Happy birthday", " Bathtime", "Animal friends", "Merry Christmas!". The variety of tasks is broad, there are tasks "look and circle", which can activate the reception skills of the learners, "match and say" which enreach the vocabulary, "draw and say", "colour and say" needs artistic skills, "look and say" requires descriptive skills. The pupils' books contains pictures and draings to conduct interpersonal communication with teachers and friends. The aspect of topics accuracy covers social function, elements and structure meaning The instructions are very clear and outlined with capital letters. The content of the book for learnrs is clearly organized and graded. the main concept is to provide varied topics and tasks for different learning levels. The book aims to

encourage learners to develop own learning strategies and to become independent in their learning, according to their level. The teaching process is impossible without the appropriate teacher's book. The set of book "Happy house" has got a proficiency Teacher's book. The book contains all the elements which are essential for the teacher while working in the classroom. The Language summary at the front of the book lists the language content under three different headings and is designed to help the teacher to discriminate easily between different types of language and language use. Key language means the essential vocabulary and structures which the children are expected to assimilate and which, in many cases, they will be able to reproduce. Additional language means the other language which comes up in the stories, songs, chants, and activities. Children will recognize and produce different amounts of this. The Teacher's Book contains comprehensive teaching notes for each lesson, guidelines for the use of English and the children's own language (L1) in the classroom. The Teacher tip boxes offer further suggestions and quick reminders to help with preparation and classroom management. At the beginning of each lesson there is a summary of the lesson: the learning outcomes, the language to be covered and the materials that you will need. The Teacher's Book also contains suggestions for reinforcement and extension for mixed-ability classes. The Classroom games section at the back of the book provides additional material in the form of numerous ideas for non book-based activities and games using flashcards, realia, and the board. The teacher may also encounter some of these activities in the lesson notes. However, many of these additional activities can be used to practise other vocabulary and structures, and since children enjoy playing familiar games again, the Classroom games section makes it easier for the teacher to access them quickly. Teacher's Resource Pack contains additional teaching materials. The following items are provided: flashcards. The flashcards cover all the key vocabulary items in Happy House. The teaching notes often suggest the use of flashcards at the presentation stage since this provides a clear and efficient means of teaching the new vocabulary. Many of the activities and games used to practise key words also require the flashcards. These are one-sided, making it easier to play guessing games and memory games. The storycards and masks are a valuable classroom resource for the presentation of the first story of each unit. The storycards have A4 images on the front, and the story text, teacher's notes, and mini-reproductions of the images on the back. They provide a motivating way of presenting and extending the stories in a variety of ways. The Teacher's Book contains a range of reinforcement and extension activities. The reinforcement activities can be used to help revise and recycle language from the units of the book, whilst the extension activities are designed to activate simple structures. These are ideal for mixed-

ability classes and for teachers who require supplementary material and flexibility. The Teacher's Book contains full teaching notes, story books, and wordcards (from unit 4 onwards) for teachers who want to introduce word recognition. The set of book "Happy House" should be categorized as very good in several items, namely relevance of materials and referred sources, social skills, academic skills and respect for cultural diversity

Conclusion

The thesis dealt with the role of language schools in teaching and mastering the English language in the Transcarpathian region. In our globalized world, the English language has a unifying function and acts as a mediator. It is the most widely spoken language in the world. English is the main language for international communication in many spheres of public life, including political, economic, cultural, and educational fields.

Nowadays there are many opportunities for learning languages. In addition to school lessons, students can learn languages online, with tutors in private lessons or in language schools. Language schools and centers established in Transcarpathia offer different courses for learning foreign languages.

The "Start language center" was opened 4 years ago. The peculiarity of the language center is that there are students of primary school age. Teachers in the language center have a high level of knowledge. They are trained annually in relevant courses, particularly in the UK, where they can get acquainted with the latest methods of teaching English. Based on the research, it has been found that students like visiting the "Start language center". According to the survey results, it is revealed that most students are motivated to learn a foreign language. Motivation plays an important role in the learning process. If the student is successful in the lesson, he or she is rewarded with a gift. Some students learn only because they love the teacher's personality. Teachers always try to create a pleasant atmosphere for students, to make the learning process more interesting.

Teachers use innovative methods in learning English. Educational games are applied during the learning process by using an interactive whiteboard. Pupils usually work in small groups or in pairs. The results of the research have confirmed that working in small groups is more effective. Pupils develop their communication skills while working in small groups or in pairs. Another advantage is that teachers pay more attention to each student. The Language Center offers high quality books that are suitable for study. It is also worth pointing out that the teachers in the language center develop textbooks for their pupils to use during the classes. The compilers of the textbooks draw on the European experience of preparation for the language exam at different levels.

The language center focuses primarily on preparing students for language exams, textbooks, workbooks and guidelines for teachers have been created according to European standards for teaching foreign languages. The staff believe that the Start Language Center will have great perspectives in the future in Beregszasz. Priorities of the language center include:

modern European methods of teaching foreign languages, compiled according to European standards, textbooks and workbooks, use of already available textbooks and manuals of this type, use of modern equipment, students' motivation for learning, small group teaching (5-6 students).

The research allows us to draw the following conclusions:

- students are motivated by their parents and teachers to attend classes and a language center every week;

- modern European methods encourage children to learn foreign languages (in particular, the usage of game during the lessons, working in small groups, the usage of modern textbooks, the usage of modern technical equipment).

- cozy interior, pleasant atmosphere attract children to visit the language center;

- the teacher's personality is one of the main motivating factors.

The analysis of the textbooks allows to draw the following conclusions:

- textbooks which are published by Oxford University Press and Cambridge University Press are mostly used and are up-to-date in the teaching foreign languages (part of these textbooks are used by students both at home and in class, some only in class);

- teachers independently work out textbooks and workbooks for students, taking into account modern European standards of foreign language teaching;

- teachers consider it necessary to create guidelines for teachers to use in the preparation for the lessons;

- the textbooks are built on a level of complexity, as a result, students can successfully pass the language exams recognized in Ukraine and other countries.

Language schools and language centers are the best options for those who want to learn a foreign language.

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Резюме

У роботі розглянуто роль мовних шкіл та мовного центру зокрема у навчанні та оволодінні англійською мовою на Закарпатті. Загальновідомо, що необхідність володіння іноземними мовами у сучасному світі є однією з необхідних умов навчання та працевлаштування. У глобалізованому світі англійська мова виконує об'єднувальну функцію, виступає мовою-посередником. Вона є найпоширенішою мовою у світі, світовою мовою. Це основна мова для міжнаціонального спілкування у багатьох сферах суспільного життя, зокрема політичному, економічному, культурному, освітницькому галузях. Вкрай важливо молодим людям вдосконалити оволодіти іноземними мовами, зокрема англійською.

У наш час існує багато можливостей для вивчення мов. Окрім шкільних занять, учні можуть вивчати мови онлайн, з репетитором на приватних уроках або в мовних школах. Мовні школи та центри, створені на Закарпатті, пропонують різні курси для вивчення іноземних мов. У місті Берегове функціонує мовний центр «Старт», який був відкритий 4 роки тому. Особливістю мовного центру є те, що тут навчаються учні молодшого шкільного віку. Викладачі мовного центру мають високий рівень знань. Вони щороку проходять стажування на відповідних курсах, зокрема у Великобританії, де можуть ознайомитися з найновішими методами навчання англійської мови.

На основі проведеного нами наукового дослідження було виявлено, що учні залюбки відвідують мовний центр «Старт». Згідно результатів опитування виявлено, що більшість учнів мотивовані до вивчення іноземної мови. Як відомо, мотивація відіграє важливу роль у навчальному процесі. Якщо учень успішний на уроці, він нагороджується подарунком. Деякі учні навчаються лише тому, що люблять особу вчителя. Вчителі завжди намагаються створити приємну атмосферу для учнів, зробити процес навчання цікавішим. Вчителі використовують інноваційні методи у процесі навчання англійської мови. Вводять у навчальний процес розвивальні ігри, застосовуючи інтерактивну дошку. Вихованці зазвичай працюють у малих групах або у парах. Результати наших досліджень підтвердили, що робота у малих групах є більш ефективною. Учні значно більше розвивають свою комунікативну майстерність під час роботи в малих групах або парах. Перевагою є ще й те, що вчителі більше уваги приділяють кожному учневі. Мовний центр пропонує книжки високої якості, які підходять для навчання (видавництво Oxford, Cambridge). Варто наголосити а тому, що вчителі мовного центру укладаються підручники для своїх вихованців, якими учні користуються на заняттях. Укладачі підручників спираються на європейський досвід

підготовки до мовного іспиту різних рівнів. З огляду на те, що мовний центр зосереджується в першу чергу на підготовку учнів до мовних іспитів, підручники, робочі зошити та методичні вказівки для вчителів створено за європейськими стандартами викладання іноземних мов.

Вважаємо, що мовний центр «Старт» матиме великі перспективи у майбутньому в місті Берегові. Дедалі більше учнів відвідуватимуть його з метою досконалого оволодіння обраною іноземною мовою. До пріоритетів мовного центру належать: сучасні європейські методи викладання іноземних мов, укладені згідно з європейськими стандартами підручники і робочі зошити, використання вже наявних підручників та посібників такого типу, застосування сучасних обладнань, мотивація учнів до навчання, навчання в малих групах (5–6 учнів).

Проведене нами дослідження з учнями мовного центру дозволяє зробити такі висновки:

- учні мотивовані батьками і педагогами в тому, щоб щотижня відвідувати уроки і мовному центрі;
- сучасні європейські методи заохочують дітей до вивчення іноземних мов (зокрема, застосовування ігрових методів, навчання у малих групах, використання сучасних підручників і унаочнень, застосування найсучаснішого технічного обладнання).
- затишний інтер'єр, приємна атмосфера приваблюють дітей до відвідування мовного центру;
- особа вчителя є однією з основних мотиваційних чинників.

Проведений нами аналіз підручників дозволяє зробити такі висновки:

- використовуються здебільшого підручники видавництва Oxford і Cambridge, які є найновішими і найсучаснішими у процесі викладання іноземних мов (частиною цих підручників учні користуються як вдома, так і на заняттях, деякими користуються лише на заняттях);
- вчителі самостійно укладають підручники та робочі зошити для учнів, беручи за основу сучасні європейські стандарти викладання іноземних мов;
- вчителі вважають необхідним створення методичних вказівок для вчителів, якими користуються у процесі підготовки до занять;
- підручники побудовані за таким рівнем складності, щоб у результаті учні могли успішно скласти мовні іспити, визнані в Україні та в інших країнах світу.

Мовні школи та мовні центри – найкращі варіанти для тих, хто хоче вивчити іноземну мову.

Appendix A

Questionnaire

Aims, perspectives and teaching methods of a language school for children

(Language School Start) in Transcarpathia: A case study

This questionnaire intends to collect data about teachers' ways, attitudes and future perspectives of teaching the English language. The purpose of the questionnaire is to find out how teachers feel about teaching it, and how they perceive their own perspectives in teaching English while working at a non-state governed language school. The questionnaire is anonymous. Please write your own sincere answers.

Age:

Gender:

How long have you been teaching English generally? _____ years

How long have you been teaching English at the language school? _____ years

1. At what age did you start to teach English?

2. How many English lessons do you have a week?

At school: _____

At language school: _____

3. Please state your highest academic qualification by ticking the appropriate box below.

1. Bachelor's degree

2. Master's degree

3. Doctorate

4. Other (Please specify) _____

4. Did professional development activities have a positive impact on your career growth at the institute/school? Yes No

5. How often did you have the freedom to try innovative methods for better learning?

1. Very often
2. Sometimes
3. Rarely
4. Never

6. How long have you been working at the current school/institute?

1. 1 year or less
2. 1-2 years
3. 3-5 years
4. 6-10 years
5. 11-15 years
6. 16-20 years
7. 20+ years

7. The school facilities are well looked after and are up to state standards

1. Strongly disagree
2. Disagree
3. Neither disagree, nor agree
4. Agree
5. Strongly agree

8. Please state your current employment status.

1. Permanent employee
2. Fixed term contract of more than a year
3. Fixed term contract of less than a year

4. Other (Please specify) _____

9. Considering your complete experience as a teacher with the language school, how likely are you to recommend it to a friend or a colleague? Why?

10. What kind of feedback do you give?

Grade

Comment

Positive reinforcement

Please, specify: _____

11. Do you use the school journal to communicate with parents? How do you communicate with parents?

12. Is it important to know languages if you want to be successful? Why?

13. What approach do you take with students who don't do homework? Why?

14. What type of homework do you give?

15. The schooling staff has a sense of ownership and responsibility

1. Strongly disagree

2. Disagree

3. Neither disagree, nor agree

4. Agree

5. Strongly agree

16. How do you see your own future career development at the language school? Do you see any perspectives in it for your own professional development?

17. What do you think about the perspective of this language school in our town?

18. Is there a need to encourage children to learn English and attend language school? What is the best way to do it?

19. Can you see any difference in results achieved by the students at language school and students at ordinary state schools during a certain period of time (e.g. 2 years)?
20. Is it easier to maintain discipline at language school or at a state school?
21. What motivates parents to choose the language school?
22. What is the difference between the language school and a state school concerning equipment and teaching material?
23. What would you develop at the language school?
24. What are the weak points of the language school?
25. Do you think the language school is professional? Why?/Why not?

Thank you for contributing to the results of this questionnaire.

Appendix B

Questionnaire

about START Language Center

Dear Pupil!

I would like to ask you to help me with the answering of some questions. The questions are connected with the learning of foreign languages in Start Language Center. You do not have to write your name. There are no good or bad answers, but please answer as honestly as you can.

Karolina-Mária Bárány

Year 4 English major student

1. How old are you? _____
2. What languages do you learn? _____
3. How long do you study at Start language Center? _____
4. Why is it good to learn at Start Language Center ?

5. How many pupils are there in one group? _____
6. How many lessons do you have in a week? _____
7. Do you find the lessons interesting in the language center? Why are the lessons useful in the language center? _____
8. What is the difference between your teacher in the language center and the teacher in your school? _____

9. Do you work in pairs? _____
10. Do you work in small groups? _____

11. What kind of learning do you prefer better: working in pairs or working in small groups?
Why? _____

12. What do you like the most during the lesson?

a) learning new words

b) reading

c) using the target language

d) writing in English, singing

e) singing

f) playing

g) listening to the tape recorder

h) working in the workbook

i) other _____

13. Is there anything that you don't like in the language center?

Thank you for contributing to the results of this questionnaire!

NYILATKOZAT

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

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

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

Beregszász, 2020. május 4.



Bárány Karolina-Mária